



SECOND CALL for The Student Voice in African Harmonization Process in Higher Education (Student Voice for short)

The active involvement of students in the Harmonization process in higher education in Africa is essential for the transformation and enhancement of learning and for the mission of the institutions within which they learn.

The participative student voice is integral to the realization of effective student centred learning. In the Harmonisation with Tuning, a Pan African, multi-disciplinary project supported by the African Union Commission and the European Commission, student representatives are involved in contributing to the success and outcomes of the project. They attend the twice yearly Tuning general meetings, between meetings they work with other students on project objectives and key themes such as student workload. For each Tuning general meeting up to 16 students are selected for sponsorship to cover the cost of attendance. These students participate in their subject group and contribute the student perspective to discussions about the implementation process. Each meeting provides an opportunity to review and develop the role of students in the project.

Which students can participate and how do they join

There are eight subject areas involving 105 Higher Education Institutions distributed throughout Africa. Normally an institution is associated with only one of the seven subjects and has nominated a member of academic staff in that subject to represent the institution in the Tuning project. Among other objectives the project involves the designing or re-designing of a degree in the subject. Each phase of the project recruits a balanced cohort of students, taking into account considerations of equality and geographical inclusion. The selected students should all be studying in one of the Project subject areas, on a degree programme at the same level as the one which is either being designed or re-designed by the subject area group. The longer term objective is to establish student subject area groups in all the regions and universities.

What will the students do?

The student groups are briefed on the development of the project and invited to contribute fully to the on-going discussion of issues. Students from each country are expected to consult widely among their peers, prepare one **contribution** for their subject area and send it by mail to mortiz@deusto.es together with the student's details on the table included in this call. The contributions from this phase of the project will be presented at the plenary project meeting in South Africa, in April 2017. All selected contributions will be made available on the Tuning Africa website.

How will the students be selected to attend the Tuning Africa II general meetings?

Student travel grants awarded on a merit basis.

The criteria for selection includes:

- timely completion of work required for the contribution sent to Deusto;
- respect for the guidelines;
- quality of the contribution assessed by experts

What each Subject Area Group member needs to do:

1. Launch the Call for student volunteers.
2. Meet the volunteers to clarify the processes and explain how to register on the Tuning Africa Students' Call
3. Provide appropriate logistical support.

Guidelines for Students

Guided by the European Union and the African Union and, managed by the Tuning Academy, **105 partner universities from 41 African** countries are working, either on revising existing higher education programmes or creating new (often joint) Bachelor and Master degree programmes so that they are genuinely outcome and 'student centred'. To realise the outcome 'student centred' objectives



the project is committed to securing effective student representation in each subject area group so that as members of the groups the student voice contributes to the discussion of the formulation of learning objectives and methods.

We invite you to be one of these students and bring your fellow students' voices into the higher education harmonization discussions in Africa.

By participating you will

- ensure that the voice of students from your institution and country contribute to university reform ;
- participate in a potentially transformational Pan-African initiative - the African Harmonization process;
- gain experience of national and international networking, working in inter, multi,-cultural teams;
- produce creative, innovative reports for presentation by selected students at international seminars;
- potentially prepare work for publication;
- enhance your CV;
- have fun.

Participation will contribute to developing of a wide range of graduate competences that future employers will appreciate, including:

- Self confidence, entrepreneurial spirit and skills.
- Commitment to preserve and to add value to the African identity and cultural heritage
- Professionalism, ethical values and commitment to UBUNTU (respect for the well being and dignity of fellow human beings).
- Leadership, management and teamwork skills.
- Capacity to use innovative and appropriate technologies.
- Communication and interpersonal skills.
- Capacity for critical evaluation and self awareness.
- Ability to evaluate, review and enhance quality.
- Ability to work in an intra and intercultural and/or international context.
- Ability to communicate effectively in official/ national and local language.
- Ability for creative and innovative thinking.

A. How to join the Tuning Africa Student's Call?

To be able to join the Call, please send the following information to María Ortiz-Coronado (mortiz@deusto.es)

Your name(s):	Shingairai
Your surname(s):	JARAVAZA
Your university:	UNIVERSITY OF ZIMBABWE
Your subject area is...	Teacher Education
Your degree programme, name of programme and level (bachelors/masters):	MASTER OF EDUCATION IN ENGLISH LEVEL 1 SEMESTER 2.



Details of the Tuning staff participant who recruited you: Name: University: Subject Area: Email address:	Professor Rosemary Moyana University of Zimbabwe Teacher Education rosemarymanasemoyana@gmail.com
Your email address (you will use this mail to receive all the related emails at this address):	shingijaravaza@gmail.com

B. What questions to explore at institutional level

In this Call we focus on **one generic competence** validated by the Tuning Africa project: **Ability to translate knowledge into practice.**

Over 7000 questionnaires showed that this competence was rated and ranked at the highest level of importance for students, graduates, academics and employers in Africa. This is one of the main results of the consultation process developed in 2012 and 2016 by the 8 subject areas included in the project: Applied Geology, Economics, Higher Education Management, Agricultural Sciences, Civil Engineering, Mechanical Engineering, Medicine and Teacher Education.

However, although this competence was rated at the highest level by all groups, employers and recent graduates did not give a similarly high rating to the achievement of this competence. Achievement was rated much lower than importance, presenting a challenge to academics, institutions and students in reviewing curriculum content and learning, teaching and assessment methods. Subject groups in the project are addressing this challenge and welcome the contribution of the students' voice to this work. Hence you are invited to respond thoughtfully and analytically to the following questions:

Competence: Ability to translate knowledge into practice

1. Which course was the most effective in helping you to develop this competence? Explain why.

ANSWER: Advanced Studies in Literature, Criticism and Research Methods in English.

2. List the *course-related* activities which have helped you to develop this competence outside the class, either working on your own or with other students. Which of these activities were the most effective in helping your to develop the competence? Explain why.

ANSWER

We did a critical analysis of literary texts from different genres such as biographies, poetry, prose, drama, and plays from different authors of different periods using different contexts. We also did solo presentations inside and outside classes and came to present in



front of the whole class using powerpoint presentations. Sometimes we could work as pairs. We looked at texts critically doing character analysis, thematic analysis and the style of writing used by different authors in order to understand the texts. In order to get meaning of each text, we applied literary theories. As an illustration, using the Reader's Response Theory, I could transact meaning of the text. Reader's Response Theory helps in the transaction of meaning between the text and the reader. I also used the Reader's Response Theory within the theory of Absurdity when I analysed Mohamed Nadifa's *Orchard of Lost Souls* (2013). As an illustration, using the theory, life seems meaningless and senseless to Hodan who after the protest they staged as school children are locked in prison. The reader through inference thinks Hodan was raped, hence her life seems senseless to her. Hodan views life as meaningless. As a result of this absurdity, she fails to disclose to her mother what happened. She eventually disappears from her home without her mother's knowledge and came after ninety two days. She did not explain where she had gone. She also refuses to go to school despite pleas from her peers, teacher and mother. She finally lit herself with gasoline and dies.

Having analysed this text in this manner, I have realised that literature is a mirror of the society. As a reader, I have realised the importance of the ability to translate knowledge into practice by exposing such literature to students and emphasize the importance of opening up when one is facing absurdity to avoid loss of life through suicide.

3. Which aspects of the competence have you developed through being a member of a club/ an association / a social group? Give some details.

ANSWER

As a teacher of English Language and Literature in English, I have cultivated the competence of intra personal skills and interpersonal skills in learners in their social and academic life. Also, through role play in analysing texts, learners are able to be sensitive to issues. They are able to discuss issues inside and outside the school.



4. In the course guide or in class presentations was there any reference to this competence – if so give further information. Was the competence assessed in any of your units or modules – if so give further information. Will you be able to present evidence of achievement in this competence to an employer?

ANSWER

In the class presentations there was a vivid pointer to the ability to translate knowledge into practice. This was seen in the analytic phase of literary texts for instance on thematic concerns and character analysis. The competence was assessed in the course units. In a bid to incorporate the competence, there was a major assignment where as students we were asked to prepare a study guide on any literature set book currently prescribed at A' Level or O' Level. One of the pre-requisite was to incorporate competences or skills in the study guide. The ability to translate knowledge into practice is one of the competences used in the study guide. The study guide was assessed by Professor Moyana from the University of Zimbabwe. Professor Moyana was my course tutor. Furthermore, in the course examination there was a question set where the students were expected to incorporate competences to augment their answers.

5. Outside the university which aspects of the competence have you developed? Give some details. Have you done anything else in your life which has helped you to develop this competence? If so, give an example.

ANSWER

In my teaching profession. Being a classroom practitioner in English Language and Literature, I have inculcated the practical part of translating knowledge into practice by engaging learners in dramatisation of topical issues in their lives. As an illustration, I facilitated learners, both boys and girls to stage a drama to sensitize on sexual abuse and early marriages. These themes are in consistence with what is represented in literary texts prescribed for literature studies. Furthermore, in teaching O' Level and A'Level students of Literature in English and English Literature, role play was used as a technique in

translating knowledge into practice. As a classroom practitioner in Literature in English and English Literature, I am always practising to develop this competence. Through discussions of literary texts, the learners with my help as a teacher are able to confirm that literature is a mirror of the society and also Literature reflects the society. In real life, the learners can solve life dilemmas.

6. After reflecting on the different contexts in which you have developed this competence (in class, working on course-related activities outside the class, in clubs and associations, in real life, and any other contexts you have added in your response to question 5), write a short statement on how each of these contexts has contributed to your development of the competence and on their relative strengths.

ANSWERS

In my career as a teacher, I have realised the colossal role of literature in solving issues in society. By engaging learners in Drama as a co-curricular activity, it is helpful in developing knowledge into practice. Role model or dramatisation as a technique is used to develop this skill coupled with critical thinking.

7. Do you think that you have fully developed this competence? What else can you do to improve your level of competence while you are a student? How do you think you will go on developing this competence when you are working?

ANSWER

In my assessment, I am still continuing to learn new concepts each day as I engage in reading for pleasure and for my studies. Learning is not termina, I so Literature is helping me to translate knowledge into practice. I have also engaged in teaching Guidance and Counselling where I continue helping learners to open up when they are in difficult situations so that social ills such as suicide may be alleviated. I will continue teaching Literature as a subject to confirm that Literature is a mirror of the society and that Literature as a subject or discipline is therapeutic.



Additional question:

Interview either two of your classmates or two graduates who are working and ask them questions 1-5 and question 7 (NB for the graduate Question 7 will read: Do you think that you have fully developed this competence? How do you think you will go on developing this competence now that you are working?).

ANSWER

1- In Children's Literature and Pedagogics.

2. - Field Trips, Seminars, Athletics, and in teaching of students in various subjects.

3- Problem solving and critical thinking.

4.-Class discussions, pair presentations and solo presentations.

5.-Career development in the teaching field.

6.-Still continuing learning in developing the ability to translate knowledge into practice.

This should be translated into reality.

7. - Learning is a continuous process. Learning is a process.

Finally, summarise any differences or new ideas that you have learned from your own reflections and your interviews.

ANSWER

I have learnt that the competence, the ability to translate into practice is very real and is very practical in everyone's life whether socially, economically and physically. Furthermore, the ability to translate knowledge into practice is a cross cutting competence which is applicable in real life. This skill can be developed in one's life and one's career.



Also, the young adults in society are able to translate knowledge into practice in every area of their life. My observation is that, the ability to translate knowledge into practice also cascades into problem solving and critical thinking competences as well.

The students can be asked and can answer in any of these languages: English, French or Portuguese. Note: The language of instruction during the meeting in South Africa will be English.

C. Format of your contribution

The contribution can be in any format you like: essay, report, power point, video. You will need to send the contribution in English by email to mortiz@deusto.es.

The deadline for sending the final version of your contribution is **15 January 2017**.

D. What next

All contributions from selected students will be uploaded to the Tuning Africa II website. All students who satisfy the criteria will be considered eligible for sponsorship to attend the 4th Tuning Africa general meeting (South Africa, April 2017) to present their group's findings. The award of a sponsored travel grant will be based on merit applying the criteria indicated above. A maximum of 2 sponsorships can be awarded per subject area. In order to secure the widest representation only one student per university will be sponsored.

Following the April 2017 meeting, there will be a final meeting in Europe in November 2017. A similar number of students will be invited to attend this meeting for which new guidelines will be provided.