

LOTUS FLOWER METAPHOR

The Metaphor

The LOTUS flower functions as a product of a plant (the teaching process). The open flower and the unopened LOTUS bud forms are associated with human traits:

- that of shrouding one's self within a discipline and the ability to unfold oneself to heightened empiricism, emancipatory knowledge and deep understanding.
- The Lotus flower exists and flourishes despite the prevailing conditions of the pond in which it survives. This is indicative of its resilience and tenacity.

The Lotus flower shows the complexity of the framework design which offers a visual representation of the complexity of the teaching/ learning endeavour, and opens to offer:

Core Focus

Placing reciprocal learning at the centre of the teaching practice.

Unsettling Rituals of Practice

To inspire the passion to learn – the inductive context within which the four pillars of our vision interact.

Four Pillars of Practice

Resourceful disruption as a strategy for innovative teaching and learning. Teachers and mentors should develop a culture and teach within an environment that encourages these concepts:

- Self-regulation and self-efficacy
- Co-creating new knowledge
- Co-creating improved futures
- Meaningful reflection

Trans-disciplinary Potential

This conceptual framework allows for disruptive, innovative learning applications within a variety of teaching domains, and is demonstrated here within: Arts, Education, Law and Medicine.

Multiple Intelligences

Activating these psychosocial and cognitive domains in a variety of teaching/learning environments challenges teachers to design learning processes that optimise learning capacities of a diverse group of students.

TAU GROUP 7: A COMPREHENSIVE CONCEPTUAL FRAMEWORK FOR LEARNING-CENTRED TEACHING



Project description	Self-regulation and self-efficacy	Meaningful reflection	Co-creating improved futures	Co-creating new knowledge
Project 1 - Arts The project will explore the use of embodied performances and activation of/in space/s as an augmented reality performative learning tool.	Students will be required to create of embodied performances that interpret the theme of identity. This subjective comment will be left as a digital graffiti tag in the activated spaces.	Students will critically engage with their social reality by reflecting on their learning of theatre-making and having an opportunity to leave a visceral comment as a legacy for future generations to encounter and interpret /ponder/ reflect on.	Students will be encouraged to create in groups that will disrupt their single story views of identity. This will facilitate collaborative practice and the generation of a shared social commentary for current and future interpretation.	The use of augmented reality for unedited site-specific performance will be unique to teaching/ learning about alternative modes of performance; that may inform future applications with performative elements
Project 2 - Education This project will focus on developing education support materials for novice physical science teachers engaging in teaching practice training opportunities.	Student teachers will use the support materials without lecturer supervision. This will facilitate a better understanding of their personal strengths and limitations, and give them a strong sense of purpose as future teachers.	Reflection is the bedrock for developing teacher support materials. The student teachers will reflect on their teaching practice experience before the materials were developed and after using the developed materials	The support materials to be used by student teachers in their training will equip them to handle the challenges they will experience as future physical science teachers.	Identifying the shortfalls and benefits of support materials in teacher training will generate new knowledge, which will be applied in future teacher education training programmes.
Project 3 - Law This project will investigate ways of using a whole-course approach to embed collaborative learning in law education in South Africa.	Students will be responsible for ensuring continued engagement within their learning groups during the new module and will need to take charge of this aspect of their learning.	This collaborative learning module will be based on the guided reflection of final year LLB students regarding their experiences of collaboration during training. In the module students will be required to reflect on various elements of their collaboration.	The purpose of this module is to train law students to pursue justice for their future clients in a collaborative manner	The module will constitute a community of knowledge-creators who will co-create new knowledge in a collaborative manner.
Project 4 - Law The project will explore ways of engaging students in a process of creating ancillary learning materials for a course in customary law	The project presents an opportunity for students to take at least partial responsibility for what they learn and for making their voices heard, by providing alternative sources of knowledge that are embedded in their socio-cultural settings.	Students will get an opportunity to critically reflect on current learning materials and determine what is needed to improve and supplement them.	The project will, in a modest way, contribute to the humanising of pedagogy by acknowledging and creating space for cultural diversity to be expressed in authentic voices.	The project will provide an opportunity for indigenous knowledge, with its socio-cultural contexts, to be articulated in order to supplement black letter law and acknowledge the cultural diversity that is embedded in social justice in South Africa.
Project 5 - Medicine This project will explore the use of new educational methods to support and develop the diagnostic reasoning expertise of junior medical students.	Students will learn to use diagnostic mapping (DM) and structured reflection (SR) during self-directed patient consultations. These methods should enhance students' self-efficacy beliefs about their diagnostic competence.	In this project students will be required to use DM and SR to gather, interpret and synthesise clinical information when making a bedside diagnosis. This constitutes a process of reflection usually referred to as 'reflection-in-action'.	Improving the diagnostic reasoning expertise of junior doctor should reduce diagnostic errors and contribute to better health care in South Africa.	In this project students and teachers will contribute to gathering empirical evidence (co-create knowledge) about new educational strategies aimed at developing the diagnostic reasoning expertise of novice clinicians.
Project 6 - Medicine The project will focus on building resiliency in medical education, initially concentrating on Cuban-trained SA medical students.	Medical students selected for the Cuba-SA training programme are likely to be resilient and have a good sense of their own self-efficacy. The programme to be implemented will aid and abet further development and resiliency and should, therefore, enhance self-efficacy.	The project will focus on developing a process of regular reflection for both students and teaching staff throughout the 6 year programme.	In the long term the project aims to contribute to the production of medical doctors that are competent in all spheres, professionally and ethically as well as personally to service the SA population in its health needs	This project will contribute towards a better understanding of building resiliency in medical education by measuring the effectiveness of the programme (with resiliency training as an intervention) and future consideration for the general medical curriculum at both undergraduate as well as postgraduate level.

- Group Members**
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|------|-----------------------|---------------------------------------|
| SU | Prof Geo Quinot | Dept. of Public Law |
| TUT | Dr. Janine Lewis | Dept. of Drama and Film |
| UCT | Prof Vanessa Burch | Dept. of Medicine |
| UFH | Mr Actor Katurura | Dept. of Law |
| UL | Dr. Suresh Singh | Dept. of MST Education |
| WITS | Prof. Ugash Subramany | Dept. of Psychiatry |
| UKZN | Dr. Rubby Dhunpath | Dir. of Teaching & Learning (Advisor) |

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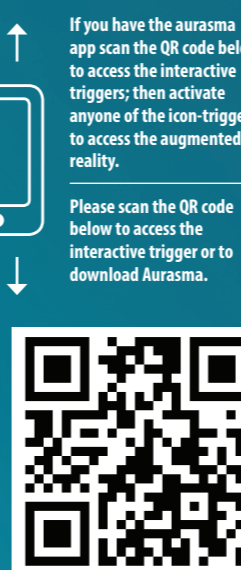
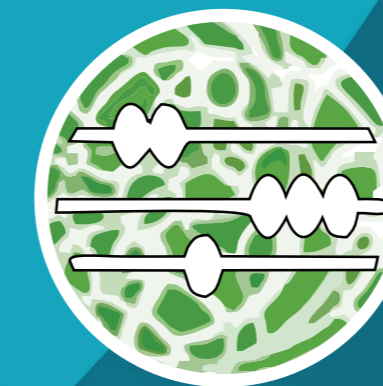
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