


TEACHING, LEARNING, AND ASSESSMENT IN THE UNIVERSITY

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INTRODUCTION

Universities globally play crucial roles in national development by producing skilled personnel in all fields of human endeavour.



Research has shown that the quality of teaching is associated with student achievement (Noben, et al., 2020)



Unfortunately, Quality of Teaching in most universities typically takes a back seat to research as a measure of institutional success (Patfield, et al., 2022).

QUALITY TEACHING

- ❖ Quality teaching is the cornerstone of effective education and a critical driver of:
 - Student learning outcome
 - Assessment
 - Institutional excellence
 - Societal development

CONCEPT (CONT'D)

- ❖ Synthesis of literature identified four main conceptualisations of 'quality' teaching in the university:
- ✓ Quality as 'purposeful' where emphasis is placed on standards and conformance
- ✓ Quality as 'accountable' emphasizing the delivery of product and services
- ✓ Quality as 'exceptional' signifying distinction and exclusivity
- ✓ Quality as 'transformative' indicating positive changes in student learning

MEANING OF QUALITY TEACHING

❖ Quality Teaching refers to instructional practices that effectively facilitate student learning, engagement, development, and assessment.

CHARACTERISTICS/THEMES OF QUALITY TEACHING



Have clearly defined learning objectives that aligned with CCMAS and global standards



Subject Mastery and Scholarship and Pedagogical knowledge:



Strong command of disciplinary knowledge



Engagement with current research and emerging trends



Integration of theory with practice

CHARACTERISTICS/THEMES (CONT'D)

Use of student-centred and inclusive teaching approaches to accommodate diverse learners, meet their needs, and expectations.

Create an interactive learning environment, and be sensitive to students' academic, emotional, and cultural needs

Usage of ICT and emerging digital learning tools in teaching

Punctuality, Preparedness, and Accountability

CHARACTERISTICS/THEMES (CONT'D)

- Reflective teaching and Peer observation/Review
- Use of student feedback for improvement
- Teaching evaluation and monitoring by Department, Faculty, and University Quality Assurance Committees
- Effective classroom Management and Communication
- Adherence to ethical principles, respect for learners, and academic integrity is essential
- Regular participation in Training, Workshop, & Conferences

CHALLENGES TO QUALITY TEACHING

- ✓ Outdated Curricula
- ✓ **Resistance to Pedagogical change**
- ✓ Large class size
- ✓ **Inadequate funding/Limited resources & Infrastructure**
- ✓ **Low lecturer motivation**
- ✓ Language barriers
- ✓ Heavy teaching workloads
- ✓ **Inadequate Faculty development**
- ✓ **Focus on research over teaching**
- ✓ Distractions: absenteeism, Cell phones, etc.
- ✓ **Poor well-being(mental, emotional, and physical)**

IMPORTANCE OF QUALITY TEACHING

- Enhances student learning outcomes & employability
- Promotes innovation & national development
- Build institutional reputation and global competitiveness
- Supports sustainable quality assurance in higher education
- Determines how effectively learners engage with knowledge, develop skills, & internalize values

WHAT MAKES A QUALITY TEACHER?

- ✓ 'Look before you leap'
- ✓ Ability to tolerate pressure/Multitasking
- ✓ Current in the subject-area/discipline
- ✓ Enthusiasm
- ✓ Lifelong love of learning
- ✓ Ability to accommodate complementary skills
- ✓ Seek more experienced chairs as mentors
- ✓ Take advantage of any opportunity for formal teaching training

FOSTERING A CULTURE OF QUALITY TEACHING

❖ **Supportive Institutional Leadership:**

- ✓ Prioritizing teaching excellence alongside research
- ✓ Providing adequate teaching resources
- ✓ Recognizing and rewarding effective teaching. E.g. 'Faculty of the Session award in each Faculty'

❖ **Student Engagement and Feedback**

FOSTERING A CULTURE OF QUALITY TEACHING (CONT'D)

- ❖ **Collaborative Teaching Culture:**
 - ✓ Team teaching
 - ✓ Peer Mentoring
- ❖ Innovative teaching methods & reflective inquiry
- ❖ Curriculum delivery should be a blend of face-to-face contact & virtual
- ❖ **Teaching Excellence Frameworks.** For e.g. Australian Awards for University teaching; UK that award Universities for 'Outstanding Teaching Quality'.

LEARNING

- ❖ Learning process may vary from person to person due to the presence of Biological, Psychological, Cognitive, Emotional, and Environmental (Pedagogical and Methodological) differences.
- ❖ Learning is the process of acquiring new Understanding, Knowledge, Behaviours, Skills, Values, Attitudes, and Preferences (Wikipedia, 2022).
- ❖ Learning is a process that leads to change, which occurs owing to experience and increases the potential for improved performance and future learning.

QUALITY LEARNING

- ❖ It is the extent to which learning process allow students to achieve intended learning objectives in a **meaningful, engaging & sustainable manner**
- ❖ Quality learning emphasizes learning how to learn. E.g.
Note taking & Note making

TYPES OF LEARNERS

✓ **Visual:** Learn better when instructors use symbols, boxes, charts, graphs, etc.

✓ **Verbal:** Writing notes, highlighting key points during lectures

✓ **Aural:** They prefer sounds & music (they develop understanding & memory by hearing and listening)

✓ **Logical:** They ask a lot of questions because they learn by classifying, categorizing, and thinking abstractly about patterns and relationships

✓ **Physical:** They learn by doing

✓ **Social:** They prefer to learn in groups rather than on their own

✓ **Solitary**

QUALITY LEARNING THEMES

- ❖ Students feel safe and supported in the pursuit of knowledge
- ❖ Increases students' attention and focus
- ❖ Promotes meaningful learning experience
- ❖ Motivate students to practice higher-level critical thinking skills
- ❖ Inclusive/Active student engagement
- ❖ Challenging and Supportive
- ❖ Continuous feedback/Improvement

CHALLENGES OF QUALITY LEARNING

➤ Institutional/Academic Factors:

- ✓ Inadequate resources and facilities
- ✓ Teacher quality and Behaviour
- ✓ High student-to-staff-Ratios
- ✓ Assessment methods that focus on grade rather than deep learning
- ✓ Outdated curriculum

➤ Personal and Social Factors:

- ✓ Poor Mental & Physical health can impair concentration, memory, and motivation to learn.
- ✓ Poor Study habits & Lack of motivation
- ✓ Social distractions & Peer pressure
- ✓ Incivilities: e.g. talking in class

FACILITATING & FOSTERING QUALITY LEARNING

- ✓ Well designed curriculum that aligned with CCMAS
- ✓ Be open to feedback
- ✓ Give students a voice and a choice
- ✓ Build positive relationships through communication
- ✓ Regularly review classroom procedures
- ✓ Manage the physical environment
- ✓ Provide positive reinforcement
- ✓ Use innovative teaching methods and learning strategies
- ✓ Make regular attendance a pre-requisite for writing examinations
- ✓ Adequate learning facilities, libraries, & instructional materials.

QUALITY ASSESSMENT CONCEPT

- ❖ It is a systematic, cyclical process to ensure academic standards, student learning outcomes, and institutional effectiveness involving:
 - ✓ Self-Evaluation
 - ✓ Internal reviews
 - ✓ External reviews
 - ✓ Feedback to drive continuous improvement in teaching

QUALITY ASSESSMENT THEMES

- Provides evidence of student learning
- Informs instructional improvement
- Ensures academic standards & Transparent grading practices
- Enhance institutional credibility
- How to measure learning outcomes/knowledge recall, critical thinking, creativity, problem solving, and support learning.
- Timely feedback

DEVELOPMENT OF QUALITY ASSESSMENT IN THE UNIVERSITY

❖ Intentional design and alignment with:

- ✓ Programme learning outcomes
- ✓ Course learning outcomes
- ✓ Professional Standards

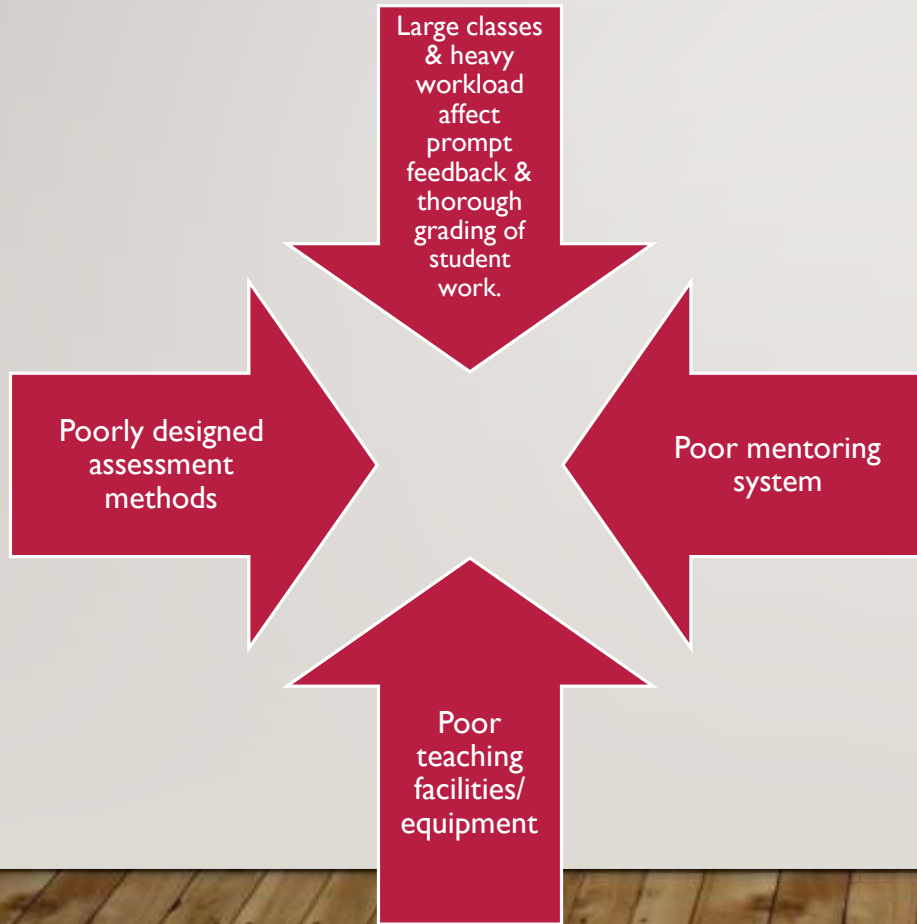
❖ Use multiple Assessment Strategies:

- ✓ **Formative** (quizzes, drafts, peer feedback)
- ✓ **Summative** Assessment (tests, projects, etc)

DEVELOPMENT OF QUALITY ASSESSMENT (CONT'D)

- ✓ **Authentic Assessment** (Case studies, simulations, etc.)
- ✓ **Performance-based Assessments** (Presentation/Role play, Fieldwork, practicum, laboratory, etc.)
- ❖ Moderation processes must be valid, reliable, and fair in all departments (ensure Internal & External moderation of questions & grading guide)

CHALLENGES OF QUALITY ASSESSMENT



- ✓ Lagged or unhelpful feedback
- ✓ Alack of commitment to continuous improvement within the institution can stifle innovation
- ✓ Resistance to change
- ✓ Fear of assessment
- ✓ Lack of technical expertise

MYTHS ABOUT QUALITY TEACHING, LEARNING, AND ASSESSMENT IN THE UNIVERSITY



I do not particularly have to read before going to teach. I have taught this course for several years.



I have neither carrot nor stick. It is not possible either to reward students that are willing to learn or punish students who do not wish to learn.



Only Test and Measurement experts can undertake Quality assessment.

EPILOGUE

- Nothing could be more dangerous than an academic staff who do not know, and do not know that he does not know !

WORDS ON MARBLE

- “An individual who learns today, and stop learning tomorrow, would be uneducated the day after”.---Anonymous
- “Every student deserves a champion—a teacher who will never give up on them, who understands the power of teaching, and insists they learn, and become the best they can possibly be.”
- “We can’t improve what we don’t assess.” ---
-Michael Hyatt

APPRECIATION



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