



UNIVERSITY OF SRI JAYEWARDENEPURA

Staff Development Centre

Certificate Course

In

Teaching in Higher Education

University of Sri Jayewardenepura

Located in a beautiful setting at Gangodawila, Nugegoda, fifteen kilometres away from Colombo, the University of Sri Jayewardenepura is one of Sri Lanka's foremost state universities. The history of the University goes back to 1883 when the Venerable Hikkaduwe Sri Sumangala Thero established the Vidyodaya Pirivena (a centre of learning for Buddhist monks) at Maligakanda. The University Act No. 45 of 1958 elevated the Vidyodaya Pirivena to University status. With this transformation, the University was shifted to its present location at Gangodawila, Nugegoda.

On the 1st of January, 1979 exactly 20 years after its inauguration, the Vidyodaya University was renamed as the University of Sri Jayewardenepura (USJ) as per the University Act No. 16 of 1978. Today, the USJ is one of the largest university in the country spreading over 55 acres of land and comprising of eight faculties: Humanities and Social Sciences, Applied Sciences, Management Studies and Commerce, Medical Sciences, Graduate Studies, Engineering, Technology, and Allied Health Sciences.

Staff Development Centre – University of Sri Jayewardenepura

To strengthen the staff development programmes in the University of Sri Jayewardenepura, the Staff Development Centre was established in 2000. Functions of SDC was strengthened under the mandate given by the UGC circular No 937. The SDC of the USJ is a Tier I centre as the annual student intake is more than 5000 students. In addition to carrying out in-service training programmes, the SDC provides expert services in staff development, educational technology and E-learning.

The SDC is headed by the Director, a senior academic of the University and there are two other part-time coordinators to support the director.

The SDC is responsible for providing training programmes for;

- a) Senior Management
- b) Academic Staff
- c) Executive and Staff Categories
- d) Academic Support Staff
- e) Technical officers and
- f) Other non-academic, non-administrative staff

Certificate Course in Teaching in Higher Education(CTHE) is one of the major programmes conducted by the SDC of USJ.

Certificate Course in Teaching in Higher Education

This CTHE course is intended to offer the Probationary Lecturers and Senior Lecturers who were recruited in the recent past and who were not able to undergo any SD course. The course is planned to conduct in such a manner that the lecturers will be able to continue their routine work at the faculties while following the above course.

This course has been designed based on the training manual for “Induction Program for Academic Staff of Sri Lankan Universities” developed by the University Grant Commission (UGC) under Higher Education for the Twenty-First Century (HETC) Project. The course is designed to involve the participants in about 150 hours.

Module Number	Module	Topics	Notional Hours
1	Orientation as a University Teacher	<p>Introduction to the University System</p> <p>The University Teacher</p> <p>University Act and Ordinance</p> <p>Academic and Organizational Structure of the University</p> <p>Education Reforms in the 21st Century</p> <p>University Ranking</p>	15
2	Curriculum Design and Revision	<p>The pressure to Change, Resistance to Change and Success Factors in Curriculum Development</p> <p>Sri Lanka Qualification Framework</p> <p>Graduate Attributes and Graduate Profiles</p> <p>Outcome-Based Curriculum Development Model</p> <p>Constructive Alignment and Integrated Course/Program Design</p>	15
3	Teaching and Learning Methods	<p>Training Needs and Target Population</p> <p>Teaching Philosophy and Teaching Portfolio</p> <p>Levels of Learning and Learning Outcomes</p> <p>Learning Styles and Learning Theories</p> <p>Lesson Planning</p>	25
4	Teaching Practice	<p>Lesson Planning</p> <p>Delivering a Lesson</p>	20

5	Assessment and Evaluation	<p>Introduction to Assessment and Evaluation Summative and Formative Assessments</p> <p>Assessment Methods and Types of Questions</p> <p>Marking Schemes, Model Answers and Assessment Rubrics</p> <p>Moderation of Assessments</p>	15
6	Research in Higher Education	<p>Role of Research in Societal Evolution and Career Development</p> <p>Research Proposals and Design Topic</p> <p>Scientific writing Communication for Publication of Research</p> <p>Reference Style/s</p> <p>Ethical Issues in Research</p>	15
7	ICT skills in Higher Education	<p>ICT-based Teaching Methods</p> <p>ICT-based Assessment Methods</p> <p>Role of ICT Tools in Teaching and Learning</p>	15
8	Personal Development and Counselling	<p>Career Goals and Continuous Professional Development</p> <p>Time and Stress Management</p> <p>Soft Skills, Reflective Practice and Emotional Intelligence</p> <p>Improvement of Professional Skills and Interpersonal skills in group work as a university academic</p> <p>Academic and Personal Counselling</p>	15
9	University Administrative Procedures	<p>Introduction to university administrative and financial regulations (AR and FR) and procedures</p> <p>Disciplinary Matters, Rights and Obligations of University Employees,</p>	10

		Human Rights University Examination Procedures	
10	Strategic Planning and Management for Universities	Introduction to Strategic Planning and Management in the Universities and Institutes	5
Total			150

Module	Module Aims
Orientation as a University Teacher	To create an awareness of the higher education system of Sri Lanka and the role of the University teacher so that the participants can contribute maximally to the growth and development of this crucial sector.
Curriculum Design and Revision	To teach the principles and practice of curriculum development and revision so that participants will be able to develop curricula at different levels (course, module, degree) in higher education to satisfy stakeholder expectations.
Teaching and Learning Methods	To teach the principles and practice of a range of methods of teaching and styles of learning that could be applied in Higher Education so that participants will be able to identify and use the most appropriate instruction techniques to suit their teaching/learning situation.
Teaching Practice	To provide an opportunity to develop the ability and skills to develop and deliver teaching sessions so that participants will be able to improve their teaching style for the enhancement of students' learning.
Assessment and Evaluation	To teach the principle and practice of assessment and evaluation so that participants will be able to determine appropriate assessment strategies to ensure validity, reliability and practicability of student assessment, and achieve lesson, course and degree objectives. Determine appropriate teacher and course evaluation strategies to maximize the effectiveness of lessons, courses and degree programs.
Research in Higher Education	To teach the principles and practice of engaging in research as an academic in higher education so that it could contribute to career advancement and in national and economic development.
ICT skills in Higher Education	To teach the principles and practice of using ICT in Higher Education so that participants would be able to develop the ability to use technology appropriately for the advancement of learning, teaching and assessment in higher education and facilitate the development of ICT skills in students through discipline-based teaching.
Personal Development and Counselling	To impart the knowledge, skills and attitudes to improve personality, interpersonal relationships and emotional intelligence so that the professionalism of University teachers is achieved and enhanced.

University Administrative Procedures	To impart knowledge, skills and attitudes in taking on the responsibilities of administration and management by a university lecturer so that discharging of duties in teaching, research and administration could be achieved effectively and efficiently.
Strategic Planning and Management for Universities	To impart knowledge and generate awareness of the significance of strategic management so that participants could contribute to such starting from early career development.

Attendance

Attendance of the participants is treated compulsory. Participants are expected to actively involve in discussions during the sessions. It is expected that the participants will learn from each other and share the best practices adopted by them. This course provides the participant with an opportunity to meet academic staff from different faculties and universities.

Resource Persons

Professor Dhammika Thanthirigoda, Emeritus Professor, University of Sri Jayewardenepura

Chancellor, Open University of Sri Lanka

Senior Professor (Ms) Deepthi Bandara, University of Sri Jayewardenepura, Former Director of the Quality Assurance Council of the University Grants Commission

Senior Professor (Ms) Samanthi Senaratna, Department Accounting, Director, Quality Assurance Cell, University of Sri Jayewardenepura

Senior Prof. M. M. Pathmalal, Dean, Faculty of Graduate Studies, University of Sri Jayewardenepura

Prof. Prasad Sethunga, Department of Education, University of Peradeniya

Prof. R. B. Marasinghe, Faculty of Medical Sciences, University of Sri Jayewardenepura

Prof. Aruna Shantha Gamage, Department of Human Resource Management, University of Sri Jayewardenepura

Prof. Saman Yapa, Director, Staff Development Centre, University of Sri Jayewardenepura

Dr. U. Mampitiya, Senior Lecturer, Open University of Sri Lanka

Dr. Nayana Wijayasundara, Librarian, University of Sri Jayewardenepura

Dr. Pradeepa Wijetunga, Librarian, University of Colombo.

Dr. (Ms.) D. H. H. Munasinghe, Senior Lecturer, Department of Botany, University of Sri Jayewardenepura

Dr. Ramani Perera, Senior Lecturer, Department Psychiatry, University of Sri Jayewardenepura

Dr. S. M. P. Seneviratne Alles, Senior Lecturer, Department Psychiatry, University of Sri Jayewardenepura

Mr. C. Ranil Peiris, Senior Lecturer, Department of Information Technology, University of Sri Jayewardenepura

Mr A.B. Welivita, Registrar, University of Sri Jayewardenepura

Ms. K. T. C. Priyangani, Bursar, University of Sri Jayewardenepura

Portfolio

Participants are required to submit a portfolio at the end of the course. The objective of this reflective portfolio is to present a report that summarises the insights and experiences participants have gained from the CTHE course. Participants are expected to critically assess the use of theoretical knowledge in an applied setting.

Chapter One : Introduction

- Introduction of the portfolio
- About yourself – your journey to become a university academic and future goals
- The role of the University teacher
- Existing/potential role in national development
- Challenges in work family life balance
- Annexure : Curriculum Vitae

Chapter Two: Sri Lankan Higher Education Institutes in the 21st Century

- Evolution of University system in Sri Lanka
- Evolution of your University
- Challenges faced by Sri Lankan universities today
- Changing landscape of the higher education system in Sri Lanka
- Any changes you propose to the University Act

Chapter Three: Curriculum Design and Revision

- Importance of outcome-based education
- Curriculum design process in your department/faculty
- Strengths and Weaknesses of the process
- How to improve the curriculum development process in your faculty/department?
- Annexure: Graduate profile of the University/Faculty/Department
- Annexure: Constructive alignment of programme learning outcomes (PLOs) to subjects
- Annexure: Teaching materials developed for SCL/PBL

Chapter Four: Teaching and Learning Methods

- Teaching and learning theories
- Teaching/Learning methods adopted in the class
- Challenges in teaching for the large classes
- Development of teaching materials, especially for student-centred-learning/problem based learning
- Any involvement as a resource person of workshops/seminars/training programmes etc. (if any)
- Postgraduate teaching (if any)
- Possibility of using your postgraduate experience in the Sri Lankan university setting. (if applicable)
- Annexure: Course outline of one subject taught by you.
- Annexure: Lesson plan for one lesson taught by you
- Annexure: Questionnaire used to obtain feedback from students and sample feedback given by the students for a course taught by you

Chapter Five: Assessment and Evaluation

- Importance of assessment and evaluation in the learning process
- Importance of providing feedback to students
- Your experiences in conducting assessments
- Annexure: A final exam paper and a continuous assessment prepared by you. You must indicate the ILOs achieved through the assessment. The marking scheme/Rubric also must be attached.

Chapter Six : Research in Higher Education

- Importance of research for the development of society as well as the person.
- How to avoid predatory journals and publish in indexed journals?
- Your experience in conducting research and publishing research papers.
- Annexure: Sample papers published by you in journals or conference proceedings
- Annexure: List of your publications

Chapter Seven: ICT skills in Higher Education

- Use of technology for teaching
- Audi-visual tools available for teaching
- Online resources available for teaching and research
- Your experience in using technology for teaching/research
- Annexure: Any evidence of using technology for teaching by you.

Chapter Eight: Personal Development and Counselling

- Importance of soft skills for a university lecturer
- Continuous professional development
- Your experience in working as a team member
- Role of mentor/academic counsellor
- Involvement in professional organizations (if any)
- Involvement in activities outside university
- Annexure: Evidence of working as a student/academic counsellor

Chapter Nine : University Administrative Procedures

- The important role played by the executive staff and non-academic staff in performing your duties
- Your experience in working with the non-academic and academic-support staff
- Your involvement in developing the strategic plan of the department/faculty/university

Chapter Ten : Conclusions

Eligibility for the Certification

Participants are required to attend at least 80% of the scheduled sessions and to submit the satisfactorily completed portfolio by the deadline to be eligible for the certificate. If a participant will not be able to attend 80% of the sessions s/he may complete the course with the next batch with prior approval.

Contact Details:

General Inquiries

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