Tuning Africa Second Symposium on Research and Good Practice in competences-based student-centred approach in higher education

I—Introduction

This is a call for proposals for the *Second Symposium on Research and Good Practice competences-based student-centred approach in higher education* which will form part of the Tuning Africa II 4th General Meeting planned to take place from 3 to 6 April 2017 in South Africa.

Participation is invited from

• All Tuning Africa II project participants

• Academics from the universities which form part of the Tuning Africa consortium.

• Academics and researchers from other African universities

All applicants will be expected to submit their full paper for publication (free of charge) to the *Tuning Journal for Higher Education* and attend the Symposium.

Successful applicants who are not members of the Tuning Africa II project will have their expenses (accommodation and travel) covered by the project.

II—Opportunities

The Tuning Africa Symposium will provide you an opportunity to present your **research** and **good practice** in the domain of **competences-based student-centred approach in higher education.**

If your proposal is accepted, you will have an opportunity to:

1. share your research and good practice with colleagues from other universities and countries, as well as with Tuning experts and researchers;
2. submit your paper for publication in *Tuning Journal for Higher Education (TJHE)*, a peer-reviewed international journal;
3. provide you a platform to engage with policymakers from Africa and EU;
4. prepare a paper that you could submit as part of an application for a Tuning Research Scholarship in Deusto University, Spain.

3—Types of Proposals that will be considered
A—Research on a competence-based student-centred approach in higher education and may include:

  a. **analysing and evaluating the impact/significance of Tuning projects** at the level of particular higher education programmes/institutions/countries/regions;
  b. **approaches to learning, teaching and assessment of generic and subject-specific competences in higher education** such as concrete examples supported by both theoretical perspectives and empirical data;
  c. **staff development initiatives** that facilitate the implementation of competence-based approach;
  d. curriculum reform and the **incorporation of the Tuning approach in institutional and national policies.**

B—Stories and examples of Good Practices: stories and examples of good practices in teaching, learning and assessment in higher education. We invite contributors to share their successful attempts to implement competence-based student-centred approach, innovations in teaching and learning, and classroom experiences in the form of a scholarly communication. The aim of welcoming this kind of contributions is to build a platform for knowledge and practice exchange, to foster peer learning among academics belonging to different disciplines and therefore to enhance a community of practice. As it happens already for research, this format will help bring the specific-discipline based excellent teaching to light, so that colleagues can be inspired and provide meaningful feedbacks. Each story of good practice should present examples and experiences among the following main topics:

   a. **Course Design** which describes among others:
        i.   competences design in your programme;
        ii. learning outcomes design in your course unit;
        iii. generic competences considered and why;
        iv. entities involved in the process of course design
   b. **Classroom Management** which describes:
        i.   how you managed your first day in class;
        ii. what you asked students or what you shared with them;
        iii. how you dealt with large classes (if you had any) and how you engaged students;
        iv. how you connected learning with their future anticipated professional careers
   c. **Teaching and learning methods** which describes
        i.   concrete examples of methods you used in the classroom, for example successful lecturing;
        ii. strategies you implemented to engage students;
        iii. ways in which you used problem based learning;
        iv. approaches employed to technology in class;
        v.   accounts of positive effects and impact of these strategies
   d. **Learning styles** which describes learning style you promoted in your teaching, including:
        i.   active learning;
        ii. engaging students in activities;
        iii. e-learning, using online spaces;
        iv. collaborative learning;
        v.   working in groups;
        vi. experiential learning;
        vii. creating real field contexts or projects for students
   e. **Assessment methods which include:**
        i.   how you developed competence-based assessment;
        ii. what methods you used;
        iii. peer assessment strategies you promoted in class;
        iv. examples used in assessment for learning for formative purposes;
        v.   ways in which you gave feedback to students on their assessment tasks
   f. **Reflection on your teaching which** describes how you collected feedback from students, how you developed a self-evaluation of your teaching, or examples of peer assessment among teaching colleagues.

4—Content/Structure of Abstracts

A— **For research papers:**

Provide the rationale, theoretical framework, research questions and anticipated methodology in not more than 500 words (excluding bibliography).

B— **Stories and examples of Good Practices**

Describe an example(s) of good practice you wish to present, providing the rationale (of practice declared as sound/good), players/actors (academics, administrators/under/postgraduate students), results (outcome/output), logistics (venue, space, resources), duration (time), and reflections on strengths and weaknesses, and possibilities for transferability and implementation Please do so in not more than 700 words (excluding bibliography).

5—Abstract Submission

To submit your abstract (online), please click on this link.

6—Deadline for Abstract Submission

15 December 2016

7—Post-selection

If your proposal is **selected**, you will be notified by 15 January 2017. Once you are notified or your selection, you need to agree to:

    a. present your research or practice in the Tuning Africa Second Symposium on Research and Good Practice (within the framework of Tuning Africa II 4th General Meeting);
    b. register to do so before 1 March 2017;
    c. develop your proposal into a full paper and submitted prior to the presentation by 15 February 2017. (The length for the research manuscript is between 6,000 and 8,000 words; the narrative for good practice is between 3,000 and 5,000 words (in both cases) excluding bibliography.)

8—Manuscript Submission

Complete manuscripts will be submitted to the *Tuning Journal for Higher Education* through its online submission system, following the submission guidelines at www.tuningjournal.org/about/submissions#onlineSubmissions. They will then undergo the full review process.

    If your proposal is selected, your expenses that include travel and accommodation will be covered by the Tuning Africa project.

    If your proposal is not selected, you are still welcome to participate in the Second Symposium and your travel and accommodation costs will be covered, however, only if you are a Tuning Africa II project participant.

9—Selection Panel

This initiative is implemented on behalf of the European and African Union Commissions by:

All proposals will be evaluated by an international scientific advisory board, composed of experts in the field, members of the Tuning Academy, editors and board members of the Tuning Journal for Higher Education.

10—Plan At a Glance

15 December 2016	Deadline for abstract submission
15 January 2017	Selection results announced
15 – 31 January 2017	Confirmation of authors (of selected proposals) to express their interest to present at the Symposium and develop full paper
15 February 2017	Submission of full papers.
3-6 April 2017	Tuning Africa II 4th General Meeting, within which the Research and Good Practice Sessions will take place. Programme will be announced later.