

# Humilaveka Gaqo



## What's happened on campus?

Events and issues.



**A ROLLING MYSTERY:** No-one knows exactly what caused the powerful descent of this roller from the administration carpark (top of picture). It knocked out a cement bench, a light pole, mangled stair railings and a 10 meter tall tree which eventually cushioned its fall at the bottom of the winding stairs. Fortunately no-one was hurt.



**BOOSTING MORALE:** Building & Maintenance staff can now be easily identified with their new uniforms.



**STUDENT REGISTRATION:** UOG Administration Team serving students during registration week.

\*All Pictures and captions supplied by UOG



Eggert Gunnarsson and Dilen Doiki with the new equipment. Picture supplied by UOG.

## Project goes High-Tech

NO shortage of smiles for the staff and students of the Centre for Social and Creative Media (CSCM) when they received an underwater camera, along with high-tech filming equipment worth K24, 000.

This equipment was funded by United Nations Development Program (UNDP) to support successful community-led conservation projects in the country namely;

- Tenkile Conservation Alliance (tree kangaroos in Lumi, Sandaun).
- The Leatherback Turtle in Madang
- Sepik Wetlands Initiative Management (Ambunti, East Sepik)
- Tree Kangaroo Conservation Project (Rongi Marine Conservation, Wasu LLG, bordering Madang and Morobe)
- Conservation of fresh and salt water crocodiles (Wewak, East Sepik).

CSCM has become the voice of communities since its establishment in 2012.

'Pawa Meri', 'Yumi Kirapim Senis' and 'Komuniti Tok Piksa' are among earlier projects.

CSCM's latest production is the 'Aliko and Ambai' Feature Film which won national acclaim for the locality of the film.

It was filmed in the Highlands region and portrayed types of gender based violence on young girls and women in PNG communities.

The highlight of the 2018 Film Festival -Goroka Chapter, was the hosting of the French Ambassador, Philippe Janvier Kamiyama at UOG Mark Solon Auditorium.

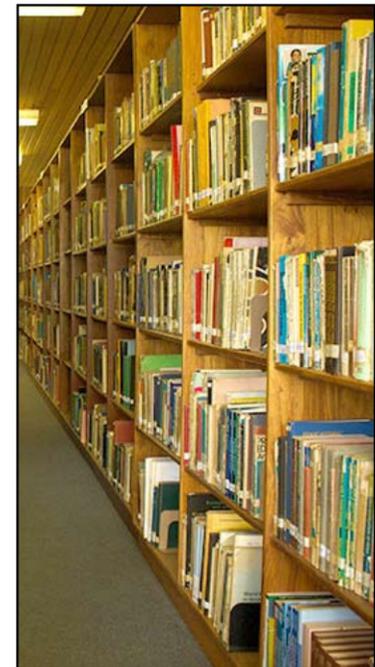
The Ambassador represented the European Union (EU), who were the direct sponsors of the Goroka Chapter.

In June 2018, a team of film makers and researchers from four different institutions visited the university to share indigenous knowledge and social issues in relation to a project called "Exploring participatory film making as a development method to address gender inequality in the Pacific."

The researchers were from the University of Samoa, University of St. Andrews (Scotland), Edinburgh Napier University (UK), and the National Research Institute (NRI).

Next week CSCM Director Dr Lillian Sar will be in Brazil attending a five day workshop on 'Indigenous Methods'.

## Poor reading habits can topple scores - Study



CHIEF Librarian for the University of Goroka, Raphael Topagur, maintains that reading is the key to gaining in-depth knowledge.

Preliminary results from a desk top study by Topagur showed that over the past five years, more than fifty percent of mostly first year students had failed one subject or more because they had either not borrowed or had borrowed less than three books per semester.

"This can be alarming for a country in meeting its strategic vision and the millennium development goals," said Mr Topagur.

"To gain in-depth meaning of a subject before or after lectures or tutorials, students need to read widely by mastering the skill of reading."

Reading is a complex thinking process and at university level, students should treat reading as high priority and as a tool towards achieving academic excellence. Students need to devote time to process the language they are reading, especially English language, and that can be difficult for second language speakers. Success in mastering reading skill is measured as reading comprehension.

"And reading comprehension is a means to gain in-depth language acquisition, interpret it, and sharing the information and ideas", he added.

Topagur stressed that an in-depth study need to be conducted to find the real cause.

"What are the academically purposefully activities that students engage in most of the time, and to what level of their satisfaction? Are the students gaining desired knowledge from lectures and connecting them with what they are reading?"

Are there enough reading materials in the library? What prior skills and competencies, persistence, attainment of educational outcomes did they have before coming to the university?

"Greater majority of students at university are reading less and hence their mastery of written and spoken English, acquisition of vocabularies and general knowledge are a cause for concern".

## UOG bolsters assessment systems

ASIDE from student assessments, the University of Goroka has also started a self-assessment of its core activities- the first of its kind for the institution.

First to be assessed was the "Satisfaction Survey Form" designed for feedback from staff and students on the orientation process and the trialing of the new Uni10 system.

Initiated by Quality Enhancement Officer, Marilyn Menz the form will give the university a "general idea

of how the orientation process went and what can be improved from it."

Menz said the start of the 2019 academic year had identified flaws within the institution's processes and systems which need to be strengthened.

"The university successfully completed its university wide Self-Assessment Review and External Quality Assurance Audit in 2018.

"The Council and management will work with all Line Managers and

academic and non-academic staff to deliver quality learning, teaching, research and publications," she said.

The Quality Assessment Reports were available for staff to view.

It looks at seven different areas which include governance, learning and teaching; research and publications; student support services; student and staff welfare; learning and teaching resources and infrastructural development for the university.

## Upgrade teaching standards; Maths and Science

DEAN of the School of Science, Dr Sam Najike, is concerned that the level of Science and Math Teacher Training being offered throughout the country is contributing to high failure rates among students.

According to Dr Najike the levels and standards of the two core subjects are caused by numerous factors of lack in secondary schools which has resulted in a high failure rates by students in their Science Foundation year.

"...Firstly it has been observed that many School Leavers and Non school Leavers that get admitted have only studied two out of the three science courses taught at secondary school level. Biology, Chemistry, Physics and Foundation Mathematics are mandatory courses.

"The National Department of Education (NDOE) has been encouraged to prescribe the three science courses to be taught at secondary school level but that is not the case in all secondary schools," he said.

Lack of quality teaching and learning at secondary school level is also another reason he said.

"Students are not prepared well to take up the challenges of tertiary studies. The students coming up from upper primary school levels (grades 7,8) into secondary schools to do grade 9 have superficial understanding of Math and Science. They are already disadvantaged by not having practical science lessons at upper primary school level.

"In many cases their teachers

are not trained high school teachers. Many primary schools in the provinces are forced by the Provincial Education Authorities to take students to do grades 7-8 without having the facilities for either practical lessons or the availability of suitably trained teachers". According to Dr Najike, UOG lecturers have confirmed that most students entering the science strand have low proficiency in literacy and numeracy skills.

"Many can hardly speak or write good English. In most cases they come from schools which have large numbers where teachers are unable to maximize students learning experiences."

Adhering to directives by DHERST, the UOG School of Science is re-

designing its courses to align with the National Qualifications Framework and course structures have been put into the standard templates.

The programs are now focused on secondary science and mathematics teachers training; diversification into science content areas of Biology, Physics, Chemistry, Mathematics, Computing, Agriculture Extension and Midwifery.

The Bachelor of Education and Bachelor of Science degrees are the undergraduate degrees that can cater:

Also offered are Post Graduate degrees for Master of Science, Master of Science Education, Bachelor of Science (Hon), and Post Graduate Diploma in Science.