CCPDHE - Module 01: Orientation as a University Teacher

Module Number	01	Module Name		Orientation as a University Teacher	
		Lectures	10.0 hrs	Pre-requisites	None
		Self-learning	40.0 hrs		
Module Objectives		To create an awareness of the higher education system of Sri Lanka and the role of the University teacher so that the participants can contribute maximally to the growth and development of higher education sector			
Learning outcomes		After successful completion of the module, the participants shall be able to			
		LO1	Appreciate the evolution of the Higher Education sector of Sri Lanka.		
		L02	Describe the academic and organizational structure of the university.		
		LO3	Discuss the university act and ordinance and their impact on the higher education sector.		
		LO4	Discuss the multi-faceted role of the University teacher in the 21st century		
Module Contents		Topic 1: Introduction to the University System Topic 2: Education Reforms in the 21st Century (reading material will be given) Topic 3: University Act and Ordinance Topic 4: Academic and Organizational Structure of the University Topic 5: The University Teacher			
Methods of Teaching and Learning		Interactive Lectures, Group discussions, Question and answer sessions, Self-studying (reading relevant materials)			
Methods of Assessment		An extended essay on "Educational reforms in the 21st century and its impact on the Sri Lankan Higher Education Sector"			

References	Nawastheen, F.M. (2019). Educational and Curriculum Changes in Sri Lanka: In light of Literature. MJSSH Online: Volume 3 (3), 342-361. DOI: https://doi.org/10.33306/mjssh/43
	National Institute of Education (2018). Proposed New Educational Reforms and Related Opinion Survey. Department of Research and Development, National Institute of Education https://nie.lk/pdffiles/other/eOM%20Curriculum%20Reserach%20Report.pdf
	Presidential Task Force (2020). Re-imagining education in Sri Lanka, Summary Report. Presidential Task Force on Sri Lanka's Affairs. http://nec.gov.lk/wp-content/uploads/2020/10/6.Re-imagining-Education-Sri-Lanka-Summary-Report-by-Presidential-Task-Force.pdf
	[PDF] Dr. C. W .W. Kannangara Memorial Lecture on Educational Reforms Beyond Kannangara for the 21st Century… https://files.eric.ed.gov/fulltext/ED569342.pdf
	University Grants Commission - Sri Lanka www.ugc.ac.lk
	[PDF] Issues of Quality of University Education and Staff Development ... www.slaihee.org/home/downloads/.../2011_chief_guest.pdf
	Fry, H., Ketteridge, S., Marshall, S. (2009). A Handbook for Teaching and Learning in Higher Education: Academic Practice. Third Edition, Routledge: New York. https://www.sun.ac.za/english/faculty/arts/Documents/HandbookTeachingLearningHigheEd.pdf
	[PDF] THE ROLE OF THE PROFESSOR by Walter Noll Professor of ... www.math.cmu.edu/~wn0g/RP.pdf

CCPDHE Module 2: Personal Development and Counseling

<table>
<tr>
<td rowspan="3">Module Number</td>
<td rowspan="3">02</td>
<td colspan="2">Module Name</td>
<td colspan="2">Personal Development and Counseling</td>
</tr>
<tr>
<td>Lectures</td>
<td>10.0 hrs</td>
<td rowspan="2">Pre-requisites</td>
<td rowspan="2">None</td>
</tr>
<tr>
<td>Self-learning</td>
<td>40.0 hrs</td>
</tr>
<tr>
<td>Module Objectives</td>
<td colspan="5">To impart the knowledge, skills and attitudes to improve personality, interpersonal relationships and emotional intelligence so that professionalism of university teachers is achieved and enhanced.</td>
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<tr>
<td rowspan="8">Learning outcomes</td>
<td colspan="5">After successful completion of the module, the participants shall be able to</td>
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<tr>
<td>LO1</td>
<td colspan="4">Define career goals and continuous professional development to align with Teaching Philosophy and Corporate plan of the University.</td>
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<tr>
<td>LO2</td>
<td colspan="4">Develop effective time and stress management strategies and coordinate activities effectively under stressful working environment.</td>
</tr>
<tr>
<td>LO3</td>
<td colspan="4">Enhance listening, communication and presentations skills</td>
</tr>
<tr>
<td>LO4</td>
<td colspan="4">Be open to peer and mentor feedback and be reflective for self-learning</td>
</tr>
<tr>
<td>LO5</td>
<td colspan="4">Conduct him/herself with greater emotional intelligence for harmony at the work place</td>
</tr>
<tr>
<td>LO6</td>
<td colspan="4">Identify academic counseling needs.</td>
</tr>
<tr>
<td>LO7</td>
<td colspan="4">Display empathy towards students and assist them to resolve their personal and academic related issues.</td>
</tr>
<tr>
<td>Module Contents</td>
<td colspan="5">Topic 1: Career goals and Continuous Professional Development
Topic 2: Pursuing postgraduate studies
Topic 3: Time and Stress Management (by being mindful)
Topic 4: Soft skills development, Reflective Practice, and Emotional intelligence
Topic 5: Academic and personal counseling principles</td>
</tr>
<tr>
<td>Methods of Teaching and Learning</td>
<td colspan="5">Presentations with handouts, Group discussion, Brain storming sessions, Group activities, Reading recommended materials, Case studies</td>
</tr>
<tr>
<td>Methods of Assessment</td>
<td colspan="5">A reflective journal on knowledge, skills and attitudes gained from the module and how it would help them to become a successful academic</td>
</tr>
<tr>
<td>References</td>
<td colspan="5">https://www.careeronestop.org/ExploreCareers/Plan/set-goals.aspx
https://www.quantumworkplace.com/future-of-work/how-to-align-organizational-goals
https://www.inc.com/heidi-zak/how-to-align-your-personal-goals-with-organizational-goals-excel-at-work.html
https://www.skillsyouneed.com/ps/personal-development.html
https://www.skillsyouneed.com/general/emotional-intelligence.html</td>
</tr>
</table>

	https://www.skillsyouneed.com/ps/creative-thinking.html
	https://www.skillsyouneed.com/ps/stress.html
	https://www.gla.ac.uk/media/Media_414500_smxx.pdf
	https://uom.lk/scu

CCPDHE Module 3: Teaching and Learning Methods

Module Number	03	Module Name		Teaching and Learning Methods	
		Lectures	26.0 hrs	Pre-requisites	Engage in teaching (e.g. conduct lessons in theory and practical (conduct lectures, practical) while following the Induction Program to obtain work-based experience
		Self-learning	74.0 hrs		
Module Objectives		To teach the principles and practice of a range of methods of teaching and styles of learning that could be applied in Higher Education so that participants will be able to identify and use the most appropriate instruction			
Learning outcomes		After successful completion of the module, the participants shall be able to			
		LO1	Identify the training needs and target populations		
		LO2	Determine learning styles and student profiles and identify the significance of catering to different learning styles when teaching		
		LO3	Set clear learning outcomes for a teaching session		
		LO4	Select appropriate teaching methods from among a range of teaching methods to optimize student participation and student-centered learning.		
		LO5	Generate active learning and higher levels of learning in students		
		LO6	Prepare one's teaching philosophy statement		
Module Contents		Topic 1: Training Needs and Target Population Topic 2: Teaching Philosophy and Teaching Portfolio Topic 3: Levels of Learning and Learning Outcomes Topic 4: Learning Styles and Learning Theories Topic 5: Teaching/Learning Strategies Topic 6: Preparing a Daily Lesson plan Topic 7: Incorporating proper T/L strategies in lesson plan			
Methods of Teaching and Learning		lecture, discussion, Q and A, Role Play, Case Studies, PBL, Tutorials, Seminars, Skills, teaching, Assignments, Active Instruction techniques			
Methods of Assessment		Make a daily lesson plan for participant's own teaching course, Prepare one's own teaching philosophy statement			
References		1. https://www.talentlyft.com/en/resources/what-is-training-needs-analysis 2. https://www2.le.ac.uk/offices/lli/developing-learning-and-teaching/enhance/strategies 3. https://www.celt.iastate.edu/teaching/teaching-strategies/			

	4. https://www.indeed.com/career-advice/career-development/how-to-write-a-teaching-philosophy
	5. https://www.verywellmind.com/kolbs-learning-styles-2795155
	6. https://www.verywellmind.com/vark-learning-styles-2795156

CCPDHE Module 4: Assessment and Evaluation

<table>
<tr><td>Module Number</td><td>04</td><td colspan="2">Module Name</td><td colspan="2">Assessment and Evaluation</td></tr>
<tr><td></td><td></td><td>Lectures</td><td>12.0 hrs</td><td>Pre-requisites</td><td>Completion of Module 3 and engagement in assessment and evaluation of students</td></tr>
<tr><td></td><td></td><td>Self-learning</td><td>38.0 hrs</td><td></td><td></td></tr>
<tr><td colspan="2">Module Objectives</td><td colspan="4">To teach the principle and practice of assessment and evaluation so that participants will be able to determine appropriate assessment strategies to ensure validity, reliability and practicability of student assessment, and achieve lesson, course and degree objectives and determine appropriate teacher and course evaluation strategies to maximize the effectiveness of lessons, courses and degree programs</td></tr>
<tr><td colspan="2">Learning outcomes</td><td colspan="4">After successful completion of the module, the participants shall be able to</td></tr>
<tr><td colspan="2"></td><td>LO1</td><td colspan="3">Generate higher levels of learning in students through assessments</td></tr>
<tr><td colspan="2"></td><td>LO2</td><td colspan="3">Ensure reliability and validity of assessments</td></tr>
<tr><td colspan="2"></td><td>LO3</td><td colspan="3">Design appropriate assessment strategies for courses</td></tr>
<tr><td colspan="2"></td><td>LO4</td><td colspan="3">Choose appropriate alternatives in assessments to match learning outcomes</td></tr>
<tr><td colspan="2"></td><td>LO5</td><td colspan="3">Design criteria-based assessments</td></tr>
<tr><td colspan="2"></td><td>LO6</td><td colspan="3">Provide actionable feedback to students to improve their performances (verbal and written)</td></tr>
<tr><td colspan="2"></td><td>LO7</td><td colspan="3">Design appropriate evaluation strategies for teachers and courses</td></tr>
<tr><td colspan="2"></td><td>LO8</td><td colspan="3">Provide actionable feedback to teachers to improve their performances and the quality of courses/programs</td></tr>
<tr><td colspan="2">Module Contents</td><td colspan="4">Topic 1: Introduction to Assessment and Evaluation (Summative and Formative Assessments)
Topic 2: Assessment Methods and Types of Questions
Topic 3: Marking Schemes, Model Answers and Assessment Rubrics
Topic 4: Critical evaluation of a previous exam paper (each participant needs to work on an exam paper given earlier to students in his/her subject area to evaluate whether or not stated ILOs had been tested properly)
(the assigned supervisor(s) need to give feedback on participants work)
Topic 5: Giving Constructive Feedback to Students and Staff</td></tr>
<tr><td colspan="2">Methods of Teaching and Learning</td><td colspan="4">Lecture presentations, discussions, Brain storming sessions, participant feedbacks on assessment</td></tr>
<tr><td colspan="2">Methods of Assessment</td><td colspan="4">Critical evaluation of a previous examination paper, Make a formative or summative question paper for participant's class to test identified ILO's</td></tr>
<tr><td colspan="2">References</td><td colspan="4">1. https://www.talentlyft.com/en/resources/what-is-training-needs-analysis
2. https://www2.le.ac.uk/offices/lli/developing-learning-and-teaching/enhance/strategies</td></tr>
</table>

	3. https://www.celt.iastate.edu/teaching/teaching-strategies/
	4. https://www.indeed.com/career-advice/career-development/how-to-write-a-teaching-philosophy
	5. https://www.verywellmind.com/kolbs-learning-styles-2795155
	6. https://www.verywellmind.com/vark-learning-styles-2795156

CCPDHE Module 5: Curriculum Design and Revision

Module Number	05	Module Name		Curriculum Design and Revision	
		Lectures	15.0 hrs	Pre-requisites	Completion of Modules 3 and 4, Engage in teaching in participant's own department/faculty
		Self-learning	35.0 hrs		
Module Objectives		To teach (i) the fundamentals and the elements of a curriculum so that participants are able to develop and revise curricula to suit the expectations of stakeholders, (ii) how to design a graduate profile so that curriculum development could aim at achieving the profile, and map lesson plans to a graduate profile, (iii) the principle of outcomes-based model for curriculum development so that participants are able to use it for the design of curricula to produce a modern graduate profile and (iv) the principle of constructive alignment and integration in a course/program design, so that curriculum development would be more effective and meaningful.			
Learning outcomes		After successful completion of the module, the participants shall be able to			
		LO1	Define & state the characteristics of a curriculum, and identify & analyze the need for curriculum change.		
		LO2	Identify and analyze the success factors in curriculum development and revision.		
		LO3	Define a "graduate profile" & explain "graduate attributes", and describe the generic skills of a graduate profile for participant's own department/faculty		
		LO4	Use participant's own teaching course to map lesson plans to graduate profile.		
		LO5	Identify the factors and stakeholders that influence a program outcome, and describe the program outcome in participant's own faculty study programme		
		LO6	Explain the course/program assessment strategy to achieve the outcome, and analyze the procedure to obtain the course/program outcome.		
		LO7	Explain the principle of constructive alignment and integration in curriculum development.		
Module Contents		Topic 1: Success Factors in Curriculum Development and the need for curriculum revision (External programme review) Topic 2: Graduate Attributes and Graduate Profiles (participants are required to work with/reflect on their own faculty's graduate profile/attributes) Topic 3: Lesson plan mapping to graduate profile (each participant should work on the lesson plan prepared under Module 3 (course belongs to department/faculty-specific study programme)			

	Topic 4: Outcome-Based Curriculum – how outcomes are measured Topic 5: Constructive Alignment and Integrated Course/Program design
Methods of Teaching and Learning	Lectures, Group activities, Individual activities, Question and answer sessions.
Methods of Assessment	One or more relevant assignment/s, such as: Map participant's own lesson plan to the of the identified graduate profile, Identify constructive alignment & integration of the lesson plan
References	1. UGC training manual for this module 2. Conceptualization and Definition of a Curriculum by Innocent Mutale Mulenga, Journal of Lexicography and Terminology, Volume 2, Issue 2, 2018 3. Measuring 21st century competencies - guidance for educators, RAND Corporation, November 2013 4. https://www.ametuniv.ac.in/attachment/obe.pdf - OUTCOME-BASED EDUCATION 5. What are graduate Attributes - https://www.ed.ac.uk/graduate-attributes/what 6. Beyond Mapping and Embedding Graduate Attributes: Bringing Together Quality Assurance and Action Learning to Create a Validated and Living Curriculum, Debra Bath, Calvin Smith, Sarah Stein and Richard Swann, Higher Education Research & Development Vol. 23, No. 3, August 2004

CCPDHE Module 06: ICT Skills in Higher Education

Module Number	06	Module Name		ICT Skills in Higher Education	
		Lectures/Practical	17.0 hrs	Pre-requisites	Nnoe
		Self-learning	35.0 hrs		
Module Objectives	To teach (i) intermediate features of MS Word as a word processing application, and MS Excel as a spreadsheet application so that academic staff could use them effectively and efficiently for the enhancement of teaching/learning, and assessment processes. (ii) intermediate features of MS Access as a database management system so that academic staff could use them effectively and efficiently for the enhancement of research, teaching/learning, and assessment processes, and (iii) the principles and practice of the use of ICT tools and techniques to improve the quality of teaching and assessments.				
Learning outcomes	After successful completion of the module, the participants shall be able to				
	LO1	Explain and use Microsoft Word Intermediate and selected advanced features – • advanced text formatting and page formatting, document reviewing, graphics, tables, mail merge, embedding Excel data to MS Word documents. • in the preparation of assignments, assessments, reports, etc. in research and teaching activities.			
	LO2	Explain and use Microsoft Excel Intermediate and selected advanced features – • graphics, calculations, tables, cell formulas. • in compilation, submission of marks and grades, and in analysis of student performances in assessments using pivot tables, dot plots, curve fitting, etc.			
	LO3	Describe basic database concepts and apply acquired knowledge in practice			
	LO4	Use web-based resources for the teaching/learning process			
	LO5	Use learning management systems (LMS) and learning material production and assessment -Moodle as a LMS, e-learning material production techniques			
	LO6	Use of ICT for recording of teaching sessions for improvement of teaching/learning scenarios			
Module Contents	Word Processing, Spreadsheet Applications, Database Management Systems, E – Learning and Learning Management Systems				
Methods of Teaching and Learning	Lectures and Practical sessions will be conducted interactively by relevant resource persons and instructors at the Computer laboratories				
Methods of Assessment	Module 06 Assignment - Submission (according to the required standard)				
References	• Maidasani Dinesh, "Learning computer fundamentals, MS office and internet & web technology", New Delhi Firewall Media,3rd Edition • Jason Cole and Helen Foster, "Using Moodle", O'Reilly Community Press,2nd Edition				

| | • Ramez Elmasri, Shamkant B. Navathe, "Fundamentals of Database Systems",7th Edition |
| | • Thomas Connolly and Carolyn Be, Database Systems: A Practical Approach to Design, Implementation, and Management, Third Edition |

CCPDHE Module 07: Teaching Practice

Module Number	07	Module Name		Teaching Practice	
		Lectures/Practical	20 hrs	Pre-requisites	Completion of Modules 3, 4, 5 & 6
		Self-learning	80 hrs		
Module Objectives		To provide an opportunity to develop the ability and skills to develop and deliver teaching sessions so that participants will be able to improve their teaching style for the enhancement of students' learning			
Learning outcomes		LO1	Prepare and deliver lessons to achieve Intended Learning Outcomes		
		LO2	Develop presentation skills		
		LO3	Obtain and act on self, student and peer feedback on teaching		
Module Contents		Topic 1: Lesson Plan and Learning Outcomes (Module 3 and Module 5) Topic 2: Development and use of Teaching aids Topic 3: Presentation skills Topic 4: Obtaining feedback on teaching (self, students, peer) Topic 5: Use of ICT in teaching (Module 6)			
Methods of Teaching and Learning		Power point presentations, Q&A sessions, Lesson delivery in classroom, feedback			
Methods of Assessment		Evaluation of lesson delivery by supervisors/examiners			
References		1. A practical guide to Evaluating Teacher Effectiveness, Olivia Little, Laura Goe, and Courtney Bell, National Comprehensive Center for Teacher Quality, 2009, USA 2. Classroom Teaching Practice: Ten lessons learned, Alberto F. Cabrera and Steven M. La Nasa, In W de Vries (Ed), *Calidad, eficiencia evaluación de la education superior* (129 – 151), 2005. 3. Teaching Practice Guide: A guide to teaching practice procedure and assessment for trainee teachers and supervisors, Reda Elmabruk, 2018, https://www.researchgate.net/publication/334108206 4. Teaching Practice: A Handbook for Student Teachers, Ben de Souza, 2017 https://www.researchgate.net/publication/320290363			

CCPDHE Module 8: Research in Higher Education

Module Number	08	Module Name		Research in Higher Education	
		Lectures (hours)	14.5 hrs	Pre-requisites	Have conducted research as an undergraduate/postgraduate and/or engagement in research is desirable
		Self-learning (hours)	35.5 hrs		
Module Objectives		To teach the principles and practice of engaging in research as an academic in higher education so that it could contribute to career advancement, institutional and national development			
Learning outcomes		After successful completion of the module, the participants shall be able to			
		LO1	Identify the significance of research for career advancement and for the development of the institution and the society		
		LO2	Identify ethical issues in research		
		LO3	Devise a synopsis/proposal for a research study of own interest		
		LO4	Determine how to select an appropriate design for a research study and data analysis method		
		LO5	Identify guidelines for scientific/academic writing and presentation		
		LO6	Identify the best journal to publish research findings by avoiding predatory journals		
		LO7	Identify how to list and cite references appropriately		
		LO8	Make use of software related to reference management and plagiarism detection		
Module Contents		Topic 1: Role of research in career, institutional, and societal development (1.5) Topic 2: Ethical issues in research Topic 3: Research proposals: write a synopsis for a selected research topic by each participant Topic 4: Research design and analysis Topic 5: Publication of Research work Topic 6: Selecting the right journal: avoid predatory journals Topic 7: Reference management Topic 8: Plagiarism detection tools			
Methods of Teaching and Learning		Lectures, presentations, individual and group activities, web-based learning, In-class discussions			

Methods of Assessment	Assignment
	Portfolio
References	Vessuri H. 2008. The role of research in higher education: implications and challenges for an active future contribution to human and social development. In: Higher education in the world 3. 119-141. DOI: 10.1007/978-1-349-58169-6_6
	Loue S. 2002. The textbook of research ethics: theory and practice. Springer. https://link.springer.com/book/10.1007/b112315
	Hazelrigg GA. 1999. Twelve steps to a winning research proposal. National Science Foundation. Accessed via https://www.cs.rpi.edu/~trink/HazelriggWinningResearchProposal.pdf
	Kumar R. 2015. Research Methodology: A step by Step Guide for Beginners. 4th Ed. https://study.sagepub.com/kumar4e
	Creswell JW and Creswell JD. 2017. Research Design. Qualitative, Quantitative, and Mixed Methods Approaches 5th Ed. Sage Publishing. https://us.sagepub.com/en-us/nam/research-design/book255675
	Websites: 1. Beall. J. Standalone Journals: Beall's List. https://beallslist.net/standalone-journals/ 2. InCites Journal Citation Reports. https://jcr.clarivate.com/jcr/home 3. Mendeley Reference Management Software. https://www.mendeley.com/ 4. Turnitin. An internet-based plagiarism detection service. https://www.turnitin.com/

CCPDHE Module 09: University Administrative Procedures

Module Number	09	Module Name		University Administrative Procedures	
		Lectures	8.0 hrs	Pre-requisites	None
		Self-learning	18.0 hrs		
Module Objectives	To impart knowledge, skills and attitudes in taking on the responsibilities of administration and management by a university lecturer so that discharging of duties in teaching, research and administration could be achieved in an effective an efficient manner.				
Learning outcomes	After successful completion of the module, the participants shall be able to				
	LO1	Identify the importance, relevance and applicability of the Administrative Regulations (AR) and Financial Regulations (FR) for university academics			
	LO2	Identify how to access and get use of the relevant documents on administrative and establishment matters			
	LO3	Identify examination procedures in HEIs			
	LO4	Identify disciplinary regulations in HEIs			
Module Contents	Topic 1: Introduction to university administrative and financial regulations (AR and FR) and procedures				
	Topic 2: Disciplinary Matters, Rights and Obligations of University Employees, Human Rights				
	Topic 3: University Examination Procedures				
Methods of Teaching and Learning	Lectures (Offline/Online); Panel discussion of Formats, circulars, procedures, manuals, Group/individual activities, Question and Answer sessions.				
Methods of Assessment	One Take-home assignment and a mini-chapter for the Portfolio				
References	UGC and University by-laws, regulations and rules, circulars, procedures, Examination manual which are relating to AR and FR for teaching, research, administrative and outreach activities of University academics.				

CCPDHE Module 10: Strategic Planning and Management for Universities

Module Number	10	Module Name		Strategic Planning and Management for Universities	
		Lectures	2.0 hrs	Pre-requisites	None
		Self-learning	5.0 hrs		
Module Objectives		To impart knowledge and generate awareness of the significance of strategic management and its applications in university level and national level planning, so that participants could contribute to such starting from early career development and institutional development.			
Learning outcomes		LO1	Identify concepts of strategic management		
		LO2	Identify tools of strategic management		
		LO3	Identify how to prepare a strategic plan and an action plan		
Module Contents		Topic 1: Introduction to Strategic Planning and Management in the Universities and Institutes			
Methods of Teaching and Learning		Lectures, Brain storming sessions, Discussions, Individual activities			
Methods of Assessment		A brief chapter for the Portfolio			
References		University Strategic Plan, UGC Strategic Plan, Materials on Paradigm shifts in Education, Fred R. David & Forest R. David, Strategic Management concepts and cases: A Competitive Advantage Approach, 16th Edition (Chapter 1 and 5)			