

Specific Objectives in Lesson Plans of Teacher Trainees at Ignatius Ajuru University of Education Port Harcourt: Implications for Training

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Abstract

Functional education trains and develops in learners; sufficient skills, knowledge and abilities to deal with challenges as they encounter them in their environments. Such trainings provide a range of learning experiences that strike a balance between lower and higher order learnings known to promote short/long term memory, skills in critical thinking and creativity, which form the bed rock of 21st century survival skills, desirable for survival in today's world. Bloom and colleagues developed a taxonomy that categorized learning and identified verbs that characterize each category of learning. The predominant use of these verbs in lesson plans is pointed to the learning outcomes expected by teachers, which could be lower or higher order learning. This research is a case study on teacher trainees' lesson plans, to analyse the statements of specific objectives in order to determine the focus of the lessons. A sample of 162 lesson plans that meet a set criterion were obtained from 54 purposively selected trainees. The 486 specific objectives studied, were randomly selected using simple balloting. Three research questions guided the study. The findings showed that 71.2% of the verbs used were of lower order category, while only 28.6% were of the higher order. Categories covered in the lower order learnings were: "Remembering", "Understanding" and "Applying" while "Analysing", "Evaluating" and "Creating" were of the higher order. The 71.2% and 28.6% lower and higher order learning respectively, does not represent a good mix of the two levels learning tasks. The implication of this is that learners taught by this group of trainees will learn basically by rote memory. They may neither be creative nor show mastery of skills in critical and analytical thinking because they did not practice them in the learning experiences provided. The study recommends that selection of specific objectives that constitute a combination of all the categories of learning should be emphasised among trainees to encourage deep learning among learners.

Keywords: Specific objectives, Lesson plans, Teacher trainees, Categories of learning.

INTRODUCTION

An important part of every teacher training programme is the opportunity for trainees to participate in actual class engagements with real students in a classroom during the teaching practice period. During this period, student teachers practice what they have learnt in various courses during their training. Student teachers are provided with copies of the schemes of work drawn from the syllabuses of each school subject to enable them develop lesson plans for prescribed topics during the allotted class periods. The lesson plans are presented from time to time to the cooperating teachers, resident in their schools of deployment and the teaching practice supervisors that visit them from time to time, for corrections and endorsements. The experienced or cooperating teachers with the supervisors, are responsible for assessing, observing and reviewing the job of trainees as mentors and role models, during

the class engagement periods. They also hold conferences with the teacher trainees to evaluate performances and provide feedback to the teacher trainees.

In order to write lesson plans, teacher trainees are usually expected to use a predetermined format approved (endorsed) by their various institutions. A typical lesson format has major headings on which the lesson plan is developed and organized and each major heading covers an important aspect of the lesson. For example, one of such major heading is the “Specific Objectives” statements of a proposed lesson. This major heading, highlights the specific behaviours/skills the teacher expects learners to master at the end of the particular learning period. “Specific objectives” are also referred to as the “learning outcomes”. “Learning outcomes” are statements that specify what learners will become or be able to do as a result of an exposure to or participation in a learning activity. Learning outcomes of a lesson help the teacher to keep them in mind as he/she plans for the class engagement. Well thought out learning objectives enables a structured discussion, explanations, examples, questions, activities and assessment of the concepts being taught. Anderson (2015) succinctly puts it this way:

The trend supported by some language writers on language learning is towards the pinning down of learning objectives in precise terms, including SMART objectives (an acronym standing for “specific”, “measurable”, “achievable/applicable/agreed-upon”, “relevant/realistic”, and “time-bound/based”) taken from personnel performance management and action verbs based on Blooms Taxonomy of educational objectives (a system for classifying educational objectives into levels with three domains: cognitive, affective and psychomotor (pp. 4-5).

Current approaches to planning according to Anderson (2015), generally encourage teachers to describe what they expect all the learners to learn. The underlying assumptions he continues, is that teachers have to describe and always enforce the homogenous type of learning upon all the learners in the class, after which they evaluate the degree to which they succeeded in meeting “their” aims to demonstrate their competence. Hoy and Miskel (2001), further explained that instructional objectives or learning outcomes are clear and unambiguous description of the teacher’s educational aims for students and that even though there are different approaches to writing objectives, all the scholars accept that the first step is deciding what changes should take place in the students. Mager (1975) was reputed for developing one of the most influential systems for writing behavioural objectives, underscores the notion that objectives should describe what students will be doing to demonstrate their achievements and how a teacher will know when students are successful or not.

Learning objectives could be expressed as knowledge, skills or attitudes according to Mager should have three distinguishing characteristics, which must be observable, measurable and doable by the learner. From the foregoing, it is obvious that specific objectives are a written evidence of what a teacher aims to achieve in a given class period and they are also the learning outcomes upon which the lesson is primarily hinged and assessed.

Statement of the Problem

Studies on Teaching Practice (TP) have largely centred on students/teachers experiences during TP period and the assessment of the overall quality of the process. A review of literature shows that there are limited studies that have specifically addressed the nature of the statements of specific objectives in teacher trainees’ lesson plans. The “statements of

specific objectives” provides the focus for every lesson, and informs the choice of instructional materials, class activities, teaching methodology, lesson presentations and developments including the lesson evaluation, all of which ultimately affect what and how much the students learn. Thus, “statement of specific objectives” is a vital aspect of the teaching process. If the skills are not sufficiently learnt and mastered, the trainees’ pedagogical skills may be derailed and the efforts in teaching the topics in the subjects, futile.

The TP period is the opportunity for teacher trainees to practice and master important aspects of their profession. This study seeks to identify the nature of the “specific objective statements” prevalent among the student teachers of Ignatius Ajuru University of Education, while on teaching practice. The intent is to bring to light the teacher trainees’ ability to develop and make statements of appropriate specific objectives that brings a balance between higher and lower order levels of learning as classified in Bloom’s taxonomy of learning. The ability to select “appropriate objectives” and striking this balance guarantees that trainees utilize “specific objectives” that promote learning, not just shallow and easily forgotten but deep rooted and permanent.

Research Questions

Three research questions guided the study:

- Specific objectives of which of the learning categories of Bloom’s Taxonomy dominate the lesson plans of the teacher trainees?
- Are the statements of specific objectives in the lesson plans of student teachers at Ignatius Ajuru University of Education predominantly of the lower or of the higher levels of learning as classified in Bloom’s taxonomy of learning?
- Do the statements of specific objectives in the lesson plans of student teachers at Ignatius Ajuru University of Education demonstrate “a good mix” between the lower and higher order levels of learning as classified in Bloom’s taxonomy of learning?

LITERATURE REVIEW

Conceptual Clarifications

In the educational system, Bloom’s Taxonomy of Educational Objectives is one of the most widely used ways of organizing levels of expertise in learning (Bloom et al., 1994; Gronlund, 1991; Krathwohl et al., 1956; University of North Carolina at Charlotte, 2017). In 1956, Benjamin Bloom helmed a group of educational psychologists who developed a classification of levels of intellectual behaviour which is important in learning that is now popularly referred to as Bloom’s Taxonomy. There are three taxonomies together, each is made up of a multi-tiered scale used to express the level of expertise required to achieve each measureable student outcome. Forehand (2005), explains that there are knowledge-based goals, skills-based goals, and affective goals which represent the three domains of learning thus:

Cognitive domain or Knowledge-based goals: This requires that the student learn certain facts and concepts.

Psychomotor domain or Skills-based goals: This requires that the student learns how to do something.

Affective domain or affective goals: This requires that the student's values, attitudes, or interests be affected by the subject matter of the lesson.

The choice of which of the three goal types to use as measurable student outcomes depend upon the original goals of the course, subject or programme.

This study is limited to the aspects of the cognitive domain.

The Cognitive Domain

The cognitive domain according to Clark (2015), deals with knowledge and the development of intellectual skills in learners. It includes the recall or recognition of specific facts, procedural patterns and concepts that serve in the development of intellectual abilities and skills. Beginning from the simplest to the most complex, 6 categories or degrees of difficulties were identified both in the earlier version by Bloom's et al. (University of North at Charlotte, 2017) and the revised version by Krathwohl and Anderson in Clark (2014) summarized below:

Table 1. Shows the 6 categories of the original and the revised categories of the cognitive domain of Bloom's Taxonomy of educational objectives

Knowledge	Remembering
Comprehension	Understanding
Application	Applying
Analysis	Analysing
Synthesis	Evaluating
Evaluation	Creating
(Original categories by Bloom's et al., 1956)	(Revised categories by Krathwohl and Anderson)

Clark reports that one of the co-editors (D. Krathwohl) of the original taxonomy along with a former Bloom's student (L. Anderson) revisited the Cognitive Domain in the mid-nineties and revised it. This revised taxonomy not only improved the usability of the taxonomy by using action words as shown in Table. 1 but added a cognitive and knowledge matrix. The major differences between the two groupings, lie in the fact that verbs are now used in place of nouns and the positions of the 5th and 6th categories are reversed in the revised categories (Clark, 2015). The revised 6 categories of the cognitive domain is shown side by side with the original categories in Table 1.

Explanations about the categories with keywords which express these principles, in addition to some examples about how they can be applied in teaching and learning are summarised in the following table:

Table 2: Explanations of categories of cognitive domain with keywords and examples (summarized from Clark, 2015).

Category	Keywords
Remembering: Has to do with to recall or retrieve previous learned information.	Define, describe, identify, label, list, match, name, outline, recall, recognise, reproduce, select, state. Examples: repetition, flash cards, reading exercises
Understanding: Comprehending the meaning, translation, and interpretation of instructions and problems. State a problem in one's own words	Comprehend, convert, defend, distinguish, estimate, explain, extend, generalize, give example, infer, interpret, paraphrase, predict, rewrite, summarize, and translate. Examples: taking notes, storytelling, and internet search.
Applying: Use a concept in a new situation,	Change, compute, construct, demonstrate, discover,

unprompted use of abstraction. Applies what was used in the classroom into novel situation in the work place.	manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use. Eg create a process, practice.
Analysing: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	Analyze, breakdown, compare, contrast, diagram, deconstruct, differentiate, discriminate, distinguish, identify, illustrate, infer, outline, relate, select, separate. Example: debating, question what happened, run a test.
Evaluating: Make judgements about the value of ideas or materials. Make judgements based on criteria and standards through checking and critiquing.	Appraise, compare, conclude, contrast, criticize, critique, defend, describe, discriminate, evaluate, explain, interpret, justify, relate, summarize, support. Example: survey, blogging.
Creating: Build a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	Categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organise, plan, rearrange, reconstruct, relate, reorganise, revise, rewrite, summarize, tell, and write. Example: write an essay, network with others.

According to Forehand (2005), Bloom’s Taxonomy is the first systematic classification of the processes of thinking and learning. Forehand explains that each level is subsumed by the higher levels because the levels are hierarchical in nature. This means that a student functioning at the “application” level for instance, has also mastered the material at the “knowledge” and “comprehension” levels. This arrangement, Forehand concludes, is the reason for the natural divisions of lower and higher levels of thinking or learning. As depicted on the table, verbs used in specific objective statement in lesson plans associated with each of the categories, typifies what level of learning is aimed at. For example, where verbs like define, describe, identify, label, list, match, name, etc. belonging to the “Remembering” category are used, the learning is classified as lower order learning and where verbs like appraise, compare, conclude, contrast, criticize, create, devise, design, explain, generate, modify, organise, etc. belonging to the “Evaluating” and “Creating” categories, represent higher order learning. Thus, a teacher trainee who predominantly uses verbs belonging to the “Remembering” category in the statements of specific objectives, is aimed at a learning that is predominantly of the lower order, which encourages learning by rote or cramming. This type of learning does not promote deep learning which is long-term, enduring and of a higher order.

Teaching Practice and Teacher Education Programmes: Implications for Training

The place of TP in the educational process has been widely acknowledged and its importance attested to in literature having been variously described as a crucial and culminating experience in teacher preparation, in addition to having the potential to predict actual performances when trainees are later engaged as permanent teachers (Gujjar, 2009, Idowu, 2000; Furlong, Hirst & Pocklington, 1988). In the Nigerian practice of TP, it is known as a compulsory course in all Faculties of Education and Colleges of Education, where teacher training programmes are undertaken. When organized, TP usually lasts for a period of three months. The programme may have a longer duration when undertaken at once or broken into two separate periods of 6weeks duration each. The student’s performance is determined by finding the means of assessor grades in the separate visits. The assessors are expected to visit the teacher trainees at least two times during this practice period. In each of the schools

where TP is practiced, the trainees interact with and work with the incumbent subject teacher also called cooperating teacher. However, the cooperating teachers do not grade or award scores that determine the final grades of the trainees. Their roles are basically to lend a helping hand and to mentor the trainees.

Wepukhulu and Simiyu (2015) refer to the TP period as a period of internship. This they say is likened to the internship period associated (common in) with the training periods of professions like the Medicine, Engineering, Architecture, etc. Wepukhulu and Simiyu further explains that there are three main components of pre-service teacher programme which include: imparting subject content knowledge, pedagogical knowledge and the practical aspect that introduces school-based experiences, but that the TP period holds a very special place, basically because it provides an opportunity for theory to be turned into practice. Trainees in Education understand the dynamics of classroom teaching, and for lecturers it is an opportunity to observe how their students use knowledge acquired in lecture halls. Research and literature in the field of teacher education agree that if TP is not well designed it can lead to limited experiences for trainees and also high attrition in the teaching profession.

According to Jekayinfa et al. (2000), a teacher education programme is packaged such that both the content and pedagogical skills are available for the trainees to prepare to meet the requirements of the teaching profession. They explain that as part of the curriculum, an internship or teaching practice (TP) period is earmarked and allotted a specific period during which teachers-in-training are posted to schools to teach in order to demonstrate in practical terms the knowledge and skills they have acquired in course of their training. This period they further explained, offers opportunity for student teachers to learn basic skills of teaching and also put their newly acquired knowledge into actual use. The exercise allows trainees to become familiar with and internalise the ethics, rules and regulations governing the practice of education as a professional career. Towing a similar line, Idowu (2000), explains that the scope of teaching practice is not limited to the cognitive domain, but covers both the affective and psychomotor domains of the students. While most of the trainee activities revolve around the classroom, Idowu further explains that the student experiences actually extend to psychosocial developments. Thus, the TP period should be taken very seriously and be regarded as an absolute necessity in the teacher training process. Every attempt should be made by the operators to ensure that practices and processes are strengthened and learnt as correctly as possible. Aspects incorrectly learnt might stand in the way of good practice and subsequent under development in the work life of the teachers. Poor or mediocre performance in any aspect, could convey the meaning that the trainees need more preparations before taking up the role of teaching, while a positive feedback could imply their readiness to teach. Thus, the author is motivated by the foregoing, to highlight information about the current situation, in order to provide feedback for subsequent decisions about the teaching practice period. This could strengthen practice and ensure that acceptable acts are reinforced or discontinued before the prospective teachers qualify to be admissible into the profession.

METHODOLOGY

The study is a descriptive research of a case study type. This design is adjudged the most appropriate for the study because it features or captures a detailed description and analysis of a practice in an institution. Even though generalizations cannot be made to other institutions, it is useful to diagnose the particular situation and to recommend remedial measures (Maduabum, 2007).

Participants and Setting

The population of students involved in the study were the 2015/2016 final year students at Ignatius Ajuru University of Education (IAUE), Port Harcourt. The students were at the 2nd and final phase of their teaching practice in April and part of May 2016. A total of 54 student teachers were purposively selected from 7 cooperating schools distributed around the University Rumuolumeni (Main) campus. Fifty-four (54) student teachers deployed to practice in 7 selected cooperating schools participated in the study. The trainees who were in number unevenly distributed to these schools, had to submit their lesson plans to the researcher temporarily for the purpose of the study. The lesson plans of all 54 student teachers were pooled together for the purpose of the study. The reason for the pooling was because the individual cooperating schools were not a variable in the study.

The sample of lesson plans used for this study were the last three lesson plans of each of the 54 trainees bringing the total to one hundred and sixty-two (162) lesson plans. The rationale for arriving at this criterion was based on the assumption that, supervisors would have made their corrections and other value additions necessary, by the time the trainees were writing their last three lesson plans. Consequently, it is expected that these last lesson plans should be one of the trainees' best efforts at lesson plan writing. Four hundred and eighty-six (486) specific objective statements formed the sample size of lesson objectives analysed for the study. The sample size of 486 was arrived at based on three specific objective statements randomly selected from each of the 162 lesson plans. Thus, 3 specific objectives randomly selected from 162 lesson plans = 486 specific objectives (3x162=486). Simple balloting was used to select the 3 specific objectives from whatever number of specific objectives were in each of the 162 lesson plans considered.

Instrumentation

A document analysis was performed on the selected lesson objectives as a means of obtaining data for the study. The 486 specific objectives were evaluation based on usage of verbs representing each of Bloom's Taxonomy of learning categories. The category of the verbs used in each statement of specific objective in lesson plans were identified and grouped. The frequency and percentage usage of the verbs were calculated and shown on Table. 3.

RESULTS

Research Question One

Specific objectives from which of the learning categories of Bloom's Taxonomy dominate the lesson plans of the teacher trainees?

The results showed that in the **remembering category**: "define" ranked 2nd; "mention" and "enumerate" both ranked 8th; "state" ranked 10th; "list" ranked 6th; "read" ranked 18th (the lowest) while "determine" ranked 14th. In the **understanding category**: "Give", ranked 4th; "explain" ranked 1st (the most frequently used verb) while "expatiate" ranked 13th. In the **Applying category**: "make" ranked 10th while "write" ranked 14th. In the **Analysing category**: "identify" ranked 3rd while "solve" ranked 5th. In the **Evaluating category**: "draw" ranked 6th; "distinguish" ranked 14th while "differentiate" ranked 11th. Finally in the **Creating category**: "categorise" the only verb of this category used, ranked 15th position among the verbs used in the specific objective statements. This shows that verbs in the "Remembering and the Understanding" categories were used more frequently in lesson plans

than other categories. As a consequence, the specific objectives from the “Remembering and the Understanding” categories dominated the lesson plans of the teacher trainees. The findings are summarized in the tables and the pie-chart below:

Table 3: Shows percentage usage verbs in specific objective statements of IAUE, Port Harcourt teacher trainees’ lesson plans; categorised according to Bloom’s Taxonomy of learning

Categories and verbs used in lesson plans	Frequency of usage of the verbs in 486 lesson plans	Percentage Usage	Rank order
Remembering:			
Define	85	17.5%	2 nd
Mention	23	4.7%	8 th
Enumerate	23	4.7%	8 th
State	18	3.7%	10 th
List	26	5.4%	6 th
Read	4	0.8%	18 th
Determine	7	1.4%	14 th
Understanding:			
Give	35	7.2%	4 th
Explain	92	18.9%	1 st
Expatriate	11	2.3%	13 th
Applying:			
Make	16	3.3%	10 th
Write	7	1.4%	14 th
Analysing:			
Identify	53	10.9%	3 rd
Solve	30	6.2%	5 th
Evaluating:			
Draw	26	5.4%	6 th
Distinguish	7	1.4%	14 th
Differentiate	16	3.3%	11 th
Creating:			
Categorise	7	1.4%	14 th

Table 4: Percentage usage of learning categories in trainees’ lesson plans

Category	Percentage usage
Remembering	38.3%
Understanding	28.4%
Applying	4.7%
Analysing	17.1%
Evaluating	10.1%
Creating	1.4%

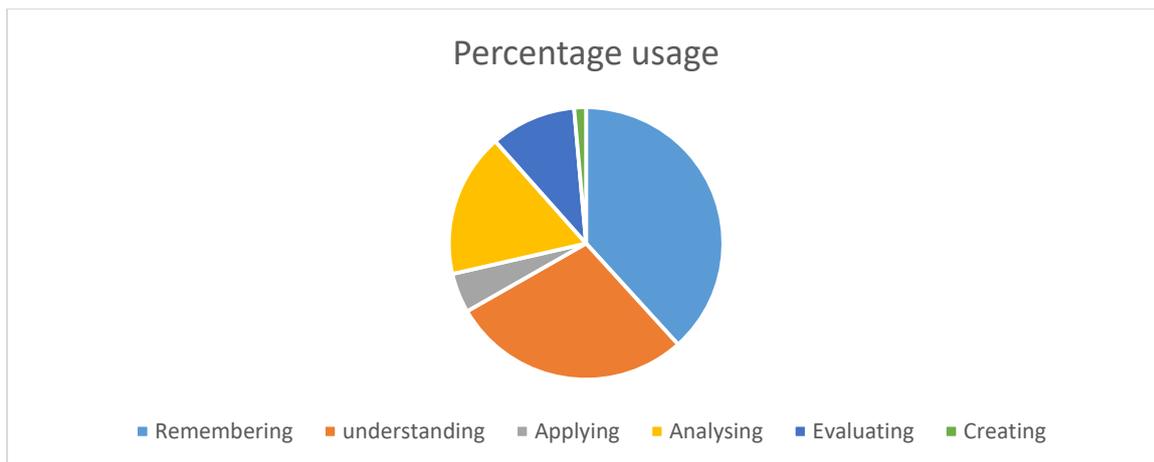


Figure 1: Chart showing the percentage application of each category of learning objectives in teacher trainees lesson plans

Research Question Two

Are the statements of specific objectives in the lesson plans of student teachers at Ignatius Ajuru University of Education predominantly of the lower or of the higher order levels of learning as classified in Bloom's taxonomy of learning?

The results show that specific objectives of the lower order of learning had 71.2% usage while the higher order was 28.6%. Thus the specific objectives in the lesson plans of student teachers at Ignatius Ajuru University of Education were predominantly of the lower order learning as classified in Bloom's taxonomy of learning. This is summarized in Table. 4 & 5 and the pie-chart Figure 1.

Table 5: Shows the occurrences of lower and higher order learning objectives in IAUE teacher trainees' lesson plans

Order of Learning	Percentage occurrence
Lower order learning	71.2%
Higher order learning	28.6%

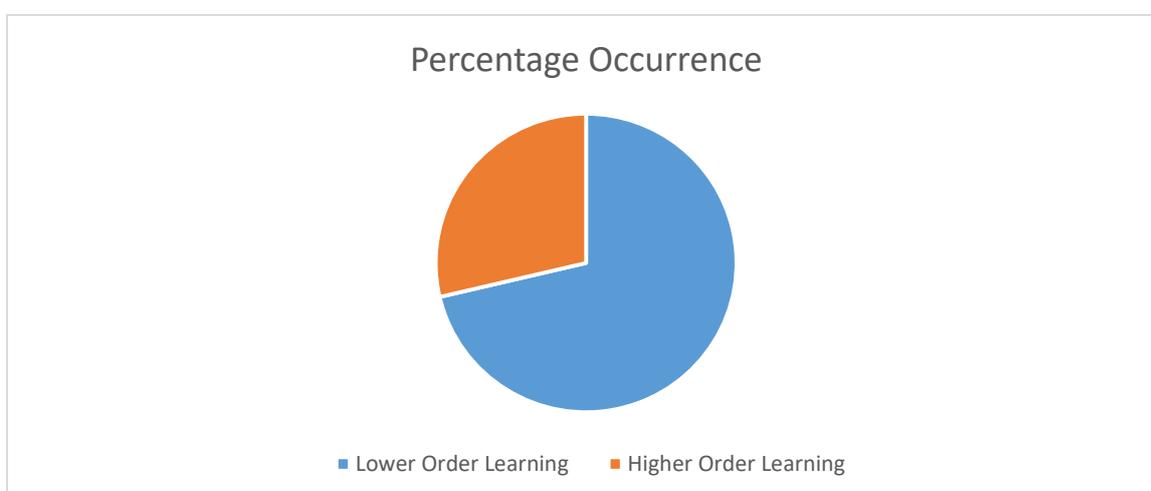


Figure 2: Chart showing percentage occurrence of lower and higher order learning objectives in lesson plans of trainees

Research question Three

Do the statements of specific objectives in the lesson plans of student teachers at Ignatius Ajuru University of Education show a good mix between the lower and higher order levels of learning as classified in Bloom's taxonomy of learning?

The results show that lower order learning had a percentage usage of 71.2% while higher order learning had 28.6%. The percentage usage of the higher and lower orders of learning are not comparable, as one value is far removed from the other; both may be considered as outliers from the mean. If the values of the levels were closer, they could have been described as showing a good mix. As it stands, the results can be interpreted to mean that the statements of specific objectives of student trainees in this institution, do not show a good mix between the lower and higher order learnings. The lower order learnings are more than double the frequency of usage, than the higher order learnings.

DISCUSSIONS

The study has revealed that the specific objective statements in the lesson plans of the teacher trainees in this study are predominant of the lower order level of learning. The implication of this observation/result is that learning by rote memory will dominate the learning method of the learners. Such learning method may not produce long term memory, creativity or develop skills in application of knowledge in unfamiliar circumstances to solve life problems. The quantitative literature on effective teaching according to McLaughlin and Tabet in (Wenglinsky, 2002) emphasizes the importance of higher-order thinking skills. As they succinctly put it; teaching higher-order thinking skills involves not so much of conveying information as conveying understanding. In that arrangement, students learn concepts and then attempt to apply them to various problems, or they solve problems and then learn the concepts that underlie the solutions. These skills they say, tend to be conveyed in one of two ways: through applying concepts (applications) or by providing examples or concrete versions of the concepts (simulations). In either case, McLaughlin and Tabet in Wenglinsky, conclude that students learn to understand the concept by putting it in another context. In the same vein, Wenglinsky, argues that while both lower-order and higher-order thinking skills undoubtedly have a role to play in a classroom, much of the qualitative research asserts that the students teachers who can convey higher thinking skills as well as low-order skills, outperform students whose teachers are only capable of conveying lower-order thinking skills. Thus is important that both levels of learning are emphasized.

On the basis of the foregoing, it is important that trainees understand the effects of lower and higher order thinking and learning skills on learners during the training period. And in order to strengthen practice, efforts should also be made for trainees to master the selection of both orders, in addition to maintaining a good mix of both in the selection of specific objectives for lessons. That way, opportunities will be provided to present tasks that possess a good mix of both forms of learning to strengthen learners, as failure to do this may hamper the development of well trained teachers needed to produce a crop of learners adequately prepared to take their positions as functional citizens to develop their societies. As Wagner, (2011), very clearly posits, simple recall and regurgitation of facts are no longer sufficient for successful living in a challenging world such as ours. Wagner, noted that due to the numerous challenges faced by humanity in this 21st century, it is imperative that everyone know how to think, reason, analyse, weigh evidence and solve problems. It is therefore essential as the saying goes, "no stone should be left unturned" in strengthening the training/development of the trainees/teachers who would ultimately implement the

educational programmes (Okogbaa, 2017). Thus, it is important that educational training programmes be strengthened to meet the challenges of the times.

CONCLUSION

The study examined the statements of specific objectives in lesson plans of teacher trainees at Ignatius Ajuru University of Education, Port Harcourt. It focused on their choices of verbs used in the specific objective statements in order to determine if they were of the lower or higher order type based on Bloom's Taxonomy of learning Objectives. The specific objectives were predominantly of the lower order learning type. The author is calling attention of teacher trainees, trainers and managers of institutions that house teacher training programmes that a situation such as is observed in this case study, should not be allowed to continue. Efforts should be made to remedy in order to bring best practices to the fore to increase learners' achievements.

Recommendations

To this end the researcher recommends as follows:

- The Lecturers who teach methodology Courses in the various Departments during teacher training programmes, should emphasis a balance in the choices trainees make while developing lesson plans. Skills in maintaining a good balance of all categories of learning objectives, should be deliberately taught and reinforced as best practice among the trainees;
- Planners of orientation programmes for TP periods every session, should include this aspect as an area to be emphasized among supervisors and trainees at such events;
- Grading in the format of TP period, should be revised to make allowance for additional scores to be given to this aspect because the lesson development hinges greatly on it; and
- Heads of Departments, Deans of Faculties of Education and Directors of Teaching Practice Units in universities, should be privy to this information as a basis to evaluate their own processes, strengthen best practices and add value to their supervisory roles.

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