**PhD Viva Voce**

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**Qualifications Attained:**

Mr. Isaack Augustine Choma is a PhD candidate (by thesis) in the Department of Educational Foundations, Management and Lifelong Learning (EFMLL) at the University of Dar es Salaam. He holds a Master’s Degree of Arts in Education and Bachelor of Educational Psychology of the University of Dar es Salaam. He is a college tutor in the department of education at Morogoro Teachers College. He teaches Educational Psychology, Educational Media and Technology and related courses.

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| Title of Dissertation: | Utility of Quality Assurance Feedback Provision Modalities in Enhancing Tutors’ Pedagogical Practices in Teachers’ Training Colleges in Tanzania |
| Date of Viva Voce: | Monday; 17th April, 2023 |
| Venue: | Board Room-SoED |
| Time: | 10: 00a.m |
| Supervisor: | Dr. Boniface Raymond |

**Abstract:**

This thesis is based on a study that explored utility of modalities used to provide quality assurance feedback in enhancing tutors’ pedagogical practices. The study was guided by four research objectives: to examine the modalities which promote the effectiveness of quality assurance feedback provided to tutors; to examine tutors’ perceived strengths and weaknesses of modalities used by zonal school quality assurance officers to give feedback; to investigate how modalities for giving quality assurance feedback empower or hinder tutors’ pedagogical practices; and to assess the strategies for enhancing the usefulness of quality assurance feedback in improving tutors’ pedagogical practices in teachers’ colleges. The study was anchored on the scientific management and social constructivism theories. It was further guided by constructivist research paradigm and a qualitative research approach informed by a multiple case study design. The study involved 78 participants: one school quality assurance director, three zonal chief school quality assurance officers, three zonal school quality assurance officers, six college principals, six college academic deans, six internal college quality assurance officers, 12 methodology tutors, 30 content tutors, six ward education officers and five college board chairpersons from six private and public teachers’ colleges selected based on similar characteristics. Data were gathered through interviews, focus group discussions and documentary analysis methods.

The findings revealed that, first, tutors preferred oral to written quality assurance feedback modality. Zonal school quality assurance officers perceived written quality assurance feedback modality as the most effective modality for permanent record keeping. Second, major strengths within effective modalities of giving quality assurance feedback included classifying pedagogical tasks accomplished or performed by tutors and identifying what tutors did best in pedagogical practices. The major weaknesses within the modalities of giving quality assurance feedback included lack of clarity in providing pedagogical judgments for tutors’ future works for action. Third, the study found out that tutors were empowered through the use of prescribed tutors’ observation and evaluation instruments**.** The study further found that tutors pedagogical practices were hindered by contextual constraints and credibility barriers. Fourth, the study found that, professional development and team teaching are the strategies that tutors use to improve their pedagogical practices. Mechanism to monitor quality assurance feedback modalities implementation results was facilitated through the use of internal college monitoring actors. The study concludes that the adoption and implementation of the quality assurance feedback framework in Tanzania was done before zonal school quality assurance officers were adequately oriented to it. The study, therefore, recommends that teachers’ colleges should be evaluated by zonal school quality assurance officers specializing in teacher education with relevant pedagogical skills.

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