

## **Displacing or Depressing the Lecture System: Towards a Transformative Model of Instruction for the 21<sup>st</sup> Century University**

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**ABSTRACT** Teaching and learning are fast becoming more pronounced as core functions of a modern university. Traditionally research took preeminence over teaching and learning in universities. Teaching approaches in universities have evolved over time owing to changes in philosophical assumptions underpinning teaching and learning. As most universities strive for excellence in teaching and learning, a critical reflection on pedagogy for the 21<sup>st</sup> century university is important. The transmission model of instruction draws from the banking concept in education where the teacher is the all-knowing authority and students are passive and dependent on the teacher. The paper exposes the shortcomings of the transmission model in comparison to strengths of the transformative approaches. In the paper the researchers further evaluate the inherent challenges of embracing transformative approaches in teaching and learning while showing ways of dealing with the challenges and work to involve students in knowledge production.