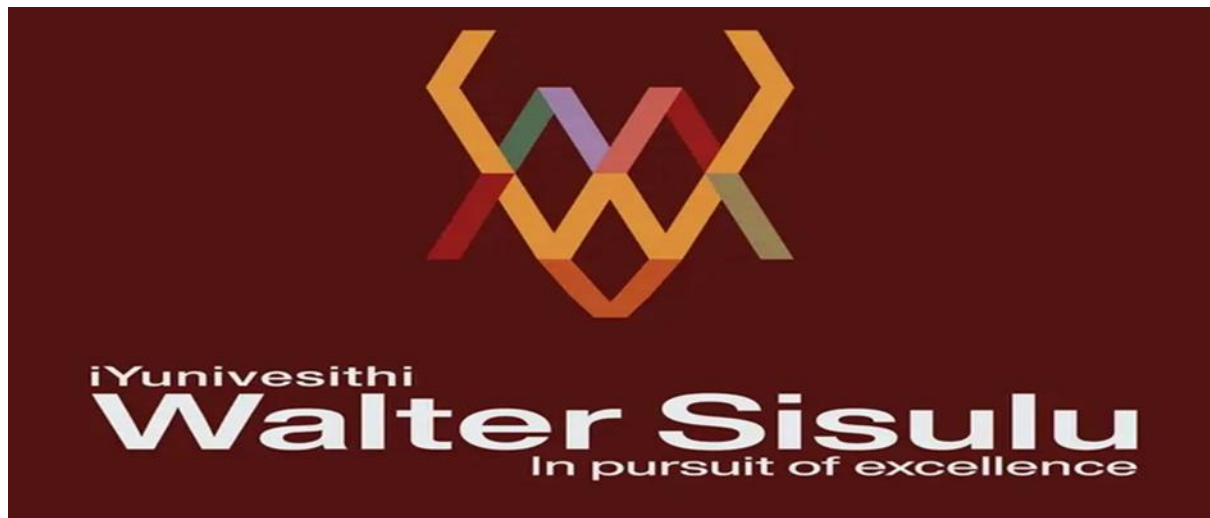




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IYUNIVESITHI WALTER SISULU

DYNAMICS OF HUMANISATION: LEARNING AND TEACHING WEEK

INNOVATION WITH IMPACT: HUMANISING AND HUMAN – CENTRED
TEACHING FOR TRANSFORMATIVE HIGHER EDUCATION

SUB THEME: STUDENT ENGAGEMENT, AGENCY AND SUCCESS

ABSTACT COMPILATION

PAPER PRESANTATION FORMAT

4-6 AUGUST 2026

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ABSTRACT

BACKGROUND

The transformation of higher education through innovative student-centred learning approaches has highlighted the significance of student engagement, agency and academic success. New educational environments no longer recognize students as only receivers of information rather they are also recognized as active participants and co-creators of knowledge. This major transition encourages collaborative learning, critical thinking, creativity and independent problem-solving which induces success within and beyond the lecture rooms.

PURPOSE

This abstract reveals the coordination between student engagement, learner agency and academic achievement in educational settings. It aims to identify how participatory learning strategies, collaborative activities as well as technology-enhanced teaching strategies embolden students to take responsibility and ownership of their learning experiences so that they can participate meaningfully to the creation of knowledge independently.

METHODOLOGY

In this study an analytical and conceptual including qualitative approaches were adopted through the proper review of scholarly literature, educational practices and case studies related to student centred learning. Major concepts such as collaborative learning, active participation, digital learning spaces and learning structures are critically analysed and discussed to determine their effectiveness on student learning, motivation and long-term success.

FINDINGS

The study portrayed that students who actively participate in the learning process show higher levels of motivation, confidence, academic performance and problem-

solving skills. Student agency introduces independency, accountability and a huge comprehension of module content on the other hand collaboration and technology-enhanced learning environments promotes improved communication skills, creativity and engagement. Furthermore, the study reveals that emboldening students as co-creators of knowledge empowers their preparedness for professional careers, lifelong learning and societal participations.

CONCLUSION AND RECOMMANDATIONS

In conclusion, student engagement and agency are the basic components of effective teaching and learning in the modern educational scope. Higher institutions that promote active learning participation, collaborative learning and innovative teaching practices create pathways for us students to excel in both academically and professionally. All in all, lectures and educators should continue to implement inclusive, student-centred and technology-driven approaches that increases learners participation, critical thinking and knowledge co-creation.