

A critical exploration into curriculum transformation at a South African university

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Promotor: Prof JJJ de Beer

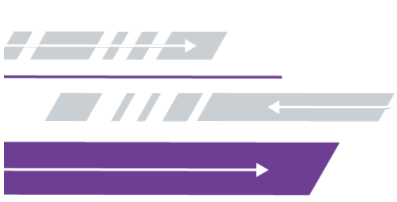
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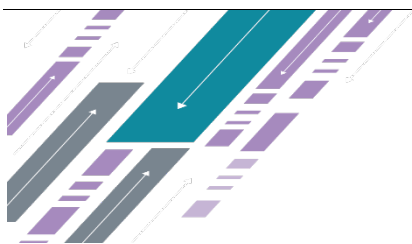


*“If you do this you will be
wise and successful in everything.
Remember that I commanded you
to be strong and brave.
Don’t be afraid,
because the Lord your God
will be with you everywhere you go”.
(Joshua 1:8-9 NCV).*



*“Words are, in my not so humble opinion,
our most inexhaustible source of magic,
capable of both
inflicting injury and remedying it”
(Rowling, 2011).*

PREFACE



*“You will not succeed by your own strength
or by your own power, but by my Spirit”,
says the Lord all-powerful. -
Zachariah 4:6 NCV*

Many years ago, while I was sitting in an ICNL Phase 2 session (institutional course for new lecturers), a question was posed to the cohort of new lecturers – why are doctoral gowns red? At the time, I was still pursuing my master's degree and listened half-heartedly, but the question struck a chord, and I knew I had to obtain a doctoral degree if it was the last thing I did. Obtaining a PhD became my dream, my goal, and my ambition for the following years.

I went through a rough patch and nearly thought my dream was unreachable. I got derailed, demotivated, depressed, and believed I could not do it. God renewed the promise He put in my heart and gave me back my dream. Slowly, my passion returned, and I started my journey again.

So why are doctoral graduation gowns red in South Africa? After this doctoral journey, it became apparent to me that it represents pain, heartache, oppression, exhaustion, stress, anger, depression, anguish, acceptance, birthing, power, strength, innovation, growth, love, learning, transformation, deliverance, determination, passion, longing, courage and bravery, faith, hope, joy, strive for success, action, confidence, strength, energy, and enthusiasm. Red is a very emotional and intense colour and maybe therefore doctoral gowns are red – to remind us of the intense and profound journey doctoral candidates undertake to become scholars. The doctoral process is hard and intense, and the birthing of a thesis leaves candidates imprinted with more than what they have expected. This was by far the hardest thing I have ever done (and in a pandemic!)

I would like to acknowledge my Creator and Saviour. I acknowledge that this whole study began and ended only when I realised, I could not do it with my own strength. After such a journey I know that I am not alone, and I cannot exist without You in my life. This study came together because of Your will, grace, blessings, and timing. Lord, I do not understand why my journey was so long, so hard, and why some things happened to me, but I trust in You and Your plan for me and my family. I am in awe of Your love for me and there are not enough words to express my gratitude.

“I say this because I know what I am planning for you,” says the Lord. “I have good plans for you, not plans to hurt you. I will give you hope and a good future”. Jeremiah 29:11 NCV

I would like to thank and dedicate this thesis to my dearest husband, Franco, and my daughter, Jenna. This is as much your study as it is mine. There are so many thank you's for the completion of this study and all the qualifications building up to this penultimate qualification that I must acknowledge and mention. Thank you for listening, for your support, motivation, encouragement, upliftment, for being my cheerleaders, my snack squad, giggle monsters, training partners, camp crew, my family and for loving me when this study demoralised and nearly broke me. Without your love and continuous support, I would have been unsuccessful, lonely, and broken. (Yes, Franco, I am finally done!)

I would like to express my sincere gratitude and appreciation to the following persons for their valuable contribution to this study:

My promoter, mentor and friend, Prof Josef de Beer. Thank you for the academic guidance, encouragement, empathy, mentorship, and support. Thank you for always believing in me. You possess a fountain of knowledge, and I was privileged to have you as my promoter. Sir Isaac Newton once said, **“If I have seen further, it is by standing upon the shoulders of giants”** (BBC, 2020). I have seen the world from the shoulders of two magnificent giants!

Thank you, prof Charlene Du Toit-Brits, my co-promotor for your help, input, insight, support, and guidance. Thank you for your support, encouragement, and empathy. Thank you for your weekly motivations (and pep talks) and for being such a strong female role model that guided me with life skills in balancing my studies, being a wife, a mother, and a female scholar. Thank you for teaching me about what is important in life and reminding me weekly of my own strengths and motivating me when I was frustrated, or emotionally low and believing in me. Thank you for always reminding me of the importance of faith in this

journey. Thank you for acknowledging the athlete in me and for the life coaching you gave me. Sometimes we do not need academic skills to be successful. I really had the support of the best supervisory team a doctoral candidate could ask for. I wish I knew both of you sooner so that I could have had more time with you.

I would like to thank my dear friend Professor Verona Leendertz for her friendship, mentorship and motivation, and support during this study. Thank you, Verona, for the hours you have helped and guided me with the statistics and conceptualisation of my CHAT framework into my study. I really could not have done this study without your wisdom and help. Thanks for including me in faculty projects and for just being an amazing friend.

To all the staff of F-EMS, F-Edu, and F-Law who helped me and participated in the study – thank you for sharing your knowledge, your stories, and your experiences. I respect and salute all of you for your passion, perseverance, and commitment to your students. I was in the presence of remarkable colleagues.

To Prof Suria Ellis (Statistical Services of the North-West University, Potchefstroom campus), for the many hours spent on the magnitude of statistical correlations and analyses.

Dr Jackie de Vos for the proofreading and language editing of the thesis, and Gerda Fourie helped me with the transcriptions.

I would like to thank Ronelle Van Staden from SALA for always helping concerned PhD students without hesitation and reassuring us when we were not so confident. Thank you for being supportive when I was unsure and for always being kind and walking the extra mile.

I would like to acknowledge two dear colleagues of mine, Prof Kobus Lombard, and Dr Annelize Cronje. Both made substantial contributions to the knowledge society in this field of study, and I consulted much of the literature they produced. They both have left large voids in my heart and will forever be remembered.

I would like to thank the NWU for the final-year UCDG bursary that was awarded to me to help me pay for statistical consultations and analysis, transcriptions, language editing, binding, and printing. This bursary enabled me to complete the study, and without it, I would have been in a less fortunate position to do so.

My colleagues at Q&APP and CTL for their motivation and support throughout this journey and for encouraging me when my motivation storages were low and empty. Thank you for helping me in managing of my workload and for allowing me time to complete this doctoral journey. I am blessed to have colleagues like you!

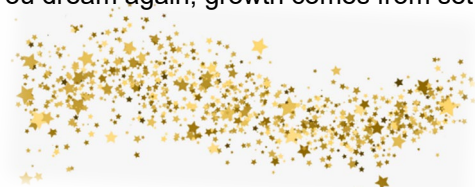
I would like to thank my dear colleague Jacobie Fourie for helping me manage my funding and helping me process payments from the bursary. Jacobie, you are such a star, and I cannot imagine what I would do without your help and support in my everyday work life! Thank you for always helping me.

My colleague Dr Dirk van den Berg, who phoned me weekly to motivate me, just checked in with me about my progress and mental wellness, specifically when I was sick with COVID-19. Thank you, Dirk, for being a mentor and a good friend. Thanks for believing in me and always telling me that I can do anything. Your support and motivation helped me push through rough and difficult times. Thank you for carrying my workload when you already had a heavy burden yourself.

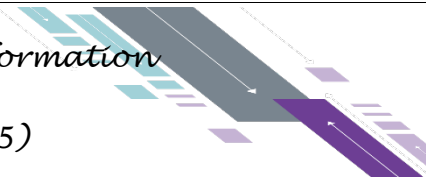
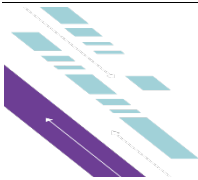
A special word of thanks to my line manager and director, Ms Sharon Paulse, for supporting me and allowing me time to complete this study. Thank you, Sharon, for all the help you have given me and for motivating me when I needed encouragement. I am in awe of your knowledge, your experience, and the way you handle difficult things.

My family and friends encouraged and supported me during this journey. Thank you for allowing me to realise my dream.

So, what happens when your dream finally comes true...? ☺ You dream again, growth comes from setting your goals high and reaching for the stars!



ABSTRACT



*“Change is inevitable, but transformation
is by conscious choice.”*
Heather Ash Amara (2015)

Curriculum transformation is often seen as a complex and grappling process in the South African and global Higher Education landscape. Transformation often has nuances of political, social, historical, or cultural connections and marginalisation. The various interpretations and understandings of transformation continue to mystify the curriculum transformation agenda. The notion of curriculum is also seldom neutral or nor easily defined. The purpose of this study was to critically explore the nature of curriculum transformation at the NWU (used as a case study site). I wanted to determine the current status of curriculum transformation at the NWU; the key elements for curriculum transformation and development; how lecturers' perspectives and experiences can contribute to curriculum transformation to inform future practices; how curriculum transformation informs future practices for curriculum making and curriculum renewal; how self-directed learning is promoted in the curriculum; and the affordances and tensions highlighted when using CHAT as a research lens to study curriculum transformation at the NWU.

The theoretical framework for the study is social constructivism, as embedded in the work of Vygotsky (1978). I explicitly draw on his construct of the “zone of proximal development” (ZPD) and how student learning can be scaffolded. Vygotsky (1978) argues that curriculum can assist or enhance student learning across the ZPD – from their actual to their potential development. The curriculum often has hidden, and unintentional connections embedded into the context and delivery of the teaching, learning and assessment. Using CHAT and the ZPD it allowed me to unpack the complex and often loaded notion of curriculum transformation in the various layers of macro, meso, micro and nano curriculum. The ZPD also assisted me to look at the actual curriculum and consider the potential of curriculum transformation.

This study is complex in nature, and to unpack the steps, processes, and methodologies used, I did not conform to the traditional structure of a doctoral thesis. I used a mixed-method design in my study. An explanatory sequential design process with various elements and steps was used. For the sequential steps and processes to be understood, it is necessary to break away from the traditional mould to ensure clarity and clear communication. The structure of my chapters includes the research and methodology chapter as my second chapter. It is important first to prime readers with an introduction to CHAT (chapter 3), then the literature review where CHAT was used followed (chapter 4), and the following data analysis chapter where CHAT, which is not normally used when conducting literature reviews and data analysis, was the primary research lens to analyse data (chapter 5). My study concludes with chapter 6 with a summary of the findings, conclusion, and recommendations of my study.

For the quantitative methodology, I used survey research and in the qualitative methodology, I used a case study. Mixed methods research allowed me to look at reality and the relationships between elements of the curriculum. Pre-structured information from the research question, conceptual framework, and design was measured and used. The research sample used in the quantitative part was larger and helped me to understand statistical trends. The quantitative sample considered the impact, critical elements of curriculum transformation, experiences, and perceptions of a larger group of respondents. Data from the literature, the questionnaire research and case study methodology were triangulated through CHAT to answer the main research question. Qualitatively, I used a case study design and looked at the lived experiences, the context, and processes of the participants to investigate the status of curriculum transformation in lecturers' practices at the NWU. The qualitative sample was smaller than the quantitative sample to obtain an in-depth, holistic understanding of the data.

The main sample of the study consisted of academic staff members from three of the eight faculties of the NWU in the faculties of Economic and Management Sciences, Education, and

Law. The study was approached from a pragmatic worldview, and I took a social constructivist approach to the theoretical framework, in line with the work of Vygotsky's zone of proximal development (ZPD). I made use of cluster sampling in the quantitative sample and pre-determined criteria to select the participants.

The quantitative data collection methods used were web-based questionnaires via GoogleForms and the qualitative data collection methods utilised were individual semi-structured interviews, guided reflections, and teaching and learning documents. The sample for the qualitative interviews was purposefully selected participants based on questionnaire responses.

The quantitative data analysis strategy survey research where I used descriptive and inferential statistics. The inferential statistics include factor analysis, factors conceptualised as elements of activity theory with descriptive statistics of micro-level activity system elements of curriculum transformation and faculties and per campus.

The qualitative data analysis strategy content analysis. I made use of verbatim transcripts of the interviews. I used Atlas.ti to code, group, and cluster the data. The data were pulled into networks and were written up for interpretation. The qualitative data were discussed on the various levels of the curriculum as unpacked by Rogoff on the institutional and personal plane. The chapter concludes by juxtaposing the institutional and personal plane by means of CHAT lenses.

The literature review was conducted after the quantitative data collection and was the second set of data collected to answer the research questions. The HE landscapes deal with various role-players at different levels of HEIs on the national level in the international arena when considering curriculum transformation. Curriculum development at all these levels is guided by policy documents, frameworks, and guiding documents.

The literature review was based on the scholarly work of Rogoff (1995a, 1995b). Rogoff (1995b) refers to the three planes of sociocultural analysis used in CHAT, which was used as the departure point for the literature review. To contextualise the work of Rogoff (1995a, 1995b), in this study, the discussion was divided into the institutional plane, the personal plane, and the interpersonal plane. The literature for the institutional plane was contextualised in terms of the three levels of curriculum development in HEIs. The departure point for the literature review (and document analysis) in this study was the institutional plane with the macro curriculum where I analysed international and national literature. The second part of the literature review, still on the institutional plane, analysed the immediate NWU environment (and the case study environment used in the study and links to the meso curriculum). The final part of the literature analysis concludes with the personal plane linking to the micro and nano curriculum.

The finding of the study can be summarised according to the research questions directing the study.

It is evident from the study that a curriculum transformation framework is needed at the NWU to drive curriculum transformation. The notion of the curriculum is complex and layered at various levels of the curriculum. Digital transformation can aid and contribute to curriculum transformation.

Curriculum transformation at the NWU follows a top-down approach. Policies and frameworks are needed to drive curriculum transformation. The NWU has IPE/EPE cycles in place. However, shorter cycles are needed to measure the impact and progress of curriculum transformation efforts. Faculties make use of their FITLP to communicate short to long-term faculty curriculum planning. More frequent measurements and reporting are needed to align curriculum planning with curriculum transformation goals. Annual submissions of the FITLP's containing curriculum planning for short-long term goals should be considered linked to the size and the shape of the NWU PQM. The NWU have strong support department structures in place with sufficient expertise to drive curriculum transformation at the institution. However, curriculum transformation is not measured effectively and can be improved upon.

The key elements for curriculum transformation are linked to CPD aimed at curriculum transformation should embed knowledge discourses and pedagogy in the TLA practices of the NWU. A strong focus on the decontextualisation of the curriculum should be highlighted with the lecturer's role as a key change agent magnified. The lecturer's role as a change agent informs the level of curriculum transformation and as an SDL agent. Incentives for curriculum

transformation efforts and dedicated time on task agreements of lecturers should be considered. As well as investment in CPD opportunities focussed on curriculum transformation and pedagogy. The SOCP (as part of SoTL) can open more praxis-based opportunities for the NWU to contribute to curriculum transformation research and communities of practice.

Self-directed learning can be promoted in the curriculum by embedding authentic and transformative learning with continuous assessment strategies. Digital transformation can also assist with the transformation of the curriculum. Learning-centred curriculum (ZPD and constructivism approaches) PBL, BL and IKS can be infused into TLA strategies and pedagogy. Student inputs (voices) and choices should be included in the curriculum. Ethics of care forms part of SDL in the curriculum and should become part of the values of the NWU.

When CHAT is used as a research lens in the study, the affordances and tensions highlight the complexities of the curriculum which is often misunderstood because not all the dimensions (planes/levels) are considered in the process of curriculum transformation. Curriculum responsiveness is layered in multiple level of the institutional and personal plane. The level of the curriculum highlights the context of responsiveness in the curriculum.

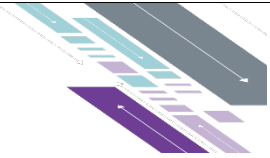
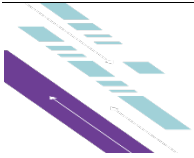
The curriculum transformation framework (CTF) serves as the reporting instrument of the finding of my study and elucidates on my contribution to the body of knowledge in the field of curriculum practices and curriculum transformation. The CTF consist of the institutional plane and personal plane. The institutional plane consists of the macro curriculum (International and national landscape) and meso curriculum (NWU as HEI). The personal plane exists out of the micro-curriculum and nano-curriculum.

This study contributes to new knowledge by informing the NWU and the unit in which I work, Q&APP to address curriculum transformation as well as the lecturers I support on micro, meso, and macro levels of curriculum development and renewal. The study will aid the NWU, to align with the national transformation agenda and targets of higher education (HE) in South Africa. My epistemological contribution entails scholarship on curriculum transformation and the epistemological considerations underpinning HE in contemporary Africa. My methodological contribution includes the use of cultural-historical activity theory (CHAT), which provided a unique perspective on the data collected and highlighted the tensions between the intended and realised curriculum. I made use of CHAT to analyse theory and data. The use of the theory as a methodology is a methodological contribution and is not conventional in studies. The practical contribution of the study is that it will assist in curriculum transformation at the NWU and contribute to the knowledge society of curriculum transformation literature and lived experiences in the HE landscape.

Key terms

Curriculum transformation, curriculum design, curriculum development, curriculum renewal, higher education context, self-directed learning, cultural-historical activity theory (CHAT), zone of proximal development (ZPD) in teacher development, social justice, indigenous knowledge, reflection, Rogoff's planes, activity theory.

DECLARATION



“Everything you seek is inside of you.”
(Meah, 2017)

I, Jacqueline Slabbert-Redpath, student number 20876033 declare that a “A critical exploration into curriculum transformation at a South African university” is my own original work and that all the sources used or quoted have been indicated and acknowledged using references.

The contents of this thesis are my original work and contribution to the knowledge society and that I have not previously in its entirety or in part submitted it at any university for a degree for an academic qualification.

Signature:

Date: 2022/10/20

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ADDENDA

The addenda are available as follows:

Electronic submission - loaded in the .zip folder in the submission file;

Hard (paper) submission - on a CD-ROM at the back of the printed thesis copies.

ACRONYM LIST AND LINKS

Acronym / term	Description	Link to webpage and/or source documents (To access click on the blue highlighted link)
4IR	Fourth Industrial Revolution	
ABC cards	The ABC curriculum design method	https://core.ac.uk/download/pdf/82555910.pdf
BEd	Bachelor of Education	
BCom	Bachelor of Commerce	
BL	Blended learning	
CD	Carpe Diem (curriculum renewal process)	https://www.gillysalmon.com/carpe-diem.html Carpe Diem Learning Design: Preparation & Workshop http://bit.ly/CDLaw1
CE and CEd	Continuous education offerings also known as short courses or short learning programmes	See UCE
CHAT	Cultural-historical activity theory	See chapter 3
CHE	Council for Higher Education	https://www.che.ac.za/
CPD	Continuous professional development	
CTL	Centre for Teaching and Learning at NWU (formerly known as: Academic Support Services (ASS) on the Potchefstroom Campus, Academic Development Centre (ADC) at the Mahikeng Campus and Academic Development and Support (ADS) at the Vanderbijlpark Campus.	http://services.nwu.ac.za/centre-for-teaching-and-learning
DHET	Department of Higher Education and Training	https://www.dhet.gov.za/
DVC (TL)	Deputy Vice-Chancellor (Teaching and Learning)	http://www.nwu.ac.za/content/nwu-governance-and-management-20
EPE	External program evaluation	https://intranet.nwu.ac.za/quality-academic-programmes
F-EMS	NWU Faculty of Economic and Management Sciences	http://commerce.nwu.ac.za/
F-Edu	NWU Faculty of Education	http://education.nwu.ac.za/
FITLP	Faculty integrated teaching and learning plans	NWU Memo 24 2017
F-Law	NWU Faculty of Law	http://law.nwu.ac.za/
HE	Higher Education	
HEI	Higher Education Institution	
HEQSF	Higher Education Qualifications Sub-Framework	https://www.che.ac.za/focus_areas/higher_education_qualification_sub_framework/overview Government Gazette 38116 17 October 2014 HEQSF
ICAS and SCAS	Formerly known as Institutional Committee for Academic Standards (ICAS) now known as Senate Committee for Academic Standards (SCAS).	http://www.nwu.ac.za/qualifications-and-academic-programme-planning NWU Academic Programme management policy 2008 Q&APP Quality manual 2019
IPE	Internal programme evaluation	https://intranet.nwu.ac.za/quality-academic-programmes
LLB	Bachelor of Law qualification (Legum Baccalaureus)	http://law.nwu.ac.za/undergraduate-studies/lb
NQF	National Qualifications Framework	http://www.saga.org.za/list.php?e=NQF
NWU	North-West University	http://www.nwu.ac.za/
NWU Policies and guiding documents		https://www.nwu.ac.za/guiding-documents-governance-and-management https://www.nwu.ac.za/gov_man/policy/index.html
PBL	Problem-based Learning	
PQM	Programme and Qualification Mix	NWU PQM 2018
Q&APP	NWU Qualification and Academic Programme Planning unit	http://www.nwu.ac.za/qualifications-and-academic-programme-planning
QE	NWU Quality Enhancement unit	https://intranet.nwu.ac.za/quality-academic-programmes
QEP	Quality Enhancement Project	https://www.che.ac.za/focus_areas/quality_enhancement_project/overview
OER	Open education resource	https://www.oerafrica.org/ http://news.nwu.ac.za/sites/news.nwu.ac.za/files/files/Robert.Balfour/2018.OE-Declaration.14March.pdf
SACE	South African Council for Educators	https://www.sace.org.za/
SAQA	South African Qualifications Authority	http://www.saqa.org.za/
SDG	Sustainable development goal	https://sdgs.un.org/goals
SCTL	Senate Committee for Teaching and Learning	
SCS	Senior Curriculum Specialist working at Q&APP	See Q&APP
SDL	Self-Directed Learning	https://education.nwu.ac.za/research-unit-self-directed-learning/home
SPSS	Statistical Package for the Social Sciences Software	https://www.ibm.com/za-en/products/spss-statistics
TLA	Teaching, learning and assessment	
TPACK	TPACK stands for Technological Pedagogical Content Knowledge	http://www.tpack.org/
UCE	Unit for Continuing Education	http://learn.nwu.ac.za/
UCDG	University Capacity Development Grant	UCDG Guidelines document
USAf	Universities South Africa	https://www.usaf.ac.za/
UODL	Unit for Open Distance Learning	http://distance.nwu.ac.za/
WIL	Work-integrated learning	

NWU POLICIES AND GUIDING DOCUMENTS RELEVANT TO THE STUDY

Document name	Year (linked to referencing)	Link to webpage and/or source documents (To access click on the blue highlighted link)
NWU Annual reports submitted to the DHET	2006-2021	https://www.nwu.ac.za/content/nwu-annual-reports
NWU Transformation Charter	2012	https://intranet.nwu.ac.za/sites/intranet.nwu.ac.za/files/files/NWU%202022%20APP.pdf
NWU QEP Report Phase 1 (QEP1)	2016a	https://news.nwu.ac.za/sites/news.nwu.ac.za/files/files/Robert.Balfour/2016.Report.QualityEnhancement.Phase1.pdf.pdf
Q&APP Webpage: Important policies and guiding documents	2016b	http://services.nwu.ac.za/qualification-and-academic-programme-planning/important-policies-and-guiding-documents
NWU QEP Report Phase 2 (QEP2)	2017	https://news.nwu.ac.za/sites/news.nwu.ac.za/files/files/Robert.Balfour/2017.Report.QualityEnhancement.Phase2.pdf.pdf
North-West University's Declaration on the Decolonisation of University Education: The imperative to transform Teaching and Learning, the Research Agenda and Community Engagement (DDUE)	2018a	http://news.nwu.ac.za/sites/news.nwu.ac.za/files/files/Robert.Balfour/2018.Report.Decolonisation of University Education Declaration.pdf
NWU Strategy 2015-2025	2018b	https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/documents/2018.strategy-structure-statute-18July.pdf
Curriculum Transformation and Alignment Progress Report	2018c	https://news.nwu.ac.za/sites/news.nwu.ac.za/files/files/Robert.Balfour/2018-Curriculum-Transformation-and-Alignment-Progress-Report.pdf
NWU Research Ethics Policy	2018d	https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/Policies%20-%202020%20Update/9P-9.Research%20Ethics%20Policy_e.pdf
NWU Code of Ethics	2018e	https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-institutional-information/Code%20of%20Ethics/2018.NWUCodeofEthics.pdf
NWU Policy on Continuing Education	2018f	https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/Policies%20-%202020%20Update/8P-8.2.Policy%20on%20Continuing%20Education_e.pdf
North-West University Open Educational Resources Declaration	2018g	http://news.nwu.ac.za/sites/news.nwu.ac.za/files/files/Robert.Balfour/2018.OE-Declaration.14March.pdf
NWU Teaching, Learning and Assessment Policy	2019a	https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/Policies%20-%202020%20Update/2019-02-27%20Senate%20approved%20Rules%20for%20TLA%20for%20web-E_1.pdf
NWU Rules for Teaching, Learning and Assessment	2019b	https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/Policies%20-%202020%20Update/2019-02-27%20Senate%20approved%20Rules%20for%20TLA%20for%20web-E_1.pdf
Curriculum Transformation and Alignment Progress Report	2019c	https://news.nwu.ac.za/sites/news.nwu.ac.za/files/files/Robert.Balfour/2019-Curriculum-Transformation-and-Alignment-Progress-Report.16Okt.pdf
NWU Admissions Policy	2019d	https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/Policies%20-%202020%20Update/7P-7.1.Admissions%20Policy_e2019.pdf
North-West University Teaching and Learning Strategy (2021-2025)	2020a	https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/documents/T%26L-Strategy-2021-2025.pdf
NWU Goals and success model	2020b	https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/corporate/2020.Revised-NWU-goals-and-Success-Model.pdf
NWU General Academic Rules	2020c	https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/Policies%20-%202020%20Update/A-Rules/7P_A-Rules_2020_P.pdf
Curriculum Transformation and Alignment progress report	2020d	https://news.nwu.ac.za/sites/news.nwu.ac.za/files/files/Robert.Balfour/2020%20Curriculum%20Transformation%20and%20Alignment%20Progress%20Report.pdf
NWU Digital Business Strategy (DBS)	2021a	https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/documents/DBS-3.pdf
NWU Transformation Charter	2021b	https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2022.02.24_NWUTransformationCharter_approved.pdf
Curriculum Transformation and Alignment Progress Report	2021c	https://news.nwu.ac.za/sites/news.nwu.ac.za/files/files/Robert.Balfour/2021-Curriculum-Transformation-and-Alignment-of-student-experiences-Progress-Report.pdf
NWU Annual Performance Plan	2021d	http://www.nwu.ac.za/annual-performance-plan
NWU Q&APP internal and external documentation	2021e	http://services.nwu.ac.za/qualification-and-academic-programme-planning/qapp-internal-and-external-documentation
NWU T&L Colloquium 2021	2021f	https://www.nwu.ac.za/event/nwu-teaching-and-learning-colloquium
NWU Quality Policy	2021g	https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2021%20Update/2P_2.3/2P_2.3_2021_e.pdf
NWU PQM Review project	2022a	Not available yet
COVID-19 Assessment review report (COV-ARC)	2022b	Not available yet
Statute of the NWU (as promulgated on 24 June 2022)	2022c	https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/Statute/2022.06.24_GG46598_NWU%20Institutional-Statute.pdf
Language Policy of the NWU	2022d	https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2022/LanguagePolicy/2P_2.5_2022_e1.pdf
NWU and Distance Education in 2022 and beyond	2022e	https://news.nwu.ac.za/sites/news.nwu.ac.za/files/files/Robert.Balfour/Academic-Programme-Planning-Distance-Education-Report6.pdf
Report: Academic Programme Planning and Distance Education at the NWU	2022f	https://news.nwu.ac.za/sites/news.nwu.ac.za/files/files/Robert.Balfour/20220610-UMC_Report-Academic-Programme-Planning-and-Distance-Education.pdf
NWU Policies and rules		https://www.nwu.ac.za/gov_man/policy/index.html

ABOUT (ME) THE DOCTORAL CANDIDATE



My name is Jackie Slabbert-Redpath. I am a staff member of the NWU, on the Vanderbijlpark campus. I am working as a Senior Curriculum Specialist (SCS) in the Qualification and Academic Programme Planning (Q&APP) unit. In 2022, I have been a staff member of the NWU for 14 years and have been involved with the curriculum from various viewpoints over the years as an Academic Developer in CTL and lecturer in the Faculty of Education. I have also been involved with various internal and external curriculum projects and initiatives in my 14 years at the NWU.

Q&APP provides support and advice to faculties with the planning, design and development of new qualifications, academic programmes (including continuing education programmes) and the amendment of existing programmes and qualifications. As such, Q&APP is responsible for the development and maintenance of high-quality, nationally responsive, and globally competitive qualifications, programmes, and continuing education contact and distance offerings to an increasing number of undergraduate and postgraduate (local, national, and international) students, within selected major fields of study, while remaining financially viable.

My work entails assistance, advice, and support to faculties regarding:

- Planning, designing and development of new qualifications and programmes.
- Redesigning and development of existing programmes and modules.

I am allocated to the faculties of Economic and Management Sciences (F-EMS), Education (F-Edu), and Law (F-Law). I used these three faculties in this study, as access was convenient, and it made strategic sense to use these faculties when looking at curriculum transformation.

My work experience entails working as a high school teacher, teaching in the Faculty of Education as a permanent and part-time lecturer and working as an Academic Developer (Centre for Teaching and Learning [CTL]).

I have a National Diploma in Tourism Management (cum laude) (VUT); Baccalaureus Technologiae (BTech) in Tourism Management (VUT); Post-Graduate Diploma in Education (PGCE) (with distinction) (UNISA); Bachelor Honours in Education in Teaching and Learning (with distinction) (NWU); and a Master of Education in Curriculum Development (with distinction) (NWU).

With regards to this study, I am classified as a white female. I am acknowledging my education and privileges as a person. I cannot change nor choose my race, gender, family, or status of privilege. I am, however, not legitimating any past advantages I might have had. I acknowledge the viewpoints of Le Grange, who explains the frustrations of black people indicating that white people must be silent on issues concerning black people on decolonisation and Ubuntu ([Le Grange, 2019:39](#)).

The purpose of this study was to unpack these uncomfortable issues from the contextual lenses of LEARNING. Learning is not a race thing but a human thing; we do it in our everyday lives in everything we do. I am not pushing political, racial, or transformational agendas. This study aims to enhance learning and what it entails to transform learning to contribute to a more inclusive student-centred HE landscape.

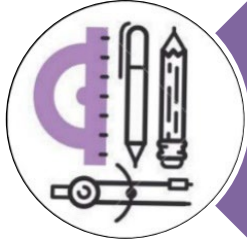
The crucial parts of this thesis were written, recorded, and completed amid the COVID-19 national lockdown in South Africa in 2020. In 2020-2022, when I was writing this thesis, I had to handle my normally (hectic) workload when I had study leave, teach, and help my (then) 10-year-old with home-schooling, schools were closed, and dealt with COVID-19 symptoms, pulmonary embolism, and shingles. The town in which I reside, Vanderbijlpark, also experienced weekly power outages, making the writing of this thesis challenging at times.

The year 2020 has been the most challenging year of my life, and all honour to God, who taught me this year that one's mind is the most powerful muscle in one's body. Anything is possible with God on your side. The year 2020-2022 has taught me that we cannot become what we need to become by remaining what we are.



CHAPTER 1:

Overview of the research journey through a complex landscape



CHAPTER 2:

Research design and methodology



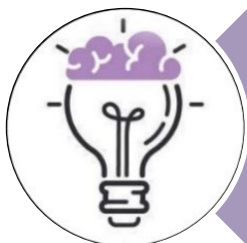
CHAPTER 3:

CHAT as theoretical and research lens



CHAPTER 4:

Exploring curriculum transformation in the Higher Education landscape



CHAPTER 5:

Data analysis and interpretation



CHAPTER 6:

Findings, conclusion and recommendations



CHAPTER 1:

Overview of the research journey
through a complex landscape

“When vice-chancellor Sizwe Mabizela therefore says, ‘I still have to understand what the difference is between those terms - decolonisation and transformation’, he is not alone” (Jansen, 2017:168).

1.1 INTRODUCTION

Universities across the world grapple with various aspects of curriculum transformation. In South Africa, the discourses in higher education (HE) promote strategies to improve “social inclusion” and “social justice”; in the United Kingdom, the HE sector is concerned with “widening participation”; in the United States of America (USA), marginalised social groups, such as Latinos and black people, have less success in HE due to historic non-participation in this sector; in Australia and New Zealand, the concern and drive are to support indigenous Australians (Andersen, 2018); and in Canada, there is a drive to support the indigenous First Nations Peoples (Inuit and Métis peoples) (González & Colangelo, 2010).

The focus in most of the above-mentioned examples is on providing access to large, diverse groups of students and ensuring student success. The concern remains with the current HE curriculum and the lack of transformation (Heleta, 2016). University curricula are not often regulated and are flexible as regards content, pedagogy, and assessment. The “what” (content and knowledge), the “how” (pedagogy and assessment) and the “who” (who teaches/assesses and who learns from assessment) questions are often contested.

Curricula are seldom neutral. Boughey (2019:xv) states that “the very idea that the curriculum is political, social and cultural continues to evade institutional managers, [lecturers] and others responsible for curriculum change and review, even though the people they most want to include in widening participation discourses are socially, culturally and politically marginalised”.

In the following sections, I explain the drive for curriculum transformation in the South African HE landscape and clarify key concepts in the study. I also explain the theoretical and conceptual framework; the purpose of the study; the research design and methodology; data collection and analysis strategies; and ethical considerations applicable to this study. To conclude, the contributions of the research are discussed, and a chapter outline is provided.

1.2 BACKGROUND TO THE PROBLEM STATEMENT

Currently, *decolonisation* and *transformation* are two buzzwords in the South African HE landscape, so much so that colloquiums, conferences, public lectures, and workshops are held to discuss this ideology and how it will impact higher education institutions (HEIs). Many HEIs have appointed curriculum transformation committees (Le Grange, 2019) to explore ways in which South African universities’ curricula can be and should be transformed and renewed.

The trigger for the transformation agenda was the 2015/2016 call for curriculum transformation by students. This led to the #RhodesMustFall and #FeesMustFall national protest campaigns (henceforth referred to as the #MustFall campaigns), which sparked violent protest in the South African HE landscape by students calling the system to account (Becker, 2017). The #MustFall protests initiated demands of a zero percent increase in class fees (at the time, institutions planned to increase fees by up to 11.5%), but a plea for curriculum transformation also

characterised the protest. Chetty and Knaus (2016) claim that the protests were expressions of the class struggle that faces our young democracy. De Beer and Petersen (2016) refer to Dismelo (2015), who stated that the protests were fuelled by “conditions of structural disenfranchisement experienced by deprived workers and university students who want to improve their lives” (De Beer & Petersen, 2016:449). The students called for free HE in South Africa, for the decolonisation of the curriculum, and more committed transformation in HEIs (Baloyi & Isaacs, 2015; Le Grange, 2016:2). The calls for transformation were spurred on by the limited ways universities had changed over the past two decades, despite a range of policies aimed at transforming universities. Structural constraints, such as the high costs of university studies, and cultural factors, such as alienating institutional cultures, continue to marginalise most black students to access “the goods” of universities. There is an agenda among students that universities, their structures and their curricula should be decolonised (Luckett, 2016; Quinn & Vorster, 2017).

“The main argument that has ascended from the decolonising debates is that students have felt alienated and disconnected from their university learning” (Quinn & Vorster, 2017:144). Students have access to universities but feel that the institutional culture, language, under-preparedness for studies, finances, experiences at university, academic teaching, assessment and pedagogical practices prevent them from having “full” experiences or gaining epistemological access to HE (De Beer & Petersen, 2016; Mbembe, 2016). “Epistemological access involves more than introducing students to a set of cultural, social skills and strategies to cope with academic learning and its products” (Boughey, 2005:240). Bridging the gaps between the respective worlds students and lecturers draw on requires negotiation and mediation and making explicit the rules and conventions that determine what can count as knowledge (ibid.:240).

Mbembe (2016) refers to the “democratization of access” and “pedagogies of presence” or by creating a culture of belonging (“I belong here”) or students’ sense of belonging (De Beer *et al.*, 2009). In recent debates on decolonisation, reference was also made to epistemic violence (Heleta, 2016:2; Luckett, 2016:416–417): the “students feel alienated from university context, struggle to achieve academic success and discomfort with being taught only the knowledge of the powerful”. Luckett (2016) and Matola *et al.* (2019:162) argue for “interrogating the status quo, the relationship between curriculum and power, who decides what counts as knowledge, who decides what and which knowledge is valid, and what constitutes the general culture of the university”. Dismelo (2015:1) discussed the “intricacies of class relations in post-apartheid South Africa to eradicate the painful exclusion of daily micro aggressions which go-hand-in-hand with institutional racism within these [HE] spaces”.

Badat (2010:17–18) and the Soudien report (2010:91–94) clarify that Eurocentric epistemologies are predominant in South African universities, and these authors call for institutions to be decolonised, demasculinised, deracialised, and degendered. The SAHRC report (2016:19) on Transformation at Public Universities in South Africa states that “issues of transformation are not only the concern of previously white universities but equally concern previously black universities...”

The final strand in the decolonising debate dealing with transformation is the issue of knowledge in the curriculum. HE curricula still have not transformed and are very Eurocentric to a point where they cannot be seen as inclusive, transformative and responsive (Heleta, 2016). Students felt (and probably still feel) disconnected from the content and questioned whose knowledge informs their teaching and the African and the Global South features in curricula. Students viewed the curricula as oppressive (Mbembe, 2016) and indicated that they “have no say or inclusion in what they were taught” (Heleta, 2016; Shay, 2016).

The 2015 protest ended when it was announced by the South African government that there would be no tuition fee increases for 2016. The protest in 2016 began when the South African Minister of Higher Education announced that there would be fee increases capped at 8% for 2017; however, each institution was given the freedom to decide how much their tuition would increase. By October 2016, the Department of Education estimated that the total cost of property damage due to the protest since 2015 had amounted to anywhere between R700-million and R1-billion. (Staff reporters RDM, 2016:1).

Internationally, in 2020, during the COVID-19 national lockdown period in South Africa and similar COVID-19 lockdowns in countries worldwide, a campaign for #BlackLivesMatter (#BLM) flared up on social media (originated from the USA). The US police killing of George Floyd sparked protests against police brutality and highlighted racial issues in the USA (Iqbal, 2020; Johnson, 2020). The origin of the movement dates back to 2013 with the death of the African-American teen Trayvon Martin in 2012 (Iqbal, 2020) and Collins Khoza, who died at the hands of black soldiers in South Africa during the national lockdown period in 2020 (Roets, 2020). The #BLM movement highlights important transformational and social justice issues, which the business world and HEIs worldwide must answer to address institutional racism, issues of decolonisation, diversity, and inclusion tension (Lipman, 2020). In addressing injustice, racism, diversity and inclusivity, we should caution ourselves not to drive political ideologies and hidden agendas and propaganda to ensure that our departure point is to improve learning for *all* students and to consider contextual factors (Gonzalez, 2020). Racial issues also play out at the NWU campus where this study was undertaken. A classic example is the first-year student excursion of the Faculty of Education, where students who are out of their comfort zones during the three-day excursion have to deal with inclusivity and diversity (Petersen & De Beer, 2019).

Furthermore, worldwide, the COVID-19 pandemic has radically impacted and changed human life across the globe. The pandemic did not only bring about a global health crisis with large portions of communities being infected and causing large-scale deaths but also resulted in global economic upsets and disruption. Governments closed national borders, and the freedom of communities has been impinged upon. New laws dictating the sales of goods, curfews, and closing of sectors and schools were imposed to curb the spread of the virus.

Teaching and learning during the COVID-19 lockdown emphasised basic inequalities, challenges to knowledge and access to education on the school level and in the HE sectors (Jantjies, 2020; Le Grange, 2020). The closure of schools had a far-reaching social and economic impact, especially on fragile education systems where the pandemic's influence had more devastating effects on disadvantaged learners, their families, and their communities (Kupe, 2021). In these households, children did not have access to books, internet connectivity, desks, computers, printing facilities, or parents who played an active role during home-schooling (Blignaut & du Toit-Brits, 2022; Reddy *et al.*, 2020). More privileged households were in a better position, where online and blended learning strategies were utilised with great effort by teachers and parents (Blignaut & du Toit-Brits, 2022). Thus, the differentiation between social capital and resources meant differentiated learning experiences at home. The (digital) divide between poorer and more affluent households created large-scale social justice issues (Reddy *et al.*, 2020).

The HE landscape faced similar social justice issues, where technical infrastructure, competencies and pedagogies for distance, blended and online learning, access to smart devices, internet connectivity and data, digital skills, authenticity, quality and independent knowledge added feelings of vulnerability among students and lecturers (Bania & Banerjee, 2020). Kupe (2021) calls for the research voices in Africa to develop innovative teaching, research and learning strategies to address and solve the intersectional African and global issues the pandemic has exposed. In an already fast-paced industry, COVID-19 has accelerated the move towards a digital world. In HE, the call for transformation and the business-as-usual approach meant that digital transformation would be the vehicle to aid transformation as nothing will be “as usual” again. In this study, which focused on curriculum transformation, I considered the impacts of digital transformation and the impact of COVID-19 on the teaching, learning and research efforts at the NWU.

To contextualise and frame transformation at the NWU, the departure point for transformation is the NWU Transformation charter (NWU, 2012), the NWU QEP Phase 2 report (Quality enhancement project) (NWU, 2017a), the NWU Declaration on Decolonisation and the Imperative to Transform the Curriculum (NWU, 2018a), the NWU Annual Performance Plan (NWU, 2021d), the NWU Strategy (NWU, 2018b), as well as the various faculties' Integrated Faculty Teaching and Learning Plans (FITLP) that were submitted to the DVC (TL) in 2018 to provide a medium-term plan for faculties relating to curriculum planning and transformation (please refer to the NWU timeline in chapter 3 to understand the relationship between the documents).

The NWU QEP Phase 2 (NWU, 2017a:7) provided:

... explicit information on NWU curriculum renewal and transformation over a time frame of 12 years, and how the rapidly changing HE environment, new regulatory requirements, and internal university structural and managerial transformation influenced the restructuring of the academic programme curricula, curriculum outcomes, content and assessment plans, and the quality monitoring, renewal, and implementation of curricula within the NWU teaching and learning spaces.

The NWU Declaration on Decolonisation and the Imperative to Transform the Curriculum (NWU, 2018a) is guided by this institution's key policy documents (listed in the paragraphs above) in which transformation of the curriculum is featured. The NWU Declaration on Decolonisation (NWU, 2018a) highlights the transformation of the curriculum and (i) social change; (ii) inclusion and andragogy; (iii) inclusion and language; (iv) curriculum design for inclusion; and (v) surviving learning and the community.

Furthermore, Robert Balfour, Deputy Vice-Chancellor (DVC) Teaching and Learning (TL) at the NWU, stated that the NWU's history is strewn with highly profiled incidents which demonstrate the extent to which our [NWU] students do not experience transformation in the classroom. We [NWU] “talk about” integration and the values of the NWU in terms of inclusion and social justice; yet the experience of students (both black and white) is sometimes that of alienation, disillusionment, cynicism, and disengagement. All universities struggle with addressing social justice issues deeply rooted in our past, but rather than being complacent, we should see an opportunity to exercise leadership (Balfour, 2018). At the NWU, before the restructuring (2018), a committee was formed by the DVC (TL) to focus on the priority of teaching and learning in the different faculties. The committee was called the Transformation of the Curriculum Steering Committee (TCSC). In the new unitary model structure (please see chapter 3 for a brief history and curriculum transformation timeline of the NWU for clarification), the SCTL (Senate Committee for Teaching and Learning) served the function of the TCSC, as it consisted of deputy deans (Teaching & Learning) as well as deans (in the case of faculties where no deputy deans exist, for example) (Balfour, 2018).

Balfour (2018) continued by referring to the national LLB review report (CHE, 2015a, 2017a; Ramotsho, 2018) and the University Capacity Development Grant (2018–2020) (UCDG) (also referred to as the University Development Capacity Programme (UCDP) at the NWU) (see <https://www.dhet.gov.za/SitePages/University-Student-and-Staff-Development.aspx>) proposal that is premised on predominant notions regarding impact and indicators concerning the curriculum: How do we know when we are transformed? How will we measure the extent to which our curriculum is transformed? These questions point to awareness of the impact of curriculum change and concepts that should be recognised in every university programme, particularly those associated with the UCDG for which reporting is required. However, the importance of indicators and the impact to which they testify (or not) exist concerning initiatives which faculties mount and which are seen to be aligned to the NWU T&L Strategy (2020a), which calls for the development of “a teaching and learning plan which describes goals, targets, roles, responsibilities and timeframes” (NWU, 2020:3). In 2016, no “new” faculty had a Teaching-Learning Plan document that accounted for developments associated with the faculty's curriculum on all three sites (Mahikeng, Potchefstroom, and Vanderbijlpark). The lack of faculty curriculum planning does not suggest an absence of planning but rather a need to integrate and revise planning, taking the requirements and opportunities into account. Moreover, while social justice and transformation are critical elements in the NWU Teaching and Learning Strategy (2016, 2020a), these must be embedded either via new curriculum development or integrated (via current curriculum revision cycles). Fortunately, there is no need to begin afresh in thinking, as the NWU Teaching and Learning Strategy was finalised in late 2016 and identifies five faculties' themes to reorientate and innovate within curricula (Balfour, 2018).

As a Senior Curriculum Specialist (SCS), working for the Unit Qualification and Academic Programme Planning (Q&APP) and operating in the context of curriculum development and the lecturer training programmes with specific reference to curriculum development and renewal, I frequently get enquiries from faculties and subject groups to help them transform their current curricula and to help them develop new curricula. Many lecturers are baffled by the notion of what it means to transform a curriculum, what it entails, and even where to begin. The study documented the curriculum transformation journey as it unfolds at NWU in the specific faculties

and the curriculum transformation processes and models that are developed to help move this intuition forward in its curriculum development and renewal goals.

1.3 CONCEPT CLARIFICATION

The following concepts are central to this study: Activity systems, curriculum, curriculum studies, curriculum development, curriculum design, curriculum planning, curriculum context levels, curriculum-making, transformation, curriculum transformation, decolonising, Africanisation, and a South African university.

1.3.1 Activity systems

An activity system is a mediated structure that serves as the primary unit of analysis in CHAT (Yamagata-Lynch, 2010). Activity systems analysis is used to map the co-evolutionary interaction between individuals or groups and the environment and how they affect one another (Yamagata-Lynch, 2010). Activity systems analysis is a method to capture multi-mediational processes in human activity (Engeström, 2011). Activity systems can be compared with each other or be linked, or closely connected. (See 3GAT and 4GAT in § 3.1-3.3).

The unit of analysis in this study is the activity system. It is constituted of people (subject-lecturers) with a common goal (curriculum transformation) in mind using tools (curriculum redesign tools, ICTs, language, assessment) to ensure high-quality, national responsive and international competitive curricula through rules, the community and labour.

1.3.2 Curriculum

In this section of the study, I will differentiate between the terminology curriculum, curriculum development and curriculum design to ensure clarity. Further on in this chapter, I will unpack more curriculum related theories and how it relates to transformation (see § 4.4.3).

The Council on Higher Education (CHE) (2021) published the Quality Assurance Framework (QAF) for Higher Education in South Africa where they define the curriculum as:

a structure that distributes access to knowledge and to knowing by specifying what is taught, who is taught, who teaches, how it is taught and how learning is assessed. The curriculum is therefore politically, socially, and culturally constructed.

The term curriculum embodies: Knowledge, such as the list of subjects, topics and resources included in a course of study; Ways of knowing, skills, values, and practices; Teaching methodologies [and] Assessment practices. All curricula are informed by the nature of the discipline/field, the philosophical beliefs of the designer, who the students are and the broader context in which the curriculum is enacted. A curriculum encompasses the planned process, the actual implementation of the teaching and the student's experiences of the learning process. It also includes awareness of the 'hidden curriculum, that is, the unwritten, unofficial, and often unintended lessons, values, and perspectives that a curriculum promotes and enacts (CHE, 2021).

The Encyclopaedia of Curriculum Studies (Kridel, 2010a:179) that the term *curriculum* has various definitions. Definitions in this regard cannot be seen outside the context of those defining the curriculum (ibid.:179). Pinar (2012:2) broadly explains the concept of curriculum, stating that it is "the interdisciplinary study of educational experience". In the context of this study, the term curriculum will be approached from the definition provided by the Department of Basic Education (1995) the concept of curriculum includes "all aspects of teaching and learning such as the intended outcomes of learning, learning programmes, assessment and methodology" (DBE, 1995b). From this perspective, the *curriculum* can be viewed as "an experience, influenced by teaching, learning and assessment practices and that every role-player's experience will be unique and different as well as how they respond to the intended and unintended curricula and forces of power-relations at work" (ibid.:1995).

Barnett (2009:429) defines the HE curriculum as an educational vehicle that stimulates a student's development. He continues by saying that, if the HE curriculum is built on knowledge projects, then issues arise as to the role of this knowledge in the student's journey of "becoming".

Le Grange (2019:6) explains the curriculum as polysemous and that the meaning is based on the context, historical times, and philosophical assumptions. Le Grange (2019) further argues that the curriculum relates to what and whose knowledge is encompassed in curricula. He continues by unpacking curriculum theorists – Gough, Grumet, Aoki, Eisner, Pinar, and Wallin – insights in line with decolonisation to gain a better understanding of the South African curriculum. Please refer to the literature review for a deeper unpacking of this topic (§ 4.1.1).

For clarification, I will align my understanding of the curriculum with the views of the CHE.

1.3.3 Curriculum studies

Another concept, the field of curriculum studies is also prominent in the literature pertaining to defining the curriculum (Mulenga, 2018). The field of curriculum studies is conceived as “an interdisciplinary academic field devoted to the understanding curriculum” (Pinar, 2011). The field has been redefined by Pinar *et al.* (1995) as an ‘energetic field’ and that “curriculum is an extraordinarily complicated conversation”. Pinar *et al.* (1995) states that it is a field characterised by a hybrid space with a shift from the traditionalist (Tylerian) paradigm which focuses on curriculum development to an understanding paradigm which incorporated multiple viewpoints. This shift marks a reconceptualization movement from a focus on curriculum development and improvement to new ways of understanding within the field.

1.3.4 Curriculum development

Ornstein and Hunkins (2014:13) indicate that curriculum development starts with philosophy or a set of objectives, content selection, student assessment, organisational implementation, and evaluation. There are various decisions, activities and processes that guide the development of curricula. The Encyclopaedia of Curriculum Studies (Kridel, 2010a:179) describes curriculum development as something that requires thinking that goes beyond the procedural nature; theoretical direction must be provided to guide educators to navigate through the development process. The path to curriculum development is strewn with qualitative judgements, and social and political realities and is flooded with systemic regulation (Kridel, 2010a; Ornstein & Hunkins, 2014:13).

Pinar (2004) states that curriculum development is concerned with the organisation, planning, reviewing, designing, implementing, and maintaining the curriculum. Planning implies the development of a curriculum strategy, reviewing identifies what works well, design necessitates the design and testing the curriculum, implementing implies putting the curriculum into action and maintenance involves support, revision, monitor and feedback of the curriculum (Pinar, 2004). Pinar continues by stating that curriculum development is a multi-step, ongoing, and cyclical process aimed at designing an effective curriculum. In the NWU context the organisation and planning of the curriculum development process occurs at the macro and meso-levels (levels will be discussed in following paragraphs). Please note that the process referred to here are not the curriculum orientation or how curriculums are perceived. For some departments/units the process is initiated following a program review; for others, their interest stems from the recognition that a revitalization of their current curriculum is needed, or a new program needs to be developed.

At the NWU, curriculum-related support to faculties is provided by the Q&APP unit. Q&APP provides support and advice to faculties regarding the planning, design and development of new qualifications, academic programmes (including continuing education programmes) and the amendment of existing programmes. As such, Q&APP is co-responsible for the development and upholding of high-quality, nationally responsive, and globally competitive qualifications, programmes and continuing education in both contact and distance offering modes to an increasing number of undergraduate and postgraduate local, national, and international students within selected significant fields of study while remaining financially viable (NWU, 2021e).

1.3.5 Curriculum design

Ornstein and Hunkins (2014:13) explain curriculum design as how we “conceptualise the curriculum and arrange its major components to provide direction and guidance as we develop the curriculum (subject matter/content, instructional methods and materials and learning experiences and activities)”. A basic template can be used during curriculum design to plan what the curriculum will look like after curriculumation. According to the Encyclopaedia of Curriculum

Studies (Kridel 2010a:179), curriculum design can be viewed as an arrangement of materials prepared in advance and intended for instruction.

Curriculum design can be described as the elements of a curriculum (and sub-section or part of the process of curriculum development) in relation to the components (parts, elements or details), and indicates principles of organization and conditions under which the curriculum needs to operate (Onwuegbuzie & Johnson, 2006). Curriculum design is the deliberate design and organisation of curriculum orientations or principles into learning, teaching, and assessment opportunities by means of technology, pedagogy, content, and resources. In the NWU context curriculum design will occur at the meso, micro and nano-levels of the curriculum. The design of a curriculum will inform the curriculum planning.

At the NWU, a variety of curriculum and instructional design strategies are used to do curriculum design at a modular level. Support units responsible for providing help and guidance to faculty are CTL and Q&APP. It is important to note that the way people view curricula is, in most cases, embedded in designing and developing their curricula (Ornstein & Hunkins, 2014; Slabbert-Redpath, 2014).

1.3.6 Curriculum planning

Curriculum planning involves the design and development of qualifications, programmes, and modules (courses). In the attempt to plan for new qualifications, programmes, and modules it is understood as the practice of considering and thinking about the teaching and learning and intended learning outcomes before the curriculum is presented. The planning entails the reflection and consideration of the purpose and significance of the curriculum and how it fits (modules, programmes) into whole qualifications (Maphosa *et al.*, 2014). Purposeful planning decisions such as the advancement of SDL are planned for implementation during curriculum planning.

1.3.7 Curriculum context levels

Authors like Van den Akker, (2004) and Priestley *et al.* (2021) refer to different layers of the curriculum. Starting with the largest or topmost layer is the supra curriculum followed by the macro, meso, micro and nano-level of the curriculum. The term “supra curriculum” are non-commonly used in the curriculum development practices and for the purpose of my study I will combine the supra and macro curricula under the term macro curriculum. For the concept clarification, I will use the term, but the term will be omitted in the rest of the study.

The defining of the layers is not straight forward as the layers are complex and dynamic. Curriculum making is a non-linear and social practice. The curriculum is made up in different ways at different levels (van den Akker, 2004, 2006) :

- macro (supra) – transnational ideas or international comparative level;
- macro – national-level including policy intentions, national systems, or core national objectives level;
- meso – policy guidance at institution or institution specific level;
- micro – classroom-level curricular practices level and
- nano – personal and individual-level.

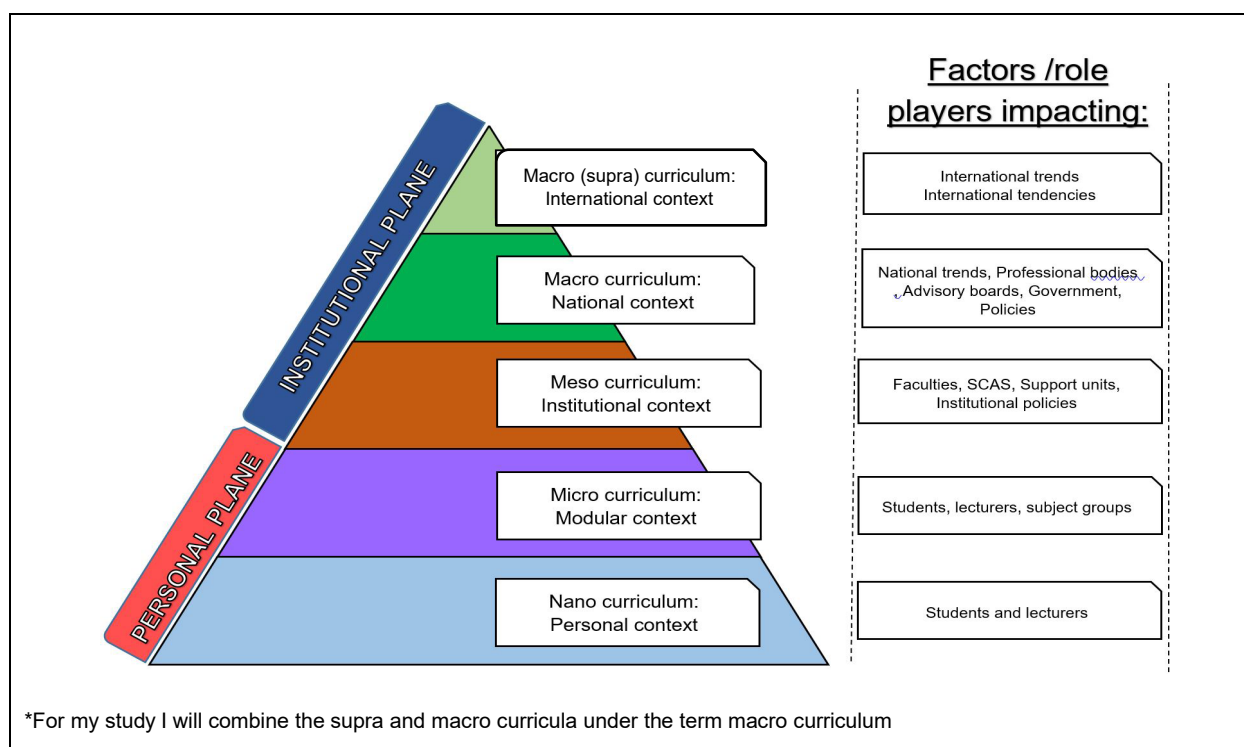


Figure 1.1: The HE curriculum contextualised with Rogoff's planes as conceptualised in this study (Rogoff, 1995a)

A brief explanation of each of the different levels of the curriculum will be given.

1.3.7.1 Macro curriculum

The prefix macro comes from the ancient Greek prefix *makros*, meaning “large” or “long.” (Eduplanet21, 2018). In relation to the macro curriculum, it entails the big picture or understanding where you want to end up. Van den Akker *et al.* (2003) indicates that that curriculum development at the system or macro-level is usually generic in nature whereas “site-specific” approaches are more applicable for the remaining levels. The macro curriculum can be seen as “system/society/nation/state” (e.g., national syllabi or core objectives) (*ibid*).

Stellenbosch University, (2021) indicates that the macro-level context includes the external stakeholders for example the industry, employers, professional bodies, HE. The NWU Curriculum framework (2021h) raises the following issues at the macro-level: Salient considerations include the purposes of HE, institutional vision and mission, the needs of occupation/vocation/profession/, disciplinary / field knowledge structures, staff preferences and expertise, historical convention, the current SA socio-economic-political context, teaching and learning theories.

In my study, the term macro curriculum will be aligned with the NWU Curriculum framework definition but will be considering the international (supra curriculum) and nation context of curricula.

1.3.7.2 Meso curriculum

The word meso means “middle” or “intermediate” (Dictionary.com, 2021). The meso curriculum in this study (considering figure 4.1) can be seen as the middle level of curriculum.

Van den Akker (2004, 2006) indicates that the meso curriculum can be seen as the “school or institution (e.g. school-specific curriculum)”. The meso-level context includes the institutional vision and goals, the rationale for the programme, departmental and disciplinary aspects, available infrastructure, timetable and Wi-Fi (Stellenbosch University, 2021). The NWU Curriculum framework (2021h) raises the following issues at the meso-level: At the meso-level, for internal curriculum alignment to take place, horizontal coherence between the modules implies a coherent relationship between the components of the programme. This ensures that the curriculum is focused and has a notable structure.

1.3.7.3 Micro curriculum

The prefix of micro means “small.” The micro curriculum focus on the smaller details and sections of curricula such as the modular level. Van den Akker (2004, 2006) states that the micro curriculum can be seen as the classroom or the textbooks, instructional materials level.

The NWU Curriculum framework (2021h) raises the following issues at the micro-level: At micro alignment, curriculum alignment refers to internal coherence between module elements. These modules elements include the module purpose, learning or module outcomes, teaching methodology and assessment methods of the modules. In terms of micro alignment, the focus is on constructive alignment. The Module overview document (MOD) are developed in the micro curriculum and contains clear guidelines of the structure of the module and states the intended outcomes to be achieved, supported by basic administrative arrangements pertaining to the module. As a minimum requirement, every module must have a MOD, if not a complete module study guide.

1.3.7.4 Nano curriculum

The term “nano” comes from ancient Greek and means “dwarf” (Merriam-Webster Dictionary, 2021a). Van den Akker (2004, 2006) explains the nano curriculum as the individual and personal level of the curriculum. The nano curriculum refers to the personal beliefs of the lecturer and students regarding teaching, learning and assessment. On the micro-level lecturers can have a common understanding of the content and pedagogical approaches to use when teaching the same, similar, or aligned modules but in the nano curriculum their personal understanding, teaching philosophy and approach to student support, empathy and ethics of care are differentiated based on the personality traits of the person. The nano curriculum is not a term used often by curriculum theorist and much less literature is available on the topic.

1.3.8 Curriculum making

The central condition for curriculum making is that all levels from curriculum planning to classroom interaction are linked and intertwined. Curriculum-making across these levels (or layers of activity) may not be coherent, and there may be good reasons for this (for example, to account for differences in school contexts).

In the process of curriculum making, curriculum design and curriculum planning most lecturers are assisted by curriculum developers. Curriculum developers (or curriculum specialists) are specialised professionals with a deep-rooted understanding of the underpinnings of curriculum theories, curriculum tendencies and contextualisation, legislation, curriculum orientations, curriculum designing and development and are involved with training of staff to equip them with the skills to engage with curriculum development and design practices (Van den Akker, 2004). Curriculum developers possess formal qualifications in the field of education, have teaching and administrative experience. Curriculum developers interpret legislation, institutional policies and rules and ensures that curricula are in line with standards and requirements prescribed by accrediting bodies, HE councils and professional bodies. One of the main objectives for curriculum developers are to ensure that curriculums are responsive to industry needs to ensure employment for graduates and student success. Curriculum developers are key agents in the university staffing armour as they contribute to quality curriculums linked to learning, assessment, student success, compliance and managing reputational risks.

The roles of universities in the HE and global landscape can be seen as leaders in knowledge creation and knowledge repositories; teaching, learning, innovation, technology, research and providing formal post-schooling education to the labour market of a country (Boulton & Lucas, 2011; Moscardini *et al.*, 2020; Olson & Dahlberg, 2013). Barnett (2000) includes additional component such as democracy, self-development, the ability to critique (critical thinking and leadership) and emancipation as part of the purposes of HE.

The purpose of the HE curriculum is to provide the workforce of a country with specialist and disciplinary knowledge, skills, competencies and exposure (Lange, 2017; Maphosa *et al.*, 2014). Graduates should be able to contribute to the labour force by utilising their acquired knowledge, 21st-century skills, competencies and be critical thinkers, and problem solvers, make use of various literacy types, communicate well, be able to perform duties as an individual and in a team,

sensitive to diversity, participate in democracy, be globally and environmentally responsible, be ethical and professional and be able to continue to learn more (lifelong learning).

1.3.9 Transformation

Du Preez, Simmonds and Verhoef (2016:2) describe transformation as a “complex, open-ended concept that is vague”. Le Grange (2011:2) describes transformation as a “buzzword” and “often bandied around loosely”. Le Grange (2011) continues by stating that transformation can be understood as a process that has no beginning and no end.

Du Preez *et al.* (2016:2) explain:

...the word's etymology is derived from the Old French or Late Latin meaning *transformation* (noun). Its root is the Latin verb *transformare*, meaning 'across', 'beyond', 'above', or 'bridging'. When combined with *formare* meaning 'to form'. To transform is thus to cause or undergo a change in form, nature, or appearance.

The authors continue by explaining that the “Greek term for transformation, *metaschimatismos*, emphasises a change in form, but includes the idea of ‘remodelling, modification, and restructuring’. The noun ‘transformation’ is indeed complex and open-ended, but its fundamental meaning is “to undergo and/or cause a change of form” (Du Preez *et al.*, 2016:2).

Transformation in HE can be seen as “part of the broader process of South Africa’s political, social and economic transition, which includes political democratisation, economic reconstruction and development, and redistributive social policies aimed at equity and a necessity, not an option, in the South African context” (ibid.:2). Fourie (1999:276) explains transformation in the in HEIs as “dramatic changes in institutions” occurring as a result of turbulence inside the institution with pressure from the external environment. Transformation is described as a process where the shape, form, and nature of the institution is altered (also called “blueprint change”) (ibid:1999:277). Unlike reform which implies modifications without fundamental change. Kirsten (1994:5) explains transformation as a “moral imperative, deeply rooted in, and driven by, the will-to-truth”.

Transformation in HEIs in South Africa are not only about changes in the composition of staff and students, or the changes in the governance structures and curricula but in the transformation of organisation culture and the development and acceptance of new and shared values. Transformation thus needs a mindset change from all role players in the rainbow nation to ensure quality, success, and access of the academic offering (Fourie, 1999).

1.3.10 Curriculum transformation

My study focusses on curriculum transformation and curriculum related terminology pertaining to unpacking curriculum transformation will be included briefly in this section to clarify the concept for the reader. The concept will be unpacked in depth later in the chapter. Curriculum transformation in the HE landscape is a purposeful process where existing curricula is altered and changed to include specific elements. In the South African HE landscape curriculum transformation is driven by institutional goals and values, industry needs and social justice issues such as and access, decolonisation and Africanisation, responsiveness to social context, epistemological diversity and access and changes to pedagogy, student retention and success (Badat, 2010; Ramrathan, 2016; Soudien, 2010). The Department of Education (2008:90) highlighted the importance of curriculum transformation by indicating that:

it could be argued, given that the primary function of higher education is the production and transmission of knowledge, that epistemological transformation is at the heart of the transformation agenda. And at the centre of epistemological transformation in curriculum reform - a reorientation away from the apartheid knowledge system, in which curriculum was used as a tool of exclusion, to a democratic curriculum that is inclusive of all human thought.

The CHE indicates (2016) that a transformed HE system would play a critical role in an emerging, non-racial, progressive democracy, in producing critical, independent citizens as well as skilled and socially committed graduates who would be capable of contributing to social and economic development.

The NWU Transformation Charter (NWU, 2012:2; 2021) indicates that transformation is often varied and is contextually specific. The NWU Transformation Charter (NWU, 2012:2; 2021) confirms the following:

... [change] is inextricably connected to issues of justice, culture, performance indicators, communal well-being, excellence, relevance, etc., as well as to the wider concept of being responsive to environmental and political changes and being relevant to the current needs of the communities the NWU serve. The North-West University has identified ten transformation goals, most relevant to pursue, monitor and achieve, namely, Diversity, Access, Alignment, Redress, Equity, Resource Allocation, Increased Unity, Student Experience, Success, and Quality (NWU, 2012:2).

Thus, for this study, transformed curricula can be seen as curricula that are changed to be more relevant to address issues such as access, success, responsiveness, diversity, etcetera.

Jansen (2017:154), in his book *As by Fire: The end of the South African University*, explains that curriculum transformation strikes at the very identity of an HEI by asking troubling questions about how a university sees itself in relation to the nation and the world. Jansen (ibid.:155) continues by stating that the university curriculum emerges as a rallying point because it carries a symbolic value that far outweighs its necessary functions, such as the choice of subject content, teaching methods, and the acquisition of learning. The curriculum represents a set of values, commitments, and ideals. Those in power select what is worth teaching and learning (included or excluded in the curriculum). Menon and Castrillon (2019:33) highlight the lack of monitoring and evaluation of curriculum and curriculum transformation in the South African HE landscape. To contribute to curriculum transformation and to get the curriculum transformation agenda into motion, the NWU conceptualised a document called the NWU Declaration on Decolonisation and the Imperative to Transform the Curriculum. The NWU Declaration on Decolonisation and the Imperative to Transform the Curriculum (NWU, 2018a) describes a transformed curriculum as coherently designed, intellectually credible, socially responsive, and relevant to equip its graduates to address the challenges of a sophisticated 21st-century society.

1.3.11 Decolonisation

In the same vein, one cannot look at the term *curriculum* without looking at the term *decolonisation*. For this study, I aimed to clarify the latter terminology and separate these terms. The definition of “decolonising the curriculum” remains a grey area. It remains unclear whose responsibility it is to engage in this process. The meaning of both curriculum and decolonisation is of crucial importance to scholarly engagement.

First, it is necessary to understand the two words *decolonisation* and *education*. The Oxford Dictionary (2008:380) defines decolonisation as “the process in which a country that was previously a colony controlled by another country becomes politically independent”. Moreover, education is defined by the Oxford Dictionary (2008:467) as “the process of receiving or giving systemic instruction, especially at a school or university”. Therefore, the decolonisation of education implies that a population must become independent in terms of the acquisition of knowledge, skills, beliefs, values, and habits.

Jansen (2017:157) explains that the contexts in which the concept is used is diverse, contested and sometimes in contrast to each other. According to Jansen, decolonisation means the “end of a colony” and the quest for independence following colonisation. The colonising authority and colonised remain in an intimate relationship, as both parties are entwined in social, economic, and cultural bonds. The coloniser may leave, but their influences can remain. Jansen (2017:158-163) states six different conceptions of decolonising: (1) decolonising is the decentring of European knowledge; (2) Africanisation of knowledge serving the decolonisation agenda; (3) decolonising as an “additive or add-on module” to the existing curriculum; (4) decolonisation as “critical engagement with settled knowledge”; (5) decolonising as encounters with entangled knowledge; and (6) decolonisation as the “repatriation of occupied knowledge and society”.

Also, Joseph (2017:6) emphasises that decolonisation must include all aspects of university life and not only the curriculum. It is also the opinion of De Beer and Petersen (2016:450) that “[d]ecolonization should be argued from a learning psychology perspective (to be specific, embodied, situated, and distributed cognition), rather than from the predominantly political

viewpoint that characterises this discourse”. The NWU (2018b) defines the decolonisation of curricula as placing foreign (Western/European/American, etc.) values, ideals, approaches, content, etcetera, in a secondary position to African identity, knowledge, history, society, plans, etcetera, in appropriate modules in every academic programme to expose all students to an African-centred worldview while still acknowledging the existence of other worldviews and perspectives. Decolonising can include, but is not limited to, the studying of works by African authors, scientists, and artists.

The student voice – irrespective of culture, language, gender, religion, background, etcetera – must be heard and ascribed to in such module content and outcomes to recognise and develop new Africanised knowledge and the underlying assumptions relevant to the area of study. Le Grange (2019) also highlights the need to include different voices in the decolonisation of the curriculum, including the voices of the past, dominant voices, other voices that are present, and the voices that are silenced in the debate.

1.3.12 Africanisation

There are close links between decolonisation and the constructs Africanisation and indigenisation. The online dictionary (Dictionary.com, 2019: n.p.) defines Africanisation as “to make African, especially to give control of (policy, government, etc.) to Africans”.

The focus of Africanisation in the curriculum is to assert African identity, knowledge, culture, and aspirations in what we teach and learn (Jansen, 2017:159). Wa Thiong’o (1986), Garuba (2015) and Heleta (2016:4) emphasise the notion that Africa needs to be placed at the centre of teaching, learning, and research. The “centrality” of Africa in the curriculum must be prioritised.

1.3.13 South African university

South Africa’s public universities are divided into three types: traditional universities (which offer theoretically oriented university degrees); universities of technology (which offer vocational-oriented diplomas and degrees); and comprehensive universities (which offer a combination of both types of qualifications) (USAf, 2019; Bunting & Cloete, 2010). The 26 public universities are distributed across all nine provinces of South Africa (USAf, 2019). Imelda notes that:

... within the context of HE’s transformation agenda in South Africa, three institutional types have emerged: the ‘unqualified’ university; the comprehensive university; and the university of technology. However, at this point, it appears as if each of these institutional types seeks to do what every other one is trying to do (Imelda, 2005:1405).

Imelda (2005:1409-1411) continues by stating that, from the above, it is evident that knowledge may be “used” according to how the purpose of education is defined, which determines the differentiation in the type of “university” we want to build and hence the kinds of knowledge production that take place within a given educational institution. In line with this, the focus is on developing individuals in terms of functional knowledge, skills, careers, business-related value systems and entrepreneurship to enable them to effectively participate in, and adjust to, the ever-changing demands of an economy that is in a state of transition. In this regard, the central purpose of South African HE appears to revolve around the notion of liberating the individual from unemployment by being equipped with specific job- and real-world-related skills by the time of graduation. Such skills may be used in job situations and/or entrepreneurially through self-employment.

1.3.14 South African Higher Education curriculum

Curriculum understandings and practices are different in each discipline, and qualifications prepare students for vocations and professions. Like all aspects of HE, the curriculum is underpinned by knowledge, values, beliefs, and ideologies (Quinn & Vorster, 2019:14). Luckett (2001) argues that knowledge and skills are domain- or discipline-specific and that these are socially and culturally situated. Conceptualising, planning, and enacting the curriculum is central to what academics (lecturers) do as part of their teaching role (ibid.:13).

The Education White Paper 3: A Programme for the Transformation of Higher Education (DoE, 1997) indicated that the HE sector should produce graduates for a South African economy that can be globally competitive and contribute to our society’s developmental needs such as the

graduate attributes, industry specific needs, 21st-century skills, reflectivity, SDL-skills, ethics of care, conflict management and entrepreneurship skills.

1.3.15 Pedagogy

The Merriam-Webster dictionary (2022b) defines pedagogy as “the art, science, or profession of teaching”. Shah (2021) explains pedagogy as the approach to teaching, or the theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of learners. Pedagogy is the discipline of study related to the field of education and teaching methods.

In the next section (§ 1.4) I will explain the theoretical and conceptual framework that was used in the study.

1.4 THEORETICAL AND CONCEPTUAL FRAMEWORK

The theoretical framework for the study is social constructivism, as embedded in the work of Vygotsky (1978). I explicitly draw on his construct of the “zone of proximal development” (ZPD) and how student learning can be scaffolded. According to Vygotsky (1978), the curriculum can assist or enhance student learning across the ZPD – from their actual to their potential development. The key concepts illustrated in figure 1.3 are used in this study and are discussed below.

Engeström’s third-generation cultural-historical activity theory (Engeström, 1987, 2009; Leendertz, 2013) is used as a research lens in this study. This theory explains an activity system as comprising tools, rules, a subject, community, an object, and division of labour. Third-generation activity theory developed from the original cultural-historical activity theory (CHAT), which was conceptualised by authors such as Leont’ev, Luria, and Engeström (Igira & Gregory, 2009:435). An activity system is a construct developed by Engeström (1987) to understand human behaviour within a specific context. Such an activity system revolves around the activity’s object; there is an acting subject involved in the activity; rules govern actions in the activity system; tools relevant to the activity should be identified; and the community consists of all the stakeholders involved in the activity system. Lastly, division of labour refers to the different stakeholders’ roles or responsibilities in the activity system (Engeström, 1987; Leendertz, 2013; Mentz & De Beer, 2019).

Rogoff (1995b) explains that there are three planes of sociocultural analysis used in CHAT. The personal plane refers to the (human) subject of the activity system and is commonly used. For example, in this study, the subject could be a lecturer. The second plane is the interpersonal plane (ibid.:1995a) – in this case, groups of individuals (humans) interact or engage collaboratively (Yamagata-Lynch, 2010), for example, in this study, lecturer–student interactions. The third plane takes place at the institutional level, where the subject is non-human or an abstract construct (e.g., a curriculum, self-directed learning, or indigenous knowledge systems). I used the institutional plane as the subject of this study – in this case, the overarching subject (the curriculum) is non-human and informed by the actions, tensions, and context of the entire HE activity system.

The unit of analysis is the activity system and is constituted of people (subject lecturers) with a common goal (curriculum transformation) in mind, using tools (curriculum redesign tools, ICTs, language, assessment) to ensure high-quality, national responsive and international competitive curricula through rules, the community and labour.

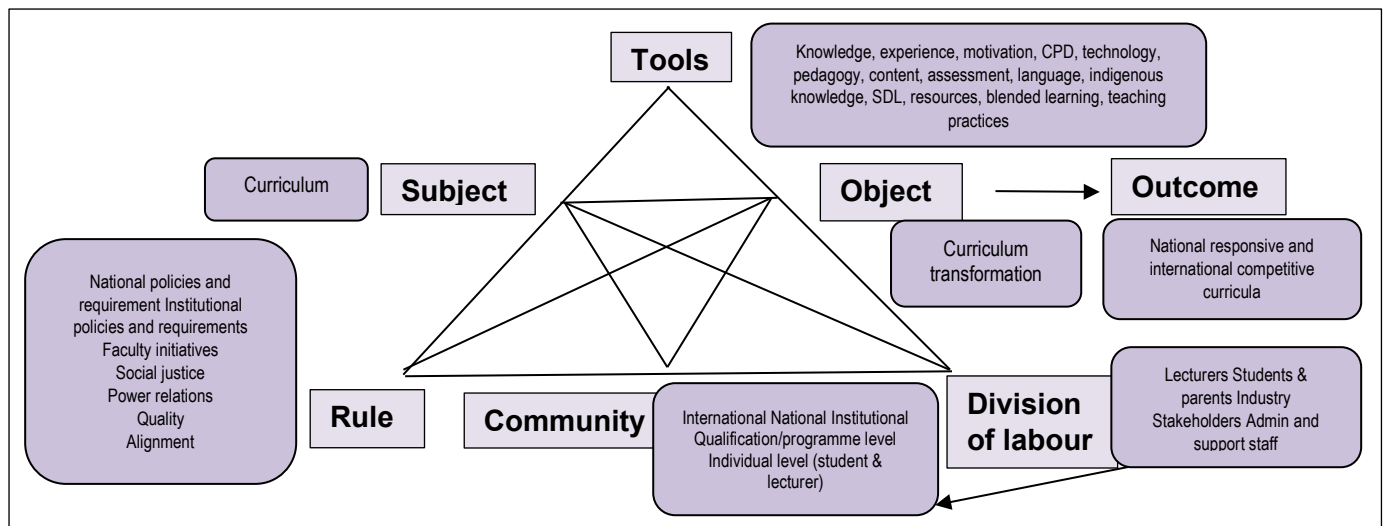


Figure 1.2: Second-generation CHAT (Engeström, 2001) as framework for this study

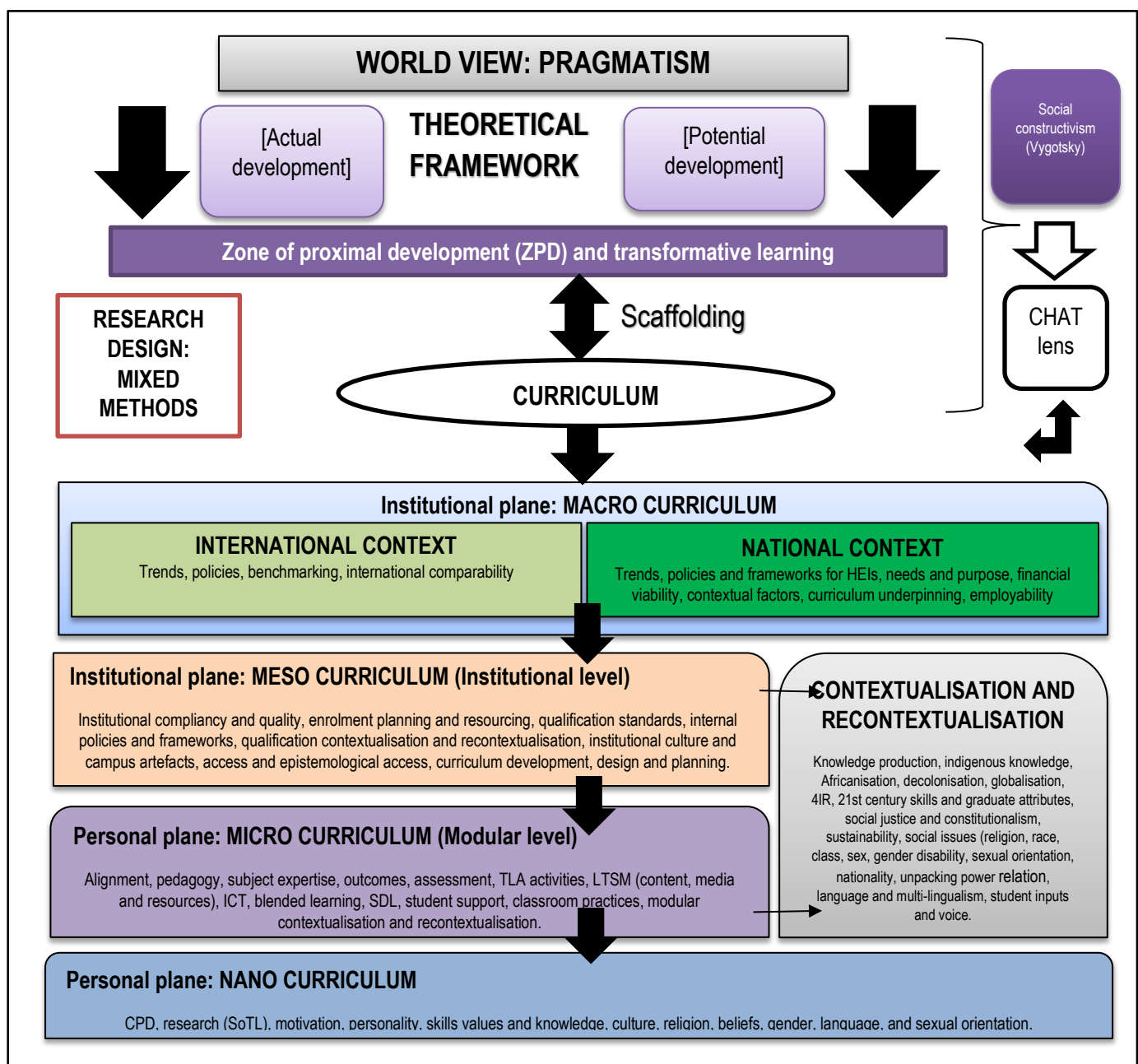


Figure 1.3: Theoretical and conceptual framework of the study

To conclude, CHAT is such a “powerful research lens in the South African context, as it takes the historical cultural and socio-economic context of the country into consideration when studying education” (Mentz & De Beer, 2017:1). CHAT is unpacked in detail in terms of its origin, generations, principles of activity, and how it was used as a lens for this study (§ 3.1 to 3.2).

1.5 RESEARCH QUESTIONS

The following primary research question will direct this study:

- What is the nature of curriculum transformation at a North-West University?

The following secondary questions emanated from the primary question:

- What is the status of curriculum transformation at the North-West University?
- What are the key elements for curriculum transformation and development?
- How can lecturers’ perspectives and experiences contribute to curriculum transformation to inform future practices?
- How does curriculum transformation inform future practices for curriculum making and curriculum renewal?
- How is self-directed learning promoted in the curriculum?
- What affordances and tensions are highlighted when using CHAT as a research lens to study curriculum transformation at the North-West University?

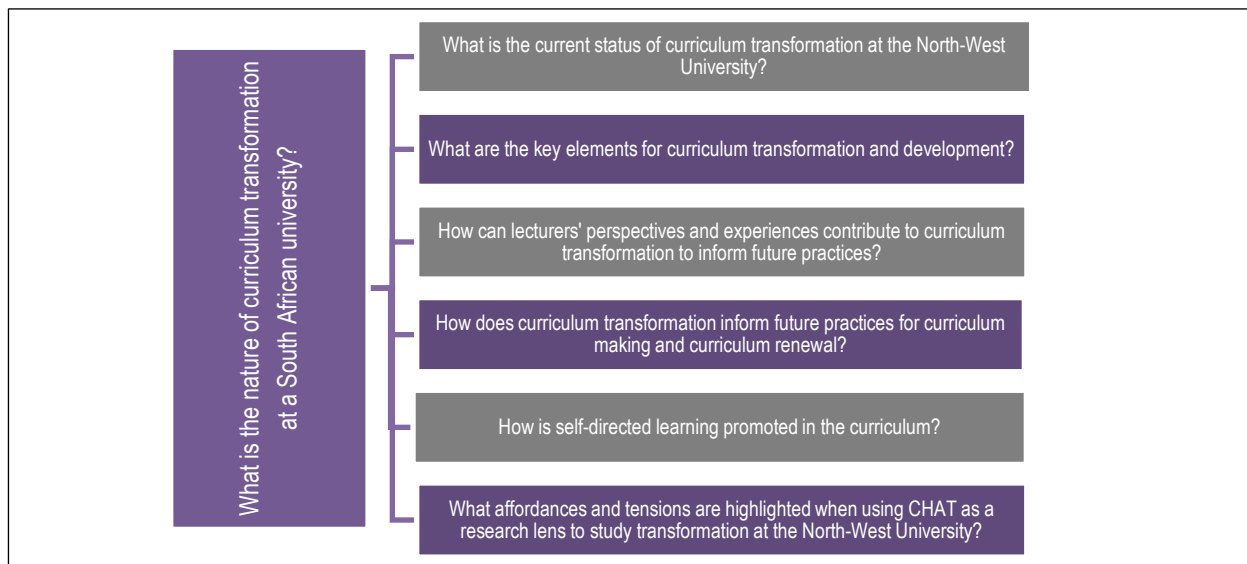


Figure 1.4: Research questions of the study

1.6 PURPOSE OF THE RESEARCH

This study primarily focused on the nature of curriculum transformation at the NWU. The inquiry was thus limited to one university in South Africa.

I conducted a comprehensive literature review to develop criteria for curriculum transformation and development. I contributed to the knowledge society debate by generating new knowledge about key elements of curriculum transformation and development, lessons learnt from lecturers’ experiences and perspectives in curriculum transformation, how SDL is infused in the curriculum and approaches to future practices and curriculum making, as well as the methodological contributions of using CHAT (Engeström, 1987, 2009) in curriculum renewal, transformation, and development.

Based on the discussion above, the purpose of this study was formulated as follows: to critically explore the nature of curriculum transformation at the NWU.

The aim of this study was to determine the status of curriculum transformation at the NWU. The secondary questions emanated from the primary question to determine the current status of curriculum transformation at the NWU; the key elements for curriculum transformation and development; how lecturers' perspectives and experiences can contribute to curriculum transformation to inform future practices; how curriculum transformation informs future practices for curriculum making and curriculum renewal; how self-directed learning is promoted in the curriculum; and the affordances and tensions highlighted when using CHAT as a research lens to study curriculum transformation at the NWU.

This study, therefore, contributed to new knowledge by informing myself, as a SCS on the Q&APP unit, on how to deal with curriculum transformation as well as the lecturers I support on micro, meso and macro-levels of curriculum development and renewal. The study contributed to knowledge and practice that would ensure that the NWU would be able to achieve the national transformation agenda and the targets of HE in South Africa. The study would provide an understanding of best curriculum renewal and transformation practices of how SDL is infused in curricula.

1.7 RESEARCH PARADIGM

In this study, the theoretical underpinning and worldview was pragmatism. The pragmatic worldview is mostly associated with mixed methods research and was used as an overarching philosophy. According to Creswell and Clarke (2018:37), pragmatic research focuses on real-world problems, it is practice-orientated, the consequences of actions are considered, and it is problem-centred. Pragmatic research questions focus on the methods, and the multiplicity of data collection methods contribute to informing the problem under study. In short, pragmatic research is pluralistic and is orientated towards "what is working" and real-life practices. In this study, quantitative data were collected and analysed first, after which qualitative data were collected and analysed. The qualitative findings helped to explain the quantitative data. Creswell (2008) continues by stating that pragmatism is problem-centred, real-world practice-orientated, and the consequences of actions.

Pragmatism can be described as "outcome-oriented and interested in determining the meaning of things or focusing on the product of the research" (Biesta, 2010; Johnson & Onwuegbuzie, 2006; Shannon-Baker, 2016:322). Pragmatism is "characterized by an emphasis on communication and shared meaning-making to create practical solutions to social problems. It places primary importance on the research question (Shannon-Baker, 2016:322; Tashakkori & Teddlie, 2003). Shannon-Baker (2016:322) further describes pragmatism as follows:

based on the belief that theories can be both contextual and generalizable by analysing them for 'transferability' to another situation. The pragmatic researcher is similarly able to maintain both subjectivity in their own reflections on research and objectivity in data collection and analysis.

1.8 RESEARCH DESIGN AND METHODOLOGY

The mixed methods design used in this study was an explanatory sequential design (Creswell & Clark, 2018). I collected quantitative data first and then qualitative data. According to McMillan and Schumacher (2006:28), an advantage of a mixed methods design is its ability to "...show the result (quantitative) and explain why it was obtained (qualitative)". The explanatory sequential design is a mixed methods design in which the researcher begins by conducting a quantitative phase and follows up on specific results with a qualitative phase which is implemented to explain the initial results in more depth (ibid.). The name of the design (i.e., explanatory) implies that the qualitative data help explain the quantitative results (2018:77).

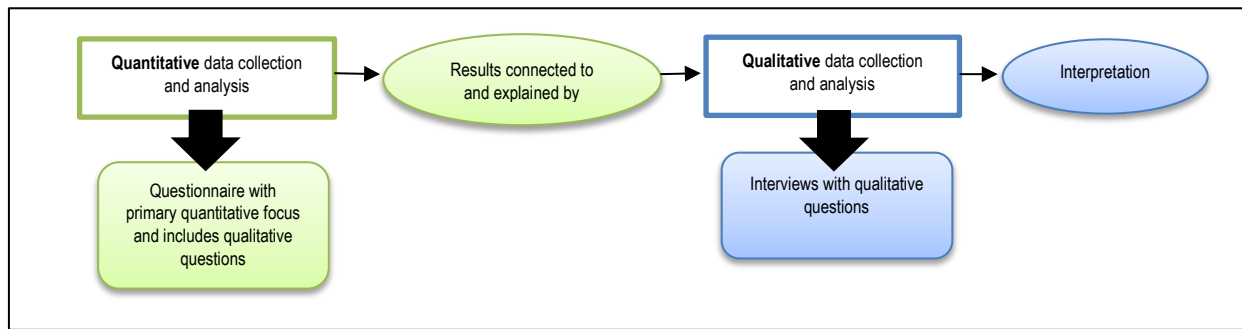


Figure 1.5: Explanatory sequential design (Creswell & Clark, 2018:77)

1.8.1 QUANTITATIVE RESEARCH METHODOLOGY

In this study, a questionnaire was designed. This questionnaire primarily consisted of quantitative questions. The purpose of the questionnaire was to yield statistical estimates for certain aspects of the population group (Duarte & Miller, 2015:244). Qualitative questions were also included to test lecturers' perceptions and experiences of curriculum transformation to follow up on during the subsequent qualitative interviews. The qualitative data in the questionnaire were analysed separately from the quantitative component. Furthermore, I used questionnaires for data collection to gain insights from a sample of the population (participating lecturers) to establish a general idea of transformation practices and dialogues. I did not generalise the findings, as the sample size was not large enough.

1.8.2 SAMPLE AND RESEARCH ENVIRONMENT

Non-probability sampling, specifically stratified purposive sampling (Maree, 2009:79), was employed in this study.

1.8.2.1 QUANTITATIVE SAMPLE METHODOLOGY

McMillian and Schumacher (2006:126) describe purposive sampling as follows: “when participants are purposefully selected to guarantee diversity and be representative of the sample group”. For this study, 10% of the academic staff population was considered for the sample. The educated staff population was selected through pre-determined criteria. The pre-determined criteria were: (1) diversity of participants in terms of biographical information (age, gender) to ensure a diverse participant group; (2) participants' campus (the NWU has three campuses, namely Mahikeng, Potchefstroom, Vanderbijlpark); (3) exposure to and experiences regarding curriculum transformation; and (4) lecturers who were willing to participate and complete the online questionnaire. (Data were collected amid the COVID-19 pandemic, which necessitated online data collection).

1.8.3 QUANTITATIVE DATA COLLECTION METHODOLOGY

Questionnaires collect data at a “particular point in time to describe the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationship that exists between specific events” (Cohen *et al.*, 2011:256). In other words, questionnaires are designed to generate information about a specific population to give us insights into a particular problem by asking questions and using the population's answers to generate data to be analysed (Fowler, 2014:1).

Due to the complexity of this study, both quantitative and qualitative questions were used the questionnaire (please see chapter 2 for more information on the specific breakdown of the setup, collection, and strategies for data collection and analysis). The quantitative questionnaire

questions to generate statistical data are discussed in this section. The qualitative questions in the questionnaire are discussed in § 2.5.

For this study, an internet-based online questionnaire, administered via Google Forms, was used. The link to Google Forms and the consent form were e-mailed to the participants by an independent third party to complete. The responses were automatically captured and stored on Google Drive and were downloaded to an MS Excel spreadsheet when needed. The use of Google Forms made it easier for to analyse large data sets using charts and other complex MS Excel functions. Google Forms were secure to use, as the built-in access control features were activated as soon as the participants completed the questionnaires, and outside access to the questionnaire was restricted.

The main advantages of using internet-based questionnaires were that it reduces cost; it reduces data collection time and raw data processing time; it enables participants to be anonymous in the sample; respondents can complete the questionnaire at a convenient time or over time; the software prompts respondents to complete missed items or incomplete answers; human error is reduced in the data-capturing process; and additional features like colour, graphics and fonts can make the questionnaire more attractive (Cohen *et al.*, 2011:280).

Moreover, advantages of using a questionnaire are that it produces numerical data; represents a broad designated population; gathers standardised information; makes generalisations about patterns or responses; and gathers data that can be processed statistically (ibid.:256). Data were collected by means of a variety of questions like drop-down bar questions, Likert scales, multiple-choice options, and open-ended questions (please see chapter 2 for a detailed description of the questionnaire).

Possible pitfalls might be that participants do not have enough time to complete the questionnaire or simply do not want to participate in the study; participants might not be IT literate; there might be connectivity issues like network problems or limited access to Wi-Fi; some sample groups may be underrepresented, or a participant can complete the questionnaire more than once; the respondents might not understand the language or instructions; a respondent might not be telling the truth; respondents might abandon the questionnaire during the questionnaire (exiting); and there might be high non-participation or error messages (Cohen *et al.*, 2011:283).

I ensured that the layout of the internet-based questionnaire was technically edited so that it navigated with ease and users were not bothered by specific text, colours or “user- and technical unfriendliness” of functions and instructions. I pilot tested the Google Form with some of the Instructional Designers working in my unit at CTL to ensure the form adhered to graphic design and learning standards to eliminate some of the pitfalls mentioned earlier.

Reips (as cited in Cohen *et al.*, 2011:287) developed the “high hurdle” technique which increases response rates in internet questionnaires. Here, motivationally adverse factors are used as close as possible to the beginning of the questionnaire to ensure that “potential dropouts will self-select at the start rather than during the data collection” (Cohen, 2011:287). The “high hurdle” strategy comprised 10 steps (discussed in the next section). Reips’s “high hurdle” technique was adapted for the purpose of this study.

Table 1.1: Reips’s “high hurdle” strategy (Cohen *et al.*, 2011:287)

No	Motivational factor	Description	For this study
1	Seriousness	Informs the research participants that the research is serious and rigorous.	I included the purpose of the study, research questions, and ethical clearance number on the questionnaire's front page.
2	Personalisation	The participants are asked for e-mail addresses or contact details and personal information.	To ensure that I could eliminate double completion of the questionnaire, I asked for a corresponding e-mail address and staff number but no further identification.
3	Impression of control	Participants are informed that their identity is traceable.	I did not include this feature. It is assumed that if the lecturers submitted their information in step 2, they were tractable.
4	Patience: loading time	Use image file to reduce the loading time of web pages.	I did not include this feature, as the Google Form did not take long to load.
5	Patience: long text	Most text is placed on the first page, and the amount of text is reduced in the pages that follow.	I ensured that I kept text limited, sentences short, and instructions clear.

6	Duration	Informs participants how long the questionnaire will take.	I communicated this in the e-mail I sent to the participants when I shared the link.
7	Privacy	Participants will be informed that some personal information will be sought;	To ensure that I eliminated double completion of the questionnaire, I asked for a corresponding e-mail and staff number but no further identification.
8	Preconditions	Indicate the requirements for particular software.	I did not include this feature. Google Forms is an online document that does not need installation and can be used on any device if one has the URL link.
9	Technical pre-test	Conducts test of compatibility of software.	I did not include this feature.
10	Rewards	Participants will be informed of any rewards and incentives on full completion of the questionnaire.	I communicated the incentives to participants on the front page of the questionnaire. Successful completion of the questionnaire earned the respondent a corporate gift like a pen, highlighter or ruler for the time spent completing the questions.

The questionnaire was created and administered via Google Forms. The URL link of the questionnaire was forwarded to all the staff in the faculty on all three sites. An expected response rate of 10% was ideal. If less than 10% in each faculty was received back, I followed up via e-mails and requested lecturers' participation. Participation was voluntary, and lecturers could withdraw from the study at any time.

1.8.4 QUANTITATIVE DATA ANALYSIS

Descriptive statistics were used to analyse the questionnaire data. Data were organised, summarised, and reduced to categorise responses into central tendencies (means), measures of variabilities (standard deviation), and measures of strength relationship (correlation coefficients) (Newton & Rudestam, 2013:68). I consulted Statistical Consultation Services (SCS) of the NWU Potchefstroom campus to ensure that the questionnaire developed satisfied the criteria for reliability and validity.

I used descriptive statistics, providing frequencies and percentages, to reflect on the biographical information (Cohen *et al.*, 2011:627; Neuman, 2011:387). The analysis included descriptive, inferential statistics, where I attempted to draw inferences and make deductions about a population parameter using sample statistics (Newton & Rudestam, 2013:68). To ensure reliability, I pilot tested the questionnaire with colleagues who did not form part of the sample population. The feedback received from the pilot study was used to ensure reliability, seeing that it was a small group. Reliability refers to the consistency of the measuring instrument – it measures the extent to which the results are similar or consistent across different forms or occasions of data collection (McMillan & Schumacher 2006:183; Teddlie & Tashakkori, 2009:208).

The questionnaires were also piloted to satisfy the criteria for face and construct validity. Validity is defined by Maree (2007:216) as “the extent to which an instrument measures what it claims to measure”. According to Maree (2007:217), it “refers to the extent to which an instrument ‘looks’ valid if it measures what it is supposed to measure”. Construct validity can be described as “the extent to which an instrument measures a characteristic that cannot be directly observed but must be gathered from people’s behaviour such as leadership” (Leedy & Ormrod, 2005:92).

Principal axis factor analysis was done to validate the questionnaire. Barlett's Test of Sphericity (Cohen *et al.*, 2011:641) determined the extent of intercorrelation between variables and whether they were normally distributed (Newton & Rudestam, 2013:278). By calculating Cronbach's alpha reliability coefficient, internal consistency (reliability) was determined to ensure that the questionnaire had face and construct validity (Cohen *et al.*, 2011:639-640; McMillan & Schumacher, 2001:247).

For Cronbach's alpha coefficient to be reliable, the minimum number of research participants should not be more than 50 participants. For this study, the research participants were NWU academic staff members in the faculties of Economic and Management Sciences, Education, and Law.

1.9 QUALITATIVE RESEARCH METHODOLOGY

The qualitative research methodology employed in this inquiry was a case study design. Merriam and Tisdell (2016) list qualitative case studies as one of the six most common qualitative research designs. A case study design involves studying a particular case(s) in a specific context. The analysis was complex and sought to be holistic (Tight, 2017:9). In the case of this study, the NWU served as the context to investigate curriculum transformation (Cohen, Manion & Morrison, 2011:289). Case studies can determine cause and effect (how and why). A strength of using a case study design is that real-life contexts can be observed, “recognising that context is a powerful determinant of both cause and effects, and that in-depth understanding is required to do justice to the case” (Cohen *et al.*, 2011:289).

Furthermore, an embedded multiple-case design (Tight, 2017:14) was used. Thus, different sub-units (selected faculties of the NWU) were explored, and a variety of instruments were employed to capture the data (please see § 1.6.3 for a discussion on how the data were collected). Embedded case studies that involve more than one object or unit of analysis are not limited to qualitative research (ibid.:14). The use of case study design in this study worked well, as I made use of CHAT to investigate the complexity and embeddedness of social truths regarding curriculum transformation in the sub-unit faculties and the NWU context (Lodico, Spaulding & Voegle, 2010:158). Using the lens of CHAT, the context was essential to understanding the status of curriculum transformation at the NWU. The focus was on determining whether NWU lecturers’ perspectives and experiences could contribute to curriculum transformation to inform future practices and what a critical exploration into curriculum transformation implies for curriculum making and development. Case study design focuses on the institution’s analysis and integrates different perspectives of the case (i.e., curriculum transformation in three selected faculties) (Flick, 2009:143). The limitations of the study (case) are discussed in § 1.9.2.

1.9.1 QUALITATIVE SAMPLE METHODOLOGY

The population group included all lecturers teaching at the NWU. Due to geographic and financial limitations impacting on the study, I had narrowed the parameters of the study to make sampling possible. Stratified purposive sampling criteria included making use of three faculties of the NWU. The faculties were selected based on access to them across all three sites of the NWU. Lecturers were prompted to participate in the study and gave informed consent if they were willing to participate.

The sampling strategies are discussed in depth in chapter 2 (§ 2.5.1.1 and § 2.7.1).

1.9.2 QUALITATIVE DATA COLLECTION METHODOLOGY

Maree (2009:81) indicates that qualitative methodologies “do not treat data collection and analysis as two separate processes, but see them as an on-going, non-linear and a cyclical process as most studies are directed by the saturation of data”. Saturation refers to a point in the data collection process “when the researcher has heard the range of ideas and are not getting any new information” (Teddlé & Tshakkori, 2009:183).

In case study designs, especially embedded multiple-case designs, where different sub-units are used, a range of instruments should be used to gain insight into and clarity on complex situations (Cohen *et al.*, 2011:291; Maree, 2009:130). Due to the mixed methodological nature of this study, the following instruments were utilised: qualitative questions in the questionnaire; qualitative interviews; and teaching, learning and curriculum documents. Core curriculum documents, collected by the researcher as evidence of transformation practices, were analysed in the literature review (see § 2.5). Multiple data collection methods were used to ensure evidence triangulation (Maree, 2009:39; Merriam, 2009:215).

The qualitative (open-ended) data that emerged from the questions in the questionnaires were coded in Atlas.ti and followed up with interviews that were scheduled with a margin of 10% of sample group lecturers who completed the questionnaires (see tables 2.1 to 2.4 for the exact figures). The semi-structured interviews aimed to corroborate the data that emerged from the

questionnaires (Maree, 2009:87). A framework of questions for the interviews was developed from a preliminary literature study. The interviews allowed probing and clarification of answers to gain a deeper understanding of the data.

The interviews were video recorded for data capturing purposes only. Rosenstein (2002:2) described three uses of videos in research: (a) as a tool to aid more objective observations (data collection and analysis); (b) as a mechanism for providing feedback; and (c) as a means of video conferencing. For this study, I used observations to collect data and analysed the data. Video recordings were used (video feed with only sound), as I could review the recorded data as many times as possible. This feature might not have been possible if the participants have been observed without video footage, and the information and data might have been lost or missed (Rosenstein, 2002:8; Slabbert-Redpath, 2014).

The teaching, learning and curriculum documents of the NWU, the national landscape and the international context were scrutinised through documentary research. Ahmed (2010:2) explains that documentary research is used in studying and categorising physical resources such as written documents. This research methodology has an advantage over social questionnaires or in-depth interviews in that it is more cost-effective. Such documents are recorded as secondary data sources, as they contain material “not specifically gathered [or generated] for the research question at hand” (Ahmed, 2010:3).

The data collection strategies are discussed in depth in chapter 2 (§ 2.5.2.1 and § 2.7.2).

1.9.3 QUALITATIVE DATA ANALYSIS

After conducting the interviews, the recorded interviews were transcribed, as explained by Leedy and Ormrod (2005:140). I analysed the content by identifying statements that related to lecturers’ perceptions on curriculum transformation; statements were grouped into “meaningful units” (Leedy & Ormrod, 2005:140); different perspectives were categorised, and I then provided a “thick description” (Geertz, 1973) of the participants’ personal experiences of curriculum transformation. A thick description allows for multiple interpretations and perspectives and gives the broader social-cultural context, allowing for a deeper understanding of the meaning (Neuman, 2011:424).

The raw data from the qualitative Google Forms questionnaire questions were uploaded to Atlas.ti 8 and coded according to the CHAT lens, as described by Engeström (2009). Atlas.ti is software used to analyse qualitative data (§ 2.5.3 and § 2.7.3). Atlas.ti is an analysis software programme that served as a tool to further organise and support data flow in the analysis process. Atlas.ti also offers a creative way of presenting the data but still follow a systemic and intuitive process.

Hycner’s (1985:390) list of guidelines was used for content analysis of the interview data: transcriptions; bracketing; listening to the interviews; outlining units; describing units of meaning; clustering units; determining themes from clusters; writing summaries of interviews; returning to the participant with the summary/themes; conducting second interviews; modifying themes/summaries; identifying themes for the interviews; contextualisation of themes; and writing the main summary.

The use of CHAT as theoretical underpinning and content analysis worked well. Both the underpinning theory and data analysis aimed to determine the meaning of social, historical, and cultural tensions to understand, compare and improve the current and future state of curriculum transformation in the HE landscape. Thus, the data analysis strategy complemented the theoretical underpinning of the study and was the most appropriate strategy to use.

When I scrutinised the data, I started by identifying the main discourses in the data, interpreting patterns and trends, and finally discussed the hidden discourses from the original data. In qualitative research, it is essential to adhere to the principles of trustworthiness. The four criteria for trustworthiness are credibility, transferability, dependability, and conformability (Kefting, 1991:217; Schwandt, 2007:299). The following strategies were used to ensure trustworthiness in the study: To ensure credibility (internal validity), the participants were involved in the data collection strategy (a case study design). The participants were part of the data collection process (interviews). The process was on-going and simultaneous (Maree, 2007:99; Merriam, 2009:170).

To ensure transferability (external validity), thick descriptions (Geertz, 1973) were used. Schwandt (2007:299) and Merriam (2009:227) define a thick description as follows: a “description of the setting and participants of the study, along with a detailed description of the findings with adequate evidence presented in the form of quotes from participants’ open-ended interviews”. To ensure dependability (reliability), a process must be traceable and logically documented (Schwandt, 2007:299). In this study, crystallisation and an audit trail were used to ensure dependability. A variety of data was collected from various sources (questionnaires, interviews, and SLR). If data from various sources lead to the same conclusion, the researcher can deem the results as reliable (Merriam, 2009:227; Kefting, 1991:214). Finally, for conformability (objectivity), I made use of crystallisation of multiple methods “to ensure that the data supports my analysis and interpretation of the findings” (Kefting, 1991:214).

The data analysis strategies are elaborated on in chapter 2 (§ 2.5.3 and § 2.7.3)

1.10 ETHICAL ASPECTS OF THE RESEARCH

Education research has an “ethical facet” because it “involves human participants, human behaviours and human attitudes and the process that contribute to these concepts” (Drake, 2015:108). As a SCS on Q&APP my departure point would always be policy and legislation. The NWU Research Ethics Policy (NWU, 2018d:2) states that research is “guided by the principles of beneficence and non-maleficence, distributive justice (equality) and respect (dignity and autonomy)”.

In this study, I upheld these principles by doing the following:

Beneficence and non-maleficence imply maximising benefit and minimising harm and require that the risks of harm posed by the research must be reasonable considering anticipated benefits (NWU, 2018d). Potential physical, psychological, social, dignitary and community harm was minimised, and I was aware of potential risks to the participants in this study. I took precautions to decrease the likelihood of harm and developed appropriate contingencies to deal with such harm should it occur (Olivier, De Beer & Meyer, 2019).

Distributive justice (equality) is described as a “balance of risks and benefits amongst role-players involved in research and should reflect the principle of equality of the population being unduly burdened by harms of research or denied the benefits of knowledge derived from it” (NWU, 2018d:1). I ensured that the recruitment strategies were neutral, described the purpose of the research, anticipated the risk of harm, added potential benefits, and were bias-free. I ensured that an independent person performed recruitment and enrolment. Participant selection was fair; a broad group of people had the opportunity to participate. Entire groups of people were not excluded. The inclusion and exclusion criteria were clear (Olivier, De Beer & Meyer, 2019).

Respect (dignity and autonomy) for research participants, according to the NWU Research Ethics policy (2018c:2), is explained as “signifying the opportunity for self-determination about their choices. It recognises the importance of dignity, well-being, and safety interests of participants, as well as autonomy”. I ensured that I treated all people with dignity and respect in an equal (similar) way (Olivier, De Beer & Meyer, 2019). Punch (2014:43) refers to 11 ethical issues that researchers can attend to before, during and after their studies. During a study, the issues to consider are worthiness of the project, competence to conduct the project, informed consent, costs, benefits, and reciprocity. During the project, researchers should consider risk and harm, trust and honesty, confidentiality, anonymity and privacy, intervention, and advocacy. Finally, researchers should pay attention to research integrity and quality, ownership of the data and conclusions, and the misuse of results. As regards all these issues, I confirm that all the research processes were completed with the utmost care and accuracy to ensure reliability and validity.

Please refer to figure 5 for an explanation of the data collection strategy. During step 1 and step 5.1 of this study, the literature review documents were in the public domain and available to the public outside of the NWU environment. I acknowledged authors in the correct scientific procedure as stipulated in the Manual for master’s and doctoral studies (NWU, 2016b). A report on the literature review findings was compiled with accuracy and clarity and contained all the vital information.

The Research Ethics Committee of the Faculty of Education (EduREC) scrutinised the questionnaire in step 2 of the research. The researcher obtained permission from the NWU Faculty of Economic and Management Sciences (F-EMS), Faculty of Education (F-Edu), and Faculty of Law (F-Law), as well as the NWU Research Data Gatekeeper Committee (RDGC) and the individual lecturers who were part of the sample group to complete the questionnaire during the first quarter of 2020. The researcher requested an independent person to inform the participants about the study, that their participation was voluntary, that they were anonymous, and that they had the right to withdraw from the study at any point in time without any negative consequences. The results and findings of this study will be made available in the public domain so that all the participants can have access thereto.

Ethical approval was sought from the NWU EduREC before commencement of the study. A NWU staff participated in the study, I also sought permission from the RDGC. I adhered to the basic principles of ethical research, e.g., the purpose of the study was explained to the participants, voluntary consent was obtained from participants through an independent person, and participants were informed that they could withdraw from the study at any stage without any consequences.

Research ethics are discussed in depth in chapter 2 (§ 2.5.4, § 2.7.4 and § 2.9).

1.11 CHAPTER OUTLINE

This chapter introduced the research as well as provided the rationale and problem statement. It further discussed the mixed methods research design, the contribution of the study, and the ethical considerations of this research.

The chapter outline is as follows.

Chapter 2 explains the research paradigm, design, and methodology of the study. Contrary to other doctoral studies, I used CHAT as a research lens for my study. CHAT is used in my literature review (traditionally chapter 2 in this study chapter 4), the methodology chapter (traditionally chapter 3 in this study chapter 2) and in the data analysis chapter 5. Due to the complexity of the study content (the layers of the curriculum) and the added complexity of CHAT as research lens it was important to frame and clarify the context of the study, the methodology and the theory explaining the unique methodology before moving to the literature chapter.

The research methods, procedures and dealing with the research samples, method of data collection and analysis and ethical considerations are discussed.

Chapter 3 explains CHAT and primes the reader for the following chapters with the study's underpinning research lenses.

Chapter 4 deals with the theoretical aspects and, from a CHAT perspective, provides a review of the scholarly literature on curriculum transformation in the HE context.

Chapter 5 is devoted to discussing the data generated and interpretations of the findings to answer the research questions. The chapter includes presenting and analysing data gathered through the questionnaires and interviews in line with the literature review findings.

Chapter 6 presents the findings of the study. In this chapter, the implications are examined, and recommendations (drawing on the research process and research findings) are made. The chapter concludes with a discussion on the contribution of the research to the knowledge society. A curriculum transformation framework is presented, and recommendations are made for future research.



CHAPTER 2: Research design and methodology

*Adding wings to caterpillars does not create butterflies.
It creates awkward and dysfunctional caterpillars.
Butterflies are created through transformation”
(Marshall, 1996).*

2.1 INTRODUCTION

In this chapter, I explain the research design and methodology used in this study. I discuss the reason for the design, the research paradigm and methodology. I used a mixed methods design to achieve complementary strengths and non-overlapping weaknesses of quantitative and qualitative designs (Punch, 2013:303).

In most doctoral studies, the chapter order is traditionally positioned so that chapter one is followed by the literature chapter and then by the design and methodology chapter. Contrary to other doctoral studies, I included the research design and methodology as the second chapter and the literature chapter as the following chapter.

This study is complex in nature, and to unpack the steps, processes, and methodologies used, I did not conform to the traditional structure of a doctoral thesis. An explanatory sequential design process with various elements and steps was used. For the sequential steps and processes to be understood, it is necessary to break away from the traditional mould to ensure clarity and clear communication. I used third-generation CHAT to unpack the literature and to analyse the data collected by means of questionnaires, interviews, and a literature review. It is important first to prime readers with an introduction to CHAT, then the literature review where CHAT was used, and the following data analysis chapter where CHAT, which is not normally used when conducting literature reviews and data analysis, was the primary research lens to analyse data.

This chapter also elaborates on what informed the predisposition for the design, research paradigm and methodology. In the following sections, I unpack how I used a mixed methods design approach for this study. Insights from the literature review are discussed in the next chapter.

2.2 RESEARCH DESIGN

The research design of a study can be seen as the “plan of action which directs you in how to conduct research; it involves the intersection of philosophy, methodology and specific methods” (Creswell, 2009:9). Three research design types are used in research, namely qualitative designs, quantitative designs, and mixed methods designs. For this study, a mixed methods design was used.

Mixed methods design researchers collect and analyse both quantitative and qualitative data to answer a research question. Quantitative and qualitative data are integrated to provide a “thick description” of the phenomenon under study (Geertz, 1973). Furthermore, the procedures are organised into specific research designs that provide logical sequencing for the study (Creswell & Clarke, 2018:3). The purpose of a mixed methods design is to “look different at the social world”, and such a design provides “multiple ways of seeing” (Cresswell & Clarke, 2018; Greene, 2007). Furthermore, I used an explanatory sequential design (Cresswell, 2009:14; Cresswell & Clarke, 2017:190) to elaborate on the findings of one design method with another. I began the study with

a quantitative approach in which theories and concepts were explored through a questionnaire (comprising quantitative and qualitative question types), using a more significant number of participants. This was followed by a qualitative approach (semi-structured individual interviews) involving detailed exploration with a few cases or individual participants. In this design, the quantitative and qualitative data collection was not autonomous but related to provide a detailed description. In explanatory designs (McMillan & Schumacher, 2006:28), quantitative data are collected first and qualitative data second to explain and elaborate on the findings.

The specific details of the quantitative and qualitative designs are explained in the following sections (§ 2.4, 2.5 and 2.7) – specifically, the methodology, paradigm, sampling, methods of data collection, and data analyses. Figures 2.1, 2.2 and 2.4 depict an integrated (or holistic) view of the quantitative and qualitative design approach used. I used colour coding (quantitative design methodology = blue; qualitative design methodology = green) to differentiate between the elements. Later in the chapter, the quantitative and qualitative design sections are split to help ease navigation of the designs. Figures 2.1 and 2.2 are used as the signpost to guide the quantitative and qualitative design discussions later in the chapter.

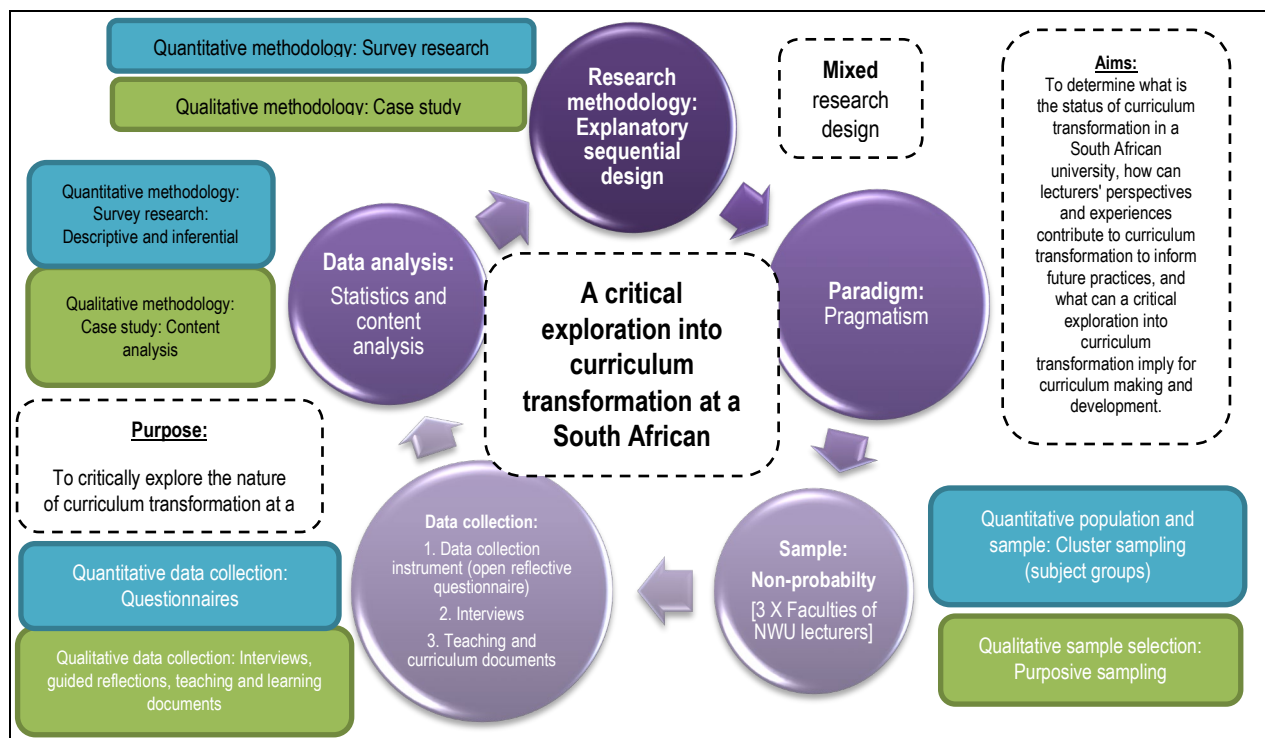


Figure 2.1: Research design

Creswell and Clark (2018) identify three main dimensions in the mixing of methods: the timing dimension; the weighting dimension; and the mixing dimension. To explain the mixing of the methods in this study, I used the dimensions as set out by Creswell and Clark (2018). See figure 2.2 (§ 2.5.3) for a visual representation of this study's timing dimension. In step one of the study, I did a preliminary literature review by using 3GAT lenses to develop the quantitative questionnaire. In step 2, I sent out the quantitative questionnaire to the cluster sample group and in step 3, I collected the quantitative data.

Step 4 entailed a literature review. For coding, I used Atlas.ti to ensure that I applied the CHAT framework where I developed systems for the analysis. I consulted a statistician (NWU SCS) in step 4.2 to help me analyse the quantitative data that emerged from the questionnaire. In step 5.1, I collected institutional, national, and international documents on curriculum transformation and coded the documents in Atlas.ti through CHAT research lenses. In step 6.1, I conducted and recorded online qualitative semi-structured individual interviews via Skype and Zoom. I transcribed the semi-structured individual interviews in step 6.2 and coded the data in Atlas.ti through my CHAT research lenses (step 6.3). In step 6.4, I conducted follow-up online semi-structured individual interviews with lecturers to clarify uncertainties and to ensure the validity and reliability of the data. In step 7, I triangulated the data sets that emerged from the literature review, the quantitative data, and the qualitative data to get to the findings. I used Atlas.ti to triangulate

the data and consulted a statistician to help me with the quantitative data analysis. The data collection timing was sequential, as I first completed each step to move to the next step (please see § 2.5 and 2.6 for an in-depth discussion of the quantitative and qualitative designs).

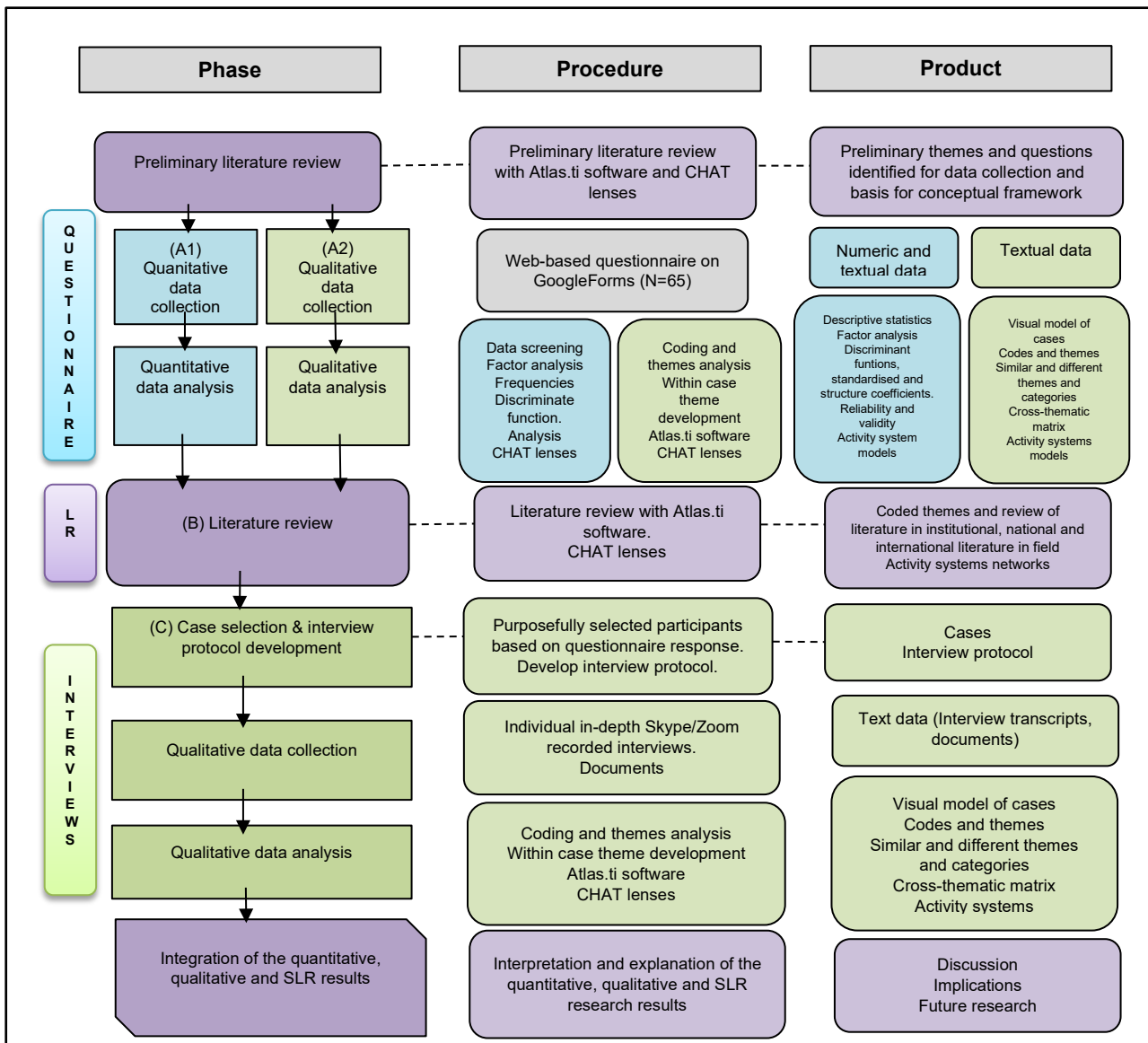


Figure 2.2: Detailed explanatory sequential design process of this study (adapted from Creswell & Clarke, 2018:85)

In the triangulation, the literature review and the qualitative and quantitative data weighted equally to confirm findings and to get to a point of data saturation. The data sets were merged in the final triangulation phase to answer the research questions (Punch, 2014:308).

2.3 RESEARCH PARADIGM: PRAGMATISM

Worldviews are the philosophical assumptions researchers use to provide a foundation for their research. The worldview shapes the process of research and inquiry (Creswell & Clark, 2018:34). When articulating worldviews in mixed methods research, it is seldom not mentioned how the worldviews are utilised. In this research, I made use of pragmatism to underpin the study. My philosophy and worldview are unpacked using the framework of Creswell and Clark (2018:35), adapted by Crotty (1998), to explain the four levels for the development of a mixed methods study.

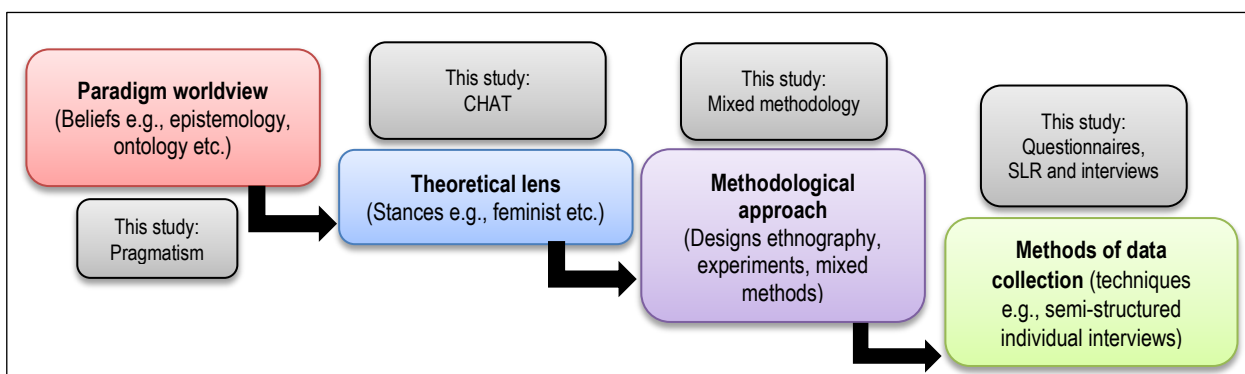


Figure 2.3: The four levels of developing a research study (Source: Creswell & Clark, 2018:35 as cited in Crotty)

The first level is the broadest and deals with philosophical assumptions, such as the epistemological, ontological, and axiological beliefs behind the study (I unpack these terms in the following paragraphs) and assumptions regarding how knowledge and reality are perceived and used in the study. The philosophical assumptions in mixed methods research are the beliefs or assumptions that drive the inquiry (ibid.:35). The second layer deals with the theoretical lens utilised in the study, describing the stances and theories used in the study. In this research, I used CHAT (Engeström, 2001; Vygotsky, 1987). The third level entails the methodological approach used in research and in this step, the methods are differentiated. I used a mixed methods design. According to Creswell and Clark (2018), the fourth and final level entails a breakdown of the methods of data collection, describing the methods of data collection. In this study, I used a mixed methods design comprising a questionnaire in the quantitative component (with qualitative elements embedded in the questionnaire – please see § 2.5 and 2.7 for an in-depth discussion of the designs) and online semi-structured individual interviews in the qualitative research component.

The four worldviews used in mixed methods research are as follows: the postpositivist, constructivist, transformative, and pragmatist worldview (ibid.:36). This study was positioned as a pragmatist worldview study. To explain why pragmatism is the most suitable worldview for this research, I unpacked it according to the beliefs and philosophical questions and stances that underpinned the research.

From an ontological perspective (i.e., What is the nature of reality?), I made use of singular and multiple realities – thus, I used various perspectives of NWU lecturers to gain insight into the research question. For the ontological question, the constructivism approach entails using multiple realities, and the transformative approach focuses on different cultural positions, highlighting social issues and power relations. The postpositivist worldview would not have been suitable, as it focuses on a singular reality (Creswell & Clark, 2018:38). From an epistemological perspective (i.e., What is the relationship between researcher and that being researched?), the pragmatist stance implies practicality. The researcher collects data on “what work” to address the research problem; this was the best-suited perspective for this study. Through the data collection instruments, I collected various practitioner inputs from lecturers regarding curriculum transformation. The constructivist approach could have been used to address the epistemological question, as it focused on the closeness and subjectivity of data collection and the transformative worldview, involving participants as collaborators, and honouring their standpoints. The postpositivist worldview would not have been applicable in this situation, as this worldview focuses on distance and impartiality (ibid.:38).

The axiological perspective (i.e., What is the role of values?), from the pragmatist viewpoint, implies multiple stances, which include both biased and unbiased views. The postpositivist worldview includes unbiased perspectives, whereas the constructivist perspective only includes biased perspectives, and the transformative perspective focuses on human rights and social justice (Creswell & Clark, 2018). The positivist worldview was the most suited in this case, as it is considered a holistic view of values in a specific environment (ibid.:38).

From a methodological perspective (i.e., What is the research process?), the pragmatist approach combines qualitative and quantitative data. The postpositivist perspective entails deductive

approaches and the constructivist approach entails inductive approaches which build theories, trends, and patterns. The transformative approach focuses on participatory approaches in cyclical reviews and could have been useful, but this study would not have benefited from the cyclical processes in participatory methods. The positivist approach was the best suited methodology for this study, as the strengths of both methodologies were combined and their weaknesses did not overlap (Punch, 2013).

From a rhetorical perspective (i.e., What is the language of research?), pragmatic language standpoints imply formal and informal writing styles. The postpositivist approach is formal, and researchers must use agreed-upon variables; the constructivist approach is informal; and the transformative approach is activist-orientated and advocacy inclined to imply language in line with human rights and social justice discourses (Creswell & Clark, 2018). Thus, in this study, the pragmatic approach was the most appropriate rhetorical approach to use, as it was the most holistic perspective from which to report back findings and the best suited to address the research problem. It is evident from the considerations of the philosophical questions that pragmatism was the most suited worldview for this study; pragmatism is one of the main paradigms associated with mixed methods research (Punch, 2014). Pragmatism is concerned with the practical outcomes of human action and the practical evaluation of the “truth” (Leavy, 2014). Truth, for the pragmatist, finds its expression in practical circumstances and is not pre-established or fixed (ibid.:2014). Pragmatism focuses on “what works” and getting the research questions answered, using multiple data collection methods to inform problems in the study (Creswell & Clark, 2018:37).

Pragmatic philosophers deduct that human beings are concerned with situational, practical, and problem-solving dimensions of their lives (Leavy, 2014:24) that have some practical impact “in” and “on” the reality in which it is used (ibid.:2014). Pragmatists aim to create workable scientific knowledge that can be applied to daily life situations and real-life practices. When studying people in their natural surroundings in critical non-empirical research, driven by a desire to uncover and understand human interaction patterns can lead to understandings of social change, transformation, and social reform (Leavy, 2014:25).

Thus, mixed methods research allowed me to look at reality and the relationships between them quantitatively. Pre-structured information from the research question, conceptual framework, and design was measured and used. The research sample used in the quantitative part was larger and helped me to understand statistical trends (Punch, 2014). The quantitative sample considered the impact, critical elements of curriculum transformation, experiences, and perceptions of a larger group of respondents. Data from the literature, the questionnaire research and case study methodology were triangulated through CHAT to answer the main research question. Qualitatively, I used a case study design and looked at the lived experiences, the context, and processes of the participants to investigate the status of curriculum transformation in lecturers' practices at the NWU. The qualitative sample was smaller than the quantitative sample to obtain an in-depth, holistic understanding of the data. The research methodology for both designs is discussed in the next sections.

2.4 RESEARCH METHODOLOGY

An explanatory sequential design, involving both quantitative and qualitative methods, was used. In explanatory sequential mixed methods methodology, the data collection begins with a quantitative phase of data collection, followed by a qualitative phase to explain, and build on the quantitative data (Creswell & Clark, 2018:78). The quantitative phase is initiated first to demonstrate the initial results in depth (explanatory), and the qualitative data are utilised to explain the quantitative data (QUAN→QUAL) (see figure 2.2.2 for a holistic overview).

In line with a mixed methods design, the two methodologies were implemented in distinct phases. Questionnaire research was used as a primarily quantitative research methodology and an online questionnaire was distributed via Google Forms to lecturers in three faculties (Faculties of Economic and Management Sciences, Education, and Law) of NWU. My post as a SCS working for Q&APP entails supporting the above-mentioned faculties in my daily tasks. I am familiar with

the structures, processes for curriculum change and renewal. The three faculties were purposefully selected based on my access to and involvement with them.

The lecturers were selected based on the campus situated (teaching), post-level, curriculum transformation experience and years of teaching experience. All criteria were used to determine the respondents to ensure a diverse and representative quantitative sample. The quantitative data were collected by means of a questionnaire, and the questionnaire data were analysed to obtain statistical data with the help of a statistician. The quantitative data analysis resulted in descriptions of demographic information, lecturer module information, curriculum design information, teaching and learning approach, the learning environment, and assessment. The quantitative data provided a general picture of the research problem.

The questionnaire also had qualitative design questions included in the instrument, as the data were collected during the COVID-19 national lockdown in South Africa. The qualitative (narrative) design questions were exported, coded, and thematically analysed using Atlas.ti within a case theme development framework informed by CHAT research lenses. The quantitative data collection and analysis were followed up with the qualitative semi-structured individual interviews. The semi-structured individual interviews were conducted electronically via Zoom, as the interview data were also collected during the COVID-19 lockdown. The qualitative data refined and explored the participants' perceptions and views in more detail. The interview data were transcribed and imported into Atlas.ti. The data were coded and analysed with CHAT research lenses.

The quantitative data were analysed and rendered descriptive and inferential statistics. I used factor analysis to conceptualise the elements of activity theory (§ 5.2). The study was sequentially timed, as the quantitative data were collected first and supported by the qualitative findings. I used document analysis and CHAT lenses to map out the literature review. I employed content analysis in qualitative data analysis.

I also employed mixed methods as such an approach provided me with a comprehensive account to answer the research questions, the data from both the questionnaires and semi-structured individual interviews combined with the literature review and provided precise results for the research questions when used in conjunction with CHAT lenses and ZPD understanding. The mixed methods design helped in finding practical and problem-driven answers to contextual problems. The disadvantages of using a mixed methods design were the longer time utilised collecting two strands of data and documents, additional skills I had to master and develop to make sense of the data and manage the data, the underlying worldview of pragmatism were not easy to be contextualised when I had to conceptualise the study.

The quantitative and qualitative methodologies are unpacked in sections 2.5 and 2.7, respectively. In these sections, I explain what the different methodologies entail and how they were used in this study. The unpacking of the methodologies is in line with the explanatory sequential design process explained in figure 2.2.

2.5 QUANTITATIVE METHODOLOGY

In section 2.5 I explained the sampling and research environment, the data collection strategies, the data analysis strategies and the reliability and validity of the quantitative data.

2.5.1 SAMPLING AND RESEARCH ENVIRONMENT

Non-probability sampling was used in this study. This sampling strategy was adopted, as I targeted a specific group of respondents and participants and did not seek to generalise the findings overall. The general population group for the study included all lecturers teaching at the NWU. Due to the impact of geographical limitations on the study, the parameters of the study were narrowed to make sampling possible. The sampling criteria included three of the eight faculties of the NWU. The faculties were selected based on the access I had to them across all three sites of the NWU. In my SCS position working for Q&APP, I am allocated to three faculties for curriculum advice and support. The faculties of Economic and Management Sciences (F-

EMS), Education (FEDU) and Law (F-Law) were selected, as at the time of the study, I was involved with these faculties in my daily tasks.

Lecturers were prompted to participate in the study via e-mail from an independent third party. They gave informed consent if they were willing to participate in the study. The participants could withdraw from the study at any stage if they wished to do so. I ensured that all information (consent forms, audio recordings, transcripts) was kept in a safe and locked place and out of reach of any other parties or audiences, or was password encrypted in the case of electronic storage. As the researcher, it was my role to ensure that all participants were informed about the research study, which included giving the possible participants a choice to participate in the research voluntarily or willingly. Individual informed consent was obtained through an electronic consent form. I acknowledged that the research could affect the participants' personal and daily lives, both during and after data generation (Barbour, 2007:67).

I obtained the latest (2020) faculty staff ratios from the Strategic Intelligence Unit and gatekeeper permission from the NWU RDGC upon faculty approval of the research proposal to conduct the study after ethical clearance. Please see table 2.1 for the staff ratios per faculty to gain an understanding of the sample population.

The following data were used to select sample sizes:

Table 2.1: Staff ratios per faculty						
Selected faculties staff ratio's	Potchefstroom	Mahikeng	Vanderbijlpark	Total	10% of staff in the faculty	5% of staff in the faculty
EMS	146	104	83	333	33	17
Education	150	34	46	230	23	12
Law	35	21	16	72	7	4
TOTAL	331	159	145	635	63	32

* Source: Information provided by Strategic Intelligence. Information collection date 09 March 2020.

All staff per selected faculty (F-Edu, F-EMS, and F-Law) were included in the population pool, and a 10% return ratio was calculated per faculty depending on the size. The questionnaire was disseminated to a larger group of lecturers (not only to the estimated 10%) to ensure that a large enough response rate of 10% was obtained. In cases where the responses were insufficient, additional e-mails were sent to more lecturers who met the selection criteria according to campus representation, gender, race, post-level, and level of curriculum transformation efforts. The semi-structured individual interview sample was 5% of the original population pool (and the participants were selected based on their responses received in the quantitative component).

2.5.1.1 QUANTITATIVE SAMPLING

Cluster sampling was used as the quantitative sampling strategy for the questionnaire. Cluster sampling is used to address two key issues: the lack of a suitable sampling frame for a dispersed population and the high cost of reaching the sampled element. This sampling method is also used in multiple stages to cover more expansive geographical areas (Neuman, 2011). Babbie (2011:206) explains that cluster sampling is used when it is impractical to compile an exhaustive list of elements of which the target population exists for a list of the sub-populations are already existing, for example, the faculties within which lecturers are teaching, subject- and campus groupings. Following the cluster format, the lists of lecturers per faculty were sampled to determine the study sample. The selected clusters were then seen as representative of the faculty clusters. Tables 2.2 to 2.4 indicate the faculty clusters from the three chosen faculties, with the breakdown of the population sizes per school and per campus. Table 2.5 explains the proposed and actual sample sizes for each data collection strategy.

Table 2.2: Population sizes at the NWU Faculty of Economic and Management Sciences.			
Faculty of Economic and Management Sciences			
School	Potch	Mahikeng	Vaal
School of Accounting Sciences	51	18	28
School of Management Sciences	18	22	16
School of Industrial Psychology and Human Resource Management	19	7	14
School of Economic Sciences	25	40	21
School of Tourism	5	0	0
School of Business and Governance	11	8	4
TOTAL	129	95	83

* Source: Information provided by Strategic Intelligence. Information collection date 09 March 2020.

Table 2.3: Population sizes at the NWU Faculty of Education.			
Faculty of Education			
School	Potch	Mahikeng	Vaal
School of Languages in Education	31	11	11
School of Professional Studies	33	6	10
School for Natural Sciences and Technology for Education	42	9	16
School of Commerce and Social Sciences in Education	11	2	4
School of Psychosocial Education	30	6	5
TOTAL	147	34	46

* Source: Information provided by Strategic Intelligence. Information collection date 09 March 2020.

Table 2.4: Population sizes at the NWU Faculty of Law.			
Faculty of Law			
School	Potch	Mahikeng	Vaal
Faculty of Law undergraduate studies	31	20	16
Faculty of Law postgraduate studies	1	1	0
TOTAL	32	21	16

* Source: Information provided by Strategic Intelligence. Information collection date 09 March 2020.

Table 2.5: Proposed sample sizes at various NWU faculties.							
Faculty:	Faculty code:	Data collection year:	Total academic staff in faculty*	Proposed sample size (return rate – 10%) questionnaires:	Actual sample size for questionnaires: (N)	Proposed sample size interviews (5% of questionnaire return rate):	Actual sample size interviews: (N)
EMS	F-EMS	2020	333	33 lecturers	34 lecturers	17 lecturers	14 lecturers
Education Sciences	F-Edu	2020	230	23 lecturers	28 lecturers	12 lecturers	13 lecturers
Law	F-Law	2020	72	7 lecturers	3 lecturers	3 lecturers	3 lecturers
TOTAL			635	63	65	32	30

* Source: Information provided by Strategic Intelligence. Information collection date 09 March 2020.

For this study, 10% of the academic staff member population was considered for the sample size. The academic staff members were selected through pre-determined criteria. The pre-determined criteria were as follows: (1) diversity of the range of participants in terms of biographical information, age, and gender to ensure a diverse group of participants; (2) campus where they were teaching; (3) exposure to and experience with curriculum transformation; (4) lecturers willing to participate in the study and complete the online questionnaire. The same 10% of academic staff members who completed the questionnaires was used to participate in the semi-structured individual interviews, but the sample was narrowed to 5%. To ensure buy-in from the participants, I ensured that the sent e-mails were clear, easy to understand, and short. Seeing that lecturers are bombarded with many e-mails daily, I wanted them to read and respond to the e-mails about this study. I wanted to ensure that completing the research questions was easy and would not take up too much of their time.

Maree (2009:176) indicates that cluster sampling can help with reducing travelling cost. For this study, all the data were collected during the COVID-19 national lockdown in South Africa, which made travelling impossible, and I had to use electronic means to collect both the quantitative and qualitative data. Please see tables 2.2 to 2.4 for the sample sizes of the clusters in this study. Quantitative sampling was done through e-mails with an active link (URL to the Google Forms).

Google Forms captured the data on a spreadsheet as the respondents completed the questionnaires. The format of the questionnaire is unpacked in section 2.5.2.1. In the latter section, the development of the questionnaire, question breakdown, pilot testing, instructions and orders are discussed.

2.5.2 DATA COLLECTION STRATEGIES

Data collection in mixed methods approaches entails a series of interconnected steps, namely: sampling, obtaining permission and recruiting participants, identifying data sources, recording the data and administering the data collection process (Creswell & Clark, 2018). To ensure that all the relevant information on data collection was included, I followed the following guidelines outlined in Creswell and Clarke (2018) to develop the data collection strategy (see figure 2.4).

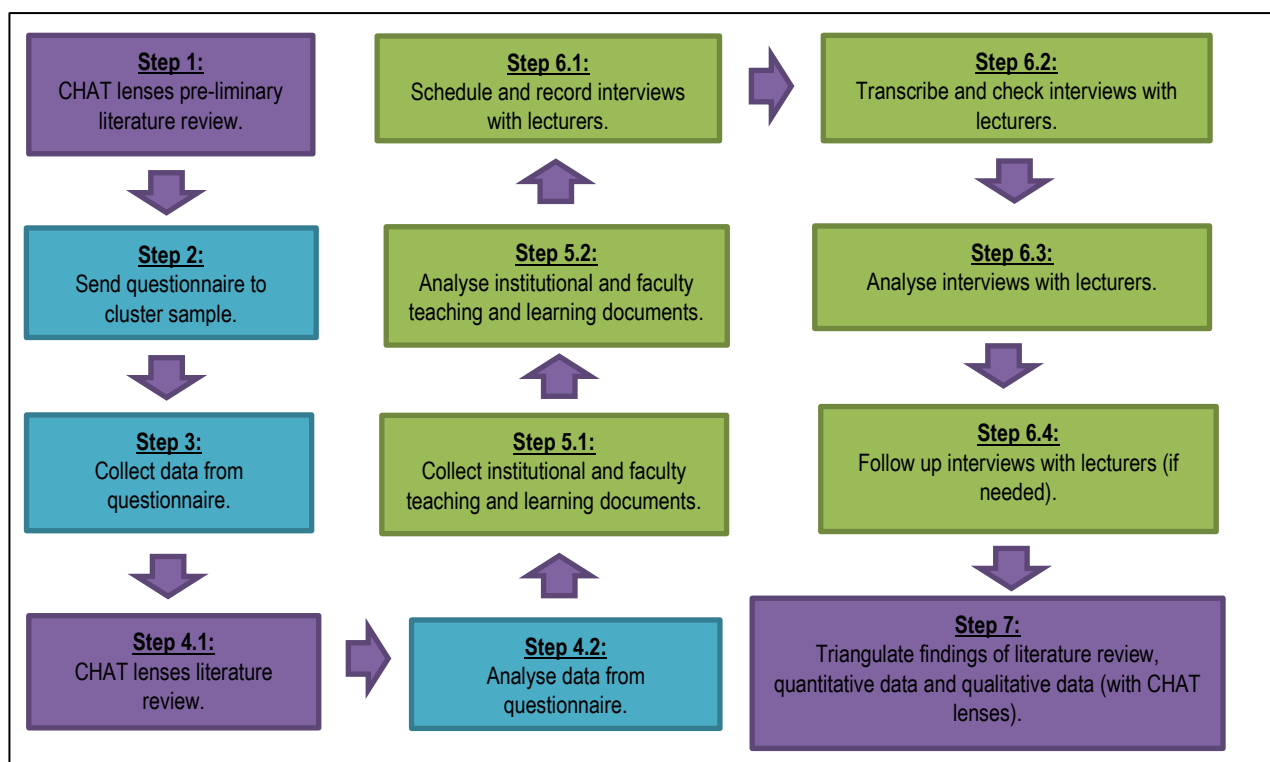


Figure 2.4: Data collection process

2.5.2.1 QUANTITATIVE DATA COLLECTION STRATEGY

I would like to start the section with clear signposting to guide the reader to figures 2.2 and 2.4 which is a holistic integrated picture of my study's data collection process in section 2.2 and 2.5.3.

The planning of the questionnaire started with a pre-liminary review of the relevant literature to explore curriculum transformation in the South African HE landscape. In the preliminary literature review, I scrutinised literature to understand the common themes, issues, tensions, topics, and tendencies in the field. I used CHAT to organise the themes into a conceptual framework, with a logical connection between themes to ensure they would be incorporated in the data collection efforts. It was also important to look at a topic in isolation and understand how connected issues impacted on specific other topics, and I asked myself why these occurrences happened or occurred the way they did.

Survey research was used as quantitative methodology in this study. According to McMillan and Schumacher (2006), survey research involves the investigator selecting respondents from a larger population and administering a questionnaire to collect information on interest variables. The survey (the term "questionnaire" will be used for this study) describes the incidence, frequency, and distribution of characteristics of the identified population (McMillan & Schumacher, 2006:233). In this study, a questionnaire was selected to collect research data due to the versatile

nature of these instruments, as they can be used to investigate a large variety of problems or questions (ibid.:233). One of the main reasons for using a questionnaire was that the data collection timeframe was during the COVID-19 national lockdown in South Africa. I had to ensure that I could still collect data during a time when South Africans were not permitted to leave their homes and come into physical contact with others. I decided that using an online questionnaire via Google Forms would be worth the effort, seeing that most of the NWU staff were familiar with the Google interfaces, and by providing the staff with a link via e-mail did not take up much space in their e-mail inboxes. The use of an online questionnaire gave possible respondents and me the opportunity to stay safe, and the NWU also rolled out data packages, VPN network support, and additional ICT support which enabled all NWU staff (sample population) to access online content, e-mails, etcetera, from the comfort of their homes. I hoped that most of the staff had access to data or Wi-Fi services and could participate in the study.

The questionnaire originated from an instrument used by the Faculty of Health Sciences and the Faculty of Economic and Management Sciences in 2015. Both faculties used this instrument to collect data to create their Faculty Integrated Teaching and Learning Plans (FILTP) as set out in Memo 24 (Balfour, 2018). I was granted permission to use and adapt the instrument used by F-EMS. The F-EMS instrument was used as the basis of the questionnaire and it was adapted to include specific questions relevant to this study regarding curriculum development and renewal, diversity, African perspectives, and the impact of COVID-19 on teaching, learning, technology, and assessment. Additional open-ended narratives were also included in specific questions on the preliminary literature review. The main aim of the questionnaire was to gather information on curriculum transformation practices at the NWU in line with the research questions.

The questionnaire and semi-structured individual interview questions (schedule) were tested in collaboration with the NWU Statistical Consultation Services (SCS). The questionnaire questions were pilot tested with 10 respondents consisting of lecturers, the promoters of this study, and colleagues from Q&APP who support staff. The pilot test was conducted to check for user-friendliness, technical issues, language editing, ease of access, and any errors regarding the delivery of the questionnaire questions. The questionnaire served before the Faculty of Education EduREC committee for ethical approval before the data were collected. Permission was also sought from the NWU RDGC, as the research involved NWU information, documents, and staff.

The questionnaire was created and administered in Google Forms. This survey administration software was used, as it is free, and many lecturers are familiar with it. Google Forms is easy to use, and it is easy to create and edit questionnaires. Google Forms are also backed up in Google Drive, and the risk of losing data is improbable. It also gives questionnaire developers the option to make changes and updates in real time and does not compromise any collected data. The forms are integrated with Google spreadsheets; therefore, I could access a spreadsheet of the collected data as soon as the respondents completed the Google Form. Google Forms also gives summary reports of collected data in a usable format. One of the main advantages is the data management option it gives questionnaire developers. All the data are kept together in one place, data are updated with time stamps, and the user has various options regarding what they want to do with the data. Additional advantages of using online questionnaires were ease of use and a better and faster response rate (Okeke & Van Wyk, 2015:248).

The questionnaire consisted of 64 questions. It comprised an introduction section which explained the purpose of the study and provided the researcher's and promoters' names and contact information. The questionnaire items were ordered in a logical sequence by means of six sub-sections: demographic information; lecturer module information; curriculum design information; teaching and learning approach; the learning environment; and assessment. It was expected of the participants to answer the questions about their curriculum transformation practices and experiences. The questionnaire took 30 to 40 minutes to complete (Please see the following extract to get an idea of the look and feel of the Google Form used to administer the questionnaire) (please refer to Addendum C for the complete Google Form questionnaire).



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 Student number 20876033
 PhD study: A critical exploration
 into curriculum transformation at
 a South African university

CURRICULUM TRANSFORMATION QUESTIONNAIRE

QUESTIONS

Instructions:

- Note that this is an online questionnaire, and you need to be online to complete it.
- Responses to the questions will not automatically be saved. It is therefore recommended that you complete all the questions at once (It should take you 30–40 minutes to complete).
- Please be honest and specific in your answers, as it will provide me with rich, valid and reliable information.

Please select only ONE of the modules you are teaching and reflect on curriculum renewal or transformation progress in the selected module.

Acknowledgement: The questionnaire was adapted from the FITLP questionnaires from the faculties of Health Sciences and Economic and Management Sciences.

For the NWU Glossary - Please consult the back of the General Academic rules document (http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/Policies%20-%202020%20Update/2019.06.20_A-Rules_e.pdf)

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Section 1 of 6 - Biographic information

Please answer the following questions:

1.1 University number *

 Your answer

1.2 Your AGE in years *

☐ Younger than 20
☐ 20 – 24 years
☐ 25 – 29 years
☐ 30 – 34 years
☐ 35 – 39 years
☐ 40 – 44 years
☐ 45 – 49 years
☐ 50 – 54 years
☐ 55 – 59 years

Figure 2.5: Extracts from Google Forms questionnaire used in the study.

Table 2.6: Questionnaire question design breakdown				
Section	Question number	Type of question	Data rendered	Linked to secondary research question
1/6 Biographic information	1.1	Short numerical answer fill in	Quantitative	1
1/6 Biographic information	1.2	Multiple choice questions	Quantitative	1
1/6 Biographic information	1.3	Multiple choice questions	Quantitative	1
1/6 Biographic information	1.4	Multiple choice questions	Quantitative	1
1/6 Biographic information	1.5	Multiple choice questions	Quantitative	1
1/6 Biographic information	1.6	Multiple choice questions	Quantitative	1
2/6 Lecture and module info	2.1	Multiple choice questions	Quantitative	1, 2
2/6 Lecture and module info	2.2	Short numerical answer fill in	Quantitative	1, 2
2/6 Lecture and module info	2.3	Multiple choice questions	Quantitative	1, 2
2/6 Lecture and module info	2.4	Multiple choice questions	Quantitative	1, 2
2/6 Lecture and module info	2.5	Multiple choice questions	Quantitative	1, 2
2/6 Lecture and module info	2.6	Multiple choice questions	Quantitative	1, 2
2/6 Lecture and module info	2.7	Multiple choice questions	Quantitative	1, 2
2/6 Lecture and module info	2.8	Multiple choice questions	Quantitative	1, 2
2/6 Lecture and module info	2.9	Multiple choice questions	Quantitative	1, 2
2/6 Lecture and module info	2.10	Multiple choice questions	Quantitative	1, 2
2/6 Lecture and module info	2.11	Multiple choice questions	Quantitative	1, 2
2/6 Lecture and module info	2.12	Multiple choice questions	Quantitative	1, 2
2/6 Lecture and module info	2.13	Multiple choice questions	Quantitative	1, 2
3/6 Curriculum design	3.1.1	Likert scale	Quantitative	3
3/6 Curriculum design	3.1.2	Likert scale	Quantitative	3
3/6 Curriculum design	3.1.3	Likert scale	Quantitative	3
3/6 Curriculum design	3.2	Narrative	Qualitative	3, 4
3/6 Curriculum design	3.3	Likert scale	Quantitative	3, 4, 5
3/6 Curriculum design	3.4	Narrative	Qualitative	3, 4
3/6 Curriculum design	3.5.1	Multiple choice questions	Quantitative	3, 4
3/6 Curriculum design	3.5.2	Narrative	Qualitative	3, 4
3/6 Curriculum design	3.6	Narrative	Qualitative	3, 4
3/6 Curriculum design	3.7	Narrative	Qualitative	3, 4
3/6 Curriculum design	3.8.1	Multiple choice questions	Quantitative	3, 4
3/6 Curriculum design	3.8.2	Narrative	Qualitative	4
3/6 Curriculum design	3.9	Likert scale	Quantitative	3, 4, 5
3/6 Curriculum design	3.10	Narrative	Qualitative	3
3/6 Curriculum design	3.11	Narrative	Qualitative	3
3/6 Curriculum design	3.12	Likert scale	Quantitative	3, 4
3/6 Curriculum design	3.13	Likert scale	Quantitative	3
3/6 Curriculum design	3.14	Multiple choice questions	Quantitative	3, 4
3/6 Curriculum design	3.15	Narrative	Qualitative	3
3/6 Curriculum design	3.16	Likert scale	Quantitative	3, 4
3/6 Curriculum design	3.17	Likert scale	Quantitative	2, 3
4/6 Teaching and Learning approach	4.1	Multiple choice questions	Quantitative	2, 3, 5
4/6 Teaching and Learning approach	4.2	Multiple choice questions	Quantitative	1, 2, 3, 5
4/6 Teaching and Learning approach	4.3	Narrative	Qualitative	1, 2, 3
5/6 The learning environment	5.1	Multiple choice questions	Quantitative	1, 2
5/6 The learning environment	5.2.1	Likert scale	Quantitative	1, 2, 3
5/6 The learning environment	5.2.2	Likert scale	Quantitative	1, 2, 3
5/6 The learning environment	5.3	Likert scale	Quantitative	1, 2, 3
5/6 The learning environment	5.4	Multiple choice questions	Quantitative	1, 2, 3
5/6 The learning environment	5.5	Narrative	Qualitative	1, 2, 3
6/6 Assessment	6.1	Multiple choice questions	Quantitative	1, 2, 3, 5
6/6 Assessment	6.2	Narrative	Qualitative	1, 2, 3
6/6 Assessment	6.3	Multiple choice questions	Quantitative	1, 2, 3
6/6 Assessment	6.4	Multiple choice questions	Quantitative	1, 2, 3
6/6 Assessment	6.5	Narrative	Qualitative	1, 2, 3

The questionnaire instructions were communicated in an introduction section explaining the purpose of the research, followed by basic instructions on how to complete the questionnaire. For assistance, I also included concept clarifications and active web links to NWU policies and documents when referring to these policies and documents in the questions.

The online Google Form questionnaire consisted of multiple-choice, multiple responses multiple-choice questions, Likert scales, and open-ended (narrative) response questions. Definitions to key concepts were provided for ease of use, and hyperlinks to essential policies and guidelines were provided if the respondent needed to see the documents or policies (Please see Addendum C for a copy of the questionnaire questions or use the links/URLs provided in Addendum C to gain access to the questionnaire and informed consent form). The details about the data analysis are discussed in the next section (§ 2.5.3).

Some disadvantages were experienced, however. Some of the respondents reported that their data connection was interrupted, or they did not have internet access, implying that they could not complete the questionnaire. Some reported that they had to complete the questionnaire more than once due to connectivity issues. The design and customisation are limited, and although various options are available, some functionalities were lacking. Due to the nature of the questionnaire, the information collected was not sensitive in nature. The URL of the questionnaire and consent form was e-mailed to possible respondents by a third party. I implied that any person with the URL could access the questionnaire and complete it during the data collection phase. After the data collection phase, the sheet was encoded with a password for access. The Google Form did not allow respondents to edit or download any data. The final version of the form was saved in Google Drive, and after the data collection was completed, access to respondents was restricted. Additional disadvantages of using online questionnaires are that the response rate can decrease; demographics may be limited due to internet access; and digital literacy.

The quantitative data analysis process is discussed in the next section.

2.5.3 QUANTITATIVE DATA ANALYSIS

In the explanatory sequential design, data analysis occurs at more than one stage of the study. The quantitative data are collected and analysed first, followed by the literature analysis, and then the qualitative data are collected and analysed. The three data sets are then triangulated and crystallised to answer the research questions. The analysis of the quantitative data is discussed in this section. The quantitative data collection strategy in this study was to collect data by means of online questionnaires. In this case, Google Forms was used. The data collection strategy was unpacked in section 2.5.2.

The purpose of the questionnaire was to produce the following: (a) statistical estimates for some aspects of the population group; and (b) narratives about the experiences and perceptions of lecturers in their curriculum transformation practices. The sample group – lecturers from the faculties of Economic and Management Sciences, Education, and Law – was asked questions about their curriculum transformation perceptions and practices. The curriculum transformation questionnaire data were primarily collected to inform the research questions in this study. The questionnaire rendered (a) quantitative data as well as (b) qualitative data. Please see Table 2.6 for the breakdown of the questionnaire question design.

For the statistical (quantitative) component of the questionnaire, descriptive statistics were used, providing frequencies and percentages, to reflect on the biographical information (Cohen *et al.*, 2011:627; Neuman, 2011:387). The analysis included descriptive and inferential statistics – I attempted to draw inferences and make deductions about a population parameter using sample statistics (Newton & Rudestam, 2013:68). The study sample is an availability sample, and no generalisation can be made. The target population comprised the lecturers of the targeted faculties of the university. Creswell and Clarke (2018:210) recommend six steps for data analysis in mixed methods research. The same steps are used in both quantitative and qualitative data analysis. Step one is to prepare for the data analysis; (2) explore the data; (3) analyse the data; (4) represent the data analysis; (5) interpret the results; and finally, (6) to validate the data and results. These steps by Creswell and Clarke (2018) were followed in this study to analyse the quantitative data.

To (1) prepare the data for analysis, I used the following analysis procedures: I downloaded the latest MS Excel spreadsheet from Google Drive with the respondents' responses captured in the document by Google Forms. The MS Excel spreadsheet contained all the information captured

with a time and date stamp as well as the respondents' individual responses. I assigned a number to the respondents according to the faculties. The data set was pre-coded according to the question numbers. I cleaned the data set and checked for errors and duplicates in the data. I then forwarded the data set to a selected statistician to help calculate the descriptive and inferential statistics through SPSS software. Descriptive statistics were then used to indicate percentages, frequencies, tendencies (means), and standard deviations. Descriptive statistics are sometimes referred to as summary statistics and are used to summarise, organise, and reduce large numbers of observations (McMillan & Schumacher, 2006:150). Percentage frequency was used to summarise the findings of the questionnaire questions to answer the research question (see chapter 5).

The statistician visually inspected trends and (2) explored the data and checked if the data were normally distributed. Descriptive analyses were calculated for each significant variable. A basic assessment was conducted to check the reliability and validity of the measures, and the data were checked to make sure that there were no issues with missing data.

As regards (3) analysing the data, the appropriate inferential statistics tests (KMO, Bartlett's Test of Sphericity, principle component analysis, variances, and factor analysis) were conducted based on the research questions, scale types, variables, and distributions. The data were analysed with the use of SPSS statistical software (used by the statistician) to answer the quantitative research questions. The results of the descriptive statistics and factor analysis are discussed in chapter 5.

(4) The results were summarised in tables. To report and (5) interpret the results, I summarised the major quantitative results and interpreted them in terms of the research questions using modelling and inferential statistics to create CHAT systems. I compared the results to explanations drawn from the literature, then I contextualised the data, and identified limitations and implications for future research. The final step (6) entailed validating the data and results by establishing the reliability and construct validity of the data. I also made use of procedures that reduced threats to internal and external validity. These are discussed in the following section.

2.5.4 RELIABILITY AND VALIDITY OF THE QUANTITATIVE RESULTS

It is essential to strive for reliability and validity when reporting research evidence. For the quantitative data collection, the main instrument utilised to collect data was a questionnaire. The questionnaire was pilot tested to satisfy the criteria for face and construct validity. Maree (2007:216) defined validity as "the extent to which an instrument measures what it claims to measure". Face validity, according to Maree (2007:217), "refers to the extent to which an instrument 'looks' valid if it measures what it is supposed to measure". Construct validity can be described as "the extent to which an instrument measures a characteristic that cannot be directly observed but must be gathered from people's behaviour such as leadership" (Leedy & Ormrod, 2005:92).

Creswell and Clark (2018:250) define validity in mixed methods research as using strategies to address potential threats to draw conclusions and accurate assessments from the data. Quantitative validity (construct validity) implies that participants' data are meaningful indicators of the construct measured (Creswell & Clark, 2018). Mixed methods scholars also refer to the term "validity" as "legitimation" (Onwuegbuzie & Johnson, 2006) and "inference quality" (Teddlie & Tashakkori, 2009). Some researchers also prefer to use the term "credibility" instead of validity.

The validity of an instrument (questionnaire) refers to the degree to which one measures what is supposed to be measured (Maree, 2009:216) to determine if the inferences made from the instrument are reasonable and appropriate (McMillan & Schumacher, 2006). The questionnaire initially developed by the faculties of Health Sciences and Economic and Management Sciences to design their FITLP was used and adapted for this study. To ensure construct validity, factor analysis was used in the statistical analysis of the data (see chapter 5). Principal axis factor analysis was conducted to validate the questionnaire. The Bartlett's Test of Sphericity (Cohen *et al.*, 2011:641) determined the extent of intercorrelation between variables and whether they were normally distributed (Newton & Rudestam, 2013:278).

Punch (2013:236) states that reliability is a central concept in measurement and implies being consistent. Instrument reliability refers to the consistency of measurement or the extent to which scores are similar across different forms of the same instrument or data collection occasion (McMillan & Schumacher, 2006). To ensure consistency in this study's quantitative section, the same questionnaire was sent to all the participants via the same process. By calculating the Cronbach's alpha reliability coefficient, internal consistency (reliability) was determined to ensure that the questionnaire adhered to the criteria for face and construct validity (Cohen *et al.*, 2011:639-640; McMillan & Schumacher, 2001:247). Maree (2009) suggests that a score of 0.9 indicates high reliability, whereas 0.8 indicates moderate reliability, and lower than 0.7 indicates low reliability. For this study, the research participants were NWU academic staff members teaching in the faculties of Economic and Management Sciences, Education, and Law.

To ensure reliability, I pilot tested the questionnaire with four colleagues who did not form part of the sample population. I obtained permission from the NWU RDGC to approach my colleagues to help me with the pilot study, as all my colleagues were, at the time, curriculum specialists and rendered valuable inputs regarding the instrument. The feedback received in this regard was used to ensure reliability, seeing that it was a small group. The feedback helped to improve errors in and user experience of the questionnaire. The experience, outcomes and results of the piloted questionnaire results were similar to the administered questionnaire, thus, making the results reliable. Reliability refers to the consistency of the measuring instrument; it measures the extent to which the results are similar or consistent across different forms or occasions of data collection (McMillan & Schumacher 2006:183; Teddlie & Tashakkori, 2009:208). I was central to the implementation of the research procedures, data collection, and data analysis. Researcher bias was reduced by implementing pre-study, during-study, and after-study strategies.

In the pre-study strategy, I ensured that the risk and outcome were clearly defined before the study implementation. I made a list of the types of bias that I must consider throughout the study, considering random and systematic bias, which can impact the validity of the research. The data collection methods were a questionnaire and semi-structured individual interviews. During the study, to eliminate selection bias, I clearly defined the population sample and used transparent selection and recruitment criteria that were representative of the population sample. To eliminate measurement bias, the instrument was pilot tested with colleagues and a statistician was used to help ensure the instrument collected relevant data. Bias is discussed in the qualitative section as well under section 2.5.3.

2.6 LITERATURE REVIEW

Literature reviews are conducted for various purposes and are used to provide theoretical backgrounds of research, describe the breath of research on the topic, or understand common practices used by researchers. The literature review, irrespective of its purpose, serves to provide an overview of what is known in a field and is a departure point for readers in the academic community interested in the research (Okoli & Schabram, 2010). Research literature reviews provide “explicit, comprehensive, and reproducible methods for identifying, evaluating and synthesizing the existing body of completed and recorded work produced by researchers, scholars and practitioners” (Okoli & Schabram, 2010:1).

Literature reviews often use academic articles and text to provide the theoretical foundation of one's study and are related to the subject under study. The purpose of the literature review serves to anchor the scholarly article, describe the quality and scope of literature available, and situates the article in the existing knowledge pool. The literature review covers the work of significant scholars and theories in the field and lesser-known ideas that relate to the subject. When the literature is done well, it will not regurgitate the subject matter but will skilfully synthesise the literature and offer scholarly critique of the existing literature (Kitchenham & Charters, 2007; Okoli & Schabram, 2010:2).

The literature review was conducted after the quantitative data collection and was the second set of data collected to answer the research questions (see figures 2.1 and 2.4 for a visual representation). The HE landscapes deals with various role-players at different levels of HEIs on the national level in the international arena when considering curriculum transformation.

Curriculum development at all these levels is guided by policy documents, frameworks, and guiding documents.

The literature review was based on the scholarly work of Rogoff (1995a, 1995b). Rogoff (1995b) refers to the three planes of sociocultural analysis used in CHAT, which were used as the departure point for the literature review. To contextualise the work of Rogoff (1995a, 1995b), in this study, the discussion was divided into the institutional plane, the personal plane, and the interpersonal plane. The literature for the institutional plane was contextualised in terms of the three levels of curriculum development in HEIs. The departure point for the literature review (and document analysis) in this study was the institutional plane with the macro curriculum where I analysed international and national literature. The second part of the literature review, still on the institutional plane, analysed the immediate NWU environment (and the case study environment used in the study and links to the meso curriculum). The final part of the literature analysis concludes with the personal plane linking to the micro curriculum.

I imported all the documents in Atlas.ti and coded the documents with CHAT lenses and codes relevant to answering the research questions. From the codes that emerged from the literature, I developed network diagrams in Atlas.ti. I used the network diagrams, principles of activity theory to summarise and compile tables and 3GAT diagrams and write up the findings.

The literature review helped me to understand the status of curriculum transformation at each level, the impact on role-players, culture, history and context, resources, tools, and practices used and available, the labour involved. It provided valuable insights to uncover contradictions, affordances, gaps, and notions for further investigation. The literature review directed me to plot the HE landscapes and provide useful information to all parties concerned. I followed the same review process in the succeeding sections; I considered documents from the South African HE context, followed by the international context.

The qualitative methodology is explained in the next section.

2.7 QUALITATIVE RESEARCH METHODOLOGY

In this study, a case study was used as qualitative methodology. Case study research aims to understand a case in-depth in its natural setting, recognising its complexity and context (Punch, 2014:120). A case study is sensitive to context and process, lived experiences, and local groundedness, and the researcher gets closer to what is being studied (Punch, 2014:307). Case study research explores the subjects' activity by asking: What are the subjects doing, and how are they doing it? Why does this action occur, and what influences result in this action? (Gretschel, Ramugondo & Galvaan, 2015)

In this study, I used NWU as the case. As a HEI, the NWU provides a complex and holistic environment in the HE landscape with all role-players and provided me with rich data to understand curriculum transformation from various viewpoints and contexts. I used semi-structured individual interviews to collect data on the curriculum transformation status and practices of the NWU. It was not my intent to generalise the findings of the study, and thus, the research findings focus on the unique context of the selected faculties whose lecturers participated in the research and not on the NWU as a whole.

A preliminary literature review was conducted to compile the semi-structured individual interview questions (schedule) and served before the Faculty of Education's EduREC committee for ethical approval before data collection. Permission was also sought from the NWU RDGC, as the research involved using NWU information, documents, and staff. The semi-structured individual interview questions (schedule) were pilot tested with 10 respondents, consisting of lecturers, supervisors, and support staff. The pilot test was conducted to check for user friendliness, technical issues, ease of access, and any errors regarding the semi-structured individual interview questions.

Case study methodology allowed me to look closer at the complex social situations relating to curriculum transformation at various levels from different perspectives. I focused on the NWU as

a research site in its natural setting and collected rich data from the lecturers I interviewed. It also provided me with the flexibility to ask additional questions and probe the participants when needed more data. After I had worked through the data that emerged from the questionnaires and scheduled semi-structured individual interviews with 10% of the research sample, I followed up through online semi-structured individual interviews so that they could clarify some of the answers they provided in the questionnaires. The data collection took place during the COVID-19 lockdown, and due to the limitations related to the lockdown, the data had to be collected electronically. The semi-structured individual interviews were conducted via Skype and Zoom and were recorded on these mediums. The interviews were downloaded from Skype and Zoom to a secure cloud storage space on Google Drive, and they were backed up on a removable external hard drive. The purpose of the recordings was to ensure that the interviews' data sets and transcripts were complete and accurate. The videos were used to enhance the captured data and it is the only reason the interviews were recorded. None of the recordings will be used after the study for research purposes and they will be stored safely with restricted access.

The duration of the semi-structured individual interviews was limited to 15 minutes. The additional questions were e-mailed to the participants before the Skype or Zoom interview to ensure transparency and to give them enough time to think about the questions and possible answers before the interview. The participants were expected to elaborate on the answers provided in the questionnaires and to answer follow-up open-ended questions afterwards regarding their curriculum transformation practices. I developed and used five pre-determined questions for the interviews with the lecturers who completed the online questionnaire. The pre-determined questions were open-ended questions to gain a deeper understanding of lecturers' curriculum transformation practices and perceptions. Additional questions stemming from the questionnaire answers were also asked to gain a deeper understanding of the research questions (please see Addendum C for a copy of the semi-structured individual interview questions [schedule] and use the URL provided in Addendum C to gain access to the informed consent forms).

The selection criteria to include documents in the document analysis and literature review involved the development of document selection criteria and recording addenda. In line with 3GAT, I developed the tiers of curriculum development diagram (see figure 4.1). The disadvantages of case study research are defining limitations of the case and negotiating access to the research site. Additional disadvantages in this study were that the semi-structured individual interviews via Skype and Zoom were dependent on a stable internet connection and, at times, the participants were not audible due to connection issues. Some of the participants were not comfortable to talk about their experiences. This might have been due to the use of technology to conduct the semi-structured individual interviews and not conducting face-to-face semi-structured individual interviews. Also, anonymity could not be ensured, as the participants' faces and their Skype and Zoom profiles were available to me as the researcher. I used aliases and code names for the participants to ensure that they cannot be identified in the data sets.

The sampling and data collection strategies are discussed in the following sub-sections (§ 2.6 and 2.7).

2.7.1 QUALITATIVE SAMPLING AND RESEARCH ENVIRONMENT

Stratified purposive sampling (Maree, 2009:79) was employed in this study. McMillian and Schumacher (2006:126) describe purposive sampling as follows: "when participants are purposefully selected to guarantee diversity and be representative of the sample group". The sampling is undertaken with a specific purpose in mind. Purposeful sampling involves selecting participants or data because they would have specific characteristics or experiences (Braun & Clarke, 2014).

As described in the section on quantitative sampling, the same 10% of academic staff members who completed the questionnaires were used to participate in the online semi-structured individual interviews, but the sample was narrowed to 5%. The purpose of the qualitative semi-structured individual interviews was to gain a deeper understanding of lecturers' curriculum transformation practices by prompting them about their practices, perceptions, and understandings of the research problem at hand. In my capacity as SCS working for Q&APP, I

identified lecturers who: (1) completed the online questionnaire; (2) were involved with curriculum transformation practices at modular (micro-level curriculum) or on programme and qualification (meso and macro-level curriculum) level; and (3) willing to reflect on their practices and provide rich data.

2.7.2 QUALITATIVE DATA COLLECTION STRATEGIES

Creswell and Clarke (2018) suggest that when considering qualitative data collection procedures, one should (a) use sampling procedures, (b) obtain permission and recruit participants, (c) identify data sources, (d) record the data, and (e) administer the procedures.

When (b) obtaining permission and recruiting participants in qualitative research, the permissions needed to study the site and participants, institutional approvals and recruitment strategies for participants are considered. After I identified which lecturers, I purposefully wanted to interview based on the selection criteria, I contacted the lecturers through e-mail and confirmed if they were willing to participate in a 15-minute semi-structured individual interview. I also confirmed if they completed the questionnaire and consent form. I then used the participant's staff number to retrieve their quantitative questionnaire to determine if I wanted to ask follow-up questions based on their questionnaire responses. I also forwarded the participants the URL of the interview questions (schedule) if they wanted to prepare for the semi-structured individual interview in advance (but it was not a requirement) and to ensure transparency and a level of comfort for my participants. The semi-structured individual interviews were conducted via Zoom, and I had Skype as a backup solution if Zoom did not function properly. I ensured that the Zoom sessions were encrypted with a unique password so that it was impossible for any person to enter the sessions without my permission.

The interviews were conducted during the national lockdown in South Africa and could not take place face-to-face, so I had to resort to electronic semi-structured individual interviews to ensure that I could continue with the data collection. Both Zoom and Skype offer one the option to record the sessions and download the video and audio files after sessions. I scheduled 30 interview timeslots convenient for the participants, and I ensured that I blocked out enough time between the interviews so that there was sufficient time if the participants wanted to surpass the time limit of the interviews. It also happened that some of the participants forgot about the sessions or missed the scheduled sessions. If this happened, I always asked them if they were still willing to participate in the study and, if so, I rescheduled the session to a convenient time that suited them.

(c) To identify data sources in the data collection procedure, the types of data to be collected and the extent of data collection should be included.

I made use of online semi-structured individual interviews to collect the qualitative data. At the start of the interviews, I made my participants comfortable and explained the interview protocol. I asked them if they had questions or wanted me to clarify specific terminology. I also informed them that they could withdraw from the study should they not be comfortable continuing and should notify me if they experienced any discomfort. All the participants gave verbal permission that the sessions be recorded and that the audio files be used to transcribe the semi-structured individual interviews. Anonymity could not be ensured, and the participants were ensured that only the audio files would be used. I requested that the video feed be switched off so that the participants would be more comfortable. I ensured the participants that the data would be transcribed and coded and that all traces of specific information that could lead to their identification would be removed in the cleaning of the data after transcription.

After verbal permission were received from the participants to record the session via Zoom or Skype, they were notified that a voice note of the session was also recorded on my cell phone as a backup audio file should the original audio file on Zoom or Skype become unusable. All additional files of the raw data were disposed of after the transcriptions were completed. The semi-structured individual interviews were conducted in English; however, if the participants wanted to express themselves in any other language, they were allowed to do so. I ensured that all other languages used were correctly interpreted in the transcriptions.

(d) When recording the qualitative data, the protocols, semi-structured individual interview questions (schedule) and recording methods should be included.

A checklist was used to schedule the interviews and to keep the dates, times, and file data together and stored on Google Drive. The interview protocol was also developed – the lecturers were greeted, briefed about their right to withdraw, and they were informed that due to the video function of Zoom, I could not guarantee anonymity at that stage but that I would safekeep the data and would transcribe and code the data in a way that would protect their identities. I ensured that all the participants consented to participating in the research before conducting any interviews. I conversed informally with the participants for a few minutes to make them comfortable and then briefed them when I would start recording and again when I would stop recording.

During the semi-structured individual interviews, I projected the interview questions on the screen so that the participants could always see the questions and be clear of what was expected of them. The audio files were stored on Google Drive and used to transcribe the interviews. The transcriptions were checked for accuracy. The audio file and transcriptions were sent to six lecturers to give feedback and input on the accuracy of the transcripts. All the lecturers were satisfied with the transcripts. The transcripts were prepared and uploaded to Atlas.ti and the data coded according to CHAT codes stemming from the literature. Network diagrams were developed in Atlas.ti. An additional coder was used to verify the coding to ensure that the coding was consistent.

(e) The procedures were administered by describing who, what, when where and how long the data would be collected, emergent procedures and anticipated data collection issues.

All 30 semi-structured individual interviews were conducted in the same manner by me (the researcher) through semi-structured interviews during one calendar month in 2020 during the national lockdown with NWU lecturers of F-EMS, F-Edu, and F-Law to determine their curriculum transformation practices and perceptions. I used the same interview schedule with probing questions emerging from the interviews to better understand their reflections.

2.7.3 QUALITATIVE DATA ANALYSIS

Data analysis is the process of making sense of the data by consolidating, reducing and interpreting what people have said and what the researcher has seen and read – implying that it is a process of meaning-making (Merriam & Tisdell, 2016:202). The approach employed to analyse the qualitative data was content analysis, which is concerned with studying and analysing written text and spoken words by people to reveal inequality, bias, sources of power, and how these sources are introduced, preserved and reproduced in social, economic, political and historical contexts (Maree, 2009).

Creswell and Clarke (2018:210) recommend six steps for data analysis in mixed methods research. The same steps are used in both quantitative and qualitative data analysis. Step one is to prepare for the data analysis, (2) explore the data, (3) analyse the data, (4) represent the data analysis, (5) interpret the results, and the final step, (6) to validate the data and results. I used these steps by Creswell and Clarke (2018) to analyse the qualitative data.

To (1) prepare the data for analysis, I used the following analysis procedures: I ensured that I had backed up all copies of the interviews and the second copies of the audio files. I then uploaded the audio files to Google Drive and gave the transcriber access to these interviews to transcribe. The interviews were transcribed verbatim. After the transcriptions were received back from the transcriber, I checked all the transcriptions of the interviews for accuracy by listening to all the interviews again and fixed errors in the data. I also sent the interview transcripts and the audio files of the interviews to six lecturers (interviewees) to check these for accuracy, to fix the transcriptions, and to make any recommendations. All the lecturers were satisfied with the transcriptions. The data were organised and formatted by clustering questions (per questions according to the interview schedule) to upload the data in Atlas.ti for the exploration step.

In step (2), I explored and organised the data; the first data sets were tested by coding one interview in Atlas.ti to develop a coding list and to test the process to ensure reliability and consistency. Changes to the process were made, and the rest of the data were imported and then coded according to the coding list created from the literature review. The data were stored in Atlas.ti and on Google Drive and were backed up daily.

To (3) analyse the data, Atlas.ti was used to code the remaining data. I used *a priori* and inductive coding strategies. I developed a code list from the literature review that is in line with the study's conceptual framework. In the beginning, I made use of *a priori* coding (where codes have been developed from literature) (Maree, 2009) and used inductive codes (new codes that stemmed from the data) (Merriam & Tisdell, 2016) as I coded the data. When no new codes emerged from the data, a point of saturation was reached (Merriam & Tisdell, 2016). The interview transcripts were uploaded to Atlas.ti and coded using CHAT lenses. Descriptions of the participants' perceptions, reflections, feelings, and knowledge were coded and recorded as excerpts, quotations, and core ideas. Themes were then identified.

I ensured that I used descriptions and themes by grouping codes related to categorised categories and similar codes. I adjusted the categories' definition or created new categories to accommodate the data that did not fit into the categories (Maree, 2009). Categories or themes were recurring patterns noted in the data or documents sets (Merriam & Tisdell, 2016:212) that responded to the purpose and research questions. An additional coder was employed to help check the consistency of the coding. I continued coding until the data reached a saturation point – thus, no new issues further emerged from the data.

Discourse in the content helped as I looked for words, sentences and linguistic features that captured the social context of curriculum transformation as experienced by the participants. Content analysis examines how historically, socially, and culturally located systems of knowledge (and power) construct subjects and their world. This works well with CHAT, as CHAT helps point out the role-players, culture, history and context, the resources, tools, and practices used and available, and the labour involved, and it provided me with valuable insights to uncover the contradictions, affordances, gaps, and notions for further investigation. After coding all the data, the codes were categorised to provide structure and order. Atlas.ti functionalities were used to develop networks and to determine how the themes and super codes were linked to each other.

The data were (4) represented by using the output functions of Atlas.ti to export the networks, network diagrams and themes to report and write up the findings (chapter 5). Descriptions, themes, categories, and quotes are used to provide evidence of the findings. The data are presented in tables and figures in chapter 5.

To (5) interpret the results, I summarised the significant qualitative findings to interpret how the data answered the research questions. I considered the quantitative data, triangulated the findings with the literature and included a reflective section on the meaning and limitations of the findings and implications for future research.

The final step (6) to validate the data and results was ensured by checking the transcribed and coded data for credibility, transferability, dependability, and confirmability. Member checking was used, triangulating data from several sources.

The trustworthiness, reliability and validity of the qualitative results are discussed in the following section.

2.7.4 TRUSTWORTHINESS, RELIABILITY AND VALIDITY OF THE QUALITATIVE RESULTS

In qualitative studies, there is a strong focus on trustworthiness (or authenticity) (Creswell & Clark, 2018). To check for qualitative validity implies that the researcher ensures that the information was acquired accurately to ensure credibility, transferability, and confirmability. To ensure accuracy, I listened to all the interviews after I received them back from the transcriber. I checked the transcriptions for accuracy to ensure they were transcribed verbatim, that they were a true reflection of the semi-structured individual interview conducted, and that the transcriber transcribed correctly in the correct context. I used member checks after the interviews: I e-mailed the transcripts of the interview to six of the 30 participants to verify if these interviews were

transcribed correctly and in line with their personal experiences and views expressed from each interviewee.

The study population comprised lecturers teaching at the NWU; during the COVID-19 national lockdown, it was not possible to survey and interview larger groups of participants due to time and financial limitations. I did not want to generalise any findings but rather ask questions about the uniqueness of the specific context or participants and what we could learn from situations and apply to similar situations or contexts.

Throughout this study, it was essential to ensure the confidentiality of the participants. I assigned faculty code names to the lecturers, and the transcriber, the independent coder and I (the researcher) used the faculty code names for the participants to ensure that the identity of each participant was protected. Once I started to work with the data, I ensured that all identifiable information was removed from the data sets – like module codes, subject matter, etcetera – to minimise any bias in the coding process. To ensure reliability, the data were coded reliably, I coded all the research data and used a code list and notes. To improve coding reliability, I asked a colleague (inter-coder reliability) who was familiar with coding in Atlas.ti to check three interviews and my coding according to the code list to ensure that the coding was done consistently.

To also ensure internal validity, I used a variety of data collection methods and data sources, for example, the questionnaire data, the literature review, and the interview data. The three sources of data were triangulated to increase the credibility of the findings. Some methodology authors refer to *crystallisation* (instead of triangulation) of the data, as data have multiple sides (Merriam & Tisdell, 2016). However, for this study, I used the term *triangulation*, as it fit in with the CHAT triangles, it signified the data collection method and sources I used and tied in well with the purpose of the research.

To ensure external validity (transferability), I made use of thick, rich descriptions detailing the setting and participants, as well as descriptions of the findings, evidence and quotes from participant semi-structured individual interviews and documents to ensure the study can be replicated in another context (Merriam & Tisdell, 2016:256). The study left me with a rigorous examination of my personal beliefs, viewpoints and theoretical grounding regarding CHAT and curriculum transformation. I had to self-scrutinise and reflect on various ideas and objectives and had to consider the layers of the curriculum, the role-players, the rules, the tools, and internal and external factors impacting on the various environments. It was not easy to be neutral, objective, or unattached and unbiased when dealing with race, gender, culture, or privilege. I ensured that I kept a reflective journal to reduce bias as I proceeded to trace my ideas, provided it aligned with the research questions and progress of the study.

I was central to the implementation of the research procedures, data collection, and data analysis. I prevented researcher bias by implementing pre-study, during-study, and after-study strategies to reduce bias. The pre-study strategies were discussed in the quantitative section. To eliminate selection bias, I ensured the group of lecturers selected for the interviews were representative of the population group of interest and that it was in line with the NWU profile as much as possible. To eliminate interviewer bias, I adopted a “blinded to the outcome” approach to ensure that I acted neutral during the interviews. To eliminate performance bias, I utilised cluster stratification to establish a cause–effect relationship between procedures and outcomes. This minimised performance variability in the interviews and decreased performance bias. To eliminate measurement bias in the coding, I used a codebook and an additional coder to verify the coding. I also conducted a literature review with set criteria for literature to include in the study.

I attended to after-research bias (citation bias) by reporting on all results and included the favourable outcomes in my data chapter. I aimed to eliminate confounding by using stratified analysis, and I aimed to find a balance between the internal and external validity components by randomising the selected participants and kept the exclusion criteria to a minimum. I kept a journal of my research- and trial evidence.

The role of the researcher is discussed next.

2.8 ROLE OF THE RESEARCHER

I was the primary instrument for quantitative and qualitative data collection. This may pose a threat to the trustworthiness and reliability of the collected data in terms of historical, social, and cultural experiences. As a researcher, I strived to be honest throughout this study in terms of the methods, procedures, findings and reporting thereof. I kept my agreements towards participants and handled matters with integrity and the necessary sincerity. Confidentiality in this study entailed that the data be kept safe and handled as confidential information. To further enhance confidentiality, I handled and treated all the raw data and other materials as confidential and only disclosed these to my two promoters. I ensured that I kept all the information (consent forms, audio recordings, transcripts) safe and out of reach of any other parties or audiences. Moreover, as the researcher, it was my role to ensure that all participants were informed about the research; this included giving the participants a choice to participate voluntarily or willingly in the study. An online consent form was used to obtain individual informed consent. I acknowledged that the research could affect the participants' personal and daily lives, both during and after data generation (Barbour, 2007:67). I ensured that I took time before the commencement of data generation and discussed the importance of confidentiality and anonymity and allowed time and space for any concerns raised by the participants (Barbour, 2007:67). I respected the human dignity of the participants and their privacy and avoided undue intrusion (Denscombe, 2010). Ethical approval was obtained from the NWU EduREC before commencement of the research.

2.9 ETHICAL CONSIDERATIONS OF THE RESEARCH

As the primary investigator, it was my responsibility to ensure that I adhered to ethical standards and conduct. The research proposal was approved by the Faculty of Education SDL Scientific Committee, and Edu-REC gave ethical clearance. Permission was also obtained from the NWU RDGC to use NWU information from the Strategic Intelligence Unit.

At the onset of the study, I developed a clear ethical protocol to ensure I adhered to the requirements of the above-mentioned committees. Ethics were managed throughout the research process. In line with the protocol, I developed a checklist to ensure that I upheld the principles of minimising harm and ensuring equality, respect, and dignity. Seeing that this study dealt with transformation and issues of social justice, I took care to ensure these points received attention by developing a checklist from the literature and managing amendments during the execution of the study, if necessary.

I informed the lecturers (interviewees) of all aspects of the research before I commenced with the data collection, as some aspects might have influenced their willingness to participate in the study and this gave them the opportunity to withdraw from the study at any time.

To ensure openness and honesty, I ensured that the respondents had a copy of the questionnaire and interview schedule before they agreed to participate, and I also included a cover letter to brief them on the purpose of the study. All participants who indicated that they were willing to participate in the study were forwarded an electronic link (URL) to a Google Form to complete a consent form. I also asked the participants' permission to video-record the Zoom interviews. The purpose of the video recordings was to use the audio recordings to transcribe the data. All the participants gave me verbal permission to use the video recordings for this purpose. All the participants also understood that as the sessions were video recorded, their faces were recorded and their identities were known to me, I could not guarantee anonymity. However, I did not use the video or audio files for any other reason than transcription. All the participants consented to this agreement verbally. Participants were assigned a lecturer code. After the transcriptions were completed, the identity of the lecturers was protected. I e-mailed the interviewees the interview transcripts to check if these were a true reflection of their interview. I then added the notes I received from them and used the Atlas.ti coding files.

To ensure my participants were protected from physical and mental discomfort, harm, and danger, I asked a third party (an admin colleague) to help me send out the e-mails to recruit participants. This was done to ensure that potential participants did not feel pressured by me (their colleague) to complete the questionnaires/ semi-structured individual interviews and to participate in the

study. Although the study did not use sensitive data, the participants shared their experiences and perceptions with me, and I wanted to build a trusting relationship with them. None of the participants received any incentives to participate in the study and participated for their own reasons and own personal development and reflection purposes. The information I obtained about my participants will be held confidential, and no other individual, other than the researcher and the supervisory team, has seen or used the data. According to the Protection of Personal Information Act (POPI) 4 of 2013 and the stipulations of the NWU RDGC, it is my responsibility as a researcher of the NWU to protect the rights and personal information of my respondents.

Storage and retrieval of electronical data and safekeeping of the data: For the data analysis, the Google spreadsheet data, which the Google Form generated, were downloaded, and submitted to the statistician to help compile the descriptive statistics. The data were stored on two hard drives, and both were locked securely, one at my home and one at my office. The data will be stored for 7 years by myself and my supervisors in an offline format. The data were also stored in a Google cloud folder. All the data were versioned with a date format and were backed up to my Google PhD folder daily. If some of my versions got corrupted or lost, there was always the previous version to go back to. My data storage is managed by me (Jackie) on the hard drives and Google Drive. The Google Drive with the PhD data is shared with my promotors and is password protected.

2.10 CONCLUSION

This chapter discussed the methodological facets of the research design, methodology and procedures – the pragmatic position of the study. It addressed in detail the sampling, the research environment, research instruments and data collection and analysis methods and the role I played (as the researcher) during the study. The ethical considerations, trustworthiness, reliability, and validity were further addressed. This concludes the information on how the empirical part of the study was dealt with.

In the next chapter, I discuss CHAT as the theoretical lens of the study to lay the groundwork for understanding the literature chapter and later the data analysis chapter. CHAT is clearly unpacked to guide the reader through the following chapters in which I use CHAT as research lens to unpack the literature and data chapters. CHAT is explained in terms of its history, progression and development, and the principles of CHAT and how it links to curriculum transformation in HE, are discussed.



CHAPTER 3: CHAT as theoretical and research lens

*“A people without the knowledge of their
past history, origin and culture is like a tree without roots”
(Carvey, 2015)*

3.1 INTRODUCTION

In this chapter, I introduce cultural-historical activity theory (CHAT). It is essential to clarify the lenses and usage of CHAT through the complex landscape of this study. *This chapter aims to prime the reader to understand CHAT for further unpacking of the research question in chapter 6 of what affordances and tensions are highlighted when using CHAT as a research lens to study curriculum transformation at the North-West University.*

In this study, CHAT was used unconventionally by using quantitative data (inferential and descriptive data) and factor analysis to compare the activity systems on the various levels of the curriculum to highlight tensions, gaps, and enablers in the activity systems (macro, meso, micro and nano curriculum levels) highlighted in the quantitative data.

I then used the open-ended answers that emerged from the questionnaires and the semi-structured individual interviews through coding in Atlas.ti to generate qualitative codes and themes. I used CHAT-related codes and themes in the qualitative data sets. After using CHAT's conventional methods, it was used in an unconventional manner as a research lens to look at policy and documents in the literature review. CHAT has both a theoretical and research lens in this study.

I did not use the traditional format or structure of a doctoral study in this study. My study deals with curriculum transformation in the HE context which is often perceived as complex and there is often not a clear-cut understanding of how and what this notion entails. Along with the complexity of the curriculum I have made use of CHAT as a research lens which most readers might not be familiar with. CHAT allowed me to draw activity systems in a complex curriculum environment (on various levels) to highlight related issues and the origin of such issues. To ensure clear signposting in this very complex context of the study matter and research lens used in the study it was important that I used a structure that fitted the study and although it might not conform to the traditional structure of a doctoral thesis. An outcome of doctoral studies includes the capacity to make an original contribution to the knowledge society and the use of a new methodology is an attempt on my behalf to achieve the outcome.

The study focused on curriculum transformation and my study transformed the structure of the conventional thesis. This links with the arguments made by Smith, Chilisa and Ndlovu-Gatsheni (*In Fouche et al., 2021*) that indicate that when we attempt to decolonise the research process it is about deconstruction and reconstruction, as well as the deliberate disobedience to the “norm” of thinking and conducting research for new recoveries and discoveries. In this study the structure of my thesis are the methodology chapter (chapter 2), the clarification of CHAT (chapter 3) and the literature review (chapter 4) followed by the data chapter (chapter 5) and the conclusion and recommendations chapter (chapter 6). In this chapter, I started by introducing the origin of CHAT. I explain the various generations of CHAT and the principles of CHAT in this chapter to prime the reader for the following literature and data analysis chapters.

3.2 ORIGIN OF CULTURAL-HISTORICAL ACTIVITY THEORY

The theoretical framework of this research is embedded in the work of scholars such as Vygotsky, Luria, Leont'ev, and Engeström. CHAT was developed by Lev Vygotsky between 1920-1930 and later expanded by his colleague Alexei Leont'ev (Engeström, 2001). CHAT has evolved from three generations of research: the first generation focused on mediated action; the second generation focused on the individual in the collective activity; and the third generation focused on multiple interactive systems. Engeström (1987) coined the construct 'activity system' and explained it to understand how people are involved in the sociocultural context in which they live and interact daily. I used CHAT as a research lens to understand the historical, cultural, economic, political, and sociocultural factors constituting the complex HE landscape and research questions about curriculum transformation. CHAT is a useful and appropriate lens when researching educational matters in South Africa, which has been characterised by constant transformation since the birth of democracy in 1994. In a country where social justice issues are prominent, CHAT as a lens can provide valuable insights into complex activity systems (De Beer & Mentz, 2018). In the following paragraphs, I will elaborate in short on the origin of cultural historical activity theory (and unpack each generation of CHAT theory (1GAT, 2GAT, 3GAT and 4GAT)) and look at the principles of CHAT.

3.2.1 FIRST GENERATION ACTIVITY THEORY

CHAT's conceptual roots can be traced to Russian/Soviet psychology of the 1920s and 1930s (Engeström, 2001; Kaptelinin and Nardi, 2006). During that time, theoretical explorations in Russian psychology were mainly influenced by Marxist philosophy. Prominent Russian psychologists Lev Vygotsky and Sergey Rubenstein developed insights into sociocultural perspectives. Vygotsky developed a 'universal law of development' in which human mental functions first emerge as distributed between the person and other people (inter-psychological) and only then as individually mastered by the person self (intra-psychological). Rubenstein developed the principle of '*unity and inseparability of consciousness and activity*' in which humans consciously experience and act in the world (both the internal and external) and are interconnected and mutually define one another (Kaptelinin & Nardi, 2006).

The main problem with the original works of Vygotsky and Rubenstein was to overcome the divide between the human mind, culture, and society. Vygotsky continued and furthered his research to develop first-generation (1GAT) theory, where the idea of a triangular model originated from depicting the stimulus (S), the response (R), and the mediated act (X) (Engeström, 2001). Vygotsky believed that mediation happens by using different tools, materials, and artefacts that include culture and language. Vygotsky believed that mediation was the link between the stimulus and response (Igira & Gregory, 2009). In the mediated action, the stimulus (subject) refers to a person engaged in an activity, the response (an object) that motivates towards a future-oriented objective, and the mediating artefacts are understood as tools and signs (ibid.:436).

In this study, I critically looked at human and non-human subjects to understand and reflect on curriculum transformation. The first-generation theory is an excellent departure point to use, but it is limiting in that complex problems and cases might not be resolved, with the focus on mediated action. A more advanced option of CHAT was required for this study to include the role-players and the additional components, like rules and division of labour, to point out the gaps, affordances, and tensions.

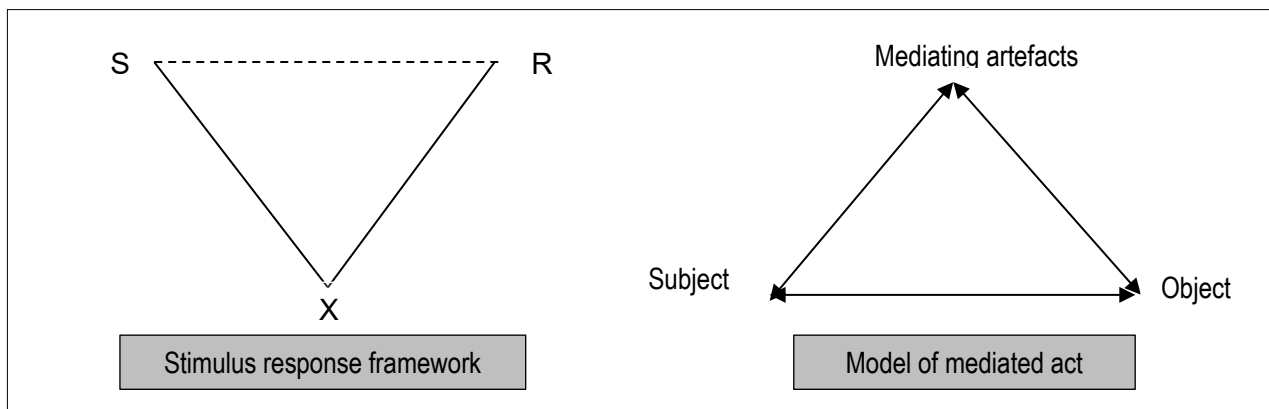


Figure 3.1: Vygotsky's First-generation CHAT (Engeström, 2001:134)

3.2.2 SECOND GENERATION ACTIVITY THEORY

The second-generation (2GAT) activity theory stems from the research of Leont'ev (1978) and Luria (1976) (the surname occurs in literature as Leont'ev or Leontiev; for this research, I use Leont'ev). Leont'ev recognises the collectivity in human actions, and he differentiates between the individual and collective efforts (Igira & Gregory, 2009). Leont'ev structures activity into a hierarchy that consists of activities driven by motives, goal-orientated actions that are put in motion by goals and completed through operations determined by specific conditions (Igira & Gregory, 2009).

In 2GAT, object-orientated actions are always implicit or explicit, characterised by ambiguity and interpretation, sense-making, including surprises, and can potentially change (Engeström, 2001:134). The internal contradictions and tensions in activity systems were reliable drivers for change and developments (ibid.:135). The subject in 2GAT CHAT refers to individuals or subgroups whose positions, perspectives and viewpoints are chosen as driving force for the analysis. The object is turned into outcomes with the help of instruments, such as tools and signs. The object is what the activity is driven towards and the collective activity's motive, which gives it identity and direction. The community consists of individuals and groups who share the same outcomes or object (Sannino & Engeström, 2018:45). The division of labour refers to a horizontal division of tasks and vertical division of power and status. The rules refer to the implicit and explicit rules, norms, regulations, conventions, and standards that constrain actions within the activity system. The object of activity implies the division of labour that separates goal-orientated actions and combines them to serve a collective object (ibid.:45).

The elements of activity theory are not static and do not exist in isolation from each other. The elements are dynamic, and they interact with each other. In the interactions of elements in the activity system, tensions and contradictions occur. These tensions and contradictions are essential for reflection and transformative change in the activity system (Igira & Gregory, 2009:438). The analysis of tensions and contradictions can help practitioners (lecturers, students) focus on their efforts and can highlight the causes of issues and problems experienced in practice (ibid.:438). CHAT is a useful tool to understand and contribute to the developmental processes of organisations and practices by pointing out limitations, tensions, contradictions, and strengths.

The limitation of 2GAT CHAT was that it was insensitive towards different traditions and perspectives and did not address bias issues to allow for multiple viewpoints in environments (ibid.:135). In the context of this study, I critically looked at human and non-human subjects to understand and reflect on curriculum transformation. Therefore, the second-generation theory was a better option to use, but it was limiting because complex problems and cases might not be resolved using individual and collective action alone. A more advanced option was required for this study to understand the change from multiple interacting activity systems to highlight and understand the issues and practices related to curriculum transformation (see figure 3.2) in a complex and multi-layered HE context. More than one activity system was looked at to understand the impacts, interactions, tensions, and affordances.

In this study, the subject was non-human (i.e., the curriculum). The object (future orientated) of the study was to understand curriculum transformation, which is multi-layered in a complex HE landscape. To achieve the outcomes, various tools were available to aid the attainment of the objective, such as knowledge, experience, motivation, CPD, technology, pedagogy, content, assessment, language, indigenous knowledge, SDL, resources, blended learning, and teaching practices. Certain environmental rules are in place to govern or inform; in this study, the rules are national policies and requirement, institutional policies and requirements, faculty initiatives, social justice, power relations, quality, assessment, and alignment. The community involved in this study consisted of role-players at the international, national, and institutional level (qualification/programme level) and the individual level (student and lecturer). The division of labour depicts how the community will achieve the aim (i.e., what needs to be done; in the current study, the division of labour was high-quality innovative teaching and learning, cutting-edge research, community engagement, and the size and shape of our offerings).

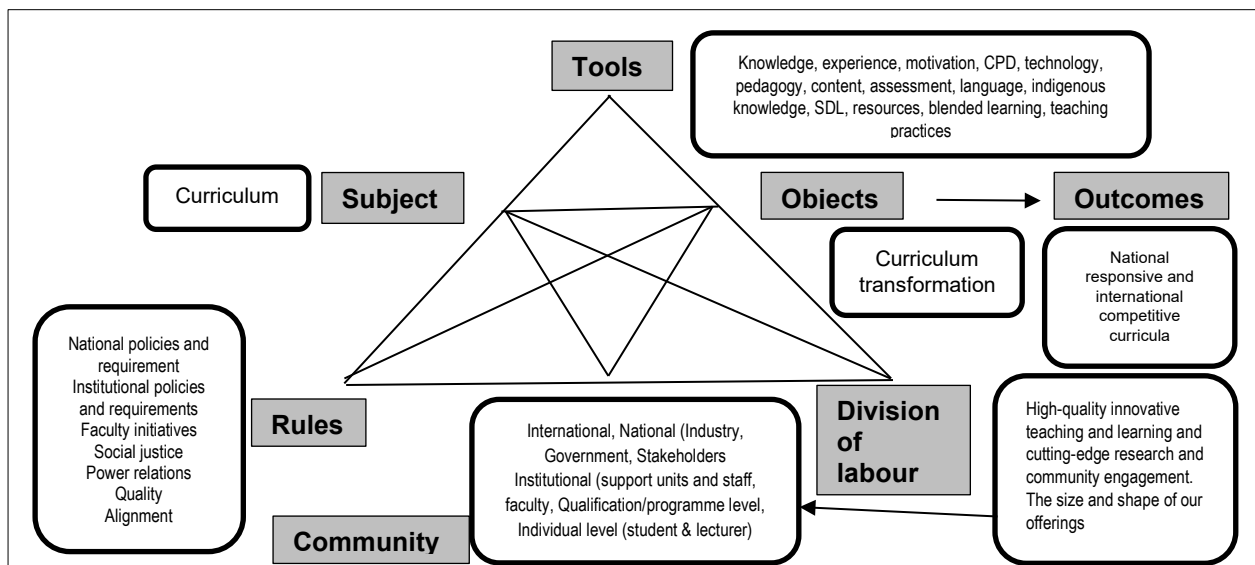


Figure 3.2: Second generation CHAT (Engeström, 2001:135) as framework for the study

3.2.3 THIRD GENERATION ACTIVITY THEORY

Third generation (3GAT) CHAT builds and expands on the previous two generations of CHAT where the interrelated aspects of an activity system – subject, object, tools, rules, community, and the division of labour are used – but it extends towards improving cultural diversity and social aspects missing in 1GAT and 2GAT CHAT (Leendertz, 2013). 3GAT goes beyond the limits of a single activity system and takes on multiple activity systems as units of analysis to interact, promote multiple and diverse perspectives, perceptions, and cultures, giving voice to collaboration, dialogue, and networks (Igira & Gregory, 2009:439). Engeström used 2GAT to conceptualise 3GAT and indicated that two activity systems should be the minimum analysis units in 3GAT CHAT (Engeström, 2001). More than two activity systems would make the analysis of the activity systems too complex and less effective to grasp the tensions and affordances. To explain the multifacetedness of 3GAT, one can look at how students and lecturers view curriculum transformation in HEIs. Subject 1 can be seen as the students, and subject 2, the lecturers. The shared object 1 is curriculum transformation, but stemming from object 1 is a collection of co-constructed shared objects (object 2, object 3, object 4) coming from the life experiences of both subjects (see figure 3.3 for a visual representation of 3GAT) (Rogoff, 1995a).

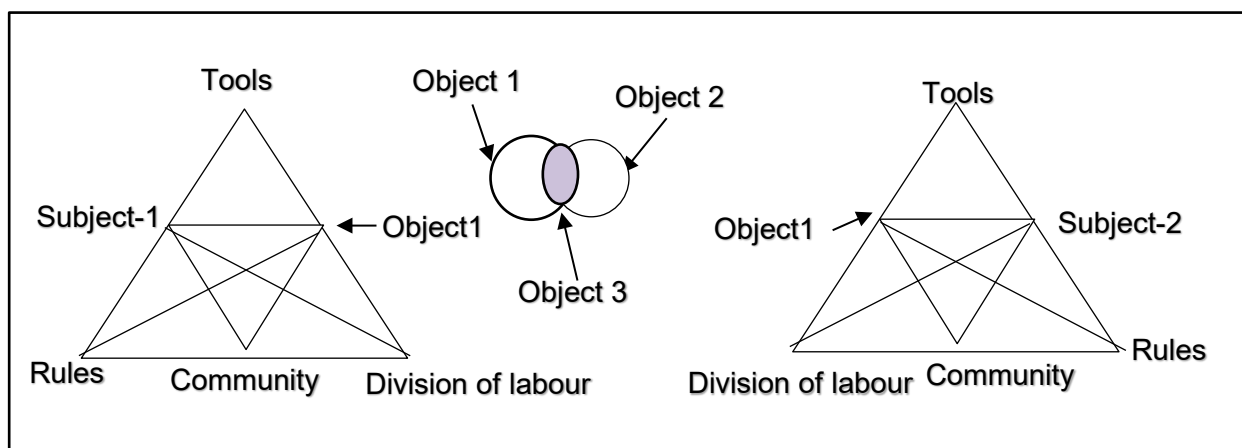


Figure 3.3: Engeström's third generation activity theory (Engeström, 2001:131)

The fact that activity systems interact and overlap in 3GAT implies that some form of activity always produces activity theory elements (common objectives). The outcomes of activities are intended for more activities or objects or new subjects. However, interactions and overlap contribute to tensions and contradictions between the various activity systems (Igira & Gregory, 2009:439). De Beer (2019:5) states that CHAT is often a barometer to point out tensions that arise within the activity system's different nodes. Therefore, 3GAT uses dialogue, multiple perspectives, perceptions, and activity theory networks (Engeström, 2001:135). CHAT aids users (individuals, multiple users, and non-humans) to reflect on activities they are jointly engaging in to develop and transform mutually integrative ways and practices. Communities and context are constantly changing and being changed, which results in improved opportunities (Igira & Gregory, 2009: 439). Engeström (2001:439) quotes Robbins (2005) by stating that the CHAT approach differentiates CHAT from other studies of context in terms of change, where context and culture are seen as variables that influence change. Engeström expands on theoretical-empirical methodologies, developmental work research (DWR), and the Change Laboratory focusing on CHAT's context-specific applications (Engeström, 1991, 2001, 2005). 3GAT CHAT is a practical research tool that helps researchers interpret data embedded in specific cultural and historical contexts. It allows the researcher to compare and evaluate research findings from different contexts, as CHAT highlights similarities and contrast (or tensions) (De Beer & Mentz, 2018).

CHAT is useful when teachers (university lecturers) reflect on practices and to focus on classroom dynamics and possible "tensions" in learning environments (De Beer, 2019a). De Beer (2019:1) describes classroom action research (CAR), where participants self-reflect on social situations to improve the rationality and justice of their classroom practices. CHAT can be seen as a lens to help the teacher learn about and improve their teaching and student learning (De Beer, 2019b:6).

CHAT can be used on a personal plane (the focus is on the individual subject, for example, the lecturer as subject); or on an interpersonal plane (where two interdependent systems would be juxtaposed with different subjects – for example, the lecturer is the subject in the one system, and the student in another system – i.e., the subject is not the same in the two systems, and the interaction between them is considered); or on an institutional plane (where the subject is non-human – for example, curriculum transformation or SDL as subject) (Rogoff, 1995a; Rogoff, 1995b; De Beer, 2019a).

CHAT is a meta-theoretical framework that can assist teachers in transforming their teaching practices (De Beer, 2019b:7; De Beer & Mentz, 2018). When teachers transform their teaching practices, they become mediators of learning entering a partnership with students and using student-centred pedagogies with a focus on life skills, reflection, and SDL. Transformative teachers value a shared vision, student inputs, transparent assessment practices and feedback, critical real-life skills attainment, and they care about their students.

Rogoff (1995b) notes that the planes are inseparable and mutually constituting, consisting of activities that become the focus of analysis and move to the background at other times. She argues that it is important not to view the individual and the environment as separate units of analysis, as the individual is part of the environment, and the environment influences the

individual. In the following statement, Rogoff (1995b:140) refers to the scholarly works of Vygotsky:

... the mutuality of the individual and the sociocultural environment is apparent in his concern with finding a unit of analysis that preserve the essence of the events of interest rather than separating an event into elements that no longer function as does the whole.

The use of activity as the unit of analysis, where individuals give dynamic input and contributions, as well as their social partners and stakeholders, and historical traditions which lead to transformation, allow for a reformulation of the relationship between individuals and their social and cultural environments, which is characteristically associated with the others' definition. None can exist separately or in silos (Rogoff, 1995a); just as the human body comprises different components to make a whole body, the arm and how it moves and functions can be studied individually. The arm cannot exist and continue to function separate from the body. When studying the arm, the arm's focus moves to the foreground, and the body moves to the background. The parts making up an entire activity system can be viewed separately in the foreground without losing track of the inherent interdependence overall. The structure of the individual can be described without assuming that the structure of each is independent of the others. Rogoff (1995b) explains that the foregrounding of one plane of focus still involves the participation of the backgrounded planes of focus. It is also incomplete to focus on the relationship of the individual development and social interactions without considering the cultural activity in which personal and interpersonal actions occur or that development and transformation take place only on one plane and not on the others. Rogoff (*ibid*) consider the transformations and change the use of tensions, and affordances can be unpacked and studied on each plane and holistically. In the context of this study, the institutional plane consists of the macro curriculum, with international, national, and institutional (meso curriculum) context, while the personal plane describes the lecturer (primary subjects responsible for curriculum transformation) on the micro and nano curriculum level.

De Beer and Henning (2011) refer to Veresov's (2004) "dramatical collisions". The latter entails the use of CHAT from a systems perspective that most communal activities inevitably lead to conflict and tension to generate change in formal learning; implying that the change can lead to meaningful learning. Veresov (2004) explains that integral to Vygotsky's work, is the construct 'category', referring to learning on first a social plane, and then on the internalised plane. Vygotsky (2004:6) explains that in Russian theatre, the word 'category' meant "a dramatic event, collision of the characters on stage". Vygotsky was very fond of Russian theatre, and purposefully used the term 'category' to highlight the very nature of the social relation (or social learning), namely as "emotionally coloured and experiencing collision, the contradiction between people, the dramatical event, drama between two individuals" (Veresov, 2004:6). De Beer and Henning (2011) indicates that this aspect that often escapes the attention of Western scholars of Vygotsky's work, and well-designed learning opportunities provide a stage where such collisions and contradictions could scaffold learning much better than in a "sterile" university classroom. The Laboratory for Comparative Human Cognition (2010) indicates that a key issue in CHAT approaches to education is the relationship between learning and development to ensure national responsive and international competitive curricula and graduates.

Vygotsky (1987) explained the development of learning and the context within which humans learn. Learning begins before children go to school. Children retain knowledge, experience, history, and culture from the context in which they grew up. In schooling environments, children act, communicate, and learn to mediate their environments using information about their environments and context. According to Vygotsky, learning and development are interrelated from the child's first day of life. At the school level, learning is matched with the child's developmental level (mental abilities for their developmental level). Vygotsky's research indicates that, when children with equal mental development levels are guided by a more knowledgeable other and competent peers, their mental abilities develop, and learning takes place.

Vygotsky (1987) referred to this development in mental abilities as the zone of proximal development (ZPD), which he explained as follows: "the distance between the actual development level as determined by independent problem solving and level of potential development [in a human]".

Vygotsky also indicated that the collaboration with capable peers and mediating by a knowledgeable other are some of the requirements for ZPD to take place (please see the literature chapter 4 for a deeper contextualisation of the ZPD). The ZPD is a powerful lens to look at learning and educational problems and, therefore, was the theoretical lens for this study (see chapter 4). In this research, various elements in HE environments had to be considered from the perspective of learning and the understanding of meaningful learning. Learning awakens a variety of internal developmental processes that can operate when humans interact with each other in their environments and cooperation with each other (Vygotsky, 1987). Curriculum transformation is a challenging educational problem, as it is situated in a complex and diverse environment with many role-players, implicit and explicit rules, and motivations for and against the idea. The use of ZPD in the various contexts of HE and levels and from the viewpoints of many stakeholders provided me with a lens to look at the complexities of human and non-human actions and processes to understand how to answer the research questions (of what is the current status of curriculum transformation at the North-West University, what are the key elements for curriculum transformation and development, how can lecturers' perspectives and experiences contribute to curriculum transformation to inform future practices, how does curriculum transformation inform future practices for curriculum making and curriculum renewal, how is self-directed learning promoted in the curriculum, and what affordances and tensions are highlighted when using CHAT as a research lens to study curriculum transformation at the North-West University) and to provide guidance on curriculum transformation in HE environments (see chapter 4 for an in-depth discussion of the ZPD).

In this study, I looked at human and non-human subjects critically to understand and reflect on curriculum transformation. Third-generation theory was the best option to use, as it allowed me to reflect on complex problems and cases using multiple activity systems. Due to the complex nature of the HE landscape, third-generation CHAT is a powerful research lens in the South African context, as it takes the historical, cultural, and socio-economic context of a country into consideration when studying education (Mentz & De Beer, 2017). CHAT points out tensions, affordances, gaps, and strengths, which aids transformation and the solving of societal problems and issues. Please refer to figure 4.1 for an example of how 3GAT CHAT was used in this study.

3.2.4 FOURTH GENERATION ACTIVITY THEORY

In 2009, Engeström suggested the development of fourth generation (4GAT) CHAT. 4GAT can address social and peer production, where the structure of the activity theory becomes more fluid (Clapman, 2009; Spinuzzi & Guile, 2019). Several scholars have since attempted to map and develop requirements for 4GAT. Spinuzzi and Guile (2019) conducted a literature review paper for 4GAT. The findings from the review indicated two major strands and minor strands. The first strand deals with peer and social production; the second strand deals with the networked organisation of labour and production (ibid.:2019). The issues identified in the minor strands were emotion and identity, social capital, and motivation.

The first strand argues that 3GAT does not sufficiently explain or capture peer and social production and motivate for the development of 4GAT. Social and peer production happens when individuals collaborate across and outside the boundaries of structures and are not confined. In an interview with Engeström and Sannino (Ploettner & Tresseras, 2016), the authors indicated that the challenge with 4GAT is to find alternatives to capitalism. Mukute *et al.* (2018) write that sustainability challenges have been attributed to capitalism – capitalism commodifies knowledge, resources, and life forms.

There is a strong focus on reformatory approaches needed in 4GAT, linking 4GAT to humanising pedagogy (Freire, 2014; Grundy, 1987). Authors such as Spinuzzi and Guile (2019:40) express that 4GAT examines case studies in “postcolonial, decolonising and societal context that involve and re-appropriate and re-claims the commons and commonality under complex conditions” and “expansive learning in CHAT generate research processes, communities, former disenfranchised and left deprived of land, resources and other means of livelihoods are beginning to reclaim the commons through expansive learning and transformative agency”.

The second strand of 4GAT indicates a change in the networked organisation of labour and production. There is a proposal to develop 4GAT's analysis and theoretical tools to account for project-oriented post-bureaucratic work (Spinuzzi & Guile, 2019). Objects are seen as fractional and contested, and the authors seek to improve the work under new conditions. 4GAT faces problems that include expanded objects and networks of activities with their separate cycles (Spinuzzi & Guile, 2019). Examples from literature include using social media to disrupt division of labour and giving voice to students (Spinuzzi & Guile, 2019). One example is the 2016 undergraduate industrial design curriculum launch in Australia where 4GAT uplifts communities of practice, where the designers, learners and users become dialogical transformative knowledge producers. The minor strands identified were to develop 4GAT to address problems they advance, namely emotion and identity, social capital and motivation (Spinuzzi & Guile, 2019).

In 4GAT, the object(ive) will need to include multiple perspectives and contexts and will need to be fundamentally transient; collaborations between role-players are prone to be temporary, with numerous boundary crossings between interrelated activities. 4GAT provide insight into how an organisation has changed in the network society. The focus will be less on the workings of individual activity systems (often represented by triangles) and bounded organisations and more on the interactions (runaway objects) across activity systems functioning in networks (Spinuzzi & Guile, 2019). Mentz and De Beer (2019) use 4GAT in the change laboratories methodology to explain teacher professional development and the runaway object. The fluidity of the 4GAT structure allows for nodes to be more flexible.

In this study, I looked critically at human and non-human subjects to understand and reflect on curriculum transformation. 4GAT was not deemed the best option to use this study, as the guidelines and theory development for 4G are not concluded yet and CHAT scholars are not in consensus as to what 4GAT entails. Although various scholars contribute to the knowledge society regarding 4GAT methodologies, I used 3GAT in this study to juxtapose activity systems to highlight affordances and tensions in curriculum transformation. 4GAT CHAT studies the "runaway object", and in this study, I was more concerned with the historical, cultural and socio-economic context which informed the tensions and changes needed for curriculum transformation and not the "runaway object".

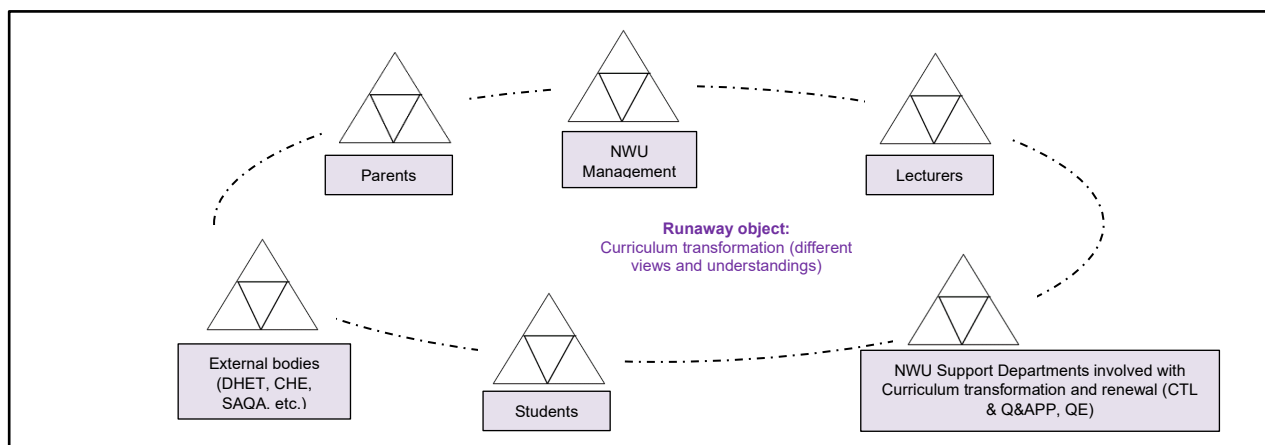


Figure 3.4: Fourth Generation Activity-Theory as proposed by Engeström (2008) (De Beer, 2019a:21)

In the next section I will discuss the principles activity theory.

3.3 PRINCIPLES OF ACTIVITY THEORY

It is evident from the literature that CHAT has the potential to bring about change in activity systems. Igira and Gregory (2009) state that CHAT can change, develop, and understand processes of change in work practices. CHAT can be used to study the activities of people within an activity system, as it enables the researcher to view and analyse the complex activity within its cultural, historical, and economical dimensions. In contrast, the different components of an activity system can be studied independently (Mentz & De Beer, 2019:256).

To understand and study CHAT on a deeper level, we must consider Engeström's (2001) five theoretical principles of activity theory:

- i) the unit of analysis is always an activity system that is directed towards a specific object.
- ii) activity systems include various perspectives.
- iii) activity systems are developed in historical context.
- iv) in activity systems, contradictions are catalysts of change and development; and
- v) activity systems have the potential for expansive transformations.

The first principle is that each object-directed activity system functions in a network with other activity systems but still individually functions as a unit of analysis (Leendertz, 2013). The formation of a minimum of two activity systems connected by a shared object is the prime unit of analysis in 3GAT (Sannino & Engeström, 2018). In the context of this study, I have unpacked the connected networks influencing the NWU and the three tiers of curriculum development (see figure 4.1). The second principle is based on the view that activity systems comprise a community consisting of different viewpoints, interests, and practices. Each member or role-player has their history, context, and role in the activity system. The division of labour in the activity system allows each member of the community to contribute to activity fixed in the artefacts and rules (Leendertz, 2013). Heterogeneity, or multivoicedness, refers to multiple viewpoints, each having its history and potential. The multi-voiced nature of heterogeneity can cause conflict and innovation in any activity theory (Gretchel, Ramogondo & Galvaan, 2015). In this study, the various role-players are unpacked according to the three tiers of curriculum development at the NWU (see figure 4.1).

Historicity is the third principle and refers to the history present in activity systems with the role-players and the mediating tools or artefacts. Engeström (2001) indicates that "problems and potentials of activity systems can only be understood in their own history". History is always present in human activity (Sannino & Engeström, 2018:47), and history can be seen as a constraint or resource. In this study, it is essential to understand the past and present curriculum practices to know how we are moving forward to realise and implement high-quality, responsive, and globally competitive curricula. In the literature review, I have included a timeline of national, global, and internal curriculum transformation events and policies.

Contradictions as a catalyst of change, are the fourth principle. Sannino and Engeström (2018:48) refer to contradiction as "the root of all movement and vitality and explains that as far as something has a contradiction within that which moves, there is an urge and an activity". They continue to explain that opposing forces in an activity system require each other, as their interplay and contradicting nature form the basis of developing the activity system by which movement and change are created. Contradictions are seen as historical and should be traced in historical development. Inner contradictions should be creatively and painfully resolved by working out a "something" to understand the competing forces in the contradictions' implications (ibid., 208:49).

Expansive transformations are the fifth principle of activity theory and indicate the dialectical resolution of contradictions. This principle relates to the transformative resolutions of contradictions in developing an activity system (Avis, 2009). Engeström (2001:137) explains that it envisions deliberate change action, where everyday actions of individuals and the historicity of a new form of social activity can be a solution for the double-bind potential in everyday actions. Expansive transformation is successful when the object and outcome of the activity are reformulated and the community adopts the potential new activity (Engeström, 2001:135-136). In this study, it implies that I identified the contradictions, gaps, and strengths in the NWU curriculum transformation strategy from the data collected to answer the research questions and to develop a framework/model as a contribution to the knowledge society and a framework for implementation (see chapter 6).

The aim of this study was to determine the status of curriculum transformation at a South African University and to look at the key elements for curriculum transformation and development (see § 1.6). Lecturers in the HE context are the key role-players to bring about curriculum transformation and development, and their perspectives and experiences informed and determined curriculum transformation practices that guided this study. The main activity system used in this study centred around the interactions between lecturers and curriculum transformation role-players in the complex HE landscape setting, considering social-historical activities in a diversity of contexts

with the research lenses of the ZPD envisaged by Vygotsky (1987) and expansive learning (Engeström, 2001, 2004).

Engeström (2004) refers to the theory of expansive learning by making use of a matrix describing four learning types. The matrix outlines two of the four learning types: the adjustable exploration, which focuses on the ongoing attainment and internalisation of existing knowledge and skills rooted in the known activity (Engeström, 2004:13), and radical exploration, which focuses on broadening the horizons of current understanding of the phenomenon through creating new knowledge (Engeström, 2014:14). This research in the context of participation explores the known knowledge in curriculum transformation and practices of lecturers and global literature through the systemic literature. In radical exploration, the horizon of the current knowledge and situation is considered by constructing new knowledge (Engeström, 2004:14). In the context of transformation, the aim of this research was to develop curriculum transformation guidelines for NWU.

3.4 CONCLUSION

In this chapter, I explained the history, the progressions of the various generations CHAT and the principles of CHAT that were employed as the research lens for this study. The reader was introduced to CHAT to ensure clarity in the following chapters dealing with the literature review, the data, and the original contribution of the study.

In 1GAT CHAT the idea of a triangular model originated from depicting the stimulus (S), the response (R), and the mediated act (X) (Engeström, 2001). In this study, I critically looked at human and non-human subjects to understand and reflect on curriculum transformation. 1GAT it is limiting in that complex problems and cases might not be resolved, with the focus on mediated action. A more advanced option of CHAT was required for this study to include the role-players and the additional components, like rules and division of labour, to point out the gaps, affordances, and tensions.

In 2GAT CHAT, the more aspects of the activity theory (subject, object, tools, rules, community, and the division of labour) was included as the theory evolved. The limitation of 2GAT CHAT was that it was insensitive towards different traditions and perspectives and did not address bias issues to allow for multiple viewpoints in environments. In the context of this study, I critically looked at human and non-human subjects to understand and reflect on curriculum transformation. Therefore, the 2GAT was a better option to use, but it was limiting because complex problems and cases might not be resolved using individual and collective action alone.

3GAT CHAT builds and expands on the previous two generations of CHAT where the interrelated aspects of an activity system – subject, object, tools, rules, community, and the division of labour are used – but it extends towards improving cultural diversity and social aspects missing in 1GAT and 2GAT CHAT. 3GAT fitted better into the scope of the study as it allowed me to unpack each level of the curriculum in 2GAT and compare with each other in 3GAT. I used 3GAT in this study to juxtapose activity systems to highlight affordances and tensions in curriculum transformation.

4GAT can address social and peer production, where the structure of the activity theory becomes more fluid. In this study, I looked critically at human and non-human subjects to understand and reflect on curriculum transformation. 4GAT was not deemed the best option to use this study, as the guidelines and theory development for 4G are not concluded yet and CHAT scholars are not in consensus as to what 4GAT entails. 4GAT CHAT studies the “runaway object”, and in this study, I was more concerned with the historical, cultural, and socio-economic context which informed the tensions and changes needed for curriculum transformation and not the “runaway object”.

My study will make use of 2GAT and 3GAT as it helped me unpack the levels of the curriculum in line with the scholarly works of Rogoff (1995b). In the next chapter I will look at the literature on the various levels of the curriculum by making use of the Rogoff's planes (1995b) to differentiate between the levels of the institutional and personal levels of the curriculum.



CHAPTER 4:

Exploring curriculum transformation in the Higher Education landscape

Transformation doesn't take place with a vacuum; instead, it occurs when we are indirectly and directly connected to all those around us. (Pulsifer, 2020)

4.1 INTRODUCTION

This chapter aims to answer the secondary research questions of this study: i.e., the current status of curriculum transformation at the North-West University; the key elements for curriculum transformation and development; lecturers' perspectives and experiences contribute to curriculum transformation to inform future practices; curriculum transformation that inform future practices for curriculum making and curriculum renewal; and how self-directed learning (SDL) is promoted in the curriculum; and what affordances and tensions are highlighted when using CHAT as a research lens to study curriculum transformation at the North-West University.

This chapter discusses the theoretical affordances and tensions that are highlighted in the literature to study curriculum transformation at the NWU.

The present review is limited to curriculum transformation in the institutional landscape of an HEI and the personal plane that involves role players in the curriculum transformation process (see figure 1.1). Rogoff's planes (1995b) are used to differentiate between the levels of the curriculum (see figure 4.1 for a visual presentation). The institutional landscape (plane) is divided into the 1.1) international and 1.2) national context of curriculum development and transformation (macro curriculum), followed by 2) the context of the NWU (meso curriculum). Finally, the personal plane (micro- [3] and nano curriculum [4]) depicts the role players in the HE landscape and their relationships on the interpersonal plane. The NWU as an HEI function in a complex and constantly changing landscape with many role players and factors contributing to the activities in such a complex activity system. To ensure clarity, I include a brief concept clarification of key terminology before I unpack the institutional landscape (plane). I unconventionally used CHAT as a research lens in the document analysis (to unpack the policies and documents). Using CHAT allowed me to unpack the curriculum at each level (the institutional and personal planes with related macro, meso, micro and nano-curriculum levels). Unpacking each level of the curriculum with nodes of CHAT allowed me to view each level as a separate unit and to explore how it linked with the complex curriculum context. CHAT helped me to unpack the impact and action level requirements of policy and curriculum-related documents to determine and relate documents to the HE landscape. Thus, CHAT was used as both a theoretical and research lens in this study.

Due the complex nature of curriculum and curriculum transformation, it would make sense to link the literature exploring the context of the curriculum with Rogoff's planes (1995b) to keep the flow of the study aligned. In section 4.2, I explain how I used Rogoff's work in this study.

Note to the reader: A vast amount of literature exist on the topics closely related to the fields of curriculum, transformation, and curriculum transformation, not all literature – such as decolonisation, Africanisation, globalisation, indigenous knowledge will be discussed in depth in the literature review as it falls beyond the scope of the research questions.

4.2 THE THREE PLANES OF SOCIOCULTURAL ANALYSIS USED IN CHAT

To ensure a clear understanding between the levels of the curriculum it is necessary to use the work of Rogoff (1995a, 1995b) and align it with the levels of the curriculum as activity systems. Due to the complex and interrelated nature of the curriculum some elements might occur one more than one level of the curriculum.

Figure 4.1 provides the framework for the study as unpacked in terms of 2GAT (Engeström, 2001:131) to serve as a roadmap for the literature review. Each section of the curriculum is broken down into the key elements for curriculum transformation at each level of the curriculum. The macro and meso curriculum levels focus on the knowledge domains embedded in the context (rules), where lecturers in a curriculum should understand and use knowledge of the discipline and context; the micro level embeds pedagogical knowledge of TLA; and at the nano-curriculum level, the personal orientations of the lecturer towards TLA and other intrinsic values surface. The lines between certain elements in the curriculum are blurred at times – for example, the lecturer at the meso level is instructed by the HEI, faculty, and school to adhere to specific requirements (such as remote online TLA) and needs to adapt the curriculum at the micro level in collaboration with other colleagues or in an aligned manner. At the micro level, there might be consensus between lecturers on the sites as to how to approach TLA, but at the nano-curriculum level, the lecturer needs to establish how they will personally deal with their students (responsiveness and ethics of care) and the type of relationship they will have with their students. Many of the tools and rules would be similar, but the subject at each level would be different.

The literature review is based on the scholarly work of Rogoff (1995a, 1995b). Rogoff (1995b) refers to the three planes of sociocultural analysis used in CHAT; these planes were used as the departure point to frame the context for the reader. To contextualise the work of Rogoff (1995a, 1995b) in this study, the discussion is divided into the institutional plane, the personal plane, and the interpersonal plane. The literature for the institutional plane was contextualised in terms of the three levels of curriculum development in HEIs (§ 3.2.3 and figure 4.1).

The institutional plane focuses on the institutional level where the subject is non-human or abstract. This plane was used as the subject of this study – the overarching subject (i.e., the curriculum) is non-human and informed by the actions, tensions and context of the entire HE activity system.

In the discussion of the personal plane, the subject of the activity system is human. For example, in this study, the subject could be a lecturer. Lecturers are key role players in HE curriculum planning, renewal and implementation. In the literature review, the lecturer as a change agent is unpacked. Please see table 4.1 to assist with the navigation of the chapter.

Table 4.1: Navigation of the literature chapter sections			
Section	Plane	Curriculum level	Diagram
4.3	Institutional	Macro (Supra): International landscape	
4.4	Institutional	Macro: National landscape	
4.5	Institutional	Meso: Institutional landscape	
4.6	Personal	Micro	
4.7	Personal	Nano	

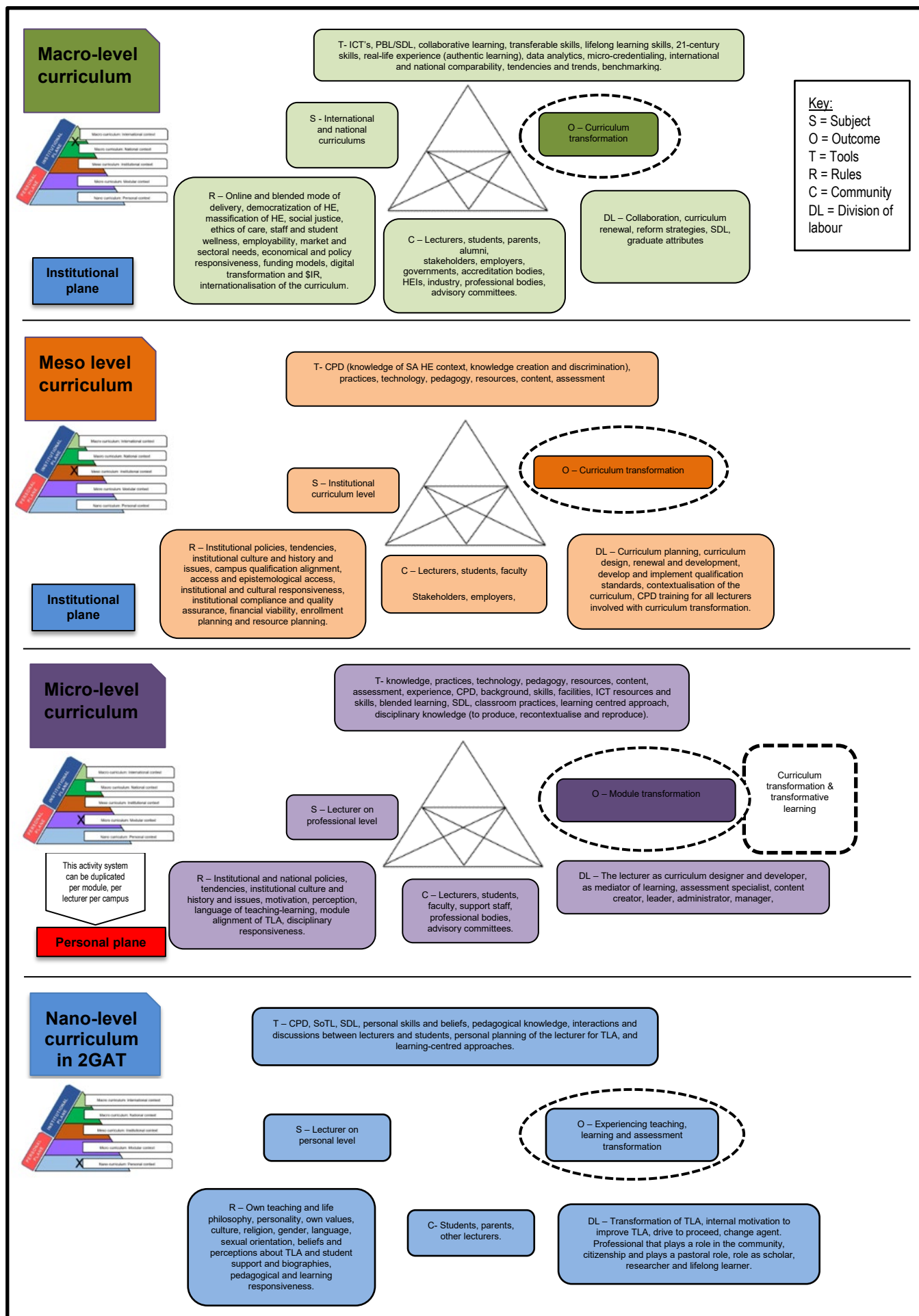


Figure 4.1: Second Generation CHAT (Engeström, 2001:131) as a framework for the study

The interpersonal plane (Rogoff, 1995a) considers the interaction or engagement of groups of individuals (humans) in collaborative interactions (Yamagata-Lynch, 2010). For example, in this study, the objects can be the lecturer and students, and the interpersonal plane could focus on the interactions between the lecturer and students. Various interpersonal interactions are unpacked in the literature discussion. Table 4.2 below provides a summary of Rogoff's (1995a, 1995b) planes in the context of this study.

Table 4.2: Summary of Rogoff's (1995a, 1995b) planes in the context of this study						
Plane	Level of curriculum	Curriculum implementation	Context	Example	Role-players	Components
Institutional plane	Macro curriculum (Largest level)	Formal curriculum Planned curriculum Implicit curriculum	International context	International and national BEd qualifications	International trends International policies	Benchmarking Tendencies and trends International and national comparability
			National context		National trends Accreditation bodies (DHET, CHE, HEQC) Professional bodies National policies and frameworks for HEIs	Purpose and rationale Need for qualification Financial viability Contextual factors Employability Curriculum underpinnings
Institutional plane	Meso curriculum (Institutional level)	Intended curriculum Prescribed curriculum Official curriculum Formal curriculum Blueprint Curriculum-as-plan	NWU Qualification and programme level	NWU BEd qualification and programmes	SCAS Faculties Support units and services	Internal institutional compliance Enrolment planning and resourcing Qualification development, design and planning Qualification standard (outcomes) Policies Institutional culture Access and epistemological access Contextualisation
Personal plane	Micro curriculum (Smaller level)	Implemented /implicit curriculum Student experienced curriculum Curriculum-in-practice Enacted curriculum Practiced curriculum Assessed curriculum Actual curriculum Lived curriculum Experienced curriculum Process of TLA	Modular level	Modules in the BEd qualification	Lecturers Subject groups and teams	Module alignment Pedagogy Outcomes Assessment TLA activities Classroom practices LTSM (media, content, and resources) ICT SDL Blended learning Learner support Contextualisation
Personal plane	Nano curriculum (Smallest level)	Attained curriculum Hidden curriculum Curriculum-as-praxis	Personal level	The BEd module lecturer and students	Lecturers Students	CPD SoTL Motivation Personality Skills, values, and knowledge Culture Religion Beliefs Gender Language Sexual orientation
Interpersonal plane	To use Rogoff (1995b), at an interpersonal level, one needs to use humans (persons), such as the lecturer or students, as the subject of an activity system and compare or juxtapose two activity systems with the two human subjects in each activity system. However, this study focused on the perceptions of lecturers, and I only collected data from lecturers. Therefore, it was not possible to use the interpersonal plane in this study.					

In a similar vein, Archer's social theory (2007) can be linked with Rogoff's (1995a, 1995b) planes of the curriculum as activity systems. Table 4.3 gives a brief overview of Archer's theory and locates it within the planes as described by Rogoff.

Table 4.3: The link between Archer's social theory and Rogoff's planes			
Archer's (2007) social theory classification	Structure	Culture	Agency
Rogoff (1995a, 1995b) planes of the curriculum as activity systems	Macro	Meso	Micro (and nano)
Description	Social forces in society, governing human life. Law, policies, hierarchical structures, systems, institutions (economic, social).	Relationship between parts, social and disciplinary norms, values, and principles of an organisation, traditions, cultural norms, and identities.	Individual choice, free will and activities, the capacity to act otherwise.
Examples from the HE environment	Policy, funding models, research agencies, infrastructure, frameworks, strategies, programmes, systems.	Ideas (discourses), knowledge, values, concepts, beliefs, ideologies, theories, and attitudes.	Agency / people (researchers and academics)
Probability to change	Difficult to change	Moderate possibility to change	Easiest to change

The literature is unpacked in terms of Rogoff's three planes, with the institutional plane as departure point in the following section.



Note to the reader: To make it easier to navigate through the study, I included small versions of Rogoff's planes to be used as **icons** (see figure 1.1, § 1.3) throughout the study as a quick reference and as signposts in the sections. The purpose of using of the triangles as icons is not to communicate text but to help navigate the sections and to provide a quick visual reference to figure 1.1 (see § 1.3 for the larger image and text).

4.3 THE INSTITUTIONAL PLANE: THE INTERNATIONAL LANDSCAPE



This section discusses the HE international landscape; benchmarking and international comparability; international tendencies and trends; curriculum responsiveness; international policies; documents and frameworks; and finally, curriculum transformation in the international landscape.

4.3.1 The HE international landscape

When looking at the macro curriculum, the focus is on looking at what other prominent HEIs are doing in the field of interest regarding curriculum innovation and research, international curriculum tendencies and trends, and policies and guidelines in the HE environment that have an impact on the curriculum.

4.3.2 Benchmarking and international comparability

HEIs worldwide use benchmarking and compare curricula when new curricula or changes to exiting curricula are considered. The term benchmarking implies a process of identifying similar benchmarks to compare information, processes, inputs or outputs between institutions (or parts thereof), or "learning from others" and maintaining a competitive advantage (Odora, 2014). According to Edith Cowan University in Australia, the purpose of benchmarking is to "improve

performance by comparing the University's performance or standards, or both, with those of its peers”.

In the South African context, HEIs should include benchmarking in their SAQA applications for new qualification registrations. International comparability is “an analysis of how a qualification compares with and relates to similar international qualifications, best practices and standards” (SAQA, 2016).

The term “internationalisation of the curriculum” also appears in the literature when looking at benchmarking internationally. The DHET (2019:9), in its Policy Framework for Internationalisation of Higher Education in South Africa, defines the internationalisation of the curriculum as the “incorporation of intercultural, international and/or global dimensions into the content of the curriculum as well as into the learning outcomes, assessment tasks, teaching methods and support services of a programme of study”.

All new qualifications at the NWU should include benchmarking and an international comparability in their situation analysis (NWU, 2021e) as part of their curriculum design and transformation efforts.

4.3.3 International tendencies and trends

Linked with the practices of benchmarking and comparability is the notion of international curriculum tendencies and trends. In the HE landscape, it is important to be aware of new research and academic practices to ensure relevant and responsive curricula. The discourse can be linked with the quality of the curriculum offerings, internationalisation, responsiveness to the needs of stakeholders, the development of common values and ideas (global citizenship), and the mobility of scholars, researchers and students (India Ministry of Education, 2021) (also see § 4.3.4).

Various changes are taking place in the curriculum context to respond to current, emerging and anticipated developments in society and globally. Tendencies and curricula have a life cycle (Macquarie University, 2019), and it is necessary that HEIs ensure that their curricula stay relevant, updated and that recent developments are embedded in their learning designs.

Pre-pandemic (until 2019), the trends viewed as important for 21st-century education were as follows: increased utilisation of ICTs with various innovations (app innovation, gamification); digital literacies; collaborative learning; use of MOOCs; growing recognition of online education; and demand for affordable, accessible and quality education (Getting Smart, 2017; Holz-Clause *et al.*, 2015; Karodia, 2019). A move towards responsiveness to the world of work (using knowledge in practical settings) (Moll, 2004a, b), an emphasis on transferable skills and lifelong learning are recognised by UNICEF (2009). UNICEF (2009:9) states that students “need access to quality education and learning that develops skills, knowledge, attitudes and values and enables them to become successful lifelong learners who can learn, un-learn, and relearn; find and retain productive work; make wise decisions; and positively engage in their communities”.

Worldwide, numerous countries are driven towards greater access to HE for a diverse student populace. The drive addresses national agendas and needs to feed knowledge economies. Furthermore, such a phenomenon is a result of the democratisation of education and social justice agendas in many countries (Hornsby & Ruksana, 2014). The democratisation of HE is seen as the tool to resolve social and economic inequalities present societies. Access to HE implies better employment prospects, access to income, productivity, and better health (*ibid.*). The massification of HE implies large class teaching and has an impact on student learning.

The pandemic brought tendencies such as digital transformation, with a focus on blended learning and the flipped classroom; online modes of delivery; and nano-learning (or micro-credentialing). Further tendencies such as self-directed professional development, changes in assessment from examination-driven to continuous assessment formats, and digital literacy were also pointed out in terms of TLA. As regards personal capacity, the following issues were highlighted: cultivation

of empathy, personalised learning, staff and student burnout, reimagining student support (Boivin, 2021; Goldberg, 2019; Levine & Van Pelt, 2021).

The emerging post-pandemic tendencies in HE are as follows (EDUCAUSE, 2021a; Pang, 2021; Zhao & Watterston, 2021):

- virtual and augmented reality;
- project-based learning;
- greater focus on experiential learning (real-life work situations);
- online schools;
- flexible delivery modes and new funding models;
- growth of artificial intelligence;
- actualising the potential of data analytics to improve education;
- a permanent place for blended and hybrid course models, expansion of open educational resources (OERs);
- diminishing reputation and perceived value of postsecondary education;
- higher demand for data-informed decision-making, increased surveillance, and threats to personal privacy;
- increasing attention to well-being and mental health;
- increasing complexity of the compliance environment;
- long-term adoption of remote work models, new and profound awareness of racial injustice;
- post-COVID-19 recovery, and increased awareness of campus health and safety;
- shifts in the education and training needed for the workforce of the future.

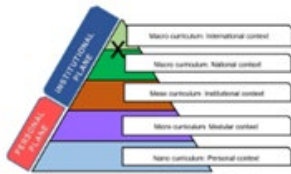
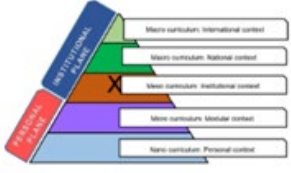
From the NWU perspective, all new qualifications should include the tendencies influencing their new qualification by completing a situation analysis (NWU, 2021e) that considers the national and international tendencies in each discipline and at the macro-curriculum level.

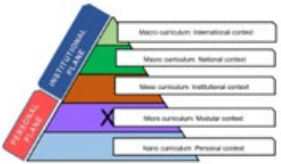
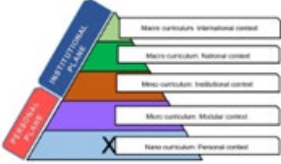
4.3.4 Curriculum responsiveness

The term curriculum responsiveness cannot be used without considering the discourses linked to the knowledge economy where graduates are seen as the products of HEIs or the skilled labour force. The skilled labour force will contribute to economic and social development and address the needs of the country by using competencies (Moll, 2004a; Ogude *et al.*, 2005).

In this chapter, I discuss curriculum responsiveness in line with the levels of the curriculum (Moll, 2004a, b; Ogude *et al.*, 2005) (see table 4.4).

Table 4.4: Curriculum responsiveness according curriculum levels (Adapted from Moll 2004, Ogude *et al.*, 2005:4-15)

Diagram	Curriculum level	Moll (2004) Responsiveness Classification	Description (Moll, 2004a)
	Macro curriculum (International and national context)	Economic/ policy responsiveness	Economic responsiveness of the curriculum relates to whether HEIs are training enough graduates to sustain all economic sectors. HEIs aims to meet the needs of industry and the changing needs of employers to deliver a workforce that will contribute to economic growth and competitiveness.
	Meso curriculum	Institutional/ cultural responsiveness	Cultural responsiveness leads to curricula that consider the cultural diversity of students and society by including multiple cultural reference points that recognise diversity and constitute multiple alternative learning pathways for students.

	Micro curriculum	Disciplinary responsiveness	HE curricula are bound by communities of scholars and research. Good university lecturers (researchers) stay up to date with the developments in their discipline. To teach responsively, the learning opportunities of students should be maximised. Lecturers should adjust teaching strategies to the “rhythms” and “emotions and tensions of learning”, “lecture creatively” and overcome resistance to learning by building trusting relationships with students.
	Nano curriculum	Pedagogical / learning responsiveness	Learning responsive curricula relates to the learning needs of students by teaching them what are accessible to them and assessing them in a way they can relate to and understand.

Curriculum responsiveness in the macro curriculum is linked to the notions of economic and policy responsiveness. Kruss (2004) indicates the link between HE and the workplace where HEIs should prepare students to enter the labour market as highly skilled employees. Literature refers to this notion as the knowledge economy where knowledge is seen as a commodity to enhance the skills and competencies of the labour force in the labour market to contribute to the economy, society, political and technological innovations as well as empowering local communities (Blankley & Booyens, 2010; Deng, 2010). HEIs are seen as critical role players in the knowledge economy (Adam, 2009). Ogude *et al.* (2005) argue that the role of HEIs is much more than mere responsiveness to the labour market. Ashwin (2020) and Moll (2004) caution against the view of describing curriculum responsiveness as only an economic dimension linked to labour market needs and employment.

Knowledge and the production and creation thereof used to be primarily situated in HEIs or structured by scientific disciplines. However, locations and practices are now much more heterogeneous, such as hospitals, industries, and government laboratories (Godin & Gingras, 2000; Hessels & Van Lente, 2008). The change in knowledge production locations and practices gives way to thinking out the purpose of modern HEIs (to be discussed in § 4.4.2).

The HE sector plays a crucial role in knowledge production, technological advancement, and improved access to ICTs, and there is an increased drive towards greater connectedness and building networks. The cross-border flow of ideas are increasing collaboration and competition between countries and HEIs globally (OECD, 2019). Various authors in literature refer to the modes of knowledge production (mode 1 and 2) (Barnett, 2009b; Jansen, 2009; Le Grange, 2009), and the shift from mode 1 to mode 2 brings about various implications for curriculum transformation renewal. Section 4.4.4.2 elaborates further on knowledge-related discourses. Le Grange (2011) points out that three significant developments in the modern university research system occurred, namely (1) the shift from science systems to global science networks, (2) the capitalisation of knowledge, and (3) the integration of academic labour into the industrial economy (the coming of the knowledge economy).

Access to HE, knowledge and to be an active member of the knowledge society are believed to give graduates access to health facilities, better living conditions, and financial wealth (Hornsby & Ruksana, 2014). Le Grange (2011) indicates that the knowledge economy drives the knowledge society. Enrolment ratios in HE has risen due to the democratisation of HE and the belief that HEI should address social and economic inequalities and social justice issues (Varghese, 2013). The massification of the HE landscape brings forward challenges and advantages in the eye of the beholder. The benefits of the massification of HE implies greater consumption of knowledge, driving innovation and technology, and enlarging the knowledge field and disciplines as skills and competencies of the skilled workforce in a country (and globally) improve. Additional benefits include entrepreneurial venture, job and wealth creation (Hornsby & Ruksana, 2014). The downside of the massification of HE entails a growing enrolment target – larger numbers of students in classrooms with less resources and funding. Large class teaching impacts on the

curriculum in terms of pedagogy, assessment, management, quality and physical, technological infrastructure and human resources (Luescher & CHE, 2016).

4.3.5 International policies, documents and frameworks impacting the curriculum

Various international relevant policies, documents and frameworks were collected and analysed (i.e., document analysis in this study). The departure point for finding information was the World University Rankings (THE, 2021) where I used the top 20 list in the highest-ranking universities in the world as per the 2020/1 lists. I also downloaded the names of the top 10 universities per continent, and for the purpose of this study, I used the top 20 universities in Africa. I also searched on Google for curriculum-related documents in HE. I looked at each university's webpage on the list to collect as much information as possible. Almost all universities hid their internal documentation behind their firewalls and restricted access to outsiders (documents are located outside of the public domain). Other issues I encountered were language barriers where university websites were not available in English. In some cases, English translation options were available, but the information were not as detailed as the native text or not available. Many of the documents available in the public domain originated from Australia and Canada. Both these countries' HEIs curriculum structures and qualification types align with the South African context and are similar to South Africa in terms of demographics of indigenous peoples and cultures of non-European decent.

The documents I managed to collect were categorised as follows:

- indigenous strategies and frameworks;
- curriculum architecture principles and curriculum frameworks from international HEIs;
- curriculum transformation and innovation models and guides;
- curriculum renewal guides;
- strategic curriculum planning documents;
- HEIs' qualification and renewal policies and procedures;
- future curriculum reference documents;
- micro-credentialing guidelines and policies.

4.3.3.1 Indigenous strategies and frameworks

Macquarie University (MU) in Australia (2021) have various documents available which include their Indigenous Strategy, an Indigenous Connected Curriculum Framework (ICCF), as well their Indigenous Workforce Plan and Indigenous Research Plan. Macquarie University shows commitment to working towards reconciliation between Aboriginal and Torres Strait Islander peoples and the wider community. The MU Indigenous Strategy (2021a) is underpinned by the values of scholarship, integrity and empowerment. The strategy consists of three key pillars: building capacity, developing cultural capability, and supporting for Indigenous success. The three Dharug language words *baduwa* (aspire), *manawari* (discover) and *djurali* (evolve) underpin the educational approach of the ICCF. The MU Indigenous Connected Curriculum Framework (2021b) provides a centralised framework towards achieving a quality approach to the embedding of indigenous values, philosophies and knowledges in current and future curriculum.

The University of British Columbia also has an Indigenous Strategic Plan (UBC, 2020) aimed at the advancement of Indigenous peoples' human rights. The action plan is dedicated to leading at all levels, advocating for the truth, moving research forward, indigenising the curriculum, enriching spaces, recruiting indigenous people, providing tools for success, and creating a holistic system of support. In the section dealing with the indigenisation with the curriculum, attention was given to include Indigenous ways of knowing, culture, histories, experiences, and worldviews in curriculum delivered across faculties, programmes, and campuses.

The United Nations Declaration on the Rights of Indigenous Peoples (2007) provides a universal framework of minimum standards for the survival, dignity and well-being of the indigenous peoples of the world and it explains human rights standards and fundamental freedoms as they apply to

indigenous peoples. The declaration is an international framework instrument on the rights of indigenous countries.

The documents collected were valuable in terms of strategy development, planning and implementation of possible indigenous policies related to curriculum transformation at the NWU.

4.3.3.2 Curriculum architecture principles and curriculum frameworks from international HEIs

Macquarie University (2021b) also has curriculum architecture principles and policy for their undergraduate and post-graduate curricula. The documents give guidelines on how various qualification types should look in terms of structure, quality, nomenclature, and degree information requirements. The Deakin University's Curriculum Framework (Deakin University, 2021a) is built on four key aspects: expectations, evidence, experience and enhancement. The document also includes the University's expectations regarding TLA and curriculum structures.

UNESCO (2016) published the document *Curriculum Framework: Education for Sustainable Development* that includes the 17 sustainability goals (SG). The document explains the dimensions of sustainable development, the conceptual foundations, school conditions and educational challenges, and skills and competencies needed in the curriculum. The document ends with examples of how to implement the SG into school subjects.

The SG can be linked to NWU graduate attributes (see § 4.6.2) when planning and revising curricula in the NWU context at the institutional curriculum level.

4.3.3.3 Curriculum transformation and innovation models and guides

The University of Wollongong (Australia) has developed the UOW Curriculum Model that drives their Curriculum Transformation Project (CTP). The CTP is focused on putting transition in the centre of their whole curriculum transformation project (O'Donnell *et al.*, 2015; UOW, 2021). The CTP focuses on transition pedagogy linked to six curriculum design principles, which are transition, diversity, design, engagement, assessment, evaluation and monitoring.

The Welch government published a consultative document – *Our National Mission: A Transformational Curriculum* (2019) – with the core content of the purpose and structure of the curriculum, Welch and English languages, sexuality and religious education, and assessment of the curriculum.

The above-mentioned documents can inform the NWU when considering what aspects to include in a curriculum transformation framework, model, or policies. The documents collected can guide the NWU in terms of updating policies and framework documents to communicate and guide new qualification development, curriculum renewal, guidelines for mapping and planning curricula, as well as the curriculum renewal cycle information.

4.3.3.4 Strategic curriculum planning

The University of British Columbia (Canada) developed a new strategic plan, called Shaping UBC's Next Century: Strategic Plan. During the planning process, the UBC community converged on three themes: inclusion, collaboration, and innovation. The UBC has made great efforts, and good progress, to increase equity, diversity, and inclusion in their curricula. The plan includes information on their Indigenous Strategic Plan (UBC, 2020), Inclusion Action Plan (UBC, 2019a), EDI Curriculum and Program Requirements, and their 2SLGBTQIA+, which includes new and growing ways of becoming aware of sexual orientations and gender diversity (UBC, 2019b).

The collected documents can assist the NWU to develop a strategic curriculum framework for curriculum transformation and renewal practices to guide curriculum planning at the NWU.

4.3.3.5 HEIs' new qualification and renewal policies, guides, and procedures

The University of Toronto (UOT, 2021) published a guide on curriculum renewal. The guide comprises the curriculum renewal process, how to prepare for curriculum renewal, the vision of the programme, outcomes, mapping, planning implementation, and assessment. Makerere University (Uganda) programme/course review policy and procedures contain definitions, policy

statements and curriculum principles (Makerere University, 2020). The University of Ghana published guidelines for approval of new academic programmes, which includes the process for new undergraduate and postgraduate programmes, information pertaining to the affiliation of the new programmes, and the procedures for approval of examination results to graduate students.

The collected documents can guide the NWU in terms of updating policies and framework documents to communicate and guide new qualification development, curriculum renewal, guidelines for mapping and planning curricula, as well as the curriculum renewal cycle information. The general academic rules of the NWU (2020c) as well as the Quality Manuals and FITLPs of faculties might contain some of the above information, but the said information is not included in any NWU policy or guidelines document related to the curriculum.

4.3.3.6 Future of curriculum transformation and transformative competencies

The International Bureau of Education and UNESCO (Marope *et al.*, 2017) published a reference document for curriculum transformation and focus on competency based curricula. The document links to the OECD Transformative Competencies for 2030. The document's key points focus on creating new value, reconciling tensions and dilemmas, and taking responsibility (OECD, 2018).

The EDUCAUSE (2021b) report explains key trends and emerging technologies and practices shaping the future of teaching and learning and envisions a number of scenarios and implications for that future. The report is compiled by a global panel of leaders from across the HE landscape.

The documents from UNESCO and EDUCAUSE provide valuable considerations for the NWU when looking at future tendencies, competencies and planning for curriculum transformation. The documents can guide the NWU in terms of updating policies and framework documents to communicate and guide new qualification development, curriculum renewal, guidelines for mapping and planning curricula, as well as the curriculum renewal cycle information.

4.3.3.7 Micro-credentialing guidelines and policies

Macquarie University (2021c) developed Micro credentials and Continuing Professional Development Curriculum Architecture Principles. Micro-credentials are a short, flexible, and affordable way to update your skills in targeted areas (also called courses or short learning experiences). The documents contain the nomenclature, stewardship, process, design principles, system, and the governance of the process. Deakin University in Australia also has a micro-credentials policy, which includes the purpose, scope, policy and procedure for micro-credentials (Deakin University, 2021b). Duquesne University (Pennsylvania, USA) published a micro-credential policies and guidelines document. This document includes the background, need, value, structure, and process for developing micro-credentials. Massey University in New Zealand developed a micro-credentials policy (2021) that includes regulations, quality assurance measures, definition and processes for micro-credentials. Many Australian and New Zealand-based universities have adopted and implemented micro-credentials as part of their offerings to help improve the professional development of graduates.

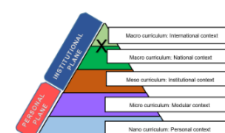
4.3.6 Curriculum transformation in the international landscape

Curriculum transformation in the international landscape is driven by benchmarking, international comparability, tendencies, and trends. There is a need to respond to the requirements of the economy and policies and frameworks. The collected and analysed documents can help and guide the NWU in terms of updating policies and framework documents to communicate and guide new qualification development, curriculum renewal, guidelines for mapping and planning curricula as well as the curriculum renewal cycle information on the macro-level of the curriculum.

The institutional plane (national landscape) is unpacked in the next section.

4.4 THE INSTITUTIONAL PLANE: THE NATIONAL LANDSCAPE

This section deals with the institutional plane; the national landscape is discussed. The discussion focuses on the South African HE landscape



structure; the South African HE landscape function and purpose (of HEIs); understanding the South African HE curriculum; curriculum challenges experienced in the national HE landscape; CPD focused on curriculum transformation in the national HE landscape; relevant South African studies on curriculum transformation (national level); curriculum transformation policies and frameworks of HEIs; and finally, curriculum transformation in the national landscape.

4.4.1 A closer look at the South African HE landscape structure

Within the South African HE band, three university types can be identified from the literature: classical or traditional universities (pre-merger universities); comprehensive universities (universities that were formed as mergers between former technikons or polytechnic); and universities of technology (pre-merger technikons or polytechnic) (Botha, 2009:155, Cloete *et al.*, 2015:34; DoE, 2001; Lategan, 2009:58-59). In 2002, the cabinet moved to reduce the 36 HEIs to 21 through phased mergers (Cloete & Moja, 2005). More recent literature moves away from classical or traditional university classification and refers to 'universities' (Badat, 2010:10) or 'research-orientated' universities (Constandius & Bitzer, 2015:13). The present landscape in South Africa consists of 11 universities, six comprehensive universities (one distance), and six universities of technology. In addition, three new institutes of HE were created, bringing the total of public universities in South Africa to 26 HEIs.

These university types share the core university activities (teaching/learning, research, and community service) as the common denominator (Lategan, 2009:59). For this study, universities are defined as universities that offer theoretically oriented degrees; universities of technology, which offer vocational-oriented diplomas and degrees; and comprehensive universities, which provide a combination for theoretically oriented university degrees and vocational-oriented diplomas and degrees (Cloete *et al.*, 2015; Lategan, 2009:58-59). The categorisation of universities stated above is analytical and theoretical and is not necessarily clear-cut.

The NWU is classified as a traditional university with a focus on teaching and learning, research, and community engagement. The NWU as institution is unpacked in section 4.5.

4.4.1.1 A brief history of the South African HE landscape, policies and regulations

Pre-1994

Our country's history is characterised by socio-cultural divisions along race and class lines. The first university in South Africa – called the University of Good Hope (which later became the University of Cape Town as we know it today) – was established in 1873 in Cape Town. For this discussion, I would like to fast-track to 1948. From 1948 to 1994, the political system called "apartheid" or "separateness" was enforced by the ruling National Party. South African society is shaped by three centuries of racial segregation (Hall, 2015; Mabizela, 2001). During the times of apartheid, HE comprised of 150 colleges and 36 HEIs. Apartheid policies separated institutions according to race, ethnicity, and language. There were Bantustans/homeland institutions (four "independent" and six "self-governing") and had separate education departments and some HEIs (*ibid.*).

The first democratic elections were held in 1994, and two years later, a new constitution embedded the Bill of Rights that includes the principle of equal access to education and the imperative for redressing the consequences of previous unfair discrimination.

Post-1994

After the fall of apartheid, the new ruling party made significant changes in the HE landscape. It was necessary to transform the HE system to align with the South African Constitution and to meet the needs of the united South Africa. In 1994, the National Commission on Higher Education (NCHE) was established for the purpose of transforming the South African HE landscape. In 1995, SAQA was established to oversee the development and implementation of the National Qualifications Framework (NQF) (SAQA, 2021). In 1996, the NCHE released a report with findings that were included in the Green Paper on HE Transformation (Lange, 2017; Lefa, 2014). In 1999, the Higher Education Act was published with recommendations to establish a Council on Higher

Education (CHE) (Hall, 2015; Lefa, 2014). NSFAS (National Student Financial Aid Scheme) was established in 1999 to provide for the granting of loans and bursaries to eligible students at universities. In 2001, the National Plan for Higher Education published.

The HEQC's Founding Document was published in 2001, and its key policies and frameworks for implementation were finalised by 2004 (Hall *et al.*, 2004). In 2002, the HEQC embarked on the first National Qualification Review for the MBA, followed by the Teacher Education qualifications National Review in 2005–2007, the Bachelor of Social Work (BSW) National Review during 2013, the 2HEQC National Review of LLB qualifications (2015–2017), and the HEQC National Doctoral Review in 2019 (Hall, 2015; Lange, 2017).

During 2004–2007, all HEIs in South Africa underwent mergers (Hall, 2015; Lange, 2017) where three types of institutions were introduced: “traditional” universities; universities of technology (previously known as technikons offering vocationally orientated qualifications); and “comprehensive” universities (to offer academic and vocational qualifications) (Hall, 2015). The Higher Education Qualifications Framework (HEQF) was promulgated in 2007. In 2008, the Higher Education Qualifications Sub-Framework (HEQSF) was published, followed by the National Qualifications Framework (NQF) in the same year. The year 2009 saw the establishment of the DHET and the former Department of Education was divided into two sections: Basic Education and Higher Education and Training (*ibid.*).

In 2011, the level descriptors for the South African Qualifications Framework document were published, followed by the HEQSF Review and a New National Development Plan. During 2011–2014, HEIs in South Africa worked on the HEQSF alignment project to ensure alignment with the 2011 policies and documents. In 2020, HEIs only offered HEQSF-aligned qualifications (Lange, 2017; SAQA, 2012).

In 2013, the HEQSF Revised Framework and the CHE Task Team report on the Flexible Curriculum were published. In 2014, the Revised HEQSF was published (Luescher & CHE, 2016:20).

The year 2015 was characterised by the student-led #Mustfall protest movement. The goals of the movement were to stop increases in student fees, to increase government funding of universities, and to decolonise HE curricula. The 2015 protest ended when it was announced by the South African Government that there would be no tuition fee increases for 2016 (Dismelo, 2015).

During the period of 2020–2021, the world faced a global pandemic (COVID-19). HEIs globally had to move contact classes to remote online TLA. The global HE landscape faced “forced” digital transformation of the curricula. In South Africa, the CHE published their Quality Assurance Framework (QAF) and launched the CHE Institutional Quality Audit in 2021–2022 (Bania & Banerjee, 2020; CHE, 2021b).

Table 4.5 is included for a linear view of the timeframes and key events to capture the main events that occurred in the HE landscape impacting on curricula. The discussion of the policies, bodies, councils, and events follow in the next section. Please note that I do not refer to all the HE Amendment Acts due to the large number of amendments made to the initial acts.

Table 4.5: Timeline of the changes in the HE landscape post-1994

Year	Event/policy	Note on event/policy
1994	National Commission on HE established (NCHE)	The purpose of the NCHE was to define a common vision and definition of HE by establishing goals, principles, and a vision to transform the HE landscape.
1995	SAQA established	SAQA was established with the South African Qualifications Authority Act (SAQA Act), No. 58 of 1995. All the objectives of SAQA concern the NQF. This is a Minister of Education-approved system for classifying, registering, and publishing quality-assured qualifications for education and training in South Africa.
1996	NCHE Report: A Framework for Transformation published	NICE report submitted to emphasise need for a single coordinated education system for transformation: increase participation, greater responsiveness, and increased cooperation.
1996	Green Paper on HE Transformation	In broad terms, the Green Paper uses the NCHE Report as its primary resource. By its nature, the Green Paper cannot replicate the level of detail nor depth of analysis contained in the NCHE Report.
1997	White Paper 3 on Transformation of HE published	The purpose of the White Paper was to address past inequalities and transform HE system to serve new social order, to meet pressing national needs and respond to new realities and opportunities. Recommended single qualifications framework for all HEI to allow mobility and progression as well as a new funding framework. Investigation into types of institutions. 23 HEIs (13 Traditional universities, 4 comprehensive universities, 6 Universities of Technology). The White paper advocated for the establishment of the Council of Higher Education (CHE) as a single body with policy, as well as quality assurance functions.
1997	HE Act 101 of 2007	The Higher Education Act 101 of 1997 intends to provide for quality assurance and quality promotion in HE; to provide for transitional arrangements and the repeal of certain laws; and, to provide for matters connected therewith.
1998	Establishment of the CHE	The CHE was established in May 1998 in terms of the Higher Education Act, No 101 of 1997 (reference: Higher Education Act 101 of 1997). The responsibilities assigned to the CHE by the Higher Education Act and the Education White Paper 3 of 1997 (reference: Education White Paper 3: A Programme for the Transformation of Higher Education) The South African Council on Higher Education (CHE) is an independent statutory body responsible for advising the Minister of Higher Education and Training on all HE policy issues, and for quality assurance in HE and training.
1999	National Student Financial Aid Scheme Act 56 (NSFAS)	The National Student Financial Aid Scheme (NSFAS Act) provides for the granting of loans and bursaries to eligible students at universities as well as for the administration of such loans and bursaries.
2000	CHE Towards a new higher education landscape: Meeting the Equity, Quality and Social Development Imperatives of South Africa in the 21st Century.	This Report to the Minister of Education represents the considered proposals of the Size and Shape Task Team of the Council on Higher Education (CHE) on a new and more effective size and shape of South African higher education.
2001	National Plan for HE published	The National Plan provided the basis for identifying developmental strategies to ensure that HEIs can fulfil their agreed role within the transformed HE education system.
2001	HEQC Founding document published	The HEQC's Founding document was published in 2001 and its key policies and frameworks for implementation were finalised by 2004, a year which also marked the beginning of the implementation of its quality assurance activities.
2002	HEQC National review MBA qualifications	The National Reviews are about re-accrediting existing programmes offered at HEIs and form part of the CHE's quality assurance system. One of its aims is to increase public confidence in HE programmes and qualifications.
2002	Government Gazette No 23549 Transformation and Restructuring: A New Institutional Landscape for Higher Education	The new institutional landscape proposed is the culmination of a wide-ranging consultative process on the restructuring of the HE system that began in the early 1990s. This process has produced a variety of policy documents and frameworks based on the collective wisdom of all the constituencies involved or interested in HE.
2004-2007	Mergers of HEIs	Three types of institutions were introduced: "traditional" universities, universities of Technology and "comprehensive" universities.
2005-2007	HEQC National review Teacher Education qualifications	The National Reviews are about re-accrediting existing programmes offered at HEIs and form part of the CHE's quality assurance system. One of its aims is to increase public confidence in HE programmes and qualifications.
2007	HEQF promulgated	The Higher Education Qualifications Framework (HEQF), which was promulgated in October 2007 (Government Gazette No 30353 of 5 October 2007), provided for the establishment a single qualifications framework for HE to facilitate the development of a single national co-ordinated HE system.
2008	Higher Education Qualifications Sub-framework of National Qualifications Framework (HEQSF) published	The purpose of the HEQSF is to define the relationships between qualification types; the movement of individuals within and between non-completed qualifications is guided by Recognition of Prior Learning processes (RPL) and Credit Accumulation and Transfer processes (CAT).

2008	National Qualifications Framework (NQF) established	The objectives of the NQF as outlined in the NQF Act No 67 of 2008 are to create a single integrated national framework for learning achievements; facilitate access to, and mobility and progression within, education, training, and career paths; enhance the quality of education and training; and accelerate the redress of past unfair discrimination in education, training and employment opportunities. The NQF is a single integrated system for the “classification, registration, publication, and articulation of quality assured national qualifications as in Section 4 of the NQF Act 67 of 2008. The National Qualification Framework Act (NQF Act) provides for the management of the NQF via level dispensations and related matters, as well as for qualifications and quality assurance of qualification required on the sub-frameworks of the NQF.
2009	Establishment of the DHET	The Department of Higher Education and Training (DHET) was established in 2009 when the former Department of Education was divided into two sections: Basic Education and Higher Education and Training.
2011	Level descriptors for the South African Qualifications Framework document published	The level descriptors provide generic standards for qualifications on the HEQSF in terms of predictable levels of complexity of knowledge and skills at each NQF level.
2011	HEQF Review published	Start of the HEQF Review (also called HEQSF alignment project) Implementation plan started, info to be loaded to HEQF-online system. Phase 1 – 2011; phase 2 2011-2014
2011	New National Development Plan published	New analysis of student access and success across the country's public HE system, completed in 2013, allow an assessment of the degree to which the objectives of the 2002 merger plan have been achieved.
2011-2015	HEQSF alignment project	Qualifications offered at the point in time of submission were submitted by each institution for alignment to the HEQSF – public and private
2012	CHE Framework for the Institutional Quality Enhancement Programme (2012-2017)	Guideline document for the first cycle of Institutional Quality Enhancement Project.
2013	HEQSF Revised Framework published	Single qualifications sub-framework for HE integrated into NQF.
2013	CHE Task Team report on the Flexible Curriculum	A proposal for undergraduate curriculum reform in South Africa: The case for a flexible curriculum structure to introduce extended curriculum.
2013	HEQC National review Bachelor of Social Work (BSW) qualifications	The National Reviews are about re- accrediting existing programmes offered at HEIs and form part of the CHE's quality assurance system. One of its aims is to increase public confidence in HE programmes and qualifications.
2014	Revised HEQSF published	The revised HEQSF, in line with the previous framework, provides the basis for integrating all HE qualifications into the NQF.
2014	CHE Framework for Institutional Quality Enhancement in the Second Period of Quality Assurance.	Guideline document for the second cycle of Institutional Quality Enhancement Project.
2014	CHE Quality Enhancement Project. The Process for Public Higher Education Institutions.	The Quality Enhancement Project (QEP1) is a national project that aims to improve student success.
2015	#Mustfall protest	Student-led protest movement that began in 2015 in South Africa.
2015-2017	HEQC National review LLB qualifications	The National Reviews are about re- accrediting existing programmes offered at HEIs and form part of the CHE's quality assurance system. One of its aims is to increase public confidence in HE programmes and qualifications.
2017	CHE Quality Enhancement Project Phase 2 Focus Area and Institutional Submission Specifications. (Public Universities).	The Quality Enhancement Project (QEP2) is a national project that aims to reflect on the curriculum which lies at the heart of the student's academic experience.
2019	HEQC National Doctoral Review	The National Reviews are about re- accrediting existing programmes offered at HEIs and form part of the CHE's quality assurance system. One of its aims is to increase public confidence in HE programmes and qualifications.
2020	HEIs only offer HEQSF-aligned qualification	As from 2020, HEIs have been offering only HEQSF-aligned qualifications for the first-time enrolment of students whilst teaching non-aligned legacy programmes to completion.
2020-2021	COVID-19 Pandemic National lockdowns globally	HEIs must move their contact offerings to remote online learning delivery to continue with the academic years.
2021	CHE Quality Assurance Framework (QAF) published	The QAF aims to do this through a sharp focus on learning and teaching, developing quality standards and guidelines, and requiring HEIs to reflect more critically on, and respond more deliberately to the need for producing graduates with the necessary attributes that would enable them to function effectively in a radically changing society and the world of work.
2021-2022	CHE Institutional Quality Audit	Institutional audits are used to determine the extent of an institution's capability to use integrated quality management systems and processes to improve the quality of its learning and teaching, its research and the institution's integrated engagement with the community. Audits also consider how such quality management systems enhance the likelihood of student success.

(CHE (2014, 2021b); DHET (2021); Hall (2015); Hall *et al.* (2004); Lange (2017); Lefa (2014); Pretorius (2017) and SAQA (2021))

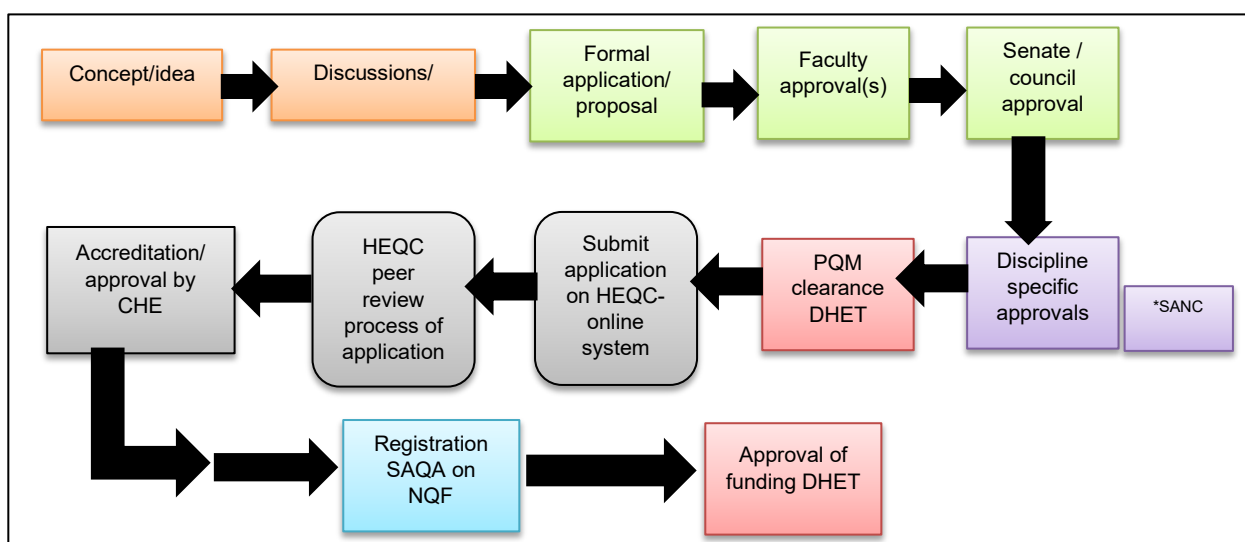


Figure 4.2: Process for the introduction of new or revised qualifications (National approval structures)

Table 4.6: External role-players in the HE qualifications approval process				
	DHET	Professional bodies or discipline specific approvals	CHE	SAQA
Step-in process	Obtain in principle approval (PQM clearance) from the DHET to register the proposed qualification/ programme on the NQF (HEQSF). Obtain approval for funding purposes from the DHET.	Nursing – SANC. Teacher Education – TEPEC.	Accreditation of the proposed qualification by the CHE.	Registration of the proposed qualification/ programme on the NQF (HEQSF) by SAQA.
Function	To provide national strategic leadership in support of the Post-School Education and Training system for improved quality of life of South Africans.	*SANC (South African nursing council) One of the functions of the Nursing Council is to accredit nursing education institutions (NEIs) and the training programmes presented by those institutions. Council is empowered in terms of legislation to perform these functions. *TEPEC (Teacher Education Programme Evaluation Committee) Evaluation by TEPEC that is convened by DHET with a representation from DBE, the South African Council for Educators (SACE) and the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA). *Examples not the only ones.	The CHE is an independent statutory body established in terms of the provisions of the Higher Education Act No. 101 of 1997, as amended. It advises the Minister responsible for HE and training and is the national authority for external quality assurance and promotion in HE. In terms of the National Qualifications Framework Act No. 67 of 2008, as amended, the CHE is the Quality Council for higher education responsible for, among others, the development, further development and management of the Higher Education Qualifications Sub-Framework (HEQSF).	The primary function of SAQA (also called 'the Authority') is to oversee the development and implementation of the NQF (also called 'the Framework').
Sub-committees	Not applicable	Not applicable	HEQC The specific functions of the HEQC are to promote quality assurance in HE; audit the quality assurance mechanisms of HEIs; accredit programmes of HE.	Not applicable

*Not all role players are included in the table. The table only includes examples to clarify the process.

4.4.2 The South African HE landscape function and purpose (of HEIs)

To understand the functions of a university or HEI, it is important to consider what the concept of university means or implies. Lategan (2009:67) unpacked various definitions, notions and ideas in his argument but described a university as follows:

collection of people who relate to knowledge – some as transmitters of knowledge (teaching), some as generators of knowledge (research), some as managers of knowledge (rectorate), some as seekers of knowledge (students), some as users of knowledge (business and industry) and some as end users of knowledge (society). But it is people who collectively constitute a university.

The notion of a university is complex and multi-layered. Universities (HEIs) are key role players in the generation and development of knowledge in our societies. It is important to note that, although a university is a structure consisting of core activities, such a structure is not abstract, and universities consist of people. Universities' most important function is to invest, develop and create human potential and human capital to serve society (Lategan, 2009:67). (Also see § 1.3.13 for a definition of a South African university.) Cloete and Mojo (2005) indicates that, in the post-1994 decade, the number of enrolled students grew significantly, and African and female students' numbers made up the largest margin of the growth. The demographic changes that occurred in the South African HE landscape were the most remarkable in the world in the 1990s (Cloete & Mojo, 2005). A "rainbow revolution" occurred in the composition of the student body on campuses around the country in terms of equity and access to HEIs (ibid., 2005:698).

In a presentation for TEDx, Prof Ian Scott (2012) stated that HE is vital for a positive future for South Africa. Scott continued to say that HE is not fulfilling its central obligation to our society. Shay (2012:1) highlights the evidence in articulation between the schooling system and HE, poor completion rates, the performance gap between under-privileged and privileged students, unemployed graduates, and the failure of HE to meet the needs of the knowledge society. Scott emphasises that HE is not educating the right amount of numbers and the right kind of graduates to lead our economic and social development (2018). Scott (ibid.) argues that half of the students who enter HE never graduate. In the case where the students persist, they experience systemic problems where the HEIs are seen as "good", but students coming in are seen as "underprepared", problematic, disadvantaged and "lack[ing] the ability to be educated" (Brüssow, 2007; Miller, 1997; Scott, 2012). Scott (2012) talks about the crisis in South Africa where he calls the HE a "systemic failure", as HE is failing the majority of its young people.

Mgqwashu (2018) and Vithal and Dhunpath (2012) raise the question of whether students are underprepared for HE or whether HEIs (the knowledge society) are underprepared for the students they should teach. Based on the argument, Scott (2018) calls for curriculum reform that ensures student success, while authors, such as Boughey (2005), highlight the provision of "epistemological access", curriculum responsiveness (Moll, 2004a) and curriculum reform to ensure a flexible curriculum structure to help students succeed (Shay *et al.*, 2016).

As indicated in literature, there is an inextricable link between access, equity, redress and quality in HE as a driver of social and economic development (Morrow, 2009; Shay, 2012). To address equity and access, various HEIs have implemented access and extended curriculum programmes (Vithal & Dhunpath, 2012).

The roles of universities in the HE and global and national landscape can be as follows: knowledge creation and knowledge repositories; teaching, learning, innovation, technology, research; and providing formal post-schooling education to the labour market of a country (Boulton & Lucas, 2011; Lockett, 2010; Moscardini *et al.*, 2020; Olson & Dahlberg, 2013). Barnett (2000) includes additional components, such as democracy, self-development, the ability to critique (critical thinking and leadership) and emancipation, as part of the purposes of HE, which I think add value. I was forced to rethink some of my assumptions with a quote by Ashwin (2020) in which he pointed out the value of transformational relationships to knowledge as opposed to employment as a focus. Shay (2012:4) argues that the time for knowledgeable citizens and opportunities for HE curriculum reform for epistemological access have never been greater.

4.4.3 Understanding the South African HE curriculum

In subsection 1.3.2, I briefly discussed the curriculum as per the definition of the CHE. In this section, I continue to discuss the HE curriculum.

In South Africa, from 2015 onwards, with the focus of the #MustFall campaigns that shed light on the decolonisation of the HE curriculum, the term curriculum has been used more frequently in the media in the HE context and by HE role players. However, one of the main problems with the definition of “curriculum” is that curriculum studies scholars find it challenging to agree on a common understanding (Mulenga, 2018; Ornstein & Hunkins, 2014).

A vast collection of literature and discourses is linked to the unpacking of the term curriculum and one's own perception or understanding based on one's context and experience (Fraser & Bosanquet, 2006; Hoadley & Jansen, 2012; Mulenga, 2018). The curriculum is a contested and often misunderstood concept. Grundy (1987) explains that the curriculum can be viewed as a social construct that is part of the culture of our society and that includes the reflections of a particular social milieu and educational practices of certain institutions. Grundy (1987) continues by saying that the curriculum is not something sitting on a shelf; rather, it involves the actions of people who work in education and cannot exist apart from human interaction. The varied understandings of how the curriculum is perceived must be considered (Cornbleth, 1990) as they influence how we conceptualise and reason our understanding of the curriculum, how we act, see, reflect and think, and talk about our curriculum. Our curriculum conceptions determine how we “emerge from and enter into practice” (Cornbleth, 1990). Freire suggests that humans are “beings of praxis” – we emerge from the world to understand it and live in the world to transform it with our practices (Freire, 2014). Freire (2014:125) continues by saying that “human activity consists of action and reflection: it is praxis; it is transformation of the world, and as praxis it requires theory to illuminate it. Human activity is theory and practice; it is reflection and action”.

From the views of Freire, it makes sense to consider varied views about the curriculum. Habermas (as cited in Grundy, 1987) categorises three basic cognitive interests: technical (empirical-analytical), practical (historical-hermeneutic), and emancipatory (critical) interest in which knowledge is created and organised. The technical interest deals with technical rules and knowledge about how students learn. In line with Tyler's theory (Grundy, 1987) of the curriculum-as-plan (curriculum as product), the teacher/lecturer as transmitter of knowledge is prescribed in the curriculum and the focus is on the plan (product). The focus of learning is on input and learners/students are seen as “empty vessels” that need “filling” (Grundy, 1987), and education becomes an act of “banking knowledge” (Freire, 2014:83). Teachers/lecturers are seen as passive recipe followers, and students “receive, memorise and repeat” knowledge (Hoadley & Jansen, 2012). The practical interest is concerned with understanding – understanding the context and environment in which one functions, being part of it, and interacting with it (Grundy, 1987). The practical interest is concerned with taking the right action (practical action) and links with Stenhouse's view of the curriculum-as-process of teaching and learning where teachers and students are involved in curriculum-making (Hoadley & Jansen, 2012). The focus of the practical curriculum (curriculum-as-practice) is on outcomes to be achieved where teachers/lecturers adapt the recipe (plan) and take contextual factors into account to reflect on the learning process (Hoadley & Jansen, 2012). The emancipatory interest is concerned with people and societies and how issues of power are at play to influence freedom. Freire (2014) describes the emancipatory curriculum (curriculum-as-praxis) as concerned with emancipation. Habermas (as cited in Grundy, 1987) writes that the fundamental human interests are linked to speech and understanding, where he links speech and communication to freedom. Freire (2014:87) also links freedom with dialogue when he states “to speak a true word is to transform the world”. The concept of freedom is thus linked to truth and justice, and the emancipatory interest gives rise to independent and responsible actions based on decisions informed by knowledge.

The various perceptions of the curriculum are often perceived as difficult, contested and difficult to understand. To ensure a clear differentiation between the various notions, a table by Fraser and Bosanquet (2006) is included to categorise the conceptions of the curriculum. The content of the table is linked to work of Habermas (as cited in Grundy, 1987) and Stenhouse and Tyler (as cited in Hoadley & Jansen, 2012). Cornbleth (1990:85) stated that, “how we conceive the

curriculum and curriculum making is important because our conceptions and ways of reasoning about curriculum reflect and shape how we see, think and talk about, study and act on the education made available to our students". The perceptions held by lecturers regarding the curriculum influence their approaches to curriculum transformation (see table 4.7).

Table 4.7: Variation between the categories of conceptions of the curriculum (Fraser & Bosanquet, 2006:277)			
Category	Curriculum conception	Curriculum focus	Student/teacher/lecturer responsibilities
A	Product focussed, teacher/lecturer-directed. TECHNICAL INTEREST	- unit. - organisation and structure of unit. - content. - directing student learning.	Teacher/Lecturer: - provides unit outline which defines learning. Student: - learns according to unit outline.
B		- unit and programme. - organisation and structure of unit and programme. - content. - directing student learning. - graduate outcomes.	Teacher/Lecturer: - develops unit within programme framework. Student: - learns to achieve graduate outcomes.
C	PRACTICAL INTEREST	- unit, programme, and discipline. - organisation and structure of unit, programme and discipline. - process over content. - framing learning environment. - graduate outcomes. - reflective practice.	Teacher/Lecturer: - provides framework for learning within the Discipline. - responds to students' needs and specific interests. Student: - engages with the knowledge of the discipline. - communicates interests and needs.
D	Process focused student-centred. EMANCIPATORY INTEREST	- unit, programme, discipline and beyond - organisation and structure of unit, programme, discipline. - and across disciplines. - process over content. - collaborative construction of learning environment. - graduate outcomes. - reflective practice. - changing students' worldviews. - interaction of student and teacher knowledge. - mutual change.	Teacher/Lecturer: - challenges students' taken-for-granted understandings. Student: - changes as a person - is responsible for and has control over own learning. - is emancipated. Teacher/lecturer and student: - share life experiences. - challenge each other's taken-for-granted understandings. - undergo a shared process of change.

To contextualise the discussion, I would like to look at how the NWU A-rules clarify the term curriculum. The NWU (2019:41) define the curriculum as follows:

planned and unplanned learning experiences and interactions with teachers, peers, study content, materials, resources, and assessment activities that students are exposed to with a view to achieving desired outcomes in terms of knowledge, competencies, and attributes. These learning experiences are facilitated by the structure or composition of the learning components of the programme of a qualification, encompassing the compulsory core and fundamental modules, and if relevant, the elective modules, and the credit allocation of each.

The NWU definition links to the ideas of Pinar (2012:2) that focus on the learning experience; Barnett's (2009:429) view on student development discussed in section 1.3.1 to 1.3.3 of this study is not specific regarding the view of Le Grange (2019:6) who looks at the knowledge and social justice issues in the underlying philosophies of the curriculum. In the context of the definition, one should understand that the NWU's layered understanding of a curriculum entails the qualification as the whole package of the offering (for example, a Bachelor of Education qualification), the programme structure under a qualification, which can involve multiple programmes under a qualification (for example, a Bachelor of Education degree in the Senior and FET Phase), and the modular level, which is the smallest segment of the understanding of the term curriculum. Thus, the term curriculum can be understood as the collective name for each level discussed based on the learning experience and environment (context).

Cornbleth (1990) indicates that the conceptions we have about the curriculum are the departure point from which we "emerge from and enter into practice". It is important for academics and the support departments involved in curriculum development and design to have a common understanding of the notion curriculum. Due to the complexity of the curriculum and the context

in which it occurs, the term curriculum is often problematic and also embedded in epistemological beliefs users might not be aware of (Cornbleth, 1990).

4.4.4 Curriculum challenges experienced in the national HE landscape.

The national HE landscape is challenged by issues such as the prior education of our students, cultural capital, the massification of HE, free HE, internationalisation and localisation, digital transformation and the 4IR, distance and contact modes post-pandemic, and the call for new funding models.

(a) Prior education

There is no lack of literature on the impact of the South African schooling system and articulation to HE. Authors such as Leibowitz (2012), Morrow (2009) and Scott (2012) alert us to the data of cohort studies that indicate skewed outputs in terms of race and graduation rates as well as the disparities in access and success. Terminology such as “underpreparedness” (Badat, 2010; Boughey, 2002; Brüssow, 2007; Shay, 2017) of our students are used to describe the “mediocre” and “inadequate [academically] prepared” students (Mulvey, 2008) entering HE. Mulvey (2008:77) indicates that students are admitted to HEIs without the necessary skills to successfully complete a degree and require additional help and services and are often described as “at-risk” students. ECPs play a role as access programmes and are state funded. Luckett and Shay (2017) indicate that 15% of the national student population are enrolled for ECPs.

In the South African context, flexible curriculum structures are implemented as an avenue to address inequalities and underpreparedness for HE studies (also called extended curriculum programmes or ECPs or foundation programmes) (CHE, 2013; Jacobs *et al.*, 2015). In flexible curricula, the study duration is extended by a year – for example, the duration of a traditional Bachelor of Commerce study is three years, while an ECP for the same degree can be four years. Various models with funding guidelines exist on how to structure ECPs. The basis of most ECP models is that extra study time is included to ensure that the foundational skills and competencies that were lacking from prior education are included to ensure student success. ECP students complete almost all the same modules as mainstream curricula students as well as additional modules (CHE, 2013). ECPs have made a significant contribution to access to HE. Students successfully progress from their first academic year (spread over two years) to their second year at a better rate than their mainstream peers (Luckett & Shay, 2017:5). ECP completion rates remain unsatisfactory, as the redistributive gains are soon lost as obstacles removed reappear (*ibid.*).

(b) Decontextualisation of the curriculum

Many South African children are taught at school level either in Afrikaans or in English as medium of instruction, which, considering the demographics of South Africa, are not their home languages (Leibowitz, 2012). Boughey (2002) indicates that the proficiency in the language of learning impacts on the academic progress and success of students in HE. In the case of translation of learning events, some context gets lost and it leads to lack of understanding. Boughey ascribes the lack of epistemological access (Morrow, 2009) or difficulties students experience to “a lack of access to covert rules of academic discourses” (Boughey, 2009:306). Le Grange (2014) calls for access to alternative ways of knowing that include gender and culturally inclusive curricula. When students experience the curriculum as decontextualised, it can hamper their abilities to be successful.

The notion of decontextualisation links with cultural responsiveness in the institutional environment, as described by Mbembe (2016) and Moll (2004). Moll (2004:5) describes institutional and cultural responsiveness as “when the curriculum is responsive to the cultural diversity of students and the society by incorporating multiple cultural reference points that acknowledge diversity and constitute various alternative learning pathways for students”. Cultural responsiveness can be included by the acknowledgement of the cultural heritage and languages of different ethnic groups; by building bridges between academic knowledge and the lived experiences of students; by including a range of instructional strategies to cater for diverse

learning needs and styles; and including a variety of cultural resources and materials in the curriculum (Luckett *et al.*, 2019; Moll, 2004a).

(c) Massification of HE

After the 1994 elections and the transformation of the HE landscape in South Africa, a need was identified to increase access to HE as highlighted in the National Plan for HE (2001). A key policy driver that drives massification is the need to produce graduates needed for social and economic development in South Africa (Adetiba, 2019). The massification of HE in South Africa resulted in increased class sizes, pressure on physical infrastructure and staffing capacity (Botha: 2009). The South African HE landscape also indicated with the initial rapid increase in student numbers between 1995 and 2005 that “more [was] not better” because “more was not affordable” (Adetiba, 2019). The policies were amended to indicate “not more but more equity”. Increased access to HE also calls for epistemological access, as was indicated in the previous section.

(d) Internationalisation and Africanisation

Internationalisation in terms of the South African HE landscape can be understood as “all dimensions of the process whereby a university engages with another university situated in another country in order to achieve certain academic, economic, political and cultural aims” (Botha, 2009:170). Internationalisation and Africanisation stand on opposite sides of the spectrum. Africanisation literature describes the notion of African universities that focus on knowledge production with an “African identity” rooted in the social and cultural milieu of Africa for Africans (Le Grange, 2014; Makgoba & Seepe, 2004). Asante (1987:6) indicates that “African ideals should be placed in the centre of any analysis that involves African culture”. Le Grange (2014:1286) argues that “reclamation of and establishing of African knowledge presupposes the decolonisation of existing dominant Western epistemologies – both content knowledge and the way knowledge is organised”. It is evident from the literature that African universities should find a way to balance the notions of internationalisation and Africanisation to ensure competitiveness and their own identities (Neale-Shutte & Fourie, 2006).

(e) Digital transformation and the 4IR

HEIs have been pervaded with technological advancement brought about by the 4IR that compelled HEIs to proactively respond to digital transformation. All universities globally felt the impact of the COVID-19 pandemic in the 2020/2021 academic years. With the help of ICTs, the academic years continued but the need for more rapid and pro-active digital transformation strategies, pedagogies and integration increased. With the growing demands of the new normal the pandemic required of staff and students, it is crucial that curricula be transformed and renewed to make provision for digital transformation competencies, virtual and independent learning and improved student experiences (Hasim *et al.*, 2021).

Digital transformation do not just involve technological progress but implies transcendental and generates changes of meaning, impacting the culture involved in HEIs, the administration and related processes, formative activities and assessment, pedagogical approaches, research, the teaching, and all role players engaged in digital transformation (Benavides *et al.*, 2020). The notion links to continuous professional development (CPD) opportunities by HEIs and the upskilling of academic and support staff to be able to respond to digital transformation in the curriculum. The last mentioned is of utmost importance for HEIs, as university staff are responsible for TLA practices facilitated by the staff's TCK and competencies as described in the TPACK model for staff competencies to teach (see table 4.13 in § 4.5.3.2.3).

(f) Distance and contact modes of delivery post-pandemic and the call for new funding models

In the South Africa context, all HEIs were allowed to continue with their contact modes of delivery via emergency remote online learning during the COVID-19 pandemic national lockdowns (Baboolal-Frank, 2021; Landa *et al.*, 2021). Lecturers made use of electronic forms of communication, online lectures via video conferencing, as well as voice clips, and narrated PowerPoints powered by university learning management systems (Landa *et al.*, 2021). HEIs in South Africa were granted permission to conduct contact classes online for a limited time and had to revert to contact classes in 2022. The difference in funding for contact versus distance modes

of provision is significant, where more funding is allocated towards contact modes of delivery. Not all staff and students want to go back to the old normal of face-to-face classes, and hybrid and flexible models of delivery are being investigated (Petersen, 2021; Watts, 2021). A call for a new funding model by the DHET is proposed to close the gap between the modes of delivery to allow for hybrid modes, as not all staff and students, irrespective of vaccination status, will be allowed to gather for lessons in physical infrastructure as in the past. Digital transformation will also serve as basis for improved access to qualifications and flexibility to students who wish to pursue formal qualifications from remote settings and on a part-time basis.

4.4.5 CPD focused on curriculum transformation in the national HE landscape

The Higher Education Learning and Teacher Association of Southern Africa (HELTASA) is a professional association for HE staff and role players. HELTASA provides a platform for collaboration and networking across HEIs and has special interest groups (SIGs) that provide additional opportunities for constructive engagement and networking (HELTASA, 2022). HELTASA's key objectives and activities are focused on creating, supporting and sustaining special interest groups on institutional, staff, student, curriculum and technological development; interacting between the DHET, CHE and other relevant bodies on HE matters; promoting peer review as a means of enabling quality in HE practices; and organising and running an annual conference to promote the scholarship of teaching in HE (HELTASA, 2022). The HELTASA Professional Development Special Interest Group (PD SIG) is a network of academics and academic developers collaboratively constructing spaces and opportunities for professional development across HEIs in SA. There is no dedicated SIG that deals with curriculum development CPD; the theme of curriculum development takes a central stand in the conference schedule every year. Since 2020, various webinars have been arranged dealing with curriculum-related matters – topics such as Report on the Professional Development Collaborative Learning Community's (PD CLC's) Webinar on Remote Teaching: Curriculum Considerations; Remote Teaching: Curriculum Considerations, Infusing the SDGs in University Curricula (see <https://heltasa.org.za/category/pd-sig/>).

The South African Education Research Association (SAERA) has a curriculum studies SIG (see <https://www.saera.co.za/sigs/curriculum/>) that collaborates and works on pressing matters in curriculum studies scholarship in the South Africa landscape. Topics discussed in the SIG range from Ubuntu-currere; (Re)configuring Curriculum Theorising: Some Post-Humanist Musings, Complicated Conversations; and Alternative Voices: The SAERA Curriculum Studies SIG on Education Discourses Amidst COVID-19. The SIG is managed by established scholars and researchers in the field of curriculum studies and makes provision for a variety of role players in the HE landscape.

4.4.6 Relevant South African studies on curriculum transformation (national level)

In my literature review, I came across seven studies (one master's degrees and six doctoral degrees) that related to this study. One of the studies are from Sweden, but the research was conducted at a South African HEI. The latter study was included due to the relevance of the context of the study. Please refer to table 4.7 for a summary of the relevant studies. All the studies used a qualitative methodology, whereas I used a mixed-methodology approach. One study made use of questionnaires with open-ended questions, and semi-structured interviews were used in all seven studies to collect data. All six of the PhD studies also included document analysis to look at institutional and national policy documents impacting on curriculum transformation in the HE context. Five of the seven studies also utilised a case study methodology based on South African HEIs as context. In the current study, I used the NWU as a case study, as the NWU forms part of this context and due to the ease of access to participants, information and documents, as I am a staff member of the NWU.

The respective contributions to curriculum transformation are categorised in terms of teachers/lecturers and change; agency; key drivers of curriculum transformation; interactions and discourses; teaching; learning and assessment; student needs and barriers; continuous

professional development and training (CPDT); barriers impacting on curriculum transformation; the HE landscape and the institutional landscape. These are briefly highlighted next.

(a) Teachers / lecturers and change

In order to change curricula, teachers/lecturers should critically reflect on the curriculum they teach (Ishmail, 2004). Teachers/lecturers are at first sceptic about changes and express concern about changing their curricula (Ishmail, 2004). Curriculum transformation terminology should be explained in a practical and understandable manner (Ishmail, 2004). When lecturers reflect on their curriculum, change will occur. Freire (2000:51) indicates that when practitioners (lecturers) reflect critically, praxis takes place where the reflection causes actions to transform context. In line with this study, the notion and depth of reflection were a key driver in curriculum transformation practices at all levels of the curriculum. If lecturers engage in shallow reflections and there is no incentive or priorities to transform the curriculum, it is doubtful that curriculum transformation would occur.

(b) Agency

Individual agency demonstrates a continuum of participant agency that seemed to be closely related to the strength and stability of the participants' academic identities (Powell, 2010). The more agentic participants who were responsive to the notion of change exhibited confidence in their ability to effect change and were more empathetic towards their learners (Powell, 2010). In line with this study, lecturers were the key change agents in the curriculum transformation process. When lecturers understand their roles as change agents, they would take responsibility for their roles and engage with the curriculum frequently to improve their academic offerings.

(c) Key drivers of curriculum change

The following factors were identified from the studies as key drivers for curriculum transformation: survival factors (Adam, 2009); strength of academic identity and scholarship (Adam, 2009); disciplinary boundaries (Adam, 2009); nature of leadership with faculties (Adam, 2009); market forces; the financial situation of the discipline; political forces; and the internal structure of knowledge in the discipline (with market forces and financial viability representing the most influential factors) (Adam, 2009; Powell, 2010). In line with this study, the key drivers for curriculum change initiate the curriculum transformation process. The nature of the drivers impacts on the type of motivation (internal or extrinsic) for lecturers to determine if they would engage in curriculum transformation, or if they should rather invest their time in research-related activities.

(d) Interactions and discourses

Curriculum transformation can lead to changes stemming from the quality of interactions between the teacher/lecturer and the students (Ishmail, 2004). Workgroups are integral to curriculum transformation practices; strong academic leadership contributes to stability and influencing of agency of individual lecturers and to the long-term curriculum development process (Powell, 2010; Vorster, 2010). Absence of transformative discourses highlights the need for the development of critical and creative thought in curricula (Powell, 2010). In line with this study, discourses and inclusivity are key factors to consider when changes to the curriculum are considered for multiple voices, perspectives and viewpoints to ensure inclusive and accessible opportunities to learn for all.

(e) Teaching, learning and assessment

Curriculum transformation should include a satisfactory classroom climate, SDL, co-operative learning and purposeful activities (Ishmail, 2004). Lessons should be interesting and well-structured to allow optimal SDL opportunities (Ishmail, 2004). Continuous assessment should also be an integral part of the TLA process and provides multiple opportunities for success (Ishmail, 2004). This links to learning-centred methodologies, which is needed for curriculum transformation linked to the contextualisation of TLA to ensure student success.

The context of the school and system should be considered (Ishmail, 2004). Current teaching and learning practices (including curriculum) are not aligned with the assumptions underpinning an

outcomes-based approach (Powell, 2010). Academics find it difficult to reach consensus about curriculum content and pedagogy (Vorster, 2010). In line with this study, as part of the contextualisation of the TLA environment (and curriculum transformation), it is important that lecturers understand the knowledge parameters of their disciplines, link them with TLA pedagogy and ensure TLA for student success. Lecturers need to engage with difficult questions about curriculum matters, upscale their own knowledge on curriculum transformation practices and reflect continuously on their own practices and reasons for curriculum transformation.

(f) Student needs and barriers

Teachers/lecturers should provide for the individual needs of students (Ishmail, 2004). In line with this study, it is important that lecturers engage students to be participants in the curriculum and allow them to make inputs into the curriculum, as students are the main consumers of the academic offerings. If students feel that they were involved in the curriculum-making process, they will engage with the curriculum more actively and take responsibility for their own learning.

(g) Continuous professional development and training (CPDT)

Teachers/lecturers should be equipped with the necessary skills to develop TLA opportunities and be able to develop complementary LTSM (Ishmail, 2004; Powell, 2010). Involving lecturers in the practices and approaches advocated in training and CPD opportunities would improve the attitudes, values and practices in departments to ensure transfer of the knowledge back to their own departments (Powell, 2010). Not enough attention is paid to the selection and capacity building of academic leaders to improve TLA practices and curriculum transformation (Powell, 2010). Most lecturers are not well prepared to respond to the decoloniality discourse requirement (Ammon, 2019). Much more needs to be done to enhance research performance in black postgraduate students (Pandor, 2018). In line with this study, it is important that lecturers self-reflect on their competencies and ensure that they upscale competencies that need attention. Although the NWU offers CPD opportunities linked to some elements of curriculum transformation, purposefully planned opportunities need to be created to improve the curriculum practitioner content knowledge of lecturers and support staff to equip them to engage in curriculum transformation efforts such as decolonisation.

(h) Barriers impacting on curriculum transformation

The following barriers impact on curriculum transformation in the studies that were scrutinised: high student numbers (Ishmail, 2004); low teacher/lecturer morale (Ishmail, 2004; Powell, 2010); teaching in multicultural classrooms (Ishmail, 2004); and the lack of CPD opportunities and upskilling of staff (Ishmail, 2004). Furthermore, anxiety and trepidation, as lecturers lack of familiarity with current trends, methods and developments, would to some degree necessitate that they defend their existing curricula and stay in their comfort zone (Powell, 2010). Other factors that impact on curriculum transformation entail the lack of research focus, which has implications for curriculum transformation (Powell, 2010), imbalance in the power distribution between staff (Vorster, 2010) and in organisational structures (Dirk, 2013), and curriculum overload and workload (Vorster, 2010). In the case of study, all the above-mentioned factors also impact on curriculum transformation efforts at the NWU and are discussed in sections in the literature and data chapters.

(i) The HE landscape

The following recommendations relating to the HE landscape were highlighted from the following studies: an underdefined South African curriculum policy environment (Adam, 2009); significant limitation in the analysis of curriculum change (and other objects of transformation) in local HE (Dirk, 2013). Pandor (2018) noted that early assessments of transformation in South Africa focused on numbers and the changing profile of students, but inadequate attention was given to numbers in science, commerce, engineering and medicine. Also, government conducts insufficient evaluation of institutional responsiveness to policy imperatives. There is a need for regular assessment and reporting on progress in achieving goals as set out in policy. Furthermore, HEIs should be held accountable when there is no progress (Dirk, 2013; Pandor, 2018).

The institutional landscape

Two main categorisations were identified in the institutional landscape, namely structure and culture, and knowledge creation and discrimination.

Structure and culture

The following recommendation regarding structure and culture were identified when considering curriculum transformation from the studies: institutional policy is broad, varied and vaguely formulated (Adam, 2009; Powell, 2010), and managerialism and changing institutional and faculty identities (Adam, 2009). However, curriculums are managed practices and academics do not have power over their own curriculums anymore (Adam, 2009). Different disciplines accommodate utilitarian discourses in different ways (Adam, 2009). There is mounting pressure to transform the curriculum towards utilitarian and technicist discourses (Adam, 2009; Powell, 2010). The implementation of outcomes-based approaches remain largely limited to regulatory compliance (Powell, 2010). In line with this study, the challenges highlighted are also true for the NWU. Owing to campus alignment, central faculty management structures and top-down curriculum initiatives and curriculum transformation do not occur in deep and meaningful ways. Curriculum transformation requires mediated actions from knowledgeable others, purposeful planning, and dedicated time on task to engage with curriculum transformation.

From a cultural perspective, there was a lack of identification of lecturers with institutional culture and vision (Dirk, 2013; Powell, 2010). Also, the notion that lecturers perceived the quality monitoring and evaluation of internal structures as necessary was perceived as bureaucratic and administratively cumbersome, adding to an already over-loaded administrative burden (Powell, 2010). In line with this study, lecturers perceive the process linked with curriculum transformation as time consuming and bureaucratic due to the compliancy matters linked to approval and accreditation of qualifications. Almost all lecturers are constantly in a race against the clock to complete TLA cycles and need to attend to research and community engagement matters as part of their task agreements and post-level requirements. Owing to the longer-term commitment needed for curriculum transformation, most lecturers do not enjoy or embrace curriculum transformation due to the effect it will have on the measurable outcomes they have to achieve.

Knowledge creation and dissemination

The dominant view of knowledge shown by study participants, with a couple of exceptions, was not aligned with either Mode 1 or Mode 2 knowledge generation practices (Powell, 2010). An analysis of the academics' discourses about knowledge ownership revealed little engagement with issues of knowledge production and dissemination and limited insight into their own practice (Powell, 2010). The traditional view of knowledge construction is conventional and does not adequately reflect the shifting demands of the education sector, learners and the workplace.

There is a lack of synergy between current curriculum and workplace needs (Powell, 2010; Vorster, 2010). There are disjunctures between the needs of academe and the needs of the profession – between theoretical knowledge and practical knowledge, and some of these contradictions are very difficult to overcome (Vorster, 2010). Curricula should include more knowledge from Africa and the South (Pandor, 2018). Universities need to communicate a strategy more clearly and what they expect from lecturers if a decolonised teaching function is to be realised (Ammon, 2019). In line with this study, the discourse for knowledge and knowledge dissemination also needs attention at the NWU. The disjuncture between the curriculum and industries needs to be addressed. To address this gap, staff should be guided into purposefully designed and developed CPD opportunities as well as getting inputs from students, professional bodies and advisory committees. The curriculum should be disseminated and reflected to ensure that it is fit for purpose and students' success.

Year	Surname and initials	PhD/ Masters	HEI	Title	Methodology	Data collection strategy	Similarity / differences to my study
2004	Ishmail, MI	PhD	UFS	The impact of curriculum transformation on classroom practice in Northern Cape Schools	Qualitative	Questionnaires Interviews Policy document analysis	School-based study. Curriculum transformation Questionnaire Policy analysis. Situation analysis. Questionnaires and interviews
2009	Adam, F	PhD	Wits	Curriculum reform in Higher Education: A Humanities Case Study	Qualitative	Case study Interviews Document analysis	Case study Timeline analysis of policy events Document analysis of policies and institutional documents Faculty of Humanities
2010	Powell, P	PhD	UKZN	A critical investigation into curriculum development discourses of academic staff at a South African University of Technology	Qualitative	Case study Document analysis – policies Interviews Discourse analysis	Case study Document analysis – policies Interviews University of Technology context
2010	Vorster, JEJ	PhD	RU	A social realist analysis of collaborative curriculum development processes in an academic department at a South African university	Qualitative	Social realist ontologies Case study Observation and audio tapes Interviews Document analysis	Social realist ontologies Focus on curriculum development processes. Case study Observation and audio tapes Interviews Document analysis
2013	Dirk, WP	PhD	UNISA	Constructing and transforming the curriculum for Higher Education: a South African case study	Qualitative	Case study Bourdieu's methodological polytheism Semi-structured interviews Document analysis of institutional and policy documents	Case study Bourdieu's methodological polytheism Semi-structured interviews Document analysis of institutional and policy documents
2018	Pandor, NMG	PhD	UP	Contested meanings of transformation in Higher Education in post-apartheid South Africa	Qualitative	Social constructivism Document analysis Semi-structured interviews	Transformation focus not curriculum transformation focus. Social constructivism Document analysis Semi-structured interviews
2019	Ammon, L	Masters	Linnaeus Sweden	Decolonising the University Curriculum in South Africa: A Case Study of the University of the Free State	Qualitative	Case study Semi-structured interviews	Decolonisation as focus Case study Semi-structured interviews

4.4.7 Curriculum transformation policies and frameworks of HEIs

From the literature available in the public domain in South Africa, the following documents were collected on the topic of curriculum transformation and curriculum frameworks in the South African HE landscape.

The University of Pretoria (UP) established the EBIT Curriculum Transformation Committee who developed a draft document in 2016 called *Reimagining curricula for a just university in a vibrant democracy* (UP, 2016) (also see <https://www.up.ac.za/ebit-curriculum-transformation-committee-ebit-ctc>). The document unpacks UP's four drivers for curriculum transformation responsiveness to social context, epistemological diversity, an institutional culture of openness and critical reflection, and the renewal of pedagogy and classroom practice. The final version of the UP-curriculum framework was released in 2017. It is not clear from my search in the public domain if UP had released a more recent version of their curriculum framework document; various of their faculty pages refer to the 2017 version of the document.

I could allocate an article by Mendy and Madiope (2020a, b) that elaborates on the efforts of UNISA to transform their curriculum offerings in a distance mode of delivery. The curriculum transformation efforts are focused and elaborated on in their Socio-Democratization Framework considering “decolonising the curricula, student support; technology enhanced teaching and learning, reinventing assessment through alternate assessment systems, excellence in quality assurance, student retention and throughput and student access and accessibility” (Mendy & Madiope, 2020b:8).

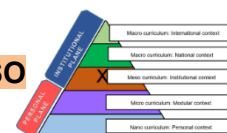
Another publication are the Rhodes University (RU) document (2016) called *Curriculum in the context of transformation: Reframing traditional understanding and practices*. This document serves as a best practices guide from various RU lecturing staff and consists of various case studies. The document emerged after the #Mustfall campaigns as living proof of the milestones RU staff achieved after the outcry of students to transform the curricula.

From my search, it is evident that either curriculum transformation policies and frameworks still do not exist in HEIs, or they are not available in the public domain on the Internet (hidden behind university internet firewalls), or they are included in other institutional documentation of HEIs, called by other names and not described as curriculum transformation policies or frameworks.

4.4.8 Curriculum transformation in the national landscape

Curriculum transformation in the national landscape is characterised by the compliancy and adherence of HEIs to national policies. A brief history of the policies and changes has been included to contextualise the landscape. Additional factors in the national landscape are challenges experienced by HEIs that influence curriculum transformation and renewal. The institutional plane (meso curriculum) is unpacked in the following section.

4.5 THE INSTITUTIONAL PLANE: THE INSTITUTIONAL LANDSCAPE (MESO CURRICULUM)



This section deals with the institutional plane, the institutional landscape (meso curriculum). The subsections unpack the NWU as HEI, NWU policies, events and rules impacting on curriculum transformation, factors driving curriculum transformation on the meso/institutional curriculum level, the impact of the COVID-19 pandemic on the institutional curriculum, CPD aimed at curriculum transformation, and curriculum transformation on the institutional plane.

4.5.1 Looker closer at the NWU as HEI

The NWU officially came into being on 1 January 2004 as part of the South African Government's plan to transform the HE landscape. The former University of the North West (UNW) in Mafikeng and its Mankwe Campus (which later closed) merged with the Potchefstroom University for

Christian Higher Education (PU for CHE) with its Vaal Triangle Campus. The Vaal Triangle Campus also had to incorporate the Sebokeng Campus of Vista staff and students. Vista University was a multicampus institution that was closed as part of the merger (Pretorius, 2017).

The coming together to form the North-West University (NWU) was a strong symbolic act of reconciliation and nation building. The merger of the NWU was a symbol of the restructuring of the entire HE sector, as it was the only merger between a primarily white (PU for CHE) and primarily black university (University of North West and the Sebokeng Campus of Vista University). The transition to the unified NWU has been hailed as one of the most successful and stable HE mergers in South Africa (Pretorius, 2017). Each year since the merger, the NWU has produced a healthy financial surplus, improved student pass rates, increased research outputs, and risen in the corporate governance rankings of South African universities (NWU, 2020a).

The NWU is classified as a traditional university. Traditional universities are also described as classical, pre-merger or “research-orientated” universities. Traditional universities offer theoretically oriented degrees. The NWU comprises eight faculties: Economic and Management Sciences, Education, Engineering, Health Sciences, Humanities, Law, Natural and Agricultural Sciences, and Theology.

To understand the institutional landscape and decisions that impacted on the curriculum transformation decisions over the past years at the NWU, I analysed the core NWU policies that related to curriculum reform, transformation and curriculum design. I looked at historical documents, including national audits, internal and external programme evaluations, and HEQF national project documents to give me a sense of historical, contextual and background information to understand what contributing factors led to decisions and influenced tendencies we still see in the current versions of curriculums today.

4.5.2 NWU Policies, events and rules impacting on curriculum transformation

In subsection 4.4.1, I gave a detailed summary of the South African HE landscape pre-1994 and post-1994. In the following section, I start with an illustrated timeline of important events, milestones, policies, and curriculum-related events of the NWU (after the merger of 2004). Please see Figure 4.3.

The timeline begins with the merger of HEIs in the North-West province to become the North-West University in 2004. Key policies and reports were published to direct the transformation of the HE landscape in South Africa (see § 4.4.1.1). The key curriculum transformational events of the NWU occurred during the national reviews that were conducted in: 2003 Master of Business Administration (MBA); 2005 MEd Education Management; 2007 Post-graduate Certificate in Education (PCGE) and Advanced Certificate in Education; 2013 Bachelor of Social Work (BSW); 2015 Bachelor of Laws (LLB); and the 2019 doctoral review (NWU QE, 2020). These were followed by the HEQSF alignment project 2016 and the alignment of faculties and programmes in 2018.

A brief discussion of the key NWU documents and policies that give guidance on curriculum renewal, transformation and design follow the figure. The documents are discussed in their order of institutional hierarchy, starting with the NWU Strategy 2015–2025 (NWU, 2018b); NWU Annual Performance Plan (APP) 2020; Teaching and Learning Strategy 2016–2020 (NWU, 2016b); Teaching and Learning Strategy 2021–2025 (NWU, 2020a); NWU Transformation reports (2018–2021); NWU Declaration on the Decolonisation of University Education: The imperative to transform Teaching and Learning; the Research Agenda and Community Engagement (2018); the rules for teaching, learning and assessment at the NWU; and NWU FITLPs.

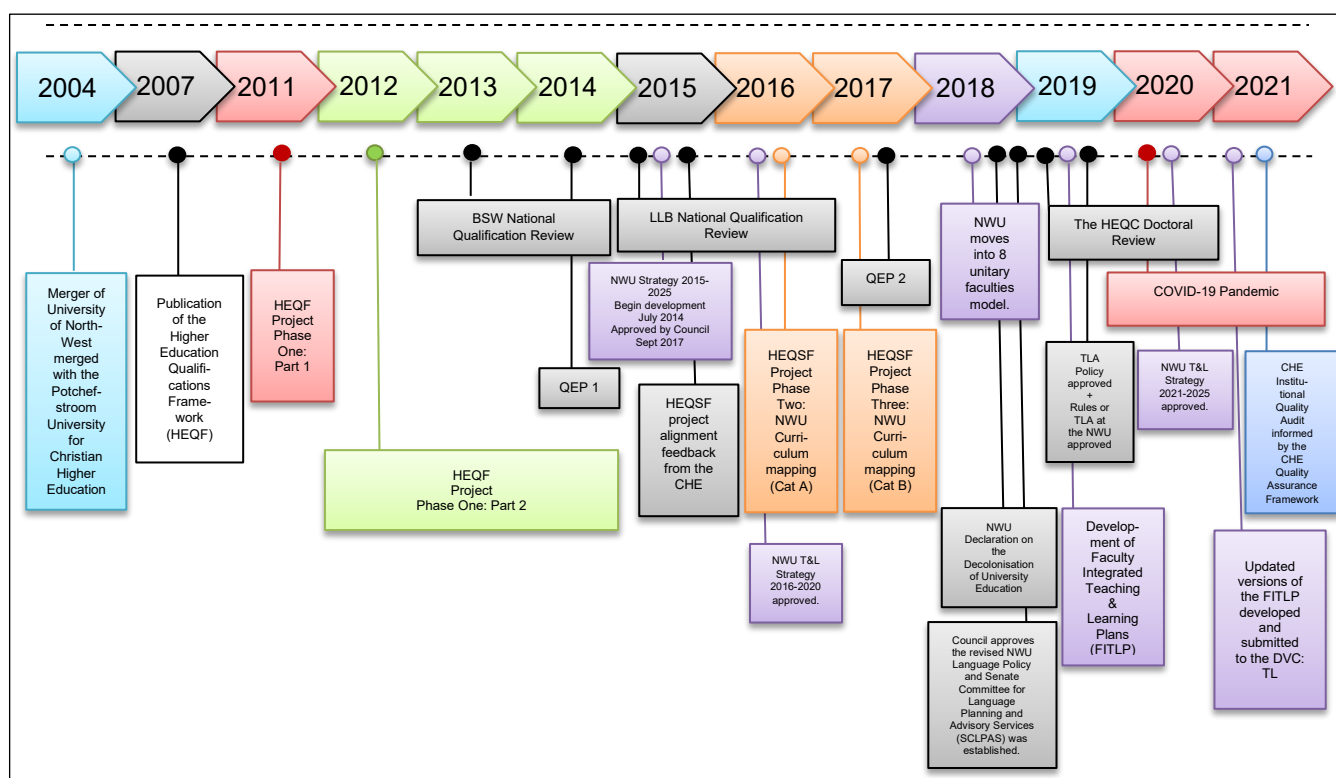


Figure 4.3: NWU Timeline of milestones, policies, and curriculum related events.

4.5.2.1 NWU Strategy 2015-2025

The NWU Strategy 2015–2025 (NWU, 2018b) as the overarching guiding document was the point of departure of the document analysis. The role players the strategy communicates to are all NWU staff, but more specific those in leadership roles who must report on NWU compliancy matters as set out in the NWU APP. The NWU strives for high-quality innovative teaching and learning and cutting-edge research and community engagement and the size and shape of NWU offerings.

The outcome of the NWU Strategy 2015–2025 are clear: to be an internationally recognised university in Africa. The role players in such a dynamic environment include all NWU staff, students and their families, alumni, industry and organisations, government, and knowledge production that benefits local societies.

The core values described include ethics of care, to be dynamic, value driven, and excellent. There is a drive to develop a clear student value proposition and to pursue human resources by aiming to be a representative and employer of choice. As regards organisational culture, the institution aims to improve core people practices and to develop open-minded academics and highly effective support staff. The final drive is to ensure compliance and manage risks so as to make certain that research and business intelligence are embedded in our decisions. There are strong links in the rules and tools classification; as soon as an HEI communicates or develops rules, a complementary supporting function needs to be put in place to support, maintain and help that rule function to provide the tools for the offering. For example, to roll out ICT capabilities at the NWU as part of organisational rules, support and training from support units are needed to ensure continued roll out, training and end-user support. The support units link to the division of labour section to support other NWU staff to use ICTs on campus.

The tools to our disposal to achieve all of the above are strong leadership; promoting environmentally sustainable practices; compliance and risk management development; research; and business intelligence resources to improve decisions, communication, ICT and infrastructure capability and training.

4.5.2.2 NWU Annual Performance Plan (APP) 2020

The APP filters down from the strategy and explains how the NWU dream, purpose, brand promise and values are realised in the form of goals and enablers with measurable core performance indicators and targets.

The APP identifies five key goals stemming from the strategy: (i) promoting excellent teaching and learning, and repositioning the offerings of the NWU to align with the size and shape required by the market direction decisions; (ii) improving research and innovation; (iii) aligning community engagement with core activities and promoting sustainable activities; (iv) developing a clearly differentiated student value proposition; and (v) developing and retaining excellent staff and creating an equitable staff and student profile.

The APP (2020) indicates four enablers that links to the strategic goals. Two of the four goals impact on curriculum transformation – governing and leading in a sustained way, and developing the best-in-class ICT and drive towards digital transformation.

4.5.2.3.1 Teaching and Learning Strategy 2016-2020

The third document in the analysis was the NWU T&L Strategy 2016–2020 (NWU, 2016b). The document outlines how the NWU will differentiate teaching and learning in the HE environment. The T&L strategy draws from the NWU strategy (NWU, 2018b) and the APP in terms of goals and drivers. The document describes the context for learning and the role of a university and how the NWU aims to address issues of external and internal responsiveness. The document outlines an ambitious agenda of educating students for the challenges of 21st-century society.

4.5.2.3.2 Teaching and Learning Strategy 2021-2025

The updated version of the NWU T&L Strategy (NWU, 2020a, b) is a very ambitious document setting the bar high regarding the vision for TLA in the next five years. The TL Strategy begins by stating the NWU context and educational approach to the challenges of the 21st century. The principles that guided the strategy development and the purpose, vision, mission and strategic goals, and drivers are unpacked relating to graduate attributes and transferable skills.

The document communicates the NWU curriculum project (NWU, 2020a:3) as follows:

a PQM review over the next 3-year period to ensure a responsive and financially viable academic offering, and that the size and shape of the academic offering are aligned with a) the mandate of a traditional university, b) the NWU Strategic foci and market direction, c) NWU transformation goals, and d) the DHET requirement of less proliferation of qualifications at the undergraduate level, with specialisation rather at a later stage in the student academic life cycle.

The strategy includes a section on curriculum transformation and renewal and explains it (NWU, 2020b:14) as “a systematic process of curriculum transformation and renewal in order to equip its graduates to address contextualised challenges of twenty-first century society, inclusive of calls to decolonise and Africanise the curriculum”. Strategies to ensure credibility, coherence and relevancy in qualification design and development are also included in the strategy. The strategy also refers to the NWU Curriculum Framework (2021h), which has not yet been approved or finalised.

4.5.2.4 NWU Transformation reports

The following NWU transformation reports are unpacked in this section: QEP1 (2014); QEP 2 (2017); DDUE (2018); NWU Transformation plans 2018–2021.

4.5.2.4.1 QEP1 (2014)

The QEP1 (NWU, 2016a) report consists of four focus areas: (i) Enhancing Academics as Teachers; (ii) Enhancing Student Support and Development; (iii) Enhancing the Learning Environment; and (iv) Enhancing Course and Programme Enrolment Management. The QEP1 Process has offered the NWU the opportunity to reflect on and benchmark against a range of systems, policies, practices and procedures relating to TLA in a systematic and structured manner. The QEP1 also helped to create an appreciation of the interconnectedness of the four focus areas and how they all contribute to creating an institutional environment that supports

student success. The QEP1 report includes Phase 1 of the NWU HEQSF curriculum mapping process, the National HE-AIDS curriculum project, and links curriculum design practices to SoTL and curriculum advice to students. The QEP1 report provides general information on curriculum transformation.

4.5.2.4.2 QEP 2 (2017)

The QEP2 report is an important historical document for the NWU, as it was one of the first documents written by the NWU reporting on specific issues as regards curriculum transformation. Key contextual issues are highlighted from the document. However, issues experienced in 2017 are included and linked to the data in chapter 5.

The NWU QEP1 report noted the University Transformation of Teaching and Learning project (TransfTL project) started in 2015 and was used as a source for the self-evaluation done for the first phase of the QEP. This project was also utilised for the restructuring of the support departments related to the portfolio of the DVC (TL). One of the focus areas of the TransfTL project – namely innovative qualification and programme development, management and review – included the alignment of all NWU qualifications and programme curricula to the requirements of the HEQSF and the development of NWU-specific curriculum planning and development practices. The HEQSF-alignment project was managed by the office of the DVC (TL) from 2011–2016 and thereafter by the Q&APP unit. The HEQSF-alignment project had a significant impact on curriculum transformation, and the main outcomes were driven by the alignment with external regulatory requirements. The NWU developed a curriculum mapping system (CMS) and an outcomes builder application to facilitate the alignment and the quality of outcomes of programme curricula during this project. The HEQSF-alignment project (2015–2017) had a significant influence on curricula structures and content.

Issues such as the decolonisation, Africanisation of the curriculum, epistemological access and knowledge and processes to be valued in curriculum planning, design and implementation were not key contributors to the curriculum narrative at the time (NWU, 2017a). The plan also refers to an NWU curriculum model that has not been finalised or implemented yet.

The QEP2 reports that since the submission of the QEP1 report, the NWU underwent restructuring. Structural, organisational and managerial changes were made, ultimately leading to a more integrated HE institution with eight cross-campus unified faculties instead of the former 15 freestanding faculties (NWU, 2017a). Various key positions and committees (e.g., deputy deans for TL, new faculty boards, new chairs for faculty TL committees, etc.) had to be filled or established, resulting in key processes such as policy reviews and amendments, and the integration of faculties under a new management model having lagged (*ibid.*). Additional results of the restructuring were the establishments of the unified Centre for Teaching and Learning (CTL) in the office of the DVC (TL). CTL was restructured to allow for a specific focus area dealing with curriculum design and development at the meso and micro-levels. However, a second new department was established, namely the Qualification and Academic Programme Planning Department (Q&APP). Q&APP has the mandate to manage qualification and academic programme planning and development at the macro and meso-levels, working with CTL, with a focus on external and internal regulatory compliance and managing the sustainability and viability of the NWU PQM (NWU, 2017a).

The QEP2 report provides a recap of the curriculum alignment and renewal efforts from 2004–2009, 2010–2015; the NWU T&L Strategy and future efforts related to curriculum renewal and transformation 2016–2020; and examples of faculty initiatives to facilitate curriculum renewal and transformation (NWU, 2017a). The report concludes with a discussion on participation in curriculum design and development (*ibid.*). Each section was unpacked with the goals of the planning stage, the successes and the challenges. Owing to the direct correlation to the current study, I summarise some of the highlights to link them with the literature, data and framework stemming from this study.

Furthermore, the curriculum alignment and renewal efforts from 2004–2009 were hindered by getting lecturers to discuss the quality of modules with their peers on other campuses. Historically, very few modules were aligned and many lecturers worked in isolation (NWU, 2017a). Another aspect that needed attention was that curriculum transformation and aligned outcomes were more

structural and technical in nature and that a more in-depth look at programme curricula would have had to follow to ensure significant renewal and transformation at a functional and content level (NWU, 2017a).

The curriculum alignment and renewal efforts from 2010–2015 were characterised by change communicated by the HEQSF alignment project. The project was aimed at aligning qualifications and linked programmes with the appropriate exit levels of the NQF level descriptors. The NQF levels were pitched at level 5–10, and the level descriptors described knowledge, skills, values and competencies of the outcomes of qualifications, programmes and modules (10 level descriptors) (NWU, 2017b; SAQA, 2012). Additionally, 10 qualification types with specific minimum admission requirements, minimum credit totals, NQF entry and exit levels, credits values at specific NQF levels, the purpose and rationale of qualifications and programmes, assessment criteria, progression, articulation and RPL were required.

The 2010–2015 narrative highlights 10 transformational goals (diversity, access, alignment, redress, equity, resource allocation, increased unity, student experience, success, and quality), the utilisation of diversity for demographics, socio-economic background, and sociocultural viewpoints. The creation of transformation dialogues and engaging in ongoing processes of curriculum transformation and promotion for the development of academic programmes with a balance of theoretical and practical knowledge were needed. The NWU highlighted the importance of these matters if the NWU was truly to transform its programme offerings to reflect the need for a workforce that can function in the diverse societies that graduates were educated and trained for. The NWU continued by stating:

... lecturers in all faculties to buy in and utilise an outcomes-oriented, student-centred educational approach focused on inquiry-based, active, participative, and meaningful learning within a supportive, responsive, and enabling learning environment, based on appropriate teaching and learning designs that include but are not limited to blended learning, and enhanced by appropriate technologies and multimedia resources. (NWU, 2017a:18)

The NWU approach to curriculum renewal and transformation after 2015 was linked to the development of teaching and learning technologies. A new Teaching and Learning Strategy (TLS) for the NWU (2016–2020) was approved by Senate in 2016. The strategy laid the foundation for curriculum renewal and transformation over the following years. The TLS 2016–2020 communicated the pedagogical paradigm of the NWU that aimed to “prepare students for life and the world of work, so that they may participate constructively in public life, and lead fulfilling professional and private lives” (NWU, 2017a:24). Strategies were included to ensure: a balance between professional and general formative programmes to meet national needs; orientation to fields of study and a broader understanding of contemporary societal challenges; the inclusion of indigenous knowledge systems; using NWU graduate attributes; regular curriculum monitoring and renewal cycles to ensure curricula stay up to date with the latest scientific developments; effective curriculum planning; development and management; and the inclusion of Africanisation, decolonisation and content transformation of NWU curricula (ibid.).

Challenges that were highlighted in the QEP2 report (NWU, 2017a) included:

- students’ struggles with using technology;
- different perspectives on curriculum renewal and transformation;
- lack of capacity of curriculum experts;
- underprepared students;
- feeble student writing;
- problem-solving skills and critical thinking skills;
- differentiated student needs;
- staff capacity issues;
- transformation of the curriculum in terms of including decolonising and African perspectives, coaching of students to pass examinations;
- slow bureaucratic systemic processes (external environment) for approval of qualifications, collaborative challenges between the NWU and CHE and other government departments.

After the QEP2 report, the NWU published the Declaration on the Decolonisation of University Education (2018) as well as annual reports (2018–2021) on curriculum transformation and alignment progress reports, which are discussed in terms of curriculum transformation in the next section.

4.5.2.4.2.3 NWU Declaration on the Decolonisation of University Education: The imperative to transform Teaching and Learning, the Research Agenda and Community Engagement (2018) (DDUE)

The DDUE document (NWU, 2018a) provides an overview of the NWU's vision and strategic drivers in the preamble. The background to and context of the decolonisation debate is unpacked, followed by the clarification of key discourse terminology and the declaration statements. For this study, I highlight key definitions and the declaration statements.

The NWU DDUE document defines curriculum transformation as “a transformed curriculum should be coherently designed, intellectually credible and socially responsive and relevant so as to equip graduates to address the challenges of 21st-century society” (NWU, 2018a:5). Another definition of importance is decolonising the curriculum. The DDUE document (NWU, 2018a:4) explains the latter as follows:

...placing African identity, knowledge, history, society and ideals on an equal footing with foreign (Western, European or American) values, ideals, approaches and content in academic programmes. This exposes students to an African-centred worldview, while acknowledging the existence of other worldviews and perspectives, without assuming a uniform, monolithic or one-dimensional African world view.

The declaration statements expand on the transformation of teaching and learning by ruminating on curriculum transformation and social justice; curriculum transformation, inclusion and andragogy, curriculum transformation, inclusion, and language; curriculum transformation and curriculum design for access and inclusion. The DDUE document provides guidance on the position of the NWU regarding curriculum transformation. The key ideas are elaborated on.

Curriculum transformation and social justice

Social justice aligns with the notion of access to equal education, quality in education, and access to education by all. The schooling system in South Africa has been labelled as inferior, and when students move from the schooling system to HEIs, they often struggle with various barriers. HEIs are also blamed, as they are perceived as unresponsive to the historical inequalities. Most HEIs in SA have declared commitments to social justice and social responsiveness since the 2015 #Mustfall student protest to reconsider the transformation of the HE curricula. The NWU has approved a framework to enhance student access, retention and attainment to improve student success at a university wide level (ARAS Framework) (NWU, 2017b).

Curriculum transformation, inclusion, and andragogy.

The NWU DDUE document (NWU, 2018a) explains that the NWU aspires to develop an institutional culture of a welcoming, inclusionary, open, reflective and critical learning environment to ensure students feel “at home”. Students feel alienated in HEIs where the cultures, languages and modes of interaction seem removed from the student experience. The NWU commits itself to supporting teaching renewal through andragogic skills development among its teaching staff and using multimodal team teaching across the NWU's campuses. The professionalisation of university teaching is an important building block for a strong, existing focus on the scholarship of learning and teaching.

Curriculum transformation, inclusion, and language

Language (as used in and for the curriculum) functions to achieve inclusion by recognising that inclusive teaching and learning environments provide opportunities to students and staff. Language offers opportunities for learning and accessing the lifeworlds of students and staff in an inclusive learning environment. The NWU's Language Policy and Plan describes the NWU's capacity to support student learning through language access. The NWU's three regional

languages function as national languages, making it necessary to include a focus on the development of functional literacy in an African language as part of its graduate and exit attributes.

Curriculum transformation and curriculum design for access and inclusion

The #Mustfall student protest exposed a need for curriculum transformation by means of decolonising the curriculum. The NWU DDUE document (NWU, 2018a:7) indicates that the “[s]tudent experience is as much about the formal curriculum as it is about the hidden one, as many aspects of the holistic development of students are about the communities to which students may return after graduation”. Debates revealed that many lecturers perceive decolonisation as a recent historical development and that they are not familiar with the existing scholarship on the Africanisation of the curriculum and its links to teaching and learning in post-colonial (and decolonised) Africa. At the NWU, curriculum transformation requires a focus on multimodality where graduates are expected to function responsibly as part of a face-to-face, online and virtual learning community.

4.5.2.4.2.4 NWU Transformation plans and reports (2018-2021)

2018

The initial document consisted of 25 pages reporting on the alignment and transformation of the academic offering and the student experience across campuses: A university perspective. The report (NWU, 2018c) indicated that faculties had drafted Faculty Integrated Teaching and Learning Plans (FITLP), providing the focus of faculties regarding their transformation and development agenda; directions as to faculties’ intentions to enhance the quality and responsiveness of teaching, learning and their academic offering; and communicating the professionalisation of university teaching and the gradueness and employability of their students over the subsequent five years. Further information on the cross-campus alignment and quality enhancement of the NWU, the DDUE document and the stances of the NWU, the NWU Language Policy and Plan, and annual gender awareness campaigns was also included.

The section was followed by the alignment of the academic offering and the student experience across campuses: Faculty perspectives; and concluded by curriculum transformation: Faculty perspectives.

2019

The 2019 report (NWU, 2019c) consisted of 60 pages and followed the same format and structure as the 2018 report. The first section dealt with the progress on transformation initiatives and alignment of the academic offering and the student academic experience: a University perspective. This was followed by the second section on innovation, transformation and alignment of the academic offering and the student experience across campuses: Faculty perspectives.

The university perspectives section highlights the process and implementation of the NWU Multilingual Language Policy, the renewal of the Foundation provision modules, also referred to as the “Understanding the World” (UTW) modules, and the Facing Race Week (FRW) and Gender Awareness Week (GAW) initiatives. The NWU (2019c) report highlighted the need to update the NWU Teaching and Learning Strategy 2016–2020 (NWU, 2016b).

The faculty perspectives highlighted key priorities in the specific faculties such as:

- plans for multilingualism and translanguaging;
- programme alignment;
- programme reviews (IPEs and EPEs);
- curriculum transformation;
- decolonising curricula;
- deviations;
- adaptations to the FITLPs;
- strategies to foster cross-campus alignment, innovation, and blended learning practices, including the student voice to innovate and transform, and involvement in the FRW and GAW initiatives.

2020

The 2020 report consisted of 113 pages and followed a similar structure as the reports of the year before. The document (NWU, 2020d) started off by contextualising the NWU 2019 enrolment targets and profile, followed by the gender and language awareness weeks initiatives. The document noted that the new version of the NWU Teaching-Learning Strategy 2021–2025 (NWU, 2020a) were approved by Senate and was to be implemented in 2021. The COVID-19 pandemic influenced the way in which teaching, learning and assessment were transformed to account for the required modes of delivery and to ensure that the academic project, and the integrity thereof, was not compromised during a time of extreme challenge and opportunity. Faculty Specific Contingency Teaching, Learning and Assessment Plans, in accordance with the NWU General Academic Rules (A-rules)(NWU, 2020c), were implemented to ensure the continuation of quality teaching and learning during the national lockdown period.

The faculty reports on transformation of the curriculum and alignment of the academic offering and the student experience across campuses elaborated on the continuation efforts and practices of TLA during remote online learning. Support units such as CTL played a significant role with their initiative *Keep on Teaching and Learning* during the lockdown period, and the support, guidance and leadership provided to both staff members and students were remarkable. A significant change to the curriculum offering were the shift from contact sessions to remote online learning and the shift from sit-down examinations to continuous formative assessments.

2021

The 2021 report (NWU, 2021c) consisted of 131 pages and followed the same structure as the previous three reports. The first section dealt with the NWU enrolment targets and the 2020–2021 profile with detailed information and graphics to illustrate the impact of the pandemic on core business. The second part of the report communicated the RAW, GAW and language awareness week (LAW) initiatives. The 2021 report included additional sections focusing on the 2021 Universum Survey: significant results regarding student perceptions of the NWU.

Faculty reports transformation of the curriculum and alignment of the academic offering and the student experience across campuses and examples of how the curriculum was decolonised. To align the responses from faculty with the data collected (chapter 5), I summarise some challenges faced by lecturers and students during the pandemic from the faculty reports.

The challenges experienced by the faculties and students that were highlighted in the report (NWU, 2021c) echo similar experiences and lessons in all faculties.

Extract: 2021 NWU Transformation plans and report (NWU, 2021c:66-67)	
Challenges experienced by staff and students during the pandemic	
Participation and interaction:	
	• Students did not attend and use the provided opportunities to engage lecturers during the scheduled online sessions. • The lack of "human interaction" and, secondly, self-discipline, were the two main challenges we experienced in 2021. • The most significant miss for the 2021 first-year cohort was that there was no face-to-face orientation programme or in-person contact sessions to help the transition from School to university. • Live sessions affected by COVID-19 infections. • Feelings of being isolated. • Challenges associated with modelling of teaching and preparing students for practice.
Assessment	
	• Over assessment. • Extended assessment opportunities. • Students abusing continuous assessment. • Poor quality of student assessments.
Connectivity, access, devices, and ICT	
	• Connectivity problems and family/personal challenges had a ripple effect as many students could not submit their assignments on the due dates. • Combining synchronous face-to-face and online teaching and learning is the next challenge to be addressed as soon as lockdown levels are dropped. • One dimensional communication on flat computer screen (virtual fatigue). • Inequality of technology, lack of devices and some students working from phones. • Lack of internet access and data. • Lack of e-Books in African languages.

Some colleagues not being trained or skilled in using eFundi.
Admin and registration issues NSFAS bursary challenges made many students register late in the first semester, influencing their progress and assessments.
Lecturer specific issues - Challenges in attending CTL training sessions. - No off time between semesters. - Delay in support from IT. - Balance personal and professional life at the same time. - Physical and mental fatigue. - Challenges associated with alignment. - Managing different streams of communication and floods of emails to deal with. - Dealing with the office phone being diverted to one's cell phone with calls coming in during all hours of the day and night. - Working hours were not limited to office hours and staff worked long hours and over weekends to get things done and answering students' queries. - Problems with connectivity and data expenses. - Staying motivated, organised and time management. - Not being able to switch off from work. - Receiving emails in Afrikaans while I am an African language speaker who does not understand Afrikaans. - Academic staff members expecting admin staff to meet deadlines that are unfair. - Not having proper office furniture. - Differences in staff and students' numbers across campuses that influences work division. - Lack of communication from lecturers to students, including timeous feedback on raised questions and assessments. - Staff members with children had to balance working, with child-care and their own children online learning.
Student specific issues - Students not reading information and emails. - Group work challenges. - Plagiarism. - Students feel overloaded with work and video fatigue. - Complained about increased learning activities, lots of tests and assignment to be completed. Postponement of online tests and submission of assignments was at the order of the day. - Students working and not attending live sessions. - Some claimed they had no books and learning materials to prepare for test and assignments. - Due to the inability to manage time and procrastination students tend to miss deadlines.
Positive experiences from the report:
Staff - The opportunity to work from home and getting more done due to fewer interruptions at the office. - Meetings being more productive. - Stable internet connectivity from home. - Having the opportunity to attend training sessions. - Coming to grips with new online programmes. - Learning to apply self-discipline to adhere to 'office hours' from home. - Learning to think more creatively to solve problems. - Saving on fuel, travel time and expenses for office clothes. - Many innovative, thinking "out-of-the-box" thinking had to be implemented.

Available on: <https://news.nwu.ac.za/sites/news.nwu.ac.za/files/files/Robert.Balfour/2021-Curriculum-Transformation-and-Alignment-of-student-experiences-Progress-Report.pdf>

4.5.2.4.2.4 The NWU Transformation Charter (2021)

The original Transformation Charter were approved in 2012. In 2021 a new version of the Transformation Charter were approved by Council. The document owner is the Executive Director: Student Life. The NWU Transformation Charter departs with our dream and the current NWU context, our aspirations, commitments and pledges. The document sets out 10 transformation goals identified by the NWU as:

- equity
- redress
- alignment
- diversity in all aspects
- sustainable increase in access to, and allocation of, resources
- unity and social cohesion
- success
- quality
- transformational leadership
- comparable student experience.

Although the document aligns with core NWU documents, the document does not assist readers with guidance on how curriculum transformation fits into the larger aims of transformation at the NWU.

4.5.2.4.2.5 The NWU Institutional audit Self-evaluation report (SER) (2022) CHE

The purpose of the NWU SER report is to report on criteria as stipulated by the CHE. The document does not only report on curriculum transformation matters at the NWU but serves as a good overview report for matters in the TLA environment of the NWU. The document provides an overview of the various levels of the curriculum and when the phrases “curriculum transformation” is searched it aligns with standard 14 of the CHE standards dealing with curriculum transformation reform and renewal. Progress of curriculum transformation are reported in the Annual Curriculum Transformation and Alignment Reports (2018, 2019, 2020) and served at the Transformation Oversight Committee of Council, where transformation of the curriculum is a standing item.

Curriculum transformation in the NWU SER also links with issues such as academic staff development in the CTL section of the document, with reference to micro-level curriculum efforts such as the Carp Diem and adapted CADDIE models used at the NWU. Detailed information is included on the curriculum transformation opportunities provided by CTL (see Table 4.16).

Further discussion include the institutional approach and culture to curriculum transformation where three main examples are highlighted and discussed: (a) Decolonising the Health Science Curriculum, (b) Redesign the Extended Programmes in FEMS, and (c) Enhancing work readiness and social responsibility of NWU graduates. Various processes and procedures are included to articulate curriculum development, learning and teaching support the likelihood of student success (Standard 13 and 14) and are described as mature and functional. The COV-19 ARC report is also highlighted as a measure to improve institutional responsiveness to digital transformation and assessment.

4.5.2.5 Rules for Teaching, Learning and Assessment at the NWU (2019)

The NWU Rules for TLA contains key information for curriculum transformation in section 2: Qualification and Academic Programme Planning, Development, Management and Review. The document discusses curriculum transformation for new qualification and academic programme planning and development; internal consideration; approval of amendments to existing academic programmes; external considerations and approval of a qualification and academic programme and continuous curriculum transformation; and renewal of existing academic programme offerings. Please see the extract from the document in the following subsection.

Extract: Rules for Teaching, Learning and Assessment at the NWU (NWU, 2019b:3-4)	
2 Qualification and Academic Programme Planning, Development, Management and Review	
2.1 New qualification and academic programme planning and development	
2.1.1	The NWU qualification and academic programme offering remains viable, sustainable, and relevant.
2.1.2	Qualification and academic programme planning, and development is the joint responsibility of a multi-disciplinary team consisting of academic leadership, faculty academics, advisory boards, and teaching and learning support staff.
2.1.3	Effective qualification planning requires an in-depth situation analysis to determine viability and relevance of a new offering that will result in a faculty-approved internal qualification standard.
2.1.4	An academic programme leading to a qualification complies with the approved internal qualification standard concerned.
2.1.5	An academic programme consists of appropriately designed fundamental and core compulsory and/or elective learning components (modules) that comprise the programme curriculum.
2.1.6	A programme curriculum is planned, designed, and developed according to the principles of constructive alignment as contained in the NWU curriculum framework.
2.1.7	A faculty board-approved new qualification application and/or a new academic programme curriculum is considered and approved by the Senate Committee for Academic Standards (SCAS).
2.1.8	The online SCAS system supports the application and internal approval process.
2.1.9	The Qualification and Academic Programme Planning unit (Q&APP) assisted by the Centre for Teaching and Learning (CTL) support faculties in the planning and development of new qualifications and academic programmes.
2.1.10	The Q&APP is mandated to ensure external compliance of the NWU qualification and academic programme offering and acts as curator of the NWU PQM.
2.1.11	The faculty board is responsible for effective record keeping of its qualification and academic programme-related data.
2.1.12	Faculty programme advisory boards are responsible for guiding the overarching direction of curriculum development with respect to industry needs and scientific state of practice in the respective fields.

2.2 Internal consideration and approval of amendments to existing academic programmes

2.2.1 The continued integrity, responsiveness, and quality of the NWU academic programme offering shape all decisions regarding the review, amendment, and approval of existing programmes and modules through the appropriate internal processes and structures.

2.2.2 The review and amendment of an existing programme curriculum is a collaborative effort that can include cross-campus, cross-faculty and TL support key role-players.

2.2.3 The review and amendment of an existing programme curriculum comprise a chain of academic oversight concluding with SCAS approval.

2.2.4 The online SCAS system supports the application and SCAS approval of existing programme and module amendments.

2.2.5 Academic programmes are discontinued in such a way as to maintain a positive student experience and manage risk to the university's reputation and achievement of its strategic objectives.

2.3 External consideration and approval of a qualification and academic programme

2.3.1 Qualifications and academic programmes that are part of the NWU PQM comply with relevant external higher education policy, professional body requirements if relevant, and HEMIS funding requirements.

2.3.2 The DHET approves qualifications for PQM clearance and funding purposes.

2.3.3 The CHE accredits academic programmes on advice from the HEQC.

2.3.4 An accredited academic programme is registered on the NQF by SAQA and receives a Learning Programme ID before it can be marketed or offered by the university.

2.4 Continuous curriculum transformation and renewal of existing academic programme offerings

2.4.1 Curriculum transformation and renewal is a continuous process that reflects thorough higher education and target market research, and responsiveness to changing internal and external stakeholder needs and expectations (cf. NWU declaration on the decolonisation of the curriculum; NWU OER declaration).

2.4.2 A transformed curriculum reflects a contextual balance between local, national, and global societal, economic and development concerns.

2.4.3 Responsiveness in terms of the disciplinary context and requirements, industry, and socio-economic needs, learning needs of student target markets and graduate employers, are key elements that inform curriculum transformation and renewal.

2.4.4 Changing how something is taught or learnt is as much a part of transforming curriculum as what is taught.

2.4.5 Programme advisory boards enable and inform the assessment, evaluation, and transformation of the curriculum, to be in line with current and future industry needs in terms of both global relevance and fostering industry leadership in scientific rigour and practice.

2.4.6 Curriculum renewal implies a logical coherence and continuous constructive alignment of:

2.4.6.1 the programme purpose,

2.4.6.2 the programme outcomes and associated assessment criteria,

2.4.6.3 the chosen learning components (core, fundamental and elective modules) of the curriculum,

2.4.6.4 the learning outcomes and selected content of each module,

2.4.6.5 effective teaching and learning strategies,

2.4.6.6 appropriate teaching and learning activities, and

2.4.6.7 available and appropriate teaching and learning resources to support student attainment.

Available on: https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/Policies%20-%202020%20Update/2019-02-27%20Senate%20approved%20Rules%20for%20TLA%20for%20web-E_1.pdf

4.5.2.6 Faculty Integrated Teaching and Learning Plans (FITLPs) (2019)

The DVC: TL released Memo 20.2019 (Balfour, 2019b) where it communicated the need for faculties to develop FITLPs to align with quality assurance strategies for the eight new faculties. Three themes –institutional coherence, institutional awareness and disjuncture – were emerged from the memo. The plans included the following sections: Faculty at a glance (faculty information); programme offerings; faculty footprints on each campus; uniqueness and quality of teaching and learning; curriculum planning; renewal; and transformation strategies.

4.5.3 Factors driving curriculum transformation on the meso institutional curriculum level

Curriculum transformation at the meso-curriculum level is unpacked in terms of external and internal factors impacting on the curriculum. These external and internal factors are discussed next.

4.5.3.1 External NWU factors impacting on internal curriculum transformation on meso level

At the meso-curriculum level (institutional level), curriculum transformation and renewal are influenced by legislation and national documents, professional bodies, national reviews, external programme evaluation reviews (EPEs), advisory boards' input, and industry partners' input.

(a) Legislation and national documents

The impact of legislation and national documents were discussed in subsections 4.4.4 to 4.4.5. As part of the compliance for programme accreditation and funding, all HEIs need to adhere to HE legislation and policy documents.

(b) Professional bodies

SAQA (2018:4) defines a professional body as “anybody of expert practitioners in an occupational field, and includes an occupational body and statutory council”. Green (2015) aligns with the UK-based Professional Associations Research Network (PARN) that indicates that professional bodies are classified into three types: professional association, regulatory bodies, and learned societies. Some professional bodies combine these organisational functions, while for others, the functions are undertaken by clearly differentiated organisations (Green, 2015:7). Chetty *et al.* (2019) explain that in South Africa, professional bodies can be either statutory or voluntary (non-statutory). Statutory bodies or councils are established through an Act of Parliament to regulate specific professions in South Africa. Although regulation is essential to professions, not all professions are regulated through an Act of Parliament (*ibid.*).

Professional bodies play quality assurance and accreditation roles in HE programmes and curricula. HEIs, with the assistance of professional bodies, develop curricula with knowledge, abilities, competencies and professional values to ensure the correct competence levels of graduates who enter the specific profession (Ballim *et al.*, 2014). The collaborative efforts between HEIs and professional bodies ensure that “graduates are suitably prepared to engage with the demands of professional practice at the entry level as well as to participate in the next (candidacy or internship) phase of formal professional learning necessary for full registration as a practicing professional” (Ballim *et al.*, 2014:1141). Examples of professional bodies are included in table 4.9. The NWU Quality Enhancement (QE) office keeps an updated list with all statutory/non-statutory accreditations of NWU qualification on their webpage (<https://nextcloud.nwu.ac.za/index.php/s/nbZY4obXxsaMbac>).

Table 4.9: Examples of professional bodies in South Africa

Statutory / Voluntary	Profession	Professional body	Websites
Statutory and voluntary	Accountants and auditors	South African Institute of Chartered Accountants (SAICA) Independent Regulatory Board of Auditors (IRBA): Southern African Institute of Chartered Secretaries and Administrators (ICSA) The Association of Chartered Certified Accountants (ACCA): Chartered Institute of Management Accountants (CIMA): South African Institute of Professional Accountants (SAIPA) South African Institute of Business Accountants (SAIBA): Institute of Certified Bookkeepers (ICB): Institute of Administration and Commerce (IACSA): Institute of Internal Auditors (IIA).	www.saica.co.za www.irba.co.za www.icsa.co.za www.acca.org.za www.cimaglobal.com www.saipa.co.za www.saiba.org.za www.icb.org.za www.iacsa.co.za www.iasa.org.za
Recognised controlling body for SARS tax practitioners	Tax professional	South African Institute of Tax Professionals (SAITP)	https://sait.site-ym.com/
Voluntary	Human resource practitioners	South African Board for People Practices (SABPP)	http://sabpp.co.za/

(c) National programme reviews

The CHE (2012a, 2012b) explains that national programme reviews are associated with the purpose of accountability and improvement to the quality of programmes. The HEQC's approach to national reviews specifically is to "ensure that improved and sustainable quality forms part of the transformation goals of higher education institutions" (CHE, 2012a:2). Please see figure 4.3 for the NWU timeline. The most recent national reviews that were conducted were the 2003 Master of Business Administration (MBA), 2005 MEd Education Management, 2007 Post-graduate Certificate in Education (PCGE) and Advanced Certificate in Education, 2013 Bachelor of Social Work (BSW), 2015 Bachelor of Laws (LLB), and the 2019 Doctoral review (NWU QE, 2020).

(d) EPE

Quality enhancement (QE) at the NWU is managed by the QE office. Programme evaluations at the NWU are conducted, too, as part of the quality assurance processes. The initial process is called an internal programme evaluation (IPE) where faculty representatives and support units evaluate the quality of the programme offering. The follow-up process, called an external programme evaluation (EPE), is conducted more extensively with the help of external experts to validate the results of the internal process. All IPEs and EPEs are part of a review cycle, and all programmes in the NWU PQM are included in the planned cycle according to internal NWU QE policies.

After IPEs and EPEs' feedback relating to programme design and development, responsiveness and improvements are captured in a self-improvement plan and faculties with the help of support staff in QE; Q&APP and CTL are involved to attend to the recommendations and feedback of the self-improvement plans. Often, EPEs identify curriculum transformation and renewal matters that need attention.

(e) Advisory boards or committees and industry partner's input

Advisory boards or committees are used in disciplines where a professional body does not exist for qualifications in a specific field. The NWU recommends that advisory committees are established as a vehicle for regular consultation with industry by forming strong links to specific professions or employment-related work. Such a committee functions with the purpose of advising on the design, content, WIL, and quality assurance of the implementation of the professional or professional-oriented academic programmes at the NWU. Advisory boards or committees are discipline-specific and comprise credible and knowledgeable members in their fields of expertise inside and outside the NWU. The committee functions generally in recognition of the shared responsibility between industry players and the Dean of the Faculty.

4.5.3.2 Internal NWU factors impacting on curriculum transformation on meso-level

At the meso-curriculum level (institutional level), curriculum transformation and renewal are influenced internally by the size and shape of the NWU PQM, internal responsiveness, knowledge discourses, access and epistemological access, institutional compliance and quality, qualification development and design, qualification planning and standards, and institutional culture and contextualisation.

4.5.3.2.1 Size and shape of the NWU PQM

The NWU PQM is a list of approved programmes and qualifications as approved by the Minister of Higher Education and Training (DHET), and only qualifications on this list receive funding from the DHET. The NWU T&L Strategy 2021–2025 (NWU, 2020a, b) describes the PQM as part of the qualification and academic programme planning, design and development activities of the NWU.

6.2 Qualification and Academic Programme Planning, Design and Development

The **responsiveness and viability** of NWU's PQM, the integrity of academic standards and consistency of the student learning experience, are dependent upon an effective system for qualification and academic programme planning, development, implementation, management, and review, which will be characterised by effective systems for:

- **Academic and TL support leadership** to provide oversight to processes for programme planning, development, management, and review.
- **Programme planning**, development, and approval, which includes clearly articulated accountabilities, well-defined and efficient processes and procedures, and reliable academic programme information systems, to ensure the quality and standards of qualifications and programmes and the accuracy of all published information relating to academic programmes.
- **Programme coordination**, to ensure systematic planning and monitoring of programme and module provision in accordance with the qualification standards to which they are related. This includes study guides and materials, teaching, learning and assessment approaches and methods, moderation, student support and programme administrative services.
- **Programme review**, to ensure that the quality and standards of academic programmes are reviewed within appropriate timeframes, that adequate improvement plans are compiled, and that their implementation is monitored. A particular concern of the review process is that curricula should be relevant, responsive to societal and environmental challenges and effective in supporting students to meet the programme and module learning outcomes.
- **Feedback from students**, graduates and employers, to regularly obtain inputs on the quality and standards of academic programmes.

Available on: <https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/documents/T%26L-Strategy-2021-2025.pdf>

To attend to matters of curriculum renewal and transformation, the NWU will undertake a PQM review over the next three years to ensure a responsive and financially viable academic offering and that the size and shape of the academic offering are aligned with a) the mandate of a traditional university; b) the NWU strategic foci and market direction; c) NWU transformation goals; and d) the DHET requirement of less proliferation of qualifications at the undergraduate level, with specialisation rather at a later stage in the student academic life cycle (NWU, 2020b:3).

The Q&APP unit is the custodian of the PQM by maintaining and developing a high-quality, national responsive and globally competitive PQM. The responsiveness to a high-quality PQM links with the FITLPs developed by faculties.

The NWU has launched a PQM review audit to be conducted during 2022–2024. The NWU's PQM is complex and seen by the DHET as promoting a type of premature specialisation, consequent upon having a proliferation of qualifications at the undergraduate level. The PQM review project is driven by the NWU and TL strategies, the optimisation of resources, and the institutional audit. The review will run concurrently with the revision of the FITLPs and the enrolment plan for the next cycle (NWU, 2022a).

4.5.3.2.2 Responsiveness in the meso curriculum

Responsiveness on the institutional plane has been briefly discussed in subsection 4.4.4. In line with Moll (2004:3-4), curriculum responsiveness in the meso curriculum focuses on the “cultural dissonance between teachers [and lecturers] and ethnically diverse students” considering the cultural convergences and tensions that include gender, language and multiple learning styles. Moll (2004:5) highlights the importance of culturally responsive teaching that acknowledges cultural heritage, building “bridges of meaningfulness” between HEIs and the lived experiences of students and including multiple cultural resources and materials into the curriculum. When the curriculum is responsive to the cultural diversity and identity of our students and society, diversity is acknowledged and alternative learning pathways for students are created (Moll, 2004a:5). The curriculum plays a role in the formation of identity and citizenship rooted in culture and identity. HE plays a significant role in educating citizens or professionals to be able to reflect and be responsible in the interest of “world democracy” to discourage racism, sexism and ethnicism (Ogude *et al.*, 2005).

Pretorius (2003:15) argues that in a country like South Africa, universities have an obligation to concern themselves with knowledge aimed at development. Universities function in multilayered, multidimensional environments; therefore, it is necessary that universities enhance their societal significance that is lodged in the societal context or outside the university. The idea of HEIs as “social institutions” needs to be revised as social changes and issues such as inequality, poverty and social justice need to be addressed (Ogude *et al.*, 2005:8). Central to the idea of socially responsiveness, HEIs should play a role in the reshaping of modern society. Ogude *et al.* (2005:9) refer to Schneider (1997:125) who calls for the inclusion of fundamental kinds of diversity in the

curriculum, such as cultural knowledge, power, equity and justice, self-knowledge, diversity and equity in the field of study. South African universities need to locate themselves firmly within African culture and value systems to ensure the African experience is at the centre of the curriculum (Dowling & Seepe, 2003:51-52). Makgoba and Seepe (2004:2) indicate that African universities should provide access to powerful and liberating consciousness that is worth defending and promoting to give Africa and South Africa a competitive advantage in the global arena. Dowling and Seepe (2003:48) argue that a responsive curriculum needs to address social emancipatory issues such as poverty alleviation, rural development, African renaissance, multilingualism, economic development, and the eradication of illiteracy and HIV/AIDS.

Considering the arguments made by the authors in the previous paragraph, South African HEIs should ensure that culturally and socially responsive curricula are located in the institutional transformation planning linked to the institutional culture. Moll (2004:11) indicates that cultural responsiveness is not achieved by merely changing the organisational or institutional culture, or the mode of delivery, or the content; it is related to individual change where individuals must transform in relation to the institutional and cultural context that links with learning. Institutional responsiveness implies changing the ways things are done internally, and changes to institutional culture might imply changes in the organisational structure and the attitudes and perceptions of staff as well (Ogude *et al.*, 2005). Cultural responsiveness links with university institutional culture, consisting of practices that generate useful, critical and transformative knowledge in line with diverse cultures of the society at large. In South African HEIs, the diverse student populace, lifestyle, context and communities from which students come and their future jobs and careers are also linked with HE curriculums. For curricula to be socially and culturally responsive, attention must be given to ensure client-centeredness, reflections on the curriculum, and diverse voices must be incorporated into critical intellectual discussions about the curricula to ensure curriculum transformation (Ogude *et al.*, 2005:10-11).

4.5.3.2.3 Knowledge discourses informing the institutional curriculum

The section discusses understanding knowledge, pedagogy and the curriculum and linking knowledge to the delivery of curriculum.

a) Understanding knowledge

Barnett (2009:429) states that the curriculum in HE can be seen as a “pedagogic vehicle for effecting changes in human beings through particular kinds of encounters with knowledge”. In search for clarity, I examined the notion of knowledge in terms of what authors such as Barnett mean when they write about knowledge. My second clarification was to understand the various knowledge typologies or classifications of knowledge to include into the curriculum (*what*) and to inform *how* we should include this knowledge in the TLA of the curriculum.

Knowledge is defined as either “information, understanding or skill you get from experience of education” or “awareness of something, the state of being aware of something” (Merriam-Webster Dictionary, 2021b). In the technological age where information is available at a click of a button, Merriam-Webster Dictionary’s definition did not give me clarity on understanding like Barnett meant. Maton and Moore (2010:10) define knowledge as “the very basis of education as a social field of practice; it is the production, recontextualisation, teaching and learning of *knowledge* that makes education a distinct field”.

I considered what the word *ontology* meant, the Merriam-Webster Dictionary defines it as “concerned with the nature of being” or “a particular theory about nature of being or kinds of things that have existence” (Merriam-Webster Dictionary, 2021c). Linked with the notion of ontology, I also considered the term epistemology. Epistemology is defined as “the study or a theory of the nature and grounds of knowledge especially with reference to its limits and validity” (Merriam-Webster Dictionary, 2021d).

To gain a deeper understanding of the knowledge discourses, it is necessary to consider what the difference is between knowing and knowledge, knowledge of the truth and coming to know the truth, and knowing and becoming.

Barnett (2009:432) explains the difference between knowledge and knowing. Barnett describes knowledge as “collectively attested set of understanding in the world” and knowing as “an

individual's personal hold on the world". The first difference we see here is the differentiation between a collection of understandings and the individual perspective.

Next, I look at the difference between knowledge of the truth and coming to know the truth. The lecturer sees both sides of the coin as important. This notion deals with the journey and the result of education or learning cycles. On the one side of the coin is the issue of how the student reaches the state of knowing the truth and knowing, and what came to form their understanding of the world so that they can make knowledge claims. On the other side of the coin, we have what the student knows, what the student think they know, and the summative assessment linked to the end of a module. The bridge between the two sides of the coin is the pedagogy employed by the lecturer (Barnett, 2009:432). Barnett (2009:433) indicates that coming to know brings forward desirable human qualities distinct from knowing. Barnett (2009:433) also distinguishes between dispositions and qualities. Dispositions are considered the "energy" or the will, preparedness, determination or "want" to learn; qualities are the outcomes of dispositions, such as respect for others, self-discipline, integrity, courage, resilience, etc.

The understanding of knowing and becoming is linked to the notion of the journey and the result as described in the previous paragraph. Barnett (2009:435) indicates that knowing has implications for becoming and the forming of dispositions and qualities are linked to knowledge practices in fields (disciplines) of knowledge. The notion of linking knowledge with a journey can be linked in literature to "bildung" (Varkøy, 2010) and to the zone of proximal development (ZPD) (Chaiklin, 2003) (see § 4.6.2 and § 4.6.3) where the beginning of the journey and the result of the learning journey implies changes in the result due to specific phenomena. The levels of engagement with knowledge can lead to deeper levels of understanding, engagement and development of dispositions, qualities, and other benefits such as skills and deep, powerful knowledge.

The journey as described in the previous paragraphs is in a specific discipline or field, and the student moves from knowing to becoming in the field or discipline. Disciplines are intellectual and professional endeavours built over time by epistemic communities and scholars. The knowledge in the field is underpinned by research literature, and disciplines have specific understandings of key concepts, truth, modes of reason, and judgement and embedded standards. Specific dispositions and qualities are valued in the discipline, for example, integrity, respect, and ethical standards (Barnett, 2009:436). Young (2003) defines disciplinary knowledge as differentiated from everyday knowledge, as it is not tied to specific objects or events to make connections between objects and events that are not related in obvious ways for future innovation. Young (2003:102-103) continues by stating that "disciplines allow that knowledge transcends the particular context in which it was created, and to think the not-yet-thought".

To understand how we as the knowledge society think about knowledge, it is necessary to reflect on how scholars in the field classify knowledge to determine how we might possibly renew our perceptions. I came across various classifications of knowledge in the literature; however, the classifications by Shay *et al.* (2016:77) where they refer to Winch (2013) give clear guidance on knowledge classification. The authors differentiate between propositional knowledge (know-that) and procedural knowledge (know-how) of the discipline. Procedural knowledge entails "how to do something", while propositional knowledge is not isolated and embedded in a conceptual structure. The combination of the propositional and procedural knowledge depends on the structure of knowledge that represents the discipline or field (Shay *et al.*, 2016).

Shay (2012:1) argues that there are different kinds of knowledge, that not all forms of knowledge are equal, and that differentiation has implications for the curriculum. Bernstein (1990) describes the notion that knowledge can be classified according to a hierarchical and horizontal knowledge structure (horizontal and vertical discourse). The differentiation by Bernstein divides knowledge on the grounds of knowledge structures and knowledge-knowers structures. Bernstein puts each of the terms on the opposite ends of a diagram (see figure 4.4) as knowledge and knowers structures. Knowledge structures conceptualise the arrangement of knowledge, and knowers structures conceptualise the arrangement of knowers. A discipline like science can be classified to have a high hierarchical structure and strongly bounded knowers. The knowers structure is based on an ideal of an ideal knower; the notion is developed by the integration of new knowers at and across an expanding range of different dispositions. Maton and Moore (2010:162) explain

that “the position and trajectory of knowers within the field’s hierarchies are arranged in relation to the ideal knower”. Figure 4.4 explains the epistemic relation to the knowledge structure (ER) and social relation to the knower structure (SR). Each can be classified more strongly or weakly according to the emphasis (+/-) based on the claims of legitimate identity, status and insight. The four modalities are ER+/- and SR+/- . A stronger relation (+) points towards hierarchical structure (Maton & Moore, 2010:162).

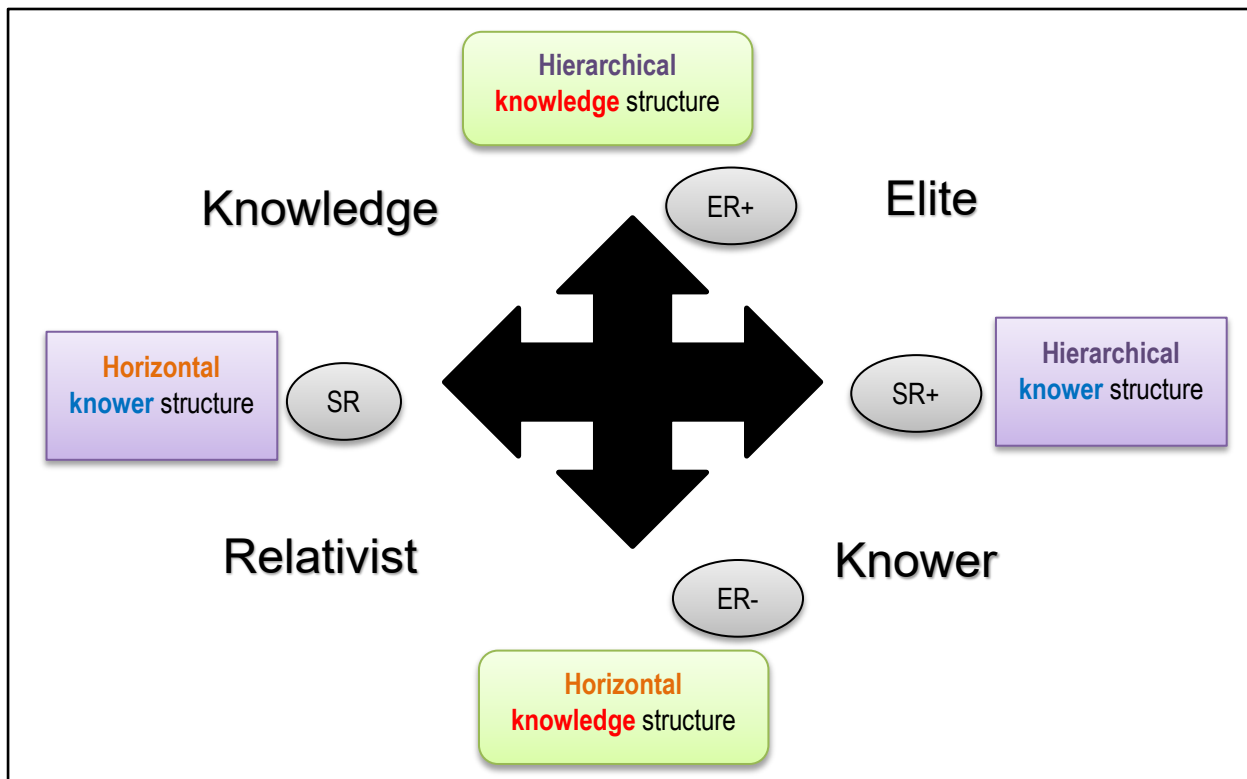


Figure 4.4: Knowledge-knower structures (from Maton & Moore, 2010:163)

Gamble (2009) classifies knowledge in terms of particular and general knowledge (knowledge and practice). The knowledge typologies model by Gamble (2009:19) illustrates the “border crossing relations between theory and practice”. Gamble (2009) differentiates between procedural knowledge and conceptual knowledge. Gamble continues by stating that procedural knowledge is subdivided into procedural knowledge and principled procedural knowledge (embodied and discursive principles). Conceptual knowledge is subdivided into proceduralised conceptual knowledge and conceptual knowledge. In table 4.10, I combined the different perspectives of the said authors to understand the various typologies highlighted and aimed to simplify the knowledge typologies.

Table 4.10: Knowledge typologies (from Gamble 2009:21, Shay et al., 2010:98)

Knowledge typologies				
The world of practice (Empirical domain) PROCEDURAL KNOWLEDGE			The world of scientific knowledge (Non-empirical domain) CONCEPTUAL KNOWLEDGE	
1. Procedural knowledge	2. Principled procedural knowledge		3. Proceduralised conceptual knowledge (Inductive reasoning)	4. Conceptual knowledge (Deductive reasoning)
	2a. Embodied (tacit) principle	2b. Discursive principle		
<i>Everyday life (situated knowledge)</i>	<i>Craft practical knowledge</i>	<i>Design practical knowledge</i>	<i>Applied theory</i>	<i>Pure theory</i>
Task performance (doing). Parts relate segmentally. Relation not necessary between segments.	Reproduction of 'part-whole' relations (making)	Creation of new 'part-whole' relations (creation or innovation)	Sequential or stepwise logic. Takes its logic from empirical domains.	Relational/connective logic.
Situated knowledge (1) can function on its own without reference to any theory at all.	Craft has a tacit principled knowledge base, which is acquired through making. There is an indirect link to design principles but no direct relation to theory.	Pure theory (4) can be linked indirectly to design (2b), as they are of the same 'principled' kind and they are both available discursively. There is not a one-to-one relation between principle and application (to make connections between unrelated entities is required for invention and design).	Applied theory (3) can be linked directly to everyday life (1), as they are the same "procedural" kind.	- Pure theory (4) can function on its own without reference to the empirical domain. - Pure theory (4) can never be linked unproblematically to situated learning (1); however, many curricula aim to integrate the two. They are not the same kind.

The term “powerful knowledge” originates from the scholarly works of Bernstein (2000), Durkheim (1947), Wheelahan (2007), followed by Young in 2009, and was elaborated on by Moore (2014) and Young and Muller (2013). The notion of powerful knowledge describes what knowledge can do or what intellectual power it gives to those who have access to it. Powerful knowledge is perceived as powerful because it offers a good understanding of the natural and social worlds and helps us go beyond our individual experiences and perceptions (Young & Muller, 2013). Powerful knowledge links to Bernstein’s notions of horizontal and vertical discourses. Powerful knowledge acts as a form of democratisation of the curriculum, as it makes us aware of the power relations of knowledge and social justice underpinnings in the curriculum (powerful knowledge [PK] and the knowledge of the powerful [KOTP]) (Muller & Young, 2019; Wheelahan, 2007). Powerful knowledge in the curriculum articulates the production of powerful professional knowledge and learning and pedagogy practices (Muller & Young, 2019).

Muller (2009) distinguishes between conceptual and contextual curriculum. The one aims to produce disciplinary skill (formative and research-based), and the other aims to produce knowledgeable professionals (caters to the demands of the workplace). Muller (2009:217) explains that some knowledgebases are more vertical than others and in other disciplines, there are tensions between conceptual and contextual forms of the discipline. Muller (2009) also indicates that one might be tempted to think about conceptual coherence curricula as “hards” (please see next paragraph for explanation) and contextual coherence as “applieds”, but it is not helpful to perceive these concepts that way. He suggests to rather consider conceptual in line with verticality (in line with Bernstein’s classification) (or from “hard” to “soft”) and contextually linked to quality (from “pure” to applied”). Gamble (2009) classifies knowledge as particular knowledge and general knowledge, while Martin (2017) indicates that knowledge is acquired through oral transmission (doing) and written transmission (studying), and Dowling (1998) differentiates between localising strategies and generalising strategies.

Also, Biglan (1973) and Becher (1990) classified the disciplines into four main intellectual clusters to differentiate between disciplines and professional groupings, while Kolb (1981) classified the intellectual learning styles of enquiry. See table 4.11 for a summary of the disciplinary distinctions.

Table 4.11: Disciplinary distinctions (Source: Kennedy et al., 2015:102)				
Biglan (1973)	Hard pure	Soft pure	Hard applied	Soft applied
Discipline area	Natural Sciences	Humanities and Social Sciences	Science-based professionals	Social professionals
Kolb (1981) classification of learning styles	Abstract reflective	Concrete reflective	Abstract active	Concrete active
Description of the field	Cumulative, atomistic, pursuit of universals, discovery/ explanation	Reiterative, holistic, pursuit of particulars, understanding/ interpretation	Pragmatic, know-how via hard knowledge, products/ techniques	Functional, know-how via soft knowledge, protocols/ procedures
Fields	Physics, Chemistry	History, Anthropology	Engineering	Education, Management

Gibbons (1994) made a differentiation between mode 1 and 2 knowledge production types. Each of the modes is associated with distinctive research practices in disciplines. Various literature exists on the debates about the “radical transformation of research” (or knowledge production). The differentiation between modes is not a facile distinction between pure and applied sciences nor does mode 2 replace mode 1. Mode 2 knowledge is generated in a context of application (Shay, 2012:5). The use of and need for both modes in a curriculum are crucial to use theoretical perspectives and practical methodologies to solve complex problems. Table 4.12 indicates the differentiating characteristics of each mode.

Table 4.12: Gibbons’ modes of knowledge production (Source: Gibbons, 1994; Jansen, 2002; Waghid, 2002)	
Mode 1	Mode 2
• Universal knowledge, theory building and theory testing	• Knowledge produced in the context of application
• Disciplinary based	• Trans-disciplinary
• Theory-based	• Application-based
• Homogeneity	• Heterogeneity
• Academic	• Contextually embedded
• Specialist	• Wider group/audience
• Hierarchical organisation	• Heterarchical organisation
• Permanent	• Transitory
• Less socially accountable	• Socially accountable and reflexive
• Peer quality control	• Quality control by diverse actors
• Continuous	• Transient
• Uniform	• Diverse

Bernstein wanted to transform knowledge into a useable and better communicated (understandable) format to “pedagogise knowledge”. Bernstein developed the pedagogic device (PD) and although the model is aimed at pedagogy, it gives us a useful way to think about knowledge and is a tool for consideration in curriculum design and development at the meso-level. Owing to Bernstein’s previous work in languages, he also developed the Language Device, which correlates with the PD (Bernstein, 2000a). Bernstein (2000:6) notes that how knowledge is classified “carries the message of power”, where it carries, transforms and maintains the social division of labour. The classification of knowledge matters and exerts a power hierarchy, for those in power decide what is important, how it would be framed and contextualised, and who would get access to the knowledge (Wheelahan, 2005). Muller (2000:57) refers to the principles of insulation and hybridity – insularity focuses on the differences between knowledge types and links to history and society, and hybridity links to the essential unity and continuity of forms of knowledge and can mask issues of power and interest.

The PD considers three interconnected fields of knowledge discourses with specific rules and hierarchy. The first is the field of production discourse that describes how new knowledge in a field is created, produced, debated and disseminated. Knowledge is chosen from the production field and recontextualised in relation to the intended curriculum. The knowledge in the field is reproduced by means of pedagogy, teaching, learning, assessment and evaluation (Clarence,

2019:92). Bernstein (2000) argues that the specialisation of the different fields of knowledge is preserved by the weakness or strength of the boundaries, the insulation between the fields, and the gaps/space between the fields. Bernstein (2000:37) describes the gaps between the fields as “discursive gaps” (X). Please see figure 4.5 for a diagrammatic representation of the pedagogic device and table 4.12 that links the pedagogic device to 3GAT.

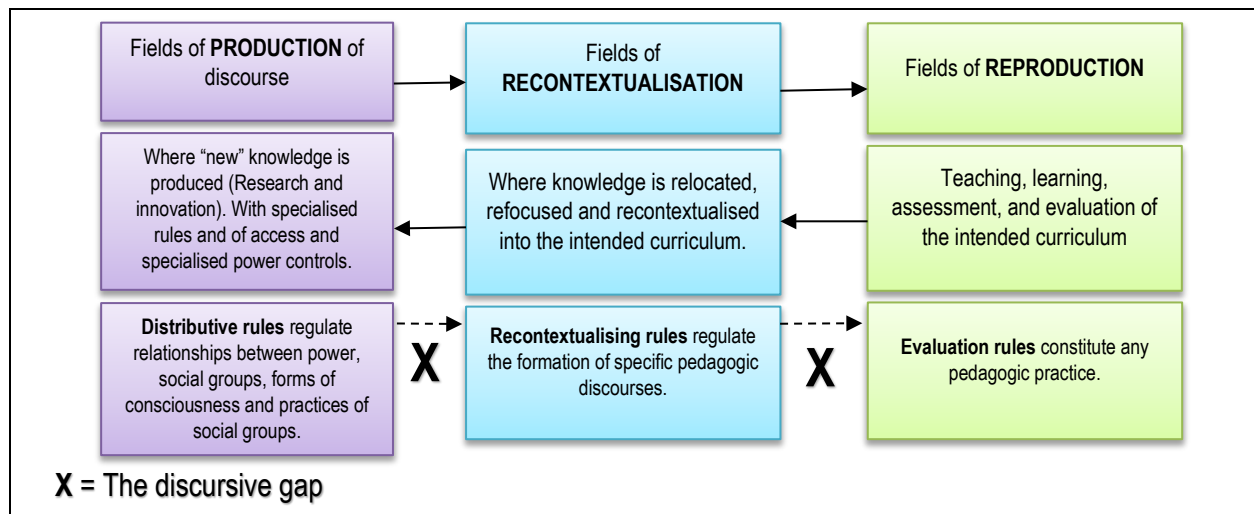


Figure 4.5 The pedagogic device (Bernstein 2000:37; Clarence, 2019:93)

In Bernstein’s pedagogic device, reference to rules, division of labour and communities are made. I adapted the pedagogic device to link it with Engeström’s 3GAT (2001) (see figure 4.6). The use of 3GAT indicates the differences between each field and highlights limitations of the PD such as the power relations at play, culture differences, and different types of approaches to pedagogy. Bernstein (2000:30) points out that “potential discursive gaps” are spaces where possible interactions between the field have the potential power to re-imagine curriculum design, renewal, and transformation. In table 4.12, I linked the pedagogic device and 3GAT to clarify the fields and spaces in the PD.

Bernstein (1990:85) indicates that the organisation of knowledge into the curriculum relates to the acquirement of knowledge through pedagogical practices. Bernstein continues by stating that the “curriculum is defined by indicating what counts a valid knowledge, pedagogy defines what counts as valid transmission of knowledge and evaluation defines what counts as valid realisation of knowledge”.

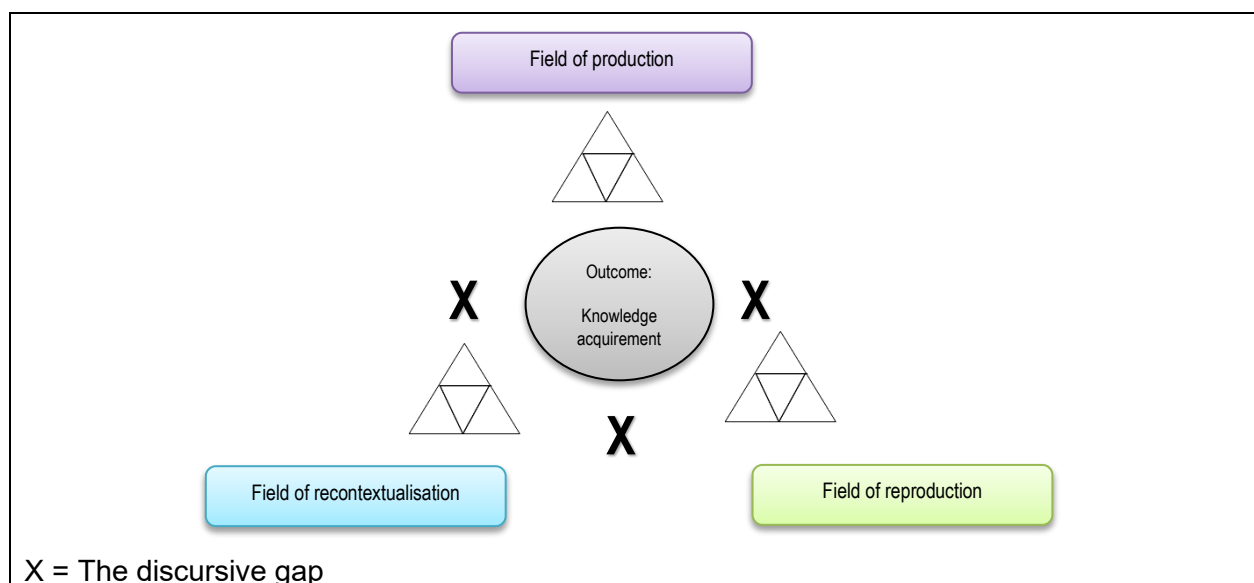


Figure 4.6: Engeström’s 3GAT (2001:131) linked with the Bernstein’s pedagogical device (2000) to assist with curriculum transformation

Table 4.13: The pedagogic device linked with the elements of 3GAT

Elements of CHAT	Fields of PRODUCTION of discourse	Fields of RECONTEXTUALISATION	Fields of REPRODUCTION
Principles	- Site where new knowledge is produced. - Everyday knowledge is different from theoretical knowledge (structured through academic disciplines) by the role they play in society. - Disciplines constitute the sites for innovation and research and structure the relationships between knowers and knowledge.	- Set of principles determining which knowledge is selected and how it is included in the planned and hidden curriculum. - The principle that governs the way in which knowledge is selected from the field in which it was produced and translated for the purpose of transmission and acquisition.	The teaching, learning and assessment of the intended and actual curriculum.
Object	Knowledge acquisition and expansion.	Knowledge acquisition	Knowledge acquisition
Subject	- Knowledge society (non-human). - Researchers and scholars	- Discipline (non-human) - Lecturer as discipline expert.	- Pedagogy (non-human) - Lecturer as university teacher.
Tools	- Funding - Science and research - Publications - Conferences - Laboratories	- The planned (and hidden) curriculum. - Policy documents - Textbooks	- Teaching and learning strategies. - Teaching and learning environment. - Pedagogy - Assessment - Learning and teaching support materials (LTSM)
Division of labour	- Research and innovation (production of new knowledge). - Students need access to the principles of underpinning knowledge to grasp bodies of knowledge to become skilled in using appropriate knowledge in their fields.	- The power hierarchy determines who decides what knowledge (instructional discourse) is selected and how (regulative discourse) it is taught. - Lecturers select the appropriate total part of content of knowledge and contextualise the knowledge for production. - Suitable sequencing and appropriate pacing are selected for the content. - Appropriate pedagogic knowledge selected to support learning.	- Students should show that they can master the pacing, sequencing of the knowledge in the curriculum and have control over their learning and understanding the learning goals and how to achieve them. - Pedagogic communication. - Transmission and acquisition of knowledge.
Community	- Scholars - Researchers - Lecturers - Students - Knowledge society	- Lecturers - Students - Stakeholders - Industry	- Students - Lecturers
Rules	- Everyday knowledge is different from theoretical knowledge. - Provides democratic access to discipline knowledge (as well as thoughts and reasoning of the discipline) and all kinds of knowledge. - Distributive rules mediate social order and regulate power relationships among social groups.	- Recontextualising rules generate the specific form the pedagogic discourse will take. - Every lecturer recontextualise knowledge in their own way.	- The evaluation rules construct pedagogic practice by providing the criteria to be transmitted and acquired. - Mediation of knowledge by lecturers by means of pedagogy. - The lecturer stands in position of power in the social order. - Students must show that they have mastered or acquired knowledge.

(Bernstein, 2000; Lamnias, 2002; Singh, 2002; Tan, 2010; Wheelahan, 2005).

In the next section I will discuss how pedagogy services as a bridge between knowledge structures, TLA and the curriculum.

b) The bridge: Pedagogy and the curriculum

The process (journey) for becoming and knowing has implications for the student and lecturer's being. The type of curricula and pedagogies informs the epistemologically linked dispositions and qualities. Barnett (2009:438) indicates that curricula and pedagogy should be more than mere encounters with knowledge, to be concerned with skills and attitudes in the formation of epistemic (knowledge based) dispositions and qualities. Giroux (2016:2) describes pedagogy as a "deeply civic, political and moral practice – that is, pedagogy as a practice of freedom". It is not sufficient for our lecturers and students to be only versed in political and economic interest that shapes and legitimates discourses but to also bring their own beliefs, values, and perceptions to the TLA environment.

The linkage with the Vygotsky's ZPD is linked to pedagogy where the lecturer plays a key role in the mediation between the student and the curriculum (through pedagogy). The student can take up instances towards the curriculum and internalise learning to some extent but the differentiation of pedagogy come to play when the curriculum –as-plan and the lived-curriculum as perceived by the student are considered. The purpose of the pedagogical relationship is unravelled when the lecturer mediates between the curriculum and the student make meaning of the curriculum (or not). Warford (2011) explains the notion as

the distance between what a student can do on their own and with the mediated assistance from peers and a more knowledgeable-other (lecturer). Curriculum and pedagogical change will only be successful if we embrace new ways of viewing knowledge and accommodating new multiple knowledge traditions called "pluralisation of knowledge" (Blignaut, 2017:8).

In 2006 Mishra and Koehler developed the TPACK framework that focused on technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK). The three types of knowledge – TK, PK, and CK – are combined in various ways within the TPACK framework to form technological pedagogical knowledge (TCK), pedagogical content knowledge (PCK) and technological pedagogic knowledge (TPK) (see figure 4.7 for a visual representation of the TPACK framework). In table 4.13 I made a summary of the key component of the TPACK framework to serve as a summary to highlight the importance of pedagogy and related competencies needed by lecturers.

Technology, Pedagogy and Content Knowledge (TPACK) goes beyond all three core components of content, pedagogy, and technology and forms the basis for effective teaching (Mishra & Koehler, 2006). These triangulated areas then constitute TPACK, which considers the relationships among all three areas and acknowledges that educators are acting within this complex space. In many instances in the literature the framework is used for technology and blended learning integration into the curriculum however this framework proves to be very handy when designing and redesigning curricula as technology integration cannot be seen as a mere add-on after the pandemic and the shift to digital transformation (linked to 21st century skills).

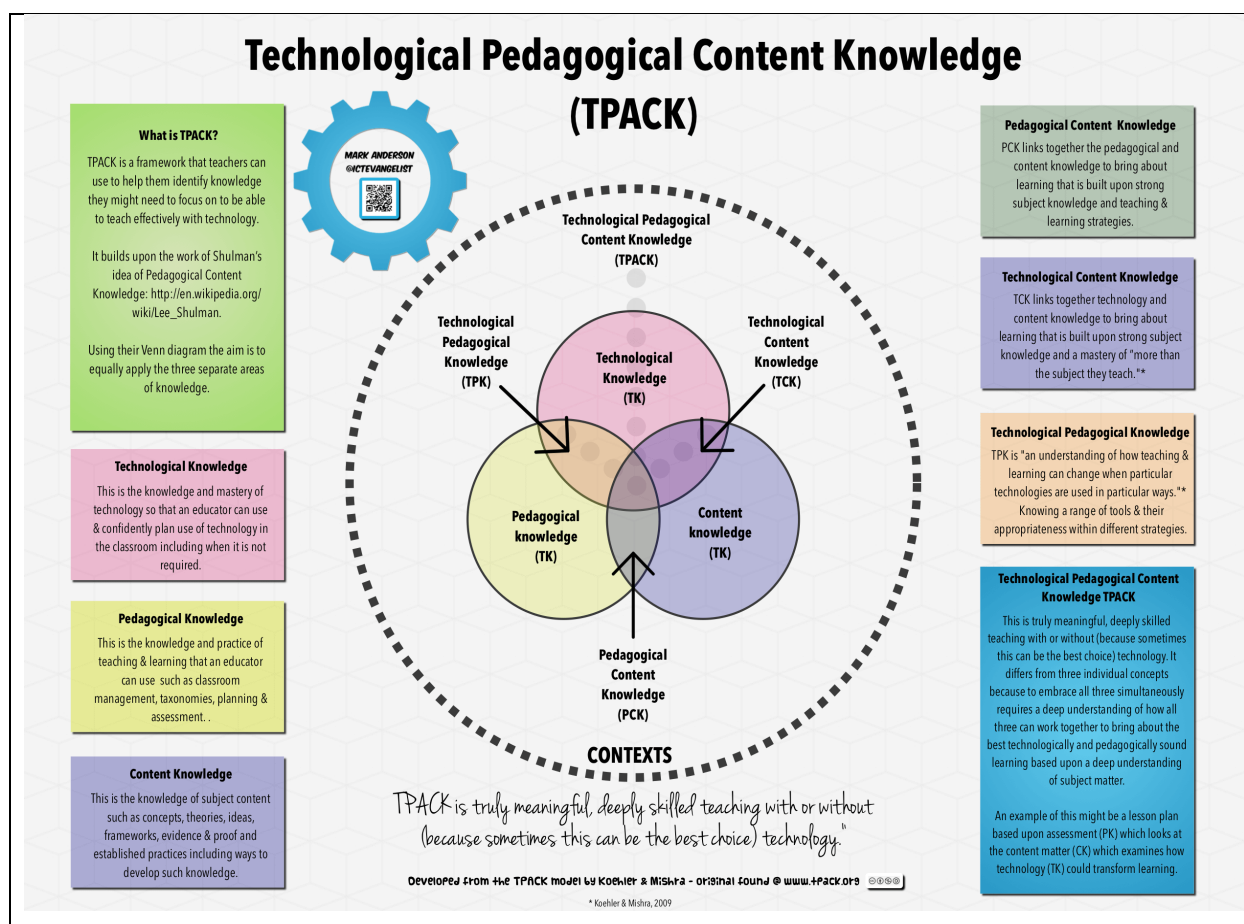


Figure 4.7: The TPACK framework (Source: www.tpack.org)

Table 4.14: The characteristics of the TPACK framework components						
Description	TK	TCK	CK	PCK	PK	TPK
Naming	Technological Knowledge	Technological Pedagogical Knowledge	Content Knowledge	Pedagogical Content Knowledge	Pedagogical Knowledge	Technological Pedagogical Knowledge
Key component	How technology are used		What they should know		How to teach	
Component	Computer literacy that requires a person to understand information technology broadly enough to apply it productively at work and in their everyday lives; understanding the need for flexibility as technology advances.	An understanding of how technology and content influence and constrain one another.	CK is the lecturers' knowledge about the subject matter to be learnt or taught. This knowledge includes knowledge of concepts, theories, ideas, organisational frameworks, knowledge of evidence and proof, and established practices and approaches towards developing such knowledge.	PCK covers the core business of teaching, learning, curriculum, assessment, and reporting. An awareness of common misconceptions and ways of looking at them; the importance of forging connections among different content-based ideas; students' prior knowledge; alternative teaching strategies; and the flexibility that comes from exploring alternative ways of looking at the same idea or problem are all essential for effective teaching.	Lecturers' deep knowledge about the processes and practices or methods of teaching and learning. They encompass, among other things, overall educational purposes, values, and aims. Pedagogical knowledge requires an understanding of cognitive, social and developmental theories of learning and how they apply to students in the classroom.	An understanding of how teaching and learning can change when selected technologies are used in specific ways. This includes knowing the pedagogical affordances and limitations of a range of technological tools as they relate to disciplinarily and developmentally appropriate pedagogical designs and strategies.

Source: (Mishra & Koehler, 2006; Pendidikan *et al.*, 2016; Shulman, 1986)

Bernstein's pedagogic device (2000) also provides a useful instrument when considering pedagogy for curriculum transformation and renewal. When using TPACK, the lecturer(s) purposefully plans specific elements relating to knowledge, values and skills in the curriculum. Bernstein's theory indicates that curricula can never be neutral, irrespective of purposeful planning, as issues of power and control will always be present (Hoadley, 2006:3). Bernstein (2000) talks about classification and framing of values in the curriculum. Classification is expressed as strong (disciplinary boundaries are explicit and the categories of fields are insulated from each other) or weak (the boundary of the discipline is weak or blurred and the fields are interdisciplinary). Reference is made to discursive and intra-discursive relations. Hoadley explains framing as "framing within (boundaries)" of a discipline. Framing (control) is contained in the making and unmaking of classification (power) (Bernstein, 2000). Hoadley continues to say that framing supports classification; however, it has the potential for transformation, as it opens the potential for change in the boundaries by contesting power relations. Through interaction, the framing boundaries can be changed, maintained, or transformed by means of discourses and spaces. Bernstein indicates that classification and framing describe the structural and interactional aspects of pedagogical practice and expose the control and power relations in pedagogical practices. It is important that lecturers realise the implication of Bernstein's theory, as the social reproduction and inequalities are applied through pedagogy (Hoadley, 2006:7). The structuring of discourses by lecturers, spaces and agents ("what" and "who" of pedagogy) and framing describe the control lecturers and their students have over selection, sequencing, pacing evaluation and the rules (the "how" of pedagogy) (see figure 4.7 and table 4.13).

The relationship between knowledge and the curriculum is complex. The knowledge in a curriculum (planned, hidden, perceived) is never sufficient or complete due to the complex nature of the individual in becoming and being. In the next section, I look at how knowledge links to the delivery of the curriculum.

c) Linking knowledge to the delivery of curriculum

Knowledge in the curriculum is linked to the way lecturers perceive, plan and deliver the curriculum. In subsection 4.4.3 and in table 4.6, the conceptions of the curriculum were discussed briefly to indicate how the notion links to knowledge.

In my master's degree (Slabbert-Redpath, 2014:24), I summarised the notions of the curriculum as praxis. For this study, I would like to adapt table 4.14 to link the curriculum conceptions with knowledge.

Table 4.15: Summary of the curriculum as praxis (Adapted from Slabbert-Redpath, 2014:24)			
Differentiation	Curriculum-as-product	Curriculum-as-process	Curriculum-as-praxis
Alternative names	Curriculum as plan. Technical interest (technocratic). Empirical-analytical. Technical/ instrumentalist reasoning.	Curriculum as practice. Practical interest. Historical-hermeneutic. Interpretive/hermeneutic/constructivism reasoning.	Critical curriculum. Emancipatory interest. Critical pedagogy.
Views the curriculum as	Elitist. A syllabus to be transmitted. Product to be delivered. Fixed. Outcomes focussed. Students as empty vessels to be filled. Top-down. Scientific. Cognitive learning. Educate for the future.	Process with outcomes. Socially constructed. Flexible. Learning focussed. Developmental. Interdisciplinary. Cognitive and social learning. Educate for now. Top-down approach.	Emancipatory. Discursive. Flexible. Students as partners with voice and choices. Bottoms-up approach.
Underpinning theories	Positivism Behaviourism	Constructivism Interpretivism Cognitivism	Critical pedagogy
Basic characteristics	Control, prediction, rules, linear, plans, management, power, memorisation, repetition, depositing	Understanding, enlightenment, communication, flexible, experimenting, analyse,	Autonomy, liberation, freedom, change, justice, reform, democracy, praxis, action,

	knowledge, teacher source of knowledge.	interaction, shared responsibilities, discourses, student-centred, teacher mediator.	reflection, critical dialogues, student-teachers, and teacher-students.
Focus	Effective teaching.	Effective learning.	Emancipation from oppressive powers or conditions.
Assessment linked to curriculum	Assessment of learning (AOL)	Assessment for learning (AFL)	Assessment as learning (AAL)
Linkage to knowledge	Knowledge as given. Knowledge as means to an end. Knowledge is transmitted from teacher to student. Exclusion of alternative ways of knowing. Focus is on knowledge.	Knowledge is socially constructed. Focus is on knowledge and skills.	Transformative knowledge to change the world. Focus is on emancipation. Indigenous knowledge. Self-directed knowledge.

In some educational settings, there is a notion is that students are “clean slates” and that a “mind [is] in its hypothetical primary blank or an empty state before receiving outside impressions” (Merriam-Webster Dictionary, 2021e). The theory “tabula rasa” was coined by John Locke in 1689. Locke argued that the mind is a blank slate at birth and “filled with ideas” as we grow up and experience and perceive the world around us with our senses. In the same vein, a typical first-year student is perceived to be without knowledge and comes to university to learn the knowledge of their selected discipline. Jansen (2009:171), in his book *Knowledge in the Blood*, states that knowledge is “embedded in the emotional, psychic, spiritual, social, economic, political and psychological lives of a community”. From this statement made by Jansen, one can argue that no student comes to university without any knowledge, as they have acquired knowledge from their background, culture, prior education and experiences. Jansen (2009:173) explains the term institutional knowledge where he explains that learning from an institutional perspective is more than credit and module accumulation – it is “learning the concealed knowledges of the institution”. The implication of what Jansen describes is that knowledge does not only occur in the planned curriculum (curriculum plans, course content) but is embedded in the understanding of knowledge that links to the beliefs, values and behaviours that are rooted in all aspects of the institution (embedded or hidden curriculum).

The embedded curriculum is concealed (or hidden) in the beliefs and value systems of those who teach and those who learn and influence the knowledge transactions in the learning environment (ibid.:179). The curriculum is seen as tangible (course outcomes) and intangible (discursive patterns) and as a “shaping force in the lives of those who teach, learn, administer, manage and lead the institution” (Jansen, 2009:173). In most HEIs, there is purposeful planning to transform curricula to ensure that the curriculum translates to transformative knowledge. The problem with curriculum transformation is changing curriculum without changing the curriculum. Jansen (2009:179) notes that the change in the curriculum by politicians and management structures would not suffice, as it would unlikely change the epistemological order of what happens in the classroom as lecturers struggled with the knowledge in the blood. *Knowledge in the blood* is described by Jansen (2009:124-125) as knowledge that is transmitted to the second generation of survivors and therefore does not change or transform under new regimes of truth. He continues by saying that knowledge in the blood is “habitual, a knowledge that has been routinised in the way the second generation sees the world, itself and the ways in which it understands others”. Knowledge in the blood is defensive knowledge that reacts against and resists rival knowledge, as the truth has been inherited and conceived in the face of enemies (Jansen, 2009:125). In a traditional university like the NWU, notions of knowledge in the blood can influence the curriculum and the transformation effort thereof when lecturers do not know how to reflect on the curriculum. When “second-generation knowledge” is not reconceptualised or reflected on and treated in a bias fashion, lecturers would proceed with curriculum matters in the same way in which they received their instruction.

To ensure curriculum transformation, curriculum designers and users should reflect on the content, nature and purpose of knowledge in the curriculum. Jansen (2009:143) indicates that the

problem with curriculum change is that knowledge is transmitted and change agents are humans caught in the middle of transformation efforts and transitions. What lecturer(s), curriculum designers and developers believe about a curriculum is embedded in race, identity and knowledge, and change in this regard is a difficult endeavour. Some authors argue for the professional development and training of the lecturing staff, but it might not dislodge the emotional level of lecturers to motivate them to transform their curricula (Jansen, 2009:143-151).

Barnett (2009:431) describes the complex views of knowledge as “obscure, and strange and possession is difficult and somehow elitist”. Notions such as ubuntu, indigenous knowledge and epistemological access emerge from the literature as ways to transform the curriculum from the elitist’ ivory towers to cater for the African context. Jansen (2009), Le Grange (2014), Lefa (2015) and Letseka (2013) motivate the use of the African philosophy of ubuntu in the curriculum.

The basic African worldview differs from the European, American, Arabic, and global worldviews. Brock-Utne (2016) refers to the definition of Nyerere (1968) who explains *ujamaa* (the essence of African socialism or *ubuntu*) as togetherness, sharing, and a feeling of familyhood. Ubuntu is also described as the notion of “I am because we are” (Le Grange, 2016). Murithi (2009) indicates that ubuntu features the necessary unity of humanity and highlights principles of sharing, empathy and cooperation in our labours to resolve our common problems. Lefa (2015:5) quotes Mbigi (1997) to define ubuntu as “a concrete manifestation of the interconnectedness of human beings, it is the embodiment of South African culture and lifestyle”. The notion of ethics of caring and sharing is found in European philosophies such as the German concept of *bildung*. *Bildung* refers to the notion of not only preparing students to participate in society and economy but also developing students’ significance in the world (Pinar, 2006). Luschei translated ubuntu into Spanish, and the concept of *convivencia* was developed (Luschei, 2016). The idea of ubuntu is captured in the South African Constitution as part of our fundamental values such as democracy, equality, equity, social justice, non-racialism and non-sexism, human dignity (ubuntu is included in this notion), accountability, respect, the rule of the law, and reconciliation. Including the principles of ubuntu in the curriculum ensures that the graduates and young people of South Africa are enabled to live their lives in communal understandings of personhood and humaneness (Du Toit-Brits *et al.*, 2021, Letseka, 2013:338). Brock-Utne (2016) also argues for the use of translanguaging in the curriculum, while Le Grange (2016) and De Beer (2015) call for the use of indigenous knowledge systems (IKS) in the curriculum along with ubuntu.

Indigenous knowledge and the idea of incorporating IKS into the curriculum is not unique to South Africa. Countries such as Australia, New Zealand and Canada, where indigenous peoples and their knowledge are concerned, include IKS into the HE curricula. Literature on IKS is almost always linked to literature pertaining to the decolonisation of the curriculum and IKS research. Literature on the IKS in the schooling sector and in the field of sciences are abundant; however, not a lot of literature is available on how to incorporate IKS into HE curricula. Kaya (2013:136) defines African IKS as follows:

... the long-standing traditions and practices of cultural local communities. This encompasses the skills, innovations, wisdom, teachings, experiences, beliefs, language, and insights of the people, produced, and accumulated over years and applied to maintain or improve their livelihood.

Ellen and Harris (1996), Jones and Hunter (2003) and Michie (2000) provided the characteristics of IKS which guided us towards a comprehensive understanding of IKS and furthered our understanding of how to incorporate IKS into the curriculum. Table 4.15 is included to provide a summary of the scholarship of the authors.

Table 4.16: The characteristics of IKS	
Ellen and Harris (1996)	Jones and Hunter (2003); Michie (2000)
IK is local and rooted in a particular place and set of experiences (transfer to other places can dislocate it).	Based on experience Adapted to local culture and environment
IK is orally transmitted through imitation and demonstration (writing down can cause dislocation).	Oral transmission sometimes encapsulated in metaphor
IK is practical in everyday life and generated by many generations.	Often tested over centuries of use.
IK is empirical rather than theoretical knowledge.	Dynamic and changing: a living knowledge base. Bridging the science of theory with the science of practice
Repetition is an essential characteristic of tradition and repetition helps reinforce ideas.	
IK is fluid and not static (it is constantly changes, produced, reproduced, and then discovered and lost).	
IK is shared to a much greater degree than other forms of knowledge (distributed in a population by gender, age and preserved through memories and experiences of individuals). IK does not exist in totality in one place or individually (distribution is fragmentary and by means of symbolic constructs and rituals).	Developed collective data base of observable knowledge
IK is situated within broader cultural traditions separating technical from non-technical and rational from non-rational.	Not possible to separate IK from ethics, spirituality, metaphysics, ceremony, and social order. A holistic (IK) versus a reductionist (western science) approach. Contextualized versus decontextualised science.
	Application of problem solving.
	An ecologically based approach

In Southern Africa, the South African National IKS Policy was introduced in 2004 to promote IKS in HE as a component of transformation to meet the developmental goals of South Africa. The objective of the policy was to make HE more relevant to the developmental challenges of our country and to contribute to Africa-led globalisation using African knowledge production and ways of knowing (Kaya, 2013). When IKS are embedded into HE curricula, they enable students and staff to re-evaluate current knowledge and introduce them to multiple forms and views of knowledge. The notion links with the power relations embedded in our HEIs where the shift of power tips more towards students and their responsibility in the learning process, thus, being more self-directed. The power relations also shifts towards curriculum transformation where “traditional” content and knowledge are not the only knowledge in curricula and in some cases it implies a rejection of Western knowledge (Kaya, 2013). Ngugi wa Thiong’o (1986) argues that African indigenous knowledge should not be seen as alternative knowledge (or an add-on) but as one domain of knowledge in the curriculum. Mmola (2010) conducted a study at the NWU on the Mahikeng campus in the IKS programme. The study results concluded that when lecturers included African indigenous cultural elements in their curricula, especially when using the local Setswana language, the students not only appreciated the gesture, but it also helped them learn in their mother tongue. Students could relate to what was being taught and linked it with their own lived experiences when lecturers used local examples and practices in their lectures. A drawback in the study was that the experience could not be replicated on all the campuses due to a lack of promotion of the value of IKS on other sites. The study underscores that the NWU is faced with challenges of developing equal education opportunities for all students in terms of epistemological and pedagogical foundations provided by IKS and Western cultural traditions (Kaya, 2013; Mmola, 2010).

The following section discusses the notion of linking knowledge to the delivery of curriculum by means of access and epistemological access.

4.5.3.2.4 Access and epistemological access

As discussed in section 1.4, access to HE is a political imperative in South Africa, and access to HE is a main mechanism to forge a new order and to drive transformation. The injustices of the past (denying people access to HE based on race) had to be replaced with an ethos of an democratic culture aimed at undoing race-based separation (Akoojee & Nkomo, 2007). The literature points out different phases of access: “access of participation” and “access with success” (Akoojee & Nkomo, 2007). “Access with participation” was driven by the political mandate of the new democracy after 1994 to deracialise HEIs. The problem with “access with

participation” was that although all racial and gender groups now had access to HEIs, it did not imply that all students were now successful and graduated in HE studies (Bunting & Cloete, 2000).

The term epistemological access appeared in literature in 1992 when Morrow published an article referring to the term. Morrow described two dimensions of access to HE (Du Plooy & Zilindile, 2014): the first, institution access (formal access); and the second, access to the knowledge the HEI distributes (epistemological access). In Morrow’s (2009) later work, he continued by stating that epistemological access cannot be supplied, delivered, or done to students nor can it be transmitted. In the same way, somebody cannot run for me or learn for me. Epistemological access is learning to be a successful participant in academic practices.

Epistemological access in the meso curriculum links to institutional values as discussed in subsections 4.4.2, 4.4.4 and 4.5.2. Boughey (2005), Luckett (2001) and Muller (2014) call for epistemically diverse curricula. Luckett (2001) introduces a model to help with the design and development of epistemically diverse curricula. The model links to previous models discussed in this section (see table 4.12, figures 4.4 and 4.5). The model is structured in a matrix/quadrant format and should serve as a “thinking tool” to “inform the multiple differentiated and diverse curricula that the SA HE system requires” (Luckett, 2001:55). The tool is useful to make the explicit organising principles of the curriculum visible and indicate the underpinning curriculum theories (Barnet, 2000; Quinn & Vorster, 2019). The tool helps bring together curriculum theories and theories about knowledge by means of considering knowledge, ways of thinking (cognition), ways of knowing, and ways of practising in a specific field and discipline. The framework links epistemological, cognitive and ontological access for students in the curriculum.

Luckett (2001:56-57) explains the model as follows. In quadrant one, the students are engaged in foundational competences (knowing that). Students are engaged in typical mode 1 knowledge, as described by Gibbons (1994). The curriculum often begins with the development and learning of propositional knowledge to build disciplinary conceptual frameworks. Quadrant 2 links to practical competence (knowing how). HE should lead to specialised and career-focused competencies linked to the application of practical competences in the context of the field as learnt in quadrant 1. The integration of soft skills in quadrant 2 is important to ensure the development of 21st-century skills such as ICT skills, numeracy, and working with information and in teams. In quadrant 3, the shift occurs on a more personal level where students must know what they know and knowing how. In the personal competence quadrant, students develop and integrate personal and social skills such as self-direction, self-motivation, self-confidence, innovation and leadership skills. Quadrant four is the most difficult of the quadrant to acquire and leads to metacognition and epistemic cognition that requires reflexive competencies. In quadrant four, students develop the ability to stand back and evaluate assumptions and limits of theories of knowledge and to think critically and suggest alternatives. The process of reflection could alter the way students think about values, perceptions and ethics and social responsibilities. Students can also start to think systemically and in transdisciplinary ways.

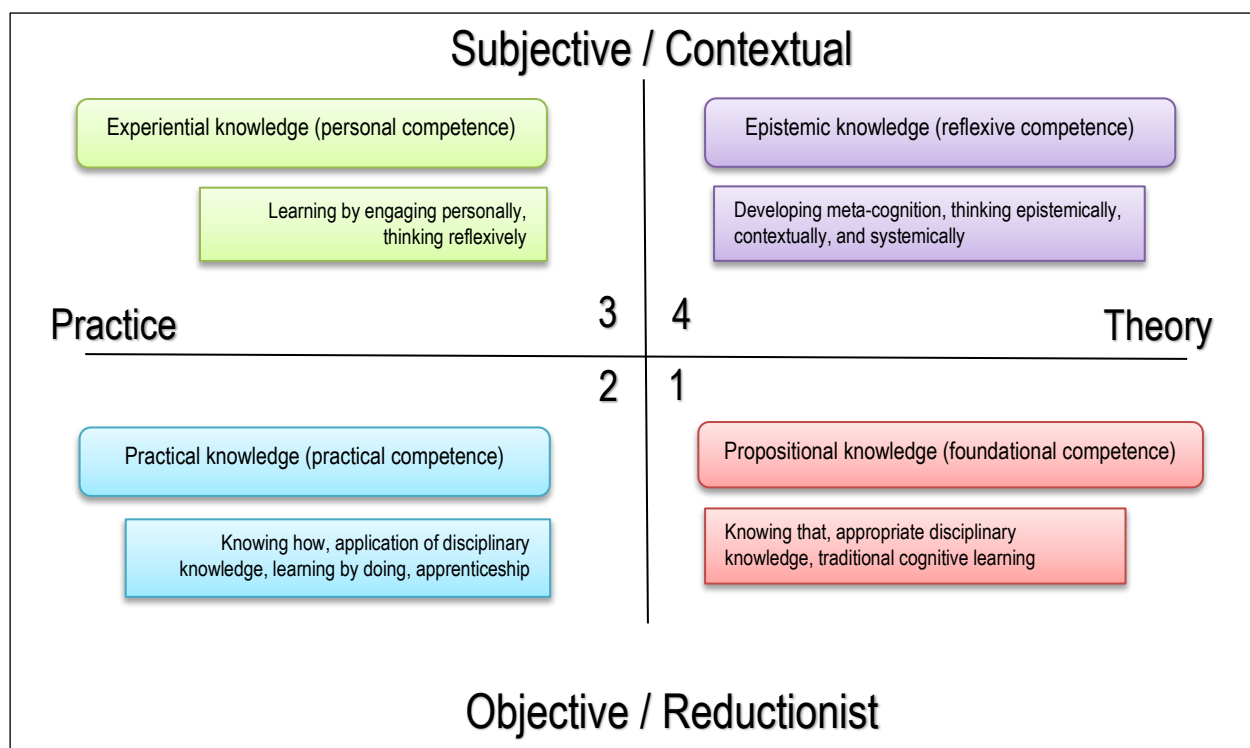


Figure 4.8 Epistemically diverse curriculum model (Lockett, 2001:55)

4.4.3.2.5 Institutional compliance and quality

Harvey and Green (1993) developed four useful ways of thinking about quality:

They are quality as 'exceptional or perfection' (as standard); quality as 'fitness of and for purpose' (responding to identified aims); quality as 'value for money' (responding to economic rationale and efficiency), and quality as 'transformation' (moving from one state to another, implying an educational value add).

When linking quality with curriculum transformation, quality considerations need to be based on the values, goals and purposes of the HEI. Quality in the South African HE context should be considered with respect to the context of equity, redress and access with an objective to transform society (Bergquist, 1995:25-26; Devlin & Samarawickrema, 2010; McDonald & Van der Horst, 2007). Bergquist (1995) continues by making an argument that quality can be achieved through access, and access should be given with quality. The argument of Bergquist (1995:25-26) makes three premises for quality at the institutional level. First, the purpose and function of HEIs require "a reconsideration of issues of quality and access". The second premises indicates that the more diversified the resources and staffing at the HEI are, the more potential for quality education, scholarship, research and community services at the HEI. The third premises explains that quality and access cannot be realised without enough resources. The three premises support the main aims of the present study and are important for the transformation of any curriculum, especially for the NWU, to enhance curriculum transformation.

4.4.3.2.6 Qualification development and design

As discussed in subsections 4.4.2 and 4.4.3, various policies, funding regulations and frameworks regulate curriculum development and renewal in the national landscape. At the institutional level, adherence to and compliance with the national policies, models and frameworks are designated to specific units at the NWU to ensure quality, compliance and adherence. At the NWU, curriculum development, renewal and design at the macro and meso-level are the responsibility of Q&APP and the faculties. Curriculum design, development and renewal at the micro-curriculum level are the responsibility of CTL in conjunction with faculties. Funding and HEMIS reporting are the responsibility of the Strategic Intelligence Unit and quality matters reside with the Quality Enhancement Unit. All four of the support units play a specific and strategic role to ensure the quality of our NWU offerings. Faculties are responsible for the design, development, planning and

roll out of new and existing qualifications, and curriculum planning is communicated through the FITLPs.

The largest part of qualification-related issues for existing offerings forms part of the renewal efforts at the meso and micro-level of the curriculum. At the meso and micro-level, changes and renewal efforts team-based approaches are needed to ensure collaboration, transparency and buy-in from all role players and not just individual lecturers. Le Grange (2011:81) argues that there might be “danger when curriculum becomes a private domain, that is, when self-regulation in practice means that individual lecturers alone determine what is taught in the course or module they present”.

Q&APP is in the process of developing a curriculum framework (2021h) to guide and support faculty in their curriculum design and renewal efforts regarding the process and stages of curriculum transformation and development, curriculum contextualisation and curriculum paradigms. Unfortunately, the document has not yet been finalised and approved by Senate.

4.5.4 The impact of the COVID-19 pandemic on the institutional curriculum

The NWU hosted a colloquium in August 2021 with the focus on imagining transitions for the future of teaching and learning. The focus of the NWU Colloquium 2021 was to reflect and take stock of the ongoing and global pandemic and disruptions to TLA at the time. I present the main topics from the colloquium by means of headings, such as the current situation (2020–2021), teaching and learning, assessment, students, and student support, CPD, ICTs and the future. Additional emergent themes were wellness, staff and student resilience, and T&L support.

a) Current situation

The “current situation” (2020–2021) was described as staff and students working remotely via the Internet to ensure the continuation of the academic year. Various barriers were experienced by staff and students during the forced and crisis state of teaching, working, learning and assessing during the pandemic (NWU, 2021f). A notion was expressed that all role players should move from reactive to proactive practices to adapt to the “new normal” (NWU, 2021f). The immediate crisis of the pandemic gave way to prolonged uncertainty and a nostalgia of what was. The question remained of what can be done better regarding the new normal. The NWU should embrace the window of opportunity to redefine its value proposition in terms of student and staff support by capitalising on our historic positives and managing future challenges (NWU, 2021c, f). The NWU should change what need to be changed without compromising on transformative and supportive learning experiences for our students and staff.

b) Teaching and learning

Teaching and learning have shifted towards digital online learning. The NWU will have to ensure innovative and participatory innovative T&L environments, irrespective of the modes of delivery that ensure quality engagement between students and lecturers (NWU, 2021c, f). The redesign of the learning environment should be prioritised to move away from “dumping and uploading content” to “collaborative digital learning”. Pedagogy should be prioritised and put at the heart of the TLA experience (“put pedagogy first”). Pedagogy should be improved to be student-centred and develop lifelong learning and SDL skills in all modes of delivery (NWU, 2021c, f). A call to put pedagogy before technology were made by lecturers, as we cannot go back to our understanding of how face-to-face teaching used to be. The link to the needs of industry (private sector) and the inclusion of WIL and authentic learning to build networks and connect with industry to ensure additional funding and employment for our students should also be prioritised (NWU, 2021c, f).

c) Assessment

Assessment caused high levels of anxiety during the pandemic for staff and students alike. Lecturers highlighted issues of the credibility and integrity of assessments, and high levels of academic dishonesty were experienced. Students performed better than before the pandemic with the introduction of continuous formative assessments, and the purpose of examinations were questioned (NWU, 2021c, f). Many of our academic staff were supportive of alternative ways of

assessment after the pandemic, as examinations as summative assessments were not perceived as the only method of evaluating whether students have learnt and achieved the outcomes. The move to continuous assessments were not coordinated in many cases, and over-assessment and longer time on tasks were experienced by staff and students (NWU, 2021c, f).

d) Support to staff and students

Many lecturers called for improved ethics of care for NWU students and staff. There was purposeful support for soft skills, digital literacies, pedagogy, motivation, time management, communication skills, resources gaps, isolation, work overload, mental and physical health, and additional barriers. All support should be accessible to all staff and students in all modes of delivery (NWU, 2021c, f).

During the pandemic, CTL played a major role in the training and support they delivered to staff to ensure that TLA continued during the remote online TLA (NWU, 2021c, f). Many staff were resilient and overcame numerous challenges to keep the NWU TLA process going amid difficulties. This shows that a student-value proposition exists, but the question remains what that means for the academics. Do they have a staff-value proposition? However, not all staff capitalised on the support provided. Many of our teaching staff are subject experts not trained in HE matters (NWU, 2021c). The consideration of whether there should be a minimum educational requirement for lecturers to teach was highlighted, with notions towards compulsory training, HE teaching degrees and micro-credentialing options for staff. Promotional

e) The use of ICT's

The use of ICTs enabled all NWU staff and students to work remotely and ensure that the 2020–2021 academic years could proceed. The use of ICTs was deemed a blessing in disguise, as it initiated the notion of digital transformation. As with all transformation efforts, staff and students alike experienced various challenges. The use of technology led to disempowered experiences for staff and students, where anxiety, overwhelming frustration, lack of access, electricity issues and lack of digital acumen resulted in barriers to performance (NWU, 2021c). Technology became more lecturer-centred, less student-centred and “upload/download orientated”. The practices highlighted contradict SDL practices (see § 4.6.3). Many lecturers expressed the view that they did not have the pedagogic skills to teach online as they had never done it in the past (NWU, 2021c, f). Many students were left alone behind a computer without the skills to know how to learn, cope and, in many cases, in environments not suitable for learning (NWU, 2021c, f). Students were required to be self-directed learners, digital and communication literate and have additional skills they had never acquired.

f) The way forward

The NWU must look forward towards the future as TLA in 2022 onwards imply new challenges and new ways of thinking. Rethinking needs to be prioritised to consider how we will manage office spaces, classrooms, libraries, and physical infrastructure. The implications for hybrid teaching models on the timetable and blended modes of delivery should also be considered (NWU, 2021c, f). Matters that were highlighted were the need for the DHET to adapt funding for modes of delivery, our responsiveness and agility towards change, the use and introduction of micro-credentials, and the upcoming PQM review audit linked to the quality of our academic offerings (NWU, 2021c). Another prospect is the development of SDL skills among staff and students.

The NWU will have to reflect, interrogate and critique the way we perceive, our beliefs about the purpose of HE, how we teach, how we access and how we manage our infrastructure linking to the relevance of our curricula. We will have to rethink what it means to be innovative.

g) COV-19 ARC report 2022

The HE landscape has changed substantially in the teaching and learning domain, with specific reference to the TLA delivery mode and the application of relevant technology, due to the significant disruptions caused by the COVID-19 pandemic. In response to this, an institutional thematic review was conducted to understand the perceptions from both staff and students of assessment practices since the inception of the COVID-19 pandemic. This assessment review

and its purpose is in alignment with the NWU's commitment to engaged scholarship and innovative teaching and learning. Critical systems thinking was used as the methodological approach of the report. Each faculty was represented as a case with purposive selection of academic programmes in each faculty. The report looked the readiness and responsiveness of the NWU, the agility and relevance and reported the findings across the eight faculties of the NWU. Not raised overtly in the report, but certainly worthy of reflection is the reconceptualisation of the curriculum itself in the (post-) COVID-19 period. Assessment as part of the experience of learning and the impact of teaching, may need to be fundamentally reconceptualised in the curriculum, as a result of the learning and insight obtained through COVID-19. The student voice relating to the curriculum requires special attention because the nature of feedback from students, needs a more richly nuanced perspective informed by research, in order to reflect on the place, purpose, and "situatedness" of student voice not only as feedback or input, but as part of the dialogical nature of the curriculum itself. Finally, the findings in this report support the university's ongoing work towards engaging in a systematic process of curriculum transformation and renewal to equip graduates to address the challenges of 21st century society.

4.5.5 CPD aimed at curriculum transformation at institutional level

At the NWU, CTL is primarily responsible for CPD opportunities. One of the value propositions of CTL is described as professional development and recognition of academics as university teachers (see <http://services.nwu.ac.za/ctl>). CTL's overall themes include teaching-learning pedagogy, skills-based knowledge practices, and the development of approaches that are facilitated in a university wide or faculty specific approach (on request of the faculties). Various opportunities for lecturers to improve their CPD are available on the CTL webpage. They have a flexible structure (are often repeated) and include webinars, in-house information sessions and courses, and electronic courses (via existing external platforms such as Coursera, Oxford University Press, Epigeum, Magna, and the Online Learning Consortium).

The University Capacity Development Programme (UCDP) enables an integrated and holistic approach to student development, staff development, programme development and curriculum development in the university sector to address the transformation challenges that confront the HE system. From available statistics used in the reporting of the NWU UCDG grant and the CTL year reports, the information in table 4.16 was compiled on CPD linked to curriculum-related matters. During 2021, CTL launched teaching-learning support request; from January to June 2021, CTL recorded 26 individual requests from lecturers to provide them with curriculum support, indicating a continuous need for curriculum assistance, support and help (NWU CTL, 2021). The data for June to December 2021 are not finalised and will be included in the final CTL 2021-year report (in progress).

From the data provided in table 4.16, it is evident that larger numbers of modules were transformed in the Carpe Diem process during 2019 than in 2020 and 2021 where face-to-face sessions between CTL and faculties were possible. Remote online learning during the pandemic was prioritised by CTL and faculty to ensure the continuation of the academic years. However, the sessions were slightly more in 2021 when the pandemic restrictions were lifted. Ideally, it would be beneficially to CTL and academic staff members if online and self-paced Carpe Diem sessions and offerings could be implemented.

Table 4.17: Summary of the NWU CPD offerings related to curriculum development, renewal, and transformation 2019-2021

Year	Faculty specific curriculum transformation and renewal workshops / work sessions (presented by internal NWU stakeholders including Carpe Diem workshops) (Source: CTL Year reports)	Online self-paced courses (presented by external role-players) in curriculum design, renewal, transformation, renewal) (Source: NWU Libcal CTL Calendar and year reports)	Face-to-face, online curriculum-focused workshops/courses and work sessions (presented by external role players) (Source: NWU Libcal CTL Calendar)	Online and face-to-face curriculum-focused workshops/courses and work sessions (presented by internal role players) (Source: NWU Libcal CTL Calendar)	Other CPD opportunities related to curriculum design, renewal, transformation, renewal (not included in previous sections such as colloquiums, podcasts, etc). (Excluded Faculty specific efforts and includes institution-wide efforts) (Source: NWU Libcal CTL Calendar, CTL year reports)	Topics and themes of other CPD opportunities
2019	Carpe Diem: 79 modules Lecturers participated: 125	Total number of online courses attended: 32 Total courses focused on curriculum (direct and indirectly) related matters: 19 Total number of lecturers participating in online courses: 193 Total number of lecturers participated in curriculum related courses: 149 (linked to assessment, online and blended designs etc)	1. Workshop: Translating Learning Design Ideas into Learning Experiences. 2. Workshop: Promoting Reflective Practice in the Curriculum. 3. Designing courses with a multi-modal approach.	1. Technological Pedagogical Content Knowledge (TPACK) Framework. 2. Self-directed learning.	1. CTL Annual TL Conference 2. 5 x Workshops	2. Curriculum transformation in an age of pressure and possibility; Decolonising the Engineering curriculum, Decolonialisation of Youth Ministry, Decolonialisation of the Theology curriculum, Hleketa: Reflection on intellectualism Faculty of Humanities Colloquium.
2020*	Carpe Diem: 34 modules Lecturers participated: 55	Total number of online courses attended: 23 Total courses focused on curriculum (direct and indirectly) related matters: 15 Total number of lecturers participating in online courses: 49 Total number of lecturers participated in curriculum related courses: 26 (linked to assessment, online and blended designs, etc.)	1. NWU Q&APP and CTL Curriculum staff training workshop. 2 x Short Course: Curriculum Development in Higher Education presented by RU. 2. Trauma-Informed Pedagogy: Teaching in Uncertain Times. 3. 10 Tips for moving to remote online learning.	1. Assessment during COVID-19: CTL Assessment Strategy Plan. 2. Getting teaching and learning online during COVID-19. 3. Moderating for quality during continuous. 4. Gamification and game-based learning. 5. Writing outcomes and assessment criteria.	1. NWU T&L Conference	1. Themes: Technology enhanced learning; Student voice in curriculum change; Curriculum transformation; Professional development of university teachers.

			4. Backward design: Aligning outcomes to activities and assessments. 5. Designing with Accessibility in Mind. 6. Overcoming STEM challenges when designing curriculum and online delivery. 7. Applying Universal Design for Learning (UDL) Principles to Online Courses to Increase Accessibility and Engagement. 8. Beyond Pedagogy: Infusing equity into your syllabus, assignments, and course content.	6. The Higher Education context in South Africa and at the NWU. 7. Teaching conversations in Higher Education. Zooming in on pedagogy: From theory to practice.		
2021*	Carpe Diem sessions by Faculties: (Session = 1 day) F-Edu: 2 Qualifications, one session each. F-Eng: 1 Qualification, three sessions. F-HS: 5 Qualifications, 20 sessions. F-Theo: 1 Qualification, 1 session. F-Hum: 4 Qualifications, 5 sessions. F-EMS: 1 Qualifications, 1 session. F-NAS: 6 Qualifications, 10 sessions.	Total number of online courses attended: 92 Total courses focused on curriculum (direct and indirectly) related matters: Total number of lecturers participating in online courses: 194 Total number of lecturers participated in curriculum-related courses: (linked to assessment, online and blended designs etc)	1. 2x Short Course: Curriculum Development in Higher Education presented by RU for Q&APP and CTL. 2. Inclusive Design: Accessibility, Universal Design for Learning, and Mobile Design.	1. Writing of Outcomes and Assessment Criteria sessions. 2. How to better understand and engage with SAQA's NQF level descriptors and applied competencies within the context of the NWU 3. Curriculum processes such as how an Internal Programme Evaluation (IPE) unfolds and how it differs from an External Programme Evaluation (EPE). 4. Introduction to continuous assessment. 5. Teaching online during Covid-19: Lessons learnt. 6. Applying Universal Design for Learning.	1. NWU Colloquium 2021 2. Transparency in Learning and Teaching in Higher Education 3. Instantiations of Decolonised Curriculum. 4. Decolonising Christianity: implications for preparing future ministers. 5. NWU T&L Conference	1. Pedagogic transitions for HE transformation; Academics as university teachers and curriculum transformation.

*Remote online TLA – National lockdown COVID-19

Sources: NWU CTL (2019, 2020, 2021), CTL Libcal calendar (<https://ctl-nwu.libcal.com/calendar/CTLstafftraining?cid=6686&t=m&d=2020-01&cal=6686&inc=0>)

The self-paced online courses through the various platforms indicated that 32 different courses were attended by 149 lecturers during 2019. During 2020, 23 different courses were attended by 49 lecturers and during 2021, 92 different courses were attended by 194 lecturers. A noticeable decline is visible in the number of lecturers who attended the sessions in 2020. During 2019, the most popular sessions attended were on blended learning, teaching online and assessment in HE. In 2020, the focus shifted towards pedagogy, online assessment and designing for online TLA. In 2021, the most popular courses attended were courses teaching lecturers how to use technological tools and resources, how to use effective online assessment strategies, and curriculum and instructional design sessions. Lecturers also attended sessions dealing with wellness and coping in the post-COVID future.

During 2019, various face-to-face workshops and the annual CTL conference were presented. During 2020, all sessions were remotely presented online, with a focus on TLA in an online environment. In 2021, many of the historic face-to-face workshops, courses and conferences were converted into online formats. From the data collected, it is evident that various opportunities were made available to lecturers from 2019 to 2021 to improve their CPD standing and gain curriculum-related skills. Although workshops on curriculum transformation issues were presented, the “how to” knowledge and pedagogical gap are still missing from the CPD offerings contextualised for the NWU environment. Support units responsible for curriculum transformation should contextualise curriculum design, renewal and development opportunities for NWU staff to enable lecturers to be better informed about curriculum underpinning theories and “how to guidelines”, rules and guidance should be provided in the NWU Curriculum Framework (finalised version not approved yet, although many of the NWU policies and documents refer to this document). An institutional curriculum design, development and renewal approach (at all levels of the curriculum) should be developed by CTL and Q&APP (and approved by Senate) to inform the institutional curriculum transformation project and guide CPD of academic staff to attain deep knowledge and improved pedagogical knowledge.

4.5.6 Curriculum transformation on the institutional plane

Curriculum transformation on the institutional level is characterised by NWU policies and events that impacted on curriculum transformation, external and internal factors impacting on the curriculum at the meso-curriculum level, and the impact of the COVID-19 pandemic on curriculum transformation. The personal plane (micro curriculum) is unpacked in the next section.

4.6 THE PERSONAL PLANE: THE MICRO CURRICULUM



The interconnectedness of the levels of the curriculum links many of the topics of the micro-level to topics at the institutional levels (macro and meso curriculum). To avoid repetition, hereafter, I only cross-reference to the sections and do not discuss topics on the micro and nano curriculum again. The micro curriculum can be considered from the viewpoint of tasks (division of labour) the lecturer must perform as an HE teacher. As regards the micro-level curriculum, the lecturer is the key agent driving the curriculum and curriculum transformation in a professional capacity. Many of the TLA activities are linked to the division of labour (DoL) in an activity system (see figure 4.1 for a visual representation).

The DHET (2018:7) launched a framework for enhancing academics as university teachers. The framework highlights six imperatives to enhance lecturers. The imperatives entail the following: enabling CPD for university teachers; the establishment of university teacher development structures; organisations and resources; the recognition and rewarding of university teachers; the advancement of university teaching through leadership development; the promotion of knowledge production and knowledge-sharing about university teaching and learning; and the development of academics in their role as university teachers. The imperatives highlighted in the DHET document links to the roles as indicated in the follow sections.

4.6.1 DoL: The role of the lecturer in micro curriculum

The curriculum can be seen as the sum of all the activities, content, experiences and learning opportunities for which an HEI lecturer and student take responsibility, either deliberately or by default (Maphosa *et al.*, 2014).

Recent economic and social developments in the global landscape prompted various changes and transformations in traditional learning and teaching environments in which lecturers operate, forcing a redefinition of their role to meet all new demands (Boylan *et al.*, 2011). The scope of the tasks lecturers need to be able to perform include: developing and designing curricula; mediating learning; being an assessment specialist, content expert, leader, administrator and manager; a professional playing a role in the community and scholar; a researcher; and a lifelong and self-directed learner. Each of the roles and the link to curriculum transformation are briefly unpacked.

4.6.2 DoL: The lecturer as curriculum designer and developer

The core business of a university centres around the curriculum – the planning, design, implementation, refinement and maintaining of the curriculum (Maphosa *et al.*, 2014). Teaching, learning and assessment and all curriculum processes and products stem from the curriculum (ibid, 2014). At the micro-curriculum level, I look at the role of the lecturer as HE teacher and the literature explaining what their role entails and who and what must be considered in curriculum transformation at the micro-level.

There is an excessive amount of literature that relates to designing new curricula and links to literature and tools in instructional design and development. Large amounts of literature are also available on the creation, planning and design of lessons (with tools) to help teachers and lecturers achieve this goal. Owing to the all-encompassing nature of the curriculum, lesson planning and curriculum development, the literature cannot be excluded (but is not the focus of this section). In this section, I look at the role of the lecturer as curriculum designer, developer and implementer; curriculum development and renewal training and CPD; curriculum transformation and contextualisation; responsiveness in the micro (modular) curriculum and epistemological access at modular level.

(a) The role of the lecturer as curriculum designer, developer, and implementer

From the literature, it is evident that curriculum transformation is necessary (see § 4.5) and that the key agents involved in curriculum transformation are the lecturing staff and students in the HE landscape. In the HE environment, curriculum transformation links to curriculum renewal cycles where many lecturers are introduced to curriculum design, development and renewal practices. Curriculum transformation rests on the shoulders of lecturers, since they are the agents who need to put reform ideas into action (Huizinga *et al.*, 2014). Curriculum transformation (or reform, change, or renewal) depends on the knowledge and ownership of the curriculum. Mahabeer (2018:2) argues that curriculum decision-makers are catalytic agents and are neither complacent nor at the mercy of specific knowledge and ideologies. Mahabeer (2018:2) continues by stating that some curriculum decision-makers perpetuate Western ways of thinking about the curriculum, while others make a shift in their thinking towards a “re-humanising” approach to the curriculum.

In all faculties, lecturers are primarily subject specialist, except for lecturers in the field of education sciences who specialise in teacher education. Many of the lecturing staff in the education field have formal training in educational subject matters, pedagogy, educational methodologies, and are engaged in educationally focused research activities. One can assume that lecturers in the field of education sciences are more firmly grounded in educational teaching philosophies and underpinnings, are familiar with the theoretical knowledge linked to pedagogical practices and engage in practical evaluations in WIL settings for teacher training. In the HE landscape, lecturers are subject matter experts in their field of specialisation, often with little to no education qualification, experience, or pedagogical knowledge. Matiru *et al.* (1995:2) state the following:

only a handful of lecturers have been professionally trained in the art of teaching. The assumption has all along been that the possession of a PhD degree was all that an aspiring lecturer needed to be able to teach in a university.

Moreover, Donnelly (2008:207) argues that:

there is currently no professional training requirement for [university] teachers in Ireland; as a result, most teachers in Irish higher education do not have any teaching qualifications, and essentially are required to learn on the job, oftentimes relying on how they were taught themselves.

However, not all lecturers, including education-focused lecturers, are trained to be curriculum developers and designers, irrespective of their educational backgrounds. Maphosa *et al.* (2014:355) argue that curriculum development is often seen as a “daunting task to somebody who does not have principles of curriculum design and an understanding of curriculum to engage in meaningful curriculum exercise”. The lack of professional training for lecturers is not only restricted to teaching but also to curriculum design, development and planning. It is expected that lecturers engage in the crucial tasks of curriculum planning, renewal and training without adequately preparing and training them (Maphosa *et al.*, 2014). Curriculum development entails that lecturers reflect on their modules, envisage how they fit into the whole and link qualifications, programmes and degrees and their significance. Curriculum development is seen as “specialised professional work rooted in deep understanding of what curriculum is” (ibid:355). The authors continue by stating that curriculum developers require theoretically underpinned, empirically tested curriculum development principles and methods (Maphosa *et al.*, 2014:356). Niemelä and Tirri (2018) call for CPD opportunities to prepare teachers/lecturers for better curriculum integration and implementation linked to Shulman’s development of PCK in lecturers.

There is a considerable amount of literature available on the need for and importance of CPD in HE (Brown *et al.*, 2002; Janke & Tofade, 2015; Kemp & Baker, 2013; King, 2004; Mulvey, 2013; Panda, 2022). From the literature, it is also evident that various factors impact on the adequacy of lecturers to fulfil their role as curriculum developers in HE linked to CPD. An abundance of literature that was reviewed, covered the schooling environment but related to HE practices. The role of CPD in curriculum transformation is unpacked further in the following section.

The lecturer as individual will need to respond to the curriculum to transform the curriculum, and the issues from the literature link to the macro, meso and micro-level of the curriculum levels (planes). At the micro and nano level, the lecturer would act as change agent on a professional and personal level. From the literature, based on the classification of Archer (2007), the following issue can be highlighted as regards structural, cultural and agency related issues (see table 4.2, § 4.2).

From a structural perspective, the following issues were identified and impact on curriculum transformation:

- the lack of an adequate number of curriculum-related CPD training opportunities that prepare teachers for practice (Bantwini, 2008);
- bureaucracy in curriculum development and renewal (Odejide *et al.*, 2006; Rudhumbu, 2015);
- process-related fears/barriers to transform the curriculum (Niehaus & Williams, 2016);
- lack of ICT/technology related skills and training (integration and literacy) (Khoza & Mpungose, 2020; Safar & AlKhezzi, 2013);
- lack of pedagogical-related skills or training to teach (De Beer *et al.*, 2016; Fraser, 2016);
- lack of time and incentives allocated for staff to engage with curriculum transformation versus research (Annala *et al.*, 2022; Brownell & Tanner, 2012; McLean *et al.*, 2008);
- university wide top-down curriculum reforms (Annala *et al.*, 2022);
- the increase in admin and paperwork (Priestley *et al.*, 2021) are identified.

The cultural and agency perspectives are linked to the nano curriculum as well. In these sections, the institutional or common understanding of a group of lecturers in a subject group would fall under the micro curriculum, but when the transformation occurs on a personal level, it links to the nano curriculum.

From a cultural perspective the following issues are identified:

The beliefs and attitudes of lecturers play a significant role in the success of curriculum implementation and reform. When lecturers perceive curriculum reform and renewal as an increase in workload, or experience a lack of support in the process of change (Bantwini, 2010), or have a lack of experience and understanding of curriculum-reform practices (Chan & Luk, 2013), or do not understand the need for change, lecturers may be resistant to change their practices and curricula (Badat, 2010). The lack of integrating African epistemologies and knowledge systems (culture, customs, practices and languages) into curricula (Mendy & Madiope, 2020a; Shay *et al.*, 2016) and tensions in professional identity (Brownell & Tanner, 2012), teamwork and forced change to pedagogy to accommodate team teaching efforts (Haith-Cooper, 2000) are also noted.

Archer (2003) describes agency as the projects of human agents and their capacity to act in relation to the environment in which actions occur. The notion of how the lecturer responds on a personal level is directly linked to the nano curriculum and is unpacked further in subsection 4.7.4. From an agency perspective and (or resisting changes) linked to social relationships and the ability of lecturers to believe in themselves in order to act as change agents (or act out on decisions), this entails having confidence to engage in curriculum transformation, difference in values between the lecturer and students, incorporating ethics of care, teaching philosophy and teaching practices of the lecturer, and SDL practices that include as reflexivity and self-regulation (Jeannin, 2017; Leibowitz *et al.*, 2012; Myburgh, 2018). Weak or strong structures create possibilities and constraints for lecturers to engage in or withdraw from curriculum transformation (Annala *et al.*, 2022).

Another key role player in the micro-curriculum is the student. One of the lesson all HEIs in the world must come to terms with is the renewed role of the student in the HE landscape and the core drivers of student success in terms of quality assurance and promotion of academic offerings (Carey, 2013; Van Zyl *et al.*, 2020). The student role has shifted from passive receivers of knowledge to active co-producers in the learning process, thus being self-directed students. The shift in the student role implies more student involvement and participation in the HE curriculum than in the past and requires renewal in curricula (Bovill & Bulley, 2011; Carey, 2013; Van Zyl *et al.*, 2020). Van Zyl *et al.* (2020:181) refer to the shifts in the modes of knowledge and visualise a mode 3 of knowledge that includes the 4IR, the future of technology and voices of being and humanity to adhere and respond to current issues at hand. Sandstrom (2014:25) argues the use of mode 3 in HE curricula not only “produce workers but human beings and global citizens” to become critical and creative students who not only hear the “voice of knowing” and the “voice of doing” but also engage in the professional epistemological voice, technological and practical voice, and the voice of systems. Sandstorm (2014:35) indicates that one should indeed hear the ontological voice of being. Van Zyl *et al.* (2020:182) argue that also curriculum designers need to be innovative and differentiate offerings to ensure that students will be able to enter the 21-st century world of work.

If I consider the issues clustered in terms of Archer’s structure-culture-agency theory and link them to micro-level curriculum transformation, the role of the lecturer in the process of change and renewal is significant and not an easy task. The lecturer as an individual (and in subject groups) is in a position of power, carry weighted responsibilities and needs to stand in for various roles in the HE landscape (as unpacked in this section on the literature review). This entails the notion of how individual lecturers position themselves in knowledge dispositions, understand their individual role and their position in the institutional structure, unpack and monitor their influence and affirm culture(s) and, most importantly, understand what it means and taking up active roles as change agents in their daily practices. Pinar (2012) pointed out that the curriculum is often described as a difficult conversation. When the lecturer in a professional capacity engages in difficult conversation with colleagues, students or themselves through critical thought and reflection, the need for CPD is often an avenue worth exploring.

(b) Curriculum development and renewal training and CPD

In the global HE landscape, CPD is currently high on the agenda for most HEIs. The pandemic and remote online TLA highlighted various aspects, needs, gaps and strengths of CPD programmes. In most HEIs, support units are primarily involved in CPD offerings to develop standards and practices in HE TLA efforts. CPD is an inevitable and necessary part of the

lecturer's profession, as the HE environment constantly changes and requires lecturers to stay updated with new developments and be lifelong learners (Engin & Atkinson, 2015). Maphosa *et al.* (1994:355) argue that without training and the requisite knowledge and skills, it is assumed that university lecturers would not be able to successfully undertake the crucial tasks of curriculum planning and development. The authors (*ibid*, 1994:355) explain that academics need a requisite understanding of what they are doing to engage with curriculum development business.

In a study conducted by King (2004:27), lecturers indicated that the typical CPD activities they engaged with:

- discussions with colleagues;
- supported colleagues to develop their teaching;
- networked with colleagues from other HEIs;
- read books/articles on TLA;
- read web-based information on TLA;
- participated in TLA workshops;
- discussions with support staff in your institutional support units;
- studied for/hold a TLA qualification;
- attended a TLA conference;
- applied for TLA development funding;
- undertook research into TLA, member of TLA society/body.

The activities that King (2004) reports on are all inclusive of all CPD opportunities lecturers engaged with. In my search, I focused on CPD opportunities linked to curriculum transformation. Also see table 4.16 (§ 4.5.5), which is a summary of the NWU CPD offerings related to curriculum development, renewal and transformation during 2019–2021. There are vast amounts of literature available on the need for CPD in HE lecturer training programmes (Crawford, 2008; Mulvey, 2013; Roscoe, 2002), principles and theories of curriculum design and development (linked to instructional design models) (Meyers & Nulty, 2009; O'Neill, 2015; Wiliam, 2013), and examples of CPD training materials and models (Dafoulas *et al.*, 2012; Dodd, 2021; UNESCO International Bureau of Education, 2013) to aid the process of curriculum development.

Few journal articles exist on the content of CPD opportunities for lecturers aimed at curriculum development, design, renewal and transformation in the HE landscape. From experience, I utilised HEI webpages and blogs to consider the content of the CPD opportunities. CPD aimed at curriculum development, design, renewal and transformation in the literature focus on the following:

- the curriculum design/development process, planning and steps (Cornerstones, 2021; NMU, 2021; UoTC, 2022);
- instructional design strategies such as mapping the curriculum with tools such as ADDIE, TPACK;
- curriculum underpinnings, orientations and theories (Quinn & Vorster, 2004);
- writing of qualification/course outcomes and purpose of the degree (CHE, 2017b);
- constructive curriculum alignment (UoW, 2022);
- graduate attributes (Oliver, 2013);
- SDL (Hadwen & Galloway, 2008; Olivier *et al.*, 2022).

Literature on the essence and content of how HEIs conduct CPD training focusing on curriculum transformation, renewal and development is limited. Most HEIs present CPD opportunities for their staff to equip them to do design, develop and renew curricula. However, public access to university webpages is restricted, and such documents were not available for the literature review. Maphosa *et al.* (2014:357) argue that lecturers should be initiated into the field of teaching to understand and appreciate the use of appropriate pedagogical and andragogical approaches to include knowledge and their knowledge of curriculum orientations and development.

Another avenue of CPD can be the transfer of skills and knowledge through peer mentoring. Bazana *et al.* (2018) investigated the link between skills transferability from the older cohort of academic staff to newer academic staff to ensure transformation in HE. The main findings of their investigation highlight the importance of race and institutional culture in HEIs. The results of their

investigation indicated that older academics do not feel valued by their HEIs when they reach retirement age and can be reluctant to share their experiences and knowledge with younger colleagues. All academic staff (of all ages) are important and need to ensure transformation targets are reached. Transformation is often viewed as the next “buzz word”, and the alienating nature of the institutional culture might also contribute to the lack of transformation at HEIs. Avenues of improvement involve the purposeful training of older academic staff members to be mentors and the purposeful mentoring of younger academic staff members to ensure that the necessary skillsets are imparted to and learnt by new staff to avoid a skills gap in the future.

As indicated in previous sections, the lecturer as disciplinary expert, also needs pedagogical expertise to ensure that successful learning, teaching and assessment takes place in the curriculum. The role of lecturer is complex, as the lecturer needs to function on various levels (and in some cases, in areas where they have not received any informal or formal instruction). It is important that the lecturer is familiar with all the levels of the curriculum at which their role and agency allow them to function. CPD is used to help lecturers improve shortcomings and gaps in their agency armoury.

(c) Curriculum transformation and contextualisation in the micro-curriculum

In chapter 1, I explained the differences between transformation (§ 1.3.9) and curriculum transformation (§ 1.3.10). The literature on curriculum transformation is central to this study and scholarly work of international authors is unpacked, followed by policies and frameworks in the South African context addressing curriculum transformation and concluded by South African authors. Owing to the complexity of curriculum transformation, only articles referring to curriculum transformation were included in the literature search. The term curriculum transformation describes the overarching action to change many components of a curriculum. The changes to components in a curriculum are discussed in the following section (curriculum contextualisation).

The link between transformation and curriculum transformation can be explained as a trickle-down effect from the macro-curriculum level down to the meso-, micro- and nano-curriculum level. A metaphor making use of rain and houses is used to explain the effect. When it rains (transformation and change) in the HE landscape, all houses (HEIs) experience the effects of the water. Not all houses are similarly built or have the same infrastructure, staffing and facilities. Each house has internal structures and experiences issues when it rains (leaking roof, blocked gutters, open windows, and doors), and some might have very little or no issues. Just like a house, an HEI cannot experience transformation without the trickling-down effect to the modular level. It is at the modular level where the lecturer(s) can engage with curriculum transformation (see figure 4.9).

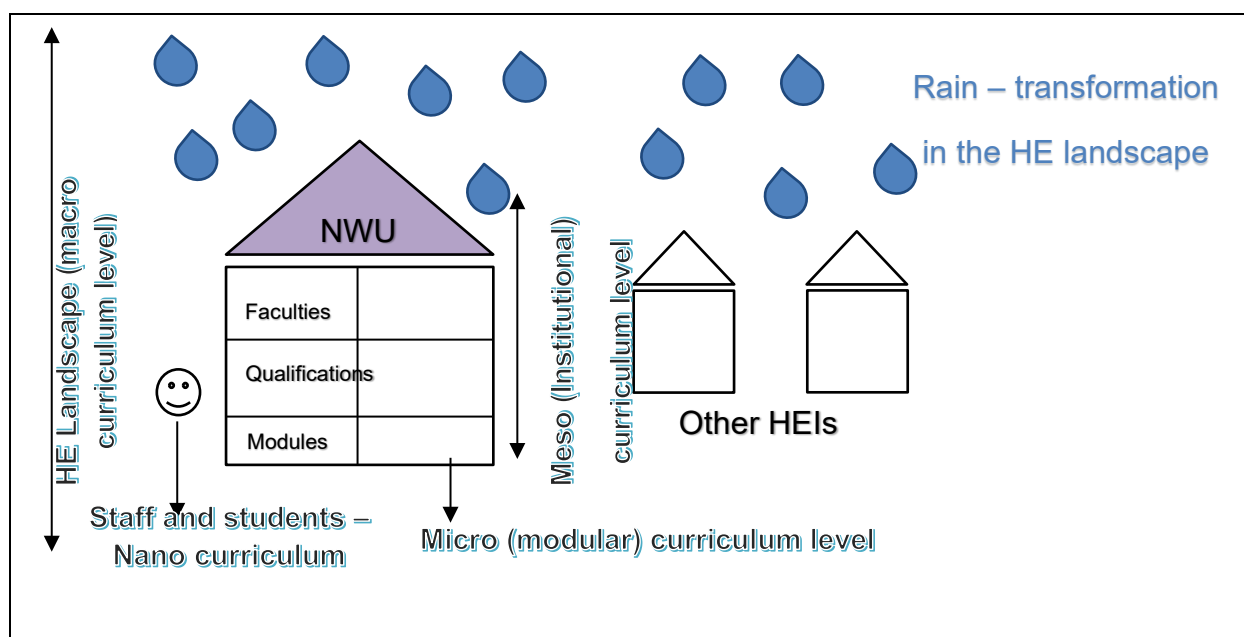


Figure 4.9 The trickle-down effect of transformation on curriculum transformation

(c1.1) Transformation in the HE landscape (what and why)

Most of the scrutinised documents with HE transformation are applicable to curriculum transformation (see figure 4.9). Although the documents can be placed in the macro- and meso-sphere of the curriculum, they are included at the micro-curriculum level, as they link with the lecturer's role of a curriculum designer and developer. Some of the underscored issues imply structural, cultural and agency change (Archer, 2002) to effect transformation and, in turn, curriculum transformation.

In section 4.4.1.1 and table 4.4, I provided an overview of the South African HE landscape and the policies and legislation that guided and directed transformation. A critical document released by the Department of Education (South Africa, 1997:9), *Education White Paper 3: A Programme for Higher Education Transformation*, describes transformation in HE as “part of the broader process of South Africa’s political, social and economic transition, which includes political democratisation, economic reconstruction and development, and redistributive social policies aimed at equity”(ibid., 1997:9) and “a necessity not an option for South African higher education” (ibid., 1997:35).

Du Preez *et al.* (2016) conducted a metastudy to determine national publishing trends in transformation in HE. The authors reported four main patterns that emerged from the findings: transformation that occurs through the curriculum; transformation to structures in HEIs; transformation that occurs through redressing equity; and access as a prerequisite for transformation.

In a report for the Development Bank of Southern Africa, Badat (2010) discusses the context of the post-1994 HE landscape (see § 4.4.1) and progress made. Badat (2010) also highlights issues and challenges, such as access and success factors in HE transformation. Badat (2010) concludes with discussing medium- and long-term goals aimed at HE transformation. The issues highlighted by Badat were echoed at the 2015 HE Transformation Summit.

The Higher Education Transformation Summit (CHE, 2015b) summary document highlights the link between transformation and knowledge production. The document acknowledges the current state and lack of transformation at HEIs and indicates that there is no consensus on what the term *transformed HE sector* entails. The term *transformation* is seen as a complex construct. The different interpretations of transformation challenge the accuracy in recording and reporting (often only quantitatively) of transformation.

The SAHRC (South African Human Rights Commission, 2016) highlighted 15 factors that contribute to slow progress of transformation in the South African HE context. An extract of the

15 factors is included below. I made use of colours to highlight the level of the curriculum input needed to effect curriculum transformation in the factors listed. It is important to note that a large chunk of the factors identified can be addressed from the micro level of the curriculum level.

Extract: SAHRC Report (2016: viii) on the 15 factors contributing to slow progress in HE transformation	
a) The lack of a uniform understanding of what transformation means;	
b) The lack of institutional will to transform university cultures in some universities; poor integration of the transformation project at all levels of institutional life;	
c) The persisting disparities between racial groups inherited from our Apartheid past, as well as the persisting disparities between former white and former black universities;	
d) The lack of commitment to multilingualism in institutions of higher learning, as well as the lack of real commitment to the development of indigenous languages as academic and scientific languages that can be used as mediums of instruction;	
e) The insufficient attention being paid to the role of sport in the transformation agenda;	
f) The slow progress in changing student demographics in some universities and the failure of some universities to diversify the student demographics on its campuses;	
g) The slow progress in changing the demographics of academic staff (particularly senior management staff) and university management in some universities toward more representivity and progression programs for identified staff;	
h) The persisting subcultures of discrimination and domination within universities;	
i) The insufficient supply of adequate university accommodation and ineffective residence placement policies which hinder racial integration at university residences;	
j) The inadequate governance structures in some universities;	
k) The under-funding of the system of higher education by the state;	
l) The insufficient collaboration between various actors within the higher education sector;	
m) The ineffective complaints handling mechanisms in some universities which result in festering tensions, which at times manifest themselves in destructive forms;	
n) The lack of adequate oversight by the Department of Higher Education and Training (DHET) to ensure that institutions of higher learning do in fact transform; and	
o) A myriad of persisting social challenges, resulting in inequitable access to and success within the higher education system.	
	Macro curriculum level
	Meso (institutional) curriculum level
	Micro (modular) curriculum level
	Multiple levels of the curriculum

In section 4.4.1, I discussed the timeline of various South African policies and legislation that was aimed at directing transformation and curriculum transformation in the HE landscape. The transformation agenda was set by the State and tools in the form of compliance requirements set out by the DHET, CHE and SAQA (Menon & Castrillon, 2019). The compliance agenda were driven by technical interest such credits, notional hours, articulation options, NQF levels, level descriptors, learning outcomes, assessment criteria, module types, and learning activities. Menon and Castrillon (2019:31) argue that the curriculum has become “an aggregation of assessment of complexity (NQF levels, modules outcomes etc) and volume of learning and teaching credits, weighting, teaching, and learning activities etc”. The authors emphasise that the initiatives external to HEIs become the language of curriculum design and planning. The curriculum is seen as performative, which is difficult to measure. The language of regulation and compliance becomes a barometer for measuring transformation of the curriculum, leaving the actual and hidden curriculum unmeasured. There is no shared understanding of what curriculum transformation entails or implies (Menon & Castrillon, 2019:31). In figure 4.2, I explain the processes HEIs need to follow to develop and design new qualifications and offerings. In the process of registering new qualifications for PQM clearance and on the HEQC online system, there is no explicit criteria that refer to the curriculum or to curriculum transformation. The closest link to curriculum transformation occurs in internal programme evaluation (IPE) or external programme evaluations (EPE) of existing programmes where the CHE’s programme accreditation criteria are used (criteria 1 and 10). Menon and Castrillon (2019:33) highlight the lack of monitoring and evaluation of curriculum and curriculum transformation in the South African HE landscape. The assurance of the quality of curriculum transformation remains entrenched in the structures of each HEI, with little or no guide to indicate “how” and “what” curriculum transformation entails. Most HEIs run three- to five-year programme review cycles to comply with requirements set by the HEQC.

The South African university remains modelled on traditional British university structures; very few changes occurred in the 28 years since the fall of apartheid. Our curricula remains unchanged, content-driven and underpinned by Eurocentric knowledge and ideas. Access,

epistemological access, responsiveness and equity remain central in transformation debates in the HE landscape. The curriculum is a critical element in the transformation of HE and to addressing social and educational challenges faced by South Africans.

(c1.2) Curriculum transformation

All the literature analysed in this section deals with curriculum transformation in the South African context. It is important to note that the discourse on curriculum transformation is intertwined and complex. Many of the arguments in the literature on curriculum transformation have been discussed in previous sections and are briefly mentioned and cross-referenced. Curriculum transformation is also referred to in the literature as curriculum reform, curriculum renewal, or curriculum change. The changes or reforms in the curriculum should respond to “wicked problems” (Rittel & Webber, 1973) HEIs face and should find workable solutions to overcome these issues.

Fundamental changes to the South African HE curricula have not happened in a century and bear a resemblance to colonial education (Ramathan, 2016). Ramathan (2016:2) argues that fundamental curriculum transformation has not yet taken place in the South African HE landscape. Howsen and Kingsbury (2021) refer to the curriculum as “old, pale and stale” and in need of transformation. The authors explain curriculum reform as “contentious, and as a highly complex social process, which relates to individuals, disciplinary and institutional identities and reflects the power relations within the academy”. The dynamics of curriculum reform (transformation) involve change from a top–down policy influenced approach to a bottom–up (understanding and enactment) approach (ibid., 2017:2). When curriculum transformation is driven from a top–down approach, staff often experience a mismatch of perceptions and do not adopt ownership and understand the relevance of the initiatives. Students can also view curriculum as top–down when they cannot contribute to the curriculum or choices in the curriculum.

Bernstein (2000) argues that what counts in the curriculum are informed by choices. Bernstein indicates that curriculum choices are constituted by underlying principles that legitimise certain curriculum choices and practices and not others. The choices include selection (content), pacing (time and credits), sequencing (order and progression), and evaluation (assessment).

Jansen (2009) and Le Grange (2011) advocate for the possibility of using pedagogy as transformative event for future changes. Todd (2014) explains that when we view pedagogy as an informative event, our understanding of the relationship between time and education should be shifted. Todd (2014) continues to emphasise that the focus should be on the present (becoming), where energy should be focused on the contextual aspects of our everyday work, where we engage with students (the “who” of education and not the “what”. Furthermore, if we prioritise transformation, we will articulate policies, programmes and curricula that have at their heart not an “image” of humanity that our students are expected to fulfil, but rather a fragility, complexity and sensibility linked to lived life (Todd, 2014:9). Le Grange (2011:8) indicates that transformation lies in becoming present in a super-complex world. The notion of presence and becoming links to ZPD: looking at where students are to where they can be or what they can become (see the nano-curriculum and § 3.2.3, 3.3 and 4.6.3).

When considering institutional curriculum transformation efforts, the following studies reported on experiences in curriculum transformation efforts. In the South African context, Huizinga *et al.* (2014:34) indicate that earlier curriculum reform efforts at their institution were not successful due to teachers’ (lecturers) lack of curriculum design experience. Support and training programmes are geared towards improving PCK and CK, and very few focus on developing design expertise. The authors report that support offered to lecturers should be just in time and foster the enacted design process. Just-in-time support helps lecturers apply the new knowledge and skills gained in the design process (Huizinga, 2014:53). The authors also indicated that the curriculum design process would be improved if lecturers are supported to enhance curriculum design expertise, PCK, and curricular consistency is offered from the early stages of the design process. Huizinga *et al.* (2014:54) also reported that templates, curriculum frameworks and evaluation guidelines were essential tools to support lecturers in the planning of the curricula.

The UP’s (University of Pretoria, 2016) draft framework document on curriculum transformation unpacks four drivers of curriculum transformation: epistemological diversity; responsiveness to

social context; institutional culture of openness and critical reflection; and the renewal of pedagogy and classroom practices. The UP framework is one of the only public documents developed by an HEI that communicates a clear framework for curriculum transformation. The UP framework for curriculum transformation is one of a very few frameworks available on the Internet. Although the UP framework might not be the only framework developed by an HEI, access to other similar documents is restricted or hidden behind firewalls.

Ebowo and Sirayi (2018) reported that the challenges experienced with curriculum transformation are as follows:

- No blueprint exists for the process.
- A variety of opinions should inform the process.
- The primary function of an HEI should not be influenced by the process.
- African culture and identity should be central to the process.
- South African identity and culture should be acknowledged and central to the process.

In the international context, Howsen and Kingsbury (2021) also report on curriculum transformation at an institutional level in the UK that was built on the pillars of assessment reform, active learning, diversity and inclusion, and digital and technological-enhanced learning. In a study in the UK (Anakin *et al.*, 2018) focusing on university-wide strategic curriculum change in two HEIs, 12 factors were included in a framework to support lecturers. Six of the 12 factors involve leadership: shared and distributed leadership; strategic and inspirational leadership; strategies for planned and emergent change; change agents that cross boundaries; consideration for socio-cultural environments; and effective and flexible resource management. The cultural environmental factors included the following: effective, honest, meaningful communication; resolving contentions; encouraging new relationships and collaborations; offering emotional support and celebration of achievements; valuing shared learning; and supporting risk-taking and creativity. The findings of the HE comparative study indicated that leadership, ownership, resources, academic integrity, students and quality assurance contributed to enable or inhibit curriculum changes (Anakin *et al.*, 2018).

I have noted the following gaps in the literature on curriculum transformation. Not many studies report on curriculum change factors (inhibiting or enabling) or on the intensity of changes (strong or weak) or the different levels of the curriculum the changes impact on (Anakin *et al.*, 2018). The process that instigated curriculum changes at the university level across institutions were not well reported (Anakin *et al.*, 2018).

There is a lack of common understanding of key curriculum transformation terminology and a common understanding (Mendy & Madiope, 2020a). There is also a lack of guiding documents and frameworks driving curriculum transformation at HEIs. Curriculum transformation is reported as cyclical institutional processes (Howson & Kingsbury, 2021:1). The authors explain large-scale curriculum change as a vast undertaking when it comes to time and cost, and it is rarely evaluated.

(c1.3) Curriculum contextualisation (how much)

The Cambridge Dictionary (2022) defines the term contextualisation as “the fact or process of considering something in its context, the situation within which it exists or happens, which can help in understanding it”. Curriculum contextualisation can be explained as the pedagogical approaches aimed at promoting student success by adapting curricular contents in order to bring the student closer to the environment where learning and teaching occurs, as a result making the curriculum more understandable and relatable (Fernandes *et al.*, 2013).

In Bernstein’s pedagogic device (PD) (2000) (see figure 4.5, table 4.11 and § 4.5.3.2.3), the three areas comprise the field of production, the field of recontextualisation and the field of reproduction. Curriculum reform and transformation is located in the field of recontextualisation, as this is the site where knowledge from many sites and production is selected, rearranged and transformed into the curriculum (Shay, 2015). The struggle to reform the curriculum lies in the logic, choices and principles (Bernstein, 2000).

When most lecturers are faced with contextualising their curricula, the problem lies with the range and depth of what needs to be done, understood, added, fixed, developed, or included. At a university like the NWU, with the three sites of delivery, the curriculum contextualisation would differ across sites, lecturers and per module group, depending on the needs of the student and lecturer groups. The main responsibility of most of academic staff is to teach students in the HE context. Most lecturers are disciplinary experts, and they seldom have formal pedagogical training/qualifications, although some may have teaching experience in their discipline or field.

Contextualising the curriculum (at the micro level) entails disciplinary subject knowledge, pedagogical expertise, and connecting various social contexts and circumstances to relevant scenarios/events and situations. Wenger (1998) argues that curriculum change (and renewal) can be seen as participation in sociocultural practices. Curriculum construction (design, development, renewal, redesign) is an ongoing social activity shaped by various contextual factors (see table 4.17) that influences the lecturer and students beyond the boundaries of the learning environment (Cornbleth, 1988). Cornbleth (1998) explains that when viewing the contextualised curriculum as a social process, we recognise critical questions about what is taught, how it is taught, for whom and by whom. The context situates and shapes the curriculum; thus, when we change the curriculum, it involves changes in the context and vice versa.

Table 4.18: The contextual influences on the micro curriculum (see Figure 1.3)

Personal/social issues	TLA	Competencies	Origins	Commercialisation	Social justice
• Citizenship • Class • Disability • Ethics of care • Gender • History • Language and multi-lingualism • Life experience and living environments • Nationality • Power relations • Race • Religion • Sex • Sexual orientation • Student voice and multiple perspectives • Wellness	• Assessment • Knowledge & knowledge production • Learning-centred approaches • Pedagogy • Resources and learning materials • SDL • Student success • TLA Strategies & Methods • Lifelong learning	• Graduate attributes • ICT and digital transformation	• Africanisation • Culture • Decolonisation • Indigenous knowledge systems • Language • Western traditions	• 21st Century skills • 4IR • Authentic learning practices • Entrepreneurship • Ethical practices • Globalisation, • Graduate attributes • Sustainability • Work integrated learning	• Democracy • Diversity • Equality • Equity • Freedom • Inclusivity • Social justice & constitutionalism

Source: (University of Pretoria, 2016; Luckett & Shay, 2017; Shay, 2015)

In the micro curriculum, the agency of the lecturer plays a key role in the contextualisation of the curriculum (see figure 4.2, § 4.2, to see the link between Archer's social theory and the levels of the curriculum). When there is a disconnect between lecturers or lecturers and students because of the lack of contextualisation, curriculum transformation and renewal cannot occur. Anakin *et al.* (2018:206) explain that "a lack of shared understanding has the potential to impact on the implementation of curriculum change and development".

The nature of curriculum change is highly context-specific (Wenger, 1998) and the process of curriculum change at HEIs and in faculties has its own distinctive character. One of the key competencies of the lecturer as curriculum designer implies the ability to contextualise the curriculum for effective TLA. Anakin *et al.* (2018) concluded that curriculum change is dependent on six forces, namely resources, ownership, leadership, academic identity, quality assurance and students, to contextualise and transform the curriculum. Curriculum contextualisation is therefore also linked to the nano-curriculum level where the key attributes noted by Anakin and colleagues are driven by lecturer beliefs, motivation and agency. Leite *et al.* (2020) explain that four focus

areas are important when the curriculum is contextualised. They list the place (characteristics of the context), the student, pedagogical practices (diversifying TLA activities and options) and the subject content (knowledge and competencies).

(d) Responsiveness in the micro (modular) curriculum

Linked to the work of Moll (2004:5) who deals with curriculum responsiveness in the meso curriculum, institutional culture and responsiveness issues, such as (social and societal issues) gender, language, culture and religion, social justice and constitutionalism need to be embedded in the curriculum (see § 4.3.3 and table 4.16). At the micro level of the curriculum, responsiveness links to disciplinary responsiveness of the field of study and scholarship.

In the micro curriculum, responsiveness should focus on the knowledge of the discipline. HE curricula are bound by researchers and a community of scholars driven by the production of new knowledge specific to their field of enquiry (Moll, 2004a:7). Research pushes the boundaries of knowledge production by finding new and innovative ways to address problems and societal issues. African HEIs need to ensure that they are also responsive to local cultural content that is appropriate to disciplinary inquiry (Moll, 2004a:13). Disciplines induct students into the epistemic traditions of generating and validating knowledge in the specific field of learning. Ogude *et al.* (2005:12) indicate that the “ability of researchers and scholars to solve complex problems across disciplines are grounded in their induction into the ways of understanding that are developed by specific disciplines”. They argue that disciplines are important to build the basis for high-level skills and knowledge, although the call for greater responsiveness implies programmes of multi-, inter- or transdisciplinary nature to improve interdisciplinary coherence, relevance and portability of curricula. (Also see section on knowledge in the curriculum [§ 4.5.3.2.3].) The acquirement of knowledge of the discipline is also linked to the SAQA level descriptors (SAQA, 2012) alignment requirements for all modules, programmes and qualifications offered by South African HEIs and the articulation and scaffolding of the knowledge to ensure students become skilled and knowledgeable individuals when they graduate.

Access and epistemological access refer to giving all students access to the goods of HE (Luckett & Shay, 2020), plays an important role at the modular level of the curriculum and also link to the nano-level of the curriculum that deals with pedagogy (see § 4.7.2).

4.6.3 DoL: The lecturer as mediator of learning

Many of the curriculum decisions made by lecturers take place at one level of the curriculum but influence and link to more than one level of the curriculum. One such an example lies in the role of the lecturer as the mediator of learning. One of the main roles most lecturers play in the HE environment is to ensure that students learn. Literature on teaching strategies and educational subject matter links to underpinning educational philosophies (and beliefs) to pedagogy (located at the nano-level curriculum). The focus of the study falls on curriculum transformation and therefore, I briefly link the role of the lecturer as mediator of learning to how it influences curriculum decisions.

As already explained in section 4.6.2, discussing arguments for the role of the lecturer as curriculum developer and designer, the lecturer’s view of their curriculum shapes the way they plan, teach, assess and believe they should respond to their daily task. The teaching, learning, assessment and design of learning experiences and resources they use, and their perceptions about their students and the competencies, knowledge and skills they believe their students should be equipped with play a significant role in how they mediate or “transfer” these qualities and knowledge. At the micro-curriculum level, lecturers at the NWU must often align their TLA practices to teams of lecturers on the same site or other campus sites of delivery with often-aligned summative assessments. In most cases, lecturers and module owners collaborate to ensure a similar, aligned and appropriate way to ensure streamlined TLA in modules. The lecturer (as individual) needs to make use of institutional policies and guidelines often also included in faculty documents (institutional level – meso curriculum), they need to align their TLA methods, strategies and module outcomes (personal level – micro-level of curriculum) and infuse their own beliefs about TLA, pedagogy and their beliefs about their students in the curriculum (personal

level – nano curriculum). The lecturer also needs to respond to the changing nature of the HE landscape. Wong and Chiu (2019) highlight the changes in the HE landscape for lecturers as “consumer-minded performing” where university students are presented with the identity of a consumer that requires “value for money degrees” and student satisfaction. At the micro-level of the curriculum, the role of the lecturer as the mediator of learning becomes complex and multi-layered, as many factors influence the lecturer’s role in their curriculum decisions. Anakin *et al.* (2018:212) report that when there was an awareness of the need for effective TLA (student-centred approaches), it strongly enabled curriculum change, while lecturers with a teacher-centred approach inhibited the adaption of curriculum innovation and pedagogy.

The lecturer’s role of mediator of learning also links to their pedagogy (although pedagogy is linked to the nano curriculum). In their role as the mediator of learning, lecturers often need to consider teaching strategies and learning activities; blended learning and flipped-classroom approached (specifically during and after the pandemic); student collaboration and working with peers; SDL; PBL and inquiry-based learning; application of learning; authentic learning; and use of authentic assessment in the curricula. Factors such as gamification to enhance learning and engagement, student dynamics and student needs, student-centeredness (or also called learning-centred methods), student support and success, and the student voice and inputs into the TLA also play a role in the mediation of the lecturers’ learning role. Education is value-laden, and in a similar vein, pedagogy as an internalised process embedded in the daily TLA methods utilised by lecturers is not neutral (Maistry, 2011). Complex and sensitivity of TLA methods are also necessarily to ensure access, inclusion and ethics of care in the curriculum and the delivery and the process of TLA.

Curriculum theories (underpinnings) and beliefs about TLA often negate the complex role of mediating learning in the HE landscape (see table 4.6 that explains the conceptions of the curriculum). Teaching and learning in the HE landscape should not only be conformed to lecturer-centred methods (lecturing, memorisation, rote learning, chalking-and-talking) to move to more inclusive student-centred methods of engagement and transformative learning (Blignaut *et al.*, 1998; De Beer & Petersen, 2016; Devlin & Samarawickrema, 2010; Du Toit-Brits, 2018a; Engeström, s.a.; Engeström & Sannino, 2010; Shawer, 2010; Tewari & Ilesanmi, 2020). Mentz and De Beer (2021) argue that the COVID-19 pandemic provided an unnerving realisation that transmission-mode teaching and learning practices still dominate many educational interventions or sectors and should be replaced with approaches that would enhance SDL in the curricula to transform learning.

The concept of ZPD is closely related to the concept of transformative learning (see § 3.2.3 and § 3.3). Vygotsky (1987) differentiates between the concepts by stating that the main difference is that which a person can achieve when acting alone and that which a person can achieve when acting with the support of a peer or culturally produced artefacts (Igira & Gregory, 2009:442). Transformational (also called transformative) learning occurs when the person internalises concepts and knowledge as opposed to rote learning or transmission of knowledge notions. When combined with the ZPD and using peer interactions and multi-disciplinary learning beyond expert–novice and apprentice–novice context, the novice does not merely copy the expert knowledge, values and skills (ibid., 2009:442). The novice is transformed as they internalise the learning, and the novice’s actions, knowledge and practices are transformed. In line with CHAT discourses, transformative action occurs when “dramatic collisions” or tensions in an activity system prompt the subject to consider or reconsider outcomes or objectives.

De Beer (2017) and Warford (2011) refer to the zone of proximal teacher education (ZPTD) in literature to solve complex issues that relate to the teacher as stakeholder in the educational context. In the context of this study, this literature is very relevant, as the HE lecturer (teacher) is primarily responsible for curriculum transformation in the HE context. The ZPTD emanates from the initial ZPD theory that unpacks the distance between what a teacher can do on their own and with the mediated assistance from peers and a more knowledgeable other. Warford (2011:253) indicates that the ZPTD is imitated when teachers reflect (self-assistance) on prior experiences, assumptions, culture, history and their own context. The ZPTD assumes prolepsis, where mediators structure learning opportunities with the assumption that teachers know more than they do (De Beer, 2017). The next steps include expert-other assistance, where scaffolding and mediation are introducing to help the teacher with their professional development. Stage 3

involves the internalisation stage; here, teachers' journal, record, analyse and develop approaches in their pedagogy and teaching. Finally, the recursion phase entails the teacher putting the theory in action (praxis) and confronting the problems leading to further internalisation and adaption (ibid., 2017; Warford, 2011:255). The idea is that the process will lead to development of the teachers and, in turn, the transformation of learning in their classrooms, practices and the learning experiences of learners. Teachers are prompted to rethink their own learning, make changes to curricula and pedagogy (De Beer, 2017) and engage in cycles of transformative learning. Teachers are also confronted by the complexity of the teaching profession and evaluate the gaps in their practices and abilities. Although De Beer (2017) uses teachers and the schooling context, the theories from the ZPTD is relevant and applicable to the HE context.

Engeström (2001:135) refers to a third space where the teacher and student can meet on mutual ground to interact to form meanings that go beyond the limits of the classroom. The third space in HE brings together contradictory knowledge, practices and discourses to form a new space beyond praxis to bring about transformative change.

Engeström's notion of expansive learning can be helpful in this context, as it offers possibilities to move from existing practices deemed problematic to more effective and methods to facilitate transformative change (Avis, 2009). Engeström and Sannino (2010) explain that when learners are involved in construction and implementation, a radically new, broader and more complex object and concept for their activity expansive learning take place. The theory of expansive learning puts the focus on the community of learners, transformation and the creation of culture on horizontal movement. Expansive learning theory links with the ZPD where learning and development takes place at the level of collective activities. Engeström (1987:174) states the following:

it is the distance between the present everyday actions of the individuals and the historically new form of the societal activity that can be collectively generated as a solution to the double bind potentially embedded in everyday action.

The theory of expansive learning focuses on the learning process in which the subject of learning is transformed from an individual to collectives and networks. Individuals begin to understand their perceptions, affirmations and actions leading to beliefs. As more individuals join in, a collaborative analysis and model for ZPD are developed and conducted. The collective action of and inputs of individuals help develop the elements in a new improved activity system (Engeström & Sannino, 2010:6). Through expansive learning, lecturers and students can develop "transformative agency" for dealing sustainably with challenges in times of change (Garraway & Winberg, 2020). Transformative agency takes place when the lecturer's individual agency becomes a more driven activity directed towards change. Englund and Price (2018) explains that such agency is also about developing the ability to understand one's own actions in relation to those of others and in relation to attempts to respond to difficulties arising from this relationship. One such avenue of understanding and reflecting on the change is through SDL practices.

Guglielmino (2013) argues that a learner-oriented (centred) curriculum in university education is geared to promote SDL. SDL can be defined follows:

[a] process in which learners take responsibility for their own learning. This process can occur with or without the assistance of others, and comprises the identification of own learning needs, the formulation of learning goals, finding own resources and materials for learning, planning and implementing own learning by selecting the appropriate strategies, and evaluating the learning outcome. (Knowles, 1975:18)

SDL plays a valuable role in HE curricula by cultivating skills of inquiry to ensure that students obtain new knowledge effortlessly and skilfully for the rest of their lives (Du Toit-Brits, 2020). Brockett and Hiemstra (1991) highlighted four pertinent pedagogical strategies that could promote SDL in HE:

- (a) using various teaching and learning resources;
- (b) students as active agents in learning;
- (c) maximising peer learning activities for meaningful interaction; and
- (d) fostering a supportive atmosphere and constructive interaction.

Du Toit-Brits (2018:55) developed and uses the transformative and holistic continuing self-directed learning theory (TNCSDL) to differentiate between learning (where meaning-making for the students is developed), the characteristics of the student, the teaching and learning environment, and transformative and holistically continuing SDL. Du Toit-Brits (2018a, b) suggests that students' individual learning characteristics, the learning environment, combined with a meaning-making learning change process, can change students into holistically transformed self-directed, lifelong, goal-oriented students. The role of the lecturer as mediator of learning links to the teaching and learning environment, as described by Du Toit-Brits (2018:55) – she highlights that changes in TLA methods may influence students' approaches and outcomes attached to SDL. The lecturer needs to ensure good teaching purposes, emphasise independence, and foster a sense of belonging in the TLA environment and a sense of autonomy. In turn, linked to the nano curriculum, the lecturer becomes an agent of own learning, understands their students' and their own (the lecturer) capacity to learn, and takes ownership of the curriculum through empowerment (Du Toit-Brits, 2018b:55-59). The lecturer becomes self-directed (linked to reflection, lifelong learning and CPD practices) towards their curricula to ensure transformative learning and authentic assessment. Krabbe (2013) and Teng (2019) affirm the argument made by Du Toit-Brits (2018a) by explaining that the best way to enhance SDL in learners is to surround them with self-directed lecturers.

4.6.4 DoL: The lecturer as assessment specialist

Lombard (2010:58) explains the role of the teacher as assessor as “being aware of the importance of assessment in teaching and learning to understand and conduct assessment”. Lombard (2010) explains that the teacher should use foundational, practical and reflexive competencies in their role as assessor. The teacher should not only possess knowledge of assessment but should be able to apply this knowledge appropriately and reflect on their own knowledge and practices to improve assessment for their students.

One of the main differences between the schooling sector and HE is the power and authority of the lecturer to effect changes in the HE curriculum. In my MEd study, I looked at assessment practices of NWU lecturers. Some of my findings of the study (Slabbert-Redpath, 2014:128) were that the TLA practices of the participants in the study (NWU lecturers) were predominantly examination-driven teaching inclined towards rote learning and lecturer-centred approaches. Most of the participants favoured lecturer-centred classroom assessment practices inclined towards traditional assessment practices and not in line with new trends in the field of educational assessment in HE.

During the pandemic (2020–2022), lecturers were faced with mandatory changes to their assessment practices (from examination-driven to continuous assessments). One would hope that the status of assessment has shifted towards more student- or learning-centred assessment practices (Carless, 2006; Gipps, 1994) linked to alternative or authentic assessment practices (Wiggins, 2011) that answer the calls for responsiveness in the curricula.

The NWU released a COVID-19 Assessment Review institutional report in April 2022 (NWU, 2022b). The report highlighted the readiness and responsiveness of the NWU during remote online TLA. The report also included the agility and relevance of the NWU findings per faculty. The report highlighted a broad spectrum of issues at various levels of the curriculum at the institutional level. Recommendations were categorised as management, faculties, and support departments. Many of the recommendations were present in more than one category, such as assessment for learning approach, constructive feedback, continuous assessment, self-directed learning, student participation, workload and well-being, and CPD.

The report concluded with two crucial arguments for this study. First, assessment as part of the experience of learning and the impact of teaching may need to be fundamentally reconceptualised in the curriculum as a result of the learning and insight obtained through COVID-19. Given that continuous assessment is developmental in its focus and has great potential for student-centred engagement with assessment, the University's shift to continuous assessment (during remote online TLA) was plausible and necessary. However, depth of further scholarly engagement with assessment, its multiple forms and purposes needs to be renewed in the (post-)COVID-19 world:

Assessment to satisfy who? Assessment to meet the requirements of what? Assessment towards which purpose? (NWU, 2022:68-70). Second, linked to this study and the curriculum is the issue of the reconceptualisation of the curriculum itself in the (post-)COVID-19 period. The NWU Teaching and Learning Strategy (2021–2025)(NWU, 2020a) gestures towards this in three fundamental shifts: the first is the emphasis on the reformulation of the first year of undergraduate studies to better enable the school-to-university transition to occur in terms of the development of a wide range of literacy skills needed for careful reading, focused discussion, and directed collaboration. The second shift entails the re-design of generalist degrees that focus less on specialisation too soon in the curriculum and a more thorough engagement with a range of disciplines wider than simply those required (e.g., in qualifications regulated by professional or other regulatory bodies). The third shift is a more deliberate creation of cohesion in the final year of undergraduate study that brings together a purposeful synthesis across disciplines of knowledge required from a multidisciplinary perspective to address complex problems or challenges in the world.

The focus above (pertaining to student voice specifically) relates to the curriculum but requires special attention because the nature of feedback from students and needs a more richly nuanced perspective informed by research to reflect on the place, purpose and “situatedness” of student voice, not only as feedback or input but as part of the dialogical nature of the curriculum itself.

4.6.5 DoL: The lecturer as content expert

The profile of a lecturer can be described as individuals with content expertise in a specific field, some HE qualifications, and experience in research, teaching and assessing in the HE landscape (Betterteam, 2022). Most job descriptions or requirements for lecturer vacancies include the need for subject expertise. In South Africa, there is no policy regulating the qualifications of lecturers to teach in the HE landscape as opposed to teachers teaching at primary and secondary schools (DHET, 2015).

Academics as scholars are engaged with the knowledge of their disciplines and are members of the academic communities in their fields with a shared understandings of how and what constitutes the field and legitimates the field (Quinn, 2012). Lecturers are the key agents in the process of knowledge production, dissemination and reproduction in their fields (see the pedagogic device figure 4.5 and table 4.11). In the case of strong academic identities or strong disciplinary identities, lecturers often resist change as they perceive change as detrimental to their disciplines and they perceive themselves as the gatekeepers of their disciplines (Quinn, 2012:23).

Newton (2002) indicates that academics learn to play the system where they often prioritise research, teach to test, and engage in activities that are required for promotion and often do not prioritise TLA. Lecturers perceive their role as knowledge producers as more important than their role as HE teachers (Quinn, 2012:33). In the HE context, most lecturers experience a tension between research and teaching priorities (Trowler, 2004).

The argument for authenticity link to CPD and importance of discipline specific knowledge, pedagogy and competencies have been raised in previous sections and are not discussed again (see § 4.5.3.2.3).

4.6.6 DoL: The lecturer as leader, administrator, and manager

In a study conducted by Anakin *et al.* (2018), one of the findings of factors inhibiting or enabling curriculum transformation was the leadership of faculty in the curriculum transformation process. The institution made use of innovation champions for curriculum transformation. In cases where the dean or faculty leadership became the innovation champion, curriculum transformation was prioritised and rolled out (the funding for such processes also improved as well as recognition for curriculum transformation efforts). In cases where faculty leadership were not involved in the curriculum transformation innovations, the opposite were reported.

Richardson and Fisk-Skinner (1991) indicate that it is up to lecturers to become involved in the changes in educational practices, curriculum content and teaching practices to reflect on the students enrolled for the courses instead of on the historic graduates.

The study by Anakin *et al.* (2018:210-211) also reported that when lecturers take ownership of their curricula, curriculum transformation was evident. When lecturers shared responsibilities, it opened spaces for discourses, social support and shared understanding and practices. Inputs from colleagues and peers stimulated motivation to learn and improve curriculum transformation knowledge and competencies and resulted in scholarly approaches to curriculum transformation and improved levels of CPD of staff. The study also pointed out that the distribution of resources influences curriculum transformation. Staff viewed initiatives with incentives as priorities of the institution because the institution was spending large sums of funds on the initiative and rewarded outputs of the initiatives. The allocation of funding to curriculum transformation efforts resulted in curriculum innovation, SoTL and communities of practices as well as a renewed need for support staff to assist with curriculum innovation efforts by lecturers. The study also reported that when lecturers took ownership of their curricula, the quality assurance of the curriculum was influenced positively, as lecturers employed a bottoms-up curriculum transformation approach (Anakin *et al.*, 2018:213).

4.6.7 DoL: The lecturer as professional who plays a role in the community, citizenship and plays a pastoral role

Lecturers are without any doubt the ground-floor staff in the HE environment. Lecturers are the link between the university and the student, the university and communities, and the university and external role players. In the HE TLA environment, the lecturer plays the first line of support to all students registered in their module(s) and is directly and indirectly responsible for the successful delivery, planning and roll out of all TLA events in the module.

The pastoral role of the lecturer includes their relationship with students, their ethics of care, their beliefs of their students, their beliefs of student support and student barriers to learning as well as empowering their students to be successful and providing equal opportunities of outcomes. Lecturers should delivery safe, supportive, and fair environments for TLA to help their students succeed. Pastoral care is embedded in the aims, values, goals, and institutional culture of HEIs and is the responsibility of every lecturer.

Noddings (2015) coined the term *ethics of care* in 2005. The term communicates ethics need and responses that are dependent on a relationship between at least two people, namely the carer (the lecturer in this study) and the recipient of care (or the cared for) (the student in this study). Ethics of care in this case are based on the needs of a unique person within the context of unique circumstances.

Persky (2021:302) described her experiences during the COVID-19 pandemic as “genuinely confounded by the inflexibility of some professors to help students”. Persky explained that she understood the remote online TLA as a situation where all lecturers were expected to be flexible, understanding and supportive. She explained that she demonstrated empathy and compassion for students, but not all lecturers saw themselves as caregivers or perceived their role as caring in the HE context or modelled caring behaviour for their students. Persky’s (2021) experience cannot be generalised, as many direct opposite experiences were noted from my own institution (NWU) during the pandemic. The lack a common understanding of the role of the lecturer in the HE context as regards care and the lecturer’s role as caregiver for the adult learner and andragogy can be debated. Morgan-Bowyer’s (2017) study explored the point at which andragogy and the ethic of care intersected and revealed that the ethic of care is a vital component of andragogy that can help adult learners as they move towards their goals.

Other avenues through which the lecturer can enhance their role as caregiver(s) can be in the way they support student needs and barriers, consider ICT needs and skills of their students, and consider social justice issues and incorporate them with care into the curriculum by means of student-centred methods and approaches.

Students can feel empowered when lecturers value their inputs into aspects of the curriculum. One of the key roles of the lecturer and the HE curriculum should be to not only impart knowledge and skills, but to equip students to become critical citizens in a democratic society (Blignaut, 2017). In a study conducted by Anakin *et al.* (2018: 214) one of the finding of factors inhibiting or enabling curriculum transformation were the student force. Positive student outcomes enabled curriculum transformation and student success, student-centred TLA approaches, student involvement, as well as active participation by students. When students experienced their learning as positive and “worth it”, lecturers were more inclined to transform their curricula actively and willingly.

4.6.8 DoL: The lecturer as scholar, researcher and lifelong learner

One of the core responsibilities of lecturing staff, along with teaching, learning and assessment, is participating in research with the purpose of advancing knowledge frontiers. All lecturers have dedicated time on their task agreements to ensure their participation in research-related activities and are measured in terms of their outputs on a yearly basis. Although the focus of the literature review is limited to the transformation efforts linked to the curriculum, the link between the research role of the lecturer and the curriculum cannot be ignored.

I briefly look at how research relating to SoTL and CoP influences the curriculum, as well as the impact of lifelong learning and CPD on curriculum transformation. I also look at the link of the promotional pathways for lecturers and the impact of the pathways on curriculum transformation.

4.6.8.1 Scholar and researcher

All lecturers need to engage with research activities either in their field of specialisation or in teaching- and learning-related research activities. The Merriam-Webster Dictionary (2022a) defines a scholar as a person who has done advanced studies in a special field and is a learned person. The notion of scholarship is linked to the acquisition of knowledge and the use of accumulated knowledge, experiences and practices to self-reflect and the strive to improve (seeker of knowledge). Research is a scientific evidence-based process where objectives are set, investigated and reported on. In turn, a researcher is a person who conducts scientific research. If one considers the terms scholar and researcher, the terms cannot be seen as synonyms, but they are closely linked to each other, as a scholar might engage in research to solve problems and gain a deeper understanding of their field but this does not imply that a scholar would be a researcher or vice versa, although the roles complement each other. In most cases, lecturers will be both due to the nature of their profession.

Various opportunities are provided to NWU staff via support departments like CTL to access UCDP funding to encourage TLA-related research opportunities (see <http://services.nwu.ac.za/centre-teaching-and-learning-ctl/scholarship-teaching-and-learning-sotl>).

De Jager *et al.* (2017) argue that SoTL research has the potential of advancing TLA generally and within the disciplinary field to encourage engagement, improve reflective practices and share practices with peers. Bass (1999) explains SoTL as investigating “teaching problems” as research problems that generate excitement and interest. De Jager *et al.* (2017) emphasises that SoTL research is slow to flourish, as it remains grounded in local classroom practices, while scholars are rarely asked reflective questions about their own practices and do not often share experiences with their peers.

There is a vast amount of literature describing the function, importance and link of SoTL to the improvement and advancement of TLA in the HE context linking with CPD (Geertsema, 2016; Gilpin & Liston, 2009; Hubball & Clarke, 2010; Kreber, 2013; Leibowitz & Bozalek, 2018). Hubball and Gold (2007:9) describe the Scholarship of Curriculum Practices (SoCP) as an approach to HE programming that integrates curriculum and pedagogical research in the disciplinary context of a field of study (linking SoCP links with the SoTL).

4.6.8.2 Lifelong learning and CPD

In subsection 4.6.2(b), I elaborated on the need for CPD for all lecturers to enable them to gain expertise and training in curriculum development and design and do not repeat the topic in this section again.

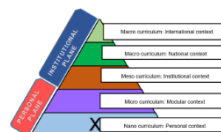
4.6.8.3 Promotional pathways linked to curriculum development

Lecturers in their role as HE teachers and researchers are “players” who manoeuvre space, time and efforts in various fields in the HE landscape and environment. Lecturers as players meet the need for what is valued (for example, promotion and status) and the question of whether investment in curriculum work is valued and forms part of the capital (Annala *et al.*, 2022). Anakin *et al.* (2018:216) describe curriculum transformation as a complex context-specific endeavour that needs in-depth analysis and reflection. The authors indicate that the academic community should, alongside developing a scholarship of its own towards teaching, learning and assessment, develop a scholarship of curriculum.

4.6.9 Curriculum transformation on the micro-curriculum level

Curriculum transformation on the micro-curriculum level is characterised by the role of the lecturer in the division of labour in the activity system. The scope of the tasks lecturers need to be able to perform include developing and designing curricula, mediation of learning, being assessment specialist, content experts, leaders, administrators and managers, professionally playing a role in the community and scholar, being a researcher and a lifelong learner. Each of the roles of the lecturer links to the nano-curriculum (the personal level of the curriculum and the lecturer as human being and their beliefs). The personal plane (nano-curriculum) is unpacked next.

4.7 THE PERSONAL PLANE: THE NANO-CURRICULUM



The prefix *nano* originates from the Greek word *nanos* meaning dwarf. The word *nano* describes something very small or designates smaller sizes than those that would be referred to as micro (Merriam-Webster Dictionary, 2021a). Van den Akker (2004) describes the nano-curriculum as products that are developed at the level of the classroom. Priestley *et al.* (2021:17) describe the nano-curriculum as “the activity that takes place as [lecturers] and students interact”. The authors (Priestley *et al.*, 2021) continue by describing the “transactions” that take place as the minute-by-minute negotiations, with conflicting demands created by intersections in goals by all parties, plans and biographies (also known as socially constructed classrooms). At the level of the nano-curriculum, making becomes a social practice, where lecturers are making the curriculum in and through their own and students’ lived experiences in the classroom or in other learning spaces (Priestley *et al.*, 2021). Van den Akker (2004) indicates that the nano-curriculum can also be seen as the individual efforts of students or the lecturer (personal plans, perceptions, individual courses of action or learning, pedagogical interactions or curriculum events).

In this section, I briefly look at lecturers’ perceptions and beliefs that influence TLA and the curriculum; curriculum responsiveness in the nano-curriculum; structure, culture and agency in the nano curriculum; and lecturers’ internal motivation to learn and engage with curriculum transformation (CPD).

4.7.1 Perceptions and beliefs about curriculum transformation

Blignaut (2017) explains that it matters what teachers (lecturers) think and do, as successful curriculum implementation depends on teachers (and lecturers). Blignaut (2017:1) explains that educational change is a deeply personal and emotional experience for teachers and lecturers. Lecturers and teachers gain experience during years of teaching and do not enter educational environments as clean slates. Most lecturers and teachers’ epistemologies, experiences and perceptions have been shaped by different education systems and pedagogical traditions (ibid.,

2017:2). Blignaut (2017) also points out that at the heart of curriculum decisions lies a value question that is not only linked to knowledge, skills and techniques but also considers the value and purpose of education. In this “understanding of purpose” exercise, the lecturer needs to reflect and determine what education can do and cannot do. In this exercise, the lecturer determines their agency role and links this to how they will be able to move in their structures to engage with the curriculum and the culture of the context. One of the key decisions lecturers engage with in the exercise of understanding is considering their own TLA underpinnings, pedagogical practices, relationship with their students and their own internal motivations to roll out the decisions they have made. The most important influences on teaching and curriculum decisions for lecturers, according to Roberts (2015), are their beliefs about educational goals and purposes, the discipline and subject matter, teaching, learning, assessment, students, teacher identity, stakeholders, and the institutional, social and political context.

The lecturer’s role as agent of change is important in the implementation of the curriculum and changing the curriculum. Lecturers have different perceptions of the curriculum, and various drivers of change impact on curriculum decisions. Howson and Kingsbury (2021) report that the curriculum orientations of lecturers shape their responses to educational change and curriculum transformation. Agency is needed for critical reflection about the curriculum that can lead to changes in beliefs, assumptions and perceptions to engage their students in contextual disciplinary and pedagogical transformative learning.

Rhodes University published a booklet on Curriculum in the Context of Transformation (Vorster, 2016) looking at reframing traditional understanding and practices. The booklet includes case studies and reflections by RU lecturers on their journeys of curriculum transformation and transformative learning, discussing their perceptions of curriculum conversation about beliefs and experiences regarding pedagogic and assessment practices. Due to the collective nature of the South African HE context, some highlights from the document are included.

The main efforts shaped by the perceptions and beliefs of the RU lecturers to ensure curriculum transformation included the following:

- re-evaluation of how content was selected in courses;
- student access (alienation) and epistemological access;
- decolonisation (economic, social, political, geographic, and cultural dimensions);
- how disciplinary knowledge are considered as regards pedagogy and technological knowledge to enable students to become knowers;
- to develop students’ abilities to be reflexive and critical about knowledge and knowledge practices;
- the use of community engagement to critically evaluate issues of race, gender and sexuality;
- the use of translanguaging (using a concept in one language to explain a concept presented in another language);
- positioning Africa as the central point of knowledge and the modern world and valuing African languages and cultures in the HE classroom (speaking, developing, writing, using story telling);
- ensuring qualifications are fit for purpose to ensure employment of graduates;
- developing ethics of care and wellness – help should develop the maturity and wisdom that would enable them to become agents of change where change is necessary within their own domains of influence;
- the purposeful use of pedagogic strategies to improve groupwork with the aim of overcoming racial, ethnic, language, personality and gender barriers (Vorster, 2016).

4.7.2 Curriculum responsiveness in the nano curriculum

In table 4.3 (§ 4.3.3), curriculum responsiveness at the various levels of the curriculum was unpacked. In the nano curriculum, responsiveness refers to pedagogical or teaching responsiveness (Moll, 2004a:8). Teaching responsiveness entails the maximisation of the learning opportunities for students to be successful learners. Moll (2004:8) refers to the responsiveness of the curriculum to meet the learning needs of students by teaching them and assessing them in a way they understand by means of teaching to the “rhythms of learning”, “lecturing creatively” and “overcoming resistance to learning and building trust with students” and

teaching to the “tensions and emotions of learning”. Ogude *et al.* (2005:15) argue that programmes should be delivered

in ways that suit diverse learning styles, and curriculum design assessment should enable students to acquire knowledge and skills in a meaningful manner that enables them to understand the inner logic of the academic practices and ways of understanding that they are trying to master.

Although the formal (intended) curriculum (content, text, theories, disciplinary knowledge) as described in the micro curriculum are the main driving forces for lecturers to attend to TLA, the notion of the hidden curriculum plays out at the nano-curriculum level. The hidden curriculum is seen as the unspoken values, norms and beliefs that are conveyed to students through the underlying structures (implicit or explicit) of meaning in both the formal content as well as the social relations of the university, campus and classroom life (Giroux & Penna, 1979) without aware intent (Alsubaie, 2015). Cornbleth (1990) indicates that the hidden curriculum is impacted by lecturers, students, knowledge, society and awareness.

The lecturer’s use of pedagogy influences issues relating to the hidden curriculum, such as race, ethics, ethnicity, gender, language, identity, epistemological access and how knowledge is framed in the context of the curriculum (Vorster, 2016:6). Giroux and Penna (1979) indicate that pedagogical models should be built on a theoretical framework that situates the HE TLA environment within a socio-political context to comprehend the HE “classroom” as an agent of socialisation, linking it to the workplace and other socio-political spheres. The human development element moves in both directions, as the lecturer and the student become vehicles to develop their full potential as critical thinkers and responsible participants in the democratic process by changing only the content, pedagogy and methodology of the HE curricula (Giroux & Penna, 1979). Jerald (2006) noted that when teachers are aware of the importance and influence of the hidden curriculum, they would always review their personal attitudes with their students in the classroom. Jared (2006) continues by saying that if the lecturer does not use the hidden curriculum effectively, issues such as negative and social beliefs can be embedded in the curriculum and halter social change.

Vygotsky (1987) used the hidden curriculum in his socio-cultural psychology in the forming of caring pedagogy (the value of care and concern) and responsiveness. Vygotsky’s psychology manifests caring factors and because a socio-cultural perspective is not considered as a mechanical and disembodied process. It is evident from the literature that responsiveness in the nano curriculum links to the hidden curriculum and whether the lecturer is aware of the impacts of the hidden curriculum and how to manage such barriers.

4.7.3 The role of structure, culture, and agency in the nano curriculum

Archer (2007, 2008), in her social realism theory, categorises the social world for change into structure, culture and agency (also referred to the “morphogenetic approach”) (Archer, 1996; Zeuner, 1999). The interchange between these elements affects social change.

Structure can be related to roles, organisations, institutions, or systems (Archer, 1996), such as gender, race, social class, education and marital status. Culture can be seen as the dominant ideas and relationships in society, such as ideas, values, beliefs, perceptions and ideologies (Archer, 1996). Agency can be viewed as how individuals interact in social settings and roles and relate to the capacity to act in a voluntary way (Boughey, 2012). Archer (1996) explains that agency is only activated by people with their own sense agency and free will. When humans with agentic powers interact with new social arrangements (morphogenesis) or arrangements, they stay the same (morphostasis). Our understanding of how we behave as humans determines our sense of agency. Agency depends on our knowledgeability, skill and understanding of how to deal with causal powers and partly on our concerns and commitments (Archer, 2007a, b; Boughey, 2012). Archer (1995:257) explains agents as “collectivities sharing the same life-chances, [that] do have interests (in improving or protecting the latter) which are external to the roles yet can be pursued through them”.

Considering the nano curriculum, lecturers are the central change agents; their personal and professional growth and beliefs impact on their TLA and pedagogy (Omingo, 2019). Archer (1995:198) explains that an agent's power (agency) to change lies in the intentionality of their acts. It is evident from Archer's theory (2007) that once a lecturer can understand and use their agency, curriculum transformation can occur. The next section deals with the internal motivation to engage with curriculum transformation.

4.7.4 Lecturers' internal motivation to learn and engage with curriculum transformation (CPD)

The practice of CPD can be described as intentional (linked to the broader vision of profession), ongoing (ongoing process and activities based on professional field requirements) and systematic (activities are integrated into the system where professional practice takes place) (Guskey, 1999). In the case of lecturers in HEIs, CPD entails disciplinary knowledge and practices embedded in the lecturer's teaching, learning, assessment, curriculum and research efforts.

In previous sections, lecturers' role as change agents in the nano curriculum were pointed out and links to responsiveness in the hidden curriculum. As part of the CPD skill set lecturers need to engage with curriculum transformation, lecturers need to use skills such as SDL, reflexivity, consider the relationship with students, and implement ethics of care in their TLA.

Du Toit-Brits (2018a) explains that through SDL, educators can develop the ability to extend and improve their CPD by transforming their teaching and learning in their classrooms into a personalised process during which imperative SDL skills, such as critical thinking, problem-solving, learning to learn and self-directedness, are developed.

For lecturers involved in the nano curriculum, it is important to foster SDL skills at a personal level to develop self-knowledge and create meaning and creativity in the TLA environments in which they are engaged. Knowles (1975) also refers to the development of skills to understand their own learning needs, motivations, interests, capacities and goals. Only when lecturers understand their own learning (by applying what they have learnt and less on mastering knowledge) will they be able to understand the learning needs of their students to a greater extent. Du Toit-Brits (2019) highlights that the expectations of educators (lecturers) affect and enhance the self-directedness of their students. The learning gains for both the lecturer and student in the SDL process entail taking initiative in their learning; learning with or without the inputs of others; identifying and reflecting on own learning goals and gains; selecting, applying and adopting multiple learning strategies and methods; cultivating social and interpersonal skills; reflective competencies; experiencing a sense of belonging; and becoming self-directed learners.

Reflective practice plays a major role in CPD in the HE landscape for disciplinary practices and to improve SDL practices in the HE TLA environment. Vast amounts of literature and research are available in the field of HE on how reflective practices are used to enable HE lecturers to become reflexive practitioners and the advantages of such practices to their students and future employers (Clegg & Saeideh, 2002; Farrugia, 1996; Gibbs *et al.*, 2017; King, 2004; Light *et al.*, 2009; Ryan & Ryan, 2013). Large amounts of literature are available on reflective practitioners in practice (linked to the disciplinary component) in the field of health education (Drude *et al.*, 2019; Kemp & Baker, 2013; Janke & Tofade, 2015; Yearley, 2003) where practitioners are encouraged to reflect as part of essential professional practice. In some medical specialisation fields, practitioners are encouraged to reflect on their experiences in order to contribute to learning linked to the learning stages as described by Kolb (Jayatilleke & Mackie, 2013).

Freire (2000:51) refers to praxis that entails reflection and action to transform the world. Freire (2000:84) continues to explain that to be, one must become. In the act of reflection, the interplay of opposites is used in terms of permanence and change. From my master's degree (Slabbert-Redpath, 2014:116), one of the findings indicated that there was a significant link between the level of self-reflection and professional growth in the lecturers who participated in the study. In the instances where the lecturers engaged in critical and deep-rooted self-reflections, growth and change were evident and led to improved classroom and TLA practices. It is evident from the

literature that the use of reflection is needed for lecturers as change agents to transform their curriculum practices.

In order for lecturers to act as change agents, they need to consider the other immediate role players in the HE environment – their students. The ideas, perceptions and beliefs lecturers have regarding their relationship with their students, understanding of the learning needs and role the student plays during TLA, as well as the implementation of ethics of care, are embedded in the nano curriculum. Fitzmaurice (2008) refers to the “moral practice” of teaching in HE, while Thaba-Nkadimene *et al.* (2016) highlight the importance of ethics of caring in the South African HE system and call for deliberate infusing of ethics of care values in the curriculum. However, the notion of ethics of care in the HE curriculum is linked primarily to the nano curriculum, which makes it difficult to measure, dissect and improve if buy-in of the change agents does not come from the lecturers themselves.

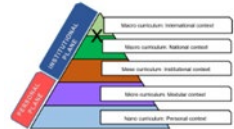
4.7.5 Curriculum transformation at the nano-curriculum level

Curriculum transformation at the nano-curriculum level is characterised by the beliefs and perceptions of the lecturer, curriculum responsiveness that links to pedagogical and learning responsiveness, the role of structure, culture and agency in the curriculum, the internal motivation of lecturers, and engagement with the curriculum.

4.8 Summary of the key elements of curriculum transformation

A summary of the curriculum transformation components of various planes of the curriculum are provided in table 4.19. Using 3GAT in an unconventional and unique way by classifying the literature according to Rogoff’s planes linked to the curriculum (activity system on the institutional and personal plane), the key elements for curriculum transformation that emerged from the literature at each level are included. Each level of the planes of the curriculum is summarised below.

In the literature study, I noted that very few of the authors in the national and international landscape are curriculum practitioners (or senior curriculum specialists like myself). Curriculum specialists (or equivalent positions with similar functions and responsibilities called by other names) in South Africa are scarce and universities struggle to find staff who are knowledgeable, competent, experienced, trained and qualified to engage with the curriculum at the adequate level and in context. To ensure that curriculum transformation practices (embedded in curriculum underpinning and pedagogy) are reported, more curriculum practitioners (or curriculum specialists) should engage in the scholarship of curriculum practice (SoCP) to highlight problem-solving and best practices in a complex environment to demystify curriculum transformation efforts. Few documents exist in the public domain on how curriculum transformation is approached at HEIs in South Africa and possible frameworks and guidelines on how to understand and approach curriculum transformation. It is also not clear from university web pages and online searches how HEIs in South Africa prepare their lecturers, support staff and students to engage in curriculum transformation linked to CPD opportunities.

Table 4.19: Summary of the key elements for curriculum transformation as emerged from the literature				
Key elements for curriculum transformation	 MACRO curriculum	 MESO curriculum	 MICRO curriculum	 NANO curriculum
OBJECT				
SUBJECT				
TOOLS	• Benchmarking • International comparability • Tendencies, and trends	• Decontextualisation of the curriculum. • Africanisation and Internationalisation. • Digital transformation and the 4IR. • Knowledge discourses informing the institutional curriculum. • Pedagogy in the curriculum.	• Curriculum contextualisation. • CPD to improve curriculum transformation and development. • SDL and social constructivism (ZPD) • Transformative learning • Pedagogy • Learning centred approaches to TLA. • The use of authentic and continuous assessment. • Ethics of care. • SoTL and SoCP.	
DOL	• Challenges and responses to experiences by HEIs that influence curriculum transformation and renewal.	• CPD focused on curriculum transformation	• The role of the lecturer entails: • Developing and designing curricula, mediation of learning, assessment specialist, content expert, leader, administrator and manager, professional playing a role in the community and scholar, researcher, and lifelong learner.	• Beliefs and perceptions of the lecturer. • Curriculum responsiveness that links to pedagogical and learning responsiveness. • The role of agency in the curriculum • The internal motivation of lecturers and engaging with the curriculum transformation. • Ethics of care.
COMMUNITY		• The impact of the COVID-19 pandemic on curriculum transformation.	• Student involvement/inputs in/into the curriculum (voices).	
RULES	• Economic and policy responsiveness. • Compliancy and adherence of HEIs to national policies (indigenous frameworks, curriculum frameworks and architecture, curriculum renewal planning, micro-credentialing).	• Institutional and cultural responsiveness. • NWU policies and events that impacted on curriculum transformation. • Size and shape of the NWU PQM. • Access and epistemological access.	• Disciplinary responsiveness.	• Pedagogical and learning responsiveness.

4.9 CONCLUSION

This chapter concludes with a brief overview of the reviewed scholarly literature. The HE curriculum were contextualised with the help of Rogoff's planes (1995b) and categorised according to the institutional plane, the international and national landscapes (macro curriculum), the institutional plane (meso curriculum), and the personal plane consisting of the micro and meso curriculums.

The first section of the literature review dealt with literature on the institutional plane in the international landscape. Curriculum transformation in the international landscape is driven by benchmarking, international comparability, tendencies and trends. The need to respond to the requirements of the economy and policies and frameworks were also considered.

The second section of the literature review on the institutional plane investigated the national landscape. Curriculum transformation in the national landscape is characterised by HEIs' compliance with and adherence to national policies. A brief history of the policies and changes was included to contextualise the landscape. Additional factors in the national landscape are challenges experienced by HEIs that influence curriculum transformation and renewal.

The third section of the literature review dealt with the institutional plane – observed institutional landscape of the NWU. Curriculum transformation at the institutional level is characterised by NWU policies and events that impact on curriculum transformation; external and internal factors that impact on the curriculum at the meso-curriculum level; and the impact of the COVID-19 pandemic on curriculum transformation.

The fourth section of the literature review focused on the personal plane at the micro level of the curriculum. Curriculum transformation at the micro-curriculum level is characterised by the role of the lecturer in the division of labour in the activity system. The scope of the tasks lecturers need to be able to perform involves developing and designing curricula, mediation of learning, being an assessment specialist, content expert, leader, administrator and manager, professionally playing a role in the community, and being a scholar, researcher, and a lifelong learner. Each of the roles of the lecturer links to the nano curriculum (the personal level of the curriculum and the lecturer as human being and their beliefs).

The final section literature review examined the personal plane and the nano curriculum. Curriculum transformation at the nano-curriculum level is characterised by the beliefs and perceptions of the lecturer, curriculum responsiveness that links to pedagogical and learning responsiveness, the role of structure, culture and agency in the curriculum and the internal motivation of lecturers, and engaging with the curriculum.

The summary of the literature answering the research questions are included in table 6.2 (§ 6.4) where the results of the literature review and data is triangulated.

The next chapter begins with the quantitative and qualitative data analysis and interpretation of the collected data. The key elements for curriculum transformation as emerged from the literature are triangulated (chapter 6) with the key findings (chapter 5) and used to develop a framework for curriculum transformation (chapter 6).



CHAPTER 5: Data analysis and interpretation

Transformation does not happen by learning new information. It happens when you change how you view and react to other people, events and things around you. (Jones, 2020)

5.1 INTRODUCTION

This chapter focuses on the analysis of the quantitative and qualitative data. The quantitative data were collected from questionnaires administered during the COVID-19 national lockdown in South Africa. Descriptive and inferential statistics are provided.

The chapter aims to answer the following secondary research questions:

The quantitative data aim to answer the following research questions:

- *What is the status of curriculum transformation at the North-West University and what are the key elements for curriculum transformation and development?*
- *How would lecturers' perspectives and experiences contribute to curriculum transformation to inform future practices and promote self-directed learning in the curriculum?*
- *What affordances and tensions are highlighted when using CHAT as a research lens to study curriculum transformation at the North-West University?*

The qualitative data aim to answer the following secondary research questions:

- *What are the key elements for curriculum transformation and development?*
- *How would lecturers' perspectives and experiences contribute to curriculum transformation to inform future practices?*
- *How can reflections on how curriculum transformation inform future curriculum-making practices and curriculum renewal?*
- *How is self-directed learning promoted in the curriculum, and what affordances and tensions are highlighted when using CHAT as a research lens to study curriculum transformation at the North-West University?*

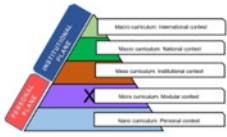
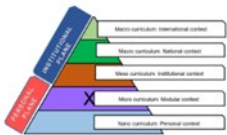
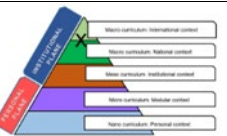
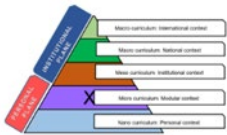
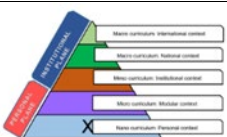


***NOTE TO READERS REGARDING THE PRESENTATION OF THIS CHAPTER**

For signposting, red, and green texts are used in this chapter to help point out tensions and affordances in the data. Table 5.1 explains the use of the colour-coding used in this chapter. To navigate the chapter, I will make use of sections to ensure the data is presented in a logical way (see table 5.2). Please refer to addendums C, F, G and H for further information regarding data collection instruments.

Table 5.1: Explanation of the use colour in the text

Red text	Green text
Tensions between elements or areas that needs improvement (also negative experiences)	Affordances, enablers, positive or conducive tensions between elements in the data.

Table 5.2: Navigation of the data chapter sections				
Section	Data	Plane	Curriculum level	Diagram
(5.2) Section A	Quantitative: Descriptive statistics	Personal	Micro	
(5.2) Section B	Quantitative: Inferential statistics	Personal	Micro	
(5.3) Section C	Qualitative	Institutional	Macro	
(5.3) Section D	Qualitative	Institutional	Meso	
(5.3) Section E	Qualitative	Personal	Micro	
(5.3) Section F	Qualitative	Personal	Nano	

5.2 QUANTITATIVE DATA ANALYSIS

Descriptive statistics do exactly what they say – they describe and present data in terms of summary frequencies or percentages (Cohen *et al.*, 2011). Descriptive statistics are concerned with recording and organising data sets (*ibid*:606). The following section unpacks how I used descriptive statistics (by means of tables with frequencies and percentages) for the questionnaire items stemming from the questionnaire.

SECTION A: DESCRIPTIVE STATISTICS

Table 5.3 discusses the descriptive statistics for questions 1.2 to 1.6 and deals with the biographic information of the lecturers who completed the questionnaire. Items 1.1 are not included, as they contained the staff numbers of the lecturers. To protect the identity of the respondents, I did not disclose their personal information in table 5.3, as also prescribed by ethical guidelines and POPIA.

Table 5.4 explains the data from questions 2.1 to 2.13 of the questionnaire and deals with the lecturer and module information of the respondents. Table 5.5 describes the responses from the questions dealing with curriculum design. Question 3.2, 3.4, 3.5.2, 3.6, 3.7, 3.8.2, 3.10, 3.11 and 3.15 are qualitative questions and were not included in the table. Some of the questions are multiple-response questions and can have more than 65 (N=65) responses in the frequency section.

Table 5.6 deals with teaching and learning responses in questions 4.1 and 4.2. Question 4.3 is not included, as the question is qualitative in nature. Table 5.7 unpacks the learning-environment questions. Question 5.2 to 5.5 are included and discussed. Question 5.6 are qualitative and not included in this section. Table 5.8 deals with assessment practices. Question 6.1, 6.3 and 6.4 are reported on. Question 6.2 and 6.5 are open-ended qualitative questions and are not included in this section. However, the data from the open-ended questions are incorporated with the qualitative data analysis.

To report on the global NWU statistics, I used the online tool from NWU Strategic Intelligence to check the latest NWU data sets from the powerHEDA dashboard (NWU, 2020b).

Table 5.3: Frequency and percentages of section 1 - Biographic information in the questionnaire				
Items			Frequencies	Percentages
1.2	Your AGE in years	25 – 29 years	4	6,2
		30 – 34 years	16	24,6
		35 – 39 years	11	16,9
		40 – 44 years	9	13,8
		45 – 49 years	10	15,4
		50 – 54 years	9	13,8
		55 – 59 years	2	3,1
		60 – 64 years	4	6,2
1.3	Which GROUP do you identify with?	Black	9	13,8
		Coloured	3	4,6
		I do not want to disclose this information	3	4,6
		White	50	76,9
1.4	How many YEARS have you been with the NWU?	1 – 5 years	9	13,8
		6 – 10 years	32	49,2
		11 – 15 years	17	26,2
		16 – 20 years	7	10,8
1.5	How many YEARS have you been in your CURRENT POSITION?	Less than 1 year	5	7,7
		1 – 5 years	27	41,5
		6 – 10 years	22	33,8
		11 – 15 years	8	12,3
		16 – 20 years	2	3,1
		26 – 30 years	1	1,5
1.6	Please indicate your CURRENT POST-LEVEL	Full Professor	4	6,2
		Associate Professor	8	12,3
		Senior Lecturer	21	32,2
		Lecturer	28	43,1
		Junior Lecturer	4	6,2

A1.1.1 Age

The data indicated a good balance between the variation of age. Most of the lecturers (24,6%) were between 30–34 years of age. The second-largest group (16,9%) were 35–39 years old. The smallest group of lecturers (3,1%) was 55–59 years old. The sample group is not in line with the age distribution of the lecturing staff of the NWU. From the data, it seems that younger lecturers are more inclined to complete online questionnaires due to their developed digital skills and exposure to technology usage. This explains the response rate.

A1.1.2 Race group distribution

The largest group of respondents identified as white lecturers (76,9%), followed by black lecturers (13,9%). The minor groups were lecturers who identified as people of colour (4,6%) and a group of lecturers (4,6%) who did not want to disclose the information. **The sample group that responded is in line with the demographic distribution of the NWU in terms of racial distribution. However, the response rate and NWU distribution are not in line with the population group distribution of South Africa.**

A1.1.3 Years working at the NWU

Most of the lecturers (49,2%) of the lecturers have been working for the NWU for 6–10 years, followed by the second-largest group (26,2%) who had been working for the NWU for 11–15 years. A small percentage (10,8%) have been working for the NWU for 16–20 years and (13,8%) have been working for the NWU for 1–5 years. As regards, curriculum transformation experience and practices, the respondents were a good group to ascertain the status quo of NWU curriculum transformation.

A1.1.4 Years in current position

Most of the lecturers (41,5%) have been in their current positions for 1–5 years, and the second-largest group (33,8%) have been in their positions for 6–10 years. The smallest group of lecturers (1,5%) have been in their positions for 26–30 years. It would have been valuable if more respondents from the latter grouping completed the questionnaire, as their experience could have provided the historical social context and perspective. The positions of the latter grouping can be linked to the post-levels in the following section.

A1.1.5 Post-level

The largest group of lecturers that participated in the questionnaire were appointed in lecturer positions (43,1%), followed by senior lecturers (32,2%). Associate professors were the third-largest group (12,3%) and the smallest groups represented were junior lecturers (6,2%) and full professors (6,2%). The response rate is in line with the NWU permanent academic staff members' distribution by rank (post). The grouping was ideal for this study, based on their post-level experience and perceptions of curriculum transformation, as lecturers with higher post-levels and more experience could contribute to valuable responses and data.

Table 5.4 unpacks the questionnaire items pertaining to the lecturer and module information and responses received. The descriptive statistics are then discussed.

Table 5.4: Frequency and percentages of section 2 – Module information in the questionnaire				
Items			Frequencies	Percentages
2.1	How many MODULES are you TEACHING in 2020? (In the first and second semester)	1 – 3 modules	36	55,4
		4 – 6 modules	19	29,2
		7 – 10 modules	6	9,2
		11 – 15 modules	3	4,6
		16 – 20 modules	1	1,5
2.3	Is this a SERVICE MODULE?	No	59	90,8
		Yes	6	9,2
2.4	Identify the CAMPUS you are working on.	Mahikeng campus	10	15,4
		Potchefstroom campus	31	47,7
		Vanderbijlpark campus	24	36,9
2.5	In which FACULTY are you teaching?	Faculty of Economic and Management Sciences	33	50,7
		Faculty of Education	28	43,1
		Faculty of Law	4	6,2
2.6	Indicate the SCHOOL in the Faculty responsible for the selected module.	F-EDU_School of Commerce and Social Sciences in Education	9	13,8
		F-EDU_School of Language Education	2	3,1
		F-EDU_School of Mathematics, Science and Technology	9	13,8
		F-EDU_School of Professional Studies in Education	4	6,2
		F-EDU_School of Psycho-Social Education	2	3,1
		F-EMS_Other	2	3,1
		F-EMS_School of Accounting Sciences	4	6,2
		F-EMS_School of Business and Governance	2	3,1
		F-EMS_School of Economic Sciences	8	12,3
		F-EMS_School of Industrial Psychology and HRM	5	7,7
		F-EMS_School of Management Sciences	13	20,0
		F-EMS_School of Tourism	1	1,5
		F-LAW_Other	1	1,5
		F-LAW_Undergraduate Studies	3	4,6
2.7	TYPE OF QUALIFICATION the selected module forms part of:	Extended programme	2	3,1
		Bachelor's first year	10	15,4
		Bachelor's second year	11	16,9
		Bachelor's third year	11	16,9
		Bachelor's fourth year	7	10,8
		Diploma	2	3,1
		Postgraduate Certificate	6	9,2
		Postgraduate Diploma	1	1,5
		Honours degree	12	18,5
		Master's degree	2	3,1
		Not indicated	1	1,5
2.8	Approximately how many STUDENTS are ENROLLED in this module on your campus?	Less than 20	11	16,9
		20 – 49	16	24,6
		50 – 99	12	18,5
		100 – 199	10	15,4
		200 – 299	5	7,7
		400 – 499	1	1,5
		500 – 599	4	6,2
		600 – 699	1	1,5
		700 – 799	3	4,6
		More than 1 000	2	3,1
2.9	NQF LEVEL of the module	5	12	18,5
		6	14	21,5
		7	19	29,2
		8	16	24,6
		9	2	3,1
		10	2	3,1

Items			Items	Frequencies
2.10	How many LECTURERS TEACH this module on your CAMPUS?	1	54	83,1
		2	7	10,8
		3	2	3,1
2.11	LANGUAGE OF DELIVERY during teaching/supervision	Teaching using ONLY ENGLISH - no interpreting available	40	61,5
		Teaching using ONLY SESOTHO - no interpreting available	1	1,5
		Teaching using AFRIKAANS WITH INTERPRETING to another language	12	18,5
		Teaching using ENGLISH WITH INTERPRETING to another language	3	4,6
		Teaching in parallel medium. Module has SEPARATE Afrikaans/English/Sesotho/ Setswana classes	5	7,7
		Not indicated	4	6,2
2.12	MODE OF DELIVERY before the COVID-19 National lockdown	Contact with face-to-face interaction	46	70,8
		Distance	5	7,7
		This module is delivered to both contact and distance students	13	20,0
		Virtual learning	1	1,5
2.13	To what extent are you CONSIDERING CURRICULUM REVISION?	This is a NEW module. We will be teaching the module in the next year.	4	6,2
		This is an EXISTING module, and I have just FINISHED REVISING this module.	21	32,3
		We are currently BUSY REVISING this module.	10	15,4
		We are not considering it at all.	8	12,3
		We NEED TO REVISE this module in the NEXT revision cycle. This module needs major revisions	1	1,5
		We NEED TO REVISE this module in the NEXT revision cycle. This module needs minor revisions.	2	3,1
		We NEED TO REVISE this module in the NEXT revision cycle. This module needs MINOR revisions.	19	29,2

A1.2.1 Number of modules taught per year

The largest group of lecturers taught 1–3 modules (55,4%), and the second-largest group taught 4–6 modules (29,2%). Of the lecturers, 9,2% taught 7–10 modules while a small group of lecturers taught 11–15 modules (4,6%) and 16–20 modules (1,5%).

A1.2.2 Campus lecturers work on

At the time of the study, the largest grouping of lecturers worked on the Potchefstroom campus (47,7%), while lecturers on the Vanderbijlpark campus comprised of 36,9%, and the Mahikeng lecturers comprised of 15,4% of the respondents. In chapter 2, the staff ratios per campus were included (§ 2.5.1). The Potchefstroom campus was the largest in terms of lecturer numbers, followed by the Mahikeng campus, and then the Vanderbijlpark campus. The responses in this study were not in line with the NWU campus distributions, as the Vanderbijlpark campus had the least staff and students as per the NWU campus distribution. The Vanderbijlpark campus had a better response rate in the study as, at the time of the study, I was a staff member on the Vanderbijlpark campus and colleagues from said campus might have felt more inclined to complete the questionnaire to help me.

A1.2.3 Faculty distributions

The largest group of lecturers were from F-EMS (50,7%), followed by F-Edu (43,1%) and the F-Law (6,2%). In chapter 2, the staff ratios per faculty were included (§ 2.5.1). The largest faculty of the selected faculties were F-EMS, followed by F-Edu, and the smallest F-Law. The responses received based on the faculty distribution were appropriate.

A1.2.4 Qualification types (2020 data)

The largest group of lecturers were teaching in Honours degrees (18,5%) and in the second (16,9%) and third years (16,9%) of bachelor's degrees. The smallest groups taught in Postgraduate Diplomas (1,5%) and lectured master's degrees (3,1%) or were not indicated (1,5%). The responses received were not in line with the NWU qualification distributions as per qualification enrolments for 2020 (NWU, 2020b).

A1.2.5 Number of students enrolled for the selected module (2020 data)

The larger section of the lecturers who responded in the questionnaire taught 20–49 students (24,6%), followed by 50–99 students (18,5%) enrolled in the selected module. The grouping of 400–499 students (1,5%) enrolled and 600–699 students (1,5%) were the smallest grouping, with one lecturer each who selected these groupings.

A1.2.6 Language of delivery

The largest group of lecturers taught their modules in English with no interpretation (61,5%), and the second-largest group taught in Afrikaans with interpretation to another language (18,5%). The smallest grouping taught in Sesotho with no interpretation in other languages (1,5%).

A1.2.7 Consideration of curriculum renewal

When asked about the extent to which the selected module needed revision, the respondents answered as follows: the largest group (32,3%) indicated that they had just finished revising an existing module; the second-largest group indicated that the module needed to be revised in the next revision cycle for minor revisions (29,2%); the smallest grouping indicated that the module needed to be revised in the next revision cycle for major revisions (1,5%).

Next, Table 5.5 presents the questionnaire items dealing with curriculum design. The descriptive statistics responses are discussed after the table.

Table 5.5: Frequency and percentages of section 3 – Curriculum design in the questionnaire					
Items				Frequencies	Percentages
3.1.1	To what extent does this module develop KNOWLEDGE that will prepare your students for LIFE and the WORLD OF WORK in the 21st-century society?	To a small extent		5	7,7
		To a moderate extent		11	16,9
		To a large extent		25	38,5
		To a very large extent		24	36,9
3.1.2	To what extent does this module develop SKILLS that will prepare your students for LIFE and the WORLD OF WORK in the 21st-century society?	To a small extent		8	12,3
		To a moderate extent		10	15,4
		To a large extent		23	35,4
		To a very large extent		24	36,9
3.1.3	To what extent does this module develop ATTITUDES that will prepare your students for LIFE and the WORLD OF WORK in the 21st-century society?	To a small extent		8	12,3
		To a moderate extent		13	20
		To a large extent		22	33,8
		To a very large extent		22	33,8
3.3.1	To what extent does this module DEVELOP the STUDENTS' ABILITY TO FUNCTION as:	Responsible members of society and citizenship	Not at all	1	1,5
			To some extent	19	29,2
			To a large extent	34	52,3
			Completely	11	16,9
3.3.2		Knowledgeable, highly educated individuals	Not at all	1	1,5
			To some extent	10	15,4
			To a large extent	41	63,1
			Completely	13	20
3.3.3		Responsible members of society and citizenship	Not at all	4	6,2
			To some extent	10	15,4
			To a large extent	28	43,1
			Completely	23	35,4
3.3.4		Principled leaders	Not at all	3	4,6
			To some extent	22	33,8
			To a large extent	29	44,6
			Completely	11	16,9
3.3.5		Effective communicators	Not at all	4	6,2
			To some extent	11	16,9
			To a large extent	33	50,8
			Completely	17	26,2
3.3.6		Skilled collaborators and team members	Not at all	2	3,1
			To some extent	13	20
			To a large extent	29	44,6
			Completely	21	32,3
3.3.7		Self-directed and lifelong learners	Not at all	3	4,6
			To some extent	11	16,9
			To a large extent	35	53,8
			Completely	16	24,6
3.3.8		Academically literate individuals	Not at all	1	1,5
			To some extent	17	26,2
			To a large extent	31	47,7
			Completely	16	24,6
3.3.9		Technologically literate individuals	Not at all	4	6,2
			To some extent	19	29,2
			To a large extent	25	38,5
			Completely	17	26,2
3.3.10		Employable graduates	Not at all	3	4,6
			To some extent	6	9,2
			To a large extent	33	50,8
			Completely	23	35,4
3.5.1	To what extent does this module expose students to both WESTERN AND AFRICAN theorists, paradigms of thought, ways of life, principles of being, and content?	Not at all		3	4,6
		Rarely		8	12,3
		Occasionally		25	38,5
		Frequently		21	32,3
		Continuously		8	12,3
3.8.1.1	What drove you to transform or renew the module you selected? (Multiple responses)	The module does not need transformation or renewal		2	1,7
3.8.1.2		International factors (international events/tendencies /new knowledge)		21	17,9

Items				Frequencies	Percentages
3.8.1.3	To what extent did you incorporate each of the following elements of CURRICULUM RENEWAL/TRANSFORMATION into your module?	National factors (needs of industry/political pressures/role-players/professional bodies/social-economic factors/tendencies)		33	28,2
3.8.1.4		Institutional factors (change in policies/strategic direction change/new leadership/student input and feedback/stakeholder inputs and feedback/faculty goals/tendencies)		11	9,4
3.8.1.5		My subject group/faculty indicated that a change was needed (a gap was identified)		12	10,2
3.8.1.6		The module needed to be updated with current events/trends/methods/ knowledge/ content after benchmarking		31	26,4
3.8.1.7		Other		4	3,4
3.9.1		21st-century skills	Not at all	1	1,5
			To a small extent	5	7,7
			To a moderate extent	14	21,5
			To a large extent	32	49,5
			To a very large extent	13	20
3.9.2		Africanisation	Not at all	10	15,4
			To a small extent	20	30,8
			To a moderate extent	18	27,7
			To a large extent	12	18,5
			To a very large extent	5	7,7
3.9.3		Alignment across campuses and modules	Not at all	13	20
			To a moderate extent	4	6,2
			To a large extent	14	21,5
			To a very large extent	34	52,3
3.9.4		Assessment practices	Not at all	1	1,5
			To a small extent	2	3,1
			To a moderate extent	16	24,6
			To a large extent	29	44,6
			To a very large extent	17	26,2
3.9.5		Blended learning	Not at all	2	3,1
			To a small extent	9	13,8
			To a moderate extent	9	13,8
			To a large extent	23	35,4
			To a very large extent	22	33,8
3.9.6		Citizenship	Not at all	4	6,2
			To a small extent	6	9,2
			To a moderate extent	24	36,9
			To a large extent	20	30,8
			To a very large extent	11	16,9
3.9.7		Classroom practices	Not at all	4	6,2
			To a small extent	3	4,6
			To a moderate extent	10	15,4
			To a large extent	27	41,5
			To a very large extent	21	32,3
3.9.8		Diversity	Not at all	3	4,6
			To a small extent	4	6,2
			To a moderate extent	12	18,5
			To a large extent	24	36,9
			To a very large extent	22	33,8
3.9.9		Employability	Not at all	1	1,5
			To a small extent	5	7,7
			To a moderate extent	8	12,3
			To a large extent	25	38,5
			To a very large extent	26	40
3.9.10		Epistemological access	Not at all	3	4,6
			To a small extent	11	16,9
			To a moderate extent	24	36,9
			To a large extent	18	27,7
			To a very large extent	9	13,8
3.9.11		Equity	Not at all	3	4,6
			To a small extent	6	9,2
			To a moderate extent	17	26,2
			To a large extent	21	32,3
			To a very large extent	18	27,7
3.9.12		Fourth Industrial Revolution	Not at all	1	1,5
			To a small extent	12	18,5
			To a moderate extent	16	24,6
			To a large extent	20	30,8
			To a very large extent	16	24,6
3.9.13		Globalisation	Not at all	2	3,1
			To a small extent	9	13,8
			To a moderate extent	15	23,1
			To a large extent	24	36,9
			To a very large extent	15	23,1
3.9.14		Indigenous knowledge	Not at all	6	9,2
			To a small extent	17	26,2
			To a moderate extent	22	33,8
			To a large extent	13	20
			To a very large extent	7	10,8
3.9.15		Knowledge production	Not at all	2	3,1
			To a small extent	6	9,2
			To a moderate extent	10	15,4
			To a large extent	34	52,3
			To a very large extent	13	20

Items			Frequencies	Percentages
3.9.16		Language access and inclusion	Not at all To a small extent To a moderate extent To a large extent To a very large extent	5 11 17 22 10 7,7 16,9 26,2 33,8 15,4
3.9.17		Learning activities	Not at all To a small extent To a moderate extent To a large extent To a very large extent	1 3 11 27 23 1,5 4,6 16,9 41,5 35,4
3.9.18		Learning-centred assessment	Not at all To a small extent To a moderate extent To a large extent To a very large extent	2 4 6 33 20 3,1 6,2 9,2 50,8 30,8
3.9.19		Module content	Not at all To a small extent To a moderate extent To a large extent To a very large extent	1 2 10 26 26 1,5 3,1 15,4 40 40
3.9.20		Module design	Not at all To a small extent To a moderate extent To a large extent To a very large extent	2 5 15 25 18 3,1 7,7 23,1 38,5 27,7
3.9.21		Pedagogy	Not at all To a small extent To a moderate extent To a large extent To a very large extent	2 6 12 24 21 3,1 9,2 18,5 36,9 32,3
3.9.22		Quality	Not at all To a small extent To a moderate extent To a large extent To a very large extent	1 2 8 30 24 1,5 3,1 12,3 46,2 36,9
3.9.23		Resources and materials	Not at all To a small extent To a moderate extent To a large extent To a very large extent	1 2 12 30 20 1,5 3,1 18,5 46,2 30,8
3.9.24		Responsiveness	Not at all To a small extent To a moderate extent To a large extent To a very large extent	2 3 17 27 16 3,1 4,6 26,2 41,5 24,6
3.9.25		Self-directed learning	Not at all To a small extent To a moderate extent To a large extent To a very large extent	2 3 16 27 17 3,1 4,6 24,6 41,5 26,2
3.9.26		Self-reflection skills	Not at all To a small extent To a moderate extent To a large extent To a very large extent	3 2 19 25 16 4,6 3,1 29,2 38,5 24,6
3.9.27		Social inclusion and social issues	Not at all To a small extent To a moderate extent To a large extent To a very large extent	3 8 18 23 13 4,6 12,3 27,7 35,4 20
3.9.28		Social justice	Not at all To a small extent To a moderate extent To a large extent To a very large extent	4 9 19 21 12 6,2 13,8 29,2 32,3 18,5
3.9.29		Student voice	Not at all To a small extent To a moderate extent To a large extent To a very large extent	3 7 17 22 16 4,6 10,8 26,2 33,8 24,6
3.9.30		Teaching	Not at all To a small extent To a moderate extent To a large extent To a very large extent	1 9 8 26 21 1,5 13,8 12,3 40 32,3
3.9.31		Technological access and readiness	Not at all To a small extent To a moderate extent To a large extent To a very large extent	1 4 17 29 14 1,5 6,2 26,2 44,6 21,5
3.12.1	To what extent are STUDENTS enrolled for this module INVOLVED in	determining the learning outcomes of the study units	Always Frequently Rarely Not at all	5 12 14 34 7,7 18,5 21,5 52,3
3.12.2		the choice of content	Always Frequently Rarely Not at all	3 15 20 27 4,6 23,1 30,8 41,5

Items				Frequencies	Percentages
3.12.3		determining the learning and teaching activities	Always Frequently Rarely Not at all	7 23 24 11	10,8 35,4 36,9 16,9
3.12.4		determining the assessment practices and tasks	Always Frequently Rarely Not at all	5 14 30 16	7,7 21,5 46,2 24,6
3.12.5		critical discussions about student learning needs and support	Always Frequently Rarely Not at all	17 33 8 7	26,2 50,8 12,3 10,8
3.13.1	How confident are you to do CURRICULUM RENEWAL/TRANSFORMATION and planning to....	Add a CESM to a qualification	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure I am confident and always know what to do	9 16 32 8	13,8 24,6 49,2 12,3
3.13.2		Add a new module	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure I am confident and always know what to do	3 8 41 13	4,6 12,3 63,1 20
3.13.3		Add a site of delivery to a campus	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure I am confident and always know what to do	4 14 35 12	6,2 21,5 53,8 18,5
3.13.4		Add electives	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure I am confident and always know what to do	7 17 30 11	10,8 26,2 46,2 16,9
3.13.5		Change credits	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure I am confident and always know what to do	6 18 31 10	9,2 27,7 47,7 15,4
3.13.6		Change module(s) name	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure I am confident and always know what to do	2 14 37 12	3,1 21,5 56,9 18,5
3.13.7		Change of qualification entry requirements	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure I am confident and always know what to do	7 14 30 14	10,8 21,5 46,2 21,5
3.13.8		Change order of module	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure I am confident and always know what to do	11 16 26 12	16,9 24,6 40 18,5
3.13.9		Change prerequisites	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure I am confident and always know what to do	9 13 28 15	13,8 20 43,1 23,1
3.13.10		Change content	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure I am confident and always know what to do	4 5 30 26	6,2 7,7 46,2 40
3.13.11		Change my module assessment	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure	2 4 29 30	3,1 6,2 44,6 46,2

			I am confident and always know what to do		
Items				Frequencies	Percentages
3.13.12		Change the outcomes of the module	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure I am confident and always know what to do	4 6 30 25	6,2 9,2 46,2 38,5
3.13.13		Delete a module	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure I am confident and always know what to do	12 13 25 15	18,5 20 38,5 23,1
3.13.14		Develop a new programme	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure I am confident and always know what to do	5 18 29 13	7,7 27,7 44,6 20
3.13.15		Develop a new qualification	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure I am confident and always know what to do	9 22 25 9	13,8 33,8 38,5 13,8
3.13.16		Make other yearbook changes	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure I am confident and always know what to do	6 8 31 20	9,2 12,3 47,7 30,8
3.13.17		Register an Extended Curriculum Programme (ECP)	I have no idea what to do I am unsure what to do I think I know what to do but will confirm with somebody that knows for sure I am confident and always know what to do	17 25 20 3	26,2 38,5 30,8 4,6
3.14	To what extent does this module allow STUDENTS to work together ACROSS CAMPUSES?		Not at all Rarely Occasionally Frequently Always	30 10 12 12 1	46,2 15,4 18,5 18,5 1,5
3.16.1	To what extent do you think the NWU embraces and addresses CURRICULUM TRANSFORMATION with regard to the following?	Institutional culture and campus traditions	Not at all Rarely Frequently Always Not selected	6 12 35 8 4	9,2 18,5 53,8 12,3 6,2
3.16.2		Epistemological access for students	Not at all Rarely Frequently Always Not selected	3 17 34 5 6	4,6 26,2 52,3 7,7 9,2
3.16.3		Language of instruction	Not at all Rarely Frequently Always Not selected	2 14 36 11 2	3,1 21,5 55,4 16,9 3,1
3.16.4		Language in social settings	Not at all Rarely Frequently Always Not selected	3 17 32 8 5	4,6 26,2 49,2 12,3 7,7
3.16.5		Indigenous knowledge	Not at all Rarely Frequently Always Not selected	5 27 22 3 8	7,7 41,5 33,8 4,6 12,3
3.16.6		Artefacts on campus	Not at all Rarely Frequently Always Not selected	7 31 20 3 4	10,8 47,7 30,8 4,6 6,2
3.16.7		Addressing diversity issues	Rarely Frequently Always Not selected	17 32 13 3	26,2 49,2 20 4,6
3.16.8		Adherence to social justice issues	Not at all Rarely Frequently Always Not selected	1 13 31 13 7	1,5 20 47,7 20 10,8

Items				Frequencies	Percentages
3.16.9		Respect for different culture groups	Not at all Rarely Frequently Always Not selected	2 8 36 15 4	3,1 12,3 55,4 23,1 6,2
3.16.10		Giving students a voice	Not at all Rarely Frequently Always Not selected	2 8 34 16 5	3,1 12,3 52,3 24,6 7,7
3.16.11		Replacing the ageing academic cohort	Not at all Rarely Frequently Always Not selected	5 22 27 6 5	7,7 33,8 41,5 9,2 7,7
3.17.1	How familiar are you with the following NWU DOCUMENTS AND POLICIES with reporting on to CURRICULUM TRANSFORMATION.	NWU Access and Success Strategy	I am not familiar with this document. I am aware of this document – I do not use it often. I am familiar with this document – I use it often. I am very familiar with this document – I use it frequently (weekly) and have a copy available for referencing	18 32 11 4	27,7 49,2 16,9 6,2
3.17.2		NWU Annual Performance Plan (latest)	I am not familiar with this document. I am aware of this document – I do not use it often. I am familiar with this document – I use it often. I am very familiar with this document – I use it frequently (weekly) and have a copy available for referencing	7 26 23 9	10,8 40 35,4 13,8
3.17.3		NWU Decolonisation declaration	I am not familiar with this document. I am aware of this document – I do not use it often. I am familiar with this document – I use it often. I am very familiar with this document – I use it frequently (weekly) and have a copy available for referencing	17 37 10 1	26,2 56,9 15,4 1,5
3.17.4		NWU QEP2 report	I am not familiar with this document. I am aware of this document – I do not use it often. I am familiar with this document – I use it often. I am very familiar with this document – I use it frequently (weekly) and have a copy available for referencing	35 26 3 1	53,8 40 4,6 1,5
3.17.5		NWU Strategy (latest)	I am not familiar with this document. I am aware of this document – I do not use it often. I am familiar with this document – I use it often. I am very familiar with this document – I use it frequently (weekly) and have a copy available for referencing	7 27 29 2	10,8 41,5 44,6 3,1
3.17.6		NWU T&L Strategy	I am not familiar with this document. I am aware of this document – I do not use it often. I am familiar with this document – I use it often. I am very familiar with this document – I use it frequently (weekly) and have a copy available for referencing	1 14 41 9	1,5 21,5 63,1 13,8
3.17.7		NWU Transformation Charter	I am not familiar with this document. I am aware of this document – I do not use it often. I am familiar with this document – I use it often. I am very familiar with this document – I use it frequently (weekly) and have a copy available for referencing	23 34 6 2	35,4 52,3 9,2 3,1

			a copy available for referencing		
3.17.8		Your Faculty's Integrated Teaching and Learning Plan (FITLP)	I am not familiar with this document. I am aware of this document – I do not use it often. I am familiar with this document – I use it often. I am very familiar with this document – I use it frequently (weekly) and have a copy available for referencing	3 14 33 15	4,6 21,5 50,8 23,1
3.17.9		Your Faculty's Quality Manual	I am not familiar with this document. I am aware of this document – I do not use it often. I am familiar with this document – I use it often. I am very familiar with this document – I use it frequently (weekly) and have a copy available for referencing	5 13 30 17	7,7 20 46,2 26,2

A1.3.1 Development of knowledge, skills, and attitudes in the selected module

Question 3.1.1–3.1.3 asked that respondents indicate the extent to which the selected module developed specific attributes (knowledge, skills, and values) to prepare students for life and the world of work. The lecturers indicated that the module developed knowledge to a large extent (38,5%) and to a very large extent (36,9%). The lecturers indicated that the module developed skills to a large extent (35,4%) and to a very large extent (36,9%). Furthermore, the lecturers indicated that the module developed attitudes that would prepare students for life and the world of work in the 21-century society to a large extent (33,8%), and 33,8% indicated to a very large extent. The lecturers indicated that that cognitive, skills and affective outcomes were actively pursued in the modules to prepare students for future life and employment.

A1.3.2 The graduate attributes

The lecturers indicated that the modules developed the 10 graduate attributes to a large extent (in questions 3.3.1–3.3.10).

A1.3.3 Exposure of students to both Western and African thought, principles, and content

The largest group of respondents indicated that they occasionally (38,5%) exposed their students to both Western and African thought, principles, and content. In contrast, the second-largest group of lecturers indicated that they exposed their students frequently (32,3%), and the smallest group of lecturers indicated not at all (4,6%). This aspect needs attention, especially in the light of the current national debate on the decolonisation of the curriculum and providing epistemological access to the curriculum for culturally diverse students.

A1.3.4 Drivers of transformation and renewal in the curriculum

This was a multiple-response question, and lecturers had more than one relevant option. The lecturers indicated that the biggest drivers for curriculum transformation in their module were national factors (28,2%), followed by the need for the module to be updated with current events and trends after benchmarking (26,4%) and international factors (17,9%). The smallest grouping indicated that the module did not need transformation or renewal (1,7%).

A1.3.5 Element of curriculum transformation in modules

Lecturers indicated that the following elements of curriculum transformation were included in their modules. The first element of 21st-century skills was included to a large extent (49,5%); Africanisation was included to a small extent (30,8%) and to a moderate extent (27,7%); the alignment across campuses and modules was used to a very large extent (52,3%); assessment practices were used to a large extent (44,6%); and blended learning was used to a large extent (35,4%) and to a very large extent (33,8%). Question 3.9.6 dealt with citizenship and was included to a moderate extent (36,9%); while classroom practices were used to a large extent (41,5%), and diversity was included to a large extent (36,9%). Employability was considered to

a large extent (38,5%) and to a very large extent (40%); epistemological access was considered to a moderate extent (36,9%), and equity was considered to a large extent (32,3%). Question 3.9.12 dealt with the Fourth Industrial Revolution (FIR) and was included to a large extent (30,8%). The next question looked at globalisation and was considered to a large extent (36,9%), while indigenous knowledge was included to a moderate extent (33,8%). Knowledge production was included to a large extent (52,3%); language access and inclusion were considered to a large extent (33,8%); learning activities were conceptualised to a large extent (41,5%); learning-centred assessment was used to a large extent (50,8%); and module content was considered to a large extent (40%) and to a very large extent (40%). Question 3.9.20 looked at module design and was included to a large extent (38,5%). Pedagogy was included in question 3.9.21 and was considered to a large extent (36,9%), and quality was also considered to a large extent (46,2%). The resources and materials were included to a large extent (46,2%). The responsiveness of the modules was considered to a large extent (41,5%), self-directed learning was included to a large extent (41,5%), and self-reflection skills were considered to a large extent (38,5%). Social issues were embedded to a large extent (27,7%), and social justice was included to a large extent (32,3%). The student's voice was considered to a large extent (33,8%), while teaching was included to a large extent (40%), and technological access and readiness were considered to a large extent (44,6%).

The responses were in line with national tendencies and the NWU's drive towards the curriculum transformation agenda. Two aspects that need attention is the small extent to which Africanisation was included in the curriculum and the moderate extent to which indigenous knowledge was included in the curriculum.

A1.3.6 Student involvement

Students were not involved in determining the learning outcomes of the study units (52,3%) or choice of content (41,5%). Students were rarely (36,9%) and frequently (35,4%) involved in determining the teaching and learning activities. Students were seldom (46,2%) involved in determining the assessment practices and tasks, while they were frequently engaged in critical discussions regarding student needs and support (50,8%).

Student involvement in the curriculum and the student voice are key aspects that arose in the #Mustfall campaigns. Student inputs in the outcomes of modules, selection of content, selection of teaching methods and determination of assessment practices need urgent attention to ensure the student voice is heard. The progress of transformation is hindered by excluding the student voice in critical curriculum transformation efforts. When SDL is implemented in curriculums, the student voice, inputs, and responsibility should be embedded in the TLA practices, which were not evident from the data.

A.1.3.7 Staff confidence to do curriculum renewal and transformation

When asked how confident the lecturers were to make changes to curriculums, most of them indicated in all the fields that they thought they knew what to do but that they confirmed with somebody that knew for sure. The lecturers only indicated in question 3.13.17 that they were unsure (38,5%) how to register an extended curriculum programme (ECP). When lecturers are not confident about their abilities to do curriculum renewal and transformation, their motivation to transform curriculums will be inhibited and the curriculum transformation agenda will not be advanced.

A.1.3.8 The extent to which the NWU embraced curriculum transformation

When asked about how they (lecturers) perceived the efforts of the NWU to embrace curriculum transformation and renewal in certain areas, the lecturers responded that there was frequent (53,8%) attempts to address the institutional culture and campus traditions. The lecturers also perceived that epistemological access for students was frequently (52,3%) considered as well as the language of instruction (55,4%) to increase access with success for NWU students. The issue of language in social settings were embraced frequently (49,2%) by the NWU, and the issue of indigenous knowledge rarely (41,5%) and frequently (33,8%) receives attention. Artefacts on campuses were rarely (47,7%) and frequently (30,8%) attended to. The lecturers felt that the NWU frequently (49,2%) addressed the issue of diversity and social justice issues

(47,7%). Respect for different cultures received frequent (55,4%) attention and the students were given a frequent voice (52,3%). Replacing the ageing academic cohort was also frequently (41,5%) considered to address the lecturer demographics at the NWU in relation to the population demographics of South Africa.

Some attention needs to be paid to the responses to the question to what extent the NWU embraces and addresses curriculum transformation regarding indigenous knowledge. **More or less half (49.2%) of the responses indicated not at all (7,7%) and rarely (41,5%), implying that indigenous knowledge was not perceived as a priority in the curriculum transformation agenda.**

The issue of giving students a voice was indicated as frequently (52,3%). However, it was also indicated that students were not given adequate opportunities to voice their inputs in the curriculum (§ 5.2.3.6). An understanding of what and how lecturers perceive the student voice needs more in-depth attention.

A.1.3.9 Familiarity with NWU documents and policies relating to curriculum transformation

The lecturers were aware of the following documents but did not use them often: NWU Access and Success Strategy (49,2%); NWU Annual Performance Plan (40%); NWU Decolonisation Declaration (56,9%); QEP 2 report (40%); and NWU Transformation Charter (52,3%). The documents dealing with the transformation agenda at the NWU include the NWU APP, the NWU Decolonisation Declaration, and the NWU Transformation Charter. The QEP 2 document reports on how transformation was approached in 2017. **Lecturers did not prioritise the use of the NWU documents with reference to transformation.**

The lecturers indicated that they were familiar with the following documents and used them often: NWU Strategy (44,6%); NWU T&L Strategy (63,1%); FITLP (50,8%); and the Faculty's Quality Manual (46,2%). All the documents listed in this section deal with teaching and learning and the overall NWU goals (including T&L). It is evident that lecturers prioritise the use of documents which relate directly to their daily practices which is linked to the outputs in their performance agreements. The questionnaire items dealing with teaching and learning approaches are tabulated below (Table 5.6) and the descriptive statistics are then discussed.

Table 5.6: Frequency and percentages of section 4 – Teaching and learning approach in the questionnaire

Items			Frequencies	Percentages
4.1	Which of the following statements would you say BEST describe the CURRENT APPROACH of teaching and learning in this module?	Teaching is the act of transmitting knowledge from the lecturer's head to the student's head. The lecturer's responsibility is to supply students with a designated body of knowledge in a predetermined order. Academic success is achieved if the student can demonstrate the ability to replicate or retransmit this knowledge. Standardised tests and assignments are the best methods to measure student learning and mastery of content.	6	9,2
		Teaching is the process of creating situations whereby students can interact with the learning material and with other students in order to construct knowledge. Students do not sit passively in the class and receive knowledge. They are actively involved in constructing their understanding. To do so, learning experiences enable students to connect their prior knowledge and experiences with new information. Academic success is when students use this knowledge to solve real-world problems or create products or performances that are valued in one or more cultural settings.	25	38,5

		Teaching entails creating a learning environment that has the potential to transform the student at many different levels (cognitive, emotional, social, intuitive, creative, spiritual, and others). All the teaching, learning and assessment activities are designed in such a way that they enable students to discover their full potential as students, as responsible members of society, and as human beings. The aim of teaching is transforming my students' way of thinking and developing self-directed and lifelong learners. Academic success is linked to self-reflection and self-realisation, with students adopting a conscious approach to fully discovering and developing their unique talents and capabilities possible.	32	49,2
		Other	2	3.1
4.2	Please indicate the PREDOMINANT teaching strategies used during CONTACT time sessions*. Indicate all the strategies (from the list below) that you use. (Multiple selection)	Flipped classroom	43	14,9
		Critical discourse and discussion	39	13,5
		Lecturing	44	15,4
		Practical sessions	24	8,3
		Problem-solving using case studies and calculations	42	14,6
		Role-play	14	4,9
		Simulations	7	2,4
		Student-centred learning	36	12,5
		Student presentations	36	12,5
		Other	3	1

A.1.4.1 Teaching (curriculum) approach in the selected module

The largest group of lecturers indicated an inclination towards a praxis approach (49,2%), while the process approach was also used by a large group of lecturers (38,5%). The product approach was utilised by a small group of lecturers (9,2%). In line with the theoretical underpinning of the NWU T&L Strategy 2021–2025 (NWU, 2020a, b), most lecturers indicated that their approaches to the curriculum were praxis orientated (theory into action), or they saw the curriculum as a process of learning (cyclical). Some lecturers indicated that they still saw the curriculum (students) as a product that needed delivering.

5.2.4.2 Predominant teaching and learning strategies

Question 4.2 was a multiple-response question, and lecturers had more than one relevant option as regards the most relevant strategies they used. The strategies with the best responses were the flipped classroom (14,9%); problem-solving using case studies and calculations (14,6%); critical discourse and discussion (13,5%); student-centred learning (12,5%); and student presentations (12,5%). In line with the data presented in § 5.2.4.1, teaching strategies aligned with the praxis and process orientations to the curriculum scored higher.

Table 5.7 presents the questionnaire items dealing with the learning environment. Thereafter, the descriptive statistics responses are discussed.

Table 5.7: Frequency and percentages of section 5 – The learning environment in the questionnaire					
Items				Frequencies	Percentages
5.1	To what extent does BLENDED LEARNING feature in this module?		Not at all	2	3,1
			Rarely	7	10,8
			Occasionally	10	15,4
			Frequently	28	43,1
			Always	18	27,7
5.2.1.1	To what extent were the following RESOURCES used to present the content of the module before the national lockdown	An internationally prescribed textbook	Not at all	22	33,8
			Rarely	10	15,4
			Occasionally	4	6,2
			Frequently	9	13,8
			Continuously	20	30,8
5.2.1.2		A nationally prescribed textbook	Not at all	19	29,2
			Rarely	6	9,2
			Occasionally	9	13,8
			Frequently	12	18,5
			Continuously	19	29,2
5.2.1.3		A printed/digital format study guide* (*PDF or similar, not LMS-based))	Not at all	19	29,2
			Rarely	6	9,2
			Occasionally	4	6,2
			Frequently	10	15,4
			Continuously	26	40

5.2.1.4		Electronic study guide (LMS-based)	Not at all Occasionally Frequently Continuously	12 5 16 32	18,5 7,7 24,6 49,2
5.2.1.5		A workbook	Not at all Rarely Occasionally Frequently Continuously	42 7 11 4 1	64,6 10,8 16,9 6,2 1,5
5.2.1.6		A compiled addendum comprising of articles, case studies, academic texts, etc.	Not at all Rarely Occasionally Frequently Continuously	23 7 12 7 16	35,4 10,8 18,5 10,8 24,6
5.2.1.7		Open Educational Resources (OERs)	Not at all Rarely Occasionally Frequently Continuously	21 6 14 12 12	32,3 9,2 21,5 18,5 18,5
5.2.1.8		Students are required to source their own resources from the library or the Internet	Not at all Rarely Occasionally Frequently Continuously	9 5 20 13 18	13,8 7,7 30,8 20 27,7
5.2.1.9		Self-created multimedia such as lecture capturing, narrated PowerPoints, audio recordings, games	Not at all Rarely Occasionally Frequently Continuously	6 4 6 17 32	9,2 6,2 9,2 26,2 49,2
5.2.1.10		Web-based resources such as videos, podcasts, articles, and newsfeeds	Not at all Rarely Occasionally Frequently Continuously	7 5 14 16 23	10,8 7,7 21,5 24,6 35,4
5.2.2.1	To what extent are the following RESOURCES used to present the content of the module during the national lockdown and in the NWU online teaching mode	An internationally prescribed textbook	Not at all Rarely Occasionally Frequently Continuously	26 8 2 9 20	40 12,3 3,1 13,8 30,8
Items	To what extent are the following RESOURCES used to present the content of the module during the national lockdown and in the NWU online teaching mode		Frequencies	Percentages	Items
5.2.2.2		A nationally prescribed textbook	Not at all Rarely Occasionally Frequently Continuously	22 6 7 9 21	33,8 9,2 10,8 13,8 32,3
5.2.2.3		A printed/digital format study guide* (*PDF or similar, not LMS-based))	Not at all Rarely Occasionally Frequently Continuously	19 5 7 8 26	29,2 7,7 10,8 12,3 40
5.2.2.4		Electronic study guide (LMS-based)	Not at all Occasionally Frequently Continuously	10 5 15 35	15,4 7,7 23,1 53,8
5.2.2.5		A workbook	Not at all Rarely Occasionally Frequently Continuously	43 11 7 3 1	66,2 16,9 10,8 4,6 1,5
Items			Frequencies	Percentages	
5.2.2.6		A compiled addendum comprising of articles, case studies, academic texts, etc.	Not at all Rarely Occasionally Frequently Continuously	19 5 13 14 14	29,2 7,7 20 21,5 21,5
5.2.2.7		Open Educational Resources (OERs)	Not at all Rarely Occasionally Frequently Continuously	18 7 12 12 16	27,7 10,8 18,5 18,5 24,6
5.2.2.8		Students are required to source their own resources from the library or the Internet	Not at all Rarely Occasionally Frequently Continuously	11 9 13 14 18	16,9 13,8 20 21,5 27,7
5.2.2.9		Self-created multimedia such as lecture	Not at all Rarely Occasionally	5 3 7	7,7 4,6 10,8

		capturing, narrated PowerPoints, audio recordings, games.	Frequently Continuously	11 39	16,9 60
5.2.2.10		Web-based resources such as videos, podcasts, articles, and newsfeeds.	Not at all Rarely Occasionally Frequently Continuously	8 4 10 17 26	12,3 6,2 15,4 26,2 40
5.3.1	Indicate to what EXTENT EFUNDI IS USED as an extension of the class experience for the following purposes:	Communication (messages, chatroom, announcements, posted)	Not at all Frequently Always	3 13 49	4,6 20 75,4
5.3.2		Uploading resources	Not at all Frequently Always	3 7 55	4,6 10,8 84,6
5.3.3		Administration (calendar, roster, gradebook, statistics tool)	Not at all Rarely Frequently Always	5 9 16 35	7,7 13,8 24,6 53,8
5.3.4		TL activities and assessment (assignment, tests and quizzes, polls, forum)	Not at all Rarely Frequently Always	3 4 19 39	4,6 6,2 29,2 60
5.3.5		Collaboration (groups, forums, blog tool, wiki's)	Not at all Rarely Frequently Always	16 18 16 15	24,6 27,7 24,6 23,1
5.3.6		Feedback (assignments, gradebook, tests and quizzes)	Not at all Rarely Frequently Always	6 6 15 38	9,2 9,2 23,1 58,5
5.3.7		Academic integrity (Turnitin, tests and quizzes)	Not at all Rarely Frequently Always	5 9 20 31	7,7 13,8 30,8 47,7
5.4	Which of the following TECHNOLOGIES do you use to support your teaching? (Multiple response)	Standard AV system in or available for lecture rooms (projector, sound system, PC).		52	22,2
		PowerPoint slideshow/Prezi or other presentation software.		63	26,8
		Mobile devices (iPads, tablets, laptop, document camera, concept-capturing devices).		34	14,5
		Lecture capturing.		29	12,3
		ONE Button video-recordings Studio.		13	5,5
		Interactive whiteboard (SMART board, TEAM board, SMART podium).		16	6,8
		Video conferencing (Adobe Connect, Vidyo, Skype, Zoom, Google hangouts).		24	10,2
		Other		4	1,7

A.1.5.1 The use of blended learning in the selected module (before the COVID-19 national lockdown)

Most of the lecturers indicated that they frequently (43,1%) and always (27,7%) used blended learning. A small group of lecturers did not make use of blended learning (3,1%) before the COVID-19 lockdown.

A.1.5.2 Resources used before the COVID-19 national lockdown

When lecturers were asked to indicate the use of resources used before lockdown, they stated that they did not use the following resources at all: a workbook (64,6%); a compiled addendum with articles and text (35,4%); and OERs (32,3%). The following resources received contradictory answers: an internationally prescribed textbook was not used at all (33,8%) and used continuously (30,8%); nationally prescribed textbooks were used not at all (29,2%) and continuously (29,2%); and printed or digital PDF format guides were used not at all (29,2%) and used continuously (40%). Students are required to occasionally source their own resources (30,8%) and on a continuous basis (27,7%). As part of the SDL process, students should be able to find their own or additional resources. **Whether SDL is incorporated and promoted in the curriculum and TLA practices should be investigated further.**

The following resources were used constantly: an electronic study guide (LMS-based) (49,2%); self-created multimedia (49,2%); and web-based resources (35,4%).

A.1.5.3 Resources used during the COVID-19 national lockdown

Lecturers were asked to indicate the resources used during lockdown. These were very similar to those used before lockdown. The lecturers indicated that they did not use the following resources at all: a workbook (66,2%); a compiled addendum with articles and text (29,2%); and OERs (27,7%). The following resources received contradictory answers: an internationally prescribed textbook was not used at all (40%) and used continuously (30,8%); a nationally prescribed textbook was not used at all (33,8%) and continuously (32,3%); and printed or digital PDF format guides were not used at all (29,2%) and used continuously (40%). The following resources were constantly used: an electronic study guide (LMS-based) (53,8%); self-created multimedia (60%); web-based resources (40%); and students are required to sources their resources (27,7%).

A.1.5.4 eFundi usage

eFundi is the NWU's Learning Management System (LMS). The lecturers indicated that eFundi was mostly always used in the communication of the module (75,4%), to upload resources (84,6%), for administration (53,8%), T&L activities (60%), and feedback (58,5%). eFundi was rarely used for collaboration (27,7%) and frequently used for academic integrity purposes (30,8%).

Lecturers might move away from using eFundi for collaboration due to user-friendliness and layout of the collaborative tools in eFundi. Other platforms and educational software can be embedded in eFundi, giving lecturers additional options to use when encouraging collaboration between and with their students.

A.1.5.5 Technology to support teaching

The most popular technology utilised by lecturers were PowerPoint slideshows or other presentations software (26,8%), followed by standard AV equipment in the lecture room (22,2%), mobile and portable devices (14,5%), lecture capturing software (12,3%), and video-conferencing software (10,2%).

Table 5.8 presents the questionnaire items dealing with assessment. The descriptive statistics are discussed after the table.

Items			Frequencies	Percentages
6.1	Which of the following STRATEGIES are used for ASSESSMENT in your module? (Multiple response)	Authentic assessments (simulating real-world practice), Class activities, Class and semester tests, Electronic assessments, Exam (closed book), Exam (open book), Group assignments, Individual assignments, Informal assessment, Observation, Oral exam, Peer assessment, Portfolio of evidence, Practicals, Projects Other	36 55 51 45 49 14 54 56 36 12 4 26 14 15 26 4	7,3 11 10,2 9 9,9 2,8 10,9 11,3 7,4 2,4 0,8 5,2 2,8 3 5,2 0,8
6.3	Select the ASSESSMENT FEEDBACK METHODS that are used (Multiple response).	In most cases, students only get a mark. Instant feedback using electronic assessments (e.g., tests and quizzes, Kahoot!). Rubrics. Written feedback on tests and assignments, whether electronic or hard copy. Verbal feedback (1:1). Audio feedback (e.g., backchat, voice-over PowerPoint, etc.) Other	10 42 44 50 38 18 3	4,8 20,9 21,4 24,4 18,4 8,7 1,4
6.4	What do you do with your Student T&L experience (STLES) evaluation survey data?	I never get feedback I critically reflect on the data to enhance my practice. I get the results, but I do not believe that the data are reliable, as students do not take the data seriously. Other	2 46 12 5	3,1 70,8 18,5 7,6

A.1.6.1 Assessment strategies used in the selected module during 2020

Question 6.1 comprised of multiple-response questions. Lecturers could select the most relevant assessment strategies utilised in the selected module during 2020. The most popular assessment strategies used by the respondents were individual assignments (11,3%), class activities (11%), group assignments (10,9%), class and semester tests (10,2%), and examinations (closed book) (9,9%).

A.1.6.2 Assessment feedback methods during 2020

Question 6.2 prompted multiple responses from the respondents as regards the methods they used when giving feedback to students. The most common feedback methods used by the lecturers were written feedback (24,4%), the use of rubrics (21,4%), instant feedback via electronic polls (20,9%), and verbal feedback (1:1) (18,4%).

The following subsection discusses the inferential statistics used in the questionnaire.

SECTION B: INFERENTIAL STATISTICS

The following subsection discusses the inferential statistics and factor analysis (see § 2.5.3) as regards the key concepts.

B.1 FACTOR ANALYSIS

In this study, I used exploratory factor analysis to investigate how variables would group, identifying patterns, groupings, and clusters. Factor analysis works through various correlations to group several variables under one or more common factor (*ibid*:675). Through factor analysis, it is possible to group variants with underlying or latent features. SPSS (software) provided the groupings of the factors (Tables 5.7–5.11). The factor pattern matrix (from the SPSS output data) indicated the clustered data according to the eigenvalues of the fA in the pattern matrix. The matrix contained the factor loadings for each factor and indicated the correlations between question items (variants) and the factors (Maree, 2009:219). The factor grouping was coded with overarching themes stemming from literature and the conceptual framework for CHAT. After the factor structure was confirmed, each factor's internal reliability was determined through Cronbach's alpha coefficient.

Cronbach's alpha coefficient measures the internal consistency reliability of items with scaled responses (McMillan & Schumacher, 2006:471). Cronbach's alpha provides a coefficient of inter-item correlations and is also referred to as the alpha coefficient of reliability and measure internal consistency (Cohen *et al.*, 2011). Cronbach's alpha calculates a coefficient of reliability that lies between 0 and 1. It is a measure of the internal consistency amongst the items and is used for multi-item scales. Values above 0.9 are seen as very highly reliable, values between 0.8–0.9 are seen as highly reliable, items between 0.7–0.79 are seen as reliable, items between 0.6–0.69 are seen as marginally reliable, and cases with a value of less than 0.6 would be seen as having low inter-reliability (Cohen *et al.*, 2011:640).

To check the suitability of the data for factor analysis, the Kaiser-Meyer-Olkin (KMO) values and Bartlett's test were utilised. The KMO measure of ample adequacy measures which pairs of variables correlate and the magnitude of partial correlations among variables. It indicates which pairs of variables are statistically significant, yielding an overall measure of 0,6 or higher. The maximum is 1 (Cohen *et al.*, 2011:676). Bartlett's test of sphericity investigates the correlations between variables and indicates which should show statistical significance. If the KMO measured higher than 0.6, Bartlett's test statistically significant indicates that the data were suitable for factorisation (Cohen *et al.*, 2007:681).

Tables 5.9 –5.13 provide the pattern matrix of the factor analysis of the question items. The inferential statistics are discussed thereafter. Table 5.9 indicates the factor analysis of the extent of which the elements of curriculum transformation were incorporated into modules.

Table 5.9: Factor analysis of the extent of which the elements of curriculum transformation are incorporated into modules

Q	Items	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
		Elements of curriculum transformation dealing with teaching and learning (explicit in NWU documents)	Trends / Social justice / Political connected issues	Skills and values	Alignment	Technological and pedagogical skills/approaches
Q3.9.30	Teaching	0,917				
Q3.9.8	Diversity	0,641				
Q3.9.19	Module content	0,635				
Q3.9.29	Student voice	0,632	0,330			
Q3.9.21	Pedagogy	0,603				
Q3.9.23	Resources	0,590				
Q3.9.20	Module design	0,585		-0,330	0,368	
Q3.9.22	Quality	0,566				
Q3.9.7	Classroom practices	0,565				0,339
Q3.9.11	Equity	0,494	0,415			
Q3.9.10	Epistemological access	0,472				
Q3.9.9	Employability	0,464				
Q3.9.14	Indigenous knowledge		0,895		0,289	
Q3.9.2	Africanisation		0,875			
Q3.9.6	Citizenship		0,625	-0,314		
Q3.9.27	Social inclusion		0,591			
Q3.9.28	Social justice	0,412	0,589			
Q3.9.16	Language accessibility		0,584			0,427
Q3.9.26	Self-reflection skills			-0,892		
Q3.9.13	Globalisation			-0,809	0,283	
Q3.9.25	Self-directed learning			-0,744		
Q3.9.24	Responsiveness			-0,612		
Q3.9.12	Fourth Industrial Revolution			-0,549		0,360
Q3.9.15	Knowledge production			-0,500		0,396
Q3.9.4	Assessment practices	0,392		-0,397		
Q3.9.3	Alignment across campus				0,867	
Q3.9.31	Technological access					0,744
Q3.9.5	Blended learning					0,679
Q3.9.18	Learning-centred teaching	0,458				0,593
Q3.9.17	Learning activities	0,385				0,592
Q3.9.1	21st century skills			-0,335		0,354
Cronbach alpha		0,945	0,887	0,907	NA	0,887
Mean		0,594	0,567	0,586	NA	0,616
Standard deviation		0,75216	0,79534	0,75047	1,18423	0,76242
Total variance		64,407				
KMO		0,885				
Bartlett's test of Sphericity		Appr Chi-Square	1740,788	df	465	Sig
						0,000

The means in the factor analysis range from 0.567 to 0.616. The standard deviation in table 5.7 is between one and two deviations from the mean. Factor loadings for this question were divided into five factors to analyse. Bartlett's test of sphericity showed a significance of $p=0.000$ for this factor analysis. The KMO measure of 0.885 indicated that the data were suitable for factorisation. The factor loadings for factor 1 (Elements of curriculum transformation dealing with teaching and learning) range between 0.565 and 0.917. Factor 2's factor loading (Trends / Social justice / Political connected issues) ranges between 0.584 and 0.895. The factor loading for factor 3 (Skills and values) ranges from -0.5 and -0.892 (negative values influenced due to the structuring of questions). Factor 4's factor loading (Alignment) is 0.867. The factor loadings for factor 5 (Technological and pedagogical skills/approaches) range from 0.592 and 0.744. Only one variable had a factor loading less than 0.5 and was extracted from the initial questionnaire and not considered for this study. The Cronbach alpha data for the five factors range between 0.887 and 0.945 (highly reliable).

In factor loading 1 (Elements of curriculum transformation dealing with teaching and learning), lecturers indicated that teaching (0,917) and diversity (0,641) were the most important elements to them, followed by the module content (0,635) and the student voice (0,632). **The high-scoring elements in factor 1 can be due to the focus and importance the NWU places on these elements in key NWU documents and policies. Lecturers might deem them important because it is expected of them.**

In the second factor (the trends / Social justice / Political connected issues), lecturers indicated that the most important issues were Indigenous Knowledge (0,895), Africanisation (0,875), and Citizenship (0,625). The highlighted elements of IK, Africanisation and Citizenship are issues that

are currently trending in the HE context in the field of curriculum transformation. It is seldom that one would attend a conference in HE and not find topics on these elements in the conference proceedings. Although the NWU, the nation and global context highlight these elements, one must wonder how these elements are (really) implemented and addressed in HE curriculums. The data from the descriptive statistics show that lecturers indicated that they incorporated IK in their curriculums, but when asked how the NWU implemented IK, most participants indicated rarely. This highlighted a discrepancy in practices. **When looking at the data from the descriptive factors regarding Africanisation, the data also highlight a split between *used to a moderate-large extent* to *not at all* small extent, also highlighting discrepancies in practices.** The descriptive data highlight a strong focus on citizenship.

The third factor is the skills and values highlighted by the lecturers as well as skills linked to tendencies. It is important to consider the faculty niches and context as communicated in the FITLP's (2018). F-EMS focused on skills related to 4IR; F-EDU focused on SDL; and F-LAW incorporated transformative constitutionalism as the pillars of their teaching and research endeavours. It is noticeable from the holistic view of the data that lecturers viewed the following skills as important: self-reflection skills (-0,892); globalisation (-0,809); self-directed learning (-0,744); responsiveness (-0,612); and Fourth Industrial Revolution (-0,549). **The data indicate contradictions regarding which skills lecturers saw as valuable with reference to SDL and the practical implementation of letting students be involved in the curriculum-making process (§ A1.3.6).**

The fourth factor is the alignment of modules across campuses. It stands alone as a factor, indicating how important lecturers thought it was. The fifth factor is the technological and pedagogical skills/approaches highlighted by lecturers. Technological access (0,744), blended learning (0,679) and learning-centred teaching (0,593) and learning activities (0,592) were highlighted as necessary to lecturers (appropriately so, considering that the 2020 academic year was facilitated via online TLA strategies during the COVID-19 national lockdown).

The implication of table 5.9 for the NWU is that lecturers feel that they incorporate elements of curriculum transformation into their teaching and learning activities by focusing on teaching, diversity, the student voice, and module content. All the above-mentioned elements are easily implemented and measured in a curriculum. **When changes to the elements of pedagogy, module design and classroom practices are required, it implies that the individual lecturer must collaborate with colleagues (at times on other campuses), time must be invested, and consensus must be reached between parties to present the modules in an aligned front. Considering the data that emerged from the descriptive statistics on the student voice (§ A1.3.6 and § B2.1), a clear understanding of what the student voice entails must be clarified. Lecturers indicated that they gave students a voice and the NWU embraced practices to give students a voice, yet when asked if students gave input into the curriculum by determining module outcomes, choice of content, determining TLA activities or assessment practices, the data show strong contradictions as regards where they allowed students a voice.**

To transform the curriculum by using resources is also not easy if the lecturers are not familiar with African authors and literature in their field or have difficulty finding such resources. The NWU should invest in praxis orientated CPD opportunities to enable lecturers to transform their pedagogy and classroom practices to ensure quality TLA. In line with the theory of ZPTD, mediators of CPD opportunities should structure learning opportunities with the assumption that lecturers know more than they do (De Beer, 2017). The next steps include expert-other assistance, where scaffolding and mediation are introduced to help the lecturers with their professional development. Final stages involve where the lecturer puts the theory in action (praxis) and confront the problems, leading to further internalisation and adaption (ibid, 2017; Warford, 2011:255). From a curriculum renewal perspective, lecturers should be accompanied by expert-others when redesigning modules and resources.

Tables 5.10 provides the pattern matrix of the factor analysis of lecturers' confidence to engage in curriculum renewal, transformation, and planning. The inferential statistics are then discussed.

Table 5.10: Factor analysis of lecturers' confidence to engage in curriculum renewal, transformation, and planning

Q	Items	Factor 1 Basic curriculum changes	Factor 2 More advanced curriculum changes
Q3.13.13	Delete a module	0,844	
Q3.13.8	Change order of modules	0,837	
Q3.13.5	Change credits	0,832	
Q3.13.9	Change pre-requisites	0,832	
Q3.13.7	Change qualification entry requirements	0,828	
Q3.13.4	Add electives	0,828	
Q3.13.16	Make other yearbook changes	0,818	
Q3.13.12	Change outcomes of module	0,812	-0,286
Q3.13.6	Change module name	0,807	
Q3.13.14	Develop new programme	0,746	0,366
Q3.13.2	Add new module	0,745	
Q3.13.10	Change content	0,704	-0,526
Q3.13.3	Add site of delivery	0,686	
Q3.13.15	Develop a new qualification	0,678	0,477
Q3.13.17	Register a new ECP	0,671	
Q3.13.11	Change my module assessment	0,553	-0,662
Q3.13.1	Add a CESM to my qualification	0,545	0,605
Cronbach alpha		0,952	
Mean		0,537	
Standard deviation		0,65199	
Total variance		57,290	
KMO		0,880	
Bartlett's test of Sphericity		Appr Chi-Square	963,028
		df	136
		Sig	0,000

The mean for question 3.13 in the factor analysis is 0.537. The standard deviation in table 5.8 is between one and two deviations from the mean. The factor loadings for this question were divided into two factors to analyse. Barlett's test of sphericity showed a significance of $p=0.000$ for this factor analysis. The KMO measure of 0.880 indicated that the data were suitable for factorisation.

The factor loadings for factor 1 (Basic curriculum changes) range between 0.671 and 0.844. The factor loading for factor 2 (More advanced curriculum changes) ranges between 0.605 and -0.662 (negative values influenced due to the structuring of questions). Only one variable had a factor loading of less than 0.5 as extracted from the initial questionnaire and was not considered for this study. The Cronbach alpha data for the two factors is 0.952, which is deemed highly reliable.

In factor 1, which indicated fundamental curriculum changes, the lecturers indicated that the following changes were the most common in the curriculum: deleting a module (0,844); changing the order of modules (0,837); changing credits (0,832); changing pre-requisites (0,832); changing qualification entry requirements (0,828); adding electives (0,828); making other yearbook changes (0,818); and changing the outcomes of a module (0,812). In factor 2, when looking at the more advanced curriculum changes lecturers were making, changes to module assessment (-0,662) and adding CESMs to qualifications (0,605) were indicated as important.

The implication of table 5.10 for the NWU is that lecturers are confident when making basic curriculum changes. When lecturers are faced with medium-difficulty curriculum changes – such as developing new programmes, adding new modules, and changing content which require curriculum expertise and knowledge – they tend to be less confident. When lecturers are faced with more advanced (difficult) curriculum changes – such as changing modules assessment and adding CESMs to qualifications – they are also less confident to make such changes. Q&APP employs skilled and knowledgeable senior curriculum specialists (SCS) who are allocated to specific faculties to assist lecturers in all degrees of curriculum transformation efforts. **The NWU should invest in employing more SCS to ensure faculty-focused curriculum specialist and capacity. An effort should be made to recruit and develop SCS from within faculties to cater for context-specific expertise and experiences.**

Table 5.11 provides the pattern matrix of the factor analysis of the extent to which the NWU as institution embraces curriculum transformation. The inferential statistics are discussed after the table.

Table 5.11: Factor analysis of the extent to what the NWU as institution embraces curriculum transformation

Q	Items	Factor 1	Factor 2		Factor 3		
		Issues stemming from NWU documents and policies	Student voice and culture differentiation		Language, IK and campus artefacts (deep rooted cultural issues)		
Q13.16.11	Replacing the aging academic cohort	0,855					
Q13.16.2	Epistemological access	0,742					
Q13.16.1	Institutional culture	0,718					
Q13.16.8	Adherence to social justice issues	0,584	0,370				
Q13.16.7	Addressing diversity issues	0,525					
Q13.16.10	Giving students a voice		0,817				
Q13.16.9	Respect for different culture groups	0,359	0,695				
Q13.16.3	Language of instruction				0,895		
Q13.16.4	Language in social settings		0,447		0,732		
Q13.16.5	Indigenous knowledge	0,326			0,700		
Q13.16.6	Artefacts on campus	0,470			0,514		
Cronbach alpha		0,869	0,668		0,822		
Mean		0,574	0,501		0,538		
Standard deviation		0,91481	0,89389		0,91105		
Total variance		51,530					
KMO		0,830					
Bartlett's test of Sphericity		Appr Chi-Square	400,568	df	55	Sig	0,000

The means in the factor analysis range from 0.501 to 0.574. The standard deviation in table 5.9 is between three to four deviations from the mean. The factor loadings for this question were divided into three factors to analyse. Barlett's test of sphericity showed a significance of $p=0.000$ for this factor analysis. The KMO measure of 0.830 indicated that the data were suitable for factorisation.

The factor loadings for factor 1 (Issues stemming from NWU documents and policies) range between 0.525 and 0.855. The factor loading for factor 2 (Student voice and different cultures) ranges between 0.695 and 0.817. The factor loading for factor 3 (Language, IK and campus artefacts, deep-rooted cultural issues) ranges from 0.514 and 0.895. Only one variable had a factor loading of less than 0.5 and was therefore extracted from the initial questionnaire and not considered for this study. The Cronbach alpha data for the three factors range between 0.668 and 0.869, which are considered highly reliable.

In factor 1 (Issues stemming from NWU documents and policies), the most important issues for the lecturers were replacing the ageing academic cohort (0,855), epistemological access (0,742), and institutional culture (0,718). Factor 2 highlights the student voice and culture differentiation, where lecturers deemed giving students a voice (0,817) and respect for different culture groups (0,695) as important. Factor 3 considers deeper-rooted cultural issues and how important lecturers deemed the issues of the language of instruction (0,895), language in social settings (0,732), indigenous knowledge (0,700), and the artefacts on campus (0,514).

From table 5.10, it is evident that the NWU prioritises replacing its aging academic cohort, providing epistemological access, and promoting the institutional culture by means of communication in core documents and policies. The NWU aims to give students a voice and promote respect for different cultural groups. In lecturers' view, the NWU aimed to address cultural issues of language of instruction, language in social settings, indigenous knowledge, and artefacts on campus. The data were collected from lecturers about their experience and perceptions of how the NWU embraced curriculum transformation. How our clients (the students) perceive the extent to which the NWU embraces curriculum transformation is something to be considered for further research.

Table 5.12 provides the pattern matrix of the factor analysis of lecturers' familiarity with NWU documents. The inferential statistics are discussed after the table.

Table 5.12: Factor analysis of lecturers' familiarity with NWU documents							
Q	Item	Factor 1		Factor 2			
		Document not so familiar to lecturers	Documents commonly used by lecturers (general documents)				
Q3.17.4	QEP 2	0,875					
Q3.17.7	Transformation charter	0,814					
Q3.17.1	NWU Access and Success Strategy	0,780					
Q3.17.2	APP	0,752					
Q3.17.3	Declaration on decolonisation	0,693					
Q3.17.9	Faculty Quality Manual				-0,956		
Q3.17.8	FITLP				-0,844		
Q3.17.6	T&L Strategy				-0,761		
Q3.17.5	Strategy				-0,701		
Cronbach alpha		0,854			0,856		
Mean		0,552			0,602		
Standard deviation		0,60642			0,63968		
Total variance		53,772					
KMO		0,837					
Bartlett's test of Sphericity		Appr Chi-Square	309,245	df	36	Sig	0,000

The means in the factor analysis range from 0.552 to 0.602. The standard deviation in table 5.10 is between one and two deviations from the mean. The factor loadings for this question were divided into two factors to analyse. Bartlett's test of sphericity showed a significance of $p=0.000$ for this factor analysis. The KMO measure of 0.837 indicated that the data were suitable for factorisation. The factor loadings for factor 1 (Document not so familiar to lecturers) range between 0.693 and 0.875. The factor loading for factor 2 (Documents commonly used by lecturers) ranges between -0.701 and -0.956. The Cronbach alpha data for the two factors range between 0.854 and 0.856, which are considered highly reliable.

In factor 1, lecturers indicated that they were not familiar with the following documents: QEP 2 (0,875); Transformation charter (0,814); NWU Access and Success Strategy (0,780); APP (0,752); Declaration on decolonisation (0,693). In factor 2, lecturers indicated that the most used documents were the Faculty Quality Manual (-0,956); FITLP (-0,844); T&L Strategy (-0,761); and NWU Strategy (-0,701).

From table 5.12, our lecturers are familiar with the core documents that guide and inform TLA practices (Faculty Quality manuals, FITLP, T&L Strategy and NWU Strategy). Not all lecturers are familiar with the document containing the curriculum transformation agenda and vision. The implication for implementation is that lecturers perceive TLA activities and curriculum transformation efforts as separated and not holistically integrated. Lecturers may also feel disconnected from the transformation agenda, as it may feel politicised, they are unsure how to attempt curriculum transformation, or they are resistant to change.

Table 5.13 provides the pattern matrix of the factor analysis of the resources used before the COVID-19 lockdown. The inferential statistics are discussed after the table.

Table 5.13: Factor analysis of the resources used before the COVID-19 lockdown						
Q	Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
		Compiled addendum and OER	Self-created media, electronic study guide and web-based resources	International prescribed textbook	National textbook, workbook and source own resources	Printed/digital study guide
Q5.2.6	Compiled addendum before lockdown	0,912				
Q5.2.16	Compiled addendum during lockdown	0,871				
Q5.2.7	OER before lockdown	0,798				
Q5.2.17	OER during lockdown	0,677				
Q5.2.8	Source own content before lockdown	0,511			0,408	
Q5.2.19	Self-created media during lockdown		-0,869			
Q5.2.14	Electronic study guide during lockdown		-0,859			
Q5.2.4	Electronic study guide before lockdown		-0,809			
Q5.2.20	Web-based resources during lockdown		-0,705	0,296		0,341
Q5.2.9	Self-created media before lockdown		-0,636			
Q5.2.10	Web-based resources before lockdown		-0,532	0,472		
Q5.2.1	International prescribe textbook before lockdown			0,926		
Q5.2.11	International prescribe textbook during lockdown			0,920		
Q5.2.12	National prescribed textbook during lockdown				0,706	

Q5.2.2	National prescribed textbook_before lockdown			-0,322	0,655	
Q5.2.15	A workbook_during lockdown	0,352			-0,600	
Q5.2.5	A workbook_before lockdown	0,290			-0,587	0,316
Q5.2.18	Source their own resources_during lockdown	0,416			0,427	0,393
Q5.2.3	Printed/digital study guide_before lockdown					0,985
Q5.2.13	Printed/digital study guide_during lockdown					0,969
Cronbach alpha		0,855	0,845	0,980	0,656	0,974
Mean		0,536	0,477	0,960	0,265	0,950
Standard deviation		1,20623	1,02445	1,71854	0,90423	1,70036
Total variance		28,761				
KMO		0,584				
Bartlett's test of Sphericity		Appr Chi-Square	1109,363	df	190	Sig
						0,000

The means in the factor analysis range from 0.265 to 0.950. The standard deviation in table 5.11 is between one and two deviations from the mean. The factor loadings for this question were divided into five factors to analyse. Bartlett's test of sphericity showed a significance of $p=0.000$ for this factor analysis. The KMO measure of 0.584 indicated that the data were suitable for factorisation. The factor loadings for factor 1 (Compiled addendum and OER) range between 0.511 and 0.912. The factor loading for factor 2 (Self-created media, electronic study guide and web-based resources) ranges between -0.532 and -0.869 (negative values influenced due to the structuring of questions). The factor loading for factor 3 (International prescribed textbook) ranges from 0.92 and 0.926. The factor loadings for factor 4 (National textbook, workbook, and source own resources) are -0.587 and 0.706. The factor loadings for factor 5 (Printed/ digital study guide) range from 0.969 and 0.985. Only one variable had a factor loading of less than 0.5 and was therefore extracted from the initial questionnaire and not considered for this study. The Cronbach alpha data for the five factors range between 0.656 and 0.980, which are considered highly reliable.

In factor 1, which dealt with compiled addendum and OER, lecturers indicated that they made use of compiled addendums before lockdown (0,912) as well as compiled addendum during lockdown (0,871), OER before lockdown (0,798), and OER during lockdown (0,677). In factor 2, lecturers indicated that the use of self-created media during lockdown (-0,869), the usage of electronic study guides during lockdown (-0,859), the usage of electronic study guides before lockdown (-0,809), and web-based resources during lockdown (-0,705) were important. Factor three dealt with internationally prescribed textbooks and the importance of usage to lecturers before lockdown (0,926) and during lockdown (0,920) when face-to-face lessons did not occur. Factor 4 dealt with national textbooks, workbook, and own sourcing resources. The lecturers indicated the importance of the use of national prescribed textbooks during lockdown (0,706), national prescribed textbooks before lockdown (0,655), as well as workbooks during lockdown (-0,600) and before lockdown (-0,587). Lecturers also thought it was important that students sourced their own resources during lockdown (0,427). Factor 5 dealt with printed/digital study guides, where lecturers indicated that they had used printed/digital study guides before lockdown (0,985) and during lockdown (0,969).

The implication of table 5.13 for the NWU is that the COVID-19 national lockdown was the driving force for the digital transformation shift at the NWU. Before and during the COVID-19 lockdown, the most important resources used were compiled addendums, OER, electronic study guides, self-created media, textbooks, and workbooks. This indicates that lecturers on all three sites felt that students should have a prescribed textbook which should be supplemented with their own resources.

This section dealt with the factor analysis of the inferential statistics. The following section deals with factors conceptualised as elements of activity theories linked to CHAT used in this study.

B.2 FACTORS CONCEPTUALISED AS ELEMENTS OF ACTIVITY THEORY

When measuring differences between groups, statistical test are used to look at the parametric and non-parametric data (Cohen *et al.*, 2011:641). Variables like the kind of data, number of groups compared and if the groups are independent or related, influence the choices as to which statistics to use. When looking to calculate simple differences between two groups, the t-test are used. When looking at three or more groups, variance analysis is used (ANOVA) (*ibid*:641).

The t-test helps to uncover the statistically significant differences between the means of the two groups (Cohen *et al.*, 2011:642). The t-test accepts that the two groups are either unrelated to each other or that it is the same group voting on variables at different times. One variable is categorical, and one is a continuous variable (*ibid*:642). Factorial ANOVA (analysis of variance) is described as an analysis of variance statistical procedure using two or more independent variables that permit testing each independent variable and the interaction between variables (McMillan & Schumacher, 2006:472).

In chapter 3, Engeström's 3GAT was explained as the research lens for this study. The factors identified in tables 5.8–5.12 were used to compare data between faculties and campuses to highlight gaps in curriculum transformation practices. The factors analysed were recognised as the primary components in the context of transformation to develop guidelines for curriculum transformation in HE. The following section discusses the results of the t-test and effect sizes calculated between the elements of the activity system of curriculum transformation and the two participating faculties and three campuses of the participating institution in this study.

B.2.1 DESCRIPTIVE STATISTICS OF MICRO-LEVEL ACTIVITY SYSTEM ELEMENTS OF CURRICULUM TRANSFORMATION AND FACULTIES

The researcher measured whether there are statistically significant differences between the two faculties (F-Edu and F-EMS) and the elements of the micro-level activity system for curriculum transformation at the participating institution. Although three faculties were used in the study, the responses from lecturers in one of the three faculties (F-Law) were not enough to be included in the analysis. Table 5.14 provides the results of the t-test and effect sizes for faculty differences and the elements of the micro-level activity system of curriculum transformation. The elements OERs, trends, general documents, and policies not familiar with, identified within the micro-level activity systems of curriculum transformation, showed very little differences between the two faculties' responses.

In Faculty A, the lecturers indicated that they engaged more with OERs than in Faculty B ($d=0.48$, medium effect that tends towards practically significant differences). There is a small effect ($d=0.41$) of curriculum trends within the two faculties (dealing with indigenous knowledge, Africanisation, citizenship, social inclusion, social justice, and language accessibility. See Table 5.14). Lecturers in Faculty B were more aware of the trends relating to curriculum transformation. The implication for the NWU is that more CPD training should be made available to inform and train lecturers on the use and advantages of using OER. **The NWU and faculties through their FITLPs should consider the importance of curriculum tendencies in national and global context and prioritise the curriculum transformation agenda as a key driver to student access and success.**

A medium effect ($d=0.54$) tends towards practically significant differences between the two faculties in terms of general documents. Lecturers in Faculty B indicated that they were more familiar with the institution's general documents (Faculty Quality Manuals, FITLP, NWU T&L Strategy, and the NWU Strategy). There is a small effect ($d=0.39$) of documents not familiar with the two faculties. Faculty B was more familiar with the documents (QEP 2 document, NWU Transformation charter, NWU APP, and the NWU Declaration on Decolonisation) than the lecturers in Faculty A. Faculty B might focus more on the unfamiliar documents to ensure that they align faculty practices with the NWU goals and targets. The small effect size might imply that Faculty B was more informed about institutional literature about curriculum transformation. **The implication for the NWU is that lecturers should ensure that they update their own knowledge about core institutional policies, documents, and guidelines, as the HE context is constantly changing and producing knowledge.**

Elements of activity theory		Means		Standard deviation		Effect sizes
		Faculty A	Faculty B	Faculty A	Faculty B	
Tools	Skills and values	2.87	2.74	0.86	0.72	0.17
	Technological and pedagogical and approaches	2.91	2.96	0.77	0.77	0.07
	Language, IK and artefacts (deep rooted cultural issues)	3.17	3.07	0.98	0.88	0.10
	OERs	2.73	3.34	1.27	1.09	0.48*
	International textbooks	3.07	2.84	1.89	1.48	0.12
	National textbooks	2.40	2.62	1.48	1.00	0.22
	Study guide print/digital	3.29	3.18	1.81	1.59	0.06
	Self-created study materials	3.98	3.77	1.09	1.08	0.19
	Use of eFundi (LMS)	4.19	3.93	0.67	1.20	0.22
	Elements of curriculum transformation	2.90	2.93	0.79	0.69	0.03
Rules	Trends	2.16	2.51	0.69	0.86	0.41*
	Alignment	2.85	3.29	1.28	1.08	0.34
	Curriculum changes	2.81	2.86	0.68	0.61	0.06
	Policies	3.39	3.38	0.96	0.89	0.02
	General documents	2.95	2.60	0.61	0.65	0.54*
	Policies not familiar with	2.08	1.84	0.59	0.63	0.39*
	Student voice and different cultures	3.88	3.77	0.93	0.98	0.12
Community	Knowledge, skills, and attitudes to function in society	3.00	3.01	0.95	0.87	0.01
	Students' ability to function and apply 21st century skills	2.98	2.99	0.60	0.69	0.02

$d \leq 0.4$ small with little or no significant difference
 $0.5 \leq 0.8$ medium that tended towards practically significant difference
 ≥ 0.8 large with practically significant difference

The factors from tables 5.9–5.13 were used to compare data of micro-level activity system elements of curriculum transformation on faculty level. Next, the comparison of the campus data is discussed.

B.2.2 DESCRIPTIVE STATISTICS OF MICRO-LEVEL ACTIVITY SYSTEM ELEMENTS OF CURRICULUM TRANSFORMATION AND CAMPUSES

The following discussion considers whether there were statistically significant differences between the three sites of delivery (campuses) and the elements of the micro-level activity system for curriculum transformation at the NWU. Table 5.15 provides the results of the t-test and effect sizes for campus differences and the elements of the micro-level activity system of curriculum transformation. As seen from table 5.15, there were clear differences between the three campuses and the elements of the micro-level activity system of curriculum transformation.

There was a small effect in terms of skills and values ($d=0.40$) that indicated that there was little difference between lecturers on campus 1 and campus 3. There is a medium effect ($d=0.62$) that tended towards practically significant differences between campus 2 and 3 in terms of language, IK, and artefacts. **The medium effect implies that the language of instruction on the campuses might differ, or language in social settings are different on the two sites. There is a difference in how staff on the sites value, perceive or include indigenous knowledge, and there are different artefacts on the campuses influencing institutional culture and curriculum transformation. The NWU are striving towards a unitary approach across all sites of delivery, and various attempts are made to address issues such as language by the implementation of a new language policy and institutional climate and culture surveys and initiatives.**

There is a small effect ($d=0.37$) with little or significant difference between campus 1 and campus 2 pertaining to OERs; however, there are practically significant differences ($d=0.62$) between campus 1 and 3 relating to OERs. The lecturers on campus 3 were more willing to engage with and use OERs for their teaching and learning endeavours. **The NWU, through support units such as CTL, can invest in CPD opportunities for lecturers to be informed about OER and how to integrate such resources into curriculums.**

Campuses 1 and 3 indicated a medium effect that tends towards practically significant differences regarding the use of international textbooks when they plan their teaching and learning resources. There is a medium effect ($d=0.68$) that tended towards practically significant differences between lecturers Campus 1 and Campus 2 for the use of national textbooks for their teaching and learning. In terms of the use of National textbooks, there is a large effect with practically significant

differences between campus 1 and campus 3. Thus, this implies that the lecturers on campus 3 tend to make use of textbooks which are published locally. In line with the NWU T&L Strategy (2021–2025) and the Africanisation discourse, it is imperative that the NWU as a community directs its focus to African knowledge as the centre point of departure in curriculums and that CPD opportunities, communities of practice (CoP) and SoTL projects be prioritised to drive these curriculum transformation efforts.

There is a medium effect between campus 1 and campus 2 ($d=0.60$) and campus 1 and campus 3 which tended towards practically significant differences pertaining to study guides, whether printed or available electronically. The implication for the NWU is that there is still specific study guide preference for students on specific campuses due to economic, social, and personal reasons. The COVID-19 lockdown sped up digital transformation at the NWU because online learning through blended learning practices had to be implemented to ensure the continuation of the 2020 academic year. The NWU will have to determine whether paper-based study guides are still a viable option for both students and lecturers in the digital age.

Alignment at the institution has been a burning issue for the last few years. When we peruse the results in table 5.14, the three campuses showed significant differences relating to alignment. There is a large effect with practically significant differences between campus 1 and campus 2 ($d=0.88$) as well as campus 1 and campus 3 ($d=1.31$). This indicates that lecturers on campus 2 and campus 3 were more willing to align their curriculum offerings (assessment, content, resources, TL timelines, etc.). There is a medium effect ($d=0.48$) that tended towards practically significant differences between campus 2 and campus 3. This substantiates those lecturers on campus 3 were more willing to align their teaching and learning. Although complete alignment is still a new venture at the NWU, efforts to improve the success and teamwork effort of alignment must be considered and invested in.

There is a medium effect ($d=0.48$) that tended towards practically significant differences between campus 2 and campus 3 regarding policies. However, there is practically significant differences between campus 1 and campus 3. The lecturers on campus 3 engaged more with the policies. The greater engagement with policies on campuses can be due to a larger awareness or drive from faculty on the specific campus or support departments and their drive to make lecturers aware of the policies and advise them on the use of the policies as part of their practices. The differentiation in the understanding and use of NWU policies can impact on the alignment of practices and the common understanding among lecturers regarding the NWU goals and aims and the curriculum transformation agenda. CPD opportunities must be provided to guide new lecturers as well as refresher sessions for all lecturers when policies are updated and renewed.

There were practically significant differences ($d=0.87$) between campus 1 and campus 3 in terms of the general documents and a medium effect ($d=0.63$) that tended towards practically significant differences between campus 1 and 3 regarding general documents. This indicates that lecturers on campus 1 engaged the least with the general documents of the institution. The importance and purpose of general and core documents must be communicated to newly appointed staff, as well as refresher sessions for existing staff when general documents are updated. The ease of access and opportunities to engage with peers must be prioritised to develop communities of practice and enhance opportunities for SoTL.

In terms of policies not familiar with, there were practically significant differences between campus 1 and campus 2 ($d=1.17$) and campus 1 and campus 3 ($d=0.99$). Lecturers on campus 1 were not familiar with all the policies pertaining to teaching and learning. The importance and purpose of NWU documents and policies must be communicated to newly appointed staff, and refresher sessions should be presented for existing staff when general documents are updated. The ease of access and opportunities to engage with peers must be prioritised to develop communities of practice and enhance opportunities for SoTL.

Table 5.15: Micro-level activity system of curriculum transformation at NWU per campus

Elements of activity theory		Means			Standard deviation			Effect sizes		
		Campus 1	Campus 2	Campus 3	Campus 1	Campus 2	Campus 3	Campus 1 with 2	Campus 1 with 3	Campus 2 with 3
Tools	Skills and values	2.69	2.68	2.95	0.63	0.84	0.66	0.00	0.40*	0.32
	Technological and pedagogical and approaches	2.96	2.85	2.96	0.59	0.8	0.79	0.14	0.02	0.16
	Language, IK and artefacts (deep rooted cultural issues)	3.13	3.39	2.83	1.16	0.79	0.89	0.23	0.25	0.62**
	OERs	3.56	3.09	2.65	1.26	1.13	1.22	0.37*	0.72**	0.36
	International textbooks	2.30	2.87	3.12	1.55	1.71	1.80	0.33	0.46*	0.14
	National textbooks	3.24	2.53	2.25	1.05	0.83	0.81	0.68**	0.94***	0.34
	Study guide print/digital	4.15	3.11	3.10	1.25	1.72	1.78	0.60**	0.59*	0.00
	Self-created study materials	3.92	3.79	4.06	1.13	0.98	1.06	0.11	0.12	0.25
	Use of eFundi (LMS)	4.41	3.99	4.12	0.76	1.16	0.62	0.36	0.39	0.11
	Elements of curriculum transformation	2.97	2.77	3.02	0.85	0.71	0.77	0.23	0.06	0.32
Rules	Trends	2.45	2.29	2.30	0.81	0.80	0.81	0.20	0.19	0.01
	Alignment	1.90	3.03	3.58	1.29	1.14	0.83	0.88***	1.31***	0.48*
	Curriculum changes	2.68	2.86	2.78	0.84	0.65	0.58	0.22	0.12	0.13
	Policies	3.84	3.60	3.03	0.86	0.89	0.86	0.27	0.95***	0.65*
	Curriculum	2.97	2.77	3.02	0.85	0.71	0.77	0.23	0.06	0.32
	General documents	3.25	2.62	2.79	0.73	0.66	0.48	0.87***	0.63*	0.26
	Policies not familiar with	2.60	1.79	1.92	0.69	0.52	0.51	1.17***	0.99***	0.25
	Student voice and different cultures	4.15	3.90	3.60	0.88	0.99	0.74	0.25	0.62*	0.30
	Knowledge, skills, and attitudes to function in society	3.17	2.89	2.99	0.88	0.92	2.99	0.30	0.19	0.10
	Students' ability to function and apply 21st century skills	3.14	2.88	3.00	0.70	0.68	0.54	0.37	0.19	0.18
Community										

$d \leq 0.4$ small with little or no significant difference
 $0.5 \leq 0.8$ medium that tended towards practically significant difference
 ≥ 0.8 large with practically significant difference

The data from tables 5.9–5.13 as well as tables 5.15–5.16 were used to cluster the micro-level activity factors highlighted. When the factors are clustered as interactive components of an activity system, it can demonstrate the elements of activity theory and highlight the main topics from the factor analysis. Figure 5.1 also serves the purpose to summarise the micro-level triangular curriculum activity system.

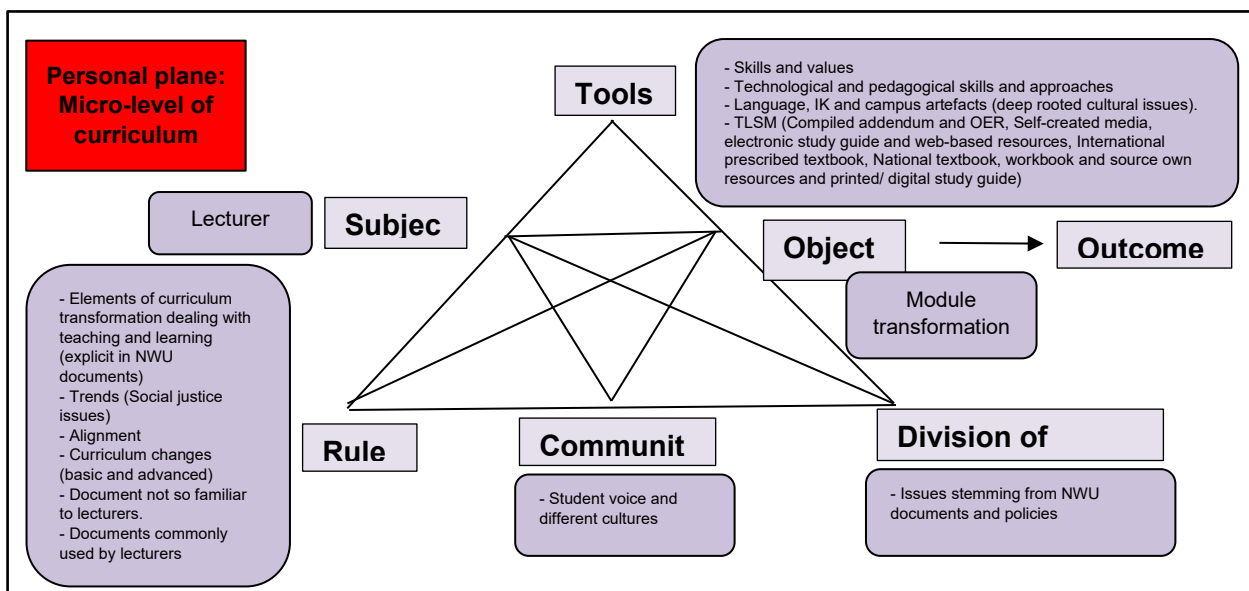


Figure 5.1: Micro-level curriculum triangular activity system (TAS)

In section 5.2A, I discussed the quantitative data analysis from the interviews by means of the descriptive and inferential statistics used. In section 5.2B, I explained factor analysis and expanded on how factors were conceptualised as elements of activity theory. In section 5.2 I aimed to answer the research questions of what the key elements for curriculum transformation and development are; how lecturers' perspectives and experiences contribute to curriculum transformation to inform future practices; how curriculum transformation can inform future practices for curriculum making and curriculum renewal and the affordances and tensions

highlighted when using CHAT as a research lens to study curriculum transformation at the North-West University. The results of the data linked to the research questions are unpacked in the triangulation of the literature and data section 6.4 (see table 6.2). In section 5.3, I look at the qualitative data from the interviews I conducted.

5.3.THE PLANES OF CHAT, FINDINGS FROM THE QUALITATIVE DATA

The data from the interviews and qualitative section from the questionnaire were used to write up the following section.

In line with the research questions and the literature review, the qualitative section aims to answer the research questions:

- what the key elements for curriculum transformation and development are;
- how lecturers' perspectives and experiences can contribute to curriculum transformation to inform future practices;
- reflect on how curriculum transformation can inform future practices for curriculum making and curriculum renewal;
- how self-directed learning is promoted in the curriculum; and
- what affordances and tensions are highlighted when using CHAT as a research lens to study curriculum transformation at the North-West University.

To answer the research questions, I used the CHAT lenses according to the scholarly work of Rogoff (1995b), discussed in § 3.2.3 as well as in tables 4.1. The use of the planes is discussed in the next section.

Please take note that colour-coded text, as described in § 5.1 and tables 5.1, is used in the unpacking of the qualitative data.

5.3.1 OVERVIEW OF THE PLANES

Rogoff (1995a, b) introduces three planes of analysis that can be used in CHAT; the institutional plane, the personal plane, and the interpersonal plane. In my study I will make use of the institutional plane and the personal plane. The reason for the use of the planes will be discussed in the following section.

In the institutional plane, I will look at curriculum transformation from two levels. The 1) macro curriculum (in the international context and the national context) and then on the 2) meso curriculum level (NWU context). On the 3) personal plane I will look at curriculum transformation at micro curriculum level and the nano curriculum level. Due to the interactive nature of activity systems and considering the various levels of the curriculum it was important not to separate the different planes but to consider them within the whole sociocultural activity system. Understanding each of the planes requires the involvement of the others and thus some themes are linked to their interdependence and interactivity. Rogoff (1995b) explains that distinguishing between the planes serves to clarify the plane of focus and may be selected as the discussion of a process in the whole activity – holding the other planes of focus in the background but not separated. Please see figure 4.2 for a visual cue to the unpacking of the planes.

It is important to note that the interviews were conducted with lecturers. The interviews with the lecturers provided the data that I used to unpack the rest of this section. The depth of the study is located within the personal plane of the lecturers' responses and experience. Some of the themes that emanated from the data can also fit into more than one theme of CHAT. I have clustered the themes to ensure it represents the data collected in a coherent and non-repetitive manner to ensure that it provided a framework for plotting themes for discussions and recommendations later in the study. I have blanked out some of the direct quotes with "XXX" to ensure the identities of my participants are protected and that they remain anonymous.

I have used Atlas.ti to code the data and developed network diagrams (see Addendum I). Activity systems do not present themselves in observed data sets in a neat and organized manner. Once

investigators begin their data analysis, they will find that their data set is messy and complex (Yamagata-Lynch, 2010). To ensure that the research questions were answered I clustered the themes according to the planes (Rogoff (1995b). I started with the unpacking of the institutional plane (the meso and macro curriculum environment) followed by the personal plane (looking at the nano and micro curriculum environment).

To use the interpersonal plane, it is implied that one need to make use of persons (such as the lecturer in my case) as the subject of an activity system and juxtapose (compare) two activity systems. The activity systems being compared needs persons as the subjects in each activity system. In my study, the subject of the activity system for the personal plane are human persons (lecturers were used to collect data from) and will be juxtaposed with a non-human subject in the institutional level (the curriculum) to unpack the actions and more than one plane to understand the affordances and tensions on the interrelated planes (hierarchical levels of HE curriculums). Therefore, I will not be able to use the interpersonal plane in my study as the subject on the institutional level are non-human.



SECTION C: THE INSTITUTIONAL PLANE, LOOKING AT THE MACRO CURRICULUM

In this section, I answer the research question of how curriculum transformation can inform future practices for curriculum making and curriculum renewal at institutional level. It is important to note that the interviews were conducted with lecturers who are more inclined towards the micro-level curriculum and thus therefore the institutional plane will be less densely populated with interview data. Please see figure 4.1 for an overview of Rogoff's planes. The context related to the text in figure 5.2 is discussed after the figure.

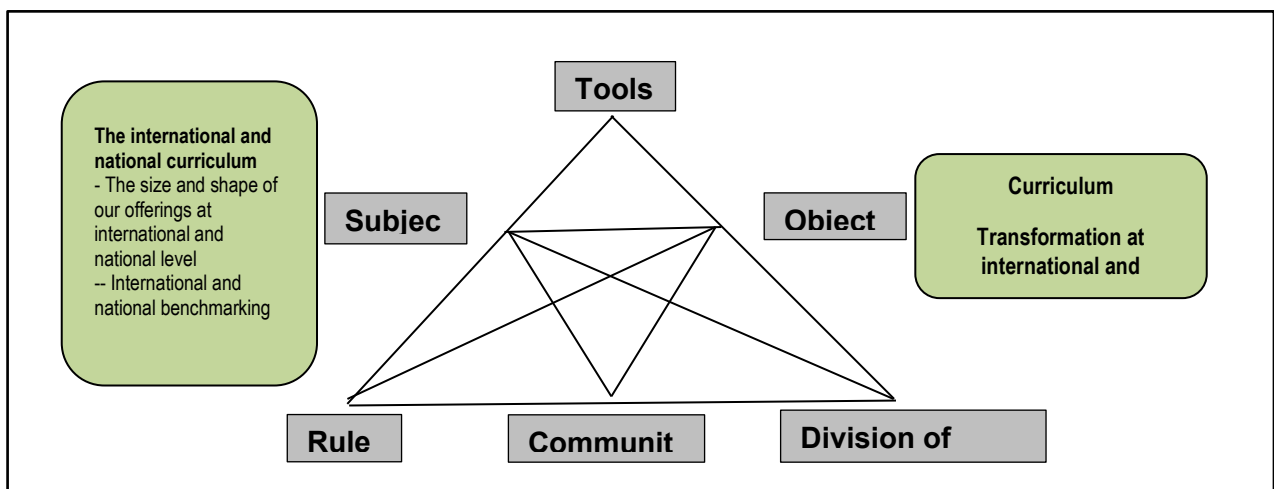


Figure 5.2: CHAT utilised on the institutional plane (Second Generation CHAT)

C.1 The object: Curriculum transformation on international and national level

My interviews were conducted with lecturers that focussed primarily on the micro curriculum level. **Very few of the lecturers referred to macro curriculum transformation practices.** However, some of the lecturers did refer to national and international benchmarking that will be discussed in the following section.

C.2 The subject: The international and national curriculum

The subject in the institutional plane is the curriculum which is non-human. It includes the macro curriculum (broader level of curriculum which involves the national and international context as well) and the meso (institutional level). As illustrated in figure 5.3 the section deals with the size

and shape of our offerings at international and national level and international and national benchmarking.

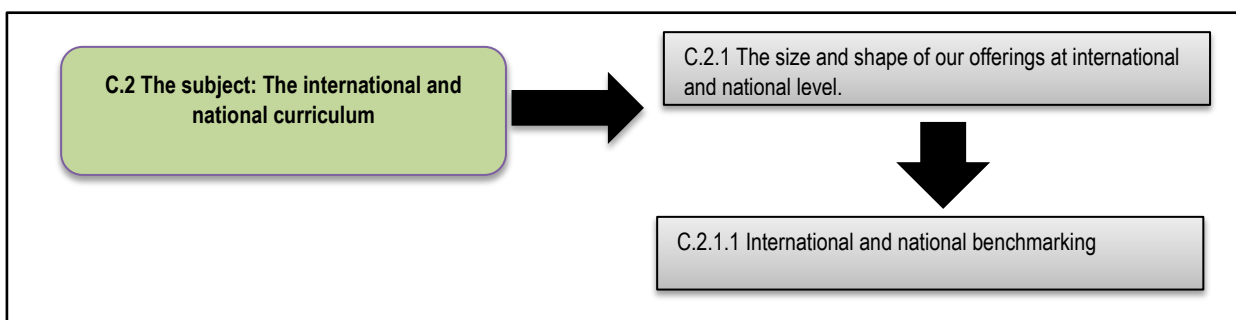


Figure 5.3: Themes relating to the subject in the institutional (macro) plane

C.2.1 The size and shape of our offerings at international and national level.

Very limited responses were received with regards to the size and shape of our offerings on the macro level of the curriculum. Some the lecturers referred to the use of international and national benchmarking practices and will be unpacked in the next section.

C.2.1.1 International and national benchmarking

Benchmarking emerged as a focus point from the interviews, as most of the lecturers included regular benchmarking in their curriculum transformation effort with national and international universities and industry partners to ensure the developers were aware of shortcomings, gaps, and strengths in their academic offerings.

Some of the lecturers indicated that:

<i>"...We also look at some Industry trends. Our qualification for example was very out of date in terms of XXX, and not all the Universities had XXX incorporated in their qualification. I think it was about only 40% of that. We base that percentage on industry trends. We realize that that is where the market is relevant..."</i>
<i>"...With the curriculum we first did a benchmarking process where we looked at what other Universities are currently doing in their xxx Programs and we used that information to put together our new XXX programme. I think benchmarking plays a huge role..."</i>
<i>"...when we got feedback from other Universities, that we might need to look at our curriculum as well or our Program of which my module was one of the easiest to adapt. We realized that we want to include some elements. So, basically it was based on the Forums that I'm part of other Universities..."</i>
<i>"...now you tend to learn what other countries are doing because you also need to benchmark. You see what other Universities are doing..."</i>

From the interviews it is evident that most of the lecturers interviewed made use of benchmarking practices when developing new qualifications and modules as well as when they consider curriculum renewal and transformation. The NWU should ensure that benchmarking is continuously utilised in all levels of curriculum (re)design and (re)development practices. It will be important for the NWU in the following years **post-COVID to keep making use of benchmarking practices to ensure quality, agility of transformation and change efforts to determine the gaps, strengths, and weaknesses in their academic offerings.** Consideration for the use of benchmarking can be pulled through from the initial design of new qualifications right through to module reviews and during IPE/EPE's to check for relevance and whether tendencies and innovations in disciplines are embedded into curricula.

C.3 The tools at the macro curriculum level

From my experience as working as a SCS on faculty level with lecturers, I am aware of the tools available in the macro curriculum. **However, from the interviews conducted none of the tools surfaced as themes to include in the data set.**

C.4 The division of labour in the macro curriculum level

From the interview data, **no data emerged that discusses the division of labour on the macro curriculum level**. On institutional level the division of labour are the offering of high-quality innovative teaching and learning, cutting edge research and community engagement, the size and shape of our NWU offerings all on national and international levels.

C.5 The community involved in the macro curriculum level

Due to the nature of the interviews and lecturers' close involvement on micro curriculum level, **no data emerged on the topic for discussion of the community involved in the macro curriculum**. Main role-player are primarily lecturers in subject leader or programme leader roles and the support units facilitating curriculum design and development such as CTL and Q&APP. Additional role-players such as professional bodies, government bodies such as the DHET and SAQA and industry are also role-players in the macro environment.



SECTION D: THE INSTITUTIONAL PLANE: LOOKING AT THE MESO CURRICULUM

In the meso curriculum I looked at the nodes in the activity system on institutional level of the NWU. Please see figure 5.4 for an overview of this section. The unpacking of the context related to the text in figure 5.4 will be discussed after the figure.

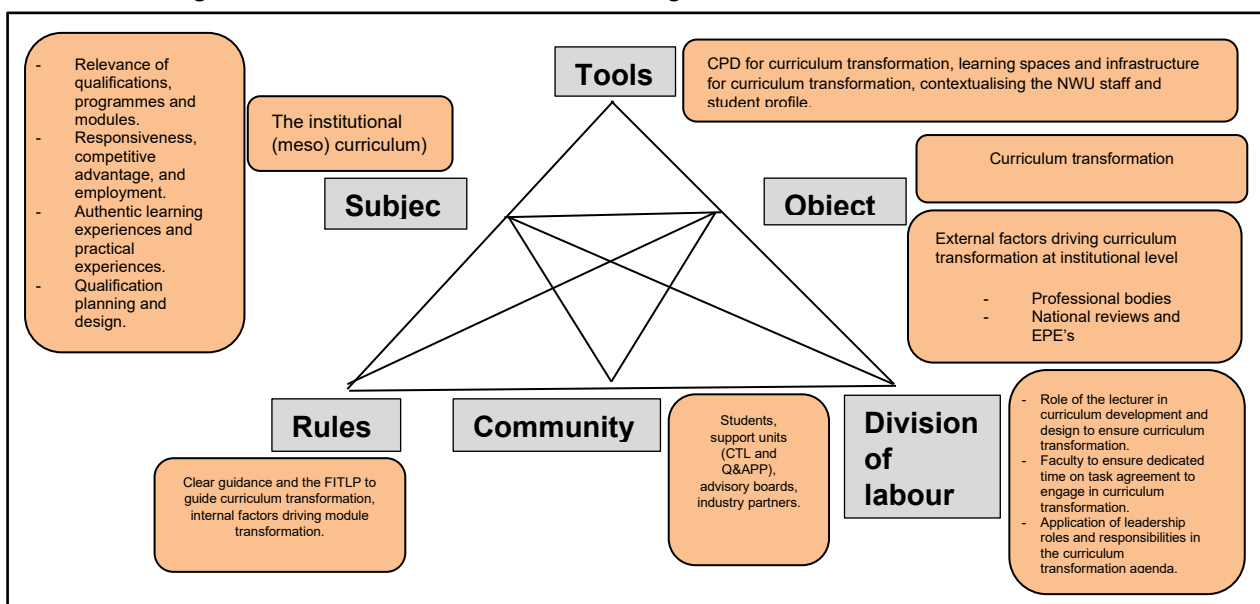


Figure 5.4: CHAT utilised on the institutional plane (Second Generation CHAT)

D.1 The object: Curriculum transformation on institutional level

The object of the institutional plane is also curriculum transformation but on the meso and macro level of the curriculum (communicating how it is done on institutional, national, and international level). The interviews conducted focussed on the personal plane of curriculum transformation and **does not provide adequate data to report on**. The factors driving curriculum transformation will be unpacked in the following sections (see figure 5.5).

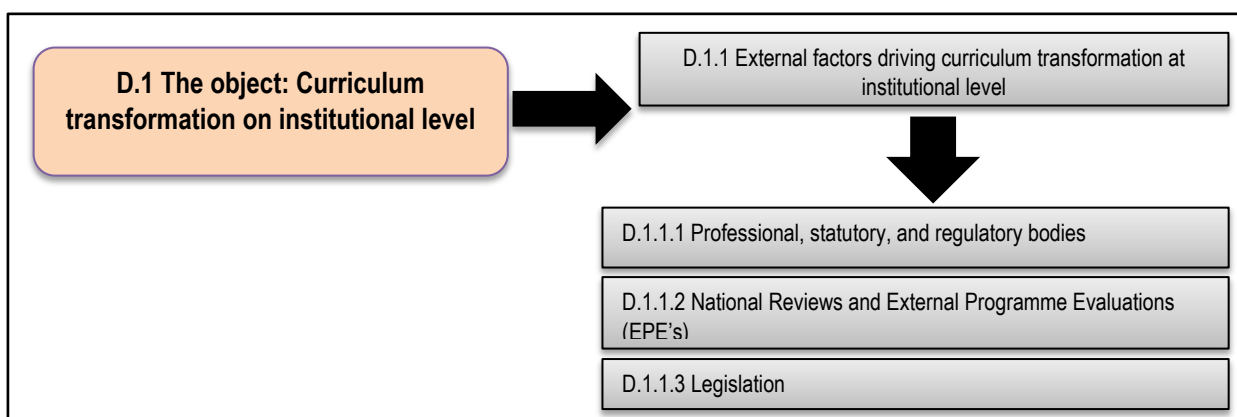


Figure 5.5: Themes relating to the tools in the institutional (meso) plane

D.1.1 External factors driving curriculum transformation at institutional level

The following external factors emerged from the interviews as driving forces to curriculum transformation: professional bodies, national reviews and EPE's and legislation.

D.1.1.1 Professional, statutory, and regulatory bodies

Professional bodies are key role-players in the curriculum development process in certain disciplines and professions. Professional bodies are formed by the members of a profession with the purpose to guide and regulate practices, to ensure that practitioners in the profession are competent and qualified, and adhere the codes of conduct in the profession (Dowelani & Dowelani, 2020). Some professional bodies participate in the development of HE curricula by accrediting courses or programmes, prescribes or guides curricula and content to ensure practice standards, protocols, training, and competencies in the profession.

Some of the lecturers indicated that:

<i>"...Accreditation from the Health Profession Council, they shared some of their information based on their results, and to realize that some of our modules might also need to be revamped a bit. So, my module was one of them that we wanted to include some of the information..."</i>
<i>"...We looked a little bit at what do we need to have it positioned a little bit more towards the criteria of HPCSA...."</i>

In some disciplines, professional bodies are mandated by law for example Health Sciences and Engineering and Built Environment. Not all qualifications require professional body accreditation. Professional bodies play a big role in quality assurance of HE qualifications by setting, maintain and monitoring educational and professional qualifications. *It is important that the NWU maintain relationships and accreditation with professional bodies and actively respond to changes in regulation and professional standards to ensure that our curriculum offerings remain responsive to industry needs and standards.*

D.1.1.2 National Reviews and External Programme Evaluations (EPE's)

The NWU Glossary of Teaching-Learning related acronyms, concepts and designations (2021f) define national programme reviews as "a form of accreditation that focuses on the re-accreditation of existing academic programmes in a specific discipline area. National reviews have three main components: a) the re-accreditation of academic programmes; b) the follow-up process on the re-accreditation results; and c) the production of a report on the state of provision in a particular academic programme or disciplinary area.

EPE's (NWU, 2021g) are defined as "rigorous, systematic, objective, impartial, expert-based review of how effectively a programme is delivered, as part of the ongoing pursuit of higher levels of achievement and quality in the University, and in the service of the improvement of the quality and sustainability of the programme. The intention of the EPE is to show that the programme has proper procedures and processes for quality assurance that these are operating, that they are making a positive difference, and that they are impacting on the programme".

Some of the lecturers indicated that:

“...Part of the outcome of our EPE Report was that we had too many credits or modules, but not necessarily the right modules, like XXX, etc. So, we had to take away some modules and to add some modules, and one of the modules that was taken away was XXX...”

National reviews and EPE's forms part of the quality enhancement cycles at HEIs. The findings from the Self-evaluation report (SER) and EPE findings regularly implies that changes to existing qualifications should be considered to improve the quality of the academic offering. For the NWU it implies that regular (cyclical) reviews to ensure that programmes and qualifications are quality assured. Often an Internal Programme Evaluation (IPE) is followed by an EPE. Reflection and SDL-related skills should be included in CPD training and opportunities. Regular and shorter-term cycles can help that curricula, qualification administration and information can be updated regularly to ensure compliance with regards to quality responsiveness.

D.1.1.3 Legislation

Changes to legislation impacts on the institutional curriculum. To ensure compliance and relevance HEIs are often faced with mandatory changes to the curriculum.

Some of the lecturers indicated that:

“...and especially in the Council Industry some of the legislation is very dynamic. It changes very often. We would make sure that we are up-to-date and include those updates in the curriculum...”

“...that's what we thought about, and the second question, why did we do it, is that the CAPS document and the curriculum of the school has changed, and specifically if I can mention it, is that the subject is XXX – the theory; the Companies Act has changed. So, there's a lot of Policies and Acts that changed in our subjects...”

“...Firstly, as you would know, we are in the public space, meaning Public and Government. So, there is a lot of change that is happening in our spheres – local, Provincial and National Government. So, it is the major of the must that whenever there is important information regarding transformation, we must attend to policies that are changing, regulations that are changing, standards that are changing, the systems or the function that has been used, are always updated. We also have to stay relevant to the corporate world when we tell students where to go, that they must not find the theory not relevant or common on the practical side...”

Universities in the HE landscape are seen as national assets to generate knowledge, innovation, skills, and competencies, change agent, technological advances, health, and wellbeing improvers, addressing social justice issues, inclusion in political agendas and confronting cultural diversity. The important role of universities implies training, educating, and supplying skilled human resources that contributes to national development and economic growth targets and be active citizens that contribute to their society and country. Universities have footprints leading to all forms of society and industries. As part of the linkage to government, industry, and society HEIs are often faced with changes impacting on their way of doing and knowing. Due to the important role, function, responsibilities, and connectedness of HEIs, adhering to policy changes often implies changes to curricula to stay relevant and responsive. For the NWU it implies that regular curriculum renew and review cycles should be implemented to ensure that our offerings stay current and responsive to industry and economic needs, culturally and socially responsive, discipline and learner responsiveness (Moll, 2004a).

D.2 The subject: The institutional (meso) curriculum

The subject in the institutional plane is the curriculum which is non-human. It includes the macro curriculum (broader level of curriculum which involves the national and international context as well) and the meso (institutional level). See figure 5.6 for a summary of themes unpacked in this section.

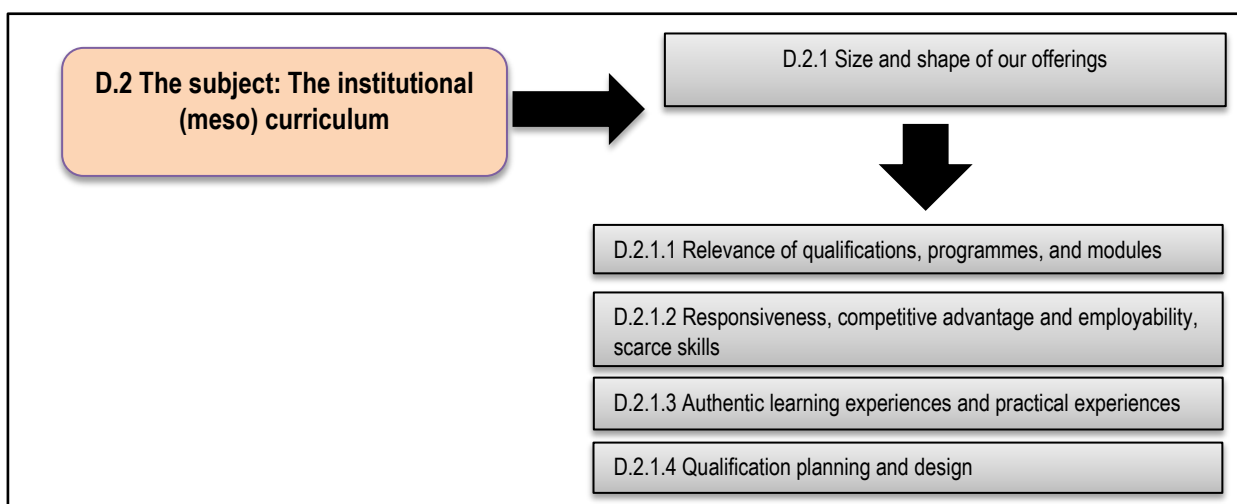


Figure 5.6: Themes relating to the subject in the institutional (meso) plane

D.2.1 Size and shape of our offerings

The size and shape of the academic offering (Programme qualification mix – PQM) highlighted the following issues in the interviews related to the curriculum: the relevance of qualifications, programmes and modules, importance and use of benchmarking, responsiveness, competitive advantage and employability, authentic learning experiences and qualification planning.

D.2.1.1 Relevance of qualifications, programmes, and modules

The lecturers who participated in the interviews highlighted that the relevance of the academic offering is important in terms of keeping the content up to date with the latest developments and tendencies, using local examples, ensuring students choices and inputs in the curriculum as well as relevant to the current and future context of the student, industry, and society.

Some of the lecturers indicated that:

“...I would say the key point is always look for relevance: Is my qualification still relevant; am I as a lecturer still relevant? If I’m a Maths teacher and I’m not an excellent Maths teacher, my students will go back to the KAHN Academy or YouTube and they get better lectures, and that applies to everybody. Students are far better informed than they were 10 and 20 years ago, because everything is out there, and if I’m not relevant in my methods... The key point to curriculum transformation is, make sure the curriculum is relevant. No good teaching... I don’t say a doctor shouldn’t study Physiology or Anatomy, because that will always be relevant in his make-up, but a doctor should also study Computer Technology to be able to perform an operation on one over the internet in another country. I would say in terms of that constant search for relevance...”
“...how that works, as an example, in my module I allow students to look at the entire curriculum and then to tell me what they think is relevant to them and what is not, and if there’s anything that they feel there’s anything that is irrelevant, then I remove that from the module. Say there is an entire theme that I dedicate to a topic that the students have chosen. So as an example, last year the XXX students were really passionate about how corruption include our ability to develop XXX, and so I let the students on board, and they were really passionate about it. So, they gathered resources along with me. They would then do, you know, shortlist presentations about they have found out; I will then lecture; we put everything together what we design, and we co-create what is in this curriculum, and searching, my students also get to choose a method of affectedness of how they would like to be affected...”
“...industry trends. Sometimes the concepts in the module are outdated. Again, back to XXX, the textbook we used up until last year, use some concepts that they’re not even relevant in the market if you Google those concepts; it’s not relevant anymore. So, we had to adapt to the new trends and the new concepts within XXX. Another big determining factor is the out-of-date textbooks. A lot of times a textbook is 6-7 years old, and then you must adapt...”
“...what I’ve learned, is always look for relevance; look for relevant methods, and relevancy refers also to development of graduate attributes. Within 3 years my XXX knowledge will be obsolete whether I study BCom; BA or whether I study BSc – within 3 years that knowledge will be likely obsolete, because I can either get it off the Internet or else it develops so fast that it’s obsolete. What’s not obsolete is the ability to solve problems and to communicate, to work in teams, etc... the one lesson is, take away the focus on academic knowledge. It’s fine – I use that as a basic to teach all these other things, but I need to prepare students for real life out there...”
“...Curriculum transformation is meant to keep the curriculum up-to-date and relevant for all students to be able to operate in a world that consists of blends of different people, workers, and managers. Curriculum transformation needs to enable people to operate in these circumstances. For example, COVID-19 requires people to adapt to new ways of communicating and using technology on a totally different level...”

Most lecturers are employed by a university because of their subject expertise, research capabilities or their ability to teach. Most lecturers have more than one qualification or degree and are seen as experts in their field of specialisation. Part of being a subject expert implies that you are knowledgeable about your own discipline, related disciplines and understand the key areas, discourses, tendencies, and trends in their field. At the NWU it is expected of lecturers to

understand how to package, teach and mediate disciplinary knowledge and expertise into their curriculum design. Lecturers are expected to update their curriculum content, structure, methodology and assessment when needed to ensure relevance for their students to graduate and become the next generation of academics, disciplinary experts and competent professionals with the necessary skills and competency such as critical thinking, SDL, and reflective competencies for continuous professional development.

D.2.1.2 Responsiveness, competitive advantage and employability, scarce skills

Industry responsiveness were highlighted as an important issue for the lecturers interviewed, most of them indicated that it is important for them to ensure that they adhere to the needs and demands of their industries to ensure their students will be employed and able to perform the tasks at hand when they are appointed into positions of employment.

Some of the lecturers indicated that:

<i>"...we offer: Industry-responsive curricula within so creating employable, sustainably employable, well-rounded students, we, specifically in XXX, we try to put other life skills, and I know that's probably something that we can't do now all of it, but I've got students that are Chief Directors now in Government..."</i>
<i>"...We try to be up-to-date, and the whole purpose and my life mission is to provide employable, sustainably employable individuals to the actual industry, and for that we need to be responsive to the industry, that we provide people that are actually in the position that from the interview process to the actual walking into the actual job area to actually doing the job so that they can do the job, and where we found that they can't, and we are in contact with our students still today..."</i>
<i>"...There are so many of my students that come back to me. They come and visit me, and they speak to me, and they would say to me this lacks; that lacks; that lacks, and we are responsive to what the industry needs, because part of the XXX is the very high employment of this first degree..."</i>

Universities provide and train the human capital that are employed by industries over the world (knowledge economy). Adhering to the needs of the future employers in industry, in terms of skills (and scarce skills), competencies, knowledge and expertise needed, universities will equip their graduates for the future and to ensure successful employment. By responding to industry needs, graduates will be able to perform the duties they were trained for. **It is important that the NWU ensure curriculum responsiveness, so that graduates are the first choice for employers and due to their expertise have a competitive advantage in the workplace and will be successful in finding employment opportunities.**

D.2.1.3 Authentic learning experiences and practical experiences

The use of authentic TLA experiences and practical applications were also discussed by some lecturers. The use of real-world examples and scenarios linked to practices in the workplace was deemed as necessary to include in the curriculum.

Some of the lecturers indicated that:

<i>"...Every lesson – at the end of the lesson the students must fill in a reflection sheet, and that is "what have I learned about this topic"; "what have I still not learned about this topic"; "what else can I tell you", and there I get a lot of feedback that says, why don't you focus on this area in future. Most of the biggest transformations in my teaching style came from students, for example I use work integrated learning..."</i>
<i>"...The module is very practical in nature and presented using authentic learning with real world examples - including an assignment from an actual company..."</i>

As part of responding to the needs of the future employers, graduates should have a clear understanding of the expertise, challenges and setting of the field they will be expected to work in. Universities provide access to real-world work experiences through work integrated learning (WIL) opportunities, practical's, mock-trials, and excursions to give students opportunities to learn in practice to link theory with practice (praxis). The authentic learning and assessment experiences deepen students' expertise and provides a context for the graduate of what is expected in future employment. **The NWU should strengthen and embed authentic learning experiences by ensuring industry input in the curricula, by establishing partnerships with industry and where possible provide students with opportunities to learn in authentic settings.** When student learning in authentic settings they will be more likely to find employability as they were exposed to the real world and work life experience.

D.2.1.4 Qualification planning and design

On the institutional plane curriculum transformation takes place on the micro and nano level in existing qualifications. Due to the external regulations from the DHET, CHE, HEQC the meso and micro curriculum is planned and designed when new qualifications are considered primarily. The section dealing with curriculum planning is linked to § 5.4.4.4.1 The lecturer as curriculum developer and § 5.4.3.6.2 Internal factors driving curriculum transformation. Some lecturers have pointed out that curriculum transformation entails curriculum planning, some of the planning are prescribed by faculty revision cycles. Some lecturers have indicated a concern over the use of generic modules and the quality of academic offerings holistically.

Some lecturers have indicated that:

<i>"...you can very much underestimate transformation. First, in the sense of not doing adequate planning and underestimating the amount of time that it's going to take you to plan, but the positive in that is once you've done that, it becomes easier in the future for the years to come. Transformation is so crucial..."</i>
<i>"...internal factors, such as revision cycles of a module which the University prescribes in a module – transformed or reviewed as well as what is allowed in terms of HEQSF and all those things that we have worked with previously, the percentages of modules that can change and can't change, and where you want me to apply for new approval for a module if you change the content for example, and then also if you change more than 50% of the content, in our case for example the Curriculum Development Plan of the Faculty of XXX, also played a role, because they talked a lot about transformation and what needs to be transformed in the modules of accreditation, and then also the inclusion of graduate attributes in our modules and in our outcomes even if it's not directly stated outcomes..."</i>
<i>"...I feel there are so many generic and sort of general modules at the University itself and in our faculty and in every Program in which they can unpack these things if it's important to them. I really feel that so often we are forced to include all these fluffy things and it really doesn't add to quality education in our modules. That's sort of a negative view..."</i>

The biggest implication on qualification planning and design on meso level is the lack of proper planning on faculty level with regards to timing and estimated roll out times due to inexperience and time on task to design, unpack and conceptualise aspects of the curriculum. **Faculties, should through their FITLP have clear priorities regarding new qualification development as well as measures in place to plan, track and monitor the design and redesign of curricula and possible redesign cycles and curriculum planning. The FITLP should provide strategic direction, processes, strategies, and guiding documents to communicate the faculty specific directions for curriculum design and (re)development.**

D.3 The tools in the meso curriculum level

The interviews conducted with participating lecturers focussed primarily on the personal plane and the micro and nano level of curriculum transformation. Some of the tools in the micro curriculum are also included in the institutional plane as the NWU provides the tools to all faculties to ensure high-quality TLA.

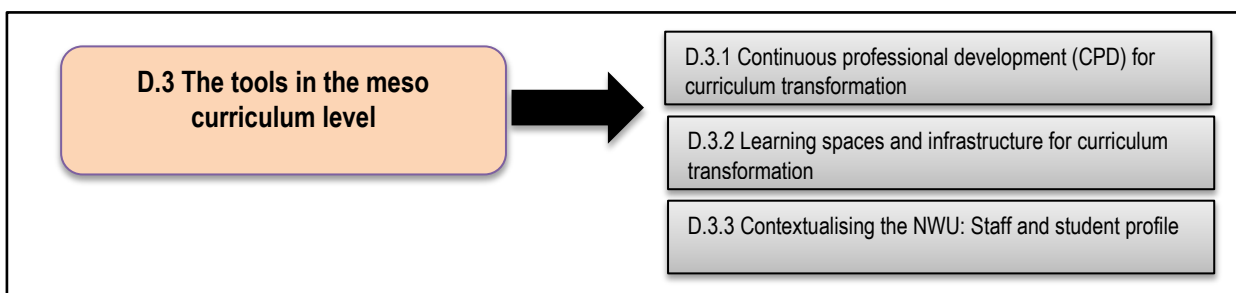


Figure 5.7: Themes relating to the tools in the institutional (macro) plane

D.3.1 Continuous professional development (CPD) for curriculum transformation

Please see § 5.4.4.4.1 The lecturer as curriculum developer and § 5.4.4.4.7 The lecturer as scholar, researcher, and lifelong learner for a discussion of the curriculum development and design workshops and opportunities and perceptions of lecturers. The discussion of the CPD opportunities and policies for lecturers were unpacked in the literature review in § 4.4.4-4.4.6.

D.3.2 Learning spaces and infrastructure for curriculum transformation

Due to the timing of the interviews conducted (during the COVID-19 national lockdown) most of the lecturers discussed the uses of the digital learning spaces they were compelled to use. Also see § 4.3.3 The use of ICT and digital transformation as well as § 4.5.2 in the literature review for the NWU policies and internal documents containing information with regards to the physical and digital learning spaces and infrastructure.

D.3.3 Contextualising the NWU: Staff and student profile

Some lecturers indicated that the hiring practices of the institution need to transform to ensure the transformation of the staffing and student profile.

Some lecturers indicated that:

“...It must importantly also be embedded in a larger project of changing the very nature of how institutions function to ensure greater academic freedom, more diverse hiring practices, active engagement with previous discrimination and collective action with other higher education institutions both domestically and internationally...”

The NWU staffing and student profile are not in line with the demographics of South Africa. To ensure that the staffing profile is adequately transformed (in line with the South African demographics profile), the NWU should develop a sustainable plan for equitable and purposeful transformation. A departure point can be the creation of an indigenous strategy to develop educational

opportunities for indigenous and previously disadvantaged South Africans with potential, provide curricula and research that accurately represent and respect indigenous culture, history, and systems of knowledge of all South Africans to enhance inclusion and diversity. Through an indigenous strategy the NWU can increase indigenous student numbers, provide better support for indigenous students, building cultural capability as well as increase the indigenous workforce and foster indigenous research, researchers and magnify the indigenous voice and indigenous leadership.

D.4 The division of labour in the meso curriculum

From the interview data, no data emerged that discusses the division of labour on the meso curriculum level. On institutional level the division of labour are the offering of high-quality innovative teaching and learning, cutting edge research and community engagement and the size and shape of our NWU offerings.

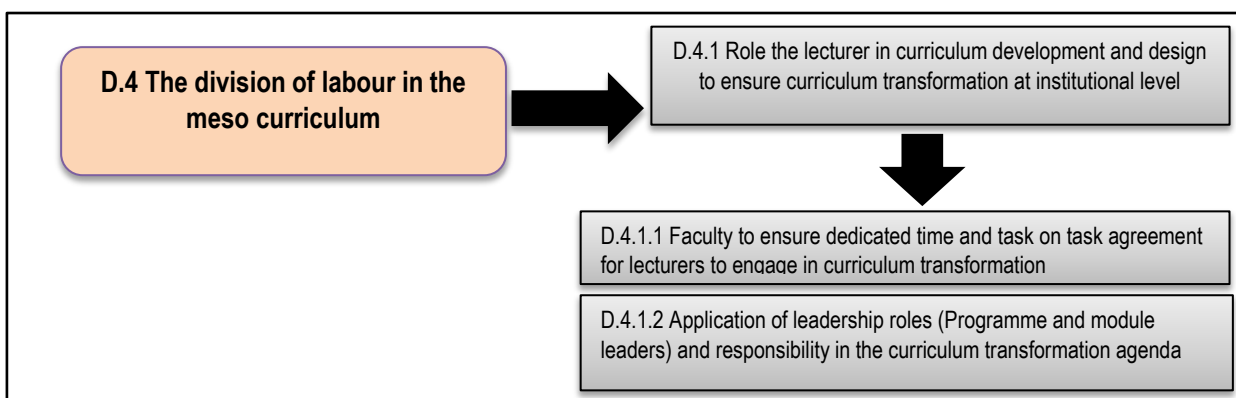


Figure 5.8: Themes relating to the division of labour in the institutional (macro) plane

D.4.1 Role the lecturer in curriculum development and design to ensure curriculum transformation at institutional level

From the interviews conducted it is evident that dedicated time, for the purpose of engaging with curriculum transformation is needed for our lecturers.

Programme and module leaders have crucial leadership roles to fulfil and are the key change agents to ensure the success of the curriculum transformation agenda. Please see § 4.6.2 relating to the curriculum design and development in the literature chapter.

D.4.1.1 Faculty to ensure dedicated time and task on task agreement for lecturers to engage in curriculum transformation

For most of the teaching lecturing staff, their performance agreements consist out of a teaching-learning-assessment component, research, and community involvement component where TLA and research have the largest workload distribution for most lecturers (academics in research related positions are not included in the discussion).

Some of the lecturers indicated that:

"...If a faculty decides on the people who are going to be involved, they really need to make sure that it is people who can work as a team, because there can be things that are hindering the process. I mean, that is slowing the process down. You really need to make sure that everyone is on board; we are working together as a team and there's one aim, and that's the aim of getting the program delivered enrolling our students. We are not there... Everyone, you know, is just worried about their own things and what they need to do. Program Development so far is what you are assigned to, and it's stipulated in the Task Agreement. You need to make time, and it's also not continuous. You have these bits and parts. You know, it's moments during the year and I think when it's due, then you need to attend to it, because it is stipulated in the Task Agreement as you have been allocated certain hours towards it...."

For many lecturers the revision of study guides or the development of new study guides are included as standard sub-areas in the TLA component of performance agreements (PA's). Curriculum transformation is not automatically embedded in the key performance agreements (KPA's) for all lecturers. If lecturers engaged in curriculum transformation activities, they would include the evidence of their curriculum transformation efforts in their portfolio of evidence (PoE) in their final performance agreement evaluation. If the NWU want to advance the curriculum transformation agenda, curriculum transformation should be added as a standardised item to merit time on task for all lecturers should be considered in line with the SoTL and CoP.

D.4.1.2 Application of leadership roles (Programme and module leaders) and responsibility in the curriculum transformation agenda

In the previous section the time on task for lecturers to engage in curriculum transformation were discussed. Curriculum renewal and transformation forms part of the added responsibilities of programme and module leaders, and in most cases these lecturers are the main role-players and carry the responsibilities in curriculum transformation efforts.

Some of the lecturers indicated that:

"...I felt that the development is really... It's something that... I don't think all academics really come across with. We do have our research, and we have our Teaching and Learning, and we have our studies, but I think really to get a program off the ground is really a challenge by itself. So, if you are the Program Leader which I am for instance, it is my job and I want to stress it: it is my job, but you need to have a team that is supporting you, but the team members really need to comprehend the importance of the program. I mean, you as Program Leader are challenged with meetings and you need to provide answers, and you're the one that is the mediator between the University and the Department. So really, it's a hot seat, I think for itself, and I think if you have a support team that's there and they can understand what should be done, then it's just assisting you and the program in the progression thereof, because if you are going to sit with team members who you need to follow up the whole time... and the way of doing it, is emails. So, your inbox is getting full, and you feel like can't everyone just do their...and take responsibility for what they are supposed to do. I mean, you are in the position, but you should show out the responsibilities that are directed to you..."

One of the main concerns are that programme and module leaders are in most cases established lecturers with large TLA and research loads who have distinguished themselves as capable and trustworthy colleagues. The added burden of being a programme and module leader implies more responsibilities added to already heavy workloads of lecturers. The rotation of the programme and module leaders happen regularly as it is not seen as a favourable position for many lecturers due to the workload, anxiety and added stress lecturers experience in this position. For the NWU to streamline curriculum transformation efforts, more lecturers need to be involved in curriculum renewal and design efforts to ensure that the practice of curriculum transformation does not end up as a silo approach but rather as a team effort where many hands ensure lighter loads.

D.5 The community involved in the meso curriculum

From the interviews conducted the role-players in the meso curriculum that were referred to in the discussion were the students, lecturers, parents, support units contributing to curriculum transformation, advisory boards, and industry partners. Although there are various other stakeholders which forms part of the community, the lecturers interviewed did not refer to them in the interviews.

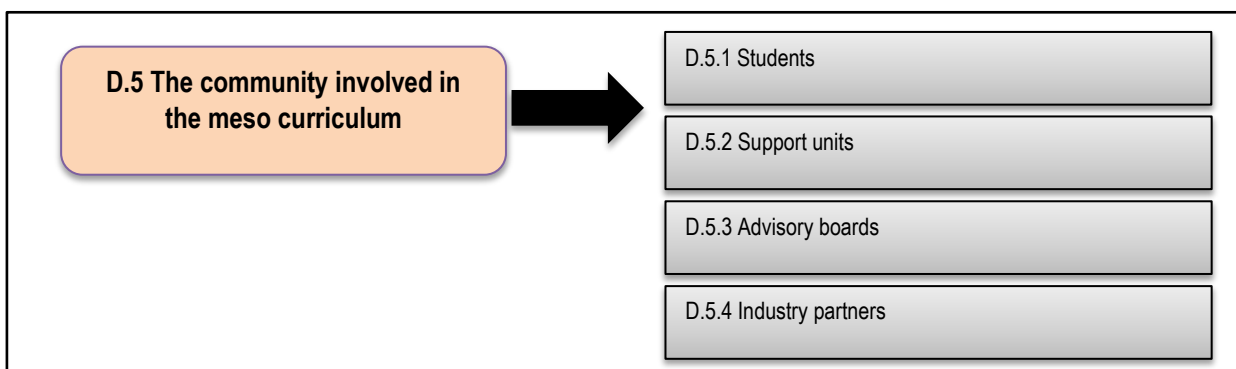


Figure 5.9: Themes relating to the community in the institutional (macro) plane

D.5.1 Students

Many of the lecturers interviewed discussed the efforts they made to include the students' voice in the curriculum. **No reference was made to student support and success.** Please see section E.5.3 Students for a discussion of students in the personal plane.

D.5.2 Support units

Lecturers referred to two support units in the interviews conducted. Firstly, to CTL that conducted micro curriculum development workshops (Carpe Diem Workshops). CTL are also engaged with CPD opportunities for lecturers and projects stemming from the UCDG. The second support unit referred to is Q&APP which helps lecturers in internal and external programme and qualification (re)design and development initiatives (ranging from the micro, meso and macro curriculum). My current position as a Senior Curriculum Specialist working for Q&APP allows me to work with a large variety of lecturers in various faculties.

D.5.2.1 Centre for Teaching and Learning (CTL)

The Centre for Teaching and Learning are responsible for the professional development and recognition of academics as university teachers; enhancing student academic access, retention, attainment, and success; innovative and professional teaching and learning designs and enabling teaching and learning environments. CTL have a staffing component of approximately 60 staff members (permanent and temporary staff). CTL played a significant role during the pandemic and supported lecturers to take their TLA online. CTL's efforts using their Keep on Teaching and Learning Strategy highlighted their valuable role in the uncertain times during the pandemic and remote online TLA. CTL concentrated their efforts by providing support and leadership in lecturer and student remote teaching support, eFundi (NWU LMS) support, learning design, educational technology support, OERs and the student teaching and learning evaluation survey (STLES). CTL makes use of Teaching and Learning Faculty Team Leads, and Academic Developers allocated to faculties. Each Lead supports staff by offer immediate assistance relating to their needs, and/or refer lecturers to the relevant experts in relation to their request within CTL if they cannot assist lecturers.

CTL's role in curriculum transformation is primarily focussed on the micro level of the curriculum where the unit focusses on innovative and responsive module and study material design and development for multiple modes of delivery. CTL plays a central role in module transformation and renewal with the purpose of creating learning designs and pedagogies that are appropriate for the challenges of the 21st-century society. CTL supports academics with designing learning experiences, activities, resources, and support, to achieve learning outcomes. These learning

designs are educationally informed and make effective use of appropriate resources and technologies.

Some of the lecturers indicated that:

<i>"...we first started with a CPD - a Carpe Diem workshop that they hosted for us, and that helped us a lot, because they helped us to formulate really what should be the contents of each of the four modules; what do we see the outcomes to be for each of the four modules and how do we want that to happen, and from there it really helped us as lecturers to then take it further from there to develop the modules. Three of the modules remained similar to what they were before, but many for example the prescribed material changed, and they describe different textbooks, and that meant a change in that sense and then in the one module that I created from scratch everything had to be re-developed from the start..."</i>
<i>"...with the help of the CTL staff members we had new insights and ideas; new technology that we included in the module..."</i>
<i>"...The programs that CTL offers, were beneficial in guiding the whole process, and to take my ideas and actually make it...put it into action. Sometimes I've got this massive idea I want to incorporate, but I don't know how to practically do it. Then someone like XXX steps in and save the boat..."</i>
<i>"...doing this was just like a fact, but with your contribution and CTL, it was a totally different experience than I thought, and I've learned a lot in terms of...like what was expected... At least it was not only about turning away to save the outcomes. How do you structure those outcomes, and why might they be structured accordingly? So, I've learned that you cannot just start with processes and tell until end production of something, an explanation of what you need to buy into. You cannot just start and say that these are the functions that are used. Everything should call up a weight and work together, have a say into the end-product..."</i>

CTL's pro-active strategies as partner to Faculties during the pandemic to guide, support and walking the extra mile ensure the successful continuation of the 2020-2021 academic years. CTL have managed to cement their roles as agents of change in times of uncertainty and crisis. CTL have invested large amount of funding and time into the CPD of their academic developers to ensure that they are skilled, knowledgeable, approachable and provide a helping hand where they can contribute to CTL's and the NWU value proposition. **For CTL to reach the next level of the curriculum transformation agenda the staff of CTL should become experts in their selected fields, by contributing to the knowledge society and become knowledgeable others as described by Vygotsky (1987).**

For CTL this implies that Vygotsky's zone of proximal development (ZPD) will come into play where support staff as experts (knowledgeable others) guide lecturers their mental abilities will develop and learning will take place, where CTL staff can help lecturers so that the distance between the actual development level as determined by independent problem solving and level of potential development can scaffold in CPD practices. Another avenue for lecturing staff to become more knowledgeable is through SDL. CTL should ensure that opportunities for all staff (support and academic) are created to develop SDL competencies and knowledge.

D.5.2.2 Qualification and Academic Programme Planning (Q&APP)

Qualification and Academic Programme Planning (Q&APP) is a new support unit that was established after the restructuring of the NWU during 2016/2017 with a staffing component of 8 staff members. Q&APP supports faculties with the planning, design and development of new qualifications, academic programmes and continuing education courses, and the amendment of existing programmes. As such, it provides leadership and support to faculties for the maintenance and development of a high-quality qualification and programmes, and continuing education offerings in both the contact and distance modes of provision. Q&APP aim is to increase the national responsiveness and global competitiveness of the NWU's formal (PQM) and non-formal offering to an increasing number of undergraduate and postgraduate students, while remaining financially viable. Q&APP works closely with other support units such as CTL, Strategic Intelligence (SI) and Quality Enhancement (QE) to support curriculum renewal and transformation. Q&APP makes use of a similar faculty support strategy as CTL by utilising SCS in faculty who liaise and support faculty with curriculum related matters.

Some of the lecturers indicated that:

<i>"...Luckily, we have Q&APP in our Faculty that assist us and there, Ms. Jackie, you really assisted us, you know, knowing down exactly what it is that each type is explaining..."</i>
<i>"...when we identified the need to transform a module or to update it, we then realized that it is not something that a lecturer can just wake up and do. There are certain procedures to be followed, certain lecturers that must be involved in doing that, also relating to the University's Policy, which was your office [Q&APP] and also the CTL people to guide us as to what is expected from us to do; what are the required structure that we should be using in terms of the outcomes and also the criteria of those modules, and</i>

<i>what is more important that I also learned from the process, was how one might always be mind of collaboration or measure together the outcomes and the criteria..."</i>
<i>"...that was the first thing to actually go through the whole curriculum and the modules, and then simultaneously I had to get myself accustomed to what is actually meant by the transformation by people like you [Q&APP] and all the sessions I attended, and also, I got a lot of value from the CTL Annual Teaching & Learning Conference where other colleagues shared their experiences, and people from your office [Q&APP] ..."</i>
<i>"...Then also I know what Mrs. Slabbert-Redpath did. With our last submission with the XXX she included a competency mix balancing table, which was in a form of an Excel sheet, and that was something that I really saw, and I thought 'wow, this is really great critical thinking'. It really shows you the overview of the whole program and as soon as you jot down your specific credits then, you know, she inserted a formula which shows you how much does it accumulate to, and then immediately you can see if you are still in accordance with the prescribed XXX regulations that says so many credits should be in this type of learning. I think that really saves time and it saves a lot of problems. That is something that I would also suggest for curriculum developers..."</i>

In line with the principles and values of the NWU, Q&APP recognises that the fundamental responsibility for qualifications and academic programme planning lies with the relevant campuses, faculties, schools, and support service departments. Q&APP's role in curriculum transformation transcends to the macro and meso curriculum level where Q&APP plays a key role in quality and compliance in relation to the external (

Department of Higher Education and Training (DHET), accredited by the Council on Higher Education (CHE), and registered by the South African Qualifications Authority (SAQA)) and internal environment (Q&APP facilitates and administrates internal approval by the Senate via Senate Committee for Academic Standards (SCAS)). Although Q&APP are still a relative new support unit Q&APP plays a significant role in the institutional level where SCS are change agents in faculty and are valued for their expertise. Through annual yearbook audits followed by the internal yearbook changes cycle, as well as SAQA information renewal cycles Q&APP guides lecturers and faculties in curriculum transformation practices. For Q&APP to reach a more mature level of support Q&APP should develop curriculum architecture guidelines to aid lecturers in curriculum transformation, design and renewal efforts and play an active role in in the streamlining of the NWU PQM. Q&APP should develop pro-active strategies in line with the FITLP to ensure curriculum planning and curriculum transformation at institutional level. For Q&APP to purposefully prioritise the streamlining of the PQM and curriculum transformation agenda staffing capacity should be explored and expanded. Another avenue for growth in Q&APP will be to make purposeful contributions to the knowledge society in HE curriculum transformation discourses.

D.5.3 Advisory boards

In some faculties the use of advisory boards is an established practice but in other faculties the use of advisory boards is not a common practice.

Some of the lecturers indicated that:

<i>"...like the Advisory Board that we just started now because we were asked to have one when we did our EPE. We are busy trying to get people on board. We got four people who are ready to be part of that, and to use resources, because things keep changing daily..."</i>
<i>"...be in constant contact with the industries through our Advisory Bodies and we would speak to our sponsors who are the XXX and the XXX – XXX and the XXX, and they place a lot of our students and if they find that the students are unable to do the work out there, they will say to us you need to put the students do this..."</i>
<i>"...Currently, not as I am busy trying to make sure we get the Advisory Board in, because one of them is our previous student and then we got somebody from the Department of XXX in and also someone from industry, and then the other person also from Government, but on the curriculum side..."</i>
<i>"...I'm relying on the Advisory Board, our Industry Specialists for them to tell us what is it that they want from our graduates..."</i>

The impact of advisory boards in HE curricula in areas where they are used are significant. Advisory boards act as the industry voice and communicates the needs and expectations of the future employer. For the NWU (and faculties) it is important to introduce the use of advisory boards in disciplines where they were not historically used to establish links to industry partners to develop industry responsive curricula.

D.5.4 Industry partners

Some lecturers discussed the importance of the relationship for the NWU and their graduates with industry partners to ensure authentic TLA practices, employable graduates, and responsive curriculums.

Some of the lecturers indicated that:

"...specifically in curriculum transformation we've walked a very long road with our sponsors, and we found if we get strategic industry buy-in on multi-level in terms of funding and the people that will tomorrow employ our students and the people that will decide who's going to be employed; who's going to be sourced We build such good relationships with these people that we are one of the first protocols when they employ students and when they look for students for internships. So, it's a win, win, win situation if you include the industry in your decision-making processes, not saying that they prescribe us, but if they are informed and they have a say in what we do, it facilitates buy-in that money cannot buy. You have no idea, and we have found with them not one of them will do it for money. They come to XXX freely; they spend their time; they spend time with our students. It is amazing. They ask us, can I come and teach for a day; can I come and speak about the workplace and stuff, and there is no other place that I know of where this has happened yet, and we want to keep on going..."

"...We try to be in contact with the industry, and we are a mixture of different people with different interests and tastes. I'm not interested in XXX, but my colleague is very interested in XXX, and his uncle is in XXX. So, he brings all that industry stuff to us. Other colleagues are in XXX. We take the students to XXX every year and every single year some of them get employed there. So, we really try to stay connected...because we are geographically very far removed from them, we try to bring the Industry to our students, and also it is very nice for us that if the industries come and they see" oh, we actually use what we've learned", and I spoke to two people who have been recently employed in XXX, but they said to me those horrible calculations they had to do in their Third Year, they use them every day. To us that is a validation.... we get validation from the industry that we are teaching the right stuff, and we constantly try to stay on track, and don't carry dead weight...There's no time in your curriculum for dead weight..."

For the NWU to ensure a responsive PQM we need to partner with industry to ensure additional funding, employment opportunities for our graduates and internships. Inputs from our alumni in industry such as feedback and input regarding the competencies, skills and disciplinary specific knowledge that is needed to ensure that the NWU becomes and stays a service provider of choice that is the first choice of employers in industry.

D.6 The rules in the meso curriculum

The interviews conducted did not focus on the rules on the institutional plane and very little data is available for this section alone. Some of the data pertaining to the rules in the NWU institutional level are included in the literature review in the analysis of the NWU policies and documents (§ 4.5.2).

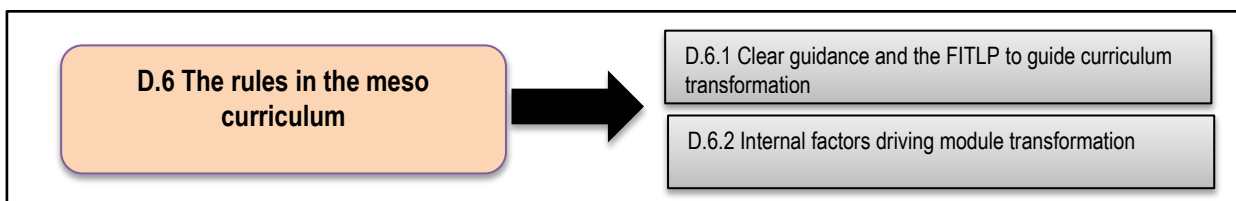


Figure 5.10: Themes relating to the rules in the institutional (macro) plane

D.6.1 Clear guidance and the FITLP to guide curriculum transformation

Some of the lecturers interviewed referred to the FITLP which informs the transformation agenda and priorities of the faculties of the NWU with regards to TLA.

Some of the lecturers indicated that:

"...Curriculum Development Plan, which I mentioned earlier of the Faculty of XXX has served as a guiding document in their curriculum level recommendations that played a role consistently where academics were encouraged, for example, to admit genders' language for example as many of the Faculty of XXX colleagues have hoped. Now that is in the document, and where we had to adapt our course content, the written curriculum that students get in front of them, but also what you say, needs to correspond with what you use in the document..."

"...I refer to the FITLP. So, that obviously informs, and like I also said, external factors also inform..."

The faculties through the FITLP document communicates their respective curriculum orientations, planning and curriculum priorities for a cycle of 5 years. The FITLP should stipulate processes of

monitoring, design and (re)development strategies and faculty specific plans and initiatives to mediate curriculum transformation. An avenue to explore can be mandatory faculty specific renewal cycles where lecturers must report back on their curriculum renewal efforts, address gaps and problems and after collaborative efforts (to include the student's voice, in aligned modules all lecturers should be able to contribute to the curriculum transformation efforts) be allowed to make internal curriculum changes. Faculties can consider peer-reviewed curriculum committees which function as sub-committees of their respective Teaching and Learning Committees (TLC's) to oversee curriculum and quality matters.

D.6.2 Internal factors driving module transformation

Most lecturers are aware of their role in module transformation, however not all lecturers are familiar with all the processes but knows where to enquire for support (linked to the institutional plane – community – support services). Lecturers are often using the 50% principle when considering the process of transforming the curriculum. From the interviews conducted it evident that there is some confusion with regards to the what the 50% change rule is and how to apply it. The 50% rule is applicable to the holistic view of the meso curriculum on institutional level where if there are more than 50% changes to a curriculum as it has been approved through the HEQC process a new qualification must be developed. The 50% rule is not applicable in the micro (modular) curriculum level as the holistic view or overall change in terms of the curriculum must be considered.

Some of the lecturers indicated that:

“...There also are internal factors, such as revision cycles of a module which the University prescribes in a module – transformed or reviewed as well as what is allowed in terms of HEQSF and all those things that we have worked with previously, the percentages of modules that can change and can't change, and where you want me to apply for new approval for a module if you change the content for example, and then also if you change more than 50% of the content, in our case for example the Curriculum Development Plan of the Faculty of XXX, also played a role, because they talked a lot about transformation and what needs to be transformed in the modules of accreditation, and then also the inclusion of graduate attributes in our modules and in our outcomes even if it's not directly stated outcomes, one has to make provision for those graduate attributes to develop as you go through the module or teach it. So therefore, in the case where transformation was needed in the modules that I teach, it's remained a consultative process as I said, and none of us can make changes to transform a module without the input from others...”
“...We are very scared to try and to change more than 49%, because then it is the whole admin process, and to my shame we must admit that. It is easier not to change too much, if that makes sense...”
“...it was just a 4-credit change that we had to make, and it was less than 50% changes that we made. So, there was no need to re-submit the whole module or program through the respective Body, and we made those changes together, you know, liaise with one another. We had an in-depth look at the necessary chapters that we had to decide upon to use to reach our outcomes, and as soon as we had the outcomes, we then just changed the assessment criteria so that it fits with the outcomes of the module...”

Modular changes can affect the overall curriculum of the qualification as approved by the HEQC. Internal institutional level changes are permitted to enhance curriculum transformation efforts. However, major changes affecting the curriculum implies new qualifications if the changes affect the integrity of the qualification standard. Q&APP support lecturers with qualification changes, new qualification design and development. Q&APP should consider developing curriculum architecture guidelines to aid lecturers in curriculum transformation, design and renewal efforts which will clarify and guide curriculum transformation efforts.

SECTION E: THE PERSONAL PLANE: LOOKING AT THE MICRO CURRICULUM



The lecturers interviewed expressed views on their own practices and understanding of concepts on the modular level of the curriculum. The viewpoints, perceptions and experiences are seen as the implemented / lived / experienced / enacted / assessed curriculum or also called the curriculum-in-practice. The following data set expresses the views of interviewed lecturers regarding curriculum transformation on modular level.

Figure 5.11 gives a holistic overview of the activity system in the personal plane on the micro level of the curriculum. Please see table 4.1 for an overview of Rogoff's planes. A brief explanation of the activity system will follow, and the unpacking of the interview data.

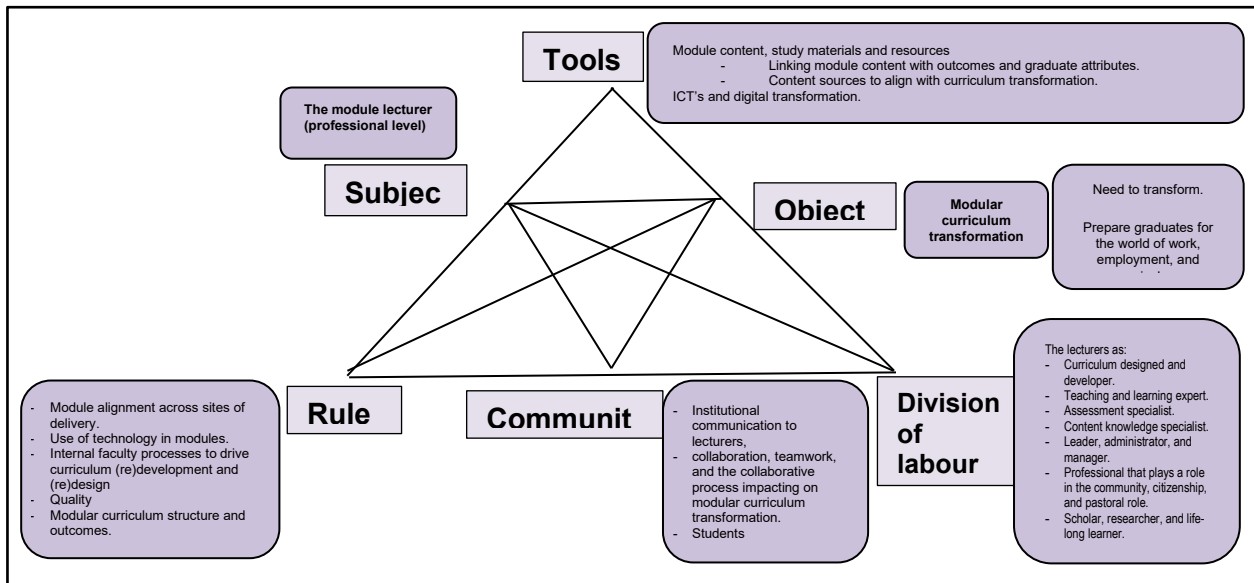


Figure 5.11: CHAT utilised on the personal plane (Second Generation CHAT)

The activity system in the micro curriculum entails the objective of modular curriculum transformation by the subject the lecturer. The students and other key role-players are also involved but seeing that the lecturers were the primary sources of data in this study the lecturers will be the subject in the activity system. The tools utilised in the activity system on the modular level of the micro curriculum entails the module content, study materials, resources as well as the use of ICT's and digital transformation.

E.1 The object: Curriculum transformation on the personal plane - Micro (modular) level

The object of the personal plane was for the lecturer(s) to transform the micro curriculum (modular and personal level). On the personal plane level, the lecturer as subject aims to transform the micro level curriculum they are teaching, learning, and assessing. The outcome is a transformed modular level curriculum that is relevant, prepares graduates for employment, equips them with the needed knowledge, skills and values and incorporates tendencies to ensure the curriculum is of high quality, nationally responsive, and globally competitive. The need to transform and preparing graduates were some of the main topics that emerged from the data.

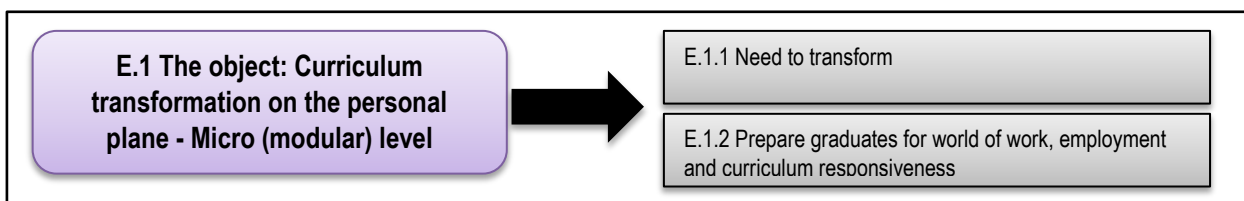


Figure 5.12: Themes relating to object in the personal plane

E.1.1 Need to transform

From the interview data lecturers understand the need for change to ensure curriculums are kept up to date with regards to the latest trends in the field (nationally and globally), ensure relevance and responsiveness and that the most effective TLA strategies are employed. Transformed curriculums imply that institutions become the first choice under prospective students and employers.

Some of the lecturers indicated that:

"...the more you do research you see how much stagnant it has been over the years, ... You are giving a module; you go and teach. That's it ..., before the audit the student-centred type of approach you go to class – you just present and then you leave. Now you tend to learn what other countries are doing because you also need to benchmark. You see what other Universities are

doing. The blended learning, which is starting at the Institution also, because now you need to do things differently than they were done 10 years ago when I was then at the Institution...

“...Curriculum transformation in my opinion should accommodate and encompass the ever-changing external environment and the perspectives and knowledge of different stakeholders to ensure that graduates are/were equipped with the necessary and adequate knowledge and skills to be successful in an ever-changing global environment...”

“...the only constant is change. We need to ensure that we keep our qualifications up to date and ensure that students select us as their first option when they make the choice of where to study. Also, we want our graduates to be the first choice of employers – they should say I want the NWU students as they are the best to employ. That means we have done our job...”

For the NWU this implies that the need for modular curriculum transformation (which links to holistic macro level curriculum) should be prioritised through clear policies and frameworks. Faculties could prioritise curriculum transformation in their FITLP and invest time and resources into faculty specific goals and targets to ensure a common understanding and departure point for modular curriculum transformation and the need for such a process.

E.1.2 Prepare graduates for world of work, employment, and curriculum responsiveness

From the interviews it is evident that lecturers feel that graduates need to be prepared for the world of work and employment. A strong focus should be placed on incorporating an African perspective for an African context to solve African problems for African employers. **Very few lecturers commented on the responsiveness of their curriculums.**

Some of the lecturers indicated that:

“...creating opportunities through what we offer: Industry-responsive curricula within so creating employable, sustainably employable, well-rounded students...”

“...Adapting your curriculum to ensure more employable students including African perspectives...African perspectives is necessary when working in an African business environment...”

“...if graduates are expected to work or do business in the African context, they need to acquire skills that are applicable to the African context, and that can assist them to solve African problems...”

For the NWU this implies that preparing graduates for the world of work, employment should be a core focus of curricula and that our curricula should be responsive to industry needs. On micro curriculum level the implications are that modules and how they fit into a holistic programme or qualification should adhere to industry needs and other needs (Moll, 2004a), to ensure industry specific knowledge and skills are included in the curriculum and the inclusion of African perspectives for the African business and employment market should be a core focus when designing and redesigning modules. Cyclical mapping of modules within a programme/ and or qualification should be conducted to measure the relevance and impact of curriculums and employability of graduates. The use of SDL for students experiencing the curriculum and lecturers designing the curriculum will enhance metacognition, ownership and responsibility of learning and change as well as reflectivity skills.

E.2 The subject: The lecturer (professional level)

The subject section focusses on the lecturer as main role-player (as the lecturers involved in this study were the primary source used to collect the data).

Some of the lecturers indicated that:

“...we have groups with different races and cultures, and I try to incorporate examples from their side, from their experience instead of use and giving examples that are only from my, if I can call it, my culture or background...”

Lecturers, irrespective of their post-level and the campus where they teach have individual human characteristics which influence how they perceive the world. Their worldview is shaped by their background, personality traits, history, culture, beliefs, motivation, and their own perceptions. Each lecturer as an individual is shaped by the above-mentioned factors and their human characteristics influence their daily TLA activities. Most of the staff interviewed are very conscious about their own characteristics when teaching. The roles of the lecturer will be discussed in the division of labour section (see 5.4.4.4).

The NWU through the APP (NWU, 2021d) in goal 5 prioritises the NWU workforce by indicating that the NWU aims to attract, develop, and retain excellent staff and create an equitable staff profile. To implement academic professional development interventions to create critical high performing individuals that embrace

the full scope of diversity and enhance academic productivity. The value of well-trained, self-directed, motivated staff will ensure that curriculum transformation at the NWU will be achieved.

E.3 The tools on the micro curriculum level

The tools section will be unpacked in terms of (a) content, study materials and resources, (b) the use of ICT's and digital transformation to support curriculum transformation.

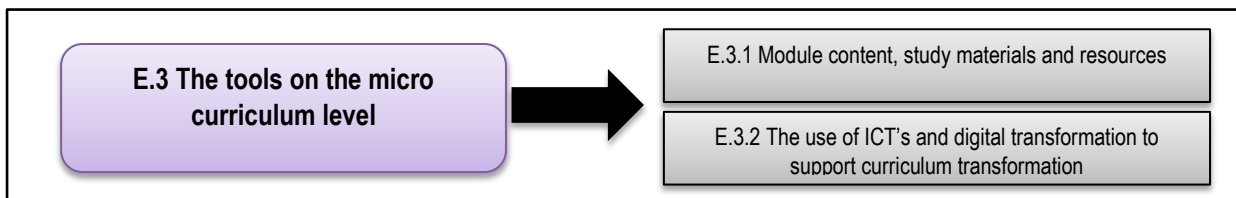


Figure 5.13: Themes relating to the tools in the personal plane

E.3.1 Module content, study materials and resources

The section on content, study materials and resources will be discussed under the headings linking content with module outcomes and the graduate attributes and content sources.

E.3.1.1 Linking module content with module outcomes and graduate attributes

From the interviews conducted very few lecturers elaborated on how the module outcomes and graduate attributes embedded into the curriculum are considered in the selection of content, study material and resources. Some lecturers refer to making the content relatable and relevant to ensure students engagement.

Some of the lecturers indicated that:

<i>"...I was in the privileged opportunity or privileged position to determine what new content we could include in the study material and to ensure that we adhere to the prescribed module outcomes, but also to include additional elements of 21st century skills, and that was primarily the critique that my subject received, that it's mostly focused on content, and that learners get bored, because they just have to memorize the different content and they don't really learn anything new..."</i>
<i>"...On the content side – in XXX, and specifically in that module, we do processing of materials and I'm sure you are aware that there is constant changes happening; constant research being conducted, new chemicals being combined, new processes being tested, and also with the excessive focus nowadays on sustainable production and sustainable consumptions, caring for the planet and considering the impact of technology, lots and lots of wonderful new initiatives emerge almost daily, which I can try to add to the existing content or expand on what is in the module outcomes already to make it interesting for the students and to make it more connected to their real life experience..."</i>

Module outcomes are the departure point for selecting module subject content. Lecturers should constructively align module outcomes, learning and learning and the assessment of the module. To select content sources lecturers should keep the principles of constructive alignment in mind when selecting content to ensure that it is relevant, relatable and that it is on the appropriate level to ensure students will engage with the content. **Additional factors to consider are contextualising factors such as Africanisation, SDL, and indigenous knowledge sources. For the NWU it implies that lecturers should be familiar with the principles of selecting module content and the development of a checklist with criteria for selection can be rolled out by CTL.**

E.3.1.2 Content sources to align with curriculum transformation

Many of the lecturers interviewed discussed the textbooks they use or how they selected the textbooks they make use off. South African authors are included as a prime selection criterion as well as relevance to the module content and outcomes. Some lecturers also made use of journal articles and case studies, readers, emails, study guides, eGuides and open education resources (OER). Technology related platforms like Twitter, blogs, and WhatsApp to include additional sources of content linked to real life events.

Some lecturers indicated that:

“...how we usually change, is we search for a textbook, and once we find a textbook that is up- to-date and relevant, we see how closely that relates to our current module content and the module outcomes and if that lines up closely enough, we share that information with our other colleagues on the other campuses...”
“...the courses of the textbooks we use in our module can sometimes be the ultimate. With that I say, in the case of my modules that I teach where for example we use a textbook written by South African authors. We don't have a foreign textbook where examples are foreign, and students cannot familiarize themselves with the content or even the examples that are used in the textbooks. So, I believe that contributes to transformation...”
“...Within this module I tried to decolonise the content by allowing more space for creating understanding and interpretation of the content. Allowing students to engage with the content from their understanding and perspective...An open education textbook was also identified as primary textbook for the module. The textbook not only covered the theory, but under the licencing agreement could be adapted. We had the opportunity to change the examples based on the students understanding and experience. Unfortunately, colleagues did not want to use the open education resource...”
“...good study guide is extremely tough on students. Yeah, I spent countless hours working on a decent study guide, because I'm a firm believer of not just teaching and learning that I find in a study guide, but it should have content, engaging content, and that takes time, but I also feel change is good. I think sometimes... I got bored with my module. So, I had to change to keep it interesting for myself. So, it's good to revitalize the module...”

The selection of content including textbooks, OER and other content sources that relates to the South African context aligns with the curriculum transformation agenda. In the interviews I came across lecturers **that implied that they used the textbook to inform the module outcomes (textbook-driven curricula)**. For the NWU it is important that lecturers are trained to understand how modules are developed in relation to the programmes and qualifications they reside in and that the focus of the modules should not be content (only) driven. When lecturers understand how individual modules are interlinked with all the other modules that make up curriculum underpinning competencies, gaps, ways of knowing can be analysed and improved when needed. Content should be linked to module outcomes, teaching, learning and assessment strategies and informed by design elements linked to competencies such as SDL and discipline specific skills for example negotiation- and critical thinking skills.

E.3.2 The use of ICT's and digital transformation to support curriculum transformation

From the interviews, it is evident that a large variety of technological tools and media were utilised by lecturers to teach online before and during the COVID-19 national lockdown. The most used technology were PowerPoint or equivalent projecting slides, video recording of the slides or voice over (audio) explanations, screen capturing, the NWU LMS eFundi, emails and WhatsApp groups.

Some lecturers indicated that:

“...Now I have to go and sit and prepare questions – multiple choice questions, and it takes a lot of skills and time to develop XXX questions that you can put on the eFundi platform...”
“...I'm always open for new skills and development. I don't think I'm there yet. There's a lot of technology application; technology tools that I still need to learn myself to incorporate into the curriculum...”
“...I also try to use the electronic platform: Google documents or our eFundi site where students can share their knowledge with each other and work together even though they don't know each other...”
“...As I am used to the integration of technology in teaching & learning efforts and try to encourage and enable students to become co-creators of knowledge, for me it was relatively easy. However, even though students are used to maybe just one module in which technology was integrated, it seems that the transformation it took to align to the NWU's strategy was more challenging for students, but mainly due to lack of resources...”

CTL played a significant role before and during the pandemic to assist, train and support lecturers to make us of technology to keep the academic years on track when contact classes could not continue. Lecturers and students alike **experienced technological barriers, connectivity, and access issues**. Many students and lecturers describes the experiences as “teaching on the edge of chaos” (Walwyn, 2020) and “education in emergency” (Pokhrel & Chhetri, 2021) **where both parties (staff and students) had to adapt to with little or no other alternatives available**. On the other side of the coin lecturers and students **alike gained expertise**, ICT literacies and experience from the online TLA during the pandemic. For the NWU it will be important do **plan pro-actively for the continued use of technology in all modes of future delivery as the pandemic hastened the uptake of the 4IR and the deployment of technology to ensure continuation in education, economic and health environments**.

E.3.2.1 ICT and digital transformation during the COVID-19 lockdown:

Most lecturers indicated that they were unprepared for teaching online. Most lecturers had already started to develop eFundi sites which they utilised for storage, communication and some lecturers indicated the use of online tests, and e-guides (electronic study guides based on the LMS) and used collaborative tools like the chatrooms and forums. Some lecturers also opted for WhatsApp groups to ensure collaboration between students. A large group of lecturers indicated that they made use of PowerPoints slides with audio voice overs. Some lecturers indicated that they did not prefer the voice overs as they did not want to “chalk and talk” but opted for animated short videos with a more student-centred focus. Some of the lecturers also noted that they finally used the activities in their study guides to ensure that students worked through the content.

Some lecturers indicated that:

<i>“...As we entered 2020, we were about to roll out that new third year course that I have developed last year, and now we were going to roll out for the first time this year, and we started off in the beginning of the year in saying that we’ve already developed the eFundi sites; we had lessons planned in place, and the plan was then to give contact classes. In a way the transformation to online was quite challenging in that module because we haven’t developed everything yet. You know, your contact sessions’ intensity develops a few weeks ahead in time, you’re not sure what you’re going to say in class next week...”</i>
<i>“...It’s difficult for me to just talk to the students over a video or just a voice-over... Well, in some of my presentations I do voice-overs when it’s very general and it’s in the beginning of the Unit, but when it comes to the practical explanation and demonstration of the XXX calculations... What I normally do in the classroom, I write on the whiteboard, the blackboard – all the boards that are in the classroom. I would normally in an hour period, if it was fully written, a lot of explanations of xxx calculations, but now I must use a video camera, an iPad with an interactive whiteboard on it. So yeah, I’ve done that. I show my face to the students. I talk to them. I show my PowerPoint presentation and then I slide the PowerPoint presentation on my iPad, and then there’s a white screen, and then I take a pen; I show the calculations to them on the iPad, and it comes up on the screen for them. So yeah, that was a new skill I learned to work with a computer as an interactive whiteboard instead of the board in the class, and like I mentioned, my students upload everything now on the eFundi. I did a Forum yesterday – that’s a new experience. I go to chatrooms, and I go to assessment quizzes, because I normally just do an xxx Paper where you dish it out in the classroom, and you take in the answer book...”</i>
<i>“...I think besides the fact that we had to go online, we had to convert a lot of the things, and I think a lot more work goes into this mode of delivery, because this mode of delivery has so much work to be done in order to make sure that you plug all the holes of it, but I think the most important thing for the course is communication, because it’s so difficult if you don’t have someone; you can’t go to someone or see them in class; students can’t come and see me in my office. So, it made the course that much more difficult, and it made me change the way I’ve been communicated, so maybe in the past where it was very strict...”</i>
<i>“...I think I found interesting ways to present kind of the knowledge to the students, because I was very set on not going back to the lecturer-centred way of teaching and giving the students PowerPoint voice-overs, because as I said it is literally the strict talk-and-chalk. So, I really didn’t want to do that. So, I had to find other ways updating this knowledge or the information to the students, which was kind of still following a flipped strategy and still be student-centred. I started to work with animated videos. I made animated videos for the students, and I really used two or three PowerPoint voice-overs throughout the whole semester that I just kind of touched on certain things and just kind of draw their attention to certain applications and things like that...”</i>

Lecturers indicated that the move from contact to online teaching caught them off-guard and that they were not prepared for it. Most lecturers responded reactively instead of pro-actively in the situation. Time to put plans into action were limited and many lecturers had to learn and implement new technology, methodologies, and pedagogies without having enough time to test the outcomes. Many lecturers indicated that the transformation to the online environment was difficult, time consuming and a steep learning curve. The way lecturers’ communication was pointed out as a key element which lecturers felt they transformed due to the lack of physically not being able to see somebody and avenues of communication had to be improved and had to become more flexible. Staff with self-directed learning competencies were more inclined to make new plans, adjust their plans and reflect on the plans they made to improve them. The NWU should consider which of the changes to the online learning environment and the flexibility, paperlessness and choices students were afforded during the pandemic can be used to make TLA in a post-pandemic future more effective and attractive for their students for improved TLA practices.

E.4 The division of labour in the micro curriculum

As unpacked in the literature review, the lecturer fulfils a distinct role in the HE environment. Most lecturers are responsible per their task agreements for teaching, learning and assessment (TLA) of a module or various modules during a year. There is a set research component and output expected of lecturers depending on their post-level as well as a community engagement component. (This breakdown is in line with most of the lecturers’ performance agreements and

might look different for lecturers in research focussed positions). As part of the TLA portion of lecturers' workload, lecturers are mainly responsible for the curricula on the micro level. In line with the literature, lecturers fulfil key roles linked to the tools available for them to use. The roles of the lecturer in modular curriculum transformation includes the curriculum designer and developer, teaching and learning expert (mediator of learning), specialist in assessment, Content knowledge (subject knowledge) specialist, leader, administrator and manager, professional that plays a role in the community, citizenship and pastoral role and the lecturer as scholar, researcher, and lifelong learner. The roles of the lecturer will be unpacked in the follow sections.

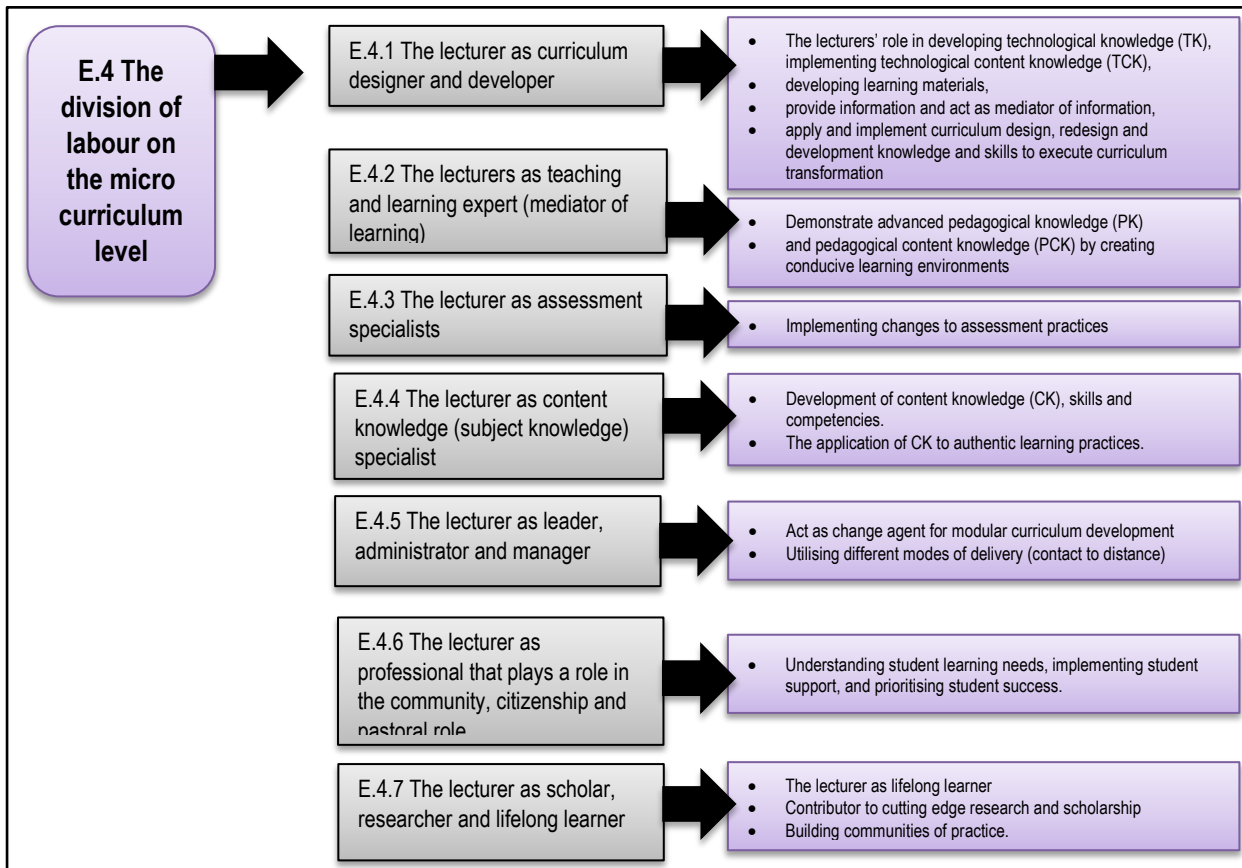


Figure 5.14: Themes relating to the division of labour in the personal plane

E.4.1 The lecturer as curriculum designer and developer

The lecturer as curriculum designer and developer are unpacked in the following themes: The lecturers' role in developing technological knowledge (TK), implementing technological content knowledge (TCK), developing learning materials, provide information and act as mediator of information, apply, and implement curriculum design, redesign and development knowledge and skills to execute curriculum transformation.

E.4.1.1 Developing technological knowledge (TK)

During the COVID-19 national lockdown, lecturers utilised a large variety of technology tools to aid them in their online delivery of TLA. A large majority of lecturers indicated that they have gained digital skills and used more functions of the LMS eFundi than before they started to make use of online TLA. Lecturers also indicated that they felt that what they presented online had to have the same value as face-to face (f2f) TLA. Challenges experienced were the that first-year student were not prepared or used to online learning, dealing with colleagues in aligned modules who did not have online and digital TLA skills, ensuring the readiness and support of students to ensure student success and making use of their own resources to ensure online TLA took place.

Some of the lecturers indicated that:

“...this module is offered both online and in contact – so, distance and contact, and I’ve now recorded about three lessons per study unit in the module. I gave them access to all kinds of resources; we have a WhatsApp group on which they chat with me; they have their own WhatsApp group where they chat if they don’t want to talk to me, and I really don’t see why I will have to teach them face-to-face in the future unless they have a need to see me, but for first-year students, I don’t know. This wasn’t to me the most effective way to teach them because they weren’t prepared enough...”

“...I had to completely transform the module in terms of ensuring that whatever is made available online, will still add the same value, or as much as possible, as a face-to-face contact session would’ve...”

“...The biggest transformation effort was (is) expanding the lecturer’s online teaching and learning skills and some students who had to learn to work self-disciplined. A great challenge is to align across campuses and with colleagues with different (sometimes zero) online teaching and learning and digital skills. I also had to get my students to read carefully and follow instructions so that they can learn independently...”

The COVID-19 national lockdown highlighted various gaps and shortcomings in the technological knowledge and skills of our lecturing staff. All lecturers were faced with challenges when they had to resort to online learning to ensure the continuation of the academic year during the pandemic. The NWU, through the efforts of CTL stepped up to the challenge to support lecturers by means of CPD opportunities such as webinars, increased support, online help centres and videos to ensure lecturers could support their students and learning through ICT’s. It is important that CTL continue and prioritise CPD opportunities for lecturers to improve their TK, SDL and support them in their efforts to roll out strategies coming forth from CPD opportunities. Although CTL and faculties managed to keep TLA on track to ensure the continuation of the academic year, there is still room for improvement.

E.4.1.2 Implement technological content knowledge (TCK)

From the interviews, it is evident that lecturers utilised a large variety of technology tools to aid them in their online delivery of TLA. A large majority of lecturers indicated that they have gained digital skills and used more functions of the LMS eFundi than before they started to make use of online TLA during the pandemic. Lecturers also indicated that they felt that what they presented online had to have the same value as f2f TLA. Challenges experienced were the that first-year students were not prepared or used to online learning, dealing with colleagues in aligned modules who did not have online and digital TLA skills, ensuring the readiness and support of students to ensure student success and making use of their own resources to ensure online TLA took place.

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The implications for the NWU necessitate large scale technical training for lecturers to improve their TK and TCK. Many lecturers taught in f2f situations for many years with a variation of online learning strategies to support their f2f offerings. During the pandemic (COVID-19 national lockdown during 2020 and 2021) all lecturers had to switch to a blended online learning context. Lecturers were faced with the digital transformation of TLA during 2020, a new reality with new challenges. Lecturers had no choice but to engage in online learning to ensure the continuation

of TLA for the academic year(s). For some lecturers the experience was painful, steep, difficult and for some the digital transition came more naturally and others voiced a major support for the continuation of online learning when the state of disaster will be lifted.

One certainty is that lecturers need more and regular opportunities to improve their own professional development with specific references to strategies to support students, SDL (for their students and their own competencies), specifically first-year students in online learning environments as many lecturers indicated that students does not prioritise their online learning due to motivational and self-discipline issues, lack of learning skills, lack of technical skills and access to online TLA.

E.4.1.3 Developing learning materials and resources

Some of the lecturers interviewed indicated that they are aware that they need to be culturally, racially and gender sensitive and aware when selection content, study materials and resources to ensure that it adheres to diversity, inclusivity and that it is fit for purpose. Lecturers need to consider the immediate, national, and international context. In the aligned context of the NWU with the different campuses the different but the same approach should be incorporated.

Some lecturers indicated that:

<i>"...I need to be aware of that in my PowerPoint presentations. When I put a picture in, I need to be culturally sensitive, although I do not think the content of the module leans towards a specific culture or towards a Western type of whatever..."</i>
<i>"...I take into cognizance the students that will...you know, that will take these modules, and in distance education we've got a lot of...how can I put it? Mostly our students are black students. I need to be aware of that in my PowerPoint presentations. When I put a picture in or whatever, I need to be culturally sensitive, although I do not think the content of the module leans towards a specific culture or towards a Western type of whatever. So, in that sense I do not think that it's necessary, but I did... There are some things that you need to reflect on. You need to think about who your customers is, who are the people that will look at this PowerPoint, look at this session, and make sure that you first do not offend anybody and second of all, make sure that include everybody..."</i>
<i>"...this study material was no longer sufficient for the purposes of preparing students for the industry and workplace. The material was also not accessible to all students, and we decided to move to a more global set of study material, that incorporates different viewpoints from a global perspective..."</i>
<i>"...My content reflects male and female authors and are not dominated by just male authors. I do not have a fixed set of content. Students are provided with a list of multiple resources which they can read to gain an understanding of the content. These reading lists reflect views from Western and African perspectives. Case studies and problems students had to solve were based on African and South African issues that happens in reality - and not based on foreign cases and problems. This is just a few..."</i>
<i>"...Now there are videos available with different lecturers' input. You hear the voice of Mafikeng's lecturer as well as Potch, and now I can say to students these resources are done intensively due to online teaching in 2020..."</i>

When lecturers design learning materials or source materials, key aspects to consider are the market (clients) the materials should serve. Aspects such as cultural, racial and gender sensitivity should be considered and learning materials should make provision for a diverse student populace of the NWU spread out over three sites of delivery. The alignment of qualifications and the NWU's cultural awareness campaigns contributes to improve diversity and inclusion. Faculties can launch efforts to improve the diversity, Africanisation and inclusiveness linked to study materials, pedagogy and through teaching methodologies such as SDL.

E.4.1.4 Apply and implement curriculum design, redesign and development knowledge and skills to execute curriculum transformation

The next section will discuss the improvement of own curriculum design and development knowledge, skills, and values, ensuring curriculum contextualisation for modular curriculum transformation.

E.4.1.4.1 Improvement of own curriculum design and development knowledge, skills, and values

Many of the lecturers indicated that although they have not realised it, they have gained various skills, knowledge and experience in their curriculum development and design endeavours. Lecturers have improved their own curriculum development and design knowledge, skills, and values. Some lecturers also indicated that they grew more confident in their curriculum transformation efforts due to their acquired skills, knowledge, and experiences.

Some of the lecturers indicated that:

<i>"...you know I'm really not an expert in this...each and every document I completed left me with some sort of skill..."</i>
<i>"...but I've learned a lot about curriculum development in this process to get behind the scenes, not just being a lecturer teaching the content, but also involved in the process of development, and I've learned a lot of skills...in the past year or two developed myself using the technology with skills of curriculum writing, if I speak about how do I develop a curriculum document, there's a certain way you have to write it – how to formulate outcomes. Yeah so, I've really learned a lot about writing skills, technology skills and yeah, to work with other people..."</i>
<i>"...I am not an expert in curriculum development...curriculum development is not any of my strong points. When I came to the University. I was so used when I was a teacher, I had a CAPS document and there's a prescribed textbook, and then suddenly they said OKAY, develop the module, and I said but what now? They said no, you must decide what's in the module; you must decide on the textbook, on sources, etc. That was a scary experience for me. So, I think the curriculum development I'm still learning and I'm depending a lot on my colleagues with more expertise for their guidance and their input as well, and the moment that I've put down some ideas and I think okay, this is how I am going to do it, I always want them to peer review it and to have their input. I also speak to my colleagues on the other campuses..."</i>
<i>"...because you're not a specialist on curriculum transformation and we hear certain things; we read certain things and the Policy document, but you're not a specialist on blended learning or ICT or decolonization. We take a few notes and then we try things out in our classes, and sometimes it works and sometimes it doesn't work and then only later you might read an article that emphasizes or concerns our suspicions or our experiences. So, I think that is the thing with all these elements around curriculum, is you're probably not a specialist in everything or element. You try to get the mass from updates, maybe a webinar or a seminar or a tract that you fill in, and then you're left on your own to go and find out, and it's quite dangerous, because you could cause some conflict, but even you're only have the best intentions to transform, but I think that's what we as lecturers do. We try to do our best and we try to do what is best for our students..."</i>

Many of the lecturers I interviewed indicated that they **do not see themselves as experts in curriculum development or transformation**. From the interviews it is evident that most lecturers have a basic grasp of what curriculum development and transformation entails but **becomes uncertain about the departure points and when rules, official processes involved in curriculum transformation need to be considered**. Many lecturers who have engaged in curriculum transformation and development practices indicated that they gained competencies and skills in the process. When lecturers have experience in curriculum transformation it will imply that they do not see the process as daunting and will engage with the process more easily and even motivate colleagues to become involved with curriculum transformation. **The NWU through units such as Q&APP (on macro and meso curriculum level) and CTL (on micro modular curriculum levels) should prioritise CPD opportunities (workshops, courses, qualifications, conferences and colloquiums) for lecturers to gain expertise in the field of curriculum design and developments, be trained in the underlying curriculum theories related to the discipline and context and engage in curriculum transformation discourses and to drive the curriculum transformation project to enhance student success.**

E.4.1.4.2 Ensuring curriculum contextualisation for modular curriculum transformation

In the following section I have unpacked how lecturers should contextualise the curriculum and tendencies in terms of Western knowledge, decolonisation and indigenous knowledge, Africanisation and the global South, globalisation, 4IR and digital transformation, social issues, social justice and constitutionalism and sustainability.

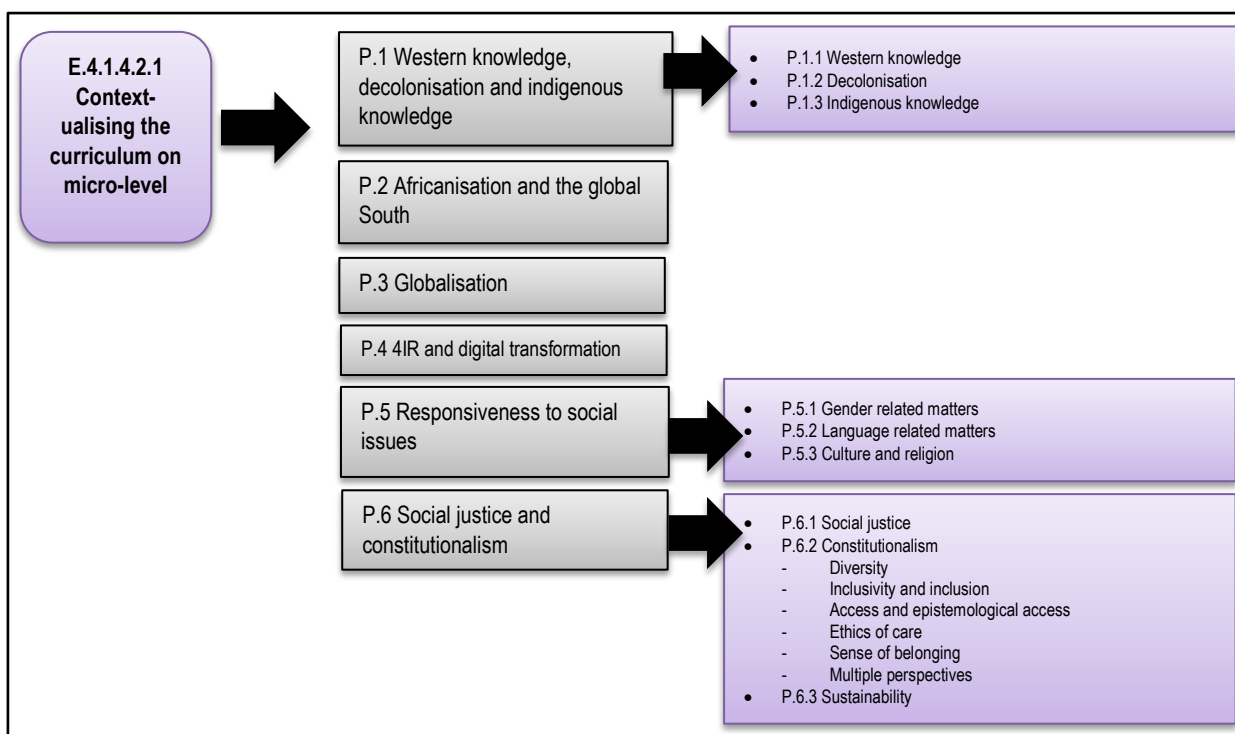


Figure 5.15: Themes relating to the Ensuring curriculum contextualisation for modular curriculum transformation

E.4.1.4.2.1 Contextualising the curriculum on micro-level

From the interviews, many lecturers acknowledged that it is important to contextualise the curriculum to ensure it will reflect the real-life context, issues and problems faced by our students to ensure employment and global competitiveness. It is also noted that it is important to ensure that our curricula are relevant, in line with industry needs and incorporates global and African knowledge that contributes to local communities and responsible citizenship. The contextualising of the curriculum on micro curriculum level deals with a lot of details and for the easy of navigation the contextualisation will be sub-divided in part 1-7.

Some of the lecturers indicated that:

<i>"...but the transformation for me lies in being sensitive to the contexts that the students are coming from and to their backgrounds. It's not really about the content of the module, but...and I think I've become really quite sensitive, and I've always been sensitive to other peoples' backgrounds, and I'm always trying to understand where they come from, because I believe that to teach them knowledge, you need to connect to knowledge that they already know and if I can't connect to their context, then learning would be a problem and the class is so diverse, especially with the language..."</i>
<i>"...to be able to own our own narrative when it comes to a curriculum that speaks to our context..."</i>
<i>"...because this is the reality most of our students will work in. Students need to be able to translate western thinking to local context..."</i>
<i>"...to ensure that teaching and learning is contextualised and that students can identify with case studies or content and make it their own..."</i>

The lecturers indicated that it is important to ensure that curricula are contextualised to ensure buy-in from students, to align curricula with the real-world problems, challenges and needs and with the world of work. Contextualised curriculums improve students' epistemological access, motivation, and willingness to learn.

When student feel empowered through their learning efforts, they will be intrinsically motivated to perform better and become lifelong learners. The contextualisation of the curriculum can be mapped out in various sub-categories such as: Western knowledge, decolonisation and indigenous knowledge, Africanisation and the global South, globalisation, 4IR and digital transformation, responsiveness to social issues (gender, language, culture, and religion bias), social justice and constitutionalism and sustainability.

PART 1: WESTERN KNOWLEDGE, DECOLONISATION, AND INDIGENOUS KNOWLEDGE

The themes western knowledge, decolonisation, and indigenous knowledge overlaps in many of the interviews conducted as they are intertwined and in similar vein. A discussion of the themes follows.

P.1.1 Western knowledge

The section looking at western knowledge are linked with indigenous knowledge and Africanisation. It is clear from the interviews conducted that our lecturers feel that western knowledge have a significant place in the South African HE curriculum but should be infused with African ways of thinking and knowing which is relevant to the South African context to prepare graduates to work and solve South African problems and societal issues.

Some of the lecturers indicated that:

<i>"...it is detrimental to any group to wipe out any Western knowledge and replace it with only African knowledge..."</i>
<i>"...An utter waste of time and nonsense. To decolonize the curriculum would mean the destruction of "western" science, which itself is a nonsense term. All science has been built on the backs of scholars, philosophers, and scientists throughout the world over millennia. Knowledge itself is not racist and cannot be linked to cultures. Knowledge is the collective wisdom of our species..."</i>
<i>"...this predominantly Western curriculum is offered in an almost predominantly non-Western curriculum situation...the very same western doctrines will be used to solve African problems..."</i>
<i>"...it is necessary to include any perspectives, be it European, Western or African. Students cannot be exposed to one set of knowledge and beliefs about a particular phenomenon. They are disadvantaged if they are only exposed to one set of beliefs and ideals from a particular predominant perspective. They will grow up to believe that there is only one truth to something, and people are excluded if some views and beliefs are seen as superior to other..."</i>
<i>"...By following a predominantly Western curriculum we teach with disregard of non-Western ways of knowing. We cannot pride ourselves for "catering for various learning needs" if we work with purely Western knowledge systems. We need to be sensitive to the role of community, upbringing, culture, race, religion, political beliefs in the learning process. We also need to include material that learners and students from diverse backgrounds can relate to if we want to promote an ethic of care, inclusion, and sense of belonging. We also need to foster an awareness of diverse ways of knowing among students and learners to start a conversation which will promote care, understanding, respect and equity..."</i>

From their responses of the lecturers, there is **still not a common understanding of the use and reason for including different types of knowledge bases (Western or non-Western knowledge) in the curriculum**. The South African context are diverse, the HE landscape with specific reference to the demographics of **the NWU staffing profile versus the student profile does not reflect the South African context**. Lecturers should understand the importance of various knowledge structures, consider the underpinning power relations at play (who's knowledge is important?). When lecturers include various knowledge structures into the curriculum, it triggers a chain reaction where closer relationships between the academic staff populace and student populace are created (bridging the generation gap), it confirms ethics of care principles, a sense of belonging and a motivation to learn. Students will feel that they matter and they are valued, and belong (Boughey, 2005). **For the NWU it implies that more opportunities should be created where lecturers can engage in dialogue with peers and students about the importance of a variety of perspectives. Efforts to establish common practices and understanding of the value of using different knowledge bases should be a focus of CPD opportunities.**

P.1.2 Decolonisation

From the interviews conducted, it is evident that there is a variety of perspectives resonating from our lecturers. The views stem from very enthusiastic to angered lecturers. What is clear is that the lecturers at the NWU does not share a common understanding of what it means to decolonise the curriculum and how to go about to decolonise a curriculum. Suggestions to rather use the terms Africanising, localisation or glocalisation instead of the term decolonising. Some lecturers indicated that they felt that the decolonisation agenda is forced upon them and that it has political connotations.

Some of the lecturers indicated that:

<i>"...My idea of decolonisation is that it means a break away from the dependency and relying on western perspectives around what knowledge is. My view is that seeing decolonisation is the opposite of colonisation is skewed in the sense that taking away all western knowledge repeats what has been done in the past. I do not believe that one set of knowledge does justice to what education is and it deny students the opportunity to have multiple realities of a particular phenomenon from a Western and an</i>

<i>African perspective. It also acknowledges people who have previously been excluded. But ultimately it is not taking away of western knowledge and only teaching African knowledge...</i>
<i>"...you know I'm really not an expert in this, but you know I would really say not to force things upon your students and your lecturers, because often the decolonization...it's forced and the one group is now happy, but then the other group feels uncomfortable..."</i>
<i>"...I don't understand, and I don't really believe in the decolonization of the curriculum, because I don't really know what that is..."</i>
<i>"...I often wonder whether we can truly 'decolonise' since we all have been influenced by colonisation and cannot disregard the influence of globalisation etc. on all communities. I think it is important to challenge predominantly Western ways of doing and knowing and to not shy away from topics speaking to social justice, indigenous knowledge, and inequalities..."</i>
<i>"...The whole concept of decolonisation leaves a bitter taste in my mouth - attended a very unpleasant conference on this. I think the whole idea is very controversial and the meaning is not 100% clear among all stakeholders. I rather like the term: Glocalisation - where you take global ideas and apply it locally. Make sure the content fit the context of your students..."</i>
<i>"...I see it as a political tool that is wielded to negative effect. It too often has racial motivation, rather than educational value. I prefer the term Africanisation to Decolonisation..."</i>

It is clear from the interviews I conducted with lecturers that the term **decolonisation** is met with caution as lecturers are not always sure how to position themselves. Caution in terms of ignorance, lack of understanding, fear of not to be involved in political debates or explaining how to go about implementing decolonisation. Freirean pedagogy (Freire, 2000) states that there are power struggles in societies, where various role-players are either oppressed or oppressors. According to Freire, in seeking their humanity, the oppressed must liberate themselves as their oppressors cannot fulfil this role. In terms of the lecturers, who attended universities, who were schooled in Western doctrines and knowledge, and are seen as educated citizens (irrespective of race or other characteristics are deemed "privileged"). Linked to Freirean pedagogy, the current generation of lecturers will not be able to decolonise their ways of being and knowing. It will only be achieved when the new next generation of students become lecturers that the generational cycle of chipping away at decolonisation will be affected and slow liberation will continue. In recent years after the #must fall campaigns, the debates continue around decolonisation. **The NWU can initiate attempts to find a common understanding or define (and even demystify) the term decolonisation to move away from caution towards acceptance and liberation. Many lecturers do not know how to approach or initiate with the decolonisation discourses and practices. More CPD opportunities must be created to assist lecturers. Critical debates need to continue on faculty levels between all stakeholders to ensure a common understanding of all concepts linked to curriculum transformation tendencies.**

P.1.3 Indigenous knowledge

From the interview data it is evident that lecturers understand the value indigenous knowledge (IK) can play when infused into curricula. IK can open educational setting by allowing epistemological access for students and ensure deep learning when knowledge is contextualised. However, very few of the lecturers interviewed opened up about the use of IK and how they went about integrating IK into their curriculums.

Some of the lecturers indicated that:

<i>"...To better contextualise it, in terms of including relevant indigenous knowledge in curriculum themes. This will ensure that students do not just have physical access to modules, but also epistemological access..."</i>
<i>"...We need to redesign our teaching and learning practices to address the needs of our students (often by including indigenous knowledge, acknowledging non-Western knowledge systems) ..."</i>
<i>"...I specifically focused on that...I started to include elements that speak to that and just to kind of draw our students' attention to the fact that what we deemed as to be indigenous music traditionally, that how music is changing, and what we think about indigenous knowledge as well. I don't think it necessarily means the same thing as it was 5 years ago, because I think we don't acknowledge the fact that kids are all working with cell phones and are listening to popular music..."</i>

Although many lecturers see the **value of using IK** the lecturers did not indicate how they used IK in their curriculums or how they implemented the use thereof. Lecturers should ensure that they **"upskill"** on their own content knowledge and familiarise themselves with IK in their field or discipline to provide students with an enriched TLA experience. Lecturers should invite the student voice and IK perspectives into the learning environment for collaborative learning experiences to occur where the student becomes the facilitator and in turn guide the lecturer and

other students about their context and systems. The NWU is a pioneer of African Indigenous Knowledge Systems in South Africa and provides formal qualifications in this field. The Indigenous Knowledge Systems (IKS) Centre is housed by the Faculty of Natural and Agricultural Sciences (F-NAS) at the NWU's Mahikeng campus. **The expertise housed in the IKS should be utilised to improve the GPK of all lecturers through CPD opportunities and discourses.**

PART 2: AFRICANISATION AND THE GLOBAL SOUTH

It is clear from the interviews that lecturers from the selected faculties have been incorporating and considering African perspectives in their curriculum transformation efforts. Most of the lecturers acknowledge the need to contextualise the curriculum. Some lecturers indicated that the transformation efforts were driven from faculty level. It was pointed out that not all textbooks prescribed provided adequate African examples, African theories and contexts. Some lecturers expressed a concern for the politicisation of the African curriculum transformation agenda.

Some of the lecturers indicated that:

<i>"...That made me read a lot of literature about that, and then finally, I think my own frustration in asking myself, you know, when we are teaching theories of XXX, why is it that we don't have an African XXX thought..."</i>
<i>"...This is to take every culture and language into account when you are preparing for a lesson. We need to move away from Western cultures to decolonise, but look at Africa - Africanisation rather..."</i>
<i>"...XXX standard is an international standard that gets written, ... sometimes there are downfalls, and even in the textbooks it is all very, very English. Sometimes what also happens, and they also now from our Governing Body expect us to do certain examples that is applicable to our students in Africa or in South Africa. So, what we try and do, is we include then relevant examples that are applicable to our students, and then also something else that I also can say that we find very, very difficult is most of our...for example we do XXX, most of those English words are only in English available. If we translate it to an African language, that word doesn't exist. So, to make ... I think that is the biggest lesson that I have learned with regards to curriculum transformation is to choose examples that are applicable to the whole class..."</i>
<i>"...African perspectives are massively important because Western theories often do not reflect the lived realities of most people in African countries. This leads to numerous problematic assumptions being made in models that economists use and in the policy prescriptions that are encouraged. This often has deeply detrimental impacts on people in Africa. A key example of this, is that in most Western perspectives, an assumption is made that most economies function with no unemployment. An African perspective would never use that as a point of departure. So, the importance of African perspectives allows for more realistic and robust theorizing and policymaking. If we don't include African perspectives in our curriculum, the XXX of our country are going to continue to be ill equipped to push back on some particularly problematic ideas when they enter the workplace..."</i>
<i>"...taken the recognition and growing importance of the African Customary Law into account, a LLB candidate will not have sufficient legal training should his/her studies not include African Customary Law..."</i>
<i>"...Absolutely necessary! XXX as a discipline has been doing some important introspection since the 2008 global financial crisis. This has related to questions of why XXX such an insular discipline and why it seems to lack diversity more broadly of Global South perspectives, so in my opinion there is some attempt to grapple with the importance of African perspectives..."</i>
<i>"...I have actively sought out scholars and theories from the Global South to teach. But importantly, I have been explicitly in showing my students that I have done this and lectured on the very nature of knowledge production and dissemination..."</i>

From the interviews conducted there is a great drive from lecturers to Africanise the curriculum and position Africa as the central point of departure for knowledge. **Many lecturers realise that there are many gaps in terms of textbooks, literature, terminology, and even scholarly contributions.** The NWU by means of the SoTL should encourage and dedicate Africanisation focussed projects aimed at addressing the gaps identified by lecturers in terms of literature, textbooks and terminology aimed at improving the body of knowledge generated by NWU scholars in the Africanisation discourse and praxis.

PART 3: GLOBALISATION

It is clear from the interviews that the lecturers that were interviewed consider global perspectives when undertaking TLA activities to ensure that curricula embed national realities and global thinking and stay relevant. Not many of the lecturers interviewed elaborated on globalisation in detail or indicated how they use it in their modules.

Some of the lecturers indicated that:

<i>"...I have not added anything about COVID-19 in any of my modules yet, but I do look at global tendencies. So, if there's something that keeps on popping up in the literature or that I keep on seeing on social media that I think might be relevant in my modules, I would try to see if it will fit in existing module outcomes and how, and then find a way to include it without losing the existing content or reducing the existing content..."</i>

<i>"...It is framed within a global perspective and a borderless society...continuously changing curriculum to suit local and global needs, which should support learning and the development of relevant skills..."</i>
<i>"...Adopting to a more appropriate form, content, method of delivery - to conform with preferences of Generation Z students, but also to align with national realities and global thinking..."</i>
<i>"...I realized that you can transform your curriculum not only in terms of decolonization, because there are various elements in your curriculum, but transforming by changing it and making it different like it was before, and making sure that you are in line with International requirements and International tendencies in connection that our students are, not benchmarked, but that they are prepared for the world abroad and for the International environment, and that we don't only prepare them for the South African context..."</i>

As part of the new qualification design process, it is necessary to benchmark new offerings with national and international tendencies. The NWU by means of continuous programme review cycles (shorter term than the 6-year IPE cycle) should ensure that the benchmarking with national and international tendencies are included in the programme review cycle for relevance and checked for updated information to ensure that programme information stays responsive and relevant. In addition, CPD opportunities should be available on a continuous basis to assist lecturers with ways to implement changes guided by globalisation.

PART 4: 4IR AND DIGITAL TRANSFORMATION

Lecturers are aware of the 4IR and specific faculties in this study have a drive to ensure the inclusion of the skillsets of the 4IR are realised throughout their qualifications (holistically and at micro-level). However, it is not explicit from the interviews conducted how the 4IR and the impact on curriculum transformation is managed and implemented in all selected faculties of the NWU before the pandemic. The pandemic accelerated the implantation process of the 4IR. Many practices established pre-pandemic past no longer apply in the present.

Some of the lecturers indicated that:

<i>"...it's also by looking at content or analysing it for meaning. It's meaningful for students in terms of their needs in the 21st century, but also as we are now in the first stage of the Fourth Industrial Revolution..."</i>
<i>"...In the world of finance, will the third industrial revolution be more applicable than decolonisation..."</i>
<i>"...Periodical review and subsequent change in the curriculum taking changing societal needs, workplace needs; new knowledge; technology advances etc. into account. In our subject group we talk about 4IR..."</i>
<i>"...We are talking constantly about preparing students for the Fourth Industrial Revolution as if it's something that's still coming, but we are already in the Fourth Industrial Revolution. We now need to think what is going to happen after that; what's the next thing. So, keeping the future in mind, ... I think we should have a more holistic view or a more global view..."</i>

The COVID-19 pandemic accelerated the use of digital technologies and 4IR globally. During the pandemic the proverbial "business as usual" has been forced to consider new ways of working and this has forced the implementation of technology to be fast-tracked to digitize the workforce and online teaching and learning. The NWU took TLA online and staff and students worked from home to ensure the continuation of the academic year. The challenge remained to bridge the digital divide to ensure equal opportunities for every student. Technology ensured the continuation of TLA and brought about new ways of thinking, doing and collaboration without leaving the comforts of your home. For lecturers' meetings, classes, training sessions and even conferences moved online, and the pandemic changed many daily habits of many staff in terms of travelling, planning, working time, beliefs about TLA and mind-sets regard their family lives and health.

The NWU, through its Digital Business Strategy (DBS) (NWU, 2021a) and Digital Transformation Plan should guide planning for future endeavours related to TLA and student success to ensure the NWU acts and plans proactively instead of reacting to future situations. The DBS should consider and relook many traditional views of the past (end of an era to prepare for the new era of HE) that might have to look different in the future such as remote working policies, physical spaces for staff and students. Additional consideration includes the use and relevance of face-to-face and online collaboration, the taxing impact of working in a virtual environment, flexibility of working and parameters thereof, beliefs about technology, health (physical and mental), teaching learning and assessment and coping strategies to deal with change and adapting to the new normal.

PART 5: RESPONSIVENESS TO SOCIAL ISSUES

From the interviews conducted, social issues like gender, language, culture, and religion were briefly mentioned and the sub-divisions for this section.

P.5.1 Gender related matters

Gender and language issues were prominent issues that emerged from the interviews. Some lecturers felt that more gender-neutral language should be used in the curriculum to be more inclusive as well as the use of female authors in certain disciplines.

Some of the lecturers indicated that:

"...where we had to adapt our course content, the written curriculum that students get in front of them, but also what you say, needs to correspond with what you use in the document, that you don't particularly focus on men and women. We just use for example gender neutral language – that is encouraged, and then also at large to focus on diversity at large, not just culture and races. So, one has to be cognizant of diversity in general and then elaborate the definition of what diversity is to make provision for that in the module or even as according to that you reflect diversity, or you take the whole into account. Sometimes it might happen that it's not in the written curriculum, because those who set it up for example, didn't take it into account..."

"...who we are teaching, is an important aspect, and I have worked really very hard to find scholars, and particularly to find female XXX in terms of transforming my module; but it's certainly not the only one, and then in terms of how I teach, there is a lot of things about that one, but I think first and foremost is that I don't think that the way in which we teach where I am the lecturer and I'm the fountain of knowledge and to the process of prognosis or diffusion I would refuse my knowledge to the students. So, really, I think that I attempt to make my students my partners in this curriculum..."

"...I don't know how much marketing research have been done into it, but I think they feel like well, I as a woman have a place as an XXX; I am someone who comes from South Africa; I am someone who might be black, coloured, or Indian. I mean, they feel that they have actually a place within the world of XXX, and to see how many of them are willing to do master's to make real change within South Africa..."

Gender issues are linked with inclusion, constitutionalism and equality and all staff and students, as part of our ethos and ethics of care should be included in our institutional culture, TLA and "feel home" (Mgqwashu, 2018). **The NWU should consider and promote gender awareness, gender neutral language and equal opportunities are promoted through policies and internal documents as well as awareness campaigns to ensure equal opportunities for education and employment.**

P.5.2 Language related matters

Lecturers indicated that when students are given the opportunity to learn in other (mother tongue discussions) languages than English, it promotes cultural heritage and indigenous knowledge.

Some of the lecturers indicated that:

"...To include African languages and to respect African way of doing things such as learning in their languages..."

"...I grew up in a culture where only English was admitted in the lecture hall and no other language. I expected that from my students for a while, but then I realised that I can much more effectively utilise their knowledge of indigenous SA languages to understand the two conceptualise new concepts, such as problem-based learning in XXX or pragmatics in XXXX by them sharing this in their mother tongues and explaining it in English..."

"...I'm not going to politicize it, but I think we should look at language. I think in a framework we should look at language. For most of us, English is not our first language. So, for me to fully understand how the context and all those things, sometimes language plays a key role. It makes that the students do not understand, but they do understand but because of the language... Maybe if language can be in it from the beginning, and if I can also...more like different languages, and I know it's not going to be easy for different languages. I am a Tswana speaking original person, but there are also ways that I see in Tswana that I can translate into English, but I believe allowing those little things, especially in the classroom, you know, for lecturers to better explain to students in their own language, in their own Mother Tongue. I know that they are going to respond to the questions in the exam that are in English, but you know, the understanding – if you can sort of do some understanding in your own language it will be easier, you know, for students to maybe respond..."

"...multi-lingual pedagogies in which we train our students to utilize their learners' mother tongue even if they don't speak the mother tongue themselves so that the students can use their mother tongue to come to grip with difficult concepts and then develop back to English. In the Third Year then we introduce multi-lingual Second Year subjects: what do our learners look like; what are their needs; where do they come from, and specifically in multi-lingual and multi-cultural contexts, and in the Third Year adding those multi-lingual pedagogies..."

Language as medium of instruction for TLA has been a contested issue at the NWU. Literature indicates that learning in your mother tongue improves deep learning and that once the understanding takes place in one language it can be transferred to a secondary language. At the

NWU classes are presented in either Afrikaans or English and interpreted live in class to other official languages of the NWU. The diverse populace of students in classes makes the language issue at the NWU even more complex. If the NWU want to improve language related issues consider improving multi-cultural, multi-lingual graduates introduce additional languages modules (for example) and modules addressing communication skills as part of all curriculums to ensure that graduates are prepared for the diverse working environments they are expected to work and alleviate potential language barriers. Not only will students be equipped to be multilingual in a diverse country, but they will also be better equipped for employment.

P.5.3 Culture and religion

Various cultures and world voices should be included in the curriculum and not only prominent cultures to be inclusive and promote cultural sensitivity, foster greater cultural awareness, respect for diversity and compassion.

Some of the lecturers indicated that:

<i>"...I say that, because what's ethical for one culture, is not ethical for another culture; what's acceptable in one culture, is not acceptable in another culture and it influences the way people do business. So, speaking specifically from a business and an entrepreneurship's point of view it's important, specifically in curriculum transformation, to include world voices rather than just...because if we focus on only one culture or one point of view, we are still missing the point."</i>
<i>"...It includes not only aspects like race or ethnicity or culture but also recent current discourses to enable the student to make his/her own choices -thus not a prescriptive curriculum..."</i>
<i>"...making them realize that people make certain decisions based on their culture, based on their religion. I think that one of the components that we in South Africa need to focus on is bringing in a lot more multi-cultural experiences for our students..."</i>
<i>"...I believe that by teaching in ways which promotes these principles, students become more aware of their own identities, could develop their self-esteem to reach self-actualisation and flourish. By working with principles associated with care ethics, compassion, culturally responsive teaching, we also have opportunities to heighten awareness of and engage with social issues relating to inequalities, equity, race, gender, religion, and politics within a safe environment..."</i>

Creating awareness of the different perspectives gives students to access different knowledge systems that can create new knowledge systems for an increasingly connected world. Including different knowledge systems into a curriculum also enables students to understand the complexities within societies brought on by history, culture, religion, etc. The NWU should consider incorporating elements of the different knowledge systems and ways of knowing into curricula and by including elements into existing modules and by developing modules dedicated to improving cultural awareness and inclusion.

PART 6: SOCIAL JUSTICE AND CONSTITUTIONALISM

The following section will be unpacked in terms of social justice and constitutionalism. Constitutionalism included diversity, inclusivity and inclusion, access and epistemological access, ethics of care, sense of belonging, and a variety of perspectives.

P.6.1 Social justice

Some of the lecturers interviewed expressed the importance of social justice in the curriculum. Very few discussed how they incorporate social justice in their curricula and transformation efforts. Although the issue of social justice is echoed in various NWU policies and documents it is still not a theme that emerged strongly from the interviews.

Some of the lecturers indicated that:

<i>"...I am a strong proponent of transformative constitutionalism, africanisation and social justice to transform the curriculum..."</i>
<i>"...I believe that we need to continuously consider the value and relevance of our curricula in the light of student and societal needs and that we should ultimately design curricula which are informed by principles of care ethics, wellbeing, subjugation, and social justice..."</i>
<i>"...By focusing on community XXX, social justice, ethic of care, wellbeing, and culturally responsive teaching, I hope to expose my students to various ways of knowing and to draw their attention of how, often unknowingly and unintentionally, we teach in ways which are not inclusive, and which promote subjugation. I hope to show students how, when drawing from various knowledge systems, we can enhance not only our own understanding but can also contribute more meaningfully within our immediate communities..."</i>

The pandemic exposed existing inequalities of wealth, gender, race, and privilege. The economic and social disruptions created by the pandemic were severe. Even before the pandemic the many of our students grappled with some of these issues, and during the pandemic many of our staff and students were faced with the same issues on another scale. Lecturers and students were also faced with financial pressures, political and social unrest, health concerns and the digital divide. Social justice in HE means creating teaching and learning environments that support all students equitably without regard to race-ethnicity, gender identity, religion, and learning potential. As part of the curriculum transformation discourse, with a focus on inclusiveness, access with success and responsiveness it is important that consider the impact of social justice on the implicit curriculum (as lived experience). Before the pandemic a student with financial constraints could use a textbook in the library or work with a peer but during the pandemic students with financial constraints were left with much less options and support for example.

In a post-pandemic TLA the NWU can ensure that all learning and teaching support materials (LTSM) are free from bias and neutral in terms of culture groups, ethnicity, gender, sexual orientation, and religion. Deliberate effort should be made to ensure an institutional culture of inclusion, diversity, and tolerance. One avenue utilised by the NWU are the awareness weeks dealing with culture and races where staff and students are encouraged to learn from each other and understand the differences between majority and minority groups. Another avenue that can be explored is the inclusion of social justice CPD opportunities to staff and students to equip them with strategies to improve social justice in their curricula and in the TLA environments.

P.6.2 Constitutionalism

Constitutionalism is closely related to the idea of social justice. Constitutionalism is linked to the rights of human beings in South Africa according to our constitution where issues such as your right of association, right of access, right of freedom of speech etc. are unpacked. In this section constitutionalism are sub-divided into diversity, inclusivity and inclusion, access and epistemological access, ethics of care, sense of belonging, and a variety of perspectives.

P.6.2.1 Diversity

The issue of diversity came through strong from the interviews conducted. Many of the lecturers interviewed expressed a commitment to diversity and their efforts to incorporate it into the curricula. Many of the lecturers expressed that they purposefully plan TLA activities and strategies to ensure opportunities where students can learn from cultures different from their own, lecturers indicated that they are aware of the diverse groups of students they must teach and take diversity into account when they do plan.

Some of the lecturers indicated that:

<i>"...Definitely diversity. It's one of those things that you are not going to get away from unfortunately. We are now in this time and age, and it's a good thing, we are dealing with various types of students with different cultures and experiences..."</i>
<i>"...RSA has its own unique diversity and cultural challenges and circumstances, much which is not adequately addressed in the curriculum (or even the textbook). Personally, I believe it deconstructs the legitimacy of the module when learning content derails from an African focus and perspective..."</i>
<i>"...Acknowledge the culture and diversity of my students; accommodate influence of culture and experience in learning..."</i>
<i>"...On the topic diversity, I divided the students in groups. Students had to be in a group with someone they did not know. In this group, they had to share some information regarding their culture, and especially one seemingly unknown fact about their culture. They also had to teach each other one new thing in their group, for example a greeting, or a word, or dance etc..."</i>

Living and growing up in South Africa implies that students and staff will be faced with issues relating to diversity. South African has been called the rainbow nation as it is made up of many diverse cultures, religious and language groups. South Africa is home to 11 languages and additional languages. The rainbow effect is echoed at the NWU with its three campuses and UODL unit providing distance education. Each of the NWU campuses have a distinct character and student populace. The difficulty the NWU are faced with are the alignment of TLA across the board to ensure that all students irrespective of background, ethnicity and culture are successful. For the NWU it implies that alignment between the TLA structures (between diverse lecturers in subject groups) are encouraged, and it is imperative that alignment is success to ensure that all TLA matters adhere to principles of diversity in terms of teaching methods, variety of

assessments, teaching methodologies and the neutrality of LTSM to ensure a quality student value proposition. All the aspect noted here play a role on the planned and implicit curriculum. Lecturers need to consider how the planned and lived experiences of the curriculum of how students experience their learning, the learned curriculum and if the curriculum is transformed.

P.6.2.2 Inclusivity and inclusion

Inclusion is closely linked with diversity and the sense of belonging. Very few lecturers elaborated on inclusion and inclusivity due to the linkages with diversity and the sense of belonging.

Some of the lecturers indicated that:

<i>"...Make teaching and learning more inclusive and to incorporate knowledge of respect of and strategies to teach students from different backgrounds and cultures..."</i>
<i>"...To ensure an inclusive learning environment for all students and by encouraging students to think critically through engagement with module content based on their own experience and background, including from an African perspective..."</i>

Inclusivity and inclusion are closely linked to diversity and social issues of gender, language, culture, and religion. It is imperative that lecturers should ensure that no student feels left behind or excluded. It is evident from the interviews that many of our staff and students felt left behind during the pandemic. Lockdown online teaching forced the NWU to approach teaching from a reactive stance to teach "on the edge of chaos" (Czerniewiec et al, 2020; Walwyn, 2020). Lecturers and students felt displaced, and in an unfamiliar space not knowing what the future will entail. Many lecturers and student felt overwhelmed, over worked, anxious and even left behind.

In a post-pandemic world, it will be necessary for the NWU to ensure greater ethics of care for both staff and students and plan pro-actively to ensure that nobody feels left behind irrespective of their past, culture, race, age, digital skills, health choices, access to ICT's or life experiences.

P.6.2.3 Access and epistemological access

Many of the lecturers interviewed raised access issues experienced by students and staff in the COVID-19 lockdown period. However, very few lecturers elaborated on access and epistemological access issues. This might have been due to the context of the lockdown they were in when the interviews were conducted.

Some of the lecturers indicated that:

<i>"...In my opinion it is to ensure social justice and access to information and knowledge..."</i>
<i>"...The context of teaching and learning should be accessible to cultures..."</i>
<i>"...in terms of including relevant indigenous knowledge in curriculum themes. This will ensure that students do not just have physical access to modules, but also epistemological access..."</i>

Another aspect of access and epistemological access involves the process of becoming a successful participant in the HE environment and the academic practice. Access to the offerings of HE does not guarantee epistemological access. New ways of teaching are needed if we are to meet the challenges off enabling all students to gain epistemological access (Du Plooy & Zilindile, 2014). The pandemic has highlighted the issue of epistemological access for all students in the online TLA environment where student had access to the "goods of HE" but it did translate into all students becoming successful participants and have access to knowledge. Access and epistemological access are key aspects of the curriculum transformation discourse. The NWU should ensure that lecturers understand what the terms access and epistemological access to HE mean. In the literature review (§ 4.4.4, 4.5.2 and 4.5.3.2) the importance of pedagogy is highlighted to bring together horizontal (everyday) knowledge and vertical (school/university) knowledge (Du Plooy & Zilindile, 2014).

P.6.2.4 Ethics of care

Although the issue of ethics of care are included in various NWU policies and documents, the issue did not stand out as an important theme in the interviews as a stand-alone concept. Closely linked to this concept are diversity (§ e7.2.1), inclusion (§ e7.2.2) and lecturers' relationship with their students (§ 5.4.1.5 (b)).

Some of the lecturers indicated that:

"...I am passionate about wellbeing and developing not only XXX knowledge and skills among students and learners, but fostering principles associated with ethics of care, wellbeing, community XXX engagement and compassionate education as a means to provide students and learners with opportunities to develop life skills which could enable them to flourish within their communities, school- and work environments outside of the classroom..."

"...In my mind, curriculum transformation speaks to how we adapt or change our curricula to stay relevant and address the needs of our learners and the wider society. To structure curricula in a way which will provide students and learners with the skills to not only master subject content, but to acquire skills that will provide them with opportunities, knowledge and skills to contribute to their communities and become advocates who take a stand against injustice, who truly care about the needs of others and are compassionate..."

Ethics of care stands at the heart of student success. Learning is seen as a complex activity with shared responsibility for learning by lecturers and their students. In the HE landscape; the focus should be on the individual and collective well-being of their students and staff to ensure that successful learning takes place. The responsiveness to the well-being of people reflects the existence and influence of an underlying ethics of care (Keeling, 2014). The pandemic with the lockdown regulations imposed on HE role-players took a tremendous toll on people worldwide and affected the staff and students of the NWU as well. **Concerns and anxiety about finances, health, livelihoods, food supply and various other factors were part of the unsure future we faced and impacted on the physical and mental well-being of our staff and students. The online environment where longer hours, flexibility, Zoom-fatigue and staring at a computer screen for longer became the new normal.** Most lecturers and students longed for the "old normal" and were gradually awakened by the dismay of the realisation of "what was". Lecturers indicated that they acted kinder, were more lenient towards understanding challenges their students faced as they experienced the same issues. Lecturers went out of their way to accommodate students, and many indicated that they send private emails, called students, and communicated through WhatsApp. (Also see § 4.7.4, E5, dealing with the relationship with students). **The NWU should focus on maintaining the ethics of care values that were utilised during remote online TLA so that it becomes a distinctive character of the NWU that motivates students and staff to choose our institution for the ethics of care methodology we embrace.**

6.2.5 Sense of belonging

The topic sense of belonging is closely linked with diversity (§ D1, D2, E2, E4.1), access and epistemological access (§ E4.1) and ethics of care (§ E4.1-4.6) discussed in this section.

Some of the lecturers indicated that:

"...I do not see it as something radical, but as a necessity to live and work in the South African context. To find a balance where all cultures can be accommodated and students from various backgrounds feel safe and comfortable in and feel that they belong. The focus should not only be on learning content, but also to create an environment where we can learn from each other and build bridges..."

A sense of belonging contributes to student success and retention in the HE environment. When students experience feelings of being cared for, have a sensation of connectedness, feeling respected, that they matter and that they are accepted by peers, lecturers and the university community students will contribute to their environments, and they will feel positive and will be motivated to engage in activities (social or academic). I will mainly consider the linkage between the sense of belonging and curriculum transformation. **For the NWU student to feel they belong, mindfulness towards various aspects such as including multiple perspectives and voices in the curriculum should be considered, giving students a voice and choice in TLA matters, consideration of social issues and student-centred approaches should be utilised.**

P.6.2.6 Multiple perspectives

The topic of a variety of perspectives are closely linked to all the prior topics in the section under constitutionalism (§ E4.1) as well as Western knowledge, decolonisation, and indigenous knowledge (§ E3 and E4.1) and Africanisation and the global South (§ E4.1). Many of the lecturers interviewed expressed the importance of including various perspectives in the curricula. Including various perspectives into the curriculum implies that students understand various perspectives, not only prominent perspectives, it prepares them for the world of work and business where they

will be faced with various national, African and global perspectives. The inclusion of various perspectives will have a ripple effect to issues of diversity, inclusion, access, ethics of care, the sense of belonging and improved institutional culture.

Some of the lecturer indicated that:

<i>"...I believe that contributes to transformation. We use the textbooks written by South African authors representing more than one race, for example, and then also where perspectives are not only Western perspectives. So, many of the information come from many viewpoints, not just from people who think from Western perspectives, but also Western-African perspectives..."</i>
<i>"...students are human just the way that you are – human and people with feelings and their own perspectives and their own life experiences..."</i>
<i>"...this is the world of work that the majority of graduates will find themselves in and that different perspectives influence different ways of work..."</i>
<i>"...As the world is becoming increasingly connected through technology and due to changes brought about by the 4th Industrial revolution, understanding different perspectives will become important as we work with people from around the world..."</i>

For the unified NWU, with three diverse sites of delivery, it is important that multiple perspectives, diversity and inclusiveness are embedded into the core business of the institution. The NWU with its diverse student populace, unified management model and aligned TLA model embraces the notion of unity in diversity. The impact of multiple perspective on curriculum transformation is complex and contextualised in different ways by various role-players. CPD opportunities should be created where staff, students and role-players can consider which voices are prominent in the curriculum and which voices are silent. Only when this reflection takes place can our curriculums truly be transformed.

P.6.3 Sustainability

The idea of sustainable living practices was discussed by a few lecturers during the interviews. Sustainability is linked to the graduate attributes and 21st century skills in § E4.1 The inclusion of skills and values into the curriculum. Sustainable living practices focus on environmental practices to reduce our carbon footprint to ensure that our resources will still be available for the future generations of South Africans.

Some of the lecturers indicated that:

<i>"...A notable focus is on the impact of choices - recycling, reducing, etc., cultivating a sense of responsibility in students - for their own lives and when they teach their learners one day..."</i>
<i>"...teaches the student about sustainable living practices. It teaches the student new knowledge about the world around us, about how interrelated our world is. It teaches the student new skills (teaching skills and practical skills) to apply in classrooms during lessons so that learners can mitigate the effects of changes experienced in their daily lives applicable to their subject content, especially regarding climate change. It teaches students to understand why we need to educate for sustainable development and that in turn changes the attitude of students and learners..."</i>
<i>"...The non-technological resources that students need to use and develop may encourage them to be creative and develop contextualised resources..."</i>

Sustainability is becoming more important for all businesses across sectors. Sustainability is an approach that links to how well organisations operate in ecological, social, and economic environments. Sustainability improves the quality lives, protects our ecosystem, and conserves natural resources for future usage. Green and sustainable practices benefit the organisation and environment in the long run (see literature review § 4.5.2 and 4.6.2). During the pandemic many organisations were forced to work online and in electronic means which resulted in an awareness of sustainable practices, health, and the importance of our direct and wider environments. With lockdowns worldwide the effect of pollution and advantages in green practices further highlighted that more sustainable practices are possible and must be reflected in our curriculum transformation efforts. We can also use green methodologies when we engage with curriculum transformation efforts to save paper, have online meetings (save time, fuel, and plastic bottles).

For the NWU to inform transformation, sustainable practices should be modelled in our institutional planning, wellness of our staff and students and must be included as part of our campus and work ethics. We can include sustainability in curriculum transformation by means of our faculty approaches to curriculum renewal, including components of sustainability into our

curriculum and encourage sustainable practices in our classrooms, study materials and assessments.

E.4.2 The lecturer as teaching and learning expert (mediator of learning)

The following section are unpacked in terms of innovative teaching and learning strategies.

5.4.4.4.2.1 Innovative teaching and learning

The questions used in the interviews were not focussed on how lecturers ensure high-quality teaching and learning, some issues related to the section were briefly mentioned in some of the interviews. Some of the lecturers pointed out that they are not using traditional “chalk and talk” methods, some lecturers allowed role reversal where they allowed their students to teach them or take the lead, some lecturers reflected on the impact of their teaching and the ethics of care and the meaningful relationships they had with their students in the TLA environment.

Some of the lecturers indicated that:

<i>“...like I say, I have done...and there’s a lot of reflection there to see...and I think I’ve moved in my teaching from more of a chalk-and-talk to a more blended type of learning where the focus is more on the student and using, like I said, flip classrooms where I just basically act as a facilitator...”</i>
<i>“...We just worked together. Yeah, it was fun in class. With each lesson they’ve taught me some things. I didn’t know any of the stuff that they were teaching me. So, I had to go home and, you know, practice these things. It was such a learning experience for me, you can’t believe it, and I’m honest about it, I feel proud that my students have come to a stage that they’re teaching me their skills...”</i>
<i>“...I think COVID-19 is a very good example. Your students are financially constraint. They might have lost their jobs; they might have lost their income; they might have lost their connectivity. All these things I need to include in my curriculum. I need to include it in my teaching, and not just what I teach, but also how I teach. I think the point I’m making, is curriculum transformation is not just about what I teach; it’s also about how I teach....”</i>

5.4.4.4.2.2 Demonstrate advanced pedagogical knowledge (PK) and pedagogical content knowledge (PCK) by creating conducive learning environments

In the following section I will unpack the themes incorporating teaching strategies and learning activities by looking at student collaboration, implementing SDL, PBL and inquiry-based learning strategies, student-centeredness, and scaffolding. The following themes will be unpacked in the following sections.

(a) Incorporating teaching strategies and learning activities

From the interview with lecturers the following teaching strategies and learning activities were highlighted: blended learning, the flipped classroom, gaming, student collaboration and working with peers, SDL, PBL and inquiry-based learning.

(a1) Implementing student collaboration, working with peers and student discourses as teaching strategy

From the interviews the use of collaborative approaches in face-to-face settings were general utilised practice and most lecturers made use of student collaboration with student peers. However, it is unclear if student collaboration between peers were prioritised in the online environment during online teaching, and if utilised what the extend of the collaboration were.

Some of the lecturers indicated that:

<i>“...what I use or try to use, is a type of a collaborative approach, like a collaborative learning where you randomly assign students to share their knowledge with each other. So, we have groups with different races and cultures, and I try to incorporate examples from their side, from their experience instead of use and giving examples that are only from my, if I can call it, my culture or background. When you work in a collaborative way, you learn together and we share ideas and share our knowledge, because we all come from diverse backgrounds and I think that’s the way that we learn more about the way we can apply our module, the content of our module and there’s a strategy to approach teaching learning, and I also try to use the electronic platform...”</i>
<i>“...I will have up to 4 hours of lectures with my post-graduate students in XXX. So, I break it up in two 2-hour sessions so that I don’t bombard them, but at the end of a day where they would have 4 hours’ worth of lectures, they will still be sitting around their tables still debating, still asking questions and I have to tell them, okay guys, we’re done now, it’s 4 o’clock. So, just to feel that level of enthusiasm that students have; how much they are willing to engage if you are willing to make that effort for them. I think</i>

that's an asset I found in it, and then another positive is how enjoyable it can be to break outside of the moulds of, you know, the way you're usually affecting students..."

"...I think that students struggle a lot to take the discussions that we have – the verbal discussions in class and to make their own notes about that whereas now when we're having WhatsApp conversations, what I do, is I export the chats and I work in the WhatsApp chats into the Lesson Page for the students...when you work in a collaborative way, you learn together and we share ideas and share our knowledge, because we all come from diverse backgrounds and I think that's the way that we learn more about the way we can apply our module..."

From the interviews conducted, the collaboration during the COVID-19 lockdown indicated that many lecturers had to adapt their TLA to fit into an online learning delivery strategy. A lot of effort and care went into the communication and collaboration between the lecturer and students to ensure fairness, clear guidance, support, and care. However, it is not clear what the extent and depth of student peer collaboration were in most online classrooms although many lecturers indicated the use of WhatsApp groups.

The lecturers indicated the following with regards to collaboration during lockdown:

"...what I have experimented with now that I want to do, even when we have face-to-face, is to maybe have WhatsApp classes; maybe not Zoom classes, because that's data-centred and unnecessary expensive data, but to have WhatsApp classes with students even if we can see each other face-to-face. So, also do the face-to-face, but have one of them to be a WhatsApp class, because if I see the level of debate that students are willing to engage, and I don't know if it's the unlimited, if it is that they feel more comfortable... I don't like the chat function on eFundi or the Forum function...but there's a lot more, especially with the modules that I teach, it's important to debate..."

"...Group work is also more challenging via distance learning, but I aim to give group assignments (at least one group project) next semester. I also plan to give students didactical and practical assignments which they can submit via video recording..."

"...Class interaction, "hands on teaching" and class debate are essential parts of my class contact sessions. This falls away during online video classes..."

"...I still feel they get the knowledge, and they do what they need to do, but I think they miss out on the richness at the contact sessions..."

"...Making it difficult as online calls for a totally different set of tool and skills compared to face-2-face and group-dynamics. In addition, most students find it difficult to cope as there is no consistency in the T&L methods and tools used..."

"...Completely online now, and only individual. No space for teamwork..."

Student collaboration during the learning process is a central focus in social constructivism and SDL. During the national lockdown many lecturers did not prioritise collaborative learning opportunities due to the context of the pandemic and forced online learning situation. Student collaboration is necessary in the development of key skills such as communication, group work, management, coping skills, learning together, negotiation, tolerance, leadership skills and ethics of care. Many of these skills are core skills students need for future employment in a diverse South African context and the world of work. Social constructivism is a crucial element of curriculum transformation.

During the pandemic many lecturers had to make do with what they could as appropriate time, their ICT skills, pedagogy might not have been appropriate and in place to teach in an online learning environment and make use of student collaboration. The NWU, through CTL and the CPD opportunities should continue their efforts to assist, support and train lecturers to teach in online learning environments to ensure that collaborative learning are utilised to ensure rich and meaningful learning opportunities for students to be able to communicate, discuss and debate with each other in a post-pandemic hybrid mode of teaching in the future.

(a2) Implementing SDL, PBL and inquiry-based learning (IBL) strategies

SDL are embedded in the vision of the Teaching and Learning Strategy (NWU, 2016b) and all the NWU faculties have adopted the learning approach into their FITLP (Balfour, 2019b). From the interviews conducted it is evident that lecturers envisage their students as self-directed and are attempting to incorporate SDL, PBL and inquiry-based learning into their curricula.

Some of the lecturers indicated that:

"...In short, moving away from cramming theory to pass tests that will teach/give you nothing but a headache and moving towards self-directed, investigative learning to understand the work to implement the work by means of a blended learning approach,

<i>learning via multi-media, real-life methods and more practically, connecting theory to practice and empowering to do the work not just be able to recite the work. Naturally, the assessment of the curriculum needs to match this..."</i>
<i>"...you plan all kinds of things, but as soon as you start implementing it in practice, you realize certain things don't work. So, for example I planned this module to be very much based on group work and self-directed learning, and in the first year I immediately realized that the students weren't ready for self-directed learning. They were underprepared for using all the wonderful technology and resources we have available at the University, and they were hesitant to work with people that they didn't know, and this is a first-year, first semester module, which makes it even more difficult..."</i>
<i>"...The Lekgotla approach comes in handy, basically the same as group work. This is where my students sit in small groups and discuss a specific topic, everyone in the group can talk and to share their ideas and, in this way, collaboration takes place and different cultures give their views, they can even talk in their own language, someone will translate. At the end of the discussion a summary of ideas I get. No one takes the lead; this is what the Lekgotla approach is all about - freedom of speech. Moving away from traditional lectures to self-directed learning methods..."</i>
<i>"...Their knowledge base gets expanded and enhanced in the way that they do not only deal with learning theories and assessment in XXX, but they also engage with each other based on speciality, be it XXX among others. Students are further taught through various teaching methods such as PBL - they are provided with scenarios and problems which they must solve by gathering information, working through information to answer questions that solve the problems given to them - they also have to present back on their problems and strategies to solve the problems..."</i>

For many lecturers the use of SDL, PBL and inquiry-based learning strategies are part of their TLA approaches and understood the values of using these strategies in the curriculum. Many of the lecturers did not provide details regarding how they use SDL, PBL and inquiry-based learning (IBL) strategies in their TLA. **More NWU lecturers need to be made aware of the specific strategies through CPD work sessions and purposeful inclusion of SDL, PBL and IBL strategies into micro-level curriculums to ensure that students become accountable and manage their own learning. Faculties need to include the use of the strategies into qualification and programme design to ensure that it pulls through to micro-level TLA.**

(a3) Using student-centred TLA methods to ensure student success

The data from the interviews indicate that there are lecturers who make use of student-centred approaches to TLA although not a lot of lecturers have explicitly spoken about their practices in the interviews.

Some of the lecturers indicated that:

<i>"...I've tried to renew and change my teaching so that it becomes more student-centred and to make sure that students are engaged so that they are excited about the content and that they can also think about ideas and teach them how they can teach this content in their own cycles..."</i>
<i>"...I think I've moved on, you know, from thinking that I have all the knowledge and I have to convey this knowledge to my students more to that we can learn together and more to a student-centred approach where the students can discover for themselves..."</i>
<i>"...I think I found interesting ways to present kind of the knowledge to the students, because I was very set on not going back to the lecturer-centred way of teaching and giving the students PowerPoint voice-overs, because as I said it is literally the strict talk-and-chalk. So, I really didn't want to do that. So, I had to find other ways updating this knowledge or the information to the students, which was kind of still following a flipped strategy and still be student-centred..."</i>

Although using the student-centred TLA strategies have various advantages pointed out by the interviews, it is still not evident from the interviews why very few lecturers considered the use of this strategy in curriculum transformation. Student-centred practices implies that students are a partner in the learning process where they have options, choices and can give input regarding their learning. The aim is to foster self-directed skills and let them take responsibility for their own learning. In a student-centred curriculum learning is the key factor of the TLA process, with the lecturer a mere facilitator of the process, the student plays an active role in the planning, activities and are encouraged to explore their own learning pathways. Students are empowered to develop critical skills such as decision making, critical thinking and reflecting. Another element of student learning is the formative nature of the process where students are motivated to improve and have various options and opportunities to be successful in their learning. Student and learning-centred curricula enhances students' success and motivations and fosters lifelong learning and expert learners.

The NWU prioritised the use of student-centred practices in the T&L Strategy and should include opportunities for training and improvement in their CPD offerings. The NWU can, by means of the revised editions of the FITLP's (due end of 2021) gauge the faculties positions and progress

regarding the use and implementation of student-centeredness perspectives. The NWU should clarify and unpack which students are considered and the demographics and contextual issues when looking at student and ensure learning-centeredness.

(a4) Incorporating scaffolding in TLA

Very few lecturers commented on if and how they used scaffolding in their TLA of the curriculum.

The lecturers who commented indicated:

"...we did the basic scaffolding in class, but then I said there are no limits, and I've set a rubric. The rubric also to give them guidelines, but not to limit them in what they should do. They must design their own scenario; find their own promise statement, and the results were just amazing. It felt that I as lecturer didn't do anything. You understand what I mean, because I wasn't preparing these lectures for hours and teaching in the class, etc. We just worked together. Yeah, it was fun in class..."

"...I will scaffolding activities and complex problems for those who master content quicker..."

The interview questions did not focus on the use of TLA strategies, and very few lecturers commented on the use of scaffolding to transform their TLA practices. The lack of commenting does not indicate that the usage of scaffolding in TLA are absent but rather that the utilisation of scaffolding as TLA strategy are not seen as a strategy linked to curriculum transformation practices. For the NWU the implication is that scaffolding as pedagogical practice should be considered, the purpose and usage determined and the impact of including this focus area to the CPD schedule as part of the pedagogical skillset lecturers should constantly aim to improve. The use of scaffolding can be linked to SDL, student-centred practices, and student success.

5.4.4.4.2.3 Use Technological pedagogic (TPK) knowledge to creating conducive learning environments

In the following section I will unpack blended learning and the flipped classroom as well as gamification as teaching strategy.

(a) Utilising Blended learning and the flipped classroom

The lecturers interviewed pointed out that blended learning allows for students to engage with the content before the contact sessions and therefore ensures that the students are prepared for class. The advantages of using blended learning that were pointed out were the flexibility of physical space and time, the convenience for users to make use of blended approaches, students tend to prepare for sessions, contact (online or face-to-face) sessions can be utilised for discussion or the application of content knowledge and skills. Students, once they got the hang of using technology-based online contact session engaged better in discussions or with their lecturers, lecturers had to rethink their communication and accessibility to students.

The disadvantages of using blended learning or the flipped classroom were that students and lecturers struggled with connectivity and digital skills. Not all students preferred the flipped classroom approach, students are used to the online contact sessions after the COVID-19 lockdown. When face-to-face (f2f) contact sessions are implemented again the sessions should be of value to the students to make it worth their while to attend these sessions. The f2f sessions should also not be repetitions of the online sessions but should be utilised for higher order thinking skills and the application of knowledge needed in the world of work. Some of the lecturers indicated that making use of the blended learning approach implied that they had to do a lot more work than making use of f2f sessions only.

Some of the lecturers indicated that:

"...This is really a new tool that I've developed now and learned, and I'm not going to let it go. I will make use of it. I always wanted to try the flip classroom approach in the XXX classroom. I'm going to give my students a lot more things to prepare and do on eFundi platform before they come to the classroom, and I might in the classroom just handle some problem solving, questions, showing them some things, but I think most of my presentations and classes will be... Yeah, I would make use of this way of teaching and incorporate it just with a little bit of doing practical class group activities..."

"...there's a lot of reflection there to see...and I think I've moved in my teaching from more of a chalk-and-talk to a more blended type of learning where the focus is more on the student and using, like I said, flip classrooms where I just basically act as a facilitator..."

"...something that assisted me a lot, especially with the development opportunities that I had by the Institution in order to better deliver the teachings, specifically with blended learning, being in a face-to-face situation, but also remembering that we've got a certain student that does not necessarily thrive in that environment, and so I had to learn certain skills, digital skills how to better use this knowledge..."

"...One would like to try and do a bit of a hybrid thing before if it's possible to say you go to class to do specific outcomes, not to teach theory as you would've done in the past, you know. You can still use your online platform that is now in place. Your online platform is designed in such a way that students could go and work through the theory components themselves. They can answer some questions and quizzes, and that can count for participation, and then it would be ideal to use that still and then say to them it's got to be complete, for example, before your next contact session, and then when you come to contact session, we can then really focus on the application side, because we tend to lose a lot of time in contact sessions where we don't have enough time to focus on the application of material..."

The pandemic created the largest disruption of educational systems in human history. The pandemic paved the way for e-Learning, digital learning, and e-Assessment. The significant shift from contact (f2f) to online TLA caused an unexpected paradigm shift for many NWU lecturers. Forced changes to method of delivery, assessment and the usage of ICT's drove the change in believes for many lecturers. Many lecturers indicated that they will never go back to the way they taught and assessed before. Educational technology provided the vehicle for digital transformation and ensured curriculum transformation. Many of the curricula at the NWU were designed for the contact mode of delivery and the shift from contact to online remote TLA meant that lecturers were forced to facilitate a curriculum that was not designed for that purpose. The immediacy of the national lockdown and the severity of the situation merited the use of emergency measures to ensure the continuation of TLA to complete the 2020-2021 academic years. In context, most of our curricula was transformed in a matter of 2 months from contact to blended online TLA. In the cases where students were registered as distance students, it meant business as usual for them. The use of blended learning to keep on TLA changed the believes of many of our lecturers.

In the post-pandemic future, the NWU should consider a hybrid flexible teaching mode (balance between f2f and online teaching) to keep the best practices pre-pandemic and merge it with the best practices of TLA during the pandemic. Another option to consider how much the current curricula are different (not necessarily transformed) from the versions used pre-pandemic. Critical curriculum reflections and analysis should be considered to ensure that curriculums are still fit for purpose and relevant. The time has come where we should capitalise on historic positives and manage future challenges in terms of the curriculum. Changes should be made to change what is lacking, without compromising on transformative and supportive learning experiences for our students and staff. We cannot go back to our understanding of what f2f teaching used to be.

(b) Use of gamification as teaching strategy

One of the selected faculties in my study, have a focussed research area focussing on the game-based learning, some of the lecturers I interviewed make use of game-based learning and indicated the value of gaming in curriculum transformation. The advantages of making use of gaming includes the inclusive element of gaming which resorts to that when humans have fun, they do not realise they are learning. When humans enjoy the learning, they will return to the learning (intrinsic motivation) and will attempt it again. Additional advantages include the authentic learning component where games are linked to real-world problems, skills in a workplace setting and authentic assessment.

Some of the lecturers indicated that:

"...I've introduced games in my module together with flip classrooms so that students of different cultures and different backgrounds do not feel excluded during discussions in the class...when they play games and when they start to discuss the work, then they feel more part of the group and they feel good about it; they feel there's a fun element involved. So, where students play games, they forget about culture; they forget about their different backgrounds..."

"...They just get together, and they enjoy the work and while enjoying the work, they learn from one another. So, I can't at this moment and time ask the whole curriculum to adhere to game-based learning. There are about five lecturers that are involved now or seeing a future for transforming with games..."

"...Games cover basically all the skills you need in the workplace and that's why I focused on different types of games. We played small games, card games, PowerPoint games and games I made; games they made that are ready for class..."

"...through first flip classroom and then games in the classroom students learn or acquire the necessary skills they need for the workplace, because if you can have fun in the classroom; if you can talk to one another in the classroom; if you can use language

properly to express yourself in the classroom, then you can do it in the workplace as well, and you don't even know you are learning those skills playing the games..."

Some lecturers indicated that the TLA strategy of gamification proved difficult during online learning in lockdown. The lecturers indicated that:

"...For me personally as well the playing of games is now actually gone. That freedom to me is creativity in the classroom is gone, and that puts me back in my own studies. I am now a year behind due to the online in the Teaching and now I must rethink my research and what the end goal of my research is..."

For the NWU, it is important to realise the value of using game-based learning as a teaching strategy to ensure authentic learning linked to 21st-century and digital skills needed to ensure curriculum transformation that is fit for purpose and responsive. Game-based learning strategies are focussed on active student engagement, internal motivation, and self-reflection skills. Like SDL and problem-based learning which helps transform the curriculum from passive to active learning.

The NWU can, through their CPD efforts driven by CTL develop strategies and training initiatives to develop game-based learning strategies in all faculties and investigate how gamification can optimised in an online or flexible learning environment.

E.4.3 The lecturer as assessment specialist

The section are unpacked in terms of implementing changes to assessment practices during the pandemic which includes changes to: the assessment plans, assessment methods and strategies, aligned assessments, and the movement from examination-based assessments to continuous assessment and portfolio-based assessments.

5.4.4.4.3.1 Implementing changes to assessment practices

When asked about assessment practices, most of the lecturers elaborated on issues they experienced with assessment and the efforts they made to transform their assessment practices. Issues like aligning teaching and learning strategies and activities with the module outcomes came up, creating contextualised assessments, over assessment, assessment practices linked with alignment of the campuses, fit-for-purpose assessments, replacing exams with more authentic assessments, reliable assessment and practical and service-learning based assessment.

Some of the lecturers indicated that:

"...Mistakes I've made – at one stage I killed my students with too many assessments. They were neglecting some of their... They failed some of their other subjects because I was so focused on doing all these developments. The lesson is, I need to understand the parameters and the boundaries and the constraints under which your students are under..."

"...Often, students fail tests, it doesn't mean they don't necessarily lack the ability to perform the job in the end, it is the assessment and way of how many XXX modules are delivered that does not necessarily promote future employability, but rather great copy/pasters of content..."

"...If class size allowed, I would like to incorporate more application of the theory to real circumstances and events. If we were able to merge the module with the module that follows, and have an integrated assessment at the end of both modules, as the two modules go hand in hand in practical terms..."

"...I would like to include more application and incorporating technology or new programs. An innovative way for an aligned module is to divide the assignments in exactly 3 and have each lecturer assess the assignments of students on other campuses..."

One of the most significant changes lecturers and students experienced from the COVID-19 national lockdown were the significant changes in how students were assessed. In most cases students were used to a culture of high stakes summative (examination driven) assessments and during the COVID-19 national lockdown continuous formative assessments were utilised. Assessment is an integral part of teaching and learning. Assessment in a module should evaluate if the learning outcomes were achieved. When modules are designed with the purpose of summative examination-based assessments, and the summative assessment is changed, it

changes the module. On an individual scale, change to one module's assessment is not crucial, but when various modules in a curriculum change the summative assessments, it does not represent the qualification standard as it has been approved externally by the DHET, TEPEC and does not correspond with the SAQA information data base. Although assessment transformation might be beneficial to students, it can impact on the quality measures and institutional and external record keeping information.

The NWU should evaluate if the shift in assessment practices is sustainable, valid, and reliable to ensure that students are able to reach the module and curriculum outcomes and that the mode of assessment is fit for purpose and aligned with the module outcomes and TLA practices.

It is evident from the interviews conducted that lecturers implanted the following changes in their assessment practices due to the COVID-19 lockdown. The lecturers had to change their assessment plans and make changes to their TLA to adapt to the online teaching environment. Furthermore, move from group and peer learning to individual-based learning and ensure that aligned assessments stayed aligned. Changes were made from summative assessment to continuous task-based assessment. Lecturers had to

cope with online marking and provide digital feedback on assessments. Some lecturers experienced issues like more admin, increased time consumption, not being able to properly plan for innovative online assessment, student participation issues due to lack of access, resources, submissions, and resubmissions.

A discussion of the assessment changes that lecturers experienced during the pandemic will follow.

(a) Changes in assessment plans during the pandemic

One of the first changes when the NWU moved to online learning during the pandemic and lockdown teaching were to affect changes in the already communicated assessment plans on a modular level to ensure that students were given opportunities to complete modules they were enrolled for.

Some of the lecturers indicated that:

<i>"...Re-structure module and assessment plan; think of different delivery methods to ensure students stay engaged with the module content (i.e., slides, slides with voice- recordings, group discussions, etc.) ..."</i>
<i>"...there just was not, is not, sufficient time to 'transform' from face-to-face to online. Webinars were made available, but by then 'Continuous Assessment Plans' had had already been approved and released to the students, negative impact on the students were that they themselves had to adapt to an online teaching-and-learning environment..."</i>
<i>"...We had to change our assessment plans. This is a very practical module, and a lot of the skills are transferred based on classroom discussions that are not the same in an online environment. We adapted the year plan to push practical session later and do workshops and theoretical work online..."</i>

Lecturers had to change their assessment plans during lockdown to make provision for online TLA. As mentioned in § 5.4.4.4.3.1 Implementing changes to assessment practices, changes to the curriculum had to be made to continue with the academic offerings and remote online TLA. Post-pandemic it is important to reconsider if the transformed assessments were effective and if sit-down examinations are still fit for purpose and linked with our ethos of ethics of care.

The implications for the changes to assessment plans included greater ethics of care from our lecturers, greater flexibility, and a commitment to student success. The NWU through their CPD endeavours should consider the possibilities of incorporating core values displayed by lecturing staff as part of the underpinning of future TLA practices at faculty and institutional level.

(b) Changes to assessment methods and strategies during the pandemic

The changes in assessment methods and strategies during the pandemic highlighted the role of lecturers as change agents, who is responsive to the needs of their students, and to the NWU and their commitment to TLA.

Some of the lecturers indicated that:

<i>"...No impact, the module is presented via eFundi to distance students, business as usual..."</i>
<i>"...Many assessments did require online submissions, so those have not changed. But as an example, students previously had to partner up and go to the One Button Studio to simulate a live debate on a TV news hour program. Now they submitted this in the form of a written debate..."</i>
<i>"...The tests were eFundi tests and based on the results did not improve excessively as was feared, thereby keeping the standard of the module. That is because of maintaining the NQF level and following learning outcomes and higher order thinking skills questions and following the advice via the CTL MQC training..."</i>
<i>"...From hard copy (many drawings part of assignments) to online submission. Problematic!!..."</i>

Almost all contact lecturers had to adapt some form of assessment method and strategy as hard copy assessment were supplemented with electronic copies and electronic marking. The shift and changes in assessment methods and strategies are closely related to curriculum transformation. It would make sense, strategically that lecturers engage in reflective discourses to evaluate the best assessment practices and strategies to achieve the outcomes of their modules.

The NWU through the CPD offerings should prioritise continuous opportunities for self-improvement, reflection in a blended learning environment to ensure the continuation of skills and competencies for staff in the future. Faculties should consider blended learning communities of practice (CoP) in the specific context of their disciplines to foster SoTL and TLA related research to contribute to the knowledge society.

(c) Changes to aligned assessments during the pandemic

Aligned TLA at qualification and modular level at the NWU posed frustration for some lecturers on various sites of delivery, but also contributed to valid, reliable, and consistent assessments and the delivery of TLA on the micro-level of the institutional plane.

Some of the lecturers indicated that:

<i>"...It is a learning curve for all, but for my other second semester module I only plan to improve on the assessment side. Because it is mine (not aligned), I can do what I want – Whoo-hoo!"</i>
<i>"...I think for a non-aligned module it is easier because with aligned modules I often have to go with what suits the majority and does not necessarily fall into what and how I want to assess (e.g. MQC tests instead of electronic style written fill-in tests)..."</i>

The team-based approach towards the curriculum, TLA, workload distribution, and ownership contributes to diversity, institutional culture, quality, a unified approach, and inclusion. Most faculties, through the FITLP's and their Quality Manuals have clear guidelines on how alignment in faculties are dealt with.

(d) Changes from examination-based assessment to continuous assessment and portfolio-based assessments

One of the most significant changes brought along with the pandemic and online learning was the shift from traditional examination based (summative) assessments to continuous formative assessments in the form of assignments, tasks, take home exams and portfolios of evidence.

Some of the lecturers indicated that:

<i>"...More online assessments and less tests. I changed the traditional invigilated examination to a comprehensive assignment. Students that were to present presentations to the rest of the class, now must complete voice-recordings on a PowerPoint and utilise the 'Resources' function on eFundi to collaborate (since collaboration with Google Slides will cost too much data) ..."</i>
<i>"...It did not change. We want to change the assessment method changed from exam to portfolio-based, so I have enjoyed being able to rely on continuous assessment. I have been able to do fewer practical tasks with students though which is challenging. I try to still rely on reflective assessments, project-based/authentic assessments..."</i>
<i>"...New way for the future: Summative assessment is not a sit-down written exam anymore. The questions cannot reflect knowledge of theory, more so the ability to apply such knowledge... I have seen the value of continuous assessment. Instead of tests, rather assignments that add value to learning..."</i>
<i>"...Had to develop another assessment as a sit-down examination was not going to happen..."</i>

Almost all lecturers were forced to change their assessment strategies and for many the forced changes resulted in a paradigm shift to reflect on the real value and purpose of examination-

based summative assessments versus continuous competency-based assessment. An important part of curriculum transformation relates to the perceptions, beliefs and experiences of the lecturer. The lecturer is a key change agent (Archer, 2007a) in the curriculum transformation process. The depth and pursuit of curriculum transformation is embedded in their motivation, will change, self-directed and reflective competencies.

The NWU should investigate and review assessment practices during the pandemic and make recommendations for consideration to Senate. The purpose of the review should be to inform future assessment practices that are fit-for purpose and not dictated by tradition, culture, or structure.

(e) Changes to assessment marking and feedback during the pandemic

Linked to the changes in the assessment strategies and methods are the changes and using of electronic marking and feedback in the blended online learning environment.

Some of the lecturers indicated that:

<i>"...Practical assessment with personal feedback to each student via video recordings..."</i>
<i>"...I'm spending more time on setting assignments and to focus on validity, reliability, and fairness before I give those assignments to students. I also look at how long those assignments will take to mark and what tools I can use to give effective feedback..."</i>
<i>"...Contact students had to submit their class tests as well as the COVID-19 assignment which replaced the examination, electronically. And I had to mark all these electronically. And I had to reply to many more emails by giving support and feedback to students. Students out there were very concerned and uncertain about many things..."</i>
<i>"...Marking of assessments took longer - used online marking tool, but overall, it went well..."</i>

Many lecturers experienced challenges with adapting to using new methods to mark (from the red pen to digital marking formats), giving feedback more frequently (due to the continuous nature of the changed assessment methods) and communicating to their students via ICT's and in digital formats. Many of our lecturing staff experienced great challenges, spending more time on assessment due to new formats and technological challenges for example. In some cases, learning and innovative approaches were also reported. The use of technology links to technological content knowledge (TCK) and technological knowledge (TK), skills lecturers need to TLA and effect changes in the curriculum (§ E4.1-4.3).

The NWU should consider improving support to lecturers with ICT challenges due to PDF marking tool difficulties and provide adequate CPD opportunities and help services to assist lecturers with frustrations and difficulties they experience when making use of digital assessment methods. Another avenue for improvement can be to prioritise CPD through SoTL and ICT projects to advance new innovations and developments in the field of online and electronic marking and electronic feedback to ensure infrastructure, instruments, and software provision to ensure that lecturers have access to innovative and reliable options when marking and providing feedback to students electronically.

E.4.4 The lecturer as content knowledge (subject knowledge) specialist

The following section will be discussed under the headings the development of content knowledge, skills and competencies and the application of content knowledge to authentic learning practices.

5.4.4.4.1 Development of content knowledge, skills, and competencies

The interviewed lecturers indicated that there should be a shift where the lecturer is not the provider of knowledge. Lecturers should be aware of the lenses they use to frame knowledge. Students should play a more active role in providing and sharing knowledge. Lecturers prefer not to be the sources of knowledge but rather mediators of learning focussing on student-centred approaches. There should be a shift from content-focussed curricula to skills-and competency-based curricula to equip graduates to deal with problems their generation is facing. Issues dealing with gender knowledge production, ethics of care and professionalism should also be considered in curriculum development. None of the lecturers commented on knowledge production and the

contribution to the knowledge society, this might be attributed to the fact that the questions posed to lecturers asked them to consider a module to use in their reflections and very few lecturers selected post-graduate modules for this purpose. The role of the lecturer is closely related to the role of teaching and learning expert and some of the similar emergent themes are discussed in section 5.4.4.2.

Some of the lecturers indicated that:

<i>"...for us to really emphasize that, look how your students, your fellow-students are providing knowledge. It's not just me who has been providing knowledge, they have insights to give. Their contributions should be making it into your notes... I attempt as much as possible to break down this idea about me being the fountain of knowledge and really having them to be partners in teaching me..."</i>
<i>"...One thing, you should not see yourself as the only source of knowledge. You really need to give students the opportunity to excel, and I think we often limit students with the outcomes that we set in the modules, because you set a roof with this outcome..."</i>
<i>"...I strongly believe that the curriculum isn't about conveying knowledge anymore. Knowledge is out there. It's on the Internet...I think I've moved on, you know, from thinking that I have all the knowledge and I must convey this knowledge to my students more to that we can learn together and more to a student-centred approach where the students can discover for themselves..."</i>
<i>"...I think one of the most prominent things for me personally is I really think I have... I'm very much less focused on all the theories of the context and all the knowledge, specifically looking at knowledge. I'm much more focused on kind of well-being and compassion and care ethics, because I think that, especially today, the current global circumstances, it is important that we don't only teach our students and our learners things, but to teach them life skills; for me personally to actually mostly focus on that, and then the also theoretical thing kind of just fall into that roam of working, and that you always work from the perspective of you want to kind of promote your students' well-being, and to really not only address their academic needs, but also really meet their personal and social needs. So, I think for myself, while going through this process of finding new ways of doing things, I think my whole perspective about teaching and learning structure has changed in that regard..."</i>
<i>"...within 3 years my MBA knowledge will be obsolete whether I study BCom; whether I study a BA or BSc – within 3 years that knowledge will be likely obsolete, because I can either get it off the Internet or else it develops so fast that it's obsolete. What's not obsolete is the ability to solve problems and to communicate, to work in teams, etc. The one lesson is, take away the focus on academic knowledge. It's fine – I use that as a basic to teach all these other things, but I need to prepare students for real life out there..."</i>
<i>"...I realized what role, important role subjectivity can play within the type of lens that a lecturer looks at in presenting their module and framing knowledge...that goes for various programs, but that was really my experience – very important, and it can easily happen if we don't watch ourselves with that lens of...what do you call it, subjectivity slips in in the way that we try to conduct and express ourselves while presenting the module and knowledge, and from my own experience I would say that we should maybe train our lecturers. I don't know how we can do that, to try and think of a practical way. Maybe incorporate it in an induction program for new lecturers to have a look at the specific... Maybe it has already been looked at, I'm not sure, but in the induction process of new lecturers, you know, have a look at the sensitivity issue and the complexity..."</i>

The NWU responded to the pandemic (crisis) by continuing the academic year by means of online remote TLA practices by using ICT's and blended learning. When looking back at 2020 and 2021 many lecturers adapted shifty to the crisis and the new normal of online TLA. Critical and uncomfortable questions were raised with regards to content knowledge, the need and use of knowledge and the relativity thereof. Lecturers questioned their roles and positions in the development of content knowledge, the role and responsibilities of their students and skills and competencies needed to acquire content knowledge.

Lecturers questioned knowledge stances and the lenses, voices, violence, and relational powers involved in the process of knowledge acquirement. The critical reflections and questions posed implied a relook at the value of knowledge related to the field or discipline, whether modules are providing students with relevant content knowledge that can be applied in the workplace and used with skills and competencies. One of the main arguments in curriculum transformation discourses are "what" content is taught, "how" it is taught and "who" teaches it and "who's" knowledge is included. As part of national efforts, the NWU and all other HEIs underwent a HEQSF alignment process during 2016. The process was driven to ensure modules and curricula were fit-for-purpose and linked to the SAQA (2012) level descriptors where knowledge, skills and competencies were underpinned in the outcomes of TLA.

In line with the T&L Strategy and DBS (NWU, 2021a), the NWU should prioritise, a cyclical review of module audits and module mappings of programmes and qualifications to review the purpose, foundations, knowledge, skills, and competencies required in the 21st-century and by industry.

5.4.4.4.2 The application of content knowledge to authentic learning practices

It is clear from the interviews conducted that there is a strong focus on the application of knowledge and skills to solve problems which relates to real-life and industry related settings preparing students for employment, the world of work and to be responsible citizens in the real world. In some instances, lecturers invited industry stakeholders to be part of the TLA activities (class visits, videos, interviews, projects) which improves the authenticity of the curriculum.

Some of the lecturers indicated that:

<i>"...I tried to do it within the module by means of assessments and transforming my teaching and learning strategies. So, I did realize that there's an issue with regards to the basic skills that they need to master, but we are focusing on a lot of theoretical concepts. So, there is a big difference between mastering the skills such as communication, because you have negotiations, goal setting, decision making and a manager in a business and just knowing the theory there behind it..."</i>
<i>"...If you invite someone from Industry to come and talk to the students about what actually happen, you know, I've done this in the past – I would invite someone from the private sector and from the public sector, and then I will use that to say to them, on this type and on this type I need you to do a critical analysis to say who do you think is doing it right and why are you saying that..."</i>
<i>"...The module is very practical in nature and presented using authentic learning with real world examples - including an assignment from an actual company where the class group provide consultancy services to a business from industry and the groups pitch ideas to the business at the end of the semester..."</i>

Many curriculums are focussed on content knowledge to ensure understanding of discipline specific knowledge needed in the field of study. Too often curriculums are packed with knowledge and very few competencies. In some cases, there is a disconnect between the theory (academic knowledge/content knowledge) and the practical side of how to apply and use the knowledge in a manner that requires critical thinking skills and competencies needed for employment. It is necessary that lecturers who teach modules link the theory with the practices to ensure the curriculum is responsive and relevant. It is important that lecturers are equipped to engage in curriculum reflection practices, get input from industry and benchmarking with other similar institutions to ensure epistemically diverse and relevant curricula.

For the NWU this means the linkage between industry expectations and TLA should be highlighted and strengthened to ensure students are equipped with the necessary knowledge, skills and experiences expected of them to gain employment and be able to perform the tasks of their future employment. **The NWU should focus on building partnerships with industry, let industry be involved with the curriculum renewal efforts to ensure the needs of industry and stakeholders are addressed and met. A departure point for partnering with industry by means of establishing advisory boards and to be actively involved in community engagement practices with industry.**

E.4.5 The lecturer as leader, administrator, and manager

In the following section I will unpack the theme under the following topics, the lecturer as change agent for modular curriculum development and transformation and utilising different modes of delivery.

(a) Act as change agent for modular curriculum development and transformation

Many of the lecturers indicated that they are aware of their roles as change agents and the importance of this function in the HE context, and many of them linked the change management with CPD, time management, workload, and technology integration. There is also a reluctance to change when it links to their time management, effort required and contextual discourses.

Some of the lecturers indicated that:

<i>"...There's a lot of personal development in the sense of... It's probably in the thought of change management that it's important to change..."</i>
<i>"...I normally decide on my own and I am one of those people who'd rather relook at every module every semester than working on the same module with the same content and the same outdated resources than 10 years ago or whatever. I want to add, I'm not a first responder. So, I'm not one of those people who immediately, when something happens, jump on the band wagon, and say, ooh, I must include this in my module..."</i>

Archer (2007) describes the structural and cultural configurations which generates morphogenetic cycles in society. In brief, individuals are shaped by cultural and structural conditions which may constrain or enable the way in which they act and behave. The morphogenetic framework is also linked to agency. Agency is grouped into two sections. primary and corporate agents. Primary agents are afforded little power and influence in the social structures and cultures in which they operate in. Corporate agents are aware of what they want, can articulate their needs, can organise themselves to get what they want and can shape and reshape the structures and culture in which they operate (ibid). Lecturers are corporate agents in the modules and curricula which they teach. For curriculum transformation, it is important that lecturers understand their role as corporate agents and engage with curriculum transformation and renewal efforts and discourses with their students and colleagues on other sites of delivery.

The implication for the NWU is that lecturers have a clear understand their role as change agents in modular curriculum transformation. Many of the lecturers indicated that due to workload issues, time spend on task to transform modules or lacking skills (especially in technology integration) modular curriculum transformation are not always prioritised as it is not included on their task agreements to which they are measured against in terms of teaching, research, and community involvement. To ensure that all modules are transformed at modular level the NWU should develop guiding documents or frameworks to aid modular curriculum transformation and prioritise time on task for lecturers by means of allocated time on task agreements and faculty targets to be achieved and reported on.

(b) Utilising different modes of delivery (from face-to-face to distance)

During the pandemic all contact lecturers were forced to change their delivery mode from the contact mode to an online distance delivery mode to ensure the continuation of the academic year. Stemming from the interviews, lecturers and students alike were not prepared for the challenges of online TLA during the COVID-19 national lockdown. Lecturers had very little time to adapt from one delivery mode to another and implemented strategies which they considered the best fit for the content, context and module outcomes and assessment to be achieved. For many lecturers this posed a massive learning curve in terms of admin, technology, pedagogy, and assessment. Some of the lecturers teaching distance mode modules indicated that they were more prepared for online TLA.

Some of the lecturers indicated that:

<i>"...So, I adapted to the situation quite easily. It meant more screen time and more time added to creating only online activities and discussions, but I knew how to do it and could carry on. I was not stuck in thinking that my module could only be completed through contact mode of delivery..."</i>
<i>"...Prior to online learning, the class attendance and completion was lower, that might be either 1., they realised they were busy failing or 2. we are working with a tech savvy generation who prefers the comfort of their homes (not referring to those with major issues) and a time frame that suits them. The response and completion improved greatly for this module when we went online. I am completely in favour of online teaching, to me it is more effective..."</i>
<i>"...I think all of us were underprepared for what happened. I must say I did what I knew how to do. So, I recorded audio recordings with the PowerPoint that they always used in class in any case, and as I mentioned before, even in face-to-face or contact sessions these first-years were not open to working together in teams. They didn't want to do that. So, I moved everything online. I posted these recordings for them so that they could hear me, and everything was on eFundi. I made WhatsApp groups – an Afrikaans group and an English group, because another thing that I learned, was that the Afrikaans students cannot express themselves in English and I didn't want to get involved in this nonsense of "oh, I don't understand Afrikaans or English". So, just to make it happy for everyone I posted everything in either Afrikaans or English on the WhatsApp groups as well as on the announcements on the eFundi page, and then I also included a few small eFundi tests, if I remember correctly, that they had to do, but again, the students were not prepared to use the technology - they didn't know how to use eFundi properly; they didn't read emails that were sent directly to them. It was a bit chaotic...."</i>
<i>"...it wasn't such a shock for me personally as I've been teaching ODL for about 3 or 4 years already.</i> <i>So, with ODL all the assignments were already online. So, that's the only thing, and I think...not the biggest challenge, but there is a challenge in recording yourself and the lessons even though it's quite common to me. I think that's the biggest change. Instead of standing in front of your students and talking to them, now you're just talking to your screen and planning as if someone is sitting next to you. So, that is the only change, but it wasn't a big change at all. So, assessments, instead of students handing in a hard copy, they only submitted assignments, and I've already incorporated online submissions since last year. So, I must say, for me personally it wasn't such a big disruption in the way I've already been doing and teaching my module..."</i>
<i>"...I had to make quite significant changes to my teaching strategy. I have always applied flipped teaching strategies and relied on experiential and PBL learning while spending significant time engaging in practical activities with students in class and having debates and round table discussions. While there are alternatives for these discussions in online TLA, the loss of personal interaction and the way that it has influenced the experiences relationships between students and between students and me has been significant. Finding ways to create spaces for meaningful connection, interaction and discussions while not relying on</i>

synchronous teaching has been challenging. I feel our conversations are often not as detailed or "personal" (for lack of a better word) because of the loss of personal connection and relationship building...

"...I realised that the teaching and learning of the NWU needs to be blended learning and that paper-based programmes should be transferred to online programmes. Future programmes should be fully developed for online purposes, and we should move away from paper-based programmes..."

"...I think students who are registered on the open distance learning modules are very happy with how things are happening now, because I communicate with them once a week whereas I usually only communicate in that way in the recordings that happens only once a month. So, this is a benefit to the distance learning students. To my contact students, they came and enrolled for contact. There is a reason why they enrolled for contact, which I understand. They want to see me; they want to ask me something; they want to walk to my office and ask me. They don't want to only hear my voice, and I think to the students who will be doing well this semester it is a sign that they have more skills than they think they have..."

Many of the lecturers that taught in contact modules felt that they themselves were not prepared to teach online (underprepared) and invested time and effort into online TLA. Lecturers also expressed the lack of skills and competencies they experienced from their students to adapt to online TLA. The changes in the delivery modes might be extended due to the uncertainty about future developments worldwide relating to the COVID-19 pandemic, outbreaks, waves, and national lockdowns. It is not certain when contact TLA in the immediate future will be reinstated, but the immediate and long-term future of TLA through online delivery is crucial and necessary. The mere changes made to the curriculum during remote TLA implies that curriculum transformation occurred where the contact mode of delivery was substituted with distance or remote online TLA.

The NWU need to urgently prioritise the development and implantation of its DBS (NWU, 2021a) to guide the NWU strategic direction as a competitive strategy as communicated in the amendments to the NWU goals and enablers (2020b). Some lecturers felt disconnected from their students where they felt that they could not see their faces or did not have the opportunities to discuss and talk to all their students. Emotional intelligence (EI) in TLA is an important skill some lecturers utilise to look for emotions, facial expressions, and body language in their students to check for non-verbal indicators to determine the status of learning. The online TLA delivery method made the use of EI very difficult as not all students logged on to synchronous session or had to turn off their video cameras to minimise bandwidth in the case of weak internet connections.

It is evident that the future of TLA post-pandemic will involve a much larger component of TLA in an online environment with contact components (when permitted). The NWU should, through its digital business strategy highly avenues of CPD opportunities for staff and students, establish SoTL and further research projects and practices to ensure innovative blended learning opportunities to ensure excellent TLA for our students.

E.4.6 The lecturer as professional that plays a role in the community, citizenship, and pastoral role

The following section will be discussed in terms of understanding student learning needs, implementing student support, and prioritising student success, incorporating the student voice on the modular curriculum level, and including community engagement in TLA on modular level.

5.4.4.4.6.1 Understanding student learning needs, implementing student support, and prioritising student success

It is clear from the interview data that lecturers had gone above and beyond to ensure student support and success through the COVID-19 national lockdown when all learning was resumed online. Lecturers indicated that they had to provide additional support to their students in terms of learning needs, ICT's support and ensuring ethics of care and epistemological access.

(a) Understanding student learning needs

Most of the lecturers explained the efforts they understood to ensure that TLA would continue in 2020. Most of the lecturers made of the LMS (eFundu), emails, visual and audio media (some with added care to ensure low bandwidth), using WhatsApp groups and their personal resources as well as ensuring access and clear communication channels to their students.

Some of the lecturers indicated that:

"...The students who struggle with XXX would need some smaller group interaction with peers or lecturers. So student online support will be vital to ensure that students succeed..."

"...Students are advised at the start to identify any challenges that will hamper their ability to complete/participate in the module, none have so far. Other than that, due to the lockdown, students with diverse learning needs can now read the content on the slides, watch a video, or listen to audio of the same content, thereby supporting most learning styles...Students can read content if they have a hearing aid. Students can listen to voice-overs if they have difficulty in reading the content. Interactive whiteboard sessions are available for question-and-answer sessions..."

"...The online approach did not influence the terms of teaching, except for the fact that no face-to-face opportunities were provided. Students always want the option to ask lecturers questions (face-to-face), even if they won't necessarily make use of the opportunity. So, the lock down definitely had a more psychological impact on students, which lecturers had to actively manage..."

The COVID-19 national lockdown highlighted various aspects in the HE environment that needed attention. One significant area highlighted are the services and support needed by both the lecturer and the student for support in their personal and learning capacity. From a personal context student and their lecturers needed access to ICT's and digital literacy- and 21st-century skills to ensure that learning took place successfully. Student needs should be considered in curriculum transformation to ensure adequate communication, instruction, and support to achieve student success.

The NWU, through the Student Academic Development and Support (SADS) unit located within CTL, faculty support and other support units stepped up to meet these challenges. Various student support measures were already in place for distance students and were renewed for online learning practices for the entire NWU student populace to ensure the continuity of TLA during 2020-2021. The NWU should ensure that student support takes a centre seat at the priority table as student success is crucial for funding, future planning, and digital transformation. The NWU should continue to train, maintain, and sustain funding to ensure innovative ways to provide access and platforms to support students.

(b) Supporting student ICT needs

Lecturers indicated that they had to provide extended student support during online TLA as students struggled with digital skills, access to resources, technology, and the internet, that students were overwhelmed with the new online TLA strategy and the effect of this were additional admin, communication, follow ups, more assessments, online consultations, briefings, aiding students with time-management, personal challenges, and self-discipline to study. Lecturers also had to manage WhatsApp groups and provide digital skills training for students.

Some of the lecturers indicated that:

"...even though students are used to maybe just one module in which technology was integrated, it seems that the transformation it took to align to the NWU's strategy was more challenging for students, but mainly due to lack of resources..."

"...The module that I am currently teaching is practical therefore I had to first ensure that students have access to computers, and computer software. Students are not performing so well since they are overwhelmed with new ways of teaching, but I am giving them the necessary support..."

"...providing increased structure and support for and to my students by helping them to manage their time, their own expectations, their motivation in the face of upfront personal challenges, their technical skills, and online resources..."

"...It made it extremely difficult because you cannot manage students properly, as if they do not carry out the work, they blame it on lack of resources. For me it was not that big of a challenge. As a rule, I motivate and encourage students to take responsibility for their learning experience and I integrate the use of technology. In my opinion this helped the students adjust to the online environment, as they were accustomed to it to a certain extent prior to lockdown..."

Student support in terms of learning needs, ICT needs and skills, ethics of care and epistemological access were some of the themes highlighted in the data on student's support. When lecturers are renewing and transforming their curricula, it is important for student success that the lecturers play a supportive and caring role towards the learning, needs and motivation of their students. When students perceive their lecturers as "on their side" and know that their lecturers believe in their abilities to be successful students become more intrinsically motivated to learn, they feel "at home and that they belong" and will more likely reach out to their lecturers if they experience problems and difficulties to ask for support.

Online TLA have extended the role of the lecturer in the HE context. Before the pandemic the primary role of the lecturer was to ensure TLA with support units (IT, Student support services, Finances, Admin, Health, and Wellness) to supplement the specialised support needs of students. During the pandemic lecturers were seen as the frontline staff for their students and had to stand in for some of the support services needed by their students such as ICT support, wellness, ethics of care etc. As expected, lecturers experienced a larger responsibility load to ensure the continuation of TLA during the pandemic. The NWU, through its DBS (NWU, 2021a), and various student support units should aim to devise contact and digital strategies to ensure the continuation of student support services and support by all NWU staff to ensure a student value proposition as envisaged in our NWU Strategy (2018b). The NWU should update and include recent lessons and experiences into the NWU Access, Success and Student Retention Strategy to align with the NWU Strategy and APP to establish and improve student support needs from faculty and students.

(c) Prioritising ethics of care and epistemological access

From the interview data, it is evident that epistemological access and ethics of care were prioritised by our lecturing staff. Teaching during the pandemic made most of the lecturers more empathetic towards their students and a greater ethics of care were utilised than ever before (please more information under § 5.4.4.4).

Some of the lecturers indicated that:

"...what I can also say, is that I became much more caring. In a normal face-to-face semester, I would've been a bit harsher and said well, I was here, you weren't in class or you didn't read eFundi or whatever, but in the 1st semester I was chasing students, and I phoned and I emailed and I begged them to submit things even if it was late so that I could get marks for them, and I'm never going to be that nice again, I don't think so..."

"...It's really a nightmare. Remember, you used to teach students that is easier to manage the deadlines and everything, but now because you are far, even if you've got contact with them. If they don't submit, they say I don't have data or I don't have a laptop, you are not sure whether that's the reason or if the person did not do the work if they just need additional time to do it. So, it's very challenging, but it's a learning process also, because there are possibilities that you can do things differently than you used to do before and I think this also can add to the part of blended learning..."

When any human feel that they are cared for, and that they belong somewhere they will be inclined to be more successful to succeed at what they attempt to achieve. In curricula, when lecturers' extent their support to students and students feel secure in their learning it will help them succeed.

Although the pandemic and the context of teaching highlighted various challenges, our lecturing staff were flexible, displayed ethics of care towards co-workers and students to ensure access and success during such uncertain times. It is not clear whether the ethics of care approach has been extended and continually applied or if the phenomenon only occurred during the first phases of the COVID-19 lockdown in which the data for the study were collected. The NWU should prioritise the continuation of ethics of care based TLA to align with the NWU's priorities and T&L Strategy. It is also not clear if the ethics of care principles are experienced from both sides of the TLA experience where students duplicate the efforts of their lecturers.

5.4.4.4.6.2 Incorporating the student voice on the modular curriculum level

From the data it is evident that lecturers have been subjected to previous questioning of how they incorporate the student voice in their curriculum transformation efforts. Most of the lecturers could describe how they incorporated the student voice into their curricula. From the answers received, a few lecturers acknowledged that **they have not used the students voice at all**, and others have given answers that suggest **that there is not a common understanding of what the student voice really translates to**.

The lecturers that incorporated the students voice into TLA indicated that:

"...from there I then also spoke with my students to ask them what they think they would rather...what do they like to see in the modules that they aren't seeing currently and what needs do they have and what skills do they want to develop – those kinds of things. I did really go into all of those, because I feel strongly that I can't really make all the decisions, because I'm not speaking for myself, but I must train these students and I must meet their needs..."

"...One must consider the perspectives and opinions of at least two other individuals as well as the entire class of students who give their inputs as well, because to successfully transform a module, you need the buy-in of students. So, their voices are very

important. Sometimes it's not easy to get them together in a cohesive manner, but one positive is that you find that once you have started with that transformation process, students immediately feel well. So, it's not something... It's not an environment where they feel like they're just learning. It's an environment where they've got experiences. So, my specific Teaching & Learning but life experiences as well is also likely to do it, because one of the things that we have incorporated into it, is to give practical examples that students can use or that they faced with. So, I think one of the best or one of the most important lessons in transformation that I've learned, is the way that the students accept that you transform modules, the way in which it is presented..."

"...in my module I allow students to look at the entire curriculum and then to tell me what they think is relevant to them and what is not, and if there's anything that they feel there's anything that is irrelevant, then I remove that from the module. Say there is an entire theme that I dedicate to a topic that the students have chosen..."

"...There are so many types of students out there if we consider the developing world, sexuality, gender. So, with diversity you accommodate, you conquer, you amplify all those voices, which I think is also important, not only for the specific individual to feel like they have a place in the curriculum, but also for other individuals or the students who are members of the group to realize that this is for us..."

The lecturers that did not incorporate the students voice into TLA indicated that:

"...I really think that it is something key that we should look into, to ask students what they think should be in the curricula, because currently what I do right now, is that I'm relying on the Advisory Board, our Industry Specialists for them to tell us what is it that they want from our graduates..."

"...I have not given the students inputs. I think that's a good idea (to include students who completed the module or qualification), because I have a group of our students who went out to do their internships. So, occasionally they give us feedback, saying, you know what ma'am, you can say that in class, but this is what my supervisor is saying and expecting. So, I'm not sure if this is what the student voice translates into. So, in some instances I can use those voices to see what can be done..."

"...I regret to say no, the students were not involved. So, we looked at in this field what other Universities were doing. They're thinking about it, because I don't know if they would have the competency to comment on, let's say new marketing trends. They are new in the subject field. So...but I guess at the end of the day they are also consumers. If we could get their input to add value to the module. So yes, I would consider further students' inputs in future. I think it would be beneficial to maybe contact alumni who has not just completed the module, but who has completed the module and who is currently in the workplace, and then ask them maybe what's missing or what was missing from their training..."

Lecturers and students are the main role-players in the micro curriculum. The curriculum is developed by lecturers in subject groups spanning over three sites of delivery. To reflect on the curriculum to improve and ensure transparency, it would make sense to ask students to give feedback on their perceptions, ideas, and experiences regarding the curriculum. In many cases lecturers feel that undergraduate students do not have the experience or disciplinary knowledge to provide input into the curriculum. Students are often asked to provide feedback in the student surveys in modules, but the feedback are seldom followed up or transfers into curriculum transformation practices in terms of the module outcomes, assessment strategies, resource- and content selection, teaching and learning activities etc.

From the responses in the interviews, it is evident that there is not really a common understanding of the parameters of the student voice. The NWU should investigate good practices and develop guiding documents and instruments to assist lecturers with a common understanding of how the NWU perceives the student voice. The voice of the student can be used to inform practices pertaining to choices and inputs into the curriculum, assessment, pedagogy etc. to improve the praxis of authentic curriculum transformation of TLA at the NWU.

(a) Student voice and inputs into the curriculum design

A large majority of lecturers acknowledged that students should be given the opportunity to give feedback and inputs into the curriculum design. A few lecturers indicated that they enlisted the help of their students to give feedback and inputs into the curriculum and not only by means of the Student Teaching and Learning Experience Survey (STLES). Some lecturers indicated that they felt that undergraduate students did not have they experience and knowledge to give inputs into the curriculum and would rather opt for alumni to give inputs and some lecturers indicated that they have not yet given their students an opportunity and voice in their curriculums.

Some of the lecturers indicated that:

"...in my module I allow students to look at the entire curriculum and then to tell me what they think is relevant to them and what is not, and if there's anything that they feel there's anything that is irrelevant, then I remove that from the module. Say there is an entire theme that I dedicate to a topic that the students have chosen. So as an example, last year the XXX students were passionate about how corruption include our ability to develop economically, and so I let the students on board, and they were really passionate about it...."

"...I really think that it is something key that we should look into, to ask students what they think should be in the curricula, because currently what I do right now, is that I'm relying on the Advisory Board, our Industry Specialists for them to tell us what is it that they want from our graduates..."

"...currently that is what I'm relying on. But I have not given the students inputs. I think that's a good idea (to include students who completed the module or qualification), because I have a group of our students who went out to do their internships. So, occasionally they give us feedback, saying, you know what ma'am, you can say that in class, but this is what my supervisor is saying and expecting. So, I'm not sure if this is what the student voice translates into. So, in some instances I can use those voices to see what can be done..."

"...I regret to say no, the students were not involved. We looked at in this field what other Universities were doing. They're thinking about it, because I don't know if they would have the competency to comment on, let's say new XXX trends. They are new in the XXX world. So...but I guess at the end of the day they are also consumers. If we could get their input to add value to the module. So yes, I would consider further students' inputs in future. I think it would be beneficial to maybe contact alumni who has not just completed the module, but who has completed the module and who is currently in the workplace, and then ask them maybe what's missing or what was missing from their training..."

The student in HE is seen as the paying client. For the NWU to understand the needs of our clients we need to ensure that there are adequate opportunities for them to give input into the goods of HE they are purchasing. **The NWU should consider expanding the STLES to ask students to give feedback into more than TLA matters such inputs into curriculum design, co-creators of content, inputs into study materials and content.**

(b) Student voice and role as co-creators in curriculum transformation

The topic deals with the student as teacher, co-creator and co-authors of media and content. Some lecturers experimented with making students co-creators of content and media in their modules. The outcomes were surpassing their expectations. Students should be given the opportunity to play an active role in the transformation of the module. When students are encouraged to be co-creator and partners in curriculum decisions it will imply better buy-in, empower students, and can be linked to the development of various competencies such as innovation, deep-learning, SDL, critical thinking, and collaborative learning.

Some lecturers indicated that:

"...what I thought, is now let's put the ball in their hands. So right, each of you must go and find out some advanced skills, because they are also on different levels of expertise and what's advanced for one is not advanced for the other one. In their opinion they should've gone out and find some advanced skills and then make a presentation on those advanced skills as if they were doing a class for their learners on advanced PowerPoint skills, and I must honestly tell you the result was so much more that I could've dreamt of..."

"...as I said, we are all teaching the module, but our student population is different in setting and on each campus. So, no student is the same. Therefore, sharing with each other the dynamics in our classes, and what is needed for actual transformation of the module, serves not only us, but students as well. Then, another lesson that I learned with regards to transformation, the transformation is not up to an academic alone, like I said, but students should also transform themselves through the education that they get and grow into accountable individuals rather than receive information all the time from lecturers. They must get to a point where they see what they're giving and taking ownership of what happened in the classroom..."

"...I attempt as much as possible to break down this idea about me being the fountain of knowledge and really having them to be partners in teaching me...I can give concrete examples about things like social grants, black tax, stokvel, and merely enough to go out, and you know, my students are teaching me and each other, and so I encourage my students if they have any additional resources and things to bring that to me when I do the Lesson Page on eFundi, and then I will literally say: this is one of Thandi's suggestions; look at these great resources that she shared with us..."

"...They went BIG!! You know, I was thinking so often you as lecturer think you have to tell them things, and this is the module and these are the outcomes, but now you as a lecturer needs to do the work and why not let these Fourth-Year students do the work, and then also with the other topics, it was XXX design, etc. I've just said we did the basics in class, like there should also be some scaffolding..."

The idea of student-centred teaching and by default curricula, implies that students and student success are prioritised in the design and redesign of the curriculum, course content and assessments to ensure student success. Students play a key role in the TLA of the curriculum to ensure that their needs, their abilities, interest, learning styles and preferences are considered. In modules with a strong student-centred focus student will take responsibility for their learning and are afforded opportunities to give inputs into the curriculum. The value of student-centred approaches for the NWU and curriculum transformation are that student buy-in to learning when they are the co-creators of content for the module, the learn from their experiences and critical-thinking and self-reflection skills are improved. **Lecturers should purposefully plan student-centred methods into curricula to ensure that student attain competencies associated with student-centred**

approaches. Student-centred (learning-centred) methodologies should be embedded into initial lecturer CPD opportunities when they are appointed at the NWU.

(c) Student inputs in content, study materials and resources

Some lecturers indicated the importance of including the student voice in the revision of study materials to ensure a better student experience and student success.

Some lecturers indicated that:

"...students working together who are diverse, when they give report back, that is the way that I also learn from them and then, when we develop material the next semester or we revise study guides and materials, then that stick to me; I can remember the way they felt, the way they gave the examples, and that's the way that I can go on to revise some of the materials, because the fact that I gave them an opportunity to tell me how they feel about a topic or what their experiences are..."

Linked to student-centred approaches, when students are afforded the opportunity to give input, they feel valued and that if the students are part of the decision-making process, it fosters buy-in from their side towards learning. Lecturers should invite inputs from their students in terms of content, study materials and resources if they want to improve student or learning-centeredness in the process of curriculum transformation.

5.4.4.4.6.3 Include community engagement in TLA on modular level

Although the section of community engagement features on the performance agreements of all lecturers who teach the topic were not elaborated on in detail. Some lecturers mentioned how they make use of service learning and the community organisations they included in their TLA endeavours.

Some lecturers indicated that:

"...Major focus of the module is on the development of graduate attributes through involvement in Service-learning community projects in syndicate groups and through direct application of the work in the students' place of work..."

"...I had meetings with all the community organisations where have I asked them to share their knowledge with students so that they can get a local perspective on the application of the content..."

Part of the role of a university is to contribute to the knowledge economy in a country. Universities are geographically located in major cities and town with local communities. Another contribution of universities are the societal contributions they make to local communities and most lecturers have time on their task agreements in which they must contribute to community engagement. A university's reputation can significantly improve in effective community engagement when their curricula are responsive to the needs, community issues and priorities. The NWU academic pursuits can and will benefit its communities and society at large, we firmly believe that neither knowledge-generating nor knowledge-sharing should be a one-sided affair. The NWU shares research findings and innovative ideas with society in general, engage with our communities to learn from and be taught by them. Most faculties are currently making use of Deputy Deans in portfolios Community Engagement and Stakeholder Relations to ensure community engagement are prioritised at faculty level.

E.4.7 The lecturer as scholar, researcher, and lifelong learner

The following section will be unpacked in terms of the lecturer as lifelong learner, contribution to cutting edge research and scholarship and building CoP (community of practice) networks.

5.4.4.4.7.1 The lecturer as lifelong learner

Lecturers operate in a highly competitive, ever-changing complex HE environment where they must keep up with trends in the world around them, in their subject field and deliver research outputs per their task agreements. One of the characteristics of most lecturers are the ability to learn, reflect and adjust. From the interviews it is evident that most of the lecturers that were interviewed expressed a willingness to learn, change and improve themselves to be better at their TLA.

Some of the lecturers indicated that:

<i>"...I'm always open for new skills and development. I don't think I'm there yet. There's a lot.... that I still need to learn myself to incorporate into the curriculum..."</i>
<i>"...In the beginning I was super unsure about myself. I didn't know where to start...but one learns quickly..."</i>
<i>"...I wanted to make the content to become alive. So, I think in terms of what I've learned, is that you need to be open, and I'm not always excited about new technologies or new trends, like for example decolonization or blended learning or including technology or any other things that will change, but you have to really be open to these things and keep your own ideas and your own critique for yourself when learning, and then be willing to learn from others – see examples from others and then be willing to play around, and don't be afraid to make any mistakes, and also admit when you've made a mistake and then ask the students to allow you to learn with them..."</i>
<i>"...We just worked together. Yeah, it was fun in class. With each lesson they've taught me some things. I didn't know any of the stuff that they were teaching me. So, I had to go home and, you know, practice these things. It was such a learning experience for me, you can't believe it, and I'm honest about it, I feel proud that my students have come to a stage that they're teaching me their skills..."</i>
<i>"...I think the key point in terms of transforming your curriculum is you must be willing to learn..."</i>

(a) Willingness to learn and transform curriculums at modular level

Some lecturers indicated that they have attended workshops hosted by CTL (Carpe Diems and other sessions) were valuable as it helped them in technology integration and making informed decisions when making changes to modules.

Some of the lecturers indicated that:

<i>"...for me that is still a journey. It's not a process that stops here, but I learned to look at new perspectives, and it improves my personal development, and then of course the knowledge that I gained from the whole process that I gained from people like you and colleagues from that side. It's a continuous process, and to have that dialogue with you guys. That was for me a very empowering learning experience. I've learned a lot. It helped me to be a better Academic and researcher because I had learned..."</i>
<i>"... I learned a lot about the tools on eFundi, CTL skills that I can use to help me to create new...to keep in touch, as to say, with the technology and the way of presenting to the students using a platform. I had to develop myself and attended a lot of CTL training and webinars, because I didn't use tests and quizzes. I didn't let my students upload assignments on eFundi. It was always in the class hardcopies. So, I really in the past year or two developed myself using the technology with skills of curriculum writing, if I speak about how I develop a curriculum document, there's a certain way you must write it – how to formulate outcomes. Yeah so, I've really learned a lot about writing skills, technology skills and yeah, to work with other people..."</i>
<i>"...I feel that an aspect of professional development to me and how to handle and how to go about working with different cultures, and students even, working with learners from different cultures – how they can learn from each other – I think that's something that is important to me..."</i>
<i>"...now it becomes enjoyable to attend workshops on personal development and in different aspects, specifically teaching and learning, because there is always something new that you are going to learn or that you can implement that again will make a big difference in the students' experience; to create a valuable experience for them, because it is about them; it's not about the lecturer..."</i>

Some of the lecturers also pointed out that curriculum development helped them with a deeper understanding and conceptualisation of qualifications and gained soft skills like working with people, better writing and linking concepts from module to qualification level. Some of the lecturers pointed out the value of learning with and from colleagues, CTL and from the Senior Curriculum Specialists from Q&APP. Curriculum transformation contributes to competency development, self-directedness and helping lecturers become reflective practitioners.

The NWU, by means of their CPD offerings should prioritise the investment into their staff as set out in the NWU APP (2020) where the retention and development of quality staff are highlighted. The NWU through the UCDP project offer research-focused, evidence-based, and scholarly-orientated workshops, seminars, and curriculum conversations to improve the CPD of staff by improving SoTL (or scholar development), reflective practices and CoP for the development of academic staff as university teachers and to encourage lifelong learning practices among staff. The NWU can invest in the expansion of the CPD offerings, workshop ranges and improvements to teaching qualifications for academic staff to address the competency needs of staff in the current context.

In the interviews, lecturers indicated some of their own learning experiences during lockdown teaching. Some of the lecturers indicated that:

"...the biggest challenge I have is assessment. I do not know how to assess student work online except using eFundi test and quizzes..."

"...It has been less creative and innovative due to the fact that in my personal capacity I too was challenged with the uncertainty of an extended national lockdown (having to move office and adapt to circumstances), internet connectivity has had a major impact on efficiency and clear communication channels - general cause of frustration - and most CTL webinars (with great respect to these colleagues) and/or guidance was simply just too late in order for one to do proper planning in this regard..."

The impact of the pandemic and the (forced) remote online teaching resulted in many challenges. One of the advantages that is highlighted by the experiences of our lecturing staff is their willingness to learn, adaptability of our lecturing staff to change and improve aspects of the TLA in their modules. The data were collected very early on in the lockdown, and the factors listed below were some of the initial reflections' lecturers disclosed during the interviews. Some of the views highlighted the anxiety, trauma, and confusion our lecturing staff experienced during lockdown that resulted in steep learning curves for some, technical (ICT) difficulties for others and the realisation that they were not prepared for what they had to do. Lecturing as a profession implies a willingness to learn and to engage with teaching, learning and scholarly activities. In many cases lecturers are subject experts without teaching qualifications (and not educationalist). Not all lecturers are equipped with the competencies, pedagogic and educational underpinning to be able to do curriculum transformation on a deep and meaningful level.

The lessons learned from these experiences indicate the need for contingency plans in all qualifications to ensure the continuation of the TLA project, investment into our staff and their competencies as well as student success, retention, and throughput. Another avenue for the NWU is to establish minimum requirements for lecturers to teach such as prolonged probation periods to allow for teaching qualification acquirements or micro-credentialing (newly appointed lecturing staff). Important to note that no teacher in South Africa can teach at a primary or secondary school without a teaching qualification and South African Council for Educators (SACE) registration, however you can teach in South African HEIs without a teaching qualification or teaching experience.

5.4.4.4.7.2 Contribution to cutting edge research and scholarship

The section dealing with cutting edge research is sub-divided into research, SoTL, research vs teaching vs promotion and building networks.

(a) Participating in SoTL projects and research

Very few of the lecturers discussed their SoTL practices. SoTL is not a compulsory practice lecturers have to engage with and many of the interviewed lecturers are engaged in postgraduate studies or focus on specialisation areas in their research not linked to SoTL.

Some of the lecturers indicated that:

"...Assessment via a portfolio of evidence and using observation as informal formative assessment. I am busy planning a SoTL project using an app called Habitica, to promote Habits of Mind in this module. Using Habitica, I will observe students while they are engaging in group work. They will score themselves using this app. I can then request that students send me their Habitica feedback so I can observe the growth of their persistence and accuracy..."

"...I think the fact that I'm involved in research, I'm quite aware of what is the potential of doing research. Out of my own experience and analysing or working in such an environment – National and International Journals – I identified...and working with my colleague – sharing their experiences with what they struggled with in research, I've learned a lot to understand what to know to do in research in a practical environment..."

"...it has given me more time to give me a major opportunity to think about the type of research that I really am interested in, and beyond that, my own professional development ..."

SoTL gives lecturers a platform to combine their TLA practices with research practices. SoTL is often transdisciplinary research and help lecturers maintain a scholarly approach to TLA on the micro level of the curriculum. Various funding opportunities exist for SoTL at the NWU to help lecturers a jump-start with SoTL research. SoTL improves the student learning experience by implementing TLA practices-based on research and evidence to support changes in practice. Lecturers who engage with SoTL are self-directed reflective practitioners and often engage in curriculum transformation practices to improve and update the curriculum. The pandemic has

brought on many challenges and new experiences as it had an enormous impact on every lecturer and student in the HE landscape.

The NWU should consider if we have the luxury after the pandemic, not to engage in SoTL and ensure that all lecturers are reflexive practitioners. The NWU, through the UCDG project support SoTL projects linked to TLA practices. In their portfolio of CPD CTL provides support and guidance to lecturing staff to promote and ensure outputs in SoTL. To ensure the investment in our people, the NWU through SoTL should promote SoTL targets and in-house CoP and publishing opportunities.

(b) Differentiating between promotion pathways: Research vs teaching

Some of the lecturers interviewed pointed out that the fastest way for a lecturer to be promoted is by doing research. It is implied that if a lecturer prioritises research the bulk of their efforts are focussed on doing research and not on teaching.

Some of the lecturers indicated that:

<i>"...Now most people that are in the outside community think academy is about the lecturing that you do, but realistically when you're on the inside you realize that it's all about the research and the publications and, you know, curriculum transformation and lecturing is number 100 on the list been done and admin and bureaucracy added in between all of it, right? So, if there's a way, I think for a curriculum framework that allowed for a path that academics could choose where... I mean, if they want to do research – by all means, go for it, and I think so much of what you do with Curriculum transformation can be into your research. If there can be a way to prioritize; that you wanted to focus on the lecturing and on the curriculum transformation, and not that you wanted to do that, but that wasn't going to impede your career from periphery; that you weren't going to have to dig up potential promotion; that you weren't going to be seen as inferior by your colleagues or if I have been told I'm being unnecessarily enthusiastic about the wrong things..."</i>
<i>"...I would say that I think the biggest challenge to be able to ensure transformation, and therefore it would be great if there's a way to build an extra framework, is to break down this high lock key that there is between research and teaching. I think so much more curriculum transformation could happen if the importance of lecturing was prioritized..."</i>
<i>"...I don't know how one goes about necessarily doing that, but the fact that there are rarely funds for publications, but there is practically no funding for the lecturing that you do. If it was, I don't know, in an ideal world, and it's not just for South Africans that it is a problem, but I think curriculum transformation could do so much more if there is maybe a dual pathway for academics to take..."</i>
<i>"...in an ideal world, and it's not just for South Africans that it is a problem, but I think curriculum transformation could do so much more if there is maybe a dual pathway for academics to take to get promoted..."</i>

Some lecturers noted that if more incentives were provided toward strengthening teaching curriculum transformation would be improved. Some lecturers also indicated that if there were dual pathways for promotion and not just the research focussed pathway more lecturers will engage in curriculum transformation as time on task is essential and one would not want to use time ineffectively.

The NWU should provide equal opportunity pathways for all lecturing staff to get promoted through more than one or combined pathways via research, innovation, teaching, transformation, and community engagement efforts. Promotion criteria should be in line with the NWU commitment to excellent TLA, strengthen research and innovation strategic focus and integrate community engagement practices as set out by the NWU APP (2021).

(c) Building CoP networks

One of the main functions of research is to build networks and connections to ensure cross-border and transdisciplinary professional relationships and collaborative research outputs and knowledge sharing.

Some of the lecturers indicated that:

<i>"...really building up a major network, I would say that was great, and then, you know, finding this other professional personal development as such, but it has been a rewarding and fulfilling experience for me in the past 2½ years to intervene with my students..."</i>
<i>"...I discovered a lot of networks of people and organizations that I've reached out to that have been helpful to me..."</i>

The CoP notion links with SoTL, internationalisation of the curriculum, globalisation, and international benchmarking. Part of curriculum transformation entails CoP elements to consider

what disciplinary, pedagogical, and technological innovations, gaps and trends are used by peers and the academic community to be able to determine a way forward to renew and transform a curriculum.

One the advantage of the NWU alignment of modules is that lecturers from different campuses work together and that the modules have combine inputs from lecturers. Another avenue the alignment model of the NWU strengthens are the CoP between lecturers and the linkage to SoTL and the improvement of TLA.

E.5 The community involved in the micro curriculum

The interviews were conducted with lecturers who are invested in the personal plane on the micro and nano curriculum level. Lecturers engage with various stakeholders, but the main relationships are with students and university management. The community in the personal plane are primarily (a) NWU staff and (b) the students.

E.5.1 Institutional communication to lecturers in faculty regarding curriculum transformation

A variety of the lecturers discussed the issue of communication to them from management. The lecturers indicated that communication is vital in any transformation process to ensure ownership and buy-in. Some lecturers indicated that transformation comes from the top, and networks resistance to change. The purpose of the transformation needs to be communicated clearly to ensure buy-in before action is required.

Some lecturers indicated that:

<i>"...I think the most important thing for me is probably communication, to ensure that there's communication with the staff; with the processors; to ensure that there's change; to get people buy-in into the change. It's very important what you communicate, how you communicate, how regularly you communicate that change. If you communicate the value of transformation, development, you will have buy-in..."</i>
<i>"...I think there was also a very big need, but I think the biggest thing was that there had to be a lot more communication between the lecturers, between our Management as well – our Line Managers, and of course the students. The major thing is to communicate more with the students and have them understand what we're doing, and of course then to adapt everything to be able to present it on distance with adaption made or the change..."</i>
<i>"...I think the purpose of the transformation needs to be clearly stated and there needs to be buy-in on the purpose of the transformation. In my experience at this University the moment transformation comes from the top, it networks a lot of resistance and people spend a lot of energy and time trying to focus on resistance, because there is no buy-in. So, I think it needs to be... They talk about evolution and revolution, and to me it needs to be evolutionary; it's time to be evolutionary..."</i>
<i>"...Transformation always sounds very revolutionary, but to me the soundest change and the most sustainable change happens gradually in the buy-in, and the starting point of that is through the purpose of the transformation and turning peoples' heads before you expect them to do something. They need to think differently about that..."</i>

It is evident from the interviews that lecturers feel that management should give lecturers opportunities regarding transformation to contribute to decisions to ensure buy-in so that it is not only a top-down approach to decision making. The same affordances lecturers must make to students (the student voice) should be afforded to lecturers as well regarding curriculum transformation (the lecturers voice).

E.5.2 Collaboration, teamwork and collaborative processes in faculty impacting on modular curriculum transformation

Due to the aligned nature of the NWU offering that are presented on more than one site of delivery, the lecturers have grown accustomed to collaborating with colleagues on their campus and on the campuses. For much of the staff there is great value in working collaboratively with colleagues from other campuses for the experience, expertise, shared knowledge and practices and distribution of workload.

Some lecturers indicated that:

<i>"...I think what I've learned, is it's valuable to work in a team and to value the experience that everyone in the team brings to the process, because even if you have nearly qualified lecturers, it means they were students previously or they come from a teaching</i>

<i>qualification or from teaching practice. There's always something that someone can contribute if they understand where this comes from..."</i>
<i>"...it's a process of sharing ideas, views and making suggestions to improve or transform the modules that I or my colleagues teach. With regards to the modules that I teach, I'm not the only person teaching the modules at the NWU since we have modules or teach modules that are aligned. So, even the decision process to get to a point where you transform the module, is not my own decision; it's based on a strategy of practice that I have with my colleagues..."</i>
<i>"...in my own journey and working in a team has been a blessing for me, and I keep learning from it as well, but learning to value what everyone means that's bringing to the table and working with all the experienced people and people who are different from you, different, different people. I think to me, I would say that a curriculum cannot be developed in a vacuum, and even if you have all the theories, a down type and you know exactly what you want and how you want it, it can't be developed in a vacuum..."</i>
<i>"...You can apply these theories. I still believe in the theory of Curriculum Development and specifically the design, and it's new and it's circular and file; it's dynamic, but there are always factors; there are always things that you don't consider and you need to be flexible in taking that into consideration, and for that you need people on your team with different things that they bring to the team, because you have people who are structured, systematic and they want a new recipe, and that's good, but then you also have people who think out of the box; people who are realistic and people who hate recipes and they come in with new ideas all the time, and value those things, utilizing what your team brings to the table in terms of the curriculum and in terms of their experience and how they view the curriculum, but if they don't start from the same point, it's very difficult for you to reach a common goal if you work towards the outcomes..."</i>
<i>"...teamwork is very important. What I may say at the beginning, you tried to do it yourself, because you didn't have help; nobody was there to help you and then you were sitting alone changing everything and a lot of work was done by one person, and I now, like I've learned in the process that you can't do this alone. You need your colleagues; you need a group, a team to change this. We sit together at the beginning when you do the planning, but when it comes to the implementation and the actual doing of changing the study guides and bringing in new examples and the Activities, I was on my own. That was a bit negative for me, and then I just changed the process; asked for input from all colleagues and all curriculum assistants, as it should be, and I gave each one a section of the content to change it; give me new examples, and I incorporated it. At the end they took the whole document and just consolidated and made everything correct in the correct templates and things, but I've learned a lot about curriculum development in this process to get behind the scenes, not just being a lecturer teaching the content, but also involved in the process of development, and I've learned a lot of skill..."</i>

The alignment of TLA across modules and campuses necessitated that lecturers from various ages, experiences and cultures work together to improve the quality and NWU offering. In the beginning lecturers were not used to working together however as the lecturers collaborated, they learned from each other, new ideas emerged, and timework were improved with subject groups to present modules in a similar way with a common goal. Alignment is linked to the notion of social constructivism where curriculum teams reflect, make meaning, and review existing curricula to improve our offerings to ensure student success.

E.5.3 Students

Many of the lecturers interviewed discussed their TLA practices before and during the COVID-19 national lockdown. The main issues that were pointed out are the relationship with their students, communication with their students, the culture of their students and the generational differences between students and lecturers.

E.5.3.1 Relationship with students

The lecturers indicated that curriculum transformation aided them in their relationships with students, some lecturers indicated that they realized that there was a disconnect between themselves and the students. After curriculum transformation efforts the relationship between the lecturer and the students improved.

Some lecturers indicated that:

<i>"...The first one was my relationship with the students to... I got to a point where I felt there's no connection between myself and the students sitting in front of me. Obviously, there was an issue with the teaching and learning strategy I followed..."</i>
<i>"...I don't think that I would have had that type of understanding or relationship with my students if I hadn't been willing to do curriculum transformation..."</i>
<i>"...I am just learning that students are human just the way that you are – human and people with feelings and their own perspectives and their own life experiences..."</i>
<i>"...I think I'm going to be very honest. In the beginning when I started lecturing, it was all about me: how I was doing with this and where I felt comfortable and I think the biggest lesson I've learned during my journey of this transformation, specifically in this module, is that it's about the student. Why I say that is the moment I saw what difference it made when I put the students first or I put myself in the shoes of the students, I could see them starting to connect with the content and starting to enjoy it..."</i>

When lecturers focus on their relationship with students to ensure that their students were placed central in their own TLA experiences the students' learning improved. Lecturers who prioritise a good relationship with students also include the student voice into their curricula, are more inclined towards using learning-centred methods and believe that their students will be successful.

Lecturers, by means of CPD opportunities should be informed about the value of learning centred TLA methodologies and strategies to ensure student success and motivation.

E.5.3.2 Relationship with students during COVID-19 national lockdown

The lecturers who participated in the interviews gave examples of how they envisage themselves as lecturers who connects with their students and aimed to inspire their students. One lecturer mentioned that before the lockdown she sat in a circle and talked to her students and another that they wanted to still see their students during the online sessions to ensure they could still connect with the students virtually.

Some of the lecturers indicated that:

"...think maybe to hover on one of my practical things that has changed, is to firstly really think about how we can connect with students. I think previously I prided myself as being the type of lecturer who really could connect with her students and hopefully inspire them to be passionate about what it is that they study, and that this is not just a degree and a piece of paper, and you can do a lot of that when it happens face-to-face. I can make my students sit in a circle; I can sit in my circle with them; I can look them in the eyes; we can talk about things..."

"...I can very much still be lecturing in a Zoom lecture to a screen where I don't see a single face. You know, I will ask my students (I never force them to, but I'll ask them) if there's possible data allowing; if you feel comfortable, could you put on your video for me, because so much of what you do when you build connections with students is to be able to see their facial expressions, which I now can't do. I talk about maybe the types that I know of mechanisms that one could try and use to just build connections, but just for me to be able to see a face, allows me to see 'oh wow, look how interested they are in this'. This is a queen size to discuss and debate, and for me to stop talking and for them to get involved whereas now I don't see any faces. It's also an opportunity for me where I can slow down and just stop for a moment and ask them why do you look so confused; what are you uncertain about? So, that connection is just completely broken now..."

Some of the lecturers indicated that methodologies and strategies they used in the past were not possible to use during online TLA and some of the lecturers were concerned about the connection they have lost with their students in the interpersonal online sessions. Some lecturers read body language and used emotional intelligence to get cues from their students about their learning in the past but during online TLA it was difficult to connect with students if they were not opening their cameras on video conferencing or contributing to conversations or if they were absent from video calls due to bad connectivity, lack of internet or lacking ICT skills. Online TLA created a disconnect between students and their lecturers and the physical distancing between people also took away the option for students to clarify, ask and communicate to their lecturers in person and got replaced with faceless emails, messages and eFundi sites. Some lecturers indicated that online TLA were easier with returning NWU students who had an idea of what was expected of them but that online TLA were more difficult with first-year student that did not understand what was expected of them.

E.5.3.2.1 Communication with students

A lecturer in pointed out that communication with distance learning students was frequent due to the NWU LMS that make communication easier, but it is more difficult in the paper-based modules (modules where students get hardcopies of study materials and assignments are also posted and not available on a digital platform). From the interviews conducted it seems that regular communication before the pandemic in contact and distance situations occurred.

Some of the lecturers indicated that:

"...I would say keep up a high level of communication and frequent contact with my distance students. That is of course more possible for those XXX modules that are presented online via the eFundi platform, because that makes it possible, but for us for the paper-based modules –it's extremely difficult to keep that communication part, you know. We do that basically via the SMS messages in boxed size, and to better our students..."

Part of good communication entails that the sender of a message grasps if the intended receiver of a message will understand the message and will be able to respond to the message. In

electronic communication it is easy to send out a message directly to a receiver (students) than in traditional paper-based modes of delivery like notices and letters. There is also a higher probability that the student will get the message faster and delivery of the message is ensured. It might also happen that students are bombarded with electronic messages that they might miss crucial information or even delete message by mistake. Communication to students is crucial in the TLA of modules and clear guidance and support forms part of curriculum renewal and transformative practices.

The NWU have various communication platforms to communicate to their student populace. **Care should however be taken not to over-communicate to students where messages can get lost, and the value of the communication platforms loses its value.**

E.5.3.2.2 Communication with students during COVID-19 national lockdown

Most of the lecturers interviewed indicated that they were more open-minded, flexible, displayed a greater ethics of care towards their students during online teaching during COVID-19 national lockdown. In addition, most of the lecturers discussed their communication strategies during the lockdown.

Some of the lecturers indicated that:

<i>"...there's a lot more to consider when you're communicating, specifically with students. Also, because this isn't what they signed up for. So, first communication. Also considering that they are also customary in our box of registration. Just communicate in in a different way, a more simplistic way to realize that you're not communicating specifically with difficult students. It's difficult because students are placed in a difficult position. I am going to use some of the skills, because I think one of the biggest lessons is the lack of what we've worked with in the past..."</i>
<i>"...I became much more caring. In a normal face-to-face semester, I would've been a bit harsher and said well, I was here, you weren't in class or you didn't read eFundi or whatever, but in the 1st semester I was chasing students, and I phoned and I emailed and I begged them to submit things even if it was late so that I could get marks for them, and I'm never going to be that nice again, I don't think so.... We had a very open relationship; we talked to each other on WhatsApp; we had little zoom meetings if they wanted to see me, and I also...The one thing I do think I did for these older, more experienced students: we didn't have trouble with technology and all kinds of excuses. I didn't have to chase them, but the one thing I did do for them was to extend ... submission dates very often, and generously"</i>
<i>"...It feels that I've lost connection with my students. I think the fact that I focus so much on the compassionate teaching strategy, that loss of personal connection and just face-to-face interaction with the students, I think it really impacted the whole teaching and learning experience in my module. I had to find ways to still connecting with my students, but more than that, offering them opportunities to connect with each other personally and academically, which is easier with smaller groups, because it is easy to have a WhatsApp group, but if you have a larger group, it's much more difficult to find ways of kind of cross these mini sort of connections..."</i>
<i>"...I'm really trying to be very dedicated because I just feel that... You know in the end, those persons who pay my salary is not your manager; it's not NWU. It's my students. So, the way in which I serve them... I know it sounds like a cliché, but that's important for me. It's on a very personal level the way that I try to do my work, because I should be at their service 24/7 in any case. No, not 24/7 but most of my... I should really attend to their needs, because then I really make a difference, even just to want students, and that we should keep up even if there's COVID or not COVID..."</i>
<i>"...I'm much more focused on kind of well-being and compassion and care ethics, because I think that, especially today, I mean, the current global circumstances, it is important that we don't only teach our students and our learners things, but to teach them life skills; for me personally to actually mostly focus on that, and then the also theoretical thing kind of just fall into that room of working, and that you always work from the perspective of you want to kind of promote your learners' well-being and your students' well-being, and to really not only address their academic needs, but also really meet their personal and social needs. I think for myself, while going through this process of finding new ways of doing things, I think my whole perspective about teaching and learning structure has changed in that regard..."</i>

One of the biggest roles lecturers had to play during pandemic teaching were the role of change agent. Lecturers had to navigate their own experiences with the changes from contact to online (distance) TLA and mediate the changes to their students to ensure student success and to ensure that "the show must go on". Many lecturers adopted strategies of compassion, flexibility, dedication, kindness and cared about the well-being (wellness) of their students.

The NWU lecturing staff were seen as fair and dedicated before the pandemic but one of the most significant and distinct characteristics of NWU lecturing staff surfaced when the lecturing staff walked the extra mile for their students and embraced the ethics of care methodology to ensure student success. The NWU should ensure that lecturers continue with the ethics of care approach to TLA, if the NWU can succeed to foster the distinctive characteristics it can play a valuable role when new staff and prospective students chooses the NWU and add to the unique value proposition the NWU has to offer.

E.5.3.2.3 The impact of student culture on curriculum transformation

Most of the lecturers interviewed understood the importance culture and religion plays in the lives of their students. Student culture and culture sensitivity should be aspects lecturers consider when planning for curriculum transformation due to the diverse student populace of the NWU.

Some of the lecturers indicated that:

<i>"...bringing that in also in the study material and bringing in examples from around the world in showing them why people do things because of their culture; the way they see things, things that they understand. Making them realize that people make certain decisions-based on their culture, based on their religion. So yeah, I think that one of the components that we in South Africa need to focus on is bringing in a lot more multi-cultural experiences for our students..."</i>
<i>"...speaking specifically from a business and an entrepreneurship's point of view it's important, specifically in curriculum transformation, to include world voices rather than just...because if we focus on only one culture or one point of view, we are still missing the point..."</i>
<i>"...in curriculum and cultural terms, requiring curriculum change in response to social imperatives and a view of curriculum that capitalizes on students' diverse cultural and social backgrounds...our students background is important, especially the students who are from an African background. Cultural background and the sharing of these with other students make collaboration and team work better..."</i>
<i>"...but the transformation for me lies in being sensitive to the contexts that the students are coming from and to their backgrounds. It's not really about the content of the module, but...and I think I've become really quite sensitive, and I've always been sensitive to other peoples' backgrounds, and I'm always trying to understand where they come from, because I believe that to teach them knowledge, you need to connect to knowledge that they already know and if I can't connect to their context, then learning would be a problem and the class is so diverse, especially with the language..."</i>
<i>"...I would sometimes speak to the same examples due to fear of stepping on toes or being culturally offensive in some ways. What I think, I'm not educated and knowledgeable in the different cultures that I teach and therefore, I sometimes have examples to address the needs of the students or materials that are to some way reaching out and including everyone and like I said, sometimes I won't give them examples when I teach or I will give the same examples to students with fear, because I fear that I might be wrong or offend the students, and then, something again..."</i>

Most lecturers expressed a culturally sensitive approach in their practices and valued multi-cultural classrooms and learning materials and media. **Some of the lecturers expressed their fear of being offensive and stepping on toes due to ignorance.** Very few lecturers discussed how they applied these principles in their practices.

Linked to ethics of care, the cultural sensitivity lecturers used to ensure access to students played a large role in curriculum transformation. Lecturers have discussed where they included multiple views, world voices, multi-cultural experiences in TLA and considered all the backgrounds of students and included African perspectives. **Lecturers at the NWU can consider including more deliberate inputs into the curriculum from their students to get the student voice, multi-cultural perspectives and create safe spaces for cultural exploration and discussions to enhance a pedagogy of Ubuntu and compassion.**

E.6 The rules in the micro curriculum

From the interview data the rules that surfaced were the issue of module alignment across sites of delivery, use of technology in modules, internal faculty processes to curriculum (re)development and (re)design, quality and modular curriculum structure and outcome.

E.6.1 Module alignment across sites of delivery

Most lecturers were teaching modules that were aligned at the time of the interviews. Lecturers indicated that the **introduction of module alignment were not easy or pleasant in the initial stages of the alignment but as time progressed** most of the lecturers realised the value of teamwork, quality, collaboration, and a shared vision. Some lecturers felt that alignment contributed to curriculum transformation as diverse inputs and combined efforts aided to the curriculum transformation agenda. There were also a few lecturers that pointed out that **the alignment efforts in their specific groups are still not effective and that there are still not a common understanding and shared approaches.**

Some lecturers indicated that:

<i>"...I think for a non-aligned module it is easier because with aligned modules I often have to go with what suits the majority and does not necessarily fall into what and how I want to assess (e.g., MCQ tests instead of electronic style written fill-in tests) ..."</i>

“...having an aligned module, I think, contributes to a transformed module, even if it differs from my micro-level but all the programs and degrees are aligned. We offer the same product. I believe that contributes to transformation, and it decreases the use in terms of our degree and the program across all the three campuses or the type of delivery. So, if somebody knows you did an XXX Degree at NWU, they know by now that degree is aligned, and it's spread similarly across the three. It's no longer different. I believe that contributes to transformation, and having the aligned module, if changes are made, we know that the wider population of students sitting in front of us every year are represented, then you make the change in the aligned one, or it comes from the five lecturers teaching the module. It's not just for one person changing the module and all the other sites delivering it, must abide by its changes. It also gives me comfort in saying that we represent all the students of the module, and we have made the changes so that when you go back to your classroom or your plan for your module, you can adapt to the context, because none of our contexts are the same...”
“...in the beginning when we were forced to work together, it was terrible for us all, but I'm so glad that this happened because by now we're really working together as a team, and you've learned that... You know, lecturers at other campuses, they also know a lot about what's going on. That was a good thing. So really, you can't do it alone...”
“...No one lecturer is going to offer a course the same as someone else, but your basics should still be there. The main aims of the module and the outcomes should be there. You can change a textbook, or you can change some of the module content, but in the end, you want to achieve the same objectives at the end. So, what we did a lot in the last few years, we developed very detailed eFundi plans with lesson plans from study guides for all the modules, and it is completely transferable from one year to the next, and on that it really does explain exactly what the module overview is. We've got the module overview documents – everything we created in the last few years. ...”
“...I don't know if it's like that in all other modules, but sometimes it seems as to fall onto just one person, and then to get everyone on board and to make them, you know, understand what you want them to do, is sometimes a little bit difficult. Because sometimes people are new, they don't understand; they also don't understand the content so well. You need to make sure they understand everything and come on board, and I noticed what's difficult with development is that the first time we presented it together as a team. I'm talking about within a campus and between campuses sometimes the colleagues interpret, (even though you work close together), when you get to the actual Activity - and you ask them to reflect and talk about what our experiences were. You realize that, oh my goodness, this colleague has interpreted this Activity and did it differently, and they had another understanding, and they had another view... and then there's that extra edge when you're working with colleagues from other campuses because you don't have that close contact with them, and you must do it over the telephone or over the Internet, and you just need to pray that they understand and that they'll actually do what is required...”

The alignment model used at the NWU ensures quality in terms of delivering the same content, skills and values and assessment on the three sites of delivery. In many modules the same eFundi site or similar sites are used, with the same electronic (interactive) study guides and textbooks. In many of the modules the TLA strategies are aligned. Many lecturers contextualised the TL in the classroom for the specific context by means of TLA strategies. During the pandemic more streamlined approaches to TLA were used. **There are some modules where the rigid alignment makes lecturers feel that they cannot individualise (contextualise) or adapt their TLA strategies. In some cases, it does happen that the alignment does not work as well as it should and not all team members contribute the same way, and some lecturers end up with higher workloads.**

E.6.2 Use of technology in modules

Before the pandemic lecturers made use of technology in modules and had contact opportunities. For lecturers that presented via the distance mode of delivery pre-pandemic they were more reliant on technology to deliver TLA of their modules. During online TLA during the pandemic lecturers had to make use of technology extensively to present and communicate to their students and colleagues.

Some lecturers indicated that:

“...Online teaching is something that we all have to adapt to as we don't have a choice...”
“...There's a lot of people that were thrown into the deep end now regarding the COVID changes, and that they had to resort now to using eFundi and other means of education. I think that is something that should be very prominent in such a document, is the use of technology and, you know, eFundi or any other technology so that when another pandemic or change or whatever happens that we are ready for that, and that we can use that in our curriculums and that it is not something strange...”
“...COVID-19 requires people to adapt to new ways of communicating and using technology on a totally different level...”

The pandemic fast tracked the initial stages of the 4IR and digital transformation. Valuable lessons were learned, and experiences were gained regarding the use of technology in remote online TLA. Strategically it would make sense to reflect on the lessons and experiences and consider what served TLA during the pandemic and what need to be adjusted. Various key aspects such as pedagogy before technology should be considered. We should also not just bypass the implications technology teaching had on lecturers and students.

Some lecturers experienced technology as threatening, overwhelming and some experienced anxiety as they might have lacked ICT competencies and had to primarily use only technology to continue with TLA. Technology teaching led to an upload-download culture, with a teacher-centred approach instead of learning-centred approach in some cases. The recordings used made the lecturer absent and disembodied depending on the pre-recorded resources and many students might have felt disempowered by this experience. The student experience was discussed in § 5.4.4.4.6.1.

Lecturers and students are more reliant on ICT's and TLA technologies than before the pandemic. Both parties had to learn new ways of knowing and doing to use online remote TLA. The experiences of using technology might be a blessing in disguise or silver lining to shape how we think about using technology in teach post-pandemic. **For the NWU it implies budgeting and investing in the IT infrastructure and for CTL to ensure enough support and training opportunities for staff and students to bridge the digital divide. The NWU DBS should inform the NWU staff and student populace of the future and usage of technology at the NWU in the various delivery methods offered.**

E.6.3 Internal faculty processes to curriculum (re)development and (re)design

Many of the lecturers interviewed commented on the internal processes of curriculum (re)development and (re)design. The internal process links to § 5.4.3.6.2 dealing with internal factors influencing curriculum transformation.

Some lecturers indicated that:

<i>"...internal factors, such as revision cycles of a module which the University prescribes in a module – transformed or reviewed as well as what is allowed in terms of HEQSF and all those things that we have worked with previously, the percentages of modules that can change and can't change, and where you want me to apply for new approval for a module if you change the content for example, and then also if you change more than 50% of the content, in our case for example the Curriculum Development Plan of the Faculty of XXX, also played a role, because they talked a lot about transformation and what needs to be transformed in the modules of accreditation, and then also the inclusion of graduate attributes in our modules and in our outcomes even if it's not directly stated outcomes..."</i>
<i>"...Firstly, when we identified the need to transform a module or to update it, we then realized that it is not something that a lecturer can just wake up and do. There are certain procedures to be followed, certain lecturers that must be involved in doing that, also relating to the University's Policy, which was your office and also the CTL people to guide us as to what is expected from us to do; what are the required structure that we should be using in terms of the outcomes and also the criteria of those modules, and what is more important that I also learned from the process, was how one might always be mind of collaboration or measure together the outcomes and the criteria..."</i>
<i>"...you can very much underestimate transformation. First, in the sense of not doing adequate planning and underestimating the amount of time that it's going to take you to plan, but the positive in that is once you've done that, it becomes easier in the future for the years to come. Transformation is so crucial. Oh, the other thing that I wanted to say, is that you think you've transformed, but in my opinion there's always a need for transformation from a year-to-a-year. It's not a once off process. It's not that I'm going to transform this module and now it's going to be good for the next 10 to 15 years or even 5 years. Transformation is something that needs to take place on a yearly basis. Every year you must reflect on what has happened; what worked, what didn't work, because there's not a recipe you can follow to say that this is what I'm going to do in this module. We live in an ever-changing world. We need to adapt to those changes, and we need to make space for it, and I think the most important lesson with regards to transformation is that there's always a need and space for transformation. You will never stop transforming..."</i>
<i>"...If a faculty decides on the people who are going to be involved, they really need to make sure that it is people who can work as a team, because there can be hindering the process. I mean, that is slowing the process down.... you really need to make sure that everyone is on board; we are working together as a team and there's one aim, and that's the aim of getting the program delivered enrolling our students. We are not there... Everyone, you know, is just worried about their own things and what they need to do. Program Development so far is what you are assigned to, and it's stipulated in the Task Agreement. You need to make time, and it's also not continuous. You have these bits and parts. You know, it's moments during the year and I think when it's due, then you need to attend to it, because it is stipulated in the Task Agreement as you have been allocated certain hours towards it..."</i>

Curriculum transformation, (re)development and (re) design are mainly the responsibility of the faculty and all faculties have internal mandatory curriculum revision cycles described in their FITLP's. Some of the lecturers pointed out the Carpe Diem workshops hosted by CTL and funded by the UCDG to help faculties with their curriculum transformation efforts. Many of the lecturers indicated that the transformation process is a continuous, time consuming process where lecturers must reflect collaboratively in subject team to ensure the purpose and quality of the academic offerings.

Internal and faculty processes to drive new qualification development and the redesign and development of existing qualifications at faculty level at the NWU should be strengthened. The

curriculum planning for each faculty is communicated in their respective FILTP's and the plans are renewed and submitted every 5 years. Further attention starting from institutional level, can be given to ensure adequate policies, frameworks, and procedures for curriculum transformation. At faculty level it is important to consider faculty level planning in terms of capacity to design, develop and implement new qualifications, need for new qualifications, relevance of the existing offering and structures to ensure the quality and timeously implementation of new or redesigned and redeveloped curricula.

E.6.4 Quality

Some of the lecturers interviewed commented on how the changes they made to their curriculums improved the quality of their degrees and the employability of their students. The factors pointed out is that curriculum transformation is a continuous process.

Some lecturers indicated that:

"...I think one of the biggest things, is to afterwards to make sure that there's a process to come back and look whether the quality is now better. I think in a way it's one thing to transform a course, but it can't just stop there. There's always got to be some reflective ways of coming back afterwards to try and check the quality of what has been changed and whether it reached the goals that you try to achieve from the beginning. As I said, it took us 3-4 years..."

"...we really do find the last 2 or 3 years, is that our industry partners are now starting to come back over and over asking for our students. We can see that the quality of our degree has improved so much that once they have employed one or two students, they come back every year asking us for more students. So, that means we are doing something right..."

At the NWU, curriculum transformation is seen as a continuous time-consuming process. For internal changes to existing programmes the waiting time to affect changes can vary between 2-12 months. For approved qualifications that need external body approvals the implementation of changes can take between 4-12 months. For new qualifications that need to undergo the internal and external process the timeframe can vary between 3-4 years before the new offering can be implemented. Various role-players need to be involved with the internal or institutional approvals (NWU) and in the external approval environment. The FITLP's need to be updated on a continuous basis to ensure the curriculum planning sections timelines and inclusion into the institutional enrolment planning are kept up to date in line with the PQM. Faculties need to ensure that curriculum planning and the roles of lecturers in curriculum transformation are planned on faculty level, subject group level and on the personal plane level (KPA of the lecturer).

E.6.5 Modular curriculum structure and outcomes

Part of the design and development of curricula on modular level includes the inclusion of skills and values into the curriculum, alignment of the outcomes to the SAQA level descriptors (2012), the NWU specific graduate attributes and advanced skills. The implications for the NWU will be discussed at the end of each section.

E.6.5.1 The inclusion of skills and values into the curriculum

From the interviews conducted, various discussions linked curriculum transformation with the move from knowledge-based (textbook driven) curriculums to a skills and values (competency) driven curriculums. The NWU has adopted graduate attributes in the Teaching and Learning Strategy (NWU, 2016b) stemming from 21st-century skills to include in the outcomes of qualifications, programmes and module outcomes along with the use of SAQA level descriptors (SAQA, 2012). The following topics emerged from the interview data: SAQA level descriptors, NWU specific graduate attributes, 21st-century skills and advanced skills.

E.6.5.2 Alignment with the SAQA level descriptors and general

Most lecturers indicated the use of the SAQA level descriptors in their curricula. The NWU, by means of the HEQSF alignment (2015-2017) ensured that most of our modules are aligned with the SAQA level descriptors. There should also be constructive alignment on modular level in terms of the outcomes of the modules, the teaching and learning and assessment practices.

Most lecturers interviewed expressed perceptions regarding the SAQA level descriptors. The main graduate attributes that lecturers referred to were knowledge and knowledge literacy,

research-related skills (working with information and communications skills), problem solving and critical thinking, team management skills and responsibility for own learning.

E.6.5.2.1 Knowledge and knowledge literacy

Knowledge and knowledge literacies are the key level descriptors dealing with knowledge. As learners progress into HE studies the cognitive complexities of the SAQA level descriptors are scaffolded from one year to the next. SAQA (2012) explains that the knowledge level descriptor is concerned with demonstrating general knowledge of one or more areas or fields of study, in addition to the fundamental areas of study. It is in the sphere of knowledge that content knowledge (CK) are positioned in disciplines. The level descriptor, knowledge literacy, the student should be able to “understand that knowledge in a particular field develops over a period of time through the efforts of a number of people, and often through the synthesis of information from a variety of related sources and fields” (ibid). In the knowledge literacies level we can connect pedagogical knowledge (PK) and technological knowledge (TK) (Shulman, 1986). The knowledge discourse also links to the work of Schwandt (2007) where he explains praxis as: as “putting theory into action”. Where the theory elements (knowledge) in a curriculum can be used in action in practical situations such as WIL, practicals, and authentic assessment.

Some of the lecturers indicated that:

<i>“...add additional elements of 21st-century skills to the knowledge component, and that was primarily the critique that my subject received, that it's mostly focused on content, and that learners get bored, because they just have to memorize the different content and they don't really learn anything new...”</i>
<i>“...I tried to do it within the module by means of assessments and transforming my teaching and learning strategies. So, I did realize that there's an issue with regards to... It's basically skills that they need to master, but we are focusing on a lot of theoretical concepts. So, there is a big difference between mastering the skills such as communication, because you have negotiations, goal setting, decision making and a manager in a business and just knowing the theory there behind it...”</i>
<i>“...They need to prepare a workshop to present to the class-based on this topic. This prepares them for practical skills on how to plan and present a workshop for a group of people. Relevant knowledge about the topic is shared. The class need to evaluate the presenter and provide them with feedback...”</i>
<i>“...I had students develop workshops for entrepreneurs in XXX to help them understand important business skills such as communication, decision-making and goal setting. The assessment was adapted to such an extent where it could be evaluated whether students practically mastered these skills whilst applying knowledge and skills to these township enterprises and assisting entrepreneurs...”</i>

Traditionally, the knowledge level descriptors were used the most when lecturers decided what should inform the curriculum. As the curriculum were driven by knowledge acquirement and not necessarily skills and competencies. After the HEQSF alignment process (2015-2017) HEIs curriculums were informed by knowledge, values, skills, and competencies. For the curriculum transformation process, it is important that lecturers reflect on the purpose, relevance and responsiveness of their offerings and critically look at the knowledge level descriptors and link it to epistemological access, disciplinarity, and knowledge discourses such as decoloniality, Africanisation and knowledge production.

The NWU should consider providing more opportunities for lecturers to engage with curriculum discourses relating to knowledge discourses and provide CPD opportunities for curriculum teams to reflect on what knowledge are contained in the curriculum and provide opportunities to make changes to the curriculum if needed. Staff from Q&APP and CTL should provide the necessary support and guidance with faculties to ensure successful curriculum transformation practices.

E.6.5.2.2 Research related skills – working with information and communication skills

The research related skills can also be viewed as communication- and ICT skills and competencies. SAQA (2012) defines the level descriptors dealing with information as: “Accessing, processing and managing information to recall, collect and organise given information clearly and accurately, sound listening and speaking (receptive and productive language use), reading and writing skills, and basic numeracy skills including an understanding of symbolic systems” and “Producing and communicating information to demonstrate the ability to report information clearly and accurately in spoken/signed and written form”.

Some of the lecturers indicated that:

<i>"...Assignments are designed in such a way to develop students' 21st-century skills including ICT Literacy, as well as communication and collaboration skills..."</i>
<i>"...maybe some communication skills should be firmly built into the framework. Our students don't know how to communicate. I realized that in our Qualification there's not a Communication Module, and I think that it is good for students to have a communication module and then see to it that each one is suitable for our programme in the qualification in future. Communication and language – they go together. I think that is something that should be addressed..."</i>
<i>"...focuses on creating awareness of the different elements of communication (perceptions, verbal, non-verbal, listening, etc.), the different contexts in which communication take place (interpersonal, small group, organisational, cultural, public, digital, mass media, etc.), and lastly how communication (written, face-to-face presentations, and digital) should be planned before communicating..."</i>
<i>"...prepares students how to conduct research, which enables them to conduct research in their roles at work. Enables them to obtain and practice research skills and analytical thinking with project planning. And then to process data into information and to present it in report format..."</i>

In the information age, it is important that our graduates are skilled in communication, information, and ICT competencies to ensure employment and to meaningfully communicate as members of society and in the world of employment. Lecturers should ensure that research related skills such as information literacy, ICT literacies, communication literacies, visual literacies and negotiation skills as examples, forms part of the curriculum and should be linked to authentic assessments and practices.

The NWU should consider providing more opportunities for lecturers to engage with curriculum discourses relating to research related skills and provide CPD opportunities for curriculum teams to reflect on what communication and ICT competencies are included or lacking in the curriculum and provide opportunities to make changes to the curriculum if needed. Staff from Q&APP and CTL should provide the necessary support and guidance with faculties to ensure successful curriculum transformation practices.

E.6.5.2.3 Problem solving and critical thinking

Problem solving, in respect of which a learner can demonstrate the ability to recognise and solve problems within a familiar, well-defined context.

Some of the lecturers indicated that:

<i>"...I think it will equip them better when they go out in doing that. I think in each module there should be that critical thinking aspect; there should be that problem-solving aspect..."</i>
<i>"...Students learn the knowledge, skills and attitudes and apply this to real- life situations such as socio-economic issues, e.g., poverty, unemployment, etc. otherwise the 21st-century society will not survive if our students - the leaders of tomorrow - don't do something to alleviate these socio-economic problems our country have..."</i>
<i>"...For each and every chapter/unit (theory) there are practical, real-world scenarios to which students should either individually or in groups provide practical solutions or suggestions to solve hypothetical problems..."</i>
<i>"...The students are made aware of and sensitive for various societal problems (as transpired in XXX) such as family feuds; inequality and discrimination; the consequences should one die without leaving a valid will. Students are required to apply the gained knowledge on factual settings - drafting of wills/clauses in wills; interpretation of wills; distributing an intestate estate etc..."</i>

We live in a society with complex societal, socio-economic, and global world issues where citizens and institutions need to address complex higher order problems. Problem solving as a skill is not an easy skill to acquire or even more so, to teach in context of the discipline. To ensure the responsiveness and relevance of our TLA efforts it is crucial that our curricula reflect and engage our students with opportunities to develop problem solving critical thinking skills to equip them with the much-needed competencies to engage and solve problems.

The NWU should consider providing more opportunities for lecturers to engage with curriculum discourses relating to critical thinking and provide CPD opportunities for curriculum teams to reflect on what problem- solving skills are contained in the curriculum and provide opportunities to make changes to the curriculum if needed. Staff from Q&APP and CTL should provide the necessary support and guidance with faculties to ensure successful curriculum transformation practices.

E.6.5.2.4 Team management skills

Team management skills are linked to research related skills where students need to work in groups, negotiate with each other and collaborate. SAQA (2012) describes the level descriptor dealing with group work as the “[a]ccountability in respect of which a learner is able to demonstrate the ability to work as part

of a group”.

Some of the lecturers indicated that:

<i>“...My students also get a change to function as skilled collaborators and team members since they had to conduct presentations in groups where they were each responsible for a particular activity, they had to participate in debates as groups, they also had to participate in PBL activities where they had to solve problems, collaborate in groups of different sizes and with diverse members ...”</i>
<i>“...Major focus of the module is on the development of graduate attributes through involvement in Service-learning community projects in syndicate groups and through direct application of the work in the students' place of work...”</i>
<i>“...Another topic deals with Human Rights and Diversity and here students are confronted with diversity in the workplace and how to embrace diversity in teams and utilise diverse perspectives in groups and teams to acquire a competitive advantage and increased problem-solving abilities...”</i>
<i>“...focuses on content regarding critical skills for managers such as time management, communication, understanding others, conflict management, negotiation, etc...”</i>

In the corporate world it is important that graduates should be able to work as a member of a team, develop leadership skills and collaborate with colleagues. To ensure the relevance and responsiveness towards industry needs and skills, our curricula needs to incorporate elements of authentic practice and opportunities for skills development.

The NWU should consider providing more opportunities for lecturers to engage with curriculum discourses relating to knowledge discourses and provide CPD opportunities for curriculum teams to reflect on what knowledge are contained in the curriculum and provide opportunities to make changes to the curriculum if needed. Staff from Q&APP and CTL should provide the necessary support and guidance with faculties to ensure successful curriculum transformation practices.

E.6.5.2.5 Responsibility for own learning

When students are afforded the opportunity to take responsibility for their own learning, the ownership of learning transfers. When students take the responsibility for their own learning it links to the student becoming an ‘expert’ learner (Ertmer & Newby, 1996). Expert learners plan, control and reflect on the outcomes they want to achieve academically (ibid). The notion of taking responsibility for own learning is also a primarily underpinning for SDL (Robinson & Persky, 2020). In SDL, the student initiates the learning process by setting outcomes, identifying assessments and resources to help them succeed (ibid). SAQA (2012) indicates defines the management of learning level descriptors as “the ability to sequence and schedule learning tasks, and the ability to access and use a range of learning resources”

Some of the lecturers indicated that:

<i>“...seeing the impact that it has on them and their reaction towards the module and the content and taking responsibility for their work, is where I get my energy from now...”</i>

Part of the skillset needed for lecturers to participate in curriculum transformation, are to take responsibility for their curricula, engage with their curricula by means of critical reflection and collaboration. In turn, the same skillset is needed by students to become expert learners, engage in SDL, and become reflective students who will become lifelong learners. As part of the curriculum transformation efforts, students should be motivated to reflect on their learning and use metacognition to gauge and direct their learning efforts to become successful.

The NWU should consider providing more opportunities for lecturers to engage with curriculum discourses relating to reflection, metacognition and SDL and provide CPD opportunities for curriculum teams to reflect on how the responsibility for own learning skills are fostered in the curriculum and provide opportunities to make changes to the curriculum if needed. Staff from

Q&APP and CTL should provide the necessary support and guidance with faculties to ensure successful curriculum transformation practices.

E.6.5.3 The NWU specific graduate attributes

The specific graduate attributes highlighted by lecturers were citizenship, ethical and professional behaviour, future leaders, and leadership. There are many overlaps between the NWU graduate attributes and the SAQA level descriptors. Very few of the lecturers interviewed highlighted how the NWU specific graduate attributes are embedded in their TLA efforts in the curriculum. When the specific NWU graduate attributes are embedded into curriculum there needs to be constructive alignment to ensure the development of the specific skills and competencies.

The following attributes are values the NWU would like to develop in our students.

E.6.5.3.1 Citizenship

Citizenship are moral values that drives national pride, supportive societies, and values democracy. The NWU (2020b) indicates that it aims to: "prepare students for the world of work, and to develop a culture of responsible and active participation in civil society, citizenship and environmental stewardship". SAQA (2012) describes the level descriptor dealing with context and systems as an respect of the context within which students operates.

Some of the lecturers indicated that:

"...We need to train our students to be able to contribute to their various communities within the SA context. We need to acknowledge non-Western ways of thinking and knowing. We need to address issues of subjugation. We cannot hope to develop skills associated with responsible citizenship if we do not foster appreciation of and respect for the people within our communities..."

As part of our value proposition, lecturers need to ensure that citizenship development forms part of our curriculum values. Lecturers should ensure that the core values of the NWU are reflected in the curriculum and that students have to opportunity to "take responsibility for the consequences of their judgements, decisions and actions based on a strong value system, and an awareness and understanding of moral, ethical, social, cultural and environmental issues" and "understand their social, civic and environmental responsibilities (both individually and collectively) within the context of their chosen careers, and commitment to social justice, democracy, human rights and the integrity of the environment, manifested in conduct that respects and upholds the rights of individuals, groups, and communities" (NWU, 2020d). Not all modules can include all values in the micro curriculum offering but should be included if the discipline and subject matter allows for inclusion.

E.6.5.3.2 Ethical and professional behaviour

Many organisations, industries, trades, and businesses worldwide have industry specific ethical behaviour, professional behaviour, and codes of conducts in place to ensure the behaviour of their employees. Employers expect their employees to comply with socially accepted behaviour, respect for differences and other humans. SAQA's (2012) level descriptor dealing with ethics and professional practice, indicates that a student should be able "to identify and develop own personal values and ethics, and the ability to identify ethics applicable in a specific environment".

The NWU (2020b) aims to foster: "engaged and caring staff and students, characterised by the foundational values of ethics in all endeavours, academic integrity, freedom of intellectual inquiry, responsibility, accountability, academic freedom, fairness and transparency, and embracing diversity"

Some of the lecturers indicated that:

"...didactics of teaching and learning, teaching strategies, learning theories, professionalism, and the ethics in the teaching profession (SACE code of ethics), teaching practice, teaching portfolio etc. These topics are covered extensively, and they are directly linked to the practice of everyday life of a teacher..."

As part of our value proposition, lecturers need to ensure that ethical and profession behaviour for the discipline forms part of our curriculum values. Not all modules can include all values in the

micro curriculum offering but should be included if the discipline and subject matter allows for inclusion.

E.6.5.3.3 Future leaders and leadership

The NWU aims to develop graduates who are principled leaders who can “articulate a clear vision and goals with a sound values orientation, and to motivate others to achieve them” and develop “leaders who are emotionally intelligent, socially aware, financially astute to lead and direct change for the greater good of society-based on ethical efficacy and spirit of Ubuntu”.

Some of the lecturers indicated that:

<i>“...Students also get a chance to develop into principles leaders who take control of their learning - in other words they take ownership of their learning since they have individual and group tasks to complete. They especially had to rely on their self-reflection skills and self-discovery skills during the COVID-19 period since they are working online and over a distance...”</i>
<i>“...I decided okay, do a bit of research on skill development; do a bit of research into XXX and what skills do they need in the workplace, and it boiled down to communication skills, leadership, teamwork, self-directed learning, just talking to one another, language use, and from that I thought okay, I hear you; I see what skills you need in the workplace...”</i>
<i>“...Students learn the knowledge, skills and attitudes and apply this to real- life situations such as socio-economic issues, e.g., poverty, unemployment, etc. otherwise the 21st-century society will not survive if our students - the leaders of tomorrow - don't do something to alleviate these socio-economic problems our country have. So, I let them work in teams to solve real-life issues and teach them about the various roles they might need to fulfil in future – leadership roles, working with diverse teams and to be an effective team member....”</i>

As part of our value proposition, lecturers need to ensure that leadership development forms part of our curriculum values. Not all modules can include all values in the micro curriculum offering but should be included if the discipline and subject matter allows for inclusion.

E.6.5.4 Twenty-first century skills

There are many overlaps between the SAQA level descriptors, the NWU graduate attributes and the 21st-century skills. The 21st-century skills highlighted in the interviews are digital skills, literacies, and entrepreneurship. The pandemic highlighted two competencies that will be invaluable to post-pandemic society: digital literacies and entrepreneurship.

E.6.5.4.1 Digital skills and literacies

Digital literacy implies the knowledge and competency to use and understand how to use technology and ICT's.

Some of the lecturers indicated that:

<i>“...I thought this must be on a more advanced level to change them, and I must honestly say, I see my PowerPoint skills as basic enough to do my job and to think about advanced skills, it would ask from me as a lecturer to do a lot of research. So, what I thought, is now let's put the ball in their hands. So right, each of you must go and find out some advanced skills, because they are also on different levels of expertise and what's advanced for one is not advanced for the other one. So, in their opinion they should've gone out and find some advanced skills and then make a presentation on advanced skills as if they were doing a class for their learners on advanced PowerPoint skills, and I must honestly tell you the result was so much more that I could've dreamt of...”</i>
<i>“...equips students with the ability to use XXX software to analyse real-life data sets and to report their results. The process starts with raw data and end with meaningful information which can solve real-life problems in the world of work. The students present their work to the class; therefore, they are equipped with presentation and communication skills...”</i>
<i>“...this module prepares students for the world of work by looking at how to plan written, verbal and digital communication products...”</i>
<i>“...with the incorporation of the 4IR into our curriculums we need to move into the digital space and equip our students to be digital literate...”</i>

The pandemic has highlighted digital transformation of the HE landscape, where online remote TLA were used to ensure the continuation of the academic years (2020-2021) by means of e-Learning. The pandemic has initialised the first stages of the 4IR. The use of blended learning strategies highlighted the need by lecturers and students for improved digital literacies and skills. Not only are the acquirement of digital literacies important for the future of learning, but it will be a much-needed skill for all graduates in a post-pandemic society. Lecturers should ensure that students are upskilled for HE studies (and that competencies are reflected in the curriculum) and

that the skills the students have acquired is transferable to the future world of work and employment.

The NWU (2020b) indicates that there is a need to develop a **strategy to enhance digital literacy of staff and students, and infrastructure such as computer labs, needs to be in place and implemented across campuses to realise this attribute.** NWU also needs to investigate the sustainability and security surrounding the issuing of devices.

The NWU should consider providing more opportunities for lecturers to engage with curriculum discourses relating to knowledge discourses and provide CPD opportunities for curriculum teams to reflect on what knowledge are contained in the curriculum and provide opportunities to make changes to the curriculum if needed. Staff from Q&APP and CTL should provide the necessary support and guidance with faculties to ensure successful curriculum transformation practices.

The NWU should consider embedding ICT literacies and entrepreneurship into all qualifications to ensure that all graduates irrespective of qualification have knowledge and introductory competencies in digital literacies and entrepreneurship.

E.6.5.4.2 Entrepreneurship

The NWU aims to develop students to be able to “strategize and to effectively communicate and sell strategic objectives to stakeholders”. These entrepreneurs should be able to have “an open mind-set coupled with sufficient confidence and determination to not allow the fear of failure to determine the success of a task or a new business idea, to function independently with a clear end goal in mind irrespective of challenges and struggles”.

Some of the lecturers indicated that:

“...it is important to prepare our students with a basis to be able to be employable and even become entrepreneurs so that they can provide employment opportunities for other people. These are transferable life skills that can be utilised by most graduates after university studies...”

Linked to critical thinking and problem solving, another aspect of economic growth for a country are in entrepreneurship. Entrepreneurship grows innovation, gaps in the market, it raises productivity and creates wealth and provides jobs. Linked to a responsive curriculum, entrepreneurial skills links with responsiveness to the market needs and the skills needed for economic growth.

The NWU should consider embedding entrepreneurship modules into all qualifications to ensure that all graduates irrespective of qualification have knowledge and introductory knowledge and competencies in entrepreneurship.

E.6.5.5 Advanced skills

The following section will look at additional skills that are included in the curriculum such as critical engagement and reflective skills.

E.6.5.5.1 Critical engagement and reflective skills

Critical engagement and reflective skills links to sections discussed under § 5.4.4.6.5.2 (c) Problem solving and critical thinking and (e) Responsibility for own learning.

Some of the lecturers indicated that:

“...I very strongly use reflections, doing reflection. Every lesson – at the end of the lesson the students must fill in a reflection sheet, and that is “what have I learned about this topic”; “what have I still not learned about this topic”; “what else can I tell you”, and there I get a lot of feedback that says, why don’t you focus on this area in future. Most of the biggest transformations in my teaching style came from students, for example I use work integrated learning...”

“...one of the ways that I would affect students is that I would ask them to Tweet for me, based on what we have done in class that week; what are their reflections and where in the news can they see what is happening in the real world-based on what we have done in the classroom that week, and to give students on social media the opportunity to learn to create frames to news to get the means...”

“...Group assignments are done in manners new and exciting i.e., design and present a poster reflecting theory of a whole chapter. Monday Media Madness where students give a one-minute reflection on media happenings of the previous week...”

Critical thinking and reflective skills are competencies and characteristics of experienced learners. Post-graduates, expert learners and managers have mastered these skills to reflect on experiences, gaps and strategies for improvement. **The NWU should ensure that critical thinking skills and reflective practices are embedded into curricula from undergraduate level to ensure that these skills are scaffolded correctly to ensure that students attain these skills and competencies to ensure successful post graduate studies and employment.**



SECTION F: THE PERSONAL PLANE: **LOOKING AT THE NANO CURRICULUM**

The following section is linked the micro curriculum where the lecturer is involved in the micro curriculum in a professional capacity. In the nano curriculum the lecturers' involvement is depicted on a personal (self) level. Please see the figure xxx for a visual representation of the nano curriculum.

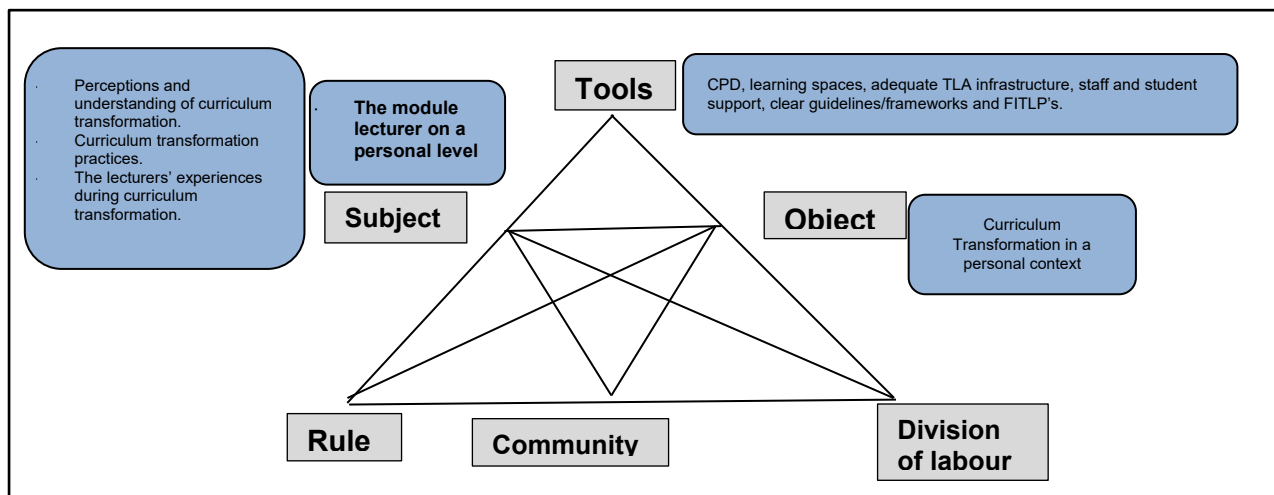


Figure 5.16: CHAT utilised on the personal plane (nano curriculum level) (Second Generation CHAT)

F.1 The object: Curriculum transformation in a lecturer's personal context

The object of the personal plane was for the lecturer(s) to transform the micro curriculum (personal level). On the personal plane level, the lecturer as subject aims to transform the micro level curriculum they are teaching, learning, and assessing. On the personal plane on the nano curriculum the experiences, believes and personal viewpoints of the lecturer as natural person (human) plays a role.

F.2 The subject: The lecturer (personal level)

The following section are sub-divided into lecturers' perception and understanding of curriculum transformation, transformation processes followed and the lecturers' experiences of curriculum transformation (positive and negative experiences).

F.2.1 Perceptions and understanding of curriculum transformation

From the interviews lecturers indicated that they (lecturers) are not always sure what the curriculum transformation agenda's goals are, how it should be achieved and what it will entail.

Some of the lecturers indicated that:

"...In South Africa curriculum transformation is a certain democratic, political slant. I think curriculum transformation should be about remaining relevant. Now, that also could have a political hangover, but I think to remain relevant you need to transform your curriculum..."

"...For me curriculum transformation is a dynamic process that can happen over-night as our knowledge systems and technology develop. Curriculum transformation is about ensuring that the curriculum enables a student not only to do something, but to understand the complexities of the past, present and future...."

“...that was our point of departure deciding on these themes and then obviously to rewrite the different curriculums resorting under each of them, and that is then obviously also how we understood how this transformation should be taking place...”

“...I'm just trying for people to verbalize how they see transformation and what is the product, because when you view the product, everything is clear. People have ideas of what they want to achieve, but verbalizing it and putting all the people together, that's quite difficult, because we want to transform, but how and what elements need to be transformed, and who needs to do what, and if you want to transform, are we going to change the content? Are we going to change the method of delivery? Are we going to change the language? So, just to make sure that all these elements are included, but that they reach the aim that we want to reach, and even if you reach different aims by changing a few things...”

Some lecturers expressed the concern that curriculum transformation have political driving forces and that changes to the curriculum should be relevant. To ensure that lecturers buy into the curriculum transformation project, lecturers should actively reflect on the purpose and value of curriculum transformation and consider their own understanding of what a curriculum is, who's knowledge are included in the curriculum. Additional factors such as “for whom” are the curriculum created should be added to ensure that key competencies and skills are included in the curriculum. Curriculum transformation should be approached in an aligned and collaborative way so that it promotes inclusivity, transparency, and diversity.

The NWU will have to ensure that curriculum transformation and the purpose and value thereof are communicated in a neutral and informative manner in policies, frameworks and that guidelines are provided to lecturers. Purposeful CPD opportunities need to be arranged in structured and unstructured ways to ensure that lecturers from all backgrounds, disciplines, cultures, and level of change acceptance ratios feel comfortable to engage with curriculum transformation.

F.2.2 Curriculum transformation practices (What did they do?)

Lecturers expressed that processes needed to ensure curriculum transformation are continuous collaborative efforts by teams of lecturers to sit down, unpack the relevance of their modules and the curriculum, reflect on lecturer experiences when teaching the modules, considering what students are saying in their feedback, considering tendencies in national and international literature and benchmarking.

It should not merely be a form completion activity but rather a common understanding, a shared perspective, and goals to ensure that the internalisation of curriculum change filters through when TLA occurs in learning spaces. Teamwork and buy-in from all lecturers on all sites will ensure that curriculum transformation will be concluded in due course and successfully.

Some lecturers indicated that:

“...because the transformation process and where the actual transformation takes place, it happens over time, but one gets to a point where we all sit down, and we make the changes for the transformation. So, that for me is direct transformation...”

“...there are little, small things which you change across the years that you teach, which can also contribute to transformation. So, it's not just the physical sitting down, the completion of the form and thinking of things that must contribute to the transformation. Then getting back to the process, the transformation process is also then not just dependent on my staff and the changes, and the understanding I get. It's also dependent on students that we have in front of us on each campus and their needs and the things that happen to them, and then in many occasions you get that feedback through student-lecturer evaluations at the end of the semester, but if lecturers also do reflection in their classrooms – a module, a study unit and about what has been taught, then at the end ...You do reflection after you had taught that particular things or feelings about that particular learning unit. That feedback that you get from students for example, is also valuable in transforming the modules from year to year and at a particular cycle of the curriculum...”

“...The first year was almost just an experience. We presented the module and everything that was...all the feedback that we got from the students and the lecturers who presented the module helped us to adapt it for the next year, and I think that's a process that's been going on every year, especially with the students' lecture evaluations there are always some adaptations that we make at the end of the year for the next year...”

“...It's always a dynamic process and you must take the context and the people who implement it and the people who administrate this – all of these people have to be part of the whole process, and that is actually time consuming and sometimes it seems like spending a lot of money on nothing, especially in our subject group, because we spend a lot of time working together on all three campuses. We pay money to go and sleep at XXX for two days and everyone in the subject group goes there, and we sit down and sometimes talking through something; explaining sometimes something that might take hours or days, and you think what did you achieve, but in the long run you're getting people on board and it's sometimes difficult to explain the reasons why we need to see one another and why we need to be together and why we need to spend time together, but to me that is how you conceptualize a curricula and how you've change curricula if people are on board, and I really can't see how you can develop on the level that we're working at by an individual. It's just not possible, not if you want it to be a good curriculum. You need to work in a team, and you need to have a strong foundation of skills coming from other lecturers, and what the vision is when you start...”

“...With regards to the modules – on module level – what we basically do, is just to make sure every 2 years that we keep up to date with the content of the module and that the content is still relevant, then including...not really restructuring the module, but

taking out old content, putting in new content, new trends... Yeah, that's basically what I have done. I don't know whether that acts or counts as transformation of a module...

In the interviews lecturers described what they did to transform their curricula. The practices lecturers describe links with § 5.4.4.5.2 Collaboration, teamwork, and collaborative processes in faculty. In the case of aligned modules where lecturers had to work together, collaborate, and reflect on proposed changes the value of alignment were seen in terms of curriculum transformation.

F.2.3 The lecturers' experiences during curriculum transformation

This section is sub-divided into positive and negative experiences of lecturers in their curriculum transformation efforts.

F.2.3.1 Positive experiences

The positive experiences that emerged from the interviews describing curriculum transformation included learning and professional development that took place to enable lecturers to make better informed decisions, improvement of academic writing skills, knowledge about the transformation process and built-in support and workshops, lecturers gained experience, and this made them more confident to undertake curriculum transformation. (Self-) reflection were featured as a key skill that were developed in the process of curriculum transformation by lecturers. To become self-directed and reflexive practitioners it is important that continuous CPD opportunities are encouraged.

F.2.3.1.1 Learning and skills development from curriculum transformation

The lecturers indicated that they have gained new insights with regards to ideas and technology integration from curriculum development workshops they attended, they have gained skills, experience and knowledge that attributes to their professional development in the curriculum transformation process.

"...The positive, and again I'm referring to the Carpe Diem workshops, it was helpful, because if I had to sit alone in my office or with my colleagues of cause, we would have done it the same way as we usually have done. So, now with the help of the CTL staff members we had new insights and ideas; new technology that we included in the module..."

"...I've learned a lot about curriculum development in this process to get behind the scenes, not just being a lecturer teaching the content, but also involved in the process of development, and I've learned a lot of skills. I learn new skills everyday as I sit here, especially with this online teaching and learning. It's a constant process of developing yourself as a lecturer as well..."

"...initially I didn't know what to do what is supposed to be done...it left me with the skills that each document developed...It also taught me that quality and relevance is important in the academy. You don't just place things because it must be there. You must identify and analyse the relevance of what you put together, because I'm prescribing this module – what exactly would be the outcomes of, and how are we going to benefit the student, and how the student can use that knowledge in structuring his career or her career in particular?"

"...some of the things is that we don't even realize how you pick up experience during the time. I must be honest it wasn't deliberate...To me it was a very empowering learning experience. I've learned a lot. It helped me to be a better Academic and researcher...It's over and above the different perspectives. I can dialogue with my colleagues on different perspectives now, and I encourage my students to work on different world views within the research, not just the ones that I used to be comfortable with..."

Learning will occur when lecturers are involved with collaborative efforts and critically engage and reflect on curricula. Some of the lecturers indicated that they have gained skills and competencies while they were engaged with curriculum transformation. Many of the lecturers engaged with curriculum transformation are more experienced lecturers or subject chairs. When curriculums are developed (and transformed) in diverse teams, it will provide competencies and experiences to a larger group of lecturers. Faculties should prioritise the practice of making use of curriculum teams in curriculum transformation and renewal efforts to ensure inclusivity, teamwork, diversity, and collaboration.

The NWU should consider a range of curriculum transformational CPD opportunities that are presented to equip lecturers with curriculum transformational related skills on a cyclical basis instead of on demand basis. Support units such as CTL and Q&APP should collaborate to design such CPD opportunities to respond to the learning needs of lecturers as university teachers.

F.2.3.1.2 The value of the process of curriculum transformation

Some lecturers elaborated on the curriculum transformation process and what it entails do curriculum transformation. Some lecturers indicated that the process was an **eye opener**, and **some indicated that once they understood the process and knew what was expected that task at hand was not so daunting.**

Some lecturers indicated that:

<i>"...I was exposed to many processes in the University that can be used for me to be able to transform the curriculum...I think another take-away for me was that I really learned from it for academic purposes that will enable you. Learning those processes, it shows what you want to do. The rest, if you do not know that specific, it's going to be difficult for you for what, and expect eventually the outcomes and the quality of what students should get in the end. I think that will be my take-away – the processes, mainly the processes. It was an eye opener for me to be exposed to the processes..."</i>
<i>"...it is a PROCESS which must deconstruct and then re-build the understanding that knowledge exists in the plural form. It must be seen as a journey to ensure that specific historical and political realities are made explicit in how we teach, and in how we learn. While it is massively important to diversify who we teach and what we teach, it is not sufficient to think that decolonizing can only be to insert some African scholars into our reading lists...."</i>
<i>"...The positive aspect of these changes allowed us to communicate with our colleagues across the different campuses and to build relationships with staff members, with industries. So, that was very valuable. It also gave us the opportunity to really go and look what is important and how it can build the future of programmes, and at the end of the day have a better student that is more employable. So, if you are passionate about teaching/learning, that is the value of curriculum changes, that we can make an impact..."</i>
<i>"...I think a more positive side, I think it's important to be informed as a lecturer of the minimum requirements of adapting and changing curricula. I think some people think they can just jump in and do whatever they want, and it never gets moderated or checked or controlled anywhere, and a year or a few years down the line all kinds of fears emerge that's unacceptable. On that point I want to say once you know the ropes, sort of preferred in order of approaching these changes, it's important to know what you want to do and to just do it, because if you wait for permission, too much time passes and the sort of opportunity to make nice, new, relevant learning part of the curriculum passes..."</i>

The actions and process of curriculum transformation appears as a sub-area of TLA on the performance agreements of our lecturers. Not all our lecturers are engaged with curriculum transformation on a yearly basis. In some cases, where new qualifications or programmes are envisaged, individuals or teams are participating in curriculum transformation. Due to the cyclical nature of curriculum transformation, it happens that lecturers experience the labour as time consuming and daunting. The notion might be due to past experiences or lack of knowledge. When curriculum transformation is approached from a team approach with clear planned goals, the task becomes manageable, teams work well together, and the quality of the offerings are improved. Curriculum transformation should be established as a yearly event where all lecturers are engaged with on modular level. When the process of reflection and collaboration can occur on an annual basis it will allow lecturers to make improvements and ensure the quality of their offerings.

Support units such as CTL and Q&APP need to unpack an NWU process and methodology to curriculum design, development (new qualifications) and redesign and redevelopment (existing qualifications) of curricula. The unpacking of a common strategy, process, methodology and guiding policies and frameworks will demystify the curriculum transformation process for lecturers involved and will ensure collaboration between all parties involved.

F.2.3.1.3 The impact on reflection, confidence and experiences gained

Over time, the lecturers gained experience in the teaching of the modules, their confidence in their abilities to make changes to the curriculum improved. The interviewed lecturers indicated that the process of curriculum transformation was informed by collaboration with students, peers and colleagues, self-reflection. The topic of self-reflection as a positive experience in curriculum transformation efforts were echoed by various lecturers.

Some lecturer indicated that:

<i>"...I can explain from my own point of view, getting to a point where you feel a module needs to be transformed, it's a personal journey that you also go on as you get experience, as you experience also what happens in your class – how students react to information. It also depends on what you as a person sees as transformation, and how that influences your view of what transformation is and how your module needs to be transformed. It's not just based on a political idea of decolonisation if I can call it like that. So, identifying what needs to be transformed, is something that happens over time..."</i>

“...and it influences your own reflection on the module you teach, how you facilitate the module, and comes through reflection and feedback of students of the module. So, all those play a role in terms of what eventually leads to your decisions in terms of transforming the module, and what you eventually at the end share with your colleagues on what you think should be transformed. So, it's also by looking at content or analysing it for meaning...”

“...You do reflection after you had taught that things or feelings about that learning unit. That feedback that you get from students for example, is also valuable in transforming the modules from year to year and at a particular cycle of the curriculum...”

“...it's a concrete thing that we can go back on and we can reflect, and say we gave the students this assignment for this reason and it didn't work; so, we want to change that, and then there's something concrete that we can change or that we can take and that we can change, and then that goes feedback into our eFundi site and so forth...evidence of students' portfolios, and then we can decide to go back and to reflect, and we as a subject group, we put out at least two days in the middle of the year and then again two days even at the end of the year or at the beginning of the year just before the 1st semester where we sit down and we reflect on this. It's difficult if Distance is included, because normally they must be 6 months ahead of time. We must get our heads around that, which means we must move the June of the one year to the next year's 1st semester already otherwise it's not in time for the Distance. Our distance modules they lag 6 months behind in terms of change and to change it, but we are also trying to get around that in the subject group now by having a big meeting at the beginning of the year and doing both semesters reflecting and seeing if we can't catch up on those 6 months...”

Reflection, if used as it should be used have a powerful effect on the user. Reflection internalises change by means of considering theory, putting into action and renders a praxis as result. True reflection almost always has changed practices as part of the outcome. In curricula where lecturers had the opportunity to reflect on their practices, changed TLA resulted from the reflection. When lecturers engage in reflection to improve their curriculum transformation effort the curriculum will be improved, and the reflective practice competencies of lecturers will also improve.

For the NWU, to ensure curriculum transformation, safe spaces and opportunities must be provided for lecturers to engage in reflection to improve and transform our curricula. Due to the workloads of our lecturers, it is crucial that CPD opportunities (as described in the previous section) are purposefully designed and opportunities, methodologies and policies and frameworks be developed to guide lecturers. Additional opportunities for lecturers to reflect and act should be linked to SoTL and should be investigated.

F.2.3.1.4 Teamwork and role-player involvement

The topic of teamwork emerged from the interviews as both a positive and negative experience. In the cases where teamwork worked it was seen as a positive experience while cases where teamwork did not succeed and were experienced as negative. Some of the positive experiences of teamwork were they improved communication between lecturers from different campuses, shared inputs into the curriculum, a shared approach and vision, improved student offering as the content are the same and cater for the different contexts, shared workloads and time on task when developing the renewed curricula.

Some lecturers indicated that:

“...the value in sharing ideas and views with my colleagues that I teach the module and deciding together on aspects that need to be transformed for me is the best place to transform the module. As I said, we are all teaching the module, but our student population is different in setting and on each campus. So, no student is the same, therefore, sharing with each other the dynamics in our classes, and what is needed for actual transformation of the module, serves not only us, but students as well...”

“...teamwork is very important. What I may say at the beginning, you tried to do it yourself, because you didn't have help; nobody was there to help you and then you were sitting alone changing everything and a lot of work was done by one person, and I now, like I've learned in the process that you can't do this alone. You need your colleagues; you need a group, a team to change this...”

“...The positive aspect of these changes allowed us to communicate with our colleagues across the different campuses and to build relationships with staff members, with industries. That was very valuable. It also gave us the opportunity to really go and look what is important and how it can build the future of programmes, and at the end of the day have a better student that is more employable...”

The NWU makes use of an aligned module over three sites of delivery where TLA are streamlined and aligned. Although the aligned practice does not work effectively in all modules yet, it does contribute to quality, inclusion, communication, and discourses in modules. The NWU should continue with the aligned offerings and sessions where best practices across disciplines are showcased in the NWU should be considered.

F.2.3.1.5 Improvement of the curriculum quality and curriculum offering

The lecturers interviewed indicated the improved quality of the offering include additional benefits to students where the content and skills are updated and renewed giving the current students an advantage, the content and module are presented in a more interesting way and more innovative way of TLA are incorporated into module delivery.

Some lecturers indicated that:

<i>"...I think the positive side is it really has helped to improve the quality of our degree, and when we look back now after delivering the courses as they are now, we can definitely see the additional benefits for the students to learn all these new things that the previous students didn't have the advantage of learning..."</i>
<i>"...Positive is that if you can really make the module and the content interesting; if you go and find nice things, you know, what's new, what's relevant, what's applicable for the students and show them how it's applicable..."</i>
<i>"...I think I've moved in my teaching from more of a chalk-and-talk to a more blended type of learning where the focus is more on the student and using, like I said, flip classrooms where I just basically act as a facilitator..."</i>

The relevance and responsiveness of the curriculum can determine whether qualifications are seen as flagship offerings in faculties and where the offerings are reputable in the industry. Curriculum transformation improves the quality of the NWU offering in terms of relevance, responsiveness, and employability of graduates in the offering. **The NWU should aim to become the first choice for employers due the relevance, quality, and curriculum offerings. Faculties can achieve this by ensuring that curriculums undergo regular renewal cycles and maintain competitive in the HE landscape.**

F.2.3.2 Negative experiences

F.2.3.2.1 Time consumption and actual roll-out timeframes

Many of the lecturers interviewed indicated that curriculum transformation is a continuous process which is time consuming. **Issues related to time consumption include time to develop the context specific content, long approval processes and reluctance to change. Lecturers expressed their frustration with regards to the timeframes to make changes as when changes can be outdated by the time of implementation due to the rapid changes in the environment.**

Some lecturers indicated that:

<i>"...The negative is a lot of our processes are taking a long time, specifically if you want them to introduce quite a few changes, you know, all the processes that they're supposed to do. The other thing that I've seen, is that a lot of times when we discuss possible changes of transformation, we all get excited and we have lots of ideas, but then somebody actually has to go and do the groundwork, you know, like researching the content and deciding exactly what to do, and then obviously the administrative work in order to transform it. That is sometimes the negative part of transformation..."</i>
<i>"...One really wants to see the ability to be able to transform a module. You will have statements, like well, they are not sure if the DHET is going to approve this; it's going to take years and years to get approval on this. I'm not sure if you want to do this, and again all the time, energy, and effort it takes to publish speaks into it, and so there is a lot of difficulties with really being able to transform, maybe not just... I mean, I think it's easier a module than to transform an entire degree. I think that can be quite a difficult task..."</i>
<i>"...I don't know what research is done in some cases. I can only talk about my own research. It takes a massive amount of time to reform a module, or reforming is a lighter version, to really transform a module – there's a massive amount of time in it..."</i>
<i>"... it takes time. You must prioritize and manage your time to do these things with your teaching, and I was also studying and improving my qualification in these past 3-5 years. You cannot only just do that. So, time was a big problem for me, and I had to work extra hours to finish the curriculum..."</i>
<i>"...The negative thing was that there's a lot of disputers and phrases involved, things that I didn't know. I had to learn them and approach them, but it takes time; it's not something that you can do quickly, which was a bit frustrating, because the environment changes quickly, but you know, by the time you implement it, there are changes that would lack from the environment; there are already new things. Oh, that is a bit frustrating, and I think because of that people are a bit reluctant to make changes to modules and to programs, although we do respect the processes and why they are there..."</i>

In line with the following section dealing with the continuity of curriculum transformation, NWU faculties should consider faculty teams or committees mandated to keep curriculum planning and time-on task to adhere to due dates. **Lecturers have high workloads and due to the priority of their TLA, research and community engagement outputs included on their tasks agreements curriculum transformation often becomes an add-on due to the time restrictions lecturers are**

under. When curriculum transformations in curricula are purposefully planned the time consumption will be more effective.

F.2.3.2.2 Continuity of curriculum transformation

Most lecturers indicated that they understood the need and reason why curriculum transformation should **be and are a continuous cycle**. Some lecturers indicated that it should be a yearly process going hand –in hand with reflective practices of all the role-players.

Some lecturers indicated that:

<i>"...It's continuous. I think maybe I can start with it's continuous. I cannot say that I change something this year and then you do that for the next 3 years or 4 years, you know. It's continuous. Hence, I use that little window of minor modifications to include in the study guide what I think needs improvement and that I think is necessary for that particular year for the students-based on what has changed, based on the new development, if I maybe can throw in the 4IR to say..."</i>
<i>"...is that you think you've transformed, but in my opinion there's always a need for transformation from a year-to-a-year. It's not a once off process. It's not that I'm going to transform this module and now it's going to be good for the next 10 to 15 years or even 5 years. Transformation is something that needs to take place on a yearly basis. Every year you must reflect on what has happened; what worked, what didn't work, because there's not a recipe you can follow to say that this is what I'm going to do in this module. We live in an ever-changing world. So, we need to adapt to those changes, and we need to make space for it, and I think the most important lesson with regards to transformation is that there's always a need and space for transformation. You will never stop transforming..."</i>
<i>"...I think the first thing was that it is a continuous process. Transformation doesn't happen once. You must regularly include all these role-players. I get the students' input. It's one of the four lessons, because they are working in practice. I am lucky in that regard that I work directly with the practitioners..."</i>

Some lecturers indicated that it should be a yearly process going hand –in hand with collaborative reflective practices of all the role-players involved in the curriculum. Curriculum transformation is a continuous process that should be cyclical in nature and an annual event on the academic planning calendar. When curriculum transformation is engaged with regularly, it will foster CPD, self-directed, reflective and collaboration in lecturers and curriculum teams.

Curriculum renewal and redesign need to be prioritised by faculties and communicated in their respective FITLP's. The curriculum planning should indicate renewal cycles, benchmarking, structures in place to regulate curriculum renewal cycles and time management frameworks. The curriculum planning should also include quality management processes and mechanisms. Although the NWU Quality Enhancement (QE) have scheduled IPE's and EPE's it is still not regular enough to ensure a cyclical faculty curriculum renewal and redesign process. When cyclical curriculum planning occurs lecturers can plan and adhere to deadlines and ensure that there is adequate time for quality curriculum transformation practices.

F.2.3.2.3 Bureaucracy of the curriculum transformation process

Some lecturers described **the process of curriculum transformation as bureaucratic**. The lecturers refer to paperwork and admin (forms) and compulsory transformation cycles. Some of the comments made by lecturers are linked to a lack of curriculum transformation skills and experiences.

Some lecturers indicated that:

<i>"...the bureaucracy is a thing for me that's definitely a negative in your transformation of the modules...qualification process and things, all the forms that were completed..."</i>
<i>"...I know it irritates some people in the bureaucracy if we do, but I really think to stay relevant you need to re-look you're whole offering every year, and if you make a mistake, correct it. In this whole organic development of getting a good total curriculum on the table, you do make mistakes, and it's fine to make mistakes, but be able and be willing to correct them..."</i>
<i>"...The one thing that's negative to me is the bureaucracy. We have now gone through the four-year cycle, and in the process, we have made some reflections, but to change those, as you probably know (you were involved with that process), it's a huge thing to change one or two outcomes in the modules. It's not something that you could change easily..."</i>
<i>"...the process is quite a difficult process to get all the documentation in order, and you really need to get people within the University to help and assist with that. As a lecturer that only teaches courses, you have no idea what to start doing when you start redesigning the module and the paperwork behind it and the process that needs to be followed. It's very difficult to also understand who you are supposed to talk to, who needs to approve things. So, that was a difficult thing to grasp and to understand. Luckily, we had a lot of support from CTL, but we had to learn a lot of lesson from other schools that had to go through the same process, and then take it from there..."</i>

Unfortunately, curriculum transformation and renewal have a component that can be perceived a bureaucratic due to the regulatory and compliancy nature of curriculum quality assurance in the

HE landscape. HEIs have internal quality assurance structures and processes under the power of their Senates. There is also external regulations and processes involved in curriculum transformation, renewal, and development (new qualifications). The external processes are beyond the control of the HEIs. It is important that lecturers are informed about internal and external processes and the timelines of the curriculum transformation and renewal cycles in the meso and macro curriculum levels.

The NWU should focus on the process of curriculum transformation to ensure that the products of curriculum transformation are successful, relevant and of quality standards. Q&APP plays a significant role in the facilitation of curriculum renewal and redesign of existing and new offerings. Q&APP should consider standardised CPD opportunities presented in collaboration with CTL and develop resources such as frameworks, interactive tools, and dashboards as well as training materials to help lecturers to better grasp and understand the process of curriculum transformation at the NWU. With the implementation of Tsela the NWU's curriculum mapping system many of the "red tape" and uncertainties lecturers experienced will be guided and the "paper-based" forms will be eliminated.

F.2.3.2.4 Politicisation of curriculum transformation

Some of the lecturers interviewed commented on the linkage of curriculum transformation and politics. Some of the lecturers referred to the #Mustfall campaigns during 2015-2016 where HE students demanded fee education and curriculum decolonization.

Some lecturers indicated that:

<i>"...the inclusion of politics in the transformation of a curriculum is problematic, and that transformation should not be based on politics, whether that's colonization or any other political agenda that is promoted through politics or a political party, for instance..."</i>
<i>"...In South Africa curriculum transformation is a certain democratic, political slant. I think curriculum transformation should be about remaining relevant..."</i>
<i>"...I'm so grateful to hear that this study is not about social/political transformation ...I am going to say this, because this is how I feel..."</i>
<i>"...All the social and political issues and transformations that are forced on us and it's often irrelevant. Rather include the 4IR that can help students..."</i>

Some of our lecturers perceived curriculum transformation as negative as they feel it links to political agendas. The notion of politicisation of the curriculum might be a reason why many of our lecturers do not actively engage with issues of curriculum transformation such as decoloniality, Africanisation and epistemological access.

The NWU should be mindful of the linkage lecturers make with the terms curriculum transformation and politics. The NWU should be guided by TLA in the curriculum that ensures student success when communicating curriculum transformation. Although curriculums are seldom neutral and meaning and purpose are given by every role-player in the nano curriculum it is evident that the linkage to politics are perceived as negative by some of our lecturers and might be another reason why lecturers do not engage in curriculum transformation practices. The NWU should guard against the politicisation of curriculum transformation and consider strategies to improve curriculum transformation viewed from the lenses of student success and learning and not with political lenses.

F.2.3.2.5 Issues regarding teamwork and alignment

Teamwork came out as a positive and negative experience in the interviews conducted.

Some lecturers indicated that:

<i>"...Negatives sometimes for me are getting colleagues eventually to work together. In many instances some colleagues are used to work on their own, and before we had aligned modules, everybody was just impossible for making changes to their own module. Now we all must work as a collective, and I feel that sometimes the willingness of colleagues to work together as a collective in transforming or even making changes to the module sometimes you miss the process of it..."</i>
<i>"...I don't know if it's like that in all other modules, but sometimes it seems as to fall onto just one person, and then to get everyone on board and to make them, understand what you want them to do, is sometimes a little bit difficult. Because sometimes people are new, they don't understand; they also don't understand the content so well. You need to make sure they understand everything and come on board, and I noticed what's difficult with development is that the first time we presented it together as a team, and I'm talking about within a campus and also between campuses sometimes the colleagues interpret, even though you work close together, when you get to the actual Activity, and you ask them to reflect and talk about what our experiences were, you realize that, oh my goodness, this colleague has interpreted this Activity and did it differently, and they had another understanding, and they had another view, and they didn't really do exactly what you have told them..."</i>

“...we sit together at the beginning when you do the planning, but when it comes to the implementation and the actual doing of changing the study guides and bringing in new examples and the Activities, I was on my own. So yeah, that was a bit negative for me...”

The negative experiences occurred in an instance where alignment between campuses and workload were not successful. In some cases, lecturers working in teams felt disconnected, not all their colleagues contributed equally to workloads and lack of communication and common understanding was also a problem in some situations. For the curriculum transformation agenda to succeed, it is important that the negative aspects in terms of teamwork to be addressed and minimised.

As indicated in section 5.4.2.3 (a4) dealing with the positive side of teamwork, faculties need to identify gaps in the alignment of teamwork and ensure that staff are briefed, trained and fair working situations and workloads are mediated. Change in subject teams and leadership can also be considered to ensure improved working relations.

F.2.3.3 The need for curriculum transformation orientation and training

Some of the lecturers interviewed expressed the curriculum transformation process as frustrating, time-consuming, and bureaucratic.

Some lecturers indicated that:

“...I'd say if someone, you know, is assigned to do this curriculum development then that person should be empowered by a document they should use to complete the Application or attend some form of training to do this. It's very difficult to, you know, come into a situation which you are unfamiliar with and as you progress throughout the year, then you come across “oh, there's another document; oh, there's another document”.

“...I think when a person is designated to do the development, they should be said: “This is the document; I just want to give you an orientation of what each document entails and if you must come across a certain, you know, objective that you need to read, I suggest you use this document, because in here it explains A, B & C. If you must come and do this part, I suggest that you go there”. I'm not quite sure, you know, who is that person going to be to assist and provide orientation, but I just think it can limit the time of the development if you know exactly where to look for, and you know, if you have it in your hands already, it makes the process so much easier; so much smoother and it is a better experience for the developer as well where he/she would say, you know, I would definitely do it in the future again, because now I know what it entails and I have a good experience of it...”

“...and curriculum development – the “how- to” in the guidelines and the documents to use to make it easier, the procedure that I need to follow in which...if I can say, documents that you must complete, because I'm not really clued-up in that process you know, if it comes to the improvement of the documents, and maybe if I may just point out... Are you talking about when you develop the content or when I go through the process of getting it approved? This will be the incorporation, in our area of history it's not only content, but the incorporation of methodology, and then definitely what you've mentioned...”

The process from their perspective seems that it is forms or document driven and not always seen as a collaborative and responsive process. The need for guidance, clarity of the expected process and a basic orientation into curriculum design and development were proposed. When considering the experience of lecturers regarding the confidence or skills needed to transform curriculums, some of the lecturers indicated that initially they taught the modules as they “inherited” them and then later progressed to making smaller changes and then changes as they gained experience from their TLA. For curriculum transformation to be successful, CPD opportunities should be provided on a regular and continuous manner to ensure that our lecturing staff have the necessary knowledge, skills, and collaboration opportunities to engage and be equipped to deal with curriculum transformation.

Q&APP should consider developing training resources and guidelines, design CPD opportunities with CTL linked to the orientation of new lecturers and a develop curriculum frameworks that communicates the general structure and qualification guidelines for all lecturers involved in curriculum transformation practices.

5.4 JUXTAPOSING THE PERSONAL AND INSTITUTIONAL PLANE

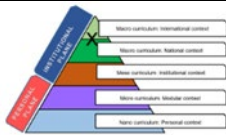
In this section I will answer the research question of what affordances and tensions are highlighted when using CHAT as a research lens to study curriculum transformation at the NWU.

By using 3GAT in an unconventional and unique way, I will juxtapose the elements of CHAT for each activity system in the institutional and personal plane. For this chapter I will conclude with a summarized table highlighting the enablers and challenges that were evident from the data.

In figure 5.4 (§ 5.4.1), I gave an overview of Rogoff's (1995b) planes and linked them to the levels of the curriculum. In the institutional plane (§ 5.4.2 and § 5.4.3), the subject will be the curriculum (non-human) and the object will be curriculum transformation implementation. On the personal plane (§ 5.4.4 and § 5.4.5), the subject will be the lecturer and the object will be how the lecturer engages in curriculum transformation.

In the next chapter I will use the affordances and tensions to triangulate the results and findings of the data and literature to develop a framework to inform curriculum transformation efforts at the NWU. The purpose of juxtaposing the activity systems will be to highlight the tensions and affordances to understand the impact on curriculum transformation holistically.

Table 5.16: The enablers on the planes

Enablers / Challenges	Qualitative data				Quantitative data
	 MACRO curriculum	 MESO curriculum	 MICRO curriculum	 NANO curriculum	
Enablers					
OBJECT		Maintain relationships and accreditation with professional bodies (§5.3.1 D1.1.1) Formal IPE and EPE cycles in place at the NWU (§5.3.1 D1.1.2 & F.2.3.2.2).			
SUBJECT	Regular national and international benchmarking are conducted (§5.3.1 C2).	Curricula are kept relevant (§5.3.1 D1.1.2). FITLP's contain new qualifications faculties plan to roll out in the next 5 years (§5.3.1 D2.1.4).	The NWU through the APP (NWU, 2021) in goal 5 prioritises the NWU workforce by indicating that the NWU aims to attract, develop, and retain excellent staff and create an equitable staff profile (§5.3.1 E4.7)).	Curriculum transformation aids in teamwork, reflections, collaboration, engaging with stakeholders and tendencies in industry (§ 5.3.1 E5.2). Lecturers gained self-reflective and other skills while engaged in curriculum transformation practices (§ 5.3.1 E4.2). The team approach to curriculum transformation improves communication, have diverse inputs into the curriculum, common TLA approach, improved quality, shared workloads, and improved curricula. (§5.3.1 E5.2).	
TOOLS			During the pandemic lecturers reacted by making use of WhatsApp to ensure collaboration between students and recorded voice-overs to capture content for their students (§5.3.1 E5.3.2.2). The flexibility, powerlessness and choices students were afforded during the pandemic can be consider for post-pandemic practices (§5.3.1 E5.4.4.2.3).	With the role out of Tsela the uncertainties lecturers experience regarding the bureaucracy of the curriculum process will be mitigated (§5.3.1 F2.3.2.3)).	
DOL		Curriculum transformation efforts are embedded in KPA and evidence of efforts are contained in PoE (§5.3.1 D4.1.1).	CTL supported lecturers during the pandemic with ICT-related CPD opportunities to improve TK and TCK. During the pandemic the technological knowledge (TK) of lecturers and students improve due to remote TLA (§5.3.1 E4.1.1).		

			Lecturers indicated that they were culturally, racially and gender sensitive in the selection of content, study materials to adhere to diversity and inclusion (§5.3.1 E4.1.3). The NWU houses the IKS centre that can advance IK CPD offerings (§5.3.1 E4.1 P1.3). There is a great drive from our lecturers to Africanise the curriculum and position Africa as the central point of knowledge (§5.3.1 E4.1 P2) Remote online learning during the pandemic highlighted that it is possible to work, TLA from home and in online environment (§5.3.1 E4.7). CTL should continue to support staff and students in their CPD offerings to improve ICT-related peer collaborations (§5.3.1 E4). Lecturers and students improved their communication methods and skills during the pandemic (§5.3.1 E6.5.2.2). Aligned assessments ensure validity, reliability, and consistency. The team-based approach across sites improves quality matters in the curriculum (§5.3.1 E4.3). The changes to summative assessments and the introduction of continuous competency-based assessments resulted in paradigm shifts in TLA in many lecturers (§5.3.1 E4.3). The NWU should continue to train, maintain, and sustain funding to ensure innovative ways to provide access and ICT platforms to support students (§5.3.1 E5.4.4.4.6.1). The NWU should prioritise the continuation of ethics of care based TLA to align with the NWU's priorities and T&L Strategy (§5.3.1 E4.1). The STLES are used as some form of feedback by students into the curriculum (§5.3.1 D5). Most faculties make use of DD: Community Engagement and Stakeholder relations to prioritise community engagement at faculty levels (§ 5.3.1 5.4.4.4.6.3). From the interviews it is evident that most of the lecturers that were interviewed expressed a willingness to learn, change and improve themselves to be better at their TLA (§5.3.1 5.4.4.4.7.1). The UCDP project offer research-focused, evidence-based, and scholarly-orientated workshops, seminars, and curriculum conversations to improve the CPD of staff by improving SoTL, reflective practices and CoP for the development of academic staff as university teachers and to encourage lifelong learning practices among staff (§5.3.1 5.4.4.4.7.1a).		
COMMUNITY		CTL played a significant role in the continuation of TLA during the pandemic. Leadership role as change agents (§ 5.3.1 D5.2.2).	There is great value in working collaboratively with colleagues from other campuses for the experience, expertise, shared knowledge and practices and distribution of workload. (§5.3.1 E5.2).		When changes to the elements of pedagogy, module design and classroom practices are required, it implies that the individual lecturer must collaborate with colleagues (at times on other campuses), time must

		Q&APP SCS' are change agents at faculty level (§ 5.3.1 D5.2.2).	Curriculum transformation aided lecturers in their relationships with students, some lecturers indicated that they realised that there was a disconnect between themselves and the students. After curriculum transformation efforts the relationship between the lecturer and the students improved. (§5.3.1 E5.3.1). Some lecturers read body language and used emotional intelligence to get cues from their students about their learning (§5.3.1 E5.3.2). Regular communication before the pandemic in contact and distance situations occurred (§5.3.1 E5.3.2.1). Lecturers indicated that they were more open-minded, flexible, displayed a greater ethics of care towards their students during online teaching during COVID-19 national lockdown. One of the most significant and distinct characteristics of NWU lecturing staff during lockdown occurred where lecturing staff walked the extra mile for their students and embraced the ethics of care methodology to ensure student success. The NWU should ensure that lecturers continue with the ethics of care approach to TLA, as new staff and prospective students will choose the NWU and add to the unique value proposition the NWU has to offer. (§5.3.1 E5.3.2.2). Most lecturers expressed a culturally sensitive approach in their practices and valued multi-cultural classrooms and learning materials and media. (§5.3.1 E5.3.2.3). Lecturers have discussed where they included multiple views, world voices, multi-cultural experiences in TLA and considered all the backgrounds of students and included African perspectives (§5.3.1 E5.3.2.2).		be invested, and consensus reached between parties to present the modules in an aligned front (§5.2 B1).
RULES			Most of the lecturers realised the value of teamwork, quality, collaboration, and a shared vision. Some lecturers felt that alignment contributed to curriculum transformation as diverse inputs and combined efforts aided to the curriculum transformation agenda. (§5.3.1 E5.2). The alignment model used at the NWU ensures quality in terms of delivering the same content, skills and values and assessment on the three sites of delivery. In many modules the same eFundi site or similar sites are used, with the same electronic (interactive) study guides and textbooks and the TLA strategies are aligned. Many lecturers contextualised the classroom sessions for the specific context by means of TLA strategies. During the pandemic more streamlined approaches to TLA were used (§5.3.1 E6.1). For the NWU it implies budgeting and investing in the IT infrastructure and for CTL to ensure enough support and training opportunities for staff and students to bridge the digital divide. (§5.3.1 E.6.2).		

			Internal and faculty processes to drive new qualification development and the redesign and development of existing qualifications at faculty level at the NWU should be strengthened. The curriculum planning for each faculty is communicated in their respective FITLP's and the plans are renewed and submitted every 5-years (§5.3.1 E.6.3). Most lecturers indicated the use of the SAQA level descriptors in their curricula. The NWU, by means of the HEQSF alignment (2015-2017) ensured that most of our modules are aligned with the SAQA level descriptors. There should also be constructive alignment on modular level in terms of the outcomes of the modules, the teaching and learning and assessment practices (§5.3.1 E.6.5.2). When the specific NWU graduate attributes are embedded into curriculum there needs to be constructive alignment to ensure the development of the specific skills and competencies. (§5.3.1 E.6.5.1).		

Table 5.17: The challenges on the planes

Enablers / Challenges	Qualitative data				Quantitative data
	 MACRO curriculum	 MESO curriculum	 MICRO curriculum	 NANO curriculum	
Challenges					
OBJECT		Shorter and more regular curriculum review cycles can help the NWU to be more responsive (§5.3.1 D1 P1).	Prioritising modular curriculum transformation and clear guiding policies and frameworks (§5.3.1 D1 P3). Curricula should be responsive to industry needs and equip graduates to find employment. Regular cycles to monitor relevance and responsiveness can be considered (§5.3.1 D1 P3).		The NWU and faculties through their FITLP's should consider the importance of curriculum tendencies in national and global context and prioritise the curriculum transformation agenda as a key driver to student access and success (§5.2A, B1 and B2.1).
SUBJECT		Curricula should be responsive, have a competitive advantage and ensure employment and scarce skills (§5.3.1 F2.3.1.5)		Curriculum transformation should be communicated in neutral and informative manners to ensure engagement from lecturers. CPD opportunities should be provided to ensure engagement with curriculum transformation. (§ 5.3.1 F.2.1).	
		Curricula should embed authentic learning experiences and industry partnership and inputs into curricula.		Curriculum transformation should not only be a form-filling exercise but a collaborative effort by	

		(§5.3.1 5.4.4.4.2).		teams of lecturers (§ 5.3.1 F2.3.1.1).	
		FITLP's should include curriculum planning and revision cycles (§5.3.1 F2.3.2.2).		NWU should present more CPD training opportunities to help lecturers engage in curriculum transformation (§5.3.1 F2.3.1.3).	
				The CPD opportunities should demystify the curriculum transformation process for lecturers (§5.3.1 E6.5.2.4).	
				Best practices where successful teams are transforming curricula should be showcased. (§5.3.1 F2.3.1.4).	
				The curriculum transformation process is time consuming and roll-out times are frustrating lecturers (§5.3.1 F2.3.3).	
				Curriculum transformation is seen as bureaucratic. (§5.3.1 F2.3.3).	
				The need for curriculum training and orientation (§5.3.1 D1).	
TOOLS		Develop an indigenous strategy to promote indigenous knowledge, indigenous research, culture, history and build capacity in indigenous workforces, indigenous voices and indigenous leadership (§5.3.1 D3.3).	Africanisation and indigenous knowledge sources should be considered when content is created (§5.3.1 E4.1.4.2).		The COVID-19 national lockdown was the driving force for the digital transformation shift at the NWU (§5.2. B1, B2.2).
			Lecturers should be trained to be curriculum developers and implementers and not base criteria on textbook content (§5.3.1 D5.2.2).		The NWU through support units such as CTL can invest into CPD opportunities for lecturers to be informed about OER and how to integrate such resources into curriculums (§5.2. A, B1, B2.1, B2.2).
			During the pandemic staff and students experienced technological, access and connection problems and had to adapt with little or no alternatives available (§5.3.1 E3.2).		There is still specific study guide preference for students on specific campuses due to economic, social, and personal reasons. The COVID-19 lockdown sped up digital transformation at the NWU since online learning through blended learning practices had to be implemented to ensure the continuation of the 2020 academic year. The NWU will have to determine whether paper-based study guides are still a viable option for both students and lecturers in the digital age (§5.2 B2.2).
			The pandemic also hastened the uptake of the 4IR to ensure the continuation of education, economic and health environments (§5.3.1 E4.1.4.2.1 P4).		
			Most lecturers indicated that they were unprepared for teaching online and have limited time to test the outcomes of the use of ICT's (§5.3.1 E3.2.1).		
			Lecturers indicated that teaching in the online environment were challenging and time-consuming (§5.3.1 E3 and E4.2).		
DOL		Curriculum transformation should be included as a KPA for all lecturers (§5.3.1 E6.4).	First-year students were not prepared to use technology for remote TLA (§5.3.1 E5.3.2).	Lecturers often experience the teamwork and alignment as negative due to uneven workloads, lack	The largest group of lecturers teach their modules in English with no interpretation (61,5%) with the second-largest group teaching in Afrikaans with interpretation to another language (18,5%). The smallest grouping teaches

				of communication and lack of common understanding (§5.3.1 E6.1).	in Sesotho with no interpretation to other languages (1,5%) (§5.2A).
		Larger curriculum teams and not only subject and programmes leaders should be involved with curriculum transformation efforts with dedicated time on task on their KPA (§5.3.1 F2.3.2.5).	Staff and students were faced with steep learning curves to use technology for remote TLA (§5.3.1 5.4.4.4.7.1).	Gaps in the alignment of modules need to be investigated by managers (§5.3.1 E6.1).	Lecturers indicated that they incorporate Africanisation 30,8% to a small extent and 27,7% to a moderate extent (§5.2A, B1, B2.1 and B2.2).
			There is a need to develop more CPD opportunities for curriculum transformation (§5.3.1 5.4.4.4.3.1). CPD opportunities focussed on improving curriculum transformation is needed (§5.3.1 E6.5.2.1).		Lecturers indicated that they incorporate indigenous knowledge into the curriculum to a small extent (26,2% and to a moderate extent 33,8%). (§5.2A, B1, B2.1 and B2.2).
			Purposeful efforts from faculties can be launched to improve diversity, Africanisation, and inclusiveness in TLA, pedagogy and resources (§5.3.1 E6.5.2.4).		Lecturers indicated that they incorporate social inclusion and social issues into the curriculum to a small extent (12,3%) and to a moderate extent (27,7%) (§5.2A).
			There is a lack of common understanding of the use and reasons to include Western and non-Western knowledge in the curriculum. (§5.3.1 P6.2.6).		Lecturers indicated that they incorporate social justice into the curriculum to a small extent (13,8%) and to a moderate extent (29,2%) (§5.2A).
			The NWU staffing profile does not match the demographics of the SA context (§5.3.1 E4.1.4.2.1 P1.1).		Lecturers indicated that they incorporate the student voice into the curriculum to a small extent (10,8%) and to a moderate extent (26,2%) (§5.2A, B1, B2.1 and B2.2).
			Lecturers are cautious about engaging with decolonisation as they are not sure how to position themselves, issues such as ignorance and fear not to engage in political debates were highlighted. Lecturers also pointed out that they are not sure how to initialise or implement decolonising the curriculum (§5.3.1 E4.1.4.2.1 P1.2).		Students are not involved in determining the learning outcomes of the study units (52,3%) or choice of content (41,5%). Students are rarely (36,9%) and frequently (35,4%) involved with determining the teaching and learning activities. Students are seldom (46,2%) involved in determining the assessment practices and tasks while the students are frequently engaged in critical discussions regarding student needs and support (50,8%) (§5.2A).
			Lecturers are not all familiar with how to use IK or include it in the curricula (§5.3.1 E4.1.4.2.1 P1.3).		The issue of indigenous knowledge rarely (41,5%) and frequently (33,8%) receives attention. Artefacts on campuses are rarely (47,7%) and frequently (30,8%) attended to. Half (49,2%) of the responses indicated not at all (7,7%) and rarely (41,5%) implying that indigenous knowledge are not perceived as a priority issue in the curriculum transformation agenda (§5.2A, B1, B2.1 and B2.2).
			Lecturers indicated that there are many gaps in terms of Africanisation in terms of textbooks, literature, and scholarly contributions (§5.3.1 E4.1.4.2.1 P2).		The issue of giving the students a voice is indicated as frequently with a 52,3% in this question, contrasting to this perception it is indicated in section 5.2.3.6 those students are not given adequate opportunities to voice their inputs in the curriculum. An understanding of what and how lecturers perceive the student voice needs more in-depth attention. (§5.2A, B1, B2.1 and B2.2).
			Shorter term /continuous revision cycles are needed to ensure curricula stay responsive and relevant (§5.3.1 E4.1.4.2.1 P3).		When looking at the data from the descriptive factors regarding Africanisation the data also highlights a split between used at a moderate-large extent to not at all-small extent, also highlighting discrepancies in practices (§5.2A, B1, B2.1 and B2.2).
			Pandemic teaching (remote online learning) highlighted the inequalities and the digital divide (§5.3.1 E4.1.4.2.1 P4).		The data indicates contradictions with regards to which skills lecturers see as valuable with specific reference to

					SDL and the practical implementation of letting students be involved in the curriculum making process (§5.2A, B1).
			The NWU DBS should consider the possibilities and lesson for the future brought on by the pandemic such as ICT use, working conditions for staff and students and health issues (§5.3.1 E4.1.4.2.1 P4).		Considering the data from the descriptive statistics on the student voice a clear understanding of what the student voice entails must be clarified. Lecturers indicated that they give students a voice and the NWU embraces practice to give students a voice yet when asked if students give input into the curriculum by determining module outcomes, choice of content, determining TLA activities or assessment practices the data shows strong contradictions of where lecturers allow the student a voice. (§5.2A, B1, B2.1 and B2.2).
			Gender awareness, gender neutrality and equal opportunities should be promoted at the NWU (§5.3.1 E4.1.4.2.1 P5).		The NWU aims to give students a voice and promote respect for different culture groups. From lecturers' perceptions the NWU aims to address cultural issues of language of instruction, language in social settings, indigenous knowledge, and artefacts on campus (§5.2A, B1, B2.1 and B2.2).
			The diverse student populace of the NWU makes the language issue complex. The NWU should consider including additional languages into curricula to ensure multi-lingualism (§5.3.1 E4.1.4.2.1 P5.1).		Implication for the NWU is that lecturers should ensure that they update their own knowledge with regards to core institutional policies, documents, and guidelines as the HE context are constantly changing and producing knowledge (§5.2A, B1, B2.1 and B2.2).
			The NWU should reflect on the alignment model to ensure better teamwork and consistency (§5.3.1 E6.1). Staff and students felt left behind in the pandemic and unsure of what the future will bring. Greater ethics of care and the sustainability of such practices should be ensured (§5.3.1 E4.1.4.2.1 P6.2.2).		In line with the NWU T&L Strategy (2021-2025) and the Africanisation discourse, it is imperative that the NWU as a community direct their focus to African knowledge as the centre point of departure in curriculums and that CPD opportunities, communities of practice (CoP) and SoTL projects be prioritised to drive these curriculum transformation efforts (§5.2A, B1, B2.1 and B2.2).
			The pandemic highlighted the issue of epistemological access for all student where remote online teaching and learning did not imply that all students had access to "the goods of HE". Access does not mean epistemological access and during the pandemic all students experienced epistemological issues (§5.3.1 E4.1.4.2.1 P6.2.3).		
			The pandemic and lockdown regulation took a toll on students and staff of the NWU with new issues and uncertainties surfacing. The NWU should ensure that the ethics of care values stay a distinct characteristic of the institution for staff and students (§5.3.1 E4.1.4.2.1 P6.2.4).		
			For the unified NWU, with three diverse sites of delivery, it is important that multiple perspectives, diversity, and inclusiveness are embedded into the core business of the institution (§5.3.1 E4.1.4.2.1 P6.2.6).		
			SDL, PBL and IBL should be included as core CPD opportunities for staff to ensure the strategies become part of the hybrid TLA and curricula (§5.3.1 E5.4.4.4.2.3).		
			Student-centred practices should be contextualised to ensure it becomes learning-centred (§5.3.1 E5.4.4.4.1).		

			The use of blended learning methods in remote TLA were perceived as more work and increased working hours for lecturers and students (§5.3.1 E5.4.4.4.3.1). The future usage of a hybrid teaching mode should be considered (§5.3.1 E5.4.4.4.2.3). The NWU can, through their CPD efforts driven by CTL develop strategies and training initiatives to develop game-based learning strategies in all faculties and investigate how gamification can optimised in an online learning environment (§5.3.1 E5.4.4.4.2.3b). The NWU should evaluate if the shift in assessment practices are sustainable, valid, and reliable to ensure that students are able to reach the module and curriculum outcomes and that the mode of assessment is fit for purpose and aligned with the module outcomes and TLA practices (§5.3.1 E4.3). The NWU through the CPD offerings should prioritise continuous opportunities for self-improvement, reflection in a blended learning environment to ensure the continuation of skills and competencies for staff in the future (§5.3.1 E5.4.4.4.3.1) Future assessment practices that are fit-for purpose and not dictated by tradition and structure (§5.3.1 E5.4.4.4.3.1). The NWU, should prioritise SoTL and ICT projects to advance new innovations and developments in the field of online and electronic marking and electronic feedback to ensure infrastructure, instruments, and software provision to ensure that lecturers have access to innovative and reliable options when marking and providing feedback to students electronically (§5.3.1 E5.4.4.4.3.1). The NWU should focus on building partnerships with industry to ensure inputs into the curriculum from industry to ensure authentic learning and work placements (§5.3.1 E5.4.4.4.3.1). To ensure curriculum transformation, dedicated time on task by allocating time to lecturer's task agreements (§5.3.1 E4.5). Before the pandemic students had access to support units. During the pandemic lecturers had to stand-in for some of those roles. The NWU, through its DBS, and various student support units should aim to devise contact and digital strategies to ensure the continuation of student support services and support by all NWU staff to ensure a student value proposition as envisaged in our NWU Strategy (§5.3.1 E5.4.4.4.6.1). The NWU should investigate good practices and develop guiding documents and instruments to assist lecturers with a common understanding of how the NWU perceives the student voice and how the voice of the student can be used to inform TLA practices (§5.3.1 E5.4.4.4.6.2). The NWU can invest in the expansion of the CPD offerings, workshop ranges and improvements to teaching qualifications for academic staff to address the competency needs of staff in the current context (§5.3.1 E5.4.4.4.7.1). The lessons learned from the pandemic indicate the need for contingency plans in contact qualifications to ensure the		

			continuation of the TLA project, investment into our staff and their competencies as well as student success, retention, and throughput (§5.3.1 E5.4.4.4.7.1). The NWU should provide equal opportunity pathways for all lecturing staff to get promoted through more than one or combined pathways via research, innovation, teaching, transformation, and community engagement efforts (§5.3.1 E5.4.4.4.7.2).		
COMMUNITY		CTL will have to ensure that they are “the knowledgeable other” according to the ZPD to help lecturers with their CPD (§ 5.3.1 D5.2.1). Q&APP should develop guiding documents to help lecturers with curriculum transformation efforts (§ 5.3.1 E4.5 & E5.4.4.4.6.2). Faculties and disciplines should make use of advisory boards in areas where they are not historically used (§ 5.3.1 E5.4.4.4.4.2). Industry partnership crucial for additional funding and employment opportunities for students (§ 5.3.1 E5.4.4.4.4.2).	The lecturers indicated that communication is vital in any transformation process to ensure ownership and buy-in. Some lecturers indicated that transformation comes from the top, and networks resistance to change (§5.3.1 E5.1). Lecturers feel that management should give lecturers opportunities regarding transformation to contribute to decisions to ensure buy-in so that it is not only a top-down approach to decision making. The same affordances lecturers must make to students (the student voice) should be afforded to lecturers as well regarding curriculum transformation (the lecturers voice) (§5.3.1 E5.1). Lecturers, by means of CPD opportunities should be informed about the value of student-centred TLA methodologies and strategies to ensure student success and motivation (§5.3.1 E5.4.4.4.6.2). Some of the lecturers indicated that methodologies and strategies they used in the past were not possible to use during online TLA and some of the lecturers were concerned about the connection they have lost with their students in the interpersonal online sessions. (§5.3.1 E4.5). During online TLA it was difficult to connect with students if they were not opening their cameras on video conferencing or contributing to conversations or if they were absent from video calls due to bad connectivity, lack of internet or lacking ICT skills. Online TLA created a disconnect between students and their lecturers and the physical distancing between people also took away the option for students to clarify, ask and communicate to their lecturers in person and got replaced with faceless emails, messages and eFundi sites. Some lecturers indicated that online TLA were easier with returning NWU students who had an idea of what was expected of them, but that online TLA were more difficult with first-year student that did not understand what was expected of them (§5.3.1 E4.5). Most lecturers expressed a culturally sensitive approach in their practices and valued multi-cultural classrooms and learning materials and media. Some of the lecturers expressed their fear of being offensive and stepping on toes due to ignorance (§5.3.1 E.5.3.2.3). Lecturers at the NWU can consider including more deliberate inputs into the curriculum from their students to get the student voice, multi-cultural perspectives and create safe spaces for cultural exploration and discussions to enhance a pedagogy of Ubuntu and compassion. (§5.3.1. E.5.3.2.3).		The sample group that responded are in line with the demographic distribution of the NWU in terms of racial distribution. The response rate and NWU distribution are not in line with the population group distribution of South Africa (§5.2A). When asked to what extent student are allowed to work across campuses' the data indicated that not at all (46,2%) and rarely (15,4%). (Item 3.14) (§5.2A, B1 and B2.2). The NWU should invest in employing more SCS to ensure faculty focussed curriculum specialist and capacity. An effort should be made to recruit and develop SCS' from within faculties to cater for context specific expertise and experiences (§5.2 B1).

RULES		FITLP's should communicate curriculum transformation plans and establish curriculum renewal cycles and peer-reviewed curriculum committees (§ 5.3.1 5.4.4.4.2.2).	Lecturers indicated that the introduction of module alignment were not easy or pleasant in the initial stages of the alignment but as time progressed most of the lecturers realised the value. The alignment efforts in their specific groups are still not effective and that there are still not a common understanding and shared approaches (§5.3.1 E6).		Lecturers do not prioritise the use of the NWU documents with specific reference to transformation (§5.2A).
		Q&APP should develop guiding documents to inform curriculum transformation and training (§ 5.3.1 D6).	There are some modules where the rigid alignment makes lecturers feel that they cannot individualise (contextualise) or adapt their TLA strategies. In some cases, it does happen that the alignment does not work as well as it should and not all team members contribute the same way, and some lecturers end up with higher workloads. (§5.3.1 E6.1).		Lecturers are familiar with the core documents that guide and inform TLA practices (Faculty Quality manuals, FITLP, T&L Strategy and NWU Strategy). Not all lecturers are familiar with the document containing the curriculum transformation agenda and vision. Lecturers may also feel disconnected from the transformation agenda as it may feel politicized, are unsure how to attempt curriculum transformation or they are resistant to change (§5.2 B1, B2.2)
			Lecturers and students are more reliant on ICT's and TLA technologies than before the pandemic. The NWU DBS should inform the NWU staff and student populace of the future and usage of technology at the NWU in the various delivery methods offered. (§5.3.1 E6.2).		The medium effect implies that the language of instruction on the campuses might differ, or language in social settings are different on the two sites. There is a difference in how staff on the sites value, perceive or include indigenous knowledge and there are different artefacts on the campuses influencing institutional culture and curriculum transformation. The NWU are striving for a unitary approach across all sites of delivery and various attempts are made to address issues such as language by the implementation of a new language policy and institutional climate and culture surveys and initiatives (§5.2A, B1, B2.1 and B2.2).
			Attention can be given to ensure adequate policies, frameworks, and procedures for curriculum transformation. At faculty level it is important to consider faculty level planning in terms of capacity to design, develop and implement new qualifications, need for new qualifications, relevance of the existing offering and structures to ensure the quality and timeously implementation of new or redesigned and redeveloped curricula (§5.3.1 E6.3).		Although complete alignment is still a new venture at the NWU, efforts to improve the success and teamwork effort of alignment must be considered and invested in (§5.2A, B1, B2.1 and B2.2).
			The FITLP's need to be updated on a continuous basis to ensure the curriculum planning sections timelines and inclusion into the institutional enrolment planning are kept up to date in line with the PQM. Faculties need to ensure that curriculum planning and the roles of lecturers in curriculum transformation are planned on faculty level, subject group level and on the personal plane level (KPA of the lecturer). (§5.3.1 E6.4).		The differentiation in the understanding and use of NWU policies can impact on the alignment of practices and the common understanding among lecturers regarding the NWU goals and aims and the curriculum transformation agenda. CPD opportunities must be provided to guide new lecturers as well as refresher sessions for all lecturers when policies are updated and renewed (§5.2A, B1, B2.1 and B2.2).
			The NWU should consider embedding ICT literacies, additional languages and entrepreneurship into all qualifications to ensure that all graduates irrespective of qualification have knowledge and introductory competencies in digital literacies, multilingualism and entrepreneurship. (§5.3.1 E.6.5.4.1).		The importance and purpose of general and core documents must be communicated to newly appointed staff, as well as refresher sessions for existing staff when general documents are updated. The ease of access and opportunities to engage with peers must be prioritised to develop communities of practice and enhance opportunities for SoTL. (§5.2 B1 and B2.2.).
			The NWU should ensure that critical thinking skills and reflective practices are embedded into curricula from undergraduate level to ensure that these skills are scaffolded correctly to ensure that students attain these skills and competencies to ensure successful post graduate studies and employment. (§5.3.1 E.6.5.5.1).		

5.5 CONCLUSION

The first part of chapter 5 modelled the results of the questionnaire and the responses received from lecturers in three faculties at the NWU. The types of analyses used in this chapter consisted out of descriptive statistics, inferential statistics, and the linear modelling with extracted elements from the inferential statistics and the various faculties and campuses.

The qualitative data provided insights from the interviews and highlights the themes that emerged from the interviews. The enablers and challenges were highlighted when the qualitative and quantitative data were juxtaposed on the institutional and personal planes. The summary of the data answering the research questions are included in table 6.2 (§ 6.4) where the results of the literature review and data is triangulated. The highlight and tension on the various planes (and level of curriculum) were used to develop guidelines for curriculum transformation at the NWU and are included in the following chapter.

Chapter 6 provides an overview of the research, gives an overview of the research questions, the chapters and the research conducted. Chapter 6 makes recommendations for further research and reflects on the research journey through a complex HE landscape.



CHAPTER 6:

Findings, conclusion and recommendations

*"The wings of transformation are born of patience and struggle."
(Dickens, 2020)*

6.1 INTRODUCTION

In this study, I set out to answer the *primary research question of what the nature of curriculum transformation at a South African university is. The secondary research questions were used to answer the primary research question. The following secondary research questions are answered in this chapter: What is the current status of curriculum transformation at the North-West University? What are the key elements for curriculum transformation and development? How can lecturers' perspectives and experiences contribute to curriculum transformation to inform future practices? How does curriculum transformation inform future practices for curriculum making and curriculum renewal? How is self-directed learning promoted in the curriculum? What affordances and tensions are highlighted when using CHAT as a research lens to study curriculum transformation at the North-West University?* But, first, an overview of the study is provided.

6.2 OVERVIEW OF THE STUDY

This section provides a summary of what each of the chapters of this study entailed.

Chapter 1 introduced the layout of this study. The background to the study and the theoretical and conceptual framework were briefly discussed; the research questions and paradigm of the study were provided; and the purpose, research design (quantitative and qualitative research design) and methodology were discussed. The ethical aspects of the study, the contribution of the study and chapter outline were included.

Contrary to a traditional doctoral research chapter presentation, chapter 2 focused on research design and methodology. The research design and research paradigm were discussed. The quantitative methodology, sampling, data collection and analysis were explained. The qualitative methodology, sampling, data collection and analysis were elaborated on. My role in the research and the ethical considerations were unpacked. Due to the complex nature of the study, I presented the methodology chapter before the literature chapter to ensure better navigation and conceptualisation of the study.

In chapter 3, I gave a brief introduction to the theoretical and research lenses of CHAT used in the study. The purpose was to ensure greater cohesion and understanding of how I utilised CHAT in the subsequent chapters (literature and data analysis).

In chapter 4, a review of relevant literature was conducted on the understanding of curriculum-related terminology. The planes as conceptualised by Rogoff (1995b) were used to unpack the levels of the curriculum through CHAT lenses. The institutional plane, consisting of the international and national context (micro curriculum), were discussed, followed by the institutional plane, focusing on the institutional context (meso curriculum). The personal plane was unpacked by considering the micro curriculum and the nano curriculum. The interpersonal plane was also elaborated on.

Chapter 5 described the data analysis and interpretation of the quantitative data with the aid of descriptive and inferential statistics and factor analysis. The qualitative data were analysed and

presented in respect of the personal and institutional planes, which highlighted the affordances of and tensions in these planes.

This chapter (chapter 6) concludes with the overview of the chapters, the link to the research questions, triangulation of the research results and findings, the curriculum transformation framework, recommendations for future research, the value and contribution of the study, and a self-reflection on the research.

6.3 HOLISTIC VIEW OF THE STUDY LINKED TO THE RESEARCH QUESTIONS

The study aimed to answer the primary research question of what the nature of curriculum transformation at the North-West University (NWU) is. The secondary research questions were used to answer the primary research question. The secondary research questions (§ 2.1) were used to highlight central themes that emerged from the study; the secondary questions aimed to determine the current status of curriculum transformation at the NWU (§ 2.2); the key elements for curriculum transformation and development (§ 2.3); how lecturers' perspectives and experiences can contribute to curriculum transformation to inform future practices (§ 2.4); how curriculum transformation informs future practices for curriculum making and curriculum renewal (§ 2.5); how self-directed learning is promoted in the curriculum; and what affordances and tensions are highlighted when using CHAT as a research lens to study curriculum transformation at the NWU (§ 2.6). The research questions and emergent themes are tabulated in table 6.1. Thereafter, a detailed discussion is provided (§ 6.5) of the triangulated results that contribute to the curriculum transformation framework developed for the NWU (see table 6.3 in § 6.5).

To ensure transparency, I need to highlight the limitations of the research questions. I would have liked to gain a deeper understanding of the curriculum practices of lecturers (not only using their data from the questionnaire and interviews) by examining their course content, course delivery platforms, their study materials, and assessments. Owing to the COVID-19 pandemic and the timing of the data collection (and the immense pressure all NWU staff experienced during the initial stages of the hard lockdown), it was not possible to examine the curriculum documents of the participants. I also would have liked to include the student voice in the investigation, but this was not possible during the pandemic.

Furthermore, the study would have benefited from gaining a deeper understanding of how SDL is promoted in the curriculum. I suspect that the timing of the data collection influenced lecturers' perceptions and practices they reported during the data collection in the hard lockdown phase of the pandemic. Data were collected in the first 2 to 3 months of the lockdown when most of our lecturers were still finding their way in remote online (crisis) learning, had to adapt to the new reality of working from home and did not prioritise SDL practices in the curriculum.

Table 6.1 The research questions and evidence of attainment

Research question	Content of research question	Evidence of attainment of research question	Themes emerging from evidence
Primary	1. What is the nature of curriculum transformation at a North-West University?	Chapter 1-6 Table 6.3	- Curriculum transformation framework for the NWU (see table 6.3 in § 6.5). - The notion of the curriculum is complex and layered at various levels of the curriculum. - Digital transformation contributed to curriculum transformation.
Secondary	2.1 What is the status of curriculum transformation at the North-West University?	Chapter 4 Chapter 5 Chapter 6	- Top-down approach. - Policies and frameworks to drive curriculum transformation. - IPE/EPE cycles in place. - Shorter cycles needed to measure impact and progress.

			• FITLP to communicate short- to long-term faculty curriculum planning. • More frequent measurements and reporting needed. Annual submissions to be considered. • Size and the shape of the NWU PQM. • Strong support departments with expertise to drive curriculum transformation. • Curriculum transformation is not measured effectively.
	2.2 What are the key elements for curriculum transformation and development?	Chapter 4 Chapter 5 Chapter 6	• CPD aimed at curriculum transformation should imbed knowledge discourses and pedagogy. • Decontextualisation of the curriculum.
	2.3 How can lecturers' perspectives and experiences contribute to curriculum transformation to inform future practices?	Chapter 5 Chapter 6	• Lecturer's role as change agent informs the level of curriculum transformation. • Lecturer's role as SDL agent. • Incentives for curriculum transformation efforts and dedicated time on task agreements of lecturers.
	2.4 How does curriculum transformation inform future practices for curriculum making and curriculum renewal?	Chapter 4 Chapter 5 Chapter 6	• Investment in CPD opportunities focused on curriculum transformation and pedagogy. • The SOCP (as part of SoTL) can open more praxis-based opportunities for the NWU to contribute to curriculum transformation research and communities of practices.
	2.5 How is self-directed learning promoted in the curriculum?	Chapter 4 Chapter 5 Chapter 6	• Authentic and transformative learning. • Continuous assessment strategies. • Digital transformation of the curriculum • Learning-centred curriculum (ZPD and constructivism approaches) PBL, BL and IKS infused strategies and pedagogy. • Student inputs (voices) and choices into/in the curriculum. • Ethics of care forms part of SDL in the curriculum.
	2.6 What affordances and tensions are highlighted when using CHAT as a research lens to study curriculum transformation at the North-West University?	Chapter 3 Chapter 4 Chapter 5 Chapter 6	• Curriculum is a complex phenomenon and is often misunderstood because not all of the dimensions (planes/levels) are considered. • Curriculum responsiveness is layered in more than one level of the institutional and personal plane. • The level of the curriculum highlights the context of responsiveness in the curriculum.

6.4 TRIANGULATION OF RESULTS

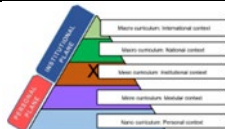
The mixed design of this study infused with CHAT as research methodology was complex in nature. For the triangulation of the quantitative and qualitative findings with the findings emanating from the literature review, I used CHAT to further interrogate the main findings of the study. Please see table 6.1 and the explanation of the findings.

The components of various CHAT planes of the curriculum are summarised in figure 4.1 and table 4.1 (§ 4.2). In the literature chapter (chapter 4), I concluded with a summary of the key elements of curriculum transformation (§ 4.8). In the data analysis and interpretation chapter (chapter 5), I

juxtaposed the personal and institutional planes of CHAT where I summarised the enablers and challenges that were evident from the data (§ 5.4).

In the following section, table 6.2 contains the triangulated themes from the literature and data chapters and paves the way for the curriculum transformation framework I conceptualised for the NWU (see table 6.3 in § 6.5). Table 6.2 highlights the nodes in activity systems. In some instances, themes are linked and can immerse in more than one node of CHAT. For example, the FITLP should give faculties direction in the planning and curriculum renewal cycles. The faculty can be perceived as a role player in the community in the meso curriculum. The use of the FITLP can also imply actions linked to the division of labour and can link to the rules at the meso curriculum level.

Table 6.2: Summary of the triangulated themes of the literature and data

Key elements for curriculum transformation	 MACRO curriculum	 MESO curriculum	 MICRO curriculum	 NANO curriculum
RESEARCH QUESTION (also see table 6.1)	2.2 What are the key elements for curriculum transformation and development? 2.6 What affordances and tensions are highlighted when using CHAT as a research lens to study curriculum transformation at the North-West University?	2.1 What is the status of curriculum transformation at the North-West University? 2.2 What are the key elements for curriculum transformation and development? 2.4 How does curriculum transformation inform future practices for curriculum making and curriculum renewal? 2.5 How is self-directed learning promoted in the curriculum? 2.6 What affordances and tensions are highlighted when using CHAT as a research lens to study curriculum transformation at the North-West University?	2.1 What is the status of curriculum transformation at the North-West University? 2.2 What are the key elements for curriculum transformation and development? 2.3 How can lecturers' perspectives and experiences contribute to curriculum transformation to inform future practices? 2.4 How does curriculum transformation inform future practices for curriculum making and curriculum renewal? 2.5 How is self-directed learning promoted in the curriculum? 2.6 What affordances and tensions are highlighted when using CHAT as a research lens to study curriculum transformation at the North-West University?	2.2 What are the key elements for curriculum transformation and development? 2.3 How can lecturers' perspectives and experiences contribute to curriculum transformation to inform future practices? 2.4 How does curriculum transformation inform future practices for curriculum making and curriculum renewal? 2.5 How is self-directed learning promoted in the curriculum? 2.6 What affordances and tensions are highlighted when using CHAT as a research lens to study curriculum transformation at the North-West University?
CHAPTER	4.3 4.4 5.2 Section B 5.3.1 Section C	4.5 5.2 Section B 5.3.1 Section D	4.6 5.2 Section B 5.3.1 Section E	4.7 5.2 Section B 5.3.1 Section F
OBJECT		- Maintain relationships with professional bodies. - Formal IPE/EPE cycles in place at the NWU for existing curricula.		

SUBJECT		• FITLPs should continue to guide curriculum planning in faculties in terms of revision and renewal cycles. • All curricula should be responsive, have a competitive edge and ensure employment for graduates. • Curricula should embed authentic learning experiences and industry inputs into the curriculum.	• NWU APP goal 5 emphasises the development and retention of excellent staff.	• Curriculum transformation and renewal should not be reduced to a form-filling exercise but rather a discursive collaborative effort. • Curriculum transformation is perceived as time consuming, frustrating and bureaucratic by lecturers.
TOOLS	• Benchmarking • International comparability • Tendencies, and trends	• Decontextualisation of the curriculum • Africanisation and Internationalisation. • Digital transformation and the 4IR. • Knowledge discourses informing the institutional curriculum. • Pedagogy in the curriculum.	• The flexibility and choices students and staff were afforded during the pandemic should be considered post-pandemic. • Curriculum contextualisation is needed for the delivery of the curriculum for students. • CPD to improve curriculum transformation and development. • Removing the political lenses in Africanisation and decolonisation debates and replace them with the lenses of student success and learning to prompt positive responses from all lecturers. • Through CPD, assist all lecturers to engage with IKS, decolonisation and Africanisation in practise. • SDL, PBL IBL should be included into CPD opportunities for staff to infuse the strategies with hybrid teaching strategies. • The inclusion of gamification as TLA strategy to improve CPD. • The expansion of CPD offerings, workshop ranges and improvements to teaching qualifications and micro credentialing to address the needs of staff to enable them to do curriculum transformation.	• The lecturer's agency and role as change agent. • There is a need for curriculum training and orientation aimed at improving curriculum transformation efforts. Additional CPD opportunities should be offered to lecturers to motivate, encourage, equip and give them opportunities to reflect on their practices. • Curriculum transformation practices often contribute to self-reflective and SDL skills in lecturers.

			Not all lecturers are familiar with the NWU curriculum transformation documents and processes.	
DOL	Challenges and responses to experiences by HEIs that influence curriculum transformation and renewal.	- CPD focused on curriculum transformation. - Curriculum transformation should form an explicit part of the KPA of all lecturers. - All curriculum transformation efforts should be conducted by curriculum teams and not individuals to ensure collaboration, multiple perspectives, and continuity.	The role of the lecturer to: - Develop and design curricula. - Curriculum contextualisation is needed for the delivery of the curriculum for students (Africanisation, diversity, inclusiveness, social justice learning-centred pedagogy, IKS and addressing socio-economic and socio-cultural issues). - CPD to improve curriculum transformation and development skills in lecturers to design curricula and not base curricula on textbook content. - The inclusion of ICT competencies in the curriculum for all first years aimed at developing competencies for digital transformation and the 4IR. - The inclusion of additional languages in all curricula to enhance multilingualism in South Africa. - The inclusion of entrepreneurial modules in all curricula to equip students with competencies to establish their own ventures. - The inclusion of critical thinking in the curriculum for articulation with post-graduate degree, research and employment. - Very few lecturers know how to incorporate social justice, the student voice, SDL, Africanisation into their curriculums. - Mediation of learning - Selection of resources (sensitive to ensure diversity and inclusion)	- Beliefs and perceptions of the lecturer. - Curriculum responsiveness that links to pedagogical and learning responsiveness - The role of agency in the curriculum. - The internal motivation of lecturers and engage with the curriculum transformation. - Ethics of care. - Lecturers often experience curriculum transformation as uneven workloads, lack of teamwork, alignment, communication and understanding.

			• Pedagogy improvement (SDL and social constructivism (ZPD), transformative learning and learning-centred approaches to TLA). • Assessment specialist. • The use of authentic and continuous assessment (move away from examination-based assessment). • Aligned assessment ensure validity, reliability and consistency and improves quality in the curriculum. • Future assessment practices should be fit for purpose and not dictated by tradition and structure. • Professional playing a role in the community • During the pandemic, many of our lecturers were more considerate, flexible and compassionate to their students. The NWU should aim to permanently adopt an ethics of care ethos and the sustainability of such an ethos. • Scholar, researcher, and lifelong learner • UCDP funding to enhance SoTL and lifelong learning – more projects linked to curriculum transformation. • SoTL and SoCP. • Contribute to the closing gap in the knowledge society of African scholars.	
COMMUNITY		• The impact of the COVID-19 pandemic on curriculum transformation. • CTL played a leadership role during ROTL in TLA. CTL plays a key role as change agents. • Q&APP is seen as a key change agent at the faculty level in dealing with the curriculum.	• Student involvement/inputs in/into the curriculum (voices) should be clarified to have a common understanding and practices. • CTL support staff to enhance CPD. • The role of STLES as form of feedback of the student voice in the curriculum.	

		Relationships with industry partners should be strengthened to ensure input into the curricula, responsiveness, and employment opportunities for students.	- Collaborative efforts of lecturers improve experience, expertise, shared knowledge and understanding and distributed workload. - Curriculum transformation to improve relationship between lecturers and their students. - More SCS should be employed by Q&APP to ensure better capacity to deal with curriculum transformation and faculty specific context.	
RULES	- Economic and policy responsiveness. - Compliancy and adherence of HEIs to national policies (indigenous frameworks, curriculum frameworks and architecture, curriculum renewal planning, micro credentialing)	- Institutional and cultural responsiveness. - NWU policies and events that impacted on curriculum transformation. - Curriculum-focused policies and guideline communicating a clear understanding of complex terminology and themes to communicate the NWU approach to the curriculum. - Size and shape of the NWU PQM. - Access and epistemological access. - FITLPs should direct and guide curriculum renewal in faculties. - Fix the NWU staffing profile, as it does not reflect the demographics of the South African context. - Establishing equal opportunity pathways for staff to get promoted through more than one or combined pathways such as research, innovation, teaching, transformation, community engagement and curriculum innovation. - Bottom-up and not top-down curriculum transformation approaches.	- Disciplinary responsiveness. - Curriculum changes should be less bureaucratic. - Curriculum transformation data and evidence should be kept in a central repository accessible to all staff.	Pedagogical and learning responsiveness.

6.5 CURRICULUM TRANSFORMATION FRAMEWORK (CTF)

As indicated in § 6.4, table 6.2 contained the triangulated themes from the literature (see § 4.8) and data chapters (see § 5.2, B2 and § 5.4) and paves the way for the curriculum transformation framework I conceptualised for the NWU. The CTF serves as the reporting of the findings of this study and elucidates my contribution to the body of knowledge in the field of curriculum practices and curriculum transformation.

The CTF was developed to guide the curriculum transformation at the NWU and possible other HEIs in the national and international context. The CTF also serves as a checklist with practical, relatable and implementation outlines. The CTF aligns with levels of the curriculum (and unpacked as planes by Rogoff, 1995a, b) and are discussed in line with the classification in figure 1.1 (§ 1.4).

The CTF consists of the institutional plane and personal plane. The institutional plane consists of the macro curriculum (International and national landscape) and the meso curriculum (the NWU as an HEI). The personal plane comprises the micro-curriculum and nano curriculum.



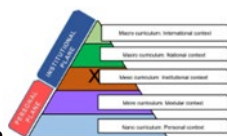
6.5.1 The institutional plane: The macro curriculum

The NWU can focus on the following issues to ensure curriculum transformation at the macro level of the curriculum:

To ensure curriculum transformation in the institutional curriculum (macro curriculum at the international and national level) (see § 1.4 and § 4.3.2), the NWU should ensure regular benchmarking and check international comparability and tendencies and trends in existing and new qualifications. The role players involved in the action should be the faculties and Q&APP. In new qualification developments, part of the situation analysis benchmarking is already conducted and reported on. In existing qualifications, the SAQA data are now updated more regularly than in the past as part of new SAQA renewal cycles. However, faculties should take responsibility for the updating and correctness of the information and need to play a more active role in ensuring current and up-to-date information on existing qualifications. The action can be achieved within a medium-term timeframe through changes in faculty and Q&APP practices.

Regarding curriculum frameworks and indigenous strategies (see § 1.4, § 4.3.4, § 4.5.2, § 4.6.2, § 5.2 B1, B2, D3 and E4.1), the development of an indigenous framework to ensure the Africanisation of the curriculum and a curriculum framework to guide the NWU on the matter of curriculum transformation and curriculum architecture should receive attention. The role players in the action will need to be all faculties and all support units. Policies and documents inform the NWU structure and curricula and will need to be circulated for inputs by all relevant parties; the action can be achieved within a medium-term timeframe.

The NWU should ensure economic and policy responsiveness (see § 4.3.3, § 4.4.4, § 5.2 B1 & D2) by planning for adequate enrolment of critical skills as prioritised by national needs aimed at meeting the demands of the industry. At the NWU, faculties will need to consider enrolment targets informed by Strategic Intelligence and HEMIS reporting. The NWU should reflect on the role it wants to play in the national landscape, which critical skills development need to be prioritised, and should ensure graduates attain attributes needed for employment. The NWU communicates its vision, goals and strategic drivers in various policies, but the curriculum planning and decisions linked to the policies and strategic data should be improved. The action can be achieved within a medium-term timeframe.



6.5.2 The institutional plane: The meso curriculum

The NWU can focus on the following issues to ensure curriculum transformation at the meso-level of the curriculum:

To ensure curriculum transformation and responsiveness, the NWU should strengthen and maintain relationships with professional bodies (see § 4.2, § 4.4.1, § 4.5.3.1, § 5.2 A, C5 and D1). The action can be achieved by faculties forming advisory committees for collaboration with relevant industry partners to aid with input into the curriculum. The action can be achieved within a long-term timeframe.

The NWU policies and events that impact and inform curriculum transformation should be evaluated (see § 4.5.1, § 4.5.2, § 4.5.5, § 4.5.6, § 5.2 B2.2, D3 and D6). The NWU needs to develop policies and guidelines to enhance curriculum transformation. Guideline documents, help templates, training resources, curriculum architecture and terminology clarification (e.g., what the student's voice means in the curriculum and guidelines on how to implement it in practice) should be developed. The role players involved in the objective are the university management, faculties, and support units. The objective can be achieved within a medium-term timeframe.

The size and shape of the NWU PQM should be revised and considered (see § 4.5.3.2). An NWU PQM review project (2022–2024) was developed and is currently running. The PQM review project does not clear the gap in lacking policies, frameworks and guidelines communicating curriculum matters to faculty. The PQM review should not be a mere compliance project but should ensure fit-for-purpose responsive curricula as the outcome of the project. The NWU has yet to develop curriculum policies aimed at curriculum architecture guidance and curriculum planning linked to national priorities, tendencies and responsiveness. The NWU should consider making use of bottoms-up and not top-down curriculum transformation approaches. The role players in the actions are faculties, Q&APP, and other support units. The timeframe for these activities is medium to long term in nature.

Furthermore, formal IPE/EPE (QE) cycles are in place at the NWU (see § 4.5.2, § 4.5.3.1, § 4.5.5, and § 5.31 D1). The IPE/EPE processes are managed by the Quality Enhancement Unit in collaboration with faculties and other support units such as CTL and Q&APP. It is suggested that shorter, more regular curriculum review/renewal cycles be introduced to help the NWU to be more responsive and improve the quality of our offerings. Often, only when confronted with IPE timelines looming, faculties respond to curriculum renewal and reviews. If shorter cycles can be introduced, faculties can play a more active and self-directed role in the renewal and review of their offerings and plan for the renewal cycles within a medium-term timeframe instead of a long to extended timeframe.

All curriculums should be responsive, have a competitive edge and ensure employment for graduates (see § 4.5.2, § 4.5.3, § 4.5.4, § 5.3.1 D1, D2 and D5). Regular curriculum revision cycles and a renewed focus on keeping curricula relevant and competitive should be key drivers for faculty curriculum teams and management. Communication with alumni is important to measure employment statistics linked to the curriculum. The role players involved in attaining the objectives are the faculty, support units such as the Career Centre, Strategic Intelligence, QE, CTL and Q&APP, and the alumni.

FITLPs should continue to guide curriculum planning in faculties on new developments, revision, and renewal cycles (see § 4.5.2, § 4.5.3.2, § 5.2 A, B2.1, D2, D5 and D6). It is suggested that FITLPs should be submitted on an annual basis to guide planning at the NWU and feed into the annual NWU transformation plans and reports. The annual submission of FITLPs would assist faculties and support units to plan for curriculum transformation and manage resources accordingly. Key information on curriculum planning and development is important. Regular cycles to monitor the relevance and responsiveness of curricula and staff can also be considered.

Internal faculty processes to drive new qualification development and redesign and develop existing qualifications at the faculty level at the NWU should be strengthened with driving forces and admin support. The objective can be achieved within a short- to medium-term timeframe, depending on decisions made by the DVC: Teaching and Learning.

Curricula should embed authentic learning experiences and industry inputs into the curricula (see § 4.5.4, § 5.3.1 D2, E4.2 and E4.4). The NWU should consider implementing guidelines or policies to guide faculty to incorporate authentic learning and SDL and WIL into the curriculum where possible. Regular feedback from the industry should be collected on a shorter cycle than the IPE/EPE cycles. Faculties should ensure that this is not only done when programme evaluations are due or scheduled. Role players needed to achieve this objective include the faculty, support units, such as CTL WISL office, and Quality Enhancement. The objective can be achieved within a medium- to long-term timeframe depending on the establishment of policies and guidelines.

The contextualisation of the curriculum should be promoted (social issues, TLA, competencies, origins, commercialisation, and social justice (see table 4.16 in § 4.5.5, as well as § 4.5.3.2). To address social issues, the NWU can consider developing an indigenous strategy focusing on including African elements into the curriculum, such as IKS, African studies, and history and building capacity in indigenous workforces, community voices, and leadership. The NWU should consider expanding the IKS Centre at the Mahikeng Campus (MC) to other sites of delivery as well. The role players involved in the action are the faculties, research units, IKS Centre at MC, and support departments. The objective can be achieved within a short- to medium-term timeframe, depending on the development of guiding strategies and frameworks.

Knowledge discourses (see § 4.5, § 4.6, § 5.2 A, B1, B2 and D) linked to pedagogy (see § 4.5.3.2, § 4.5.4, § 4.5.5, § 5.2 A and B1) should inform the institutional curriculum. Linked to the knowledge structures of the curriculum, pedagogy and renewed focus on how to strengthen pedagogy in the curriculum should be prioritised. CPD opportunities focused on knowledge in the curriculum (TK, TCK, CK, PCK, PK, TPK) should empower lecturers to grasp how knowledge is infused with the curriculum and how it can be revised and strengthened. The link between knowledge discourses and pedagogy is a core component of curriculum transformation efforts. Role players involved in achieving the objectives comprise faculties, CTL and Q&APP. The objective can be achieved within a medium- to long-term timeframe.

CPD should also be focused on curriculum transformation (see § 4.4.5, § 4.4.6, § 4.5.5, § 5.2 B1 B2, D1, D3 and D5). Curriculum design and development competencies need to be developed and expanded by the NWU to equip lecturers with a deeper level of understanding to undertake curriculum transformation with confidence, knowledge and skills. The CPD opportunities should be undertaken at a deeper level to stimulate reflection, criticality linked to SDL skills of the lecturer as learner. Transformational learning occurs when the person internalises concepts and knowledge as opposed to rote learning or transmission of knowledge notions (Igira & Gregory, 2009:442). It is important that CTL and Q&APP staff be empowered to understand and be underpinned in the theories of curriculum transformation and renewal through ZPD (Vygotsky, 1987). The role players envisaged in the attainment of the objective are faculties, CTL and Q&APP. The objective can be achieved within a short-term timeframe, depending on the development of offerings and expertise of the support staff involved.

Curriculum transformation should form an explicit part of the key performance agreements (KPAs) of all lecturers (see § 5.3.1 D4). Most lecturers have three core areas in their KPAs, consisting of TLA, research, and community engagement. If curriculum transformation were to be prioritised by the NWU, the inclusion of curriculum transformation should become a standing matter on the KPA of all lecturers (excluding research positions). The role players in the action involve the faculties, university management, and People and Culture. The objective can be achieved within a long-term timeframe, as it impacts on the structure of all KPAs of lecturers and might require orientation practices when changes to the current KPA instruments are implemented.

The inclusion of curriculum transformation on the KPA of lecturers should be investigated (see § 4.6.2, § 4.6.6, § 5.3.1 E4.7). Incentives for curriculum transformation and innovation should be

considered. Equal opportunity pathways for staff to get promoted through more than one or combined pathways, such as research, innovation, teaching, transformation, community engagement and curriculum innovation, should be considered and established. Role players involved in the objective are university management and faculties. The objective can be achieved within a medium- to long-term timeframe.

To align with teamwork, alignment with and collaboration of all curriculum transformation efforts should be undertaken by curriculum teams and not by individuals (§ 5.3.1 E5 and E6) to ensure collaboration, multiple perspectives and continuity. Involvement and participation in curriculum teams should reflect on the KPA of lecturers. Faculties are the main role players in these initiatives, and the objective can be achieved within a relatively short timeframe.

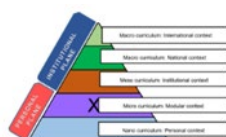
The COVID-19 pandemic had a large-scale impact on curricula at the NWU and resulted in involuntary curriculum transformation practices (see § 4.5.4 and § 4.5.6). The after-effects of remote online TLA and the impact on the curriculum must be considered and aligned with assessment, blended delivery in modules and pedagogy. Policies on TLA after the pandemic and lessons learnt during the pandemic linked to hybrid modalities should also be investigated. NWU indicated that the COVID-19 national lockdown was the driving force for the digital transformation shift at the NWU. Due to the restrictions and adherence to lockdown rules, regulations and contact situations, HE role players were forced to reconsider TLA strategies to ensure the continuation of TLA in the HE context. Digital transformation was the vehicle that drove COVID-19 curriculums to the unintended curriculum transformation destination. The role players in the objective are faculties and support units. The objective can be achieved within a medium- to long-term timeframe.

The role of support units in curriculum transformation should be highlighted, streamlined and developed (see § 4.5.3.1, § 4.5.3.2, § 4.5.5, § 4.6.2, § 5.2 B2.2 and D5). Positionality and depth of support units (CTL and Q&APP) should be understood to unpack their roles in institutional curriculum transformation. According to the NWU Strategy 2015–2025 (NWU, 2018b) as well as the APP (NWU, 2020), support units like CTL and Q&APP should play key functions in the enhancement of quality teaching and learning and support teaching and learning research (p. 6). CTL and faculties should develop, establish and maintain alignment between the TL environments and the FITLP. CTL played a leadership role during remote online TLA. CTL plays a key role as change agent in the micro curriculum. CTL's role is to assist lecturers with their CPD. CTL and Q&APP need to ensure that their staff are skilled to be the “knowledgeable others” as described in ZPD. Both CTL and Q&APP should be more involved in research outputs, reporting on the Scholarship of Curriculum Practices in praxis. This should be done to report on good practices and build capacity for mediated learning and reporting thereof. It is suggested that a curriculum transformation unit is established within CTL and Q&APP to prioritise curriculum transformation and the scholarship of curriculum practices. Both CTL and Q&APP should play an active leadership role in the NWU curriculum transformation process.

The NWU APP (NWU, 2020) describes the priorities of Q&APP to advise on the size and shape of the NWU academic offering. This is done to ensure a PQM that is responsive, viable and relevant (see § 4.5.2, § 4.5.3, § 4.5.5, § 5.2 B1, C5 and D6). Although Q&APP effectively manages the PQM, the issue of curriculum transformation and renewal is still not addressed. Q&APP is seen as a key change agent at the faculty level in dealing with the curriculum at the meso-level of the curriculum. Q&APP should develop materials and documents (resources) and CPD opportunities (in collaboration with CTL) to assist lecturers with curriculum transformation efforts. Q&APP, in consultation with faculties, should develop long-term curriculum planning with measurable goals. More SCSs should be employed by Q&APP to ensure better capacity to deal with curriculum transformation and faculty specific contexts and projects. The curriculum transformation process should be less bureaucratic. Q&APP should investigate practices and processes to streamline curriculum changes and to ensure ease of use of the CMS system. Curriculum transformation data and evidence should be kept in a central repository accessible to all staff. The Q&APP staff are experienced, qualified and fit the profile to be the leaders in the curriculum transformation process at the NWU. For the staff from Q&APP to move into the third space, issues of workloads, capacity, capabilities and project management must be considered.

For staff at Q&APP to be leaders in the curriculum transformation project and process, the curriculum transformation agenda must be prioritised to ensure student epistemological access, student success and learning-centred practices.

An important aspect of responsiveness in the meso curriculum links to institutional and cultural responsiveness (see § 4.5.2, § 4.5.3, § 4.5.4, § 5.2 A, B1, D1, D2 and D5). Institutional responsiveness explains how an HEI chooses to respond or react to their external (and internal) environment by the strategic decisions and directions taken by university leadership, the allocation of resources and the implementation of policies, structures and institutional goals (Van Schalkwyk, 2010). Cultural responsiveness implies curricula that consider the diversity of students and society by including diverse, multiple and alternative learning pathways. Faculties should include measurements of cultural responsiveness in their offerings and report on progress in the annual FITLP. Faculties are the role players involved in the objective. The objective can be attained in the medium term.



6.5.3 The personal plane: The micro curriculum

On the personal plane, the lecturer should be considered on both a professional (micro curriculum) and personal level (nano curriculum). The NWU can focus on the following issues to ensure curriculum transformation at the micro-level of the curriculum:

NWU APP goal 5 emphasises the development and retention of excellent staff. To ensure that the curriculum transformation and renewal goals are achieved, the CPD that links to curriculum development and design should be improved and strengthened (see § 4.6.2, § 4.6.3, § 4.6.4, § 4.6.5, § 4.6.6, § 4.6.8, § 4.6.3, § 5.2 B1, B2, E4). The personal improvement plans of lecturers should have at least one curriculum-focused opportunity included in the annual CPD of all lecturing staff. The role players in the action involve the faculties, university management, lecturers, People and Culture, and CTL. The objective can be achieved within a medium- to long-term timeframe.

The flexibility and choices students and staff were afforded during the pandemic should be considered in the post-pandemic era for TLA (see § 4.5.3.2, § 4.6.7, § 5.3.1 E3, E4.1, E4.2, E4.3, E5). Changes to delivery modes, TLA, pedagogy, teaching philosophies and the structure of the TLA environment should be considered in a post-pandemic world. Technology enabled digital transformation is a key driver in the transformation of the curriculum (see § 4.6.2, § 5.2 B1, B2.2, E3, E4.1, E4.2, E4.6). The NWU should continue investing in the IT infrastructure to drive digital transformation. The role players in the action involve the faculties, lecturers, students and university management. The objective can be achieved within a medium-term timeframe.

Curriculum contextualisation is needed for the delivery of the curriculum to students (see § 4.4.4, § 4.6.2 and § 5.3.1 E4.1). To ensure social justice, epistemological access and the realignment of Africa as the centre of the curriculum, the curriculum needs to be contextualised in respect of social issues, TLA, competencies needed, origins, commercialisation and social justice. CPD opportunities and resources need to be developed and distributed to lecturers to support them in their curriculum contextualisation efforts. The role players in the action involve the faculties, lecturers, students, CTL and Q&APP. The objective can be achieved within a medium-term timeframe.

CPD to improve curriculum transformation and development should be prioritised and linked to the micro and nano curriculum (see § 4.6.2, § 4.6.3, § 4.6.4, § 4.6.5, § 4.6.6, § 4.6.8, § 5.2 B1, B2, E4). Not all lecturers are familiar with the NWU curriculum transformation documents and processes – this can be strengthened in the CTL induction programmes. Through CPD, all lecturers can be equipped to engage with IKS, decolonisation and Africanisation in practice. The political lenses in Africanisation and decolonisation debates should be removed and replaced with

the lenses of students' success and learning to prompt positive responses and buy-in from more lecturers. SDL, BL and IBL should be included in CPD opportunities for staff to infuse the strategies with hybrid teaching strategies. Gamification as a TLA strategy should be included to improve CPD for 21st-century students living in the 4IR. CPD offerings, workshop ranges and improvements should be expanded to teaching qualifications and micro credentialing to address staff needs and enable lecturers to engage in curriculum transformation. The role players in the action involve the faculties, students, CTL and Q&APP. The objective can be achieved within a medium-term timeframe.

Strengthening the role of the lecturer as a developer and designer of curricula can improve curriculum transformation (see § 4.6.3, § 5.2 B1, B2, E4.1). Curriculum contextualisation is needed for the delivery and curriculum process. CPD to improve curriculum transformation and development skills in lecturers to design curricula is crucial to ensure curricula are not determined by textbook content. Few lecturers know how to incorporate social justice, the student voice, SDL and Africanisation into their curriculums. Curriculum contextualisation should address Africanisation, diversity, inclusiveness, social justice learning-centred pedagogy, IKS, and socio-economic and socio-cultural issues. Purposefully designed CPD opportunities or courses focusing on these issues should be developed by CTL and Q&APP to equip lecturers. The inclusion of ICT competencies in the curriculum for all first years is aimed at developing competencies for digital transformation and the 4IR. The inclusion of additional languages in all curricula can enhance multilingualism in South Africa. Also, the inclusion of entrepreneurial modules in all curricula can equip students with competencies to establish their own ventures as options for employment after graduation. The inclusion of critical thinking in the curriculum for articulation with a post-graduate degree, research and employment is also important to consider. The role players in the action involve the faculties, lecturers, students, CTL and Q&APP. The objective can be achieved within a medium- to long-term timeframe.

The role of mediated learning is also important for curriculum transformation (see § 4.6.3, § 5.2 B1 and E4.1). Disciplinary responsiveness should include content knowledge with research-informed TLA methods. The selection of resources (sensitive to ensure diversity and inclusion) and pedagogy improvement (SDL and social constructivism [ZPD], transformative learning and learning-centred approaches to TLA) are imbedded in this role. CTL should invest and develop expertise in pedagogy for HE TLA in consultation with the Faculty of Education and Centres for Professions Education. The role players in the action involve the faculties, lecturers, students, and CTL. The objective can be achieved within a medium- to long-term timeframe.

The role of the lecturer as an assessment specialist is also necessary for curriculum transformation in the micro curriculum (see § 4.6.4, § 5.3.1 E4.3). The use of authentic and continuous assessment (move away from examination-based assessment) based on SDL should be investigated. Aligned assessments ensure validity, reliability and consistency and improve the quality of the curriculum. Future assessment practices should be fit for purpose and not be dictated by traditions and structures. The role players in the action involve the faculties, lecturers, students, CTL and Q&APP. The objective can be achieved within a medium- to long-term timeframe, depending on the changes to be made to policies and structure informing assessment.

The role of the lecturer as a professional engaging in the community also impacts on the curriculum (see § 4.6.7, § 5.2 B1 and E4.6). During the pandemic, many of our lecturers were more considerate, flexible and compassionate to their students. The NWU should aim to permanently adopt an ethics of care approach. The role players in the action involve the faculties, lecturers and students. When the relationship with our students is improved, it gives them a sense of belonging, of feeling included and that they are valued, which contributes to student success. The objective can be achieved in the medium term.

The final role of the lecturer involves the lecturer as scholar, researcher and lifelong learner (see § 4.6.8 and § 5.3.1 E4.7). UCDP funding are used to enhance SoTL and lifelong learning; more projects linked to curriculum transformation should be considered for funding to promote scholarship of curriculum practices. SoTL can also contribute to closing the gap in the knowledge

society of knowledge produced by African scholars. The role players in the action involve the faculties, lecturers, research units and CTL. The objective can be achieved in the medium term.

Collaborative efforts of lecturers improve the experience, expertise, shared knowledge and understanding and distributed workload among lecturers. Alignment practices of lecturer groups across campuses should be strengthened where necessary. Student involvement/inputs in/into the curriculum (voices) should be clarified to have a common understanding, practices and be implemented in structured ways. There should be curriculum transformation to improve relationships between lecturers and their students. The role of STLES as a form of feedback on the student's voice in the curriculum should be improved and expanded to be fit for purpose. The role players in the action involve the faculties, lecturers, CTL and students. The objective can be achieved in the medium term.



6.5.4 The personal plane: The nano curriculum

The NWU can focus on the following issues to ensure curriculum transformation at the nano-level of the curriculum:

A lecturer's curriculum perceptions and beliefs influence curriculum transformation (see § 4.7.1, § 4.7.3, § 4.7.7, § 5.2 A, B1 and F1). The beliefs and perceptions of the lecturer inform TLA and curriculum transformation in modules. Curriculum transformation and renewal should not be reduced to a form-filling exercise but rather a discursive collaborative team effort. Lecturers often experience curriculum transformation as uneven workloads, lack of teamwork, alignment, communication and understanding. Lecturers often perceive curriculum transformation as time consuming, frustrating and bureaucratic. Q&APP should reflect on practices to ensure more user-friendly and less bureaucratic processes to assist lecturers. The role players in the action involve the faculties, lecturers, CTL and students. The objective can be achieved in the medium to long term.

Another aspect to consider in the nano curriculum is the lecturer's agency and role as a change agent (see § 4.7 and § 5.3.1 E4.5). More opportunities for self-reflection, discussion and collaboration need to be provided to help lecturers understand and strengthen their role as change agents in the curriculum. This should be done to effect changes with confidence, backed by data and evidence to support curriculum changes. The internal motivation of lecturers and engagement with curriculum transformation are linked to curriculum responsiveness (pedagogical and learning responsiveness) and an ethics of care. The role players in the action involve the faculties, lecturers, CTL, Q&APP and students. The objective can be achieved in the medium to long term.

Curriculum-related CPD opportunities and the impact of curriculum transformation on the competencies of lecturers (see § 4.7 and § 5.2.1 F2): There is a need for curriculum training and orientation aimed at improving curriculum transformation efforts. Additional CPD opportunities should be offered to lecturers to motivate, encourage, equip and give them opportunities to reflect on their practices. Curriculum transformation practices often contribute to self-reflective and SDL skills in lecturers. The role players in the action involve the faculties, lecturers, CTL and students. The objective can be achieved in the medium to long term.

At the nano-curriculum level, curriculum transformation is informed by the pedagogical responsiveness of lecturers (see § 4.7.1, § 4.7.2, § 4.7.3, § 5.2 A and B1). CPD opportunities for lecturers with a strong focus on pedagogy should be developed and implemented. The role players in the action involve the faculties, lecturers, CTL and students. The objective can be achieved in the medium to long term.

Curriculum and TLA vs research also impact on the curriculum transformation practices of lecturers (see § 4.5.2, § 4.5.3.2, § 4.6.8, § 4.3.4 and § 5.2 E4.7). Promotion opportunities at the

NWU are informed by research outputs and TLA loads. Lecturers are rewarded for research outputs and not so much for their TLA or curriculum transformation efforts. Often, curriculum changes are mandated by faculty management to individual programme leaders with already heavy workloads. If the NWU prioritises curriculum transformation, incentives for curriculum transformation should be considered. Curriculum transformation is a time-consuming activity and if left with a choice, not many lecturers would prioritise curriculum transformation over research outputs if there were no tangible incentives for them. The role players in the action involve the faculties, lecturers, university management, and People and Culture. The objective can be achieved in the medium to long term.

Table 6.3 Curriculum transformation framework

Curriculum level	Element	Theme	Role-player responsible and involved	Need to be done /implemented to transform the NWU curricula	The short-, medium- and long-term goals (short term: 1–8 months; medium term: 8–24 months; and long-term: longer than 24 months)
Institutional: Macro curriculum International & national landscape	Object				
	Subject				
	Tools	Ensure regular benchmarking, check international comparability and tendencies and trends in existing and new qualifications.	Faculties Q&APP	SAQA data are now updated regularly for existing qualifications. Faculty need to play a more active role in ensuring current and up-to-date information on existing qualifications.	Medium term
	Division of labour				
	Community				
	Rules	Curriculum frameworks and indigenous strategies are developed to guide curriculum transformation.	Faculties All support departments	The development of an indigenous framework to ensure the Africanisation of the curriculum as well as a curriculum framework to guide the NWU in the matter of curriculum transformation and curriculum architecture.	Medium–long term
		Economic and policy responsiveness	Faculties enrolment planning Strategic intelligence	Ensure an adequate enrolment of critical skills disciplines aimed at meeting the demands of the industry. Ensure graduates attain attributes needed for employment.	Medium–long term
Institutional: Meso curriculum	Object	Strengthen and maintain relationships with professional bodies.	Faculties	Form advisory committees for collaboration with relevant industry partners to aid with input into the curriculum.	Long term
		Formal IPE/EPE (QE) cycles are in place at the NWU.	Faculties Quality Enhancement Support units	Shorter and more regular curriculum review/renewal cycles can help the NWU to be more responsive and improve the quality of our offerings.	Medium–long term
	Subject	FITLPs should continue to guide curriculum planning in faculties as regards revision and renewal cycles.	Faculties Support units	FITLPs should be submitted on an annual basis to guide planning at the NWU. Key information with regard to curriculum planning and development is important. Regular cycles	Short–medium term

				to monitor the relevance and responsiveness of curricula can also be considered.	
		All curricula should be responsive, have a competitive edge and ensure employment for graduates.	Faculties Career centre Strategic intelligence Support units	Regular curriculum revision cycles and a renewed focus on keeping curricula relevant a competitive should be key drivers for faculty curriculum teams and management. Communication with alumni is important to measure employment statistics linked to the curriculum.	Short–medium term
		Curricula should embed authentic learning experiences and industry inputs into the curricula.	Faculties Support units CTL WISL office Quality enhancement	The NWU should consider guidelines/policies in guiding faculty to incorporate authentic learning and WIL into the curriculum. Regular feedback from the industry should be collected on a shorter cycle than IPE/EPE cycles. Faculties should ensure that this is not only done when programme evaluations are due.	Medium–long term
	Tools	Contextualisation of the curriculum should be promoted (social issues, TLA, competencies, origins, commercialisation, and social justice See table 4.17)).	Faculties Research units IKS Centre at MC Support departments	- To address social issues the NWU should consider developing an indigenous strategy focusing on including African elements in the curriculum, such as IKS, African cultures, and history and building capacity in indigenous workforces, voices, and leadership. - The NWU should consider expanding the IKS Centre at the MC to other sites of delivery as well.	Short–medium term
		Knowledge discourses should inform the institutional curriculum.	Faculties Q&APP CTL	CPD opportunities focused on knowledge in the curriculum (TK, TCK, CK, PCK, PK, TPK) should empower lecturers to grasp how knowledge is infused with the curriculum and how it can be revised and strengthened.	Medium–long term
		Pedagogy in the curriculum.	Faculties CTL Q&APP	Linked to the knowledge structures of the curriculum, pedagogy, and renewed focus on how to strengthen pedagogy in the curriculum should be prioritised.	Medium–long term
	Division of labour	CPD focused on curriculum transformation.	Faculties CTL Q&APP	Curriculum design and development competencies need to be developed and expanded by the NWU to equip lecturers with a deeper level of understanding to undertake curriculum transformation with confidence,	Short–medium term

				knowledge and skills. The CPD opportunities should be undertaken at a deeper level to stimulate reflection and criticality.	
		Curriculum transformation should form an explicit part of the KPA of all lecturers.	Faculties University management People and Culture	Most lecturers have three core areas of TLA, research and community engagement on their KPA. If curriculum transformation were to be prioritised by the NWU, the inclusion of curriculum transformation should become a standing matter in the KPA of lecturers.	Long-term
		All curriculum transformation efforts should be conducted by curriculum teams and not individuals to ensure collaboration, multiple perspectives, and continuity.	Faculties	To align with teamwork, alignment and collaboration all curriculum transformation efforts should be undertaken by curriculum teams and not by individuals.	Short-term
	Community	The impact of the COVID-19 pandemic on curriculum transformation.	Faculties Support units	The after-effects of ROTL and the impact on the curriculum must be considered, with a specific focus on assessment, blended delivery in modules and pedagogy. Policies about TLA after the pandemic and lessons learnt during the pandemic linked to hybrid modalities should also be investigated.	Medium-long term
		CTL played a leadership role during ROTL in TLA. CTL plays a key role as change agents in the micro curriculum.	Faculties CTL	- To assist lecturers in their CPD, CTL & Q&APP need to ensure that their staff are skilled to be the "knowledgeable others" as described in ZPD. - Establish a curriculum transformation unit within CTL & Q&APP to prioritise curriculum transformation and the scholarship of curriculum practices.	Medium term
		Q&APP is seen as a key change agent at the faculty level in dealing with the curriculum.	Faculties Q&APP	- Q&APP should develop materials and documents (resources) and CPD opportunities to assist-lecturers with curriculum transformation. - Q&APP in consultation with faculties should develop long-term curriculum planning with measurable goals. - Curriculum changes should be less bureaucratic.	Medium term

				- Q&APP should investigate practices and processes to streamline curriculum changes and to ensure ease of use of the CMS system. - Curriculum transformation data and evidence should be kept in a central repository accessible to all staff.	
		Relationships with industry partners should be strengthened to ensure input into the curricula, responsiveness and employment opportunities for students.	Faculties	- Form advisory committees for collaboration with relevant industry partners to aid with input into the curriculum. - More SCSs should be employed by Q&APP to ensure better capacity to deal with curriculum transformation and faculty-specific contexts and projects.	Medium term
	Rules	Institutional and cultural responsiveness.	Faculties	- Cultural responsiveness implies curricula that consider the diversity of students and society by including diverse, multiple and alternative learning pathways. - Faculties should include measurement of cultural responsiveness in their offerings and report on progress in the FITLP.	Medium term
		NWU policies and events that impacted on curriculum transformation.	Faculties Q&APP	The NWU needs to develop policies and guidelines to enhance curriculum transformation. Guideline documents, help templates, training resources, curriculum architecture and terminology clarification (for example, what the student's voice means in the curriculum and guidelines on how to implement it in practice) should be developed.	Medium–long term
		Size and shape of the NWU PQM.	Faculties Q&APP CTL	- Although a current NWU PQM review project (2022–2024) is running, it does not clear the gap in respect of lacking policies, frameworks and guidelines communicating curriculum matters to faculty. The PQM review should not be a mere compliance project but should ensure fit-for-purpose curricula. - The NWU has yet to develop curriculum policies aimed at curriculum architecture guidance and curriculum planning linked to	Medium–long term

				national priorities, tendencies and responsiveness. • Bottom–up and not top–down curriculum transformation approaches should be used.	
		Incentives for curriculum transformation and innovation	Faculties University management	• Establishing equal opportunity pathways for staff to get promoted through more than one or combined pathways such as research, innovation, teaching, transformation, community engagement and curriculum innovation.	Medium–long term
Personal: Micro curriculum	Subject	NWU APP goal 5 emphasises the development and retention of excellent staff	Lecturers CTL People and culture	• To ensure curriculum transformation and renewal goals, the CPD should link to curriculum development, and design should be improved and strengthened.	Medium–long term
	Tools	The flexibility and choices students and staff were afforded during the pandemic should be considered post-pandemic.	University management Faculty management Faculties Lecturers	• Changes to delivery modes, TLA, pedagogy, teaching philosophies and the structure of the TLA environment should be considered in a post-pandemic world. Technology enabled digital transformation and the transformation of the curriculum. • The NWU should continue investing in the IT infrastructure to drive digital transformation.	Medium term
		Curriculum contextualisation is needed for the delivery of the curriculum to students.	Faculties Lecturers CTL Q&APP	• To ensure social justice, epistemological access, and the realignment of Africa as the centre of the curriculum, the curriculum needs to be contextualised as regards social issues, TLA, competencies needed, origins, commercialisation, and social justice.	Medium term
		CPD to improve curriculum transformation and development.	Faculties Lecturers CTL Q&APP	• Removing the political lenses in Africanisation and decolonisation debates and replacing them with the lenses of students' success and learning to prompt positive responses and buy-in from more lecturers. • Through CPD, all lecturers can be equipped to engage with IKS, decolonisation and Africanisation in practice. • SDL, BL and IBL should be included in CPD opportunities for staff to infuse the strategies with hybrid teaching strategies.	Medium–long term

				• The inclusion of gamification as a TLA strategy to improve CPD for 21st-century students living in the 4IR. • The expansion of CPD offerings, workshop ranges and improvements to teaching qualifications and micro credentialing to address staff needs and enable them to do curriculum transformation. • Not all lecturers are familiar with the NWU curriculum transformation documents and processes – this can be strengthened in the CTL induction programmes.	
	Division of labour	The role of the lecturer as a developer and designer of curricula	Faculties Lecturers Q&APP CTL	• Curriculum contextualisation is needed for the delivery of the curriculum for students (Personal/social issues, TLA, competencies, origins, commercialisation and social justice). • CPD to improve curriculum transformation and development skills in lecturers to design curricula and not determined by the textbook content. • Very few lecturers know how to incorporate social justice, the student voice, SDL and Africanisation into their curriculums. Curriculum contextualisation should address Africanisation, diversity, inclusiveness, social justice learning-centred pedagogy, IKS and socio-economic and socio-cultural issues. Purposefully designed CPD opportunities or courses focusing on these should be developed to equip lecturers. • The inclusion of ICT competencies in the curriculum for all first years is aimed at developing competencies for digital transformation and the 4IR. • The inclusion of additional languages in all curricula to enhance multilingualism in South Africa. • The inclusion of entrepreneurial modules in all curricula to equip students with competencies	Medium–long term

				to establish their own ventures as options for employment after graduation. The inclusion of critical thinking into the curriculum for articulation with a post-graduate degree, research and employment.	
		The role of the lecturer to mediate learning	Faculties Lecturers CTL	- Selection of resources (sensitive to ensure diversity and inclusion) - Pedagogy improvement (SDL and social constructivism [ZPD], transformative learning and learning-centred approaches to TLA). - CTL to invest and develop expertise in pedagogy for HE TLA in consultation with the Faculty of Education and Centres for Professions Education.	Medium–long term
		The role of the lecturer as an assessment specialist	Faculties Lecturers Q&APP CTL	- The use of authentic and continuous assessment (move away from examination-based assessment). - Aligned assessments ensure validity, reliability and consistency and improve the quality of the curriculum. - Future assessment practices should fit for purpose and not be dictated by tradition and structure.	Medium–long term
		The role of the lecturer as a professional playing a role in the community	Faculties Lecturers	During the pandemic, many of our lecturers were more considerate, flexible, and compassionate to their students. The NWU should aim to permanently adopt an ethics of care ethos.	Medium–long term
		The role of the lecturer as scholar, researcher, and lifelong learner	Faculties Lecturers	- UCDP funding to enhance SoTL and lifelong learning – more projects linked to curriculum transformation. - SoTL and SoCP - Contribute to the closing of the gap in the knowledge society of knowledge produced by African scholars.	Medium–long term
	Community	Collaborative efforts of lecturers improve the experience, expertise, shared knowledge and	Faculties Lecturers Students CTL	Improved alignment practices of lecturer groups across campuses.	Medium term

		understanding and distributed workload. Curriculum transformation to improve relationships between lecturers and their students.	Q&APP	• Student involvement/inputs in/into the curriculum (voices) should be clarified to have a common understanding and practices. • CTL support staff to enhance CPD. • The role of STLES as a form of feedback on the student's voice in the curriculum should be improved and expanded to be fit for-purpose.	
	Rules	Disciplinary responsiveness	Faculties Lecturers	• Disciplinary responsiveness to include content knowledge with research informed TLA methods.	Medium term
Personal: Nano curriculum	Object				
	Subject	Curriculum perceptions influencing curriculum transformation	Lecturers CTL Q&APP	• Curriculum transformation and renewal should not be reduced to a form-filling exercise but rather a discursive collaborative team effort. • Curriculum transformation is perceived as time consuming, frustrating and bureaucratic by lecturers.	Short–medium term
	Tools	The lecturer's agency and role as a change agent	Lecturers CTL Q&APP	• More opportunities for self-reflection, discussion and collaboration need to be provided to lecturers to help them understand and strengthen their role as change agents in the curriculum to effect changes with confidence backed by data and evidence to support curriculum changes.	Medium–long term
		Curriculum-related CPD opportunities	Lecturers CTL Q&APP	• There is a need for curriculum training and orientation aimed at improving curriculum transformation efforts. Additional CPD opportunities should be offered to lecturers to motivate, encourage, equip, and give them opportunities to reflect on their practices.	Medium–long term
		The impact of curriculum transformation on the competencies of lecturers	Lecturers	• Curriculum transformation practices often contribute to self-reflective and SDL skills in lecturers.	Medium–long term
	Division of labour	Beliefs of the lecturers	Lecturers	• Beliefs and perceptions of the lecturer inform TLA and curriculum transformation in modules. • Lecturers often experience curriculum transformation as uneven workloads, lack of teamwork, alignment, communication and understanding.	Medium–long term

		The role of agency in the curriculum.	Lecturers	- Curriculum responsiveness that links to pedagogical and learning responsiveness - The internal motivation of lecturers and engagement with the curriculum transformation. - Ethics of care.	Medium–long term
		Curriculum (TLA) vs research	University management Faculty management Faculties Lecturers CTL Q&APP	Promotion opportunities at the NWU are informed by research outputs and TLA loads. Lecturers are rewarded for research outputs and not so much for their TLA or curriculum transformation efforts. Often, curriculum changes are mandated by faculty management to individual programme leaders with already heavy workloads. If the NWU prioritises curriculum transformation, incentives for curriculum transformation should be considered. Curriculum transformation is a time-consuming activity and if left with a choice, not many lecturers would prioritise curriculum transformation over research outputs if there were no tangible incentives for them.	Long term
	Community				
	Rules	Pedagogical and learning responsiveness	Faculties Lecturers CTL	- Curriculum transformation is informed by the pedagogical responsiveness of lecturers. - CPD opportunities for lecturers with a strong focus on pedagogy should be developed and implemented.	Medium–long term

6.6 LIMITATIONS OF THE STUDY / RESTRICTIONS OF THE RESEARCH

The limitations of the study are discussed under the following headings: design and methodology; literature; sampling; data collection and analysis.

The mixed design and the use of CHAT as research lenses and methodology often added to the complexity of the study. Not all readers might be familiar with CHAT or prefer the use of CHAT as a research lens and methodology. Owing to the large amount of detail and depth CHAT provided, it was often time consuming to unpack and to ensure clear signposting for readers.

Furthermore, owing to the vast amount of literature related to the fields of curriculum, transformation, and curriculum transformation, not all literature – such as decolonisation, Africanisation, globalisation, indigenous knowledge – was included in the literature review. Although more depth into such themes could have enriched the study, it was not possible to review the literature in depth and keep within the parameters of the NWU postgraduate degree page restrictions for examination.

The sample size was limited to three faculties (the faculties of Economic and Management Sciences, Education, and Law) of the NWU. A larger sample consisting of all the faculties could have provided a more comprehensive picture of transformation at the NWU. The study was also conducted at one HEI; similar studies could be conducted at other HEIs to get a picture of the South African HE landscape.

The data collection was scheduled to take place during the first two months of the COVID-19 pandemic (during the hard lockdown). Due to the restrictions of the hard lockdown in South Africa, I had to rethink the data collection strategies and make use of technology (ICTs) to assist me during times of restrictions to collect data.

As regards the quantitative findings, I could not generalise the findings, as the sample was not large enough. Concerning the qualitative findings, I could not generalise the findings for the NWU due to the limited number of faculties that participated in the study.

6.7 RECOMMENDATIONS FOR FURTHER RESEARCH

It is suggested that further research, based on this study, be conducted on the following topics:

(a) Contributions to policy, implementation and modifications of transformation and curriculum transformation for the HE landscape in South Africa.

(b) Using Rogoff's (1995b) planes to unpack the contradictions, systemic tensions, contrasts or conflicts to understand curriculum transformation at the NWU and looking at how the unpacking of the tensions could result in changes and development in other faculties were not done in this study. Murphy and Rodríguez-Manzanares (2008) state that contradictions can be explained as "misfit elements between, within and in different elements of a single activity", and contradictions can be seen as "embarrassing, uncomfortable or culturally difficult to confront" (Engeström, 2001). Linked to the work of Engeström (2001), contradiction is seen as important because they can result in development and changes in activity systems. The potential of contradictions is that they can result in transformation in activity systems, but transformation does not always occur because contradictions can enable learning to progress or they can disable changes if they are acknowledged and resolved (Nelson, 2012). Activity theory helped me gain insights into the dynamics of the activity systems (AS) holistically instead of studying the components in isolation. The analysis of the contradictions in the AS helped me see the contradictions between an element of AS (primary contradictions, for example: contradictions within the Tools) or contradictions between elements of the AS (secondary contradictions, for example: contradictions between the Tools and Division of Labour). Tertiary contradictions happen in AS where newly advanced methods are introduced in the AS to achieve the object. Quaternary contradictions occur between AS, and conflict or contradictions between AS occur (Karanasios *et al.*, 2017). It is suggested that additional faculties be used for a holistic overview of curriculum transformation at faculty level and for the whole NWU.

(c) To juxtapose the data of this study where the lecturers were used as the main subject (in CHAT nodes) with a study where students are the main subject in the CHAT nodes. In other words, I recommend that student voices are also researched in university curriculum transformation.

(d) A follow-up study where all role players are consulted for inputs to collect data to use 4G CHAT (students, parents, NWU Management, support departments like CTL, etc.) and not only lecturer inputs.

(e) A similar study at the NWU where all faculties are included to generalise the findings of the NWU data.

(f) Duplicate the study at one or more HEIs in South Africa.

(g) An analysis of the NWU FITLPs 2021–2025 with CHAT research lenses to determine the alignment between the curriculum transformation of this study and FITLPs.

(h) Comparative studies at different HEIs to analyse CPD opportunities linked to equip their staff to engage with curriculum transformation.

6.8 VALUE AND CONTRIBUTION OF THE RESEARCH

The aim of this study was to capture lecturers' everyday lived experiences of curriculum transformation. One of the most important contributions of this study is the relevance to practice and the contribution the knowledge society might have on institutional policy and practices.

Some of the methods used did not conform to traditional research practices but were substantiated with concrete arguments for the move away from traditional practices towards intervention research practices aimed at informing and changing perceptions in the HE context (see § 3.1 and § 4.1).

The contributions of the study are as follows:

(a) Epistemological contribution

This study contributed to the scholarship of curriculum transformation and the epistemological considerations underpinning HE in contemporary Africa. Among others, the research also focused on the nascent scholarship on transformation of the curriculum. It has been conducted as described by Balfour (2019a:xxxvii): “beyond postcolonial literary studies, and positioning aspects like indigenous knowledge systems as a means through which curriculum and curriculum making, pedagogy and teaching methodologies come to be envisioned”. This study serves as a record of the history of curriculum transformation at the NWU at the specific levels of the curriculum.

(b) Methodological contribution

Cultural-Historical Activity Theory (CHAT) provided a unique perspective on the data and highlighted the tensions between the intended and realised curriculum. I used CHAT to analyse the data and to facilitate a critical discourse with theory. Using CHAT as a methodology to analyse theory is a methodological contribution, as this innovation is not general practice. Regarding the quantitative statistics, I used the data to devise activity systems to link them with the qualitative data. I also used Rogoff's planes (1995b) and the link to levels of the curriculum to unpack the literature and used CHAT to develop a framework for curriculum transformation for the NWU.

(c) Practical contribution

Hopefully, this study would assist in curriculum transformation at the NWU and contribute to the knowledge society of curriculum transformation literature and lived experiences in the HE landscape. The participants benefitted by gaining a deeper understanding of themselves, their curriculum transformation and renewal practices as they reflected on their practices and experiences.

The deeper the reflection practices of participants, the better the chances of action, improved transformation and redress practices at the NWU.

6.9 SELF-REFLECTION ON THE STUDY

I reflected on my time spent on the task and my journey by means of 2GAT CHAT and expansive learning. I used ZPD to reflect on my actual level of cognitive development to my current and potential level cognitive development as I engaged in the study.

Table 6.4: Reflective analysis of my research journey by means of 2GAT CHAT			
Elements of activity systems	Themes	Enablers	Challenges
OBJECTIVE AND OUTCOMES	To complete my study	I learnt that proper planning would help one get by, hard work pays off, and the value of family and good health. I learnt that it is okay to fail, but it is important to learn and try again.	I did not manage to complete my first attempt at a PhD due to personal and external reasons. At times, it was difficult for me to be motivated again to complete a second attempt. Like many postgraduate students, I had a permanent senior post at the NWU, family life and active social life. COVID-19 changed various aspects of my life during lockdown. I had to work, look after my child, cook, and clean the house and help my husband run his business during very enduring and uncertain times, train and stay healthy and sometimes, the last thing on my mind was to complete my study. I had all intentions to complete the study on time but the reality of life and things beyond my control forced me to take much longer than I planned. It was really frustrating for me to take so long to finish my study and at times, I really wondered if I would ever finish.
	Graduate	I know that all my hard work, tears, sorrow and hours invested in this journey will pay off once I graduate, and I will get the title I worked for – Doctor Slabbert-Redpath. A big motivation for me was the opportunity to walk down Lover's Lane on the Potchefstroom Campus when the brass band plays and for my colleagues and family to see me walking in the academic regalia and participate in the graduation proceedings or walk over the stage in my red graduation attire to get my final degree.	One of the biggest disappointments was that the COVID-19 lockdown resulted in online graduations, which is such a big anti-climax after completing a final degree. I am glad my study took a bit longer to enable me to graduate in person rather than in an online graduation.
	Impact of the study and relevance, and future research	The relevance and value of the study might impact on the way the NWU will proceed with formal curriculum transformation actions and further the curriculum transformation agenda. My supervisors will guide me in how to approach publication practices.	I might have to wait to get published, but I will engage in academic article writing and learn from my new journey.
	Timeframe	Owing to COVID-19, my health and work responsibilities, not all my planned due dates were met, and I had to constantly reevaluate my timelines and plans. Now I am much more flexible and adaptable when working on large projects.	Although I planned my timeframes and due dates, the literature and data chapters took much longer to complete than I anticipated. I am a diligent worker and always go the extra mile if needed. I realised that in a PhD study, this can be a negative skill and I wanted to complete a "perfect" study, which I learnt can be your downfall as well.
SUBJECT	PhD Candidate	I have grown as an individual and now can take my place in the knowledge society as I always envisaged.	The journey does not come without sacrifice and at times, I really considered quitting and giving up.
TOOLS	Financial grants	I was fortunate to have financial support from my institution to help me ease the financial burden of post-graduate studies.	I had to pay a large amount of money to complete my degree.
	Study leave	I was fortunate to be able to utilise leave days and for colleagues who were willing to take over some of my responsibilities to help me complete my study.	My workload sometimes did not allow me to take study leave or, in many cases, work on days that I had study leave. This made working uninterrupted difficult.
	Life experience	I have gained so much life skills during the past years trying to balance a variety of aspects like	I was worried and stressed for long periods of time, which resulted in poor health, lack of sleep and mental instability.

		motivation, perseverance, grit, coping, taking care of my health, prioritising family.	
	Organisational skills	One of the most important skills one learns when completing a PhD is organising and prioritising skills. I have learnt that it is important to fail so as to ensure growth.	Sometimes, I was unfair to myself if I did not adhere to my own timeframes and plans. I was also disappointed in how little progress I made in certain sessions.
	Coping strategies	I think my mental capabilities improved significantly with the experience I accumulated.	I had a lot of worries, stress, due dates, and expectations of people to manage. At times, I was expected to carry a double workload at work together with the hectic schedule while still being a mother, wife, student, and person. I had to consult a professional to assist with my mental well-being at times.
	Faith	This PhD as my second attempt was probably the most difficult thing I ever had to do. Some days I felt like I was not in control of my life anymore. The only pillar in my life became my faith and the promises of God. I do not think that this PhD really belongs to me. It can only belong to Him who strengthens me.	
	Health	The ability to be healthy and to train helped me during this journey.	I experienced many difficulties related to my health (due to my work and worrying) during my study.
	Working from home in the last 2 years	The ability to work from home helped me get more done, as I had more time to do my home chores, save on travelling time, and I had a generator and fibre internet when our electricity went off.	Working and studying from home made me a hermit. I no longer wish to travel far.
COMMUNITY	My supervisors	I learnt more personal and people skills from my supervisory team than I anticipated. I was blessed with people whom I adore and have so much respect for. I can see that they will have an important place in my future research endeavours. I realised that compatibility with one's supervisors is a key component in one's research journey.	I felt alone at times and sometimes got lost in my quest to complete my PhD.
	Colleagues	My colleagues were very supportive and helped carry some of my workload over the duration of the study.	Owing to workload capacity issues, I had to work overtime, work on time scheduled for study leave, and because of the cyclical nature of my job, I could sometimes not prioritise my studies due to lack of staff.
	My family	My family carried me during this study in times of joy, difficulty and frustration. Without them, this journey would not have been possible. My husband was a pillar of strength during these years of study. He invested so much in me to complete this study. It is amazing how much a cup of coffee could pick up one's spirit if it is made with love.	I missed many special occasions, family time and worked during school holidays. I will never be able to catch up all lost time.
	My friends	My friends, especially my CrossFit friends, helped me stay sane and mentally strong during this journey. I was blessed to have a friend who is so much better than me at research and who helped keep me sane and assist me with the study when I urgently needed help.	
DIVISION OF LABOUR	The research process	The expertise of the supervisors allocated to me were of outstanding quality.	Too much red tape in the research process can frustrate aspiring doctoral candidates and impact on their motivation. The research proposal approval process is very bureaucratic and it set me back one year in my study because of unnecessary issues.
	Completing the chapters	In my view, my planning and prioritising skills were tested to the full. I now know the extent of my capabilities.	At times, the due dates I set for myself were not attainable and had to be changed. I used to be very disappointed in myself, but after a while, I started to use a realism lens and realised I was being unfair to myself. I had to collect data during the hard lockdown of the pandemic, and it was not an easy process.
	Doctoral attributes and skills	In my view, I have (without realising it) achieved most of the envisaged doctoral attributes. I wrote the NWU postgraduate attributes to be contained in all the NWU PhD audit documents because I understood what was needed.	

	My workload and employment		On many occasions, we were not functioning at full capacity, and I had to work overtime. Also, on many occasions, I had to attend to urgent work matters during my study leave and at night time when I wanted to work on my study.
	Managing the final product	I was very excited to write my final chapter and tie a bow around this study.	After two years of missed submission deadlines, I realised that God would determine certain things in one's life, irrespective of how one plans.
	Language editing	My language editor was good and taught me some literacy skills.	My language editor could not manage to language edit my chapters on specific dates. I had to ensure that I booked slot-in times for the language editing of the thesis chapters.
	Feedback and communication from my supervisors	My supervisors were very professional, supportive and gave constructive and timeous feedback.	At times, I struggled to incorporate the spelling/editorial changes into my document when we worked on more than one version of a document. I often felt pessimistic if I got a document back and had to fix the spelling paragraph by paragraph in different versions.
RULES	Submission dates		Every time my supervisors notified me about the submission dates, I panicked and the next week, I would get a stomach ulcer due to anxiousness and worries. At some point, I just let go and decided God would help me get through this.
	Plagiarism checking	The use of Turnitin helped me ensure that I sourced correctly and in line with NWU submission regulations for examinations.	Because of my first cancelled PhD, I experienced various issues with regard to similarities in the Turnitin software when I submitted a first draft of my proposal. I had to rewrite large sections of my research proposal to get it approved (the sections that showed similarities were not submitted for examination before), which was time consuming.
	Communication from the NWU (Higher Degrees and Finances)	I received a lot of help from the NWU SALA staff at the faculty, HD, and Finances. I received bursaries and funding opportunities from the NWU to ensure I would complete the study.	I sometimes felt pressured and anxious when I received emails from HD. I missed a few deadlines, and when I received the emails about this, I felt that HD did not act with ethics of care. I had to pay two years of this study from my own pocket at a cost of R45 000. I really did not have this kind of money to pay for my study and had to make various plans like contract work to pay off my study loans.
	Registration	I managed to register with ease every year.	I struggled to register in my final years while many admin procedures were in place; I experienced this as bureaucratic. If the NWU can implement more support procedures to help us finish on time, we would not have to re-register. At times, it is difficult to get the fees for registration when one has a child who also needs money for school, stationary, and uniforms.

6.10 COVID-19 LOCKDOWN AND IMPLICATIONS

The COVID-19 pandemic has brought life as we knew it to a halt. Practices before COVID-19 (BC) were altered and aligned with the four patterns of change that happened simultaneously. The patterns of change entail patterns of growth, constraints, collapse, and transformation (like a life cycle): growth (growing faster than before), constraint (accepting new limits and discipline), collapse (where there is suffering and falling apart), and transformation (where there is complete reinvention and the “impossible” is now possible) (Coursera, 2021).

For the NWU, growth post-pandemic implied looking at existing trends during the pandemic, considering what practices were accelerated or were succeeding more during the pandemic; change of delivery mode for TLA from contact to distance (virtual environments, blended learning, e-assessment, continuous assessment, working from home, increased use of ICTs to support TLA, increased and flexible working hours). On the personal side (staff and students), all human contact and rituals were seen as non-negotiable essentials. As most people had to adjust to life in lockdown, we saw a shift in focus towards health-boosting economies, childcare and online shopping. Data, patterns and simulations were essential in determining the course of the pandemic and making decisions. Another highlight was the large-scale economic inequality. NWU staff and students were forced to take TLA online, from contact mode of teaching to the sudden

shift to the online distance mode of delivery. Parents had to cope with online learning for children of all ages, while maintaining their professional careers and caring for their families at home. The workplace, home, areas of worship, enjoyment, exercising, educational settings were merged into one contained area – our residences. The sudden changes resulted in a high demand for training equipment; adequate ICT access and devices; access to basic consumer and health products as we had to work from home; and access to online platforms to ensure the continuation of our previous normal and that “the show went on” in uncertain times.

In the constraint pandemic phase, we had to accept new limits and restrictions. Schools and universities, businesses and national borders were closed to restrict the movement of people to contain the spread of the virus. In a constraint post-pandemic phase, we might see an improved focus on smaller carbon footprints and sustainability, better work–life balance innovation, more surveillance technology, less privacy, bubbles and pods for social interactions, risk scores becoming common, and digital vaccine passports. The next few years will mark a period where individuals, companies, governments and communities may make use of new rules, social practices and restrictions.

At the NWU, classes were moved to the online learning environment and staff and students had to work from home. Not all home environments were conducive to working and learning. Some staff and students did not have access to data, devices and virtual environments. In-person sitting examinations were cancelled and replaced with formative and continuous assessment. Blended learning led to longer working hours, forced changes to the curriculum, ICT usage, ethics of care, and related issues.

During the pandemic, we saw the collapse of patterns and failures. Owing to the lockdown regulations, we saw the collapse in demand and supply in supply chains. This resulted in high demand and supply of products and services and job losses, closing and downsizing of factories and business. The pandemic exposed the brittle supply chain and in post-pandemic work, reinvention may be needed to adjust the just-in-time offerings to more resilient ones to be better prepared for any future crises. Another solution is needed for frontline workers to deal with mental health issues, trauma and burnout brought about by the pandemic. Higher rates of chronic depression and anxiety are recorded due to economic insecurity, social isolation and loss of purpose. Many COVID-19 survivors suffer from post-traumatic stress disorders, and many people who have lost loved ones are grieving. A generation of children and younger adults (called the pandemials) have lost a year of formative, educational and employment opportunities. The youth disillusionment is an issue that needs reparations before it is too late. A post-pandemic future may require a period of healing – physical and emotional healing from the damage and trauma the virus caused, moving into a period of restoration and consensus to have a shared reality.

At the NWU, this meant that students and staff alike had to adapt to new ways of learning, thinking, living and working while environmental and health factors impacted on their lives. Larger workloads, uncertainties and anxiety took a toll on almost every role player, and issues of health, mental health and ethics of care occurred. From my own experiences during 2020/2021, I must acknowledge that the past two years were the most challenging years of my life where I had to deal with my demanding work, home school, take care of my family, be a mother, be wife of a small-business owner, complete my studies, try to stay healthy, recover from COVID-19 and deal with the chronic health issues post-COVID-19 infection.

Post-pandemic transformation stretches our imagination and challenges our assumptions of how things work. Many people are trying to figure out a way to seize the moment and take advantage of the unprecedented disruption to find alternatives to solutions. One such example is the COVID-19 vaccines. Previously unthinkable ideas – such as new kinds of stimulus, economic support, and investment – are on the verge of breaking through because of the pandemic. Some ideas might be provocative and controversial in nature to determine if they will stay that way. Examples of this is a universal basic income, income share agreements, learning about cryptocurrencies, preparation payments, gross national health measure, and global data conventions. For the NWU, this implies new ways of funding, new funding streams, new ways of looking, and student loans. Added implications can be transformation from contact learning to more permanent online and distance offerings and the purposeful design of online distance qualifications to ensure delivery and assessment sessions in unconventional methods. It seems that HE has reached a pivotal

point of no return to pre-pandemic practices. Policy documents are under review to enable the NWU to respond to post-pandemic challenges caused by the pandemic.

6.11 CONCLUSION

The research question regarding the nature of curriculum transformation at a South African university was answered by addressing the six secondary questions.

The first (secondary 2.1) research question of the status of curriculum transformation at the NWU was answered in chapters 4, 5 and 6. A key finding is that a top-down approach to curriculum transformation is primarily used. Another finding is that policies and frameworks (and clarification) to drive curriculum transformation need to be developed and implemented. IPE/EPE cycles are in place, but shorter cycles to measure impact and progress are needed. Annual FITLP submission is needed to communicate short- to long-term faculty curriculum planning, and more frequent measurements and reporting of curriculum transformation are needed. The size and shape of the NWU PQM play a role in curriculum transformation decisions. Strong support departments with expertise to drive curriculum transformation structurally are in place, but curriculum transformation is not measured effectively.

The second (secondary 2.2) research question of what the key elements of curriculum transformation and development are, was answered in chapters 4, 5 and 6. The key elements of curriculum transformation are CPD aimed at curriculum renewal and transformation imbedded in knowledge discourses and pedagogy. Contextualisation of the curriculum is another key focus for curriculum transformation and development.

The third (secondary 2.3) research question of how lecturers' perspectives and experiences can contribute to curriculum transformation to inform future practices was answered in chapters 5 and 6. The lecturer's role as change agent informs the level of curriculum transformation. Incentives for curriculum transformation efforts and dedicated time on task agreements of lecturers can contribute to curriculum transformation at the institutional level.

The fourth (secondary 2.4) research question of how curriculum transformation informs future practices for curriculum-making and curriculum renewal was answered in chapters 4, 5 and 6. Investment in CPD opportunities focused on curriculum transformation and pedagogy. The SOCP (as part of SoTL) can open more praxis-based opportunities for the NWU to contribute to curriculum transformation research and communities of practices.

The fifth (secondary 2.5) research question of how SDL is promoted in the curriculum was answered in chapters 4, 5 and 6. SDL is informed by critical thinking, authentic learning, transformative learning, and continuous assessment strategies, to mention a few. Digital transformation of the curriculum and a learning-centred curriculum (ZPD and constructivism approaches) with SDL, PBL, BL and IKS-infused strategies and pedagogy also contribute to SDL. Student input (voices) into and choices in the curriculum and ethics of care form part of SDL in the curriculum.

The sixth (secondary 2.6) research question of what affordances and tensions are highlighted when using CHAT as a research lens to study curriculum transformation at the NWU was answered in chapters 3, 4, 5 and 6. The curriculum is a complex phenomenon and is often misunderstood because not all the dimensions (planes/levels) are considered. Curriculum responsiveness is layered at more than one level of the institutional and personal plane activity systems. The level of the curriculum highlights the context of responsiveness in the curriculum.

The notion of the curriculum is complex and layered at various levels of the curriculum. To improve curriculum transformation at the NWU, I developed a curriculum transformation framework (CTF) for the NWU (see table 6.3, § 6.5). Digital transformation functioned as a vehicle to drive curriculum transformation efforts during the pandemic when this study was conducted. I had to conceptualise how transformation of the curriculum could happen during disruption by drawing from social constructivism, as embedded in the work of Vygotsky (1978). I explicitly drew from the construct of the ZPD, describing how learning can be scaffolded. According to Vygotsky (1978), the curriculum can assist or enhance student learning across the ZPD – from their (students)

actual to their potential development. In this study, I used the ZPD to reconsider learning and the curriculum from where we are to where we ought to be and can strive to be.

I would like to conclude this study with a statement from Barnett and Coate (2005:159), arguing that the academic community alongside the development of SoTL should invest in the scholarship of the curriculum. We have already come a long way, but we still have a long way to go.

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ADDENDA LIST

All addendums are loaded on a Google Drive folder set with permissions to open for anybody with the following link (due to size limitations of the document for electronic submission):

Please feel free to contact the NWU Higher Degrees office if you need the additional information or documents.

Addendum summary table			
No	Name of addenda	URL link (if applicable)	Document
A	Research proposal approval NWU 2019	Not applicable	
B	Research ethics approval NWU 2020	Not applicable	
C	Research ethics approved data collection instruments		
C1	Annexure C1 – Consent form		
C2	Annexure C2 – Questionnaire		
C3	Annexure C3 – Interview questions (schedule)		
D	Research Data Gatekeeper Committee (RDGC) approval	Not applicable	
F	Data from questionnaire	Not applicable	
G	Data from interviews	Not applicable	
H	Example of transcribed interview *Please note that a data set with all responses per question as well as collated responses per question for Q1-6 is available if needed.	Not applicable	
I	Atlas.ti network maps	Not applicable	
J	Language editor letter	Not applicable	
K1	Turnitin report of the study evidence summary	Not applicable	
K2	Full Turnitin report	Not applicable	



*"Happiness can be found,
in the darkest of times,
if one only remembers to
turn on the light".
- Albus Dumbledore
(Rowling, 2004)*