Training Manual

No: CPD/Academic/04

Induction Program for Academic Staff of Sri Lankan Universities

compiled by

World Bank-Higher Education for the Twenty First Century (HETC) Project
&
University Grants Commission

February 2012

Commissioned Resource Persons

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Preface

Human Resource Development of the University System is one of the statutory responsibilities of the University Grants Commission (UGC) and also a key component of the Higher Education for the Twenty First Century (HETC) Project (2011-2016), the second phase of World Bank assistance provided for higher education sector in Sri Lanka. The UGC being the apex body of the university system bears the responsibility of providing opportunities for growth and career development to as many as possible through in-service training. In-service training for all categories of staff is vitally important not only to impart specific knowledge and skills required to perform in the employee's assigned tasks but also to promote right attitudes and behavioral attributes such as allegiance, commitment, initiative, compliance with codes of practices and ethics, which are indispensible elements required for improving the productivity of employees and that of the entire system.

In executing its mandatory role, the UGC has established Staff Development Centers through the Commission Circulars No. 820 of 20th February 2003 and expanded and strengthened the role of SDCs through the UGC Circular 937 of 10th November 2010. The UGC is providing additional funds beginning from 2011 for improving physical and human resources and expanding the scope of continuing education programmes. This initiative has been assisted by the WB-HETC Project (2011-2015) commencing from 2011.The -HRD-ST sub-project under the direction of the Standing Committee on Staff Development of the UGC has developed a comprehensive programme aimed at human resources development of universities, covering academic and other staff (i.e. senior administrative staff, executive staff, technical staff, non-academic support staff, etc.).

The aim of the UGC-HETC joint endeavor is to design and develop a series of Training Programmes and Manuals on diverse topics relevant to the staff of higher management, academic, executive and non-academic categories. The Training programmes and manuals are developed by the identified resource persons in close liaison and consultation with Professor Harischandra Abeygunawardena, Chairman of the Standing Committee on Staff Development of the UGC and Professor Lalith Munasinghe, Consultant of the HETC Project. All manuals are approved by the UGC for the use in the Staff Development Centers of all Universities.

This **Training Manual on Induction Program for Academic Staff of Sri Lankan Universities (CPD/Academic/04)** was developed by Prof. Deepthi Bandara, University of Peradeniya as a commissioned assignment and would provide details of the prescribed training course. She will also act as training guides for prospective trainers of all universities.

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29st May 2012

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Introduction

Induction of a new academic recruit into the University System has become an indispensable component in the endeavor of building the career path of an academic employee. Going along with this principle, the UGC has declared that successful completion of an orientation program is compulsory for all academic recruits to obtain confirmation. Accordingly, the Staff Development Centers (SDC) of several Universities, based on the broad guidelines given by the UGC have commenced offering induction programs to the new recruits of their own members as well for members from other universities. Recent reviews conducted by the UGC however revealed that programs offered by different universities vary in their content, time duration and style of presentation. While appreciating the initiatives taken by the successive directors of SDCs, the Standing Committee on Staff Development at the University Grants Commission decided to broaden and define the scope, specify the core modules and contents and the norms of the Induction Program for Academic Employees in order to ensure that all essential components are covered by such a program offered by any university.

The Induction Program for Academic Staff, presented in this manual, is broad enough to address the training needs of the population of university educators who have been recruited to the University Academic staff category ranging from those who have been exposed to modern teaching methods, to those who have not had the opportunity to experience such methodology in higher education. The curriculum would greatly benefit the effort to address the paradigm shift of teacher centered to learner-centered education in our Universities as well as the desired role of a university teacher.

The curriculum consists of the following modules

Module 1: Orientation as a University Teacher

Module 2: Personal Development and Counseling

Module 3: Teaching and Learning Methods

Module 4: Assessment and Evaluation

Module 5: Curriculum Design and Revision

Module 6: ICT skills in Higher Education

Module 7: Teaching Practice

Module 8: Research in Higher Education

Module 9: University Administrative Procedures

Module 10: Strategic Planning and Management for Universities

Each module is fashioned so that it contributes to develop an individual in his/her role as a university teacher. Each module compliments and reinforces the others. However, modules can also be followed in isolation or selected, to suit the trainee's specific needs.

The total program would be of 150 hrs duration. Each module is assigned a specific number of hrs which comprises of time in face to face interaction and time for independent learning and assignments.

All modules have a name, duration, prerequisites and co-requisites, aim, intended learning outcomes, learning resources, learning activities, assessment strategy, syllabus, essential reading and supplementary reading so that it facilitates the instructor and the participant to use the manual optimally. Time has been included for an opening and closing ceremony as well to make it an all inclusive training program.

While the training manual would definitely assist Staff Development Centers of all Universities to conduct it's induction training program, Universities could always use it as a guideline to modify/refine their own program accordingly.

Outline of Induction Program for Academic Staff

Introduction to Induction Program

Module 1 : Orientation as a University Teacher

Module 2 : Personal Development and Counseling

Module 3 : Teaching and Learning Methods

Module 4 : Assessment and Evaluation

Module 5 : Curriculum Design and Revision

Module 6 : ICT skills in Higher Education

Module 7 : Teaching Practice

Module 8 : Research in Higher Education

Module 9 : University Administrative Procedures

Module 10: Strategic Planning and Management for Universities

Conclusion of Program

Induction Program for Academic Staff **150.0 hrs**

Introduction to Induction Program **2.5 hrs**

>   **Opening ceremony**
>
>   **Program Aims and objectives**
>
>   **Self-introductions**
>
>   **Matching program objectives with participants' expectations**

Module 1: Orientation as a University Teacher **12.5 hrs (7.5 + 5.0)**

>   **Topic1: Introduction to the University System** **1.5**
>
>   **Topic 2: Education Reforms in the 21st Century** **1.5**
>
>   **Topic 3: University Act and Ordinance** **1.5**
>
>   **Topic 4: Academic and Organizational Structure of the University** **1.5**
>
>   **Topic 5: The University Teacher** **1.5**

Module 2: Personal Development and Counseling **14.0 hrs (8.0 + 6.0)**

>   **Topic 1: Career Goals and Continuous Professional Development** **2.0**
>
>   **Topic 2: Time and Stress Management** **2.0**
>
>   **Topic 3: Soft Skills, Reflective Practice and Emotional Intelligence** **2.0**
>
>   **Topic 4: Academic and Personal Counseling** **2.0**

Module 3: Teaching and Learning Methods **28.0 hrs (20.0+8.0)**

>   **Topic 1: Training Needs and Target Population** **1.5**
>
>   **Topic 2: Teaching Philosophy and Teaching Portfolio** **2.0**
>
>   **Topic 3: Levels of Learning and Learning Outcomes** **2.5**
>
>   **Topic 4: Learning Styles and Learning Theories** **2.0**
>
>   **Topic 5: Lesson Planning** **2.0**
>
>   **Topic 6: Teaching Methods** **10.0**

Module 4: Assessment and Evaluation — 12.5 hrs (7.5 + 5.0)

Topic 1: Introduction to Assessment and Evaluation Summative and Formative Assessments	2.0
Topic 2: Assessment Methods and Types of Questions	2.0
Topic 3: Marking Schemes, Model Answers and Assessment Rubrics	1.5
Topic 4: Giving Constructive Feedback to Students and Staff	2.0

Module 5: Curriculum Design and Revision — 15.0 hrs (8.0+7.0)

Topic 1: Pressure to Change, Resistance to Change and Success Factors in Curriculum Development	1.5
Topic 2: Graduate Attributes and Graduate Profiles	1.5
Topic 3: Outcome Based Curriculum Development Model	2.5
Topic 4: Constructive Alignment and IntegratedCourse/Program Design	2.5

Module 6: ICT skills in Higher Education — 15.0 hrs (8.0 + 7.0)

Topic 1: ICT-based Teaching Methods	2.0
Topic 2: ICT-based Assessment Methods	3.0
Topic 3: Role of ICT Tools in Teaching and Learning	3.0

Module 7: Teaching Practice — 20.0 hrs

Topic 1: Lesson Planning

Topic 2: Delivering a Lesson

Module 8: Research in Higher Education — 16.0 hrs (8.0 + 8.0)

Topic 1: Role of Research in Societal Evolution and Career Development	1.5
Topic 2: Ethical Issues in Research	1.5
Topic 3: Research Proposals and Design	2.0
Topic 4: Scientific Writing/Communication for Publication of Research	2.0
Topic 5: Reference Style/s	1.0

Module 9: University Administrative Procedures   8.0 hrs (6.0 + 2.0)

     Topic 1: Introduction to university administrative and financial   **2.0**

          regulations (AR and FR) and procedures

     Topic 2: Disciplinary Matters, Rights and Obligations of   **2.0**

     University Employees, Human Rights

     Topic 3: University Examination Procedures   **2.0**

Module 10: Strategic Planning and Management for Universities   4.0 hrs (2.0 + 2.0)

     Topic 1: Introduction to Strategic Planning and Management   **2.5**

          in the Universities and Institutes

Conclusion of Program   2.5 hrs

     Action plan generation

     Program evaluation

     Awards ceremony

Total Program   150 (100+50)

No	Topic	Description
1	**Module Title**	**Orientation as a University Teacher**
2	**Module Duration**	12.5 hrs (7.5 + 5.0)
3	**Prerequisites and Co-requisites**	Been employed as a university teacher in the higher education system of Sri Lanka
4	**Module Aims**	To create an awareness of the higher education system of Sri Lanka and the role of the University teacher so that the participants are able to contribute maximally to the growth and development of this crucial sector.
5	**Objectives and Learning Outcomes**	• Appreciate the evolution of the Higher Education sector of Sri Lanka • Appreciate the history of one's own University • Appreciate the University's contribution to the Higher Education sector • Discuss the University Act and Legislation and its impact on the High Education sector • Discuss the national education reforms of the 21st century • Discuss the current trends of global higher education and its influence on the Sri Lankan Higher Education sector • Discuss the multi faceted role of the University teacher in a pluralistic society
6	**Assessment Strategy**	One or more assignments/ portfolio
7	**Syllabus**	• History of the Higher Education sector of Sri Lanka • History of specific Universities • University Act and Legislation • University Grants Commission • National Educational Reforms • Current global higher education trends • Role of the University teacher

1. Aim : To create an awareness of the State University System in Sri Lanka so that academics would be able to contribute to the growth and development of their University and thereby enhance the status of the Higher Educational system, during their career as university academics

2. Learning Outcomes: Participants would be able to

- Appreciate the evolution and development of the Higher Education System in Sri Lanka
- Appreciate the history of one's own University and its contribution to the Higher Education of Sri Lanka

3. Learning Resources

- Documentation of the history of the Higher Education System in Sri Lanka
- Documentation of the history of one's own University

4. Activities

- Question and answer sessions
- Group activities
- Individual activities
- Panel discussions
- Invited talks

5. Assessments

An assignment on the "critical analysis of the evolution of the Sri Lankan Higher Education System"

6. Essential Reading

- **[PDF] Affirmative Action Policies: The Sri Lankan Experience**
  www.ices.lk/publications/esr/articles_jul97/Esr-kmdesilva.PDF

- **[PDF] National Policy Framework National Policy Framework on Higher...**
  www.tvec.gov.lk/pdf/NationalPolicyFramework.pdf

- **[PDF] Issues of Quality of University Education and Staff Development ...**
  www.slaihee.org/home/downloads/.../2011_chief_guest.pdf

7. Supplementary Reading

- **Ministry of Higher Education**
  www.mohe.gov.lk/

- [PDF] **Education Sector Evaluation**
  www.adb.org/documents/evaluation/.../sri/cape-sri-education-sector.p...

- **List of universities in Sri Lanka - Wikipedia, the free encyclopedia**
  en.wikipedia.org/wiki/Listof_universities_in_Sri_Lanka

- **University Grants Commission - Sri Lanka**
  www.ugc.ac.lk

1. Aim : To create an awareness of the educational reforms nationally and internationally so that the participants are able to be abreast with their teaching, research and outreach activities and contribute maximally to the development of the University's graduate profile and to the socio economic development of the country and the world.

2. Learning Outcomes: Participants would be able to
- Discuss educational reforms in the 21st century
- Analyze such reforms and their impact on the local and international higher education sector
- Assess the challenges faced by the State University Sector
- Formulate strategies tobe abreast in teaching, research and outreach activities to meet the demands of the higher educational sector.
- Determine the benchmarks for a State University

3. Learning Resources

- National education policies
- World Bank assisted projects of the Ministry of Higher Education – IRQUE, HETC documents
  Global trends in higher education– videos
-

4. Activities

- Question and answer sessions
- Group activities
- Individual activities
- Panel discussions

5. Assessments

An assignment on "Educational reforms in the 21st century and its impact on the Sri Lankan Higher Education Sector"

6. Essential Reading

- **21st Century Competencies - APEC HRDWG Wiki**
  hrd.apec.org/index.php/21st_Century_Competencies

- **[PDF] Meeting of Higher Education Partners; Reforms and innovations in ...**
  unesdoc.unesco.org/images/0013/001303/130340e.pdf

- **Education for the 21st Century**
  educationforthe21stcentury.org/

7. Supplementary Reading

- **Times Higher Education - Renaissance will follow reform in 21st...**
  www.timeshighereducation.co.uk/story.asp?storyCode=109263...

- **[PDF] Reforming a National System of Higher Education: The Case of ...**
  www.adeanet.org/pubadea/publications/pdf/he_cameroon_en.pdf

1. Aim : To discuss and analyze the University Act and Ordinanceso that academics are able to determine the legal framework in which they would be serving as University teachers and also be able to contribute to uphold the academic freedom and integrity that is essential to enhance the University's status in the Higher Educational system

2. Learning Outcomes: Participants would be able to

- Explain and discuss the University Act
- Explain and discuss the University Ordinance
- Analyze the necessity for academic freedom
- Discuss the role of the University Grants Commission
- Discuss the hierarchy of organization within the University system
- Operate efficiently within the available framework of the system

3. Learning Resources
- Universities Act and Ordinance document
- Documents of the role of UGC
- Governing by-laws, regulations and rules of Universities
- Documents of decision making structure and processes, divisional and departmental structure

4. Activities
- Question and answer sessions
- Group activities
- Individual activities
- Panel discussions

5. Assessments

An assignment on "A critical analysis of the University Act and Ordinance"

6.   Essential Reading

- **Universities Act, No. 16 of 1978**
  www.ugc.ac.lk/en/policy/universities-act.html

- **University Grants Commission - Sri Lanka**
  www.ugc.ac.lk/

1. Aim : To create an awareness of the academic and organizational structure of the
University so that academics would be able to contribute to the corporate vision and
quality assurance of the University and enhance its status in the Higher Educational
system, during their career as university academics

2. Learning Outcomes: Participants would be able to

- Assess the challenges faced by the State University Sector
- Determine the benchmarks for a State University
- Assess the University's strengths, weaknesses, opportunities and threats
- Discuss the University's Master Plan
- Discuss the University's corporate vision, plan and its implementation
strategies
Recognize the University's quality assurance strategies
Contribute to enhance the University's image and standing at any
- possible opportunity
-

3. Learning Resources
- University Corporate Plan and master Plan
- Documentation on Quality assurance in Universities
- Faculty's corporate Plan
- Documentation of the history of the University

4. Activities
- Question and answer sessions
- Group activities
- Individual activities

5. Assessments

An assignment on "the participant's contribution to the Faculty and University
Corporate Plans, and to opportunities for quality assurance of the system"

6. Essential Reading

- [PDF] **Corporate university - Wikipedia, the free encyclopedia**

- [PDF] **The need for a "performance-based culture" - Corporate University**

- **The Quality Assurance Agency for Higher Education (QAA)**
- **QAA Council of the UGC, Sri Lanka :: Home Page**

7. Supplementary Reading

- **Corporate University Best Practice**
- **Campus Master Plans | asg-architects.com**
- **Quality Assurance Agency for Higher Education - Wikipedia, the free ...**

1. Aim: To analyze the role of the University teacher so that participants are able to contribute maximally to the development of their study program, faculty, university and the higher education sector

2. Learning Outcomes: Participants would be able to

- Determine the multifaceted role of the university teacher
- Discuss and determine the code of conduct suitable for a university teacher
  Appreciate the nature of the pluralistic society of a university
- Discharge duties with a sense of providing equal opportunity to
- individuals
  Contribute to enhance the University's image and standing at any possible opportunity through one's actions
-

3. Learning Resources
- Videos
- Films
- Power point presentations
- Handouts

4. Activities
- Question and answer sessions
- Group activities
- Individual activities
- Role plays
- Case studies

5. Assessments
An assignment on "the role of the University teacher in a pluralistic society"

6. Essential Reading

- **[PDF] THE ROLE OF THE PROFESSOR by Walter Noll Professor of ...**
  www.math.cmu.edu/~wn0g/RP.pdf

- **The Role of the Professor - World Universities Forum**
  u08.cgpublisher.com/proposals/94/manage_workspace

- [PDF] **Expectations of a Professor - University of Melbourne**
  www.hr.unimelb.edu.au/__data/assets/pdf_file/.../Expectations.pdf

- [PDF] **Conflicts of Interest in the Roles of the University Professor**
  www.law.berkeley.edu/faculty/.../ ... - United States

- [PDF] **The public role of the university professor**
  docs.rwu.edu/cgi/viewcontent.cgi?article=1003&context=fcas_fp

7. Supplementary Reading

- [PPT] **Multifaceted Roles for Teachers - EDEN**
  www.eden-online.org/contents/conferences/OCRCs/.../Hojsholt.ppt

- **The role of an ideal teacher**
  www.shvoong.com › Books

No	Topic	Description
1	**Module Title**	**Personal Development and Counseling**
2	**Module Duration**	14.0 hrs (8.0 + 6.0)
3	**Prerequisites and Co-requisites**	Desire and readiness to develop professionally and assist and support others at times of need
4	**Module Aims**	To impart the knowledge, skills and attitudes to improve personality, interpersonal relationships and emotional intelligence so that professionalism of University teachers is achieved and enhanced.
5	**Objectives and Learning Outcomes**	• Define career goals and Continuous Professional Development to align with Teaching Philosophy (ref: Module 2) and Corporate plan of University (ref: Module 1) • Plan to manage time • Determine how to manage stress • Develop soft skills –e.g. Interpersonal skills, Communication skills • Improve in emotional intelligence • Identify how to support students in need of counseling
6	**Assessment Strategy**	One or a mix of: Assignments and/or Portfolio
7	**Syllabus**	• Career goals and Continuous Professional Development • Stress Management • Time Management • Soft skills and Reflective Practice • Emotional intelligence • Basic Counseling principles and methods

1. Aim: To teach the principles of personal goal setting and strategies to achieve them so that career requirements and contribution to institutional development could be fulfilled

2. Learning Outcomes: participants will be able to
- Develop values, beliefs, attitudes and behavior important to personal development
- Recognize requirements for career progression
- Relate personal goals to institutional objectives and strategies.
- Identify areas of professional development and training needs

3. Learning Resources
- Videos
- Case studies
- Institution Cooperate Plan

4. Activities
- Question and answer sessions
- Group activities
- Brain storming and Snow balling
- Individual activities

5. Assessments
Assignment on developing a portfolio

6. Essential Reading
- **Career Goals: Examples of Career Goals and Objectives**
- **career goals | setting career goal | developing career goals**
- **What is CPD?**
- **Continuing professional development - Wikipedia, the free**
- **Getting individual and organizational goals to match**

7. Supplementary Reading
- **Setting career goals**
- **CIPD - Continuing professional development (CPD)**

TOPIC 02: Time and Stress Management

1. Aim: To teach the fundamentals of managing time and stress so that they can be used as important criteria to develop an effective and efficient career as an academic

2. Learning Outcomes: Participants will be able to
- develop effective time management strategies and coordinate activities according to one's work schedule
- be functional effectively in stress situations
- Advise on time and stress management strategies in student activities

3. Learning Resources
- Videos
- Case studies
- Handouts

4. Activities
- Group activities
- Individual activities
- Group discussions

5. Assessments
Produce effective lesson plans and activities that could benefit self and students

6. Essential Reading

- **Time management - Wikipedia, the free encyclopedia**

- **Time Management - MindTools.com**

- **Stress Management: How to Reduce, Prevent, and Cope with Stress**

- **Stress Management Tips, Exercises, Reduction Techniques ...**

7. Supplementary Reading

- **Time Management | Personal Productivity | Managing Time**

- **Time Management - Improve Your Time Management Skills**

- **Images for stress management - Report images**

- **Stress Management Tips.com**

1. Aim : To teach the fundamentals of acquiring and practicing soft skills and reflection so that academics could serve in a harmonious and productive community

2. Learning Outcomes: Participants will be able to
- enhance their listening and communication skills/presentations skills
- be open to peer and mentor feedback and be reflective for self-learning
- improve team work through a collaborative and participatory approach
- conduct him/herself with greater emotional intelligence for harmony at the work place

3. Learning Resources
- Case studies
- Videos
- Handouts

4. Activities
- Group discussions
- Group work
- Individual activity

5. Assessments

Development of a portfolio

6. Essential Reading
- **Soft skills - Wikipedia, the free encyclopedia**
- **Soft Skills For Academics : AcademicJobs.in Career Blog India**

- **Scholarly articles for reflective practice for academia**

- **... learning: From teaching to self-reflective practice** - **Schunk** - **Cited by 402**

- **Using reflective practice to link personal and public ...** - **Griffiths** - **Cited by 198**

  Psychology of Learning for Instruction. - **Driscoll** - **Cited by 1816**

- **The importance of emotional intelligence in higher education**

7. Supplementary Reading
- **Bridging the skills gap with industry: Academia partnerships ...**
- **[PDF] Reflective writing: a basic introduction**
- **[PDF] The role and effectiveness of reflective practices in programmes**
- **Emotional Intelligence - Academic and Staff Assistance Program ...**

1. Aim: To teach the principles of academic and personal counseling so that teachers could serve the student community better in their academic and personal goals/achievements

2. Learning Outcomes: Participants will be able to
- Identify academic counseling needs
- Display empathy towards learners; to assist learners to resolve academic related issues
- Identify the roles of academic student counselors of the faculty, chief student counselor and academic advisors/coordinators

3. Learning Resources
- Case studies
- Videos
- Handouts

4. Activities
- Simulated examples
- Individual activities
- Group activities

5. Assessments
Portfolio development

6. Essential Reading
- **Academic Counseling& Support**
- **Academic Counseling-Academic Development - Carnegie Mellon ...**
- **Higher Education**
- **Learning Counseling: A Higher Education Student Support Service**

7. Supplementary Reading
- **Academic Counseling - OpenText Corporation**
- **Learning &Education**

No	Topic	Description
1	Module Title	Teaching and Learning Methods
2	Module Duration	28 hrs (20.0 + 8.0)
3	Prerequisites and Co-requisites	Engage in teaching (e.g. conduct lessons in theory and practical (conduct lectures, practical) while following the Induction Program to obtain work-based experience
4	Module Aims	To teach the principles and practice of a range of methods of teaching and styles of learning that could be applied in Higher Education so that participants will be able to identify and use the most appropriate instruction techniques to suit their teaching/learning situation.
5	Objectives and Learning Outcomes	• Identify the training needs and target populations • Determine learning styles and student profiles and identify the significance of catering to different learning styles when teaching • Set clear learning outcomes for a teaching session • Select appropriate teaching methods from among a range of teaching methods to optimize student participation and student-centered learning. • Generate active learning and higher levels of learning in students • Prepare one's teaching philosophy statement
6	Assessment Strategy	One or a mix of assignments and/or portfolio
7	Syllabus	• Training Needs and Target Populations • Teaching Philosophy • Levels of Learning and Learning Outcomes (e.g. Bloom, Biggs) • Learning Styles (e.g. VARK) and Learning Theories (two or three main theories) • Lesson Planning • Teaching methods –lecture, discussion, Q and A, Role Play, Case Studies, PBL, Tutorials, Seminars, Skills teaching, Assignments, Active Instruction techniques

1. Aim: To teach how to identify the training needs of a given teaching/learning situation and determine the characteristics of a specific target population so that the teacher is able to plan and execute the teaching/learning strategy which is optimal in a given situation

2. Learning Outcomes: At the end of this lesson participant will be able to

- Define "training needs" as it would apply to a teaching/learning scenario
- Identify training needs of a particular target population
- Determine the characteristics of a target population
- Plan teaching/learning strategies optimal for a given target population to fulfill the training needs

3. Learning Resources

- Handouts
- Power point presentations
- Videos

4. Activities

- Question and answer sessions
- Brainstorming and snow balling
- Group activities and presentations

5. Assessments

An assignment on identifying the characteristics of the target populations that the participant has to teach at his/her institution and identify the training need for each one of them

6. Essential Reading

- **target audience definition | English dictionary for learners | Reverso...**
- **What is target population? definition and meaning**
- **Definition of target population and sampling**
- **What is training needs analysis? definition and meaning**

7. Supplementary Reading

- **Focusing on your Target Audience - Brand Strategy Development**

- **Training Needs Assessment: A Systematic Approach**

- **Training Needs Analysis | Free Articles, Tips And Research on TNA**

1. Aim: To teach how to write a teaching philosophy statement and compile a teaching portfolio so that the participants are able to articulate their vision for higher education and fulfill their mission as a teacher in higher education.

2. Learning Outcomes: The participants would be able to
- Write a teaching philosophy for oneself
- Compile a teaching portfolio for self evaluation and career development

3. Learning Resources

- Model portfolios
- Power point presentations

4. Activities

- Question and answer sessions
- Brain storming and snow balling
- Compilation of a portfolio
- Group activities

5. Assessments

- Writing a teaching philosophy statement
- Compilation of a teaching portfolio

6. Essential Reading
- **Writing Your Teaching Philosophy: A Step-by-Step Approach**
- **Writing a Teaching Philosophy Statement**
- **Images for teaching philosophy - Report images**
- **Teaching Portfolio - WSU Home**
- **Developing Your Teaching Portfolio**

7. Supplementary Reading

- **Teaching Strategies: The Teaching Philosophy/Teaching Statement**
- **Developing a Philosophy of Teaching Statement**
- **What is a Teaching Portfolio**

1. Aim: To teach the principles of the "Bloom's Taxonomy" and "Biggs' Constructive Alignment" in learning so that participants are able to appreciate that teaching/learning could occur through a hierarchy and through constructed learning which could be adapted to any situation.

2. Learning Outcomes: Participants will be able to
- State the levels of learning in the Bloom's Taxonomy
- State the principle of constructed learning in Bigg's model of "Constructive Alignment"
- Determine the learning outcomes that could be achieved at each level of learning in Bloom's Taxonomy
- Determine how the components of the teaching system – curriculum, intended outcomes, teaching methods, and assessments tasks are aligned to each other in the learning process

3. Learning Resources

- Handouts
- Power point presentations
- Videos

4. Activities
- Individual activities
- Group activities

5. Assessments

Write the levels of learning for the lessons in a course of their choice

6. Essential Reading

- **Bloom's Taxonomy - Wikipedia, the free encyclopedia**

- **Bloom's Taxonomy of Educational Objectives**

- **[PDF] Structure of Observed Learning Outcome: Taxonomy, John B. Biggs**

- **Aligning teaching for constructing learning John Biggs**

- **Constructive alignment - Wikipedia, the free encyclopedia**

7. Supplementary Reading

- **Major Categories in the Taxonomy of Educational Objectives**

- **Bloom's taxonomy of learning domains - bloom's learning model, for**

- **Bloom's Taxonomy: An Overview – Teacher Vision - Family Education**

- **Bloom's Taxonomy - Enhancing Education - Carnegie Mellon ...**

1. Aim : To teach the principles and selected theories of learning so that participants will be able to undertake a situational analysis of their target populations and plan their teaching/learning strategies accordingly

2. Learning Outcomes: Participants will be able to

- State and explain a few selected theories of learning
- Undertake a situational analysis on styles of learning in a target population in order to select suitable teaching/learning strategies

3. Learning Resources

- Handouts
- Videos
- Power point presentations

4. Activities

- Question and answer sessions
- Independent situational analysis

5. Assessments

An assignment on the situational analysis of a specific target group of the teacher and matching the most effective teaching methods to the teaching/learning scenario

6. Essential Reading

- **Learning theory (education) - Wikipedia, the free encyclopedia**

- **Questionnaire - VARK**

- **Kolb's learning styles, experiential learning theory, kolb's learning ...**

7. Supplementary Reading

- **The VARK Categories**

- **Learning Theories - emTech Consulting**

- **Learning Theories - Wikibooks, open books for an open world**

- **Learning Theory Map - Life Circles**
  - **Learning Theories**
  - **learning theory - models, product and process**
  - **Help sheets - VARK**

- **Learning & Education | issues.tigweb.org**

1. Aim: To teach the principle and significance of lesson planning so that teachers could use them to plan their lessons for any target population with efficiency and effectiveness

2. Learning Outcomes: Participants will be able to

- Plan lessons for specific target populations in specific courses and programs
- Determine the optimal teaching methods and teaching resources for these lessons
  Determine time management for effective and efficient delivery
-

3. Learning Resources

- Computers
- Handouts
- Videos

4. Activities

- Demonstration lesson/s
- Question and answer sessions
- Individual planning activity

5. Assessments

An assignment on planning lessons for a theory and practical lesson of choice, which could be used in teaching practice

6. Essential Reading

- Lesson plan - Wikipedia, the free encyclopedia
- The Importance of Lesson Plan
- The Importance of Lesson Plans | My English Pages

7. Supplementary Reading

- Lesson Plans for Teachers - Free Lesson Plans> LessonPlans.com

Lecture, Discussion, Q and A, Role Play, Case Studies, PBL, Tutorials, Seminars, Assignments, Skills teaching, Active Instruction techniques

1. Aim: To teach the significance of using a range of teaching methods for different lessons and target populations so that learning occurs optimally.

2. Learning Outcomes: Participants will be able to

- List a range of teaching methods that would enable them to teach effectively

- Explain the characteristics of each of the teaching methods and be able to use them, appreciating their advantages and limitations in different situations

- State the domains of teaching and learning in lessons and select the appropriate methods in the hierarchy of learning

3. Learning Resources

- Handouts
- Videos
- Computers
- Power point presentations

4. Activities

- Group activity
- Individual activity
- Question and answer sessions

5. Assessments

An assignment where participant is expected to select the most appropriate teaching method/s for a given target population and topic and use it in teaching practice.

6. Essential Reading

- **EFFECTIVE TEACHING METHODS AT HIGHER EDUCATION**

- **Active Learning: Creating Excitement in the Classroom**

- **Teaching and Learning Methods in Higher Education: a glimpse**

7. Supplementary Reading

No	Topic	Description
1	**Module Title**	**Assessment and Evaluation**
2	**Module Duration**	12.5 hrs (7.5 + 5.0)
3	**Prerequisites and Co-requisites**	Engage in assessment (e.g. formative, summative) of students and evaluation of teachers/courses/programs while following the Induction Program to obtain work-based experience
4	**Module Aims**	To teach the principle and practice of assessment and evaluation so that participants will be able to • determine appropriate assessment strategies to ensure validity, reliability and practicability of student assessment, and achieve lesson, course and degree objectives • Determine appropriate teacher and course evaluation strategies to maximize the effectiveness of lessons, courses and degree programs
5	**Objectives and Learning Outcomes**	• Generate higher levels of learning in students through assessments • Ensure reliability and validity of assessments • Design appropriate assessment strategies for courses • Choose appropriate alternatives in assessments to match learning outcomes • Design criteria-based assessments • Provide actionable feedback to students to improve their performances (verbal and written) • Design appropriate evaluation strategies for teachers and courses • Provide actionable feedback to teachers to improve their performances and the quality of courses/programs (verbal and written)

6	**Assessment Strategy**	One or a mix of: Assignments and/or Portfolio
7	**Syllabus**	• An introduction to assessment and evaluation • summative and formative assessments • assessment methods and types of questions • marking schemes, model answers and assessment rubrics • giving constructive feedback to students • giving constructive feedback to teachers

1. Aim : To introduce the principles of assessment and evaluation so that teachers will be able to plan the optimum assessment strategy to assess the intended learning outcomes of their courses/programs

2. Learning Outcomes: Teachers will be able to

- Explain- What is assessment? Why assess? When to assess? What to assess? How to assess?
- Explain – What is evaluation? Why evaluate? Who should be evaluated?
- State different forms of assessment – formative and summative
- Explain the attributes of good assessment?
- List - Types of Exams, Types of questions, Kinds of questions
- Plan - Assessment Strategies to assess the intended learning outcomes of a course/program:

3. Learning Resources
- Handouts
- Past question papers
- Computers

4. Activities
- Question and answer sessions
- Individual activities
- Group activity

5. Assessments
Plan an assessment strategy for a course of their choice

6. Essential Reading
- **Assessment and evaluation in higher education: Some concepts**
- **Assessment in Higher Education**

7. Supplementary Reading

- **Testing student and university performance globally: OECD's AHELO**
- **Scholarly articles for assessment in higher education**

1. Aim : To teach different methods of assessment and types of questions so that
teachers could use the most appropriate to assess intended learning outcomes

2. Learning Outcomes: Participants will be able

- to differentiate and use formative and summative assessments
- to differentiate and use objective and subjective assessments
- to design and use appropriate objective question types to assess students
- to design and use appropriate subjective questions to assess students

3. Learning Resources

- Curricula and ILOs
- Sample exams/questions
- Past exams and questions

4. Activities

- Individual activities
- Group activities
- Question and answer sessions

5. Assessments
Formulating an assessment strategy for a course/curriculum of choice

6. Essential Reading

- **Methods of assessment**
- **[PDF] Selecting methods of assessment**
- **TYPES OF QUESTIONS**
- **Applying Bloom's Taxonomy**

7. Supplementary Reading

- **Assessing Student Learning - core principles**

- **Assessing Assessment | Inside Higher Ed**

- **[PDF] Questioning to Promote Higher-Order Thinking**

- **ASKING MORE EFFECIVE QUESTIONS William F. McComas and**

1. Aim: To teach how to formulate marking schemes, model answers and assessment rubrics so that assessments are valid, reliable and practicable

2. Learning Outcomes: Participants will be able to

- Formulate marking schemes for examinations which are acceptable to staff and students
- Design model answers to examinations for the benefit of examiners and students
  Formulate assessment rubrics for validity, reliability and practicability of
- examinations

3. Learning Resources

- Sample examinations
- Past examinations and model answers
- Videos

4. Activities

- Individual activities
- Role Play
- Question and answer sessions
- Practice sessions

5. Assessments

Designing examinations and model answers for a course of choice

6. Essential Reading

- **Stylus - Introduction To Rubrics Resources**

- **Exam papers and examiner reports | Higher Education...**

- **Exam markers**

7. Supplementary Reading

- **Scoring rubric development: validity and reliability. Moskal, Barbara**

  IELTS Writing – Model Answer for an essay (from the May 2011 ...

- **[PDF] ASSESSMENT HANDBOOK**

1. **Aim:** To teach the principles of giving and receiving constructive feedback so that teaching and learning could be more effective and enjoyable

2. Learning Outcomes

- To design methodologies for obtaining feedback from students regarding teaching/learning process
- To design methodologies for obtaining feedback from students and staff regarding lessons, courses and degree programs
  To teach methodologies for obtaining feedback from staff regarding teaching and about courses
- To teach the basics of giving and receiving feedback for improvements in the teaching/learning process of the future
-

3. Learning Resources
- Videos
- Sample feedback questionnaires

4. Activities
- Group activity
- Individual activity
- Question and answer sessions

5. Assessments

Design a questionnaire to obtain feedback from students regarding the achievements of ILOs of a course of choice and regarding the teaching/learning process

6. Essential Reading

- **Giving & Receiving Constructive Feedback - Ideas for Training**

- **Giving and receiving constructive feedback: a staff training tool**

7. Supplementary Reading

- **Five Steps to Giving Good Constructive Feedback - Express Yourself**

- **Giving and receiving constructive feedback**

No	Topic	Description
1	Module Title	Curriculum Design and Revision
2	Module Duration	15.0 hrs (8.0 + 7.0)
3	Prerequisites and Co-requisites	Be engaged in conducting theory and practical lessons. Being a member of curriculum development committees would be desirable
4	Module Aims	• To teach the principles and practice of curriculum development and revision so that participants will be able to develop curricula at different levels (course, module, degree) in higher education to satisfy stakeholder expectations
5	Objectives and Learning Outcomes	• Identify expected graduate attributes and determine graduate profiles • Facilitate development of expected graduate attributes • Develop curricula to suit different levels (such as course, program, degree) in higher education • Plan for constructive alignment in teaching, learning, and assessment (Biggs) in course design • Prepare integrated curricula to generate higher levels of learning in students
6	Assessment Strategy	One or a mix of: Assignments and/or Portfolio
7	Syllabus	• Pressure to change, resistance to change and success factors in curriculum development • Graduate attributes and graduate profiles • Outcomes based curriculum development model • Other curriculum development models • Constructive alignment in course design • Integrated course/program design • Sri Lanka Qualification Framework

1. Aim : To teach the fundamentals andthe elements of a curriculum so that
participants are able to develop and revise curricula to suit the expectations of
stakeholders

2. Learning Outcomes
- Define and state the characteristics of a curriculum
- Identify and analyze the pressure and resistance for curriculum change
- Identify and analyze the success factors in curriculum development and
revision

3. Learning Resources
- Curriculum documents
- Training needs assessment documents
- Employer feedback information

4. Activities
- Group activities
- Individual activities
- Question and answer sessions

5. Assessments
An assignment for the development of a course curriculum

6. Essential Reading
- **DEFINITIONS OF CURRICULUM BY SCHOLARS IN THE FIELD**

- **curriculum theory and practice**

- **What is curriculum development?**

- **Introduction Objectives Definition of Curriculum The Process of ...**

7. Supplementary Reading
- **Curriculum**

- **Curriculum Development: An Overview**

- **UNIT 6:CURRICULUM IMPLEMENTATION**

1. Aim: To teach how to design a graduate profile so that curriculum development could aim at achieving the profile

2. Learning Outcomes
- Define a "graduate profile" and explain "graduate attributes"
- Describe the generic skills of a graduate profile
- Develop curriculum to achieve a graduate profile

3. Learning Resources
- Samples of graduate profiles
- Stakeholder expectations of graduate profiles

4. Activities
- Group activity
- Question and answer sessions

5. Assessments

Assignment on developing a graduate profile for a degree program of choice

6. Essential Reading
- **A Graduate Profile for the 21st Century | Asia Society**

- **Scholarly articles for graduate attributes**

- **… -based approach to generic graduate attributes policy - Barrie - Cited by 204**

- **Beyond mapping and embedding graduate attributes: … - Bath - Cited by 119**

- **… teaching and learning of generic graduate attributes - Barrie - Cited by 83**

7. Supplementary Reading

- **Graduate Profile - The University of Auckland**

- **Events - Graduate attributes in curriculum development through PDP**

1. Aim: To teach the principle of outcomes based model for curriculum development so that participants are able to use it for design of curricula to produce the 21 st century graduate profile

2. Learning Outcomes: Participants would be able to

- Identify the factors and stakeholders that influence a program outcome
- Describe the program outcome
- Explain the program assessment strategy to achieve the outcome
- Analyze the procedure to obtain the program outcome

3. Learning Resources

- Sample graduate profiles
- Power point presentations
- Handouts

4. Activities

- Question and answer sessions
- Individual activity
- Group activity

5. Assessments

An assignment to develop an outcomes-based curriculum and its assessment strategy

6. Essential Reading

- [PDF] **Outcome-based education - Wikipedia, the free encyclopedia**

- **OUTCOMES-BASED EDUCATION: PRINCIPLES AND POSSIBILITIES**

- **"Outcome-Based" Education: An Overview**

7. Supplementary Reading

- **What's Wrong With Outcome-Based Education?**

- **What is Outcome-Based Education**

- **Outcome Based Education - Probe Ministries**

1. Aim: To teach the principle of constructive alignment and integration in course/program design so that curriculum development would be more effective and meaningful

2. Learning Outcomes: Participants would be able to

- Explain the principle of constructive alignment and integration in curriculum development
- Use these concepts to develop graduate profiles suitable for the 21_{st} century
- Project profiles to be aligned with the Sri Lanka Qualification Framework

3. Learning Resources

- Samples of curricula
- Power point presentations
- Handouts
- Sri Lanka Qualification Framework

4. Activities

- Group activity
- Individual activity
- Question and answer sessions

5. Assessments

An assignment where a curriculum is developed using constructive alignment and

integration

6. Essential Reading

- **Scholarly articles for constructive alignment in curriculum development**

- **Enhancing teaching through constructive alignment - Biggs - Cited by 776**

- **... of graduate attributes through constructive alignment - Treleaven - Cited by 39**

- **... of engineering education and curriculum development ... - Heitmann - Cited by 26**

- **Curriculum Design and Constructive Alignment - James Cook ...**

- **A Constructive Alignment Approach to Course Design**
- **Scholarly articles for integration in curriculum development**
- **... curriculum: Design and implementation. - Jacobs** - Cited by 475
- **Planning Integrated Curriculum: The Call to Adventure. - Drake** - Cited by 156
- **Curriculum Development: An Integrated Approach**
- **Sri Lanka Qualification Framework – Publication of the WB- HETC Project**

7. Supplementary Reading

- **Curriculum Design and Development : Ideas and guidance**
- **Organising your unit: Aligning Aims, Outcomes, Activities and ...**
- **[PDF] Integrated Curriculum: A Reflection of Life Itself**
- **What Is Integrated Curriculum?**

No	Topic	Description
1	Module Title	ICT skills in Higher Education
2	Module Duration	15.0 hrs (8.0 + 7.0)
3	Prerequisites and Co-requisites	Basic computer skills and ability to access Internet
4	Module Aims	• To teach the principles and practice of using ICT in Higher Education so that participants would be able to develop the ability to use technology appropriately for advancement of learning, teaching and assessment in higher education and facilitate development of ICT skills in students through discipline-based teaching
5	Objectives and Learning Outcomes	• Identify appropriate use of IT for academic purposes • Generate information literacy of university teachers through ICT skills • Identify aspects of computer aided learning appropriate to one's setting (e.g. emails, blogs, blended, LMS, distance and online teaching)
6	Assessment Strategy	One or a mix of: Assignments and/or Portfolio
7	Syllabus	• ICT-based teaching methods • ICT-based assessment methods • Role of ICT in teaching and learning

1. Aim: To teach the principles and practice of ICT in teaching so that academic staff
could use them effectively and efficiently for the enhancement of the
teaching/learning process

2. Learning Outcomes: Participants will be able to
- Explain and use Microsoft Word and Microsoft Excel Intermediate and
selected Advanced features – graphics, calculations, tables, mail merge,
cell formulas and linking
- Explain and use Microsoft Power Point Intermediate and selected
Advanced features –fonts, colors, slide animation and navigation,
transition
- Explain and use Microsoft Access Intermediate features

3. Learning Resources
- Computers and necessary software

4. Activities

- Hands on exercises
- Discussions
- Question and answer sessions

5. Assessments
A collection with at least 5 items where MS Word, Excel and Power point have been
used to enhance the teaching/ learning activity

6. Essential Reading
- **USE OF ICT IN TEACHING – LEARNING & EVALUATION**

- **ICT Teaching and Learning**

- **Scholarly articles for ict based learning**

- **… -based learning design to foster" high-quality learning"** - **Agosti**ho - **Cited by**

   54

- **The evolution of ICT-based learning environments: …** - **Bottin**o - **Cited by 40**

- **Enhancing Quality of Learning - ICT in Education Toolkit**

   www.ictinedtoolkit.org › ... › Analytical Review › The Potential of ICTs

1. Aim: To teach the principles and practice of using ICT in student assessment so that the assessment process in courses, study programs and faculties is conducted in an efficient and effective manner

2. Learning Outcomes: Participants will be able to

- Use ICT in the preparation of assessment tools to assess ILOs – conventional and online exams
- Use ICT in the marking and grading of assessments – dot plots, matrix analyses, curve fitting
- Use ICT in the compilation and submission of grades
- Use of ICT in the management of marks and feedback to students

3. Learning Resources

- Computer laboratory with internet access

4. Activities

- Hands on exercises
- Discussions
- Question and answer sessions

5. Assessments

A collection with at least 5 items where ICT has been used to improve the efficiency and effectiveness of the assessment process

6. Essential Reading

- **Scholarly articles for ict based assessment**

- **What is the role for ICT-based assessment in … - Gipps** - Cited by 46
- **An overview of ICT-based assessment for engineering … - Heap** - Cited by 13

  Quality issues in ICT-based higher education - **Fallows** - Cited by 15

- **What is the role for ICT-based assessment in universities?**
  www.ingentaconnect.com/content/routledg/cshe/2005/.../art00005
  Block all www.ingentaconnect.com results
- [PDF] **ICT in Assessment and Learning: The Evolving Role of an External ...**
  www.education.ed.ac.uk/dice/scrolla/resources/s2/exam_board.pdf

- [PDF] **The Transition to Computer-Based Assessment**
  www.gesci.org/assets/files/reporttransition.pdf

1. **Aim:** To teach the principles and practice of the use of a variety of ICT tools to improve the quality of teaching and learning

2. **Learning Outcomes:** participants will be able to
   - Use web based resources for the teaching/learning process
   - Use learning management systems (LMS) and learning material production –Moodle as a LMS, e-learning material production techniques
   - Use of ICT for recording of teaching sessions for improvement of teaching/learning scenarios
   - Use of software packages for detection of plagiarism in student assignments

3. **Learning Resources**
   - Computer laboratory with internet access

4. **Activities**
   - Hands on exercises
   - Discussions
   - Question and answer sessions

5. **Assessments**

   A collection with at least 5 items where ICT tools have been used to improve the efficiency and effectiveness of the teaching/learning process

6. **Essential Reading**
   - **Implementation of an ICT-based learning environment in ... - Emerald**
     www.emeraldinsight.com/journals.htm?articleid=17015124&show...
   - **[PDF]The roles we play in ICT based learning - ascilite**
     www.ascilite.org.au/conferences/singapore07/procs/fleming.pdf
   - **Improving Learning Outcomes Through ICT-Based Learning Designs**
     www.education.ed.ac.uk/dice/scrolla/resources/lefoe.html
   - **Block all www.education.ed.ac.uk results**

- [Scholarly articles for ict based learning](#)

- [... -based learning design to foster" high-quality learning"](#) - Agostinho - Cited by 54

- [The evolution of ICT-based learning environments: ...](#) - Bottino - Cited by 40

No	Topic	Description
1	**Module Title**	**Teaching Practice**
2	**Module Duration**	20.0 hrs (20.0 + 0.0)
3	**Prerequisites and Co-requisites**	Engage in teaching (e.g. conduct of theory and practical lessons) while following the Induction Program to obtain work-based experience
4	**Module Aims**	• To provide an opportunity to develop the ability and skills to develop and deliver teaching sessions so that participants will be able to improve their teaching style for the enhancement of students' learning
5	**Objectives and Learning Outcomes**	• Prepare and deliver a lesson to achieve Intended Learning Outcomes • Develop presentation skills • Obtain and act on self, student and peer feedback on teaching
6	**Assessment Strategy**	Teaching Practice session
7	**Syllabus**	• Lesson Plan and Learning Outcomes (Module 3) • Development and use of Teaching aids • Presentation skills • Obtaining feedback on teaching (self, students, peer) • Use of ICT in teaching (Module 6)

1. Aim : To teach the fundamentals of planning a lesson for theory/practical so that participants will be able to deliver a lesson with efficiency and effectiveness

2. Learning Outcomes: Participants will be able to

- Construct a suitable title for a lesson, write aims and intended learning outcomes, determine the target population and its training need
- Determine the structure of the lesson
- Determine the most appropriate teaching method, teaching/learning resources to achieve the ILOs
  Plan timing for different activities

-

3. Learning Resources

- Lesson plan template
- Sample lesson notes
- Handouts

4. Activities

- Individual activity
- Guided activity
- Demonstration lesson

5. Assessments
    An assignment of a lesson plan which would be put in to practice

6. Essential Reading
- **Lesson plan - Wikipedia, the free encyclopedia**

- **Lesson Planning, Lesson Plan Formats and Lesson Plan Ideas**

7. Supplementary Reading

- **Planning a Lesson**

1. Aim: To deliver a planned lesson to a peer group or actual class of students so that participants could enhance their confidence in teaching

2. Learning Outcomes: Participants would be able to
- Deliver a lesson according to plan
- Receive constructive criticism on all aspects of the taught lesson
- Improve the effectiveness and efficiency of their teaching
- Develop skills of lesson observation, post lesson observation conferencing and on guidance and counseling roles of teacher/mentor
- Self evaluate lesson

3. Learning Resources
- A classroom with at least the minimum facilities for teaching – chalk board, multimedia projector, screen
- Other facilities as would be required by specific lessons
- Video recording facility

4. Activities
- Actual teaching to be undertaken by each teacher
- Peer feedback.
- Evaluator feedback
- Self evaluate after lesson and after watching video

5. Assessments
The teaching practice session would be evaluated by a minimum of two evaluators

6. Essential Reading
- [PDF] **Classroom Teaching Practices: Ten Lessons Learned**
- [PDF]t**eaching practice - definition of teaching practice by Macmillan ...**
- **A Practical Guide to Evaluating Teacher Effectiveness**
- **ALPS: Reflect: How can I reflect upon my teaching practice**
- **Teaching Practice Tips - Brookes Virtual Help - Brookes Wiki**

7. Supplementary Reading
- **TEACHING TIPS**

No	Topic	Description
1	Module Title	**Research in Higher Education**
2	Module Duration	16.0 hrs (8.0+ 8.0)
3	Prerequisites and Co-requisites	Conducted research as an undergraduate/postgraduate and/or engagement in research is desirable
4	Module Aims	• To teach the principles and practice of engaging in research as an academic in higher education so that it could contribute to career advancement and in national and economic development.
5	Objectives and Learning Outcomes	• Identify the significance of research in the culture of learning and to recognize the professional and societal benefits • Identify ethical issues in research • Identify guidelines for scientific/ academic writing • Determine how to select an appropriate research topic, approach, research design and data analysis • Devise and bid for research proposal funding • Plan a strategy for getting one's research published (Ref: Module 6 -Career goals and CPD) • Engage in classroom/educational and discipline-based research • Identify how to list and quote references appropriately • Use appropriate referencing software
6	Assessment Strategy	• One or a mix of: Assignments and/or Portfolio

7	**Syllabus**	• Role of research in societal evolution
		• An overview of Sri Lankan research
		• Significance of research in career development
		• Ethical issues in research
		• Research proposals and design
		• Scientific writing for publication of research
		• Reference style/s applicable to one's discipline,
		university, faculty, different journal

1. Aim: Provide guidance to appreciate the role of research in social evolution so that research could be undertaken for career and socio- economic development.

2. Learning Outcomes: participants would be able to
- Identify the significance of research in the culture of learning
- Recognize the professional and societal benefits of research
- Contribute to a discussion of an overview of Sri Lankan research
- Contribute to a discussion on the significance of conducting educational research

3. Learning Resources
- Videos
- Films
- Publications of research output

4. Activities

- Brain storming and snow balling
- Individual activities
- Group activities

5. Assessments

Portfolio development of the research module to include significance of own research area to self and socio- economic development nationally and internationally, mind map for identified research theme, research proposal of identified theme/topic, compilation of best 5 articles of research in theme (in the last 2 years), presentation of research proposal, methods of citing research, ethical considerations

6. Essential Reading
- **The Role of Research in Higher Education. Implications and ...**
- [PDF] THE ROLE OF RESEARCH IN HIGHER EDUCATION

7. Supplementary Reading
- **Research and higher education in developing countries ...**

1. Aim: To teach the principles of ethics and how it applies to one's research so that ethical research of relevance could be conducted

2. Learning Outcomes
- Define ethics and how it applies to society
- Identify the guidelines of ethical research
- Conduct research in an ethical manner
- Create an awareness of intellectual property rights

3. Learning Resources
- Case studies of ethical/unethical scenarios
- Videos
- Films

4. Activities
- Role plays
- Question and answer sessions
- Group activities

5. Assessments

Portfolio development of the research module to include significance of own research area to self and socio- economic development nationally and internationally, mind map for identified research theme, research proposal of identified theme/topic, compilation of best 5 articles of research in theme (In the last 2 years), presentation of research proposal, methods of citing research, ethical considerations

6. Essential Reading

- **What is Ethics in Research& Why is it Important?**

- **Research Ethics**

- **[PDF] Ethical guidelines - Social Research Association**

7. Supplementary Reading

- **[PDF] Ethical Issues in Qualitative Research**

1. **Aim:** To teach the principles of designing and developing a research proposal so that the knowledge could be utilized when necessary and essential

2. **Learning Outcomes:** Participants would be able to
   - Develop a mind map for research areas relevant to identified research themes
   - Discuss information retrieval methods and sources
   - Discuss instruments used in quantitative and qualitative research
   - Identify different methods used to collect and sample data
   - Design research/experiments with a statistical basis
   - Recognize methods used to analyze quantitative and qualitative data
   - Write research proposals according to specific formats requested by granting agencies

3. **Learning Resources**
   - Information retrieval systems
   - Standard software packages for data analysis
   - Computers

4. **Activities**
   - Individual activities
   - Group activities
   - Use of software packages

5. **Assessments**
   Development of a research proposal of personal interest according to a format of a granting agency

6. **Essential Reading**
   - [PDF] **TWELVE STEPS TO A WINNING RESEARCH PROPOSAL George**

   - **[PDF] Guidelines for preparing research proposals**

   - **How to write a research proposal**

7. **Supplementary Reading**
   - **A Research Proposal Example**

   - **Research Methodology | Experiment-Resources.com | A website ...**

   - **Research methodology: a step-by-step guide for beginners - Ranjit...**

1. Aim : To teach the fundamentals of scientific writing and communication so that one's research findings could be disseminated in the most appropriate manner

2. Learning Outcomes
- To relate a particular conference or journal theme to one's own research
- To prepare an abstract/extended abstractin accordance with stipulated requirements
- To write one's research findings for publication in accordance with language style, template and other features of specific conferences/journals or proceedings
- To prepare presentations of one's research findings in accordance with language style, template , time limits and other features of specific conferences/forum

3. Learning Resources
- Standard computer applications for preparing presentations
- Standard computer applications for preparing documents for publications
- Information retrieval systems

4. Activities
- Question and answer sessions
- Writing for publication
- Preparing a presentations
- Peer feedback

5. Assessments
- Development of an abstract/extended abstract and a manuscript for publication in a journal of choice
- Development of a presentation to be made to a peer group and staff evaluator

6. Essential Reading
- **How to Write a Scientific Paper**

- **[PDF] CHAPTER 5 HOW TO WRITE A SCIENTIFIC PAPER FOR A PEER**

- **[PPT] Writing Scientific Manuscripts**

7. Supplementary Reading

- **GUIDELINES ON STYLE FOR SCIENTIFIC WRITING**

1. **Aim :** To teach the principles of citing and referencing literature in research so that accurate and due credit could be given to information sources

2. **Learning Outcomes:** participants would be able to
   - Identify and recognize different formats used in bibliography and citations
   - Use the different formats as specified in different journals/publications
   - Identify reference styles applicable to one's discipline, university, faculty and different journals
   - Use appropriate referencing software for citations and bibliography

3. **Learning Resources**
   - Research publications of different origins
   - Handouts

4. **Activities**
   - Powerpoint presentations
   - Citation and referencing activities

5. **Assessments**
   Portfolio development of the research module to include significance of own research area to self and socio- economic development nationally and internationally, mind map for identified research theme, research proposal of identified theme/topic, compilation of best 5 articles of research in theme (In the last 2 years), presentation of research proposal, methods of citing research, ethical considerations

6. **Essential Reading**
   - **HOW TO CITE LITERATURE AND LIST SOURCES IN BIOLOGY 140**
   - **The Scientific Paper - Literature Cited**
   - **[PDF] Literature Citation When writing a research paper, literature citation**

7. **Supplementary Reading**
   - **How to Write a Bibliography - Examples in MLA Style**
   - **Bibliography - Wikipedia, the free encyclopedia**

No	Topic	Description
1	Module Title	University Administrative Procedures
2	Module Duration	8.0 hrs (6.0 + 2.0)
3	Prerequisites and Co-requisites	Engage in administrative tasks formally or informally. (such as being Head of Department, Treasurer of a society, involved in Welcome of New Students to the Department)
4	Module Aims	• To impart knowledge, skills and attitudes in taking on the responsibilities of administration and management by a university lecturer so that discharging of duties in teaching, research and administration could be achieved in an effective an efficient manner.
5	Objectives and Learning Outcomes	• Identify the importance and relevance of the Administrative regulations (AR) and financial regulations (FR) for university academics • Identify how to access documents on administrative and establishment matters (e.g. UGC Circulars on study leave) • Identify examination procedures in HEIs • Identify disciplinary regulations in HEIs
6	Assessment Strategy	One or a mix of: Assignments and/or Portfolio
7	Syllabus	• Introduction to University administrative (AR) and financial regulations (FR) and procedures • Disciplinary matters, rights and obligations of university employees, Human Rights • University examination procedures

1. Aim: To create an awareness of the University AR and FR procedures so that university academics could function effectively and efficiently in their teaching, research and outreach activities

2. Learning Outcomes: Participants would be able to

- Discuss University's annual budget, income and expenditure, to emphasize on capital and recurrent expenditure, key cost components etc.
- Discuss regulatory requirements relevant to academic-administration, managing funded projects, procurements
- Discuss regulatory requirements relevant to salaries and payments

3. Learning Resources

- Governing by-laws, regulations and rules of Universities
- Documents of Decision making structure and processes, divisional and departmental structure
- AR and FR documents of Universities, UGC circulars

4. Activities

- Panel discussion
- Individual activity
- Group activity
- Question and Answer session

5. Assessments

An assignment on reflective thinking as to how the AR and FR procedures would influence and affect one's personal career and contribution to University development

6. Essential Reading

Administrative and Financial Management Procedures in a University

- General Administrative Procedures
- Financial Management Procedures
- Administrative and Financial Management Guidelines for faculties
- Admin and Financial Management Guidelines for Centers and Units

- Guidelines for handling internal/external funded research programs and projects including hosting of national and international symposia and workshops
- Financial and Management procedures for consultancy, teaching and service functions undertaken by university employees
- Financial and management proceduresfor providing diagnostic, testing and ancillary services

1. Aim : To create an awareness of the rights and obligations of university employees, human rights and disciplinary matters pertaining to them so that a harmonious working environment could be maintained for all in the University community

2. Learning Outcomes :participants would be able to
- Explain relevant administrative regulations and formalities
- Discuss academic obligations and rights
- Discuss opportunities for short-term local and overseas training
- Discuss practices to ensure accountability
- Discuss practices which ensures academic freedom and uphold one's teaching philosophy

3. Learning Resources
- Documents pertaining to eligible leave and leave application
- Documents pertaining to communication process in the University hierarchy
- Documents pertaining to performance evaluation of university employees
- Documents pertaining to disciplinary and appeal processes
- Documents pertaining to obligations and rights

4. Activities
- Panel discussions
- Individual activities
- Group activities

5. Assessments : An assignment on the influence ofrights and obligations of university employees, human rights and disciplinary matters on one's teaching philosophy

6. Essential Reading

- Entitlement of Leave and Procedures for granting leave to academic staff
- University Grants Commission Circulars No. 855 -918 (2005 – 2009)

1. Aim : To explain the University Examination Procedure so that Academics could fulfill their role as teachers and examiners as expected by the University authority

2. Learning Outcomes: Participants would be able to
- Explain the by-laws, regulations and rules of the university examination procedure
- Explain the examination supervision and disciplinary procedures

3. Learning Resources
- University Examination by-laws, regulations and rules

4. Activities
- Panel discussions
- Question and answer sessions

5. Assessments

An assignment on the effectiveness of the current University examination procedure and how it could be amended for greater efficiency taking in to consideration the new trends in examination procedures globally

6. Essential Reading

University Examination by-laws, regulations and rules

NoTopic		Description
1	Module Title	**Strategic Planning and Management for Universities**
2	**Module Duration**	4.0 hrs (2.0+2.0)
3	**Prerequisites and Co-requisites**	Experience/contribution in strategic planning for departmental/faculty development. Eg. IRQUE project
4	**Module Aims**	To impart knowledge and generate awareness of the significance of strategic management so that participants could contribute to such starting from early career development.
5	**Objectives and Learning Outcomes**	• Identify concepts of strategic management • Identify tools of strategic management
6	**Assessment Strategy**	• One or a mix of: Assignments and/or Portfolio
7	**Syllabus**	• Introduction to Strategic Management in the University context

1. Aim: To teach the principles of strategic planning and management so that academic members could contribute optimally to the achievement of the University's vision and mission.

2. Learning Outcomes: Participants would be able to

- Identify the phases of the project planning cycle– programming, identification, formulation, financing, implementation and evaluation
- Determine the factors that influence/affect the phases of the project planning cycle
- Undertake situational analyses using appropriate tools- PEST(political, economical, social and technological), SWOT (strengths, weaknesses, opportunities and threats), GAP, RCA (root cause analysis), FFA (force field analysis)
- Prepare the Development Policy Framework (DPF)
- Prepare implementation schedules – GANNT charts
- Plan revolutionary strategies to meet paradigm shifts in Higher Education

3. Learning Resources

- Documents on paradigm shifts in Higher Education
- Handouts
- Power point presentations and templates

4. Activities

- Brain storming sessions
- Group activities and presentations
- Moderator led discussions
- Individual activity

5. Assessments

An assignment on the development of a project proposal for improvement of an identified entity in the University which will address the phases of the project planning cycle

6. Essential Reading

- **UNIVERSITY STRATEGIC PLAN**

- **[PDF] The Leapfrog Principle and Paradigm Shifts in Education**

7. Supplementary Reading

- [PDF] A paradigm shift in Higher Education | Education

- [PDF] Modeling a Paradigm Shift in Higher Education: Strengths-

- **Strategic Planning in the University**