



NATIONAL INSPECTORATE BOARD
Enforcing Standards, ensuring quality

NIB E-LEARNING STANDARD FOR PRE-TERTIARY SCHOOLS IN GHANA-CHECKLIST

(Kindly read, check and complete each box below)

School:					
Name of respondent:					
Designation:					
Name of Proprietor/Principal:					
Section A: Content Standards					
<i>Description: The e-learning programme offers learners several ways to participate in learning experiences that promote their mastery of content and are in line with national or international content standards.</i>					
Does your E-learning programme meet the criteria in these areas?		Yes	No	Comments	Verification source
1.	School e-learning scheme and lesson plans are made accessible to parents/guardians and learners via school's website or other platforms.	<input type="checkbox"/>	<input type="checkbox"/>		E-learning scheme and lesson plans on school website, evidence of email sent to parents and learners.
2.	The goals and objectives of the lessons being taught clearly state what the learners will know or be able to do at the end of each lesson. The goals and objectives are measurable in multiple ways.	<input type="checkbox"/>	<input type="checkbox"/>		Lesson notes/slides Instructional material.
3.	The e-learning content and assignments are aligned with NaCCA, CAIE, IB, Common Core or other accepted content standards set for schools.	<input type="checkbox"/>	<input type="checkbox"/>		Scheme of learning, Long-term plan and Lesson plan.

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4.	The e-learning content and assignments are of sufficient depth and breadth to teach the standards being addressed.	<input type="checkbox"/>	<input type="checkbox"/>		Scheme of learning, Long-term plan and Lesson plan.
5.	Multiple learning resources and materials to increase learners' success are available to learners before the lessons begin.	<input type="checkbox"/>	<input type="checkbox"/>		Evidence of distribution of learning resources and materials (soft copies) via emails or Learning Management System (LMS) platform.
6.	Lesson plans/timetables outline activities to be carried out both online and offline.	<input type="checkbox"/>	<input type="checkbox"/>		Documented lesson plan and timetables being used.
7.	Information is provided to learners and parents on how to communicate with the e-learning teachers.	<input type="checkbox"/>	<input type="checkbox"/>		Documented Standard Operating Procedure (SOP) on how learners/parents communicate with e-learning teachers. Email trail or website publication of this SOP.
8.	A code of conduct including netiquette standards (internet etiquette) regarding lesson activities, discussions are clearly stated and taught to learners and parents.	<input type="checkbox"/>	<input type="checkbox"/>		Documented code of conduct. Email trail or website publication of this code of conduct.
9.	Requisite e-learning resources are provided to teachers.	<input type="checkbox"/>	<input type="checkbox"/>		Documented evidence of receipt of resources by the e-learning teacher.

Section B: Instructional Design

Description: The E-learning programme uses learning activities that engage learners in active learning; provides learners with multiple learning; content of delivery is based on learner needs and provides opportunities for interaction and communication.

10.	Instructional design reflects a clear understanding of all learner needs and incorporates varied ways to learn and master the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>		Proof of Instructional design for e-learning programme.
11.	Provides learners with multiple learning paths, based on learner needs that engage learners in a variety of ways.	<input type="checkbox"/>	<input type="checkbox"/>		Video of recorded lessons.
12.	The e-learning programme includes explicit communication/activities that measures learners' progress and offers opportunities for correction.	<input type="checkbox"/>	<input type="checkbox"/>		Progress report on learners.
13.	Documented minimum resource requirements for participating in e-learning programme.	<input type="checkbox"/>	<input type="checkbox"/>		Documented resource requirements for the e-learning programme.
14.	Schools should have means of documenting online and offline academic activities of learners and/or parents/guardians (wards).	<input type="checkbox"/>	<input type="checkbox"/>		Records of online and offline academic activities.
15.	Programme includes a clear definition of what constitutes attendance e.g. number of log ins, hours spent on activities, learners' learning logs.	<input type="checkbox"/>	<input type="checkbox"/>		Proof of attendance or attendance records.
16.	The school informs parents/guardians and learners what is expected of them when they log in.	<input type="checkbox"/>	<input type="checkbox"/>		Communication letter, publications on website etc.
17.	The school has documented procedures for contacting learners and their parents/guardians who fail to log in/stay online throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>		Evidence of documented procedures for contacting learners and their parents/guardians who absent from lessons

18.	The e-learning programme offers ALL the subjects taught in a traditional brick and mortar classroom including P.E and extra-curricular activities.	<input type="checkbox"/>	<input type="checkbox"/>		E-learning timetable, lesson plans, scheme of work.
19.	Approach to delivery of lessons is both synchronous and asynchronous.	<input type="checkbox"/>	<input type="checkbox"/>		Synchronous and asynchronous methodology as documented in the plan.

Section C: Technology

Description: *The e-learning programme takes full advantage of a variety of technology tools, has a user-friendly interface and meets accessibility standards.*

20.	The E-learning architecture permits parents access to the programme platforms for learners under 18 years of age.	<input type="checkbox"/>	<input type="checkbox"/>		Documented evidence of login access given to parents.
21.	Rich media are provided in multiple formats for ease of use and access in order to address diverse learner needs (CD, video, podcast, PPT).	<input type="checkbox"/>	<input type="checkbox"/>		Teaching and learning materials as documented in the lesson plan.
22.	Teachers, learners and parents have the prerequisite skills necessary for the programme.	<input type="checkbox"/>	<input type="checkbox"/>		Agenda and sign-sheet for training.
23.	Learners and Parents information remain confidential, as required by the Data Protection Act, 2012 (Act 843).	<input type="checkbox"/>	<input type="checkbox"/>		Documented Privacy Policy shared with parents.
24.	Effective teacher-learner engagements are facilitated through a variety of technologies (computer, phone, e-mail, instant messages, etc.).	<input type="checkbox"/>	<input type="checkbox"/>		Documented evidence of variety of technologies available for teacher-learner engagements.
25.	Proof of synchronous and/or asynchronous teaching and learning activities between learners and teachers.	<input type="checkbox"/>	<input type="checkbox"/>		Evidence of multimedia materials for e-learning platform.

Section D: Learner Assessment

Description: The e-learning programme uses multiple strategies and activities to assess learner readiness for and progress in lesson content. The programme provides learners with feedback on their progress.

26.	Assessment types are matched to level of knowledge being tested. Both formative and summative assessments are part of the lessons.	<input type="checkbox"/>	<input type="checkbox"/>		Syllabi and course outline given to parents.
27.	Subject assessment as well as answers, explanations and/or rubrics are provided to learners.	<input type="checkbox"/>	<input type="checkbox"/>		Syllabi and course outline given to parents.
28.	Mode(s) of assessment for each subject/lesson is (are) explicitly communicated to learners and parents/guardians.	<input type="checkbox"/>	<input type="checkbox"/>		Syllabi and course outline given to parents.
29.	Modes of assessment may include: <ul style="list-style-type: none"> • Contributions to online discussion groups • Completion of online assignments • Portfolio submissions • Projects and presentations (real-time video, video or audio recorded presentations, and email submission of assignments) 	<input type="checkbox"/>	<input type="checkbox"/>		Records of learners' assessed assignments.
30.	Assessment strategies and tools make the learners continuously aware of their progress in class and mastery of concept.	<input type="checkbox"/>	<input type="checkbox"/>		Performance report per learner.
31.	There are established measures to ensure the credibility of online examinations is maintained.	<input type="checkbox"/>	<input type="checkbox"/>		Records of learners' assessed assignments.
32.	Records of learners' assessed assignments are available to both learners and parents/guardians.	<input type="checkbox"/>	<input type="checkbox"/>		Evidence of assessed assignments
33.	Parents/ Guardians are offered opportunities to review their ward's work and discuss areas of improvement.	<input type="checkbox"/>	<input type="checkbox"/>		Accounts created for parents.

Section E: E-learning Evaluation and Support

Description: *The E-learning programme is evaluated regularly, and findings are used as basis for improvement.*

34	Learners are offered a one-time orientation before the start of each subject.	<input type="checkbox"/>	<input type="checkbox"/>		Agenda/minutes of meeting or orientation.
35	Parents/Guardians are offered an orientation for their wards taking an e-learning course before starting each subject.	<input type="checkbox"/>	<input type="checkbox"/>		Agenda/minutes of meeting or orientation.
36	A combination of teacher, learner and parents/guardians' feedback are used to evaluate the E-learning programme regularly for effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>		Evidence of questionnaire/survey or survey results.
37	Professional development training for effective use of the e-learning delivery system is offered when necessary.	<input type="checkbox"/>	<input type="checkbox"/>		Agenda and sign-in sheet for professional training.
38	Technical support and e-learning management assistance to teachers, learners and parents/guardians when necessary.	<input type="checkbox"/>	<input type="checkbox"/>		Sign-in/Log records of requests for technical support.
39	Teachers support for the delivery of curriculum expectations is provided throughout the stipulated contact time with learners.	<input type="checkbox"/>	<input type="checkbox"/>		Sign-in/Log-in records.
40	Principal ensures evaluations are achieving the actual learning outcomes and the desired motive of e-learning.	<input type="checkbox"/>	<input type="checkbox"/>		Evidence of appraisal evaluations.
41	Parental consent to participation in e-learning programme.	<input type="checkbox"/>	<input type="checkbox"/>		Signed agreements/contract between parents and school.
42	Parental survey and opinion of the e-learning programme.	<input type="checkbox"/>	<input type="checkbox"/>		Evidence of survey results.