
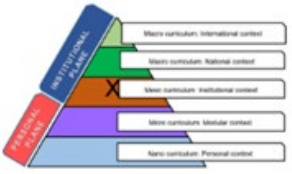
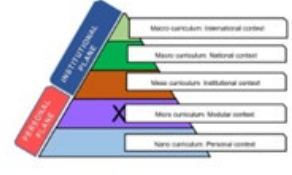
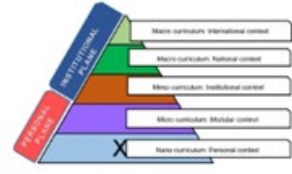


Source:

Slabbert-Redpath, J. 2022. A critical exploration into curriculum transformation at a South African university (NWU Thesis).

Table 4.4: Curriculum responsiveness according curriculum levels (Adapted from Moll 2004, Ogude et al., 2005:4-15)

Diagram	Curriculum level	Moll (2004) Responsiveness Classification	Description (Moll, 2004a)
 <p>The diagram shows a pyramid with four levels: Personal (blue), Modular (purple), Institutional (orange), and International (green). To the right are five boxes representing curriculum levels: International, National, Institutional, Modular, and Personal. An 'X' is placed in the International curriculum box.</p>	<p><b>Macro curriculum</b> (International and national context)</p>	<p>Economic/ policy responsiveness</p>	<p>Economic responsiveness of the curriculum relates to whether HEIs are training enough graduates to sustain all economic sectors. HEIs aims to meet the needs of industry and the changing needs of employers to deliver a workforce that will contribute to economic growth and competitiveness.</p>
 <p>The diagram shows a pyramid with four levels: Personal (blue), Modular (purple), Institutional (orange), and International (green). To the right are five boxes representing curriculum levels: International, National, Institutional, Modular, and Personal. An 'X' is placed in the National curriculum box.</p>	<p><b>Meso curriculum</b></p>	<p>Institutional/ cultural responsiveness</p>	<p>Cultural responsiveness leads to curricula that consider the cultural diversity of students and society by including multiple cultural reference points that recognise diversity and constitute multiple alternative learning pathways for students.</p>
 <p>The diagram shows a pyramid with four levels: Personal (blue), Modular (purple), Institutional (orange), and International (green). To the right are five boxes representing curriculum levels: International, National, Institutional, Modular, and Personal. An 'X' is placed in the Modular curriculum box.</p>	<p><b>Micro curriculum</b></p>	<p>Disciplinary responsiveness</p>	<p>HE curricula are bound by communities of scholars and research. Good university lecturers (researchers) stay up to date with the developments in their discipline. To teach responsively, the learning opportunities of students should be maximised. Lecturers should adjust teaching strategies to the “rhythms” and “emotions and tensions of learning”, “lecture creatively” and overcome resistance to learning by building trusting relationships with students.</p>
 <p>The diagram shows a pyramid with four levels: Personal (blue), Modular (purple), Institutional (orange), and International (green). To the right are five boxes representing curriculum levels: International, National, Institutional, Modular, and Personal. An 'X' is placed in the Personal curriculum box.</p>	<p><b>Nano curriculum</b></p>	<p>Pedagogical / learning responsiveness</p>	<p>Learning responsive curricula relates to the learning needs of students by teaching them what are accessible to them and assessing them in a way they can relate to and understand.</p>