Our Christmas message is taken from Isaiah 7: 14. This reads: *Therefore, the Lord himself will give you a sign: The virgin will be with child and will give birth to a son, and will call him Immanuel* (NIV).

Each year Christmas comes to many of us with unbridled expectations and hope for a better future. It is unclear whether we make efforts towards achieving these expectations or they are mere wishful thinking. I have chosen the bible verse herein to illustrate to us how our belief in the scripture should be translated into realities through our efforts and discipline. During the Yuletide we are bound to engage in self-indulgence. This is the season for many outings and partying with friends. It is the period for travels and visiting relations and friends. Perhaps we may have turkeys and assorted meat of all kinds at our disposal. We may wish to do something very different from what we have been doing in the earlier part of the year without taking the necessary cautions. Will and extra bottle of wine, beer or liquor be what will kick us out of consciousness? The scripture is telling us that the Lord himself will show us the sign that we put a hold on it. In all that you do, listen and watch out whether you are being shown a sign that 'Stop it! Stop it!' Overindulgence in any of the Yuletide festivities, which are not directed to the reason for the season may cause you a lot. That is why each one should look for the sign that would be shown by the Lord himself. Remember that the Lord never fails in His promises. The Lord has promised us that when we begin to falter by exceeding our limit in our indulgence, He would show us the sign so that if we observe the sign cautiously we would reverse the direction in which we are moving.

On my behalf as the Director of the Directorate and that of my staff at the Directorate, I wish to express our gratitude for your patronage and wish you an incident-free Christmas.

Contact

The Quality Assurance Directorate may be contacted via email, **qualityassurance@uew.edu.gh.** You may also call us on **+233 20 204 1045.**

Your comments, suggestions and articles are welcome.

"Quality Speaks" IS A NEWSLETTER OF THE QUALITY ASSURANCE DIRECTORATE, UEW

UNIVERSITY OF EDUCATION, WINNEBA

Quality Speaks

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CONTENTS

FROM THE DIRECTOR'S DESK

In this issue, which is the last for the year 2016, we wish to appreciate all our patrons for having faith in the quality of our work and also contributing to making all issues that have come this year a great success. The year has been a wonderful one for us in the Directorate, particularly as we managed with the few staff which were allocated to us. Our skeletal staff were able to execute all assigned tasks with dispatch, without delays and precisely. A pat on your back our dedicated staff. Our recognition also goes to the two National Service personnel who joined the Directorate in September this year. We welcome you to the University of Excellence.

Appraisal of courses by students and appraisal of students for the first semester of the 2016/2017 academic year has already been done. Though we were unable to cover all departments for the appraisal we have programmed ourselves such that the remaining departments will be covered in the second semester. In the mean time, the data collected are being processed and hopefully by the beginning of next semester we would release the outcome to Heads of the departments that were involved in the appraisal. As is our practice, the Heads are advised to discuss each lecturer's course appraisal with them on one-to-one basis. Further, Heads of Department are to support their lecturers who need help to be abreast of new developments in their fields. The essence of the appraisal of courses at the end of each semester is to enable each member of the department to hold themselves in readiness to meet the need of their teeming students who have diverse needs due to the diverse backgrounds they come from.

By the time this Newsletter would be out semester examinations would have begun. We wish to take the opportunity to wish all students and their lecturers a wonderful semester examination session. May we also remind students that public examinations of this nature are controlled by regulations, which need to be mastered and adhered to as any omission or commission on the part of

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a student is bound to attract prescribed sanctions. Students are also advised to manage their time properly. Rest is good and refreshing so time must be made for rest as the midnight candle is being burnt. There is no short cut to life. Each success comes with lots of effort but not through short cut procedures of hunting for examination questions or through practices of occultism. Such practice would land you in serious and unwarranted troubles that you would regret in the future. While revising for your examinations do not forget to consult your lecturers, graduate assistants and even colleagues for discussion of topics you feel you do not clearly understand. You may also seek advice from the University Counselling Centre as there are qualified staff, always on call and waiting to help counsel you out of your difficulties. Remember that no hard work ever goes unrewarded while dishonesty results in difficulties and pains. Our thoughts are always with you as we would support you in every way rightfully possible to make your semester examinations pleasant for you.

In this Christmas issue of our Newsletter, we wish to remind the entire university community of the purpose of the season – showing love to each other. The prosperity of any community depends on the peace that exists among its members. Similarly, University of Education, Winneba needs peace among its members on all of its campuses and study centres in order to thrive and blossom. Our actions, inactions, omissions and commissions will determine the direction in which we would be moving – that is whether we would move towards peace or away from peace. We should let our motto, *Education for Service*, guide us in all our deliberations and interactions with each other. The university is providing education that will enable us imbibe the culture of service to each other and to all persons we come across in the pursuit of daily activities. This notion implies

living in peace with each other and also, serving each other. When properly placed in context, *Service* implies that UEW personnel strive to ensure *quality* in their output wherever they find themselves. It also means taking responsibility for one's department's progress. The syndrome of "It is not my work" should be completely erased from our charisma and replaced with the catch phrase "My work place, My responsibility". It is when we all behave this way that we would be moving UEW forward. This is exactly the Christmas message delivered by the angels when they sounded *Glory to God in the highest and peace on earth*, to the shepherds in the field. Let us take a cue from this message and resolve henceforth that our *Education for Service* would make us take responsibility of our workplace and consequently bring peace to all mankind. On my own behalf and that of my supporting staff, we wish all our cherished readers, the University community and the entire country a *Merry Christmas and a Prosperous New Year.*

THE QUALITY ASSURANCE DIRECTORATE GETS INVOLVED IN ACTIVITIES OF AFFILIATE COLLEGES OF EDUCATION

From the Directorate

Introduction

The academic year 2016/2017 has seen the beginning of a new phase of the life of the University of Education, Winneba (UEW). The Colleges of Education which hitherto were called Teacher Training Colleges and were under the supervision of the Ghana Education Service have been upgraded to tertiary education status by the Ministry of Education. This upgrading has, thus, moved the Colleges of Education onto the direct supervision

A REMINDER OF EXAMINATION REGULATIONS

M. K. Amedeker

Director, Directorate of Quality Assurance

Introduction

Once again we are at the end of yet another semester and we would as usual crown all our activities with examination of our students. The preparation of examination questions, examination centres and appointment of invigilators are of utmost importance in ensuring quality examinations. The Directorate is aware of the hard work that lecturers and students have put in to come to a successful end of the semester teaching-learning process. We wish to acknowledge everyone, including our supporting staff in the role each played to facilitate *quality* teaching and learning. It is normal to remind ourselves of some of the regulations on examinations as we begin our semester examinations.

Credit hours ratings of examination papers

Our guidelines for setting of examinations, considering the duration of each paper as against the credit hours of the course, are that a 2-credit course will have a paper of a minimum duration of 1½ hours and a maximum duration of 2 hours. Then a 3-credit course will have a paper of a minimum duration of 2 hours and a maximum duration of 3 hours. This arrangement allows for the examiner to ensure that questions cover a greater portion of the course syllabus. Also, enough questions are set to appropriately cover all domains of learning. It is expected that students will have enough time to display the knowledge, concepts and skills acquired during the teaching-learning process.

Course Code, Course Title and Duration of the Examination

It is expected that the first page of the examination paper will bear clearly the course code, the course title and the duration of the paper. For complete identification of the examination paper, it is prudent to specify as well all that it takes to identify the department and the faculty from which the paper originates. An example is given below:

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF SPECIAL EDUCATION
B. Ed. (Special Education) First Semester Examinations, 2016/2017

GPD 233: INTRODUCTION TO SPECIAL EDUCATION
December 02, 2016
Duration: 2 hr

With the example above the paper is completely identified so that one can locate its origin easily. Further, the paper is immediately seen as a semester examination paper and also as a degree examination. Why not introduce the University logo beside the University's name to enhance the beauty of the paper? We are all involved so let us do the best to produce *quality* examination paper. We count on your usual cooperation for an improved examination administration.

CHRISTMAS MESSAGE FROM THE DIRECTORATE

From the Directorate

It is customary for the Directorate to wish cherished contributors and readers the seasons greeting during each X'mas period. We, thus, send out our heartfelt good wishes for the Christmas season and wish that each one would have special blessings during the Yuletide.

Students' knowledge about use of OPAC

In the University of Education, Winneba (UEW), are all students conversant with the use of the WINNOPAC? If not then what are the stumbling blocks in their way to use the WINNOPAC? The University library organises orientation for all fresh students each year. There is, therefore, no excuse for students not to build upon the initial knowledge given to them at orientation as they advance in their registered programmes. Are UEW students knowledgeable about the types of searches that can be done on WINNOPAC? Types of searches may be Boolean, Truncation, Use of parentheses and Use of proximity connectors. Similarly, one can also perform simple, advance or additional searches on any OPAC.

It is apparent that some tertiary education students are not matching up to the vast rate of development of infrastructure that most university authorities are providing for them. In a research work carried out in the School of Engineering in Tezpur University in India 51 % of students indicated they used OPAC everyday though they were not able to use it independently, while 18.7 % of them indicated they were not aware of OPAC in the institution (Gohain & Saikia, 2013). In Nigeria's Obafemi Awolowo University, out of the 520 students surveyed only 19.8 % of them indicated that they used OPAC (Fabunmi & Asubiojo, 2013).

Implications for University of Education, Winneba

So far since the launch of WINNOPAC no study has been known to have been carried out on students' use of and their satisfaction with WINNOPAC as provided through the services rendered by the University library. Generally, OPAC is accessible with screen reading technology. Recent advances, however,

have provided more opportunities of OPAC to be accessed through other media like braille, descriptive video and digital means. Is UEW in the position to offer these media through which WINNOPAC can be accessed? Can UEW set in motion structures that will enable a research to be conducted into the use of WINNOPAC by students and staff and their satisfaction with its services? OPAC is a 21st Century technology that comes with many advantages that cannot be ignored by any educational institution that professes *quality and excellence* in education delivery. At the moment UEW admits a sizeable number of visually impaired students who need to be helped to access all facilities (both academic and non-academic) of the university. Thus, efforts that are being made at the moment to mainstream all disadvantaged groups should be intensified. Learning can be interesting for all students when 21st century teaching and learning technologies are incorporated into the teaching-learning process.

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of the National Council for Tertiary Education (NTCE). An important aspect of the upgrade is the requirement that the Colleges of Education may affiliate with any chartered tertiary institution engaged in teacher education to mentor them. So far, UEW has already signed affiliation agreement with some Colleges while a number of them are still putting in their application for affiliation.

The Director's Engagement with the affiliate Colleges

In November, 2016 the Director made visits to three of the Colleges of Education that have already signed affiliation Memoranda of Understanding (MOU) with the University of Education, Winneba. The main aim of the Director was to discuss issues concerning curriculum accreditation, credit workloads of tutors and students, examination questions setting, moderating and processing. Other issues discussed were programmes to be offered, On-campus and Off-campus teaching practice, the role to be played by College tutors in assessment of their students and certification of the students.

The meetings were attended by principals, tutors and in some cases a section of the students. At all the meetings, participants had a lot of questions and contributions to make towards the success of the affiliation. In all cases consensus was reached on issues raised as each participant actively contributed their knowledge towards the discussions. The students were particularly intrigued by the discourse as all fears they had about how they were going to embark on and complete their studies were carefully addressed.

The Directorate also talked to the Colleges

about quality assurance in academia. He drew the attention of both staff and students to the need for appraisal of courses as well as appraisal of students' behaviour at lectures. The Director made it clear that each College needed to set up a unit for quality assurance to be manned by a senior officer of the College. The quality assurance officer would ensure preparation of the assessment instruments and their administration just before examinations began each semester. When the administered instruments are gathered, the quality assurance officer would analyse them and send back to the Heads of Department for discussion with the tutors. The tutors were also advised to ensure adequate preparation for lectures. This they could do through advance preparation of course outlines or course manuals for students. They were also to ensure that they searched their libraries to ascertain that books on their reading lists were available for students' use. The Director said strategic planning was very important for the success of the educational enterprise. Thus, the tutors were to start their planning early enough so as not to be overtaken by events. The Colleges were also reminded of preparing schedules of activities for the semester so as to cater for teaching periods, quizzes, examinations and marking of semester examinations at the end of the semester. Finally the Colleges were advised to assume responsibility for On-Campus and Off-Campus teaching practices and determine the spread of students within a catchment area for the Off-Campus teaching practice. The participants were grateful for the visit of the Director and his team and expressed the desire that such meetings would be a regular feature of the affiliation accord.

SOME CHALLENGES OF TEACHING WITH TECHNOLOGY

Gershon P. S. Doku

(Chief Technician, Educational Resource Centre)

Culled from *a 2014 Postgraduate dissertation in Communication and Media Studies (Media Studies) at the University of Education, Winneba by the same author.*

Education has been an integral part of human life as eating and sleeping. It has shaped so many generations for thousands of years and remains so in the present. These days, however, technology has changed so many things as well as the manner we digest information. Digital tools, such as computers, audio and visual tools, are slowly replacing traditional teaching methods.

Obtaining an education in a classroom setting includes the 'talk and chalk' process, and in some cases, rote learning. A student who receives formal education is expected to learn as well as to focus on the subject at hand, and is subjected to periodic tests. While traditional teaching has been a tried-and-tested method, it also has some disadvantages particularly today that technology has made learning better, more fun and interactive (Fullan, 2012).

Despite the abundance of innovations in the area of educational communication media and technology, and advances in multimedia for teaching and learning, challenges exist that some teachers face in the application of these methods. Tzu-Pu (2008) identified some complicated challenges in the use of communication technology in teaching, but insisted that using computer assisted instruction strategies is still not pervasive. Tzu-Pu (2008) noted some challenges as unstable computers, limited number of teaching software, inconvenient computer classrooms that are difficult to use and the administratorsas or programmers who did not have enough time to aid teachers. A teacher who has a period of about 40 minutes will put aside the teaching aid technology if there was a challenge, and teach without it. Calling for assistance to put the technology into good shape for teaching will be a waste of class contact time.

Tzu-Pu (2008), again sees teachers' teaching beliefs, styles and computer competence as a technological challenge to teaching with communication media. Additionally, some schools have tight timetables, which impose overload burden on teachers. Thus, teachers have limited time to prepare lessons with educational communication tools in mind. The fear of teaching with equipment they are not used to and the limited their knowledge appear to isolate them in the classroom.

Morehead and LaBeau (2005) also gave varied reasons for the lack of deeper knowledge of communication media technology as a teaching and learning aid by teachers. This lack knowledge hinders their use of technological gadgets for teaching. Morehead and LaBeau (2005) found factors such as (i) teacher apathy, (ii) district budget limitation, (iii) lack of leadership (iv) lack of training, and (v) lack of time as the greatest inhibitors of technology integration into instruction.

Klopfer, Osterweil, Groff and Hass (2009) also pointed to six barriers to innovations to teaching with educational communication technology. These are (i) research and policy factor, (ii) district school factor, (iii) tacher factor, (iv) lack of technology enhanced project, (v) student factor, and (vi) technology itself.

Similarly, Sife, Lwoga and Sanga (2007) also identified eight challenges to teaching of information communication technology (ICT), which is part of the educational communication media aused for learning in higher education on the African continent. These are (a) Lack of systemic approach to ICT implementation (b) teachers' and students' awareness of and attitude towards ICTs (c) Administrative support (d) Technical support (e) Innovation in higher education (f) Staff development (g) Lack of ownership and (h) inadequate funding.

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THE ROLE OF ONLINE PUBLIC ACCESS CATALOGUE IN 21ST CENTURY EDUCATION

M. K. Amedeker

Introduction

It is an undeniable fact that a library is a valuable asset to an educational institution, be it a basic school, secondary school or a tertiary educational system. In the 21st century education, however, new terminologies are emerging in the educational arena, which are intended to raise the *quality* of education and also facilitate access to education acquisition. One of the new terminologies is Online Public Access Catalogue (OPAC). This in a way is an educational resource, which implies a repository for storage of educational materials for use by people seeking knowledge in different forms and dimensions. A simple definition given by Wikipedia, the free online encyclopaedia, is "an electronic version of the card catalogue" (Wikipedia, 2016). In modern day language, electronic version is synonymous with the material being held *online* for any person anywhere to access. Thus, an OPAC may be considered as a database from a library which has been put online for the consumption of users of the library, whether they are physically present in the library or not. This implies that provided one has an internet connection to library one can access the database no matter where one is located.

The University of Education, Winneba has launched an OPAC which has been nicknamed WINNOPAC – Winneba Online Public Access Catalogue. It is expected that each member of the university community is familiar with the system named here. WINNOPAC has the following catalogues available online: (1) Title catalogue, (2) Author catalogue, (3) Subject catalogue, (4) Classified catalogue, (5) Publisher catalogue and, (6) Place of publication catalogue.