

## **CO-CURRICULUM GLOSSARY OF TERMS**

### **Co-curriculum Experiential Learning Categories**

#### **Academic Leadership**

Students who demonstrate academic leadership take ownership of their own learning journey through actively pursuing excellence in academia. Academic leadership includes enrolling in learning opportunities and research beyond the required degree course-work. It involves knowledge acquisition and application towards positive change.

#### **Student Leadership**

A student leader takes responsibility for sharing knowledge through inspiring and motivating others; mentoring; campaigns etc. A student leader strives to change the world by starting within their own community through positional as well as non-positional leadership. They model consistent, values-based leadership centered on service to the student community, University and beyond.

#### **Personal Leadership**

This is the leadership of the self. It is the student's ability to define a personal-leadership pathway, be goal-directed, acting with consistency; integrity and clarity. Personal leadership entails applying principles of student leadership and academic leadership and practicing wellbeing within their personal domain first and foremost.

#### **Social Impact**

This category acknowledges individual and collective actions and acts of service by students in response to the challenges and needs within communities. Students apply innovation and critical thinking; technical knowledge, skills, capabilities in acts of service towards social good.

#### **Intercultural Engagement**

Intercultural engagement involves active, willing engagement with other cultures that is founded on an understanding of one's own cultural position and deep respect towards people from other cultures. Students engaging in intercultural activities develop the ability to influence and lead in culturally diverse communities and society, harnessing difference as strength.

#### **Sport & Wellbeing**

This category offers accreditation to students who engage in accredited activities that demonstrate self-care through taking responsibility for their physical and mental health. This includes experiential learning opportunities focusing on healthy life-style choices that enhance whole-student well-being and success. This category includes SU sport-codes offering experiential learning opportunities.

#### **Scholarships Awards and Service Recognition**

This category acknowledges student accomplishment and awards bestowed upon them such as the Rector's Awards; scholarship awards usually through a selection process. In addition students who have served the university community through volunteer programmes and special projects that are not accredited will receive acknowledgment.

TERM	DEFINITION
Definition	We define the Stellenbosch University Co-Curriculum as <i>coherent, purposive, experiential education that amplifies knowledge acquisition, develops critical skills and competencies; builds values and interests; fosters community formation, intentionally creating pathways for whole-student development towards African-centered, global citizenship.</i>
Co-Curriculum (noun)	<b>At Stellenbosch University, we speak of the Co-curriculum in the same manner as the Curriculum denoting knowledge and knowledge creation; skills; competencies and capabilities, both inside and outside of the classroom. This usage of the term Co-curriculum as a noun, both singular as well as plural . We will therefore talk about Co-Curriculum recognition; Co-curriculum strategy; Co-curriculum Co-ordinator and so forth.</b>
Co-Curricular (Adjective)	<b>The process of acquiring this knowledge describes activity or experiential learning, the doing part of Co-Curriculum, we use the term Co-Curricular as a verb, both singular as well as plural. So we talk about Co-Curricular Activities</b>
Graduate Attributes	<b>SU Graduate Attributes – as purposefully embedded in the curriculum as well as co-curriculum</b> <b>An enquiring mind,</b> <b>An engaged citizen,</b> <b>A dynamic professional,</b> <b>A well-rounded individual.</b>
Experiential Learning	The SU Co-curriculum experiential learning approach is underpinned by experiential learning theory (ELT) which defines learning as a process whereby knowledge is created through the transformation of experience (Baker, Jensen, & Kolb, 1997; Gosenpud, 1986; Herz & Merz, 1998; Kayes, Kayes, & Kolb, 2005a, 2005b; Specht & Sandlin, 1991; Thatcher, 1986) cited in Kolb, A. & Kolb, D., 2009. The Learning Way: meta-cognitive aspects of experiential learning. <i>Simulation &amp; Gaming</i> , 40: 297-327.
Experiential Education	Experiential education is defined as the philosophy and methodology in which experiential learning educators purposefully engage with students in direct experience and focussed reflection in order to increase knowledge; develop skills and clarify values – Association for Experiential Education, 2004..
Purposive and Quality	The term <b>Purposive</b> holds in tension <b>Intention</b> and <b>Quality</b> , as defined by the CHE for HE in SA. This has the following inter-related dimensions: Fitness for Purpose, Value for Money, and Transformation.
Experiential educator	The experiential educator is a unique person in relationship with equally unique students, influenced by a wide variety of contexts in a collaborative partnership of learning through experience (Kolb, A. & Kolb, D. 2017. The Experiential Educator: Principles and practices of experiential learning. EBS Press, USA.)
Experiential learning opportunity	This can be a full Programme; Module; Course; Unit; Learning Activity that is accredited to the academic transcript