

## Introduction

From February 10, 2020 until February 21 (10 days), the Teaching and Learning Centre (TLC) team from Kisii National Polytechnic (KNP) engaged in training and capacity building to support their efforts in opening their first TLC, a goal they have been working toward since 2017. The intention to start a TLC was inspired in part by a 2017 trip to Vancouver Island University (VIU) under the KEFEP program. At that time, John Gekonde, a key stakeholder behind the creation of KNP's TLC, met with VIU's CIEL and then-director, Liesel Knaack. It was during that meeting John decided that a TLC at KNP could support a broad methodological shift related to CBET. Hearing about this opportunity from Darrell Harvey, I decided to apply for a Global Engagement Grant to create and deliver a training program to support KNP's TLC team. I was awarded the grant, and used my VIUFA PD time to take 10 days to travel to Kisii and engage the team in training. The training schedule and content was developed prior to my departure from VIU in consultation with KNP stakeholders, VIU colleagues involved in the KEFEP project, and my own ideas. What follows is an overview of the training, followed by a more detailed description and reflection of the ten days.

### KNP TLC Training Team

- Evans Mogeni, Head of Department (HoD), KEFEP and TLC
- John Gekonde, Deputy Head of Department, KEFEP and TLC
- Caroline N. Masara, TLC Coordinator
- Kereu Shem Francis, CBET Champion
- Benjamin N. Ongoro, CBET Champion
- Geoffrey M. Nyachiro, HoD, CBET
- Jackson Nyanumba, CBET Champion
- Richard Mogosi, CBET Champion
- Michael ~ Trainer, CBET Champion
- Godner Bwaripefer Emerging CBET Champion
- Erik Abeka, Emerging CBET Champion
- Kathleen Bortolin, Curriculum, Teaching and Learning Specialist, Centre for Innovation and Excellence in Learning, Vancouver Island University

### KNP TLC Training Overview

- Started with an introduction to our work and general discussion about TLCs
- Facilitated a strategic planning session: getting more specific about what the TLC will do, and creating deliverables for the team
- First pedagogy session on engaging teaching strategies (teaching as discovery/bottom-up approaches to activity design)
- Session on best practices in workshop design (How to design a workshop); designing the induction workshop
- Second pedagogy session: Assessment and evaluation (formative, summative, and rubrics)
- Reviewed TLC Wishlist and created a committee to source items and find quotations to submit to Darrell Harvey

## KNP TLC Training Report

Prepared by Kathleen Bortolin, Vancouver Island University (CIEL)

February 26, 2020

- Session on Scholarship of Teaching and Learning (SoTL) and how to support research into teaching
- Third pedagogy session: Strategies for group work
- Marketing a TLC: pamphlet, website, social media and HoD meeting
- Applied session: Designing meaningful and engaging activities for CDACC curriculum
- The soft launch: Introducing the TLC to key KNP stakeholders: meeting and open forum.

### KNP TLC Training Details

#### *Day 1*

Arrived at KNP around 1pm. Was given a tour of campus and met trainers, CBET Champions, TLC team, students and administrators, including Daniel (principal). Presented the books to Daniel. Returned to Ufanisi around 5pm.

#### *Day 2*

We started with a broad overview of TLCs in general. I used my own experiences and the CIEL to highlight an example of one TLC, but used various exercise to elicit from the team what their definition of a TLC was, and what their vision for KNP's TLC was. I discussed strengths and challenges of the CIEL, and the team discussed what they thought KNP's TLC's strengths and challenges would be. Some debate here. Strengths identified by the team included good will from the administration, an accepted proposal, and support from KEFEP partners. Challenges included lack of a collectively understood definition of what a TLC is; lack of clarity about specific roles of TLC staff; and slight apprehension (from some) about their role and workload.

#### *Day 3*

Based on discussions from the previous day, I decided to facilitate a strategic planning session that would encourage the team to get specific about what KNP's TLC would do. We focused on collectively creating deliverables for three months, six months, and one year. These deliverables may shift a bit as the team moves forward, and the reality of the TLC takes shape. It is recommended that the team reflect periodically through structured meetings where all members are present to debrief what is working and what is not. See Appendix A.

#### *Day 4*

This day was spent on reinforcing student-centered teaching strategies. The team engaged in a participatory workshop that framed learning as discovery, and encouraged trainers to think about how they can create opportunities for students to "discover" knowledge from the bottom-up, as opposed to the top down. This was a highly engaging session, but I feel that the team could still benefit from more instruction here, and more ideas about what an "engaging" teaching strategy means. As well, trainers could benefit from more opportunities to apply new concepts and ideas to their own lessons, and then reflect back on how these strategies play out in practice.

#### *Day 5*

## KNP TLC Training Report

Prepared by Kathleen Bortolin, Vancouver Island University (CIEL)

February 26, 2020

Since the team had identified that one of their main strategies to support trainers at KNP would involve designing and delivering workshops, we spent this day engaging in activities that encouraged best practices in workshop design. We worked in small groups to design an induction workshop for new trainers, a workshop that had been identified as one that the team would like to implement in the first 3-6 months. We started with the principles of backward design, identifying what the team wanted to achieve in the workshop, and practiced writing effective learning outcomes. We then worked backwards to design a structure of the workshop that would align with aforementioned learning outcomes. The team worked in small groups to each design an outline for the workshop. They workshopped their ideas, and collectively we came to a consensus about the best design. Fleshing out the workshop more, and delivering it is an action item that Caroline has been tasked with. See Appendix B.

### *Day 6*

To start the week, we turned our attention back to pedagogy and the team engaged in a workshop on assessment and evaluation. We focused on formative assessment: why it's important and strategies to do formative assessment well. From there we laddered into work on summative assessment, paying particular attention to designing rubrics. The team was highly engaged, but struggled a little with the nuts and bolts of rubric design. Specifically, the team struggled with getting specific when articulating criteria for assessment. After the session, I shared via email a package of resources on rubric design, including a number of templates that trainers could use. I think that the TLC team could benefit from more training and practice in effective teaching strategies before they will be confident and credible to offer training to others in these areas.

### *Day 7*

Part of this session was spent reviewing the TLC equipment list. A committee of three was struck to source the items and to find three quotes for each item. This list will be submitted to Darrell Harvey for his review on December 10<sup>th</sup>. See Appendix C.

The team also discussed how to market a TLC. We collectively designed a pamphlet (Kathleen to create and possibly print). We also collectively (through the use of small groups) brainstormed what the website could look like. We created an outline for content and tasked Geoffrey, Caroline and John to collect that content and work with the "website guy" to create the website. We also spent time planning and structuring the HoD meeting for the end of the week, and practiced using the concept of backward design to create this structure and tasked key point people to deliver (John, Geoffrey, Caroline, Evans, Ben and Kathleen).

### *Day 8*

Today we looked at the Scholarship of Teaching and Learning (SoTL) and how to support research into teaching. There had been interest in this topic from the group after I posted a call for articles from a Canadian teaching and learning journal looking for submissions from geographical regions not well-represented in the literature. Like Kenya! We watched a short video on SoTL from Elon University, and then discussed what research into teaching was and why (or why not) it should be part of KNP's TLC. The consensus from the group is that KNP's TLC should participate on a small scale in some research into

practice to contribute to the shifting landscape of tertiary education in the region, and the country. We discussed what a good, small-scale research question should look like and practiced creating them. We also created a small committee to put together a draft of an essay about KNP's journey of creating a TLC. I've been in touch with Dr. Nancy Chick, a prominent SoTL scholar, and journal editor, and she is encouraging the team to share their story.

We also engaged in a short pedagogy workshop on meaningfully incorporating groupwork into classes. Some of the trainers struggle with large class sizes, so this work was valued. As was the case with the other pedagogy sessions, I think the team could continue to benefit from more pedagogy training and opportunities to apply the concepts in their classes, reflect on them, and craft mini-training sessions related to these ideas.

#### *Day 9*

This training session was co-facilitated by myself and Jessie Chalmers, who had arrived the day before. Jessie was looking to build out some of the teaching strategies for the CDACC curriculum he has been working on for the KEFEP program, and I was looking for an authentic opportunity to have participants apply their skills to an extremely relevant TLC activity. Workshopping one "project" from the CDACC curriculum, participants worked in groups of three to decide how to allot roughly 19 hours of teaching time to prepare students for the project. We advised the groups to create a logical sequence of learning activities and describe briefly what the activities would entail and how they represented a CBET methodology. Groups worked diligently and extensively on this task and then presented their ideas to the group. After each presentation, Jessie and I highlighted what groups had done well, and where they would need to continue to improve. All groups were able to create a logical sequence of learning activities. All groups made a concerted effort to work engaged, student-centered teaching strategies into their teaching plan. All groups were able to articulate at least one engaging, student-centered approach to teaching in their lesson plans. However, all groups demonstrated that they could use a little more training in and understanding of what interactive, participatory teaching is. Jessie and I agreed that next time, we would have to provide a solid model to participants so that they could understand more fully what a student-centered, bottom-up approach to this work could look like. Overall, I think this activity was valuable. It was a challenge for the participants, and identified for the trainers areas that will still need to be developed in TLC staff. See Appendix E.

#### *Day 10*

HoD meeting! For this final day, we invited all academic HoDs, and the two deputy principals to attend an unveiling of sorts. We saw this opportunity as a chance to summarize the team's efforts to date, market the TLC to key institutional stakeholders, and to announce the presence of the TLC as a legitimate institutional centre, unpacking its mystery and hoping key stakeholder would carry the message forward. The more formal launch will take place in March, and is an action item in our "deliverable" plan. In total, 8 HoDs (of 11) attended, as did the two deputy principals (academic and administration). The meeting was MC-ed by Heron Asiago. John began by introducing the centre and giving an overview of its history, and how it came to be. Geoffrey then gave an overview of CBET. Kathleen introduced herself, her role in the project and gave an overview of the training that took place over the previous two weeks. Evans then outlined and described the deliverables that we created and

## KNP TLC Training Report

Prepared by Kathleen Bortolin, Vancouver Island University (CIEL)

February 26, 2020

the timeline for achieving those action items. Ben gave an overview of the textbooks that I brought and we passed them around to participants. Finally, Caroline discussed what role the HoDs would have in the TLC and asked for their support in a variety of ways. Heron facilitated a Q and A, and both deputy principals wrapped up nicely. We finished with lunch and a picture.

### **Conclusion and Recommendations**

Overall, the training was well-attended and participants engaged thoughtfully and at times, passionately. There were some cultural differences related to timing, and some time was lost here and there through misunderstandings and some late start times, but overall we covered numerous topics and made a strong plan for the first three months of the TLC. The training was designed as a mix between pedagogy training, or the type of training TLC staff do (engagement, assessment, group work, etc.) and strategic planning (how to run a TLC). Moving forward, I think that the entire TLC team will need to continue to build capacity related to effective, student centered, competency-based teaching and learning (CBET). It is important to keep in mind that many TLCs in North America are staffed by professional educators with graduate and/or doctoral level education, who have spent considerable time developing, implementing and researching best practices. In this way, I think the TLC will have to continue to seek out opportunities to grow and learn themselves as they commit to mentoring others at their institutions and beyond. I have committed to researching funding opportunities for educational developers from developing countries to attend teaching and learning conferences. At this time, I have some leads and will spend some time collecting more information and liaising with John Gekonde regarding these opportunities. Also, I think any opportunity the team can find to visit another teaching and learning centre would be helpful. I've recommended visiting Kenyatta University's TLC as a start. The team will need to find mentors who are working closer to home and with similar contexts. Finally, TLC mentors, like myself, will have to be careful not to define for KNP what their TLC should or shouldn't look like. The team will have to ultimately carve out their path based on their skill level, their institutional culture and practices, the needs of their trainers and students, and the resources available to them. Mentorship and training, therefore, should continue to be mindful and facilitative, seeking to build relationships with the team in order to empower the KNP TLC team to define their own path forward.

### Appendix A: Key Deliverables

In the first three months, February--May 31, 2020, the TLC will:

<b>Deliverable</b>	<b>Timeline</b>	<b>Point Person</b>
<b>Organize and decorate the space that will be temporarily used by the TLC, including organizing resources and acquiring any further equipment and tools</b>	Ongoing until the launch	Caroline with support from Evans and John
<b>Provide Darrell Harvey (VIU) with a list of three quotes per item on adjusted wishlist</b>	By March 9th	Evans, Caroline, John
<b>Launch the TLC at an event at KNP to raise awareness of the TLC</b>	Late March Launch Planning the launch from March 15- March 31	Caroline with support from all TLC team
<b>Design and deliver 1-2 CBET workshops for trainers</b>	Post-launch (April and May)	Caroline and Geoffrey with support from TLC Team
<b>Design and deliver an induction workshop for new trainers</b>	Early to mid-April	Caroline with support from TLC team
<b>Design and deliver a workshop on trade projects and business plans</b>	Mid to late April	John with support from TLC team
<b>Design and deliver 1-2 CBET training workshops for other key KEFEP mentee institutions</b>	Late April/May	Evans, John and Caroline with support from the team
<b>Carry out one-on-one consultations on a small-scale basis</b>	Post launch	Caroline and all champions
<b>Track requests from 1:1 consultations and create a spreadsheet to determine highest demand areas</b>	Ongoing until the end of May	Caroline and John
<b>Create a larger team of departmental CBET representatives from all 11 academic departments to be ambassadors of CBET and the TLC</b>	Begin at HoD meeting (Feb 22).	Caroline, Geoffrey, John and Evans

KNP TLC Training Report

Prepared by Kathleen Bortolin, Vancouver Island University (CIEL)

February 26, 2020

	Representatives chosen by March 20 <sup>th</sup> .	
<b>Hold meetings with 11 ambassadors chosen by HoDs</b>	1 <sup>st</sup> meeting March 20 Subsequent meetings monthly	Caroline with support from TLC team
<b>Liaise with HoDs to garner support for trainers to be released for training</b>	Ongoing	Evans, Geoffrey, Caroline
<b>Undertake a needs analysis with HoDs and others to identify gaps and needs, using this data to inform plans moving forward</b>	Begin March 1 Complete by launch	Caroline, John, Geoffrey, Evans
<b>Using the team's ideas from February training, collect and/or create content for website. Liaise with KNP's website team to get website built</b>	By March 10	Geoffrey, Caroline, John
<b>Create the pamphlet that the team designed</b>	By March 15	Kathleen
<b>Write draft article for Teaching Learning Inquiry (ISSOTL journal) on the TLC's journey to this place. Send to Kathleen for editing and feedback</b>	By March 15	Ben, Geoffrey, John and Caroline
<b>Hold a review with the entire team to reflect on the success of achieving these variables and report back to Kathleen</b>	By May 25th	The entire TLC Team

KNP TLC Training Report

Prepared by Kathleen Bortolin, Vancouver Island University (CIEL)

February 26, 2020

In the next 6 month (June 1—December 31) the TLC will:

<b>Deliverable</b>	<b>Timeline</b>	<b>Point Person</b>
<b>Deliver 2 CBET workshops/month, reflecting as a team once a month on how the workshops are going and how they might be improved upon</b>		All TLC Team
<b>Design and deliver 3-4 new workshops/seminars/offering/initiatives based on needs analysis from HoDs</b>		Caroline and Geoffrey with support from the team
<b>Design and launch a book club to introduce the key resources from the TLC to KNP staff and reflect as a team</b>	Launch in July-August (repeat if it's a success)	Caroline and John
<b>Continue holding 1:1 consultations and collecting data on top issues</b>	ongoing	Caroline to coordinate CBET Champions schedules; Caroline to coordinate collecting data on main themes
<b>Collaborate with other comparable institutions through training trips (benchmarking)</b>		John, Evans, Caroline with support from the team
<b>Investigate educational technologies, creating capacity and expertise within the centre. Determine reasonable and achievable ways that educational technology could be incorporated into TLC training</b>	Ongoing until September, 2020	Benjamin, Geoffrey and John and Caroline
<b>Host a conference at KNP on teaching and learning</b>	Fall, 2020	Evans, John and Caroline with support from the team
<b>Publish one article related to teaching and learning practice</b>	Fall, 2020	John, Ben, Caroline and Geoffrey with support from Kathleen
<b>Relocate to new space (TLC Office)</b>	June?	Caroline with support from everyone
<b>Hold a review with the entire team to reflect on the success of achieving these variables and report back to Kathleen</b>	By December 31, 2020	The entire TLC Team

KNP TLC Training Report

Prepared by Kathleen Bortolin, Vancouver Island University (CIEL)

February 26, 2020

**At one year, the TLC will:**

<b>Deliverable</b>	<b>Timeline</b>	<b>Point Person</b>
<b>Hold a retreat with the entire team to reflect on the year identifying key successes, key challenges and next directions</b>	January, 2021	All TLC Team (and maybe Kathleen?)
<b>Create your next year's strategic plan with key deliverables identified, timeline and key point people</b>	January, 2021	Evans, John and the entire team

KNP TLC Training Report

Prepared by Kathleen Bortolin, Vancouver Island University (CIEL)

February 26, 2020

## **Appendix B: Induction Workshop Learning Outcomes (co-created with KNP TLC team)**

By the end of the induction workshop, participants will be able to:

- Prepare course outlines and lesson plans that are in alignment with CBET methodology, using meaningful sequencing
- Demonstrate the use of active and participatory student-centered teaching strategies
- Demonstrate effective use of BoPPPs by applying BoPPPs to actual lesson plans
- Understand how the TLC functions and what services it offers
- Prepare meaningful and effective assessment and evaluation tools

General structure of the workshop:

- Introduction to KNP, CBET and the TLC
- Module 1: Lesson planning and course outlines
- Module 2: Active and engaging teaching strategies (BoPPPs)
- Module 3: Assessment and Evaluation

Notes: The workshop will focus on BoPPPs and use BoPPPs in its delivery. Caroline is to develop the structure in more detail by creating case studies for each module.

**Appendix C: Website Development Content (co-determined by the team)**

By March 15, the TLC website committee (Caroline, John and Geoffrey) will collect the following materials and connect with KNP's website coordinator to develop a page on the greater institutional page.

- Pictures of the TLC space (present and future)
- Pictures of TLC activities to date
- Pictures of trainers
- A list of resources and pictures of the texts
- Text: brief history
- Text: brief overview of the TLC and what it does
- Text: list of the people who work at the TLC
- Schedule of any workshops/events upcoming
- Location
- Contact information (email, phone, address)

## KNP TLC Training Report

Prepared by Kathleen Bortolin, Vancouver Island University (CIEL)

February 26, 2020

### **Appendix D: TLC Wishlist**

By March 9, a TLC committee of Evans, John and Caroline will source as much of this list as possible, and supply a list of three quotes for the outstanding items to Darrell Harvey for review.

- moveable tables (7-10)
- chairs (20-30; recommend sourcing from from KNP)
- bookshelf (recommend sourcing from KNP)
- lockable cabinet (recommend sourcing from KNP)
- 2 laptops
- 3-5 desktops
- 2 moveable whiteboards
- printer/scanner/copier
- projector and screen
- more texts

### **Appendix E: Applied session**

The scenario:

Instructors in the building artisan (masonry) program have come to you with this wild new curriculum, and are looking for support in how to implement it. They see the learning outcomes, and the assessments (rubrics), but they are struggling with how to develop meaningful, engaging and CBET-style learning activities to help the students be successful in achieving the learning outcomes. They hope the TLC can help them.

Task:

In your teams, look at the following curriculum document. Using the learning outcomes and assessments to guide you, determine a sequence of teaching activities that are engaging, student-centered, and relevant to the outcomes and assessment. Be specific! Details, please!

Be creative! Be CBET! Be TLC experts!

Be prepared to give a mini-presentation on your ideas