TEACHING AND LEARNING IN COVENANT UNIVERSITY: QUALITY EXPECTATIONS AND IMPERATIVES

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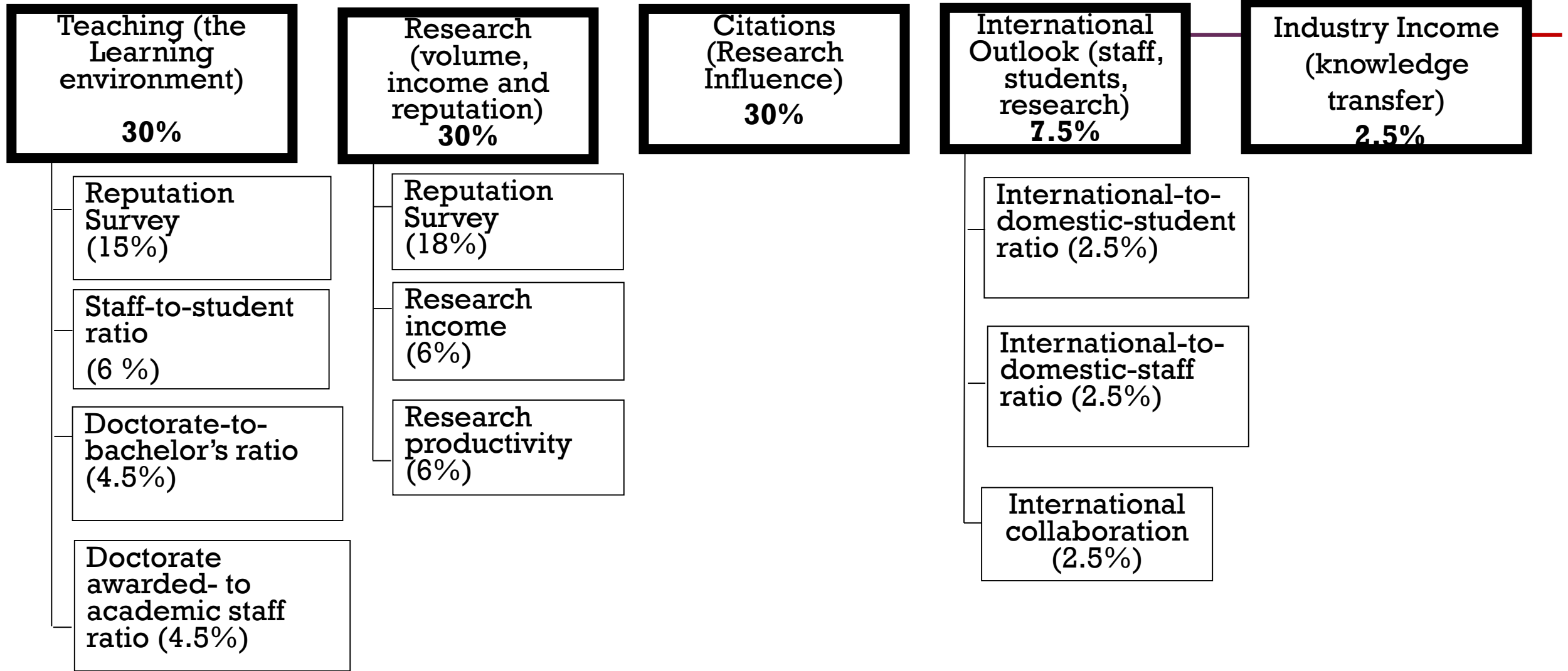## Director, Academic Planing Unit

Learning Objectives

- By this Lecture, participants are expected to: –

  ✓ Gain an understanding of institutional expectations on teaching excellence by Faculty;

  ✓ Discover the characteristics of effective teaching;

  ✓ Understand the teaching and learning context of Covenant University; and

  ✓ Identify measures for teaching and learning improvement in Covenant University.

Outline

1 Expectations from Teaching

2 Assessment of Teaching Quality

3 Imperatives for Teaching & Learning in CU

4 Towards Teaching and Learning Improvement

Times Higher Education (THE) Ranking Parameters

Teaching (the Learning environment) **30%**	Research (volume, income and reputation) **30%**	Citations (Research Influence) **30%**	International Outlook (staff, students, research) **7.5%**	Industry Income (knowledge transfer) **2.5%**
Reputation Survey (15%)	Reputation Survey (18%)		International-to-domestic-student ratio (2.5%)	
Staff-to-student ratio (6 %)	Research income (6%)		International-to-domestic-staff ratio (2.5%)	
Doctorate-to-bachelor's ratio (4.5%)	Research productivity (6%)		International collaboration (2.5%)	
Doctorate awarded- to academic staff ratio (4.5%)				

Components of the THE Teaching Criterion

Teaching (the learning environment) 30%

Reputation Survey (15%)

Staff-to-Student Ratio (4.5%)

Doctorate-to-Bachelor's Ratio (4.5%)

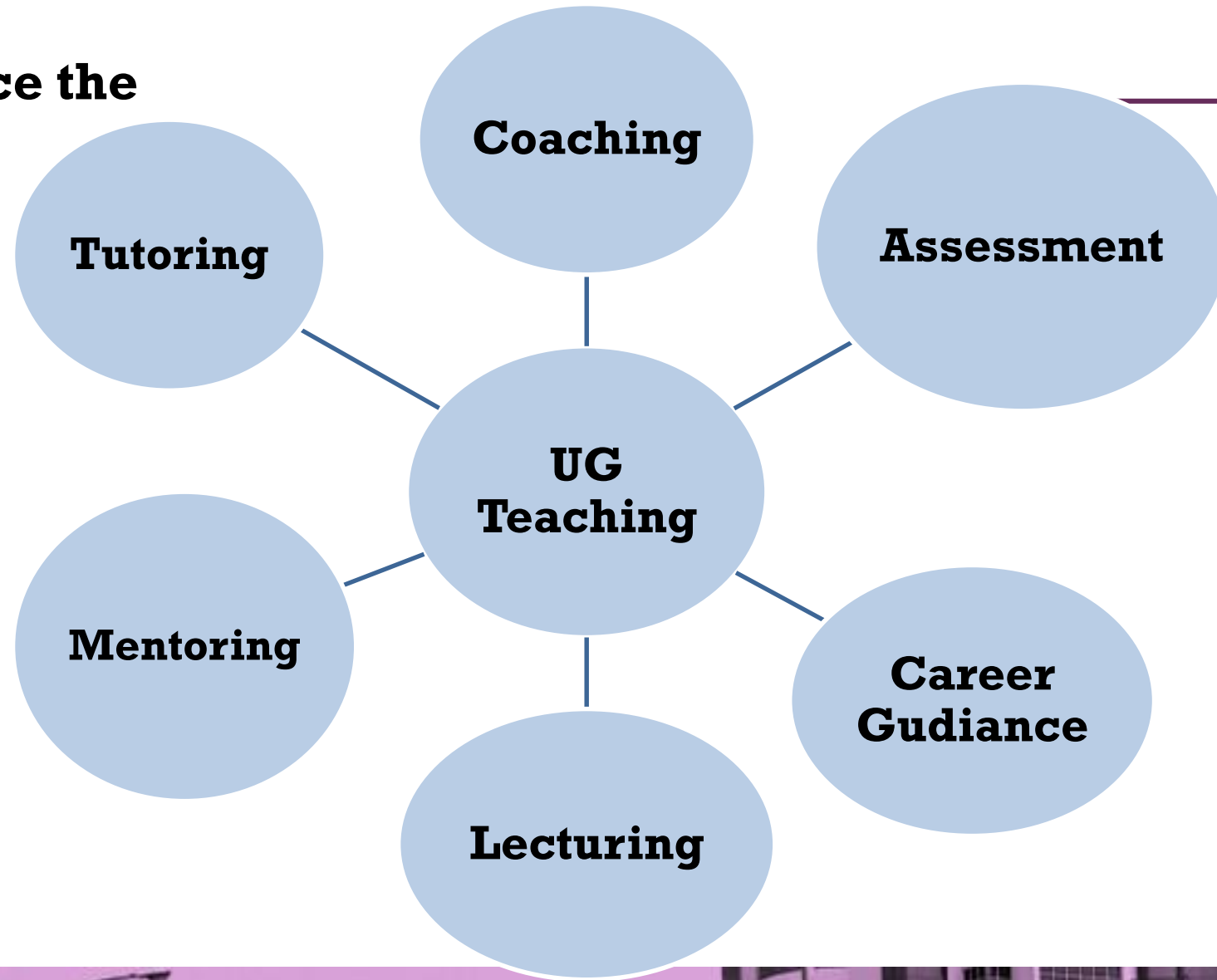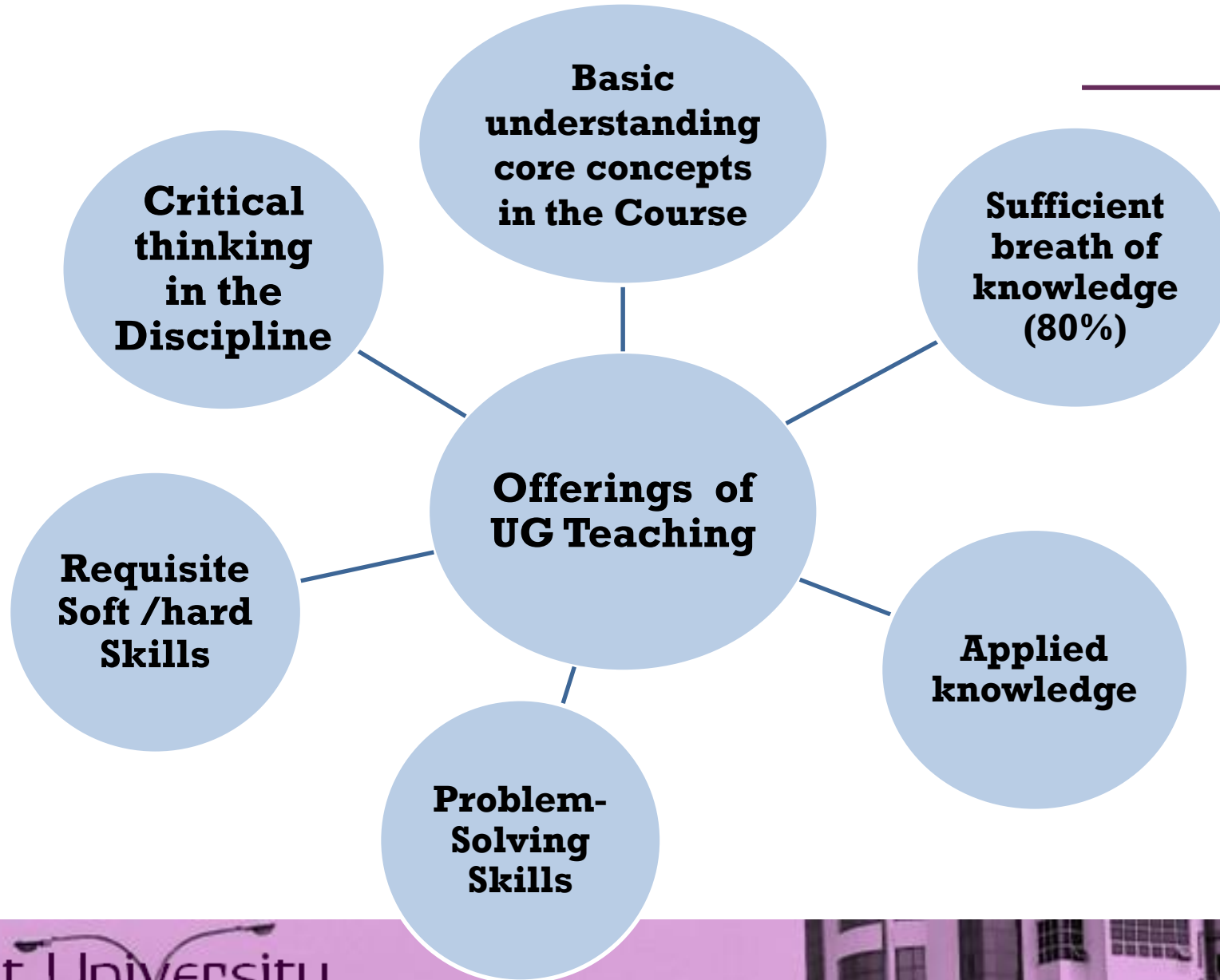Doctorate Awarded- to-Academic Staff Ratio (4.5%)

Some important Questions

➢ What does teaching in CU entail?

➢ What are the key components of effective undergraduate and postgraduate teaching?

➢ What are the qualities of a great teacher?

➢ How do we help our students to learn better?

➢ How do we assess quality teaching & learning in CU?

Undergraduate Teaching (UT)
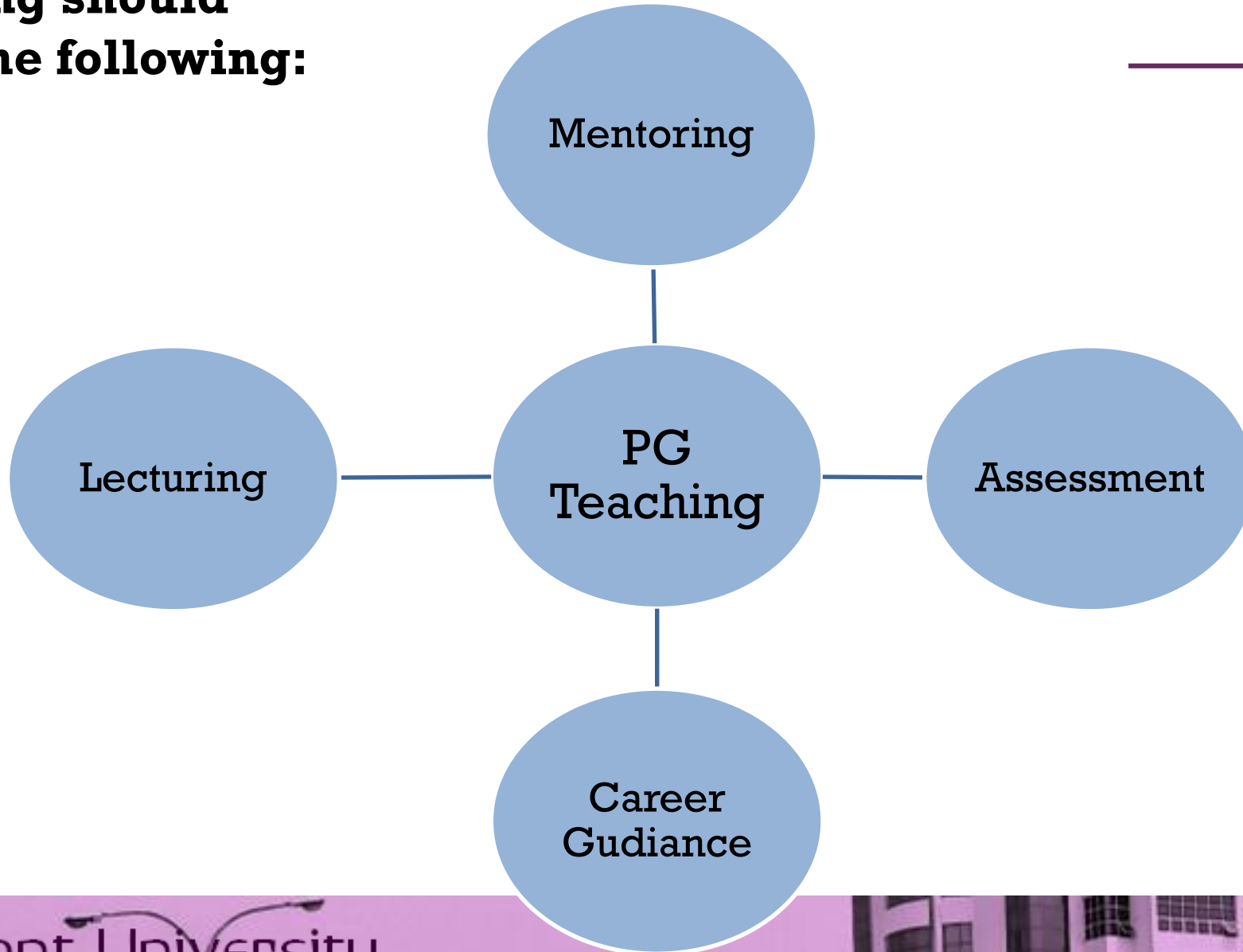
UT should embrace the following:

Coaching

Tutoring

Assessment

UG Teaching
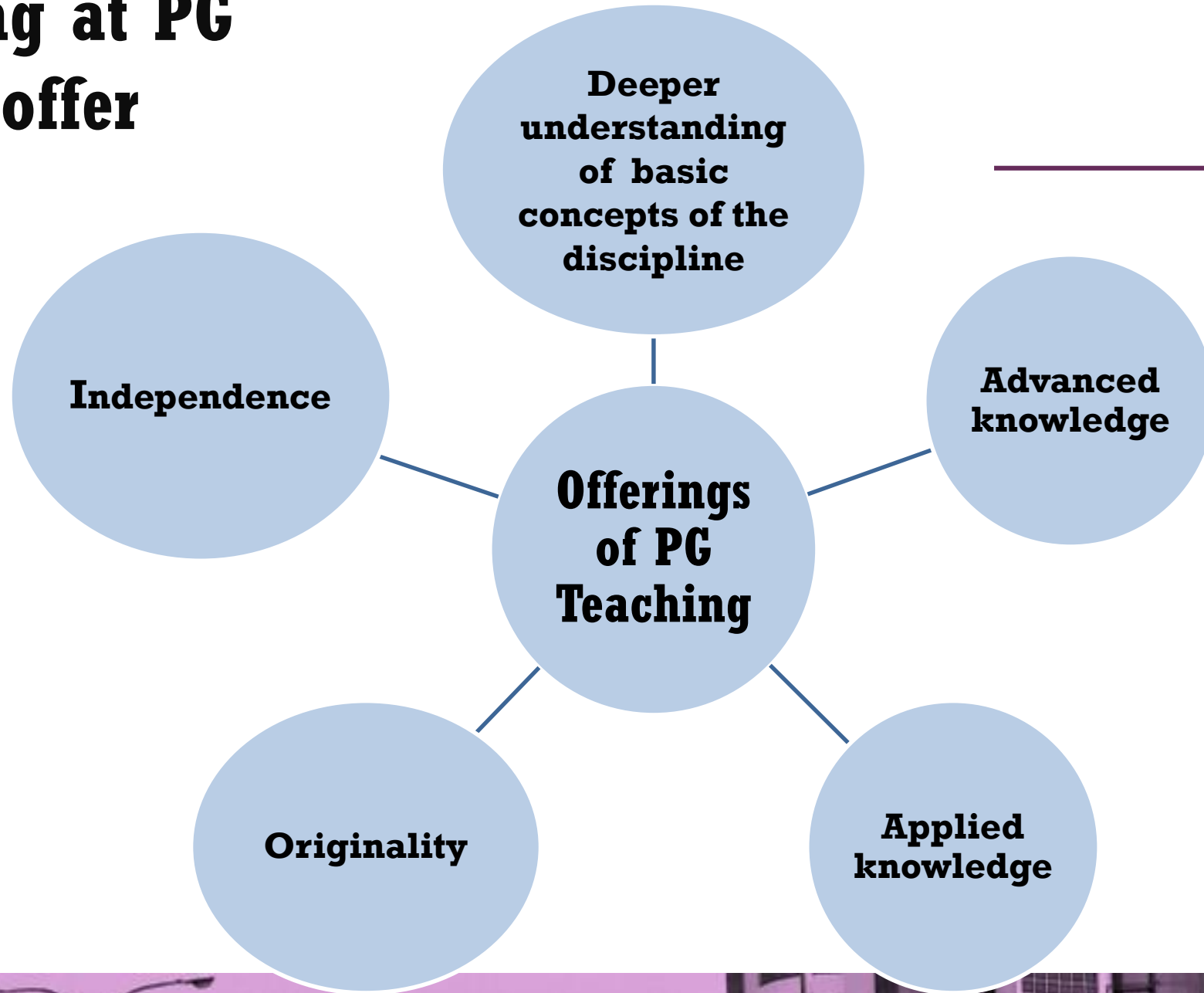
Mentoring

Career Gudiance

Lecturing

Covenant University
www.covenantuniversity.edu.ng

Teaching at UG should offer the following:

Basic understanding core concepts in the Course

Critical thinking in the Discipline

Sufficient breath of knowledge (80%)

Offerings of UG Teaching

Requisite Soft /hard Skills

Applied knowledge

Problem-Solving Skills

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Postgraduate Teaching

PG Teaching should embrace the following:

Mentoring

Lecturing

PG Teaching

Assessment

Career Gudiance

What Teaching at PG Level should offer

Deeper understanding of basic concepts of the discipline

Independence

Advanced knowledge

Offerings of PG Teaching

Originality

Applied knowledge

Some Tips on Assessment

- Criteria for establishing the technical quality of a test encompasses seven areas:

- **Cognitive complexity**: assessing different intellectual levels;

- **Content quality**: sufficient coverage of the curriculum

- **Meaningfulness**: test questions should be worth students' time and students should recognize and understand their value.

- **Language appropriateness**: language of the test questions should be clear and appropriate, the same as language that was used in the classroom.

Criteria for Test Quality

- **Transfer and generalizability**:
    - Successful performance on the test should allow valid generalization to be made.

- **Fairness**:
    - Student performance should be measured in a way that does not give advantage to factors irrelevant to school learning;
    - scoring schemes should be similarly equitable.

- **Reliability**:
    - Answers to test questions should be consistently trusted to represent what students know.

Cognitive Complexity – Assessing different levels of intellectual understanding
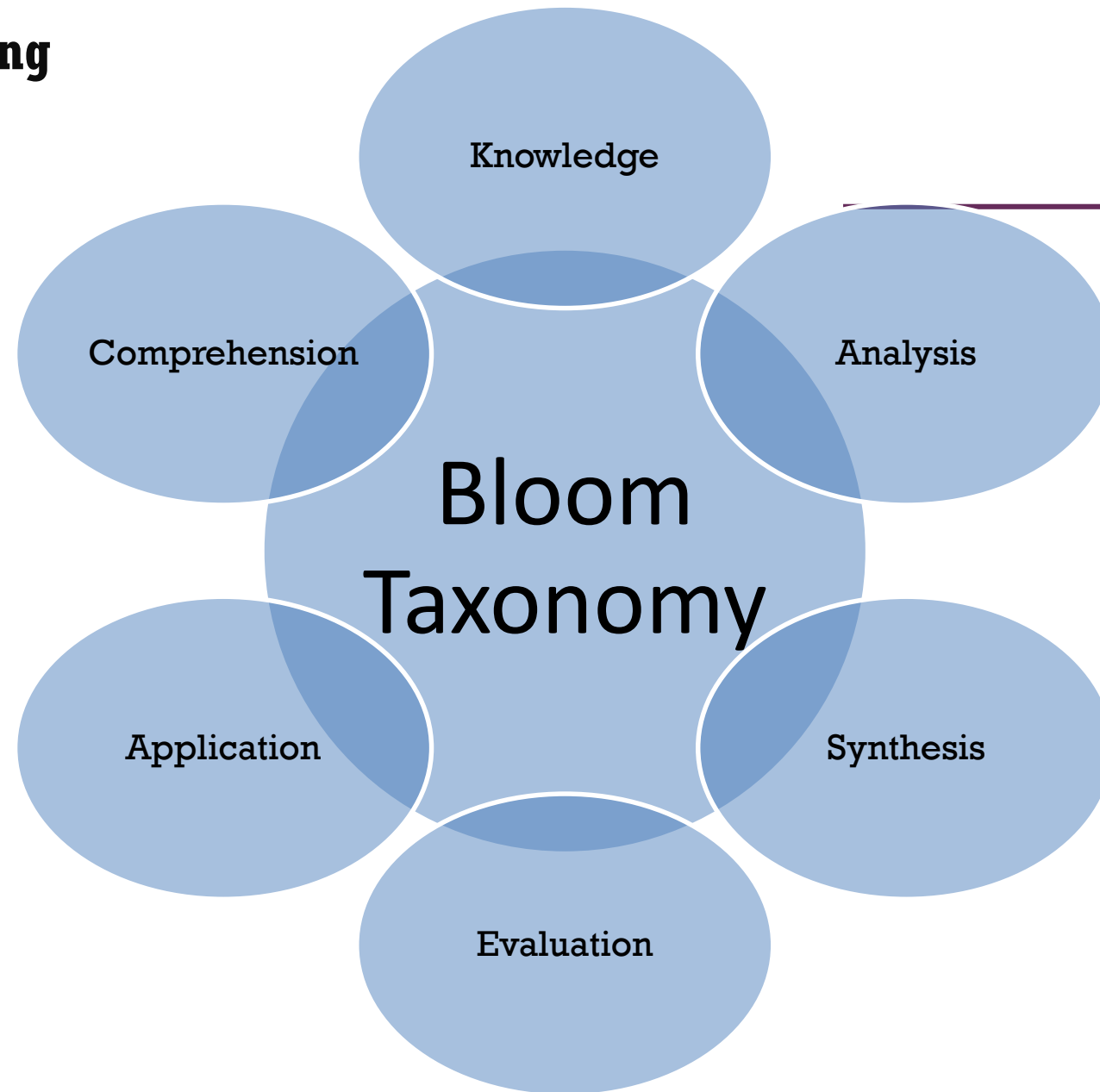
Levels	Description	Sample Questions
Knowledge	Recognizing and recalling information, including dates, events, persons, places; terms, definitions; facts, principles, theories; methods and procedures	Who invented the…? What is meant by…? Where is the…?
Comprehension	Understanding the meaning of information, including restating (in own words); translating from one form to another; or interpreting, explaining, and summarizing.	Restate in your own words…? Convert fractions into…? List three reasons for…?
Application	Applying general rules, methods, or principles to a new situation, including classifying something as a specific example of a general principle or using a formula to solve a problem.	How is…an example of…? How is…related to…? Why is…significant?

Levels	Description	Sample Question
Analysis	Identifying the organization and patterns within a system by identifying its component parts and the relationships among the components	What are the parts of...? Classify ...according to... Outline/diagram..
Synthesis	Discovering/creating new connections, generalizations, patterns, or perspectives; combining ideas to form a new whole.	What would you infer from...? What ideas can you add to...? How would you create a...?
Evaluation	Using evidence and reasoned argument to judge how well a proposal would accomplish a particular purpose; resolving controversies or differences of opinion.	Do you agree…? How would you decide about...? What priority would you give...?

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires".

William A. Ward
(1921-1994)

Characteristics of an Effective Teacher

➢ Have positive attitudes and behaviours.
➢ Comes to class always prepared.
➢ Starts every class with clearly defined learning objectives
➢ Carefully plan learning experiences
➢ Establish a receptive classroom environment
➢ Use a variety of instructional techniques and materials.
➢ Evaluate both teaching and learning
➢ Skilled in the use of a variety of discipline strategies.
➢ Personal Touch

Characteristics of an Effective Teacher – cont'd

➢ Show respect for a student's ability to think and reason.

➢ Have high expectation of the students

➢ Fair

➢ Treat student with respect

➢ Compassionate

➢ Understands the characteristics of the students they teach.

Typical Characteristics of CU Students

Strenghts
➢Smart
➢Bold
➢Articulate
➢Young
➢God-Fearing
➢Well-mannered
➢Net-generation
➢Techno Savvy

Weakenesses
➢Prone to distraction
➢Low attention Span
➢Young, Immature
➢Emotionally fragile

Effective teaching would entail bringing the best out of our students

Our Teaching Philosophy

- Problem-based Learning
- Active Learning
- Blended Learning
- Learning with Visual Aids

Why?

People don't learn well when their major learning context is teacher centred—that is, when they passively listen to a teacher talk.

Rather, they learn when they are actively engaged in an activity, a life experience etc.

What we want to see in your class sessions – Problem-based Learning

- Brainstorming
- Problem solving
- Role play
- Critical thinking
- Group Discussion
- Fishbowls
- Note-takers
- Active Learning Exercises
- Co-operative Learning
- Panel Discussions
- Peer Support Activities
- Problem-Based learning

- Teaching Pyramids
- Poster tours
- Case studies
- Paper Reviews
- Class Debates
- Independent Reading
- Report Writing/ Term Papers
- Peer Assessment
- Seminar Presentations
- Micro-teaching with feedback
- Web-based learning activities
- Research Informed Teaching

Things to Note as you Teach

➢People learn in different ways

➢Motivations and prior experiences can affect the way people approach learning

➢Learning approaches and preferences are not 'fixed'

➢There is a tendency to teach in the way you were taught

➢There is a tendency to teach in a way that reflects the way you learn

➢**The best approach is to plan your teaching in a way that accommodates students with varied learning approaches**

Assessment of Teaching Quality

What are the metrics for assessing quality teaching?_____ ____ ___

➢Quality of Course Compact
➢Quality of Lecture Notes
➢Adherence to Curriculum
➢Students Perceptions of Teaching
➢ Adherance to Agreed Schedules for upload of Attendance and Tests

➢Quality of Assesment
➢Student Pass rate
➢ Peer Evaluation
➢Alumni Evaluation

Teaching Assessment for Improvement

Gather feedback

Interpret feedback

Agree/decide on action

Make changes
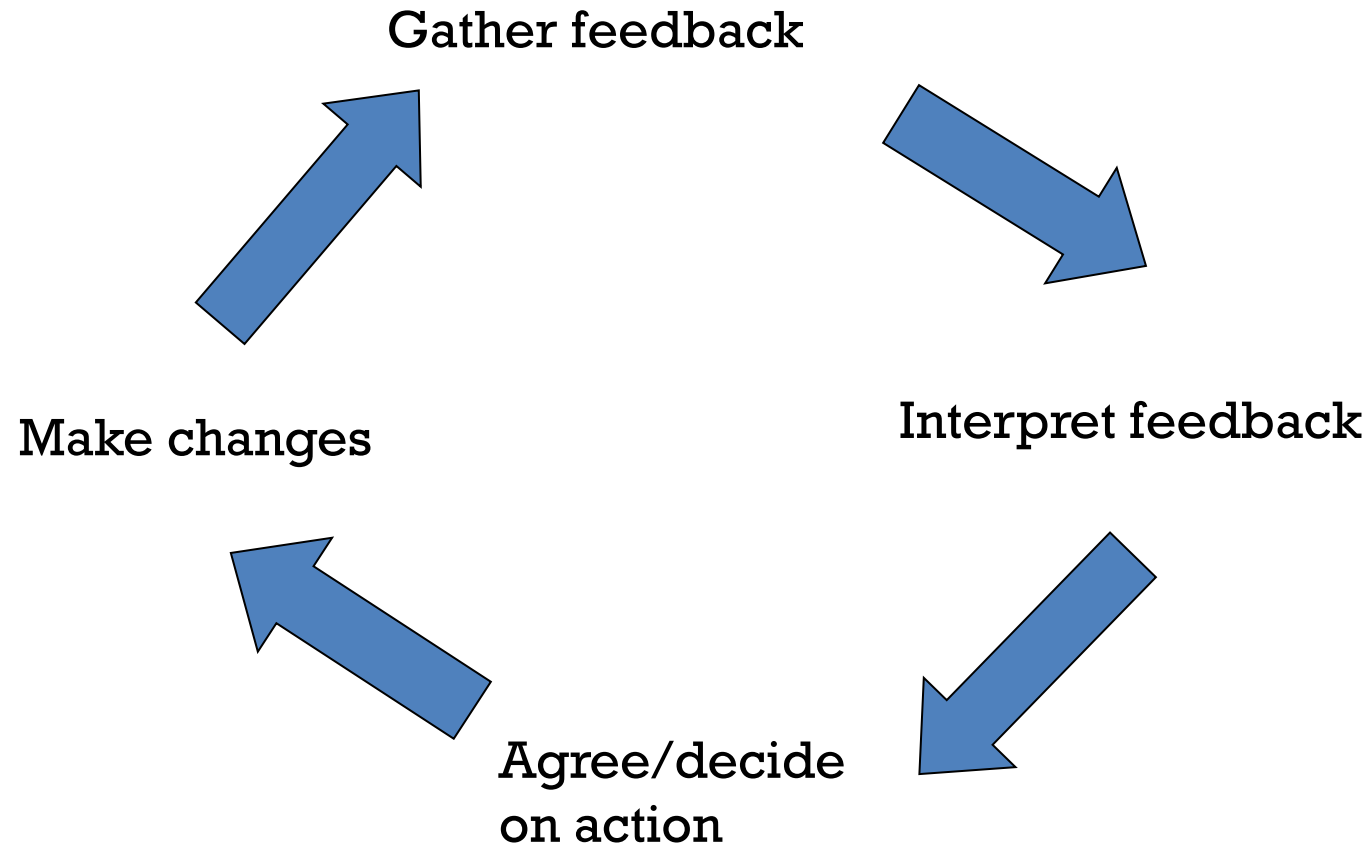
3 **Imperatives for Teaching & Learning in CU**

➢ Uploading of Course Compact

➢ Use of Mobile Learning

➢ Use of Smart Boards

➢ Use of Powerpoint Presentations

➢ Uploading of Lecture Notes on Moodle

➢ Exposure of students to Reading Texts for the Course

➢ Use of relevant Online Resources

➢ Tutorials

Towards Teaching and Learning Improvement

➢ Establishment of Centre for Teaching and Learning;

➢ Establish the Committee on Teaching and Learning in every College;

➢ Establish Quality Assurance Committee at the Departmental level

➢ Strengthen Teaching Evaluation Mechanisms;

➢ Recruit Faculty with tested Teaching Ability;

➢ Redeploy faculty with inadequate teaching skills to other duties in the University

➢ Engage more Teachings Assistants – PG Students

➢ Ensure that courses are taugght by capable persons;

Towards Teaching and Learning Improvement –cont'd

➢ Ensure that matured and experience faculty are those that teach at the foundational levels and also final year

➢ Give more emphasis to teaching quality in the staff promotion criteria

➢ Evolve a template for grading Final year Project

➢ Initiate recognitions and awards for effective teaching

➢ Ensure reduction of the teaching workload of faculty;

➢ Employ full-time researchers, who will do more of research

➢ Initiate a process of Teaching Certification in Pedagogy for all staff

Thank you