TEACHING AND LEARNING IN COVENANT UNIVERSITY: QUALITY EXPECTATIONS AND IMPERATIVES

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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

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Teaching (the Learning environment)</td>
<td>30%</td>
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<tr>
<td>- Reputation Survey (15%)</td>
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<tr>
<td>- Staff-to-student ratio (6%)</td>
<td></td>
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<tr>
<td>- Doctorate-to-bachelor’s ratio (4.5%)</td>
<td></td>
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<tr>
<td>- Doctorate awarded- to academic staff ratio (4.5%)</td>
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<tr>
<td>Research (volume, income and reputation)</td>
<td>30%</td>
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<tr>
<td>- Reputation Survey (18%)</td>
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<tr>
<td>- Research income (6%)</td>
<td></td>
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<tr>
<td>- Research productivity (6%)</td>
<td></td>
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<tr>
<td>Citations (Research Influence)</td>
<td>30%</td>
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<tr>
<td>- International Outlook (staff, students, research)</td>
<td>7.5%</td>
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<tr>
<td>- International-to-domestic-student ratio (2.5%)</td>
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<td>- International-to-domestic-staff ratio (2.5%)</td>
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<tr>
<td>- International collaboration (2.5%)</td>
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<tr>
<td>Industry Income (knowledge transfer)</td>
<td>2.5%</td>
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<td>- International-to-domestic-staff ratio (2.5%)</td>
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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:

- Tutoring
- Coaching
- Assessment
- Mentoring
- Career Guidance
- Lecturing
Teaching at UG should offer the following:

- Basic understanding core concepts in the Course
- Sufficient breath of knowledge (80%)
- Applied knowledge
- Critical thinking in the Discipline
- Requisite Soft /hard Skills
- Problem-Solving Skills

Offerings of UG Teaching
Postgraduate Teaching

PG Teaching should embrace the following:

- Mentoring
- Lecturing
- Assessment
- Career Guidance
Offerings of PG Teaching

- Deeper understanding of basic concepts of the discipline
- Independence
- Originality
- Advanced knowledge
- Applied knowledge

What Teaching at PG Level should offer
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

- Knowledge
- Analysis
- Synthesis
- Evaluation
- Application
- Comprehension

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

**Strengths**
- Smart
- Bold
- Articulate
- Young
- God-Fearing
- Well-mannered
- Net-generation
- Techno Savvy

**Weaknesses**
- 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
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
- Adherence to Agreed Schedules for upload of Attendance and Tests

- Quality of Assessment
- Student Pass rate
- Peer Evaluation
- Alumni Evaluation
Teaching Assessment for Improvement

Gather feedback

Make changes

Interpret feedback

Agree/decide on action
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 taught 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