

University of Benin
Pedandragogy Training Workshop I
(Unlocking the power of effective teaching and learning)
26th & 28th September, 2023

Synopsis

1. Introduction:

This synopsis provides an overview of the pedandragogy training workshop organized for the staff of University of Benin for academic staff in the cadres of Lecturer 1 and below. The training aimed to enhance the teaching skills and pedandragogical knowledge of the participants, enabling them to deliver effective and engaging instruction to students.

2. Objectives:

The primary objectives of the training workshop were to:

- a) familiarize staff with modern pedagogical approaches and methodologies.
- b) enhance their understanding of student-centered learning.
- c) equip staff with effective instructional strategies and techniques.
- d) promote the use of technology in teaching and learning.
- e) encourage collaboration and sharing of best practices among staff members.

3. Participants:

The training program was open to all academic staff members in the cadres of Lecturer 1 and below (including adjunct lecturers). A total of 620 participants attended the training (312 on day 1 and 308 on day 2), representing various departments and disciplines within the university.

4. Training Content:

The training workshop was designed to cover a wide range of pedagogical topics, including:

- a) Introduction to Pedagogy:
 - Overview of pedagogical theories and their application in higher education.
 - Understanding the role of a teacher in a student-centered learning environment.
- b) Active Learning Strategies:
 - Techniques to engage students actively in the learning process.
 - Incorporating group work, discussions, and problem-solving activities.
- c) Assessment and Feedback:
 - Designing effective assessments to measure student learning.
 - Providing constructive feedback to enhance student performance.
- d) Technology Integration:
 - Utilizing educational technology tools and platforms for teaching and learning.
 - Incorporating multimedia resources and online learning platforms.
- e) Inclusive Teaching:

- Strategies to create an inclusive and supportive learning environment.
- Addressing diverse learning needs and promoting equity in the classroom.

f) Collaborative Learning:

- Encouraging collaboration and teamwork among students.
- Facilitating group projects and cooperative learning activities.

5. Training Methodology:

The training workshop comprised presentations and hands-on activities. Participants were encouraged to actively engage in the sessions and share their experiences. The training also included practical exercises and demonstrations to reinforce the concepts taught.

6. Training Duration and Schedule:

The pedagogy training workshop was conducted over a span of two days, with each day consisting of about 5 hours of training. The sessions were held in the university's Senate Chambers, equipped with necessary audiovisual aids and technology resources.

7. Evaluation and Feedback:

At the end of the training program, participants were provided with evaluation forms to assess the effectiveness of the training. The feedback collected helped identify areas of improvement and gauge the overall satisfaction of the participants.

8. Conclusion:

The pedagogy training workshop organized for the staff of the university proved to be a valuable initiative in enhancing their teaching skills and pedagogical knowledge. The training equipped participants with modern instructional strategies, technology integration techniques, and inclusive teaching practices. The program fostered collaboration and sharing of best practices among staff members, ultimately benefiting the university's teaching and learning environment.

Suggested Pedagogical Resource Links:

1. Websites and Online Platforms:

- Edutopia: Provides articles, videos, and resources on various pedagogical approaches and strategies. (<https://www.edutopia.org/>)
- TeachThought: Offers articles, podcasts, and resources on innovative teaching and learning practices. (<https://www.teachthought.com/>)
- ASCD: Provides resources, publications, and professional development opportunities for educators. (<https://www.ascd.org/>)

2. Journals and Publications:

- Journal of Pedagogy: Publishes research articles and studies on pedagogical theories and practices. (<https://www.degruyter.com/journal/key/JPED/html>)
- Teaching and Teacher Education: A journal that focuses on research and scholarship in teaching and teacher education. (<https://www.journals.elsevier.com/teaching-and-teacher-education>)
- Harvard Educational Review: Publishes articles on educational research, policy, and practice. (<https://hepg.org/her-home>)

3. Professional Organizations:

- National Education Association (NEA): Offers resources, professional development, and advocacy for educators. (<https://www.nea.org/>)
- International Society for Technology in Education (ISTE): Provides resources and professional development related to integrating technology in education. (<https://www.iste.org/>)

4. Online Courses and Webinars:

- Coursera: Offers a wide range of online courses on pedagogy and education-related topics. (<https://www.coursera.org/>)
- edX: Provides online courses from top universities on various aspects of teaching and learning. (<https://www.edx.org/>)

5. Research Databases:

- ERIC (Education Resources Information Center): A database of education research articles, reports, and resources. (<https://eric.ed.gov/>)
- JSTOR: A digital library that provides access to academic journals, books, and primary sources. (<https://www.jstor.org/>)

6. Social Media Communities:

- Twitter: Follow hashtags like #pedagogy, #edchat, or #teaching for discussions and resources shared by educators.
- Facebook Groups: Join pedagogy-focused groups where educators share ideas, resources, and engage in discussions.

References Specific to Student-Centred Learning

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- Ogunbanwo, G. (2019), *Relative effectiveness of the culturo-techno-contextual approach on students' performance in genetics and evolution*. Unpublished research project for the degree of bachelor science Education (Biology), Lagos State University Nigeria
- Saanu, T. (2015). *Exploration of the effect of the culturo-techno-contextual approach on the achievement and attitude of student's in logic gate*. Unpublished M.Ed. Project Report, Lagos State University, Lagos, Nigeria.
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Remember to always evaluate the credibility and relevance of the resources you come across, and adapt them to your specific context and needs.

Access pictures and videos from the training via the links below:

Pictures from day 1:

https://drive.google.com/drive/folders/1zby7L6AyP8tSxgiB_wNAhg9F_MK6gm04?usp=sharing

Pictures from day 2

<https://drive.google.com/drive/folders/1Sz48fW5MNEsMnr1SD6eE1jnXPUOnemZ0?usp=sharing>

Video from day 1:

<https://drive.google.com/file/d/1xQ7oHyDGHvo-bZGDNRKImEjtC3htmK-f/view?usp=sharing>

Video from day 2

https://drive.google.com/file/d/1JoBJnXbtN0Lb_k5E141tgYMo79575JpH/view?usp=sharing

