

The Future of Education in Ghana: Promoting Critical Pedagogy Through Problem-Posing Education

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Abstract¹

The instructional delivery methods in many Ghanaian tertiary institutions are characterized by rigid curricula with little or no classroom discussions and interaction. These practices restrict creativity and transformation as students are separated from inquiry and only perform the role of listening, memorizing, and repeating the thoughts and ideas teachers narrate. Students lack exposure to learning environments that are conducive to cultivate critical thinking skills and develop critical consciousness. This qualitative case study explored how problem-posing education informs the instructional delivery methods in a Ghanaian university. The study focused on problem-posing education, a principle of Paulo Freire's critical pedagogy as the framework for the study. The study purposefully selected 11 participants (two faculty members, eight students, and one administrative staff) who provided substantial data and deeper meaning and understanding of the phenomenon. The data revealed that problem-posing education informs the institution's instructional delivery methods through problem-based curricula content, entrepreneurial skill development, and feedback/partnership opportunities. The study's findings indicate that problem-posing education advocates cognition and transformative learning.

Keywords: *Critical Pedagogy, Education in Ghana, Instructional Delivery Methods, Problem-Posing Education, Student-Centered Learning, Qualitative Case Study*

1. Introduction

Quality education and appropriate training that students need to become relevant to society are lacking in many Ghanaian universities. The instructional delivery techniques in these universities do not expose students to critical thinking and critical consciousness development. However, studies (e.g., Aliakbari & Faraji, 2011; Foley, 2007; Freire, 1968; Sisimwo et al., 2014) have established that when students possess critical

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consciousness, they improve themselves and take actions that serve the best interest of society.

This qualitative case study explored how the problem-posing inform the instructional delivery methods in a Ghanaian university. The identified case, referred to as Jynn University to maintain the anonymity of the institution, is a private university in Ghana that has prioritized cultivating critical thinking skills and developing students' critical consciousness. The strategies for teaching and learning at Jynn University bear similarity with the principles of critical pedagogy. These strategies set the institution apart from other universities and reflect in students' academic and career excellence.

The current study sheds light on the instructional delivery methods Jynn University has adopted and implemented and how it has benefitted its students' learning outcomes and career success. The study's findings are valuable to higher education institutions that seek to address issues relative to designing curriculum and instructional methods. The study findings may also assist college administrators in implementing curriculum and instructional designs meaningful to student learning outcomes. Additionally, the research findings may inform future studies about instructional delivery methods in higher education institutions in Ghana.

This research answers the question: How does problem-posing education inform the instructional delivery methods in a Ghanaian university? This paper begins with a literature review on the following topical areas: critical pedagogy: problem-posing education, instructional delivery methods in universities in Ghana, and the case. A discussion of the research method follows this section. Next, the paper presents the findings related to how problem-posing education informs teaching and learning at Jynn University. The last section of the paper presents the discussion and conclusions based on the study's findings.

2. Literature Review

2.1. Critical Pedagogy: Problem-Posing Education

Paulo Freire's critical pedagogy is an educational philosophy that seeks to empower students through thought and action. The philosophy emphasizes students' critical thinking and action, which leads to the transformation of society and conditions of life (Freire, 1968).

Critical pedagogy was inspired by the Frankfurt school's critical theory (Kincheloe, 2004; Lather, 1998; McLaren, 2003). Freire used the Frankfurt School's critical theory's underlying principles to develop the premise of critical pedagogy. Critical theory argues for a just society with individuals controlling all aspects of their lives, whether economic, political, or cultural (Gur-Ze'ev, 1998; Lather, 1998; Wiggershaus, 1995). On the other hand, critical pedagogy advocates for the transformation of oppressive power relations through humanization and the empowerment of students (Freire, 1970; Giroux, 2003; McLaren, 2003). Freire (1970) asserted that students should be subjects of their own education rather than play a passive role as objects. As such, the actions of students should be geared towards transforming societies through problem-posing education. When students are exposed to problem-posing education, they are able to question the status quo and other problematic issues, cultivate critical thinking skills, and develop critical consciousness (Aliakbari & Faraji, 2011; Freire, 1970; Giroux, 2003; McLaren, 2003). Students who possess critical consciousness improve their individual life conditions and take actions that serve the best interest of everyone by building a more just society (Aliakbari & Faraji, 2011; Freire, 1970, 2014).

Freire (1970) argued that problem-posing education develops critical consciousness. This form of education emphasizes the partnership between the teacher and the student. Students develop knowledge by questioning the status quo and other problematic issues in their lives. This education advocates cognition and transformative learning rather than knowledge transmission (Freire, 1970; Zokaeieh & Alamdari,

2018). Thus, the literacy and engagement of students in the learning process are relevant in problem-posing education. Problem-posing education uncovers reality, incites critical thinking, and develops critical consciousness, leading students to take actions that improve life conditions (Freire, 1970, 1998).

According to Auerbach (1990), problem-posing education can be categorized into five phases, namely, “the listening phase, the dialogue phase, the decoding phase, the recording phase, and the action phase” (as cited in Zokaeieh & Alamdari, 2018, p. 217).. The teacher and the student go through the process of reflecting and acting to recreate or transform reality (Kareepadath, 2018). The different phases of this education begin in the classroom and elaborate on the participation and performances of the teacher and the student but do not end in the classroom. In the final phase, the student achieves a sense of self-reflection of his or her reality and is able to take action that will transform society (Freire, 1970; Zokaeieh & Alamdari, 2018).

Problem-posing education is based on the realities and life conditions of students, which are meant to encourage students to ask questions. Nixon-Ponder (1995), established five steps of problem-posing that students go through: “describe the discussion content, define the problem, personalize the problem, discuss the problem, and discuss problem alternatives” (as cited in Aliakbari & Faraji, 2011, p. 78). Problem-posing education by design informs critical educators or teachers who, in their role, assist students in questioning and understanding the reasons behind the status quo (Aliakbari & Faraji, 2011; Degener, 2001). Problem-posing education integrates educational practices geared toward the development of a culture of democracy in both the classroom and the society (Kareepadath, 2018).

2.2. Instructional Delivery Methods in Universities in Ghana

The instructional delivery methods in many of the higher education institutions in Ghana are the traditional face-to-face lecturing format (Awidi, 2008; Badu-Nyarko & Torto, 2014; French, 2009). These institutions rely heavily on using textbooks and structured curriculums

with little or no room for student-student or teacher-student interactions (Awidi, 2008; Badu-Nyarko & Torto, 2014; French, 2009). This teacher-centered form of instruction restricts students' development of critical and logical thinking and problem-solving skills (Freire, 2008; MacBeath, 2010). Students pursuing higher education expected to receive the appropriate training and orientation relevant to building and sustaining a nation under these learning conditions are unable to create their own knowledge (Sisimwo et al., 2014; Yusuf & Oladimeji, 2015), as they memorize and reproduce information from teachers. These students lack a sense of creativity and transformation because they are separated from inquiry and only perform the role of listening, memorizing, and repeating teachers' thoughts and ideas (Badu-Nyarko & Torto, 2014; Sisimwo et al., 2014; Yusuf & Oladimeji, 2015).

Based on the literature (Awidi, 2008; Badu-Nyarko & Torto, 2014; French, 2009; MacBeath, 2010; Nggenbe, 2018; Sisimwo et al., 2014; Yusuf & Oladimeji, 2015), teacher-centered instruction and learning characterize tertiary education in Ghana. In these college classrooms, education design discourages students from questioning the status quo and participating in classroom discussions (Yusuf & Oladimeji, 2015). The education system encourages students to memorize information from textbooks and teachers and reproduce it verbatim during examinations (Awidi, 2008; Badu-Nyarko & Torto, 2014; French, 2009; MacBeath, 2010). This form of education does not empower students to reflect on ideas and society and create knowledge based on opinions and experiences.

2.3. The Case

Jynn University is a private university in Ghana that has set itself apart from the other universities regarding the instructional delivery methods implemented in the institution (Ajah, 2020; Olting'idi, 2017; Stanford Graduate School of Business [SGSB], 2008). In less than two decades of existence, the university has advanced in academic excellence (Olting'idi, 2017; Times Higher Education, 2020). Jynn University maintains a record of 100% of its graduates finding jobs, starting up businesses, or furthering their studies within six months of graduation

(Olting'idi, 2017; Times Higher Education, 2020). The university's mission is to make a significant contribution to addressing the hurdles to Africa's economic progress and development as a continent by educating students to be ethical leaders and critical thinkers (SGSB, 2008). For its many accomplishments, Jynn University has been recognized in several capacities. The university placed first in Ghana and ninth in Africa on the 2020 Global Times Higher Education University Impact Rankings (MyJoyOnline, 2020; The World University Rankings, 2020). Also, Jynn University was ranked as one of the top 400 universities worldwide on the impact rankings. Jynn University gained this recognition because of its performance and contributions towards achieving the United Nations' SDGs and the institution's impact on global social and economic wellbeing (MyJoyOnline, 2020; The World University Rankings, 2020).

Compared to other universities in Ghana, Jynn University seems to be doing well in the educational formation the institution affords its students. The literature has established that the university has diverted from the traditional teacher-centered education method and has prioritized cultivating critical thinking skills and developing critical consciousness within students (SGSB, 2008; Times Higher Education, 2020). The literature has also established that the Jynn University educational experience nurtures entrepreneurial mindsets, ethical leadership, and problem-solving abilities within students (Olting'idi, 2017). However, the literature has not adequately addressed how Jynn University is cultivating students' critical thinking skills. The literature does not provide in-depth information on the institution's philosophical underpinnings, curriculum, and instructional delivery methods (Olting'idi, 2017; SGSB, 2008). Therefore, this study sought to explore the curriculum and instructional delivery methods of Jynn University in Ghana and present in-depth, thick, rich descriptions of the teaching and learning processes. The study sought to understand how the problem-posing education concept of critical pedagogy informs these strategies of Jynn University. Further, the study sought to shed light on the kind of instruction and learning at Jynn University and how they provide students with the training and experience essential to making headway

in the social and economic development in Ghana, Africa, and beyond (Ajah, 2020; SGSB, 2008).

3. Research Methods

A qualitative methodology was used to explore how problem-posing education informs the instructional delivery methods at Jynn University in Ghana. A purposefully selected two faculty members (i.e., PT1 and PT2), eight students (i.e., PS1, PS2, PS3, PS4, PS5, PS6, PS7, and PS8), and one administrative staff member from the Academic Affairs Department of Jynn University (i.e., PAA) served as research participants because they could provide thick-rich data that would offer detailed insight and substantial illumination about the phenomenon.

This study's research question required documents, observations, and interviews to collect data (Patton, 2015; Yin, 2018). These sources provided the data needed for constructing a thick-rich and holistic study, which illuminated the significance of the case (Merriam, 1998; Patton, 2015).

I employed content analysis as the data analysis technique to identify core meanings and consistencies through patterns and themes (Merriam, 1998; Patton, 2015; Yin, 2018). I also relied on the theoretical proposition as the strategy for a deductive analysis (Patton, 2015; Yin, 2018). With this approach, I determined the extent to which the collected data support the concept of critical pedagogy. Again, I addressed rival explanations and interpretations to ensure that my data analysis is of the highest quality (Yin, 2018).

4. Findings

The research question for this qualitative inquiry was, how does problem-posing education inform the instructional delivery methods in a Ghanaian university? Inherent in this research question was problem-posing education, one of the tenets or concepts of critical pedagogy. This concept was defined to participants as the form of education in which students

develop knowledge by questioning the status quo and other problematic issues around them (Freire, 1968, 2008). The data revealed the following emergent themes: problem-based curricula content, entrepreneurial skill development, and feedback/partnership opportunities, as demonstrated in Figure 1.

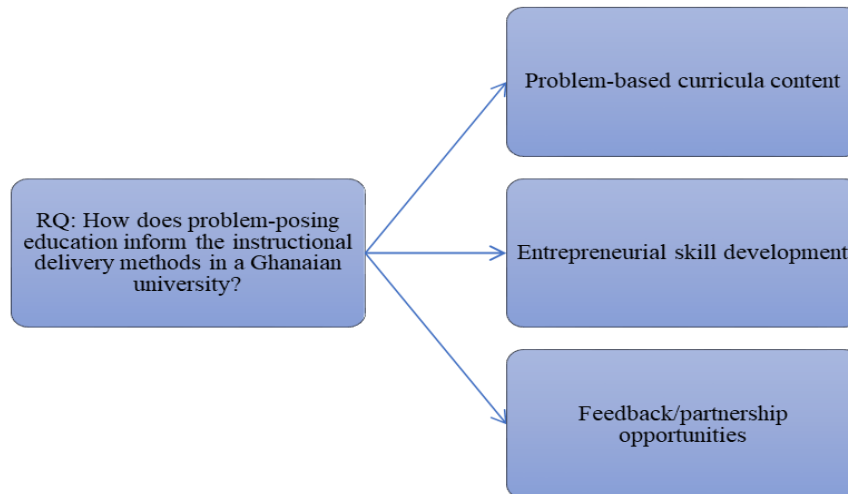


Figure 1: Emergent themes relative to the research question.

4.1. Problem-Based Curricula Content

A problem-based curriculum is the foundation of Jynn University, as the institution’s goal is to educate critical thinkers, innovative leaders, and problem-solvers (Ajah, 2020; Olting’idi, 2017). Therefore, according to PAA, Jynn University does not encourage rote learning and memorization. For students to become problem-solvers, problem-based education is integrated into the Jynn University curriculum. As such, all the courses at Jynn University are structured to have a problem-based component. PS2 provided an explanation to support the statement of PAA:

There is this particular course that you take when we come to freshman year, which sort of indoctrinates you to be a problem-solver and to actually look at things around you very critically and not on the surface level. So right from the onset, you get to see things in a different way and think in a different way. Different from, I mean, the traditional ways of thinking and

doing stuff. So, it is something that you carry through all the courses that you will have.

All the participants acknowledged that this core value of Jynn University is implemented through projects, which are required for every course in the institution. Sometimes students work on individual projects. Other times, they are assigned to groups of two or four. During these group or individual projects, students are tasked with identifying problems within the society and finding appropriate and cost-effective solutions to these problems. Thus, students at Jynn University have identified many problems in the environment that are affecting people and worked to proffer solutions to them. In the course of the semester, “you have students running all over Brekuso and campus trying to find problems, and then once they found the problem, they write up how they are going to go about solving that problem,” PAA noted. To support the narration of PAA, PS5 shared her experience with problem-solving projects:

So, you just look for a problem in your environment, either close or distant, and you do your market research, you go interact with people. So, for me like this, my group and I, we had to go to Makola Market and interact with the market women, get their insights, come and put them down, analyze them, a whole lot of work. And then come up with a solution that would best suit them. Go back and test the solution, see if they actually like it, see it is something that maybe if investors are supposed to come for it, the people that you design it for would actually use it because you do not want to develop something that nobody will use.

Because problem-posing education emphasizes the partnership between the teacher and the student, the responsibility of the learning process is on both the teacher and the student (Freire, 1970, 1998). To support this assertion, PS1 explained, “The thing about Jynn University is, the lecturer does 30%, students do 70%. So, everything is on you [the student].” According to PS1, students need to make an effort to be impactful because the teacher does not carry the whole responsibility in the learning process. PS1 elucidated,

If you want to be impactful, you look for a problem yourself. The lecturer is not going to be like, ‘I found this problem I want you guys to solve it.’ You look for it. Or with a group of friends you go and look for a particular problem. Or you just do research, and then you land on something interesting that you want to know more about.

PS1 and PS5 noted that once students identify the problem and begin generating a solution to it, they talk to their teachers, who always willingly assist and provide insights based on knowledge and experience.

Moreover, in addition to students deciding on projects based on their discretion, PS3 established that there are instances where teachers provide an outline with specifications for some class projects. PS3 narrated,

We get projects or papers where we have to write about something. So, for some of the courses, the teachers give you a specific outline of how to do something. And then maybe they will just give you a few potholes, then you use your reasoning and what you understand in the class to arrive at something. And for some teachers, they would say that you are free to do whatever you want, but then you must include or represent what we have done in the class in some way in the project, and that is at your discretion.

Problem-posing education develops students’ critical consciousness (Freire, 1970, 1998). As students strategize and try to solve problems in the environment, they are using the knowledge from the classroom. Also, students encounter real-life issues that they have not met in the classroom. In some classes, teachers require students to develop a project with many solutions. As such, instead of thinking about the problem the conventional way, students are expected to think critically and use their ingenuity to come up with different solutions. After identifying the problem, students establish how the problem is affecting the society, and whom the problem is affecting. Afterward, the students “engage with the community and find out the root cause of the problem

so that they will be able to find the best solution,” PAA added. The curriculum and instruction at Jynn University ensure that students work towards achieving the institutional goal of educating critical thinkers, innovative leaders, and problem-solvers (Ajah, 2020; Times Higher Education, 2020).

Furthermore, Jynn University has a hub for creative problem-solving known as Jynn University D:lab. This creative problem-solving hub trains students and provides a space for design thinking. PS8 shared this information, and Jynn University External Relations Office confirmed it. Jynn University D:lab has a team of experts who assist students with design thinking techniques. A D:lab with the mission to nurture creative problem-solvers among students creates avenues for Jynn University to achieve creativity in multidisciplinary levels (AU External Relations Office, 2016; Times Higher Education, 2020). Students at Jynn University, such as Adriana and her team, have benefitted from the D:lab experience. In the summer of 2016, these students undertook an explorative project. They used design thinking processes to help the management of Café K, a diner in the center of Accra, understand clients’ experiences. Adriana detailed the primary objective of the project:

We hope to help the owner understand user experiences in a café setting in the developing world by creating a research protocol and working together with her on the research focus by employing the design thinking processes. In doing this, the use of various research methods, technology, and analysis frameworks will come to play to help Café K gain competitive advantage. (AU External Relations Office, 2016, para. 3)

The purpose of the team’s research project was to help the diner gain customer-centric competitive advantage. The students developed their ideas and accomplished their goals because of their participation in the design thinking culture of the Jynn University D:lab (AU External Relations Office, 2016). PS8, in her 2 years as a student at Jynn University, has heard of the D:lab and is considering joining. As maintained by PS8, Jynn University “allows students to come up with the problems, and the D:lab helps them to realize the solutions they

consider for those problems.” As established in the literature (AU External Relations Office, 2016; Times Higher Education, 2020) and confirmed by PS8, Jynn University focuses attention on nurturing the culture of creativity and problem-solving among its students.

4.2. Entrepreneurial Skill Development

Another foundation of Jynn University is entrepreneurship, which is ingrained in the university’s curriculum (Ajah, 2020). A pillar of Jynn University is to promote entrepreneurship in society by preparing students to become employment creators. Right from the first day of school, students are immersed in a culture purposefully nurtured to develop an entrepreneurial and ethical mindset. This innovative academic program enables students to develop technical excellence in their respective professional fields. PS7 and PS2 shared this information, which was confirmed by Ajah (2020) and Duthiers and Ellis (2013). PS2 described,

These formal structures in place make it possible for students to have this experience. On top of that, this is the culture of the place. People here have gone through that kind of system, so it has become part of their lifestyle. So, when you see it happening around you, it causes you to also think and do things the same way.

To buttress PS2’s statement, PS6 established that “as you do it continuously, and you see other people do it, you are learning from it indirectly.” The university community, in itself, creates a conducive environment for the development of entrepreneurial skills (Ajah, 2020).

Furthermore, according to all participants, foundations of design and entrepreneurship is a year-long course that students are enrolled in freshman year to kickstart entrepreneurial skills development. Every student enrolls in the course irrespective of their major. The course presents opportunities for students to acquire real-world experiences in developing businesses. The course is “basically all about you, the student noticing the environment, noticing who you are, and figuring out problems and how you think you can solve them,” PS5 indicated.

The course learning outcomes include providing students with a firm foundation for entrepreneurial studies (Duthiers & Ellis, 2013; Times Higher Education, 2020). Thus, the course takes students through design thinking processes that are relevant in every other course they may encounter in their respective degree programs. PS5 enlightened,

Initially, when we took the class, I really thought that class was going to end there, that was it. Like I am done, I do not need you again. You go your way. I go my way. But then, over the 4-year period I have been here, that class has eaten into every other class I have had. Most of my projects, you realize they give you the project, and they [teachers] are like, “okay, now go back to your design thinking. Now use design thinking.”

In reinforcing PS5’s assertion, PS2 stated that the foundations of design and entrepreneurship course makes students

Think outside the box. To be that kind of student who can actually face what they are going to do in the second, third, and fourth year. So. It is like they set you up for what you are going to do.

Foundations of design and entrepreneurship is one of the university’s required core liberal arts curriculum courses for all students (Duthiers & Ellis, 2013; Olting’idi, 2017; Times Higher Education, 2020). Students experience the core liberal curriculum the most in the freshman and sophomore years, as confirmed by PS2. He expounded, “I feel like those courses are to give you a broad understanding of not necessarily your course but of life, entrepreneurship, and leadership. They are just to set you up in a way according to the vision of Jynn University.” The core curriculum at Jynn University provides students with a well-rounded education (Ajah, 2020).

Moreover, PS8 expressed that there are avenues in the institution that allow people to grow their ideas and shared how “the Jynn University Start-up Launchpad took some clients (student businesses) and is trying to grow them on a bigger scale.” The Jynn University Start-up Launchpad provides guidance and support to the incubator businesses of students (Olting’idi, 2017). This hands-on support system engages

faculty and business leaders to improve the promising ideas of students. The Jynn University Start-up Launchpad seeks to nurture the ideas of students to bring change in their lives and make a lasting impact on society (Olting'idi, 2017).

Additionally, the innovative solutions that students come up with during their individual and group projects sometimes go into the Jynn University venture incubator (Olting'idi, 2017). From the incubator, students can continue running the projects until they leave the university. The university creates an environment for students to explore different opportunities until they find themselves and develop innovative ideas. PS6 shared, "If I did not get this environment to make mistakes and correct them, I would not have gotten to this stage of growth." Thus, the kind of education and exposure students receive at Jynn University makes it possible for them to develop exceptional entrepreneurial skills. PS7 would "definitely credit the majority of [his] entrepreneurial characteristics to the school." It is, therefore, evident that Jynn University builds students up to develop entrepreneurial skills.

4.3. Feedback/Partnership Opportunities

Jynn University has a solid social capital in the form of organizations, people, excellent teachers, leaders, and thinkers. This social wealth, students benefit from throughout their years in the institution and beyond. All the participants stated that the university maintains partnerships with organizations in both the public and the private sector, with one of the reasons being to facilitate internship opportunities for students. This information was confirmed by Duthiers and Ellis (2013) and SGSB (2008). The university's career services center collaborates with employers of these companies to organize these internships for students. Therefore, the institution encourages students to intern with companies related to their field of study. Jynn University keeps track of its students when they intern in the working world. Thus, the university requests students to submit a report of their experiences when they return from the internships. Jynn University values the feedback from

the students as it affects decisions for future partnerships with these companies. PS5 expounded,

When we come back, the school actually take feedback on our experiences because someone could have gone out there and did not have a good experience. The number of negative feedback the school receives from a particular company will determine whether that company would be crossed off from the internship list of companies.

In addition to students' feedback on experiences, the university frequently communicates with the companies with whom they interned. As such, "the career services office has a program where they receive feedback from employers about how the interns performed and what weaknesses they have observed," PT2 hinted. The feedback from students and employers plays a vital role in the university's future internship and partnership decisions.

Similarly, the culture of collaboration and sense of partnership practiced at Jynn University makes it possible for "the administrative staff and the faculty members to work hand in hand in the development and formation of students," PT2 noted. The career services center communicates to faculty whatever information it receives from employers. Again, faculty who used to work in the industry share their connections with students and the career services center. PT2, who worked in the telecommunication industry before Jynn University, elaborated,

Sometimes if we [faculty] ourselves, we have connections in the industry, then we link them [students] up. So, for example, I have worked in the telecom sector, so I know some people. So sometimes, I will call them to find out how people who are coming for internships are getting there. So, they will tell me, and I will also tell my students. So, it is like that. So sometimes, I am able to get a few places for my students to go by virtue of my connections. And sometimes too, I channel it through the career services. I inform the career services, "okay, I know about this thing." Or, I will tell the students, and they will tell them [career services center], and they will get the letters and send them.

Partnerships and feedback are essential components at Jynn University. PAA and Olting'idi (2017) both affirmed that the university values relationships and believes that feedback is necessary to maintain and strengthen relationships.

Furthermore, maintaining partnerships extends to both the culture and climate of Jynn University (SGSB, 2008). The study's participants confirmed that the Jynn University community is no stranger to the culture of feedback. As such, faculty members are receptive to their colleagues visiting their class to observe and assess them while they teach. PAA elaborated, "We have faculty visiting other faculty's classes. They call it peer assessment. So, the faculty sits in the colleague's class and then gives feedback after the class." Faculty members are highly receptive to feedback from colleagues because they see it as an opportunity to learn something new.

Similarly, students are given the opportunity to provide feedback on their class experiences through course evaluations (Duthiers & Ellis (2013). The course evaluation checks to ensure teachers are addressing all the core values of Jynn University. PAA illuminated, "We [academic affairs] have course evaluations at the end of the semester. In the course evaluation, we [academic affairs] ask questions like how this course enhances creativity or enhances critical thinking and critical consciousness." In support of PAA's statement, PS7 shared that

Every course has a class evaluation. There is a class evaluation form at the end of the semesters where every course is evaluated, every teacher is evaluated, including the FIs [faculty interns]. All the stakeholders are evaluated on the lesson quality and the course quality. So, I guess they use that to determine how teachers can teach the course or teach the topics in the future. It is a way to improve the quality of the lessons in the future.

This practice invites students' input on instructional contents and strategies that work and those that need improvement or otherwise elimination from the future curriculum of the university.

5. Discussion and Conclusions

This qualitative inquiry confirmed that problem-posing education informs the instructional delivery methods at Jynn University. The study's findings support what the literature has established about the concepts and strategies for teaching and learning at Jynn University; some of which have been discussed below.

The university practices the concept of project work. The end of semester examination at Jynn University caters to 40% of students' final grades (Olting' idi, 2017). The remaining 60% have been spread out to cover other students' efforts. Project work is one of the student efforts included in the remaining 60% of students' final grades. All the participants affirmed that Jynn University does an excellent job of making sure students engage in projects. Every class in the institution requires at least two projects, an individual and a group project. Therefore, each course at Jynn University has a project component to help students see how a theory can be applied in a real-life situation. To many student participants, critical thinking was a foreign concept until they enrolled at Jynn University. However, with constant practice, they began to research and think analytical about the "what" and the "how" of situations and issues in the environment that needed solutions.

Furthermore, students at Jynn University receive the best of project work experience working as a team and working as an individual (Olting' idi, 2017). In most cases, students work on team projects so that they can exchange ideas and perspectives. However, the project's nature and complexity may determine whether teamwork or individual work is the best choice. Students' completion of projects promotes the concepts of critical pedagogy, particularly the concepts of problem-posing education (Freire, 1998, 2014).

Jynn University's education of critical thinkers, innovative leaders, and problem-solvers reflects Freire's (1970) concept of problem-posing education. Jynn University has a student-centered teaching and learning environment and incorporates characteristics of the critical pedagogical concepts. The mission of Jynn University is to educate critical thinkers,

innovative leaders, and problem-solvers. Students at Jynn University are assigned to groups and tasked with identifying problematic issues within the society and finding appropriate, cost-effective solutions to them. Thus, Jynn University students have identified many problems in the environment that negatively impact the community and have worked to proffer solutions to these problems. Problem-posing education develops critical consciousness through cognition and transformative learning (Freire, 1970; Zokaeieh & Alamdari, 2018). Students develop knowledge by questioning the status quo and other problematic issues in their lives. Problem-posing education begins in the classroom and elaborates on teachers' and students' participation and performances but does not end. As such, teachers and students go through reflecting and acting to recreate or transform reality (Kareepadath, 2018). Problem-posing education uncovers reality, incites critical thinking, and develops critical consciousness, leading students to take actions that improve living conditions.

The study's findings have revealed that problem-posing education indeed informs the instructional delivery methods at Jynn University through problem-based curricula content, entrepreneurial skill development, and feedback/partnership opportunities. Education at Jynn University develops students' critical consciousness while emphasizing the partnership between teachers and students. The Jynn University curriculum fosters in students an entrepreneurial mindset, critical thinking, and the ability to solve complex real-world problems. The Jynn University educational experience makes students' literacy and engagement in the learning process relevant.

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