

Perspective of students: Teaching across levels

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There is a general management thinking to utilize lecturers in a University at a level where either the lecturer is comfortable or there is a dire need in that course. This has resulted in the creation of silos within the Academics. Appointment as a Unit Coordinator, in general entails that specific course ought to be primarily taught/coordinated by the same lecturer. Once a specific course is allocated to a lecturer, the experience due to the learning curve tempts the lecturer to stick to that specific course. This could go for years and as such results in a monopolistic situation preventing others from tasting the flavour. Usually a University lecturer would have experienced teaching either only UG courses or PG courses but rarely both. We could see suites of UG lecturers and suits of PG lecturers within most schools in a University. Students entering the University for the first time in year-1 are not only looking at the content expertise of the lecturer, but also looking how the future years will be for them. The author envisaged that if lecturers who have taught earlier at Yr2, Yr3 and PG levels are provided an opportunity to teach these fresh Yr1 students, would help keep them motivated. Moreover, they will also understand the cohort and their ability/capacity which should help them to strategize their teaching for the subsequent years when they face them. To validate this assumption, the author set to conduct a longitudinal survey and requested to teach Yr-1 students for the first time (earlier he had taught at PG, Yr-3 and Yr-2 levels). This opportunity would help him to analyse and improve his own teaching based on the learning effectiveness of the students. As part of this teaching, student feedback was sought on this particular aspect. This paper will address this initiative which will help in the scholarship of teaching and learning by sharing results with the academics at large.