

PedaL Training Programme

1. Introduction

The PedaL training programme is founded upon learner-centred teaching and learning strategies that have been proven to maximize learning outcomes. Strategies that involve use of case studies, flipped classroom, role plays, simulations, threshold concept tools, reflective practice as well as a range of problem based learning activities are infused in all PedaL modules. PedaL places responsibility on teaching staff as facilitators to create the appropriate environment for a holistic teaching and learning experience. The PedaL experience integrates the student, content and a variety of learning resources to make learning interesting and effective both inside and outside the classroom. PedaL training immerses participants in a process of self-reflection and discovery. The training empowers teaching staff to question their assumptions about teaching and learning and to draw on their new knowledge, skills and experiences to construct, reconstruct or reinforce their set of coherent rational beliefs that guide their practice. The training helps to influence the teachers' ability to articulate or interpret course objectives, organize content and determine the stimuli that moves students towards attainment of expected learning outcomes.

2. Content

PedaL training is designed around PedaL pedagogy - a suite of intentional and integrated interventions in design, context, processes and content of teaching and learning aimed at maximizing learning outcomes among participants. PedaL pedagogy (schematic presentation in Appendix 3) is developed around the six modules summarized below:

- Pedagogical models and strategies - flipped classroom, case study teaching, simulation, role plays, guest speaker, Threshold Concepts tools, group work and reflective practice;
- Educational foundations and learning theories - personal teaching philosophy, theories of learning, and, education and society;
- Technology Enhanced Learning;
- Transformative curriculum and learning design – curriculum design, constructive alignment, learning design, threshold concepts, hidden curriculum and engendering curriculum;
- Leadership in pedagogical practice;
- Innovative assessment - innovative assessment strategies as well as e-Portfolios.

3. Expected Learning Outcomes

By the end of the PedaL training, the participants (university teaching staff) should be able to:

- Articulate and implement a personal teaching philosophy and employ reflective processes to improve practice;
- Analyse and employ effective teaching and learning strategies using applied, authentic and learner-centred practices informed by relevant theories, models and empirical evidence;



- Design and deliver inclusive teaching and learning experiences that address the diverse needs of learners and are responsive to emerging trends locally, nationally and internationally;
- Select and use appropriate teaching and learning materials, and monitor and adapt technology to facilitate learning;
- Construct and implement effective assessment practices for assessing learner progress and achievement in a range of learning experiences;
- Demonstrate pedagogical leadership in distinct contexts by identifying and sharing good practices across their universities and beyond.

4. Programme Architecture

PedaL training is offered in a flexible and blended mode with face-to-face sessions interspersed with online engagement and practical application of skills in the classroom. The programme is offered over a period of one year as illustrated in the diagram below:

	July-Sept 2019	Oct-Dec 2019	Jan-March 2020	April-June 2020	Duration
Face to Face sessions					42 hours
Online engagement					36 hours
Reflective practice					Continuous
Pedagogical leadership					Continuous
Annual convening					1 day

4.1 Face to Face Sessions

Sessions are delivered in a centralized location or in individual universities depending on the context. The training is facilitated by a core team of female and male trainers from across the continent and beyond. Initially, the training was notably supported by the Open University, UK; IDS, University of Sussex and University of Minnesota, US. Over time, capacity has been



embedded within the participating universities with a critical number of teaching staff undertaking a Trainer of Trainers programme to join the expanding team of resource persons.

The face-to-face training facilitates acquisition of pedagogical knowledge and skills through practical application of tools and technologies that facilitate exceptional learning moments. The training draws on the teachers' experience to extend and modify the teachers' pedagogical practices by applying pedagogical tools such as case studies, flipped classroom, simulations, role plays and threshold concept. Particular attention is paid to gender dynamics in the content of modules, selection of teaching and learning materials as well as classroom interactions.

Best practices on inclusivity such as equitable class participation and seeking the voices of the marginalized groups to bring issues that affect them at the centre of learning are also a critical feature of this interactive training. By the end of the face-to-face training session, the teaching staff are prepared to create and implement innovations in their teaching practices.

4.2 Online Engagement

The face-to-face teaching and learning experiences are reinforced by synchronous and asynchronous learning experiences on a virtual platform. Online engagement facilitates intra and inter staff interactions within their institutions and in the wider community of practice around PedaL. The PedaL virtual platform actively supports reflective practice, knowledge transfer and mentorship.

4.3 Reflective Practice

As part of the training, teaching staff formulate a personal teaching philosophy as well as pedagogical goals that shape their teaching and learning strategies. The goals are pursued over the academic year through application of the knowledge, skills and experiences in selected graduate social science courses. Teaching staff are expected to capture and share a summary of reflections on their pedagogical experiences periodically.

4.4 Annual convening

Teaching staff are provided an opportunity to share their experiences and lessons learnt with peers implementing PedaL pedagogy in graduate programmes in a 3-day annual convening at the end of each year; this marks the end of the PedaL training cycle. The convening is held either centrally or hosted in participating universities. During the convening, teachers share the feedback from students, peers, resource persons, university administration as well as their personal reflections on teaching and learning experiences in their classrooms. Important learning points are fed forward into a continuous process of improvement of the PedaL training programme. The annual convening also serves to strengthen PedaL network effects as well as linkage to relevant stakeholders.

4.5 Certification and Recognition

There are three levels of certification for completion of distinct training activities:

- Upon successful completion of the face-to-face session and online engagement activities, participants are awarded a certificate of accomplishment;



- Upon completion of all training, reflective practice and pedagogical leadership activities participants attain a PedaL fellow status attesting outstanding competence;
- Once the full PedaL programme is accredited by participating universities¹; participants who pursue various training programmes at the universities will obtain respective degrees: post graduate certificate; post graduate diploma; or master's degree in pedagogical innovation and leadership.

5. Participant Feedback

To date, all PedaL trainings have been very successful and participants have perceived the training as an “eye opener” and “a project for the future”. The feedback continues to provide impetus for scaling the heights in integrating pedagogical innovations in programme delivery.

Some of the observations shared on past PedaL trainings are captured below:

“The workshop has opened up a new world for me for experiential learning. On day one, I thought the training was unnecessary but at the end, I realized my students have been missing out on many interesting and engaging ways of sharing knowledge, rather ‘impacting knowledge.’”

“The workshop and strategies are extremely useful and will help improve teaching and learning in my classes. This should not be a one-time event but a continuous engagement to fully understand and integrate the strategies.”

“I used many of the pedagogical strategies that we have been learning about. I enjoyed it a lot. So I am really grateful.”

“I'm highly privileged to be associated with PedaL. It is injecting life, excellence, and hope into our higher education. It's creating a bright future.”

6. Conclusion

The PedaL training programme embraces teaching and learning as an art to be orchestrated in classrooms through thoughtful preparation of university teaching staff. This is consistent with the perspective expressed in The Chronicle of Higher Education that:

‘...teaching is a craft, learned not just in a single class, practicum, or workshop. Rather, it's a recursive process, developed through trial and error — and yes, by “fire” — but also through conversation with others: a mentor, a cohort, your peers².’

¹ Egerton University and Uganda Christian University have launched the accreditation process for a post graduate diploma while Uganda Martyrs University is accrediting a master's programme in PedaL.

² Elizabeth Alsop, 2018: Who's Teaching the Teachers? In *The Chronicle of Higher Education*, February 11, 2018

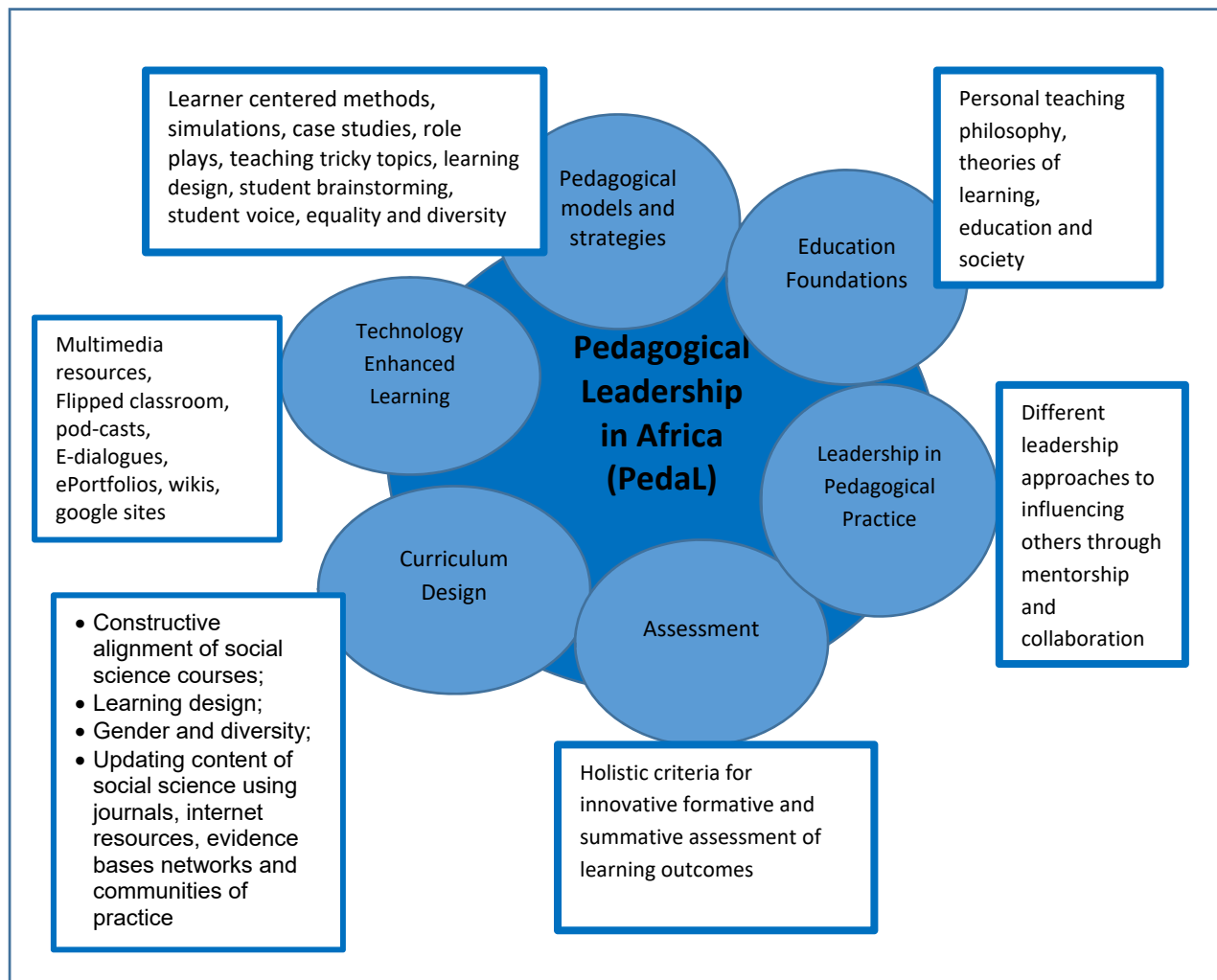
<https://www.chronicle.com/article/Who-s-Teaching-the-Teachers-/242488>



For PedaL, the journey of pedagogical transformation is gathering momentum as additional university academic staff and universities express interest in this unique training programme. The past and anticipated sequence of PedaL activities is captured in Appendix 4. Going forward, PedaL aims to secure strategic partnerships with universities for effective and sustainable delivery of the PedaL training so as to create the desired impact.

Appendix 3: Schematic Representation of PedaL Pedagogy

PedaL pedagogy comprises the six building blocks/modules illustrated in the Table below: pedagogical models and strategies; educational foundations; Technology Enhanced Learning; transformative curriculum and learning design; leadership in pedagogical practice; and, innovative assessment.



Appendix 4: Schematic Representation of PedaL Programme Implementation

