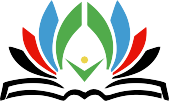
**HANDOUTS & FORMS**



PROGRAMME ALIGNEMENT TRANSFORMATIVE LEARNING

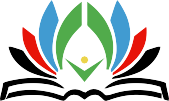
COURSE REDESIGN LEARNING DESIGN

**TRANSFORMATIVE LEARNING**



### TRANSFORMHE.ORG







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**DAY 1**: THINKING

OVER KNOWING

### REFLECTIVE SPACE 1

##### Session 1: Gender-Responsive Pedagogy, Activity 4

Have you picked up any useful idea(s) from the topsy turvy (also known as reverse brainstorming) activity that you could use in your own teaching or facilitation practice, to enhance the learning experience of male and female students in your learning sessions?

What are these?

### REFLECTIVE SPACE 2

**Session 2: The promise vs the reality, Activity 1**

1. Are you as a university currently delivering on your promise to your students?
2. Are your graduates currently becoming what you had envisioned?
3. What % of your graduates presently are becoming what was envisioned by the university? (A rudimentary tracer study could be used to establish the % of your students who BECOME accomplished experts.)

### IMPLEMENTATION PLAN TEMPLATE

##### Session 2: The promise vs the reality, Activity 3

Copy this template onto manilla or flip chart paper (one per group) and address the issues identified in the comparative analysis exercise, to develop a strategic implementation plan.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DESCRIPTION OF THE**  **GAP | CHANGE | ELIMINATION | EMPHASIS** | **HOW** | **STAKEHOLDERS** | **CHAMPION (IN THIS GROUP) OF ACTION TO MITIGATE ISSUE** | **WHEN** |
| Issue 1: |  |  |  |  |
| Issue 2: |  |  |  |  |
| Issue 3: |  |  |  |  |
| Issue 4: |  |  |  |  |
| Etc.: |  |  |  |  |

### REFLECTIVE SPACE 3

##### Session 2: The promise vs the reality, Activity 6

* 1. How did working through the session “The Promise vs The Reality” make you FEEL? (What emotions did you experience? For example, were you sad, intrigued, challenged, inspired etc.?)
  2. Why do you think you felt this way?
  3. What has this session inspired you to do next?
  4. What did you learn about yourself while you worked on this session?
  5. What new perspective have you developed from your engagement with this session?

### CRITICAL REFLECTIVE QUESTIONS RELATED TO CHAPTER TWO: “THE BANKING CONCEPT OF EDUCATION” IN PEDAGOGY OF THE OPPRESSED

##### Session 3: The Banking Concept, Activity 3

Chapter two is the heart of Freire’s Pedagogy of the Oppressed. Here are some questions that you should answer as completely and as fully as possible.

1. What does Freire mean when he says that the traditional student–teacher relationship

is “fundamentally narrative [in] character”? What is your

experience with this? Have you been in a learning relationship that was not fundamentally narrative in character? To what extent is the educational system in your country today basically narrative in character? To what extent, if any, do you perceive this as problematic?

1. Explain, in your own words, what Freire describes as the “banking concept of education”. What makes a good banking teacher? What makes a good banking student? How do you feel about this concept of education? Why do you feel this way?
2. What are the results of banking education, according to Freire,

in the lives of people? What is your experience with this in your country? Where do you tend to

disagree with Freire in this area? Why?

1. What is the source of knowledge according to Freire?

What is your experience with this? In your life what have you been taught is/are the source(s) of knowledge? Is knowledge static or is it created? Is knowledge to be

discovered or created, or both? How is knowledge discovered? How is it created? Have your understandings of such issues changed since you began your post-secondary education? If so, how and why?

1. To what extent do the 10 (items a to j) characteristics of banking education described on page 2, describe education at the institution(s) where you have been a student or faculty

member? How do you feel about this?

1. How, according to Freire, does banking education serve the interests of the oppressors in

a society? How have you seen this work out with oppressed communities? How did this make you feel? Have your feelings and ideas about the role education plays in the oppression of people

in Africa changed? If so, how and why?

1. To what extent do higher education activities and practices with which you are familiar, fall into the category of banking education? To what extent do they serve the interests of the oppressors?
2. How does liberating, problem-posing education differ from banking education? What obstacles do you see in implementing such education in

higher education programmes in your region?

1. Near the end of chapter 2, Freire says, banking education “... attempts to maintain the submersion of consciousness; [while problem-posing education] strives for the emergence of consciousness and critical intervention in reality”. How does

each paradigm accomplish these?

1. How is banking education related to the fatalism of the oppressed? Cite any examples of this from your experience. What do you think are some of the results of such fatalism in the lives of learners?

### REFLECTIVE SPACE 4

##### Session 3: The banking concept, Activity 3

Respond to the critical reflective questions assigned to your group, specifying a minimum of two key points against each question. You can use the thinking space below to make notes before transferring your points onto separate sticky notes.

### REFLECTIVE SPACE 5

##### Session 3: The banking concept, Activity 6

As you participate in the session debrief, write down your reflections on the session ‘The Banking Concept’.

* 1. What are the differences between the banking concept and the problem-posing approach?
  2. What is the role of the student in the learning process?
  3. What is your role as a facilitator in the learning process?
  4. What is the ideal student–teacher relationship in light of Freire’s proposition in Pedagogy of The Oppressed?
  5. Who or what is the source of knowledge?

### REFLECTIVE SPACE 6

##### Session 4: The mandate of the elite, Activity 1

Watch Patrick Awuah’s TedTalk “Educating a New Generation of African Leaders” and use the reflective space below to process your thinking, by jotting down your key points as you watch and listen to the video.

### REFLECTIVE SPACE 7

##### Session 5: Characteristics of a great learning experience, Activity 1

Using the reflective space below, note down your understanding of the following three terms in your group:

##### a course with value, (2) facilitation of learning, and (3) learning environment.

### COURSE COMPARISON TABLE

##### Session 5: Characteristics of a great learning experience, Activity 2

Use the table below to jot down the characteristics of the two courses you have chosen to reflect upon.

|  |  |  |
| --- | --- | --- |
|  | **COURSE 1 (NO IMPACT)** | **COURSE 2 (CHANGED MY LIFE)** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |

### CHARACTERISTICS TABLE TEMPLATE

##### Session 5: Characteristics of a great learning experience, Activity 3

Select one member of your group to copy the three-column table below onto manilla or flip chart paper and then respond to the five questions posed on the slide.

|  |  |  |
| --- | --- | --- |
|  | **COURSE 1 (NO IMPACT)** | **COURSE 2 (CHANGED MY LIFE)** |
| **VALUE** |  |  |
| **FACILITATION** |  |  |
| **LEARNING ENVIRONMENT** |  |  |
| **ATTITUDE OF LECTURER TO CONTENT** |  |  |
| **ATTITUDE OF LECTURER TO LEARNERS** |  |  |

### REFLECTIVE SPACE 8

##### Session 5: Characteristics of a great learning experience, Activity 5

Think of yourself as a facilitator of learning and jot down your reflections to the questions below.

* 1. What did the sessions on Day 1 reveal about you, as a facilitator of learning?
  2. Are you facilitating learning for impact? i.e. are you changing lives or simply churning out graduates?
  3. If you are, how are you facilitating learning for impact?
  4. If you are not, what will you start doing differently?

### PERSONAL TEACHING AND LEARNING PHILOSOPHY

##### Session 5: Characteristics of a great learning experience, Activity 6

Read the two explanations below before you start to draft your own personal teaching and learning philosophy. You can either type your philosophy directly into

the soft copy of your Evidence

document for Programme Alignment, Transformative Learning and Course Redesign (which you should have already started to populate with outputs from the Programme Alignment

workshop), or, if you prefer, draft your philosophy in your notebook and then type it up in your soft- copy evidence document at home (before the final day of the workshop).

***What is a personal teaching and learning philosophy?***

This is the promise you make to yourself about how you intend to facilitate learning, how you intend to treat your students and an expression of what kind of learning environment you would like to create for your students.

It is a responsive and dynamic statement that SHOULD be constantly tweaked as you grow and are exposed to new

transformative approaches to the facilitation of learning.

Through this workshop especially, it is our hope that you will tweak the philosophy you create in

this session in the subsequent days to come because of your new exposure to further

transformative learning concepts and philosophies.

#### Why do you need to draft a personal teaching and learning philosophy?

It is important to draft one because:

1. It makes your ideas about learning visible to yourself and to your students
2. It can become the standard to which one holds oneself
3. It can act as a measure of success.

### REFLECTIVE SPACE 9

You can further reflect on the Day 1 sessions (including gender), before you move on to the Day 2 sessions. Use the space below to note your reflections.

**DAY 2**: TRANSFORMATIVE

## LEARNING

### REFLECTIVE SPACE 1

##### Session 6: Gender is … representation, Activity 4

What implications could the representation of men and women in the promotional materials have for prospective female students?

What implications could the representation of men and women in the promotional material have for prospective male students?

### PRE-ORGANISER FOR ACTIONS TEMPLATE

**Session 7: What is thinking? Activity 1**

Copy the three-column pre-organiser onto flip chart paper. Then write each of the actions you come up with onto separate sticky notes for List 1, List 2, and then List 3 and stick them in the appropriate column.

|  |  |  |
| --- | --- | --- |
| **List 1:** Actions students in your class spend **most** of their time doing | **List 2:** Actions most authentic to the discipline for which you are teaching, e.g. if teaching biology, indicate what biologists spend most of their time doing while working | **List 3:** Actions you remember doing yourself when you were actively engaged in developing your skills in an area of your interest |
|  |  |  |
|  |  |  |
|  |  |  |

### REFLECTIVE SPACE 2

##### Session 7: What is thinking? Activity 1

Use the reflective space below to carry out a comparative analysis between your three lists.

1. What are your observations on the three lists? e.g. to what extent does your first list match lists two and three?
2. Why do you think you are working on the three-column pre-organiser exercise?

### REFLECTIVE SPACE 3

##### Session 7: What is thinking? Activity 4

Read through the section entitled “A Map of Thinking Involved in Understanding”, from “Chapter 1: Unpacking Thinking” on pages 11–14. While reading, use the reflective space below with some questions to guide your thinking.

* 1. What ideas, terms, concepts did you come across that really stood out for you?
  2. What questions have these key points prompted?
  3. How has my learning increased because of this reading?

“I had heard about before, but is new to me. I learned that and . I think this could be connected to .”

### DEVELOPING A ROADMAP

##### Session 7: What is thinking? Activity 6

Based on what you have observed and engaged with from the reading and the video, come up with a road map that will promote the infusion of thinking into your learning sessions or classes.

1. What would you adopt/adapt from both the reading and the video, i.e. how would you make thinking manifest in your learning sessions moving forward? If in management, how would you support/ promote an environment that prompts thinking?
2. Write a paragraph describing a few ideas you have formulated around how you intend to adapt your learning sessions in order to promote thinking environments.
3. Indicate how you propose to support your current group members in promoting thinking within their learning spaces or classes.

### REFLECTIVE SPACE 4

##### Session 8: Making thinking visible, Activity 2

Note your thoughts on the question in the reflection space below, specifying a minimum of three key points. Once you are happy with the points you have made, copy them onto separate sticky notes ready for the next activity.

How were the concepts of potential and kinetic energy taught by Bruce Yeany in the video “High Road Low Road”?

### REFLECTIVE SPACE 5

##### Session 9: Transformative learning pedagogy, Activity 2

Reflect on how:

1. The videos “High Road Low Road” and “Justice: What’s The Right Thing To Do?” align with the transformative learning cycle, and/or
2. The transformative learning cycle connects with the following previous sessions: “The banking concept”, “Characteristics of a great learning experience”, “What is thinking?” and “Making thinking visible”.

Draft at least three key points for a) and/or b) in the reflection space below and when you are happy with the points you have made, write each key point out onto separate sticky notes, ready for the next activity.

### REFLECTIVE SPACE 6

##### Session 9: Transformative learning pedagogy, Activity 4

Complete the following reflective sentences:

1. I had heard about before, but is new to me.
2. I learned that and

.

1. I think this could be connected to

.

### DEVELOPING A LEARNING SESSION

##### Session 9: Transformative learning pedagogy, Activity 5

Develop a single learning session for a significant concept that you normally teach, aligned to the transformative learning cycle. Use the following instructions in the space below to guide the process.

* 1. Identify what common misconceptions students have about this concept.
  2. Once you have identified a misconception, develop an experience that will expose this misconception. This experience must require sensory input and therefore facilitate sensing and evoke feelings, for example you could use a video, sound recording, slides, a learning game, an impromptu skit, a role-play, a self-evaluation questionnaire or a story or an anecdote.
  3. Write questions that will encourage reflective observation, in that anyone who interacts with these questions will examine their hidden assumptions and misconceptions about the subject matter in question.

### DEVELOPING A LEARNING SESSION CONTINUED

##### Session 9: Transformative learning pedagogy, Activity 5

Develop a single learning session for a significant concept that you normally teach, aligned to the transformative learning cycle. Continue to follow the instructions in the space below to guide the process.

* 1. Identify some factual data to share that will expose the theories that underpin your field of study.
  2. Introduce an activity that will help your students formalise any new ideas formed due to their interaction with the presented facts – this activity should allow for the validation/invalidation of their assumptions and get them to express what they now know.
  3. Finally, develop another experience that will help your students test out their new found knowledge.

### REFLECTIVE SPACE 7

##### Session 10: Transformative learning philosophy, Activity 3

Develop a single learning session for a significant concept that you normally teach, aligned to the transformative learning cycle. Continue to follow the instructions in the space below to guide the process.

1. Think of something that your students often make sense of, but not meaning. Write a paragraph describing this disconnect.
2. How important is it to you that your students make meaning from what they are learning?
3. In what contexts or under what conditions might being able to make meaning be less important?
4. Where would making meaning be more important?

### TRANSFORMATIVE LEARNING VALUES TABLE TEMPLATE

##### Session 10: Transformative learning philosophy, Activity 4

Depending on the qualifier assigned to your group, i.e. manager/administrator, facilitator of learning, student or learning environment, ask one member of your group to copy onto flip chart the first column of the table below and then the column for your group’s assigned qualifier to form a two-column table. Next, note down your group’s understanding of each transformative learning value against your assigned qualifier.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **WHAT IS THE ROLE OF THE/THE NATURE OF THE …… SO AS TO ENSURE TRANSFORMATION?** | | | |
|  | Manager or administrator | Facilitator of learning | Student | Learning environment |
| Learning over teaching |  |  |  |  |
| Meaning making over  sense making |  |  |  |  |
| Knowledge creation  over  knowledge replication |  |  |  |  |
| Transformation over information |  |  |  |  |
| Becoming over knowing |  |  |  |  |

### REFLECTIVE SPACE 8

You can further reflect on the Day 2 sessions (including gender), before you move on to the Day 3 sessions. Use the space below to note your reflections.

**DAY 3**: INFUSING

## CRITICAL REFLECTIVE THINKING INTO LEARNING SPACES

### REFLECTIVE SPACE 1

##### Session 11: Critical reflective thought, Activity 1

Use the reflective space below to write down the most recent/most memorable event that got you pondering the meaning of life and your role within it.

### REFLECTIVE SPACE 2

##### Session 11: Critical reflective thought, Activity 2

Use the reflective space below to respond to the two questions, **provide examples** to illustrate your points.

What is the difference between a) thinking and critical thinking, and b) critical thinking and critical reflective thinking?

### PRE-ORGANISERS FOR THE HANDOUT

##### Session 11: Critical reflective thought, Activity 2

Read through the “What is Critical Reflective Thought?” handout and use the following two pre-organisers to help organise your thoughts. Try to complete the pre-organizer in **soft copy**.

|  |  |
| --- | --- |
| **Key points**  While reading the handout, what ideas, terms, and concepts did you come across that really stood out for you?  List a **minimum of three** key points | **Insights**  How does this key point affect how you think about teaching and learning?  How does your own personal way of facilitating learning compare with this key point?  How did you feel about this key point? Why do you think you felt this way? |
|  |  |
|  |  |
|  |  |

### PRE-ORGANISERS FOR THE HANDOUT CONTINUED

##### Session 11: Critical reflective thought, Activity 2

**Metacognition**

How has your learning increased because of reading the handout?

When you facilitate learning, do you create an environment where your students have the opportunity to exercise critical reflective thought? [Yes/No]

If yes, what is it that you do exactly?

If no, what will you start doing differently? (with the emphasis on how)

### REFLECTIVE SPACE 3

##### Session 11: Critical reflective thought, Activity 5

Think about yourself as a facilitator of learning and respond to the following questions in the reflective space below.

|--------|--------|-------|--------|--------|--------|--------|--------|--------|--------| 0 1 2 3 4 5 6 7 8 9 10

Banking concept Transformative learning practice

Where do you fall presently on the continuum from the banking concept approach to transformative learning practice?

Are you facilitating learning for impact? Consider all the sessions covered to date; are you changing lives or are you simply churning out graduates?

What are you doing well? What have you taken away from the transformative learning sessions that will inform your future strategies when it comes to facilitating learning for transformation and impact?

What do you plan on doing moving forward?

### PRE-ORGANISER FOR THE BIG DREAM

##### Session 12: Big Dream for the students taking the course, Activity 1

Reconfirm the title of the course you have chosen to redesign. After reviewing the relevant completed sections in your Evidence document for Programme Alignment, Transformative Learning and Course Redesign, complete the pre-organiser below.

1. How is your chosen course contributing to the Faculty Promise and therefore to the University Promise?
2. What career opportunities are there for students taking this course?
3. What expertise/professional skills or competencies are required by experts in this field that this course can contribute to?
4. What are the dispositions or habits of mind (refer to the transformative learning glossary if unfamiliar with this term) required by experts in this field that this course can contribute to?

### REFLECTIVE SPACE 4

You can further reflect on all of the sessions (including gender), after the Transformative Learning workshop ends. Use the space below to keep noting your reflections.

### APPENDIX C: EVIDENCE DOCUMENT FOR PROGRAMME ALIGNMENT, TRANSFORMATIVE LEARNING AND COURSE REDESIGN

#### Introduction

This document is introduced to you on the first day of the Programme Alignment – Profiling the Ideal Graduate workshop. The purpose of this document is for you to capture (in soft copy) the key evidence relevant to the redesign of your course. You will draw upon this evidence to support you, as a facilitator of learning, in the completion of your standard university course outline template, which you will start on Day 4 of the Course Redesign for Significant Learning and Transformation workshop. Make sure that you have this document with you at all times during the three workshops, as you will need to draw on your inputs in this document to support your learning in the sessions.

You will need to enter key information related to your institution (section 1) as well as the key outputs you generate through participating in the Programme Alignment, Transformative Learning and Course Redesign workshops (sections 1–8).

Treat this as a dynamic document, completing the sections as you navigate your learning journey through the three aforementioned workshops and make time to revisit your inputs, reflect upon them and revise where necessary. As a final note, this evidence document will prove to be a valuable contribution to your teaching portfolios (if you maintain one).

If you have any questions about this document, don’t hesitate to ask your workshop facilitators for more guidance.

##### INSTITUTIONAL INFORMATION

(most of this information exists already within your institution and/or you will need to draw on what is generated in the Programme Alignment workshop).

Complete the table below.

|  |  |  |
| --- | --- | --- |
| **UNIVERSITY NAME:** |  | |
| **FACULTY/SCHOOL NAME:** |  | |
| **DEPARTMENT NAME:** |  | |
| **UNIVERSITY VISION:** |  | |
| **UNIVERSITY MISSION:** |  | |
| **UNIVERSITY MISSION OUTCOMES:** | **UMO1:** |  |
| **UMO2:** |  |
| **UMO3:** |  |
| **UMO4:** |  |
| **UMO5:** |  |
| **UMO6:** |  |
| **UNIVERSITY CORE VALUES:** |  | |
| **THE UNIVERSITY PROMISE TO THE STUDENTS:** |  | |
| **FACULTY/SCHOOL VISION:** |  | |
| **FACULTY/SCHOOL MISSION:** |  | |
| **FACULTY/SCHOOL MISSION OUTCOMES:** | **FMO1:** |  |
| **FMO2:** |  |
| **FMO3:** |  |
| **FMO4:** |  |
| **FMO5:** |  |
| **FMO6:** |  |
| **FACULTY/SCHOOL CORE VALUES:** |  | |
| **THE FACULTY PROMISE TO THE STUDENTS ON THE PROGRAMMES:** |  | |
| **THE IDEAL UNIVERSITY GRADUATE PROFILE:** |  | |

##### PROGRAMME LEARNING OUTCOMES

(you will need to draw on what is generated in the Programme Alignment workshop)

These are clear and short statements of the knowledge, competencies or skills you expect students to have acquired by the end of the programme.

List your programme learning outcomes (**PLOs**) in the table below.

|  |  |
| --- | --- |
| **PLO1:** |  |
| **PLO2:** |  |
| **PLO3:** |  |
| **PLO4:** |  |
| **PLO5:** |  |
| **PLO6:** |  |
| **PLO7:** |  |
| **ETC.** |  |

##### FACULTY/PROGRAMME OUTCOMES MATRIX

Next, list the programme learning outcomes (**PLOs**) down the left-hand column and then indicate which PLO contributes to which faculty/school mission outcome by marking with an **X**.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **PROGRAMME LEARNING OUTCOMES (PLOS)** | | **FACULTY/SCHOOL MISSION OUTCOMES** | | | | | |
| **FMO1** | **FMO2** | **FMO3** | **FMO4** | **FMO5** | **FMO6** |
| **PLO1:** |  |  |  |  |  |  |  |
| **PLO2:** |  |  |  |  |  |  |  |
| **PLO3:** |  |  |  |  |  |  |  |
| **PLO4:** |  |  |  |  |  |  |  |
| **PLO5:** |  |  |  |  |  |  |  |
| **PLO6:** |  |  |  |  |  |  |  |
| **PLO7:** |  |  |  |  |  |  |  |
| **ETC.** |  |  |  |  |  |  |  |

##### PROGRAMME (CURRICULUM) MATRIX

Hard skills are technical or subject-specific skills that require a dedicated course or teaching unit. They can be understood as the ability to research or carry out specific tasks that require specialist knowledge and/or experience, for example engineering design, credit risk assessment or software programming.

Soft skills are generic, transferable skills that do not require a dedicated course or teaching unit, but can be acquired by the student through well-designed activities in the curriculum. They are also referred to as “power skills”. They can be skills required in the workplace, irrespective of a specific role, for example, communication, teamwork, critical thinking and problem-solving skills and so on, namely the skills, capabilities and dispositions found in the TSL soft skills matrix.

Differentiate between the programme learning outcomes (**PLOs**) that inculcate hard skills and those which inculcate soft skills and list them down the first empty column. Then next list the Y1, Y2, Y3 and Y4 courses that contribute to each specific PLO listed.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PROGRAMME LEARNING OUTCOMES (PLOS)** | | **YEAR 1 COURSES** | **YEAR 2 COURSES** | **YEAR 3 COURSES** | **YEAR 4 COURSES** |
| **HARD SKILLS PROGRAMME LEARNING OUTCOMES** | | | | | |
| **PLO1:** |  |  |  |  |  |
| **PLO2:** |  |  |  |  |  |
| **PLO3:** |  |  |  |  |  |
| **PLO4:** |  |  |  |  |  |
| **SOFT SKILLS PROGRAMME LEARNING OUTCOMES** | | | | | |
| **PLO5:** |  |  |  |  |  |
| **PLO6:** |  |  |  |  |  |
| **PLO7:** |  |  |  |  |  |

##### PERSONAL TEACHING AND LEARNING PHILOSOPHY

(you will need to draw on what you developed at the Transformative Learning workshop)

You can revisit the following five questions to help refine your personal philosophy:

1. What is the value you intend to create through your facilitation of this course?
2. What approach will you use to facilitate learning?
3. What kind of learning environment do you intend to create to allow for a great learning experience?
4. What is your attitude towards the content you are facilitating learning about?
5. What will your attitude be towards your students?

Enter the description of your personal teaching and learning philosophy in the table below:

##### GENERAL COURSE INFORMATION

(most of this information exists already within your records; you will just need to draw on Day 2 of the Transformative Learning workshop for the Big Dream for the students taking the course).

Complete the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE:** |  | | |
| **COURSE TITLE:** |  | | |
| **THE BIG DREAM FOR THE STUDENTS TAKING THE COURSE:** | **By the end of this course, the student will be able to know…** [please complete]  **in order to be able to do…** [please complete]  **so that they become…** [please complete] | | |
| **NUMBER OF CREDITS:** |  | | |
| **MODE OF DELIVERY:**  Select one option and mark with an X. | Face to face: | Online: | Blended: |
| **PREREQUISITES:**  Particular courses to have already completed, specific knowledge or skills a student should have before beginning the course (e.g. use of the computer, ability  to read architectural plans, etc.) |  | | |

##### COURSE CONTENT

(you will need to draw on what is generated in the Course Redesign workshop)

##### CONCEPT MAP

A concept map or graphic representation of the content of the course should be inserted here (for example by taking a photo):

##### DESCRIPTION OF COURSE CONTENT

(you will need to draw on what is generated in the Course Redesign workshop)

Brief descriptions, in the form of bullet points, of the key content that will be covered under each concept of the course.

Complete the table below.

|  |  |
| --- | --- |
| **CONCEPTS** | **DESCRIPTION OF THE CONTENT** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

##### RATIONALE FOR THE SEQUENCE

(you will need to draw on what is generated in the Course Redesign workshop)

The rationale for the sequence of the course, especially if you are not using an assigned text in chapter sequence (e.g. a historical approach with topics arranged chronologically, a progression from simple to more complex procedures or concepts, or a series of theoretical principles followed by applications).

Enter your rationale in the table below.

##### COURSE LEARNING OUTCOMES

(you will need to draw on what is generated in the Course Redesign workshop)

Clear statements of the knowledge, capabilities or skills you expect students to have acquired by the end of the course. Differentiate between the course learning outcomes (CLOs) that inculcate hard skills and those that inculcate soft skills, then list them in the table below.

|  |  |
| --- | --- |
| **HARD SKILLS PROGRAMME LEARNING OUTCOMES** | |
| **CLO1:** |  |
| **CLO2:** |  |
| **CLO3:** |  |
| **ETC.** |  |
| **SOFT SKILLS PROGRAMME LEARNING OUTCOMES** | |
| **CLO4:** |  |
| **CLO5:** |  |
| **CLO6:** |  |
| **ETC.** |  |

##### ASSESSMENT

(you will need to draw on what is generated in the Course Redesign workshop)

A description of assessment methods or tasks that will be used during the course, aligned to each course learning outcome. The description of each assessment method or task should provide significant detail as to how it will assess the course learning outcome/s, i.e. the specific knowledge, capabilities, skills and habits of mind being developed.

Complete the table below.

|  |  |  |
| --- | --- | --- |
| **COURSE LEARNING OUTCOMES** | **FORMATIVE ASSESSMENT METHODS/TASKS** | **SUMMATIVE ASSESSMENT METHODS/TASKS** |
| **CLO1:** |  |  |
| **CLO2:** |  |  |
| **CLO3:** |  |  |
| **CLO4:** |  |  |
| **CLO5:** |  |  |
| **ETC.** |  |  |

##### TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)

(you will need to draw on what is generated in the Course Redesign workshop)

A description of the teaching and learning strategies or activities that will be used during the course, aligned to each course learning outcome (e.g. lectures, seminars, laboratory or clinical activities, group projects, etc.)

Complete the table below.

|  |  |
| --- | --- |
| **HARD SKILLS COURSE LEARNING OUTCOMES** | **TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)** |
| **CLO1:** |  |
| **CLO2:** |  |
| **CLO3:** |  |
| **ETC.** |  |
| **SOFT SKILLS COURSE LEARNING OUTCOMES** | **TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)** |
| **CLO4:** |  |
| **CLO5:** |  |
| **CLO6:** |  |
| **ETC.** |  |



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