



人工智能时代的高等教育变革 ——IIOE全球伙伴峰会

Transforming Higher Education in the Age of AI
INTERNATIONAL INSTITUTE OF ONLINE EDUCATION (IIOE)
Global Partners Summit

Ahmadu Bello University, Zaria, Nigeria



Driving Digital Transformation of Teaching and Learning in Ahmadu Bello University, Zaria Using the Teaching & Learning Policy (TLP): A Collaboration between ABU, UNESCO-ICHEI & the IIOE Nigeria National Centre

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Vice Chancellor, Ahmadu Bello University, Zaria, Nigeria

Forum 7

Innovative Partnerships Driving Educational Change and Leadership





- **Outline**
 - **Ahmadu Bello University @ A Glance**
 - **ABU & UNESCO-ICHEI @ A Glance**
 - **The Transformation Imperative**
 - **Brief Insights to the Teaching & Learning Policy (TLP)**
 - **TLP Implementation: ABU and UNESCO-ICHEI Collaboration**

Ahmadu Bello University @ A Glance



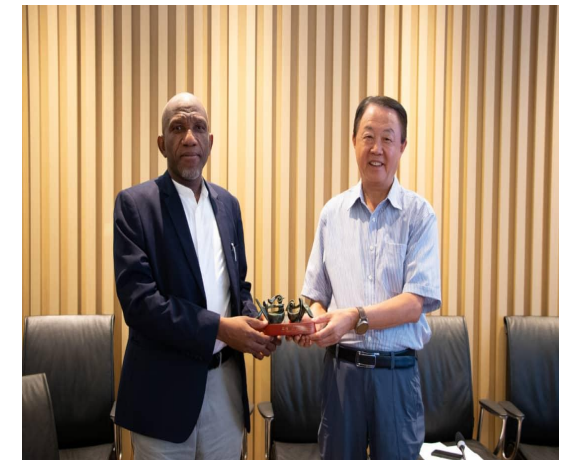
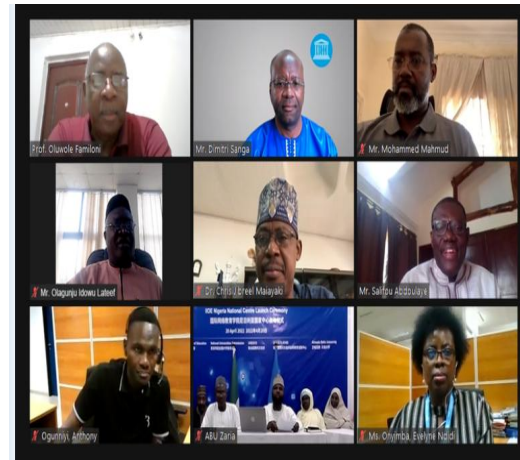
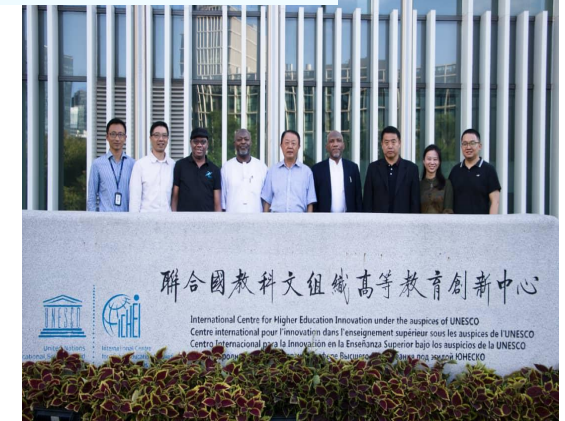
ABU Zaria



- Founded in **1962**
- Over **80,000** Students
- Multi-Campus
- **108** Departments
- **18** Faculties
- **6** Centres of Excellence
- **16** Research Institutes and Centres
- **4** Schools
- Medical College & Teaching Hospital
- **3** Colleges of Agriculture:

ABU & UNESCO-ICHEI @ A Glance

2019: First Contact & launch of IIC **2022:** Launch of IIOE National C **2022:** Launch of SCR & National Project **2023:** ABU @ ICHEI



The Transformation Imperative

Extract from the Preamble of the TLP

“In institutions of higher education, the issue of utilizing **modern information** and **communication technologies** for **teaching** and **learning** is very important. The digital world is undoubtedly fast penetrating the **education** and **skills** domain, with **technology smartly** and **steadily** being used to deliver **education, knowledge** and **skills** in **new** and **innovative** ways. The **COVID-19** pandemic more than ever, has created more reasons for the

adoption and deployment of cutting-edge technologies to deliver education and other

Therefore, for ABU:

- **Digital transformation** is concerned with transforming the **teaching** and **learning** processes and building new **competencies** and strategies through **digital technologies** and **tools**

However, the transformation must:

- **serve the interest of the University community** (and nation at large, as a public University) with respect to the **prioritization** and **allocation** of **resources**
- ensure that it is an ongoing process that leads to **inclusive, safe** and **equitable outcomes**

Caveat:


- Despite the several opportunities offered by these digital technologies, **ABU** stood the risk of being overwhelmed by the **existential threats** they might pose **without oversight guidelines**

Imperative:

- Institutionalization of digital governance policy called the TLP (Approved by Senate & Council of ABU in 2022)

Brief Insights to the Teaching & Learning Policy (TLP)

In essence, the **TLP** envisions:



transformation of
teaching &
learning into
blended mode



train-the trainer
sessions to
enhance
teacher's digital
literacy and **ICT**
capacity



developing
incentivized
policies to
encourage
adoption of OBTL
programmes

The **TLP** provides for the delivery of academic programmes through an Online and Blended Teaching and Learning (**OBTL**) approach using the latest technology and conventional/in-person approach



This is in order to (as it is emphasized in the **University's strategic plan**):



enhance
**students
learning**



optimize
the use
of active
**learning
strategie
s**



potentially
improve
student
**learning
outcome
s**

TLP Implementation Statements

1

The University shall ensure all courses, programmes, curricula, and pedagogy across subjects, are gradually rationalized and transformed into both in-person and **OBTL** modes, to create synergy in curriculum across courses and programmes in accordance with **global standards**

2

The University shall organize and conduct **Train-the-Trainer** sessions regularly to provide training on **digital literacy** and also provide such platforms like the **IIOE** for staff to acquire **certifications on contemporary ICT capacity building courses**

3

The University shall provide **assessment processes** and **facilities** to support online assessments for **OBTL** programmes that are similar to those used for on-campus programmes.

4

The University will ensure that any arrangements for **affiliation, collaboration or partnership** in the development, delivery, assessment or evaluation of **OBTL** provision are subjected to appropriate and clear formal agreements, as approved by the University.

TLP Implementation: ABU and UNESCO-ICHEI

The collaboration between **ABU & UNESCO-ICHEI** (through **IIOE & IIOE Nigeria National Centre**) became critical to the actualization of the **TLP** considering **(2) & (4)** from the implementation statements

Support 1: To Strengthen Localized Digital Competency Building

Through Series of Capacity Building **Webinars** & Trainings and Provisions of **Licenses** among others

Through Provision of **Infrastructure** to Support Capacity Building in Digital Literacy, Course Development, etc



Empowering Teachers' Digital Teaching and Learning WEBINAR SERIES

Seven Targets for the Post-Pandemic University

Time: October 10, 7am (UTC)

Prof. David Kellermann is an Associate Professor in the School of Information and Manufacturing Engineering at UNSW Sydney, where he is a course coordinator and lecturer for their largest foundational first- and second-year engineering subjects, teaching over 1,200 students each year.

During the pandemic, while UNSW was undergoing remote and hybrid learning, Kellermann created his own lecture studio that enabled him to enhance basic lecture streaming and enable real-time, collaborative, and interactive remote classes. At UNSW, Kellermann's classes saw incredible results. Exam pass rates increased from 65 percent to 85 percent, and classroom engagement surged with an increase from around 100 discussion posts during term to over 25,000. His course satisfaction has climbed from 74% in 2016 to 100% during the pandemic.

All of this has been achieved on a unified platform that gathers student analytics to help delivery tailored experiences to each student, and inform the teaching staff of where and when to help students achieve their best. It is built upon the university's enterprise productivity platform, rather than using bespoke EdTech product, and so enables educational institutions to have less, not more, software.

Free Registration
Zoom ID: 866 8742 7633

150 VR Licenses granted the University by UNESCO-ICHEI & KMAX:

- Canine Anatomy VR
- Industrial Robotics Expert
- Virtual Auto Expert
- PLC Control VR
- Industrial Robotics Mechanics



Course Development Outcome: Promoting Equity and Inclusiveness

Online Course (**Lower Organisms of Public Health Concern**)
Developed by the Life Sciences Cluster (**An All Female Team**)

Online Course (**Precolonial Systems in Nigeria**) Developed by
the Humanities/Social Sciences Cluster (**With Female Team Members**)

LOWER ORGANISMS OF PUBLIC HEALTH CONCERN

Team Members

Dr. Adama Yahaya
Dr. Habiba Ilyasu Atta
Maryam Abdurrazaq
Murjanatu Muhammad Abdullahi
Dr. Wandayi Emmanuel Amlabu



Precolonial Systems in Nigeria



Humanities Team

Dr. Rahila Yakubu
Dr. Hashim Muhammad Suleiman
Dr. Shuaibu Mohammed
Mrs. Halima Adamu Sadiyat
Dr. Aisha Mahmoud Hamman
Dr. Shittu Isah
Dr. Shehu Salisu Jafaru
Dr. Maryam



Support 2: National Project on “Empowering Institutional Policy for Digital Teaching and Learning in Nigeria

Project Objectives

- Support **Implementation of Institutional Policies** for Digital Teaching and Learning in Nigerian Higher Education Institutions (HEIs) (using the ABU’s TLP as Case Study)
- Organize the **Training of Trainers (ToT)** Sessions on Design, Development and Production of Online Courses
- Empower IIOE Nigeria National Centre to undertake **Digital Literacy Enhancement Programmes** required to drive the digital transformation of higher education teaching and learning (for example, using the Smart Classroom)
- Expand the **IIOE Nigeria Network** and acting as the National Hub



TLP Implementation Plan: developed in collaboration with the UNESCO-ICHEI (Approved by Senate & Council in 2023)



AHMADU BELLO UNIVERSITY

ZARIA, NIGERIA

IMPLEMENTATION PLAN FOR THE TEACHING AND LEARNING POLICY

DECEMBER, 2022

© Directorate of Academic Planning and Monitoring, Ahmadu Bello University,
Zaria, 2022

FOREWORD

Ahmadu Bello University emphasises commitment to excellence in teaching and learning. However, this must be guided by a properly developed policy document. The recently approved Teaching and Learning Policy (TLP) requires systematic implementation plan for successful accomplishment of the policy statements.

The Directorate of Academic Planning and Monitoring (DAPM) has therefore developed an Implementation Plan for the TLP with a view to ensuring that the policy statements are fully implemented. The TLP Implementation Plan reflects the University's commitment towards creating an enabling environment for adoption of the Online and Blended Teaching and Learning (OBTB). Core aspirations of the University include facilitating successful transition to the OBTB mode.

I greatly appreciate the role played by the Directorate of Academic Planning and Monitoring and the University Committee on Developing the Implementation Plan for the TLP. I urge members of the University community to not only digest the contents of this important TLP Implementation Plan document, but to also adhere to its provisions in order to make our teaching and learning activities world-class. This will ensure that Ahmadu Bello University takes its rightful place among leading universities in producing competent graduates that shall facilitate solving the myriad problems in our societies.

Thank you.

Professor Kabiru Bala

Vice Chancellor

20th December, 2022

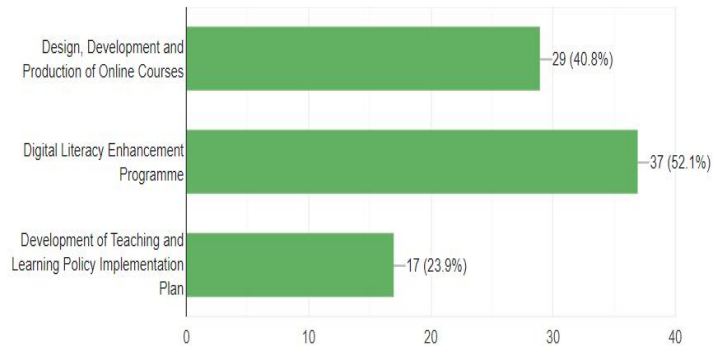
The objectives of the implementation phase are to:

- **create** awareness and build capacity
- **provide** the implementation strategies, timelines and milestones
- **identify** roles and responsibilities of stakeholders in the implementation
- **provide** the digital technology facilities and support services for effective implementation
- **provide** quality assurance (QA) framework for the implementation
- **develop** the code of conduct/ethics for the implementation
- **identify** various sources of funding for the implementation

ToT Outcome: Cascading of Digital Literacy rainings by Participants

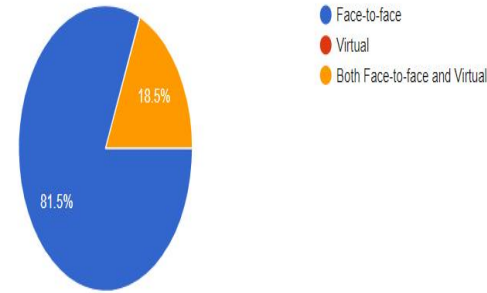
What training program in the HOE pilot project did you attend?

71 responses



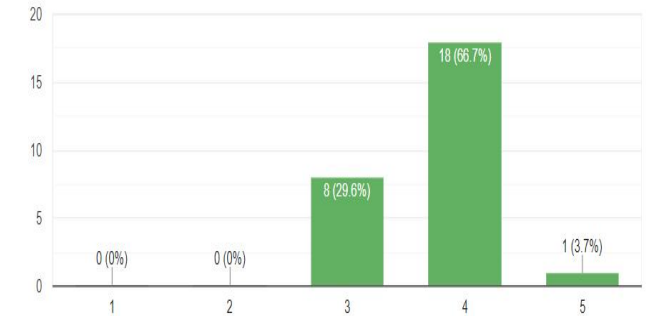
What methods have you used to cascade the training?

27 responses



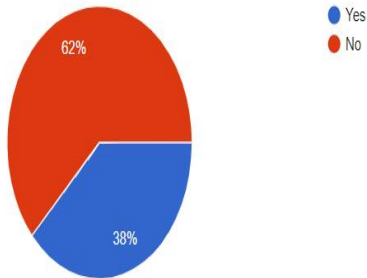
How well did the trainees understand the concepts and skills you taught them?

27 responses



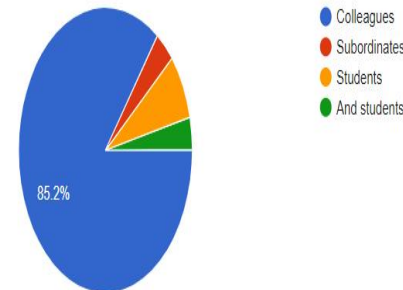
Have you cascaded the training to others in your institution?

71 responses



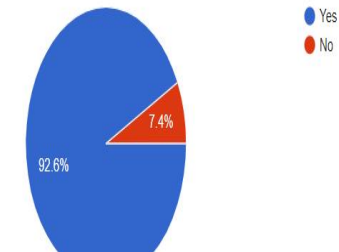
Who were your audience?

27 responses



Have you observed any changes in the trainees' knowledge, skills, or behavior as a result of the training?

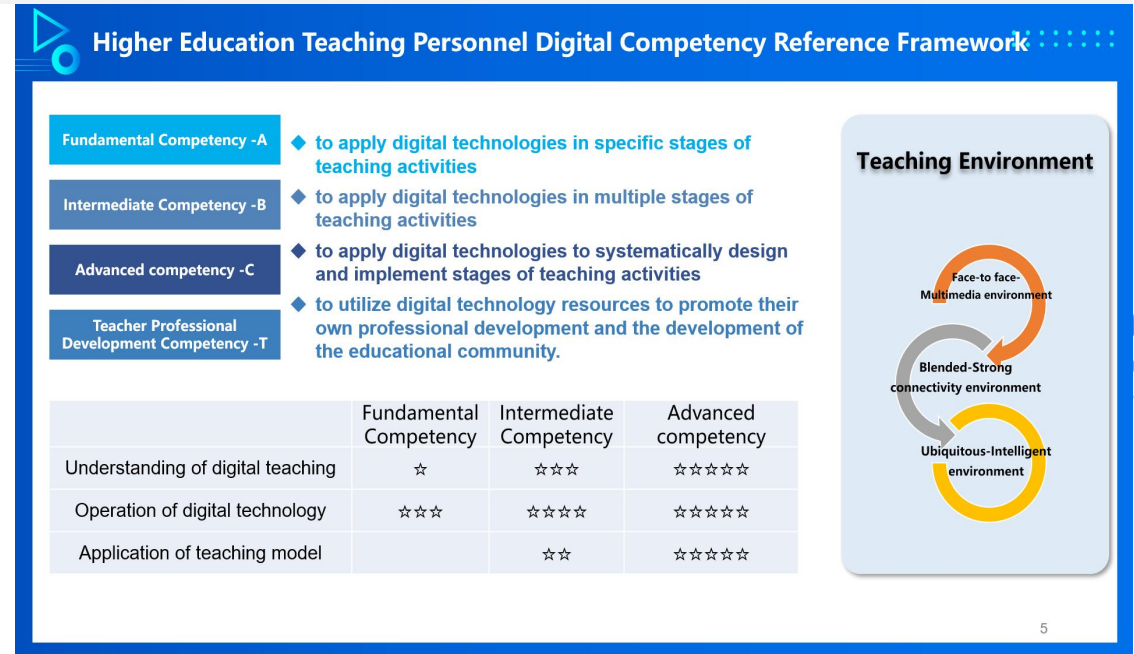
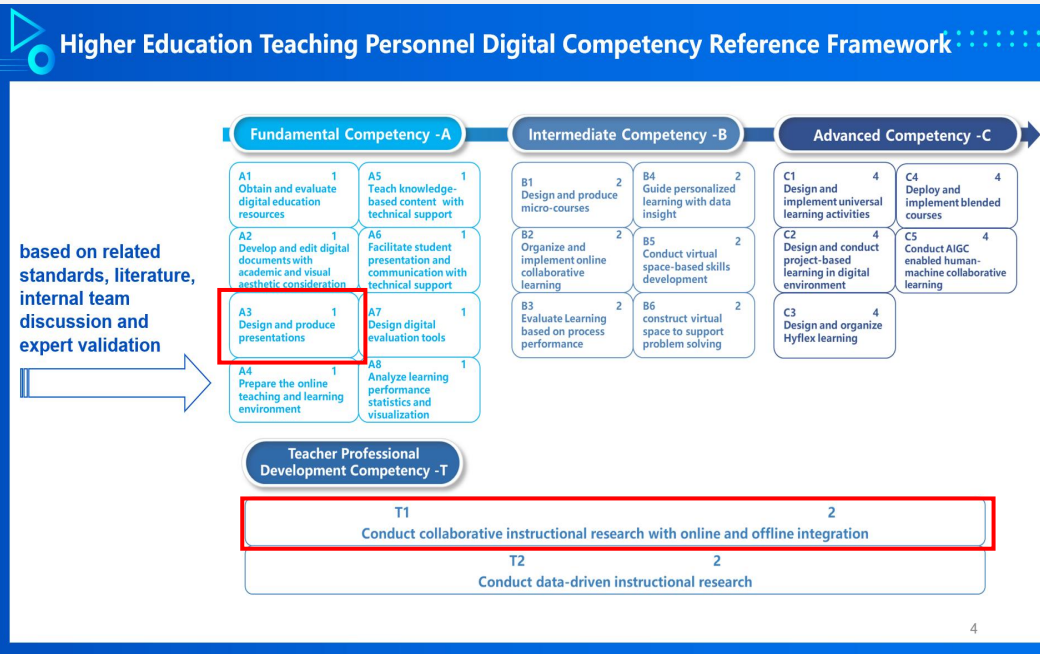
27 responses



Support 3: Co-Development of Micro-Certification Courses in Collaboration with UNESCO-ICHEI/IIOE

UNESCO-ICHEI/IIOE is supporting **ABU** in developing capacity and co-development of **2 Micro-Certification courses** (as parts of efforts to ensure continuous Teacher Professional Development (TPD) on a **"learn by doing"** basis

- **A3: Design & Produce Presentation**
- **T1: .Conduct Collaborative Instructional Research with Online & Offline Integration**



Support 4: TLP Updating in the AI Era in Collaboration with IIOE Nigeria National Centre

To navigate the challenges (**access, equity, inclusiveness, ethics**, etc.) posed by AI, ABU governance, teachers and other stakeholders must (pro)actively engage in **updating the TLP** to include **strategies** and **guidelines** that ensure transparency and accountability in the use of **AI technologies** and tools in the **teaching, learning** and **research** processes

These strategies and guidelines must ensure a balance between harnessing the benefits of **AI-enhanced learning** and addressing those **intricate challenges**

These strategies and guidelines should, where possible, align with **national** and/or **international regulations** but must be “**fit for purpose**” for the University considering its peculiarities and realities

It is imperative that the **learners** and **researchers** are engaged in the drafting of the strategies and guidelines, the planning and monitoring of their implementation as they constitute a major source of feedback and data



IIOE Nigeria National Centre Dialogue: GenAI and Higher Education (November 28, 2023)

IIOE Nigeria National Centre Dialogue Series (I)

Generative AI and Higher Education

The IIOE Nigeria National Centre is happy to extend a warm invitation to all members of the University community to the first of its "Dialogue Series" being organized around contemporary issues in Higher Education (HE) in the Digital Era. This first public dialogue is on **Generative Artificial Intelligence (GenAI) and Higher Education**.

This is designed to serve as a platform for comprehensive discussions, insights, and critical analysis of the impacts, challenges/threats, and opportunities presented by GenAI tools and technologies (especially ChatGPT and the likes).

KEYNOTE PRESENTATIONS



GenAI: The Technology Explained
Prof. A. M. Abubakar, Summit University, OPA



Exploring GenAI: Ethical Dimensions and Governance
Prof. M. B. Mu'azu, IIOE Nigeria National Centre



Panelists - Generative AI and Higher Education



Dr. H. I. Atta
Microbiology



Dr. H. M. Suleiman
Mass Communication



Dr. M. Abdullahi
Computer Science



Dr. M. L. Abubakar
Moderator



Ms. K. Hassan
Team Lead, GDSC



Prof. M. Bello
DAPM, ABU



Prof. A. Ibrahim
Surgery, ABUTH

Date: 28-11-2023 **Time:** 10:00 am **Livestreaming** **ID:** 858 7198 9890 **Passcode:** compeng **Assembly Hall, ABU Zaria**

Summit University
Generative Artificial Intelligence: The Technology Behind It

Prof. Abiodun Musa Aibinu
Vice-Chancellor / Chief Executive and Academic Officer
Summit University Offa, Nigeria

www.summituniversity.edu.ng

IIOE Nigeria National Centre

Exploring GenAI in Higher Education: Ethical Dimensions and Governance

Keynote Presentation

Muhammed Bashir Mu'azu (Prof.)
Department of Computer Engineering, Ahmadu Bello University, Zaria, Nigeria
Director, IIOE Nigeria National Centre

IIOE Nigeria National Centre Dialogue Series I
November 28, 2023
Zaria, Nigeria



Conclusion

Driving Educational Change via **Digital Transformation** of Teaching & Learning, in collaboration with Innovative Partners such as UNESCO-ICHEI/IIOE is critical to Universities like ours as it helps us build capacities, develop policies and implementations or latch on to frameworks (agreed upon as a collective)

These changes/transformations are expected to:

- Transform Teaching & Learning Modes
- Enhance Accessibility and Inclusivity
- Drive Data-Driven Decisions
- Globalize Education
- Manage Costs



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谢谢

Thanks

Merci

Спасибо

Gracias