

# Tuning

Johannesburg (South Africa) - from 3rd to 5th April 2017

## Tuning Africa II



 **Deusto**  
University of Deusto



## Fourth General Meeting

# Teacher Education SAG

# Proposed Workshop Topics and Reviewers

## **A. Curriculum Design**

**Topic 1: Training of autonomous Professionals (Reviewer Marilena Cabral – African Virtual University - AVU)**

## **B. Student Workload and Credits**

**Topic 1: Determining and calculating students' workloads (Zubeida Desai)**

**Topic 2: Linking ILOs, workload and credits (Reviewer: Matete Madiba)**

**Topic 3: Importance of using academic credit system (Toochukwu Ejiofor)**



# Proposed Workshop Topics and Reviewers

continued

## **C. Assessment**

**Topic 1: Improving assessment competences across a programme (Reviewer Charmaine B. Villet)**

**Topic 2: Improving longitudinal programmes assessment (Rosemary Moyane)**

**Topic 3: Students' ownership of learning (Ibrahim O. Salawu)**

**Topic 4: Effective outcomes-based assessment techniques (Rosemary Moyane)**

**Topic 5: Assessing interpersonal communication competences (Matete madiba)**

**Topic 6: Assessment of achievement of competences (Jorge Jaime Dos Santos Fringe)**

## **D. ILOs and Alignment**

**Topic 1: Aligning ILOs to teaching, learning and assessment (Anthony Muggaga Muwaga and Jane Iloanya)**



# Experiences working with individuals from different specializations

- Refreshing bringing a variety of experiences
- Realizing that teachers are not the sole owners of ‘teaching approaches’ other professions have their own ways and language to attain teaching and assessment objectives however this is true for those who have studied in education within their field;
- The language barrier remains for Africa as a problem—it is high time that we explore ways of harmonizing language (French/English/Portuguese –the language divide);
- Credit system is another conversation in Africa HEIs since others have adopted the ECTS while others have adopted the notional hours approach;
- The need to expose innovative assessment techniques to all fields;



# Institutional procedures for organizing Tuning Workshops

15 Universities represented

5 participants/Universities:

- Work through the Staff Development Unit

2 Participants/ Universities

- Work with the Council for Higher Education (or equivalent)

2 Participants

- work through their Faculty

2 Participants

- Need a letter of support from Tuning Africa Project

1 Participant can volunteer to run the workshop through the University's Lunch hour series

Others have unique circumstances



# Authoring and Editing Teacher Education SAG booklet for publication

45pages (A5) Editors: Matete Madiba & Rosemary Moyane

Sections and authors

1. Introduction (Editors)
2. Definition of generic competences; a thematic perspective Identify subject specific meta-profile
3. Identification of subject specific competences---
4. Consultation and reflection
5. Meta Profiles
6. Contrasts of Meta-profile at regional levels

Editors to revise sections 1-6

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7. Examples of revised and new programmes (**Muggaga/Ochuku/Maganga/Gregoire**)
  8. Reflection of staff development needs and possibilities (**Honoratha/Ibrahim Salawu/Jane/Jorge Fringe**)
  9. Student workload reflections (**Chamaine/Zubeida/Hani/Birhane Geresssu/Achor Emmanuel**)
  10. Conclusion (Editors)



Asante

Merci

Re a leboga

Thank you

EDUCATION  
IS THE  
MOST  
POWERFUL  
WEAPON  
WHICH YOU  
CAN USE  
TO CHANGE  
THE  
WORLD.

