



Higher Diploma Program

Handbook for Professional Training of Academic Staff in Higher Education Institutions

Ministry of Education
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HIGHER DIPLOMA PROGRAM

Handbook for Professional Training of Academic Staff in Higher Education Institutions

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Foreword

One of the measures that have been taken by the Ministry of Education to enhance the quality of education in higher education institutions is the professional training of academic staff through the Higher Diploma Program (HDP). Successful completion of the HDP has also been instituted as a requirement for all university teachers in public universities. A series of HDP training has been given so far and the vast majority of academic staff in public universities has completed the program. The training was conducted using handbooks which have been revised from time to time with the view to make them increasingly more relevant and appropriate for academic staff at university level. The present version is a continuation and a product of the improvement in the Handbook.

The Handbook is intended to guide HDP leaders and tutors who facilitate the training in the universities where both experienced and less experienced staff work together. It is believed that the training will assist the more experienced staff to develop their own expertise even more. They will also be able to share their pedagogical skills to their less experienced peers. The Handbook also allows discreet flexibility in the sense that HDP leaders and tutors can make appropriate adjustments in terms of enrichment or emphasis of the content in order to attend to the professional needs of participants adequately and to achieve the purpose of the training at the highest level.

The authors of the four modules who were selected by the Ministry of Education were individuals from various universities as well as from the Ministry itself. Another team from the Addis Ababa University was asked to edit the material. The Team undertook the task of copy editing by making the most use of the limited time allotted for the task. The adjustments included, but were not limited to, clarifying concepts, including more relevant activities, removing unnecessary repetitions and details, and improving the language.

The Handbook that resulted from the above efforts is organized in two forms: Handbook and Workbook. The Handbook comprises modules and units. The modules include activities which partly involve field work. The field work provides the opportunity for participants to improve their teaching and research by testing the application of their knowledge and skills in organizations outside the university system. The number of hours to be used for the training each week may vary from university to university, but overall it is assumed that the training will require fifteen weeks to complete, at least four hours per week. The Workbook, which includes activities related to modules or units, has been prepared separately to make it possible for participants to submit their work to HDP leaders and tutors for their feedback without having to give the whole Handbook each time they complete individual or group work.

The editors feel that there is room for producing an even more adequate Handbook by using feedback from its users and by including additional subject-specific instructional methods and illustrations. It is important in this regard that HEIs that provide training using the Handbook ensure that there is a mechanism for coordinating and evaluating the training and communicating the results of the evaluation to all concerned.

The Editors

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INTRODUCTION

1. Overall Aim of the Program

The Higher Diploma Program (HDP) is based on the 2011 Higher Diploma Program for Teacher Educators developed by the Ministry of Education. It contains the major elements of the 2011 Program with an emphasis on the improvement of the quality of teaching and learning and the development of reflective practitioner. The Program gives room for discussing and reflecting on recent significant changes in the teaching-learning processes of higher education. One of these changes is the increased appreciation of field-based learning in educational and other types of institutions.

The Handbook consists of four modules. The modules should be enriched and further aligned with the needs and interests of individual departments/academic units in higher education institutions based on the discussion and contributions of HDP leaders, candidates and all stakeholders.

2. Objectives and Principles

2.1 Objectives

The program will enable HDP candidates to

- identify their needs and become professional, reflective teachers demonstrating high standards of professional ethics
- demonstrate adequate awareness of higher education environments, and the evolving changes and needs to improve academic programs
- develop teaching skills based on sound theoretical knowledge and experience
- serve as a role model for effective teaching and contribute to institutional and community development
- provide high quality learning experience for students
- engage in action research, collaborative learning and team work
- adopt inclusive approach in teaching-learning

2.2 Principles of the Program

The principles underlying the HDP relate to the enhancement of

- teaching and assessment

- professional ethics
- self-assessment and continuous improvement
- open-mindedness and accountability
- collaboration and dialogue

3. Roles and Responsibilities of the HDP Implementers

3.1 The Higher Diploma leader is responsible for

- managing the program
- running one 4-hour session each week
- organizing meetings with HDTs to plan and share work
- conducting professional discussion with candidates
- carrying out continuous assessment of candidates by a regular check of completed work with written constructive feedback
- observing a class session conducted by individual HDP candidates and providing feedback, and
- authorizing candidates to proceed with the next module in the Handbook after making sure that they have completed the preceding module successfully.

3.2 The Higher Diploma tutor

The HDP tutor is responsible for

- assisting the HDL plan weekly sessions
- supporting delivery of the class sessions
- facilitating group discussions and providing feedback
- observing candidates' lessons and giving comments
- assisting the HDL in assessing candidates' work
- helping the HDL in conducting professional discussions with candidates

3.3 Higher Diploma candidates

Higher Diploma candidates are responsible for

- attending all sessions

- participating actively in HDP sessions and related activities
- completing and submitting all required work as scheduled
- making sure that they have completed all the requirements in a module before they start taking on the next module.

4. Support for the HDP

There should be a central body which supports, coordinates, oversees and evaluates the HDP in each HEI.

5. Award of the Higher Diploma

Successful completion of the HDP will be based on evidence provided in the Portfolio. The Portfolio will be developed by candidates during the program with the guidance of the HDL and HDTs. The final Portfolio of Evidence for moderation should include:

- Reflective activities showing development of reflective thinking and its effect on practice
- Lesson plans showing development of active learning and assessment techniques
- Records of formal observations of the candidate by the HDL or HDT
- Report on field based learning
- Report on Action Research Project
- Continuing Professional Development Plans
- All End-of-Module Self Assessments and the Final Self-Assessment

HDP candidates' evaluation will be as follows:

- **Pass** (if a candidate has fulfilled all requirements)
- **Incomplete** (if a candidate has failed to complete any one of the requirements)
- **Fail** (if a candidate fails to meet all the requirements of Module One).

MODULE ONE:

UNDERSTANDING HIGHER EDUCATION

MODULE ONE: Understanding Higher Education

Note: At this point candidates should complete the 'Before HDP' part of the Appendix.

This module emphasizes the understanding of the environments of higher education institutions. It is believed that higher education teachers become effective when they understand more fully their respective institutions' mandates, roles, responsibilities and expectations. Four major units are included in the module.

The first unit deals with higher education institutions' missions, visions, and core values. It also discusses leadership contexts, mandates and functions. The second unit addresses the nature and importance of reflection in teaching and learning. The third unit deals with the role of professionalism and professional development in advancing the mission of institutions of higher learning. The fourth unit addresses inclusive higher education with respect to some principles of diversity, inclusion and equity. Opportunities and challenges in teaching diverse populations are also treated.

Module Learning Outcomes

Upon completion of the module, a candidate will be able to

- characterize the contexts of higher education institutions
- explain the mission, vision and core values of higher education institutions
- explain professionalism in the context of higher education institution milieu
- state the opportunities and constraints pertaining to the responsibilities of higher education teachers
- describe ways of handling diversity

Unit One: Features of Higher Education

Unit learning Outcomes

After the completion of this unit, a candidate will be able to

- explain the characteristic features of higher education institutions
- discuss the mission, vision and core values of higher education institutions in general and home university in particular
- describe the higher education leadership situation in higher education institutions
- elaborate on the roles and responsibilities of higher education teachers

The Unit deals with higher education institutions 'characteristics, missions, vision, goals and core values as well as the leadership situation. To this end, brainstorming and pertinent learning and reflective activities are incorporated.

Activity 1

[NB: - All activities should be recorded in the Workbook accompanying this Handbook.]

1. *Outline the characteristic features of higher education.*
 2. *How does the academic profession differ from other professions?*
 3. *What are the current challenges of Ethiopian higher education and what do you think are their sources?*
 4. *Higher education institutions across the globe are increasingly pressed to find ways of proving their worth not only in the academic preparation of students, but also in how their preparations are linked to business and industry. Discuss the actions that need to be taken by your university in addressing this issue.*
-

1.1 Higher Education in the Globalized World

For over half a century, Ethiopia and the rest of Sub-Saharan Africa have been engaged in an effort to develop higher education. Their efforts have been influenced by globalization emanating mainly from the models of the western world. This is the case, for example, with massification and the growth of the private sector.

Activity 2

List the advantages and disadvantages of the process of globalization in the development of higher education in Ethiopia.

Advantages of Globalization	Disadvantages of Globalization

Activity 3

1. What do you think are the advancements and challenges of higher education institutions in Sub-Saharan Africa in general and in Ethiopia in particular?

Advancements	Challenges

2. State how globalization [in higher education] has affected the development of Ethiopian higher education with regard to organization (structure), curriculum development, system of evaluation, certification and other similar aspects.
3. How should Ethiopian higher education institutions be steered to best accomplish their missions in the context of globalization?

1.2 Vision, Mission, Goals and Core Values of Higher Education

1.2.1 General View

In the Ethiopian contexts higher education institutions have the mission of teaching, research and community service. These institutions have shown progress which includes:

- favorable national and international policies,
- increasing support from bilateral and multi-lateral donors and funding institutions,
- rising number of private higher education providers,
- expanding technologies in information and communication, and
- a growing trend in strategic planning and other reform initiatives

However, in discharging their missions effectively, higher education institutions in Sub-Saharan Africa have faced a number of challenges. These include:

- limited autonomy and academic freedom,
- escalating enrolments,
- declining resources,
- high outflow of higher education teachers, and
- problems of equity and quality.

Activity 4

Identify internal and external factors that influence the quality of higher education in Ethiopia.

Internal factors	External factors

1.2.2 Vision, Missions, Goals and Core Values of the Candidates' HEIs

(Reference to be consulted prior to the discussion session: The Senate Legislation of the relevant/respective university, especially those sections dealing with Vision, Mission, Values and Goals.)

Reflective Activity 1

Discuss the mission of your university from the point of view of content, relevance, clarity, precision, etc.

1. Reflection on the Mission
2. Reflection on Vision
3. How effectively are the teachers in your HEI working towards realizing the mission and vision of the institution?
4. What are the core values of your institution?
5. To what extent are the above core values practiced?

1.3 Higher Education Leadership

HEI leadership involves a number of hierarchies – President, vice presidents, deans/directors, etc., and the number and the designations of the different positions can vary from university to university. In addition, there are various administrative units (e.g. finance office) in HEIs.

Reflective Activity 2

1. How relevant and important are the various leadership positions for the effective functioning of HEIs?
 2. To what extent does the top leadership understand and support the efforts of lower academic units to achieve the ultimate goals of the institution?
 3. From the point of view of need and efficiency, how satisfactory is the organization of HEIs?
 4. Academic Rules and Regulations
-

Reflective Activity 3

1. How reasonable are the rights and duties of the academic staff as indicated in the Senate Legislation of your University?
 2. To what extent are higher education teachers in your university performing according to their duties and responsibilities as indicated in the Senate Legislation?
-

1.4 Responsiveness of Higher Education Institutions to Needs and Expectations

Reference to be consulted prior to the discussion session: The 2009 Higher Education Proclamation

HEIs should be responsive to local, national and international requirements which include relevance, quality and internationalization. In the context of these new orientations, higher education policy should fit into the complex dynamics of the HEIs that have interfaces with secondary or "pre-university" education, on the one hand, and with the world of work and the development concerns of regional states on the other. In this regard, the relevance of higher education should be perceived in terms of its role and place in society, its mission as regards training and research, and the services it provides. It should also be seen in terms of its linkages with the world of work (in the widest sense), its relationship with the state and sources of funding as well as in terms of its interactions with other levels and forms of education.

1.4.1 Local, Regional and National Needs

Higher education institutions should align their plan and implementation strategies to local, regional and national needs and expectations.

1.4.2 International Standards

HEIs should strive to internationalize some of their programs in line with the demands of the world of work. This has two purposes: to achieve the global quality standard, and to attract foreign higher education teachers and students. These two purposes should be achieved with the minimum cost.

Activity 5

1. In your opinion what are the strengths, gaps or limitations of the *2009 Higher Education Proclamation*?

Strengths	Limitations / gaps

2. Do you think that the current academic and administrative bodies of higher education institutions in Ethiopia are competent enough to meet the expectations of the society?
3. Based on your experience as a higher education teacher, discuss the theoretical, structural and practical options for the success of HEIs in Ethiopia.
4. Rate the level of responsiveness of Ethiopian HEIs to the issues indicated in the following table.

S/N	HEIs responsiveness	High	Medium	Low	Justification for rating
1	Local needs and expectations				
2	Regional needs and expectations				
3	National needs and expectations				
4	International standards				

Unit Two: The Role of Reflection among Higher Education Teachers

Unit learning outcomes

- After the completion of this unit, a candidate will be able to
- describe concepts related to reflection and reflective practices
- identify the types and levels of reflection
- state the rationale for being reflective higher education teachers
- apply reflective learning in their day to day practices
- use different techniques of reflection to develop their skills of reflection and reflective teaching
- use his/her skills and knowledge of reflection to enable students become reflective learners

This unit focuses on improving the competencies of teachers in HEIs for delivering quality education. In order to develop this kind of competency they have to be reflective practitioners in their day to day activities. In other words, they should have the habit of looking back on experiences so as to learn from them. This is a central point in reflection. Reflection may also be considered as a means of constructing knowledge about oneself and about the world. In this direction, this unit deals with higher education teachers as reflective practitioners who learn through reflection, as well as with the forms, types and ways of using reflection.

2.1 Conceptualizing Reflection

Scholars define reflection in teaching and learning as

- reviewing one's practice, identifying lessons from it and determining how the lessons influence future action, or
- engaging in a deliberate, purposeful, structured activity to link theory and practice.
 - In short, reflection has to do with learning, change and development.

2.1.1 Forms and Levels of Reflection

Three forms of reflection can be identified: reflection in action, reflection on action and reflection in action.

- **Reflection in action** is reflecting on what we are doing. It is thinking on our feet. It is making decisions events in the classroom as they happen.
- **Reflection on action** is reflecting on an action already completed. It is retrospective thinking

or thinking after the event. It is like thinking about one's teaching after the class.

- **Reflection for action** is reflecting for our future action. It is thinking about the future event. It is proactive thinking to guide future action.

Reflection may assume three levels, namely

- **Technical:** A level of reflection in which teachers of higher education deal with technical issues in their classrooms and the learning environment in their universities.
- **Practical:** A reflection in which higher education teachers examine the relevance of their students' learning for their life and work.
- **Critical:** A level in which higher education teachers evaluate their teaching in relation to student characteristics - gender, social class, etc.

Reflective Activity 4

1. What do reflection, reflective practice and reflective teaching mean to you?
2. How well do you practice reflective thinking to deepen your own understanding and to improve your teaching competence?
3. Based on your teaching experiences give examples of reflection on, in and for action.
4. How well have you handled the technical, practical and critical levels of reflection?
Elaborate.

2.1.2 Reflection as Thinking Process

Reflection will keep us moving along the continuum towards agility in our classrooms, and this

will resonate further afield as our students move on and reflect their capacity to learn in future environments. As educators, we need to satisfy recruiters, students and the general public as to the standards we inculcate in our students while we work together toward building the potential for a more harmonious world.

In the process of reflection, we learn to pause in order to identify constructs, reactions, responses and to name and describe them to ourselves. This is to self-evaluate and clarify what is constraining and what is positively enhancing. We are involved in making choices to develop, alter, and bring to life greater awareness and clarity from within our inner being.

Activity 6

How applicable are the different phases of reflective thinking to teaching and research? Cite examples.

2.2 Techniques of Reflection

Higher education teachers can use different techniques of reflection to develop their reflection skills. This unit focuses on diaries, critical incident, portfolio, and action research.

Diaries

Diaries may be used to record experiences, examine past practices, and develop better means of teaching-learning. In other words, going through an experience by itself does not result in better practice. Some reflection should be done on the experience.

Critical incident

- A critical incident may be described as a particularly significant and unpredicted event which requires close examination in order to determine its implication for the improvement of future activities.
- Critical incident reflection can be used in different ways to produce narratives (individual and/or group) based on the recall of an experience.

Portfolio

Portfolio is evidence of learning and deep thinking. In the present case it refers to learning by a higher education teacher. Portfolio consists of two main components: evidence of learning and reflections.

Action research

Action research is a systematic way of reflecting on a particular problem in teaching-learning, devising an appropriate solution to the problem and testing the solution. (Action research will be addressed in some detail in Module Three.)

Reflective Activity 5

1. What are the different techniques of reflection that you have been using in your reflective learning endeavors? Why did you use them and how?
 2. Which reflective technique is more preferable and appropriate for teaching/learning and for lifelong learning? How?
-

2.3 Cases in Reflective Thinking

Read the following cases and compare them with your actual practice. Then reflect on the strengths, weaknesses of the cases and on the lessons you can draw from each case first individually and then in pairs. Finally present the outcome to the whole class.

Case 1

Balcha is one of the junior teachers in one of the higher education institutions in Ethiopia. He always plans his lessons which involve different active learning methods and assessment techniques. He tries his best to facilitate his students' learning by managing his classroom effectively. When something goes wrong in his classroom, he takes it seriously, looks for a solution and takes immediate action to address it. After conducting his classes, he looks back and examines his experiences regarding his planning, the active teaching methods he used, and the assessment, classroom management and the communication methods he employed. Finally, he identifies his own strengths and weaknesses as well as those of his students. He then plans to improve on his weaknesses in his subsequent classes. Balcha has the habit of questioning his practices and improving his teaching to facilitate quality learning by his students.

Case 2

Endelibu is an academic in one of the oldest higher education institutions in Ethiopia. He teaches his lessons with no planning. He enters class and presents what he has prepared as notes. When a lesson is over he will teach the next in the same manner. Sometimes he misses his classes but regards himself as the only source of knowledge for his students. He is proud of being an academic at the higher education institution but does not have the intention to identify his own teaching weaknesses and gaps and take steps to improve his practice; rather he enjoys taking part in activities that are not related to his profession. In short, even though he has been teaching for more

than twenty years, he has always taught in the same way during all those years with no professional development.

Case 3

Tsion is a fresh academic who is teaching in one of the newly established universities. She tries to prepare herself for her classes but she does not have the knowledge and skill of teaching the subject matter with respect to preparing a lesson plan, using active learning methods, managing classrooms and communicating effectively in English. She is usually afraid of asking senior teachers how she could address or manage the problems she faces. Rather, she prefers to read books, journals and other materials. However, she fails to put into practices what she gathers from her theoretical readings. As a result, she feels that she is not doing her job properly and she is tired of managing the problems she has faced inside and outside the classroom at the beginning of her professional journey.

Reflective Activity 6

1. What have you understood about reflective higher education teachers from the above cases?
 2. How effective are the above cases in changing your attitude towards applying reflective thinking in your study and in your teaching? Explain.
 3. After going through the cases, do you feel you should change your attitude towards the application of reflection in your practice? Explain.
-

Unit Three: Professionalism in Higher Education

Unit Learning Outcomes

Upon the completion of this unit, a candidate will be able to

- explain characteristic features of a profession
- discuss the importance of professional ethics
- discuss values that need to be apparent among higher education teachers
- describe continuous professional development (CPD)
- explain the importance of CPD.

3.1 Professional Ethics and Values

Teaching is a profession. Hence, higher education teachers are expected to behave according to the professional code of conduct set by their higher education institutions. This unit describes 'profession' and raises issues related to breach of professional code of conduct by academic staff as well as the unethical behaviors observed among higher education learners.

A profession is characterized by a sufficiently long period of academic training of an organized body of knowledge. The undertaking is based on an appropriate duration of formal and rigorous professional training with practical experience. A professional man or woman possesses distinct qualifications which make him/her unique in a society in the field. A professional also subscribes to a code of ethics which binds him/her with other members of the professional community. Ethics is defined as the philosophical study of moral values and rules. Often the term "profession" is associated with a fairly high status as in the medical profession. It also implies moral responsibilities.

Professional ethics are the rules governing the conduct, transactions and relationships within a profession and in the community. The quality of action of professionals will necessarily be judged from the point of view of their individual perceptions and that of the general community. Professional ethics requires conformity to professional standards and conduct.

Turning to the duties and responsibilities of higher education teachers, they include the following.

- 1) Teaching and research
- 2) Student consultations and team work
- 3) Service delivery to internal and external communities
- 4) Learning from experience

Activity 7

List unethical behaviors of higher education teachers and students, indicate the reasons for the observed unethical conducts and suggest solutions.

Unethical behaviors of teachers in HEIs

No	Unethical behaviors	Instigating factors	Suggestions for tackling the problems

Unethical behaviors of students in HEIs

No	Unethical behaviors	Instigating factors	Suggestions for tackling the problems

3.2 Continuous Professional Development (CPD)

3.2.1 The Concept of Continuous Professional Development (CPD)

Due to global competition, the number of professionals is increasing day by day. Clients are ever more aware of their rights and the levels of quality that they demand are continuously rising. The latest technology offers many advanced and new methods of working. This latest technology encourages the use of a variety of teaching/learning methods and commitment to continuous professional/personal development.

Professionals are increasingly recognizing the benefits of adopting a planned approach to the maintenance and upgrading of their skills. Professionals require keeping themselves up-to-date. They also need the ability to acquire new knowledge in response to the challenges of new

professional requirements. It is this ability to gain new knowledge which is considered by professionals as the best possible means of gaining a competitive advantage over others.

3.2.2 The Importance of CPD and Its Rationale

Continuous Professional Development is not a new idea; it is merely the encapsulation of what has always been considered to be good professional development. The change is in its apparent importance in the current academic environment.

Continuous professional development has become an important aspect of maintaining quality standards. This is due to, among others, the changing market demands, mobility of communities, and booming science and technology, internationalization, and increasing emphasis on academic freedom and accountability.

Activity 8

Plan CPD of your own in terms of knowledge, skill, and attitude. You may consider any one of the following.

- 1) Classroom Presentations
 - 2) Effective use of the medium of instruction in your teaching
 - 3) Technology utilization in teaching
 - 4) Student assessment
 - 5) Classroom management
 - 6) Self-management
 - 7) Diversity management
 - 8) Research
-

3.2.3 Cases in CPD and College Classes

Case 1

Lesson Observation: Pedagogy

The class: 45 second year students; 30 males and 15 females

Dr. Ayana is an assistant professor of Psychology. He has a heavy workload and spends much of his time in planning. When you go into his class to observe a session, he welcomes you and directs you to a seat at the back of the class. He continues to talk to the students about the task he wants them to do. He reminds them of a previous lesson about Bloom's taxonomy and asks them to write learning objectives for "knowledge and understanding in the cognitive domain"

He tells the students to form groups. The students manage to arrange themselves into groups of about six by alternate rows turning round to work with people behind. This happens with a minimum of noise and the students begin discussion. There is an animated buzz in the room which subsides after about five minutes and then gradually rises.

The students in all the groups are able to take turns in speaking and they seldom interrupt each other. Females take an equal and active part in the groups' discussions. The discussions are animated, thoughtful and students seem well motivated. While the students are engaged in discussions, the teacher moves around the room. He listens to what the groups are saying, encourages, answers questions, clarifies points, and joins in the discussions. There was a good working atmosphere in the room, the teacher and students had a relaxed and friendly relationship. The students showed respect to the teacher and promptly did what they were told to do.

After about half an hour of discussion the noise level rose and the group discussion stopped. The students were talking in smaller groups and were no longer on task, having finished what they were asked to do. The teacher continued to move among the groups and brought individual groups back on task, checking what they had done, reminding them of things they had forgotten, and asking questions. The class was called to attention and groups were asked to report back. The students quickly faced the front and were attentive. As the first group began to make a presentation, the lesson ended and the class was dismissed.

Case 2

Lesson Observation: Chemistry

The class: 53 second year students, 4 of whom are females

Dr. Ayele is a large, imposing man with considerable presence. He has been teaching in the university for eight years. He has a PhD in Chemistry for which he studied in Europe. His subject knowledge is excellent.

When you get into his class to observe his lesson, he acknowledges your presence and indicates where you can sit, with no break in his lecture. The students all have some typed sheets, stapled together and many of them are making notes on these sheets as he speaks. He talks as he writes formulas on the black board. His voice is loud enough for the students to hear him and he writes high enough on the board for all students to be able to see. He pauses occasionally to look at his own typed copy of the sheets the students have and sometimes tells them to follow as he reads out a sentence to them. At no time does he have an eye contact with individual students. As he talks, he looks over their heads. He asks two questions, but does not wait for an answer. A few students murmur a response. At the end of the lesson he asks whether any one has any question. The students look at their sheets and avoid eye contact with him. No one asks a question. The students all appear to be listening throughout and many of them write a lot of notes as he speaks, or copy formulas from the board. This is an organic chemistry lesson and he cites examples where the chemicals he is describing are used.

Case 3

Lesson Observation: Biology

The class: 30 third year students; 24 males and 6 females

The teacher is an enthusiastic young woman with a Master's Degree in Genetics. Her students are arranged into groups at random in the classroom, where there is adequate space and light, and an overhead projector. She has excellent biological knowledge and has planned a very well structured lesson on the crossing over of chromosomes. She starts by reminding the students of the work they covered in the previous lesson. Students are attentive and ready to work. Most students write notes as she speaks, using the key points that she writes on the black board as a guide. She has a series of hand drawn and colored overhead transparency sheets which she shows at appropriate points in her lecture. These are projected above the black board. So, they are quite difficult to see. From the back of the room it is difficult to

make out the number of chromosomes and the number of cross-over points. Students try to copy the diagrams in to their notebooks. Her explanations are generally clear, and she pauses occasionally to ask questions. Her explanations are generally clear, and she pauses occasionally to ask questions. The questions are usually answered by the same young man in the front row. She asks for student opinion about the significance of crossing over; several students are able to contribute. She finishes by asking the students to think, before the next class, as to why Gregor Mendel did not come across linkage.

Activity 9

Teaching may be described as a process of facilitating student learning using appropriate planning and presentation, managing students and resources, guiding and counseling students and assessing student learning outcomes. Given the above three cases identify and describe those teaching skills you feel you should develop. Look at the example of a CPD plan and then develop a CPD plan

Skills you need to develop	Why and how?

Continuous Professional Development Plan

Example

What I would like to develop	Specific objectives	What I will do	By when (Date)	Review of objectives (How? By whom?)
Develop my IT skills	Making graphs and tables	Find a book or find a colleague who can teach me	13 July	Utilization in report writing and record keeping

Activity 10

Your Continuous Professional Development Plan

What I would like to develop	Specific objectives	What I will do	By when (Date)	Review of objectives (How? By whom?)

3.3 Higher Education Teachers as Role Models

Higher education teachers are those who, among others, show mastery of their subject matter, listen to their students, provide the necessary support for students, work collaboratively with their colleagues, and show self-discipline, open-mindedness and understanding. In this unit, you will be able to reflect on behaviors that can serve as positive role models by discussing role model cases indicated below and by drawing on your personal experiences.

Reflective Activity 7

Complete the following chart individually on a significant role model of your choice.

My significant role model: _____

Characteristics: e.g. competence and interest in subject area; years of service	Behavior: e.g. punctuality; responsiveness

Which of the characteristics and behaviors you listed above do you think are particularly important in influencing student values and conduct?

Cases in Role Model

Activity 11

The following are case studies of teachers. Identify the positive and negative characteristics of each teacher, and the behaviors related to the characteristics.

Case 1

Ferdisa is liked by his students; he is always friendly and cheerful, and often arrives late for his classes and cracks a joke about his lateness. He is an entertaining teacher of English and makes his students laugh. He is helpful and encourages them with their work, and often uses his own experiences as teaching material for the lessons. He promises to help them improve their English, and they often hand him drafts of the work they are doing. He reads their work and makes helpful comments, but they rarely get feedback in time to make improvements before the final deadline. He is a good sportsman, and he organizes football games for the male students and boys in the local village.

Case 2

Fantu prides herself on account of her Master's degree in Educational Psychology from Addis Ababa University. She has excellent knowledge of child development and delivers well-structured lectures, using many technical terms in good English. She is impatient when her students ask her very basic questions, and does not waste her time going back over things she thinks they should already know and understand. She compares them unfavorably with the students she studied with, and is often highly critical of the comments they make when she occasionally asks a question or provides an opportunity for discussion. She is very strict with her marking. She gets disappointed when students do not live up to her expectations. She runs an English speaking club once a week where she enjoys conversing with students and helping them to improve their English.

Case 3

Aster is a new Biology teacher. She is trying hard to establish herself as a member of the teaching staff. Most students like her as she shows interest in them as

individuals and tries to learn their names and is very patient when students ask her questions. Her subject knowledge is good. But, there is a group of male students who continually ask difficult (and often irrelevant) questions and disrupt the flow of the lessons. She is always neatly dressed and well organized. She always tries to get to class before students to greet them and set up her work and materials. That way the lesson can proceed smoothly. When she sets an assignment, she expects it to be done within a week and promises to return it the following week. Some of the boys in the class have handed in the work this semester. Those who have submitted it are pleased with the comments they have been given. They have found out that such feedback helps them improve their work. She has set up a support group for female students that meet once a week, but at the moment the group has no clear focus.

Comments on the cases

CASE 1	
Positive characteristics	Negative characteristics
Recommendations	
1:	
2:	
3:	
CASE 2	
Positive characteristics	Negative characteristics
Recommendations	
1:	
2:	
3:	
CASE 3	
Positive characteristics	Negative characteristics

Recommendations
1:
2:
3:

Activity 12

What are your personal characteristics as a teacher?

Positive characteristics	Behaviors
Negative characteristics	Behaviors

Reflective Activity 8

1. What is your best characteristic as a teacher?
2. Which role model characteristic do you want to develop?
3. Write three things you can do to develop the characteristic you identified above.

Unit Four: Diversity Management

This unit addresses contemporary educational issues particularly in reference to inclusion and gender, and the ways in which academicians can handle them appropriately to enhance students learning and foster cohesion among students.

Unit Learning Outcomes

After the completion of this unit, a candidate will be able to

- describe the core principles, opportunities and challenges of diversity
- discuss mechanisms for handling diversity at higher education institutions
- demonstrate awareness on gender equity and gender responsive pedagogy
- appreciate the contribution of inclusive education to enhance students learning

Handling Diversity: Core Principles, Challenges and Opportunities

4.1 A Description of Diversity

Diversity refers to any kind of multiplicity that exists in the characteristics of individuals or groups of individuals. The dimensions of diversity include ethnicity, gender, language, religion, mental and physical ability, social class, and others. Diversity itself is not a value-laden term, the way that people react to diversity is driven by values, attitudes, beliefs, and so on. Full acceptance of diversity is a major principle of social justice. The concept of diversity presents both extraordinary promise and daunting challenges for educators. On the one hand, educators and students have more opportunities than ever to learn about different experiences, languages, and cultures, whether through classroom curriculum, or a conversation with a peer or a neighbor. This learning enriches them and prepares them for life in our 21st century global society.

On the other hand, educators face growing challenges related to diversity including gaps in academic achievement between students of diverse background. Ethnic conflicts, sexual harassment, difficulties in teaching students with disabilities, and disparities in educational resources are also areas of concern.

Ethiopia comprises diverse ethnic, linguistic, religious, and other features, and its universities are a reflection of this diversity. It is therefore essential to discuss the principles, handling mechanisms, challenges and opportunities of diversity. This unit deals with diversity in HEIs by focusing on its underlying principles and the challenges and coping strategies pertaining to it.

Some of the principles and strategies concerning diversity and equity include:

- responding to learners' voices

- active participation of learners
- positive teacher attitude
- effective teaching skills
- mutual respect
- freedom and flexibility
- knowledge and creativity

Reflective Activity 9

1. Is diversity a problem or an opportunity for student learning? Yes/No? Why?
2. In your opinion, how fairly do teachers in your university treat students with diverse background?
3. You most probably had the experience of teaching students with different attributes (linguistic, socio-economic, etc). How well did you manage the task? If you faced problems in this regard, how did you resolve them?
4. How can the issue of diversity and equity be best addressed in your institution?
Discuss in groups.

4.2 Inclusive education as a means of accommodating diversity

Activity 13

- How do you conceptualize inclusive education?
 - Do you think that there are people who cannot learn? Explain.
 - Have you ever taught students with any kind of disability? If yes, how did you handle them?
-

What is inclusive education?

Inclusive education is based on the right of all learners to equitable access to education that meets basic learning needs and enriches lives. Inclusive education focuses particularly on vulnerable and marginalized groups. It seeks to develop the full potential of every individual.

Principles of inclusion:

- **Accommodate all learners** with and without disabilities or special needs to learn together effectively.
- **Advance value and support diversity and learner differences** – Establish a welcoming, caring, respectful and safe learning environment. Create a sense of belonging for all learners and their families.
- **Set high expectations for all learners** - Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators act on the idea that, with the right instructional supports, every learner can be successful.
- **Understand learners’ strengths and needs** - Meaningful data is gathered and shared at all levels of the system by teachers and others concerned to help understand and respond to the strengths and needs of individual learners.
- **Reduce barriers within learning environments** - All partners in education work together to identify and reduce barriers within the curriculum, the learning environment and/or instruction.
- **Build Capacity**- Professionals, the educational system, and the general community should exploit available opportunities, relationships, and resources in order to develop their capacity for creating flexible and responsive learning environments.
- **Share responsibility** - All education partners should have responsibility to contribute to the success of all learners.

Reflective Activity 10

Identify at least three major problems that hinder the education of persons with disability or other marginalized groups in HEIs and suggest possible solutions.

Observed Problems or Issues	Suggested Solutions and Actions

4.3 Gender Perspectives in Higher Education

Integrating gender issues across all levels of education system is one of the means of addressing educational equity.

Activity 14

Describe the following first individually and then in pairs. Finally share your ideas with the whole class.

- Gender awareness
- Gender mainstreaming
- Gender responsiveness
- Gender Stereotype
- Gender Responsive Pedagogy

Activity 15

How do you address gender issues with respect to teaching-learning and evaluation?

Activity 16

Answer the questions below in relation to the gender case studies that follow.

1. What are the issues?
 2. What strategies might the concerned university develop?
 3. What positive outcomes could be achieved?
-

Case 1

Ethiopia exercises positive action in favor of female students entering tertiary education. At one point, the Grade Point Average required for university admission for males was 3.2 and above, but for females it was 3.0. Once they were admitted to the university, all students followed exactly the same course and were assessed in the same way by written examination. It was later discovered that the number of female dismissals was larger than that of males. The following year, the university adopted a policy of admitting equal proportion (50:50) of male and female students.

Case 2

At the end of the academic year, one of your very best graduating students – a young woman – comes to see you. She is very distressed, as she has discovered that she is to be posted to a remote rural area, several hundred kilometers from her home. She has decided that she cannot go to the remote rural area to which she has been assigned to work and will instead try to find some unskilled job in the local town.

Case 3

A small group of female students come to you to complain about the behavior of one of your colleagues. They say that he is promising to give them better grades if they meet with him in town at night after class. They say that they know a female student who dropped out of college last year because of the behavior of one of the male teacher educators and another good student who failed an examination and had to leave. They think she failed the examination because she would not agree to a relationship with the male teacher.

End-of-Module Self-Assessment - Module One

Write a reflective comment on your overall performance and achievements in Module One with respect to each of the following areas.

1. Reflective activity
2. Planning sessions, conducting observations and evaluations
3. Contributions to group work
4. Carrying out projects
5. Attendance and punctuality

How would you evaluate your overall performance in Module One? Circle one.

PASS

INCOMPLETE

FAIL

Signature of candidate: _____ Date: _____

Higher Diploma Leader/Tutor Assessment - Module One

Observations and comments from Higher Diploma Leader on the Module Performance

1. General comments on achievement in this Module

2. Please comment specifically on areas where you disagree with the self-assessment.
Please comment on what the candidate should do in the next Module to improve.

Overall performance of the candidate in this Module

PASS INCOMPLETE FAIL

Signature of candidate: _____ Date: _____

References – Module One

Black, P. & William, D. (1998) *Inside the Black Box: Raising Standards through Classroom Assessment* (Cambridge: King's College).

Turnbull, J. (2009) *Coaching for Learning* (London: Continuum International Publishing Group).

UNESCO (1996) *Learning: The Treasure Within*. Report to UNESCO by the International Commission in Education for the 21st century (UNESCO Publishing).

MODULE TWO:

MANAGING TEACHING, LEARNING AND ASSESSMENT

MODULE TWO: Managing Teaching, Learning and Assessment

This Module introduces HDP candidates to the management of learning. It specifically deals with understanding the concepts of learning, instructional planning, essence and methods of learning, and assessment in general and testing in particular. The Module also requires candidates to plan and implement in their courses a project incorporating different active learning methods (ALMS), assessment techniques and testing. Moreover, candidates are expected to translate their theoretical understanding into practice in carrying out the activities incorporated in project management.

Module Learning Outcomes

Upon successful completion of this module, a candidate will be able to

- describe learning
- state the use of active learning
- employ different teaching strategies
- integrate various assessment techniques
- plan and implement a project incorporating active learning strategies and assessment techniques.

Unit One: Understanding Learning

This unit deals with the concept of learning, the nature and characteristics of active learning, methods of identifying the learning styles of students, and the use of varieties of instructional media to enhance students' learning. Moreover, it outlines the basics of instructional time management.

Unit Learning Outcomes

At the end of this unit, a candidate will be able to

- differentiate among various learning theories that inform teaching
- identify his/her learning styles
- utilize learning styles in his/her classroom practices
- implement different active learning methods in teaching
- identify the difference between cooperative and collaborative learning
- apply cooperative and/or collaborative learning methods to classroom instruction
- identify strategies to support independent learning
- use a range of media to enhance his/her teaching and learning experience

1.1 Conceptualizing Learning

Learning is a change in behavior or thinking which arises out of interaction and experience. Philosophers, psychologists and educators have examined how learning takes place and have put forward various theories to describe the process of learning.

Three perspectives of learning are

- Behaviorism (B.F. Skinner)
- Constructivism (J. Piaget)
- Social cognition (L.Vygotsky)

Behaviorism has been greatly influenced by Skinner who advocated the process of stimulus-response-consequence in learning. According to this paradigm, the teacher as a subject expert arranges the situation (stimulus) for learning. The student reacts to the situation in some way (response) which results in consequence. The consequence could be attended by a feedback from the teacher. This feedback can reinforce or strengthen the students' response for the future. The reinforcement can assume two forms: positive-like a teacher appreciating a response of a student,

or negative, in which case the student is able to avoid unfavorable experiences like reproof by giving the correct response.

Constructivism suggests that people learn through interaction with their environment and organizing or restructuring experiences and ideas. Through the interaction the individual learns about the environment and what he/she can do to influence the environment. According to this perspective, the learner is active and negotiates with the teacher who manages the learning environment.

Social cognition theories affirm the importance of recognizing and building on students' existing knowledge and culture, while emphasizing the role of teaching and instruction in extending such knowledge. These theories can be divided into two approaches, socio-cultural and social constructivist. The former considers cultural contexts and social practices and the latter emphasizes the role of experienced participants in supporting less competent learners via collaborative learning.

Reflective Activity 1

- Which perspectives of learning were dominant in your personal experience at the different stages of your education? Give an example in each case.
 - (You may consult the following sources to understand the perspectives more fully.
 - Weegar, M. A. & Pacis, D. (2012) A Comparison of Two Theories of Learning - Behaviorism and Constructivism as applied to Face-to-Face and Online Learning. E-Leader Manila Retrievable from:
 - <https://www.g.casa.com/conferences/manila/papers/Weegar.pdf>.
 - University of California, Berkeley (2018). *Behaviorism*. Retrievable from [http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/behaviorism/.](http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/behaviorism/))

Stage	Behaviorist	Cognitive Constructivist	Social constructivist	Predominant Feature/s/and Examples
Primary				
Secondary				
Undergraduate program				
Postgraduate program				

- Discuss the implications of each learning theory for classroom teaching and learning.

Consult a reference on another learning theory such as the theory of Observational Learning and describe its importance in teaching and learning.

1.2 Learning Styles

Learning style is the way in which each individual learner concentrates on, processes, absorbs, and retains new and difficult materials. There are different learning styles. They account for differences in students' achievement over and above ability. A number of learning styles may be identified. These include:

- Activists, theorists, pragmatists, reflectors
- Divergers, convergers, assimilators, accommodators
- Verbalizers, imagers, analytics, wholists
- Analysts, changers, realists
- Visual, auditory, kinesthetic.

The most popular of the learning styles categorization is the last one - visual, auditory, kinesthetic (VAK) but remember that learning styles are not fixed categories. Everyone uses a range of learning styles. Therefore, we need to encourage HDP candidates to develop flexibility in thinking and behavior.

As a model, VAK provides a useful framework for helping us reflect about how we think and learn and it is therefore a popular and widespread tool. The model suggests that we receive information through our senses – what we see, hear, touch, taste and smell. That is we construct our thoughts by:

- Generating images (Visual)
- Hearing sounds (Auditory)
- Developing physical sensations and feelings (Kinesthetic)
- A combination of all three.

Knowing your students' and your own learning style enables you design teaching strategies that could address students' learning styles.

Activity 1

Use the following questionnaire to explore whether you have a preference in the way you think and learn.

1.3 VAK Learning Style Questionnaire

Read each statement carefully. To the right of each statement, write the number that best describes how each statement applies to you as follows: 1= almost never, 2= rarely, 3= sometimes, 4= often, and 5= almost always.

There are no right responses. React to each statement as quickly as you can. Once you have completed the 36 statements, put your total score in the spaces provided.

Section 1: Visual

No.	Statement	Score
1	I take lots of notes.	
2	When talking to someone else, I find it hard if s/he does not maintain good eye contact with me.	
3	When reading a novel, I pay a lot of attention to passages picturing the scenery, setting, etc.	
4	I make lists and notes because I remember things better if I write them down.	
5	I need to write down directions to a new place so that I remember them.	
6	I need to see the person I am talking to in order to keep my attention focused.	
7	When meeting a person for the first time, I notice the style of dress and the physical characteristics first.	
8	When I am at a wedding, I like to stand back and observe others.	
9	When I recall information, I can see it in my mind and remember where I saw it.	
10	If I had to explain a new procedure or technique, I would prefer to write it out.	
11	During my free time, I am most likely to read or watch television.	
12	If the dean has a message for me, I prefer if s/he sends me a note.	

Total score for **Visual** _____ (the minimum is 12 and the maximum is 60)

Section 2: Auditory

No.	Statement	Score
1	I do not take a lot of notes but I still remember what was said.	
2	When talking to someone else, I find it hard with those who do not talk back to me.	
3	When I read, I read out loud, or move my lips to hear the words.	
4	When reading a novel, I pay a lot of attention to passages involving conversations, talking, speaking, dialogues, etc.	
5	I like to talk to myself when solving a problem or writing.	
6	I can understand what a speaker says, even if I am not focused on the speaker.	
7	I remember things more easily by repeating them again and again.	
8	When I am at a wedding, I like to talk about a subject that is important to me.	
9	I would rather prefer receiving information from the radio to the newspaper.	
10	If I had to explain a new procedure or technique, I would prefer talking about it.	
11	During my free time, I am most likely to listen to music.	
12	If the dean has a message for me, I am most comfortable when s/he telephones.	

Total for score for **Auditory** _____ (the minimum is 12 and the maximum is 60)

Section 3: Kinesthetic

No.	Statement	Score
1	I am not good at reading or listening to instructions; I would rather just start working on the task or project at hand.	
2	When talking to someone else, I have the hardest time handling those who do not show any kind of emotional support.	
3	When I read, I move my lips.	
4	When reading a novel, I pay a lot of attention to passages about feelings, action, and drama.	
5	I take notes and doodle but I rarely go back and look at them.	
6	I use my hands a lot when I am trying to remember the right thing to say.	
7	My desk or work place appears disorganized.	
8	When I am at a wedding, I love to dance and sing.	
9	I like to move around; I feel trapped when seated at a meeting or a desk.	
10	If I had to explain a new procedure or technique, I would prefer actually demonstrating it.	
11	During my free time, I am most likely to exercise.	
12	If the dean has a message for me, I am most comfortable when s/he talks to me in person.	

Total score for **kinesthetic** _____ (the minimum is 12 and the maximum is 60)

Remember that VAK refers to preferences, not fixed and permanent categories.

Activity 2

Share your responses to each of the following questions with a colleague.

1. What have you found out about your learning style from the above descriptions?
 2. Do you think your learning style affects your teaching as in course planning, delivery, etc.? If so, how?
-

1.4 Active Learning Methods

1.4.1 Essence of Active Learning

Active Learning can be defined as any teaching/instructional approach whereby students are fully and meaningfully engaged in the learning process. It requires a student-centered approach with a shift in emphasis from passive to participatory learning; a change in behavior underpinned by a change in thinking and encouraging students to take responsibility for their own learning. The purpose of employing active learning methods is to develop higher order levels of learning outcomes such as, application, analysis, synthesis, and evaluation.

For learning to be active, students must do more than listening; they must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher order thinking tasks as analysis, synthesis, and evaluation. Students must be doing things, and then thinking about why they are doing them. These kinds of activities can include debates, case studies, simulation, and peer-teaching.

Some of the common misconceptions about active learning are the following.

- Lecture method should be completely abandoned in favor of active learning.
- Active learning is simply group discussion and activities.
- Active learning is simply physical activity; it is about engaging the students' brains somehow.
- Active learning is simply a fashionable thing without any research to back it up.
- Active learning does not fit the cultural context of Ethiopian higher education institutions.

Reflective Activity 2

6. If you have ever applied ALMs (active learning methods) such as pair work, role play, jigsaw, etc., give examples of those which you most frequently used.
7. What do you think are the challenges in applying the ALMs?
8. What strategies can you think of to overcome the challenges?
9. In the first column (below) list active learning methods used in the HDP sessions so far. In the second column, tick if you have used –these methods in your teaching. Use the third column to explain the degree of your success in using – the methods.

Active learning methods	Tick if you have used them	Evaluation of the usefulness of the methods

Check the application of the following activities related to student motivation, performance and cognitive development when they are implemented in classroom teaching.

Activity	Response		Explanation of response
	Yes	No	
Is the task you set at the right level for your students?			
Is the work of mixed difficulty so every student can be challenged and experience success?			
Is the task interesting and relevant?			
Can students resubmit work that is not up to standard?			

Do students understand what they will gain from what you are asking them to do?			
Do students understand the relevance of what they are doing?			
Are your sessions varied?			
Do your sessions engage students in activities?			
Do you base your teaching on interesting and/or topical questions?			
Are you enthusiastic in your sessions?			
Do you have a good relationship with your students?			
Can students show creativity in your sessions?			
Are students able to work with others when undertaking tasks?			
Do your students get frequent feedback such as praise or positive comments, etc. about their work?			
Do you set personal goals for students?			
Is it possible to make all students active learners?			
Do you encourage students to take responsibility for their own learning?			

1.4.2 Challenges of implementing active learning methods in Ethiopian HEIs

- Lack of knowledge and skill about utilization of ALMs
- Large class size
- Shortage of resources and facilities
- Nature and amount of course/module content
- Students' attitude towards ALMs
- Instructors' attitude towards ALMs and their reluctance to use it
- Instructors' workload
- Lack of management support
- Lack of planning, preparation and time management

Activity 3

Read the following scenarios based on real life examples in HEIs. Consider them in order to identify effective strategies.

1. Instructors have tried to implement interactive learning methods but students are reluctant to participate. The students feel the instructor's role is to tell them what they need to know for the examination.
 2. An HDP candidate says that the introduction to interactive learning during HDP is very general. The candidate further remarks that it is very difficult to apply interactive learning when teaching mechanical engineering and the candidate demands for more help.
 3. An HDP graduate says, "During the HDP my teaching was observed by the Higher Diploma Leader and some of my peers. Now there is no systematic observation in my institution. It seems no one really cares about using active learning methods so I don't bother anymore."
 4. An instructor says, "The physics course/module I am teaching has very rich curricular contents. I have to get through the contents with my students. This situation forces me to become teacher-centered. Interactive learning takes too long and I will not be able to finish the course/module."
 5. Another teacher reports, "Using interactive learning requires preparation and planning before my sessions. I am very busy with my 12 credit hours per week and don't have time for preparation. In any case, I have my notes and these are sufficient for teaching."
 6. A graduate assistant observes, "I would like to use more interactive learning but it sometimes requires more resources. Usually I only have two pieces of chalk and a board to write on. This means I have to use a teacher-centered approach."
 7. "My usual class size is 60/70 and may be more and for some of my colleagues who teach common courses the number of students may exceed a hundred. This makes using interactive learning impossible but I would like to try it." complained an instructor.
 8. A long time faculty observed, "I was forced to complete the Higher Diploma Program but really I know all about teaching after 20 years of experience of teaching and I found nothing new in the course. I make sure my students know what is needed. I tell them what they need to know and no one has complained. So what's the problem?"
-

Some strategies to help overcome the challenges to using active learning methods

1. Lack of knowledge and skill about ALMs

Challenges

- Some instructors do not practice ALMs as expected.
- Absence of formal training on ALMs for HEIs instructors
- Lack of continuous professional development on ALMs

Some strategies that may be helpful

- Staff development strategies and induction trainings need to address the issues of ALMs.
- Individual instructors need to update themselves with the contemporary learning strategies.
- Departments and other concerned stakeholders need to prepare seminars, conferences, focusing on ALMs.

2. Large classes/groups

Challenges

- Not knowing the characteristics of students
- Difficulty to accommodate all learning styles
- Difficulty to manage continuous assessment
- Failure to maintain student discipline and concentration

Some strategies that may be helpful

- Prepare detailed session plans with group activities.
- Establish ground rules.
- Arrange seating in the rooms so that students must sit in groups.
- Ask groups to elect a secretary and time-keeper; change these roles for different activities.
- Walk around the room in order to impress on students that you are watching their activities and build a friendly relationship with all students.

- Making Lectures active
 - ✓ Begin teaching by considering the level of knowledge/skill the students have on the topic at hand.
 - ✓ Occasionally, pause in between the lecture and ask students to explain concepts with examples.
 - ✓ Use pairs and buzz groups.
 - ✓ Use “think-pair-share” method to compare notes.
 - ✓ Use peer feedback, or let students assess each other’s written work,

3. Limited resources

Some strategies that may be helpful

- Start with whatever instructional materials available
- Improvise; example, using a chair as table top
- If possible, prepare a written outline for distribution to help students follow a lecture
- Use redundancy so that students do not miss an important point or concept
- Involve your students in making/providing resource

4. Bulky Course/Module content

Some strategies that may be helpful

- Give more time and thought to planning and preparation of your sessions and select the most appropriate active learning methods for the topic to be covered.
- Encourage students to become independent learners and to take ownership of their own learning process.
- Empower students through additional coaching for learning rather than seeing teaching as telling.
- Allocate part of the module syllabus for students to cover in their own time with guidance and supervision.

Activity 4

Read the following descriptions carefully and match with the appropriate methods.

Buzz Group; Microteaching; Jigsaw Groups; Hot Seating; Decision Line;
Cooperative Learning; Case Study; Balloon Game; Crossover Group

Description of active learning method	Method
<p>HDCs have been asked to prepare a lesson on teaching an aspect of a course. HDL asks them to prepare a 15-minute lesson, with objectives, activities and resources using materials easily found in the surrounding environment. They present this lesson to their peers. HDLs and their peers evaluate the effectiveness of the lesson and provide feedback on the quality of the teaching.</p>	
<p>You have divided the class into 10 groups. The topic for the next four sessions is Child Psychology. Each group is given a different aspect of the topic to research over the next three sessions. In the fourth session, each group brings the materials that they have collected and you help to bring all the pieces of the topic together.</p>	
<p>During your session on curriculum course, you stop every few minutes and ask students in a group of four sitting closely together to brainstorm their ideas on a particular aspect of the topic; e.g. their understanding of the word curriculum, which subjects are essential in the school curriculum, the relative value of different subjects, and the abilities developed through different subjects. They are allowed a short time for each period of discussion (about two minutes). There is a 'hum' of activity in the room during these periods.</p>	
<p>In History, students are given the names of five important professionals (a teacher, an accountant, an engineer, a medical doctor, and a journalist) who are sitting in the basket of a hot air balloon in the sky above the Indian Ocean. The balloon is going down, and the only way to keep it from falling into the sea is to 'throw out' one of the professionals. Which professional would you throw out first? Second? Third? This method can be used, for example with famous scientists, modern inventions, characteristics of good teachers, etc.</p>	
<p>Students are divided into groups to discuss a given topic in any subject. After five minutes, two members of each group move to the next group to share ideas from the first group and to join a new discussion. After another five minutes they move again, so that during the course of the lesson all students have been able to share information. This avoids the need for a lot of feedback.</p>	

<p>One member of the class is assigned to be a character from literature, history, science, etc. This member is placed in the center of the room to role play the character. Other members of the group direct questions to the person in the center who has to respond in role. After 10 minutes, change you the person in the center and the character.</p>	
<p>You organize students into groups for a particular topic, give clear instructions and explain how you want them to work together. You may assign different group behaviors to each member of the group e.g. facilitator, note-taker, time keeper, leader, observer, reporter. Students are expected to interact, share ideas and ask their peers first if they need help. They are all responsible for the outcomes, which are evaluated against agreed criteria. Over a series of sessions, each group member can be asked to take on different responsibilities so all students are encouraged to develop different skills.</p>	
<p>You are planning a lesson on the characteristics of good teaching. Instead of giving students a list of these characteristics, you provide a description of six different teachers and what they do in their classrooms. The students have to identify the positive and negative characteristics of each teacher. The whole class then comes to an agreement of the characteristics of good teaching.</p>	
<p>You want to encourage students to think about a topic and form an opinion that they can defend. Example: Genetic engineering can help in food security. Students are asked to physically move and stand in a line that represents a continuum from strong agreement with the statement to strong disagreement with the statement. Students then have to find a partner and explain why they chose to stand at a particular point on the line.</p>	

Activity 5

1. Which of the above ALMs could be suitable/unsuitable for your course? Explain with practical examples.
2. Using the VAK model identify useful active learning methods for supporting different types of learners and discuss their implications for classroom instruction.

Learning style	Helpful method
Visual	
Auditory	
Kinesthetic	

1.4.3 Collaborative and Cooperative Learning

The terms ‘collaborative learning’ and ‘cooperative learning’ have sometimes been used interchangeably because both strategies hold many similar qualities, such as favoring active student participation in small groups over lecture-based teaching. However, these two terms are different from each other. Both are also different from more traditional teaching methods that have been prevalent in classrooms.

Collaborative learning is a method of teaching and learning in which students work together as a team to explore an important question or develop a project. This can happen in either in a classroom setting or in eLearning platforms allowing students to converse freely on the subject. Collaborative learning redefines the traditional student-teacher relationship as activities can include debates, joint problem solving, collaborative writing, study teams and group projects. Learning here happens within the dialogue of the group, with student-led conversation that is not overseen by a teacher or instructor. The teacher will usually only prompt the group when asked questions about the work in order to direct the students on their learning path. At the end of the

session, the work is shared between the group members and as such, it is assessed as a group effort.

In a cooperative learning environment, students work together in small groups on a structured task towards fulfilling specific academic and social goals. Unlike collaborative learning, students are individually accountable for their work and the group as a whole is also evaluated, ensuring that no student can 'piggyback' on the work of another. Group members must believe that each person's efforts benefit not only themselves but the rest of the group because the success of the group depends on everyone pulling their weight. Everyone shares a mutual goal, and individuals are given separate sections or tasks to complete which are then compiled and edited to ensure consistency throughout the work. Students are required to help each other through the work, providing students with the skills to effectively learn from their peers. This can include discussing key concepts in the task and explaining how to solve problems. This kind of interaction brings the members closer – they become personally committed to each other as well as to their mutual goals. Working closely together also promotes transferrable skills such as decision-making, trust-building, effective communication and leadership. After completing a task, students are then given time to analyze how their work turned out and how well the group worked together. This processing time helps the students and teacher to determine what needs to be improved in the next activity.

Activity 6

In your opinion, how practical and useful can cooperative learning be in college classes? Explain.

Forms of grouping

Formal cooperative learning groups - These are often used to teach specific content and problem-solving skills. They might last for one session to several weeks to complete a specific task. Students work together to achieve shared objectives. Their responsibilities are to maximize their own learning and that of others in the group. The teacher needs to assign students to a learning group and will sometimes give students specific roles to undertake in the group. The task and the cooperative structure are explained, and the teacher monitors the functioning of the group and intervenes to teach cooperative skills and assist in learning when necessary. Finally, the quality and quantity of each student's learning is evaluated. Students who need help get this from their peers in the first instance. Students are expected to interact with other group members, share ideas and materials, and take responsibility for the completion of the assignment and evaluating it using agreed criteria.

Informal cooperative learning groups- These are often used to ensure active cognitive processing during a lecture. These are temporary and usually last for part of a session. Their purpose is to focus student attention on new material, give the students an opportunity to process this material and provide an active break from the 'lecture method'. This enhances student learning and avoids what is claimed to be one of the problems of lectures that "information passes from the notes of the teacher to the notes of the student without passing through the minds of either".

Base cooperative learning groups – These provide long term support for academic progress. A group stays together to provide mutual support both in and out of class.

A reflective teacher may find it useful to consider some of the following questions when considering communication and interpersonal skills in group work.

- Do the participants take turns or do they frequently talk over each other or interrupt?
- Do they invite contributions, redirect contributions for further comment and give encouragement?
- Do they listen to each other?
- Are they willing to learn from each other?
- Do they draw on recognized expertise within the group?
- Does conflict emerge or is harmony maintained?
- Is conflict positively managed by
 - modifying statements, rather than just reasserting them?
 - examining assumptions rather than leaving them implicit?
 - explaining/accounting for claims?
- Do the participants elaborate their contributions by
 - giving detail of events, people, feelings?
 - providing reasons, explanations, examples?
- Do they extend ideas by
 - asking for specific information?
 - asking for clarification?
- Do they explore ideas by
 - asking for alternatives?

- speculating, imagining and hypothesizing?
- Do they evaluate by pooling ideas and waiting before making choices?

Activity 7

What should the instructor do during group work? Discuss the following scenarios, considering the advantages and disadvantages.

1. The instructor leaves the groups alone to get on with the work.
 2. The instructor spends time with each group in turn.
 3. The instructor moves around the room listening to what each group is saying. S/he only assists when asked, or if the group is unsure what to do.
-

1.4.4 Managing Group Work

To enable successful group work, a facilitator needs to

- explain the purpose of discussion clearly
- assure group members that their ideas are valued
- challenge comments made by group members
- listen to, and build on contributions of group members
- stop 'dominators' from talking
- summarize the discussion at the end, but try not to make a judgment
- encourage the 'silent listener' with prompt questions
- ensure that all group members feel part of the activity
- introduce activities or questions to stimulate discussion

Activity 8

Identify the issues involved in each of the following cases for both the teacher and the learners and suggest possible solutions.

Case 1

A class of 60 has been divided randomly into six groups. You have prepared one sheet of instructions for each group. It takes a long time for students to start working. By the end of the session, no group has completed the task.

Case 2

Students have been allocated to groups; it takes a long time to move the furniture. There is a great deal of noise. After the furniture has been moved, most groups are sitting and talking about the research they have done, but there is very little new activity taking place.

Case 3

Groups have been formed and instructions given. Most groups seem to be working well, but only one or two group members seem to be contributing effectively to discussion. One group calls you over and says that they do not understand what they are expected to do.

Case 4

Groups are working on a 30-minute task. One group seems to have finished after only 15 minutes, while another group has hardly started. The group that has nearly finished is looking bored.

Case 5

When groups are asked to report back, nearly every group has only one group member contributing. The contributions from most groups are identical. This is time consuming and students are looking bored. One group gives ideas that you think are incorrect and contrast with what others are saying.

1.4.5 Varieties of Behaviors in Group Situation

Group behavior refers to the roles individuals play when they are working in a group. Therefore, instructors need to be aware of the fact that their students might be inclined characteristically to

show specific types of behavior, and such varieties of behaviors should be considered in organizing or monitoring group work.

Activity 9

Match the following eight labels with their corresponding behavioral descriptions.

Problem Solver	Diverger	Facilitator	Saboteur
Leader	Doer	Dominator	Silent Listener

Description	Label
<p>Takes responsibility when assigned, quickly identifies the characteristics of other group members, has a clear view of how best to achieve the task objectives, wants the group to succeed, is able to sum up main points, is able to bring discussion back to the point, may have predetermined personal agenda. May say:</p> <p>“The main point for consideration/agreement is ...”</p> <p>“One way to do this is...”</p> <p>“What do people think?”</p> <p>“Let us hear everyone’s opinion.”</p>	
<p>Accepts personal responsibility for enabling the group to succeed, understands the group members and the task, listens carefully and can clarify/expand the statements of others, recognizes areas of agreement and where agreement can be reached, understands where differences and misunderstandings lie and can expose these in a non-personal way, is able to bring a discussion back to the point. May say:</p> <p>“I think you are both saying...”</p> <p>“Do you mean...?”</p>	
<p>Assumes responsibility, thinks s/he knows best, has a low opinion of other’s knowledge and experience, does not listen to or take account of other people’s points of view, interrupts other speakers (usually with a contradiction).May say:</p>	

<p>“Well I think...”</p> <p>“Oh no, that’s not going to work.”</p>	
<p>Feels responsible for wider issues than the immediate one, can see connections with many other issues, brings other issues into the discussion, can be persuasive and entertaining when speaking, is reluctant to let go of an idea/issue. May say:</p> <p>“We can’t ignore...”</p> <p>“What about...?”</p>	
<p>Takes no responsibility for the success of the group, has no interest in the task, may have an interest in causing the task not to succeed, does not listen, makes ‘asides’, does not complete allocated tasks, can make other members of the group disaffected, may offer to do something and then not do it. May say:</p> <p>“Who chose him/her as leader?”</p> <p>“She doesn’t know as much as you.”</p>	
<p>Says nothing at meetings, probably due to shyness, low self-confidence, or poor understanding of the language. When speaking outside of meetings has interesting ideas and suggestions as to how to move projects forward.</p>	
<p>Is able to understand the nature of a problem quickly, is not put off by complex problems, can think creatively and radically when coming up with solutions, is able to find more than one solution to a problem.</p> <p>“How about trying...”</p> <p>“Couldn’t we ...”</p>	
<p>Will take responsibility for the tasks no one else wants to do, will do other things that need doing without being asked, is able to think ahead and attend to details that others might forget.</p> <p>“Why don’t I...?”</p> <p>“I thought someone should...so I did it.”</p>	

Activity 10

1. Write down three things you have learnt about effective group work.
 2. What will you change the next time when you organize a group activity?
-

1.5 Encouraging Independent Learning/Learner Autonomy

In independent learning, students take responsibility for their own learning. Independent learners tend to be self-directed and self-reliant. They are aware of their own strengths and weaknesses as learners. They connect the learning within the classroom to the real world and can set their own goals. They tend to be intrinsically motivated by making progress in learning and can reflect on their own progress.

Teachers sometimes use the phrase ‘spoon-feeding’ to describe the heavy reliance students place on teachers. Dependent students may find it difficult to take responsibility for their own learning. They may lack confidence and need to be given opportunities to develop the skills of an independent learner. One way of looking at independent learning is as a continuum spanning from dependence to independence. Many of our students sit somewhere in the middle of this continuum.

People often assume that independent learning means that a student needs to work alone. Working alone does not automatically develop independent learning skills in students, equally importantly; independent learning can also take place in the classroom.

Some details:

Independent learning

- can be thought of as “the ability to take charge of one’s learning”
- should be seen as a desired end but perhaps not the best means to that end
- is rooted in effective questioning and dialogue (coaching is a core driver here)
- enables the learner to make informed choices; take responsibility for one’s own learning activities through planning, support and guidance from teachers
- represents a shift in responsibility for learning from the teacher to the student. This has to be gradual with scaffolding in place and a flexible path embedded in all schemes of work
- encourages curiosity, passion, inspiration, discernment, self-motivation, self-examination, accountability, critical thinking and persistence

- develops the ability to recognize at which point one needs support

In addition, strong and productive teacher-student relationships and meta-cognition are key elements of independent learning. Students should also develop the capacity to learn how to learn. Moreover, independent learners are able to transfer knowledge across a wide range of contexts. Good memory and retrieval are key components in this process. Independent learners have strong 'affective skills' which refer to the ability to manage feelings the most important of which is the ability to delay gratification.

One of the key issues in teaching is to 'empower' students to take responsibility for their own learning. This requires two things to happen:

1. Instructors must be prepared to 'let go' and trust their students to take responsibility for their own learning. During the HDP you have become familiar with the process of moving from 'teacher-centered' to 'student-centered' approach. This trend can be seen across the world. The focus is now on learning as opposed to teaching. You are also familiar with the concept of moving from simply 'teaching' to 'facilitating the learning process'. For instructors this means placing more emphasis on guiding, coaching and supporting students to explore the subject on their own or in groups. All instructors need to develop new skills and must be given support to increase their motivation and confidence.
2. The other important thing is for students to want to take responsibility for their own learning. This requires them to become more independent and not simply rely on the teacher to provide the knowledge. To achieve this goal students need support and encouragement to increase their motivation and confidence and take advantage of the opportunities to become independent of the teacher. Initially students may resist this change and prefer to remain passive learners. Given time and encouragement, students can become independent and discover that learning can be fun.

Four Pillars of Learning (UNESCO, 1996)

1. *Learning to know* – learning how to learn and think
2. *Learning to do* – competence, communication and problem solving skills, interpersonal skills
3. *Learning to live together* – collaboration and social activities
4. *Learning to be* –engaging in independent thinking

From the above description, we can see the different aspects of learning with the last entry emphasizing independent learning.

1.6 Teaching, Coaching and Mentoring to Promote Independent Learning

Independent learning seeks to improve students' higher order thinking skills through a process of coaching for learning.

The following table (adapted from Turnbull, 2009) compares teaching, coaching and mentoring.

Teaching/teachers	Coaching /coaches	Mentoring/mentors
Possess subject specific expertise	Generic helping skills that can be applied to different contexts	Possess expert knowledge and experience in a particular area
Relationship of different status between teacher and student	Dependent upon creating a sharing trustful relationship	Relationship depends upon different status between mentor and mentee
Give advice	Avoid giving advice	Give advice
Offer answers from their own expert position	Maintain a belief that students can find their own answers	Offer answers from their own expertise
Have high level of knowledge in their own area of expertise	Possess high level of skills in precision, questioning and reflecting	Possess high level of skills in their area of expertise
Give guidance on the acquisition of subject knowledge and skills	Allow students the ownership of change and development	Provide a role model for potential change
Provide a blend of support and advice	Provide a blend of support with challenge	Provide a blend of support with advice
Focus on specific subject knowledge and skills	Take the perspective of the whole person in order to come up with solutions	Focus on specific issues and tasks

From the above table, we can see that there is a significant difference between coaching and mentoring. If we are to move towards 'independent learning' it is preferable to adopt a 'coaching for learning' approach. Coaching requires a very different range of skills and techniques and therefore for many teachers represents a significant shift in mindset. After many years of making judgments, giving advice, the first instinct of many teachers is to tell. Moving into coaching involves for many teachers breaking the habit of a lifetime.

In reality a teacher who has developed professional flexibility will change from teacher to coach to mentor depending on the situation. This move towards independent learning and the empowerment of the student can be seen in the model presented by Turnbull (2009). She sees the move in four stages:

Stage 1 Creating comfort

- Establishing rapport with students
- Creating a trust relationship between teacher and students
- Creating an optimum state for learning

Stage 2 Raising awareness

- Solution-focused not problem-focused
- Meta-cognition – thinking about how we think

Stage 3 Reawakening the flow of learning

- Self-efficacy – beliefs about ourselves (confidence or failure)
- Affirmation – there is no failure, only feedback.
- Learning readiness – openness to new ideas and practices effected by previous social and emotional experience.

Stage 4 Empowerment

- Self-motivated students should be able to relate to the learning objectives and see them as having purpose and relevance to their own interests
- Ownership of the learning process
- Celebration of learning

A teacher cannot hand out empowerment. Empowerment is constructed by the joint activities of the teacher and the students.

How can we help students to become independent learners?

- Promote their critical thinking skills
- Help them develop their skills for work and life
- Provide support and guidance in learning how to learn
- Enhance their motivation through different means

Activity 11

1. Do you consider yourself a teacher, coach or mentor? Explain.
 2. Do you think that your students can take responsibility for their own learning? Why or why not?
 3. Is your role to be an expert and give students answers or to ask questions and challenge them? Explain.
 4. What type of help do your students need to be independent learners?
-

1.7 Promoting Critical Thinking Skills: Teaching for Thinking

Checklist for instructors on what they can do: You can ask yourself the following questions.

1. Is this activity worth thinking about?
2. Does it improve open inquiry?
3. Is it suitable to the level of my students?
4. Does it provide for a wide range of possible responses or does it lead to one correct answer?
5. Will it lead to new ideas and insights?
6. Will it provoke students to be more curious, and sustain their attention and interest?
7. Does it allow students to do most of the thinking?

Activity 12

Read the following statements and determine whether or not the teacher is teaching for thinking.

Statements	Yes	No	Not sure
I try to ask students questions which might bring a variety of responses.			
If a student does not answer my question immediately, I move on to another student.			
When a student answers a question and doesn't get it right, I tell him/her the answer.			
When a student is not sure how to answer I encourage him/her to try.			
I try to involve the group in discussing possible answers.			
I always verbally reward students' answers.			

Critical thinking is important for the success of students. In this respect teachers should prepare students by helping them acquire the skills they need. These include:

People skills

- ✓ Leadership
- ✓ Team working
- ✓ Interpersonal skills

Self-reliance skills

- ✓ Self-awareness
- ✓ Resourcefulness
- ✓ Networking skills

General/generic skills

- ✓ Problem-solving
- ✓ Commitment
- ✓ Flexibility

Specialist skills

- ✓ Management skills
- ✓ Communication skills

To develop these skills during their learning, students need to be aware that they will be taught using active learning methods and be encouraged to be independent learners. The purpose of the approach needs to be explained at the beginning of their academic program. They need to realize that active learning and independent learning significantly improve their experience and help them succeed in assignments and exams.

1.8 Use of Instructional Media

Higher education institutions are increasingly using different types of media (LCD, intelligent board, Internet, DVDs, etc.) to enhance their teaching and improve the learning experience of students. This is likely to increase in the future as technology advances and access to ICT becomes less difficult to teachers and students.

Activity 13

1. How do your students use the media to enhance their learning?
 2. How does access to different media affect your teaching?
-

1.9 Guidelines for Using some Types of Media in Learning and Teaching

Media can be used on some occasions but avoid relying on technology alone.

1. PowerPoint

- Keep the text on the screen short and simple.
- Deliver a PowerPoint presentation by making pauses in between. The pauses can be used to make students engaged in an activity related to the previous slides.
- Make sure you have set up and tried out the equipment before you start.
- Always have a backup plan and an alternative session plan in case you might face

a power cut.

- Include one idea, or a limited number of ideas per slide.
- Use illustrations (charts, diagrams, pictures, graphs, etc.) as appropriate.
- Use colors for effect.

2. Internet

- Select websites that are useful and relevant to your course and students.
- Carefully check the information you are using from the Internet comes from reliable and credible sources.
- Think of how you can link your course assessments to useful websites and research material on the Internet.
- Encourage your students to access the Internet for learning purposes where possible. Suggest suitable websites.
- Encourage students to be critical of what they are reading and to ensure that their sources are reliable and referenced.
- Advise your students that copying and pasting without proper acknowledgement is plagiarism and unacceptable.

3. 3.TV/DVD

- If you are aware of a suitable TV program for your course or topic advise your students to watch it.
- Try to link the TV program to your session plan with a suitable activity.
- Encourage your students to become independent learners and develop ideas related to your course or topic through suitable TV programs.
- If you are aware of a suitable DVD for your course or topic, try to link it to your session plan with a suitable activity.
- Ask your students if they are aware of any DVDs which might be appropriate to your course or topic.
- Use digital camera to help you and your students create your own DVD.
- Always have a backup plan and an alternative session plan in case of power interruption.

Reflective Activity 3

Based on your experience as a university instructor, write down some advantages of using instructional media in your classrooms.

1.10 Time Management

Reflective Activity 4

1. How do you define time management?
2. How effective are you in managing your time?
3. Do you manage time or does time manage you?
4. How effective/ punctual are you in using instructional time and appointment with your students or other clients?

Stephen R. Covey (2015) identifies four ways in which we tend to spend our time. It can be broken into four types which are summarized in the matrix below.

The Time Management Matrix		
	Urgent	Not Urgent
Important	<p>A</p> <p>Activities</p> <ul style="list-style-type: none"> ✓ crises ✓ pressing problems ✓ meeting deadlines 	<p>B</p> <p>Activities</p> <ul style="list-style-type: none"> ✓ forward planning ✓ prevention of problems ✓ relationship building ✓ recognizing new opportunities ✓ recreation

Not Important	C	D
	<p>Activities</p> <ul style="list-style-type: none"> ✓ interruptions, some phone calls ✓ some mail, some reports ✓ some meetings ✓ pressing matters, popular activities 	<p>Activities</p> <ul style="list-style-type: none"> ✓ 'busy' non-productive work ✓ mail ✓ phone calls ✓ time wasters ✓ pleasant activities

Note: The following is a description of each quadrant

- **Important** responsibilities contribute to the achievement of your goals.
- **Urgent** responsibilities require immediate attention. These activities are often tightly linked to the accomplishment of someone else's goal. Not dealing with these issues will cause immediate negative consequences.
- **Quadrant 1** – important deadlines with high urgency
 - The first quadrant contains tasks and responsibilities that need immediate attention.
- **Quadrant 2** – long-term development and strategizing
 - The second quadrant is for items that are important without requiring immediate action. Covey points out that this quadrant should be used for long-term strategizing.
- **Quadrant 3** – distractions with high urgency
 - The third quadrant is reserved for tasks that are urgent, without being important. Covey recommends minimizing or even eliminating these tasks as they do not contribute to your output. Delegation is also an option here.

- **Quadrant 4** – activities with little to no value
 - The fourth and last quadrant focuses on tasks and responsibilities that do not yield any value items that are unimportant and not urgent. These time wasters should be eliminated at any costs.

Reflective Activity 5

1. Comment on the items in the matrix provided above.
2. How does the Time Management Matrix relate to your experience as a teacher?
3. How much time do you spend on planning and preparation for your teaching?

If you apply Covey's Time Management Matrix to your own professional and private life, you will notice that the majority of your activities can be found within quadrant 1 and 3. Experience shows that quadrant 2 is neglected by most people, especially in the area of their own personal development. However, the importance of the second quadrant must not be underestimated. If you notice a big gap in this quadrant it means that your focus lies too much on the operative aspect, while the strategic perspective is left behind. For this reason, Covey addresses quadrant 2 as an exceptionally important part of the Matrix. Without this quadrant, efficient time management would not be possible, as it requires strategic elements as well.

More on the four time management quadrants

Quadrant 1: Urgent and important

The activities in quadrant 1 can be differentiated into items that could not have been foreseen, and those items that could. The latter can be avoided by developing plans and paying close attention to their execution. The first quadrant should only contain those activities and responsibilities that require your immediate attention. The space is reserved for emergencies and extremely important deadlines. Should a major crisis arise you will have to postpone other tasks.

Quadrant 2: Not urgent but important

The items found in quadrant 2 do not have a high urgency but can play an important role in the future. This quadrant is not only reserved for strategic planning, but also to items related to health, education, exercise, and career. Investing time in these areas might not be urgent at present, but in the long term, it will be of great importance. Make sure that you have scheduled enough time

for quadrant 2 activities, in order to prevent them from becoming quadrant 1 items. Doing so will allow you to increase your capability of finishing your tasks in time.

Quadrant 3: Urgent but not important

The third quadrant summarizes items that appear to have high urgency, but are not at all important. Some of these activities might be entirely ego-driven, without contributing any value. In fact, these activities are obstacles that stand between you and your goals. If possible, try to delegate these items or consider rescheduling them. If another person is pressurizing you to take up quadrant 3 tasks, it could be appropriate to decline their request politely. If this is not an option, try to avoid being constantly interrupted by allocating time slots to those that often need your attention. This way, you can address all urgent issues at once without regularly interrupting your concentration.

Quadrant 4: Not urgent and not important

The fourth and last quadrant contains all those activities that do not contribute any value at all - the obvious time wasters. All the activities contained therein are nothing more than distractions; avoid them as much as you can.

Activity 14

Time Management Questionnaire

Read each statement in the following chart and circle the number of your choice for each.

Do this as quickly as you can

- 1= Strongly disagree; 2=Disagree; 3= Slightly disagree;
- 4= Slightly agree; 5= Agree; 6= Strongly agree

Statement	SDA	DA	StDA	StA	A	SA
1. I spend much of my time on important activities that demand my immediate attention, such as crises, pressing problems, and meeting deadlines	1	2	3	4	5	6
2. I feel I am always “trouble-shooting” and working in crisis mode. I am always being called to help with important problems.	1	2	3	4	5	6

3. I feel as if I am wasting a lot of time.	1	2	3	4	5	6
4. I spend much of my time on activities that have little relevance to my top priorities but demand my immediate attention (e.g. interruptions, unimportant meetings, non-critical phone calls)	1	2	3	4	5	6
5. I spend much of my time on activities that are important but not urgent, such as planning, preparation, prevention and relationship building	1	2	3	4	5	6
6. I spend much of my time on 'busy' but non-productive work, watching TV, games, browsing the Internet, etc.	1	2	3	4	5	6
7. I feel I am on top of things because of careful preparation, planning and prevention.	1	2	3	4	5	6
8. I feel I am constantly addressing issues that are important to others but not to me.	1	2	3	4	5	6

Scoring:

<p>A</p> <p>Question 1 = _____</p> <p>Question 2 = _____</p> <p>Total A _____</p>	<p>B</p> <p>Question 5 = _____</p> <p>Question 7 = _____</p> <p>Total B _____</p>
<p>C</p> <p>Question 4 = _____</p> <p>Question 8 = _____</p> <p>Total C _____</p>	<p>D</p> <p>Question 3 = _____</p> <p>Question 6 = _____</p> <p>Total D _____</p>

Dominant type: _____

If you are an A, C, or, D type, how can you move to be type B? If you are type B, how can you support your colleagues in becoming type B?

1.11 How to Apply the Time Management Matrix

When using the Important-Urgent matrix it is recommended to try to maximize the time spent with quadrant 2 activities. This will allow you (in the long run) to reduce quadrant 1 activities, as many of them could have been quadrant 2 activities - if good planning had been implemented.

The objective of using the Time Management Matrix is to question whether a certain activity brings you closer to your goals or not. If this is the case, these responsibilities need to be prioritized over those tasks that might demand your time but do not contribute to your goals. Postpone activities that do not contribute any significant output until more important tasks are finished.

Characteristics of the 'types' and results of over emphasizing them

Type A	Results of spending too much time on A
<ul style="list-style-type: none"> ✓ everything is both urgent and important; everything seems to need immediate attention ✓ activities are recognized as 'crises' or 'problems' ✓ you are constantly trying to solve problems ✓ work problems 'take over' your life 	<ul style="list-style-type: none"> ✓ exhaustion ✓ stress ✓ crisis management ✓ always reacting
Type B	Results of spending too much time on B
<ul style="list-style-type: none"> ✓ is the heart of effective personal management ✓ deals with things that are not urgent, but are important ✓ deals with things like building relationships, writing plans, making goals and planning how to achieve them, long-range planning, avoiding problems ✓ deals with creating opportunities 	<ul style="list-style-type: none"> ✓ vision and balance ✓ good perspective ✓ discipline and planning ✓ control over one's life and time ✓ very few crises ✓ having time to organize priorities and activities for maximum benefit

Type C	Results of spending too much time on C
<ul style="list-style-type: none"> ✓ spending most of their time reacting to things that are urgent, assuming they are also important although they are not that important ✓ action is usually based on the priorities and expectations of others ✓ being led by others and not taking responsibility for one's action 	<ul style="list-style-type: none"> ✓ short term focus ✓ crisis management ✓ always trying to please other people ✓ see goals and plans as worthless ✓ feel out of control and overworked ✓ have problems with relationships
Type D	Results of spending too much time on D
<ul style="list-style-type: none"> ✓ trying to escape realities ✓ spending time on 'escapist' activities possibly using them to avoid responsibility 	<ul style="list-style-type: none"> ✓ avoidance of any responsibility ✓ dependent on others or an institution

1.12 Tips for Effective Time Management

Are you usually punctual or late? Do you finish things within the time you stipulate? Do you hand in your reports/work on time? Are you able to accomplish what you want to do before deadlines? Are you a good time manager? If your answer is “no” to any of the questions above, that means you’re not managing your time as well as you want. Below are some tips on how to be a better time manager.

1. **Create a daily plan.** Plan your day before it unfolds. Do it in the morning or even better, the night before you sleep. The plan gives you a good overview of how the day will be spent. . Your job for the day is to stick to the plan as much as possible.
2. **Peg a time limit to each task.** Be clear that you need to finish X task by 10a.m., Y task by 3p.m., and Z item by 5:30p.m. This prevents your work from dragging on and eating into time reserved for other activities.
3. **Use a calendar.** Having a calendar is the most fundamental step to managing your daily activities.

4. **Use an Organizer.** The organizer helps you to be on top of everything in your life. It's your central tool to organize information, to-do lists, projects, and other miscellaneous items.
5. **Know your deadlines.** When do you need to finish your tasks? Mark the deadlines out clearly in your calendar and organizer so you know when you need to finish them.
6. **Learn to say "No".** Don't take on more than you can handle. For the distractions that come in when you're doing other things, give a firm 'no'. Or, defer it to a later period.
7. **Target to be early.** When you target to be on time, you will either be on time or late. Most of the time you'll be late. However, if you target to be early, you will most likely be on time. For appointments, strive to be early. For your deadlines, submit them earlier than required.
8. **Time box your activities.** This means restricting your work to X amount of time.
9. **Have a clock visibly placed before you.** Sometimes we are so engrossed in our work that we lose track of time. Having a huge clock in front of you will keep you aware of the time at the moment.
10. **Set reminders 15 minutes earlier.** Most calendars have a reminder function. If you have an important meeting to attend, set that alarm 15 minutes before.
11. **Focus.** Are you multi-tasking so much that you are just not getting anything done? If so, focus on just one key task at one time. Focus solely on what you're doing. You'll be more efficient that way.
12. **Block out distractions.** What's distracting you in your work? Instant messages? Phone ringing? Text messages popping in? Block them out and you concentrate better.
13. **Don't fuss about unimportant details.** You're never got everything done in **exactly** the way you want. Trying to do so is being ineffective.
14. **Prioritize.** Since you cannot do everything, learn to prioritize the important and let go off the rest.
15. **Delegate.** If there are things that can be better done by others or things that are not so important, consider delegating. This takes a load off and you can focus on the important tasks.
16. **Eliminate your time wasters.** What takes your time away from your work? Face book? Twitter? Email checking? Stop checking them so often.
17. **Cut off when you need to:** Intercept in meetings or draw a line to cutoff where appropriate.

18. **Leave buffer time in between.** Do not pack everything closely together. Leave a 5-10 minute buffer time in between each task. This helps you wrap up the previous task and start off on the next one.

Reflective Activity 6

1. List three important things you have learnt about managing your time and reflect on them in relation to your personal practice.
 2. How do you plan to improve your time management and be productive in your activities?
-

Unit Two: Instructional Planning

Planning is the first and one of the most important steps for effective implementation of the intended task. In order for education to bring a desired behavioral change in the learner, it requires careful and conscious planning. This unit deals with course and session planning to help undertake your responsibilities effectively.

Unit Learning Outcomes

Upon successful completion of this unit, a candidate will be able to

- explain the purposes of course plan
- identify components of course planning
- prepare course and session plans
- write SMART objectives

2.1 Course Planning

Course planning refers to the process of organizing elements that constitute a course to be given. In colleges and universities, instructors are expected to inform their students, at the beginning of the academic semester, about the contents to be covered in the course, strategies to be followed, assessment techniques, what the learners are expected to do, etc. A course plan is basic for achieving the goals of teaching.

Activity 15

1. Have you ever prepared a course plan for the courses you taught? If YES, did it help you to achieve the objectives of the course? If NO, why not?
 2. Read the case study below and discuss the following questions.
 - a. Do you think that two instructors who have similar qualifications, work experience and academic achievement will demonstrate the same performance in their instruction? Why /Why not?
 - b. What were the major strengths and weaknesses of instructors “K” and “Y” in the case report presented below? What do you suggest as a remedy to correct the weaknesses?
-

Case Study – The Working Practice of Two Instructors: “K” and “Y”

Instructors “K” and “Y” graduated from the same university majoring in the subjects that qualify them to instruct in the faculties they are employed as graduate assistants. They were outstanding students of their batch scoring the same CGPA. After five years of teaching experience and having M.Sc. qualification, their students’ evaluation indicates a significant difference in the way they treat the same course they are offering to different groups of final year students. Similar experiences were also observed when peer evaluation was conducted. The evaluation results and interviews conducted with students are described as follows.

Instructor “K” has good knowledge of the subject matter and used this to provide appropriate references. But the way he used to manage the course was not orderly; he did not even communicate units that are included in the course to students or what strategies of teaching would be used and for what purpose.

On the other hand, instructor “Y” was evaluated differently both by her students and peer observer. She was quite orderly, communicated to her students appropriately as to what topics were included in the course, gave enough information about the expected results of attending the course and provided well developed specifications about the whole features and components of the course.

Activity 16

Do you see difficulties in preparing a course plan? If so, what are they? How can they be tackled?

2.2 Components of a Course Plan

Basic elements that need to be incorporated into a course plan are:

1. **Background information** about the course/module such as course/module title, course code, schedule, etc.
2. **Course/module description:** Here you are expected to provide a general overview of the course/module such as coverage of the course.
3. **Stating general objectives of the course:** Here you are expected to state what your students are expected to achieve in their semester course of study.
4. **Stating specific objectives of the course/module:** In this section, you are required to

explicitly address what is anticipated to be achieved by your students in their course of study. It is necessary to employ specific terms (verbs) and to write SMART (Specific, Measurable, Achievable, Relevant and Time-limited) objectives.

5. **Contents of the course:** Course contents enable us to maintain the given objectives. Hence, you are expected to list down each unit, topic and sub topics of the course.
6. **Approach/Methodologies to the course:** In this part of the course outline different strategies of treating the course are presented.
7. **Instructional materials:** Indicating the materials to be used in the instructional process such as laboratories, intelligent boards and ICT facilities.
8. **Course/module Requirements:** Stating what is expected of students to complete the given course/module. For example, indicating the required project work to be undertaken, course attendance, etc.
9. **References:** Listing reference materials to be used by students during the course.

Activity 17

Develop a course plan constituting the above elements.

2.3 Session Planning

Session planning is essential and expected to ensure that the learning experience is meaningful for the students. Teachers should plan their courses in terms of individual sessions. .

2.3.1. Components of a Session Plan

Basic elements that need to be incorporated in a session plan are:

1. **Background information** about the session such as session title, course code, schedule, etc.
2. **Session objectives:** Indicating what students are expected to achieve in the session.
3. **Contents of the session:** Listing down the topic and the sub-topics of the session.
4. **Approach/methodologies of the session:** Outlining the strategies of treating the session
5. **Instructional materials:** Indicating the materials to be used in the session
6. **Session requirements:** Specifying what is expected of students to complete the given session

7. References: Listing reference materials to be used by students during the session

2.3.2 Some guidelines for session planning

- Know your group (as far as possible) – Take note of the cultural background of students and their individual learning needs.
- Learning outcomes should be related to what has been covered already and lead to what will be covered in the future.
- The learning outcomes should be made clear to the students.
- The teaching methods should be appropriate for the topic and the learning group. That is, the methods to be employed should consider the following.
 - i. The prior knowledge and experience of the learners
 - ii. Activities which encourage the students to find out for themselves
 - iii. The accommodation of different learning styles
 - iv. The use of appropriate language and of independent learning.
- Assessment methods should be clearly identified.
- Resources should be appropriate for delivering the session successfully.

2.4 Setting Learning Outcomes

Learning outcome refers to an intended or pre-specified outcome of a planned program of teaching and it is expressed in terms of expected student achievement.

Learning outcomes can be general or specific.

- a. *General learning outcomes* are broad statements that describe what students will be able to do after a given learning process has been successfully completed. They are intended outcomes of instruction usually written in broad terms.
- b. *Specific learning outcomes* are statements that describe what a student will be able to do at the end of a certain instruction. They are stated in terms of specific and observable student performance.

2.5 Sample Format for Planning a Session

Instructor's name				Date	
Department				Year/Semester	
Course/module title		Course/module code:		Cr.hr/ECTS	
Topic:					
Number of students:	Male:		Female:		Total:
General learning outcome:					
Specific learning outcomes:					
By the end of the session, the students will be able to					
i					
ii					
iii					
iv					
v					
Teacher activity	Time	Student activity	Assessment methods*	Resources**	

***Assessment methods/activities:**

Assessment helps to improve your teaching and facilitate students' learning. Through assessment you will be able to identify misconceptions and intervene immediately. When you conduct assessment, it is important to consider what you will do with the information and why.

****Resources:**

These are materials needed for specific sessions. They should include resources for students with special needs.

Activity 18

1. Indicate whether or not the following objectives are SMART (Specific, Measurable, Achievable, Relevant, and Time limited).

By the end of the session students will	Specific	Measurable	Achievable	Relevant	Time limited
Know about flowers.					
Be able to solve quadratic equations.					
Understand climate.					
Write a descriptive paragraph to begin a story.					
Know about the Battle of Adwa.					
Have completed a lesson plan.					
Explain the rules of volleyball.					
Be able to identify rock samples.					
Classify materials and justify their classification.					
Appreciate individual differences between students.					
Know different geometrical shapes.					
Understand electrical charges.					

2. Using the following format, write some examples of SMART objectives for one of your courses and discuss them with your colleagues.

Instructor's name				Date	
Department				Year/Semester	
Course/module title		Course/module code:		Cr.hr/ECTS	
Topic:					
Number of students:	Male:		Female:		Total:
General learning outcome:					
Specific learning outcomes:					
By the end of the session, the students will be able to					
i					
ii					
iii					
iv					
v					
Teacher activity	Time	Student activity	Assessment methods	Resources	

2.6 Session Evaluation

Activity 19

- ✓ Two successful things about the session and what you did to realize them.
- ✓ Review the plan. Were the activities clear? Were the teaching methods appropriate?
- ✓ Did the students stay on task? Was the expected outcome achieved?
- ✓ One method of improvement to be used in subsequent sessions

Some examples of action words which are frequently used in stating objectives in the three domains of learning

Cognitive Domain

1. Knowledge

define	recall	match	identify	select	outline
list	describe	recite	names	label	state

2. Comprehension

convert	summarize	explain	extend	discriminate	predict
estimate	defend	distinguish	paraphrase	generalize	infer

3. Application

change	relate	operate	demonstrate	transfer	prepare
modify	compute	solve	organize	develop	use

4. Analysis

break down	distinguish	Deduce	relate	infer	differentiate
subdivide	point out	illustrate	diagram	separate	outline

5. Synthesis

categorize	create	formulate	compile	design
------------	--------	-----------	---------	--------

compose devise predict hypothesize produce

6. Evaluation

appraise criticize support compare defend
 validate contrast justify judges

Affective Domain

1. Receiving

listen notice be aware share discern
 attend look hear control

2. Responding

comply discuss applaud volunteer obey
 follow practice participate play

3. Valuing

help act prefer
 debate express convince
 argue organize display

4. Organization

select practice systematize balance abstract
 decide define theorize formulate

5. Characterization

display avoid resist revise exhibit
 require manage internalize resolve

Psychomotor Domain

1. Imitation

repeat	align	hold	step	balance
place	rest	grasp	follow	

2. Precision

accurately	with control	proficiently
independently	without error	with balance

3. Articulation

harmony	speed	timing	confidence	proportion
coordination	integration	stability	smoothness	

4. Manipulation

construct	operate	control
-----------	---------	---------

5. Naturalization

naturally	professionally	with ease with	routinely
effortlessly	automatically	poise	Spontaneously
with perfection			

Unit Three: Assessment

This unit deals with the concept of assessment, and assessment strategies and methods which enhance students' learning and determine the extent to which students have achieved the learning outcomes of their courses. It gives particular attention to continuous assessment, self-assessment and peer assessment. In addition to this, the unit discusses test construction for the purpose of helping candidates to develop appropriate tests to assess students.

Unit Learning Outcomes

At the end of this session, a candidate will be able to

- differentiate between summative and formative assessment
- state clearly the why, when, how and by whom
- evaluate students using a variety of assessment techniques
- construct tests on the bases of assessment principles
- describe the importance of testing in instructional process

3.1 Concept of Assessment

Assessment is the process of collecting, interpreting, and recording information about the students' and the teacher's achievements. It suggests changes or improvements that should be made in the teaching learning process. Teachers need to use a range of assessment techniques that are appropriate to the learning activities of the students in order to fulfill the primary aim of assessment, which is to support learning.

Activity 20

1. Answer the following questions individually, and then discuss your answers in group.

1. Why do we assess?
2. What do we assess?
3. When do we assess?
4. How do we assess?
5. What do we do with the results?

2. Look at the table below and decide whether or not the statements describe assessment.

Answer **Yes** or **No** in the right hand column. Add an explanation.

Statement	Yes	No	Explanation
1. You set and mark an assignment based on three sessions you taught.			
2. At intervals throughout your teaching you raise questions to your students.			
3. You direct the students to copy your notes from the board, completing some sentences and filling in gaps. You do not intend to check their work.			
4. You set a brief assignment. Students hand in their work to you. You mark it and suggest/write a way in which they can improve their work for next time.			
5. You set an assignment to be done in the class. You give the students a marking scheme and after the allocated time you instruct each student to swap their work with a partner and then mark their partner's work using the marking scheme.			
6. You grade students' work giving the highest achiever A and the lowest F.			
7. After presenting an explanation to the students, you ask "Is it clear?" but you do not give them time to answer.			
8. To start a new session you create a mind map with the whole group of what they have previously learnt to find out what they already know about the new topic.			

3.2 Types of Assessment

Diagnostic assessment determines what knowledge a learner comes with. It can be helpful to instructors by providing important information on placement in programming and addressing individual learner needs. It occurs at the beginning of a course or unit of study. It assesses students' strengths, weaknesses, knowledge, and skills prior to instruction.

Formative assessment is an evaluation of on-going activity. It provides feedback to both the instructor and learner about performance, thereby providing directives for continuing learner improvement. Formative assessment guides instructors' professional judgments on delivery and design of the course.

Summative assessment is end-of-process evaluation. It gives evidence as to the learners' acquisition of the general and specific learning outcomes of a particular strand.

Norm-Referenced Assessment is an assessment method which compares a student's performance against those of other students' (a national group or other "norm")

Criterion-Referenced Assessment is an evaluation approach which measures a student's performance against a goal, specific objective, or standard.

Interim/Benchmark Assessment is an evaluation of student performance at periodic intervals (frequently) and at the end of a grading period. Teachers administer benchmark assessments to ensure that students are on track to achieve the relevant learning outcomes. If the students are not on track, it is not too late for a teacher to adjust instruction.

Activity 21

1. Discuss the advantages and disadvantages of each type of assessment.
 2. Which types of assessment methods do you most frequently apply in the courses you teach? – Why?
-

3.3 Principles of Assessment

Principle 1 - Assessment should be valid

Validity ensures that assessment tasks and associated criteria effectively measure student attainment of the intended learning outcomes at the appropriate level.

Principle 2 - Assessment should be reliable and consistent

There is a need for assessment to be reliable and this requires clear and consistent processes for the setting, marking, grading and moderation of assignments.

Principle 3 - Information about assessment should be explicit, accessible and transparent

Clear, accurate, consistent and timely information on assessment tasks and procedures should be made available to students, staff and other external assessors or examiners.

Principle 4 - Assessment should be inclusive and equitable

As far as possible, without compromising academic standards, inclusive and equitable assessment should ensure that tasks and procedures do not disadvantage any group or individual.

Principle 5 - Assessment should be an integral part of program design and should relate directly to program aims and learning outcomes

Assessment tasks should primarily reflect the nature of the discipline or subject but should also ensure that students have the opportunity to develop a range of generic skills and capabilities.

Principle 6 - The amount of assessed work should be manageable

The scheduling of assignments and the amount of assessed work required should provide a reliable and valid profile of achievement without overloading staff or students.

Principle 7 - Formative and summative assessment should be included in each program

Diagnostic, formative and summative assessment should be incorporated into programs to ensure that the purposes of assessment are adequately addressed.

Principle 8 - Timely feedback that promotes learning and facilitates improvement should be an integral part of the assessment process

Students are entitled to feedback on submitted formative assessment tasks, and on summative tasks, where appropriate. The nature, extent and timing of feedback for each assessment task should be made clear to students in advance.

Principle 9 - Staff development policy and strategy should include assessment

All those involved in the assessment of students must be competent to undertake their roles and responsibilities.

3.4 Key Characteristics of Assessment for Learning

Activity 22

In the second column of the chart below, indicate (by circling the relevant bullet) the activities which you are used to applying and those which you still need to work on.

Key characteristics of assessment for learning	Teaching strategies: The Teacher	Impact on learning: The students
Sharing learning objectives and success criteria with students	<ul style="list-style-type: none"> • Agrees on learning objectives with students • Expresses objectives in everyday language and grounded in students' prior experience • Uses a range of modes of communication • Reviews learning against the objectives at the end of the lesson. 	<ul style="list-style-type: none"> • Gain clear understanding of what they are to learn
Helping students to know and recognize the standards they are aiming for	<ul style="list-style-type: none"> • Shows students examples of good outcomes from previous lessons; • States what s/he expects each student to have achieved by the end of the lesson • Differentiates outcomes according to individual students' ability 	<ul style="list-style-type: none"> • Are clear about what they should have achieved by the end of the lesson • Recognize the features of good work
Involving students in peer and self-assessment	<ul style="list-style-type: none"> • Asks students to peer assess their work • Asks students to suggest improvements that could be made to another student's work • Provides plenty of time for students to reflect on what they have learned 	<ul style="list-style-type: none"> • Can assess progress they have made • Can identify ways of improving their own work
Providing feedback which leads students to recognize their next steps and how to take them	<ul style="list-style-type: none"> • Repeatedly asks students: 'What next?' insisting on accurate responses • Provides oral feedback throughout the lesson • Collaborates with other teachers • Continuously discusses 'next steps' at different stages 	<ul style="list-style-type: none"> • See clearly what they need to do next • Learn how to improve from the teacher and their peers

<p>Promoting confidence in every student</p>	<ul style="list-style-type: none"> • Provides positive and constructive feedback • Matches learning objectives to needs at an appropriate but challenging level • Celebrates success and sets appropriate targets. 	<ul style="list-style-type: none"> • Gain satisfaction regarding their own progress • Have a sense that they can continue to improve • Remain engaged and on task throughout the lesson • Take responsibility for their own learning
<p>Involving both teacher and student in reviewing and reflecting on assessment information</p>	<ul style="list-style-type: none"> • Maintains continuous dialogue with students about progress made • Frequently reminds students of learning objectives and success criteria • Observes the group’s activities by reviewing and reflecting on individual achievements • Makes effective use of reflection with groups and individuals 	<ul style="list-style-type: none"> • Have many opportunities for reflection on their learning • Focus on the learning objectives and success criteria • Measure their own progress; • Take responsibility for their own learning • Perform at a high standard

3.5 Continuous Assessment

Continuous assessment is a process of checking the work or response of a student as frequently as possible so that the result can be used as a guide for improving or enhancing the achievement or behavior of the student. Continuous assessment may include course work, practical exercises,

assignments, projects, laboratory work and ancillary written examinations or tests, depending on the program of study and on individual course making up a program.

The purpose of continuous assessment is to facilitate student learning by:

- Assessing the students' practical application of a learning material as well as their theoretical knowledge in each course
- Assessing the students' ability to conduct research as well as their reporting and presentation skills
- Providing feedback primarily to students and also to instructors
- Enhancing the students' overall chance/rate of success
- Motivating students to work throughout the program
- Reinforcing and expanding students' learning
- Encouraging the use of diverse learning styles.

Reflective Activity 7

1. List the methods of assessment used in the HDP sessions so far.
2. Comment on the list given in number 1 above. Did it involve continuous assessment? If so, how?
3. Can you give an example of the methods of assessment you used in your classes?

3.6 Practical Strategies for Continuous Assessment

Continuous assessment should be based on learning objectives. It should utilize a variety of questions to check learning and probe thinking. Two types of continuous assessment are self-assessment and peer assessment. Continuous assessment should involve feedback.

Black and William (1998) have identified risks with assessment for learning. These include:

- Valuing quantity and presentation rather than quality of learning
- Lowering the self-esteem of students by over-concentrating on judgments rather than advice for improvements
- Demoralizing learners by comparing them negatively and repeatedly with more successful

learners

- Giving feedback that serves social and managerial purposes rather than helping students to learn more effectively
- Working with an incomplete knowledge of students learning needs

It is important to clearly indicate to students which assessment tasks are summative (i.e. will count towards their final mark or grade) and which are formative. In addition to providing students with information about their progress, continuous assessment provides the teacher with feedback. Planning can be adjusted according to the results of the assessment.

Reflective Activity 8

1. Answer the following questions by ticking under 'Yes' or 'No'. Reflection on the Mission

Question	Yes	No
1. Are you satisfied with the present assessment methods you are using?		
2. Do you have any choice in how you assess your students?		
3. Do you think the assessment methods you are using are fair to your students?		
4. Do your students think the present system of assessment you are using is fair to them?		
5. Do you think the assessment methods you are using give you time to reflect and use the results for the benefit of yourself and your students?		
6. Is all the time taken by your assessment methods justified by the benefits to you and your students?		
7. Do you and your colleagues have the opportunity to change the assessment system?		
8. Do you fully understand the assessment system you are using?		
9. Is there any 'moderation' procedure to ensure that the assessment or grade you give your students would be the same as the grades given by other teachers?		

10. Does your assessment really make any difference to whether your students pass or fail your course?		
11. Are your assessment methods related to the aims and objectives of your course?		
12. Do your students use your assessments to improve their progress?		
13. Do your assessment methods support less able as well as more able students?		
14. Do your methods recognize and reward qualities that are difficult to assess objectively?		
15. Do you ever use self-assessment in your teaching?		

2. Answer the following questions by circling or writing your answer.

<p>How effective are your present assessment methods in improving your students' performance? Circle one.</p> <p style="text-align: center;"> very effective not sure not very effective has little effect </p>
<p>How effective is your present assessment system in improving your own performance? Circle one.</p> <p style="text-align: center;"> very effective effective not sure not very effective has little effect </p>
<p>What do your answers tell you about the system of assessment you have been using?</p>
<p>What can you do about any limitation that you may have discovered?</p>

Reflective Activity 9

1. Have you ever experienced any difficulties while implementing continuous assessment?
 2. What remedial actions have you taken?
-

3.7 Importance of Giving Feedback to Students

Simply giving grades will not help students develop. Some suggestions for effective feedback follow.

- Give soon after the delivery of the session but allow enough time for reflection for both the teacher and the student/observer.
- Set students at ease.
- Always ask the student to self-reflect first, “What did you feel about your work?”
- Ask some probing questions to help the student improve his/her work.
- Keep to the point.
- Be open and flexible.
- Be sensitive and think carefully about the language you use.
- Ensure you say at least some successful things about the session.
- Give only one or two areas for development (if there are several priorities).
- Use the ‘sandwich model’ below

Peer support is a powerful tool to support different needs, but it is not to be confused with peer assessment.

3.8 The Feedback ‘Sandwich’

Effective feedback helps you reflect on what you do well and helps you identify how to make changes to enable you to do things even better. Try to establish empathy with your student before you start the feedback ‘sandwich’.

Components:

Positive layer

Be encouraging; ask how they thought the lesson went and add something positive.

Improvement layer

Suggest how the students could have improved by doing some things differently. Share and/or demonstrate ideas and set new targets.

Positive layer

Finish off with more positive comments.

3.9 Peer Assessment and Self-assessment

At the end of this session, a candidate will be able to

- identify at least three different methods of peer assessment and three different methods of self-assessment
- state the advantages and disadvantages of peer and self-assessment
- list and prioritize the requirements for effective peer and self-assessment
- draw up and implement a plan for using a new method of peer assessment in one of their lessons in the coming two weeks

3.9.1 Methods of Peer Assessment and Self-Assessment

Activity 23

1. How do you define peer assessment?
2. How do you define self-assessment?
3. Complete the table in the next page

Mention examples of peer assessment that you know	Tick if you have used any of these in your teaching	Tick if you could use any of these in your teaching	Mention examples of self-assessment that you know	Tick if you have used any of them in your teaching	Tick if you could use any of these in your teaching

Note:

From now on the HDL will expect your session plans to show the use of a variety of new active learning and continuous assessment methods you have not used frequently before. The use of traditional group discussion and feedback or group presentation will only demonstrate inadequacy in the End-of-Module Assessment. The HDL will also be observing sessions with the expectation that you will be using new active learning methods creatively and show that you understand how to improve the reliability, validity and practicality aspects of your assessment methods. The appropriate nature and quality of your active learning and assessment methods is more important than the quantity.

3.9.2 Key Elements of a Unit of Work

At the end of this unit, candidates will be able to deal with the questions:

1. What knowledge will students have?
2. What will they be able to do with this knowledge?
3. What skills will they have learnt?
4. What are the key ideas of this unit?

Activity 24

Plan a new form of peer assessment for your sessions in detail.

In the space below write the details of how you will use a self-assessment.

Course _____ Year/semester _____ Class size _____

Date and time of lesson _____ Room No _____

Topic of lesson or assignment _____

Details of the new peer assessment method you will use in the coming two weeks.

What exactly will happen? Be sure to answer each of the following questions in what you write.

Who will assess? Why will the assessment take place? What will be assessed? How will the assessment take place? What will be done with the results?

Activity 25

Plan a new form of self assessment for your sessions in detail.

In the space below write the details of how you will use a self-assessment.

Name _____

Course _____ Year/semester _____ Class size _____

Date and time of session _____ Room No. _____

Topic of session or assignment _____

Details of new self-assessment method you will use in the coming four weeks:

Be sure to answer each of the following questions in what you write:

- Why will the assessment take place?
- What will be assessed?
- How will the assessment take place?
- What will be done with the results?

Reflective Activity 10

1. How have your ideas about assessment changed?
2. Which types of assessment do you think you could use effectively in the future?
3. How will the assessment methods you selected help your students to progress?

3.10 Test Construction

3.10.1 The Meaning of Testing

Test is a systematic procedure for determining the amount of information that students have learnt. It plays a prominent role in all types of instructional programs. It is the most widely used method of assessing achievement in classroom instruction. Despite the widespread use of testing

and its importance in evaluating and guiding student learning, some teachers receive little or no training in how to construct good tests.

In order to realize the full potential of tests as learning aids, it is necessary to make testing an integral part of the instructional process. Testing should be considered during planning for instruction, and it should play a significant role in the various stages of instruction.

Activity 26

1. What do you understand by the term “testing”?
 2. Discuss and note down the difference among the following terms: testing, assessment, measurement, and evaluation.
 3. Describe the rationale behind testing students’ performance.
-

3.10.2 Basic Principles of Testing

A test should

1. measure clearly defined learning outcomes that are in harmony with the instructional objectives.
2. measure a representative sample of the learning outcomes and subject matter included in the instruction.
3. include the types of test items that are most appropriate for measuring the desired learning outcomes.
4. be designed to fit the particular uses to be made of the results.
5. be made as reliable as possible and should then be interpreted with caution.
6. be used to improve student learning.

3.10.3 Planning a Test

The planning of a test can take many forms, but both professional test makers and classroom teachers have found the following series of steps to be most useful.

1. Determine the purpose of the test.
2. Identify the learning outcomes to be measured by the test.

3. Define the learning outcomes in terms of specific, observable behavior.
4. Outline the subject matter to be measured by the test.
5. Prepare a table of specifications /blueprint/exam syllabus/.
6. Use the table of specifications as a basis for preparing tests.

3.10.4 Constructing Different Types of Tests

Test construction is the set of activities involved in developing and evaluating a test of some functions. The steps include specifying the contents of interest, deciding the test's function (diagnosis, description of skill level, prediction of recovery), choosing a method (performance, behavioral observation, self-report), designing item content, evaluating the reliability and validity of the test, and modifying the test to maximize its utility. There are two general categories of test items, namely, objective items and subjective items.

Objective Type Tests

Objective items are those items which require students to select the correct response from several alternatives or to supply a word or short phrase to answer a question or complete a statement. Objective items include: true/false items, matching items, and multiple choice items.

a. True/False Items

The true-false item is simply a declarative statement that the student must judge as true or false. In any event, this item type is characterized by the fact that only two answers are possible.

Rules for constructing true-false items

1. Include only one central, significant idea in each statement.
2. Word the statement so precisely that it can unequivocally be judged true or false.
3. Keep the statements short, and use simple language structure.
4. Use negative statements sparingly, and avoid double negatives.
5. Statements of opinion should be attributed to some source.
6. Avoid extraneous clues to the answer.

Activity 27

Individually construct at least five True/False test items related to one of your courses and discuss them with your colleagues.

b. Matching Items

The matching item is a modification of the multiple-choice form. Instead of the possible responses being listed underneath each individual stem, a series of stems, called premises, is listed in one column and the responses are listed in another column.

Rules for constructing matching items

1. Include only homogeneous material in each matching type of test.
 2. Keep the lists of items short and place the brief responses on the right.
 3. Use a larger or smaller number of responses than premises, and permit the responses to be used more than once.
 4. Specify in the directions the basis for matching, and indicate if each response may be used once, more than once, or not at all.
-

Activity 28

Individually construct a set of matching items consisting of at least five premises related to your course and compare with your colleagues.

c. Multiple Choice Items

The multiple-choice item consists of a stem, which presents a problem situation, and several alternatives, which provide possible solutions to the problem. The stem may be a question or an incomplete statement. The alternatives include the correct answer and several plausible wrong answers, called distracters. The function of the latter is to distract those students who are uncertain of the answer.

Rules for constructing multiple-choice items

1. Design each item to measure an important learning outcome.
2. Present a single clearly formulated problem in the stem of the item.

3. State the stem of the item in simple, clear language.
4. Put as much of the wording as possible in the stem of the item.
5. State the stem of the item in positive form, whenever possible.
6. Emphasize negative wording whenever it is used in the stem of an item.
7. Make certain that the intended answer is correct or clearly best.
8. Make all alternatives grammatically consistent with the stem of the item and parallel in form.
9. Avoid verbal clues that might enable students to select the correct answer or to eliminate an incorrect alternative.
10. Make the distracters plausible and attractive to the uninformed.
11. Vary the relative length of the correct answer to eliminate length as a clue.
12. Avoid using the alternative “all of the above”, and use “none of the above” with extreme caution.
13. Vary the position of the correct answer randomly.
14. Control the difficulty of the item either by varying the problem in the stem or by changing the alternatives.
15. Make sure that each item is independent of other items in the test.
16. Use an efficient item format.

Subjective Type Tests

Subjective or essay items permit the student to organize and present an original answer. Subjective items include short answer essay, extended-response essay, and problem-solving and performance test items.

a. Short-Answer Items

Rules for constructing short-answer items

1. State the item so that only a single, brief answer is possible.
2. Start with a direct question, and switch to an incomplete statement only when greater conciseness is achievable.
3. The words to be supplied should relate to the main point of the statement.
4. Place the blanks at the end of the statement.

5. Avoid extraneous clues to the answer.
6. For numerical answers, indicate the degree of precision expected and the units in which they are to be expressed.

Activity 29

Construct individually three short answer type items related to one of your courses/modules/ and discuss the items –with your colleagues.

b. Constructing Essay Tests

Rules for constructing essay tests

1. Use essay questions to measure complex learning only.
2. Relate the questions as directly as possible to the learning outcomes being measured.
3. Formulate questions that present a clear task to the student.
4. Do not permit students a choice of questions unless the learning outcome requires it.
5. Provide ample time for answering the questions and suggest a time limit for answering each question.

Activity 30

Construct individually three essay type items related to one of your courses –and ask your colleagues to give you comments.

Rules for scoring essay tests

1. Evaluate answers to essay questions in terms of the learning outcomes being measured.
2. Score restricted response answers by the point method, using a model answer as a guide.
3. Grade extended response answers by the rating method, using defined criteria as a guide.
4. Evaluate all of the students' answers to one question before proceeding to the next question.
5. Evaluate answers to essay questions without knowing the identity of the student.
6. Whenever possible, have two or more persons mark/score each answer.

Unit Four: Managing Teaching Sessions (Teaching Project)

Unit Learning Outcomes

Upon the completion of the unit, a candidate will be able to

- plan to teach and evaluate a series of sessions
- write a report on the implementation of the session plans.

4.1 Steps to be followed while conducting the Teaching Session Project

1. Determine the topics to be addressed in each session.
2. Identify specific active/student-centered learning methods that:
 - you have not yet used
 - are suitable for your topic
 - could be altered or developed to be useful in your area with your students
 - enable assessment to take place
3. Determine self, peer and group assessment methods by considering the following questions:
 - When will a self-assessment be a useful exercise?
 - When will a peer assessment be relevant?
 - Which part of the topic could be suitable for group work and group assessment?
4. Prepare a plan for the sessions.
5. Discuss your plan with a colleague who will observe one of your planned sessions and have a feedback session with you.
6. Make an appointment with your HDL/T to discuss your plan, make the necessary adjustments and obtain his/her approval.
7. Arrange a discussion session with a fellow candidate to observe you and provide you with a feedback.
8. Teach your sessions and reflect on each session.
9. Prepare and submit a test to your HDL/T.
10. Prepare notes in preparation for your report addressing the following points.
 - The reasons for your choice of learning methods and how they were successful in

enhancing quality learning

- How the planned assessments informed the students of their progress in their learning
- The contribution of the sessions in improving your competence in terms of planning, teaching, evaluation and reflection.

4.2 Sample Session Observation Form

Observer's name:	Candidate's name:
Course/module:	Date:
Lesson topic:	
Focus of observation: Content knowledge, assessment technique, ALM method used, etc.	
Planning: Clear and appropriate objectives, time allocation; balance between student activity and teacher activity	
Teacher activity: Objectives communicated to the students; teaching methods used, appropriateness of the presentation to the level of knowledge of students, the use of examples, etc.	
Student activity: Individual participation, group work, presentation, demonstration, simulation, etc.	
Assessment: Relationship to the objectives, clarity, continuity, coverage, and so on.	
How successful was the lesson from the point of the objectives?	
What is the evidence?	
How could the lesson be improved ?	
Reflections by the candidate	

Activity 31

Submission date: _____

Name of candidate: _____

Course/module: _____

Group/section: _____

Topics-: _____

Overall – learning outcome: _____

Session	Date	Time	Location (classroom, ward, field, lab, workshop, etc.)
1			
2			
3			
4			
5			
6			
7			
8			
Assessment			

Activity 32

Session 1

Topic/Title: _____

Main learning outcomes: _____

Teaching method: _____

Assessment method: _____

Activity 33

Session 2

Topic/Title: _____

Main learning outcomes: _____

Teaching method: _____

Assessment method: _____

Activity 34

Session 3

Topic/Title: _____

Main learning outcomes: _____

Teaching method: _____

Assessment method: _____

Activity 34

Session 3

Topic/Title: _____

Main learning outcomes: _____

Teaching method: _____

Assessment method: _____

Activity 35

Session 4

Topic/Title: _____

Main learning outcomes: _____

Teaching method: _____

Assessment method: _____

Activity 36

Session 5

Topic/Title: _____

Main learning outcomes: _____

Teaching method: _____

Assessment method: _____

Activity 37

Session 6

Topic/Title: _____

Main learning outcomes: _____

Teaching method: _____

Assessment method: _____

Activity 38

Session 7

Topic/Title: _____

Main learning outcomes: _____

Teaching method: _____

Assessment method: _____

Activity 39

Session 8

Topic/Title: _____

Main learning outcomes: _____

Teaching method: _____

Assessment method: _____

Comments by HDL/T:

HDL/T signature: Date

End-of-Module Self-Assessment – Module Two

Write a reflective comment on your overall performance and achievements in Module Two with respect to each of the following areas.

1. Reflective activity
2. Planning sessions, conducting observations and evaluations
3. Contributions to group work
4. Carrying out projects
5. Attendance and punctuality

How would you evaluate your overall performance in Module Two? Circle one.

PASS INCOMPLETE FAIL

Signature of candidate: _____ Date: _____

Higher Diploma Leader/Tutor Assessment - Module Two

Observations and comments from Higher Diploma Leader on the Module Performance

1. General comments on achievement in this Module

2. Comment specifically on areas where you disagree with the self-assessment. Comment on what the candidates should do in the next Module to improve.

Overall performance of the candidate in this Module

PASS INCOMPLETE FAIL

Signature of HDL: _____ Date: _____

References – Module Two

Black, P.&William, D. (1998).*Inside the Black Box: Raising Standards through Classroom Assessment* (Cambridge: King's College).

Covey, S. R. (2015). *The 7 Habits of Highly Effective People*. Franklin Covey Co.

Turnbull, J. (2009). *Coaching for Learning* (London: Continuum International Publishing Group).

UNESCO (1996).*Learning: The Treasure Within*. Report to UNESCO by the International Commission in Education for the 21st century (UNESCO Publishing).

MODULE THREE:

ACTION RESEARCH

MODULE THREE: Action Research

Teachers in higher education institutions are expected to engage in action research. This helps them to improve their teaching thereby enhancing the achievement of their students. This module focuses on the concepts, characteristics, ethics, importance, procedures, and write-up concerning action research.

Module Learning Outcomes

Upon the completion of this module, a candidate will be able to

- define action research
- describe the characteristics of action research
- conduct action research
- write action research report.

Unit One: The Concept and Characteristics of Action Research

Unit Learning Outcomes

Upon the completion of this unit, a candidate will be able to

- define action research
- explain/describe the characteristics of action research
- explain the importance of action research.

1.1 Conception of Action Research

Activity 1

1. How do you define action research?
 2. How do you characterize action research?
 3. How is action research different from other forms of research?
 4. What is the importance of action research?
-

1.2 Defining Action Research

According to Robson (2002), action research is an exercise intended to bring about change in the teaching-learning process often involving learners in the process of investigation. It may also be defined as a process of investigation, reflection, and problem-solving intended to improve the teaching-learning. Action research involves purposefulness, reflection, flexibility, practitioner empowerment and commitment to teaching-learning. Action research is also known by other names: participatory research, collaborative inquiry, action learning, contextual research, school-based research, self-reflective inquiry, teacher research, practitioner inquiry, etc.

1.3 Characteristics and Importance of Action Research

Like all other types of research action research seeks to solve a problem. In addition, action research is cyclic, participatory, reflective, and systematic.

Action research

- connects theory to practice
- improves educational practice
- empowers teachers

- helps teachers to grow professionally.
-

Activity 2

How useful do you think action research is for your teaching effectiveness?

1.4 Procedures and Ethics in Conducting Action Research

1.4.1 Procedures

- Reviewing current practice
- Identifying a problem that needs to be investigated
- Generating a possible solution
- Trying out the solution,
- evaluating the outcome,
- modifying the solution(if necessary) in light of the evaluation
- Trying another option if the initial solution fails.

1.4.2 Ethical considerations

Maintain ethical standards applicable to scientific research such as confidentiality, source acknowledgement and participant welfare.

1.5 The write-up of an action research report

Give emphasis to

- clear statement of the problem
 - detailed account of the rationale for intervention and the intervention itself
 - the results of the intervention including the problems encountered
 - any modifications of the initial intervention
 - the way forward
-

Activity 3

What do you think –are the qualities of a good action research report?

Unit Two: Action Research Project

Some tips for carrying out the project

1. By reviewing your current practice, identify a concrete and specific problem which is hindering teaching and learning in your classes
2. Decide on the procedures to be used
3. Develop your action research proposal in consultation with the HDL if necessary.
4. Conduct the research
5. Reflect on the result and write a report.

End-of-Module Self-Assessment - Module Three

Write a reflective comment on your overall performance and achievements in Module Three.

How would you evaluate your overall performance in Module Three? Circle one.

PASS INCOMPLETE FAIL

Signature of candidate: _____ Date: _____

Higher Diploma Leader/Tutor Assessment - Module Three

Observations and comments by the Higher Diploma Leader on the Module Performance

1. General comments on achievement in this Module
2. Please comment specifically on areas where you disagree with the self-assessment.
Also recommend what the candidate should do in the next Module to improve his/her performance on HDP.

Overall performance of the candidate in this Module

PASS INCOMPLETE FAIL

Signature by the HDL: _____ Date _____

References – Module Three

Robson, C. (2002). *Real World Research*, 2ndedn, (Oxford: Blackwell Publishers Ltd).

MODULE FOUR:

PLACEMENT IN EDUCATIONAL INSTITUTIONS
AND ORGANIZATIONS

MODULE FOUR: Placement in Educational Institutions and Organizations

Higher education teachers have to work with schools or organizations to integrate the largely theoretical training they offer in universities with practical application in the world of work. For teachers, this kind of engagement helps to fill gaps in their knowledge of the world of work as it relates to their areas of teaching and to identify community problems. School or organizational placement also helps students to develop practical skills and appropriate professional values in their field of study.

Module Learning Outcomes

Upon completion of this module, a candidate will be able to

- evaluate the gap between HEIs' training and the actual practice in schools or organizations
- take measures to fill the identified gaps.

Unit One: Placement to Educational Institutions (12hrs)

Learning Outcomes

Upon completion of this unit, a candidate will be able to

- identify school situations and the challenges therein
- investigate and reflect on the organization and management of the school
- describe the predominant teaching-learning process in the school
- specify mechanisms by which school-based challenges could be overcome
- state the contribution of local institutions and the community in improving educational standards
- apply pedagogical methods for improving school practices

1.1 Collaboration with Educational Institutions

Case 1

In one densely populated town, there are many children who play and work in the streets. Unfortunately, one day a child is knocked down by a car and badly injured. The child's family is not very well off. Money is needed to cover the medical expenses. The students in the school attended by the victim collected money from the community and handed it over to the community leaders. The students visit the child and meet the child's family and friends. As these relationships develop, the students feel they want to do more to help the community.

In town, the community is concerned about the increasing likelihood of another accident as the volume of traffic increases. The community leaders discuss this problem and the students are aware of these concerns. One of the students suggests that they start a club to help keep children off the street by acquiring a playing ground for them. They take this idea to the community leaders. It is agreed that a football club should be formed, managed and organized by the students with the support of the community. A space which can be used as a football ground is identified. Funds are raised to buy five footballs. The students are worried about what will happen to the club during the rainy season. The community leaders agree to find an indoor space that the club will be able to use. The club meets every day and is well attended by the local children. The boys feel that girls should not play football but the female students who are helping to manage the club insist that the club is for everyone. They get the chance to play football. After a while volleyball is also introduced.

When the rains begin, the club has to move indoors, but the space is not big enough for sports. The students introduce indoor games. When the weather improves, attendance increases. The children enjoy watching games of football, volleyball and board game tournaments as well as taking part in them. The community is grateful for the club and there is an on-going fund-raising towards building a bigger hall which could be used for sports. The students enjoy running the club and feel the experience will make them better teachers when they start work. The children sometimes bring their homework to the club for help and those who do not attend school have started asking for help in learning to read. There are tentative plans to develop these activities and to offer basic reading and mathematics for adults who never had the opportunity to go to school.

Activity 1

What can your institution offer in support of the club?

Case 2

A college of teacher education has an extensive campus. Unfortunately, the college does not have enough money to employ the required staff to take care of the grounds. The grass, trees, shrubs and flowers grow as an untidy wilderness; there is rubbish around and the paths are not clear. Everyone complains about this but it is accepted as 'the way things are'. A group of students studying natural sciences become interested in ecology and decide to set up a garden with a pond. Their tutor supports the idea and they are allocated some land on the campus.

They have already fenced off their garden, dug and filled a pond and planted waterside and other plants. They are excited about the number of different species of animals they find attracted to this space. Their excitement is communicated to other students and gradually many more students become involved in the project. Teacher educators and visitors comment on the improvement of that part of the campus.

The students form a Garden Committee and ask the management whether it will be possible for them to extend the garden. The authorities of the institution discuss with the students the possibility of planning for a better campus landscape by the interested students and teacher educators. The Garden Committee is expanded to include teacher educators and gradually the campus landscape improves.

Activity 2

How could you help to develop a greener campus?

Case 3

A university had to find new schools for practicum. To find such schools, teacher educators visit schools and talk to the directors. They discover that all the schools are poorly resourced and one director suggested that the student teachers could make resources that they would leave for the school when they finish the practicum. Traditionally, resources made by the student were placed in the institution's Pedagogical Centre as a resource and as samples for other students.

The Academic Committee of the university expressed concern that the standard of the student-made resources might not be adequate and that the reputation of the institution might be damaged. So, it was agreed to form a sub-committee to oversee the production of resources.

Part of the time spent in teaching methodology in the college was devoted to designing and planning the use of resources, and the students made the resources during their spare time. The Pedagogical Resource Centre Coordinator agreed to help and supervise students working in the Pedagogical Centre and teacher educators agreed to include evaluation of the resources made as part of their teaching sessions.

Finally, two sections of students produced materials for the practicum and left them in the schools. The schools were very appreciative and are looking forward to having more students and more resources. The students have benefited from the process of planning, designing and evaluating the materials. They have also been satisfied with their work and with the effectiveness of the resources to promote learning among children.

Activity 3

How could you help in sustaining the above project? –

Case 4

Your institution has a strong HIV/AIDS club that was started five years ago by a small group of teacher educators with the encouragement and support of the director. One of the founding teacher educators is a drama enthusiast who has gradually developed a tradition of improvised drama within the club. Short plays are presented to the student body during the year. Each year the club committee organizes a presentation to all new students. The presentation always includes one of the short plays.

The Club Committee, which consists of teacher educators and students, agreed that the performances are good enough to be shown to a wider audience. The Committee negotiated with the local secondary school and arranged to perform three plays to students in grades 11 and 12. This was so successful that the school asked if the plays could be repeated for grades 9 and 10. The school said that the students who had seen the plays became more interested in the issues surrounding HIV/AIDS and their own club became revitalized.

Secondary schools in the region have been in touch with your institution asking whether the HIV/AIDS club could visit them and perform. Currently there are problems with transportation and your institution and schools have made a joint request to the Regional Education Bureau for financial assistance with the project.

The increasingly high profile of the institution HIV/AIDS club has led to increased membership and enthusiasm and the students have asked whether it would be possible for them to perform for the wider local community. The Club Committee is currently looking into this.

Activity 4

What support could you provide to raise the profile of the club to raise funds?

1.2 General reflection

Activity 5

1. What could you and your institution do to help raise standards in →school?
 2. What do you think your institution could do differently to help prepare teachers to successfully meet the challenges they face in school→?
-

Unit Two: School Placement Guidelines and Report

Unit Learning Outcomes

Upon the completion of this unit, a candidate will be able to

- investigate and reflect on the organization and management of a local school
- describe the teaching-learning processes in the school
- use methods to overcome the challenges that new teachers face.

2.1 Personal Priorities for your School Placement

Activity 6

Write down three personal priorities for your school placement. What do you hope to gain from the experience?

2.1.1 Before Placement

List your priorities below. Write the expected gain in relation to each priority.

Priority 1
Expected gain
Priority 2
Expected gain
Priority 3
Expected gain

2.1.2 After Placement

Activity 7

Write your reflection on the outcomes of each priority.

Priority 1
Reflection on the outcome
Priority 2
Reflection on the outcome
Priority 3
Reflection on the outcome

School Information: Report on School Placement

Name of school: _____

Level of school: _____ Location: _____

Duration of placement _____ from _____ to _____

Total number of hours _____.

Grade level ____ Section/s ____ Number of students _____ Males ____ Females ____

Number of students with special needs _____ Males _____ Females _____

Student-teacher ratio in the school _____

Average class-student ratio: _____

Proportion of girls to boys: _____

Books and Equipment: Describe briefly the availability and utilization of books, equipment and other teaching-learning materials in the school. Comment on the quality and adequacy of the materials.

Student Background: Describe briefly the social and economic background of the students commenting on parental support, interest and expectations for their children's education. Mention details of drop-out rates, including any gender differences you find.

Activity 8

Lesson Observation format for School Placement

Peer observer: – _____

Candidate–: _____

–Subject: _____ Date: _____

Title of the lesson: _____ Number of students: _____

Comment on teacher plan and activity and student activity:

Teacher plan and activity (Focus on the following areas: objectives, teaching methodology, use of assessment, subject knowledge and classroom management.)

Student activity (Focus on the following areas: participation, learning style, understanding and behavior.)

Were all the students fully engaged? If not, how could the teacher improve the engagement of students? –

Was there a range of activities? Were they appropriate?

Other comments on the lesson

How successful was the lesson? What is the evidence?

Could the lessons have been improved? If – so, how?

Activity 9

Individual interviews with two school teachers (a female and a male)

In your report consider the following

- The specific roles and responsibilities of the teachers
- Teachers' perceptions of their roles and responsibilities
- The challenges the teachers face
- The roles teachers can play to enhance the quality of education in the school
- Measures your university should take to better prepare student teachers for their profession.

2.2 Teaching Practice in the School (Project)

As part of your school placement, you are required to teach two lessons in your subject area preferably in different grades. Complete two lesson plans and evaluations for these lessons using the following format.

Activity 10

Report format

University _____ Name of HDP candidate _____

Name of School _____ Head /Director _____

Date	Summary of activities	Hours spent in school

I confirm that the above record is an accurate statement of the time I spent in school doing the school placement for the HDP.

Signature of candidate _____ Date _____

I confirm that the above is a true statement of the school placement.

Signature of the Head of the Institution _____ Date _____

This statement must be included in the Portfolio as evidence that the requirement for a school placement has been completed for the HDP.

2.3 Final Reflection on School Placement

Activity 11

To be completed by candidates at the end of the School Placement.

- What did you learn from your school placement ?
 - What did you learn about yourself?
 - How will your experience on your placement change the way you teach in your institution?
-

Unit Three: Organizational Placement- Guidelines and Report (12 hrs)

Learning outcomes

Upon completion of this unit, a candidate will be able to

- analyze the training needs of a local organization
- design, deliver and evaluate an appropriate training
- reflect upon and evaluate their experience from the point of view of their own professional development.

Each candidate who is a non-teacher educator on the HDP is required to spend time in a local organization. The organization selected must be appropriate to the candidate’s subject and experience.

The Organization Placement provides the opportunity for HDP candidates to transfer their HDP skills from their university environment to an organization. The selection of a suitable organization for the placement will be determined in consultation with the HDL.

3.1 Personal priorities for placement

- What are your personal priorities in carrying out this organizational placement?
- What do you hope to gain from the experience?

Priority 1 (before placement)
Comment after placement
Priority 2 (before placement)
Comment after placement

Priority 3 (before placement)
Comment after placement

3.1.1 Task A: Interview with the Management

Conduct an interview with a member of the management team of the organization such as the general manager and the training officer.

Date: _____ Time: _____

Name of organization: _____ Type of business: _____

Name of interviewee: _____ Position: _____

Number of employees: _____ Male: _____ Female: _____

Name of HDP Candidate (Interviewer): _____

Questions for the interviewee (sample only):

1. What are the main objectives/goals of the organization?
2. Do you carry out a training needs analysis within the organization? If yes, how is this done?
3. What do you consider are the main training and development needs of the employees in this organization?
4. What relationship does the organization have with your local university?
5. How could the local university help you in the training and development of your employees?

3.1.2 Task B: Interview with Employees

You are required to conduct an interview with two employees (a female and a male) with different jobs and in different positions within the organization.

Use the following as a guide only.

Date: _____ Time: _____

Name of organization: _____ Type of business: _____

Name of interviewee: _____ Position: _____

Name of HDP Candidate (Interviewer): _____

Questions for the interviewee (sample only):

1. What do you think are the main training and development needs of employees in the organization?
2. Does your organization provide training to employees? If so, what types?

3.1.3 Task C: Planning, Delivering, and Evaluating Training

As a result of your interviews you should be able to identify some training and development needs within the organization. In the discussion with the relevant manager, your task is to design and deliver a suitable training and development workshop. This will provide an opportunity to practice all you have learned from the HDP, including session planning, preparation, time management, using appropriate active learning methods, giving feedback and evaluation.

Please use the following checklist as a guide only

- Title of the training
- Date and time
- Venue
- Number and description of participants
- Objectives of the training
- Schedule
- Active learning methods to be used
- Resources required – e.g. flip charts, handouts, laptop and LCD projector
- Evaluation sheet for participants.

3.1.4 Task D: Evaluation of Training

The evaluation should address the following questions among others.

1. Were the training objectives achieved?
2. Were your planning and preparation sufficient?
3. Were the training methods appropriate ?
4. What were the strengths and limitations of the training as evaluated by the participants?
5. How would you modify the initial training scheme based on the evaluation of participants and your own observation(s)?

3.2 Report Format

This form must be completed and submitted to the HDL by all candidates.

Date: _____ Time: _____

Name of organization: _____

Type of business: _____

Name of the Head of Organization: _____ Position: _____

Number of employees: _____ Male: _____ Female: _____

Name of HDP Candidate: _____

University: _____

Date	Summary of activities	Hours spent

I confirm that the report above is an accurate statement of the time I spent in the organization. .

Signature of Candidate: _____ Date: _____

I confirm that the above is a true statement of the candidate.

Signature: _____ Position in organization: _____

Organization's stamp

3.3 Final Reflection on the Organization Placement

The reflection should include among others the following items.

- What did you learn from your Organization Placement as a whole?
- What did you learn about yourself as a facilitator of the training?
- In what ways will this experience influence your work?

3.4 Portfolio of Evidence

The portfolio is required for moderation. It should include the following.

	Evidence	My Check	HDL Check
A	Three reflective activities showing development of reflective thinking and its effect on practice		
B	10 activities aimed at enhancing understanding of the relevant subject.		
C	Eight session plans (excluding projects and Educational Institution/Organizational Placement) showing development of active learning and assessment		
D	Records of four formal session observations by the HDL or HDT		
E	Managing Learning Project		
F	Educational Institution/Organization Placement Report		
G	Action Research Project		
H	Continuing Professional Development Plan		
I	End-of-module self-assessments and the Final Self-assessment		

End-of-Module Self-Assessment - Module Four

Write a reflective comment on your overall performance and achievements in Module Four.

How would you evaluate your overall performance in Module Four? Circle one.

PASS INCOMPLETE FAIL

Signature of Candidate: _____ Date: _____

Higher Diploma Leader/Tutor Assessment - Module Four

Observations and comments by the HDL on the Module Performance

1. General comments on achievement in this Module
2. Please comment specifically on areas where you disagree with the self-assessment.

Overall performance of the candidate in this Module

PASS INCOMPLETE FAIL

Signature by the HDL: _____ Date: _____

Final Assessment in Higher Diploma Program

Self-Assessment

Write a reflective comment on your overall performance and achievements in the HDP

How would you evaluate your overall performance in HDP? Circle one.

PASS INCOMPLETE FAIL

Signature of Candidate: _____ Date: _____

Higher Diploma Leader Assessment

Observations and comments by the HDL on the Module Performance

1. General comments on achievement in the HDP
2. Please comment specifically on areas where you disagree with the self-assessment.

Overall performance of the candidate in the HDP

PASS INCOMPLETE FAIL

Signature of HDL: _____ Date _____

Appendix

Self-rating Scale for Candidates (To be completed by each candidate at the beginning and end of the program)

The Scale is intended to assist candidates identify changes in the level (state) of their knowledge, skill, and attitude prior to the program and at the end. The Scale comprises items which describe teaching-learning processes in the classroom and related elements.

Instruction

For each of the entries in the following table, indicate your status by making an 'X' mark under one of the numbers.

1=Very Low 2 = Low 3 = Medium 4= High 5=Very High

Pre/Post Evaluation Tool

	Type of Competency	Status									
		Before HDP					After HDP				
		1	2	3	4	5	1	2	3	4	5
1.	Realizing the relevance of the vision, mission, and core values of the university to classroom practice										
2.	Being a reflective/critical and analytic teacher										
3.	Utilizing various types of audio visual aids to promote teaching-learning										
4.	Designing one's own professional development plan										
5.	Communicating expectations to students Clearly formulate and communicate your expectations to students										
6.	Implementing problem solving strategies										
7.	Identifying and catering to students' individual needs										
8.	Setting learning objectives and determining prerequisites and contents of a course										
9.	Applying a variety of methods to address the visual, auditory and kinesthetic learners										
10.	Selecting appropriate methods of assessing learning assessment strategies for learning										

Type of Competency	Status									
	Before HDP					After HDP				
	1	2	3	4	5	1	2	3	4	5
11. Co-operating with colleagues in the areas of teaching, research and community services										
12. Identifying action research topics, conducting the research and making interventions										
13. Creating a conducive climate for learning										
14. Organizing cooperative and collaborative learning										
15. Organizing sessions in line with the course plan										
16. Encouraging independent learning										
17. Managing time efficiently										
18. Collecting feedback from students and acting on it										
19. Implementing continuous assessment										
20. Constructing a variety of test items for summative evaluation										