

## Learning and Teaching Strategy

### Writing the learning and teaching strategy for a module

In the module specification (also referred to as Form B), university teachers are required to provide a concise explanation of the learning and teaching strategy for the module being developed.



#### *Take note:*

- *The learning and teaching strategy of a module should be in keeping with the **SU Teaching and Learning policy (2018)** and the **SU Teaching and Learning Strategy (2017)** since these documents contain information that should be incorporated into the planning of the learning and teaching interactions of a module.*
- *For example, the SU Teaching and Learning Strategy (2017) includes a detailed description of the **SU Graduate attributes**, namely developing (1) an enquiring mind; (2) an engaged citizen; (3) a dynamic professional; (4) a well-rounded individual. These graduate attributes should be embedded in the learning and teaching strategy of a module, and attempts should be made to assess or evaluate these in an appropriate manner. (See **Annexure 1** for more detail).*

### Describe the learning and teaching approach

The following guidelines should be considered when writing the learning and teaching approach (as part of the strategy) for a module:

1. Learning is an **active, constructive, cumulative and transformative process** that brings to life three educational spaces (Barnett & Coate, 2005:135) in the curriculum, namely:
  - The **epistemological space** in which students acquire a deep understanding of knowledge and take up informed and critical stances in relation to it. Thus, engaging with 'knowing' allows students to develop a personal relationship with the body of knowledge, shaping their practices and identity.
  - The **practice-oriented space** in which students develop various skills and competencies for purposive but critically judged actions.
  - The **ontological space** in which students have the opportunity to develop their own personal identity or 'being' in relation to conceptual and contextual influences.



#### *Sources of information*

Barnett, R. & Coate, K. 2005. Barnett, R. & Coate, K. 2005. Engaging the curriculum in higher education. Maidenhead: Open University Press.

2. By adopting a **learning-centred approach** to teaching, students and university teachers enter into a learning partnership and dialogic relationship aimed at co-creating knowledge and sharing



learning-teaching interactions. Therefore, the quality of learning and teaching focuses on how students construct and/or reconstruct the knowledge gained from the module.

- Therefore, learning and teaching interactions should aim to facilitate knowledge-building and active engagement of students in their own learning. To this end, it is advisable to consider **active learning techniques** such as quizzes, mind mapping, brainstorming, think-pair sharing, role play, online discussion boards, flipped classroom, game-based learning, clickers, etc., to encourage students to participate actively and take ownership of their learning. The learning and teaching strategy of a module should mention some of the active learning techniques selected for this purpose.



#### *Hyperlinks to other sources:*

The following two hyperlinks contain information that provides more detail on active learning techniques:

[Active Learning Strategies \(Queens University\)](#)

[Active Learning Strategies \(Michigan State University\)](#)

- The **holistic development of students** is a crucial consideration in learning and teaching, suggesting that the SU **graduate attributes** should be embedded in the learning process. Therefore, it is necessary to consider which of the SU graduate attributes will be foregrounded in the module under development and how the learning and teaching interactions will contribute toward the students becoming engaged citizens, dynamic professionals, and well-rounded individuals with enquiring minds. Co-curriculum learning opportunities incorporated into modules should also be outlined under the learning and teaching strategy.



#### **See Annexures to this document**

- [Annexure 1](#): Stellenbosch University Graduate Attribute statements (2017)

- In **constructive alignment**, as defined by Biggs (2003), the learning-teaching-assessment interactions (i.e. teaching events, learning activities, assessment tasks) should be aligned with learning outcomes and associated assessment criteria aimed at higher-order cognitive development (See details on SOLO taxonomy below). Therefore, in planning the learning and teaching strategy of a module, it is necessary to ensure proper alignment between the module summary (i.e. describing the module content), learning outcomes and associated assessment criteria, the learning and teaching strategy and the assessment strategy of the module.





### Sources of information

Biggs, J. 2003. Aligning teaching for constructing learning. LTSN Generic Centre. The Higher Education Academy. [Online]. Available from: <https://www.advance-he.ac.uk/knowledge-hub/aligning-teaching-constructing-learning> [Accessed: 19 July 2022].



### Hyperlink to other sources:




For more information about constructive alignment, consult the website of the [Centre for Teaching and Learning](#).



### Suggestions:

It may be helpful to use Biggs' SOLO (structure of observed learning outcomes) taxonomy to evaluate if the different aspects of constructive alignment are aimed at advanced levels of understanding and higher-order cognitive development.

Consult the following sources for more guidance:

-  [John Biggs: Solo Taxonomy](#)
-  Biggs, J.B., & Collis, K.F. 1982. *Evaluating the quality of learning: The SOLO taxonomy*. New York: Academic Press.
-  Biggs, J. & Tang, C. 2011. *Teaching for Quality Learning at University*. 4<sup>th</sup> ed. McGraw-Hill: Society for Research into Higher Education & Open University Press.

The Structure of Observed Learning Outcomes (SOLO) developed by Biggs and Collis (1982) consists of five levels of understanding, as described below in **Table 1**:

**Table 1:** SOLO taxonomy

Levels of understanding displayed by students	Phase of learning	Indicative verbs
<b>Extended abstract:</b> Conceptualise at a level extending beyond what has been dealt with in the actual learning and teaching process.	Qualitative phase	Theorise, generalise, hypothesise, reflect, generate
<b>Relational:</b> Indicate orchestration between facts and theory, action and purpose. Understanding of several components which are all integrated conceptually. Can apply the concept to familiar problems and work situations.	Qualitative phase	Compare, contrast, explain causes, integrate, analyse, relate apply



Levels of understanding displayed by students	Phase of learning	Indicative verbs
<b>Multistructural:</b> Indicate understanding of boundaries but not of systems. Understanding of several but discreet components. Disorganised collection of ideas or concepts around an issue. Not relating items in a list.	Quantitative phase	Enumerate, classify, describe, list, combine, and do algorithms
<b>Uni-structural:</b> Concrete, minimalistic understanding of an area, focuses on one conceptual issue in a complex case	Quantitative phase	Identify, memorise, do simple procedure
<b>Pre-structural:</b> No understanding demonstrated.	Quantitative phase	Misses the point

Adapted from Biggs & Tang (2011:111-117)

6. The selection of **appropriate learning and teaching methods** to facilitate students' learning is of the utmost importance. In this regard, the learning and teaching strategy of a module should provide a concise description of the teaching events and methods, such as formal lectures, practicals, tutorials, project-based learning, problem-based learning, workplace-based learning, inquiry-based learning, case studies, site-visit, guest lectures, etc. This information should also align to the information captures in the *timetable information* (Section 8 of Form B), and, where applicable to the *workplace based learning* (Section 4 of Form B)



#### *Further consultation or contact persons*

It is advisable to contact the [CTL advisors](#) of the Centre for Teaching and Learning (CTL) for professional academic support. Use the link to access more information about the faculty-based support and training opportunities available to academics.

7. Access to **well-equipped teaching facilities**, including lecture theatres, multi-functional learning spaces, practical laboratories, library and other academic support services, should be considered in preparing a learning and teaching strategy for a module.

When considering the teaching and learning strategy, we often design the strategy according to the facilities available within the department/faculty. However, the availability of learning technologies (see below) also influences the way in which we regard the *place* of instruction. Additionally, a variety of teaching facilities are available at SU, and arrangements could possibly be made to use venues outside of the department, for example booking electronic venues (computer user areas), laboratories or practical venues (such as the Welgevallen Experimental Farm, Tygerberg Hospital, etc.) or partner institutions that support in workplace-based learning (i.e. schools, clinics, etc.).



The use of a variety of learning methods could additionally require incorporating a variety of teaching facilities, i.e. tutorials provide learning opportunities in smaller groups, which could require additional, smaller venues (other than the large lecture venue).

Should specific teaching equipment be required that is not available on campus; it should be considered whether this equipment can be purchased by the department or the faculty. Financial considerations and the purchasing of equipment should ideally be discussed with the Faculty Manager.

The discussion on the teaching facilities required to ensure quality teaching and learning, should align with the information reported via the sections for [timetable information](#) and [workplace-based learning](#).

A **library** is more than a place to read, it has become a hub for learning and sharing ideas. Libraries can provide an immersive experience to students. A learning and teaching strategy could include the considering of how the SU or the faculty-specific library could be optimally used for the module. The library can serve a variety of roles in learning and teaching, including:

- **Access to expensive resources** (i.e. the library can be requested to buy a few copies of a very important resource- book, video, journal - that can be shared by all students)
- **Physical spaces** (learning commons and other venues) are available for students and lecturers to meet outside of the classroom or to participate in practical activities such as browsing a library catalogue
- **Module specific training** can be developed in collaboration with the lecturer/department, which could include information or research-related skills.
- [Faculty librarians](#) are available to provide students with subject-specific **research support**, i.e. research for a specific assignment or on specific topics.

More information on the different services that are offered by the library is available [here](#).

## Describing the use of learning technologies for this module

Selecting the most appropriate **mode of provision** is important in developing a module specification. The availability of learning technologies to incorporate blended learning to enrich or mediate learning, teaching and assessment provides the possibility to include the place of instruction (in the classroom or electronic space). At SU, a module (or programme) can be designed to be offered either via contact (face-to-face) learning or via hybrid learning (HL). Both of these modes of provision can incorporate a blended learning approach. It should also be considered whether the technology used will be *internet dependent* (i.e. students would require stable and constant internet access to learn optimally) or *internet supported* (a student would need internet to gain access to some aspects of the learning material, but material can be downloaded to a device to be viewed/used offline).



Access to supporting learning technologies, including the Moodle-based learning management system (LMS) called SUNLearn is an important consideration when planning the learning and teaching strategy for a module. The Centre for Learning Technologies (CLT) provides training and support to academics on how learning technologies can be effectively incorporated into their teaching practice.

Modules that are designed using a hybrid learning mode of provision, would also have to complete the *Hybrid Learning Strategy* in the module specification. In this section of the template it is necessary to indicate the distinction is between **asynchronous** and **synchronous** (both online and on-campus) learning and indicate to what extent the module adheres to the **minimum contact requirements**.



**Take note:**

*The Council for Higher Education (CHE) defines the minimum required contact time for all modules and programmes. As SU is a registered contact Higher Education institution, all of our modules and programmes have to adhere to these minimum requirements:*

**Undergraduate programme and modules at NQF levels 5 to 7:** At least **30%** of the notional hours must be offered via synchronous activities (face to face or digitally assisted)

**Postgraduate programmes and modules at NQF level 8** (honours or PGDip): At least **25%** of the notional hours must be offered as synchronous activities

**Postgraduate programmes and modules at NQF levels 9 and 10** (masters and doctorate): No minimum synchronous contact time requirements. However, the use of synchronous (including on-campus) engagements are encouraged.

*Minimum contact time refers to all of the synchronous ("real time") interactions that are planned for the student. It is therefore not limited only to lectures, but includes research supervision, time for assessments and other activities (lab work, etc.), online or in-person discussions, etc.*

<b>Asynchronous learning</b>	Students engage with learning material or activities at their own pace, from different locations and during different times. Such learning usually occurs via digitally mediated platforms. The lecturer provides the students with learning activities or units, which the students move through as their schedules permit (Fresen, 2018; Hrastinski, 2019; Czerniewicz, 2022).
<b>Notional hours</b>	The agreed estimated learning time taken by the average student to achieve the specified learning outcomes of the module or programme (DHET, 2021). This is not a precise measure but indicates the amount of study time and degree of commitment expected. This includes consideration of contact time, research, completion of assignments, time spent in structured learning in the workplace, individual learning and assessments. Each credit represents ten notional hours, i.e., a ten-credit module is equal to 100 notional hours and would indicate that the average student would need 100 hours to achieve the identified outcomes and obtain the necessary knowledge and skills.
<b>Synchronous learning</b>	This implies that the students and lecturer(s)/tutor(s) engage with one another and the course content in a specific space at the same time, whether face to face or virtually, i.e. through live streaming of lectures or an online meeting in a



virtual chatroom. Synchronous online activities are also regarded as 'contact time', as the interaction between student and lecturer/tutor occurs at the same time (Fresen, 2018; Hrastinski, 2019; Czerniewicz, 2022).



### *Sources of information*

- Council on Higher Education. (2014). Distance Higher Education Programmes in a Digital Era: Good Practice Guide. Pretoria: CHE
- Czerniewicz, L. (2022). Mapping provision in HE: the present and the possible. Report for the New Higher Education Institutions (HEIs) Project of the South African Department of Higher Education and Training.
- Department of Higher Education and Training. (2021). Dictionary of Terms and Concepts for Post-School Education and Training
- Fresen, J.W. (2018). Embracing distance education in a blended learning model: Challenges and prospects. *Distance Education*, 39(2), 224-240.
- Hrastinski, S. (2019). What do we mean by Blended Learning? *TechTrends*, 63, 564-569.



### *Further consultation or contact persons*

The Centre for Learning Technologies ([CLT](#)) provides training and support to lecturers on how to incorporate **learning technologies** as part of learning, teaching and assessment, such as the use of SUNLearn, MS Teams, PowerPoint and Camtasia Studio.

CTL provides [professional learning opportunities](#), [resources](#) and [online support](#). The following individualised support is also available via the [CTL](#):

- CLT advisers
- Online learning designers
- Multimedia designers
- Hybrid learning designers
- Technical support staff

Modules and programmes that are designed using a **hybrid learning** (HL) mode of provision, can also contact the [Hybrid Learning Unit](#) for more information on HL funding and support required for HL design, digital marketing and additional support.



### *Hyperlinks to other resources:*

[An overview of the modes of provision at Stellenbosch University](#)





## For example

### Example A:

This module will be offered as a contact module, as students will be required to attend learning opportunities and lectures using the traditional timetable. However, SUNLearn will be used to accommodate a blend of learning and teaching methods to facilitate learning. Learning material (narrated PowerPoints, readings and videos) will be made available to students at least one week prior to a contact session. One of the "lectures" on the timetable will be used as a "flipped classroom approach", whereby students will be engaging with case-studies and workplace examples and will be required to apply the theoretical knowledge and theories to these case studies. This will be dealt with in a group format, to also incorporate group work skills.

Additionally, at throughout each theme, a variety of online quizzes will be made available to student. These will be used mainly for formative assessment purposes to assist students in determining whether they have understood and internalised the knowledge included in the theme. These online quizzes will provide immediate and sustainable feedback, to enhance students' learning. To encourage students to complete these quizzes, the marks for 5 completed quizzes (the best 5) will be used for summative purposes.

All of the online activities will be made available via SUNLearn, which will ensure that all students have access to the material. The material uploaded will additionally not be internet dependent, as students will be able to download readings and other material to access and revisit in their own time.

### Example B:

As this module is offered via a hybrid mode of provision (also see more detailed HL strategy below), cognisance will be taken in the design of the online "classroom" hosted on SUNLearn. All learning material and additional support material will be made available via SUNLearn. This will include uploaded (pre-recorded) narrated PowerPoints and interactive training videos. Students will also be required to participate in group discussions on selected topics via the discussion forum. The majority of formative (quizzes, reading reports, peer feedback) and summative (2 of the submitted reading reports, peer assessment marks for 1 assignment, self-made video and written assignments). Students will also be required to submit a Turnitin report for the written assignments. To ensure that students are supported in the use of online platform, a dedicated tutor will support students in the programme to address technical questions and support needed. As a large component of the module consists of online learning (both synchronous and asynchronous), students will need access to stable and constant internet, to ensure that they can access learning material and participate in synchronous activities when needed.

## Learning support outside the classroom

The learning and teaching strategy of a module should also indicate how **students' diverse learning needs** will be accommodated. It is also advisable to make the necessary resources available to





students, such as a detailed module guide, a list of prescribed books and reading material, and other support services dedicated to specific needs. Student support can be divided into five areas:

- Academic support
- Co-curricular support
- Counselling support
- Administrative support
- Technology support

Students and staff at SU have access to a variety of support services. Based on regular interaction with students, university teachers/lecturers are able to identify the specific learning needs of students and refer them accordingly.

## Academic support

### Support made available via the faculty/department

Several faculties already have academic support strategies available, such as mentors and tutors to students or academic advisers to provide guidance to students. If you are unaware of the support structures that are available, please consult with the office of the Vice-Dean: Learning and Teaching in your faculty.

### Central support

A variety of academic support services are available.

- **Library**
  - The library is available in-person and offers online support.
  - Additionally faculty librarian assistance is available to all students (students can schedule one-on-one meetings with the librarian to discuss the student's needs, including bibliometric services, book orders, training material on SUNLearn, etc.)
  - Research commons and common areas are available to students
  - SUNScholar is available to access journals as well as previous theses and dissertations or research articles
  - Support is available for research data management
- **Language centre**
  - Several language short courses are offered to students to enable them to improve general linguistic, speaking or academic writing skills in Afrikaans, English and isiXhosa
  - Individual writing consultations and academic writing workshops as well as writing groups are offered by the language centre and is available to all students
  - The writing lab creates space for writers to learn and comment and helps students to reach their academic potential.



### ○ **Postgraduate office**

- The signing of a [Memorandum of Understanding](#) (MoU) between supervisor and postgraduate students is compulsory at Stellenbosch University. A template of the general SU MoU and resources to support students in completing this agreement is available.
- Workshops, resources and support services are available via the [Postgraduate Skills Development Programme](#). This programme aims to help postgraduate students to improve their research and thesis writing skills.
- Research planning is available via the [plan.it](#) project management tool.
- Information is available on postgraduate funding and students can book a [consultation](#) to discuss their research funding needs.

### ○ **Unit for Academic Counselling & development**

- Work sessions are offered to help students manage time and stress, prepare for tests and exams and develop better study techniques
- iApp is a mediated- self-reflective session that focusses on promoting self-development skills, such as setting personal and academic goals and a positive wellbeing
- i-Tick is a time management support session to help students develop the necessary skills and strategies to improve, adjust and enhance the way he/she manages time
- i-Steer promotes healthy stress management skills and enables students to develop the necessary skills to identify physical, emotional, mental and behavioural symptoms of stress, how to alleviate them and when and how to seek professional help
- i-Kit session aims to develop students' study strategies and skills
- i-Prep equips students with different memory techniques and helps them to identify such areas of growth, preparing for exams and improving coping mechanisms
- Individual and group academic counselling sessions are available to all students through registered educational psychologists, registered counsellors and psychometrists. These are aimed at equipping students with the necessary skills to overcome academic challenges

### ○ **Disability Unit**

- A range of services are available to students with disabilities
- This includes advice on appropriate academic support solutions, access to tailored study materials and access to financial support
- The unit also offers various training opportunities, such as learning Sign Language and offering training sessions to staff and students related to universal access, universal design, reasonable accommodation and disability on campus and in the workplace

## Co-curricular support

### ○ **Centre for student leadership, experiential education and citizenship**

- The Centre for Student Leadership, Experiential Education and Citizenship (CSLEEC) aims ensure that Stellenbosch University (SU) provides comprehensive and coherent leadership experiences for its students through the development of graduate attributes.



- The co-curriculum office focuses on experiential learning (as pedagogy for social justice) and collaborative partnerships in research, monitoring and evaluation.
- The Frederik van Zyl Slabbert Institute for Student Leader Development (FVZSI) offers short courses (recognised on the academic transcript) to empower youth leaders.
- Student government promotes ethical student governance principles. Student leaders are provided with leadership development opportunities.
- **Unit for Graduant Career Services**
  - Helps students with the job-seeking process, including building skills such as CV-writing and improving interview skills
  - This unit works closely with potential employers to facilitate recruitment opportunities
- **Centre for Student Communities**
  - The Centre for Student Communities aims to give students a holistic living and learning experience.
  - Residences and Private Student Organisations (PSOs) are grouped together to form a cluster that plays a significant role in the integration and support of newcomer students on campus, particularly by means of mentor groups. Mentors are senior students that are appointed to support newcomer students with adjusting to university life.
  - Support is provided via the *Listen, Live & Learn* (LLL) initiative, the annual *Welcoming Programme* and *Multi-cultural education* on campus.

## Counselling support

- **Centre for Student Counselling and Development**
  - Offers training programmes and presentations to staff, students and external partners on career, academic and personal development
  - Accredited continuing development programmes are available to all students and staff
- **Unit for psychotherapeutic and support services**
  - Offers professional support and counselling to students who are experiencing personal, professional or academic challenges, emotional or mental trauma or mental health challenges
  - Services are rendered by qualified psychologists, counsellors and social workers
  - Support is also available to students who need welfare, food assistance and emergency relief
  - The unit provides students with free and confidential individual and group counselling sessions for challenges ranging from anxiety, tension, home or university trauma and loss, low self-esteem to alcohol and substance abuse
- **Equality Unit**
  - Deals with formal and informal complaints related to unfair discrimination, harassment, victimisation and abuse.
  - Works toward HIV prevention and do testing and counselling
  - LGBTQIA+ support services are also available to all students and staff



## Administrative support

Administrative support for students mainly consists of support required for academic administration (i.e. applications, registrations, amendment of subject choices, etc.) needs. For this purpose all faculties have a dedicated faculty administrator, located within the [Registrar's Division](#) of SU. The division also includes legal services.

Student complaints can be turned to the [ombudsman](#) if the available channels have been explored thoroughly but not addressed after a reasonable period.

## Technology support

The [Centre for Learning Technologies](#) provides support to all students related to learning technologies. This includes online resources available via SUNLearn as well as continuous SUNLearn support. It is also recommended that programmes and modules that use a blended learning approach or that is offered via a Hybrid Learning mode of provision, to plan for programme or module-specific online support, such as online tutors, to assist students.

Additionally, general information technology support, such as assistance with passwords and usernames, is available via the Division of Information Technology. Students can request support via the ICT Partner Portal, sending an [email](#) or phoning the IT service desk to request specific help or advice.



## Annexure 1

### Graduate attributes (as defined in the SU Teaching and Learning Strategy of 2017)

As a creator of sustainable hope in Africa, SU aspires to create the kinds of conditions that will enable each student to acquire the attributes outlined below:

#### An Enquiring Mind

- Lifelong learner
- Critical and creative thinker
- Exercises responsibility for learning and using knowledge

A graduate who has an "enquiring mind" will be one who is curious, a lifelong learner who thinks critically and creatively, and who uses systematic methods of enquiry in knowledge development and problem solving. An enquiring mind is open to new, as well as diverse ideas, is willing to learn from the received wisdom of the past, as well as to find new ways of knowing and doing. This involves taking the best from international and received ways of knowing, as well as from indigenous, local, lay and underrepresented knowledge sources. It involves seeing the interconnectedness of different knowledge sources and systems, and being able to process ideas and information individually and in teams. An enquiring mind is discerning and appreciates the values of knowledge. Such a student will consider the responsibility and accountability that accompany knowing and learning, and will respect research-oriented approaches to decision-making.

#### An Engaged Citizen

- Leader and collaborator
- Social entrepreneur
- Effective in a diverse environment

An engaged citizen is one who understands how to contribute as a member of a team and community, thus to collaborate and be of service. A graduate becomes an engaged citizen to the extent that he/she can care for him-/herself and exercises care for others. This also implies the ability to take on a leadership role in social life and as a member of civil society at various levels, such as in the family, the workplace, at regional, national, continental as well as international level. Engaged citizenship implies appreciation of local and national connectivity on the one hand, and yet avoidance of damaging exclusivity, on the other. An SU graduate should have had the opportunity to engage critically in community interaction in the region, and to have considered potential solutions to national and international crises, such as those related to sustainability and climate change. Further, an SU graduate will be aware of the value of interaction on a global level, and be open to participating in international settings. An engaged citizen understands that transformation of society involves transformation of the self.



## A Dynamic Professional

- Problem solver
- Uses sustainable and effective technology
- Innovative
- Effective communicator

A dynamic professional is able to use knowledge gained at university and beyond to solve problems in the workplace, home and community. Such a professional is innovative, takes initiative and is aware of the power of entrepreneurship. He/she will have learnt the importance of ethical behaviour and what this means in practice. At the same time, a dynamic professional is effective, and harnesses own talent, as well as the capacity of others in growing and prospering. Finally, a dynamic professional has the flexibility to make career choices and decisions in relation to the changing nature of the world of work. An SU graduate should become a dynamic professional by having developed the capacity to apply and communicate knowledge, as well as sustainable and effective uses of technology in various community, business, professional and personal settings. He/she should be able to communicate effectively in oral, written, digital and multi-modal forms.

## A Well-rounded Individual

- Exposed to cultural, intellectual and sporting life
- Takes responsibility for own development
- Takes informed and considered decisions.

A well-rounded individual senses the importance of aesthetic, cultural, spiritual and traditionally scientific modes of engagement, and understands the value of physical as well as intellectual well-being and sporting life. Such an individual would have had the opportunity to become a potential source of wisdom for him-/herself, as well as to those with whom he or she interacts. Thus he/she can take informed decisions. And can use his or her education to enrich life in its broadest sense. An SU graduate should be assisted in cultivating skills, values and ideas that enhance his/her own humanity. The curriculum and co-curriculum should offer opportunities for the student to grow along social and individual dimensions, and along intellectual, as well as affective dimensions.

## Teaching and Learning at Stellenbosch University

For the University to support graduates to become enquiring, engaged, dynamic and well-rounded, the teaching and learning arrangements of the University, as well as the arrangements governing all aspects of the student experience, need to be aligned to such a vision.

The following is required to achieve this:

**Critical and scholarly lecturers** who



- Engage in various forms of scholarship
- Are reflective and open to new ideas

**Engaging curriculum design** which

- Brings the outside world into the classroom (i.e. authentic learning)
- Is current and self-renewing

**Dynamic delivery** which

- Is innovative and flexible
- Uses a wide variety of media functionally

**Enriched campus experience** which

- Encourages learning from diverse perspectives
- Provides and encourages a variety of learning contexts.

