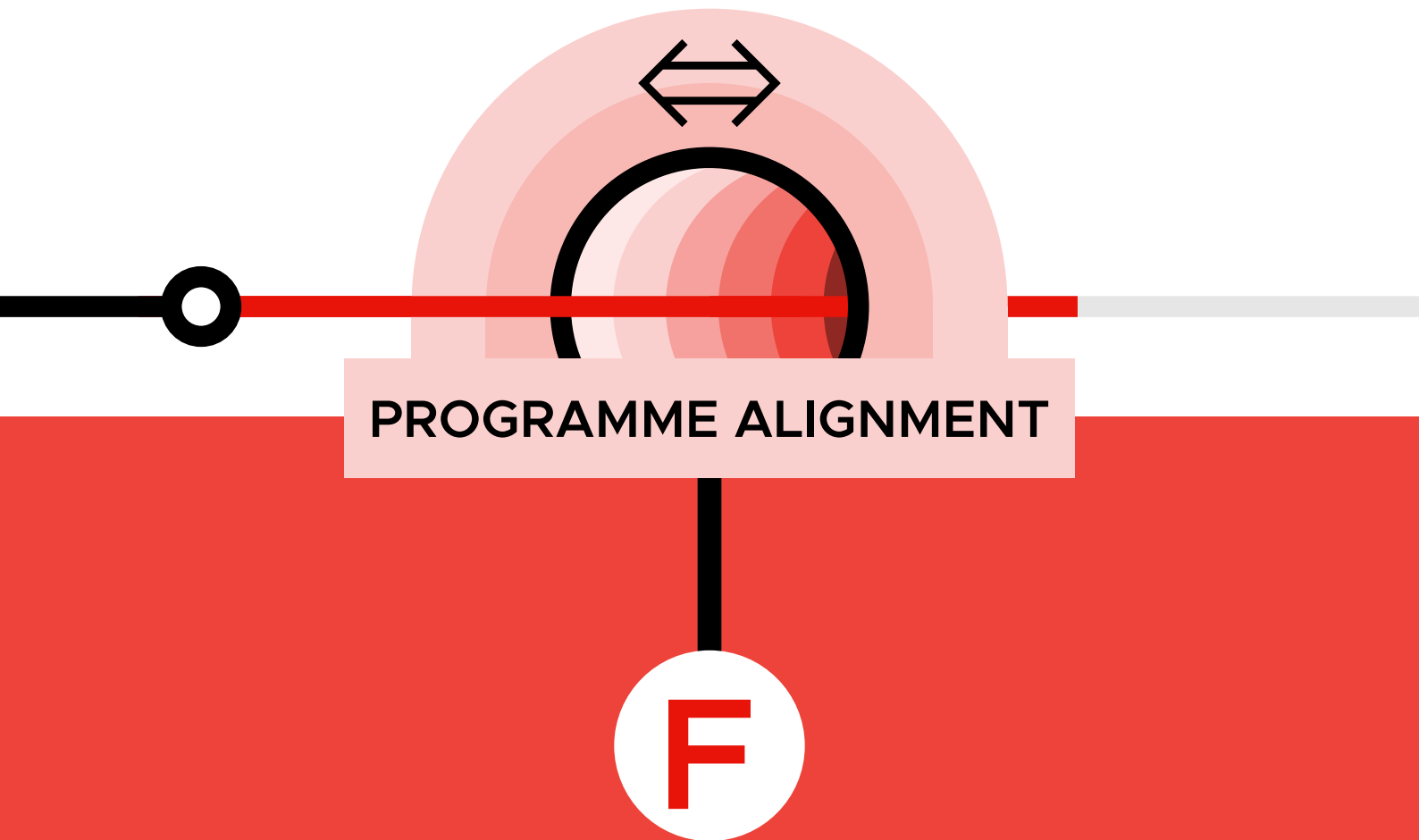




TRANSFORMING HIGHER EDUCATION
FOR SOCIAL CHANGE A MODEL FROM EAST AFRICA

FACILITATOR RESOURCE PACK

PROGRAMME ALIGNEMENT ●
TRANSFORMATIVE LEARNING ○
COURSE REDESIGN ○
LEARNING DESIGN ○



TESCEA
TRANSFORMING EMPLOYABILITY FOR SOCIAL
CHANGE IN EAST AFRICA

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This toolkit has been developed by the Transforming Employability for Social Change in East Africa (TESCEA) partnership.

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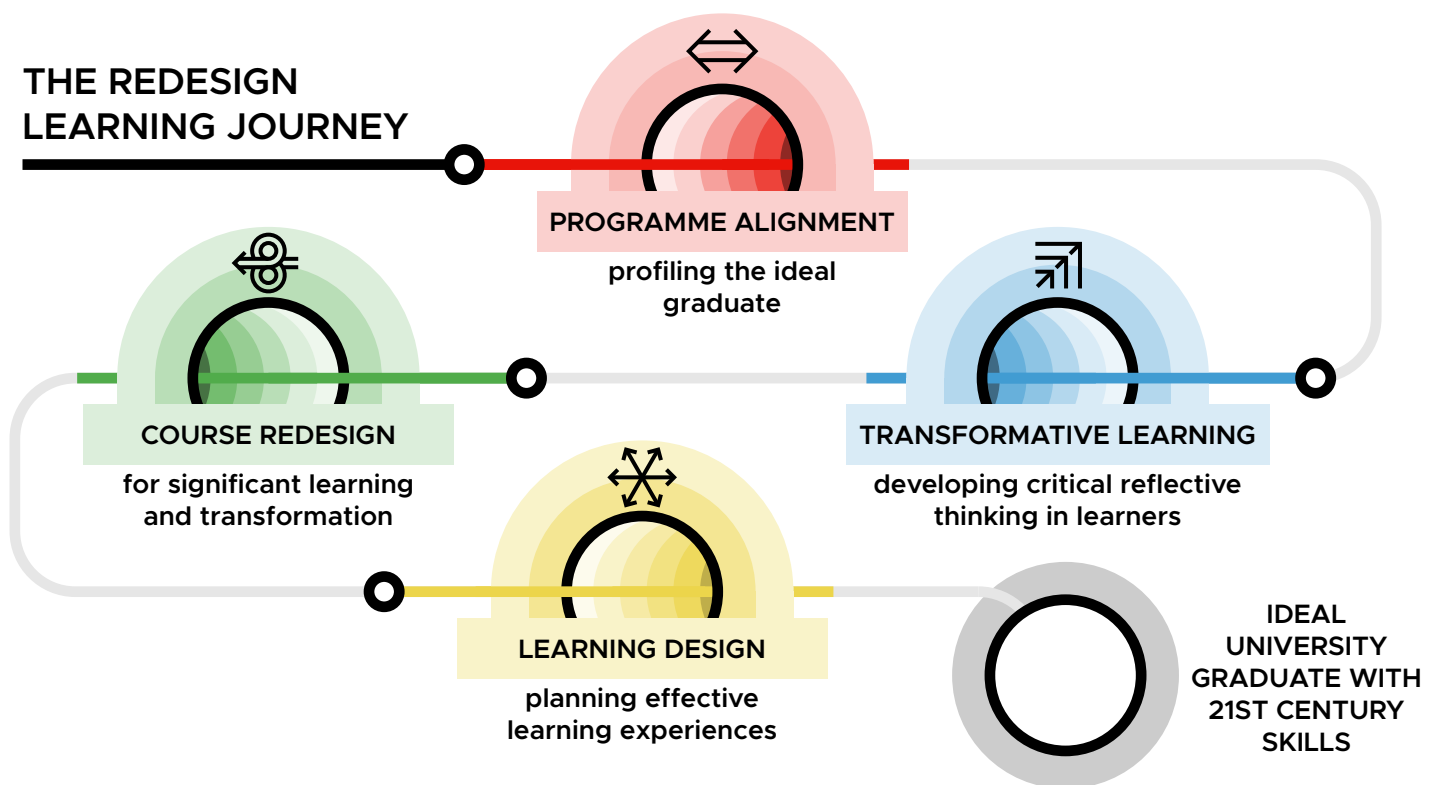
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INTRODUCTORY FACILITATION GUIDELINES

1. OVERVIEW OF THE REDESIGN LEARNING JOURNEY



2. SUMMARIES OF REDESIGN WORKSHOPS AND ONLINE COURSES

2.1. *Programme Alignment – Profiling the Ideal Graduate – face-to-face workshop*

The Programme Alignment – Profiling the Ideal Graduate workshop is aimed at key academic teaching staff (including Heads of Departments, Deans and Quality Assurance Officers) involved in designing and delivering programmes and courses, mainly at the undergraduate level, that will be undergoing redesign. The workshop is designed to support a process of conceptualising the big picture of the nature and character of the type of ideal graduate that the university is aiming to shape and how each individual institutional unit, programme and course contributes to the development of this graduate. The workshop can take the form of a two to three-day workshop which can either be conducted with representatives from three to four programmes from different institutional units at the university or with all programmes in the same institutional unit in one session.

Throughout the workshop, key academic teaching staff involved in delivering a programme are taken through a process ensuring that they design programmes and courses that pay attention to the ultimate goal; namely the shaping of employable graduates equipped with 21st century skills.

2.2. *Transformative Learning – Developing Critical Reflective Thinking in Learners – face-to-face-workshop*

The Transformative Learning – Developing Critical Reflective Thinking in Learners workshop is aimed at academic teaching staff, who teach mainly at undergraduate level. Its goal is to promote a growth mindset amongst academic teaching staff and equip them with the necessary competencies to infuse critical thinking and problem-solving into their own teaching (and facilitation) practice and within the learning environments in which they operate.

The two and a half-day workshop is designed to inspire and furnish academic teaching staff with the skills to mainstream Transformative Learning within their courses. The workshop can alternatively be run as a series of shorter ‘chunked’ workshops run over a longer period of time, allowing participants more opportunity to reflect on their own facilitation practice and to make incremental changes to their facilitation approach.

Throughout the workshop, academic teaching staff are taken through a process that simulates the Transformative Learning Cycle (TL Cycle), which they are encouraged to embed in their own facilitation of learning practice. Through the adoption of this cycle and Transformative Learning Pedagogy, academic teaching staff are able to create learning environments which move students beyond simply ‘knowing’ to confidently exercising critical reflective thinking and problem-solving in all areas of their life.

Students and graduates who possess these skills, capabilities and dispositions are more likely to demonstrate the ability and mental agility to create their own futures; innovating and creating new knowledge, becoming the changemakers they need to be, to transform themselves, their communities and the world for the better.

2.3. Course Redesign for Significant Learning and Transformation – face-to-face workshop

The purpose of the Course Redesign for Significant Learning and Transformation toolkit is to enable academic or administrative staff, responsible for staff development within their institution, to facilitate a process of hands-on course redesign. The process is aimed at academic teaching staff, who teach mainly at the undergraduate course level. To support a short or long-term process of course redesign, the toolkit can be used as a resource to design and facilitate one or a series of shorter face-to-face workshops. The toolkit uses the example of a five-day workshop to kick-start the process, with academic teaching staff working on the redesign of one course to start off with and continuing to work on its redesign after the workshop ends. However, a series of shorter ‘chunked’ workshops run over a longer period of time within an institution might be more effective, with participants working on the redesign of their course between each workshop.

The methodology adopts a two-layered approach to course redesign. Academic teaching staff start by conceptualising the content of their course; then crafting learning outcomes based on these concepts, instilling the hard and soft skills required in that discipline, then producing a course assessment plan and schedule of teaching and learning strategies, aligned to their course learning outcomes.

Throughout the course redesign process, academic teaching staff importantly embed the soft skills, capabilities and dispositions that their students will need to develop and master within that discipline. In addition, they are challenged to improve their own pedagogy to ensure that both their male and female students equally derive learning from their course and master the required gender knowledge and skills related to that discipline. These are the ‘power skills’ which employers, communities and students themselves are demanding, not only to enable students to become the experts they need to be, but to transform themselves and ultimately the world around them.

2.4. Course Redesign for Significant Learning and Transformation – online course

The purpose of the Course Redesign for Significant Learning and Transformation course is to enable academic teaching staff to conceptualise their course content to embed the soft skills and gender responsiveness that their students will need when entering the world of 21st century employment. The course is aimed at academic teaching staff who teach mainly at the undergraduate level.

Academic teaching staff will start by conceptualising the content of their course; then crafting learning outcomes based on these concepts, inculcating the hard and soft skills required in their discipline, producing a course assessment plan and a schedule of teaching and learning strategies aligned to their course learning outcomes.

Hosted on Moodle, an online learning platform, the course is running in a mostly asynchronous mode – allowing the participants maximum flexibility as to when to learn – complemented by synchronous drop-in clinics where the participants have a chance to interact with facilitators and peers in real time. The content of the course is delivered in a mixed-media format – text-based resources, videos and interactive exercises. There is also group work in a dedicated discussion forum to provide mutual support and feedback on a course assignment.

Following successful completion of all eight units, academic teaching staff will have developed an outline of a redesigned course that will equip their students with 21 century skills alongside subject knowledge. The natural continuation of this course is the ‘Learning Design – Planning Effective Learning Experiences’ course in which the participants will start planning each of the learning sessions step by step to ensure a high-quality learner experience.

2.5. Learning Design – Planning Effective Learning Experiences – online course

The purpose of this online course is to introduce academic teaching staff to the aspects of Learning Design; a methodology which helps facilitators of learning to plan for the delivery of their courses step by step and from the perspective of learners. It helps to ensure varied and effective learning experiences for students.

This six-week online course can be taken as a standalone training, or subsequent to the workshops identified above. Hosted on Moodle, an online learning platform, the content is delivered in a mix-media – text-based resources, videos and interactive exercises. There is also group work with a dedicated discussion forum to share ideas and feedback on an authentic assignment as well as peer-review activity.

Following successful completion of all five units, academic teaching staff will develop a gender responsive, high-quality learning design for their own course, using the Learning Designer online tool.

3. OVERVIEW OF THE PROGRAMME ALIGNMENT – PROFILING THE IDEAL GRADUATE WORKSHOP

3.1. *Format of the workshop*

In this toolkit, the Programme Alignment workshop takes the form of a two-day workshop.

The first day of the workshop focuses on developing a shared understanding of how the university is currently performing in terms of shaping employable graduates equipped with 21st century skills. This shared understanding will inform the second day of the workshop where participants will profile an ideal graduate of the university and ensure that there is alignment throughout the university so that all institutional units, programmes and courses contribute to the development of this ideal graduate.

The workshop is an interactive and collaborative learning experience. Sessions take the form of plenary discussion, groupwork and individual reflection. In order to maintain this interactive and collaborative learning experience while also keeping the workshop manageable for the workshop facilitators, it is recommended that each programme included is represented by a select number of key personnel only during Day 1 as well as during the first half of Day 2 of the workshop (see Participant group and facilitation team for more information).

During the second part of Day 2, when participants start to look at alignment at the level of the programme and its courses, it is recommended that all academic teaching staff (or as many as possible) involved in delivering courses in a programme participate in the alignment. This will ensure that everyone teaching on the programme has a shared understanding of how the courses making up the programme fit together and build on each other.

The example two-day workshop in this toolkit could be adapted to a series of shorter ‘chunked’ workshops run over a longer period. In particular, institutions might find it more effective to start the alignment process at the programme and course level, which should ideally include all academic teaching staff involved in delivering courses in a programme, at the start of a day rather than after lunch on Day 2.

3.2. *Links to subsequent stages of the redesign learning journey*

As mentioned earlier, Programme Alignment is the first step on the redesign learning journey and sets the scene for the subsequent stages.

Throughout the workshop, participants will be asked to reflect on how female and male students may have different experiences and needs while at the institution and when graduating. On the second day of the workshop, participants will be introduced to key terms related to gender and gender-responsive pedagogy. This will lay the foundation for ensuring an awareness and understanding of the importance of designing gender-responsive courses. This foundation is important as gender-responsive pedagogy

is embedded into the Transformative Learning, Course Redesign and Learning Design workshops/online courses.

At the end of the Programme Alignment workshop, the academic teaching staff participating will be encouraged to select the course that they will be working on in any subsequent Transformative Learning and Course Redesign workshops.

3.3. Assumptions made in this toolkit

During the Programme Alignment workshop, participants will be engaging with or developing a range of outputs at the university, institutional unit, and programme level. For the purpose of the facilitation notes and example workshop schedules included in this toolkit, it has been assumed that the following elements already exist and can therefore readily be gathered by the workshop facilitators and made available for participants to work with during the workshop:

- University vision, mission, and core values
- Faculty vision, mission, and core values

If any of these elements do not already exist, the workshop schedule will need to be adjusted to allow participants time to develop these.

It has been assumed that the elements below do not already exist and time to develop these has therefore been incorporated into Day 2 of the workshop:

- Ideal University Graduate Profile
- University Promise to the students
- University mission outcomes
- Faculty Promise to the students on the programmes
- Faculty mission outcomes

If any of these elements already exist, participants may still need to spend some time reviewing and improving them to ensure better alignment. However, this would likely require less time than developing them from scratch so the workshop schedule could be adjusted to reflect this.

4. THE TOOLKIT EXPLAINED

The Programme Alignment – Profiling the Ideal Graduate Toolkit comprises two key documents, the Facilitator Resource Pack and the Participant Handbook. Each will be described in more detail in the sections that follow.

4.1. *Abbreviations and terminology*

This toolkit tries to avoid too many acronyms. However, from time to time, particularly in the naming of resources, the following abbreviations may be used:

CR – Course Redesign

TL – Transformative Learning

PA – Programme Alignment

FRP – Facilitator Resource Pack

PH – Participant Handbook

GRP – Gender-Responsive Pedagogy

The ‘Transforming Employability for Social Change in East Africa’ partnership is abbreviated to **TESCEA**.

A glossary of terms for the Programme Alignment workshop(s) can be found in Appendix C of the Facilitator Resource Pack.

During the Programme Alignment workshop, participants will be working to create alignment at a university, institutional unit, programme and course level. For simplicity, the institutional unit referred to throughout this toolkit is a ‘faculty’. As universities have different set ups, each institution using this toolkit is encouraged to adapt the toolkit and work with the institutional unit most appropriate to their context, this could for example be a college or a school rather than a faculty.

Responding to feedback from participants of previous Course Redesign and Transformative Learning workshops, the term ‘facilitator of learning’ may be used instead of ‘teacher’, ‘instructor’ and ‘lecturer’ in this toolkit. The reason is that this is more compatible with the learning philosophy and pedagogy being promoted throughout this redesign process. However academic teaching staff will be used when writing in the plural.

For the sake of clarity, staff developers, who will be designing and facilitating the Programme Alignment workshop(s), shall be referred to as ‘workshop facilitators’ or simply ‘facilitators’ in the Facilitator Resource Pack. In the case where one workshop facilitator is responsible for the design, collation of resources and facilitation of a particular session, they shall be referred to as the ‘lead facilitator’. Where another facilitator is providing the lead facilitator with support during the session, they shall be referred to as a ‘co-facilitator’. It is worth noting that these roles are not fixed and may change from one session to another.

The academic teaching staff who are participating in the Programme Alignment workshop(s) shall be referred to as ‘participants’ in the Facilitator Resource Pack.

A note about navigation: To help facilitators and participants keep track of the resources across the three toolkits, even if they are printed in black and white, each toolkit has a distinctive graphic at the bottom of each page, which match the learning journey graphic at the start of this Introduction. In addition, pages in the Facilitator Resource Packs have an **F** at the bottom and pages in the Participant Handbooks have a **P** on them.



Programme Alignment



Transformative Learning



Course Redesign



Facilitator



Participant

4.2. Facilitator Resource Pack

The FRP consists of four key parts:

- Introductory facilitation guidelines
- Day 1: Evaluating our performance as an institution
- Day 2: Creating alignment across the institution to shape our ideal graduate
- Appendices

The sections Days 1 and 2 provide facilitation notes for those respective days. For Day 2 there is an additional section called ‘Additional facilitation guidance and visual aids’. Every day is accompanied by a slide deck that can be downloaded from the Programme Alignment section of [TransformHE.org](https://transformhe.org). The next three subsections provide more detail on each of these and the fourth subsection looks at the appendices.





4.2.1. DAY-BY-DAY FACILITATION NOTES

There is one set of facilitation notes for each day of a two-day workshop. The facilitation notes are deliberately detailed, so that staff developers with varying levels of experience in programme alignment and workshop facilitation can use them. It is strongly recommended that workshop facilitators go through the facilitation notes and edit or create their own version. This version can be in a preferred format and to the level of detail necessary for them to feel confident in facilitating the Programme Alignment workshop(s).

Before the first session of each day, there is a preparation section for the day. This includes not only the required preparation for the first session but any general preparation for the day, such as printing, tailoring of slides and preparation of facilitation materials. In addition, there are ‘Preparation/ guidance for next session’ sections, throughout the facilitation notes, for more detailed preparation pertaining to a particular session.



At the start of each session, there is a summary section which includes the following:

-  The rationale, a short explanation written primarily for the workshop facilitators, making clear the purpose and necessity of the session. The workshop facilitators might also find it useful to share some of the points with participants when introducing the session.
-  The key learning points and outputs, which are only for the workshop facilitators. They should not be read out to participants, to avoid pre-empting any of their learning. They are noted in this section so that the facilitators know what key points participants need to have learnt or understood the importance of or what key outputs they need to have produced by the end of the session.
-  Specific links to other sessions or workshops - this could mean that the session has a link to specific sessions in the Programme Alignment workshop or to specific sessions in other workshops / courses or to the workshops / courses more broadly. These links are not listed for all sessions, only where applicable.
-  Primary materials - materials used during the session that workshop facilitators and participants need to have readily available.

During the workshop participants may be asked to work individually, in groups, or in the plenary. These arrangements are indicated in the facilitation notes using: **[Individually]**, **[Groups of three]** and **[Plenary]**, for example.

Throughout the facilitation notes, timings are provided as an approximate guide. Workshop facilitators are expected to make adjustments to suit the context of the workshop as well as to effectively manage the time during the course of the workshop. More information on this issue is provided in the 'Managing time' section.

PowerPoint slide numbers are referenced in the day-by-day facilitation notes in bold and underlined. To aid navigation, within each toolkit, slides indicate day as well as number (for example, **Slide 2.4** means the fourth slide for Day 2).

At the end of each day, a facilitation team debrief meeting is proposed, in order to review how they and the participants felt the day went, agree on any preparation for the following day and to watch any preparatory videos etc.

4.2.2. DAY-BY-DAY POWERPOINT SLIDES

There is one set of PowerPoint slides for each day of a two-day workshop. Workshop facilitators will need to go through the slides in advance, for example to add the names of presenters giving feedback on the university's performance on Day 1 and to copy over key points that stood out for participants at the end of Day 1 to use during the recap session on Day 2.

Workshop facilitators might want to copy and paste relevant notes from the day-by-day facilitation notes into the note section of the slides or perhaps produce a storyboard set of facilitation notes with each slide listed against the relevant facilitation notes.

The slides can be downloaded from the Programme Alignment toolkit section of TransformHE.org.

4.2.3. DAY 2 ADDITIONAL FACILITATION GUIDANCE AND VISUAL AIDS

There is one set of additional facilitation guidance and visual aids for Day 2 of the workshop. This section provides the workshop facilitators with examples of previously developed outputs to help them in the facilitation of specific sessions that are referenced.

4.2.4. APPENDICES

The appendices are in the final part of the Facilitator Resource Pack. A short explanation of each appendix is provided in the table below.

| | APPENDIX | EXPLANATION |
|----|---|---|
| A. | Example workshop facilitator schedule for a two-day workshop | This is a suggested facilitator schedule for a two-day Programme Alignment workshop. Workshop facilitators are expected to review this schedule carefully and adapt it to the context of the workshop/s. Once this schedule is finalised, each member of the administration and facilitation team should have a copy, at least one week in advance of the workshop. |
| B. | Example participant schedule for a two-day workshop | This is a suggested participant schedule for a two-day Programme Alignment workshop. Workshop facilitators are expected to review this schedule carefully and adapt it to the context of the workshop(s). Once finalised this schedule should be shared with participants, at least five days in advance of the workshop. |
| C. | Glossary of terms | The glossary includes the definitions of key terms used in the Programme Alignment process and workshop(s). A copy of this glossary is also included in the appendices of the Participant Handbook. |
| D. | Evidence document for Programme Alignment, Transformative Learning and Course Redesign (blank version for participants to complete) | On Day 2 of the Programme Alignment workshop, participants are asked to capture (in soft copy) the key outputs they generate through participating in the workshop in section 1 and 2 of this document. Participants will continue to capture outputs from subsequent workshops (Transformative Learning and Course Redesign) in this document. They are therefore expected to have this soft copy document with them at all times during the three workshops, and to complete the relevant sections as they navigate their redesign learning journey. |
| E. | Taxonomy of Significant Learning (Soft) Skills Matrix | This skills matrix has been developed by the TESCEA partnership through a literature review designed to identify the types of skills, abilities, and dispositions that employers want to see from university graduates and the gaps that currently exist. The findings of the literature review were mapped against the Taxonomy of Significant Learning developed by Dee Fink. The Taxonomy of Significant Learning (Soft) Skills Matrix will be introduced to participants in full during the Course Redesign workshop. It is included as an appendix in both the Programme Alignment Facilitator Resource Pack and Participant Handbook as a reference document for workshop facilitators and participants for examples of soft skills. |
| F. | Example workshop evaluation form | This is an example template for a Programme Alignment workshop evaluation form. Workshop facilitators are expected to review the form carefully and adapt it to the context of the workshop(s) and any specific information needs, for e.g., of the facilitation team and other relevant stakeholders. It can also be used as a basis for the design on an online survey, if workshop facilitators so wish. |

| | APPENDIX | EXPLANATION |
|----|--------------------------------------|---|
| G. | Digital tools | This is a resource to support workshop facilitators in using the following digital tools to facilitate sessions in the Programme Alignment, Transformative Learning and Course Redesign workshops: Google Classroom, Google Docs, Google Forms, Mentimeter and Padlet. It includes some detailed 'how to' instructions and useful links to online tutorials. It is strongly recommended that workshop facilitators draw on the contents of this appendix, to help them prepare and practise using these tools, in advance of the workshop sessions. |
| H. | Suggested icebreakers and energisers | This is a list of suggested icebreakers and energisers with a focus on gender, critical thinking and/or problem solving. Workshop facilitators can draw on these during the workshop if they need inspiration for icebreakers and/or energisers. |

4.3. Participant Handbook

It is recommended that participants have access to the soft copy of the Participant Handbook during both days of the workshop as it will be easier for them to enter their reflections and notes and bring these with them to subsequent workshops in soft copy.

The Participant Handbook consists of five key parts:

- Overview of the redesign learning journey
- Overview of the Programme Alignment - Profiling the Ideal Graduate workshop
- Day 1: Evaluating our performance as an institution
- Day 2: Transforming the nature of graduates through a shared vision
- Appendices

In the Day 1 and Day 2 sections there are spaces where participants can type notes in response to questions, as part of the session activities.

The relevant sections of the Participant Handbook are referred to in the day-by-day facilitation notes and a table of contents is provided at the start of the Participant Handbook .

The appendices in the Participant Handbook consist of: a summary of Participant Handbook appendices, the glossary of terms, the Evidence Document for Programme Alignment, Transformative Learning and Course Redesign and the Taxonomy of Significant Learning (Soft) Skills Matrix.

5. PARTICIPANT GROUP AND FACILITATION TEAM

5.1. *Participant group and workshop facilitator profiles*

The Programme Alignment toolkit is designed for academic or administrative staff responsible for staff development within their institution, who want to facilitate a process of a shared conceptualisation of the ideal graduate and programme alignment across their institution. They are referred to in this toolkit as workshop facilitators or simply facilitators. They need to be committed to the planning and facilitation of the Programme Alignment workshops, in terms of both time and energy and will need to actively participate in all planning, debrief and workshop sessions.

The facilitators need to have, in particular, strong time management skills, critical reflective questioning skills, excellent active listening skills, an appetite to learn from both facilitators and participants and a willingness to read all the materials within this toolkit.

Organisers of the Programme Alignment workshop should aim for a good balance of male and female participants and a participant group consisting of key academic teaching staff (including Heads of Departments, Deans and Quality Assurance Officers) involved in designing and delivering the programmes that will be represented at the workshop.

It is recommended to have three or four programmes from different faculties represented at the workshop. This will ensure a cross fertilisation of ideas and viewpoints and will encourage the development of an Ideal Graduate Profile that will be representative of the entire university.

5.2. *Size of participant group and workshop facilitation team*

The recommendation is a maximum of 24 participants for Day 1 and the first half of Day 2 of the workshop. This will ensure an interactive and collaborative learning experience for the participants. If there are three different programmes involved in the workshop, this would mean that each of these could be represented by up to eight participants. If there are four different programmes involved in the workshop, each of these could be represented by up to six participants.

As mentioned previously, during the second half of Day 2, it is recommended that all academic teaching staff (or as many as possible) involved in delivering courses in a programme participate in the alignment. This will ensure that everyone teaching on the programme has a shared understanding of how the courses making up the programme fit together and build on each other.

There should be a minimum of one facilitator per programme represented at the workshop.

6. MANAGEMENT OF WORKSHOP SESSIONS

6.1. Group management

Participants may be asked to work individually, in groups, or in the plenary, these arrangements are indicated in the day-by-day facilitation notes. When forming small groups in sessions (not based on departments), the workshop facilitators should try to ensure a balanced distribution of participants based for example, on gender, discipline, years of teaching or facilitation experience and decision-making powers within the institution. Groups should ideally mix after every discussion, meaning that different people should come together for every session. During the sessions, workshop facilitators should try to keep an eye out for participants who have the potential to become future workshop facilitators.

6.2. Techniques for managing feedback from group work

During the sessions, participants are frequently required to feed back on the discussions or activities they conducted in their small groups. There are a number of ways the workshop facilitators can manage this process of feeding back, some suggestions are provided below:

By asking for male and female volunteers to simply share their reflections

Organising a gallery walk, where the groups record their feedback on flip chart paper for example, and display them in 'gallery style', in a way that allows participants to disperse themselves around the main room, with several participants clustering around each particular flip chart. The most important factor is that the flip charts are spread far enough apart to reduce significant crowding. Viewing instructions will depend on the objectives for the activity. Participants can take a gallery walk on their own or with a partner. They can also travel in small groups, with the workshop facilitator announcing when groups should move to the next flip chart. One direction that should be emphasised is that participants are supposed to disperse around the room. When too many participants cluster around one flip chart, it not only makes it difficult for them to view the text but also increases the likelihood of off-task discussions. Once participants have had a chance to view a sufficient number of the flip charts around the room, the activity should be debriefed in the plenary.

The workshop facilitator reading through the written contributions of participants, for example on sticky notes, and feeding back in plenary any common threads or themes that are emerging.

Participants verbally feeding back in 'popcorn style' by going around in the plenary. The workshop facilitator can ask a participant to share one point of feedback and when the participant has shared their point, they can handover to another participant to share a different point of feedback and so it continues until most of the points are exhausted.

The groups feeding back their points in the form of group presentations, ensuring that both male and female participants take on the role of presenter.

Each group in turn sharing a different point of feedback until all points are exhausted

Using the 'hot seating' method where one or two members of the group sit at the front of the room and give a short statement or point of feedback, followed by questions 'from the floor'

Feeding back in the form of 'panel bullets' where rapporteurs from each group (both male and female) form a panel at the front of the room. Each rapporteur makes one bullet point in turn, not repeating anything already said until all the points are exhausted.

6.3. Managing time

Workshop facilitators should try as much as possible to keep to the allocated session times in the workshop schedule. It is recommended that each day a member of the participant group or the workshop administrator is assigned the role of timekeeper.

Timings for all group presentations also need to be managed effectively, because any session running over will negatively impact on the delivery of the workshop. To manage these particular sessions, workshop facilitators may need to make it clear to participants where the presentations are an opportunity to share only one or two key insights identified within any discussion session.

7. PLANNING FOR THE WORKSHOP

7.1. Facilitation team planning meetings

From the outset, the workshop organisers need to decide who will be part of the overall workshop team, for example who will be the facilitators, the workshop administrator (the person in charge of logistics and arrangements) and/or the rapporteur (the person in charge of recording the workshop proceedings and submitting the workshop report).

The workshop facilitators should hold at least three pre-workshop planning meetings at around four weeks, two weeks and then one week in advance of the Programme Alignment workshop:

- The first planning meeting four weeks in advance of the workshop should be used for workshop facilitators to familiarise themselves with the day-by-day facilitation notes, referring to the other soft copy materials, especially the relevant sections in the Participant Handbook and PowerPoint slides indicated in the facilitation notes.

During the meeting, the workshop facilitators should discuss who could be suitable presenters for the 'External stakeholder perspective on university graduates', 'Internal stakeholder perspective on the performance of graduates' and 'Performance against quality assurance standards' sessions on Day 1 (see Gathering and/or synthesis of information in advance of workshop). It should be agreed who among the facilitation team will approach the presenters identified and work with them to develop their presentation for the workshop. It should also be agreed who among the facilitation team will take the lead on gathering student feedback for the 'Gender responsiveness of the university environment' session on Day 1.

- The second planning meeting two weeks in advance of the workshop should be used to go over the presentations and student feedback developed for the sessions on Day 1 to ensure that everyone in the facilitation team is familiar with these and that nothing essential has been missed out from them. If there are any gaps identified in the presentations or student feedback these should be further developed in advance of the workshop.
- It is recommended that half a day is scheduled for the final meeting one week in advance of the workshop, to allow the facilitation team to do a final run through of the day-by-day facilitation notes and materials. If not already done at previous planning meetings, it should also be decided who will lead on the facilitation of each session. The facilitation team might want to consider scheduling additional group practice days where they can experiment with actually facilitating some of the sessions.

The format and content of the materials in this toolkit, for example the day-by-day facilitation notes, the PowerPoint slides and workshop schedules can be edited by the workshop facilitators and adapted to suit their own context, audience and format preferences.

In addition to the pre-workshop planning meetings:

- The facilitation team should meet daily at 8.00 a.m. prior to the day's workshop sessions. This is an opportunity to share how the lead facilitators are going to facilitate sessions and anything new that they have thought of while preparing the sessions.
- Also, as good practice dictates, at the end of each day, the facilitation team should attend a debrief meeting, in order to review how they and the participants felt the day went and agree on any preparation for the following day etc.

8. PREPARATION FOR THE WORKSHOP

8.1. Documents and requests to send out in advance of workshop

It is recommended that the facilitation team, in advance of the workshop, compiles an electronic list of all the email addresses and/or WhatsApp contacts of the participants. This will ensure quick and efficient communication between the facilitation team and participants not only in advance of but during the workshop itself.

| TIMELINE | DOCUMENT OR REQUEST TO SEND OUT |
|---|--|
| At least three weeks in advance of the Programme Alignment workshop | <ul style="list-style-type: none">• Identify appropriate presenters for the sessions on Day 1 and invite them to present at the workshop (See 'gathering and/or synthesis of information in advance of workshop' below for more detail)• If desired, invite the Vice Chancellor to provide opening remarks for the workshop |
| At least five days in advance of the Programme Alignment workshop | <ul style="list-style-type: none">• Send a soft copy of the Participant Handbook to participants• Send an adapted version of the participant workshop schedule to participants (Appendix B)• Request participants bring a copy of their programmes with detailed course outlines to the workshop |

8.2. Gathering of information and preparation in advance of workshop

| DAY & SESSION(S) | INSTRUCTIONS |
|---|---|
| Day 1: Introductions, expectations and welcome remarks | <ul style="list-style-type: none"> If you are inviting the Vice Chancellor to provide opening remarks for the workshop, it is recommended that as part of setting the tone for the workshop they touch on the vision and mission of the university and share their sentiments of how they believe the university is performing when it comes to preparing students for the world of work. |
| Day 1: External stakeholder perspective on university graduates (presenter identification and preparation) | <ul style="list-style-type: none"> Identify an appropriate external stakeholder representative to present on how external stakeholders view the performance of university graduates in the world of work. Ideally this presenter should be a representative of the industry (private and public sector) or the community which regularly employs or is in professional contact with graduates of the university. Alternatively, the presenter could be someone internal at the university who has a good understanding of how the university's graduates are performing in the world of work. This could for example be an Alumni Coordinator, a member of the management board or University Council. The external stakeholder representative should be asked to present their (and ideally other external stakeholders') feedback on: <ul style="list-style-type: none"> How external stakeholders view the performance of the university's graduates overall (including any particular strengths and weaknesses they see in university graduates) Particular (soft) skills, competencies and habits of mind that external stakeholders look for in graduates Any differences noted by external stakeholders in (soft) skills, competencies and habits of mind among female and male graduates Any other relevant feedback on the performance of university graduates in the world of work that they would like to share The following types of documents could be drawn on to inform the presentation: <ul style="list-style-type: none"> Tracer study reports Industry and community reports on graduate performance and desired skills Feedback from employers Feedback from student internship supervisors Community engagement reports Ask the presenter to prepare some slides to use while sharing their feedback Go to the 'External stakeholder feedback' slide in the DAY1 Evaluation our performance as an institution PPT slides and add the name of the external stakeholder presenter. |

| DAY & SESSION(S) | INSTRUCTIONS |
|---|---|
| Day 1: Internal stakeholder perspective on the performance of graduates (presenter identification and preparation) | <ul style="list-style-type: none"> • Identify an appropriate internal stakeholder representative to present feedback from students and academic teaching staff on how they see the university preparing students for the world of work • This presenter could for example be the Dean of Students or the Deputy Vice Chancellor for Academic Affairs. • The internal stakeholder representative should be asked to present feedback from students and academic teaching staff on: <ul style="list-style-type: none"> • Their experience of each programme represented at the workshop and the extent to which these are preparing students for the world of work • Any difference in how female and male students experience each programme represented and the extent to which they are being prepared for the world of work • Any key (soft) skills, competencies, and habits of mind that students and/or academic teaching staff view as essential for graduates • Any other feedback from internal stakeholders • The following types of documents could be drawn on to inform the presentation: <ul style="list-style-type: none"> • Alumni reports • Programme evaluations from final year students • Feedback from students following internship placements • Ask the presenter to prepare some slides to use while sharing their feedback • Go to the 'Internal stakeholder feedback' slide in the DAY1 Evaluation our performance as an institution PPT slides and add the name of the internal stakeholder presenter. |
| Day 1: How the university is promoting itself (university promotional materials; university vision, mission and core values) | <ul style="list-style-type: none"> • In this session, participants engage with examples of university promotional material to reflect on what kind of expectations these promote among prospective students. • Gather (with the help of participants) and print a selection of promotional materials for the university as well as for each programme represented at the workshop, for e.g., website pages, flyers, pamphlets. For any website pages that will be used, a print-out will suffice or participants can look at these on a laptop. Ensure that there is one copy of each of the materials per group, for use during the group work. • Have a copy of the university vision and mission at hand as these will need to be written up on flipcharts and displayed around the workshop room during this and subsequent sessions. |

| DAY & SESSION(S) | INSTRUCTIONS |
|--|--|
| Day 1: Gender responsiveness of the university environment (feedback from female and male students; gender-disaggregated university admission, graduation and retention rates) | <ul style="list-style-type: none"> • In this session participants engage with feedback from students as well as university admission, graduation and retention rates in order to evaluate the gender responsiveness of the university environment • Gather feedback on the gender responsiveness of the university environment from at least one female and one male student by asking them to answer the following questions: <ul style="list-style-type: none"> • Are there any gender issues that affect your learning (inside or outside the classroom)? If so, what are there? • Do the facilities on campus meet your needs as a female/male student? Why/why not? • Does the environment on campus make you feel comfortable? Why/why not? • Write out the feedback on the gender responsiveness of the university environment gathered from students so that this can be printed and distributed for use during group work. • Gather gender-disaggregated admission, retention, and graduation rates from the past five years. These should include clear reference to the percentages of female/male students admitted who end up graduating. |
| Day 1: Performance against quality assurance standards (Presenter identification and preparation) | <ul style="list-style-type: none"> • Identify an appropriate presenter to feed back on the performance of the university against national, regional and/or international quality assurance standards according to what would be the most appropriate for their institution • This presenter could, for example, be a Quality Assurance Officer • Ask the presenter to prepare some slides to use while sharing their feedback • Go to the 'Performance against QA standards' slide in the DAY1 Evaluation our performance as an institution PPT slides and add the name of the quality assurance presenter. |
| Day 2: The Ideal University Graduate Profile and University Promise | <ul style="list-style-type: none"> • In this session participants develop the Ideal University Graduate Profile and University Promise based on the university vision, mission, and core values. • Have a copy of the university core values at hand (the university vision and mission will already have been needed for previous sessions) as these will need to be listed on a flipchart and displayed in the workshop room during this and subsequent sessions. |

| DAY & SESSION(S) | INSTRUCTIONS |
|--|---|
| Day 2: Alignment of faculty mission outcomes with university mission outcomes | <ul style="list-style-type: none"> • In this session participants develop faculty mission outcomes in order to align these with the university mission outcomes developed in the previous session. • Gather copies of the vision and mission of the faculties represented at the workshop so that these can be distributed among the relevant faculty group. |
| Day 2: Alignment of programme learning outcomes with faculty mission outcomes | <ul style="list-style-type: none"> • In this session participants align the learning outcomes for their programme with the faculty mission outcomes developed in the previous session. • Gather copies of the learning outcomes for the programmes represented at the workshop so that these can be distributed among the relevant faculty/ programme group. |
| Day 2: Curriculum map – aligning courses with programme learning outcomes | <ul style="list-style-type: none"> • In this session participants align all the courses in a programme with the programme learning outcomes • Gather lists of all courses in each of the programmes represented at the workshop so that these can be distributed among the relevant faculty/ programme group. |
| Day 2: Workshop wrap up and the way forward (Appendix F) | <ul style="list-style-type: none"> • If a workshop evaluation is being conducted, the workshop facilitators will need to create or adapt the workshop evaluation template in the Facilitator Resource Pack appendices so that it is tailored to the context and the information needs of their institution. This could take the form of a hard copy form or an online survey for participants to complete. |

8.3. General preparation for the gender sessions

For the successful facilitation of the gender session on Day 2 and understanding of the integration of gender considerations throughout the workshop, it is recommended that workshop facilitators spend some time familiarising themselves with any of the gender concepts they might not be fully familiar with. This includes understanding the importance and relevance of gender responsive pedagogy in higher education as this will be a focus in any subsequent Transformative Learning and/or Course Redesign workshops. The following table contains resources and readings recommended for this purpose:

| TITLE OF RESOURCE OR READING | WHERE TO FIND IT | AUTHORS |
|--|--|--|
| <p>INASP Gender Mainstreaming in Higher Education Toolkit.</p> <p>Refer particularly to Topic 1: Defining and exploring gender concepts.</p> | <p>https://www.inasp.info/gendertoolkit</p> | <p>Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., Friis Laustsen, C. (2018)</p> |
| <p>Gender Responsive Pedagogy in Higher Education: A framework, INASP.</p> <p>This paper introduces the framework for gender responsive pedagogy that has been developed through the TESCEA project and which is used as a basis for the daily gender sessions.</p> | <p>https://www.inasp.info/sites/default/files/2021-01/Gender%20responsive%20pedagogy%20Framework%20paper.pdf</p> | <p>Chapin, J. Warne, V. (2020)</p> |
| <p>How to make university classes more gender responsive.</p> <p>This blog post from INASP shares examples of what facilitators of learning involved in the TESCEA project have done to make their classes more gender responsive.</p> | <p>http://blog.inasp.info/how-to-make-university-classes-more-gender-responsive/</p> | <p>Skovgaard, M. (2020)</p> |
| <p>The World Economic Forum's Global Gender Gap report.</p> <p>The Global Gender Gap Index benchmarks the evolution of gender-based gaps among four key dimensions (Economic Participation and Opportunity, Educational Attainment, Health and Survival, and Political Empowerment) and tracks progress towards closing these gaps over time (page 5).</p> <p>Country profiles can be found from page 90 onwards. Workshop facilitators might want to familiarise themselves with their country profile and its related data - in particular the data related to educational attainment.</p> | <p>The 2021 report can be found here: https://www.weforum.org/reports/global-gender-gap-report-2021</p> | <p>World Economic Forum</p> |

8.4. Preparation of the workshop space

The workshop facilitators together with the workshop administrator, need to ensure that a suitable workshop space and layout is organised in advance of the workshop.

It is recommended that, for the smooth and successful delivery of the workshop, the following layout arrangements are made for the whole group sessions in the main room:

- Small, moveable tables are sourced, comfortably sitting up to five participants (for example if there is a total of 24 participants, five tables would be required).
- Three small extra tables are provided: two to house the laptop and projector and one for the workshop facilitators' materials.
- Light, movable chairs are sourced, enough for each participant and facilitators and three as spare.
- Find a main room that has lots of wall space on which flip charts and training resources can be attached. It also needs to have a blank wall to act as a screen in case there is no available screen for the projector.
- Ensure the projector is tested by one of the workshop facilitators to determine that it works and that the sound is clear all the way to the back of the main room.
- Check that the workshop space and layout arrangements will be comfortable for both male and female participants. For example, some female participants might feel more comfortable sitting at tables which screen their legs and provide cover at the front, by using tablecloths, for example.
- Hard copies of the Participant Handbook and participant workshop schedule for each participant should be printed and placed on participant tables ready for the first session on Day 1.
- For detail on additional printing required for the sessions, workshop facilitators should refer to the 'Preparation/ guidance for the day' sections in the day-by-day facilitation notes.

If, as recommended, during the second half of Day 2 all academic teaching staff (or as many as possible) involved in delivering courses in a programme represented at the workshop participate in the alignment, separate rooms might be needed for each programme group to work in. If separate rooms are used for each programme group, the following layout arrangements should be made in each of these:

- A collaborative workstation that is big enough for all academic teaching staff in a programme to gather around (this could for example be a large table or several smaller tables pushed together to make a large table).
- Light, movable chairs are sourced, enough for each participant and facilitator/s
- If possible, a projector for each room tested to determine that they work
- The stationery and equipment required for the afternoon sessions need to be divided across the rooms. This includes flip chart paper pads, sets of colour flip chart marker pens, biro pens, sticky notes, and sticky tack.

8.5. Stationery and equipment required for the workshop

Be sure to have the following items available throughout the five days of the workshop:

- ☐ Plenty of sticky notes of assorted sizes and colours
- ☐ Flip chart paper pads and flip chart stands
- ☐ Manilla paper
- ☐ A4 card or paper suitable for certificates
- ☐ Sets of colour flip chart marker pens
- ☐ Stapler and staples
- ☐ Biro pens
- ☐ Pencils
- ☐ Sticky tack
- ☐ Masking tape
- ☐ Projector and screen
- ☐ Computer to connect to the projector
- ☐ Loudspeakers for laptop computer

9. INGREDIENTS FOR A SUCCESSFULLY FACILITATED WORKSHOP

9.1. *Planning and preparation in advance of the workshop*

As has already been mentioned, the workshop facilitators need to start the planning of the Programme Alignment workshop and schedule their first planning meeting at least one month before the workshop.

It cannot be stressed enough how important it is for the facilitation team to identify suitable presenters for the 'External stakeholder perspective on university graduates', 'Internal stakeholder perspective on the performance of graduates' and 'Performance against quality assurance standards' sessions on Day 1. The facilitators will need to work closely with these presenters in the time leading up to the workshop to ensure that their presentations will cover what is needed for the workshop. It should be agreed who among the facilitation team will approach the presenters identified and work with them to develop their presentation for the workshop (see Gathering and/or synthesis of information in advance of workshop).

What is key to the successful facilitation of any workshop, is that the members of the facilitation team coordinate and communicate at regular intervals on what they are doing and what they have learnt both while preparing for and delivering the workshop. Secondly, members maintain a good understanding of what is happening across all the sessions (not just in the sessions they are responsible for). This will enable a cross-fertilisation of learning points throughout the workshop, a clear and joined-up learning pathway for the participants and a motivating learning environment which maximises learning opportunities for both the participants and the workshop facilitators.

9.2. *Managing participant expectations*

Workshop facilitators need to explain to participants the importance of working through the activities in each session with intent and focus as they gradually build on each other. It will be important for participants to capture thoughts and reflections in their Participant Handbook so that they can refer back to these in subsequent sessions.

Workshop facilitators should make sure to explain the format of the workshop to participants so that they understand how Day 1 feeds into Day 2 and why the composition of the participant group changes during the second part of Day 2 (see Format of the workshop).

9.3. *Creating a productive and positive learning space*

It is important that workshop facilitators ensure that all participants have an equal voice throughout the workshop. They need to pay particular attention to any power dynamics or hierarchies at play within the participant group and mitigate these where necessary. For example, this could be by giving the opportunity for individuals in more junior positions to make contributions and be heard; making sure that the reactions or feedback from session activities are elicited from both male and female participants.

Workshop facilitators will need to monitor the atmosphere throughout the workshop and use short energiser activities when a change of pace or energy levels is required.

Workshop facilitators should encourage participants to sit with any of the facilitators during the breaks to share any concerns or questions they might have.

9.4. *Being a reflective practitioner*

Many people find that they learn best from experience. Workshop facilitators themselves need to reflect on their experiences, and consciously think about how they could do better next time.

Facilitators need to prioritise some time to reflect on the sessions they have just facilitated and establish what worked well and what didn't. They need to determine if there are any lessons that could be carried over to the following sessions for example, the time it took to formulate groups or the amount of facilitator 'talk time' during the session etc. They can then look at their upcoming session(s) and see if there are any immediate changes that need to be made or if the changes are more applicable to the future facilitation of the session.

This routine of reflection should be embedded in the practice of all competent facilitators of learning. Some of these reflections can also be shared during the facilitation team debrief meetings at the end of each workshop day.

There are numerous questions facilitators can ask themselves when reflecting on how a session or a day went. It is recommended that workshop facilitators select only two or three questions to reflect upon during or after any one session. Some of the less commonly used questions to guide self-reflection are provided in the table below.

| EXAMPLE CHECKLIST QUESTIONS TO CAPTURE MY REFLECTIONS | |
|---|---|
| 1. | What surprised me most on this particular day's facilitation? Why was this unexpected? What would I now do, with hindsight, to address this, if it were to happen again in a future session? |
| 2. | How well do I now think that I <i>started</i> this particular session? Have I learned anything about how best to start this particular kind of session? How may I now fine-tune the beginning of a similar session? |
| 3. | How well did the participants seem to take ownership of the need to work towards achieving the learning outcomes? Could the participants see 'what's in it for me' regarding effort into the subject? |
| 4. | To what extent did the participants seem to want to learn the topic? Is there anything I need to do to help them to increase their want to learn next time? |
| 5. | To what extent did I manage to get participants <i>learning by doing</i> during this session? Was this enough? If not, how could I have built in more participant activity? |
| 6. | What was my own best moment at this particular session? Why do I feel good about this particular aspect? What can I do to lead to more such moments at future sessions? |
| 7. | To what extent did training this session help me to <i>make sense</i> of the subject better? What was the most important thing I learned about the topic? |
| 8. | How did the male and female participants behave differently in the session? What was my role as workshop facilitator in relation to these interactions? |
| 9. | Did I manage to include opportunities for participants to deepen their learning by explaining things to each other during the session? Could I do more of this next time? |
| 10. | How well do I think I closed the session? Did I end it with a whimper or a bang?! Was I rushed towards the end of the session, trying to get through everything on my agenda? What would I do next time round, with hindsight, to make sure that a future similar session ended really positively? |

Source: Race, P (2014) *Making Learning Happen: 3rd edition*, London: Sage.

DAY 1: EVALUATING OUR PERFORMANCE AS AN INSTITUTION

FACILITATION NOTES: EVALUATING OUR PERFORMANCE AS AN INSTITUTION

Learning outcomes

By the end of Day 1, participants will be able to

1. Determine what skills, competencies, and habits of mind their graduates will need when leaving the university.
2. Evaluate the extent to which the current performance of the university matches the aspirations of its vision and mission.
3. Compare experiences of female and male students at the university.

Key output of Day 1:

- Twenty-first century skills, competencies, and habits of mind required in university graduates

**Preparation/
guidance for
Day 1**

- Tailor **Slides 1.6, 1.9** and **1.19** to include the names of the presenters for the respective sessions.
 - Ensure facilitators for the different workshop sessions are clear on what and how they are supposed to facilitate.
 - Ensure all presenters are ready and that you have their presentations either on your computer or on a flash drive so that you can project them without much delay during the workshop.
 - Write the university vision and mission on a flipchart each and display these on the walls in the workshop room.
 - Ensure there are enough printed copies of the Participant Handbook and participant workshop schedule on the tables for each participant.
 - Ensure the learning outcomes for Day 1 are written on flipchart paper and posted to the wall in the main room, before sessions start.
 - Ensure you have a projector that you have tested to determine that it works.
 - Ensure you have examples of university promotional material ready for the session “How the university is promoting itself” (See “Gathering of information and preparation in advance of workshop” in the introductory facilitation guidelines)
 - Ensure that you have feedback from female and male students and gender-disaggregated university admission, retention, and graduation rates ready for the session “Gender responsiveness of the university environment” (See “Gathering of information and preparation in advance of workshop” in the introductory facilitation guidelines)
 - Discuss how you will collect feedback at the end of each day – will you be doing this using Mentimeter or post it notes? If the former, then ensure you have set this up.
 - Display **Slide 1.1** as participants start to enter the room.
-

9:00

Total session
(75 minutes)

SESSION TITLE: INTRODUCTIONS, EXPECTATIONS, AND WELCOME REMARKS



RATIONALE:

To establish a positive and enabling environment in which participants feel comfortable, and learn about the purpose of the workshop.



KEY LEARNING POINT(S) OR OUTPUTS:

- Participants have a clear understanding of how Programme Alignment fits into the Transforming Higher Education for Social Change redesign learning journey.
- Participants appreciate the level of commitment and participation required to successfully complete the workshop.
- Participants and facilitators have a shared understanding of the objectives and learning outcomes of the workshop.



PRIMARY MATERIALS:

- DAY1 Programme Alignment PPT slides.
- Participant Handbook.
- Participant workshop schedule.

30 minutes

WELCOME REMARKS FROM THE VICE CHANCELLOR (VC) OF THE UNIVERSITY

[Plenary]

1. Display **Slide 1.1** and welcome everyone to the workshop.
 2. Announce the start and end time of each workshop day, the break times, and stress the importance of being in the room on time.
 3. Have the Vice Chancellor open and set the tone for the workshop (See “Gathering of information and preparation in advance of workshop” in the introductory facilitation guidelines).
 4. Allow time for any reactions to the VC’s opening remarks from the participants.
-



[Plenary]

1. Start the session with an ice breaker to make the atmosphere more relaxed.

You can use the following ice breaker or another one of your choice.

- Instruct the participants to get up and to find one other person in the room they don't know well and ask them to find five things they both have in common (things that have nothing to do with work).
 - Once they have them, ask each pair to find another pair in the room and again instruct the groups of four to find five non-work-related things they have in common.
 - Ask the groups of four to find another group and repeat if time allows.
 - This ice breaker will enable people to find out more about each other and get to know people outside their work life. This will hopefully make them more comfortable in the room.
2. Once everyone has sat back down ask participants to make a name tag on manila paper and put it in front of them. The room should ideally be arranged in such a way that all participants and facilitators can see each other and talk to each other at ease.
 3. You can state that you hope this will be a productive and invigorating day. This workshop requires 100% attendance and punctuality and a commitment of time and energy. Have one facilitator distribute the participant schedule among participants if they don't already have it. It's a good idea to nominate a timekeeper and for facilitators to remind each other of how much time they have left.
 4. Talk about where the washrooms are situated in case the participants are not familiar with the premises and confirm the mealtimes. Encourage them to interact during mealtimes, but to get back to the session on time so as to finish within the stipulated time.
-



[Plenary]

1. Display **Slide 1.2**, which depicts the full 'Transforming Higher Education for Social Change' learning journey. Inform participants that Programme Alignment is the first part of this learning path. Briefly touch on the other possible stops on the learning path (see "Summaries of redesign workshops and online courses" in the introductory facilitation guidelines).
2. Then display **Slide 1.3**, a close-up snapshot showing that we are now on the path of Programme Alignment. Explain to the participants that Programme Alignment is the first step in the journey for the university to create graduates with twenty-first century skills. Let participants know that over the next two days you will be looking at what kind of graduates the university currently shapes, what graduates you would like to shape, and where any possible gaps exist between the two. This process will ideally result in programmes that will help prepare students for the world of work today.
3. Display **Slide 1.4** and inform the participants that the first day of the workshop will mainly be focussed on sharing and reflecting on information from key departments and stakeholders. This information will lay the foundation for the second day of the workshop and will ensure that everyone is fully aware of what external and internal stakeholders think of the university and its graduates, and whether the university provides an enabling environment for students to acquire the skills they need for the world of work.
4. Display **Slide 1.5** and go through the learning outcomes for the day.

**Preparation/
guidance for the
next session**

- Add the name of the external stakeholder representative to **Slide 1.6** if you have not already done so.
- Make sure that the external stakeholder representative is ready to present (see "Gathering of information and preparation in advance of workshop" in the introductory facilitation guidelines).
- Make sure that you have the slides/PPT presentation from the external stakeholder representative lined up and ready to display.



SESSION TITLE: EXTERNAL STAKEHOLDER PERSPECTIVE ON UNIVERSITY GRADUATES

Total session time
(60 minutes)



RATIONALE:

To create awareness of how university graduates are perceived in the industry and community and identify any gaps between the current reality and the skills, competencies, and habits of mind required in graduates by external stakeholders.



KEY LEARNING POINT(S) OR OUTPUTS:

- Appreciation of the importance of external stakeholder feedback for the university.
- Skills, competencies, and habits of mind required in graduates by external stakeholders.



PRIMARY MATERIALS:

- Day 1 Programme Alignment PPT slides (including slide with presenter's name).
- External stakeholder representative PPT slides.
- Participant Handbook.



SPECIFIC LINKS TO OTHER SESSIONS:

- Day 2 Programme Alignment workshop session “The Ideal Graduate Profile and University Promise” where the feedback from external stakeholders will be used to create the Ideal Graduate Profile.

7 minutes

INTRODUCTION OF EXTERNAL STAKEHOLDER REPRESENTATIVE AND PRE-PRESENTATION REFLECTION

[Plenary, then individual reflection]

1. Display **Slide 1.6** and introduce the external stakeholder representative to the participants. Explain that they will shortly be sharing their feedback on how external stakeholders view the performance of university graduates in the world of work.
2. Display **Slide 1.7** and ask participants to individually reflect on the questions listed.
3. Have participants write down their answers to the questions in their Participant Handbook under the heading “Notes section 1” in the Day 1 section.



20 minutes

EXTERNAL STAKEHOLDER FEEDBACK PRESENTATION

[Plenary]

1. Have the external stakeholder representative present their feedback to the room using their own PPT slides.

While the external stakeholder representative is presenting, a co-facilitator should make notes of the key takeaway points (that is, most important points the presenter made). These notes will be useful for the facilitation team to refer back to on Day 2 of the workshop when participants are working up the Ideal Graduate Profile.

20 minutes

REFLECTION ON FEEDBACK FROM EXTERNAL STAKEHOLDERS

[Groups of four to five – mixed both in gender and programme composition]

1. Display **Slide 1.8** and ask each group to reflect on the questions listed.
2. Ask the groups to capture the main notes from their discussion on a flipchart.

13 minutes

PRESENTATION BACK TO THE ROOM

[Plenary – seated in groups as above]

1. Ask the groups to feed back their reflections on the questions to the room.

Rather than having each group feed back their reflections for all questions, you could start by having Group 1 feed back their reflections on the first question, then have Group 2 feed back their reflection the second question. Do the same for Group 3 and Group 4 with the third and fourth question, respectively. Finally, you could ask Group 5 to add anything additional they have discussed for any of the questions that has not already been mentioned by the other groups.

A co-facilitator should note the key reflections on a flipchart and hang it on a free space on the wall so that they can be referred back to on Day 2 of the workshop.

2. Allow a couple of minutes at the end of the session for participants to capture the key takeaways from this session in their Participant Handbook under the heading “Notes section 1” in the Day 1 section. In particular, they should note down their reflections on the final question: “What does the feedback from the external stakeholders mean in terms of the skills, competencies and habits of mind your graduates will need when leaving your university”, as they will need to refer back to this on Day 2 of the workshop.



**Preparation/
guidance for the
next session**

- Add the name of the internal stakeholder representative to **Slide 1.9** if you have not already done so.
- Make sure that the internal stakeholder representative is ready to present the feedback from students on their experience of each programme represented at the workshop (see “Gathering of information and preparation in advance of workshop” in the introductory facilitation guidelines).
- Make sure that you have the slides/PPT presentation from the internal stakeholder representative lined up and ready to display.

11.15

(15 minutes)

BREAK



SESSION TITLE: INTERNAL STAKEHOLDER PERSPECTIVE ON THE PERFORMANCE OF GRADUATES

Total session
time (60
minutes)



RATIONALE:

To create awareness of how internal stakeholders perceive students' learning experience and identify any gaps between the current reality of the university and the skills, competencies, and habits of mind required to prepare students for the world of work.



KEY LEARNING POINT(S) OR OUTPUTS:

- Appreciation of the importance of internal stakeholder feedback for the university.
- Skills, competencies, and habits of mind required to prepare students for the world of work.



PRIMARY MATERIALS:

- Day 1 Programme Alignment PPT slides (including slide with presenter's name).
- Internal stakeholder representative PPT slides.
- Participant Handbook.



SPECIFIC LINKS TO OTHER SESSIONS:

- Day 2 Programme Alignment workshop session "The Ideal Graduate Profile and University Promise", where the feedback from internal stakeholders will be used to create the Ideal Graduate Profile.

7 minutes

INTRODUCTION OF INTERNAL STAKEHOLDER REPRESENTATIVE AND PRE-PRESENTATION REFLECTION

[Plenary, then individual reflection]

1. Display **Slide 1.9** and introduce the internal stakeholder representative to the participants. Explain that they will shortly be sharing student and lecturer feedback reports on their experiences of each programme and the university as a whole.
2. Display **Slide 1.10** and ask participants to individually reflect on the questions listed

Have participants write down their answers to these questions in their Participant Handbook under the heading "Notes section 2" in the Day 1 section.



20 minutes

INTERNAL STAKEHOLDERS' FEEDBACK PRESENTATION

[Plenary]

1. Have the internal stakeholder representative present their feedback to the room using their own PPT slides.

While the internal stakeholder representative is presenting, a co-facilitator should make notes of the key takeaway points (that is, most important points the presenter made). These notes will be useful for the facilitation team to refer back to on Day 2 of the workshop when participants are working up the Ideal Graduate Profile.

20 minutes

REFLECTION ON FEEDBACK FROM INTERNAL STAKEHOLDERS

[Groups of four to five – mixed both in gender and programme composition]

1. Display **Slide 1.11** and ask each group to reflect on the questions listed.
2. Ask the groups to capture the main notes from their discussion on a flipchart.

13 minutes

PRESENTATION BACK TO THE ROOM

[Plenary – seated in groups as above]

1. Ask the groups to feed back their reflections on the questions above to the room. You can choose a number of ways to get groups to feed back to the room (see the “Techniques from managing feedback from group work” section in the introductory facilitation guidelines). A co-facilitator should note the key reflections on a flipchart and hang it on a free space on the wall so that the notes can be referred back to on Day 2 of the workshop.
 2. Allow a couple of minutes at the end of the session for participants to capture the key takeaways from this session in their Participant Handbook under the heading “Notes section 2” in the Day 1 section. In particular, they should note down their reflections on the final two questions related to skills, dispositions, and attitudes as they will need to refer back to these on Day 2 of the workshop.
-



**Preparation/
guidance for the
next session**

- Place examples of different university and programme promotional material on various tables around the room (participants will be walking around individually to engage with this material in the first part of the session). If you have promotional videos and/or a website, place a laptop on a table for participants to gather around (see “Gathering of information and preparation in advance of workshop” in the Introductory facilitation guidelines).
- Place post it notes and pens next to the promotional material at each table and a flipchart with the following question listed for participants to place the post it notes on:
 - If you were a prospective student, what would you expect from the university based on these promotional materials?
 - How do these expectations fit with the vision and mission of the university?
- Ensure that there is at least one copy available per group of each item of printed university promotional material, e.g. website pages, flyers, pamphlets for the second part of the session.
- Make sure that the vision and mission of the university are clearly displayed in the room for participants to refer to during the next session.

12.30

(60 minutes)

LUNCH



13:30

Total session
time (45
minutes)

SESSION TITLE: HOW THE UNIVERSITY IS PROMOTING ITSELF



RATIONALE:

Understanding how the university presents itself helps us understand what promises we are making to students.



KEY LEARNING POINT(S) OR OUTPUTS:

- Understanding that the university vision and mission and promotional materials are promises made to the student.



PRIMARY MATERIALS:

- Day 1 Programme Alignment PPT slides.
- University and programme promotional materials, promotional videos, etc.
- University vision and mission.
- Participant Handbook.



SPECIFIC LINKS TO OTHER SESSIONS:

- Day 2 Programme Alignment session “The Ideal Graduate Profile and University Promise”, where the University Promise will be formulated.
- Day 2 Transformative Learning session “Gender is ... representation”, which builds on this session by asking participants to do a gender audit of examples of university promotional material.

15 minutes

REVIEWING PROMOTIONAL MATERIAL

[Individually]

1. Display **Slide 1.12** and as participants return to the room ask them to walk around to the different tables where promotional material is displayed.
 2. Ask participants to look at the promotional material at each table and write their answers to the questions on the slide on post it notes that they can place on the flipchart paper provided.
-



[Groups of four to five – if possible, consisting of the same gender i.e., groups with only female and male participants]

1. Ask participants to sit back down in groups (of around five people, if possible consisting of the same gender).
2. Give each group a set of the promotional materials used earlier.
3. Display **Slide 1.13** and ask the groups to answer the question on the slide (according to the gender composition of the group: groups with female participants should answer question 1; groups with male participants question 2).

If it is not possible to split the groups according to gender, you can have participants work in mixed gender groups instead and split the two questions evenly among the groups.

Ask the groups to capture the main notes from their discussion on a flipchart.

4. Display **Slide 1.14** and ask the groups to reflect on the question on the slide (as above according to the gender composition of the group: groups with female participants should answer question 1; groups with male participants question 2).

[Plenary – seated in groups as above]

1. Ask the groups to feedback their reflections on the final question: did your expectations change when you considered the promotional materials as a prospective female/male student? If so, how?
2. Ask a couple of volunteers to feedback their reflections on the second question from the individual review at the beginning of the session: how do these expectations fit with the vision and mission of the university?

A co-facilitator should note the key reflections from the groups on a flipchart and hang it on a free space on the wall so that the notes can be referred back to on Day 2 of the workshop.

3. Allow a couple of minutes at the end of the session for participants to capture the key takeaways from this session in their Participant Handbook under the heading “Notes section 3” in the Day 1 section. In particular, they should note down their reflections on the two questions discussed in plenary as these will be useful for the rest of the redesign process.



**Preparation/
guidance for the
next session**

- Have the following ready to distribute among each of the groups:
 - One copy of the feedback from female and male students
 - One copy of the gender-disaggregated university admission, retention, and graduation rates
- (See “Gathering of information and preparation in advance of workshop” in the introductory facilitation guidelines)
- Continue to display the university vision and mission clearly in the room.
-

14:15

Total session
time (65
minutes)

SESSION TITLE: GENDER RESPONSIVENESS OF THE UNIVERSITY ENVIRONMENT



RATIONALE:

To create awareness of how the university environment impacts the learning experience of female and male students.



KEY LEARNING POINT(S) OR OUTPUTS:

- Female and male students are likely to experience the university differently.



PRIMARY MATERIALS:

- Day 1 Programme Alignment PPT slides.
- Feedback from female and male students.
- Gender-disaggregated university admission, retention and graduation rates.
- Participant Handbook.



SPECIFIC LINKS TO OTHER SESSIONS:

- Day 2 Programme Alignment workshop session “The Ideal Graduate Profile and University Promise” where the feedback on the gender responsiveness of the university environment will be used to create the Ideal Graduate Profile.
- Daily gender sessions starting on Day 2 of the Programme Alignment workshop and continuing during the Transformative Learning and Course Redesign workshops. In the session below participants will reflect on the different experiences that female and male students may have at the university. During the subsequent daily gender sessions, participants will gradually develop a stronger awareness and understanding of gender and gender-responsive pedagogy.



15 minutes

REFLECTING ON THE GENDER RESPONSIVENESS OF THE UNIVERSITY ENVIRONMENT

[Individually, then groups of four to five – mixed both in terms of gender and programme composition]

1. Display **Slide 1.15** and ask participants to reflect individually on the questions listed.

Have participants write down their answers to these questions in their Participant Handbook under the heading “Notes section 4” in the Day 1 section.

2. Ask participants to form groups. Distribute the material for this session among the groups so that they have one copy of each.
3. Ask participants to read through the student feedback first. Display **Slide 1.16** and ask the groups to answer the questions listed.

Ask the groups to capture the main notes from their discussion on a flipchart.

4. Have participants look at the gender-disaggregated university admission, retention, and graduation rates. Display **Slide 1.17** and ask the groups to answer the questions listed.

20 minutes

PRESENTATION BACK TO THE ROOM

[Plenary – seated in groups as above]

1. Ask each group to feed back to the room what they found most surprising in the student feedback and why. If one group has a similar point they want bring up to what has already been shared, they do not need to repeat it. You can instead ask them to bring up a different point that surprised them.
2. Ask each group to now also feed back on whether they saw any gender disparities in the admission, retention, and graduation rates and what they think the cause might be. Try to get a different group representative to speak this time.
3. Now ask participants to refer back to the university vision and mission. Display **Slide 1.18** and ask participants to reflect on the question listed. Ask for a couple of volunteers to share their feedback.

A co-facilitator should note the key reflections from the presentation back to the room on a flipchart and hang it on a free space on the wall so that the notes can be referred back to on Day 2 of the workshop.

4. Allow a couple of minutes at the end of the session for participants to capture the key takeaways from this session in their Participant Handbook under the heading “Notes section 4” in the Day 1 section. In particular, they should note down their reflections on the two questions discussed in plenary as they will be useful for the rest of the redesign process.



**Preparation/
guidance for the
next session**

- Add the name of the quality assurance (QA) representative to **Slide 1.19** if you have not already done so.
- Make sure that the quality assurance representative is ready to present their feedback on the performance of the university against QA standards.
- Make sure that you have the slides/PPT presentation from the quality assurance representative ready to display.
- Adapt **Slide 1.20** to make sure that the question listed reflects the QA measures that will be covered in the presentation. The question currently asks participants to think about national, regional, and international standards. If for example the presenter is only going to present national and regional standards, the reference to international standards should be deleted from the slide.
- Continue to have the university vision and mission clearly displayed in the room.

15.20

(15 minutes)

BREAK



15:35

Total session
time (50
minutes)

SESSION TITLE: PERFORMANCE AGAINST QUALITY ASSURANCE STANDARDS



RATIONALE:

To create an understanding of whether the university's current performance matches the aspirations of its vision and mission.



KEY LEARNING POINT(S) OR OUTPUTS:

- The performance of the university should match the promises made in its vision and mission.



PRIMARY MATERIALS:

- Day 1 Programme Alignment PPT slides (including slide with presenter's name).
- QA representative PPT slides.
- Participant Handbook



SPECIFIC LINKS TO OTHER SESSIONS:

- Day 2 Programme Alignment workshop session "The Ideal Graduate Profile and University Promise" where the feedback on performance against quality assurance standards will be used to create the Ideal Graduate Profile.

7 minutes

INTRODUCTION OF QUALITY ASSURANCE REPRESENTATIVE AND PRE-PRESENTATION REFLECTION

[Plenary – then individual reflection]

1. Display **Slide 1.19** and introduce the presenter from quality assurance to the participants. Explain that they will present on the performance of the university set against given standards (as set out by national, regional, and international bodies).
2. Display **Slide 1.20** and ask participants to individually reflect on the question listed.

Have participants write down their answers to these questions in their Participant Handbook under the heading "Notes section 5" in the Day 1 section.

15 minutes

PRESENTATION ON PERFORMANCE AGAINST QA STANDARDS

1. Have the quality assurance representative share their presentation with the room using their own PPT slides.
-



18 minutes

REFLECTIONS ON PERFORMANCE AGAINST QA STANDARDS

[Groups of four to five – mixed in terms of gender and programme composition]

1. Display **Slide 1.21** and ask the groups to discuss the questions listed.
2. Ask the groups to capture the main notes from their discussion on a flipchart.

10 minutes

PRESENTATION BACK TO THE ROOM

[Plenary – seated in groups as above]

1. Ask the groups to feedback their reflections on the final question: does the university's current performance match the aspirations in its vision and mission? If so, in what way? If not, why not?

A co-facilitator should note the key reflections on a flipchart and hang it on a free space on the wall so that the notes can be referred back to on Day 2 of the workshop.

2. Allow a couple of minutes at the end of the session for participants to capture the key takeaways from this session in their Participant Handbook under the heading "Notes section 5" in the Day 1 section. In particular, they should note down their reflections on the final question discussed in plenary.
-



16:25

SESSION TITLE: WRAP UP OF DAY 1

Total session
time (20
minutes)



RATIONALE:

This session gives all participants and facilitators time to recap and reflect what was learnt and discussed today.



KEY LEARNING POINT(S) OR OUTPUTS:

- Summary of the day.
- Key learning points.



PRIMARY MATERIALS:

- Day 1 Programme Alignment PPT slides.
- Participant Handbook.

10 minutes

WHAT STOOD OUT FROM DAY 1

[Individually or in pairs]

- 1 Use this time to draw out what stood out for the participants from the four presentations. Display **Slide 1.22** and ask participants to reflect on the questions listed either individually or in pairs.

Have participants write down their answers to these questions in their Participant Handbook under the heading “Notes section 6” in the Day 1 section.

2. Ask a couple of volunteers to share their reflections on what stood out for them.

A co-facilitator should note down these reflections so that they can be copied over to a slide which will be used at the start of Day 2.

5 minutes

PREPARATION FOR DAY 2

[Plenary]

1. Ask participants to bring their Participant Handbooks (either in soft copy or hard copy) with them tomorrow as they will need to be able to refer back to the notes they took today.
 2. Remind participants of when the workshop will start tomorrow.
-



5 minutes

FORMATIVE EVALUATION OF DAY 1

[Individually]

1. Display **Slide 1.23** and ask participants to answer the questions on the slide.
2. Participants can use post it notes to answer the questions (a different colour for each question) or you can enter the questions in Mentimeter for the participants to answer.
3. Explain that the responses will be reviewed by the facilitation team to see whether any adjustments need to be made during Day 2 of the workshop.
4. If using post it notes, ask the participants to put them into three piles according to the colour of the note as they leave the room.

16:45

END OF DAY

5 minutes

FACILITATION TEAM DEBRIEF MEETING AND PREPARATION FOR NEXT DAY

1. Hold a workshop facilitators' meeting at the end of the day to review the day's proceedings. You might want to use the Start-Stop-Continue strategy.
2. Provide the workshop facilitators with three post it notes of different colours. Ask each of them to write the following:
 - What as a team should you **stop** doing, basically what went wrong during the facilitation? (red post it notes).
 - What did you not do but should start to do? (blue post it notes)
 - What went well and you should **continue** doing? (green post it notes)Then go through the responses on the post it notes and discuss as a team.
3. Discuss the participants' responses from the formative evaluation.
4. Go through the workshop schedule for Day 2, for e.g. the facilitation notes and slides, the required preparation for each session, who should be the lead facilitator and co-facilitators for what sessions, and how the sessions will be facilitated.
5. Facilitators of the Day 2 workshop sessions should prepare in the evening.

The slides for Day 1 can be downloaded from the Programme Alignment toolkit section of TransformHE.org.

DAY 2: CREATING ALIGNMENT ACROSS THE INSTITUTION TO SHAPE OUR IDEAL GRADUATE

FACILITATION NOTES: CREATING ALIGNMENT ACROSS THE UNIVERSITY TO SHAPE OUR IDEAL GRADUATE

Learning outcomes

By the end of the day, participants will be able to:

1. Profile an ideal graduate with twenty-first century skills for their university.
2. Evaluate the alignment between university and faculty mission outcomes; faculty mission outcomes and programme learning outcomes; and programme learning outcomes and courses (curriculum) in a programme.
3. Identify how their faculty and programme contribute to shaping the ideal university graduate.

Key output of Day 2:

- Ideal Graduate Profile for the university.
- University/faculty, faculty/programme, and programme/curriculum alignment matrices.

**Preparation/
guidance for
Day 2**

- If relevant, tailor **Slides 2.4, 2.26–35** and **2.38** to reflect the appropriate institutional unit for the workshop (the slides currently refer to a faculty unit). See “Abbreviations and terminology” in the introductory facilitation guidelines.
- Ensure facilitators for the different workshop sessions are clear on what and how they are supposed to facilitate.
- Write the key points that stood out for participants during Day 1 of the workshop on Day 2 PPT **Slide 2.2** so that you can use these for the recap of Day 1.
- Display the flipcharts with group reflections from yesterday’s sessions around the workshop room so that participants can refer to these during the day.
- Continue to display the vision and mission of the university clearly in the room.
- If separate rooms are being used for each programme group to work in, make sure that these will be prepared and available to use after lunch.
- Display **Slide 2.1** as participants start to enter the room.

8.30**SESSION TITLE: RECAP OF DAY 1**

**Total session
time (30 mins)****Large group
session****RATIONALE:**

To establish a positive and enabling environment in which participants can effectively start to create the Ideal Graduate Profile as they align their programmes.

**KEY LEARNING POINT(S) OR OUTPUTS:**

- Participants get to know each other better through the ice breaker.
- Participants understand the purpose of the workshop and what will be done on Day 2.

**PRIMARY MATERIALS:**

- Day 2 Programme Alignment PPT slides (including the key points that stood out for participants from yesterday).
-



Plenary – then forming various groups according to the instructions in the icebreaker]

1. Start the session with an ice breaker to make the atmosphere more relaxed.

You can use the following ice breaker or another one of your choice.

Getting to know each other and noticing commonalities:

Participants stand in an open space and are asked to form groups according to categories. The facilitator asks them to group themselves according to:

- Where you came from (this could be done by city or country, depending on the diversity of participants).
- Which department you work at (if relevant).
- Length of time at your institution (for example less than one year, one to five years, over five years).
- What programme the course you teach belongs in.

Read these different categories out each time participants have formed their groups, so that once everyone has formed groups according to where they came from, they then have to regroup according to where they work, then form new groups depending on how long they have worked there for, etc.

[Plenary]

1. Display **Slide 2.2** and go over the key points that stood out for participants yesterday. Ask if anyone has thought of anything else that stood out for them since yesterday.
2. Then display **Slide 2.3** and explain that the purpose of today is to create alignment to ensure that all faculties, programmes and courses contribute to the shaping of the ideal university graduate.
3. Remind the participants that programme alignment is important because it enables university staff to jointly conceptualise a shared end goal (the ideal university graduate) and then critically explore how the university, faculties, programmes, and each individual course contribute to this shared goal.
4. Finally, display **Slide 2.4** and go over the learning outcomes for Day 2 with the participants.

**Preparation/
guidance for the
next session**

The following gender session introduces participants to key gender terms that are relevant for gender in general as well as for the gender sessions in the Transformative Learning and Course Redesign workshops. Workshop facilitators may need to adjust the time spent looking at each term during this session to align with participants' prior knowledge of the terms and familiarity with the concept of gender and gender-responsive pedagogy. Emphasis should be put on any terms and concepts that may be unfamiliar to the participants.



9.00

SESSION TITLE: PRIORITISING GENDER

Total session
time (45 minutes)



RATIONALE:

Sets the scene for why gender and gender-responsive pedagogy have been prioritised in all three workshops (Programme Alignment, Transformative Learning, and Course Redesign). Introduces the participants to key gender concepts that will be referred to throughout the three workshops.



KEY LEARNING POINT(S) OR OUTPUTS:

- The importance of lecturers making their courses gender responsive.
- Understanding of key gender terms relevant for the redesign workshops.



PRIMARY MATERIALS:

- Day 2 Programme Alignment PPT slides.



SPECIFIC LINKS TO OTHER SESSIONS:

- Some of the terms related to gender in this session are gender dimensions that will feature in subsequent sessions in the Transformative Learning and Course Redesign workshops.

10 minutes

PRESENTATION ON WHY GENDER IS A PRIORITY

[Plenary]

1. Explain to the participants that there will be daily gender sessions woven into the Programme Alignment, Transformative Learning and Course Redesign workshops. The aim of these daily gender sessions is to:
 - Build gender-awareness among the participants, and
 - To help them think through gender as it relates to courses undergoing redesign.

This first gender session will focus on gender, gender-responsive pedagogy, and related terms.



2. Display **Slide 2.5** and explain to participants that gender is incorporated into these workshops because:

- **Gender is a cross-cutting issue:**

It is increasingly recognised that people's experiences and opportunities are not only impacted by their gender, but also their age, ethnicity, and a host of other factors; however, as half the world's population are women and girls, and gender cuts across these other identities, gender is therefore a good place to start.

- **Gender is key in development today:**

Gender inequality is a critical issue for international development.

Globally, gender equality has been established and promoted in international law and policy, including in the Sustainable Development Goals where Goal 5 is to "Achieve gender equality and empower all women and girls" (<https://sdgs.un.org/goals/goal5>).

- **Gender inequalities in higher education are often present but not recognised or acknowledged:**

Gender inequalities in higher education can for instance be seen in subject choice. Specialties dominated by women worldwide include nursing, midwifery, speech, language and hearing, education, social work, and librarianship. Male-dominated disciplines include military sciences, engineering, robotics, aeronautics and astronautics, high-energy physics, mathematics, computer science, philosophy, and economics.

3. Display **Slide 2.6** and explain that gender inequalities barriers in higher education is a concern because:

- Have huge implications for countries in terms of their future labour force and the next generation of leaders.
- Perpetuate discrimination and create different future pathways for men and women.
- Prevent the creation and use of knowledge and research that can enable inclusive, just, and sustainable development.

(Reference: Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., Friis Laustsen, C. (2018). Gender Mainstreaming in Higher Education Toolkit, INASP. <https://www.inasp.info/gendertoolkit>)

4. Display **Slide 2.7** and explain the following to the participants:

- **Pedagogy** as a concept embraces virtually all teaching and learning processes. Within the context of classroom settings, pedagogy is a term that includes what is taught (the content), how teaching takes place (the teaching process), and how what is taught is taught (the teaching methods).
- **Gender-responsive pedagogy** refers to teaching and learning processes that pay attention to the specific learning needs of female students and male students.

5. Next ask participants to answer the following question:

Why is gender-responsive pedagogy important?

Ask for a couple of volunteers to share their thoughts on the question.

You can add the following to participant explanations as to why they think it is important:

When gender becomes a pivotal lens within pedagogy, it supports more inclusive and interactive teaching and learning practices that balance both women's and men's participation (Reference: Chapin, J. Warne, V. (2020). Gender Responsive Pedagogy in Higher Education: A framework, INASP. <https://www.inasp.info/sites/default/files/2021-01/Gender%20responsive%20pedagogy%20Framework%20paper.pdf>).

6. Display **Slide 2.8**, which contains the TESCEA definition of gender-responsive pedagogy. Read out this definition to participants and explain that:
- This definition of gender-responsive pedagogy has been developed by the TESCEA project.
 - It builds on the Forum of African Women Educationalists (FAWE)'s definition which calls for teachers to take “an all-encompassing gender approach in the processes of lesson planning, teaching and learning, classroom management and performance evaluation” (Reference for FAWE's definition of gender responsive pedagogy: Mlama, P., Dioum, M., Makoye, H., Murage, L., Wagah, M., Washika, R. (2005). Gender Responsive Pedagogy (GRP): A Teacher's Handbook, Forum for African Women Educationalists. https://issuu.com/fawe/docs/gender_responsive_pedagogy_-_a_teach).
 - The TESCEA definition of gender-responsive pedagogy takes the FAWE definition further by looking at gender-responsive pedagogy not only from the point of view of teaching practices (focusing on teachers/lecturers), but also from the point of view of learning needs (focusing on students).
7. Display **Slide 2.9** and explain to participants that:
- As an instructor, they have a responsibility to create opportunities for all students, women and men, to learn to the best of their abilities.
 - In order to do this, it's not necessary to undermine ideas that are fundamental to their culture. But it is necessary to understand how those ideas influence their teaching practices, and the opportunities for learning that students have.
-

[Groups of four to five – mixed in terms of gender and programme composition]

1. Explain that each group will be discussing the following terms and what they mean:

- Sex and gender
- Gender equality and equity
- Gender bias

Give the groups flipchart paper and marker pens to write down their explanations of the terms.

These terms are listed on **Slide 2.10**, which can be displayed while the groups are working.

If the participants are struggling to come up with explanations for the terms, you can ask them to instead think about and list what the differences are between sex and gender as well as gender equality and equity.

**GROUPS SHARE THEIR DEFINITIONS IN PLENARY AND
REVIEW AGAINST EXAMPLE DEFINITIONS**

[Plenary, sitting in same groups as above]

1. Ask one or two groups to share the definitions they have come up with for sex and gender.

NB: in order to save time, a representative from the group should read out the group's definition from where they are sitting rather than present from their flipchart in front of the room.

2. Use **Slides 2.11** and **Slide 2.12** to share definitions of sex and gender from INASP's Gender Mainstreaming in Higher Education Toolkit (<https://www.inasp.info/gendertoolkit>) and additional key points with the participants.
 - Key point: sex and gender are different terms that have distinct meanings. While every society uses biological sex as one criterion for describing gender, beyond that simple starting point, no two cultures would completely agree on what distinguishes one gender from another.

Additional points that can be covered if there is time:

- Sex and gender are not the same, although they are often used interchangeably.
 - When addressing inequalities between men and women it is important to distinguish between the two terms. Sex is a biological status that can be altered through medical procedures. Gender is a socially constructed status that not only varies from one culture to another but also varies within cultures over time; culture is not static but evolves.
 - As societies become more complex, the roles played by men and women are not only determined by culture but by socio-political and economic factors. For this reason, gender is an important criterion for socio-cultural analysis together with class, race, poverty level, ethnic group, sexual orientation, age, etc.
3. Ask participants to reflect on any differences between their definitions of the terms and the definition you have given them. Ask one or two participants to share any differences with the whole group.

4. Repeat the three steps above for the following terms:

Gender equality and equity (definitions for these can be found on [Slides 2.13–15](#))

Key points for [Slide 2.14](#):

- The cartoon on the slide illustrates the difference between equality and equity.
- Equality focuses on ensuring equal rights for everyone.
- Equity includes a recognition that everyone is not starting from an equal footing. In order to achieve equality people should therefore be treated according to their respective needs.

Additional points that can be covered if time:

- Gender equality is a concept that refers to ensuring women's and men's realisation of fundamental human rights, social, economic, and political participation and their overall wellbeing.
- The current gender disparities that exist in societal, economic, and political structures and systems represent gender inequalities.
- To work towards increased gender equality, it is important to recognise that barriers that girls and women face include socially constructed norms; therefore they are gendered, meaning that they are the result of learned attributes, behaviour and status that tends to favour the male sex.
- Gender equity is a process and a goal that refers to measures that aim to address socially constructed norms by promoting fairness of treatment for women and men, according to their respective needs.

Gender bias (definition on [Slide 2.16](#))

Key points:

- Gender bias is behaviour that shows favouritism towards one gender over another. This favouritism means that one gender is given an unfair advantage over the other.
- Most often, gender bias is the act of favouring men/boys over women/girls.
- Gender bias can be shown both in attitudes (thoughts) and behaviour (actions).
- Gender biased attitudes and behaviours can constrain both men/boys and women/girls. This means that gender bias limits the overall development of societies.

If you do not have time to repeat steps 1–3 for all terms, you can skip the first step and focus on sharing the definition of the terms on the PowerPoint slides and then ask participants to share any differences between their definitions and the one on the slides.

The workshop glossary contains a couple of additional terms related to gender not covered in this section. You can point participants to this if they bring up these terms either during this session or in subsequent sessions. The additional gender-related terms included in the glossary are:

- Gender mainstreaming
- Feminism
- Gender responsive/empowerment

**Preparation/
guidance for the
next session**

- Write the core values of the university on a flipchart and display this in the room along with the vision and mission of the university.
 - Ensure facilitators are familiar with what constitutes an Ideal Graduate Profile, a University Promise and university mission outcomes. Examples of these can be found in the “Additional facilitation guidance and visual aids” for Day 2.
-

9.45

Total session
time

(120 minutes,
excluding the
break)

SESSION TITLE: THE IDEAL UNIVERSITY GRADUATE PROFILE AND UNIVERSITY PROMISE



RATIONALE:

The Ideal University Graduate Profile and University Promise developed during this session will ensure a shared understanding of who graduates should become, in line with the institution's vision and mission.

This shared understanding, along with the university mission outcomes (developed during this session) will help guide the alignment process in later sessions.



KEY LEARNING POINT(S) OR OUTPUTS:

- Ideal Graduate Profile and University Promise.
- University mission outcomes, which will help to guide the subsequent programme alignment process.



PRIMARY MATERIALS:

- Day 2 Programme Alignment PPT slides.
- Participants Handbooks with notes from yesterday's sessions.
- Flipcharts with notes from yesterday's sessions.



SPECIFIC LINKS TO OTHER SESSIONS:

- Day 1 Transformative Learning session "The promise vs the reality" where participants will draw on the Ideal University Graduate Profile developed during this session.
- Day 2 of Course Redesign where participants will be asked to develop learning outcomes for their course that include twenty-first century skills.



[Groups of four to five – mixed in terms of gender and programme composition]

1. Explain to the groups that they will now start to ideate the Ideal Graduate Profile for their university. The ultimate goal is to create a profile of the ideal graduate that everyone at the university can refer back to. The Ideal Graduate Profile should therefore focus on competencies, core values, and habits of mind that will be common to all graduates from the university.

The groups will be creating this profile based on the vision, mission, and core values of the university and the feedback generated from Day 1 of the workshop. They will be taken through a step-by-step process and will be given 10 minutes to reflect on each set of questions before being moved on.

As the groups are working to create the Ideal Graduate Profile, they should start by visualising a first-year student, then think of that student as they graduate. What would the ideal graduate from the university look like five years from graduation? What competencies, core values, and habits of mind will they need to develop while they are at the university to get there?

Throughout the following steps it is important for facilitators to listen in on the group discussions because this is the critical session that sets the scene for the rest of the day.

If during the group work participants start to focus too much on the particular courses that they teach, you should encourage them to take a step back from their own courses and focus on the overall picture: the university graduate.

2. Step 1: Ask the groups to look at the vision, mission, and core values of the university (displayed on flipcharts around the room) and reflect on the following questions:
 - What characteristics are embedded in the vision, mission, and core values of the university that should define the ideal graduate of the university?
 - What competencies, core values, and habits of mind should your university graduates have based on the vision and mission?

You can display **Slide 2.17** with these questions for the groups to refer to.

Ask the groups to note down on a flipchart the competencies, core values, and habits of mind their university graduates should have based on the vision and mission (question 2 above).

3. Step 2: Let the groups now turn their focus to how the university vision, mission, and core values respond to/intersect with the feedback from external and internal stakeholders. Ask them to refer to the notes they took in their Participant Handbook yesterday and to reflect back on the following questions in particular:
- What does the feedback from the external stakeholders mean in terms of the skills, competencies, and habits of mind your graduates will need when leaving your university?
 - What skills, competencies, and habits of mind are your university currently imparting to students that should be maintained?
 - What skills, competencies, and habits of mind that students require are currently not being imparted by your university?

You can display **Slide 2.18** with these questions for the groups to refer to.

Ask the groups to note down any adjustments to the list of competencies, core values, and habits of mind their university graduates should have in light of the feedback from external and internal stakeholders.

4. Step 3: Finally, ask participants to refer back to their notes from the sessions yesterday looking at how the university is promoting itself, the gender responsiveness of the university environment, and the quality assurance standards:
- Are there any takeaways from these sessions that need to be incorporated into the list of competencies, core values, and habits of minds of your Ideal Graduate Profile?
 - Will your current list of competencies, core values, and habits of mind speak equally to both male and female students? If not, are there any adjustments you need to make?

You can display **Slide 2.19** with these questions for the groups to refer to.

Ask the groups to note down any adjustments to the list of competencies, core values, and habits of mind their university graduates should have in light of the questions above.

20 minutes

CREATING A CONSOLIDATED IDEAL GRADUATE PROFILE

[Plenary]

1. Have each group present what they came up with as the competencies, core values, and habits of mind that the ideal graduate should have.

Have a co-facilitator note down on a flipchart the commonalities and differences in the profiles as each group is presenting.

2. Consolidate the commonalities noted between the groups into one profile. Explain to the participants that the one consolidated profile will be used throughout the rest of the day and will also inform subsequent workshops.
3. Take time to discuss with the participants the differences noted between the profiles created by each group to jointly decide whether these should be incorporated into the consolidated profile.
4. Once a consolidated profile has been agreed, write this up on a flipchart and post it on a wall for everyone to refer back to throughout the rest of the day.

15 minutes

FORMULATING THE UNIVERSITY PROMISE BASED ON THE IDEAL GRADUATE PROFILE

Groups – same as for ideating the Ideal Graduate Profile]

1. Display **Slide 2.20** and ask the groups to again visualise a first-year student and then think of them as they graduate. Based on the Ideal Graduate Profile: what would the ideal graduate from the university look like five years from graduation? How can this be expressed in one coherent statement?

Have the groups write down on a piece of flipchart their suggestion/s for one coherent statement which can express the University Promise to the students based on the Ideal Graduate Profile.

2. Ask the groups to post their flipcharts with their suggested University Promise around the room.



[Individually]

1. Ask participants to walk around the room and read through the flipcharts with the suggested statements of the University Promise developed by the groups. Participants should be particularly encouraged to engage with the suggestions they did not work on themselves. Ask participants to add their comments on post it notes on the flipcharts in response to the following questions:
 - Are there any elements in the suggestion that you particularly like? Which and why?
 - Are there any elements in the suggestion that you do not like? If so, which and why?

These questions are listed on **Slide 2.21**, which can be displayed to participants as a reminder while they do the gallery walk.

You might want to give the participants two different colours of post it notes: one colour for noting down elements that they like and another colour for noting down elements that they do not like.

2. At the end of the session, inform participants that the facilitators will look at the suggested statements of the University Promise along with the comments posted next to them to try to consolidate this into one shared University Promise. Inform participants that you will be sharing the suggested consolidated promise with them at the beginning of the next session.

During the break and while university mission outcomes are being explained to the participants, one or two facilitators should take away the flipcharts and comments to try and consolidate these into one single coherent statement that can become the shared university promise going forward.

[Plenary, then four groups]

1. Start the session explaining that you will now work together to formulate university mission outcomes in order to begin the alignment process. Mention that having university mission outcomes is part of the first step in the alignment process.
2. Say that universities usually have a mission and a vision, as well as core values, and point participants towards where you posted the vision and mission on the wall. Have a participant read out both. Ask participants why they think universities have a vision and mission (if no one answers, mention that they are there to provide guiding principles for the university and that they keep the institution focused on its purpose). Add, if not yet mentioned by participants, that usually a mission revolves around “central pillars”. These are listed on **Slide 2.22**:

- Students
- Teaching and learning
- Research
- Knowledge
- Excellence
- Community
- The world

Once participants understand what these pillars involve and require (based on the presentations on Day 1), they should be able to derive mission outcomes to cater for these pillars. Remind participants to think back to the presentations and reflections from the previous day.

3. Now direct the participants’ attention to outcomes. Ask participants what they think an outcome is. Once people have answered, display **Slide 2.23** explaining that an outcome is at the level of performance and achievement, can be measured, and relates to a process or an output. Remind participants that outcomes can be formulated at various levels; they should for example already be familiar with course learning outcomes. Display the examples of learning outcomes on **Slide 2.24**.
4. Present the consolidated University Promise that was worked up by the facilitation team during the break. Recap briefly how this was consolidated and show the final version. Make sure there are no major objections to this being the final version (if there are any objections, integrate this feedback quickly), then hang the flipchart with the new University Promise on the wall, next to the vision, mission, and Ideal University Graduate profile.

45 minutes

5. Now is the time to develop the university mission outcomes. Explain that mission outcomes are derived from the university mission and by breaking down the central pillars mentioned earlier. They should also take the University Promise into consideration.

Next, display **Slide 2.25** with an example university mission and its mission outcomes. If time, ask participants how they see the mission and core pillars reflected in the example mission outcomes so that they can start drawing the connections.

6. Divide participants into four groups by having participants count one after another, from one to four, each participant saying one number and then starting from one again, until everyone has “counted”. Have participants who counted “one” go into one group, the “twos” into another group, and so on. This should hopefully give you an even distribution across the groups.
7. Assign central pillars to each group. You can divide them up as you see fit for your institution. We suggest that you divide them up as follows:
 - Students and teaching and learning
 - Research and knowledge
 - Excellence
 - Community and the world
8. Explain the assigned pillars to each group and ask the individual groups to come up with one mission outcome for their respective pillars. Remind participants to keep in mind the university mission and University Promise. Try to not keep the examples on **Slide 2.25** displayed to encourage participants to come up with their own outcomes. Keep reinforcing that these mission outcomes will be used to inform the subsequent alignment process. Each group should come up with just one outcome, so that there are four in total.
9. Have each group present their mission outcome and why they arrived at it. Make sure there is general agreement among participants as these outcomes will serve the entire university. As groups present the mission outcomes, have a co-facilitator note them down on a flipchart paper to be placed on the wall along with the vision, mission, Ideal Graduate Profile and University Promise.

Preparation and guidance for the next session

- Make sure that you have copies of the relevant faculty mission and visions ready to share with participants in case they do not know them by heart.
- Ensure facilitators are familiar with what constitutes a Faculty Promise to students on the programmes and faculty mission outcomes. Examples of these can be found in the “Additional facilitation guidance and visual aids” for Day 2.

12:00

Total session
time
(75 minutes)

SESSION TITLE: ALIGNMENT OF FACULTY MISSION OUTCOMES WITH UNIVERSITY MISSION OUTCOMES



RATIONALE:

Aligning faculty mission outcomes (which will be developed during the session) with university mission outcomes will make clear and allow participants to visualise how the faculty contributes to the shaping of the ideal university graduate.



KEY LEARNING POINT(S) OR OUTPUTS:

- Understanding of the reasoning behind the backwards design process and the importance of programme alignment.
- Understanding of how each faculty contributes to the shaping of the ideal university graduate.



PRIMARY MATERIALS:

- Day 2 Programme Alignment PPT slides.
- Matrix for aligning faculty mission outcomes with university mission outcomes (on slides, in Participant Handbook and Day 2 “Additional facilitation guidance and visual aids”).

5 minutes

BACKWARDS DESIGN PROCESS

[Plenary]

1. Display **Slide 2.26** and explain the backwards design process to participants:
 - We design programmes backwards to ensure that we pay attention to the ultimate goal: the kind of graduate that the university aims to shape.
 - Once the ultimate goal has been agreed, we work downwards to look at each of the building blocks that will feed into the ultimate goal.
 - We therefore started in the previous session by agreeing the ideal graduate profile and formulating university missions outcomes. We will now start to look at how these will feed into faculty mission outcomes, which in turn will feed into the programme learning outcomes and finally the courses that make up the programme.
2. Explain that following the development of the ideal graduate profile and the university mission outcomes, the next step will now be to develop faculty mission outcomes and align these with the university mission outcomes. We will begin by formulating the Faculty Promise to students on the programmes.



[Groups – based on faculty]

1. Display **Slide 2.27** and ask the groups to compare the vision, mission and core values of the university with the vision and mission of their faculty by reflecting on the questions listed on the slide.
2. Display **Slide 2.28** and ask each faculty group to visualise a first-year student about to start on one of their programmes and then think of them as they graduate. Based on the faculty vision and mission and the University Promise: who will a student become after completing a programme from your faculty? What competencies, core values, and habits of mind should a graduate from your faculty exhibit in their life and in the world of work? How can this be expressed in one coherent statement?

Have each faculty group write down on a piece of flipchart their suggestion(s) for one coherent statement that can express the Faculty Promise to students on the programmes.

3. Have one or a rotation of facilitators visit each of the groups as they work to develop their Faculty Promise to students on the programmes. Offer feedback to the groups as relevant keeping in mind that the Faculty Promise to students on the programmes should be based on the faculty mission and vision and should also be aligned with the University Promise.

[Groups – same as above]

1. Using the same process as when developing university mission outcomes from the University Mission and Vision, ask the groups to develop four to five faculty mission outcomes based on their faculty vision and mission along with the Faculty Promise that they have developed.

Give the groups five to 10 minutes to work on developing their faculty mission outcomes and ask them to write them down on a piece of flipchart once they have finished.

2. Have a different facilitator from previously visit each of the groups and listen to the faculty mission outcomes that they have developed. Offer feedback to the group as relevant, keeping in mind that the faculty mission outcomes should reflect the faculty vision and mission, which in turn should reflect the university vision, mission, and core values.



[Groups – same as above]

1. Display **Slide 2.29** with the alignment matrix template for university mission outcomes and faculty mission outcomes. Explain to the participants that university mission outcomes are listed on the top of the matrix and faculty mission outcomes on the left-hand side. An “X” is used to mark where a faculty mission outcome contributes to a university mission outcome. One faculty mission outcome may contribute to several university mission outcomes. Ideally one or more faculty mission outcomes should contribute to each of the university mission outcomes.
2. Ask the groups to draw an alignment matrix for university mission outcomes and faculty mission outcomes on a piece of flipchart paper listing their own university mission outcomes and faculty mission outcomes as relevant in the matrix.

If useful as a reference, the groups can refer to their Participant Handbook under the heading “University/Faculty outcomes alignment” in the Day 2 section, where they will find the alignment matrix template.

3. Now ask the groups to fill in the alignment matrix they have drawn on the flipchart by marking with an “X” where a faculty mission outcome contributes to a university mission outcome.
4. When the groups have completed the alignment matrix ask them to reflect on the questions listed on **Slide 2.30**.

Have participants write down their answers to these questions in their Participant Handbook in the notes box under the heading “University/Faculty outcomes alignment” in the Day 2 section.



REFLECTING ON THE ALIGNMENT BETWEEN UNIVERSITY MISSION OUTCOMES AND FACULTY MISSION OUTCOMES

[Plenary, sitting in groups as above]

1. Ask each group to briefly feedback on the following questions:
 - How well did your faculty mission outcomes align with the university mission outcomes?
 - What if any changes do you need to make to the vision and mission statement as well as mission outcomes for your faculty?

These questions are written on **Slide 2.31**, which you can display during the feedback.

2. Point participants to Appendix C: Evidence Document for Programme Alignment, Transformative Learning and Course Redesign in their Participant Handbook. Explain to the participants that they will be asked to fill out Sections 1 and 2 of this document at the end of the Programme Alignment workshop. They should bring this document and the Participant Handbook from the Programme Alignment workshop with them to the subsequent Transformative Learning and Course Redesign workshops, as they will be generating information to fill out the other sections of this document in those workshops. Participants might want to fill out Section 1 of the document before breaking for lunch.

Preparation and guidance for the next session

- It is recommended that all academic teaching staff (or as many as possible) involved in delivering courses on a programme participate for the rest of the workshop (see “Participant group and facilitation team” in the introductory facilitation guidelines).
- In case you have a large number of academic teaching staff joining from each programme, you might want to have each programme group work in a separate room. Make sure that each room is set up and that there will be at least one facilitator in each room.
- Display a copy of the university mission and vision, Ideal Graduate Profile, and University Promise to the students on the walls in each of the rooms.
- Make sure that you have the programme learning outcomes for each relevant programme at hand to share with participants (see the bullet point below if programme learning outcomes do not already exist).
- In the facilitation notes for the next session it is assumed that programme learning outcomes already exist. If this is not the case, extra time will need to be added to the workshop for participants to develop these (see “Overview of the Programme Alignment – Profiling the Ideal Graduate Workshop” in the introductory facilitation guidelines).

14:15

Total session
time
(30 minutes)

SESSION TITLE: ALIGNMENT OF PROGRAMME LEARNING OUTCOMES WITH FACULTY MISSION OUTCOMES



RATIONALE:

Aligning programme learning outcomes with faculty mission outcomes will make clear and help participants visualise how their programme contributes to achieving the faculty mission outcomes and ultimately to shaping the ideal university graduate.



KEY LEARNING POINT(S) OR OUTPUTS:

- Shared understanding of how each programme contributes to achieving the faculty mission outcomes and ultimately to shaping the ideal university graduate.



PRIMARY MATERIALS:

- Day 2 Programme Alignment PPT slides.
- Matrix for aligning programme learning outcomes with faculty mission outcomes (on slides, in Participant Handbook and Day 2 “Additional facilitation guidance and visual aids”).



**ALIGNING PROGRAMME LEARNING OUTCOMES
WITH FACULTY MISSION OUTCOMES****[Groups – based on programme]**

1. Display **Slide 2.32** and remind participants of the backwards design process:
 - We design programmes backwards to ensure that we pay attention to the ultimate goal: the kind of graduate that the university aims to shape.
 - Having looked at the university and faculty level, we will now move on to look at the programme level and how this contributes to the development of the ideal graduate.
2. Display **Slide 2.33** with the alignment matrix template for faculty mission outcomes and programme learning outcomes. Explain to the participants that faculty mission outcomes are listed on the top of the matrix and programme learning outcomes on the left-hand side. An “X” is used to mark where a programme learning outcome contributes to a faculty mission outcome. As with the alignment matrix for university mission outcomes and faculty mission outcomes, one programme learning outcome may contribute to several faculty mission outcomes. Ideally one or more programme learning outcomes should contribute to each of the faculty mission outcomes.
3. Ask the groups to draw an alignment matrix for faculty mission outcomes and programme learning outcomes on a piece of flipchart paper listing their own faculty mission outcomes and programme learning outcomes as relevant in the matrix.

If useful as a reference, the groups can refer to their Participant Handbook under the heading “Faculty/programme outcomes alignment” in the Day 2 section, where they will find the alignment matrix template. Facilitators can find examples of completed matrices in the “Additional facilitation guidance and visual aids” for Day 2.

4. Now ask the groups to fill in the alignment matrix they have drawn on the flipchart by marking with an “X” where a programme learning outcome contributes to a faculty mission outcome.
 5. When the groups have completed the alignment matrix ask them to reflect on the questions listed on **Slide 2.34**.
 6. Have a facilitator join the group and listen to their reflections on the questions above. Offer feedback as relevant.
 7. Have participants write down their answers to these questions in their Participant Handbook in the notes box under the heading “Faculty/programme outcomes alignment” in the Day 2 section.
-

Preparation and guidance for the next session

- As with the previous session, it is recommended that all academic teaching staff (or as many as possible) involved in delivering courses on a programme participate in the next session (see “Participant group and facilitation team” in the introductory facilitation guidelines).
 - In case you have a large number of academic teaching staff joining from each programme, you might want to have each programme group work in a separate room. You should make sure that there is at least one facilitator per room.
 - Make sure that you have a list of all courses in each of the programmes represented at the workshop to hand. This list of courses can be shared with the programme groups in case not all courses in the programme are represented by the person(s) facilitating them.
-



14:45

Total session
time (55
minutes)

SESSION TITLE: CURRICULUM MAP – ALIGNING COURSES WITH PROGRAMME LEARNING OUTCOMES



RATIONALE:

Aligning the courses in a programme with the programme learning outcomes will make clear and allow participants to visualise how their courses contribute to achieving the programme learning outcomes, and through these the faculty mission outcomes, and ultimately how their courses contribute to shaping the ideal university graduate.



KEY LEARNING POINT(S) OR OUTPUTS:

- Shared understanding of how each course in the programme contributes to the achievement of the programme learning outcomes, and through these the achievement of the faculty mission outcomes, and ultimately the ideal university graduate.



PRIMARY MATERIALS:

- Day 2 Programme Alignment PPT slides.
- Matrix for aligning courses with programme learning outcomes (on slides, in Participant Handbook and Day 2 “Additional facilitation guidance and visual aids”).



**CREATING A CURRICULUM MAP TO SHOW ALIGNMENT BETWEEN
PROGRAMME LEARNING OUTCOMES AND COURSES****[Groups – based on programme]**

1. Display **Slide 2.35** and draw participants' attention back to the backwards design process. Stress that when individual courses are aligned with the programme learning outcomes, which in turn are aligned with the faculty mission outcomes, university mission outcomes, and ultimately the ideal graduate profile, this enables all lecturers to contribute towards shaping that ideal graduate. This in turn will prevent lecturers and their courses from operating in silos. An aligned programme will show which courses do not currently contribute to the overall promise of the faculty and university and might therefore need extra development or design.
2. Display **Slide 2.36** with the alignment matrix for programme learning outcomes and courses (curriculum). Explain to the participants that programme learning outcomes are listed on the left-hand side according to whether they are hard skills programme learning outcomes or soft skills programme learning outcomes. The columns of the matrix are used to denote Year 1, Year 2 and Year 3 courses. The course code is written into the matrix where a course contributes to a programme learning outcome. In addition to the course code, the letters "B", "I", or "A" are used to denote whether the contribution of the course to the programme learning outcome is at a:
 - Beginner level (the course contributes to the foundational knowledge level of the programme learning outcome);
 - Intermediate level (the course contributes to the application level of the programme learning outcome);or
 - Advanced level (the course contributes to the integration level of the programme learning outcome).



3. Give participants two minutes to discuss in their groups what the difference is between hard skills and soft skills. Have a couple of participants/groups volunteer their answers.

If needed, you can add as clarification that:

- Hard skills are technical or subject-specific skills that require a dedicated course or teaching unit. They can be understood as the ability to research or carry out specific tasks that require specialist knowledge and/or experience, e.g. engineering design, credit risk assessment, or software programming.
- Soft skills are generic, transferable skills that do not require a dedicated course or teaching unit, but can be acquired by the student through well designed activities in the curriculum. They are also referred to as “power skills”. They can be skills required in the workplace, irrespective of a specific role, e.g. communication, teamwork, critical thinking and problem-solving skills, etc (Gosling. D.,(2008) supporting students learning in A handbook for teaching and learning in higher education).

You can also point participants to the Taxonomy of Significant Learning (Soft) Skills Matrix, which can be found in Appendix D of their Participant Handbook for more examples of soft skills. Explain that this skills matrix was developed by the TESCEA partnership through a literature review designed to identify the types of skills, abilities, and dispositions that employers want to see from university graduates and the gaps that currently exist. The findings of the literature review were mapped against the Taxonomy of Significant Learning developed by Dee Fink. The Taxonomy of Significant Learning (Soft) Skills Matrix will be introduced to participants in full during the Course Redesign workshop.

4. Now ask the groups to first look at their programme learning outcomes and determine whether each of these is a hard skill programme learning outcome or a soft skill programme learning outcome.
5. Next ask the groups to draw an alignment matrix for programme learning outcomes and courses (curriculum) on a piece of flipchart paper, listing their own programme learning outcomes as relevant according to whether they are hard skill outcomes or soft skill outcomes.

If useful as a reference, the groups can refer to their Participant Handbook under the heading “Programme/courses alignment” in the Day 2 section, where they will find the alignment matrix template. Facilitators can find examples of completed matrices in the “Additional facilitation guidance and visual aids” for Day 2.

45 minutes

6. Finally ask the groups to fill in the alignment matrix they have drawn on the flipchart by writing in the course codes of all courses that contribute to each programme learning outcomes in the relevant column for the course. Along with the course code, participants should denote whether the course contributes to the programme learning outcome at a beginner, intermediate, or advanced level. Make sure that the groups work collaboratively to complete the alignment matrix rather than simply having each facilitator of learning fill in the information relevant for their course(s) individually. Having the groups work together to fill in the alignment matrix, discussing and agreeing which courses contribute to which programme level outcomes and at which level, will ensure that they develop a shared understanding of how they are all working together to contribute to the achievement of the programme learning outcomes, the faculty missions outcomes, the university mission outcomes, and ultimately the Ideal Graduate Profile of the university.
 7. When the groups have completed the alignment matrix ask them to reflect on the questions listed on **Slide 2.37**.
 8. Have participants write down their answers to these questions in their Participant Handbook in the notes box under the heading “Programme/Courses alignment” in the Day 2 section.
-

[Groups – same as above]

1. If some of the participants are continuing their redesign journey with the face-to-face workshop “Transformative Learning – Developing Critical Reflective Thinking in Learners” and/or the face-to-face workshop or online course “Course Redesign for Significant Learning and Transformation”, now is the time for them to pick the course that they will be working to redesign during these workshops.

The selection of courses for redesign should be based on the following criteria:

- Each participant at the Transformative Learning and/or Course Redesign workshops should have an interest in redesigning the way that they deliver teaching and learning and in becoming facilitators of student-centred learning (i.e. helping their students learn how to think, not what to think).
- Each participant at the Transformative Learning and/or Course Redesign workshops should be willing to commit time to the redesign process. In addition to time spent in the workshops themselves, the participants will also be expected to commit time to the process prior to and following the workshops.
- Each participant at the Transformative Learning and/or Course Redesign workshops will only be able to work on one course during those workshops (following the workshop(s) they will be able to also apply the knowledge to other course that they teach).
- Priority should be given to any courses flagged by the curriculum alignment process as needing modification/redesigning.
- Priority should be given to courses where there is evidence of existing attempts/commitment to develop critical thinking and problem-solving skills in students.
- Ideally courses selected for redesign should be aligned together throughout the programme to help students to gradually develop critical thinking and problems solving skills.



15.40

SESSION TITLE: PRESENTATION OF ALIGNED PROGRAMMES

Total session

time (55 minutes
– without the
break)



RATIONALE:

To understand the thinking processes behind the alignment carried out for each programme and how each of the programmes represented contribute to achieving the Ideal University Graduate Profile



KEY LEARNING POINT(S) OR OUTPUTS:

- University/faculty, faculty/programme and programme/ curriculum alignment matrices.
- Programme marketing pitch.



PRIMARY MATERIALS:

- Day 2 Programme Alignment PPT slides.
 - University/faculty, faculty/programme and programme/ curriculum alignment matrices developed during the day.
-



[Groups – based on programme]

1. Explain that after the break each programme group will be presenting their aligned programmes to the other participants. As part of this presentation, in order to complement the alignment matrices developed during the day, each programme group should develop a marketing pitch for their programme by explaining:
 - How their faculty and programme contribute to the Ideal Graduate Profile.
 - Why prospective students – both women and men – should enrol in their programme (i.e. what skills, dispositions, and habits of mind relevant for their life and the world of work will they develop by enrolling in the programme?)

You can display **Slide 2.38** which has these questions listed.

Ask the groups to write down their explanations for the questions above on a piece of flipchart paper.

2. Explain to the groups that after the break there will be a gallery walk for participants to visit each of the programmes represented at the workshop. Two people from each programme should stay behind to represent their programmes to the “visitors”. One of the people staying behind will be presenting and selling the aligned programme as well as answering any questions from the “visitors”. The other person staying behind will be making notes of feedback and questions of clarification provided by the “visitors”.
3. Once the groups have finished developing the marketing pitch for their programme and have selected two people who will stay behind and represent their programme during the gallery walk, they should find a space within the main workshop room where they can post their three alignment matrices (university/faculty matrix, faculty/programme matrix and programme/curriculum matrix), as well as their marketing pitch.

Each programme will need to be ready for presentation after the break.

16:05
(15 minutes)

BREAK



[Plenary, then individual gallery walk]

1. Remind participants that there will now be a gallery walk of the aligned programmes. Two people from each programme group will stay behind and represent their programme during the gallery walk. The rest of the participants should walk around the room and visit the programmes that are not their own.

The “visitors” should imagine that they are a prospective student to the programme and ask for a presentation of the programme from the person representing it. Following the presentation, the “visitor(s)” should provide feedback on the marketing pitch and the alignment matrices. If anything is not clear in the marketing pitch or the alignment matrices the “visitor(s)” are encouraged to ask clarifying questions. The note taker staying behind for each programme should take notes of the feedback and questions asked so that this can be used to inform any further development of the alignment matrices and marketing pitch for their programme.

2. If participants are crowding around one or a couple of programmes during the gallery walk, they should be encouraged to spread out. Facilitators should also participate in the gallery walk.
3. Draw the gallery walk to a close with some words of encouragement thanking participants for their commitment and work during the workshop. Encourage each programme group to use the feedback generated during the gallery walk to inform further development of the alignment matrices and marketing pitch for their programme.

**Preparation/
guidance for next
session**

- Make sure that if you are giving out certificates and conducting a workshop evaluation that they are ready for the next session.



16:50

Total session
time (40
minutes)

SESSION TITLE: WORKSHOP WRAP UP AND THE WAY FORWARD



RATIONALE:

This final session is about bringing effective closure to the workshop. It is a time to recap on the highlights of what happened, reinforce learning, celebrate one another's efforts, and reflect on how the participants and the facilitation team will turn the learning into action moving forward.



PRIMARY MATERIALS:

- Day 2 Programme Alignment PPT slides.
- Participant Handbook.
- Certificates (if applicable).
- Workshop evaluation online survey or form (if applicable).



SPECIFIC LINKS TO OTHER SESSIONS:

- The “Transformative Learning – Developing Critical Reflective Thinking in Learners” workshop.

10 minutes

COMPLETING THE PROGRAMME ALIGNMENT SECTIONS OF THE EVIDENCE DOCUMENT

[Plenary]

1. Bring participants' attention to the Evidence Document for Programme Alignment, Transformative Learning and Course Redesign in their Participant Handbook. Ask the participants to complete Sections 1 and 2 of this document based on what has been developed during this workshop.
-



30 minutes

CLOSING REMARKS

[Plenary]

1. Display **Slide 2.39** and provide a brief overview of the face-to-face workshop “Transformative Learning – Developing Critical Reflective Thinking in Learners”, which potentially comes next in their redesign journey.
2. Remind participants that they should bring their Participant Handbook from the Programme Alignment workshop, which includes the Evidence Document for Programme Alignment, Transformative Learning and Course Redesign, with them to any subsequent Transformative Learning and Course Redesign workshops as they will be generating the information to fill out the other sections of this document in those workshops.
3. If you are awarding certificates, this is the appropriate time to perform the ceremony.
4. As good practice dictates, it is strongly recommended that both participants and workshop facilitators complete a workshop evaluation so that the findings can inform and improve the delivery of future Programme Alignment workshops. You can either hand out printed versions of your workshop evaluation form or share a link to an online survey on **Slide 2.40**.

17:30

END OF WORKSHOP

Debrief and next steps **FACILITATION TEAM DEBRIEF MEETING AND NEXT STEPS**

40 minutes

1. Hold a workshop facilitator debrief meeting and use the following four questions to guide discussions on what next:
 - What loose ends need to be addressed from the workshop, and how will they be addressed?
 - What further support can the facilitation team provide to participants outside the workshop?
 - What are the team’s key learnings from the workshop, and how will these learnings inform the facilitation of any future workshops?
 - To whom should the results of this workshop be communicated, by whom, how, and by when?
2. Following on from the discussions above ensure that a clear action plan for the facilitation team has been agreed upon with assigned responsibilities and deadlines.

The slides for Day 2 can be downloaded from the Programme Alignment toolkit section of [TransformHE.org](https://transformhe.org).

ADDITIONAL FACILITATION GUIDANCE AND VISUAL AIDS

Example Ideal University Graduate Profiles

Session: The Ideal University Graduate Profile and University Promise

Note to workshop facilitator:

In this session participants are taken through a three-step process to ideate the Ideal Graduate Profile for their university. The examples below are to give you an idea of what Ideal University Graduate Profiles developed during previous Programme Alignment workshops have looked like.

Ideal University Graduate Profile definition

As per the workshop glossary

The desired competencies, core values and habits of mind, based on the university vision and mission, the TSL soft skills matrix and feedback (assessment of needs) from (1) industry, (2) the community, (3) students, and (4) other stakeholders, that the graduates of the university should exhibit in their life and in the world of work.

Example 1: Gulu University Ideal Graduate Profile

Critical Thinker | Problem Solver| Team Player | Skilled | Knowledgeable | Creative | Innovative | Gender Responsive | Professional | Ethical | Self-Driven | Communicative | Adaptive | Compassionate | Enterprising

University vision: To be the leading academic institution for the promotion of rural transformation and industrialization of sustainable development.

University mission: To expand access to higher education, conduct applied research, and provide quality professional training for the delivery of appropriate services directed towards social transformation and conservation of biodiversity.

Example 2: Mzumbe University Ideal Graduate Profile

Confident, independent, and professional | Hard working| Resilient and self-aware | Critical thinker and problem-solver | Entrepreneurial, innovative, able to spot opportunities | Able to connect real life and theories| Good communicator | ICT literate | Patriotic

University vision: Mzumbe University is recognized as a leading institution in Africa for demand driven knowledge generation, application, preservation, and dissemination for socio-economic development by 2025.

University mission: To provide opportunities for acquisition, development, preservation and dissemination of knowledge and skills through training, research, technical and/or professional services.

Example 3: Uganda Martyrs University Ideal Graduate Profile

Ethical | Innovative & Creative based on research| Change Agent/Pace setter | Critical Thinker and Problem-solver| God fearing



University vision: To be a university that is nationally and internationally recognized for excellence in teaching, learning, research, advancement of knowledge and community engagement.

University mission: To provide quality higher education, training and research for the betterment of society guided by ethical values.

Example 4: University of Dodoma Ideal Graduate Profile

Innovator | Problem Solver| Self-reliance | Critical Thinker| Professionalism (ethical, integrity) | Communicates well | Entrepreneurial skills | Gender Responsive

University vision: To become a centre of excellence that offers value added training, research, and public services.

University mission: To provide comprehensive, gender sensitive and quality education to a broad segment of the population through teaching, research, and public services in the fields of education, health and allied sciences, natural sciences, earth sciences, information and communication technologies, business, humanities, and social sciences.

Example University Promise to the students

Session: The Ideal University Graduate Profile and University Promise

Note to workshop facilitator:

In this session following the ideation of the Ideal University Graduate Profile, participants are working to formulate the University Promise to the students at their university. The example below is to give you an idea of what a University Promise to the students could look like.

University Promise to the students definition

As per the workshop glossary

This is a coherent expression (in the form of a statement) of whom the student will become after graduating from the university, based on the Ideal University Graduate Profile.

The following two examples have been developed by the toolkit authors based on some of the Ideal Graduate Profiles shared here:

Example 1: University Promise to the students

After graduating from the university, you (the student) will be able to leverage your discipline knowledge and critical thinking skills to creatively and innovatively solve problems found in your community. You will be able to do this in an enterprising and ethical manner considering the needs and interests of both women and men. With the transferable skills you have acquired, you will be able to adapt to difficulties and/or changes you encounter within the world and the world of work.

Ideal University Graduate Profile:

Critical Thinker | Problem Solver| Team Player | Skilled | Knowledgeable | Creative | Innovative | Gender Responsive | Professional | Ethical | Self-Driven | Communicative | Adaptive | Compassionate | Enterprising

Example 2: University Promise to the students

After graduating from this university, you (the student) will become an innovative agent of change who can use your critical thinking and problem-solving skills in an ethical manner to improve society in your community and beyond.

Ideal University Graduate Profile:

Ethical | Innovative & Creative based on research | Change Agent/Pace setter | Critical Thinker and Problem-solver | God fearing

Example: University Mission Outcomes

Session: The Ideal University Graduate Profile and University Promise

Note to workshop facilitator:

In this session, following the ideation of the Ideal University Graduate Profile and formulation of the University Promise to the students, participants are working to develop university mission outcomes. The examples below are to give you an idea of what University Mission Outcomes could look like.

University mission outcomes definition

As per the workshop glossary

University mission outcomes describe the desired outcomes and achievements of the university, based on the university mission. They revolve around the central pillars of the university, which are students, teaching and learning, research, knowledge, excellence, community, and the world.

Example 1: Gulu University mission outcomes

University mission outcome 1:

- Expand access to higher education

University mission outcome 2:

- Provide quality professional training

University mission outcome 3:

- Transform community

University mission outcome 4:

- Conserve biodiversity

University vision: To be the leading academic institution for the promotion of rural transformation and industrialization of sustainable development.

University mission: To expand access to higher education, conduct applied research, and provide quality professional training for the delivery of appropriate services directed towards social transformation and conservation of biodiversity.



Example 2: Mzumbe University mission outcomes

University mission outcome 1:

- Competent professional individuals

University mission outcome 2:

- Good researchers

University mission outcome 3:

- Self-employable graduates

University mission outcome 4:

- Knowledgeable for development

University mission outcome 5:

- Good leaders

University mission outcome 6:

- Problem solvers

University vision: Mzumbe University is recognized as a leading institution in Africa for demand driven knowledge generation, application, preservation and dissemination for socio-economic development by 2025.

University mission: To provide opportunities for acquisition, development, preservation and dissemination of knowledge and skills through training, research, technical and/or professional services.

Example Faculty Promise to the students on the programmes

Session: Alignment of faculty mission outcomes with university mission outcomes

Note to workshop facilitator:

In this session participants are working to formulate the Faculty Promise to the students on the programmes. The example below is to give you an idea of what a Faculty Promise to students on the programmes could look like.

Faculty Promise to students on the programmes definition

As per the workshop glossary

This is a coherent expression (in the form of a statement) of who the student will become after completing the programmes, based on the faculty vision and mission, and aligned to the University Promise.

The following example has been developed by the toolkit authors based on some of the university missions and visions shared here:

Example Faculty Promise to students from a Faculty of Agriculture and Environment

After completing a programme from this faculty, you (the graduate) will be empowered to transform your community in an ecologically sustainable manner through innovation and knowledge in agriculture and the environment. Further to this, you will be able to generate and disseminate knowledge by leveraging emergent technologies.



Faculty vision: To be a center of inspiration and excellence in providing training, research, innovations and knowledge in agriculture and environment.

Faculty mission: To produce practical graduates and practitioners in the field of agriculture and environment, generate and disseminate knowledge and technologies for social economic transformation of communities in an ecologically sustainable manner.

Example Faculty mission outcomes

Session: Alignment of faculty mission outcomes with university mission outcomes

Note to workshop facilitator:

In this session following the formulation of the Faculty Promise to the students on the programmes, participants are working to develop faculty mission outcomes. The examples below are to give you an idea of what faculty mission outcomes could look like.

Faculty mission outcomes definition

As per the workshop glossary

Faculty mission outcomes are derived from the faculty mission. They should state the desired outcomes the faculty wants to achieve, based on the central pillars of students, teaching and learning, research, knowledge, excellence, community, and the world.

Example: Gulu University Faculty of Agriculture and Environment mission outcomes

Faculty mission outcome 1:

- Graduates should be able to manage agricultural enterprises

Faculty mission outcome 2:

- Graduates should be able to strategically conserve land and the environment.

Faculty mission outcome 3:

- Graduates should be able to provide professional agricultural advisory services to the community and agribusiness establishments.

Faculty mission outcome 4:

Graduates should be able to develop their own profitable agri-enterprises.

Faculty vision: To be a center of inspiration and excellence in providing training, research, innovations and knowledge in agriculture and environment.

Faculty mission: To produce practical graduates and practitioners in the field of agriculture and environment, generate and disseminate knowledge and technologies for social economic transformation of communities in an ecologically sustainable manner.



Example matrix aligning Faculty Mission Outcomes with University Mission Outcomes

Session: Alignment of faculty mission outcomes with university mission outcomes

Note to workshop facilitator:

In this session following the formulation of the Faculty Promise to the students on the programmes and the development of faculty mission outcomes, participants are working to align the faculty mission outcomes with the university mission outcomes. The example below is to give you an idea of what an alignment matrix for university mission outcomes and faculty mission outcomes could look like.

NB: The institutional unit used in the example is a School rather than a Faculty (see the 'Abbreviations and terminology' section in the introductory facilitation guidelines).

Mzumbe School of Business alignment of school mission outcomes with university mission outcomes

| SCHOOL MISSION OUTCOMES | UNIVERSITY MISSION OUTCOMES | | | | | | |
|-------------------------|-----------------------------------|------------------------------------|------------------|---------------------------|-------------------------------|--------------|-----------------|
| | | Competent professional individuals | Good researchers | Self-employable graduates | Knowledgeable for development | Good leaders | Problem solvers |
| | Competent business professionals | x | | x | x | x | x |
| | Self-employable graduates | x | | x | x | | x |
| | Qualify business research results | x | x | | x | | x |
| | Business management | x | | x | x | x | x |
| | Problem solvers | x | x | x | x | | x |



Example matrix aligning Programme Learning Outcomes with Faculty Mission Outcomes

Session: Alignment of programme learning outcomes with faculty mission outcomes

Note to workshop facilitator:

In this session participants are working to align the programme learning outcomes with the faculty mission outcomes. The example below is to give you an idea of what an alignment matrix for faculty mission outcomes and programme learning outcomes could look like.

NB: As in the previous example, the institutional unit used here is a school rather than a faculty (see the 'Abbreviations and terminology' section in the introductory facilitation guidelines).

Mzumbe School of Business alignment of programme learning outcomes with faculty mission outcomes

| PROGRAMME LEARNING OUTCOMES | SCHOOL MISSION OUTCOMES | | | | | |
|-----------------------------|---|----------------------------------|---------------------------|-----------------------------------|---------------------|-----------------|
| | | Competent business professionals | Self-employable graduates | Qualify business research results | Business management | Problem solvers |
| | Understand theories, principles | x | x | x | x | |
| | Identify business opportunities | x | x | x | x | |
| | Start and manage small enterprises | x | x | x | x | x |
| | Solve emerging business challenges | x | | x | x | x |
| | Develop competitive and sustainable business strategies | x | x | | x | x |
| | Conduct market research | x | x | x | x | x |



Example curriculum map - aligning courses with Programme Learning Outcomes

Session: Curriculum map – aligning courses with programme learning outcomes

Note to workshop facilitator:

In this session participants are working to align the courses on their programme with the programme learning outcomes. The example below is to give you an idea of what an alignment matrix for programme learning outcomes and courses (curriculum map) could look like.

NB: As in the previous two examples, the institutional unit used here is a school rather than a faculty (see the 'Abbreviations and terminology' section in the introductory facilitation guidelines)

Mzumbe School of Business curriculum map – aligning courses with programme learning outcomes

| PROGRAMME LEARNING OUTCOMES | YEAR 1 COURSES | YEAR 2 COURSES | YEAR 3 COURSES |
|---|--|--|--------------------------|
| HARD SKILLS PROGRAMME LEARNING OUTCOMES | | | |
| UNDERSTAND THEORY, PRINCIPLES | BUS 111 (B) BUS 121 (B) BUS 123 (B) BUS 214 (B) | BUS 221(B/I) BUS 223 (B/I) BUS 224(I) BUS 225 (A) | POM 310(B) BUS 321(A) |
| START AND MANAGE SMALL ENTERPRISES | BUS 121 (B) BUS 124 (B) | BUS 223 (B) BUS 224(I) BUS 225(A) | POM 310(B) BUS 321(A) |
| DEVELOP COMPETITIVE BUSINESS STRATEGIES | BUS 121 (B/I) BUS 124 (B) | BUS 224 (A) BUS 225 (A) | BUS 321(A) |
| CONDUCT MARKET RESEARCH | BUS 121 (B) BUS 124 (B) | BUS 221 (B/I) BUS 224 (B) BUS 225 (A) | BUS 321(A) |
| SOFT SKILLS PROGRAMME LEARNING OUTCOMES | | | |
| IDENTIFY BUSINESS OPPORTUNITIES | BUS 121 (B) BUS 124 (B) | BUS 224 (I) BUS 225 (A) | POM 310(B) BUS 321(A) |
| SOLVE EMERGING BUSINESS CHALLENGES | BUS 121 (B) BUS 124 (B) | BUS 223 (B) BUS 224 (I) BUS 225 (A) | BUS 321(A) |



Full course titles:

- BUS 111: Intro to marketing
- BUS 121: Marketing info system
- BUS 123: Essential of service marketing
- BUS 124: Fundamental entrepreneurship
- BUS 221: Fundamentals of business research methods
- BUS 223: Business ethics
- BUS 224: E-commerce for business
- BUS 225: Entrepreneurship of SME's management
- POM 310: Operations management
- BUS 321: Strategic business management and consultancy

APPENDICES

APPENDIX A. EXAMPLE WORKSHOP FACILITATOR SCHEDULE FOR A TWO-DAY PROGRAMME ALIGNMENT WORKSHOP

DAY 1: EVALUATING OUR PERFORMANCE AS AN INSTITUTION

Learning outcomes

By the end of Day 1, participants will be able to:

1. Determine what skills, competencies, and habits of mind their graduates will need when leaving the university.
2. Evaluate to what extent the current performance of the university matches the aspirations of its vision and mission.
3. Compare experiences of female and male students at the university.

| TIME | SESSION TITLE | KEY ACTIVITIES | KEY LEARNING POINT(S) OR OUTPUT(S) |
|-------|---|--|--|
| 9.00 | Introduction, expectations, and welcome remarks | <ul style="list-style-type: none"> • Introductions, ice breaker and housekeeping • Overview of the workshop and learning outcomes | <ul style="list-style-type: none"> • Participants have a clear understanding of how Programme Alignment fits into the Transforming Higher Education for Social Change redesign learning journey • Participants appreciate the level of commitment and participation required to successfully complete the workshop • Participants and facilitators have a shared understanding of what the objectives and learning outcomes of the workshop are |
| 10.15 | External stakeholder perspective on university graduates | <ul style="list-style-type: none"> • Presentation on external stakeholder perspective on graduates • Reflections and key-takeaways | <ul style="list-style-type: none"> • Appreciation of the importance of external stakeholder feedback for the university • Skills, competencies, and habits of mind required in graduates by external stakeholders |
| 11.15 | BREAK | | |
| 11.30 | Internal stakeholder perspective on the performance of graduates | <ul style="list-style-type: none"> • Presentation on internal stakeholder perspective of graduates • Reflections and key-takeaways | <ul style="list-style-type: none"> • Appreciation of the importance of internal stakeholder feedback for the university • Skills, competencies, and habits of mind required to prepare students for the world of work |
| 12.30 | LUNCH | | |
| 13.30 | How the university is promoting itself | <ul style="list-style-type: none"> • Review of promotion materials • Review of promotion materials with a gender lens | <ul style="list-style-type: none"> • Understanding that the university vision and mission and promotional material are promises made to the student |

| TIME | SESSION TITLE | KEY ACTIVITIES | KEY LEARNING POINT(S) OR OUTPUT(S) |
|-------|--|--|--|
| 14.15 | Gender responsiveness of the university environment | <ul style="list-style-type: none"> • Reflection on student feedback on gender responsiveness of the university environment • Review of gender-disaggregated statistics of the university | <ul style="list-style-type: none"> • Female and male students are likely to experience the university differently |
| 15.20 | BREAK | | |
| 15.35 | Performance against quality assurance standards | <ul style="list-style-type: none"> • Presentation on university's performance against quality assurance standards • Reflections and key-takeaways | <ul style="list-style-type: none"> • The performance of the university should match the promises made in its vision and mission |
| 16:25 | Wrap up of Day 1 | <ul style="list-style-type: none"> • Review of the day • Preparations for Day 2 • Formative evaluation of Day 1 | <ul style="list-style-type: none"> • Summary of the day, key learning points |
| 17.00 | END OF DAY | | |
| | Facilitation team debrief meeting and preparation for next day | | |

Preparation for Day 2

- Go through the workshop schedule for Day 2 for e.g., the facilitation notes and slides, who should be the lead facilitator and co-facilitators for what sessions and how the sessions will be facilitated.
- Facilitators of the Day 2 workshop sessions should prepare in the evening. At the facilitation team meeting the following morning at 8.00 a.m., they should share how they are going to facilitate the sessions and anything new that they thought of the previous evening.
- Arrange the room in preparation for the beginning of activities on Day 2. If separate rooms are being used for each programme group to work in during the second half of Day 2 these should also be arranged.

DAY 2: CREATING ALIGNMENT ACROSS THE INSTITUTION TO SHAPE OUR IDEAL GRADUATE

Learning outcomes

By the end of Day 2, participants will be able to:

4. Profile an ideal graduate with 21st century skills for their university
5. Evaluate the alignment between university and faculty mission outcomes; faculty mission outcomes and programme learning outcomes; and programme learning outcomes and courses (curriculum) in a programme
6. Identify how their faculty and programme contribute to shaping the ideal university graduate

| TIME | SESSION TITLE | KEY ACTIVITIES | KEY LEARNING POINT(S) OR OUTPUT(S) |
|-------|--|---|--|
| 8.30 | Recap of day 1 | <ul style="list-style-type: none"> Ice breaker Recap of Day 1 and overview of day 2 | <ul style="list-style-type: none"> Participants get to know each other better through the ice breaker Participants understand the purpose of the workshop and what will be done on Day 2 |
| 9.00 | Prioritising gender | <ul style="list-style-type: none"> Getting familiar with terminology and basic concepts | <ul style="list-style-type: none"> The importance of lecturers making their courses gender responsive Understanding of key gender terms relevant for the redesign workshops |
| 9.45 | The Ideal University Graduate Profile and University Promise | <ul style="list-style-type: none"> Ideating the Ideal Graduate Profile Formulating the University Promise | <ul style="list-style-type: none"> Ideal Graduate Profile and University Promise |
| 11.00 | BREAK | | |

| TIME | SESSION TITLE | KEY ACTIVITIES | KEY LEARNING POINT(S) OR OUTPUT(S) |
|-------|---|---|---|
| 11.15 | The Ideal University Graduate Profile and University Promise (continued) | <ul style="list-style-type: none"> Developing university mission outcomes | <ul style="list-style-type: none"> University mission outcomes which will help to guide the subsequent program alignment process |
| 12.00 | Alignment of faculty mission outcomes with university mission outcomes | <ul style="list-style-type: none"> Familiarization with backwards design process Formulating the faculty promise to students Developing faculty mission outcomes Aligning faculty mission outcomes to university mission outcomes | <ul style="list-style-type: none"> Understanding of the reasoning behind the backwards design process and of the importance of programme alignment. Understanding of how each faculty contributes to the shaping of the ideal university graduate |
| 13.15 | LUNCH | | |
| 14.15 | Alignment of programme learning outcomes with faculty mission outcomes | <ul style="list-style-type: none"> Aligning programme learning outcomes to faculty mission outcomes | <ul style="list-style-type: none"> Shared understanding of how each programme contributes to achieving the faculty mission outcomes and ultimately to shaping the ideal university graduate |
| 14.45 | Curriculum map – aligning courses with programme learning outcomes | <ul style="list-style-type: none"> Creating a curriculum map to show alignment between programme learning outcomes and courses Selecting courses for redesign | <ul style="list-style-type: none"> Shared understanding of how each course in the programme contributes to the achievement of the programme learning outcomes and through these the achievement of the faculty mission outcomes and ultimately the ideal university graduate |
| 15.40 | Presentation of aligned programmes | <ul style="list-style-type: none"> Preparation to present aligned programmes Presentation of aligned programmes | <ul style="list-style-type: none"> University/Faculty, Faculty/Programme and Programme/ Curriculum alignment matrices Programme marketing pitch |
| 16:05 | BREAK | | |
| 16:20 | Presentation of aligned programmes (continued) | <ul style="list-style-type: none"> Presentation of aligned programmes | <ul style="list-style-type: none"> University/Faculty, Faculty/Programme and Programme/ Curriculum alignment matrices Programme marketing pitch |

| TIME | SESSION TITLE | KEY ACTIVITIES | KEY LEARNING POINT(S) OR OUTPUT(S) |
|-------|--|---|--|
| 16:50 | Workshop wrap up and the way forward | <ul style="list-style-type: none"> • Completion of alignment sections • Closing remarks | <ul style="list-style-type: none"> • Participants have a solid understanding of what the 'Transformative Learning - Developing Critical Reflective Thinking in Learners' workshop covers and are motivated to continue their redesign learning journey. |
| 17.30 | END OF WORKSHOP | | |
| | Facilitation team debrief meeting and next steps | | |

APPENDIX B. EXAMPLE PARTICIPANT SCHEDULE FOR A TWO-DAY PROGRAMME ALIGNMENT WORKSHOP

DATE(S) AND LOCATION: TO BE COMPLETED
BY WORKSHOP FACILITATORS

Overall workshop learning outcomes

By the end of the workshop, you will be able to:

1. Determine what skills, competencies, and habits of mind your graduates will need when leaving the university.
2. Evaluate the alignment between university and faculty mission outcomes; faculty mission outcomes and programme learning outcomes; and programme learning outcomes and courses (curriculum) in a programme
3. Identify how your faculty and programme contribute to shaping the ideal university graduate

Note to workshop facilitators: you might want to insert additional information and a suitable image here.

EVALUATING OUR PERFORMANCE AS AN INSTITUTION

Learning outcomes

By the end of the day, you will be able to:

1. Determine what skills, competencies, and habits of mind your graduates will need when leaving the university.
2. Evaluate to what extent the current performance of the university matches the aspirations of its vision and mission.
3. Compare experiences of female and male students at the university.

Key output of Day 1

- 21st century skills, competencies and habits of mind required in university graduates

| TIME | SESSION TITLE | KEY ACTIVITIES |
|-------|--|---|
| 9.00 | Introduction, expectations, and welcome remarks | <ul style="list-style-type: none">• Introductions, ice breaker and housekeeping• Overview of the workshop and learning outcomes |
| 10.15 | External stakeholder perspective on university graduates | <ul style="list-style-type: none">• Presentation on external stakeholder perspective on graduates• Reflections and key-takeaways |
| 11.15 | BREAK | |
| 11.30 | Internal stakeholder perspective on the performance of graduates | <ul style="list-style-type: none">• Presentation on internal stakeholder perspective of graduates• Reflections and key-takeaways |
| 10.55 | LUNCH | |
| 13.30 | How the university is promoting itself | <ul style="list-style-type: none">• Review of promotion materials• Review of promotion materials with a gender lens |
| 14.15 | Gender responsiveness of the university environment | <ul style="list-style-type: none">• Reflection on student feedback on gender responsiveness of the university environment• Review of gender-disaggregated statistics of the university |



| TIME | SESSION TITLE | KEY ACTIVITIES |
|-------|--|---|
| 12.30 | BREAK | |
| 15.35 | Performance against quality assurance standards | <ul style="list-style-type: none"> • Presentation on university's performance against quality assurance standards • Reflections and key-takeaways |
| 16:25 | Wrap up of Day 1 | <ul style="list-style-type: none"> • Review of the day • Preparations for Day 2 • Formative evaluation of Day 1 |
| 16.45 | END OF DAY | |

Preparation for Day 2

1. Review the notes you took in your Participant Handbook during the day and add any additional notes and reflections.
2. Make sure to bring your Participant Handbook for tomorrow. You will be asked to refer to the notes you took today.

DAY 2: CREATING ALIGNMENT ACROSS THE INSTITUTION TO SHAPE OUR IDEAL GRADUATE

Learning outcomes

By the end of the day, you will be able to:

1. Profile an ideal graduate with 21st century skills for your university
2. Evaluate the alignment between university and faculty mission outcomes; faculty mission outcomes and programme learning outcomes; and programme learning outcomes and courses (curriculum) in a programme
3. Identify how your faculty and programme contribute to shaping the ideal university graduate

Key output of Day 2

Ideal Graduate Profile, university/faculty, faculty/programme, and programme/curriculum alignment matrices

| TIME | SESSION TITLE | KEY ACTIVITIES |
|-------|--|--|
| 8.30 | Recap of Day 1 | <ul style="list-style-type: none">• Ice breaker• Recap of Day 1 and overview of Day 2 |
| 9.00 | Prioritising gender | <ul style="list-style-type: none">• Why gender is a priority• Defining key gender terms |
| 9.45 | The Ideal University Graduate Profile and University Promise | <ul style="list-style-type: none">• Ideating the Ideal Graduate Profile• Formulating the University Promise |
| 11.00 | BREAK | |
| 11.15 | The Ideal University Graduate Profile and University Promise (continued) | <ul style="list-style-type: none">• Developing university mission outcomes |

| TIME | SESSION TITLE | KEY ACTIVITIES |
|-------|--|---|
| 12.00 | Alignment of faculty mission outcomes with university mission outcomes | <ul style="list-style-type: none"> Familiarisation with backwards design process Formulating the faculty promise to students Developing faculty mission outcomes Aligning faculty mission outcomes to university mission outcomes |
| 13.15 | LUNCH | |
| 14:15 | Alignment of programme learning outcomes with faculty mission outcomes | <ul style="list-style-type: none"> Aligning programme learning outcomes to faculty mission outcomes |
| 14.45 | Curriculum map – aligning courses with programme learning outcomes | <ul style="list-style-type: none"> Creating a curriculum map to show alignment between programme learning outcomes and courses Selecting courses for redesign |
| 15.40 | Presentation of aligned programmes | <ul style="list-style-type: none"> Preparation to present aligned programmes |
| 16:05 | BREAK | |
| 16:20 | Presentation of aligned programmes (continued) | <ul style="list-style-type: none"> Presentation of aligned programmes |
| 16:50 | Workshop wrap up and the way forward | <ul style="list-style-type: none"> Completion of alignment sections Closing remarks |
| 17:30 | END OF WORKSHOP | |

APPENDIX C. GLOSSARY OF TERMS FOR THE PROGRAMME ALIGNMENT – PROFILING THE IDEAL GRADUATE WORKSHOP

| TERM | DEFINITION |
|---|---|
| Advanced level course | The courses that lead to the integration of knowledge, skills, and abilities from what was learned and reality. At this level, the students should be able to be creative, innovative and adaptive. They relate to the highest levels of programme learning outcomes. |
| Alignment | The process of mapping different aspects against each other to assess their relationship and ensure connections between them. This might require adjustments. |
| Backwards design | This is a method of designing a learning experience by identifying the desired results first, in order to then design other details to achieve those results. In the case of programme alignment backwards design provides an understanding of why we start with profiling the Ideal University Graduate first before we embark on the programme alignment process. |
| Beginner level course | These are courses that provide students with understanding of the fundamental concepts of a programme. The lower forms of programme learning outcomes are developed at this stage. |
| The Big Dream for the students taking the course | This is a coherent expression (in form of a statement) of what the student taking the course 1) must know, 2) so that they are able to do and finally, 3) so that they can become that intended expert or professional on completing the course. This statement should show clear alignment with one or more of the programme learning outcomes. |
| Curriculum map | A summative representation of courses mapped against the stated programme learning outcomes to indicate the balance in achievement of stated outcomes. |
| Empowerment | <p>Empowerment is a process that enables a person to gain control of their lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate (gender) discrimination and inequality.</p> <p>No one can empower another: only the individual can empower herself or himself to make choices or to speak out. However, institutions can support processes that can nurture self-empowerment of individuals or groups.</p> <p>Gender Equality Glossary, UN Women Training Centre https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=E&sortkey=&sortorder=asc</p> |

| | |
|--|--|
| External stakeholder(s) | External stakeholders are members of the industry (private and public sector) and the community that are somehow affected by or affect the university. This could be future places of work, or stakeholders that students and academic staff interact with. They have an idea of what kind of graduate they are looking for from your university and should therefore be considered when forming your Ideal University Graduate Profile. |
| Facilitator of learning | <p>A facilitator of learning is an individual who does not operate under the traditional concept of teaching. Traditional approaches are teacher-directed and students are taught in a manner that is conducive to sitting and listening. In contrast, a facilitator of learning guides and assists students in learning for themselves, for example picking apart ideas, forming their own thoughts about them, and generating new knowledge through critical reflection and dialogue.</p> <p>You will notice that in the redesign learning journey workshops, the term ‘facilitator of learning’ is being used over terms such as ‘instructor’, ‘teacher’ and ‘lecturer’. The reason being that it is more compatible with the learning philosophy and pedagogy being promoted through these workshop.</p> |
| Faculty core values | Like the university core values, the faculty core values describe what the faculty believes in. Once defined, these values should guide and inform everything the faculty does. |
| Faculty mission | A faculty mission describes the purpose of the faculty, both within the university and as an entity. The central questions that the faculty mission should answer are, ‘why does the faculty exist, what does it do, and how does it do it?’ |
| Faculty mission outcomes | Faculty mission outcomes are derived from the faculty mission. They should state the desired outcomes the faculty wants to achieve, based on the central pillars of students, teaching and learning, research, knowledge, excellence, community, and the world. |
| The Faculty Promise to the students on the programmes | This is a coherent expression (in the form of a statement) of who the student will become after completing the programmes, based on the Faculty Vision and Mission, and aligned to the University Promise. |
| Faculty vision | The faculty vision looks to the future. It declares the determination and overall result of the faculty’s mission. The vision also often includes the faculty’s values and beliefs. |
| Feminism | <p>Feminism is a movement for social, cultural, political, and economic equality of women and men.</p> <p>Feminism is not just about women or a pro-women agenda, but it is about a pro-women agenda that seeks to transform power relations in a way that lifts up all people.</p> <p>Gammage, S., Thompson, L. and Clement, R. (2016), Towards a more feminist United Nations, International Center for Research on Women. www.icrw.org/wp-content/uploads/2016/12/ICRW_FemUNRecommendations_WebReady_v5.pdf</p> <p>History of feminism, Wikipedia. https://en.wikipedia.org/wiki/History_of_feminism</p> |

| | |
|------------------------|---|
| Gender | <p>Refers to the roles, activities, attitudes, feelings, and behaviors that a given culture associates with a person's biological sex; in other words, that a given society considers appropriate for men and women.</p> <p>More information:</p> <p>Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., Friis Laustsen, C. (2018). Gender Mainstreaming in Higher Education Toolkit, INASP. https://www.inasp.info/gendertoolkit</p> |
| Gender bias | <p>Refers to the unfair difference in treatment of women, girls, men and boys because of their sex.</p> <p>More information:</p> <p>Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., Friis Laustsen, C. (2018). Gender Mainstreaming in Higher Education Toolkit, INASP. https://www.inasp.info/gendertoolkit</p> |
| Gender equality | <p>Equality between men and women does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they were born male or female.</p> <p>Concepts and definitions, UN Women. https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm</p> <p>Pavlic, B., Ruprecht, L., Sam-Vargas, S. (2000). Gender equality and equity: a summary review of UNESCO's accomplishments since the Fourth World Conference on Women, Beijing 1995. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000121145</p> |
| Gender equity | <p>Fairness of treatment for men and women according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities.</p> <p>Pavlic, B., Ruprecht, L., Sam-Vargas, S. (2000). Gender equality and equity: a summary review of UNESCO's accomplishments since the Fourth World Conference on Women, Beijing 1995. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000121145</p> |

| | |
|---|---|
| Gender mainstreaming | <p>Is the process of assessing implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels.</p> <p>It is a strategy for making women's as well as men's concerns and experiences an integral part of the design, implementation, monitoring and evaluation of all legislation, policies and programmes so that women and men benefit equally and inequality is not perpetuated.</p> <p>Pavlic, B., Ruprecht, L., Sam-Vargas, S. (2000). Gender equality and equity: a summary review of UNESCO's accomplishments since the Fourth World Conference on Women, Beijing 1995. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000121145</p> |
| Gender responsive | <p>A gender responsive policy or programme considers gender norms, roles and inequality with measures taken to actively reduce their harmful effects.</p> <p>More information:</p> <p>WHO, Gender Manual Glossary of Terms and Tools. https://www.who.int/gender/mainstreaming/Gender_Manual_Glossary.pdf</p> |
| Gender responsive pedagogy (GRP) | <p>Refers to teaching and learning processes that pay attention to the specific learning needs of female students and male students (adapted from Mlama, P., Dioum, M., Makoye, H., Murage, L., Wagah, M., Washika, R. (2005). Gender Responsive Pedagogy (GRP): A Teacher's Handbook, Forum for African Women Educationalists. https://issuu.com/fawe/docs/gender_responsive_pedagogy_-_a_teach)</p> <p>The following definition of GRP was developed by the TESCEA project, which builds on the FAWE definition:</p> <ul style="list-style-type: none"> • The learning needs of male and female learners are addressed in teaching and learning processes (inside and outside of the classroom) • Teaching staff are gender-aware and gender-responsive in their planning and facilitation of courses, and are continuously reflecting and adapting. |
| Habit of mind | <p>A habit of mind means having a disposition toward behaving intelligently when confronted with questions and problems, the answers to which are not immediately known. Thus, as facilitators of learning we are interested in focusing on student performance under those challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship to resolve a complex problem or question.</p> <p>Costa, A.L., (2019) What Are Habits of Mind? – The Institute for Habits of Mind, The Institute for Habits of Mind. https://www.habitsofmindinstitute.org/what-are-habits-of-mind/</p> |

| | |
|---|---|
| Hard skills | <p>Hard skills are technical or subject-specific skills which require a dedicated course or teaching unit. They can be understood as the ability to research or carry out specific tasks that require specialist knowledge and/or experience for example., engineering design, credit risk assessment or software programming.</p> <p>Gosling, D., “Supporting student learning” in Fry, H., Ketteridge, S. & Marshall, S. (2008). A handbook for teaching and learning in higher education: enhancing academic practice.–3rd ed. Routledge</p> |
| Ideal University Graduate Profile | <p>The desired competencies, core values and habits of mind, based on the University Vision and Mission, the TSL soft skills matrix and feedback (assessment of needs) from 1) industry 2) the community 3) students and 4) other stakeholders, that the graduates of the university should exhibit in their life and in the world of work.</p> |
| Intermediate level course | <p>These courses provide opportunities for students to apply the fundamental concepts. Put theory into practice so as to contribute to the application and analysis levels of programme learning outcomes.</p> |
| Internal stakeholder(s) | <p>Internal stakeholders are people who are part of the university in some way. This includes academic staff, non-academic staff, students, and the leadership. They have an idea of what kind of graduate the university should shape and should therefore be considered when forming your Ideal University Graduate Profile.</p> |
| Reflection (in the context of reflective practice) | <p>Reflection is a deliberate and conscientious process that employs a person’s cognitive, emotional and somatic [relating to the body] capacities to mindfully contemplate on past, present or future (intended or planned) actions in order to learn, better understand and potentially improve future actions.</p> <p>Harvey, M., Coulson, D. & McMaugh, A. (2016). Towards a theory of the ecology of reflection: reflective practice for experiential learning in higher education. Journal of University Teaching and Learning Practice, 13(2). http://ro.uow.edu.au/jutlp/vol13/iss2/2</p> |
| Sex | <p>Sex refers to a person’s biological status and is a fact of human biology: we are born male, female or intersex (this refers to atypical features that usually distinguish male from female such as sex chromosomes, internal reproductive organs and external genitalia).</p> <p>Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., Friis Laustsen, C. (2018). Gender Mainstreaming in Higher Education Toolkit, INASP. https://www.inasp.info/gendertoolkit</p> |

| | |
|---|--|
| Soft skills | <p>Soft skills are generic, transferable skills which do not require a dedicated course or teaching unit, but can be acquired by the student through well designed activities in the curriculum. They are also referred to as ‘power skills’. They can be skills required in the workplace, irrespective of a specific role for e.g., communication, teamwork, critical thinking and problem-solving skills etc., namely the skills, capabilities and dispositions found in the TSL (soft) skills matrix, first introduced as an appendix in the Programme Alignment workshop.</p> <p>Gosling, D., “Supporting student learning” in Fry, H., Ketteridge, S. & Marshall, S. (2009). A handbook for teaching and learning in higher education: enhancing academic practice.–3rd ed. Routledge.</p> |
| Taxonomy of Significant Learning | <p>The Taxonomy of Significant Learning aims to create meaningful learning experiences in higher education. It is a taxonomy that describes various ways in which learning can be significant. It consists of six interwoven learning dimensions (or kinds of learning): Foundational Knowledge, Application, Integration, Human Dimension, Caring and Learning How to Learn. Each dimension encompasses a unique perspective on the learning process, and when collectively applied to curriculum and course re/design, significant learning occurs (Fink, 2013).</p> <p>Fink, D. (2013). “Chapter 2 - A Taxonomy of Significant Learning.” Creating Significant Learning Experiences, Jossey-Bass, page 27-33.</p> |
| Transformative Learning | <p>By definition, transformative learning is a type of experience that causes a shift in an individual’s perspective or attitude. It’s based on a learning theory propounded by Jack Mezirow (1978, 1991, 2000) and proposes that learning is “the process of making new interpretations based on the meaning derived out of experience.” What this means is that, rather than focusing on surface experiences, transformative learning challenges the simplicity behind learning.</p> <p>Brown, D., (2019). Transformative Learning, edapp.com. https://www.edapp.com/blog/transformative-learning</p> |
| Transformative Learning Cycle | <p>The ‘Transformative Learning Cycle’ is a term coined by Charles Kingsbury of AFELT to refer to teaching and learning that aligns with the four areas of Kolb’s (1984) learning styles. The cycle is a matching of Kolb’s styles with Mezirow’s (1978, 1991, 2000) Transformative Learning theory.</p> |
| Twenty-first century skills | <p>21st century skills is a shorthand phrase for the capabilities, dispositions and soft skills, including critical thinking and problem-solving, creativity and imagination, communication, collaboration and digital literacy that will not only help students to lead successful careers in the modern workplace but to become positive contributors to wider society. Students are expected to develop these types of soft skills while learning and generating content in their courses.</p> |
| University core values | <p>University core values state what the university believes in. Once defined, these values should guide and inform everything the university does. Often, the values can also be found within the university vision.</p> |

| | |
|---|---|
| University mission | The university mission (often also called mission statement) states the purpose of the university – it describes what the university does and how. |
| University mission outcomes | University mission outcomes describe the desired outcomes and achievements of the university, based on the university mission. They revolve around the central pillars of the university, which are students, teaching and learning, research, knowledge, excellence, community, and the world. |
| The University Promise to the students | This is a coherent expression (in the form of a statement) of whom the student will become after graduating from the university, based on the Ideal University Graduate Profile. |
| University vision | The university vision (often also called vision statement) looks to the future. It declares the determination and overall result of the university's mission. The vision also often includes the university's values and beliefs. |

APPENDIX D: EVIDENCE DOCUMENT FOR PROGRAMME ALIGNMENT, TRANSFORMATIVE LEARNING AND COURSE REDESIGN

Introduction

This document is introduced to you on the first day of the Programme Alignment – Profiling the Ideal Graduate workshop. The purpose of this document is for you to capture (in soft copy) the key evidence relevant to the redesign of your course. You will draw upon this evidence to support you, as a facilitator of learning, in the completion of your standard university course outline template, which you will start on Day 4 of the Course Redesign for Significant Learning and Transformation workshop. Make sure that you have this document with you at all times during the three workshops, as you will need to draw on your inputs in this document to support your learning in the sessions.

You will need to enter key information related to your institution (section 1) as well as the key outputs you generate through participating in the Programme Alignment, Transformative Learning and Course Redesign workshops (sections 1–8).

Treat this as a dynamic document, completing the sections as you navigate your learning journey through the three aforementioned workshops and make time to revisit your inputs, reflect upon them and revise where necessary. As a final note, this evidence document will prove to be a valuable contribution to your teaching portfolios (if you maintain one).

If you have any questions about this document, don't hesitate to ask your workshop facilitators for more guidance.

1. INSTITUTIONAL INFORMATION

(most of this information exists already within your institution and/or you will need to draw on what is generated in the Programme Alignment workshop).

Complete the table below.

| | | |
|---|--------------|--|
| UNIVERSITY NAME: | | |
| FACULTY/SCHOOL NAME: | | |
| DEPARTMENT NAME: | | |
| UNIVERSITY VISION: | | |
| UNIVERSITY MISSION: | | |
| UNIVERSITY MISSION OUTCOMES: | UMO1: | |
| | UMO2: | |
| | UMO3: | |
| | UMO4: | |
| | UMO5: | |
| | UMO6: | |
| UNIVERSITY CORE VALUES: | | |
| THE UNIVERSITY PROMISE TO THE STUDENTS: | | |
| FACULTY/SCHOOL VISION: | | |
| FACULTY/SCHOOL MISSION: | | |
| FACULTY/SCHOOL MISSION OUTCOMES: | FMO1: | |
| | FMO2: | |
| | FMO3: | |
| | FMO4: | |
| | FMO5: | |
| | FMO6: | |
| FACULTY/SCHOOL CORE VALUES: | | |
| THE FACULTY PROMISE TO THE STUDENTS ON THE PROGRAMMES: | | |
| THE IDEAL UNIVERSITY GRADUATE PROFILE: | | |

2. PROGRAMME LEARNING OUTCOMES

(you will need to draw on what is generated in the Programme Alignment workshop)

These are clear and short statements of the knowledge, competencies or skills you expect students to have acquired by the end of the programme.

List your programme learning outcomes (**PLOs**) in the table below.

| | |
|--------------|--|
| PLO1: | |
| PLO2: | |
| PLO3: | |
| PLO4: | |
| PLO5: | |
| PLO6: | |
| PLO7: | |
| ETC. | |

2.1 FACULTY/PROGRAMME OUTCOMES MATRIX

Next, list the programme learning outcomes (**PLOs**) down the left-hand column and then indicate which PLO contributes to which faculty/school mission outcome by marking with an **X**.

| PROGRAMME LEARNING OUTCOMES (PLOS) | | FACULTY/SCHOOL MISSION OUTCOMES | | | | | |
|------------------------------------|--|---------------------------------|------|------|------|------|------|
| | | FMO1 | FMO2 | FMO3 | FMO4 | FMO5 | FMO6 |
| PLO1: | | | | | | | |
| PLO2: | | | | | | | |
| PLO3: | | | | | | | |
| PLO4: | | | | | | | |
| PLO5: | | | | | | | |
| PLO6: | | | | | | | |
| PLO7: | | | | | | | |
| ETC. | | | | | | | |

2.2 PROGRAMME (CURRICULUM) MATRIX

Hard skills are technical or subject-specific skills that require a dedicated course or teaching unit. They can be understood as the ability to research or carry out specific tasks that require specialist knowledge and/or experience, for example engineering design, credit risk assessment or software programming.

Soft skills are generic, transferable skills that do not require a dedicated course or teaching unit, but can be acquired by the student through well-designed activities in the curriculum. They are also referred to as “power skills”. They can be skills required in the workplace, irrespective of a specific role, for example, communication, teamwork, critical thinking and problem-solving skills and so on, namely the skills, capabilities and dispositions found in the TSL soft skills matrix.

Differentiate between the programme learning outcomes (**PLOs**) that inculcate hard skills and those which inculcate soft skills and list them down the first empty column. Then next list the Y1, Y2, Y3 and Y4 courses that contribute to each specific PLO listed.

| PROGRAMME LEARNING OUTCOMES (PLOS) | YEAR 1 COURSES | YEAR 2 COURSES | YEAR 3 COURSES | YEAR 4 COURSES |
|--|----------------|----------------|----------------|----------------|
| HARD SKILLS PROGRAMME LEARNING OUTCOMES | | | | |
| PLO1: | | | | |
| PLO2: | | | | |
| PLO3: | | | | |
| PLO4: | | | | |
| SOFT SKILLS PROGRAMME LEARNING OUTCOMES | | | | |
| PLO5: | | | | |
| PLO6: | | | | |
| PLO7: | | | | |

3. PERSONAL TEACHING AND LEARNING PHILOSOPHY

(you will need to draw on what you developed at the Transformative Learning workshop)

You can revisit the following five questions to help refine your personal philosophy:

- 1. What is the value you intend to create through your facilitation of this course?
- 2. What approach will you use to facilitate learning?
- 3. What kind of learning environment do you intend to create to allow for a great learning experience?
- 4. What is your attitude towards the content you are facilitating learning about?
- 5. What will your attitude be towards your students?

Enter the description of your personal teaching and learning philosophy in the table below:

| |
|--|
| |
|--|

4. GENERAL COURSE INFORMATION

(most of this information exists already within your records; you will just need to draw on Day 3 of the Transformative Learning workshop for the Big Dream for the students taking the course).

Complete the table below.

| | | | |
|---|--|--------------|---------------|
| COURSE CODE: | | | |
| COURSE TITLE: | | | |
| THE BIG DREAM FOR THE STUDENTS TAKING THE COURSE: | <p>By the end of this course, the student will be able to know... [please complete]</p> <p>in order to be able to do... [please complete]</p> <p>so that they become... [please complete]</p> | | |
| NUMBER OF CREDITS: | | | |
| MODE OF DELIVERY: Select one option and mark with an X. | Face to face: ____ | Online: ____ | Blended: ____ |
| PREREQUISITES: Particular courses to have already completed, specific knowledge or skills a student should have before beginning the course (e.g. use of the computer, ability to read architectural plans, etc.) | | | |

5. COURSE CONTENT

(you will need to draw on what is generated in the Course Redesign workshop)

5.1 CONCEPT MAP

A concept map or graphic representation of the content of the course should be inserted here (for example by taking a photo):

5.2 DESCRIPTION OF COURSE CONTENT

(you will need to draw on what is generated in the Course Redesign workshop)

Brief descriptions, in the form of bullet points, of the key content that will be covered under each concept of the course.

Complete the table below.

| CONCEPTS | DESCRIPTION OF THE CONTENT |
|----------|--|
| | <ul style="list-style-type: none"> |
| | <ul style="list-style-type: none"> |
| | <ul style="list-style-type: none"> |
| | <ul style="list-style-type: none"> |
| | <ul style="list-style-type: none"> |

5.3 RATIONALE FOR THE SEQUENCE

(you will need to draw on what is generated in the Course Redesign workshop)

The rationale for the sequence of the course, especially if you are not using an assigned text in chapter sequence (e.g. a historical approach with topics arranged chronologically, a progression from simple to more complex procedures or concepts, or a series of theoretical principles followed by applications).

Enter your rationale in the table below.

6. COURSE LEARNING OUTCOMES

(you will need to draw on what is generated in the Course Redesign workshop)

Clear statements of the knowledge, capabilities or skills you expect students to have acquired by the end of the course. Differentiate between the course learning outcomes (CLOs) that inculcate hard skills and those that inculcate soft skills, then list them in the table below.

| HARD SKILLS COURSE LEARNING OUTCOMES | |
|--------------------------------------|--|
| CLO1: | |
| CLO2: | |
| CLO3: | |
| ETC. | |
| SOFT SKILLS COURSE LEARNING OUTCOMES | |
| CLO4: | |
| CLO5: | |
| CLO6: | |
| ETC. | |

7. ASSESSMENT

(you will need to draw on what is generated in the Course Redesign workshop)

A description of assessment methods or tasks that will be used during the course, aligned to each course learning outcome. The description of each assessment method or task should provide significant detail as to how it will assess the course learning outcome/s, i.e. the specific knowledge, capabilities, skills and habits of mind being developed.

Complete the table below.

| COURSE LEARNING OUTCOMES | FORMATIVE ASSESSMENT METHODS/TASKS | SUMMATIVE ASSESSMENT METHODS/TASKS |
|---|---|---|
| CLO1: | | |
| CLO2: | | |
| CLO3: | | |
| CLO4: | | |
| CLO5: | | |
| ETC. | | |

8. TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)

(you will need to draw on what is generated in the Course Redesign workshop)

A description of the teaching and learning strategies or activities that will be used during the course, aligned to each course learning outcome (e.g. lectures, seminars, laboratory or clinical activities, group projects, etc.)

Complete the table below.

| HARD SKILLS COURSE LEARNING OUTCOMES | TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES) |
|---|---|
| CLO1: | |
| CLO2: | |
| CLO3: | |
| ETC. | |
| SOFT SKILLS COURSE LEARNING OUTCOMES | TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES) |
| CLO4: | |
| CLO5: | |
| CLO6: | |
| ETC. | |

APPENDIX E: TAXONOMY OF SIGNIFICANT LEARNING (SOFT) SKILLS MATRIX

TAXONOMY OF SIGNIFICANT LEARNING (SOFT) SKILLS MATRIX: FOUNDATIONAL KNOWLEDGE, APPLICATION AND INTEGRATION DIMENSIONS (1)

| | FOUNDATIONAL KNOWLEDGE | APPLICATION | INTEGRATION |
|---|--|--|--|
| Key questions to guide prioritisation of soft skills What key information (e.g. facts, terms, formulae, concepts, principles, relationships, etc.) is/are important for students to understand and remember in the future? What key ideas (or perspectives) are important for students to understand in this course? | What key information (e.g. facts, terms, formulae, concepts, principles, relationships, etc.) is/are important for students to understand and remember in the future? What key ideas (or perspectives) are important for students to understand in this course? | What kinds of thinking are important for students to learn? <ul style="list-style-type: none"> • Critical thinking, in which students analyse and evaluate • Creative thinking, in which students imagine and create • Ill-structured-problem solving and making decisions | What connections (similarities and interactions) should students recognise and make ... <ul style="list-style-type: none"> • Among ideas within this course? • Among material in this course and the students' own personal, social, and/or work life? |
| Soft skills (skills/capabilities/dispositions) Note: with the exception of foundational knowledge | Building a knowledge base e.g. <ul style="list-style-type: none"> • Ideas students will understand (e.g. theories, concepts, approaches, perspectives, and other broad themes in the course) • Information to apply in ill-structured-problem solving (e.g. facts, and other kinds of core knowledge) | Selecting appropriate information <ul style="list-style-type: none"> • Ability to gather information • Ability to identify pertinent information • Ability to determine whether (or not) information is relevant to a situation Evaluating and interpreting information <ul style="list-style-type: none"> • Ability to interpret information • Ability to recognise potential sources of bias • Ability to recognise the hidden/unstated assumptions and values underlying information • Ability to judge credibility and reliability of a source • Ability to identify errors in presented information • Ability to recognise when there is a lack of information • Ability to recognise whether (or not) information can be generalised and/or applied to other situations Analysing the claims/arguments of others <ul style="list-style-type: none"> • Ability to evaluate arguments • Challenging others' and one's own assumptions • Ability to exercise judgement • Acknowledging multiple perspectives and that these should be supported by reasons | Interconnected thinking <ul style="list-style-type: none"> • Ability to make connections between ideas, perspectives and issues within the course • Ability to draw on local-global levels and perspectives Applying information to personal, social and/or work life <ul style="list-style-type: none"> • Translating theory into practical solutions • Ability to apply knowledge to solve day to day challenges • Ability to identify problems • Ability to identify salient features contributing to a problem • Ability to view a problematic situation from different perspectives • Ability to judge and evaluate different options and consequences Networking <ul style="list-style-type: none"> • Ability to map a network of contacts • Ability to use network to make new contacts • Ability to identify useful skills, knowledge, experience from network |

TAXONOMY OF SIGNIFICANT LEARNING (SOFT) SKILLS MATRIX: FOUNDATIONAL KNOWLEDGE, APPLICATION AND INTEGRATION DIMENSIONS (2)

| | FOUNDATIONAL KNOWLEDGE | APPLICATION | INTEGRATION |
|--|------------------------|--|--|
| Key questions to guide prioritisation of soft skills What key information (e.g. facts, terms, formulae, concepts, principles, relationships, etc.) is/ are important for students to understand and remember in the future? What key ideas (or perspectives) are important for students to understand in this course? | | What kinds of thinking are important for students to learn? <ul style="list-style-type: none"> • Critical thinking, in which students analyse and evaluate • Creative thinking, in which students imagine and create • Ill-structured-problem solving and making decisions | What connections (similarities and interactions) should students recognise and make ... <ul style="list-style-type: none"> • Among ideas within this course? • Among material in this course and the students' own personal, social, and/or work life? |
| Soft skills (skills/ capabilities/ dispositions) Note: with the exception of foundational knowledge | | Cont. Making sound arguments and decisions <ul style="list-style-type: none"> • Ability to synthesise information • Ability to apply methods of logical inquiry and reasoning • Ability to draw on valid evidence when making a decision, formulating an argument or drawing a conclusion • Ability to put to test the generalisation and conclusions at which one arrives Creativity and innovation <ul style="list-style-type: none"> • Desire to experiment • Ability to analyse, adapt and replicate latest thinking, ideas, tools, products and processes • Ability to apply skills, experience and practices to new contexts • Ability to recognise and take advantage of opportunities • Ability to anticipate and respond to change • Ability to question and challenge accepted practices | Cont. Dealing with an uncertain future <ul style="list-style-type: none"> • Ability to analyse past and future trends • Ability to make projections • Ability to adapt to changing circumstances • Awareness and in-depth understanding of existing power structures • Ability to envisage and make new social realities |

TAXONOMY OF SIGNIFICANT LEARNING (SOFT) SKILLS MATRIX: HUMAN DIMENSION, CARING AND LEARNING HOW TO LEARN DIMENSIONS (1)

| | HUMAN DIMENSION | CARING | LEARNING HOW TO LEARN |
|---|--|--|--|
| Key questions to guide prioritisation of soft skills | <p>What could, or should students learn about themselves?</p> <p>What could, or should students learn about understanding others and/or interacting with them in a positive and productive way?</p> | <p>What changes/values do you hope students will adopt related to this subject? Feelings? Interests? Ideas?</p> | <p>What would you like for students to learn about?</p> <ul style="list-style-type: none"> • How to be good students in a course like this? • How to learn about this particular subject? • How to become a self-directed learner of this subject, i.e. having a learning agenda of what they need/want to learn, and a plan for learning it? |
| Soft skills (skills/capabilities/dispositions) | <p>Self-management</p> <ul style="list-style-type: none"> • Self-confidence • Resilience • Positivity • Determination • Sense of responsibility • Coping with risk, ambiguity and uncertainty <p>Teamwork</p> <ul style="list-style-type: none"> • Knowledge of how effective teams function • Knowledge of personal strengths and weaknesses to contribute to or manage within a team • Ability to evaluate personal contributions • Confidence to share ideas and voice opinions • Ability to reflect on strengths and weaknesses of a team <p>Interpersonal skills</p> <ul style="list-style-type: none"> • Ability to establish and agree shared goal/s • Ability to actively listen • Value the contributions of others • Ability to compromise • Ability to develop trust (e.g., through agreeing division of labour and delivering agreed tasks) | <p>Social awareness</p> <ul style="list-style-type: none"> • Embracing cultural and social diversity • Respect for difference • Ability and desire to anticipate, recognise and meet the needs of others • Professionalism to work in multicultural and global environments <p>Commitment to positive social change at the community level</p> <ul style="list-style-type: none"> • Desire to improve the lives of others and contribute to the community • Commitment to long term planning and solutions • Ability to act as a catalyst for positive action and change • Ability to consider consequences of own decisions and actions | <p>Self-direction</p> <ul style="list-style-type: none"> • Curiosity/inquisitiveness • Self-efficacy • Self-regulation • Self-motivation • Ability to develop more personalised approaches in learning • Desire to listen and learn from others' ideas and opinions • Perseverance <p>Reflective thinking</p> <ul style="list-style-type: none"> • Understanding of personal strengths and weaknesses • Ability to evaluate performance and use reflections to improve • Learning through experience |

TAXONOMY OF SIGNIFICANT LEARNING (SOFT) SKILLS MATRIX: HUMAN DIMENSION, CARING AND LEARNING HOW TO LEARN DIMENSIONS (2)

| | HUMAN DIMENSION | CARING | LEARNING HOW TO LEARN |
|---|--|---|--|
| Key questions to guide prioritisation of soft skills | <p>What could, or should students learn about themselves?</p> <p>What could, or should students learn about understanding others and/or interacting with them in a positive and productive way?</p> | <p>What changes/values do you hope students will adopt related to this subject? Feelings? Interests? Ideas?</p> | <p>What would you like for students to learn about?</p> <ul style="list-style-type: none"> • How to be good students in a course like this? • How to learn about this particular subject? • How to become a self-directed learner of this subject, i.e. having a learning agenda of what they need/want to learn, and a plan for learning it? |
| Soft skills (skills/capabilities/dispositions) | <p>Leadership</p> <ul style="list-style-type: none"> • Ability to conceive of and articulate a vision • Ability to take initiative • Ability to inspire and motivate others with vision <p>Oral and written communication</p> <ul style="list-style-type: none"> • Ability to plan and deliver/produce a clear and logical oral presentation/written communication • Ability to organise thoughts and respond appropriately and with clarity to questions or instructions • Ability to exercise judgement regarding length, tone and content of an oral presentation or written communication • Ability to adapt communication effectively to various audiences • Knowing how to represent one's skills and abilities in a way that is attractive to employers or clients <p>Negotiation and managing conflict</p> <ul style="list-style-type: none"> • Ability to understand another person's point of view • Ability to understand and control personal and/or emotional responses • Confidence to discuss difficult topics • Ability to articulate differing views or perspectives | | |

Source: TESCEA partnership, drawing on Dee Fink's Taxonomy of Significant Learning

APPENDIX F. PROGRAMME ALIGNMENT WORKSHOP EVALUATION TEMPLATE

Thank you for your participation in the Programme Alignment – Profiling the Ideal Graduate workshop. We would appreciate your anonymous feedback to continually improve what we do.

| STATEMENTS | | Strongly Agree | Agree | Neither agree nor disagree | Disagree | Strongly Disagree |
|------------|---|----------------|-------|----------------------------|----------|-------------------|
| 1. | My expectations of this workshop were met | | | | | |
| 2. | The workshop achieved its objectives | | | | | |
| 3. | The workshop was well organised | | | | | |
| 4. | The workshop was useful in terms of my professional development | | | | | |
| 5. | I would recommend this workshop to my colleagues | | | | | |
| 6. | The approach used by the facilitators was engaging | | | | | |
| 7. | I understand what skills, competencies and habits of mind my students will need when graduating | | | | | |
| 8. | I understand why programme alignment is important for my work as a facilitator of learning | | | | | |
| 9. | I understand how my course contributes to shaping the ideal university graduate | | | | | |

Please share any suggestions for improvement for similar workshops in the future:

Any other comments:

APPENDIX G: DIGITAL TOOLS

This appendix was developed by Kendi Muchungi and Josephine Dryden.

Introduction

As you navigate the facilitation of the linked course redesign workshops, you will notice that some activities involve using (and modelling the use of!) the digital tools outlined in this appendix. For example, Mentimeter or Google Forms to carry out end of day formative evaluations and Padlet to showcase a variety of teaching and learning strategies with links from the web. You might also choose to use Google Classroom to manage the overall workshop learning experience, if your institution does not have access to a bespoke e-learning management system.

The following digital tools are introduced here: Google Classroom, Google Docs, Google Forms, Mentimeter and Padlet, together with some detailed 'how to' instructions and useful links to online tutorials. It is strongly recommended that you draw on the contents of this appendix, to help you prepare and practise using these tools in advance of the workshop sessions.

Some of them may already be very familiar to you, while others less so. These digital tools are not essential to the facilitation of these workshops, however they can provide, amongst other things, excellent opportunities for participant collaboration, personalised learning, peer learning and immediate or 'just in time' feedback. It is worth noting that there are some perceived challenges to using these tools effectively. For example, limits of existing technology infrastructure and workshop facilitators having the time and capacity to provide the appropriate level of support to participants. The good news is that with a bit of perseverance and adopting a 'learning by doing' approach, you should be able to confidently use all of the tools listed above in the facilitation of these workshops.

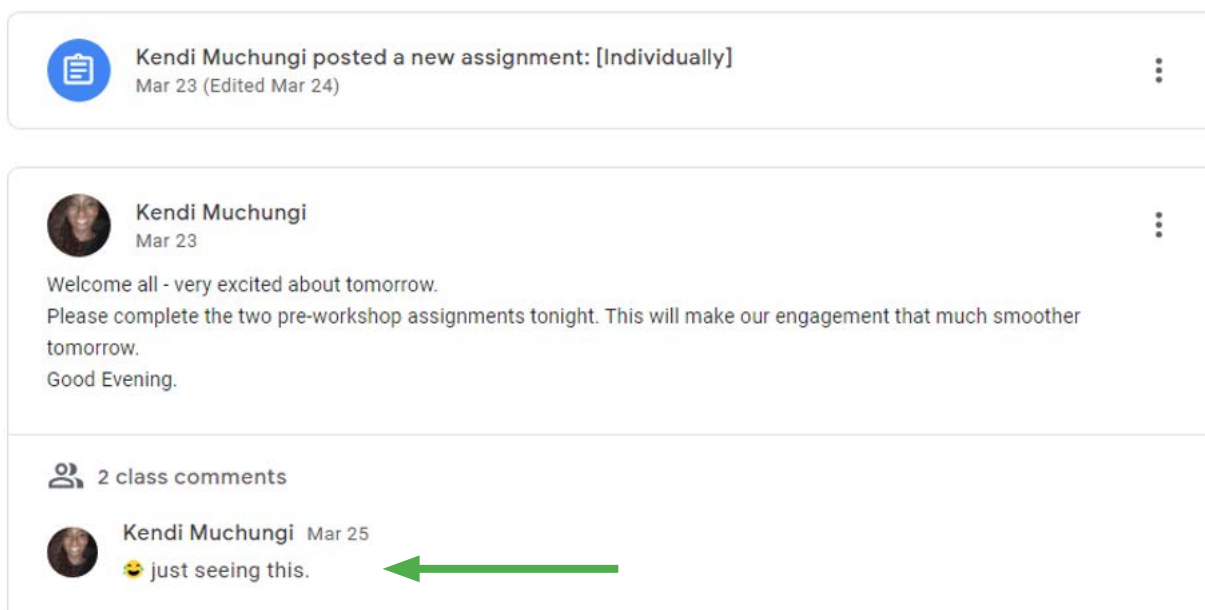
Google Classroom

WHAT IS GOOGLE CLASSROOM?

This is a free online learning management system, established by Google. It allows one to manage both online and face-to-face learning. It is especially effective for institutions that do not have access to bespoke e-learning management systems.

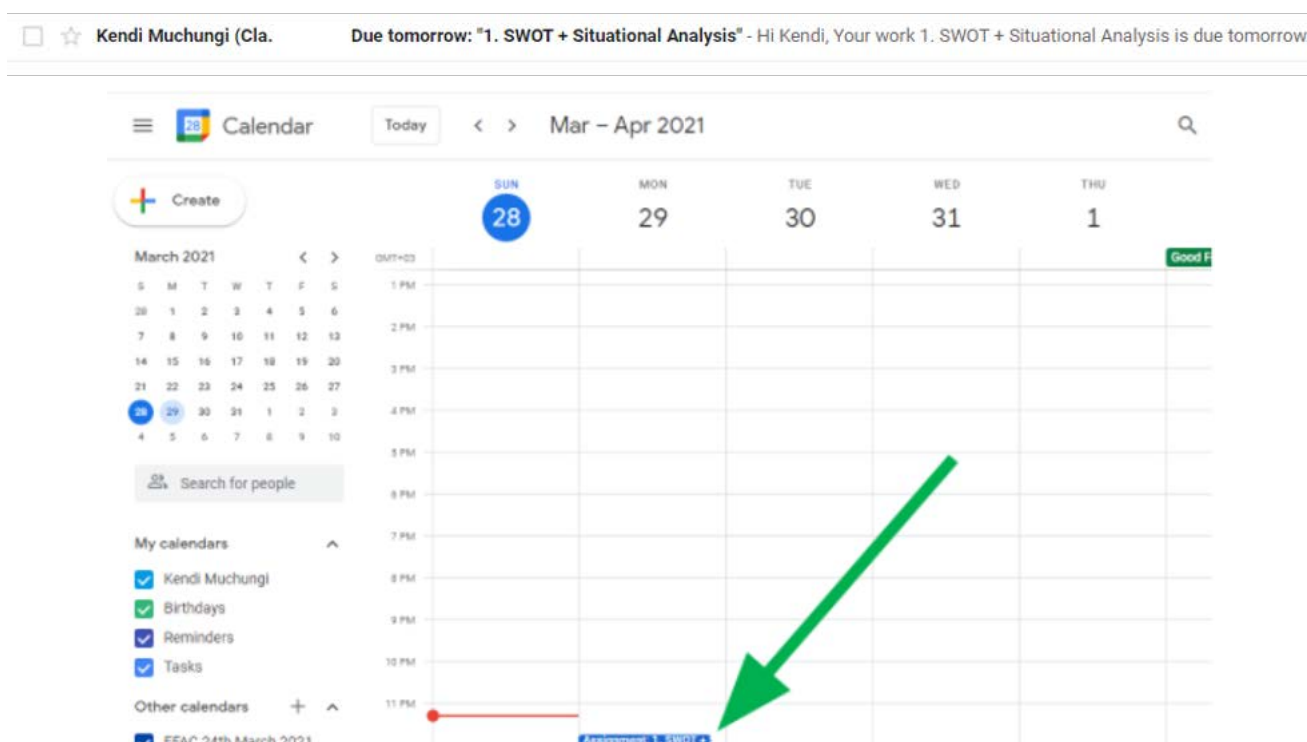
Google classroom supports effective communication between the facilitator and workshop participants. This is made possible by the following:

1. **Live chatting** is possible on the main Classroom stream or against any assignment or topic setup.



The screenshot shows a Google Classroom interface. At the top, a post from 'Kendi Muchungi' dated 'Mar 23 (Edited Mar 24)' states: 'Kendi Muchungi posted a new assignment: [Individually]'. Below this, a message from 'Kendi Muchungi' dated 'Mar 23' reads: 'Welcome all - very excited about tomorrow. Please complete the two pre-workshop assignments tonight. This will make our engagement that much smoother tomorrow. Good Evening.' Underneath the message, it says '2 class comments'. A comment from 'Kendi Muchungi' dated 'Mar 25' says '😊 just seeing this.' with a green arrow pointing to it.

2. Assignments you set up as a facilitator prompt an **automatic email alert** and is set up automatically in the student's **Google Calendar**.



The screenshot shows a Google Calendar interface. At the top, it says 'Kendi Muchungi (Cla.)' and 'Due tomorrow: "1. SWOT + Situational Analysis" - Hi Kendi, Your work 1. SWOT + Situational Analysis is due tomorrow.' Below this, the calendar view for 'Mar - Apr 2021' is shown. A green arrow points to a red dot on the calendar grid, indicating an assignment reminder.

- Participant's submissions can be pegged directly to the **assignment**. You can either add a document to upload as an assignment [Google Drive | Share Link | Select a File] or create a document [Docs | Slides | Sheets | Drawings].

This screenshot shows the assignment page for '1. SWOT + Situational Analysis' by Kendi Muchungi, due tomorrow at 11:59 PM. The assignment is worth 100 points. The requirements list: situational analysis, perceived strengths, and perceived weaknesses. Two Word documents are submitted: '1_2_BusinessSituationalAnal...' and '3_4_BusinessSituationalAnal...'. On the right, the 'Your work' panel shows the assignment is 'Assigned' with a green arrow pointing to the '+ Add or create' button. Below it is a 'Mark as done' button. A 'Private comments' section allows adding a comment to Kendi Muchungi. At the bottom, there is a 'Class comments' section with an 'Add a class comment' link.

This screenshot is identical to the previous one, but with the 'Create new' dropdown menu open in the 'Your work' panel. The menu lists options: Google Drive, Link, File, and a 'Create new' section which includes Docs, Slides, Sheets, and Drawings. A green arrow points to the 'Create new' section of the dropdown.

- Both facilitators and participants can see upcoming assignments on an easily accessible **notification board**.

This screenshot shows the 'Stream' page of the Canvas LMS. At the top is a blue banner for 'EFAC 24th March 2021' with graduation caps. Below the banner, a green box highlights an 'Upcoming' notification: 'Due tomorrow 11:59 PM - 1. SWOT + Sit...'. A green arrow points to this notification. To the right, there is an 'Announce something to your class' text box and a post by Kendi Muchungi about a new assignment: '3. Business Model Canvas (Post-Workshop Acti...'.

HOW WOULD I ACCESS GOOGLE CLASSROOM FROM MY BROWSER?

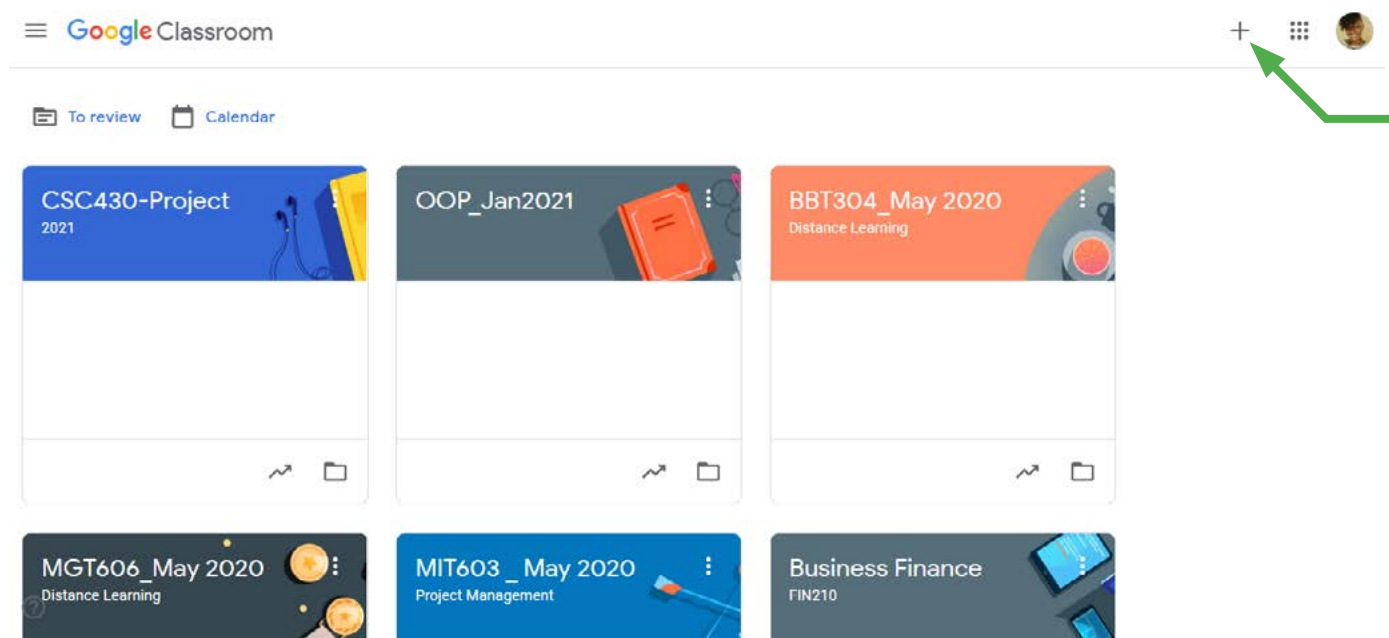
If you have not accessed Google Classroom before you could either use:

1. The following link <https://classroom.google.com/> or
2. Go through the following steps
 - a. open your google email
 - b. click the 9 dots [Google Apps] usually on the top right, between settings and your Google profile account image or initials. See the image below.



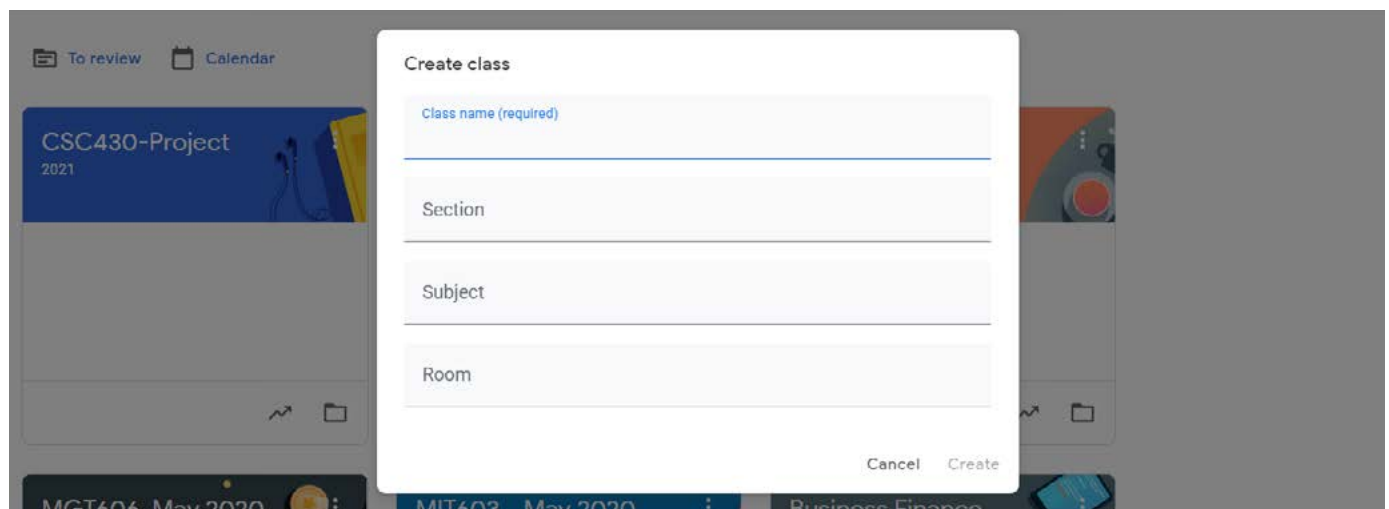
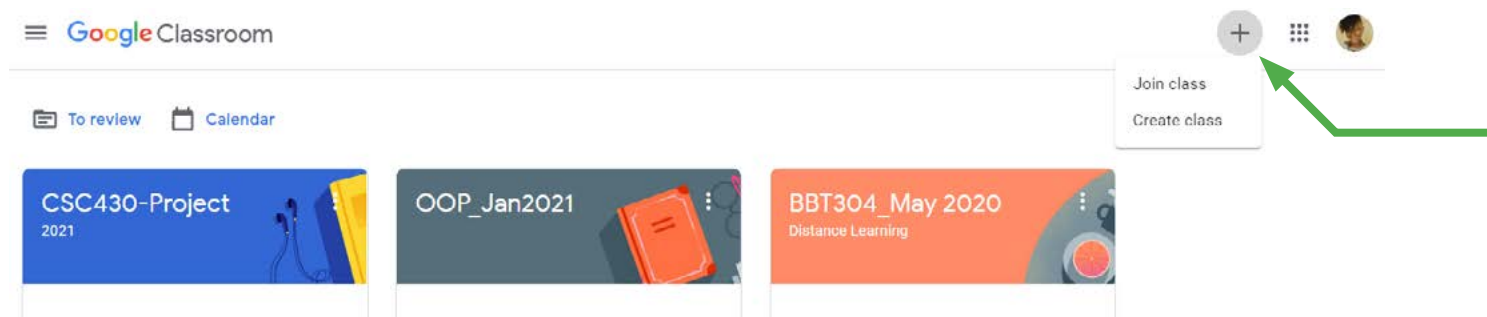
HOW DO I SET UP GOOGLE CLASSROOM FOR THE PA + TL + CR WORKSHOP?

1. Click the plus symbol found at the top right next to the either your Google account profile image/ initials and the 9 dots [Google Apps] icon.



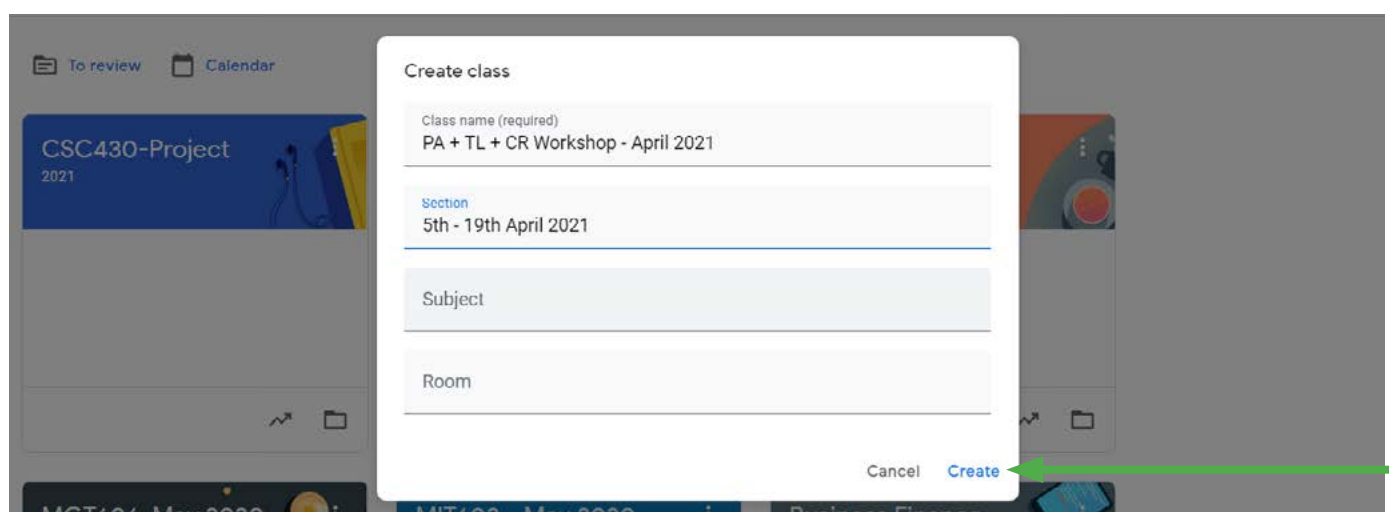
2. This should open up a pop-up dialogue box with two options
 - a. Join Class
 - b. Create Class

3. Select the option ‘Create Class’, which should open up a dialogue box that will help you create a Google Classroom (your online classroom)



4. This dialogue box will have the following:

- Class Name [Required]:** This is required – we propose you name your class “PA + TL + CR Workshop – April 2021”
- Section:** Should indicate the period you will be facilitating the workshop e.g. “5th – 19th April 2021”
- Subject:** You can use any other descriptors that will help with distinguishing this workshop from other workshops
- Room:** You can use any other descriptors that will help with distinguishing this workshop from other workshops



5. Then select/click “Create”

The screenshot shows the Google Classroom interface for a class titled "PA + TL + CR Workshop - April 2021". The header includes the class name, dates "5th - 19th April 2021", and tabs for "Stream", "Classwork", "People", and "Grades". A settings gear icon is visible in the top right. The main banner features the class title, dates, class code "kows3no", and a "Meet link" button. Below the banner, there is an "Upcoming" section indicating "No work due soon" and a "Communicate with your class here" section with a "Create and schedule announcements" button. A green arrow points to the settings gear icon in the top right corner.

HOW DO I INVITE WORKSHOP PARTICIPANTS TO THE WORKSHOP GOOGLE CLASSROOM?

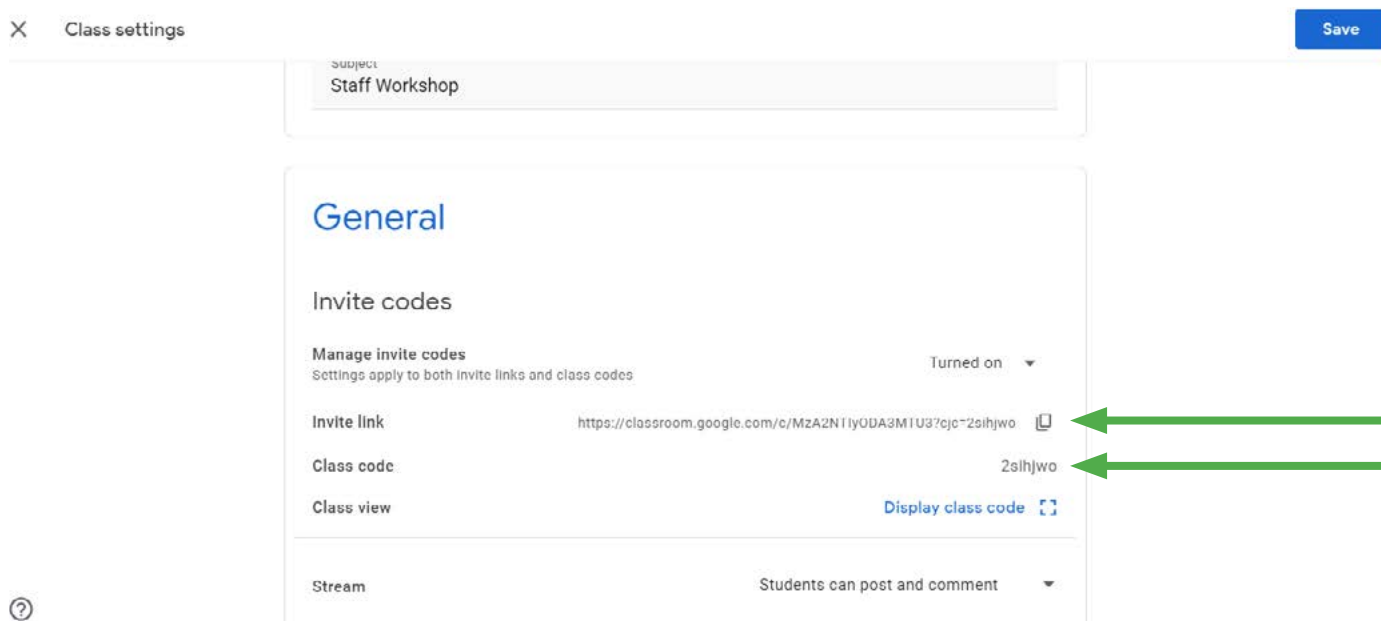
1. Select the classroom settings icon.

The screenshot shows the Google Classroom interface for a class titled "EFAC". The header includes the class name, dates "24th March 2021", and tabs for "Stream", "Classwork", "People", and "Grades". A settings gear icon is visible in the top right. The main banner features the class title, dates, class code "2sijwo", and a "Meet link" button. Below the banner, there is an "Upcoming" section indicating "No work due soon" and a "Communicate with your class here" section with a "Create and schedule announcements" button. A green arrow points to the settings gear icon in the top right corner.

2. This will open up to class settings, which has the following sections
 - a. Class Details
 - b. General
 - c. Grading.

You will find the class **invite details** here. You should be able to either

- a. **Copy invite link:** Once you have copied the invite link, share the link via email or WhatsApp with the workshop participants. [This will be a unique link for every classroom.](#)
- b. **Share the class code:** You could also share copy down the class code and share it either via email or WhatsApp with the workshop participants. [This will be a unique code for every classroom.](#)

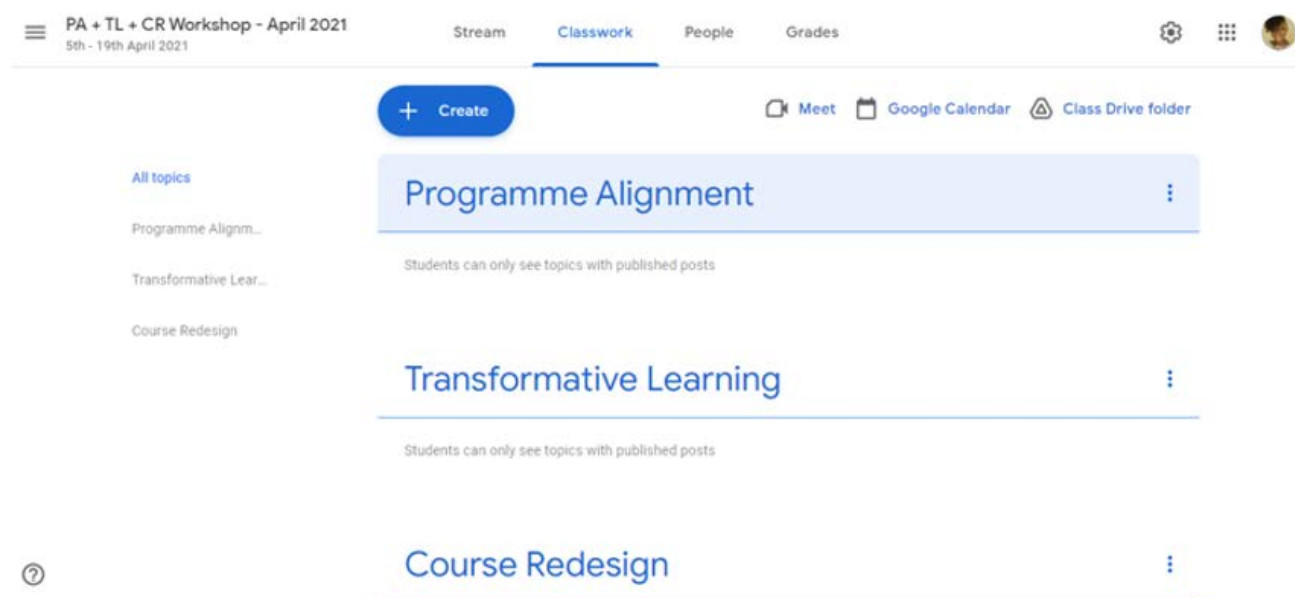


STRATEGIES FOR EFFECTIVELY ORGANISING THE WORKSHOP GOOGLE CLASSROOM

1. You have the following menu items:
 - a. **Stream:** Allows you to communicate with students
 - i. Create & Schedule Announcement
 - ii. Respond to Participants' Posts
 - b. **Classwork:** Allows you to share materials, ask questions, setup assignments and organise your work
 - c. **People:** Allows you to invite the other workshop facilitators [Teachers] and workshop participants [Students]
 - d. **Grades:** You don't really need this for this workshop

SETTING UP ONLINE SESSIONS FOR THE PA + TL + CR WORKSHOP

1. Select “Classwork”, which should allow you to create any of the following:
 - Assignment
 - Quiz Assignment
 - Question
 - Material
 - Re-Use Post
 - Topic
2. Select “Create” and then select “Topic” and then create the following Topics
 - a. Programme Alignment [PA]
 - b. Transformative Learning [TL]
 - c. Course Redesign [CR]



3. Then create materials and/or assignments for each workshop section. E.g., for the Transformative Learning workshop, we will have the following
 - a. TL_Day1_Gender
 - b. TL_Session1_The Promise versus Reality
 - c. TL_Session2_The Banking Concept
 - d. TL_Session3_Mandate of The Elite
 - e. TL_Session4_Principles of Adult Learning
 - f. TL_Session5_Characteristics of a Great Learning Experience
 - g. TL_Day2_Gender
 - h. TL_Session6_What is Thinking
 - i. TL_Session7_How to Make Thinking Visible
 - j. TL_Session8_Transformative Learning Cycle
 - k. TL_Session9_Transformative Learning Philosophy
 - l. TL_Session10_Critical Reflective Thinking
 - m. TL_Session11_How to Dream

To create the above you would need to select “Create” again and then select either “Assignments/ Materials”. A pop-up dialogue box will come up requiring you to key in the following information:

- i) Title
- ii) Description
- iii) Topic

The screenshot shows a 'Material' creation dialog box. At the top left is a close button (X) and the title 'Material'. At the top right is a 'Post' button. The main area is divided into two sections. The left section has a 'Title' field and a 'Description (optional)' field. The right section has a 'For' dropdown menu with 'PA + TL + CR...' selected, an 'All students' dropdown menu, and a 'Topic' dropdown menu with 'No topic' selected. At the bottom left are 'Add' and 'Create' buttons.

If you have chosen “Assignment” and not “Material” – these are the additional options

- a. Points (Grade points)
- b. Due (Date and Time)
- c. Rubric

✕ Assignment

Assign

Title

Instructions (optional)

Add

Create

For

PA + TL + CR... All students

Points

100

Due

No due date

Topic

No topic

Rubric

+ Rubric

☐ Check plagiarism (originality)

PA + TL + CR Workshop - April 2021
5th - 19th April 2021

Stream Classwork People Grades

All topics

Programme Alignm...

Transformative Lear...

Course Redesign

Programme Alignment

Students can only see topics with published posts

Transformative Learning

TL_Day1_Gender

Posted 12:24 PM

TL_Session1_The Promise versus Reality

Posted 12:25 PM

Course Redesign

Google Docs

WHAT IS IT?

Google Docs is an online word processor (like Microsoft Word) which is offered as part of the Google Suite (which also includes Google Sheets, Google Slides and Google Forms).

BENEFITS

- It allows for **collaborative work**, especially for online or blended learning
- when participants are not in the same physical room.
- when (as a facilitator) you want to create a single repository of collaborative work done from different groups, working on different aspects of the same problem.
- It allows for access to your work from different devices as long as you login to Google.

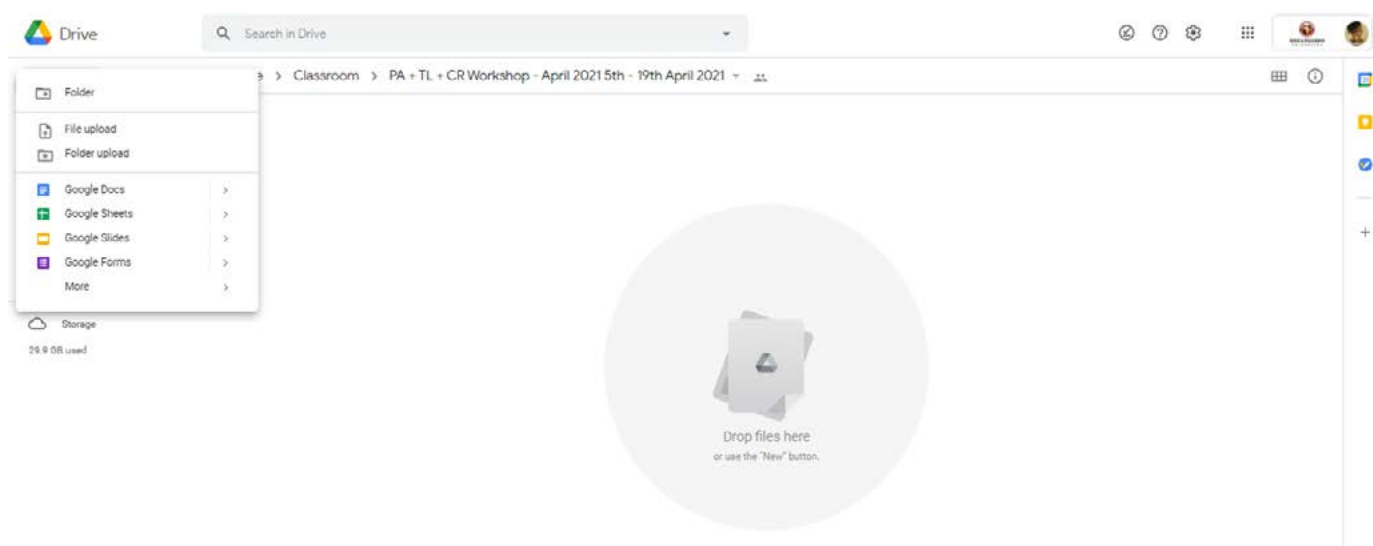
CONCERNS

- Need for good connectivity
- Must have a Google account

HOW DO YOU ACCESS GOOGLE DOCS

The most ideal way to do this, especially for this workshop is to:

1. Open Google Classroom
2. Select the “Classwork” menu item
3. Select the “Class Drive Folder”
4. Then select “+ New”, this should open up a menu containing the following items



5. Select “Google Docs” and then work with this document as you intended

The beauty of using the route of Google Classroom to set up your Google doc, is that this should ensure all your work that pertains to the PA + TL + CR workshop is in the same online space.

Google Forms

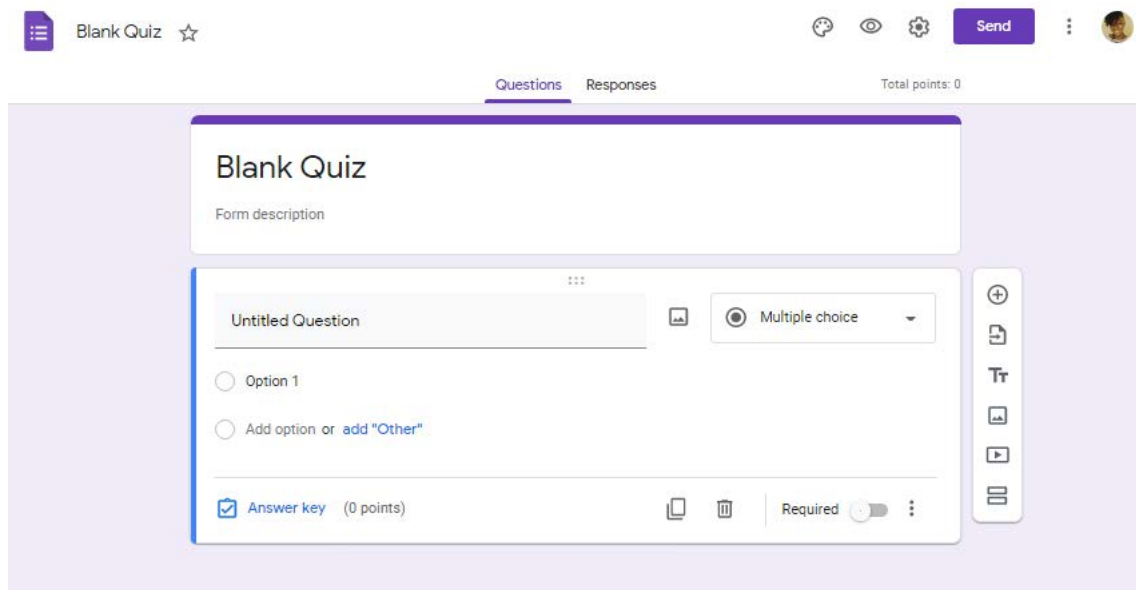
WHAT IS GOOGLE FORMS?

Google Forms is a survey/questionnaire administration web application. It is part of the Google Suite.

HOW DO I SET IT UP?

1. Use the following link <https://docs.google.com/forms/>
2. Select either “Blank Form/Blank Quiz”

This opens up a Google Form that look something like this

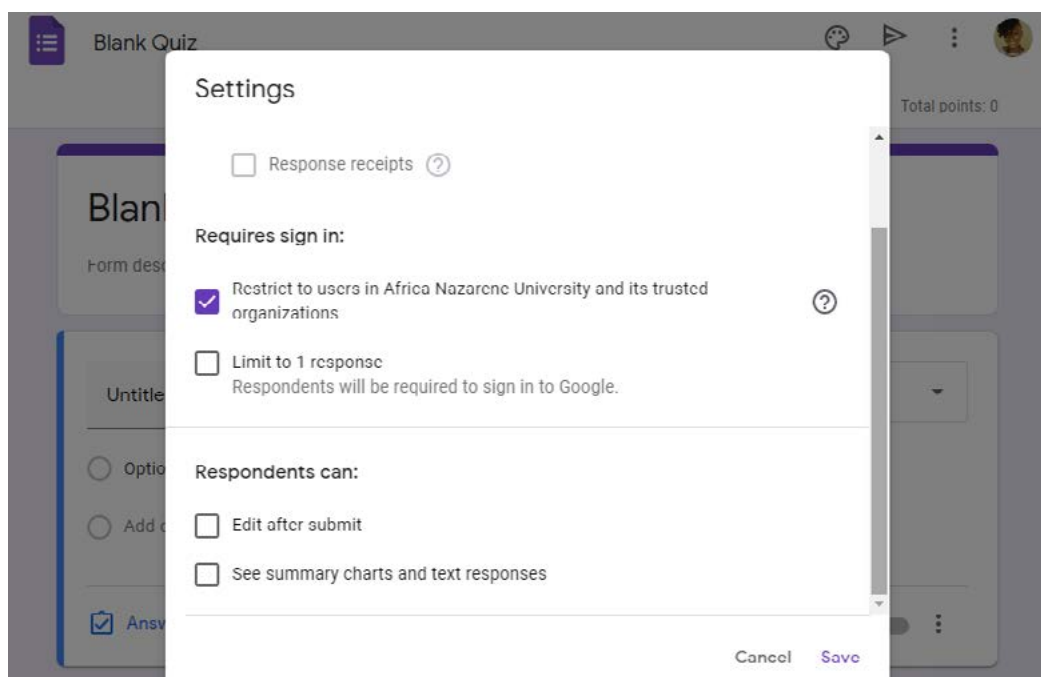
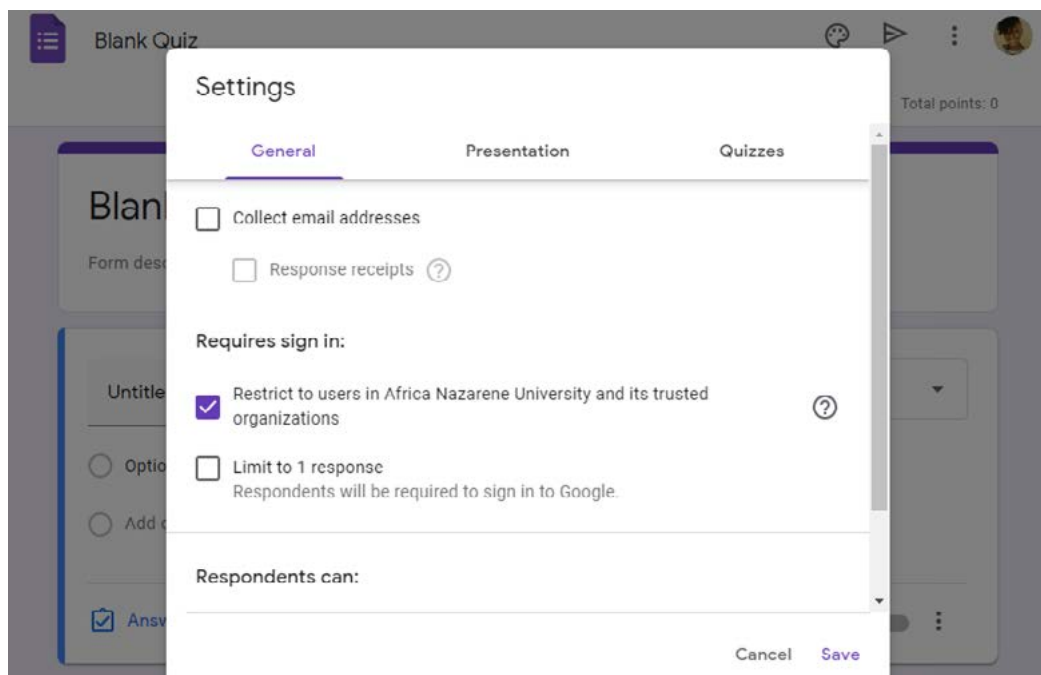
The screenshot shows the Google Forms 'Blank Quiz' editor. At the top, there's a header bar with 'Blank Quiz' and a star icon on the left, and icons for themes, preview, settings, a 'Send' button, and a user profile on the right. Below the header, there are tabs for 'Questions' and 'Responses', and a 'Total points: 0' indicator. The main area is titled 'Blank Quiz' with a 'Form description' field. Below this is a question editor. The question is 'Untitled Question' with a 'Multiple choice' type selected. It shows 'Option 1' and a prompt to 'Add option or add "Other"'. At the bottom of the question editor, there's a checkbox for 'Answer key' (0 points), a 'Required' toggle, and a three-dot menu. On the right side of the question editor, there's a vertical toolbar with icons for adding questions, duplicating, deleting, undo, redo, and a list view.

3. Name your form e.g., TL_Day1_FormativeEvaluation in place of “Blank Quiz”
4. Describe your form
5. You have the following options for your question types
 - a. Short Answer
 - b. Paragraph
 - c. Multiple Choice
 - d. Dropdown
 - e. File Upload
 - f. Linear Scale
 - g. Multiple Choice Grid
 - h. Checkbox Grid
 - i. Date
 - j. Time
6. You can also make a question mandatory or not (e.g., whether it can be skipped).

7. You have the following options to add using the vertical menu list

- Add Question
 - Import Question
 - Add Title & Description
 - Add Image
 - Add Video
 - Add Section
8. To add other workshop facilitators to this Form, click on “Send Button” and then select the “Add Collaborators”. Enter the email addresses of your fellow co-facilitators and then click “Done”. You could also send them the Google Form’s link by “Copy Link” and then emailing it or sending the link via WhatsApp.

9. Next, select the “Form Settings” (The Wheel Icon), which is next to the “Send” button. This gives you access to the following menu items: General | Presentation | Quizzes.
- Check the box “Collect email addresses” - this will ensure participants get email notifications once they finish completing the survey.
 - Uncheck the box “Restrict to users” - this will ensure that participants can use any email address to complete their submission.
 - Leave the box “Limit to 1 response” unchecked - this will allow participants to make more than one submission. This is important especially if they reflect on their first submission and feel that they would like to make another more detailed or better thought-out submission.
 - Check the box “Edit after submit” - this will allow respondents to be able to edit their survey responses once they are done.



10. You can then select the menu item - “Presentations”. While here, make sure to check the box “Show link to submit another response” and then you can customise the message participants will receive once they submit their response – e.g. “Thank you for your response to TL Day 1 Formative Evaluation”.

HOW TO VIEW PARTICIPANT RESPONSES?

The screenshot shows a Google Forms interface for a survey titled "Farmer Tech Training Observation Survey". The form is titled "Day2n3_FarmerTrainingFieldObservationSurvey" in the top left. The top right shows a "Responses" tab with a count of 63 and "Total points: 0". The form content includes a description: "We will be using this electronic form to observe the behaviour of farmers being trained on how to use the two way communication intervention being proffered by the NRF Aflatoxin team. It is meant to be short, but allow insights into how farmers in training take to our technological intervention. 020-3893520 - Aflatoxin Hotline". There is an "Email address" field with a red asterisk and a "Valid email address" error message. Below the field is a link to "Change settings" with the text "This form is collecting email addresses." The bottom of the form has a "Research Assistant Information" section with a "Description (optional)" field. The bottom navigation bar shows icons for adding questions, saving, sharing, and other form management options.

1. Once participants submit their responses - a “Responses” tab becomes available. Select the “Responses” tab. This should open up three menu items:

“Summary” | “Question” | “Individual”

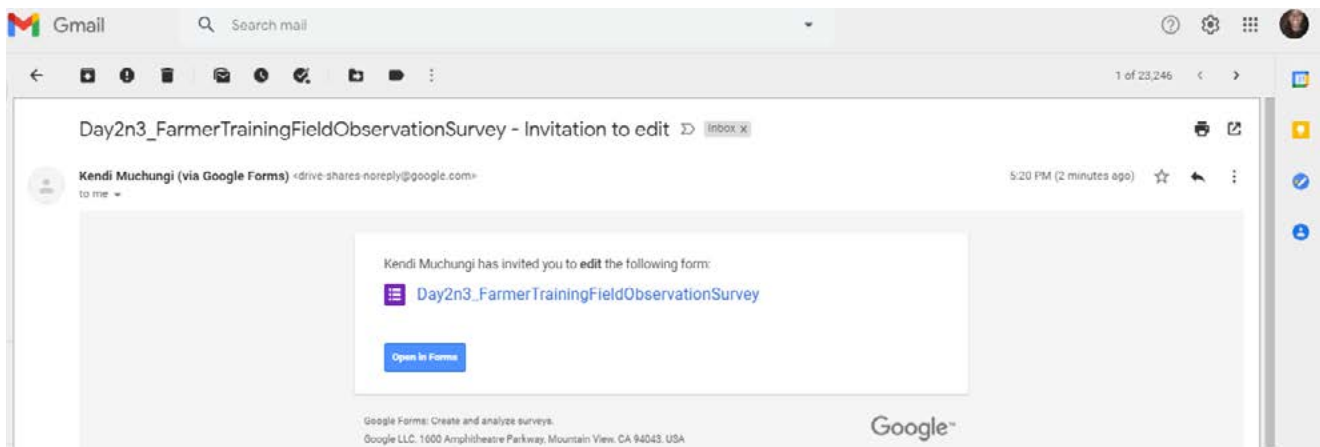
Summary – This shares insights of all responses submitted in graphs and summaries

Question – This shows all responses per question

Individual – This shows all responses per individual

HOW COLLABORATORS CAN ACCESS THE GOOGLE FORM

Collaborators should receive an email from which they can have access to the Google Form by selecting “Open in Forms”.



WHEN DO I USE IT?

- To collect session/workshop feedback
- To carry out a baseline study
- When quizzing participants

Mentimeter

WHAT IS IT AND WHAT DO I GET WITH THE FREE VERSION?

Mentimeter is an audience response management solution, which can help you engage with participants and students by providing tools to create interactive presentations. The platform enables you to collect data via live polls, quizzes, and questions in real-time and to analyse that data. You can also use the system to translate content into multiple languages, collect feedback via surveys, and control lectures via smartphones. The software allows participants to collaborate collectively and anonymously.

It requires internet connectivity and has a free and premium version. The free version allows for only three questions. You can get a few more questions if you share emails of friends who might be interested in using Mentimeter.

You can access an overview of the pricing here:

<https://www.capterra.com/p/160936/Mentimeter/#:~:text=Mentimeter%20pricing%20starts%20at%20%248.00,There%20is%20a%20free%20version.>

HOW CAN IT BE USED IN THE SESSIONS I.E., WHAT IS IT GOOD FOR?

As a workshop facilitator you will need to set up the questions using www.mentimeter.com. You will find that there are several types of questions with the free version:

- Multiple Choice
- Word Cloud
- Open Ended
- Scales
- Ranking
- Q&A

Participants will use www.menti.com where they will key in the code specific to the session you have created to access the questions/presentations you have developed.

There are two paces of presentation:

- **Presenter:** In this pace, you as the workshop facilitator control movement from one slide to the next, the slide you navigate to is the one the participants have access to. Participants cannot access any slide that you as a workshop facilitator have not navigated to.
- **Audience:** In this pace, you allow your participants to navigate through your slide presentation without requiring explicit permission from you as the creator of the presentation.

Mentimeter works best when you:

- desire real-time feedback
- are seeking honest and unadulterated feedback from training participants
- would like to create a repository of knowledge created by a group of people
- want to make participants learning visible to them

- want to elicit stronger plenary discussion – it works better than asking participants to raise their hands or picking on participants within the plenary
- want to hear from a majority of the participants in the plenary
- when you want to build the confidence levels of the whole group within the workshop - especially at the onset of a workshop when participants are starting to feel their way in a new environment
- are integrating questions into presentations in order to generate a repository of the session material and responses from your participants

The aforementioned suggestions support most feedback activities and sessions.

RECOMMENDED LINKS TO ONLINE TUTORIALS

Getting Started with Mentimeter:

<https://www.youtube.com/watch?v=azlt1JXhCUs>

How to Use Mentimeter in a Remote Session:

<https://help.mentimeter.com/en/articles/3810352-how-to-use-mentimeter-in-a-remote-session>

Can I Use Mentimeter with PowerPoint?

<https://www.youtube.com/watch?v=miVOKalOgPA>

Create Your First Presentation with Mentimeter:

<https://www.youtube.com/watch?v=SdOfAenuAnw>

5 Ways to Use Mentimeter to Engage and Interact with Students:

<https://www.youtube.com/watch?v=8ckjXGzOM-g>



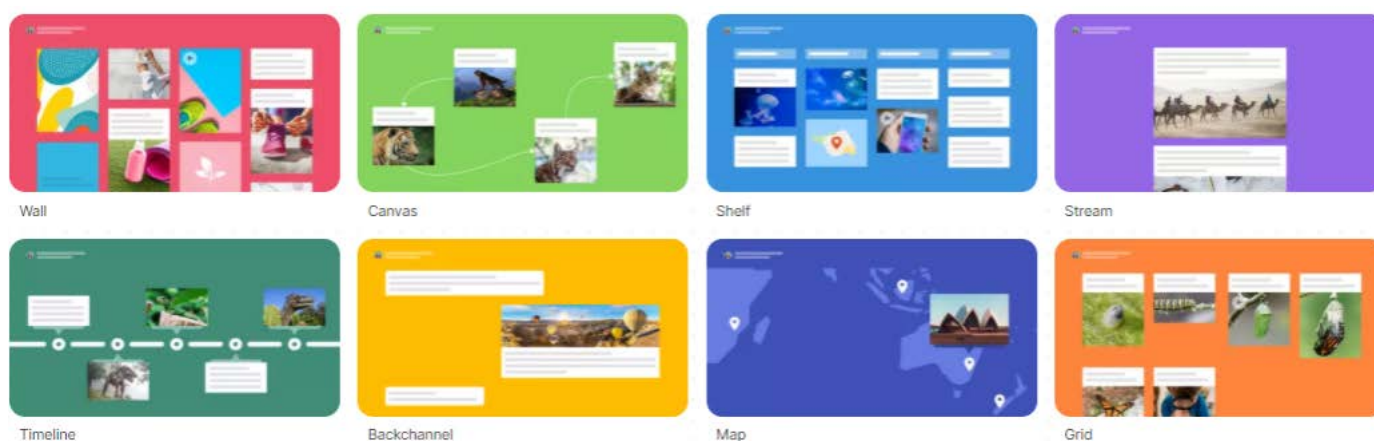
Padlet

WHAT IS IT AND WHAT DO I GET WITH THE FREE VERSION?

Padlet is a versatile online tool that can be used interactively to collect and present information – it can be described as ‘an online notice board’. You can create a Padlet board by selecting from a range of options, including timelines, maps, grids, and streams. The tool is designed to be easy to use, allowing you to add posts with one click, copy and paste, or drag and drop. It also autosaves changes as you make them.

To create Padlet boards, you will need to sign-up for a free account. Once you have an account, you can create up to three boards (you can export old boards to PDF/excel and then delete them on the Padlet site to make room for new ones). It is important to note that you can invite others – i.e., your students – to contribute to a board (adding comments and new sections) by sharing a link. They will not need to create an account of their own to edit and add to a board.

To sign up for free: <https://padlet.com/auth/signup>



HOW CAN IT BE USED IN THE SESSIONS I.E., WHAT IS IT GOOD FOR?

A new Padlet board is a bit like a blank canvas - you can use it for any number of functions. Throughout the TESCEA project, Padlet boards have been used to brainstorm ideas, to collect resources and, also, as a place to accept submissions (attachments) to a task.

Padlet is designed for collaboration. As mentioned above, you can invite others to contribute to your boards without them having to sign up. Plus, the number of contributors you can invite is unlimited, which makes it a viable tool for large class sizes. You can also control how others interact with your boards; allowing them to only view the content or allowing them to write on and add to the board. It is also worth noting that you can make a board public, private and password protected.

Padlet is compatible with most devices, including mobile phones (downloaded from an app store).

RECOMMENDED LINKS TO ONLINE TUTORIALS

- Padlet Tutorial - How to Get Started Guide 2020 by Evgenii Permiakov
www.youtube.com/watch?v=OPkq5q8nRbM
- Learn Padlet – NEW! Tutorial by Teacher’s Tech
www.youtube.com/watch?v=UkBnwPqaljA
- Padlet Tutorial for Students - How to Join and Participate by Evgenii Permiakov
www.youtube.com/watch?v=delW1Jtoq_w
- Padlet For Teachers: The Best Tips, Tricks, and Ideas For Your Classroom by We Are Teachers
www.weareteachers.com/padlet-for-teachers/
- Padlet Tutorial for Teachers by The New Edtech Classroom
<https://newedtechclassroom.com/padlet-tutorial-for-teachers/>



APPENDIX H: ENERGISERS AND ICEBREAKERS

Suggestions of icebreakers and energiser activities with a focus on gender, critical thinking and/or problem solving.

Icebreakers

Icebreakers can be used at the beginning of a workshop or event to help participants get to know one another. All of the following examples are collaborative tasks which can be completed in smaller groups or all together.

GETTING TO KNOW EACH OTHER AND NOTICING COMMONALITIES

[All participants]

[10 minutes]

Participants stand in an open space and are asked to form groups according to categories. The facilitator asks them to group themselves according to:

- Where you came from (this could be done by city or country, depending on the diversity of participants).
- Which institution you work at (if relevant).
- Length of time at your institution (for example less than one year, one to five years, over five years). People who have been at the institution for over five years can be asked to organise themselves in a line with the person who has worked the longest at one end – this helps to highlight if there are experienced women at the institution who could support newer female staff members.
- What your role is (for example research scientist, technologist, librarian, administrator).

The facilitator then asks participants to form a line, and asks:

- What gender experience you have (for example none, a little, quite a lot, very experienced). Participants stand in the line and step forward when their level of experience is called out and briefly share what kind of experience they have.
- Who you care for (for example, husband, children, partner, parents, other)? Participants stand in a line and step forward when the number of people they care for is called out (one or more person other than yourself, step forward again if two or more, if three or more etc).

([Gender Mainstreaming in Higher Education Toolkit, 2018](#))

ID NUMBERS

[All participants]

[10 minutes]

Distribute a blank index card and a pen to each person. Instruct everyone to write their first name on the top half of the card. In the bottom half, ask each person to write a series of numbers and letters which represent a set of interesting facts about themselves. For example, 1984-14Y-1K could represent a person born in 1984, married for 14 years and has one child (kid). Encourage people to focus on interesting aspects of their life and experiences. When ready, pin the name tags on each person's clothing and invite everyone to mingle and engage in a series of conversations about their nametags with as many people as possible. The same activity can be done with a series of symbols or drawings. ([ID Numbers - Creative Ice-Breakers That Uses Numbers to Break The Ice, 2021](#)).

SPIDER WEB

[All participants]

[10 minutes, or longer depending on size of group]

Participants stand up and form a circle. The facilitator holds the end of a ball of string and throws the rest of the ball to one of the participants. The participant who receives the ball is asked to briefly share their personal motivation for attending the workshop. They then keep hold of the string and throw the ball to another participant, who answers the same question. This continues until all participants have answered the question, and a web of string has been formed. The exercise is now reversed. While the web is being reversed, each participant shares their professional motivation for attending the workshop (this activity is best for groups of fewer than 20 people). (Adapted from CARE's Gender equity and diversity module 501: engaging men and boys for gender equality in [Gender Mainstreaming in Higher Education Toolkit, 2018](#)).

WHAT HAS CHANGED?

[All participants]

[5-10 minutes]

Participants break into pairs. Partners observe one another and try to memorise the appearance of each other. Then one turns their back while the other makes three changes to his/her appearance: for example, putting their watch on the other wrist, removing their glasses, and rolling up their sleeves. The other player then turns around and has to try to spot the three changes. The players then switch roles. ([Gender Mainstreaming in Higher Education Toolkit, 2018](#))

DANCE CIRCLES

[All participants]

[10-15 minutes]

Participants form two circles while standing (one circle inside the other). The facilitator plays some culturally relevant and up-tempo music. When the music starts, the circles move in opposite directions (one clockwise and the other anticlockwise, either walking or dancing depending on what the participants feel comfortable with). When the music stops, ask participants to turn and face whoever is level with them in the other circle and ask them to discuss a topic or question related to the workshop. Allow 2-3 minutes for discussion. For example:

- a) What I'd like to do at my institution to promote gender responsive pedagogy.
- b) What I'd like to do at my institution to promote critical thinking and problem solving.
- c) The challenges I think I'll face in promoting gender responsive pedagogy in my institution.
- d) The challenges I think I'll face in promoting critical thinking and problem solving in my institution.

You can repeat this process as many times as you like, asking participants to consider a different question or topic each time. ([Gender Mainstreaming in Higher Education Toolkit, 2018](#)).

SPEED DATING

[All participants]

[15 minutes or longer, depending on number of questions]

Number all participants either one or two. The ones take their chairs and form a circle facing outwards. The twos form a circle around them, facing them at a comfortable conversational distance. Once everyone is seated, go around the room giving each pair a question to discuss for 2-3 minutes. The number of questions you give out will be informed by how long you want the activity to run (i.e., 5 questions discussed for 3 minutes each equals 15 minutes overall). Examples of questions:

- What made you decide to follow a career in (science, research, information etc)?
- Have you ever felt stereotyped in some way because of your gender?
- As a child or teenager, when did you first realise you were different from those with another gender to you?

Then ask all the twos to move around and discuss the next question with a new partner. After all the questions have been asked, participants could share any interesting reflections they have from their conversations. (Adapted from CARE's Gender equity and diversity module 501: engaging men and boys for gender equality in [Gender Mainstreaming in Higher Education Toolkit, 2018](#)).

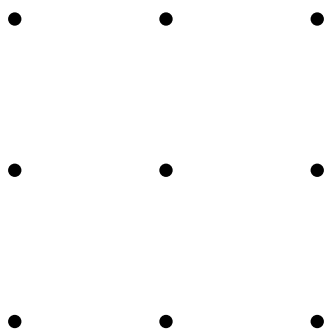
Energisers:

CONNECT THE DOTS

[Individual Activity]

[5 minutes]

- Draw a three-by-three dot square like the one below on a flipchart and ask each participant to draw a similar square on a piece of paper.



- Now task each participant with trying to connect all nine dots together using only four straight lines without lifting their pen/pencils from the piece of paper.

(You can find the answer in the solutions section below)

WALK AND STOP

[All participants]

[5-10 minutes]

Invite participants to spread out around the room. Instruct them to walk when you say “walk” and stop walking when you say “stop”. Issue a series of these two commands in any order for 20 or 30 seconds to all participants to practice responding.

When ready, announce that you will now swap the meaning of these words, so “walk” means stop walking and “stop” means walk. Challenge the participants to continue to be as accurate and as fast as possible responding to each command.

When ready, announce two new commands: “name” invites everyone to say their own name out loud; and “clap” invites your group to perform one simultaneous clap. Practice these two new commands together with “walk” and “stop”.

Finally, announce you will swap the meaning of the last two commands. So, when you call “name” everyone claps and vice versa. Continue playing for a few minutes and/or try a variation. ([Walk & Stop - Hilarious Large Group Energiser To Inspire Good Listening, 2021](#))



MAPPING GENDER STEREOTYPES:

[All participants]

[5-10 minutes]

Prepare two life size paper people – one male and one female. Give participants two slips of paper each and ask them to write down a gender stereotype about women, and one about men. Participants are then invited to stick their papers onto the bodies. They may choose to stick ‘men are better at science’ on the man’s head, or ‘women’s role is childbearing’ near the woman’s womb, for example. End the activity with some reflection on the figures, including which stereotypes participants feel are positive and which are negative.

([Gender Mainstreaming in Higher Education Toolkit, 2018](#))

RIVER CROSSING

[Small Groups]

[5-10 minutes]

Ask participants to form small groups of 2-5 people and ask the groups to solve the following imaginary puzzle: Using a small rowboat, how can they transport a chicken, a fox, and a bag of corn to the other side of the river in as few moves as possible. The solution must acknowledge three critical parameters:

- The rowboat can only carry one person and one item at any point in time.
- The fox and chicken cannot be left alone; and
- The chicken and the bag of corn cannot be left alone.

Allow ample time for discussion and trial-and-error.

Finally, describe the step-by-step solution to get all three items safely to the other side of the river.

(You can find the answer in the solutions section below)

([River Crossing Team Puzzle - Classic Group Problem-Solving Activity, 2021](#))

ALTERNATIVE USES:

[All participants]

[5-10 minutes]

Take an everyday object, like a paperclip. Ask participants to write down as many alternative uses for the object as they can within 3 minutes. When the time is up, ask participants to share how many alternative uses they have come up with, and see the range of “scores” in the group. Have some fun and ask people to share their most creative and entertaining response.



Gender Riddles

[INDIVIDUAL ACTIVITY]

[5-10 minutes]

Gender riddles can be used to help participants recognise any unconscious gender bias they may have. Each riddle will take approximately 10 minutes to deliver. **Please note, we recommend not naming this activity a gender riddle, as it will give away the answer!**

- Choose which riddle you will be using
Make sure that you are familiar with and understand the riddle yourself.
- Share the riddle with the participants
This can either be on a PowerPoint or on a piece of paper for each participant
- Decide how you want the participants to work with the riddle – do you want them to reflect on the riddle individually, in groups, or a mix of both? **You will likely find that participants might come up with some creative ways to try and solve the riddle – as a facilitator you should keep in mind that the purpose of the riddle is to help your participants see any unconscious bias they might have as it relates to gender.**
- Decide how you want to debrief the riddle with the participants. As part of the debrief for the riddle you could reiterate to participants what unconscious bias is and how it manifests.

GENDER RIDDLE OPTIONS:

The following are examples of gender riddles that could be used. These riddles are widely available on the internet.

Option 1: Police raid story

Acting on an anonymous phone call, the police raid a house to arrest a suspected murderer. They don't know what he looks like but they know his name is John and that he is inside the house. The police burst in, and find a carpenter, a lorry driver, a mechanic and a firefighter all playing poker. Without hesitation or communication of any kind, they immediately arrest the firefighter. How do they know they've got the right man?

(You can find the answer in the solutions section below)

Option 2: Nairobi businessman story

A middle-aged businessman is walking back to his office in the central business district of Nairobi one day after having lunch. While walking he sees an old friend of his whom he has not met in many years walking towards him accompanied by a young girl. They meet and greet each other warmly. The old friend says to the businessman: "Since we last met, I have married someone that you have never met. This is our daughter Maya". The businessman greets Maya and says: "Maya it is nice to meet you. You look just like your mother". How does the businessman know this?

(You can find the answer in the solutions section below)



Option 3: Car crash story

Version 1

A father and son are involved in a car crash and are rushed to the hospital. The father dies. The boy is taken to the operating room and the surgeon says, “I can’t operate on this boy, because he is my son.”

How is this possible?

Version 2

A young boy and his father are on their way home from soccer practice when a distracted driver crosses the center line and hits them head-on. The father dies at the scene of this horrible car accident, but the boy is still alive when the emergency medical technicians arrive. The injured boy is transported in an ambulance to the hospital, where’s he taken immediately into surgery.

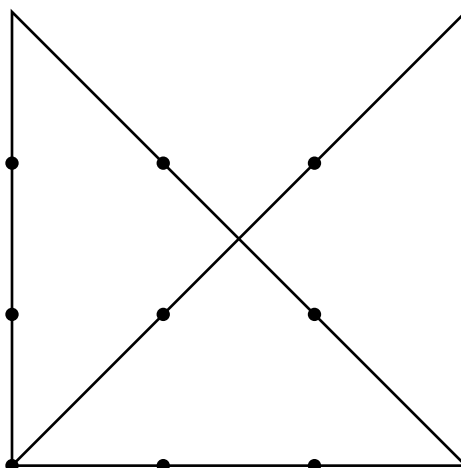
However, the awaiting surgeon steps out of the operating room and says, “Call Dr. Baker straight to the operating room. I can’t operate on this boy. He is my son!”

How is this possible?

(You can find the answer in the solutions section below)

Solutions:

CONNECT THE DOTS - SOLUTION:



RIVER CROSSING - SOLUTION:

- Take the chicken across the river and leave it on the other side.
- Take the chicken across the river and leave it on the other side. However, put the chicken back in the boat and take it back to the original side of the river.
- Leave the chicken on the original side of the river and take the corn to the other side.
- Return for the chicken, and transport it to the other side.

GENDER RIDDLES - SOLUTIONS:.

Option 1: Police raid story

Answer to the riddle: The firefighter is the only man among the group in the house playing poker. The carpenter, lorry driver and mechanic are all women. As the police know that the suspected murderer is a man, they can arrest the firefighter without hesitation when they enter the house.

Due to unconscious bias, many people will automatically assume that carpenters, lorry drivers, mechanics and firefighters are all men. They will therefore struggle to solve this riddle without coming up with long and complicated explanations for why the police is able to arrest the firefighter as soon as they enter the house.

Option 2: Nairobi businessman story

Answer: the friend that the businessman meets in the central business district of Nairobi is Maya's mother (a women) and the businessman is therefore easily able to see the resemblance between the mother and Maya when he meets both of them.

Due to unconscious bias, many people will assume that the friend the businessman meets must be a man. They will therefore struggle to solve this riddle without coming up with long and complicated explanations for why the businessman is able to see the resemblance between Maya and her mother without having met the person (which most will assume is the mother) that his friend has married.

Option 3: Car crash story

Answer: The surgeon is the mother of the boy.

Due to unconscious bias, many people will assume that the surgeon must be a man. They will therefore struggle to solve this riddle without coming up with long and complicated explanations for why the surgeon cannot operate on the boy.



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