

# Opportunities and Challenges for Innovative Teaching Learning Practices Introduced Through QA Process of the Higher Education System in Sri Lanka: Students Perspectives of the University of Peradeniya



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University of Peradeniya

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progression

towards

development

of a quality

culture in the

Higher

Education

sector

2001

- Quality Assurance Handbook published by the Committee of Vice-Chancellors and Directors (CVCD) and the University Grants Commission (UGC)

2004 to  
2013

- First version of the Sri Lanka Qualification Framework (SLQF) Guidelines
- Subject Benchmark Statements
- Subject Review/Institutional Review **1<sup>st</sup> Cycle**

2015 to  
2016

- Programme Review Manual & updated version of SLQF Guidelines
- Institutional Review cycle **2<sup>nd</sup> Cycle**

2017 to  
2018

- Programme Review /Institutional Review **2<sup>nd</sup> Cycle** (Humanities and Social Sciences, Law, Fine Arts & Management & Commerce)

2019

- Programme Review /Institutional Review **2<sup>nd</sup> Cycle**
- (Agriculture, Allied Health Sciences, Dental, Medicine, Vet Medicine and Animal Sciences )
- Review of SLQF

# Rationale

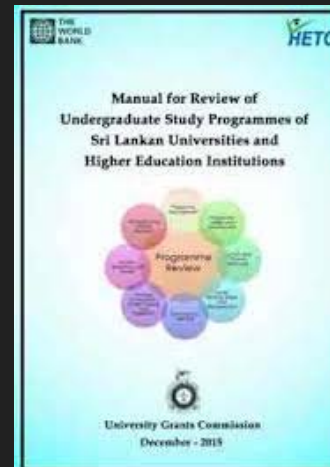
- During the last two decades, increasing concern has been expressed about the quality of university education (Gunawardena, 2017).
- Programme Manual has been prepared by the Quality Assurance Council (QAC) of the UGC for review of undergraduate study programmes of Sri Lankan Universities and Higher Education Institutions which was based on **8 Criteria and 156 Standards**.
- Among the above 8 Criteria, 2 are specifically focused on Teaching Learning and Learning Environment, Student Support and Progression. Standards pertaining to those 2 Criteria specifically expect the study programmes **to implement innovative teaching learning practices incorporating technology**.
- These practices are **Outcome Based Education, Student Centered Learning ,Blended Learning under use of Learning Management Systems (LMS)**. Current study will particularly focused on identifying opportunities and challenges of implementing such practices from the perspectives of students.

# Programme Manual Criteria/Standards

- Programme Management (27)
- Human and Physical resources (24)
- Programme Design and Development (19)
- Course Module Design and Development (19)
- Teaching and Learning (19)
- Learning Environment, Student Support and Progression (24)
- Student Assessment and Awards (17)
- Innovative and Healthy Practices (14)

Outcome Based Education  
Student Centered Learning  
Blended Learning

Learning Management System (LMS)



# Research problem

- Eventhough the manual expects the study programmes to implement innovative teaching learning practices incorporating technology one lecturer must consider students and their motivation to engage – or not – in courses which include the use of ICTs
- Controversial issues of ICT use in the field of humanities and social sciences
- Lack of understanding about the appropriate role of technology-related pedagogical practices



# Methodology & research Tools

| Research Questions   | Required data   | Research Tools   |
|--|---|--|
| 1) What are the innovative teaching learning practices introduced under the QA process in Sri Lanka?                 | Innovative teaching learning practices included in the Programme Manual,                            | Document Review  |
| 1) What are the student's views and experiences of innovative teaching learning practices in their study programmes? | Student's views and experiences of innovative teaching learning practices in their study programmes | Individual and Focus Group Interviews with students /Questionnaire     |
| 1) How the academic's view the effects of innovative teaching learning practices on their learning?                  | Academic's responses on the effects of innovative teaching learning practices on their learning     | Individual and Focus Group Interviews with academics /Questionnaire    |
| 1) What challenges and opportunities emerge in the context in relation to the above practices?                       | challenges and opportunities emerge in the context in relation to the above practices               | Individual and Focus Group Interviews with past students/Questionnaire |

# University of Peradeniya    Number of students



www.pdn.ac.lk

| Faculty                              | Number of departments | Number of degree programmes | Number of students (2017) |
|--------------------------------------|-----------------------|-----------------------------|---------------------------|
| Agriculture                          | 08                    | 03                          | 940                       |
| Allied Health Sciences               | 06                    | 05                          | 784                       |
| <b>Arts</b>                          | <b>17</b>             | <b>21</b>                   | <b>4396</b>               |
| Dental Sciences                      | 07                    | 01                          | 395                       |
| Engineering                          | 08                    | 01                          | 1661                      |
| <b>Management</b>                    | <b>05</b>             | <b>01</b>                   | <b>615</b>                |
| Medicine                             | 16                    | 01                          | 1288                      |
| Science                              | 08                    | 04                          | 2157                      |
| Veterinary Medicine & Animal Science | 05                    | 01                          | 387                       |
| <b>Total number of students</b>      |                       |                             | <b>12623</b>              |



# Data Collection Focus Group Discussion (n = 39)



| Name of the Faculty                      | Number of students |
|--|--------------------|
| Agriculture                              | 10                 |
| Allied health Sciences                   | 04                 |
| Arts                                     | 05                 |
| Dental Sciences                          | 05                 |
| Engineering                              | 06                 |
| Faculty of Science                       | 05                 |
| Veterinary Medicine<br>& Animal Sciences | 04                 |
| <b>Total</b>                             | <b>39</b>          |

# Focus Group Discussion Findings



Moodle is the only LMS in our Faculty. Usually lecturers put some presentations on it and we use them.

Until 2<sup>nd</sup> year we did presentations as pairs. There is self learning time for us to do independent learning.

Faculty e-learning system is well functioning.

LMS was introduced only this semester . It would be good if all the lecturers upload their presentations .

LMS is not widely used .Some lecture materials sent through e-mail to the batch rep.

Some departments introduced LMS and got our emails. But they use traditional methods.

# Focus Group Discussion Findings

*Most of the subjects are just doing a lecture and evaluating after end of the semester.*

*Through e-learning system we can get information on course contents, practical sessions and exam schedules. If absent we can get missing lecture notes.*

*plans are given and they expect the outcome should be practical. But during the course they lose focus and conduct it in a different way.*

If all lecturers uploaded their materials to LMS it would be beneficial.

There are a lot of student centered learning methods in the Faculty. In some courses group work, projects, presentation activities are being practiced.

Sometimes we are in trouble due to student centered learning. We haven't enough time to fulfill expected work with limited time.

# Data Collection Questionnaire

## Purposive Sample

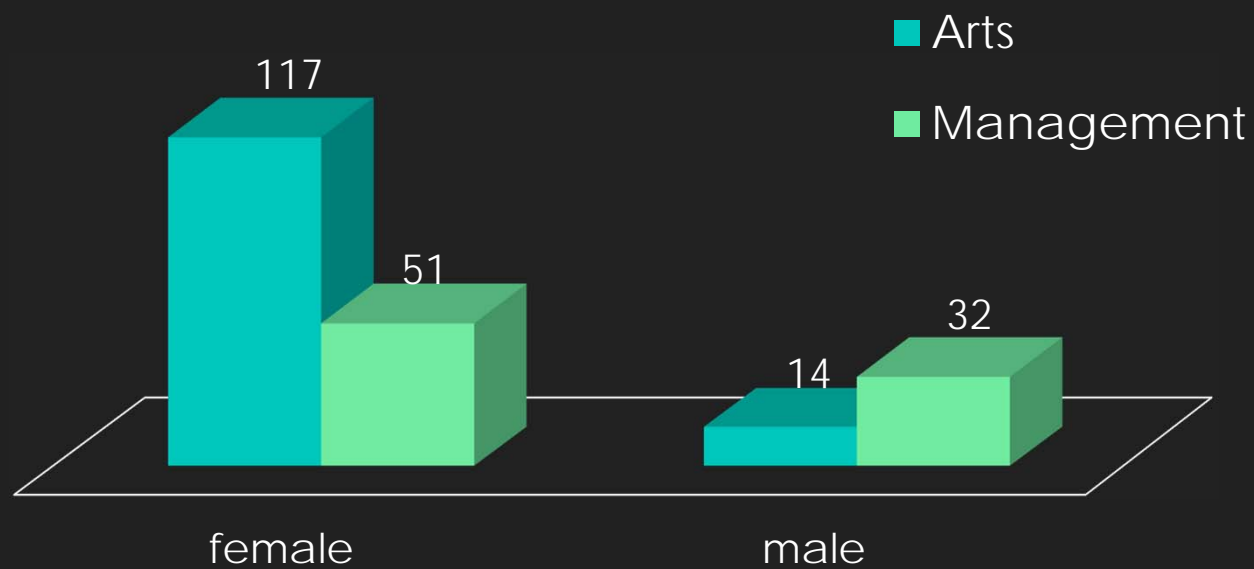
| Faculty      | Academic Year   | Number of Respondents |
|--------------|-----------------|-----------------------|
| Arts         | 3 <sup>rd</sup> | 121                   |
|              | 4 <sup>th</sup> | 44                    |
| Management   | 2 <sup>nd</sup> | 73                    |
|              | 4 <sup>th</sup> | 11                    |
| <b>Total</b> |                 | 214                   |



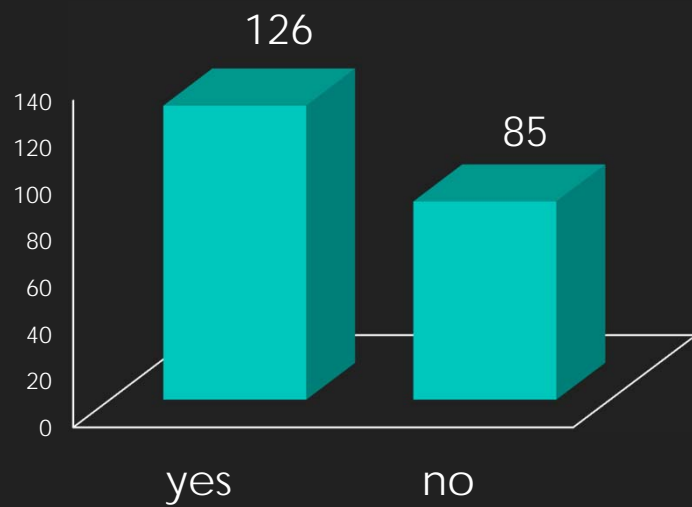
A teal-colored speech bubble with a diagonal line pattern, pointing downwards. The text "Data analysis" is written inside in white.

Data analysis

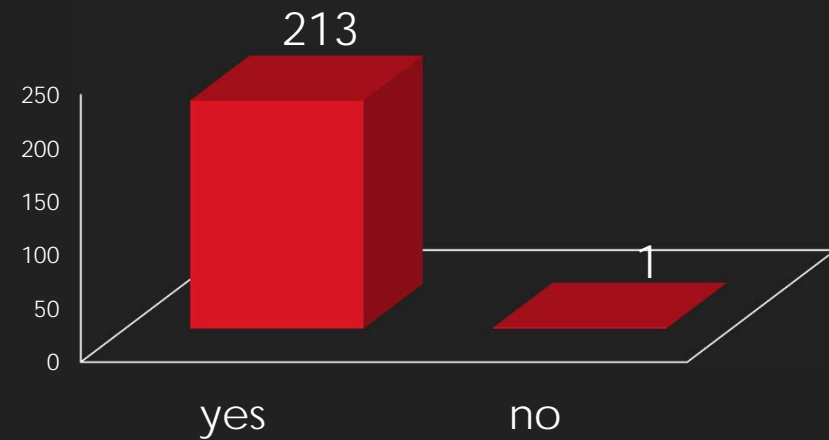
# Sample – Gender and faculty wise



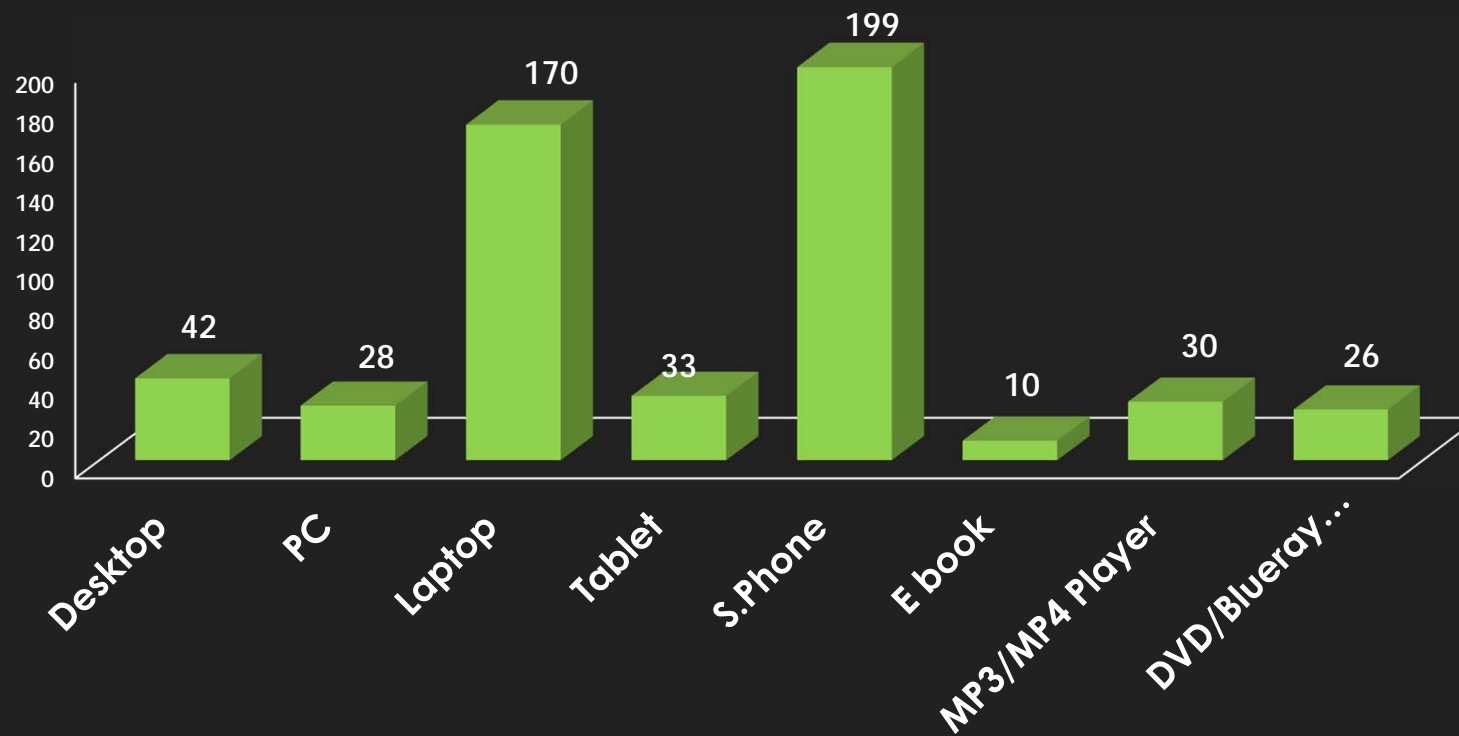
## Internet access at home/hall/room



## Use mobile internet on your phone



# Devices which you have

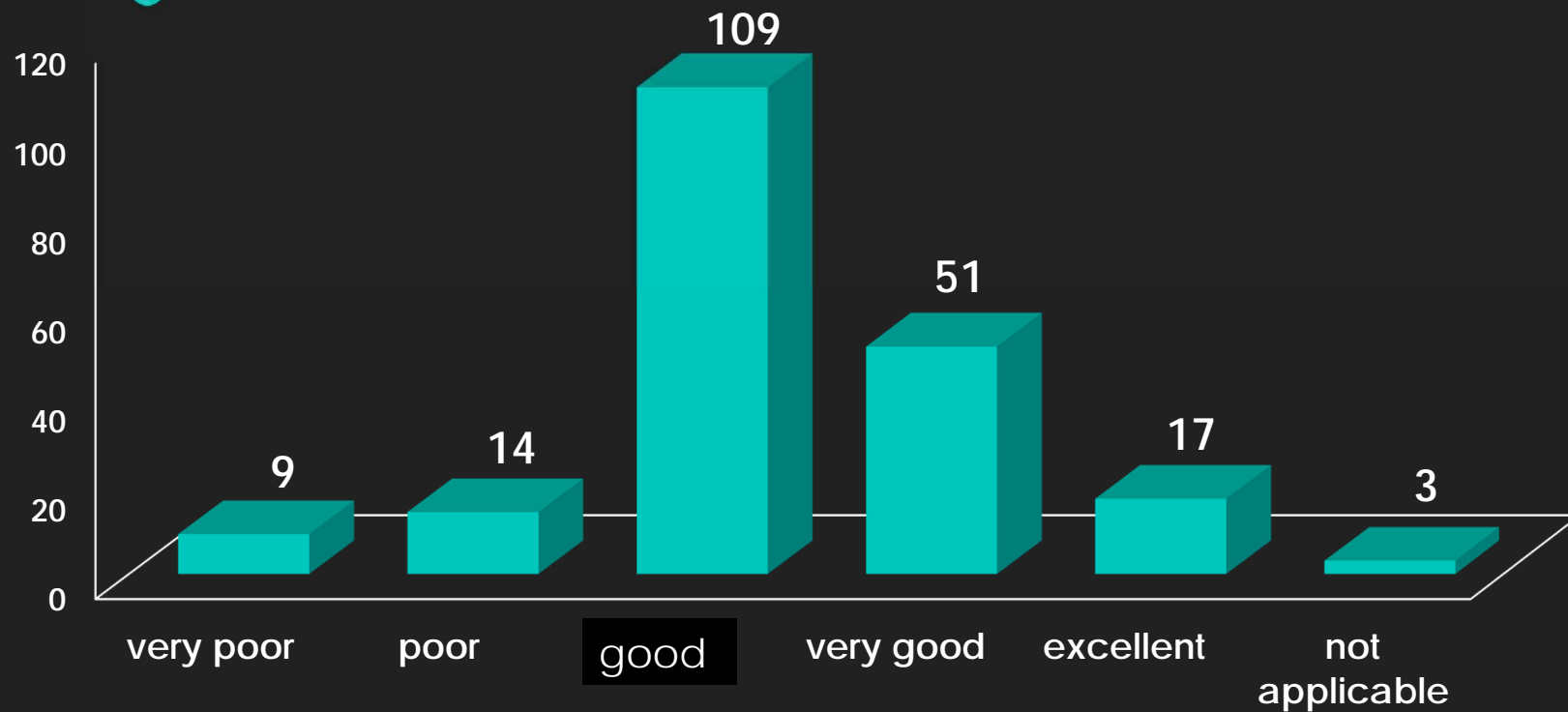




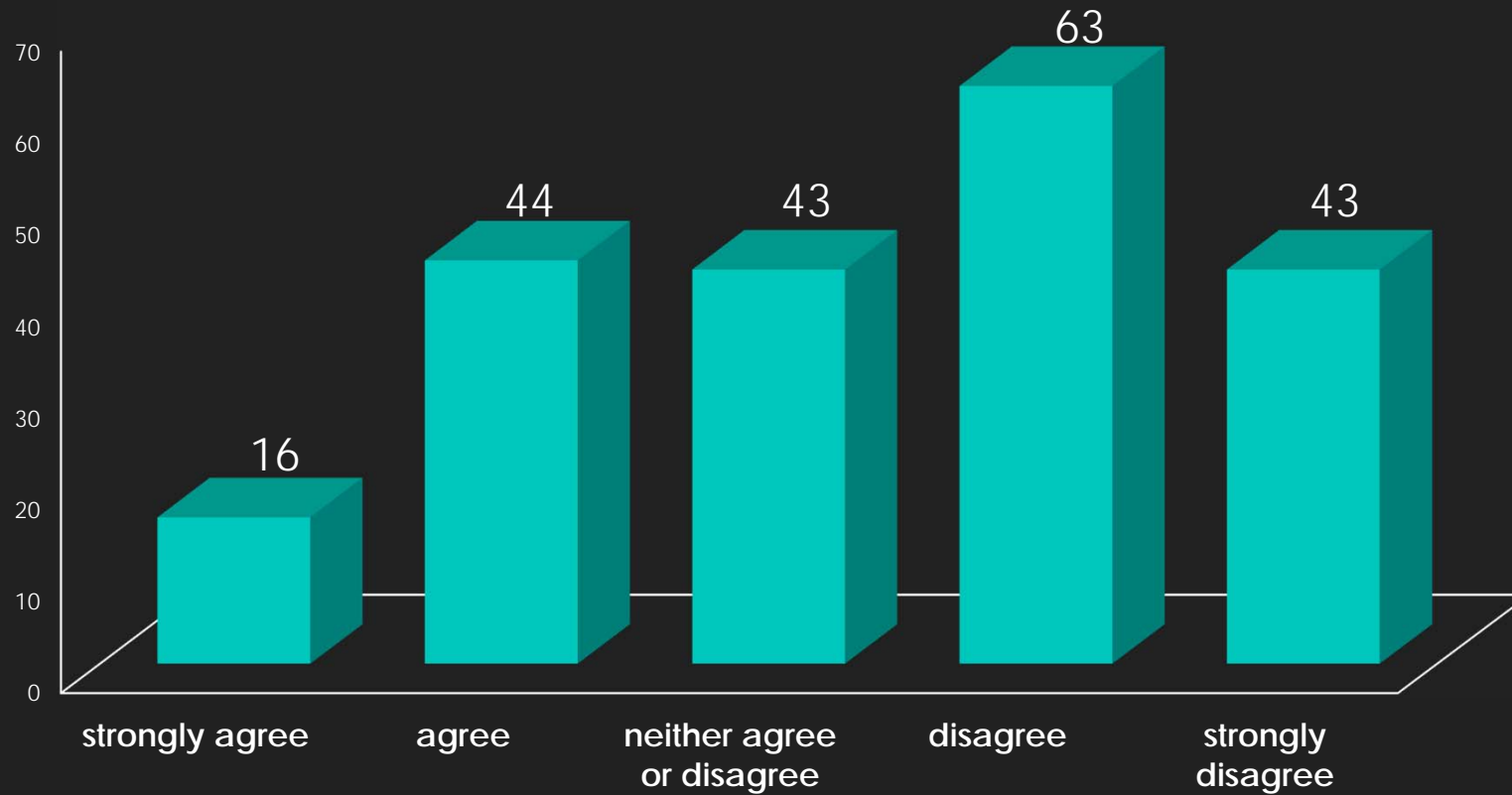
# Overall assessment of lecturer's use of computer technologies



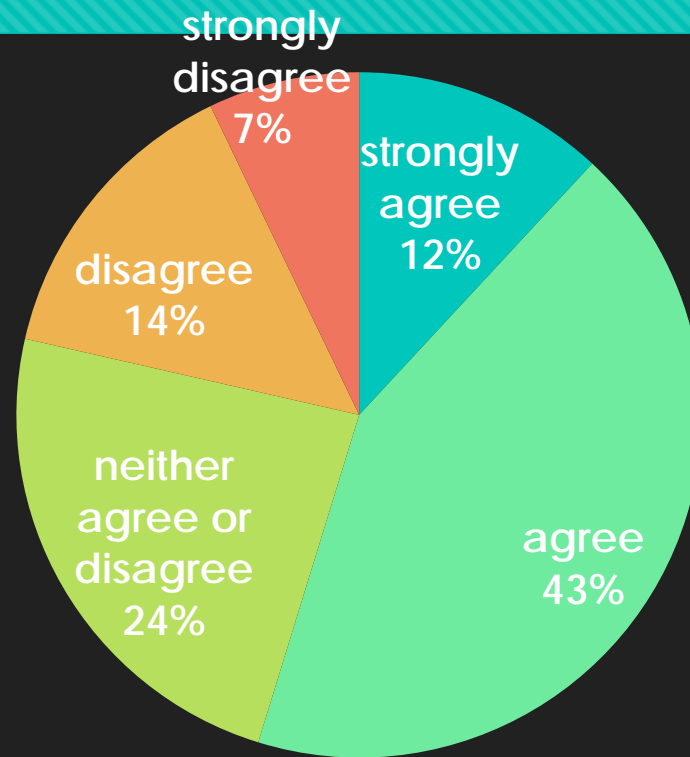
# Lecturers use computer technologies in their teaching



# Wi-Fi needs at my faculty adequately met

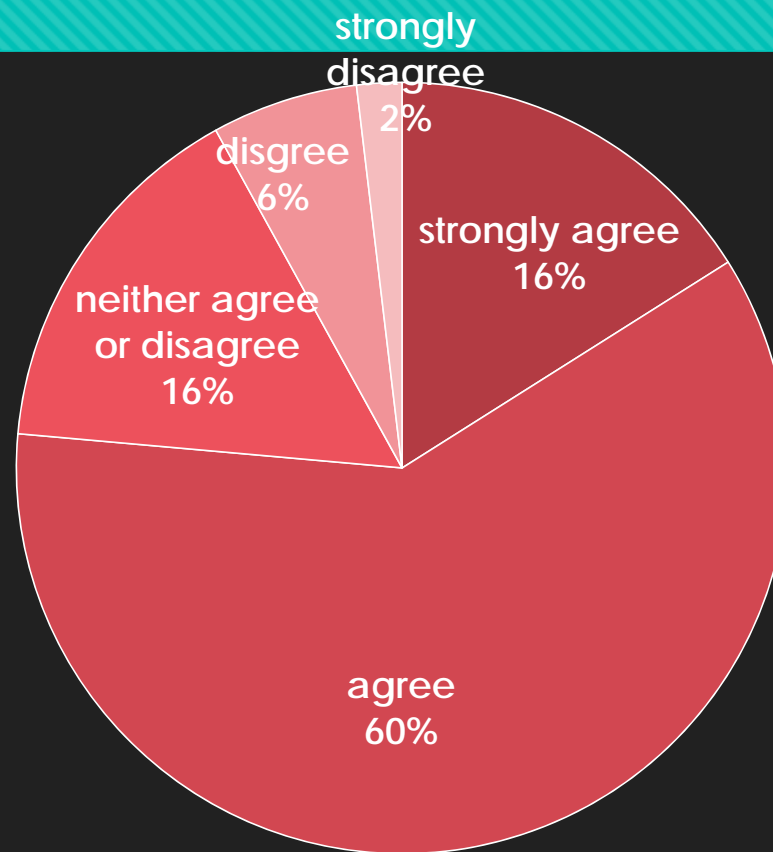


# Lecturers allow to use technologies in class

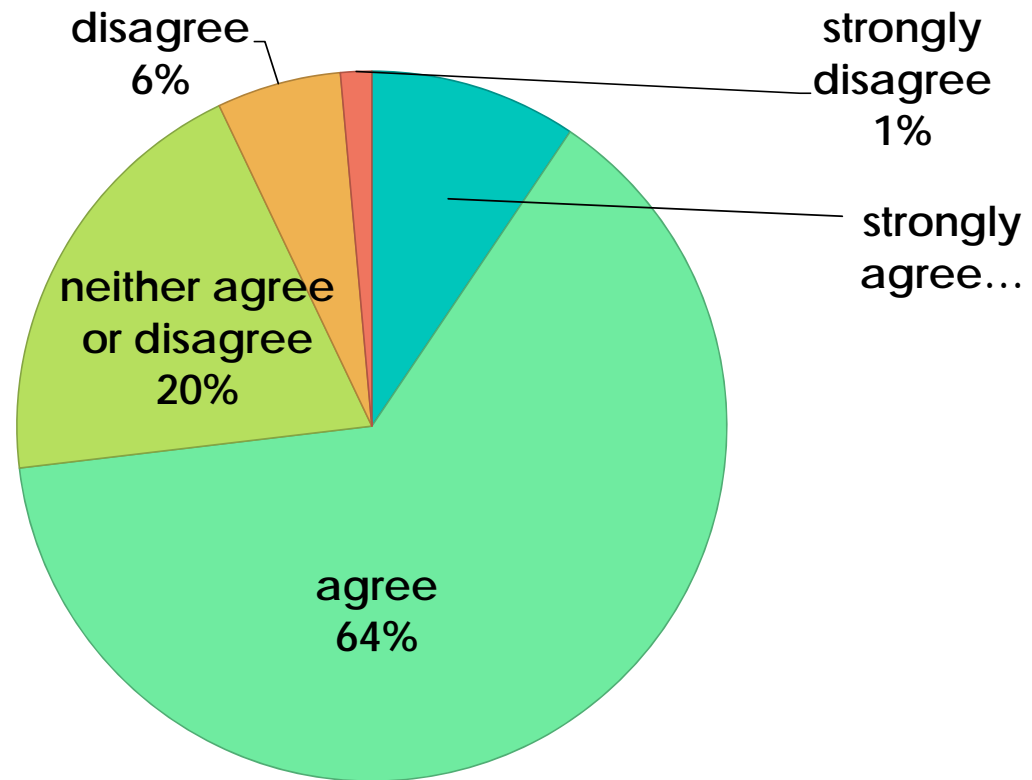




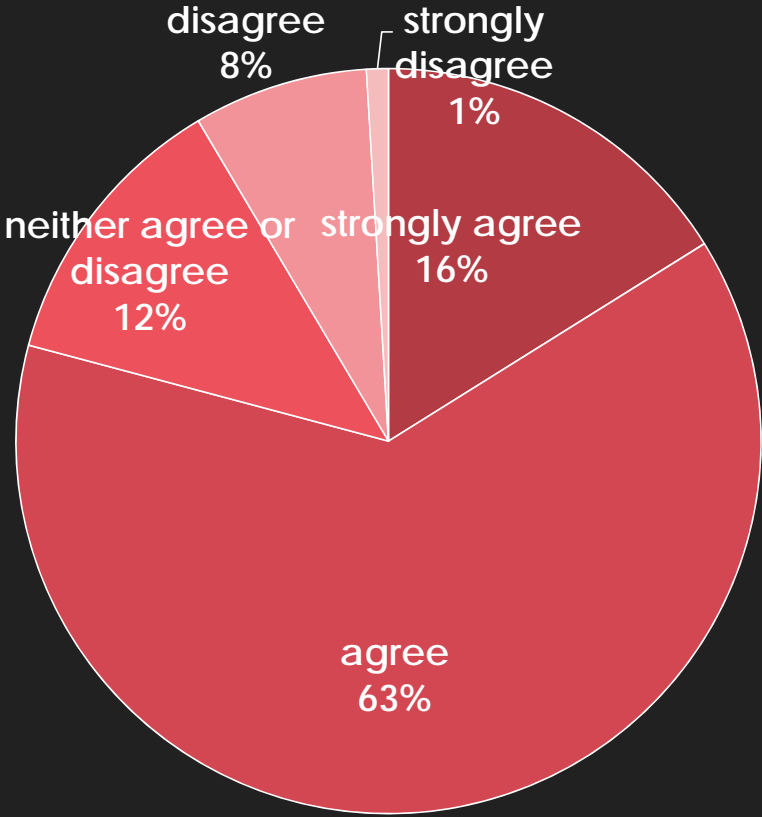
# Lecturers can teach effectively using technology



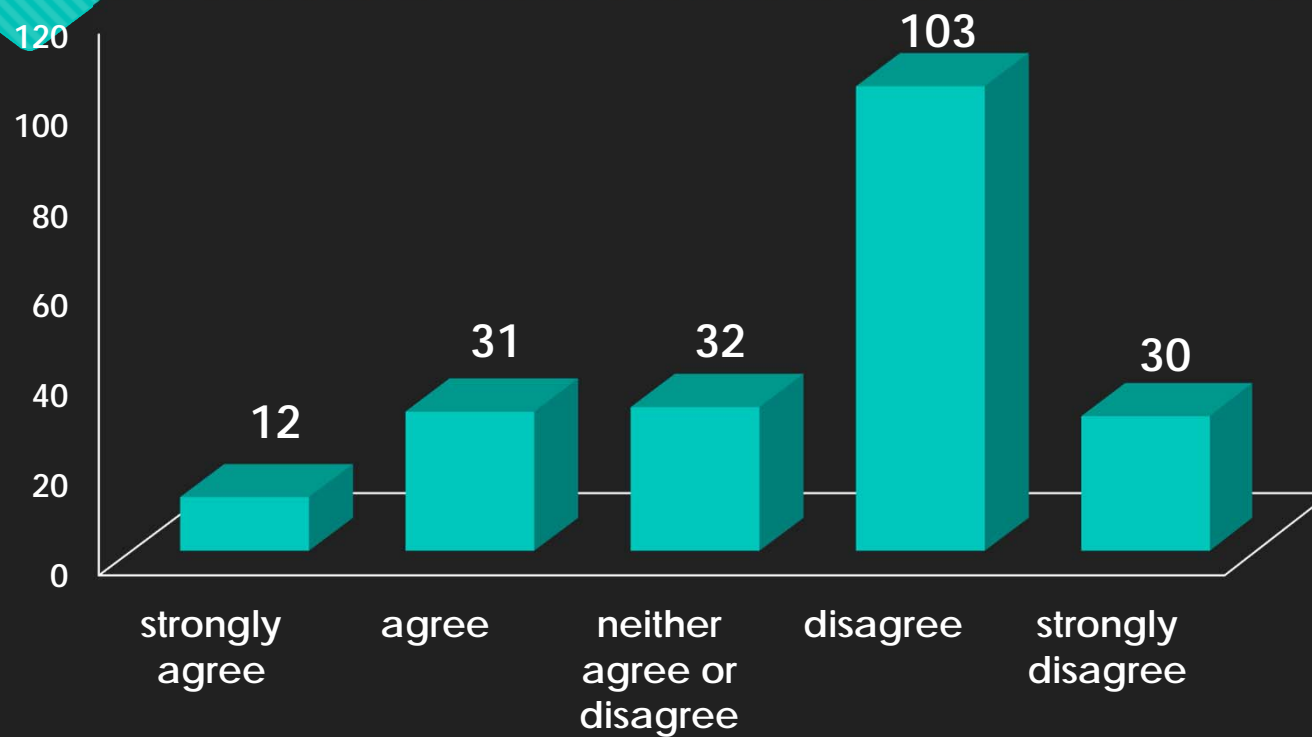
# Knowledgeable in the use of computer technologies



# Comfortable using computer technologies

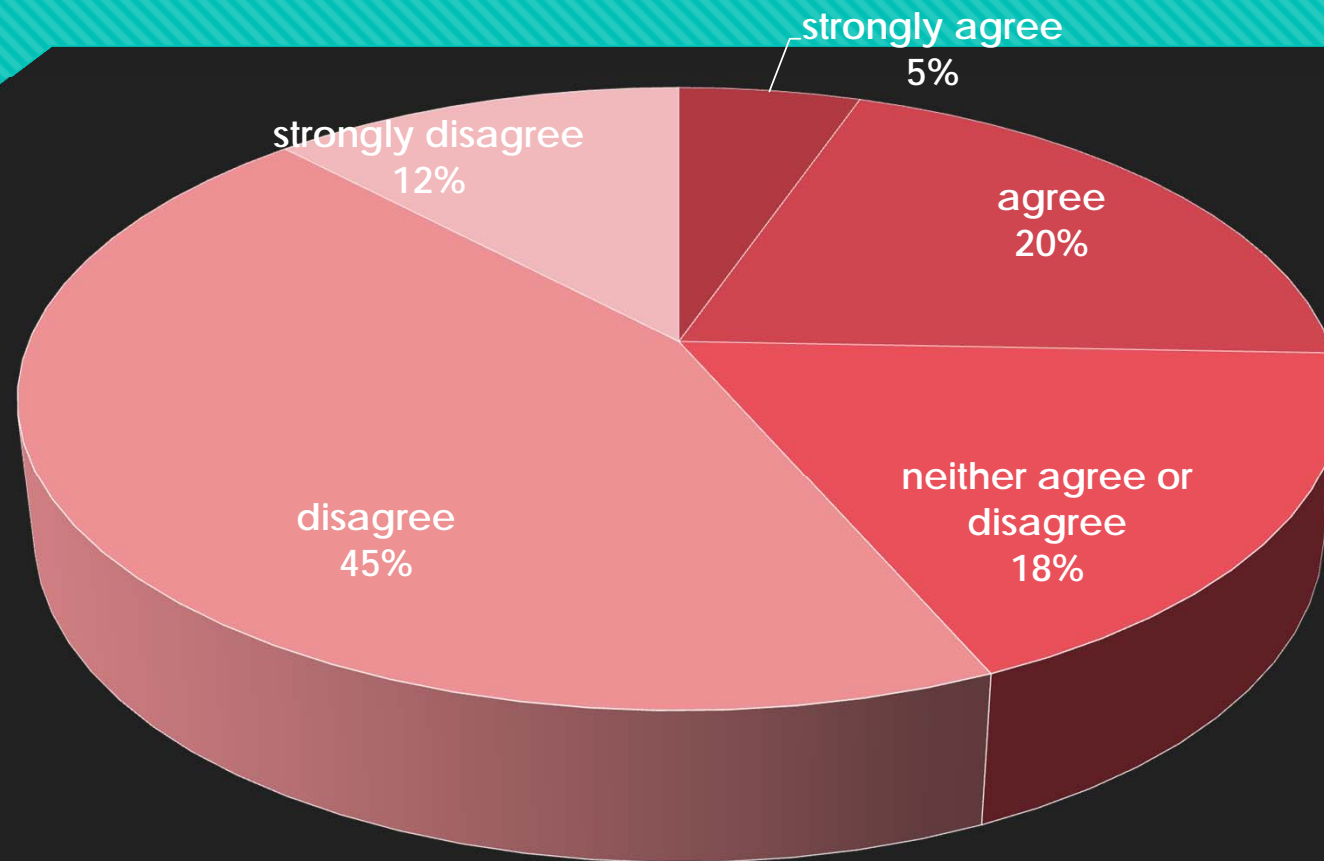


# Instructor does not use technologies.

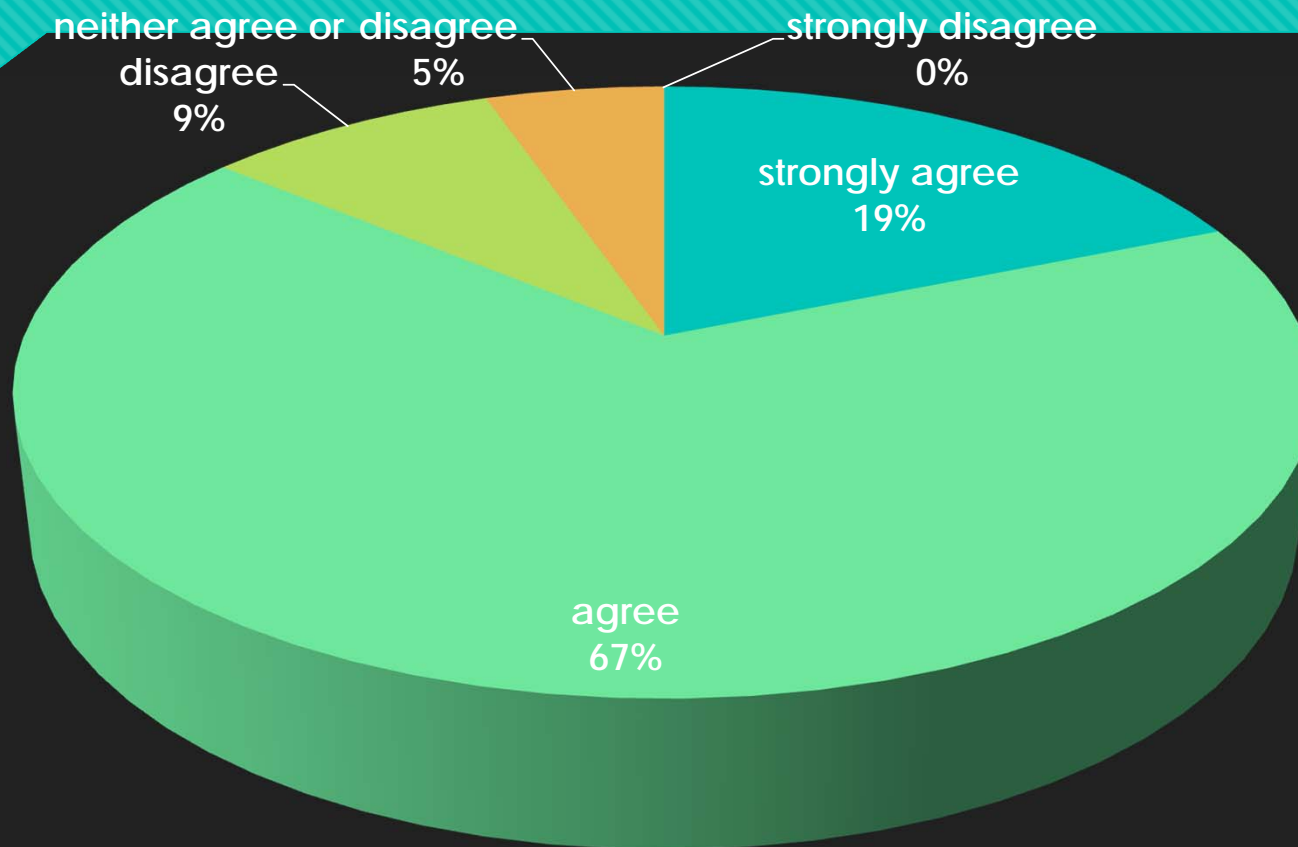




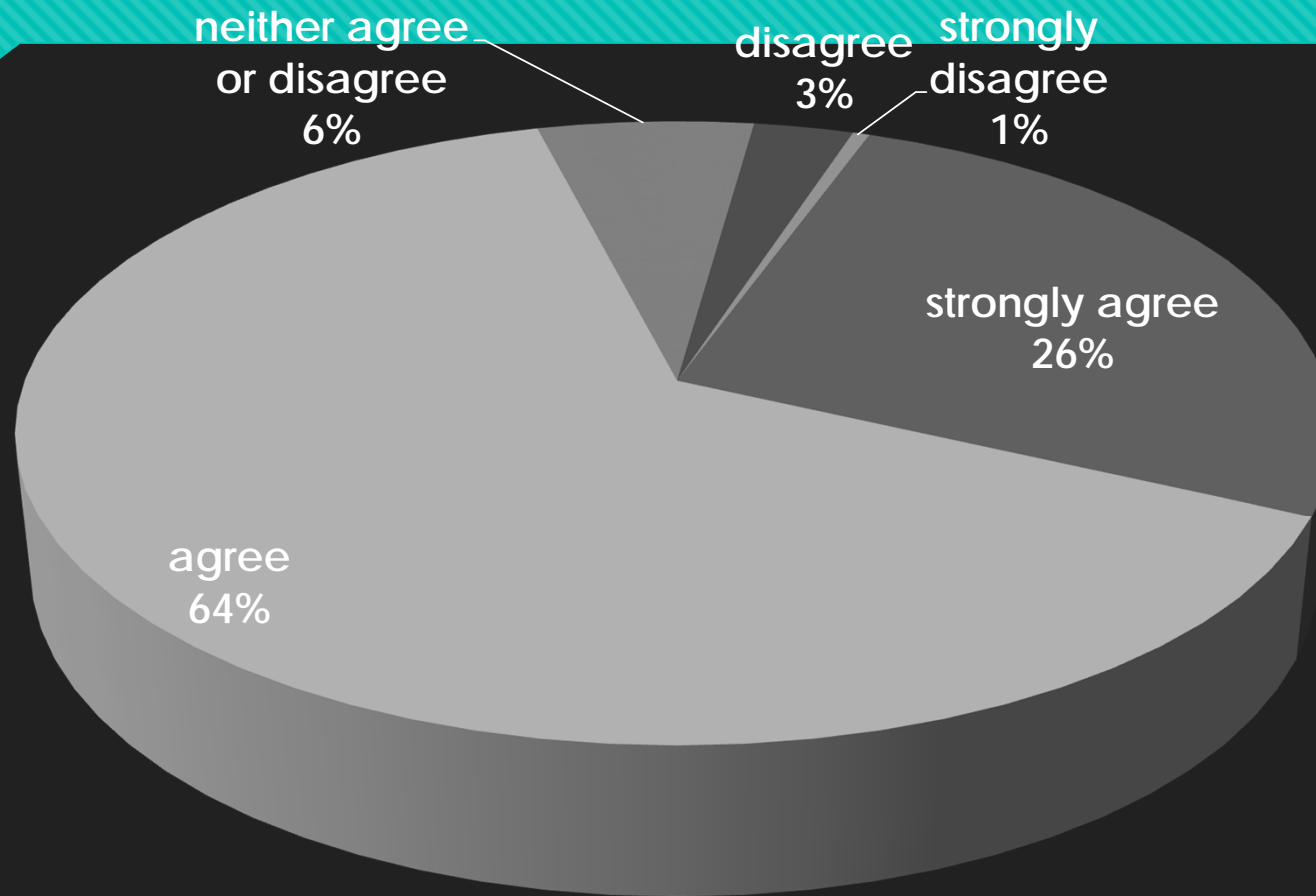
# Group work in class without technologies



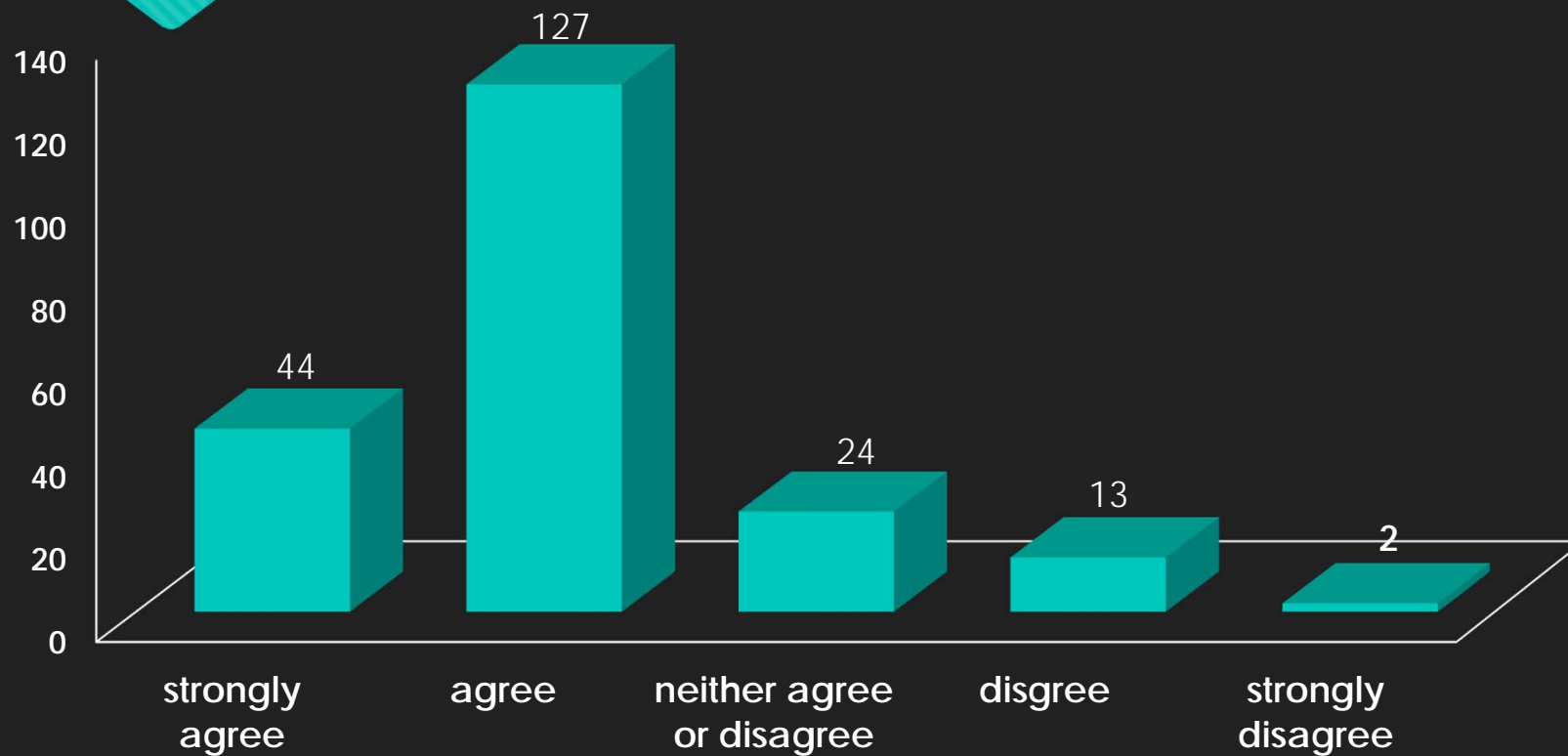
# I like courses which the instructor uses technologies.



# I like courses which use a lecture format with technologies

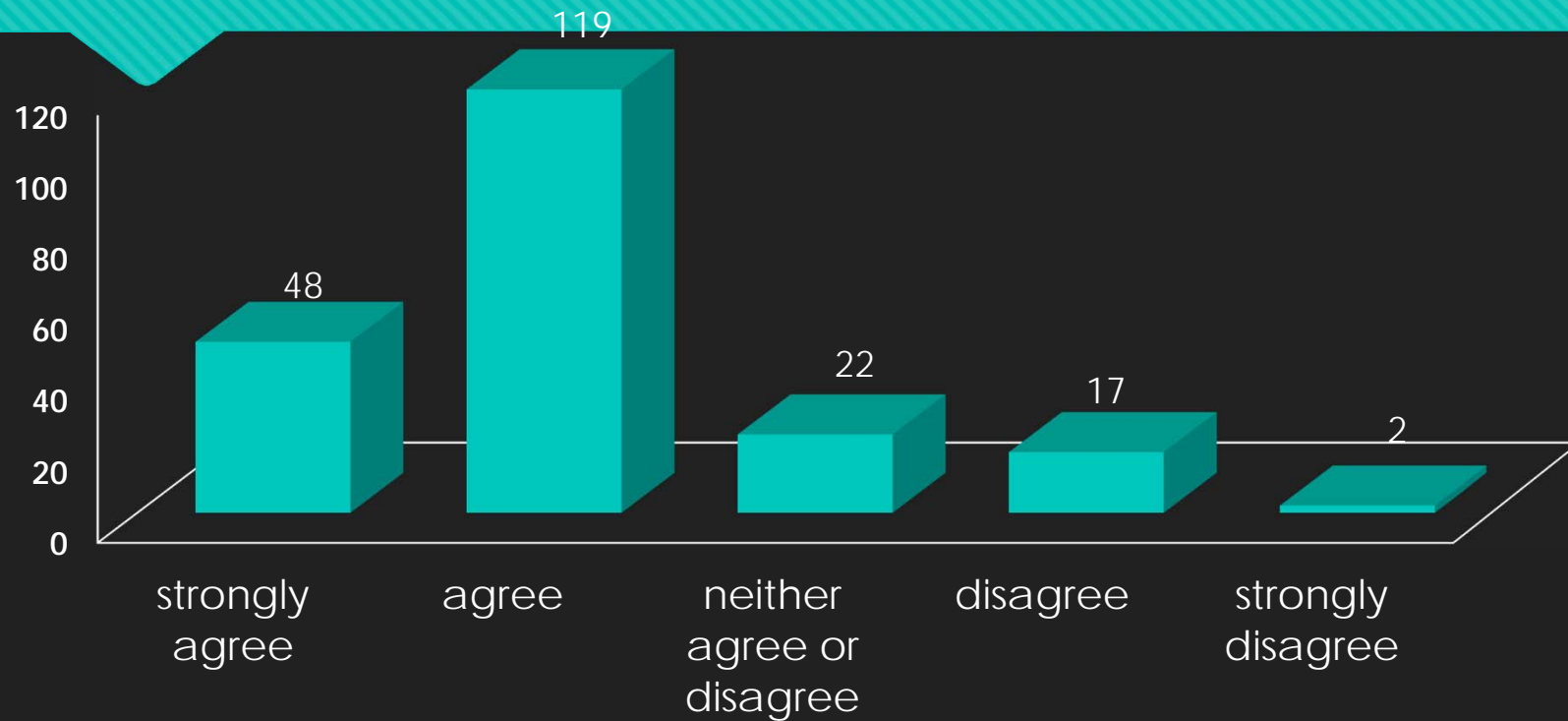


# I like courses which use technologies while doing individual work in class

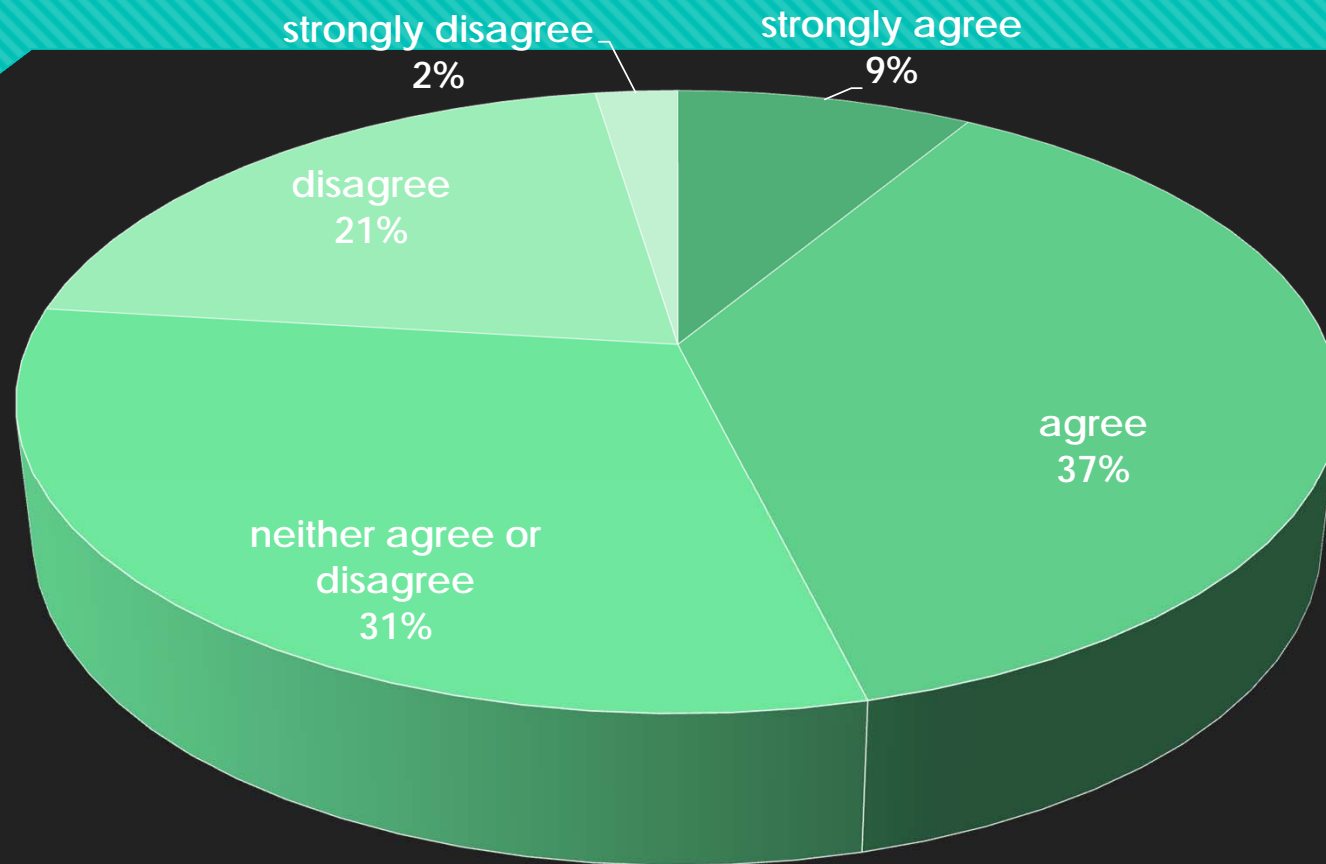




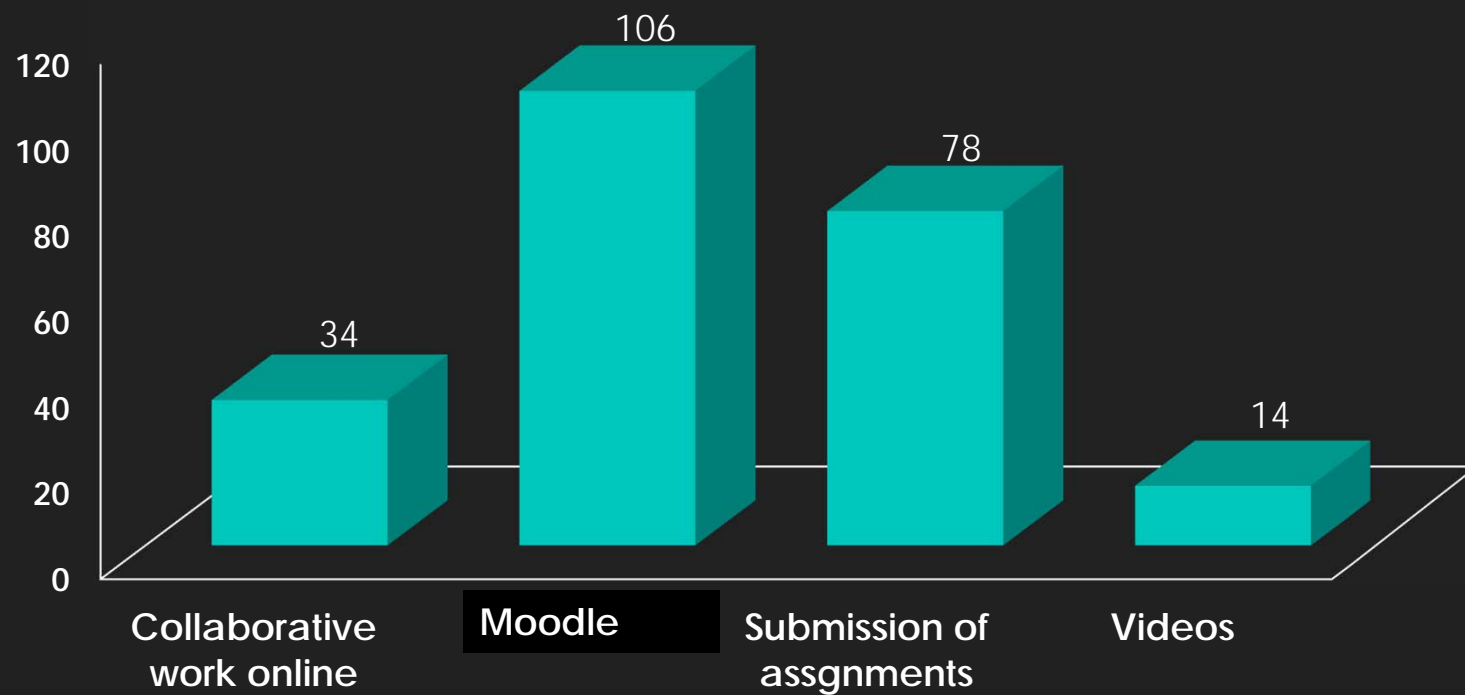
# I like courses which use technologies while doing GROUP WORK in class



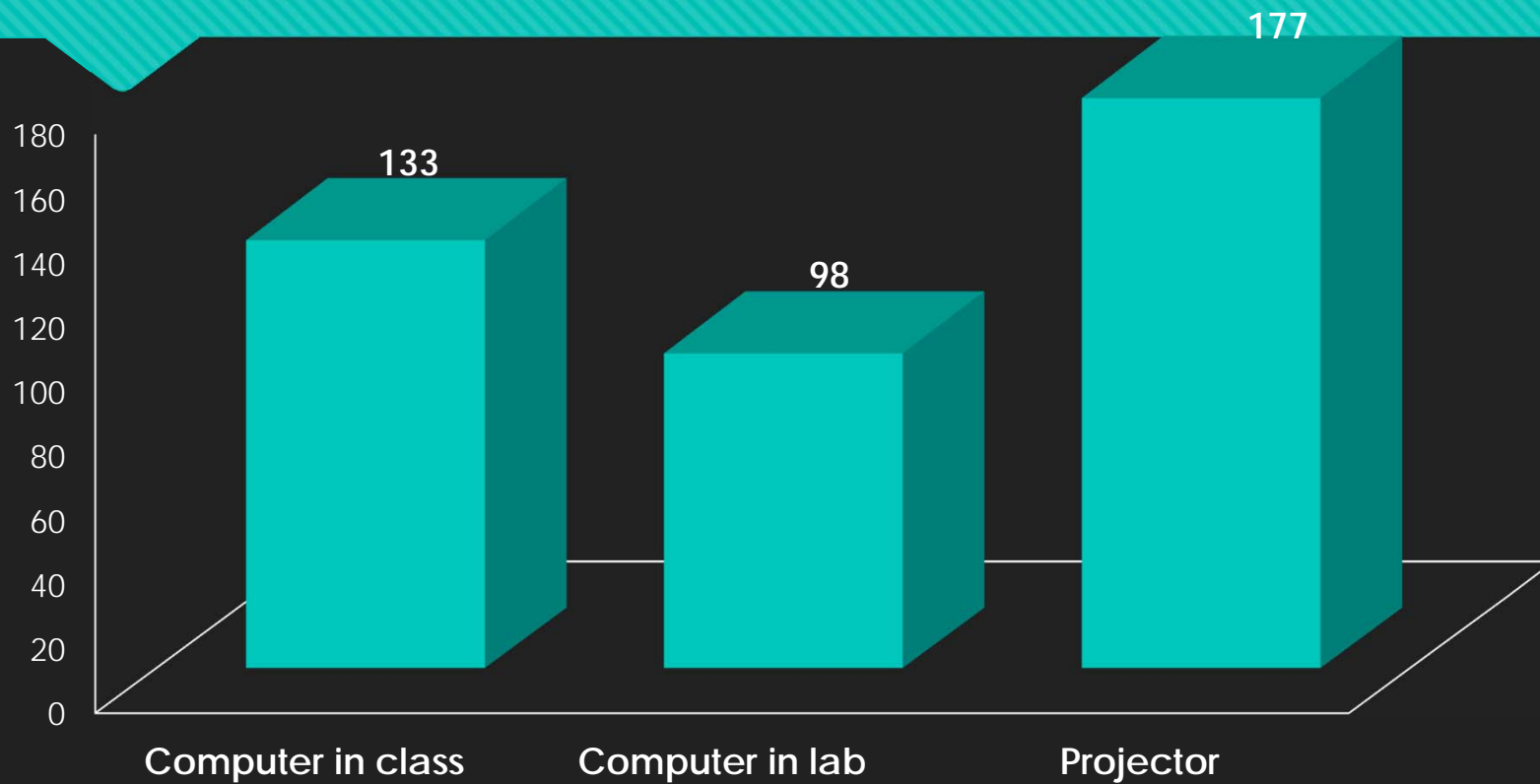
# I like courses which are entirely online.



# Online tools that my lecturers used

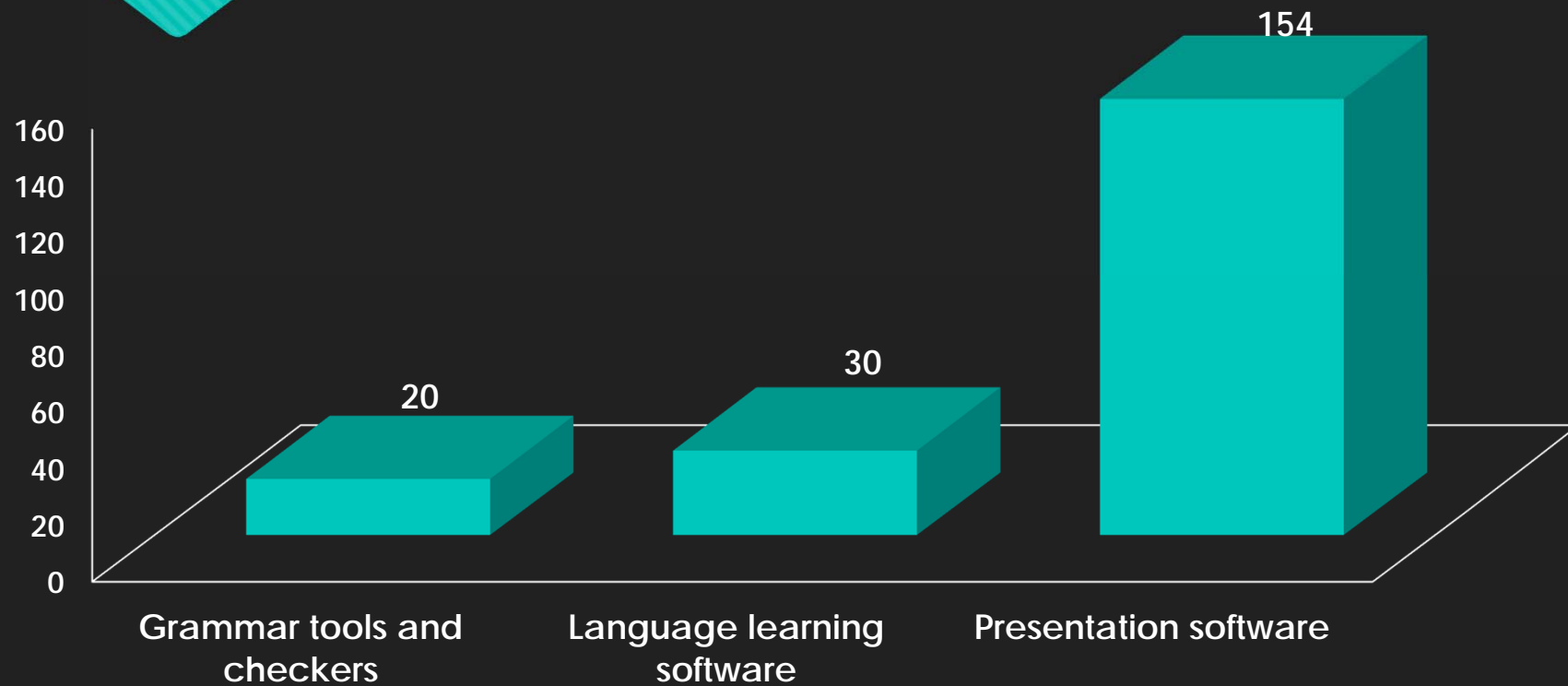


# Hardware that my lecturers used





# Technologies used in class by my lecturers



# Take home messages

- Students are interested to embrace e-learning practices
- Faculty - wise discussions are vital for appropriate technology incorporated pedagogical practices
- Blended learning opportunities incorporate both face-to-face and online learning opportunities
- Students are ready for the Flipped Classroom, but are we ready..?

Thank you