

## Transformation from the margins Revealing and constructing co-curriculum at DUT

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### Approach & Methodology

#### Qualitative Action Research

Community of practice  
Change of practice for praxis  
Participation and co-authorship

#### Methods:

2<sup>nd</sup> and 3<sup>rd</sup> person action research (Reason, 2001)  
Surveys & interviews  
Content and discourse analysis

#### Aims:

Conceptually frame co-curriculum project  
Assess coherence of project design  
Reflect on emerging findings



### Framework of concepts: analysis

#### Margins (Giroux & McLaren, 1992):

Formal curriculum and authors (faculty) at the center  
Students and practitioners (services) at the margin  
Distances and interfaces

#### 3<sup>rd</sup> Space (Bhabha, 1994 & Gutierrez, 2008):

Curriculum transition and inbetweenness  
Potentiality and intentionality  
Structure and agency

#### Educational 'darkness' (Bengtson & Barnett, 2016; Spivak, 1988):

Interstices between formal and informal curriculum  
Complexity, transitional and undefined  
Subaltern cultural workers



### Problem statement & Rationale

#### Problem:

Unmapped and hidden curriculum at the margins of institutional structure that impact student success at the center

#### Rationale:

Need to scaffold student learning in the formal and informal curriculum  
Need for coherence in institutional and hidden curriculum

(Bass, 2012; Elliot et al, 2016)

#### Question:

Can curriculum and its workers at the margins offer unique knowledge contributions for curriculum transformation and student success at the center?



### Key concepts: curriculum

**Formal:** organized engagement with codified knowledge for qualification

**Informal:** self-directed, incidental & tacit with uncoded knowledge

**Hidden:** unintentional, concealed values & hierarchies by default in institutional culture and student engagement

**Co-curriculum:** organized engagement for student development, wellness and student life

**Pathways:** actual lived experiences and encounters of students

**Students:** institutional cultural, political & knowledge workers



### Project Overview

#### DUT WIG:

Increase **throughput rates** from 33% (2016) to 40% (2020)

#### PROJECT WIG:

Graduate Attributes aligned **co-curriculum transcripts**

#### Project WIG support student success with:

1. Evidence of **decreased student load** outside of class
2. Evidence of student development **aligned to GAs**
3. Evidence of **integration** of student development and services
4. Evidence of **data driven analysis** & assessment



### Project Overview

**Phase 1:** Project conceptualising and planning (March-April '17)

**Phase 2a:** Develop audit survey (May '17)

**Phase 2b:** Collect audit data (June-July '17)

**Phase 3:** Data analysis and review of SDPs (Aug '17)

**Phase 4a:** Benchmark study on SDPs curriculum (Aug-Sep '17)

**Phase 4b:** Curriculum review & adjustments (Sep '17)

**Phase 5:** Systems review & adjustment (Oct-Nov '17)

**Phase 6:** Design, rollout & review of pilot SDP (Nov-Feb '18)

**Phase 7:** Implementation of co-curriculum plan (2<sup>nd</sup> Term '18)



### Emerging Findings

#### Questions on faculty autonomy:

Staff queries and concerns on coordinative intent of co-curriculum

#### Reflective assessment practice:

Staff and student struggle with survey questions on alignment and assessment

#### Transitional institutional practice:

Scaffolding to bridge curriculums through General Education and CELT  
Extreme silence about the margins and undefined 3<sup>rd</sup> space

#### Teaching & Learning engagement:

Institutional ownership of project  
Integrated planning and cross faculty collaboration

