

Policy on Teaching and Learning

Policy Title – Policy on Teaching and Learning

Policy Number – 19

Functional Area – Academic

Effective and Revised Dates – 01.03.2024

Approving Authority – The Council, Lincoln Institute of Graduate Studies

Administrative Responsibility – All academic members, Curriculum Development Committee, Senate

Rationale & Purpose –

This policy outlines the general principles that govern the selection of appropriate teaching modes. The Lincoln Institute of Graduate Studies is committed to provide a high quality learning experience for all of its students.

Scope –

This policy is applicable for both staff members and students

Policy Statement –

- Teachers should fulfill required qualifications designated by the University Grant Commission (UGC), Lincoln University, Malaysia and the Lincoln Institute of Graduate Studies to teach in all the relevant degree programs.
- Teaching should encompass fostering knowledge, skills and attitudes.
- The selection and use of diverse student centered active teaching/learning modes that are aligned with the intended learning outcomes of the courses and match with the students' learning styles is promoted and facilitated. Teaching excellence and adoption of innovative teaching/learning methods are encouraged and rewarded at promotion schemes. Thus the institute is aimed to provide a high quality learning experience for all of its students.
- As learning modes, the Lincoln Institute of Graduate Studies encourages appropriate different teaching/learning modes which include small group, laboratory based practicals, field based, industrial work based, bed side clinical teaching/learning etc.. Further, blended teaching/learning, dual delivery, distance education (external degree programs) are also supported.
- The staff is given the leverage to make informed decisions when selecting from the full range of available teaching/learning modes those which best provide the learning experience that is appropriate and effective.
- Students' diverse learning styles needed to be considered when deciding the appropriate teaching/learning method. Teaching mode should focus on desired learning outcomes and assist students to form broad conceptual understandings. Critical learning should be developed in students.
- Teachers should select modes that actively engage students in learning. These activities will involve both autonomous and collaborative learning. They should also encourage



students to critically reflect on their learning experiences and relate these experiences to theoretical models and explanations, relevant fields of practice and/or workplace contexts.

- Students should have appropriate access to printed materials. Usage of Learning Management System (LMS) and online access of information is encouraged and the Lincoln Institute of Graduate Studies will facilitate by providing the necessary infrastructure.
- Use of open education resources through accelerated open licensing and the sharing of higher education resources obtained via appropriate national or institute open licensing framework.

Definitions –

Outcomes-based education: A learner-centered, results oriented approach to education that requires students to demonstrate evidence that they are able to achieve stated learning outcomes.

Intended Learning outcomes: High quality, culminating demonstrations of significant learning in context.

Titles of related Policies, Procedures, Forms, Guidelines –

Curriculum development procedures, learning outcome policy, examination policy