

UNIVERSITY OF DAR ES SALAAM
QUALITY ASSURANCE BUREAU (QAB)



**REPORT ON THE MONITORING OF TEACHING
AND LEARNING PROCESSES**

SEMESTER II-2014/2015

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EXECUTIVE SUMMARY

The University of Dar es Salaam through Quality Assurance Bureau (QAB) constantly monitors and evaluates quality assurance processes including the teaching and learning processes and environment. In Semester II-2014/2015, QAB conducted the evaluation of teaching and learning processes in the 7th week from 20th - 24th April 2015.

During the monitoring period, a total of 1380 courses were assessed in 13 units. The number and percentage varied across units, ranging from 21 in SJMC to 254 in DUCE. It appeared that 57.1 percent of the courses conducted were lectures. About 77.5 percent of the courses were conducted as scheduled and for the remaining percentage, classes were either postponed or rescheduled. The most identified reason contributing to postponing or rescheduling classes was absenteeism among Instructors. On the actual teaching starting time, the overall performance was reasonably good as about 97.1 percent of the classes started within 15 minutes.

On teaching method, it was revealed that the predominant method was talk and chalk. It was observed that more than 50 percent of the teaching sessions were implemented using talk and chalk. This method is common across all units. On the type or style of lectures, the findings indicate that more than 56.5 percent of the courses were teachers' centered where Instructors dominated the teaching and learning processes. As expected more than 80 percent of the lectures were teacher centered. Furthermore, it was observed that 80.2 percent of the courses were taught using English throughout and 3.1 percent used Kiswahili throughout. Also, code switching was observed in all units.

On conditions of teaching rooms, it was noted that more than 87 percent of the courses were conducted in recommended rooms. However, more efforts are still needed to overcome the overcrowding of students in teaching venues. Issues that need immediate remedial measures include absenteeism among Instructors and students in classrooms; malfunction or absence of effective public address systems; overcrowded classes; and repair and maintenance of teaching infrastructure.

1. INTRODUCTION

The University of Dar es Salaam (UDSM) strives to deliver quality education in all academic programmes. In order to meet this goal, the University through the Quality Assurance Bureau (QAB) constantly monitors and evaluates quality assurance processes including the teaching and learning processes to gauge if they are in line with the benchmarks set by the University.

In semester II-2014/15, QAB conducted the monitoring of teaching and learning processes in the 7th week (20th - 24th April 2015) of the teaching session. The main purpose of the exercise was to monitor the teaching and learning processes through visiting the classroom for observation across all units. For each course, Quality Assurance (QA) officers filled the designed questionnaire. This report presents the findings of the monitoring exercise mainly focusing on the general information of the evaluated courses, time management, teaching processes and conditions of the teaching venues.

2. METHODOLOGY

The teaching assessment was conducted using the developed questionnaire. The questionnaire included information on time management, teaching process, teaching venues and their conditions as well as matters which needed immediate attention. Courses were assessed by Quality Assurance (QA) officers assigned to teaching venues which were clustered by zones. Based on the University timetable, the officers were visiting to observe the delivery of the courses and evaluate the process. The frequency and percentage of cases are reported in tables and figures to explain the situation according to the areas identified in the questionnaire.

3. GENERAL FINDINGS

The general findings captured the distribution of courses by units and the teaching mode. Table 1 presents the number of courses by units. A total of 1380 courses were assessed in 13 units from 20th - 24th April 2015. The number and percentage varied across units, ranging from 21 in SJMC to 254 in DUCE.

Table 1: Distribution of Courses by Colleges/Schools/Institutes

Colleges/ Schools/ Institutes	Frequency	Percent
CoET	159	11.5
CoHU	136	9.9
CoICT	36	2.6
CoNAS	177	12.8
CoSS	189	13.7
DUCE	254	18.4
IDS	53	3.8
IKS	40	2.9
MUCE	106	7.7
SJMC	21	1.5
UDBS	110	8.0
SoED	64	4.6
UDSoL	35	2.5
Total	1380	100.0

Figure 1 presents the teaching mode used during the teaching sessions. The results revealed that 57.1 percent of the teaching sessions were lectures, 31.7 percent seminars and the remaining 11.2 percent were either tutorial, practical, test or project. The distribution of the teaching mode by Colleges/Schools/institutes is presented in Table 2. As noted in the table CoET, SJMC, CoICT, CoNAS, MUCE, UDBS, SoED and UDSol indicated more than 57 percent of the Instructors were conducting lectures. The highest percentage was in UDSol where about 91% of the teaching sessions were lectures.

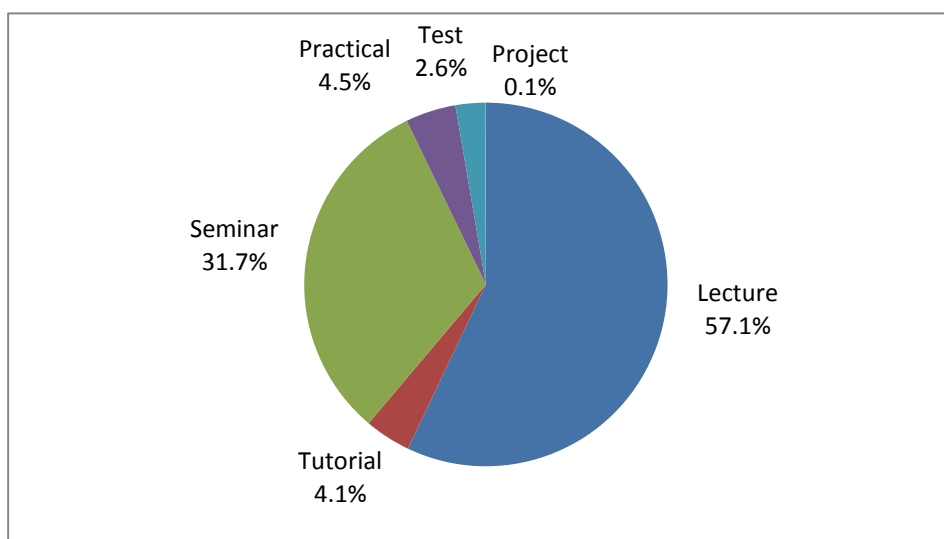


Figure 1: Teaching mode

Table 2: Teaching mode by Colleges/Schools/Institutes

College/ School/Institute	Teaching mode						Total
	Lecture	Tutorial	Seminar	Practical	Test	Project	
CoET	114 (74.02%)	17 (11.03%)	0 (0%)	10 (6.49%)	12 (7.79%)	1 (0.64%)	154
CoHU	67 (51.93%)	0 (0%)	60 (46.51%)	1 (0.77%)	1 (0.77%)	0 (0%)	129
CoICT	21 (63.63%)	6 (18.18%)	1 (3.03%)	4 (12.12%)	1 (3.03%)	0 (0%)	33
CoNAS	115 (67.25%)	16 (9.35%)	1 (0.58%)	31 (18.12%)	8 (4.67%)	0 (0%)	171
CoSS	83 (45.1%)	0 (0%)	97 (52.71%)	0 (0%)	4 (2.17%)	0 (0%)	184
DUCE	113 (45.93%)	7 (2.84%)	112 (45.52%)	11 (4.47%)	3 (1.21%)	0 (0%)	246
IDS	12 (23.07%)	0 (0%)	40 (76.92%)	0 (0%)	0 (0%)	0 (0%)	52
IKS	22 (55%)	0 (0%)	17 (42.5%)	0 (0%)	1 (2.5%)	0 (0%)	40
MUCE	67 (65.04%)	6 (5.82%)	24 (23.3%)	3 (2.91%)	3 (2.91%)	0 (0%)	103
SJMC	14 (70%)	1 (5%)	5 (25%)	0 (0%)	0 (0%)	0 (0%)	20
UDBS	57 (54.28%)	2 (1.9%)	45 (42.85%)	0 (0%)	1 (0.95%)	0 (0%)	105
SoED	41 (69.49%)	0 (0%)	18 (30.5%)	0 (0%)	0 (0%)	0 (0%)	59
UDSoL	31 (91.17%)	0 (0%)	2 (5.88%)	0 (0%)	1 (2.94%)	0 (0%)	34
Total	757 (56.91%)	55 (4.13%)	422 (31.72%)	60 (4.51%)	35 (2.63%)	1 (0.07%)	1330

4. SPECIFIC FINDINGS

The specific findings deal with teaching time management, teaching process, teaching rooms and their conditions and matters of more attention.

4.1 Time Management

It was necessary to assess the time management to check whether the teaching sessions were conducted as scheduled and started on time. Instructors and students are supposed to follow the master teaching timetable.

4.1.1 Whether the Teaching was conducted as Scheduled

Figure 2 indicates that 77.5 percent of the courses were conducted as scheduled but all units had courses that were not conducted as scheduled as shown in Table 3.

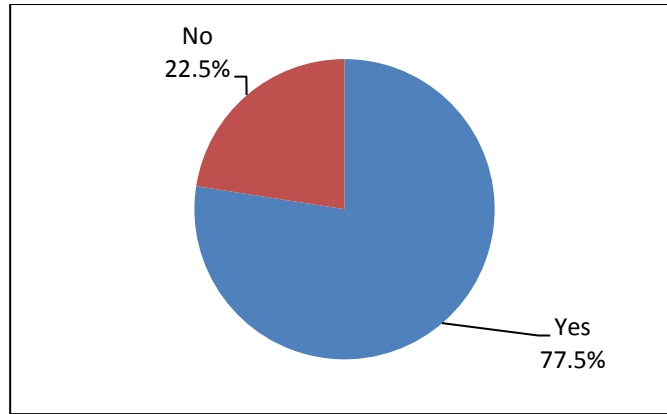


Figure 2: Teaching was conducted as scheduled

Table 3: Teaching was conducted as scheduled by units

College/ School/Institute	Was Teaching conducted as scheduled	
	Yes	No
CoET	122 (76.72%)	37 (23.27%)
CoHU	109 (80.74%)	26 (19.25%)
CoICT	22 (61.11%)	14 (38.88%)
CoNAS	131 (74.85%)	44 (25.14%)
CoSS	151 (79.89%)	38 (20.1%)
DUCE	180 (72.87%)	67 (27.12%)
IDS	40 (76.92%)	12 (23.07%)
IKS	39 (97.5%)	1 (2.5%)
MUCE	98 (94.23%)	6 (5.76%)
SJMC	17 (80.95%)	4 (19.04%)
UDBS	75 (68.8%)	34 (31.19%)
SoED	51 (79.68%)	13 (20.31%)
UDSoL	26 (74.28%)	9 (25.71%)
Total	1061 (77.67%)	305 (22.32%)

The reasons given for not conducting teaching, postponing or rescheduling are presented in Table 4. As can be noted in the table, the case of absenteeism in classrooms among the Instructors and students is extensive.

Table 4: Reasons for not conducting teaching, postponing or rescheduling

Reasons	Frequency	Percent
Collision of the courses	3	1.2
Class overcrowded	2	0.8
Poor venue condition	4	1.6
Instructor absent but students present	31	12.1
Students absent but instructor present	1	0.4
Instructor and students absent	216	84.0
Total	257	100.0

4.1.2 Actual Starting Time

The actual starting time is shown in Figure 4. The overall performance was reasonably good. As observed, 97.1 percent of the courses started within 15 minutes. Table 5 shows the actual teaching starting time by Colleges/Schools/Institutes; all courses evaluated in SJMC started on time. None of the courses started late for more than 16 minutes in IDS, MUCE and SoED. A total of 25 (2.52%) courses started for more than 16 minutes and 5 percent of the courses started late for more than 30 minutes. Table 6 presents the list of teaching units where courses started late for more than 16 minutes.

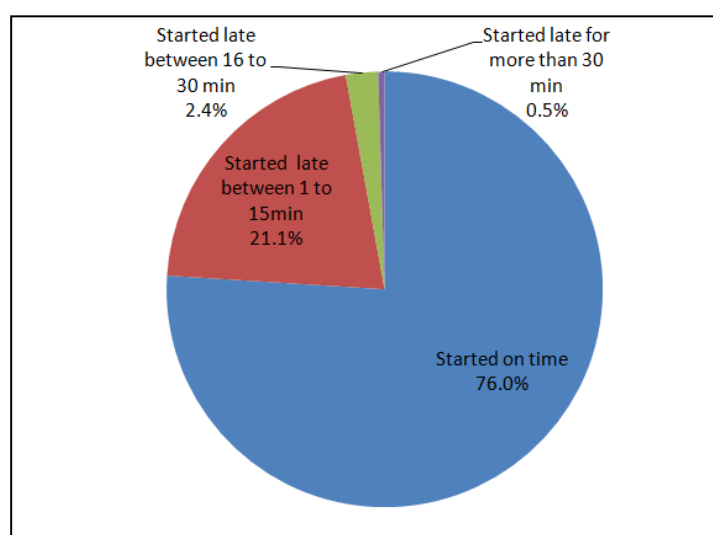


Figure 3: Actual starting time

Table 5: Actual teaching starting time by Colleges/Schools/Institutes

Hosting College/ School/Institute	Actual teaching starting time				Total
	Started on time	Started late between 1-15min	Started late between 16- 30 min	Started late for more than 30 min	
CoET	87 (73.72%)	29 (24.57%)	1 (0.84%)	1 (0.84%)	118
CoHU	84 (79.24%)	21 (19.81%)	1 (0.94%)	0 (0%)	106
CoICT	15 (65.21%)	6 (26.08%)	1 (4.34%)	1 (4.34%)	23
CoNAS	106 (80.91%)	20 (15.26%)	4 (3.05%)	1 (0.76%)	131
CoSS	115 (78.23%)	30 (20.4%)	2 (1.36%)	0 (0%)	147
DUCE	139 (78.53%)	35 (19.77%)	2 (1.12%)	1 (0.56%)	177
IDS	29 (74.35%)	10 (25.64%)	0 (0%)	0 (0%)	39
IKS	31 (79.48%)	7 (17.94%)	1 (2.56%)	0 (0%)	39
MUCE	69 (70.4%)	29 (29.59%)	0 (0%)	0 (0%)	98
SJMC	17 (100%)	0 (0%)	0 (0%)	0 (0%)	17
UDBS	42 (56%)	21 (28%)	11 (14.66%)	1 (1.33%)	75
UDSoED	46 (90.19%)	5 (9.8%)	0 (0%)	0 (0%)	51
UDSoL	15 (57.69%)	9 (34.61%)	2 (7.69%)	0 (0%)	26
Total	795 (75.93%)	222 (21.2%)	25 (2.38%)	5 (0.47%)	1047

Table 6: List of courses teaching started late for more than 16 min

College/School/Institute	Started late between 16 to 30 min	Started late for more than 30 min
CoET	EE 342	SC 342
CoHU	LT 315	
CoICT	CS 172	CS 251
CoNAS	CH 113	CH 252
	BL 113	
	AF 301	
	MR 204	
CoSS	ST 321	
	SO 285	
DUCE	CT 102	BT 113
	CH 290	
IKS	KF 303	
UDBS	FN 306	MK 324
	AC 101	
	MK 201	
	MK 332	
	HR 316	
	MK 610	
	AC 307	
	IM 303	
	TH 305	
	BIT 100	
	MS 605	
UDSoL	LW 303	
	LW 529/436	

The most identified reasons for late starting of teaching sessions were late arrival of instructor and poor initial teaching preparation by the Instructors, see Table 7.

Table 7: Reasons for late starting of teaching sessions

Reason for late starting for teaching session	Frequency
Late arrival of instructor	64
Late arrival of students	19
Sitting arrangement	19
Previous class ended late	11
No initial teaching preparation	30
Change of Venue/Collision	3
Poor venue condition	2
Other reasons	
DARUSO campaign	1
Total	149

4.2 Teaching Process

QAB officers identified issues related to teaching methods, style of lectures and medium of instructions. On teaching methods, Figure 4 shows that 57.8 percent of Instructors used the talk and chalk.

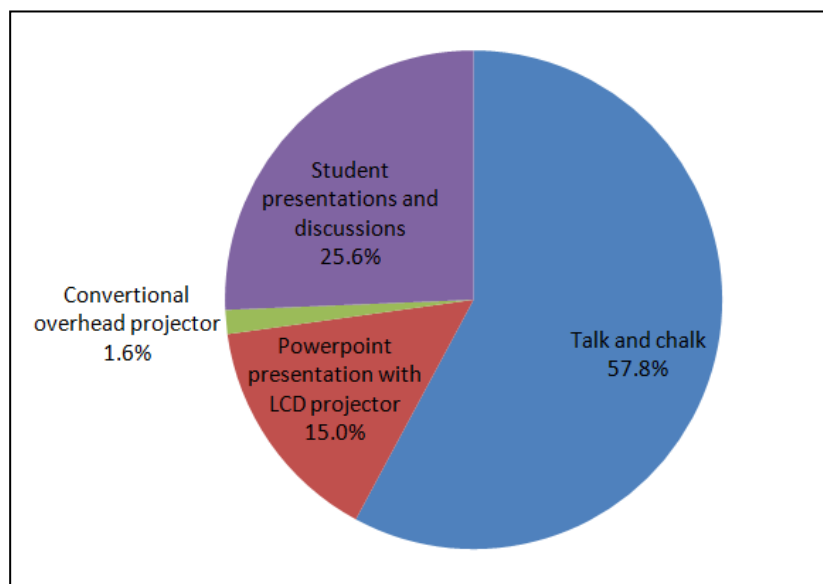


Figure 4: Teaching methods

On the type or style of lectures, Figure 5 indicates that more than 56.5 percent of the courses were teachers' centered, 26.1 percent student lead with teacher supervision and 17.4 percent were students' centered. The distribution of the type/style by teaching mode is presented in Table 8 which indicates that 86.4 percent of the lectures were teachers' centered.

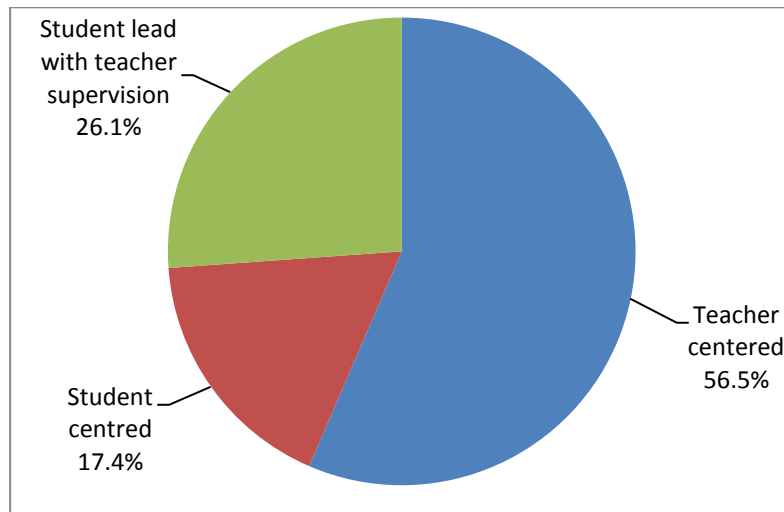


Figure 5: Type/style of lecture/seminar/tutorial

Table 8: Type/style of lectures/seminars/tutorials by teaching mode

Teaching mode	Type/style of lecture/seminar/tutorial			Total
	Teacher centered	Student centered	Student lead with teacher supervision	
Lecture	458 (86.41%)	54 (10.18%)	18 (3.39%)	530
Tutorial	16 (47.05%)	13 (38.23%)	5 (14.7%)	34
Seminar	20 (6.75%)	75 (25.33%)	201 (67.9%)	296
Practical	10 (25.0%)	18 (45.0%)	12 (30.0%)	40
Test	2 (100%)	0 (0%)	0 (0.0%)	2
Project	0 (0%)	0 (0%)	1 (100%)	1
Total	506	160	237	903

On the medium of instruction, Figure 6 shows that more than 80 percent of the courses were conducted using English throughout. Courses using Kiswahili were only 3.1 percent. English related courses indicated that 16.1 percent of the Instructors switched to Swahili with English dominating and that 0.6 percent of Instructors switched to English with Kiswahili dominating. However, code switching was observed in all units.

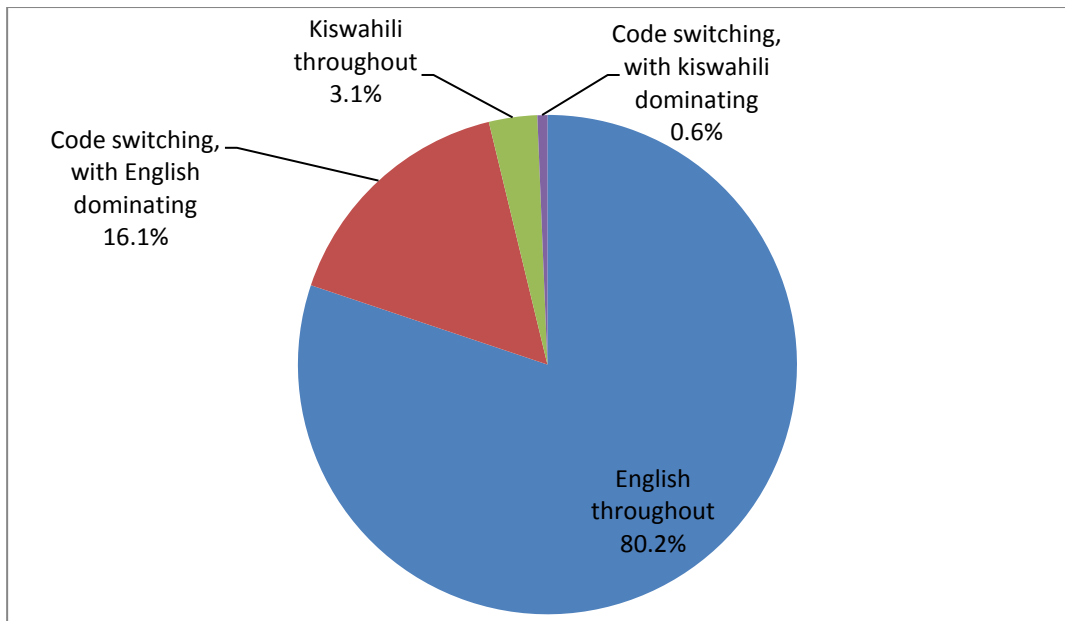


Figure 6: Medium of instruction

4.3 Teaching Venues and their Condition

The room capacity and the number of students expected in a classroom were compared and assessed. Table 9 presents the frequency and percentages of recommended and overcrowded venues. It was observed that 87.7 percent of the teaching sessions were conducted in recommended venues and 12.3 percent of the courses were conducted in overcrowded venues. This implies that more efforts are still needed in order to reduce the problem of overcrowded classes.

Table 9: Comparison of the room capacity against number of students expected

Criteria	Frequency	Percent
Recommended venue (capacity>expected)	784	87.7
Overcrowded venue (capacity<expected)	110	12.3
Total	894	100.0

The conditions of the rooms were assessed based on the infrastructure. These include conditions of lighting systems; availability of chairs and tables; room ventilation, conditions of blackboard/whiteboard; availability of brush and chalks/markers; public address system; fixed LCD projector system; display and visibility and general physical condition of the room. Table 10 indicates that the overall condition of the teaching venues

is good. With the exception of public address system which needs more attention, the aggregated percentage for good, very good and excellent were above 90 percent.

Table 10: Condition of the teaching venue

Condition of teaching venue	Very poor	Poor	Good	Very good	Excellent	Total
Sitting arrangement	10 (1.09%)	46 (5.01%)	203 (22.13%)	283 (30.86%)	375 (40.89%)	917
Lighting	2 (0.18%)	38 (3.56%)	345 (32.33%)	443 (41.51%)	239 (22.39%)	1067
Chairs and tables	2 (0.18%)	23 (2.16%)	371 (34.86%)	351 (32.98%)	317 (29.79%)	1064
Room ventilation	1 (0.09%)	29 (2.73%)	395 (37.19%)	415 (39.07%)	222 (20.9%)	1062
Blackboard/whiteboard	0 (0%)	7 (0.66%)	350 (33.46%)	468 (44.74%)	221 (21.12%)	1046
Availability of brush and chalks/markers	1 (0.1%)	79 (7.91%)	326 (32.66%)	430 (43.08%)	162 (16.23%)	998
Public address system (if any)	25 (11.36%)	19 (8.63%)	59 (26.81%)	47 (21.36%)	70 (31.81%)	220
Fixed LCD projector system (if any)	18 (6.81%)	5 (1.89%)	78 (29.54%)	47 (17.8%)	116 (43.93%)	264
Display and visibility	1 (0.2%)	11 (2.24%)	129 (26.38%)	201 (41.1%)	147 (30.06%)	489
General physical condition of the room	4 (0.38%)	15 (1.45%)	314 (30.36%)	481 (46.51%)	220 (21.27%)	1034

4.4 Matters which Need Immediate Attention

QA officers also identified matters which need immediate attention. These matters are related to the following:

- (i) Absenteeism of Instructors in classrooms
- (ii) Malfunction or absence of public address systems especially in bigger classes
- (iii) Overcrowding of students in teaching venues
- (iv) Absenteeism of students in classrooms
- (v) The need for repair and maintenance of infrastructure including light tubes/bulbs, LCD projectors, chairs and tables, boards, fans and roof.

5. CONCLUSIONS

A total of 1380 courses were assessed in 13 units from 20th - 24th April 2015 in Semester II-2014/15. The highest percentage of the courses assessed was in DUCE contributing to 16.9 percent. During the monitoring period, it appeared that 57.1 percent of the courses conducted were lectures. About 77.5 percent of the courses were conducted as scheduled and for the remaining percentage, classes were either postponed or rescheduled. The most identified reason contributing to postponing or rescheduling classes was absenteeism

among Instructors. On the actual teaching starting time, the overall performance was reasonably good as about 97.1 percent of the classes started within 15 minutes.

The predominant teaching method was talk and chalk. It was observed that more than 50 percent of the teaching sessions were implemented using talk and chalk. This method is common across all units. On the type or style of lectures, the findings indicate that more than 56.5 percent of the courses were teachers' centered where Instructors dominated the teaching and learning processes. As expected more than 80 percent of the lectures were teacher centered. Furthermore, it was observed that 80.2 percent of the courses were taught using English throughout and 3.1 percent used Kiswahili throughout. Also, code switching was observed in all units.

On conditions of teaching rooms, it was noted that more than 87 percent of the courses were conducted in recommended rooms. However, more efforts are still needed to overcome the overcrowding of students in teaching venues. Issues that need immediate remedial measures include absenteeism among Instructors and students in classrooms; malfunction or absence of effective public address systems; overcrowded classes; and repair and maintenance of teaching infrastructure.