



PROFESSIONALIZATION OF HIGHER EDUCATION:
ASSESSING TEACHING AND LEARNING WITHIN THE FRAMEWORK OF THE BMP
IN THE UNIVERSITY OF BUEA

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ABSTRACT

This paper aims at assessing the teaching-learning process of professionalization within the framework of the Bachelor's, Master's and PhD, which is a reform in Higher Education. The study was a descriptive survey with a sample of forty lecturers from the University of Buea. A closed-ended questionnaire was constructed with the following as indicators of the teaching-learning process: Availability of human and material resources, teaching methods and assessment strategies, derived from a review of literature and rated on a four-point scale. The instrument was validated by eight lecturers and the validity index stood at 0.86. Data were analysed using the SPSS package. Professionalization demands a student-centred approach to teaching and learning where the ICTs, methods of teaching, and assessment strategies that reflect critical thinking are key. Findings reveal the insufficient human and material resources while teaching activities and assessment averagely reflect professionalization. The pedagogic aspect of professionalization needs more attention.

Keywords: Professionalization, BMP, University of Buea, Higher Education.

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