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## **CHANGING UNIVERSITY TEACHING FACILITATION STYLES**

### **Abstract:**

Higher education in South Africa is always changing since 1994. This is in line with the transformation agenda spelt out by the new government to, among other things, remedy the shortcomings of the apartheid system. This means, higher education lecturers need to be assisted to design transformation - oriented curriculum. In addition due to the ever - changing students demographics, the lecturers should be able to facilitate teaching and learning in ways beneficial to all students. This is key to ensure the universities enhance their student success rates. Against this background, I discuss my role as an academic development practitioner appointed to assist lecturers on designing their curriculum and teaching activities. I argue that much is expected from my office to ensure that the majority of lecturers without educational and curriculum design training are brought to speed with these key skills. In addition, the majority of these lecturers are doing postgraduate studies and are trying to be active in scholarship of teaching, learning and research. I argue that much need to be done by university structures namely deans, Senate, academic development and quality assurance offices to encourage and support lecturers in this venture. I use data drawn from my work experience as academic developer at three South African universities. Through much efforts towards collaboration, the nurturing of a university culture that supports academic excellence, collegial support and participation in staff development activities, lecturers in South African universities can benefit much.

### **Keywords:**

Staff development, lecturers, Curriculum, teaching

**JEL Classification:** I23