



# IAPCHE

International Association for the Promotion of Christian Higher Education  
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## Cheonan 2016

## South Korea

# TOPIC

Christian higher education, the  
art and science of teaching  
and the Realities that enforce  
contemporary higher  
education in Ghana

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**Subtheme**

Pedagogy

**Presentation Format**

Paper Session

# The Abstract

The Paper addresses the art and science of teaching in Christian higher education in Ghana and ensure continues effectiveness of instruction for students in and outside the classroom in the contemporary context. It will unravel the mystery the technological revolution has shaped the pedagogy and the balance it has created in traditional and innovative modes of teaching. The paper will show the experiences in bringing Christian faith into all aspects of teaching, learning, and service.

# Things to consider in this presentation

- **Christian higher education in Ghana**
- **The art of teaching in Christian higher education in Ghana**
- **The Science of teaching in Christian higher education in Ghana**
- **The Traditional mode of teaching in Christian higher education in Ghana**
- **The innovative modes of teaching in Christian higher education in Ghana**
- **The technological advancement and Christian higher education in Ghana**

# The Christian Higher Education

Christian higher education is a recent phenomenon and has been an emerging sector in Ghana as compared to the secular universities.

This sector has played a dominant role in the expansion of the word of God, thus the ministry of the Lord Jesus Christ across the nation of Ghana and beyond.



Mostly, the  
Christian higher  
education in  
Ghana is privately  
owned

Most of these institutions are accredited by the National Accreditation Board (NAB), Affiliated either to the Government assisted Universities or Theological Institutions and is cost effective

Very few of them are affiliated to Universities abroad. Notable among them is the Valley View University at Oyibi in the Greater Accra Region.

In Ghana Christian  
higher education is  
developing faster  
than anywhere else  
in the Universe.

The 1992 constitution of Ghana makes the following general provisions for education and higher education in particular as follows:

All persons shall have the right to equal educational opportunities and facilities and with a view to achieving the full realization of that right:

- a. Basic education shall be free, compulsory and available to all;
- b. Secondary education in its different forms, including technical and vocational education, shall be made generally available and accessible to all by every appropriate means, and in particular, by the progressive introduction of free education;

c. Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular, by progressive introduction of free education;

d. Functional literacy shall be encouraged or intensified as far as possible;



e. The development of a system of schools with adequate facilities at all levels shall be actively pursued.

- (2) Every person shall have the right, at his own expense, to establish and maintain a private school or schools at all levels and of such categories and in accordance with such conditions as may be provided by law.

As it is categorically written, the constitution of Ghana places a high premium on free and equitable education for all. The current economic conditions of the country make this untenable.

By Christian higher  
education, I referring to  
Theological Institutions  
such as the Universities,  
Seminaries and Bible  
Colleges

# Theological institutions:

- St. Peters Seminary in Cape Coast
- St Paul Seminary in Sowutoum, Accra
- St. Victor's Seminary in Tamale
- Trinity Theological Seminary in Accra
- Christian Service Seminary in Kumasi
- Ghana Baptist Seminary in Kumasi
- Ghana Christian College and Seminary in Dodowa
- Christian Service University College in Kumasi
- Maranatha University College in Accra
- Good News Theological Seminary in Accra

Besides the above are many Theological Schools and Seminaries which are not accredited by the NAB. Notable among them is Dominion Theological School, (DTS). This school is own by the Action Chapel International and has turned out many pastors who are working for the Lord God Almighty in and outside of Ghana. The Archbishop, Nicholas Duncan Williams who is the Director General of DTS and The Chancellor of the Dominion University College where I Lecture.

Akrofi-Christaller Memorial  
Center for Mission Research  
and Applied Theology  
(ACMC) in Akropong  
Akuapem by the Presbyterian  
Church. This was established  
by Prof. Bediako of the  
blessed memory.

## Programs offered by these Institutions are:

- Diploma, bachelor, master and PhD programmes in Theology. Some of the institutions provide awards internally while others award programmes through affiliated (inter)national universities.
- Only the Trinity Theological Seminary and the Akrofi-Christaller Memorial Center for Mission Research and Applied Theology (ACMC) offer researched master and Ph.D programmes. All these 5 institutions are accredited by the National Accreditation Board (NAB)

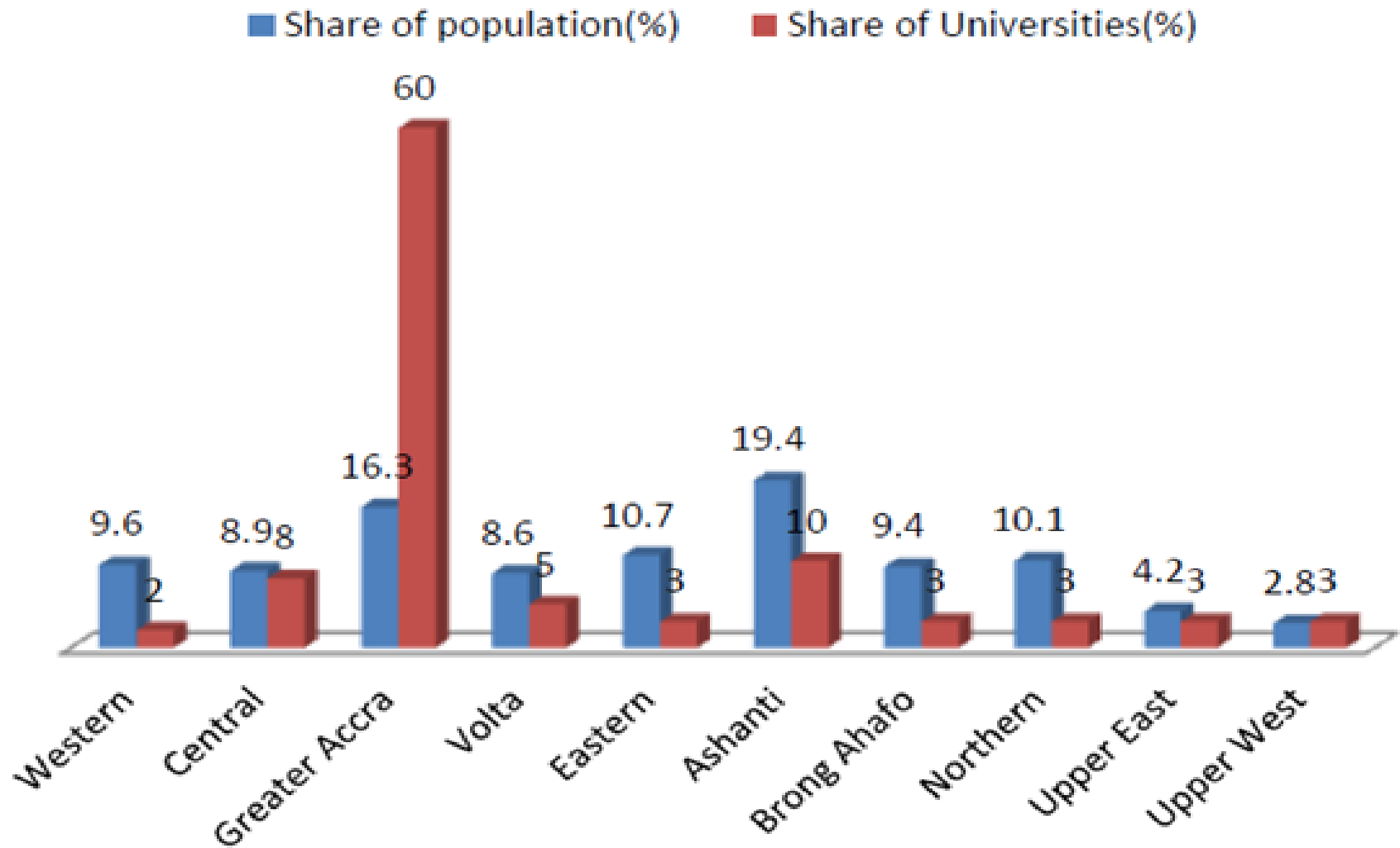
Besides the above, many of the public universities in Ghana have the faculty of Religions. These institutions offer various degrees up to the PhD level in the Biblical and its related disciplines such as Church History, Missions and counseling.



There is a new wave in Ghana where all the various Christian denominations are establishing universities. All these universities are accredited by the National Accreditation Board (NAB). Among the various degrees offered by these universities, the most common among them is Bachelor of Arts in Theology in its related disciplines

Distribution of tertiary education according to the ten regions as against population.

# Ghana



Sources : National Accreditation Board, Ghana & Ghana Statistical Service.

## Now the problem

The main problem Ghana is facing is that all the Christian higher institutions are in the cities.

Akrofi in Akropong concentrates much in the Graduate degrees.

# **The art of teaching in Christian higher education in Ghana**

- There are various forms of teaching in the Christian higher education in Ghana. Such as creative arts, acting, students' participation thus allowing the students to acts as a lecturer and leading the teaching.**

**In most cases, lecturers have too many assignments ranging from multiple teaching assignments in more than one universities and seminars to meetings and conferences both locally and internationally at the same time. These circumstances can curtail the lectures for weeks and to the whole month. There is therefore the necessity to create an enabling situation whereby teaching can still be effective whether the lecturer is available or not.**

At the Dominion University College School of Theological Studies and the Dominion Theological School, lecturer acquires preferred paradigms for undertaking his or her own intellectual work. These are tools one finds most comfortable for analyzing information and building ideas into communicable frameworks of understanding. The clearer these models are the easier it is to explain things to students.

The Dominion University College community has endorsed a Mission Statement that obligates the place of learning to make every effort to insure a student's academic experience is both positive and productive.

# **The 7 basic questions for the art of teaching**

- How can I most effectively use 1500 minutes which is the limit of lecture time provided for the course?**
- What information must be included in my course of study for the semester?**
- How much time should I spend on each topic on the syllabus to insure that student can fully understand what he or she must know?**



- **How will the information selected for 1500 minutes of lecture in General Education Courses (University requirements) fit with the other courses in the major field of study, cognate disciplines or be a sound foundation for future learning?**
- **What material must I eliminate because it is not essential (even though it may be interesting)?**

- **Will the course of study I am planning be of sufficient interest to encourage students to continue study the discipline further?**
- **How much time am I committing to the course for preparation, teaching, in-class assessment of student performance, final examination and submission of grades in a timely fashion? Am I over doing what is included in this course and my capacity to do all planned activities effectively?**

**The science of  
teaching in Christian  
higher Education in  
Ghana**

# Teaching and Interventions

Quality lecturers and quality teaching are the single most important determinant of a good science of teaching in Christian higher Education in Ghana

At Dominion University in Ghana, this type of teaching ensures the development of the innate capacities of all students in the school of theology and the Dominion Theological School.

Considering the science of teaching in Christian higher Education in Ghana, many scholars talk about teaching science related subjects in Ghanaian schools. But this is not the case.

These are laid down rules and principles that enforces quality education in Christian higher Education in Ghana.

Quality teaching builds a strong foundation in students and lead to the acquisition of better skills and knowledge.

# The Syllabus serving the purpose

Scholars see the syllabus as a contract between the lecturer and the student and as such when a lecturer is preparing a syllabus, he or she should bear in mind the kind of the student he she has. It defines the expectations that the Lecturer and the student. It should identify with laid down rules and principles specifying the work to be accomplished by both the lecturer and the student. Dates and deadlines for each work to be completed. Importantly, the commitment the lecturer is making to the student is defined. Here goals and learning objectives are stated and defined. This is coupled with the expectations lecturers have for student performance and for themselves.



# The temptation

The temptation many lecturers encounter is to change the syllabus during the course of the semester. Unless that is completely unavoidable which is of course beyond explanation should not be done. This destabilizes the students and should be avoided completely. This can lead to complains from students regarding the quality of instruction being provided and in the end bring poor performance of students.

# Tenets of a good syllabus

- Defines expectations clearly
- Specifies work to be accomplished
- Eliminates ambiguity in the statement of requirements
- Defines the obligation of the lecturer in terms of time, scheduled meetings, and responsiveness to student needs
- Displays precision in the statement on grading of the work
- Clearly shows the weight of the various assignments
- Provides clarity on academic rules such as plagiarism

# The Challenge

It is most likely that in ten years time almost every household in Ghana will have at least one person who have completed a Christian higher education in Ghana and serving in various capacities across the globe.

What is more important is that the owners of the Christian higher institutions need to attract, train and retain a new breed of teachers with skills required in nurturing scientific inquiry and understanding and developing innovative capacity in the students.

There should be an education where students will never find it difficult to understand.

As I lecture in Hebrew and Greek for the past four years I have come to understand that students fancy not doing anything if lecturers do not give them anything to do.

Constant quizzes and unnecessary research and group works keep the students busy, hence understanding the courses and taking them serious which in a sense cause them to become masters in their field of study.

Lazy lectures produces lezy students.

Lecturers must be fully knowledgeable, enthusiastic, dedicated, creative, and reflect on their lecturing and students' outcomes.

The utilization of community resources and new technologies in their lecturing should be a hallmark.

# Lecturing Methods

Strategies and methods of lecturing have a great influence on students. Students come to school with their exceptional set of uniqueness that may assist or impede their academic performance they have identified.



# **The traditional modes of teaching in higher Christian education in Ghana**

# **Methods of lecturing**

This refers to the procedures and dwells on clarification or explanation of thoughts to students. This is meant to lay emphasis on the discernment of contents.

# Lecturers' notes

A working plan document which outlines the lecturing and learning that will be conducted within a lecturing period. This provides a practical and a usable guide to the lecturing and learning procedures within a particular lecture. This documents written help lecturers to structure the learning activities for themselves and for the students

# Presentation

This is about a recalling facts probably deduced from the lecture. Go straight to the point. Some spent quality time talking about their families, friends, the size of their Churches , conferences they have attended, others they like and ones they do not like etc. By the time they done, one and a half hours gone already. The students are already exusted.

# Development of lecture notes

Research is done every day and new findings are made everyday. It is there important for lectures to upgrade their notes every semester.

# Questioning Skills

Lectures should develop the habit of asking questions and demanding answers from the students. This is one of the effective ways of stimulating students to higher levels of thinking. And to develop effective communication between lectures and students

Good questions can either be rhetorical or direct and relay or reverse to maintain students' interest; and should require convergent as well as divergent thinking on the part of the students who provide the answers

# Managing the Class



## **Lectures control over the class**

The lecturers good rapport established with the students can create for him or her effective class control for the lecture.

**Good seats and sitting arrangement , good ventilation and the preparedness of the students can be a good time of lecture.**

# Lecturer-student relationship

This should  
cordial and  
conversational

# Evaluation of lecture

- Quality of teaching and learning
- Taught theoretically without acquiring all the required practical skills
- Lecturer-centred while students acted as their audience
- Were there quizzes, mid-term exams and final exam

# **The innovative modes of teaching in Christian higher education in Ghana**

# **Educational field trips**

Field trip is one of the educational exercises that help to strengthen the understanding of concepts.

This to me is not an art.

# Art Exhibitions

- Art exhibitions are public display of artifacts to show and market skills, discoveries or inventions.
- This could be done on individual, group, class, school, community; district, regional or international base.

# Practical activities

The curriculum at the Christian higher institution is to help students develop the ability to harmonise opposing ideas, contradictions and inconsistencies to design and produce art works. In accordance with this instructional periods can be allocated to the lecturing of the practical components of the subject.



**The realities that  
enforce contemporary  
Christian higher  
education in Ghana**

# 4 motivations

Ghanaians go to the Christian higher institutions for the following reasons:

- For academic purpose
- To become a Pastor
- To be abreast with theology
- Influence from parents, friends or society

In each of the following motivations the person's choice of particular institution is assured.

Students apply to Dominion Theological Seminary (DTS) with sole aim having the Archbishop, Nicholas Duncan Williams to give his blessings at the graduation. Indeed, it is working and the graduates from that school are serving the Lord in various capacities in Ghana and across the globe.



The Jericho hour – a four hour prayer section on every Thursday between the hours of nine and twelve. This is well attended including over a thousand pastors.



# **DOMINION THEOLOGICAL SEMINARY**

Offers a one year  
certificate and two year  
diploma in Pentecostal and  
charismatic theology for Pastors  
and Prospective pastors.



# DOMINION UNIVERSITY



**COLLEGE** INTEGRITY · CHARACTER · WORKPLACE COMPETENCE





**The technological  
advancement and  
Christian higher  
education in Ghana**

# **Technological advancement**

Over past decades have witnessed an accelerating profusion of new information technological tools and techniques influencing access, demand, and practice in Christian higher education.

At Dominion School of Theology, the internet and social media provide fertile ground for experiments in achieving a particular goal.

Personally, I use the social media and the internet a lot for assignments, quizzes and midterm exams.

Internet has become a useful too and you cannot do without it.

# The Challenge

- How can the students be stopped using the internet privately during lectures
- Receiving calls in lecture hours has become the norm. They do not care even if you sack them
- The social media and 'whatsapping' which normally impedes the progress of the lecture. They do not concentrate and later ask you unnecessary questions.
- This is a problem I am facing I hope it is not the same at your end.

# Conclusion

Higher theological education in Ghana is rated prestige and the students are accorded as such, The only problem is normally most students do not consider the kind of certificate they will receive at the graduation.

Many think Theological education is only prayer and prophesy. Therefore, if I can pray much and prophesy, too much theological course is not necessary. After all doctorate degrees can be bought. Theologically, they are very weak but call themselves doctors.