

PROGRAMME

08:00 – 09:00	Registration				
Workshop Programme: 21 November 2017					
	Venue 1	Venue 2	Venue 3	Venue 4	Venue 5
09:00 – 12:30 Tea at 10:30	Knowledge at the margins: co-curriculum and transformation R Buys and F Hafferjee	Improving student success rates by developing an online revision aid to overcome gaps within a curriculum E Bredenhand, E Bernard and L Koenig	At the crossroad of articulation and exit level outcomes of the Higher Certificate Programme in Humanities: an interdisciplinary approach M Serekoane and J Storer	Transformative educational research as/for professional development B C Luitel	Unbundling Higher Education: Exploring Models in an Unequal Landscape L Czerniewicz and N Morris 11:00 – 12:30 Improving the quality of teaching and learning through semantics in Legitimation Code Theory S L Hassan
12:30 – 13:30	LUNCH				
13:30 – 17:00 Tea at 15:00	Building educational bridges for students in transition: Connecting schools and universities and facilitating educational journeys T Ngwenya	Joy of writing M Keane	First-year Experience in an Institution of Higher Education: Transcending boundaries with incoming staff and students L Mohasi		Integration of technology in Higher Education: Use of Google Docs (for assessment and collaborative learning) and Edpuzzle N Fuyane 15:15 – 16:45 Why Learning Management Systems? Why this particular one? S Ndlovu
18:00	COCKTAIL: African Sky, 11 th Floor, Coastlands Hotel Umhlanga				

Programme Day 1: 22 November 2017								
0700-0830	Registration							
0830-0930	Official Welcome: Prof Thengani Ngwenya & HELTASA Executive Committee							
	Opening Address: Prof Thandi Gwele							
	Opening event							
0930-1030	Keynote address: Prof Bal Chandra Luitel Developing educational research as/for transformative professional development: A case of (post)graduate education research program for a greater good							
1030-1100	Tea							
	Venue 1	Venue 2	Venue 3	Venue 4	Venue 5	Venue 6	Venue 7	Venue 8
1100-1130	Decolonising pedagogies of 'development': being, well-being and be-ing K Behari-Leak & K Pancham	Values, Institutional Culture and RPL A Jacobs	Tutoring in a Health Sciences Faculty in South Africa N Mlenzana, A Rhoda, J Willemse, M Naidoo & B Adebisi	21 st Century Graduate Attributes: A critical reflection on undergraduate curricula at a South African University of Technology R Ditsele & A Mji	Exploring and locating social benefit as an emerging SoTL perspective: lessons from the application of pedagogic content knowledge M Serekoane	Dis/embodied un/learning and a de/colonised curriculum L Clowes	The enablements and constraints in the uptake of educational technologies N Ngcobo	
1130-1200	On tolerance as an educational premise in higher education N Davids	From Stakeholdership to Shareholdership: Towards the Achievement of the Greater Purpose and Well-Being of Higher Education H Mitoumba-Tindy	Critical perspectives on students' voice as a strategy to reframe educational success in higher education institutions: a case of the Faculty of Education at Nelson Mandela University N Mayaba & M Moeng	Curriculum re-design: Strategies for contextualising content [puppet show] P Baron	Flipped Paper Flipped out in the flipped classroom the good the bad and the ugly: When academics become students C Van Den Berg, B Verster & K Collett	Addressing curriculum decolonization through a focus on Education for Sustainable Development K Padayachee, M Matimolane & R Ganas	Open book open web examination: innovation in assessment using ICTs F Marimuthu & U Ramraj	Critical Dialogue: Interdisciplinary dialogues: translating pedagogy for university teachers developing teaching portfolios in STEM fields C Winberg, H Adendorff, V Bozalek, H Conana, N Pallitt & K Wolff
1200-1230	Exclusivity and surveillance in higher education: Apartheid reinvented? S L Hassan	The inclusion of students with visual impairment: perspectives of facilitation in Higher Education M Samosamo & S Hlubi	Rethinking student support during research writing at an exit-level undergraduate program at a university of technology E Esambe	A critical reflection on the curriculum paradigmatic shift at a South African University of Technology R Ditsele, N Human-Hendricks & E Chweu	The role of Academic Staff Development in Enhancing Academics as Scholarly and Capable Teachers M Tjabane	Frameworks for decolonising curricula L Quinn & J Vorster	Under the eLearning skin: cutting an apt professional development fit -- for and with -- Arts and Design colleagues at an African University of Technology M Cavanagh & M Peté	
1230-1300	Fostering practicable students understanding through creative and innovative teaching practices: A case study of the Foundation Biology students M Mokganya & M Mbodila	Transitional factors hindering academic success in Higher Education: Experiences of at-risk students in a South African university S Mngomezulu	Resourcefulness matters: how students account for coping with material, social and academic difficulties L Dison, Y Shalem & D Langsford	A critical review: the role of responsive curriculum on optimising learning in Higher Education N Human-Hendricks & C Meier	Quantifying the impact of a new SoTL programme in Engineering Education A Swart	Flipped Paper Decolonising the Curriculum Transforming the University. A discursive Perspective T Joseph		
1300-1400	Lunch							

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	Venue 1	Venue 2	Venue 3	Venue 4	Venue 5	Venue 6	Venue 7	Venue 8
1400-1430	Flipped Paper Reframing academic staff development J Vorster & L Quinn	Exploring the effect of Recognition of Prior Learning on access to post graduate studies M Synman	Leveraging Assessment FOR LEARNING AND AS LEARNING to improve student engagement using a blended learning approach A Riley & C Birkholtz	Going to university: An analysis of 73 young people's experiences of higher education in South Africa J Case, S McKenna, D Marshall & D Mogashana	Investigating how blended writing courses may be collaboratively designed to contribute to socially just knowledge-making practices S Samson, C Hutchings, A Hunma, L Thesen, T Goolam & M Van Der Merwe	How can access-level students succeed? Innovation in Teaching and Learning, and academic and non-academic support and development in Higher Education access programmes F Marais & T Setilo	Thinking through Violence: From critical analysis to social transformation A Collins	Critical Dialogue: Teaching Excellence? what do we mean, and how do we recognise it? From individual to national awards G Wisker
1430-1500	Reframing Teaching Evaluations to enhance academics' well-being and consequently improve teaching and learning spaces R Nsibande	Towards creating an enabling postgraduate environment in low and medium-income countries: a focus on emerging universities B Dzwauro & S Moyo	Student perceptions on the impact of electronic books in higher education institutions B Mafunda	Wings of change - contingencies, the curriculum and social justice in South African art history higher education N Romano	#RhodesMustFall: Exploring the potential for social media to provide decolonised learning spaces at the University of Cape Town S Francis	Factors that predict academic success of the BPharm students at Sefako Makgatho Health Sciences L A Mabope	Unpacking violence in the classroom: Critical reflections on teachers' experiences S Plug & C Hemson	
1500-1530	Flipped Paper Recognising teaching on par with research in academic promotions: A case for epistemological participatory parity R Subbaye	Understanding learner perceptions in the FET phase of eligibility and readiness for Higher Education Z Richards & B Oliphant	Assessing the Role and Values of Integrating Technologies in Teaching and Learning: a campus based pilot study C Ndebele & B Isong	Student feedback: an intersection or a cross-road for the professional learning of lecturers at a research-led university? M Petersen	Through the eyes of a cross-border cultural code switcher: autoethnography as a way to address Decolonizing the curriculum B N Lungu	A documentary analysis and identification of three key e-learning challenges and examination of potential resolutions E Joubert	Driven to innovate: How #Feesmustfall impacted pedagogy R Engelbrecht	
1530-1600	Investigating Success Factors required in Science Communication I Phage	Students' experiences and perceptions towards online learning: A perspective from the Department of Applied Management students T Mjwacu, T Qangule & N Ndlela		An exploration of perceptions of student well-being through student feedback on the academic orientation programme H Sehlapelo	Decolonising the curriculum by means of reconceptualising assessment methods and practices A S Hlabane	Transcending lecture venues and situating student academic well-being in student personal learning environment L Blomerus & I Juries	Using Legitimation code theory to understand the conceptualisations of numeracy in higher education S Rathilal	
1615-1730	Special Interest Group Meetings							

PROGRAMME Day 2: 23 November 2017								
0730-0830	Registration							
0830-0930	<p align="center">Keynote address Prof Yusef Waghid</p> <p align="center">Towards a university in becoming: Revisiting deliberation, responsibility and cosmopolitanism</p>							
0930-1030	Posters							
1030-1100	Tea							
	Venue 1	Venue 2	Venue 3	Venue 4	Venue 5	Venue 6	Venue 7	Venue 8
1100-1130	Well-being through professional socialisation in an induction programme for academics S Fredericks & M Fernandes-Martins	First-Year Nursing Students Experiences of Learning Academic Writing N Khumalo	The Role of Peer Learning in Assisting Students with Academic Literacies through 1-on-1 consultations C T Ngamlana	Transcending Boundaries in the Cornerstone Classroom R Govender & S Rathilal	Decolonising higher education: analysing the cultural relativity of English academic literacy practices in South Africa B Vivian	Wrapped MOOCs: What is being valued and reused? A Deacon, T Jaffer, J Jawitz, J Small & S Walji	Language dynamics and language diversity in talking about health issues S Deyi	<p align="center">CRITICAL DIALOGUE</p> <p>How to BE or not to BE? Limitations and opportunities of Academic Development as a movement in the current higher education context K Behari-Leak, N Chitanand, R Ganas, L Marhaya, L Masehela, V Merkel, K Padayachee, M Tjabane & J Vorster</p>
1130-1200	The contribution of an education induction programme to academics' professional formation in a research-intensive university M Mathibedi	Stakeholder participation in First Year Experience initiatives N Mkonto & E Esambe	Students' perceptions of the writing centre praxis K J Shabanza	Transcending discipline boundaries: crisis of academic identity for emerging scholars M Serekoane	Language and Literacies as Catalysts of Epistemological Access and Parity of Participation in Higher Education for First-Generation Students H Mitoumba-Tindy	Collaborative Online International Learning: An Innovative Initiative to Engage Students Globally A Vahed & K Rodriguez	Games: Placing Conceptual Understanding in The Hands of Students J Davis	
1200-1230	Causative connections: Higher education well-being and digital technologies related academic professional development G Mistri	Friends or foes? Constructivist and realist ontologies for understanding first-year experiences of mastering academic writing O Eybers	Misrecognition of writing centre as a learning space P Sefalane- Nkohla, T Mtonjeni & M Katiya	Writing Circles as spaces for postgraduate literacy development P Mason, O Achadu & D Oluwole	Identifying Spaces of exclusion and marginalization in Kenyan higher education B Akala	Future proofing the curriculum: Design principles to embed digital innovation skills in the Information Systems curriculum C van den Berg	Integrated Learning and Assessment Projects: Reimagining Assessment, Crossing borders S Rambharos	
1230-1300	Online peer feedback in a PGDip Research module: exploring learning and expanding efficacy J Wright, V Bozalek & S Francis	Challenges in transnational nursing education delivery: International practices and perspectives V Naidoo & N Sibiya	A Social Justice Approach to Providing Academic Writing Support A Rambiritch	Navigating Epistemological Access Using Authentic Assessment in a Hospitality Financial Management First Year Module: An IQA Experience R Maniram & S Maistry	Socially just pedagogies in higher education: Towards participatory parity in gender studies at UWC S Gredley	The efficacy of social networks as tools for teaching critical reading and academic writing practices S Matenda & R Ncube	Project-based learning: A promising workplace-based pedagogy D Scholtz & M Bester	
1300-1400	LUNCH							
1400-1500	HELTASA AGM							

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	Venue 1	Venue 2	Venue 3	Venue 4	Venue 5	Venue 6	Venue 7	Venue 8
1500-1530	Peer mentoring as a catalyst to develop graduate attributes in higher education K Dos Reis & D Yu	Student expectation of First Year University Experience: Is There Gender Parity? S Pather & A Rhoda	Reframing pedagogies for student success: A General English Literacy module as groundwork for Academic Literacy at university E Bernard & D Babili	OER adoption at the Durban University of Technology: a library perspective D Thomas	Epistemological access to professional knowledge for the field of practice of administrators and office managers S Hollis-Turner	Enabling 'Southern Knowledge' to find its voice: the routes to and challenges of publishing for the 'Global South' C Montgomery	Police Education and Training in South African Police Training Academies: The Challenges of Pedagogy with specific reference to English writing in the Workplace T Kekana	CRITICAL DIALOGUE Trying again to put learning before teaching: striving for convergence D Baume
1530-1600	Voice-overs: exploring the role of the narrative in developing design students' agency and voice within the academy N Romano	Broadening perspectives in students transition: Teaching the culture of protests to first year students at the University of the Free State H Combrink	The importance of academic reading strategies of first year university students T W Molotja	Producing MOOCs: evaluating institutional gains J Jawitz, A Deacon, J Small & S Walji	The relationship between students experiences of feedback and epistemological access B Vilakazi	Transcending the Scholarship of Teaching and Learning in South Africa: an E-Library Strategy S Neerputh	Non-traditional Teaching and Learning approaches and its effectiveness in a 2nd year Cost and Management accounting module on a rural campus in South Africa M Van Niekerk	
1600-1630	Are we creating engaging educational environments conducive to student well-being? S Loots & F Strydom	Helping themselves: student generated digital learning contexts R Marx	The impact of writing interventions in an Academic Literacy course: A language programme evaluation P Van Aardt	Utilization of a Learning Management System by academics in a selected Higher Education institution L Mkonqo	Perceptions and experiences of a first year academic literacies development programme J Puchert & J van Heerden	Towards a slow scholarship of teaching and learning in the South B Leibowitz & V Bozalek	Enhancing Assessment Feedback for a Large Undergraduate Class through Audiovisual Technologies M Martin & F Mudavanhu	
1830 for 1900	GALA DINNER Venue: Sharks Board - Dress: Traditional or Smart casual							

PROGRAMME Day 3: 24 November 2017								
0830-0930	<p align="center">Keynote address: Prof Stephanie Allais The Value of the Lecture in Higher Education Pedagogy</p>							
0930-1030	<p align="center">Teaching Excellence Award Presentations</p>							
1030-1100	<p align="center">Tea</p>							
	Venue 1	Venue 2	Venue 3	Venue 4	Venue 5	Venue 6	Venue 7	Venue 8
1100-1130	Autoethnography as method for professional development S O'Neil	Understanding first-year student learning within an open distance learning context through a blended-learning intervention J Abrahams	The use of video reports by students in design based modules P Hertzog	Writing to learn: Improving the agential capacity of Nursing students T Mtonjeni, P Sefalane-Nkohla, A Hlalele & M Katiya	Paving the way for the world of work: a subject-specific writing intervention for undergraduate Accounting students L Drennan	Mentoring matters to learning! E Maleka & P Ramlall	Literature as an instrument for developing critical citizenship: the case of John Kani's Nothing but the Truth (2002) R Makombe & M Tladi	
1130-1200	Threshold concepts: The emergence of an intersectional feminist voice - based in a study of black women academics' experiences in higher education J Farmer	Exploring the lived experiences of Targeting Talent Programme alumni during their first year of university: A phenomenological study L Sesheba, G Nicolaou, M M Reeves & Z Richards	E-Tutoring using Blackboard as a Learning Management System: The case of selected tutors M Wessels	Using voice recordings for formative feedback in a blended, block-release course on online learning design N Pallitt, S Govender & C Hodgkinson-Williams	Talking about texts during writing centre consultations. Lessons from sociolinguistics research L Noludwe	Tracking and monitoring intervention strategy for courses at risk: A case at WSU T Ikedinobi	Students' perceptions of service learning: a case for achieving graduate attributes in large undergraduate classes F Petersen	<p>Critical Dialogue How can principles of democracy and social justice inform our research into the student experience in higher education? B Leibowitz, E Mngqwashu, P Muhuro, K Naidoo & H Ochuot, S Timmis, S Trahar & G Wisker</p>
1200-1230	Towards changing practices: A productive reflective Microteaching experience R Ganas	An assessment of the integration of information literacy education into first year programmes in the Faculty of Management Sciences at the Durban University of Technology - Durban Campus K Naicker	#FeesMustFall: Online Adoption on the Rise L Leonard, C Kies & N Braaf	A little black number: Undressing transformation from student to pattern maker M Cavanagh	Socratic Inquiry and Epistemological Access: Students Perceptions of Academic Writing Consultations in Small Groups K J Shabanza	An opportunity through access: tracking a cohort of Economic and Management Sciences student through their degree studies T Setilo & L Sekonyela	Flipped Paper Accommodating Diversity: Using a Collaborative Reflective Process to Enhance Curriculum Design L-A Mostert, E Champion, H Johannes, A-M Olsen, T Batyi & F Southway-Ajulu	
1230-1300	Transcending Methodological boundaries: Using autoethnography and LCT to explore Academic Staff Development N Chitanand	Is our FYSE programme worthy?: A critique L Makondo	Re-designing a tutor training programme to develop and support tutors holistically T Govender		The First-Year Experience without Borders: Male Students' Attitudes and Perception towards Contraception at the Durban University of Technology F Haffajee & T Shozi	A Quantitative Cohort study on Extended Curriculum Programmes at TUT 2009 to 2013 S Painter	Evaluation of the implementation of participatory research and transdisciplinary theoretical framework towards achieving student success: A case study of DUT's community engagement project module A Maherry, L Brady, D Timm, T Govender & C Moyo	
1300-1400	<p align="center">Lunch</p>							



POSTER PRESENTATIONS

Ready, set, blend: Rethinking an induction programme for new academics A Cronje, H Blignaut, M Mokoena	Exploring knowledge sharing and dissemination: persepectives from Mathematics and Science educators A Roopnarain, Z Richards
Exploring Design-based Research: Towards a secure online environment for a high-stakes assessment A Khan	Learning through collaboration as a counterbalance for societal complexity B Verster
The importance of self-regulatory learning and study strategies in academic performance in South African female and male high school learners G Nicolaou, L Sesheba, M Reeves, Z Richards	Fit For Purpose: Pharmacy graduates from from Problem Based Learning from Sefako Makgatho Health University in The Workplace L A Mabope, M Chokoe, M Mkhwanazi, M Ramokgopa
A theoretical framework for assessing 21st century skills at a university of technology E Chweu, A Mji, S Simelane-Mnisi	Factors that influence the practice of developing teaching portfolios in higher education E Champion
Towards curriculum transformation: initiatives by the Unisa Teaching and Learning Development unit B Nduna, D Govender	Success and challengers in tracking former university access programme participants J James, Z Richards, B Oliphant
Exploring students readiness in introductory modules in the BSc - Life Sciences programme K Moganedi, T Mandiwana-Neudani	Scholarship of Teaching and Learning as Quality Enhancement Measure in the Institution of Higher Learning K Malatji, N Wadesango, O Chabaya
What you should know about neuroscience and learning and how to apply the knowledge in lectures L Koenig	The role of the Education Access and Retention Office in the Faculty of Education at Nelson Mandela University M-A Laufs
Learning Communities at VUT as a vehicle for Epistemological access L Mandewo	Customising Instructional Design Support for Meaningful Integration of Online Assessment with Teaching M J Rammupudu-Maroga
Student success in realising the Durban University of Technology graduate attributes: A case study from General Education Environmental Sustainability module A Maherry, T Govender, H Cooke, D Timm	The effects of flipped learning approach in the teaching of horticulture modules in a historically disadvantaged institution M Ramphinwa
The Extended Curriculum Programme in BSc Chemistry of the University of Limpopo: Implementation, output and implications: A critical review M S Thomas, R J Singh, S Thomas	Interrogating the role of academic developers in the promotion of scholarly teaching and the scholarship of learning and teaching N Wadesango, C Hlungwani, A Mohale, M Thosago, O Chabaya & M Mashala
Student success: Tutors experiences of a tutoring programme in a health sciences faculty B D Faraa, M Rowe, B Adebisi & A Rhoda	Supported or sidelined: Perceptions of part-time students in a University of Technology M Katiya, Z Sosibo
Rethinking effective Professional Development in Universities: Does one size fits all? O Chabaya, N Wadesango, K Malatji	Students' view on the importance of basic mathematics in the accounting profession N Mnyaka
Practising a year long orientation programme through the FYSE activities: the case of DUT FYSE as an institutional programme N Zulu, L Makondo	Pedagogical considerations towards effective educational technology adoption in developing countries: A comparative case study in two South African universities S Kumalo, J Cronje, M Madiope, D Govender
A case study of high-impact practices to enhance student success within a University of Technology context S Bala, R Govender, E Joubert	Collaborative Learning - A Gateway for social, emotional and academic transition to University S Moodley
Students understanding of good and bad lecturers in qualitative terms, and how this can lead to renewal of pedagogy and classroom practices S Haupt, H Erasmus	Evaluating the Performance Outcomes of a Learning Skills Intervention for Undergraduate Students at the University of Johannesburg R Adegoke, C T Ngamlana, M Tlowane
Teaching multidisciplinary agricultural disciplines in university of technologies Z P Khetsha, T Teele	Rethinking the eLearning design: A shift towards interactive and collaborative approaches to learning S Simelane-Mnisi, N Anna, A Mji, C J White
Designing and implementing an online first year experience hub at the North-West University: Vaal Triangle Campus T Govender, A M du Preez	Disengaging tensions: Challenges and Expectations of teaching and learning in Extended Curriculum Programme (ECP) Z Magoda, M Katiya
Using digital tools to promote learning U Ramraj, F Marimuthu	The effect of access-oriented post-school mathematics interventions E Oosthuizen & G Hanekom
Enabling unsuccessful students to transcend in reflective and strategic learners I Venter	The First Year Student: Some insights from the Minquiz Competition Scores Analysis B Ncube