



Enhancing Quality Teaching Through Professional Development: Lecturers' Insights on Induction Courses at One Zimbabwean University

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ABSTRACT

This article presents the findings of a qualitative case study that explored the perspectives of ten new academics who had participated in a professional development (PD) programme in the form of induction courses offered at the case study institution. Data collection instruments were questionnaires, which yielded open answers, focus group discussions, and face-to-face interviews. The constant comparative method was used to analyse data for thematic coding. The study established that participants benefitted from the PD programmes in the form of induction courses, which provided them with knowledge and requisite skills needed in their teaching as university lecturers. The major weaknesses cited include failure to conduct a needs analysis, and inadequate coverage of content due to the short duration of the programme. Participants suggested how future courses could be improved. The major recommendations were that the induction course content should be revised and sufficient time given to cover the content, in order to enhance teaching quality in the context of the institution under study.

Key Word: Contextualisation, induction course, novice university lecturers, professional development, quality enhancement

INTRODUCTION

The role of the university in society is to generate and transmit knowledge, which will ultimately lead to the transformation of society. Mpfu-Hamadziripi, Rauch and Dulle (2022) point out that the global higher education landscape is shifting, so for

universities to remain relevant and responsive to these changes there is need for concerted efforts for universities to be the “agents of that change”. For that to happen, one way is for universities to have faculty members who are trained and equipped to



manage university teaching. The professionalisation of university teaching has become a global trend and research indicates that university lecturers have learning needs (Ndebele, 2022). Since trends in university teaching and learning are changing, lecturers must be kept abreast with the new developments. This study explores the role and impact of PD in developing pedagogical skills and lecturer confidence, specifically focusing on induction courses at a Zimbabwean university.

Literature on Professional Development (PD) outlines the various benefits of effective PD to both the individual and the organisation. The benefit of PD to a higher education institution is mainly the enhancement of quality teaching and student achievement through improved learning outcomes (Kydd, Crawford & Riches, 1997; Darling-Hammond, Hyler & Gardner, 2017). There is, therefore, an interrelationship between PD and school improvement in student learning outcomes as a result of quality teaching (Oldroyd & Hall 1997; Yurtseven-Yılmaz & Sever, 2021). Cholifah and Rini (2020) report that the benefits of an effective PD programme include an increase in the lecturer's confidence and the ability to improve the quality of learning outcomes. Through PD programmes, the process of

teacher change begins with a change in classroom practices (Guskey, 2002). Once a teacher realises the effectiveness of that change on students' learning, the learning outcomes of students are improved and finally, the attitudes and beliefs of the teacher towards his/her practice result in positive change.

As PD has become a fundamental part of the university, lecturers should embrace the concept of 'teachers as lifelong learners' (Fraser, Kennedy, Reid & McKinney, 2007). In Australia, findings yielded by Abacioglu, Fischer and Volman's (2022) study confirmed that teachers who received PD developed more positive attitudes and beliefs when operating in multicultural contexts when compared to those teachers who were not trained. Accordingly, the quality of university lecturers and the quality of the academic programmes, student learning experience and essential learning outcomes are what make a great university. Universities, therefore, need to implement high-quality PD programmes to improve the performance of lecturers and ultimately the student learning outcomes (Coolahan, 2002; Yoon, Duncan, Lee, Scarloss & Shapley, 2007; Hernard & Leprince-Ringuet, 2008; Lipowsky & Rzejak, 2015; Kalinowski, Gronostaj & Vock, 2019; Chadha, 2021).

The dimension of the use of technology in teaching and learning has been cited in the literature (Yağan, Özgenel & Baydar, 2022), particularly just after the COVID-19 pandemic which disrupted education globally. The sudden demand for lecturers to use technology in teaching during the pandemic was compounded by the lack of ICT skills, as some lecturers had no prior training in online teaching (Mpofu-Hamadziripi & Zendah, 2021). The imperative for professional development in ICT and most recently in artificial intelligence (AI) cannot be overemphasised (Shiohira, 2021; Ng, 2023; O’Hare, 2024). Studies on using ICT and AI acknowledge their risks while also acknowledging the opportunities insofar as they can be used to augment teaching and learning activities. However, the full potential of their use lies in the skills of educators to integrate them in teaching and learning (Nikou & Maslov, 2023; Rahiman & Kodikal, 2023).

Implementing effective PD requires sensitivity to the needs of educators and their students, as well as consideration of the specific contexts in which they operate (Darling-Hammond, Hyler & Gardner, 2017). With reference to a study conducted at one international university in Thailand, Jeannin and Hallinger (2018) emphasise the

importance of contextualising PD programmes so that specific lecturers’ needs are met, to address the national and institutional cultures of the university.

In South Africa, Nhlumayo and Shandu (2023) established that pedagogic and classroom management skills were the basic needs of novice lecturers, thereby creating opportunities for university management to respond by offering appropriate induction programmes. Professional development needs should not be viewed as a “one-size-fits-all” affair, hence needs analysis should be conducted for any PD programme. Scholars agree that PD needs should vary according to factors such as age, gender, job stage, and professional self-understanding (Yağan, Özgenel & Baydar, 2022). Needs analysis, therefore, should be regarded as critical in providing support for new staff in the quest to respond to their unique challenges in particular contexts (Abdulkerima et al., 2022).

Professional development can be regarded as an imperative for higher education institutions, more so since most lecturers are discipline experts who may not have any formal qualifications in education (Hènard & Roseveare, 2012). Canaran and Bayram (2020) report that lecturers in their

study ended the induction process with enhanced feelings of achievement after opportunities for collaboration amongst workshop participants had been created, thereby facilitating reflection and transformation in their practice.

In Zimbabwe, most university lecturers do not have teaching qualifications (Chabaya, 2015; Shava, 2015). Nonetheless, even for those who do possess a higher education teaching qualification, the induction workshop is still an essential component for imparting knowledge about the particular institution in terms of its culture, policies, rules and regulations, teaching skills and knowledge about other higher education expectations and demands. The induction workshops offered by the case study institution included topics such as human resources processes and procedures, examinations processes and procedures, course/module design, student assessment and evaluation, effective teaching, ethics, and university quality assurance systems.

The case study institution offers PD programmes in two forms; firstly, through the induction of new lecturers and secondly, through the continuous professional development/human capacity development workshops. This study is concerned with the

former model of professional development, which is the induction workshops. The purpose of an induction is to equip educators with classroom management and teaching skills (Henard & Leprince-Ringuet, 2008; Gore, Lloyd, Smith, Bowe, Ellis & Lubans, 2017).

Leithwood (1990) proposed a career development cycle that is interrelated to the development of professional expertise.

Table 1: Career Development Cycle

Career Cycle	Professional Expertise
<i>1st</i> Launching career	<i>stage: the</i> Developing survival skills
<i>2nd</i> Stabilising	<i>stage:</i> Becoming competent in the basic skills of instruction
<i>3rd</i> stage: New challenges and concerns	Expanding
<i>4th</i> stage: Reaching the professional plateau	Acquiring instructional expertise
<i>5th</i> stage: Preparing for retirement	Contributing to the growth of colleagues' instructional expertise

Adapted from Leithwood (1990).

Table 1 shows that during the first three stages of an individual's career, which constitutes the formative phase of their



career, PD becomes a necessity. This proposed career development cycle may apply to this study since the academic staff who do not have teaching qualifications when they join the university may be empowered to develop survival skills of managing university teaching and other job responsibilities. Barlow and Antoniou (2007) and Cox and Mond (2010) agree that the induction of new lecturers offers them the support that they need as they prepare to teach and it also provides them with vital information on university systems.

This study targeted the new lecturers who had attended induction courses in order to tap into their experiences on the strengths and weaknesses of the courses undertaken, and their suggestions on how future courses can be improved. The goal of the study was to improve the course by reflecting upon the current structure of the course content, as well as incorporating the suggestions proffered by the study participants, to enhance quality teaching through an improved programme.

STATEMENT OF THE PROBLEM

Universities play a significant role in society in terms of teaching, research, community engagement/service, innovation, and industrialisation in line with

Zimbabwe's Education 5.0. All the lecturers who are expected to undertake these roles have to be adequately capacitated if universities are to deliver quality programmes. Although the literature on the PD of university lecturers is growing (Chabaya, 2015; Leibowitz, Vorster & Ndebele, 2016; Jeannin & Hallinger, 2018), few studies in Zimbabwe have highlighted the significance of concentrating on the specific context in which lecturers work. Accordingly, this study focused on one university in Zimbabwe, to address a gap in knowledge on what new lecturers perceived to be the strengths and weaknesses of the entire induction courses and how to improve them through reflective practice (Schön 1987; Ndamba, 2007; Çimer & Paliç, 2012). This study was guided by the following research questions:

1. What are the perceived benefits of induction courses from new lecturers' perspectives?
2. What are the weaknesses of the induction courses undertaken at the institution under study?
3. How can the induction programme be improved to enhance teaching quality?

THEORETICAL FRAMEWORK

Two related models which informed the study are Guskey's Model of Teacher Change and the Logic Model.

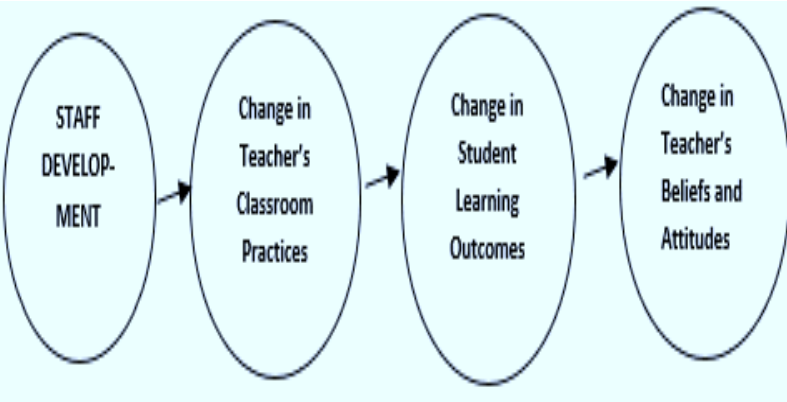


Figure 1: Guskey's Model of Teacher Change

Source: Guskey (2002).

According to Guskey's (2002) model, professional development leads to fundamental changes in the classroom practices of teachers, resulting in a positive change in the learning outcomes of students. Once these two changes occur, the resultant change is the teachers' beliefs and attitudes about their practice. From this model, the ultimate goal of PD is to improve student learning. After undergoing PD, a teacher will alter or modify some aspects of their teaching. An improvement in student learning outcomes is a prerequisite for change in teachers' beliefs and attitudes concerning the effectiveness of the modified

teaching practices they would have implemented. In the context of this study, a lecturer will only believe that a particular method works after they have observed an enhancement of the learning outcomes of their students.

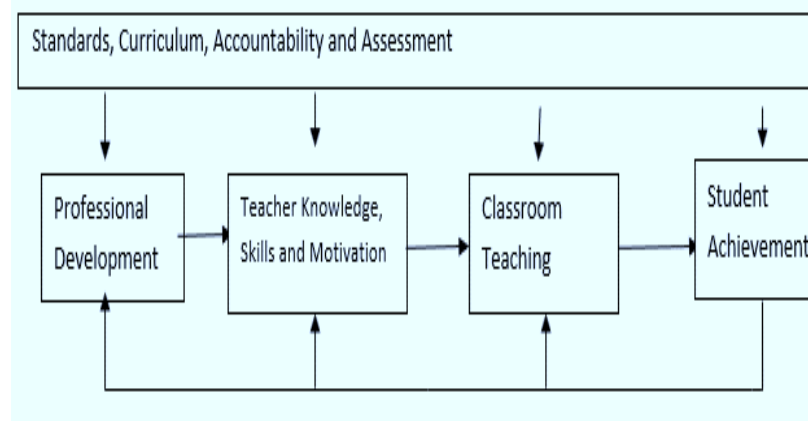


Figure 2: The Logic Model of the Impact of Professional Development on Student Achievement

Source: Yoon et al. (2008).

Yoon et al. (2008) suggest that the Logic Model of the impact of professional development affects student achievement in that effective PD enhances the practitioner's knowledge, skills and motivation, resulting in the use of improved teaching approaches in the classroom. The improved approaches used by the practitioner will have a positive impact on students' achievement. Yoon et al. (2008), however, impress upon us the fact that student achievement hinges on two outcomes: the teacher's learning and the teacher's classroom practices. What this

means is that if a teacher undergoes PD but fails to reflect and learn from it to improve upon current teaching practices, then learners would not benefit. Student achievement, therefore, only occurs when the teacher embraces the learning experience and implements the change in the classroom. This model can be compared with Guskey's model of teacher change in that both models speak to the fact that student achievement is an outcome of teacher change (Desimone, Porter, Garet, Yoon & Birman, 2002; Goe, 2007).

That student academic achievement is incumbent upon teacher change is also buttressed by Evans (2013), who presents a model whose focus is the interrelationship among the the behaviour, attitude and intellect of a teacher that will lead to a change in the teacher's classroom practice. Evans (2013) further suggests that it is vital to also focus on the 'professional development episode' that represents the cognitive process of accepting the benefits of PD and the willingness to change. In other words, professional development has to culminate in a change of attitude and behaviour, which will make a teacher want to change the classroom practices that they have been using.

METHODOLOGY

A qualitative case study design informed by the interpretive paradigm was used in this study. The interpretive paradigm is concerned with the individuals and how they construct their social reality (Creswell, 2014). Humans give meaning to everyday events, and these meanings are derived from and influenced by the context and situations prevailing at a particular time. In that regard, the meaning and interpretations of a particular social reality tends to be subjective and capable of being interpreted in different ways. A situation cannot, therefore, be generalised but should be open to many interpretations depending on how a person's feelings, attitudes and beliefs towards the phenomenon are being described.

The qualitative research approach was used to tap into participants' experiences (Cohen, Manion and Morrison, 2011) on the induction programme offered at the case study institution. Ten academics who had attended the most recent induction course were purposively selected. This particular sample was selected because their experience was deemed to be recent and would therefore be able to provide valid information-rich responses. All the participants responded to a questionnaire which yielded open answers.

Four (4) participants were selected for the focus group discussion, while two participants, who had experience working at other higher education institutions within the region, were considered for the face-to-face interviews. Audio tapes were used to record the conversations during the focus group discussions and the in-depth interviews.

Ethical clearance for the study was sought from the case study university. All the lecturers agreed to participate in the study without being coerced, and they were informed that they could withdraw from the study at any time. Participants were assured of confidentiality and pseudonyms were used to maintain anonymity (Cohen, Manion & Morrison, 2011). Data were analysed using thematic analysis in line with the research questions.

FINDINGS

The findings of the study were grouped into four themes in line with the focus of the study, namely: effectiveness of PD in enhancing quality in university education, the weaknesses of the programme, areas that can be improved, and topics that can be included in the programme.

Theme 1: The Role of PD in University Education

All the participants concurred that PD entails continuous learning to empower academics to improve their practice. With respect to the effectiveness of PD in higher education, a fitting description is provided by the following excerpts:

The course goes a long way in enhancing quality teaching within the university. It was insightful. It gave me a picture of what to expect and what was expected from me as an academic at this institution. The course is more like a yardstick that one can use to gauge themselves and it also serves as a baseline from which one can improve..... Teaching methods, approaches and tools are continuously changing. Umm academics need to keep abreast of the best teaching approaches given change and new developments and discoveries in higher education. (Discussant 2, FGD)

It was good as various issues were clarified from different aspects of the university system ... Everyone was put on the same page in matters like setting exams and marking, what's expected of you etc. Its strengths are in helping out with the course design and establishing learning outcomes. I also learnt new

approaches to teaching. It trains academics to be professional teachers outside their areas of discipline. It prepares one for the classroom. (Discussant 4, FGD)

Professional development provides the support system required to fully execute one's duties with minimal effort. It is a process that seeks to improve how higher education professionals develop and deliver courses and support student learning. The process involves the training of academic professionals to improve the aforementioned skills and competencies. What I mean is that PD is used to disseminate information lecturers can use in aligning their teaching, research and training materials with the goals and mission of the university. (Interviewee)

PD programmes are necessary because there is a need to bridge the gap between being a scholar who is well-versed in a subject matter and imparting that knowledge to the student. Having knowledge does not mean you can impart it effectively. That part needs training. (Questionnaire Participant 3)

The responses show that the lecturer participants found the induction course to be effective to varying degrees. The course gave them an appreciation of what was expected of them as academics. It was also reported to have covered important aspects of teaching, examination setting and marking, among other topics.

Theme 2: Weaknesses of the Programme

Though the participants acknowledged that the PD course was effective and useful to them, they proceeded to point out a number of areas that needed improvement. The major weaknesses that emanated from the responses of the majority include inadequate coverage of ethical and social issues, failure to conduct a needs assessment exercise, and the duration of the induction programme which was regarded as inadequate.

Ethical and Social Issues

Ethical and social issues were viewed as not having had adequate coverage during the induction programme. The following excerpt represents the views that were raised by the participants:

The other area where I'm not sure where it is emphasized is the social

component of staff members: code of conduct, social interactions among staff members and the students, the issue of improper relationships and things like that. It's very important. I can foresee some groups of students suffering silently because of an improper approach by some teaching staff. And they get away with it by giving passes to undeserving students semester in, semester out. Some are losing their jobs because of the social aspect. There is a need to guard against aspects such as a thigh for a pass. (Discussant 1, FDG)

Needs Analysis

The study participants reported that they were not consulted on the content of the induction programme. The following vignettes represent those views:

It is critical to consider the views of participants since this is likely to improve the programme relevance and impact. Cross-fertilisation of knowledge is imperative. This gives them (academics) an opportunity to highlight areas they feel need improvement. They should be consulted on the content, structure, delivery, etc

of the induction programme. Scheduling of these programmes is also critical, therefore, academics need to be consulted. (Interviewee)

Conducting professional development programmes without consulting may lead to a lack of interest among academics. Consultation helps to bridge the gap between the professional development programmes and the situation in the lecture room. Needs assessment allows academics to highlight areas they feel need improvement. (Discussant 1, FGD)

This shows that failure to consult prospective participants on the format, structure and content, to get a buy-in from them, may affect the relevance and effect of the programme.

Theme 3: Areas That Can be Improved

Participants proffered recommendations on areas that can be improved to enhance the quality of teaching, as illustrated below:

The induction programme is good but brief. Maybe increasing intensity in terms of content would be well in order. The induction into university should be done over 3 days as a workshop with a lot of group work and presentations.

Follow-up courses should be considered. (Questionnaire Participant 6)

More should be done in terms of e-learning, I think that is where we have problems. Include a session on School-specific research and innovation i.e. research being conducted by the various Schools within the university. My other issue has to do with examinations - they need emphasis in the induction, as examiners, as invigilators, as markers - there is a lot that goes on in this domain. (Discussant 3, FGD)

Use a phased approach. Everything should be given in stages/phases e.g. Phase 1: Preparing lecture notes and approaches to teaching undergraduate students; Lecture room environment; Effective learning approaches for undergraduate students. A modular approach i.e. Module 1, Module 2, Module 3. Each module may be done over 2 years and repeated every 3 years. (Questionnaire Participant 3)

I think the e-learning platforms cannot be a once-off issue. In fact, on the day of induction you simply induce and

appetize the learner but it has to be a continuous process because these things are so dynamic, they are changing daily. New databases, new ways of accessing material and what have you. We accept timing is a challenge and the main thrust is teaching and learning but still, I think there is a need to budget extra time for the lecturer to know some of those materials. Time has to be created for that kind of interaction. (Discussant 2, FGD)

The choice of facilitators was an area that was also suggested as needing improvement, as expressed below:

Knowledgeable is one attribute but they need to be people who are low hanging, so low hanging that even after the induction people can interact with them on a one-on-one basis so that it doesn't appear like a rigid programme that once it's over it's over. (Discussant 1, FGD)

It was reported that the entire induction course should be overhauled by making it more interactive and conducting it over a longer period. The other concern that was raised had to do with improving the choice of

facilitators, programme structure and content.

Theme 4: Suggested Topics for Inclusion

Several topics were suggested by the participants as warranting inclusion in the induction programme for its enrichment. The following were the suggested topics:

Include some sessions to discuss best instructional practices, e.g. course preparation, content delivery, balancing research, teaching and outreach. How to secure funding (grant application tips) for research and innovation, comprehension of the new concept of Education 5.0. Hearing and learning success stories of those who have succeeded in the system. (Questionnaire Participant 5)

Conflict management vis à vis resource allocation. The programme should give an insight into challenges lecturers may face such as inadequate facilities, etc. Staff members quarrelling, fighting for furniture and venues. We have to appreciate that this little resource we are having (e.g. projectors) needs to be shared and not monopolised. (Discussant 4, FGD)

There are some scenarios which tend to bring people into certain dispositions. Let's talk about these guys who teach a group of 650 students – how do they approach that? And then there's another one in a prefab with 2 students, no electricity, and poor ventilation; another one in this vast room. So people must be regulated in terms of how they must operate. Students are late and things like that. (Discussant 3, FGD)

Include topics on lecturer conduct, lecture objectives, lecture delivery, module learning outcomes, programme learning outcomes, learning outcomes by students, lecturer vs. teacher, assessments, rubrics, student supervision, comprehension of student-centred learning, and e-learning, all need to be included. (Questionnaire Participant 6)

The suggestions from the above excerpts are that the induction course should include topics on how to adapt to certain situations, emotional intelligence, conflict management, code of conduct, social interactions among staff members and the students, improper relationships, quid pro quo (a favour in return of something),

Education 5.0, and other related general topics.

DISCUSSION

The research findings were based on the questionnaires, face-to-face interviews and a focus group discussion. The strengths and weaknesses of the induction course offered by the case study institution were highlighted by the participants. The participants also put forward recommendations on how future induction courses can be improved and the topics to be included in the revised programme.

The study revealed that PD is a necessary component of workplace learning. This is because it provides the support system required to up-skill academics, particularly the early career (novice) academics who were participants in this study. Participants acknowledged the fundamental role that PD played in enhancing the quality of their teaching. The same findings were yielded by Gore et al. (2017), whose study in Australia found significant positive effects on the teaching quality of those who had received PD. An effective induction course can bring about change in beliefs and attitudes and cause practitioners to reflect upon their practice to improve learning outcomes (Guskey, 2002; Lipowsky & Rzejak, 2015;

Darling-Hammond, Hyler & Gardner, 2017; Kalinowski, et al., 2019; Canaran & Bayram, 2020; Cholifah & Rini, 2020; Yurtseven-Yilmaz & Sever, 2021).

The study findings report that PD keeps educators abreast with the changing trends in the higher education landscape, and in the contemporary discourse. The new trends include Artificial Intelligence (AI), e-learning and other related new instructional methods, aspects in which university educators should be trained (Shiohira, 2021; Mpofu-Hamadziripi & Zendah, 2021; Mpofu-Hamadziripi et al., 2022; Ng, 2023; Rahiman & Kodikal, 2023; Nikou & Maslov, 2023; O'Hare, 2024).

Although the induction programme was regarded as effective, findings indicate that it consisted of areas that needed improvement, namely, that it was brief and would require follow-up workshops, it was straitjacketed as it did not consider the experience and needs of the new lecturer, and that it omitted some important topics and/or it did not cover other topics in depth. The fact that all participants were bunched together into one group was a disadvantage to some of them since their needs differed. Professional development programmes should be needs-driven so that they cater for the different

levels of knowledge and experience (Bolam, 1990; Leithwood, 1990; Hunzicker, 2010; Abdulkerima et al., 2022; Nhlumayo & Shandu, 2023). This is in tandem with Chabaya (2015), who states that PD programmes should address the real challenges faced by academics in the lecture room. Participants appreciated that the course did attempt to address topics on teaching and learning strategies, research, assessment, and professional development, but that these required more time than is currently allocated to them as they form the bedrock of the academic discipline. Cox and Mond (2010) refer to the issue of content planning as being important if professional development is to be effective.

Participants reported that there was a need to improve the programme concerning its duration and structure, thereby making it more interactive. Findings indicate that all the participants in this study concurred that the PD programme was brief and non-cumulative. As a result, the lecturer participants stated that there was a need to revisit the duration of the course by increasing it or organising follow-up courses that would complement the main course. This would allow adequate time to be devoted to PD for staff members to engage in high-quality professional learning in many

contexts. According to Darling-Hammond, Hyler and Gardner (2017, p. 4), PD needs to conform to a new paradigm that has emerged from research, that provides influential opportunities for teacher learning as opposed to the traditional, one-day, 'drive-by' workshop model. Accordingly, PD programmes require ample time to provide lecturers with pedagogical skills, to equip them with curriculum development, assessment, classroom management and teaching skills, as a useful strategy in the improvement of student learning (Cox & Mond, 2010, Shava, 2015; Gore et al., 2017; Canaran & Bayram, 2020).

The participants suggested that the duration of the programme be revisited; that a modular/phased format be considered; and that the content be widened and the depth of content be improved. Topics which were suggested to be included helped in designing a revised programme that is formative and has follow-up sessions.

RECOMMENDATIONS

The following recommendations can be proffered by the study, based on the research findings:

1. A needs assessment should be carried out before any

professional development programme is designed, to ensure that it meets the training needs of the targeted users.

2. Lecturers in the case study institution require continuous upskilling and retooling concerning ICT, Innovation, Industrialisation and AI, a move that would go a long way in addressing the pillars of Education 5.0 philosophy for higher education in Zimbabwe.
3. A revised induction course should be developed specifically for the institution under study, where the course would comprise three (3) modules initially, as indicated below:

Module 1			
Day	Content	Participant activities	
Day 1	An overview of the institution	University structure	<i>Participants will be taken on a tour around campus and the town.</i>
		Human resources issues	
		Schools, departments, centers	
		University committees	
		Roles of Chairperson/Dean	
		University research themes	
		Services at the university	
Day 2	Education 5.0	Services in community engagement	<i>Group discussions on implications to higher education.</i>
		Grievances, conflict resolution and emotional intelligence	
		The five pillars	
		Grant application	
Day 3	Module design	Artificial Intelligence	<i>Practicum on module design. Follow-up sessions will be held fortnightly</i>
		Quality Assurance	
		Formulating learning objectives and outcomes	
		Designing modules for learning	
		Preparing lecture notes and teaching materials	
Scholarship of teaching and learning			
Module 2			
Day	Content	Participant activities	
Day 1	Pedagogy and andragogy in higher education	Learner characteristics	<i>Teaching practicum after the module</i>
		Learning styles	
		New teaching strategies	
Day 2	Tutorials and small group teaching	e-learning	<i>Group discussions</i>
		Goals of small group teaching	
		Strategies of teaching small groups	
Day 3	Teaching large classes	Collaborative learning	<i>Group discussions</i>
		Lecture preparation and delivery	
		Active learning in large classes	
Assessing a large class			
Module 3			
Day	Content	Participant activities	
Day 1	Assessment	Measurement and evaluation	<i>Literature for further reading availed</i>
		Tests and examinations	
Day 2	Item writing	Validity and reliability	<i>Practicals</i>
		Norm-referenced and Criterion-referenced tests	
Day 3	Assessment	Examination processes	<i>Practicum on course design. Follow-up sessions to be organised fortnightly.</i>
		Ethics in assessment	



Each module would be done over five (5) days every quarter. A phased approach would ensure that the programme provides adequate time for presentations and discussions, thereby making it an ongoing process rather than an event (Hunzicker, 2010).

CONCLUSIONS

Professional development is an important component in enhancing quality teaching in a university. The induction workshops being offered mostly to new academics at the case study university are an effective strategy for enhancing quality teaching within the university. The literature cited herein, as well as the views of the participants, point to the efficacy of PD in capacitating university teachers to be able to manage university teaching and learning. What is more compelling is that PD is needed now more than ever to upskill lecturers in other methodologies that include virtual teaching and learning, blended learning, virtual meeting platforms, and developing massive online open courses (MOOCS), all this in light of the changes that have been brought about by the COVID-19 pandemic that require lecturers who are adept in

educational technologies. This means that universities in Zimbabwe in particular should strive to develop relevant human capacity development programmes through the induction of new faculty and other continuous professional development initiatives so that teaching quality is enhanced and also that lecturers are capacitated to be responsive and adapt to changing global trends.

RECOMMENDATIONS FOR FURTHER RESEARCH

This study was limited to the impact of induction courses in enhancing the quality of teaching for new lecturers. For future studies, researchers could focus on course relevance, student engagement, curriculum design and the impact of student outcomes, among other aspects of induction courses.

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