



PEDAGOGICAL LEADERSHIP IN AFRICA Pedal

**Catalysing systemic change in teaching
and learning in African Universities**

PedaL is a four year initiative running from 2018 to 2021. Initially working in Kenya, Uganda, Tanzania, Nigeria and Botswana; PedaL aims to reach 7000 university students and 1000 academic staff in over 30 African universities across the continent.

PedaL brings together a diverse team with a shared vision of transforming teaching and learning practices to enhance the quality of graduate programmes across African universities. The team works with academics and university leadership to introduce intentional and integrated interventions in design, context, processes and content of teaching and learning aimed at maximizing learning outcomes among students.

The partnership of 8 institutions includes:

- » The Partnership for African Social and Governance Research (PASGR);
- » Alliance for Research Universities in Africa (ARUA);
- » Institute of Development Studies (IDS) of the University of Sussex, UK;
- » Egerton University, Kenya;
- » Uganda Martyrs University, Uganda;
- » University of Dar es Salaam, Tanzania;
- » University of Ghana, Ghana;
- » University of Ibadan, Nigeria;

The partnership of 8 institutions combines an understanding of the contexts of participating universities with global perspective to innovate in pedagogy in tandem with global norms, trends and practices.

PedaL is one of nine Strategic Partnerships for Higher Education Innovation and Reform (SPHEIR) established by the UK Department for International Development (DFID) which seek to transform the quality, relevance, access and affordability of higher education.



Why PedaL?

Africa's emerging economies are in need of graduates with innovative minds, critical thinkers and people with an entrepreneurial spirit, to take the continent to the next level. The Pedagogical Leadership in Africa (PedaL), seeks to create systemic change in the teaching and learning of social sciences in universities in Africa, to enable them to produce graduates who meet the continent's labour market needs, and contribute to economic and social development.

PedaL is supporting universities to produce quality graduates through five key activities:

- » Designing features and processes that drive and sustain leadership in pedagogical practice and leadership
- » Training and equipping academics with competencies for pedagogical practice and leadership;
- » Supporting delivery of graduate social science programmes using PedaL pedagogy;
- » Creating and sustaining an active community of practice around PedaL;
- » Facilitating the institutionalisation of PedaL in participating universities.

Unique Features

In PedaL, you should expect a galore of exceptional learning moments, gender and inclusivity, reflective practice and to shine a torch on a pathway.

Exceptional learning moments

The PedaL training programme embraces teaching and learning as an art to be orchestrated in classrooms through thoughtful preparation of university teaching staff. The programme uses a combination of tools such as digitally enabled case studies, flipped classroom, role plays, simulations and tricky topics to support a range of interesting problem-based learning activities aimed to engender deep learning that maximises learning outcomes. Teaching staff are trained to create the appropriate environment for practical application of tools and technologies for a holistic teaching and learning experience. Teaching staff are equipped to integrate the student, content and a variety of learning materials to make learning interesting and effective both inside and outside the session.

Gender and Inclusivity in PedaL

The programme pays particular attention to gender dynamics in the content of modules, selection of teaching and learning materials as well as interactions within sessions. It applies best practices on inclusivity, such as

equitable class participation and seeking the voices of the marginalised groups to bring issues that affect them at the centre of learning.

Reflective practice

As part of the training, the teaching staff formulate a personal teaching philosophy and pedagogical goals that shape their teaching and learning strategies. Personalized intrinsically motivated pedagogical goals are pursued over the academic year through application of the knowledge, skills and experience to selected graduate social science courses. The personal reflections of teaching staff are documented in reflective logs that provide important learning points to feed forward into a continuous process of improvement.

PedaL scholars convene in the year to showcase best practice and to share experiences on their pedagogical journeys.

Shine a torch on a pathway

PedaL fellows demonstrate leadership by sharing knowledge and skills as well as challenging and influencing the pedagogical practices of peers.

PedaL – 4 Ways!

The PedaL pedagogy comprises six building blocks/modules: Pedagogical models and strategies; Educational foundations; Technology-enhanced learning; Transformative curriculum and learning design; Leadership in pedagogical practice; and, Innovative assessment. The design of PedaL exudes dynamism as university teaching staff can choose from a menu of four programmes that evolved by popular demand.

| Programme | Content | Duration | Award |
|---------------------------|--|---|---|
| PedaL Core | Essential components of the 6 modules | 7 days face-to-face and 36 hours of online engagement | Certificate of accomplishment PedaL fellow |
| Post graduate certificate | 4 modules (excludes Technology-enhanced learning; and, Leadership in pedagogical practice) | 1 year | Post graduate certificate in PedaL |
| Post graduate diploma | 6 modules | 1 year | Post graduate diploma in PedaL |
| Masters | 6 modules and university specific electives | 2 years | MA in Pedagogical practice and leadership |

The architecture of Pedal programmes assumes a blended approach with face-to-face sessions as well as online engagement. In the face to face sessions — facilitated by trainers from the continent, assisted by Open University, UK; and, IDS, University of Sussex — who impart pedagogical knowledge, skills and experiences through exciting and interactive learning experiences.

This is reinforced by intra and inter staff interactions within their institutions and in the wider community of practice around Pedal. The virtual platform will support reflective practice, knowledge transfer and mentorship.

“...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 peers.

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About PASGR

The Partnership for African Social and Governance Research (PASGR) is an independent, non-partisan pan-African not-for-profit organisation established in 2011 and located in Nairobi, Kenya. PASGR is a 501(c) (3) not-for-profit organisation. Currently engaged in more than 12 African countries, PASGR works to enhance research excellence in governance and public policy that contributes to the overall wellbeing of the population. PASGR focuses on the production and dissemination of policy relevant research; designing and delivery of suites of short professional development courses for researchers and policy actors; and development of collaborative higher education programmes. Through three core programmes (research,

professional development and training and higher education), and in collaboration with the right mix of universities, research institutions, government, policy actors, researchers and academics, PASGR works towards a vibrant African social science community addressing the continent’s public policy issues.

Partnership for African Social & Governance Research (PASGR)

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SPHEIR is a competitive grant fund established by the UK Department for International Development (DFID) to support innovative partnerships working to transform higher education in low-income countries. Visit www.spheir.org.uk | Follow #SPHEIR

