

UNIVERSITY OF DAR ES SALAAM



**REPORT ON THE MONITORING OF TEACHING
AND LEARNING PROCESSES IN SEMESTER I-
2014/2015**

12TH MAY 2015

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EXECUTIVE SUMMARY

In Semester I-2014/15 academic year, Quality Assurance Bureau (QAB) conducted two evaluations in the 5th and 12th weeks in order to assess the teaching and learning processes as well as the teaching and learning environment. This report presents the findings of the two evaluations mainly focusing on the general observation of the evaluated courses, time management, teaching processes and conditions of the teaching venues.

General Observation

A total of 944 classes were evaluated during the first evaluation in the 5th week and 999 classes during the second evaluation in the 12th week of Semester I-2014/15. Twelve (12) Colleges/Schools/Institutes participated in the assessment process. MUCE participated in the first evaluation only while SJMC participated in the second evaluation only. The highest percentage of the courses evaluated was in CoSS for both evaluations.

Class Schedules and Time Management

More than 76 percent of the courses evaluated were conducted as scheduled in the timetable. However, the percentage of courses that were not conducted as scheduled increased from 18.8 percent in the first evaluation to 22.7 in the second evaluation. Absenteeism of instructors in classrooms appeared to be the most identified reason contributing to more than 70 percent for the classes that were not conducted as scheduled. The actual starting time of classes was also observed. The overall performance was reasonably good as more than 90 percent of the classes started on time. The most known reasons for late starting of teaching sessions included late arrival of instructors, late arrival of students and previous classes ending late.

Teaching Processes

The traditional “talk and chalk” mode of delivery is still predominant in today’s teaching at the University. For example, 57.3 percent of the instructors in the first evaluation and 49.1 percent in the second evaluation used “talk and chalk”. The difference in percentage is due to the time period of the evaluations where the first evaluation was conducted

during early weeks when most of the seminars/tutorials were not conducted. The dominated teaching type/style was teacher centered capturing more than 50 percent of the courses evaluated, followed by student lead with teacher supervision (28.9% in the first evaluation and 30.0% in the second evaluation). Obviously, more than 80 percent of the lectures conducted were teacher centered while more than 60 percent of the seminars were student lead with teacher supervision. Further to that 85 percent of the instructors used English as the medium of instruction during the first evaluations and about 86 percent during the second evaluation. However, about 14 or 15 percent of instructors used Kiswahili for teaching or clarification.

Teaching Environment

The evaluations noted that 79.2 percent of teaching sessions were conducted in the recommended venues in the first evaluation and 71.0 percent in the second evaluation. Although this trend is generally an indication of good allocation of teaching venues, still more efforts are needed in order to utilize the available rooms effectively to avoid overcrowding of students in classrooms. Despite this situation, the condition of teaching rooms is good in all criteria. However, it should be noted that inadequate or broken chairs and tables in the teaching rooms has a direct implication on the reduction of the room capacity. In addition, more efforts are still required to make sure that teaching venues are of good condition throughout the academic year thus making the teaching and learning environment more conducive.

Matters of Immediate Attention

The two evaluations identified issues which need immediate improvement. These include absenteeism of instructors and students in classrooms; delays of students in classrooms due to movement from one lecture to another; single invigilation in tests; optimising teaching space; and improvement of the condition of teaching rooms and related facilities.

1. INTRODUCTION

The University of Dar es Salaam (UDSM) established the Quality Assurance Bureau (QAB) in 2007 to act as an internal organ with the mission to constantly monitor and evaluate quality assurance processes; support strategic initiatives aimed at enhancing quality and relevance of UDSM's academic and administrative activities; and promote the adoption of quality culture in all University activities. To achieve the mission, QAB uses a variety of quality assurance instruments and mechanisms such as student course evaluation, tracer studies, academic audits, monitoring of teaching and learning processes as well as monitoring the conduct of university examinations.

In Semester I-2014/15 academic year, QAB conducted two evaluations in the 5th and 12th weeks in order to assess the teaching and learning processes as well as the teaching and learning environment. This report presents the findings of the two evaluations 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 designed 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 Officers (QAO) assigned to teaching venues which were clustered by zones. Based on the University timetable, QAO 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. MAJOR FINDINGS

3.1. General Information

The findings on general information captured the distribution of courses by Units and the

teaching mode. Table 1 presents the number of courses by units whereby a total of 944 courses were evaluated in the first evaluation and 999 courses in the second evaluation. MUCE and SJMC were evaluated once, making 12 colleges/schools/institutes being evaluated in both rounds of evaluation.

3.1.1 Distribution of Courses by Units

Table 1 presents Colleges, Schools and Institutes involved, number of courses evaluated and their percentages. The percentages differ across units and evaluations. For example, in the first evaluation, 129 courses were assessed in CoET while in the second evaluation only 111 courses were assessed. Although this difference could be caused by the fluctuating number of QAOs who are allocated different zones depending on the coverage needs in other zones, there is also a possibility that teaching is completed by the 12th week for some courses.

Table 1: Distribution of Courses by Units

Colleges/ Schools/ Institutes	1 st Evaluation		2 nd Evaluation	
	Frequency	Percent	Frequency	Percent
CoET	129	13.7	111	11.1
CoHU	113	12	92	9.2
CoICT	23	2.4	19	1.9
CoNAS	122	12.9	151	15.1
CoSS	145	15.4	156	15.6
DUCE	102	10.8	216	21.6
IDS	48	5.1	46	4.6
IKS	32	3.4	33	3.3
MUCE*	107	11.3		
SJMC*			44	4.4
SoED	51	5.4	51	5.1
UDSoL	36	3.8	35	3.5
UDBS	36	3.8	45	4.5
Total	944	100	999	100

* Evaluation was conducted in one period

3.1.2 Teaching Mode

Figure 1 presents the teaching mode for 889 courses in the first evaluation and 928 courses

in the second evaluation. It is indicated that more than 50 percent of the classes were conducted through lectures. It was very clear that in the first evaluation, more lectures were evaluated while in the second evaluation, the percent of lectures decreased as more seminars were conducted. The distributions of the teaching mode by Colleges/Schools/Institutes are presented in Tables 2 and 3. As indicated in the two tables, CoHU, DUCE, IDS and IKS indicated more than 50 percent of the courses evaluated were conducted through seminars in both evaluations.

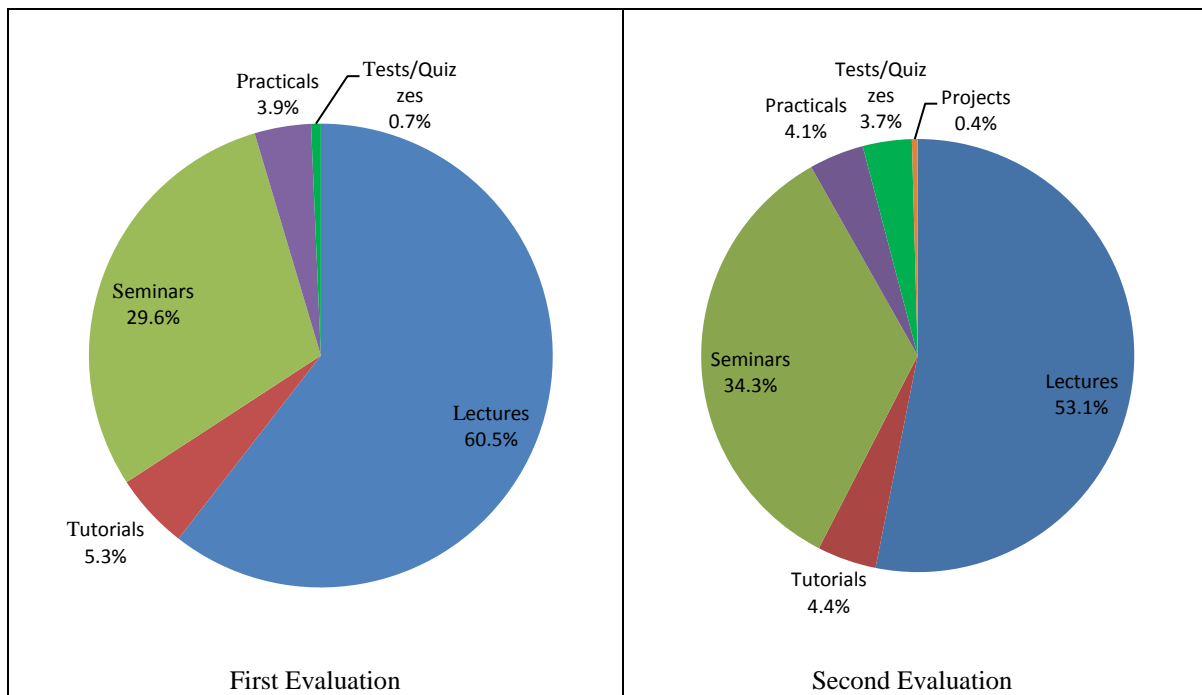


Figure 1: Teaching Mode for first and second evaluations

Table 2: First evaluation of teaching mode by Colleges/Schools/Institutes

Hosting College/ School/Institute	Teaching mode					Total
	Lectures	Tutorials	Seminars	Practicals	Tests/Quizzes	
CoET	94 (76.42%)	19 (15.44%)	1 (0.81%)	9 (7.31%)	0 (0%)	123
CoHu	42 (40%)	3 (2.85%)	58 (55.23%)	1 (0.95%)	1 (0.95%)	105
CoICT	16 (69.56%)	1 (4.34%)	0 (0%)	6 (26.08%)	0 (0%)	23
CoNAS	86 (72.26%)	14 (11.76%)	1 (0.84%)	13 (10.92%)	5 (4.2%)	119
CoSS	77 (57.89%)	4 (3%)	52 (39.09%)	0 (0%)	0 (0%)	133
DUCE	37 (40.21%)	4 (4.34%)	50 (54.34%)	1 (1.08%)	0 (0%)	92
IDS	10 (21.27%)	0 (0%)	37 (78.72%)	0 (0%)	0 (0%)	47
IKS	11 (36.66%)	0 (0%)	19 (63.33%)	0 (0%)	0 (0%)	30
MUCE*	80 (78.43%)	1 (0.98%)	16 (15.68%)	5 (4.9%)	0 (0%)	102
SJMC*						
SoED	37 (78.72%)	0 (0%)	10 (21.27%)	0 (0%)	0 (0%)	47

SoL	32 (94.11%)	0 (0%)	2 (5.88%)	0 (0%)	0 (0%)	34
UDBS	16 (47.05%)	1 (2.94%)	17 (50%)	0 (0%)	0 (0%)	34
Total	538 (60.51%)	47 (5.28%)	263 (29.58%)	35 (3.93%)	6 (0.67%)	889

* Evaluation was conducted in one period

Table 3: Second evaluation of teaching mode by Colleges/Schools/Institutes

Hosting College/ School/Institute	Teaching mode						Total
	Lectures	Tutorials	Seminars	Practicals	Tests/Quizzes	Projects	
CoET	76 (74.5%)	13 (12.74%)	0 (0%)	6 (5.88%)	3 (2.94%)	4 (3.92%)	102
CoHU	33 (37.93%)	0 (0%)	51 (58.62%)	0 (0%)	3 (3.44%)	0 (0%)	87
CoICT	8 (57.14%)	3 (21.42%)	0 (0%)	2 (14.28%)	1 (7.14%)	0 (0%)	14
CoNAS	87 (61.26%)	19 (13.38%)	2 (1.4%)	26 (18.3%)	8 (5.63%)	0 (0%)	142
CoSS	76 (53.14%)	0 (0%)	59 (41.25%)	0 (0%)	8 (5.59%)	0 (0%)	143
DUCE	81 (39.9%)	6 (2.95%)	109 (53.69%)	4 (1.97%)	3 (1.47%)	0 (0%)	203
IDS	11 (24.44%)	0 (0%)	34 (75.55%)	0 (0%)	0 (0%)	0 (0%)	45
IKS	12 (37.5%)	0 (0%)	17 (53.12%)	0 (0%)	3 (9.37%)	0 (0%)	32
MUCE*							
SJMC*	25 (56.81%)	0 (0%)	17 (38.63%)	0 (0%)	2 (4.54%)	0 (0%)	44
SoED	36 (78.26%)	0 (0%)	9 (19.56%)	0 (0%)	1 (2.17%)	0 (0%)	46
SoL	27 (90%)	0 (0%)	3 (10%)	0 (0%)	0 (0%)	0 (0%)	30
UDBS	21 (52.5%)	0 (0%)	17 (42.5%)	0 (0%)	2 (5%)	0 (0%)	40
Total	493 (53.12%)	41 (4.41%)	318 (34.26%)	38 (4.09%)	34 (3.66%)	4 (0.43%)	928

* Evaluation was conducted in one period

3.2. Time Management

The scheduling and timing of the teaching conduct were observed and presented by comparing the observed teaching starting time and time shown in the timetable. Normally, instructors and students are supposed to follow the timetable. Unfortunately, there are delays in starting of teaching that are caused by either instructors or students.

3.2.1 Teaching Conduct as Scheduled in Timetable

Figure 2 indicated that more than 76 percent of the courses evaluated were conducted as scheduled in the timetable. However, the percentage of courses not conducted as scheduled increased from 18.8 percent in the first evaluation to 22.7 in the second evaluation. For the first evaluation, 2.6 percent of the courses were rescheduled and postponed while in the second evaluation, rescheduled and postponed classes dropped to

1.2 percent. Figure 3 indicates that all Colleges/Schools/Institutes had courses that were not conducted as scheduled. The main reason based on instructor absenteeism.

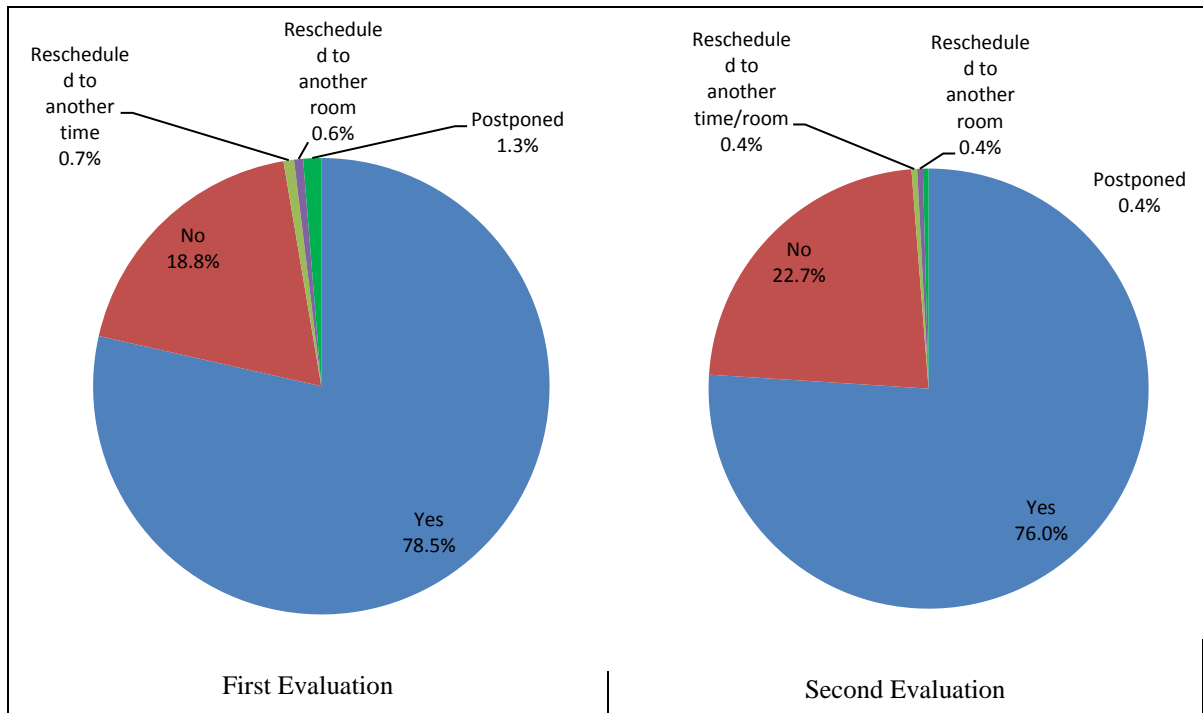


Figure 2: Teaching conduct university-wise

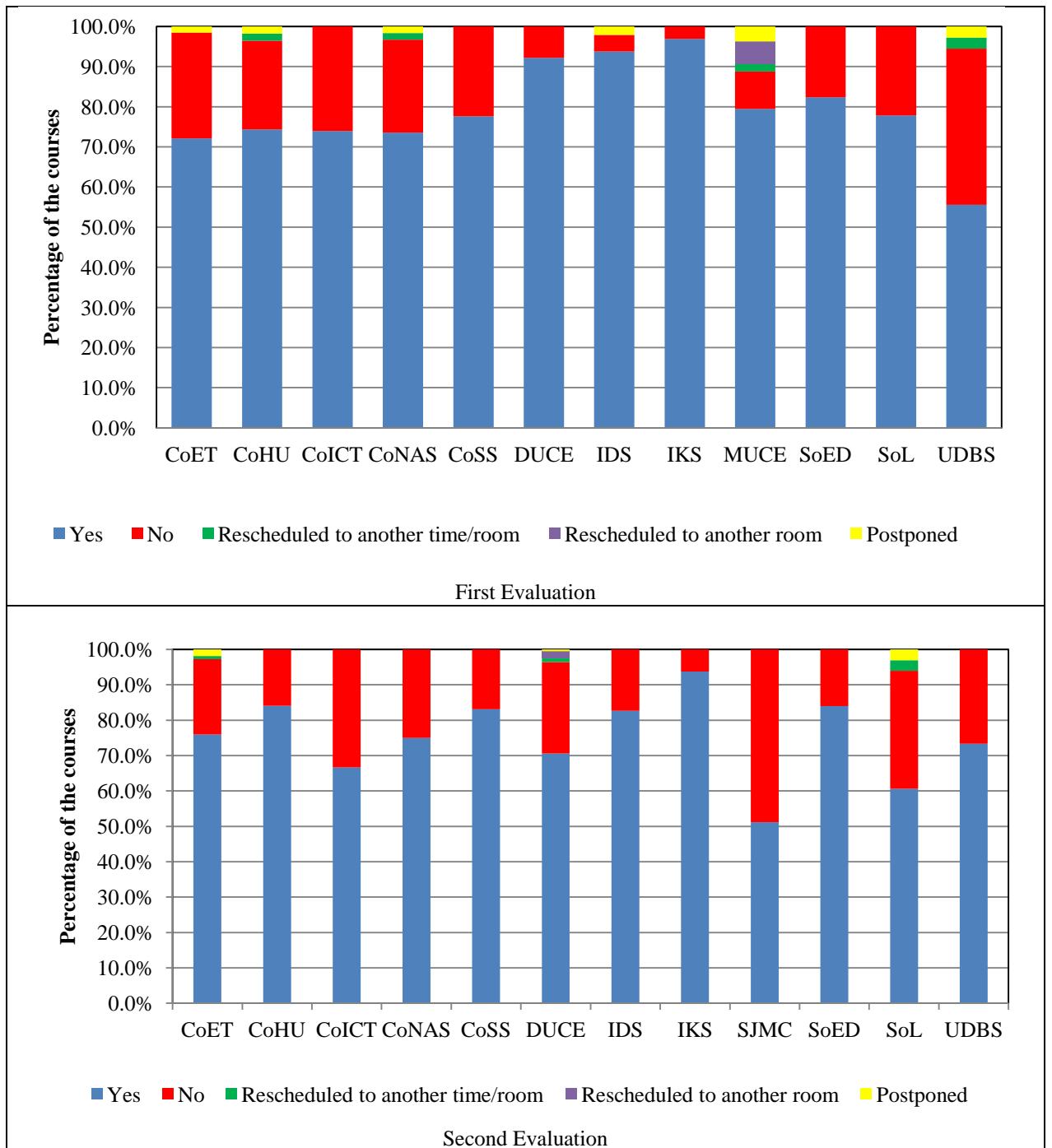


Figure 3: Teaching conduct by units

Tables 4 and 5 show that all ranks of staff contributed to the percentage of courses not conducted as scheduled. The reasons for not conducting teaching as scheduled, postponing or rescheduling the classes are presented in Table 6. Absenteeism of instructors in classrooms appeared to be the most identified reason contributing to more than 70 percent for the classes that were not conducted.

Table 4: First evaluation teaching conduct by instructor rank

Instructor Rank	Was Teaching conducted as scheduled					Total
	Yes	No	Rescheduled to another time/room	Rescheduled to another room	Postponed	
Professor	55 (91.66%)	5 (8.33%)	0 (0%)	0 (0%)	0 (0%)	60
Senior Lecturer	115 (93.49%)	6 (4.87%)	1 (0.81%)	0 (0%)	1 (0.81%)	123
Lecturer	149 (91.41%)	8 (4.9%)	1 (0.61%)	2 (1.22%)	3 (1.84%)	163
Assistant Lecturer	328 (93.18%)	13 (3.69%)	1 (0.28%)	4 (1.13%)	6 (1.7%)	352
Seminar Leader/Tutorial Assistant/Postgraduate Non Academician	63 (98.43%)	1 (1.56%)	0 (0%)	0 (0%)	0 (0%)	64
	7 (87.5%)	0 (0%)	1 (12.5%)	0 (0%)	0 (0%)	8
Total	717	33	4	6	10	770

Table 5: Second evaluation teaching conduct by instructor rank

Instructor Rank	Was Teaching conducted as scheduled					Total
	Yes	No	Rescheduled to another time/room	Rescheduled to another room	Postponed	
Professor	65 (91.54%)	5 (7.04%)	1 (1.4%)	0 (0%)	0 (0%)	71
Senior Lecturer	111 (95.68%)	5 (4.31%)	0 (0%)	0 (0%)	0 (0%)	116
Lecturer	180 (91.37%)	15 (7.61%)	1 (0.5%)	1 (0.5%)	0 (0%)	197
Assistant Lecturer	241 (91.63%)	18 (6.84%)	1 (0.38%)	0 (0%)	3 (1.14%)	263
Seminar Leader/Tutorial Assistant/Postgraduate Non Academician	79 (96.34%)	1 (1.21%)	0 (0%)	1 (1.21%)	1 (1.21%)	82
	19 (95%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	20
Total	695	45	3	2	4	749

Table 6: Reasons for not conducting teaching, postponing or rescheduling classes

Reason	First evaluation	Second evaluation
Collision	12 (5.94%)	17 (8.13%)
Room Overcrowded	9 (4.45%)	13 (6.22%)
Instructor absent	82 (40.59%)	174 (83.25%)
Students Absent	2 (0.99%)	0 (0%)
Instructor and Student Absent	61 (30.19%)	0 (0%)
Lack of practical materials	2 (0.99%)	0 (0%)
Seminar not yet started	1 (0.49%)	0 (0%)
Preparation for test	0 (0%)	1 (0.47%)
Preparation for presentation	0 (0%)	2 (0.95%)
Given assignment	0 (0%)	1 (0.47%)
Projector failure	0 (0%)	1 (0.47%)
Total	202	209

3.2.2 Actual Starting Time of Classes

The actual starting time of classes is shown in Figure 4. The overall performance was reasonably good as more than 90 percent of the classes started on time. Table 7 and Table 8 show that only two courses started late for more than 15 minutes during the first evaluation; four courses during the second evaluation. In the first evaluation, the courses that started late were MT 200 (CoNAS) and CP 405/FB 442 (CoET) while in the second evaluation, the courses were EE 171 and AR 111 (CoET); ZL 210 (CoNAS) and PR 203 (SJMC).

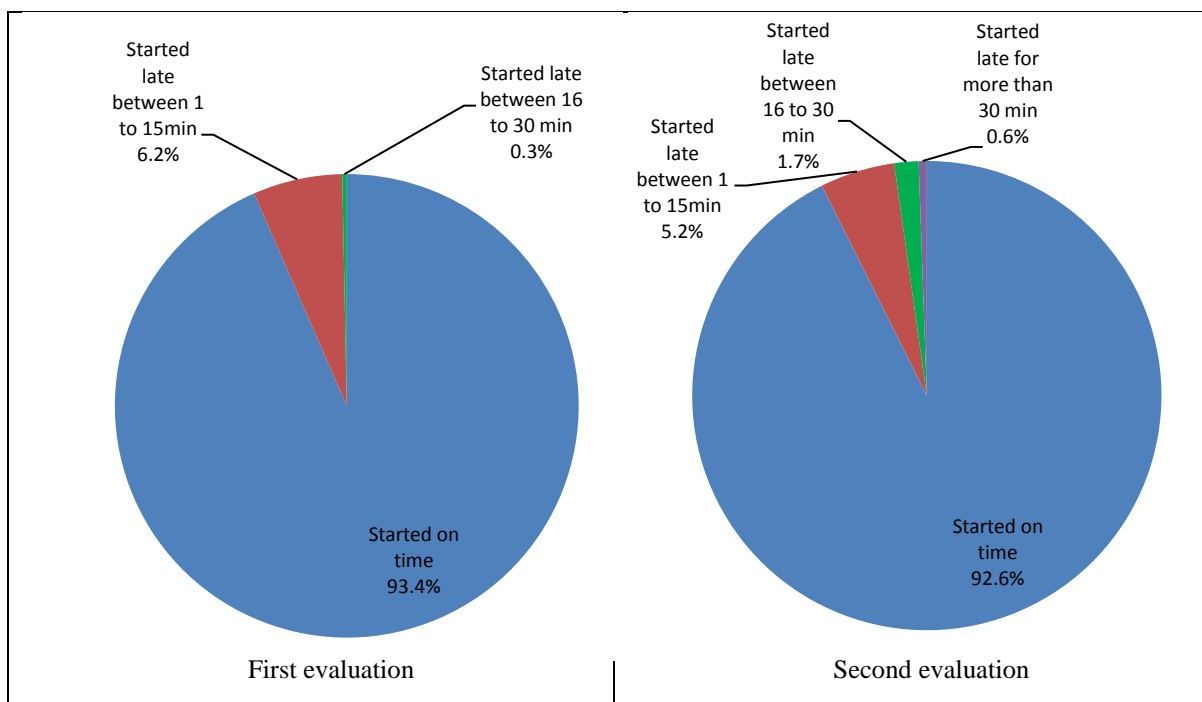


Figure 4: Actual Starting time of classes

Table 7: First evaluation - Actual starting time by Colleges/Schools/Institutes

Colleges /Schools/ Institutes	Actual teaching starting time			Total
	Started on time	Started late between 1 to 15min	Started late between 16 to 30 min	
CoET	80 (94.11%)	4 (4.7%)	1 (1.17%)	85
CoHU	72 (98.63%)	1 (1.36%)	0 (0%)	73
CoICT	14 (100%)	0 (0%)	0 (0%)	14
CoNAS	64 (94.11%)	3 (4.41%)	1 (1.47%)	68
CoSS	82 (96.47%)	3 (3.52%)	0 (0%)	85
DUCE	84 (94.38%)	5 (5.61%)	0 (0%)	89
IDS	34 (94.44%)	2 (5.55%)	0 (0%)	36

IKS	22 (100%)	0 (0%)	0 (0%)	22
MUCE	77 (83.69%)	15 (16.3%)	0 (0%)	92
SoED	35 (97.22%)	1 (2.77%)	0 (0%)	36
UDSoL	21 (87.5%)	3 (12.5%)	0 (0%)	24
UDBS	14 (82.35%)	3 (17.64%)	0 (0%)	17
Total	599 (93.44%)	40 (6.24%)	2 (0.31%)	641

Table 8: Second evaluation - Actual starting time by colleges /schools /institutes

Colleges /Schools/ Institutes	Actual teaching starting time				Total
	Started on time	Started late between 1 to 15min	Started late between 16 to 30 min	Started late for more than 30 min	
CoET	70 (89.74%)	3 (3.84%)	3 (3.84%)	2 (2.56%)	78
CoHU	67 (97.1%)	2 (2.89%)	0 (0%)	0 (0%)	69
CoICT	10 (90.9%)	1 (9.09%)	0 (0%)	0 (0%)	11
CoNAS	99 (92.52%)	7 (6.54%)	0 (0%)	1 (0.93%)	107
CoSS	118 (93.65%)	6 (4.76%)	2 (1.58%)	0 (0%)	126
DUCE	138 (95.17%)	6 (4.13%)	1 (0.68%)	0 (0%)	145
IDS	36 (94.73%)	2 (5.26%)	0 (0%)	0 (0%)	38
IKS	27 (93.1%)	2 (6.89%)	0 (0%)	0 (0%)	29
SJMC	17 (68%)	4 (16%)	3 (12%)	1 (4%)	25
SoED	38 (95%)	2 (5%)	0 (0%)	0 (0%)	40
UDSoL	18 (90%)	2 (10%)	0 (0%)	0 (0%)	20
UDBS	26 (89.65%)	0 (0%)	3 (10.34%)	0 (0%)	29
Total	664 (92.6%)	37 (5.16%)	12 (1.67%)	4 (0.55%)	717

The most known reasons for late starting of teaching sessions included late arrival of instructors, late arrival of students and previous classes ending late as indicated in Table 9.

Table 9: Reasons for late starting of teaching session

Reason for late starting of teaching session	First evaluation	Second evaluation
Late arrival of instructors	13	28
Late arrival of students	14	12
Sitting arrangement	3	4
Previous class ended late	6	11
No initial teaching preparation	0	0
Change of Venue/Collision	4	0
Poor venue condition	1	1
<i>Other reasons</i>		
Missing key	0	1
Projector/public address system problem/settings	0	7

3.3. Teaching Processes

In teaching process, QA officers identified issues related to teaching methods, style of lectures, seminars and tutorials and the medium of instruction. The results are presented by Colleges/Schools/Institutes and by instructor rank. Table 10 presents the number and percentage of instructors by rank. It was observed that more than 45 percent of the courses were taught by senior academic members (Professors, Seniors Lecturers and Lecturers all together). It was also noted that Assistant Lecturers are the majority in teaching capturing 45 percent in the first evaluation and 35 percent in the second evaluation. It is important to note that Tutorial Assistants as well as those in other non-academic categories are involved in lecturing as opposed to mainly being practical/seminar leaders (Tables 10-12).

Table 10: Teaching by rank of Instructors

Rank	First evaluation	Second evaluation
Professors	61 (7.9%)	73 (9.3%)
Senior Lecturers	124 (16.1%)	119 (15.2%)
Lecturers	163 (21.1%)	206 (26.4%)
Assistant Lecturers	352 (45.6%)	273 (35%)
Seminar Leaders/Tutorial Assistants/Postgraduate students	64 (8.3%)	87 (11.1%)
Others*	8 (1%)	21 (2.6%)
Total	772	779

* Others includes part time lecturers; Artists; Chief lab scientists; Lab engineers; Senior Lab Scientists; Studio instructors and Technicians.

3.3.1 Teaching Mode

Tables 11 and 12 present the teaching mode by instructor rank in the first and second evaluations respectively. In both evaluations, the majority of the Seminar Leaders, Tutorial Assistants and Postgraduate students do support the teaching process through seminars, tutorials and practicals (about 71% of the courses evaluated) while the majority of senior staff are involved in lecturing (in more than 70% of the courses evaluated).

Table 11: First evaluation - Teaching mode by instructor rank

Rank of the instructor	Teaching mode					Total
	Lecture	Tutorial	Seminar	Practical	Test/Quiz	
Professor	46 (79.31%)	3 (5.17%)	7 (12.06%)	2 (3.44%)	0 (0%)	58
Senior Lecturer	99 (83.19%)	8 (6.72%)	9 (7.56%)	1 (0.84%)	2 (1.68%)	119
Lecturer	121 (78.06%)	2 (1.29%)	20 (12.9%)	10 (6.45%)	2 (1.29%)	155
Assistant Lecturer	185 (56.57%)	15 (4.58%)	122 (37.3%)	4 (1.22%)	1 (0.3%)	327
Seminar Leader/Tutorial Assistant/Postgraduate	11 (17.74%)	4 (6.45%)	44 (70.96%)	2 (3.22%)	1 (1.61%)	62
Others	2 (25%)	1 (12.5%)	1 (12.5%)	4 (50%)	0 (0%)	8
Total	464 (63.64%)	33 (4.52%)	203 (27.84%)	23 (3.15%)	6 (0.82%)	729

Table 12: Second evaluation - Teaching mode by instructor rank

Rank of the instructor	Teaching mode						Total
	Lecture	Tutorial	Seminar	Practical	Test/Quiz	Project	
Professor	61 (83.56%)	2 (2.73%)	7 (9.58%)	2 (2.73%)	1 (1.36%)	0 (0%)	73
Senior Lecturer	83 (73.45%)	2 (1.76%)	15 (13.27%)	8 (7.07%)	5 (4.42%)	0 (0%)	113
Lecturer	135 (71.1%)	5 (2.63%)	31 (16.31%)	8 (4.21%)	11 (5.78%)	0 (0%)	190
Assistant Lecturer	99 (40.24%)	4 (1.62%)	134 (54.5%)	2 (0.81%)	7 (2.84%)	0 (0%)	246
Seminar Leader/Tutorial Assistant/Postgraduate	11 (13.25%)	6 (7.22%)	59 (71.08%)	1 (1.2%)	6 (7.22%)	0 (0%)	83
Others	3 (14.28%)	1 (4.76%)	2 (9.52%)	11 (52.38%)	1 (4.76%)	3 (14.28%)	21
Total	392	20	248	32	31	3	726

In teaching process, QA officers observed 5 types of teaching methods used. Figure 5 presents the percentages by evaluations. It was observed that the predominant mode of delivery is “talk and chalk” bearing high percentage (57.3%) of the courses in the first evaluation and 49.1 % of the courses in the second evaluation. The difference is due to the time period of the evaluation where the first evaluation was conducted during early weeks when most of the seminars/tutorials were not initiated. The change was also corroborated by the students’ presentations and discussion whereby there was an increase from 23.4% from in the first evaluation to 32.3 % in the second evaluation.

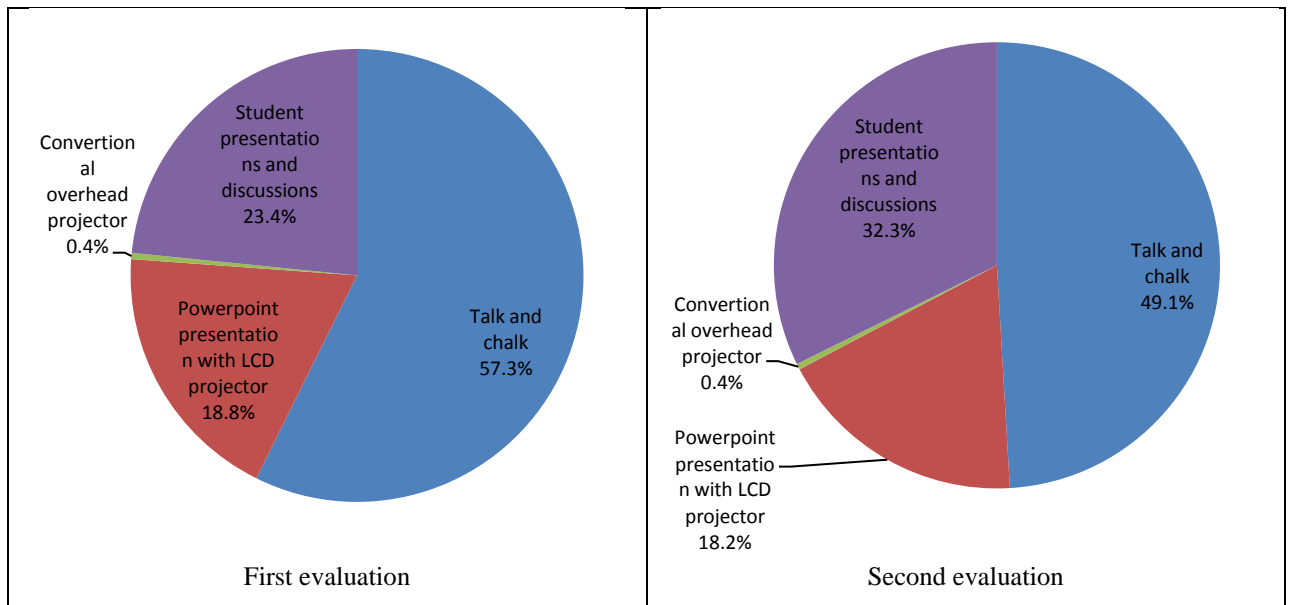


Figure 5: Teaching Methods

3.3.2 Teaching Type/Style

Figure 6 indicates that more than 50 percent of the courses were teacher centered, followed by student lead with teacher supervision (28.9% in the first evaluation and 30.0% in the second evaluation). On student centered type/style, there is 10.3 % difference across the two evaluations. The distributions of the type/style by teaching mode are presented in Tables 13 and 14. As noted in the tables, it is clear that more than 80 percent of the lectures were teacher's centered and more than 60 percent of the seminars were student lead with teacher supervision.

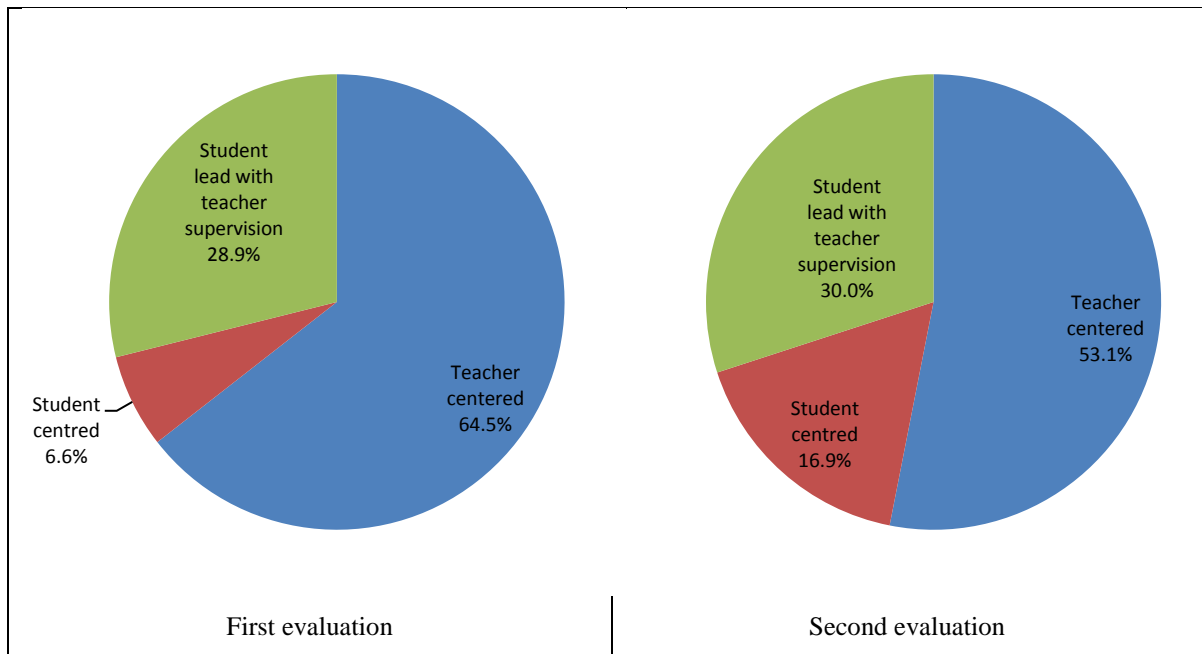


Figure 6: Teaching type/style of lecture/seminar/tutorial

Table 13: 1st evaluation - Teaching type/style of lecture/seminar/tutorial by teaching mode

Teaching mode	Type/style of lecture/seminar/tutorial			Total
	Teacher centered	Student centered	Student lead with teacher supervision	
Lecture	359 (91.8%)	14 (3.5%)	18 (4.6%)	391
Tutorial	6 (21.4%)	4 (14.2%)	18 (64.2%)	28
Seminar	24 (13.1%)	20 (10.9%)	139 (75.9%)	183
Practical	5 (31.2%)	4 (25%)	7 (43.7%)	16
Total	394 (63.7%)	42 (6.7%)	182 (29.4%)	618

Table 14: 2nd evaluation - Teaching type/style of lecture/seminar/tutorial by teaching mode

Teaching mode	Type/style of lecture/seminar/tutorial			Total
	Teacher centered	Student centered	Student lead with teacher supervision	
Lecture	292 (84.14%)	39 (11.23%)	16 (4.61%)	347
Tutorial	7 (36.84%)	4 (21.05%)	8 (42.1%)	19
Seminar	15 (6.57%)	58 (25.43%)	155 (67.98%)	228
Practical	4 (19.04%)	6 (28.57%)	11 (52.38%)	21
Test/Quiz	2 (25%)	2 (25%)	4 (50%)	8
Total	320 (51.36%)	109 (17.49%)	194 (31.13%)	623

3.3.3 Medium of Instruction

Based on the observed lectures, tutorials and seminars, it is clearly shown in Figure 7 that about 85 percent of the courses were using English throughout as the medium of instruction during the first evaluations and about 86 percent during the second evaluation. This means that about 14 or 15 percent of instructors used Kiswahili for teaching or clarification. Tables 15 and 16 present the medium of instruction by Colleges/Schools/Institutes.

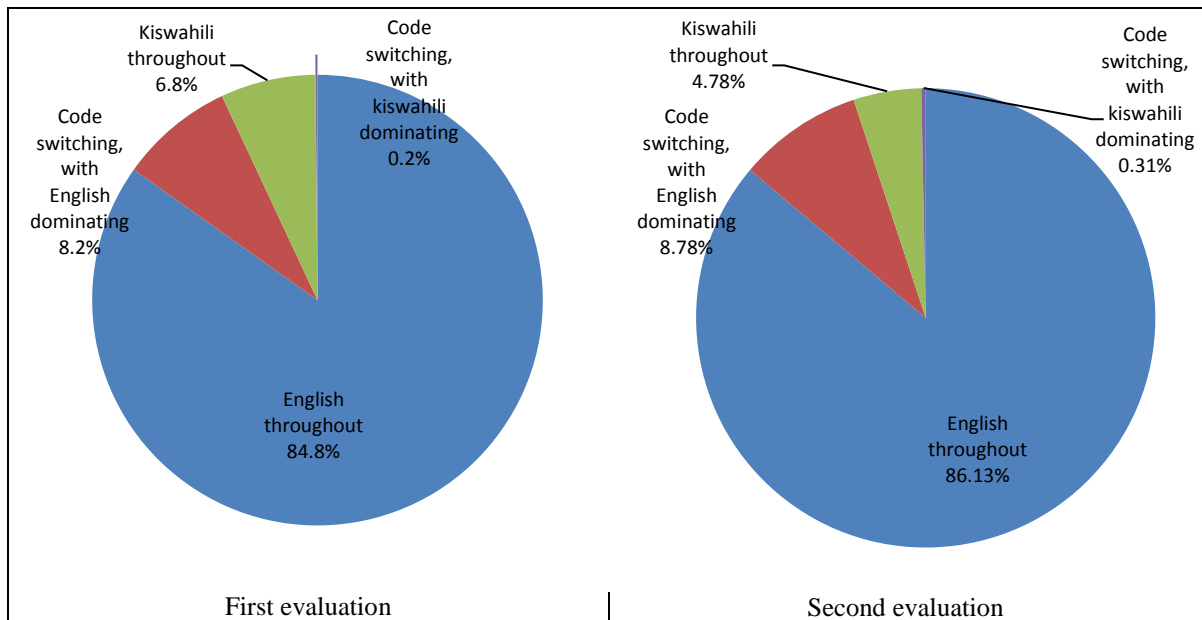


Figure 7: Medium of instruction

Table 15: First evaluation - Medium of instruction by Colleges/Schools/Institutes

Colleges/ Schools/ Institutes	Medium of instruction				Total
	English throughout	Code switching, with English dominating	Kiswahili throughout	Code switching, with Kiswahili dominating	
CoET	77 (87.5%)	11 (12.5%)	0 (0%)	0 (0%)	88
CoHU	61 (88.4%)	8 (11.59%)	0 (0%)	0 (0%)	69
CoICT	11 (100%)	0 (0%)	0 (0%)	0 (0%)	11
CoNAS	65 (89.04%)	8 (10.95%)	0 (0%)	0 (0%)	73
CoSS	87 (93.54%)	6 (6.45%)	0 (0%)	0 (0%)	93
DUCE	64 (74.41%)	8 (9.3%)	14 (16.27%)	0 (0%)	86
IDS	35 (92.1%)	3 (7.89%)	0 (0%)	0 (0%)	38
IKS	0 (0%)	0 (0%)	25 (100%)	0 (0%)	25

MUCE	73 (87.95%)	4 (4.81%)	5 (6.02%)	1 (1.2%)	83
SoED	32 (88.88%)	4 (11.11%)	0 (0%)	0 (0%)	36
UDSoL	23 (95.83%)	1 (4.16%)	0 (0%)	0 (0%)	24
UDBS	20 (100%)	0 (0%)	0 (0%)	0 (0%)	20
Total	548 (84.82%)	53 (8.2%)	44 (6.81%)	1 (0.15%)	646

Table 16 : Second evaluation - Medium of instruction by Colleges/Schools/Institutes

Colleges/ Schools/ Institutes	Medium of instruction				Total
	English throughout	Code switching, with English dominating	Kiswahili throughout	Code switching, with kiswahili dominating	
CoET	65 (92.85%)	5 (7.14%)	0 (0%)	0 (0%)	70
CoHU	62 (96.87%)	2 (3.12%)	0 (0%)	0 (0%)	64
CoICT	11 (100%)	0 (0%)	0 (0%)	0 (0%)	11
CoNAS	83 (80.58%)	20 (19.41%)	0 (0%)	0 (0%)	103
CoSS	98 (97.02%)	3 (2.97%)	0 (0%)	0 (0%)	101
DUCE	110 (79.71%)	17 (12.31%)	10 (7.24%)	1 (0.72%)	138
IDS	36 (97.29%)	1 (2.7%)	0 (0%)	0 (0%)	37
IKS	2 (9.52%)	0 (0%)	18 (85.71%)	1 (4.76%)	21
SJMC	17 (77.27%)	2 (9.09%)	3 (13.63%)	0 (0%)	22
SoED	35 (92.1%)	3 (7.89%)	0 (0%)	0 (0%)	38
UDSoL	18 (100%)	0 (0%)	0 (0%)	0 (0%)	18
UDBS	22 (88%)	3 (12%)	0 (0%)	0 (0%)	25
Total	559 (86.13%)	57 (8.78%)	31 (4.77%)	2 (0.3%)	649

3.4. Teaching Venues and Their Condition

The room capacity and the number of students expected are categorized into five groups as shown in Tables 17 and 18 for the two evaluations. Table 19 compares the room capacity against the number of students. It is shown that 79.2 percent of the teaching was conducted in the recommended venues in the first evaluation and 71.0 percent in the second evaluation. Although this trend is generally an indication of good allocation of teaching venues, still more efforts are needed in order to utilize the available rooms effectively to avoid overcrowding of students in classrooms.

Table 17: Room capacity

Number of students	First evaluation		Second evaluation	
	Frequency	Percent	Frequency	Percent
1 - 10	4	0.5	3	.4
11 - 50	172	22.3	243	30.5
51 - 100	162	21	185	23.2
101 - 200	194	25.2	218	27.4
More than 200	239	31	147	18.5
Total	771	100	796	100

Table 18: Number of students expected

Number of students	First evaluation		Second evaluation	
	Frequency	Percent	Frequency	Percent
1 - 10	18	3.7	20	4.3
11 - 50	156	32.2	188	40.0
51 - 100	104	21.4	126	26.8
101 - 200	87	17.9	59	12.6
More than 200	120	24.7	77	16.4
Total	485	100	470	100

Table 19: Comparison of the room capacity against number of students expected

Criteria	First evaluation		Second evaluation	
	Frequency	Percent	Frequency	Percent
Recommended venue (capacity>expected)	332	79.2	274	71.0
Overcrowded venue (capacity<expected)	87	20.8	112	29.0
Total	419	100	386	100.0

3.5. Condition of Teaching Rooms

The condition of teaching rooms were assessed based on the sitting arrangement and infrastructure (including lighting; availability of chairs and tables; room ventilation; blackboard/whiteboard; availability of brush and chalks/markers; public address system; fixed LCD projector system; display and visibility and the general physical condition of the rooms. Tables 20 and 21 present the status of the room condition during the first and second evaluations respectively. By and large, the condition of teaching rooms is good in all criteria. However, it should be noted that inadequate or broken chairs and tables in the

teaching room has a direct implication on the reduction of the room capacity. In addition, more efforts are still required to make sure that teaching venues are of good condition throughout the academic year thus making the teaching and learning environment more conducive.

Table 20: First evaluation - Condition of the teaching venue

Condition of teaching room	Very poor	Poor	Good	Very good	Excellent	Total
Sitting arrangement	14 (2.0%)	28 (4.1%)	204 (29.6%)	235 (34.1%)	208 (30.2%)	689
Lighting	21 (2.8%)	71 (9.4%)	256 (33.8%)	213 (28.1%)	197 (26.0%)	758
Chairs and tables	8 (1.1%)	37 (4.9%)	315 (41.7%)	196 (26.0%)	199 (26.4%)	755
Room ventilation	4 (0.5%)	47 (6.2%)	314 (41.7%)	214 (28.4%)	174 (23.1%)	753
Blackboard/whiteboard	14 (1.9%)	41 (5.6%)	304 (41.6%)	209 (28.6%)	163 (22.3%)	731
Availability of brash and chalks/markers	18 (2.7%)	92 (13.7%)	255 (38.0%)	163 (24.3%)	143 (21.3%)	671
Public address system (if any)	54 (20.1%)	41 (15.3%)	74 (27.6%)	39 (14.6%)	60 (22.4%)	268
Fixed LCD projector system (if any)	54 (19.0%)	31 (10.9%)	70 (24.6%)	31 (10.9%)	94 (33.1%)	284
Display and visibility	13 (2.4%)	25 (4.6%)	279 (51.4%)	102 (18.8%)	124 (22.8%)	543
General physical condition of the room	6 (0.9%)	13 (2.0%)	316 (48.1%)	192 (29.2%)	130 (19.8%)	657

Table 21: Second evaluation - Condition of the teaching venue

Condition of teaching room	Very poor	Poor	Good	Very good	Excellent	Total
Sitting arrangement	7 (0.9%)	34 (4.7%)	301 (41.9%)	198 (27.5%)	178 (24.7%)	718
Lighting	14 (1.7%)	51 (6.2%)	355 (43.6%)	304 (37.3%)	90 (11%)	814
Chairs and tables	2 (0.2%)	26 (3.1%)	363 (44.5%)	282 (34.6%)	141 (17.3%)	814
Room ventilation	6 (0.7%)	51 (6.3%)	324 (40%)	328 (40.5%)	100 (12.3%)	809
Blackboard/whiteboard	4 (0.5%)	14 (1.7%)	379 (47.4%)	334 (41.8%)	67 (8.3%)	798
Availability of brash and chalks/markers	3 (0.3%)	28 (3.6%)	429 (56.2%)	271 (35.5%)	31 (4%)	762
Public address system (if any)	46 (20.2%)	28 (12.3%)	92 (40.5%)	59 (25.9%)	2 (0.8%)	227
Fixed LCD projector system (if any)	39 (15.9%)	25 (10.2%)	72 (29.3%)	80 (32.6%)	29 (11.8%)	245
Display and visibility	6 (1.1%)	25 (4.8%)	274 (52.8%)	199 (38.4%)	14 (2.7%)	518
General physical condition of the room	0 (0%)	14 (1.8%)	340 (43.9%)	371 (47.9%)	48 (6.2%)	773

4. MATTERS WHICH NEED IMMEDIATE ATTENTION

QA officers were also interested in identifying issues that need immediate attention. These issues are summarized below as follows.

- (i) Combating absenteeism and late arrival of instructors and students in lecture rooms to improve the learning process.

- (ii) Improvement on the use of LCD projector (more time is spent for setting of multimedia systems) and enhancing delivery methods (some PowerPoint presentations were not visible).
- (iii) Considering more invigilators during tests. It was noted that even for larger classes, there was single invigilation in some of tests that were assessed.
- (iv) Increasing the time gap of lectures and seminars to allow movement of students from one venue to another. Students should also be advised not to take tables and chairs out of the lecture rooms.
- (v) Optimising teaching space in order to avoid overcrowding of students or underutilisation of teaching rooms.
- (vi) Improving the condition of teaching rooms by replacement and repair of light/tubes/bulbs; fixing permanent LCD projector; and replacement and repair of chairs, tables, ceiling boards, fans and roof.

5. CONCLUSIONS

A total of 944 classes were evaluated during the first evaluation in the 5th week and 999 classes during the second evaluation in the 12th week of Semester I-2014/15. Twelve (12) Colleges/Schools/Institutes participated in the assessment process. MUCE participated in the first evaluation only while SJMC participated in the second evaluation only. The highest percentage of the courses evaluated was in CoSS for both evaluations. Overall, it appears that 60.5 percent of the evaluated classes conducted lectures in the first evaluation and 53.1 percent in the second evaluation while 29.6 percent conducted seminars in the first evaluation and 34.5 percent in the second evaluation. In addition to lectures, seminars and tutorials observed in the first evaluation, project activities were observed in the second evaluation.

More than 76 percent of the courses evaluated were conducted as scheduled in the timetable. However, the percentage of courses not conducted as scheduled increased from 18.8 percent in the first evaluation to 22.7 in the second evaluation. Absenteeism of instructors in classrooms appeared to be the most identified reason contributing to more than 70 percent for the classes that were not conducted as scheduled. The actual starting time of classes was also observed. The overall performance was reasonably good as more than 90 percent of the classes started on time. The most known reasons for late starting of

teaching sessions included late arrival of instructors, late arrival of students and previous classes ending late.

The traditional “talk and chalk” mode of delivery is still predominant in today’s teaching at the University. For example, 57.3 percent of the instructors in the first evaluation and 49.1 percent in the second evaluation used “talk and chalk”. The difference in percentage is due to the time period of the evaluations where the first evaluation was conducted during early weeks when most of the seminars/tutorials were not conducted. The dominated teaching type/style was teacher centered capturing more than 50 percent of the courses evaluated, followed by student lead with teacher supervision (28.9% in the first evaluation and 30.0% in the second evaluation). Obviously, more than 80 percent of the lectures conducted were teacher centered while more than 60 percent of the seminars were student lead with teacher supervision. Further to that 85 percent of the instructors used English as the medium of instruction during the first evaluations and about 86 percent during the second evaluation. However, about 14 or 15 percent of instructors used Kiswahili for teaching or clarification.

The evaluations noted that 79.2 percent of teaching sessions were conducted in the recommended venues in the first evaluation and 71.0 percent in the second evaluation. Although this trend is generally an indication of good allocation of teaching venues, still more efforts are needed in order to utilize the available rooms effectively to avoid overcrowding of students in classrooms. Despite this situation, the condition of teaching rooms is good in all criteria. However, it should be noted that inadequate or broken chairs and tables in the teaching room has a direct implication on the reduction of the room capacity. In addition, more efforts are still required to make sure that teaching venues are of good condition throughout the academic year thus making the teaching and learning environment more conducive.

QA officers identified issues which need immediate improvement. These include absenteeism of instructors and students in classrooms; delays of students in classrooms due to movement from one lecture to another; single invigilation in tests; optimising teaching space; and improvement of the condition of teaching rooms and related facilities.