

Pedagogical Leadership in Africa (PedaL)

Africa-Europe Higher Education Collaboration

Brussels

October 25, 2019

Background

- ▶ DFID supported
- ▶ SPHEIR Grant Scheme
- ▶ One of nine SPHEIR partnerships
- ▶ Eight partners led by PASGR
 - Partnership for African Social & Governance Research (PASGR);
 - African Research Universities Alliance (ARUA);
 - Institute of Development Studies (IDS), Sussex;
 - University of Ibadan, Nigeria;
 - University of Ghana, Ghana;
 - University of Dar es Salaam, Tanzania;
 - Egerton University, Kenya;
 - Uganda Martyrs University, Uganda

Supported by



SPHEIR
Strategic Partnerships
for Higher Education
Innovation and Reform

Objectives

- ▶ Enhance capacity for pedagogical innovations;
- ▶ Integrate PedaL in course delivery;
- ▶ Strengthen community of practice;
- ▶ Catalyze university ownership.

Structure, Content and Learning Outcomes

Education Foundations

Pedagogical Strategies

Transformative curriculum & Learning design

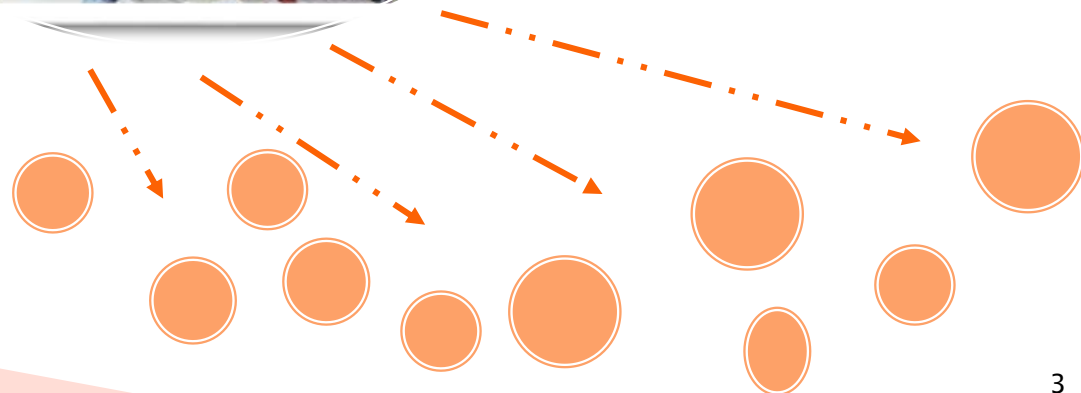
TEL

Innovative Assessment

Pedagogical Leadership



- Reflective
- Effective
- Inclusive curriculum
- Use multimedia resources
- Assess diverse competencies
- Influencers



Why PedaL ?

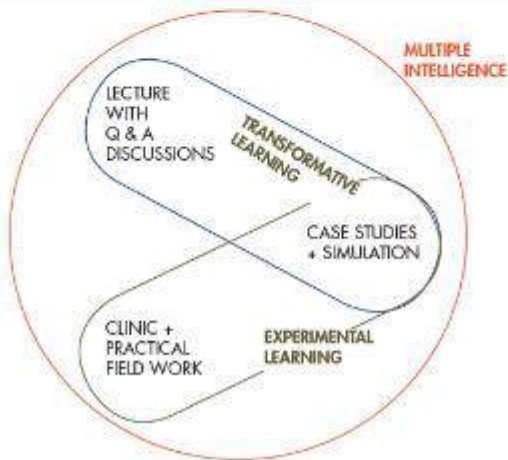
- ▶ Exceptional
- ▶ Dynamic
- ▶ Deep learning
- ▶ Skills oriented
- ▶ Immediacy
- ▶ Collaborative
- ▶ Global perspective

Theories of Learning

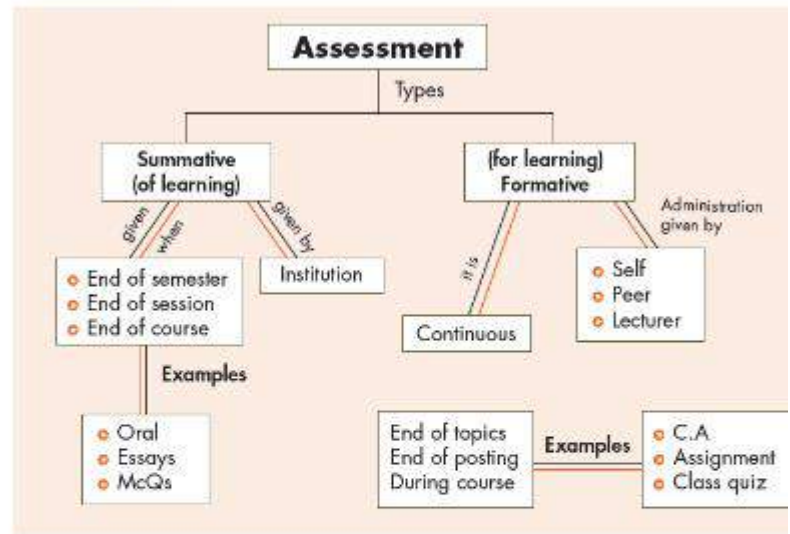
Group projects and discussions



Results of group work



Threshold concept tools



Use of digital case studies



Pedagogical models and strategies

Confronting real world issues through role plays and simulations

1. Role play on 2022 Kenyan Elections, Entebbe



2. Role play on 2020 Ghana Elections, Accra



3. Simulated 2020 Ghana Elections, Accra



- Assumptions on leadership vs the leaders you elect
- Motivation for choice of leaders
- Democratic ideals: why you vote or fail to vote

session reflection
fantastic wonderful reflective
awesome provoking
inspirational thought
self-philosophy
inspiring
informative
good educational opener
experience self
students quite
illuminating instructing eye discovery
self-awareness

Simulations and Role Plays

4. Confronting Stereotypes, Lake Victoria



- ❖ Confronting the basis and outcomes of stereotypes
- ❖ Manifestation of your beliefs about students in the way you treat them
- ❖ Effects of stereotypes on student learning outcomes

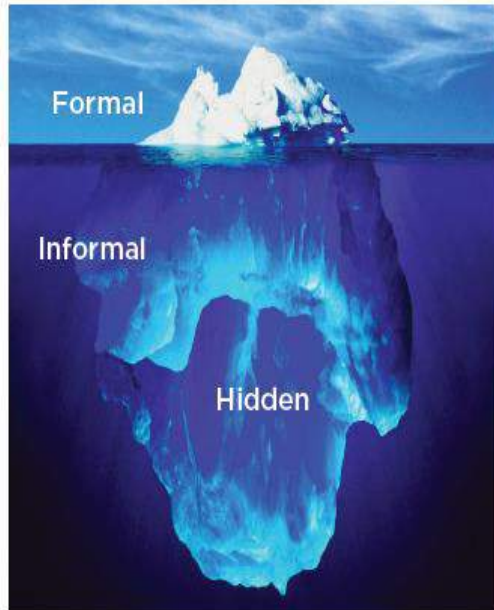
5. Betting in Nigeria, Ibadan



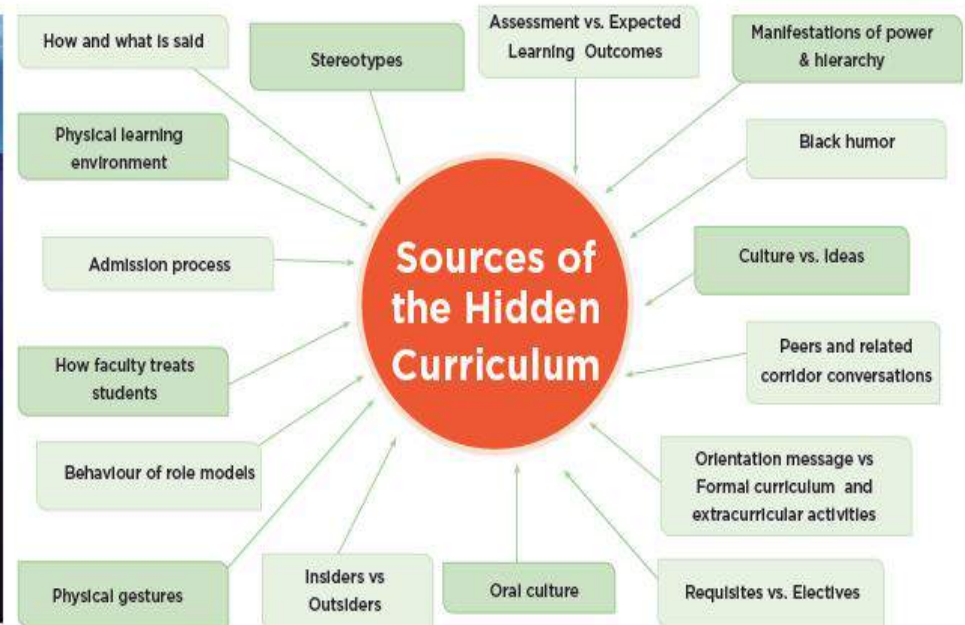
- ❖ Identifying and managing disorders of addiction in class
- ❖ Cultural and ethical issues surrounding betting and addiction
- ❖ Redressing betting and addiction

Hidden curriculum: 'What lies beneath'

What you teach



How you teach



Does your hidden curriculum contradict your formal curriculum?

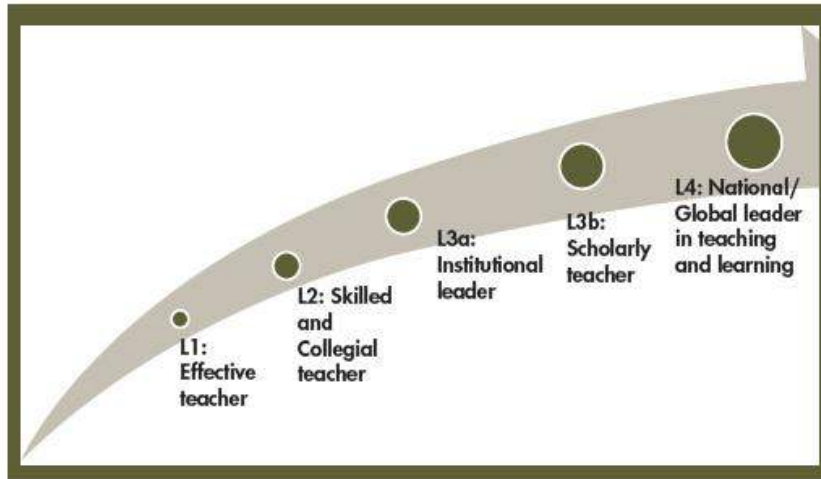
How can we use the hidden curriculum in a positive for deep learning that develops student competencies effectively?

Implication of hidden curriculum:

- ◆ Affects formal dimension
- ◆ Has many instructors
- ◆ Powerful for values and attitudes
- ◆ Effects remain for life

PEDAGOGICAL LEADERSHIP

RAE career Framework for University teaching (Jack Grove, 2018)



Within the next six months I will implement my constructively aligned course outline of Human resource Management

In the next six months my E- PORTFOLIO should be fully constructed and my classes should have developed theirs.

1

Mercy
Personal philosophy statement
I teach to transform students for Life

My pedagogical goals

1. Use Case studies and role play as teaching methods
2. Use innovative Assessment such as peer assessment
3. Communicate Effectively to students and demand feedback

2

Joseph
Personal philosophy statement
I teach for life rather than text

My pedagogical goals

1. Introduce innovative assessment methods.
2. Integrate technology-enhanced learning methods.
3. Adopt pedal-inspired transformative learning practices.

3

Christine
Personal philosophy statement
I want to touch the future even in my afterlife.

My pedagogical goals

1. Align at least two course outlines.
2. To expand technology enhanced leaning.
3. To adopt other pedagogical strategies, besides class presentations, forums, and case analysis.
4. Go to Botswana or Nigeria as a visiting scholar.
5. Invite guest speakers to my class.
6. To engage innovative assessment strategies, in particular peer assessment.

Beneficiaries: Spatial Distribution

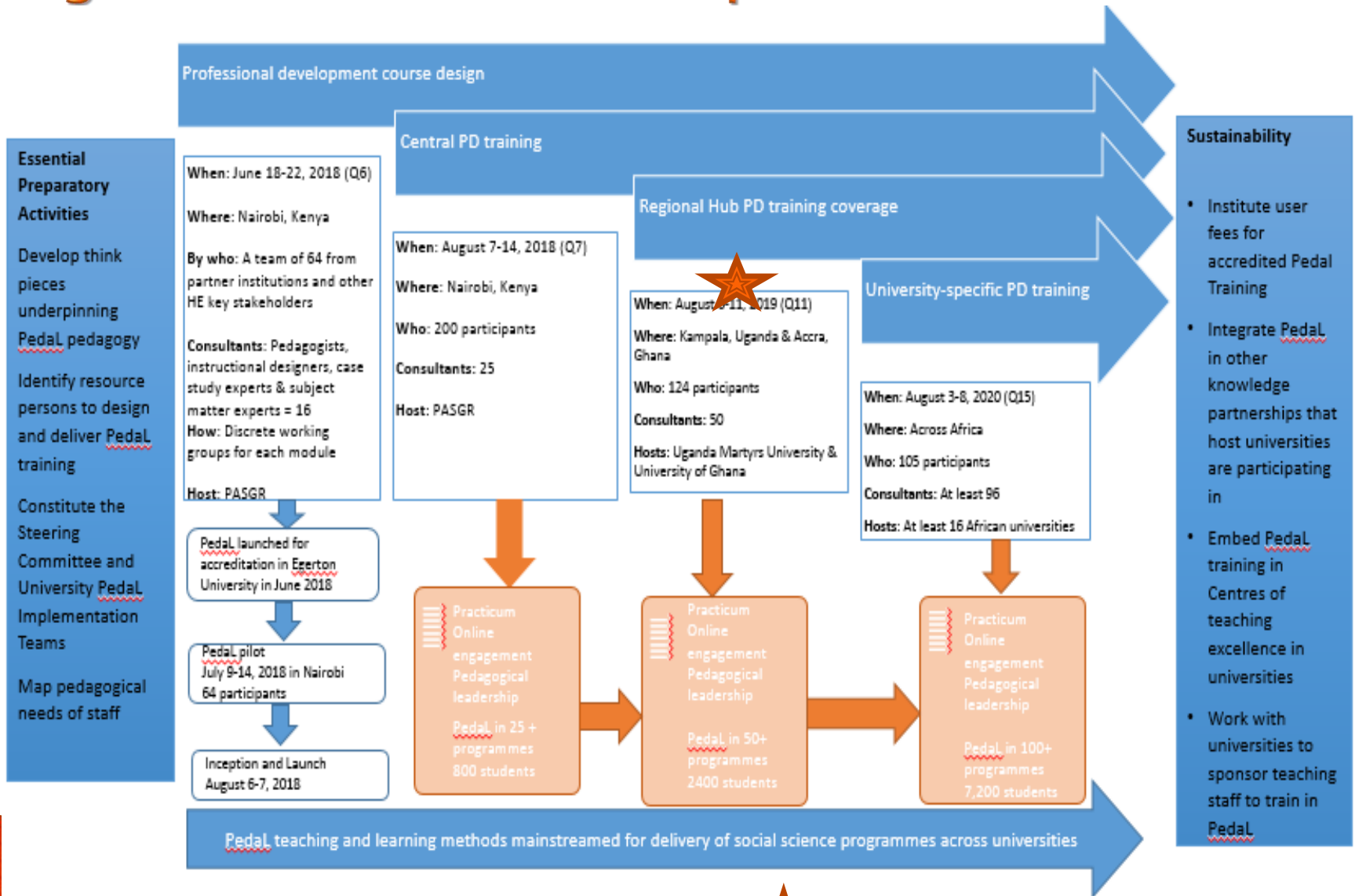


9 Countries

53 Universities

864 Academics
378 Female
486 Male

Big Picture: Schematic Representation



 Current status: September 2019

What Others Say

PedaL is ...

- ▶ An eye opener
- ▶ A programme for the future
- ▶ Defines the next significant moment
- ▶ I am born again!
- ▶ A must for ALL!

Thank You!

