

Developing a Strategy for Providing Pedagogical Training for Staff with no Training in Education at Moi University, Kenya

PETER L. BARASA

Abstract

This chapter is an analytical reflection and description of the development of a Certificate for University Teaching for lecturers of Moi University, Kenya who have no training in teaching. This was the product of my experience on the DIES course for Deans from Africa 2013/2014. The training we received in various aspects of management of higher education institutions as Deans covered a range of specific competencies; it took us to Germany, Kenya and Ethiopia. Over the period of training we were expected to formulate a project that would concretise our experiences on the DAAD sponsored course. My project crystallised from my own experience as a teacher and the realisation that our clients, students deserve better and more efficient delivery of knowledge from their lecturers. Literature sources pointed to the challenge for lecturers in delivering course content; the simple but important fact that not everyone at that level had the competencies required to teach. This chapter, therefore, outlines the process and challenges of planning and developing the programme. It also provides the Certificate programme as an appendix. Underlying these are the personal lessons for me on the DIES project.

1 Introduction and Background

I applied for DIES course expressly seeking the opportunity to enable me to get insights and skills about managing an institution as a Dean and possibly getting some understanding as to how to deal with the varying challenges in my school. My biggest challenge at that time was the need to have competencies in financial

strategies, to meet the needs of a growing school. Little did I perceive my needs in line with the whole institution's needs.

In addition, as a new Dean, I believed I needed the course because, besides the one week orientation by the University upon becoming a Dean, I and my colleagues had to learn the ropes from our day to day experiences as managers at this level. Therefore I felt the course would provide good entry and leverage in understanding important management aspects that drive an institution; financial, strategic, management, quality assurance and leadership which in my opinion would definitely broaden my take on and versatility in situations requiring capacities to operate as Dean. This in effect would in future place me in a stronger position to take on more demanding managerial roles in my career for example as a principal, deputy vice-chancellor etc.

It is not surprising that initially my PAP was titled 'Developing a funding strategy for infrastructural and capacity development in the provision of quality teacher education'. A project that in my opinion I thought would enhance both faculty growth and the development of physical facilities in the face of dwindling resources. I therefore targeted the training as an opportunity to hone skills in strategizing for funding needed to realize the provision of quality programmes; teacher education being the nerve centre for a national system of education.

After a week of lectures in Osnabrück my orientation on issues of institutional management took a broader view and I began to place my school at the centre of the entire university. My fundamental concern now shifted to a project that would not be personal to me but that which would become an endeavour by the entire School of Education. This gave birth to the project with the acronym CUT; Certificate of University Teaching. The main purpose was to develop a Strategy for Providing Pedagogical Training for Staff with no Training in Education at Moi University. There is a need at this stage to introduce Moi University and the School of Education to the reader of this chapter.

2 Moi University

The University was established in 1984 with the mission to be recognized nationally and internationally as the University of Choice in nurturing innovation and talent in science, technology and development. Its vision is to preserve, create and disseminate knowledge and conserve and develop cultural heritage through quality

and relevant teaching and research, to create a conducive working and learning environment and work with government and private sector for the betterment of society.

The University has sixteen (16) Schools namely:

Aerospace Sciences; Arts and Social Sciences; Biological and Physical Sciences; Business and Economics; Dentistry; Education; Engineering; Law; Human Resource Development; Information Science; Medicine; Nursing, Public Health; Tourism, Hospitality and Events Management; Environmental Studies. Of these schools only three (Education, Arts and Social sciences and Human Resource Development) have lecturers who may have either been fully educated as teachers while some may have some form of training or skills in teaching.

The School of Education at Moi University was started in 1987 with Bachelor of Education (Arts) and has grown to offer various postgraduate programmes. The mission of the School of Education is to produce practical, well informed, efficient and self-reliant teachers, who are capable of functioning in and contributing effectively to development efforts in the rural/urban situations where the schools are located.

Given this context, I envisioned a situation where the school would best serve the university by preparing a programme that would help the lecturers become better equipped in delivering their lectures.

The Problem

It is the practice the world over, in institutions of higher learning to assume that, once an academic holds a Master's degree or PhD in their discipline, they can share their knowledge and teach students with efficacy. Indeed most of the lecturers and professors do not possess a teaching qualification in addition to the qualification they hold in their discipline, nor have they been offered any opportunities to develop as teachers while studying towards their advanced degree. The implication of this is that lecturers work from the premise that teaching is a natural activity that any person can carry out without the need to imbibe certain principles, practices and skills. However, once lecturers start teaching, many realize the challenge of teaching and soon feel like having been thrown into the deep end at the start of their teaching careers (Bradshaw 2013). Further, given the complexity of the nature

of the discipline teaching, the lack of this knowledge presupposes that those who practice bad habits end up perpetuating these habits. Worth noting however is the amount of work in this field and that many higher education institutions today not just demand a teaching qualification from their employees. They also in many cases offer formal and informal academic staff development opportunities.

It was clear to me that the former situation was the one prevailing at Moi University and the provision of a Certificate of University Teaching was an idea whose time had long come and there was need to capture the opportunity provided by the DIES training to bring it to fruition.

Teacher education is a core discipline in higher education and having faculty with the understanding of the epistemology of teaching and learning in all the schools (faculties) of Moi University would help improve the quality of teaching. It became my contention that a project to enhance teaching in all faculties would build capacity of the human resource in the schools, involve members of the School of Education in teaching, and in undertaking this we would also build the university. Therefore, the problem the project sought to remedy was the lack of pedagogical skills among teaching staff with no background in education.

4 Brief Literature Review

The background provides us with the requisite platform to delve albeit briefly into what the existing literature speaks to the whole process and need to develop professors as teachers. Kugel (1993) partly quoting Perry (1970) observed the following:

“The teaching abilities of college professors, like the learning abilities of their students (Perry, 1970) seem to develop in stages. To say that something develops in stages is to say that it grows in two different ways. Sometimes it grows ‘more of the same’, as a tadpole does when it grows into a bigger tadpole. At other times, it grows into ‘something different’, as a tadpole does when it grows into a frog” (Perry 1970, p, 315).

In our considered opinion in as much as these comments were made almost five decades ago the situation has not changed in many institutions of higher learning. Professors with no training in teaching do more of the same thing and this requires redress and urgently so. In this argument lies the challenge we mentioned earlier where the assumption is made that once you possess a certain body of knowledge

you are also equipped to deliver it effectively. Second, we wish to subscribe to the notion that university professors require to do something different, to be prepared and equipped to meet the needs of today's student in higher education.

Most university lecturers begin their teaching careers as teaching assistants; these novice lecturers have been taught a lot about the subject they are about to teach, but little about how to teach it. Most of what they have learned, they have learned from watching others (Kugel 1993, 317). Oftentimes at this stage the new lecturer will be concerned with adopting survival techniques.

Some of the requisite knowledge that lecturers who have no training need to have is:

- designing courses,
- writing syllabi,
- planning for instruction
- class management
- developing good assignments and examinations
- grading and,
- managing discussions

In mitigating the challenges above many lecturers may and do adopt varied presentation styles to pass over the material. Some emerge from these as popular teachers at the university they are working. Even so, one is bound to ask how much learning is truly taking place when these professors go to class. In the main we must remain aware of the fact that there is far more to good university teaching than just being able to project your voice, prepare a good PowerPoint presentation or keep your students interested. The lecturer should foremost be able to challenge his own deeply held views about the students in his class. Today it has become very necessary for classrooms and places of learning to interrogate seriously how issues of identity, belonging, privilege, diversity, racism and sexism can be addressed explicitly in the society beginning with the classroom. Further he must interrogate his own teaching style and efficacy.

5 The Project Action Plan to Provide Pedagogical Skills at Moi University

The views expressed above highlight the need to ask the question: Who is best placed to shape university teachers who are more than just technically proficient? In the Western world this has been going on and it is mostly done by academic

developers in teaching and learning centres in most universities. These centres are well equipped and they embrace the concept of integrating technology in supporting the instruction process. In our case, we believed that the School of Education at Moi University would achieve this onus task. This meant that the School of Education would take up the task of helping lecturers from other schools engage deeply with questions of teaching, curriculum design and transformation. These elements are enshrined in the certificate of university teaching that was developed as the PAP.

5.1 General objective of the PAP

To set up a project to provide skills in pedagogy for lecturers without an education background in the schools of Moi University

5.2 Background to the PAP

The presentation from faculty and speakers during the DIES programme in Osnabrück and Berlin from June 28th–July 10th 2013 guided my thinking that as Dean of the School of Education I have an obligation to make the matter of pedagogy a core activity of Moi University. The question that arose in my assessment was what should be the role and relation of the School of Education to Moi University? I became determined to help the university in its plan to improve the delivery of content. This project took cognizance of the three facets of capacity development. These are: human resource development, institutional development and organisational development. As offshoot of this project it was expected that the faculty in the School of Education, the School of Education and Moi University would grow. The project assessment plan set up the opportunity to hone skills in strategizing for capacity needed to realize the provision of quality programmes; teacher education being the nerve centre for a national system of education. This course, expressly, was an opportunity to enable the faculty get insight into and skills about managing a classroom and possibly getting some understanding as to how to deal with the varying challenges in the teaching space. Their biggest challenge was the need to have competencies in teaching strategies, to meet the needs of a more demanding clientele. This course provides good entry and leverage in understanding important classroom management aspects that drive learning;

- basic teacher professional knowledge,
- planning for instruction,
- classroom management,
- integration of e-learning and,
- quality assurance in teaching

5.3 Method

The project had four milestones that formed the action matrix; the point of departure was putting in place a School of Education committee. Its initial task was to help with the development and adoption of the curriculum and materials for providing pedagogical training to lecturers without an education background. The committee was introduced to the process of putting in place the school committee and these were:

1. Discuss and come up with a working plan of action
2. Determine the nature and type of content and materials to include and use in the training.
 - In doing the above the deliverables would be:
 - Raise awareness among the Schools of Moi University with the need to acquire pedagogical skills
 - Meet with faculty Heads of Department (HODs) to discuss how to set up a committee to develop a plan of action on behalf of the School of Education.
 - Present the plan of action for training lecturers with no background in education to HODs for their perusal, input and subsequent adoption.
 - Organize a school board to introduce and discuss the proposed training programme for and request for its adoption

This process begun on 25/7/2013 with a meeting with Deans; a project committee of the School was in place by 13/8/2013 and the first draft of the CUT programme was achieved by 02/9/2013; the committee organized a School board meeting to adopt the programme on 16/9/2013.

In the second stage of the process the committee set out to:

- Finalize the training programme and the strategies to involve the clientele (other faculties)
- Select members of the School of Education who will prepare modules and teach in this programme
- Examine the choice of the blended method of teaching and agree on the time lines for each module
- Organizing a meeting with the committee and the teaching group to agree on main teaching activities, evaluation indicators, cost, time frame and allocation of duties for implementation

To this effect the programme was reported to the deans of the other 16 schools of the university on 01/10/2013. On the other hand the project committee made up

of HODs and faculty of the School of Education put in place the teaching group on 16/10/2013.

The third milestone aimed to ascertain that a ready training programme with a break-down of the training course content, the modules, the teaching activities, evaluation indicators, the time for implementation and distribution of duties has agreed upon by the stakeholders. Among the realistic tasks handled at this point were:

- Evaluating the progress and preparation of the programme structure, materials; modules with the Institute of Open and Distance Learning (IODL)
- Preparing key administrative issues related to the training: selection of participants, training methodology, cost of training and certification.
- Identify key indicators of successful training of lecturers and measures of evaluating the process.
- Organize a feedback meeting with the HODs and the school board, and have the final plan adopted and be ready to launch.

The achievements were: the committee planning the course programme met to prepare the draft on 29/11/2013 and 06/12/2013 and the HODs and the committee planning the programme discussed the administrative issues and identified key indicators of quality assurance on 09/12/2013.

The fourth milestone was the most challenging and it was aimed to seek approval and launch of the training programme. Some of the realistic proposed tasks included:

- Approval of the plan by University Top management and final approval by the Deans Committee
- Present a plan to the Senate Secretariat to table for discussion and approval
- Table the plan during the Senate Meeting for approval
- Production and launch of the training programme at Moi University Hospice teaching venue was scheduled for 27/01/2014

6 The Programme: Certificate of University Teaching (CUT)

The Certificate of University Teaching offers spaces for professors to have serious intellectual conversations at Moi University. Some of these are about the nitty-gritty of teaching. Other debates deal with the broader context referred to earlier. The course participants were expected to consider, for instance, how institutions,

teachers, curricula and teaching need to change to contribute to enabling all students to access the knowledge in class (Bradshaw, 2013). This made it worthwhile to consider preparing a programme through which we as a School of Education would provide necessary support in the lecturers need to fulfil their core business evidenced above.

6.1 Preamble to CUT

This graduate certificate course is borne out of the realization that while most university lecturers and professors are acclaimed specialists in their content areas, they are rarely adequately equipped with teaching skills. This course is therefore designed to develop in such individuals the knowledge, skills, attitudes and dispositions that will enhance their effectiveness as university teachers. The programme therefore is tailored to meet the needs of university lecturers and instructors who have no professional background in education or who have not undergone formal training in teaching.

6.2 General Course Objectives

By the end of the course, each individual participant should be able to:

- Articulate a personal philosophy of teaching
- Design an entire course completely (with the course description, course objectives, course content, course structure, instructional procedures, course assessment and grading, and references) and upload it on an e-learning platform
- Apply the most appropriate teaching methods to suit varying teaching/ learning contexts in their specific content specialization
- Create effective learning environments for their learners

6.3 Programme Structure

This programme will be offered over a period of two terms (of 2 months each). Each term will consist of four courses, making a total of eight courses for the entire programme. Each course will have three contact hours per week. The courses will typically be taught using blended learning (e-learning and face to face contact), one hour by face to face and two hours by e-learning. The detailed course structure is shown below:

	CODE	1 st TERM	UNITS		CODE	2 nd TERM	UNITS
1	CUT 001	Philosophy of University education (C)	3	1	CUT 005	Teaching approaches and methods (C)	3
2	CUT 002	Curriculum development and course design in higher education (C)	3	2	CUT 006	Classroom management strategies (C)	3
3	CUT 003	Psychology of adult learning (C)	3	3	CUT 007	Media and technology in the university classroom (C)	3
4	CUT 004	Ethics in the university classroom (C)	3	4	CUT 008	Assessment and evaluation of teaching and learning (C)	3
		Total Units	12			Total Units	12
Note: (C) indicates Core Common Education.							

Table 1: CUT COURSES

Below we make a brief reference to each course in the CUT programme and its purpose:

CUT 001 Philosophy of University Education; whose purpose was to introduce the student lecturer/instructor to the general models, principles and philosophy that guide development and process of university education.

CUT 002 Curriculum Development and Course Design in Higher Education; whose purpose was to introduce the student lecturer/instructor to the general theories, models, principles and philosophy that guides the curriculum development process in higher education.

CUT 003 Psychology of Adult Learning; whose purpose was to introduce the student lecturer/instructor to the principles, theories, nature and forms of learning with a focus on the adult learner.

CUT 004 Authority and Ethics in the University Classroom; whose purpose was to introduce the student lecturer/instructor to aspects of authority, integrity and rights of the lecturer and student in the university classroom.

CUT 005 Teaching Approaches and Methods; whose purpose was to introduce the student lecturer/instructor to the various approaches and methods of teaching.

CUT 006 Classroom Management Strategies; whose purpose was to introduce the student lecturer/instructor to the principles and techniques of classroom management strategies.

CUT 007 Media and Technology in the University Classroom; whose purpose was to introduce the student lecturer/instructor to the concept of technology in education, and the development and utilization of various types of resource materials during the instructional process.

CUT 008 Assessment and Evaluation of Teaching and Learning; whose purpose was to introduce the student lecturer/instructor the concept and process of assessment and evaluation of university students.

7 Emerging Issues in the Process of Planning and Development of the PAP

There were several challenges in the process of developing and institutionalising the PAP. We learnt and realised first and foremost that a lot of the issues and processes are negotiated at informal level before formalisation especially in the initial stages. Second, given that we had our usual teaching and administrative load to carry there was the challenge of getting time to handle the project and mainstreaming the project within the main activities of the institution. Further, there was also the task of documentation of the processes; the challenge of getting minutes, photos and other documents. The most engaging challenge lay with distinguishing the process as a PAP from school activities and yet still engage the entire school to own the entire process. Further, at the various stages of formulation the two major issues that kept surfacing were what would be the mode of learning and who was going to pay for the training by the lecturers. Both issues came up in the Deans Committee; while the first issue was the one that was spoken about in Senate. The consensus with regard to payment seemed to favour the view that individual professors/lecturers pay for their training because the course was beneficial to self. In reference to the mode of instruction, consultation with the IODL helped reach an agreement that a 'blended approach' would suit the faculty best because it would not largely interfere with their teaching duties. Therefore, the learners would have an introductory face to face period of learning and sixty percent of

the process would be on the Moi University System of Managing Instruction (MUSOMI), platform. The following courses would have a huge element of face to face instruction CUT 001, CUT 006 and CUT 007.

8 Conclusion and Theoretical Possibilities

The theory that then would seem to underpin this whole process and directly patched onto the process of professors learning to teach was Bandura's (1997) social cognitive theory that suggests that what we do (e.g. how we teach) influences and is influenced by personal factors (such as self-efficacy) and environmental factors (the learning context). In particular, CUT would enhance and lead to lecturers' professional learning which in turn would enhance efficacy beliefs through the three aspects: principles, practices and skills in teaching. These would underpin mastery experience, verbal persuasion, vicarious experience and affective states (Bandura 1997). The university professors who are already teaching and graduating students must believe that they are being offered a course that will provide satisfaction. In addition they will seek to confirm that the new course will in many ways make the institution provide the type of context needed to affect the task of teaching. This made the purpose of CUT a viable academic and management venture as well as a worthwhile task for a PAP.

The programme CUT became the property of the School of Education in the Department of Educational Foundations. It ceased to be a PAP and the implementation process was not in the hands of the DIES alumni. It was an institution's programme and other players especially under the docket of the Deputy Vice Chancellor (Academic, Research and Extension) had to be involved in its implementation. What are the implications of this project? The need for a Certificate for University Teaching fits in with the objective in many higher education institutions which are trying to handle how best to professionalise academic staff. Each country brings a particular set of challenges or circumstances in its own higher education landscape to the fore and the debate then is appropriated by different institutions. A relevant example is in South Africa. The Rhodes University's Centre for Higher Education Research, Teaching and Learning offers a postgraduate diploma in higher education.

From a teaching and learning perspective, CUT embodies what is required to prepare professors to deliver knowledge in the most effective manner. "It can also be looked at as the basis for a scientific theory that describes how professors do

develop and makes predictions about how professors will develop. Used as such a theory, it can be true or false” (Kugel 1993, p. 13). The certificate course provides for professors an avenue to manage the process of teaching from a more predictable manner and negates the view many hold that professors develop in stages. Kugel (1993) observes that “once professors have developed some level of competence in dealing with the relationships between the three main elements of the classroom (self, subject and student), their need to deal with any one of them loses some of its urgency. Professors are now freer to choose the aspect of their teaching they wish to focus on” (1993, p. 12).

This brings to mind the difficulty that may arise in bringing on board every professor of Moi University to do this course. It will also remain a challenge because some experienced professors and those soon to retire may find it difficult to perceive the need to acquire new knowledge. The whole concept of professional development always has to be contextualised because adults learn for different motives. But these challenges have yet to emerge and CUT is in the process of being implemented. We remain guided by the fact that “over a number of years professional development projects in different parts of the world have found strong evidence of substantial improvements in student achievement. These projects have a number of things in common, many of which come from some fundamental shifts in thinking about professional development, leadership and classroom practice” (www.mheducation.co.uk/openup/chapters/9780335244041.pdf p. 3). The PAP and the CUT programme in appendices I and II provide a broader view and context of the issues discussed in this chapter.

References

- Bandura, A. (1997):** Self-efficacy: the exercise of control. New York: W. H. Freeman and Company.
- Beauchamp, L, Klassen, R, Parsons, J, Durksen, T, & Taylor, L. (2014):** Exploring the Development of Teacher Efficacy through Professional Learning Experiences. Edmonton: Alberta Teachers’ Association.
- Boice, R. (1991):** New faculty as teachers, Higher Education. 62, pp. 150–173.
- Bradshaw J. (2013):** How to turn lecturers into good university teachers. The Globe and Mail Published Wednesday, Sep. 04, 2013 9:45PM EDT
- Candy, P.C. (1990):** The transition from learner control to autodidaxy: more than meets the eye, in Long, H.B and associates Advances in Research and Practice in Self-directed Learning (Norman, Oklahoma University of Oklahoma Press).

- Christensen, C.R. Garvin, D.A. & Sweet, A. (1991):** Education for judgment: the art of discussion leadership Cambridge: Harvard Business School Press.
- Cross, P.K. & Angelo, T.A. (1988):** Classroom Assessment Techniques: a handbook for faculty (Ann Arbor, MI, NCRIPAL).
- Fox, D. (1983):** Personal theories of teaching, *Studies in Higher Education*, 8, pp. 151–163.
- Joseph Katz, Mildred Henry Review by: John T. E. Richardson (1990):** Turning Professors into Teachers: A New Approach to Faculty Development and Student Learning. *The Journal of Higher Education* Vol. 61, No. 2 (Mar. – Apr., 1990), pp. 220–225. Ohio State University Press.

Appendix II

**MOI UNIVERSITY
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
CURRICULUM
FOR THE PROPOSED
CERTIFICATE IN UNIVERSITY TEACHING (CUT)
JUNE, 2014**

PREAMBLE

This graduate certificate course is borne out of the realization that while most university lecturers and professors are acclaimed specialists in their content areas, they are rarely adequately equipped with teaching skills. This course is therefore designed to develop in such individuals the knowledge, skills, attitudes and dispositions that will enhance their effectiveness as university teachers. The programme therefore is tailored to meet the needs of university lecturers and instructors who have no professional background in education or who have not undergone formal training in teaching.

GENERAL COURSE OBJECTIVES

By the end of this course, each individual participant should be able to:

1. Articulate a personal philosophy of teaching
2. Design an entire course complete (with the course description, course objectives, course content, course structure, instructional procedures, course assessment and grading, and references) and upload it on an e-learning platform
3. Apply the most appropriate teaching methods to suit varying teaching/learning contexts in their specific content specialization
4. Create effective learning environments for their learners

PROGRAMME STRUCTURE

This programme will be offered over a period of **TWO (2) terms (of 2 months each)**. Each term will consist of **FOUR courses**, making a total of **EIGHT courses** for the entire programme. Each course will have **THREE (3) contact hours per week**. The courses will typically be taught using blended learning (e-learning and face to face contact), **ONE** hour by face to face and **TWO** hour by e-learning. The detailed course structure is shown below:

Term 1

Course title	Units
CUT 001 Philosophy of university education	3
CUT 002 Curriculum development and course design in higher education	3
CUT 003 Psychology of adult learning	3
CUT 004 Ethics in the university classroom	3
TOTAL	12

Term 2

Course title	Units
CUT 005 Teaching approaches and methods	3
CUT 006 Classroom management strategies	3
CUT 007 Media and technology in the university classroom	3
CUT 008 Assessment and evaluation of teaching and learning	3
TOTAL	12

COURSE DESCRIPTIONS

CUT 001 Philosophy of University Education

Credit Hours 3

Purpose of the Course

To introduce the student lecturer/instructor to the general models, principles and philosophy that guide development and process of University Education

Objectives of the Course

The objectives of this course are to:

- Explicate on the notion of classical conceptions of university education based on modern and post-modern perspectives
- Expound on the philosophy of university education in Kenya
- Demonstrate the value of a university course
- Exemplify the on the vision, mission, and core values of a university with particular reference to Moi university
- Examine the philosophy that guides the practice of university teaching
- Evaluate personal statements of philosophy

Expected Learning Outcomes of the Course

At the end of the course, the student lecturer/instructor should be able to:

- Define and describe the notion of classical conceptions of university education based on modern and post-modern perspectives
- Identify and explain the philosophy of university education in Kenya
- Outline and explain the various values of a university course
- Define and explain the vision, mission, and core values of a university with particular reference to Moi university
- Identify, define and describe the philosophy that guides the practice of university teaching
- Describe statements of philosophy that shape personal orientations to teaching

Course Content

Classical conceptions of university education, modern and postmodern perspectives on university education; the philosophy of university education in Kenya; the value of a university course; the vision, mission, and core values of a university (Moi university); the philosophy of university teaching; personal statements of philosophy

Learning and Teaching Methods

Lecture method, explanation method, group discussions and tutorials.

Course Assessment

Type	Weighting (%)
Continuous Assessment Test in form a term paper	100%
Total	100%

Instructional Materials and Equipment

Whiteboard, LCD projector, computers, text books

Course Texts/References

Trigwell, K. and Prosser, M. (2005): Editorial. Higher education, 49, 201–203.

UNESCO (2005): Ensuring Access to Education for All. Paris: UNESCO.

McGregor, D. (2007): Developing Thinking; Developing Learning: a guide to thinking skills in education. Maidenhead: Open University Press.

CUT 002 Curriculum development and Course design in higher education

Purpose of the Course

To introduce the student lecturer/instructor to the general theories, models, principles and philosophy that guides the curriculum development process in Higher Education.

Objectives of the Course

The objectives of this course are to:

- Examine the concept of curriculum and course design in higher education
- Explicate the dimensions, determinants, types and components of curriculum
- Assess the various principles and models of course design
- Exemplify the concept of curriculum design from disciplinary perspectives
- Evaluate theories of curriculum design
- Spell out the curriculum implementation process and alignment procedures
- Expound on the concept of and the components of a course outline
- Evaluate the criteria for selecting and revising course content

Expected Learning Outcomes of the Course

At the end of the course, the student lecturer/instructor should be able to:

- Define and describe the concepts of curriculum and course design in higher education
- Outline and explain the dimensions, determinants, types and components of curriculum
- Describe and illustrate the various principles and models of course design
- Critically analyse the concept of curriculum design from disciplinary perspectives
- Critically examine theories of curriculum design
- Spell out the curriculum implementation process and alignment procedures
- Identify and discuss the concept of and the components of a course outline
- Outline and give details of the criteria for selecting and revising course content

Course Content

Conceptualizing curriculum; the dimensions and types of curriculum; determinants of curriculum; components of curriculum (curriculum context, intended outcomes, content and learning experiences, evaluation); curriculum design; theories of curriculum design; curriculum implementation; curriculum alignment.

Conceptualizing a course; principles of course design; models of course design; the course outline; components of a course outline; criteria for selecting course content; Course revision

Learning and Teaching Methods

Lecture method, explanation method, group discussions and tutorials.

Course Assessment

Type	Weighting (%)
Continuous Assessment Test in form a term paper	100%
Total	100%

Instructional Materials and Equipment

Whiteboard, LCD projector, computers, text books

Course Texts/References

- Grunert, J. (2000):** The course syllabus: A learning-centered approach. Bolton, MA: Anchor Publishing.
- Altman, H. and William, E. C. (1992):** "Writing a Syllabus," IDEA Paper No. 27 (Sept)
- Grunert, Judith (1997):** "Focus on Learning: Composing a Learning-Centered Syllabus," Part 1 In The Course Syllabus: A Learning-Centered Approach. Bolton, MA: Anker. Reproduced in: Tomorrow's Professor The Function of the Course Syllabus
- Nilson, L. B. (2007):** The Graphic Syllabus and the Outcomes Map: Communicating Your Course Syllabus. San Francisco, CA: Jossey-Bass
- O'Brien, J. G, Barbara J. M, and Margaret W. C. (2008):** The Course Syllabus: A Learning-Centered Approach 2nd ed. San Francisco: Jossey-Bass.
- Singham, M. (2007):** "Death to the Syllabus," Liberal Education 93(4), Fall.
- Davis, B. G. (1993):** "Designing or revising a course". In Tools for teaching (pp. 3–20). San Francisco, CA: Jossey-Bass.
- O'Brien, J. G., Millis, B. J., & Cohen, M. G. (2008):** The course syllabus: A learning-centered approach. San Francisco, CA: Jossey-Bass.
- Prégent, R. (2000):** Charting your course: How to prepare to teach more effectively. Madison, WI: Atwood Publishing.
- Stenhouse, L. (1975):** An Introduction to Curriculum Research and Development. London: Heineman.
- Svinicki, M. D., & McKeachie, W. J. (2011):** Countdown for course preparation. In McKeachie's teaching tips: Strategies, research, and theory for college and university teachers (pp. 10–20). Belmont, CA: Wadsworth.
- Wehlburg, C. M. (2006):** Meaningful course revision: Enhancing academic engagement using student learning data. Bolton, MA: Anker Publishing Company, Inc.
- Tomlinson, C. A. and Eidson, C. C. (2003):** Differentiation in Practice: a resource guide for differentiating curriculum. Alexandria: ASCD.
- Kelly, A. V. (2004):** The Curriculum: theory and practice (5 ed.). London: SAGE.

CUT 003 Psychology of Adult Learning

Credit Hours 3

Purpose of the Course

To introduce the student lecturer/instructor to the principles, theories, nature and forms of learning with a focus on the adult learner

Objectives of the Course

The objectives of this course are to:

- Exemplify the distinction between pedagogy and andragogy
- Evaluate the theories of adult learning
- Explicate the principles of adult teaching and learning
- Expound on the relevance and practicality of learning
- Examine the concept of learning as self-directed learning, utility, interactivity, problem solving
- Spell out aspects of teacher humility during the instructional the process
- Explore the areas of focus in evaluation

Expected Learning Outcomes of the Course

At the end of the course, the student lecturer/instructor should be able to:

- Define, describe and distinguish between pedagogy and andragogy
- Outline and explain the theories of adult learning
- Outline and explain the principles of adult teaching and learning
- Describe the relevance and practicality of learning
- Explain the concept of learning as self-directed learning, utility, interactivity, problem solving
- Define and identify aspects of teacher humility during the instructional the process
- Define and explain the areas of focus in evaluation

Course Content

The distinction between pedagogy and andragogy; theories of adult learning; assumptions of andragogy (self-concept, experience, readiness to learn, orientation to learning, motivation); principles of adult teaching and learning: relevance and practicality of learning; self-directed learning; utility; interactivity; problem solving; teacher humility; evaluation

Learning and Teaching Methods

Lecture method, explanation method, group discussions and tutorials.

Course Assessment

Type	Weighting (%)
Continuous Assessment Test in form a term paper	100%
Total	100%

Instructional Materials and Equipment

Whiteboard, LCD projector, computers, text books

Course Texts/References

Dweck, C. S. (2000): Self-theories: Their role in motivation, personality, and development. Philadelphia: Taylor and Francis. 1 Mindset: the new psychology of success. New York: Random House.

CUT 004 Authority and Ethics in the University Classroom

Credit Hours 3

Purpose of the Course

To introduce the student lecturer/instructor to aspects of authority, integrity and rights of the lecturer and student in the university classroom

Objectives of the Course

The objectives of this course are to:

- Delineate the role of the lecturer as an authority in the classroom
- Explicate the various sources, types and aspects of ethics in the university classroom
- Expound on the concept of academic and scholarship integrity at the university
- Exemplify the concept intellectual property, relativity and relativism
- Evaluate the rights and obligations of the university lecturer
- Assess the rights and obligations of the university student

Expected Learning Outcomes of the Course

At the end of the course, the student lecturer/instructor should be able to:

- Define and describe the role of the lecturer as an authority in the classroom
- Outline and explain the various sources, types and aspects of ethics in the university classroom
- Define and explain the concept of academic and scholarship integrity at the university
- Describe the concept intellectual property, relativity and relativism
- Define and explain the rights and obligations of the university lecturer
- Identify and explain the rights and obligations of the university student

Course Content

The lecturer as an authority in the classroom; general ethics, professional ethics, sources of ethics and morality; academic integrity; scholarship for the common good; Intellectual property; intellectual relativity and relativism; the rights and obligations of the teacher; the rights and obligations of the student

Learning and Teaching Methods

Lecture method, explanation method, group discussions and tutorials.

Course Assessment

Type	Weighting (%)
Continuous Assessment Test in form a term paper	100%
Total	100%

Instructional Materials and Equipment

Whiteboard, LCD projector, computers, text books

Course Texts/References

(To be drawn from government of Kenya documents specifically Teachers Service Commission Charter and the internet)

CUT 005 Teaching Approaches and Methods

Credit Hours 3

Purpose of the Course

Introduce the student lecturer/instructor to the various approaches and methods of teaching

Objectives of the Course

The objectives of this course are to:

- Explicate the concept of curriculum-centred approaches to teaching
- Expound on the concept of learner-centred approaches to teaching
- Exemplify expository teaching methods
- Evaluate experiential teaching methods
- Assess collaborative methods of teaching

Expected Learning Outcomes of the Course

At the end of the course, the student lecturer/instructor should be able to:

- Define and describe the characteristics of curriculum-centred approaches to teaching
- Define and explain the characteristics of learner-centred approaches to teaching
- Outline and explain expository teaching methods
- Define and explain experiential teaching methods
- Define and identify collaborative methods of teaching

Course Content

Curriculum-centred approach; learner-centred approach; expository teaching methods: lecture, demonstration, deductive, question and answer, guided discussion; experiential teaching methods: inductive, discovery, problem solving, project, laboratory, field/work experience; collaborative methods

Learning and Teaching Methods

Lecture method, explanation method, group discussions and tutorials.

Course Assessment

Type	Weighting (%)
Continuous Assessment Test in form a term paper	100%
Total	100%

Instructional Materials and Equipment

Whiteboard, LCD projector, computers, text books

Course Texts/References

- Ryan, K. and Cooper, J. M. (2004):** *Those Who Can, Teach* (10th ed.). Boston: Houghton Mifflin.
- Shulman, L. (1987):** *Knowledge and teaching: foundations of the new reform.* Harvard Educational Review, 57, 1, 1–22.
- Bloom, B., Engelhart, M. D., Furst, E. J., Hill, W. H. and Krathwohl, D. R. (1956):** *Taxonomy of Educational Objectives: Book 1 Cognitive Domain* (B. Bloom ed.). New York: David McKay Company.

CUT 006 Classroom Management Strategies

Credit Hours 3

Purpose of the Course

Introduce the student lecturer/instructor to the principles and techniques of classroom management strategies

Objectives of the Course

The objectives of this course are to:

- Examine the concept of time management based on classroom on-tasks and off-tasks
- Expound on the concept of classroom diversity
- Assess modes of handling of student diversity in class
- Explicate the different notions regarding conflict avoidance and resolution in the classroom
- Evaluate the various techniques for classroom discipline

Expected Learning Outcomes of the Course

At the end of the course, the student lecturer/instructor should be able to:

- Define and describe the concept of time management based on classroom on-tasks and off-tasks
- Describe the concept of classroom diversity
- Identify and explain the different modes of handling of student diversity in class
- Define and explain the different notions regarding conflict avoidance and resolution in the classroom
- Outline and explain the various techniques for classroom discipline

Course Content

Time on task; time off task; acknowledging and appreciating diversity in the classroom; conflict avoidance and conflict resolution; techniques for classroom discipline: focusing, direct instruction, monitoring, modelling, non-verbal cuing, environmental control, low profile intervention, assertive discipline, and humanistic I-messages

Learning and Teaching Methods

Lecture method, explanation method, group discussions and tutorials.

Course Assessment

Type	Weighting (%)
Continuous Assessment Test in form a term paper	100%
Total	100%

Instructional Materials and Equipment

Whiteboard, LCD projector, computers, text books

Course Texts/References

- Huba, M. E. & Freed, J. (2000): Learner-centered assessment on college campuses: Shifting the focus from teaching to learning. Needham Heights, MA: Allyn & Bacon.
- McCombs, B. L., & Whisler, J. S. (1997): The learner-centered classroom and school: Strategies for increasing student motivation and achievement. San Francisco: Jossey-Bass.
- O'Banion, T. (1997): A learning college for the 21st Century. Phoenix: ACE/Oryx Press.
- Weimer, M. G. (2002): Learner-centered teaching: Five key changes to practice. San Francisco: Jossey-Bass.

CUT 007 Media and Technology in the University Classroom

Credit Hours 3

Purpose of the Course

Introduce the student lecturer/instructor to the concept of technology in education, and the development and utilization of various types of resource materials during the instructional process

Objectives of the Course

The objectives of this course are to:

- Assess the importance of technology and possible sources of learning resources in the classroom
- Exemplify the concept of teaching through technology
- Explicate on effective utilization of various types resources and technology for teaching
- Evaluate the process of leveraging on students' technological prowess
- Evaluate the improvisation and spontaneity of learning resource materials
- Demonstrate the use of the library and the internet as learning resources

Expected Learning Outcomes of the Course

At the end of the course, the student lecturer/instructor should be able to:

- Identify and describe the importance of technology and possible sources of learning resources in the classroom
- Critically analyse the concept of teaching through technology
- Examine the effective utilization of various types resources and technology for teaching
- Describe the process of leveraging on students' technological prowess
- Explain the improvisation and spontaneity of learning resource materials
- Display an understanding of the use of the library and the internet as learning resources

Course Content

Conceptualizing learning resources; types and sources of learning resources; resource persons; effective utilization of learning resources; improvisation and spontaneity; the library and the internet as a resource. Technology in the classroom; teaching about technology; teaching through technology; leveraging on students' technological prowess; types of technology for the classroom: developing an e-course, preparing and uploading course content on e-portal

Learning and Teaching Methods

Lecture method, explanation method, group discussions and tutorials.

Course Assessment

Type	Weighting (%)
Assessment	
Upload a course on the e-learning portal	100%
Total	100%

Instructional Materials and Equipment

Whiteboard, LCD projector, computers, text books

Course Texts/References

CUT 008 Assessment and Evaluation of Teaching and Learning

Credit Hours 3

Purpose of the Course

Introduce the student lecturer/instructor the concept and process of assessment and evaluation of university students

Objectives of the Course

The objectives of this course are to:

- Examine and distinguish the concepts assessment and evaluation
- Explicate the characteristics of the various types of evaluation
- Assess the various models of evaluation
- Expound on the concept student assessment based on the student portfolio
- Exemplify the concept of evaluation of teaching by the students
- Appraise the process and components of formative evaluation of learning
- Explore the process and components of summative evaluation of learning

Expected Learning Outcomes of the Course

At the end of the course, the student lecturer/instructor should be able to:

- Define and distinguish between the concepts assessment and evaluation
- Identify and describe the characteristics of the various types of evaluation
- Outline and explain the various models of evaluation
- Define and explain the concept student assessment based on the student portfolio
- Explain the concept of evaluation of teaching by the students
- Describe the process and components of formative evaluation of learning
- Describe the process and components of summative evaluation of learning

Course Content

Definitions of assessment and evaluation; types of evaluation; models of evaluation; assessing a student – the student portfolio; evaluation of teaching – teacher and course evaluation by students; evaluation of learning – continuous assessment

tests; writing assignments; projects; summative examinations; marking and grading

Learning and Teaching Methods

Lecture method, explanation method, group discussions and tutorials.

Course Assessment

Type	Weighting (%)
Continuous Assessment Test in form a term paper	100%
Total	100%

Instructional Materials and Equipment

Whiteboard, LCD projector, computers, text books

Course Texts/References

- Cross, K. P. and Angelo, T. A, Eds. (1988):** Classroom Assessment Techniques: A Handbook for Faculty (MI: National Center for Research to Improve Post-Secondary Teaching and Learning)
- DeZure, Deborah (1999):** "Evaluating teaching through peer classroom observation," in Peter Seldin and Associates: Changing Practices in Evaluating Teaching: A Practical Guide to Improved Faculty Performance and Promotion/Tenure Decisions (MA: Anker Press). The Teaching Professor, Vol. 8, No. 4, 3–4
- Theall, Michael and Franklin, Jennifer, Eds. (1990):** Student Ratings of Instruction: Issues for Improving Practice, New Directions in Teaching and Learning, No. 43 (CA: Jossey-Bass Inc.).
- Angelo, T and Cross, K.P. (1993):** Classroom assessment techniques a handbook for college teachers. Jossey-Bass A Wiley Imprint, San Francisco, CA. Pp 427.
- Abrams, L. M. (2004):** Teachers' Views on High-stakes Testing: implications for the classroom. Boston: Boston College Education Policy Studies Laboratory, Education Policy Research Unit.
- Abrams, L. M. and Madaus, G F. (2003):** The lessons of high-stakes testing. Educational Leadership, 61, 3, 31–35.
- Ainscow, M., Booth, T. and Dyson, A. (2006):** Inclusion and the standards agenda: Negotiating policy pressure in England. International Journal of Inclusive Education,10, 295–308.
- Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., et al. (eds) (2001):** A taxonomy for Learning, Teaching, and Assessing: a revision of Bloom's taxonomy of educational objectives. New York: Longman.
- Assessment Reform Group (2002):** Testing, Motivation and Learning. Cambridge: Assessment Reform Group.
- Bandura, A. (1994):** Self-efficacy, in V.S. Ramachaudran (ed.) Encyclopedia of human behavior (Vol. 4, pp 71–81). New York: Academic Press.
- Bandura, A. (1997):** Self-efficacy: the exercise of control. New York: W. H. Freeman and Company.
- Berry, B., Turchi, L., Johnson, D., Hare, D., Owens, D. D. and Clemens, S. (2003):** The Impact of High Stakes Accountability on Teachers' Professional Development: evidence from the south: A final report to the Spencer Foundation.
-

- Brown, G. T. L. (2002):** Teachers' Conceptions of Assessment. Unpublished PhD, University of Auckland, Auckland.
- Brown, G. T. L. (2004):** Teachers' conceptions of assessment: implications for policy and professional development. *Assessment in Education* 11, 3, 301–318. Runar Sigthorsson
- Darling-Hammond, L. (1997):** Using standards and assessments to support student learning. *Phi Delta Kappan*, 79, 3, 190–200.
- Department for Education and Skills (2005a):** 14–19 Education and Skills: Presented to Parliament by the Secretary of State for Education and Skills. London: DfES.
- Department for Education and Skills (2005b):** Higher Standards, Better Schools for All: More Choice for Parents and Pupils. London: DfES.
- Dysthé, O. (2004):** The Challenge of Assessment in a New Learning Culture. Paper presented at the NERA/NFPF Conference. Iceland University of Education Reykjavík, 11–13 mars 2004.
- Eisner, E. W. (1994):** The Educational Imagination: on the design and evaluation of school programs. New York: Macmillan College.
- Entwistle, N. (2000):** Promoting Deep Learning through Teaching and Assessment: Conceptual Frameworks and Educational Contexts. Paper presented at the TLRP conference. Leicester, November, 2000.
- Gandal, M. and Vranek, J. (2001):** Standards: here today, here tomorrow. *Educational Leadership*, 59, 1, 7–13.
- Gardner, J. and Cowan, P (2005):** The fallability of high stakes '11 plus' tests in Northern Ireland. *Assessment in Education* 12, 2, 145–165.
- Harlen, W. (2006):** The role of assessment in developing motivation for learning, in J. Gardner (ed.) *Assessment and learning* (pp 61–80). London: Sage.
- Harlen, W. and Crick, D. (2003):** Testing and motivation for learning. *Assessment in Education*, 10, 2, 169–207.
- Hess, F. M. (2003):** The case for being mean. *Educational Leadership*, 61, 3, 22–26.
- Linn, R. L. (2000):** Assessment and accountability. *Educational Researcher*, 29, 2, 4–16.
- Popham, W. (2001):** The Truth about Testing: an educator's call to action. Alexandria: ASCD.
- Rea-Dickins, P. (2007): Washback from language tests on teaching, learning and policy: evidence from diverse settings. *Assessment in Education [Editorial]* 14, 1, 1–7.

Programme developed by:

Prof. Barasa Peter – CIEM Department
 Prof. Chang'anch John – EDF Department
 Prof. Agalo Joyce – IODL
 Dr. Omulando Carolyne – CIEM Department
 Dr. Momanyi Okioma – CTE Department

PROF. PETER L BARASA
 DEAN, SCHOOL OF EDUCATION

