

2018 Concept



EDUCATION
COLLABORATIVE
AT ASHESI

The Education Collaborative Annual Workshop Facilitating Inclusive Classrooms

Ashesi University, Berekuso, Ghana

June 25 - 29, 2018

The aim of the Education Collaborative is to serve as a platform for higher education institutions in Africa to engage and share with each other, best practices in teaching, learning, and university management.

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Globally, there's a call for "a new model of learning for twenty-first century formal education, to enable new forms of learning to tackle [current] complex global challenges. *Rethinking pedagogy for the twenty-first century is as crucial as identifying the new competencies that today's learners need to develop*". (Scott, UNESCO, 2015)¹

With the increased diversity in student bodies; diverse in culture, education, and learning styles, the question is How Might We "rethink" relevant and innovative pedagogy to meet the diverse environment and student? Adopting innovative pedagogy and adapting it to our unique content and classroom environment is an ongoing challenge to faculty everywhere, including Africa. Educators in different institutions in Africa have designed and tried out or are implementing a variety of unique and innovative content and pedagogy for their unique contexts.

True to our belief in peer sharing and practice as being a critical part of continuous learning, the 2018 collaborative is aimed at bringing together faculty and educators to share tried and tested pedagogy, and to explore new ways of facilitating inclusive learning in our college classrooms.

The Education Collaborative 2018, *Facilitating Inclusive Classrooms: Sharing and co-designing practical pedagogy for today's learner* will be led by attending collaborators who are faculty and facilitators of college classrooms in institutions from around Africa, and the world. Collaborators will share cases illustrating tools and strategies they have used in designing and implementing innovative pedagogy in their classrooms and with their students.

The 2018 session has a two-fold mission:

1. To develop and provide access to a network of faculty and educators from the African continent committed to sharing learning
2. To provide access to a resource for innovative pedagogy and curriculum content aimed at developing entrepreneurial, and ethical leaders in students

Collaborative 2018 goals

In this highly engaging 5-day residential workshop, collaborators will work together to:

1. Enable sharing of and collaborating on models, tools, and techniques for facilitating learning in our diverse classrooms
2. Explore the unique contexts that impact the creation of and/or adoption of new teaching and facilitation techniques
3. Explore the use of accessible technology in making current and new pedagogy relatable to today's learner

¹ Cynthia Luna Scott. THE FUTURES of LEARNING 3: What kind of pedagogies for the 21st century? UNESCO Education Research and Foresight, Paris. [ERF Working Papers Series, No. 15].

The **themes of focus** around which session content is developed are:

1. Making learning relatable

“If a student doesn’t believe a particular activity is interesting, relevant, or within the scope of his capabilities, it’s probably not going to sink in.” - Katzir, T., Immordino Yang, M., & Fischer, K. (2007)²

This theme asks the question: How might we design content and use pedagogy that will help the student relate and connect to content during the learn process?

This theme explores tools, techniques and pedagogy that engages learners with diverse backgrounds, learning styles, and needs. How have faculty collaborators within their unique contexts leveled the classroom learning field for all students. Considering the following:

- Disadvantaged starters (whether in the language of instruction, or basic college prerequisites)
- Income and cultural backgrounds
- Differences in pedagogical experience from previous education

Cases

ALU: Leadership Core and Growth week

Ashesi University: Ashesi Success program

2. Making learning engaging

The challenge of implementing innovative pedagogy in large classes is real!

Dealing with a diverse student body is challenging enough. Now make that 200 students in the same classroom with one teacher. According to researchers Gibbs and Jenkins (1992)³, students would experience less interaction with their teachers with large class sizes, leading to a drop-out and sometimes failure.

This theme will explore tools and techniques for pedagogy for large classrooms of over 150 students. It will be anchored by one case from a 2017 participant of the Education Collaborative workshop from Accra Technical University.

Case: Accra Technical University, Ghana

Class: Accounting

Student size: over 150

The collaborator will present a problem statement in a case and explore other collaborators’ experiences for tools and techniques to gain/create strategies to engage this large class size.

² Katzir, T., Immordino-Yang, M., & Fischer, K. (2007). Mind, Brain, and Education in the Era of Globalization. In Learning in the Global Era (p. Learning in the Global Era, Chapter 4). University of California Press

³ Gibbs, G., & Jenkins, A. (1992). Teaching large classes in higher education: How to maintain quality with reduced resources. Kogan Page.

3. Making learning relevant and current

Generation Gen Z, iGen, or Centennials, of which most of our college students are members of, have a unique outlook and response to the world around them. The internet is accessible, technology is fast changing, and attention is split. Technology cannot be ignored in the rethinking pedagogy for formal education today.

This theme explores how collaborators are using current accessible technology in teaching and learning in their unique contexts.

Cases

Kepler: Kepler uses technology and accessible media to engage distance students remotely in learning; Collaborator will be sharing the recently changed the curriculum at their refugee campus in Kiziba, Rwanda for incoming students to be more focused on self-paced learning.

Ashesi University: Dr. Esi Ansah on using social media to create and deliver innovative pedagogy.

Collaborative 2018 Participants and Facilitators

Participating collaborators are invited from higher educational institutions across Africa and the world. Facilitators are also peer-collaborators and outside of their scheduled sessions, will join in the workshop sessions along with the other collaborators.

Collaborators will be provosts, heads of department, faculty, teacher/facilitators, and faculty trainers.

Facilitated Sessions

Collaborators classroom and teaching experiences in the form of cases will drive the workshop sessions. These will be supported with other interactive formats like speed meeting, open space technology, etc. The case and experience shared by the collaborator/facilitator is an anchor and starting point to explore and share an approach, tools and model related to a specific problem area.

Case studies are a way for collaborators to see the significance, potential, and innovation of a proven approach to facilitating inclusive classrooms in your experience. Describe the roles of actors in the approach you used, students, faculty, community, other organizations. Emphasize general characteristics of a successful approach that can be adapted or adopted on other campuses; Or of a failed approach, to engage collaborators to contribute on potential new approaches.

Each session is 90-minute long, with a 15-minute coffee break, and one additional break depending on the facilitator.

Funding Support

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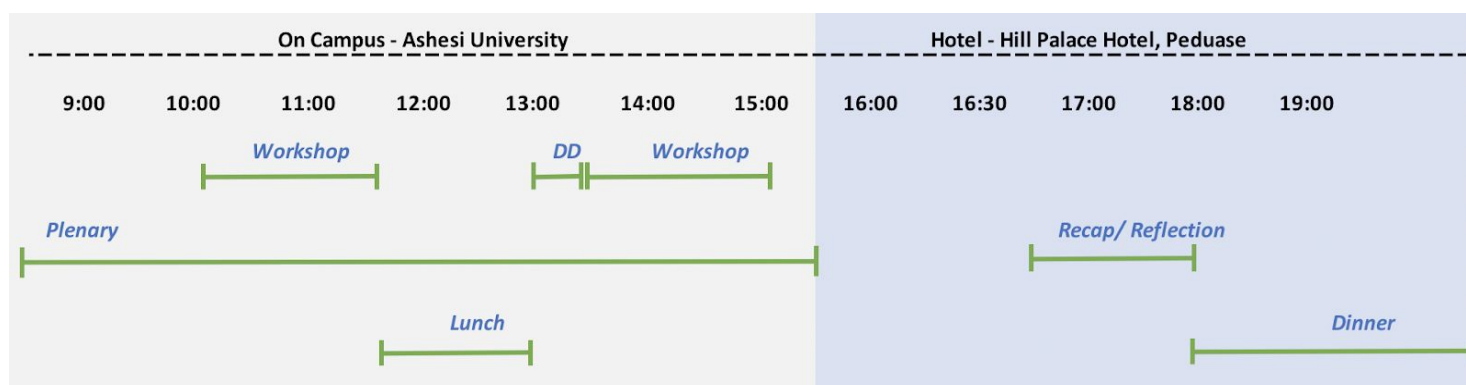
Though funding is limited, the Collaborative offers some assistance with the fee to participating institutions in Africa where need is expressed. The exact amount is determined based on resources available, the number of requests received, and what is needed to fill the gap after the participant has confirmed what they can afford, and the gap remaining.

Workshop Schedule

The 5-day residential collaborative will be a mix of workshops, reflections, networking, speaker sessions, and deep dives. There will also be an Accra city tour, and Aburi hills tour. Activities will be split between the Ashesi University campus, and the hotel.

Workshop days will be 6.5-hour days and will begin at 9:00am on Ashesi campus. Participants will then return to the hotel for a daily recap/wrap-up session, and dinner.

Below is an overview of a typical day's schedule.



For more information visit www.ashesi.edu.gh/edc, or contact Rose Dodd at rdodd@ashesi.edu.gh.

To register, please visit: [REGISTRATION](#)

Important Dates

Early round registration deadline: March 30, 2018

Regular registration deadline: May 21, 2018

Late registration: Dependent on space