RIFT VALLEY UNIVERSITY (RVU)

Hub of Excellence

ACADEMIC STAFF INDUCTION MANUAL

RVU, October 2024
AddisAbaba.

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Background of Rift Valley University

Rift Valley University initially conceived as College, was established in Adama City of East Shawa Zone, Oromia National Regional State in October 2000 G.C, foreseeing the core values of good governance, commitment to quality services and community development, gender sensitivity, secularism and non-partisan, creativity, responsiveness, team work spirit, and work culture parallel to the nation's development goals along with the purpose of producing competent, ethical and skilled manpower without making any distinction between people of different ethnic, religious, social, economic and political backgrounds.

After securing its legal personality, the then Rift Valley College strongly worked on the accreditation processes of its training and education programs from all regulatory bodies, and managed to get full accreditation from Higher Education Relevance and Quality Agency and Regional States TVET Agencies. Taking its flourishing capacity and quality service into account, the Ministry of Education, in collaboration with the then HERQA, know called ETA, granted the rank of University College in August 2007 G.C. This was not an easy task and a simple success story for the institution. The two regulatory bodies had conducted rigorous evaluation of the systems of the institution, physical facilities and learning resources of its campuses and faculties to come to decision of such status change. Afterwards, Rift Valley University College rigorously worked towards becoming a full-fledged university and realized itself as Rift Valley University in August 2014 G.C.

Currently, Rift Valley University being a pioneer and the largest Private Higher Learning Institution in Ethiopia has been delivering quality education to the citizens and foreigners who have lived in the country for different purposes. Furthermore, the University has 50 Campuses, 3 TVET Colleges and College of Open and Distance Education (32 accredited branches) with diversified fields of study across the country.

Over the last two decades, thousands have joined and graduated with Technical and Vocational Education and Training (TVET), Bachelor's degree, and Master's degree that enabled them to support themselves and their families. Others have also managed to create their own jobs whereby they exhibited the merits of their training and education at Rift Valley University in fostering the already established development goals of the country.

Mission, Vision and Values of Rift Valley University

Mission of the University

Rift Valley University exists to produce graduates who are competent, committed and ethical citizens; to engage in innovative and problem solving research; and to deliver sustainable community services.

Vision of the University

RVU aspires to be one of the leading universities in teaching, research and community engagement in Africa and beyond by 2030.

Motto of RVU

"Hub of Excellence"

Values of RVU

The following are the values cherished by RVU:

1. Quality and Excellence
2. Responsiveness to customer needs
3. Good Governance
4. Professionalism and Academic Freedom
5. Team Spirit
6. Professional Integrity and Ethical Practices
7. Creativity and Innovativeness
8. Commitment to Community Services
9. Recognition of Diversity and Gender Sensitivity
10. Social Responsibility

Induction Manual Overview

This induction manual is prepared with the intention of equipping the instructors of RVU withthe necessary pedagogical knowledge and skills. It is also designed in a way that instructors are assumed to grasp the theoretical and practical aspects of effective teaching. It is assumed that the trainees are new to the pedagogical principles, practices, and ethical dimensions, and the material is supposed to serve as a reference in their professional career.

The manual incorporates the basic knowledge, skills and values that all instructors are expected to possess. It mainly emphasizes on professionalism and professional ethics, teaching and learning inHigherEducation Institution, active learning methods, classroom management, educationalassessmentand evaluation, instructional planning, and technology-assisted learning. In addition, the trainees are expected to get clear information about MoE, RVU, the institution which they have joined, and policies, proclamations, guidelines and other working documents of EthiopianHEIs.

Manual Objectives

The manual aims at:

- ✓ Raisingawarenessof instructors aboutthe workingsystem of HEI,
- ✓ Helping instructors recognizeprofessionalismandprofessionalethics ofteachingprofessionin HEIs;
- ✓ Supporting the instructors to understandthe natureofqualityteachingand learning at higher learning institutes;
- ✓ Enabling instructors to applyactivelearningmethods intheir teaching practices;
- ✓ Augmenting instructors' understanding about the value of therolesof classroommanagement in bringingeffectiveteaching-learningprocess;
- ✓ Equipping instructors with the knowledge and skills of conducting effectiveeducationalassessmentandevaluation; and
- ✓ Making instructor's familiarwithdifferenttechnologiesrelatedwithinstruction
- ✓ Helping instructors' appreciatetherolesofinductiontraininginimprovingthequalityofteachingandlearning processes in HEIs.

Unit One: Professionalism, Professional Ethicsand Diversity Management

Deartrainee, this chapter deals with the conceptualization of professionalism, professionalethics, andinclusiveeducation.Professionalismandprofessionalethicsareveryimportantforincreasing efficiency and effectiveness in a given profession. By the same token, addressing issues of multi-culturalorinclusiveeducationisalsoimportantespeciallyintheteachereducationprograms of countries characterized by diversity.

Learning Objectives

Attheendofthisunit, trainees'will be able to:

- Describethetermprofessionalism.
- List down thecriteriatobefulfilled byaprofessionalteacher.
- Appreciatethe importanceofprofessional ethics in improvingthe qualityofeducation.
- Writedown thecoreprofessional ethics ofteaching profession.
- Elucidatethe notion of inclusiveness.
- Designatetheconceptgender.

Professionalism

Activity1:

- Whatisyourunderstandingoftheterm professionalism?
- Whatdoyouthinkarethecriteriatobefulfilledbyagivenpersontobecalledaprofessional?
- Whatdoyouthinkarethecoreprofessionalethicsinteachingprofession?

Theterm'professionalism'originallyappliedtovowsofareligiousorder.However, around 1675, the term had been started to be used in fields such as divinity, law, and medicine. In addition, it was applied in military profession around 1675. This, in turn, implies the fact that the term profession has a long history.

Professionalismisnotjustaboutadheringtocodesofpractice, rules and laws, but also havingyour individualethicalandmoralbeliefsconsistentwithsocietalexpectation.Professionalismcantake many forms depending on the nature of what you are doing.

Professionalism encompasses a number of attributes. Therefore, to improve his/her professional identity, each professional is expected to improve in each of the following areas.

A. Specializedknowledge

Concerningthisattribute,a professional should:

- Exhibitspecializedknowledge.
- Demonstrateadeeppersonalcommitmenttodevelopandimprovehis/herskills,
- Buildexpertiseandto stayup-to-date,
- Havethe qualificationsand certificationsthatcan serveasthefoundationsoftherequired knowledge and skills,
- Continuetoshowsuccessintheir respective fieldsofspecialization,and
- Continuetodeliverthebestservicetohis/hercustomer(s).

B. Competency

Withregardtothisattribute,aprofessionalisexpectedto:

- Getthejobwelldone,
- Keephis/herpromisesevenunderdifficultcircumstances,and
- Doesn't make excuses,but focusesonfindingsolutions.
- Makeacommitmenttobuildexpertiseandtostayup-to-datewithhis/herareaofspecialization.

C. HonestyandIntegrity

Withrespectto these characteristics,aprofessional mustbeableto:

- Exhibitqualitiessuchas honestyand integrity,
- Keephis/her word,and he/she shouldbetrusted implicitly,
- Nevercompromisehis/hervalues,andwilldotherightthing,evenwhenitmeanstakinga harder risk,

- Demonstratebasicethicalstandardssuchashonesty,integrity,maintainingconfidentiality, and
- Demonstratekeen and positiveattitudetowardshis/her professionalcolleagues and clients.

D. Open-mindedness

Concerningthisdimension,aprofessionalshouldbecome:

- Apersonwho isreadytolearnfrom others.
- Apersonwho iswillingtoshareopinionsto others.
- Readyforacceptingfeedbacksfromappropriate sources.

E. Accountability

Withregardtothisattribute,professionalsshouldbeableto:

- Make themselves accountable for their thoughts, wordsand actions, especiallywhen they commit a mistake.
- Associatethispersonalaccountabilitywith honestyand integrity,
- Demonstratehighlevelofpunctuality, and
- Producehighqualitywork.

F. Self-regulation

Thisattributecallsfora professionaltobeableto:

- Showgenuineprofessionalqualitiessuchasrespectingthepeoplearoundthemirrespective of their role or situation.
- Honor your commitments,
- Refrainfrommakingexcusesmostofthetime,
- Makegoodpreparation.Inadvanceplanning,timeliness,andattentionarethetruequality of a professional,
- Exhibitahighdegreeofemotionalintelligence(ei)byconsideringtheemotionsandneeds of others, and
- Knowhowtolistenactivelyandobservewhat'shappeningaround them.

G. Goodappearance

Withregardtothisattribute,atrueprofessionalshouldbeableto:

- Choose proper dressing, meaning theydon't show up to work with poor dressingstyle. In other words, he/she dresses appropriately for the situation at hand,
- He/shetendstousenaturalhairstylesandcolors,
- Demonstratemodestactionsinfrontofpeople.

Activity2:

- *Whatotherqualitiesdoyouthinkatrueprofessionalshould exhibit?*

1.2. ProfessionalEthics

Ethicsisacornerstoneforanyprofession.Itisthekeytothesuccessofagivenorganization.Ifan organizationisabletoestablishanagreeduponandrelevantcodeofethics,thechancesforgrowth and development are quite high and vice versa. In order to consolidate your conceptualization of the concept professional ethics, you’re requested to answer the following reflective activities.

Activity3:

- Whatisyourunderstandingofthe phrase‘professionalethics’?
- Whatdoyou thinkarethecoreteachers’professional ethics?

ProfessionalEthics

Somepointsregardingprofessional ethics.

- Areprinciplesthatgovernthe behaviorof aperson orgroupinan organization?
- Arerules thatguide how apersonshould act towards other peopleand institutionsin a given setting.

- Are personal and corporate rules that govern behavior within the context of a particularprofession.
- Are those attributes that applyto a specific profession and will varybased on the specific knowledge, skills and duties of those in the role.

✓ Teachers'CodeofEthics

Teachers are the lifeblood of any education system. Teachers can make or break students particularlyinlow-incomecountries.Nothingcansubstituteawell-trained,ethical,andcommitted teacher. Teachers are on the forefront in terms of ensuring the quality of education.

Hence, in order for teachers to fulfill their professional responsibilities of effectively molding humanmind,theyareexpectedtodemonstratesomefundamentalcodeofconductsrelatedtotheir profession. In this regard, for teachers to effectivelyeducate citizens, amongst other things, they:

- Mustexhibit good masteryof thesubject(s) theyteach,
- Shouldpossesssoundknowledgeofpedagogyand andragogy,
- Demonstraterigorouscodeofconduct andprofessional ethics.

Of course, different authors may define teachers' code of conduct in different ways. A code of conductisasetofwrittenguidelines,producedbypublicauthoritiesorprofessionalorganizations, whichdetailsthesetofrecognizedethicalnorms(orvalues)andprofessionalstandardsofconduct to which all members of a profession must adhere.When it comes to teachers' professional ethics, they are basic principles that guide teachers' behaviors.Inaddition,teachers'ethicsarestatementsthatdescribewhat acceptable conduct is for teachers.Besides, teachers'ethics areindicators that reveal what teachers should or shouldn't do.

Dimensions of Teachers'Code of Conduct and Professional Ethics

The ethical conducts of teachers include: teaching profession, students, colleagues, and nearby community.

Ethical Conduct towards Teaching Profession

- Demonstratingunconditionallovetowardsteachingprofession,
- Speakup positiveaspectsofthe profession,
- Beingreflectivepractitioners,

- WillinglyengageinContinuousProfessionalDevelopmentandbecomelifelonglearners,
- Havingkeen understandingabout theessence‘learningisa lifetime journey’.
- Activelyengageinresearchactivities.
- Activelyengageincareer path i.e.,beingable tomovealongthe ladder:*Assistantlecturer→lecturer→ AssistantProfessor→AssociateProfessor→ Professor.*
- Freefromanyformofcorruptionin connectiontotheteachingandlearning process.
- Havingaclearlyunderstandingabouttheuniquecharacteristicsofteachingprofession.In this regard, teaching profession is:
  - Themother ofall other professions,
  - Thenoblest profession,
  - Theoldestprofessionever,
  - Thelargestprofession,and
  - Atypicalsocialservice.

EthicalConducttowardsStudents

- Treatingallstudentswithoutanypartiality.
- BelievinginmulticulturalismasheshservesinEthiopiawhichisahomeof diversityi.e. respectingthelanguage,culture,values,religion,etc.,ofallstudentswithoutanypartiality.
- Preparingcourse/sessionplansbyconsideringthe needsof students.
- Strivingtomeettheemotional, social, andintellectual needsofeach student.
- Utilizing variety of teaching resources in order to address the learning styles of students (visual learners, auditory learners, and kinesthetic).
- Addressingthethreedomainsoflearning (cognitive, affectiveandpsychomotordomains).
- Beingrolemodel (dressing,hair style,neatness, talk,act, etc.,)
- Beingfree from ethnocentricoregoistic bias.
- Showingopennessto diversityand diversewayoflife.

EthicalConducttowardsColleagues

- Willingtosharebestpracticeswith colleagues.
- Willingtoshareavailableresourceswith colleagues.

- Makingallpossibleefforttosupportcolleaguesespeciallybeginnerteachersto effectively manage their duties.
- Neverspeaknegativelyaboutothercolleaguesinfrontofstudents,parents,orother colleagues.
- Should have respecttothedifferencesinphilosophicaloutlooksamongcolleagues.
- Freefromanyjealousactsagainst colleagues.

EthicalConducttowardstheNearby Community

- Shoulddemonstrategenuinerespectforthelanguage, culture,religion,values,etc.,ofthe nearby community.
- Shouldtreatthenearbypeoplewith respectand courtesy.
- Shouldstrivetobeapositivecontributingmembertothenearbycommunity in the formof in community services.
- Beingrolemodel in the community.

1.4. DiversityManagement

This sub-unit sheds light on one of the cross-cutting educational issues particularly in relation to diversity and its management. In this regard, great attention is given to helping university-based academicians and beyond to have a clear understanding about the concept 'diversity' and its managementstrategies.ThisisbecausediversityisafactoflifeintheEthiopiancontextandatthe sametimeEthiopianuniversitiesaretheplaces wherestudents whoarefromallregionalstatesof the country live and learn together.

As a result, the university communities in general and instructors in particular should have clear awareness about the existing heterogeneity across the country's universities and learn how to effectivelymanagethisdiversity.Aspartofthiseffort,emphasisisgiventothehowofenhancing thelearningoutcomesofstudentswhojoinuniversitiesofthecountryfromdifferentbackgrounds. Bythesametoken,attentionisgiventostrategieshelpfulforfosteringcohesionamongthediverse university students through enhancing cross-cultural understanding and peaceful co-existence.

1.4.1. Inclusiveness

Activity4:

- Whatisyourunderstandingaboutthe concept‘inclusiveness’?
- Whatistherelationshipbetweeninclusive educationandspecialneeds education?
- Whyare weconcerned abouttheessenceof inclusiveeducation in theEthiopian context?

Ethiopiancommunitycontainsanamalgamationofdiverseethno-culturalandreligiousgroups.In order to have peaceful coexistence via enhancing mutual understanding among the Ethiopian diverse societies, these various ethnic and cultural groups should minimize prejudice and ethno-centricbehaviors,andmovetowardsrespectingeachother’sculturesandlanguages.Aspart ofthiseffort,theyshouldrecognizethesimilaritiesanddifferencesamongthemselvesandothers, andtrytodevelopositiveinterculturalandinter-ethnicrelations(Dejene,2017;Egne,2017;Egne, 2014a; Semela, 2012).

In this venture, multicultural education or inclusive education has a key role to play in terms of creating awareness and tolerance among cultural groups so that all human beings regardless of their ethnic background, race, gender, culture, language, religion, economic status, intellectual capacity,healthconditions,andplaceoforigingetequalopportunitiesandtherebyenjoyadecent and democratic life. Hence, the notion of ‘inclusiveness’ cannot be restricted to ‘special needs education’asitisakindofeducationthatentertainsallformsofdiversityinafairandfreemanner.

1.3.2Gender Issue

Activity5:

- Whatisyourunderstandingoftheconceptgender?
- Whatisthedifferencebetween genderandsex?
- Howdoyouthinkgender equalityandgenderequitydiffer?
- WhatrolesinstructorscanplayinaddressinggenderDTDS,STEM?

Teachers' Role in Peace Building

Activity6:

- WhatrolescanuniversityinstructorsplayinpeacebuildingprocessintheEthiopian context?
- How can they enhance peace building process apart from engaging in their conventional duties and responsibilities?

Ethiopia isamultiethnic,multicultural,andmultilingualstatewheremorethan80differentethnic groups live together. In such diversity-oriented country, it is mandatory for teachers to play key roles in significantly contributing to the efforts made to ensure sustainable peace building processes at different levels.

In addition, HEIs instructors should contribute to the peace building process through conducting different research works on the causes of unrest in the country and suggesting context-based solutions for the problems identified. Furthermore, HEIs instructors should present their peacemaking-basedresearchworksondifferentresearchconferencesanddisseminatethefindings and their respective recommendations to the general public and beyond.

Similarly, HEIs instructors are expected to make peace building comments and suggestions on different social media such as TV set, radio, meetings broadcasted via TV or videos, televideo conferences,andthelikes.Moreover,theinstructorsshouldteachtheirstudentstousesocialmedia such as Facebook, YouTube, WhatsApp, Telegram Messenger, Twitter, and the likes in a wayin which the media support their learning opportunities rather than for igniting unrest and/or for examination cheating purposes.

Inaddition,HEIsinstructorsareexpectedtorefrainfromusingexpressionsthatcancreateturmoil among students and other members of the community. In this regard, the instructors should not allowtheirsocio-culturalidentitiestointerferetheirday-to-dayteachingactivities.Similarly,the

Instructorsshouldnotimposetheirownreligiousbelief,politicaloutlooks,philosophyoflifeetc., on the students.

Besides, Ethiopian universities are the miniature communities of the country's large societies. Therefore, instructors who teach in such multicultural settings do have professional and moral obligationsintermsofenhancingmutualunderstandingandtoleranceamongthediversestudents through the application of culturally responsive pedagogy. This culturally responsive pedagogy consists of three dimensions: institutional, personal, and instructional dimensions.

Theinstitutionaldimensionreflectstheadministrationanditspolicies,andvaluesthatwelcomeas wellaspromote issuesof diversity.Thepersonaldimensionreferstothe cognitiveand emotional processes in which teachers and students must engage into become culturally responsive. The instructional dimension includes materials, strategies and activities that form the basis of instruction.Inanutshell,allthethreedimensionsmustsignificantlyinteractwitheachotherinthe teaching and learning process and are critical to understanding the effectiveness of culturally responsive pedagogy.

Furthermore,teachersareassumedtobe guardians who strivetoensurestudents'emotional,social, intellectual,andphysicaldevelopmentregardlessoftheirdifferencesintermsofethnicity,culture, language, gender, religion, political outlooks, and the likes (Egne, 2017). In so doing, instructors should not be influenced bytheir own identitymarkers bytaking neutral position in their day-to-day professional exercise.

Inaddition,universityinstructorscanapplythefivebasicdimensionsofinclusiveormulticultural education in the attempts they make to build peace and order in their respective university compound.Thefundamentaldimensionsare:contentintegration,knowledgeconstruction,equity pedagogy, prejudice reduction, and empowering school culture and social structures.

Content integration deals with the extent to which teachers use examples and contents from a variety of cultural groups to illustrate key concepts, principles, generalizations, and theories in their respective subjectarea or discipline (ColeandZhou,2014;SchoormanandBogotch,2010).

The central intention of applying this dimension is to incorporate the voices, experiences, and perspectives of particularly underserviced groups into the education system in a fair way. This could be interpretedinthismaterialintermsofaddressingcontentsthataddressthediversenature of the Ethiopian society in the policies, curricula, and pedagogy of the education system of the country in an integrated manner.

The second dimension is knowledge construction which emphasizes teaching and learning activities that help students understand, investigate, and determine how the implicit cultural assumptions, frames of reference, perspectives, and bias of researchers and textbook writers influence the ways in which knowledge is constructed (Banks, 2010; Johnson, 2003). This dimension deals with the ways in which teachers and students viewand interact with knowledge, helping them to become critical about the legitimacy of the knowledge that they deal within the teachingand learningprocess. This dimension could beapplied in this modulethrough analyzing the extent to which the Ethiopian higher education has been producing students who have the ability and willingness to evaluate the authenticity as well as the representativeness of the knowledge that they learn in the teaching and learning processes.

The third dimension is equity pedagogy that becomes evident when teachers alter their teaching methodsandapproachesinwaysthatfacilitatetheacademicachievementofstudentsfromdiverse backgrounds (Zirkel, 2008). This may include using a variety of teaching styles and techniques thatareconsistentwiththerangeoflearningstylesofvariousethno-culturalgroups(Banks,2004). Furthermore, Banks (1995, p. 153) contend that "equity pedagogy is a dynamic instructional processthatnotonlyfocusesontheidentificationanduseofeffectiveinstructionaltechniquesand methods but also on the context in which they are used". This dimension fosters culturally responsive teaching and learning approaches (Gay, 2010) as strategies to improve the academic achievementsofallstudents.Inthismodule,thisdimensioncouldbeusedviaanalyzingthedegree towhichEthiopianhighereducationsystemhasbeenenhancingtheapplicationofactivelearning approaches in an effective manner.

The fourth dimension isprejudice reduction in which students are helped to develop positive and democraticintergrouprelationships(Banks,2010;Zirkel,2008).AccordingtoColoma(2008,p.

33), prejudice reduction targets the intergroup and human relations dimension of multicultural education.Thosefromthedominantgrouplearntodeveloppositiveattitudestowardsotherswho are different from them, and those who belong to marginalized groups learn to develop more positivefeelingstowardsthemselvesaswellastowardsthedominantgroups.Italsohelpsstudents to understand how ethnic identity is influenced by the context of schooling and the attitudes and beliefsofthedominantsocialgroups(Banks,2010).Inthismaterial,thisdimensioncanbeapplied in the analysis of the extent to which Ethiopian higher education has been fostering the development of positive intergroup relationships among students with diverse backgrounds.

The final dimension is an empowering school culture and social structure which involves restructuring the work culture and organization of the school in order to empower students from diversebackgrounds(Banks,2006;Johnson,2003).AccordingtoBanks(1995,p.153),theschool cultures and social structures are powerful factors that influence how students learn to perceive themselves. As such, they influence the interaction between educational administrators, teachers and students as well as among students. The application of this dimension in this module can be seen in the analysis of the degree to which the Ethiopian higher education system has been producingstudentswhoincorporateandpromotereformsoftheworkculture and organizations of thedifferenteducationinstitutionsofthecountryinordertoeffectivelyempowerallstudentsthat join the educational institutions.

- Everyacademicstaffshallhavetherightto:(**Article31)**

  - ✓ Exercise academic freedom based on the national laws; institution’s mission, values, rules and regulations;
  - ✓ Takesabbaticalleave,beentitledtofurthereducationandtrainingforprofessional development, be promoted and assume new academic rank on the basis of merit subject to rules drawn by the Ministry and internal rules and regulations of the institution;
  - ✓ Enjoy transparent, fair, and equitable administration and system of remuneration and benefits that shall be instituted by government;
  - ✓ Participateintheformulationsofinstitutionaldirection,plans,internalregulations, and in curricula development and make comments on the quality and appropriateness of the teaching and learning process

- ✓ Participate on his performance evaluations and be informed on his results and of any records kept in his personal file.
- ✓ Enjoycampussecurityforhimselfandforhispersonalpropertyandgive appropriate service.
- ✓ Beinformedontheplan,development,direction,conditionandperformanceofthe institution;
- ✓ Electandbe elected whereelectionofan academicstaff isthe norm;
- ✓ Knowdisciplinaryproceedings against him, provideevidences to support its case, be heard, get a copy of decisions, appeal and seek justice.

- **ResponsibilitiesofAcademicStaff(Article31)**

  - ✓ Teach, conduct academic research, render guidanceor counselingand community services as per national laws, institutional mission, values and procedures;
  - ✓ Participateincurriculumdevelopment,review,andenhancement,andtherequired professional standard in curriculum delivery;
  - ✓ Council,assistandsupportstudentsinacquaintingthemselveswiththemissionand guiding values of the institution as well as with the objective of higher education;
  - ✓ Uphold, respect and practice the objectives of higher education and the guidingvalues of the institution, and exercise academic freedom with professionalism;
  - ✓ Assistingstudents inneed ofspecial support;
  - ✓ Devotehis full workingtime to the institution;
  - ✓ Refrainfromimposinghispoliticalviewsandreligiousbeliefsonhisstudents during teaching learning process;
  - ✓ Treatandinteractwithmembersoftheinstitution’scommunitybyrefrainingfrom acts that are contrary to rights enshrined in the constitution;
  - ✓ Perform other additional responsibilities that may be provided for by the senatestatutes establishing legislation, or memorandum of association of the institution;
  - ✓ Academicstaffwhoaremedicalandhealthprofessionalsshallhavealsothe responsibility to render health services in the institution’s teaching hospital.

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Unit Two: Teaching and Learning in Higher Education

Unit Description

Thisunitdealswithteachingandlearninginhighereducation.Itwillcoverthenatureofteaching, indicators of effective teaching, concept of learning, characteristics of learning, factors affecting learningandstagesoflearning.Itwillalsoaddressvariouslearningtheoriesandtheirimplications for teaching.

Unit Objectives:

Attheendofthisunit,trainee's willbeable to:

- ✓ Describetheconcept ofteachingand learning
- ✓ Identifyindicatorsof effectiveteachingandlearning.
- ✓ Statecharacteristicsoflearning.
- ✓ Identifythe types of learning approach.
- ✓ Applydifferenttheoriesoflearningintheir instruction.
- ✓ Appreciatetherelevanceoflearningtheories indesigninginstruction

• Concept of Teaching

Activity1:

- **Whatis teaching?**

Ourunderstandingoftheconcept"teaching"dependsonownpreviousexperiencesofanysortand it really affects our actual practices as a teacher. Some may conceive teaching as a divorced or independentprocessfromlearning.Astosuchteachers,sofarastheymaketheirownpreparation, get into the classroom and delivered their lesson in their own preferred way they think as they played their teaching role regardless of students' learning. Some others conceive teaching as it inter-dependswithlearningandtakesintoconsiderationindividualdifferencesinstudentspriorto teachingandimplementtheirteachingaccordingly.Forsuchteachers,thefundamentalquestion that appears at the heart of their teaching is “how do students learn and benefit from teaching.” The key point here is to see deep into your stand and make the necessary adjustment.

Anyformofteachingthatdidresultinnosubstantiallearningornolearningislikeagunshooting that did not hit the target. If your conception towards teaching considers learning as outcomes assimilate it with the fundamental question of teaching; otherwise, you need to accommodate it with the same concern. As a teacher, bear in mind that teaching and learning are two sides of a coin, for a lessonisconsiderednottaughtuntilithasbeenlearned.Asamatteroffacttherealways exist time and conceptual variations, among scholars in the field, teaching does not have one agreedupondefinition.Anyway,letusseesome ofthedefinitionsgiventoteaching andbroaden our frontier of knowledge about the concept.

- Idealist philosophersdefineteachingasaprocess oftransmitting/impartingknowledge,whereas pragmatists consider teaching as a process of facilitating the individual’s learning.
- "Teachingisanyformofinterpersonalinfluenceaimedatchangingthewaysinwhichother persons can or will behave" (Gagne :1963a)
- "Teachingisaninteractiveprocess,primarilyinvolvingclassroomtalk,whichtakesplace betweenteacherandpupils&occursduringcertaindefinableactivities"(Amidon&Hunter:1967)
- "Teaching is interpersonal activity directed toward learning by one or more persons" (Klauer1985)
- "Teaching denotes action undertaken with the intention of bringing about learning in another"(Robertson :1987)

Their variation in defining the concept teaching may be attributed to the difference in the perspectives scholars are advocating. This fact dictates that there is no one outstanding definition that spells out the concept teaching. Rather contemporary educators prefer to describe teaching based on the common attributes suggested by many authorities than defining it. Accordingly, teaching is

- *Anactivityoraction.*
- *Aprocess*.Itinvolvesaseriesofactions anddecisionsoftheteacher.

- *An interpersonal activity and/or process*. Interpersonal refers to the fact that teaching involvesinteractionsbetweenateacherandstudentsaswellasamongstudents.Mostoften the interactions are two-way.
- *Intentional*. There is some purpose or set of purposes for which teaching occurs. This purpose is bringing about learning on the part of the learner.

Onthebasisoftheaboveattributeswecanoperationallydefine*teachingasinterpersonal& interactive process consisting of sets of actions/activities designed to bring about learning.*

2.2. TeachingPrinciples

Principle is defined as fundamental norms, rules, or values that represent what is desirable and positiveforaperson,group,organization,orcommunity.Theyhelpindeterminingtherightfulness or wrongfulness of an action. There are some principles of teaching as discussed below:

- Theprincipleofunitinginstruction withthenationalandsocietal need.
- ThePrincipleof connectinginstruction withsociallife:
- ThePrincipleofintegratinginstructionsofdifferent subjects:
- The Principle of guiding the activities of learners (the principle of teacher's leading role and students' independent work):
- Principleofmakinginstructioncomprehensive:
- Theprincipleofvividnessininstruction(theprincipleofgivingclearideasin instruction):
- Theprincipleofunderstandingindividualdifferenceininstruction(theprincipleofapproaching students personality based upon collective activity):
- The principle of applicability and durability of the results of instruction (the principle of stabilizing the results of instruction permanently):
- Theprincipleofshapinginstruction systematicallyaccordingtothecurriculum:

2.3. **EffectiveTeaching**

Activity2:

- Whatiseffective teaching?

Characteristicsofeffectiveteaching:

Effectiveteaching:

- Clarifiestheteacher'sexplanationsand directions.
- Establishesatask-orientedclassroomclimate.
- Makesuse of avarietyoflearningactivities.
- Establishesandmaintainsmomentumandpaceforthelesson.
- Encouragesstudents'activeparticipationintheinstructionprocess.
- Monitorspupils'progressandgivesattentionquicklyto pupils'needs.
- Deliversawell-structuredandwellorganized lesson.
- Providespupilswithpositiveandconstructive feedback.
- Ensurescoverageofinstructionalobjectives.
- Makesgooduseofquestioningtechniquesandthelike.

2.4. **Conceptof Learning**

Activity3:

- Howdoyouunderstandlearning?

Learning can be defined in different ways. But the most commonlyused definition of learning is the one that takes in to account the opposing view of different theoretical perspectives. Learning is defined as a relatively enduring change in an individual's knowledge, attitude and skills as a result of experience and practice. Similarly, Santrock (2011) defines **learning as** a relatively permanent influence on behavior, knowledge, and thinking skills that comes about through experience and practice. In addition; the following definitions are given by scholars.

- ✓ Apersistingchangesinhumanperformanceorpotentialasaresultofthelearner's interaction with the environment (Driscoll, 1994).
- ✓ Arelativelypermanentchangeinaperson'sbehaviorduetoexperience"(Mayer,1982).
- ✓ Enduring changes in behavior or in the capacity to behave in a given fashion, which results from practice or other forms of experience (Shuell, 1986)?
- ✓ 'Learningisabouthowweperceiveandunderstandtheworld,aboutmakingmeaning (Marton and Booth, 1997).

Whatdo you inferabout learning fromtheabovedefinitions?

Theanalyses of the abovedefinitions oflearningreveal thefollowingattributesof learning.

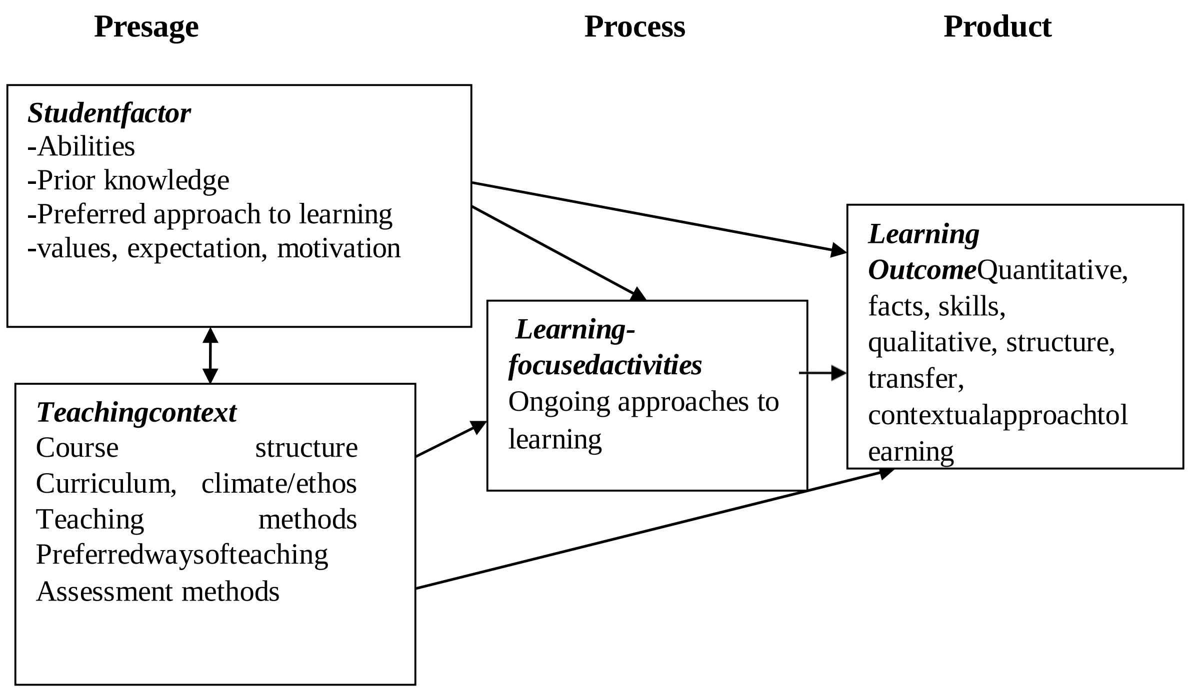
- **Learning has enduring nature**: it results in relativelypermanent modification of behavior. But, changes due to illness, fatigue, intoxication, hunger, maturation are not considered as learning.
- Learninginvolvesacquisitionofknowledge,thinking,attitudeandskill:
- **Learningisanindividualisticmentalprocess:** thisindicatesmentalactivitythatcannotbe directly observable but manifests in the activities of the individual.
- **Learning depends on experience and practice**: means learning results only those changes that occur as a result of the interaction of a person with his/her environment.

2.5. Conceptualmodelforteachingandlearninginhighereducation

Much of the research conducted on student learning in higher education has been summarized in termsofthe3-PmodelsofBiggs(2003),containingthreeelements:presage,processandproduct. The overall assumption that Biggs has about learning through this 3-P model is that learning outcomes are a result of the interactions of the teaching and learning contexts with the student approachestolearning.Bothstudentandteachingpresagefactorsinteracttoproduceanapproach to learning, which produces its characteristic outcome.

There are no simple answers to the questions 'how do we learn?' and 'how as teachers can we bring about learning?'

Fig1.The3-Pmodelsofteachingand learning



AdoptedfromJohnBiggs 1996

Studentsbringintothelearningsystemsomepredispositionsthatarelearning-related,suchasprior knowledge, abilities, values and expectations, ways of learning. These learning-related characteristics are referred to as the student presage factors that have a direct impact on the ways students choose to process academic tasks. The teaching context is the environment set by the teacher and the institution, through the course structure, curriculum content, methods of teaching and assessment. Students perceive and interpret the teaching context and adopt a study approach that they think will help them to meet the demands of the teachers and the courses.

Hence, an approach to learning is not simply a fixed attribute of the learner, but a function of both learner characteristicsandtheteachingfactors.CaseandMarhshal(2004)alsoindicatedasthediscipline andlevelofmaterialtobelearnthaveaninfluenceonstudents'learning.Students'characteristics and the learning environment (presage factor) jointly determine the students' perception of learning environment. Then the perception they have about their learning environment, will produce a particular approach to learning which is broadly conceptualized as either 'deep' or 'surface' (Entwistle, 1991 and Ramsden,1983). The model represents relationships between the students' characteristics, perceptions of the learning environment, approaches to learning and learningoutcome.Here,whatwehavetonoteisthat,theapproachadoptedbyteachersintheir teaching and students in their studying should focus to bring maximum learning on the part of students.

The process phase refers to the way teachers and students experience and deal with teaching and learning situations. The heart of the teaching/learning system is at the process level, where the learning related activity produces or does not produce the desired outcomes.

The 'Product' phase of the 3-P model suggests that study approaches are related to qualitative differences in learningoutcomes.Studentswithdeepapproachwillproducehighqualitylearning outcomes, while in the surface approach they will result in lower quality outcomes. The 3P's (Presage, Process and Product) when combined explain what learning is about. It involves the interactionofthestudentandteachingcontextstoproduceaparticularapproachtolearning,either deep or surface, which affects the quality of learning outcomes.

2.6. FeaturesofLearning

Thefollowingpointscanbeconsidered asthe generalfeaturesof learning.

- Learningisadjustment.
- Learningisorganizingexperiences.
- Learningispurposeful/goaldirected.
- Learningisactive.
- Learningisbothindividualandsocial.
- Learningis theproduct of both heredityandenvironment
- Learningis uniqueto thelearner.
- Learningiscontinuousthroughoutthelife

2.7. CharacteristicsofeffectiveLearning

Effectivelearningshould:

- Bemeaningful tothe students
- Beconnectedandusedto theirlives,
- Engagestudentsactivelyinthe process
- Allowstudentstomovefurtherthanmemorizationoffactsandbitsofknowledge

- Preparestudentstounderstandand participateina complexworld.
- Encourage students to investigate, understand, and analyze their environment to drawconclusions.
- Makestudentsthink critically.

2.8. FactorsAffectingLearning

Dearinstructor,pleasementionsomefactorsthatcanaffectlearning.

Anumberoffactorscouldaffectlearning.Thefactorsmayhinderorfacilitatetheacquisition of knowledge, skills and attitude.

Thefactorsthatcanaffect learningcanbecategorized into:

- Factors relatedtothe learner
- Factors relatedtothe teacher
- Factors relatedtothesubjectmatter
- Factorsrelatedto environment

2.9. ApproachestoLearning

Activity4:

- Howdo studentswant to learn?
- Howdoteachersshapestudents'approachtolearning?

There are different types of approaches students prefer in learning. The most commonly known approaches of learning are:

- **DeepApproach**

Studentswhotakeadeepapproachhavetheintentionofunderstanding,engagingwith,operating in and valuing the subject. Such students:

- Activelyseek to understand the material /thecourse

- Interactstronglywith thecontent
- Makeuseofevidence,inquiryandevaluation
- Takeabroadviewandrelate ideasto oneanother
- Aremotivatedbyinterest
- Relatenewideas toprevious knowledge
- Relateconcepts toeverydayexperience
- Tendto read and studybeyond thecourse requirements

➢ **Surface Approach**

Studentswhotakeasurfaceapproachtendnottohavetheprimaryintentionofbecominginterested inandofunderstandingthesubject,butrathertheirmotivationtendstobethatofjumpingthrough the necessary hoops in order to acquire the mark, or the grade, or the qualification. When asked, thestaffdeploresthisapproachbuttheyfrequently acknowledgethatthemajorityoftheirstudents tend to take this approach. Students who take a surface approach:

- Tryto learn in orderto repeat what theyhavelearned.
- Memorizeinformationneededfor assessments.
- Makeuseof rote learning.
- Takeanarrowview andconcentrateon detail.
- Failtodistinguishprinciplesfrom examples.
- Tendto stick closelyto thecourserequirements.
- Aremotivated byfear offailure.

➢ **StrategicApproach**

The strategic or achieving approach is that approach which students are said to take when they wish to achieve positive outcomes in terms of obtaining a pass or better in the subject. Students taking this approach:

- Intendtoobtainhighgrades
- Organizetheirtimeanddistributetheirefforttogreatest effect
- Ensurethat theconditions andmaterials forstudyingare appropriate

- Usepreviousexampaperstopredict questions
- Arealerttocuesaboutmarkingschemes

Generally, higher educationinstructorsareexpectedtodesigninstructionalstrategiesand assessment techniques that promote deep approach to learning.

2.10. Theoriesoflearningandtheirimplications

Activity5:

- **Haveyou heard of learning theories? If so, canyougive brief statesomeofthem?**

Therearedifferentlearningtheoriesdescribingwhatlearningisandhowitoccurs.Though, there are several theories of learning; this manual includes the following three major theories and their classroom implications.

Theme	Behaviorist Approach	Cognitive Approach	ConstructivistApproach
Perception of knowledge	Knowledgeismainly made up of fixed facts or information; wedivideknowledge strictly according to subjectareasderived from academic Disciplines.	Knowledge is mainly the outcome of informationprocessing and decision-making.	Knowledge is mainly the outcome of learner's interpretation.
Perception of learning	Change in probability of particular behavior occurringinparticular situation.	Changeinknowledge is stored in memory.	Change in meaning constructed from experience.
Howtolearn	The learner learns how to memorize factsandinformation	Thelearnerlearnshow to use facts and information by processing information.	The learner learns how to learn to construct his/her knowledge.
Levelofthinking	Thelearnerusesless thinking skills	The learner uses thinking skills	Thelearneruseshigherorder thinking skills
Teacher'srole	Provide a highly structured environment for learning.	Structure and organize information to make theprocessingmore Efficientand effective.	Guide and provide materials from which learners can construct their knowledge.
Student'srole	Learnerisreceiverof knowledge.	Learnerisactivebut knowledge is still Independentoflearner.	Learnerisactiveparticipant whoconstructhis/herown knowledge.
Relevant principles	Reinforcement, shaping, stimulus and response	Eventsofinstruction, types of learning, learning hierarchies	Collaborative learning, Learnercenteredinstruction, scaffolding,

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Unit Three: Active learning methods

Unit description

Dear trainees, welcome to this important session. This unit is designed to help trainees to get informationaboutvarietyofactivelearningmethodsthatwillhelptheteachertomaketheteaching learning process more active and student centered than the traditional lecture method.The unit willintroduceyouwiththeconceptofactivelearning,importanceofactivelearninganddifferent techniquesofactivelearningmethods.Inadditiontotheoreticalconceptsmentioned,traineeswill be exposed to practical engagements through reflective activities.

Unit Objectives:

Attheendofthisunit, trainees'willbeableto:

- Defineactive learning
- Explainthe purposeof activelearning
- Identifyvarietyof activelearningmethods
- Implementdifferentactive learningmethodsintheir teaching
- Identifychallenges to applyactivelearningmethod
- Appreciatetheroleof differentactivelearningmethods inmaximizingstudents learning.

3.1. Whyactivelearning?

Activelearningshiftsthefocusfromtheteachertothestudentandfromdeliveryofsubjectcontent byteachertoactiveengagementwiththematerialbythestudent.Throughappropriateinputsfrom theteacher,students learnandpracticehowto apprehendknowledgeandusethem meaningfully.

We tend to teach the way we were taught ourselves, rather than in the way that work best. We thinkweknowtoomuch,andratherenjoyexplaining.Butwhenonesetsactivities,listencarefully tolearnersastheywork,thiscanbeevenmoreenjoyableandlesshardworkthanexplaining,and the feedback is very informative.When learningis active, students do most of the work. Theyusetheirbrains, studyideas, solving problems, and applying what they learn. Active learning is collegial, fun, supportive, and personally engaging. Often, students are out of their seats, moving about and thinking aloud.

Tolearnsomethingwell,itneedstohearit,seeit,askquestionsaboutit,anddiscussitwithothers. Above all, students need to “do it”-figure things out by themselves, come up with examples, try out skills, and do assignments that depend on the knowledge they already have or must acquire.

Activity1:

1. Whatisactivelearningmethodforyou?
2. Explain the traditional teaching methods and outline Students and Teachers’ activities in traditional teaching method?

Teacher’sactivitiesintraditional teaching method	**Students’activitiesintraditionalteaching method**

3. Whatmakesactivelearningdifferent fromthetraditionalteachingapproach?

Traditionalteachingapproach	Activelearningmethod

3.2. DefinitionofActiveLearning

Active learning can be defined as any teaching/instructional approach whereby all students are fullyandmeaningfullyengagedinthelearningprocess.Activelearningthereforerequiresa student-centred approach with a shift in emphasis from passive to active learning; a change in behaviorunderpinned byachangein thinking and encouraging students to takeresponsibilityfor their own learning. The intention of active learning methods is to develop higher order levels of knowledge,suchascomprehension,application,criticalthinking,analyticalskillsandevaluation. Pollard (2008, p288) maintains, "active learning is linked to further factors such as motivation, stimulus and concentration"

In Active learning, we can ableto draw two concepts.First, learner uses opportunitiesto decide aboutaspectsofthelearningprocess.Forinstance,learnersmaketheirowntimeplan,theychoose learning goals and activities they like, they test their progress, they take care of learning and understandingontheirown,andtheyreflectonerrorsandsuccesses.Activelearning,inthissense, has to do with the preparation, execution, regulation, control, feedback and maintenance of learning activities by learners themselves.

Second, active learning focuses on the extent to which the learner is challenged to use his or her mental abilities while learning. The second concept of active learning (tied to mental activity), it isnotsomuchthenumberandqualityofdecisionsaboutlearningthatcountbuthowmuchactivity isaskedfromthelearner.Arestudentsfiguringoutthingsontheirown?Aretheyworkingwithout teachersupervision? Aretheyworkingtogetheringroups? Are theythinkingwhilelearning? Are they doing?

3.3. BenefitsofUsingActiveLearninginEducation

BonwellandEison(1991) statethatsomemerits ofactivelearningare:

- Studentsareinvolved inmorethan listening,
- Less emphasisisplaced ontransmittinginformationand
- Greateremphasison developingstudents'skills,
- Studentsareinvolvedinhigher-orderthinking(analysis,synthesis, evaluation),
- Studentsareengagedinactivities(e.g., readingdiscussing,writing), and
- Greateremphasisis placedonstudents'exploration oftheirownattitudesand values

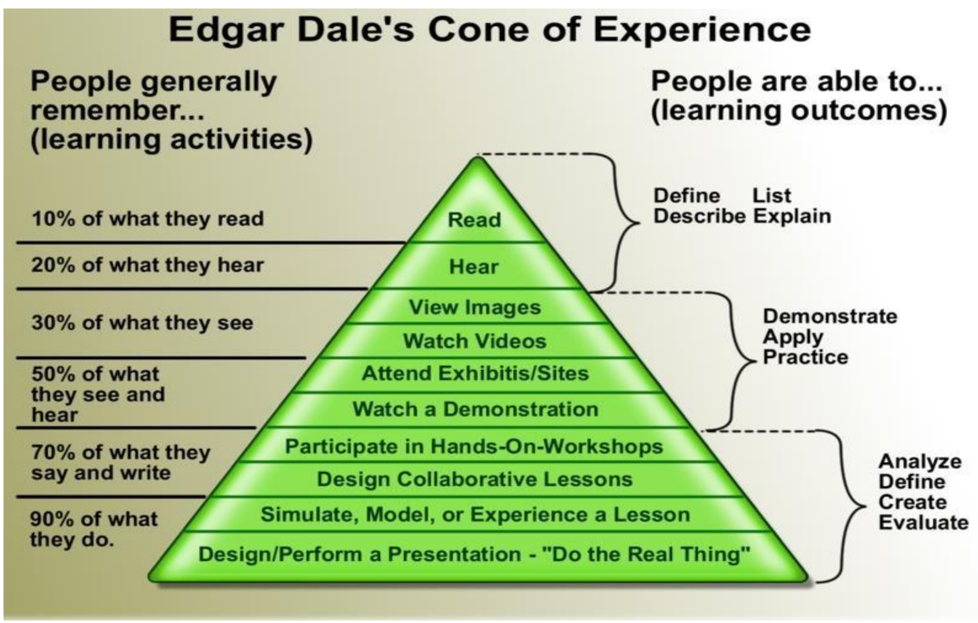
Confucius(400BC)in the historyofAncientChina declared:

- WhatI**hear**,Iforget.
- WhatI**see**,Iremember.
- WhatI**do**,Iunderstand.

Thesethreestatementsspeakvolumesabouttheneedforactivelearning.Silberman(1996) modified and expanded the wisdom of Confucius into what he calls the Active Learning.

- WhatI**hear**,Iforget.
- WhatIhearand**see**,Iremember a little.
- WhatIhear,see,and**askquestionsaboutordiscuss**withsomeoneelse,Ibegintounderstand.
- WhatIhear, see,discussand**do**,Iacquireknowledge and skill.
- WhatI**teach**toanother,Imaster.

Lookatthe followingpictorialillustrationofactivelearningmethods



The above illustration depicts that when teacher allow students in learning the retention of knowledgeincreases.Thismeansthatwhilethelearnerparticipateandgetinvolvedinthelearning process by expression, they awaken the sensory organs.

Activity2:

Deartrainee,hereunderyouarepresentedwithdifferentcasesofactivelearningmethodsthatcan beappliedinaclassroom.Readthemcarefullyandmatchwiththeappropriatemethodsofactive learning.

A. GappedLectures B. Buzz Group C. Debate D. DecisionLine E. Crossover groups F. VisualAids G. Demonstrations H. Case studies	I. Pairwork J. Pyramiding K. Roleplay L. Hot seating M. Group work N. Jigsaw

Descriptionofactivelearningmethod	Method
1.A controversial statement is made and students are asked to stand on a continuous line between 'strongly agree' and 'strongly disagree'. Students are asked to defend where they are standing.	
2. It may be used periodically to break up a lecture and to enable you to check the students are following the lecture. Use a combination of open and closed questions. This will help you to judge your students understanding.	
3. It is a method of teaching where you start with the individual and move tothewholegroup.Individualscompleteataskfirstandthenmoveinto pairs. The pairs discuss the work they have just done and make improvements and corrections. Then two pairs join to form groups of 4. The groups compare the work they have done. Finally, feedback can be given to the whole group. If you have a large class, only choose two or three groups to give feedback. Alternatively you can ask for each group to give a different point.	
4.Students are divided into groups to complete a task.After several minutes, 2 members of the group move to another group to share ideas from their original group.From their sharing, more discussion is developed.After5minutes,theywillcross-overor"move"toanother group.Thiswillensurethattheinformationyouwantthestudentsto	

learn, travels through the entire class.This avoids the need for a lot of feedback.	
5.Thisisaformofgroupworkinwhicheachgroupmemberhasaspecific task to complete within the group.You may assign different tasks like facilitator, note taker, time keeper, chair, observer, reporter, or tasks specifictothetopic.Groupmemberscansigntasksifappropriate.The groupisresponsiblefortheoutcomes,whichareevaluatedagainstagreed criteria.Each group member develops different skills.This activity is particularly helpful in homework tasks, project work, assignments, presentations and laboratory assignments.	
6. This is when you give your students material that will excite them and help them think.Often at the beginning of a session, you might want them to start thinking about the topic you are going to teach.You can givethestudentsmaterialwhichwill"getthemthinking".Thismightbe an article to read, a picture that makes them ask questions, a demonstration,avideo…anythingthatgetsthestudentsinterestedinthe topic you are teaching!	
7.It is an organized discussion on an issue which is usually controversial. Theclassisdividedintoatleasttwo groups,eachsupportinga"side"of the issue:the people who are "pro" and the people who are "against". Each side has a leader and supporters.There is also a chairperson, who keeps order during the debate.Each side presents its argument in an organized, clear, and intelligent manner.	
8.It is when a student or a group of students are given a role to playout in theclass.Thiscouldbeasituationtheyhavetoactout,orapersonthey havetodramatize.Forexample,inahistoryclass,youmightassigneach of your students an historical figure to role-play, and they would come into class, having researched that individual, ready to be that person. Anotherwaytodorole-playistodivideyourstudentsintogroups.Give each group a situation, and have them play out that situation.	
9. It is Helpful for students who are not auditory learners. These are pictures,maps,diagrams,charts,videos,DVDs,internetthatrelatetothe information you are giving the students. These should be prepared in advance and put on the wall or board so that all students can see them. Remember that some students will have poor eyesight so any writing should be very clear	

3.4. DifferentActiveLearningTechniques

ActiveLearningMethodsaretoolstoachievetheimportantgoalofallowingstudentsopportunities to think. The keyconcept in active learning is that knowledge cannot be transferred; information istransferredbutknowledgeiswhatiscreatedwhenastudentthinksabouttheinformation.There willbetimeswhen youneedtotell yourstudentsnewinformation;howevertherearemethodsto make your lectures more interactive.Most importantly, in active learning you should provide your students with opportunities to do some work based on the ideas you have given them.However, employingactive learningtechniques in the classroom can pose difficulties to teachers andstudentsnotaccustomedtothismodeofinstruction.Theteachersurrenderssomeofthecontrol oftheclassass/hebecomesafacilitator,andthestudentstakeincreasedresponsibilityfornotonly *what*butalso*how*theylearn.Incorporatingactivelearningintheclassroom,then,requiresstudents to act. Try using the following techniques to offer your students the opportunity to participate actively in their learning.

Not all ofthemethods in this guide will besuitablefor you but usetheinformation to choose the ones that is appropriate to you.

Categories	**Activelearning methods**	**Descriptions**
TheLecture methods	Gapped Lectures	Agappedlectureiswhenyoudivideyourlectureintosmall sections and give the students an activity to complete betweeneachsection.Forexampleposingquestions,setting a problem to solve, or a handout can be used to break up a lecture.
	Buzz Group	Youpresentinformationforabout10or15minutesthenyou break and give students in pairs or small groups about two minutes to discuss what they have learnt.
	Questionsand Answers	Q&Amaybeusedperiodicallytobreakupalectureandto enable you to check the students are following the lecture. Use a combination of open and closed questions. This will help you to judge your students understanding.

	Demonstrations	This is when your show the students how something is done.Itcanbehowatheoremisproved,howaproblemis solved or how an experiment is conducted.
Interactive Learning method s	Independent learning	Independent learning is when a student works on their own or in a small group independent of the tutor.This can take the form of an assignment completed in class, homework tasks,essays,problemsolving,research,anexperimentor anyotheractivities.
	Pairwork	This is an activity when students work in pairs. A student canbepairedwiththepersontheyaresittingbeside,or you canpairthemwithpeopletheyhaven’tworkedwithbefore. Inthepair,theycancompleteatask,discussatopic,answer somequestions orpreparesapiecesofwork.
	Pyramiding	Individuals complete a task first and then move into pairs. The pairs discuss the work they have just done and make improvementsandcorrections.Thentwopairsjointoform groups of 4. The groups compare the work theyhave done. Finally, feedback can be given to the whole group.
	Group work	This is where preferably 4-6 students work together on a task. It could be a discussion, presentation, fieldwork, a practical, project, drama, answeringaseriesofquestionsor producing a piece of written work. The key to effective groupworkistogiveclearinstructionsandtocheckthatall Studentsunderstand thetask and timescale.
	Jigsawgroups	First, divide the class into groups, for example, A, B, C, D andE.Eachgroupgetsadifferenttask.Then,oncethattask has been completed (it could be a short activity of 10 minutesortakethewholesessionifappropriate)youreformgroups by splitting up all the students who previously worked together.
	Cross over groups	Students are divided into groups to complete a task.After several minutes, 2 members of the group move to another group to share ideas from their original group.From their sharing,morediscussionisdeveloped.After5minutes,theywillcross-overor “move”toanothergroup.
Methodsof generating and Recording Ideas	Brainstorming	Inthisactivitystudentswritedowneverythingtheyknowor thinkaboutagiventopic.It canbeusedasawayoffinding out what the students alreadyknow on asubject before you start teaching or as a review activity.
	Spider diagram	Givestudentsatopicwhichtheycanwriteinthemiddleof the paper, and then as theythink of each idea, theywrite it

		downand draw alineconnectingthatideato thecentral idea.
	Mind map	The students write the topic to be explored in the Centre of the page, using three colors and an image attached to the topic.Then, they branch out on sub topics, which are then broken down into smaller sub topics.Each branch should beaseparatecolor,withonewordwrittenaboveitindicating thesubtopic.Fromthesemainbranches,smallerbrancheswillgooffin differentdirections.
	Thoughtbubble	A thought bubble is a reflective activity where the students write down their thoughts on a particular topic. They can writetheminabubbleasavisualrepresentationoftheir Thoughts.
Exploring and analyzing ideas and opinions	Picture analysis	This is when you could bring in an interesting picture and ask the students to discuss it.
	Case studies	Youprovidethestudentswithacasestudyorscenariowhich the students have to read and make a decision or answer questions on how they would deal with the situation.
	Rankingtasks	A ranking task is when you give the students a number of statementsorideaswrittenoncards,andthentheyhaveto "rank"ororderthemintermsofwhatismostimportantto least important.
	Matching exercises	Thisisanactivitywhenstudentsmatchonecolumnof information,definitions,ordescriptions,withasecond column.
	Debate	Theclassisdividedintoatleasttwogroups,eachsupporting a "side" of the issue:the people who are "pro" and the peoplewhoare"against".Eachsidehasaleaderandsupporters.
	DecisionLine	Acontroversialstatementismadeandstudentsareaskedto stand on a continuous line between 'strongly agree' and 'stronglydisagree'.Studentsareaskedtodefendwherethey are standing.
	Roleplay	Role-playiswhenastudentoragroupofstudents are given A roletoplayoutintheclass.Thiscouldbeasituationthey have to act out, or a person they have to dramatize.
Experiential Learning	Storytelling	Storytellingcantaketwo forms:eithertheinstructortellsa story, or the students tell a story. In some cases, the instructormightstartthestory,andhaveeachstudent Contributeto thetale.
	Research	Inthisactivity,studentsinvestigatea problem,theory,idea, ortopic.Thisinvestigationiscompletedinarigorousand

	Methodicalmanner.Studentswilloftenexploreeveryangle Andsourceof thetopictoreach theirown conclusion
Visits	Visits,asanactivity,involve theteacher organizingatrip toa placeof interest fortheclass.
Fieldwork	Fieldwork involves the students going into their field of study to collect and collate data and information on a specifictopic.Forexample,plantbiologistscouldgointo The“field”tocollectplantspecimenstoanalyze.
Projectwork	Projectworkinvolvesgivingthestudentsaprojectto Completeinaspecifiedamountoftime.Projectscanbe done individually or in groups.
Experiments	An experiment involves taking a theoryor idea, and testing to see if it is true.It usually involves a very specific and controlledmethodofprocedure,andresultsareusually recorded.

Activity3:

Whatarethemainchallengestouseactivelearninginaclassroomandhowcanweminimizethose challenges?

Activity4:Lookatthefollowingcasescarefullyandgivecommentsforthefollowingquestions

1. *Whatgoodqualitiesdotheseteachershave?*
2. *Whatpoorqualitiesdo youobserve?Whatdo you recommendtothese teachers?*
3. Whatactivelearningmethodsdo theseteaches use?
4. Whatdoyoucommentabouteachmethodofteaching generally?

Case1

Sirakisteachinginoneofteachereducationcolleges inEthiopia.HetaughtBiologyforabout20 years.Heastraditionbelievesinhisteachingthatstudentsneedtogetenoughamountof information through explanation. He always wants his students to listen to their maximum and takenotes. He, however, encourages students to interrupt him and ask questions orclarifications. He also likes to dictate students when he feels that students do follow him. As to assessment, he keeps regular and formal assessment techniques. He at least gives students two or three tests and one final exam; his exams are almost always essay oriented. He is always scared of showing students their test results for fear of complaints in marking.

Case2

Emebet is a mathematics teacher in one of the teacher education institutions in Ethiopia. She usually revises the previous lesson for about four or five minutes. She begins the daily lesson by givingsomebrainstormingactivities.Shealsogivesherstudentsawholelistofnotesand usually thisisdonebywritingontheblackboard.Shedoesn’tcareabouthandwriting.Complaintsare heard from students that they do not read her hand writing and hence they do not get meaning of her class. They, however, are heard saying, she is good at giving them exercises and worksheets. She gives them continuous worksheets as home take assignments. When they are coming back, she asks students randomlyto reflect on the tasks of the worksheet. She gives some credit for the students’ reflection, and she takes the reflection as part of the overall assessment techniques. She is highly criticized by her colleagues for not keeping formal exam schedules.

Case3

Gaddisa is an English language teacher in a certain high school in Addis Ababa. His appearance is smart and even he is well-dressed. He is humorous, friendly and cheerful. He arrives on time, his lessons are well planned, and he completes always a lesson plan. He provides students regular opportunities for his students to practice speaking skill. He makes students to work hard by providing them class activities and home take assignments. He selects interesting, familiar topics for discussion; he makes sure that students do get enough time to plan and prepare what they are going to say before they speak to groups. He also runs an English speaking forum every one day of a week. He believes that this reduces anxiety and students develop confidence. He marks students’ work regularly and provides them feedback right after the test or the assignment. He is seen most of the time favouring the girls in the classrooms in that he calls girls name and gives opportunities for them.

Case4

AtoAberaZemedkunisaMathematicsteacherinonehighschoollocatedattheruralareaofNorth Shoa. The teacher does not prepare any lesson plan. He enters into the class without having any note on the content what he teaches. However, he is supposed to be an effective and brilliant mathematics teacher at grade 11. As soon as he enters into the class, he begins with a new topic and gives more explanation on the topic with explicit examples. At the interval he asks some questionsandhegivestheanswerssoonwithoutinitiatingthestudentstoanswerit.Thenexttime, he gives class work on the topic he discussed previously and checks only the brilliant students' exercise books.

Case5

AtoAshenafiGirma is civics and Ethical Education teacher in a high school in Ethiopia. AtoAshenafi prepares lesson plan, however, he did not write all the activities what he teachers in his plan. He usually presents the topic with appropriate teaching aids. When he wants to make the studentsactiveparticipant,hespontaneouslyarrangesdebatingprogramintheclassandhe thinks towritetherelatedtopicstothecontentwhichwillbeusedfordebating.Heusuallyassignsclever students to be involved in the debate.

Case6

Yilma is teaching professional and topical issues course in one college. Yilma distributes the course out line to the students and read the objectives and contents of the course, and family he uses compatibility grouping and usually forms 6 groups. For each group he divides the whole contents of the course and then he appoints the students to come after a month for the reflection.

Case7

Zinash is teaching "principles of curriculum in one college in Oromia Region. Before she gives brief explanation on a particular topic, she asks the students if they know something about that topic. She accepts the opinion of the students without saying "right" or "wrong" and finally she gives brief explanation including short note. For the next time, she repeats the same thing. However, she usually gives tasks to be presented individually/in groups. Individual assessment contains more weight than quizzes and group work. She gives less weight for group work.

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Unit Four: Classroom Management

Unit description

This part of the module will acquaint you with the basic knowledge and skills of handling classroom problems and arranging the room setting appropriately for different instructional activities to ensure a smooth and effective teaching-learning process. It mainly focuses on major issues of classroom organization and classroom management.

Unit Objectives:

Attheendofthisunit,trainees willbeable to:

- ✓ Defineclassroommanagement
- ✓ DifferentiateFeaturesofeffectiveclassroommanagement
- ✓ Explainthepurposeofclassroom management
- ✓ Applydifferent techniques ofclassroom management techniques
- ✓ Identifymajorcauses of classroom problems
- ✓ Distinguishdifferenttypesof Approachesinmanagingstudentbehavior
- ✓ Describetheinterrelationshipsbetweeninstructionalmethodsandseatingarrangement,

4.1. DefinitionofClassroomManagement

Activity1:

Deartrainee,discussthefollowingquestionsin-groupandpresent yourpointofagreementtothe whole participants.

1. Howdoyoudefineclassroom management?
2. **2.** Whatarethemainfeaturesofwell-managedclassroom environment?

Classroom management (CRM) is a means of creating conducive classroom atmosphere that facilitates effective learning by managing students' behavior, the session, time, methods of teaching,andotherteachingandlearningresources.Itisreferringtomanagingtheclassroom situation to ensure that an atmosphere is generated where the most effective learning takes place for all students. *CRM* creates a climate that facilitates and maximizes students learning.

Classroom management is the art of carefully preparing, presenting, disciplining and controlling classactivities.Classroommanagementisalsotheprocessoforganizingandcoordinatingaclass sothattherecanbeefficientandeffectivelearning.Studentsarecomposedofdiversifiedattitude, values, maturity, age, family background, etc.

Thus, the teacher is highly expected to manage such varieties of behaviors. Although there are manypedagogicalstrategiesinvolvedinmanagingaclassroom,acommondenominatorismaking sure that students feel they are in an environment that allows them to achieve.

Classroommanagementalsoinvolvesmanaging

- Contents of thelesson,
- Methodsof teaching,
- Materialsand space,
- Timeallottedtoagivenlesson, and
- Students'behaviorandtheirsocialrelationship.

Features of Effective Classroom Management

Effective classroom management is the process of making teaching learning effective and attractivebyavoidingtheproblemsthataffectlearningattheclassroomlevel.Tobeeffective,the CRM should have the following features:

- Carefullyplanned, varied,andinterestingactivitiesintheprocessofteachingandlearning.
- Good organization/setting of the classroom in a way conducive to the teaching learningprocess.
- Attractivepresentation
- Supportingand monitoringstudents activities
- Effectiveandefficienttimeutilization
- Settingand applyingground rules acceptedbythestudents
- Establishinggood relationshipswithstudents(greet,respect,smile,praise, showconcern, role model etc.)

4.2. PurposesofClassroomManagement

Activity2:

- Deartrainee,discussthemajorpurposesofclassroommanagementand listsomeof them

Themainpurposesof classroommanagementinclude:

- Toenablelearnersto be activeintheir learning
- Toestablishaclassroomatmospherethatfacilitatessmoothandefficientteachingand learning.
- To usetime properlyto carryout designed learningtasks.
- Tocreateparticipantinterestanddesiretolearnso astoachieveobjectives.
- Toavoiddisciplinaryproblems
- Toensurethatclass timeto concentrateoninstruction, noton sideissues.
- Tosecurethesupport andcooperation ofstudentsinclassroom activities.
- To ensure the active and meaningful engagement of students in the learning task at hand, and

Therefore,bymanagingtheteachinglearningprocessintheclassroomwecanmaximizestudents learning, which is the ultimate goal of education. In addition to the above benefits, classroom management also has the following additional importance.

- **It engages students**:Students who are engaged in lessons and the learning material will be able to register the information better and be able to apply their knowledge when it comes to test taking.
- **It keeps students prepared**:When teachers and students are prepared to learn, lessons and learning will be easier to be administered and the results will be more effective.
- **It boosts confidence:**In an effective classroom, teachers are able to give more attention to each student and structure lesson plans to meet certain needs.All of these factors will help in boosting the confidence of students.

4.3. MajorCausesforClassroomManagementProblems

Activity3:

- From yourownexperienceasastudent/teacher/,whatarethemajorsourcesofclassroom management problems**?**

Problems in classroom may arise from different sources. The causes can be instructor related, student related or universityand environment related.Various specific problems will arise from these sources and can be seen as follows.

Themajorcauses for classroom misbehavior:

A. Teacher-RelatedProblems

Teacherscanbesourcesforclassroommisbehaviorinthefollowingaspects:

- Lack of knowledge and skill on the subject thought
- Lackofvarietyininstructionaltechniquesandfailuretouseappropriateteaching-learning methods.
- Failuretoinvolvestudentsintheteachinglearningprocess.F
- ailure to apply major principles of teaching.
- Failuretouseappropriateteaching-
- learningmaterials Bad pacing (too fast or too slow).
- Unfairassessmentandevaluationofstudentswork.
- Unclear assignments.
- Insufficientactivityfor students.
- Negativeteacherattitudestowardsstudentsandthesubject.
- Using corporal punishment and negative statements.Arrivinglatefor class.
- Unequaltreatmentandunenforceablethreats.A
- bsence of language or gestures.
- Failure to enforce the rules
- set.

Failurestoproperlyplanlessons

.

- Inadequatelycommunicatedgoalsandobjectives.

B. Students-Relatedproblems

Someoftheaspectsatwhichstudentscanbecauseforclassroommisbehaviorarementioned below:

- Cheating;
- Negativestudents'attitudetoeducationandantipathytoschool.
- Lack of interest in a particular subject.
- Lackofprerequisiteskillsonthesubjecttaught. Ignorance of
- classroom rules.
- Disliketoateacherorhostilitytowardsateacher.
- Day dreaming.
- Student lack of concern.
- Failuretofollowinstruction.
- Attention seeking.
- Arrivinglatefor class.

C. HEIsrelated problems

- Poorfacilities(books,classrooms,internet,laboratoriesetc).Poor
- orientation to the rules and regulations.
- Lackofinvolvementindecision-making. Peer
- pressure.
- Politicalinfluence/offcampuspressures/

4.4. ApproachesinManagingStudentBehavior

Therearefivedifferentclassroommanagementapproaches.

1. Theauthoritarian Approach
2. TheinstructionalApproach
3. TheBehavioralApproach
4. Modeling
5. Behavioralcounseling

A. Theauthoritarian Approach

This approach suggests five managerial strategies that a teacher can use to preserve order and maintain control

a) **Establishing and enforcing rules**: The teacher should use rules that are realistic, reasonable, well defined, limited in number, and clearly understood.

b) **Issuingcommands,directivesandorder:**Commandsarestatementswhichdescribewhat studentsareexpectedtodo.Thecommands,directivesandordersshouldbeclearlystated and easily understood to control student behavior.

c) **Utilizing mild Desist:** The teacher reproves the student for behaving in an unacceptable wayforviolatingarule.Theyareverbalornonverbalteacherbehaviorsintendedtoinform.

d) **Utilizing proximity control:** this refers to moving closer to a student whom the teacher sees misbehaving. The physical presence might cause the student to refrain from misbehaving.

e) **Utilizing isolation and Exclusion:**this refers to usingisolation, exclusion, school detention, suspension and others inresponse to serious student misbehavior.

B. **TheinstructionalApproach**

This approach argues that effective classroom management is the result of high quality instructional planning. Thus, a teacher has to carefullyplan good lessons that are tailored to the needsandabilitiesofeachstudent.Theinstructionalapproachsuggeststhefollowingstrategiesto be practiced by teachers.

1. Provideinteresting, relevantandappropriate instruction;
2. Employeffectivemovementmanagement(i.e.,theabilitytoregulatetheflowandpaceof classroom).
3. Establishclassroom routines.
4. Giveclear directions,
5. Showgenuineinterestinastudent’sworkwhenhe/sheshowssignofboredomorrestlessness,
6. Provideassistancebefore asituationgetsoutof hand,
7. plan and modifytheclassroomenvironment.

8. Restructurethesituationwhennecessary(i.e., changing thenatureofactivity,thefocusof attention, etc.)

C. **TheBehavioralModificationApproach**

Behavioral modification refers to a systematic application of antecedents and consequences tochange behavior.

Thefollowingstrategies fordealingwith misbehaviors arebased onbehavioral learningtheories.

- Non-verbalcues(i.e.,eyecontact,gestures,physicalproximityortouchingusedto communicate without interrupting verbal discourse)
- Praisingbehavior thatis incompatiblewith misbehavior
- Verbalreminders.
- Repeatedreminders.
- Applyingconsequences.

Thus,appropriatebehaviorsarestrengthenedbypraiseandinappropriateonesdiminishedby ignoring them.

Anaccuratesummaryof the lessonsgainedfromthebehavior-modificationapproach:

1. Rewarding appropriate student behavior and with holding the rewarding of inappropriate behavior are effective in achieving better classroom behavior.
2. Punishinginappropriatestudentbehaviormayeliminatethatbehavior,butmayhave serious negative side effects. (avoid physical punishment).
3. Rewardingappropriatebehavior isprobablythe keyeffectiveclassroom management.

D. Modeling/Social learning

- Modelingisaprocessinwhichastudent,byobservinganotherpersonbehaving,acquires new behavior without himself/herself being exposed to the consequences of thebehavior.
- Modelingislearningbyobservingand imitatingother’sbehavior.

- Modeling, as a managerial approach, may be viewed as a process in which the teacher demonstrates, by his/her own actions, the values and behaviors he/she wants students to acquire and display.

E. Behavioralcounseling

- Behavioral counseling is a process involving a private conferencebetween a teacher and the student. It is a conference intended to help the misbehaving student sees that his/her behavior is inappropriate, and to plan for change.

- In the classroom, the teacher's role as counselor becomes important in situations where studentswhomisbehaveneedsomeguidanceorsomeonetogivethemasenseofdirection.

- A teacher can win a student's confidence by establishing emotional contact with the student's feelings, taking the student's feeling seriously and,

- Respectingthestudent'sdignityconsideringhim/herasuniqueindividual
- **Listening and talking**: talking and being listened are basic universal forms of human interaction.Counselor'slisteningisprofessionaltyperatherthanlaytypeofeverydaylives.

- **Using escape values**: for many people, crying, laughing, and singing provide instant tension relief.

- **Encouraging and reassuring** these involve praising and reinforcing good behavior. Teacher's effectiveness in using encouragement depends on two factors. The authenticity of the encouragement; and the realistic means with which it is given.

- **Enlightening**: it should help students recognize the reasons for their behavior and make them more aware of alternative ways of behaving. it can be achievedin two ways:

4.5. Techniquesof ManagingClassroomMisbehavior

Classroom management is an integral part of teaching, and the teacher must acquire basic techniquesofmanagingstudents.Classroommanagementisseenassetofactivitiesbywhichthe teacher establishes and maintains those classroom conditions to facilitate effective and efficient instruction.It can be described as an act of a teacher taken as preventive or curative activity to administersoastominimizeortoputanendtoany class room isbehaviorrespectively.TheSpecific class room management techniques that teachers employ to maintain classroom misbehaviors can be classified as:

A. PreventiveTechniquesofClassroomManagement

- ✓ Thesearemeasurestobetakenbytheteacherbeforestudentsareengagedin misbehavior.
- ✓ Areprecautions not to givewayfor misbehaviors,
- ✓ Areappliedonthebasisoftheprinciple“preventionisbetterthancure”

Preventive techniques include:

- ➢ Provisionoffreedom(e.g.makingstudentsfeelfreefromfrustration,letthemexpresstheir ideas, etc.)
- ➢ Sharingresponsibility,
- ➢ Provisionof incentives:Praisingfor whatgood things theydo.,
- ➢ Establishinggoodinterpersonalrelationships,
- ➢ Makingteachingeffectiveorgood,
- ➢ Cooperative rulemaking-allowing students to get participated in making amendments or suggesting new rule of their own makes the anxious to enforce the rules than violating
- ➢ Explainingprocedures (makingdirectionscleartoavoid ambiguity),

B. CurativeorCorrectiveTechniques(Monitoringtechniques)

Therearetimes,however,thatstudentsmaycreateproblemsthatdisrupttheclassroomdiscipline no matter how the teacher is without anyof the problems listed above. This could be because the studentsmayhavesomeproblemsrelatedtoinattentiveness,orotherproblemstheymighthaveat home. The following are some of the general or classic curative measures that you as a teacher can use so as to help the students develop self-control.

a) **Signalinterference**:-insomecasesasubtlesignalcanputanendtobuddingmisbehavior. The signal or body language, if successful, can stimulate the student to control him/or herself.

b) **Proximity control**: place yourself close to the misbehaving student. This makes a signal more apparent.

c) **Interestboosting:-**conveyinterestinthe emerging misbehavior,directingsuchstudents

Sothat theywill concentrateon theschool work.

d) **Humor:-**humor is an excellent influence, especially in tense situations. However, remember that it should not convey any irony or sarcasm.

e) **Retribution:-**when efforts at prevention and subtle control fail, you may occasionally havetoresorttoformsofretribution.Ifthemisbehaviorisanaccomplishedfact,youhave no choice but to require the guilt partyto suffer consequences. This is because retribution teaches the students that they should not break rules. Retribution can have such forms as withholding privileges, detention, putting them in a quiet room for some time, discussing in private, and sending them to the principal.

f) **With-it-ness**: means teacher's knowledge and understanding of what is occurring in his/herclassroom.Thisreferstotheabilitytodemonstratethattheteacherknowswhatwas going on and it is defined as a teacher is communicating to the students by his/her actual behaviorthatshe/heknowswhatthestudentsaredoing,orhas"eyesinthebackofhis/her head"

Activity4:

Deartrainee,hereyouhavelistofdifferenttechniquesofclassroommanagementlisted.Please categorize them in to the following major categories of classroom management techniques:

Preventive, monitoring/curative/

1. Signalstudentswhentheyaredriftinginappropriatebehavior
2. Providingvariedactivities,somecompulsoryandsomeoptional
3. Providingclearinstructiononwhatstudentsshouldbedone
4. Practicinggoodteachingmethods
5. Beingawareofeverystudents reaction
6. Usingrewardandreinforcementmethods
7. Followinguponunderstandingof instruction
8. Settinggroundrule
9. Payingattention
10. Conduciveseatingarrangement
11. Afterclassadviseand support
12. Propersessionandcourseplan

Preventivetechnique	Monitoringtechnique

4.6. AspectsofGoodClassroomManagement

Activity5:

Dear trainees, prioritize the following aspects of good classroom management. Giveyour ownreasons for your decision by completing the table**.**

• Ensuring effective class room discipline so students work efficiently and smoothly. • Directing learning activities and involving all students in activities tailored to their own ability and space. • Using teaching and learning resources (handout, books, etc.) effectively. • Employing avariety of appropriate teaching and learning methods to meet the preferred learning styles of the students. • Managing class time effectively. • Establishing a good class room atmosphere. • Supporting and monitoring student interaction. • Setting ground rules at the beginning of the semester and revisiting them regularly. • Being a good role model. • Giving clear instruction.

Prioritize the aspects of classroom management using the alphabets	Reason(s)

HelpfulGuidelinesforEffectiveClassroomManagement

- Haveagoodplan;
- Havegoodsubjectmastery; Use rewards;
- Apply better methods of teaching; Respectprofessionalcodeofethics; Respect the students;
- Evaluate your students fairly; Encouragestudentsparticipation; Keep your promise;
- Usehumor, etc.

There are also the following **eight factors** that provide the foundation for an effective classroom managementanddisciplinestrategy.Eachisdiscussedbelow.Addressingtheseenablesateacher tousethe"winningways"inclassroommanagementthathelpcreateanenvironmentinwhichthe teacher is respected the classroom is peaceful for all and learning proceeds unhindered.

1. **Letting students know classroom rules and consequences for not following them**:This critical factor, described further below, is the step through which clear and specific classroomguidelinesareestablished.Therearethreecomponentstothis.Thefirstis establishing classroom rules-the set of standards that all students will follow. The second is determining the consequences if these standards are not met-the things that occur in the situation that rules are not followed. The third is the identification of rewards those ways in which adhering to standards is recognized and rewarded.
2. **Providing instruction that matches students' abilities**: Instruction should be at a level thatisnottooeasyforstudents,leadingtoboredom,andnottoodifficult,leadingto frustration.Theidealinstructionallevelisthatwhichissomewhatchallengingtothe studentandwhichthestudentcanattain-consistentwiththeprincipleofthezoneof proximaldevelopment.Ifinstructionalmaterialsarenotattheappropriatelevelfora student, there is a good possibility that the student will be frustrated and misbehaved. Hence, assessing students' knowledge levels and identifying instructionalmaterials that willenablethemtolearninchallengingwaysisakeytoeffectiveclassroommanagement.

3. **Varying the instructional approaches used in the classroom**: Research shows that elementary grade children tend to be able to attend carefully to one style of presentation for approximately 10 minutes, and secondary school students for approximately 15 minutes.

   Whenstudentsarenolongerpayingattention,behaviorproblemsoccur.Hence,avaluable strategy for preventing classroom management problems is for a teacher to vary the style of classroom presentation and of classroom activities.

   If there is a change of pace with some frequency and if students have the opportunity to move from one type of learning to another during any class session, it is most likely that inattentiveness and restlessness will be minimized.

4. **Providing a number of learning choices:** Giving students a number of choices for undertaking a class assignment enable them to choose the one that is most personality meaningfultothemandmakesclearthattheydohaveinfluenceonwhatoccursinschool. It can prevent the difficult situation in which, with onlyone learning path, some children do not succeed, with the result that they act out because they feel like failures. We know from the work of Howard Gardener that children learn likelihood of a well-managed classroom.

5. **Expecting students to be responsible for their own learning and behavior:** We know thatthebestwaytofosterresponsiblebehavioristogivestudentsresponsibilities,andthe way to foster irresponsible behavior is to deny students responsibility. Teachers need to remember that if they "demand a lot," they will get a lot. If they "expect a lot," they will get a lot. But, if they"ask forlittle,"that is exactlywhat theywill get. Students should be expected to complete and turn in their homework. They should be expected to be in class on time and ready to learn. They should be expected to try hard and apply themselves in everyassignment.And,theyshouldbeexpectedtohelpcreateawell-managedclassroom, free of discipline problems. If they know they are responsible for these things, there is a far greater likelihood that they will consider them meaningful, personal priorities than if they consider them someone else's responsibility.

6. **Listeningtowhatstudentsarethinkingandfeeling**:Oneofthemostimportantthingsa teacher can do is to listen empathetically to students' needs. This has the potential for preventingoreliminatingmisbehavior.Weneedtorecognizethatbehaviorproblemsoccur

Whenstudentsfeelanxious,hurt,afraid,andangryorrejected.Ifateacherlistenstoachild whoishavingnegativefeelings,theneedtoresorttomisbehavioriseliminated.Thismeans more than simply letting the child or adolescent talk. It means having a teacher communicatewithempathytheconcerntheteacherfeelsforthestudent.Itmeanshavinga teacher communicate with empathythe concern the teacher feels for the student. It means helping the student tryto find an avenue to solve he student tryto find an avenue to solve the problem that is causing the negative feelings.

7. **Legitimizing behavior that cannot be stopped**: There are some behaviors, such as conservation among adolescents that is difficult to keep away from the classroom. With peercultureofgreatsignificancetoadolescents,theycontinuallywanttointeractwithone another.

   Therearemanywaysthatteacherscanbuildlearningenvironmentsthatrecognizethetraits of students and build on the behaviors that are characteristics of groups of learners at particular stages or of various backgrounds. Collaborative learning, for example, enables adolescentstoworktogether,turningtheirneedforpeerinteractionintoanassetratherthan aliability.Similarly,youngstudentswanttobeactive.Creatinglearningenvironmentsthat requirethemtobeactive,movingabouttheclassroomastheysolveproblems,forexample, builds upon the characteristics they bring to the educational environment.

8. **Recognizing that there are some students who have serious behavior problems**: It is often stated that you can best understand the patterns of behavior in a classroom if you recognizethe80-15-5 rule. Therulestates that approximately80%ofstudents will notbe abehaviorprobleminawell-managedclassroom.Ifinstructionismatchedtotheirlevelof ability, they are likely to adhere to the expectations for them and will rarely if ever be a behavior problem. Approximately 15% of students will be a discipline problem some of the time. These are children who may be experiencing difficulties at home or in learning, thus feeling frustrations that they deal with by misbehaving. Their behavior is acceptable some of the time, but not acceptable other times. The remaining 5% are students who are under serious stress, who have learned in the past to misbehave, or who are involved in non-school behaviors in the past to misbehave, or who are involved in non-school behaviors (drinking, taking drugs, etc.) that lead to significant non-school behaviors (drinking,takingdrugs,etc.)thatleadtosignificantproblemsinschoolbehavior.Itisvery

importantthatteachersnotdevelopasenseoffailureduetodifficultiesindealingwiththis typeofstudent.Ratherhelpneedstobesoughtfromadministratorsattheschoolorfroma psychologist to give the student the kind of assistance beyond the classroom necessaryto identify and address the problem.

4.8. Seating Arrangement as Means of Classroom Management

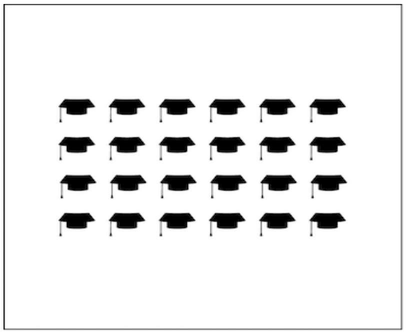
The physical setup of chairs, tables, and presentation in a classroom can significantly influence learning. Instructional communication theory suggests that seating arrangements can affect how the instructor communicates with students and how the students interact with one another, impacting engagement, motivation, and focus

Spaces designed in a student-centered manner, focusing on learner construction of knowledge supportstudentlearning(RandsandGansemer-Topf,2017).Inreality,however,manyclassrooms at colleges and universities have been built using more conventional models for lecture and seminar-type courses. Instructors can consider ways to modify seating arrangements and match arrangementswiththedemandsofclassroomactivitiesinordertohelpmaximizestudentlearning.

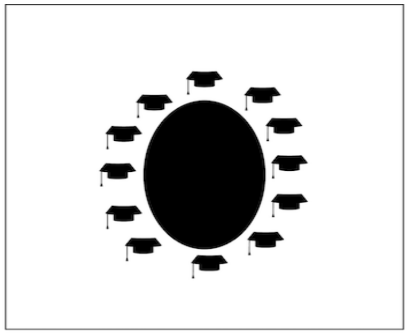
Activity6:

1.look at the following classroom seating arrangements and discuss the advantage and disadvantage of each methods

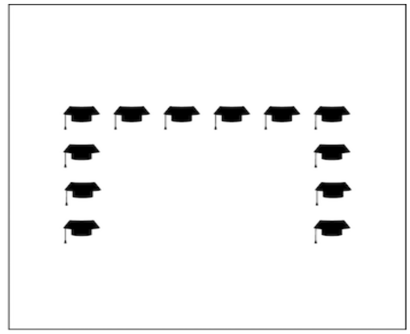
Seating arrangement	Advantage	Disadvantage
Traditional		
Roundtable-		
HorseshoeorSemicircle		
DoubleHorseshoe		
Pods(Groups,Pairs)		
Fishbowl		



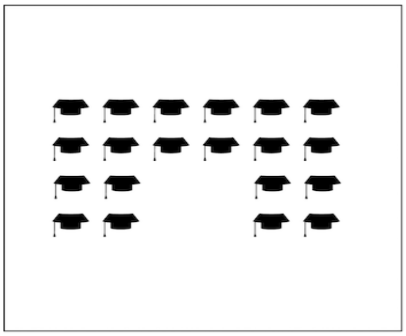
Traditional



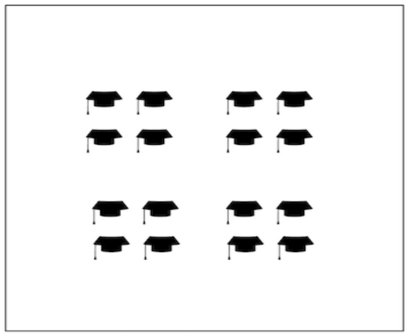
Roundtable



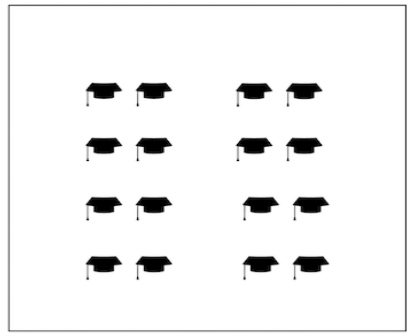
Horseshoe
or Semicircle



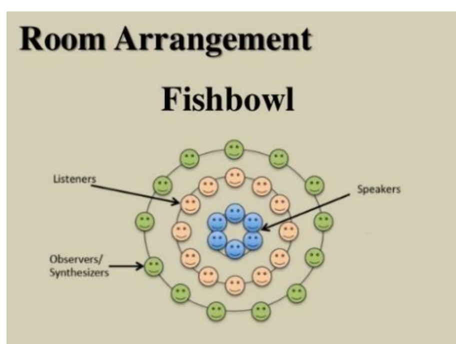
Double
Horseshoe



Group Pods



Pair Pods



Explanations of the Seating Arrangement

- **Traditional-**Thetraditionallecturesetuptypicallyconsistsofrowsoffixedseating.Students face the instructor with their backs to one another. This classroom seating arrangement is historicallycommonincollegesanduniversities,minimizingstudent-studentcommunication and largely supporting a "sage on the stage" learning environment. The highest communicationinteractions between professors and students typically occurwithstudentsin the first row or along the middle of the classroom. Students in back rows are more likely to be less engaged.
- **Roundtable-**Many seminar-course room arrangements may consist of instructor and studentssittingaroundasinglelargetable.Thisseatingarrangementcanalsobeformedusing individualdesks.Studentsandinstructorsallfaceoneanotherinthissetup,whichcansupport whole-class as well as pair-wise dialogue.
- **HorseshoeorSemicircle**-Thehorseshoeorsemi-circleoffers amodified roundtablesetup, where all participants face each other while the instructor can move about the room. The horseshoeencouragesdiscussionbetweenstudentsandwiththeinstructor,althoughthissetup tends to encourage more engagement between the instructor and students directly opposite, with slightlylesser amounts forstudents immediatelyadjacent to theinstructor.Ahorseshoe setup can be particularly effective when the instructor wishes to project and discuss course-related material in the front of the class.
- **Double Horseshoe-**This seating arrangement involves an inner and outer horseshoe, and similartotheconventionalhorseshoe,invitesgreaterdiscussionthanthetraditionalformat.It is more limited by the backs of students within the inner circle facing students in the outer circle. However, students may also more easily interact with those nearest to them or turn around and face students behind them for group work.
- **Pods (Groups, Pairs)-**The pod or pair arrangement can be designed with rectangular, circular or trapezoidal tables, or individual desks. With regards to stations, instructors can place several tables together to form student groups or pairs. This arrangement can be especiallyadvantageouswhenstudentswillworkingroupsorpairswiththeirclassmatesfor a large portion of class time. More generally, this arrangement communicates a learning community where students are expected to work with one another.

- **Fishbowldiscussion-**InaFishbowldiscussion,studentsseatedinsidethe“fishbowl”actively participate in a discussion by asking questions and sharing their opinions, while students standing outside listen carefully to the ideas presented. Students take turns in these roles, so thattheypracticebeingbothcontributorsand listenersina groupdiscussion.Thisstrategyis especially useful when you want to make sure all students participate in a discussion, when you want to help students reflect on what a good discussion looks like, and when you need a structurefordiscussingcontroversial ordifficult topics.AFishbowl discussion makes foran excellent pre-writing activity, often-unearthing questions or ideas that students can explore more deeply in an independent assignment.

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UnitFive:EducationalAssessmentandEvaluation

Unit Description

InHigherEducationInstitutes,instructorsarehighlyexpectedtoassessstudentsformakingsound educationaldecisions.Thedecisionsthatcouldbemademaybewithregardtostudents'behavior, academic achievement, planning and delivering instruction, etc.

However,theseconditionsshallnotbefulfilledwithoutcollectingadequate,validandreliabledat a onthebasisofassessmentandevaluation.Besides,testsplaydynamicroleinassessingstudents' learningprogress or performance in higher education institutes.They provides direct measures of important learning outcomes (or profiles).Due to this reasons, test developers and above all instructors need to show genuine concern in planning, constructing and using different types of test formats to properly assess and evaluate students' overall achievement.

Unit Objectives:

Attheendofthisunit,trainees willbeable to:

- Definetermsas measurement,assessment,and evaluationineducation context;
- Explainthedifferentpurposesofassessmenttechniques;
- Differentiatetheroleofformativeassessment,diagnosticassessment,placementass essment, and summative assessment.
- Relate the different assessment methods to classroom instruction during the start, the process, and at the end of class.
- Describethedifferencesbetweenobjective(selection)testsandsubjective(essay)tests
- Identifypre-conditions in planningatest.
- Preparetableof specification.
- Appreciatethevalue of givingattention totableof specification
- Describe the merits and demerits of the different test formats with respect to behavior assessed, coverage of content, construction, and scoring.
- Selectappropriateitemtypesorformats

- Value the construction ofappropriate items with respect to learning objectives to be measured
- Constructrelevanttestitemstoassessstudents'achievementintheirrespectiveclasses
- Administerteststodeterminethesuccessofstudents
- Appraisetestitemstoimproveitems

5.1. EducationalMeasurement,Assessment,andEvaluation

Dear trainees, what do you understand by educational measurement, assessment, or evaluation? Do you think that they are the same?

____

Terms as measurement, assessment, and evaluation are likelyto be used interchangeablywithout taking into consideration their differences. Use your prior experience

Activity 1: Which of the following sentences belong to measurement, assessment or evaluation use a "✓" mark.

No	Items	Meas.	Ass.	Eva.
1	Astersolved35questionscorrectlyoutofa70Biologytest items			
2	Observingstudents while discussingoncertain topic.			
3	Assessingstudents' learningprogressor difficulties			
3	Tolladidn'tdo wellinthegroupwork presentation			
4	Ermiasisabrilliantstudent fromtheclass			
5	Samrawitscoredthehighestmark(80%)inChemistryfinal Examinationfromfirst yearstudents			
6	Sixstudentsidentifiedasbestinselecting,organizingand Presentingideasintheirreporting.			
7	Mekdes'shandwritingispoor,sheneedsto improve it.			

8	Testingstudentstoexaminetheiracademicperformanceusing test,examination, etc.			
9	Gemechuiscapable,soheshouldbepromotedtothenext Gradelevel			

Howdid youfindactivity1?

There seems to be some confusion. Thus, it appears logical to define these conceptual terms separately for a better understanding.

5.1.1 **Educational Measurement**: refers to a systematic description of student's performance in terms of numbers.For example, a student solved 30 of the 50 Science items in a test correctly (Gronlund, 1981).

Essentially, the process of scoring a test involves assigning a number to each student based on his/herperformanceon thetest.Theprocesssofassigningnumbers,orquantifying,torepresentan individual's performance is called **Measurement**; it is to represent some characteristic of the individual.Aperson's height, weight, and shoesize, etc.,areall determined bymeasurement.So also, aperson'sperformanceon a test is determined bymeasurement; and performanceon thetest itemsistranslatedintoascorethatstandsforthestudent'sachievementandthatisusedinmaking decisions(Airasian, 1991; Gronlund& Linn, 1990; Ogunniyi, 1984; and Thorndike and Hagen, 1977).

Generally educational measurement involves measuring devises, like tests, exams, quiz, oral questions, laboratory works, group work, project work, research work etc.

i. **Test**: It involves a series of questions with varying item types.It is given formally while a course is on progress.Its purpose is to assess the learning progress and identify if there is learning difficulties.
ii. **Quiz**: It is short and informal and given at class hour, just at the beginning, in between or at the end.

iii. **Examination**: Itiscomprehensivecoveringavastareaofcontents.Itisgivenattheendofa course or semester.Its main purpose is to assign grade.The number of items to be included is large.

Deartrainees,what activitiesare involved in theprocess ofeducational measurement?

____

Theprocessofeducationalmeasurement involvesanumberofactivities:

- Specifyingwhatis tobe measured(learningobjectivesand contentstobetested)
- Selectingappropriateitemtypes;
- Draftingthe test items
- Assemblingitems in orderoftheirdifficulties;
- Administeringthetest;
- Gradingandinterpretingthescores;and
- Appraisingtestitemsandusingtestresultsforfeedback purpose

5.1.2. Assessment:

It refers to the process of collecting, interpreting and synthesizing information to aid in decision-making.Formanypersons,classroomassessmentmeansusingpaper–and–pencilteststograde students.However,itismorethantesting.Itincludes information atheringonstudents'progress and achievement, instruction, and classroom climate by trainees.It includes interpreting and synthesizing this information to help trainees understand their students, plan and monitor instruction, and establish conducive classroom atmosphere (Nitko, 1996; Capper, 1996; and Airasian, 1991).

"Assessment is the process of collecting, interpreting, and synthesizing information to aid in decision making" (Airasian, 1997).

"Assessmentisaprocessofobtaininginformationthatisusedformakingdecisionsaboutstudents, curricular, programs, and educational policy" (Nitko, 1996).

"Assessment is a student evaluation system that operates at the classroom level and is integrated with the instructional process" (Capper, 1996).

More profoundly, Capper (1996) described that in order to determine whether students are truly learningornot,theyshouldbeassessedcontinuallyoroften.Butassessingoftendoesnot necessarily mean testing often.The idea is assessment devices other than testing have to be considered also.

It is elaborated that assessment in the classroom is highly based on instructor's observation of students as they go about their normal learning activities. It suggests more than quantifying test results.Itisasystematicdevelopmentoftestsand/orexaminations,recordingandinterpreting.It involves observational techniques other than testing to collect information on overall student's performance. From these explanations it may be inferred that assessment is a more broader and inclusive term than measurement (Madaus and Kellaghan, 1993).

The idea is other devices other than testing (informal assessment techniques) have to be considered.*Likeobservation,interview,oralquestions, reflection, group work,studentgenerated questions, identifying the muddiest point in a lesson or series of lessons etc.*

5.1.3. Evaluation

Evaluationhas been defined in a varietyof ways:

- It is the process of making value judgment about the quality of a student's performance using assessment results.
- Itinvolvesquantitative,qualitativeandvaluejudgment
- It is the systematic process of determining the extent to which students are achieving instructional objectives.

From these definitions,youcanidentifythreeimportantconcepts

- Evaluationimpliesasystematicprocessoftestingstudents'performance;
- Evaluation always assumesthatinstructional objectiveshavebeenpreviouslyidentified;
- Evaluation includes making value judgments, about decision to be made in terms of thesetgoals.

Evaluation can be defined as the systematic process of collecting and analyzing data in order to determine to what degree objectives have been achieved and then to make decisions about educational processes or programs. Moreover, evaluation is a more comprehensive term than assessment.Alldatacollectedforassessmentcouldbeusedforevaluation.Generallyevaluation is understood as assigning of "worth" to existing information. In its broad sense, evaluation involves quantitative (measurement), qualitative (non-measurement), or both, and value judgment (Gronlund, 2003; and Demb, 1994; and Ebel, 1979).

5.1.4. Continuous Assessment

Deartrainees, what doyouknowaboutcontinuousassessmentfromyourexperience?

According to many scholars in the field assessment is the process by which the quality of an individual'sworkorperformanceisjudged.InHighereducationinstitutes,assessmentoflearning isusuallycarriedoutbyinstructorsonthebasisofimpactsobtainedastheyobservetheirstudents at work or by various kinds of tests given periodically.When practiced as an ongoing process, such assessment is known as a continuous assessment.Continuousassessmentisusedincreasinglyas an alternativetoterminalexaminations;becauseit provides more information reliable than examinations.It builds up a picture of a student's performance over a prolonged and representative period. These days higher education institutes and universities are turning to continuous assessment where by records are kept of the student's performanceinnearlyeverythinghe/shedoesduringhis/hercoursework.Theserecordsbuildup into a much more complete and reliable assessment of the student than is possible by a single examination. (Farrent1980).

- ContinuousAssessment is a student evaluation system that operates at the classroomlevelandintegratedwiththeinstructionalprocessformaking decisions (Capper,1996).
- Continuous Assessment refers to a continual process of gathering information about students, instruction, and synthesizes the information to help instructors understandtheirstudents,planandmonitorinstructionand establisha conducive classroom atmosphere (Capper, 1996; Nitko, 1996; and Airasian, 1997).

i. **IncompleteunderstandingofContinuous Assessment**

For example in our context the understanding is say a student's achievement is calculated as a combination of40/50 % for continuous assessment and 60/50 for final exam, which add upto 100%.Look the following

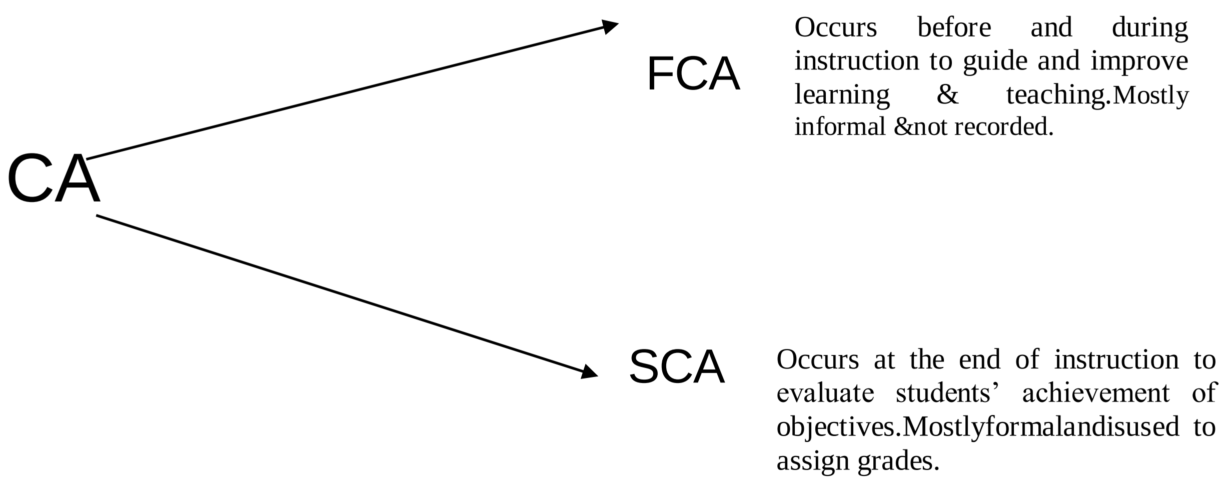
2Labreport	20%
1 Writtenassignment	10%
Mid-termtest	20%
1Groupproject +presentation	20%
Final exam	30%
Total	100

Note: *Good and relatively fair, but incomplete since it misses (ignores) the FCA part.*

Continuous Assessment comprises both formative and summative. It is conceptualized that anything graded and recorded belongs to summative assessment. Whereas, if any activity, assignmentortestgiven,gradedandnotrecorded,butusedfor**feedbackpurpose(forcomments, correctionsandremedial/instructionalactions)**belongstoformativepurpose.Thuscontinuous assessment is composed of both formative and summative continuous assessment.

CA= FCA+SCA

ii. **EmergingvisionofContinuous Assessment**



Thus,CA

- Itisanongoingprocess, which hispartofinstruction.
- Itshouldbeused tohelpstudent learning.
- Itshouldbeusedtoevaluate students'learningandone'steaching

5.2. Purposesof Assessment

Deartrainees,can you cite somepurposeofassessmentthatyoudependonformakingdecisions in the instruction process?

____

Instructors assess for a variety of purposes because they are required to make a broad range of decisions in their classrooms.Some of the decisions may be about the achievement of their students,whileothers areabouttheirpersonal and socialcharacteristics,andstillothersareabout instructional plan and progress.

Activity2:

Directions: Match the purposes of assessment under column B with the assessment explanations in column "A" and write the letter of the correct answer in the space provided.

ColumnA	ColumnB
______1. Assessingstudentsentrybehavior forlearning	A. Accountability
______2.Assessingtherelativestrengthsandweaknesses of students based on series of test results	B. Selectionpurpose
______3.Assessingstudent'slearningdifficulties	C. Predicationpurpose
______4.Assessingforpromotingstudentsfromacertain grade level to a relatively higher ones	D. Diagnosticpurpose
______5.Assessingstudents'toassignthemdifferentially according to their ability	E. Placementpurpose
______6.Assessingstudents'learningpotentialtoforetell future performance	F. Certificationpurpose
______7. Assessingstudents to identifythose with better knowledge,skill,or abilityforfurthertraining	G. Standardizationpurpose
	H. Readiness purpose
	I. Guidanceandcounselingpurpose
	J. Feedbackpurpose

_________8.AssessingtoconfirmthatHEIsindifferentregion will havethe access to provide similar education to the same group of students

_________9.Assessingtoensurethatinstructorshavebeen effective in their teaching

_________10.Assessingstudentstogivecommentsand corrections

It is clear that we have attempted to enumerate a variety of assessment purposes for making decisions in the teaching learning process at all higher education institutes.

It is convenient, therefore, to classify or group the different assessment purposes into one of the following methods /types/ of student's assessment (i.e., placement, formative, diagnostic, or summative assessment /testing/).

Activity3:

Directions: Please, classify the following assessment activities into one of the approaches of assessment.Use a "✓" mark.

No.	AssessmentActivities (Procedures)	Approachesofassessment(testing)			
		Placementtesting	Formative testing	Diagnosticetesting	Summativetesting
1	Assessing students to identify those who are having learning difficulties in the classroom.				
2	Assessingstudentstoassigngrades or make judgments about their overall academic performance				
3	Collectingassessment information about students' academic progress forprovidingfeedbackandto Motivatethem				
4	Assessingstudents'entrybehavior or background with regard to their ability,interestanddegreeofsocial interaction.				

Generally, providing relevant instruction by integrating subject matter with the instructional methods into planned teaching–learning activities to help students realize the desired learning outcomes is a must.At this point the above-mentioned assessment devices have decisive role in assessing /evaluating/ the performance of students in the teaching–learning process.

6.2.1 **PlacementAssessment:**

It is highly concerned with investigating students' entry/behavior (educational background) and typically focuses on questions such as the following:

a) Does the student possess the knowledge and skills needed to begin the planned instruction?

b) To what extent has the student mastered the objectives of the plannedinstruction?Answerstothesequestionsrequiretheuseofavarietyoftechniques:readinesstests, aptitude tests, pre–testsoncourseobjectivesetc.Placementassessmentofstudentsusuallytakesplacepriorto thepresentationofinstructionanditprovidesinformationusefultoplanlearningactivities (Dembo, 1994; Airasian, 1991; Gronlund, 1981; Ebel, 1979; and Thorndike, et. al, 1977).

Example A:
An instructor, may divide students in to subgroups like reading group, math group, science group, or study group etc.
An instructor, may also divide his/her students into ability groups such as slow, average, or fast students. So also, identifying students who scored below a cutoff point in a mid-exam to remedial group. Note that placement decisions are made for either academic or social reasons.

5.2.2 **FormativeAssessment(AssessmentFOR learning)**

AccordingNitko,(2004),Gronlund(2003), Sax(1997)andAirisian(1991)formativeassessment belongs to continuous assessment that focuses on monitoring learning progress and diagnosing learning difficulties while a teaching learning process is under taking.It ensures a healthy acquisition and development of knowledge and skills by students.It helps to identify students' needsandproblemsinordertotakeappropriateremedialmeasuresinthelearningprocess.There aredifferentformativeassessmenttechniquesthatcanbeusedbyinstructorsforgetting

Informationabouttheirstudentsandthe effectiveness oftheirteaching.Theseincludethefollowing informal assessment techniques:

- Observation
- Oralquestions
- Listening
- Portfolio
- Reflection
- Self,peerandgroup assessment
- Quizzes(oralandwritten)
- Assignments
- Presentation,etc.
- Class-work/Homework
- Group-work
- Tests(ifgradedbutusedforfeedback purposes)
- Interview
- Demonstration
- Reportwriting

Favoring the above view, Dembo (1994) and Airasian (1991), profoundly stated that formative assessment is a formulation of an individual's strengths, weaknesses, and potential.It is mostly used to guide learning during the instructional process.It helps to guide and make their work meaningful.Itprovidesongoingfeedbacktostudentandinstructors,regardingsuccessorfailure in which specific learning errors could be corrected and the student is motivated for further learning activities.

By the same token, Ogunniyi(1984)emphasized that instructor, asbeing the bestevaluator ofhis/her students will be able to:

- Makeareliableinferenceabouthis/herstudentsbetter thananexternal assessor;
- Identifythe levelof his/herstudents' cognitive level;
- Selectthebestsuitableteachingtechniques andmaterials;
- Determinetheapplicabilityof aprogramwithintheclassroomsetting;andalso,
- Determineareasneedingmodificationorimprovement intheteaching–learningprocess;

Moreover, Assessment **For** learning is formative assessment, which is an integral part of the instructionprocess;itclarifiesforstudentswhatistobelearned;Givesusefulandtimelyfeedback; and helps students to identify the next steps they need to take'.

Formative assessment depends on prepared tests for each segment of instruction (e.g. Unit/ chapter).Thesetests are masterytests that providedirect measureofintended learningoutcomes of the segment.In addition to, informal observations beingsupplementedbyclass – work, home takeassignments,worksheets,quizzes,andmid–testsservethispurpose.Observationpractically plays a primary role to gather information without interrupting classroom activities (Nitko 2004; Airasian, 1991; Gronlund, 1981; and Thorndike, et. al, 1977).

Example B:

An instructor, may praise or blame his/her students for scoring high or lowmark in a mid-test. He/she identifies what is mastered from what is not.

An instructor, may revise his/her approach (method) of assessing his/her students' attention to the lesson based on the performance of students with regard to class work, homework, informal observation etc. An instructor, may provide feedback (incentive) to the students by preparing remedial classes.

5.2.3 **DiagnosticAssessment**

It is concerned with the persistent or recurring learning difficulties that are left not resolved by thecorrectiveprescriptionsofformativeassessment.Perhapsformativeassessmentprovidesfirst aidtreatmentforsimplelearningproblems,anddiagnosticassessmentsearchesfortheunderlying ortherootcausesoftheproblem.Therefore,diagnosticassessmentismuchmorecomprehensive. Itusesspeciallypreparediagnostictestsaswellasvariousobservationaltechniques.Lastly,its aim is to find out the real causes of learning problems to formulate a plan for remedial action (Nitko. 1996; Capper, 1996; Gronlund and Linn, 1996; and Airasian, 1991).

Example C:
A student may experience a continuous failure in reading, mathematics, science, be in attentive or lack interest for learning. An instructor therefore, needs to identify the problem, documentits frequency, understand its basis, and select remedial activities. The instructor, can carry out the remedial activities needed, but at other time the student may be referred for more specialized diagnosis.

5.2.4. SummativeAssessment(AssessmentOFlearning)

Summative assessment happens after the learning takes place; Information is gathered by the instructor; Information is usually transformed into marks or grades; looks back on past learning;

Example D:
At the end of course or semester instructors in higher education institutes prepare final examinations for courses to be administered officially. After administering, scoring and interpretation and grading takes place. Finally, instructors judge the success of instruction at the end or recommend about overall students certification, promotion orplacement.

Itisgivenespeciallyattheendofacourseorsemesterofinstruction. Itdesignedtodeterminethe extent to which instructional objectives have been achieved.Furthermore, it deals with the purposes, and outcomes of the teaching–learning process.Summative assessment as the name suggests,itisafinalsummingupandjudgmentalwhichiscommonlymadeonthebasisofwritten examinations, tests, ratings on different kinds of performances (e.g., reading, writing, listening, speaking,laboratorywork,etc.,),andassessmentofproducts(e.g.,drawing,researchreport).Itis used for grading, promoting, and certifying purposes.It is also useful for providing information basedontheassessmentoftheeffectivenessofaprogramofinstruction(Gronlund,2003;Dembo, 1994; and Airisian, 1991).

Note: Formative and summative assessments are the most commonly employed approaches in our situation.Let us here summarize their characteristics shortly in the table below.

Character	**Formative**	**Summative**
Purpose	To monitor and guide a Processwhileit isin progress	Tojudgethesuccess ofaprocess Atitscompletion(or end)
Time ofAssessment	Duringtheprocess	Mostlyat theendoftheprocess
TypeofAssessment Techniques	Informal observation, mid tests,quizzes,classworks, homework,worksheets,etc.	Formaltests/exam,projects,and term papers.

Use of Assessment data	Improveandchangeaprocess while it is in progress	Judgetheoverallsuccessofa process;grade,certify, promote.

5.3. LevelsofClassroomAssessment

Dear trainees, are you aware of the levels of classroom assessment?

Student'sassessmentcouldbecarriedoutatthreelevels:atthestart,duringtheprocessoflearning, and towards the end.Some of the guiding questions, methods, and tasks to be developed are indicated in the following chart.

Level	Guiding questions	Methods	Tasks
At the start	Whatarethelearningneedsofthe participants as derived from their entrylevel,personalexpectations, previousexperience,andattitudes towards studying	• Interview • Group discussion • Testing	• Use informal observation prepare interview guide and administer • Animatediscussion • Prepare and applytest
During the process	• Are the students making progress as desired? Whatarethefactorsaffectingthe learning process? • Aretheteachingmethodsand materials appropriate? • Aretheysatisfiedwiththeprogra m?	• Questioning • Group discussion • Testing • Review of assignments • Self-evaluation	• Prepareandapplytestsand observation schedule • Prepareandkeeprecordfor ms • Animate orientation for keeping diaries
Toward the end	Havethestudentattainedthe desired objective Are they satisfied with the program as a whole	• Testing • Observation • Group discussion • Self-evaluation	• Prepare and applytests • Prepare and apply observation schedules • Animatediscussionand dialogue

5.4. CharacteristicsofContinuousAssessment

Deartrainees, whatcharacterizescontinuousassessment?

____

Assessment may be more effective if it is applied by considering the existing conditions of students (i.e., the age, entry behavior, attention span, knowledge or capability level, and personality characteristics). As a pedagogical means and as an aspect of the curriculum process, continuous assessment should be:

a) *Systematic*:Itrequirescarefulplanninginordertocollectdatasystematicallyaboutallaspects of behavior of the school system at different periods.There are three levels at which an instructor,canmakeassessmentintheclassroom.Thatis,forexample,atthebeginning,during theprocess andattheendoftheinstructionalprocessinalesson.Andalsotomakesizingup assessmentsatthebeginningoftheschoolyearandofficial assessmentsatthemiddleandend of semesters.

b) *Comprehensive*: It should be carried out in different forms using formal (i.e. end-of unit tests, midandfinalwrittentests,provisionofproject works,)andinformalassessmentmethods(i.e., oralquestioning,identifyingthemuddiestpointofadailylesson,askingstudentstowriteaone minuteoneortwosentences,usingstudentgeneratedquestions,talkingtostudents,listeningto students responses,rating scales, checklists, Interview etc.) to collect information about students' intellectual activities, performance skills and personality characteristics.

c) *Cumulative*: for making meaningful decisions about student's overall achievement in academics, the assessment procedureshould be a continuous activity.It should not be viewed asaone-shotactivity.Itisneitheranon-offnorunit-directionalprocedure;rather,itisexpected to involve collecting data of different types at varying time on a continuous basis to make cumulative judgment on the student's performance.

d) *Objective*: The assessment procedure, be it formal or informal has to be closely related to the objectivesofinstruction.Besides,theassessmenttoolsthataregoingtobeusedhavetoallow objective scoring and interpretation.

e) *Guidance – Oriented:* The continuous assessment information should be used as a means of providing feedback to students' strengthens and weakness.Specifically the feedback has to focusonareasoflearningobjectives andcontents thatarenotmastered.Instructors,willhave the opportunities to analyze their performance (i.e., their lesson presentation, effectiveness of the teaching methods used, selection of appropriate learning materials, etc.).

5.5. PlanningTests

Deartrainees, what preliminary conditions shouldbe givenattentionbyyouin planninga test?

____

Thereare fourmainpre– conditionsto befulfilledin planningthe test

i) Thepurposeof thetest should bedetermined.
ii) Theinstructional objectivesshould be outlined.
iii) Thecontentsimparted(taught)inthecourseorsubjectshouldbeoutlinedinrelationto the time spent and emphasis given.
iv) Tableofspecificationshould bedeveloped.

5.5.1. Thepurposeofthetest shouldbedetermined:

Regardingthis, onehas to askabout thepurposeof the test.

- Isittomakeinstructionaldecisionastowhattoteach?
- Isittoassess learningreadinessofstudents?
- Isitfor evaluatinglearningprogress?
- Isit toidentifylearningdifficulties?
- It is assign students according to their abilities? etc.

Therefore,determiningthepurposeofatestisthefirststepinplanning.

5.5.2. Theinstructionalobjectivesshouldbe outlined:

Instructional objectives can be defined as statements that describe the behaviors students can perform after instruction.It is clear that the real purpose of instruction is to change students' behavior and enable them perform what they could not do before instruction.They are included in an instructor's session/lesson plans as statements that describe behaviors or performance of students to be learnt through instruction.Instructional objectives could be named as "learning objectives", "performance objectives", behavioral objectives", or "learning outcomes".

Intheinstructionprocess,behavioralobjectivesservethefollowingimportantfunctions.

- Theyidentifyintendedstudentsoutcomes;

- Theyhelptoplantheconstructionofassessmenttechniquestodeterminewhat students have learned;
- Theyhelptoselectappropriateinstructionalmethods,materials,andactivities;
- Theyhelptocommunicateparents,students,administratorsorotherswhatis expected of the student.

Notethatallinstructionalobjectivesorlearningbehaviorscouldbeclassifiedintooneofthethree categories called the cognitive, affective, or psychomotor domain.

Activity5:

Directions: Classify the behaviors stated below into one of the three domains (i.e., Cognitive, Affective, and Psychomotor).Please use a "✓" mark.

No.	**Behaviors**	**Cognitive**	**Affective**	**Psychomotor**
1	Reasoning,thinking,memorizing,problem Solvingetc.,			
2	Interest,attitudes,preferences,motivationetc.,			
3	Physicallyrelated motorskills			
4	Masteryof somecontent ofa subject			
5	Playingsport,settingupequipmentinalab., typing,driving,holdinga pencil,etc.,			
6	Analyzing,interpreting,readingwithgood comprehension,applyingformula,etc.			
7	AVarityof"Self–help"skillforspecialneeds individuals			
8	Commonly assessed in higher education institutes			
9	RarelyassessedformallyinHighereducation institutes			
10	Informallyassessedbyinstructorsformany reasons			

Generally,behaviorsinthecognitivedomainareintellectualactivities.Mostofthetestswhichare prepared in higher education institutes are intended to measure cognitive behaviors (i.e., remembering, understanding, applying, analyzing, evaluating, and creating.)

Example A:
Tests on mastery of subject area: spelling tests; oral recitation of a memorized poem; test on mathematical problems, intelligence or mental abilities, etc., are assessments of cognitive behaviors.

A second domain of behaviors is the affective domain.Affective behaviors are all internal personality characteristics of an individual.They are covert behaviors.For example, interest, attitudes, motivation, values, beliefs, convictions, self – control, feeling, emotional stability etc. belongtoaffectivedomain.TheyarenotassuchobjectivelytestedinHighereducationinstitutes.
However, instructors gather information in these behaviors mostly with the help of informal observation.

ExampleB:
Instructors may wish to know about those who are interested or not in science, language, mathematics, social studies or music.Those who have negative or positive attitude to learning;thosewhoareintrinsicallyorextrinsicallymotivated;thosewhohaveself–control and those who need other's supervision etc.

The third domain of behavior is the psychomotor domain which includes behaviors of physical skills and manipulative in nature.Psychomotor behaviors are important at all levels of Higher educationinstitutesonmostlearningtasksthatrequiremotorcoordination.Testsofperformance are highly applicable to measure such skills.

ExampleC:
Aninstructor,may teststudentstoassesstheirreading,listening,writing,operating, and calculating, classifying, manipulating skills of varying types.

Whenplanningwhatto test,it ishighlyimportantto giveattention tothepointsstated below

a) Thechapterorunitobjectives(i.e., theintendedorplannedinstruction)should be:
   - Statedin termsofstudent behavior;
   - Writtenwithandactionverb;
   - statedintermsofobservablechangesinbehavior;
   - statedpossiblyin termsof agreed meanings;
   - relatedto onlyoneprocessat a time;

- statedataappropriatelevelofgenerality;and
- Realisticinagiven context.

b) The actual instruction that was delivered (i.e., the implemented objectives and curriculum), and
c) Whathas been understood bythe students (i.e., theachieved objectivesand curriculum)

It is clear that instruction tends to reflect the intended curriculum objectives.However, due to many circumstances, say for example, students' ability, their readiness, classroom conditions, availability of resources, textbooks, time etc., may not allow the higher education institutes and specificallythe instructor to implement the intended objectives.He/she may omit, add, or revise some objectives once the teaching has started.Besides, what has been implemented may not be totally absorbed by the students as required due to individual variations (i.e., educational background,interest,learningpotential,attitude,studyhabits,etc.).Thesesituationsimplythat*the things that were actuallypresented during instruction (implemented)and what has been actually achieved by the students are more important in deciding what to test than the things that are planned to be taught (*Gronlund, 2003; Keeves, 1994; and Airasian, 1991).

Thus,theimplementedandachievedobjectivesandcorrespondingcurriculumcontentsshouldbe outlinedtakingintoaccounttheabove-mentioned points. Inaddition,thefollowingpointsshould be considered while developing the test blue print.

i. Do we give equal emphasis to all what was taught or weigh something more highly thanothers.This of course depends on two factors

- Theimportanceof each learningobjectives,and
- Theinstructionaltimespenton eachobjective(orsessionsto covereach topicor subtopic)

ii. Typeoftestitemstobeincludedinthetest.Theyareselectedonthebasisoflearning objectives to be measured.

- If you wish to measure simple – learning outcomes (knowledge and understanding) you can use True – False, matching, short answer, completion, and multiple-choice items;
- Ifyou wish to measure complex learning outcomes (i.e., application, analysis, synthesis orevaluation) we can use multiple-choice and essay items.

iii. Howlong the test should be

Thelength of atest (i.e., numberof itemsto beincluded in thetest) depends on

- *Theageand attention span of thestudents:*

So a useful strategyto follow with higher education institutes students is to administer alarge comprehensive test that covers manytopics. The attention span also limits the length of time one can devote to a test.Generally the length of testing time increases in in higher institutes and colleges.

- *Thetypeof test items*

Generally, supply/essayitemsrequirelongertimeforthinkingandconstructingresponsesthan selection items, which need simple choice from the given options.For instance, essay questions require planning and thinking time before the actual writing.Therefore, their number should be few in a test than any other selection items (Airisian, 1991).

5.5.3. Developinga Table of Specification

Deartrainees, whatdo you know abouttable of specification?

____

Taking into consideration the points mentioned earlier, preparing a table of specification is essential. It is a two-way chart or grid that involves objectives along the vertical axis and the contentalongthehorizontalaxis.Theformerisconcernedwiththetypesofperformancestudents areexpectedtodemonstrate(i.e., knowledge, comprehension,and applicationetc.,) andthe latter with the topics to be learned.There are two forms of table of specifications.

Tableofspecificationbyobjective

Let us eeone example

i. Course:EducationalAssessment&Evaluation
Semester: one

ii. Purposeof thetest

- Tomonitorstudents’learningprogress(achievement purpose);
- Toidentifyiftheyhaveanylearningdifficulties;
- Toprovidefeedbackonmethodsandtechniques ofinstruction;

Tableofspecificationforthechapteron"ClassroomAssessment"by objectives

No	Contentarea	InstructionalObjectives					
		Rememb ering	Understa nding	Identifyi ngrelatio ns hip	Elabora ting	Applic ation	Total
1	Definitionof terms	2	2	-	-		4
2	Purposesof assessment	2		-	-	-	2
3	Methodsof assessment	1	2	-	2	1	6
4	Levels of assessment	-	1	5	-	1	7
5	Planningatest	1	1	-	5	-	7
7	Total	6(20%)	6(20%)	5(16.67 %)	7(23.67 %)	8(26.6 7%)	30

Inthetableabove,theproportionoftestitemstobedevotedtotherespectiveobjectivesandcontents areindicated.Inthebottomrawofthetable,itisshownthat20%oftheitemsaretobeconstructed to knowledge of terms and facts, 20% to understanding, and so on across the bottom raw.

On the other hand, the right hand column shows that 13.3% of the items are concerned with "Definition of terms", 20% with "Purposes of assessment: 13.3% with methods of assessment" and "Levels of assessment" respectively and so on down the column. Each cell within the table indicates the percentage of test items to be devoted to the objectives and content area that are opposite the cell. For instance, the number "1" in the cell in the upper left-hand corner indicates that 1% of the test items should be concerned with "knowledge of common terms" in the "definition of terms".The number in the other cells within the table should be understood in the same way.

Tableofspecificationon“ClassroomAssessment”byitemtypes

No.	Content areas	Itemtypes					
		True/false	Matching	Completion items	Multiple choice items	Essay items	Total
2	Definitionof terms	2	-	-	2	-	4
3	Purposesof assessment	1		2	2	1	6
4	Methodsof assessment		5	1	1	-	7
5	Levelsofassessment	2	-	1	4	-	7
6	Planningatest	1	-	-	4	1	6
7	Total	6	5	5	12	2	30

5.6. PrinciplesinTest Construction:

Deartrainees, what principles shouldbeconsidered inwritingtest items?

____

Before starting to construct an item based on the prepared test blue print, major principles of test construction stated below should be given attention.(Nitko, 2004; Gronlund, 2003; Thorndike, et. al., 1977; Ebel, 1979)

- ✓ Atest should measureclearlydefined learningobjectives,
- ✓ A test should measure a representative sample of the learning tasks included in the instruction;
- ✓ A test should include the types of test items that are most appropriate for measuring thedesired learning outcomes;
- ✓ Atest should fitthe particularusesthat will bemadeof the result;
- ✓ Atestshouldbereliable foraccurateinterpretation
- ✓ Atest should improve learning

5.6.1. Qualityof a Good Test

1. *Reliability*:degreeofconsistencyamongtestscores(e.g.,highscoreinonetestwould mean high score on another test).

2. *Validity*: Measuring what it is intended to measure; appropriateness for the purposeplanned.
3. *Objectivity*:Freefrompossiblevariationsduetoextraneousfactors(isthetestfreefrom ambiguity?)
4. *Fairness*:Unspecifiedexpectationsandverbaltricks areunethicalintesting situation
5. *Practicality*: Administering and scoring ease, availability of the needed supplies and facilities,

5.6.2. TestitemsCharacteristicsand Preparation

Deartrainees,canyouidentifytestitemtypesyouarefamiliar with?

____

Instructors are usually expected to use two key instruments to gather information about their students'performanceand/orachievement.Thefirst techniqueinvolves theuseof *Tests*, and the secondinvolvestheuseof*observationaltechniques*(Nitko,2004;Gronlund,2003;Airasian,1991; and Gronlund& Linn, 1990).

Testscanbeeither *instructor-madeorstandardized.* Letussummarizetheir characteristicsinthe table below.

	TestsTypes	
	Instructor-madetests	**Standardizedtests**
Purpose	Assessinglearningoutcomes intended for specific purpose	Assessinggeneralability,attitudesandlearning outcomes throughout of different levels of schooling
Examinees and test taking situation	Asinglegroupofstudentsata single point in time	Administered, scored, and interpreted in the same way across different groups for comparison
Procedure	No definite administering, scoring, and interpreting	Administered,scored,andinterpretedinthe same way across different groups for comparison
Prepared by	Byinstructors mostly	Companies or organization consulting test specialists, curriculum experts and skilled instructors
Example	Mostlyclassroomtestsand unpublished tests	Mostlypublishedtestssuchasscholastic Aptitudetests,Intelligencetests,Achievement tests, etc.,
Item Format	MostlyTrue–False, matching, supply, multiple choice items	Mostlymultiple choice,pictorialitems

Testsareoftwogeneral forms:Objective/SelectiontestsandSubjective/Constructedtests.

Activity6:

Directions:Whichofthefollowingtestcharacteristics belongs toeithersubjectiveorselection format. Use a "✓" Mark.

No.	Test characteristics	subjective test	Selection test
1	Theexamineeconstructsaresponsetoaquestion		
2	Providepre– determinedresponses(oranswers)		
3	Coveralimitedrangeofcontentsinasingletest(smallsample of topics)		
4	Coverawiderangeofcontentsinasingletest(broadsample of topics)		
5	Many items can be prepared to measure specific skill (many items must be constructed).		
6	Verylimitednumberofitemscanbeset(fewquestionsare needed)		
7	Items are highlystructured, and time consuming to construct, but easy to score		
8	Lessenschanceofguessing		
9	Relativelyeasyof preparation, and time consumingto score		
10	Userestrictedorunrestricteditemtypes(i.e.,shortanswer, completion, or essay)		
11	UseitemtypessuchasTrue–False,matching,andmultiple–choice		
12	Provideabetterpictureofperformanceacrossa curriculum		
13	Guessingisa problem		

Therearetwogeneralcategoriesoftestitems:(1)objectiveitemswhichrequirestudentstoselect the correct response from alternatives or to supplya word or short phrase to answer a question or complete a statement; and (2) subjective or essay items which permit the student to organize and present a writtenanswer. Objectiveitems include true-false,matching, completion and multiple-choice,whilesubjectiveitemsincluderestricted-responseessay,extended-responseessayand

Performancetest items. Forsomeinstructional purposes oneortheother item types maybemore appropriate and efficient.

Activity7:

Quiz

Directions:Evaluateyourexperienceofobjectiveversusessayexamsbyansweringthefollowing questions.

		(circlethe correct answer)	
1.	Essayexams areeasiertoconstruct thanareobjective exams.	T	F
2.	Essayexams requiremorethorough studentpreparation and study Timethanobjectiveexams.	T	F
3.	Essayexams requirewritingskills whereobjectiveexams do not.	T	F
4.	Essayexams teach aperson how to write.	T	F
5.	Essayexams aremoresubjectivein naturethanareobjective exams.	T	F
6.	Objectiveexamsencourageguessingmorethanessayexams.	T	F
7.	Essayexamslimittheextentofcontent covered.	T	F
8.	Essayand objective exams canbeusedto measurethe same Contentorability.	T	F
9.	Essayandobjective examsarebothgoodwaystoevaluatea student'slevelofknowledge.	T	F

QuizAnswers

1.	TRUE	Essay items are generally easier and less time consuming to construct than are most objectivetestitems.Technicallycorrectand contentappropriatemultiple-choiceandtrue-falsetestitemsrequireanextensiveamountoftimetowriteand revise.Forexample,aprofessionalitemwriterproducesonly9-10good multiple-choiceitemsinaday'stime.
2.	?	Accordingtoresearchfindingsitisstillundeterminedwhetherornotessaytests requireorfacilitatemorethorough(orevendifferent)studentstudypreparation.

3.	TRUE	Writing skills do affect a student's ability to communicate the correct "factual" information through an essay response. Consequently, students with good writingskillshaveanadvantageoverstudentswhohavedifficultyexpressing Themselvesthrough writing.
4.	FALSE	Essays do not teach a student how to write but they can emphasize the importanceofbeingabletocommunicatethroughwriting.Constantuseofessay testsmayencouragetheknowledgeablebutpoorwritingstudenttoimprovehis/her writingabilityin order to improve performance.
5.	TRUE	Essays are more subjective in nature due to their susceptibility to scoring influences. Different readers can rate identical responses differently, the same reader can rate the same paper differently over time, the handwriting, neatness or punctuation can unintentionally affect a paper's grade and the lack of anonymitycanaffectthegradingprocess.Whileimpossibletoeliminate,scoring influencesorbiasescanbeminimizedthroughproceduresdiscussedlaterin thisbooklet.
6.	?	Both item types encourage some form of guessing. Multiple-choice, true-false andmatchingitemscanbecorrectlyansweredthroughblindguessing,yetessay Itemscanberespondedto satisfactorilythroughwellwritten bluffing.
7.	TRUE	Duetotheextentoftimerequiredbythestudenttorespondtoanessayquestion, onlyafewessayquestionscanbeincludedonaclassroomexam.Consequently, alargernumberofobjectiveitemscanbetestedinthesameamountoftime,thus enabling the test to cover more content.
8.	TRUE	Both item types can measure similar content or learning objectives. Research has shown that students respond almost identicallytoessayand objective test itemscoveringthesamecontent.StudiesbySax&Collet(1968)andPaterson (1926) conducted forty-two years apart reached the same conclusion:"...thereseemstobenoescapefromtheconclusionsthatthetwotypesofExams aremeasuringidenticalthings."(Paterson,p.246)

9.	TRUE	Both objective and essay test items are good devices for measuring student achievement.However,asseeninthepreviousquizanswers,thereareparticular measurementsituationswhereoneitemtypeismoreappropriatethantheother.

WhentoUseEssayorObjectiveTests

Essaytestsareespeciallyappropriatewhen:

- Thegroup to betested issmall andthetest isnot to bereused.
- Youwish to encourageandreward thedevelopment ofstudent skill in writing.
- Youaremoreinterestedinexploringthestudent'sattitudesthaninmeasuringhis/her achievement.
- Youaremoreconfidentofyourabilityasacriticalandfairreaderthanasanimaginative writer of good objective test items.

Objectivetests areespeciallyappropriatewhen:

- Thegroup to be tested islargeand the test maybereused.
- Highlyreliabletest scores must beobtained as efficientlyas possible.
- Impartialityofevaluation,absolutefairness,andfreedomfrompossibletestscoring influences (e.g., fatigue, lack of anonymity) are essential.
- Youaremoreconfident of yourabilityto express objectivetest items clearlythanof your ability to judge essay test answers correctly.
- Thereis morepressureforspeedyreportingof scoresthan for speedytestpreparation.

Eitheressayor objectivetests can beusedto:

- Measurealmostanyimportanteducationalachievementawrittentestcanmeasure.
- Testunderstandingandabilitytoapplyprinciples.
- Test abilityto thinkcritically.
- Test abilityto solveproblems.
- Testabilitytoselectrelevantfactsandprinciplesandtointegratethemtowardthe solution of complex problems.

In additiontotheprecedingsuggestions,

- Itisimportanttorealizethatcertainitemtypesare **bettersuited**thanothersformeasuring particular learning objectives. For example, learning objectives requiring the student**to demonstrate** or **to show**, may be better measured by performance test items.

- Objectives items require the student **to explain** or**to describe**maybe better measured by essay test items.
- Thematchingoflearningobjectiveexpectationswithcertainitemtypescanhelpyouselect anappropriatekindoftestitemforyourclassroomexamaswellasprovideahigherdegree of test validity (i.e., testing what is supposed to be tested).

ChecklistforEvaluatingTestItems

True-FalseTestItems

- Basetrue-falseitemsuponstatementsthatareabsolutelytrueorfalse,without Qualificationsor exceptions.
- Expresstheitemstatementas simplyandas clearlyas possible.
- Expressasingleideaineachtest item.
- Includeenoughbackgroundinformationandqualificationssothattheabilitytorespond Correctlydid not dependon somespecial, uncommon knowledge.
- Avoidliftingstatementsfromthetext,lectureor other materials.
- Avoid usingnegativelystated itemstatements.
- Avoidthe useofunfamiliar language.
- Avoidtheuseofspecificdeterminerssuchas"all,""always,""none,""never,"etc.,and Qualifyingdeterminerssuchas"usually,""sometimes,""often,"etc.

MatchingTestItems

- Includedirectionswhichclearlystated the basisfor matchingthestimuliwith the response.
- Explainwhetheror notaresponsecouldbeusedmorethanonce and indicatewhereto Writetheanswer.
- Useonlyhomogeneousmaterial.
- Whenpossible,arrangethelistof responsesinsomesystematicorder(e.g., chronologically,andalphabetically).
- Avoidgrammaticalorothercluestothe correctresponse.
- Keepitemsbrief(limit thelistof stimulitounder 10).
- Includemore responsesthanstimuli.

- Whenpossible,reducetheamountofreadingtime byincludingonlyshort phrasesor single words in the response list.

CompletionTestItems

- Omit onlysignificant words from thestatement.
- Don’tomit somanywordsfrom thestatement thattheintendedmeaningwaslost.
- Avoidgrammaticalorothercluestothecorrectresponse.
- Includeonlyonecorrectresponse per item.
- Maketheblanksof equallength.
- Whenpossible,deletethewordsattheendofthestatementafterthestudentwaspresented Witha clearlydefined problem.
- Avoidtakingstatementsdirectlyfrom thetext, lectureor other sources.
- Limittherequiredresponsetoasingle wordorphrase.

Multiple-ChoiceTestItems

- Whenpossible, statethe stem as adirect questionratherthan as anincomplete statement.
- Presentadefinite, explicitandsingularquestionor probleminthestem.
- Eliminateexcessiveverbiageorirrelevantinformationfromthestem.
- Includeinthestemanyword(s)thatmighthaveotherwisebeenrepeatedineach alternative.
- Usenegativelystatedstemssparingly.Whenused,underlineand/orcapitalizethenegative word(s).
- Makeallalternativesplausibleandattractive.
- Makealternativesgrammaticallyparallelwitheachother,andconsistentwiththe stem.
- Makethe alternatives mutuallyexclusive.
- Whenpossible,presentalternativesinsomelogicalorder(e.g.,chronologically,mostto least).
- Makesuretherewas onlyonecorrect or best responseper item.
- Makealternativesapproximatelyequalin length.
- Avoidirrelevantcluessuchasgrammaticalstructure,wellknownverbalassociationsor Connectionsbetweenstemand answer.

- Useatleastfouralternativesforeach item.
- Randomlydistributethecorrectresponseamongthealternativepositionsthroughoutthe Testhavingapproximatelythesameproportionofalternativesa,b,c,d,andeasthecorrect response.
- Don’tuse thealternatives"noneof theabove" and"all ofthe above"at all.

EssayTestItems

- Prepareitemsthatelicitthetypeofbehavioryouwantedtomeasure.
- Phraseeachitemso thatthestudent's taskisclearlyindicated.
- Indicateforeachitemapointvalueorweightand anestimatedtimelimitfor answering.
- Askquestionsthatelicitresponsesonwhichexpertscouldagreethatoneanswerisbetter thanothers.
- Avoidgivingthestudentachoiceamongoptional items.
- Administerseveral restricted-essayitems than1 or 2 extended-responseitems.

GradingEssay Test Items

- Selectanappropriategradingmodel.EitherAnalyticorGlobalquality
- Trynottoallowfactorswhichare irrelevant to thelearningoutcomesbeingmeasuredtoaffectyourgrading(e.g.,handwriting,spelling,neatness).
- Readandgradeallclassanswerstooneitembeforegoingontothenextitem.(Grade question byquestion ratherthan student bystudent).
- Readandgradetheanswerswithoutlookingatthestudent'snametoavoidpossiblepreferentialtreatment.
- Occasionallyshufflepapers duringthe readingofanswers.
- Whenpossible,askother trainees,toreadandgradeyourstudents'responses.

5.7. GradingSystem

Deartrainees,whatdo youknowabout gradingsystem?Test interpretation

Therearemanycomparisonsthatcanbeusedwheninterpretingandgradinglearner’sassessment. The most common bases for comparison used in classrooms are

- Theperformanceofother students.
- Pre-determinedstandardsofquality(Criteria).
- Pupil'sabilityor priorperformance(improvement).

Manyinstructors usuallyuseoneof the first two types of comparison in assigning grades to their students.The first type is associated with norm–referenced assessments while the latter with criterion–referenced assessment.

5.7.1. Criterion and NormReferenced Grading System

What are the similarities and differences of Criterion –and-Norm Referenced Tests in terms of grading system?

____

A. NormReferenced Assessment

Norm-referenced tests are defined as those tests constructed in such a way that they provide a measure of attainment or performance that is interpretable in terms of relatives standing with respect to some known group of assumed "equivalence".A norm-referenced test is described to ascertain an examinee's status in relation to the performance of a group of examinees that have completed the test.The norm group refers a group of students who have taken the test a little bit earlier (Gronlund, 1982; Airisian, 1991).

Example:Inaclass,ifAlemayehu'saggregateresultfromdifferentassessmentsandtestsis40% out of 100, and if no other student got above, then his score (40%) is an "A" grade, though it is under the minimum achievement level (50%).Thisdesignates that norm-referenced grading system doesn't tell the actual performance or achievement of the student.

B. Criterion–ReferencedAssessment

Theyaremasterytests thatareusedtoidentifywhohaveandwhohavenotacquiredcertain basic skillsandcompetencies.Criterion–referencedtestsaredesignedtoproduceacertaindescription of what an examinee's performance on the test actually mean in relation to the pre-determined learning outcomes.

Criterion-referenced tests are closely related to the behavioral objectives. Present thinking tends to stress the value of criterion-referenced approaches to norm-referenced assessment.

Example

Youcansetcriteriato gradeandinterprettestresult.

- Typing60wordswithno errorinthreeminutes.
- Multiplyingthree–digitrationalnumbers.
- Usingacut offscoreof 50%.

SimilaritiesofNRTandCRT

1. Both CRT and NRT are tests of maximum performance and are useful in educational measurement and testing.
2. Objectivesand contentsneed tobe specifiedin both tests.
3. TheitemsonbothCRTandNRTneedtoberelevantandshouldbearepresentativeof what was intended to be measured.
4. Both CRT and NRT can use the same type of test items with respect to item formats.

Notethatthesedaysouruniversitiesuseacriterion-referencedgradingsystemtogradetheir students' achievement as follows:

A+=≥90		C+=≥60
A=≥85		C=≥50
A-=≥80		C-=>45
B+=≥75		D=≥40
B=≥70		Fx=≥30
B-=≥65		F=<30

Source: former MoSHE

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UnitSix:InstructionalPlanning

Unit description

Instructionalplanningisthemostimportantstepsforeffectiveimplementationoftheintended task in teaching profession. In order to bring a desired behavioral change in the learner, it requires careful and conscious planning of the instruction.Hence, this unit deals with the concept and rationale for instructional planning, the elements of instructional plan, its preparation, setting learning objectives and taxonomy of learning outcomes.

Unit objectives

Attheendofthisunit,trainees willbe able to:

- Explaintheconceptofinstructionalplanning
- Identifyelements
- Justifythe reasonfor havinginstructional plan
- Preparecourseandsession plans
- Writesmart objectives
- Distinguishtheclassificationoflearningoutcomes
- Appreciatetheroleofinstructionalplanningoneffectiveteachingandlearning

6.1. ConceptualizingInstructionalPlanning

6.1.1.Whatis planning?

Planning is the systematic process of establishing a need and then working out the best way to meettheneed,withinastrategicframeworkthatenables youtoidentifyprioritiesanddetermines your operational principles.Planning means thinking about the future so that you can do somethingaboutitnow.Thisdoesn’tnecessarilymeanthateverythingwillgoaccordingtoplan. Itprobablywon’t.Butifyouhaveplannedproperly,yourabilitytoadjust,withoutcompromising your overall purpose, will be that much greater.

Instructionalplanning

Activity1:

- Basedonthedefinitionofplanninggivenabove,howdoyouexplaininstructional planning?
- Whatpointswill beconsideredin planningfor instruction?

Effectiveinstructionalplanningfocusonprovidinganswersforthefollowingbasicquestionsof delivering instruction before the course/instruction begins;

- ❖ Whytoteach?
- ❖ Whattoteach?
- ❖ Howmuch to teach?
- ❖ Howtoteach?
- ❖ Who dowhat?
- ❖ Withwhat to teach?
- ❖ Whom toteach?
- ❖ When to teach?
- ❖ Wheretoteach?
- ❖ How to check the actual results of teaching and learning?

Activity

- Discussandreflectthekindofanswerseachquestionsseekandjustifywhyitis important to think about them before instruction?

6.2. Rationalefor InstructionalPlanning

Activity

- Deartrainees,whydo youthinkhighereducationinstitutioninstructorsareadvisedto plan for instruction?

Literatureshowsthefollowingmeritsof havingaplan:

- ➢ Enableinstructorstomanagethetimeallottedforthecourseand session
- ➢ Helpstodeliverawell-structured/organizedlesson
- ➢ Givesadefinitedirectionforourlessonandavoids crisisin the classroom;

- Developsmoreconfidenceforteachersandstudents;
- Helpsforbetterclassroommanagementandpropercontrolofstudents' discipline;
- Fixesthedirectionofteaching-learningprocess;
- Enablestoanticipatethe implementationof activities;
- Helpstheattainabilityofinstructionalobjectives, etc.

Ingeneral,instructionalplanningbenefitsboththeteacherandstudentsbecausetheresultisbetter integration of method and learning activities, better use of time, reduction of uncertainty, better motivation for and involvement in learning and thereby greater achievement and satisfaction.

6.3. Preconditions for Instructional Planning

Activity2:

- Whatfactorsshouldbeconsideredbeforeengaginginthepreparationofinstruction plans?
- Howtheydetermine/influencethe processof instructional planning?

Any kind and level of instructional planning requires a certain degree of information concerning thosefactors havingdirect connections and impacts with theplanand its purposes. Amongthese, the following are basic ones.

A. ***Knowingthelearner:***Studentsarepartnersintheteaching-learningprocesshavingimportant contributions.Therefore, teachersshouldstudyandwellunderstoodtheirstudentsintermsof their previous experience, physiological, psychological, intellectual level/ maturity/. In addition, understanding the interests, needs and problems of students as a whole with no discrimination becomes very important.

B. ***Knowing the institutional context:***This is another concern of a teacher that should be studiedandunderstoodwellwhileplanninginstruction.Withinagivensocial,economicand geographical environment, universities may have their own regulations, infrastructure, educational technologies and other resources. So, they can influence your plan.

C. **Knowing the subject matter:** The more the teacher has profound subject matter knowledge, the easier his/her teaching task will be. Here, we should not forget the need to update our previousknowledge.Because;wearelivinginavastlychangingworld.Subjectmatter

Knowledgebyitselfisofcoursenotenough.Teachersareexpectedtohavetheknowledgeand abilitytoapplydifferent teaching-learningmethodsandalsotheproficiencytoemployvaried types of assessment tools in a continual manner.

Preparationofinstructionplanisnotaneasytask,butwhenappropriatematerialsareputinplace, the task becomes very simple. Some of the preconditions are listed hereunder.

- Youshouldthink andconsultthecurrentscheme of workforthetopic
- Youshould thinkout the objectivesofthe course/lesson
- Youshould consult referencebooks and textbooks
- Youshouldorganizeandassemblematerialsneededforthelessoninlogical sequence,
- Youshould decideon the teachingaidsto use,
- Youshould think of themost suitablemethods of teaching to use
- You should think of the subject matter and questions required at each stage of the lesson
- You should ensureaccuracyandadequacyoffacts.
- Youshouldthinkofprovisionforindividualdifferencesin learning.
- Withall the above,you haveaveryclear mental pictureof thelesson plan

6.4. LevelsofInstructional PlanninginHEIs

Instructional planscan bemade at course, unit, and session levels and havinga planat each level is very crucial to deliver effective instruction. However, in this module instructional planning at course and session level will be emphasized and discussed.

6.4.1. Course Planning

CourseplanningisoneofthemajortasksHEIinstructorsshouldengagebeforestartingthecourse offering. At this stage, the main purpose of planning is to decide how the given course will be offered within the given time bymaintaining its quality. Begin the process early, giving yourself as much time as you can to plan a new course. Successful courses require careful planning and continual revision. Consult with colleagues who have taught the same or similar courses to learn fromtheirstrategiesandtheirgeneralimpressionsofthestudentswhotypicallytakethecourse.If you areteam-teaching, you and yourteachingpartner(s)should begin meetingwell in advanceto discusscoursegoals,teachingphilosophies,coursecontent,teachingmethods,andcoursepolicies, as well as specific responsibilities for each instructor.

Activity3:

- Do you haveanypriorexperiencein courseplanning?
- Do you see difficulties in preparing a course plan? If so, what are they? How can they be tackled?

6.4.1.1. ComponentsofaCoursePlan

Thefollowing arethebasic elements that needto beincorporatedinto a course plan.

1. **Background information** about the course/module such as course/module title, course code, schedule, etc.
2. **Course/moduledescription**:Hereyouareexpectedtoprovideageneraloverviewof the course/module such as coverage of the course.
3. **Generalobjectivesofthecourse**:Hereyouareexpectedtostatewhat yourstudents are expected to achieve as a result of attending the course.
4. **Contents of the course**: Course contents enable us to maintain the given objectives. Hence, you are expected to list down each unit, topic and sub topics of the course.
5. **Approach/Methodologies to the course**: In this part of the course plan, different strategies, techniques or methods of treating the course are presented.
6. **Instructional materials:** Indicating the materials to be used in the instructional process such as laboratories, intelligent boards, ICT facilities, objects and etc.
7. **Course/moduleRequirements**:Statingwhatisexpectedofstudentstocompletethe given course/module. For example, indicating the required project work to be undertaken, course attendance, etc.
8. **References**:Listingreferencematerials tobeusedbystudentsduringthe course.

6.4.2. Session planning

Asessionplanistheinstructor's road mapofwhatstudentsneed tolearnandhowitwillbedone effectivelyduringtheclasstime.Then,youcandesignappropriatelearningactivitiesanddevelop strategies to obtain feedback on student learning. Having a carefully constructed session plan for each single lesson allows you to enter the classroom with more confidence and maximizes your chance of having a meaningful learning experience with your students.

Asuccessfulsessionplanaddresses andintegrates thefollowingkeycomponents:

- LearningObjectives
- Contents
- Learningactivities
- resources
- Assessmenttocheck for studentunderstanding

A session plan provides you with a general outline of your teaching goals, learning objectives, means to accomplish them, and is by no means exhaustive. A productive session is not one in whicheverythinggoesexactlyasplanned,butoneinwhichbothstudentsandinstructorlearnfrom each other.

6.4.2.1. Stepsforpreparingasessionplan

Planningforasessionneedstoconsiderimportantaspectsofthelesson. Inincorporatingallthe components of the session in the plan, the following steps have to be followed.

A. Identifythelearningobjectives

Before you plan your lesson, you will first need to identifythe learningobjectives for the lesson. A learning objective describes what the learner will know or be able to do after the learning experience rather than what the learner will be exposed to during the instruction (i.e. topics). Typically,itiswritteninalanguagethatiseasilyunderstoodbystudentsandclearlyrelatedtothe program learning outcomes. The table below contains the characteristics of clear learning objectives:

Characteristic	Description
Clearly stated tasks	Free from jargon and complex vocabulary; describe specific and achievable tasks (such as ‘describe’, ‘analyse’ or ‘evaluate’) NOT vague tasks (like ‘appreciate’, ‘understand’ or ‘explore’).
Important learninggoals	Describe the essential (rather than trivial) learning in the course which a student must achieve
Achievable	Can be achieved within the given period and sufficient resources areavailable
Time bound	Therehastobeatimeallotted/timeboundfortheobjectivestobe attained
Demonstrableand measurable	Canbedemonstratedinatangibleway;areassessable;achievementand quality of achievement can be observed
Fairand equitable	All students, including those with special needs have a fair chance of achieving them.
Linked to course and program objectives	Considerthebroadergoals-i.e.course,programandinstitutionalgoals.

Thisindicates,anobjectiveinasessionplanhastobeSMART(specific,measurable,achievable, relevant and time bounded.

***B.* Plan thespecificteaching andlearningactivities**

Whenplanninglearningactivitiesyoushouldconsiderthetypesofactivitiesstudentswillneed to engagein,inordertodeveloptheskillsandknowledgerequiredtodemonstrateeffectivelearning inthecourse.Learningactivitiesshouldbedirectlyrelatedtothelearningobjectivesofthecourse, and provide experiences that will enable students to engage in, practice, and gain feedback on specific progress towards those objectives.

As you plan your learning activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quicklyto different applications or problems, and to identify strategies that check for understanding. Some questions to think about as you design the learning activities you will use are:

- Whatwill Ido toexplain thetopic?
- Whatwill Ido to illustratethe topic in adifferentway?
- HowcanIengagestudents in the topic?

- What are some relevant real-life examples, analogies, or situations that can help students understand the topic?
- Whatwillstudents needto dotohelp themunderstand thetopicbetter?

Many activities can be used to engage learners. The activitytypes (i.e. what the student is doing) bynomeansanexhaustivelist,butwillhelpyouinthinkingthroughhowbesttodesignanddeliver high impact learning experiences for your students in a typical lesson.

Itisimportantthateachlearningactivityinthelessonmustbe(1)alignedtothelesson'slearning objectives, (2) meaningfully engage students in active, constructive, authentic, and collaborative ways, and (3) useful where the student is able to take what they have learnt from engaging with the activity and use it in another context, or for another purpose.

***C.* Plantoassessstudents'understanding**

Assessments(e.g.,tests,papers,problemsets,performances)provideopportunitiesforstudentsto demonstrate and practice the knowledge and skills articulated in the learning objectives, and for instructors to offer targeted feedback that can guide further learning.

Planning for assessment allows you to find out whether your students are learning. It involves making decisions about:

- Thenumberandtypeofassessmenttasksthatwillbestenablestudentstodemonstrate learning objectives for the lesson
- Thecriteriaandstandardsthatwillbeusedtomakeassessment judgements
- Studentrolesintheassessmentprocess(self/peerassessment/
- Theweightingofindividual assessment tasksand themethod
- Theprovisionoffeedback

***D.* Planto sequencethelesson inanengaging andmeaningful manner**

Robert Gagne proposed a nine-step process called the events of instruction, which is useful for planning the sequence of your lesson. Gagne's 9 events in conjunction with Bloom's Revised TaxonomyofEducationalObjectives(revisedblooms)areveryhelpfulindesigningengagingand meaningful instructional plan.

i. **Gain attention**: Obtain students' attention so that they will watch and listen while the instructor presents the learning content.

- Present astoryoraproblem to be solved
- Utilizeicebreaker activities,currentnewsandevents,casestudies,andsoon.
- The objective isto quicklygrab student attentionand interestin the topic

ii. **Inform learner of objectives**: Allow students to organize their thoughts regarding what they are about to see, hear, and/or do.

- Includelearningobjectivesinlectureslides,thesyllabus,andininstructionsfor activities, projects and papers
- Describerequired performance
- Describecriteriaforstandardperformance

iii. **Stimulaterecallofprior knowledge:**

- Helpstudentsmakesenseofnewinformationbyrelatingittosomethingtheyalready know or something they have already experienced.
- Recalleventsfrompreviouslecture,integrateresultsofactivitiesintothecurrent topic, and/or relate previous information to the current topic
- Askstudents abouttheir understandingof previous concepts

iv. **Presentnewcontent**:Utilizeavarietyofmethodsincludinglecture,readings,activities, projects, multimedia, and others.

- Sequenceandchunkthe informationtoavoidcognitive overload
- Blendtheinformation toaid ininformation recall
- Bloom's Revised Taxonomy can be used to help sequence the lesson by helping you chunk them into levels of difficulty.

- **Provide guidance**: Advise students of strategies to aid them in learning content and ofresourcesavailable.Withlearningguidance,the rateoflearningincreasesbecause students are less likely to lose time or become frustrated by basing performance on incorrect facts or poorly understood concepts.

- Provide instructional support as needed – as scaffolds (cues, hints, prompts) whichcan be removed after the student learns the task or content
- Modelvariedlearningstrategies–mnemonics,conceptmapping,roleplaying,visualizing.
- Use examples.

v. **Practice**:Allow studentstoapplyknowledgeandskills learned.

- Allowstudents toapplyknowledgeingroupor individual activities.
- Ask deep-learning questions, make reference to what students already know or have students collaborate with their peers.
- Askstudentsto recite,revisit,or reiterateinformation theyhavelearned
- Facilitatestudentelaborations–askstudentstoelaborateorexplaindetailsand provide more complexity to their responses.

vi. **Provide feedback**: Provide immediate feedback of students' performance to assess and facilitate learning.

- Considerusinggroup/classlevelfeedback(highlightingcommonerrors,give examples or models of target performance, show students what you do not want)
- Considerimplementingpeer feedback.
- Requirestudents to specifyhow theyusedfeedback in subsequentworks.

vii. **Assessperformance**:Toevaluatetheeffectivenesssoftheinstructionalevents,testtosee if the expected learning outcomes have been achieved. Performance should be based on previously stated objectives.

- Utiliseavarietyofassessmentmethodsincludingexams/quizzes,written assignments, projects, and so on.

viii. **Enhance retention and transfer**: Allow students to apply information to personal contexts. This increases retention by personalising information.

- Provideopportunitiesforstudentstorelatecourseworktotheirpersonalexperiences
- Provideadditional practice.

E. Createarealistictimeline

A list of ten learning objectives is not realistic, so narrow down your list to the two or three key concepts, ideas, orskills you want students to learn in thelesson. Yourlist ofprioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed. Here are some strategies for creating a realistic timeline:

- Estimatehowmuchtimeeachoftheactivitieswilltake,thenplansomeextratimefor each,
- Whenyoupreparey ourlessonplan,nexttoeachactivityindicatehowmuchtimeyou expect it will take.
- Plan a few minutes at the end of class to answer any remaining questions and to sum up key points.
- Plananextraactivityordiscussionquestionin case you havetime left.
- Beflexible–bereadytoadjustyourlessonplantostudents'needsandfocusonwhat seems to be more productive rather than sticking to your original plan

F. Planfor a lessonclosure

Lesson closure provides an opportunity to solidify student learning. Lesson closure is useful for both instructors and students.

Youcanuseclosureto:

- Check for student understanding and inform subsequent instruction (adjust your teaching accordingly)
- Emphasizekeyinformation.
- Correctstudents' misunderstandings.
- Previewupcomingtopics.

Yourstudentswill findyour closurehelpful for:

- Summarizing,reviewing,anddemonstratingtheir understandingofmajorpoints.
- Consolidatingandinternalizingkeyinformation.
- Linkinglessonideastoa conceptualframeworkand/orpreviously-learnedknowledge
- Transferringideastonew situations.

Thereareseveralwaysinwhichyoucanputa closuretothe lesson:

- Statethemain pointsyourself("Todaywetalked about…")
- Askastudenttohelpyou summarizethem.
- Askallstudentstowritedownonapieceofpaperwhattheythinkwerethemainpointsof the lesson.

SampleFormatfor PlanningaSession

_______________University, College/Institute Of __________________

Faculty /School Of __________________

<table>
<tr><td colspan="3">Instructor’sname</td><td colspan="3">Date:</td></tr>
<tr><td colspan="3">Department</td><td colspan="3">Year/Semester:</td></tr>
<tr><td colspan="3">Course/module title</td><td>Course/module code:</td><td colspan="2">Cr.hr/ECTS</td></tr>
<tr><td colspan="6">Topic:</td></tr>
<tr><td colspan="2">Numberof students:</td><td>Male:</td><td>Female:</td><td colspan="2">Total:</td></tr>
<tr><td colspan="6">Generallearningoutcome:</td></tr>
<tr><td colspan="6">Specificlearningoutcomes:</td></tr>
<tr><td colspan="6">Bythe end of thesession, the students will beableto</td></tr>
<tr><td>I</td><td colspan="5"></td></tr>
<tr><td>Ii</td><td colspan="5"></td></tr>
<tr><td>Iii</td><td colspan="5"></td></tr>
<tr><td>Iv</td><td colspan="5"></td></tr>
<tr><td colspan="2">Teacher’sactivities</td><td>Time</td><td>Students’ activities</td><td>Assessment methods*</td><td>Resource**</td></tr>
<tr><td colspan="2">Introduction
Presentation
Stabilization/consolidation</td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="6">TeachersReview/Reflection:
Whatworkedwellduringthesession:

Whatneedmodification/changefornextsession:</td></tr>
</table>

AdaptedfromMoE HDPhandbook(2018)

Duringtheclass:Presenting YourSessionPlan

Lettingyourstudentsknowwhattheywillbelearninganddoinginclasswillhelpkeepthm more engagedandontrack.Providingameaningfulorganizationoftheclasstimecanhelpstudentsnot only remember better, but also follow your presentation and understand the rationale behind the planned learning activities. You can share your lesson plan by writing a brief agenda on the whiteboard or telling students explicitly what they will be learning and doing in class.

Aftertheclass:reflectingonyoursessionplan

Take afew minutesafter eachclassto reflecton whatworkedwelland why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom.

Activity3:

- Whydoyou think evaluatingthe past lesson becomes important?

6.5.TypesofInstructionalObjectives

A. **General Objectives:** are used in preparing the course/unit plan. We use some of the followingwordstoindicatetheexpectedperformancestudentswillshowaftercompleting the course/unit.:

Toknow,understand,comprehend,devote,grasp,enjoy,appreciate,havefaithin, and admire, develop, be familiar with, be aware of, acquire, etc.

Example:Attheendofthisunit, studentswillbeabletounderstandinstructionplanning.

B. **SpecificObjectives:**areusedinpreparingaplanforasinglesession.Theyclearlyshowwhat typeoflearningoutcomesareexpectedfromthelearners.Actionverbswillbeusedtoindicate the expected learning outcome students should achieve.

Tocompare,design,infer,identify, differentiate, construct, write, debate, define, select,evaluate,draft,change,list,arrange,practice, locate, match, plan, separate, draw, measure, express, perform, calculate, explain, etc.

Examples:Attheendofthislesson,thestudentswillbeabletoidentifycomponentsof session plan.

Attheendofthislesson,thestudentswillbeabletowriteSMARTlearning objectives.

GuidelinesforWritingInstructionalObjectives

😐Objectivesshouldbestatedintermsofstudents’performance;

😐Objectivesshouldbewrittenintermsofthelearningoutcome,

😐Statementsofobjectivesshouldbeacombinationofsubjectmatteranddesiredbehavior;

😐Avoidtheuseofmorethanoneactionverbsinonestatement.

6.6.TaxonomyofEducationalObjectives

- AgraduateofHigherEducationInstitutionshastobecompetent.Whatdoesthis implies?

Based on the areas/domains they cover, Bloom and his associates (1956) classify educational objectives into three: cognitive, psychomotor and affective Domain.

I. Cognitive Domain: Cognitive behaviors include a range of intellectual activities such as memorizing,interpreting,applying,problemsolving,reasoning,analyzingandthinkingcritically.
Based on the levels of intellectual complexity, the cognitive domain is classified in to six hierarchical levels from the least complex *remembering* to the most complex *creating*:

a) ***Remembering:*** objectives at this level requires learners to recall or remember information such as facts, terminologies, problem solvingstrategies, rules, etc. Some of the action verbs that are used to describe learning outcomes at the knowledge level are *define, label, list, recall, identify, state, remember, tell* … etc. Remembering represents the lowest level of understanding in the cognitive domain.

- ***Example:***Bytheend of this lesson, thestudent should beableto*list* thesix levels of the cognitive domain according to their complexity.

Understanding: Objectives at this level require some degree of understanding and learnersareexpectedtochangetheformofacommunication,translate,andrestatewhat has been read, see connections or relations between parts of a communication, or draw conclusionfromtheinformationorseetheconsequencesofit.Someofthe actionverbsthat can be used to describe learning objectives at this level are *defend, summarize, explain, estimate, infer, predict, distinguish, paraphrase,* and the like.

- ***Example:*** Bythe end of this lesson, the student should be able to *summarize* roles of instructional objectives.

b) ***Applying:*** Objectives written at this level require learners to use previously acquired informationinasettingotherthantheoneinwhichitwaslearned.Applicationobjectives differ from comprehension objectives in that application requires the presentation of a problem in different and often applied context. Some action verbs that are used to describelearningobjectivesare*change,prepare,apply,use,relate,demonstrate,modify, solve, organize,* etc.

- ***Example:*** By the end of this lesson, the student should be able to *solve* quadratic equations not covered in the class.

c) ***Analyzing:*** objectives written at this level require the learners to identifylogical errors, for example, point out a contradiction or an erroneous inference or to differentiate between facts, opinions, assumptions, hypothesis and conclusions. At analysis level, students are expected to draw relationships between ideas and to compare and contrast. Some action verbs that are used to describe learning outcomes are *compare, describe, outline, illustrate, breakdown, infer, point to (out), subdivide* and the like. It also needs higher order thinking.

- ***Example:*** Given a presidential speech, the student should be able to *point to* the positions that attach an individual rather than individual's program.

d) ***Evaluating:*** objectives written at this level require the learners to form judgment and make decisions about the values, methods, ideas, people, or products that have specific purposes. Students are expected to state the bases for their judgments (for example, the criterion or principles they used to reach their conclusion). Some action verbs that describelearningobjectivesatthislevelare*appraise,support,defend,criticize,validate, judge, justify, contrast, argue*, etc.

e) ***Example:***Givenapreviouslyunreadshortstory,thestudentshouldbeableto*criticize*theconte nt and formofthe story.

1. ***Creating:***Objectiveswrittenatthislevelrequirethelearnerstoproducesomethingunique or original. Atthis level,students areexpected tosolve unfamiliar problems in a uniqueway or to combine parts to form a unique or novel solution.

Some action verbs that are used to describe learning outcomes at this level are *compile, create, assemble, generate, devise, predict, produce, compose, design, formulate,* etc.

- ***Example:*** By the end of this unit, the student should be able to *design* a research proposal

II. Affective Domain: Affective behaviors involve feelings, attitudes, interests, preferences, values, and emotions. Emotional stability, motivation, trustworthiness, self-control, and personality are all examples of affective characteristics. Although affective behaviors are rarely assessed formally in schools and classrooms, teachers assess them constantly in informal ways basedontheirinformalobservationsandinteractionswiththestudents.Basedonthelevelofvalue formation, the affective domain is classified into five hierarchical sub-divisions from the lowest *receiving* to the highest *characterization*.

a) ***Receiving/Attending:***Atthisstage,thestudentisawareoforpassivelyattendingtocertain phenomenaandstimuli(e.g.listening,observing).Someactionverbsthatdescribelearning outcomesatreceivinglevelare*listen,attend,share,noticetobeaware,control,look,hear,* and the like.

   - ***Example:*** By the end of this lesson, the student should be able to *listen*public speeches.

b) ***Responding:*** at this stage the student complies with given expectations by attending or reactingtocertainstimuliorphenomena(theymayobeyorparticipateasexpected).Some action verbs that describe learning outcomes at responding level are *comply, follow, discuss, practice, play, applaud, participate, obey,* etc.

   - ***Example:*** By the end of this lesson, the students should be able to *follow* directions given in the book when asked to do so.

c) ***Valuing:***here,thestudentdisplaysabehaviorconsistentwithasinglebelieforattitudesin situations where he/she is not forced to comply or obey (i.e. demonstrate a definite preference, displays a high degree of certaintyand convictions). Some of the action verbs to be used here are *help, debate, argue, act, express, organize, prefer, convince, display* and the like.

- ***Example:*** The student will express an opinion about unclear disarmament whenever national events raise the issue.

d) ***Organizing:*** At this level, students are committed to a set of values and communicate or displaytheir beliefsorvalues(i.e. develop arationaleforaset ofvalues, makejudgments aboutsetsofvalues).Someoftheactionverbsthatdescribelearningoutcomesatthislevel are *select, decide, balance, compare, define, formulate, systematize, abstract,* etc.

- ***Example:***Thestudentwillbeableto*formulatethe*reasonswhyhe/shesupportscivil rights legislation that does not support his/her beliefs.

e) ***Characterization:*** Objectives at this level require that all the behaviors displayed by the student be consistent with his/her value. At this level students not only acquire the behaviors at all previous levels but also have integrated their values in to a system representing a complete and persuasive philosophy. Evaluation of this level of behavior involves the extent to which the student has developed a consistent philosophy of life (example, exhibits respect for the worth and dignity of human beings in any situation). Some action verbs that ascribe outcomes at this level are *display, avoid, require, revise, manage, resolve, resist, internalize, exhibit,…*etc.

- ***Example:*** The student will *exhibit* a helpingattitude toward handicapped students by assisting their mobility both in and outside the classroom.

III. PsychomotorDomain: Thislevel deals withthe skills ofthestudents.This domainincludes behaviors that rely heavily on muscular system-for example, running, jumping, speaking, typing and riddingbicycle, driving cars, etc. Based on the level of skill development it is classified in to five hierarchical sub-divisions from the least complex imitation to the most complex naturalization.

a) Imitation: objectivesatthislevelrequiringthatstudentstobeexposedtoanobservable actionandthenovertlyimitatethataction.Atthislevelstudentsareexpectedtoobserve and be able to repeat the action being visually demonstrated. Some action verbs that describe outcomes at this stage are *repeat, place, follow, hold, grasp, balance,* etc.

- ***Example:***Afterbeingshownafree-handdrawingofaparallelogram,thestudentwill be able to reproduce the drawing.

b) ***Manipulation:*** Objectivesatthislevelrequirethestudenttoperformorpracticeselected actions from written or verbal directions without the aid of visual model or direct observation.Actionverbsarethesameasthatoftheimitationlevelexceptthattheyare performed from spoken or written instructions.

- ***Example:*** Using instructions on handouts, the student will practice focusing the microscope until the outline of the specimen can be seen.

c) ***Precision:*** objectives at this level requirestudents to perform an action independent of eitheravisualmodelorwrittensetofdirections.Studentsareexpectedtoreproducethe action with control and to reduce errors to a minimum. Action verbs that describe learning outcomes at this level include performing the behavior: *accurately, independently, without error, with control, with balance,* etc.

- ***Example:***Thestudentwillbeableto*accurately*placethespecimenonthemicroscope tray.

d) ***Articulation:***objectivesatthislevelrequirethestudenttodisplaythecoordinationofa series of related acts by establishing the appropriate sequence and by performing the actsaccuratelywithcontrolaswellaswithspeedandtiming.Someoftheactionverbs that describe outcomes at this level include performing the behavior: *in harmony, coordination,integration,speed,timing,smoothmass,confidence,stability,proportion,* etc.

- ***Example:*** The student will be able to accurately complete 10 simple arithmetic problems on an electronic calculator *quickly and smoothly* within 90 seconds.

e) ***Naturalization:*** objectives at this level require a high level of proficiency in the skills orperformancesbeingtaught.Here,behaviorisperformedwiththeleastexpenditureof energy and becomes routine, automatic and spontaneous. Students are expected to repeat the behavior naturally and effortlessly again and again. Some action verbs that describe outcomes at this level include performing the behavior; *naturally, with ease, routinely, effortlessly, automatically, spontaneously, professionally, with perfection*… etc.

- ***Example:***Bytheend of this lesson, thestudent should beableto *automatically* draw correct isosceles, equilateral, and right triangles without the aid of a template.

The major implication of thedomains for test construction is that tests should be written at thetaxonomical level of the objectives covered by the instruction.

Practical Activity

By referring the curriculum of your department, take one course in your field of discipline.

- Prepare a course plan/course outline.
- Pick one topic from the course plan and prepare a session plan.(usethe above format).

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Unit Seven: Technology Assisted Teaching and Learning in Higher Education Institutions

Unit description

Dear trainees, now you are going to see an important aspect in teaching and learning in Higher Education Institutions. This part is designed to help you to get information about Technology Assistedteachingand learninginHigherEducation Institutionsthatwillhelptheteachertomake theteachingandlearningprocessmoretechnologicaltwined,activeandstudent-centeredthan the traditionalapproach.Theunitwillintroduceyouwiththe concept ofEducationalTechnology and itsimportance.Inadditiontotheoreticalconceptsmentioned,traineeswillbeexposedtopractical engagements on how to search teaching materials and Scholarship opportunities.

Unit Objectives:

Attheendofthisunit,trainees willbeable to:

- DefineEducationalTechnology.
- Valuetheimportanceof technologyassistedteachingandlearning.
- ListthedifferentICTtoolstoimprovelearningandteachingmethods.
- Listtheadvantagesanddisadvantagesof PPT.
- Prepareawell-organized PowerPoint Presentation.
- Practiceon searchingteachingmaterialsand books online.
- Getinsightonhowto searchandwinscholarshipopportunities.
- Usedifferentprofessionalnetworkstotheirprofessionalandpersonal development.

Activity1:

4. Whatis EducationalTechnologyforyou?

7.1. Educational Technology

Educational technology is the effective use of technological tools in learning. EducationaltechnologyisdefinedbytheAssociationforEducationalCommunicationsand

Technology as "the study and ethical practice of facilitating learning and improvingperformance by creating, using, and managing appropriate technological processes and resources".ICT is the buzzword today. The world has entered into an information and communication age. Whetheritisadevelopedordevelopingcountry,northorsouth,eastorwest,ICTisomnipresent. It has helped in all walks of life in one-way or other. It is impossible to deny the importance of ICT in educational, cultural, agricultural, scientific and technical disciplines. Needs for information is increasing day by day and today every person is intending to be information oriented.

ICT stands for "Information and Communication Technology". ICT is an umbrella term that includes all technologies for the communication of information to its stakeholders. According to Van Das (2002) it can be defined as, "combination of Computer, Video and Telecommunication Technologies, as observed in the use of Multimedia Computers and Networks and also services whicharebasedonthem."Ingeneral,wecandescribeICTasanintegrationofcomputers,internet and audio-visual system which enable users to access, store and transmit information in a digital form. It is defined as the combination of informatics technology with other related technologies, specificallycommunicationtechnology.ICTconsidersalltheusesoflatestdigitaltechnologythat exists to help learners. It is a combination of a set of available software enabling teachers as well as students to accomplish their task in an effective manner.

ICTcanprovideaccesstoinformationsources,enablecommunications,createinteractinglearning environment and promote change in methods of teaching. Therefore the ways of learning have been transformed by ICT and are no more restricted to medium of print, bibliographies, and abstracts. The sources of knowledge for students and teachers have also broken out of all geographical boundaries. As such it becomes very important that those associated with teaching learningprocessshouldnotonlybefamiliarizedwiththistechnologybutalsorealizeandputinto action its usefulaspects. In this context, the investing atorhas taken asmall pieceof research work tostudytheICTstatusofteachersintermsoftheir knowledgeabout ICT,useofICTandneedof ICT. It is very difficult to move further without understanding the meaning of ICT.ICTisatoolforcommunicationandpresentation whichhelpsin bringingindividualstogetheron acommonplatformforexchangeofviews,presentationofideas(through,chattingorE-mail)and increases the interactivities between individuals and between individuals and technologies.

The explosion of digital technology has created a revolution in educational instructions. The flexibility,highspeedandhugestoragecapacityofICTiscausingteacherstoredefineandrethink the traditional process of teaching. The challenges facing teachers are to evaluate relevant applications of information and communication technologies in the teachinglearningprocess. At thesametime,instructionutilizinginformationandcommunicationtechnologiesmustreflectwhat isknownabouteffectivenesssofstudent-centeredteachingandlearningprocess.Thereforeteachers should aware about all new technology and knowledge explosion through ICT.

In this new technology era, the role of teachers has changed and continues to change from being an instructor to a constructor, facilitator, and coach to create learning situation and environment. ICT is very useful for teachers with this new role. Teachers can integrate ICT into teaching-learning process effectively if he developed various skills and competences like, creativity, flexibility, logistic skills, skill for project work, administrative and organizational skills and collaborating learning skill. So teachers should use all these ICT resources to justifyhis new role as a facilitator,constructor and coach for his classroom teaching, professional development and personal development.

Table1:SkillsNeededintheWorkplaceof the Future

Digital Age Literacy	
Functional literacy	Ability to decipher meaning and express ideas in a range of media; this includes the use of images, graphics, video, charts and graphs or visual literacy
Scientific literacy	Understanding of both the theoretical and applied aspects of science and mathematics
Technological literacy	Competence in the use of information and communication technologies
Information literacy	Ability to find, evaluate and make appropriate use of information, including via the use of ICTs
Cultural literacy	Appreciation of the diversity of cultures
Global awareness	Understanding of how nations, corporations, and communities all over the world are interrelated

Inventive Thinking	
Adaptability	Ability to adapt and manage in a complex, interdependent world
Curiosity	Desire to know
Creativity	Ability to use imagination to create new things
Risk-taking	Ability to take risks

Higher-Order Thinking	Creative problem-solving and logical thinking that result in soundjudgments

Effective Communication	
Teaming	Ability to work in a team
Collaboration and interpersonal skills	Ability to interact smoothly and work effectively with others
Personal and social responsibility	Be accountable for the way they use ICTs and to learn to use ICTs for the public good
Interactive communication	Competence in conveying, transmitting, accessing and understanding information
High Productivity	Ability to prioritize, plan, and manage programs and projects to achieve the desired resultsAbility to apply what they learn in the classroom to real-life contexts to create relevant, high-quality products

Source:AdaptedfromEnGauge.NorthCentralRegionalEducationalLaboratory.Available online at http://www.ncrel.org/engauge/skills/21skills.htm.Accessed 13February 2020.

Characteristicsof ICT

Characteristicsof ICTwhichmakesituniqueare asfollows:

- Sourceofknowledge
- Mediumtotransmitknowledge
- Mostinteractive(facilitates communication)
- Customized
- Fewererrors(comparativelyverylow)
- Personalized
- Sharingdigitalresources
- Thewide varietyofservices
- Flexibilityin termsofitsusage,needsandvarietyin learning
- ICThelpsinthevisualizationandunderstandingofdifficultconcepts
- ICTpromotescreativityamongteachersaswellas learners.

Activity2:

1. List somereasons whyyour institution shouldimplement technology.
2. Whatbenefitsdoyou thinktechnologyhasforyour classroom?
3. HowcanICTshelptransform thelearningenvironmentinto onethatis learner-centered?

7.2. Importance of educational technology in Higher Education Institutions

The pedagogical and socio-economic forces that have driven the higher learning institutions toadopt and incorporate ICTs in teaching and learning include:

- Greaterinformationaccess;
- Greatercommunicationviaelectronicfacilities;
- Synchronousandasynchronous learning.
- Increasedcooperationandcollaboration,
- Cost-effectiveness(e.g.byreachingdifferentstudentsandingreater numbers).

- Pedagogicalimprovementthroughsimulations.

ThereasonforintegratingICTineducationisto:

- Engagelearnersinmeaningful,activeandrelevantlearning.
- Giveopportunities tolearners toconstruct knowledge.
- Integratetechnologyintothecurriculumanddevisealternativewaysofassessinglearners' progress.
- Adopt the variety of learning styles to cater individual differences among learners in the classroom.
- Providethe opportunityto meet theindividual learners' needs.
- Encouragedivergentthinkingamonglearners.
- Motivatenew ideas,conceptsbythe learners as well as byteachers.
- Provideastimulatingenvironmenttolearnersfor effective elearning.
- Developthefeelingsamonglearnerssuchasbrotherhood,cooperation,sharingandcollaborative learning.
- Expandtheopportunitiesforlifelonglearningforteachers aswellasfor learners.
  - ForTeachers:
    - ✓ Aidsin the teachingprocess.
    - ✓ HelpsinAssessmentand Evaluation
    - ✓ Supportsteaching.
    - ✓ HelpsinClassroomManagement.
    - ✓ Administrative help.
  - ForLearners:
    - ✓ Toacquireinformationindependently.
    - ✓ Communicationandinteractionamonggroups.
    - ✓ Self-directivelearning.
    - ✓ Motivatesstudents for learning.

Activity3:

1. Whattypesoftechnologiesimprove learning?
2. Whichtechnologiescan we afford?
3. Whatsorts of skills arerequired to effectivelyand efficientlyusethosetechnologies?

N.B:YoucanrefertoAppendixBattachedatthe endofthis Manual.

7.3.PowerPointpreparationandPresentation

Activity4:

1. What is PowerPoint?
2. Whydoyou usePowerPoint?
3. HowdoyouusePowerPoint?
4. Whatdoyouthink arethemerits anddemeritsof inusingPowerPoint Presentation?

PowerPoint is a computer program that allows you to create and show slides to support a presentation. You can combine text, graphics and multi-media content to create professional presentations.Asapresentation tool,PowerPointcanbeusedtoanimate yourslidestogivethem greater visual impact.

TheprimaryadvantageofusingPowerPointisthatvisualrepresentationscan help to reinforce the key points you are speaking about. Humans are visually orientated when learning new skills or ideas, so having a graphic representation of what you are speaking about make it easier to retain the information.

The primary disadvantage is that it takes time to learn how to use this software. For those unfamiliarwith visual presentation software, the process can become difficult. It mayeven cause some to give up trying to learn it. Here are some of the other pros and cons of PowerPoint presentations that are worth thinking about as well.

Advantages:

- ✓ Can easilyinput images.
- ✓ Templatesarebuiltinfordifferentappearances.
- ✓ Canaddnotes pages.
- ✓ Can easilyadd mediaand recordings.
- ✓ Moreexcitingthan asimple word document orhand writtenpresentation.
- ✓ Masterslides makepresentations consistentEtc.,

Disadvantages:

- ✓ Somefeaturessuchasanimationsandbackgroundscandistracttheaudiencefromthe actual information in the presentation.
- ✓ Filesizecanbecomequitelargeonmediumtolargepresentations.
- ✓ Someofthefeaturescanbequitecomplicatedtouseandeventhesimplefeaturesrequire some getting used to,
- ✓ Whenatwork, youcannotrelyonsomeoneelse'scomputerorlaptoptorunyour presentation, there are too many software conflicts and disk space barriers.
- ✓ Takesquiteabitoftimetocreate acompletepresentationEtc.,

SometipsonpreparingPPT

A PPT is designed to ENHANCE a presentation, not to BE the presentation. So, Prevent **"*Death byPowerPoint*"**.KnowinghowtousePowerPointandworkwithinitquicklyishelpful.Butmore important is making a good presentation that hits all your goals and delivering it effectively. A great PowerPoint presentation is:

- **Prepared to Win**. Researched, planned, and prepared professionally, so you can deliver the right message to your target audience effectively.
- **DesignedCorrectly**.Withpointsthatareillustratedandvisuallystandoutwithout overwhelming your audience or unnecessarily complicating your message.
- **Practiced to Perfection**. Rehearsed and timed so your points land as practiced with your live audience.
- **DeliveredwithPoise**.Presentedwitharelaxedinner-calmandconfidentoutward projection, while communicating warmth, excitement, and energy.
- **FreefromMistakes**.Devoidofcheesyclipart,nonessentialflashiness,miscueslike reading directly from promoters, and other easy to avoid problems.
- Herearesometips onpreparingPPT:

  - ✓ Highlight keypoints.
  - ✓ Bulletsshould beshortandto thepoint.
  - ✓ Includeonlykeywords andphrases for visualreinforcement.
  - ✓ Limiteachslide tone idea.
  - ✓ Ifyoucrowdtoomuchtext,theaudiencewon'treadit.
  - ✓ Limitanimation–toomuchanimationcanbedistracting
  - ✓ Layout continuity/uniformityfromslidetoslide.
  - ✓ Fontstyleshouldbereadable.
  - ✓ Recommendedfonts:Arial,Tahoma,Verdana.
  - ✓ Don'tSacrificeReadabilityforStyle.
  - ✓ Thefocusshouldbeonwhatyoupresent,notthe wayyou present.
  - ✓ Usethesamebackgroundoneachslide.

- ✓ Use illustrations only when needed, otherwise they become distracters instead of communicators
- ✓ Avoidthe “All Word” slide.
- ✓ Etc.,

Activity5:

- PrepareyourownPowerPointfromtheCourse(s)thatyouaresupposedtoteachinthenear future. Then, present it to colleagues and try to get feedback on it.

How tosearchsoftwareandteachingmaterialsonline?

- ➢ LookingatdifferentTeaching Materials?

- ✓ *4shared*.com-freefilesharingandstorage
- ✓ *Gigablast*-AnAlternativeOpenSourceSearchEngine*www.gigablast.com/*
- ✓ *StackOverflow*isaquestionandanswersiteforprofessionalandenthusiast programmers. *It's 100% free, no registration required.*
  - ✓ **Fordownloadingbooks**

http://b-ok.org/http://booksc.org/http://www.gutenberg.org/https://libgen.pw/http://gen.lib.rus.ec/http://manybooks.net/http://gen.lib.rus.ec/https://www.4shared.com/https://cnx.org/

https://www.free-ebooks.net/http://www.e-booksdirectory.com/https://www.free-ebooks.net/http://freecomputerbooks.com/https://publications.europa.eu/de/web/general-publications/publications http://bookboon.com/dehttps://openlibrary.org/

- ➢ LookingfordifferentSoftware?

- ✓ **http://filehippo.com/**Lookingto**download**safe**free**versionsofthelatest **software**
- ✓ **http://www.filehorse.com/**Lookingto**download**safe**free**versionsofthelatest **software**
- ✓ http://www.fileeagle.com/Lookingto**download**safe**free**versionsofthelatest **software**

- ➢ AcademicConferences
  - ✓ https://www.academic-conferences.org

How tosearchScholarshipopportunities?

- ➢ UseDifferentSearchEngines
- ➢ "CVformat"… MostofthetimeEuropeanformatisrecommended
- ➢ Searchbasedondifferentcategoriesthelikesofbyfieldofstudy,bycountry,bystatus.
- ➢ e.g.*Scholarships-Links.com*
- ➢ scholarship-positions.com
- ➢ OtherJob/Scholarshipportals/search engines

http://scholarshipdb.net/ http://scholarship-positions.com/

http://www.scholarshipportal.com/ http://www.scholarshipstimes.com/

https://www.findaphd.com/ https://www.myscience.org/jobs

http://www.findapostdoc.com/ http://phdland.com/

http://www.phdportal.eu/http://www.scholarshipportal.com/

http://academicpositions.eu/ http://www.phds.org/

http://engineering.academickeys.com/ http://careersinternational.com/

http://www.monster.de/ http://freecomputerbookshttp

s://www.daad.de/de/

- ✓ https://studyinsweden.se/scholarship/swedish-institute-study-scholarships/
- ✓ http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_action_1_master_courses_en.php

How to interact with professional persons digitally?

- ➢ Researchgate
- ➢ GoogleScholar
- ➢ CountryScimagoJournal
- ➢ *LinkedIn*:World'sLargestProfessionalNetwork:*www.linkedin.com/*

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Appendix A
Introducing the Institution

Unit description

Thefirstchallengethatfacesanewemployeewhojoinsanorganizationistoadapthimself/herself with the working environment. To avoid such inconvenience, the employee should have an exposure on the major issues as first hand information

UnitObjectives

Attheendofthisunit, trainees willbeable to:

- ✓ Adopt themselves to theCommunityinand out oftheinstitution.
- ✓ Appreciatethe historyandcultureof the communitywherethe institution islocated.
- ✓ Recognizetheinstitution'ssuccessand growth.
- ✓ Appraisetheeducational programsoftheinstitution.
- ✓ Getinsight about theinterplaybetween the institution andthe communityatlarge.
- ✓ Identifytheorganizationstructureofthe institution.
- ✓ Valuetheinstitution'smission,visionandcorevalues.
- ✓ Recognizetheroles ofdifferent governingandadvisorybodies oftheinstitution.
- ✓ Identifytheirrolesandresponsibilitiesasinstructorintheinstitution.
- ✓ Familiarizethemselveswiththedifferent manualsdevelopedbythe institution.

PartI:BriefIntroductionon of the Home Town of the Institution

The Ministry of Science and Higher Education (MoSHE),established by proclamation number 1097/2018inOctober2018,isresponsibletoleadthedevelopmentofscience,highereducationas well as the technical and vocational education and training (TVET) in Ethiopia.

Informationcanbeeasilyfoundfromeachtown'sadministrativeofficeslikeZone, Woreda/District Cultureand Tourism offices. Thepresentation might includethe following important dimensions that can help the institution's new recruited instructors to adapt to the possible new environment and culture.

Location

- ✓ Coordinates
- ✓ Area

- ✓ Elevation
- ✓ Region andZone where the town is found
- ✓ Population
- ✓ DistancefromtheCapital–Addis Ababa

Uniquehistory

- ✓ Year founded
- ✓ Brief historical events happened before

Localcommunity

- ✓ EthnicComposition
- ✓ Culture
- ✓ Religion
- ✓ Value
- ✓ Opportunitiestoworkwith

Areastovisit

- ✓ Pointoutpossibleareastovisit
- ✓ Ifpossible,arrangevisit program

PartII:BriefPresentationontheInstitution

Establishment

- ✓ FactsandFiguresontheinstitution's establishment
- ✓ Past,Present,andFuture
- ✓ Campuses(Number,location,andname)
- ✓ Infrastructure(Buildings,Residents,Hospital,etc)
- ✓ Staff and Student profile (Academic Staff with current status, Administration Staff, and Students with program-Undergraduate, Masters, PhD)

CollegesandPrograms

- ✓ ListofColleges/Faculty/Institute/School
- ✓ Academicprograms(BothUnderandPostGraduateprograms)inregular,extension, distance and summer
- ✓ Laboratories,SmartClassroomsandWorkshops
- ✓ Staff Capacitybuilding
  - ➢ Long-term(PhD, Masters, Sub-specialty)
  - ➢ Medium-term(HDP)
  - ➢ Short-term(Induction, Pedagogy,ELIP, etc.,)

Linkages

- ✓ National/Local
- ✓ International

Achievements

- ✓ Successonvision,mission,andvalues
- ✓ Conferencesorganized

- ✓ AcknowledgmentsfromotherbodieslikeMoSHEand HERQA
- ✓ Alumni success
- ✓ Grantswon locallyand internationally
- ✓ Scholarship

InterplaybetweentheInstitutionandthe community

- ✓ Servicesprovidedtothe community(Health,Training,Support,Agriculture,etc)
- ✓ TechnologyTransferachievements.

PartIII:The Senate Legislation of the University

Mission, Vision,andcore values

- ✓ Mission of the institution.
- ✓ Vision ofthe institution.
- ✓ Valuesofthe institution.

OrganizationalStructuresof theInstitution.

- The institution may have the following governing and advisory bodies (this may depend on the institution)

a. Board(Article45)

- Theboard shall be accountableto theMinistry.
- Theboard is the supremegoverningbodyof theinstitution.
- Theboardshall havethe responsibilities to:

 Supervise and ensure duties and responsibilities given to it by this Proclamationand other laws and that good governance prevails in the institution;

 Examine, approve and follow up the implementation of proposals of institution’s strategicandannualplans,budgetinstitutionalreorganization,organizational

Annualplans,policies,administrationandacademicprograms,performancereports and financial statements and internal regulations of the institution;

 Nominatethe president on meritsforappointmentbythe Ministry;

 Nominateand appointvicepresidents onmeritsin consultationwith thepresident;

 Takeanydisciplinaryaction, including removalfromoffice,againstanyvice presidentintheeventofseriousfailuretodischargehisresponsibility;inthecase

ofthepresident, consultwiththeMinistryformeasures to betaken;

 Approvepromotionstotherankofprofessorship;

 The term of tenure for board members shall be six years and may be renewed for additional one term.

b. PresidentandVice Presidents

- ➢ Offices AccountabletothePresident#?
- ➢ OfficesAccountabletotheVicePresidentforAcademics#?
- ➢ OfficesAccountabletotheVicePresidentforResearch&CommunityServices#?
- ➢ OfficesAccountablefortheVicePresidentforBusinessandDevelopment#?
- ➢ OfficesAccountableforVicePresidentforAdministration#?

c. Senate(Article49)

- The senate, being the leading body of the institution for academic matters, shall have the responsibilities to:

  - ✓ Determinethe academiccalendaroftheinstitution;
  - ✓ Accreditacademicprogramswiththeconsensusoftheboardandtheministry; accredit curricula.
  - ✓ Determineconditionsonwhichdegreesareawardedorrevoked;
  - ✓ Examine andapprove recommendationsby the presidentinrespectof opening, closure or merger of academic units;
  - ✓ Recommendtotheboard promotionsof academic stafftotherankof professor;
  - ✓ Approveandpromoteacademicstafftotherankofassistantandassociate professor;
  - ✓ Awardhonorarydegreesandotheracademicprizes.

d. ManagingCouncil

- ➢ The managing council shall **advise the president** on strategic issues and on other casesthat the president believes require **collective examination**.
- ➢ Thecoremembers ofthemanagingcouncil are:
  - ✓ ThePresident(Chair).
  - ✓ TheVicePresidents.
  - ✓ TheHeadof theOfficeof InstitutionalChange.
  - ✓ StudentsAffairs'Director.

e. UniversityCouncil.

f. AcademicUnitCouncil(AUC).

g. Academic UnitManaging Council.

h. DepartmentCouncil(DC).

I. Advisoryor specializedcommitteesorcouncils.

Rolesand Responsibilitiesof Instructors

- Anyinstitution mayhavethe followingacademicstaffs:

- ◦ Professors,
- ◦ Associate Professors,
- ◦ AssistantProfessors,
- ◦ Lecturers,
- ◦ AssistantLecturersand
- ◦ GraduateAssistantsemployedforteachingandor research;
- ◦ Other employees of the institution considered as work academic staff by decision of the senate following international good practice and the provisions of the institution's internal regulations.

➢ Qualityof Teaching-Learningand AssessmentofStudents (Article 42)

- ✓ The Teaching &Learning process in any institution shall be interactively student-centered that shall promote active learning.
- ✓ Theteachingandlearningconditionsinanyinstitutionshallcreatein-classandon-campus enabling environment and encouraging atmosphere for students to learn.
- ✓ Thedesigningof coursesand theirdeliveryshall besuch that the coursesshall
  - Addto theknowledgeandskillsstudents already yhave,
  - Cultivateconstructiveprofessionalvalues,and
  - Bring about attitudinal changes and development in students at the end of the courses.
- ✓ Studentsshallbeassessedproperlyandfairlyonthebasisoftheirlearningexperience;
  - Themarkingsystemshallbereflectiveofthecompetencesachievedby students.
- ✓ There shall be institutionally recognized and well defined student assessment and examination methods and systems at academic unit levels to which any academic staff shall adhere, and have been made known to students.
- ✓ During administration of examinations, correction of examinations and assignments, and in determining grades academic staff shall not discriminate;

- ✓ Rules and procedures governing teaching methods and assessment, grading and academicstatusofstudentsshallbeprovidedinthesenatestatusofeachinstitution and shall be further elaborated in guidelines issued by the appropriate academic units.
- ✓ Studentcomplaintsagainstassessmentmethods,examinations,gradingsystemsor results thereof shall be handled, at institutional level, with due care and expeditiously.
- ✓ Academic staff shall receive on-job and tailor-made professional training on student assessment theories and skills; and mastery and successful application of assessment skills as well as teaching shall constitute critical prerequisites for continuity of employment and promotions.

➢ AcademicAdvising

- ✓ Establishaonetoonecontactbetweenamemberoftheacademicunitandasmall group of students by assigning an academic advisor to each student;
- ✓ Helpunderstand andrecognizeindividualstudent'slearningneedsandgoals;
- ✓ Promoteandfacilitatealearningprocessof aselected groupof students;
- ✓ Provideanadditionalsourceofhelp,guidanceandsupportintheacademicpursuits of students requiring such support in addition to those provided by the normal channels.

➢ GeneralProvisionson Examinations

- ✓ Thenumber, typeand scheduleof exams ortests in acoursearedetermined in the course syllabus to be made bythe instructor of the course in consultation with the department.
- ✓ Copies of all exams, tests and quizzes, along with their answer keys shall be deposited with the department immediately following the administration of the exams, tests or quizzes;
- ✓ In those cases where a course is taught by the same instructor to more than one section of students in the same program, the summative examinations shall be of the same form and content.
    - Thesame scheme of gradingshall also beemployed;

- ✓ A common examination paper shall be prepared in cases where more than one instructor teaches a course with the same title and credit hours to one or more sections.

- ➢ RanksandPromotionsforAcademicStaff
  - ✓ TheUniversityshall use thefollowinghierarchyofteachingstaffin theascending order:
    - GraduateAssistant I
    - GraduateAssistant II
    - AssistantLecturer
    - Lecturer
    - AssistantProfessor
    - Associate Professor
    - Professor.
  - ✓ Acaseofpromotionshallbesaidtohavereachedafinalstageifthefollowing conditions are satisfied:
    - PromotiontotherankofProfessorwhenapprovedbytheBoard;
    - PromotionstotheranksofAssistantProfessorandAssociateProfessor when approved by the Senate;
    - PromotionsuptotherankofLecturerwhenapprovedby therespective Academic Council/College Academic Council;
  - ✓ CriteriaforPromotions ofAcademicStaff
    - Thelength ofservicewithagivenrank,
    - Effectivenessin teaching
    - Effectivenessorqualityofresearch, publications,
    - ParticipationintheaffairsoftheUniversity,and
    - Publicandprofessionalservice renderedtothepublicinvariouscapacities
  - ✓ For an academic staff member who has served in other accredited institutions of higher learning before being employed by the University in a given department,
    - the years of service outside shall be considered for the fulfillment of thiscriterion.

- ✓ However, such a member must serve for at least one year at the University before submitting application for promotion.
- ✓ Promotionrequest ofastaff memberon anykindof leaveshallnot be entertained.
- ✓ However,thepromotionrequestofastaffmemberwhofulfillsalltherequirements for promotion and submitted the application before taking the leave shall be entertained.
- ✓ Additionally, an academic staff member on a study leave and who contribute greater than or equal to 50% of workload, which is expected from full time staff, are eligible to apply for promotion.

Workingmanuals(If any)

- ✓ Codeof conduct
- ✓ Assessment policy
- ✓ QualityAssuranceguide
- ✓ TeachingMaterialDevelopment Guide
- ✓ PerformanceEvaluation guide
- ✓ Dressing code
- ✓ Researchguide
- ✓ Communityserviceguide
- ✓ Etc

Part IV: Presentations from different offices of the University

A. Research,CommunityServiceandTechnologyTransferVice President

- ✓ HistoryandTradition
- ✓ Team–based?
  - Listthemso thatinstructors willidentifythem.
- ✓ Relevantforsolvingproblems?
- ✓ ResearchCenters?
- ✓ ScientificJournals?
- ✓ ResearchBudgettrendinBirr?
- ✓ Trendsofresearchprojects
- ✓ ResearchCapacityBuildingTrainings?
- ✓ Research,CS, &TTPolicy'sandGuidelines.
- ✓ Research,CS, &TTConferencesandWorkshops.

B. ICT Directorate

- ✓ Networkinfrastructureand services.
  - UnifiedCommunication system.
  - IPtelephonyFunctionality.
  - WirelessNetworkServices.
  - Data center.
  - EmailandActiveDirectoryServices.
- ✓ EnterpriseApplicationDevelopment.
- ✓ SoftwareApplicationServices
  - SIS(Studentinformation System)
  - DigitalLibrarySystem
  - DigitalRepository(forThesis,Projects, ..etc.)
  - E-Journals

- ✓ ICTTrainingand Consultancy
- BasicComputerSkills
- SmartBoard Training
  - StudentInformationSystem training

- IntuitionalMailservicestraining
- Unifiedcommunicationsystem(IPtelephone) training
- InternationalAcademy(Oracle,Microsoft,cisco, Huawei,etc.,)

✓ TeachingandLearning Technology.

- E-Learningservices.
- Smart class.
- Digitalsignage.
- Smartinteractivewhiteboard system.
- Videoconference.

✓ ICTmaintenanceandsuppor
t

- ICTServicessupport
  - StaffPCmaintenanceand support
  - Officeequipmentmaintenanceand support

✓ Camerasurveillancesystem

C. GenderandHIV/AIDSDirectorate

✓ Definitionofthebasicwords

✓ BriefingInstitution’spolicyonit

✓ Genderwork place

✓ Anti-sexualharassmentandmisconductpolicy

✓ HIV/AIDSpolicyandstrategy

D. RegistrarandAlumniDirectorate

✓ StudentsInformationSystem

- Registration
- Dormitoryassignment
- CafeteriaServices
- Securitycheckpoints

✓ Graduation &AlumniReunion

E. LibraryandDocumentation Directorate

✓ NumberofLibrariesacrossCampuses,Colleges,andPrograms

✓ Digitalization?

✓ Technologicalequipped.

✓ NumberofBooks

Appendix B

Top10 ICTTools toImproveLearning&Teaching Methods

Exposure towards the ICT-based curriculum makes a significant and positive impact on student achievement. It helps them improve their knowledge, comprehension ability, practical and presentation skills with respect to different academic areas like mathematics, science, and social study, believes the National Institute of Multimedia Education in Japan. Being an owner of an educational institute, if you arelookingfor reliable ICT tools that can help you provide excellent education to students and stay at par with the global standards, you are on the right place. Here, we will discuss top 10 ICT tools to improve learning & teaching methods.

1. Grammar Gold: Now-a-days, no matter in which part of the globe you are living or which country your represent, it is imperative to have full knowledge about English. You must be excellent in reading, writing, listening and understanding English. Through Grammar Gold, an unprecedented teaching and learning session is provided for different niche. So, this websites caterstoasmallkidfromKinderGardentoafullygrownadultpursuinghis/hermasters.Available in a comprehensively engaged user interface customization, with the help of Grammar Gold, learning English would be a real-time fun for folks of any genre. This website provides English teaching revolving around grammar correction, comprehension and coherence. You can avail beginner, intermediate and advanced level of English tutorials by using this tool.

2. Curation Soft: If one has to ask what drives learning and knowledge, well, in that case, it will beunderstoodthatifitisdoneinthefriendliestwaypossible.CurationSoft,anunprecedentedand pioneering e-learning tool brings into your platter information that you will like to devour at one go.Thiswebsitehasfullyanintegratedanduser-friendlye-learningtoolthatstreamlineseducation in the way that look interactive, connected and completely an explorative sojourn. So, no matter onwhichtopicyouareresearchingandwhatisthenichethatyouwanttocater,onceyouare over-enthusiastically using Curation Soft website, it is a bet that you will have the best learning experiencethatyoucaneverdreamof.Thiswebsiteprovidesexplanationinthewaythatresonates best with your understanding and abilities.

3. Collaborize Classroom: Imagine a world where teaching stretches across the realm of friendlinessandcomfort.GrammarGoldishelpingtolettheseimaginationscomealivewiththeir endeavors and tech savvy initiatives. This tool provides the leverage to converse, discuss, solve and implement different methodologies that paves the way for quick learning with stupendous classroom results. The mundane teaching session will be done away with once you switch to Collaborizeclassroom.Yougeteverythingunderoneumbrella,sofromlaunchingprojectlearning experiencetostudentdrivensupportandlearningsessions,withthehelpofCollaborizeclassroom you are never stuck in the darkness of ignorance.

4. HippoCampus: Howwouldyoufeelifthelengthyprojects,boringphrasesandmundanethesis come out in a flashing kaleidoscopic version? Well, certainly you would feel awestricken. So, to ensure that all of the above things that are said in the first place get materialized, Hippo Campus, an academic tool that deals with classroom style learning is helping professors, students, faculty acrosstheglobetogetintegrated.Foranygeneralsubject,ifyouwanttogetaccesstoinformation in the form of videos and pictures then Hippo Campus can cut the maximum ice in this pursuit. You can get relevant and deeply researched pieces on different subject from Hippo Campus. So, eventhoughyouaresittinginLondonandyouwantsomeonebasedinStraffordtoadheretoyour queries,itisvery muchdoableonceyouswitchtoHippoCampus.So,nomatterwhetheryouwant help from faculties representing Princeton or Yale, you can just use the Hippo Campus ICT tool and get your queries answered in the best way possible.

5. E-books: Notmerelythinkingandspeakingabouttheplanetwoulddo,rathertakinginitiatives will ensure that we have access to this beautiful surroundings leaden with nature forever. E-book tools are striving to help this dream materialize in real time. These books can be accessed from anywhere in the world and it caters to a broad array of subjective and objective knowledge that one seeks for enlightenment, so no cutting trees and processing paper out of it for knowledge, let technology take an initiative. E-book is helping a lot on storytelling.

6. OnlineBehaviorSystem: So,whatifadaytheteacherissickandcouldnotmakeittoschool, with the help of technology classes would go as usual. Now, you may wonder how? Well, with Online Behavior System, the clout of ICT is being experienced now-a-days. So, even though the teacher is not coming to school still with Online behavior system a tab can be kept on students perseverance, dedication, learning experience, assessment, presentations, discipline and cooperation.Thistoolhasenabledthecreationofvirtualclassroomandthishasbeenhelpingfolks enjoy learning in the best way possible.

7. AuthorStreamPowerPointConvertor: Imagesplayapivotalroleforlearningandgrasping things.Throughauthorstreampowerpointconverter,awhollyfunctionalpowerpointpresentation can be provided encapsulating different subjects, thesis and other information that one needs at theirfingertip. Thetool is highlyinteractive and you just need to upload theinformation that you want to feed on the net. It breaks down the learning is simple gateways and makes reader understand the crux of the information in the best way.

8. I-civics: Often people find civics to be challenging and monotonous. Memorizing different articles, schedules and amendments can give hard time to anyone under the sun. So, to pave the waywhere learning turns out to be fun is the best wayto make the subject interesting. If one has to speak about US, the country is using I-civics to provide the broad information about the ethos of democracy and its working. I-civics, an ICT tool ensures that learning of the constitution can be facilitated in interactive work, thereby rendering it attractive and a fun experience altogether. The vision of this ICT learning tool is to drive away the mundane feeling that one experiences while going through civics. This tool caters to individuals, small groups and educational institutions in teaching the various facets of civics in an engaging manner.

9. Edmodo: Edmodohastakentheworldofonlinelearningbystorm.Recently,thisICTtoolhas added 40 million consumers in its realm. It has provided leverage to teachers for providing ICT based education across the globe. This tool charges nothing for providing vocational education, newtrendsprevailingintheeducationsystemandatthesametimeitmonitorsstudentprogressin all dimensions—bonus!

10. Dropbox: You stepped out of the house in haste and finally when you were on your way to the examination hall, you finally realized that you have left the textbooks at home. Don’t look baffled, it is an era of technology and you have Dropbox to rescue you from this mess. This tool followsacloudstoragesystem,soeventhoughyouforgotyourtestbooksyouhavethatthesisfed inthesystem.So,donotworry,justsynchronizethedevicewithDropboxandaccessyourvaluable documentthatcanhelpyougetthelastimportantglanceformemorizingvitalinformationthevery last time. This tool is highly customizable and easy to use.

AppendixC

Timetable

Proposedtimetableforinductiontraining		
Contents	**Timeto bespent on training**	
	Hours	**Days**
Introducingtheinstitution	**8**	**1**
UnitOne:Professionalism,ProfessionalEthics	**16**	**Days**
1.1.Professionalism		**2**
1.2.ProfessionalEthics		
1.3.DiversityManagement		
1.4.Teachers'RoleinPeace Building		
UnitTwo:TeachingandLearninginHigher Education	**16**	**Days**
2.1Conceptof Teaching		**2**
2.2.TeachingPrinciples		
2.2EffectiveTeaching		
2.3ConceptofLearning		
2.3.Conceptualmodelforteachingandlearninginhighereducation		
2.4Featuresof Learning		
2.5Characteristicsofeffective Learning		
2.6.FactorsAffectingLearning		
2.8.ApproachestoLearning		
2.9learningtheories andtheirimplications		
UnitThree:Activelearningmethods	**32**	**Days**
3.1. Whyactive learning?		**4**

3.2.DefinitionofActive Learning		
3.3.Benefitsofusing activelearningin education		
3.4.DifferentActiveLearningTechniques		
UnitFour:ClassroomManagement	**16**	**Days**
4.1.DefinitionofClassroomManagement		**2**
4.2.Featuresofeffectiveclassroommanagement		
4.3.PurposesofClassroomManagement		
4.4.MajorCausesforClassroommanagementproblems		
4.5.Approachesinmanagingstudentbehavior		
4.6.TechniquesofmanagingClassroom Misbehavior		
4.7.AspectsofGoodClassroom Management		
4.8.SeatingArrangementasmeansofclassroommana gement		
UnitFive:EducationalAssessmentand Evaluation	**32**	**Days**
5.1.EducationalMeasurement,Assessment,andEval uation		**4**
5.2.PurposesofAssessment		
5.3.LevelsofClassroomAssessment		
5.4.CharacteristicsofContinuousAssessment		
5.5.PlanningTests		
5.6.PrinciplesinTestConstruction:		
5.7.GradingSystem		
UnitSix:InstructionalPlanning	**24**	**Days**
6.1.ConceptualizingInstructional Planning		**3**
6.2.Rationaleforinstructionalplanning		

6.3.Preconditionsforinstructionalplanning		
6.4. Levelsof InstructionalplanninginHEIs		
6.6. TaxonomyofEducationalObjectives		
UnitSeven:TechnologyAssistedTeachingandLearningin Higher Education Institutions	**16**	**Days**
7.1.Educational Technology		**2**
Total	**160 hours**	**20 days**