

Facilitation of Learning in the University: What Really Makes an Effective University Teacher?

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ABSTRACT Discourse on effective teaching and learning has changed remarkably from the traditional transmission model to the modern transformative model of teaching. In the present paper, the researchers engage in a critical examination of elements that constitute an effective university teacher. The researchers examine the purpose of teaching in the university and explore the concept “effective teaching” in the university by addressing issues related to understanding (of the) subject matter, basing facilitation of learning on learning theories, and the use of different and appropriate facilitation techniques. The importance of student-centered learning, reflective practice, assessment, andragogy and use of information and communication technologies (ICTs) to ensure learning effectiveness is also explained. The researchers conclude that an effective teacher in the university is one who engages in scholarly teaching and recommend vibrant continuous professional development programs in universities to ensure that university teachers are equipped with knowledge, skills and values necessary for effective teaching.