

ST. JOHN BOSCO'S COLLEGE OF EDUCATION T-TEL CHALLENGE FUND PROJECT IMPLEMENTATION

CF PROJECT IMPLEMENTATION TEAM

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T-TEL
Transforming Teacher Education and Learning



PROFESSIONAL DEVELOPMENT OF TUTORS OF ST. JOHN BOSCO'S COLLEGE OF EDUCATION



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OVERALL OUTCOME

Projected

to develop the professional skills of tutors of the college, in the areas of Gender Responsive Pedagogy, Research and Publication, and ICT Pedagogy

Actual

Developed professional skills of tutors of the college, in the areas of Gender Responsive Pedagogy, Research and Publication, and ICT Pedagogy



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Gender Responsive Pedagogy

Results Area	Projected Outcome	Actual Outcome
Gender Responsive Pedagogy	Increased use of gender responsive pedagogy among tutors in SJBCOE by 30%	Increased use of gender responsive pedagogy among tutors in SJBCOE by 30%
ICT Pedagogy	Increased use of ICT tools in teaching and learning by Tutors by 40%	Increased use of ICT tools in teaching and learning by Tutors by 40%
Research and Publication	Increased quality research and publications by SJBCOE Tutors	Increased quality research and publications by SJBCOE Tutors

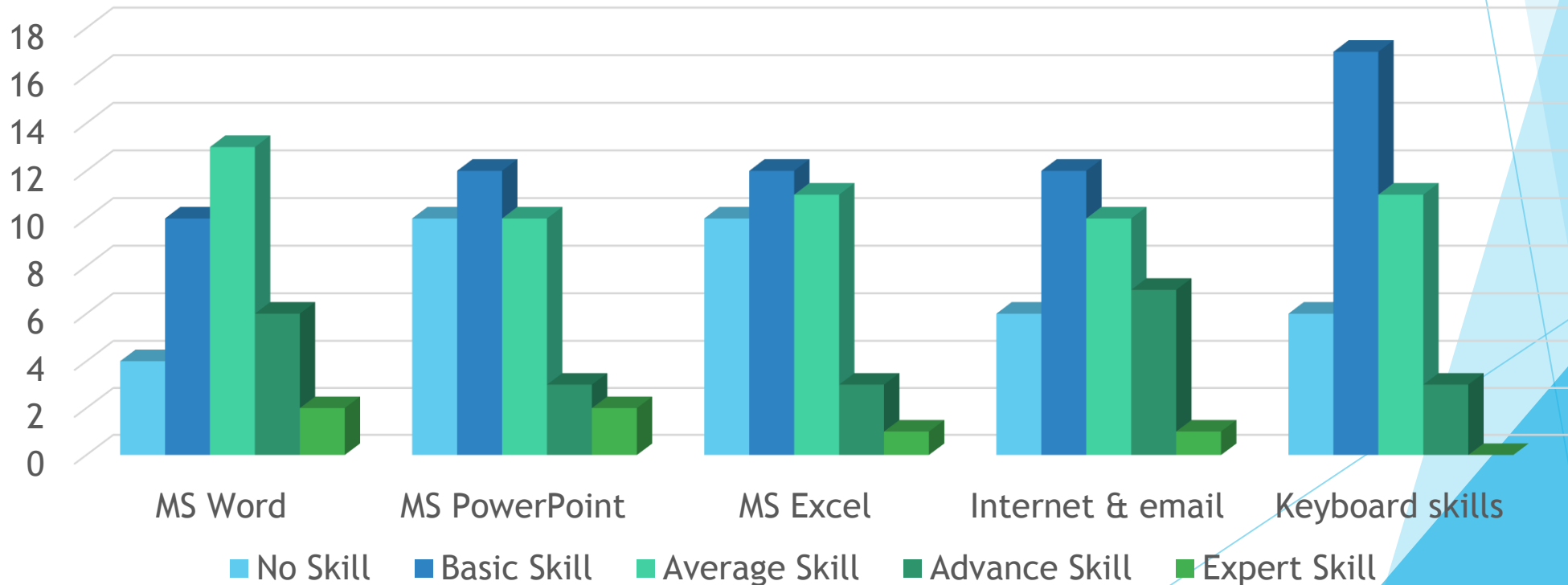
Baseline;

- ▶ All teaching and administrative staff of the College had not had any training in gender responsiveness in relation to their professional responsibilities, and as a result were not gender responsive practices.
- ▶ 0% of staff have not had training Gender Responsiveness for Educational service delivery

Baseline

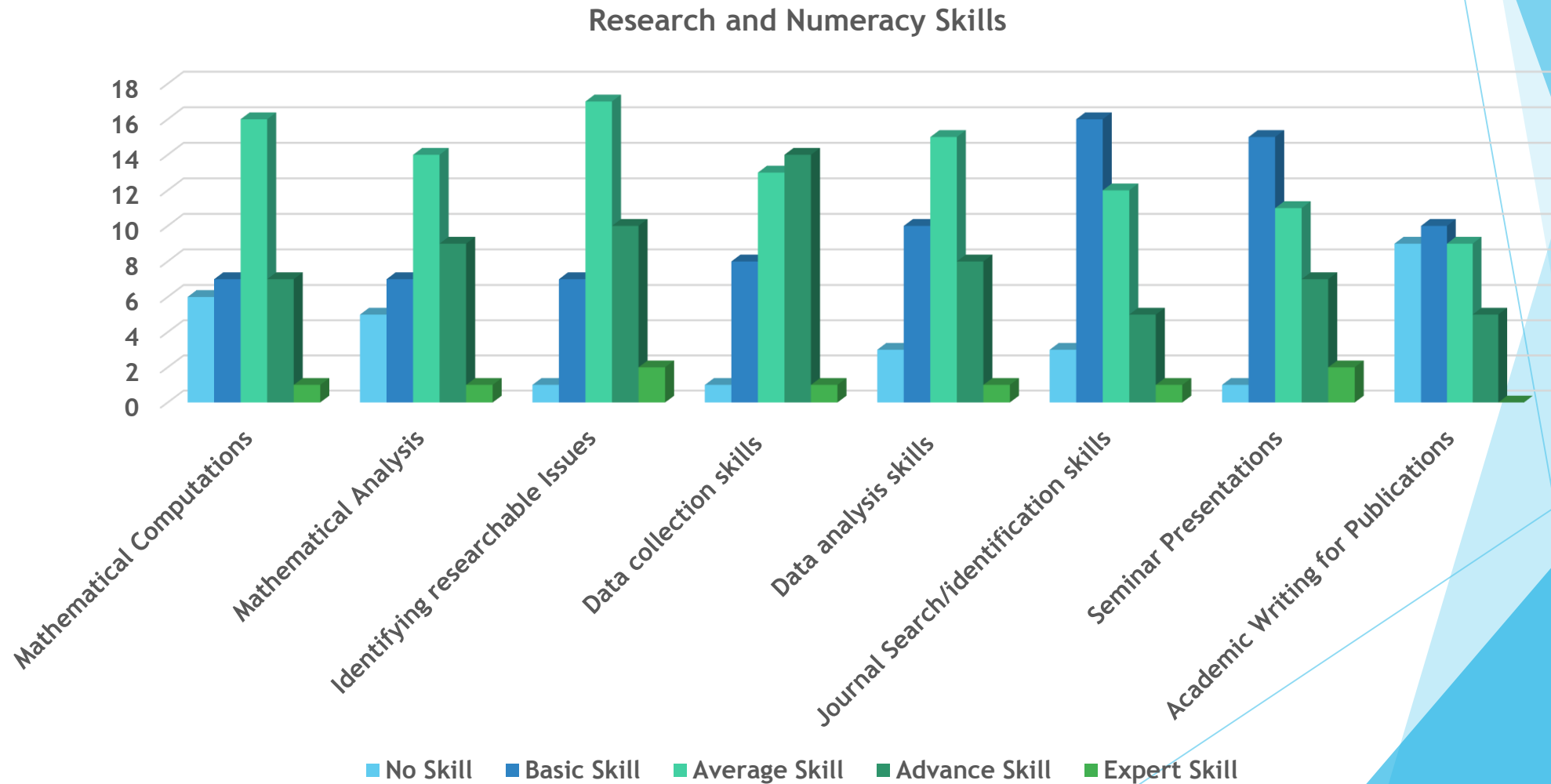
- ▶ Majority of the tutors of the college had basic or no skills in basic concepts in computing
- ▶ Very few tutors with computing skills integrated some basic ICT tools for teaching and learning.

Information Communication Technology Skills



Baseline

- ▶ There was a skill gap, established by a skill audit in the area of research and publication, especially in academic writing for publication as well as seminar presentation and search or identification of appropriate journal for publication



Results Areas



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Gender Responsive Pedagogy

Quarter	Achievement	Evidence
One	Sensitized Stakeholders & Institutional Corporation acquired	Stakeholders engagement published in Joy News ; TV and webpage.
Two	Conducted Needs Assessment Developed first draft of module for training	Needs Assessment Report Draft Zero Training Module
Three	46 out of the 59 tutors (80%) trained and acquired knowledge and skill to use gender responsive <i>teaching and learning materials, lesson plans and language.</i>	Videos of Tutors demonstrating Gender Responsive use of TLMs, lesson planning and use of language [Videos Links: http://sjbcoegh.com/t-tel.html , http://sjbcoegh.com/t-tel.html , http://sjbcoegh.com/t-tel.html]

Quarter	Achievement	Evidence
<p>Four</p>	<p>46 out of 59 (80%) tutors were trained and equipped with the knowledge and skills in gender responsive <i>classroom set-up, sexual harassment,</i></p> <p>7 out of 10 (70%) management team members and 41 out 53 (77.4%) tutors' were trained and the acquired knowledge and skill in gender responsive <i>management processes and procedures,</i> and as a result;</p> <p>There is 30% increase in GR Classroom set-up.</p> <p>Developed sexual harassment policy by trained tutors.</p> <p>Developed Gender and Inclusion Policy</p> <p>Gender Desk Officers appointed to fully handle all gender related issues of the college.</p>	<p>Sexual Harassment Policy [Draft]</p> <p>Gender and inclusion Policy [Draft]</p> <p>Gender Responsive Indicators for all College Policies</p> <p>Appointment letters of Gender Desk Officers</p>

ICT Pedagogy

Quarter	Achievement	Evidence
One	<p>Pre-Training Needs and Facility Assessment Conducted.</p> <p>The needs assessment was used to model training for tutors.</p>	Assessment Report
Two	<p>20 out of 59 (33.9) tutors trained and acquired knowledge in Basic Concepts in Computing, and web-based systems; <i>Raptivity Lecture Builder, and Commons Open Educational Resource</i> for teaching and learning.</p>	<p>PowerPoint Lecture Notes and Excel Assessment template developed by tutors</p> <p>Tutor's online Educational Resource for teaching and learning.</p>

Quarter	Achievement	Evidence
Three	<p>20 out of 59 (33.9) tutors acquired knowledge in the use of <i>BQUIP Software</i> for improved teaching methodologies.</p> <p>teaching is enhanced to take care of visual, auditory and tactile/kinesthetic learners.</p> <p>20 out of 59(33.9) tutors acquired knowledge to use <i>Scratch Software</i> to build interactive stories, games, animations and simulations for teaching and learning</p>	<p>Videos of some classroom activities where BQUIP software and methodologies are used. [Videos Link: http://sjbcoegh.com/t-tel.html]</p> <p>Lesson notes developed with animations and simulations by tutors,</p>
Four	<p>20 out of 59(33.9) tutors were trained and acquired knowledge and skills to create Multimedia Teaching and Learning Materials for teaching and learning.</p> <p>Tutors now integrate multimedia which improves teaching and learning.</p>	<p>Sample Multimedia TLMs (Computer-Based Training Tool)</p> <p>Computers Based Training tools developed by tutors for teaching and learning</p>

Research and Publication

Quarter	Achievement	Evidence
One	<p>Research and Publication Needs and Facility Assessment conducted</p> <p>The needs assessment was used to model research and publication training for tutors.</p>	Assessment Report
Two	<p>56 out of 59 (94.9) tutors were trained and acquired knowledge and skill to conduct quality research for publication;</p> <ul style="list-style-type: none">-identifying researchable topics, <p>data collection and analysis as well as the use of search engines and online libraries in specific academic disciplines for their research purposes</p>	Research Abstracts

Quarter	Achievement	Evidence
Three	<p>Editorial Board of College Journal Constituted.</p> <p>College Journal created with defined objectives, scope and discipline by Editorial Board. Journal Name; <i>St. John Bosco's Journal of Teacher Education.</i></p> <p>College Journal registered with ISSN</p> <p>Official Journal website created</p>	<p>Journal Guideline Manuscript</p> <p>Journal Website: [URL: http://www.boscosjournal.com]</p>

Quarter	Achievement	Evidence
Four	<p>14 out of 59 (23%) tutors conducted the research in various disciplines such as; Mathematics (4 tutors), Languages (3 tutors), ICT (1 tutor), Science (2 tutors) Counselling (2 tutors), Public Relations (1 tutor), Social Sciences (1 tutor)</p> <p>Academic seminar organized; 10 out of 14 tutors who undertook their research presented their academic papers for review by editorial Board</p>	<p>Submitted papers for publication</p> <p>Editorial Board Reviews on submitted papers</p>

Two Most Effective Strategies for our Project Success

One

Planning Ahead

Taking note of activity requirements [*human, financial resources and time*]

Using the college Academic Calendar as a guide

avoiding scope-creep and always having a contingency plan

Two

Team Work

Keeping a strong team spirit and attributing successes to all team members

Most significant Innovation

College Academic Journal

Tutors are encouraged to undertake research for publication, and at a lesser fee;

A great opportunity for tutors to progress in their academic career

Recommended good Practices - to other Colleges of Education

- ▶ Have a detailed work plan
- ▶ Always have a contingency plan
- ▶ Effective Communication to all stakeholders- openness and honesty
- ▶ Frequent meetings and/or circulars to keep stakeholders updated
- ▶ Establish a good relationship consultants beyond official engagement
- ▶ Share successes with team members and to all stakeholders

Lessons Learnt

- ▶ Cost of project implementation is a critical factor that must be accepted and considered seriously - for instance in Gender, ICT, Research and Publication
- ▶ Other cooperate organizations are willing to support some college projects. Colleges should learn to leverage on these opportunities
- ▶ Establishing a good relationship with other organizations could be a great leverage on project cost
- ▶ The absence of systemic mechanisms in the college to ensure successful project implementation affects implementation and outcome of project

Challenges Identified/Encountered

- ▶ **Limited resources for effective project implementation;**

For instance; ICT equipment for training and effective integration into teaching and learning.

- ▶ **Workload on tutors made it challenging for them to effectively conduct research for publication**
- ▶ **Trainings required longer durations than was available within the life span of the college**

On-going efforts taken to sustain results in the future

- ▶ Modeling a *systemic mechanism* that will continue to monitor and evaluated all aspects of the implemented projects to assure its benefits to the college for a long period of time.
- ▶ Incorporating project outcomes into Q.A appraisals for tutors, to ensure their use of skills acquired as part of their professional responsibilities.

Project intervention can be replicated or scaled up

RESEARCH AND PUBLICATION

- It is one of the areas tutors lack the most
- It is a major determining factor for tutors to improve in their academic and professional progression
- Research establishes facts about new trends in teaching and learning and the needed follow up actions by stakeholders

Conclusion

- ▶ T-TEL Challenge Fund has offered Colleges of Education a great opportunity to be transformed to better tertiary institutions, Colleges should take the opportunity to benefit fully from the programme.



THANK YOU