



5th LEARNING, TEACHING AND ASSESSMENT SYMPOSIUM

9th – 11th November 2016

Coastlands Hotel and Conference Centre, Ridge Road

Fostering Transformative Learning Experiences for Student Success

Wednesday, November 09, 2016

08:15 - 09:00	Registration	
09:00 - 12:00	Workshop 1: Prof Ronald Barnett Teaching and Research: Possibilities for New Relationships	
12:00 - 13:00	LUNCH	
13:00 - 16:00	Workshop 2: Neil van der Merwe Tips and tricks to create and edit demonstration videos for blended learning	Workshop 3: Revd Dr Delysia Timm Using Self-Study Action Research to transform Higher Educational Practice and Research (HEPR)

Workshop 1: Prof Ronald Barnett

Teaching and Research: Possibilities for New Relationships

Background:

Across the world, much effort is going on to raise the research profiles of universities. One outcome of this development is the wish to bring research and teaching into a closer relationship, especially by bringing research elements into the curriculum and into student learning. This major shift is posing major challenges to many universities, both to teaching intensive institutions and those that would see themselves as research intensive.

Key questions:

- In general terms, how might research assist/inform teaching?
- How do you marry your research and teaching activities, if indeed you do?
- What relationships – if any – do you see between them?
- How do you strive to bring research into your teaching and your students' experience?
- What possibilities might we glimpse for developing the relationships between teaching and learning?
- Might teaching assist research?

The context includes the following:

- Pressures on academics' workloads
- Difficulties in some institutions in actually pursuing a research profile
- Challenges in writing
- Different conceptions as to what is to count as higher education
- Ideologies of higher education (why has this whole issue become so large?)

This workshop will address these questions, in three ways:

- 1 I will share some observations and raise some issues reflecting both the literature and my own experiences over a lifetime in higher education.
- 2 The workshop will be highly inter-active. Participants will be encouraged both to reflect on their own views on the topic and to share with others the ways in which they bring research into their teaching and their students' learning.

(Please think about this matter in advance:

- How do you see the issue?
- In what ways do you try to bring research into the curriculum?
- Your challenges here – Pedagogic? Technological? Resourcing?
- Are there any difficult issues here for you, in your experience?)

- 3 Drawing on the collective experiences, approaches and thoughts, we shall try to identify possibilities for furthering the relationship between teaching and research.

Workshop 2: Neil van der Merwe

Tips and tricks to create and edit demonstration videos for blended learning

This workshop offers hands-on experience in creating videos for blended learning. Through exposure to a variety of tools, delegates will learn how to do recordings, capture demonstrations on a computer screen, add voice-overs and edit the videos.

The learning design of this workshop is based on principles of androgogy for the benefit of adult learners. Delegates should bring along a laptop with the following software installed:

1. OPEN BROADCASTER software (Open source and free)
<https://obsproject.com>

2. WONDERSHARE FILMORA (Demo version)
<http://filmora.wondershare.com>

Workshop 3: Revd Dr Delysia Timm

Using Self-Study Action Research to transform Higher Educational Practice and Research (HEPR)

The research question that the participants will seek to answer during the workshop is “How do Self-Study Action Research (S-SAR) principles influence the transformation of Higher Education/al Practitioner-Research?”

Aims: To address transformation in Higher Educational Practice and Research using some principles of S-SAR.

Objective: This interactive three-hour workshop will engage participants in the exploration of relevant principles of Self-Study Action Research (S-SAR) as a means of transforming Higher Educational Practice and Research (HEPR).

Activities:

Using large and small group interaction, the participants will

- examine the understanding of transformation in higher education practice and research (Whitehead, 2009; Samaras, 2010; Pithouse-Morgan, 2007; Desmond, 2010; Gumede, 2012, Timm, 2013)

examine the principles

- which inform Self-Study Action Research in higher education.
- use the principles which inform S-SAR to address transformation issues in their own higher education practice and research
- develop critical questions and strategies to develop a personal S-SAR toolkit to ensure and address transformation issues in their HEPR.

Outcomes: through participation in the workshop, participants will have:

- discussed the issues of transformation in Higher Educational Practice and Research;
- discussed the principles which inform Self-Study Action Research in Higher Education.
- applied the principles which inform S-SAR to issues of transformation as Higher Education Practitioners and Researchers
- used and developed relevant tools to inform the transformation in their own Self-Study Action Research (S-SAR) in and of their personal Higher Educational Practice and Research (HEPR).

Thursday, November 10, 2016

08:15 - 09:00	Registration	
09:00 - 09:30	Welcome: Prof Thengani Ngwenya - Director CELT Official Opening: Prof Thandi Gwele - Deputy Vice Chancellor (Academic)	
09:30 - 10:30 Chair: Prof Thengani Ngwenya	Keynote Address: Prof Ronald Barnett Glimpsing the Ecological Curriculum	
10:30 - 11:00	TEA	
	Chair: Shoba Rathilal	Chair: Dr Rosaline Govender
11:00 - 11:30	Co-operative learning as an approach to improving 21st century skills in learners at Durban University of Technology Anusha Govender, Parivash Khalili and Sizwe Dlalisa	The use of rubrics to evaluate the effectiveness of technology-mediated courses Esther Joubert
11:30 -12:00	Community engagement and epistemic justice: Challenging teaching and pedagogy at higher education institutions in South Africa Prof Darren Lortan and Dr Savathrie Maistry	Reflections on the Cornerstone 101 Teaching and Learning: A staff/student experience Nareen Gonsalves and Thula Zuma
12:00 - 12:30	Using authentic assessment to enable epistemological access in a Hospitality Financial Management module Rekha Maniram	Enriching student success through the Residence Educational Programme (REP) Ntokozo Zulu, Cebokazi Luthuli Simphiwe Mkhize
12:30 - 13:00	Decolonial teaching and transformative learning Prof Anthony Collins	Reflections on teaching Information Literacy in a faculty GenEd module David Thomas
13:00 - 14:00	LUNCH	

Thursday, November 10, 2016

14:00 - 15:00 Chair: Nalini Chitanand	Keynote Address: Prof Megandhren Govender Will the Real Einstein Please Stand Up?	
	Chair: Nalini Chitanand	Chair: Shubnam Rambharos
15:00 - 15:30	How can Assessment Feedback be Useful?: A Reflective Interrogation of Assessment Feedback Approaches and Practices employed in the Public Relations Management Programme Ntokozo Ndlela	Transforming traditional mathematics classrooms using e-learning support Prof Deonarain Brijlall and Noor Ally
15:30 - 16:00	Exploring peer-review assessment as a teaching and learning intervention Dr Ivan Govender, Sbonelo Dladla, Kwethemba Mbele	FYSE at DUT Journalism: Grounded and Gaining Momentum Adv Robin Sewlal

Friday, November 11, 2016

08:15 - 08:45	Registration	
08:45 - 09:00	Welcome: Prof Thengani Ngwenya	
	Chair: Simon Ndlovu	Chair: Nalini Chitanand
09:00 - 09:30	An integrated modular approach in the fashion course to maximise students' understanding of the design process: A proposal for first year pedagogy Michaela Cavanagh and Khaya Mchunu	Authenticity and transformative pedagogy: Mapping the complexities and contradictions. Simóne Plüg
09:30 - 10:00	Empowering the first year university student for success through personal development and the use of technology Anusha Govender	An investigation of how Graduate Attributes (GA) are developed through Teaching, Learning and Assessment within the Department of Public Relations Management, Durban University of Technology. Dr Paulene Naidoo
10:00 - 10:30	Transforming from Dissonance to Commitment during a service learning experience Heleen Grobbelaar	Repositioning the Institution of Higher Learning for Students' Holistic Development: A Focus on Durban University of Technology Timothy Adujo Obaje Nareen Gonsalves
10:30 - 11:00	TEA	
11:00 - 11:45 Chair: Dr Rosaline Govender	Keynote Address: Prof Alex van der Merwe Open textbooks as an engine of transformative learning	
	Chair: Ntokozo Zulu	Chair: Shubnam Rambharos
11:45 - 12:15	The Conceptualisation of the FYSE Programme at Durban University of Technology Doreen Mheta, Prof Livingstone Makondo and Prof Thengani Ngwenya	Collaborative Online International Learning (COIL) at Durban University of Technology Dr Strini Pillay and Dr Lavern Samuels
12:15 - 12:45	Through 'digital literacies' programme to improve ethical skills and research practice Simon Ndlovu	Transformative Learning - A Tectonic shift: Why we need it now Nalini Chitanand
12:45 - 13:45	LUNCH	
13:45 - 14:30 Chair: Shoba Rathilal	Vampires, zombies and humans: a guide to surviving the neoliberal apocalypse Prof Anthony Collins	
14:30 - 15:00	Final Reflections, Evaluation and Closure	

