

The DeLTA framework guides academics through the iterative and cyclical process of designing, facilitating and reflecting on TLA @ SU towards promoting a transformative student learning experience in service of society

Learning Activities and Opportunities

Learning is about what the students do. The lecturer's role is to design and facilitate learning activities and opportunities that engage students and enable them to access disciplinary knowledge as well as to succeed in the assessment. The learning activities and opportunities should also encourage lifelong learning among students.



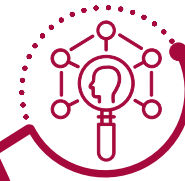
Assessment (of, for & as Learning)

Assessment is about how well your students have achieved the intended learning outcomes. This is not about students reporting back to you what you have taught them, but rather about how well they demonstrate their understanding of the key concepts and underlying principles of their field of study. Assessment *for* Learning focuses on learning from feedback on an assessment, while Assessment *of* Learning is planned before the learning activities, but executed as part of or after those activities. Assessment *as* Learning refers to students judging their own performance.



Learning Outcomes

'Intended learning outcomes' are the goals of the learning process. They describe the result of student learning after the learning activities and opportunities, i.e., what your students should be able to do by the end of the learning process. This is not about content but rather about the key concepts and underlying principles of the field of study and ways of knowing.



Evaluation

Judging what worked or not at the end of the entire TLA process. This will show the sustainability of introductions made and enable you to revise the module, if necessary..



Constructive alignment

Reflection

The core of good teaching is to continuously think deliberately and deeply about your TLA to determine if you and your students are achieving the intended learning outcomes. Ask yourself what your TLA comprises and why, what you have learnt about it, and how you could improve it.

Curriculum Context

Ensuring your TLA practice is responsive to the context. This is about you as a teacher, and understanding your students and their diversity, the SU environment including your department, faculty and discipline, the national HE context, and South Africa and beyond.



Teaching as Facilitation of Learning

Constructive alignment

When designing a module, you (1) first have to be clear about what you want your students to learn by formulating intended learning outcomes and (2) then you need to conceptualise and plan the assessment in alignment with the outcomes, whereafter (3) you design and facilitate appropriate learning activities and opportunities to prepare students to complete the assessment to demonstrate that they have achieved the outcomes or are progressing towards achieving them (Biggs, 1996).