

**Professionalization of Teaching in Universities:
A Compelling Case****Cosmas Maphosa* and Ndileleni P. Mudzielwana***University of Venda, South Africa***KEYWORDS** Pedagogy. Andragogy. Student Diversity. Assessment. Student-lecturer Relationships

ABSTRACT Discourse in university often revolves around that teaching is common sense business and that anyone can teach. University lecturers as experts in their disciplines often feel they are able to teach and it is up to students to learn. It is against such discourse that calls for the professionalisation of teaching in universities continued to grow. This view is against the argument that despite being discipline specialists, academic staff need special training in teaching and learning to be effective teachers. In this paper the researchers interrogate the issue of professionalisation of teaching in universities. The meaning of professionalization of teaching and what it really entails are examined. The researchers discuss reasons why it is necessary for teaching to be professionalised in universities by centering on the main responsibilities of a university teacher which are curriculum organisation, teaching, assessment and dealing with of adult learners. The researchers further propose a model that could be utilised in the professionalization of teaching by way of deliberate teacher training programmes, short courses as well as research and publication in teaching and learning issues. Such approaches allow the imparting to university academic staff members knowledge, skills and values that ensure better facilitation of learning.