© Kamla-Raj 2014
PRINT: ISSN 0975-1122 ONLINE: 2456-6322
Int J Edu Sci, 7(2): 339-347 (2014)
DOI: 10.31901/24566322.2014/07.02.11

Perceptions of Lecturers on Quality Assurance in Higher Education Teaching and Learning Process

Thomas Buabeng Assan

North West University, South Africa
Telephone: +018 389 2550, E-mail : thomas.assan@nwu.ac.za

KEYWORDS Quality Assurance. Lecturers. Perceptions. Higher Education. Tertiary. South Africa

ABSTRACT This paper presents a report on investigation carried out to determine the perceptions of lecturers on quality assurance in higher education teaching and learning process. A survey study was conducted on a group of lecturers from one of the higher education institutions Campus in South Africa on their perspective on quality assurance in teaching and learning. As the study was qualitative in nature, interview was used as the main instrument for data collection. The results of the study showed that perception on quality assurance according to the respondents is influenced by several factors including lecturers' income levels, academic qualification and teaching experience, job satisfaction, career achievement, student learning needs, students' knowledge and experience. The significance of the study was the realisation that the perception regarding concept of quality assurance is difficult to define and articulate as the quality of a product or service is concerned with the attributes and characteristics which suppliers and customers expect at the time of production and purchase, as well as during the life of the product or service.

INTRODUCTION

How do we become good teachers? What are we aiming for and how can we determine good practice when we see it? Some of the answers to these questions have been developed from theory and practice in the field of education, and the standards universities set for themselves (or those which have been set for them). However, it is often lecturers themselves who give the best indications of not only what, but also how they teach, and what impact this has on the students who study with them. Brown (2012) and Ingleby (2014) believe that the level of quality as far as teaching and learning is concerned in higher education is largely dependent upon the university academic management's ability to focus on ensuring that all staff who teach students are well prepared and supported from the time of appointment. They further insists that to improve the quality of student experiences is largely dependent upon how enthusiasm and interest is instilled in the teaching process and peer review mechanism. Harvey (2012) and Green (2014) are of the opinion that quality in higher education is affected by the extent of employability-development opportunity made available to students within an institution. It is therefore clear that perceptions on quality in higher education are influenced by several variables. This study therefore intended to establish the perception of quality among lecturers at one South African university, which falls under the Higher Education sector.

Literature Review

According to Ramsden (1992), "the aim of teaching is simple: it is to make students learning possible". According to Main (1993) and Green (2014) many lecturers in tertiary institutions face challenges when it comes to determine the aims and objectives of tertiary teaching. However, in a study conducted by Noordink and McArthur (1996) with lecturers in Australia, the following are some of the indications of what universities should be trying to achieve in terms of teaching goals and objectives;

- Imparting or transmission of knowledge and techniques for solving problems
- Teaching how to find information, becoming intellectually inquisitive; and
- Stimulating independent thinking and learning, reasoning, critical thinking, affective debate and argument.

However as noted by Main (1993) lecturers believe that most students remain dependent upon the lecturers for their learning and achievement, for knowing facts better than underlying principles, and are often lacking in marketable

work-related skills, such as problem-solving and teamwork. The above author often encounters lecturers who make remarks such as "as a lecturer my job is to teach or give students the facts and notes". The challenge to lecturers is however to change this dependency to greater self-reliance, so that students develop the skills, which will enable them to control their learning activities.

Research studies by Main (1993), Diseth (2003), Kember and Watkins (2010) as well as Green (2014) indicate that learning activities, especially those of adults, have the following features:

- Learners develop different outlooks and approaches with maturity and/or experience;
- Learners reveal different degrees of independence in their learning;
- Learners exhibit a different amount of involvement in, or different approaches to, learning tasks. The type of involvement is often dependent upon the context in which learning takes place.

Quality Assurance Process in Teaching and Learning in Higher Education

How do we become good lecturers? What are we aiming for, and how can we determine good practice when we see it? How is this assessed and evaluated? The implications of Main's (1993) idea on adult learning are that lecturers have to be informed about theories of teaching and learning. Theories of learning, which range from the behavioural to the cognitive, do influence teaching practices, and so they cannot be ignored.

For example, theorists such as Thorndike (1932) and Pavlov (1927) believe that through the association between sensation and impulse, or "classical conditioning" one can cause any animal or human to behave in new ways. Skinner's behaviourism works on a similar principle, simply causing people to do things by shaping, reinforcement, and reward of appropriate behaviours. Gagnè and Driscoll (1988) view instruction as the "arrangement of external events to activate and support the internal processes of learning".

Other theorists and practitioners such as Bruner and Vygotsky see teaching as best delivered when it involves the "opening of a door", or simply "giving the key to open the door", using the techniques of action learning, problem-based learning or discovery learning (Entwistle 2001).

According to Noordink and McArthur (1996), Chong and Ahmed (2012), and Green (2014), expert lecturers often claim they go through a continual process of the following quality assurance process:

- Learning for themselves,
- Spending time on keeping up-to-date
- Wanting to share their knowledge and interest in a subject,
- Being willing to honestly self-evaluate their personal teaching methods and strategies
- Looking for better ways of teaching from theory and research,
- Practicing listening to students and other lecturers,
- Adapting to new situations, and feeling confident they can cope with change,
- Being proud of their accomplishments, and
- Keeping in mind the learning needs of their students.

Besides, lecturers should be prepared to go through a process of student and peer evaluation and more importantly, they should set and develop standards for themselves and be determined to maintain these standards.

It is important to note that research studies conducted by Entwistle and Ramsden (1983), Bennett (2004), Barnes (2007), Ingleby (2014) has shown that student learning is influenced, among other things, by the way lecturers teach, and the way they assess. Lecturers however, are often concerned with their ability to cover the entire curriculum in a certain time frame.

In order to know what it means to be expert lecturers, we need to be clear about the outcomes of teaching and learning. The difference between learning outcomes and teaching outcomes is that the former is from the perspective of the student and the latter from that of the teacher. According to Noordink and McArthur (1996), Kotzé and du Plessis (2003), Green (2014) teaching outcomes include increases in teacher income; teacher learning and experience; teacher satisfaction and pride in having completed a job well, or shame in having done the teaching poorly, or apathy, not caring either way; and student learning, which is to most lecturers, the most important outcome

Learning outcomes could be perceived as increases in student knowledge and experience;

student freedom (in that students have more control over circumstances, having more information about their environment); student behaviour change; student problem-solving skills in the knowledge area, and the number of occasions of passing, credit or higher grades in assessments indicate (Noordink and McArthur 1996; Keup and Barefoot 2005; Ingleby 2014).

Tools for Quality Assurance Process in Tertiary Teaching

Rationale for Quality Assurance in Tertiary Teaching

Since the democratisation of South Africa in 1994, increasing pressure has been brought to bear upon university teachers to 'get their act together' and improve their teaching methods. Several audit and external programme evaluation by the Higher Education Quality Council (HEQC) were conducted between 2001 and 2010. Some universities lost their accreditation status for several programmes due to their failure to meet the minimum standards of the quality assurance criteria established by the HEQC. Among the criteria for these evaluations is the teaching and learning process. University teachers are being increasingly held accountable for the quality of their teaching and for the performance of their students. These pressures are also expressed in demands for quality assurance. Apart from government, pressure has come from:

Students, who are increasingly required to pay for their education, and are demanding, value for their money; they are expressing their displeasure at the 'product' some of these universities give by refusing to register in these institutions;

The university teachers themselves, who may be aware of their weaknesses and shortfalls in teaching practice; and External agencies that support these universities in some way for whom the products are meant.

Requirements for Quality Assurance in Tertiary Teaching and Learning

Traditionally, learning was seen as a passive acceptance of information, which needed to be drilled into students, memorised, and merely returned to the teacher in exactly the same way. Cognitive scientists and educators now realise this is not true learning; it is shallow**.** It is merely regurgitation of information – rote learning without understanding. The theory of constructivism asserts that students are capable of taking information and structuring it in personally meaningful ways. Learners learn best when they are allowed to link their old learning with the new and allowed to develop their own mental models of the way they perceive this new information, and its place in their perceived world (Noordink and McArthur1996; Pang and Marton 2009). One research Study (Academic and Research 1996) suggests that most academics hold the view that it is difficult to teach a critical approach to the majority of the university students, because they come from a 'banking' notion of education. Their background at school is one in which they regurgitate facts from their teacher expert and it is extremely difficult to adopt a different intellectual attitude. Most students do not appreciate a new way of learning, but want 'special treatment' for their disadvantaged background. The situation however shows a reflection of the poor schooling and associated lacunae such as the absence of a culture of reading, and inability to study independently, all of which impact on the quality teaching and learning process. The goals and outcomes which lecturers set are perceived as important for students undoubtedly drive the direction and extent to which they encourage the learning processes of students. Lecturers also need to determine the extent to which the students share the same goals and perceptions. Furthermore, university lecturers need to reflect on how learning and teaching outcomes relate to the quality assurance movement which is currently playing such a significant role in tertiary education. Excellent lecturers at tertiary institutions consider the quality of teaching and learning as imperative, and have set high standards and goals for themselves with regard to their outcomes.

The quality, of a product or service, is concerned with the attributes and characteristics which customers expect at the time of purchase, and during the life of the product or service (Marx and van Aswegen 1987; Harvey 2012; Green 2014). In the case of tertiary education, students are often seen as the 'customers' of tertiary education especially now that they have to pay towards the education they receive. Quality, then, is the value that they place upon the worth of the subject, and the ability of the university to provide them with an education, which they

can use in later life. Students also see immediate quality as the ability of the teacher to provide them with services such as strategies for learning, the provision of teaching which ensures the acquisition of knowledge and skills, sufficient and helpful feedback on their assignments, and lecturers being available for consultation on student problems.

The Relationship Between Quality Education Provision and Quality Assurance Standards Set by the Government

Quality assurance is an 'enabling device' helping us to achieve high standards, rather than simply being an imposition. Quality itself is difficult to define and articulate (Harvey and Green 1993; Noordink and McArthur, 1996; Harvey 2012; Green 2014). It is like terms such as 'liberty', 'freedom', and 'justice' – all value-laden terms, which most of us would say are valuable qualities to strive for in our society. According to Noordink and McArthur (1996) as well as Martins et al. (2013) the distinct definitional categories of the term 'quality' may be classified as follows:.

Fitness for Purpose – judged in terms of a product or service being able to do the job it was designed or set up for. For example, are the products from the University the kind that every employer will hope for?

Value for Money – the popular view where we receive a high standard product or service for a price we can afford. For example, students will demand that, modules have lecturers at all times and that academic support is accessible and user-friendly. Assessment and evaluation processes are transparent and understandable.

Transformative – where a personal quality is transformed into something of a higher order, similar to ice being transformed into water, which is again transformed into steam. For example, the question one may ask is, to what extent is the teaching /learning process in the university Transformative? Are the lecturers, lawyers or business graduates we purport to train transformative enough? This is a question for the public to answer.

Exceptionality – the traditional notion of quality is distinctive, a view of quality as excellence or exceeding very high standards and exceptional, or exceeding a set of minimum standards. For example how exceptional are our graduates such that they are different from other graduates in one way or another?. or how attractive are the university programmes? do they address the needs of the community or the needs of lecturers?

Perfection – Having zero defects and getting things right the first time. To what extent are we perfect in our delivery? How marketable are the university programmes? Do they address the needs of the society?

Research Questions

This study focused on the perceptions of lecturers from one University Campus in South Africa regarding the issue of quality in teaching and learning. The following questions guided the study:

How do lecturers' at university relate quality in teaching and learning processes and why?

What are the goals lecturers have set for themselves in terms of quality assurance in teaching and learning?

What are the areas lecturers can work on to assure quality in teaching and learning**?**

RESEARCH METHODS

The participants were lecturers from two Faculties. Twenty (20) academic staff members (six females and 14 males), whose ranks were lecturers, senior lecturers and professors, were chosen randomly. Purposive sampling was also included to ensure equity in gender representation. As the study was qualitative in nature, interviews were the main instrument for data collection. This approach ensured that in-depth data were collected from participants to determine their perspective on what issues constitute quality teaching and learning. The interview questions were limited to the main themes in the research questions and each interview lasted about an hour. Data collection lasted about three months and took place mainly in the respondents' offices.

FINDINGS AND DISCUSSION

Responses were analysed using content analysis techniques under the following themes as reflected in the research problems.

Relating Quality Assurance to Teaching and Learning

From research question one it may well mean that *what* the teacher delivers and *how* the teacher delivers is of considerable concern to the learn-

er – whether the customer is the student or the employer. To be committed to a quality product is to be committed to all the processes, which will ensure that the product is of a high standard all the times. Therefore it is incumbent upon the university teacher to be ever mindful of the processes which will assure everyone that the quality – whatever the attributes may be – is the best available. Both lecturers and students were of the opinion that quality in teaching and learning means setting high standards, creating expectations of quality through actual performance and not compromising these standards. Research studies have shown (Naidu and Bernard 1992; Rafi and Karagiannis 2013; Ingleby 2014) that when students are assisted to structure their own concept maps of topics and subjects, their understanding and learning improves.

Goals for Teaching and Learning

The participants believe that planning which include certain goals or objectives is necessary for enhancing quality teaching and learning. Learning objectives are therefore imperative while devising instructional strategies, which will enable students to acquire the knowledge and skills, required by their discipline. Brown and Atkin (1991) have listed three main goals for teaching through tutorials. These goals have been reiterated over the years by other researchers including Rafi and Karagiannis (2013) as well as Itua et al. (2014). These goals include the following:

Development of Communication Skills – learning cannot take place unless the learner is able to listen, explain, question, and respond effectively. Students can be effectively encouraged to develop these communication skills through tutorials than lectures. This was shown by research at a former Historically Disadvantaged University in South Africa, (Academic and Research 1996). This study confirms the findings of Academic and Research when over 70% of the lecturers interviewed were of the opinion that the need for students' empowerment was important:

Students have to gain confidence, and attain a level of competence which will make them say what they want to say in a manner that will be completely comprehensible, logical and meaningful."

Development of Intellectual and Professional Skills – for the student to develop any semblance of competence, he or she needs to use the information gathered in lectures and from readings to solve problems. This is undoubtedly the singularly most important goal of tutorials. If students are not given this opportunity, it is doubtful they will gain what they need to pass the unit successfully. A catalogue of competency skills required in student development was listed by lecturers as follows:

- Solving problems effectively
- Questioning skills
- Logical reasoning
- Evaluating evidence or data
- Determining relationships between concepts
- Transferring knowledge and skills to new contexts
- Synthesising information into a coherent whole
- Analysis of information
- Determining gaps and inconsistencies in information
- Searching for information to fill those gaps
- Identifying and proposing solutions
- Designing useful objects or projects
- Arguing rationally

This list confirms what Noordink and McArthur (1996) term as the Taxonomy of Creative and Critical Thinking Skills in teaching and learning process. According to Martins et al. (2013), the taxonomy consists of learning and teaching outcomes which in the view of these authors, symbolises quality assurance tools.

Personal Growth of Students – most of the lecturers interviewed believed that students will learn team skills, which are definitely required in later professional life, if given the opportunity to interact with others. The study established that Personal Skill development involves:

- confidence in working with others
- reflective skills in understanding their reactions to others, and how others react to them
- an understanding of their own leadership potential;
- an understanding of the sorts of roles they best fit into while working in teams on assigned tasks and projects. These findings are in line with Steele and Ashworth (2013) as well as Green (2014) who agree that effective learning and teaching require the learner to have developed a repertoire of skills which would facilitate achievement.

Challenges Relating to the Implementation of Quality Assurance Mechanism in Teaching and Learning Process

The study established the following challenges in managing the quality assurance process as presented by all participants:

Operational – There might be conflicts about presentation techniques. In the studies conducted at one University Campus in South Africa (Academic and Research 1996), it was noted that the presentation techniques in South African universities appear to differ from those in some other countries. In general most universities emphasise the lecture method above other teaching methods. For example more material is generally covered by the lecturer and less is left to the student to pursue in independent reading, whereas in the UK for example, at most universities one lecture per week per subject is combined with a longer seminar or tutorial period. With the changing face of education delivery in South Africa, this operational problem should not pose an obstacle to improving quality teaching and learning. If university teachers are unanimous on Noordink and McArthur's (1996) taxonomy of Critical Thinking and Student Development as well as the model suggested, then there is common ground in alleviating the problem of operational techniques (Martins et al. 2013).

Administrative*:* Teachers have administrative demands at odds with teaching activities. Most lecturers are involved in matters of an administrative nature in their departments which demand a fair amount of time which may detract from the time allocated for tutorials (Academic and Research 1996).

One way to address this issue is to share courses and topics within Departments and among lecturers. This gives enough opportunity and time for academic staff to plan well for their teaching and also attend to administrative duties (Chmielecka 2014).

Availability of Adequate Resources: Rooms and special tutoring facilities. In certain academic departments for example, facilities for seminar and tutorials are very scarce, nevertheless, through group processes, students get chances to attend weekly tutorials/seminars.

High Student-Lecturer Ratios: With large ratios however, the group process could be utilised whereby under the circumstances at least each group could have a tutorial at least once in four weeks depending on total enrolment for the course. In between students are given problem solving oriented tasks for the group (Ramsden 1991; Keup and Barefoot 2005; Martins et al. 2013).

Workloads: Teachers may also be required or wish to conduct research or consulting activities. This is a genuine problem where with 10 or more courses to teach a lecturer is expected to conduct research or perform consulting activities. The pressure on lecturers to conduct research has been intense. But effectively utilised, the tutorial model suggested above could also form the basis for research, especially action research, whereby one could utilise the results to improve the teaching learning process. Angelo and Cross (1993) as well as Chmielecka (2014) are of the opinion that we can improve upon learning and teaching if we research what happens to students as a results of the university's experience (outcome).

New techniques may be considered 'faddish' and are therefore scorned. Obviously attitude to change has not been positive especially where old practices have to give way to new ones. One way to overcome resistance to change is to get people well informed about the change, through seminars, workshops and some form of motivation in the form of recognition and reward for achievement (Ramsden 1991; Keup and Barefoot 2005; Martins et al. 2013).

Nevertheless all these problems affect customer satisfaction, and it is the responsibility of the teacher to ensure these barriers are minimised. There are obviously numerous ways to help students learn. However it is essential that, as in preparing for lectures, the lecturer considers what the prime focus of the tuition should be. Learning objectives are imperative while devising instructional strategies, which will enable students to acquire the knowledge and skills, required by their discipline.

The model as shown in Figure 1 has three basic aspects. Firstly, it defines the interpersonal relationship between teacher and learner as described by Vygotsky zone of proximal development (Leibowitz et al. 1997) This zone or bridge between the familiar and the unfamiliar defines the gap between the teacher's knowledge of the subject and the various levels of students' un-

derstandings of the subject. The teacher's role is that of a mediator or facilitator who enables learning through the processes of mediated learning experience. Intentionality and reciprocity determine the quality of mediated learning. Deep approaches to learning are outcomes of courses in which the different parts of the process shift towards the italicised direction of the continuum at each part (Ramsden 1991; Keup and Barefoot 2005).

The second aspect is that in deeper learning the primary interpersonal relationship between lecturer and student is shaped and influenced by lecturers' conceptions of teaching and learners' perceptions of the teaching and learning contexts of the course.

Thirdly, the model shows that approaches to learning and hence the quality of the teaching and learning process emerge from the systematic interaction of different variables at each phase of the cycle.

Left of the axis represents tutor-centredness. At the extreme, this means that the tutor does everything, including dominating the tutorial with a one-way flow of communication in a monocratic style. Dominance in a problem-solving tutorial can vary greatly. If students are given free reign to discover the solutions to problems together, it would be much more student than tutor dominated. Dominance refers to the amount of time spent talking by lecturer or student (Rafi and Karagiannis 2013).

CONCLUSION

This paper examines the lecturers' perceptions on quality teaching and learning. The paper examined in detail the literature on quality in higher education. The findings this study suggest that the concept of quality in teaching and learning extends beyond passing or failing tests and/or examinations. Quality in educational provision involves a process which at the end allows the student to create a meaningful existence and add to the wellbeing of the entire society. The study further suggested a model or an

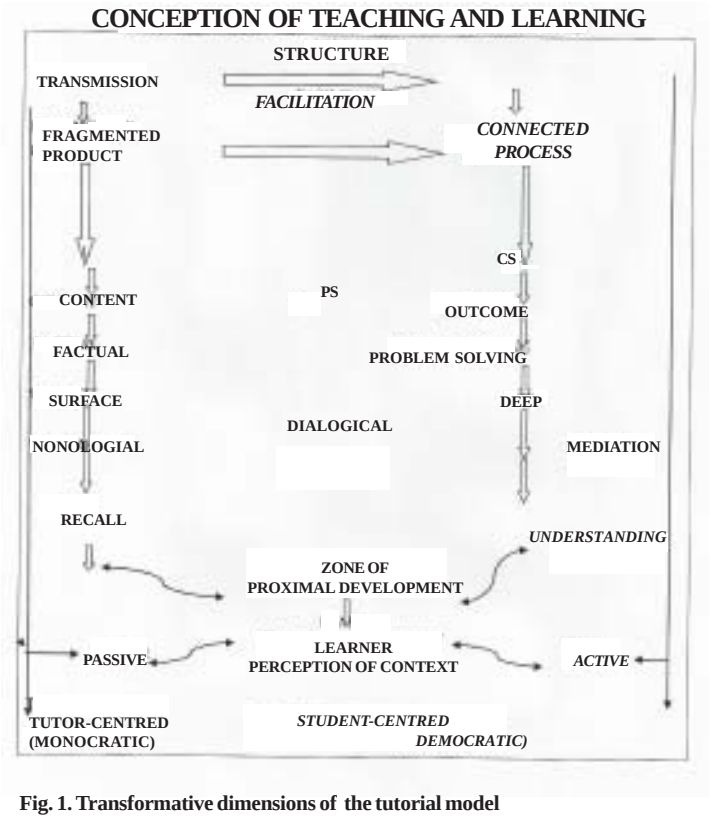

Fig. 1. Transformative dimensions of the tutorial model

approached based on transformative tutorial system as a teaching and learning tool to enhance quality in the University.

RECOMMENDATIONS

The results of the study clearly indicate the need to enhance quality assurance process in teaching and learning in higher education. The following recommendation would therefore provide the point of departure for enhancing quality teaching and learning:

The Tutorial as a Model for Improving Quality in Teaching Learning Process

i. If quality is about the subjective and objective attributes of a product or service which satisfy customers' expectations and perceptions at the moment of service delivery and during the lifetime of the useable life of the product or service, then how does this notion affect tertiary teachers in improving their teaching/learning processes? As mentioned above, good teachers continually reflect on their teaching methods to determine whether they are having the desired effect: quality learning. Approaches to learning are thus context-dependent and influenced by the ways in which courses are designed, taught and assessed Research studies have confirmed the critical importance to effective learning of teaching methods which promote student enterprise, student autonomy and co-operative endeavour. A need for a transformative concept of quality is necessary to facilitate deep approaches to learning (Fig. 1).

L – Means that a lecture may be structured or unstructured, but is usually 90 – 100% lecturer dominated

CS – Case study- more student-dominated, and relatively structured

PS – problem-solving class, usually very well structured, but equally dominated by tutor and students

LIMITATIONS OF THE STUDY

The study focused on one particular higher institution campus in South Africa and the results could not be generalised within the higher education arena. Nevertheless lessons from the study could serve as basis for further studies. Besides the research did not cover students and the results mainly expressed the views of the lecturers on teaching and learning process.

REFERENCES

Angelo TA, Cross PK 1993 *Classroom Assessment Techniques: A Handbook for College Lecturers.* 2nd Edition. San Francisco: Jossey-Bass Publishers.

Academics and Research 1996. *A Report on Interviews Conducted at the University of Bophuthatswana* by Education Policy Unit of the University of Western Cape.

Barnes BR 2007. Analysing service quality: The case of post graduate Chinese students. *Total Quality Management and Business Excellence*, 18(3/4): 313-331.

Bennett R 2004. Students' motives for enrolling on business degrees in a post 1992 university. *The International Journal of Educational Management*, 18(1): 25-36.

Brown G, Atkins M 1991. *Effective Teaching in Higher Education.* London: Routledge.

Brown S 2012. Managing change in universities: A Sisyphean task? *Quality in Higher Education*, 18(1): 139-146.

Chmielecka E 2014. Academic values and the procedures of quality assurance. In: H Eggins (Ed.): *Drivers and Barriers to Achieving Quality in Higher Education.* Rotterdam: Sense Publishers. Life Long Learning Programme, pp. 43–54.

Chong YS, Ahmed PK 2012. An empirical investigation of students' motivational impact upon university service quality perception: A self-determination perspective. *Quality in Higher Education*, 18(1): 35-57.

Diseth A 2003. Personality and approaches to learning as predictors of academic achievement. *European Journal of Personality*, 17: 143-155.

Entwistle NJ, Ramsden DC 1983. *Understanding Student Learning*. London: Croom Helm.

Entwistle NJ 2001. Styles of learning and approaches to studying in higher education. *Learning Styles in Higher Education*, 30(5-6): 593-602.

Gagnè RM, Driscoll MP 1988. *Essentials of Learning for Instruction*. NJ: Englewood Cliffs.

Green P 2014. Measuring service quality in higher education: A South African case study. *Journal of International Education Research,* 10(2): 131-142.

Harvey L, Green D 1993. Defining quality. *Assessment and Evaluation in Higher Education*, 18(1): 9-30.

Harvey L 2012. Defining and measuring employability. *Quality in Higher Education,* 7(2): 97-109.

Ingleby E 2014. Selected student and tutor perceptions of ICTs in further and higher education. *Journal of Further and Higher Education,* 38(3): 387-304.

Itua I, Coffey M, Merryweather D, Norton L, Foxcroft A 2014. Exploring barriers and solutions to academic writing: Perspectives from students, higher education and further education. *Journal of Further and Higher Education,* 38(3): 305-326.

Kember D, Watkins D 2010. Approaches to learning and teaching by the Chinese. In: MH Bond (Ed.): *The Oxford Handbook of Chinese Psychology.* New York, NY: Oxford University Press, pp. 169-185.

Keup JR, Barefoot BO 2005. Learning how to be a successful student: Exploring the impact of first-year seminars on student outcomes. *Journal of the First-Year Experience and Student in Transition*, 17(1): 11-47.

Kotzé TG, du Plesis PJ 2003. Students as "co-producers" of education: A proposed model of student socialization and participation at tertiary institutions. *Quality Assurance in Education*, 11(4): 186-201.

Leibowitz B, Mabizela M, Naidoo M 1997. Teaching Writing for Professional Development. *Academic development*, 3(1): 77- 96.

Main A 1993. *The Development of Preparation Courses for New Academic Staff*. Canberra: AGPS.

Martins HDS, Loureiro SMC, Amorim MPC 2013. Quality and sustainability in higher education institutions: Key factors. *International Journal of Management Cases (IJMC)*, 15(4): 315-330.

Marx FW, Van Aswegen PJ 1987. *Business Economics: A Short Survey*. Pretoria: Educational Publishers.

Naidu S, Bernard RM 1992. Enhancing academic performance in distance education with concept mapping and inserted questions. *Distance Education*, 13(2): 218-233.

Noordink P, McArthur J 1996. *Teaching Practice. Lecturing Practice and Techniques*, Book 1 and 2. Queensland: University of Southern Queensland.

Pang MF, Marton F 2009. Variation theory: The relationship between learner's autonomy and teacher's scaffolding. *Journal of Educational Studies*, 3: 22-35.

Pavlov IP 1927. *Conditioned Reflexes: An Investigation of the Physiological Activity of the Cerebral Cortex*: Oxford: Oxford University Press.

Ramsden P 1991. Performance indicator of teaching quality in higher education. *Studies in Higher Education*, 16: 129-150.

Ramsden P 1992. *Learning to Teach in Higher Education*. London: Routledge.

Rafi F, Karagiannis N 2013. A comparative study of African-American males vs females at a minority institute of higher learning and the role of supplementary instruction. *Journal of Peer Learning*, 6(1): 1-11.

Steele A, Ashworth EL 2013. Walking the integration talk: An artsci project. *The Canadian Journal for the Scholarship of Teaching and Learning*, 4(2): 12-31.

Thorndike E 1932. *The Fundamentals of Learning*. New York: Teachers College Press.