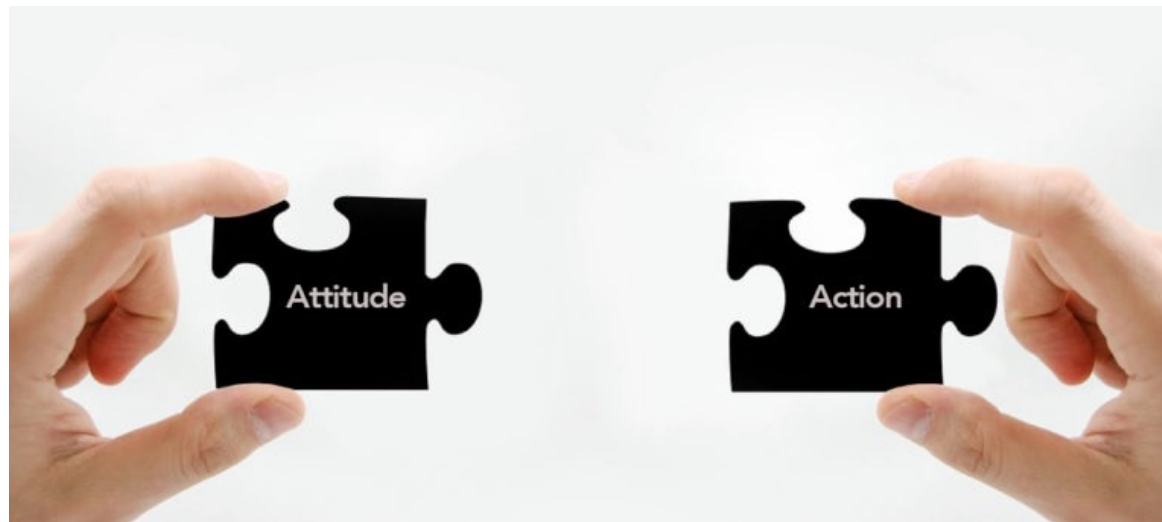


Reimagining the curriculum in the 21st century in higher education to promote student engagement through an appreciative inquiry lens in a South African context: Lecturers' perspectives

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INTRODUCTION AND BACKGROUND



Student engagement is complex and multi-faceted



Increasing diversity



Landscapes of education are changing



Relevance of the curriculum in an increasingly digital world



Student engagement is an avenue to reimagine the curriculum, particularly in the 21st century



Success and achievement



World of work (Increasing employability)



PURPOSE



The curriculum offered is designed to 'engage' the students.



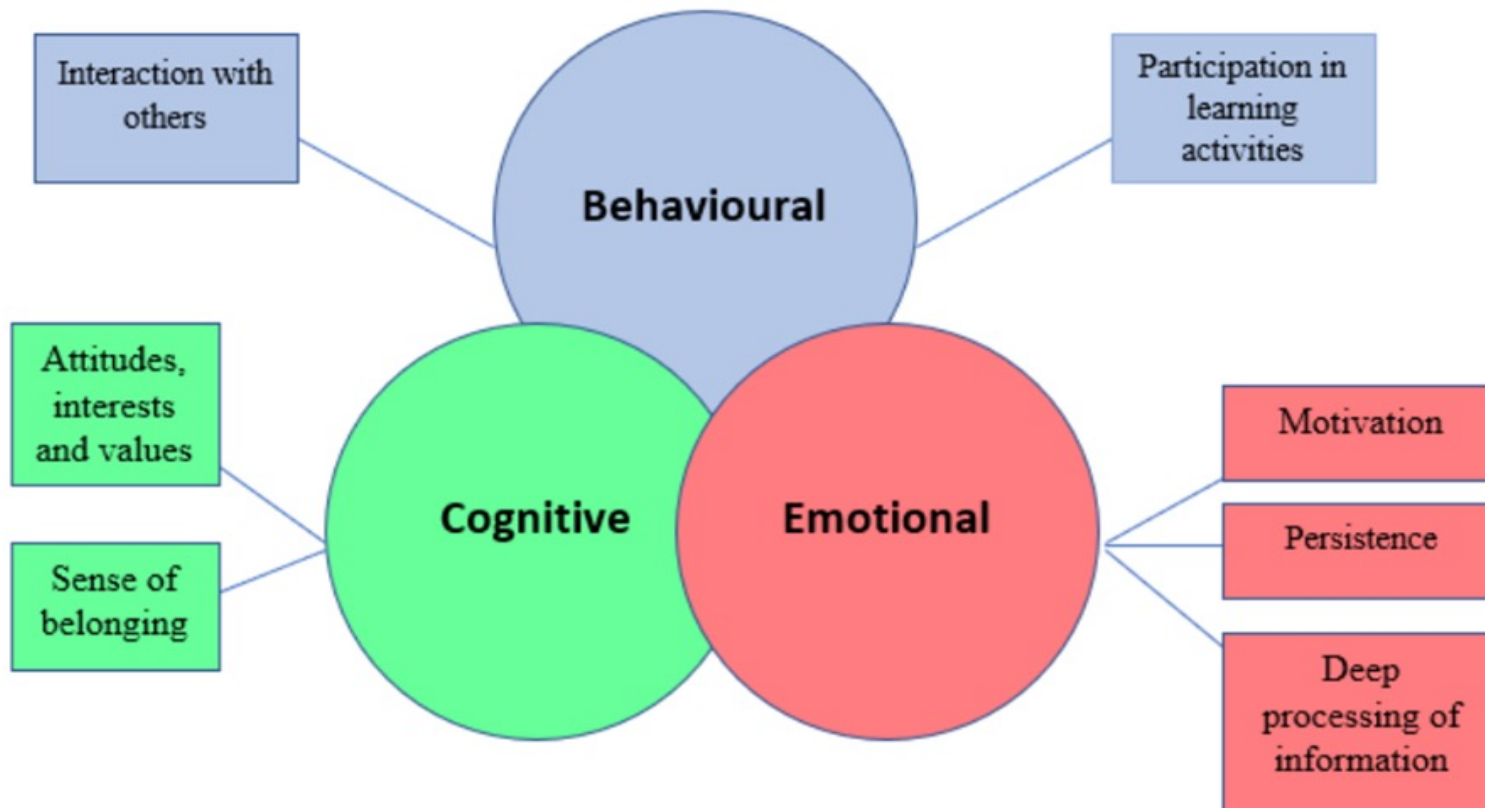
Challenge of providing an engaging curriculum



Student retention and positive outcomes



CONCEPTUAL FRAMEWORK FOR STUDENT ENGAGEMENT



Conceptual framework of types and indicators of student engagement
(Schindler, Burkholder, Morad and Marsh, 2017:27)



THEORETICAL FRAMEWORK: APPRECIATIVE INQUIRY

Table 3.1: Appreciative Inquiry compared to traditional problem-focused approaches
(Knox, 2015:5)

Problem-focused	Appreciative Inquiry (AI)
Felt or identified “need” or problem	Appreciating the “best of what is”
Identifying root causes underlying problem	Imaging the “possible”
Use of quantitative performance data with limited attention to personal stories	Use of storytelling and personal narratives
Developing solutions to problems	Determining what “should or could be” and pursuing this; spreading positives to other topics/areas
Inclusive process involving individuals from all over or small groups	Inclusive process involving individuals from all over
An organisation is a problem to be fixed	An organisation is an asset to be appreciated and engaged



METHODOLOGICAL BASIS OF AN APPRECIATIVE INQUIRY: 5 PHASES

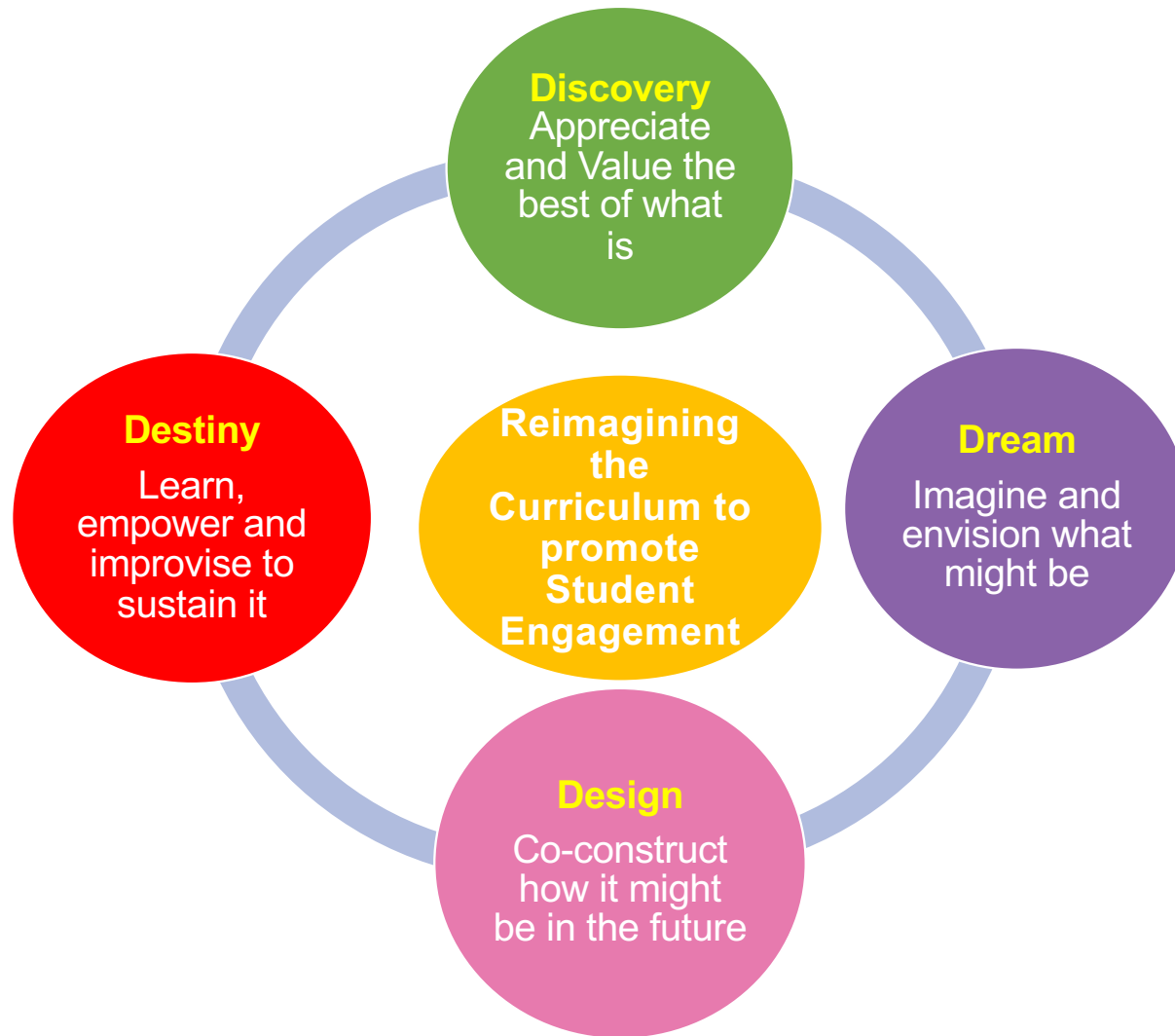


Figure 1. The 5D-cycle of appreciative inquiry. (Adapted from Cooperrider, Whitney, and Stavros, 2008; Whitney and Trosten-Bloom, 2010:6, Pretorius and Van Wyk, 2018:496).

METHODOLOGY

5 Phases of Appreciative Inquiry	Appreciative Interviews	Discursive Conversation/Questionnaire
Define: Reality is constructed through positive language and conversation	Understanding student engagement and the curriculum	Clarifying the focus
Discovery: Asking questions to create change	What have been your peak/positive experience with student engagement and the curriculum	Asking questions that inspire change
Dream: Visions for the future	Discuss your vision for the curriculum to boost student engagement	Prompting inspiring ideas
Design: Examining ideas that inspire action.	Describe an ideal future for student engagement and the curriculum	Examining the ideas that inspire action
Destiny: how they would take the design phase forward and implement and sustain it.	Ideas for reimagining the curriculum in the 21 st century to boost student engagement	Taking the design phase forward



RESULTS

THEMES/FINDINGS	DISCUSSION
Humanising content	<ul style="list-style-type: none">• Breaking down content into a relatable and understandable manner• Content can be Intimidating and abstract• Organised• Spaced
Authenticating the learning experience	<ul style="list-style-type: none">• Practical/Real Life experiences• Linking theory and to real-life examples
Creating opportunities for critical- thinking	<ul style="list-style-type: none">• Topics that stimulate critical discussions• Online forums• Q and A• Reflective sessions



RESULTS

THEMES/FINDINGS	DISCUSSION
Reviewing content and pedagogical practices	<ul style="list-style-type: none">• Similarities and repetition• Questioning content• Current, topical• Reflection
Encouraging work-integrated learning and innovative models	<ul style="list-style-type: none">• Online placements• Global relevance• Increasing employability
Value/Interest	<ul style="list-style-type: none">• Increases engagement• Stimulates motivation
Preparing students for the 21st century world-of-work	<ul style="list-style-type: none">• Preparing students for the world of work• Diversifying skills• Increasing future employment



CONCLUSION



Higher Education Institutions should consider student engagement when attempting to reimagine and develop the curriculum, particularly in the 21st century.



Identify aspects of teaching and learning that engage students



Student engagement is associated with Success and Achievement



Curriculum Innovation



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