



KABALE UNIVERSITY E-LEARNING POLICY

SEPTEMBER, 2020

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ACRONYMS

| | |
|-------|---|
| BYOD | Bring Your Own Device |
| DoE | Directorate of E-learning |
| DICTS | Directorate of Information and Communications Technology Services |
| ICT | Information and Communication Technology |
| ISO | International Standards Organization |
| IT | Information Technology |
| PPDA | Public Procurement and Disposal of Assets Authority |
| ToR | Terms of Reference |
| KAB | Kabale University |
| LMS | Learning Management System |

1.0. Introduction

Digital communication is inevitable for most aspects of society in the 21st Century. Educational institutions, in particular, are challenged to adopt digital communication in order to reach wider audiences in more flexible arrangements than was the case in the traditional face-to-face approaches. E-learning is now the new reality that Universities and other educational institutions must adopt immediately to avoid being relegated to the category of historical misfits. Kabale University is a new public institution that aims to move with the times in order to offer flexible and convenient teaching and learning, research and innovation, as well as community engagement. To do this, digital communication is essential and will be mainstreamed. While the University already has an approved ICT policy with a small section on e-learning, the need for a fully e-learning policy framework to guide the university's plans and investments in e-learning was found necessary. This policy document provides the contextual analysis, the rationale for e-learning, the objectives of the policy, guiding principles, implementation strategies and its implementation arrangements among others.

2.0. Context and Situation Analysis

The global job market and general life in the 21st Century demands proficiency in ICTs. Kabale University graduates must be adequately prepared to fit into the current and future society and job market globally. E-learning is feasible at Kabale University without major problems. A survey conducted between June-July 2020 among the Kabale University students and staff showed that over 80% of both academic staff and students had access to a smart phone, which is one of the most basic hardware needed to engage in online learning. It is possible for arrangements to be made to ensure that the remaining about 20% get access to e-learning material through other channels. Moreover, studies by the National Information Technology Authority (NITA) and Uganda Communications Commission (UCC) show that Uganda had a telephone network coverage of 95% in 2018, internet penetration rate of 37.9% with 23 million users, and a smart phone penetration rate of 28% among rural mobile phone users and 22% among urban mobile phone users, with an overall 5.6 million smart phones (National Information Technology Authority 2018; Uganda Communications Commission 2020).

The national internet backbone infrastructure covers 29 districts out of 132. However, Kabale University is a member of the Research and Education Network of Uganda (RENU) which

provides a reliable, subsidized and secure internet service. The average downtime is less than 1%. The Foreign Penetration Attempt rate is equally low. Kabale University currently purchases 50 Mbps of bandwidth, at US\$ 50 per Mbps per month. If the number of users could increase due to the e-learning policy, the cost per Mbps could be brought even lower. Electricity coverage by the national grid currently stands at 28% (with 60% of urban areas and 18% in rural areas) (Sustainable Energy for All 2020) thus meaning that most of the students and staff can be able to charge their devices without difficulty since they live in urban areas.

Kabale University is a young public university in Uganda having started in 2001, was Chartered in 2014 and transformed from a private to a public University under statutory instrument No. 36 on 16th July 2015, in accordance with the Universities and Other Tertiary Institutions Act 2001 (as amended). The University, whose motto is “Knowledge is the Future”, seeks to contribute directly to the attainment of Sustainable Development Goals (SDGs) 1, 3, 5, 8, 12, 13 and 16 in Uganda and the neighboring countries of the Great Lakes region of Eastern Africa. This is done through training high quality human resource in programs offered in the faculties of: Education; Arts and Social Sciences; Engineering, Technology, Applied Design and Fine Art; Computing, Library and Information Science; Agriculture and Environment Science; and Science. The university also runs a school of Medicine and an Institute of language studies.

As part of its core mandate, the university conducts research, offers consultancy services, and engages in knowledge transfer partnerships, contributing to the economic development of Uganda and Africa in general. The vision of the university is *“A sustainable vibrant centre of excellence in teaching, learning, and research and community service in the Great Lakes Region and beyond.”* The Mission of the university is *“To be an efficient and effective University that excels in teaching, research and community engagement”* and the Goal is *“to produce marketable and quality graduates that provide professional services to the society”*.

Key strategic priorities of the university include increased use of information and communication technologies in teaching and learning, adoption of flexible modes of learning and ensuring cost-effectiveness of courses. Right from its inception, Kabale University has delivered its teaching and learning predominantly through the mode of face-to-face teaching. However, its strategic plan aims to introduce distance-learning in order to make it possible for more students who may be far away from the university and/or are unable to travel to the university to access their education. For

this purpose, the university established a policy on Distance Learning. E-learning was adopted as one of the modes to facilitate distance learning. However, no stand-alone policy on e-learning was made. Instead, e-learning was incorporated as an element in the ICT Policy.

Most lecturers belong to the baby-boomer and Generation X where they are less technologically savvy and more inclined to use of traditional modes of teaching. However, most students of the university belong to the millennial and Generation Z generations. Several studies (Jones, Jun Hyung et al. 2007; Bambang, Dewiyani et al. 2016; Cilliers 2017; Mohr and Mohr 2017) have shown that millennial and Generation Z children are more comfortable with and dependent on computer technologies, computer literate from an early stage of life and more prone to use the internet as the source of data and information than older generations. They are fast-paced and less tolerant to experiences that take time. They are more socially connected through the internet and social media. They are, also, more likely to choose computer-related programmes at university and to know more computer applications than the older generations. They also prefer to learn on their own.

The students, staff and the University may incur some additional costs in ensuring there is adequate delivery and access to e-learning content. The content may be in form of new devices (laptops, i-pads, smart phones, mi-fi, or storage devices e.g. flash disks, CDs, network cabling, routers, access points etc), or bandwidth to access internet. Devices will continuously become obsolete and need to be replaced, thus generating e-waste. Some devices will be damaged or stolen either by staff, students or other external people (thieves, children, hackers) or by accident. Data, privacy and security may be lost accidentally either through failure to save, or damage or loss of devices. E-learning requires self-management to avoid exposure and addiction to particular sites that may not be related to study content (e.g. sites with pornography, violence and other forms of crime). The university system may be subject to hacking attacks thus leading to loss of privacy and loss of data. Students and staff may plagiarize work from other sites and not learn from it or hack into the sites of other people and organizations, thus endangering the university through copyright litigation. It is high time, therefore, that a fully-fledged policy on e-learning is established.

3.0. Justification for eLearning at Kabale University

E-learning comprises all forms of electronically supported learning and teaching. The information and communication systems, whether networked learning or not, serve as specific media to

implement the learning process. E-learning is essentially the computer and network-enabled transfer of skills and knowledge. E-learning applications and processes include Web-based learning, computer-based learning, virtual education opportunities and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM. It can be self-paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio. The rationale for adopting e-learning include:-

- (i) **Need for Operationalizing the ICT policy:** Kabale University has had a policy on e-learning enshrined within the broader Policy on Information and Communication Technology (ICT).
- (ii) **Outbreak of COVID-19 :** Given the outbreak of the Novel Coronavirus Disease 2019 (COVID-19) pandemic that led to closure of all educational institutions, including universities, and other places of public gathering, the need for e-learning has been made even more urgent in a bid to ensure social distancing while at the same time achieving the learning objectives.
- (iii) **Need for promoting independence of learning.** E-learning encourages independent learning. Students are able to explore and read more than what was taught in class.
- (iv) **Attractive approaches to learning.** E-learning provides attractive approaches to learning, including gamification, video, audio, pictorials and other modes. It enables students to study at their pace and to go back at their pace to review content provided by the teachers in class, without fear of being ashamed or being perceived by peers as slow learners. Given that most students and staff already have e-enabled devices, the personal cost of commencement will be low.
- (v) **Need to utilize open resources.** E-learning enables students and staff to access and use open resources from other settings that are available online. E-learning reduces the expenses and risks that may be experienced during travel for lectures (transport, accommodation, meals, insurance etc).
- (vi) **Flexibility, Convenience and cost:** E-learning makes access to education easier, convenient, faster and largely independent of teachers. Kabale University promotes the development of students' independence in access to knowledge. This facilitates the growth of independent learners, who will eventually become independent researchers and workers in future. It reduces the need for travelling every time to attend lectures or consult

books and teachers, especially for students who are far and who may not have the time and means.

- (vii) ***Adoption of trends of the 21st century and competition:*** E-learning is the trend of knowledge delivery in the 21st Century. Any institution that delays to adopt it will be overtaken by events and relegated to history. Universities are competing for students and visibility. E-learning is one of the key parameters of the competition, with some universities offering to give students hardware such as lap-top computers, extensive access to desktop computers and i-pads while others provide software such as free internet. Some universities offer completely online education. Kabale University must not be left behind in this trend.

4.0. Objectives of the E-learning policy

The main objective of this policy is to enable and facilitate teaching and learning at Kabale University through electronic means. Specifically, it aims to provide a framework in which e-learning can take place as a legitimate form of learning at the university, to guide the university's investments to establish and use e-learning resources, and to provide for the training of teachers and learners in the appropriate use of such resources to achieve the expected course outcomes.

The specific objectives of the policy are:

- i. To establish a guiding framework for the harmonization of existing e-learning resources of the university.
- i. To establish a framework for the university to continuously make appropriate investments in order to raise and maintain the standard of e-learning up-to-date.
- ii. To ensure that all students are proficient in ICT in preparation for the future job market and life in the 21st Century.
- iii. To enhance the students' teaching and learning experience at Kabale University using ICT and globally accepted online resources.
- iv. To provide an avenue for engaging students in the virtual classroom environment even beyond the traditional class room
- v. To encourage students to learn independently using ICT and online resources within their fields of specialization.

- vi. To enable all students develop the skills necessary to effectively use ICT across the curriculum, in particular to develop skills in the 5 Es i.e. Explore, Express, Exchange, Evaluate and Exhibit.
- vii. To use ICT effectively to support student's abilities and those with Additional Educational needs to fulfill their potential.
- viii. To use ICT to build and maintain links with the wider University community, Parents in particular and the community in general.
- ix. To ensure students are equipped to use ICT in a safe and secure manner and to enable them to use ICT appropriately.
- x. To facilitate access to University education to geographically-dispersed staff and students of the university by using ICTs in instruction, learning, and research through the University-wide implementation of E-learning platforms approved to facilitate learning process.
- xi. To enhance access to information globally by online communication with people and organizations on other settings.

5.0. Guiding Principles

The University is committed to enhancing quality and flexibility in learning in order to be consistent with its strategic priorities. The guiding principles for the e-learning policy are:

- i. Flexibility in learning
- ii. Student independence
- iii. Affordability
- iv. Data Security
- v. Affordability
- vi. Equity in access

6.0. Policy Implementation Strategies

This policy will be implemented through:

- i. Ongoing adoption of the new emerging technologies (devices, software and techniques), to keep up to date with the technological advancement.
- ii. Developing Programmes that are pedagogically suitable for delivery by e-learning.

- iii. Adhering to both continuous and periodic quality assurance processes to ensure the appropriate use of current and emerging technologies for teaching and learning, including planning, design and development, implementation, evaluation and feedback and revision.
- iv. Supporting the learning of staff and students in the use of current and emerging flexible technologies to enable them to enhance and deepen their teaching and learning experiences.
- v. Providing the required staff and students with required support systems to ensure continuity of teaching and learning
- vi. Establishment of a fully-fledged directorate and an organ of the University Council responsible for e-learning adoption and technologies within the next five years
- vii. Enhance the University's investments in e-learning resources and infrastructure

7.0. E-learning Implementation Arrangements

The following shall be key pillars for the implementation arrangement of the policy:-

- i. **Presence of University online e-learning management system (LMS).** E-learning shall be initiated with Moodle, but the choice of LMS will be reviewed periodically in the interest of effectiveness, efficiency, ease of access to users, security and other criteria as need arises. As much as possible, the University will develop its own branded e-learning management system.
- ii. **Hosting of the LMS.** The LMS shall be hosted at an appropriate location as approved by Management and as guided by the ICT directorate. Appropriateness of a location will depend on data security and affordability by the University.
- iii. **E-learning Personnel.** There shall be adequate staffing of the e-learning Unit/directorate to ensure there is a complete team that will manage all duties and support services relevant to the e-Learning platform.
- iv. **Student ICT competences.** It will be mandatory for all students of the University to take an introductory skills training in e-learning and basic ICT. This can be undertaken through the existing ICT and computer application courses or other specialized courses designed or recommended for the purpose.
- v. **Staff ICT competences.** All staff of the University shall undergo compulsory training in education technology techniques with emphasis on e-learning.
- vi. **ICT tools by staff and students.** The University shall operate a Bring-Your-Own-Device (BYOD) policy. Whereas the University will provide the backbone internet infrastructure,

internet connection, access points, and some computers in offices, the library and computer laboratories, staff and students will be required to procure their personal devices for off-campus access.

- vii. **ICT acquisition schemes.** Depending on availability of funds, the university may set up schemes to enable students and staff to access personal devices but this will not be the rule.

8.0. Relationship with other Policy Documents

E-learning demands closer working relationships between academic units and the institution's administrative and operational divisions. Policies and Standard Operating Procedures for various activities of the university already exist in different Faculties/Schools, Directorates and departments. The implementation of this policy will be effected alongside the following policies:

- i. ICT Policy
- ii. Research and publication Policy
- iii. Procurement and Disposal Policy
- iv. Postgraduate Training policy
- v. Gender and Sexual Harassment policy
- vi. Examinations and Regulations Policy
- vii. Audit policy
- viii. Quality Assurance policy

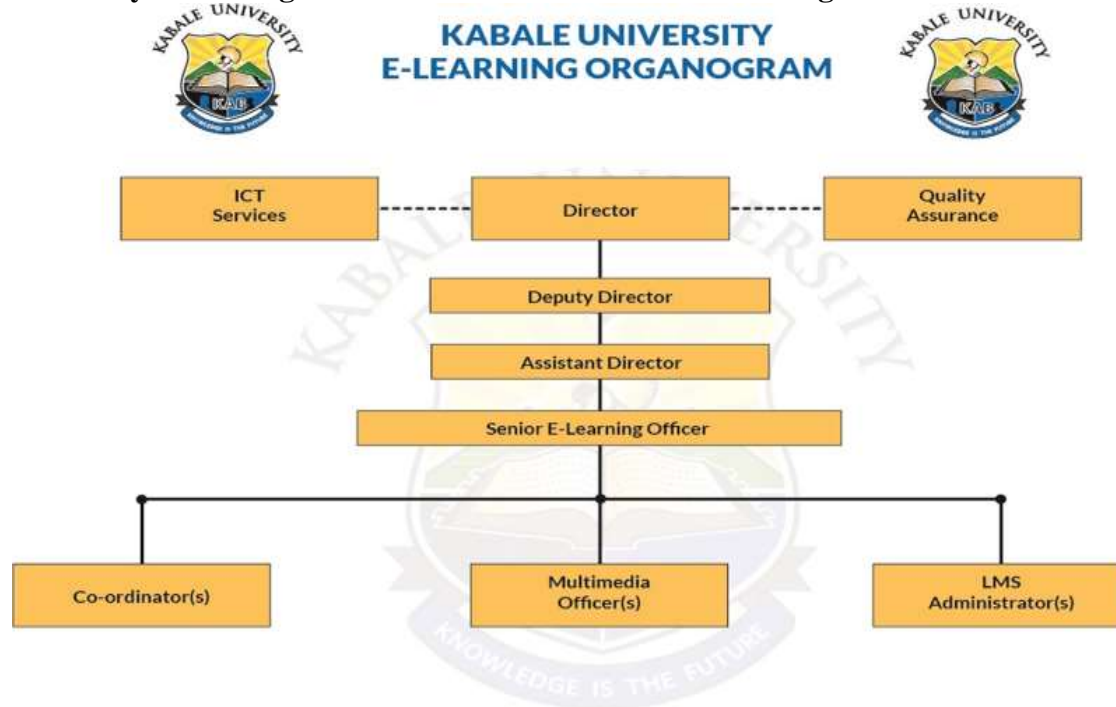
9.0. Institutional Support for e-learning.

E-learning shall be a University-wide lifestyle and culture cutting across all stakeholders, academic and administrative units, each with unique roles. Namely;

- i. **University Council.** This will provide an overall policy and oversight role and will provide adequate resources for adoption of e-learning
- ii. **University Senate.** This will be the supreme academic organ of the University and will handle all academic matters
- iii. **Management.** Management will provide the day today administrative support and implementation of agreed upon actions regarding e-learning. Management will ensure prioritization of budgeting for e-learning and ICT generally.

- iv. **Schools/Faculties/Institutes.** These will perform the academic function of teaching and learning processes and will ensure all students are complying with e-learning requirements.
- v. **Departments/units.** These will provide the support for all teaching and learning processes. Departments will ensure al academic staff are complying with the e-learning policies and quality assurance requirements.
- vi. **E-learning Unit/Directorate.** This will provide overall technical support and guidance to management.
- vii. **Instructors.** These will provide all the required teaching and learning resources and conduct the required assessments for e-learning activities
- viii. **Students.** These will undertake the learning activities and will do all the assessments and comply with all requirements set by the University systems.
- ix. **Parents/Guardians.** These will provide all required support services to their children and will offer any other additional support to the University. Parents or guardians will ensure their children have adequate e-learning tools to facilitate learning.

Summary of the Organizational structure for the E-learning Directorate



9.1. Specific Roles of KAB Management in Supporting E-learning

Management of the University shall perform the following specific roles in support for e-learning adoption and implementation:-

- i. Monitor the progress of the University in delivering effective teaching and Learning using ICT and Digital Technologies.
- ii. Ensure the University has the required resources and are effectively managed
- iii. Ensure appropriate policies are in place to safeguard students, staff and the entire University system.
- iv. Ensure all University priorities in the use of ICT and Digital Technology are communicated to the University community.
- v. Ensure that the University's policies and guidelines on the use of ICT and Digital Technologies are up-to-date.
- vi. Ensure appropriate funding for supporting e-learning is in place.
- vii. Monitor the use of ICT and Digital Technologies as an effective tool for teaching and learning
- viii. Ensure that students and staff have the necessary equipment for effective use of ICT and E-learning.

- ix. Establish the required organs and ensure their adequate staffing for e-learning operations in all faculties and schools.

9.2. Roles of Schools/Faculties/Institute in Supporting E-learning

The schools/faculties and institutes will perform some of the following specific roles:-

- i. Identification of the e-learning needs of staff and students and communicating them to the relevant organ of the university for training to take place
- ii. Conversion of existing course content into e-learning formats
- iii. Developing new course content in e-learning formats
- iv. Allocating course workload in e-learning to the appropriate staff
- v. Monitoring and evaluating the adoption of e-learning by all their staff and students
- vi. Identifying their e-learning investment needs (hardware, software) and notifying the appropriate organs of the university
- vii. Put in place minimum requirements for online learning attendance and regulations to avert excessive or unexplained absences from both the staff and students.
- viii. To work with counseling department and Management for absence of students and staff respectively for potential intervention.
- ix. Have in place an online student management system for quality assurance.

9.3. Roles of Departments/Units

The departments will perform the following specific roles.

- i. Identify opportunities for the use of ICT and digital technologies.
- ii. Ensure that staff and students in their departments use E-Learning.
- iii. Monitor e-learning use by staff and students and report any challenges to the e-learning Directorate.
- iv. Oversee the updating of Information concerning their department/Units on the Website and the LMS

9.4. Roles of E-learning Unit/ Directorate

The following roles will be performed:-

- i. Develop and maintain E- Learning strategic plan for the University
- ii. Ensure the E-Learning Policies are reviewed and updated

- iii. Lead and monitor the implementation of the E-Learning policy, strategies and activities in the University
- iv. Develop a curriculum and programme for training e-learning for all new staff and students
- v. Ensure relevant information is disseminated to all staff regarding the use of ICT and Digital Technologies
- vi. Assist in the development of E-learning System in the University
- vii. To ensure annual surveys of staff, students and other stakeholders on the effective use of ICT and Digital Technologies for Teaching and Learning.
- viii. Disseminate outcomes of e-learning use surveys to relevant stakeholders
- ix. Guide the University Management on the choice of a suitable E-learning platform
- x. Guide the university Management on the choice of a suitable host for the LMS
- xi. Advise the University Management on the Management of the contract with the LMS host, with special emphasis on maximizing the up-time of the LMS.
- xii. Advise Management on the recruitment of appropriate staff
- xiii. Advise the University on the installation of a suitable plagiarism checker on the LMS
- xiv. Perform other duties as may be assigned by Management from time to time.
- xv. Guide the University Management on adherence to the legal provisions governing computer/ICT usage.

9.5.Roles of Instructors in Supporting E-learning

The instructors will perform the following:-

- i. To identify opportunities for use of e-learning in the course content
- ii. To prepare digital content for use in e-learning for their courses
- iii. To deliver quality lessons using ICT and digital technologies appropriately.
- iv. To ensure students are using ICT and digital technologies in a safe manner
- v. To communicate with students on E-Learning using the University mailing system and not personal emails
- vi. To provide un plagiarized course content
- vii. To ensure that students submit un plagiarized work
- viii. To secure personal devices that enable e-learning off-campus

9.6. Roles of Students in supporting E-learning

The following roles will be performed:-

- i. To develop an attitude favorable and receptive to e-learning
- ii. To secure personal devices that enable e-learning off-campus
- iii. To abide by the University's expectations when using digital technologies for teaching and learning
- iv. To ensure they bring their digital technology devices to the University for use in all sessions
- v. To ensure they only use their University Accounts when communicating with staff and other students in relation to teaching and learning activities
- vi. To keep all university digital technologies safe and secure when in University
- vii. To abide by the rules in the University in relation to digital technologies
- viii. To complete their assignments on time and avoid excessive and unexplained absences.

9.7. Roles of Parents/Guardians in supporting E-learning

- i. Provide the necessary financial support to students in terms of tuition fees and ICT devices needed for e-Learning such as laptops, iPad, Tablets, smartphones, data bundles, etc.
- ii. Monitor their children's academic performance.

10.0. E-learning for Persons with Disabilities

Kabale University is committed to meeting the specific needs of students with Disabilities and conforms with provisions of the National Gender Policy and the Equal Opportunities Commission. The University shall ensure all Persons with Disabilities (PWD) are accommodated in technical and pedagogical aspects for e-Learning in compliance with its Gender and Inclusiveness Policy. Students are responsible to self- identify and discuss their disability and special needs in order to receive reasonable accommodation. The student must register with the office of the University Counsellor at the beginning of the semester and documentation verifying the type of disability will be required but the medical professional and availed to the Counsellor.

11.0. Privacy Protection

Whereas Kabale University subscribes to freedom to access information enshrined in Article 41 of the Constitution of the Republic of Uganda (1995) and the Access to Information Act (2005), it also recognizes the right to privacy of information as enshrined in the same Article of the

Constitution, the Access to Information Regulations (2011), the Computer Misuse Act (2011) and the Data Protection and Privacy Act (2019). University staff members, and others instructing in an e-Learning environment shall ensure the privacy of a student's protected information in courses that use external web-based "social" software where a student's identification is required and shared (this includes external tools contained within learning management systems). If students are filmed and/or recorded during e-Learning lectures, the instructor must seek explicit agreement from the students in order to use the recording in future semesters.

12.0. E-Learning Students' Resources

12.1. Library Resources for Online Learning

Students are encouraged to access and utilize the online resources library resources. Students have access to all KAB library services, including web access to numerous research databases.

12.2. Technical Support

KAB E- Learning Department has a computer laboratory to help students complete their online work and answer all inquiries related to E learning. All questions about Moodle should be directed to the online support portal on helpdesk.kab.ac.ug

12.3. Information Technology Department Support.

For inquiries and assistance on e-learning and ICT technical support, the department can be accessed via Computer lab one Annex or on email dicts@kab.ac.ug

13.0. E-Learning Student Assessment

Students are expected to submit their own work on time.

a) Student profiles

The E Learning department or ICT Department helps students create valid E learning profiles complete with a student identification Number, student identification Card photo and verification of registered course.

b) Submission of original work

The students upload original work to Moodle or the required course LMS. Monitoring of submission of work such as verification of the student signature block, patterns of writing

styles and student interaction styles. KAB will check for plagiarism or submission of work via tool sets and patterns of work by students.

c) Invigilation of Course Exams

In order to ensure student identities, proctoring exams whenever possible or feasible will be done. The E learning department or faculty and staff will assist students in proctoring of exams and any special remote summative activities. Invigilators shall monitor student identification at the time of the test by verifying that the student Identification card with name, student number, and picture confirm that the student is doing the work of the exam.

d) Authentication

- i) Students must complete their own tests/exams/quizzes given on line. Failure to do their own work will result in a student receiving a letter grade “F” for that course.
- ii) Any student found to have used any of identification fraud in an online course where they are not the one doing the required work and sign up for courses will automatically be dismissed from the University.
- iii) The E learning department and webmaster will set up a secondary Identification question for each student that they must use at registration to ensure their identity. Faculties are encouraged to verify student identities through techniques such as a requirement in the syllabus to use electronic cameras for discussions, at least on a random basis, phone calls to students and paying close attention to the quality and style of communications at the faculty.
- iv) Assessment is a key authentication tool and the following shall be adopted.

14.0. Review of E-learning Practices

For the purposes of providing pedagogical and technological support, the Academic registrar’s office will conduct, in coordination with the ICT directorate, periodical institutional-wide multi-dimensional e-Learning satisfaction surveys of courses that make use of such technologies. This information will be in aggregative form and used for planning and programmatic consultation, not faculty or course evaluation. The survey will focus on practices associated with the online tools themselves (e.g. online discussions with the designated instructional platform) as well as their satisfaction and usage level of the tools (e.g. how often students interact with the online tools).

15.0. Copyright, Patent and Ownership Policy

As a university system and creators of intellectual property, the University system has a significant interest in ensuring that all copyrighted material is protected and that the rights of copyright holders and creators of intellectual property are respected and maintained."

16.0. Policy preparation and Implementation Arrangements

As part of this commitment, the university Management has established a Team on E-learning Pedagogical Services under the Directorate of ICT Services with the responsibility guide the university in the establishment of the e-learning policy, for pedagogical services leadership, coordination and alignment of the pedagogical and technical dimensions of e-learning and stakeholders' liaison.

17.0. Legal Aspects

This policy has been approved by the Senate of Kabale University. E-learning has been approved as a valid and recognized mode of learning by the Uganda National Council for Higher Education (NCHE) and all programmes undertaken through e-learning are recognized as valid learning to be certified by Kabale University.

18.0. E-Learning student complaint procedures

The following procedures will be followed for e-learning along other existing senate regulations on student complaint handling:-

- a) Students who encounter some challenges with e learning are encouraged to report their grievances to the E learning department. KAB representatives, staff and students have always strived to work well together.
- b) Occasionally, students may encounter difficult situations with KAB representatives (faculty, staff, and administrators). Students are encouraged to discuss these difficulties with the person involved.
- c) At the onset of a complaint, an informal process would include a review and preparation period for student and others addressing the complaint(s) to mediate the problem as follows:

Procedures: Student Complaints Regarding Conduct of KAB Representatives.

- i) Head of Department receives the complaint.
- ii) Process the complaint within 48 hours for Department Head to perform paperwork.
- iii) Student referred to Counseling Department.
- iv) Resolve conflict with all involved individuals. Other resources available include instructional departments (directors and deans) and advising and counseling services.

If a grievance is not resolved informally with the parties listed above, the student may pursue the following formal complaint process:

- i) If a determination is made that the complaint is meritorious, the Dean of Student Services will, within 5 days of receipt, propose a resolution and notify the parties.
- ii) If the proposed resolution is acceptable to all parties, they shall so indicate in writing and the matter shall have closed.
- iii) If the proposed resolution is not acceptable to all parties, either party may request further review by Management.
- iv) Management shall make a final decision within 14 days of receipt of the complaint
- v) Nothing within this policy shall be deemed to limit an individual's right to pursue other legal action as deemed necessary

19.0. Policy Dissemination

This policy will be disseminated to all existing students and staff and to new staff and students upon recruitment to the university. It shall be maintained on the university's website for easy access and reference by stakeholders at any time.

20.0. E-learning Policy Review Process

Commencing with the approval of this policy, every three years the Quality Assurance Committee of the University Senate shall initiate and carry out a review process to ascertain the need for updates or modifications to the e-Learning policy. The Quality Assurance Committee shall consult with representatives of the academic units who teach using e-Learning technologies, and the University

21.0. Monitoring and Evaluation Framework

In order to give the students and staff a memorable experience of Kabale University, the Department of E-learning shall conduct university-wide evaluation of e-learning at least once every semester to ensure that any challenges experienced within one semester are not carried over to the next. This will also give the university a chance to make improvements in the system promptly. Evaluation shall cover, but not be limited to:

- i. Functionality of the LMS
- ii. Skills learned by the staff and students
- iii. Utilization of e-learning

22.0. References

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- j) Uganda Communications Commission (2020). Telecommunications, Broadcasting & Postal Markets Industry Report Q3 September 2019. Kampala, Uganda Communications Commission,.