

QUALITY TEACHING AS A
PRE-REQUISITE FOR
QUALITY LEARNING IN
HIGHER EDUCATION.

- **BY: Odama Stephen (Med. Comparative Education)**

1.1 Introduction

- There is a broad agreement that in the process of evolution of modern societies, education was a crucially important input into the development of these nations, and the individuals and communities that comprised them.
- “Education can be the difference between a life of grinding poverty and the potential for a full and secure one”, (Mandela and Graca, (2002), Fender and Wang (2003), World Bank Group 2005).

Introduction continued...

- Education is believed to endow workers with cognitive skills that draw a premium in the labour market by converting innate talents into cognitive skills.
- One of the means to achieve “quality education” is through “quality teaching”.

Introduction continued...

The purpose of this presentation is to

- define what “quality teaching and learning” are?
- Identify the hurdles to “quality teaching and learning”,
- outline the guidelines for quality “teaching” that the teaching staffs at higher institutions are expected to portray in order to make Higher education institutions “Learning Organizations” and therefore
- suggest way forward for the Higher education sector.
- For the purpose of this presentation, I will limit my self to Ugandan experiences.

Introduction continued...

- Quality is described as the “totality of the features and characteristics of a product or a service that bears on its ability to satisfy needs. It is the fitness for the intended use”, Green (1999).
- Quality of an education system has usually been defined by the performance of its students and graduates – the output.
- In practice however, because inputs into teaching are generally easier to measure than output, quality has been gauged by inputs.

Introduction continued...

- It is however better to measure quality from both output and input.
- Quality education is therefore the education that:
 - a) enhances cognitive achievement
 - b) prepares students to become responsible citizens
 - c) instills attitudes and values relevant to modern society;
 - d) accommodates modern market oriented skills to traditional home – based values and needs.

Introduction continued...

- “Young people want solid education, where curriculum and teaching methods are up to date. Education need to be adapted to the reality of the 21st Century and to the education needs of the Society.
- Therefore the most important thing is not that the Student has passed through the education system getting a universe of Knowledge fragments through Chemistry, Physics, Biology, Geography, etc, but what she/he has learned or acquired, such that the system will be able to provide education that will be useful to the Students for entering active life, the World of Work, and Society”, (IBE 2004).

Introduction continued...

- One of the Sectors of Education that contributes to the development of a nation is the Higher Education Sector.
- For example, (Hughes, 2005), said that the quality of Canadian society, including overall quality of life, an active and effective citizenry, and economic prosperity, is dependent in a large measure on having well educated citizens and an effective higher education system.

Introduction continued...

- Similarly, higher education is said to be of paramount importance for Africa's future, (World Bank Report, 1987).
- Africa requires both highly trained and top-quality research in order to be able to formulate the policies, plan the programmes and implement the projects that are essential to economic growth and development.

Introduction continued...

- The purpose of higher education is to:
 - a) provide a sound scientific and cultural grounding and technical training which would equip the students for the practice of professional and cultural activities and would encourage the development of faculties of thought, innovations and critical analysis.
 - b) prepares individuals for positions of responsibility –in government, in business and in professions by supporting these individuals in their work- with Research, advice and consultancy.

Introduction continued...

- c) contributes the vital factors of development:
- accessible technology;
 - an appropriately trained and adaptable labour force and
 - management skills in the new economic infrastructure.

Introduction continued...

- d) boasts a wide range of resources and develop activities and functions enabling them to contribute towards economic development.
- Among these activities and functions we can list:
 - research and economic analysis;
 - development of human resources;
 - technical aid for the public sector;
 - fundamental and applied research into new products and
 - production processes and business development initiatives and the setting up of firms.

Introduction continued...

- Uganda Government attaches great importance to the development of Higher education, for it recognizes the fact that education is a powerful tool for transformation of society and plays a key role in a country's sustainable development and its competitiveness within the global society.
- Higher Education, especially, University Education is one of the fastest growing sub-sectors in Uganda, in terms of Institutions and enrollment.

Introduction continued...

- The main goals of Higher education in Uganda (Government White Paper, 1992) are to:
 - Produce the high – level manpower for all sectors of national life through imparting of skills and knowledge.
 - Generate advanced knowledge and innovations through research and to be able to translate or adapt them to local and Ugandan situations.

Introduction continued...

- provide public service through the expanded extra-mural or extension work and consultancy services.
- Develop the intellectual capacities of students to understand their local and national environment objectively and appreciate to develop the same.
- Promote the development of an indigenous scientific and technical capacity needed for tackling the problems of development.

Introduction continued...

- Equip the students with the knowledge, skills, and attitudes to enable them to join the world of work as useful members of their communities and the nation at large, especially through being:
 - a) Committed to, and ready for community and national service voluntarily or when mobilized to do so.
 - b) Nationally conscious, tolerant of others and willing to work anywhere with the fellow nationals.
 - c) Productive individuals with the positive attitudes towards personal, community and national development as well as believing in the dignity of labour and displaying a willingness to be involved in productive practical work.

Introduction continued...

- Thus the role of Higher education in the construction of knowledge, economies and democratic societies is more influential than ever and indeed Higher education is central to the creation of the intellectual capacity on which knowledge production and utilization depend, and the promotion of the life long-learning practices necessary to up date individual knowledge and skills and lead to development.

The Crisis of Higher Education.

- **Higher education in Uganda has not succeeded in producing the effect that it has had elsewhere.**
 - a) **The cultural unification of the nation in the case of France,**
 - b) **the development of science and its application in Germany.**
 - c) **Neither has it been capable of producing Higher education system geared to practical applications as in U.S.A, committed to making a technical and scientific contribution to the solutions of local problems.**
 - d) **Even less has it been able to bring about a movement towards cultural self renewal as the Japanese higher education.**

The Crisis of Higher Education cont...

- e) There is unemployment; graduands have ever been told to join Forces because there are no relevant jobs for their areas. The Visitor to the Universities has ever asked the Universities to start Faculties and Courses/Programmes that will produce marketable graduands.**
- f) There is poverty**
- g) rampant deaths due to preventable diseases. For example, Malaria kills over 5000 children every year (WHO, 2005).**
- h) Environmental degradation is a threat to the economy of the Country (NEMA, 2006).**

The Crisis of Higher Education cont...

- **Thus, the higher education system faces some challenges, namely,**
 - ❖ **separation of education system from the labour market;**
 - ❖ **increasing the need of key qualifications and core competencies;**
 - ❖ **theoretical transfer of knowledge; and unawareness of pedagogy experiences.**
- **Thus from the point of view of the set objectives, the quality of Higher education – “output” – has not been achieved.**

The Crisis of Higher Education cont...

- **There is need to reorientate the Higher education in Uganda to “quality teaching and learning” so as to achieve the set objectives.**
- **“Quality in Teaching and Learning”, in Higher education will help the Higher education Institutions to:**
 - a) link Higher education system to the labour market;**
 - b) increase the key qualifications and competencies; encourage practical transfer of knowledge; and**
 - c) create awareness of changes in pedagogical approaches in teaching.**

The Crisis of Higher Education cont...

- This is an era of change, where there are changes in
 - a) pedagogical sciences,
 - b) organizational developments,
 - c) the political systems and
 - d) socio- economic systems,
- thus quality Higher education will contribute to solve these problems through creation of potentials in ideas, visions and skills to help to solve the current problems.

The Crisis of Higher Education cont...

- Higher education Institutions can play these roles if the administrators and most especially, the teaching staff get the concept of the teaching task to be carried out by the Institutions clearly and are able to perform the tasks properly, i.e., aim at achieving “quality teaching” and “quality learning”.

Guidelines to Achieve Quality Teaching and Quality Learning.

- Teaching is defined as an art of changing the brain, not in terms of controlling the brain but rather creating conditions that lead to change the learner's brain (Zull 2002).
- Quality teaching leads to quality learning and therefore quality behavioral change.
- Therefore the decisive criterion for “quality of teaching” is “quality of learning” reflected in its tangible results, i.e. “quality of behavioral change”.

Guidelines cont...

- During the last century the focus was on knowledge but now the focus is on competencies.
- Therefore the role of the teacher is no longer just to transfer knowledge but to build the capacity of knowledge creation.
- Teachers are being asked to shift to quality teaching to provide “deep learning” and quality education.
- Teachers need to focus more on students’ “active learning” and on their development of “problem solving” skills.

Guidelines cont...

- Higher education must be linked with production, work and services – preferably in the students' specialized field – either by alternating the periods of work with periods of study or by carrying them out simultaneously so as to provide the future Higher education graduate with the training of a practical and realistic education closely associated with the way of life of the poorest groups in society and giving him/her a chance to repay the social cost of his/her studies in the form of useful service rendered to the community.

Guidelines Cont...

- Teaching must be made “learning – centered” where the focus is on learning and real needs of the students that are derived from the market and citizenship requirements.
- These real needs must be translated into:
 - a) appropriate curricula;
 - b) developmental experiences such as changes in technology and in the national and world economies that are creating increasing demands on employees to become knowledgeable workers, problem solvers and keeping pace with rapid market changes.

Guidelines cont...

- Teaching through the use of children's experiences by applying experimental/practical methods and developing curricula based on local experiences and needs is vital.

Guidelines cont...

- **Wessler (2005), observed that Higher education Institutions, tend to look at “teaching” as “giving knowledge”**
- **Senge (2001) observed that “the teachers’ identity is wrapped up with professing and being an expert”.**
- **But teaching in the Higher Education Institution need not to be equated to ‘Supply = Demand’, where critical thinking is not encouraged and where there is no self learning.**

Guidelines cont...

- . Thomas' (1999), advised that “the Higher education Institutions should move away from ‘knowledge’ based learning outcomes that focus on facts and principles to ‘deep learning’ outcomes such as ability to apply knowledge, critical thinking and other skills”, because he believes that today’s world presents incredible challenges that can not be met by people who have superficial education.**

Guidelines cont...

- **Biggs (1999), says that “we have come to a more sophisticated time where we recognize how relative our facts can be and how their meaning depends on our individual experience, that as educators, we are not looking for “superficial” outcomes of learning but for “performance-type” outcomes of learning, i.e. learning that brings knowledge to life”.**
- **Thomas (1999), terms it as a moving from a “teaching- centered” to a “learning- centered” approach and developing new pedagogies, curricular and technologies to meet the students needs better.**

Guidelines cont...

- **If Higher education institutions want to see how far the students can move into this level of understanding and be able to achieve the set objectives of teaching,**
 - a) then there is need to redesign curricula,**
 - b) teaching- learning methodologies and assessment activities that engage the students in “deep learning”.**
 - c) Senge (2000),said that:**
 - **innovation in instruction must start with the recognition of the simple fact that teachers` teaching does not produce learning.**
 - **Learning is ultimately produced only by learners, as a result of internalizing (involving thinking and acting) what is conveyed between the teacher and the student.**
 - **d) the teacher needs to become a designer of learning process in which she or he participates along with the students.**

Guidelines cont...

- **The teacher's role should be that of giving clear, simple and relevant clues to help to guide the student to discover the information required or generate the knowledge making teaching to be “learner-centred” than “teacher-centred” . The teachers' main task is to create conditions that will encourage and stimulate learning, thus helping students to develop their own initiatives and abilities to think critically.**

Guidelines cont...

- **A Network of Enterprising Educational Ventures on Pedagogical Practices and Learning Achievements (NEEVPPLA), (2005), revealed that achievement levels were higher in schools where teachers appreciated rather than stifle pupils' activities such as where pupils were allowed oral expressions and there were joyful interactions between teachers and the learners confirming findings by Rowena et al, (2002), and Carol, A.L, (2003).**

Guidelines cont...

- **Quality and effective teaching will result from :**
 - a) setting a clear idea of the goal to be accomplished;**
 - b) adjusting to learners' needs and styles;**
 - c) using a challenging experiences of the learners where the learners' abilities and energies are used to perform tasks;**
 - d) encouraging self direction and setting a climate of warmth and trust and prophecy, i.e. aiming at achieving success.**

Guidelines cont...

- Teaching/Learning process involves assessment, which is expected to improve the whole process.
- In a broad way Catherine Palomba and Trudy Banta (1999) define assessment as a systematic collection, review, and use of information about educational programmes for the purpose of improving student learning and development.

Guidelines cont...

- In education, assessment is the process by which one attempts to measure the quality and quantity of learning and teaching using various assessment techniques such as: -Assignments; Projects; Continuous Assessment; Final Examinations (objective tests, essay questions, structured questions, reviews, reports, vivas, open book); Standardized tests (tofel, pissa...).

Guidelines cont...

- Our problem of assessment in Uganda as stated by Thomas (1999) is that:
 - a) - Assessment is for the satisfaction of the stakeholders.
 - b) Our assessment methods do not help the learner to learn.
- Phil Race and Sally Brown (1995) said that, we seem to measure quantity of learning rather than quality of learning as such, we design our tools to measure:

Guidelines cont...

- a) How much does the student know?;
- b) How much does the student remember?;
- c) How well can a student write about what she or he knows and can remember?.
- d) Other qualities are not tested.
- e) No adequate feed back or none at all.

Guidelines cont...

- The implication of this is that:
- Ugandan assessment system tests superficial outcomes “surface learning” rather than testing “deep learning” where there are high-level abstract cognitive processes (explaining, arguing, reflecting, applying knowledge, and relating knowledge to existing principles...).

Guidelines cont...

- This calls for an improvement through various methods as suggested by Thomas (1999) that:
 - a) Align objectives, teaching and assessment where; burry objectives in our assessment;
 - b) Assessment tasks should address the sorts of deep learning skills that we want to see, i.e. have a clear framework for operationalizing desired levels of understanding.
- Thus the assessment schedule should be as follows: 20% factual recall; 30% comprehension; 40% application and 10% deductive and inductive reasoning.

Way Forward

- The Senior Leaders should set directions and create student focused, learning oriented climate, clear and visible values and high expectations.
- The directions, values and expectations should balance the needs of the stakeholders.
- The Learning environment should be reinforced through aligning with community.

Way Forward cont...

- The improvement of teaching requires not only the synergy with other University strategic processes (research and outreach) but also the co-ordination with support processes (managerial, administrative, financial, etc.).
- Therefore better quality of teaching and learning could be achieved through the improvement of the following support activities:

Way Forward cont...

- Establishment and gradual implementation of standards of provision for the full range of non salary inputs to teaching and research:
 - Supplying libraries either multiple copies of basic text books, as well as supplementary books and periodicals is the highest priority closely followed by supplying laboratories and workshops with consumables and material needed for equipment maintenance and repair.

Way Forward cont...

- University teachers are privileged in that they plan the Curriculum, propose the teaching methods and make choices of the optimum number of Text books and other teaching materials. Thus they should advise the Authority accordingly as guided by the benchmarks set by the National Council for Higher Education in Uganda.

Way Forward cont...

- ❖ Makerere University under the Mujaju Commission recommended that the entry point as a lecturer in the University was a PhD in the relevant discipline.
- ❖ Gulu University has been encouraging staff training and highering Visiting Professors so as to adhere to the National Council for higher education requirements.

Way Forward cont...

- There is need to carry out research that focuses on improving understanding of teaching and learning effectiveness in Higher education Institutions to help to answer questions of quality of teaching and learning in Higher education Institutions.

Way Forward cont...

- **Long – term efforts to upgrade the academic qualifications of the staff essential. Formal Postgraduate training in Masters and Doctorial Programmes is an essential part of this effort.**
- **But in addition,**
 - a) Post Doctorial Fellowships,**
 - b) faculty exchanges,**
 - c) collaborative research and other professional links with foreign or sister Universities within Uganda and Eastern Africa as a whole will help the academic staff be exposed to new developments in research and curriculum and even new methodologies in their field.**

Way Forward cont...

- d) Sabbatical Leaves and other Professional leaves are encouraged for academic growth.**
- e) In – service or continued education be arranged for the Staff through Short courses, Public Lectures, Seminars, News Letters and Educational Journals.**
- University Teachers should be able to carry out research and involve their students in the research such that by actively participating in the research process (as either participants or co-investigators); undergraduate students may come to have a better appreciation of a scholarly inquiry.**

Way Forward cont...

- Twining arrangements between a department in one University and the same department in another University is especially attractive device for staff development. Association of Universities through the Vice Chancellors Forums is used to develop the capacities of the teaching staff.

Way Forward cont...

- Establishment of programmes - and, and in some cases, centres – of excellence for Postgraduate education and research to concentrate staff and resources into critical mass. Such programmes and centres will provide able Ugandan Students with the attractive incentive for University researchers to pursue their work.

Way Forward cont...

- **In Uganda at the moment in the Higher Education, teaching position is divided into various levels according to the amount of responsibility (head of department, head of faculty, etc) and academic levels (Teaching Assistant, Lecturer, Senior Lecturer, Associate Professor and Professor), i.e. using the “differentiated staffing system” for pay rise. However it would be advisable to make University teachers receive pay rise using the “merit pay system” where the teachers’ pay rise is based on how well teachers teach rather than on their experience and additional training.**

- **I THANK YOU FOR LISTENING.**

REFERENCES

- Biggs J. “Assessing For Quality Learning”. From Abstracts of Highlights of a Plenary Session at AAAE, s Assessment Conference, (1999).
- Carol A. L, “The Influence of Time – Limitations, Faculty, and Peer Relationships on Adult Student Learning: A Causal Model”. In The Journal of Higher Education, Vol.74, No. 6 (November/December2003), Ohio University.
- Edmundo T. “Improving the Quality of Teaching and Learning: The Case of UNAN-Leon”. A Paper presented at UNISTAFF Workshop, Institute for Socio-cultural Studies, University of Kassel, Witzenhausen, Germany, 2005.

References cont...

- European Union, “European Network for Quality Assurance”. In: [www.bologna-bergen](http://www.bologna-bergen.durblin.com), Durblin, 2005.
- Fender and Wang “Educational Policy in a constrained Economy with Skill Heterogeneity” In International Economic Review Volume 44. No. 3, August 2003, University of Birmingham, U.k; Vanderbilt University and NBER, USA.
- Gross, David B. “Delivering a Lecture”. In: Tools for Teaching, Jossey – Bass, San Francisco, 1993, Pages 111-118.

References cont...

- Harry S. Hertz, 2003, “2003 Education Criteria: Core Values, Concepts and Framework”. In Baldrige National Quality Program. National Institute of Standards and Technology, U.S.A, (2003).
- Julia, C. H, “ Improving the Quality of Teaching and Learning in higher Education Through the Development of a Framework for Supporting the Scholarship of Teaching and Learning in Canada”. Canada, 2005.
- Mathias W. “Quality in Teaching and Learning”. From, Zull J. The Art of Changing the Brain. (Introduction, the Sweet Edge, 1-29), Stylus Publishing, Sterling Virginia. (2002).

References cont...

- Rowena et al “Impact of an “In – service Course for Primary Teachers” In a Paper Presented at Annual Conference of the Australian Association for Research in Education; December 2002, Brisbane, Australia.
- Senge P. “The Academy as a Learning Community. Contradiction in Terms or Realisable Future”. In: Lucas, Ann F. and Associates, Leading Academic Change. San Francisco, Jossey-Bass, (2000). Pp 275-300.

References cont...

- Thomas A. “Transforming Departments into Productive Communities”. In: Lucas F. A. et al, Leading Academic Change. Essential roles for Department Chairs. San Francisco, Jossey- Bass, (2000).
- UNESCO “World Declaration for Priority Action” UNESCO, Paris, France 1998
- World Bank Group (2005 “Education at a glance”. In News and Broadcast. <http://web.worldbank.org>. Washington Post, 1st May 2002.
- World Bank, Education In Sub- Saharan Africa. African Policies for Adjustment, Revitalization and Examination. World Bank Policy Study. The World Bank, Washington DC, (1988).