Facilitating Curriculum Transformation in Higher Education

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Abstract

Higher Educational Institutions (HEIs) are operating in a volatile, uncertain, complex and ambiguous (VUCA) world. It is essential that HEIs are adaptable and able to respond to the multiple disruptions impacting teaching and learning. Curriculum transformation is essential to ensure relevance and that students are adequately prepared for the workplace. It is however critical to engage the diverse internal and external stakeholders; whose perspectives are important in ensuring effective curriculum transformation. The presentation outlines how to facilitate curriculum transformation using a curriculum transformation framework that was developed. The study findings form part of the DECART (Designing Higher Education Curricula for Agility, Resilience and Transformation) international co-operation partnership initiative, funded under the European Commission's ERASMUS+ programme. The study drew on the qualitative research approach. Data were collected from DECART project members, and academics and programme leaders in the partner HEIs. The study drew on rich engagements that occurred in 2024, through three hybrid workshops. Data were gathered using various innovative digital tools, including Mentimeter, Rich Pictures, Jamboard, Google Forms, and Zoom breakout rooms. Data were analysed using thematic analysis. The findings highlighted multiple disruptions experienced with respect to the curriculum, challenges relating to curriculum transformation, the diverse stakeholders and the role that they play in curriculum transformation. The curriculum transformation framework that was developed, considers the *what, why, who, how and when,* pertaining to curriculum transformation. The findings provide valuable insights on the complexities of curriculum transformation for HEI leaders, programme leaders, faculty and other key stakeholders, and how critical it is to engage with multiple stakeholders to achieve holistic curriculum transformation.

Keywords: curriculum transformation framework; higher education; programme leaders; stakeholders; teaching and learning