

Equipping University Academic Staff with Pedagogical Competence: A Case of Bishop Stuart University

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Abstract: *This study specifically interested itself in exposing the extent to which it may be of danger for a university to engage an academic staff that is not well groomed in pedagogical skills. It critically analyzed the pedagogical practices of lecturers' and instructors of Bishop Stuart University. This study adopted across sectional case study design with a mixed methods approach with concurrent quantitative and qualitative approaches / Quan – Qual model to collect data, analyse and present the findings. Two instruments were used in this study: instructors' questionnaire adapted from Hale and Astolfi (2011) and interview guide. The Statistical Package for Social Scientists (SPSS) version 20 was used in data analysis. Interviews and focus group discussions were audio recorded and transcribed. The study found out that the most commonly used modes of delivery at Bishop Stuart University are; Lecture ($\chi^2=1021.248$), brain storming ($\chi^2=578.358$) and Role play ($\chi^2=401.898$). The least used are demonstrations ($\chi^2=810.542$), E-Learning ($\chi^2=359.12$) and study's ($\chi^2=677.12$). The most common forms of assessment employed by BSU staff are written examinations, coursework, and test/quizzes while the least used are exhibitions, case studies and interviews. There is a statistically significant difference between teacher trained lectures and non-teacher trained lectures in management of learning at Bishop Stuart University ($P=0.002$). From the study the following conclusions are drawn; teaching through designing and presenting study's should be encouraged, the use of E-learning. The following Recommendations could be adopted; all newly recruited and non-teacher trained lecturers for orientation and training in pedagogical competence; all lectures and instructors at BSU should be trained/knowledgeable about Bloom's taxonomy.*

Keywords: Pedagogical competence, University Lecturers

1. Background

The concept of Pedagogical Competence among lecturers in higher institutions of learning has become a worldwide concern and Bishop Stuart University is not an exception Babbie (2007). Lecturers and instructors in higher institutions of learning are employed basing on their paper qualifications as a result; they lack a very important aspect of the skills that are required to impart holistic learning, i.e. Pedagogy. Pedagogical Competence involves being able to convey knowledge and skills in ways that students can understand, remember and apply (Borich, 1999).

Worldwide, most Universities offer teaching preparation skills to their staff/lecturers. Bransford, 2000, provides an over view of the foundation programs that are offered across Austrian universities. These are formal programs that induct and develop university teachers with the aim of fostering and supporting the quality of teaching and learning at University. At Dublin University of Technology, there is a programme of mandatory training for lecturers during their first two years. Similarly, at City University of Seattle, institutional quality teaching initiatives primarily target newly recruited lecturers and part-time lecturers (Bruner & Jerome 1960).

In Bishop Stuart University, many lecturers are not teachers, implying that that they do not have any pedagogical competence thus a need for a systematic professional development to prepare lecturers for contemporary pedagogical challenges in the universities and other higher

institutions of learning. This deficiency is evidenced in inability to effectively manage students in lecture rooms, failure to make course outlines, poor content delivery approaches; failure to assess and evaluate learners properly and in the general conduct and ethics of some lecturers. The increase in number of students with diverse background, use of modern technology, globalization and cooperate management system has put extra pressure and responsibility on lecturers in Bishop Stuart University. As a result, most university products are mechanically made to fit in the world of work as reflected in their social and integral ethical world; what they display is a negative manifestation. This kind of problem can aptly be addressed by introducing a pedagogical course to lecturers and instructors serving in Bishop Stuart University to equip them with contemporary skills of pedagogy both at the level of lecture room management and content-related. It should be noted that the idea of pedagogical competence is broader than teaching skills.

Theoretical Frame Work

The study was based on the Living Educational Theory (Chamorro -Premuzic, & Furnham, 2008). The theory prompts researcher to reflect on the challenging question of 'How can I improve what I'm doing?' this helps the Researchers to cause a transformation in the professional practice of their institution by overcoming workplace norms and self- behavior which contradict the researcher's values and beliefs.

Conceptual Frame Work

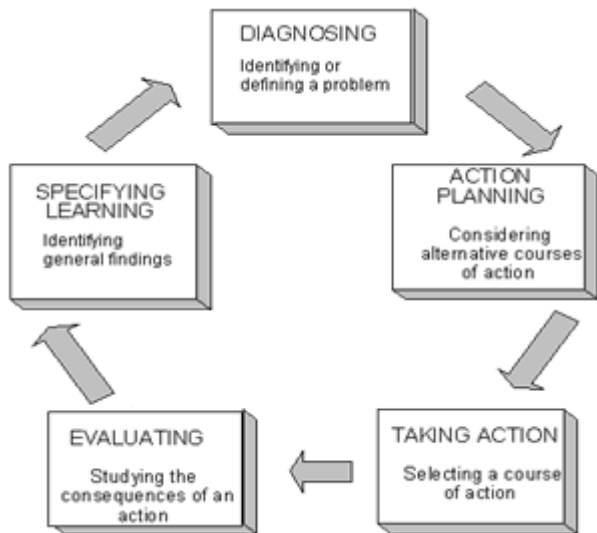


Figure 1: Detailed Action Research Model (adapted from Susman 1983)

Figure 1 above shows a description of how this study was conducted. We identified need for pedagogical skills among BSU lecturers and carried out a pre assessment exercise to determine the extent of awareness and practice of proper pedagogical practices in BSU. This was done for purposes of diagnosis. This was followed by a training on basic pedagogical skills training which was followed by evaluation at two levels both from participants and students they handle.

Problem Statement

At Bishop Stuart University, Majority Lecturers and instructors are employed basing on their paper qualifications without pedagogical skills yet this is critical to imparting holistic learning. This deficiency is reflected in major weakness regarding delivery approaches in lecture rooms, assessment and evaluation modes, and handling of learners, failure to make course outlines and the general conduct and ethics of some lecturers. As a result, most Bishop Stuart University products are mechanically made to fit in the world of work as reflected in their social and integral ethical world; what they display is a negative manifestation (Discussion with Alumni and professional bodies in south western Uganda). This kind of situation needs to be aptly addressed by introducing a pedagogical course to lecturers and instructors serving in Bishop Stuart University to equip them with contemporary skills of pedagogy in higher institutions of learning.

General Objective

The general objective of this study was to critically analyze the pedagogical practices of lecturers' and instructors of Bishop Stuart University.

Specific Objectives

This study was guided by the following objectives

- 1) To explore the modes of delivery used by lectures and instructors of Bishop Stuart University

- 2) Examining the major assessment strategies practiced by lectures and instructors of Bishop Stuart University in determining educational outcomes
- 3) Compare teacher trained lectures and non-teacher trained lectures in management of learning

Research Questions/Hypothesis

- 1) What are the modes of delivery used by lectures and instructors of Bishop Stuart University?
- 2) What are major assessment strategies practiced by lectures and instructors of Bishop Stuart University in determining educational outcomes
- 3) There is no statistically significant difference between teacher trained lectures and non-teacher trained lectures in management of learning at Bishop Stuart University

Significance of the Study

This study may have the following significances;

- The study shall bring to light, the experience of university students' which they find to leave much to be desired as lecturers carry out their pedagogical duties.
- It will help Bishop Stuart University academic staff to realize its goals
- The findings may help to formulate a policy paper on how better the delivery of course materials can be done at Bishop Stuart University
- The implementation of the findings may produce more socially accepted and placed Bishop Stuart University products
- The findings may help in drawing up new courses that generate additional income to the foster institution by turning BSU into a Centre of pedagogical training in the region.

2. Literature Review

Worldwide Perception of Pedagogical Competence in Higher Institutions of Learning

Pedagogical competence is defined differently by different authors. Chamorro-Premuzic, Furnham & Lewis (2007) define pedagogical competence as refers the ability to do something well, measured against a standard, especially ability acquired through experience or training. Fullan & Langworthy (2013) define Pedagogical competence as continuous evaluation of one's pedagogical practice in the light of what research and proven experiences have shown to best promote student learning and making necessary adjustment.

Grant, Gerald & Christine (2002) define pedagogical competence as definite goals and frameworks, through continuous development of teaching and personal professional development, for effective learning. In the light of this, they argue that knowledge about learning and the conditions of learning are indispensable requirements. While emphasizing factors that support students learning, they reiterate the fact that lecturer's perseverance, attitude, ability to adapt to situation, didactic knowledge, and knowledge about learning are critical if the lecturer is to be taken to be a professional by students, colleagues and superiors. It shall include the lecturer's ability to develop with the support of theory and to make public their practices –Scholarship of Teaching and Learning. Furthermore, they highlight the fact

that a pedagogically competent lecturer finds out what works and what outcomes their choices result in, examines his lectures and uses this knowledge to create better conditions for students' learning.

Greenwood & Levin (2007) maintain that as a basis for pedagogical competence, the lecturer needs knowledge within the following areas:

- How students learn (in general and for specific subject),
- The teaching process and teaching methods,
- The goal of the course and the organization.

Knowledge means demonstrating different types of ability; ability to plan and organize activity, ability to structure and present material in a subject in an appropriate way for students, ability to adapt teaching to the particular group of students and the situation. Adapting to the situation Guba & Lincoln (2005) opine that the composition and the mental ability of students vary. As a result of this, they point out that pedagogical competence means handling the diversity of factors in the best way with the goal of optimizing the learning of students. Scholars further hold that pedagogical competence involves perseverance, in which regard Henard & Roseveare (2012) put it that good teaching requires perseverance. It is also their view that neither the students nor the institution gain from brilliant one-off if interest and commitment wane.

Henard & Ringuet (2008) point out that higher education is becoming a major-driver of economic competitiveness in an increasingly knowledge-driven global economy. However, while higher education in general has experienced significant development over the years, university education in particular is currently undergoing a challenging phase. In line to this Johnson, Onwuegbuzie & Turner (2007) point out that university education is facing challenges that it never faced before. The challenges include increasing number of students, diverse background of students, use of technology, assessment, globalization-learning and corporate style management. These challenges, he maintains, put extra pressure and responsibility on the shoulder of those responsible for policy decisions and also on the lecturers.

In the world outside Africa, many universities have made and others are making an effort to cope with new trends in university pedagogical demands and challenges without commensurate increase in funding to prepare the academic staff for contemporary professionalization of their teaching with "standards-based" reforms. They have put in place moves that ensure that lecturers in their universities are pedagogically competent and remain so. For example, Marshall & Rossman (2006) highlight the trend that is becoming widespread around the world of training university teachers in order to improve their pedagogical thinking and skills as evidenced in such countries as Norway, the United Kingdom, Sri Lanka and Finland. Furthermore, Neuman (2000) report that, the Higher Education Commission of Pakistan is training the academic staff of universities under the cover of National Academy of Higher Education's (NAHE) Faculty Development Program.

Morse (1994) the first institutional self - evaluations revealed a major weakness regarding teacher training.

Consequently, the university created two programmes to promote continuous training (open to all staff of courses). Henard also highlight the fact that at Dublin University of Technology, there is a programme of mandatory training for lecturers during their first two years. Similarly, at City University of Seattle, institutional quality teaching initiatives primarily target newly recruited lecturers and part-time lecturers Latchem (2009).

McNiff (2013) also confirms s that nearly seventy five per cent of Australian universities offer teaching preparation activities which 'require' staff to participate in them. He provides an overview of twenty five of the Foundation programs that are offered across Australia. In addition, Marshall & Rossman (2006) identify foundation programs as formal programs that induct and develop university teachers with the aim of fostering and supporting the quality of teaching and learning in the university. Elsewhere in Europe, Palloff, Rena M., & Keith (1999) makes reference to the Catholic University of Portugal which has in place a strategic plan with the following goals among others: (a) ensure high levels of pedagogical innovations, particularly through the startup studys with significant impact on the lecturers. (b) Develop and implement a Skills Development Plan teaching of lecturers (e.g., linking objectives, strategies and pedagogical evaluation, coordination of teaching in attendance and technological contexts). Mirroring the diverse range of reasons for the importance of courses to support academic staff in their teaching are discussions about similar courses offered in Belgium.

In examining the availability of structures in universities in Africa for ensuring and promoting the pedagogical competence of lecturers, it is clear that Africa is limping behind. Phillips & Burbules (2000) for example, citing the example of Makerere University in Uganda point out that prior to the 1970's, the university had a small population of about 2000 students but from 1990, the population rose from less than 10000 to 40000 in 2010. This increase in student numbers has created more challenges and attracted public concern about the capacity of Makerere University to promote quality education, given the inadequate facilities, equipment and the numerical strength of the teaching staff.

Major Modes of Delivery in Higher Institutions of Learning

There are several modes of delivery in higher institutions of learning but the most common is a Lecture. The basic aim of the lecture is to help students to comprehend the major notions of the subject taught which implies creative and active perception of the material.

Cooperative teaching is another major mode of delivery in which each member of the lecture not only has to teach the subject himself, but also to help his fellow-student to learn it better Whitehead & McNiff (2006). Every learner participants in problem solving until all of them master the issue. This is closely related to collaborative work Collaborative work which involves dividing students into separate groups and giving each group its own task. The group members work on their problems individually and at the same time share their opinions with the rest of the group. According to the problem raised, it is possible to shift the

functions among the group members in this process. This mode of delivery ensures the students' maximum involvement in the learning process.

In most Universities world over, the major mode of delivery being advocated for is Problem-based learning (PBL) in which a concrete problem is the initial stage for acquiring new knowledge and integration process. This involves the use of heuristics which is a step-by-step solving of a given problem realized by means of independent fixing of the facts in the teaching- learning process. This could be managed through Case studies where the lecturer discusses concrete cases together with the students and they study the issue thoroughly. Practicals done in laboratories, designing and presenting studys,

Brain storming which involves forming and presenting as many radically different ideas and opinions on a given topic as possible is another major mode of delivery in higher institutions of learning. This mode sets conditions for developing a creative approach towards a problem, it is effective in a large group of students it promotes creativity and several approaches to problem solving Glaser & Strauss (1967).

Demonstration mode of delivery involves presenting information with the help of visual aids. It is quite effective in reaching the required result. It is frequently advisable to present the material simultaneously through audio and visual means (Tashakkori & Creswell 2009).The material can be presented both by a teacher and a student. This method helps us to make different steps of perceiving the teaching material more obvious, specify what steps the students are supposed to take independently; at the same time this strategy visually shows the essence of an issue/problem.

With modern technology, most Universities are adopting E-learning which involves the use of Internet and multi-media means in the process of teaching and learning (Creswell & Plano, 2007). This is usually cost effective, a learner has liberty to follow the lecture without limitation by time, distance and weather conditions. A previous lecture can easily be referred to and all learner have an equal chance for participation.

Other modes of delivery include; Role-playing which enables students to form alternative points of view of the problem using games/plays which help students to develop skills of creativity and independence of ideas; Discussion and debates which involve actively involving students through raising pertinent questions, which greatly increases the quality of students' involvement in learning, creativity and independence. Care should be taken however, that a discussion should not turn into an argument (Guba, 1982).

Major Forms of Assessment and Evaluation in Higher Institutions of Learning

Generally there are two broad forms of assessment and Evaluation in higher institutions of learning; formative and summative. Formative (Low-Stakes) Assessments involves monitoring students learning during the learning process. The feedback gathered is used to identify areas where students are struggling so that instructors can adjust their

teaching and students can adjust their studying. These are low-stakes assessments (i.e., they have low point values) that happen early and often in the semester. The assessment is said to be formative , because the students learn by doing the work and then having the lecturer comment on how well they have achieved it, where they have done less well, how to improve, and what steps might be taken to do this.

Summative (High-Stakes) Assessments involves high-stakes assessments (i.e., they have high point values) that occur at the end of an instructional unit or course and measure the extent to which students have achieved the desired learning outcomes. E.g mid-term exams, final exams, and tests at the end of course units McNiff (2013). The grade given is the summation of the student's achievement in that element, and the feedback from lecturer – and sometimes peers as well – is the formative part. Whether summative or formative, as assessment can take various forms which include; Written examinations can take a wide range of formats; Essays, Multiple choice questions, Problems to solve (e.g. in mathematics, physics, linguistics among others), Analyses of cases/data/texts, Literature reviews e.g. based on memory, or open book or takeaway procedure; Oral examinations can also have a wide range of formats, within the following two categories; Oral questioning by (usually) more than one lecturer, demonstration of a practical skill/ set of skills

Studies on Teacher Trained Lectures and Non-Teacher Trained Lectures in Higher Institutions of Learning

Marshall & Rossman (2006) argue that having an attitude that best promotes student learning is the cornerstone of pedagogical competence is more in teacher trained lectures than non-teacher trained lectures. Attitude according to them means the perception of the lecturer with respect to his own responsibilities, the responsibilities of the students and his pedagogical outlook. They also reiterate the need for the lecturer to have a general academic attitude towards teaching. studies by Neuman(2000) that when a teacher trained lecture is designing curriculum, choosing content, teaching method, examination and evaluation, is far better than a non-trained lecturer since they are used to making lesson plans and schemes of work. Accordingly this promotes student learning, good contact with all students, creates good teaching climate, helps students to develop good study habits and stimulates students to be active learners.

As a way forward for universities in Africa with respect to the promotion of pedagogical competences amongst lecturers, one finds Henard & Roseveare (2012) very relevant in their observation that: one of the most foreseeable evolutions in the future of higher education lies within equipping all lecturers with pedagogical competencies. "In many nations, international mobility; global comparison, benchmarking and ranking; and the internationalization of institutions and system recognize that a lecturer with pedagogical competence performs much better in lecture room management" Hughes (2009) . Bishop Stuart University can be a leader of pedagogical competence in Africa backed with scientific foundation for pedagogical development work by which pedagogically proficient lecturers shall demonstrate a good ability to use appropriate skills and techniques in lecture rooms.

3. Methodology

Introduction

This chapter addresses the steps, procedures and strategies for gathering and analyzing data in the study. Creswell (2007) describes methods as; research design, study population, sampling strategies, and sample size, instruments, data management ethical considerations, sample size and sampling framework, analysis plan and methodological limitations of the study. This is the knowhow of the scientific methods and techniques employed to obtain valid knowledge (Larsen, 2007). Methods direct the researcher in planning and implementing the study in a way that is most likely to achieve the intended goal therefore, it is a blue print for conducting the study (Creswell & Plano, 2007).

3.1 Research Design and Methods

This study adopted a case study design because it provides description of trends and attitudes or opinions of a population, allows generalisation from a sample to a population so that inferences can be made about some characteristics, attitude or behaviour of that population (Tashakkori & Creswell, 2007). With a case study design is easier to study a larger population from a small group of individuals and data can be collected at one point in time therefore cost effective (Creswell, 2007). A mixed methods approach with concurrent quantitative and qualitative approaches / Quan – Qual model to collect data, analyse and present the findings shall be used in this study (Babbie, 2007). This use of this approach in tandem enhances triangulation, complementarity, validity, interpretation, clarification and illustration so that the overall strength of a study is greater than either qualitative study or quantitative research (Creswell & Plano, 2007).

Qualitatively, phenomenological method was used to translate information into deep information and perceptions representing it from prisoners' experiences. It is a highly appropriate approach to researching human experiences, tries to uncover concealed meaning in the phenomenon embedded in the words of the narrative, it is rigorous, critical and systematic in investigation of phenomena (Babbie, 2007).

The results from the two parallel strands were combined during the discussion of the outcomes of the whole study. Thus, the study used a mixed method approach because neither quantitative nor qualitative approaches are satisfactory by themselves to produce a complete representation of the situation (Creswell & Plano, 2007). When used in combination, quantitative and qualitative methods complement each other and allow for more complete analysis research.

3.2 Study Population

Study population is the entire set of individual or objects having some common characteristics as defined by the sampling criteria established by the study (Babbie, 2007). In this study, the population was Bishop Stuart University Lecturers and students.

Sampling Strategies

For the quantitative strand, the study adopted a census sampling strategy in which everyone in the target population participates in the study (Creswell, 2007). This approach gives the researcher an opportunity to have an intensive study about the population, it is accurate, a lot of information is acquired and suitable for a heterogeneous group like prisoners (Lopez & Willis, 2004). For qualitative data, homogeneous sampling which brings together people of similar experiences was adopted (LeVasseur, 2003). This strategy is very effective when conducting interviews and group discussion, it reduces variations, simplifies analysis and facilitates group interview (Creswell & Plano, 2007).

Sample Size

To increase chances of participation and bearing in mind that some lecturers are part time, the study adopted the census approach where every lecture as an equal chance of participating. This approach gives intensive and accurate information about the problem under study, increases statistical confidence, economical, less time consuming and produces reliable results (LeVasseur, 2003). The sample size of students was purposely selected; a total of 50 class coordinators were chosen to participate in the study. The criteria for Inclusion of students in the study was class /subject coordinator. Creswell (2007) suggests that there are no specific rules when determining the sample size of qualitative studies. Sample size in such cases is best determined by the time allotted, resources available and study objectives. Qualitative samples however, should be large enough to obtain feedback for most or all perceptions which will lead to attainment of saturation (Glaser & Strauss, 1967). Saturation occurs when adding more participants to the study does not result in additional perspectives or information.

Larsen (2007) proposes that interviews should be not take a very short time and neither should they consume a lot of time. The duration should be good enough so as to acquire breadth of information, be easy to manage and record sessions. Creswell (2007) suggests that 30 minutes' interview is sufficient for qualitative studies.

Instruments/ Measures

Two instruments were used in this study: instructors' questionnaire and focus group discussions. The questionnaires were adapted from Hale and Astolfi (2011) of Strategies Used for Assessing Student Learning Case study. Bishop Stuart University, third section was the assessment strategies practiced. Each subsection was a five point scale with Never (1), rarely (2), Often (3), frequently (4), and Very Frequently (5). Focus group discussions were conducted among students across programs to establish how they compare teacher trained lectures and non-teacher trained lectures in general teaching.

Procedure

After clearance by Bishop Stuart University Grants office, we proceeded to collect data. The purpose of the study was clearly explained to all participants and appointment were scheduled. Participants were asked to sign consent forms, after data collection the participants were debriefed. Participation was purely voluntary and participants were free

to withdrawal from the study at any point without reprimand.

Data Management

To ensure organisation of data from its entry the completely filled instruments were screened, coded and entered into the Statistical Package for Social Scientists (SPSS) version 20. In Qualitative data management, interviews and focus group discussions were audio recorded and transcribed. Data was validated through crossing checking and amending transcriptions where necessary to ensure accuracy and order to summarize the data.

Data Analysis

Data will be analysed as follows: Descriptive statistics i.e. Frequencies and percentages, means and standard deviations were computed to answer objectives one and two. To answer objective three, Pearson product moment correlation coefficient was computed to establish the degree of relationship between Qualitative data obtained through interviews and focus group discussion was analyzed by carrying out thematic analysis which is a process of segmentation, categorization and linking of aspects of the data prior to final interpretation (Creswell, 2007). In thematic analysis we examined the entire interview discussion and focus group discussions and identified themes that form the primary categories or category labels until saturation was achieved.

Ethical Considerations

Since this study deals with human being respondents were asked to sign consent forms which will clearly show that they their participation is purely voluntary and they are free to leave the study if deemed necessary. The identities of the respondents were kept confidential throughout the study.

4. Presentation of Results

The Modes of Delivery used by Lecturers of Bishop Stuart University. The first objective sought explore the modes of delivery used by lectures and instructors of Bishop Stuart University. A chi square was computed to establish the most commonly used methods in teaching at Bishop Stuart University as indicated below;

Table 1: Overall use of different delivery approaches by BSU Lecturers/Instructors

Variable	Low f (%)	Moderate f (%)	High f (%)	χ^2	P
Lecture	1(0.1)	688(86.0)	111(13.9)	1021.248	.000
Brainstorming	1(0.1)	555(69.4)	244(30.5)	578.358	.000
Role-play	12(3.4)	489(61.1)	284(35.5)	401.898	.000
Problem solving sessions	8(1.0)	343(42.9)	449(56.1)	397.428	.000
Seminars/workshops	-	256(32.0)	544(68.0)	103.680	.000
Field work	4(0.5)	243(30.4)	553(69.1)	568.277	.000
Demonstration	3(0.4)	162(20.2)	635(79.5)	810.542	.000
E-Learning	-	132(16.5)	668(83.5)	359.12	.000
Studys	-	32(4.0)	768(96)	677.12	.000

The study found out that the most commonly used modes of delivery at Bishop Stuart University are; Lecture ($\chi^2 = 1021.248$), brain storming ($\chi^2 = 578.358$) and Role play

($\chi^2 = 401.898$). The least used are demonstrations ($\chi^2 = 810.542$), E-Learning ($\chi^2 = 359.12$) and studys ($\chi^2 = 677.12$)

Assessment Strategies Practiced by BSU Lecturers

Objective 2 sought to examine assessment strategies practiced by lectures and instructors of Bishop Stuart University in determining educational outcomes. Table 2 below shows the major assessment practiced by the academic staff of BSU

Table 2: Assessment Strategies Practiced by BSU Lecturers

Sn	Assessment Practice	F	%
1	Written examination	20	25
2	Course work	20	25
3	Take home assignments	6	8
4	Class presentations	3	4
5	Observation	2	3
6	Peer evaluation	5	6
7	Interviews/oral examinations	1	1
8	Tests/quizzes	5	6
9	Exhibitions and demonstrations	2	3
10	Research reports	15	19
11	Case studies	1	1
12	Internship/school practice	15	19
	Total	80	100

The table above shows the most common forms of assessment employed by BSU staff, written examinations, coursework, Research reports and Internship/school practice while the least used are exhibitions, case studies and interviews/oral examinations.

Difference Between Teacher Trained and Non Teacher Trained BSU Lecturers

Objective 3. Sought to examine if there is a statistically significant difference between teacher trained lectures and non-teacher trained lectures in management of learning at Bishop Stuart University. The study revealed that there is a statistically significant difference between teacher trained and non-teacher trained lectures in management of learning at Bsu as reflected by P-Value (P=0.002).

5. Discussion, Conclusions and Recommendations

Modes of Delivery in Higher Institutions of Learning.

The study has revealed that most lectures at BSU are not well versed with a variety of modes of delivery. The majority use lecturers, brainstorming and role play which area low level forms of assessment at the expense of demonstrations, studys and fieldwork. According to Benjamin Bloom in his taxonomy which serves as the backbone of many teaching philosophies, he proposes that leaning should lean more towards skills rather than content. He further emphasizes higher-order thinking which include analysis, evaluation, synthesis and creation. These aspects, if imparted to learners can help in solving the unemployment spree in Uganda.

The study further revealed that most lecturers have been managing their lectures mechanically. No wonder, our products are mechanically made and their performance in the field is similarly mechanical. Apart from orientation from Heads of departments, most academic study are not

oriented specifically on pedagogical skills in higher institutions of learning. The study further revealed that some Head of Departments are not equipped with pedagogical skills since recruitment doesn't necessarily consider certification in pedagogy courses. There should be deliberate effort made to train all academic staff who are not teachers by training in higher institutions pedagogical skills.

Assessment and Evaluation in Higher Institutions of Learning

The study findings reveal that most lectures use a variety of assessment procedures. Proper assessment makes learning activities more systematic, more focused, more effective, and more public. Assessment can facilitate improvement through a variety of venues. When faculty members are directly involved in the development, implementation, and analysis of assessment activities, it provides information about the knowledge and skills students need in a particular course as a result the faculty can design instruction to target the knowledge and skill levels students should have upon finishing a course and better determine the levels of thinking or reasoning appropriate for the course.

Proper assessment provides reliable data on student learning which lecturers can rely on to make proper curriculum or teaching methods, engage in more productive conversations about the status of student achievement and make better decisions about how it might be improved. In addition, assessment can yield more reliable data about instruction which lecturers can use to make reliable decisions about innovations or experimental studies in instruction and share successes more easily. Proper assessment provides evidence that lectures make a difference in student learning as a result lecturers can enjoy greater satisfaction in their work as educators. It offers a larger view of student needs and accomplishments to give directions for future instructional development.

Assessment begins with educational values. Effective assessment of student learning begins with a vision of the kinds of learning we most value for students. Assessment is most effective when it is multidimensional, integrated, and revealed in performance over time. Learning entails not only what students know but also what they can do with what they know; it involves not only knowledge and abilities but also values, attitudes, and habits of mind that contribute to successful achievement of goals. Assessment should use a diverse array of methods to foster and reveal change, growth, and increasing degrees of integration.

Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. Through an ongoing process of comparing educational performance with educational purposes, it pushes instruction toward clarity about where to aim and what standards to apply. Clear, shared, achievable goals are the cornerstone for assessment that is focused and useful. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; but we also need to know about student experience along the way—about how the curricula, instruction, campus climate, and

kind of student engagement enhances students' overall cognitive and affective development.

Assessment works best when it is ongoing not episodic. Systematic improvement is best fostered when assessment entails a linked series of activities undertaken over time. Whether tracking the progress of individual students or of entire cohorts, the point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Faculty play an especially important role, but so do student-affairs educators, librarians, administrators, and students. Assessment is not a task for small groups of experts but a collaborative activity of educators and stakeholders throughout the larger community. Assessment makes a difference when it illuminates questions that people really care about. Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about, and produce evidence that is credible, applicable, and useful. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes avidly sought as an integral part of decision making. Through assessment, educators meet responsibilities to students and to the public. Colleges have a responsibility to the publics that support and depend on them to establish meaningful goals and expectations for students, to provide information about how well students meet those goals and expectations are met, and to strive continually to improve.

Comparison between Teacher Trained and Non-Teacher Trained BSU Staff

The study findings reveal that there is a statistically significant difference between teacher trained and non-teacher trained lectures at bishop Stuart University. This is in agreement with Apelgren & Giertz, 2012 who indicate that when a teacher trained lecture is far better in designing curriculum, choosing content, teaching method, examination and evaluation, is far better than a non-trained lecturer since they are used to making lesson plans and schemes of work. Accordingly this promotes student learning, good contact with all students, creates good teaching climate, helps students to develop good study habits and stimulates students to be active learners.

The finding is further supported by Henard & Leprince – Ringuet (2008) who suggest that the future of higher education lies within equipping all lecturers with pedagogical competencies. "In many nations, international mobility; global comparison, benchmarking and ranking; and the internationalization of institutions and system recognize that a lecturer with pedagogical competence

performs much better in lecture room management” (Scott, 2013).

Postareff (2007) highlights that the trend world over today is of training university lectures to improve their pedagogical thinking and skills as evidenced in such countries as Norway, the United Kingdom, Sri Lanka and Finland. Furthermore, Hussain (2010) reports that, the Higher Education Commission of Pakistan trains the academic staff of universities in pedagogical skills under the cover of National Academy of Higher Education’s (NAHE) Faculty Development Program.

6. Conclusions

- Teaching through designing and presenting studies should be encouraged in the teaching learning process among students of Bishop Stuart university since this helps students to acquire knowledge and skills for solving a problem and promotes creativity.
- With Global changes, the use of E-learning with well-equipped applications especially Internet and multi-media means is the way to go in the process of teaching. This is likely to make learning more memorable through the use of GIF’S, a learner can access the previous lecturer at any time and it reduces the risks of dodging/missing a class.
- Generally the two forms of assessment and Evaluation in higher institutions of learning i.e formative and summative are being used by Bishop Stuart University staff mainly through course work and group work, however, the use of demonstrations and practical’s should be encouraged at all levels since this will promote skills development.
- Attitude change promotes student learning is the Accordingly this promotes student learning, good contact with all students, creates good teaching climate, helps students to develop good study habits and stimulates students to be active learners.

7. Recommendations

- BSU should target all newly recruited and non-teacher trained lecturers for orientation and training in pedagogical competence.
- All lectures and instructors at BSU should be trained/knowledgeable about Bloom’s taxonomy. This is a holistic approach which serves as the backbone of Lecturing. In this approach, Lecturers are exposed to basics to curriculum development, course outline construction, setting lecture objectives, appropriate delivery modes, setting a standard test/Exam and assessment forms, all this will help in ensuring that instruction and assessment are aligned with the core objectives of BSU, it will help in planning/preparing and delivering appropriate instruction and above all Blooms Taxonomy will help in establishing a pedagogical interchange so that lecturers and students alike appreciate the purpose of learning.

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