



**THE ASSOCIATION OF AFRICAN UNIVERSITIES (AAU)**  
is pleased to announce its 4-day Quality Assurance Workshop on the 21<sup>st</sup>  
Century Innovative & Learner-Centred Teaching Skills for Higher & Tertiary  
Education (Universities, Polytechnics and Colleges)

*Tuesday 30<sup>th</sup> July- Friday 2<sup>nd</sup> August, 2019*  
*AAU Secretariat, Trinity Road, East Legon, Accra, GHANA*

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**A GLIMPSE OF SOME PREVIOUS WORKSHOPS**



**ASSOCIATION OF AFRICAN UNIVERSITIES**  
**21<sup>ST</sup> QUALITY ASSURANCE KNOWLEDGE & SKILLS FOR HIGHER EDUCATION PERSONNEL WORKSHOP**





## Preamble and Rationale

Virtually all development players now concur that for any meaningful and sustainable economic growth to be realized and sustained, tertiary education must be centrally placed in the development agenda of nations. Indeed, building a tertiary education system is no more a luxury but a national and continental imperative critical for Africa's development and global competitiveness.

However, quality and relevance of university education have emerged as serious concerns of the sector for some time now. Worldwide research on teaching in Higher Education revealed that most of the lecturers apply poor teaching practices because they do not have the professional teaching qualification (Deusto University, 2015; Cervini, 2010; Chen, Sok and Sok, 2007). The situation has been further aggravated by poor to no orientation of new lecturers. The two Tuning Africa II workshops held in Accra, Ghana in October 2016 and Johannesburg, South Africa in April 2017 also had teaching quality as the lowest rated quality attribute in a study involving more than 180 African universities and 300 000 African students. In addition, The AAU which is the African Higher Education Apex body and *"Voice for Higher Education in Africa"* also carried out a similar research study and

resolved to come up with the Higher Education Learner-Centred Teaching Skills workshop series as a mitigatory measure. Such workshops were done in Accra, Ghana from 14-18 November, 2016; Kumasi, Ghana from January 30<sup>th</sup> to 2<sup>nd</sup> February, 2017 (repeated in Ghana by public demand), Victoria Falls, Zimbabwe from February 27<sup>th</sup> to 2<sup>nd</sup> March, 2017, Kenya 10<sup>th</sup>-13<sup>th</sup> October, 2017 and the latest one was in UNISA 25<sup>th</sup> -29<sup>th</sup> March. The list is endless but the participants always give positive feedback that they greatly appreciated the rich knowledge and skills they got which greatly transformed their practice from teaching, test construction, assessment, curriculum design and review, to name just a few.

To show how serious some countries are about the teaching and learning aspects of Higher Education, on Monday the 17<sup>th</sup> of June 2019, Ghana Cabinet approved a policy that allows only Post Graduate Certificate lecturers to teach in Higher and Tertiary Education. For further reading kindly click the link provided: <https://www.thepressradio.com/2019/06/17/cabinet-approves-education-policy-allows-only-postgraduate-certificate-lecturers-to-teach/>

Still, related to the great need for at least the AAU's Higher Education Learner-Centred Teaching Skills workshop series, an article on lack of induction programmes for early career academics on learning to teach written by Professor Damtew Teferra in the University World News publication of 18 November 2016 Issue No. 437 supports the need for such workshops to improve HE teaching and learning. The article reveals that little attention has been afforded to the state of the teaching skills of academics yet most of them are not trained to do so. They are expected to catch up on the job. It is on this premise that a multi-country and multi-institutional research study on early career academics was undertaken and published in *Studies in Higher Education* as a special issue themed "**Early Career Academics in Africa: Policies and experiences in the teaching praxis**". The articles examine the experiences of induction of early career academics in a number of African universities: Article link: <http://www.universityworldnews.com/article.php?story=20161117105628304>

The training workshop was also guided by some of the priority areas agreed upon in the ***Declaration and Action Plan of the 1<sup>st</sup> Higher Education Summit on Revitalizing Higher Education for Africa's Future*** held in Dakar, Senegal (10-12 March, 2015) which are to:

3. Increase investment in higher education to facilitate development, promote stability, enhance access and equity; develop, recruit and retain excellent academic staff and pursue cutting-edge research and **provision of high quality teaching**.
4. **Pursue excellence in teaching and learning**, research and scholarship, public service and provision of solutions to the development challenges and opportunities facing African peoples across the continent.

Under the guidance of the African Union (AU)'s Agenda 2063, the African Union Commission (AUC) developed a comprehensive ten-year Continental Education Strategy for Africa (CESA-16-25) which is driven by the desire to set up a quality system of education and training to provide the African continent with efficient human resources adapted to African core values. As a key implementing organization of CESA with a mandate to improve the quality of African Higher Education, the Association of African Universities (AAU) is willing to contribute to an efficient, *"reorientation of Africa's education and training systems to meet the knowledge, competencies, skills, innovation and creativity*

*required to nurture African core values and promote sustainable development at national, sub-regional and continental levels".* AAU believes that there are opportunities for us to continue working together to jumpstart and energize good teaching practices in African Higher Education. The training workshop seeks to also fulfil three of CESA's 12 strategic objectives which are:

1. Revitalizing the teaching profession to ensure quality and relevance at all levels of education (**GOAL 1**).
2. Harnessing the capacity of ICT to improve access, quality and management of education and training systems (**GOAL 3**).
3. Revitalizing and expanding tertiary education, research and innovation to address continental challenges and promote global competitiveness (**GOAL 9**).

N/B: It has been noted that throughout the world, institutions realize the challenges associated with higher education teaching and learning because lecturers are recruited on the basis of academic qualifications with no due consideration for the professional teaching qualification. In that regard, institutions have tried to put measures such as the teaching and learning centres as well as one-two year certificates/diplomas in teacher education which lecturers are not able to attend due to large workloads etc. or if they attend, most of them do not complete again for the same reasons.

It is against this background that the AAU is providing the short **intensive** training course on basic university teaching skills to equip lecturers with the foundations for **effective** teaching at tertiary level through content on Educational Psychology, Educational Philosophy and Educational Sociology, Bloom's Taxonomy, ICTs & Instruction, Quality Assurance in Tertiary Education as well as Assessment and Evaluation.

#### **A) COURSE AIM**

Impart knowledge and skills related to teaching and learning in higher education to those lecturers who have an interest in updating or upgrading themselves to new modes of teaching and knowledge dissemination in higher education.

#### **B) COURSE OBJECTIVES**

- ❖ Share knowledge on the important endowments and characteristics of a good lecturer
- ❖ Equip participants with the background knowledge that informs the teaching and learning practices
- ❖ Impart knowledge and skills of the diverse ways of teaching and learning using various Information and Communication Technologies (ICTs)
- ❖ Make known to participants the recommended new modes of teaching and the various associated activities
- ❖ Impart knowledge and skill on the management of tertiary education classes/classrooms
- ❖ To expose to participants the importance of students' physical and socio-economic environments in teaching and learning.

#### **C) WORKSHOP METHODOLOGY**

The objectives of this course will be achieved through lead lectures, intensive participant interaction over carefully selected cases and other materials in a process facilitated by renowned Resource Persons.

## **D) PARTICIPATION**

To ensure effective interaction and exchange of ideas, a maximum of 50 participants will be strictly observed, basing the selection on the principle of “first come, first served”. Participation is open to *all who are teaching and managing teaching and learning (e.g. QA Personnel) in Higher Education/Tertiary institutions regardless of the area of speciality except those who already have a teaching qualification and any other personnel who are involved in teaching activities.*

## **E) WHO SHOULD ATTEND?**

- Deans
- Chairpersons/Heads of Departments (HODs)
- Deputy Vice Chancellors
- Quality Assurance personnel in Higher Education Institutions, Colleges and Polytechnics
- Higher and Tertiary Education lecturers
- Education specialists/Experts,
- Curriculum Developers,
- Deans,
- HE Directors
- HE administrators,
- HE assessment officers of regulatory bodies,
- Researchers,
- Graduate training assistants,
- Directors of digital and online learning,
- Post graduate supervisors, etc.
- Any person who requires capacity building in his/her research skills

## **F) WORKSHOP FEES:**

**i) All Ghanaian Participants whether AAU Members or not USD250.00 or the Cedis equivalent**

**ii) International participants AAU Members: USD300.00**

**iii) International participants Non-AAU Members: USD350.00**

***N/B 1: (AAU ONLY ACCEPTS CHEQUES FOR GHANAIANS. International participants should pay cash onsite or do transfers in their countries of origin before attending the workshop***

***N/B 2: If you pay before the workshop dates, kindly bring your proof of payment***

***N/B 3: Further details on the workshop will be posted now and then hence the need for you to register online so that you don't miss out on important information.***