

PROGRAMMES IN DEVELOPING COUNTRIES

INTRODUCTION

Although almost all universities in the developing countries of the Commonwealth were written to requesting information on any programmes or proposals they had for the improvement of the quality of teaching, the response was very poor. We have included in this section all the positive contributions that we received in response to our questionnaire. They are from the Chinese University of Hong Kong, Universiti Sains Malaysia, the University of the South Pacific, the University of Malawi, the University of Sri Lanka and the University of Zambia.

These contributions are too few to determine any trends or to formulate any generalizations on emerging patterns. There is little doubt that universities and academics are aware of what is being done in this field in other countries and it is more than likely that programmes have been established but are not reported. The background conditions which have given rise to this new development within universities, such as the increasing demand for higher education and the rapid expansion of universities resulting in the sudden increase of staff and heavy teaching loads, are present in many developing countries particularly India and Nigeria. It is also possible that other more pressing problems have taken precedence and placed the improvement of teaching low on their list of priorities. It is significant that all the programmes cited commenced about the time universities in developed countries were taking similar initiatives.

As in the developed countries the first step taken seems to have been the setting up of a Senate Committee representing a number of faculties with broad terms of reference to initiate programmes of research and training not only in regard to teaching by lecturers but also the learning process of students. This was sometimes preceded by a report submitted by an adhoc committee. While the programmes reported on seem to be only in incipient stages of formulation, it is encouraging to note that very rapid progress made by the University of Malawi. As an example of what is possible in the context of a university in a developing country we have included in an appendix the Final Report of the Advisory Committee on Teaching Methods on which their present programmes are based.

The other broad pattern that has emerged and which is similar to the trends discernible in developed countries stems from the need to provide and maintain up-to-date audio visual and electronic equipment, mostly imported, in subjects such as Education, Science, Engineering and Medicine. The focus for the promotion and development of such educational technology would be a semi independent centre or unit with full-time staff. This is combined usually with a concern not only for training in the use of this equipment but also with the general problem of improving the quality of teaching and research into both the teaching and learning processes. Examples of this are the Universiti Sains Malaysia and the University of Sri Lanka. The Medical Education Unit at the Peradeniya Campus of the University of Sri Lanka is unique in that it is funded internationally by the WHO and its work extends beyond the university to professional areas both in that country and overseas. Though it does not quite fit in with the normal pattern of a university teaching methods unit it is included here since its inspiration and focus is within the university and is an example of the impact a university unit can have outside its traditional boundaries.

INDEX OF UNITS IN DEVELOPING COUNTRIES

1. THE CHINESE UNIVERSITY OF HONG KONG

Address	Shatin, New Territories, Hong Kong Cable Sinoversity Telephone 12-612581
Name of Unit	The Committee on Instructional Development.
Chairman	Mr. John Gannon, BA, MA Columbia Director of Studies in English, Chairman of the Committee
Aims and Objectives	These are described in outline by the Committee's terms of reference namely: (a) To co-ordinate the provision of instructional development. (b) To promote activities designed for the improvement of teaching and learning in the University. In explanation of these terms of reference it might be pointed out that co-ordination is considered necessary in this Collegiate University since many facilities have yet to be integrated into a unified structure.
Source of Funding	The University's general fund.
Organization and Structure	The Committee is a new one, composed of academics but currently responsible to the Administrative and Planning Committee. It cannot be said to have a structure, as yet, although different individuals are responsible for the various aspects of the Committee's work.
Strategies, Research and Training	The Committee seeks to act in a limited way in all the following capacities: (a) To provide communications and information: an inventory of resources on campus is being compiled; it is intended to produce bibliographies and to publish a periodic newsletter. (b) To provide consultation services to staff, students and the administration. (c) To provide support and advice on the development of new teaching modes, in running workshops, seminars and conferences and with classroom diagnostic services when requested. (d) To establish one or two research projects related to aspects of university teaching and learning in the local context. Since the Committee is very young, some of these activities have yet to be fully established.
Personnel and Equipment	The Committee consists of seven members of staff and has no equipment or personnel other than its own membership, but is free to request the services of other units such as the micro-teaching laboratory of the School of Education.
Publications	Periodic Newsletter within the University.
Other Agencies	The Committee seeks to co-operate closely with the Education Committee of Chung Chi College.

2. UNIVERSITY OF MALAWI

Address	University Office P.O. Box 278, Zomba, Malawi Telephone Zomba 364/3 Telegrams University Zomba
Name of Unit	University Teaching Methods Committee
Contributor	Dr. G. Hunnings, BA, PhD, Vice-Chancellor
Aims and Objectives	(a) Organizing courses; lectures, and demonstrations on teaching methods; (b) Liaising with College Teaching Methods Committees; (c) Making recommendations through the Vice-Chancellor to Schools, Heads of Departments, and other University committees concerning teaching methods, students' work load, assessments, and research in these areas; (d) Responsibility for making available: (i) A list of individuals with special skills who are prepared to give advice; (ii) Details of relevant facilities for the furtherance of the objective of the improvement of the quality of teaching; and (iii) Details of relevant data including publications. (e) Advising the Vice-Chancellor on matters relating to University teaching methods.
Source of Funding	University funds with the possibility of seeking outside assistance for education specialists interested in this work to pay visits to other universities.
Organization and Structure	The University Teaching Methods Committee would have the following structure: (a) One representative elected from each school; (b) One representative elected by the Polytechnic Board of Governors' staff; (c) Head of the Department of Education or his nominee; (d) The Committee has the power to co-opt; (e) An elected Chairman from amongst the members of the Committee; The normal term of office for each member should be one year but renewable. Additionally, as the University of Malawi has a collegiate structure, each of the three colleges would have a teaching methods committee which would report to and liaise with the University Teaching Methods Committee. (The reason for this is that a particular college may have special problems which arise from the subjects represented in that college which are not taught in the other colleges.)
Strategies, Research and Training	The Department of Education at Chancellor College has already mounted successful courses in methods of teaching, standardization of assessments, use of audio visual equipment, and comparisons of the lecture and tutorial systems. The UTM will build on these experiences and undertake research related to the above topics. It is hoped that training can be provided for educationists interested in learning from

the experiences of other educationists who have been working in this field for sometime.

Personnel and
Equipment

The personnel are as detailed in answer to the question on organization and structure. The equipment is that already used in the colleges to ensure its more effective utilization and a closed circuit television system (without a productions unit) to enable the use of material already available as for example, from the Open University. When the UTM has been working for a while there will be requests for further equipment to enable it to function efficiently. This may form the basis of requests for financial assistance from donor agencies.

Publications

'Teaching in a University', Occasional Education Paper No. 1, University of Malawi, Zomba, 1976. R. Jackson (Editor)

'Advisory Committee on University Teaching Methods Final Report', University of Malawi.

'University Teaching Methods - some Common Lecturing Errors', Dept. of Education, University of Malawi.

'Principles of Measurement', The Polytechnic, University of Malawi.

'Principles of Measurement', Chancellor College, University of Malawi.

'University Teaching Methods - Seminar and Small Group Discussion', Chancellor College, University of Malawi.

Other Agencies

The Department of Education (which is headed by a Professor of Education) is responsible for the training of all teachers in the secondary school system in Malawi. In co-operation with the Ministry of Education they also participate in refresher and up-grading courses for established teachers. The main impetus and expertise available to the University Teaching Methods has come from this department which has been contributing to the aims and objectives of the now formally established UTM for some years.

3. UNIVERSITI SAINS MALAYSIA

Address	Minden, Pulau Pinang, Malaysia Telephone 25310-25319 Cable UNISAINS
Name of Unit	Educational Technology Unit (of the Centre for Educational Studies).
Director	Mr. Chang Min Phang, JSM, BA Malaya, Dip Ed Malaya and London MA London
Aim and Objectives	This unit was established in early 1974 with the following aims in mind: (a) To provide practical experience for education students in the preparation, production and utilization of educational media. (b) To provide operational, theoretical and production experience for students taking communication courses within the School of Humanities. (c) To help in the preparation and production of audiovisual materials for teaching and learning use in all sectors of the university. (d) To help with the provision of central advisory, information and consultancy services for the university on the application of educational technology to teaching and learning.
Source of Funding	The University's own budget. The bulk of the initial equipment was purchased with a loan from the World Bank. The United Nations Development Programme and UNESCO assisted by supplying four experts for approximately the first two and a half years of the Unit's operation and offering four one-year fellowships to local staff to enable them to read for Masters degrees in appropriate fields overseas.
Organization and Structure	The Unit functions as a division within the University's Centre for Educational Studies. It is headed by a Co-ordinator, whose academic interest is in Educational Technology and Curriculum Development. He is responsible to the Vice-Chancellor through the Director of the Centre for Educational Studies.
Strategies, Research and Training	Formal staff development activities were not spelt out as such for the Unit, but sections 3 and 4 of Aims and Objectives incorporate informal activities related to teaching and learning improvement. The Unit's first two years' effort concentrated on establishing the courses to be taught and the services to be offered. At the same time, though, academic staff with the right experience and expertise were few, two workshops, one on 'Teaching and Learning Problems in Universiti Sains Malaysia' and the other on 'The Training of University Teachers' were organized. A proposal for new academic staff to be attached to the Unit as part of their orientation programme is being worked out. A more comprehensive strategy for staff development is spelt out in 'A Proposed Strategy for the Process of Promoting Innovation in Teaching and Learning Educational Development in the Universiti Sains Malaysia' written by the Unit's Co-ordinator. Briefly the strategy is as follows: (a) The Unit's staff to help academic staff to find solutions to problems encountered in their individual courses. This generates school-based expertise. (b) This nucleus of staff in turn to lead in staff development activities within their own schools. (c) Staff development workshops to be organized both in the School-workshop. During this period the 'intern' will be attached to an experienced member of staff in the School.

(d) For new staff a years' internship' after initial training workshop During this period the 'intern' will be attached to an experienced member of staff in the school.

(e) Part-time in-service training workshops to be organized.

The ultimate aim of this strategy is a total educational development programme which would incorporate innovation, staff development, curriculum development, research and evaluation.

Personnel and Equipment

Personnel

- (a) Academic staff (four - including the Co-ordinator).
- (b) Office Staff - An administrative officer and clerical services.
- (c) A media librarian.
- (d) Two photographers.
- (e) A graphics artists.
- (f) Technical staff - A chief engineer
Three technical assistants
Seven technicians.

Equipment

(a) Television

Fully equipped TV studio suite including a Telecine chain. CCTV within the Unit. There is a separate set of equipment for outside recording. This section includes a maintenance workshop.

(b) Sound

Fully equipped sound studio suite. Two high speed cassette copying machines.

Fully equipped audio room with places for open reel, cassette and disc and two cubicles for voice recording. Radio receivers for off-air recording.

(c) Audio Visual

A wide range of equipment for loan to students and staff. The unit also provides and maintains the entire PA requirements for the University. A maintenance workshop is included.

(d) Media Library

A range of projection and sound equipment are placed in carrels for viewing and listening of the materials available in the library.

(e) Viewing Theatre and Classroom

Equipped for small group (40) viewing of films, slides, TV.

(f) Media Laboratory and Workroom

Equipped for audio visual material production and presentation.

Publication

- (a) The main publication so far is the Unit's Handbook of Academic Services', which is distributed to all academic and administrative staff of the University. To be published shortly is 'A Proposed Strategy for the Process of Promoting Innovation in Teaching and Learning and Educational Development in the Universiti Sains Malaysia', by the Co-ordinator of the Unit.

- Other Agencies
- (a) The Centre for Educational Studies of which this unit is a part. The Centre's academic staff whenever possible, contribute their expertise towards improving teaching and learning although their main concern is the training of teachers for the secondary schools.
 - (b) The Registry which organizes orientation programmes for new academic staff.

4. UNIVERSITY OF THE SOUTH PACIFIC

- Address P.O. Box 1168
Laucala Bay, Suva, Fiji
- Telephone Suva 27 131
- Name of Unit Senate Committee and teaching skills set up in 1976
- Contributor Dr. L.F. Brosnahan , MA, DLit. and Phil, Ley. Deputy Vice-Chancellor
- Description of Work Occasional lectures and seminars on the improvement of teaching in the university have been held from time to time within the three schools of the university usually involving visiting academics with a particular interest in the area. The Senate Committee is in correspondence with the Research Unit in University Education of the University of Western Australia with a view to developing a programme of work. The scope of the programme includes both teaching and learning skills. A questionnaire has been planned, directed to the staff which is intended to assist them in the process of evaluating the effectiveness of their own teaching. A day long teaching skills workshop was held on three major topics - evaluation of teacher effectiveness, constraints in the system and the assessment of student performance. It was attended by about a quarter of the staff. Recommendations for future action have been made to the Senate.

5. THE UNIVERSITY OF SRI LANKA (CEYLON) (PERADENIYA CAMPUS)

- Address Peradeniya Medical School
University of Sri Lanka
PERADENIYA
Sri Lanka
- Cable UNIVERSITY, PERADENIYA
Telephone 088301-8304
- Name of Unit The Medical Education Unit
- The Unit is sponsored by the World Health Organization as a Centre for the Training of Health Professionals in the South-East Asia Region.
- Director Prof. T. Varagunam, MD Ceylon, MRCP
- Contributor Dr. K. Jayasena, MBBS, Ceylon, PhD, Bristol
- Aims and Objectives
- (a) Training of teachers of Medical and Dental Schools of the University and of schools in the Para-Medical Health Sciences (Nursing, Community Health, Physiotherapy, Medical Laboratory Technology etc.)
 - (b) Provision of advice and expertise in the areas of curriculum design, training methodology and evaluation to schools involved in

training of health professionals.

(c) Research and development in the field of education of health professionals.

(d) Assisting the Ministries of Health in the development of health manpower to suit the health care needs of the countries in the South-East Asian region.

(e) Provision of expert advice to member countries of the South-East Asian region in the establishment of National (Medical) Teacher Training Centres and in the application of educational science in the training of health professionals.

(f) Production of audio visual and other learning aids for use by health professionals in the South-East Asian region.

Source of Funding

(a) The University of Sri Lanka

(b) The World Health Organization - in the original establishment of the Unit and for specific projects and development subsequently.

Organization and Structure

The Medical Education Unit functions as an independent entity of the Peradeniya Medical School.

The administration, the determination of policies and the planning and execution of educational activities are vested in a Committee elected by the Faculty Academic Committee. The Chief Executive of the Unit is the Director (presently the Professor of Medicine) who works in a part-time capacity.

The full-time staff includes lecturers, an electronic technician, a laboratory assistant and other supporting staff.

The staff-associates comprise of members of the academic staff who have been trained in medical education and who offer their services on a part-time basis.

The Faculty Curriculum Committee and the Faculty Evaluation Committee are the two main bodies which monitor and recommend the educational (policy) decisions of the Faculty. The academic staff members of the Faculty Academic Staff on specific projects.

The relationship with other schools and organizations concerned with training of health professionals is in a consultative capacity.

Strategies, Research and Training

The strategy of the Unit is to effect changes in the education of health professionals by working jointly as investigators with the staff of the respective institutes rather than in the capacities of impressionists and taxonomists.

Training - The Unit offers three main types of training programmes:

(a) Short-term courses (up to two weeks) in the elements of educational science to teachers of health professionals. In addition to the teachers of the Medical Schools, some courses have been open to the teachers of the Science, Engineering and Agriculture Faculties, as well as teachers of the Dental and Veterinary Schools. The courses for health professions have been conducted on an international (for the South-East Asian region), national and institutional levels. Since 1975, twenty such programmes in which 325 teachers from forty institutions participated, have been conducted by the Unit.

(b) Masters Degree Programme in Health Professional Education. This course which will be open to participants from Sri Lanka and South-East Asia will commence in 1978.

(c) Research - The Unit has conducted or is engaged in research covering the following areas:

- (i) Effect of awareness of learning objectives on student learning.
- (ii) Evaluation of the medical internship in Sri Lanka.
- (iii) A task-analysis approach to the development of institutional and instructional objectives for the Peradeniya Medical School.
- (iv) A training programme on "Cell Biology" for the pre-clinical medical students.
- (v) A study of the quality of health care provided in the Kandy District (of Sri Lanka).
- (vi) Development of health manpower to suit the health care needs of Sri Lanka.

Personnel and
Equipment

- (a) Academic Staff - Twelve at professional and senior staff levels.
- (b) Supporting Staff - Four full-time including a secretary, an electronic technician and a laboratory technologist.
- (c) Equipment - Complete video-taping system (Sony), overhead projectors, film-loop projectors, cassette tape recorders, spool tape recorders, slide projectors, audio-magnifying equipment, photocopier and duplicating machines.

Achievements and
Assessment

- (a) Parent Institution

All departments at the Peradeniya Medical School have developed comprehensive units of instructional objectives, made lesson plans and implemented a number of specific integrated learning units.

Formative evaluation and feed-back has been implemented in all the departments and diagnostic examinations administered regularly.

The Unit provides service and advice as well as support services to teachers to plan their teaching programmes.

A number of members of the staff have commenced research studies on the educational aspects of their specialities.

- (b) Nursing Schools and the Ministry of Health Services

Outside the Peradeniya Medical School the Unit has had the greatest impact on the nursing schools and the Ministry of Health Services. The former have had all their tutors trained in educational science (at workshops organized by the Unit), and regularly consult the Unit for advice on curricula and evaluation. At the request of the Ministry the Unit planned the organization, conduction and evaluation of a new three year course to train Assistant Medical Practitioners for Sri Lanka.

The Unit has also been requested to plan and organize a health Manpower Development Council for the country.

- (c) South-East Asian Region

Staff members from the Unit have acted as consultants in training programmes and assisted the WHO to establish National Teacher Training Centres in India, Bangladesh, Burma and Indonesia.

Publications

- (a) Helping Students Learn, WHO Chronicle (1973) 27, 153.
- (b) Effect of Awareness of Objectives on Student Learning. British Journal of Medical Education (1972) 5, 213.
- (c) Preliminary Evaluation of Medical Internship. Proceedings

of the Sri Lanka Association for the Advancement of Science (1975).

(d) Matching Health Manpower to Health Care Needs in Sri Lanka. (Mimeograph). Publication of the Sri Lanka Foundation Institute (1977).

6. UNIVERSITY OF ZAMBIA

Address	P.O. Box 2379, Lusaka, Zambia Cable UNZA Telephone 74030
Name of Unit	Educational Research and Curriculum Development Unit
Head	Dr. Lyson P. Tempo
Aim and Objectives	To carry out research in the development of University curricula and into the problems of teaching and learning.
Source of Funding	The University of Zambia
Organization and Structure	Four Research and Senior Research Fellows to carry out co-operative research.
Strategies, Research and Training	Staff Development Fellows have recently been appointed to study research methods outside Zambia. The university computer will be at the Unit's disposal.
Personnel and Equipment	As in Organization and Structure, four Research Fellows with a Head.
Publication	No publications yet but these will commence once the work is under way.

7. RESPONSES FROM OTHER UNIVERSITIES

The universities mentioned below responded to the letter sent by the Commonwealth Secretariat but did not complete the questionnaire. All of them expressed their great interest in the survey that had been undertaken endorsing the need to establish programmes of this kind to make university teaching more effective and wished to be kept informed of the results of the survey. A few of the universities were aware of similar programmes elsewhere and as at Dar-es-Salaam had initiated discussions within the faculties. In Sri Lanka a Senate Committee had been appointed to report on improving the quality of teaching in all the campuses. The report was submitted but no action had yet been taken.

Though all these universities reported that there was no systematic work being done a few of them seem to have taken the initial steps in that direction. The university of Hongkong reported that an induction programme for new members of the staff and an on-going consultative service which will initially co-ordinate existing services would shortly be available within the university and that this would eventually be supplemented by a programme of assistance designed by a member of staff appointed specifically for the purpose.

In the University of Guyana members of staff were encouraged by a system of incremental credit to participate in existing teacher training programmes in the Faculty of Education. From time the Faculty of Education has mounted short seminars on methods of learning and teaching in response to requests from other faculties. The university is now considering the introduction of a special

programme in teaching methodology for Instructors (trainee staff members).

Similarly the Universiti Teknologi Malaysia reported that action has been taken to establish a division in the Centre for Humanities Studies to take care of the university's teaching improvement programmes which would take the place of the present adhere programmes.

Responding universities

1. University of Dar-es-Salaam,
P. O. Box 35091,
Dar-es-Salaam,
Tanzania.
2. University of Guyana,
Turkeyan Campus,
P. O. Box 841,
Georgetown,
Guyana.
3. University of Hong Kong,
Pokjucam Road,
Hong Kong.
4. Jahangirnagar University,
Savar, Dacca,
Bangladesh.
5. Universiti Malaysia,
Lembah Pantai,
Kuala Lumpur,
Malaysia.
6. University of Malta,
Msida,
Malta.
7. Universiti Pertanian Malaysia,
Serdang, Selangor,
Malaysia.
8. University of Sri Lanka,
Senate House,
Ward Place, Colombo 7,
Sri Lanka.
9. University of Sri Lanka,
Katubedde Campus,
Moratuwa,
Sri Lanka.
10. Universiti Teknologi Malaysia,
Jalan Gurney,
Kuala Lumpur,
Malaysia.
11. University of the West Indies,
Cave Hill Campus,
P. O. Box 64,
Bridgetown,
Barbados.
12. University of the West Indies,
St. Augustine Campus,
Trinidad.