



SLAIHEE Newsletter

Sri Lanka Association for Improving
Higher Education Effectiveness

ISSN 2950-6956

BARCODE 9772950695001

2025 MAY

Newsletter Outline

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EDITORIAL

by I.G.P.R Kulanatha, MD (Ayu)

Sri Lankan universities stand at a critical juncture. While curricula are adapted, a fundamental question remains: are we truly cultivating the holistic graduate? Beyond cognitive prowess, the interplay of interpersonal and intrapersonal competencies—essential for both intellectual depth and, arguably, spiritual growth, or the development of ethical and holistic perspectives—demands our attention. Critically, we see that the student voice, a key trigger for developing these competencies, is often underutilized. This gap in faculty training leaves students ill-equipped for the complexities of the 21st century, hindering their ability to effectively navigate and contribute to our rapidly evolving world.

The urgency for competency-based faculty training is not just a local concern; it is a global imperative. Within our local context, it is evident that we are grappling with a critical imbalance: an overemphasis on theoretical knowledge at the expense of practical application. This translates to graduates ill-prepared for workplaces demanding collaboration and innovation. Globally, it is understood that rote learning stifles the critical thinking that employers crave. However, it is not just about job skills. The call for intellectual and spiritual growth, echoed in both local and international discourse, aligns with the need for holistic, student-centered education. Critics might claim faculty expertise is sufficient, but the data tells a different story. We need training that bridges the gap between technical rigor and real-world application. Without it, we risk producing graduates out of sync with industry needs, hindering our economic progress. Investing in faculty and in student voice, is not optional, it is fundamental to the future of Sri Lankan education.

Of course, not everyone champions competency-based faculty training. The counter-argument, often rooted in traditional academic values, suggests that lectures and knowledge transmission suffice. Concerns arise that competency-based education might 'vocalize' higher education, sacrificing intellectual depth for practical skills. This perspective often stems from a belief that faculty already possess adequate pedagogical skills, with research output prioritized over teaching effectiveness. Resource constraints also factor in, with critics arguing that comprehensive training programs divert funds from other crucial areas. Moreover, resistance to change itself plays a role, with some educators viewing competency-based education as a disruptive burden. Finally, there is skepticism regarding the tangible impact of such training, with questions about whether it truly improves student outcomes or just adds bureaucratic layers. While these concerns are valid, they underscore the need for strategic implementation, not outright rejection, of competency-based teaching.

Ultimately, since the objections to faculty training have faltered under scrutiny, it is very heartening to see the present UGC having already set in motion a programme to revise and revamp the existing Induction Training Programmes for new university staff. Claiming traditional methods suffice ignores their inherent limits in fostering critical thinking, a point repeatedly debunked by research. The notion that subject expertise equates to teaching prowess is equally flawed; effective pedagogy requires specialized skills. Resource concerns? They overlook the long-term Return on Investment (ROI), with enhanced student outcomes and employability, more than justifying the initial investment. And academic freedom? It should foster innovation, not shield outdated practices; training can empower faculty, not restrict them. Lastly, skepticism about impact ignores the clear data: trained faculty produce better-prepared graduates. In short, investing in faculty is not a luxury; it is a necessity for a future-ready Sri Lanka.

SUMMARY OF KEYNOTE ADDRESS

by

Professor Suki Ekaratne, SLAIHEE-IIT HE Conference, 26 July 2024

CONFERENCE THEME: “Giving students a voice: evidence to have facilitated student voice”

The Keynote highlighted these key points on how to help change mindsets to facilitate “Giving Students a Voice”:

(i) Identify the importance of Voice in Empowerment ...Belongingness; (ii) Use of Voice as a tool in Learning & Teaching (L&T) – to support (and not suppress) student evaluation, facilitation, empowerment; (iii) Use of possible methods... to do so, with related Concepts / Theories that bring students to centre-stage; (iv) Role of the academy@iit.ac.lk to do so.

If we examine a ‘Course’ you are given and asked to teach your students, traditionally its design, delivery and administration considered course “content” as most important, placing “content” at top / apex and students at its bottom. With that thinking, as students failed to reach intended course “learning”, other concepts emerged, attempting remediation.

Thereby, learner “experiences” creation assumed importance, generating belongingness, motivation and engagement, alongside achieving improved Course Outcomes. This rewired course design mindset promoted student-learning of “Skill Performances” to its apex as its Outcomes-Based Approach to Student Learning (OBASL, OBE), and brought down traditional “content learning” to the base. OBASL is a deep, complex concept requiring use of multiple taxonomies and methodological procedures to push Student Centred Learning (SCL) along with student experiences and their voices, to the forefront.

SCL, though it brings students transformatively and ‘conceptually’ to the fore, still remains largely unimplemented in lecture rooms because teacher preparation programmes are mostly unable to model this SCL concept in training delivery, thus continuing to retain teacher ignorance in practically using stepwise ‘Procedures’ to enact SCL in their post-training teaching.

The UK HE scenario shows how the UK’s HE ‘regulator’ (HEFCE, Higher Education Funding Council for England, similar to Sri Lankan UGC) gave some teeth to that ‘conceptual’ recognition of student voice by changing its name to the “Office for Students”. To bring this conceptual change translated to everyday classroom-level teaching practices, however, remains a challenge and the simplified pyramidal “Dale’s Cone” illustrates how different teaching settings can use “content” to develop student-empowered learning and voicing, through “doing” practice tasks to develop skill performances, while recalling important Foundational Knowledge. To accompany skill performances development by powerful feedback, student “voice” becomes a *sine qua non* to first, find-out learning-deficits and next, to remedy those, elevating teaching-learning to a win-win SCL procedure.

In this manner, use of *student-voicing* TLA’s comprise a power tool to make both students and teachers skilled and empowered, imbuing feelings of belongingness and self-identity that also change their demotivation and non-engagement, contrasted with the most-common teacher complaint of “Blame the Student”. This is well-illustrated also in graphical representations of student attention span decreases in traditional teaching.

Though physically modifying classrooms do help, these skill-empowering student-voicing opportunities that (re)trained teachers use are needed and range from simple interactive methods (Minute Paper, Think-Pair-Share, Gapped Handouts) to more complex methods, helping develop students as self-regulated learners, life-long learners and accountable citizenry. In USA too, academics now consider content knowledge as insufficient and remediation is ongoing (CASEL.org). The Academy@iit.ac.lk conducts training courses targeting SCL-based teacher training.

BUILDING AN ENGAGED LEARNING COMMUNITY THROUGH 'FEEDBACK LITERACY' PRACTICES

'Feedback' is a term used to improve teaching and learning. In "Student Feedback", it refers, at its first stage, to sharing information about teachers' evaluation of students' work or knowledge of a certain task or idea; it aims to highlight the positives and negatives of students' work to reach their learning outcomes (Kutasi, 2023). Studies have also shown that students appreciate and require "good" feedback (Small & Attree, 2015; Voelkel et al., 2020).

However, the literature shows several challenges in implementing feedback practices in education. According to Selvaraj and Azman (2020), in education, there is a lack of clarification about how students should interpret given feedback. This shows that "proper" interpretation is essential for effective feedback. There is also a concern that students typically do not receive input and respond in the manner desired (William, 2012 & O'Donovan et. al., 2016 as cited in Selvaraj & Azman (2020). Voelkel et al., 2020 posit that feedback is an important element in learning only if students engage with it and highlight that good feedback is detailed, specific, honest, and constructive.

Many of the above concerns can be addressed by creating a feedback-literate community that fosters open dialogue, mutual support, and a shared commitment to continuous improvement. Building on Sutton's (2012) work, Carless and Boud, 2018 define feedback literacy as learning, capacities, and dispositions needed to make sense of information and use it to enhance work or learning strategies. Their framework for student feedback literacy involves four features that encourage student engagement, self-reflection, and critical thinking.

1. Appreciating feedback processes

Students recognize the value of feedback and identify their active role in its processes (Carless & Boud, 2018).

2. Making judgements

Students develop evaluative judgment: the capability to make decisions about the quality of work of oneself and others (Tai et al. 2017).

3. Managing affect

Students maintain emotional equilibrium mediated by their relationships with the teacher and other participants as they construct meanings together (Esterhazy & Damsa 2017).

4. Taking action

Students make sense of information (received feedback) and use it to act upon them to improve their work thereby closing a feedback loop (Boud & Molloy 2013).

To maximise the benefits of the framework, teachers should help students appreciate the value of feedback. They should also encourage active participation, ensuring that students engage with feedback for the benefit of themselves and their peers.

Additionally, teachers need to guide students in balancing emotions when receiving feedback through strengthened relationships. Finally, teachers should empower students to interpret feedback effectively and apply subject knowledge to enhance their work.

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KNOWLEDGE VS APPLICATION OF KNOWLEDGE: PROMOTING LIFELONG LEARNING IN HE

In higher education, distinguishing between knowledge and its application is crucial for fostering learning. Knowledge typically refers to the acquisition of facts, information, and skills through experience or education. It is the foundational layer of learning, encompassing the recall of data and the recognition of concepts. Application of knowledge, however, goes beyond mere memorization; it involves grasping the meaning behind the information, recognizing relationships, and applying knowledge in various contexts.

Bloom's Taxonomy (1956), a hierarchical classification of cognitive skills, illustrates this distinction. At its basal level lies declarative knowledge (Biggs & Tang, 2011)—recalling facts and basic concepts. As one ascends the hierarchy, skills like comprehension, application, analysis, synthesis, and evaluation emerge, each requiring functioning knowledge, built on top of a declarative knowledge base. This progression underscores that it is the higher levels of learning which enable students to apply knowledge critically and creatively.

While knowledge equips students with necessary information, it is the application of knowledge that empowers them to use this information in real-world scenarios, solve complex problems, and innovate within their respective fields. Most educators want their students to not just memorize, but to apply what is being taught. This can be facilitated by promoting active learning strategies, encouraging critical thinking, and designing assessments that require application and analysis rather than simple recall. Assessment methods should be chosen based on the expected learning outcomes to effectively measure students' Application of Knowledge" (GeeksforGeeks, 2024).

Moreover, fostering application of knowledge contributes to lifelong learning. When students truly apply knowledge in a subject, they are more likely to retain information, adapt to new situations, and continue expanding their knowledge base beyond formal education. Therefore, higher education institutions should strive to create learning environments that prioritize knowledge application, preparing students not just to know, but to think, analyze, and contribute meaningfully to their disciplines.

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AN INTRODUCTION TO THE USE OF SITUATED LEARNING IN HIGHER EDUCATION

Conventionally, learning occurs through a student-instructor relationship which tends to focus on an individual gaining knowledge which will be later applied in different contexts. Conversely, in situated learning, the focus is on creating suitable social engagements as a means of acquiring knowledge and thereby participants experience the complexity and ambiguity of learning in the real world. It integrates content, context, community, and participation (Stein, 1998). When practising situated learning, instructors must ensure that learning becomes a social process dependent upon transactions with others placed within a context that resembles as closely as possible the practice environment. Four major principles guide the development of classroom activities under situated learning. Firstly, learning is established in the actions of everyday situations. Secondly, knowledge is acquired situationally and transfers only to similar situations. Thirdly, learning is the result of a social process encompassing ways of thinking, perceiving, problem solving, and interacting in addition to declarative and procedural knowledge. Finally, learning is not separated from the world of action but exists in robust, complex, social environments (Stein, 1998). Examples of activities that create a situated learning environment include internship programs which require learner engagement in the field, excursions that allow learners to see work in the field, research laboratories where learners carry out experiments to simulate real activities and physical or musical exercises that replicate real-world scenarios (Dincer, 2022).

According to Lave and Wenger (1991), situated learning has at its center a process called legitimate peripheral participation which explains the relations between newcomers and old-timers, and about activities, identities, and communities of knowledge and practice. It describes that learners participate in communities of practitioners and the mastery of knowledge and skill requires newcomers to later move toward full participation in the sociocultural practices of a community.

In situated learning successful learning occurs based not on the instructor's effectiveness in training a student with his or her own conceptual representations of knowledge but based on the ability to effectively manage participation to support growth of the student. Participants will in fact create their own knowledge out of their own experience, which includes the relationships with other participants, the activities, the environmental cues and the social organization that the community develops and maintains (Stein, 1998).

According to Young (1993) cited in Stein (1998) four critical tasks should be considered to incorporate situated learning in the classroom. Instructors should select situations that engage learners in complex, realistic, problem-centered activities that support the specific knowledge to be acquired. They must provide support for new learners, knowing the type and intensity of guidance necessary to help learners master relevant situations. With time, as learners require less support, instructors become facilitators of learning by tracking progress, building collaborative learning environments and encouraging reflection. Finally, instructors must continually assess the intellectual growth of both the individual and the community of learners. Over the years, several instructional models on how to structure learning environments to encourage situated learning have also been developed. Some of these, such as cognitive apprenticeship, anchored instruction, and cognitive flexibility are based on the use of new technologies that create flexible and useful computer supported learner environments (Mandl & Kopp, 2005).

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CREATING MEANINGFUL LEARNING EXPERIENCES WITH FINK'S TAXONOMY

Higher education often focuses on the transmission of facts, theories, and skills, with an emphasis on grades. However, learning becomes more impactful when we move beyond these basics, encouraging students to develop skills, connect ideas, and grow as individuals. Traditional teaching methods often emphasize content delivery, but effective learning requires a broader perspective. L.D. Fink's Significant Learning Taxonomy provides a practical framework for designing transformative learning experiences that foster deeper learning and personal growth.

The Six Dimensions of Fink's Taxonomy

Fink's taxonomy outlines six interconnected dimensions of learning that contribute to significant educational outcomes:

1. Foundational Knowledge – learning core information and concepts.
2. Application – Developing skills and solving problems.
3. Integration – Connecting ideas, subjects, and experiences.
4. Human Dimension – Gaining self-awareness and interacting effectively with others.
5. Caring – Developing interest, passion, or a sense of responsibility.
6. Learning How to Learn – Becoming a better self-directed learner.

Unlike the linear structures, Fink's interconnected dimensions address the cognitive, emotional, and social aspects of learning (Fink, 2009).

Fink's taxonomy is highly adaptable and can enhance teaching, learning, and assessment across disciplines. Educators can integrate it into:

- Course Design: Structuring courses to include multiple dimensions of learning.
- Classroom Activities: Encouraging active engagement through discussions and collaborative tasks.
- Assignments: Incorporating reflective and application-based tasks.
- Assessments: Using diverse evaluation methods that go beyond rote memorization.

Implementing these dimensions not only improves academic performance but also helps students develop a sense of purpose and motivation (Ambrose et al., 2010).

For educators, designing courses with this framework fosters self-reflection.

Teachers consider not just what students need to know but also how learning connects to real-life applications and personal growth (Fink, 2013).

Adopting Fink's taxonomy can be challenging, particularly for educators accustomed to traditional teaching methods. To facilitate this transition, educators can start with small changes, such as: Incorporating reflective assignments into existing coursework, collaborating with colleagues to design interdisciplinary activities that encourage integration, and gradually expanding the scope of significant learning elements in course planning.

In conclusion, L.D. Fink's Significant Learning Taxonomy is a valuable tool for making education more engaging and meaningful. By focusing on a mix of knowledge, skills, and personal growth, educators can create learning experiences that prepare students not just for exams but for lifelong success.

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THE IMPORTANCE OF CONSTRUCTIVE ALIGNMENT IN HIGHER EDUCATION

Teaching and learning are considered a whole system that spans across classroom, departmental and institutional levels. This system can remain as a disintegrated and non-aligned system, where such a disintegrated system of teaching and learning components are not integrated to support high-level learning. But in an aligned system, all aspects of teaching and assessment are tuned to support an incrementing path towards high levels to facilitate all students to use higher-order learning processes. Therefore, 'Constructive Alignment' (CA) is a vital principle for Outcomes-based Teaching and Learning (OBTL) (Constructive Alignment, 2025 update).

This was theorized by John Biggs (1996) based on earlier works by Ralph Tyler in 1949 and Thomas Shuell in 1986.

In CA, learning outcomes that are intended to be achieved are defined before the teaching takes place. Teaching and assessment methods are then designed to achieve those outcomes best and assess the standard the students have gained (Biggs 2014). This means it ensures that Intended Learning Outcomes (what can students do at the end of the course), teaching-learning activities (what learning activities will help students achieve these learning outcomes) and Assessment and feedback (how do you know if a student has achieved these outcomes) are cohesively designed to maximize student learning (Biggs 2014). Figure 1 indicates the constructively aligned course in humanities as an example.

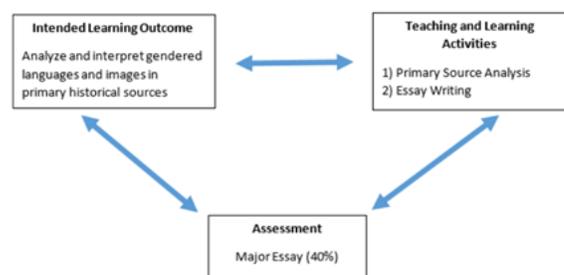


Figure 1: constructively aligned course: Humanities
(Constructive Alignment, 2025 update)

Many benefits can be gained through constructively aligned courses. Higher education institutions can improve intended learning outcomes by coordinating learning outcomes, teaching methods, and assessment techniques to ensure students achieve their intended competencies. Thereby, it is possible to be aware of the expected knowledge and skills students could reach by the end of a course or program. Further, by adopting this CA at an institutional level, educators can create coherent pathways for student learning built upon each other across different courses (Biggs, 1996). This approach enhances students' connections between their studies and how it applies to their educational goals. When courses are designed with a focus on alignment, students are also more likely to adopt deep approaches to learning, leading to improved learning and retention of knowledge (Biggs & Tang, 2007). Moreover, CA can promote student satisfaction by creating a transparent educational experience where expectations are clear, and assessments are perceived as fair and relevant.

In conclusion, CA is a robust framework for enhancing learning outcomes in higher education. Educators can create engaging and effective learning environments that empower students to achieve their full potential by thoughtfully aligning learning outcomes, teaching and learning activities, and assessment strategies. As institutions evolve in response to changing educational demands, embracing CA will be essential for developing meaningful learning experiences that prepare students for success in their academic and professional lives. Therefore, all higher education institutions should follow constructive alignment in their course design.

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PROMOTING INQUIRY-BASED LEARNING (IBL)

Inquiry-Based Learning (IBL) is an educational model that follows a constructivist approach with students positioned similarly to scientists: independently directing investigations, formulating hypotheses, and testing these by gathering data (Keselman, 2003). The IBL is a learner-centered teaching approach in which the learning process is driven by students' questions, curiosity, and exploration. Rather than passively absorbing information from the teacher, students actively engage in the process of learning by posing questions, investigating topics, and reflecting on their findings. One of the main objectives of inquiry-based teaching is to help students develop higher-order thinking and cognitive skills at all levels. Through observation and experimentation, students discover governing principles and develop a deeper learning of concepts and the relationships between variables (Banerjee, 2010). This can allow the student to become more independent and a more creative learner, adapt to problem-solving, and be more capable of using scientific content in everyday contexts (Hugerat & Kortam, 2014). It is an excellent way to foster collaborative and life-long learning. Here the learning journey can be conceptualized by the inquiry cycle, which separates the process into discrete subunits of learning, called phases of inquiry. The phases of IBL, orientation, conceptualization, investigation, conclusion, and discussion, may be followed in numerous ways, depending on the learner and the situation (Margus et al., 2015). To implement the IBL in a classroom, the teacher must be patient, flexible, competent, and able to offer constructive feedback. A range of reliable information sources needs to be available for searching for information. The inquiry can take place individually, in small groups, pairs, or with the whole class.

When using inquiry-based teaching, assessments transition from those of memorization to those of deeper knowledge that nurtures higher-order thinking skills. IBL can be implemented in various disciplines.

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CULTIVATING RESILIENCE TO DRIVE ACADEMIC SUCCESS IN STUDENTS IN HIGHER EDUCATION

The role of self-determination and self-regulation in learning are common themes in psychological and pedagogical studies. Self-determination entails motivation, decision-making, and planning, whereas self-regulation is associated with observation, evaluation, and control, which is more challenging. The above two positive aspects are highly supported by the resilience grown in an individual (Filippello et al., 2014). Resilient behaviour involves persevering despite adversity and adapting intellectual, emotional, and cognitive skills to complete a task. The absence of this behaviour could be the reason why some students quit up in the presence of hindrances leading to poor performance, and stress, whilst others endure, adapt and end up with a success story (Amzil, 2023).

Interventions during teaching-learning can assist students build decision-making skills and improve their emotional and motivational capacities which would make them highly resilient and functional amidst difficulties. The findings suggest that teaching interventions aimed at fostering resilience can positively influence students' academic achievement. Specifically, by incorporating deep learning methodologies and problem-centred coping mechanisms into the curriculum, educators can assist students in developing the resilience. This strategy not only helps students develop stronger coping mechanisms, but it also promotes deeper involvement with their studies, both of which are important predictors of higher academic performance (de la Fuente, 2017). Also it has been demonstrated that incorporating mindfulness exercises and stress-reduction methods enhance emotional control and resilience in students, while reducing anxiety (Zeidan et al., 2010). Adopting peer mentoring has also been identified as a supportive strategy in building academic resilience in students (Le et al., 2024).

Incorporating resilience-building teaching interventions is essential to enabling students to overcome obstacles and succeed academically. Through cultivating abilities such as problem-solving, emotional control, and a growth mindset, teachers can improve students' chances of success in the studies and beyond. However, it is crucial to identify that resilience is a complex, multi-dimensional skill shaped by various behaviours, and it should be studied from multiple levels of analysis, including genetic, developmental, cultural, and social factors, as it varies across individuals, families, organizations, and societies (Southwick et al., 2014).

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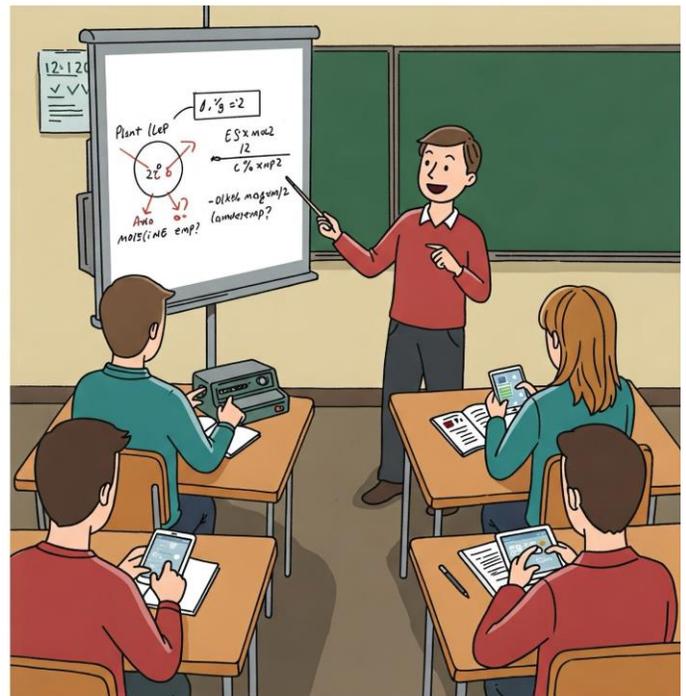
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CARTOON



2024 AWARDEE

“Dr Shrinika Weerakoon Memorial Award for the Best Paper in Changing Higher Education Student Skills”



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“Students’ Perceptions on Incorporating Student Voices and Group Work in Lectures to Transform Passive Students into Active Readers and Self-Learners”

This paper examines a self-learning activity implemented during my Web Technology class. Over the semester, I observed that many students were reluctant to engage with the assigned reading materials or supplementary study resources. They go by the traditional way of taking notes home. This behavior is indicative of passive learning tendencies. Given the critical role of reading in fostering self-directed learning, this research explores strategies to transform students into active self-learners by introducing a structured reading procedure integrated with collaborative group work. The SQ4R (Survey, Question, Read, Recite, Review, Reflect) reading method was employed, with students organized into small groups of eight. During lecture sessions, each group was assigned a concept to study using this procedure. Following 15-minute group discussions, students presented their findings to the class. To provide deliberate practice, this activity was repeated four times, drawing from readings in the recommended textbooks. The results were encouraging, as students reported enjoying the activity and noted that it facilitated their learning of the subject matter through reading. Additionally, the Think-Pair-Share sessions were particularly beneficial, enabling students to articulate their thoughts, engage in peer discussions, and interact more effectively with both classmates and lecturers to clarify challenging topics. These findings suggest that integrating structured reading strategies with collaborative learning can significantly enhance student engagement and promote self-directed learning. I am confident that this research will contribute to ongoing efforts to enhance teaching practices in higher education, while also supporting educators in transforming passive learners into active readers and self-directed learners.

20th SLAIHEE Conference 2024

“Giving students a voice: evidence to have facilitated student voice generation through teaching”

The 20th Annual SLAIHEE conference on Higher Education was held on 26th July 2024 at Informatics Institute of Technology (IIT) School of Computing, Colombo 03. The theme of the conference this year was “Giving students a voice: evidence to have facilitated student voice generation through teaching” and it was organized by SLAIHEE and supported by IIT. The inauguration commenced with Professor Sunethra Perera, Immediate Past President, SLAIHEE giving the opening remarks. It was followed by Dr Iroja Caldera, President, SLAIHEE, welcoming the participants who were from several state and private sector universities. Following this welcome note, she invited the Guest of Honour, Mr Mohan Fernando, CEO of IIT and Professor Suki Ekaratne to launch the Academy for Teaching & Learning Effectiveness (ATLE) at IIT.

Following the inauguration, Mr Mohan Fernando was invited to address the audience. Thereafter, Professor Suki Ekaratne, founder president of SLAIHEE and the founding Director of ALTEF delivered the keynote address on “Giving students a voice: evidence to have facilitated student voice generation through teaching”. Following the keynote address, Professor Suki Ekaratne introduced the Dr Shrinika Weerakoon Memorial Award for the Best Paper in Changing Higher Education Student Skills. Then the 2023 award recipients; Ms. Shalini Kaduwela and Ms. Abarnah Kirupananda received the awards from the Guest of Honor. The inauguration concluded with a vote of thanks delivered by Dr Jinendra Dissanayake, President-Elect, SLAIHEE. Eight peer reviewed papers were presented this year, leading to lively discussions during the Q&A sessions. The papers focused on how teaching practices were improved by Sri Lankan university academics in order to develop voicing skills in their students. The Conference was followed by the AGM of SLAIHEE.

This year, the conference also included a post-lunch workshop facilitated by Professor Suki Ekaratne, titled “How can we get students to ‘learn well’ what we teach them”. It was attended by nearly 80 participants. The workshop included group work and discussion, which drew an enthusiastic response from participants.

Please click on the following link to download the conference proceedings for the 20th Annual

SLAIHEE Conference: 2024

<https://www.slaihee.org/wp-content/uploads/2025/02/SLAIHEE-Proceedings-Bk-2024.pdf>

Link to download the full version of the keynote speech presented at the 20th Annual SLAIHEE Conference:

<https://www.slaihee.org/wp-content/uploads/2025/02/Keynote-Suki-Ekaratne-SLAIHEE-Conference-2024-July.pdf>

More details about the winners of the Dr Shrinika Weerakoon Memorial Award:

<https://www.slaihee.org/2024-awardees/>



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FUTURE EVENTS**SLAIHEE Conference – 2025**

Submission of Presentation Materials:
18th July 2025

Conference:
25th July 2025

For Details SLAIHEE Website - <https://www.slaihee.org/>

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