



MAKERERE UNIVERSITY

Report of Students Evaluation of Course and Teaching (SECAT)

Directorate of Quality Assurance
Makerere University

Semester Two 2022/2023



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List of Abbreviations and Acronyms

CAES	College of Agricultural and Environmental Sciences
COBAMS	College of Business and Management Sciences
COCIS	College of Computing and Information Sciences
CEES	College of Education and External Studies
CEDAT	College of Engineering, Design, Art and Technology
CHS	College of Health Sciences
CHUSS	College of Humanities and Social Sciences
CONAS	College of Natural Sciences
COVAB	College of Veterinary Medicine, Animal Resources & Bio-security
SECAT	Student Evaluation of Course and Teaching
ICT	Information Communication and Technology

Acknowledgement

We would like to acknowledge the contribution of students' leaders who mobilized their fellow students to participate in student evaluation of courses and teaching. The students' leaders who supported in mobilization include: Hon. Patience Nambaziira, the Guild Minister of Education, Timothy Matsiko, Kenneth Twisenge, Ssegawa Fred, Luyombya Kelvin Joshua and Ratib Given. Thank you for your valuable support.

Foreword

Dear Makerereans,

I am pleased to share with you the results of the student's evaluation of course and teaching for the semester one 2023/2024 academic year. This report is a testament to the importance of student evaluation in achieving Makerere University's strategic plan. I encourage all staff to use the results of this report to continuously improve their courses and methods of teaching.

It is important to note that this report tells Makerere University's authentic story. The story which is different from what other people say about Makerere University. It is also a story different from here says and unverified negative stories which normally pops up in the media. The students are strongly endorsing the great services Makerere University provides in building thought leaders of knowledge generation for societal transformation and development. Therefore, it is imperative that we use this report to improve our courses and methods of teaching.

As Management of Makerere University, we are committed to progressively providing the tools and infrastructure to improve the learning environment. Very soon we will have more lecture spaces when all the construction projects are completed. The works include the school of public health, school of women and gender, graduate students centre , the main hall and many other projects which are in the approval process. I encourage all staff to adhere to the University policy of teaching and learning, especially on how to deliver teaching and learning and also to use the various assessment tools approved by the university.

I would like to take this opportunity to thank all students for freely providing their voice on their learning experiences. Your feedback is invaluable in helping us improve the quality of education at Makerere University. Our deliberate policy of promoting student engagement in the strategic plan is yielding fruit. I encourage all students to continue providing information on your experiences. Use all the tools the Directorate of Quality Assurance provides to contribute to changing Makerere. If a lecturer misses a lecture, use the daily monitoring tool. If you have missing marks, use the missing marks tool and for other services, use the student's satisfaction survey tool. I encourage you to duly complete the course evaluation for the semester one 2023/2024 academic year.

Thank you.

Sincerely,

Prof. Barnabas Nawangwe

Vice Chancellor of Makerere University



Message from the Director of Quality Assurance

Students' evaluation of course and teaching (SECAT) gives students an opportunity to voice their feedback on their learning experiences. Student evaluation of courses is important to Makerere University as an institution, academic staff and programme development. Makerere University strategically positioned itself "as a thought leader of knowledge generation for societal transformation and development." And to "provide a transformative and innovative teaching, learning, research and services responsive to dynamic national and global needs" through "a flexible, appropriate and integrated learning environment that transforms students' experiences to respond to societal needs." This report provides Makerere University with scientific evidence on achieving its strategic plan. The feedback students have provided in this report should be used to improve the quality of teaching, course content, and instructional methods. Additionally, these evaluations offer insights into students' perceptions, satisfaction, and engagement with the learning process.

Makerere University strategically positioned itself "as a thought leader of knowledge generation for societal transformation and development." And to "provide a transformative and innovative teaching, learning, research and services responsive to dynamic national and global needs" through "a flexible, appropriate and integrated learning environment that transforms students' experiences to respond to societal needs."

To the faculty members, this students' evaluations of courses have assessed the teaching quality and effectiveness. This is a constructive feedback student have provided on your teaching methods, communication skills, and your ability to engage students in the learning process, your relationship with the students and how you conduct yourself in class. Take time to synthesize and understand the students' perceptions of the course content and instructional delivery, so that you make an informed adjustments to enhance the overall learning experience of the students. These evaluations should help all the educators in Makerere University gauge the extent to which course objectives are being met and whether adjustments are needed to better align expectations with outcomes.

The students have provided insights into the effectiveness of instructional technology and innovative teaching methods. Most of the students strongly agreed that multiple tools are used during instructions. Continue to improve the way you teach by using variety of methods.

Educators ensure that when you plan your teaching, you should include ways to make your teaching participatory, engage students, provide activities which will stimulate students to learn and provide feedback timely. Most students also pointed out that no variety of tools are used for assessment. You should improve your assessments by using various assessment tools the University has approved.

As I conclude, students' evaluation of courses they take is essential for assessing teaching quality, aligning course expectations with outcomes, optimizing the timing of evaluations, influencing faculty teaching practices, and evaluating the effectiveness of instructional technology. By providing valuable feedback and insights, student evaluations contribute to the continuous improvement of educational practices and the overall learning experience. I therefore urge all faculty members to encourage they students to evaluate their courses. When we send out the tools, encourage your students to complete the tools. We have had challenge of low response and we are told that some faculty members discourage students from providing feedback. Consider the positive outcomes of the evaluation for your profession and make it an essential part of your teaching plan.

I thank all students who participated in this evaluation. Sepecial thanks goes to student leaders especially the class representatives, and the students Guild in general and guild Minister in Particular Ms. Patience Namazira and student rep to Senate Mr. Kelivin Luyombya. And the president class representatives Mr. Ratib Given.

Sincerely,

Dr. Cyprian Misinde

Director of Quality Assurance

By providing valuable feedback and insights, student evaluations contribute to the continuous improvement of educational practices and the overall learning experience.

Executive Summary Table

Measurement domain	Metrics	Percent of students who strongly agreed to the statement
The impact of the course	The course had positive impact on my learning	60
	The course improved my capacity to think and learn independently	55
	The course had positive impact on my professional practice	53
	The course was relevant to my career prospects	57
	The course improved my knowledge and understanding	56
	The course improved my research skills	46
	The course encouraged me to read widely	56
The Lecturer's conduct	The lecturer gave a clear description of the course objectives	61
	The lecturer was always punctual for lectures	53
	The lecturer followed the timetable schedule strictly	51
	The lecturer used descent language while conducting the course	64
	The lecturer encouraged class discussions and participation	59
	The lecturer was knowledgeable and resourceful on subject matter	64
	The lecturer would review the previous lecture and blend it with current topic	53
	The lecturer guided and counselled students on academic problems	47
	The lecturer conducted the lectures as scheduled and came to class prepared	54
	The lecturer progressed well with the syllabus	54
	The lecturer assessed and gave timely feedback	47
	The lecturer was audible and an effective communicator	61
	The lecturer presented subject matter with clear explanations	57
	The lecturer had a cordial and professional relationship with students	56
	The lecturer dresses appropriately and decently	67
	Overall I am satisfied with the quality of the lecturer	58
Methods of delivery	There were clear outlines and up-to-date reading lists and references	54
	The course was taught using a variety of teaching methods & aids including ICT, tutorials	44
	Students were assessed through a variety of tools e.g practicals, tests, and coursework	0.7
	Assessment was in line with the course objectives	57
	Students attendance and progress was monitored and positive tutor guidance given	42
	The teaching and learning environment was conducive	47

01

Background

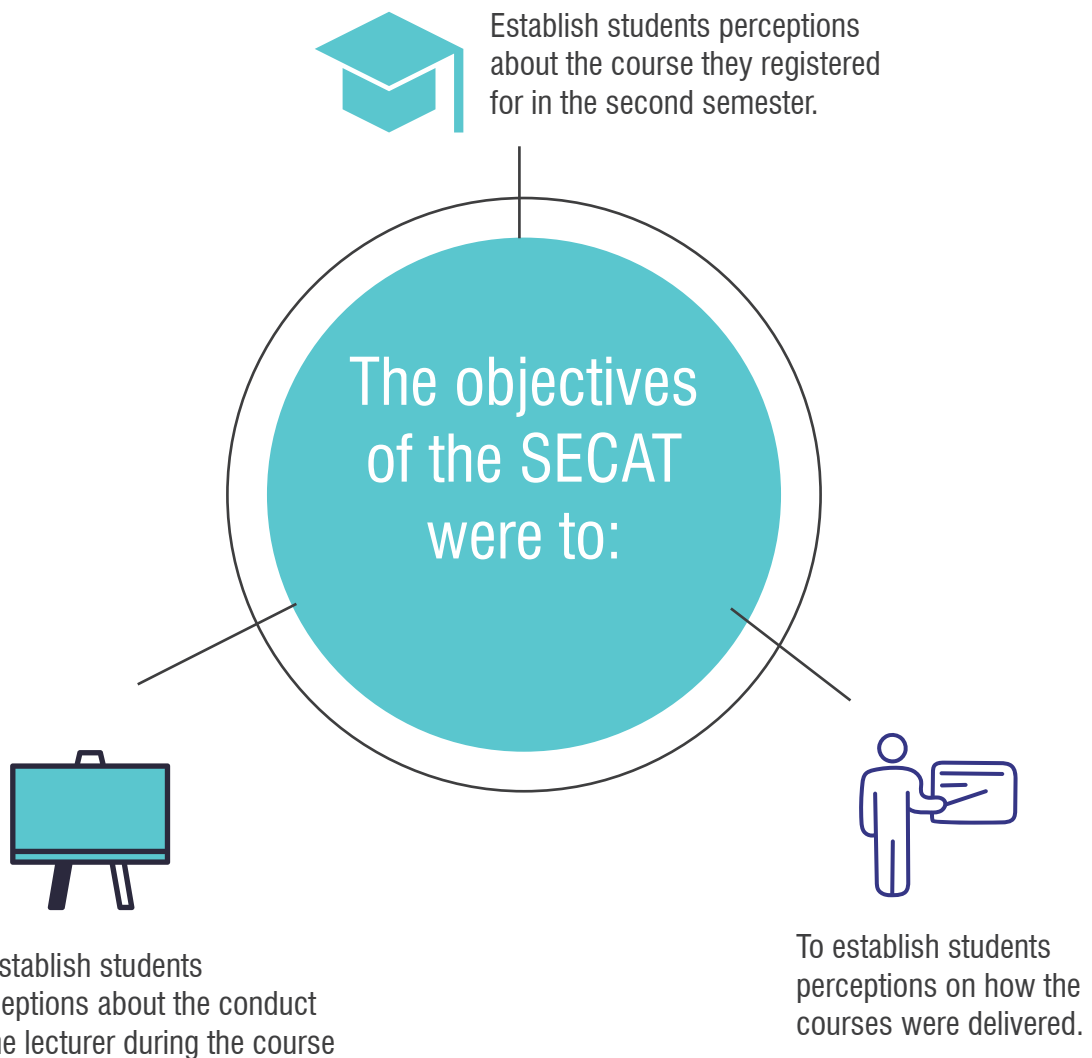
Makerere University's Strategic Plan 2020-2030 outlines the institution's vision, mission, and objectives for the next decade. The plan aims to position Makerere University as a thought leader of knowledge generation for societal transformation and development. The University's mission is to "provide a transformative and innovative teaching, learning, research and services responsive to dynamic national and global needs" One of the strategic goals is to "promote a flexible, appropriate and integrated learning environment that transforms students' experiences to respond to societal needs." To achieve the strategic goals Makerere University is consolidating student-centred learning by offering flexible study options and multidisciplinary academic programmes which are responsive to the changing socio-economic environment. The programmes and courses provided to students is hoped will make students to develop skills, knowledge and attributes required in the contemporary dynamic world. As part of teaching and learning, students engagement on issues affecting their learning has become a key priority.

Students Evaluation of Course and Teaching (SECAT)SECAT is one of the mechanisms for engaging students to have a say about the course they have enrolled for, the lecturer who teaches the course and how the course has been delivered. The purpose is to generate evidence that can be used for progress improvement towards to attainment of the University's strategic plan.

This report presents what students think about the quality of the courses they registered for, the lecturer who taught the course, and the methods of course delivery. The result is based on a survey data which the students provided through an online tool at the end of semester 2 2022/2023 academic year. The evaluation covers multiple aspects of the teaching process, including course impact, lecturer effectiveness, teaching methods, assessment, and learning environment.

This report presents what students think about the quality of the courses they registered for, the lecturer who taught the course, and the methods of course delivery.

1.1 Objectives of the SECAT



These objectives are presented in the report disaggregated by colleges, year of study, time of study and gender.

02 Methodology

The study design was purely quantitative. A standard structured tool was developed to collect the data. The tool covered three broad areas: the course, the lecturer conduct and the methods of course delivery.

2.1 Sample of the Respondents

All students were given equal chance to participate in the evaluation of course and teaching without any limitation. Students were allowed to evaluate all the courses they took in semester 2 2022/2023.

We received 5887 responses and 2685 were distinct responses from the various colleges as seen in the diagram below.

College	Distinct Students
CAES	227
CEDAT	360
CEES	279
CHS	450
CHUSS	360
COBAMS	336
COCIS	191
CONAS	114
COVAB	137
JINJA	6
LAW	245
Grand Total	2685

2.2 The Course Impact on Student Outcomes

The study measured if the course:

- i. had positive impact on students learning,
- ii. improved the capacity of a student to think and learn independently;
- iii. had a positive impact on students future professional practice,
- iv. was relevant to a students career,
- v. improved student's knowledge and understanding,
- vi. improved research skills and
- vii. encouraged the student to read widely as shown in Figure 1.

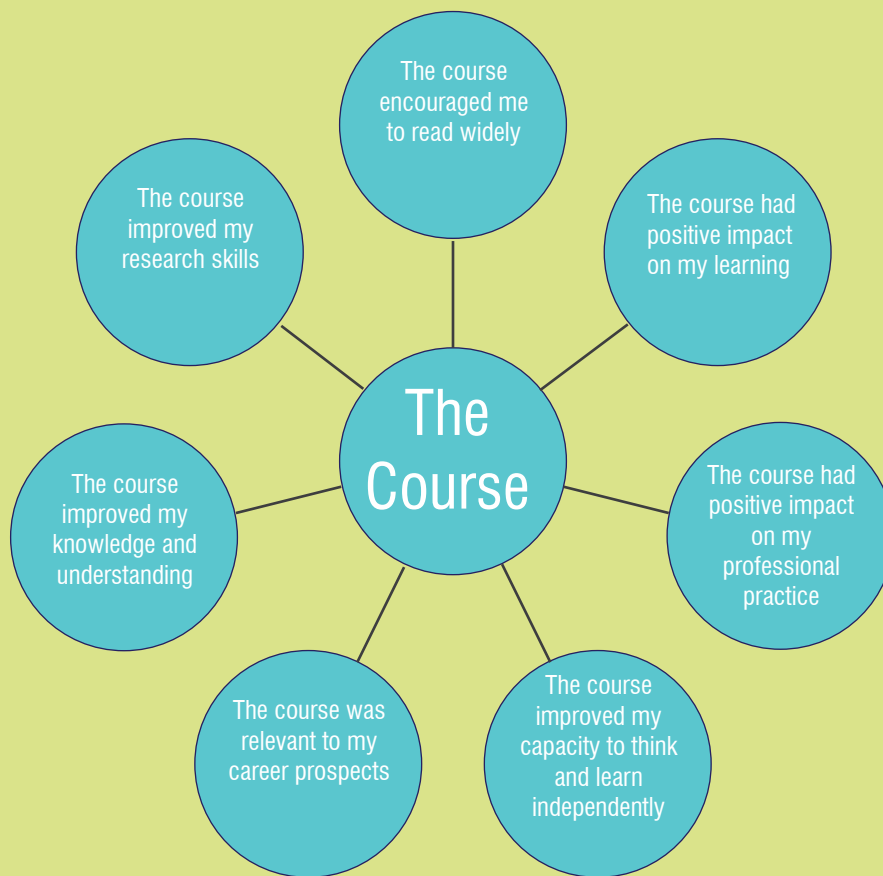


Figure 1. The course evaluation metrics

2.3 The Lecturer Conduct

The Lecturer's conduct was measured by 16 attributes. The coverage of the attributes include lecturer's ability to provide a clear description of the course objectives, time keeping, adherence to the timetable, usage of descent language while conducting the course, encouraging class discussion and participation, being knowledgeable and resourceful in the subject area, reviewing of previous lecture and blending with the current, providing counselling and guidance to students on academic issues, being prepared for the lecture, provision of timely feedback, effective communication, cordial and professional relationship with students, appropriate dressing, and overall students satisfaction with the quality of the lecturer. The details are presented in the Figure 2.

	Was always punctual for lectures
	Overall I am satisfied with the quality of the lecturer
	Dresses appropriately and decently
	Had a cordial and professional relationship with students
	Presented subject matter with clear explanations
	Presented subject matter with clear explanations
Lecturer	Was audible and an effective communicator
	Assessed and gave timely feedback
	Progressed well with the syllabus
	Conducted the lectures as scheduled and came to class prepared
	Guided and counselled students on academic problems
	Would review the previous lecture and blend it with current topic
	Was knowledgeable and resourceful on subject matter
	Encouraged class discussions and participation
	Used descent language while conducting the course
	Followed the timetable schedule strictly

Figure 2 Lecturer attributes evaluatio

2.4 Methods of Course Delivery

The methods of course delivery was measured using six metrics. The metrics covered the questions about, provision of course outlines and references, variety of methods used for teaching the course, monitoring students' attendance, mode of assessments, and the status of the environment in which the course was delivered. The detailed questions used in the study is presented in Figure 3.

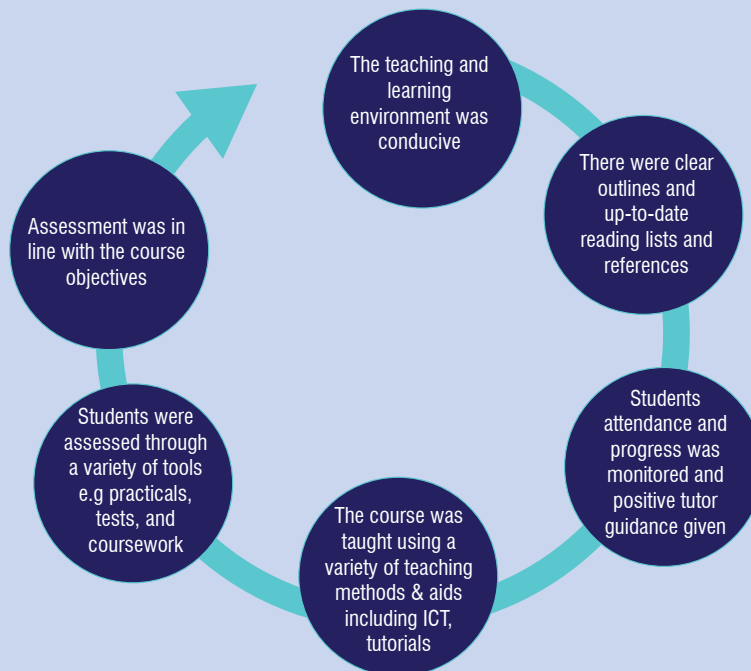


Figure 3 Methods of delivery measurements

03

Results

3.1 Evaluation Results Disaggregated by Colleges

3.1.1 The Impact of Course on Students Outcomes by Colleges

The course had positive impact on my learning: Overall the results indicate that most students (60%) who participated in the study in all colleges strongly agreed that the course they register for in semester two 2022/2023 had a positive impact on their learning. This was followed by about 32% who agree that the course had a positive impact on their learning as shown in Figure 4.

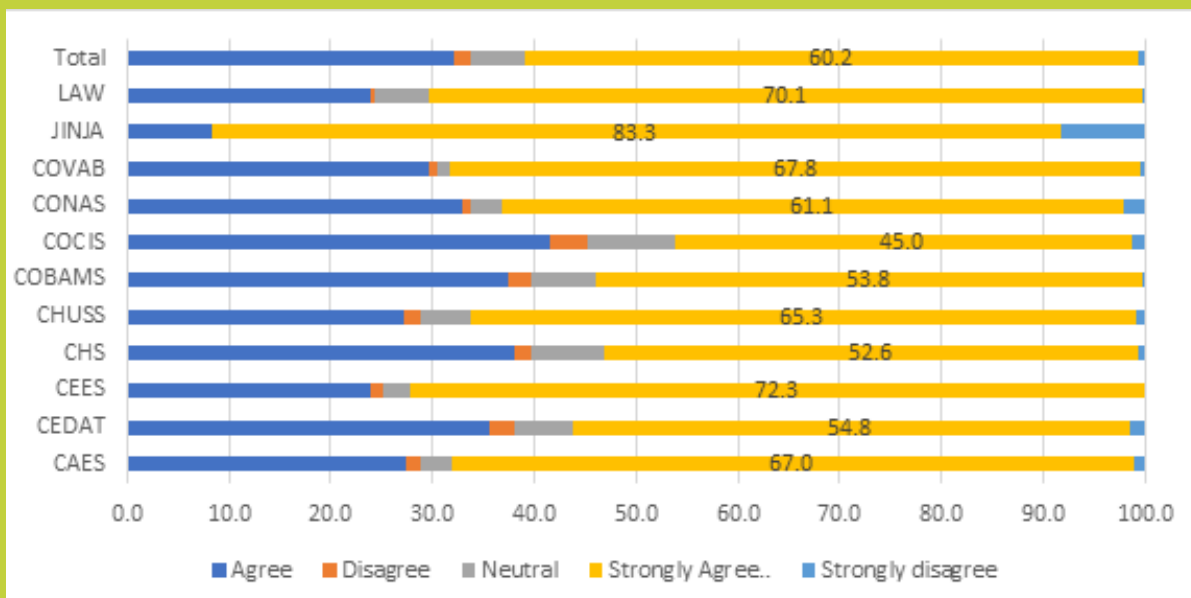


Figure 4 The course had positive impact on my learning.

Figure 5 also showed that most students (55%) who participated in the survey, strongly agreed that the course improved their capacity to think and learn independently. This was followed by 37% of the respondents who agree that the course improved their capacity to think and learn independently.

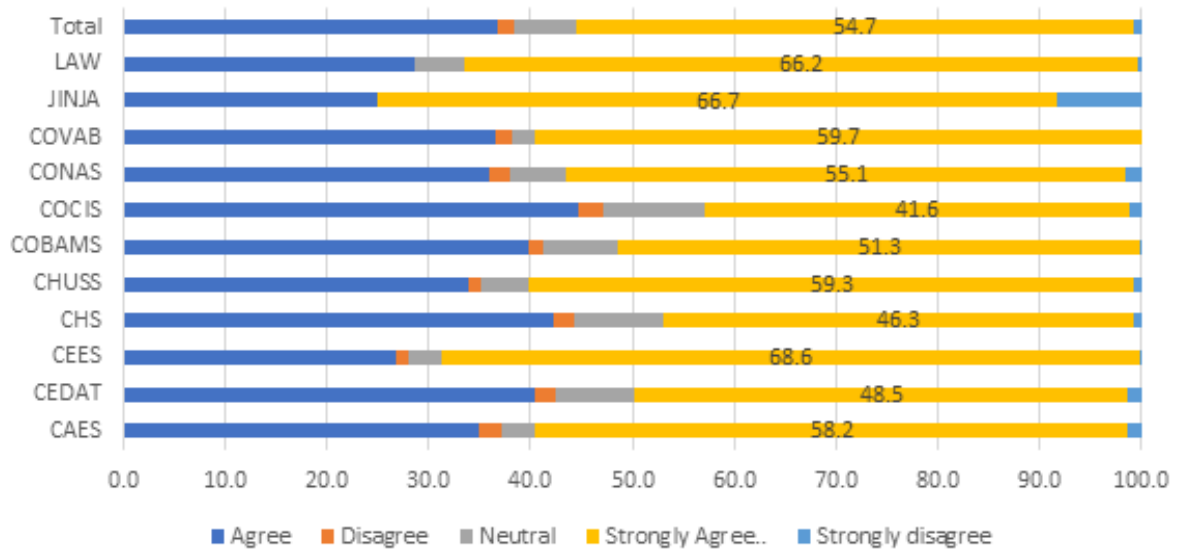


Figure 5 The course improved my capacity to think and learn independently

Voice: “The course was nice, it created innovativeness and critical thinking amongst us students”

Figure 6 indicate that most students (53%) strongly agreed that the course they took in semester two 2022/2023 had positive impact on their professional practice and about 36% agreed that the course had positive impact on their professional practice. Very small number disagree or remained indifferent. By College, those who strongly agreed that the course would have positive impact on their professional practice were highest at the school of Law (62%) and at COCIS (33%).

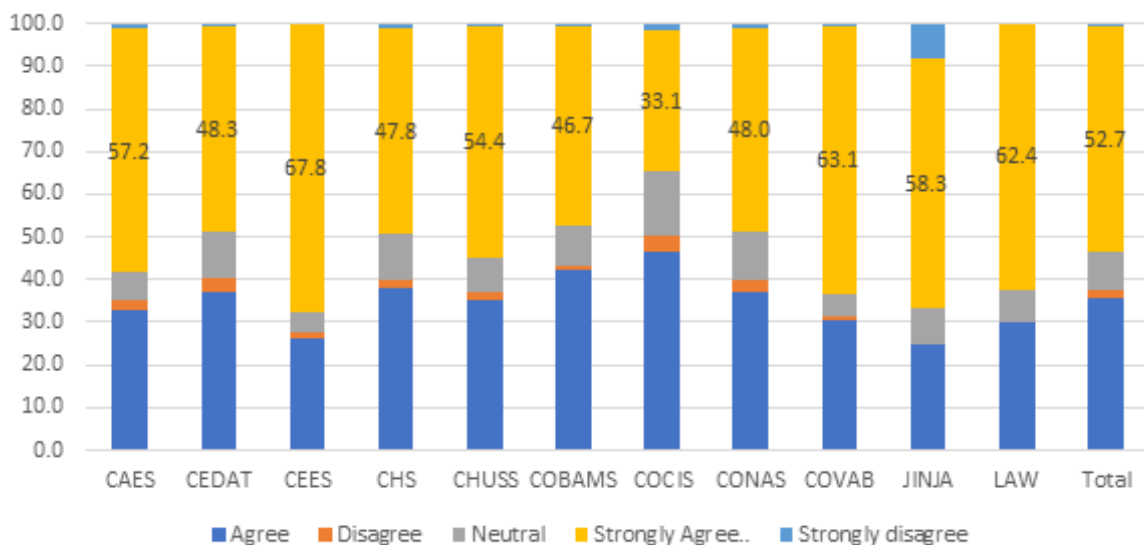


Figure 6 The course had positive impact on my professional practice.

Figure 7 shows that still most students (57%) strongly agreed that the course they offered in semester two 2022/2023 was relevant to to their career prospects. Thirty three percent also agreed that the course they offered in semester two 2022/2023 was relevant to to their career prospects. In this same attribute, CEES had more students who strongly agreed that the course was relevant to to their career prospects than any other college. COCIS had the lowest of all the colleges in this attribute.

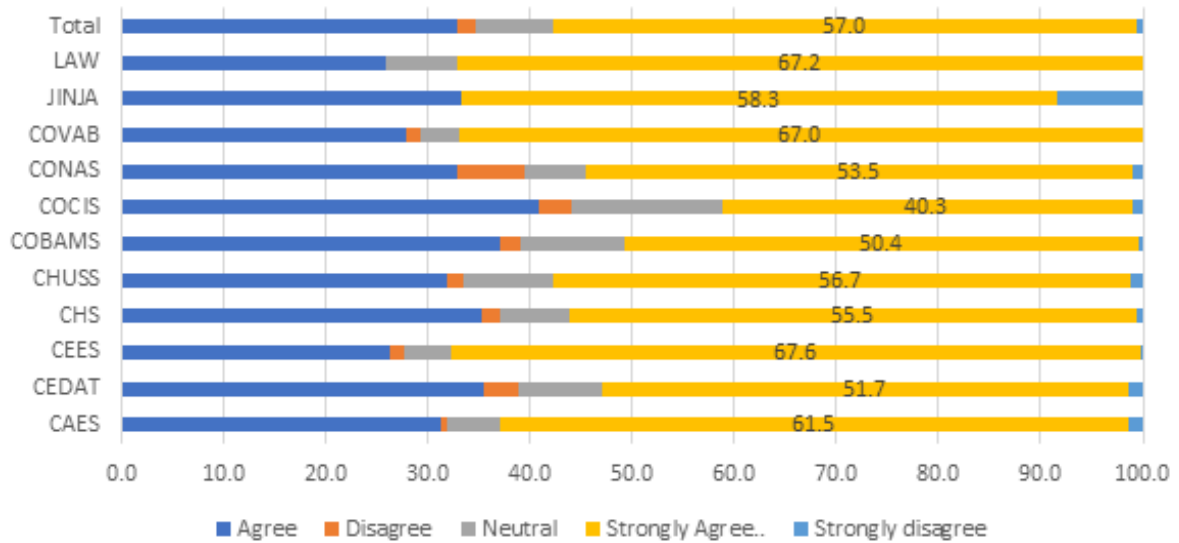


Figure 7 The course was relevant to my career prospects

Figure 8 shows similar pattern as in the previous course attributes. Most students (56%) strongly agreed that the course they took improved their knowledge and understanding. This was followed by about 37% who also agree that the course they took improved their knowledge and understanding. By colleges, more students (75%) from Jinja Campus strongly agreed compared to any other college (however, this should be interpreted with caution due to small number). COCIS also had the lost number who strongly agreed than any other college.

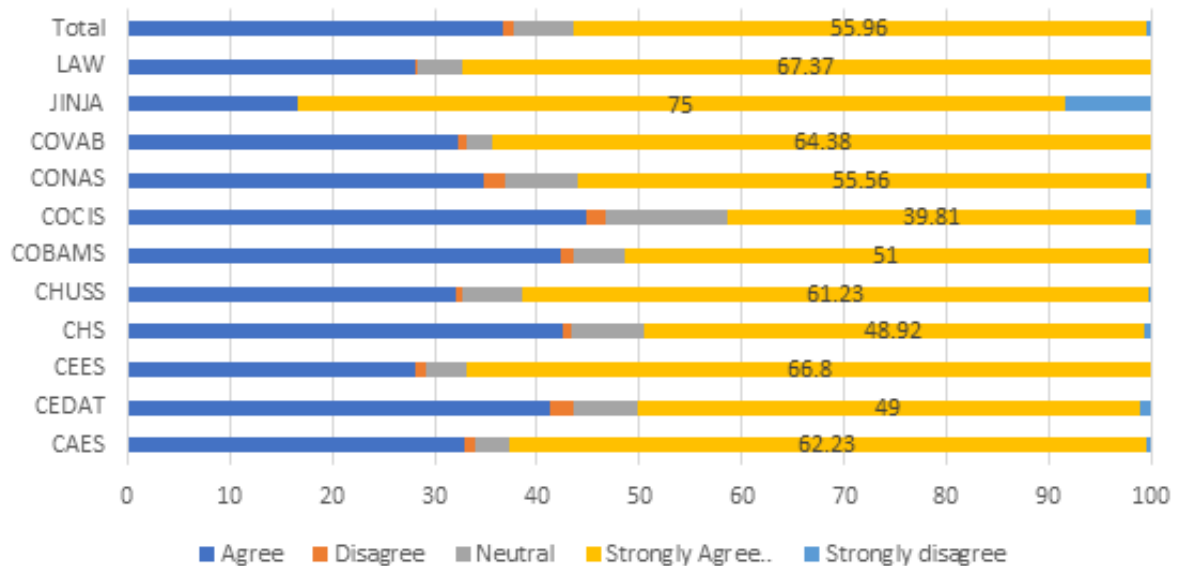


Figure 8 The course improved my knowledge and understanding

Figure 9 indicates similar pattern with previous course attributes. Most (50%) of the students strongly agreed that the course they took in semester two 2022/2023 improved my research skills. Thirty eight percent also agreed that the course they took in semester two 2022/2023 improved my research skills. Sixty two percent of the respondents from Jinja campus strongly agreed that the course they took in semester two 2022/2023 improved my research skills while only 34% from CHS strongly agreed on the same attribute.

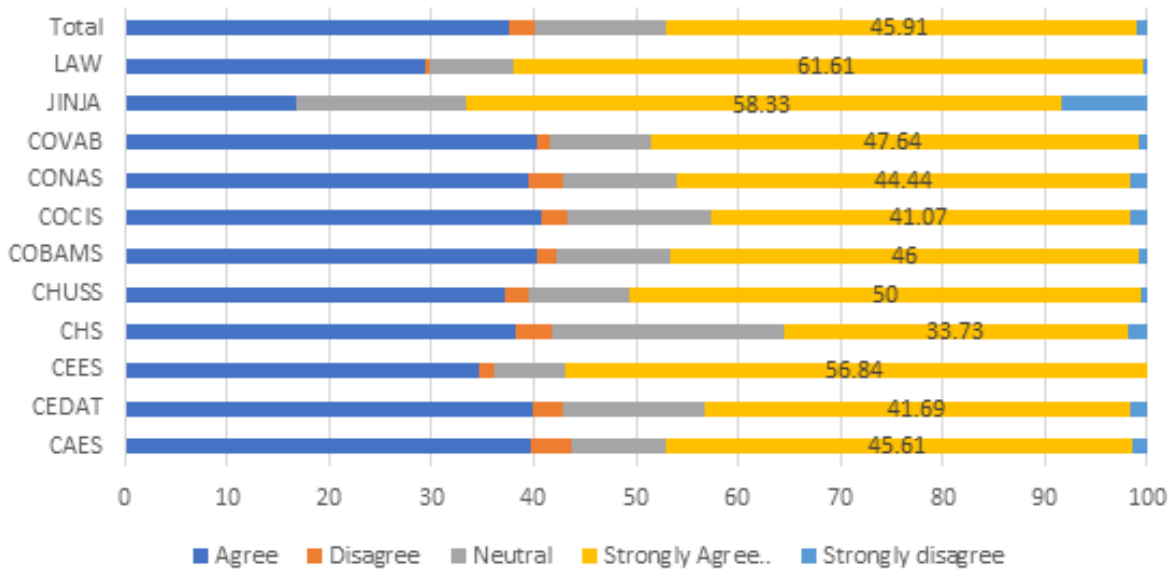


Figure 9 The course improved my research skills by college

Figure 10 reflects similar pattern as the previous course attributes. Most students (56%) strongly agreed that the course they took in semester two 2022/2023 encouraged them to read widely. This was also followed by 35% of the students who agreed that the course they took in semester two 2022/2023 encouraged them to read widely. By colleges, the school of Law had the highest percentage (about 70%) of students who strongly agreed that the course they took in semester two 2022/2023 encouraged them to read widely of all the colleges. Likewise, COCIS had the lowest percentage (about 40%) of students who strongly agreed that the course they took in semester two 2022/2023 encouraged them to read widely of all the colleges.

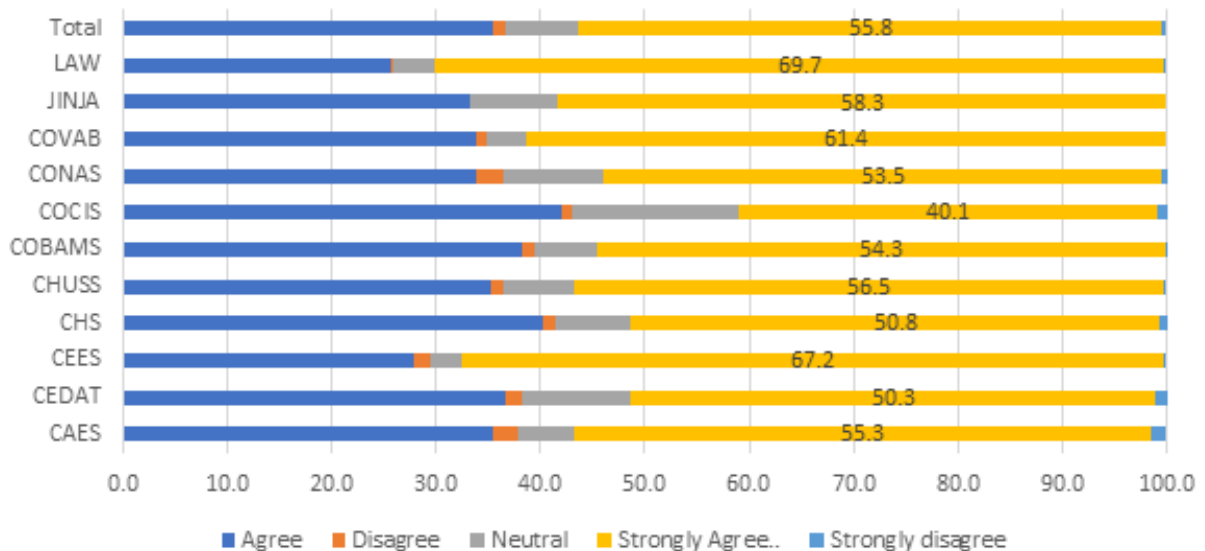


Figure 10 The course encouraged me to read widely

3.2 Lecturer's Attributes by College.

Figure 11 shows that most students (61%) strongly agreed that the lecturer gave a clear description of the course objectives. This was followed by about 30 students who agreed that the lecturer gave a clear description of the course objectives.

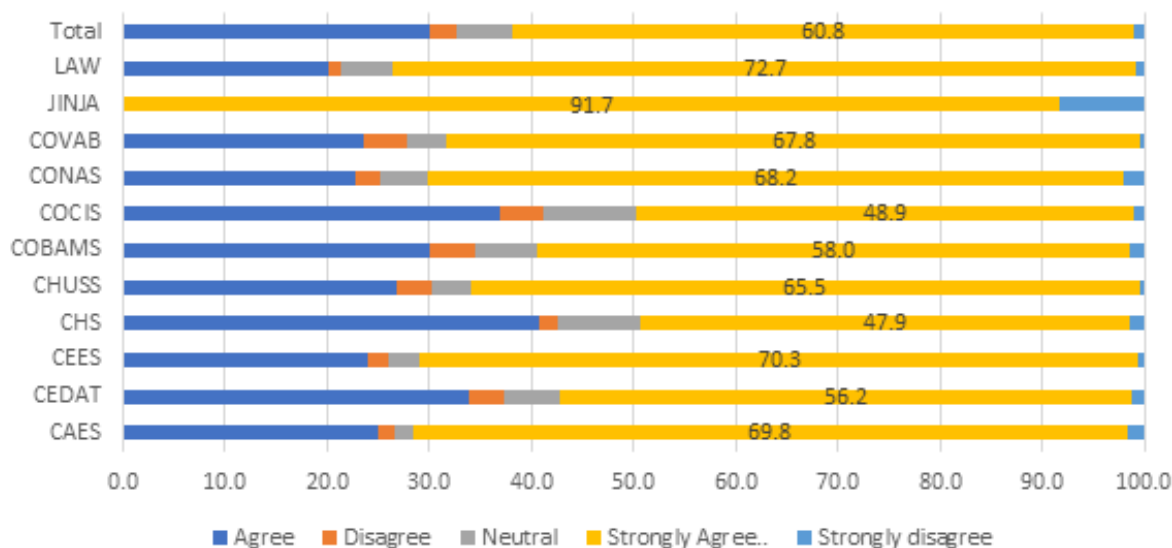


Figure 11 The lecturer gave a clear description of the course objectives

Figure 12 shows that most students 53% strongly agreed that the lecturer was always punctual for lectures and about 31% agreed the lecturer was always punctual for lectures. Jinja Campus had the highest number who strongly agreed of all the colleges and CHS had the lowest percentage of students who strongly agreed that the lecturer was always punctual for lectures of all the colleges. Important to note, that about 5% of students disagreed that the lecturer was always punctual for lectures.

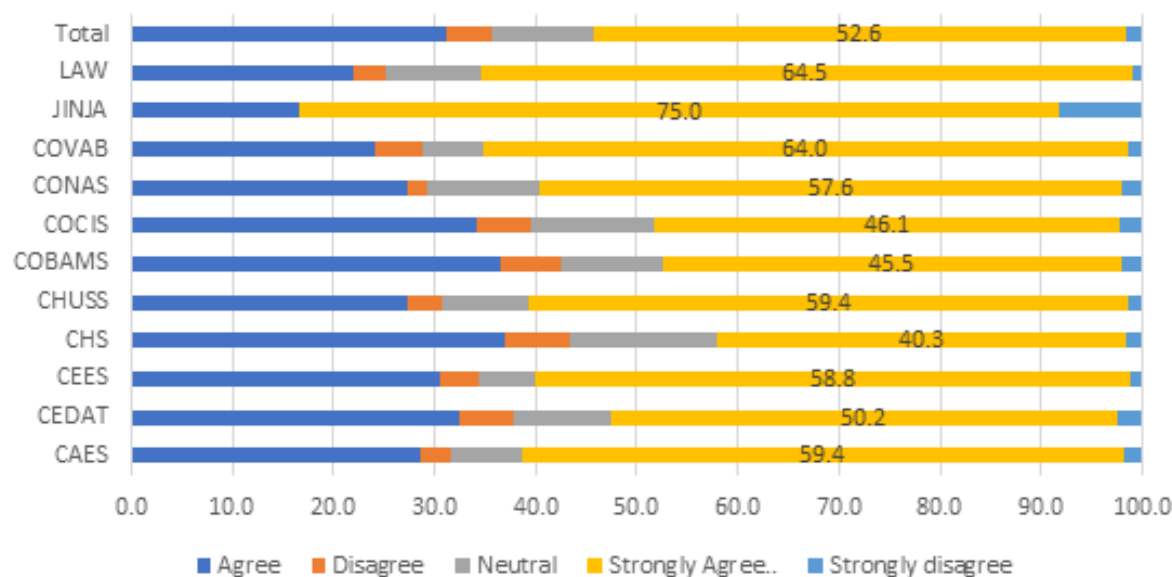


Figure 12 The lecturer was always punctual for lectures.

Figure 13 shows similar trend. Most students (51%) strongly agreed that the lecturer followed the timetable schedule strictly and 32% agreed that the lecturer followed the timetable schedule strictly.

The college with the highest percentage of students who strongly agreed that the lecturer followed the timetable schedule strictly was from CEES (59%) and the college with the lowest percentage of students who strongly agreed that the lecturer followed the timetable schedule strictly was from CHS (38%). CHS also had the highest percentage of students who were neutral to the same attributes which could imply a hidden picture that some lecturers don't follow timetables.

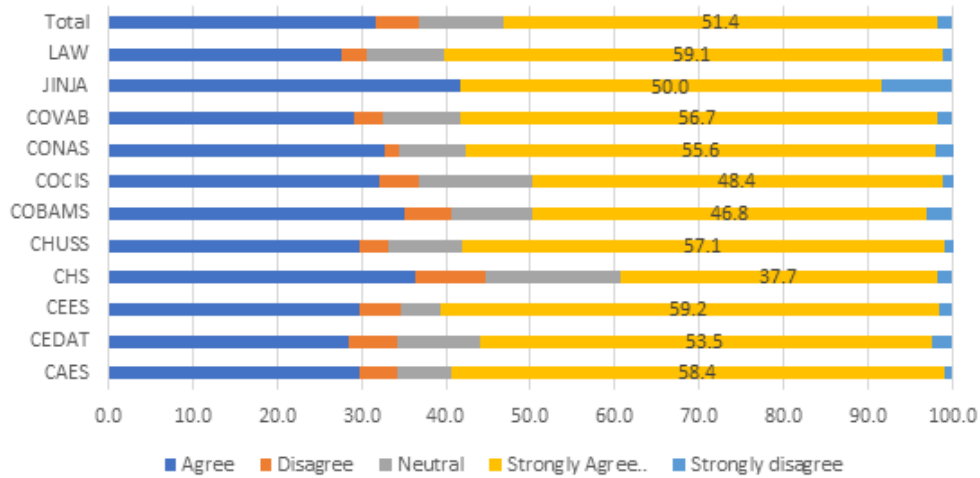


Figure 13 The lecturer followed the timetable schedule strictly

Figure 14 also shows that most students (64%) strongly agreed that the lecturer used descent language while conducting the course and about 30% agreed that the lecturer used descent language while conducting the course. By college, the school of Law had the highest percentage of students who strongly agreed that the lecturer used descent language while conducting the course of all the colleges while COCIS had the lowest percentage of students who strongly agreed that the lecturer used descent language while conducting the course of all colleges.

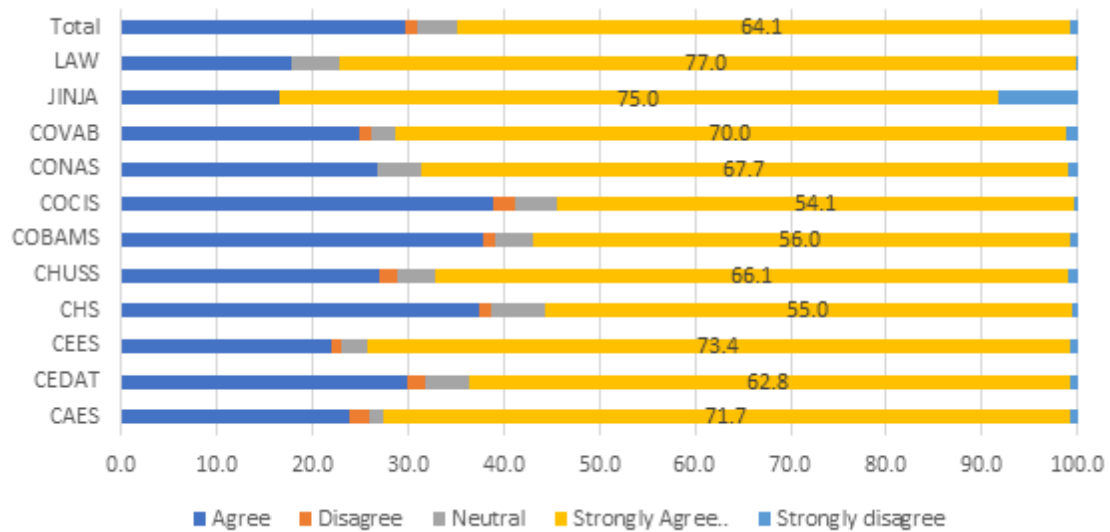


Figure 14 The lecturer used descent language while conducting the course

Figure 15 shows that most students (59%) who participated in the evaluation strongly agreed that the lecturer encouraged class discussions and participation during the course delivery. This was followed by about 30% of the students who agreed that the lecturer encouraged class discussions and participation during the course delivery.

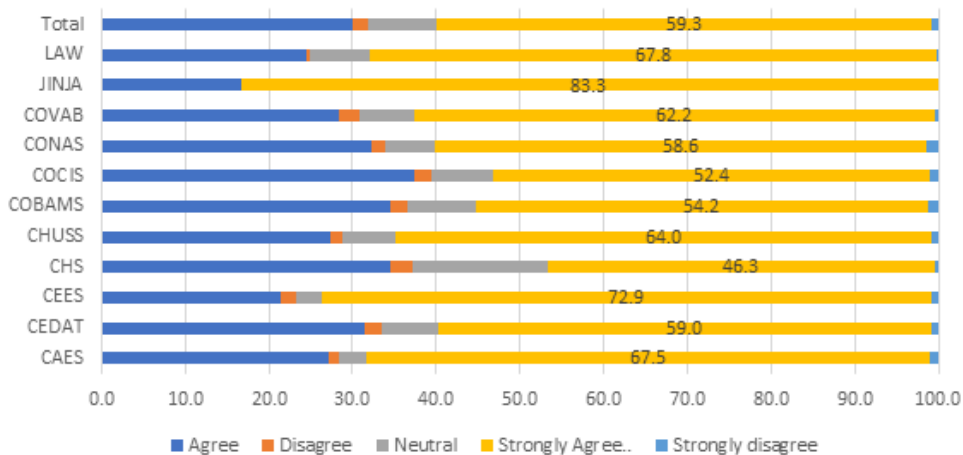


Figure 15 The lecturer encouraged class discussions and participation

Figure 16 shows that most students(64%) who participated in the survey strongly agreed that the lecturer who taught the course they took in semester 2 2022/2023 was knowledgeable and resourceful on subject matter. This was followed by about 29% of the students who agreed that the lecturer who taught the course they took in semester 2 2022/2023 was knowledgeable and resourceful on subject matter. By colleges 83% of students from Jinja Campus who participated in the evaluation strongly agreed that the lecturer who taught the course they took in semester 2 2022/2023 was knowledgeable and resourceful on subject matter. By colleges the highest percentage of students who strongly agreed that the lecturer who taught the course they took in semester 2 2022/2023 was knowledgeable and resourceful on subject matter was from Jinja campus (83%) and the lowest percentage was from COCIS (53%) of all the colleges.

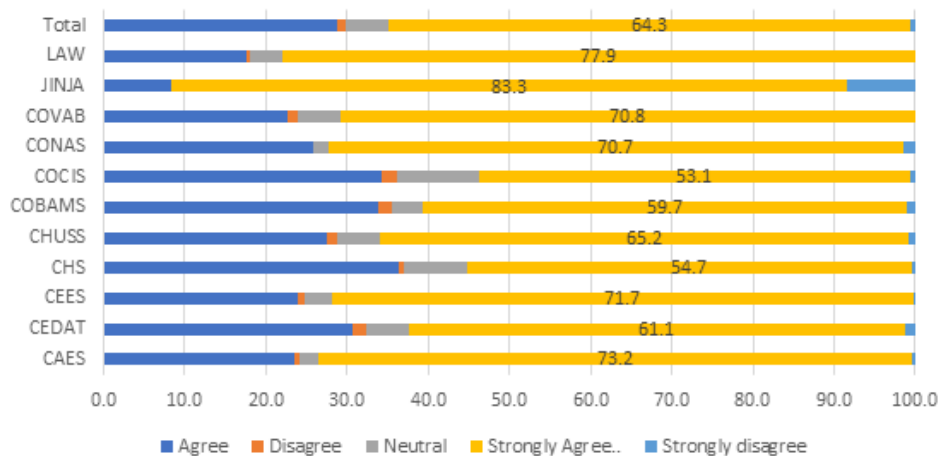


Figure 16 The lecturer was knowledgeable and resourceful on subject matter.

It is a good practice for the teachers to review the previous lectures/topic and blend with the current topic. Figure 17 shows that most students (53%) strongly agreed that the lecturer who taught the courses they took in semester 2 2022/2023 reviewed the previous lecture and blended it with current topic. About 32% of the students also only agreed that the lecturer who taught the courses they took in semester 2 2022/2023 reviewed the previous lecture and blended it with current topic.

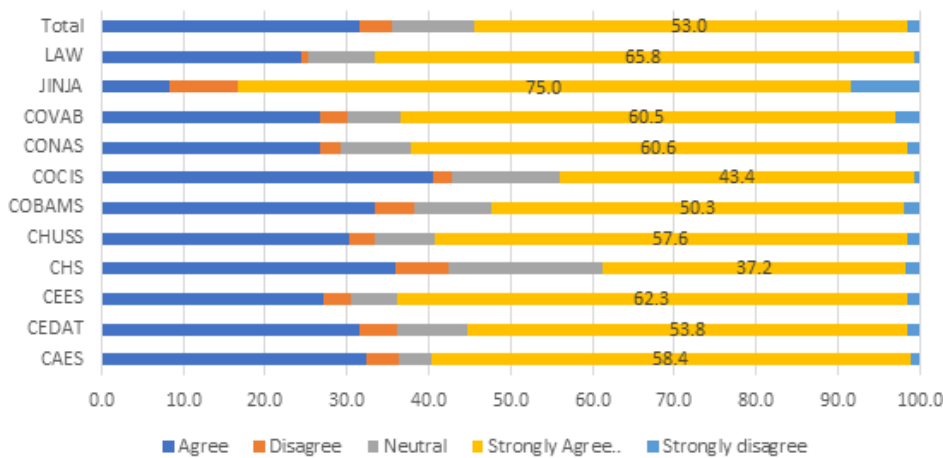


Figure 17 The lecturer would review the previous lecture and blend it with current topic

Lecturers play cardinal role of providing guidance and counselling students on academic issues. Figure 18 shows that most students strongly agreed with the statement that the some of the lecturers who taught the courses they took guided and counselled students on academic problems. About 34% only agreed that some of the lecturers who taught the courses they took, guided, and counselled students on academic problems. Notably the percentage of students who remained neutral was higher (about 13%) compared to previous attributes overall and across all the colleges. This could demonstrate that some students did not want to committee, or some students had never had issues and approached the lecturer.

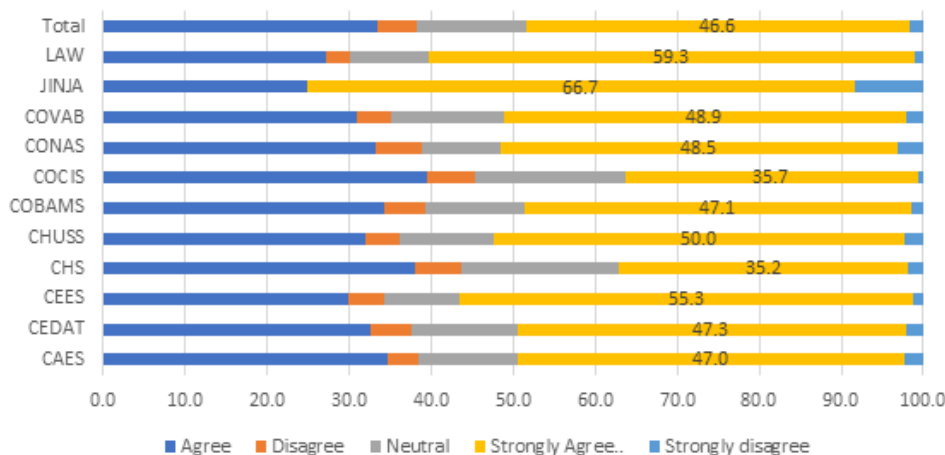


Figure 18 The lecturer guided and counselled students on academic problems.

Figure 19 shows that most students (54%) strongly agreed that the lecturer conducted the lectures as scheduled and came to class prepared. About 33% agreed that the lecturer conducted the lectures as scheduled and came to class prepared. Similar pattern was observed for all colleges. Notably 8% of the respondents from Jinja Campus strongly disagreed that the lecturer conducted the lectures as scheduled and came to class prepared.

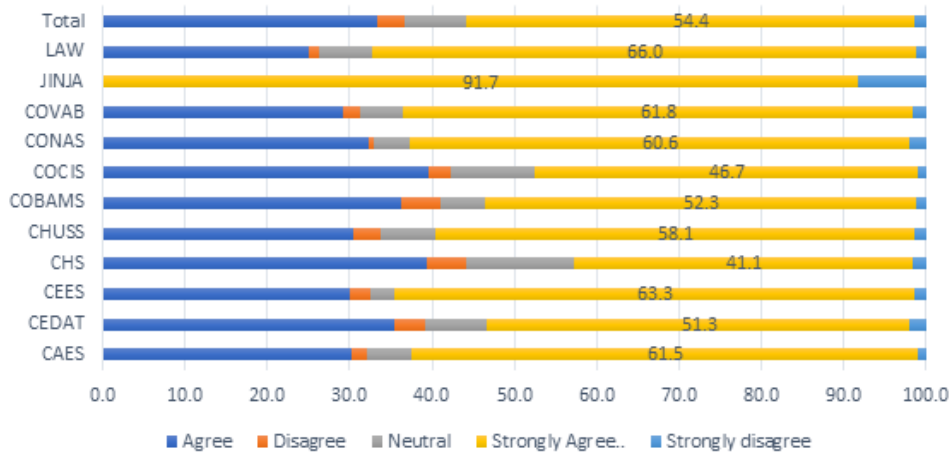


Figure 19 The lecturer conducted the lectures as scheduled and came to class prepared

Figure 20 shows that in overall most students (54%) strongly agreed that the lecturer progressed well with the syllabus and about 34% agreed that the lecturer progressed well with the syllabus. By colleges, Jinja Campus and the school of Law had the highest percentage of students who strongly agreed that the lecturer progressed well with the syllabus and CHS had the lowest percentage of students who strongly agreed that the lecturer progressed well with the syllabus, of all colleges.

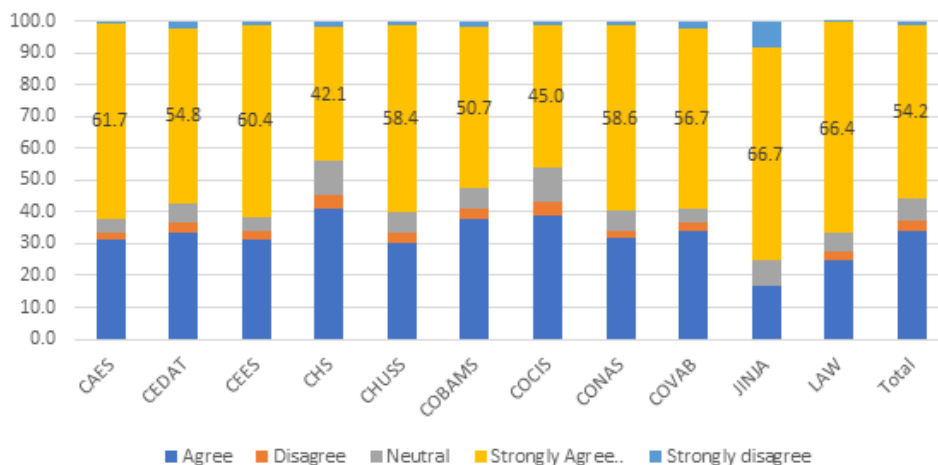


Figure 20 The lecturer progressed well with the syllabus.

The University academic policy requires that students should be assessed and given timely feedback. Figure 21 shows that on average, about 47% of the students strongly agreed that the lecturer assessed and gave timely feedback, and about 35% agreed that the lecturer assessed and gave timely feedback.

Jinja campus recorded the highest percent of students who strongly agreed that the the lecturer assessed and gave timely feedback and CHS recorded the lowest percent of students who strongly agreed that the lecturer assessed and gave timely feedback.

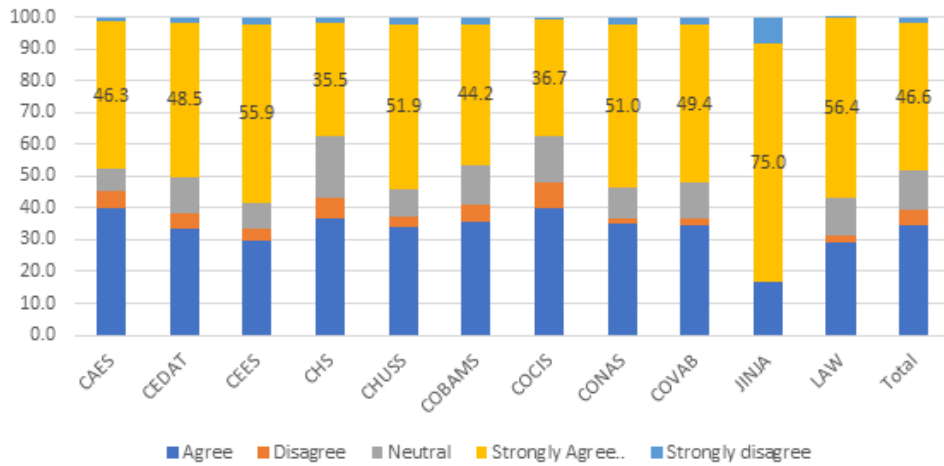


Figure 21 The lecturer assessed and gave timely feedback.

Effective communication by the teacher/lecturer is important for learning. Figure 22 shows that most students (61%) who participated in the survey strongly agreed that the lecturer was audible and an effective communicator. About 31% of students agreed that the lecturer was audible and an effective communicator.

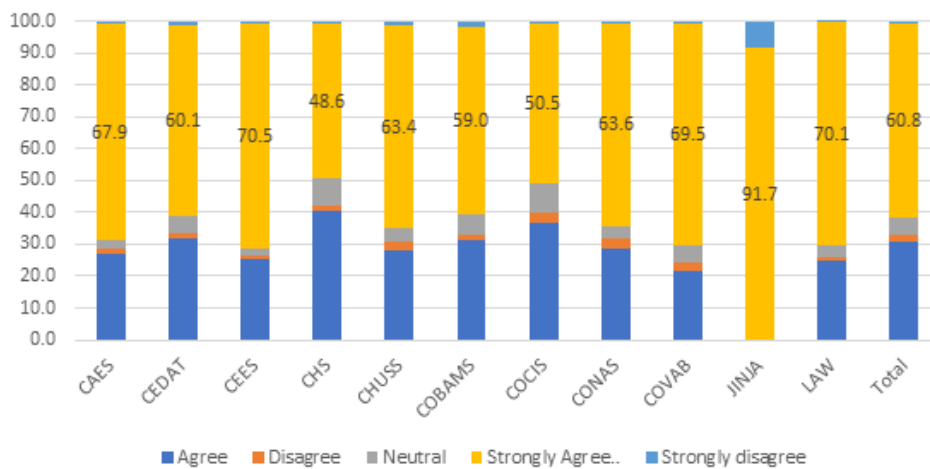


Figure 22 The lecturer was audible and an effective communicator.

For effective learning, lecturers are expected to provide clear explanation of the subject matter to students. Figure 23 shows that most students (57%) strongly agreed that the lecturer presented the subject matter with clear explanations. About 33% of students agreed that the lecturer presented the subject matter with clear explanations.

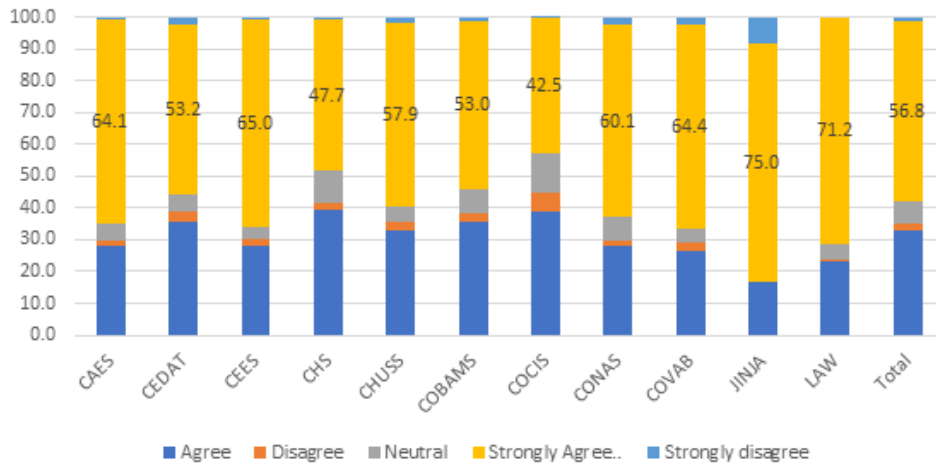


Figure 23 The lecturer presented subject matter with clear explanations.

For effective learning, lecturers and students must have a cordial and professional relationship. Figure 24 shows that most students (56%) who participated in the evaluation strongly agreed that the lecturer had a cordial and professional relationship with students. About 32% agreed that the lecturer had a cordial and professional relationship with students.

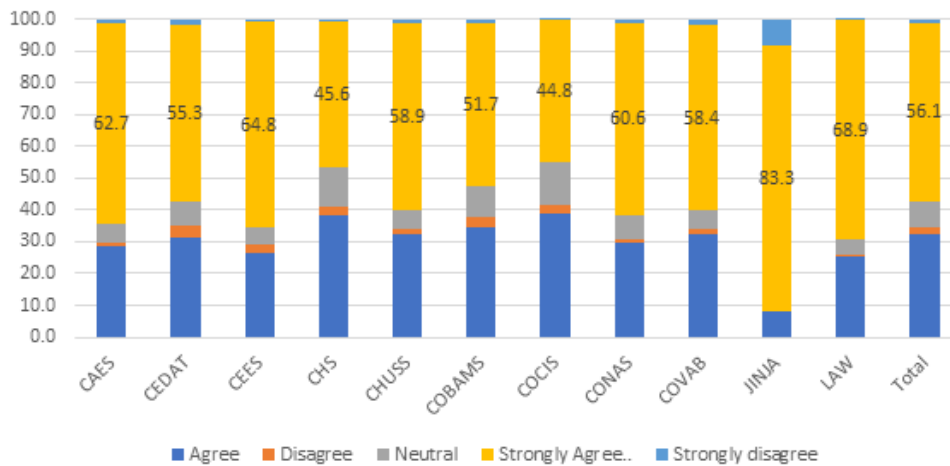


Figure 24 The lecturer had a cordial and professional relationship with students

An appropriate and a descent dressing is required of all lecturers. Figure 25 shows that most of the students(67%) who participated in the evaluation strongly agreed that the lecturers who taught the courses they took in semester 2 2022/2023 dressed appropriately and decently. About 28% agreed that the lecturers who taught the courses they took in semester 2 2022/2023 dressed appropriately and decently. Compared to all colleges, only 48% strongly agreed that the lecturers who taught the courses they took in semester 2 2022/2023 dressed appropriately and decently.

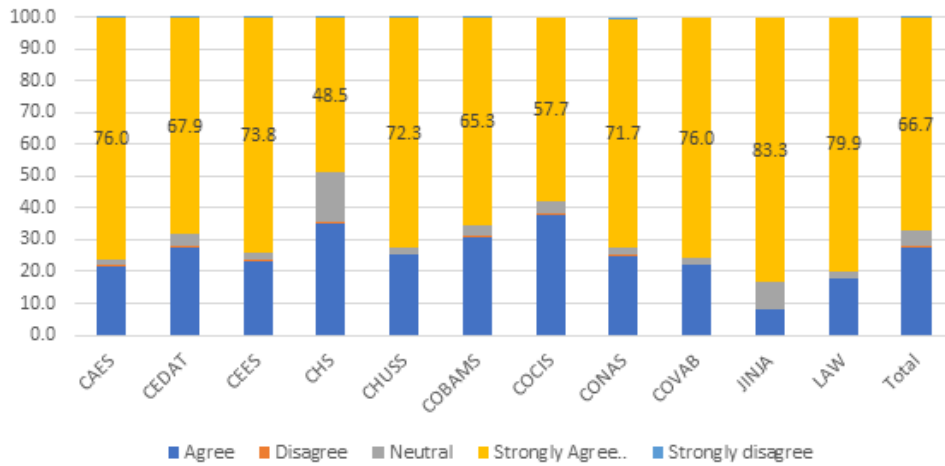


Figure 25 The lecturer dresses appropriately and decently.

Figure 26 shows that most students (58%) in Overall were satisfied with the quality of the lecturer who taught the course they took in semester 2 2022/2023. This was followed by 30% of the students who agreed that in Overall were satisfied with the quality of the lecturer who taught the course they took in semester 2 2022/2023. Similar pattern was observed across the colleges.

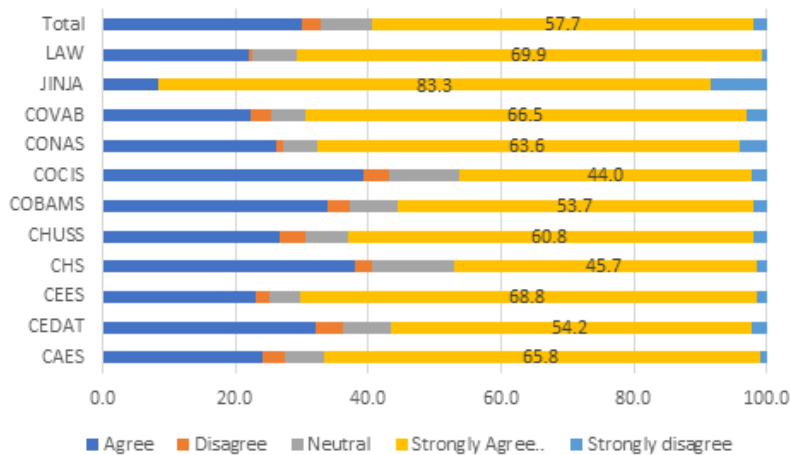


Figure 26 Overall I am satisfied with the quality of the lecturer.

3.3 Methods of Course Delivery by College

At the beginning of each semester, lecturers are expected to provide a clear course outline and list of references to students. Figure 27 shows that most students 54% strongly agreed that there were clear outlines and up-to-date reading lists and references for the course they took in semester 2 2022/2023. About 36% of the students agreed that there were clear outlines and up-to-date reading lists and references for the course they took in semester 2 2022/2023.

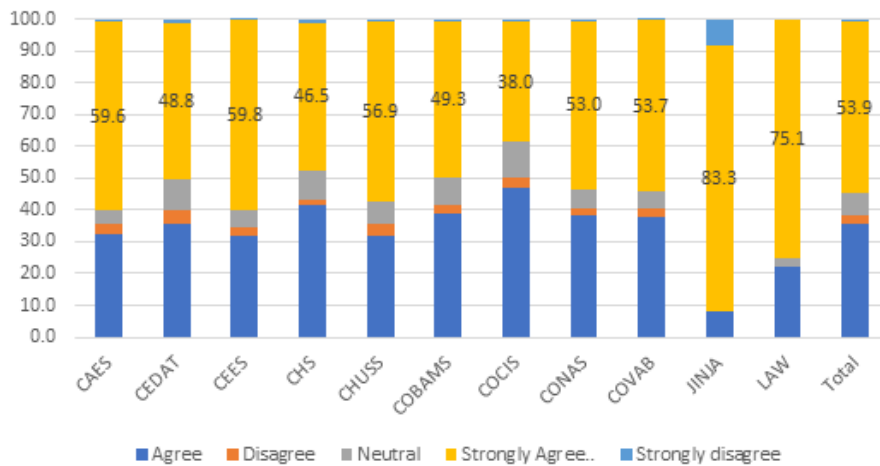


Figure 27 There were clear outlines and up-to-date reading lists and references

All Makerere University academic programmes documents indicate that variety of teaching methods would be used to deliver the courses. Variety of teaching methods aid effective learning as it takes into consideration diversity among students with different abilities. Figure 28 shows that about 44% of the students who participated in evaluation strongly agreed that the courses were taught using a variety of teaching methods & aids including ICT, tutorials.

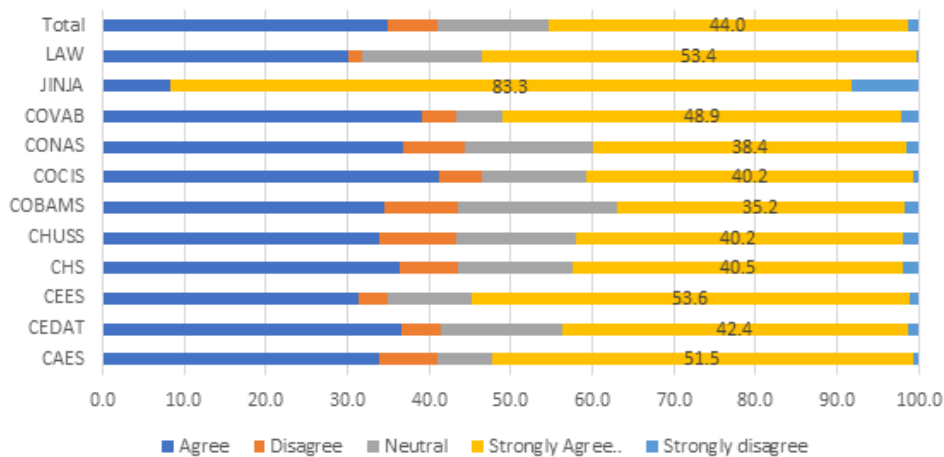


Figure 28 The course was taught using a variety of teaching methods & aids including ICT, tutorials

Similarly, to course delivery, Makerere University academic programme documents indicate that the courses would be assessed using a variety of tools. Figure 29 shows that students are not assessed using a variety of tools which is a big contrast to other metrics observed previously. Figure 29 shows that most students strongly disagreed with the statement that students were assessed through a variety of tools e.g practicals, tests, and coursework. The pattern cuts across all the colleges. There is need for lecturers to assess the courses using a variety of tools which are approved in the curriculum and in the university policy.

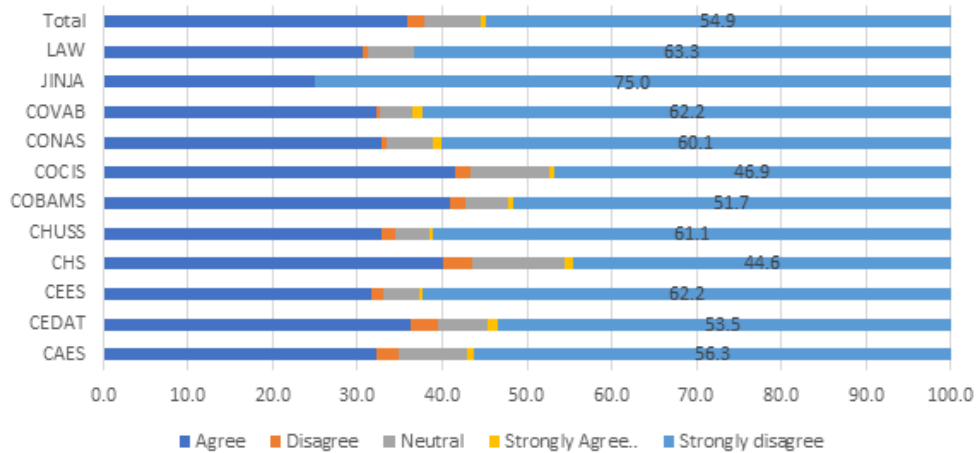


Figure 29 Students were assessed through a variety of tools e.g practical, tests, and coursework

Contrary to the above, Figure 30 shows that most students (57%) strongly agreed that the assessments they did were in line with the course objectives. About 36% of the students agreed that the assessments they did were in line with the course objectives.

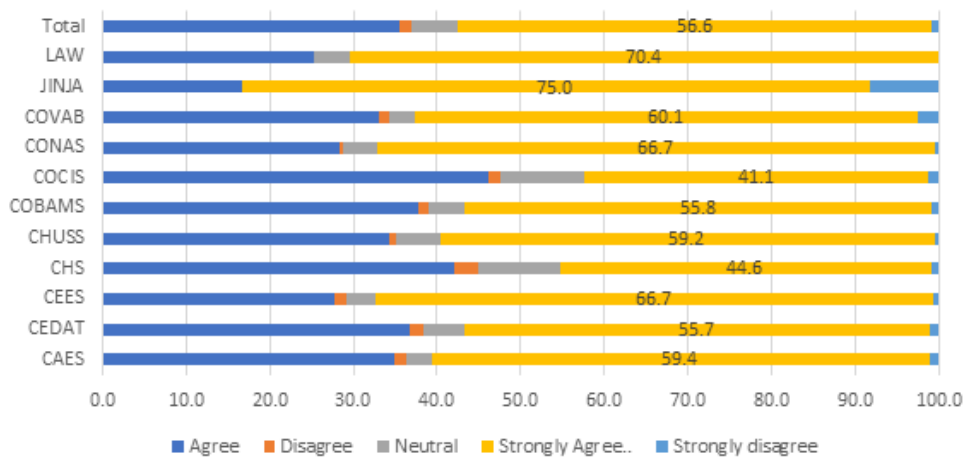


Figure 30 Assessment was in line with the course objectives

Figure 31 shows that 46% of the students who participated in the evaluation strongly agreed that the students' attendance and progress was monitored and positive tutor guidance given for the courses they took in semester 2 2022/2023. Level of agreement varied by colleges.

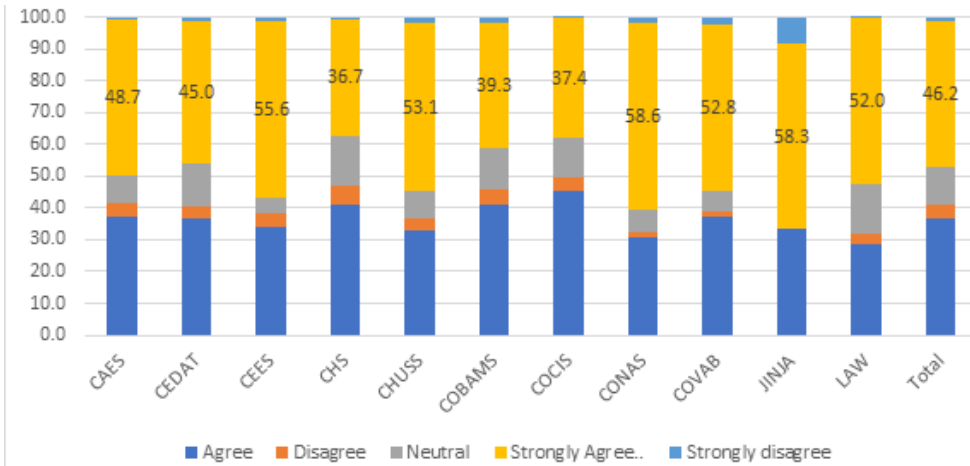


Figure 31 Students attendance and progress was monitored and positive tutor guidance given

A conducive environment is a very important factor in teaching and learning. Figure 32 shows that a small majority students(47%) who participated in the evaluation strongly agreed that the teaching and learning environment was conducive. The School of Law recorded the highest percent of students who strongly agreed that the teaching environment was conducive of all colleges. CHS recorded the lowest percent of students who strongly agreed that the teaching environment was conducive of all colleges.

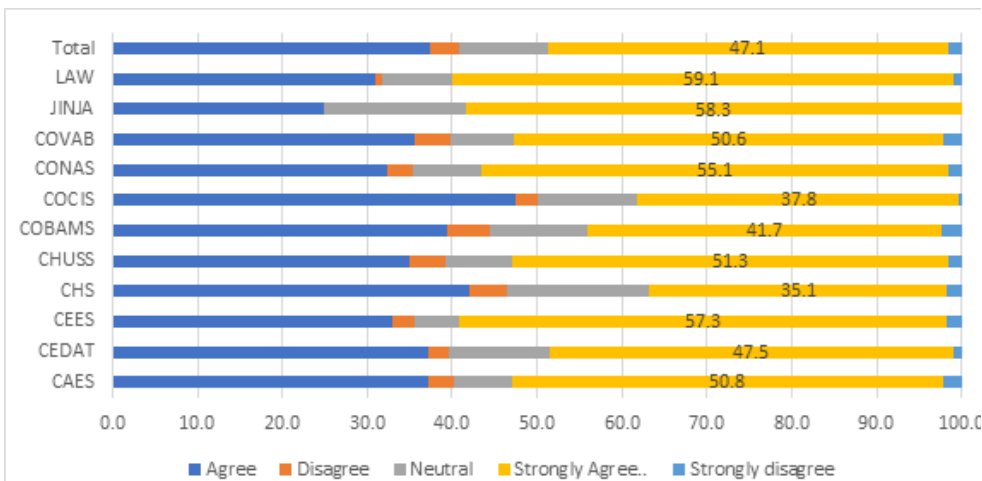


Figure 32 The teaching and learning environment was conducive.

3.4 Evaluation Results Disaggregated by Year of Study

3.4.1 Impact of Course on Students' Outcomes by Year of Study

The course had positive impact on my learning by year of study

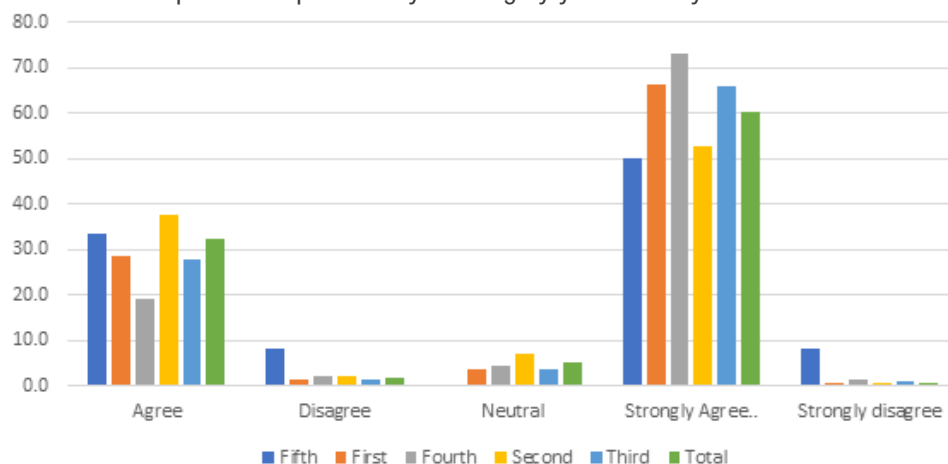


Figure 33 The course had positive impact on my learning by year of study by study year

The course improved my capacity to think and learn independently

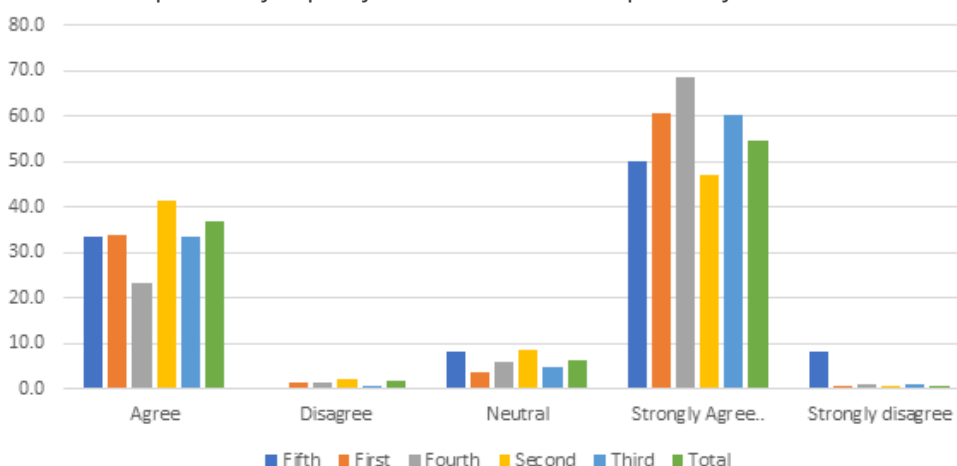


Figure 34 The course improved my capacity to think and learn independently by study year

The course had positive impact on my professional practice

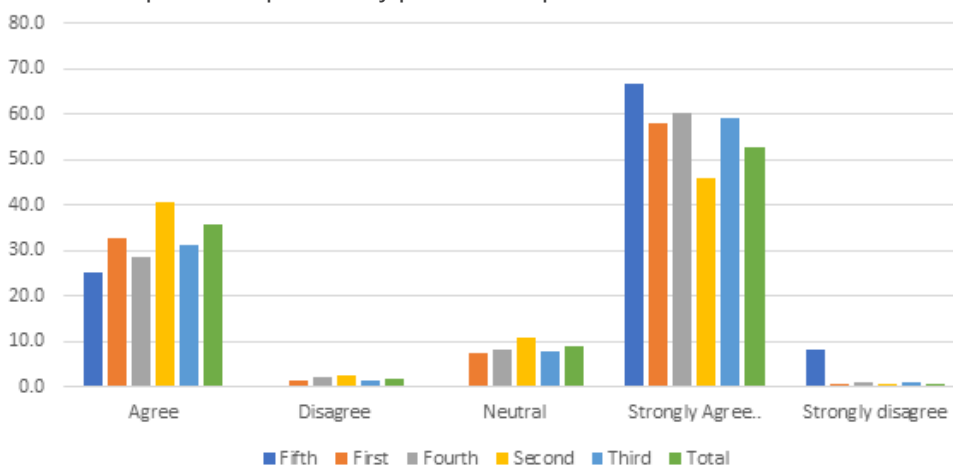


Figure 35 The course had positive impact on my professional practice by study year

The course was relevant to my career prospects

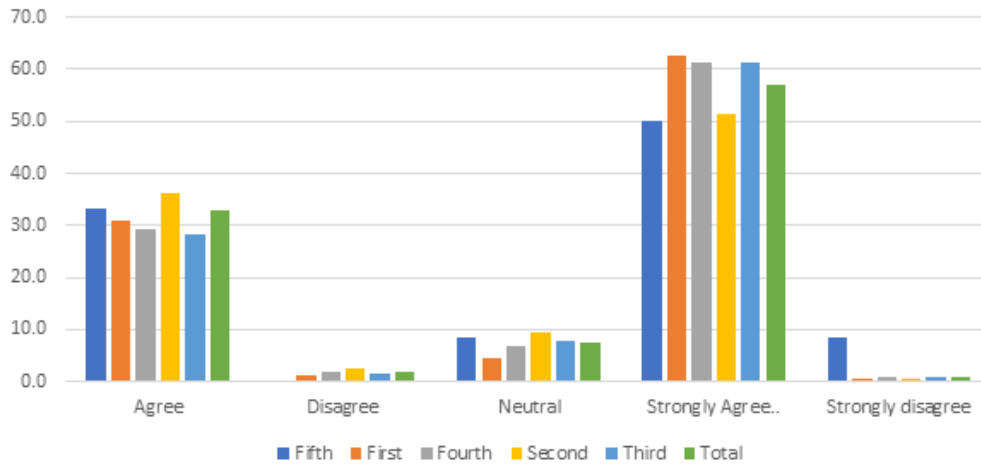


Figure 36 The course was relevant to my career prospects by study year

The course improved my knowledge and understanding

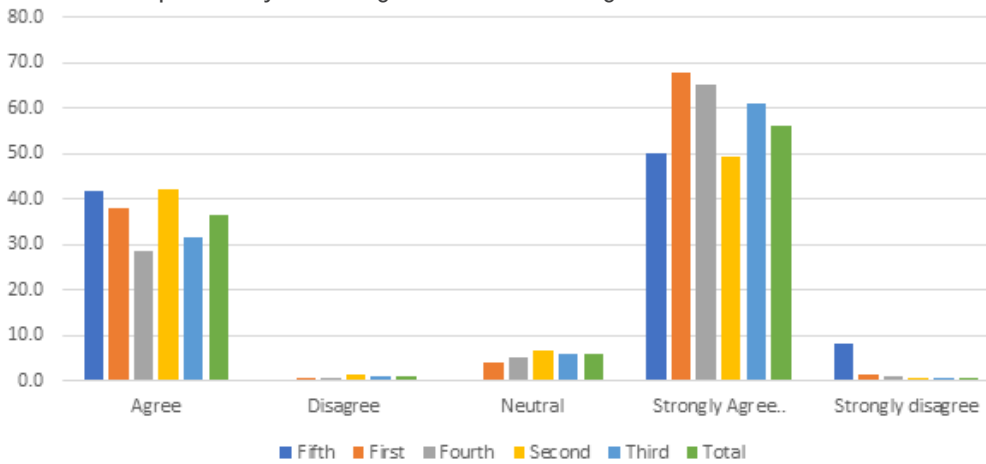


Figure 37 The course improved my knowledge and understanding by study year

The course improved my research skills

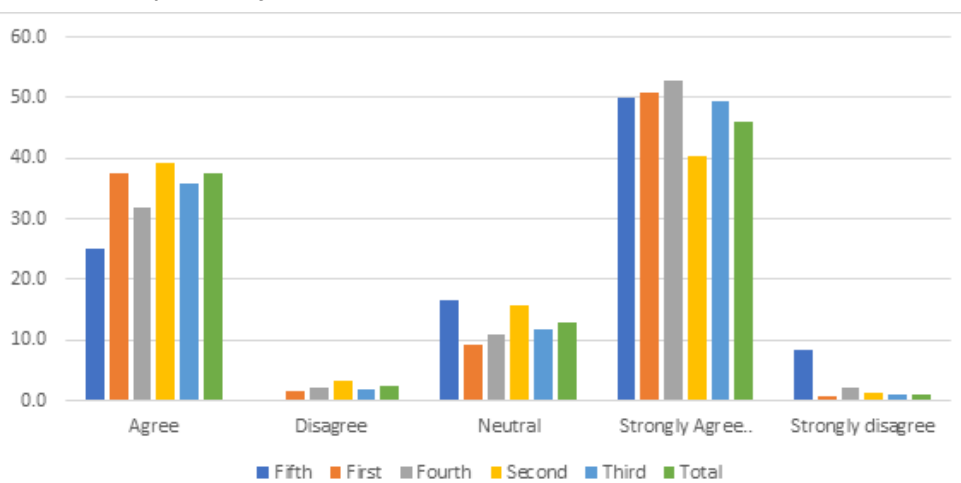


Figure 38 The course improved my research skills by study year

The course encouraged me to read widely

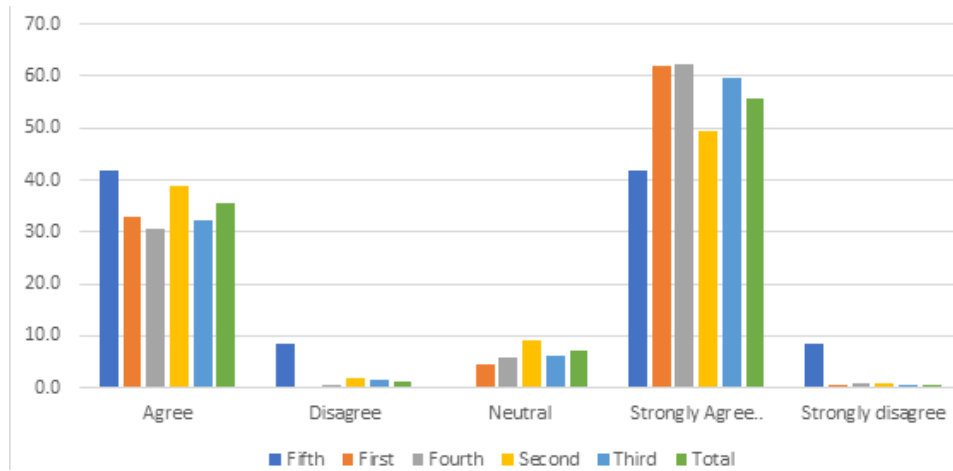


Figure 39 The course encouraged me to read widely by study year

3.4.2 The Conduct of the Lecturer by Year of Study

The lecturer gave a clear description of the course objectives

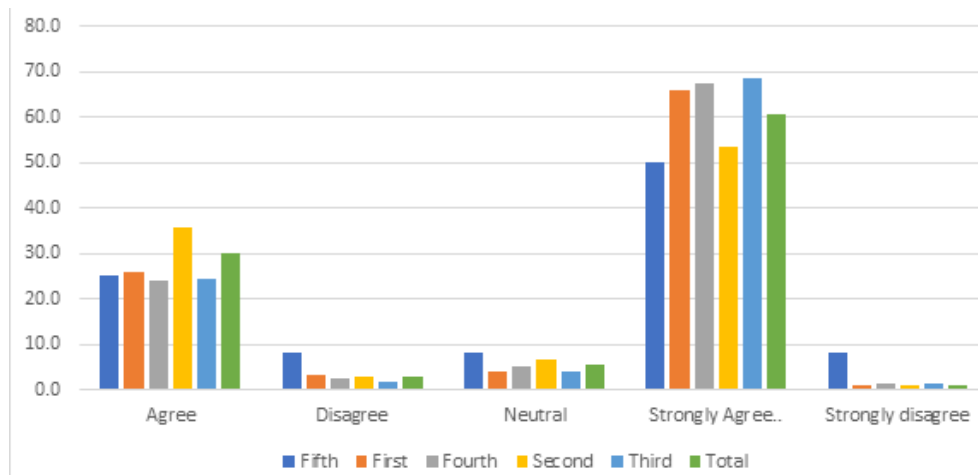


Figure 40 The lecturer gave a clear description of the course objectives by study year

The lecturer was always punctual for lectures

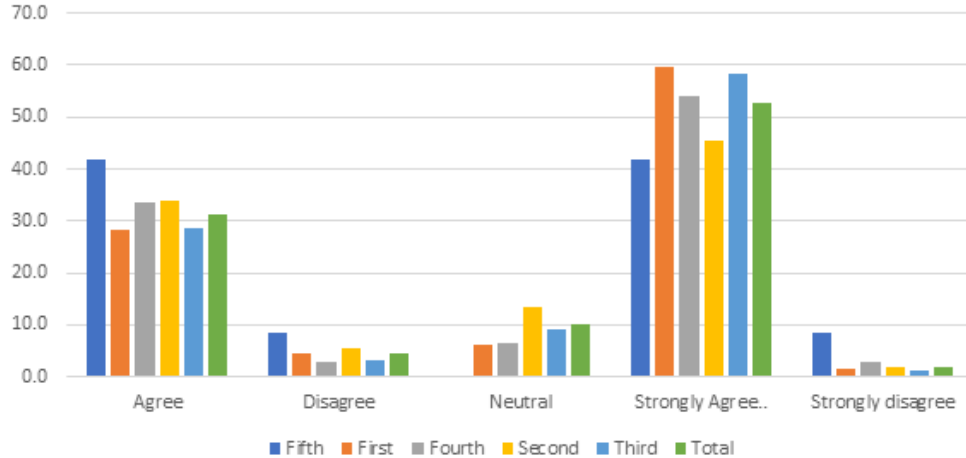


Figure 41 The lecturer was always punctual for lectures by study year

The lecturer followed the timetable schedule strictly

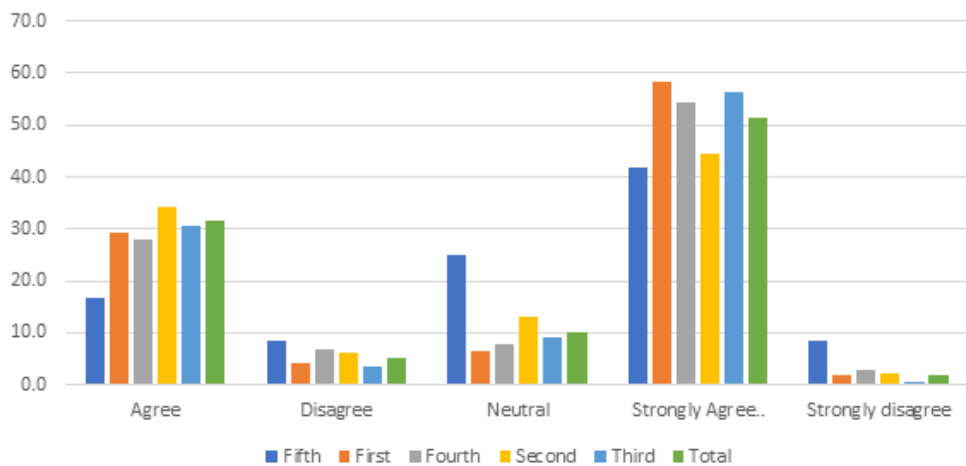


Figure 42 The lecturer followed the timetable schedule strictly by study year

The lecturer used descent language while conducting the course

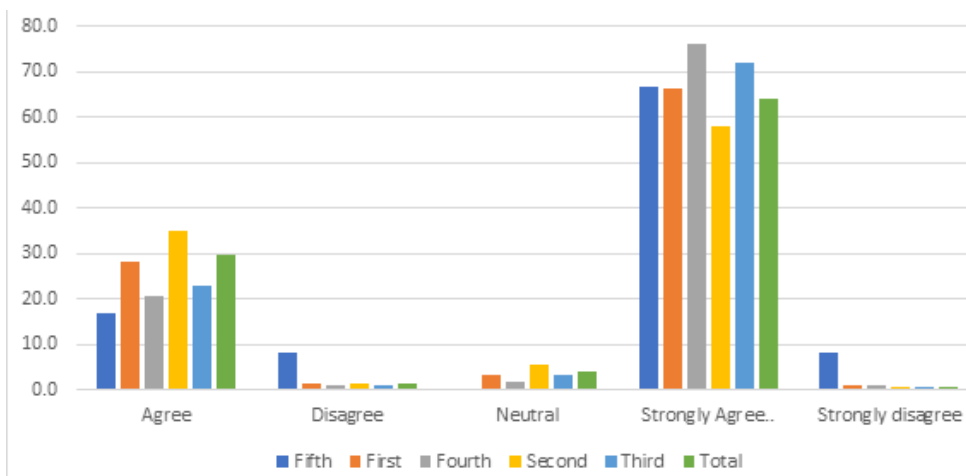


Figure 43 The lecturer used descent language while conducting the course by study year

The lecturer encouraged class discussions and participation

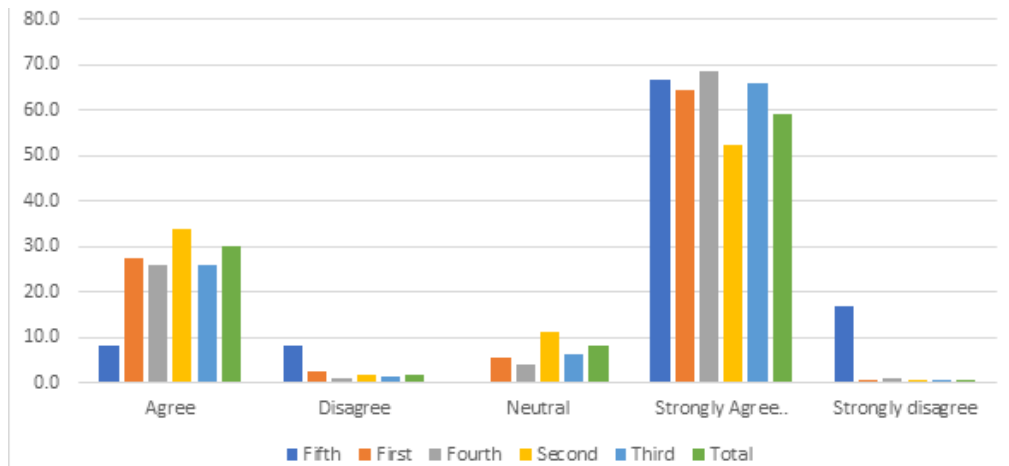


Figure 44 The lecturer encouraged class discussions and participation by study year

The lecturer was knowledgeable and resourceful on subject matter

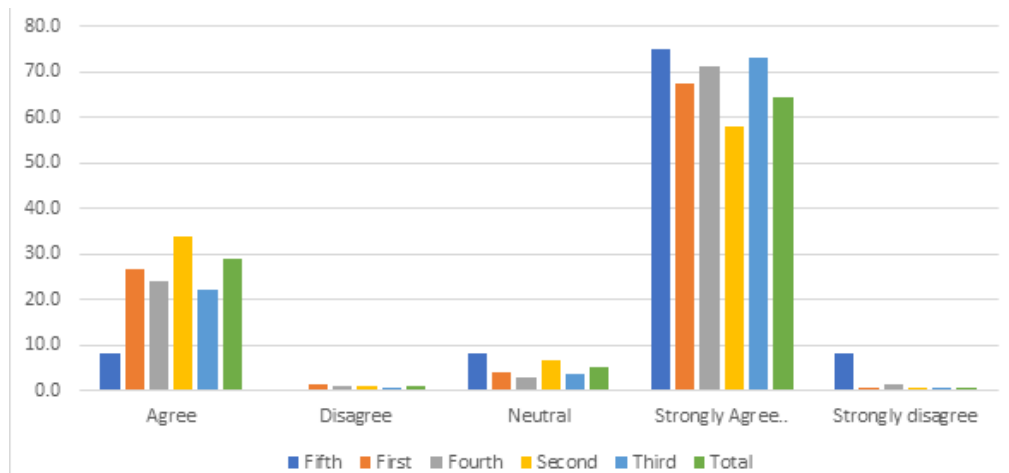


Figure 45 The lecturer was knowledgeable and resourceful on subject matter by study year

The lecturer would review the previous lecture and blend it with current topic

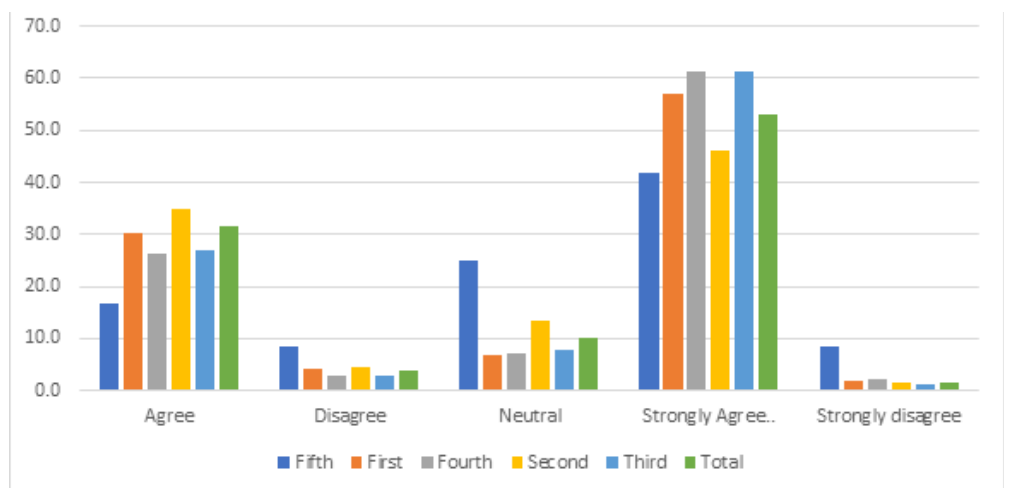


Figure 46 The lecturer would review the previous lecture and blend it with current topic by study year

The lecturer guided and counselled students on academic problems

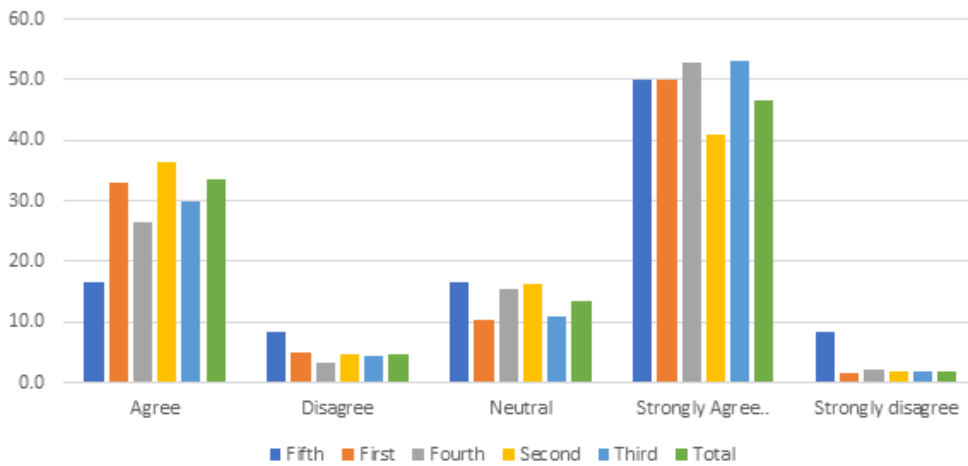


Figure 47 The lecturer guided and counselled students on academic problems by study year

The lecturer conducted the lectures as scheduled and came to class prepared

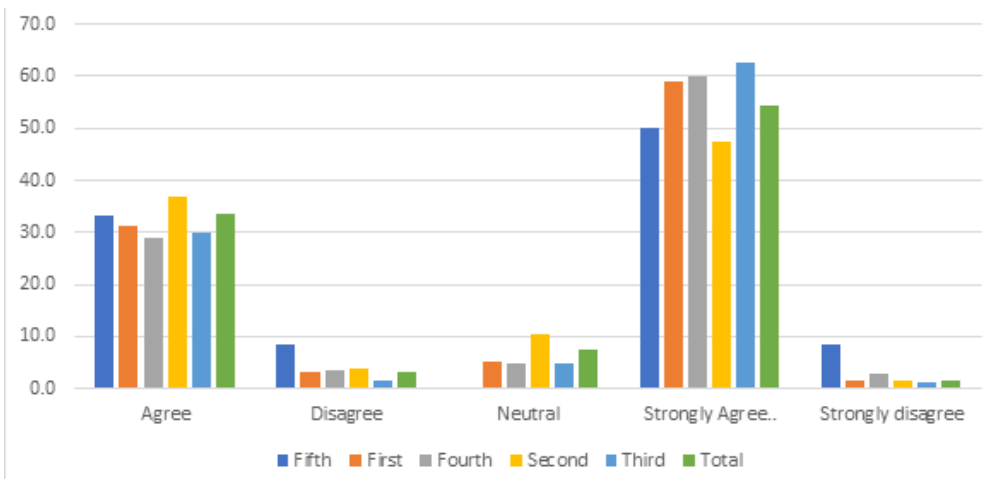


Figure 48 The lecturer conducted the lectures as scheduled and came to class prepared by study year

The lecturer progressed well with the syllabus

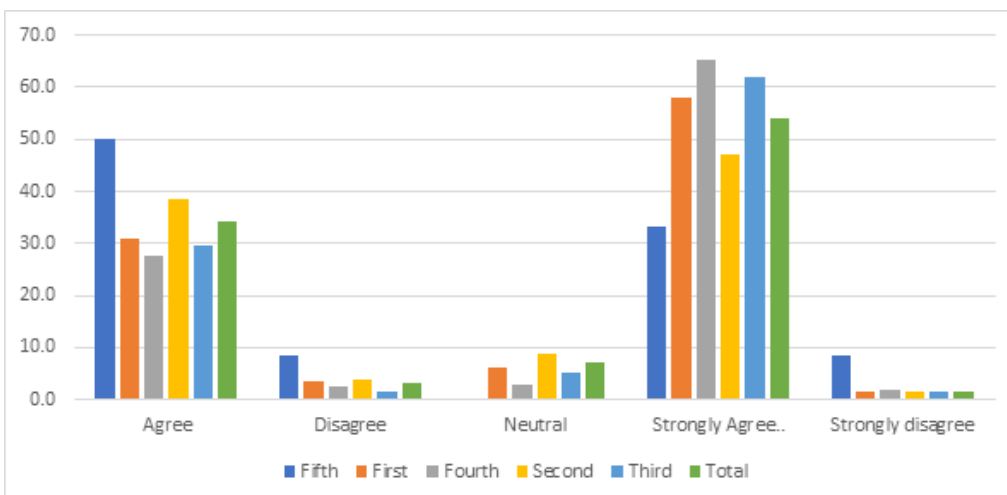


Figure 49 The lecturer progressed well with the syllabus by study year

The lecturer assessed and gave timely feedback

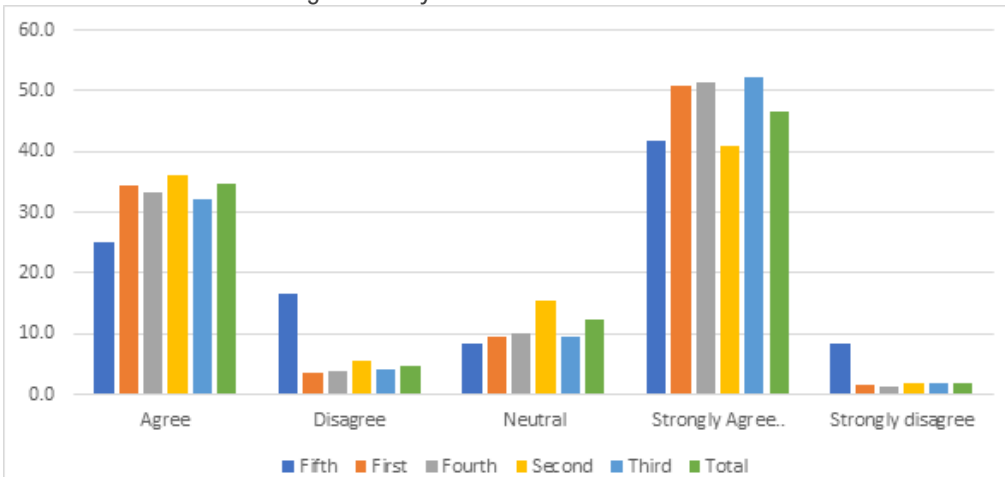


Figure 50 The lecturer assessed and gave timely feedback by study year

The lecturer was audible and an effective communicator

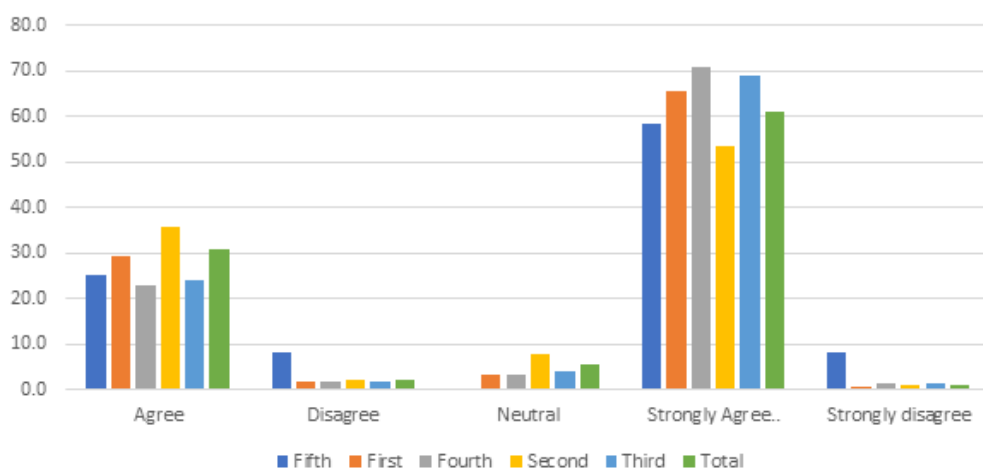


Figure 51 The lecturer was audible and an effective communicator by study year

The lecturer presented subject matter with clear explanations

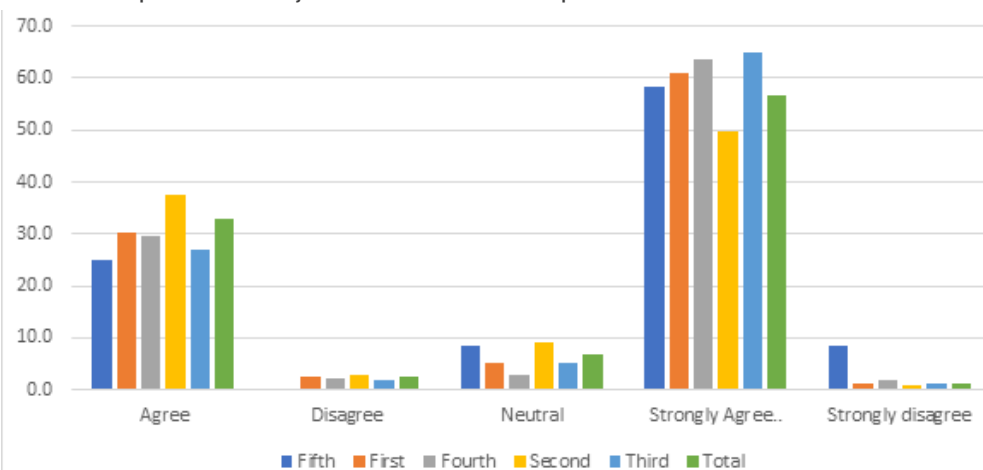


Figure 52 The lecturer presented subject matter with clear explanations by study year

The lecturer had a cordial and professional relationship with students

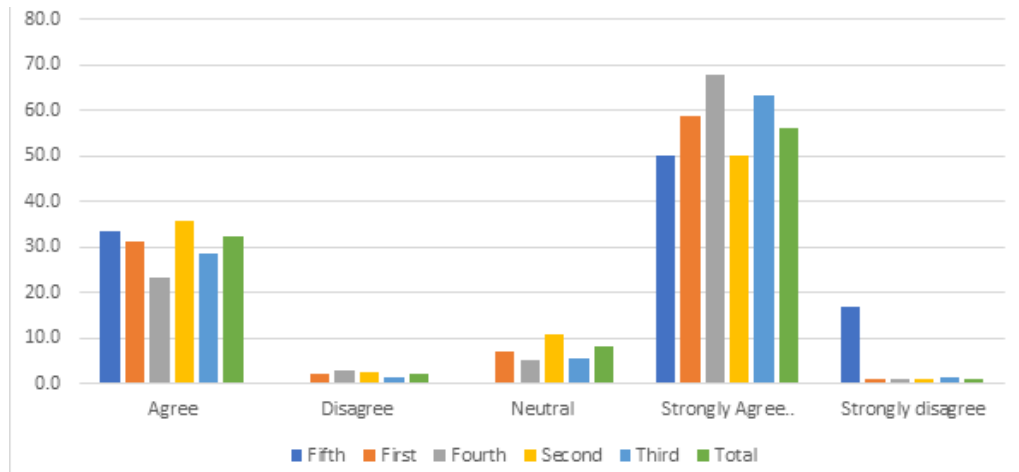


Figure 53 The lecturer had a cordial and professional relationship with students by study year

The lecturer dresses appropriately and decently

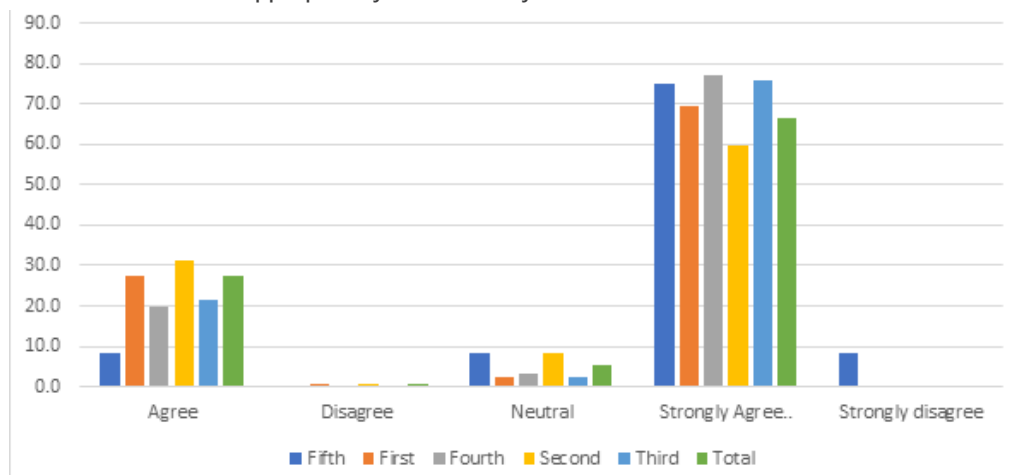


Figure 54 The lecturer dresses appropriately and decently by study year

Overall I am satisfied with the quality of the lecturer

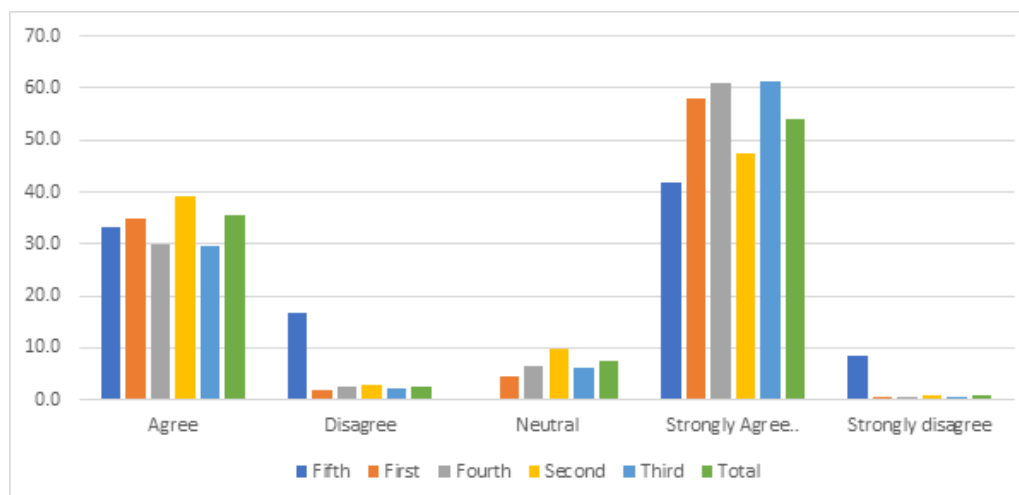


Figure 55 Overall I am satisfied with the quality of the lecturer by study year

3.4.3 Method of Delivery by Year of Study

There were clear outlines and up-to-date reading lists and references

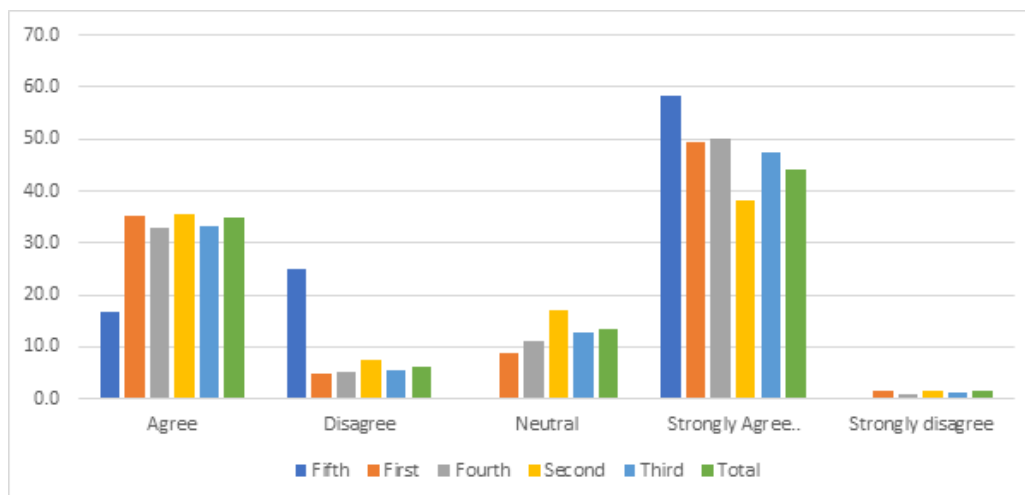


Figure 56 There were clear outlines and up-to-date reading lists and references by study year

The course was taught using a variety of teaching methods & aids including ICT, tutorials

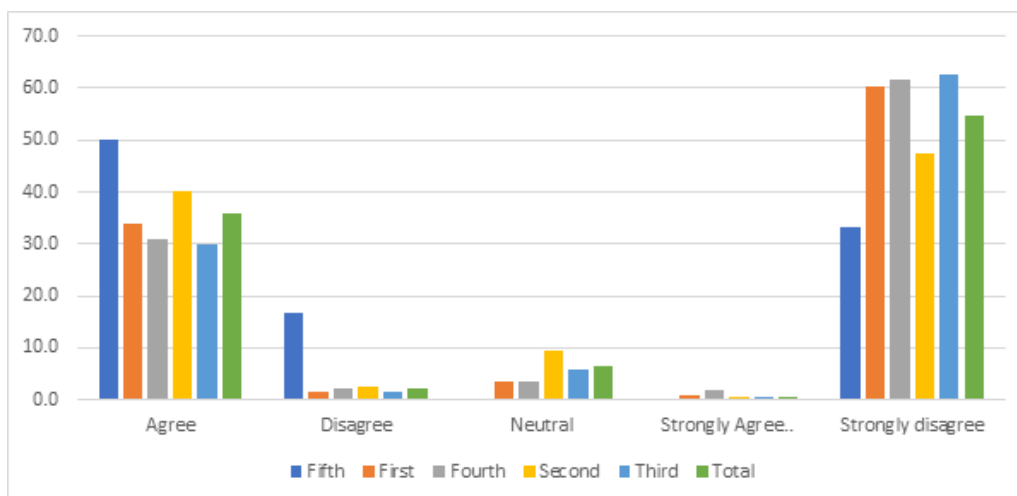


Figure 57 The course was taught using a variety of teaching methods & aids including ICT, tutorials by study year

Students were assessed through a variety of tools e.g practicals, tests, and coursework

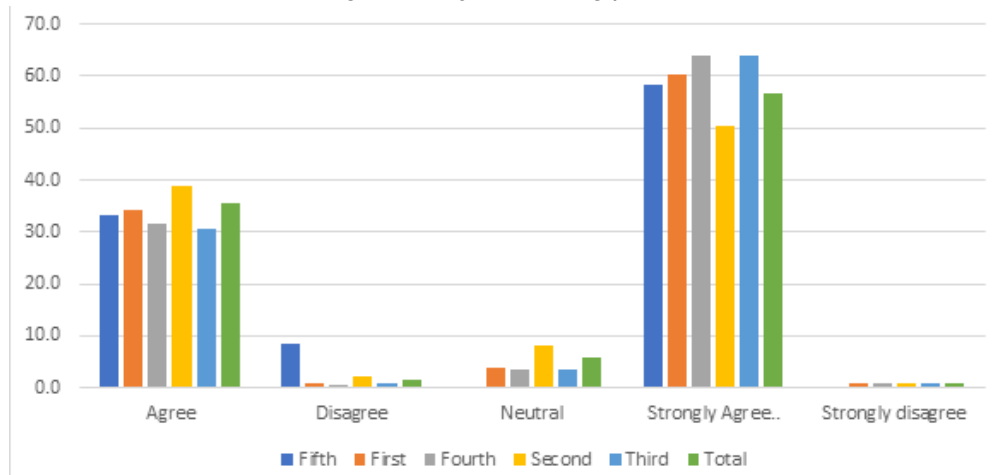


Figure 58 Students were assessed through a variety of tools e.g practical, tests, and coursework by study year

Assessment was in line with the course objectives

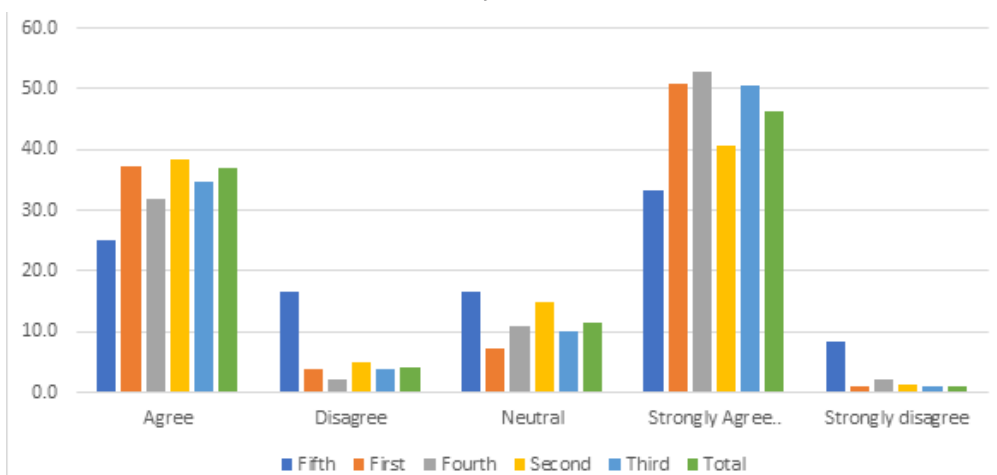


Figure 59 Assessment was in line with the course objectives by study year

Students attendance and progress was monitored and positive tutor guidance given

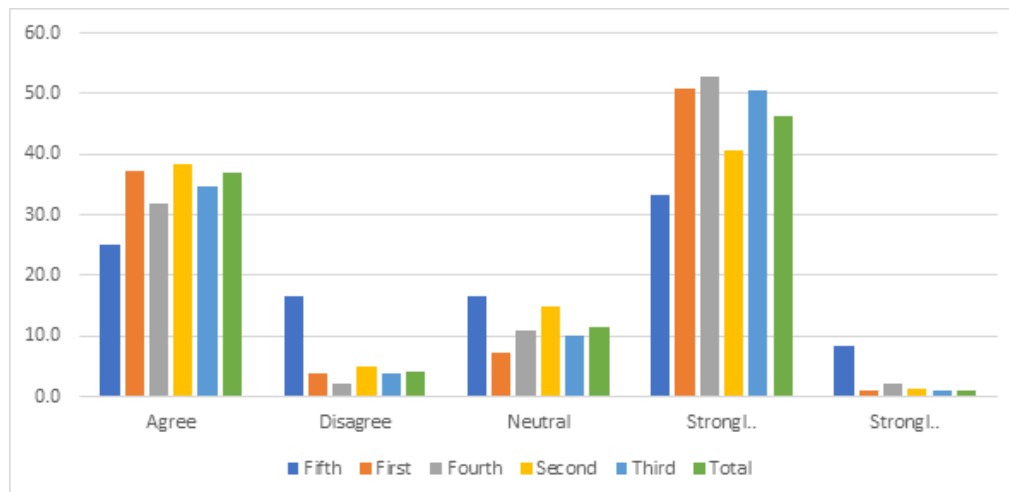


Figure 60 Students attendance and progress was monitored and positive tutor guidance given by study year

The teaching and learning environment was conducive

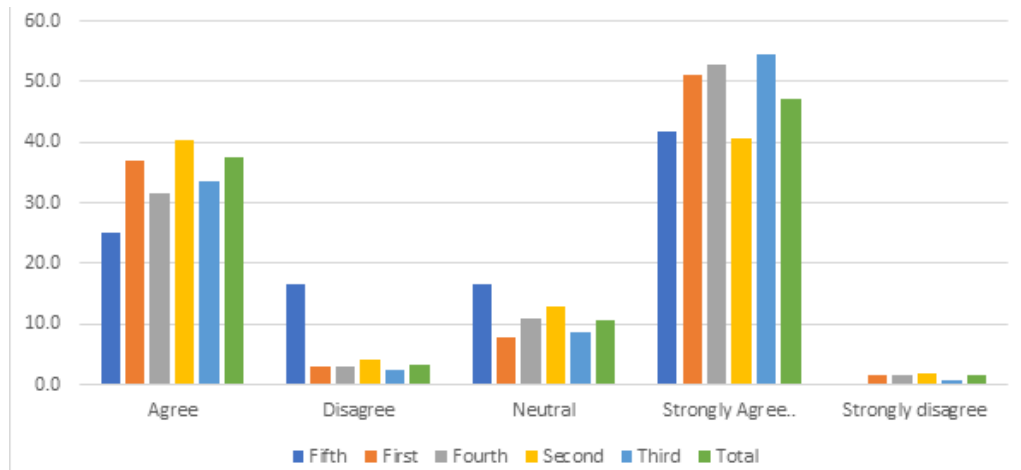


Figure 61 The teaching and learning environment was conducive by study year

3.5 Evaluation result disaggregated by study time.

3.5.1 Impact of course on students' outcome by study time

The course had positive impact on my learning

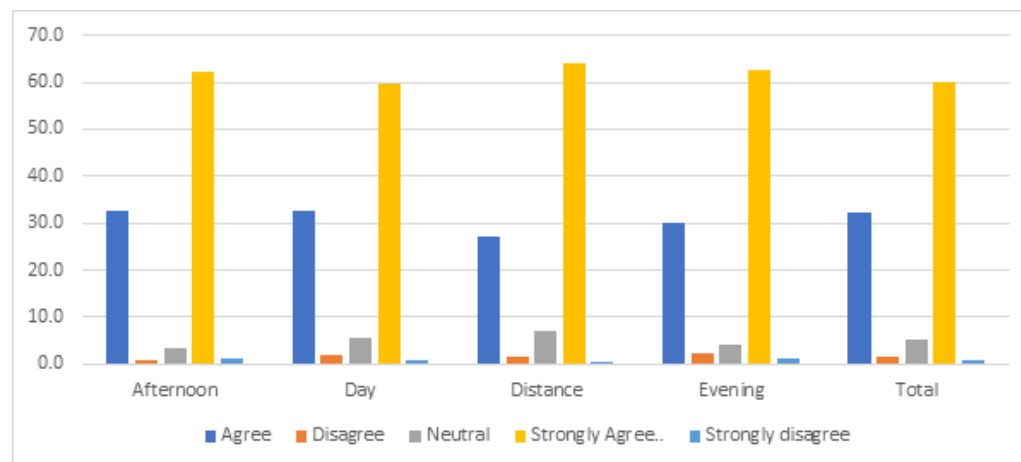


Figure 62 The course had positive impact on my learning by study time

The course improved my capacity to think and learn independently

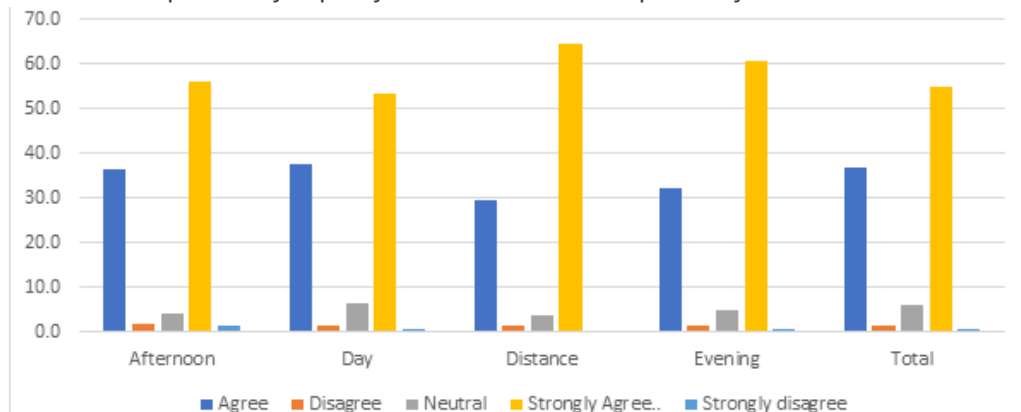


Figure 63 The course improved my capacity to think and learn independently by study time

The course had positive impact on my professional practice

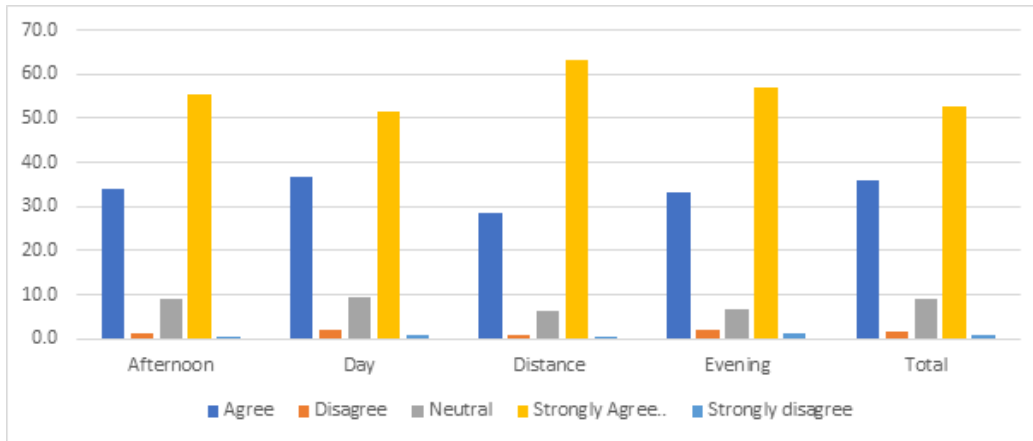


Figure 64 The course had positive impact on my professional practice by study time.

The course was relevant to my career prospects

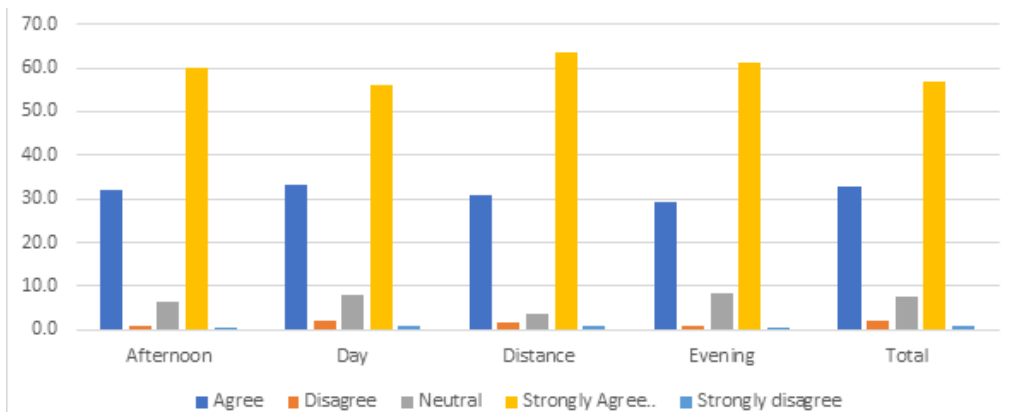


Figure 65 The course was relevant to my career prospects by study time.

The course improved my knowledge and understanding

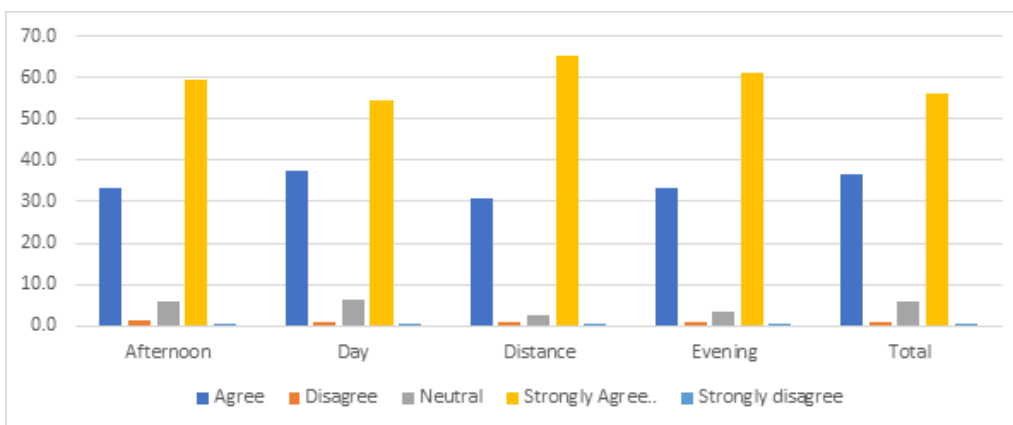


Figure 66 The course improved my knowledge and understanding by study time.

The course improved my research skills

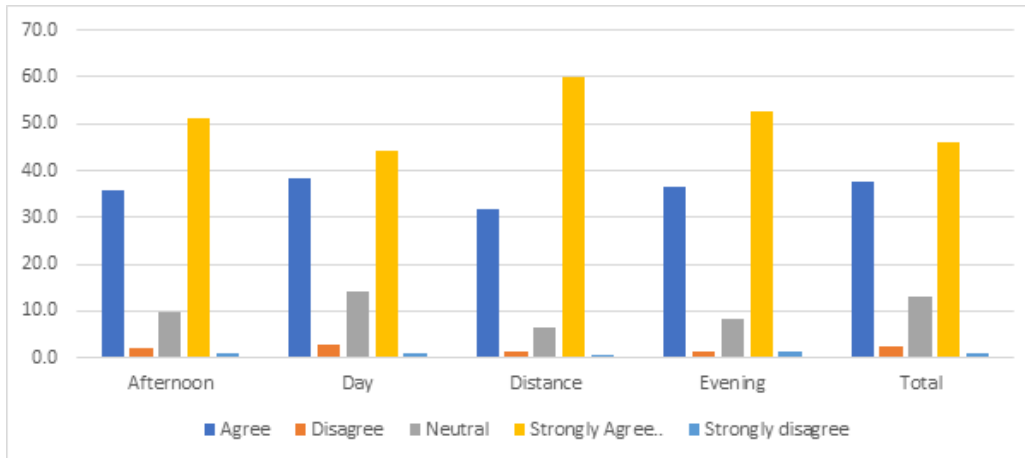


Figure 67 The course improved my research skills by study time

The course encouraged me to read widely

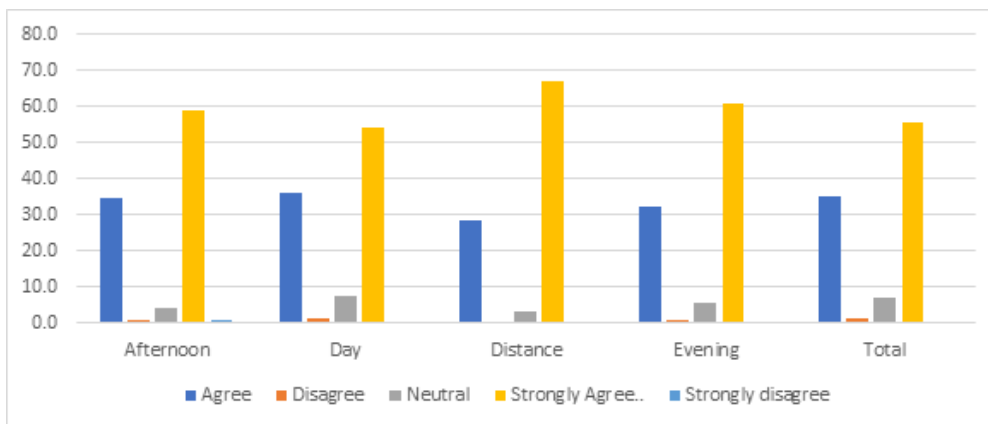


Figure 68 The course encouraged me to read widely by study time.

3.5.2 The Lecturer Attributes Disaggregated by Study Time

The lecturer gave a clear description of the course objectives

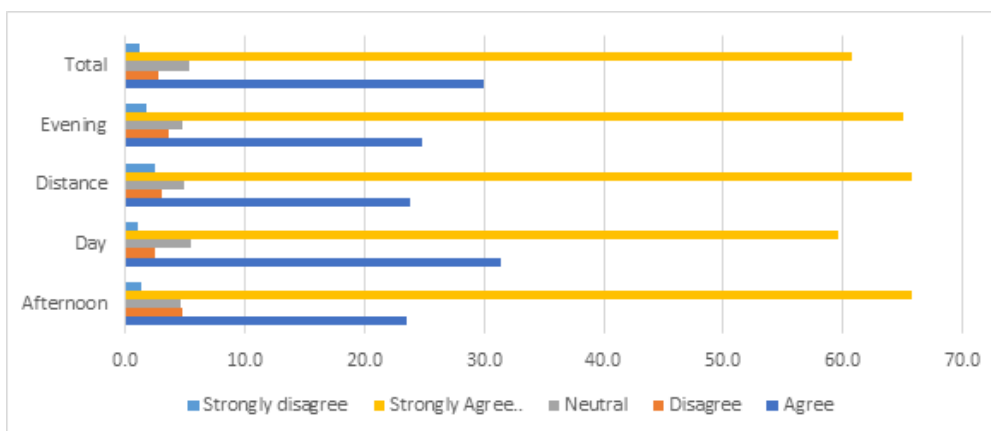


Figure 69 The lecturer gave a clear description of the course objectives by study time.

The lecturer was always punctual for lectures

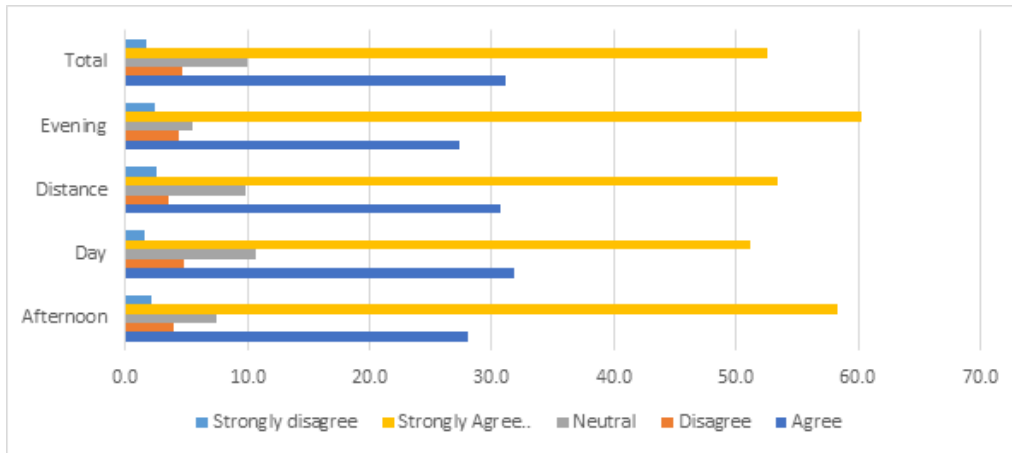


Figure 70 The lecturer was always punctual for lectures by study time.

The lecturer followed the timetable schedule strictly

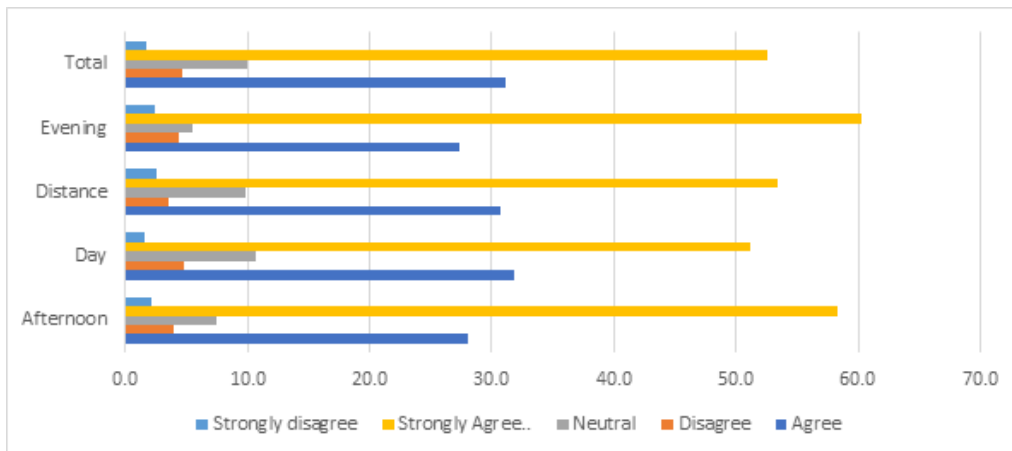


Figure 71 The lecturer followed the timetable schedule strictly by study time

The lecturer used descent language while conducting the course

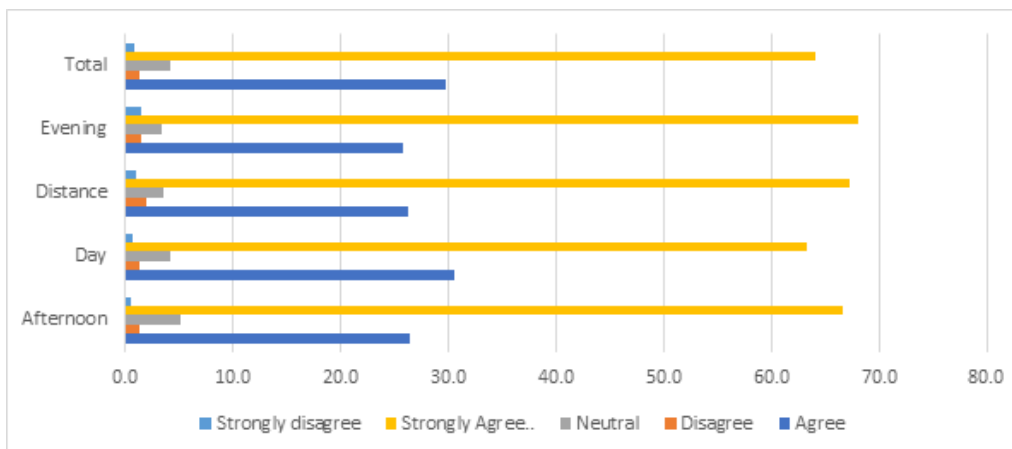


Figure 72 The lecturer used descent language while conducting the course by study time

The lecturer encouraged class discussions and participation

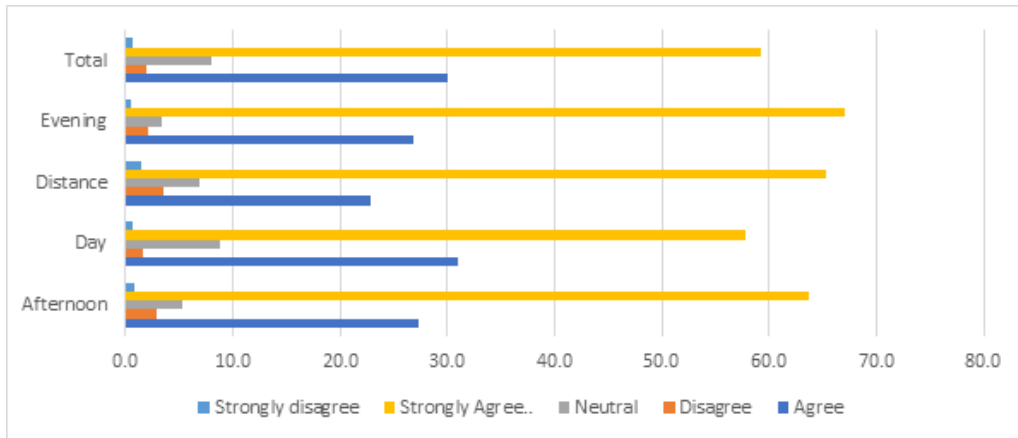


Figure 73 The lecturer encouraged class discussions and participation by study time.

The lecturer was knowledgeable and resourceful on subject matter

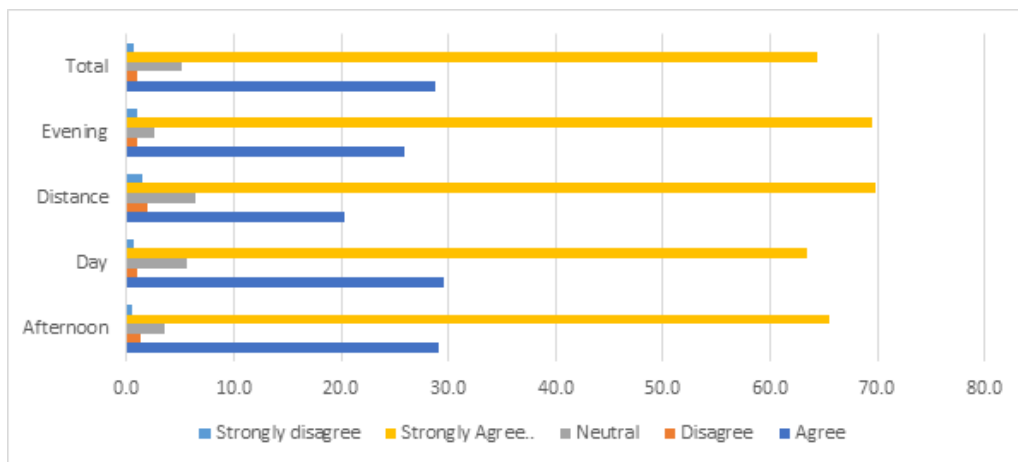


Figure 74 The lecturer was knowledgeable and resourceful on subject matter by study time.

The lecturer would review the previous lecture and blend it with current topic

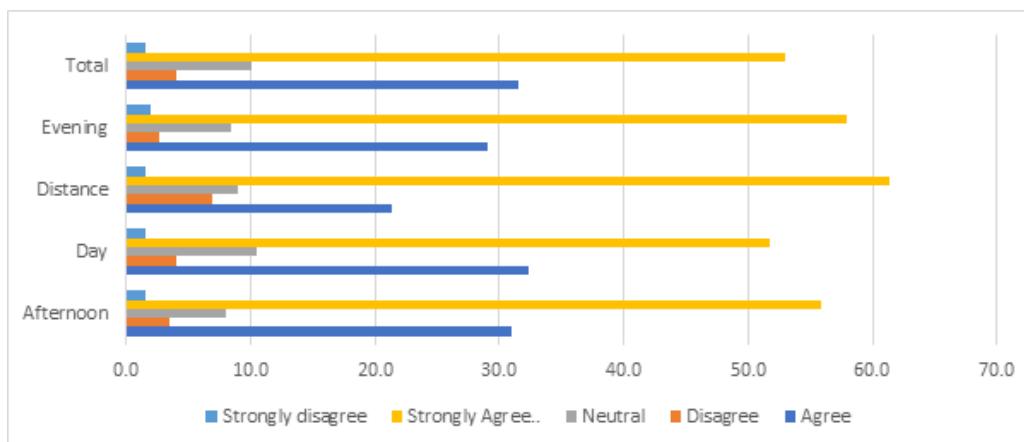


Figure 75 The lecturer would review the previous lecture and blend it with current topic by study time

The lecturer guided and counselled students on academic problems

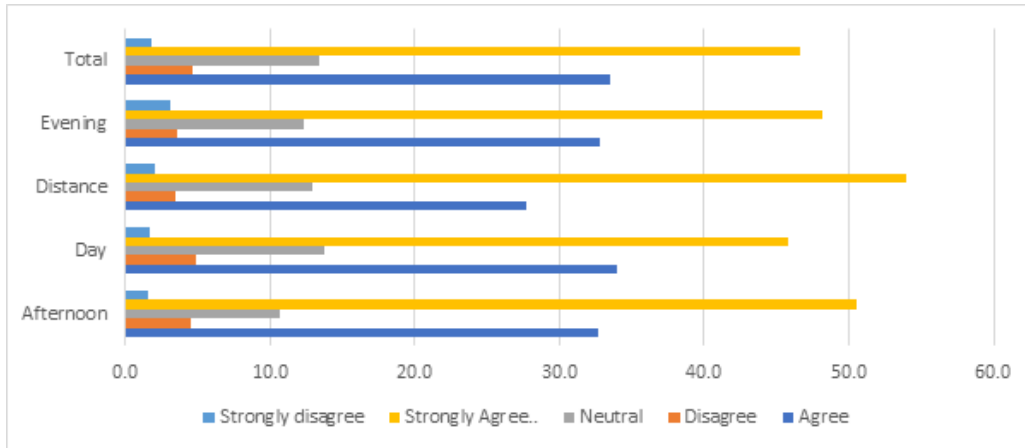


Figure 76 The lecturer guided and counselled students on academic problems by study time.

The lecturer conducted the lectures as scheduled and came to class prepared

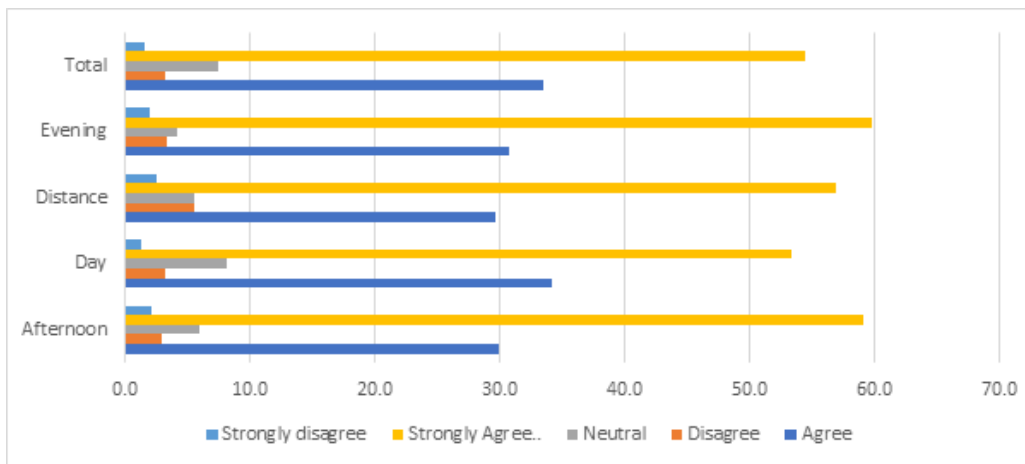


Figure 77 The lecturer conducted the lectures as scheduled and came to class prepared by study time.

The lecturer progressed well with the syllabus

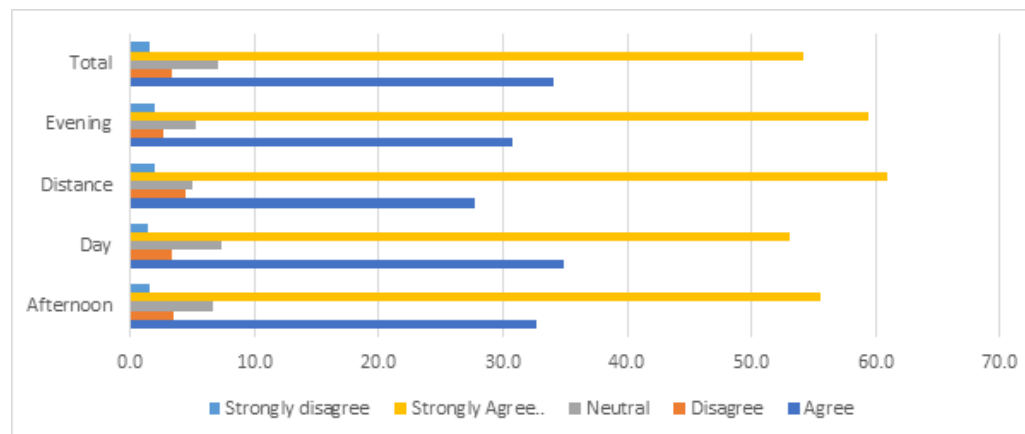


Figure 78 The lecturer progressed well with the syllabus by study time.

The lecturer assessed and gave timely feedback

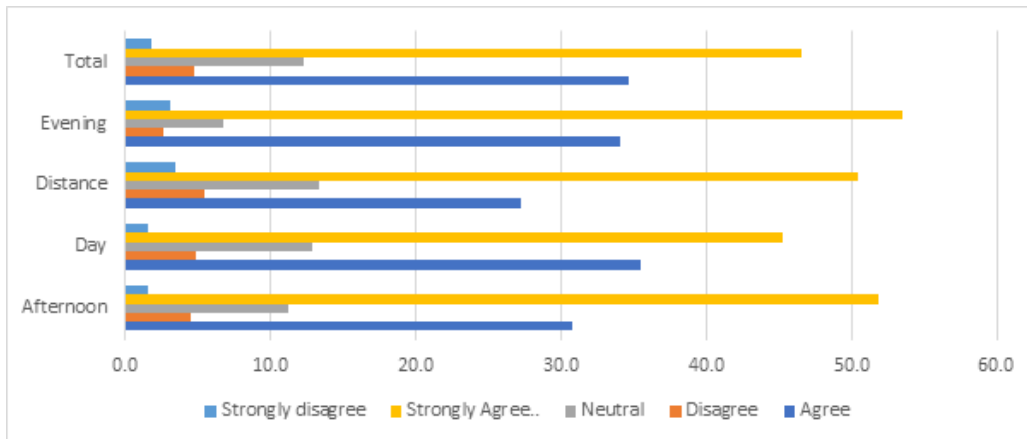


Figure 79 The lecturer assessed and gave timely feedback by study time.

The lecturer was audible and an effective communicator

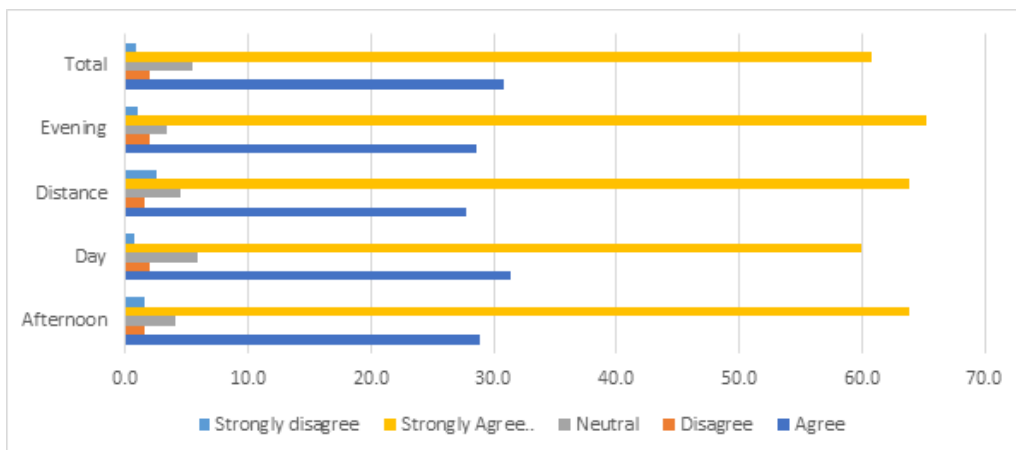


Figure 80 The lecturer was audible and an effective communicator by study time.

The lecturer presented subject matter with clear explanations

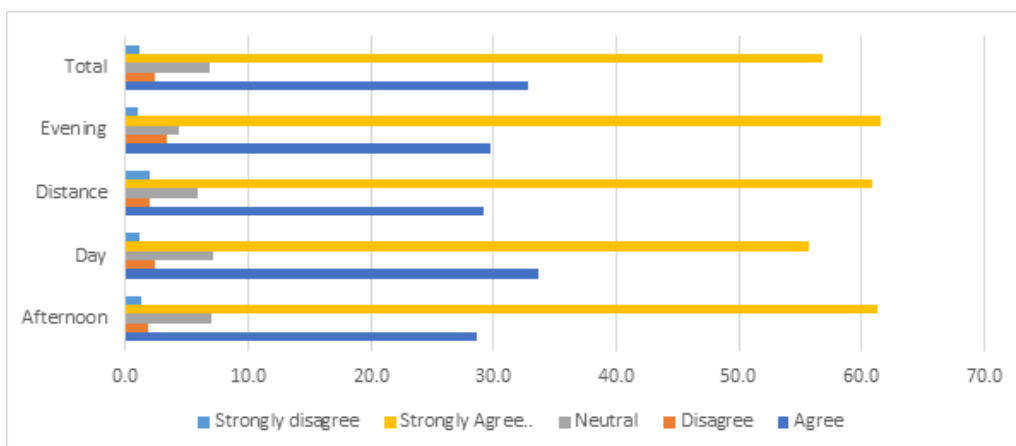


Figure 81 The lecturer presented subject matter with clear explanations by study time.

The lecturer had a cordial and professional relationship with students

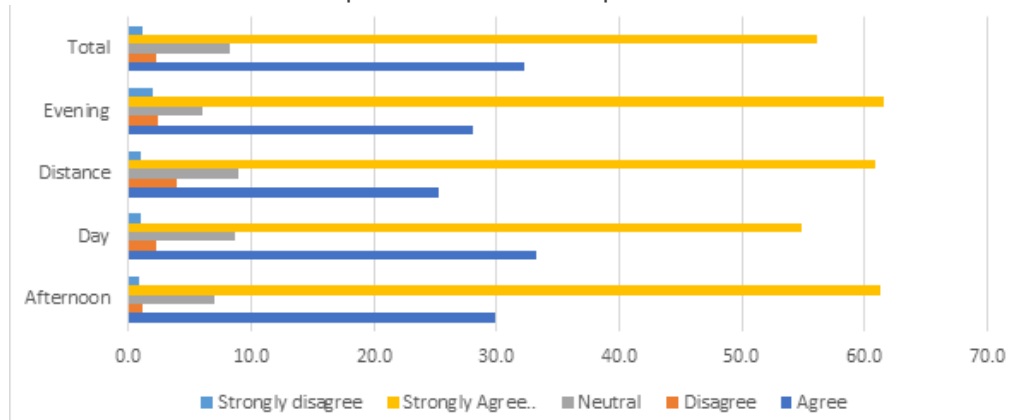


Figure 82 The lecturer had a cordial and professional relationship with students by study time.

The lecturer dresses appropriately and decently

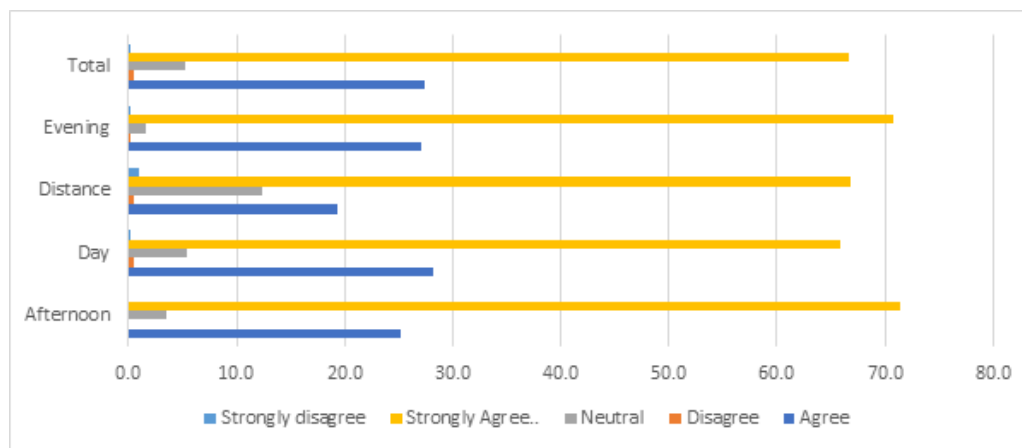


Figure 83 The lecturer dresses appropriately and decently by study time.

Overall I am satisfied with the quality of the lecturer

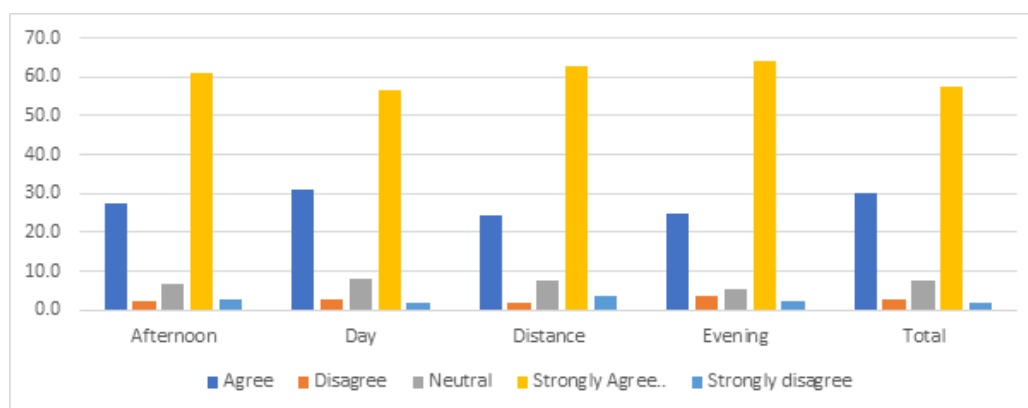


Figure 84 Overall I am satisfied with the quality of the lecturer by study time.

3.5.3 Methods of Delivery Disaggregated by Study Time.

There were clear outlines and up-to-date reading lists and references

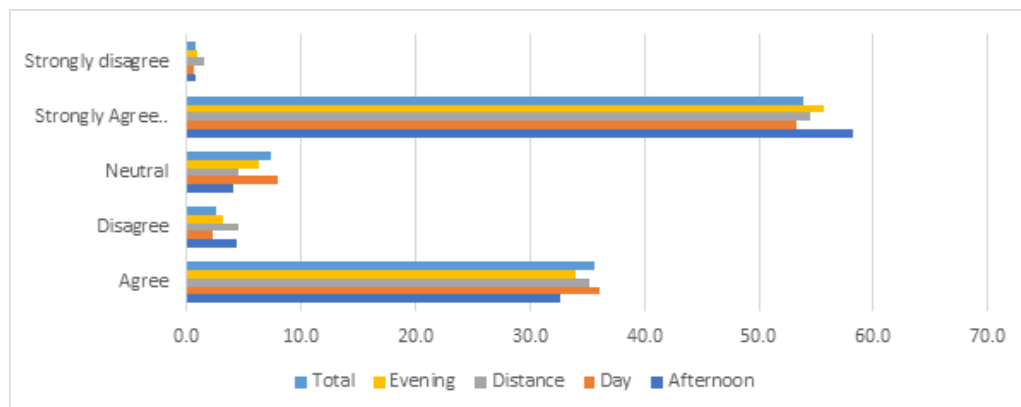


Figure 85 There were clear outlines and up-to-date reading lists and references by study time.

The course was taught using a variety of teaching methods & aids including ICT, tutorials

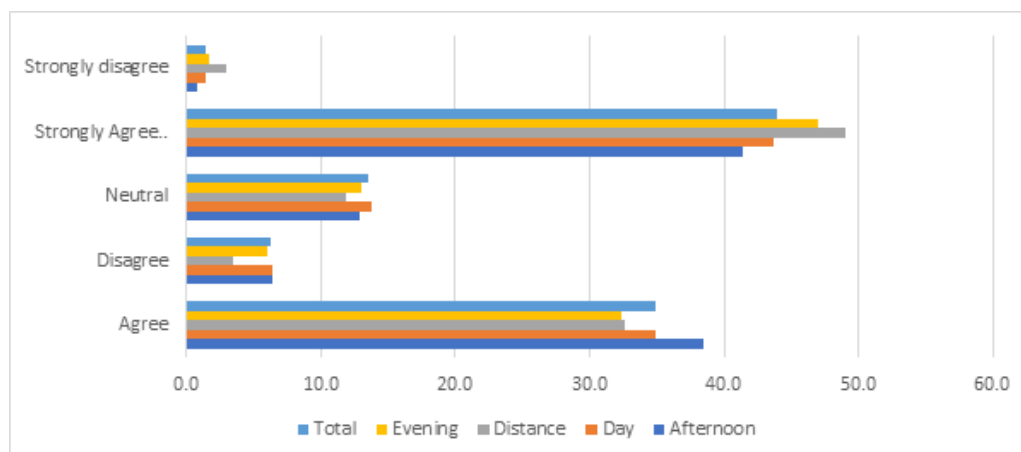


Figure 86 The course was taught using a variety of teaching methods & aids including ICT, tutorials by study time.

Students were assessed through a variety of tools e.g practicals, tests, and coursework

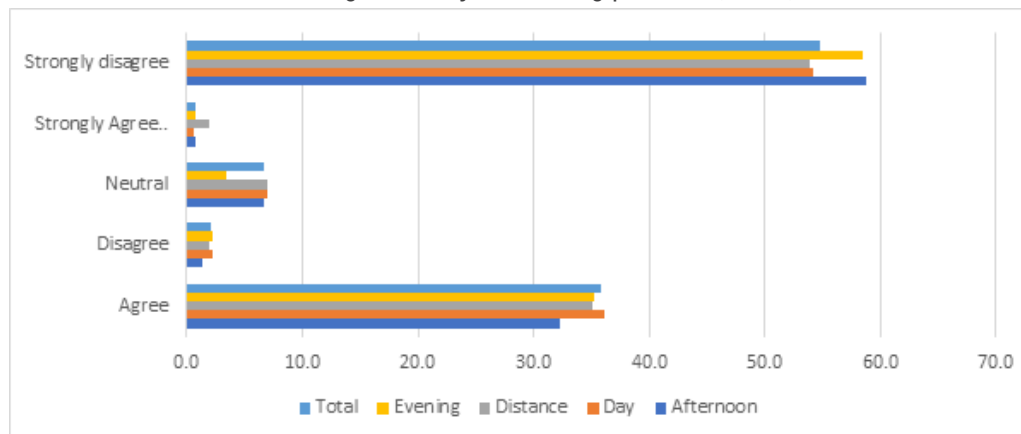


Figure 87 Students were assessed through a variety of tools e.g practicals, tests, and coursework by study time.

Assessment was in line with the course objectives

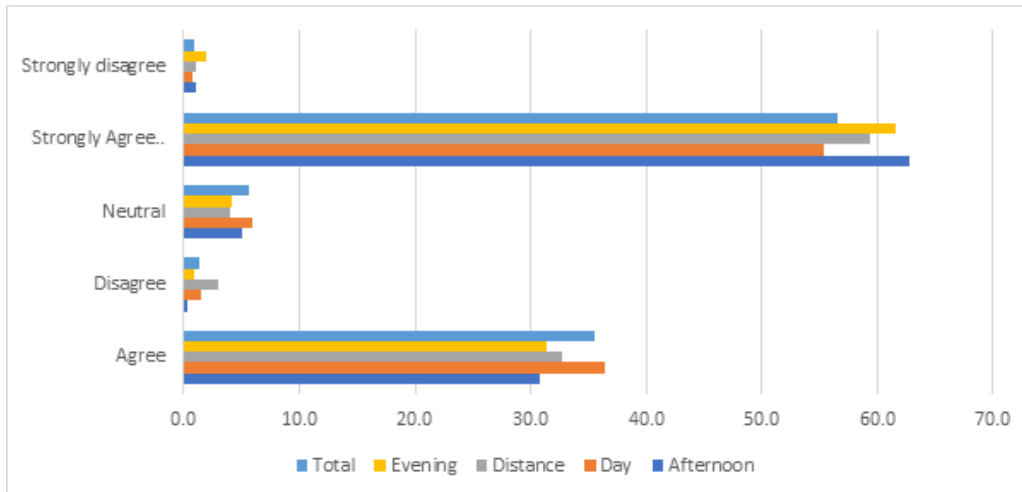


Figure 88 Assessment was in line with the course objectives by study time.

Students attendance and progress was monitored and positive tutor guidance given

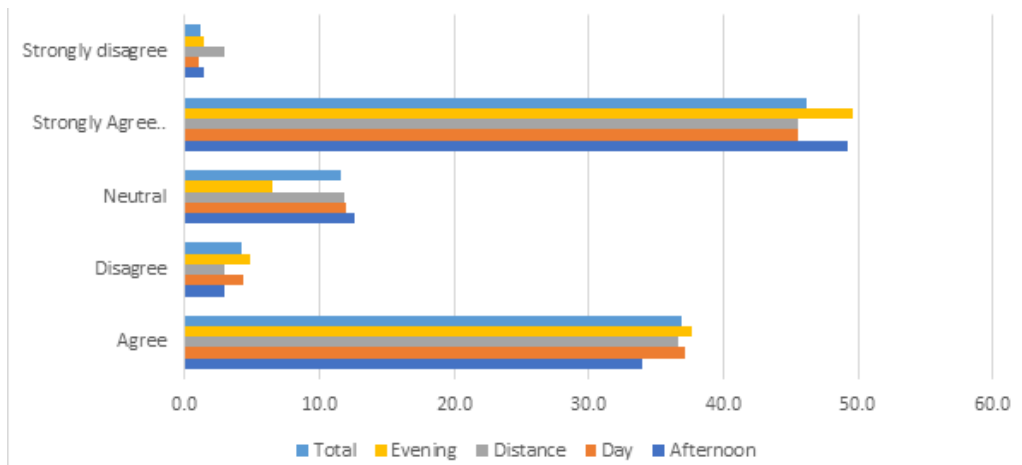


Figure 89 Students attendance and progress was monitored and positive tutor guidance given by study time.

The teaching and learning environment was conducive

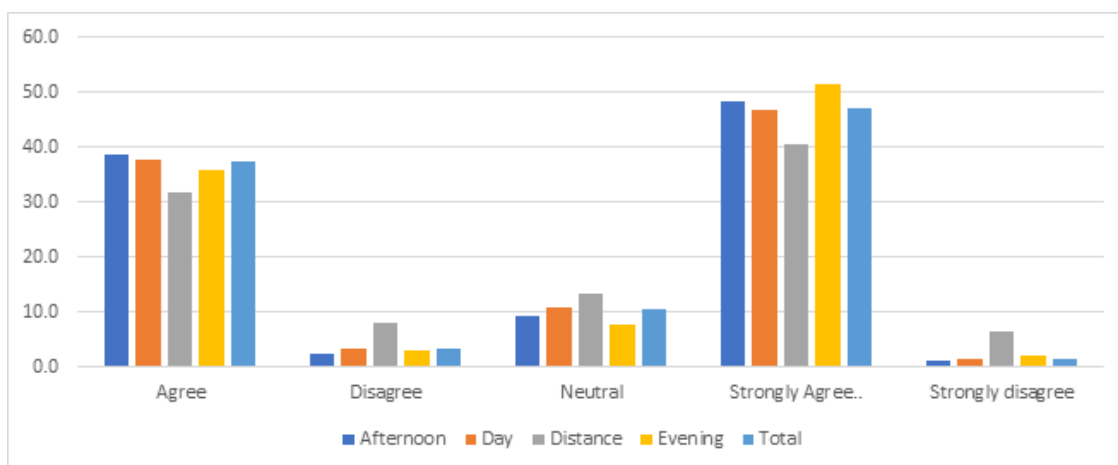


Figure 90 The teaching and learning environment was conducive by study time.

3.6 Evaluation Results Disaggregated by Gender

3.6.1 Impact of Course on Students Outcomes Disaggregated by Gender

The course had positive impact on my learning

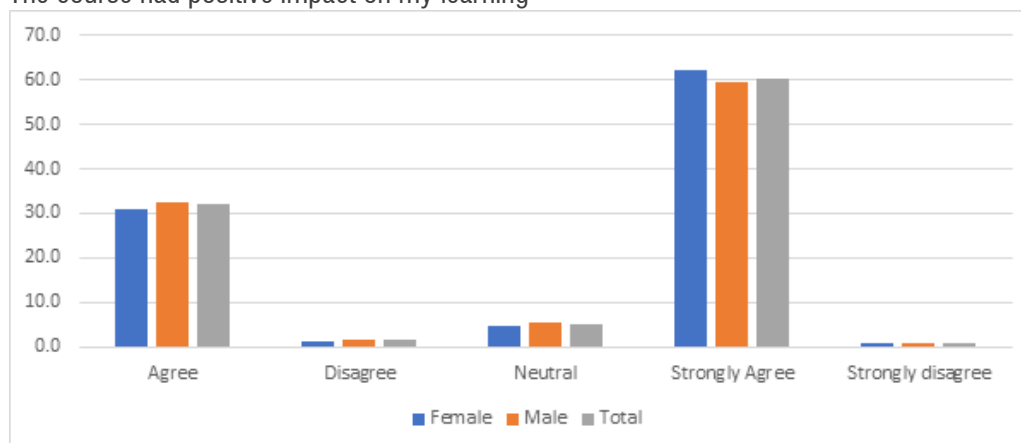


Figure 91 The course had positive impact on my learning by gender.

The course improved my capacity to think and learn independently

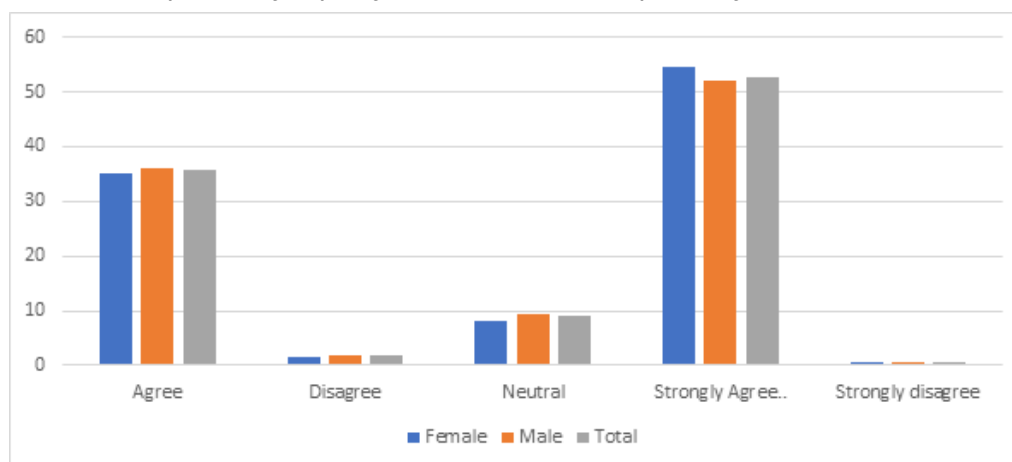


Figure 92 The course improved my capacity to think and learn independently by gender.

The course had positive impact on my professional practice

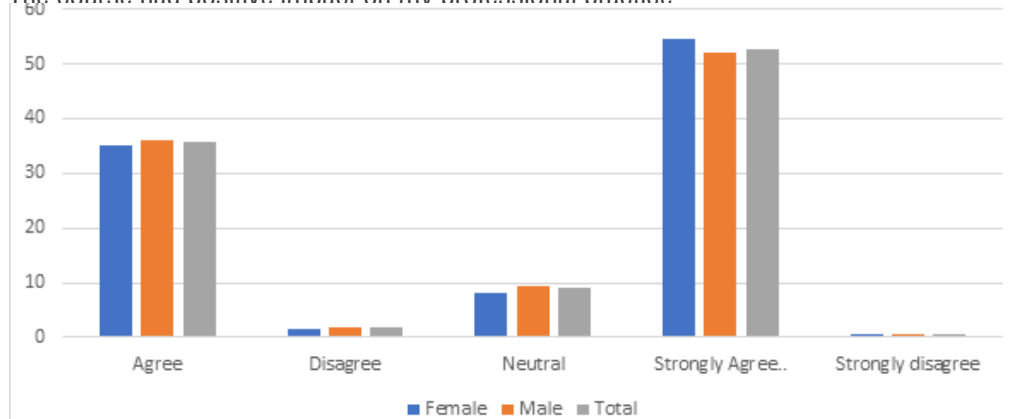


Figure 93 The course had positive impact on my professional practice by gender.

The course was relevant to my career prospects

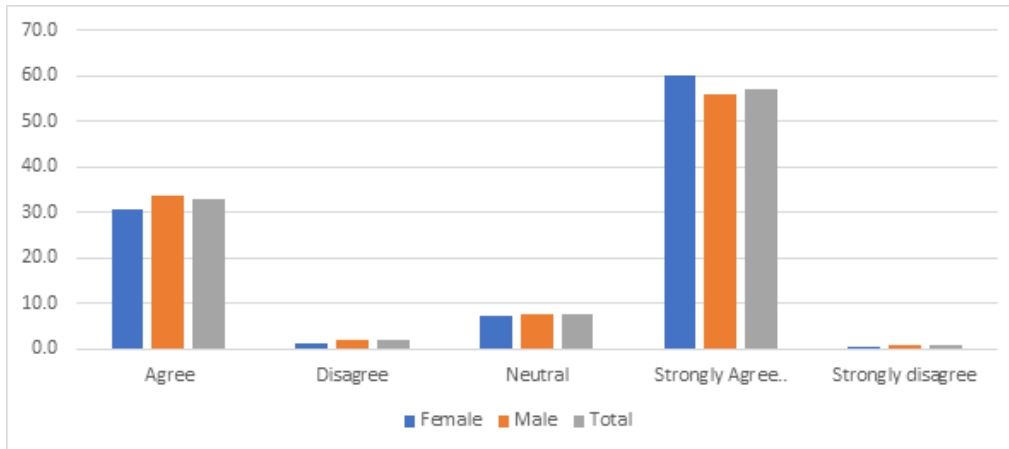


Figure 94 The course was relevant to my career prospects by gender.

The course improved my knowledge and understanding

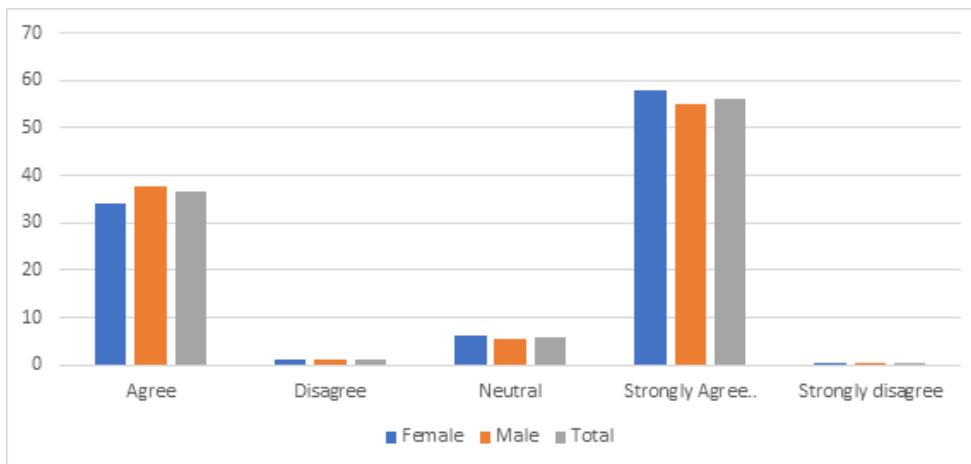


Figure 95 The course improved my knowledge and understanding by gender.

The course improved my research skills

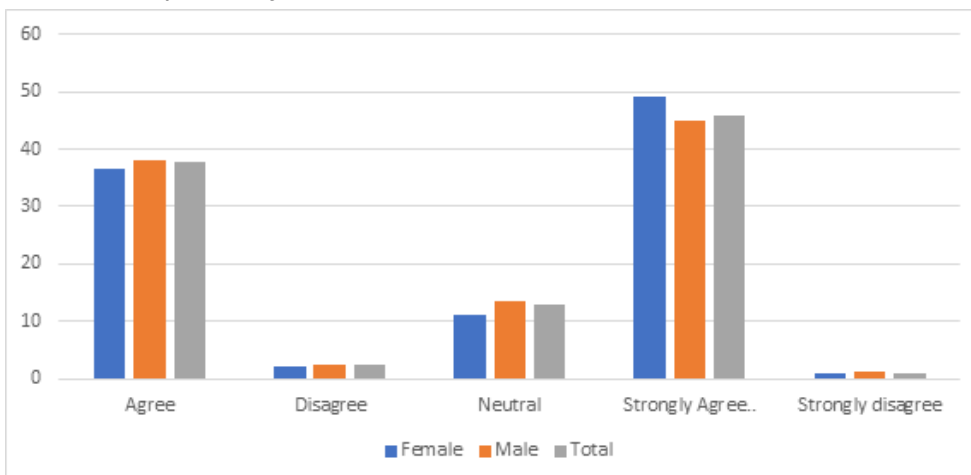


Figure 96 The course improved my research skills by gender.

The course encouraged me to read widely

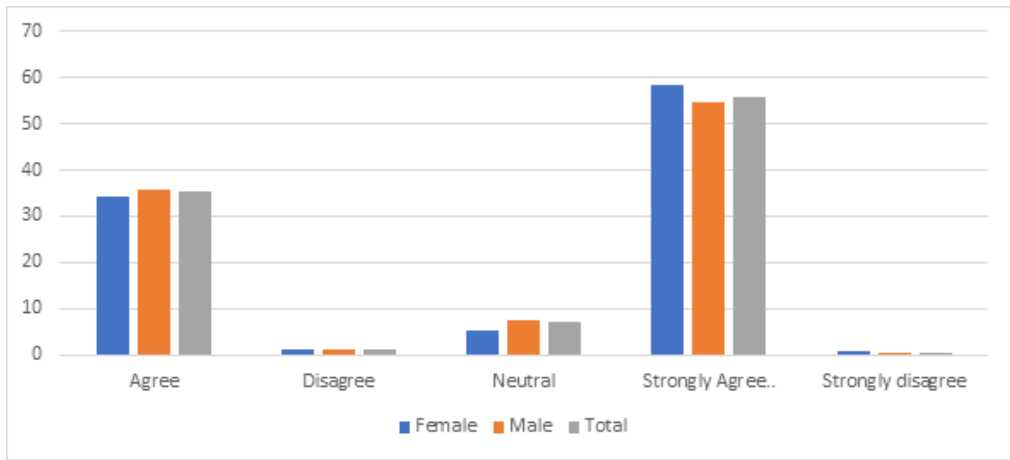


Figure 97 The course encouraged me to read widely by gender.

3.6.2 The lecturer attributes disaggregated by gender

The lecturer gave a clear description of the course objectives

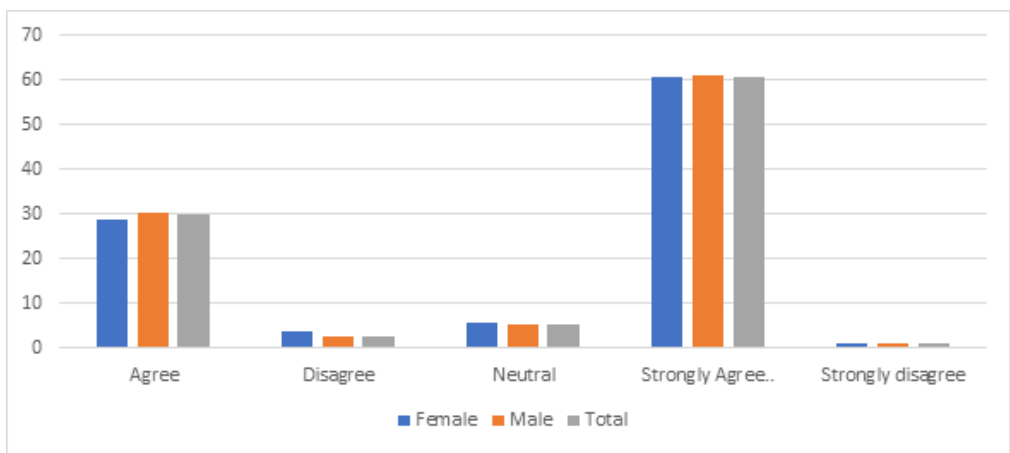


Figure 98 The lecturer gave a clear description of the course objectives by gender.

The lecturer was always punctual for lectures

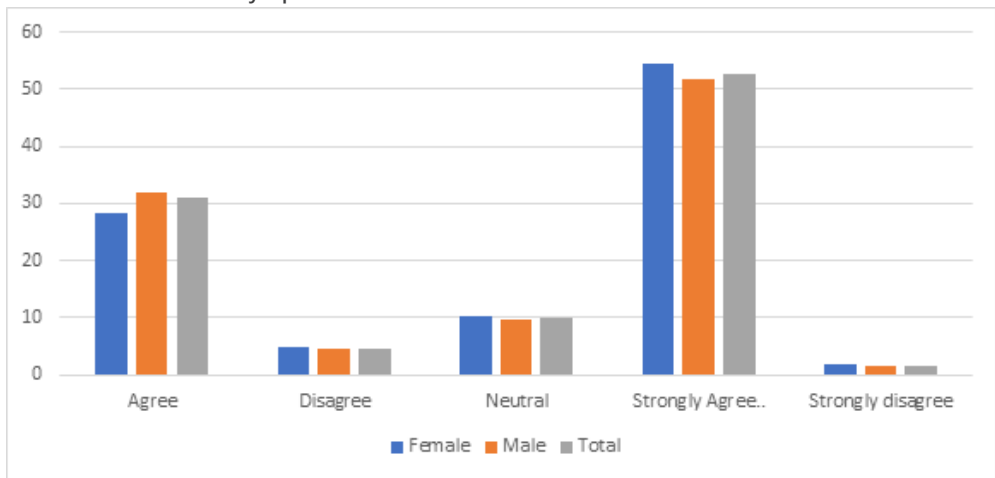


Figure 99 The lecturer was always punctual for lectures by gender.

The lecturer followed the timetable schedule strictly

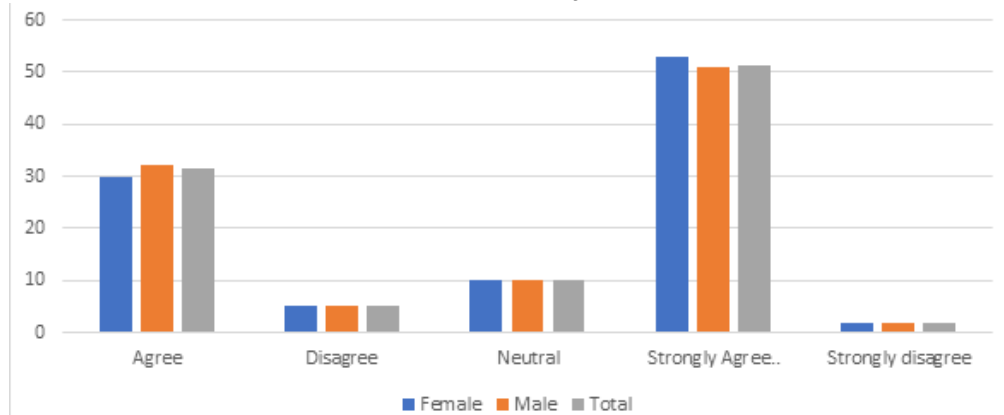


Figure 100 The lecturer followed the timetable schedule strictly by gender.

The lecturer used descent language while conducting the course

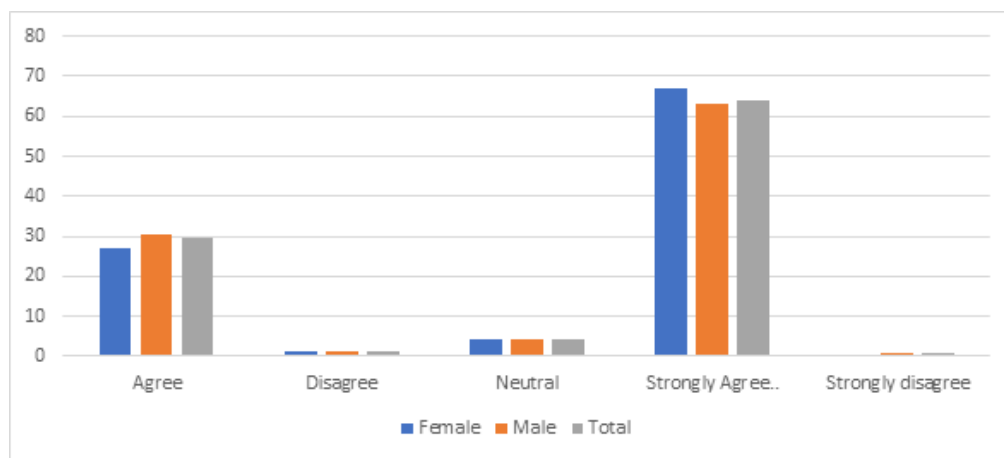


Figure 101 The lecturer used descent language while conducting the course by gender.

The lecturer encouraged class discussions and participation

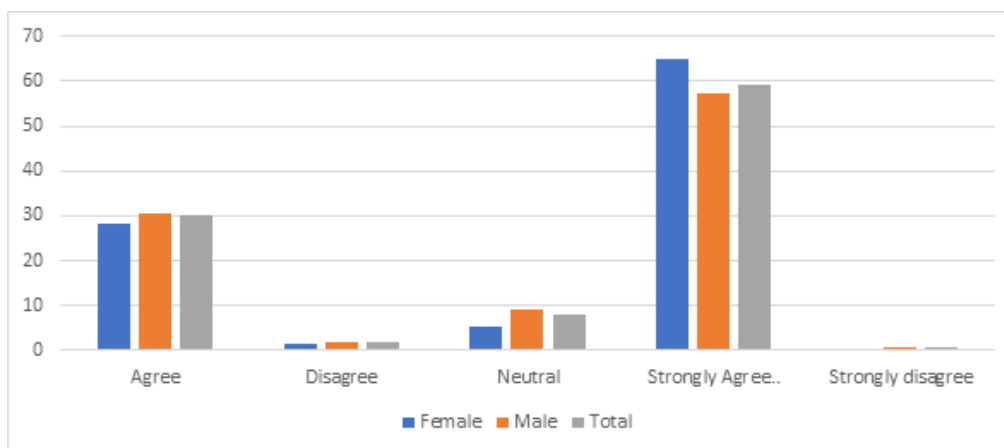


Figure 102 The lecturer encouraged class discussions and participation by gender.

The lecturer was knowledgeable and resourceful on subject matter

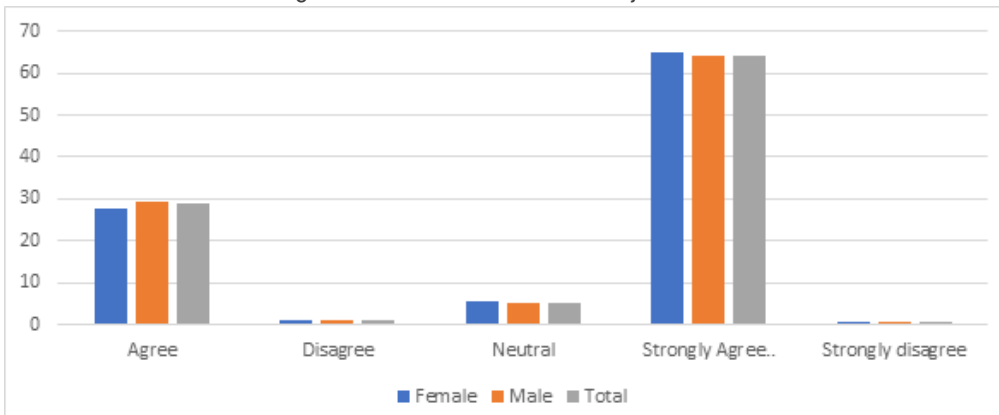


Figure 103 The lecturer was knowledgeable and resourceful on subject matter by gender.

The lecturer would review the previous lecture and blend it with current topic

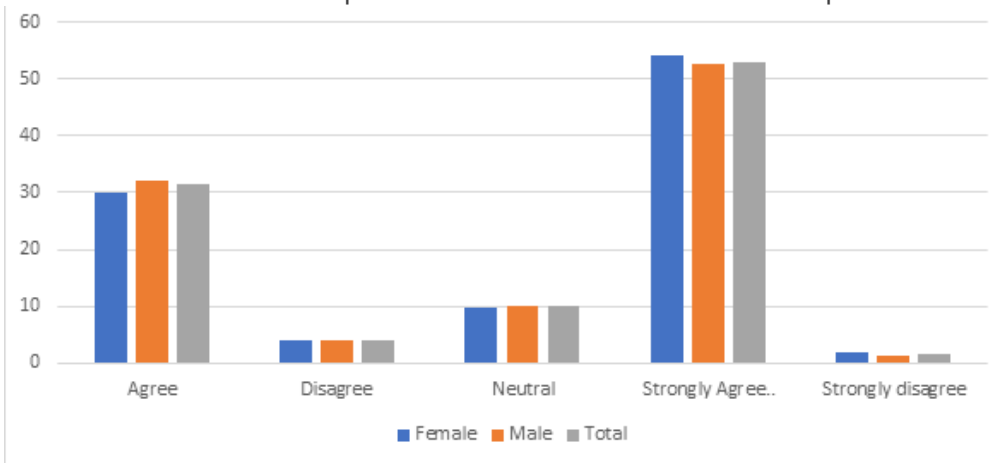


Figure 104 The lecturer would review the previous lecture and blend it with current topic by gender.

The lecturer guided and counselled students on academic problems

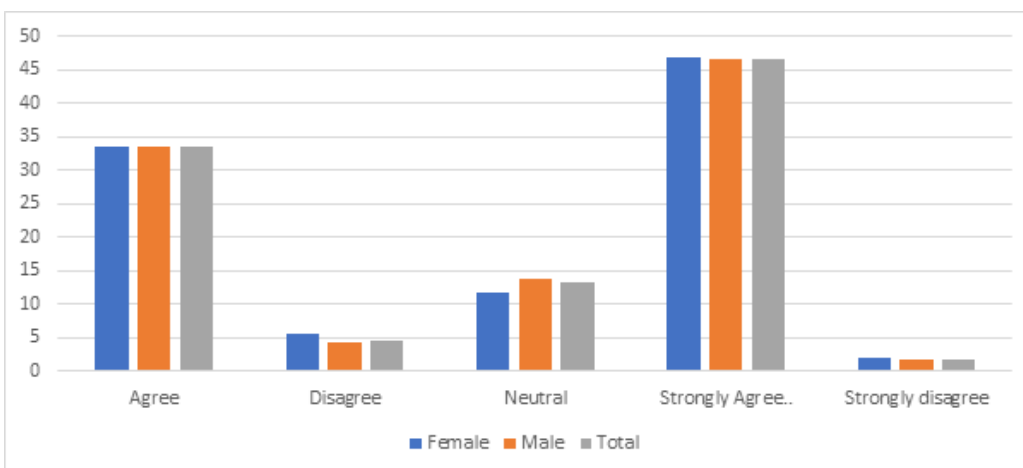


Figure 105 The lecturer guided and counselled students on academic problems by gender.

The lecturer conducted the lectures as scheduled and came to class prepared

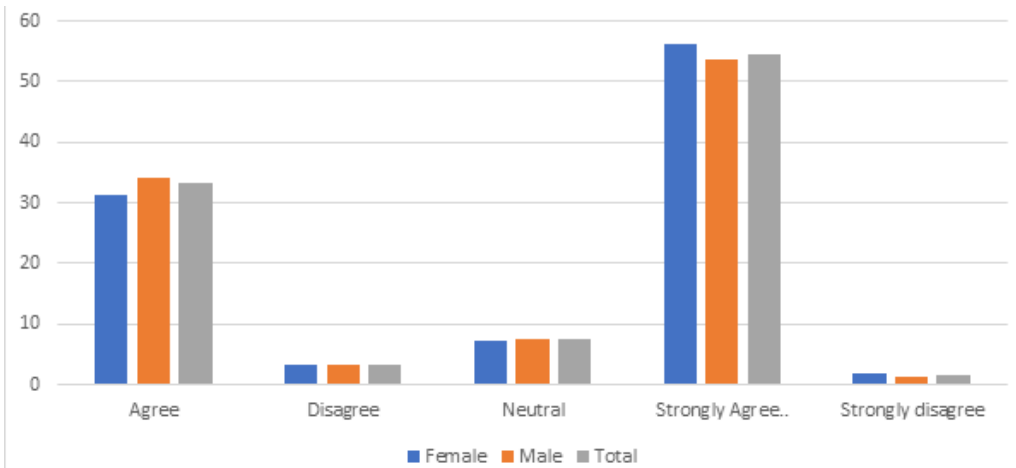


Figure 106 The lecturer conducted the lectures as scheduled and came to class prepared by gender.

The lecturer progressed well with the syllabus

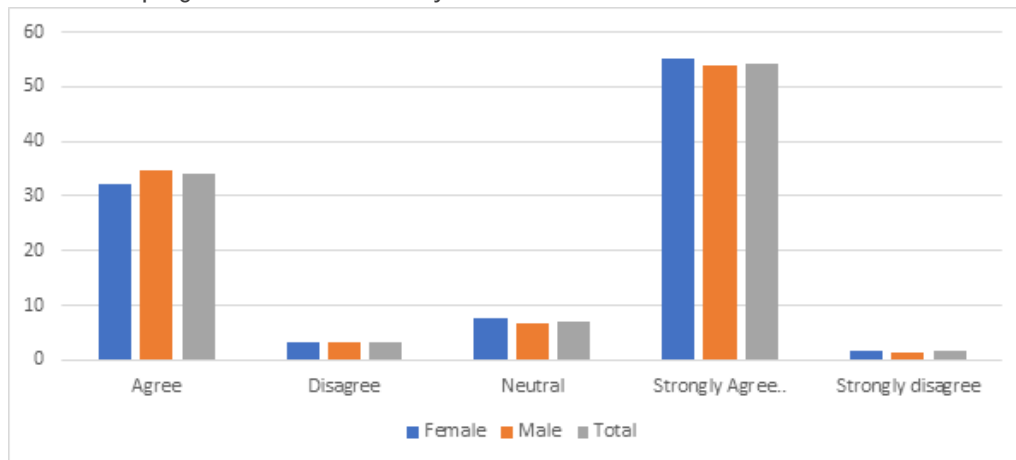


Figure 107 The lecturer progressed well with the syllabus by gender.

The lecturer assessed and gave timely feedback

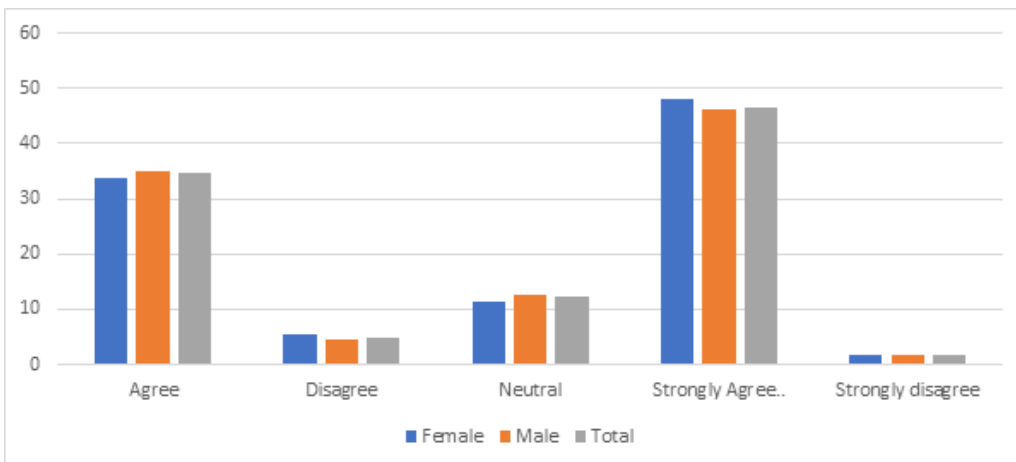


Figure 108 The lecturer assessed and gave timely feedback by gender.

The lecturer was audible and an effective communicator

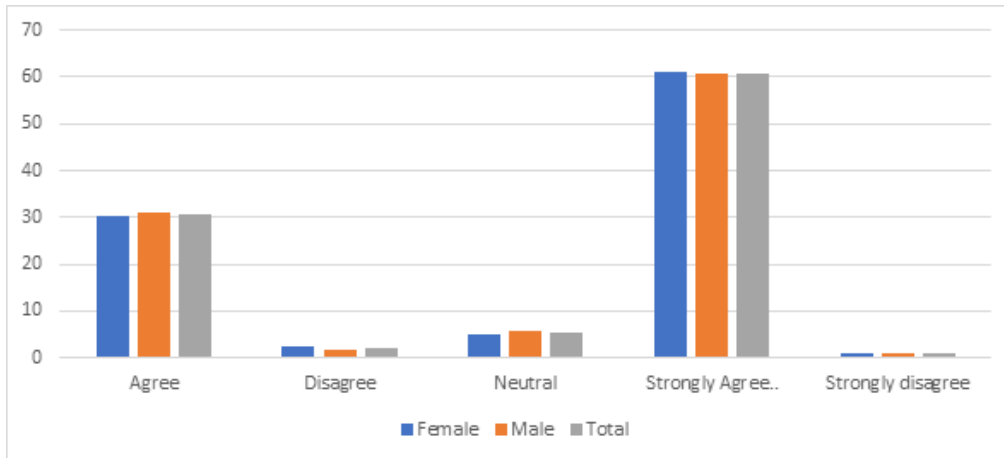


Figure 109 The lecturer was audible and an effective communicator by gender.

The lecturer presented subject matter with clear explanations

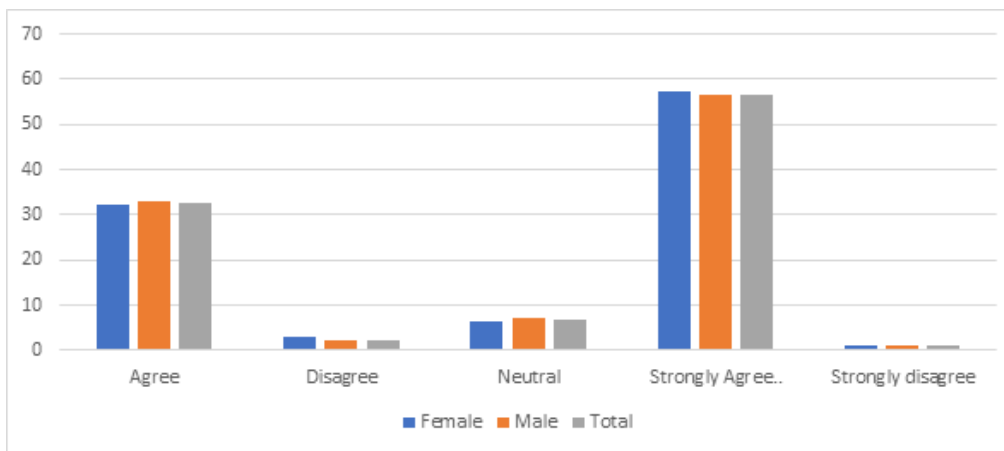


Figure 110 The lecturer presented subject matter with clear explanations by gender.

The lecturer had a cordial and professional relationship with students

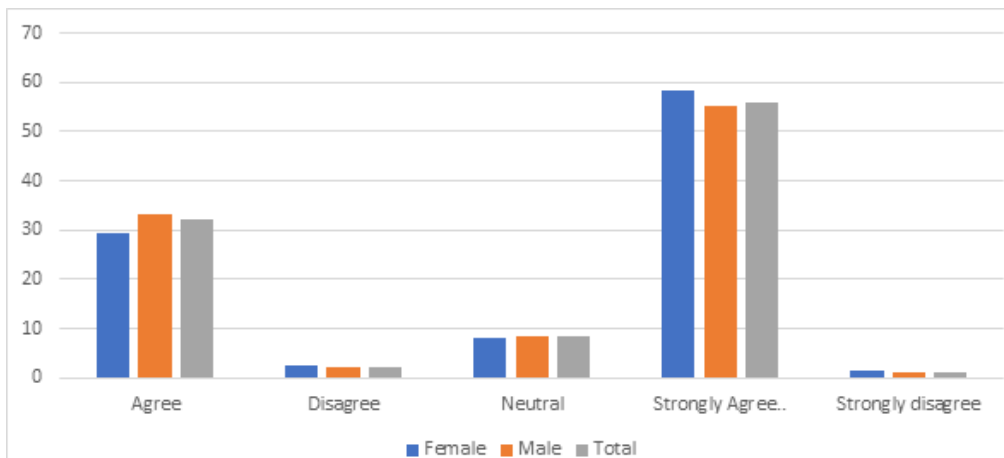


Figure 111 The lecturer had a cordial and professional relationship with students by gender.

The lecturer dresses appropriately and decently

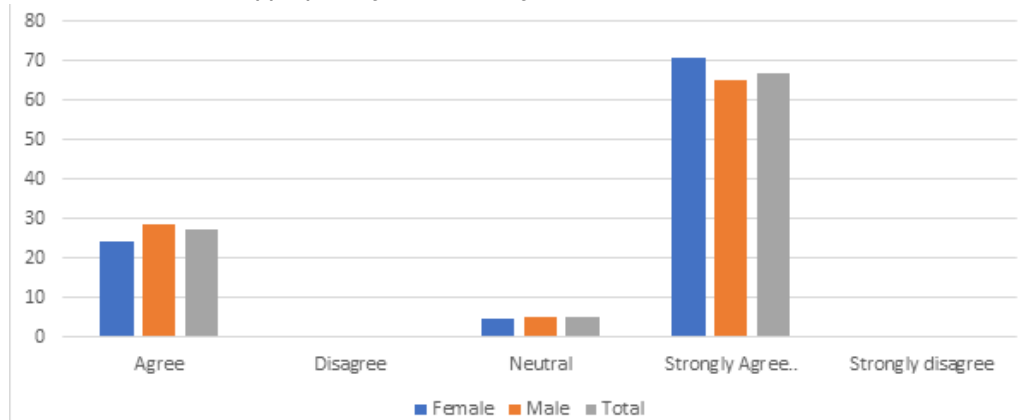


Figure 112 The lecturer dresses appropriately and decently by gender.

Overall, I am satisfied with the quality of the lecturer

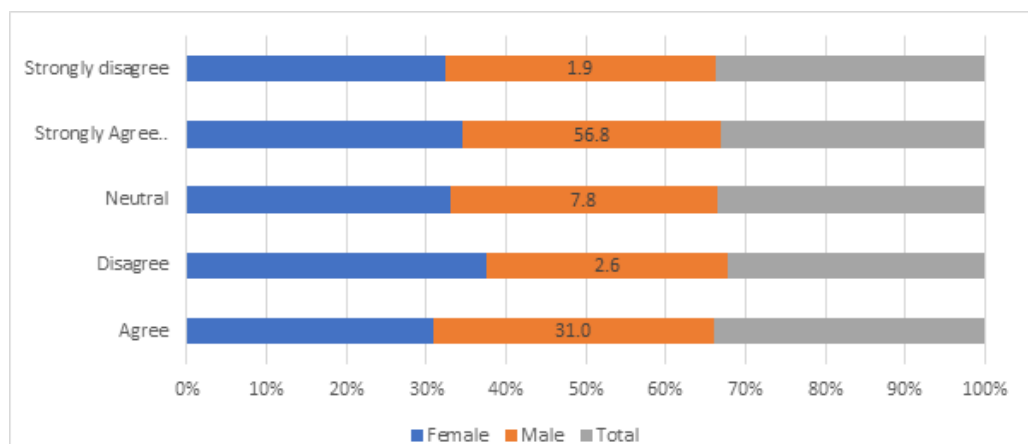


Figure 113 Overall I am satisfied with the quality of the lecturer by gender.

3.6.3 Methods of delivery disaggregated by gender

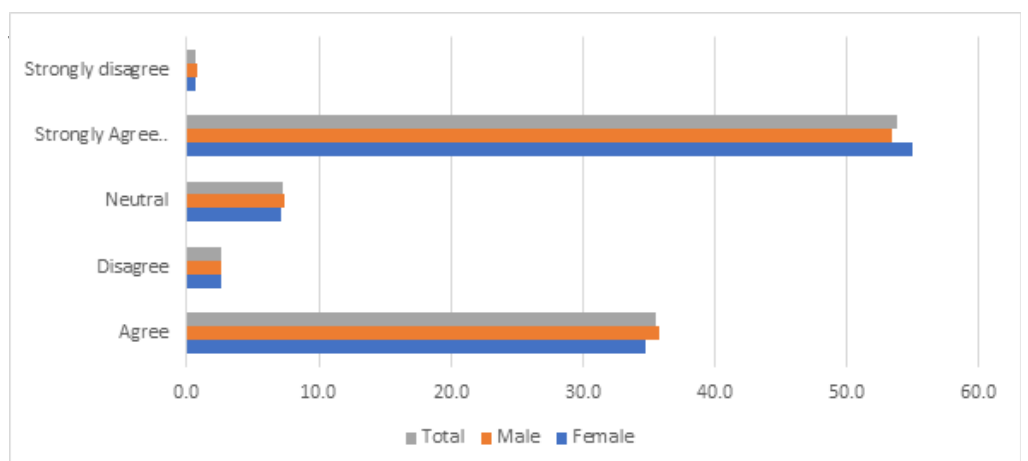


Figure 114 There were clear outlines and up-to-date reading lists and references by gender.

The course was taught using a variety of teaching methods & aids including ICT, tutorials

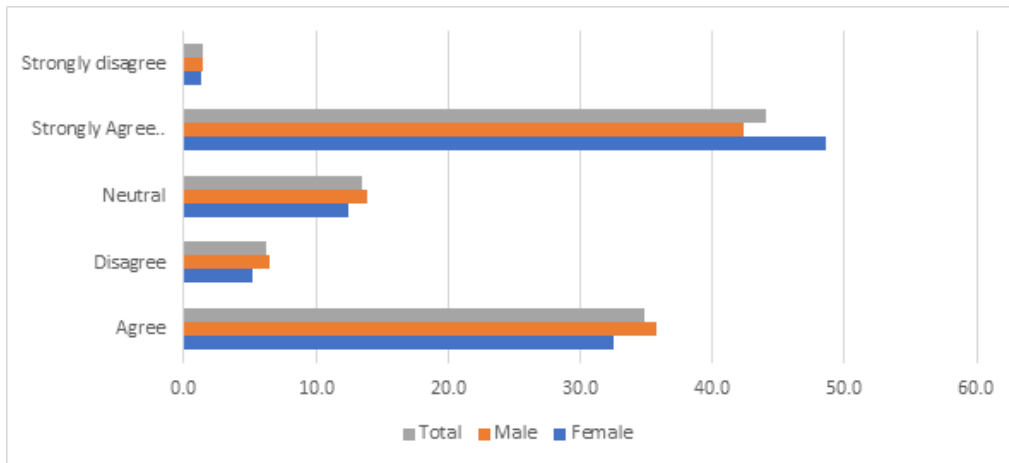


Figure 115 The course was taught using a variety of teaching methods & aids including ICT, tutorials by gender.

Students were assessed through a variety of tools e.g practicals, tests, and coursework

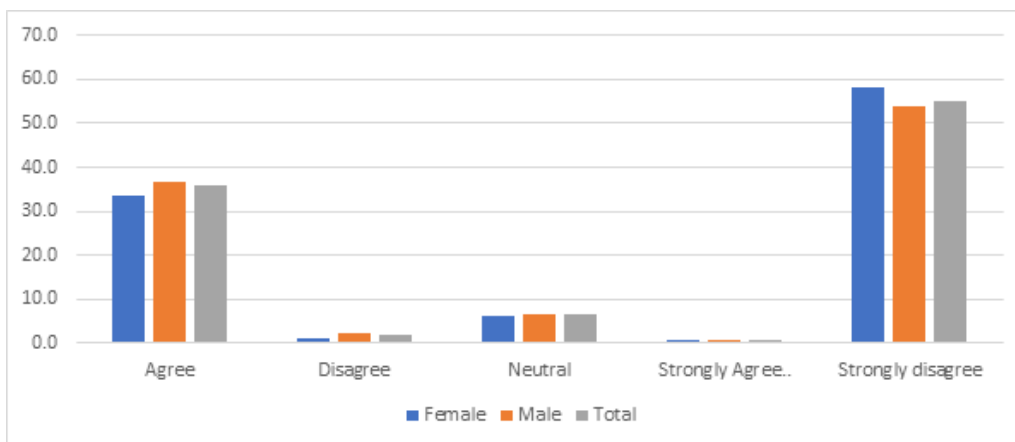


Figure 116 Students were assessed through a variety of tools e.g practicals, tests, and coursework by gender.

Assessment was in line with the course objectives

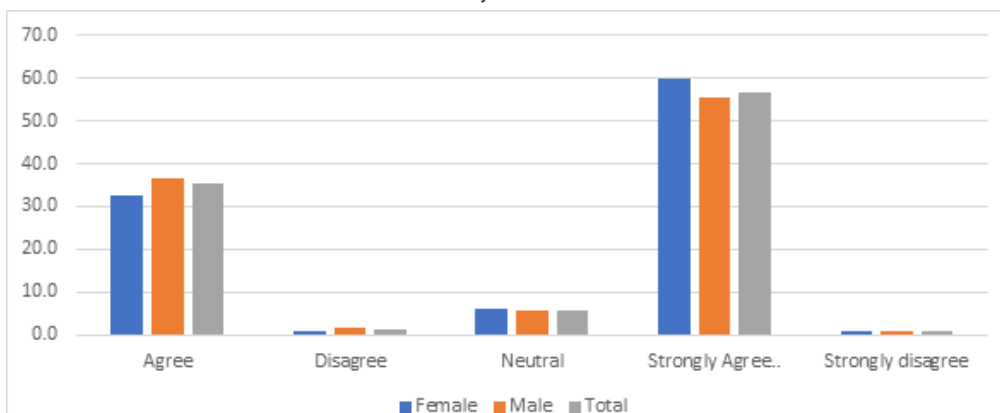


Figure 117 Assessment was in line with the course objectives by gender.

Students attendance and progress was monitored and positive tutor guidance given

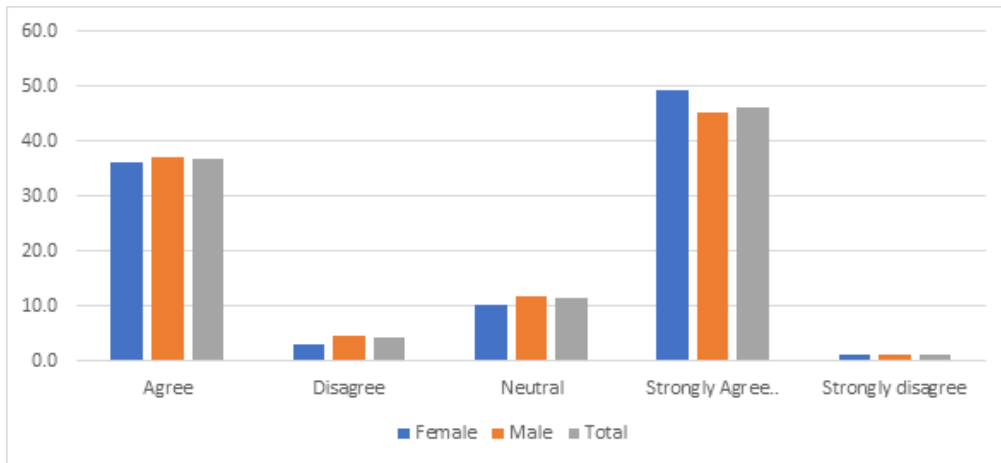


Figure 118 Students attendance and progress was monitored and positive tutor guidance given by gender.

The teaching and learning environment was conducive

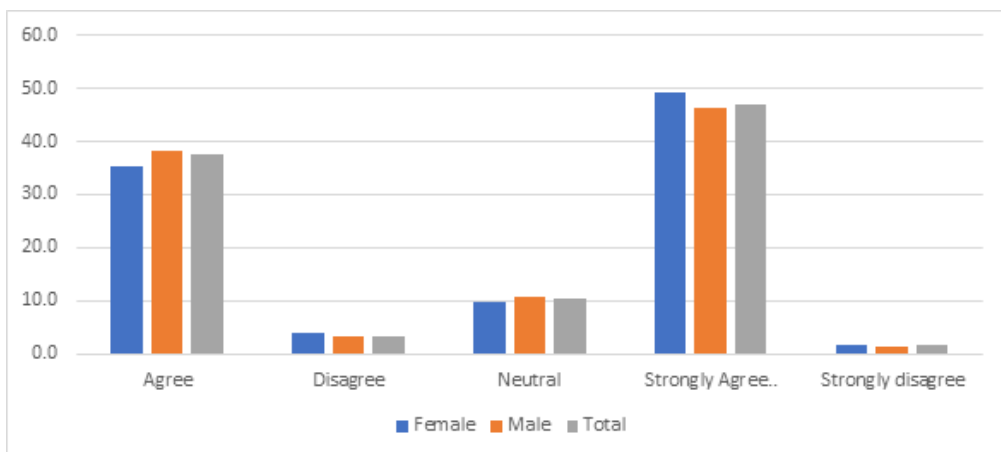


Figure 119 The teaching and learning environment was conducive by gender.

04

What Students Liked About The Course, Challenges They Faced During The Course And Their Suggestions For Improving Teaching And Learning In Makerere University In Semester Two 2023.

4.1 What students liked about the course and the lecturers who taught the course.

Students provided a wide range of feedback about what they liked most about the course and the lecturers who taught the courses. Based on the feedback, students appreciated the many aspects of their courses and lecturers which can be summarized by one of the students' statement below:

"Prof. Fred Matovu's class of Health Economics 2023 was very interactive and engaging gave us an opportunity to present to the class regarding how we understood different topics. Integrated with ICT and the top of the icing was that at the end of the course he knew us each by name. He has so far been my best Lecturer in the whole Master's Programme. He not only gave us notes to read, the whole course outline, but also gave us text book references and answered all our queries on different topics as well as past papers and allowed us to answer questions. I was always looking forward to attending his classes. Thank you Prof. Fred for making this journey worthwhile. I appreciate you."

The main aspects students appreciated were:

Courses which have impact knowledge of students

Voice: "Understanding the principles of human dignity and equality was my best aspect of the course."

"It was generally interesting and broadened my knowledge"

"The course was mind opening and gave me a chance to connect with myself through the personal course works."

Voice: "The fact that it relates to real work situations of management made it very enriching to me"

Courses which relate to real work situations and professional practice

“This course unit in particular really greatly attracted my attention. It is so relevant to my career and in the field of life sciences. I therefore recommend that if possible, the Government of Uganda should extend this course unit to the rest of the Universities in Uganda to acquaint students with sufficient knowledge in this field that incorporates the use of Computational tools and methods in the field of life sciences to improve patient response to treatments”

“it was interesting and in line with what i intend to carry out in professional line of work”

“The fact that it relates to real work situations of management made it very enriching to me”

“The fact that it relates to real work situations of management made it very enriching to me”

“The fact that we were able to tap into the diverse world of design not only theoretically but practically as well was amazing. we were equipped with skills of making research and problem solving which are more relevant in what we do. Do you understand what and why you’re doing something? We learnt all that. It was one of my favourite semesters as someone looking forward to being a designer.”

Good and clear engaging course contents including course objectives

“The course content and the mode of lecturing were very good”

“ The course content was engaging and interesting, which made it easier for me to stay focused and motivated throughout the course.”

Diverse methods of course delivery

Interactive and engaging lecturers.

“Ms. xxx always makes it a point to be interactive and recaps the past lecture before starting a new one. She is also highly knowledgeable.”

“Lectures we’re engaging as the lecturer was good as I couldn’t even think of missing.”

Course work.

“The assignments given, they represented real life situations, it gave us chance to think and come up with our own best works”

“Classes quizzes improved on my self learning process”

Class discussions and interactions with the lecturer

“Student interaction with the lecturer during the lecture”

“The research, student participation and discussions with the lecturer”

“Engagement with students; Listening and trying to solve problems; Content delivery; Highlighting key learning points”

Hands-on experience.

“We were sent out into the field to go and do research as groups, this improved our student to student relationship as it encouraged teamwork and also helped us to do more research”

“On day one it was practical. We had to do research surveys on marriages in Uganda and on top of the knowledge we attain from the syllabus, we also gained socioeconomic knowledge. ...”

“Use of Videos as Teaching aid; Engaging students; Delivery of content”

Presentations

“I enjoyed everything about the course especially the group presentations ...they were very interesting and informative and of course educative”

“The practical bits where we'd all later present our reports in class”

Practical sessions, Tutorials and lecturers

“I liked the practical aspect of the course”

“Doing practicals related to our daily life activities”

“The preference given to students for ongoing research projects allowed for hands-on experience and practical application of project management techniques.”

“ The inclusion of practical exercises and assignments helped reinforce the learned concepts and enabled students to apply the tools and methodologies they have learnt.”

“The course involved practical experience where we visited the industry and correlated the theory and practical for a better understanding.”

Growing interest in research

“the course made my interest in research to grow”

“The course enabled me to identify my weaknesses and strength in terms of research”

“It improved research skills through different types of research plus followed assessment and corrections were given”

“I did not discover anything good with research because students are left alone to carry out their research without supervision. Poor communication, for instance, you can call your supervisor he responds after like three weeks, this makes things so difficult Dr.”

Lecturers who let students integrate their personal experiences with each topic covered and encouraged them to speak their minds were appreciated and liked by students. For example:

..“The lecturer letting us integrate our personal experiences with each topic he covered and encouraging to say what was on our mind. We laughed sometimes it was good”

“The liveliness and entertaining stories blended within the lectures made the learning experience more effective.”

“I enjoyed it for the way the course unit was easily blended with the day to day life which made it easy to understand.”

Lecturers who were committed to their work

“The lecturers gave in their all and taught us very well, we digested the content very well”

“They were committed to what they were doing. They should keep up the good work”

“The lecturers made efforts to ensure students could grasp the concepts by using real-life examples and practical scenarios, ... in various aspects of life.”

“The lecturer taught us with passion which made the course enjoyable”

Lecturers who were knowledgeable and resourceful and blends the teaching by bringing guest lecturers.

“The lecturer was truly knowledgeable”

“I had to do individual and group research and make presentations. Dr. XX is also very resourceful in bringing guest lecturers.”

“We had close to 5 guest lecture visits by prominent lawyers and public interest litigants”

“This course gave more insight of practices to follow when programming which is an area i am interested in. The lecturer provided documents and video tutorials that gave more insight on each topic she taught”

Lecturers who showed empathy, mentor, supportive and friendly

“The supervisor was highly knowledgeable, kind, and forgiving. He ensured that I had a relevant and perfect project. He served as a mentor, guiding me towards becoming a modest scientist and emphasizing good science communication and proper etiquette. He generously offered me a desktop computer in his office for my project when I did not have access to one. This was so kind of him. He also provided internet access, which greatly facilitated my research work.”

“There was a time when I used to present my work to madam and she could bounce me back and tell me to go and read more because my work was lacking alot of things that I even didn't know how to get them. Later she provided me with materials to read that had some hits about my topic and it helped me alot.”

Interactive lecturers who recapped past lectures before starting a new one.

“Ms. XX always makes it a point to be interactive and recaps the past lecture before starting a new one. She is also highly knowledgeable.”

Voice: “ the lecturer guided me well, never missed any sessions and would explain concepts very well.”

Lecturers who keep time

“The lecturer was always on time for every lecture. He always blended the previous lecture with the current lecture. Always provided reading materials on muele. He always repeated his explanations with examples for us to understand what he’s teaching in relation to the physical aspects in life.”

Others include specific aspects of individual courses which are not presented here.

4.2 Challenges students faced during the course.

Basing on the information students provided, students faced several challenges during their courses. Some were very specific to individual courses while others were general. Some of the most common general challenges include:

- Some course units were too wide and needed more time on the timetable.
- Some lecturers provided feedback from assignments late or not provided at all before the examination.
- Over-reliance on self-directed learning.
- Some Lecturers lacked commitment to the course they were teaching.
- More clinic time needed.
- Grouping of students should be streamlined especially where the course is cross-cutting different departments.
- Saturday morning classes. If possible, the course should be taught on weekdays.
- Some lectures were conducted online and were hard to understand.
- The mode of teaching was not favourable.
- The practical aspect of the course was vital but was allocated limited time.
- MCQs need to be included in the student’s handbook to reinforce students’ understanding of the course content.
- Too much work and coursework.
- Universally certified reading and teaching resources should be provided to aid in learning because students were facing challenges in identifying the rightful resources which caused confusion amongst students on what to be consumed or not to be consumed.
- A few missed lectures.
- Proper illustration during the teaching process.

4.3 Students Suggestions for improving the quality of teaching and learning in Makerere University.

Based on the students feedback several recommendations to improve the delivery of courses in Makerere University were made. Some of the key recommendations include:

- Insure that all lecturers share course outline before they start teaching a course.
- Lecturers should provide more interactive teaching though some students do not like it so much. Principles learnt through interactive teaching are never forgotten. Interactive teaching and research led coursework are practical to current work environments where theory meets practicals.
- Providing datasets to students for use in practical and project writing
- Increasing time for practical lessons and equip the laboratories with computers where students practically capture their data directly on computer.
- The university should ensure that all students complete their programmes and graduate in time. Some of the difficult courses that have no relevancy in the market or practical world should not be made compulsory for students. This makes many students not to complete in they programmes in time yet they pay a lot of money.
- Changing the learning environment for Master's students. Lecturers should teach and complete in time to give us ample time for revision.
- The University should allocate and provide conducive teaching space for all students equally.
- Using online teaching together with physical classes method of teaching is ok but some online teaching is difficult to follow.
- Sending the slides used for lectures so that the students can review them and blend with other reading materials.
- Supporting distance students. For example, recording audio sessions with full-time class that can be shared with distance learners other than only notes. Also increase more face-to-face sessions for distance learners. Lecturers should increase their engament with distance learners.
- Equip laboratories with all the essential tools to aid practical learning. All labs must have computers and relevant software.
- Graduate students need a dedicated classrooms for them to study.
- More training should be given to the lecturers to improve their skills in teaching and supervision of students.
- Responding quickly to students' needs and provide feedback for the assessments they do timely.
- The university should consider exchange programs with other institutions of higher learning and provide more opportunity for students exposure to the practical world and field work.
- Timetable or teaching schedule should be respected. And incase of any adjustments, this should be done early enough. Adherence to the timetable has been echoed by many students.
- Improve learning environment by providing equipment like projectors, white boards and conducive environments.

05

Conclusion and Recommendation

5.1 Conclusion

The result of this study shows that Makerere University is moving in the right direction towards achieving its strategic goal to “promote a flexible, appropriate and integrated learning environment that transforms students’ experiences to respond to societal needs.” The students have strongly agreed that the course they took in semester 2022/2023 have positive impact on their learning, improved their capacity to think and learn independently, had positive impact on their professional practice, was relevant to their career prospects, improved their knowledge and understanding, improved their research skills and encouraged them to read widely.

In addition, most students strongly agreed that the lecturers who taught them were of high quality. The lecturers professionally conducted themselves and the course they taught. Most students strongly agreed that the lecturers provided clear description of the course objectives, were punctual for the lectures, adhered to the timetables, were descent in dressing and the language used in lectures. Students also strongly agreed that lecturers encouraged discussions and participation in class, guided and counselled students on academic matters, were prepared for lectures and timely provided feedback to students.

The students raised concerns about assessments. Although most students agreed that assessments were tailored to the objectives of the course, a variety of tools for assessments were never used. It seems assessments were basically test and written examinations.

Overall, the students also strongly agreed that the learning environment were conducive which is a very positive feed back to the University on effort that have been put in place to improve teaching and learning environment in terms of policies and infrastructure.

Most students strongly agreed that the lecturers who taught them were of high quality. The lecturers professionally conducted themselves and the course they taught.

5.2 Recommendations

1. This result provides a benchmark for future evaluations and sets ground for Makerere University at 101. More evaluation should be consistently done to track the progress the university is recording in achieving the strategic plan.
2. All units should study this report and set targets for improvement. In the future the number of students who only said they agreed and not strongly agreed should be transformed to strongly agreed. This should be done by improving all the metrics that were measured in this evaluation. Students should see and feel the impact of the course they are taking. This should be grounded by the lecturers by practically apply the courses in students' daily life experiences. Different units should draw lessons from this report.
3. Lecturers should take the aspects which students liked to improve their course contents, their own conduct and the methods they use to deliver courses. Students have provided a very powerful voices about this aspects which must be taken seriously to continue improving the quality of learning and teaching.

The evaluation data highlights the generally positive impact of the courses and the effectiveness of lecturers in fostering a conducive learning environment. Addressing areas of concern, such as assessment variability and instances of strong disagreement, will contribute to the continuous improvement of the teaching and learning experience. The positive feedback received underscores the importance of maintaining the current effective teaching practices while striving to enhance the overall quality of education.

