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Using Continuing Professional Development (CPD) for Enhancing Teaching Quality in Higher Education of Bangladesh

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ABSTRACT

Bangladesh is crossing milestones in achieving sustainability in every sector and one of the most important sectors is the higher education sector. Thus, it is advisable to improve the quality of education in the environment by evaluating some parameters of service quality. This paper examines the quality of teaching in the higher education sector through continuing Professional Development (CPD) and examines the important role that teachers play in contributing to the development of the knowledge and values needed for teachers. However, since the study is on descriptive and analytical case studies and literature reviews based on reliable sources which shows that workshops and seminars are effective in most traditional modes has as proved to be insufficient for Coordination and evaluation of programs should be mandatory for professional development, which will help to maintain a positive environment with changing global situation. This paper identifies the definition, the dimension, the model, effectiveness, and types of CPD, the quality of service related to student satisfaction. The study helps to identify and assist in taking steps to address the lack of teaching quality whether teachers receive continuous professional development programs and whether such programs are adequate in our college.

1. Introduction

At present the Government of Bangladesh is trying to face the new challenges of 21st century by enhancing the quality of education in all stages. But ensuring quality teaching is a big challenge particularly in higher education. Ensuring

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skills, status, and accountability of the teachers from each level is very much essential to ensure standard education (National Education Policy, 2010).

Subsequently, the quality of the college system as well as teachers through the development of long-term process strategic planning, National University and Ministry of Education create the practice of quality assurance in each institution (World Bank, 2014). Compared to the international standard, Bangladesh lags significantly behind in terms of syllabus, quality of teachers and lack of political foresight etcetera (Prodhana, 2016). In this regard, Teaching is a challenging task to provide good and effective lessons and Continuing Professional Development is a prerequisite for those effective performances (Khan, 2008). CPD is lifelong process for developing teachers' quality as well as other profession (Nicholls, 2000; Tungkasamit, 2011). It has become increasingly popular in education sector. Therefore, continuing professional development (CPD) is essential for enhancing teaching quality to bring anticipated transformation in the field of higher education. This is a literature review and Case studies that seeks to continue the trend of professional higher development to identify effective practices and ways to improve the teaching quality at the tertiary level education.

Current Situation of CPD and Teaching Quality in Bangladesh

According to Khan, (2008) CPD has many sources such as: pre/in-service training; higher education; attending conferences and seminars, involving in organizations, workshops and action research, taking online courses on IT and other necessary skills etcetera. But the researcher (Khan, 2008) has found very limited opportunities in Bangladesh in terms of CPD to improve the quality of teachers. In this context, CPDs in the higher education sector in Bangladesh are not widely used and the CPD practice among the teachers is rare where most of them are not even motivated. However, several training programmes have been implementing with external partners like Total Quality Improvement (TQI), Higher Education Quality Enhance Project (HEQEP), Bangladesh College Education Development Project (BCEDP) etcetera along with several internal CPD initiatives like Education Planning and Development (EDP), Advanced Course on Education and Management (ACEM), Advanced Course on Management (ACM), Digital Content Development Training Course and so on. However, these efforts are not enough as these efforts are not comprehensive in nature and there is no adequate institution based CPD practice in Bangladesh (Essel, 2009; Khan, 2014; Sarkar, 2012; GOB. University Grant Commission 2014; National University, 2018; Raqib, 2019 and Zhu, 2013). In this context, CPDs in the higher education sector in Bangladesh are not widely used and the evidence of CPD practice among the teachers is rare and most of them are not motivated also.

The Need to Enhance Teaching Quality in Our College by using CPD

In our college, teachers are recruited through Bangladesh Civil Service examination where new teachers come without any prior experience or training. In this regard, CPD can help the new teachers to cope up with their profession.

Particularly, the expertise and experience of senior teachers can enrich their junior colleagues through informal CPD (Khan, 2008). These up-skilling of teachers can enhance the education standard of our college (Monem, 2010). In a dynamic profession like teaching, CPD can help the teachers in keeping themselves up to date (Khan, 2008). CPD can also help the teachers to identify their own strengths and weaknesses and therefore make themselves more efficient as teachers (Khan, 2008). However, if CPD is provided institutionally, teachers will get the opportunity to develop professionally, and students will also be benefited through it. Nonetheless, very few formal CPD activities are available in our college. Since, several teachers in our department and few other departments who have recently received training from the University of Nottingham Malaysia, have organized PLC activities for which has created a positive environment in our College. So, effective CPD measures can be helpful in our college to overcome teaching challenges which is being widely practiced in developed and some of developing countries (Fahnert, 2015; Rahman, 2019).

2. Methodology

Case Studies & Best Practise

Theoretically we already found that CPD is a multidimensional long-term professional development activity and in the field of education the necessity of CPD is gradually increasing. Reflecting the knowledge from previous works can immensely help the implementation of any new practice. That is why the following two case studies have been done as it can be helpful to implement CPD in our institution perfectly.

3. Results and Discussion

Case study-1: Discussion and Analysis

[The article is collected from Junpeng (2014). titled “The continuing professional development of the assessment through research-based learning in higher education of Thailand.” *Procedia-Social and Behavioral Sciences*, 143, 737-742.]

The paper of Junpeng (2014) focuses on measures taken for the understanding and skill improvement of lecturers of the evaluation through research-based learning (RBL) programme in higher education of Thailand through four stages of strategies for the professional development of the lecturers in assessment for teaching were i.e., knowledge and skills development training; coaching to develop knowledge application skills; Supervision through competent people and mentoring for care. This study was conducted in the context of Thailand where university authorities have adopted a 15-year plan to turn Thai universities into world-class universities. This is why they choose the research-based learning (RBL) process. Among the 9 universities, Khon kaen University is quite famous for its research-based learning. Lecturers were the target group as the teaching

staffs of the higher education level in the Thailand's Khon Kaen University. The study was conducted in three phases i.e., to perform both knowledge and skills with the inspiration of one's thinking, to emphasize change, and to replicate change as it suggests developmental direction. At different stages of research, they have encountered multidimensional problems that require assessment-based learning.

However, to be involved in this program, there was need to continue the practice until the students developed a level of understanding through various educational course programs. Nevertheless, research-based institutional education management will not be successful without enhancing the quality of teachers and evaluating students for learning, and the quality of education of students will not be achieved (Angelo, 2012). However, Tungkasamit (2011) observed that, university lecturers lacked strategic research and expertise. Moreover, some lecturers with non-academic degrees emphasized summative rather than the formative assessment. In view of the above, the most important thing is to develop the skills and quality of the teachers. To define teachers' enhancement, Gordon (2004) suggests that the process, methodology, dimensions, evaluation, etcetera of an educational institution and the development of students through the development of lecturers in the organization.

The findings of the study showed that 50% of the lecturers lacked knowledge of the concept of assessment. The study found that the average value of knowledge in the pre-test of 45 lecturers, was 30% of the full score. In the end, the average score increased to 75% during the post-training period. The results showed that in the post-training period, lecturers demonstrated more quality, reliable and valuable instruments that are consistent with the quality structure and 80% better than the standard, especially through interpersonal skills and accountability, numerical analytical skills, communication and use of IT. Nevertheless, based on lecturers' performance appraisals, self-assessments and interviews showed that 50% of trainee lecturers lack the skills to build tools in ethics and intellectual skills. Therefore, future research concludes with the position that instructors should focus on development in formative assessment in intellectual skills.

Analysis

In this case, the university authorities are committed to improve the quality of student's and teachers and want to turn the university into a world-class university through CPD. Even after training monitoring and advising for the development of teachers individually or in small groups, 40% of the trainees lack the knowledge to determine the level of intelligent skills and the desired personality. The design and construction of instruments was not effective in this case. The reason may be that the lecturers were doubtful about the intelligent skills and required features in their course. Thus, they failed to design measurements or create effective tools. In addition, there is a deficit in the development of teacher ethics. Both intellectual skills and desirable traits were new methods in the higher education level education system in Thailand. Moreover, the lecturers had no model or empirical evidence of higher education.

However, because of the training, some teachers have changed their attitude towards evaluation.

In this case, some models of CPD have been mentioned which was also found in the studies of Gordon (2004), Feiman-Nemser (2001), and Bednarz, (2005). Knowles, (2005) calls it a procedure model rather than a container model. The model seems to be important and useful for the development of lecturers, but it is very difficult to continue such programs under the workload of lecturers which have also found in the study of Day, (2006). It can be compared with The Khon Kaen University (RBL) program in Thailand between the Centres for the Study of Higher Education (CSHE) at the University of Melbourne in Australia. The type of professional development of both is research oriented. It should be noted, however, that the University of Khon Kaen adopted the (RBL) program as a programme to improve their quality but (CSHE) is a permanent institution of the University of Melbourne and is the one in all of Australia. They are more comfortable in identifying themselves as research institutes than training Center (Jacob, 2015). But there are few limitations in this RBL programme is comparison to the teaching and learning Centre (TCL) is the professional development centre at London School of Economics and Political Science (LSE) in UK as in this programme scope informal practice is very limited and the CPD structure is very formal and resumed faced this can hardly extreme their independent idea easily (Jacob, 2015; Wang, 1999).

However, this case from Khon Kaen University in Thailand is considered as an international event with the quality training in enhancing and evaluating the skills of teachers. The reason for selecting this case is that in the case of untrained lecturers it has identified the problem of efficiency in the evaluation of teaching and have found the solution to that problem after the training through CPD.

Case study-2: Discussion and Analysis

[The article is collected from of Jacob, (2015). titled “Professional development programmes at world-class universities.”] Palgrave Communications, 1(1), 1-27.

This paper of Jacob, (2015) emphasises a more detailed effort to monitor the impact of teaching learning in tertiary education where the results of faculty learning experiences in enhancing teaching quality of CMU, a reputed private research university and the Eberly Center under the aforesaid university in USA. The development of professional qualities of lecturers of the Eberly Center takes place in the form of peer-to-peer community and by creating a field for teachers to come together as they believed that faculty members learn not only through training but also by sharing experiences among themselves. This study was conducted in the context of USA. CMU plays an important role in educating its faculties. The Eberly Center founded in 1982, translates teaching and learning research into practice by bringing together academic and technical subjects at CMU to enhance faculty training and student learning where the current challenge is to increase the demand for faculty to improve quality education (Jacob, 2015). Moreover, there is 15 staff including 9 permanent staff and 6 student staff

in this institution where the researcher mentioned, six student staff members are nominated from a brilliant series of CMU progress learners who serve as teaching fellows. Teaching Fellows oversee undergraduate programs which is supervised by the Associate Director. The result of clearing the team's mission is that every member of the team knows what they are doing and why they are doing, and this way they can work together with the same goal in their mind. Communication within the team is an important issue in the context of which they are working in a coordinated manner keeping in mind the needs through which the needs of the students were meeting as well as creating new learning opportunities.

Result of the study showed a positive effect on learning outcomes, which enhances teaching as well as problem solving skill. The Authority of the institution also took a strong method to enlighten teachers' education i.e., i) Student-centered: Teaching students is the key here; ii) Instructive: to acquire effective methods of teaching, style of approach and in-depth knowledge; iii) Cooperatives: guide faculty teachers on their paths to improvement by identifying their strengths and weaknesses; iv) Structural: Role to providing structural and factual reports to the faculty iv) Data-driven: helps faculty teachers to solve problems related to their regular teaching practice. The result of the paper that the Eberly Center works as part of CMU's infrastructure to assist those who want to solve their learning problems and teach students effectively by taking part in peer-to-peer collegial form for enhancing professional development by solving it with limited resources. Professional development on teacher skills in such a higher learning environment now be an important portion of CMU's total genuine improvement.

However, Eberly focus on discovering the types of technologies that can contribute to their work besides, they want to use of technology to improve teaching and learning in full swing. The Eberly website is an excellent example of the use of technology. It contains precisely organized and informative guidelines that outlines everything for the professional development of teachers.

Analysis

In this case, they always took the help of ongoing technology that can help them in future. A study is conducted every 2-3 years on teachers who contact the Eberly Center to verify the quality of these services. The results of this study help to further enhance the quality of their services that assist faculties interested in improving education students. But there was nothing about whether the platform was formal or informal or whether the professional development of the faculty ensured in peer-to-peer reciprocal way or not. As a result, we had to be satisfied with the specialized growth of teachers. It was not clear to us that how did it happen. The method they are following in this case is also quite commendable. The cluster-based problems are solved by clustering clusters in the faculties and attempts are made to develop renewable subjects. And thus, the development of CPD on Education, CMU has become a significant part.

Like the findings of Lawless (2007) and Opfer (2010), the success of CPD has also been found in this case from CMU. Moreover, in this case the necessity of technology has been acknowledged like Ellis (2009), Hou (2009), Shohel (2010) and Walsh (2013). Again, this case has identified the effectiveness of interaction among the fellows which is like the findings of Guskey (1995). This case from The Eberly Center (CMU University) in USA may be recognised as an international event with the standard practice. As because for choosing this case is that as an independent institution, The Eberly Center is constantly working and connecting role in encouraging for the progress of teaching quality and learning besides, they are always striving to develop the skills of the teacher to meet the needs and solving of educating teachers as well as the students with the help of technology through CPD. Similar CPD practice at CMU University has also been found at the Center for Teaching and Learning Enhancement (CETL), a central body serving all faculty members between the University of Hong Kong (HKU) and the Oxford Learning Institute (OLI) of Oxford Universities are somewhat differ slightly in terms of the structure and issues of these institutions. However it may be one of the best models of CPD that may be applied in our higher education institution (Jacob, 2015).

It is theoretically believed that practical knowledge is better than theoretical idea. Consequently, from the above two case studies. We have got an opportunity to share several practical and technical aspects of CPD which have helped me to understand the issue more practically. We have also been motivated about the real benefit of CPD and consequently among the stakeholders. Moreover, from the case study we have also been learned the probable in practicing CPD in our college. Thus, it may help us to be aware about the difficulties and to mitigate the challenges as well. From the above case studies, the best practices of implementing CPD has been clearly identified which will be very helpful for designing the way of executing CPD effectively in our college and other Bangladeshi colleges as well.

How our College Can be Benefited from CPD to Enhance Teaching Quality

The world of knowledge is changing very rapidly. Today's knowledge, science and technology will become obsolete tomorrow. And those who are leading from the forefront of the development of knowledge, science and technology are the teachers and researchers. In this regard, the teaching professionals should take the responsibility to introduce the new generation to knowledge and science; so, it is very important for them to stay updated with the changing world and it is even more important at the tertiary level. However, it is possible to improve the education system in our college by enhancing teaching quality by combining the newly discovered knowledge sciences and help of web 2.0 technology with the conventional knowledge and sciences (Newland, 2014). In particular, the quality of teaching will be enhanced if the teachers evaluate the students for learning rather than evaluate the learning focusing on Continuing Professional Development of them. As it has been found in the literature (Hofman, 2010; Pennington, & Mike, 1994) researchers clearly identified that CPD can enhance

teachers quality through mutual leaving and enhancing up to date knowledge with reciprocal respect (Junpeng, 2014; Jacob, 2015).

Broad Description how to Implement Continuing Professional Development for Enhancing Teaching Quality in Our College

Choosing goals to do a job well is very important. We have firstly selected a goal to improve the quality of education in our college. Then formed a training cell in the form of the Case-1: the case of Khon Kaen University (RBL) program in Thailand. Then we have selected the Case -2: the case of Eberly Center at the Carnegie Mellon University (CMU). Then we have planned CPD procedure for our college as follows Table 1.

Table 1. CPD Implementation Procedure

Goal: Enhancing teaching quality in our College through Continuous Professional Development (CPD) within the next 2 years.			
Time Frame	Subject	Who will done the job	Provide money if needed
1 st 6 Month	Goal selection Organizing seminars Training cell formation	College Administration	
2 nd 6 Month	Identification of teachers' weaknesses for training- 1. Knowledge and skill development training 2. Coaching to enhance teaching skills for the development of the Students. 3. Supervised by competent persons for measurement and evaluation 4. To train up teachers emphasizing on assessment for learning rather than assessment of learning 5. Mentoring for sustainable development	1. Peer-Observation Group 2. Senior and expert teachers of the Department/Training institution 3. Training cell 4. Training cell 5. Motivating Committee	College Authority
3 rd 6 Month	Approach the issue to the higher authority		
4 th 6 Month	Examining Output		

Source: Self Compilation

According to cases 1, case 2 and literatures (Section 2.0) these tasks may be completed in the four steps mentioned in the table 1. The Ideas and findings of authors like Guskey (1995), Feiman-Nemser (2001), Gordon (2004), Bednarz, (2005) Lawless (2007) Ellis (2009), Hou (2009), Opfer (2010), Shohel (2010) and Walsh (2013) help us a lot in designing our plan of implementing CPD in our college and formulating the table-1 as well. Though the above table has been developed based on CMU model, but it has also some limitations in comparison to

RBL programme in Thailand. As because direct quality enhancement is time consuming and in terms of quality it is better than that of Thailand. As secondhand teaching can never be better than firsthand teaching which is not possible in CMU model. Regarded as cost effective, this model is better but other than formal CPD effort informal means of sharing knowledge and skill can be a little bit more effective along with the above model particularly in case of Bangladesh as well as in our college where a good number of institutions are working for tertiary level education in a very scattered way all over the country.

In this case, under our own management, we will form a training cell following the model of Khon Kaen University (RBL) program in Thailand and Eberly Center of Carnegie Mellon University CMU which can also be followed in our college as well other colleges in Bangladesh. In fact, to mitigate the above four challenges, we have achieved necessary knowledge and techniques from the case studies which will be very useful and practical in the context of present educational environment of Bangladesh. It is also true that it will be an innovative idea rather than a costly step where effort is enough for implementing the goal of CPD.

Strength that Will Support for the Implementation of CPD in Our College

Our college is a renowned and big educational institution in Bangladesh. It was established in 1873 AD. Since its inception, the college has been offering intermediate as well as graduate and postgraduate (Honours and Masters) courses. There are honours courses in about 24 subjects. The multimedia classroom and adequate classrooms with the necessary labs are available here. Most of the departments have 12 posts, including a professor's post; in many posts there are teachers with Ph. D degrees; which is relatively richer than other colleges existing in the country. As our College is in the heart of Rajshahi Division, the posts are always filled here so there is no shortage of teachers or manpower for any purpose.

Besides, there are many Institutions of higher education (Public and private university), a Teachers Training College (TTC) and Higher Secondary Teachers Training Institute (HSTTI) are located near our College. We can easily get their cooperation if necessary. Moreover, the College Authority are very much interested in improving the teaching quality of the college. These are our strengths. So, if we remain steadfast in the initiatives we have planned, it will be able to enhance the teaching standard the instructors of our institutions through CPD. As we found in under CPD teaching quality can be enhanced in various ways like sharing up to date subject knowledge, English skills and scientific technique of teaching in a very coherent form of disseminating lectures (Monem, 2010; Green, 2010; de Vries, 2013; Rabbani, 2014; Parvin, 2017).

Anticipated Challenges and Possible Solutions

Anticipated Challenges

Materializing the CPD is a very big and challenging job particularly in a developing society like Bangladesh. So there are many issues and challenges in this regard considering the reality we have compiled some of the challenges that may arise in our college in achieving academic the goal of the continuing professional development (CPD). Some of the challenges faced by the teachers are- small number of teachers against very large number of students, transferable job, all academic works is controlled by the National University and there are of job for the teacher, teachers and policy makers lack awareness of the existence, provisions, objectives, goals and content of continued professional development, most of the teachers are reluctant to get acquainted or learn about modern educational technology.

Moreover, there is no proper evaluation measure of teacher performance regarding position, promotion and in any other rewards. As a result, teachers are not motivated, there is no suitable policy guidelines and budget for quality teaching and CPD for the academic faculty of Bangladesh. Finally, under this situation forming and effective CPD team will be a big challenge in our college. So, these are most crucial challenges in our college to enhance CPD. Nevertheless, it is not possible to have a positive role in higher education as the above issues hinder participation in CPD for the teachers to enhance teaching quality for increasing the skills of teachers. That is why we must mitigate the above challenges by any cost.

Possible Solutions

There is no denying that without addressing the above challenges CPD can be hardly practiced in our college in an effective way. So, we must combat as we have to create a good interaction among colleagues and motivating them properly and discuss the aims, purposes and goals of using CPD in higher education and demonstrate to the college administration how CPD helps teachers improve the quality, efficiency, presentation and performance of their teaching. Moreover we should be organized professional development workshops, semi-internal and external training and CPD for professional development to improve teacher excellence along with discuss educational issues arising from the topics covered teacher professional development should be associated with financial rewards such as teacher salary increase and promotion (DeMonte, 2013; Ravhuhali, 2015). It is also required that teachers must voluntarily be subject to classroom observation as part of their professional development and should be provided adequate time to participate in workshops for professional development though both the department of education and their own institutions besides teacher evaluation system, teacher student ratio etcetera. Separate budget should be given for CPD and finally a congenial environment and mutual respect is also essential for strengthening CPD.

In the case of professional development of teachers, it is possible to address these barriers if an understanding exists between educators, administrators and policy makers considering their positive intentions towards CPD to enhance teaching quality.

4. Conclusion

The selected case studies and the findings of various studies in the contemporary research works on several educational institutions it has already been observed that CPD is most essential and useful tool which can enhance quality teaching through personal and professional development of the academic faculties of the institution. It has been more relevant in the twenty first century due to technological innovation and development and globalisation everything is changing very rapidly. Subsequently, professional knowledge and information should be up-to-date, and teachers have to be more skilled and tactful, otherwise learners may lose interest to them and finally institution may lose its glory, fame and all stakeholders may suffer from their competence.

CPD is a key component for quality teachers and achieving standard education, but due to various limitations like idea, effort and attitude of the concerned authority it is still a far away in Bangladesh. In fact, Bangladesh is constantly working as a developing country in South Asia for sustainable development. And the most important area of this development is education without which the development of the country is not possible. Due to which the government of Bangladesh is giving importance to improve the excellence of teaching. To deal with the various problems of the present century as well as to learn analytical skills, teachers must learn through the various methods of CPD where it is possible to maintain the quality of education and benefit students through high-thinking teaching skills. This research paper proves that there is no substitute to quality teaching to ensure quality education. But unfortunately, there is no systematic and standard means of professional development effort for the teachers to transform their quality for improving their professional and personal quality. Rather there are many loopholes in recruitment, posting, promotion and there is no teacher evaluation in Bangladesh which is deteriorating the teaching quality and it is very alarming for quality education in Bangladesh. However, realizing the reality, the government of Bangladesh and the National University of Bangladesh has taken several initiatives to overcome the challenges in the path of quality teaching and ensuring CPD. As a part of the effort under BCEDP project good number teaching faculties are taking several courses which may bring a visible change in this field.

This study has assessed the prevailing state of CPD at the higher education level in Bangladesh as well as in our college and it is found that the condition is not satisfactory. To ensure quality education, the quality of teaching in colleges needs to be improved by using CPD. We are hopeful enough that the sincerity of concerned stakeholders and the Government support will bring a dramatic change and development of CPD process for ensuring teaching quality and quality education in Bangladesh.

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