Reimagining the curriculum in the 21st century: Bridging the gap between undergraduate and postgraduate to promote student success

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Background

Started working as the C4SS coordinator with the undergraduate students - 07/19 (Higher Certificate in Pre-School Education, Diploma in Grade R Teaching and Bachelor of Education in Foundation Phase programmes).

Started with postgraduate students - 01/20 (Faculty of Education).

C4SS offered individual consultations and due to the increased numbers of the postgraduate students this lead to group workshops.

We noticed that students experienced difficulties in referencing and writing skills that are required at HE level.

According to Lichtinger (2018) there are many students at higher education that experience difficulties when it comes to writing.

C4SS + postgraduate librarian

Collaboration of the C4SS + postgraduate librarian was formed, to address the writing and referencing challenges.

Postgraduate Workshops

TIMELINE

Current initiatives to bridge the gap between postgraduates and undergraduates

Interactive and engaging

Identify references

Mayesky, M. 2014. *Creative activities and curriculum for young children*. 11th ed. Stafford: Cengage Learning.

Book in print

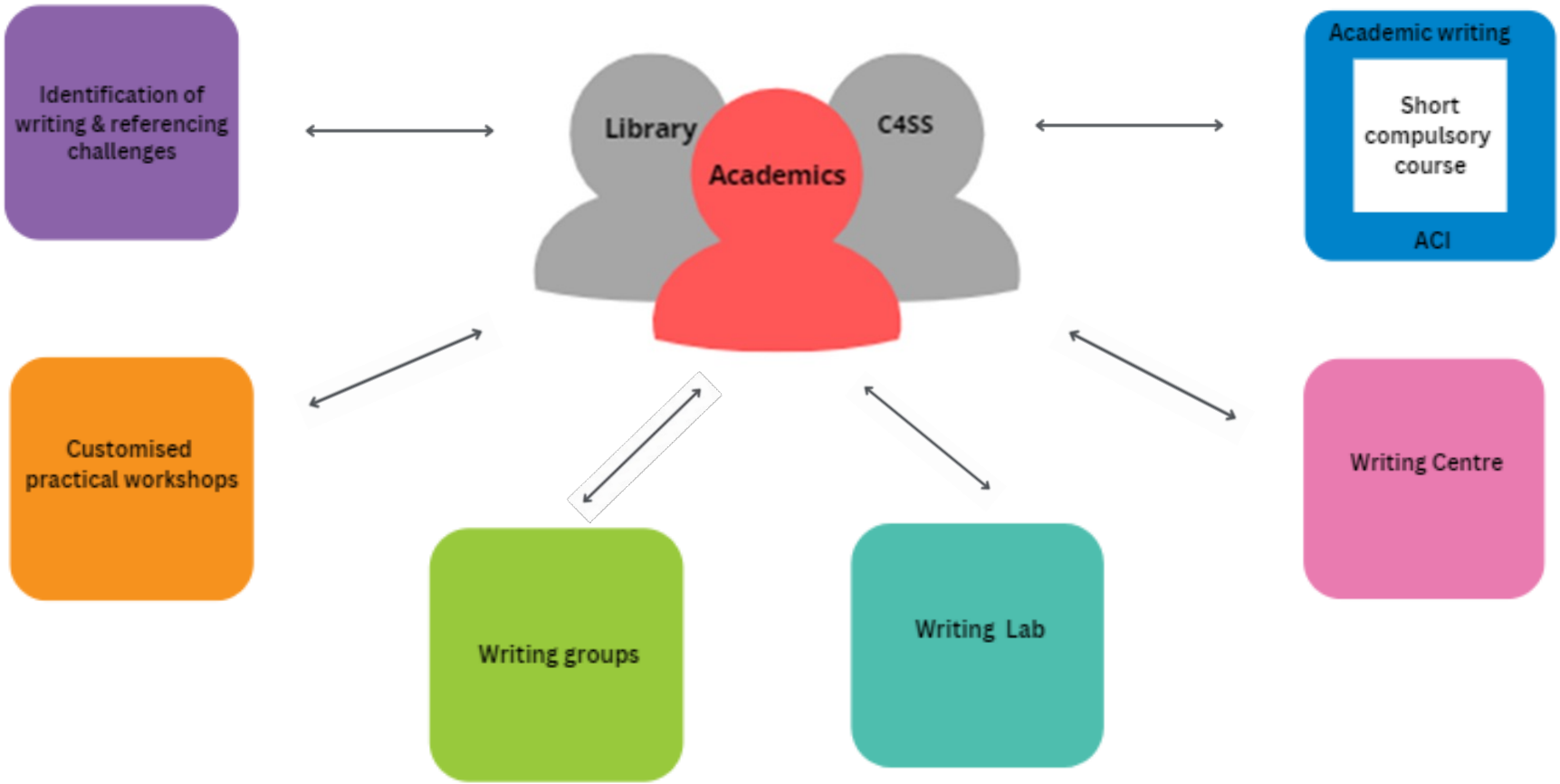
Murris K. 2019. Children's development, capability approaches and postdevelopmental child: The birth to four curriculum in South Africa. *Global Studies of Childhood,* 9(1):56-71.

Journal article

Shaik, N. & Ebrahim, H. 2020. Transforming pedagogy in early childhood education. In: Gasper, M. & Walker, R. (eds) *Mentoring and coaching in Early Childhood Education*, pp. 79-88. London: Bloomsbury Academic.

Book chapter in edited book

Reimagining the curriculum and student support



Identifying the gaps

Identification of writing & referencing challenges

Online Questionnaire:

- Reason for academic referencing
- Improve students' ethical behavior

(Singh, Steencamp, Harmse & Botha, 2020)

Undergraduate questionnaire:

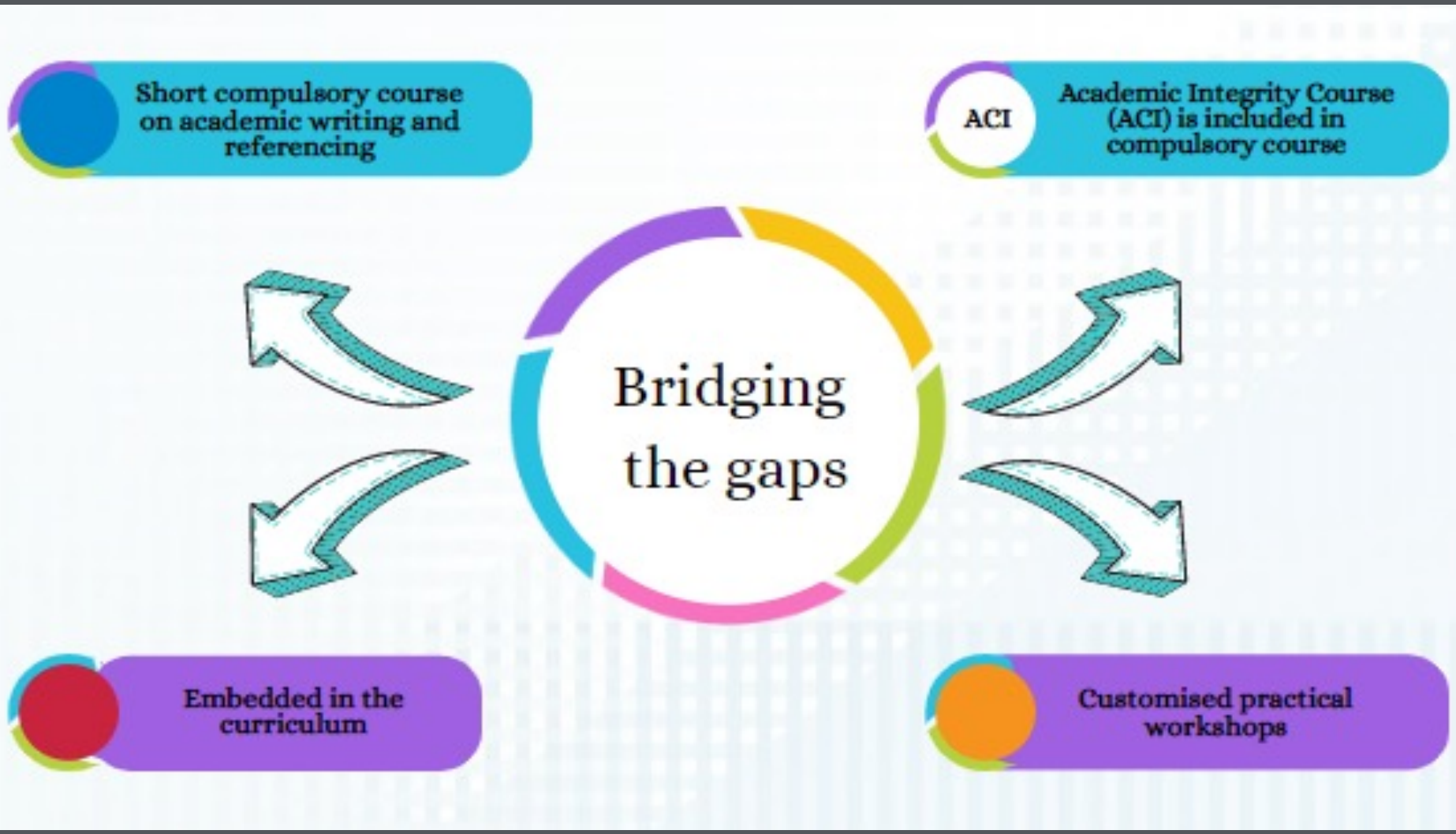
Students experiences of developing referencing skills

(Gravett & Kinchin, 2020)

Postgraduate Taught (PGT) survey:

Student experience survey to aid transition to postgraduate level

(Coneyworth, Jessop, Maden & White, 2020)


Short compulsory course on academic writing and referencing
ACI
Academic Integrity Course (ACI) is included in compulsory course
Bridging the gaps
Embedded in the curriculum
Customised practical workshops

Preventing the gaps

Writing Centre

Writing Centre – on campus and online.

UCT, Humanities Writing Centre (University of Pretoria), The Wits Writing Centre, DUT, UNISA, UWC.

Writing Lab

Writing Lab

OWL (Purdue University, Indiana, US) - online repository of writing resources and instructional material.

Writing groups

Writing Groups

Learning from others - students share parts of their assignments and research proposals for reviewing as a group – resonates with the idea of Writing groups, described by Wilmot and MsKenna (2019).

PROS & CONS

Short compulsory course on academic writing and referencing including Academic Integrity Course

PROS	Students	CONS
Strong collaboration between Support Services (C4SS, Library, SAS, Service Delivery, Buddies) and lecturers. ACI course is incorporated into curriculum module.	Students will be equipped early in their studies with necessary academic writing and referencing skills, including plagiarism and academic integrity.	Challenges to academic staff. Challenges to professional staff. Workload and time constraints.

References

Boyle, J., Ramsay, S.,& Struan, A. 2019. The Academic Writing Skills Programme: A model for technology-enhanced, blended delivery of an academic writing programme. *Journal of University Teaching & Learning Practice*, 16(4),article 4. https://doi.org/10.53761/1.16.4.4 [Accessed 13.09.2022].

Coneyworth, L., Jessop, R. Maden, P. & White, G. 2020. The overlooked cohort? – Improving the taught postgraduate student experience in higher education. *Innovations in Education and Teaching International*, 57(3):262-273. DOI: 10.1080/14703297.2019.1617184

Gravett, K. & Kinchin, I.M. 2020. Referencing and empowerment: Exploring barriers to agency in the higher education student experience. *Teaching in Higher Education*, 25(1):84-97. DOI:10.1080/13562517.2018.1541883

Gravett, K. & Kinchin, I.M. 2021.The role of academic referencing within students' identity development. *Journal of Further and Higher Education*, 45(3):377-388. DOI: 10.1080/0309877X.2020.1766665

Lichtinger, E. 2018. Gap between self-efficacy and college students' writing skills. *Journal of College Reading and Learning*, 48(2): 124-137. DOI: 10.1080/10790195.2017.1411213

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Singh, D., Steencamp, M., Harmse, T. & Botha, J.C. 2020. Engaging the student voices to improve referencing skills an practices in higher education: A South African case study. *South African Journal of Higher Education*, 34(5):122-135. DOI: https://doi.org/10.20853/34-5-4199

Wilmot, K. & McKenna, S. 2018. Writing groups as transformative spaces. *Higher Education Research & Development*, 37(4):868-882. DOI: 10.1080/07294360.2018.1450361

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