# QUALITY MATTERS

**Theme: Higher Education Exit Exam**

## IN THIS ISSUE

## QUOTES OF THIS ISSUE

➢ Rivers never go reverse.
So try to live like a river.
Forget your past and focus on your future.
Always be positive.

➢ When you wish good for others, good things come back to you.
This is the law of nature

If you have comments and suggestions on this issue or want to contribute to the next issue, please contact our office,
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This newsletter is published every three months by the Center for Educational Improvement and Quality Assurance (CEIQA) of St. Mary's University (SMU). The objective of the newsletter is to inform the SMU community as well as business and industry, government and non-government stakeholders and others about the activities and accomplishments of the institution in fostering quality education and research in the Ethiopian Higher Education setting.

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## FROM THE EDITORIAL DESK

*Dear Reader,*

*Welcome to this edition of Quality Matters, Vol. 17, No. 66, March 2024.*

The main focus of this edition, Vol. 17, No. 66, is Continuing Professional Development for University Instructors. We will be tackling different questions on this topic and their possible answers.

We also have an interview with an official from Addis Abeba University, Dessu Wirtu, PhD, Associate Professor of Adult education and lifelong learning; College of Education of Behavioral Studies who is going to provide us his views on the different types of questions presented to him regarding the Continuing Professional Development for University Instructors.

The interviewee is currently working as an expert in the area of Adult Education and Lifelong Learning at the College of Education of Behavioral Studies, AAU, Addis Ababa, Ethiopia.

Let us briefly have an overall analysis of the Continuing Professional Development for University Instructors.

# RESEARCH CORNER

## Continuing Professional Development (CPD) of Teacher Educators in 21ˢᵗ Century

**A. Srinivasacharlu**, *Assistant Professor of Education*

### Introduction

Education is a pre-requisite for the development of a country. It is a well-established fact that it is mainly through education that people can be made to develop an in-depth awareness, favorable attitudes, values, participate in effective decision making and develops capabilities which help to contribute the societal welfare. The teacher is the backbone of the education system and is the architect of society. The progress of an organization depends upon the quality of its teachers. Today's child is tomorrow's citizen of the country. Nothing can match and replace the excellent task of the teacher in building the future of the children. B.Ed. student-teachers are the future teachers who are bound to have a vital influence on the children's learning, shaping their attitude, and developing desirable behavior. Teacher educators of the B.Ed. and Colleges are the makers of these future teachers. They can do justice to their profession, only if they can take up and sustain their continuing professional development (CPD).

### Continuing Professional Development (CPD)

According to Organization for Economic Co-operation and Development (OECD)–Teaching and Learning International Survey (TALIS, 2009), CPD can be defined as "the one which involves those activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher."

According to Melanie Allen (the UK, 2009), CPD refers to "the process of tracking and documenting the skills, knowledge, and experience that teachers gain both formally and informally as they work, beyond any initial training. It is a record of what they experience, learn, and then apply." Thus CPD can be comprehensively defined as the "one that involves or one involving on-going divergent activities (formal, non-formal and informal) that aim at developing the teacher educator's intellectual abilities (cognitive domain), self-confidence, attitude, values, and interest (affective domain) and skills and competencies (psychomotor domain) for improving personality and to carry out the responsibilities of the teaching profession properly in accordance with the changing times and needs of the prospective teachers and society."

### Need and Importance of CPD

The teaching profession in the 21ˢᵗ century sees a significant sea change thanks to many factors of different hues and advent of digital tools. It will be a grave mistake for teacher educators to ignore these developments and their impact on teaching. Thus to prepare efficient future teachers in the 21st century, the teacher educators are required to continually update and equip themselves with ever-increasing skills and competencies to always remain top notch in their profession and do justice to society. This can be possible, only if they can take up CPD. Thus CPD ensures the following advantages on the part of teacher educators.

1. CPD prepares the teacher educator, again and again, to keep abreast with the latest developments

2. The professionalism of teacher educators can be reinforced by continuous further experience and in-service education during their service period.

3. It re-orients teacher educators with up-to-date knowledge and latest developments in the field of Education.

4. It equips teacher educators with ever-increasing digital skills and competencies to manage hyper connected, knowledge environment to best prepare future teachers for the 21ˢᵗ Century, a world where the only constant they know is change.

5. It helps teacher educators to acquire skills in using the latest strategies, models, and techniques in teaching.

6. It helps the teacher educators to improve their scientific temper to be followed in their actions and thoughts.

7. It upgrades the knowledge and abilities among teacher educators in organizing seminars, conferences, symposium, workshops, etc.

8. It increases the competency of teacher educators in motivating and providing guidance and counseling for prospective teachers.

9. It enables teacher educators to contribute and participate in the construction and revision work of curriculum construction, preparation, and revision of textbook, etc.

10. It upgrades competencies among teacher educators in doing a continuous and comprehensive evaluation, criterion and norm-referenced evaluation, electronic/on-line evaluation of the students learning.

11. It strengthens and upgrades abilities among teacher educators in playing numerous roles like a guide, educator, trainer, resource person, counselor, facilitator, researcher, community leader to help prospective teachers to become an intellectual, skillful and value-based teacher and citizen in this rapidly changing world.

## Programs and Activities for the CPD of Teacher Educators

Following are some of the diverse programs and activities suggested for teacher educators to pursue their CPD in the advent of complexities continually arising in the field of teacher education in the 21$^{st}$ century:

### Learning at the Institution:

Teacher educators at their institution can observe theory class, demonstrations and laboratory work, micro-teaching, etc. conducted by the senior colleagues and experts. They can take an active part in organizing the curricular, co-curricular, and extension activities undertaken by the institution. They can seek advice and help from the experienced teacher educators and subject experts for bringing improvement in their teaching. They can even take up the responsibilities such as IQAC Coordinator and Program

### Content Courses:

Content courses are conducted to upgrade the teacher educators in their specialization in terms of knowledge of the latest developments, current issues, and their trends and application and their relevance to teaching. These courses are organized with the help of resource persons in a particular area of discipline.

### Seminars and Conferences:

Seminars provide a formal platform to teacher educators to present papers, exchange ideas, and discuss on the various aspects of a particular topic and problems along with other teacher educators and resource personnel. Conferences provide a broad formal platform to teacher educators. Beside paper presentation, they also offer for a panel discussion, exhibition, etc. Experienced teacher educators can avail the opportunity either to chair or act as a rapporteur for technical sessions during seminars and conferences, wherein the paper presentation by various teacher educators can provide new knowledge to them. Also, teacher educators can avail the opportunity as a resource person to speak on the topic of contemporary importance.

### Workshops:

Teacher educators can attend workshops which provide reliable/practical dimension to the discussion on the various aspects of a particular topic and problems by the group of participants. They adopt a practical approach to formulating solutions for multiple issues. Some of the issues for workshops in education can include Electronic/On-line Evaluation; Computer Assisted Instruction (CAI); Action Research etc.

### Symposium:

Teacher educators can attend a seminar where they can get exposure to the presentation of papers by experts, discuss issues and trends, and make recommendations for a particular course of action.

**Brainstorming Sessions:**

Teacher educators can attend brainstorming sessions regarding educational issues organized either by government bodies or NGOs. They can attempt to generate new ideas/ solutions around a specific area of interest without inhibitions and then build on the ideas raised by others. In the end, the designs can be evaluated, and the relevant one is considered.

**Training Programs:**

Various educational agencies provide training to the teacher educators concerning the acquisition and practicing the digital skills apart from sophisticated techniques and skills in teaching. It can include the integration of technology in classroom teaching, laboratory skills, etc.

**Resource Person:**

Teacher educators can utilize the opportunities to give talks, demonstration, etc. on topics that are of importance to education at other institutions. It can improve their subject knowledge, communication skills, remove stage fear.

**Action Research:**

Teacher educators very often come across plenty of immediate problems unique to their classroom. With the help of action research, they can find a solution to those local problems. They also can motivate and guide B.Ed. student-teachers in doing action research. They can publish and share the findings of action research with other teacher educators. This gives confidence to them; improve research skills and guidance and communication abilities.

**Evaluation Work:**

Teacher educators can always take up valuation work, can be a paper setter, reviewer, etc. The valuation experience can help the teacher widen their mental horizon on the subject being taught by them. They can see other angles in presenting the ideas.

**Further Studies:**

Teacher educators can take up further studies either through offline or online courses keeping in view emerging trends, which helps them to upgrade their content knowledge and gain mastery over teaching.

**Publications:**

Teacher educators can publish their conceptual and research-based papers in journals, magazines, newspapers, etc. The documents can be on classroom experiments, professional experiences, findings of action research, etc. This can improve their communication ability, gain confidence, and establish a professional network. Also, they can enrich themselves by studying the conceptual papers and research findings published by other teacher educators. Teacher educators can also post the books on contemporary topics and the subjects which they are teaching at the institution. This helps them to be more thorough, and updated about their subject.

**Editorial Work:**

Teacher educators can avail the opportunity to work as a member of the editorial board of journals which can help them to the latest developments in education. They improve their research knowledge and skills by scrutinizing the papers sent by other teacher educators.

**Faculty Exchange Visits and Fellowships:**

As a part of faculty exchange program teacher educators can go for a period of six months to one academic year to an institution at the regional, national and even outside the country, to teach and learn there. Similarly, teacher educators can avail the opportunity to visit and stay at local institutions for a specified period.

**Membership in Professional Organizations and Associations:**

Professional organizations and associations play a significant role in the exchange of ideas, sharing of experiences and trying out innovations and experiments among teacher educators cutting across barriers of the regions. The teacher educators can become members of associations and organizations which from time to time, take up academic activities

and organize seminars, conferences, workshops, conventions, and meetings to discuss professionally essential developments. Some of the organizations have their journals which would again serve the purpose of professional development. Some of the examples of professional organizations and associations include All India Association for Educational Research (AIAER), Pondicherry, India.

## Attending Public Lectures:

Teacher educators can avail the opportunity to participate in public lectures on multi-disciplinary topics that are relevant to education at local places. These lectures are in general, organized by NGOs, government bodies, etc. They can contribute immensely to the knowledge of teacher educators and give rich exposure to them. Other Programs and Activities: Teacher educators can also participate in the following activities which contribute to their professional development. They include curriculum development, preparation of textbook and training modules, etc.; acting as members of committees for formulating educational policies; taking an active part in NGO initiatives aimed at community development; being acquainted with the new schemes and proposals and programs of the State and Central Government in education, etc.

## Conclusion

The education of a teacher educator is never complete. They are makers of the future teachers who in turn prepare youngsters as future citizens of the society. The teaching profession in the 21st century sees a significant sea change thanks to many factors of different hues and advent of digital tools. Thus apart from other factors, the complexities of the 21st century require that teacher educators need to pursue continuous professional development to avoid being outdated and alienated. This also helps them to improve their personality continually and do justice to the teaching profession and society.

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# INTERVIEW



**Dr. Dessu Wirtu Hunde**

Associate Professor, Department of Curriculum and Instruction, Addis Ababa University, Addis Ababa, Ethiopia .

**Interview Questions Related to Continuous Professional Development (CPD)**

**1. Would you introduce yourself to our readers, please?**

First of all, I would like to thank St. Mary's University for having me. My name is Dessu Wirtu Hunde. I was born in Wollega, Oromia Regional State of Ethiopia, in a small town called Jardega. I attended my primary education at Jardega Jermet Primary School. Then, went to Shambu Town, capital of Horo-, Wollega Zone of Oromia continue grades 7-12. Then, I joined Nekmte Teachers' Training Institute in 1981 and served at different primary schools for three years. In 1986, I joined the English Language Diploma Program at Bahir Dar University and graduated with distinction. Thereafter, I served as English Language teacher for three years in different secondary schools. Finally, I won scholarship and joined University of Leipzig. I got my M.A. in Educational Science

and PhD in Comparative Education from the same University. Upon completion of my study, I decided to come back and serve my country. By the way, I am a father of three smart daughters. Fortunately, I joined Addis Ababa University in 2005 and since then I have been working as instructor in the Department of Curriculum and Instruction. I have been an Associate Professor since September 2019.

**2. How do you define Continuous Professional Development (CPD) of Teachers in Ethiopia?**

To my understanding, Continuous Professional Development of teachers is a very systematic way of enhancing teachers' Technological, Pedagogical Content Knowledge (TPCK). It provides teachers with the opportunity to identify their strengths and weaknesses, thereby stimulating them to update and/ or to upgrade their knowledge, skills, values and attitudes. Continuous Professional Development (CPD) of teachers in Ethiopia is an essential strategy

to improve the quality of education for teachers and the most important school factors in determining the quality of education.

**3. Would you please provide us an overview of the current state of Continuous Professional Development (CPD) in Ethiopia, particularly in your sector?**

Several studies have clearly indicated that Continuous Professional Development of teachers in Ethiopian schools has been very weak. CPD has become a cliché and many teachers and school leaders do not take it seriously. Even though CPD is indispensable for enhancing teachers' pedagogical competence, classroom management, assessment and action research skills, it has not been properly implemented.

**4. What are some of the key challenges to effective CPD for teachers in Ethiopia?**

One can mention a lot of challenges when it comes to the implementation of CPD in Ethiopian schools.

The major ones include:

(1) Lack of commitment of the school leadership

(2) Lack of motivation on the part of the teachers to continuously improve their professional competence

(3) Lack of proper instructional supervision

(4) Weak school-community relationship

(5) Lack of trust relationships between mentors and mentees

(6) Lack of serious follow-ups on the part of education experts at national, regional, zonal, and Woreda levels

(7) The existence of significant gap in the practical relevance of teacher education programs offered by colleges of teacher education at the regions colleges or public universities to what teachers are actually expected to do in schools

(8) Finally, declining prestige of the teaching profession in Ethiopia has led to lack of motivation among many teachers.

**5. Would you give your perspectives on the concept of Continuous Professional Development/CPD/ as perceived and valued by Ethiopian Teachers?**

I think there is a misunderstanding among school teachers concerning the importance of CPD. In well developed nations, teachers make tremendous efforts to attain higher level of professionalism in their respective fields. From my readings, I came to recognize that in Ethiopian schools, many teachers view CPD as something imposed upon them by the Ministry of Education or Regional Education Bureaus. They do not participate in CPD wholeheartedly.

However, it must be noted that there are always excellent school teachers and leaders who always strive to improve the quality of education and training. Therefore, there is a good reason to be optimistic that school teachers and leaders will show more readiness to continuously improve their professional competencies.

**6. What initiatives or schemes are currently in place to support and promote CPD among teachers in Ethiopia?**

It is really worth mentioning that successive Ethiopian governments have contributed to the development of the education system of Ethiopia. Nevertheless, the quality of education has deteriorated from time to time. Of course, the factors could be national and global.

Recently, the Federal Ministry of Education has made several efforts to improve the quality of education at all levels of the education system. If you take as an example, Addis Ababa Education Bureau (AAEB) has recently assigned school principals based on their merits. I have participated in the orientation training provided to the principals by academic staff

of the College of Education and Behavioral Studies of Addis Ababa University. The orientation training was actually based on the results of research study conducted by AAEB. This must be a continuous process. School leadership as well as teachers should be supported through appropriate capacity building trainings. Training alone does not bring change in the lives of teachers. It is a good beginning and an example that Addis Ababa City Administration provides teachers with a considerable house allowance, and has started making houses available. Such schemes need to be creatively strengthened to motivate teachers and school leaders. Only motivated teachers can properly carry out CPD activities and transform their professional skills.

**7. Are there any specific regulations or policies related to CPD that teachers in Ethiopia are required to adhere to? If so, how are these enforced and monitored? If not, why?**

Recently, the Federal Ministry of Education has developed a New Education and Training Policy. Many regional states have emphasized the need to promote talented school children, for example, by establishing boarding schools and the like.

Responsible bodies at all levels of the education system in general, and school leadership, and supervisors in particular are expected to monitor the proper implementation of the school curricula, the implementation of CPD, and the manner in which the whole community of schools, colleges, and universities operating. Monitoring can positively contribute to maintaining the proper implementation of professional standards for teachers as well as teaching and learning.

Moreover, the monitoring activities need to consider school climate as well as the practices the surroundings of schools, colleges and universities so as to protect children and the young people from all forms of social ills that negatively affect their lives.

**8. Would you describe the contributions of CPD to the overall growth and development of teachers in Ethiopia?**

CPD has, of course, contributed a lot to the growth and development of teachers in Ethiopia. I have got the opportunity to provide pedagogical skill training in both public and private schools as part of the schools' aspirations to improve the professional competence of their teachers. The College of Education and Behavioral Studies of Addis Ababa University has collaborated with Addis Ababa Education Bureau to train teachers of selected government schools on pedagogical skills training. This enabled me to observe that teachers had benefitted from the past and ongoing CPD activities. They know the importance of active learning, action research, continuous assessment, and so on. At the same time, one can still observe the existing gaps. Hence, CPD, as its name implies, is not a one-time process. Teachers must become lifelong learners to equip themselves with 21st century skills, to be competitive and adaptable professionals who can significantly contribute to the improvement of the school system.

**9. What are some of the most effective methods or approaches for delivering CPD opportunities to teachers in Ethiopia, considering factors such as accessibility and affordability?**

Today, we are in the age of globalization, in the digital era. In addition to face-to-face CPD training, attempt must be made toward employing online training to promote the professional development of teachers. I think this requires the collaboration of the government and the private sector to avail the necessary resources like well qualified instructional technology experts, infrastructure and facilities, and so on. Moreover,

ICT departments of universities and companies need to form a synergy in order to transform the school climate in general and the teaching and learning processes in particular.

**10. In what ways do you see technology and digital platforms play a role in enhancing CPD for teachers in Ethiopia?**

The experience that we made during the active period of COVID-19 showed us the fact that technology plays an indispensable role. For instance, Sweden did not stop teaching and learning during the COVID period. It provided digital platforms and successfully maintained the educational tasks.

Ethiopia is a big nation with huge number of children and young people. There is remarkable potential in this nation to transform the socio-economic, political, cultural and environmental situations. These require changing the mindsets of citizens in general and teachers in particular. This is because a country is as good as the kind of education and training it provides to its citizens. Hence, I would say that digital platforms for teaching and learning need to be strengthened in Ethiopian schools, colleges and universities. I am a coordinator of Teaching-Learning and Assessment Support Centre (TLASC) of the College of Education and Behavioral Studies at Addis Ababa University. One of our responsibilities is to provide Higher Diploma Program (HDP) which is a kind of CPD at higher education institutions. This gave me the opportunity to discuss with many instructors on the contributions of the program to their professional development. They all recognize that HDP adds value to their professional competence, but at the same time they emphasize the need to strengthen the program by integrating ICT so that instructors can make use of learning management system.

**11. How can employers and organizations in Ethiopia better support and facilitate the ongoing CPD needs of their employees?**

One way of facilitating the professional development of employees is by identifying their training needs. Based on the prioritized needs of employees, organizations are expected to avail training opportunity for them. Organizations need to assess what is there in their environment. We have many public and private universities today. It is up to the organizations to find out the right professionals for the provision of the required training for their own employees. Most organizations have training and development unit. It is necessary to build their own capacity, to take into account the needs of employers through appropriate labor market analysis.

**12. What are your thoughts on the future of Continuous Professional Development/CPD/ in Ethiopia, and what improvements or changes would you like to see in the coming years?**

CPD must remain an essential component of educational institutions as well as other organizations. The rapid change of knowledge and skills calls for strengthening CPD activities in Ethiopia. CPD helps educators as well as employees in any organization update their knowledge, skills, attitudes, and behaviors.

In the coming years, I want to see that schools, college, and universities in Ethiopia are well equipped with digital facilities that can be harnessed for the provision of timely and more relevant CPD for school teachers, school leaders, and academic staff of higher education institutions. Above all, I would like to see a totally peaceful Ethiopia where the sense of hatred and mistrust among ethnic groups, among political parties, and so on are being replaced by mutual respect, genuine love, forgiveness and reconciliation.

# CAMPUS NEWS

## SMU's News

### Annual Plan Review Session

St Mary's University is currently holding its Annual Plan Review Session for the 2016 EC Academic Year in the presence of the Top Management at the main campus Syndicate Room. Today's meeting, being the second day, is scheduled to last from October 10-12,2023 and is being attended by all planning units under the guidance by the Center for Educational Improvement and Quality Assurance (CEIQA) of the University.



### QEC Annual Performance

St Mary's University Center for Educational Improvement and Quality Assurance (CEIQA) shared its report on the 2015 E.C. annual performance of the Quality Enhancement Committees (QECs) on Friday, January 5, 2024, at the Syndicate room. The meeting was well-attended by QEC members, Department heads, Deans, Office heads, and top management members.

After the introductory remarks by Shegaw G/Medhin, the Director of CEIQA, Nibretu Kebede (Ph.D.) presented the annual performance results of 13 QECs.



The QECs then reflected on their achievements and challenges, followed by an open discussion session that provided valuable feedback and suggestions.



The meeting concluded with: Wondwosen Tamrat (Ph.D.), the President of SMU. He commended the work done by CEIQA and emphasizing the importance of learning from the best practices of the different Committees.

### Digitalization Initiative

St Mary's University' Office of the Vice President for Research and International Relations (OVPRIR), and the ICT Department, under the auspices of the Center of Education Improvement and Quality Assurance (CEIQA), conducted a sensitization session on the use of technology and the transition to a paperless system for its top and middle-level management on December 16, 2023, at Syndicate Room. The session was led by Misganaw Solomon (PhD), the Vice President for Research and International Relations (OVPRIR), and Solomon Hunegnaw, the ICT Department Head.

The sensitizing session aimed at familiarizing the participants with useful tech resources, such as One Drive, Microsoft 365, Student Record Management System, HR Database, and LMS. The presenters demonstrated how these tools could facilitate easy access, retrieval, and sharing of documents, as well as collaborative work, without geographical restrictions.



The session also covered the topics of online registration, assessment, and teaching-learning and advisory services. At this point, Shegaw G/Medhin, Director of CEIQA, remarked that SMU is working towards digitalization as part of its strategic priorities plan.

## Strategic Plan

St. Mary's University has commenced the development of its 4th Strategic Plan with a briefing session held for the Steering Committee members on February 22, 2024 at the Syndicate Room, Main Campus. The session was opened by Desalegn Berie, Vice President for Business Administration and Chairman of the Senate Standing Committee for Resource and Planning Development.



The event featured presentations from Misganaw Solomon, PhD, Vice President for Research and International Relations, and Shegaw G/Medhin, Director of the Center for Educational Improvement and Quality Assurance. The presentation outlined the University's strategic direction, emphasizing the goal to prepare a well-articulated plan that embodies SMU's motto –

"Committed to Excellence!"

During the presentation, it was disclosed that three strategic plans have been developed, and Currently, the third is being implemented. The session underscored the strategic planning process as a critical tool for mapping the Institution's growth trajectory, informing decisions, and defining long-term objectives.

It was explained that the 4th Strategic Plan process includes a comprehensive review of the existing plan, identification of key steps and resources, and clarification of expected outputs within set deadlines. The plan's focus areas include SWOT Analysis, Stakeholders' Analysis, environment scanning, and basic data compilation.

The process will proceed with the development of an action plan, assignment of responsibilities, understanding of tasks and outcomes, re-planning and resource identification, and creation of data collection instruments. This will be followed by information gathering, drafting of committee reports, compilation of findings, and presentation of drafts for feedback. The final stages involve revising, editing, and finalizing the document, submitting it to the Senate Standing Committee for Resource and Planning Development, and presenting the final Strategic Plan to the Senate for approval.

Finally, opinions and comments to enrich the process were forwarded by participants, and the Session came to an end.

# St. Mary's University
## Programs Offered

## Undergraduate Degree Programs (Regular/Extension)

- Accounting & Finance
- Computer Science
- Management
- Marketing Management
- Tourism & Hospitality Management

## Undergraduate Degree Programs (College of Open and Distance Learning)

- Accounting & Finance
- Banking and Finance
- Management
- Marketing Management
- Financial Economics
- Rural Development
- Agricultural Extension
- Agri-Business Management
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- Educational Planning & Management
- Economics
- Sociology
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- MA in Social Work
- MA in Sociology
- MA in Development Economics
- MSc. in Agricultural Economics
- MSc. in Computer Science
- MSc in Quality and Productivity Management

## Graduate Programs Offered in Partnership with Universita Cattolica del Sacro Cuore, Italy

- MBA in Impact Entrepreneurship

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