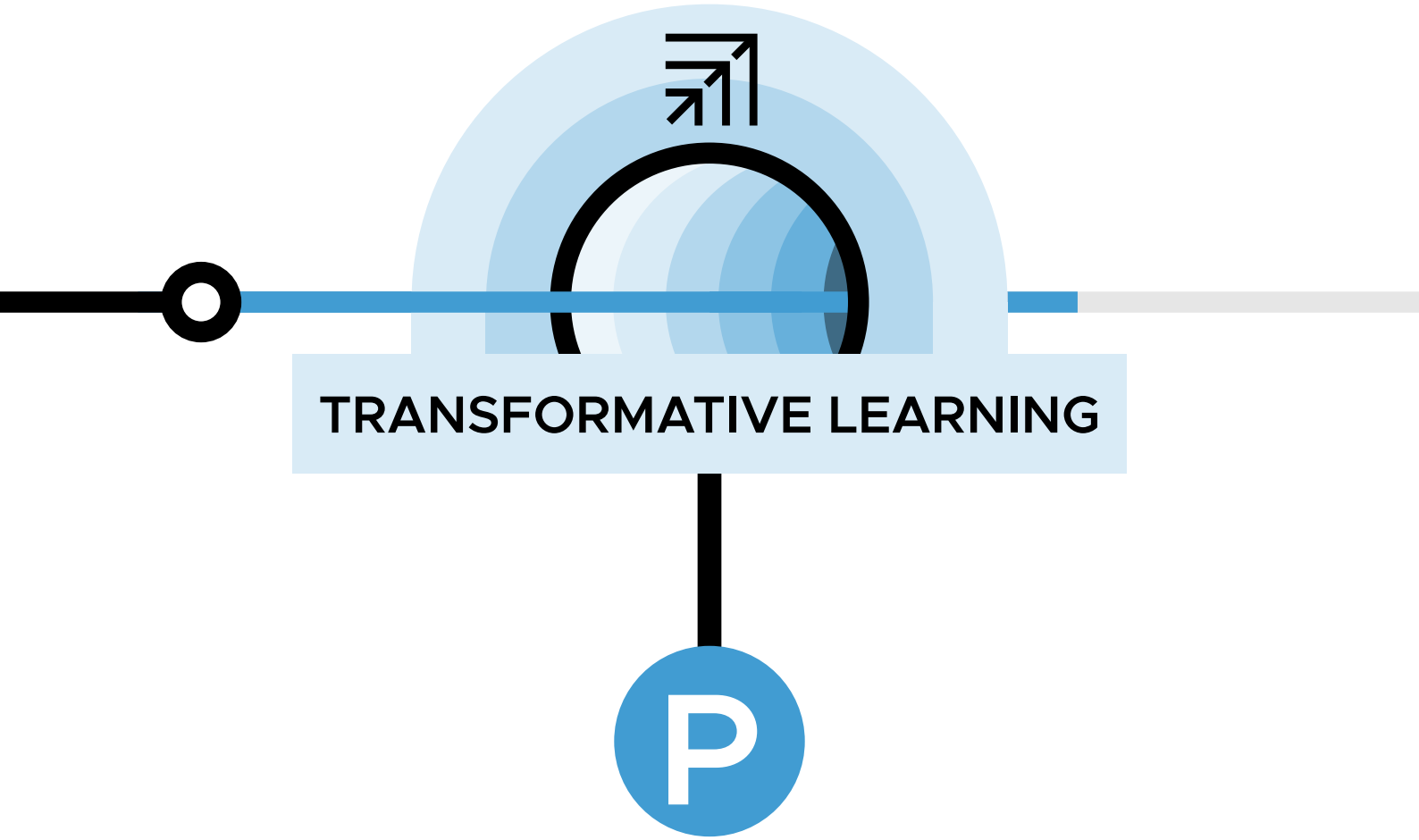
TRANSFORMING HIGHER EDUCATION
FOR SOCIAL CHANGE A MODEL FROM EAST AFRICA

PARTICIPANT HANDBOOK

PROGRAMME ALIGNEMENT
TRANSFORMATIVE LEARNING
COURSE REDESIGN
LEARNING DESIGN



TESCEA
TRANSFORMING EMPLOYABILITY FOR SOCIAL CHANGE IN EAST AFRICA

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This toolkit has been developed by the Transforming Employability for Social Change in East Africa (TESCEA) partnership.

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UKaid from the British people

SPHEIR
Strategic Partnerships for Higher Education Innovation and Reform

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TRANSFORMING HIGHER EDUCATION FOR SOCIAL CHANGE – A MODEL FROM EAST AFRICA

Welcome to the Transformative Learning - Developing Critical Reflective Thinking in Learners workshop. This workshop is part of the Transforming Higher Education for Social Change model, which has been developed by the TESCEA partnership. It builds on the Programme Alignment workshop, which you may have participated in prior to this workshop. During the Transformative Learning workshop you will be taken through a process that will enable you to go beyond teaching facts and develop a facilitation philosophy that promotes critical reflective thinking to nurture who and what your students become. We hope you will find this beneficial for your teaching and learning practice.

Transforming Higher Education for Social Change: a Model from East Africa is a rigorous methodology of pedagogy and curriculum redesign that supports lecturers to rethink their teaching and become facilitators of student-centred learning – helping students learn how to think, not what to think.

This improved learning experience fosters the development of critical thinking and problem-solving skills, and allows for practical learning beyond the classroom that can improve a graduate's employability.

Developed by the TESCEA partnership, our toolkits and online courses guide lecturers and institutions through a learning journey to transform their teaching and learning practice. You can follow the complete learning pathway from programme alignment to learning design, or choose to engage with the individual elements that are most relevant to you.

Underpinnings of the learning journey

CRITICAL THINKING AND PROBLEM SOLVING

Our model supports teaching for critical thinking and problem solving. The main purpose of the model is not to teach a specific set of skills, or body of knowledge, but to equip your students to be able to think for themselves, to appraise and assess information and evidence, and to use it to formulate arguments, and to solve problems.

GENDER-RESPONSIVE TEACHING AND LEARNING

Pedagogical practices can reinforce gender inequalities in the classroom, restricting learning outcomes for women and perpetuating gender stereotypes. Our approach to gender-responsive pedagogy addresses this by integrating gender-responsiveness into the processes of curriculum design, teaching and learning, class management, and assessment.

SUPPORTING RAPID CHANGE

Many initiatives to improve teaching and learning have sought to re-design a whole degree programme. This is valuable, but also takes time. Instead, our model supports a course-level approach to transformation, enabling you to design, test and refine your course iteratively. By re-designing courses in one semester and teaching them the next, you are able to put ideas into practice sooner, to see how your course works in the classroom, and to make rapid adjustments.

"After reading the pedagogy of the oppressed and going through TESCEA training, I felt strongly that all along I had been denying my students the right to learn. Therefore, I would do what I learn more on transformative teaching and learning in order to help students unlock their potentials to become critical thinkers and problem solvers in order to facilitate change in the communities they serve and the nation at large."

Lecturer, Tanzania

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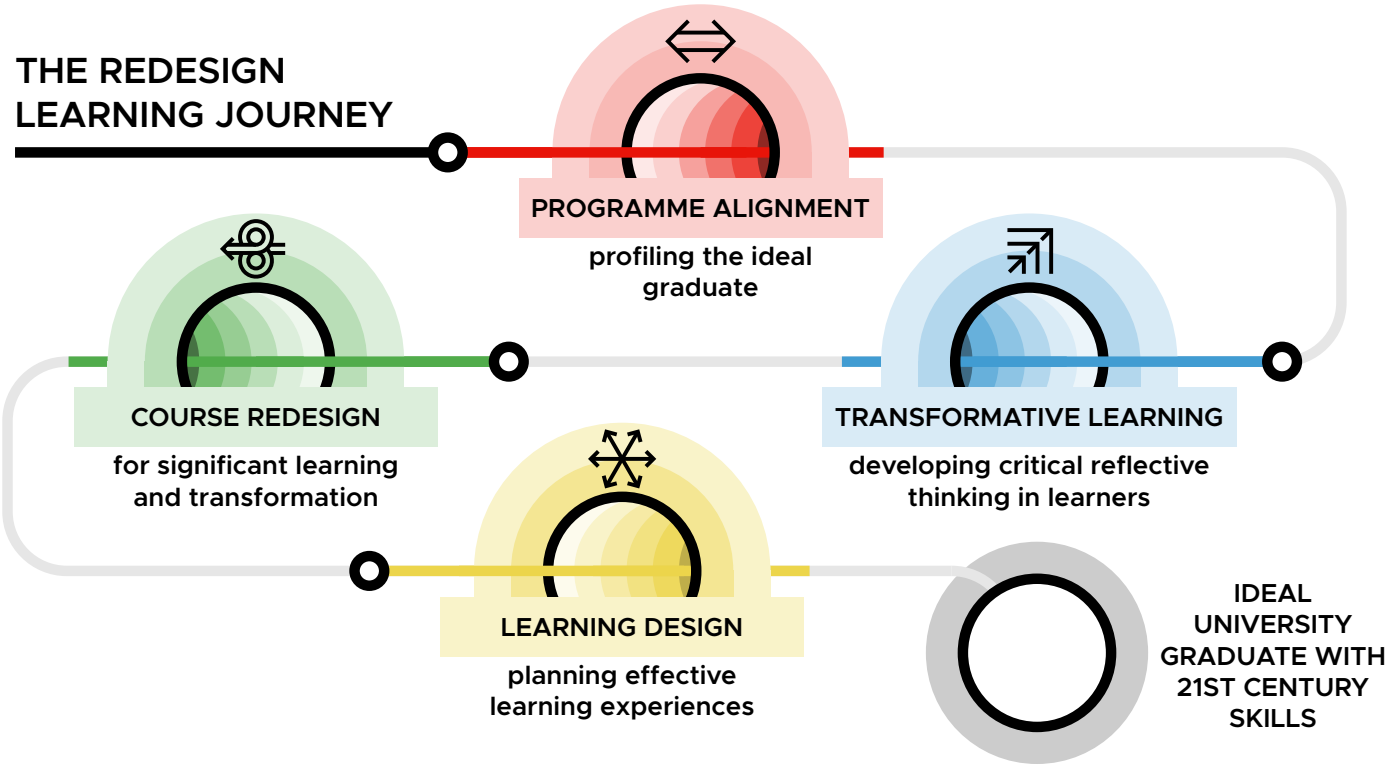
OVERVIEW OF THE REDESIGN LEARNING JOURNEY

REDESIGN LEARNING JOURNEY



SUMMARIES OF REDESIGN WORKSHOPS AND ONLINE COURSES

Programme Alignment - Profiling the Ideal Graduate - face-to-face workshop

The Programme Alignment - Profiling the Ideal Graduate workshop is aimed at key academic teaching staff (including Heads of Departments, Deans and Quality Assurance Officers) involved in designing and delivering programmes and courses, mainly at the undergraduate level, that will be undergoing redesign. The workshop is designed to support a process of conceptualising the big picture of the nature and character of the type of ideal graduate that the university is aiming to shape and how each individual institutional unit, programme and course contributes to the development of this graduate. The workshop can take the form of a two to three-day workshop which can either be conducted with representatives from three to four programmes from different institutional units at the university or with all programmes in the same institutional unit in one session.

Throughout the workshop, key academic teaching staff involved in delivering a programme are taken through a process ensuring that they design programmes and courses that pay attention to the ultimate goal; namely the shaping of employable graduates equipped with 21st century skills.

Transformative Learning - Developing Critical Reflective Thinking in Learners - face-to-face workshop

The Transformative Learning Developing Critical Reflective Thinking in Learners workshop is aimed at academic teaching staff, who teach mainly at undergraduate level. Its goal is to promote a growth mindset amongst academic teaching staff and equip them with the necessary competencies to infuse critical thinking and problem-solving into their own teaching (and facilitation) practice and within the learning environments in which they operate.

The two and a half-day workshop is designed to inspire and furnish academic teaching staff with the skills to mainstream Transformative Learning within their courses. The workshop can alternatively be run as a series of shorter 'chunked' workshops run over a longer period of time, allowing participants more opportunity to reflect on their own facilitation practice and to make incremental changes to their facilitation approach.

Throughout the workshop, academic teaching staff are taken through a process that simulates the Transformative Learning Cycle (TL Cycle), which they are encouraged to embed in their own facilitation of learning practice. Through the adoption of this cycle and Transformative Learning Pedagogy, academic teaching staff are able to create learning environments which move students beyond simply 'knowing' to confidently exercising critical reflective thinking and problem-solving in all areas of their life.

Students and graduates who possess these skills, capabilities and dispositions are more likely to demonstrate the ability and mental agility to create their own futures; innovating and creating new knowledge, becoming the changemakers they need to be, to transform themselves, their communities and the world for the better.

Course Redesign for Significant Learning and Transformation – face-to-face workshop

The Course Redesign for Significant Learning and Transformation workshop is aimed at academic teaching staff, who teach mainly at the undergraduate course level. Designed to support a short- or long-term process of hands-on course redesign, the Course Redesign workshops can take the form of a five to seven-day workshop, with academic teaching staff continuing to work on the redesign of their course after the workshop ends. They can, however, also be run as a series of shorter "chunked" face-to-face workshops over a longer period of time, with academic teaching staff working on the design of their course between each workshop.

The methodology adopts a two-layered approach to course redesign. Academic teaching staff start by conceptualising the content of their course, then crafting learning outcomes based on these concepts, inculcating the hard and soft skills required in that discipline, then producing a course assessment plan and schedule of teaching and learning strategies, aligned to their course learning outcomes.

Throughout the course redesign process, academic teaching staff importantly embed the soft skills, capabilities and dispositions that their students will need to develop and master within that discipline. In addition, they are challenged to improve their own pedagogy to ensure that both their male and female students equally derive learning from their course and master the required gender knowledge and skills related to that discipline. These are the "power skills" that employers, communities and students themselves are demanding, not only to enable students to become the experts they need to be, but to transform themselves and ultimately the world around them.

Course Redesign for Significant Learning and Transformation – online course

The purpose of the Course Redesign for Significant Learning and Transformation online course course is to enable academic teaching staff to conceptualise their course content to embed the soft skills and gender responsiveness that their students will need when entering the world of 21st century employment. The course is aimed at academic teaching staff who teach mainly at the undergraduate level.

Academic teaching staff will start by conceptualising the content of their course; then crafting learning outcomes based on these concepts, inculcating the hard and soft skills required in their discipline, producing a course assessment plan and a schedule of teaching and learning strategies aligned to their course learning outcomes.

Hosted on Moodle, an online learning platform, the course is running in a mostly asynchronous mode – allowing the participants maximum flexibility as to when to learn – complemented by synchronous drop-in clinics where the participants have a chance to interact with facilitators and peers in real time. The content of the course is delivered in a mixed-media format – text-based resources, videos and interactive exercises. There is also group work in a dedicated discussion forum to provide mutual support and feedback on a course assignment.

Following successful completion of all eight units, academic teaching staff will have developed an outline of a redesigned course that will equip their students with 21st century skills alongside subject knowledge. The natural continuation of this course is the 'Learning Design – Planning Effective Learning Experiences' course in which the participants will start planning each of the learning sessions step by step to ensure a high-quality learner experience.

Learning Design – Planning Effective Learning Experiences – online course

The purpose of this online course is to introduce academic teaching staff to the aspects of Learning Design; a methodology which helps facilitators of learning to plan for the delivery of their courses step by step and from the perspective of learners.
It helps to ensure varied and effective learning experiences for students.

This six-week online course can be taken as a standalone training, or subsequent to the workshops identified above. Hosted on Moodle, an online learning platform, the content is delivered in a mix-media – text-based resources, videos and interactive exercises. There is also group work with a dedicated discussion forum to share ideas and feedback on an authentic assignment as well as peer-review activity.

Following successful completion of all five units, academic teaching staff will develop a gender responsive, high-quality learning design for their own course, using the Learning Designer online tool.

OVERVIEW OF THE TRANSFORMATIVE LEARNING – DEVELOPING CRITICAL REFLECTIVE THINKING IN LEARNERS WORKSHOP

INTRODUCTION TO THE TRANSFORMATIVE LEARNING WORKSHOP

The Transformative Learning – Developing Critical Reflective Thinking in Learners workshop is aimed at academic teaching staff, who teach mainly at undergraduate level. Its goal is to promote a growth mindset among academic teaching staff and equip them with the necessary competencies to infuse critical thinking and problem-solving into their own teaching (and facilitation) practice and within the learning environments in which they operate.

The two and a half day workshop is designed to inspire and furnish academic teaching staff with the skills to mainstream transformative learning within their courses. The workshop can alternatively be run as a series of shorter "chunked" workshops run over a longer period of time, allowing participants more opportunity to reflect on their own facilitation practice and to make incremental changes to their facilitation approach.

The methodology links to the Programme Alignment workshop, which normally falls before this workshop, and the Course Redesign for Significant Learning and Transformation workshop, which follows next. Academic teaching staff are introduced to gender-responsive pedagogy and what they can do to ensure that both their female and male students benefit from teaching and learning processes. Transformative learning pedagogy occupies the main part of the workshop, with sessions covering the following three key concepts:

1. Thinking over knowing
2. Transformative learning
3. The infusion of critical reflective thinking into learning spaces

Throughout the workshop, academic teaching staff are taken through a process that simulates the transformative learning cycle, which they are encouraged to embed in their own facilitation of learning practice. Through the adoption of this cycle and transformative learning pedagogy, academic teaching staff are able to create learning environments that move students beyond simply "knowing" to confidently exercising critical reflective thinking and problem-solving in all areas of their life.

Students and graduates who possess these skills, capabilities and dispositions are more likely to demonstrate the ability and mental agility to create their own futures; innovating and creating new knowledge, becoming the changemakers they need to be, to transform themselves, their communities and the world for the better.

FORMAT OF THE WORKSHOP

The workshop is an interactive and collaborative learning experience, which employs facilitation strategies to promote critical reflective thinking. The teaching and learning activities have been specifically chosen and sequenced to model the transformative learning approach. Sessions take the form of plenary discussion, groupwork and individual reflective journaling.

In the context of this workshop, you will be using the "reflective spaces" throughout the participant handbook for your reflective journaling. It is an account of your work in progress, but more essentially an opportunity for critical reflection on the learning experience. You should try to record your insights not as summaries of what took place in the workshop or in the reading assignments, but as reflections on your reactions to what you have encountered. It should provide you with a means of engaging critically and analytically with what has been happening in the workshop, as it pertains to your life.

The two assigned readings are important components of the workshop. You will have already received the links to the readings in advance of this workshop. They are also included later in this handbook.

A word of warning! Do not expect to finish all the session activities and outputs during the course of this workshop. Some activities are designed to stimulate different kinds of thinking, so the process and the learning points that surface are often more important than the output itself. However, as self-directed learners you can decide what you think is important to finish outside the workshop sessions.

PARTICIPANT HANDBOOK

You will have received a soft copy and hard copy of this Participant Handbook. The handbook provides resources that you can use both during and after the workshop, including links to videos and other external resources. There are also "reflective spaces" where you can type your reflections in response to the questions, as part of the session activities. The handbook is designed to be used while you participate in the Transformative Learning workshop; sections will be signposted by the workshop facilitators at relevant times during the sessions.

It is important that you have **access to the soft copy** of the participant handbook during all two and a half days of the workshop. It contains online links that you will need to access during the sessions. It is recommended that you make notes in the **soft copy** version of your handbook as it is highly likely that you will need to revise or supplement your original inputs as you progress through the workshop. It also allows more flexibility in the amount of space you have to make notes.

Do not forget to bring your **Programme Alignment workshop Participant Handbook** and **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign** to the Transformative Learning workshop. You will be drawing on the content and the notes you made previously to inform some of the activities in this workshop.

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?

2. 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?

3. 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?

4. 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?

5. 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?

6. 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?

7. 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?

8. 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?

9. 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?

10. 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: (**1) 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:

a. It makes your ideas about learning visible to yourself and to your students

b. It can become the standard to which one holds oneself

c. 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.

LINKS TO RESOURCES RELEVANT TO DAY 1

SESSION	RESOURCE LINKS
Session 1: Gender-responsive pedagogy	The following blogpost shares examples of what facilitators of learning who have participated in the TESCEA project have done to make their classes more gender responsive: http://blog.inasp.info/how-to-make-university-classes-more-gender-responsive/
Session 3: The banking concept	The assigned reading: Chapter Two: "The Banking Concept of Education" in Freire, P., & Ramos, M. B. (1970). Pedagogy of the Oppressed. New York: Continuum. Copies of this book can be widely found online
Session 4: Mandate of the elite	Patrick Awuah: 2007 TedTalk; Educating a New Generation of African Leaders https://www.ted.com/talks/patrick_awuah_how_to_educate_leaders_liberal_arts?language=en Awuah, P. (2012), Path to a New Africa, Stanford Social Innovation Review. https://ssir.org/articles/entry/path_to_a_new_africa

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:

a) The videos “High Road Low Road” and “Justice: What’s The Right Thing To Do?” align with the transformative learning cycle, and/or

b) 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:

a. I had heard about _____ before, but _____ is new to me.

b. I learned that _____ and _____ _____.

c. 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.

4. Identify some factual data to share that will expose the theories that underpin your field of study.

5. 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.

6. 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.

LINKS TO RESOURCES RELEVANT TO DAY 2 SESSIONS

SESSION	RESOURCE LINKS
Session 6: Gender is... representation	Global Gender Gap 2021 report produced by the World Economic Forum: www.weforum.org/reports/global-gender-gap-report-2021 Country profiles for each country featured in the report can be found from p. 90 onward
Session 7: What is thinking?	Ritchhart, R., Church, M. & Morrison, K., (2011). "Chapter 1 - Unpacking Thinking." Making Thinking Visible: How to promote engagement, understanding, and independence for all learners. JosseyBass. http://www.pz.harvard.edu/sites/default/files/Chapter%201%20MTV%20Ritchhart%20Sample.pdf Sandel, M. (2009). 'Justice: What's The Right Thing To Do? Episode 01 "THE MORAL SIDE OF MURDER", Harvard University. https://www.youtube.com/watch?v=kBdfcR-8hEY
Session 8: Making thinking visible	Yeany, B. (2017), High road low road race, potential kinetic energy Part 2--Homemade Science with Bruce Yeany. https://www.youtube.com/watch?v=DCMQRPQS9T4&t=2s

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.

a. How is your chosen course contributing to the Faculty Promise and therefore to the University Promise?

b. What career opportunities are there for students taking this course?

c. What expertise/professional skills or competencies are required by experts in this field that this course can contribute to?

d. 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.

LINKS TO RESOURCES RELEVANT TO THE TRANSFORMATIVE LEARNING WORKSHOP

RESOURCE TITLE	LINK
Going Beyond Technology – Transformative Learning and e-Pedagogy (a recorded webinar) **Office of Education Resource - National Institute of Education, Singapore**	www.youtube.com/watch?v=jgZHpHGohio

Teaching Transformation Theory **Ng S, Baker L, Friesen F. Teaching For Transformation. An Online Supplement. [Internet]. 2018**	www.teachingfortransformation.com/theory/
Transformative Learning: Theory to Practice –Jack Mezirow **NEW DIRECTIONS FOR ADULT AND CONTINUING EDUCATION, no. 74, Summer 1997. Jossey-Bass Publishers**	www.ecolas.eu/eng/wp-content/uploads/2015/10/Mezirow-Transformative-Learning.pdf
The Process of Experiential Learning - **Kolb, D. A. 1984, Chapter 2. In D. Kolb, The experiential learning: Experience as the source of learning and development. NJ: Prentice-Hall.**	https://learningfromexperience.com/downloads/research-library/the-process-of-experiential-learning.pdf
"A Self-Directed Guide to Designing Courses for Significant Learning", abridged from Dee Fink, L., (2003). Creating Significant Learning Experiences in College Classrooms. San Francisco: Jossey-Bass	www.bu.edu/sph/files/2011/06/selfdirected1.pdf

APPENDICES

A. SUMMARY OF APPENDICES

	TITLE OF APPENDIX	BRIEF DESCRIPTION (WHERE RELEVANT)
A.	**Summary of appendices**	N/A
B.	**Glossary of terms**	The glossary includes definitions of the key terms used in the Transformative Learning workshop.
C.	**Evidence document for programme alignment, transformative learning and course redesign**	A soft copy of this document should have already been introduced and shared with you at the Programme Alignment workshop. Just in case this did not happen, a copy has been included again as an appendix. You need to capture (in soft copy) the key evidence relevant to the overall redesign of your course, which should help you in the completion of your standard university course outline template on Day 4 of the Course Redesign workshop. You are expected to have this soft copy document with you at all times during the Programme Alignment, Transformative Learning and Course Redesign workshops, and to complete the relevant sections as you progress through your redesign learning journey across the three aforementioned workshops.

APPENDIX B. GLOSSARY OF TERMS FOR THE TRANSFORMATIVE LEARNING - DEVELOPING CRITICAL REFLECTIVE THINKING IN LEARNERS WORKSHOP

TERM	DEFINITION
Banking concept	The "banking" concept of education is a method of teaching and learning where the students simply store the information relayed to them by the teacher. In a "banking" type of environment, a classroom is structured in a way that the primary duty of students is to remember and accurately recall the information provided by the instructor. They are not asked to participate in any other way, and simply absorb the information. In this type of approach, the world is seen as static and unchangeable, and students are simply supposed to fit into it as it is. The prevalence of the banking concept within most educational systems prevents students from developing skills that make themselves fair-minded critical thinkers and continues to promote long-standing biases within society. More information: Rose, M., (2017). The Idea of the "Banking Concept in Education", Our Politics. https://ourpolitics.net/the-idea-of-the-banking-concept-in-education/
The Big Dream for the students taking the course	This is a coherent expression (in form of a statement) of what the student taking the course 1) must know, 2) so that they are able to do and finally, 3) so that they can become that intended expert or professional on completing the course. This statement should show clear alignment with one or more of the Programme Learning Outcomes.
Critical reflective thinking	Brookfield (2017), states that critical reflection is a consistent focus on unearthing and scrutinizing assumptions that are detrimental to students' learning. Through the use of reflections most students see things differently and develop a questioning mind. It goes beyond critical thinking. It requires thinking that is questioning in its orientation and contemplative in nature and engages both the cognitive (mental skills) and the affective (feelings, emotions and attitudes). More information: Brookfield. D.S., (2017). Becoming a Critically Reflective Teacher (2nd Edition), Jossey-Bass

Critical thinking	While there is widespread consensus on its importance, the definition of critical thinking is highly debated, two definitions have been included here for you to consider: The ability to "process and utilise new information … reason objectively and draw objective conclusions from various types of data; evaluate new ideas and techniques efficiently; become more objective about beliefs, attitudes, and values; evaluate arguments and claims critically; and make reasonable decisions in the face of imperfect information" (Pascarella & Terenzini, 2005, p. 155) "…considering an issue from multiple perspectives, critically examining evidence (and attending to information that may run counter to or disconfirm initial ideas), valuing claims that are backed by appropriate and adequate evidence, reasoning objectively and dispassionately, and arriving at informed judgments and decisions" (Chun, 2010, p. 23) More information: Pascarella, E.T. and Terenzini, P.T. (2005). How college affects students. (2nd Edition), Jossey-Bass Chun, M. (2010). 'Taking Teaching to (Performance) Task: Linking Pedagogical and Assessment Practices'. Change: The Magazine of Higher Learning, 42 (2), 22-29. https://doi.org/10.1080/00091381003590795
Empowerment	Empowerment is a process that enables a person to gain control of their lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate (gender) discrimination and inequality. No one can empower another: only the individual can empower herself or himself to make choices or to speak out. However, institutions can support processes that can nurture self-empowerment of individuals or groups. More information: Gender Equality Glossary, UN Women Training Centre. https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=E&sortkey=&sortorder=asc
Facilitator of learning	A facilitator of learning is an individual who does not operate under the traditional concept of teaching. Traditional approaches are teacher-directed and students are taught in a manner that is conducive to sitting and listening. In contrast, a facilitator of learning guides and assists students in learning for themselves, for example picking apart ideas, forming their own thoughts about them, and generating new knowledge through critical reflection and dialogue. You will notice that in this workshop, the term 'facilitator of learning' is being used over terms such as 'instructor', 'teacher' and 'lecturer'. The reason being that it is more compatible with the learning philosophy and pedagogy which is being promoted through this workshop.

The Faculty Promise to the students on the programmes	This is a coherent expression (in the form of a statement) of whom the student will become after completing the programme, based on the Faculty Vision and Mission and aligned to the University Promise.
Feminism	This is a movement for social, cultural, political and economic equality of women and men. Feminism is not just about women or a pro-women agenda, but it is about a pro-women agenda that seeks to transform power relations in a way that lifts up all people. More information: Gammage, S., Thompson, L. and Clement, R. (2016), Towards a more feminist United Nations, International Center for Research on Women. www.icrw.org/wp-content/uploads/2016/12/ICRW_FemUNRecommendations_WebReady_v5.pdf History of feminism, Wikipedia. https://en.wikipedia.org/wiki/History_of_feminism
Gender	Refers to the roles, activities, attitudes, feelings, and behaviours that a given culture associates with a person's biological sex; in other words, that a given society considers appropriate for men and women. More information: Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., Friis Laustsen, C. (2018). Gender Mainstreaming in Higher Education Toolkit, INASP. https://www.inasp.info/gendertoolkit
Gender bias	Refers to the unfair difference in treatment of women, girls, men and boys because of their sex. More information: Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., Friis Laustsen, C. (2018). Gender Mainstreaming in Higher Education Toolkit, INASP. https://www.inasp.info/gendertoolkit
Gender equality	Equality between men and women…does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they were born male or female. More information: Concepts and definitions, UN Women. https://www.un.org/womenwatch/osagi/conceptsandefinitions.htm Pavlic, B., Ruprecht, L., Sam-Vargas, S. (2000). Gender equality and equity: a summary review of UNESCO's accomplishments since the Fourth World Conference on Women, Beijing 1995. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000121145

Gender equity	Fairness of treatment for men and women according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities. More information: Pavlic, B., Ruprecht, L., Sam-Vargas, S. (2000). Gender equality and equity: a summary review of UNESCO's accomplishments since the Fourth World Conference on Women, Beijing 1995. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000121145
Gender mainstreaming	Is the process of assessing implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral part of the design, implementation, monitoring and evaluation of all legislation, policies and programmes so that women and men benefit equally and inequality is not perpetuated. More information: Pavlic, B., Ruprecht, L., Sam-Vargas, S. (2000). Gender equality and equity: a summary review of UNESCO's accomplishments since the Fourth World Conference on Women, Beijing 1995. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000121145
Gender responsive	A gender responsive policy or programme considers gender norms, roles and inequality with measures taken to actively reduce their harmful effects. More information: WHO, Gender Manual Glossary of Terms and Tools. https://www.who.int/gender/mainstreaming/Gender_Manual_Glossary.pdf
Gender responsive pedagogy (GRP)	Refers to teaching and learning processes that pay attention to the specific learning needs of female students and male students (adapted from Mlama, P., Dioum, M., Makoye, H., Murage, L., Wagah, M., Washika, R. (2005). Gender Responsive Pedagogy (GRP): A Teacher's Handbook, Forum for African Women Educationalists. https://issuu.com/fawe/docs/gender_responsive_pedagogy_-_a_teac) The following definition of GRP was developed by the TESCEA project, which builds on the FAWE definition: • The learning needs of male and female learners are addressed in teaching and learning processes (inside and outside of the classroom) • Teaching staff are gender-aware and gender-responsive in their planning and facilitation of courses, and are continuously reflecting and adapting.

Global Gender Gap Index	The Global Gender Gap Index is designed to measure gender equality. The Index benchmarks the evolution of gender-based gaps among four key dimensions (Economic Participation and Opportunity, Educational Attainment, Health and Survival, and Political Empowerment) and tracks progress towards closing these gaps over time. The Index measures scores on a 0 to 100 scale and scores can be interpreted as the distance to parity (i.e., the percentage of the gender gap that has been closed). More information: World Economic Forum, (2021). Global Gender Gap Report 2021. https://www.weforum.org/reports/ab6795a1-960c-42b2-b3d5-587eccda6023 (page 5)
Habits of mind	A habit of mind means having a disposition toward behaving intelligently when confronted with questions and problems, the answers to which are not immediately known. Thus, as facilitators of learning we are interested in focusing on student performance under those challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship to resolve a complex problem or question. More information: Costa, A.L., (2019) What Are Habits of Mind? – The Institute for Habits of Mind, The Institute for Habits of Mind. https://www.habitsofmindinstitute.org/what-are-habits-of-mind/
Hidden assumption	This is an assumption or presupposition that supports an argument or theory without that assumption or presupposition being made explicit. The holder of the theory or argument may often be unaware of the assumption. It is usually informed by the holder's self-concept and frame of reference such as their beliefs, schemas, preferences, values and culture in which the holder biases their understanding and judgment.
Ideal University Graduate Profile	The desired competencies, core values and habits of mind, based on the University Vision and Mission, the Taxonomy of Significant Learning soft skills matrix and feedback (assessment of needs) from 1) industry 2) the community 3) students and 4) other stakeholders, that the graduates of the university should exhibit in their life and in the world of work.
To ideate/ ideation	To form ideas; think, imagine or conceive. Ideally done within a group.
Learning spaces	This workshop moves away from thinking about learning environments as simply classrooms to learning spaces – diverse spaces in which actual activities to promote critical reflective thinking and learning occur. Also referring to the environment as 'a space' implies room created for thinking. This room for thinking is not limited to what is happening purely within the traditional four walls of a university lecture room, but extends to incorporate the real-world as part of the learners living lab.

Pedagogy	A concept that embraces virtually all teaching and learning processes. Within the context of classroom settings, pedagogy is a term that includes what is taught (the content), how teaching takes place (the teaching process) and how what is taught is taught (the teaching methods). More information: Chapin, J. Warne, V. (2020). Gender Responsive Pedagogy in Higher Education: A framework, INASP. https://www.inasp.info/publications/gender-responsive-pedagogy-higher-education Adapted from Mlama, P., Dioum, M., Makoye, H., Murage, L., Wagah, M., Washika, R. (2005). Gender Responsive Pedagogy (GRP): A Teacher's Handbook, Forum for African Women Educationalists. https://issuu.com/fawe/docs/gender_responsive_pedagogy_-_a_teac
Presupposition	A thing tacitly assumed beforehand at the beginning of a line of argument or course of action.
Problem-based learning (PBL)	PBL is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning. A well-designed PBL project provides students with the opportunity to develop skills related to for example, working in teams, managing projects and holding leadership roles, self-awareness and evaluation of group processes, critical thinking and analysis, self-directed learning, applying course content to real-world examples and problem solving across disciplines. More information: Cornell University Center for Teaching Innovation, Problem-Based Learning, https://teaching.cornell.edu/teaching-resources/engaging-students/problem-based-learning
Reflective journaling (and reflective spaces)	In the context of this workshop, the 'reflective spaces' throughout the participant handbook will be used for reflective journaling. It is an account of participants' work in progress, but more essentially an opportunity for reflection on the learning experience. It should provide participants with a means of engaging critically and analytically with what has been happening in the workshop, including the readings, as it pertains to their life and their experience throughout the workshop
Sex	Sex refers to a person's biological status and is a fact of human biology: we are born male, female or intersex (this refers to atypical features that usually distinguish male from female such as sex chromosomes, internal reproductive organs and external genitalia). More information: Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., Friis Laustsen, C. (2018). Gender Mainstreaming in Higher Education Toolkit, INASP. https://www.inasp.info/gendertoolkit

Teaching and Learning Philosophy	This is a self-reflective statement of your beliefs about teaching and learning and of what guides you as a facilitator of learning. It is a narrative that conveys your core ideas about being an effective facilitator of learning in the context of your discipline. It captures ideas around what value you promise to create through your facilitation, your facilitation approach, the kind of learning environment you intend to create and your personal attitude towards content and students.
Tracer study	A tracer study or graduate survey is a survey (in written or oral form) of graduates from education institutions, which takes place sometime after graduation or the end of the training. The subjects of a tracer study can be manifold, but common topics include questions on study progress, the transition to work, work entrance, job career, use of learned competencies, current occupation and bonds to the education institution (school, centre, university). More information: Schomburg, H. (2016). Carrying out tracer studies, Guide to anticipating and matching skills and jobs, Volume 6. European Training Foundation / European Centre for the Development of Vocational Training / International Labour Office. https://www.cedefop.europa.eu/en/publications/2218
Transformative Learning	By definition, transformative learning is a type of experience that causes a shift in an individual's perspective or attitude. It's based on a learning theory propounded by Jack Mezirow (1978, 1991, 2000) and proposes that learning is "the process of making new interpretations based on the meaning derived out of experience." What this means is that, rather than focusing on surface experiences, transformative learning challenges the simplicity behind learning. More information: Brown, D., (2019). Transformative Learning, edapp.com. https://www.edapp.com/blog/transformative-learning/
Transformative Learning Cycle	The 'Transformative Learning Cycle' is a termed coined by Charles Kingsbury of AFELT to refer to teaching and learning that aligns with the four areas of Kolb's (1984) learning styles. The cycle is a matching of Kolb's styles with Mezirow's (1978, 1991, 2000) Transformative Learning theory.
The University Promise to the students	This is a coherent expression (in the form of a statement) of whom the student will become after graduating from the university, based on the Ideal University Graduate Profile.

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.

1. 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:		

2. 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.	

2.1 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.							

2.2 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:					

3. 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:

4. 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.)			

5. COURSE CONTENT

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

5.1 CONCEPT MAP

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

5.2 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
	• • •
	• • •
	• • •
	• • •
	• • •

5.3 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.

6. 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.	

7. 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.		

8. 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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