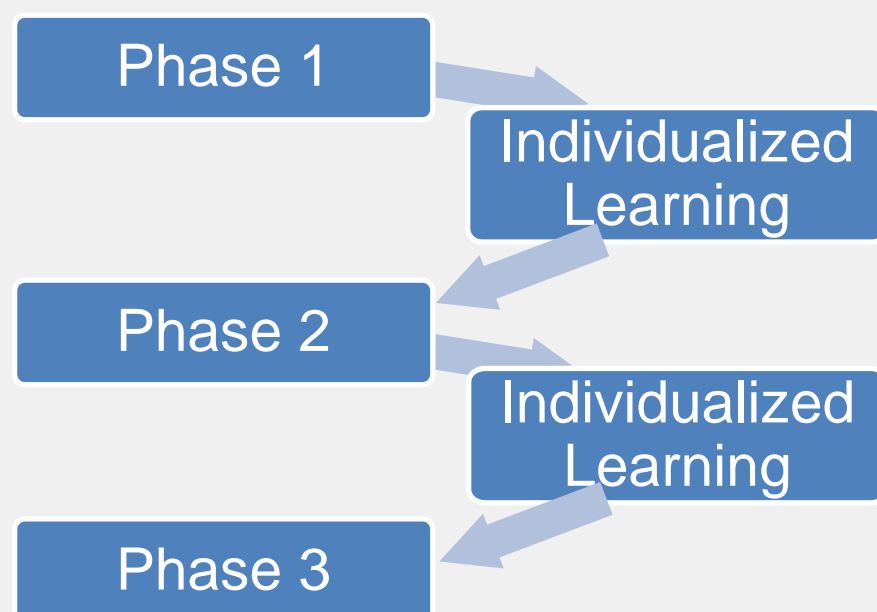


BACKGROUND

- University of Liberia College of Health Sciences (ULCHS) faces challenges in providing high quality health education due to societal turmoil disease outbreaks, and a critical lack of human resources.
- In 2018, ULCHS leadership prioritized building a faculty development program focused on pedagogy and teaching skills
- This program uses an innovative, localized South-South Training-of-Trainers (TOT) model which leverages local trained educators to bridge teaching and learning gaps among ULCHS faculty members

COURSE DESIGN

- Pedagogy program is delivered over a 3-month period in 3 phases
- Course includes three instructor-led training sessions, and two rounds of individualized learning facilitated by a moderated listserv or on-line forum for peer support.
- Program is centered on completion of an educational project relevant to improving educational quality or teaching skills.



LEARNING OBJECTIVES

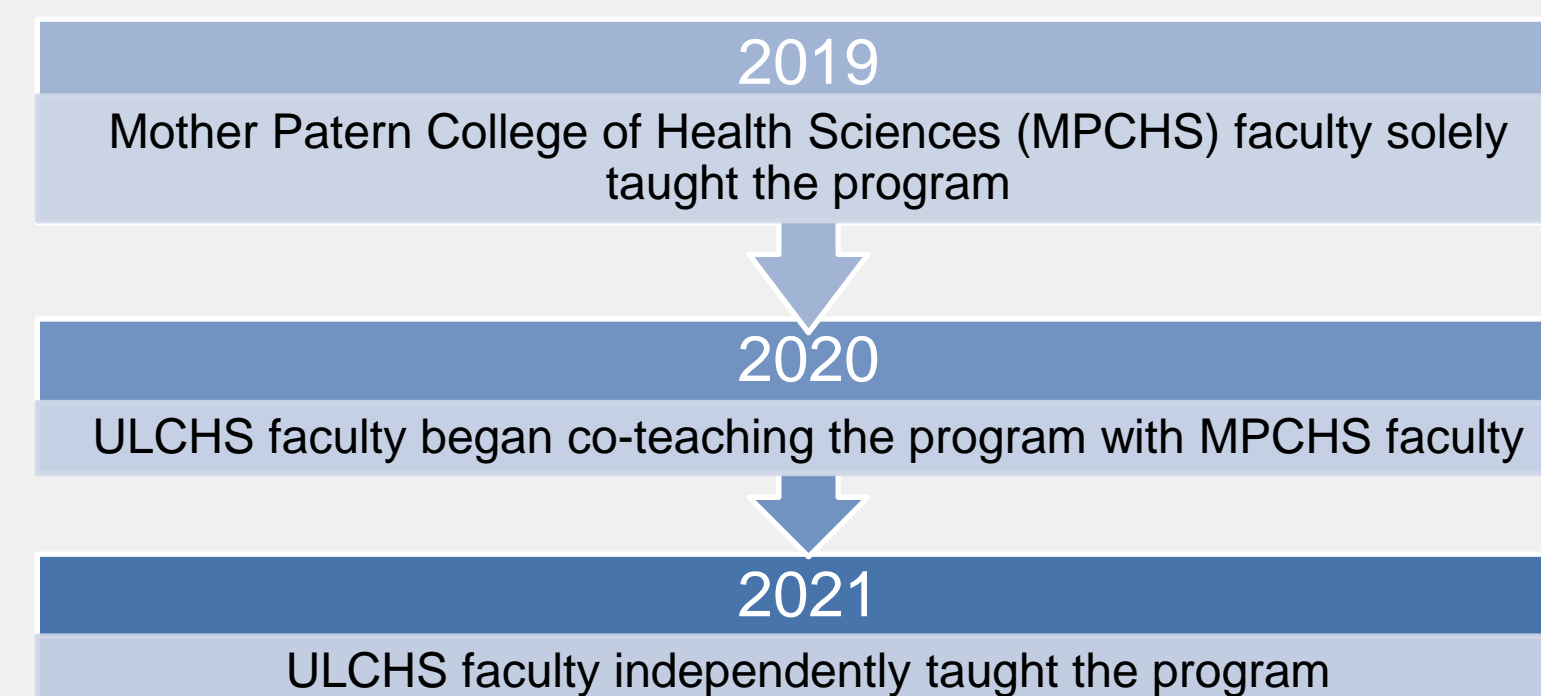
By the end of the training, participants will be able to

- Demonstrate excellence in classroom teaching, incl. applying best practices in instructional planning.
- Define the goals of assessment; design fair and relevant assessments, including effective test questions.
- Demonstrate best practices for teaching *in a clinical setting*, including the utilization of demonstration, simulation, coaching techniques.
- Evaluate teaching practice and demonstrate peer learning (including sharing constructive feedback with peers; receiving and incorporating feedback).
- Ensure gender-sensitive pedagogical approaches and a gender equitable learning environment.

METHODS

Implementation

Phased transition of facilitation from two institutions:

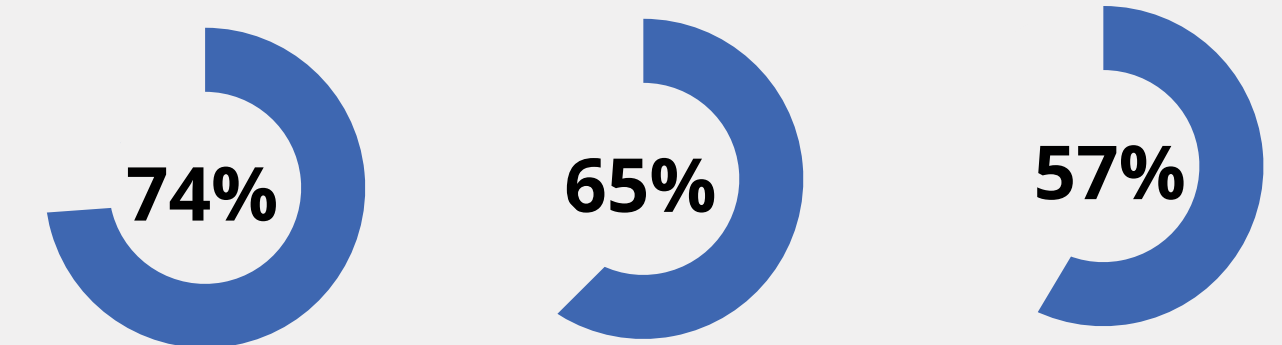


Data Collection

- Surveys administered at the end of each iteration of the training; participants rated perceived knowledge or skill in 11 key areas of competency using a five-point Likert scale
- The surveyed competencies aligned with those that the program intended to teach

FINDINGS

- Analysis across three iterations of the programs indicated a substantial improvement in participants' perceived knowledge in all 11 competency domains related to teaching, learning, and assessment
- Despite the transition in course facilitators from 2019-2021, the average increase in knowledge perception remained positive.



Avg increase in knowledge in 2019

Avg increase in knowledge in 2020

Avg increase in knowledge in 2021



L: Participants engage in small group work in the training;
R: Participants pose with their certificates after completing the training

CONCLUSION

- This model is a viable option for future LMIC programs looking to make systemic change to pedagogical practices because of its emphasis on peer instruction.**
- The South-South approach, particularly a localized one, promises to be a contextually relevant, sustainable approach particularly for low resource contexts.