

**PROJECT PROPOSAL
FOR LAUNCHING E-LEARNING MODE
OF DISTANCE EDUCATION PROGRAM IN AAU**

**ICT DEVELOPMENT OFFICE (ICTDO)
&
CONTINUING AND DISTANCE EDUCATION
DIVISION (CDED) OF
ADDIS ABABA UNIVERSITY (AAU)**

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1. Executive Summary

The purpose of this pilot project is to customize, deploy/implement and evaluate ICT based distance education learning model for selected undergraduate and graduate programs of the Addis Ababa University (AAU). Specifically, our objectives are:

- To develop E-learning platform for use by AAU in its distance education model by customizing already existing open source elearning software.
- To build up and develop the skills necessary for instructors to design and develop course materials for elearning.
- To assess the use of ICT to facilitate capacity building in support of educational system across Ethiopia.

This project extends the learning approaches in use so far by AAU and permits it to reach learners anywhere, anytime, in variety of forms of educational resource through the use of the internet technology in general and the schoolnet and wordanet infrastructure already in place by the Government of Ethiopia in particular. Initially some seven (7) selected programs will comprise the core of this project. On the basis of the evaluation result for the pilot programs, the project will then be roll over to the entire programs of AAU.

There are three target audiences for this elearning program - the health practitioners working in the region, teachers in secondary and higher education institutions in the region, and business people and practitioners in Addis and in the regions.

The project is expected to take up to three years starting in September 2005 and completing in August 2008. There are four stages in this project - to customize and develop the learning model, deploy/implement the model at pilot level, evaluate the model, and start distance learning through e-learning at full scale. A basic principle adopted is that the proposed learning model and its associated courses will be developed, implemented and evaluated in iterations over time. This incremental approach allows the project team to introduce a few courses at a time, assess their effectiveness and refine the learning model as needed for the subsequent courses.

The investment (including operating costs) proposed for this project is 20,073,944 Birr (2,361,640.47 USD) over 36 months from September 2005 to August 2008. The amount is going to be raised by approaching different partners and donors like the World Bank, NUFIC, SIDA /SAREC,NORAD,UNESCO, other NGOs, and the Ministry of Capacity Building and Ministry of Education.

2. Project Background and Justification

Information Communication Technology (ICT) has the potential to create opportunities for developing countries to leapfrog development steps and constraints and speed up the development process or to undermine development efforts by further accentuating the gaps between the rich and poor. Both for the developed and developing countries, the ability to realize knowledge-based productivity gains depends on a country's capacity to harness ICT for generation and transmission/diffusion of knowledge and utilize that knowledge in productive activity.

Ethiopia's ability to actively participate in the new global economy (information/knowledge economy) and to solve the many social problems that it faces depends largely on the intellectual capacity and skills of its human resource. This suggests the need for having adequate number of professionals in the required quality from a broad range of disciplines with the necessary skill to use and adapt existing and new knowledge/information on changing local, national and international conditions. Further, for Ethiopia to expand access to quality education and produce significant number of professionals there must be a paradigm shift from the normal face to face education which is described as teacher-centered to distance learning particularly E-learning.

In spite of the recent advancement in the expansion of higher learning institutions in Ethiopia and high concern and priority given to ICT infrastructure in the form of school net by the Government, the demand for enrolment in these institutions has continuously surpassed the capacity of these institutions. There is also dire need on the part of the regional states for capacity building and continuous professionals' development to upgrade and update their personnel who are unable to follow the conventional face-to-face instruction because of their responsibility, working conditions and other many reasons. The Ministry of Capacity Building has also expressed its glaring need for skill and knowledge upgrading of the employees working in the education, health and other social sectors. In the education sector, for in stance, among 14030 secondary school teachers only 5469 are reported to have the necessary qualifications (BA/BSc) to teach at this level. That means 61% of secondary school teachers are under-qualified and need to be upgraded to the expected level. Equally important are the critically needed managerial, scientific and technological knowledge and skills for employees working in the various sectors of the economy, particularly in less developed regional states.

In general the above situations call for Higher Learning Institutions to critically assess their system of education (mode of delivery) and immediately respond to such national issues. This is more so to Addis Ababa University that has better experience in running variety of highly demanded programs at graduate level and to which the ministry of capacity building has entrusted with the mission of expanding the graduate programs in order to feed the other universities and colleges of the country for their manpower requirement. Though AAU is trying its best to meet those requirements, it was not satisfactory by all measurement. Among the different reasons that can be mentioned for such unsatisfactory performance to take advantage of such growing demand for its programs, the traditional method of learning and teaching (mode of delivery) the university is following (face to face and teacher centered) stands out to be the most important one. Many applicants are turned down on account of lack of classrooms, shortage of faculty members, shortage of library facilities and materials, and

lack of accommodation when taken together requires the university to be physically larger and larger through additional investment.

On the other hand, the experiences of some countries from the developed and developing world such as Australia, Great Britain, Sweden, India, Indonesia, and Malaysia prove that quality educational service can reach to any number of citizens, any where, in variety of media in a virtual manner through proper use of the ICT. Indeed in today's epoch of globalization, the governing principle has become to be small and very agile through the use of ICT. Under the present situation, AAU can't consider to become physically larger than it is now and it can't afford to ignore the role/potential ICT has to transform current system of education either. However, AAU didn't make any concerted effort in the above direction (harnessing ICT for transforming teaching-learning) except for laying down the ICT infrastructure and providing email and internet services. There is very little effort made to develop digital educational content and learning platform that can ensure availability and accessibility of shared resources practically for anyone, anywhere, in many forms so long as he/she has internet access and the access privilege to educational resources. Such paradigm shift in the educational system would ultimately set free the learner's potential to learn on his/her own besides solving the many constraints (capacity limitations) AAU has been facing for so long. In the end, AAU would be able to meet the targets set by the ministry of capacity building and become more relevant to the public. Indeed, the management of AAU is very much convinced that elearning can play a vital role in cubing the problem that AAU is presently facing and catering the needs of a good number of the population who are not served by the present mode of delivery. Hence, the reason why this project proposal is prepared in order to launch ICT based distance education-Elearning.

3. Project Description

3.1 Objectives

This project is to develop, implement and evaluate ICT based distance education learning model for selected undergraduate and graduate programs of the Addis Ababa University (AAU). Specifically, our objectives are:

- To develop E-learning platform for use by AAU in its distance education model by customizing already existing open source elearning software.
- To build up and develop the skills necessary for instructors to design and develop course materials for elearning.
- To assess the use of ICT to facilitate capacity building in support of educational system across Ethiopia.

3.2 Pedagogy

From decades of research on undergraduate teaching and learning, the following principles have gained wide acceptance:

- good practice encourages contacts between students and faculty
- good practice develops reciprocity and cooperation among students
- good practice uses active learning techniques

- good practice gives prompt feedback
- good practice emphasizes time on task
- good practice communicates high expectations
- good practice respects diverse talents and ways of learning.

New pedagogical practices are likely to emerge from web-based discussion forums (Teaching and Learning Methods and Strategies.) For instance, by using an online forum:

Students

- develop own theories about course materials
- generate class materials
- lead discussion
- evaluate peer work
- collaborate to build knowledge

Instructors

- act as resource during class exploration and knowledge building
- participate in discussion as subject matter expert student
- model effective learning by being an active learner
- encourage students to build knowledge together, not by memorizing class materials or instructor's lecture
- use student work to develop course resources and materials
- provide clear expectations for student leaders

3.3 Functional Features

The software to be deployed shall have most of the features common to commercial learning management systems and is ready for use to deliver online courses. Interface elements need to be as simple as possible and suitable for the low bandwidth environment. Some of the desired features are:

Course management

- Create, manage, delete and archive a course
- Refresh course for a new class
- Add guests, students, managers to a course or make a course completely open
- Manage frequently asked questions per course

User management

- Create, add and delete users
- Security and permissions management
- Passwords management built in, users can generate new password by supplying email address

Content tools

- Manage a reading list per course

- Popup study questions for each content page
- Add content to a course, edit content, delete content
- Edit, insert and delete content pages from within the content itself if permissions allow
- Content navigation tools
- A supporting documents area per course where educators can upload supporting documents for the course, and students can download them; includes a database for describing documents
- A web-based folder management system allowing educators to import course material in just about any format imaginable
- Ability to use streaming audio and video with course content
- Embed entire other websites and maintain their interactivity while displaying them with notes in content, worksheets or multiple choice quizzes
- Fully integrated search engine to locate content in stored pages
- Content can be exported to static html, using a single mouse click, for distribution on CD ROM

Assessment

- Administer marks, students view their own marks but not those of others
- Online worksheets, facility to add comments and marks
- Upload area for assignments per course, lecturers mark assignments and put back into student's folder
- Computer assisted multiple choice quizzes

Communication

- Notice board for displaying course notices
- Internal private messaging
- Instant messaging system with presence indication
- A threaded discussion forum per course and a general discussion forum
- A realtime text based chatroom per course

Group collaboration

- Create work groups and give them
 - Private group discussion forum
 - Private group document sharing area
 - Real time chat room

Personalization

- Personal events calendar per user
- Bookmark the last page you were on and return to it in another session from another computer
- Favourite storage for weblinks
- Simple personal homepages

Administration

- Manage data via web interface
- Prevent upload of banned file types and manage upload ban list per server
- Create users, upgrade users to authors, and manage all site activity and features
- Site configuration

3.4 Significance of the project

Why is distance education in the E-learning model important? The policy objectives of any education sector would include at least the following:

- Improve the quality of education
- Increase efficiency
- Improve access
- Eliminate disparities between rich and poor, girls and boys, and urban and rural dwellers.

Distance education in E-learning model is, therefore, important for it allows achieving all the above objectives in most efficient manner. A survey of the experience in other countries about the benefits of adding e to learning is presented as follows:

The Clinton administration estimated that the National Information Infrastructure has enabled 30% more learning in 40% less time at 30% less cost and is therefore cost-effective. Brandon Hall, an industry watcher, acknowledges that companies experience a 40%-60% cost saving when comparing instructor-led education with technology-delivered courses. In addition to bringing down costs, the benefits of distance education in the E-learning model include:

Dynamism - learners progress at the pace that suits them best, at the time that suits them best while getting the information that they need.

Real time - learners have access to information that is correct and up to date through the web, information databases or university or company intranets.

Collaboration - learners are able to meet in a virtual space with other members and practitioner experts to discuss issues, answer questions and even participate in simulations and management games without having to leave their office or home.

Speed of delivery - learners benefit from learning when required, learners are able to access the right sort of training at the right time with the right people.

Convenience - learners have access when they want it.

Consistency - learners have access to the same materials.

Global reach - learners regardless of where they are receive the same message and are able to engage other learners and practitioners globally. Moreover, eLearning can be accessed at the same time (synchronous) or at different times (asynchronous). Asynchronous learning has the following advantages:

Flexibility - students have access to the teaching material (e.g. on the Web, or computer conference discussions) can take place at any time (24 hours of the day, 7 days a week) and from many locations;

Time to reflect - students have time to mull over ideas, check references, refer back to previous messages and take time to prepare a comment rather than having to react 'on one's feet';

Situated learning - because the technology allows access from home and work, the learner can easily integrate the ideas being discussed on the course with the working environment, or access resources on the Internet as required on the job;

Cost-effective technology - text based asynchronous systems require little bandwidth and low end computers to operate, thus access, particularly global access is more possible.

Motivation - synchronous systems focus the energy of the group, thus students have an added motivation to keep up with their peers and continue with their studies;

Telepresence - students develop group cohesion and the sense of being part of a learning community through real time interaction that conveys tone and nuance;

Good feedback - students receive quick feedback on ideas as well as consensus and decision making in group activities, thus stimulating elearning from a distance;

Pacing - students are encouraged to keep up-to-date with the course, requiring more discipline and in prioritizing their studies.

Benefits to teachers include: increased access to information, getting help and ideas from colleagues, connecting the classroom to the outside world, increased awareness of new techniques, and changing teacher's role from delivers of information to facilitation of the learning process.

3.5 Scope of the project

The scope of this project includes developing a learning platform suitable for the Ethiopian context, developing digitized educational content, training academic staff on content creation, setting up coordinating office and learning centers equipped with the necessary facilities and equipments, and conduct on line learning for selected seven programs and evaluate its effectiveness.

4. Identified Programs for Pilot E-learning Mode of Distance Education

Based on the data that continuing and distance education office (CDEO) has been collecting for almost a year, the following seven bachelor degree programs have been identified as popular and critical programs in distance education:

- a. Teacher Education
- b. Management
- c. Accounting and Finance
- d. Computer Science/Computer Engineering
- e. Public Health
- f. Pharmacy
- g. Law

5. Program Requirements

Starting a distance education program using the E-learning model requires a high amount of initial fund in order to lay a strong foundation for a cost-effective and long lasting program. In most cases, it is necessary to employ professionals who can make a sound decision on syllabus, delivery mechanism and learner support systems, and materials development. The initial fund in this program is necessary for:

- Syllabus design
- Material development
- Delivery mechanism
- Coordination
- Learner support

5.1 Syllabus design

Teaching distance learners involves proper planning at four level of the process. Course design is the first of the four stages of teaching distance learners. The work at this stage should take into account the other three stages: course delivery, instruction, and learner support. In designing a course, the following questions should be considered:

- What are the learners' circumstances?
- What are the learning outcomes, or objectives?
- What is the content?
- What is the course structure?
- What kind of interaction will there be?
- How will the course design be evaluated?
- What delivery technologies are available to the learners?
- Which of these technologies are most suitable for each objective?

Since AAU has no distance syllabus, there is a need to develop a guideline and detailed

syllabus for the academic programs identified. This can be done by professionals from each field of study and a consultant who has an experience in distance education curriculum development. Therefore, these people need to be trained and paid for the basic service they are going to offer.

5.2 Material Development

Distance Education is basically different from the usual education system. It doesn't provide the chance for face-to-face contact between students and instructors. Then, materials to be developed for distance education program should be different from materials developed for face-to-face instruction. Moreover, the materials should be more interactive and encourage self-learning. Therefore, academic staff who are going to develop materials should be trained about how to develop material for E-learning using the newly deployed Learning Management System (LMS) of AAU and rewarded for their effort. The LMS will have all the necessary tools for content creation.

5.3 Delivery mechanism

Appropriate web based Learning Management Systems (LMS) is going to be deployed for the management and delivery of online education and training. Once the syllabus is designed and the corresponding materials are developed, distance education courses must be delivered to learners. Course delivery normally involves interaction between learners and instructors. Courses are delivered through different media such in a combination of text media, sound (audio) media, and pictures (visual) media.

Media are distributed through a variety of technologies like print, computer recorded contents (text, audio, video) using mediums like discs or tapes, radio or television broadcast, audio/video/ computer teleconferencing, or in packages of materials. Combinations of media may be packaged for delivery via the Internet, including the World Wide Web.

For the purpose of this project, the educational content is assumed to be burnt on CD and distributed for every student in addition to the additional learning materials posted in the server where the LMS is installed. Depending upon the circumstances of the learner, print materials will also be prepared and distributed. At any rate, there is a need for media center where all the courses materials are to be produced in a suitable way to the learners in order to achieve the goal of the learning.

5.4 Coordination

Establishing and sustaining a successful online distance learning institute highly depends on the effectiveness of coordinating various bodies to be involved in the program. The coordination is a task of bringing all the necessary bodies together in order to achieve the expected outcome. The most important bodies in this respect are the syllabus designers, the content developers, the technology for online distance learning (integrated educational system comprising of Content Creation Tools (CCL), Learning Management Systems (LMS), Student Management Systems (SMS), Accounting System (AC) and the requisite hardware and

network technology infrastructure), and the center coordinators. Therefore the distance center coordinator has to work to create a conducive environment for all these parties to work together in a seamless manner.

5.5 Learner support

A learner support system helps learners with problems that have less to do with course contents than with such matters as:

- Deciding what to study and making other pre- enrollment decisions
- Determining readiness to study at a particular level
- Developing study skills
- Managing the learning program while facing personal, financial, or (health problems
- Dealing with the teaching institution's bureaucracy
- Dealing with the special problems of study posed by visual or other impairments
- Handling problems with examinations and assignments
- Handling problems with instructors
- Making decisions on career and post graduation issues.

In a single-mode institution, learner support may be provided by specialist counselors, often based at study centers. In a distance learning program or dual-mode institution like the one we are aspiring for, learner support may be the responsibility of the instructor who teaches on the Internet or by correspondence, broadcasting, or video or audio conferencing. The LMS to be deployed is planned to address much of the issues related to learner support.

6. Activities and Budgetary Estimates

6.1. Activities and resource requirements

| Activity | Description of Activities | Resource Required | Responsible body |
|----------|--|---|-----------------------------------|
| A | Formation of Project teams and steering committee | Project Leaders | ICT office of AAU and CDED of AAU |
| B | Conduct Workshop on E-learning model of distance education | Workshop related expenses, panelists, and hall | ICT office of AAU and CDED of AAU |
| C | Soliciting Fund | Project Document Developers for the consumption of Donors | AAU, MOE, MOCB |
| D | Develop the Learning Model: This includes detail need assessment, business model design, and system specifications | LMS analysts and designers | Project Team |
| E | Train academic staff of the selected programs on syllabus design and digital content creation/ material development for Distance education in E-learning model | Trainees, Trainers, content creation tools, and training hall and facilities | Project Team |
| F | Implement the learning model (develop and/or customize the learning model, design the curriculum and develop the courseware/educational content, install, test, and train and document the system) | Developers, Curriculum/syllabus designers, educational material developers, integrators, and analysts | Project Team |
| G | Setting up the coordinating office and learning centers with the necessary facilities, structure, personnel, equipments, systems and procedures. | Personnel, Equipments, Offices | AAU Management |
| H | Establish Distance education material development center | Equipments, personnel, and offices | AAU Management |
| I | Run the program and evaluate effectiveness of the E-learning distance education model | E-learning Model, tutors, learning materials, evaluators | CDED and ICT Office |

6.2 Monetary and time Budget Estimates

Funds requested for this project include salaries for operational personnel to be hired, honorarium payments for material developers, syllabus designers, trainers, workshop panelists, project team members, LMS project teams, workshop, equipment and miscellaneous supplies. The major portion of the funds will be used to deploy E-learning platform and train distance educators to produce materials for three years use. Additional funds will be used to deploy the integrated CCT/LMS/SMS/AS necessary for the program. This proposal is produced only to start a distance education program in selected seven program areas for a period of three years. See **Appendix I** for the monetary and time budget estimates.

7. Evaluation Plan

Quality assessment will be made on the basis of the following parameters:

7.1 Scope of topics covered

| Aspects of Assessment | Description |
|--------------------------------|--|
| Course Objectives | Description of Course Objectives provides all necessary information about the course's scope. |
| Coverage of Key Topics | The scope of topics presented by this course is consistent with an international standard for this type of course. |
| Relevance | The relevance of the scope of topics is clear and consistent with leading texts for the field of study |
| Presentation of Content | The presentation of content is excellent and is appropriate for an international student audience |

7.2 Appropriateness of depth and academic rigor

| Aspects of Assessment | Description |
|-------------------------------------|--|
| Depth of eLectures | eLectures provide the necessary depth of content for all course topics and enables students the opportunity to explore in more depth topics of relevance and interest. |
| Appropriateness of Depth | The depth of content provided is appropriately designed for course objectives and shows sensitivity to student needs and conditions of learning environment. |
| Rigor of Learning Activities | Learning activities engage students in active learning through relevant and meaningful challenges that emphasize deepening knowledge of topics. |
| Assessments | Assessments are incorporated in learning activities and provide student and educators on-going feedback that enables optimized active learning environments. |

7.3 Inclusion of interdisciplinary design

| Aspects of Assessment | Description |
|---|---|
| Connection with other Disciplines | Interdisciplinary connections are incorporated in the content design and encourage students to draw connections with knowledge areas of other training program courses. |
| Interdisciplinary Learning Activities | Learning activities inspire students to use life experiences, skills and knowledge acquired from other courses, and special talents to successfully accomplish tasks. |
| Interdisciplinary Learning Assessments | Learning assessments measure the knowledge of and ability to use course content in practical and productive interdisciplinary applications. |

7.4 Adherence to academic integrity

| Aspects of Assessment | Description |
|--|---|
| Proper Permissions for using Intellectual Resources | All intellectual resources demonstrate unquestionable permission to use. |
| Quality of Citations | Citations provided for all important statistics and notable facts and all citations are correctly and consistently formatted. |
| Quality of References | List of references is comprehensive and consistently formatted and provides an example of quality scholarship. |

7.5 Learner Support and Resources

| Aspects of Assessment | Description |
|---|---|
| Course Information | Course includes important information about being an online student and links to other support areas. |
| On-line Support | Throughout the course are links to a variety of course-specific resources to enhance online student learning. |
| Content Support | Course offers access to a wide range of resources appropriate to this course. |
| Channels for Feedback on Resources and Support | Student feedback regarding learner support and resources to make modifications is actively sought when appropriate. |

7.6 Online Organization and Design

| Aspect of Assessment | Description |
|-------------------------|---|
| Completeness | Course is well organized, easy to navigate, and logical. Students can clearly understand all components and structure; the course is well-organized and easy to follow. |
| Clear Syllabus | Course syllabus identifies and clearly delineates the role the online environment will play in the total course. |
| Aesthetic Design | Aesthetic design effectively presents and communicates course information. |

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| | |
|----------------------------------|--|
| Consistent and Functional | Web pages are visually and functionally consistent. |
| Accessibility | Accessibility issues are addressed throughout the course. |
| Channels for Feedback | Instructor provides multiple opportunities for student input and feedback. |

7.7 Instructional Design and Delivery

| Aspects of Assessment | Description |
|--|---|
| Opportunities for Interaction | Course offers multiple opportunities for interaction and communication among students, to instructor, and to content. |
| Alignment of Course Objectives | Course objectives are clearly defined and aligned to learning outcomes. |
| Clearly Defined Learning Outcomes | Learning outcomes are identified and performance expectations are clearly defined. |
| Variety of Learning Tasks | Course provides variety of visual, textual, kinesthetic and/or auditory activities. |
| Critical Thinking | Course promotes critical thinking skills in multiple activities. |
| Channels for Feedback on Instructional Design | Student feedback is regularly integrated into instructional design areas of the course. |

7.8 Assessment and Evaluation of Student Learning

| Aspects of Assessment | Description |
|---|--|
| Opportunities for Self-Assessment | Instructor requires students to self-assess their readiness for online instruction prior to class. |
| Alignment between Objectives, Activities and Assessments | Learning objectives, instructional and assessment strategies are closely aligned. |
| Comprehensive Assessment Strategy | Ongoing multiple assessment strategies are used to measure content knowledge, skills, and performance standards. |
| Opportunities for Students to Receive Feedback | Students' self-assessment and/or peer feedback opportunities exist. Regular feedback about student performance is provided in a timely manner. |
| Channels for Student Feedback on Assessment Strategy | Opportunities for students to give feedback on course assessments are regularly available and solicited. |

8. Implementation Strategies and deployment of the E-learning courses

The program, to start with, requires limited facilities. Though it is a new program, what it requires from the university is only integrating it with the existing university facility such as library service, printing center, the ICT service, offices, and postal service facilities and using the University professionals. The mode of delivery planned to be used during the initial stage is both printed materials supplemented with face-to-face tutoring at least two times for a course. Ultimately, however, the mode of delivery will totally be web based on line education system. The program may require learning centers at different parts of the country where there is broadband internet connection and high higher learning institutions are around. This can allow using the infrastructure for our course delivery and professionals in other higher learning institutions as part- time tutors.

8.1 Training Technical Team Members

Technical project members from the ICT Development Office and IT related academic units of AAU and professors and instructors of the concerned academic departments who have technical skill and knowledge need to be trained to acquire the necessary knowledge and skills for developing and deploying the learning platform.

8.2 Faculty Training

In this training, the Faculty members who are selected to develop the content will be given training on distance education material design and development and as to how to install and manage the distance-learning platforms. In addition to this, the team will gain knowledge of Digitalization and Instructional designing. In this training, the instructors will gain the knowledge of document digitalization, module designing and techniques of instructional designing for distance education. This team will work on course module design and development for the best E-learning distance education program.

8.3 Faculty's/Colleges Programs Identified for E-learning mode of Distance education

The following 7 –degree programs, which are carried out in the regular mode of delivery, are envisaged to be delivered through distance mode.

| No | Faculty /College/Institute | Programs | No of departments for the first phase |
|----|-----------------------------------|---------------------------------------|---------------------------------------|
| 1 | College of Education | Teachers Education (English Edu. . .) | 1 |
| 2 | Faculty of Business and Economics | Accounting and Finance | 1 |
| 3 | Faculty of Informatics | Computer Science | 1 |
| 4 | Faculty of Medicine | Nursing | 1 |
| 5 | Faculty of law | Law | 1 |
| 6 | Faculty of Pharmacy | Pharmacy | 1 |
| 7 | Faculty of Technology | Electrical and Computer Engineering | 1 |

| | |
|-------|---|
| Total | 7 |
|-------|---|

8.4 Identification of Centers to Operate Distance Education

The distance education programs shall be owned and coordinated by the Continuing and Distance Education Division of AAU. In order to run and facilitate the distance education program all over the country, AAU needs to have different centers throughout the regions. The regional sites identified are:

| No | Center name | Location |
|----|--------------------|--|
| 1 | Addis Ababa Center | Addis Ababa University (Central site) |
| 2 | Jimma Center | Jimma Universities |
| 3 | Bahir Dar Center | Bahir Dar University |
| 4 | Alemaya Center | Alemaya University |
| 5 | South center | Debub University |
| 6 | Mekele Center | Mekele University |
| 7 | Arba Minch Center | Araba Minch water Technology |

Note Actual selection of centers will depend on the number of students around.

8.5 Key Personnel involved

The key project personnel consist essentially of the Faculty members of the programs selected for pilot, four ICT professionals, 1 multimedia expert, 1 Distance Education Expert with the requisite educational skill and knowledge in curriculum Design and pedagogy. They are expected to play a major role in the design; implementation and delivery of the courses in the project. (See Appendix II for resumes):

- Mr. Asmare Emerie, Coordinator for ICT Training, Research and Consultancy and Mr Fekadu -----, Lecturer from Institute of Language Studies and Coordinator for Distance & Continuing Education of AAU, will be co-project leaders who are responsible to administer the detailed planning, deployment and evaluation of the project.
- Mr. Moges Delelegn, Lecturer in the Faculty of Technology & ICT Development Officer, will be the technical advisor.
- Mr. Temtim -----, Lecturers in the Faculty of Education, will be multimedia expert and potential facilitator.
- Faculty members nominated from each program selected for pilot will be responsible to develop content/course material.
- The ICT Development Office will be responsible for learning model deployment and technological support.

- The Continuing and Distance Education Office will be responsible to administer the whole education process (material distribution, student admission, tasks and activity marking, issuing certificate, and pedagogical issues).
- Abiyot --- and _____, Staff of the Electrical and Communication Engineering Department of AAU, to provide training on content creation and development for elearning.

In addition, as situation requires we will look for more collaborators who have interest to contribute their expertise to the project.

8.6 Project Stakeholders and Partners

The following participating institutions have great interest in the project.

- ICT Development Office and CDED which are responsible to take the leading and coordinating roles;
- Higher Education Division of the Ministry of Education of Ethiopia to supervise the project and solicit fund for the project;
- The Ministry of Capacity Building to participate through soliciting fund for the project
- the Program owning academic units through deploying their academic staff members to work in the project;
- The Addis Ababa University through availing facilities, offices, and other assistants during the project period.
- African Virtual University (Head Office) through availing trainers and training materials for material developers, syllabus designers, and programming team members.

8.7 Project Monitoring

Project monitoring will be done by our staff once in a semester using predefined indicators and process. Some of the indicators we are thinking now are:

- Number of successful elearning students
- The quality of profiles produced
- The quantity and quality of materials produced
- Number of students in the regular program using the resource

8.8 Project sustainability

In order to ensure the sustainability of the program, the project team will perform the following:

- The tuition fee to be collected from students can be fixed by the university through considering the capital investment costs and operating expenses. In principle, the tuition be shall be set such that it permits to improve and expand the program besides covering all its costs and operating expenses through the project period

- Ensures that participating academic units are getting benefit in terms of short term training and proportionate reward for the effort they put forward to the project
- Ensure that the project contributed to meet the development goals of the MOCB, MOE, and AAU through producing qualified professionals in quality and quantity
- Identify problem related to the following and take prompt remedial actions:
 - time and costs associated with the deployment of the e-learning platform;
 - demonstrating return on investment for e-learning;
 - formalizing the processes associated with e-learning;
 - keeping up with rapid changes in technology;
 - finding and retaining e-learning staff;
 - identifying what training needs can best be met by e-learning;
 - creating and maintaining interest in e-learning;
 - providing the technical support needed;
 - misconceptions about e-learning that result in underuse or overuse;
 - budget and/or resource limitations;
 - inadequate bandwidth for complex applications;
 - need for instructor acceptance of e-learning;
 - getting employees of organizations to make time for e-learning;
 - too much time spent on developing the technology and not enough on the instruction; and
 - lack of consistent direction, support, or involvement from management or senior management.

Appendix I: TIME AND MONETARY BUDGET ESTIMATES

Appendix II: CVs OF PROPOSED PROJECT TEAM MEMBERS