

# Toward a Better Education and Future



M. M. Shahidul Hassan

# My concern

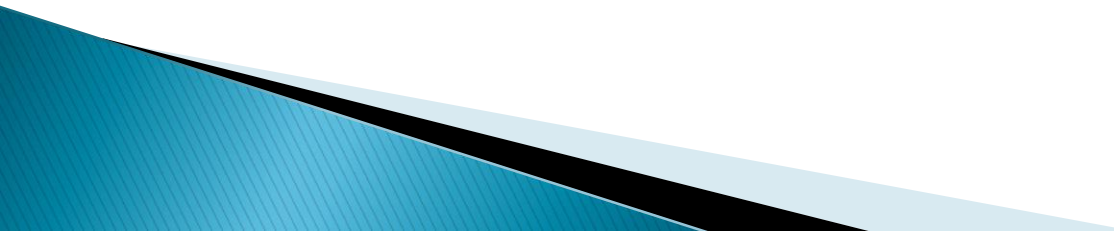
- ▶ establish EWU as a quality education provider
- ▶ What is quality Education?
- ▶ Should we change the existing education model?
- ▶ Should the paradigm shift from Traditional Education (TE) to Object Based one be abrupt or be smooth taking years to implement?

## What's wrong with TE?

Highly skilled workforce contributes significantly to economic growth in a knowledge based society



# My Concern

- ▶ First to understand the basic educational principles and effective teaching styles and pedagogies
  - ▶ Then decide which pedagogy and teaching and learning styles appropriate to make our graduates more employable in every country in the world.
- 



*Human history becomes more and more a race between education and catastrophe*

H.G. Wells, The Outline of History

# Knowledge is an Investment

*If a man empties his purse into his head, no one can take it from him. An investment in knowledge always pays the highest return.*

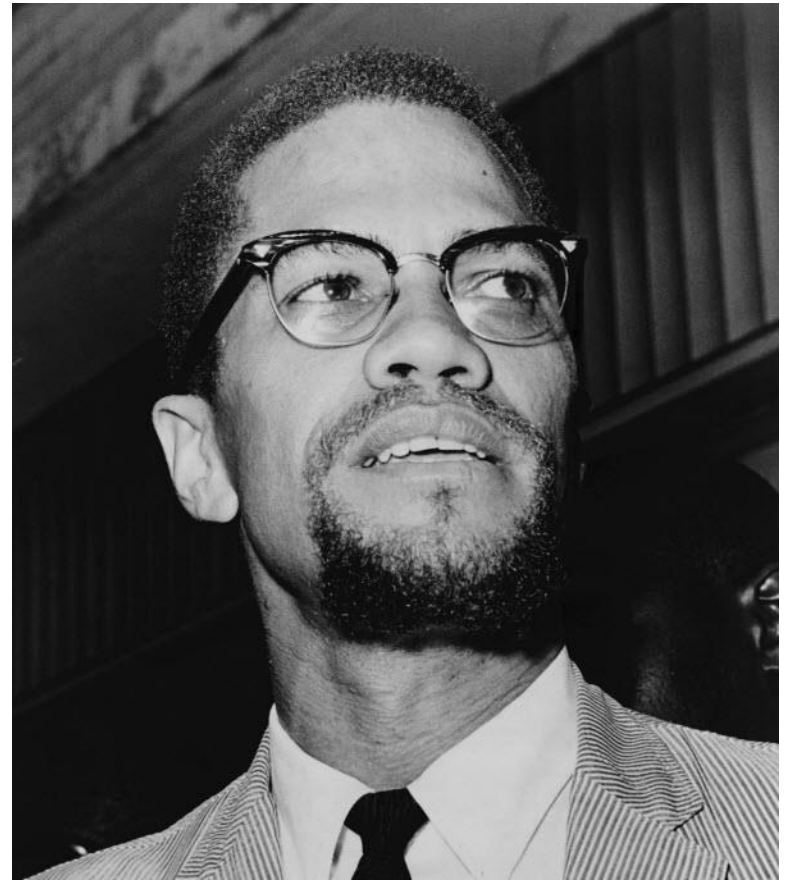
– Benjamin Franklin



# Higher Education is a Passport to the Future

*Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.*

– Malcolm X



# Higher Education is a Pathway to Opportunity

*In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity – it is a prerequisite.*

– President Barack Obama



# University

**The University:** A “knowledge server”, providing knowledge services in whatever form is needed by society.

**Note:** The fundamental knowledge roles of the university have not changed over time, but their realizations certainly have.



# Roles of the University: The Core

Educating the Young

Seeking Truth  
and Creating  
New Knowledge

Sustaining and  
Propagating  
Culture and Values



Sustaining  
Academic Disciplines  
and Professions

Serving as a  
Social Critic

Critical Thinking  
Analysis and Problem Solving  
Moral Reasoning and Judgment

# Roles of the University: The Periphery

Economic Development  
(Agriculture, Industry, etc.)

Technology  
Transfer

Health Care

Entertainment  
(Arts, Sports)



National  
Defense

International Development

# Globalization

a definition of globalization that I can understand and to which I now can relate:

Question:

What is the truest definition of Globalization?

# Answer

Princess Diana's death.

*Question:*

How come?

*Answer :*

An English princess with an Egyptian boyfriend crashes in a French tunnel, driving a

German car with a Dutch engine,

driven by a

Belgian who was drunk on

Scottish whisky, (check the bottle before you change the spelling),

Followed closely by

Italian Paparazzi,


on Japanese motorcycles;

treated by an American doctor,

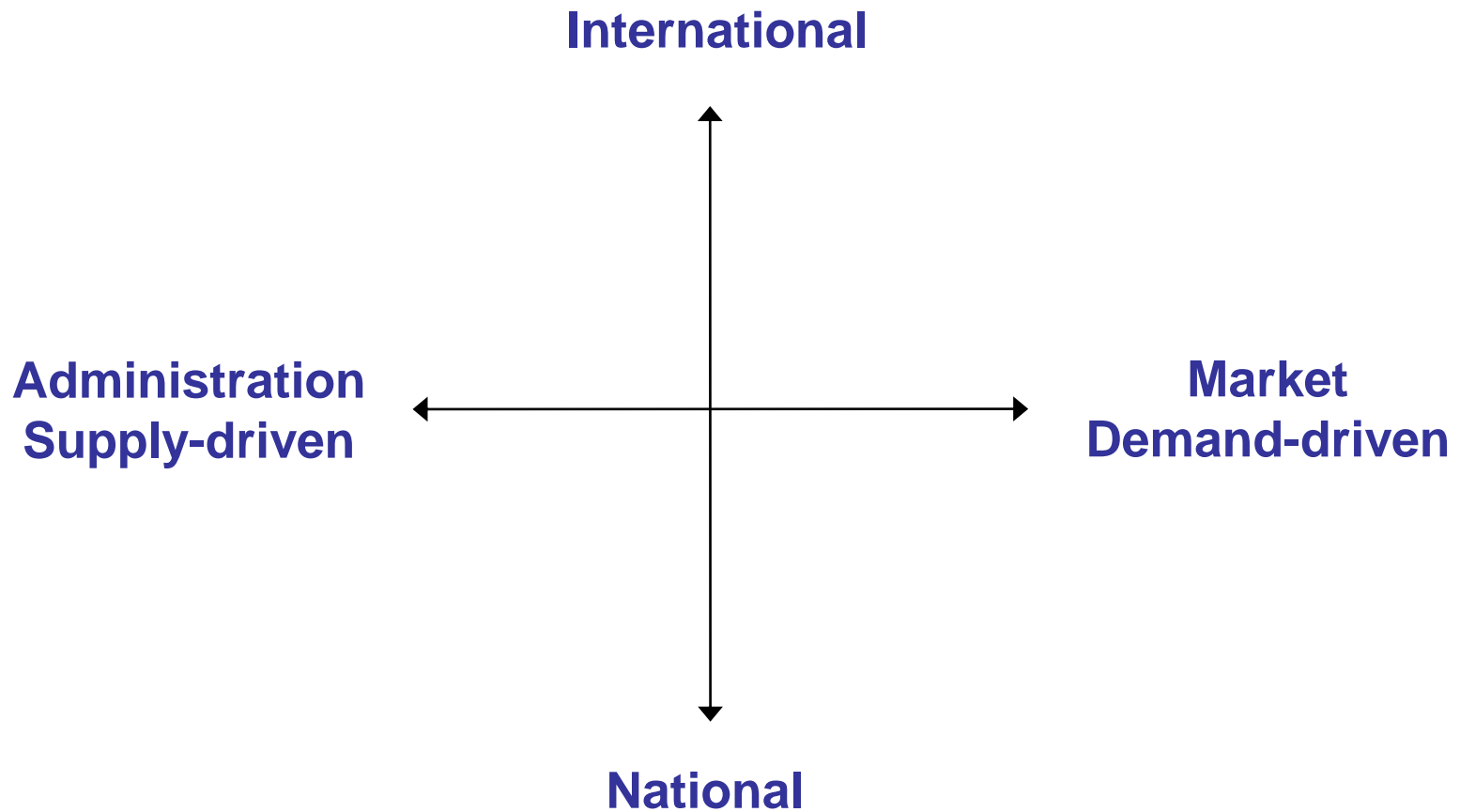
using Brazilian medicines.

# Globalization

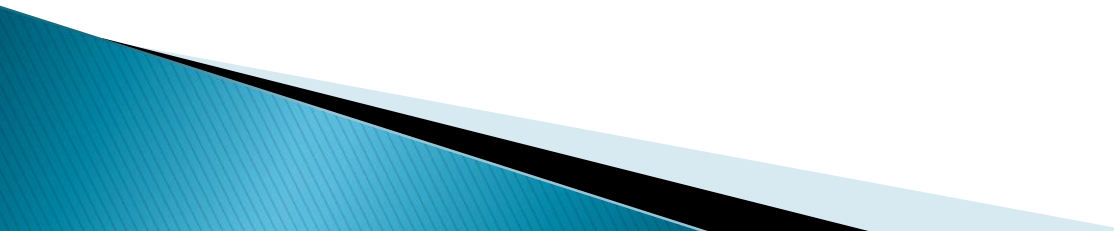
This is sent to you by  
an American,  
Using Bill Gate's technology,  
And you're probably reading this on your computer  
that uses Taiwanese chips, and a Korean monitor,  
Assembled by Bangladeshi workers in a  
Singapore plant, transported  
by Indian lorry-drivers,  
Hijacked by Indonesians,  
unloaded by  
Sicilian longshoremen,  
And trucked to you by Mexican illegal.... .  
That, my friends,  
is Globalization!



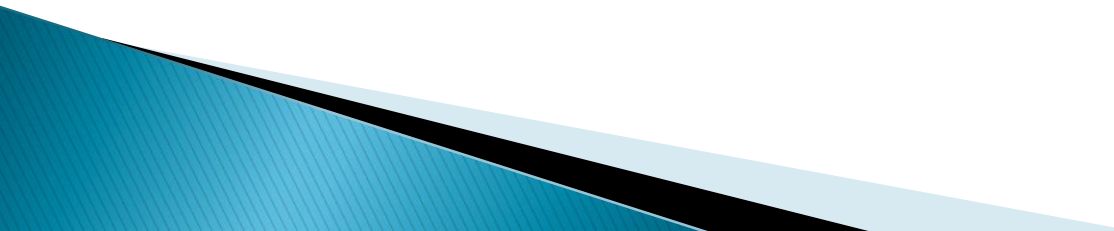
# Scenarios for higher education systems



# Areas of Inquiry

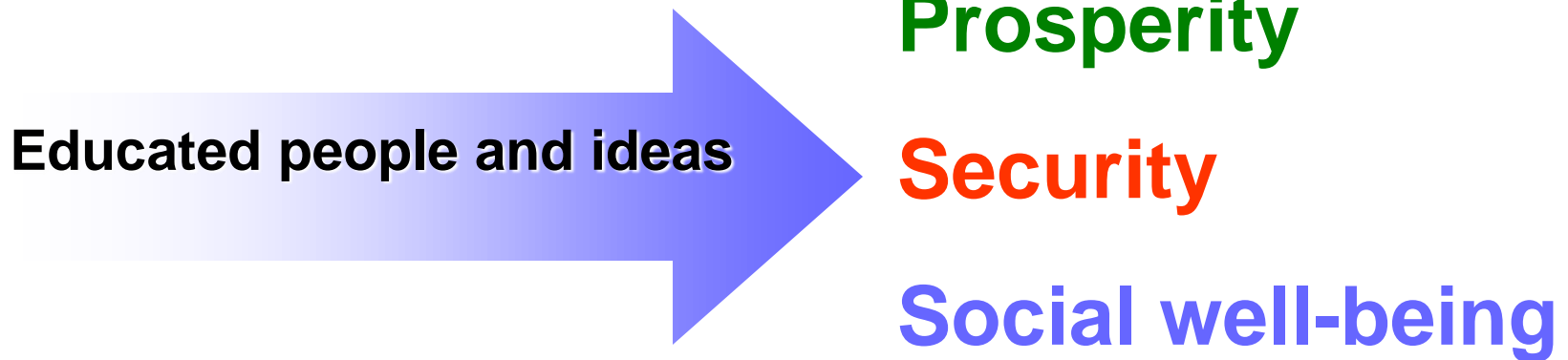
- ▶ faculty quality
  - ▶ student conditions and preparedness
  - ▶ curriculum
  - ▶ teaching methods
  - ▶ research capacity
  - ▶ systems of higher education
  - ▶ Vision
- 

# Some questions on academic excellence

- Is there any zest for learning among students and teachers?
  - Are students expected to meet high academic standards?
  - Can students explain what they are doing in their classes and why is it important?
  - Do teachers know why they teach and what they are teaching?
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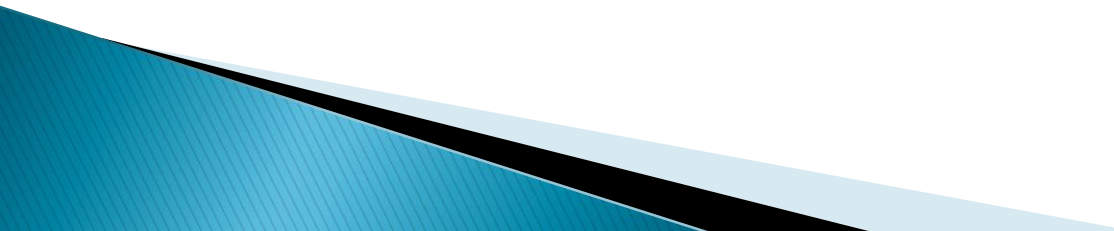


# The Age of Knowledge

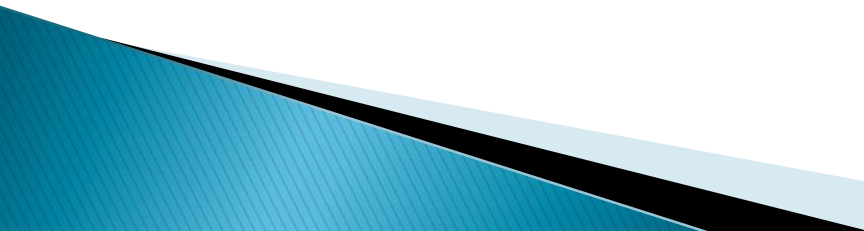


**Educated people are the most valuable resource for  
21st societies and their institutions!!!**

# New Realities

- ▶ rapidly changing world
  - ▶ increasing use of information technology
  - ▶ growing income inequality
  - ▶ knowledge capital replacing physical capital as source of wealth
  - ▶ higher education becoming more important and in greater demand
- 

# Public Interest

- ▶ high private and social returns
  - ▶ build knowledge capital resource
  - ▶ address topics with long-term value to society
  - ▶ promote equal opportunity
  - ▶ venue for free and open discourse of ideas and values
- 

# Changing Societal Needs

- Passive student to **active** learner to **demanding** consumer
- Global needs for higher education

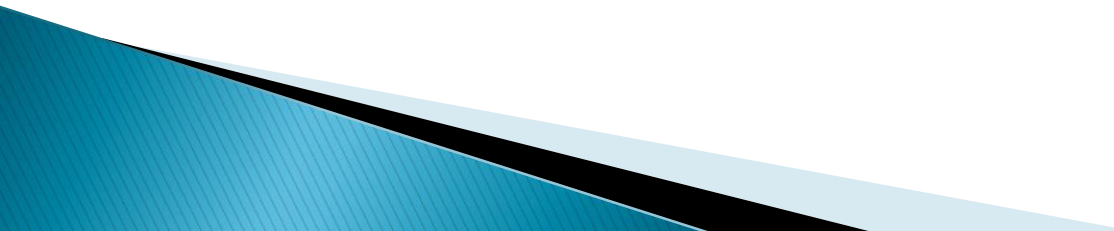
**Concern:** There are many signs that the current paradigms are no longer adequate for meeting growing and changing societal needs.

**Concern:** The current faculty-centered, monopoly-sustained university paradigm is ill suited to the intensely competitive, technology-driven, global marketplace.


# Call to Action

- ▶ The New Dynamics of Higher Education and Research for Societal Change and Development.
  - ▶ Capacity-building for quality assurance in higher education in developing countries
- 

# Types of Reforms and Innovations

- ◆ Active Learning
  - ◆ Collaborative Learning
  - ◆ Critical Thinking
  - ◆ Examination Reform
  - ◆ Faculty Peer Review
- 

# Why lead

- \* Foster development of faculty, staff and students to improve the quality of work as well as morale.
  - \* Improving the quality of education and student mentoring can result in higher student retention and more successful graduates, which is a key factor in how we are judged.
- 

# Globalization

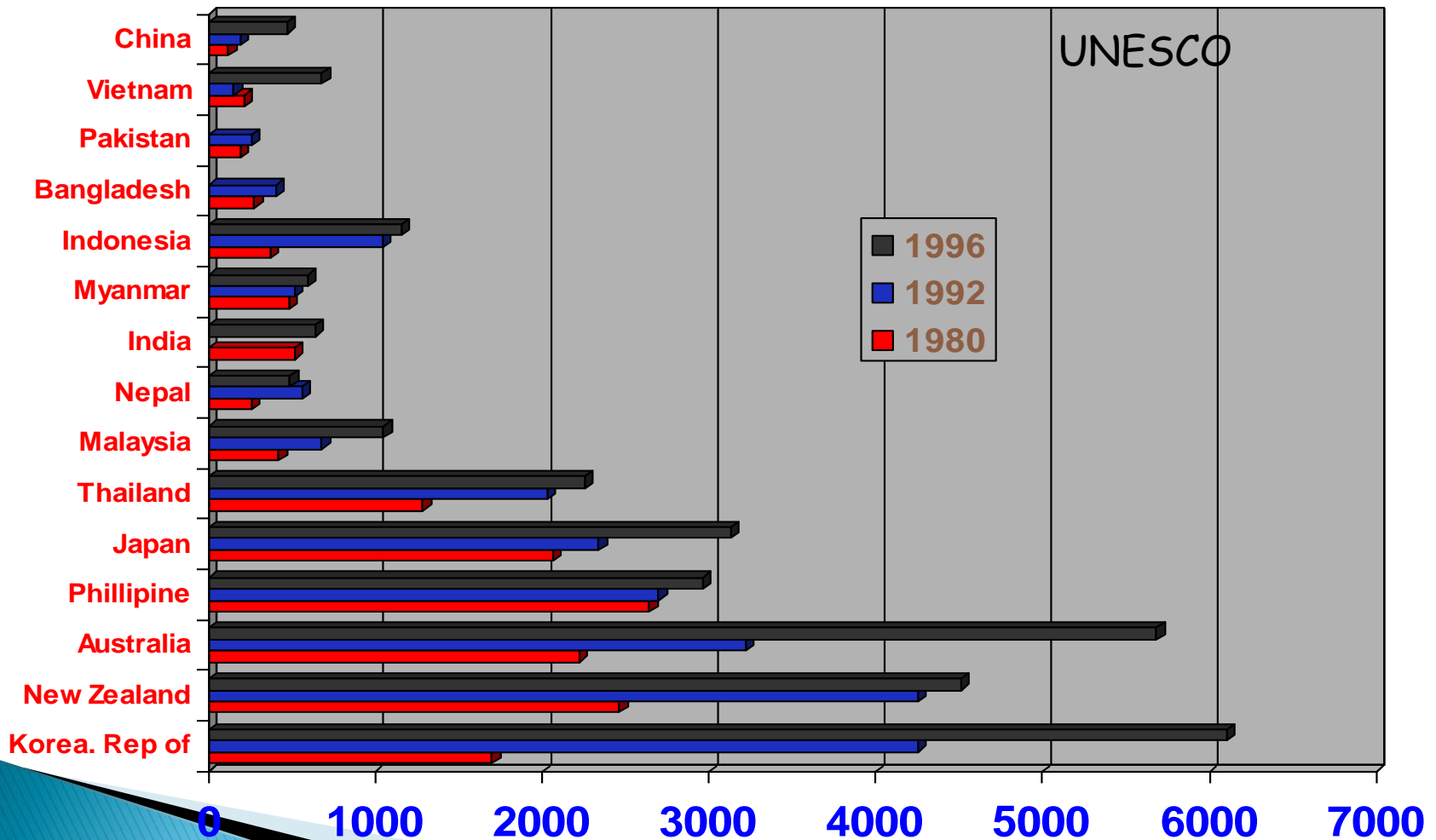
- ▶ Global market and skills increase the demand of education
- ▶ Universities in developing countries are facing challenges in producing graduates who will be more creative, and more international. Otherwise graduates will not get jobs in this competitive markets

Achieving quality education and lifelong learning for graduates is a great challenge.





# Students in higher education per 100,000 inhabitants 1980 and 1992 and 1996



# Pedagogies

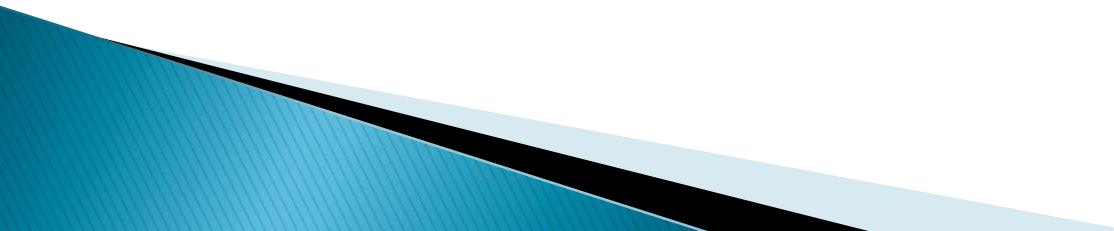
Traditional Education encourages

- ▶ rote memorization,
- ▶ neglect understanding and creativity,
- ▶ disregard basic content of the curriculum,  
and
- ▶ discourage thinking and reasoning.

Ability driven education—with a focus on innovation, creativity, and entrepreneurship—must be introduced at higher institutions to implement the Thinking Institutions.

# Pedagogies

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# Outcome Based Education(OBE)

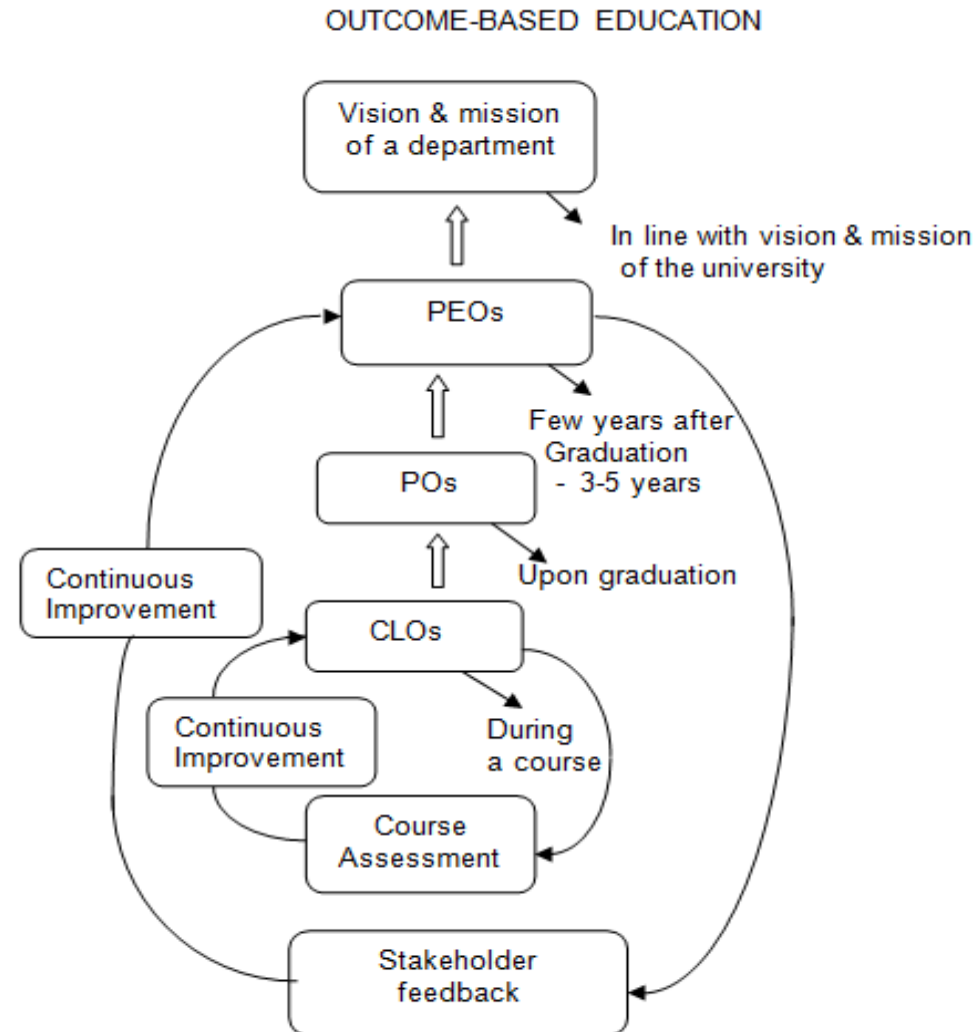
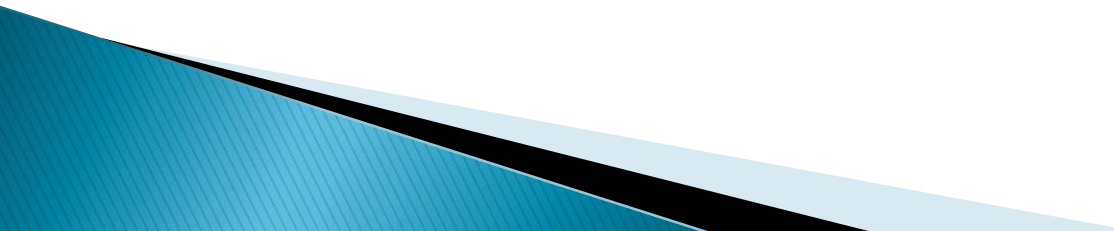


Fig.1. OBE Process Flow.

# Vision

To be a leader in higher education and to exalt excellence, innovation and entrepreneurship to transform the society

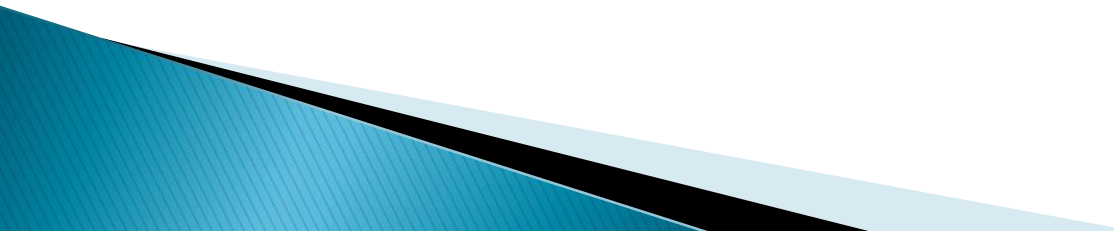


# Reputation of Universities

In order to have a good institutional reputation it is very clear for an institution

- ▶ to have a positive image of students' satisfaction
- ▶ negative image of students' satisfaction has to be minimized

# Teaching to Learning

- Pedagogy
    - † From lecture hall to environment for interactive, collaborative learning
    - † From teacher to designer and coach
  - Classroom
    - † From solitary students to learning communities
    - † From campuses to virtual, distributed environments
  - Open learning
    - † From teacher-centered to learner-centered
  - **Passive Student to Active Learner to Demanding Consumer**
    - † Unleashing the power of the marketplace
- 

Faculty need to know and accept the advantages of learner-centered approaches before they will change their teaching





# The role of the instructor

- ◆ The instructor creates an environment that:
  - Fosters students learning
  - Accommodates different learning styles



# The role of the instructor (continued)

- ◆ Explicitly aligns objectives, teaching methods and assessment consistently
- ◆ Utilizes multiple teaching techniques appropriate for student learning goals
- ◆ Designs activities in which students interact with the material, the teacher and each other
- ◆ Motivates students to learn intrinsically

# TEACHING TECHNIQUES AND METHODS

- Brainstorming
- Problem Solving Method
- Cooperative Learning Technique
- Case Method
- Drama Technique



**Do you agree with this statement?**

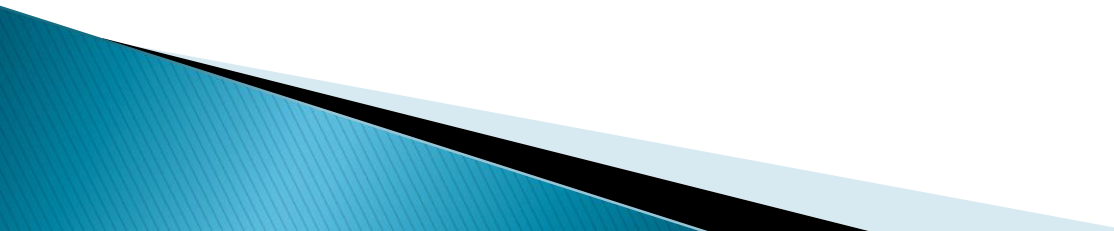
***Some teaching methods are bad and shouldn't be used.***

Answer

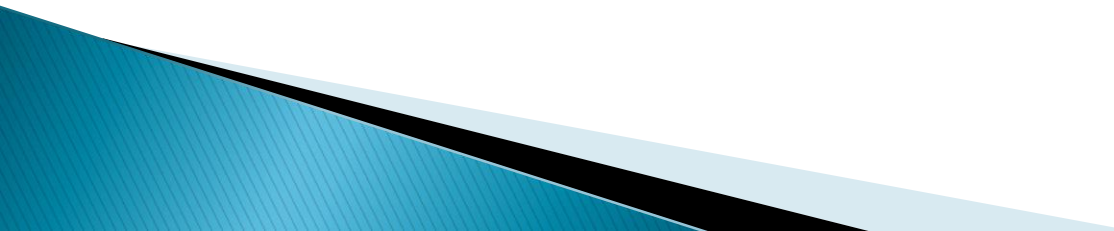
**There's no bad teaching methods just teaching methods used badly!**



# Lecturing

- Research has shown that it is impossible for students to absorb all of the information in a lecture (limited short term memory)
  - We need every student to learn – not just a few
  - More effective approach – get students actively thinking and learning
- 

# Student's Expectations

- Want solid knowledge base and real-world applications
  - Want clear and organized presentation of material
  - Want to be stimulated, active and participatory
  - Want to know why (how does this activity, reading connect to my future career?)
  - Want faculty to be enthusiastic, helpful and engaged
  - Expect “customer service”
  - Want face-to-face contact but accept boundari
- 

# Faculty's Challenges

- Time
  - Keeping up with their field
  - Dealing with students with varied backgrounds and skill levels



# Faculty's Challenges

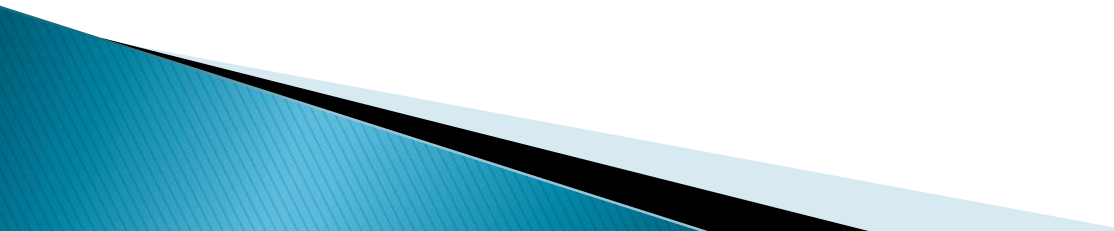
- Time
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# Strategies

- Problem-based learning
- Student-centered instruction
- Competency-based (outcomes-based) instruction



# Strategies

- Use different methods
    - In-class
    - Outside of class (must link to course objectives)
  - Encourage critical thinking and synthesis
  - Create opportunities for reflection
  - Pre-class “assignments”
- 

- **presentation (teacher in control or teacher-centred),**  
where the tutor predominately transmits ideas, information or skills.
- **interaction (shared control or participative),**  
where knowledge and experience are shared between the teacher and the learners and/or amongst the learners themselves.
- **search (learner in control or learner centred),**  
where the learners explore and discover for themselves, either on their own or in small collaborative groups.

# Assessment

- Performance Based Assessment is preferable over traditional assessment.
- No more recalling answers to questions
- Students should be assigned a task in which they can demonstrate their mastery and then assessment should be based on their performance
- Cramming won't work; meaningful task and expertise is required.

Increased emphasis on student assessment will lead to improvements in teaching and learning



# Assessment

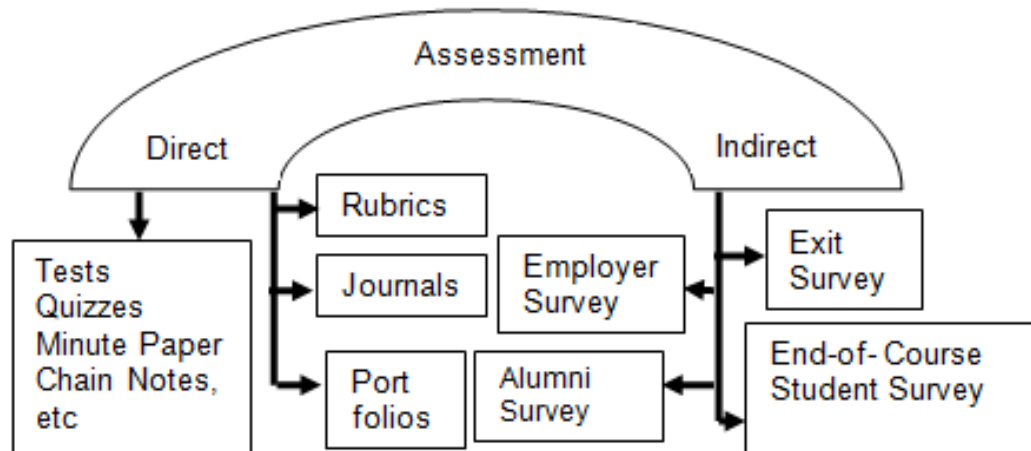
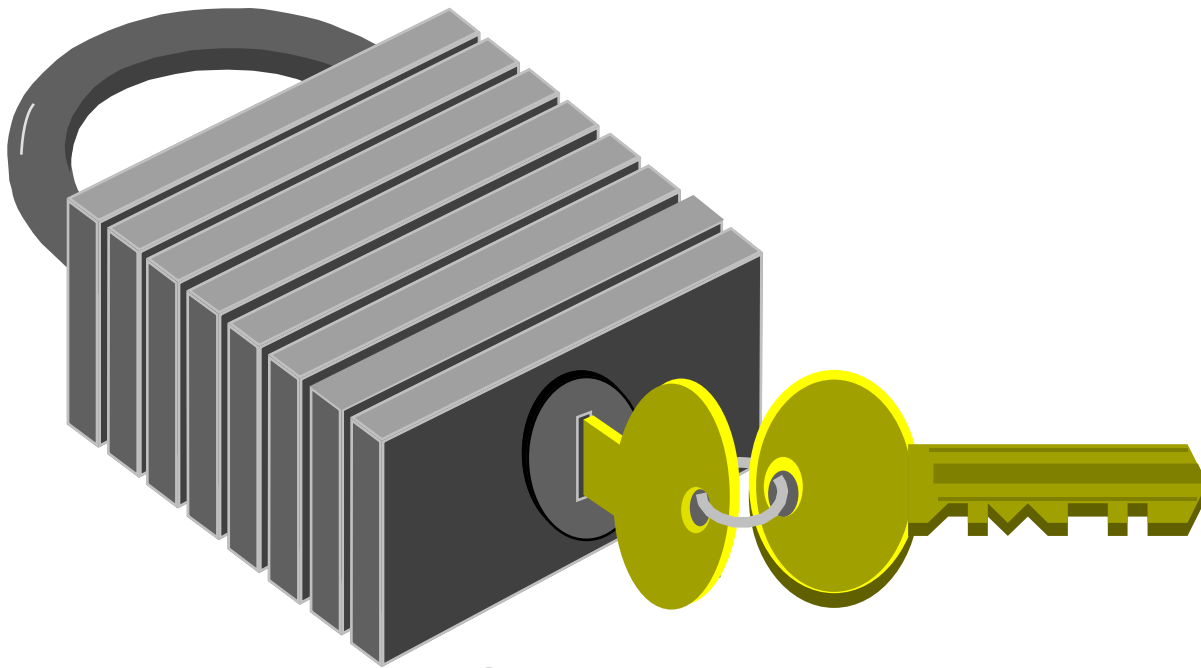


Fig.2. Types of assessment.



Successful Educational Leaders  
Hold the Key to Unlock a Vision

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Thanks