

Quality Matters

Volume 6 No.24, November 2012

A Quarterly Newsletter of the Center for Educational Improvement and Quality Assurance (CEIQA)

St. Mary's University College

In this Issue

From the Editorial Desk.....	2
News	3
Research Corner.....	4
Interview.....	5
Perspective.....	7
Photo Gallery	11

Quote of this issue

"Everything is negotiable. Whether or not the negotiation is easy is another thing."

Carrie Fisher

This newsletter is published every three months by the Center for Educational Improvement and Quality Assurance (CEIQA) of St Mary's University College (SMUC). The objective of the newsletter is to inform the SMUC community as well as interested public, private, non-governmental stakeholders about the activities and endeavors of the institution in fostering quality education and research in the Ethiopian Higher Education setting.

Tel.251-11-553 7999 / 8001

P.O.Box:1211

Email: ceiqa@smuc.edu.et

<http://www.smuc.edu.et>

Addis Ababa, Ethiopia

Performance and Action Plans Review Meeting Held

The Annual Performance (2004E.C.) and Action Plan (2005E.C.) review meeting was held from November 13 to 16, 2012 in the Board Room in the presence of the top management, deans, officers and department heads. During the evaluation of the Annual Performance of 2004E.C, it was observed that, compared to 2003E.C., most units and offices showed better performance. 2004 E.C. was the year in which the UC achieved the highest performance of all the last five-years. It was in this year that the UC for the first time hosted an international conference together with the Association of African Universities. In collaboration with the Association of African Universities and European University association, St. Mary's also took part in organizing another international conference under the theme "Europe-Africa Connect: A Bi-Regional Approach to Strengthening University Capacity for Change". These two conferences were historic events for the UC in strengthening its international link, which is one of the major priorities of the SP of the institution.

Multi directional discussion was also held on the Action Plan of 2005E.C. The elements of the action plan were reviewed critically and useful feedback was gained from participants that would serve as input for the realization of quality education and the development of the institution. While giving his closing remarks, Ato Wondwosen Tamrat (Asst.Prof.), the President, thanked participants and advised them to implement the plan with all sorts of zeal and dedication by taking the necessary action whenever the plan needs modification.

From the Editorial Desk

Postgraduate education, which requires advanced level of human capital, is essential for the development of a country. It is the cognitive resource of a nation, which plays a crucial role in today's knowledge society and knowledge economy. Postgraduate training is assumed to equip learners with quality general subjects, formal research methods, transferable skills, professional applied skills such as teaching, supervising, conducting and publishing research articles.

The overall objective of postgraduate studies is to produce highly skilled professionals who can address the national problem of a country, drawing lessons from both local and international experiences. The wealth of knowledge gained from these skilled people serves to get feasible solutions to the technological, economical, political, social and environmental problems of a country. The above objectives can be met in an academia if there are concentration of high talents, good governance, generous resources, top class students and an integration of teaching, research and technology to promote excellence in the established fields of studies.

Skilled leaders who have both good managerial skills and successful research career should handle the exceeding tasks. Leaders should follow closely the dissatisfaction of students regarding the teaching learning process by applying effective survey methods and seek immediate solutions to fill the gaps examined in their institution. They should also satisfy the skilled professors by respecting their academic freedom and fulfilling their economic need.

Academic staff members, in turn, are expected to apply innovative teaching methods in their classroom by enabling students share experiences and at the same time providing opportunities for each individual student to develop his or her potential. The teaching

learning method should allow learners to conduct research and present their findings in seminars, criticize themselves and their studies, cooperate with others, satisfy their own needs, take on responsibilities and study systematically and independently. To fulfill the above mission, a healthy relationship should be built between instructors and students through close discussion and negotiation.

Even though professors can have both the intellectual and the emotional readiness to help their students, these days, the lack of qualified staff in the market and the under preparedness of learners have brought serious challenges in realizing quality education. Besides, research capacity in universities faces a dilemma due to brain drain, the precarious nature of research and poor networking and cooperation. These problems demand innovative teaching, negotiation, and re-negotiation from both the providers and the clientele to come up with viable solutions.

This newsletter focuses on the quality of postgraduate teaching learning. Enjoy reading it!

Managing Editor

Atlabachew Getaye

Layout Designer

Robel Tegene

Center for Educational Improvement and Quality Assurance (CEIQA)

St. Mary's University College (SMUC)

Tel. 251-115-53 79 99 / 53 80 01 ext. 145

P.O.Box:1211

Email:ceiqa@smuc.edu.et

Addis Ababa, Ethiopia.

If you have comments on this issue of the newsletter or would like to contribute to future issues, please contact our office on 011 553 79 99, 011 553 80 01 Ext 145

Email: ceiqa@smuc.edu.et

News

Continued from page 1...

A Workshop on Entrepreneurship Held

A workshop on entrepreneurship was held on October 16, 2012 here at St Mary's. Ms. Debbie McCoy, a scholar from Stanford University in the USA, conducted the workshop. Ms. McCoy presented to the audience what the international experience on entrepreneurship is like, how it is helping the world develop, what it requires to be an entrepreneur, the basic features of entrepreneurship, the challenges an entrepreneur is likely to face, and the techniques for succeeding in entrepreneurial engagements. Among the issues that caught the attention of the audience was what she called "internal entrepreneurship", which refers to an employee's creative way of doing things. Recalling her own experience as an entrepreneur, Ms. McCoy underscored in her presentation that failure is part of the life of an entrepreneur. The whole sense of the workshop was on how this world's best experience could be extrapolated to Ethiopia. Business students and instructors attended the workshop.

Ms. McCoy also held a consultative meeting with the SMUC Entrepreneurship Center staff to share experiences and to work in partnership. ■

Middle and Lower Level Managers Trained

In order to have its vision realized, St. Mary's invests in its human resource. It strives to become a leading higher education institution. In this regard, the role of the supporting staff cannot be undermined. To this end, training was given for 27 Middle and Lower Level Managers of the University College on 'Performance Measurement & Evaluation' from November 19 to 23, 2012 at Mexico Campus. The training was given by Ato Yimer Adem. The trainees found it timely and highly useful particularly in relation to the planned annual performance evaluation of SMUC's staff. The trainees

also shared among themselves relevant and useful ideas on St. Mary's Performance Evaluation framework for academic and supporting staff. ■

Training on Mainstreaming HIV/AIDS Conducted

Gender and HIV/AIDS Prevention and Control Office, in collaboration with NASTAD Ethiopia, conducted a training on Mainstreaming HIV/AIDS into the Curriculum from January 10 to 27, 2012 at St. Mary's University College. The purpose of the training was to build the capacity of the academic staff and to enable them mainstream HIV/AIDS into the curriculum of SMUC. The participants came from all Faculties/Departments and pertinent Offices/Units of the University College. Opening remarks were made by Asst. Prof. Wondwosen Tamrat, the President of SMUC. Dr. Ersido Lendebo, a private consultant, was the resource person who gave the training. ■

Virtual Links

Ethiopian Ministry of Education
Web site: [http:// www.moe.gov.et](http://www.moe.gov.et)
Higher Education Relevance and Quality Agency (Ethiopia)
Website: www.higher.edu.et
PROPHE- Programme for Research on Private Higher Education
Website: www.albany.edu/dept/eaps/prophe/
International Network for Quality Assurance Agency in Higher Education (INQAAHE)
Website: [http:// www.inqaahe.org](http://www.inqaahe.org)
Quality Assurance Agency for Higher Education (UK)
Website: <http://www.qaa.ac.uk>
Center for International Research on Higher Education
Website: http://bc.edu/bc_org/avp/soe/cihe
Quality and Standards Authority of Ethiopia
Website: <http://www.qsae.org/>
International Institute for Capacity Building in Africa
Website: <http://www.eric.ed.gov>
International Network for Higher Education in Africa (NHEA)
Website: <http://www.bc.edu>
International Network for Quality Assurance Agencies in higher Education
Website: <http://www.inqaahe.nl>
European Association for Quality Assurance in Higher Education
Website: <http://www.enqa.eu>
Asian Pacific Quality Network
Website: <http://www.apqn.org>

Research Corner

Research Title: Measuring Customers' Experience: A Survey of Graduate Students' Satisfaction at Addis Ababa University

Publication: A research paper published in the Proceeding of the Second Multi-Disciplinary Seminar of St. Mary's

Researcher: Dawit Melak Ayele

In the field of business, it is common to measure the satisfaction level of customers. Nowadays higher learning institutions have started to consider students level of satisfaction, regarding the quality of services they offer to their students so as to take corrective measures. This is because the voice of learners is playing a considerable role in improving academic programs. Successful institutions display three basic attributes. They give due regard to the need of learners. They improve their quality services continually, and they utilize student satisfaction data to amend the direction of their institutions.

Nevertheless, many institutions, according to the researcher, including Addis Ababa University, do not conduct customer satisfaction survey. If they do not measure the quality of services they render to students, it is difficult for them to handle and tackle problems. Due to the competition of higher learning institutions and paying students, institutions are being obliged to meet the expectations of learners. What is common at AAU is to make students fill out questionnaire regarding their instructors' performance, which is not adequate. There is no available research about graduate students' level of satisfaction. Such a study is essential not only to improve the performance of the institution but also to retain learners within the system. Accordingly, the researcher conducted a survey to identify the educational services attributes, which are significant to postgraduate learners, to discover the level of learners' satisfaction and to know the mechanism that the institution applies in handling postgraduate students' complaints. The study used judgmental and convenience sampling methods to select subjects.

It employed both primary and secondary data sources. Questionnaire and interview from primary and official website, the Strategic Plan of the institution, reports, books, journals and student satisfaction surveys of various foreign universities from secondary data were used. To measure the level of satisfaction, seven factors were identified: campus environment, registration effectiveness, academics, faculty/staff, infrastructure, skill specific developments/student partial university experience and enrollment factors. Based on the above factors, 70 questionnaire items were designed. Learners were asked to respond to both their expectations and the actual level of satisfaction using Likert scale, ranging from one to five with five being the highest.

Based on the data, the researcher put forward the following conclusions. Students expressed high satisfaction with the adequacy of library opening hours, improved independent learning ability, professional development experience, and relevance of courses outlines. The above factors were also rated as the most important ones. As to skill development, related to the faculty and infrastructures, they are of paramount importance to graduates, so are academics, effectiveness of registration and campus environment. The performance gaps observed in the first three scales were very high, pinpointing that the University is not meeting students' expectation. By contrast, the latter three scales showed better performance gaps.

About 70% of the graduates were dissatisfied or very dissatisfied with their University experiences, and the majority of students (90%) believed that there exists no readily available channel for handling and expressing students' complaints. In no area, the University exceeded the students' expectations.

The researcher suggested the use of online questionnaire to gather the feedback of respondents; the provision of development courses on research and computational skills to improve academic skills of graduates, and the development of formal and informal contact between faculty/staff and students. He also proposed to establish quality evaluation and improvement office to conduct satisfaction survey; to improve the physical plan and facilities; to create awareness on the part of academic staff to satisfy their students, etc.

Interview

This column features interviews of people including government officials, policy makers, educators, and presidents of universities or colleges as well as students on quality related issues. In this edition of the newsletter, we interviewed Dr. Elias Nour who is the Dean of St. Mary's School of Graduate Studies on programs, quality of teaching and research.

Dr. Elias Nour is a widely published researcher in the field of Law, and he is the editorial board member of Mizan Law Journal. Enjoy our conversation!



Quality Matters: Could you inform us the programmes that are being offered in SMUC's School of Graduate Studies?

Dr. Elias: SMUC School of Graduate Studies currently offers five graduate programmes under its regular programme, and seven graduate programmes in collaboration with Indira Gandhi National Open University (IGNOU). The MBA (Masters in Business Administration) Programmes are General MBA, MBA in Human Resources Management and MBA in Accounting and Finance. The Institute of Agriculture and Development Studies (IADS), which is one of the academic units of SGS, currently offers masters programmes in Agricultural Economics (MAEC) and Rural Development (MARD). It is also accredited to offer Masters Programme in Agri-business. IGNOU-SMUC Masters Programmes that are underway include Business Administration (MBA), Commerce (MCOM),

Economics (MEC), Public Administration (MPA), Rural Development (MARD), Social Work (MSW) and Sociology (MSO). The accreditation for the IGNOU-SMUC masters' programme further includes Political Science (MPS) and Library and Information Science (MLIS).

Quality Matters: How do you assure the quality of the teaching and research in the School?

Dr. Elias: The quality of teaching and research are issues that are addressed as elements in the context of the overall triadic pillars that constitute our functions i.e., teaching-learning, research and services. SMUC gives due attention to quality assessment and quality assurance. This includes CEIQA's activities in streamlining action plans and monitoring periodic performance. It was thus relatively easy to put in place quality assessment schemes at SGS, which have developed through a bottom-up process. There are three organs in charge of assessing quality in inputs, processes, outcomes and impact. SGS has a quality assessment organ that has representatives from SGS Management and student representatives from all sections. The second organ constitutes SGS management and staff. Thirdly, there is an organ that synthesizes, coordinates and assures the implementation of the concerns and recommendations of these two quality assessment organs. The agenda in these quality assessment organs are academic quality and administrative quality. Concerns and recommendations towards sustained academic and administrative

...Continued on page 6
5

improvement and excellence are deliberated upon, after which a check-list of concerns and performance indicators are recorded not only in the minutes of the meetings but are also posted on office notice boards (including the Dean's Office) with a view to assuring their accomplishment.

Quality Matters: What is the feedback of learners regarding the effectiveness of the teaching learning process? Does the School have valid and reliable instruments, developed for gathering students' opinion?

Dr. Elias: The teaching-learning process of each course is assessed every semester, and we obtain this feedback some weeks before the Semester exam. The feedback mostly shows high satisfaction levels. In addition to students evaluation, there is also an instrument being used to conduct a comprehensive satisfaction survey at the end of every academic year to gather students feedback not only on course delivery but also on various services such as SGS Dean's Office, Academic Programme Coordination Office, Classroom Conditions, Library Services, Registrar Office, Finance Office, Sanitation Services, Provision of Overall Services and Response to Student Complaints. The results are indeed encouraging. They are helpful in our pursuits of addressing dissatisfaction.

Quality Matters: How do you assess the research undertakings of the School? How many journals do you publish?

Dr. Elias: There is much to be done in the realm of research. The culture of inquiry, analytic mindset, critical thinking, communication (i.e., articulation), extensive reading on what others have done and published, and due appreciation thereof have yet to be nurtured in Ethiopia at large. The culture of identifying the 'best' course of action in solving problems, or the

intellectual curiosity and inquiry regarding paths that are better than the ones we pursued yesterday are the driving forces of research and development. On the other hand, there is an issue raised by a considerable number of staff members in nearly all Higher Education Institutions (HEIs) in Ethiopia regarding the salary scales that are steadily dwarfed by rising inflation. This makes it difficult to a significant number of potential researchers to get adequate time and mindset for research owing to the overtime load that is becoming expedient to make ends meet. In spite of such setbacks, we are glad that SMUC publishes three journals namely, Journal of Agriculture and Development (JAD), Journal of Business and Administrative Studies (JBAS), and Mizan Law Review (MLR). The academic units of SMUC's School of Graduate Studies i.e., the Institute of Agriculture and Development Studies (IADS), Business Faculty Graduate Committee (BFGC), and the Center for Law in Sustainable Development (CLiSD), which has a matrix relationship with SMUC Faculty of Law and the School of Graduate Studies are in charge of publishing these journals.

Quality Matters: Are instructors active in local and international seminars and conferences?

Dr. Elias: Yes. SGS encourages the active participation of its staff in local and international seminars and conferences.

Quality Matters: How do you assess the quality of research guidance that instructors provide to their advisees, correlating to the achievement of learners?

Dr. Elias: SGS Research Guide is prepared for students who are working on their theses. Moreover, there are good practices that can be scaled up.

...Continued on page 10

Perspective



QUALITY EDUCATION AND NEGOTIATED SYLLABUS

By : ATLABACHEW GETAYE

getayeatlabachew@yahoo.com

According to Candline (1984) syllabus refers to the specification and planning of content. It is presented in written form as prescriptions for implementation by teachers and learners. There are two ways of syllabus design: top down and bottom up. Nowadays, top-down syllabus faces various criticisms. To mention but a few, syllabus writers, are disconnected from the actual learners; so experts and syllabus writers cannot identify the learning style of students easily. Consequently, top-down syllabuses are impositions on learners, viewing teachers as unproblematic deliverers of the syllabus (Allwright, 1984). In addition, they are concerned with the end results, considering learners as passive recipients (Candlin, 1984). Externally defined curricula undermine the possibilities for learners to construct meaning. This is because, according to humanist approach, reality is relative, defined by the person himself/herself. Therefore, learners should be at the center of meaning making which implies a relativist interpretation of quality education.

From learners' point of view, it has become apparent that learners should take the lead in syllabus design for quality education to occur. Negotiation among learners and between the teacher and learners is becoming indispensable for win-win results (Allwright, 1984). Candlin (1984) reinforces the view of Allwright saying that the issue of learnability of the syllabus can be put into effect primarily through the learners themselves which entails not only asking learners their opinions, but making them active participants along with their teachers through negotiation and re-negotiation. This new way of specification and planning content is known as Negotiated Syllabus.

The negotiated syllabus is a new approach where by learners and teachers are the prime actors in its formation. Jointly, they carry out shared decisions about content, materials, methodology and evaluation. The instructors instruct learners in a way learners want to be taught, and the syllabus occurs when learners meet teachers to establish the parameter of the curriculum, and prior to negotiation; there is no syllabus (Candlin 1984; Breen 1987). Its being so, according to Collis and Lacey (1996, P.9) empowers learners:

... to show self regulatory behavior through enabling them to confront problems with understanding and active decision making. Teachers need to begin by providing much of the regulation but their aim is to pass over to students so that they are eventually taking control themselves. The teacher's style and role becomes one of enabling students to become active in their own learning.

The notion of enabling learners to control is clearly linked with encouraging them to take responsibility. This suggests that if control is affected, they develop a sense of responsibility, in a general sense, for their own learning and start to understand why they should learn.

Due to the above features, some scholars criticize the syllabus saying that it deviates from the conventions of syllabus design since it addresses the purposes of the contents, ways of teaching and means of evaluation in the classroom. It also breaks the tradition of syllabus design in view of the fact that learners are decision makers, and the design is dynamic.

Breen and Littlejohn (2000), nevertheless, have a different view. There are immediate causes, which make negotiated syllabus as the logical and at times the only feasible way for course design and implementation. The syllabus is essential particularly when teacher determined courses turn to be arbitrary; when a teacher lacks common background with his/her students; when there are heterogeneous students; when there is a need to consider the experiences of learners, and when the course is open ended.

Clarke (1991) also claims that the syllabus grabs the attention of many due to the following reasons. It paves the way for social interaction. It encourages learners to take part actively in the formation of the syllabus through negotiation. It leads to self-directed or independent learning. It enables learners to approach learning tasks knowing what to expect and what is expected of them. As a result, uptake takes place in the learners own terms, which contributes to the avoidance of unintended outcomes.

All in all, for Breen and Littlejohn (2000) it addresses the general questions such as: “who does what with whom, on what subject matter, with what learning purpose(s)?” Such questions would be [seen] as matters of joint decision in the classroom” (Breen, 1984, p.56).

A. Framework of Negotiated Syllabus

There are three principal phases of negotiated syllabus. To start with, decisions are made regarding contents and ways of working. Knowing what to learn and how to learn, actions follow. According to Collis and Lacey (1996, P.19) the actions “will always engage the intellect, the imagination or the emotions of the learner.” Learners are encouraged to be active in their responses. Finally, the outcomes of the actions are assessed. It is a key stage; for it is at this point that the effectiveness of the previous decisions and actions can be revised so as to shape the future (Breen & Littlejohn, 2000).

B. Features of Negotiated Syllabus

1. Objectives

According to Collis and Lacey (1996, p.81) the objectives of the syllabus are to enable students to take

control of their lives and learning; use strategies to improve their learning; learn from social interaction; take responsibility; negotiate their own learning and achieve independence.

2. Teachers’ Role

Teachers no more exercise their power over learners. They are rather expected to involve learners actively in decision making. They are there to facilitate understanding. The syllabus, therefore, requires from teachers flexibility, tolerance, and a strong faith in the potential of learners. Teachers should present their own plans for learners as proposals. They should provide opportunities to choose the activity, by arranging the environment suitably so that learners can have the right to reformulate, elaborate, or even reject (Breen and Littlejohn 2000).

In addition, Bruner (1972) points out that learning is not necessarily dependent on a series of tasks vested in the teacher, rather with the uniqueness of the relationship. The development of a rapport is essential. It is only then that the ability to work usefully through negotiation becomes viable. Generally speaking, having credibility, a teacher should make sure that classroom discipline co-exists with negotiated learning.

3. Learner’s Role

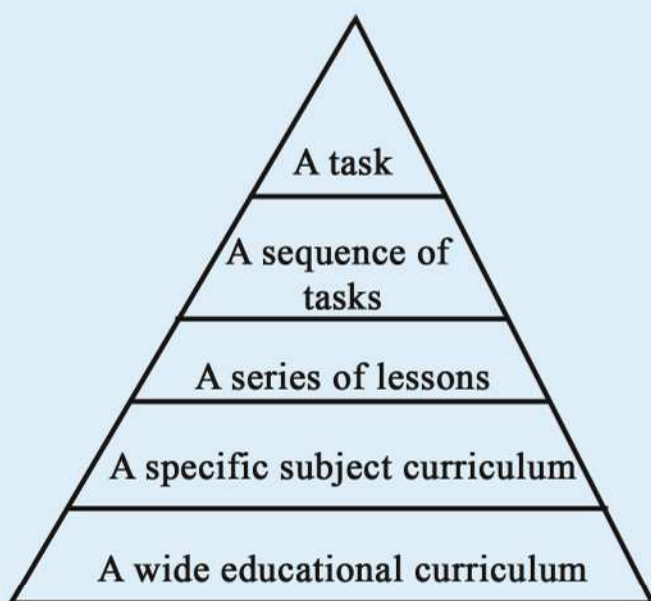
The central feature of negotiated syllabus is that decision – making is shared equally by both teachers and learners. Learners are active processors of information; they do not simply soak it up. They have the right to influence the decisions which are made regarding any activity. Here, they are expected to control the overall operations and outcomes of learning (Collis and Lacey 1996; Breen & Littlejohn, 2000).

The risk for any negotiated course is that during decision making, it is the views of extroverts that predominate, and those who are introverts do not voice their feelings. It is, therefore, important to inform and convince learners to take part actively during negotiation.

4. Content

A negotiated syllabus, according to Breen and Littlejohn (2000), is distinct in that its content is entirely unknown

prior to the shared decisions taken by a teacher and learners. Therefore, learners have access to exert some control over the content. And their decisions are one way or another, manifested in the actions taken in the classroom. Decisions range from a specific task to that of a wider educational curriculum. Everything is accessible to learners to encourage discussion, which avoids artificial rewards to the process of learning since learners are intrinsically motivated. The levels of focus for negotiation can be summarized as follows (Ibid).



Negotiation cycle

5. Materials

Negotiated syllabus, according to White (1988), neglects the notion of depending on a textbook. The prime objective of the syllabus is to bring forward the distinct contribution, want and learning styles of the learner, and it is unlikely that ‘off the shelf’ resources can be pertinent to the individual student or groups of students. In fact, what makes the syllabus demanding is that what is appropriate for a certain group may not necessarily interest the other group. So, as Breen (1987) spells out, the choice of tasks and their implementation result from the decision making process of the class room.

6. Evaluation

Evaluation improves fundamentally the quality of teaching and learning. With regard to negotiated syllabus, it appraises both the attained abilities and the classroom experience. Assessment should focus on the learner’s skills, perceptions, strategies, knowhow and interests in relation to the task. The focus of assessment should be on the analysis of the learner in contrast to the more traditional task analysis (Collis and Lacey, 1996).

C. Merits and Demerits of Negotiated Syllabus

The negotiated mode of working has the following merits. It encourages learners to interact with their friends, teacher and environment without any reservation. Learners are, thus, intrinsically motivated and the atmosphere is rewarding by itself. As a result, while they monitor their learning, they become reflexive and responsive to adapt to different day to day situations. In this way, they become independent and self confident (Collis and Lacey, 1998). It also enables learners to walk in different ways and at different rate in accordance with their needs and interests, which, in turn, maximizes their progress (Ibid). Moreover, it gives time for a teacher to examine learners’ problems while they are engaged in negotiation (Breen and Littlejohn, 2000). Learners also approach tasks knowing what to expect since expectations are negotiated (Breen and Littlejohn, 2000).

Due to its radical nature and new concepts, compared to traditional syllabuses, the syllabus faces a number of criticisms. First, negotiation is time consuming. Second, large class sizes are obstacles to make the process of negotiation effective. This attributes to wide individual differences, which makes consensus unlikely. Third, like the traditional approaches, teachers need to exercise their power fully. Since they give up on it in negotiated

syllabus, it is shocking for them. In relation to teachers again, the pressing weakness of the syllabus is its reliance up on the quality of teacher. It demands a lot from teachers not only in terms of classroom management but also in terms of material organization. Last but not least, unless decision making is carried out with caution, it may lead to classroom anarchy (Breen and Littlejohn, 2000; Smith, 1994; Collis and Lacy, 1988; and Stenhouse, 1975).

Even if the syllabus is radical, it is useful to undergraduate students in general and to postgraduate students in particular; for the latter especially know their purposes of study clearly. Postgraduate students want to have a solid understanding of their fields of study, associated with the methodical and scrupulous process of discovery and independent examination. Thus, they expect their learning to be responsive to their personal goals which can be attained through negotiation whenever there is dissatisfaction.

...Continued on page 12

FUN CORNER

Johnny started school and within two weeks, the teacher sent home this note: "Young Johnny is more than I can handle, and I am forced to ask your help."

The next day the mother sent her answer: "Listen, all those years I had him alone, did I ask you for help?"

The teacher handed back to the class the examination papers she had marked.

"Does anyone want to ask a question?" she inquired.

"Yes, ma'am," replied one boy. "I can't read what you've written at the bottom of my paper."

The teacher glanced at the paper and said: "I've written: 'You must write more clearly.'"

Taken from Best Jokes of all Time

...Continued from page 6

There are also good practices that we need to learn from SMUC's undergraduate programmes such as orientation sessions. Even though this might seem unnecessary at the graduate level, the facts on the ground show that there needs to be more attention to research guidance. The various stages of a student's research and the frequency and type of advising that is being provided should also be monitored. We are in the course of developing schemes that can nurture, enhance and monitor these processes and optimize the achievement of learners. We had some problems in social work field research in the IGNOU-SMUC programme. The problem has been addressed by inviting the pertinent personnel from IGNOU and holding series of discussions with students and staff.

Quality Matters: Does the School publish books in different fields of study? How do you evaluate the quality and quantity of the publications?

Dr. Elias: SMUC's achievements in publications for undergraduate courses can easily be observed by the number of SMUC-published books. In view of the relatively tender age of SMUC's School of Graduate Studies, its achievement in publications is modest. There are recent achievements in this regard by graduate faculty. But, I think, it is a task that needs more focus. The facilities available at SMUC Printing Press and at the (SMUC-affiliated) Fidel Publishers are indeed conducive to publication pursuits by the School of Graduate Studies.

Quality Matters: Thank you very much for sharing information about the School!

Dr. Elias: You are welcome!

Photo Gallery

A Workshop on Entrepreneurship



Continued from page 10...

References

- Allwright, R. (1984). "Why don't learners learn what teachers teach?" The interaction hypothesis in D. Singleton and D. Little (eds.). Language Learning in Formal and Informal Contexts. Dublin: IRRAL.
- Breen, M. (1984). "Process syllabuses for the language classroom" in C. Brumfit (ed.). General English Syllabus Design. ELT Document 118. London: Pergamon and the British Council.
- (1987). "Contemporary paradigms in syllabus design, Part II". Language Teaching 20/3.
- Breen, M and A. Littlejohn. (2000). Classroom decision making: negotiation and process syllabuses in practice. Cambridge: Cambridge University Press.
- Bruner, J. I. (1977). "Early Social Interaction and Language Acquisition." In Shaffer, H. (ed.) Studies in Mother-Infant Interaction. New York: Academic Press.
- Candlin, C. (1984). 'Design as a critical process' in C. Brumfit (ed.). General English Syllabus Design. ELT Document 118. London: Pergamon and the British Council.
- Clarke, D.F. (1991). "The Negotiated syllabus: What it is and how is it likely to work?" Applied Linguistics 12/1.
- Collis, M and P. Lacey. (1996). Interactive Approaches to Teaching.: A Framework for INSET. London: David Fulton Publishers.
- Stenhouse, L. (1975). An Introduction to Curriculum Research and Development. London: Heinemann.
- White, R. (1988). The ELT Curriculum. Oxford: Basil Blackwell.

St. Mary's University College

For More Information please visit our website:

www.smuc.edu.et

Center for Educational Improvement and
Quality Assurance (CEIQA)
Tel: (251) 115537999
P.O.Box: 1211
Addis Ababa