



From baseline to policy: Technology-enabled learning at the National University of Samoa.

Ioana Chan Mow

National University of Samoa

Introduction

- Regional OER framework
- National ICT policy
- Sector policy
- NUS policy
- Need for TEL
- Robust national ICT infrastructure



Introduction



- Processes and activities which led to the development of a Technology enabled learning (TEL) policy at NUS.
- Funded by COL, COLTEL systematic approach to institutionalising technology-enabled learning (TEL) at NUS through research, consultation, capacity building, and monitoring and evaluation.
- Integral part -development of a TEL policy to guide TEL initiatives at NUS.
- To inform policy development and future TEL initiatives, three baseline studies were conducted.

NUS TEL Activities

- 3 baseline studies
 - Survey of the ICT use by teachers
 - Survey of ICT use by students
 - Policy review and infrastructure audit (PRIA)
- Developing and adoption of a policy for (ODL) and Technology-Enabled learning (TEL);
- Developing an implementation plan and budget for ODL and TEL
- Capacity building for TEL and ODL.



METHODOLOGY

- Surveys from TEL Handbook (Kirkwood & Price, 2016)
- Infrastructure audit based on survey of ICT related personnel
- 169 staff surveyed
- Stratified sample of 366 students from all faculties based on faculty enrolments
- Survey monkey



Findings baseline

- NUS is early stages of technology-enabled learning
- Some improvements needed in its technology infrastructure and support services.
- Skill levels - staff and students quite proficient in common applications ->word-processing, spreadsheets, email.
- However further capacity building of teachers & orientation of learners needed in advanced ICT use for teaching and learning
- Need make the environment more creative, engaging & learner centred.
- Teachers also need more training on use of OER and LMS.



Findings baseline

- staff and students showed very positive attitudes towards the use of technology in teaching and learning.
- Staff and students obviously knew the value, potential uses and benefits of technology.
- Responses also showed overwhelming consensus of the need to develop a TEL policy for NUS.





Implications & Recommendations for University

- Need to improve the infrastructure at NUS in-terms of access to Internet, provision of LMS and facilities to create digital recourse for teaching and learning.
- Need to develop a policy on TEL to guide the development of TEL at NUS.
- Need for training for both staff and students in the use of technology.
- Continuous capacity building of teachers is important to effectively integrate TEL in courses offered by NUS.

Implications & Recommendations for University



- Enhancements in infrastructure, staff and student skills in TEL has potential benefits in
 - improving the quality of the teaching and learning environment as well as
 - expanding access to NUS courses through the use of TEL in open and distance learning.
- Creation of online courses and making these available with open licenses would also help the university to be more visible as a knowledge creator and leader in specialised areas of the university.
- University administration to focus on development and implementation of policy for TEL and allocate adequate resources to make it operational.

Policy development: Consultation



- Policy workshop to develop TEL Policy & Implementation Plan
- Representatives of all sections of NUS & its key stakeholders
- Input -> Report on findings of 3 baseline studies and recommendations
- **Presentation of Key Policy Issues for Technology-Enabled Learning**
- Vision of the Policy
- Principles and Objectives
- Technology and Infrastructure
- Teaching, Learning and Assessment
- Professional Development
- Governance

Policy development



- **GROUP WORK**
- **Group 1: Policy Rationale** (Vision of the University, Objectives, Exceptions, Applicability, Related Rules and Regulations)
- **Group 2: Technology and Infrastructure** (Network, Hardware software, Learning Management System, Repositories and Libraries)
- **Group 3: Teaching, Learning and Assessment**
- **Group 4: Professional Development** (including reward and recognition)
- **Group 5: Governance of TEL** (including sharing of educational materials, copyrights and licensing, monitoring and evaluation)



TEL POLICY & IMPLEMENTATION PLAN

- 1 Definition of Terms
- 2 Purpose
 - 2.1 Principles
 - 2.2 Objectives
- 3 Policy Statements
 - 3.1 Technology and Infrastructure
 - 3.2 Teaching, Learning and Assessment
 - 3.3 Professional Development
 - 3.4 Governance
- 4 Annex: Action Plan for Implementation of the TEL Policy

Principles

- **Enabling improvement in Learning:.**
- **Quality improvement**
- **Openness**
- **Access to world of resources:.**
- **Increasing Access**
- **Appropriate use of technologies**
- **Innovations in teaching and learning**
- **Equity and Inclusion**
- **Efficient and sustainable practices**
- **Partnership:**



Objectives



- Provide universal access to teaching, learning and research information using appropriate ICTs.
- Improve relevance of the learning experiences of the students at the University using ICT and enable them to be ready for employment and entrepreneurship.
- Create an environment of sharing by providing opportunity to build networks within and outside the university.
- Engage students to be life-long learners using a variety of sources and technologies and facilitate a rich engaging environment.
- Enhance the experiences of students through effective, agile and advanced uses of technology, and enable them to participate from anywhere in learning and assessment activities, taking account of their varied abilities, location and cultural considerations.
- Provide an accessible teaching and learning environment to both students and teachers with disabilities.
- Enhance the teaching, tutoring, assessment, support and research experiences of teachers and foster a responsive community of practice within the university to support each other and share experiences and knowledge resources.
- Facilitate creative and innovative teaching and learning practices using ICTs.

Policy statements



- **Technology and Infrastructure** (Network, Hardware software, Learning Management System, Repositories and Libraries)
- **Teaching, Learning and Assessment**
- **Professional Development** (including reward and recognition)
- **Governance of TEL** (including sharing of educational materials, copyrights and licensing, monitoring and evaluation)

Specific objectives



- SO1: Provide high performance network infrastructure at the Le Papaigalagala campus and all other campuses
- SO2: Set up a Learning Management System and appropriate online facilities to provide improved blended learning
- SO3: Set up an open access repository to share learning content developed by teachers in the university
- SO4: Provide orientation and regular training to teachers to use ICTs effectively
- SO5: Provide orientation to learners to use ICTs effectively
- SO6: Develop blended courses for teaching and learning

Where to from here?

- Policy approval
- Alignment with other NUS policies
- Implementation plan implemented
 - Moodle training
 - Course development and delivery in Moodle
 - Creation of OER repository in DSpace
- Evaluation of impact of TEL

- THANK YOU

