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AMC TODAY

AFRICA MEDICAL COLLEGE *"Committed to academic excellence and cultural diversity"*

Africa Medical College Holds Its Annual National Research Conference

Africa Medical College conducted its first Annual Research Conference on the theme "Evidence for Health–Related Sustainable Development Goal" at the College's Main Library on February 17, 2023.

The purposes of the Conference were to encourage relevant research works that contribute to improving research practices in national and local priority areas, disseminate findings of research and foster awareness of academic and administrative staff about research and development activities on health and medical education.

The conference was officially opened by the Vice



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All DDM Students Pass Their COC with Flying Colors

It is a pleasure to inform all AMC community and external stakeholders that all our students who graduated from the Department of Doctor of Dental Medicine have passed their COC exam effectively.



Africa Medical College extends its sincere congratulations to our students on such a fantastic accomplishment. This big achievement is a perfect reminder that our institution has always been diligent and our students are talented, hard-working, and deserving.



Capacity Building Training On Learning-Teaching Methods and Students' Assessment

Africa Medical College organized and conducted a capacity-building training on learning-teaching methods and student assessment at the College's Graduate library on January 13, 2023.

The training was conducted by two prominent university professors, Mr. Yosef Shumi an Associate Professor from Kotebe University of Education and Dr. Frdisa J. Aga, an Associate Professor of Education from Addis Ababa

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President of the College, Dr. Mekonnen Belay. The Vice President, in his opening speech, said Africa Medical College gives due consideration to research and community services. Presently, the College has designed and implemented research policy and guidelines and set aside a budget to fund researches that may be undertaken by the academic and support staff. Some of the College's academic staff have also undertaken many relevant studies and community services.

Academic staff members who engage in research undertaking . .. will have more comparative advantages than those who do not.
Dr Tesfaye Teshome



The papers presented at the Conference were related to theoretical and practical aspects of health and medical practices that encourage both experienced and novice researchers of the College to present their papers and share their insights and research findings with the internal and external research community.

One of the presenters, for instance, is a student who received his degree from Africa Medical College in one of the programs a few years ago and still pursuing his education in another program in the current academic year. Dr. Mekonnen expressed his hope that the methods of scientific analysis used by the presenters would help those who are and who will want to engage in research activities in the future and thanked the President and owner of the College, Mr. Berhane W/Georgis, for his unreserved support in the implementation of all the planned activities. He also extended his thanks to the Research and Community Service Office and Research and Publication Committee who worked hard to make the conference a reality.

Dr. Mekonen thanked the Guest of Honor and Keynote Speaker, Dr. Tesfaye Teshome, Senior Vice President of Unity University for availing himself at the Conference and making a keynote speech in spite of his crowded work schedule.

Dr. Tesfaye Teshome, in his keynote speech, underscored higher learning institutions, such as AMC, have responsibilities that rest on the three pillars of higher education; namely, teaching/learning, research and outreach/community services. Even though all these three pillars are important for the survival as well as proper functioning of higher education learning institutions, research undertakings are extremely important as they are expected to identify problems of the community and undertake relevant and demand-oriented investigations to forward possible solutions. Aca-

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Training on teaching-learning ...(cont'd from page 1)

University Institute of Educational Research (IER).

Dr. Mekonnen, the VP of the University, in his opening speech underlined the importance of skill in teaching methodologies and student assessment for effective teaching-learning to produce sufficiently trained citizens who can be of sufficiently useful to the society as well as themselves.

The first presenter, Dr. Firdissa, in his presentation explained methods, theories, and principles of teaching-learning. He particularly underlined the meaning of learning, how understanding is conceived, and when knowledge is used effectively. He said learning is a relatively permanent change in the behaviour of a person (the learner) (thinking, skill, emotion, spiritual, action) and it is an internal process that occurs in the learner. Learning takes place in three stages: motivation stage, acquisition stage performance stage. Learning includes increasing knowledge, memorizing, and acquisition of facts or procedures, abstraction of meaning, and understanding reality. The training was attended by 29 academic staff from all units of the College.



Mr. Yosef Shumi, in his turn, covered a wide range of students' assessment issues such as planning tests, basic steps in classroom Testing, the Purpose of Classroom Testing, types of evaluations, the roles, types, and uses of objectives of education, preparation, and administration of classroom tests and examinations.

Regarding types of evaluations, he stated that there are four basic types of classroom evaluations which are dubbed placement evaluation, formative evaluation, diagnostic evaluation, and summative evaluation. Placement evaluation is the evaluation of student entry performance in a sequence of instruction. It is used at the beginning of a course or a unit to determine learning readiness aid in instructional planning and make advanced placements. Formative evaluation on the other hand is the evaluation of students learning progress during instruction. It is used periodically during instruction. Its purpose is to provide continuous feedback to both students and teachers concerning learning successes and failures.



Diagnostic evaluation, the presenter indicates, is the evaluation of students to know their learning difficulties of students during instruction. It is used as needed during instruction. Diagnostic evaluation is concerned with the persistent or recurring learning difficulties that are left unresolved by the standard corrective prescriptions of formative evaluation. The main aim of the diagnostic evaluation is to determine the causes of learning problems and to formulate a plan for remedial action. For this purpose, we use diagnostic tests and observational techniques. These tests cover a limited sample of specific errors. The test items have a low level of difficulty. It is the evaluation of a student's achievement at the end of instruction.

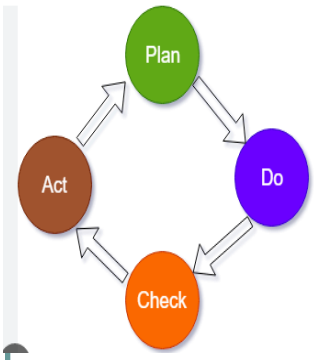
The main purpose of summative evaluation is also to determine the extent to which instructional objectives have been achieved and is used primarily for assigning course grades or for certifying students' mastery of the intended learning outcomes. It also provides information for judging the appropriateness of the course objectives and the effectiveness of the instruction. The techniques used in the summative evaluation are determined by the instructional objectives, but they typically include teacher-made achievement tests, ratings on various types of performance (e.g., laboratory, oral report), and evaluation of products (e.g., themes, drawings, research reports). These tests cover a broad sample of all objectives. The test items tend to have a wide range of difficulties.

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QUALITY ASSURANCE CORNER

Principles of Good Management in Higher Education

PROF KATE ASHCROFT (2004)



People in higher education are its principal resource. Other industries where this is true, such as the IT industry, have long recognised that it requires a special sort of management and leadership, characterised by short lines of command, informality, the ability of all staff to contribute ideas and to challenge authority, systems and regular processes to enable consultation, transparency and openness and so on.

Introduction

Good managers in higher education are sensitive and responsive to the purposes and ethos of universities. In particular, they respect the collegiality that is necessary in a business that is only as good as the ideas and knowledge it generates. People in higher education are its principal resource. Other industries where this is true, such as the IT industry, have long recognised that it requires a special sort of management and leadership, characterised by short lines of command, informality, the ability of all staff to contribute ideas and to challenge authority, systems and regular processes to enable consultation, transparency and openness and so on.

Management styles may be characterised under different banners:

My career, do or die

Some managers are deserters: they are never in the institution, but are out and about furthering their personal reputation and career at the expense of the institution. Often they justify this time away in terms of raising the profile of the institution. However, proper leadership and management requires time and effort to be spent with internal as well as external stakeholders.

My way is the right way

Other managers can be likened to missionaries. These charismatic types can be very successful, having as they do a clear vision of education and the institution, provided that their zeal is not at the expense of more routine but necessary matters such as monitoring, evaluation and policy development, and provided that their vision is a valid one.

My way is the only way

A common management style, and one totally inappropriate to higher education is the autocratic style. This kind of leader keeps information to him/herself, does not delegate authority or responsibility, discourages ideas that are not his/her own, dislikes dissent and stifles individual initiative and alternative views.

The middle way is the best way

More common in higher education is the compromiser. He or she seeks to find a middle way through dissenting views and different policy options. The problem with this style is that compromisers tend to be vacillators, shifting their ground with public (or at least academics') opinion. Another problem is that the middle way is often not the right one and may be inconsistent with the external context or with other institutional policies.

Meticulously into the future

Another common style is the bureaucratic style. This kind of manager believes that provided there are sufficiently rigorous processes and procedures the institution will be well managed. It is indeed true that mass higher education cannot function effectively without systemised records, policies, checks and balances. However, the problem with this style is that it will not provide staff with inspiration and good higher education relies on motivation and direction.

The best higher education managers have elements of each of these styles, except perhaps

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Principles of Good Management ...(cont'd from page 4)

the autocrat:

They are attentive to the international context and national needs and issues, but are aware that these can only be met with the wholehearted support of the academic community, and that such commitment requires management and leadership effort.

Like the missionary, good academic managers have a clear and well articulated sense of direction and a vision for the future, but this is informed by consultation and careful analysis of internal and external factors. In the case of higher education this vision will be an academic one, based on concepts and ideas about teaching, learning, assessment, research and knowledge transfer. It will be informed by international and national knowledge and priorities, but will not be a slave to them.

Like the compromiser, the best academic managers are willing to listen and weigh up the views of a variety of stakeholders and are willing to allow dissenting voices. Academic managers are fortunate that they work within a workplace that contains some of the most creative and original thinkers in the county. Many staff will thus be able to analyse and critically assess potential policy options. Such analysis provides a useful test of the robustness of the policy or strategy and should be welcomed. However, one of the responsibilities of academic managers is to have a wider vision than those with less overarching roles. They have to look at the effects of action on all stakeholders and consider the long- as well as the short-term consequences of strategy and action. This means that they must be willing to take decisions that are in the ultimate interests of higher education but that may be unpopular. In the end the decision on a direction, action or policy must be a management one and managers must stick to their decision.

Unlike the autocrat, the good academic manager will welcome unconventional and dissenting ideas. S/he will neither automatically accept nor reject such ideas, but rather will be open-minded enough to weigh them in the light of other evidence and incorporate or modify them as appropriate. S/he will be willing to devolve power and responsibility to as close to the effects of decisions as possible. S/he will be confident in such delegation, because s/he will have involved all staff in the process of consideration and will have secured from the key decision makers wholehearted support for the strategy and actions decided upon and a deep understanding of the ways to achieve them.

Like the bureaucrat, the good academic manager will be concerned to ensure that the institution has sound administrative systems, procedures and policies. Some of these, particularly sound financial systems, are essential to survival in a more autonomous systems. In particular it is essential to ensure that clear lines of accountability and systems for monitoring progress and action and to ensure that the delegation and devolution of decision making is operating as intended. However, although these systems as necessary, in themselves, they are insufficient for effective management, which will always be as concerned with hearts and minds, and clarity of vision and mission.

In addition, good academic managers will have the following features

Higher education is an ethical and moral endeavour. Good higher education managers will act in educationally and morally defensible ways. This requires some courage. It means that they see tackling poor performance as a moral imperative, since it will affect the lives and opportunities of staff and students. They will seek to establish open and transparent processes and in particular root out corrupt practices and conflicts of interest. They will establish systems that ensure that the weakest members of the academic community are protected and do not suffer unfair treatment: so for instance, they will ensure that systems are in place to ensure that students are not exploited or abused and that their work is fairly assessed. A respect for all members of the academic, administrative and student community is basic to the ethos of higher education and can only be achieved with conscious attention to non-discrimination. In the Ethiopian context this implies that in addition to gender, regional affiliation, ethnicity and disability, attention is paid to non-discriminatory policies for students and staff with HIV/AIDs.

Good managers will also pay attention to the goals of and purposes of higher education. Government and other stakeholders invest time and money in higher education in order to secure certain societal, economic and social benefits. The-

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Principles of Good Management ...(cont'd from page 6)

se require the academic manager to have clear objectives and achieve integration with institution's mission and strategic plan. It requires skill, knowledge and experience for a manager to recognise the key change drivers for the institution and identify external factors such as legal changes and developments in best practice and explore with colleagues their implications for the Institution. Such analysis requires the manager to identify what has been done in the past, what has worked, what not, draws lessons, set clear goals/targets/priorities .

In summary, the best academic managers combine the following attributes:

- Task orientation
- Relationships orientation
- Strong ethics and educational values
- Planning skills
- Organisational skills
- Analytic skills
- Interpersonal skills
- Political skills
- Understanding of and knowledge about teaching, learning, assessment, research and knowledge transfer
- Understanding of and knowledge about quality, human resources, financial and systems management.

National research conference... (cont'd from page 7)

and socio-economic development gaps, suggesting ICT and technology, and recommending solutions.

Dr Tesfaye expressed his belief that the Conference provided an effective forum for the College's academicians and researchers to advance their knowledge of research.

Dr Tesfaye Teshome, who has a great deal of experience in higher education and quality assurance, in particular, motivated and encouraged participants to engage in research and community services. He underlined research is one of the pillars of higher education institutions and the basis for academic staff promotion and, therefore, there is no way to go around it . Paper presenters also shared their views, insights, and research findings with the academic and administrative staff of the College.

The papers that were presented and discussed on were Seroprevalence And Associated Risk Factors For Hepatitis B Virus Infections Among Apparently Healthy Pregnant Mothers Attending Anc In Rubkona Primary Health Care Centre In Rubkona County, Unity State, South Sudan by (Michael Pou Machar, MSc in Ml, MPH), Effect Of Menstrual Irregularity On Academic Performance Of Undergraduate Students Of Debre Berhan University: A Comparative Cross Sectional Study (Dr. Esubalew Tesfahun, PhD), Undernutrition Among Pregnant Adolescent, A Scoping Review (Adane Tesfaye, PhD candidate), Assessment Of Traditional Medicine Utilization And Its Determinants Among Parents Of Children, In Gindeberet Oromia, Ethiopia (Dr. Takele Achalu), and High Performance Liquid Chromatography (HPLC) Stability Indicating Method for The Determination Of Bromazepam Via Its Copper (Ii) Chelates (Assefa Takele, MSc)

Training on teaching-learning ...(cont'd from page 3)

The trainees finally commended the College for preparing such useful training and forwarded their comments and suggestions for further improvement. The V/ President of the College, Dr Mekonnen and Dr Alem Abrha, Dean of the College, then awarded certificates of completion to the trainees before they wrapped up the training by making closing speeches.

"Committed to academic excellence and cultural diversity "

Yeha Building, Ras Mekonen Ave, Addis Ababa

0116634653/

0116180383/

0116180932/

0116181308

P.O. Box: 13025,

We are on the web:

Www.amc.edu.et

Africa Medical College is a privately owned college established in 2005. It aspires to becoming "one of the 10 leading private higher education institutions (HEIs) providing education and training in the heath sector in 2025". Presently, the College offers more than fourteen programs, including MD and DDM in regular modality.

National research conference… (cont'd from page 2)

demic staff members who engage in research undertaking, on the other hand, will have more comparative advantages than those who do not as they employ their research findings to deal with the teaching and learning process in a practically oriented way to ensure the quality of teaching. This encourages the academic staff to pick up community problems and create a fertile institutional research environment so that they can positively respond and contribute to solving community problems. This in turn has several advantages, which include, among others, building knowledge and facilitating efficient learning and understanding of various health, business, and environmental

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