

#FUTUREOFEDUCATIONISNOW

RE-IMAGINE EDUCATION PROGRAMME

The Fourth Industrial Revolution (4IR) is disrupting how we learn and teach and fostered the emergence of **Education 4.0**.

COVID-19 has only accelerated this change, with educational institutions around the world reopening up to new possibilities and modes of instruction and **adopting cutting-edge technologies** to ensure students reach their full potential.

Educational institutions need to further adapt in order to prepare students for the future of work. Particularly in Africa, with its huge youth bulge offering the opportunity to address the continent's challenges, students will rely on innovative learning experiences to support them in thriving in the 21st century.

Honoris United Universities has already embarked upon a digital transformation journey in 2019 that is focused on enhancing efficiency across the student journey, with a focus on skilling.

We are seizing the momentum to **move towards digital maturity** and hence capturing value from digitization and digitalization to **strengthen our existing academic models and explore new ones** through **developing capabilities and enablers**: expertise, faculty upskilling and tech solutions.

According to **HolonIQ latest report (Oct 21)**, there are presently 4 strategic shifts for Higher Education driven by major shifts to **online, blended and hybrid learning, new credentials, expanding partnership models, and closer ties between education and work**.

Having a common vocabulary, and an understanding of the application of these shifts in Higher Education is critical in building capacity within Honoris, in order to develop a more **tech-rich future-oriented learning experiences**.

83%

of the students in the Southern Africa* said they would be willing to take online classes

61%

+61% across Honoris Network are open to continue having online extra-curricular add-on modules to improve or develop key skills*

60%

of respondents of Global Union Federation survey** agreed that teachers' training needs were overtly not sufficiently met.

PROGRAMME DESCRIPTION

Honoris United Universities is committed to support the faculty and staff communities across the network during the transition by providing a short learning programme about key strategic shifts in Education.

Objectives

- Equip you with latest best teaching practices
- Inspire you to try new tools and approaches
- Give you confidence using new terminology
- Highlight ways to support students as they enter the job market

Outcomes

By the end of the course, you will be able to:

- Use established terminology to discuss the current trends that define the future of education
- Choose the best practices to facilitate and manage the learning process while developing more relevant and technology-rich learning experiences for the students

- Understand how the shift in learning is affecting student employability and lifelong learning

Duration

- Course length: 12-15 hours of course learning materials including videos, quizzes, discussions and bonus materials
- Participants will have 6 weeks to complete the course

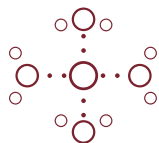
Assessment and certification:

- Formative assessments online through quizzes
- Final practice project at the end of the course
- Blockchain Certificate for overall course and final project completion

* May 2021 survey report of Honoris United Universities to assess the potential for the digitalisation process across the student journey that collected about 10,000 responses from students with 71% of the respondents in Southern Africa and 29% in North and West Africa. ** November 2020 report from the Global Union Federation (32 million teachers and education support personnel in 178 countries and territories) that have assessed how EdTech – education technology, has changed the teaching profession.

COURSE STRUCTURE

The Re-Imagine Education programme is comprising of 3 modules each one covering 3 courses.



MODULE 1 NEW TEACHING METHODOLOGIES BEST PRACTICES TO FACILITATE LEARNING WHILE ACTIVELY ENGAGING STUDENTS INTO THE PROCESS

INTRODUCTION:

The conversational framework
by Diana Laurillard

- The six learning types
- Diversifying the learning types
- The Conversational framework explained

COURSE 2:

Flipped Classroom

- The history of the Flipped classroom
- What does Flipped learning look like?
- Designing the Flipped classroom structure
- Benefits of the Flipped classroom

COURSE 3

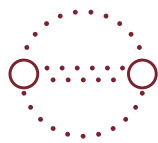
Project Based Learning

- Project Based Learning defined
- How Does Project Based Learning Work?
- Why use Project Based Learning?
- Implementing Project Based Learning in your classroom

COURSE 4

Peer to Peer Collaborative Learning

- What is Peer-to-Peer Collaborative Learning?
- Benefits of Peer-to-Peer Collaborative Learning
- Developing collaborative learning activities



MODULE 2 TEACHING AND LEARNING TECHNOLOGIES USING TECHNOLOGY AND BLENDED LEARNING METHODS TO PERSONALIZE LEAR- NING AND TEACHING

COURSE 5:

Learning Management Systems

- What are Learning Management Systems (LMSs)?
- Communication tools in LMSs
- Adaptability and personalized teaching through LMS
- Data tracking and analysis through LMSs

COURSE 6:

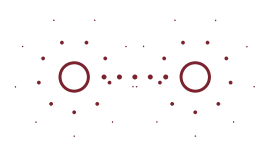
Adaptive Learning

- What is Adaptive learning?
- Bloom's 2 Sigma Problem
- Advantages and Disadvantages of Adaptive learning

COURSE 7:

Augmented Reality and Virtual Reality

- Virtual Reality (VR) vs Augmented Reality (AR)
- Exploring the real-world situations through VR
- Incorporating VR and AR into the classroom
- The Learning Principals in VR



MODULE 3 EMPLOYABILITY AND LIFELONG LEARNING DEVELOPING A GROWTH MINDSET AND FLEXIBILITY AROUND LIFELONG LEARNING AND CONTINUOUS EDUCATION

COURSE 7:

Work Integrated Learning

- What is Work Integrated Learning?
- How does Work Integrated Learning function?
- Benefits of Work Integrated Learning

COURSE 8:

Soft Skills & Entrepreneurial Skills

- Skills of the future - where are we headed?
- The power of soft skills and entrepreneurial skills
- Developing the vital skills in and outside the classroom

COURSE 9:

Micro-credentials and Badging

- What are micro-credentials and badges?
- The benefits of micro-credentials
- The criticism of micro-credentials
- What do micro-credentials mean for academia?

FINAL PRACTICE AND REFLECTION PROJECT

An opportunity to design a step-by-step plan of how you may implement the best practices and tools into your day to day work. A chance to reflect on ways to bring the new knowledge to your students, colleagues and your institution. A first import step to re-imagining education.



#EDUCATIONFORIMPACT®

At **Honoris United Universities**, we educate for impact and we are committed to developing this belief as a mindset within our pedagogical approach. Our graduates will be competitive in their endeavors and will drive change and leadership in their communities and countries.

www.honoris.net