SLAIHEE QUARTERLY

Sri Lanka Association for Improving Higher Education Effectiveness

Developing Language Skills

Urgent Needs in the University Sector

Note from the Editor, Rapti de Silva:

Permission to publish this article, which consists of the report *Urgent Needs in the University Sector*, was granted by Professor Rajiva Wijesinha who, as then State Minister of Higher Education, sent the report to the Chairman of the University Grants Commission with the cover letter below.

The letter, copied to all Vice Chancellors of State Universities, was forwarded by the Vice Chancellor, University of Moratuwa to all Deans. The Dean of the Faculty of Engineering sent it to all Heads of Department and my Head of Department had a scanned copy sent to faculty members.

Many departmental colleagues I spoke with had read the letter and the attached report and believed the contents to be important.

Believing the issues raised in the report should be disseminated for wider discussion, I contacted Professor Wijesinha who gave me permission to publish both documents in the SQ.

Prof. Rajiva Wijesinha
State Minister of Higher Education

RECEIVED

5, වෝඩ් පෙදෙස, කොළඹ 7.
மேல: பிறோன், கொழும்பு 7.
15, Ward Place, Colombo 7.

Telephone   2694486   Fax

February 13, 201

Chairman
University Grants Commission

Dear Chairman

I attach a copy of a report prepared by someone who surveyed responses to the recent orientation programmes a few months after they were held.

His observations with regard to English are most pertinent. I believe radical change is necessary, and we should immediately review the report on ELTUs that I believe was presented some years back, but has not as yet been ratified. Some changes may be necessary, but this is obviously an area of great concern, and we must make sure that we move on this as quickly as possible.

An obvious method of improving confidence is to provide opportunities for interactions with native speakers. I will write to the Ministry of External Affairs about developing contacts with diaspora groups to send youngsters to work here on a voluntary basis. But this would be best done through establishment of Student Societies that are develop their own activities in English. Some of the universities already have Rotoract and other programmes, so perhaps you could collect information about all these and develop a menu of best practices which can be shared.

It also occurs to me that we could start English classes in the period after Advanced Levels and teach students for examinations which would be recognized. Would universities consider giving credit for such courses? It would certainly help with employability in the long run, and the socialization students need, given the personality destruction rather than personality development the school educational system leads to.

Yours sincerely

Prof Rajiva Wijesinha, MP
State Minister of Higher Education

Prof. Rajiva Wijesinha
State Minister of Higher Education
No. 18, Ward Place,
Colombo 07.

Copies to:

Editorial

Language skills include the ability to understand another's ideas by *listening* and *reading* and the ability to communicate ones ideas to another by *speaking* and *writing*. Unlike when my generation went to university, today, in Sri Lanka, English language skills are accepted as essential at the university level. Among other issues, the report *Urgent Needs in the University Sector* notes some of the problems in and proposes some solutions to optimizing the scarce resources available for helping our students gain these skills.

Rapti de Silva

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Fisheries & Nutrition
Wayamba University

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Senior Lecturer, Faculty of Management
University of Sri Jayawardenapura

Conference Reflections

Iroja Caldera, University of Colombo

SLAIHEE Secretary

The period prior to the Conference is the busiest time for the Executive Committee (ExCo) and in particular for the Secretary who plays a key role in conference organization, the review process, the documentation for the Annual General Meeting and liaising with members and prospective presenters.

The many related ExCo meetings were always held in an amiable environment; active discussion was encouraged and even when agreement was not unanimous, the members conducted themselves exemplarily in coming to a final common decision. They also showed commitment to their voluntary positions by attending meetings on time either in person or through Skype.

Of the different Secretarial

In addition to all her duties as the SLAIHEE Secretary, Dr. Caldera presented a paper titled "Facilitating Student Centred Learning in Environmental Science and Aspects of Environmental Law Using an Outcome Based Approach"

duties outlined above, the most time and effort were spent on liaising with conference presenters. This latter role was made easier for me by the Conference Management System that was

Letters to the Editor

Letters should be kept to approximately 200 words. They may be further edited for length.

RE: 11th SDC-SLAIHEE Conference

Dear Editor,

I wish to thank the SLAIHEE Executive Committee for the very positive environment and excellent research done in higher education that the SLAIHEE conference provided for us. The conference gave us fresh ideas on promoting and conducting research in our own setting.

The key note speaker's theme on outcome based education got us thinking and we will take it further to ensure that our products too are aligned with the expected profile of a medical graduate of the South Asian Institute of Technology & Medicine (SAITM). We enlightened our Dean on this aspect and she too is positive on this issue. I hope that SLAIHEE and perhaps Gominda too will give us a helping hand if and when we need assistance.

The overall arrangements and food was very good except for the lunch which was a little bland. P & S does have very good normal rice and curry packets.

Thank you Enoka and the rest for a memorable day which I hope will have good outcomes for many of us.

Sincerely

Nelun de Silva
Professor
Microbiology
Faculty of Medicine
South Asian Institute of Technology & Medicine

Conference Keynote: *Outcome-Based Education: A Formula for Holistic Education*

Gominda Ponnamperuma, Senior Lecturer in Medical Education, Faculty of Medicine, University of Colombo

For long we have been writing learning objectives (also known as lesson outcomes) for each and every lesson that we are responsible for. This is commendable for two reasons. On the one hand, the students will know what they should be capable of, at the end of the lesson. On the other hand, we - the teachers - would have better focus on the student capabilities that we should ensure through the lesson. So, this way, the lesson objectives would define the product that we need to produce at the end of the lesson. This, however, is for a lesson.

How about a curriculum? A curriculum, to put it crudely, can be thought of as several hundred lessons put together. If so, a curriculum could be thought of as a one big lesson, with several hundred lesson components. Hence, the objectives of all these lessons, when put together should define the product (i.e. the graduate) produced at the end of the implementation of the entire curriculum, just like the lesson objectives defined the learner at the end of the lesson.

In curriculum development, however, there is an important question that begs a satisfactory answer: should we let the graduate to be defined by the lesson objectives or should the graduate (i.e. the graduate capabilities) define the lesson objectives? If the former approach, which is a bottom-up approach, produces the graduate that we want, then it is well and good. If not, it is tough luck. Thus, through the former approach, we cannot *ensure* that we develop the graduate that we want. More often than not, a hit-and-miss situation such as the former would be an expensive experiment. In curriculum development, like any planning process, one cannot leave anything to chance. As such, it is only the latter approach, which is a top-down approach, that will definitely ensure the development of the graduate that we want.

An analogy to these two approaches could be drawn from the motor industry. Before the production of a car, the manufacturer will want to know how the car would look. One way of defining the car would be using nuts and bolts – the basic components with which the car will be built. However, it will be very difficult to visualize a complex product such as a car using a set of minute and ubiquitous units such as nuts and bolts. Nuts and bolts of a curriculum are the lesson objectives. Complex products require a broader unit of definition, so that the product can be conceptualized and visualized holistically. Hence, cars are usually defined by broader 'working units' such as the fuel system, brake system, radiator system, transmission system, etc. Similarly, to visualize a graduate, the curriculum needs a much broader unit of definition than lesson objectives. These broader units are called 'learning outcomes'. For example, theoretical basis of practice, application of knowledge, communication skills, ethics and attitudes, leadership and teamwork, etc. could be considered as learning outcomes. A generic set of learning outcomes for the Sri Lankan graduate (i.e. the graduate profile) has been formulated by the later version of the Sri Lanka Qualification Framework (SLQF).

The bottom line is, while objectives are invaluable for planning individual lessons, for curriculum planning they are too small a unit to deal with.

> *"…should we let the graduate be defined by the lesson objectives or should the graduate (i.e. the graduate capabilities) define the lesson objectives?"*

> *"… to visualize a graduate, the curriculum needs a much broader unit of definition than lesson objectives. These broader units are called 'learning outcomes'."*

Conference Keynote... (cont. from p. 3)

"...ensure our classroom activities, which are governed by the lesson objectives, are tightly aligned with the overall curriculum outcomes."

However, it is important to note that setting outcomes or defining the graduate will not automatically produce the graduate that we want. How then can we use outcomes to produce the graduate that we want? The methodology of doing this is known as 'outcome-based education' (OBE) (Spady, 1993). The first step of OBE is what has been described above; i.e. defining the graduate using learning outcomes. Next, in OBE, these outcomes need to be broken down into smaller components, called competencies. These competencies would then be achieved by the different curriculum components, namely course units, modules, subjects, etc. The competencies are further broken down into

objectives of the lessons within each of the said units, modules or subjects. This way, we could ensure our classroom activities, which are governed by the lesson objectives, are tightly aligned with the overall curriculum outcomes. Hence, such an approach will ensure that the graduate that we want, as defined by the learning outcomes, would be produced, without fail.

The foregoing is the textbook description of OBE. This process is invaluable when developing a curriculum afresh. However, when revising an existing curriculum, such a process requires strong organizational leadership. This is unfortunate, as strong organizational leadership is not a

common commodity. Many have asked me how individual teachers could implement OBE, in the absence of strong organizational leadership.

The answer lies in using the learning outcomes, defined by the SLQF, to model each and every lesson that we do. Since we have the right to modify the lesson in any way that we want, provided we impart the necessary subject knowledge, we could use the lesson in a way that would ensure that the student accomplishes as many learning outcomes of the SLQF as possible. If that is to happen, the only feasible approach would be to use student-centred learning (SCL) techniques (Attard

"...when revising an existing curriculum, such a process requires strong organizational leadership."

Dr. Ponnamperuma delivering his keynote address in the M.B. Ariyapala Auditorium

Urgent Needs in the University... (cont. from p. 1)

(**Editor's Note:** The following reproduces the text from the original report with minor language editing. A few editorial comments are included in *italics*.)

There are six core issues adversely affecting the entire university system which in the final analysis possess the propensity of causing irrevocable harm to the life of the individual and the nation at large.

1. Serious drawbacks in the English Skills Development programmes.

2. Absence of a compulsory and continuous Personality Development programme.

3. Abandonment of 3 out of 4 major elements of education. (Currently the emphasis is only on **academic** development – p**hysical, mental,** and **spiritual** development are completely neglected.)

4. Ignoring the national importance of enhancing Sinhala language skills.

5. Failure to provide Tamil language skills and the absence of suitable programmes to improve ethnic harmony.

6. Less emphasis paid to Reading and to improving General Knowledge skills.

Contributory factors for the drawbacks in the English Language Skills Development programmes

a. Absence of a sufficient trained academic staff to teach English in the ELTUs and in the respective faculties.

b. Absence of proper selection criteria for lecturers to teach English language. (Written exams are not conducted; capabilities in teaching not properly assessed and the selections are mostly based only on the interviews.)

c. The responsibility of teaching English lies mostly in the hands of Temporary Assistant Lecturers, Visiting Lecturers and a few Probationary Lecturers. The majority (99%) are not trained in teaching methodologies and not tested at tertiary level teaching prior to being appointed.

d. Not allowing the Temporary Assistant Lecturers to undergo training programmes. (Training is given only to Probationary Lecturers.)

e. Discontinuation of the services of Temporary Assistant Lecturers after 2 years and recruiting another set of newly passed out, untrained graduates as Temporary Assistant Lecturers every year.

f. Highly competent External English graduates are not given any opportunity to join the academic staff of universities.

g. The failure of the ELTUs to conduct research or to launch suitable programmes to make English language studies interesting.

Remedial Measures Suggested

a. The selection criteria for English language Instructors/Lecturers have to be changed with immediate effect. A comprehensive written exam, tests on all four language skills and an assessment of teaching capabilities have to be conducted before the final interview.

b. The experienced Temporary Assistant Lecturers of all universities (past & present) should be allowed to face a comprehensive test at the end of their 2 year period and the successful candidates should be appointed as Probationary Lecturers.

c. External graduates should be permitted to compete at the selection exams. (It is very difficult to get a

"There are six core issues adversely affecting the entire university system which in the final analysis possess the propensity of causing irrevocable harm to the life of the individual and the nation at large"

Urgent Needs in the University... (cont. from p. 5)

"Extension of the current Intensive Courses in English is vital. Students from under-privileged areas/schools are unable to gain a good foundation within the short period of 3 months when these programmes are run."

'class' at the external degree programmes and thus, the UGC should allow them to produce other additional qualifications such as post graduate studies, university diplomas and internationally recognized qualifications (e.g. CAE/UK, FCE/UK from the University of Cambridge). Further they may be tested through proper written examinations.)

d. Candidates with international teaching qualifications and possessing the ability to teach IELTS, ESOL, Cambridge (UK) exam should be given special attention so that the quality of English language teaching in universities could be automatically enhanced.

e. Candidates who possess additional qualifications in Psychology/Counseling may be given preference so that the all-important psychological aspects in language teaching/ learning a Second Language could be inserted into language research conducted at the universities.

f. Every Faculty of the universities should be able to develop the language skills of their own academic staff so that they could assist

the students in the language component pertaining to their fields of study.

g. Extension of the current Intensive Courses in English is vital. Students from under-privileged areas/schools are unable to gain a good foundation within the short period of 3 months when these programmes are run parallel to other academic programmes. Further they are regularly disturbed by other university programmes and Student Council activities during the first term. Therefore the desired objectives of the English programmes cannot be met.

h. It is prudent to bring the students immediately on their selections to universities to undergo the English Language programmes and the Personality Development programmes before the commencement of their academic programmes.

External Degree programme – University of Kelaniya
The Subject of English

a. This is a great opportunity for the students who are unable to get into the

language programmes of universities as internal candidates.

b. However annually less than ten students have passed the subject of English in the past several years.

c. The registration of students for English this year too is much less than the number anticipated when compared with the thousands of students who have registered for External degree subjects such as Social Science and Mass Communication.

d. The UGC has to pay special attention to obtain the maximum benefit from this programme, in keeping with the language strategy of the government. This could be done by making appropriate changes with regard to the basic qualifications required for the Probationary Lecturers.

Absence of compulsory and continuous Personality Development programmes and the neglect of major elements of higher education

a. At the moment it is only the 12-day Leadership Training

Urgent Needs in the University... (cont. from p. 6)

programme conducted by the armed forces that remains as a truly organized Personality Development programme in the universities.

b. The awareness and basic training provided by the armed forces have to be continued and sustained with a compulsory personality development programme for all students.

c. Personality development could be a 'Credit-awarding' subject in all degree programmes as in the case of degree programmes run by the military academies in the country. (e.g. Physical Training and Drill are compulsory subjects in the military degree programmes throughout.)

d. The Yoga and Relations Methods programme developed by the military in collaboration with the University of Kelaniya has been proved highly effective and could be employed by all universities. Those students who attain pre-determined standards could be given a professional certificate at the time of their graduation. This will certainly provide them with job opportunities as well.

e. Such a programme would be instrumental in providing the physical, mental, and spiritual aspects of education which have been totally neglected by the universities so far.

Ignoring the national importance of enhancing Sinhala Language skills

a. The ill effects of this factor have been visible in almost all the sectors of social life.

b. Ignorance of the beauty of the advanced Sinhala Language and its enormous usefulness in day to day life has undoubtedly led to the decline of the high quality Sinhala Buddhist culture.

c. This is the reason for the failure of the universities to produce a generation of 'reading graduates'.

Editor's comment: How about Tamil Language skills and comparable issues related to the Sri Lankan Tamil culture?

Failure to provide Tamil Language skills and the absence of suitable programmes to improve ethnic harmony

a. Students have not properly understood the value of having Tamil language skills in their search for employment after graduation.

b. The need for Tamil language skills has to be considered as a major element in achieving the national objectives.

Editor's comment: The above 'urgent need' only considers the importance of skills in the 'other mother tongue' for those whose first language is Sinhala. Should not similar attention be paid to providing suitable Sinhala language skills and programmes to improve ethnic harmony for those whose first language is Tamil?

The need to improve Reading and General Knowledge

a. It is common knowledge that students who do not read would not possess general knowledge skills.

b. The majority of students who are not trained and used to reading in Sinhala (*Editor's comment: or Tamil?*) will very rarely get into the habit of reading in English.

c. Accordingly, suitable programmes have to be developed to improve these two areas of study.

"Such a programme would be instrumental in providing the physical, mental, and spiritual aspects of education which have been totally neglected by the universities so far."

Conference Keynote... (cont. from p. 4)

"...if OBE is the goal, the means to that goal is student-centred learning (SCL)."

et al., 2001). In the SLQF graduate framework, apart from the first two learning outcomes, SCL is a must for the achievement of all other outcomes. However, what many do not realize is that by using SCL, the first two learning outcomes, which are essentially subject knowledge related, can be achieved better. So, if OBE is the goal, the means to that goal is SCL

Finally, if this is the formula for holistic education, what are the criticisms against it? There are two main criticisms against OBE. First, that it stifles learning, as it dictates every detail of learning. Second, that OBE requires greater learning resources. The answer to the first is that learning outcomes only stipulate the *bare*

minimum that every learner should achieve; i.e. the baseline. OBE in no way stifles the interested learner from achieving over and above the stipulated learning outcomes. To address the second criticism, we as teachers need to use our imagination to ensure that we use all the resources at our disposal efficiently. In addition, there are special techniques such as team-based learning that may be used when handling large classes.

As can be seen from the above discussion, OBE is not a method, but a way of thinking – a philosophy. As such, implementing it can take many forms. This, I believe is an important strength of OBE, especially when combined with SCL, that we should harness.

References

- Spady, W.G. (1993). *Outcome-Based Education*. ACSA report no 5. Belconnen: Australian Curriculum Studies Association, p ii.

- Attard, A., Di Iorio, E., Geven, K., & Santa, R. (2011). *Student Centred Learning Toolkit*. European Students' Union & Education International. Retrieved 10 July 2015, from http://www.esu-online.org/pageassets/projects/projectarchive/100814-SCL.pdf

Photo by Hasith Kandaudahewa

The keynote gave participants much food for thought and there was a lot of discussion during the tea break that followed.
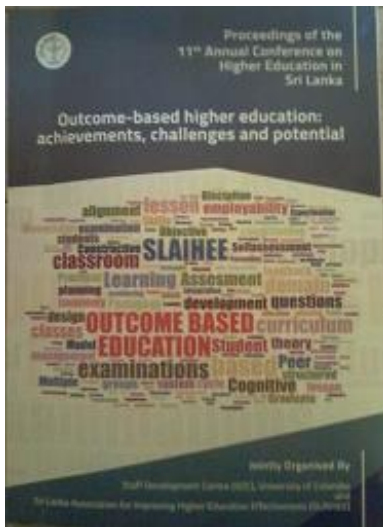
Photo by Hasith Kandaudahewa

Left: Cover of the 2015 Conference Proceedings. Right: Designer Gnanaharsha Beligatamulla of the University of Moratuwa presenting his paper "'IPVLec': Interactive and Planned Video Lecturing to Facilitate Active Learning."

Conference Reflections (cont. from p. 2)

introduced and managed by Dr. T. Sivakumar, one of our most active and intrepid ExCo members. I enjoyed this role best as it meant I was directly communicating with like-minded academics; it was exciting and humbling to see this diverse group from universities all over Sri Lanka striving to a common goal of improving their teaching and learning practices.

Through frequent email correspondence I got to know many presenters well, especially as I gave some flexibility to those who could not meet a deadline due to a family issue or medical reasons. It was a pleasure to meet them in person at the Conference and I was pleased to see it was a mutual feeling.

Being the Secretary has thus given me the opportunity and the privilege to network with a strong group of

academics who are actively involved with improving the quality of higher education in Sri Lanka.

Sajeewani Senanayake, Uwa Wellassa University

Conference Presenter

It was a great pleasure for me to participate at the 11th SDC-SLAIHEE Higher Education Conference. It was a valuable conference that gave me a chance to improve my knowledge in various areas related to Outcome-Based Higher Education. With the guidance of my supervisors, Prof. K. P. Hewagamage and Dr. Enosha Hettiarachchi, University of Colombo School of Computing, I was lucky to be selected as a presenter at the conference.

In our research "An Online Course in Blended Environment for Student-

Centered Learning to Improve the Quality of Education among Final Year Undergraduates", we analyzed the effectiveness of an online course which was conducted for the final year undergraduates at University of Colombo School of Computing. We were able to observe that the student satisfaction and the student interaction were high compared with other face-to-face courses conducted at the university.

This was my first experience in presenting a paper at a conference. The questions from the audience were significant and were helpful for future improvements of the teaching learning described in my research. I would like to thank the conference committee for organizing such an event for the betterment of higher education in Sri Lanka.

"The questions from the audience were significant and were helpful for future improvements of the teaching learning described in my research."

Conference Reflections (cont. from p. 9)

> "*The presentations … without exception gave all participants food for thought, stimulating discussion, so that we all left with new ideas to bring about change in our respective environments of learning.*"
> "

Nandalal Gunaratne, South Asian Institute of Technology & Medicine

Non-presenting Participant

I was eager to attend the conference and was one of the first to arrive at the venue. As a non-presenting participant, I was quite relaxed that morning and found the conference hall atmosphere pleasing. After a customary welcome and introduction by the energetic and enterprising Chairperson, Dr. Enoka Corea, the keynote address was delivered by Dr. Gominda Ponnamperuma on the theme of the conference, "Outcome-based higher education: achievements, challenges and potential". His talk was delivered with the aid of a delightful PowerPoint presentation, in a clear, relaxed voice. It was done, as Albert Einstein advises, to "make things as simple as possible, but not simpler!" Using visuals very

effectively, he brought out the importance of making higher education practical and useful to the student. The principle of Outcomes Based Education is to produce an exemplary final product. The focus from the very beginning is this final product, someone useful to society, someone wanted by society who will work expertly for its benefit.

The presentations from Peer Assisted Learning to Online Course in Blended Environment, without exception gave all participants food for thought, stimulating discussion, so that we all left with new ideas to bring about change in our respective environments of learning.

Dhanesh Liyanage, Wayamba University

Session Chair

The environment, quality of presentations and active participation of the audience were very

helpful in my chairing of a session at this year's SLAIHEE conference. I believe that the keynote address, delivered by Dr. Gominda Ponnamperuma on outcome based education, set the stage for the conference and developed great enthusiasm among the participants towards the conference presentations.

Seventeen papers were presented in two sets of two parallel sessions. Four to five presentations occurred in each parallel session with 20 minutes for each presentation and discussion. The five presentations I co-chaired with Professor Nelun de Silva occurred after lunch and included such diverse topics as assessment methodology, experimentation of novel methodologies in teaching, and the importance of cultural fluency in teaching. The presenters included established academics and those currently doing

> "*The audience was actively involved during the discussions: asking questions and providing constructive criticism of the research including suggestions for possible improvements.*"

Non-presenting participant, Dr. Nandalal Gunaratne (centre) and other audience members listen to an afternoon presentation.

11th SDC-SLAIHEE Conference Statistics

Date: June 26th, 2015

Place: M.B. Ariyapala Auditorium, Department of Sinhala, University of Colombo

Theme: Outcome-Based Higher Education: Achievements, Challenges and Potential

Extended Abstracts Submitted: 26

Extended Abstracts Accepted: 17

Key Note: by Dr. Gominda Ponnamperuma on *Outcome-Based Education: A Formula for Holistic Education*

Sessions: 3 parallel sessions

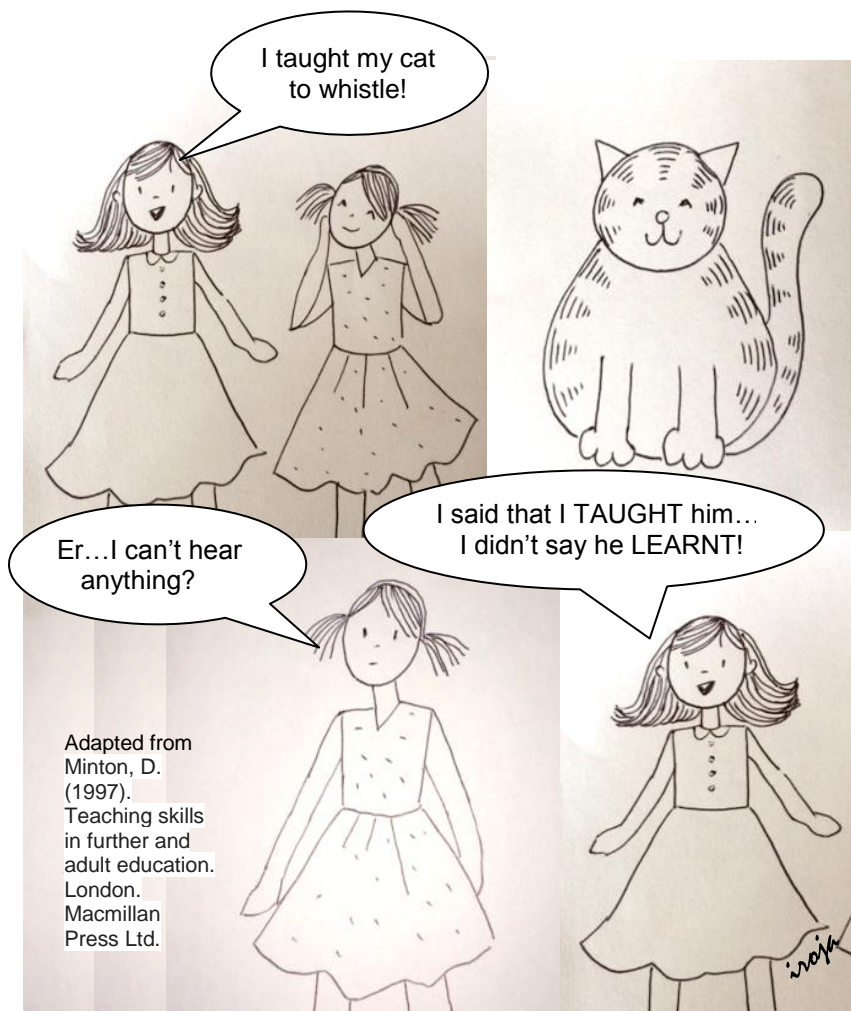**Presentations:** 17 presentations from 7 institutions of HE

Attendance: 78 participants from 15 institutions of HE

HE Institutions Represented:
- Institute of Chemistry
- Kotalawala Defence University
- National Hospital Colombo
- Open University of Sri Lanka
- Sabaragamuwa University
- South Asian Institute of Technology & Medicine
- Sri Lanka Institute of Information Technology
- University of Colombo
- University of Jaffna
- University of Moratuwa
- University of Peradeniya
- University of Sri Jayawardenapura
- University of Vocational Technology
- Uwa Wellassa University
- Wayamba University

CARTOON CORNER

I taught my cat to whistle!

Er…I can't hear anything?

I said that I TAUGHT him… I didn't say he LEARNT!

Adapted from Minton, D. (1997). Teaching skills in further and adult education. London. Macmillan Press Ltd.

Responses to the Report *Urgent Needs in the University Sector*

Readers are invited to respond to the issues raised and solutions proposed in the above report. The SQ would also like you to share individual, departmental, faculty, or university wide initiatives to help students develop their soft skills in general and English language skills in particular.

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The Sri Lanka
Association for
Improving Higher
Education
Effectiveness
(SLAIHEE)
is
an association of
**higher education
professionals**
dedicated to
**improving teaching
and learning
effectiveness**
by actively supporting
educational developers
and leaders in higher
education in
Sri Lanka.

On Campus: Upcoming Staff Development (Sep - Nov)

Staff Development Centers at all Sri Lankan institutions of higher education are invited to submit details of **activities related to improving teaching and learning** that will take place during the next quarter (December to February).

University of Colombo:

Two workshops by Professor Suki Ekaratne, Director of Academic Programmes, The University of Hong Kong.

1. Friday, September 18th, 9.00 am to 3.30 pm. *Learning blocks that students experience and how these can be removed by the SCL* for OBE approach in Higher Education.

2. Monday, September 21st, 9.00 am to 3.30 pm. *Developing expertise in ourselves & our students II* (by invitation).

Application deadline for both workshops is September 11th.

Contact the SDC, UoC at 011-533-7202 or 011-259-4899 for more information.

Open University of Sri Lanka, Colombo campus:

A training program for student counselors will be offered in September.

Plans are also underway to host, probably in October, the SLAIHEE workshop, *Getting Ready to Conduct Successful Research: Effective Literature Searches, Surveys and Reviews.*

(Contact the SLAIHEE secretary at slaihee@gmail.com if you wish to host the above workshop at your campus.)

Conference Reflections (cont. from p. 10)

postgraduate studies. It was evident that all had conducted their research to a sufficient depth to explore the various concepts of education under study.

The audience was actively involved during the discussions: asking questions and providing constructive criticism of the research including suggestions for possible improvements.

Overall I felt that the presentations were up to standard and that presenters did a satisfactory job to make the conference a success.

Photo by Hasith Kandaudahewa

Submissions to the SQ

Readers are encouraged to submit to the following categories:

Action Research / Reflective Practice (maximum 1000 words): Share your efforts to improve teaching and/or learning! Appropriate respondents will be invited to reflect on the activities in the light of relevant scholarship.

In My Opinion (maximum 1000 words): Express your opinions on aspects/issues relevant to higher education!

Letters to the Editor (approximately 200 words)

Cartoon Corner: Share your humorous takes on education while displaying your artistic talents!

Please email your submissions to editorSLAIHEEQ@gmail.com