

# 9<sup>th</sup> UKZN Teaching and Learning Conference

*Higher Education Development for 21<sup>st</sup>  
Century Learning*

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Figure 5: Participation rates by race from 2008 to 2013

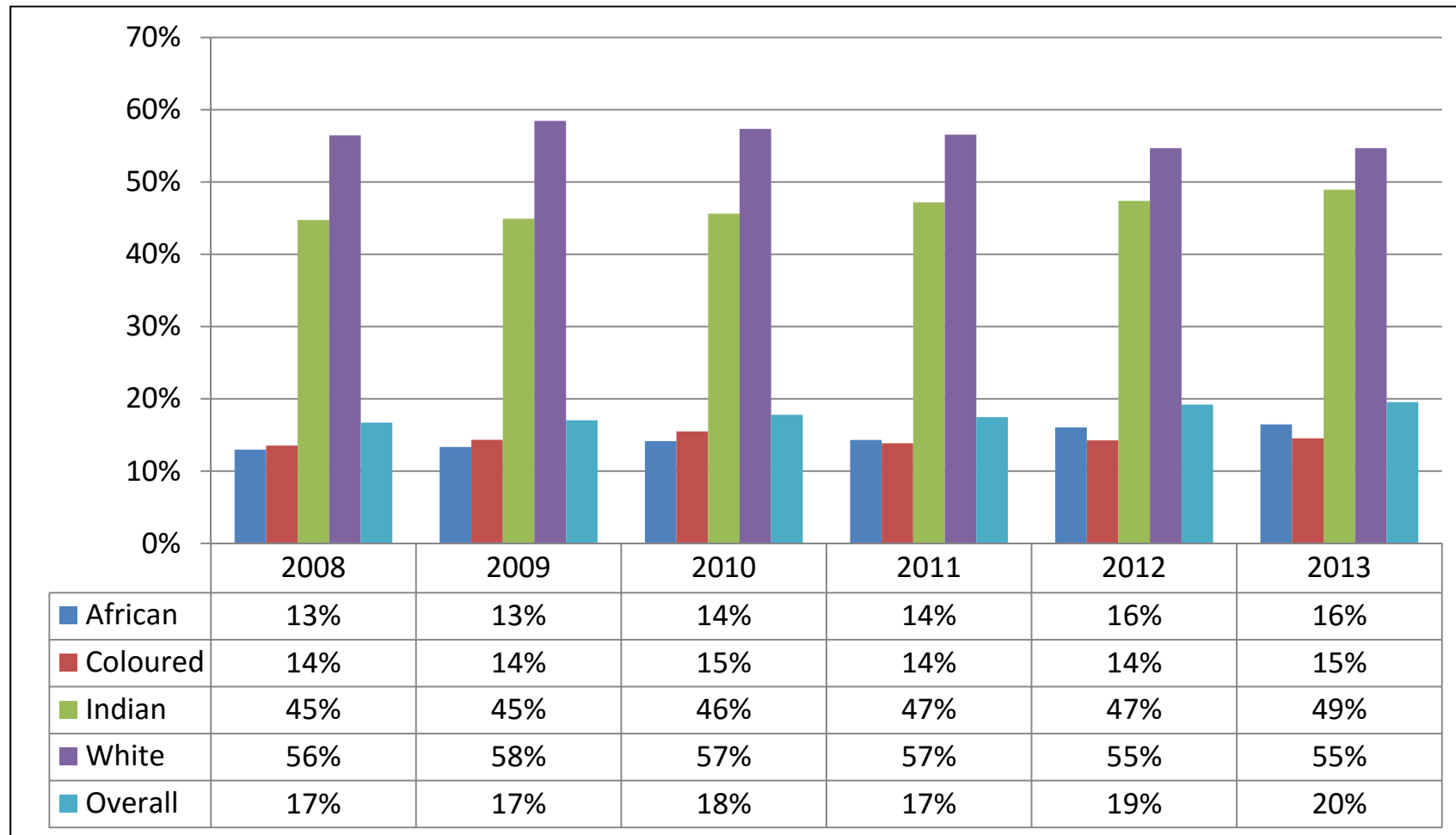


Figure 17: Course success rates by race from 2008 to 2013

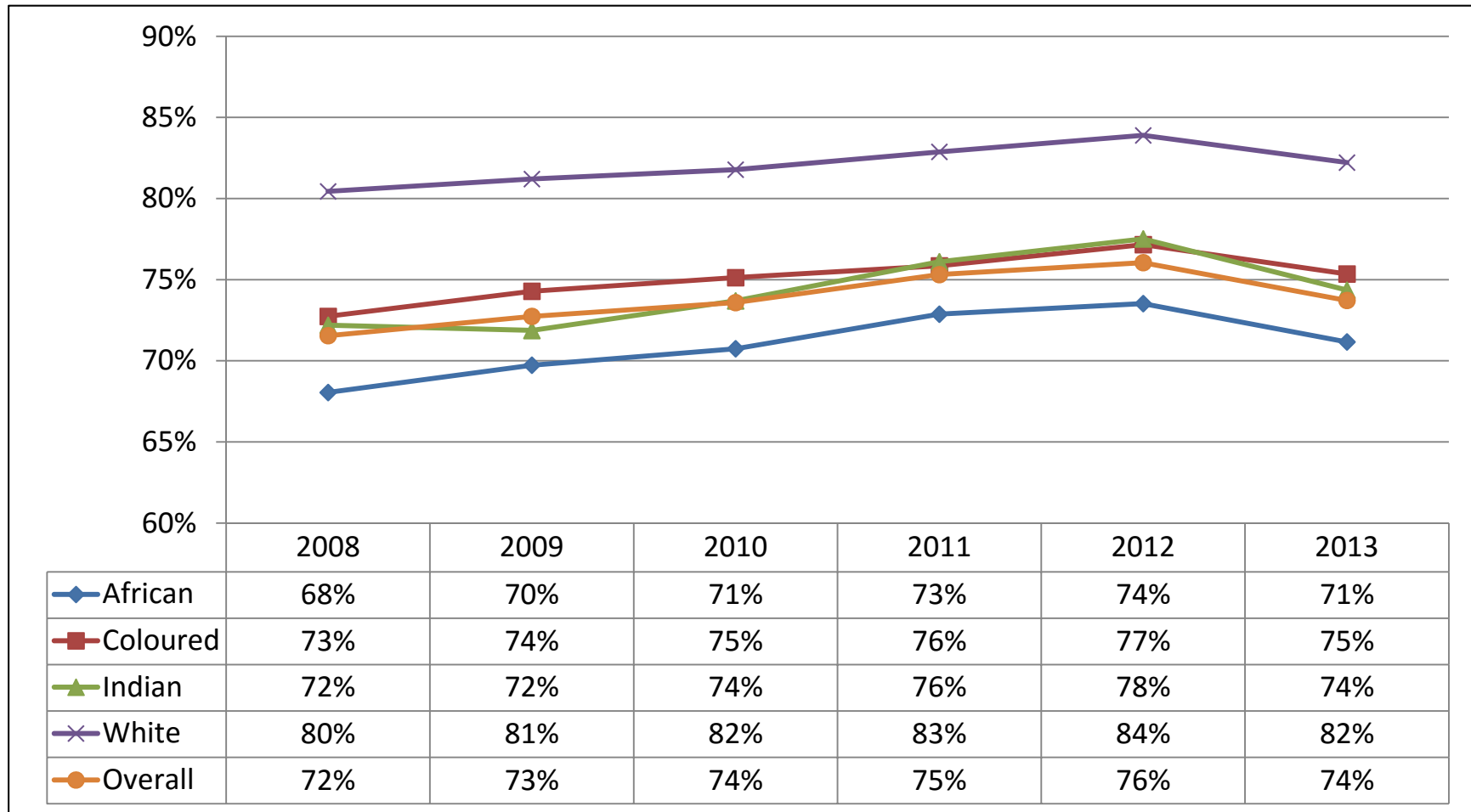
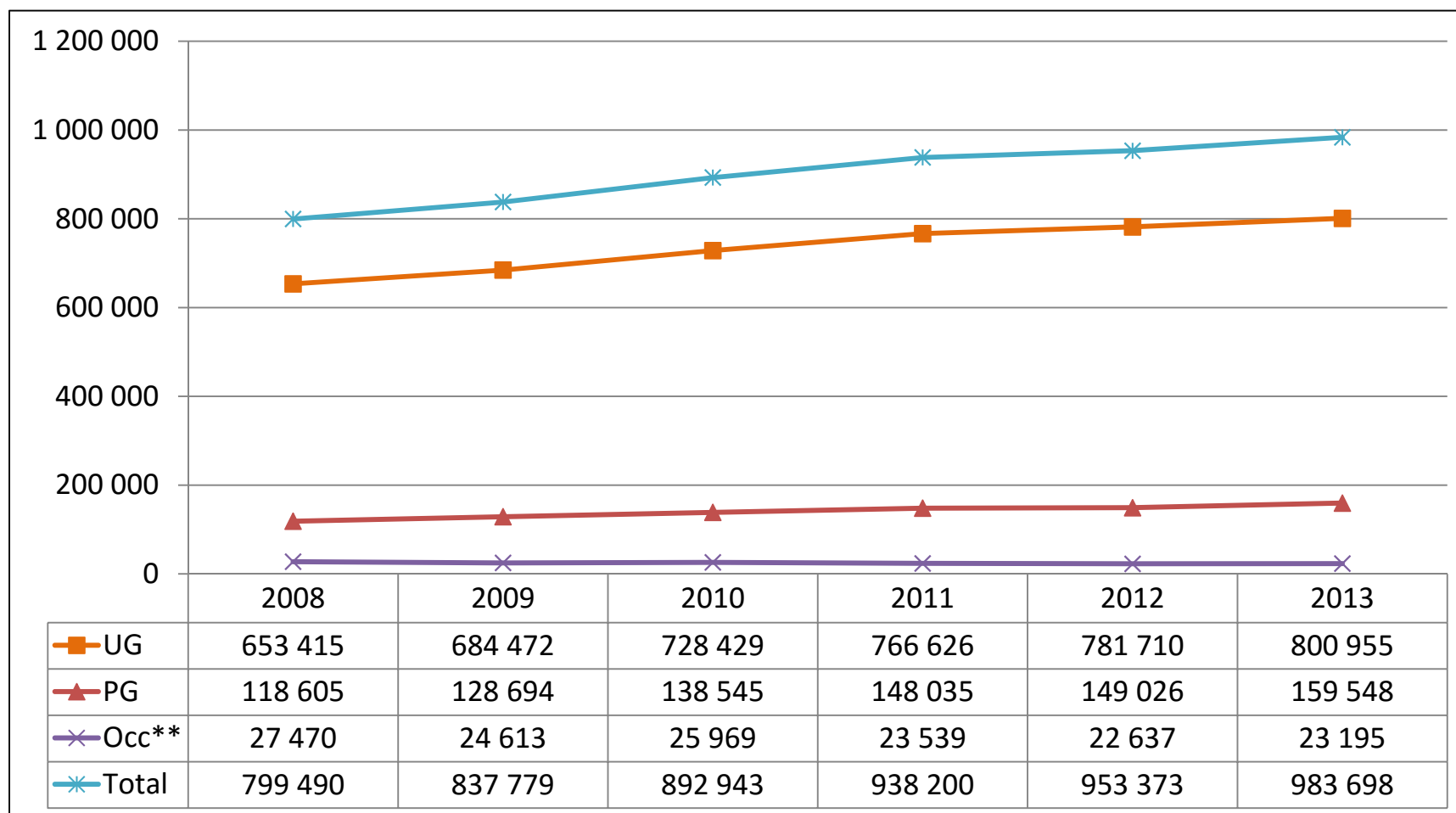


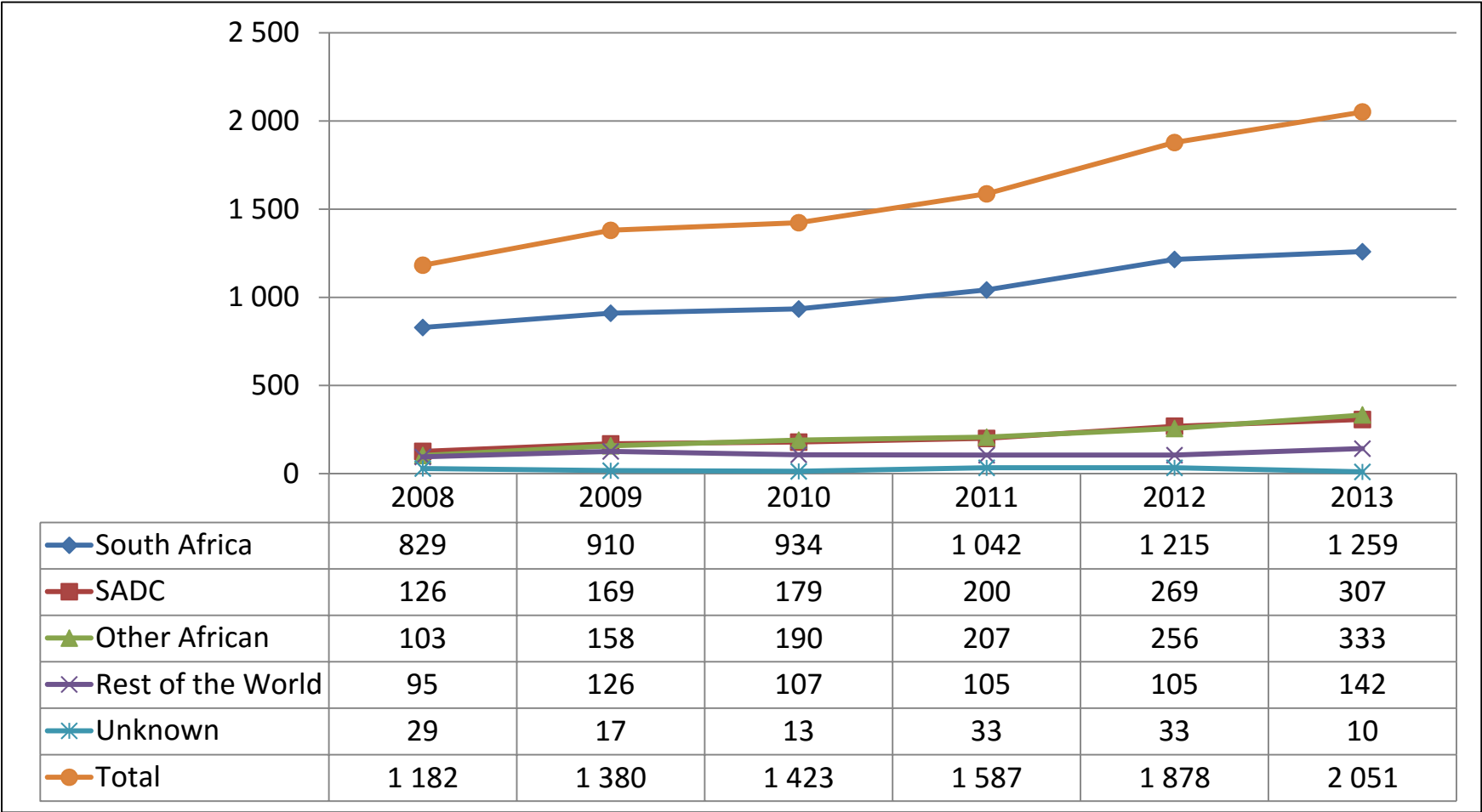
Figure 22: Headcount enrolments by qualification level from 2008 to 2013



# PULL FACTORS

- Technological advances in applications for teaching and learning coupled with expanded national broadband infrastructure and tumbling costs of devices and internet access have led to a conjuncture of possibilities hitherto unimagined.
- The world of work is rapidly changing, placing new demands on graduate recruits that universities have frequently ill prepared learners for
- Technology solutions and architecture rapidly become obsolete – with institutions spending vast sums and perpetually chasing the rainbow
- A corollary to this is burgeoning international provision bringing competition to our door

Figure 32: Headcount doctoral graduates by nationality grouping from 2008 to 2013



# CLASH OF ASPIRATIONS

- Unrequited expectations of students looking for a HE qualification as a ticket to prosperity
- Unfulfilled expectations of staff dealing with more demands, more students, fewer resources, more reporting, and greater control in a managerialist ethos
- Scepticism on the side of employers on whether universities are equipping graduates for the changing world of work



# THE CHANGING WORLD OF WORK.

- Technological advances enable work from locations remote from the enterprise, including at home and offering the possibility of rapid relocation of operations between countries or joint working between different sites which may be in different parts of the world
- Changes in the way people work, with more demand for 24 hour operation due to market demand or the need to be available when markets are operating abroad
- Flexible work, less security, more short term contracts
- Digitisation

# POLITICAL FORCES PRESSING FOR CHANGE

- A sense among some constituencies within the university that curricula are untransformed
- An alienating environment for students and staff alike – monolingualistic, monocultural and eurocentric ethos
- Socioeconomic conditions affecting students' access, learning and success brought starkly onto university agendas

# DISRUPTION of ORGANISATION

- Conventional model of large workforce, workplace, a strong central management, detailed policies and rules
- Greater organizational complexity + near-paralysis
- Downsizing for greater agility, responsiveness and competitiveness
- Leaner management and organizational structures
- Perpetual re-organisation and business reengineering to respond to changing sectoral dynamics, competition and advances in technology





# Reorientation of Teachers

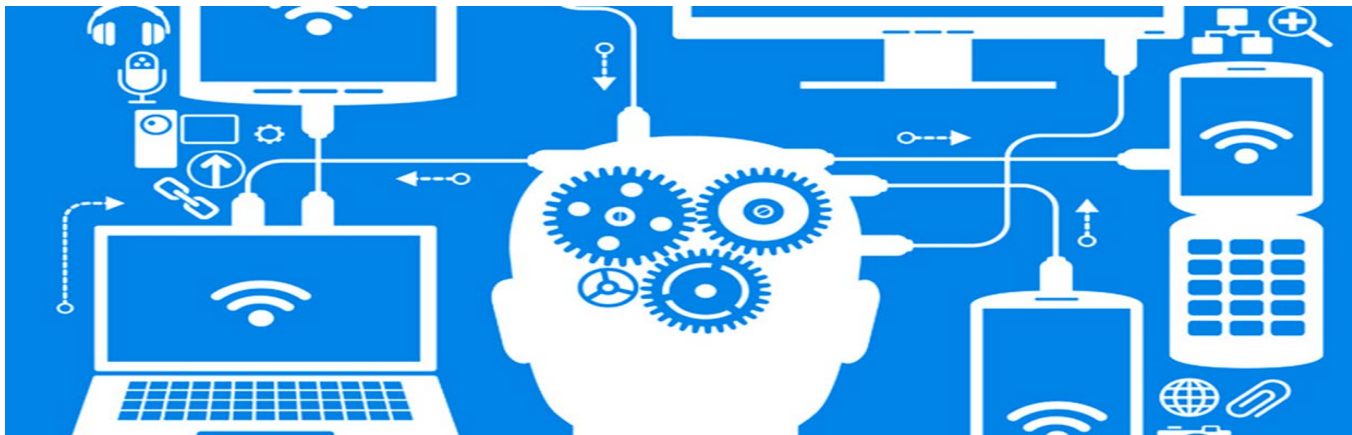
- Make transparent the realm of possibilities for enriched teaching, curriculum, technology supported teaching
- Proliferate resources, learning opportunities and support mechanisms for teachers
- Proliferate pedagogical research which informs the development of teaching in our unique context
- Illuminate the capabilities required for the 21<sup>st</sup> Century teaching

# Reorientation of Learners

- Make transparent the realm of possibilities for enriched learning
- Enable students to access devices and cheap internet
- Demonstrate how learning resources can be accessed on the Net
- Illuminate the capabilities required for the 21<sup>st</sup> Century world of work

# Curriculum Reform, Materials development

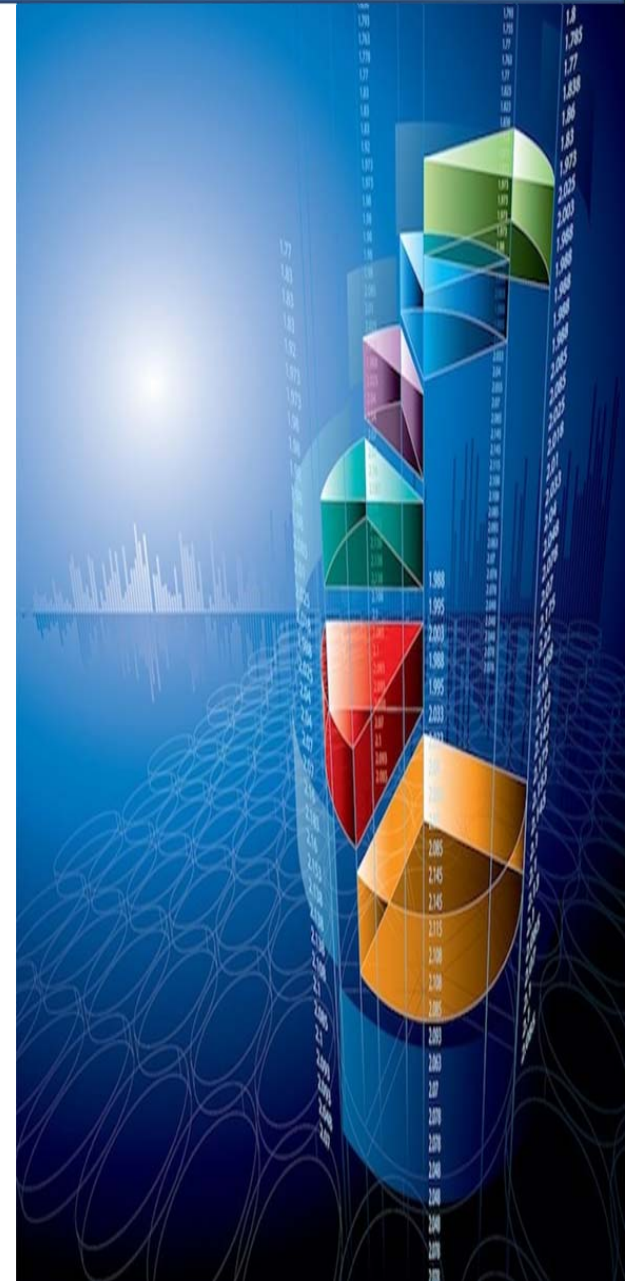
- Innovation using technologies
- Innovation, in order to eliminate proliferation of ad hoc experimentation and that driven by personal interests
- Priorities for exploring potential innovations should be driven by key strategic priorities defined at institutional and faculty level
- Clearly defined metrics for testing and evaluative methodologies for assessing the effectiveness of the identified innovation.





# RE-architecture

- Robust, streamlined tech supported systems for enhancing learning
- Policies and resourcing that privilege innovation in teaching and learning
- Mining data through systematic analytics
- Systematic reflection on what capabilities are required from teaching staff – 21<sup>st</sup> century learning will only flow from 21<sup>st</sup> century teaching
- The university to formulate a clear vision of the trajectory it wants to follow and formulate policies and budget accordingly



# CONCLUSION

Our advances have to be along 4 main fronts

- Institutional strategy, infrastructure, and a deliberate development trajectory
- Equipping students with access, winning them over
- Winning over our staff and creating an enabling environment