



MARIST INTERNATIONAL UNIVERSITY COLLEGE
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19th February 2020

Second Semester General Convocation (Principal's Speech)

Dear Students / Active Infobits¹, Skills & Competences Constructors,
✚ Dear MIUSCO elected representatives (the President & Team members)
Dear members of Staff, Infobits, Skills & Competences Facilitators,
Dear PSI faculty members,
Dear members of the non-teaching staff,

INTRODUCTION:

Good morning and Thank You for joining this College Academic function.

Today's General Convocation / Assembly is a special moment to sit together and look at what lies ahead of us, in terms of MIUC Academic undertakings.

You are all aware that little by little we are redesigning our Academic Handbook that is almost 10 years old. The review is normally done every 5 years. As this initiative is highly recommended by the CUE, we have taken some steps and among them, let me mention two:

1. On 23rd November 2019: MIUC organized Students Academic Workshop
2. On 8th January 2020: MIUC organized Teaching Staff Academic Workshop.

In the plan of this 2nd Semester (January – April 2020), apart from the daily routine of the College, the Management is planning two (if not three) other workshops:

1. Students Academic Workshop (that was scheduled on 22nd Feb but that is shifted to 29th February 2020)
2. Lecturers Academic Workshop 14th March 2020.

The question one may ask himself / herself is: **Why & How to do this now?**

¹ Robert J. Stahl (1995). *Cognitive Psychology and Constructivism: Concepts, Principles, and Implications within the Social Science Disciplines and Applications for Social Studies Education*, p. 21 whereby "Infobit" (plural, "infobits") is a term coined by Stahl in 1983 to denote any piece or bit of information or data. Cf. also Infoschemata!

But before answering to this question, let me first of all share with you what I heard during the recent Conference organized by the Ministry of Education in partnership with World Bank, from Monday, 17th Feb to yesterday, 18th Feb 2020 at Villa Rosa Kempinski Hotel. Its theme was: “*Improving Higher Education Performance Regional Knowledge Sharing Forum.*”

Some of us may have heard on TV what the CS of Education, Prof. Magoha, by talking about “Quality Education” which is in the UN SDG, Target 4 questioned: “*What Universities should be like?*” He challenged i.e. the impact or the affirmative action of these Universities surrounding KISUMU area with a polluted lake! And talking about “Degrees,” he was worried about the purpose (if there is) of delivering Degrees without Skills / Degrees that do not stand the test of waters ... In another statement, somehow revolutionary, he said: “*University is not a teaching institution!*” In fact, he was echoing on what H.E. Uhuru Kenyatta, President of the Republic of Kenya, said, “... *We need the Kenyan youth ‘skilled.’*”

My dear Active Infobits, Skills and Competences Constructors / Facilitators, all this comes to the implementation of the CBC, not only in Primary and Secondary Education but also at the Tertiary level,

✚ “... *to enable every Kenyan to become an engaged, empowered, and ethical citizen. This will be achieved by providing every Kenyan learner with world class standards in the skills and knowledge that they deserve, and which they need in order to thrive in the 21st century. This shall be accomplished through the provision of excellent teaching, school environments and resources ... pedagogical tools ...* (Kenya Institute of Curriculum Development [KICD], 2017, p. 10).”

All Institutions are called to “**Quality Education**” but also to “**Quality Products!**” To produce graduates who are agents of change and transformation (cf. MIUC Vision & Mission statements). Our theme in today’s General Convocation is: “*Learning the 21st Century Skills for Sustainable Development and Value-based education (GCED).*”

MIUC is exploring options for improving the quality of our Academic delivery and shifting its operations on a new model of change: **Curriculum Change / Curriculum Design!**

When you read our Academic Handbook (2009 – 2010), it is not only old and that some parts of it are obsolete but it is also not grounded on Skills / Competencies model and on ABCs of life and / or GCEDs (level of dissatisfaction).

PART ONE: NEW OPERATING MODEL / TEMPLATE / FRAMEWORK

MIUC has a new Operating Model (Template / Framework) with the following key aspects:

1. ORGANIZING CENTRE (C.) / THEMATIC AREAS or simply Key AREAS FOR INVESTIGATION:
 - a. Unit's Overarching Themes or Focus or Purpose or Topics
2. KEY TAKE AWAY CONCEPTS (T.): KEY CONCEPTS OR KEY WORDS OR CORE CONCEPTS:
 - a. Key Take Aways Concepts (T.) or must-learn infobits / infoschemata.
3. CONTENT KNOWLEDGE (K) OR SUBJECT MATTER OR CONTENT-BASED INSTRUCTION:
 - a. Content Knowledge for Teaching (CKT) or Content Learning Standards
4. REFLECTIVE OR RESEARCH QUESTIONS (Q): TASK-BASED APPROACH
 - a. Unit's Essential or Strong or Q/Focus or Thought-provoking Question (s) for reflection and research (Self-Regulated Learning)
5. SKILLS (S), STRATEGIES AND PROCESSES: COMPETENCY-BASED APPROACH
 - a. Unit's Acquisition of Key Skills, Strategies and Processes in line with the Curricular Competency Learning Standards
6. ABCs (A) of life and / or GCED: VALUES-BASED APPROACH
 - a. Unit's referred Attitudes, Behaviors and Characters needed in our society today (vis-à-vis GCED - Global Citizenship Education)
7. PEDAGOGICAL KNOWLEDGE (P): DIDACTIC VS. A-DIDACTIC APPROACH
 - a. Unit's Experiential and Contextual Learning Activities
8. FORMATIVE EVALUATION (F): STANDARDS-BASED APPROACH
 - a. Unit's Student Performance Assessment.

My dear Active Infobits, Skills and Competences Constructors, very soon we are going to send to your email addresses our Courses Outlines of this Semester. You will see what we mean by **what is highlighted in yellow** but let me share with you some of the Contents of our Course Outlines.

PART TWO: TEMPLATE BRIEFLY EXPLAINED

1. ORGANIZING CENTRES (C) OR THEMATIC AREAS FOR INVESTIGATION:

(C) stands for “Organizing Centres” or Key Thematic Areas or simply “Key areas.” These are Topics or Focus to be covered by the Lecturers facilitating methodologies & techniques (and obviously Students-led activities).

e.g. **HUMAN & RELIGIOUS DEVELOPMENT (RSD 233)**

Organizing Centres or Themes / Areas / Topics ...

C.1. Physical Development: Heredity and Environment Interaction / Correlation

C.2. Cognitive or Intellectual Development (J. Piaget's Constructivism - Cognitivism)

C.3. Social Learning Theory (SLT) with L. Vygotsky's Socio-Constructivism

C.4. Human Information Processing Theory (Simon Newell)

C.5. Psychosexual and affective Development (S. Freud)

C.6. Psychosocial Development: Eight Stages of Psychosocial Development (E. Erickson)

C.7. Moral Development: Levels and Stages of Moral Development (Lawrence Kohlberg)

C.8. Spiritual growth: Models of Spiritual growth (J. Fowler, A. Jamieson, ...)

Students Task:

- You, active Infobits, Skills and Competences Constructors shall verify whether you cover the whole Content, particularly the main ideas, assumptions and techniques.
- It falls into your assessment and judgment to check on what else do you wish to learn from the Unit? We stand not only “Pedagogical Content Knowledge oriented (PCK)” but more importantly “Learner Centered.”

2. TAKE AWAYS CONCEPTS (T) or CORE CONCEPTS or MUST-LEARN INFOBITS

(T) stands for “Take Aways Concepts,” meaning “Concepts” that you need to be conversant with when i.e. debating or writing end of Semester examinations ...

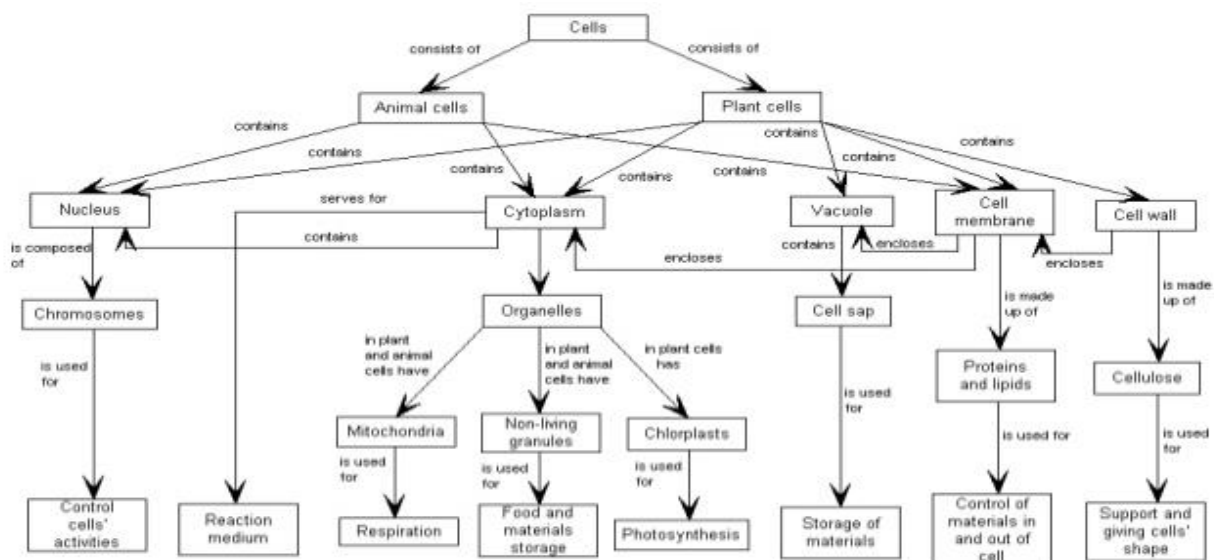
- Because of this, The Management has organized “Academic Debates” that will start from
 - 12th March 2020: Business Management Department
 - 19th March 2020: Education Department
 - 26th March 2020: Arts & Social Sciences Department

e.g. In the above Organizing Centre (C), the following can be Take Away Concepts (T):

- Cephalocaudal & Proximo-distal law or direction (A. Gesell)*
- Germinal, embryonic, & fetal period (Prenatal period);*
- Organogenesis and Morphogenesis (Fetal Stage)*
- The MKO (More Knowledgeable Other) of L. Vygotsky*
- The Scaffolding process of L. Vygotsky*
- Top down vs. Bottom up processes (Human Info Processing)*
- Serial process vs. Parallel process (Human Info Processing)*
- Etc.*

These Take Aways Concepts or must-learn infobits / infoschemata shall be organized in what is called “**Concept Mapping**” like the following

e.g. **Concept map on Cell Structure and Functions**



Students Task:

- + You, Active Infobits, Skills and Competences Constructors, not only shall use **Concept Maps** (cf. e-Portfolios!) but also it is expected from you to use these **Take Aways Concepts (T)** during **MIUC Academic Debates** that are designed on Thursdays afternoons:
 - o **Time:** 14.00 – 16.00 hours.
 - o **Venue:** Lecture Theatre.
 - Departments shall organize them and
 - Participants will get certificates of participation!

3. CONTENT KNOWLEDGE (K) or SUBJECT MATTER or CONTENT-BASED INSTRUCTION

(K) stands for Content Learning Standards or the different considerations related to the Organizing Centres (**C**). If you want, it is all that pertains to the Content Sub-Topics, Main ideas or Abstract Concepts, Facts, Examples, Arguments, Assumptions / Theories / Principles & Techniques of analysis. In other words, all that needs to be taught during classroom activities. Normally a **Content Knowledge (K)** goes hand in hand with a particular **Pedagogical Content Knowledge (PCK)**.

e.g. Content Sub-Topics, Main ideas or Abstract Concepts, Facts, Examples, Arguments, Assumptions / Theories / Principles & Techniques of analysis.

For C.3.: Methods of Teaching Geography (EDM 325)

C.3.Methods of Teaching Geography

- + C3.K1. Observation approach
- + C3.K2. Excursions and field trips
- + C3.K3. Laboratory method
- + C3.K4. Regional method
- + C3.K5. Skill based approach to teaching
- + C3.K6. Aids to teaching geography
- + C3.K7. Assessment in Geography
- + C3.K8. Steps in micro teaching.

Students Task:

- + You, Active Infobits, Skills and Competences Constructors shall learn and research on these **Content Knowledge (K)** and build up your knowledge (using **e-portfolios**). The next Students Academic Workshop (29th Feb 2020) shall teach you how to create your own **website e-portfolio** and how to develop and organize it!
- + I hope from this perspective you can see and appreciate your irreplaceable and crucial role in your own learning! Nobody will do this for you, we can only guide and coach you (Mentor vs. Mentee system).
 - o You need to know what **K1, K2, K3, K4, K5, K6, K7, K8** is all about.

4. REFLECTIVE OR RESEARCH QUESTION (S): TASK-BASED APPROACH

(Q) stands for unit's essential or Strong or Focus or Thought-provoking Question (s) for your reflections and research. They are made for self-regulated learning and for academic research.

e.g. 1: C. 1. **Theoretical Notions underlying Language** (cf. **Methods of Teaching English, EDM 322**):

Among the Theoretical Notions underlying Language:

- ✓ Behaviourism
- ✓ Mentalism
- ✓ Communicative functions

C.1.Q.1. *From your Scheme of Work,*

- + *Bring out a Topic of your choice, in English, to teach Form One Students.*
- + *Select and Design any Instructional Resource and*
- + *Discuss how you can use it effectively in a forty-minute lesson.*

e.g. 2: C.4. **Social Learning Theory (SLT)** with L. Vygotsky's Socio-Constructivism (cf. **HUMAN AND RELIGIOUS DEVELOPMENT, RSD 233**)

C.4.Q.4. L. Vygotsky's Socio-Constructivism

- + *During your study at MIUC, how can you use the ZPD (Zone of Proximal Development) to learn from others and empower others as a MKO yourself?*
- + *What are your findings about how are people transformed through the scaffolding process and social interactions?*

e.g. 3: C.6. **Optical instruments** (cf. **GEOMETRICAL OPTICS, PHY 123**).

C.6.Q.6. Optical instruments

- + *Compare and contrast the Newton's reflecting and refracting telescopes.*

Students Task:

- + You, Active Infobits, Skills and Competences Constructors, shall choose / decide on which reflective question do you wish to research on (& build up your e-portfolios!)

This is all about Research and Research leads to:

- + **"Information Literacy" Skill that today's students need:**
 - Identification of what information do you really need
 - Finding where do you get it from (sources)?
 - Contextualizing the information by answering the question: How do you use it (application)? **Use of Case Studies** whereby
 - Stating the Problem
 - Identifying the Demand (research questions with hypotheses)
 - Finding the most appropriate solution (s) with findings / data
 - Making recommendations.

Note:

- + Always conduct your research in a responsible way: honesty and accuracy!
- + Learn e-portfolio skills and use strategies for a good e-portfolio!

✚ If need be, find a MKO for Modelling purposes, Coaching (Tutoring).

5. SKILLS (S), STRATEGIES AND PROCESSES: COMPETENCY-BASED APPROACH

(S) stands for Skills (s) & Competencies related to the 21st Century Skills. We are in the 4th Industrial Revolution² that deals more with the use of new technologies.

e.g. 1: **GEOMETRICAL OPTICS (PHY 123)**

e.g. 1: C.1. The electromagnetic spectrum.

C.1.K.1. The electromagnetic spectrum:

- a) Properties of the e/m spectrum.
- b) The visible spectrum.
- c) The quantum nature of light.

C.1. **S.1.** The electromagnetic spectrum.

✚ *Problem solving on energy and frequency of e/m radiations.*

e.g. 2: C.2. Laws of geometrical optics.

C.2.K.2. Laws of geometrical optics:

- a) The law of rectilinear propagation of light.
- b) The law of reflection.
- c) The law of refraction.

C.2.**S.2.** Laws of geometrical optics.

✚ *Use of laws of optics in real – life situations.*

e.g. 2: C.4. **HUMAN DEVELOPMENT UNIT** - Human Information Processing Theory (Simon Newell)

C.4.K.1. Learning Theories with Simon Newell

- a. Sensory Memory (very few seconds)
- b. Working Memory or Short Term Memory (25-30 seconds)
- c. Long Term Memory (lasts forever, if not interfered with accident or old age).
- d. Chunking process or spread activation (spreading activation):
 - i. Bottom Up Process: serial or and parallel process!
 - ii. Top Down Process: serial or and parallel process!

C.4.**S.4.** Human Information Processing Theory

✚ *Critical Thinking (CT)*

✚ *Creativity & Innovation.*

Students Task:

✚ You, Active Infobits, Skills and Competences Constructors shall strive to develop your **preferred Skill (s) & Competencies (e-portfolios)** with the help of your Lecturers and MKO but

✚ **Remember that for Skills & Competencies development, you need**

² **The 1st Industrial Revolution** was from our reliance on animals and human effort in developing tools. **The 2nd** one which started from the end of the 19th century and the first two decades of the 20th century brought other sources of power generation, i.e. electricity, ... **The 3rd** one which began in the 1950s came with the development of digital systems, communication and rapid advances in computing power.

- Theory (i.e. **Critical Thinking, Problem solving, Team work, Leadership, ...**)
- Practice.
 - Life-long Skills are not learnt only in theory, they must be practiced (e.g. driving)

6. ABCS OF LIFE (A) AND / OR GCED: VALUES-BASED EDUCATION!

(A) stands for Unit's referred **Attitudes, Behaviors and Characters** that are needed in our society today (vis-à-vis **GCED** - Global Citizenship Education).

e.g. 1: **Methods of teaching C.R.E.** (EDM 321)

C.2. Approaches of teaching C.R.E

C.2.A.2.

✚ *To learn the value of "Flexibility" (and Tolerance).*

e.g. 3: **C.7. Moral Development: Levels and Stages of Moral Development** (L. Kohlberg)

C.7.A.7. Moral Development: Levels and Stages of Moral Development (Lawrence Kohlberg)

✚ *To learn the value of "Respect"*

✚ *To learn the value of "Honesty and integrity."*

Students Task:

✚ You, Active Infobits, Skills and Competences Constructors, shall carry on research related to the Attitudes, Behaviors and Characters of your choice and strive to live accordingly (and build up your e-portfolios in these areas of GCEDs!)

Here also, there will be need to connect:

- **Theory** (i.e. **Empathy, Social Justice, Conflict Resolution, Diversity, ...**)
- **Practice.**

But also, one may use **Case Studies (e-portfolios)**:

- Stating the Problem
- Identifying the Demand (research questions)
- Finding the most appropriate solution (s) with findings / data
- Making recommendations.

7. PEDAGOGICAL KNOWLEDGE (P): DIDACTIC VS. A-DIDACTIC APPROACH

(P) stands for unit's experiential and contextual learning activities.

Lecturers (and Active Infobits, Skills and Competences Constructors) shall use Educational Initiatives or Learning Activities that promote the 21st century Skills building:

- ✓ Group work or Cooperative learning
- ✓ Student-Directed: Debate, Discussions and other Oral interactions
- ✓ Audio visual material for learning (i.e. Youtube, ...)
- ✓ Inquiry-based learning / Self-directed inquiry: i.e. Outdoor classes
- ✓ Experiential Learning Activities
- ✓ Mentorships
- ✓ Individual Portfolios-Based Learning: Life-long portfolios!

- ✓ Project-oriented teaching methods or Project – Based Learning and
- ✓ Research-based learning / Problem – Based Learning (PBL).

8. FORMATIVE EVALUATION: STANDARDS-BASED APPROACH

(F) stands for Unit’s student performance assessment

Students Task:

✚ You, Active Infobits, Skills and Competences Constructors, shall ask yourselves any and many of the following questions:

1. Where am I now with this Organizing Centre / Thematic area (i.e. C.1.; C.2.; C.3.; etc.)? Which method has predominated in your own experience as an active infobits Constructor?
2. What was **the most useful thing** (Takeaways, Content Knowledge, Skills & Competencies, ABCs of life,) you learned in this Organizing Centre (i.e. C.1.; C.2.; C.3.; etc.)?
3. What was **the easiest (or most difficult) thing** (Takeaways, Content Knowledge, Skills & Competencies, ABCs of life,) about this Organizing Centre (i.e. C.1.; C.2.; C.3.; etc.)?
4. What **questions** remain uppermost in your mind after researching on this Organizing Centre (C.1.; C.2.; C.3.;etc.) and what do you hope will be the better solutions?
5. What **did you learn, did you unlearn and did you relearn** from this Organizing Centre (C.1.; C.2.; C.3.; etc.) and how do you get to the next level?
6. What am I doing in this Organizing Centre (C.1.; C.2.; C.3.;etc.) that I think I **should stop** (because it’s not helping my learning)?
7. What do you think you **should start** (because you believe it would be helpful)?
8. What **should you continue to do** (because it is working)?

CONCLUSION:

1. Deep learning (synonym of Quality Education) vs. surface or shallow learning!

While doing this (Curriculum Design & Curriculum Delivery), we shall strive to use deep learning strategies but also competency-based assessment, at the level of the student who is an Active Infobits, Skills and Competences Constructors.

✚ “Don’t tell me” formula but “Show me” formula.

2. Kenya Curriculum reforms!

“The train (the flight) has taken off ...” (are you missing the train / flight already?)

✚ The train / flight may be in the next train station, can you catch up?

3. Change of mindset!

The GoK / Congregation / Guardian is investing in you (sponsoring your University education) not only because it is for your own good, but because it is expecting a lot from you ... to be a change maker / facilitator and a society changer!

Students Tasks:

- + **Student engagement:** Improve on your learning styles and focus and by all means do not escort others to school (while you remain busier with i.e. Socio-Media, ...)
 - Please do our part (read, research, ..., You must do your part!)
- + **Student resilience:** While Teachers shall do their best and I will monitor the quality of their Teaching profession,
 - Please if you happen to fail, believe that that does not mean you are a failure! Check your **Formative Assessment or Evaluation (F)** and see how together we can fix the challenges ...
- + **Learn new strategies of “How to learn.”**
 - Check the way you do things: your level of satisfaction with this method of learning vs. your level of dissatisfaction of it ... and adopt a change and an attitude change.
 - “Be the change you want to see (M. Gandhi)”

INFORMATION:

1. MIUC Fundraising activities: Sports (21st & 22nd Feb), BBQ (18th Feb), Visits to sponsors, Mini-bursary (7th March), Main Event (21st March).
2. Reminders:
 - + Academic Panel / Experts Debates:
 - i. 12th March 2020: Business Management Department
 - ii. 19th March 2020: Education Department
 - iii. 26th March 2020: Arts & Social Sciences Department
 - + Students Academic Workshop: 29th Feb 2020
 - + Lecturers Academic Workshop: 14th March 2020.

Thank You for your collaboration and for your wonderful working spirit.

Be blessed.

Br. Dr. Albert NZABONALIBA (fms)

MIUC Principal

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