



**Nelson Mandela
Metropolitan
University**

for tomorrow

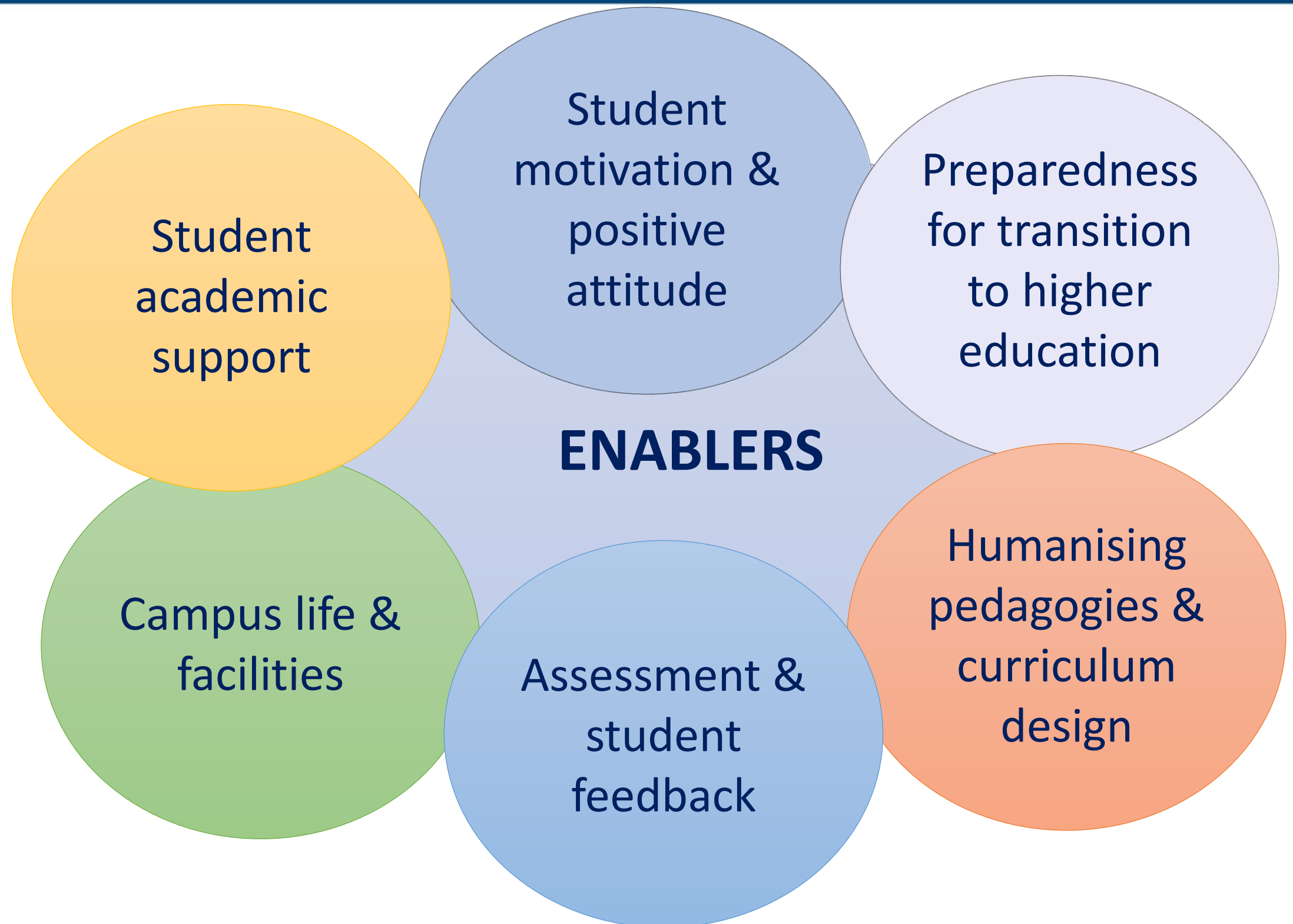
**Going beyond the
numbers:
Some insights into
Curriculum Renewal
@ Nelson Mandela
University**

**Professor Denise Zinn
DVC TL
28 June 2017**



Leading student success: Enablers

What our research shows





Student success interventions

How2Buddies provide information and guidance to first years during orientation to assist them to adjust to the university environment.

Keys to Success programme assists students to develop the skills that they need to succeed at university

Supplemental Instruction (SI) for modules with an average success rate of below 55% over the last three years.

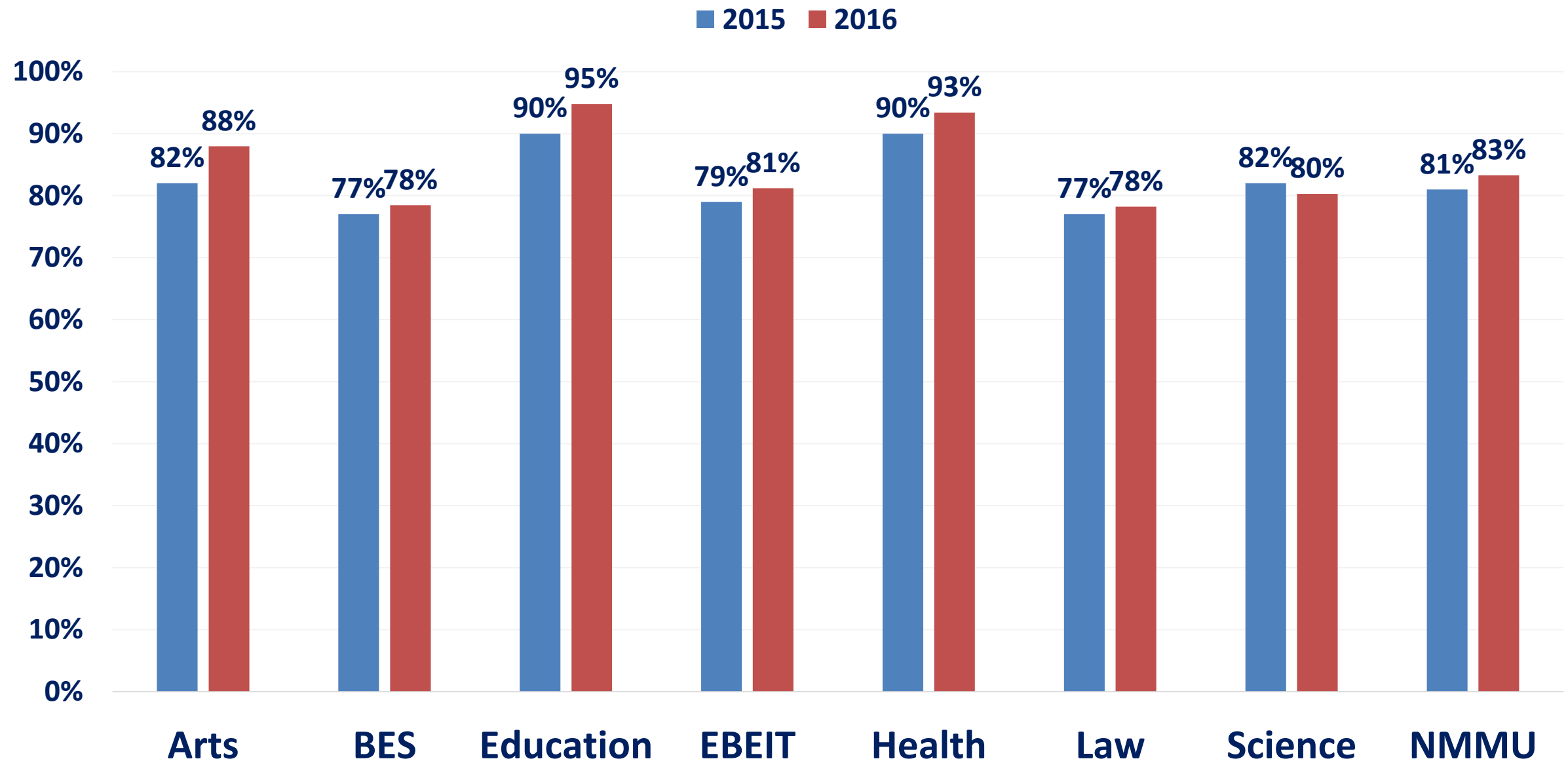
E-PAL (peer-assisted learning) offers learning opportunities for students to engage with facilitators in small groups online.

PASSAGES programme in the residences to monitor student success and provide support to students who experience academic challenges.

RADAR is an early warning electronic tracking system under development to identify academically vulnerable students and assist them with targeted support to improve their chances of success.



Student success rates: 2015-2016



In total, the success rate of NMMU increased from 81% to 83% from 2015 to 2016.
SUCCESS RATE is defined as the completed enrolled FTEs as a percentage of the enrolled FTEs.

BUT, while all this is happening...

- We've had FEES MUST FALL – 2015, 2016...
- Amidst the call for free higher education, a call for DECOLONISATION & AFRICANISATION of the CURRICULUM
- In the portfolio I oversee as DVC TL, the biggest imperative is CURRICULUM TRANSFORMATION that takes into account the call, and experiences, of our students
- **HOW do we do that?**

Where to start?



**Whatever inspiration is, it's
born from a continuous 'I don't
know.'**

- Wisława Szymborska -

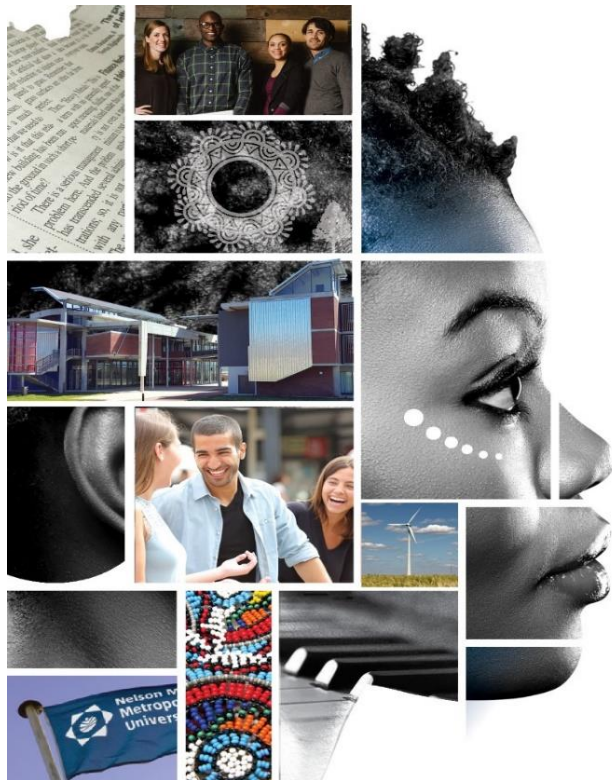
And in these times of CHANGE:

- “I think there are good reasons for suggesting that the modern age has ended. Today, many things indicate that we are going through a transitional period, when it seems that something is on the way out and something else is painfully being born. It is as if something were crumbling, decaying, and exhausting itself— while something else, still indistinct, were rising from the rubble.”

Vaclav Havel, 1994

‘The Need for transcendence in the Postmodern World’

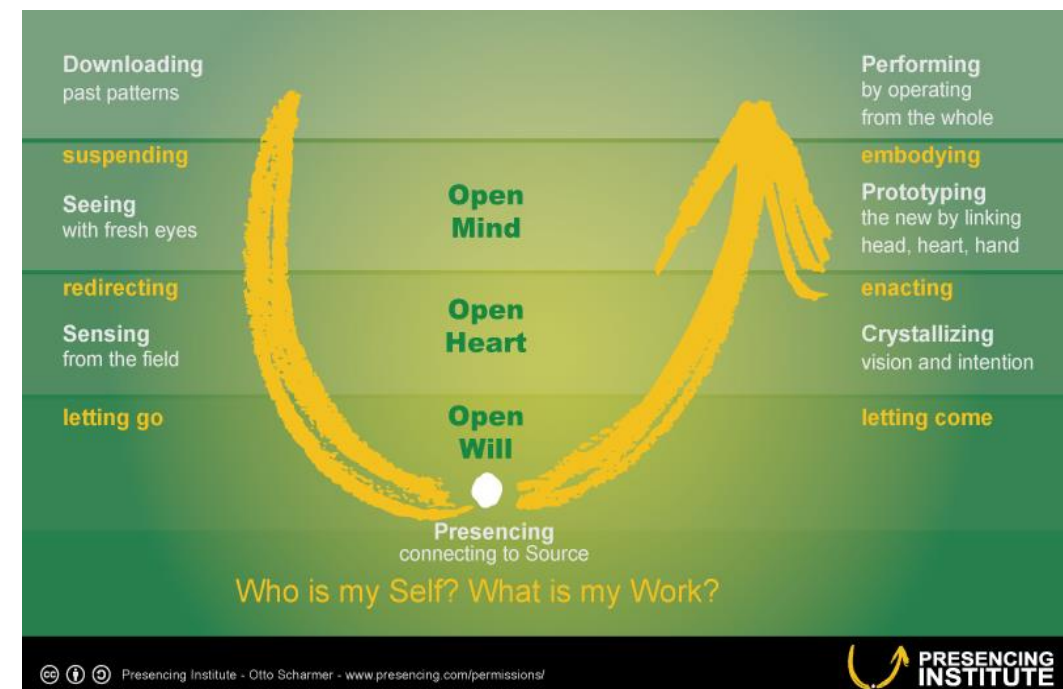
Encounter-ing the lived Curriculum



CURRICULUM ENCOUNTER

6TH – 8TH JUNE 2017

BIRD STREET CAMPUS



‘THE WHO’

from All Faculties and Across the Institution

- Students
- Young academics/scholars
- Mid career academics/scholars
- T&L Chairpersons
- Support staff
- CTLM staff
- Deans
- DVC TL
- Facilitation Team
- T&L Webpage Media Crew

Two Central Encounters

Encounter 1: MEETING CENTRAL

A walkabout in Central

- From the Bird Street Campus
- Go N, S, W, E: what do you notice?
- Developing a beginners mind
- Ways of seeing, feeling, engaging, making sense

What questions arise?

Encounter 2:

Unsettled: 100 Years of War
By Cedric Nunn



OPENING OF THE EXHIBITION

Panel: Mr Cedric Nunn, Adv Sonwabile Mancotywa and Dr Denver Webb

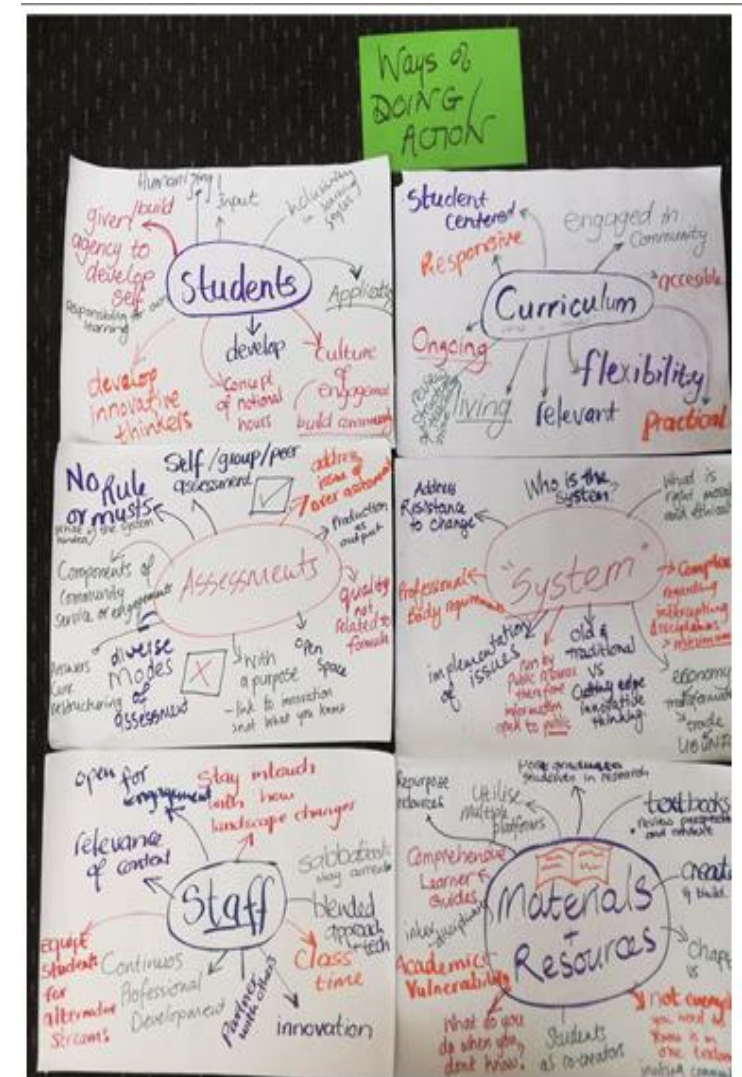
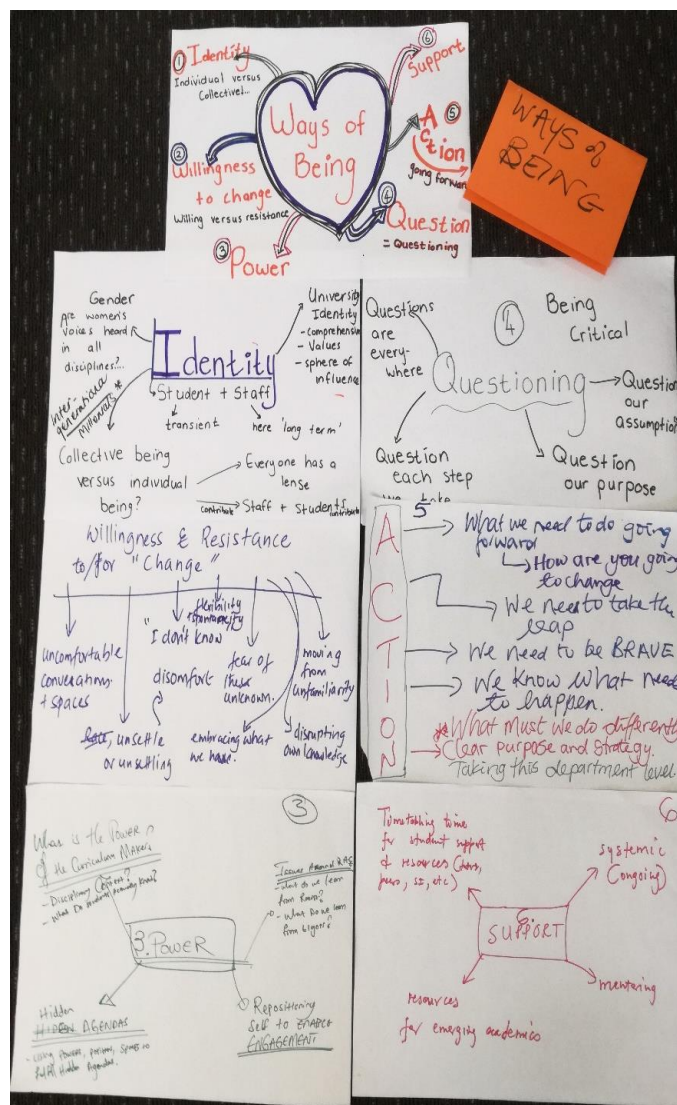
Saturday, 27 May 2017, NMMU Bird Street Art Gallery
(20 Bird Street) at 17h30 for 18h00
Exhibition will be open until 15 June 2017

For more information contact Michelle Du Preez, Arts, Culture and Heritage Department.
mdupreez@nmmu.ac.za

WAYS OF BEING,

WAYS OF THINKING & KNOWING,

WAYS OF DOING



Definition of Student Voices



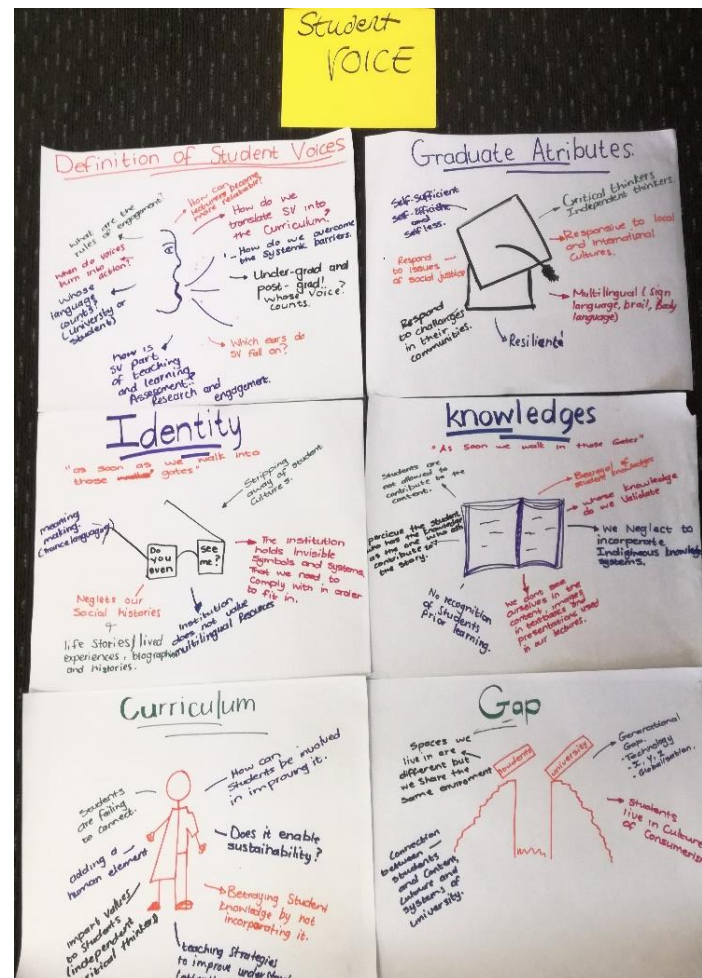
knowledges



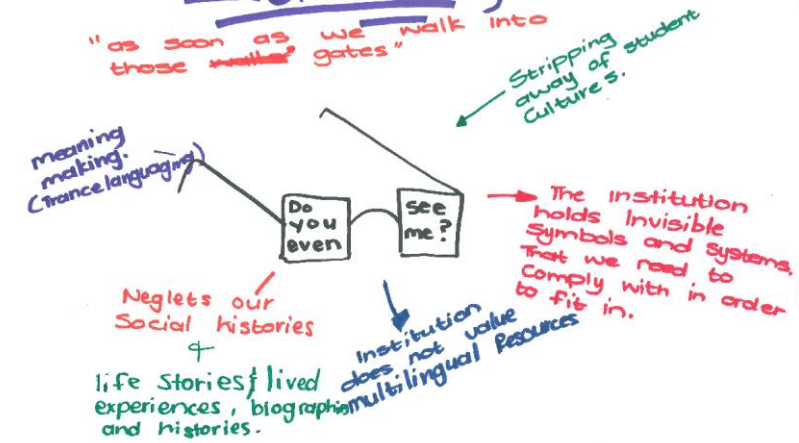
Gap



Student Voice



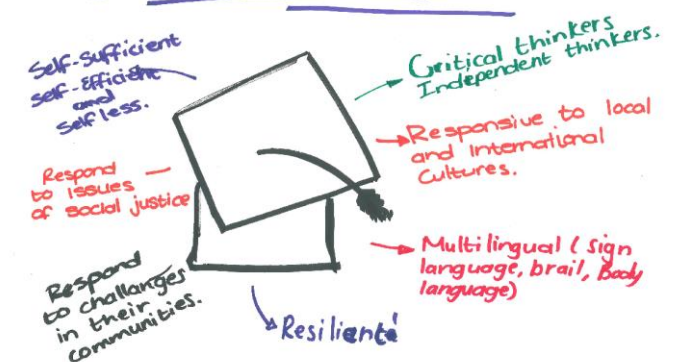
Identity



Curriculum

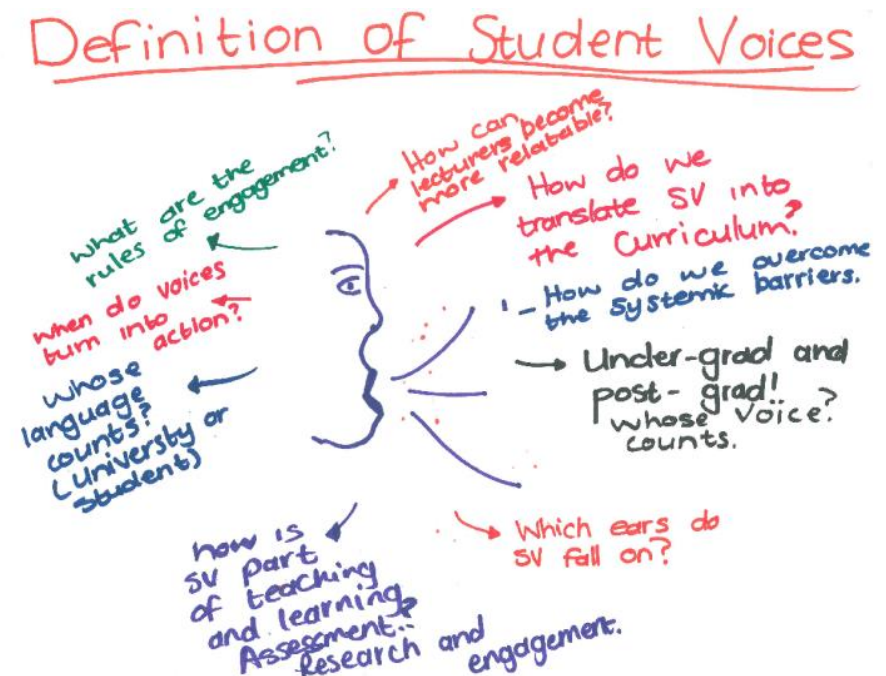


Graduate Attributes.



Student voice

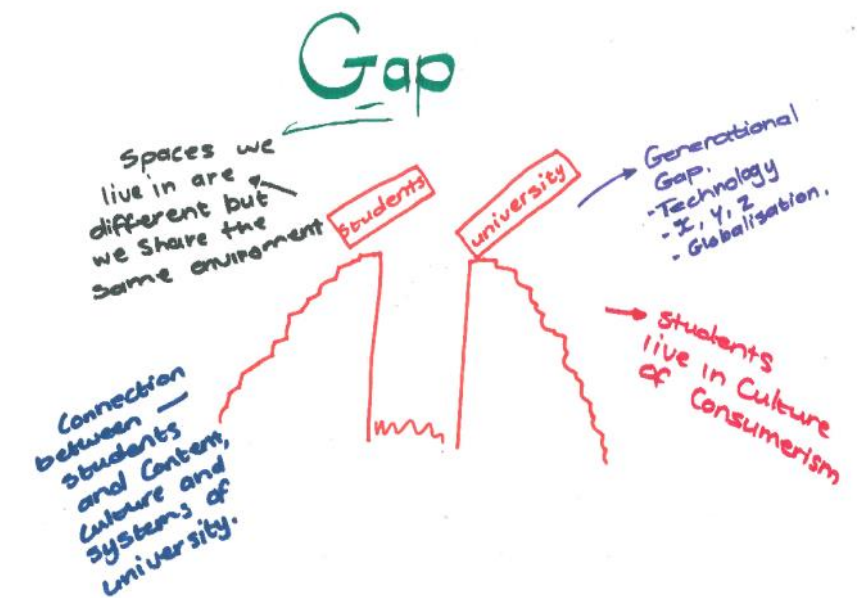
- When do the voices of students turn into action?
- How is student voice a part of teaching, learning, assessment and engagement
- Do we ever ask students how they want to be assessed?
- Whose language defines whether the voice is heard or not?
- How is NMMU incorporating student voice:
- Examples Faculty of Law (Radar Project) and Faculty of Education (Who are our students survey)



Reaching our students?

The Gap

- The generational gap exists
- The spaces we live in are different, but we share the same environment



Identity

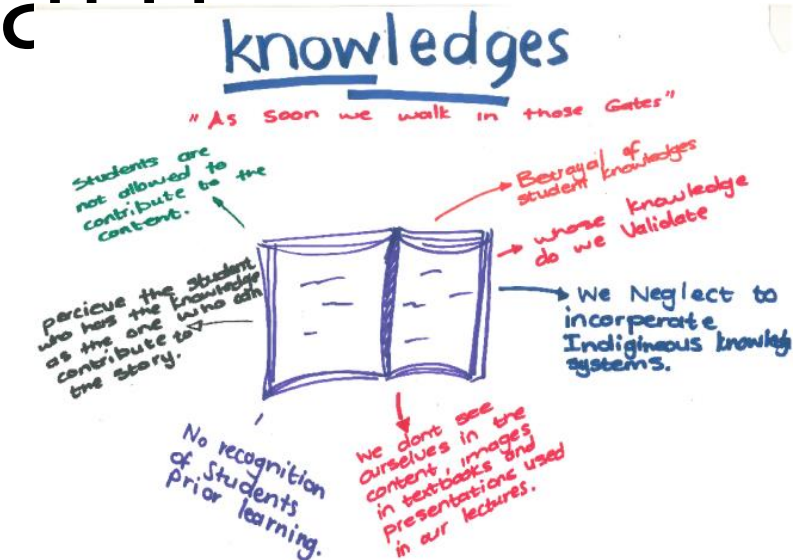
- How do we make meaning in different ways, it depends of culture, background etc.
- Trans language and multilingual format



How students want to learn

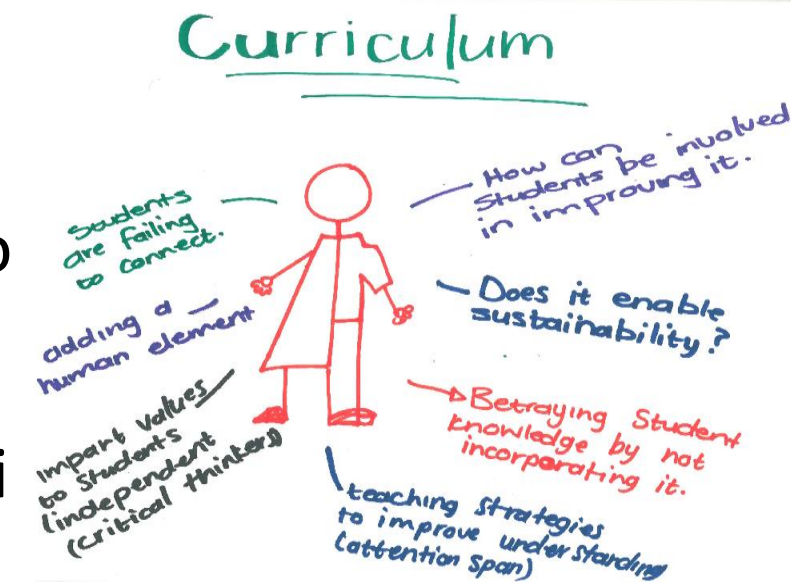
Knowledge's

- Issue of the betrayal of student knowledge's
- Students from different walks of life has something to offer in the form of skill, knowledge, etc.
- Whose knowledge do we validate? Whose knowledge is correct?



Curriculum

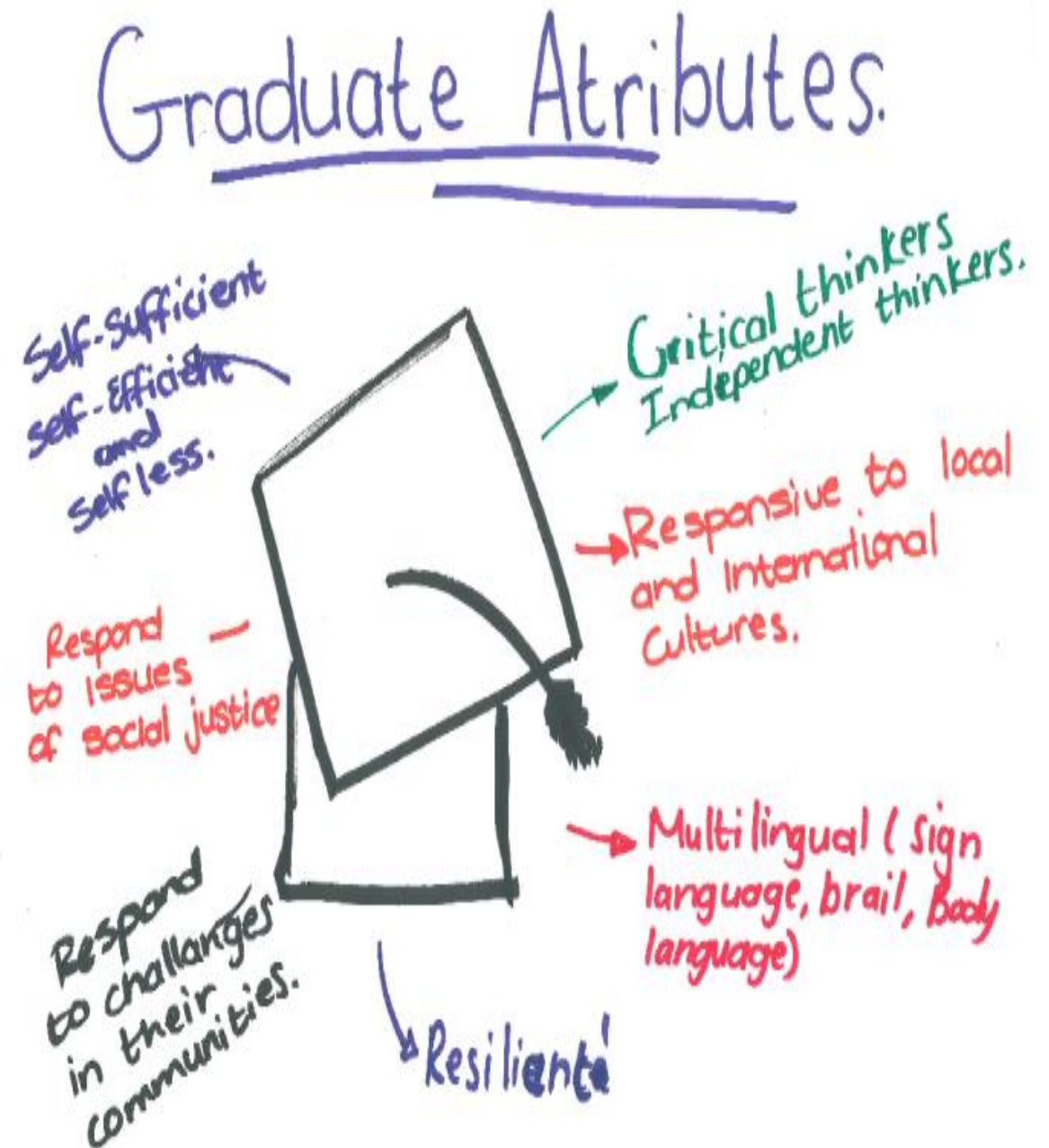
- The curriculum fails me, because it only teaches me to operate in a certain way
- Teaching strategies must reach the generation Z with attention issues etc., with technology, we need stimuli that can keep our attention



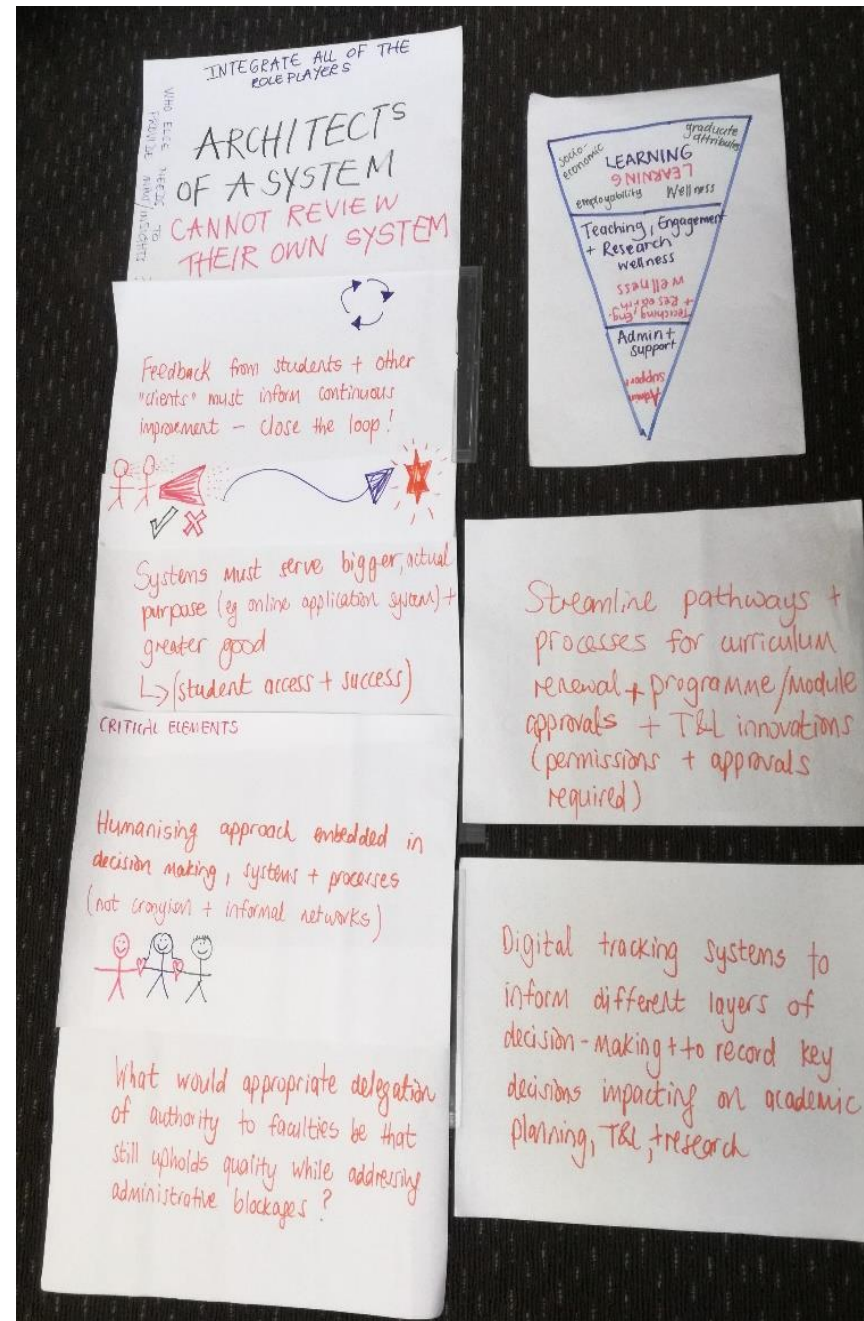
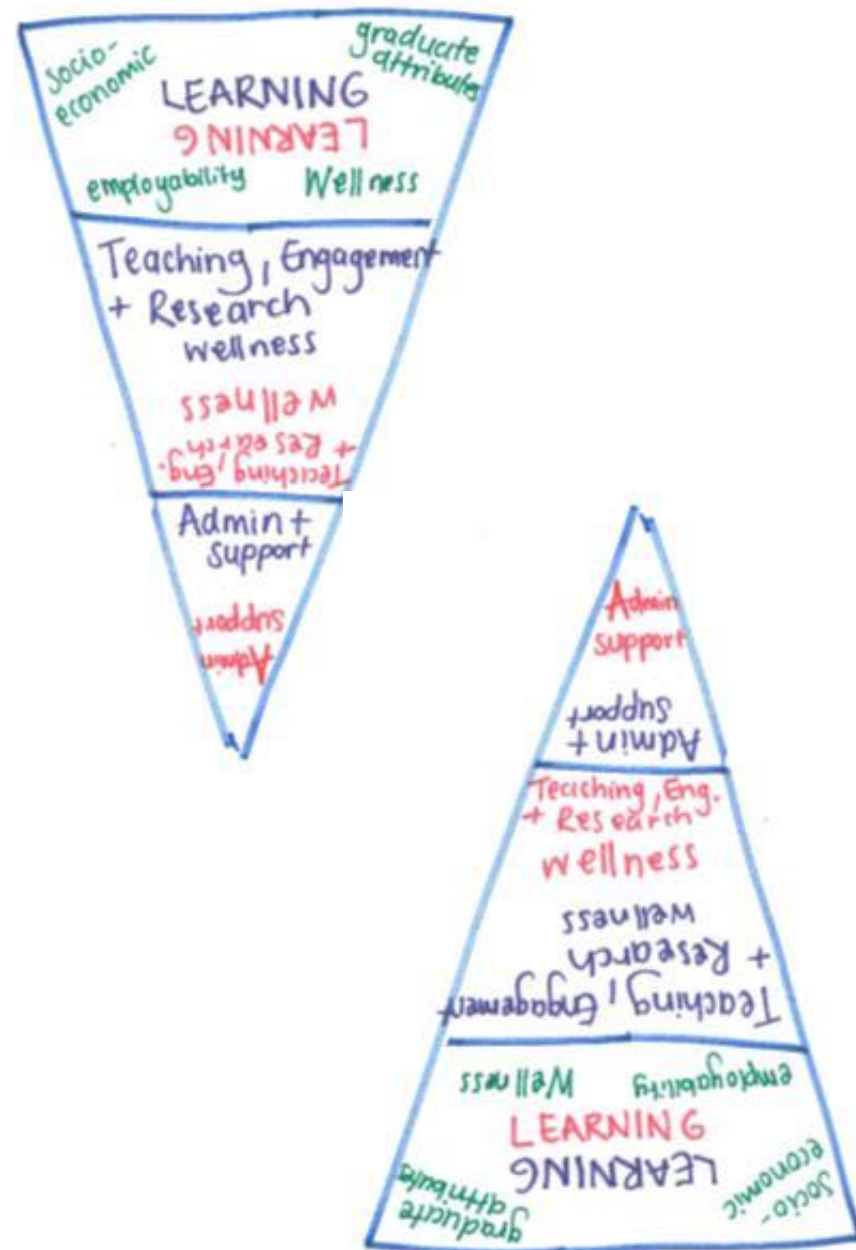
Student aspirations?

VISION 2020 GRADUATE ATTRIBUTES

- Intra- and interpersonal skills
- Adaptive expertise
- Communication skills
- Critical thinking
- Social awareness and responsible citizenship
- Creativity and innovation
- In-depth disciplinary/Interdisciplinary knowledge

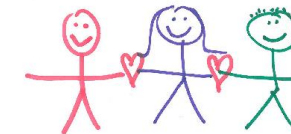


Institutional systems change



CRITICAL ELEMENTS

Humanising approach embedded in decision making, systems + processes (not cronyism + informal networks)

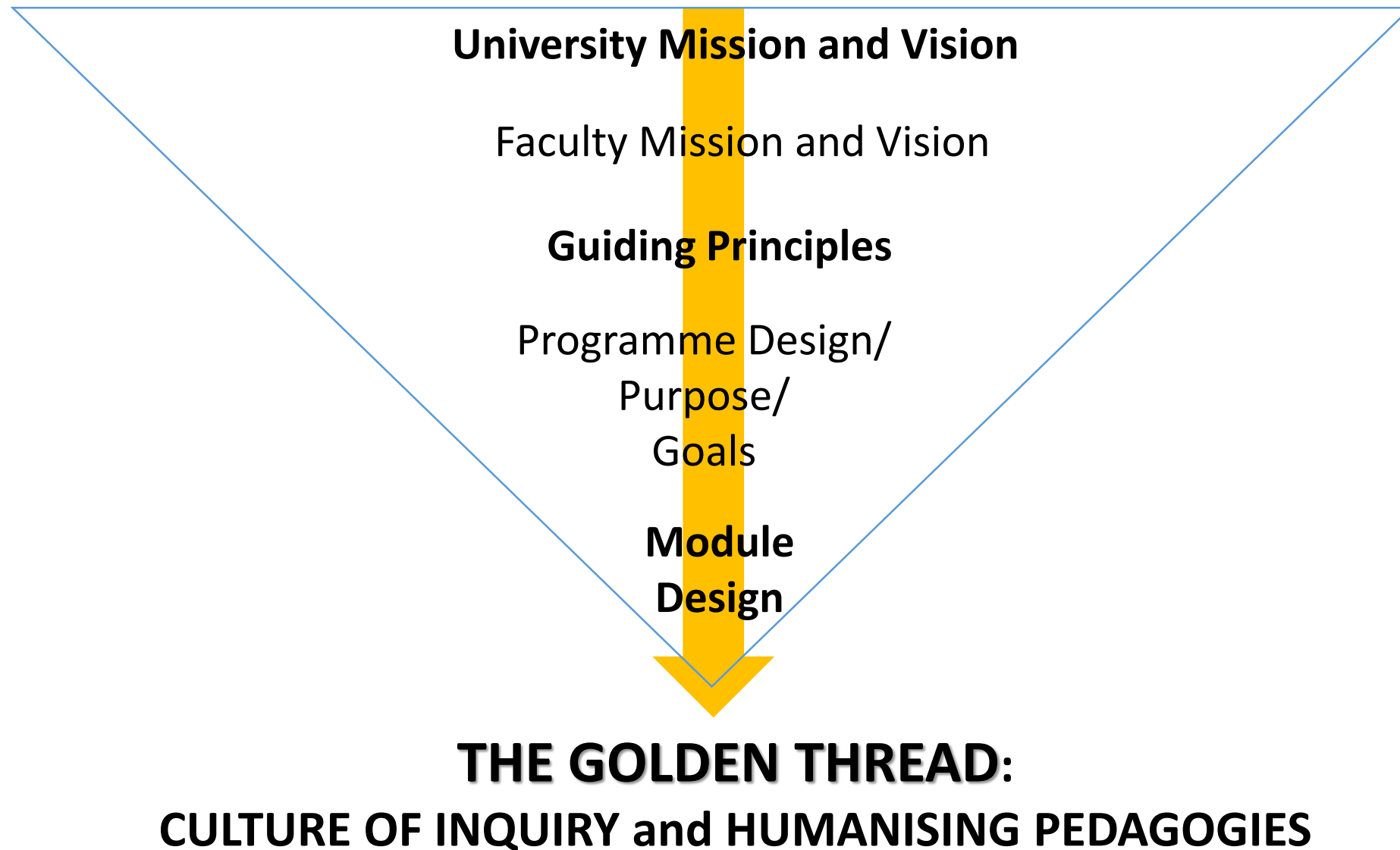


INTEGRATE ALL OF THE ROLE PLAYERS

WHO ELSE NEEDS TO PROVIDE INPUT/INSIGHTS?

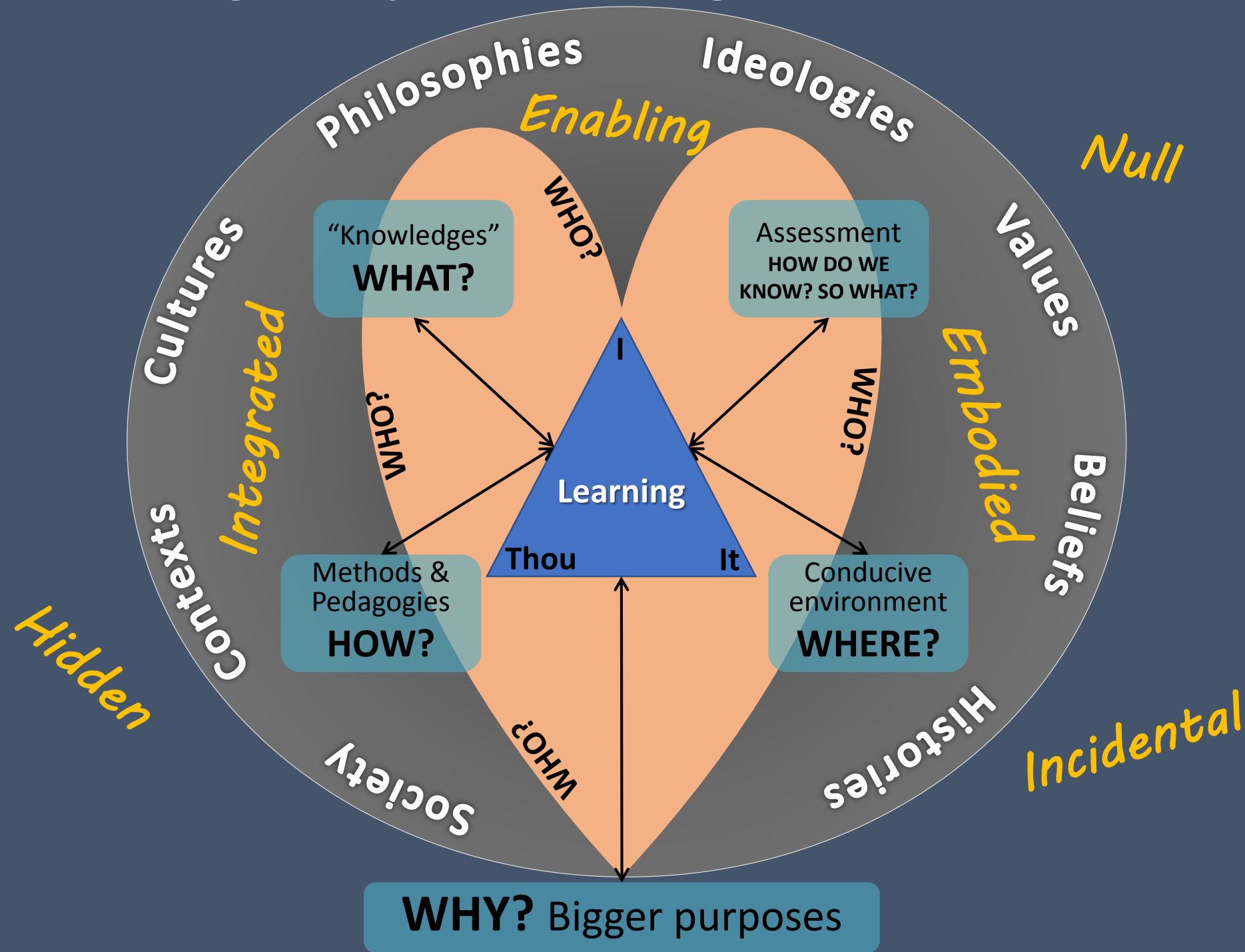
ARCHITECTS OF A SYSTEM CANNOT REVIEW THEIR OWN SYSTEM

Aligning the process



An emerging curriculum framework ...

“Enabling a way of becoming for work and life”





Enkosi!

Dankie!

Thank you!