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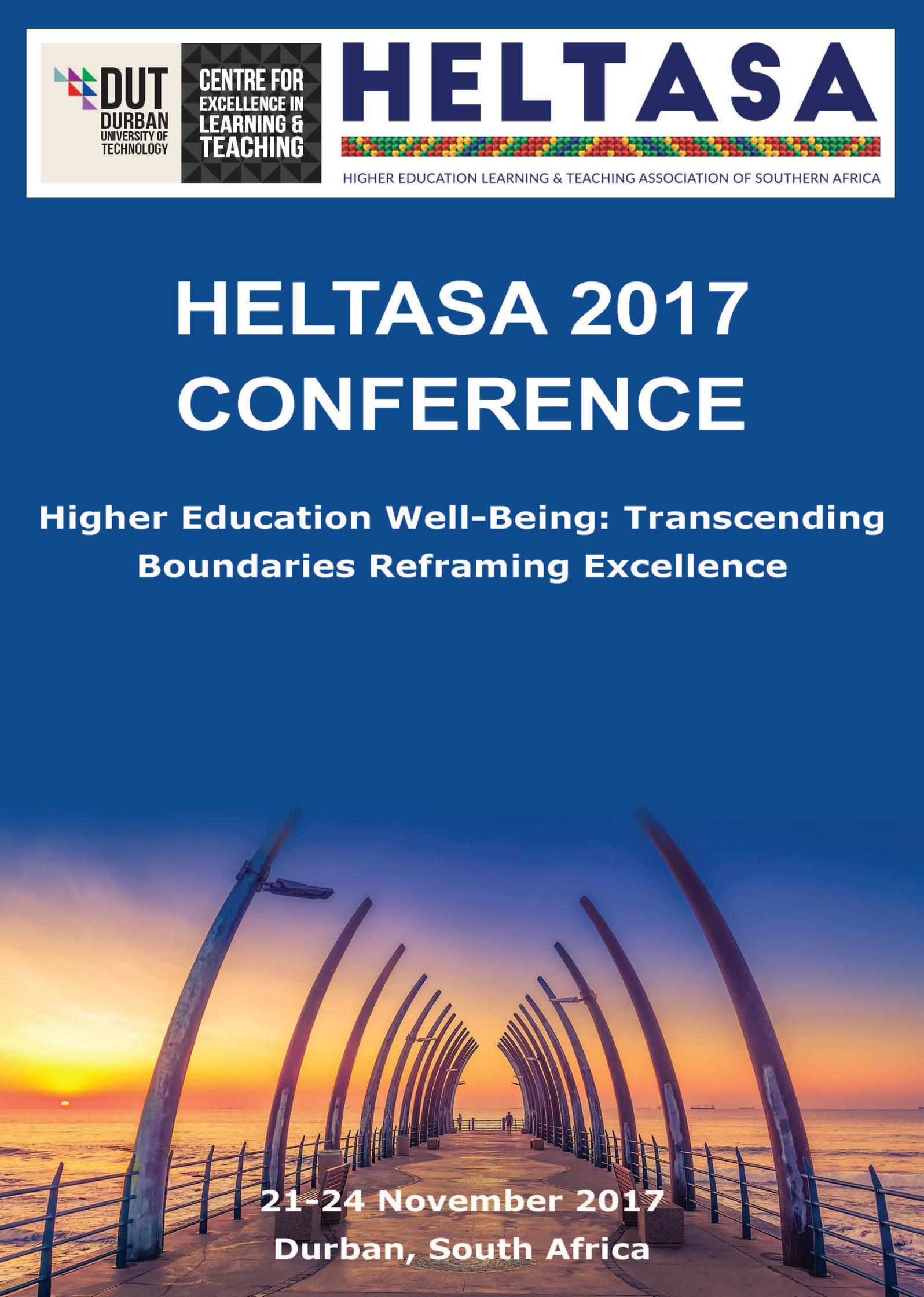
HELTASA



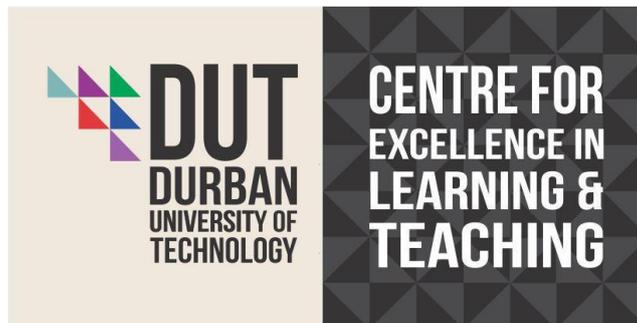
HIGHER EDUCATION LEARNING & TEACHING ASSOCIATION OF SOUTHERN AFRICA

HELTASA 2017 CONFERENCE

**Higher Education Well-Being: Transcending
Boundaries Reframing Excellence**

A photograph of a long, covered walkway or pier extending into the ocean. The structure is supported by numerous large, curved whale ribs that form a series of arches. The sky is a vibrant orange and yellow, indicating a sunset or sunrise. The ocean is visible in the distance, and a few people can be seen walking on the pier.

**21-24 November 2017
Durban, South Africa**



Cover Photo: Whalebone Umhlanga Pier

Photo credit: © 2015 Andrew Harvard courtesy of Andrew Harvard Photography

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About the HELTASA 2017 Conference

HIGHER EDUCATION WELL-BEING: TRANSCENDING BOUNDARIES, REFRAMING EXCELLENCE

The connections between higher education and well-being “matter for the individual lives of the student and those who teach; [they matter for the disciplines and professions]; they matter for the institutions; they matter for the promise of a democratic civic society; and they matter for whether or not the unique and full promise of higher education - its greater purpose - can be advanced and realized”

(Harvard, D. W. Well-Being and Higher Education: A Strategy for Change and the Realization of Education's Greater Purposes. 2016)

Higher education worldwide is undeniably in a state of disquiet and disruption. The complexities and challenges confronting higher education require a careful examination of higher education well-being and innovative and creative responses that transcend boundaries and reframes excellence, looking beyond the institutional insularity and examining its contribution towards a greater good.

Well-being can be understood as encompassing a sense of wholeness, direction and agency. It could be extended as understanding what people value being and what people value doing. Well-being in higher education makes possible the advancement of public-good, engendering commitment to educational and social development in developing graduates, increasing their freedom to live the lives they regard as good. The responsibility of higher education is to engage institutions, students, academics and researchers and their declared and enacted curriculum in debating what is valued, by whom, for what purpose. Such examination could provide analysis of the experiential spaces in curricula and co-curricular programmes to develop the responsible freedoms in valuing the personal growth, moral and civic responsibility and criticality. Self, society and systems become the ingredients for contested analysis.

The HELTASA 2017 conference theme provides opportunities to interrogate and respond to the current challenges to higher education well-being. It brings to the fore academic conversations on the greater purpose of higher education and the need to engender, revive and preserve the roles of higher education and for institutions, students, academics and researchers to look beyond themselves to a greater good. The theme allows for problematising the transformative public good that is beyond a narrowed, essentialist, ideological and politicised pursuit.

This conference encourages a disruption of current thinking about higher education and its connection to educational and social development and promotes transcending paradigmatic as well as disciplinary boundaries. This calls further for rethinking of traditional and limited orientation of learning and success and reframing excellence in higher education.

The conference includes workshops, oral papers, poster presentations, flipped paper sessions (a new format) and critical dialogue sessions. In presenting these, alternative and creative presentation modes that include poetry or drama are encouraged.

SUBTHEMES:

Greater purpose of higher education

The subtheme focusses on an interrogation of the purposes of higher education. It allows for presentations on unpacking the social justice and transformative agendas of higher education within a democracy. Within this subthemes broader institutional and national issues about the role of higher education in society can be critiqued or reconceptualised. A crucial strand of this subtheme is on understanding diversity and its implications on HE well-being. Interrogating ways of embracing diversity within higher education is a crucial part of unpacking the purposes of higher education and realising these purposes

Access and parity of participation

This subtheme invites engagement on how to make South African Higher Education more inclusive. It draws attention to and calls for the examination of current social arrangements, existing higher education structures, policies, curricular norms, and other systemic structures that enable or constrain students in South African higher education in engaging as peers in a learning environment guided by the principles of social justice

Reframing student success

This subtheme of Reframing Student Success provides the much needed platform for closer examination of what exactly is meant by student success in our current contexts? Furthermore, the subtheme encourages scholarly debates and presentations that examine the issue of inclusivity of students' values of being and doing, conceptions about learning for success and pedagogies and assessment for student success within the context of Higher education well-being: Transcending boundaries, reframing excellence

Enriching the Curriculum

This subtheme focuses on the declared and enacted curriculum and the need to develop a socially just curriculum, which is inclusive of all students. It includes debates and discussions on ways in which the curriculum can be decolonised, developing a liberal arts curriculum, the integration of Service learning and Community Engagement in the curriculum, the use of digital technologies in the classroom, Internationalisation of the curriculum and so forth.

Knowledge in the academy

This subtheme focuses on the generation of knowledge in higher education. It calls for an interrogation of whose knowledge is valued and the different methodologies or ways of coming to know in higher education. In addition, the subtheme invites scholarly engagement that frames and systematically investigates issues related to teaching and learning within the context of Higher education well-being: Transcending boundaries, reframing excellence.

Message from the Vice Chancellor and Principal Professor Thandwa Mthembu



On behalf of DUT, which I am privileged to lead as the Vice-Chancellor and Principal, I wish to warmly welcome you to our golden shores and our undulating green hills and hillocks of Durban's picturesque vicinity. I am confident that the next few days you will be spending here will go a long way in shaping the future of higher education in South Africa, and hopefully, beyond our borders.

The conference theme: “**Higher education wellbeing – Transcending boundaries, reframing excellence**” aptly captures the pertinent question that all stakeholders in the higher education sector need to grapple with: the state or well-being of higher education in the country and the world over.

My hope is that the idea of ‘*transcending boundaries*’ will be disruptive enough to our current and rather hackneyed philosophy and practice of higher education as we have known them for centuries since they emerged as a social innovation in the first millennium. Except for, sometimes rather lackadaisical and discordant, infusion of technology in our educational processes, to what extent have the philosophy and practice of higher education differed fundamentally from those of the first millennium? The second millennium and, in particular, its 21st century, have ushered in a very disruptive digital age as part of what many call the 4th industrial revolution. In all aspects of our curricula, could we possibly claim we are educating and training for this age of our development as humanity? Could we possibly still be educating and training for jobs and professions that will have devalued, if not completely disappeared, within the next 5 to 10 years?

Once we have unsettled ourselves and transcended self-made boundaries of the higher education sector, ‘*reframing excellence*’ in a world that questions our hegemony and our legitimacy will be a mammoth task. We will have to lose part of ourselves in order to find a comfortable position for ourselves out there in the broader world. The idea of excellence we should pursue could not be one that only ourselves appreciate; but one that demonstrates that our efforts and toils in teaching-learning and research-innovation have outcomes and impact in the broader society. In this respect, dispassionate and indifferent immersion in our academic fields would be inimical and degenerative when mutually beneficial engagement with broader society will have to gain ascendancy.

This conference takes place at a time when the country is on tenterhooks regarding responsibility for fee payments, if any, in the post-school sector. As we are aware, this disruptive phenomenon became strident in 2015 and continues to be a source of great anxiety and uncertainty. In this respect, which boundaries are we prepared to transcend and how will a new idea of *excellence* be *framed* in a free-for-all-who-wish-to-register, decolonised dispensation? How many academics will vote with their feet in defence of their academic freedom to decide who to teach, what to teach, how to teach and assess it?

Without doubt, the gravity and complexity of the challenges we face as a country and a higher education system are bound to compound considerably. Broader society and our students have thrown the gauntlet down to all conference presenters and participants. What should we do to rekindle our legitimacy and safeguard the well-being of our higher education system?

I have no doubt that this HELTASA Conference 2017 will provide innovations that *transcend the boundaries* we currently see; that it will *reframe all elements of our excellence* for broader society to see the real outcomes and feel the real impact of our collective academic endeavours. In that way, higher education's position, legitimacy - and perhaps hegemony, even - will be re-couped and its well-being firmly secured for the rest of this millennium.

Thandwa Mthembu
Vice-Chancellor and Principal, DUT

Message from the Deputy Vice Chancellor: Teaching and Learning Professor Thandi Gwele



Friends and colleagues, to each and every one of you, it is indeed with great pleasure and excitement that I welcome you to the 2017 HELTASA Conference. DUT is honoured to have been invited to host this prestigious Higher Education conference on behalf of HELTASA.

The theme for this year's conference is "Higher Education Well Being: Transcending Boundaries, Reframing Excellence". A conference focusing on the well-being of/in higher education could not have come at more opportune time in South Africa – and I'll dare say – globally as well. What exactly, is the 'health' status of HE in South Africa right now – the protest scenes – the burning buildings and vehicles, --- More importantly, the voices of hungry and 'homeless' students – and staff overwhelmed by it all yet knowing that to stop is a privilege they cannot claim.

I think that the conference organisers' decision to focus on the well-being of the system could not have been on the 'whim'. The subthemes force us to stop and ask some serious questions and reflect deeply about what it is that matters in higher education – what is the "greater" purpose of HE, access and parity – what does this mean – who decides what is parity – and in whose point of view? The questions can go on and on – it is not answers that we seek – but a particular kind of understanding and appreciation of what it is that HE purports to be. Student success - is it simple a numbers' game? The term graduate attributes has become a buzz word.

We must applaud those who will be making presentations at this year's conference. Scholarly engagements, debates and reflections about what is important are increasingly losing their foothold in the academic world. A conference such as this is essential for the well-being of our world of work.

Once again, welcome to the 2017 HELTASA Conference – I wish you all a very interesting and engaging conference.

Message from the Director: CELT Professor Thengani Ngwenya



DUT is honoured to host the 2017 HELTASA conference. The conference happens at a difficult time in the history of higher education since 1994 when our system is being rocked by unprecedented student protests. Our students are demanding a complete overhaul of the higher education system in relation to access and the curriculum. Education is rightly regarded as a right rather than a privilege by our students. While most of us support the demands of the students in the context of our nascent constitutional democracy we are concerned by the violence which has characterised recent student protests.

As higher education teachers and researchers we are called upon to engage in a rigorous and systematic reappraisal of what we teach and how we teach it. In addition, the country as a whole needs to review its higher education funding mechanisms and foster a culture of inclusivity in our higher education institutions. For these reasons and being fully aware of our audience, we have chosen the themes of well-being, crossing boundaries and reframing excellence for the 2017 HELTASA conference. These broad themes should allow us to adopt wide-ranging theoretical and practical approaches to issues of decolonisation and cultural alienation resulting from what our students see as a disjuncture between what they are taught in our universities and their own world views and experiences as South Africans. In selecting themes for this year's HELTASA conference we were particularly alert to the "greater purpose" of higher education which we believe goes beyond preparing our students for the labour market. It is our hope that the conference will afford us the opportunity to confront issues relating not only to the well-being of our higher education system but also to the philosophy and sociology of knowledge in the African and global context.

We are looking forward to robust and thought-provoking discussions in what promises to be a very successful conference. Enjoy the conference in the beautiful setting of Durban!

Message from the HELTASA Chair

Dr Kasturi Behari-Leak



As president of the organisation, I extend warm greetings to you from the HELTASA executive team.

We are delighted to be in warm-weathered Durban this year, in the beautiful KZN north coast. We are extremely grateful to the Centre for Excellence in Learning and Teaching at the Durban University of Technology for hosting the conference this year. All the hard work, commitment and dedication of the conference convening team are much appreciated. In your organisation of this conference, you have ensured our “well-being: transcending boundaries, reframing excellence”, which is the thematic of the HELTASA 2017 conference.

This has been a challenging year for a number of reasons, perhaps mainly because we are being called upon to re-imagine the purpose and disposition of the university and ourselves. The calls for decolonisation and transformation of higher education have challenged us to think about matters that relate directly to teaching and learning such as who teaches, how they teach and what they teach. So, this is a critical moment in HE but also a great opportunity for all those passionate about teaching.

As a professional organisation focussed on teaching and learning in Southern Africa, HELTASA has provided support over this year for important critical and creative debates through our Special Interest Groups, dissemination of the HELTASA newsletters, and resources shared on the HELTASA website. We invite you to continue to use these platforms to continue the discussions.

The HELTASA annual conference is a major enabler for similar discussions at a national level, through conference papers, dialogues, poster presentations and other fora. Our keynote speakers are well positioned to stimulate and engage us further in expanding our understanding. We welcome Prof Bal Chandra Luitel from the School of Education at Kathmandu University who brings expertise as a transformative education researcher employing multi-paradigmatic research designs for portraying the problem of culturally decontextualised mathematics and science education; Prof Yusef Waghid from the Department of Education Policy Studies at Stellenbosch University who is recognised for his influence and significant contribution towards the transformation of the social science community in South Africa; and Prof Stephanie Allais from the School of Education at University of the Witwatersrand who brings expertise in the area of the sociology of education, policy, education and development, curriculum, and political economy of education, focused on relationships between education and work.

Let's use this conference to engage deeply through our scholarly endeavours but also to make new friends, catch up with old friends, dance your feet off at the Gala Dinner and have fun!

Dr Kasturi Behari-Leak

A handwritten signature in black ink that reads "Behari-Leak". The signature is written in a cursive, flowing style.

HELTASA chair

Message from the Organising Committee



A warm Welcome to the HELTASA 2017 Conference in the magnificent city of Durban. The response to the conference call has been phenomenal. This surely signalled to us that there are many academics who are passionate about Higher Education Well-being and are committed to discussing, debating and addressing the issues facing higher education through critiquing and sharing theory informed research and practice. We thank you for your commitment to the 'greater purpose of higher education'

As an organising team we felt that the conference theme **Higher education well-being: Transcending boundaries, Reframing excellence** and the various subthemes invited creative, critical and innovative responses to address some of the issues currently confronting higher education. This forced a disruption of our current thinking about the roles and purposes of higher education, its commitment to educational and social development and its contribution to a greater good. We also hope that the theme will stimulate critical thought about traditional orientations of learning, success and excellence in higher education that sometimes have merely served to maintain the status quo and encourage us to draw on alternative theoretical perspectives and examine how to transcend our *own, disciplinary, institutional* and even *national boundaries* in our attempts to transform the higher education landscape.

We were very pleased that the programme encapsulates a wide variety of theoretical lenses, disciplinary and social contexts and methodological approaches. HELTASA 2017 is sure to be an intellectually stimulating conference.

With presentations from 40 institutions in South Africa, Africa, the UK and Nepal this conference promises to be an intellectually stimulating and rewarding experience and affords us an opportunity to network with colleagues and transcend disciplinary and national boundaries.

The HELTASA conference is also an opportunity to celebrate and bring to fruition a year of hard work. We also give recognition to and celebrate the achievement of the winners of the HELTASA/CHE National Excellence in Teaching and Learning Awards. Congratulations to all the winners!

We wish you an enriching HELTASA 2017 experience and a great stay in Durban.

Usalekahle ... Best wishes

Convenor: Nalini Chitanand

On behalf of the HELTASA 2017 Organising Committee

Abstract Reviewers 2017

The DUT organising committee wishes to thank all who assisted in the abstract review process for the HELTASA 2017 conference. Phenomenal interest in this year's conference was evidenced by the large number of abstracts received – 220 abstracts were reviewed. Thank you for your dedication and prompt constructive feedback in the review process.

Jogymol Alex

Saroj Bala

Thoko Batyi

Nalini Chitanand

Laura Dison

Rieta Ganas

Rosaline Govender

Thaiurie Govender

Esther Joubert

Bwalya Lungu

Livingstone Makondo

Gift Mheta

Gita Mistri

Jeffrey Mkhize

Knowledge Ngwane

Thengani Ngwenya

Anne–Mart Olsen

Kershree Padayachee

Mari Pete

Mogie Rajkoomar

Shubnam Rambharos

Shoba Rathilal

Alana Riley

Lesley June Stainbank

Keynote Speakers

Professor Bal Chandra Luitel



Bal Chandra Luitel is an associate professor at Kathmandu University. Educated in Nepal and Australia and having worked in Nepal, Australia and Portugal, Bal's expertise as a transformative education researcher lies in employing multi-paradigmatic research design for portraying the problem of culturally decontextualised mathematics and science education, a protracted problem that poses a serious challenge towards an inclusive and life affirming mathematics and science education in Nepal, a country that hosts more than 92 language groups and different cultural traditions arising from Vedic, Buddhist and Animist belief systems. Bal has been working with a number of Nepali teachers and teacher educators who examine their lived experiences as students, teachers and teacher educators, thereby developing visions for fostering experiences of meaningful mathematical learning among their students. In this process, Bal's research program enables education researchers to engage with a host of research paradigms together with new analytics arising from dialectical, metaphorical, poetic and narrative logics and genres as a means for conceiving, expressing and implementing visions of an inclusive and life-affirming mathematics and science education in Nepal.

Selected Publications

Pant, B. P & Luitel, B. C. (2016, July). Beliefs about the Nature of Mathematics and its Pedagogical Influences. Paper presented at the International Congress of Mathematics Education (ICME-13, 2016)" in Hamburg, Germany

Luitel, B. C. (2013). Mathematics as an im/pure knowledge system: Symbiosis, (w)holism and synergy in mathematics education. *International Journal of Science and Mathematics Education*, 1-23. doi: 10.1007/s10763-012-9366-8

Luitel, B.C.& Taylor, P.C. (2013) Fractals of 'old' and 'new' logics: A post/modern proposal for transformative mathematics pedagogy. *Philosophy of Mathematics Education Journal*. Available Online: [http://www.people.ex.ac.uk/PErnest/\(\)](http://www.people.ex.ac.uk/PErnest/)

Luitel B.C. (2012). Doing away with dualisms: Searching for inclusive alternatives in education. *Nepalese Journal of Qualitative Research Methods*, 1-15, 2.

Luitel, B.C.& Taylor, P.C.(2008, Jan). Globalization, ecological consciousness and curriculum as montage: A vision for culturally contextualized mathematics education. Paper presented at the 16th Annual Conference of the Southern African Association for Mathematics, Science and Technology Education (SAARMSTE), Maseru, Lesotho.

Keynote Address

Developing educational research as/for transformative professional development: A case of (post)graduate education research programme for a greater good

In accordance with the HELTASA Conference Call on the theme of Higher Education Well-Being: Transcending Boundaries, Reframing Excellence, my keynote presentation showcases an example of a (post)graduate research program in teacher education in Nepal that problematises the restrictive view of educational research as politically neutral activity; thereby conceiving an empowering view of teacher education research as/for transformative professional development, a perspective that draws upon the activist view of teacher education for the greater public good. Of particular interest, my presentation radically challenges the limits of positivistic research that inherits many exclusionary epistemic practices among researchers, such as value-neutrality, context-insensitive research design and un-reflexive research enterprise. In this process, I shall share how a multiparadigmatic research design enables researchers to develop themselves as politically, ethically and epistemologically astute educational practitioners.

Having grown from one-size-fits-all pedagogical creeds, many of the students, who are in-service teachers, arrive at my program with taken-for-granted assumptions of elitism (i.e., formal education is for a select few), exclusion(i.e., academically weak students are to be left behind), and inequity (i.e., all students should be taught in the same way) associated with their practices as in-service teachers (Luitel, 2013). These disempowering assumptions are strengthened further through their deep-seated beliefs about educational research and practice as a set of externally prescribed principles and rules. Hopefully, such a restrictive view of educational research and practice can be addressed through a well-developed graduate research program that enables practitioners to (a) challenge taken-for-granted assumptions by interrogating their deep-seated values, beliefs, and practices about what counts as 'good' education, (b) cultivate a host of educational perspectives towards developing empowering visions of their educational practices, and (c) construct

empowering and inclusionary visions for their profession as teachers, teacher educators and educational researchers, to name but a few.

In this reference, subscribing to research as/for transformative professional development, my research program uses a radical multiparadigmatic design as an alternative to single 'positivistic' paradigmatic research that is less likely to enable researchers to copiously challenge exclusionary educational beliefs that give rise to a host of detrimental educational outcomes (Rahmawati & Taylor, 2015). In addressing this gap, a multiparadigmatic design is developed through a host of complementary research paradigms (e.g., Interpretivism, criticalism, and postmodernism) evolved over the period of half a century through reflective, political, aesthetic and ethical turns of educational research (Taylor, Taylor, & Luitel, 2012). Here, the paradigm of interpretivism enables researchers to uncover their educational experiences as teachers and learners. In this process, they subscribe to research as meaning-making and meaning-seeking via context-based understanding of researchers' personal-professional practices. However, because of its focus on descriptive contextualism, the paradigm of interpretivism is unlikely to enable researchers to challenge their deep-seated values and beliefs, giving rise to disempowering assumptions of what counts as 'good' education. Given this limitation of interpretivism, researchers employ the paradigm of criticalism in an effort to challenge such beliefs and practices in an effort to conceive a utopic vision of 'good' educational processes through the lens of equity, fairness and social justice (Luitel, in press).

Likewise, the paradigm of postmodernism enables researchers to employ its constructive fervour in developing plurivocality via multiple logics and genres such as metaphorical, poetic, dialectical and narrative (Luitel & Taylor, 2013; Saldaña, 2014). Specifically, through the use of metaphor, the researchers unpack layered meanings of otherwise unexplored restrictive educational practices, whereas poetic logics and genres are useful for the researchers to express ineffability embedded in their experiences of educational practices. Rhetorically, dialectical logic enables researchers to articulate subtleties associated with co-dependently arising concepts (e.g., healthy and unhealthy educational processes, justice and injustice, contextualism and universalism, public and private good). Moreover, the use of dialectics empowers researchers to develop politically astute, ethically justifiable, and intellectually pragmatic visions for educational practices. Above all, the narrative logics and genres enable researchers to communicate their research process and product in a diachronic and engaging storytelling approach. Together, they add therapeutic value in researching, which in Aristotelian term brings a 'cathartic effect' among researchers.

Professor Yusef Waghid



Yusef Waghid is Distinguished Professor of Philosophy of Education in the Department of Education Policy Studies at Stellenbosch University in South Africa. He joined Stellenbosch University almost two decades ago as Director of the Centre for Educational Development and has been full Professor of Philosophy of Education in the Department of Education Policy Studies since 2002. He was also Chair and, Dean of the Faculty of Education. He holds doctorates in the areas of Philosophy of Education (Western Cape), Education Policy Studies, and Philosophy (Stellenbosch). He is a fellow of the Academy of Science of South Africa (ASSAf), internationally acclaimed scholar with the National Research Foundation. He is Editor-in-Chief of South African Journal of Higher Education. He has 326 research publications – 25 books and collections, 210 journal articles, 62 book chapters, 22 conference proceedings & 13 book reviews. His latest books that accentuate his research foci, include

African philosophy of education reconsidered: On being human (London: Routledge, 2014);

Pedagogy out of bounds: Untamed variations of democratic education (Rotterdam/Boston/Taipei: Sense Publishers, 2014);

(co-editor with Chapman, J., McNamara, S. & Reiss, M.) *International handbook for learning, teaching and leadership in faith-based schools* (Dordrecht: Springer Press, 2014);

Dancing with doctoral encounters: Democratic education in motion (Stellenbosch: Sun Press, 2015);

(co-author with Davids, N.) *Ethical Dimensions of Muslim Education* (New York: Palgrave-Macmillan, 2016);

(co-author with Waghid, F. & Waghid, Z.) *Educational Technology and Pedagogic Encounters: Democratic Education in Potentiality* (Rotterdam/Boston/Taipei: Sense Publishers, 2016);

(co-author with Davids, N.) *Educational Leadership-in-Becoming: On the Potential of Leadership in Action* (London: Routledge, 2017);

(co-author with Davids, N.) *Philosophy of Education as Action: Implications for teacher education* (Malham, MA.: Rowman & Littlefield, 2017).

(co-editor with Higgs, P.) *Philosophy of Education Reader* (Cape Town: Juta, 2017)

(co-author with Davids, N.) *Education, assessment and the desire for dissonance* (New York: Peter Lang, 2017);

(co-editor with Davies, I., Peck, C., Sant, E., Kiwan, D. & Paterson, A. *International Handbook of Citizenship Education* (New York: Palgrave-MacMillan, 2017)

(co-author with Davids, N.) *Education and tolerance* (New York: Palgrave-MacMillan, 2017)

In 2011 he was honoured with the National Research Foundation (NRF) Special Recognition Award: ‘Champion of Research Capacity Development at Higher Education Institutions in South Africa’ in recognition of his influence and significant contribution towards the transformation of the social science community in South Africa; and in 2014 he received the prestigious Education Research in Africa Award: Outstanding Mentor of Education Researchers from the Association for the Development of Education in Africa. He has promoted 22 PhDs and three post-doctoral fellows to completion, supervised 20 MEds to completion, examined 40 doctorates and 18 Ms, and currently promote 12 PhDs and supervise 10 Ms.

Keynote Address

Towards a university in becoming: Revisiting deliberation, responsibility and cosmopolitanism

Nowadays, words like transformation, democratisation and decolonisation are much in vogue. In many ways, these words have become buzz words, associated with an intent to change university education on the African continent. Concomitantly with using action concepts like curriculum renewal and restructuring – and the institution where I work is no exception – changing higher education has once again been placed at the university’s *raison d’être* to determine the latter’s response to the afore-mentioned actions.

In this address, I offer a different way of looking at re-addressing or re-imagining university education. I argue that it is more pertinent to renew the cases for deliberation, responsibility and cosmopolitanism – if a university is really interested in enacting visible and lasting change. In this regard, I make the argument for a university-in-becoming on the basis that such a university ought to be one constituted and guided by deliberative, responsible, and cosmopolitan actions *vis-à-vis* a university’s pedagogic and management encounters. Firstly, a university constituted by deliberative action remains one that perpetually seeks to engender a spirit of ‘talking back’. Secondly, a responsible university draws on disruptive moments to pursue risky activities. And thirdly, a cosmopolitan university endeavours to remain reflexively attached to the known, yet simultaneously reflexively open to what is new. In the afore-mentioned three ways, a university

would ensure that it remains in becoming as it would invariably comprise a community of scholars in co-belonging without affirming a shared identity and difference. It is my contention that a university-in-becoming seems to be more attuned to change than what has been proposed thus far through transformation, democratisation, decolonisation, renewal and decoloniality.

Based on a deliberative, responsible and cosmopolitan take on the university-in-becoming, I want to link understandings of such a university to the theme, *Higher Education Wellbeing: Transcending Boundaries, Reframing Excellence*. In reference to the well-being of the university, it seems apposite to make a case for skeptical higher education. In this regard, the university would raise doubts about its responsiveness to societal malaises in particular how the university responds to injustices such as racism, poverty, human trafficking, and even terrorism. Raising doubts about the university's responses to injustices is to accentuate its answerability to such societal problems, in particular as to whether its curricular agenda is responsive enough. The upshot is, in terms of reframing its excellence, the university becomes obliged to cultivate curricular activities more relevant to the concerns raised locally as well as globally. In this way, the university stands a better chance of transcending boundaries towards the unimagined and unexpected in a glocalised way.

Professor Stephanie Allais



Professor Stephanie Matseleng Allais is the Director of the Centre for Researching Education and Labour at the University of the Witwatersrand. Her research interests are in the sociology of education, policy, education and development, curriculum, and political economy of education, focused on relationships between education and work. She teaches on a new M.Ed which she launched recently focused on Knowledge and Work, and is currently teaching courses on Knowledge and Work, as well as Education, Skills, and Development, as well as supervising post-graduate students.

Prior to joining Wits University she was a fellow at the Centre for Educational Sociology at the University of Edinburgh. Immediately prior to this, she managed and conducted research comparing qualifications frameworks in 16 countries, for the International Labour Organization. She has worked in various parts of the South African education system, including government, a non-governmental organization in distance education, running the education department of a trade union, and teaching in a high school, as well as teaching part time in adult basic education and training, and leading a student organization. Until recently she has been Special Advisor to the Minister of Higher Education and Training, and has served on many committees by appointment of Ministers of Education in South Africa, and has been involved in numerous policy processes. She has a PhD in education policy from Wits University in South Africa.

Her book, *Selling Education Out: National Qualifications Frameworks and the abandonment of Knowledge*, was published by SENSE in 2014. Publications in the last year include:

Allais, S. (2017) Does the measure of graduate destination tell us what we need to know about higher education and the economy? *Comparative Education*, 53(1), pp. 147-163.

Allais, S. (2017, forthcoming). Analysis Must Rise: A Political Economy of Falling Fees. Forthcoming in Khadiagala, G., Mosoetsa, S., Pillay, D., and Southall, R. (eds). *New South African Review* 6.

Allais, S. (2017, forthcoming). What does it mean for a qualifications framework to work? *Journal of Education*.

Allais, S. (2017, forthcoming). Learning from Qualification Reform: the value and limitations of the notion of powerful knowledge. Forthcoming in Guile, D., Lambert, D., and Reiss, M.J. (eds). *Sociology, Curriculum Studies and Professional Knowledge: New Perspectives on the Work of Michael Young*. Routledge.

Allais, S., Marock, C., and Ngcwangu, S. (2017) Planning, Plumbing, or Posturing? Explaining the weakness of human resource development structures and policies in South Africa. *Journal of Education and Work*. 30(1), pp.13-25

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Allais, S. (2016). Occupational standards setting in the English-speaking world: a dysfunctional product for export? *Education Policy*. Frankfurt: Peter Lang, pp. 435-459. The value of the lecture in higher education pedagogy

Keynote Address

The value of the lecture in higher education pedagogy

This paper presents a defense of the lecture as an important pedagogic form in higher education. The lecture is commonly dismissed as an outdated form of pedagogy, both in relation to opportunities opened by new technologies and in terms of emphasis on student activity and discussion. I argue that the lecture is a key part of academic work. The physical assembly of people who are gathered to focus on a particular text or set of ideas has been at the core of the development and transmission of knowledge for over 2000 years. Contact through face-to-face interaction is not incidental, but *integral* to the development of knowledge. It should also be seen as a core pedagogy—supplemented by tutorials, assignments, projects, and activities.

A lecture plays two essential roles that no other pedagogical form can play:

- First: an expert provides synthesis and overview of a key topic, which focuses attention on the analytic cutting edge, or key concepts of a particular area.
- Second: an intellectual (or budding intellectual) community is gathered, the group's attention is focused on a symbolic object. Sharing a physical space, and sharing a focus on an object, is what builds energy and excitement, what charges up an idea.

A systematic introduction to the key issues in an area can be found in a well-designed distance or mixed mode course. However, such an introduction lacks the energy of the face-to-face encounter, where both lecturer and students are focused on and absorbed by the same object. You can get the second from discussion group, which can be very heated and emotional, but the focus of emotional energy is not on key concepts as expounded by an expert. A good lecture combines these two key ingredients.

Of course, not all teaching is good, and not all lectures are good. Everything can be done better or worse. Nonetheless, I argue that a good lecture can achieve what other good pedagogies cannot achieve, and we should be careful of losing something valuable in the constant search for innovation.

PROGRAMME

08:00 – 09:00	Registration				
	Workshop Programme: 21 November 2017				
	African Fire 1	African Fire 2	African Fire 3	African Fire 4	African Fire 7
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 R Swartz 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, 11th Floor, Coastlands Hotel Umhlanga				

Programme Director: Ntokozo Zulu

PROGRAMME Day 1: 22 November 2017								
0700-0815	Registration							
0815-0930	Opening Address: Prof Thandi Gwele							
	Official Welcome: Prof Thengani Ngwenya & HELTASA Executive Committee							
	Surialanga Dance Company: Fusion Dance							
0930-1030	Keynote address: Prof Bal Chandra Luitel Developing educational research as/for transformative professional development: A case of (post)graduate education research programme for a greater good Chair: Prof Thengani Ngwenya							
1030-1100	Tea							
	African Fire 1 Chair: L Kariuki	African Fire 2 Chair: N Mbatha	African Fire Chair: L Makondo	African Fire 4 Chair: A Ramsarghey	African Fire 5 Chair: S Ndlovu	African Fire 6 Chair: D Timm	African Fire 7 Chair: R Reddy	Bafana
1100-1130	Decolonising pedagogies of 'development': being, well-being and be-ing K Behari-Leak & K Panoram 48	Values, Institutional Culture and RPL A Jacobs 80	Tutoring in a Health Sciences Faculty in South Africa N Mlenzana, A Rhoda, J Willemse, M Naidoo & B Adebisi 106	21 st Century Graduate Attributes: A critical reflection on undergraduate curricula at a South African University of Technology R Ditsele & A Mji 61	Exploring and locating social benefit as an emerging SoTL perspective: lessons from the application of pedagogic content knowledge M Serekoane 140	Dis/embodied un/learning and a de/colonised curriculum L Clowes 55	The enablements and constraints in the uptake of educational technologies N Ngcobo 116	
1130-1200	On tolerance as an educational premise in higher education N Davids 57	<i>From Stakeholders to Shareholders: Towards the Achievement of the Greater Purpose and Well-Being of Higher Education</i> H Mitoumba-Tindy 102	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 100	Curriculum re-design: Strategies for contextualising electrical engineering content in a South African Public University P Baron 47	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 150	Addressing curriculum decolonization through a focus on Education for Sustainable Development K Padayachee, M Matimolane & R Ganas 120	Open book open web examination: innovation in assessment using ICTs F Marimuthu & U Ramraj 96	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 76	The inclusion of students with visual impairment: perspectives of facilitation in Higher Education M Samosamo & S Hlubi 135	Rethinking student support during research writing at an exit-level undergraduate program at a university of technology E Esambe 66	A critical reflection on the curriculum paradigmatic shift at a South African University of Technology R Ditsele, N Human-Hendricks & E Chweu 62	The role of Academic Staff Development in Enhancing Academics as Scholarly and Capable Teachers M Tjabane 148	Decolonising curricula through making connections L Quinn & J Vorster 127	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 52	43
1230-1300	Fostering practicable students understanding through creative and innovative teaching practices: A case study of the Foundation students M Mokganya & M Mbodila 107	Transitional factors hindering academic success in Higher Education: Experiences of 'at-risk' students in a South African university S Mngomezulu 107	Resourcefulness matters: an analysis of student patterns for coping with material, social and academic difficulties L Dison, Y Shalem & D Langsford 60	A critical review: the role of responsive curriculum on optimising learning in Higher Education N Human-Hendricks & C Meier 79	Quantifying the impact of a new SoTL programme in Engineering Education A J Swart 146	Flipped Paper Decolonising the Curriculum, Transforming the University: A Discursive Perspective T Joseph 81	Enhancing Assessment Feedback for a Large Undergraduate Class through Audiovisual Technologies M Martin & F Mudavanhu 96	
1300-1400	Lunch							

PROGRAMME Day 1: 22 November 2017

	African Fire 1 Chair: A Maherry	African Fire 2 Chair: S Zulu	African Fire 3 Chair: M Peté	African Fire 4 Chair: S Maharaj	African Fire 5 Chair: M Rajkoomar	African Fire 6 Chair: M Makgobole	African Fire 7 Chair: A Vahed	Bafana
1400-1430	Flipped Paper Reframing academic staff development J Vorster & L Quinn 155	Exploring the effect of Recognition of Prior Learning on post graduate study M Synman 144	Leveraging Assessment FOR LEARNING AND AS LEARNING to improve student engagement using a blended learning approach A Riley & C Birkholtz 132	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 51	Writing the self: Reflecting on the process of adapting postgraduate writing courses for socially just knowledge-making practices S Samson, C Hutchings, A Hunma, L Thesen, T Goolam & M Van Der Merwe 135	How do access programme students succeed? Innovation in Teaching and Learning, and academic and non-academic support and development in Higher Education access programmes F Marais & G Hanekom 95	Thinking through Violence: From critical analysis to social transformation A Collins 56	
1430-1500	Reframing Teaching Evaluations to enhance academics' well-being and consequently improve teaching and learning spaces R Nsibandé 118	Towards creating an enabling postgraduate environment in low and medium-income countries: a focus on emerging universities B Dzwauro & S Moyo 65	Student perceptions on the impact of electronic books in higher education institutions B Mafunda 89	Wings of change - contingencies, the curriculum and social justice in South African art history higher education N Romano 133	#RhodesMustFall: Exploring the potential for social media to provide decolonised learning spaces at the University of Cape Town S Francis 69	Predictors of Academic Success of BPharm Students at Sefako Makgatho Health Sciences University and Tshwane University of Technology L A Mabope 88	Unpacking violence in the classroom: Critical reflections on teachers' experiences S Plug & C Hemson 126	Critical Dialogue: Teaching Excellence? what do we mean, and how do we recognise it? From individual to national awards G Wisker
1500-1530	Flipped Paper Recognising teaching on par with research in academic promotions: A case for epistemological participatory parity R Subbaye 145	Understanding learner perceptions in the FET phase of eligibility and readiness for Higher Education Z Richards & B Oliphant 131	Assessing the Role and Values of Integrating Technologies in Teaching and Learning: a campus based pilot study C Ndebele, B Isong & N Dladlu 114	Student feedback: an intersection or a cross-road for the professional learning of lecturers at a research-led university? M Petersen 125	Through the eyes of a cross-cultural code switcher: an autoethnographic approach to understanding the process of decolonizing the curriculum B N Lungu 87	A documentary analysis and identification of three key e-learning challenges and examination of potential resolutions E Joubert 82	Driven to innovate: How #Feesmustfall impacted pedagogy R Engelbrecht 66	
1530-1600	Investigating Success Factors required in Science Communication I Phage 126	Students' experiences and perceptions towards online learning: A perspective from the Department of Applied Management students T Mjwacu, T Qangule & N Ndlela 104	Reframing pedagogies for student success: A General English Literacy module as groundwork for Academic Literacy at university E Bernard & D Babili 49	An exploration of perceptions of student well-being through student feedback on the academic orientation programme H Sehlapelo 138	Decolonising the curriculum by means of reconceptualising assessment methods and practices A S Hlabane 77	Transcending lecture venues and situating student academic well-being in student personal learning environment L Blomerus & I Juries 50	Unravelling the conceptions and complexities of Numeracy in Higher Education S Rathilal 130	
1615-1730	Special Interest Group Meetings							
	Reflective Practice Research Pieter du Toit	Technology Enhanced Learning Alanna Riley Simon Goldstone	Writing Centres Puleng Sefelane Laura Dison	Foundation Programmes Dylan Cromhout			Tutoring and Mentoring Subethra Pather	Professional Development Jo-Anne Vorster Rosaline Govender

PROGRAMME Day 2: 23 November 2017								
0730-0815	Registration							
0815-0930	<p align="center">Keynote address Prof Yusef Waghid Towards a university in becoming: Revisiting deliberation, responsibility and cosmopolitanism Chair: Dr Karin Wolff</p>							
0930-1030	Posters (Venue: Heritage)							
1030-1100	Tea							
	African Fire 1 Chair: T Govender	African Fire 2 Chair: F Haffajee	African Fire 3 Chair: E Joubert	African Fire 4 Chair: A Hiralal	African Fire 5 Chair: C Hemson	African Fire 6 Chair: P Reddy	African Fire 7 Chair: N Naidoo	Bafana
1100-1130	Well-being through professional socialisation in an induction programme for academics S Fredericks & M Fernandes-Martins 70	First-Year Nursing Students Experiences of Learning Academic Writing N Khumalo 84	The Role of Collaborative/ Peer Learning in Assisting Students with Academic Literacies through one-on-one consultations C T Ngamlana 115	Transcending Boundaries in the Cornerstone 101 Classroom: Challenges and opportunities R Govender & S Rathilal 77	Decolonising higher education: evaluating the cultural relativity of English academic literacy practices in South Africa B Vivian 154	Wrapped MOOCs: What is being valued and reused? A Deacon, T Jaffer, J Jawitz, J Small & S Walji 59	Are we creating engaging educational environments conducive to student well-being? S Loots & F Strydom 86	CRITICAL DIALOGUE 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 Masehela,
1130-1200	The contribution of an education induction programme to academics' professional formation in a research-intensive university M Mathibedi 99	Stakeholder participation in First Year Experience initiatives N Mkonto & E Esambe 105	Misrecognition of writing centre as a learning space P Sefalane- Nkohla, T Mtonjeni & M Katiya 137	Transcending discipline boundaries: crisis of academic identity for emerging scholars M Serekoane 139	Language and Literacies as Catalysts of Epistemological Access and Parity of Participation in Higher Education for First-Generation Students H Mitoumba-Tindy 103	Collaborative Online International Learning: An Innovative Initiative to Engage Students Globally A Vahed & K Rodriguez 149	Games: Placing Conceptual Understanding in The Hands of Students J Davis 58	V Merkel, K Padayachee, M Tjabane & J Vorster 41
1200-1230	Causative connections: Higher education well-being and digital technologies related academic professional development G Mistri 101	Is our FYSE programme worthy?: A critique L Makondo 92	Friends or foes? Constructivist and realist ontologies for understanding first-year experiences of mastering academic writing O Eybers 67	Writing Circles as spaces for postgraduate literacy development P Mason, O Achadu & D Oluwole 98	Identifying Spaces of exclusion and marginalization in Kenyan higher education B Akala 46	Future proofing the curriculum: Design principles to embed digital innovation skills in the Information Systems curriculum C Van den Berg 151	Project-based learning: A promising workplace-based pedagogy D Scholtz & M Bester 136	
1230-1330	LUNCH							

PROGRAMME Day 2: 23 November 2017

1330-1430								
HELTASA AGM								
	African Fire 1 Chair: M Cavanagh	African Fire 2 Chair: V Paul	African Fire 3 Chair: C Napier	African Fire 4 Chair: N Somaru	African Fire 5 Chair: R Maniram	African Fire 6 Chair: S Molokwane	African Fire 7 Chair: B Dzwauro	Bafana
1430-1500	Online peer feedback in a PGDip Research module: exploring learning and expanding efficacy J Wright, V Bozalek & S Francis 156	Challenges in transnational nursing education delivery: International practices and perspectives V Naidoo & N Sibiya 112	A Social Justice Approach to Providing Academic Writing Support A Rambiritch 129	Navigating Epistemological Access Using Authentic Assessment in a Hospitality Financial Management First Year Module: An IQA Experience R Maniram & S Maistry 94	Socially just pedagogies in higher education: Towards participatory parity in gender studies at UWC S Gredley 74	Enabling 'Southern Knowledge' to find its voice: the routes to and challenges of publishing for the 'Global South' C Montgomery 109	Helping themselves: student generated digital learning contexts R Marx 97	
1500-1530	Peer mentoring as a catalyst to develop graduate attributes in higher education K Dos Reis & D Yu 63	Student expectation of First Year University Experience: Is There Gender Parity? S Pather & A Rhoda 123	The importance of academic reading strategies of first year university students T W Molotja 108	OER adoption at the Durban University of Technology: a library perspective D Thomas 147	Epistemological access to professional knowledge for the field of practice of administrators and office managers S Hollis-Turner 78	Transcending the Scholarship of Teaching and Learning in South Africa: an E-Library Strategy S Neerputh 114	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 83	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 134	Broadening perspectives in students transition: Teaching the culture of protests to first year students at the University of the Free State H Combrink 56	The impact of writing interventions in an Academic Literacy course: A language programme evaluation P Van Aardt 150	Producing MOOCs: evaluating institutional gains J Jawitz, A Deacon, J Small & S Walji 81	The relationship between students' experiences of feedback, wellbeing and social justice B Vilakazi 153	Towards a slow scholarship of teaching and learning in the South B Leibowitz & V Bozalek 85	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 152	46
1830 for 1900	<p align="center">GALA DINNER Venue: Sharks Board - Dress: Traditional or Smart casual</p>							

PROGRAMME Day 3: 24 November 2017							
0815-0930	<p align="center">Keynote address: Prof Stephanie Allais The Value of the Lecture in Higher Education Pedagogy Chair: Shoba Rathilal</p>						
0930-1030	<p align="center">HELTASA/CHE National Excellence in Teaching and Learning Awards Presentations Chair: Dr Rejoice Nsibande</p>						
1030-1100	Tea						
	African Fire 1 Chair: C Spershott	African Fire 2 Chair: D Thomas	African Fire 3 Chair: U Ramraj	African Fire 4 Chair: C Naidoo	African Fire 6 Chair: F Marimuthu	African Fire 7 Chair: N Khumalo	Bafana
1100-1130	Autoethnography as method for professional development S O'Neil 119	The use of video reports by students in design based modules P Hertzog 76	Writing to learn: Improving the agential capacity of Nursing students T Mtonjeni, P Sefalane-Nkohla, A Hlalele & M Katiya 110	Paving the way for the world of work: a subject-specific writing intervention for undergraduate Accounting students L Drennan 64	Mentoring matters to learning! E Maleka & P Ramlall 93	Literature as an instrument for developing critical citizenship: the case of John Kani's <i>Nothing but the Truth</i> (2002) R Makombe & M Tladi 91	Exploring the lived experiences of Targeting Talent Programme (TTP) alumni during their first year of university: A phenomenological study L Sesheba, G Nicolaou, M M Reeves & Z Richards 141
1130-1200	Threshold concepts: The emergence of an intersectional feminist voice - based on a study of black women academics' experiences in higher education J Farmer 68	E-Tutoring using Blackboard as a Learning Management System: The case of selected tutors M Wessels 156	Using voice recordings for formative feedback in a blended, block-release course on online learning design N Pallitt, S Govender & C Hodgkinson-Williams 122	Talking about texts during writing centre consultations. Lessons from sociolinguistics research L Noludwe 117	An opportunity through access: tracking a cohort of Economic and Management Sciences student through their degree studies T Setilo & L Sekonyela 142	Students' perceptions of service learning: a case for achieving graduate attributes in large undergraduate classes F Petersen 124	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
1200-1230	Towards changing practices: A productive reflective Microteaching experience R Ganas 71	#FeesMustFall: Online Adoption on the Rise L Leonard, C Kies & N Braaf 85	A little black number: Undressing transformation from student to pattern maker M Cavanagh 53	Socratic Inquiry and Student Success: Students' Perceptions of Academic Writing Consultations in Small Groups K J Shabanza 143	A Quantitative Cohort study on Extended Curriculum Programmes at TUT 2009 to 2013 S Painter 121	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 110	
1230-1300	Transcending Methodological boundaries: Using autoethnography and LCT to explore Academic Staff Development N Chitanand 54	Re-designing a tutor training programme to develop and support tutors holistically T Govender 73	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 K Naicker 111	Male Students' Attitudes and Perception towards Contraception at the Durban University of Technology F Haffajee & T Shozi 75	Integrated Learning and Assessment Projects: Reimagining Assessment, Crossing borders S Rambharos 128	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 90	
1300-1400	Lunch						

POSTERS

Evaluating the Performance Outcomes of a Learning Skills Intervention for Undergraduate Students at the University of Johannesburg R Adegoke, C T Ngamlana, M Tlowane	A case study of high-impact practices to enhance student success within a University of Technology context S Bala, R Govender, E Joubert
Rethinking effective Professional Development in Universities: Does one size fits all? O Chabaya, N Wadesango, K Malatji	Factors that influence the practice of developing teaching portfolios in higher education E Champion
A theoretical framework for assessing 21st century skills at a university of technology E Chweu, A Mji, S Simelane-Mnisi	Ready, set, blend: Rethinking an induction programme for new academics A Cronje, H Blignaut, M Mokoena
Student success: Tutors experiences of a tutoring programme in a health sciences faculty B D Faroa, M Rowe, B Adebisi & A Rhoda	Designing and implementing an online first year experience hub at the North-West University: Vaal Triangle Campus T Govender, A M du Preez
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	Success and challengers in tracking former university access programme participants J James, Z Richards, B Oliphant
Supported or sidelined: Perceptions of part-time students in a University of Technology M Katiya, Z Sosibo	Exploring Design-based Research: Towards a secure online environment for a high-stakes assessment A Khan
Teaching multidisciplinary agricultural disciplines in university of technologies Z P Khetssha, T Teele	What you should know about neuroscience and learning and how to apply the knowledge in lectures L Koenig
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	The role of the Education Access and Retention Office in the Faculty of Education at Nelson Mandela University M-A Laufs
Fit For Purpose: Pharmacy graduates from from Problem Based Learning from Sefako Makgatho Health University in The Workplace L A Maboep, M Chokoe, M Mkhwanazi, M Ramokgopa	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
Scholarship of Teaching and Learning as Quality Enhancement Measure in the Institution of Higher Learning K Malatji, N Wadesango, O Chabaya	Learning Communities at VUT as a vehicle for Epistemological access L Mandewo
Students' view on the importance of basic mathematics in the accounting profession N Mnyaka	Exploring students readiness in introductory modules in the BSc - Life Sciences programme K Moganedi, T Mandiwana-Neudani
Collaborative Learning - A Gateway for social, emotional and academic transition to University S Moodley	Towards curriculum transformation: initiatives by the Unisa Teaching and Learning Development unit B Nduna, D Govender
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	The effect of access-oriented post-school mathematics interventions E Oosthuizen & G Hanekom
Customising Instructional Design Support for Meaningful Integration of Online Assessment with Teaching M J Rammupudu-Maroga	The effects of flipped learning approach in the teaching of horticulture modules in a historically disadvantaged institution M Ramphinwa
Using digital tools to promote learning U Ramraj, F Marimuthu	Exploring knowledge sharing and dissemination: persepectives from Mathematics and Science educators A Roopnarain, Z Richards
Rethinking the eLearning design: A shift towards interactive and collaborative approaches to learning S Simelane-Mnisi, A Ngoloyi, A Mji, C J White	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
Enabling unsuccessful students to transcend in reflective and strategic learners I Venter	Learning through collaboration as a counterbalance for societal complexity B Verster
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	Practising a year long orientation programme through the FYSE activities: the case of DUT FYSE as an institutional programme N Zulu, L Makondo

PRE-CONFERENCE WORKSHOPS

Bredenhand, E; Bernard, E and Koenig, L

Improving student success rates by developing an online revision aid to overcome gaps within a curriculum

When starting classes, many lecturers assume that students have obtained the required kind of, and level of, knowledge after completing previous years' modules. According to Biggs & Tang (2011: 81-82) the two kinds of knowledge taught at university are declarative and functioning knowledge. Declarative knowledge means to know about things, and is also called content knowledge. Functioning knowledge informs actions, like applying a theory. Lecturers experience continuous pressure to teach these two kinds of knowledge within specific time constraints, (caused by various factors such as late payment of bursaries and student protests). This does not allow lecturers to complete formal knowledge probes or to recap work done previously within other courses. Complex concepts and ideas are then discussed without students having the foundational (or declarative) knowledge to understand and internalize the work (thus, to build functioning knowledge).

When curriculum design takes place, little time is spent on studying the content of different modules, which leads to an overlap (and redundancy) between subjects as well as an incomplete and poorly structured curriculum outcome. Some of the most important ways to improve teaching is to shift "the focus from the teacher to the learner, and specifically, to define what learning outcomes students are meant to achieve when teachers address the topics they are meant to teach" (Biggs & Tang, 2011: 9). This would lead to constructively aligned teaching. Long holiday breaks and whole semesters between consecutive modules also create the need for recapping knowledge.

This workshop aims to discuss the causes of students' lack in required declarative and functioning knowledge, as well as the lack in constructive alignment within curricula. Possible solutions will also be explored. Furthermore, we will provide and assist in developing online recapping aids that allow students to evaluate their level of declarative and functioning knowledge of previous modules needed for successful completion of the new (or following) course. Finally, this workshop will provide lecturers with a tool to offer students the opportunity to narrow the knowledge gap between consecutive modules within a curriculum while recapping important concepts.

After completion of the workshop you will have:

- Participated in a debate around reasons for the gaps between courses, and the problems these gaps create;
- Participated in a brainstorm around theories that focus on solving these problems and shared some of your own experiences;

- Gained knowledge on how to develop an online revision aid;
- Completed an online revision aid for your module; and
- Build connections with lectures attempting to solve similar problems.

Activities:

- Presentation: Short introduction
- Debate: Creating a debate around the reasons for the formation of gaps between consecutive modules.
- Discuss: Identify solutions already implemented to solve the problem based on participant's experience
- Practical demonstration: Example of how to construct a knowledge probe based on a lecture.
- Hands-on activity: Participants develop their own knowledge probe based on one of their own lectures.
- Practical demonstration: Example of how to construct an online revision lecture on expected knowledge.
- Hands-on activity: Participants develop their own recapping online lecture based on one of their own modules.
- Discussion session: How to use formative assessment to evaluate the success of the intervention for teaching and learning research purposes.
- Discussion session: Discuss ways of collaborating with departmental colleagues, faculty colleagues and potentially extending this concept to the whole institution.

Duration: 3 hours

Maximum number of participants: 20

Additional Criteria:

- Participants should bring curricula, a course layout and one lecture to use during the workshop, either on an electronic device or in hard copy.
- Textbooks on relevant theory

Keywords: E-learning; Knowledge probe; Student success; Constructive Alignment

Buys, R and Haffajee, F

Knowledge at the margins: co-curriculum and transformation

The workshop deals with the interface of knowledge work in the formal curriculum and 'informal' co-curriculum, in essence arguing for the legitimacy of curriculum designed and delivered in student life. The topic responds to theme of the conference to transcend boundaries by problematizing established notions of the primacy of formal curriculum in relation to co-curriculum – knowledge work for student development in student life outside the classroom. The topic relates to the subthemes of 'enriching the curriculum' and 'knowledge in the academy' by problematizing the boundaries of curriculum, by revealing the role of students as knowledge workers at the margins and by exploring possible methodologies to connect knowledge transformation in- and outside the classroom.

Motivation

What curriculum will emerge when students design learning? What would change look like when students co-author learning with teachers? Are their voices at the margins able to lead knowledge transformation at the center?

Purpose: These questions underpin this workshop to explore the nature, location, impact and potential contribution of co-curriculum to South African HE transformation. International and South African literature on student engagement argue for the critical role of learning outside the classroom in student success, especially as it relates to development for student wellness, leadership and citizenship. However, the on-going impact of the #MustFall-movement reveals a hidden aspect of student engagement at South African campuses, namely that curriculum and pedagogies for change are alive and well at the margins of the formal curriculum.

Activities: Firstly, the workshop will introduce co-curriculum scholarship and practice in higher education. Secondly, it will reveal and map silent curriculum and pedagogies in student life outside the classroom – the co-curriculum authored by students at the margins of formal curriculum. Thirdly, the workshop will discuss the relationship between formal, informal, institutional, hidden and co-curriculum, and then explore the notions of pathways of lived experience and learning communities as methodologies to scaffold learning. Finally, the workshop will explore the potential contribution of co-curriculum to HE knowledge transformation.

Outcomes: The workshop will propose a theoretical framework to reflect on the interface of the formal curriculum and co-curriculum, and recommend methodologies to leverage the co-curriculum for curriculum transformation.

Benefit to participants: The workshop participants will broaden their understanding of co-curricular learning and its current and potential relationship to formal curriculum, as well as the relevant conceptual frameworks and methodologies of practice.

Duration: 3 hours

Maximum number of participants: 30

Keywords: Curriculum development; hidden curriculum; co-curriculum; knowledge boundaries; knowledge transformation; institutional change

Fuyane, N

Integration of technology in higher education: Use of Google Docs (for assessment and collaborative learning) and Edpuzzle

Use of technology in teaching and learning activities (TLAs) is no longer a new phenomenon in South African higher education (HE). It can be traced back to some decades ago; the chalk and black/green boards era and presentation technology (old tape projectors to current digital overhead projectors). One characteristic of technology is its continuous development and evolution. This presents challenges on the adoption and integration of technology to teaching and learning. Furthermore, this is worsened by the fact that many academics teaching in higher education are technologically challenged, hence leading to ineffective use of technology.

The adoption of technology in HE has phenomenally changed post 1994; from predominantly computer-aided instruction up to 1998 and building of ICT infrastructure (learning management systems) in 2003 to the proliferation of emerging educational technology which has become more subtle for the majority of older South African academics. Of note is the emergence of mobile technology and other software technology (mobile applications) for use in higher education. However, of great concern is the failure by academics to effectively integrate these emerging technologies (ETs) into their teaching activities. The few who use technology are guilty of shiny-tech syndrome; that is, using technology arbitrarily. Unfortunately, failure to contextualise the adoption of technology leads to its ineffective use.

Technology has not only caused a paradigm shift in the manner in which goods and services are produced, but also the manner in which knowledge is created, acquired and shared. Therefore, institutions of higher education have to live with the fact that they can no longer divorce technology from learning anymore. Worse with our modern students who, in the words of Seely-Brown (2004) think of ICT as something akin to oxygen, they expect it. It is what they breathe, and it is how they live. They use ICT to meet, play, date and learn. It is an integral part of their lives. It is how they acknowledge each other and form their personal identities.

In that spirit, that higher education institutions (HEIs) are duty-bound to integrate technology in their teaching and learning activities (TLAs). Gone are the days where they would teach about technology, now they have to teach with technology to enhance student experiences and prepare them for 21st Century. If this is to happen and happen successfully, educators (lecturers) must be equipped with 21st Century pedagogical knowledge underpinning deployment of technologies in TLAs. These pedagogical theories has also evolve over the years, from behaviourism and cognitivism to constructivism and lately to connectivism. The last two theories (connectivism in particular) largely underpin the use of technology in education. In constructivist and connectivist paradigms, lecturers must desist from being the centre of knowledge and let students take charge of their learning. This can be achieved through an informed use of different technological affordances.

The TPACK and SAMR models have been lauded as the best models to conceptualise integration of technology in education. TPACK posits that effective use of technology in learning can be achieved through integrating domain specific knowledge, pedagogy and ICT. On the other hand, SAMR model is for evaluating the impact of technology on learning tasks. Either it automates manual tasks without any functional improvement, enhances the task with some functional benefit, re-engineer tasks or bring about new ways of doing some tasks that were thought of as impossible before. The workshop will lay the foundation of the pedagogical theories and use the models to demonstrate how technology can be effectively deployed in education.

Topic and scope:	Integration of Technology into Higher Education. This instructional intervention (workshop) is in response to the inevitable need for the integration of technology into teaching and learning in Higher Education (HE). This in line with the demands of the knowledge-based economy and the type of students coming to universities, they use technology to learn. The workshop falls under the Enriching the Curriculum (Digital technology innovations) sub theme.
Need for intervention:	This intervention is a confirmation of Ignatio Estrada’s famous quotation “If they can't learn the way we teach, we teach the way they learn.” Lecturers are therefore supposed to be abreast with the needs of our largely millennial students who learn better from devices and with technology.
Desired learning outcomes:	<p>At the end of the workshop, participants shall be able to:</p> <ul style="list-style-type: none"> ● Relate to the pedagogical theories underpinning integration of technology in education. ● Reflect on the benefits of integrating technology into their teaching and learning. ● Create an environment that allow students to collaborate meaningfully using Google Docs. ● Create interactive video learning tasks to “entrap” students into active and deep.
Workshop Activities	<p>The workshop will begin with a thirty (30) minutes presentation on eLearning pedagogies. Then the remaining time (hour) will devoted to practical activities including:</p> <ul style="list-style-type: none"> ● How to create and share a Google Doc. ● How to collaborate using Google Docs. ● How to grade a Google Doc learning task. ● How to edit a video using Edpuzzle and create an interactive learning task. ● How to create a class list to share your interactive video.

Duration: 1.5 hours

Maximum number of participants: 25

Keywords: Google Docs, Edpuzzle, technology, pedagogy, teaching and learning activities, TPACK, SAMR.

Hassan, S L

Improving the quality of teaching and learning through semantics in Legitimation Code Theory

This workshop enacts Karl Maton's Legitimation Code Theory (LCT) concepts of semantic gravity and semantic density in the investigation of movements downwards and upwards along the semantic scale. Semantics comprises two code modalities or organizing principles, namely semantic gravity (SG) and semantic density (SD) which may be relatively stronger or weaker along their respective continua. When meaning is related more closely to its context, SG is stronger (SG+); when meaning is related less closely to its context, it is weaker (SG-). When meanings are more condensed within practice, SD is stronger (SD+); when meanings are less condensed, SD is weaker (SD-). Maton explains that although the downward shift is pivotal in aligning with students' lived experiences, the upward shift is just as crucial as it helps with addressing the "constellations of meaning", within which abstract and condensed terms are positioned.

In the workshop, a study involving the evaluation of a tutor training programme will be discussed as a specific example of how semantic waves are made by tutors. (This would allow for a hands-on approach to enacting semantics). The study was part of a broader evaluation study and entailed the analysis of qualitative and quantitative data in accordance with the semantics dimension of LCT. The qualitative data had been gathered through face-to-face interviews with 6 tutors and 10 lecturers, and from unstructured items in the self-administered questionnaire, which was completed by 896 tutees. The quantitative data had been collected via the Likert scale designed structured items in the same questionnaire.

The results showed that the pedagogical strategies that the tutors adopted enabled them to strengthen and weaken both SG and SD, for semantic wave construction and cumulative knowledge building. For example, by explaining concepts and using examples tutors helped tutees move knowledge downwards (SG+, SD-) on the semantic scale. Tutors also moved upwards on the semantic scale (SG-, SD+) by focusing on the application of formulas (for example in Accounting and Physics) and supporting tutees in practical experiments.

Further, within the context of this study, technical language was not the only issue that needed to be considered in the creation of semantic waves but multi-lingualism as well, given the diversity of the tutee respondents, most of whom spoke an African language. By using the tutees' mother-tongue, tutors were better able to help tutees move knowledge downwards on the semantic scale to strengthen SG and weaken SD, than if English alone were used. The use of mother-tongue education in tutorials could also pose a challenge in the upwards movement on the semantic scale as some African languages might not have the English equivalent of certain technical terms.

Through group work and a plenary session, participants in the workshop will be given the opportunity to apply semantics within their own discipline so that they can practice the movements upwards and downwards on the semantic scale in the creation of semantic waves.

Keane, M

Joy of Writing

The purpose of this workshop will be to align learning and writing with a sense of well-being rather than the pressure that often accompanies the imperative to publish. Our engagement with university staff in writing courses and retreats has shown that there is a need for slowing down, creating quiet spaces (Keane, 2017) and providing activities and processes that foster creativity and promote well-being through a more holistic approach to productivity (Castle and Keane, 2016).

Short motivation/ rationale

Pressures on academics to conduct research and complete higher degrees has led many institutions to offer writing workshops and retreats that focus on the end-product of academic writing, typically a journal article, or a thesis chapter. These 'product oriented' workshops, offered under the joyless banner of 'capacity building', typically pay little attention to the dialogic and creative processes involved in writing that may lead novice writers to become generative and confident writers. Our workshop allows writers to reimagine academic writing as a rewarding process that defies writers block. The workshop aims to build writers' confidence and enjoyment of writing by engaging them in activities that encourage creativity, lateral thinking and reflection.

Dorian Haarhoff's 'Workbook for writers in Africa' (1998) draws on stories, myths, metaphors, imagination, drawing, as well as approaching writing as an activity of reconciliation and healing. We use a number of his creative activities and stories, (processes that cater for diversity) to promote frank and collegial engagement among participants in our workshop. Writers in such workshops are often surprised at how generative and enjoyable writing can be.

American academic Peter Elbow (2000) proposed the practice of freewriting- a form of rapid, spontaneous, unstructured writing- as a way to get words on the page and encourage dialogue with ourselves and others. Freewriting activates the writer's intuitive and tacit knowledge, allowing it to be reframed in an easy and enjoyable way. Freewriting is a central pedagogy in our workshops and retreats.

Like Elbow, Badenhorst advances freewriting as a way to break the barriers of uncertainty and self-doubt that novice writers may experience. Her books on research and dissertation writing provide a treasure-trove of writing activities for researchers. We select or adapt exercises that allow the writer's voice, energy and presence to emerge.

Workshop proposal: Joy of Writing

In this workshop participants explore together the play and work of writing, moving from the isolated writer, to sharing voices and views, to becoming more fluent and confident as writers. The activities provide immediate and challenging experiences for participants to process both individually and as a group. The presenters also interact in an illustrative spontaneous and

supportive way. The process and context contribute to the development of the content and product, and this assists with illustrating a parallel process in writing: how one learns is also what one learns.

In conceptualising the workshop we extract samples from a longer research writing course which draws on the work of Peter Elbow, Dorian Harhoff and Cecile Bardenhorst, among others. We approach the curriculum through principles of constructivism, narrative and creativity theories. The activities for the short workshop are designed to create awareness of participants' thinking and writing strengths, to allow participants to feel unthreatened in sharing their voices, and to stimulate enthusiasm for writing.

Through a group workshop we can draw inspiration from each other, learn from each other's styles and ideas and share the fun of writing. The workshop provides a safe space for trying out different forms of academic writing.

Intended outcomes

Participants will:

- get in touch with their motivation to write
- gain greater confidence in being able to begin a writing task
- learn fun strategies to engage and share writing; increase their sense of well-being
- practice a strategy to clarify thinking about their argument

Workshop Plan

Activity & time	Aim
Introduction	Settling context and direction. Forming a group.
Free-writing	Jumping in/ overcoming writer's block; having useful tool from right-brain.
Statements: problem; purpose. Developing an Argument	Providing clarity; organising thoughts. Getting started.
Expressing one's perspective	Introductory exercise in developing argument; voice; play; insight...
Back-to-the-future	Coaching exercise
Free write	Reflection
Closure: comments.	

Duration: 3 hours

Maximum number of participants: 16 - 20

Luitel, B C

Transformative educational research as/for professional development

The workshop mainly addresses the HELTASA Conference 2017 subtheme of knowledge in the academy together with a few other subthemes, such as epistemological access and pluralism, diversity in higher education, decolonising postgraduate research curriculum, to name but a few. The workshop aims at challenging the conventional notion of educational research as an activity detached from researchers' values and lifeworlds, thereby enabling participants to take up what Kincheloe (2008) suggested an activist view of research in which the researcher's lived experiences are the key base of problematisation and research process for her/his research project. Having developed the view that the lived experiences of individual researchers represent their personal and professional lifeworlds, an auto|ethnographic notion of self-culture dialectics enables researchers to examine restraining and empowering forces prevalent in their context of educational practice, thus leading them towards change-seeking (i.e., inclusive, empowering and caring) educational practitioners (Roth, 2005). This transformative orientation has been premised further by the four key assumptions: a) that humans can change themselves, b) that they can change others including the system, and c) that the change is possible through heightened consciousness, d) that changes are reflected in practitioners' thought and actions (Kincheloe, 2008).

The workshop is proposed to structure through a brief presentation on three major types of educational research such as informative, reformative and transformative. Examples of research topics under each typology is discussed with a view to engage participants in connecting with their present and past research projects. In this process, participants develop an understanding of informative research through an analogy of 'info' desk, which does not enable researchers to go beyond the given information. Such an approach has often been associated with educational research within positivistic (and its cryptic form) paradigm which is restricted by a host of epistemic, ontological, axiological and rhetorical assumptions. Likewise, participants are encouraged to discuss reformative research projects that look for some amendments within the system through a host of short term improvement measures. The notion of partial repairing of an old house can be connected with the view of reformative research. Examples of interpretive (and mixed methods) research, which afford to seek in-depth analysis of the issue under study are presented and discussed.

Since the focus of informative and reformative research is likely to result in minimal change, the need to develop a transformative education research design that does not only analyse but also enables researchers to develop themselves act as change agents, for the very purpose of educational change (guided by the ideals of social justice, equity and fairness) is possible through both systemic and agentic changes (Habermas, 1972). The discussion further leads the participants to develop a need for a multiparadigmatic research design to challenge the status quo and develop their visions of inclusive and empowering educational visions. Particularly, the participants shall discuss how the paradigm of criticalism (that helps researchers to radically challenge structural and personal constraints in developing their educational practice) is further enriched by interpretivism (that enables researchers to develop multi-perspectival sensibilities of their lived experience), postmodernism and integralism in developing a research design that facilitates researchers'

transformative professional development as educational practitioners (Taylor, Taylor, & Luitel, 2012).

Before the participants get 'real' examples of research projects done within the field of transformative education research (e.g., Gautam, 2017; Pant, 2015; Poudel, 2016; Qutoshi, 2016; Thapa, 2016; Wagle, 2016), further discussions on how researchers develop their research problems take place through a peer/group work. They are likely to develop questions such as these: How can I develop an inclusive vision of teaching science? How do I envision empowering pedagogy for students in developing their identity as mathematics enthusiasts? How can I envision socially responsible mathematics education in my school context? How can I envision an empowering leadership perspective? Participants gain insights into their troubling issues within the context of their work.

A number of sample thesis titles and their selected sections are shared with the participants to discuss and judge their quality as proposed by the researchers. In turn, such an exercise unpacks the use of critical auto|ethnography that fits well with the multiparadigmatic research design. In designing their research towards challenging the various taken for granted assumptions about teaching, learning, education and other relevant issues.

In the next stage, the participants shall be engaged in quality issues of such research. In departing from the positivistic notions of validity and reliability, the participants shall be exposed to standards arising from different paradigms, such as praxis, pedagogical thoughtfulness, critical reflexivity, to name but a few. Some of these quality and ethical standards (Adams, 2017) shall be exemplified with the help of sections of completed theses. Finally, the workshop shall conclude probably with agreements and|or disagreements that such a transformative education research tradition is likely to bring 'deep' changes among educational practitioners, such as teachers, teacher educators, and curriculum developers.

Keywords: change, transformation, auto|ethnography, critical reflexivity

Mohasi, L

First-year Experience in an Institution of Higher Education: Transcending boundaries with incoming staff and students

In this workshop, first-year experiences of incoming teaching staff and students will be explored in terms of transcending boundaries of higher education institutions (HEIs). Every institution of higher education has its culture to which new staff and students have to adapt, and the institutions need to take into consideration that incoming students need familiarisation and orientation of their new environment as much as the new teachers do. These two groups share the same background in one or more of the following categories: international (being from a different country), moving from high school to a higher institution of learning, moving from one HEI to another, a person with disability or special needs, computer literacy, etc. The purpose of the workshop therefore, will be to discuss and get different perspectives of the participants, compare institutional traditions, cultures, boundaries, well-being and excellence, and help each other through sharing ideas. Individual and institutional definitions of the terms will be explored, and how common definitions can be understood and passed on to incoming staff and students as a way of assisting them adapt to their new environment. Participants will be expected to share experiences and the facilitator will share the experiences of teaching staff and students at the National University of Lesotho. Possible activities will be scenarios which will be role-played, examples of which are:

- Computer literacy (new staff and students)
- Visual-impairment (staff, student, new vs old)
- Hearing-impairment (staff, student, new vs old)
- Teaching vs lecturing (staff, student, new vs old)

Topics to be explored include the following:

a) Institutional boundaries, excellence and well-being

- What boundaries do our institutions have? Are we aware of them? Are these communicated to new staff and students? Are staff and students allowed or given the opportunity to go beyond them? How do we push beyond these boundaries to promote the well-being of staff and students?
- How do we (individual, institution) define excellence? Are we flexible enough to reframe our definitions?
- What is the well-being of our institutions? Are they as healthy as they should be?

b) Induction, orientation and training

- What precautions, induction, orientation, and/or training are undertaken by institutions for new staff and students? Are these offered equally for both groups?
- Is the well-being of individuals and that of the institution taken into account? Do our institutions take care of such? If so, how? If not, would we recommend it? Would it be easy to do so? Take management, institutional culture, workload, curriculum programme, etc., into consideration.

- iii. What should induction/orientation/training of staff and students entail? What is the focus of the institution on running the orientation?
- iv. Are the induction programmes/orientation weeks/training programmes of our institutions dynamic and flexible? Is the focus on instilling striving for excellence from the beginning?

c) High school teaching vs HEI teaching

- i. Can staff and students adopt the change “required” of them and abandon the norm?
- ii. What expectations are there of and from these groups?

d) Effect of culture shock

- i. Is it long- or short-term? How do we know? What evidence is there?
- ii. Have any surveys been taken on this?

e) Inclusion of people with disabilities: How new staff and students should deal with students/staff with disabilities, how to recognise them, and provision made for them.

f) Other new experiences

- i. Lecture period length,
- ii. Use of teaching material – conventional vs digital,
- iii. Notes-writing on the board vs students taking notes,
- iv. Assignments – typed vs hand-written, plagiarism, deadlines, etc.

Benefits to be gained from the workshop include awareness by participants of different experiences in new environments where a situation could call one to get out of their comfort zone, whether as a new or seasoned staff member or student. We are called to understand another’s situation and help them adapt to ours or us adapt to theirs – staff to understand students and vice versa. The outcomes will be taking home ideas, concepts and mini-experiences shared and implement these in our respective institutions to attain excellence and well-being of our institutions. The workshop will conclude with discussing lessons learned from participants’ respective institutions and those from the workshop. Recommendations to prepare incoming staff and students to facilitate smooth transition into a new environment will be recorded and shared.

Duration: 3 hours

Maximum number of participants: 40

Keyword: staff and student orientation, institutional boundaries, institutional culture

Ndlovu, S

Why Learning Management Systems? Why this particular one?

The purpose for this workshop is to facilitate the fascinating methods of teaching to make the lecture exciting and to tailor-make our lectures to fit to the 21st generation of students. We are going to learn about technologies which lecturers can use in the lecture venues while teaching.

Outcomes: using technology effectively in our lectures to make the less efficient and exciting.

Possible activities: collaboration of online platforms, using an app while facilitating, create a lecture vocab that will assist students when they are studying for an exam.

This paper explore the reasons underpinning the selection of a certain Learning Management System (LMS) in the Higher Education Institutions. The paper was prompted by the slow adoption and the reluctance from students and academics to use LMSs. It is paramount to examine the profound actions that leads to choosing a certain LMS; does it suit all disciplines/fields? What does a university wish to achieve with that particular LMS? The intention for asking all these questions is to assist universities to make informed decisions considering the integration of e-learning into the curriculum. Furthermore, to look at the infrastructure in place to make this possible for the horizontal integration and adoption. One cannot repudiate that technology has taken over across the world, therefore in our structures and practices in the education sector we need to open spaces for this new approach. This paper attempts to share the Durban University of Technology (DUT) experiences towards integrating e-learning in the curriculum and the responses from students. Technology for Learning Programme is an initiative which induct DUT students about institutional online systems. It also support other educational technologies to make learning journey much better for students. This paper shares the data collected in training sessions, observations and interview amongst students. While the paper looks at situation in the global north to support students to enhance their learning through technology in the global south context. The matters which this paper is addressing speaks about the practices of the academics in the lecture venues in the context of allowing or/and using technology in their lectures. In the institution context, how are they enforcing the culture of using technology across the whole community? The use of other technologies in the class while the lecturer is teaching are to be discussed in this paper and ensuring that all aspect of it are understood by academics.

Duration: 1.5 hours

Maximum number of participants: 50

Keywords: Digital natives, Learning Management Systems, Integrated learning

Ngwenya, T H

Building Educational Bridges for Students in Transition: Connecting Schools and Universities and Facilitating Educational Journeys

This workshop explores the conceptual and practical underpinnings of a strategy for tackling what is commonly known as the “articulation gap” between high school and university education in the South African context. It is well known that there are structural and conceptual differences between the school and university education systems. Yet university education, whether it is vocational, professional or academic in orientation, needs to build on and extend the boundaries of knowledge gained in secondary education. Some of the challenges facing first-year university students are traceable to the organisation and presentation of subject knowledge at high school and to the type and depth of academic advising students receive during the final four years of high school. As far as career guidance is concerned, this essentially formative process of student advising should form part of the *Life Orientation* curriculum starting at Grade 9 and culminating in the ward of a Grade 12 certificate at the end of the final year of study. Making the right choices about which career to pursue and how to cultivate a disposition of intellectual openness which is a key requirement for life-long learning requires structured and theoretically-grounded academic advising. The “articulation or transition gap” is both multi-faceted and complex and therefore requires an integrated and collaborative approach involving schools and universities.

The outcome of the workshop will be a strategy that could build on existing government initiatives such as the KHETHA programme and the professional development initiatives for Life Orientation teachers provided by provincial departments of education. In addition, the workshop examines the principles underpinning the first-year student experience (FYSE) programme designed to provide academic advising to first-year students at the Durban University of Technology (DUT). Participants will be introduced to the notion of “transition pedagogy” as an integrated approach to academic advising and student development.

Participants will be expected to share their understandings of the following:

1. Articulation Gap.
2. Transition Pedagogy.
3. Academic Advising.
4. Signature Pedagogies.

Serekoane, A and Storer, J

At the crossroad of articulation and exit level outcomes of the Higher Certificate Programme in Humanities: an interdisciplinary approach

The University of the Free State access programme has adopted and is implementing a Higher Certificate programme for the Humanities. As an access programme the implication is a student cohort broadly defined as underprepared for the challenges of higher education. We decided that we wanted to achieve this in a way that would exemplify an interdisciplinary approach to the programme. We deem this approach as critical in repositioning a Higher Certificate as an academic and socially relevant qualification, worthy of achieving and contributing to teaching wellbeing and student development.

The first challenge in adopting such an approach is transcending the discipline specific module content boundaries. The second is formulating outcomes that satisfy vocational exit level outcomes and still prepare those students who wish to transition to mainstream programmes for academic study. The third is then to align the teaching methodologies to accommodate both the first two challenges. Lastly it is to establish an interdisciplinary nexus. Where do you start?

We approached this interesting challenge in line with Cranton and Kreber's (Cranton and Kreber, 2000) model for the Scholarship of Teaching. Our designing process began with establishing the discipline knowledge or content for each discipline involved (Anthropology, Sociology, Psychology, Political Science and Communication Science); the second phase entailed coming together to identify the ontological object and exit level outcomes of the programme. The next phase involved negotiating the teaching commons (Huber and Hutchings, 2006) which required agreements on instructional strategies, assessment design and pedagogical knowledge in order to establish the space for an interdisciplinary nexus.

A Participatory Action Learning and Action Research (PALAR) approach will be utilised to implement and reflect on the actions of those involved in the programme from the July to October 2017. Each module co-ordinator will keep a structured journal of the implementation process (incorporating self-reflection, the students' on-line biweekly reflective journals and the journals of the classroom facilitators) in order to reveal content, process and premise (Kreber and Cranton, 2000).

Workshop Purpose:

In the context of an access programme to Humanities studies and the accompanying levels of under preparedness, this approach to curriculum design attempted to transcending traditional silo's in order to create an interdisciplinary experience for the students.

The purpose of the workshop would be to involve the participants in a review of our process and the crafting and framing of excellence in interdisciplinary curriculum design.

Benefit to participants:

- Participants would benefit from engaging with the challenges and the excitement of exploring this relatively underused approach to curriculum design.

- Participants would become intellectual partners with the facilitators of the workshop in crafting a framework for interdisciplinary curriculum design.

Outcomes of the workshop:

At the end of the workshop participants will be:

- Exposed to how this approach could be applied in different contexts, specific to each participant. (Participants will be invited to bring their current course material with them for this purpose).
- Develop insight into how an interdisciplinary approach can contribute to addressing academic issues of under-preparedness.

Activities in the workshop:

- Description of context and the theoretical justification for the process followed.
- Identification of 'world of work' requirements for discipline and level of qualification
- Formulation of generic interdisciplinary outcomes for qualification
- Establish an interdisciplinary nexus from which discipline specific development of material can take place.

Keywords: articulation outcomes, exit level outcomes, interdisciplinary, humanities

Swartz, R and Morris, N

Unbundling Higher Education: Exploring Models in an Unequal Landscape

Our project engages with the conference theme of **‘Higher education well-being: Transcending boundaries, Reframing excellence’ by examining the state of the higher education sector in South Africa. Given the pressure on public higher education institutions to both widen access and maintain research and teaching excellence, our workshop provides the space for participants to consider some of the advantages and potential drawbacks of new forms of provision.** This workshop falls under two sub-themes of the conference. Firstly, the workshop’s focus on the relationship between public higher education and alternative providers calls for an engagement with the idea of the ‘greater purpose’ of higher education. In particular, we are interested in critically examining the policies and governance structures in place in the higher education sector that impact on the relationships between ‘public’ and ‘private’ in higher education. Secondly, the workshop relates to issues of access and parity of participation.

This workshop arises out of a collaborative research project based at the universities of Cape Town and Leeds. The project, ‘The Unbundled University: Researching emerging models in an unequal landscape’, explores the ‘unbundling’ of higher education in South Africa and England by examining the intersection of increasingly disaggregated curricula and services, the affordances of digital technologies, the growing marketisation of higher education, and the inequalities which characterise the higher education sector in both places.

Workshop description: The proposed workshop offers an opportunity for engaged discussion for those interested in the changing nature of higher education, and in particular in new models of teaching and learning provision, the role of digital technologies and the effect of marketisation on teaching and learning in the sector. Interspersed with inputs from the facilitators, the workshop will be designed for maximum participation. The discussion will explore on the ways in which digital technologies used in teaching and learning do, or will in future, impact on access to higher education in South Africa. MOOCs and online degrees could offer increased access to higher education. In particular, there will be a focus on what these new modes of provision might mean for access in an unequal society.

This workshop will provide attendees an opportunity to explore current critical issues with their peers as well as to benefit from the expertise of the facilitators. The workshop forms part of the Unbundling Higher Education Project (see more here - <http://unbundleduni.com>).

Duration: 1.5 hours

Participants: Ideally 10- 12 participants.

Keywords: Unbundling, marketisation, digital technologies, teaching and learning, inequality

CRITICAL DIALOGUES

Baume, D

Trying again to put learning before teaching: striving for convergence

The issue: I almost cry with boredom to say it again, and many of you may have a similar reaction on reading it, but – the purpose of teaching in higher education is still, surely, learning.

Do we still need to say this in 2017? Yes, we do. So, sighing and moving on:

Useful ways of describing learning include talking about what students achieve, what kinds of people they are and become, how their capabilities and their selves extend and develop.

We know about the conditions under which they learn: according to a recent meta- synthesis (Baume and Scanlon (2017, in press) learning is most effective when the following conditions are met:

1. A clear structure, framework, scaffolding surrounds, supports and informs learning;
2. High standards are expected of learners, and are made explicit;
3. Learners acknowledge and use their prior learning and their particular approaches to learning;
4. Learning is an active process;
5. Learners spend lots of time on task, that is, doing relevant things and practising;
6. Learning is undertaken at least in part as a collaborative activity, both among students and between students and staff; and
7. Learners receive and use feedback on their work.

Interestingly, none of this is much about teaching, although it obviously has colossal implications for teaching.

But, still, we teach. Indeed, we often tell.

This is understandable. Many of us are called lecturers. Bricks and mortar and organisation and rewards and workload planning all push us to teach/tell, and beyond that entire national and cultural context. So do our views of ourselves as repositories and founts of knowledge, as people whose identities are bound up in what we know, read, write, and tell. And so do our students, often bringing from school an unquestioned pedagogy which says "teacher tells, student writes down, student remembers or not, student recalls or not, student passes or not."

Of course, it's not all like this. There are deviant variants in which students are more active and staff facilitate learning. But these are variants of the norm.

Prod the higher education behemoth at any single point and it may flex a little, and then resume its original form, like slow custard, or jelly. Or like a whale dying on a beach.

In this critical dialogue and we will identify as many as possible points of action, levers for action, arguments and reasons and evidence - including but not limited to research evidence, student demand, the future of professional and scholarly practice, the affordances of new technologies. And the emergent obvious absurdity of pretending that we can fill people up with a tank of knowledge which will fit them for 50 years or more of work and life, absurd among many other reasons because most of the knowledge taught will

become wrong, or irrelevant, or both, in a lot less than 50 years. On this longer view, the concept of knowledge as an educational goal comes into question.

Individual attempts at putting learning in its place – which is, at the front of our attention and effort – have mainly failed. Let's try joined up action.

An alternative session title would have been "Putting learning before teaching; what works, and how do we proceed?"

Participant preparation:

Talk to colleagues and find out why they say they teach the way they do.

Also ask them about any recent changes to their teaching, and why they made these changes.

Look at your own practice, and see what implicit pedagogic models underpin your practice.

Talk to a few students and find out how they spend their total studying time during the week, and which parts of this they find more and less valuable, and why.

What changes have you tried to make in shifting focus from teaching to learning? How have these gone? Why?

Keywords: The prime importance of learning; Not teaching; Facilitating learning; Learning outcomes.

Behari-Leak, K; Chitanand, N; Ganas, R; Masehela, L; Merkel, V; Padayachee, K; Tjabane, M and Vorster, J

How to BE or not to BE? Limitations and opportunities of Academic Development as a movement in the current higher education context

In the tumultuous time we find ourselves in, curriculum has taken centre stage in the call for change across the higher education sector. Concerns raised by the student protests of 2015 and 2016 have highlighted the urgent need for rethinking traditional teaching, learning and assessment practices, as well as the development of decolonised and transformative curricula. The academy is being challenged to provide relevant academic development for students and more deliberate and considered professional development programmes for academics as scholarly teachers.

Traditional notions of academic and professional development are now being tested and contested, insofar as they are able to respond to student challenges in appropriate, legitimate and relevant ways. As a professional organisation dedicated to supporting learning and teaching, the executive committee of HELTASA takes this opportunity to provide perspectives on the purpose and role of AD in the current decolonial moment in the South African Higher Education landscape and to facilitate a critical conversation with participants on the limitations and opportunities of AD as a movement in the current context. The critical dialogue session will focus on the following concerns:

What is the historicity of AD as a movement in this country? What has been achieved?

What are the ideological and philosophical underpinnings of AD and what are its blind spots?

What is the role of AD at this critical moment in our country? Is AD a field, 'movement' or both?

What pedagogies might enhance the envisaged changes? Would socially just or decolonial pedagogical practices serve this end?

How do we, as higher education teachers and academic developers, manage our own wellbeing and that of our institutions?

How do we transcend our own disciplinary and institutional boundaries, to become effective change agents in the sector?

Given the diverse teaching and learning contexts and institutional differentiation in the sector, this panel will engage participants in a critical dialogue on pedagogical and methodological options to enable epistemological access and success by valuing a plurality of social and cultural ways of being at the university.

Participants attending this critical dialogue are urged to engage with the following overarching questions in preparation for the discussion: Can AD/ED as a higher education studies field and movement be explicit about its social and contextual purpose without losing academic credibility? Can/ should AD re-invent itself to become more central to the process of transformation unfolding at universities currently?

Keywords: contested; legitimacy; relevance; transformation; ways of being

Leibowitz, B; Mngqwashu, E; Muhuro, P; Naidoo, K; Ochuot, H; Timmis, S; Trahar, S and Wisker, G

How can principles of democracy and social justice inform our research into the student experience in higher education?

In the wake of calls to decolonise the curriculum and against the backdrop of globalisation, neo-liberal government policies and continuing inequality at the level of the individual and of educational institutions, the way we conduct research WITH, FOR or ABOUT students requires scrutiny. As educational researchers, we should not advocate for social justice and decolonisation, if the research methods we adopt do not reflect these ideals. Maori indigenous scholar Linda Tuhiwai Smith reminds us that formal, scholarly research activities and imaginative, anecdotal projections of the 'other' are intertwined. To what extent are students the 'other'? Is this more the case when they are of a different social, racial or economic grouping from the lecturers or academic developers who conduct the research? When conducting research involving students, there is always the risk one is further projecting preconceived ideas about the student as 'other'. Research on students in South Africa also presents possible dangers that as academics, we, rather than they, benefit from documenting and analyzing their experiences. A strong case against predatory or extractivist research is made by a group of Wits 'Fallists' who express their anxiety in having to construct an alliance with a progressive research centre: "white academics have always capitalised on Black wretchedness and struggles (experiences) for their own gain. They often write the so-called 'high rated' books and journals about Black lives and experience while they are literally disengaged from the real Black experience" (Wits Fallists, 2017: 19). If we do not want to desist from researching student experiences and student learning - because we

feel that this is necessary in order to inform pedagogic innovation and policy changes - we need to be critically reflexive, and consider carefully the methodological approaches and concepts and principles we should be adopting.

In order to set the theme for this critical dialogue we share our experience of a project to research the experience of rural students studying at the Universities of Fort Hare, Johannesburg and Rhodes. The SARIHE project (Southern African Rurality in Higher Education - <http://sarihe.org.za/>) is funded by the Newton fund through ESRC (UK) and the NRF (SA). Researchers involved in conducting the research are from the universities of Brighton and Bristol (UK), Fort Hare, Johannesburg and Rhodes (SA). The second-year students involved in the study are from the South African universities. The project is currently midway through the first data collection phase. We aim for our research to be of benefit and relevant to the students, rather than extractive and predatory, and not to fall into the 'student deficit' trap. We are mindful of inherent tensions to look out for in a project of this nature, for example the potential of further essentialising or projecting as 'other', rural students. We are also aware of the unequal nature of the ESRC/NRF funding model, their rules and stipulations and the challenges of collaboration across distance. The researchers have different social and educational backgrounds, that inform the positions we take when designing the data collection methods or interpreting the data. Furthermore, there are very different social and material conditions at the three university settings where data is collected, and the countries in which the researchers are located – the UK in the global North and South Africa in the global South. All of these differences can affect the research process and findings. After a brief introduction to our project, we facilitate discussion based on the following questions:

1. What educational, ethical and political concerns and principles should inform approaches when researching the student experience in higher education in South Africa?
2. What imaginative and inclusive research approaches might help to respond to these concerns?
3. What are the challenges in adopting more democratic forms of research practice?
4. What kinds of collaboration or alliances are useful in this context, and what principles should inform these?

This critical dialogue is related to the theme of the conference: student wellbeing, but it also relates to the subthemes of SOTL and ways of coming to know, as well as access and parity of participation.

Winberg, C; Adendorff, H; Bozalek, V; Conana, H; Pallitt, N and Wolff, K **Interdisciplinary dialogues: translating pedagogy for university teachers developing teaching portfolios in STEM fields**

Teaching portfolios are commonly used to demonstrate evidence of growth, competency or the attainment of excellence – as well as a means towards linking theory (or research) and practice in professional education. Several South African and many international universities require academic staff to present teaching portfolios when applying for tenure, promotion or teaching excellence awards. Teaching portfolios are thus important artefacts that have come to symbolise transitions in an academic career, in particular the transformation of teaching practice. Despite the widespread use of teaching portfolios in higher education,

little attention has been paid to the difficulties that educational concepts and terminology pose to academic staff in science, technology, engineering and mathematics (STEM) disciplines.

There is growing recognition in the research literature that student success in STEM programmes is supported when the academics who teach on them are pedagogically competent, and can demonstrate this is a well-prepared teaching portfolio. This panel presentation reports on some initial findings of an inter-institution study on enhancing STEM educators' pedagogical capacity through teaching portfolios in diverse institutional contexts. We focus, in particular, on the implications of our study for academic staff development in STEM-based fields.

We argue that academic staff development in STEM fields is akin to inter-professional, inter-disciplinary learning. We thus draw on theories of interdisciplinary collaboration to frame our study. Interdisciplinary scholars explain that 'inter-languages', 'trading zones', and 'transaction spaces' (Galison 1997; Nowotny, Scott & Gibbons, 2001) are productive in interdisciplinary collaboration towards shared meanings and practice. An interdisciplinary approach to building pedagogical capacity amongst STEM educators requires negotiation around 'boundary objects' (Star & Griesemer 1989) and finding common ground through shared concepts and concerns.

Data for this study was obtained from an external evaluation of the collaborative Western Cape-based Postgraduate Diploma in Higher Education (Teaching and Learning) (2014 – 2017), as well as an external evaluation of the Quality Teaching in Higher Education short courses offered by the Cape Higher Education Consortium (2010 – 2016). The data comprise both survey responses as well as in-depth individual and focus group interviews with participants and facilitators.

The findings raise questions about how STEM academics' might engage in professional learning towards pedagogical competence and offer suggestions for the ways in which academic developers might respectfully 'transgress' (Nowotny, Scott & Gibbons, 2001) STEM disciplinary domains in support of university teaching.

Keywords: Pedagogical competence, STEM disciplines, interdisciplinary collaboration

Wisker, G

Teaching excellence? what do we mean, and how do we recognise it? From individual to national awards

This session explores the notion and practice of 'Teaching excellence' from individual awards locally and nationally, to the institutional TEF (UK teaching excellence framework) using research, the scholarship of teaching and learning, and experience, to look at values, support and recognition systems, examples and practices .

A few questions to consider in this session are:

What do we mean by teaching excellence? What theories of excellence are awards based on? How and on what criteria can teaching can be judged excellent or not? How can it be judged if it is not actually observed in practice as part of the submission? Who should decide? How can students be involved?

The question 'What do we mean by teaching excellence?' lies behind the local and national schemes. Students deserve excellent teaching not least, because it should encourage and enable excellent learning and

empower student achievement. Teaching excellence awards are widespread (Leibowitz et al, 2012, McAlpine et al 2002, Ruben, 2004), and so is opportunity to comment on teacher and teaching quality ranging from the often rather unpleasant, critical or sycophantic US based 'Rate my Lecturer', to module evaluations. There are many institutional and national schemes to recognise and reward excellent teaching based variously on student evaluation and nomination, staff nomination and submissions, evidence of teaching on paper or in practice, and appropriate assessments. These include, for example, the HEA National Teaching Fellowship in the UK, and in South Africa, the HELTASA and CHE supported National Excellence in Teaching and Learning Awards. These national and the university related local schemes are widespread but often very different. There are many who question both the existence of teaching excellence and ways of measuring and identifying it (Gibbs, 1995; Hounsell, D., 1996). As Lewis Elton pointed out in respect of university teaching, whilst it could be straightforward to say what is acceptable or competent practice, '(e)xcellence has many more dimensions than competence' (Elton 1998, p. 35, cited in Chism 2006). Excellence, however desirable it may be, is not simple. Elton distinguishes between 'competence and excellence, which generally requires that the qualities of reflection, innovation, scholarship, and leadership be present to distinguish excellent teaching from competent teaching.' (McCullough et al 2016).

The UK has just undergone its first full scale institutional assessment of teaching, although like South Africa, Australasia and many Middle Eastern countries, we have had quality assurance systems for a very long time and many internal processes, perhaps more likely to identify poor rather than excellent teaching .

What are the pros and cons of a national system? (World Bank, 2013) How can it actually grade institutions? And on what evidence can the quality of teaching be judged?

For good or ill, some of the developments which spread internationally began in the UK – so it could be of interest to look at the TEF after its first year in action. The Teaching Excellence Framework a 'government-backed assessment of undergraduate teaching quality across all higher education institutions in England, which also includes some institutions in Scotland and Wales (with others opting not to take part)' was introduced in the UK in 2016, submissions sent in in January 2017 and actual awards decided in June 2017 More than 130 UK universities and other higher education institutions were 'awarded gold, silver or bronze ratings for the quality of their teaching.' (THE, 2017) It is assessed by a mixture of metrics (National Student Satisfaction survey, information about retention and employment) and a narrative, which explains and goes beyond the metrics to evidence claims about consistent good quality, established practices and teaching innovations. As Paul Ashwin notes 'none of these metrics directly measure the quality of teaching, although the NSS does give an insight into students' perceptions of teaching. Instead, the metrics focus on examining the assumed effects of teaching. '(THE, 2017).

There are many supporters and many detractors of teaching excellence awards, of systems which support and recognise excellent teaching (Fanghanel et al, 2016; Fung and Gordon, 2016), and even of the notion of what teaching excellence might be said to be and how to work towards and reward it. In this session, we will use established and recent research and experience to explore the characteristics, support and recognition systems, and the viability and usefulness of awards.

In advance of the session participants might find it useful to consider the questions at the start of this abstract, to find out about their own local and national schemes, their criteria and practice, the National Student Survey in the UK, local SoTL (scholarship of teaching and learning) practices and internal scheme for reward and recognition of teaching and the UK based TEF.

Key Words: Teaching excellence; support and recognition; empowering student achievement.

PAPER PRESENTATIONS

Akala, B

Identifying Spaces of exclusion and marginalization in Kenyan higher education

Since independence (1963) Kenya has endeavoured to make higher education generally available to the public. In advancing its role as a public good, the Kenyan government has linked higher education to national development goals, human resource development and production for economic development and growth and individual well-being. Although Kenya has generally fared well in providing higher education for all, a majority of students from impoverished and rural backgrounds are still struggling with access and success. Using data from a qualitative study undertaken at an urban university in Kenya, the paper aims to demonstrate that providing access without articulating and catering for the needs of the marginalized students within institutions of higher education is an injustice. The study sample comprised of 10 students who were mainly from rural areas. Questionnaires, interviews, focus group interviews and document analysis were used to collect data from the identified sample. Thematic exploration and analysis was used to analysis data. The paper explicates that instead of higher education promoting upward mobility for such students, it reproduces and sustains inequalities. Hence the paper argues that a myriad of factors impede poor students' access and success in higher education. The paper takes cognisance of the fact that a majority of Kenyans live on less than a dollar a day. Therefore institutions of higher learning become inaccessible to a majority of students from such families due to exorbitant fees, cost of accommodation and other hidden costs. To the contrary, Kenya has also seen an increase in the demand for higher education. Many private institutions have been accredited and public universities have introduced "parallel degree programmes" to mitigate the high demand. This has been attributed to the changes in the economy and funding of higher education. Globalization, marketization, commodification and privatization are now common features in Kenyan higher education (Wangenge-Ouma, 2008; Jamshidi et.al 2012). Nevertheless, it has further been argued that the introduction of private higher education and parallel programmes in Kenya have entrenched marginalization. The private wing of public education has become very attractive and hence receives more attention than the public wing that attracts many students who rely on meagre government funding and subsidies from struggling families (Wangenge-Ouma, 2012). The study is undergirded by a social justice framework and Holland et.al (2004) figured worlds. These theories seek to move away from universalizing people's conditions. Instead the paper seeks to acknowledge the various contexts that students come with to institutions of higher learning and how well they can be articulated in order to make access a reality to all. The paper suggests that institutions of higher learning in Kenya ought to reconceptualise and re-image their strategies and equity frameworks within their policies so that the needs of the impoverished and rural students can be addressed adequately. This will ensure that parity of access, participation and success is attained and exclusion is minimized.

Key Words: parity, exclusion, marginalization, access, success

Baron, P

Curriculum re-design: Strategies for contextualising electrical engineering content in a South African Public University

South African Public Universities are facing transitional challenges as they traverse uncharted territory in decolonising knowledge. The recent protest action has highlighted the need for the public universities to acknowledge colonial legacies, which are status quo in the tertiary education system. The idea of decolonising knowledge brings with it the need to review curricula as well as teaching and learning pedagogy. The need to decolonise arises out of the insignificant local content and epistemology of all the participants in the tertiary education system. Viewing this challenge in terms of a control system elucidates that without student input into the system, the outcome would not address the decolonisation goal and social justice would not be achieved. Without addressing social justice, the protests are bound to continue. Thus, it seems an ethical step to invite student participation in curricula design allowing for hierarchical conversations whereby students (and other role-players) have their say in populating their curricula¹. Attempting hierarchical conversations is not without challenges though. Navigating conversations that are not only matters of the curriculum content but also of ways of knowing, requires a sensitive enquiry. Educators may find the ideas surrounding collaborative participation amongst students and lecturers to be unsettling and challenging in reaching the aim of co-designing a curriculum. Further, the issues facing South African Public Universities are somewhat unique and thus viable solutions require careful historical reflection elucidating a uniquely South African approach, which in itself is a form of decolonization. Decolonising curricula is thus not only a matter of changing content, it is also a matter of understanding how the consumers of the curricula (students and industry) understand the content and whether the consumers are reflected in their curricula. In solving the aforementioned challenge, a contextual approach is presented as one solution to redesigning curricula. Contextualising curricula require an enquiry into the epistemology of the students. The conversation is the fundamental unit of enquiry for investigating human learning and understanding (Pask, 1975). Conversations offer people the means for self-organising their own change (Thomas & Harri-Augstein 2001:952). Through conversation, contextual enquiries can be achieved which are then used as reference points in revising the curriculum. In this paper a report back on a recent curriculum re-design is presented. The results of this process have been positive with students demonstrating increased participation and responsibility. These aspects were measured by attendance², student involvement in the classroom, and students' eagerness in completing works packages and their grades. The positive features of this approach are that students mostly introduce new and relevant topics into the curriculum. These topics are contextualized by the students (and teacher) allowing for student interpretations of the content in

¹ It is not uncommon for engineering curricula to be designed by the lecturers within a faculty. A complete overhaul occurs at the launch of a new degree whereby the faculty creates a collection of new modules. This is then sent for approval in a tedious 'to-and-fro' process to the Council for Higher Education. The outcomes of a certain qualification may be set by accreditation bodies and/or industry partners; however, the content and application of the content does have a considerable range within which the lecturers may act. Thus, re-curriculating engineering modules should not be seen as out of bounds for the goal of decolonising knowledge.

² Students were not asked to sign any attendance register, rather the attendance was measured by counting the number of students in the class for each lesson.

terms of their daily lives, i.e. the students populate the curriculum with experiences they have had within their communities which are related to the topic areas of the module. There is increased social engagement in the classroom with students also dialoguing in community with one another and the teacher. The abstraction of the curriculum is reduced in turn increasing the familiarity and personalization of the module content areas. This personalization effect was found to improve memory retention of the module content, as the grades were higher for the topics that were student derived. One surprising finding is that some students did not wish to be involved in re-curriculating, rather opting for a teacher who will provide all the instructions for the module. A strategic approach to contextualising an electrical engineering curriculum is thus presented, including the challenges faced in attempting this approach as well as the unpredictable and surprising outcomes.

Key words: Conversation Theory, Contextual teaching, curriculum design, decolonisation, social justice

Behari-Leak, K and Pancham, K

Decolonising pedagogies of 'development': being, well-being and be-ing

The student protests of 2015 and 2016 have catapulted the HE sector into a whirlwind/ tsunami of change. Academics, students and other stakeholders are trying desperately to decode and grasp what 'decolonising the curriculum' means. Using 'curriculum' in its broadest and deepest sense, this paper explores what it means to 'transcend boundaries' by decolonising our pedagogies and methodologies in the context of higher education change. Using an embedded praxis with a focus on Being, the researchers report on a dialogic process used with a group of academic developers to unpack meanings and practices of Knowledge and Power. Using the body and memory to think; the mind to feel and individual and collective histories and experience to speak, the process reported on here enabled participants to understand decolonial thinking from a deeply experiential and 'inside-out' perspective. Explicating on the processes and performances of our 'inside-out' praxis, we share our meanings and practices of working with being, well-being and be-ing, as aspects of 'decolonised- decolonizing a curriculum'. Drawing on decolonial theory (Torres, 2017; Mignolo, 2016) and African Philosophy (*Ubuntu*), and engaging with visual, live and embodied texts, individual and collective memory, voice, representation and visibility, the paper asserts that to decode and enact 'decolonisation', one needs to transcend the academic fixation on theory-driven-understanding to a multi-dimensional focus on the auto- or author-biographical positionality of the colonised subject. Linking to classroom praxis, the aim is to understand how to enable students to express, articulate and embody values they find meaningful and to come into their own without being censored or marginalised. The paper points to the value and richness of working in a generative way to unlock the cognitive and affective changes that need to occur in Self and Other to take this movement forward in the interest of sustainable and systemic change.

Bernard, E and Babili, D

Reframing pedagogies for student success: A General English Literacy module as groundwork for Academic Literacy at university

Fresh from secondary school, English Second Language (ESL) students step into university to study complicated subjects in a language that they seldom use on a daily basis. Academic Literacy skills form the focus for language developers at university. Basic Interpersonal Communication Skills (BICS) are rarely focused on as it is assumed that students would already have required these skills during their schooling years. However, this is not the case for most first-year students at the University of the Free State (UFS) Qwaqwa campus. A General English literacy module was therefore implemented in 2014 on the Qwaqwa campus to improve students' BICS, before they move onto an Academic Literacy module, where the focus is on students' Cognitive Academic Language Proficiency (CALP). The English literacy module was implemented with a focus on the language acquisition theories of BICS and CALP. Underlined with the acquisition of knowledge around grammar, vocabulary and pronunciation, the development of language skills such as listening and speaking, and reading and writing were aimed at. All of this was done by incorporating technology into the classroom, such as authentic and staged audio-visual clips, sound clips, and films. Classroom activities were blended with online discussions, quizzes, and video links on a learning system called Blackboard. To test if the module was optimally implemented, the following took place in 2015: a literature review to collect relevant information around learning theories of language acquisition and Teaching and Learning; questionnaires containing both open-ended and closed questions to establish the impact of the films shown; and a non-equivalent pretest-posttest control group study. In 2017 another non-equivalent pretest-posttest control group study will be done, and students will complete a questionnaire containing open-ended and closed questions to establish their attitudes towards the GENL module in general. Lastly, students' reflective writing paragraphs will be analysed qualitatively by means of coding, to identify whether there was a change or improvement with regards to specific language skills. Results of the 2015 data indicated that there was a statistically significant increase in students' grammar and vocabulary test scores respectively from the Pre-Test to the Post-Test. The questionnaires on the films also indicated that the films increased student engagement, and that students believed it had a positive impact on their English literacy. The results of the 2017 data will either confirm or disprove the 2015 results, and could bring new realisations to the table regarding their writing skills, and student engagement. The purpose of this presentation is to awaken new ideas within other higher education practitioners around language development at university, and to make them aware that academic literacy is not our only challenge with regards to the language development of our students. If we really want our students to succeed on a deep cognitive level, their knowledge of the language of instruction has to improve first.

Keywords: Second Language Acquisition, English Literacy, Academic Literacy, BICS and CALPS, Blended Learning

Blomerus, L and Juries, I

Transcending lecture venues and situating student academic well-being in student personal learning environment

The department of Anthropology, at the University of the Free State, adopted a learning community approach, underscored by the social constructivist theory in an attempt to answer to and to address the numerous obstacles and challenges faced in the Access Programmes. Higher education institutions are today faced with numerous challenges, such as the current student profile, 21st century requirements and skills, the shift in focus from teaching to learning and institutional learning platform failures. A concerted effort was made to establish an out of class learning capital, through the use of virtual platforms (blackboard and social networking), as well as on ground face-to face interaction with a teacher presence. Evaluation and reflection of the above highlighted the need for an altered approach to institutional online learning platforms, especially if one considers the failures of learning management systems and the availability of free and *de facto* resources and natural settings (integral self-motivated, autonomous and informal student learning that takes place in the context of social media and the existence and importance of informal learning and peer networks) that allow for pedagogical affordances. Literature suggest that the concept of Personal Learning Environments (PLEs) is an emerging technology based on the induced results of practices and challenges linked to social media and that it offers great potential as a pedagogical approach. We are therefore in the process to establish, integrate and implement a PLE pedagogical framework, based on Zimmerman's (2000) three phase model of self-regulated learning and Dubbagh and Kistansas (2012) three level framework of social media use, that exist in "parallel life" to the already functioning learning communities. The purpose of this presentation is to introduce a conceptual model that illustrates the development and establishment of a personal learning environment (PLE), which could be integrated into the existing teaching and learning processes. This presentation also seeks to describe an implementation example in the context of the Access Programmes. The above are informed by an action based research method that utilized qualitative data collection techniques and thematic analyses. Tentative results lean itself towards PLE as a critical base for establishing self-regulated learning.

Keywords: Personal learning environment, learning communities, self-regulated learning

Case, J; Marshall, D; McKenna, S and Mogashana, D

Going to university: An analysis of 73 young people's experiences of higher education in South Africa

Higher Education is conceptualised as both a public good responsible for fostering a critical citizenry, and a private good providing social mobility. While access to higher education has increased significantly, many feel that change has been too slow and both the public and private goods of the university remain out of reach for the majority of South Africans. This study looks at how 73 young people who began their higher education studies at one of three universities in South Africa six years' ago have made sense of their experiences. The study investigated these students' access to university, their well-being within the university, and their trajectories since that time. Across the narrative interviews, participants explained how they felt higher education had influenced their lives. We used analytical dualism to identify the structures, cultures and agency at play in their journeys and, informed by Margaret Archer's theorisation of agency, we focused on the 'internal conversations' that young people undertake as they formulate courses of action. The findings show that university has a significant influence on work opportunities in ways that these students were easily able to explain. They were also able to articulate how attending university provided them with intrinsic benefits, such as personal growth, acquiring knowledge and distinctive ways of viewing the world, and having a sense of responsibility to that world. We noted the agency that students drew on and developed through their challenges at university. And in this regard, this study points to the important role played by families in supporting their children's access and success in higher education. The study shows strikingly, and in line with international studies, that socioeconomic class most directly impacts on young people's experiences of higher education. Though socioeconomic class is intersectional with race and gender issues, it was socioeconomic class that acted as the primary mechanisms in these 73 young people's lives in enabling or constraining university access, success, and employment. The participants in our study from impoverished backgrounds experienced far more hurdles in getting going as young adults. Their agency and resilience in the face of these hurdles is remarkable and this was often identified in the narratives as the core mechanism by which they were able to achieve as they did. If universities are to move beyond reinforcing social structures, then we need to make careful sense of the role played by socioeconomic context and consider how university structures and cultures work to reinforce or dismantle such injustices. This presentation will focus on three key areas emerging from the data: the structure of the curriculum, the need for academic advising, and the role of extra-mural activities. The study presented here shows the many and complex ways in which higher education contributes to society and to the lives of young South Africans. It argues that there is much that universities can do to better support our students as they make their way through our universities and out into the world.

Cavanagh, M and Peté, M

Under the eLearning skin: cutting an apt professional development fit – for and with – Arts and Design colleagues at an African University of Technology

Our drive to find a crisp approach to eLearning professional development is motivated by finding academic staff stretched beyond capacity across teaching, re-curriculation and research in an environment of insufficient resources. This is a story of joined forces -- an eLearning practitioner in Fashion Design and an educational technologist who followed the Dean's brief -- to grow eLearning within the Faculty of Arts and Design. The project is embedded in the context of a university of technology having moved beyond the executive target of 50% of courses online. The current phase spotlights "innovative teaching and learning". This includes, but is not limited to, the use of a learning management system (LMS). There is also an acceptance of the fact that eLearning is not a one size fits all solution – that it might be appropriate for a single component of a particular course, or in some instances, not at all. Our approach in growing eLearning takes into account that executive management is considering a change in LMS. Stetsenko's theoretical underpinnings seem most appropriate: "Human development is a 'creative 'work-in-progress' by people agentively and collaboratively realizing their shared worlds in pursuit of their goals aligned with a sought-after-future' (p. 325). We take methodological cues from Hirokazu Miyazaki's *The Method of Hope*, a book that participates in on-going discourse in social theory about how to reclaim the category of hope in progressive thought. Our ontological orientation encompasses emotion and imagination as key elements in the study of education, in agreement with Quinlan (2016) that these notions have been to date, largely overlooked in research. We take into account Wenger's social theory of communities of practice, most especially, "Meaning -- our ability to experience the world and our engagement with it as meaningful – is ultimately what learning is to produce" (Wenger, 1998:4); and the awareness of Zvacek (2001:41), namely, "understanding the obstacles in the path of instructors who attempt to integrate technology applications into their instruction; knowing the incentives (or lack thereof) for innovation; and recognizing the multiple (and sometimes contradictory) priorities imposed on the faculty member who chooses to adopt new teaching strategies." Coining a three-tiered approach of focus groups, workshops and showcases, the work led to a strengthened inter-disciplinary community of practice. Results and our contribution to the field include practitioners finding and sharing value in real-world solutions (what is actually working in a practical classroom with accessibility issues as opposed to what is mandated); enhancing the motivation of staff (and therefore relationships with students) by teasing out their chosen solutions in ways that work practically for them and their unique contexts; and finding and sharing out of the box solutions (as opposed to one-size-fits-all cookie cutter eLearning).

Keywords: Technology innovation; imagination; communities of practice; eLearning

Cavanagh, M

A little black number: Undressing transformation from student to pattern maker

The transformation students experience as they go from novices to discipline professionals is a difficult and interwoven process. Frequently, there is a gap between students knowing, being and doing (Barnett and Coate: 2004). This is especially true of vocational disciplines where students must “become”, a process that requires them to transform their identity and to undo what they had been taught as they begin to understand the ways of being - the how and the why - of their chosen profession (Christie, Tett, Cree, Hounsell and McCune 2007: 4). Issues of student identities are complex and multidimensional. Seeing as learning cannot happen in isolation, it is important for staff to support and nurture this metamorphosis. Tinto (2006: 62) argues that first year is the most important time for this support, when ties to home bonds are loosening and integration into the university community is beginning. Using action research cycles of critical reflection, this paper presents a work-in-progress project that aimed to facilitate students’ journey to becoming pattern makers. Tinto (2012: 6) maintains that expectations, support, feedback, and involvement are important to students completing, and it can be argued that this is entwined with student success. This project used these four aspects as an underlying guide to develop a scaffolded approach. **Expectations** were clearly laid out at the beginning of the project: students were expected to design a little black dress, which they would make a pattern for and ultimately sew. **Support** was given in the form of lecturer guidance, consultations, and additional tutor assistance. **Feedback**, most importantly, was given weekly and in time for students to feed forward and correct work for the next step. **Involvement** was inherently present as students used pattern making to link Creative Design and Garment Technology subjects together, becoming involved in the whole process. Students learnt how to improve their work and why things were wrong. In this way, they began to become pattern makers, working through a problem-based scenario that had real world relevance. For some, this process was painful and forced them to recognize their own limitations. For others, the transformation was enjoyable, as they began to understand how to apply their knowledge to professional practice. Overall, students came to see pattern making in a new way, connecting the concepts to real world applications. Reflecting on previous years, students had struggled through the processes despite getting regular feedback. They were not able to transition smoothly from novices. By creating conditions of clear expectations, support, timely feedback and involvement, it was possible to facilitate the transformation less painfully. This has implications for student well-being in higher education, as students who feel supported are more likely to succeed (Kahu 2013: 676). This project, however, is still challenging for students and allows them to rise to higher expectations, because, as Tinto (2012: 59) states, “no one rises to low expectations”. These higher expectations help student wellbeing as the journey is scaffolded and supportive; fostering success while showing students what they can achieve.

Chitanand, N

Transcending methodological boundaries to explore academic staff development

Higher education well-being is central to the work of academic development. With a concern for change, through its commitment for improvement and innovation (Clegg, 2009), academic development as an emergent field may be argued to have contributed to shaping teaching and learning in higher education institutions, globally. As a field that has 'come of age' (Lee et al, 2010), concerns about the legitimacy of the field prevail and academic development has been considered as being 'unreflexive and theory poor' (Kloot, 2015). This has been a concern for my own practice of academic staff development as I sought to move from being a craft practitioner to a legitimate change agent and enable access to powerful knowledge for the participants in my staff development programmes. In light of the recent calls for transformation of higher education and the decolonial turn, traditional understandings and conceptions of academic development and academic staff development need to be held up for critique and reconceptualised in our attempts to achieve the greater purpose/s of higher education. In adopting a reflexive approach, this research attempts to contribute to developing knowledge in/ of the field of academic staff development.

In this paper, I draw on two methodological approaches not usually used simultaneously in research: autoethnography to generate the data and Legitimation Code Theory (LCT) as the analytical framework, to explore academic staff development in South Africa. In doing this, my research seeks to transcend methodological boundaries for conducting educational research. As an autobiographical genre for research, autoethnography uses personal experiences as a gateway to a broader analysis of a cultural situation (Ellis & Bochner, 2000). LCT is an 'explanatory framework' and provides a conceptual toolkit to make the invisible visible (Maton, 2017). LCT has 5 Dimensions and "each dimension offers concepts for analysing a particular set of organising principles (legitimation codes) underlying practice." (Maton 2013: 11). This study draws on Specialisation, which is concerned with what makes a discipline special, and what are its claims to legitimacy. Specialisation codes involve emphasising knowledge (epistemic relations) and knowers (social relations) as the basis of legitimacy in different ways. The data for the analysis reported in this paper was twofold. At a macro level the data was drawn from the 23 South African higher education institutions' Quality Enhancement Project (QEP) report focussing on professional developments. This seeks to understand academic staff development within a national context. The study then zoomed into a local context and explored academic professional development in one university in South Africa. The latter was drawn from my personal narratives of academic staff development, critical conversations (Mershin, 2003) with academic development colleagues and staff development workshop plans.

Using a combination of two methodological approaches I was able to achieve greater insight into academic staff development using my personal narratives as a point of departure. At a national level, the analysis revealed an emphasis on epistemic relations indicating prioritising knowledge through the number of staff development activities. Social relations were downplayed. However, there was a lack of detail in the data source at a national level and further research is required. At a local level, the analysis revealed staff development that focused on developing knowledge about the field of higher education and particular types of knowers that are legitimated in staff development work. The study brought the fore what is currently being privileged in higher education academic staff development. Why? For whose interests? Understanding these organising principles is important as we engage in rethinking academic staff development in South Africa.

Keywords: autoethnography, legitimation code theory, academic staff development

Clowes, L

Dis/embodyed un/learning and a de/colonised curriculum

Possibilities for teaching and learning in contemporary South African institutions of higher education are shaped by a variety of factors. These include national (and global) neoliberal frameworks, the ways in which these inform policy and the allocation of resources. They also include continued inequalities inherited from the apartheid regime structured around race, gender, class, sexuality and other salient subject locations, as well as post apartheid constitutional and legislative imperatives around redress. Teaching and learning possibilities are further shaped by the prior knowledges students (and teachers) bring to class as well as, more recently, student protests around free education, decolonised institutions and curricula. It is against these contexts that this paper explores teaching and learning undertaken in an introduction to a gender studies class offered to second year students by the Women's & Gender Studies Department at the University of the Western Cape in 2016 and 2017. Learning (and teaching) possibilities in this introductory course are strongly shaped by deeply held beliefs about sex, gender and sexuality that are simultaneously the focus of critical attention in the course. In challenging students to think critically about their own beliefs, understandings and practices the course asks students to 'unlearn' hegemonic understandings of sex, gender and sexuality (and ways in which these are always already raced and classed). Understandings that are often expressed through and embedded in the material realities of their daily lives, reproduced moment by moment in the interactions between and amongst themselves, their families and communities locally, regionally and even globally. In reflecting on the tensions, discomforts, anxieties - and possibilities - generated by the challenge of 'unlearning' what is taken for granted as common sense, this paper takes seriously the work of writers such as Frances Nyamnjoh (2012) and Riyad Shahjahan (2015) who have suggested that Cartesian dualisms of mind/body that privilege theory over embodied lived experience are precisely what South African institutions of higher education have inherited from the colonial order. Fixed curricula and lecture timetables, assignments written in the third person and assessment of learning via formal sit down exams neither cultivate nor nurture opportunities for sustained critical reflection rooted in the material realities of students' lives. This paper reflects on a project in which the material lived realities of students who sign up for the course are the pedagogical fulcrum around which the curriculum is structured. The discussion (and the course) begins by describing and reflecting on gendered (raced, classed and sexualised etc.) lives of the individuals registered for the course. The experiences, ideas and reflections elicited from and shared by students are used here anonymously, with permission and after ethical clearance from the institution. The paper considers how student understandings can be used to challenge, disrupt (and sometimes reinforce) dominant discourses as well as to generate discussion and critical reflection on ways in which student's embodied experiences are/not represented or misrepresented in the theory covered by the course. The paper ends by considering some of the challenges and opportunities of assessing the embodied un/learning undertaken in the course.

Key words: gender, embodiment, teaching and learning, post-colonial, decolonising

Collins, A

Thinking through Violence: From critical analysis to social transformation

This paper traces the complexities of developing a decolonial teaching practice on the topic of violence in South Africa. This teaching experiment involved several inter-related elements, including curriculum innovation to challenge certain traditional accounts of violence, shifting classroom strategies, and pedagogical progression from critical analysis to critical transformation. Over several years this course evolved from a training in critical thinking about violence as a way of understanding South African society, to an more participatory learning collaboration where students more actively shaped the course by contributing their own narratives and analyses of violence, to a more conscious focus on the ways in which experiences and interpretations of violence shapes students identities and social citizenship. In this process the underlying assumptions of learning were revised, to focus more on the transformative aspects of learning – both the personal transformation of the participants themselves, and the transformation of their engagement with the society. Here the foundational notion of critical reflection was gradually expanded from strategy for better understanding society, to include a way of thinking about bodies of knowledge, to further integrate practices of reflective self-understanding. At this point, the project looped back to its starting point, but now instead of viewing the theoretical grasp violence simply as a tool for better understanding society, it had also become way of evaluating competing frameworks of interpretation, and a process of personal transformation to change the way the course participants engaged with the world around them. This presentation thus reveals how, over several years, this course became an experiment in transformative teaching and learning, and can serves as a model for socially engaged higher education.

Combrink, H

Broadening perspectives in students transition: Teaching the culture of protests to first year students at the University of the Free State

UFS101, a 16 credit-bearing module, is the first year seminar at the University of the Free State. The second semester of UFS101 is positioned as a common intellectual experience where students are introduced to topics from multidisciplinary perspectives through online learning, critical discussions and a series of learning experiences. In these discussions, challenging topics within different units are debated among students in an attempt to broaden their perspectives around those topics. In newspaper articles, and within UFS101 evaluations, students expressed their concern around the protests that have taken place within the landscape of higher education. So much so that student protests caused emotional unrest within some of the first year students at the University of the Free State. By this account, students were both isolated and not involved with the protests, while others were freely engaging in student protests and felt a sense of unity within the campus culture. However, non-violent protest – as disruptive as it may be – has its place within the constitution of

South Africa, and is a civil right of students. To breach the gap between students who found themselves in a state of unrest and unfamiliarity with what the constitution says about the conduct, best practice and civil rights around the culture of protests, the “culture of protest” was introduced within the law unit offered to students in the second semester of 2016. The emphasis of the law unit in UFS101 was to introduce students to the culture of protests, with the focus on aligning the moral compass of students with that of the law. In this unit, students were taught the importance of human rights and how to outline the complex and interconnected world of law and ethics (especially against the background of South African history). Students were then required to interpret the role of law in facilitating order in society, demonstrate respect for diversity (of opinions, morals, etc.), and demonstrate the ability to interpret the above issues using reading, writing, and argumentation skills. Approximately 1800 students had exposure to this content. The student experience of this unit was collected through surveys, focus groups, and reports from the Teaching Assistants. Mixed methods were used to interpret and analyse the data. Approximately 950 respondents who were exposed to this content and about 20 participants in focus groups provided insight into the value of this content in creating inclusion and broadening the understanding of this content. Some of the key findings of this study include what students found helpful about learning this content, the different types of social discourse shared among first year students related to protests, and what students can and cannot do within the confines of the law. Interestingly, a number of students expressed that they want to be part of a peaceful protest, which they would have never considered otherwise. Additionally, a comparison between the qualitative thematic analysis and the quantitative demographic inquiry outlined the value and importance of what students learned. This paper will share findings of the student experience, and show the importance of including such content within a first year seminar.

Keywords: First Year Seminar, first year students, Law, Culture of Protest

Dauids, N

On tolerance as an educational premise in higher education

Beyond the noise and din of the now numerous #feesmustfall campaigns, there arose deeper concerns of the lack of regard on display not only between protesters and institutional authorities, but also between protesting and non-protesting students. Of course, protests by their nature are manifestations of perceivably unheard and unrecognised demands and plights, which make the flaring of tempers inevitable. But, perhaps, what defined the student protests most distinctly were not the impassioned calls for economic accessibility, transformation, and decolonisation, but its volatility, and sheer contempt. The concern of this paper is to offer a conceptual consideration of tolerance as an educational premise within higher education. That is, if higher education is to fulfil its responsibility in relation to the public good, then it has to espouse those virtues that are most likely to contribute to peaceful and harmonious co-existence. In arguing for the cultivation of

tolerance as an educational premise, this paper embarks on three inter-related arguments. Firstly, I argue that tolerance is not merely an uncritical and disengaged acceptance of whatsoever. That is, as an educational premise within higher education, tolerance has to be constituted as a reflective practice in relation to oneself and others. In this sense, due regard has to be afforded to diverse ways of being, as well as diverse ways of acting. Secondly, I consider tolerance as implicit within pursuits of human flourishing. That is, students necessarily pursue higher education in the hope of gaining a particular form of human flourishing – whether economic, social, or epistemological. But, unless these pursuits are embedded within enactments of tolerance, neither these pursuits nor those who undertake them, can contribute to peaceful co-existence, and hence human flourishing. To this end, I pay particular attention to the need for more multi-layered engagements on the concept and practices of tolerance, so that both teachers and students are more aware of intolerance, and its manifestations. Thirdly, I conclude the paper, by arguing that if one of the desired outcomes of higher education is to develop students and by implication, citizens, who are able to think for themselves, without coercion or coercing others, then, tolerance as an educational premise, has to be informed by particular understandings of individual autonomy and rationality. Too often, students enter particular deliberations and disputes, not because of personal worldviews or persuasions, but because of other influences and pressures. It is therefore not unusual to hear students justifying certain articulations on the basis of others' beliefs and actions. In this regard, I argue that individual autonomy and rationality are imperative to tolerant action. Students have to be afforded the necessary opportunities to engage in classroom deliberations whereby they are able to cultivate their individual autonomy through the exercise of rationality. To this end, students might be more inclined to speak out against expressions and practices of intolerance, and hence be in a better position to serve the greater purposes of higher education.

Davis, J

Games: Placing Conceptual Understanding in the Hands of Students

Games, rather than designating students to the role of note-takers, enable students to take control of their own learning by actively experimenting with concepts and making their own deductions. By placing the learning firmly in the hands of the students, a deeper and more meaningful conceptual understanding is attained. Embedding games in the curriculum changes the learning environment from 'filling the brain' to an active involvement that is personalised and creates a memorable tapestry of meaning. This emerged from my research into 'how' and 'why' students learn from educational games – a qualitative investigation using Interactive Qualitative Analysis (IQA), with first year economic students studying at the Durban University of Technology (DUT). The games were played by a class of 120 students of which 24 were randomly chosen to participate in the research. Of these 14 voluntarily chose to participate. According to these students, during the focus group discussions and individual semi-structured interviews which formed part of the IQA process, the use of games sparked the interactive learning environment resulting in the emergence of four themes

which encapsulated the experience - the encounter; the awareness; the wisdom; and, the challenge. The encounter with the game placed the student at the heart of the learning experience that then allowed for the other three themes to unfold. As the students developed awareness (conceptual realisation), they were then able to discern and apply what they had learned (wisdom); and finally, create a coherent, holistic understanding of the subject by meeting the learning outcomes of the challenge. Taking into account the statements made by these students during the IQA process, the change in the context of the learning environment and the journey they travelled through the use of educational games led to a deeper conceptual understanding as they admitted to having been empowered to take control of their own learning through play. Within this environment the role of the lecturer had changed from 'chalk and talk' to that of a guide and facilitator.

Key words: Games, active learning, IQA, deeper conceptual understanding

Deacon, A; Jaffer, T; Jawitz, J; Small, J and Walji, S

Wrapped MOOCs: What is being valued and reused?

Universities have been keen to explore innovative technologies to reach wider audiences and share some of their teaching and research globally, especially with increasing expectations and pressures to provide greater access to knowledge. An example is Massive Open Online Courses (MOOCs), which have open enrolments and, in many cases, offer free access to course materials. These broaden traditional forms of dissemination and support a wider learning community. How other educators reuse these open courses in their own teaching spaces offers insights to how such MOOCs and university outreach are valued. Such educators might ask their on-campus students to participate partially or fully in a MOOC and then supplement this online learning experience with classroom activities. As MOOCs are designed to function as standalone courses, how another educator incorporates a MOOC with their face-to-face course design to develop a blended learning experience, involves further design choices. This approach is often referred to as "wrapping a MOOC". The research sites of this study are cases where educators have been wrapping MOOCs created as part of the UCT MOOCs Project. We have engaged with educators involved in wrapping and repurposing MOOCs who are creating learning opportunities, both outside the university and within the university, such as informal courses or meetups. In many cases it is opportunistic that we came to know about their use of these MOOCs. However, the intention is not to document all cases but rather characterise the different forms of wrapping and their intended purposes. This reuse was typically never anticipated by the MOOC creators. In reflecting on these cases we consider what was valued and reused in relation to the design intentions. This helps question some design assumptions and identifies what could be changed to support wrapping, especially with regards to course structures and their characteristics as well as in communicating complex ideas. The research question is how are educators wrapping UCT MOOCs and what have they valued in these courses? This research will draw on a characterisation of the different forms and purposes of wrapping and

relate this to open access, learning and curriculum design theory that informed the course development. We focus on some specific cases from the interdisciplinary 'Medicine and the Arts' and 'Becoming a changemaker' MOOCs where we have engaged with educators who are wrapping these courses. This research seeks to probe assumptions and understandings about how MOOCs are being wrapped and repurposed to support learning in and outside a university as well as how efforts to share knowledge more widely are being received.

Keywords: MOOCs, facilitation, learning design, open access

Dison, L; Shalem, Y and Taylor, D

Resourcefulness matters: an analysis of student patterns for coping with material, social and academic difficulties

Students' successful participation in higher education institutions (HEIs) in South Africa is currently articulated through calls for decolonized and transformed curricula and education programmes. There appears to be general agreement that there are many structural constraints beyond students' control which influence the degree of success and wellbeing that students can attain as they learn to participate in academic practice. Less understood are the patterns of students' experiences of the socio-economic environment of their schooling and university, their views of the enabling and constraining conditions of learning and their perceptions of their agency in overcoming these conditions. The data for our study were collected through a questionnaire survey of 591 Bachelor of Education students across three years of the degree at a South African University. Special attention was given in the design of the survey to the relationship between past and present material conditions as well as access to support structures. By examining students' qualitative responses to the survey questions using a fine-tuned thematic content analysis, examining especially their ways of coping with challenging situations and explanations for their satisfaction or dissatisfaction with their academic performance, we unpack the ways in which they respond to their circumstances. In our detailed analysis, several patterns of resourcefulness and levels of articulation are evident which reveal complex sets of experiences and strategies as students reflect on adversities and challenges they encountered at school and at university. These range from feelings of alienation, to devising personal and informal ways of collective support, to targeting specific challenges with specific actions. Our study contributes towards an expanded understanding of student success, wellbeing and motivation in terms of Barnett's (2007: 7) focus on 'being' and 'becoming' and supports Manik (2015)'s contention that we need to find ways to increase the participation and success of first generation students who are at risk of dropping out and failing at university. The interest in students' resourcefulness is careful not to return to the deficit view that student success is dependent on factors such as intelligence, motivation, aptitude and language ability inherent to the individual as an easy way of explaining student failure and success (Boughey

2010). Instead, it focuses on ways of creating an enabling learning environment that promotes possibilities for student engagement and success.

Ditsele, R and Mji, A

21st Century Graduate Attributes: A critical reflection ON undergraduate curricula at a South African university of technology

Since the dawn of democracy, South Africa's (SA) Higher education institutions (HEIs) has been tasked to harvest graduates with the requisite 21st century skills and knowledge to meet the present and future needs of the economy and society. This implied that HEIs were required to become more responsive to societal needs, framed in terms of industry and the markets. The demands on higher education curricula has been to provide the market with highly skilled, knowledgeable graduates for knowledge-based economies, graduates with advanced levels of expertise, as well as the ability to adapt to risk and to rapidly changing circumstances. This demand on higher education therefore implied that, curriculum lies at the heart of students' academic experience. It provides the vehicle by means of which students obtain a qualification, a formal recognition by an educational institution and society of a specific set of achievements. This expectation on higher education further implied that, the conceptualisation and design of the curriculum in particular ways embodies assumptions, often tacit, about what institutions considered the purpose of the curriculum (and the qualification of which it is a part) to be, a purpose which may or may not be shared by the students, and which has come under heightened scrutiny as political activism on other non-related issues have flared up periodically. Curriculum is the primary vehicle by means of which the purposes of higher education are achieved (Council on Higher Education (CHE) 2017). Curriculum has an important role to play in contributing to the transformation of South Africa as a nation from its discriminatory past to a participatory, inclusive and economically vibrant democracy. However, transformation in SA higher education has not happened as quickly or as universally as hoped or envisaged. Unfortunately, higher education is still far away from achieving the goals envisaged for it. Since curriculum change is at the core of university transformation initiatives, a major question that instantaneously comes to mind with regard to the above-mentioned is: To what extent does undergraduate programmes macro-, meso- and micro-curriculum in the faculty of Humanities at a South African University of Technology foster or incorporates 21st century graduate attributes? This question, with specific reference to the conceptualisation, design, development and implementation of undergraduate educational programmes is examined in this paper. The authors employed a critical reflective approach. The main assumption of this approach is that curriculum direction exhibits forms of life and meanings, which needs to be interpreted and reflected upon. In addition, the authors investigate the curriculum process (conceptualisation, design, development and implementation) itself and their own professional academic practices. Of particular interest is that this paper offers academics new insights on the design, development and delivery of appropriate strategies that

would better enhance undergraduate programmes hence ensuring that 21st century transformational curricula advocated by South African government becomes a reality.

Key words: 21st century, graduate attributes, critical reflection, undergraduate curriculum

Ditsele, R; Human-Hendricks, N E and Chweu, E

A Critical Reflection on the Curriculum Paradigmatic Shift at a South African University of Technology

Since the late 1980's the South African higher educational system changed drastically. The period since 1994 was a time of optimism. The new government came in with an agenda of change and transformation. Some of the changes have resulted from legislation enacted by the democratic government as well as from social and economic shifts within the country itself. It is this history of South African education system that necessitated the South African government through the Department of Education (which in 2009 was split into Basic Education, and Higher Education (HE) and Training), to place emphasis on the introduction of policies and mechanisms aimed at redressing the legacy of a racially and ethnically fragmented, dysfunctional and unequal education system it inherited. Higher Education Institutions (HEIs) interpretation of policies from external bodies such as Department of Higher Education (DHET); Council on Higher Education (CHE) and South African Qualifications Authority (SAQA) prompted this enquiry. With the paradigm shift, there is a perceived lack of clear processes especially with regards to how the curriculum conceptualisation, design, development and implementation should take place within institutions of higher learning. The question posed in this study therefore is: How has the policy paradigmatic shift impacted on curriculum development practitioner's approaches on curricula within their respective faculties? To answer this question, this paper will critically reflect on the impact higher education policy changes had on the conceptualisation, design, development and implementation of the curricula within the faculties of Economics and Finance, Information and Communications Technology as well as Humanities at a South African University of Technology. In order to achieve this, this paper will use a critical, reflective and interpretative approach. The main assumption of this approach is that policy documents and curriculum direction exhibits forms of life and meanings which needs to be interpreted and reflected upon. Outcomes of this reflection may provide insights on the development and delivery of appropriate strategies that would better enhance interpretation and enhanced processes for conceptualisation, design, development and implementation of curricula in Higher Education Institutions.

Key words: Critical reflection, higher education policies, paradigmatic shift, curriculum, University of Technology

Dos Reis, K and Yu, D

Peer mentoring as a catalyst to develop graduate attributes in higher education

In 2009, a baseline study was conducted on South African graduates from the perspective of employers by Higher Education South Africa (HESA) and the South African Qualifications Authority (SAQA). The purpose of the pilot survey was to take stock of the views and expectations of employers and their evaluation of the quality of graduates produced by South African Higher Education institutions. The study found that there is a need to increase student's employability skills while still at university. These cover a multitude of issues from life skills to soft skills, from instilling a work ethic to personal initiative and that gaps between employer expectations and higher education outcomes need serious attention. Another concern highlighted in a study conducted by Hinchliffe (2011) is that students perceive their academic qualifications as having a declining role in shaping their employment outcomes in what is perceived to be a congested and competitive graduate labour market. While academic credentials are still seen as a significant dimension of their employability, students increasingly see the need to add value to their qualifications to gain an advantage in the labour market. Graduate attributes are the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include but go beyond the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities intended to prepare graduates as agents of social good in an unknown future (Bowden et al., 2000). With graduate numbers increasing on a global scale, universities have a responsibility to promote the employability, work readiness and mobility of their graduates (Andrews & Higson, 2010). It is against this backdrop that a peer-mentoring program was implemented to develop 3rd year Economics students' graduate attributes with the vision to 'gain an advantage in the labour market'. The benefits of peer mentoring is that participants experienced professional growth through sharing ideas with one another and are given the opportunity to learn from multiple individuals as part of the mentoring experience (Draves, 2016). To evaluate and monitor this peer-mentoring program, quarterly meetings were conducted with mentors to gain insights of their challenges such as building rapport with mentees and mentors also indicated that they found it difficult to manage their time to meet with their mentees. In addition to this, mentees and mentors were given an evaluation form to complete on a monthly basis. Findings suggest that peer mentoring can be used as a catalyst to develop graduate attributes. We argue that peer mentoring programs embedded in a curriculum can give students a platform to develop multiple graduate attributes which will benefit them when seeking future employment.

Keywords: peer mentoring, graduate attributes, student engagement

Drennan, L

Paving the way for the world of work: a subject-specific writing intervention for undergraduate Accounting students

Over the past years, the University of the Free State's (UFS) School of Accountancy identified a concerning trend, namely that, when it comes to the writing standards and requirements of the South African Institute of Chartered Accountants (SAICA), its graduates are generally not sufficiently prepared to meet these standards. Furthermore, students' undergraduate academic writing skills, which can be viewed as a stepping stone towards meeting the SAICA standards, have been identified as an area in which more support and development is needed. As a result, the UFS School of Accountancy approached the UFS Writing Centre (the Write Site) to develop academic writing interventions geared towards enhancing students' understanding of the writing conventions and requirements of written texts within the field of Accounting. These interventions were developed on an assignment-specific basis and students were required to complete online workshop materials, and attend individual consultation sessions at the Write Site. The purpose of this paper is twofold. Firstly, it unpacks the approach the Write Site takes to developing academic writing interventions. This approach emphasises the importance of collaboration between the content experts and language practitioners in generating interventions that are subject-specific, relevant to particular assignments due in the discipline, and as effective as possible in addressing students' writing needs. Secondly, the paper presents the findings of an investigation into the potential impact of a process/genre-based intervention on students' academic writing skills. The research involved evaluating students' pre- and post-intervention written submissions. Students were required to submit a pre-intervention assignment and, after being exposed to the online writing intervention developed by the Write Site, had to apply what they had learned from the workshop materials and revise their original assignment submission. The investigation yielded a positive result in that assessors could identify surface-level improvements in students' post-intervention submissions. The paper further reports on the extent to which the writing interventions impacted students' ability to produce a particular text type in the field of Accounting.

Keywords/ phrases: Undergraduate academic writing, Academic writing development, Academic writing interventions, Writing conventions in Accounting

Dzwairo, B and Moyo, S

Towards creating an enabling postgraduate environment in low and medium-income countries: a focus on emerging universities

This paper presents an analytical discussion of the critical issues that contribute towards an enabling postgraduate environment, with a focus on selected emerging universities in low and medium income countries. The first objective was to comparatively evaluate the organisational structure of postgraduate support at Tshwane University of Technology - TUT, Central University of Technology - CUT, and Durban University of Technology – DUT, in South Africa, which represented a medium-income country. Still in South Africa, data for Rhodes University – RU and University of Cape Town – UCT provided a discussion platform from a traditional/comprehensive universities perspective. Low-income country emerging universities were selected as follows: University of Zimbabwe, Masinde Muliro University of Science and Technology (Kenya), and University of Namibia as these emerging universities presented a regional comparative outlook of the postgraduate environmental provisions for organisational structures, policies and incentives plus supervisory capacity. The second objective was to catalogue all applicable policies that pertain to postgraduate support for all participating institutions. The third objective was to evaluate success rates, incentives and supervisory capacity for all participating institutions. While data for success rates were extracted from institutional reports including annual reports, the other data for policies, organizational structures, incentives and supervisory capacity were provided by the institutional departments responsible, using but not limited to the QuestionPro Online Research Survey Software. QuestionPro offered the flexibility of Conjoint analysis, Max Diff, Turf, Correlation, Survey Comparison, Banner tables, Heat maps, and Predictive text analysis, were applicable. Selected software including ESRI ArcGIS, Stata Release 14 and Microsoft Excel, provided analysis platforms for the various data formats. Conclusions were drawn especially in light of the operating environments of emerging universities, which are located in the selected low and medium-income countries. Further, in the context of reframing student success, the study sought to answer the question “what is student success in our current contexts?” which was in line with the theme of reframing excellence specifically for postgraduate success. The findings from this study will be useful to organizational structures that undertake analytics for postgraduate throughput and success rates, including policies that are in place to support these structures. Institutions will use the results as benchmarking baselines in order to justify improvements in the postgraduate environments and as part of providing enabling platforms to support postgraduate success.

Key Words: Incentives, low and medium income countries, postgraduate success rate, reframing excellence, supervisor policies

Engelbrecht, R

Driven to innovate: How #Feesmustfall impacted pedagogy

The 2016 #Feesmustfall movement led to many students missing academic class time. Several universities came to a standstill during the peak of the protests in September and October 2016, including the University of the Free State (UFS). This placed immense pressure on university management to develop a strategy to finish the academic year through introducing an alternative teaching and assessment plan. To ensure that students would be able to participate in their final examinations, study materials and content as well as lecture recordings were placed online. In the Communication Science module that this paper focuses on, students performed notably poorer in the final examination of 2016, than in previous years. This suggests that students may not have effectively engaged nor fully coped with the sudden change to an online delivery mode of content. In response, classes in the first year of this Communication Science module were proactively transformed into a blended learning environment through integrating classroom face-to-face experiences with technology-enhanced learning experiences. To prepare students for the anticipated possibility of future campus disruptions like the #Feesmustfall movement of 2016, specific weeks in the first semester of 2017 were “flipped” using the flipped the classroom method. Flipped Learning is a pedagogical approach in which direct instruction moves from the traditional classroom-learning environment to outside of the classroom. This methodology requires students to prepare for class by working through the content in their own time. Valuable class time is subsequently used for class discussions only. This paper explores the benefit of flipped classroom teaching as a possible teaching strategy to prepare students for future academic unrests, but also highlights the benefits of this approach to address a number of other challenges in higher education teaching. Using statistical tracking on Blackboard as well as students’ test performance, this paper will show the benefit of this approach for classroom discussions and student participation in classroom activities. Although this approach was adopted as a strategy to cope with a crisis situation, it is recommended that flipped classroom initiatives are implemented to engage the 21st century learner.

Keywords: #Feesmustfall, flipped classroom, blended learning, 21st century learner

Esambe, E

Rethinking student support during research writing at an exit-level undergraduate program at a university of technology

While there is intense learning support in general, and writing support specifically, being provided to first-year university students, not enough of this kind of support is being directed to students in an exit-level undergraduate programme, especially in vocationally intensive universities. Further to this, not enough research is being done on the writing attitudes of students and lecturers in exit-level vocationally intensive programmes. A developmental approach, through the use of adequate

and well-framed formative feedback, is considered as important in the teaching of research writing to students in disciplines such as sciences and engineering. This paper explores the use of dialogical formative feedback in the teaching of research writing to Baccalaureus Technologiae (BTech) qualification students in a health sciences department at a university of technology in South Africa. Based on a diffractive methodology framework, the paper uses Engestrom's (1987) concept of an activity system in cultural-historical activity theory (CHAT) to examine how formative feedback is being negotiated in a class of 14 Dental Technology students at a university of technology. This is then read diffractively through Boud and Molloy's (2013a, 2013b) dialogical feedback approach. Using this diffractive approach enables one to challenge hegemonic and often unproductive models of feedback support in the teaching of research writing to students in difficult and unequal conditions. Activity theory, just like dialogical feedback approach, is based on a relational ontology framework, which encourages the role of social mediation in learning. Therefore, by diffractively reading our thoughts and actions iteratively over time through the relational ontological frameworks of activity theory and dialogical feedback, this paper proposes a breakaway from the formal, prosaic, linear, and bureaucratic approach of giving feedback to students' writing, which often does not influence student learning.

Keywords: formative feedback, research writing, diffractive methodology, activity system, dialogical feedback

Eybers, O

Friends or foes? Constructivist and realist ontologies for understanding first-year experiences of mastering academic writing

Ontologies are philosophical meta-theories for conceptualising being or existence. Researchers of higher education are often asked to clarify their ontological stance or an ontological position in their studies. The following analysis aimed to highlight perceived, theoretical differences between constructivist and realist ontologies for research surrounding academic literacy practices in institutions of higher learning. Particularly, the analysis is interested in how researchers may develop greater understandings of who our students are and how their socio-cultural identities may influence the way they develop as academic writers. The central methods applied in this investigation included interpretive and textual focuses on key, theoretical assertions emerging from constructivist and realist schools, to illustrate similar and diverging stances. The study aimed to highlight features of individualistic and social constructivism, as well as critical and social realism. The results of the investigation indicated that while the two ontologies presented theoretical divergences; mainly, a view of being or reality as mind-emergent or mind-independent, both constructivism and realism are applicable ontologies for research in student experiences of academic literacy. Further, the study found that it is possible to combine the two ontologies into a coherent ontology; namely, in the framework of constructivist-realism. The analysis concluded by

asserting that while constructivism and realism are distinct meta-theories towards understanding lived experiences of students engaging in academic literacy practices, they need not be perceived as theoretical foes. Instead, it argued that the notion of ontological commitment may wrongly lead researchers to position themselves in allegiance to either approach, when in fact, they not only share common values regarding being and reality, but may theoretically be married in the domain of human agency. Both ontologies acknowledge that at individual and interactive levels with significant others, students attempt to demonstrate competence in conventions associated with academic literacy. Constructivism and realism may therefore be ontological friends in research of academic literacy practices in higher education and need not be foes, resulting from ontological commitments. Both ontologies are also effective meta-theories for developing greater understanding of the socio-cultural identities of South African students and the diverse cultural capital they bring to our universities.

Keywords/ phrases: Ontology, philosophy, constructivism, realism, academic literacy

Farmer, J

Threshold Concepts: The emergence of an intersectional feminist voice – based on a study on Black Women Academics experiences in Higher Education

In consideration of **reframing excellence** in higher education, **transcending of boundaries** or *threshold crossing*, should be considered inevitable. Perceptions of intended and interpreted meanings of black women's vocabulary reinforces notions of the perpetual "other". Is this the reason that she remains underrepresented in post-graduate cohorts and senior positions in academia? Framed within critical social theory and intersectional feminism (Crenshaw 1989; Hooks 1994) this paper deals with how depending on interlocutors' socio-political background, concepts are (mis)understood. The act of collecting, collating and relocating data of experiences is key to relationships within socio-cultural contexts. "[P]olytemporality allows us to weave back and forth as we connect the dots between past and present" (Lather 2007) but past experiences affect the meanings we ascribe to concepts. How do we cross-conceptual thresholds so that understanding is a two-way process between people from divergent cultural backgrounds? In communication during data collection, terms were used and clearly understood between participants and researcher. In writing up my thesis, however, I am cautious to explain these terms to those who are not familiar with critical social and race theory. This autoethnography used drawing as catalyst for sharing of narratives. Data collected from sixteen black (Black, mixed race, Indian) women academics working and studying at South African universities, tracks their non-formal and formal educational trajectories through Apartheid schooling and under-graduate studies and post-Apartheid post-graduate studies and careers. What emerged is that a primary factor influencing current academic interactions is how messaging is interpreted. Thresholds in understanding need to be realized in order to reconceptualise the "greater purpose" in higher education. Gaining a of *sense of identity*

and *sense of belonging* in *intersectional feminist* studies has long been noted as key characteristics to success in academia (Hooks, 1994, 2006, 2008, 2015). The preliminary results of this study signify experiences of *silencing and silences* around the needs of a shared culture (Henkeman, 2016). Part of development is dependent on expanding our vocabulary, definitions and understanding the concepts, which convey the issues of black women's experiences. Terms such as *intersectionality, womxn, micro-aggressions, transgender, gender-fluidity, interlocking matrix, white fragility, hashtag culture* are vital to shared culture and feelings of belonging. The idea is not to unpack the myriad of possibilities but rather to gain understanding of how the hierarchical nature of academia is unchanged through paralysis of our definitions. The complexity of integrating definitions of colonial and *decolonised* meanings remains unchallenged as Western English dictionaries do not include the meanings assigned by (previously) marginalised bodies. This causes frustration and conflict in debates on critical issues mentioned in this abstract. The absence of threshold crossing to understanding alternate meanings often results in confusion, conflict, sensitivity (*fragility*) and feelings of being blamed and defensiveness (*plaining*). Relevant transformational features cannot be adequately addressed, much less achieved, if the spaces to navigate these discussions are not radically and equally owned by all. In this session, we consider how these cross-cultural concepts can be navigated towards a greater purpose.

Key words: intersectional feminism, privilege, belonging, identity

Francis, S

#RhodesMustFall: Exploring the potential for social media to provide decolonised learning spaces at the University of Cape Town

The student protests of 2015 and 2016 presented many challenges for Higher Education Institutions in South Africa. However, it was an exciting time as it sparked important conversations around access to higher education, the inclusivity of South African universities and decolonisation which have now become part of public conversation (Hlophe 2015). If South African universities do not improve access for students from previously disadvantaged communities and communities that continue to be marginalised today (access not just in admission, but tuition fees and an accessible curriculum), then South African universities will not be transformative in their education practices but will instead perpetuate the socioeconomic inequalities that exist in our societies (Kamanzi 2015). The Rhodes Must Fall and Fees Must Fall movements is these students' ability to successfully leverage their social networks through social media sites such as Twitter and Facebook to organize their protests and raise awareness of the issues that they are protesting (Masondo 2015). In this presentation, I will discuss the students' uses of social media and explore the potential for social media to provide decolonised learning spaces. This research study involves interviews with 3 students who have created Facebook pages and have utilised these spaces to connect people to

these movements, educate others around the issues being protested and share information about these movements. Using Engeström's Cultural Historical Activity Theory (CHAT) as a theoretical framework (Engeström 2001) and Hardman's Analytical framework that allows for the study of pedagogical practices through the CHAT lens (Hardman 2008), I then describe the various activities and communities and analyse how labour is divided between teaching and learning in these social media pages. As there are no assigned roles as teachers and learners on these social media pages, the teacher-learner binary is disrupted and the traditional power relations between teacher and learner are disrupted as well. This disruption in power could well be a stepping stone toward decolonised teaching and learning practices at higher education institutions in South Africa. These spaces online also allow students to cross-disciplinary boundaries by allowing students from different disciplines to engage in discussions and access information that is not included in their current degree programs. I further explore what other lessons we can draw from these social media pages to improve our efforts towards decolonising higher education in South Africa.

Key words: social media, student lead learning spaces, decolonised learning spaces

Fredericks, S and Fernandes-Martins, M

Well-being through professional socialisation in an induction programme for academics

Teaching qualifications are not a prerequisite for a lecturer to be appointed in an academic position at the North-West University (NWU). "Educators traditionally recruited into Higher Education often enter the sector with little or no education background" (Roy, 2007:909). The challenge for academic developers has been to develop the induction programme for academics, in order for the programme to address quality teaching and learning. At the NWU, staff development programmes are competency based, i.e. focusing on relevant knowledge, skills, and attitudes/values. In addition, the teaching, learning, and assessment approach of the NWU is one of outcomes-based study within a blended teaching and learning environment. Action research was conducted, for a period of time, as an approach to develop the academic induction programme of the NWU. The concept of a reflective portfolio was explored, lecturers were encouraged to join communities of best practice on teaching and learning in innovative ways, and professional socialisation at induction prompted lecturers to collaborate, become reflective practitioners, and invest in their scholarship of teaching and learning (SoTL). Recently, it was decided to redesign the induction programme considering the needs of newly-appointed academics within the NWU context. In terms of methodology, the ADDIE concept and instructional design procedures were used. The decision to redesign was formally motivated after the analysis and interpretation of the feedback from lecturers having completed the current programme, the analysis of identified risks, and as part of the natural review process of a programme. A core team of academic advisors from the Centre for Teaching and Learning (CTL) facilitated the process of creating a structure for the new induction programme at NWU. Benchmarking, the unpacking of the new teaching strategy, and input from academia were essential

in the process of redesign. Academics from the three NWU campuses were invited to form part of discussion forums to review, rethink, and reshape the induction programme for academics. This collaboration also allowed the core team to map out the new programme keeping in mind that the lecturer is part of a social community (Branch, 2016:1). Qualitative data were collected, the core team consolidated the input from academics, evaluated the current themes of the existing induction programme, drafted a rationale and purpose for the new induction programme, and focused on accommodating different levels of entry (introductory for novice lecturers and advanced for experienced lecturers). This paper will report on how the current induction programme has changed and improved over time from 2006 to 2017. The authors will share the proposed structure for the new induction programme taking into consideration the professional learning and socialisation at various entry levels, time frames, modes of delivery, the compilation of an e-portfolio, and awards or recognition for professional learning during the induction programme. The authors envisage that with implementation, the main finding will be that the practice of SoTL as well as professional socialisation will enable newly-appointed academics, without teaching qualifications, to engage with the current institutional teaching context, to improve student learning.

Ganas, R

Towards changing practices: A productive reflective Microteaching experience

The global and local nature of appointments of academics within the current complex and contested Higher Education (HE) system, operating under a variety of conditions with an increase of non traditional students, demand the enhancing of pedagogical practices for learning success through the prioritisation of academic staff development. The hiring and promotion of academic staff responsible for teaching, particularly in research-intensive universities, is often done with the belief that a good researcher is a good teacher. It is then the responsibility of academic development structures to enable academics to develop and implement relevant theoretical and contextual pedagogical constructs and approaches as teachers of the discipline. As part of the professional development programme for academics, the Centre for Learning, Teaching and Development (CLTD) at the University of the Witwatersrand offers a three-day Teaching Role workshop with the last day dedicated to a Microteaching experience. Microteaching, in this context, is a scaled down teaching session with the peers forming a class of learners. The workshop is aimed at early career academics as well as experienced academics within a multidisciplinary context. While the introduction of the session on the first day raises anxiety, the weaving in of practice and continuous critical reflection during the theoretical discussions builds pedagogical knowledge and self awareness, validation of practice and increasing confidence as framed by the theory U framework. It is believed that the microteaching provides for guided reflection and a changing emphasis on reflective to reflexive as a way of concentrating on reflection of the self within teaching through self and peer observation and feedback. The session is strategically planned, structured and prepared around Boud's notion

of productive reflection with emphasis on the collective dimension rather than an individualistic independent learner and Fook's framework for critical reflection with the focus on the individual in a social context and argues for collective applications of critical reflection. Through the analysis of the various critical reflections and observations, this qualitative study then explores the impact of microteaching on changing practices of academics, the implications for academic professional development and the role of academic development.

Keywords: Microteaching, critical reflection, productive reflective, reflexive

Govender, R and Rathilal, S

Transcending Boundaries in the Cornerstone 101 Classroom: Challenges and opportunities

Cornerstone 101 is a multidisciplinary module that was developed as part of the Curriculum Renewal Project at DUT specifically addressing the imperative for the inclusion of 30% General Education in all new programmes. Its purpose being to introduce students to higher education and contribute to developing well rounded graduates who are "critical and creative thinkers who work independently and collaboratively, knowledgeable practitioners, effective communicators, culturally, environmentally and socially aware within a local and global context and active and reflective practitioners (DUT: 2015).

Informal feedback from students and staff and an analysis of the Subject Evaluation Questionnaires (SEQ's) have suggested that some students are experiencing difficulty with the module, they feel overloaded by the work expected from them, and staff have also communicated that some students have reported difficulty with completing tasks which requires self-reflection. These sentiments did appear to be in contradiction to the intention and the process of design of the cornerstone module, which was based on a student centred approach. This paper focuses on exploring the possibilities for this contradiction by using Legitimation Code theory (LCT) as an explanatory framework. LCT is a multidimensional toolkit that has 5 dimensions. In this research we examined the cornerstone module and its implementation using one dimension called Specialisation. Specialisation refers to the extent to which the intellectual field is legitimated through specialised knowledge and/or special knowers. Within this dimension the two concepts are epistemic relation (ER) and social relation (SR). So essentially this dimension focuses on what is considered legitimate knowledge and how we get to know it (ER) and who then are the legitimate knowers in the field (SR). Specialisation allowed for an unpacking of the type of knowers being developed in the Cornerstone 101 class and the knowledge structures that is being valued. The research was undertaken by analysing module documents such as the module descriptor, study guide, facilitator guide, materials, and assessments and students' perceptions and evaluations of the module. The research showed that there is often a code clash between students known practices and the expectations. This has implications for curriculum design and pedagogy in respect of the sequencing of such a module within a programme,

the need for scaffolding and making explicit to students the different legitimating principles that is more complex within a multidisciplinary module.

Keywords: General Education, student centredness, multidisciplinary modules, legitimation code theory, curriculum choices

Govender, T

Re-designing a tutor training programme to develop and support tutors holistically

The tutor programme at the Durban University of Technology (DUT) is an academic support programme, which is offered to undergraduate students. The programme is designed to support and guide the curriculum, and as a supportive function to students' academic success. The tutor programme can be found in all six faculties. The tutors are chosen by lecturers and referred to the Centre of Excellence for Learning and Teaching (CELT) for tutor training. CELT's tutor training programme was a three day contact session and the tutors often found it difficult to attend all three days and in some instances left the sessions early and did not receive the full three day tutor training experience. This had implications on the structure of tutorial sessions and the success of a student's learning experience during and after tutorial sessions. Therefore, the tutor training programme was re-designed.

The theoretical approach that was used is social constructivism. This approach allowed the tutors to engage in discussions with one another to construct meaning of their experiences of the tutor training programme and be able to use their acquired knowledge in planning and preparing for tutorial sessions. Within the tutor training programme the tutor facilitator incorporated discussions between the tutor and training facilitator as well as the tutors, working in pairs to create a lesson and present the lesson as well as discussing which digital learning tool will be best suited for successful meaningful learning and an engaging tutorial session. The tutor facilitator selected and explained the use of digital learning tools. The tools were identified according to: accessibility, familiarisation, collaborative purposes and creating informal assessment for baseline or diagnostic assessment purpose as well as provide feedback.

A number of digital tools were identified. Google drive was selected because it is free, accessible and most of the students are familiar with Google. Within the storage space Google docs has a collaborative function. Students can be given a task by the tutor before the tutorial session, students complete the task and the tutor can provide feedback during a tutorial session. With Google Forms the tutor can create a quiz and share the link via the Learning Management System. Students complete the assessment before a tutorial or during a tutorial session. The tutor can mark the assessment and give students feedback or use the graphs provided by Google forms to determine if students understand the content. Tutors are also introduced to digital mind maps, YouTube and

social media during the training tutors and the tutor facilitator discusses the advantages and disadvantages of using digital learning tools as well as the implications of using social media as a tool for learning. The new training programme develops and supports the tutors in planning, preparing and presenting tutorial sessions with confidence. As well as identifying and using digital learning tools for a tutorial session so students are given a successful learning experience in the tutorial sessions.

In this presentation, I will discuss the social constructivist approach used to re-design the tutor training programme as well as the strategies used to introduce tutors to facilitation skills and to designing and choosing learning material for their tutorial sessions.

Gredley, S

Socially just pedagogies in higher education: Towards participatory parity in gender studies at UWC

My research is an exploration of students' learning journeys through a second-year gender studies course – 'Introduction to sex, gender and sexuality' - at the University of the Western Cape (UWC). The course is feminist in content and subject matter, and aims to be so in its approach to teaching and learning; in other words, it aims for a social justice pedagogy, one which offers learners access to mainstream knowledge and provides opportunities to question, challenge and reconstruct that knowledge (Moje 2007). Through an enquiry into who these students are and how they experience the pedagogies of this course my study seeks to understand both the constraints faced by students, many of whom come from complexly disadvantaged contexts, and also in what ways they feel recognised and empowered; those things that enable them to flourish. My research hopes to provide insights into ways in which we can foster social justice or participatory parity (Fraser 2005, 2008, 2009, 2013) on our campuses so that students can be more successfully integrated into higher education. Put another way, I am asking how we can teach for social justice in ways that are socially just. Students' experiences of this course and UWC more broadly are the basis of this study. I am using a feminist qualitative methodology and gathering data through students' blog posts, discussion forums, reflective essays, interviews and focus groups, and classroom observations. Through qualitative thematic analysis these multiple sources of data will allow me to explore whether and to what extent participatory parity (Fraser 2005, 2008, 2009, 2013) exists for these students at UWC and in this course specifically. The framework of participatory parity contains three distinct but interlinked dimensions: the socio-economic (issues of re/distribution), the cultural (issues of mis/recognition) and the political (issues of mis/representation). Together these provide a useful tool for ascertaining the extent to which people are able to participate, or not, as equals and full partners in social interactions. This framework has not been extensively used in educational research locally or globally, which is a contribution my doctoral research aims to make. This presentation draws on data, which speaks to students' experiences of pedagogies in this course and

at UWC. I will touch on some of the ways in which students are not able to participate as equals but ultimately aim to highlight ways in which students do feel recognised, empowered, and valued, and offer some insights into how we can do more of this for students in higher educational spaces.

Keywords: social justice, participatory parity, feminist pedagogies, recognition, redistribution, representation

Haffajee, F and Shozi, T

Male Students' Attitudes and Perception towards Contraception at the Durban University of Technology

The South African Higher Education is marked with low levels of student success. A lot of money and effort has been spent on trying to improve students' success rates including extra tutorials and all academic support with less emphasis on social issues such as HIV/AIDS and its impact on student success. One of the pressing challenges of the 21st century remains how institutions mitigate the effect of HIV/AIDS and early pregnancy on students' attrition rates. Traditionally, contraception studies have focused on females. There are limited studies on males entering university for the first time. South African universities have high levels of sexually transmitted infections (STIs), human immunodeficiency virus (HIV) and unplanned pregnancies due to poor contraceptive use by students. This problem continues to be persistent despite the efforts of government to increase the availability of contraception and introduction of newer and better methods. Students are often at higher risks of contracting diseases than the general population because of high sexual experimentation and unsupervised freedom. Many young men continue to neglect the importance of safe sex practices in South Africa. This study examines knowledge, attitudes and perceptions towards contraception of first-year male students at the Durban University of Technology, Midlands Centre. Qualitative research methods were adopted in this study. Qualitative studies look at human experiences and their natural settings. Data was collected through focus groups. Fifty-two purposive convenient sample participated in this study. Data was recorded and thematically analysed. The findings of this study reveal that, although, the majority of male students have some knowledge of contraception, they have negative attitudes and perceptions about contraceptive use. Perceived lack of pleasure, biological concerns and intimacy impacted on the students and led to poor use of contraceptives by first year students. Poor use of contraceptives contributes to the spread of diseases and early child rearing amongst the first year student populations, which further impacts, the universities' retention and throughput rates. These findings indicate that students are engaging in risky behaviours which will/does affect students' success rates.

Hassan, S L

Exclusivity and surveillance in higher education: Apartheid reinvented?

The purpose of this paper is to raise awareness of discriminatory, oppressive practices that are operational in higher education in South Africa and to argue that this compromises academic freedom and autonomy. Drawing on Foucault's notion of surveillance, this paper explores surveillance in higher education and argues that there are oppressive mechanisms aimed at obstructing the work of academics and keeping them under servitude. Foucault's work as in "Discipline and Punish: The Birth of the Prison", is used as a conceptual framework for deepening an understanding of surveillance. For Foucault, it is not a person who has a hold on power; rather it is *visibility* that assures the hold of power. There are many examples of surveillance in higher education such as the audit culture that is imposed by the Council on Higher Education through the Quality Enhancement Project under the pretext of enhancing quality in education. Another example is teaching portfolios, which is being widely applied to make decisions about promotion and the awarding of teaching excellence while subjecting academics to visibility. Exclusivity is also being promoted in higher education. The manner in which some academics function is tantamount to the discriminatory practices that were perpetuated by apartheid philosophies and practices. Certain race groups are still being privileged. Secondary data obtained through a literature review has been used in the study. Mostly, the analysis of this secondary data has been effected through Foucault's theory on surveillance.

Keywords: Foucault, surveillance, exclusivity in higher education

Hertzog, P

The use of video reports by students in design based modules

If a picture is worth a thousand words, then certainly a video should be worth much more. This is true for many students that use video reports as a method to present their work for assessment. In design based (DB) modules, it is sometimes hard for students to highlight the finer details of their complex designs via written reports to the examiner. In this paper, the author attempts to present a method that has been used, and its associated benefits, to incorporate video reports into two DB modules, termed Projects II (Pro2) and Design Project III (DP3), at a university of technology. The research question can thus be defined as "what benefits are derived from using video reports in a DB module". Students had to make use of video reports for two of their continuous evaluation assignments. Students identify themselves verbally in the introduction section as well as with their student card that must be next to their hardware in the video. The name of the video file must also include the students' student number. In the first video report, that was due in the middle of the semester, students had to demonstrate the working of their project prototype on a breadboard. In

the second video report, that was due towards the end of the semester, students had to explain and demonstrate the operation of their completed project. The duration of the video is limited to 3 minutes and is usually recorded with student smartphones providing an MP4 format. Video reports are uploaded to YouTube, and a link is posted on the LMS for the academic to access. Predefined rubrics are used in the assessment process with formative feedback provided. In this paper, the authors present their perspectives regarding the benefits derived from this method. The main benefits include better student expressions regarding the operation of their project, saved time, overcoming transportation issues, reduced stress or anxiety, better use of the LMS and assignment completion during the period of student unrest. These video reports were more valuable than a thousand words, enabling the lecturer to complete the assessments in his office with no disruptions or severe time limitations that usually occur in a laboratory or classroom environment

Keywords: Design based modules, video reporting, learning management system

Hlabane, A S

Decolonising the curriculum by means of reconceptualising assessment methods and practices

In 2015, South African students instigated a campaign to decolonise the curriculum in higher education institutions. The plight was that higher education curriculum is still largely Eurocentric and African epistemology is disregarded although it is more than two decades since the advent of democracy. One of the important aspects of curriculum is assessment. Assessment is a hotly debated topic in the academic circles and one of the challenges raised in South Africa is the idea of relevance and context in higher education curriculum. Given that assessment is the integral part of the curriculum, decolonising the curriculum will require the decolonisation of assessment. This implies that the curriculum must be appropriate for the rapidly changing world into which graduates move. One way of ensuring that the curriculum fits the current context is to reconceptualise our assessment practices and methods in higher education. Examination is still the most dominating method of assessment in higher education and there has been a cycle of debate about whether examination success equates to higher standards of knowledge and skills. The study discusses what decolonisation of the curriculum entails in relation to assessment, why the need for decolonisation by rethinking our assessment practices as one possible way of decolonising the curriculum. This is accomplished by exploring Biggs's constructive alignment as a means of decolonising the curriculum by decolonising the assessment practices. Biggs's constructive alignment comprise two important components. The "constructive" component looks into how student construct knowledge by using relevant learning activities. The learning activities, which are aligned to assessment methods, need to be decolonised so that the curriculum fit into the current African context. The "alignment" aspect of Biggs's model (Biggs, 2014) looks into how lecturers ensure that the learning environment that supports learning activities is appropriate to achieve the intended learning outcomes. This entails

that the teaching methods and assessment tasks must be aligned with the learning activities assumed in the intended outcomes. The recommendation is that decolonisation can be achieved by ensuring that learning outcomes, assessment tasks and learning activities are authentic and accommodate different racial and cultural groups.

Key words: Assessment; Constructive alignment; Decolonisation, curriculum, Knowledge

Hollis-Turner, S

Epistemological access to professional knowledge for the field of practice of administrators and office managers

All professional and vocational education should provide access to the disciplinary knowledge that underpins professional practice (Muller, 2009:214). As disciplinary knowledge usually supports complex practice, there is usually curricular movement from the disciplines to practice in vocational and professional programmes. Many curriculum theorists (e.g., Bernstein, 2000; Muller, 2009; Maton & Moore, 2010; Young & Muller, 2010) have recognised that disciplinary and practical knowledge domains are different and distinct. Epistemological access to these distinct knowledge domains necessitates that academics consider when disciplinary or practical knowledge is necessary in professional curricula, the relationship of these knowledge domains to one another and the principles for selection of these knowledge domains in higher education programmes (Morrow, 2009:1). This paper focuses on the development of a Diploma in Business and Information Administration to ascertain the knowledge base of the curriculum. The problem being investigated is whether the knowledge base of the curriculum supports the provision of epistemological access to professional knowledge. The study drew on Maton's (2011) Semantic dimension which was used to investigate the knowledge areas drawn on in the development of the Diploma. The subjects of the curriculum were analysed to determine the stronger contextual and practical curriculum components (stronger semantic gravity SG+) as well as the stronger conceptual and theoretical (stronger semantic density SD+) course components for the purposes of a deeper understanding of the logic of the curriculum. A multi-method research design was employed to establish the knowledge base of administration work which draws on a Delphi approach. The Delphi panel comprised employers, graduates and academics. Both quantitative and qualitative data was attained by using Delphi surveys, student surveys, interviews, workshops, and an international benchmarking exercise. The revised curriculum was analysed as a programme that is stronger in semantic gravity (SG+) and weaker in semantic density (SD-). The feedback from employers, graduates, academics and students highlighted the significant knowledge bases, which should be included in the curriculum. However, the choices made by the Business Faculty involving the standardisation of first year subjects such as Communication, Information Administration and Accounting may hamper the students' epistemological access to the professional disciplinary knowledge needed for cumulative knowledge building. This has resulted in tensions within

academic departments and difficulties for curriculum developers to ensure that the Diploma provides students with epistemological access to professional knowledge for the field of practice of administrators and office managers. The study raises important questions about the role of higher education in professional and vocational programmes and makes recommendations that would strengthen the semantic density of the curriculum appropriately.

Keywords/phrases: Semantic Dimension; epistemological access; professional knowledge; vocational; administrators

Human-Hendricks, N and Meier, C

A Critical Review of the Role of a Responsive Curriculum on Optimising Learning in Higher Education

South African higher education has been challenged to respond to the inequalities of the past. Since the mid-1990s, university-based education has undergone complex processes of state-mandated institutional restructuring. Following decades of rapid growth as well as growing internationalisation, there is an increasing recognition that greater attention should be paid to the quality and relevance of the curriculum. A curriculum that is more responsive to the needs of a 21st century society. In answer to the call for responsiveness both basic and higher education institutions, have introduced a paradigm shift from content-based education towards an outcomes-based education (OBE). The focus of OBE is student-centred and the criteria of responsiveness of the curriculum are clearly stated, namely that students should be productive, successful lifelong contributors to society and the world of work at the end of their training. The question that arises is whether Higher Education Institutions (HEIs) curricula respond to OBE criteria to create opportunities for students to adhere to the demands of the world of work and to assist students to take responsibility for their own learning. This study was undertaken to investigate the role of a responsive curriculum and to establish the responsiveness of the curriculum at a South African University of Technology (UoT). The focus of the paper was to critically analyse literature on the nature and role of a responsive curriculum in relation to the optimisation of learning in higher education. The approach adopted was an interpretative and descriptive perspective within a qualitative research design. Data was collected using primary and secondary sources during the literature review and interviews and document analysis during the empirical investigation. The study revealed that there is a dynamic but complex relationship between a responsive curriculum and optimisation of learning. Literature indicated that a responsive curriculum has become central to policy of HEIs and it was empirically found that HEIs are grappling with the concept of a responsive curriculum, let alone the implementation thereof.

Keywords: Curriculum, Council of Higher Education , Higher Education, Department of Higher education and training, Optimising Learning , Responsive curriculum

Jacobs, A

Values, Institutional Culture and RPL

Previous research by Prinsloo (2009) on the topic of Recognition of Prior Learning (RPL) found that there was little evidence of the policy intentions of access and redress (Constitutional values) reflected in RPL practices. Prinsloo also found that the social justice intention of transformative policy is not being reflected in practice. Following these findings, the purpose of this paper is to analyse the SU Regulation for RPL and Credit Accumulation Transfer (CAT) to determine how 'values' is articulated, and also the extent to which the policy deals with transformation, if any. In this paper I therefore draw a link between values, institutional culture and the SU Regulation for RPL and CAT. I do this because the Regulation endorses the fundamental values of lifelong learning and the redress of inequalities. In turn, values form an important part of institutional culture. In drawing a link, I use the 'values' element of a four-part theoretical framework employed in a conceptual analytic study of institutional culture in higher education (Jacobs 2012), to analyse the SU Regulation for RPL and CAT (2017). This conceptual analytic study employed critical hermeneutics as research methodology. Hermeneutics or textual interpretation exposed the hidden meanings of 'institutional culture', while critical theory facilitated looking beyond the obvious, to other ideas of 'institutional culture' in higher education. Literature shows that there is most often a policy gap between the intentions of the values of redress and equity associated with RPL and the way it plays out in practice. University academic staff is also often not very enthusiastic about RPL because of the time-consuming nature thereof. Until RPL practices are able to find a natural home within the university context it will continue to be a marginalised phenomenon (Sutherland 2006). My analysis of the SU Regulation for RPL and CAT confirms a gap between the intentions of RPL and the way it plays out in practice. There is little evidence of significant action plans to address the challenges related to RPL. The values related to RPL practices need to find expression in concrete action plans; otherwise RPL will remain a significant challenge. The University needs to spend more time and resources reviewing its institutional culture and values if it wants to 'transcend boundaries' to achieve social justice and contribute to the 'greater purpose' of higher education. The University cannot afford to have an uncritical acceptance of the values espoused in the SU Regulation for RPL and CAT. I concur with Hendricks and Leibowitz (2016) that SU needs to be asking new sets of questions about the nature of society and the kind of students it wants to produce. Against the current background of our higher education system being at a crossroads in its history because of increasing calls for decolonisation and pressure to increase access and to promote equity, perhaps now is an opportune time to ask these questions. Such institutional reflections could very well yield the required paradigm shift. I acknowledge that such a paradigm shift is no easy task. However, it has to happen. Through my analysis of the SU Regulation for RPL and CAT by using the 'values' element of the theoretical framework, I highlighted the important role of institutional culture in a teaching and learning activity such as RPL and CAT, thereby providing information for further policy development.

Keywords: values, higher education, policy, institutional culture, RPL, CAT

Jawitz, J; Deacon, A; Small, J and Walji, S

Producing MOOCs: evaluating institutional gains

Digital Technology has generated new modes and forms of facilitating learning that are both extending and disrupting higher education systems. In 2015 the UCT Massive Open Online Courses (MOOC) project was launched by the Centre for Innovation in Learning and Teaching (CILT) with multiple purposes relating to knowledge sharing, internal capacity development around online learning and institutional branding. Between 2015 and July 2017 a total of 10 MOOCs had been produced with over 150 000 people having enrolled from over 190 countries. While MOOCs are generally regarded as outward facing and placed on international platforms such as Coursera and FutureLearn, the CILT development team has endeavoured to ensure that the project produced significant outcomes and learning within UCT as well. The design, production and development of these MOOCs have generated outcomes with significant consequences for UCT and its staff and students. The project has involved transcending boundaries on many levels including across disciplines, across institutions and nations, as well as between face-to-face and online learning. This paper reports on research in progress reflecting on the gains made at an institutional level. The research draws on a range of data. This includes project documents, promotion videos, correspondence, and an open data set of interviews and feedback collected from 4 of the MOOCs. In addition, interviews are planned during 2017 and 2018 with key institutional stakeholders, i.e. UCT senior leadership, CILT MOOC development team, and academics involved in the creation and use of the MOOCs. The UCT MOOCs project is an example of a large complex strategic educational project with multiple outcomes and multiple stakeholders. As such a monitoring and evaluation framework was developed which incorporated both metrics for monitoring the performance of the courses produced by UCT as well as a developmental evaluative approach to the institutional aspects of the project. (Chapman et al 2016). The data analysis will be conducted within the developmental evaluative framework outlined in Chapman et al (2016). This research aims to reflect on the institutional gains arising out of the UCT MOOCs project and on whether the monitoring and evaluation framework adopted at the outset of the project provides an effective tool for such a large complex strategic educational project.

Keywords: MOOCs, educational evaluation, online learning

Joseph, T

Decolonising the Curriculum; Transforming the University. A Discursive Perspective

Central to the recent anti-colonial and FMF (FeesMustFall) protests for change and decolonising the curriculum in higher education, has been the discourse of student expressions of black pain, institutional racism, and Eurocentric modes of thinking in universities, and how these impact on their wellbeing (or lack thereof). Until this watershed moment, the concepts of decolonisation and decolonising the curriculum (as expressed in the students call) have not really featured in

transformation discourse in higher education. The student call for decolonisation and decolonising the curriculum could be seen as one indicator that transformation in higher education has failed; that there is an urgent need to transcend the current epistemological and ontological boundaries whilst simultaneously reframing excellence in all South African universities. This qualitative research paper discursively interrogates the students' call for decolonisation and decolonising the curriculum at one South African university through the lens of Critical Race Theory (CRT). CRT is a useful theoretical construct for researching decolonisation and transformation, because it seeks to explain how education systems and institutions not only perpetuate, but also maintain racism, Eurocentric epistemologies and particular pedagogical practices.

Keywords: Discourse; Decolonisation; Transformation; Wellbeing; Critical Race Theory

Joubert, E

A documentary analysis and identification of three key e-learning challenges and examination of potential resolutions

In its most general sense, e-learning can be defined as the use of ICT to enhance a student's learning. Synonymous terms include technology-enhanced learning, technology-mediated and blended learning. At the Durban University of Technology (DUT), a blended learning approach has been adopted. Blended learning can be defined as "the thoughtful integration of classroom face-to-face experiences with technology-enhanced learning experiences. When the technologies used for education and communication outside the classroom are used to supplant some of the face-to-face work, reducing the time actually spent in the classroom, the result is a hybrid course" (Kilfoil, 2015:11). Technology is progressing at an astonishing rate and the concurrent use of targeted technology-enhanced teaching approaches is not always keeping pace. In other words, technological advances are occurring faster than the development of pedagogical and other strategies to effectively implement e-learning. Therefore, challenges arise. Reframing our approaches and pedagogy to digital learning is pivotal to student success; however, we first need to identify challenges that we are faced with. The aim of this paper is to firstly present and briefly describe three contemporary e-learning challenges. Secondly, possible mitigation strategies to overcome these challenges will be discussed. The challenges will only be introduced to the audience as the focus of the presentation is on the possible solutions that one can implement. The research methodology approach undertaken was a detailed documentary analysis. An extensive literature survey of challenges in e-learning was conducted. Pedagogical competence, collaborative online learning and engagement, and the evaluation of technology-mediated courses were identified as three key challenges facing academics. Further investigation revealed that these challenges are not peculiar but rather commonly encountered within various higher education institutions, including within the DUT context. Strategies to overcome these challenges were determined through further research and consultation with technology-mediated learning specialists. It is envisaged that these

strategies will assist in improving e-learning implementation at DUT. Future work will include testing of the proposed strategies and assessing their effectiveness through targeted pilot courses in the faculty. The implication is sharing of experiences, challenges and best practices in higher education. In this manner, we can identify our own challenges and design efficient and effective resolutions or mitigation measures with the ultimate common goal of enhancing student success.

Keywords: Digital literacy, Pedagogical competence, Collaborative online learning and engagement, Evaluation of technology-mediated courses

Kekana, T

Police Education and Training in South African Police Training Academies: The Challenge of Pedagogy with specific reference to English writing in the workplace

The role that English writing competency in police profession play in enhancing the quality of service provided by law enforcement officers is of great significance across the globe. Therefore, the main supposition in this article is that English writing skill is crucial in enhancing the work of law enforcement officers such as police officers. Although in recent years we have observed a significant increase in the literature regarding English writing competency of police officers in the world, there is still a paucity of research with foci on improving and enhancing the pedagogy with regards to English writing in police workplaces. South Africa is also experiencing such a challenge. This paucity of literature should be a cause for concern if we want to improve pedagogy and curriculum development in SA police training academies. A handful of studies such done by scholars such as Fyfe, Greene, Walsh, Wilson and McLaren:1997, Ndenze :2012 and Linfoot: 2008 confirms that the challenge emanates from inadequate training in police training academies. This paper reports on an investigation conducted about the challenges of English writing pedagogy in South African Police Training Academies. This investigation used a questionnaire complimented by in-depth interviews with a selected sample of research subjects. The theoretical framework underpinning this study is derived from Genre and Work Integrated Learning theories. Among other things, the study found that police instructors do not have the English writing pedagogical competence. The study also found that there are some deficiencies with regards to curriculum development as far as English writing is concerned. The findings may inform English writing trainers/instructors and curriculum developers in police training academies and as well as police managers responsible for police basic training and as well as in-service training. In this presentation, I share the context of South African police basic training with regards to English writing pedagogy in police training academies. Furthermore, I also share the curriculum development processes in SA police basic training with regards to English writing for police workplace. I also share the experience regarding the pedagogical competence and challenges of police instructors in SA police training academies. I end the presentation with some feedback in the form of perceptions from the specifically selected police officers.

Khumalo, N

First-Year Nursing Students' Experiences of Learning Academic Writing

This research study traces the Extended Curriculum Programme (ECP) first-year nursing students' experiences of learning academic writing at the Writing Centre and to determine to what extent these academic writing practices are transferred into the classroom and clinical setting. The goal was first to understand students' experiences of writing in high school and how their socio-cultural background has a bearing on the preparedness for academic writing at tertiary levels of education. For this reason, much of the research involves literature on studies that have been done on academic writing, writing in schools, discipline specific academic writing, writing in nursing and writing centres. The study draws on the Academic Literacies Model (ALM), as a framework that views writing as social practices of particular disciplinary communities (Lea and Street 2006). The DUT Writing Centre's philosophy is based on the premise that sees writing as a process. Thus, the establishment of interdisciplinary collaborative intervention that focused on academic writing development in first-year ECP nursing science. This integrated writing support was offered through the ECP module, Essentials of Professional Practice (EPP). The intervention was structured around embedded workshops, specific writing tasks, namely clinical case studies and reflective journals that formed a part of the ECP curriculum. Data for this research was produced through interviews and focus group discussions (FGDs) with consenting ECP students. In addition to the interviews and FGDs, the clinical reflective journals and writing tasks were analysed to trace how transference takes place between the context of the writing centre and the context of the clinical centre. Preliminary findings from this research suggests that students realized a difference in learning and expectations that is peculiar to academic writing and, at first, formed a resistance to this new way of learning and writing. The realization of a new way of doing things, as regards academic writing and the resistance towards this new way of learning and writing, eventually paved way for self-reflection and acknowledgement of the challenges to adopting the new ways of approaching academic writing. The study concludes with an in-depth discussion about how ECP students are forced to adapt in order to successfully negotiate success in the terrain of academic writing in the classroom and professional writing in the clinical setting. The implication of adopting different writing identities leads the researcher to critically enquire how lack of discipline-specific writing support can serve as an impediment to proficiency in academic writing and the overall academic achievement of ECP first-year students. This new knowledge will provide useful insights into Writing Centre pedagogy by recommending alternative teaching approaches of academic writing at the Durban University of Technology (DUT) writing centres.

Keywords: Academic Literacies; Academic writing; Clinical centre; Extended Curriculum Programme; Writing Centres

Leibowitz, B and Bozalek, V

Towards a Slow scholarship of teaching and learning in the South

The scholarship of teaching and learning (SOTL), a concept that emanated from advantaged universities in the North, has become popular amongst academic developers, and to some extent amongst administrators such as Deputy Deans or Heads of Departments, in South Africa. We contend that this important concept has lost its moorings and needs to be reconsidered, in order to be able to inspire meaningful and transformative teaching and learning approaches in the global South, of which South Africa, with its extreme inequality and institutional differentiation, is a case in point. The transformative potential of SOTL in South Africa is a matter of great hope and concern in the current era of intensified attention to higher education, its purpose and its mode of operation as a colonising institution. This presentation considers the contribution that the Slow movement might make to re/configuring a Southern scholarship of teaching and learning. The Slow food movement initiated an interest in Slow processes in other areas of life, such as various fields in academia (for example Slow Science). These movements express support for notions such as quality of interactions rather than the quantity of outputs. Slow pedagogies and scholarship encourage hesitation rather than assumed assuredness, thoughtfulness and new ways of relating. In re/turning to Boyer's original views of the scholarship of teaching, we find strangely, such sentiments to be present in his conceptions. Boyer's scholarship of teaching calls on academics to be steeped in the knowledge of their disciplines, learners as well as teachers, stimulating active learning, and encouraging creative and critical thinking. The study consisted of a series of twelve semi-structured interviews undertaken by the authors of this paper with twelve universities, three within each of the bands identified by Cooper (2015). At each institution an academic developer with the responsibility for facilitating the growth of SOTL at institutional or faculty level was identified, and asked to participate in an audiotaped interview. Interviews with academic developers reveal a range of conceptions of SOTL, including some which see it as geared towards 'outputs', principally articles in DHET-accredited publications, and others which are more oriented to enhancing the quality of students' learning and their lives - thus akin to the notion of scholarship as Boyer outlined, and closer to what we describe as 'slow scholarship of SOTL'. The implications of our study are that SOTL is indeed relevant for the global South, and is appropriate to advance student wellbeing, but it needs to be reconsidered along the lines of the writing of Boyer and Slow scholarship. Further, it needs to be contextualised to fit various disciplinary approaches, institutional types and socio-economic settings in the global South.

Leonard, L; Kies, C and Braaf, N

#FeesMustFall: Online Teaching Adoption on the Rise

The national student protests recently experienced within South African Higher Education Institutions (HEIs) have led to the rethinking of traditional teaching practices towards blended approaches. The #FeesMustFall movement during both 2015 and 2016 disrupted conventional

lectures, exams and other processes at institutions of higher learning. This chain of events in many aspects forced lecturers, specifically at the University of the Western Cape (UWC) to adapt their teaching and assessment practices. Students and lecturers were not able to gain entry to the University during the national shutdown in order to continue with face-to-face lectures; which led to an increased number of lecturers setting up online modules (creating online interactive environments) within the institutional learning management system (LMS), iKamva (Sakai) with the assistance of the Centre for Innovative Education and Communication Technologies (CIECT). The 2015 #FeesMustFall movement caused a reactionary approach which resulted in lecturers setting up 'take-home exams' and online exams in order to complete the examination period. This process further led to the increased adoption of blended teaching methods by lecturers in the following year, 2016. Based on observations made by the Instructional Design support team at CIECT, faculties and departments also requested additional hands-on workshops in order to familiarize themselves with the setup of online assessments and alternative methods of teaching. Data for the study was collected via an online survey conducted amongst UWC academic staff members in addition to institutional data related to online adoption before, during and after the student protests. The authors engage in a reflective study which focuses on whether the emergence of the #FeesMustFall movement had a direct impact on the development of more blended learning and teaching activities at UWC. In light of the above, the authors additionally highlight how the effect of the institutional, local and national student movement resulted in future planning and thinking in relation to the further adoption and implementation of blended learning practices.

Keywords: blended learning, #FeesMustFall, eLearning adoption, higher education, LMS

Loots, S and Strydom, F

Are we creating engaging educational environments conducive to student well-being?

This paper will draw from national student engagement work driven by the University of the Free State's Centre for Teaching and Learning to argue for the need for South African higher education institutions to be more reflexive about whether we are creating optimal educational environments for students' development and success. Access debates over the past two decades have been dominated by a discourse of institutions having to accommodate underprepared students – taking the form of discussions about extended curricula, foundation or developmental programmes, and the more recent focus on helping students transition through dedicated First Year Experiences or 101 programmes. While some progress has been made to help students manage the gap between school and university, the tunnel-vision focus on students' deficits and how we can counter underpreparedness have resulted in an important oversight regarding how we need to change our classroom environments to adjust to changing times and changing students. This vital interdependence of students' effective educational behaviours and institutions creating environments, which nurture and promote students' sense of agency regarding effective educational

behaviours form the core of the student engagement framework. Drawing on decades of research about 'what works' to help students succeed through higher education, including the works of Astin, Tinto, and Chickering and Gamson among others, George Kuh and colleagues developed the US based National Survey of Student Engagement. In short, through measuring to what extent students are actively participating in effective educational behaviours, we can adapt the university environment to help them be more engaged, aid their development, increase their chances of successfully completing higher education, as well as contributing to their overall well-being. The US engagement measures were adapted for the South African context and for this paper we provide data from the Lecturer Survey of Student Engagement (LSSE) and the South African Survey of Student Engagement (SASSE). Both these measures are administered nationally in participating universities on an annual basis. The LSSE measures lecturer expectations regarding students' engagement in educational behaviours that are empirically linked with high levels of learning development. To gain insight into the ways in which lecturers think about student engagement, the LSSE also measures the degree to which they themselves are involved and invested in understanding student populations of undergraduate students at the university. In addition, the SASSE shows where students' and lecturers' perceptions of engagement behaviours and environments differ. Using national data from 12 institutions and over 15 000 respondents, the data confirm that we are not supporting students adequately through our classroom environments for the development, learning outcomes, and success we claim for them to develop through higher education. We conclude by framing the findings into possible actions to promote institutional reflexivity and change. The presenters will make use of clickers to present delegates with opinion polls to guide important talking points.

Keywords: student engagement; reflexivity; active learning; teacher development; student development and success

Lungu, B N

Through the eyes of a cross-cultural code switcher: an autoethnographic approach to understanding the process of decolonizing the curriculum

What greater power is there in a collection of personal narratives -- to give a significant scope of the task we have to decolonize our institutions, communities and minds? Decolonization of the curriculum is once again the buzz around universities here in South Africa, thanks to the #Rhodesmustfall movements (Mbembe 2015). It is Ngugi Wa Thiong'o (1994) who suggests that education serves us better when we get to learn about ourselves first, before we learn about the world at large. This way we have a stronger footing in establishing our position in the world. Autoethnography as a methodology provides the platform and space for unpacking and sharing lived experiences of individuals who enter and live in colonial academic spaces (Chang 2008). Autoethnography seeks to research through documentation and systematically analysing one's

personal experiences, to understand cultural experience (Ellis 2004; Holman Jones 2005). It is a methodology rooted in politics and social justice. It is an act of social consciousness, vital to transforming our colonized institutional systems (Adams and Holman Jones 2008). For the purpose of this research I use autoethnography -- mainly questioning and analysing my own state of mental colonization and decolonization as a student and lecturer at the Durban University of Technology (DUT). I am a Zambian born black female, raised in Zambia, Britain, Swaziland and South Africa. I speak Bemba, Nyanja, Swati, Zulu and English. My choice of second language from primary school to high school was French. My multicultural background has been a huge gift in the way I navigate the nooks and crannies of DUT. I assume the identity of a cross-cultural code switcher (Molinskey 2007), as I capture interactions of my lived experiences in the space of an academic institution. A cross-cultural code switcher is a person who moves between different cultures not just in languages, but in appropriate behaviour within those cultures. The act of code switching places you in many different psychological spaces which ultimately affect your performance at your work place or classroom (Molinskey 2007; Kashima et al 2017). This paper focuses on the complexity of being a multilingual and multicultural being, in a space of teaching and learning that is strongly rooted in Eurocentric cultural practices. It presents a host of interesting conflicts and synergies of its own, as well as useful data to contribute to the process of decolonizing myself and ultimately the curriculum at DUT.

Keywords/phrases: Autoethnography, Cross-cultural code switching, Decolonising curriculum

Mabope, L

Predictors of Academic Success of BPharm Students at Sefako Makgatho Health Sciences University and Tshwane University of Technology

To achieve the goal of generating high level human capital, various initiatives and strategies need to be discovered, applied and implemented successfully. Example; the universities should do their utmost to ensure students admitted into the programme are prepared to meet the challenges of the rigorous curriculum and professional practice in record time. Universities struggle with prospects of recruiting students with potential, who can complete in record time. Educational transformation from an efficiency-driven economy to a knowledge-base/innovative driven economy, might be mastered if the following are in place, including: effective selection, placement, curriculum and students support. Monitoring and evaluation of their development play a crucial role in improving the student success. The BPharm 4-year programme, receives a significant number (\pm 2000 yearly) of application forms for limited space (\pm 60) for first-year admission. The BPharm programme at SMU used three elements (pre-academic performance, interviews and TUT potential test for the selection process during the time of this study. This research intended to determine the predictors of academic success and/or failure of selected cohort of BPharm students. Finding of this research can provide valuable insights to inform current and future, enhancement of students'

support and development programmes/ model. Similarly, the findings will contribute to higher education literature particular on pharmacy education. Moreover there is a norm that the academic performance and graduation of especially historically disadvantaged students has been less successful. The aim of this study was to determine the predictors of BPharm students' academic success by analysing the relationship between the selection variable and the academic performance (looking at the cumulative Final-year mark in each year group) of students in each year group (1st – 4th year). Academic performance was measured at the end of each year (from 1st-4th year) and time of graduation at completion of 4th year. A retrospective, purposive, quantitative data from 112 BPharm selection records and academic records of students who enrolled in 2008 and 2009 from SMU were retrieved and reviewed. A traditional statistical analysis was undertaken to investigate the predictive independent variables - selection outcome average (Final high school academic record, potential assessment and interviews), dependent variable (cumulative Final Marks in each year) and number of years taken to complete the course. Paired t-test analysis was conducted at a Confidence Index of 95%, $\alpha < 0.05$. Analysis was conducted using SPSS version 24. This study was approved by the Sefako Makgato Health Sciences University Research and Ethics Committee. Just more than half (53.6%) was females from African descent and 90% had completed Matriculation as their highest qualification. Paired sample t-test indicated a significant difference between the selection percentage Average (interviews, academic marks and TUT-potential test) and the cumulative Final marks of each year at $p < 0.001$. The means and standard deviation decrease from 1st -4th year. Sixty nine percent (69%) of the cohort completed within the required time, with 6.3% dropouts. Only had 6.3% dropouts. Quantitative results confirms that the majority (90.91% -94.74%) of BPharm students within the three selection percentage average scores complete the BPharm programme. The highest being those who came into the programme with the highest selection % average. Although the drop-out rates seem to be minimal, more investigation on reasons is required – quantitative study, since dropouts has economical cost to students, parents, university and the country.

Keywords: BPharm, selection, curriculum, completion - record time, drop-outs

Mafunda, B

Student perceptions on the impact of electronic books in higher education institutions

The rise and fast-paced evolution of technology, including mobile devices, have become a part of our lives. Almost every adult owns a mobile device. These mobile devices range from laptops to handheld devices (tablets, smartphones and iPads). Some educational institutions have ventured into taking advantage of this popularity of mobile devices by integrating it into higher education. This has given birth to e-learning, which incorporates mobile learning. Mobile learning allows pervasive learning where learners can still submit assignments online from anywhere. Students can also download study material from anywhere, including e-books. E-Books are essentially a part

of mobile learning. Mobile learning enables students to learn using various mobile devices irrespective of time and place. Nowadays, a majority of university students own a mobile device. The purpose of this paper is to report on the perceptions of senior IT students at the Central University of Technology (CUT) regarding their mobile learning experiences using e-books, drawing questions from a developed integrated framework model. The research question is “What are the perceived benefits of using e-books in education that may lead to an increased adoption of mobile learning?” This research uses a quantitative approach through a paper based closed-ended questionnaire. The questionnaire was piloted and then followed by a final study questionnaire. For this study, individual characteristics, adoption and performance enhancement constructs from the integrated framework model are reviewed in conjunction with student perceptions. Individual characteristics refer to a person’s attitude towards performing a behavior and is influenced by factors such as age and gender. Adoption refers to technology adoption that is the acceptance of a technology by individuals for continual use. Performance enhancement may be defined as the positive results of having used a technology in performing a certain task. The results revealed that positive individual characteristics do have a positive impact on adoption. The ease of use of a device may further lead to a higher chance of adoption. Therefore, if an individual finds a technology easy to use, it may enhance adoption. Possible reasons may be due to the type of device used. The adoption of e-books is presumed to lead to performance enhancements. This was not established as students indicated that there were no significant changes in their academic performance. Even though the use of e-books did not have a significant effect on their academic performance, students indicated that they would continue to use e-books for academic purposes. Possible reasons could be due to usability of the device, portability and other features offered by e-books. The pervasiveness of e-books may have also contributed to this result. It is recommended that usability experts work hand in hand with end-users in order to create applications that will be used with ease, thereby improving the adopting of those technologies. Furthermore, educational institutions should provide some kind of training on e-books for both students and lecturers.

Keywords: electronic books, mobile learning, technology adoption

Maherry, A; Brady, L; Timm D; Govender, T and Moyo, C

Evaluation of the implementation of Participatory Research and Transdisciplinary Theoretical Frameworks towards achieving Student Success – a case study of Durban University of Technology’s Community Engagement Project Module

Durban University of Technology’s Vision statement is that it is a preferred university for developing leadership in technology and productive citizenship. The Community Engagement Project is designed to speak to the “productive citizenship” part of the vision, where universities have to address the transformative issues and provide leadership for social justice. The project-based service-learning module empowers DUT graduates to be socially responsible, focusing on ethical, and critical and engaged citizenry. The purpose of the flipped presentation is to share the development and outcomes of the HEQF level 6 Community Engagement Project module, which had 300 students register for the first implementation of the module. The presentation will discuss the

challenges, limitations and successes of the implementation of the project through the applied theoretical frameworks. Community engagement is described to the students and service based learning on steroids. Lazerus et al (2008) tracked the developed of community engagement in South African higher education institutions and provide a framework through which to implement DUT's Community Engagement Project module. A minimum of two theoretical frameworks will be tested during the implementation of the student projects; these are the Participatory Action Learning and Action Research (PALPAR) (Zuber-Skerritt, 2015) and Transdisciplinary action research (Graham et. al. 2016). The module is designed to assess the service based learning, as defined by Bringle & Hatcher (1995), achieved through the planning, implementation and evaluation of a community engagement project. In the same manner, the community engagement project module will be assessed on the planning, implementation and evaluation (including lecturer, student and community) of the module. The assessment will include the 3P's – People, Planet and Profit. The 300 students are split into 2 lecture groups and 6 tutorial groups, with teams of 8 students. Based on the lecturer expertise, Participatory Research and Transdisciplinary theoretical frameworks were used by the students to implement the projects. The challenges and successes of both frameworks will be documented, with emphasis on the service based learning achieved by the students and the advantages and disadvantages when implementing for a one-semester module.

The presentation will discuss the results based on the following:

1. Pass Rate – How competent were students in achieving the outcomes of the module
2. Student Reflections – How successful were students able to reflect on the service-based learning achieved
3. Staff Reflections – How did the staff reflect on the student success achieved

The module concluded in October 2017 and it is expected that the module will have varying degrees of success. In the same manner that the students will not be marked on the success of their project but rather on the reflection of the learning achieved, so the success of the module will not only be based on the pass rate, but additionally on the lessons learned by staff and students which will be used to improve the module for 2018.

Keywords: Serviced-Based Learning, Community Engagement, Participatory Research Framework, Transdisciplinary Framework

Makombe, R and Tladi, M

Literature as an instrument for developing critical citizenship: the case of John Kani's *Nothing but the Truth* (2002)

Literature can function as a tool to develop critical citizenship in a democratic society. In South Africa, the notion of critical citizenship is enshrined in the Bill of Rights. In view of this, the education system ought to equip learners with skills and competencies that enable them to participate in society. This article, firstly, investigates the appropriateness of John Kani's *Nothing but the Truth*

(2002) as a prescribed text in South African schools. Secondly, it explores the thematic concerns of this text in relation to selected objectives of the Curriculum Assessment Policy Statement (CAPS). Thirdly, it investigates how *Nothing but the Truth* can be used as a medium for developing critical citizenship among Grade 12 learners in South Africa. Lastly, it examines the implications of a dysfunctional Basic Education curriculum for higher education in South Africa. The article argues that lack of synergy between the curriculum's aims and objectives and assessment criteria compromises the development of critical citizenship and negatively impacts the quality of matriculates that are absorbed into Universities.

Keywords: Citizenship, Pedagogy, Learner, Participation, CAPS

Makondo, L

Is our FYSE programme worthy?: A critique

This ongoing research explores what could be the components of a comprehensive First-Year Student Experience (FYSE) at the Durban University of Technology (DUT) and the preferred implementation modalities. In light of the Siyaphumelela project, this interrogation is premised on the need to glean data for the institution that could be used to ascertain the role of FYSE towards enhancing student success. The research proceeds by examining prevalent models from other South African Universities and beyond in its quest to get at pragmatic comprehensive FYSE programme for DUT. As DUT is a student centred institution and amidst the ever shrinking economy, this research would aid higher education practitioners to ascertain if the hard earned finances are being channelled to a worth academic venture. This research seeks to get inputs from a) students who participated in FYSE and are now in second and third years at DUT b) students who are currently participating in FYSE c) former and present Tutors d) departmental coordinators e) academics and support staff working with the participating students. This exploratory approach is preferred since 2010 DUT has grappled with how to implement an integrated institution-wide FYSE. This findings of this research could provide the much needed data to ascertain if the current FYSE package is pivotal towards attainment of DUT Strategic Focus Area 1: Building sustainable student communities of living and learning. The ideal is to have DUT FYSE programme become an institution-wide programme that lays the foundation for consolidated and focused student development programmes for subsequent undergraduate and postgraduate levels of study. Also, armed with data from this research, DUT could develop the capacity and systems to ensure that all students get diverse on-time support to enhance their retention and academic success in their tertiary studies. In essence, the preferred FYSE curriculum woven around DUT graduate attributes should contribute towards the reduction in the first-year students' dropout rates and subsequently in undergraduate studies. Therefore, this on-going research will feed into Siyaphumelela project and would help position 2018-2020 FYSE initiatives at DUT.

Maleka, E and Ramlall, P

Mentoring matters to learning!

Universities and higher education institutions are increasingly becoming aware of the importance of the first year of undergraduate study. Many tertiary institutions have designed mentoring programmes to enhance learning, academic success and create a sense of community amongst first year students. The Counselling and Careers Development Unit (CCDU) at the University of the Witwatersrand (Wits) received a Teaching and Development Grant (TDG), which was funded by the Department of Education. The grant enabled CCDU to pilot and implement an “At Risk” Mentoring Programme in the Faculties of Humanities and Science from 2014 to 2016. Universities use various processes to enhance student learning (Blaich & Wise, 2011). Student Affairs departments use theories to explain and understand the behaviour and experiences of students. Therefore, student affairs professionals explore theories to design programmes to enhance student success. This study will be viewed through several theoretical frameworks. One such theory is Hettler’s model of wellness, which forms part of the Humanistic-Existential Theories of Student Development. According to Hettler, wellness is key to student psychosocial and intellectual development. Furthermore, Astin’s Theory of Student Involvement which is categorized as one of the Person Environment Interactive Theories cite active student engagement and involvement in academics and the social life of campus as the means to achieve greater learning (Long, 2012). Student engagement has also been defined as “participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes” (Kuh et al., 2007). Research has shown that students who engage in activities at higher education achieve high-quality learning outcomes (Krause & Coates, 2008). Success in the classroom is associated with students engaging academically with their lecturers and socially with their peers. Several authors agree that engagement thus leads to the formation of learning communities (Miller, 2000, LaFee, 2003, Tinto, 2012). Learning communities create an environment that fosters support and encourages students to spend more time with their peers and learn from each other (Tinto, 2008). From 2014 to 2016 a total of 288 senior students mentored 417 first year “at risk” students. At the end of 2016, mentors were requested to evaluate the three-year programme in order to assess the effectiveness of mentoring, to gain information on their experiences and to determine future needs. Mentor respondents were asked to complete a questionnaire, which consisted of open-ended and close-ended questions (including demographics) as well several rating scale questions. Thematic analysis was used to analyse the data. The “At Risk” Mentoring Programme implemented at Wits contributed to the culture of learning. 82% of mentors rated the mentoring programme as excellent. Mentors acquired amongst other, interpersonal, academic, social and employability skills. The purpose of this paper is to reflect on the success of the programme, share its benefits and report on the findings.

Keywords: mentoring, learning, mentors, at risk students.

Maniram, R and Maistry, S

Navigating Epistemological Access Using Authentic Assessment in a Hospitality Financial Management First Year Module: An IQA Experience

In a South African context, students come predominantly from marginalised and poorly resourced learning environments and socio-economic backgrounds. Such students generally enter higher education with gaps in the knowledge and skills required for academic success. This suggests that such students would find higher learning as a challenge and this challenge is compounded if the lived experience of these students is not aligned to the discourse of the disciplines they choose to study. Hospitality Financial Management (HSFM101) is one such discipline at the Durban University of Technology, a module deemed high risk because of recurrent high failure and withdrawal rates. This paper addresses the issue of how students negotiate epistemic access to the knowledge in this discipline, by analysing the students learning journey in an authentic assessment intervention. It engages elements of the 3 p (presage-process-product) model of learning and teaching (Biggs, 1993) to help examine the nature of authentic learning opportunities designed to enable epistemological access. It is argued that presage and process factors are identified and can be untangled to determine what constitute epistemological access (product factor). The research design was informed by an innovative and fairly novel method IQA- Interactive Qualitative Analysis (Northcutt & McCoy, 2004), with focus groups, semi-structured interviews and participant reflective journals as the main data sources. Two focus groups were formed. Each comprising of 12 constituents produced a systems model (mindmap) including ten identified affinities (themes) with one primary driver and one primary outcome. The aim of the IQA, focus group is to discover and deliberate on the elements of the phenomenon being studied. This study will present a discussion on the ten affinities and their shared relationships. The findings suggest on how an authentic assessment practice not only increased student's confidence and critical thinking in HSFM101 but also enabled epistemological access to acquire disciplinary identity of HSFM101 through meaningful collaborative engagement and reflective learning practices. A nuanced understanding of the structure of HSFM101 as a discipline, its epistemic complexities, as well as the learning processes that students with epistemological access challenges, is crucial in developing pedagogical approaches that better scaffold and respond to teaching high risk modules such as HSFM101.

Keywords: Authentic assessment; epistemological access, Interactive Qualitative Analysis (IQA)

Marais, F and Hanekom, G

How do access programme students succeed? Innovation in Teaching and Learning, and academic and non-academic support and development in Higher Education access programmes.

The University of the Free State's one-year University Access Programme, or UAP, has, for a long time, successfully provided Higher Education access opportunities to school leavers who do not meet the criteria for mainstream or extended degree studies. The UAP's target students typically have much lower Admission Point scores than those who seek entry to mainstream or extended degree studies. The programme's various study options are offered on the UFS South Campus. They are also offered in close partnership with various TVET Colleges in the Free State and Southern Cape, in order to provide a wider net of opportunity that extends to rural areas. The UAP's high throughput rates demonstrate the programme's efficacy in achieving its two primary goals, namely providing access to students who do not meet mainstream or extended programme entry criteria, and providing them with a comprehensively supportive programme delivery that ensures a high potential for success. Longitudinal research conducted on UAP students' further academic careers demonstrates that more than four thousand former UAP students have, since the programme's inception, graduated with a variety of under- and post-graduate qualifications, including 370 Honours, 39 Masters, 2 PhDs, and 9 M.B.Ch.B. degrees, from the UFS alone. The goal of this paper is to present the innovative teaching and learning, and essential non-academic, administrative and support approaches that we believe have led to the programme's above-mentioned successes. The presentation will include more detailed research results, in addition to those already mentioned above, specifically regarding former UAP students' year-by-year academic performance at the UFS, compared to that of extended degree students. The results of a thematic analysis conducted after interviews with former UAP students in terms of their perceptions of the relative contribution of the UAP teaching and learning, and administrative support to their academic careers, will also be presented. Preliminary investigations demonstrate that UAP students' year-by-year academic performance has been, in the case of a number of intake cohorts, at the least equal to that of extended degree students at the UFS. Former UAP students furthermore report that the teaching and learning approach, and administrative support provided in the UAP, have positively shaped their ability to deal with more advanced higher education studies.

Keywords/phrases: Best practice in HE access programmes, Innovation in Teaching and Learning, Academic support and development, Essential non-academic support mechanisms

Marimuthu, F and Ramraj, U

Open book open web examination: innovation in assessment using ICTs

Examinations can take on the form of invigilated closed book and open book exams, project work, laboratory work or any other form deemed appropriate by the relevant examining body. Traditionally, higher education institutions have used various forms of invigilated assessment methods, however the students of today are from the digital age that engage very well with technology. So why not enhance our assessment methods by harnessing the power of technology? Academics have to keep pace with the new demands on assessments and changing frameworks. An 'open-book, open web' (OBOW) examination format is an innovative assessment method that allows students to take an online examination at any location within a specified timeframe. This paper reports the findings on the effectiveness of OBOW examinations in comparison to the traditional assessment methods by demonstrating how the OBOW exam is superior in several dimensions and is also aligned with the modern learning theory. Interviews were conducted with a group of eighteen employees from various faculties at a local university who were enrolled for a course offered by an online academic institution that delivers programs using an interactive learning approach within an online learning platform. In an online setting, examinations were conducted in the form of an open book and open web exam. A pass in the final exam was required in order to receive a pass mark for the course. The study revealed that academics are very positive about OBOW examinations however they present a few challenges, one of which includes creating a simulated business problem, which requires much experience and also the use of multimedia.

Keywords: open-book open-web examination, online-assessment, modern learning theory, constructivism, closed-book examination

Martin, M and Mudavanhu, V

Enhancing Assessment Feedback for a Large Undergraduate Class through Audiovisual Technologies

Prompt assessment feedback is one of the key factors to undergraduate learning success. Gamson and Chickering (1989;140) identified assessment feedback as a major component for learning success amongst undergraduate students. Assessment feedback assists students by alerting them on what they know and what they do not know. The latter is only true, when the assessment is done timeously. In another study on the effectiveness of feedback, Paulos and Mahony (2008; 153) found that the role of effective feedback includes not only enhancing learning and teaching but also facilitating the transition between basic education and higher education. Effective and prompt feedback is often a challenge to achieve especially within classrooms with a large number of students. Nicol (2008;504) noted that students across the world are dissatisfied with the feedback they receive on their assessments and this has subsequently resulted in many institutions putting strategies in place to address this issue. This study explores ways to enhance assessment feedback

through the use of audio-visual technologies and the learning management system, for a large number of students within a Political Science undergraduate class. The study follows an action research approach, and reports on the first cycle of intervention. After students completed a formative assessment the researcher made use of Office Mix videos and the Blackboard learning management system to disseminate assessment feedback to the students. Four focus group interviews, comprising of between five to eight students each were conducted. These semi-structured interviews were wrought in an appreciate inquiry framework, which sought to inspire positive and innovative responses that will inform future improvements of the intervention. The data collected was transcribed and analysed through thematic coding. The results showed enhanced student engagement, appreciation of the videos, and other emerging themes, which include matters relating to internet access, video size, computer lab access and feedback discussions. The second cycle of this action research aims to make improvements with specific focus on addressing or alleviating the challenges identified in this study. Further research will be required to determine the impact of using video for assessment feedback on academic performance.

Keywords: assessment, feedback, educational videos, learning experience, LMS, Office Mix

Marx, R

Helping themselves: student generated digital learning contexts

As academic developers in South African higher education, we tend to focus our energies within the formal structures of the institution. We work to develop and sustain a variety of support initiatives providing a range of opportunities to improve the student (learning) experience and thereby improve student retention and throughput. The institutions work to ensure that perceived student needs are met in the form of financial aid, mental and medical health resources, and conducive learning environments. These things are of course important, but a growing body of research indicates that success in higher education is a complex matter, contingent upon factors extending well beyond the content of the formal aspects of education. These include institutional culture, epistemological access, the hidden curriculum and a host of psychosocial factors that contribute to student well-being. This begs the question of where and how students negotiate these important aspects of their lives in higher education. I argue that there is much to be learnt in this regard from student generated digital learning contexts – the spaces and ways in which students are using technologies informally and independently (of the lecturer, of the course, and of the institution) for their own perceived needs in the higher education context. In this paper I will describe two examples of such spaces in quite different contexts: the first was based within an institutional learning management system, and the second on a social media platform. A thematic analysis was conducted on the naturally occurring online texts in these two spaces. The major themes emerging from these spaces will be discussed and some implications for understanding student well-being will be explored.

Keywords: Help-seeking; digital agency; student well-being; student generated learning context

Mason, P; Achadu, O and Oluwole, D

Writing Circles as spaces for postgraduate literacy development

Writing circles work as supportive spaces for postgraduate candidates in higher education institutions in which peers write collectively and learn from each other. In the past two decades, writing circles have begun to play an important role in the development of postgraduate research and writing practice at Honours, Masters and PhD levels. Writing circles are firmly within an academic literacies' approach whereby academic writing is understood to be a social practice emerging from the specific norms and values of the discipline and acquired through opportunities to engage in such practices in scaffolded ways where feedback is supportive and collegial. This conference paper seeks to offer a 'coal face' understanding of writing circles by using the initiative at the Centre for Postgraduate Studies at Rhodes University as a case study. The paper begins by paying attention to the needs, expressed by postgraduate students that served to generate this pedagogical intervention. Argument as to the importance of this pedagogical intervention will draw on the studies of theorists such as Chihota, Cuthbert, Burke, Spark, Yi, Vandermensbrugge, Boud and Lee. Concern will be paid to the knowledge that underpins composition of the peer groups, the role played by facilitators, and the activities that aid participants to interact on an equal and organic basis. Included in the discussion will be an identification of features of these writing circles that have thus far been highly productive and worked towards the wellbeing of the students, along with a raising of questions and posing of challenges. Careful attention is given to the following: the extent to which freewriting tasks have proved to be beneficial or of limited use, the challenge of encouraging student-participants to commit themselves to attending the writing sessions on a regular basis and, finally, the importance of sustaining methods of research and writing that steer clear of perpetuating the hierarchical mode of interaction that has, for too long, characterised the supervisor-supervisee relationship. In other words, it will be shown that writing circles provide spaces to transcend the more traditional boundaries around who gets to speak and teach, and who gets to listen and learn. The argument throughout hinges upon acknowledgement of the fact that postgraduate literacy practices are not fixed or neutral categories. Instead, academic literacy is best understood as a set of context-specific social practices. For this reason, it makes better sense to speak of academic literacies instead of literacy. This rephrasing emphasises the need for a complex and dynamic orientation toward the development of reading, research and writing capacities. What will be argued throughout the paper is that the acquisition of such complex literacy practices is best undertaken through relationships of equals with a shared willingness to expand upon and enrich the experience of postgraduate research and writing. The paper concludes by reflecting upon insights gleaned thus far from Writing Circles at Rhodes University, as well as ways of securing the future of this significant contribution to academic life.

Keywords: Postgraduate Writing Circles

Mathibedi, M

The contribution of an education induction programme to academics' professional formation in a research-intensive university

Numerous studies report on academics' experiences of programmes aimed at inducting them into their role as 'teachers' in higher education. However, these studies seldom address the value of the experience to academics' professional formation as 'teachers' (Ferman, 2002, Dall'Alba, 2009, McAlpine, Amundsen, Clement and Light, 2009, Ginns, Kitay and Prosser, 2010 and Cilliers and Herman, 2010). These studies raise issues about the evaluation and impact of such developmental programmes for academic's orientation into the field. Stes, Mieke and Petegem (2007) suggest that studies need to be carried out on the effectiveness of academic training programmes in order to analyse the contribution of these programmes on academics' teaching practices and development. This view is reiterated in a recent South African project on 'enhancing higher education academics as Teachers' by the Council on Higher Education (CHE, 2015) which found that early career academics' development as competent 'teachers' over time is not continuous and systematic.

This paper draws on a qualitative study that explores the contribution of an Education Induction Programme to the professional formation of early-career academics in a South African research-intensive higher education institution. The study attempts to understand the dynamics of professional development, specifically to explore and understand the influence the induction has on new academics' actions in practice and the accounts they give of their professional growth process within the context of a "research-intensive university". McAlpine et al. (2009) argue that satisfaction ratings do not address the critical question expressed by Sharp (in Knight, Tait & Yorke, 2006) as "How do academics learn and develop?" In support, Ginns et al. (2010) contend that the extent to which the knowledge, skills and attitudes developed by these programmes transfer back to the workplace has not been assessed systematically, with inadequate feedback to programme developers. In this study, I draw on and expand on Sharp's question in order to solicit insight into factors that facilitate the academics' professional development processes after attending the induction. This is a case study involving early-career academics as participants. Document analysis of education induction programme feedback reports was conducted and the participants were interviewed to gain an in-depth understanding of the growth process and the meaning they assign to their experience of the induction programme within their contexts. Wenger's Social Learning Theory (1998) that integrates components of meaning, identity, practice and community that characterize social participation as a process of learning and knowing, provide a useful approach to interrogate and explore the process of professional formation in this study. As an insider researcher, this study provides a critical reflexive exercise for the programme, its content and extension to practice. According to preliminary results, learning and development are neither lineal nor dependent on formal learning structures but that the phenomenon of formation is complex – pioneering a rethink of how we develop academic staff in our institutions.

Key words: professional development, induction programme, professional formation, social learning theory

Mayaba, N N and Moeng, M

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

The mission statement of the Faculty of Education at Nelson Mandela University states that 'the faculty is committed to cultivating passionate, engaged, knowledgeable, effective and compassionate teachers, researchers and leaders who are critical thinkers and agents of hope, change and social justice'. In this context, how does students' voice emerge as a powerful force that can contribute towards achieving the aim of this mission statement? Who are the students who are being prepared for these goals? How does the curriculum prepare them for that and what are the criteria for measuring their success in achieving these goals in their teacher preparation programmes? These questions have dominated literature on access and success in higher education institutions, yet there seems to be no answer in addressing them hence perhaps, student protests in higher education institutions in the past two years. In this paper we argue that scholars and researchers are responding to these questions without engaging students maximally in dialogues on matters that affect them. Furthermore, we ask: if universities ought to prepare students to think beyond the classroom but for public life, how do their voice then become a force for hope, change and social justice? We ground our argument on Sen's (1999) capability framework. His concept of an 'agency freedom' is central to the argument that we put forth in this paper. Sen's capability framework recognises that well-being, a capability in itself, begs to question how universities capacitate students for an education that will shape them to be agents of hope and change. We then share briefly how the research will be undertaken with students in order to examine their views on what barriers they experience in the curriculum that stifle them in achieving the goals of the mission statement and what they think the faculty could do in order to capacitate them to be agents of social change. This research has implications for curriculum designers and institutional leaders who aim to include the voices of students in the curriculum and recognising them as active participants in decision-making in matters concerning their educational well-being in the institutions of higher learning.

Key words: students' voice, higher education institution, social change, students' success

Mistri, G

Causative connections: Higher education well-being and digital technologies related academic professional development

The introduction of digital technologies in the teaching-learning interaction in higher education is necessarily accompanied by changing practice to be effective. Globally it has been noted that technology uptake requires more than the provision of ready access to technology, connectivity and a supportive policy environment. Digital technologies related pedagogical change that is organic and progressive rather than mechanistic requires more than an orientation on how to use various software applications.

The underutilisation of digital technologies in academia has been recognized as a wicked problem. It has been acknowledged that despite the removal of many first order barriers, the uptake of digital technologies and participation in related academic professional development by academics in higher education has yet to initiate a move beyond doing what is familiar in a digitally mediated learning environment. Laurillard (2007) explains the underutilisation as more an outcome of the disconnect between the human and organisational aspects of teaching and learning than about the use of technology. It is argued that the inevitable shifts in the role and identity of the academic following the introduction of digital technologies requires more than a careful examination of digital technologies related ease as a key causative condition to foster digital fluency and pedagogic innovation.

This presentation reports on a single-institution case study using Margaret Archer's Realist Social Theory to examine the underlying causes for the variety of ways in which academics at the Durban University of Technology (DUT) responded to invitations to participate in professional development workshops. It explored the structural, cultural and agential conditions that enabled some academics to shape the situation according to their preference while others chose to yield to the prevailing context of time-established teaching-learning practices. Using the Morphogenetic Approach I examined why it is that some academics welcome the inclusion of technology as an 'add on' enhancement to their teaching-learning interactions but continue to use the familiar pedagogical practices without exploring the potential of 'disruptive technologies' for pedagogic innovation. This study also investigated why some academics changed their practices in definitive ways, redefining their roles and relations as academics and students, and others refused to consider digital technologies altogether.

In this presentation I argue that understanding what underlies a certain course of events may enable informed interventions to create better correspondences between higher education well-being, academic professional development and the introduction of digital technologies in teaching-learning interactions.

Keywords: Academic Professional Development, Digital Technologies, Morphogenetic Approach

Mitoumba-Tindy, H

From *Stakeholdership* to *Shareholdership*: Towards the Achievement of the Greater Purpose and Well-Being of Higher Education

South Africa's public higher education (HE) sector is experiencing a tumult. This is due to a host of political (politicisation of campuses), socio-economic (underprivileged backgrounds/ financial inequalities), and academic (dissatisfaction with curricula and teaching and assessment rubrics/methods) reasons. This restlessness negatively affects the well-being of higher all education stakeholders (government/HE Ministry, HE institutions/management, business partners/service-providers, teaching and support staff, sponsors, industry/employers, students, and parents), as it creates mistrust, animosity, and uncertainty. The emerging management-students polarisation leads to the destruction of university and public properties, the disruption of academic programmes, confrontation between students and police/private security forces, student arrests and incarcerations, and disciplinary procedures-endorsed expulsions of some students. This context – which is strongly linked to a view of public universities' managements and their business partners as shareholders and the other participants as mere HE stakeholders – casts a doubt on HE's ability to deliver on its education promise. The purpose of this presentation is to highlight the polarisation that contributes to unrest in HE and suggest ways of achieving a climate conducive to teaching-and-learning and therefore the well-being of HE. I argue that a shareholder – not a stakeholder – approach to the management of public universities in terms of fees setting, curricula design, and choice of pedagogical approaches and methods, and tender processes has the potential to restore serenity in HE – as it increases public participation. Thus, the meaning of shareholding in this study transcends finance. The theories underpinning the study are participation/cooperation and well-being. Associated with the latter are the democratic principles of consultation, hearing, referendum, negotiation, and consensus. The study adopts a critical, reflective approach to the administration of public universities and their managements' relationships with other involved parties. The research will consist in an examination of literature on HE funding models/schemes, curricula selection, teaching/delivery methods, and tendering. The researcher will refer to some relevant policies, rules, regulations, and procedures, which will be used to critique practice in South Africa's public universities. This study has four possible main results. Firstly, it may reveal that public universities are practically managed as private enterprises, because they have forgotten their primary, greater purpose: teaching and learning. Secondly, the study may highlight students' exclusion from key decisions on curricula, teaching pedagogies, approaches, and methods that affect their lives. Thirdly, it may indicate that tendering in public universities excludes or does not empower students sufficiently. Fourthly, it may highlight the role of a shift from a view of students as stakeholders to shareholders in their increased sense of responsibility towards public universities. These conclusions have far-reaching implications. The first is the public's claim to public universities' audited annual financial reports and the classification of these universities as non-profit organisations. The second is a call for students' mandatory participation in all academic decisions. The third is a demand for increased economic empowerment for entrepreneur-students by universities. The fourth is students' conscious prevention of unrest in HE. This will ensure uninterrupted teaching-and-learning and the well-being of all HE participants.

Key words/phrases: South Africa's public higher education, greater purpose, well-being, shareholdership, stakeholdership, participation.

Mitoumba-Tindy, H

Language and Literacies as Catalysts of Epistemological Access and Parity of Participation in Higher Education for First-Generation Students

In South Africa's higher education sector, the end of apartheid triggered a series of drastic, government-driven-and-funded transformations. The aim of these endeavours was to improve the effectiveness of public universities, adapt their curricula, renovate old and/or build new facilities and equip them. The ultimate objective was to increase higher education institutions' capacity to accommodate students from previously disadvantaged groups. Consequently, South African public universities have to accept all suitably qualified students who desire to pursue higher education. However, the shift from an exclusive to an inclusive higher education scheme has engendered an extensive variety of students who had initially been barred access, and many of whom, therefore, require considerable supplementary academic assistance. The equity imperative has resulted in greater access to university for first-generation students (the first in their families to enter university). First-generation students constitute close to half of the university student population. However, they are more likely to drop out of university or fail than non-first-generation students. Indeed, "many first-generation students compare their entry into college [or university] with visiting a foreign country without a map or the language needed to be successful" (Banks-Santilli and Villegas-Reimers, 2013:n.p.). This metaphor stresses the importance of the socio-cultural capital for these students' success. Yet, Van Zyl notes that first-generation students may not have easily reachable relatives who would be capable of giving them the necessary academic and social guidance. Interestingly, research reveals that first-generation students are both scared of faculty staff – whom they assume may regard their constant need for assistance as annoying – and ashamed of their status. Although efforts to socialise and integrate all UJ first-entrant students are consented through the First Year Experience programme and the discrete academic assistance provided to visiting students by the Writing Centre, there is no deliberate, coordinated and sustained initiative dedicated exclusively to the academic needs of all first-generation students. The purpose of this presentation is to outline support strategies for first-generation students' increased epistemological access and participation at university. I argue that deliberate language and literacies support to first-generation students could increase their epistemological access, participation, and success. The theories underpinning the study are socio-cultural literacies, socio-constructivism, and retention. The methodologies consist in outlining the applicable principles of these theories and linking them to practice and the researcher's insights. Hence, the study adopts an analytical, reflective approach. The research will consist in a content analysis of the literature on dropout rates and socio-academic support to first-generation students – focusing on the South African context and using UJ as a case study. The possible results of this study are that increased entry differs from epistemological access; that language and literacies challenges hamper epistemological access and communication; and that epistemological exclusion and inability to communicate deny participation and lead to failure/dropout. The main implication of these findings is that faculties and language / academic literacies support units – especially writing centres – should work collaboratively to provide the necessary support that would ensure epistemological access and parity of participation for first-generation students.

Key words/phrases: First-generation students, language and literacies challenges, epistemological access, parity of participation, success/dropout rates.

Mjwacu, T E; Qangule, Z T and Ndlela, N F

Students' experiences and perceptions towards online learning: A perspective from the Department of Applied Management students

The global society embraces technological advancements that each era brings. Higher education institutions are no different as they embrace these technological advancements in their quest to deliver cutting-edge knowledge through innovative teaching and learning methods and practices. Online learning has been adopted by many higher education institutions internationally as a way to encourage blended learning approaches. The Durban University of Technology is one South African institution that has committed itself to online learning as a teaching, learning and assessment strategy and method. The institution has been engaged in many interventions and training programmes to prepare both the staff and students for effective use and engagement in online learning management systems since 2006. However, there is still a perceived reluctance from students to actively access and engage in online classes (i.e. Blackboard Learn virtual learning management system) despite all these institutional efforts. This is a cause for concern for the institution as it has geared itself up to pedagogies, which encourage independence, participation and social relevance. With this background, the study aims to investigate the experiences and perceptions that the Department of Applied Management students within the Faculty of Management Sciences have towards online learning. In order to achieve this, the study will explore challenges that students encounter with online learning. This study is imperative because of the institution's goal to have all subjects available online by 2020. The study is thus informed by Piaget's theory of constructivist learning, which contends that learners are central to the learning process. The study adopts a mixed methods approach, using both qualitative and quantitative research conventions. Questionnaires and focus groups will be used to collect data. A total of 60 students from three academic programmes, namely Business Administration, Human Resources Management and Public Relations Management, clustered into the Department of Applied Management will be selected for the study, using stratified random sampling. The use of these methods will provide a balanced view of challenges encountered by students, as findings will consider differences in variables such as level of study, level of computer literacy as well as explanations accompanying such differences. The study therefore will help provide a better understanding of issues related to students' willingness and reluctance to use online classrooms.

Keywords: online learning, access, engagement, students, experiences

Mkonto, N and Esambe, E

Stakeholder Participation in First Year Experience Initiatives

Research around undergraduate student transitions, in general, and the first year experience (FYE), in particular is gaining grounds in South Africa (Moja, Luescher & Schreiber, 2016; van Zyl, 2016; Du Plessis, Miller & Prinsloo, 2005) and around the world (Blair, 2016; Holden, 2016; Lizzio & Wilson, 2013; Wilson, 2009). Most of these studies borrow from theories that relate to student transition and integration, such as Tinto (1987). In the same vein, many institutions of higher learning attempt to improve on their students' retention and throughput rates by implementing strategies and models on student transitions, such as Lizzio's (2006) five senses of success, Tinto's (1993) student integration model, Kuh's (2001) student engagement, Astin's (1999) student involvement and Kift, Nelson and Clarke's (2010) transition pedagogy. Despite the variety of models and strategies available, and universities adopting one or more of these models, there is a paucity of research focusing on stakeholder uptake of such models in South Africa's universities. The focus of this paper is to explore stakeholder participation in first-year experience initiatives in South Africa. Using a South African university of technology as a case study, the paper interrogates stakeholders' perceptions of, and participation in FYE initiatives at a university of technology. These stakeholders include faculty academics, teaching and learning support staff, faculty and university academic administrators, and technical support staff. Data for this paper is extracted from a two-year extended research project on understanding first-year student learning at that university of technology. Responses from participants were collected iteratively through surveys and interviews. This paper presents carefully selected qualitative data, as the focus is on exploring how all stakeholders perceive FYE initiatives, and whether their perceptions influence the way they participate in such initiatives. FYE initiatives, in the South African university context, include first-year student orientations, design and delivery of bridging courses, and socio-academic support in order to ease transitions from high school to university and to improve retention and persistence in university study. In this paper, transition pedagogy (Nelson & Kift, 2005) and ethics of care theory (Tronto, 2010) are used to analyse the data. These two theories are suitable in understanding factors that underpin transition, especially in the context of prevalent economic and social inequalities and undergraduate student attrition. A key finding in this paper is the seeming lack of unity amongst stakeholders in the uptake of FYE initiatives. In the case of this university of technology, despite the publication of policy framework for FYE and increased road shows to market FYE initiatives to faculties and academics, very few faculty academics actively participate in FYE initiatives. Tronto's political ethics of care enables a better understanding of what drives those who actively participate in FYE initiatives; and as such, allows for a more nuanced beyond-the-policy recommendation to be made.

Keywords: the first year experience; transition pedagogy; ethics of care; university of technology

Mlenzana, N; Rhoda, A; Willemse, J; Naidoo, M and Adebisi, B

Tutoring in a Health Sciences Faculty in South Africa

Tutoring programmes is an academic support initiative that is aimed at assisting students to succeed at academic institutions. It plays an important role in higher education as a crucial component of the university teaching-learning process and is a fundamental approach for improving the student's academic success and professional goals. Tutoring is also an important intervention programme for students who are at risk of dropping out, enhances retention, and increases throughput in higher education. To facilitate student success in the Faculty of Community and Health Sciences (FCHS) at the University of the Western Cape, in South Africa, tutoring programmes have been implemented. Each department has a tutor coordinator and tutor administrator. Generally, the tutor coordinator facilitates the academic component of the tutoring programmes, which includes tutor training and recruitment, while the tutor administrators are responsible for ensuring that the tutors are paid. Although the structured tutoring programme has been in existence for a number of years little is known about how the tutoring programme is implemented in the various departments within the FCHS. The purpose of this presentation is to share the qualitative exploration of tutoring offered in the FCHS as experienced and perceived by the tutor coordinators and professional support staff. This study was conducted as a part phase one of the faculty project on student success. Social constructivism was the theoretical framework used to guide this study. The methodological approach for the broader project was design-based research and this study employed a qualitative research approach with an explorative research design. Semi-structured qualitative interviews were conducted with university staff who were responsible for the implementation of the tutoring programme in their respective departments. An interview guide was developed which was informed by literature. To explore the current tutoring activities in the various departments the predetermined themes based on literature were explored. Participants from different departments were obtained once ethical clearance was obtained for the study (Project number: 14/8/3). A total of 15 participants were conveniently selected. Data was collected by an independent researcher who was not part of the student success project. The respective participants were invited via email to participate in the study. The interviews lasted for an average of 30-45 minutes and were audio-recorded. Inductive thematic analysis was conducted. A peer review process was also engaged during analysis and synthesis of the data. The exploration yielded a number of themes relating to the tutors experiences which included, current tutoring programme, tutor role in the tutoring programme, understanding of mentoring, understanding of the difference between tutoring and mentoring, mentoring interventions or activities, the needs of students in terms tutoring in tutoring programme of the faculty, ways or strategies used to evaluate the success of the tutoring programme, the roles of both the tutor and tutor coordinator, differences between mentoring and tutoring and strategies to evaluate tutoring. Tutoring in the form of academic success is seen as an important activity aimed at improving student success.

Keywords: Tutoring, mentoring, evaluation

Mngomezulu, S

Transitional factors hindering academic success in Higher Education: Experiences of 'at-risk' students in a South African university

While gains in access to higher education are being made, the not-so-smooth transition from secondary school level to university undergraduate studies' level expectations, in the South African context, remains a challenge that compromises student success. As much as access to Higher Education has its own advantages for the country a number of drawbacks have been noted, especially amongst different racial groups. Students from low social and economic backgrounds are challenged by various learning barriers (Devlin 2013). Access has also brought the challenges of institutional readiness as well as students' readiness to engage with epistemological access and processes of knowledge in higher institutions. The study sought to establish the factors that hinder students' academic success in an institution of higher learning in South Africa. The analysis of the data was underpinned by the Attribution Theory. The use of Attribution Theory in this study will provide an understanding of how 'at-risk' students explain the reasons for their underperformance and how they explain their experiences and transitional factors that contributes to their failure. A qualitative research approach which was located within the interpretivist paradigm was employed. A case study design was utilised. A purposive sample of twelve 'at-risk' undergraduate students participated in the study. 'At risk' students were identified by the institution using early warning system. Focus group discussions were employed to generate qualitative data. Data were analysed using thematic data analysis. Findings suggest that there were a number of student-specific and institution-specific factors related to transition from high school to university, which negatively affected students and placed them 'at-risk' of academic failure. The study concludes that failure to deal with transitional factors contributes to challenges in students' academic success. It is recommended that institutions of higher learning should proactively plan and meaningfully implement students' academic support programmes. Students should also fully utilise students' academic support programmes provided for them by the university.

Keywords: Academic success, 'at-risk' students, curriculum advice, module registration, transition.

Mokganya, M and Mbodila, M

Fostering practicable students' understanding through creative and innovative teaching practices: A case study of the Foundation students

Innovation is the essence of the learning spirit that diffuses within the higher education system and touches every element of higher education institutions. There is a reciprocal nature of change within an innovative teaching that boosted student's confidence and encouraged to challenge the orthodoxy, where collaboration and cross-disciplinary education is at the centre of the learning model. It is evident, in the twenty-first century, innovative thinkers will make the greatest contributions to our society, by finding cures for various diseases, using innovative solutions to the

world's problems and create suitable technologies that enrich our lives. Successively, higher education institutions must provide more opportunities for students in twenty first century to create, innovate and explore their ideas to response to environmental changes. This study uses a mix methods approaches to a research design to explore the innovative and creative strategies that can equip students with the capabilities of thinking outside the box. Students of the University of Venda, Science Foundation Department, were provided with simulation projects of the biological concepts to complete with the implementation of innovation and creativity. Students were also tasked to make use of technology to create the websites with their findings so to showcase their ideas online. The projects lasted for a period of four months before submission and the departmental presentations. The outcomes of this study reveal that students were able to: (1) explore "innovation platforms" that foster inquisitiveness and creativity of ideas within the researched topics, (2) become confident members of the collaborating team, (3) become role models or "innovative mentors" to each other by thinking rationally. Furthermore, strategies used during the whole activity developed student's ability to solve problems, manage and communicate effectively and also promote active learning by changing students' mentality as they were able to think outside the curriculum.

Keywords: students, innovation, active learning, website, Science Foundation

Molotja, T W

The importance of academic reading strategies of first year university students

The importance of academic reading strategies in first year university students cannot be over-emphasized. First Year University students often struggle with university studies because of lack of academic reading skills. This lack of academic reading skills in first year students creates a barrier for them in accessing information in academic texts, and therefore leads to a higher failure rate. The purpose of this paper is to investigate the academic reading strategies employed by first year Science Foundation students at a South African university, which will then inform the design of material in an English module. Data were gathered from 100 Science Foundation students using the academic reading literacy test from the National Benchmarking Test (NBT). NBTs are valid and reliable because they have been used all over South Africa as assessment instruments for university entrance. There were 100 students registered for the English Foundation module, of which all 100 students set for this study. The study aimed at profiling students in terms of the strategies they use when reading through their academic texts. The results of the test were analysed using the descriptive method focusing on the metacognitive strategies of reading. Findings of the study showed that metacognitive reading strategies are very important for students to access information in academic texts. The study recommends that students' metacognitive reading skills should be developed, for them to be able to succeed with their academic reading activities.

Keywords: academic reading, metacognitive reading strategies, English education, problem solving, academic reading texts

Montgomery, C

Enabling 'Southern Knowledge' to find its voice: the routes to and challenges of publishing for the 'Global South'

Higher Education in the current moment is set against a backdrop of intense competitiveness, where the pressure on HE academics to publish in high impact journals in English is globally pervasive. The complexities and challenges of global HE are reflected in the maelstrom of this pressure to publish; whilst there is competition, there is also a need to collaborate internationally, termed 'competitive collaborative perspectives' by Oleksiyenko and Yang (2015). Academics, particularly from the Global South, face boundaries and threats to their professional well-being. Marginson (2015) also notes that hierarchies of global universities are becoming more acute and that the intensification of the World Class University (WCU) movement is increasing elitism in the system (Marginson, 2017). Publications are a central element of this intensifying competition driven by global rankings and its associated systems of metrics. However, international publishing for academics is not a level playing field. Despite the fact that the greatest global issues we are facing need to be approached collectively, the huge knowledge base and talent present in the Global South (Becker, 2017) still struggles to find its voice in global publishing. In particular, early career researchers who are part of developing academic communities find themselves disadvantaged both in terms of access to mature research communities and international grant funding, both a source of strong publications (McKinley, 2017; Martinaitis, 2017). Statistics show that these challenges are not isolated to Africa or the areas most associated with the Global South, but that the new EU member states such as the Baltic Regions are experiencing obstacles and barriers to access to valuable research collaboration (Martinaitis, 2017) which could enable more opportunities to publish in high impact journals. This paper will focus on the issue of equal access to publishing in English and will begin with a discussion of the pressures and inequalities around publishing in the global higher education system. Changing global patterns in publishing will also be raised and the author will draw upon relevant research literature and her experience as Deputy Editor for a successful international education journal, also sharing statistics relating to some recent trends in global participation in publishing, including increasing participation from China and East Asia. . The presentation will present a critical reading of the requirements of particular journals and raise issues with regards to marginalised voices in academic publishing, examining ways in which these boundaries might be transcended.

Keywords: access to publishing; marginalised academic voices

Mostert, L-A; Champion, E; Johannes, H; Olsen, A-M; Batyi, T and Southway-Ajulu, F

Accommodating Diversity: Using a Collaborate Reflective Process to Enhance Curriculum Design

This reflective paper offers an account of the initial stages of designing a new Postgraduate Diploma in Higher Education Practice at Nelson Mandela University in 2017, as written by the collaborating curriculum designers. The paper is an account of the process experienced by the designers as they strove for agreement as a diverse and outspoken group, which was involved negotiating, or perhaps sidestepping, competing interests along the way. The Professional Dialogue Group model of collaborative reflective practice, in combination with Gibbs' Reflective Cycle, was used to explore and learn from our experiences. Professional Dialogue Groups have been recommended for exploring complex issues from diverse and, perhaps competing, perspectives. In this qualitative research project, we each wrote our own personal account of how we experienced working together in curriculum design, using the steps in Gibbs' Reflective cycle, and then discussed our accounts in a Professional Dialogue Group, critically examining them for clarity and coherence. There was room for varying views as the group strove to reach consensus, recognising that everyone had their own point of view. In this we accepted that everyone's perspective was equally important. The findings revealed that the emotions and preferences of the designers may compete with or even override the models and principles that they try to apply professionally, as their espoused theories do not necessarily match up with their theories in use. This may or may not be unavoidable, but perhaps it is not necessarily undesirable, as working through disagreements and acknowledging discrepancies may eventually result in a stronger community of practice and better teamwork. As power is negotiated in diverse, multidisciplinary teams can curriculum design be an entirely rational, scientific process, and, indeed, should it be? In this paper, we seek and welcome the opinions of our peers to further enhance our understanding of our own practice.

Keywords: Curriculum design, collaborative reflective practice, postgraduate diploma in higher education, accommodating diversity

Mtonjeni, T; Hlalele, A; Sefalane-Nkohla, P and Katiya, M

Writing to Learn: Improving the Agential Capacity of the Nursing Students

The socio-cognitive approach to learning as propounded by Atkinson (2002) accounts for a dynamic interplay between the social (environment) and the mind (cognition). This is a complex issue when it comes to the nursing students pursuing B-tech studies. Most of these students are coming to the university for the first time after so many years in the industry. They are often overwhelmed and challenged by the demands of the university with respect to reading and academic writing. Effectively, university provides students with propositional knowledge, ways of interpreting academic texts and strategies to integrate academic writing rules and conventions in students'

research proposal writing. This is linked to the development of the mind of a nursing student. Then, the environment in which the nursing students produce their texts (e.g. research proposal writing) is characterised by issues of identity, history, struggle and ones' (in)capacity to apply proposal writing knowledge in the reporting about practical problems in the nursing field. Whenever there is a contradiction between the social and the mind learning process cannot be guaranteed success. This paper explored the successes and challenges encountered by B-tech Nursing students in improving their agential capacity to learn while writing research proposals. To gain an insight into the socio-cognitive successes and challenges of the B-tech Nursing students the paper employed a qualitative research paradigm. Students' scripts (prior and post-intervention) and interviews were analysed. The study shows that the main challenge encountered by the nursing students was to close the literacy gap between the industry (practice driven) and university (theory based). The second challenge has been to learn to apply academic writing conventions in the production of self-generated and self-driven research proposals. However, the benefit has been that the transition from the point of view of the development of productive literacies (conceptual-interpretive) and the balancing of emotional and environmental (psycho-social) dimensions of the students' well-being. In other words, the B-tech Nursing students' identity and authority was both conflicted and affirmed. The study revealed that individual perseverance, identity formation, collaboration and support from lecturers and Writing Centre practitioners made the students' cognitive-conceptual journey enlightening, enjoyable and transformative. Therefore, there is a need for integration of resources to empower the students' research writing capacity in the "second transition" so as to improve the postgraduate students' epistemological access and success.

Keywords: research writing, Socio-cognitive approach, postgraduate writing, second transition, writing to learn

Naicker, K

An assessment of the integration of information literacy (IL) education into first year programmes in the Faculty of Management Sciences at the Durban University of Technology

Students at higher education institutions are required to have the necessary skills to access, select, evaluate and use information effectively and responsibly. However, this is a huge challenge because many students enter higher education institutions without these skills. Information literacy education is an education platform for information literacy whereby librarians have been challenged to become educators who teach and counsel students in information literacy. Librarians maintain that the teaching of information literacy needs to become a vibrant energy at academic libraries with the teaching of information literacy becoming a key element in the information literacy education programmes (Winzenried 2010: 228). This study was undertaken with the objective of assessing the integration of information literacy education and first year students' performance from selected departments of the Faculty of Management Sciences at the Durban University of Technology (DUT) taking into account the diverse student population. The sub-objectives were to

establish the impact of information literacy integration with regard to students, the support received from academic departments, the digital divide impact, the challenges of information literacy integration with regards to facilities and resources and what can be done to improve the teaching of information literacy. The three population groups that participated in this study were lecturers, the subject librarians and the first year students from selected departments within the Management Sciences faculty in 2015. This study embraced a mixed method approach in the design of the research. Quantitative data was collected from students, lecturers and subject librarians by means of online survey questionnaires using Survey Monkey. Qualitative data was analysed thematically at a more detailed level from the open-ended questions as well as from the focus group interview with students. The theoretical framework that supported the study involved a theory relating to the higher education environment. The framework was adopted from American Library Association (ALA) information literacy competency standards for higher education, which is internationally accepted and universally applicable and recognised as an “all-encompassing” definition of an information literate person (Jiyane and Onyancha 2010: 2). The findings of the study revealed that it is crucial for students to engage in information literacy initiatives and recommended the embracement of the integration of information literacy. The information literacy classes have benefited students and have made searching for information as well as referencing of assignments less complicated. The study recommended that the library explore alternatives and locate extra venues for the teaching of information literacy and investigate the possibilities to increase the bandwidth issues across campus. Another important recommendation was that students without computer experience receive basic computer training before attending the information literacy classes. This would combat the digital divide issues in the classroom and provide assistance to the subject librarian who regularly helps those students without prior computer experience to gain basic computer skills before the start of the information literacy class. This paper reports on a Masters study undertaken to assess the integration of information literacy into the first year programmes in the Faculty of Management Sciences at the Durban University of Technology. The presentation will discuss the integration of information literacy into the first year programmes with emphasis on the impact of the integration, the challenges experienced and what can be done to improve the teaching of information literacy.

Keywords: Information literacy, academic libraries, higher education, integration, teaching and learning

Naidoo, V and Sibiya, N

Challenges in transnational nursing education delivery: International practices and perspectives

Higher education institutions have in recent times altered the ways and means of learning and teaching. Many nursing education institutions (NEIs), in the African continent and in particular, South Africa have, in the last decade, engaged in international partnerships, which have influenced the delivery and facilitation of transnational nursing education (TNE) or cross-border nursing programmes, both nationally and internationally and as the apparent growth of TNE continues, in

its attempt to internationalize the nursing curriculum, areas such as the roles of administration, academia and program implementation and facilitation needs to be assessed for its impact on service delivery. Attempts by NEIs to internationalize nursing education abroad has been viewed as an effective way to enhance academic development by transcending boundaries and be used as a pathway to empower teachers and students while fostering meaningful intellectual and intercultural experiences for all stakeholders. This integrated international teaching and learning experience has led to transformation and academic development in the global higher education arena. This study used a qualitative multiple case-study approach to explore NEIs perspectives and practices related to TNE. Two data collection strategies that are typically used in case study research, namely interviews and record reviews were used in this study. The aim of using multiple strategies in this study was to increase the validity of its findings and ensure a thorough understanding of each case. Research questions that guided the qualitative approach of the study revolved around the conceptualization, best operating practices, and implementation and control mechanisms of TNE. Thereafter a thematic framework was used to categorize findings according to the objectives of the study and then organize them into themes. In this study, assumptions from adult learning theories on interpretive paradigm perspectives were selected to ensure that the role of the researcher as the co-creator of meaning in the individual's experiences became more valuable, both in collecting and analysing data. The conceptual framework that underpinned the study was adapted from a model drawn up by the National Assessment and Accreditation Council (NAAC) of India to illustrate and clarify how the formulation of guidelines assists in generating quality standards in nurse education. The population comprised of national and international NEIs, academic leaders and nursing graduates that assisted in drawing a comparison between South Africa and other global TNE initiatives. This research paper forms part of a larger study whose findings revealed that TNE ventures are still challenged and the lack of such guidance alluded to TNE being a 'for profit' arrangement. This allowed the researcher to propose and develop guidelines for the implementation of TNE that can be considered as a tool to improve TNE delivery in terms of quality assurance, accreditation, registration, and qualification recognition. In this paper, the researcher will discuss and highlight factors and challenges that impact on the successful delivery of TNE by looking at the regulatory, administrative and socio-cultural environments in different countries related to successful facilitation and delivery of TNE.

Keywords: Cross-border education, exporting of education, transnational nursing education (TNE)

Ndebele, C; Isong, B and Dladlu, N

Assessing the Role and Values of Integrating Technologies in Teaching and Learning: a campus based pilot study

The extensive availability of information and communication technologies (ICTs), the research and the developmental activities into teaching and learning practices that utilized them have been highly commendable today. In particular, the integration of technologies into teaching and learning is bi-directional and beneficial for the lecturers and the students. However, there has been little research on the role and values of these technologies in enhancing teaching and learning in the classroom in higher education (HE) in South Africa at historically disadvantaged campuses. Several ICT tools have been deployed in the context of teaching and learning in classrooms but their actual role and values in influencing the teaching and learning is still unknown. That is, most of these technologies are beneficial while others constitute distractions or simply producing more harm than good. Despite the existence of several ICT tools in the North-West University (NWU) and based on specific challenges faced by students, some ICT tools such as laptop computers with pre-installed educational software and USB flash drives were given to 30 second year students and 5 lecturers. The distribution targeted the disadvantaged students in which the technologies were geared towards alleviating such challenges and enhance students' learning process. Therefore, this paper investigated the role and values of integrating technologies into teaching and learning, in particular, laptop computers with pre-installed educational software. To achieve this, we conducted a pilot study on 30-second year students of the NWU who were given these ICT tools. The objective was to assess and identify the impact such technologies had in the learning process. Questionnaires were designed and distributed to the participating students. The data collected were analysed thematically. The results obtained indicate that technologies played important and valuable role in streamlining the students' learning process and we recommend institutionalization of this pilot targeting disadvantaged students. Furthermore, it shows that technologies for teaching and learning should be introduced based on specific needs in order to create the desire impact. Thus, appropriate technologies should be an integral part of teaching and learning to effectively enhance the learner experience and learning outcomes.

Keywords: ICTs, Students, Teaching and Learning, Historically Disadvantaged

Neerpath, S

Transcending the Scholarship of Teaching and Learning in South Africa: an E-Library Strategy

The paper presents an e-strategy to align the role of the academic Library in a digital university. The author envisages transcending the role of the library in promoting the scholarship of learning in South Africa. Higher education in South Africa is in a state of transition to new and varied ways of enhanced teaching, learning and research. Technology enabled learning environments have created a shift in the way academic libraries respond to the scholarship of learning in higher education, both

nationally and globally. The purpose of the paper is to delve into an e-strategy for academic libraries in embedding their services to promote the scholarship of learning. The role and function of the academic library will be reviewed in light of new approaches for enabling teaching, learning and research in a digital university. Student centred learning and access in an environment of mediated new technologies as well as open learning initiatives drives a futurist agenda for an academic library e-strategy. The paper will explore the possibilities of revitalising the student experience and recreating the learning hubs in higher educational institutions within a focused agenda to promote academic success. The author sets the context within the University of Western Cape, Cape Town, South Africa to re-align the academic library focus to the institutional operating goals within a digital university environment. E-strategy geared towards addressing open access initiatives, research data management, e-learning and multimodal pedagogies, academic literacies, bibliometrics as well as focused library services for a digital university will be explored in light of transitioning the University of Western Cape Library services to transcend the boundaries of teaching, learning and research in higher education in South Africa. A renewed strategy to imprint a futuristic academic library carbon footprint to enhance teaching, learning and research is presented. The paper outlines an e-strategy to advance the digital university in South Africa for uplifting the academic profile of the millennium generation at the University of Western Cape, South Africa.

Keywords: Libraries – teaching, learning and research; South Africa -Higher Education Libraries; Academic Libraries – E-strategy.

Ngamlana, C T

The Role of collaborative/peer learning in Assisting Students with academic literacy through one-on-one consultation.

This intervention was a collaboration between 3rd year lecturer, students and the Writing Centre (WC) at the University of Johannesburg. The lecturer approached the center to assist the students with academic writing skills within the discipline. The intervention was based on the instruction that each student must have a minimum of 2 consultations at the WC. The students were given a consultation form by their lecturer that the writing consultants had to sign after they have shown improvement in their writing. The assignment brief clearly stated that the assignment will not be assessed if the form is not completed by the writing centre. The students also had to fill in an observation form at the WC that captured the consultation context. The interaction between the students and the WC were recorded and feedback was given back to the lecturer, ensuring that privacy and confidentiality was maintained. This study aims to look at the role of collaborative learning in assisting students in developing appropriate discipline specific writing practices through the use of one-on-one consultations. This aim helped in choosing the grounding theory for the study, which is The New Literacies Studies and Collaborative learning. This is because the aim was to assist students in understanding and applying the conventions of the specific discipline in their writing through using their peers. This is supported by Lea, M.R and Street, B.V (2006: 227) when they assert

that writing practices must be conceptualized and implemented in academic contexts. This helps students in application of the skills. Collaborative learning is defined by Gokhale, A.A (1995) as the method of learning where students guide and assist each other in the process of learning. This means that students are responsible for their own learning and as well as that of their peers. This promotes group work, which according to Totten, S., Sills, T., Digby, A. and Russ, P. (1991) helps students to achieve higher level of thinking and retain information longer, in the learning process. La Rocca, C., Margottini, M. and Capobianco, R. (2013) stresses the fact that collaborative learning has positive influences on the students as it helps them to stay motivated to learn and thus limit the chances of them dropping out. This concept was implemented through the use of the Writing Centre (WC) consultants in the consultation process. These are post-graduate students at the University Of Johannesburg (UJ), making them the peers to the students in the study. The methods that were used in gathering data for this research are the observation forms that students fill in when they attend the consultation sessions at the writing centre. This paper will only focus on those who used the Writing Centre at the Auckland Park Bunting (APB) campus of the University of Johannesburg. This is a qualitative research that uses document analysis as a research method. The population used was 120 students and the sample was 13. These 13 students met the sampling criteria. They are the ones who came 3 times and used the campus on Bunting. The results of this study showed that there was a significant change in the comments and concerns from consultation 1 to consultation 3. In consultation 1 the focus was on ensuring that the students understand the assignment brief and the instruction. This consultation was mostly made up of no drafts. The focus was on higher order concerns (HO). In consultation 2 assignment brief understanding (HO) was still covered but this time there was also a focus on structural issues. This means that students stated coming with drafts and thus there was a shift to the middle order concerns (MO). There was also discussion about referencing that was present during this visit. The 3rd consultation focus on all of the concerns and the lower order concerns were also included, with the focus on referencing. The issues dealt with and the comments made by the consultations related to each other.

Keywords/phrases: New Literacies Studies, Collaborative learning, One-on-one consultation, Academic literacy

Ngcobo, N

The enablements and constraints in the uptake of educational technologies

In South African Higher Education, institutions are exploring pedagogical practices of dealing with a multiple number of emerging technologies. Though the use of educational technologies is an established practice in Higher Education Institutions, its uptake seems to be varied. This paper draws on a PhD study of educational technology (EdTech) across the South African Higher Education context to identify how various academic staff development units (for example, instructional designers in e-learning units) empower academics to integrate technologies in teaching and learning practices. In this PhD study, I analysed data by drawing on Margaret Archer's (1995) Social Realist

framework. Archer builds on Bhaskar's critical realist ideologies with special focus on social contexts (Danermark et al, 2001), and introduces a framework of social reality as containing three social domains (Archer, 1995), namely, structure, culture and agency. Emergent properties in these domains intersect to emerge as events, which are experienced in multiple ways. In this paper, I discuss how Margaret Archer's analytical dualism framework directed me to analyse structure, culture and agency as separate entities and why this framework is appropriate to understand this complex and rapidly-growing phenomenon of EdTechs. Analytical dualism provides a framework that enables researchers in social contexts to analyse ways of practice through social interaction. It also provides guiding principles on how some agential actions and cultural practices emerge and an understanding of how agents (academics / academic development staff) experience and respond to structures and cultures in social fields, for example, the uptake of EdTechs. Data was gathered from 51 staff members in e-learning units in 19 institutions on their experiences of EdTech uptake, and their roles and responsibilities as support staff. Data was obtained from an online survey (open-ended questionnaire, 51 participants) and interviews (21 participants), and analysed using analytical dualism to develop an understanding of what enables or constrains the uptake of educational technologies. The findings from both data phases reveal some discord in that academic staff was reluctant to be guided or supported by non-academic staff whom they were referred to as "technical support staff". This called for the clarification of the designated roles of the EdTech Unit staff in some of the HEIs. Data also revealed the extent to which academics see EdTechs as a burden and an added workload. Teaching workloads, research inputs and preparing e-learning materials was reported as a constraint to the uptake of EdTechs, as shall be detailed in this paper.

There was a strong call for more theorised approaches in the use of EdTechs. Participants' responses revealed a strong view that the use of EdTechs should be stimulated by pedagogical considerations rather than more instrumental motives. Results elaborated that content and technology should be accompanied by a scholarly approach to teaching and learning. In addition, academic development activities were valued as a driver to the uptake of these technologies.

Noludwe, L

Talking about texts during writing centre consultations. Lessons from sociolinguistics research

New academic literacies theory on which writing centre practice at the University of Johannesburg is based sees writing as a social practice that is located in discourses with distinct power relations (Lea & Street, 2004). With this in mind, any programme that aims to teach writing as a component of academic literacies may not ignore the social identities, and literacy practices that undergraduate students bring with to university. Allowing students to utilise dialogic techniques and linguistic devices that are part of their social identities challenges the status quo with regards to writing centre practice. Undergraduate students who seek assistance in the writing centre are asked to speak about their written work. Using inquiry-based strategies such as asking probing questions and collaborative conversational techniques, students are encouraged to think critically about the ideas

contained in their texts. Asking students to read their texts out loud during sessions enables consultants to be audiences to both texts and the author, through dialogue consultants are able to give feedback, and by asking probing questions consultants get to participate in the thought processes that students use when composing texts. Dialogue is in this sense an essential pedagogical tool for teaching writing in the writing centre. In the case where student's writers have not mastered basic conversation skills in the English language, what other avenues can be explored to support and enhance dialogue during writing centre consultations? The proposed study aims to explore some insights offered by research on linguistic repertoire towards renewed thinking about the connections between oral and written language for writing centre practice. The proposed study contributes towards well-being in the higher education, and relates to the sub-theme on access and parity of participation by arguing for renewed writing centre practice, where the linguistic repertoire of students are not truncated in writing centre practice that only allow students to express themselves solely through English dialogue. If we understood the concept of dialogue as part speech practice, using linguistic repertoire as out theoretical framework, how could we adjust our approach to consultations in the writing centre towards creating opportunities for enriching dialogue between student writers and writing consultants. This is especially necessary in the error where higher education is undergoing deconstruction of the ideas on which curricula was founded. The proposed study is conceptual in nature, and will review linguistics repertoire research, to gain a different understanding of the resources that speakers use during dialogue. A different comprehension of the value that linguistic repertoire contribute to speech practices of speakers and writers in the writing centre.

Key words: academic writing, inquiry-based dialogue, linguistic repertoire theory, new academic literacies

Nsibande, R

Reframing Teaching Evaluations to enhance academics' well-being and consequently improve teaching and learning space

This paper proposes a re-think and reframing of student evaluations of teaching in a way that moves from the currently foregrounded notions of accountability and performativity that locates the responsibility for learning solely on academic staff. The focus on using teaching evaluations as proxy measure for teaching effectiveness, and the consequent link between the latter with evidence of accountability for purposes of supporting career progression, has led to the process of conducting evaluations to be moments of pressure and anxiety. Academics often view these evaluations as surveillance with potential adverse consequences on career progression. There is evidence that seem to point to emotional and professional well-being of academics being negatively influenced, especially in relation to engagement with teaching and learning practices. The paper draws on research done by the author on how academics engage in the process of conducting teaching evaluations in a research-intensive university. The research is premised on the thinking that there

is a relationship between the practice of conducting evaluations and the wider social system where the practice is located. Hence the decision to use of social practice theory to investigate the interplay between the socio-cultural context in which the practice is located and the way academics engage with teaching evaluations as a social practice. Data collected through a questionnaire and individual reflections is used to explore how academic staff understand the role of evaluations and the impact thereof on their emotional well-being and professional engagement with teaching and learning issues. Though the participants in the project seemed to view evaluations as part of their professional responsibility, some elements in their explanations of their practice reflect less or no alignment with this view. There is a tendency to lean strongly on using evaluations for career progression. The primacy put on career progression presents challenges because it undermines the development of the capacity to interpret feedback and further use it to think more deeply about teaching and learning particularly for early career academics. The paper concludes corroborating the assertion that the focus on performativity and accountability in the process of conducting course evaluations impact on the well-being of academics and further constrain the opportunity for evaluations to be utilised to support deeper understanding of teaching and learning practices. Consequently, the paper proposes that we need to reframe evaluations around student learning in a way that could address the heterogeneous purposes for conducting them such as 1) accountability - teaching effectiveness, 2) professional development and 3) professional inquiry to develop deeper understanding of teaching practice. In line with this, further rethink how academics are supported and capacitated to navigate through the process of evaluating their teaching and courses.

Key words: Evaluations of Teaching, Student Feedback, Social Practice Theory, Higher Education Well-being

O'Neil, S

Autoethnography as method for professional development

Professional development can generally be seen as the improvement of profession practice. Through professional development, university lecturers enhance their skills and knowledge in a variety of areas related to their professional practice and at the same time keep up with the changes in the higher education landscape.

A challenge posed to professional development is the delivery of content versus the enhancement in learning. Reflection has been established as an integral part to deep learning. Reflection therefore does not only play an important role in the enhancement of learning, but also in professional development. The reflective and experiential learning nature of action research, has often lead it to be described as a good professional development strategy. In the current paper however, I want to propose the use of auto-ethnography as another suitable strategy of professional development.

Broadly defined autoethnography is a systematic research methodology through which a researcher can explore his or her own experiences to answer a specific research question. Autoethnography is

a form of qualitative inquiry which generally falls within the postmodern paradigm. I conducted autoethnographic research of my own postgraduate research supervision practice as part of my PhD in Industrial and Organisational Psychology. The current study is a meta-autoethnography, which systematically reflects on the autoethnography conducted. The meta-autoethnography explores the value of the autoethnography as a professional development strategy.

I found that although action research is sufficient for professional development, autoethnography is more valuable for self-evaluation and reflection. Autoethnography allows the production of new knowledge by a unique and uniquely situated researcher/practitioner, and offers small-scale knowledge that can inform specific problems and specific situations. Since the practitioner is the insider-researcher, autoethnography enables access to vital aspects of human experience that cannot be accessed using the other methods available. It enabled me to understand why I came to supervise the way I do, and to convey the deeply situated truths about supervising students within the context of the institutional and government culture of higher education. These truths, which I came to know through my own experiences, may very well be things that other people would not share with me if I followed other methodologies.

Self-reflection, which is inherent to autoethnography, leads to deep-seated self-awareness, which is a factor influencing professional development. Mere self-awareness does not involve reflection. But autoethnography provides a systematic, research based strategy for self-reflection, which may lead to not only self-awareness, but also self-improvement, empowerment and emancipation.

Keywords: Autoethnography, meta-autoethnography, professional development, self-reflection

Padayachee, K; Matimolane, M and Ganas, L

Addressing curriculum decolonisation through a focus on Education for Sustainable Development

Transformation in Higher Education has been an ongoing concern in post-apartheid South Africa. However, curriculum transformation has proved challenging, as highlighted by recent students' protests and calls for "decolonised higher education". Such calls point to a possible misalignment in understanding and defining the term "decolonisation" between students and lecturers. This study therefore, sought to examine students and lecturers' perceptions of the term 'decolonisation' through interviews. Focus group interviews were conducted with undergraduate students and early career academic lecturers at a leading research-intensive university in South Africa. What emerged from both lecturers and students was the difficulty in defining the concept as well as the centrality of personal and contextual relevance of the curriculum in the decolonisation agenda. To us, these issues bore striking resemblance to conceptions of Education for Sustainable Development (ESD). We highlight some of these similarities, such as the conscious consideration of epistemological diversity and the beliefs, values and worldviews of lecturers and students as well as transformative

learning pedagogies. We further highlight conceptual parallels between ESD principles and Lockett's proposal for an epistemically diverse curriculum (Lockett, 2001). Lastly, we propose that consideration of both conceptual and contextual knowledge in curriculum development could inadvertently address curriculum goals of both decolonization and ESD.

Keywords: curriculum transformation, decolonisation, sustainable development

Painter, S

A Quantitative Cohort study on Extended Curriculum Qualifications at TUT 2009 to 2013

A quantitative analysis of the throughput (or Graduation) rates in minimum time for five years of First Time Entering (FTen) students on Extended Curriculum Qualifications (ECQ) at Tshwane University of Technology (TUT). The fundamental purpose of this analysis is to evaluate the efficacy of the Foundation/Extended Curriculum strategy at TUT. There are several valuable conclusions that can be used to considerably improve the performance of ECQs for future student cohorts in the interests of promoting excellence and higher Graduation Rates in Higher Education. The study will also offer compelling reasons for the reframing of the evaluation of the efficacy of ECQs away from the current practice using Student Success Rates (SSR) in the annual progress reports to DHET. The Extended Curriculum Qualifications (ECQ) studied are all National Diplomas with the foundation provisions ranging from a semester to a year with both "fully foundational" as well as "extended" courses being represented. There are 5 cohorts studied, these are from 2009 to 2013 with the latter being the most recent possible from the HEMIS data which is available. The data collected comes from TUT's HEDA system, specifically the "cohort analysis" tool. Headcounts of First Time Entering students (FTen) are taken for each of the cohort years in each of the ECQs. The graduation headcounts in minimum as well as minimum plus 1 year are generated and used to calculate percentage graduation rates for the cohorts. The rationale of the study is to examine whether there are significant improvements in throughput rates for ECQs at TUT compared to the qualifications on which the ECQs are based, i.e. the "main stream" students. A comparison has also been done which allows for the additional time spent by students on ECQs to evaluate the alternative of simply offering additional time to students without any foundation provision input. The purpose of this is to try and provide a "control group" so that a meaningful evaluation can be carried out. The results show that some ECQs are effective at TUT in increasing throughput rates but that there is much room for improvement in terms of the efficacy of the foundation strategy at the institution. The results show a great deal of variation between qualifications and some rationale will be provided as to the lessons, which can be taken from this. A statistical correlation exists (inverse) between Attrition Rates and Graduation Rates for EC students, which curiously does not exist for "mainstream" students. The results of the study provide a great deal of background for speculation over what the "ideal" practices should be for this type of Extended Curriculum Qualification. The results will also be used to stimulate both external and institution specific discussion around what practices should be improved and adjusted to move towards excellence in offering future ECQs under the new DHET ECQ policy to be released by the end of 2017.

Pallitt, N; Govender, S and Hodgkinson-William, C

Using voice recordings for formative feedback in a blended, block-release course on online learning design

In a higher education context characterised by demands for massification under increasingly constrained financial conditions, universities in developing economies are looking to online courses to meet the need to improve access while limiting costs. Increasingly, the size, time scale and intensity of courses are being varied including courses that are run in varying combinations of part-time or full-time, intensively or over extended periods, face-to-face or at a distance, with small groups or massive ones. A number of African higher education institutions are already employing a blended and/or fully online courses and are actively developing their eLearning capacity, particularly in online learning design. The Postgraduate Diploma in Educational Technology at the University of Cape Town is a blended, block release programme, one of the few programmes of its kind on the African continent with the desired flexibility for working professionals. Students come from across the continent to attend one week, intensive face-to-face courses followed by online assessment and engagement with peers and lecturers. There is a great deal of diversity in the student group, including academic histories, disciplinary backgrounds, current employment, and post-course aspirations. The course attempts to induct a diverse group of students from across Africa into the learning design profession. The course is structured around an intensive, face-to-face contact week followed by online engagement with peers and lecturers, and assessment. This course attempts to teach material, skills, attitudes and values that would historically have been learned by association with a practicing learning designer, over time, through hands-on practice. A key challenge facing the teaching team was how to develop, with our design groups from various parts of Africa, relationships that mimicked the apprenticeship type model found in face-to-face, on-the-job learning while only meeting face to face for a week. One of our strategies in support of this goal was to offer vocal formative feedback on student assignments. Various data were sought for analysis including: lecturers' verbal feedback to 20 students using Vocaroo, written comments, a narrated Powerpoint offering general feedback, a student survey, student interview data, and staff reflections via reflection essays and conversations. This data was captured, transcribed, and analysed for structural, linguistic and vocal factors contributing to relationship building, drawing conceptually on notions of rapport, affinity and politeness to understand attempts at strengthening connection. Findings suggest that voice comments allow lecturer assessors to enact a broader range of interpersonal relationships with students. While communicating with students using voice comments does not remove the asymmetry of the pedagogic relationships, it modelled designerly ways of thinking and students reported feeling more connected to their lecturers. Voice recordings helped to model thinking like a learning designer and extend the studio pedagogy encouraged during the face-to-face contact week. Students reported positive learning experiences and felt more connected to their lecturers.

Keywords: multimodal feedback, formative feedback, learning design

Pather, S and Rhoda, A

Student expectation of First Year University Experience: Is There Gender Parity?

Universities have an obligation to ensure that all students that are admitted into their institutions are provided with every possible opportunity to be retained and succeed. Recent enrolment figures, locally and internationally, reveal that there are more female students enrolling at universities than male students. This gender disparity has created a serious concern with the decreasing number of male students that are accessing and participating at universities worldwide. Therefore, gaining a better understanding of gender differences of university expectations, particularly at first year of study, will enable universities to take appropriate actions to provide all its students with a quality first year experience that could enhance student retention, academic and social engagement and success beyond first year of study. The study reported on in this paper investigated gender differences in students' pre-university expectations of first year social and academic engagement. As a starting point to investigate this nature of disparity, our study seeks to better understand the profile of the male and female students entering university and what are their differing expectations of university experience. This study also seeks to address a gap in the literature on gender differences and first year university expectation and experience. To date there is very limited studies done in this field. A descriptive analysis of quantitative data that was collected from a sample of 725 first year students at a university in the Western Cape, South Africa is presented. The evidence was collected via a pre-entry online survey that collected information on students' profiles, pre-university expectation of their First Year Experience (FYE) and social and academic engagement. Tinto's (1975) Student Integration theory and Lizzio's (2006) Five Senses of successful transition were used as lenses for data analysis. The study separated male and female responses to compare and identify gender differences in students' expectations in university social and academic engagement. The results indicate that there were no significant differences in most of the male and female students' responses on social and academic engagement. However, gender differences were noted in the following areas: relationships with peers and lecturers; seeking academic assistance for institutional support services; connectedness to the institution; academic preparedness and course expectations. The findings also show that female students have a more realistic expectation of academic engagement than male students do. However, in contrast, male students had a higher expectation response of social engagement than the female students. The findings of this study provide an initial insight into gender differences in respect of FYE. Based on this we recommend that universities seriously consider gender differences in the design of their FYE programmes and in addition, provide a more targeted focus on the afore-mentioned areas from our findings. This targeted approach will ensure equity in student engagement and success at university.

Keywords: Gender Parity, pre-university expectations; first year university engagement

Petersen, F

Students' Perceptions of Service Learning: A Case for Achieving Graduate Attributes in Large Undergraduate Classes

The high rate of youth unemployment (38,6%) and 7.3% among graduates in South Africa can be partially attributed to a lack of practical experience. Literature supports the idea of integrating course work with work-based learning in order to create a rich synergy in student learning. In addition, higher education has recognised the need for students to develop certain qualities, skills and understanding during their studies. This is referred to as 'graduate attributes' and is intended to prepare graduates for a future that is rapidly changing due to the advancement of Information Communication and Technology (ICT). The case study examined two large, undergraduate Information Systems (IS) courses, at a South African university, where service learning was introduced. Academic authors have found that service-learning activities promote the development of skills such as teamwork, citizenship and community involvement. These skills are linked to the university's graduate attributes. Students had to address complex community needs by applying the knowledge gained in course work and implementing a technological solution at a Non-government- or Non-profit organisation (NGO/NPO). Data was collected via 271 completed student surveys, using purposive sampling. Surveys were used to analyse students' perceptions of service learning. As well as analysing the effectiveness of service learning in achieving graduate attributes. Some of the positive students' perceptions included that they learnt new practical skills and could help other organisations who assisted people in need. Students felt that they had the opportunity to learn more about the community and gain working experience. Some students enjoyed working in a team as they could collectively assist the community. However, others disliked it due to the fact that not all members contributed or that there were differences in the quality of work delivered. Negative aspects included travelling to areas considered unsafe as well as the cost of travelling. In addition, communication among team members and the NGO/NPO needed to be improved in some teams. The results also indicate that graduate attributes, such as critical citizenship and social good, were achieved as students were applying their theoretical knowledge to organisations that could most likely not afford to pay for such services. In addition, students had the opportunity to develop interpersonal flexibility and confidence to engage across difference.

Keywords: Service learning, students' perception, graduate attributes, large undergraduate classes

Petersen, M

Student feedback: an intersection or a crossroad for the professional learning of lecturers at a research-led university?

Student feedback is widely accepted as a useful source of information about the quality of teaching and as a potential professional learning tool to enhance university teachers' teaching. A review of the literature, however, revealed a shortage of systematic research about how student feedback influences university teachers' teaching practices. A similar gap in knowledge was identified at Stellenbosch University. In research-led university contexts, teaching is often perceived to have lower status than research. The possible career trajectories for these roles often place lecturers in the uncomfortable position of having to choose between the two roles for the sake of advancing their academic careers. This study therefore set out to explore how university teachers at this particular research-led institution experienced the role of student feedback in their teaching. A case-study research design was followed and qualitative data was generated by way of semi-structured interviews with 16 purposely selected university teachers. Institutional policies relating to student feedback, teaching and learning and human resource management were also included as secondary sources of data to ascertain how university teachers' experiences of student feedback related to institutional policy directives. Activity theory was used as analytical framework to interrogate the data. The findings of the study indicate that the research-led context at Stellenbosch University plays a significant role in how university teachers experience and respond to student feedback in terms of their teaching practice. The perceptions of research being more valued than teaching in terms of recognition and rewards, limits the optimal use of student feedback for the purpose of improving teaching, as it is often perceived as detrimental to your academic career to focus on the teaching role too much. Raising the stature of teaching would thus be a necessary requirement for promoting the use of student feedback to improve teaching. Furthermore, the potential role of student feedback in university teaching practice at Stellenbosch is influenced by other subsystems, in particular the performance appraisal system. The growing culture of performativity has led to student feedback being reduced to a mere quantitative measure of quality teaching in many cases, while the professional growth of lecturers seem to be neglected. Another moral dilemma found within this study, was the diverse practices followed by mid-level managers in the various departments in terms of how student feedback was used in performance appraisal processes. These perceptions of incongruent and unfair practices may not only render the student feedback process as futile, but could also deflate the morale and job satisfaction of lecturers. This finding thus pointed to a need for the institution to revisit the notion of quality teaching and to come to a common understanding of what good teaching is considered to be. In relation to student feedback in particular, it may also point to a need for developing a guiding framework to support an ethics of practice approach to the use of student feedback as one of the possible sources of information for gauging the quality of teaching. Such a guiding framework of ethical practice could show commitment to the dignity and value of students, lecturers and the common good of the institution.

Keywords: student feedback; professional learning; research-led university; performativity

Phage, I

Investigating Success Factors required in Science Communication

All learners and general public need to be inspired and motivated to enter into higher education institution and pursue careers in Science, Technology, Engineering and Mathematics (STEM). A public and students, even institutional understanding or comprehension of science communication may be influenced by how knowledge of science impact on the lives of individuals or their environment and also how it is perceived by institutions of higher learning and its subsidiaries. Science should not only be regarded as a skilled, sought-after and high paying field. This study is based on the perception of the importance of owning or having a Science Centre or Museum at Central University of Technology, Free State (CUT). The study was done with 103 CUT students and participation was voluntary. The participants were asked about importance of Science Communication (SC) and if there are any distinguishable features of SC in the campus. A tour was taken around campus to identify any means of SC and its benefit to general public or public understanding of SC. The issue was raised with the institutional management and it took them as a surprise that as a University of Technology (UoT), focusing mainly on STEM field, they have never endeavoured on how academics and researchers can exhibit their academic and research work except through teaching and learning and at most, at conference presentations. The scope of science communication has hence been limited to people already practicing or learning in the field. The study has thus investigated the key factors to successful science communication in a broader perspective and sphere. The study was also based on the fact there is no forum of general public science understanding and awareness within and outside CUT communities. CUT will therefore serve as a better platform to communicate science within its community, i.e., CUT departments displaying, sharing and communicating their work. I return general public and school learners from lower grades will benefit a lot through this endeavour. A Science Centre or Museum, to serve general public and students, will be established to service Bloemfontein/ Mangaung region and its neighbouring regions. The initiative will be in line with the government through the Department of Science and Technology (DST) and foster cooperation and collaboration mainly with the Departments of Basic Education (DBE) and Higher Education and Training (DHET).

Key words: Science communication, public understanding and awareness, Science Centre/ Museum, STEM, exhibition

Plüg, S and Hemson, C

Unpacking violence in the classroom: Critical reflections on teachers' experiences

This paper arises from the context of a compulsory first year General Education module (taught at Durban University of Technology) which addresses social issues such as gender, violence and diversity. The module, which is primarily aimed at producing a deepened sense of self-understanding and social interconnectedness, encourages students to recognise and challenge

various constructions of “self” and “other” in the context of a diverse and divided society. Students are actively encouraged to draw on, and share, their personal histories and lived experiences as part of this process. In the South African context, where inequality, poverty, violence and illness prevail, these narratives are often very harsh. This paper uses a combination of auto-ethnography and phenomenological qualitative methodologies, as well as the theories of vicarious trauma, transference and counter-transference, transformative pedagogy and structural violence to critically reframe understandings of violence in the classroom through an in-depth exploration of the experiences of facilitators working on this module. By analysing the “critical moments” of trauma and transformation experienced by these teachers, this paper hopes to provide a framework for understanding the critical dialectic which arises between the risks of teaching on such sensitive topics and the possibilities of positive transformative learning that stem from these potentially violent moments. Furthermore, this paper highlights the implications that this has for developing appropriate teaching materials and methods, as well as the forms of training that would provide effective preparation for facilitators commencing or engaged in teaching on sensitive topics and support them in facing the challenges such work entails.

Keywords: vicarious trauma; structural violence; transformative pedagogy; critical reflection.

Quinn, L and Vorster, J

Decolonising curricula through making connection

Despite the discourse of curriculum transformation having been prevalent in higher education since 1994, little has been achieved. It took the student protests of 2015/6 to foreground the much stronger discourse related to the need for universities to counter the negative effects of colonisation on curricula. Following from a paper in which we interrogate what the ‘decolonial turn’ means for academic staff development (Vorster & Quinn 2017), this paper, examines two theoretical and conceptual frameworks which academic developers could offer to lecturers to encourage them to reflect critically on their current curricula. The first framework *Decolonizing The Mind*, developed by scholars from the International Institute for Scientific Research identifies five dimensions in which the effects of colonisation are evident in previously colonised spaces ([http:// www.iisr.nl/en/over-dtm/](http://www.iisr.nl/en/over-dtm/)). The dimensions are: the geographical, the social, the economic, the political and the cultural. In the paper we suggest ways in which these dimensions can be used as a starting point for adopting a decolonising gaze in relation to curricula; how they might be used to question the extent to which the curriculum serves or challenges the fact and the effects of each of the five dimensions. The second framework builds on work done by the University College of London on Liberating the Curriculum. It is underpinned by the idea of *making connections* (Fung and Carnell 2016; Fung 2017). The core principle underpinning the connected curriculum is that students learn through research and enquiry. The framework offers a number of areas in which connections can be made which, we argue can contribute to countering the damaging effects of coloniality evident in some curricula: 1) connections to research and knowledges beyond the traditional canons; 2) connections between

the knowledge and pedagogy in a course to the lived realities of students; 3) connections which will enable students to navigate a supercomplex and ever changing world; 4) connections to a range of places, people and societies, including to students' local communities and beyond. The frameworks will be outlined and suggestions for ways in which they can be used as strong theoretical and conceptual lenses by both academic developers and academics for critically interrogating current curricula (including pedagogies and assessment methods) and to reimagine curricula more appropriate for universities at this time and in this place; curricula which show real concern for all our students' well being; curricula which prepare them for 'the intensely local and the intensely global' (Bawa 2017) world around them.

Keywords: curriculum development; making connections; decolonising the mind, transformation

Rambharos, S

Integrated Learning and Assessment Projects: Reimagining Assessment, Crossing borders

Increasingly, it is essential that graduates possess not only high-level technical skills but also a wide range of qualities and attributes such as interaction, criticality, resilience, integrity and engagement, as well as the capacities to cope with complexity, uncertainty and newness (Barnett 2014). Graduates need to be flexible people able and willing to respond to a future that we cannot predict. Therefore, Higher Education curricula and pedagogy must be designed to promote student success and advance the intellectual, psychosocial and emotional growth and wellbeing of our students (DUT 2017). Academics then are required to develop curricula that address issues of human, cultural and language diversity; complexity of disciplinary and personal knowledge; that allow for a re-imagining teaching, learning and assessment methodologies.

The implementation of Integrated Learning and Assessment Projects (ILAPs) offers an innovative learning, teaching and assessment methodology that influences students' behavioural, cognitive, and emotional engagement. Underpinned by Harden's (2000) framework for integration, integrated projects have the flexibility and capacity to be multi-/inter-/trans-disciplinary and to accommodate the challenges presented by the diversity of students' capacities and resources. Students are engaged in authentic learning experiences based on the professional practice of their discipline. ILAPs promote the development of higher-order thinking skills, problem solving and creative thinking because students are required to act as a team of professionals and face challenging problems, with insufficient information and to generate possible solutions within a tight deadline. This follows from (Kraak 2000: 15) that knowledge is problem-oriented; it attempts to solve problems by drawing on multiple disciplines (crossing borders), which interact in the real-world contexts of use and application, yielding solutions and new knowledge which are not easily reducible to any of the participating disciplines.

The design of integrated projects therefore, is a complex process that needs to be structured and systematic. Academics need capacity development in the practice of ILAPs not just an exposure to the theoretical concepts. At the Durban University of Technology (DUT), I have been developed a series of activities and workshops for the design of ILAPs that includes the theoretical underpinnings

of project based learning, the conception of the project and the development of the instructions and marking rubrics. The workshops are also intended to assist academics with overcoming the difficulties of negotiating different ways of doing things “across borders”, e.g. facilitating learning and stimulating students to think critically by asking questions and providing tools rather than telling them exactly what to do and dealing with the uncertainty of also not knowing the answers.

In this paper, I interrogate the development of two ILAPs in the Department of Management Accounting at the Durban University of Technology as an exemplar of an innovative learning, teaching and assessment strategy aimed at ensuring student success within a local context for a globalised work environment. I critically reflect on the facilitation, outcomes and responses to a series of activities and workshops designed for the development of ILAPs.

Keywords: Integrated assessment projects, reimagining assessment multi-/inter-/trans-disciplinary, crossing borders

Rambiritch, A

A social justice approach to providing academic writing support

The value of the support provided in a writing centre, previously considered a largely North American creation, is well documented today, in literature internationally. From Olsen’s (1984) contribution on the theory and administration of a writing centre to North’s (1984) seminal article proclaiming the need to create better writers, not better writing, Harris’s (1986; 1995) contributions on ‘conversations’ and Archer and Richards (2011) contribution on writing centres here in South Africa, not much has been left undocumented about writing centre work. However an area largely untouched has been how to actually implement social justice principles in the context of a writing centre. Of course, in many of the articles on writing centre support the mention is made of the fact that writing centre work is social justice work, that, the “writing centre aims to promote and facilitate access to higher education, within an ethos of social justice and national redress” (Archer, N.D.), and that “social justice and the democratization of higher education have always been part of the mission of writing centres (Trimbur, 2014:67 quoted in Archer) without fully defining the nature of the actual principles of this ‘social justice’. It is hoped that this paper makes a contribution in this regard. The paper begins by looking in detail at the concept of social justice, before identifying particular principles of social justice that can be applied to the support provided in a writing centre. Justification for this study stems from the need to see these very issues, not as abstract concepts or as discussion tools for the experts who make important decisions, but equally importantly to determine why and how these can be applied in practice in the writing centre. My concern here is that so much talking, writing and policy implementation takes place above the heads of those of us working in the field. What would be really valuable would be for those of us on the ground to be able to practically apply these principles to our teaching and/or the support we render in higher education. Issues related to providing a socially just education to our students cannot remain abstract concepts in policy-documents. A truly socially just education system happens practically in the classroom, in our curriculum, in our assessments and in the everyday support we provide to our students.

Rathilal, S

Unravelling the conceptions and complexities of Numeracy in Higher Education

The HELTASA 2017 conference call aptly highlights the connection made by Harward (2016) with higher education and well-being as “being important to the students, educators, institutions and the democratic society” in their/its unique role of advancing the personal, professional and civic role of its programmes and graduates. Hargreaves (2011) draws our attention to the “fourth turning” which he claims is a time for great transformations and opportunities although it arises from a state of disquiet and disruption. The challenge is that the actions of transformation in higher education needs to build on what is known and at the same time needs to attend to the development of personal integrity, social democracy and human decency while still advancing economic advancement and prosperity. This is a tall order. It is argued that a numerate society can help this agenda since it is seen to contribute to social justice, economic empowerment, environmental sustainability and critical citizenship. Weist et al (2007) assert that sound numeracy practices can ‘enhance individual and collective living in areas such as health, education, finances/economics, politics and social action’. The said authors also state that these practices are ‘closely linked to the quality of personal, vocational and civic life’. The challenge lies in identifying what is numeracy, and how can higher education embed its development in curricula. In this paper I explore the conceptions of numeracy, their underlying philosophies, and the dynamics/factors that influence the development of numeracy within three institutional modules at my institution. The three modules form part of a suite of general education modules that have been introduced at DUT as part of the curriculum renewal project (CRP). The research was undertaken using a qualitative approach. It involved an examination of course documents (module descriptors, study guides, facilitators’ guides, materials and assessments). Karl Maton’s Legitimation Code theory formed the methodological and analytical framework for the study. Two of the five dimensions of LCT were used to unpack the organizing principles of these modules. These were:

Specialisation: focuses on what is considered legitimate knowledge and how we get to know it and who are then the legitimate knowers in the field.

Autonomy: focuses on an analysis of the level of external influences on the field and who “runs” the field.

The findings highlighted the different organising principles. For example one module appeared to value knowledge, and the other also placed importance on dispositions indicating a particular knower. Although all modules were responding to the development of numeracy among graduates they were underpinned by different legitimating principles. This has huge implications for curriculum design, curricula choices and pedagogy. The dimension of autonomy provided possible insights on why this difference existed and a review of the literature within this framework highlighted the some factors that were possibly influencing curricula choices. From this review it became evident that all modules were addressing the issues of transformation from very different understandings and therefore lead to different numeracies. The findings suggests that if numeracy is crucial to the transformation agenda of higher education it needs to be developed through the curriculum so the different purposes can be addressed.

Keywords: Numeracy, Higher Education, Legitimation code theory, curriculum

Richards, Z and Oliphant, B

Understanding learner perceptions in the FET phase of eligibility and readiness for Higher Education

There is inadequate evidence that only academic accomplishments for learners from marginalized communities will result in both University eligibility and readiness (Conley, 2017). This paper explores the theory of capabilities proposed by Conley (2017), as part of a three-year pre-university programme and suggests that University readiness has to be mediated through a structured intervention program to facilitate access to higher education. In a context where schooling does not prepare learners adequately for university it is important to understand what perceived gaps learners identify or self-identify using Conley's (2008) multidimensional college readiness module. This perspective is important to assist in identifying the types of learning exposure required to close the transition gap to Higher Education. The methodology will be grounded in an interpretivist epistemology. The study employed a quasi- experimental method and both quantitative and qualitative techniques were used in the analysis, namely: linear regression, Qualitative Data Analysis (QDA) and Factor Analysis. The university readiness evaluation form was developed to evaluate learner aspirations, as well as their perceived level of university readiness. The university readiness questionnaire included personal development questions (related to the different components encompass university readiness) and questions regarding the learners' aspirations, which included responses to, questions pertaining to future academic and career plans and motivations. In total one hundred and two Targeting Talent program (TTP) learners completed the questionnaire for a period of three years. A questionnaire was also developed to track their activities in the fourth year. To properly interrogate the data, 'sentiment means' generated from Likert scale questions were analysed. The findings indicate that the majority of TTP learners seem to possess the Key Cognitive Strategies, Key Content, academic behaviours and Contextual Skills/ and Awareness required for them to succeed at a higher education institution. The implication for TTP as a structured intervention is that facilitating university readiness beyond the primary focus of university eligibility is a critical component to facilitating access and parity of participation in Higher Education. The variables proposed by Conley (2017) as defining university readiness (Key cognitive strategies, Key content, Academic behaviours and Contextual learning) all seem to increase in the second year (grade 11) and steep a little lower in the third year (grade 12).

Keywords: Access; Success; University Readiness; Eligibility.

Riley, A and Birkholtz, C

Leveraging Assessment FOR LEARNING and AS LEARNING to improve student engagement using a blended learning approach

Although assessment of student learning is a familiar concept, the definitive purpose of a specific assessment is contextually dependent on the purpose for which the assessment is intended. One might argue that assessment tools have traditionally focused on the assessment *of* learning, assessing students summatively as a means to gauge the extent to which the student has grasped taught concepts. However, reliance on Assessment *of* learning as the primary assessment tool leaves little room for intervention, targeted consolidation and student support. Authors William (2013) and Gibbs (1995, 2010) highlight the role of assessment as a mechanism to leverage learning in a pedagogically sound manner, by focusing appropriate time-on-task. William (2013) argues that assessments should therefore be crafted in such a manner so as to engage students in their learning, utilising assessment tools as a learning tools. Increasingly lecturers are faced with limited contact time, large classes and at risk students. Each of the aforementioned factors impact on the type of teaching and learning which can happen in the context of oversubscribed and underprepared contact institutions. This paper takes the form of a case study and assesses the implementation of two assessment strategies both *as* and *for* learning in a second year group of Commerce students at a small university in the Eastern Cape. The sampling technique for this study was purposive in nature and the sample population comprised of 164-second year students. Participant lecturers made use of two different assessment methods to leverage learning of the students drawing on Chickering and Gamson's (1991) principles of Good Teaching Practice. The first assessment method being online tutorial tasks and the second being peer assessment tasks with a view to improve student engagement and enhance epistemological access to the course in question. The student assessment data was collected through the institutional LMS, while data on student experiences of these specific assessment initiatives were collected through qualitative questionnaires. In order to effectively triangulate the data, personal interviews were also conducted with participating lecturers. The data was managed and analysed using NVivo software with a view to identify emergent themes in the data set. Results revealed an increased level of ongoing engagement through the regular online assessments whereby the feedback loop was immediate and fostered learning through focusing appropriate time-on-task and prompt feedback, similarly, the introduction of peer assessment fostered critical engagement by focusing time on task, encouraging active learning and cooperation between students, while both assessment methods communicated high expectations. Experiences of both lecturers and students were generally positive and revealed possible areas for improvement for further iterations of enhanced assessment strategies in the course.

Keywords: student engagement; assessment strategies; blended learning; assessment for learning; assessment as learning

Romano, N

Wings of change – contingencies, the curriculum and social justice in South African art history higher education

The paper draws on a post-constructivist perspective of the 'living curriculum' (Roth 2014) and the 'becoming curriculum' (Sellers 2014) to explore the generative possibilities of a contingent art history curriculum that responds to the South African #feesmustfall movement's call to decolonise the academy. By interrogating the intra-action (Barad, 2007) between curriculum, pedagogy and student's lived experience I point to strategies that support students' transition into the first year experience in the university. Located in the foundation course of the Faculty of Informatics and Design at the Cape Peninsula University of Technology, the case study describes and analyses a pedagogic intervention that diffracts artist, Sithembale Mzezane's performance entitled *Chapungu—the day Rhodes Fell* through the ancient Greek statue of the *Winged Goddess of Victory*, in order to disrupt the Eurocentric gaze – and its concomitant notions of progress, victory, and superiority – through the lens of contemporary artistic production in South Africa. To begin, students are divided into small groups to compare the above artworks, and in so doing; begin to investigate the relationship between art and power, the performative role of art in relation to power, and the representation of the female body. Thereafter, students explore how Mzezane's performance reveals how arts-based practices can offer transformative possibilities for social change in contemporary South Africa. After reporting back to the large group, students are assigned a written task that seeks to uncover their subjective understanding of decoloniality and invites them to offer suggestions that could strengthen the decolonisation movement and build social justice. This task is challenging for many students who were not encouraged to think creatively during their experience of secondary education and, after reassurance that there are no 'right' or 'wrong' answers, they begin to understand through praxis, that higher education offers them the opportunity for embodied and creative learning that is open-ended, nomadic and affirmative (Braidotti 2013). The inherent paradox of working within the paradigm of western art history whilst trying to dismantle Eurocentric cultural dominance is in keeping with critical feminist concerns of working with difference(s) differently (Thiele, 2014). In particular, I engage with Haraway's (2016) notion of 'becoming-with' and 'staying with trouble', and Ettinger's (2006) concept of matrixial trans-subjectivity to show how the re-presenting of non-innocent and ambivalent pasts material discursive entanglements with art history affect teachers and learners becoming. I conclude that the ongoing iterations of the past that continue to intra-act in the present, affirms the generative potential of a contingent art history curriculum that offers possible ways forward for higher education in South Africa.

Keywords: feminist pedagogies; becoming-with curriculum, critical post-humanism, material-discursive practices, the first year experience

Romano, N

Voice-overs: exploring the role of the narrative in developing design students' agency and voice within the academy

The South African #feesmustfall movement's call to decolonize the university and develop an African epistemological curriculum has opened up new possibilities for the teaching and learning of art history in higher education. Located in the Extended Curriculum Program (ECP) of the Cape Peninsula University of Technology's (CPUT) Faculty of Informatics and Design, the paper adopts diffractive analysis as a strategy with which to disrupt the Eurocentric gaze by foregrounding learners' subjective narratives in relation to artefacts so as to engage academic literacies in meaningful ways (Barad, 2007). Drawing on a series of lessons structured around the history of Ancient Greek vase painting, the case study explores how the intra-action between the contemporary and the ancient generates a productive space in which students can identify themselves as creators of knowledge, as they reflect on their own lives as young adults in South Africa whilst inscribing their stories onto the ancient vases. (Haraway, 1988) The paper attempts to disrupt the hierarchical relationship between teachers-as-knowers and students-as-learners, by adopting diffractive pedagogical practices of teaching and learning that bypass the binary, the fixed and the linear, thus revealing how the educator's task moves from the epistemological and ontological (Barnett, 2009) towards that of the ethico-onto-epistemological, through the engagement with material discursive practices. (Barad, 2007) Concerned too, with the particular complexities of history of art and design pedagogical praxis, the research highlights how, in addition to developing reading and writing skills, design students need to learn how to critically decode our visually dominated world by learning to both read images, and write about them. With this in mind, the paper explores the limits and possibilities of narrative writing as a strategy to develop students' voice (both visual and written) and agency within the academy. Through close consultation with students, the research focuses on bridging the gap between personal narrative (both written and visual) and academic writing, by analysing the role that personal narrative plays in developing academic writing skills. While students examine the similarities and differences between their written and visual stories, they come to understand how images "speak" and words "reveal". Moreover, as the capacity of the vases expands to contain both the ancient and the contemporary, they become markers through which students begin to position their subjectivity in relation to the academy. Through interweaving threads of matrixial theory (Eanger, 2006) and post-humanist agential realism (Barad, 2007), new thresholds of interconnection, co-existence and becoming offer ethico-onto-epistemological possibilities for design praxis in a differentiated world (Thiele, 2014).

Keywords: agency; voice; feminist pedagogies; ethico-onto-epistemological; history of art and design prax

Samosamo, M G and Hlubi, S V

The Inclusion of Students with Visual Impairment: Perspectives of Facilitation in Higher Education

The inclusive education initiative is a global movement towards providing quality education for all. For a long time, the South African education system was heavily skewed in favour of students who were considered to be able. Gradually, the system has changed and South Africa has developed a policy regarding the provision of inclusive education, which is laid out in Education White Paper 6 (DoE: 2001). The scope of this policy attempts to address the diverse needs and accommodate all students in one inclusive education system with an explicit section on the rights of students with disabilities. The policy allows students with disability to enjoy equal rights and opportunities already vested in them by the Constitution, as they would receive the same education in the same educational environment. However, the same cannot be said about students with visual impairment in higher education institutions. While the changes as such are still becoming defined, Higher education institutions are called upon an adoption of full requirements of inclusive education. In approach to broaden and widen participation of students with visual impairment, Vaal University of Technology belatedly have recruited individuals representing students with visual impairment to support their inclusion. This encourages facilitation to wider participation of these marginalized groups within the institution. This study determines how the practice/concept inclusion of visual impairment is conceptualized at VUT by lecturers. The aim is to contribute to the identification of the barriers to and the facilitators of inclusive education for students with visual impairments. This study is qualitative in nature and will use VUT Disability Unit as a case study; the objective is to obtain facts and opinions about a phenomenon. Data collection will be done using participant observation methods and structured interviews to be transcribed. The results will be analysed for emerging themes. The concluding section will consider the implications of the findings and recommendations will be made on emerging themes for consideration.

Keywords: Inclusive education, disability, visual impairment, and facilitation.

Samson, S; Hutchings, C; Hunma, A; Thesen, T; Goolam, T and Van Der Merwe, M

Writing the self: Reflecting on the process of adapting postgraduate writing courses for socially just knowledge-making practices

In this paper, I will reflect on the initial stages of a collaborative project that seeks to embed an existing online postgraduate writing course in two sites. One of these sites is an equity programme, which seeks to support black students as they pursue PhDs in the Humanities by offering fellowships comprising of academic and financial support, international exchange, and mentorship. I write as a member of the research team behind the collaborative project, a faculty member, and as a student

who was awarded this fellowship nearly 12 years ago. A key component of the collaborative project is to use design based research (DBR) to surface students' experiences of dominant writing practices, and in partnership with staff and students create spaces of engagement and questioning around the relation between forms of writing and issues of epistemology. As a collaborative project the extent to which I am centred in this paper could be problematized. As a project that centres social justice, writing, and knowledge making, I believe that writing about and through my positionality is an essential movement without the broader project, not as a framing device but a theoretical lens. Writing the self is an issue of wellbeing – considering how I come to writing and theory, to notions of justice, and how I experience them, what they allow me to do. Silence around this potentially masks the extent to which this experience, or the experience of this silence, is a collective one. I use my positionality as a lens through which to consider our steps thus far – broadly reading and gestures around theory and method, the framing the existing course, and initial attempts to understanding the contexts. The initial theory used was Nancy Fraser's framework for social justice. I consider this in relation to issues of epistemology – the complexities within and between ways of knowing and an entry point for me to research and write from within. My positionality was a factor in being awarded the fellowship. I cannot engage in this site without bringing this experience. Using memory, work by Boaventura de Sousa Santos, bell hooks, and the knowledge I cannot name I consider these tensions and ask whether they can be used productively within a collaborative project. I ask whether these tensions are in fact essential when we consider that all knowledges are incomplete and offer partial accounts. If we are considering justice and writing practices, means by which knowledge is generated and accessed, then this consciousness must be reflected in the research process itself. This process of self-expression is therefore essential for a collaborative project composed of multiple bodies, positioned by inequality, in ways we should not individuate. It therefore becomes a means of working towards my own wellbeing and the dangers to the wellbeing of others if I were not to do so.

Scholtz, D and Bester, M

Project-based learning: a promising workplace-based learning opportunity

One of the key characteristics of occupational and professional education is the incorporation of work-integrated learning (WIL) as a means of relating theory to practice where students are challenged to draw on theoretical principles to deal with workplace dynamics and solve problems within an actual work environment. While workplace-based learning (WPBL) was generally considered to be the default modality of WIL for diploma programmes of study, the recent curriculum revision process revealed a shift from workplace-based learning to project-based learning (PJBL) as a WIL modality in the majority of qualifications across faculties at the Cape Peninsula University of Technology. The revised Higher Education Qualifications Sub-Framework (HEQSF) (2013) provided an opportunity to review and revise long-standing convenor technikon curricula for national diploma qualifications and it was to this end that PJBL was incorporated. This presentation captures the dynamics of two inter-dependent transitioning processes, namely a

transition from workplace-based learning to project-based learning, and project-based learning as an alternative learning experience to prepare students for the transition into the world of work. This study focused on four diplomas in four different faculties and explored how staff in these departments conceived of WPBL, the reasons for the shift to PJBL as the WIL modality and what the intended outcomes of WIL would be for the revised diploma qualifications. Professional knowledge systems within a WIL approach, i.e. shifts in thinking and practice from the academic field to professional practice informed the change to PJBL as WIL modality. Semi-structured interviews were conducted with the Curriculum Officers in each of the diplomas to establish the rationale behind the shift to project-based learning as well as how the project-based learning experience will be structured to facilitate learning in and outside the workplace. Curriculum Officers are representatives of each department who participated in capacity-building initiatives on curriculum and were instrumental in facilitating the diploma curriculum revision process in their respective departments. The interview data were subjected to content analysis to extract themes that emerged based on the core questions of the interview protocol. Curriculum documents were analysed to determine whether interview data could be validated with documented evidence. The third generation of activity theory components provided a theoretical lens for data analysis and discussion, and how this related to the two inter-dependent transitioning processes. The findings showed that all departments were of the view that PJBL would provide an improved and more effective learning experience, but attention to detail as to how PJBL would be operationalized were scant. Although PJBL holds the promise of positive change as a WIL modality, the absence of project details, how and by whom the project will be assessed and what the role of the supervisors/employers would be, might scupper any successes envisaged. Since this shift towards project-based learning is groundbreaking given the legacy of WPBL in the final year of study in diplomas, this study will provide insights into the merits of current and future WIL practices at CPUT.

Keywords: Project-based learning; workplace-based learning; vocational education

Sefalane-Nkohla, P; Mtonjeni, T and Katiya, M

Misrecognition of writing centre as a learning space

The act of writing is more complex in higher education. Writing is a central process through which students learn new subject content and gain discipline-specific knowledge (Lea & Street 1998). Each discipline is a social space within which students need to learn and master the unique 'ways of understanding, interpreting and organizing knowledge' (Lea & Street 1998) in a particular discipline, referred to as Discourse (Gee 2001). In order for students to become members of a particular community of knowledge, they are expected to become proficient in that particular discourse. Writing Centres play a pivotal role, albeit sitting outside of the disciplines, in developing the students' agency in learning and writing academically appropriately. Nonetheless, Writing Centre is often misconstrued and misrecognised as a learning space. This study investigated the students' perceptions and assumptions about the Writing Centre as a learning space in a university of

technology. In higher education, writing has to be mediated for it to have a positive effect on students' academic performance. Mediation for learning and navigation of genres are high impact practices, with which, the Writing Centre encourages students to interrogate their learning styles and writing challenges. Such work is transformative, as it contributes toward shaping the students' intellectual, linguistic and creative capacity. The study employed mixed method approach. Students speaking English as a second language that access the Writing Centre services at our university were targeted. Data was collected by means of questionnaires and document analysis from 25 first year, 25 third year and 20 B-Tech students from different faculties. Six pre- and post-Writing Centre intervention scripts were analysed as per level of study. 72% of students were sent to Writing Centre by their lecturers; 12% referred by friends; 16% self-referred themselves. The services that ranked high on request was editing and proofreading, followed by referencing, essay writing and presentation skills. Although the students initially viewed the Writing Centre as a "drop and collect later" or "a place where you go and get your language problems fixed" feedback from the questionnaire indicates an attitudinal shift after visiting the Writing Centre. The students' perception about the service received: "... the Writing Centre has been very helpful toward improving my writing. Should have gone there much earlier"; "feedback is always too much and I ignore some of it", "the Writing Centre people make you start all over", "... just needed a stamp but ended up learning more", "your work is never good enough with them, but they helped me study more effectively". Scripts analysis revealed that the students struggled with the interpretation of questions, the writing of authoritative introduction, argumentation and referencing. Moreover, students cannot effectively and sufficiently make use of the connecting words (discourse markers). The students' writing improved after mediation and consultation with the Writing Centre. So, misrecognition of Writing Centre as a learning space thwarts the appreciation of its transformative potentiality, delays the development of students' argumentation capacity and hinders the possibility for students' independent learning agency.

Keywords: Writing Centre, misrecognition, students' perception, writing, learning space.

Sehlapelo, H

An exploration of perceptions of student well-being through student feedback on the academic orientation programme

Even though there has been a substantial growth in enrolments in South African higher education since 1994, it largely remains a "low participation, high attrition system" (Fisher & Scott 2011). In addition, first - year high attrition rates are a reflection of the transitional/adjustment gap between high school and higher education. According to Hatch and Bohlig (2015), orientation programmes in higher education encompass various activities that facilitate learning in the transition journey, academic integration and social integration. Orientation programmes can also be viewed as curricular innovation designed to enhance the academic and social integration of first year students

by introducing them to a variety of topics, essential skills for success at university or a creation of a peer support group (CHE, 2014). This paper presents an analysis of student feedback data on the 2017 orientation programme in a research-intensive institution. The academic orientation of first-year students is considered a critical success factor in attaining one of the goals expressed in the university's strategic goals, viz; i.e. to increase access, throughput and success. This evaluation attempts to link variables such as satisfaction with communication, assistance with registration and choice of modules adaptation to university and feeling welcome to students' well-being. It posits that, even though the objective of the evaluation of the programme was essentially to obtain student feedback on wider quality aspects of the orientation programme, a closer inquiry into these can serve as proxy measures for the climate of the institution, student engagement and student's well-being. Therefore using the Tinto's longitudinal model of institutional departure, the author will identify the multiple interactions of the students with the institutions' academic and social system, formal and informal environment, highlighting how they potentially contribute to the positive (integrative) student experiences and negative (malintegrative) experiences. According to Tinto (1993, 2012) positive institutional experiences are strongly associated with persistence as they enhance intentions and commitments and vice versa.

Serekoane, M

Transcending discipline boundaries: crisis of academic identity for emerging scholars

The challenge of situating education wellbeing within the landscape of the academe is two pronged. First, if we accept the argument that transcending the discipline boundaries is imminent, the challenge of *academic identity* becomes inevitable. The politics of academic identity emanates essentially from recurring contestation on the university's core business of teaching, research, and community engagement (learning). The general acceptable default identity is that you become an expert in your subject field, in my case anthropology. Second, is to reconcile the stand-off between *discipline scholarship of teaching and learning (SoTL) scholar identity* versus *disciplinary scholar identity*. As it stands it renders academic identity incompatible. In line with the conference theme of reframing excellence. It is periodically worthwhile to step back and ask: "Why are we doing academic work? What are the reasons we are committed to the pursuit of such work?" I got confronted with the trajectory emanating from teaching for dissemination of discipline knowledge or teaching in order to advance learning, or both? My decision to do *both* meant that I had to develop and establish a pedagogical and instructional knowledge capital. A key factor emanating from my readings on becoming a scholar (not anthropologist) was an emergence of *academic identity* on the continuum ends of the *imagined* and *real*. Reconciling this binary is part of the challenge for emerging academics who are now seeking to understand and manage the assumed default discipline academic identity that has become characterised by *fluidity*. In addressing the lacuna of scholarly development, literature refers to the importance of using lecture halls as sites of research important for conducting and promoting the dissemination of pedagogic research. This

paper argues that there is a need to review a traditional academic identity and its relationship to teaching, and suggest development of operational nexus as imminent. The paper will discuss reasons for this and considers the implication for transcending the discipline boundaries. It posits that converging the role of research and pedagogy will prepare lecturers for a higher education institution that is characterized by uncertainty, complexity and plurality. Espousing both auto-ethnography and hermeneutic phenomenology research approaches, the purpose of this paper is to share lessons from my journey and that of colleagues from the SoTL groups on transcending discipline boundaries and the subsequent implication on academic identity through the lens of troublesome knowledge (threshold) (Perkins, 1999) and liminality (Meyer and Land, 2005). It is my argument that the tension between discipline specific research and SoTL can find interconnection through espousing *pedagogic scholarly practice*. This will mean an establishment of the scholarship of teaching practice that is characterized by *curricular knowledge, instructional knowledge* and *pedagogical knowledge* (Cranton and Kreber, 2000). The position formulated here calls for a reflexive pedagogy (cf. Comaroff critical estrangement) and epistemological shifts suggested by a scholarly teaching approach that advances an integrative SoTL identity. It is clear from my journals, vignettes from colleagues and the literature of identity development that academic identity construction is informed by the larger context one inhabits (Lave and Wenger, 1991) and through interplay with one's peers (see Shulman community of practice).

Keywords: academe, anthropology, academic identity, liminality

Serekoane, M

Exploring and locating social benefit as an emerging SoTL perspective: lessons from the application of pedagogic content knowledge

The current discourse debate suggests that the value and purpose of higher education training is neither fully appreciated nor adequately affirmed, it remains a challenge. Concerns are raised on the role of academia especially in the everyday reproduction of the epistemological order of the west (irrespective of, among others, the emerging theoretical position of the Comaroff's theory from the South, SoTL in the global South)? The role that the establishment of the national institute of the humanities and social science in mitigating this pattern and impact remain unclear. Other recurring questions are why universities are not making humanities and social sciences graduates relevant to the market and to South Africa need for civic responsive citizen and educational leadership? This question raises an issue of the commercialisation and co-operation of the university, which in turn compromise the *social purpose*. The recent publication from UNESCO (2015), challenge us to take a more collectivist view in *rethinking education: towards a global common good*. This publication reiterates South Africa's DoHE White Paper (1997) (now Department of Higher Education and Training) calls for education underscored by fundamentals of our common humanity among other things:

A humanistic vision of education and development, based on respect for life and humanity, equal rights, social justice, national and international solidarity and shared responsibility for a sustainable future

If we are unable to translate critical social issues into educational output, we can accept that our educational project is failing South Africa, in particular the Free State Province (Lis Lange, 2016, public lecture for rectorship post). I imagine the goal of this process to educate students of today to be responsible South African citizens – mature adults who embodies the principles of civic humanism, uphold the values of participative democracy, redress persistent social injustices and engage successfully in dialogue and deliberation with people from different social, political, ethnic and racial backgrounds. Nussbaum (2010) deem this critical for a democratic country particularly for South Africa young democracy. This will be possible if the teaching agenda advances both communicative and emancipatory learning outcomes. In addition to Kreber & Cranton (2000) scholarship of teaching perspectives, my aim is to investigate and present *social benefit* as an emerging SoTL fourth perspective. I advance an argument that situates this as university practice underscored by SoTL. The implication is that higher education and training prioritise through educational programmes graduates attributes that will add value to the democratic project. Firstly, and in line with the *White Paper*, that the university re-examine how its core functions can translate to a role that explicitly contribute towards transforming societies. Secondly, that we ask the question of contextual curriculum *relevance and responsiveness*, across faculties but in particular, in the humanities education. I assert that if this is to mean anything we cannot avoid the questions of *epistemological shifts*. Thirdly, that we review our *pedagogical dispositions*, align them with institutional structures, strategies and practices and its societal impact.

Keywords: SoTL, pedagogic content knowledge, social benefit

Sesheba, L; Nicolaou, G; Reeves, M M; Richards, Z

Exploring the lived experiences of Targeting Talent Programme (TTP) alumni during their first year of university: A phenomenological study

The transition from high school to university is often met with various personal, academic and financial challenges and changes. In order to effectively cope with these new experiences, adjustments would need to be made. Furthermore, students who fail to adjust are susceptible to failing their courses or dropping out of university (Meyer & Marx, 2014). In light of this, pre-university enrichment initiatives, such as the Targeting Talent Programme (TTP), aim to contribute to alleviating these challenges for students entering university. Specifically, the TTP recruits high school learners with academic potential and provides them with the necessary support for reaching their academic goals, whilst facilitating their access and adjustment to university. This paper will explore the lived experiences of a group of TTP alumni as they navigate their transition into university. The study will make use of a phenomenological approach to explore the academic, social,

and psychological experiences of first year students at the University of the Witwatersrand. In particular, the study will seek to understand commonalities and differences in the lived experiences of two groups of students; those who participated in the TTP during their high school years, and those who did not participate in any such pre-university programme. The participants within each group will be purposively selected to meet a set of criteria pre-determined by the research team. These criteria are as follows: The participants are to have completed Grade 12 in 2016, and be enrolled in their first year of university in 2017. The participants will also consider the race, gender, socio-economic status, home province and faculty of study of the participants so as to match the two groups accordingly. Data will be collected using separate focus groups for the two participant groups, and will be analysed using Interpretative Phenomenological Analysis (IPA) (Frost, 2011). The implications of this paper are threefold. Firstly, it contributes to the literature related to the experiences and challenges faced by students when navigating their first year of university. Secondly, it serves as a form of evaluation for the effectiveness of pre-university programmes, like the TTP, in adequately preparing students for access and efficient adjustment to university. Lastly, it highlights the importance of universities' involvement in such pre-university enrichment initiatives, and further support for students throughout their university experiences.

Keywords: First year experiences, interpretative phenomenological analysis, pre-university programme, academic success

Setilo, T and Sekonyela, L

An opportunity through access: tracking a cohort of Economic and Management Sciences student through their degree studies

Broadening access to higher education in South Africa, where the vast majority of citizens live in poverty and more than 50% of youth is unemployed, is crucial. The premise is that a higher education qualification will lead to secure employment and turn around the cycle of poverty that many families are trapped in. However, the reality is that equitable basic education is still a pipe dream, with the legacy left by apartheid still evident in overcrowded and under-resourced schools, which, in turn, obstruct access to institutes of higher learning. In order to transcend this barrier, many universities found innovative ways to widen access and participation. One of the ways in which the University of the Free State is addressing access is through their University Access Programmes (UAP), offered to deserving school leavers who neither meet higher education mainstream- nor extended degree access requirements. One of these programmes is in Economic and Management Sciences, and it affords successful students the opportunity to access degree studies in either Commerce or Administration. One of the key strategies leading to the success of the UAP is its teaching and learning approach, which has evolved from a lecture-based learning approach to a resource-based, student-centred learning approach. This resource-based learning approach, rooted in The Social Constructivism Theory of Learning, as developed by Lev Vygotsky,

emphasises collaborative learning, and informs the curriculum design and teaching and learning practices that assist students with achieving success in the UAP. It furthermore equips students with lifelong learning skills applicable beyond the UAP. The purpose of this paper is two-fold. Firstly, it presents the innovative Teaching and Learning practices and interventions offered to the UAP students through the case of the 2014 intake cohort, both during their access year on the UFS South Campus, and during and after their transition to degree studies on the Bloemfontein Campus of the UFS. Secondly, it presents the results of research conducted to track these students' academic progress and successes from 2014 to the present. This research is being conducted by analysing institutional data on these students' results, compared to the results of students in mainstream and extended degree studies. The quantitative findings will be complemented by a thematic analysis of these students' responses during focus group interviews. The aim is to understand students' perspectives on their successes and well-being, and the role played by the UAP's resource-based learning approach, and subsequent interventions during their degree studies, in their academic progress. This mixed-methods research approach should shed light on the efficacy of the practices championed by the UAP in increasing the potential of access-level students for success in further degree studies. Preliminary analyses of the quantitative data suggest a relatively high academic success rate among the cohort in question. The qualitative data will provide insight into the trials and tribulations of the students, and the possible influence that the UAP had on their academic journey. We hope that this study will lead to the further refinement and development of current practices in the UAP during and after the transition to degree studies, in order to enhance access-level student success even further. We are convinced that the insight gained through this study will not only guide the UAP programme, but also role-players in the mainstream and extended degree programmes of the UFS towards improving the access and subsequent successes of students typically targeted by the UAP. We argue that by transcending the traditional boundaries of access to universities, the UAP programme at the UFS is reframing the understanding of excellence in terms of prospective students.

Keywords/ phrase: Student success; Access, Innovation in Teaching and Learning; Student tracking; higher education studies

Shabanza, K J

Socratic Inquiry and Student Success: Students Perceptions of Academic Writing Consultations in Small Groups

The recent students protests across South Africa have foregrounded issues of lack of epistemological access as well as the needs to decolonise the curriculum and offer more affordable higher education, as some of the reasons why large numbers of undergraduate students drop out of university. The high failure and dropout rates have been blamed mainly on the complex nature

of academic and disciplinary literacies, in comparison to high school literacies. As a result, a plethora of suggestions has been advanced by various research reports to promote student success and retention. This paper argues that the Socratic inquiry approach, if used correctly in the writing centre, could contribute to the efforts aimed at improving student success in their disciplines. It reports on the findings of an investigation into whether small group writing consultations facilitate the acquisition of generic and disciplinary academic conventions by students, particularly because it has been reported that the prevailing large class lectures and tutorials pose challenges for students. A questionnaire was administered in 2014 to a sample of hundred students, who had visited the writing centre with an assignment and participated in a small group writing consultation, and to twenty writing consultants, who led the consultations, and in 2016 to hundred students and twenty writing consultants. The findings showed that the Socratic questioning approach used by the writing consultants afforded the students a rare opportunity to explore, through varying angles the academic and disciplinary texts, genres and conventions by literally 'playing with them'. The data emerging from the students' responses also showed that this type of inquiry empowered students to engage with, learn and practice these texts, genres, and conventions, in a more enabling manner than their large class lectures and tutorials. This study foregrounds the need for more research into the particular pedagogies of the individual and small group writing consultations carried out in writing centres, in a bid to render them more effective. It shows that, instead of being an almost impromptu practice, the small group consultation could utilise pedagogies such as the Socratic questioning, which could actually play a more significant role in empowering students for further studies and success in their disciplines.

Keywords: Socratic inquiry, student success, inquiry-based learning, individual writing consultations, small group writing consultation, academic writing, higher education

Snyman, M

Exploring the effect of recognition of prior learning (RPL) on postgraduate study

Recognition of prior learning (RPL) has been entrenched in key elements of national policies since 1994, along with transformation, equity, redress, lifelong learning and access. In view of the need for South African citizens to have their previous knowledge, skills and competencies recognised, RPL serves as a tool to enhance access to university studies. National policies for RPL not only provide a strong enabling environment for RPL within an open distance and e-learning (ODEL) context, but also support the transformation agenda within a changing higher education context. The presentation is based on research done to explore the effect of RPL on postgraduate study at an ODeL institution. Considering the academic demands of completing a master's or doctoral degree, it is relevant to monitor the success of students who gain access through the RPL process and to determine whether the RPL process adequately prepares students. In a qualitative constructivist

research inquiry, a case study strategy was employed. The research found that RPL candidates' prior learning, exposure to different learning contexts, informal research experience, personal attributes and support during all phases of the process influence their motivation to complete their postgraduate qualifications. Aspects of the RPL assessment approach are similar to the key aspects of the sustainable assessment model, such as self-assessment and reflection, which contribute to an assessment for learning approach. As a theoretical framework of the empirical research, the conceptualisation of RPL assessment was integrated into aspects of a sustainable assessment approach and the role of motivation in adult learning was also considered. For data collection, questionnaires were used. They were sent to both the RPL students and academics involved in the assessment. The data was analysed against the background of the conceptual and theoretical framework. Document analysis of the written feedback received from the questionnaires determined the main themes by using thematic analysis as an inductive and interpretive approach. The aim was to capture the perspectives and experiences of the research participants in terms of RPL for postgraduate studies. The value of the RPL process is that it serves to bridge the gap between diverse contexts of learning. Key to RPL as a student-centred approach is to consider the unique learner profile and prior learning of RPL students in both the assessment process and student support, which aim to contribute to success after access. Following a holistic approach to RPL, the process contributes to both personal and academic preparation for further studies. The mature students' wisdom and the wealth of work experience may enhance the relevance of research within higher education and will require a paradigm shift. RPL can contribute to transcending boundaries since it requires a reframing of student agency, consideration of diverse contexts of learning, forms of knowledge and alternative access routes.

Keywords: Recognition of prior learning (RPL) access to postgraduate studies in an open distance and e-learning (ODEL) context, student-centred support, sustainable assessment, prior learning

Subbaye, R

Recognising teaching on par with research in academic promotions: A case for epistemological participatory parity

In academia, career advancement refers to the hierarchical system of rank progression. Each step in this system often results in advances in status, improved job security and increases in remuneration and determines in large measure the representation of academics in different ranks from lecturer to full professor. There are differently nuanced ways in which to ascend this hierarchy, including academic promotion systems, staff appointment systems and peer recognition systems, depending on institutional policy directives, rank progression criteria and individual expectations and motivations. Arguably, a widespread view is that research productivity enhances promotion prospects to the professoriate and that teaching is not as important for rank attainment in universities. Hence the question this presentation explores is: does teaching play a role in academic promotions? If so, at what ranks and who benefits? Findings from a doctoral study (by publications)

consisting of five papers involving longitudinal and cross-sectional studies, comprising both primary and secondary data-sources and using quantitative and qualitative approaches point to the ascendancy of teaching in academic promotions and highlight the implications for women's rank attainment in the professoriate. Specifically, the findings show that the concurrent recognition of both teaching and research challenges the dominant norm of valuing only research, especially at research-led universities by activating epistemological participatory parity. In doing so, this concurrent recognition widened access to rank progression opportunities, enhanced the promotability prospects of more academics (especially women) with strengths in different aspects of scholarship and contributed to a more equitable gender distribution across all ranks. The multidimensionality of teaching evaluations and the nature of SoTL were shown to have transformative potential to re-envision the profile of the professoriate. Creating spaces where teaching is as influential as research in the highest academic rank (full professor) defies the dominant cultural norms and values of the academy, which are androcentric with research prevailing as the locus of knowledge production. Universities, especially research-led institutions in South Africa, need to reposition themselves to creatively confront and address contemporary challenges regarding student performance, decolonisation and curriculum reform and race and gender equity, among others. Hence, this presentation argues that recognising teaching on par with research in academic promotions triggers epistemological participatory parity in the rewards and recognition associated with rank progression, which in turn catalyses gender equity in the academy and consequently galvanises other participatory parities between how knowledge is being produced (beyond the current norms of disciplinary research), by whom knowledge is produced (gender) and what knowledges are being produced (Mode 1 versus Mode 2). The activation of multiple participatory parities in higher education policy and practice promises to disrupt the current status quo, which marginalises academic women in relation to their male peers and subordinates teaching compared to research.

Swart, A J

Quantifying the impact of a new SoTL programme in Engineering Education

A drive towards the establishment of various Scholarship of Teaching and Learning programmes at institutions of higher learning have been observed over the past decade. The primary aim of such programmes is to improve the teaching and learning process, which may be achieved by using the SoTL unicycle metaphor. The objectives of this unicycle are twofold: first, it outlines the process that academics need to engage in on a regular basis so as to remain grounded in SoTL; second, it may create awareness among non-participating academics of what SoTL really entails. The research question arises "What impact has the introduction of a new SoTL programme, explained by means of the SoTL unicycle, made in terms of the publications of faculty members in Engineering Education? The purpose of this paper is to quantify the impact of a new SoTL programme in Engineering Education, by primarily focusing on the publications of the current members that form

one spoke of the SoTL unicycle. Quantifying the impact of SoTL programmes involve considering many variables that are discussed in the paper. The discussions are grounded in the humanistic theoretical framework which asserts that learning about one's practice is a personal act in order to change one's own perceptions and actions. A case study (focusing on a new SoTL programme introduced in 2014 at the Central University of Technology) is used with quantitative data (number joining and leaving the programme along with the number and description of the publications over a 3-year period). Results indicate that, on average, for every 3 academics that joined the SoTL programme in Engineering Education at the Central University of Technology, 33% left within 1 year. However, the academics who stuck with the programme from its inception were able to increase their publication research outputs, with one staff member achieving 9 peer-reviewed full conference papers and 1 accredited journal article over a three-year period. The SoTL group has, to date, published 29 peer-reviewed full conference papers and 7 accredited journal articles within the field of Engineering Education. It is recommended that at least one faculty member from each department be represented in the SoTL programme, that will lead to more awareness being created among other departmental members of the impact and meaning of SoTL programmes. This programme is indeed crossing boundaries as it brings together academics from a number of different engineering disciplines who are striving to improve teaching and learning across the faculty.

Keywords: publications, promotion, reflection, practice, learning and teaching

Thomas, D

OER adoption at the Durban University of Technology: a library perspective

The Open Access movement has certainly grown in recent years, especially in the area of open educational resources. Open educational resources (OERs) have the potential to transform the landscape of teaching, learning and research and have in some cases already done so. Initiatives like the open textbook initiative as well as the OA2020 initiative, which focuses on 'flipping' the traditional journal subscription model toward an open access publishing model, are campaigns that draw attention to the adoption of OERs.

Declining resource allocation and the increasing cost of learning resources is having a detrimental effect. University textbooks have become so expensive that students are resorting to other means of getting the content, including sharing textbooks, photocopying the entire book or even finding alternatives. OERs have the potential to address this issue by replacing, improving or even supplementing existing resources. Although OERs have the benefit of providing a viable alternative to the high cost of textbooks as well as the option of repurposing content within a specific context, OER penetration is relatively slow in developing countries as compared to industrialised countries (Kanwar 2012). The Durban University of Technology (DUT) became a signatory of the

Berlin Declaration on Open Access in 2013 and as such principally agreed to open access at the University.

An investigation was conducted at the DUT to ascertain the extent of the adoption, adaption and authoring of OERs by DUT academic staff. It also attempted to identify the challenges or barriers that impacted on the same. This investigation considered the OER adoption pyramid framework (Trotter and Cox 2016) in understanding the reasons for the slow adoption of OERs at the Durban University of Technology. The survey revealed that the lack of awareness and training as critical contributors in this regard. In response, the DUT library adopted an engagement strategy with the Academic staff. Librarians fulfil various key roles as advocates, advisors, aggregators, finders and support providers. Roles that have particular relevance even with OER adoption. This investigation has provided a new focus to these roles and the library is embracing the opportunity to collaborate with Academic staff in driving the OER adoption at the University.

Keywords/ phrases: Open Education resources, OER adoption, DUT Library

Tjabane, M

The role of Academic Staff Development in Enhancing Academics as Scholarly and Capable Teachers

The role that academic development units play in enhancing the quality of university teaching is of great significance across the globe. A number of professional formations with foci on improving university teachers teaching competences and encouraging these teachers to research their own pedagogic practices has increased and includes the European Higher Education Academy, Australian HERSDA and South African HELTASA. There appears, however, to be some challenges with regards to the role and status of Academic Development in supporting initiatives geared toward enhancing the pedagogical competence and scholarly teaching of the teaching staff (HELTASA 2009. Gosling 2009). These efforts were followed by the CHE Quality Enhancement Project with focus on university teachers enhancement and as influenced by the global realisation that universities teachers across the world can no longer teach without some form of formal accreditation and evidence of attending academic development workshops as well as researching some aspects of their teaching and making that public. In this presentation, I share the context of academic development I work in as an academic developer in terms of the relationships and interactions that form, inform, deform and reform between the academic developer, as an intentional interventionist, and the motivated or reluctant university teachers. I also share the pedagogical competence and scholarly teaching models I use in workshops to engage these university teachers on meanings of teaching, teaching quality and teaching excellence and, how these notions feed into our in-house teaching excellence awards. I end the presentation with some feedback from some of the attendees with the proposal to move beyond the discourse of pedagogical competence to that of capability.

Vahed, A and Rodriguez, K

Collaborative Online International Learning: An Innovative Initiative to Engage Students Globally

International learning opportunities are critical for the internationalisation of a university, particularly for many students who are unable to travel abroad. Leask (2015) argued that Internationalising of the Curriculum (IoC) is a way of triangulating the academic programme, the students who study within them and the academics who design, deliver, and assess them. An example of this 'educational reform' is the Collaborative Online International Learning (COIL) model, which fosters cross-cultural student interactions and learning through the development and implementation of collaborative online international coursework. The COIL model aims to create team-taught coursework that links university classes in different countries, while providing students opportunities to develop cross-cultural awareness, knowledge in discipline or complementary topics, and communication and group collaboration skills. The Durban University of Technology (DUT) in South Africa recently implemented a COIL project that enabled the Dental Technology students to collaborate internationally with Dental Assisting students from Monroe Community College (MCC) in Rochester, New York. This paper therefore aimed to explore students' experiences throughout the COIL module using the Framework for the Rational Analysis of Technology Education (FRATE) model, which is adapted from the Framework for the Rational Analysis of Mobile Education (FRAME) model. This study followed an interpretative research paradigm and used a descriptive case study research design. The participants involved were the Degree of Bachelor of Technology students (n=10) from DUT and the Dental Assisting students (n=10) from MCC. Data were collected by means of online activities including: introduction to video presentations; group interactive discussions; collaborative group case presentations; and individual reflective reports, which were analysed in terms of the Interaction Learning Intersection frame of the FRATE model. A key finding was the COIL project facilitated the epistemological development of students by providing them with an opportunity to learn together with partners with cultural and professional perspectives different from their own. Overall, the prominent features of this paper show that the COIL module enabled students to be globally engaged by developing and improving their online learning skills, while enhancing their abilities to make informed decisions. Furthermore, the COIL project enabled students to self-manage their tasks and collaborate in different time zones; to communicate effectively across cultures and between disciplines; to learn about differences in cultural impacts and perspectives; and to demonstrate coping and resiliency skills in unfamiliar and challenging situations. Ultimately, the inclusion of COIL into the activities and functioning of a university enriches students' learning experiences and encourages them to move towards becoming global citizens.

Keywords: COIL, Cultural Exchange, Internationalisation, FRATE Model

Van Aardt, P

The impact of writing interventions in an Academic Literacy course: A language programme evaluation

At the University of the Free State, a great concern to the Humanities Faculty is the challenges that first year students face that prevents them from acquiring and using their academic writing abilities. The academic literacy courses at this institution focus on the development of students' academic literacy abilities. These abilities comprise the development and communication of critical thinking in listening, speaking, reading and writing of students in the course. In answer to this concern, the Academic Literacy course for students in the Humanities has undergone important changes. Since 2017, a new curriculum has been implemented, dedicating 50% of class time to the development of students' academic writing during weekly workshops. The subject coordinator (principal investigator) with the assistance of senior, experienced academic facilitators, created different lesson plans to develop specific aspects of academic writing. Currently, an impact assessment is being conducted in order to examine whether this intervention is successful. It evaluates the flexibility, appropriateness and clarity of the altered programme to determine and increase its effectiveness. The impact assessment in this case study follows a pragmatic approach to language programme evaluation. This approach focuses the evaluation research interest on determining what works, what does not work and on how the course could improve to further develop students' academic writing abilities. Lynch's Content Adaptive Model (1996:4) directs the evaluation research process. It uses a mixed method to collect and analyse data quantitatively and qualitatively in order to create rich datasets that lead to informed evaluation decisions about the impact of the writing interventions. This mixed method is structured on the six steps of Lynch's model: The identification of audience and goals, evaluating context, establishing a preliminary thematic framework, the selection of a data collection design, analysis of collected data, and finally conducting an evaluation report. In addition, a literature review of writing courses offered in the national and international academic literacy development context contributes to the usefulness of the evaluation.

Keywords: Academic literacy, assessment, writing interventions, skills transfer, academic access

Van Den Berg, C; Verster, B and Collett, K

Flipped out in the flipped classroom, the good, the bad and the ugly: When academics become students

This paper explores the well-being of academics in higher education, specifically as they engage in professional academic development courses using technology. The higher education landscape is shifting to a cloud-based ICT infrastructure opening up multiple educational opportunities in teaching and learning (Kilfoil, 2015: 5). Lecturers in Higher Education Institutions (HEIs) are required to use a range of new technological tools and applications to develop student 21st century literacies

and engage in new learning methodologies (Adams Becker et al., 2017). This is evident in professional academic development courses, which integrate technology and digital tools into the teaching and learning process. This paper explores participant perspectives on academic professional development through the lenses of Ethics of Care (Tronto, 2010) and socially just pedagogy (Fraser, 2008, 2009). It unpacks the possibilities, the tensions and the contradictions of using technology in professional academic development courses.

Findings are drawn from the experiences of a group of participants from different HEIs and disciplines, who attended inter-institutional academic development courses during 2016 and 2017. Data from intra-actions in face-to-face and online meetings and artefacts are analysed. Findings point to the need for greater consideration of participatory parity and an ethics of care perspective in the planning and execution of academic development courses using technology.

Keywords: Digital Technology in Higher Education, Professional Academic Development, Socially Just Pedagogy, Ethic of Care

Van den Berg, C

Future proofing the curriculum: Design principles to embed digital innovation skills in the Information Systems curriculum

The diffusion of the digital infrastructure is opening up multiple opportunities for innovations to transform business and society. The overall purpose of Information Systems (IS) education is to equip students to use technology to improve the effectiveness of business, the environment and society and digital innovation lies at the heart of this transformation. IS students are in the fortunate position where they are instructed in both IT and business and can therefore be taught to identify the value of technology advances to meet an unmet organisational or societal need. This requires flexibility and the ability to collaborate, drawing on skills such as problem solving, communication, team working, multicultural openness, adaptability, innovation and creativity. IS graduates should therefore play a leading role as the innovators of the future. Their teaching and learning environment needs to prepare them for this uncertain, complex and ambiguous world where they move beyond the current horizons of knowledge and skills within a specific discipline and develop a “sense of self” in order to be adaptable which requires a curriculum that is “future proof” (Laurillard, 2012: 17). This paper explores the complexities of our higher education environment coupled with the explosion of digital technologies and at the centre, the students and their well-being. The intention is to explore the skills required and further how to equip IS graduates with the capability to participate in, and ultimately orchestrate digital transformation in business and society. A design-based research study was undertaken in 2016 and 2017 and the outcome is a conceptual framework that incorporates authentic learning (Herrington, Reeves & Oliver, 2010), the TPACK framework (Mishra & Koehler, 2006; Koehler & Mishra, 2009), the development of 21st century learners (Kereluik et al., 2013) and a teaching and learning environment to stimulate

innovation. A mixed method approach was used in the collection and evaluation of data based on a convergent parallel design model (Creswell & Plano Clark, 2011: 77). The paper explores the design principles developed in the framework to embed digital innovation skills in the IS curriculum and the impact thereof on student well-being.

Keywords: Digital innovation, Information Systems curriculum, design-based research, student well-being, digital skills and competencies

Van Niekerk, M

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

Being a lecturer in Introduction to Cost and Management Accounting, a second-year module, can be challenging but definitely rewarding at the same time. Unlike Financial Accounting, which is more common and of which reports are publically available, managerial reports are scarce and more subjective of nature. On the Qwaqwa campus, a rural campus of the University of the Free State, students lack awareness of the internal business operations or production processes needed to understand the aforementioned module. They tend to study each chapter in isolation, whereas each chapter forms an integral part of a whole. Students need to have a holistic view, notice the relevance between the parts, and need to be able to apply the necessary principles. Various challenges, such as time constraints, a large workload, and poor background knowledge and little personal experience in the field, hinder student learning. To overcome this shortcoming, I implemented some non-traditional teaching approaches in 2016. I firstly implemented a flipped classroom approach, because of the high volume of work that has to be covered within time constraints. Secondly, I introduced common and real-world experiences (experiential learning approaches) during the class sessions by means of circulating and showing photos and products while discussing the relevant topics. This was used throughout the module and I applied it in the introduction of a new topic in every study unit. This was also done in 2016. The main aim was to establish a frame of reference for the students to build upon so that new knowledge can be formed from previous examples and experiences, as well as to improve student engagement (and motivation). I drew from the Social Constructivist Theory, where the flipped classroom approach presented a more collaborative and active learning environment. Student engagement was also focused on, and specifically motivational strategies. I made use of a mixed methods approach, including both qualitative and quantitative data collection techniques. Quantitative and qualitative questionnaires with closed-ended and open-ended questions around students' attitudes and perceptions towards the module were completed, before, during and at the end of the semester. Student success rates were also drawn upon. The student success rates of 2016 showed a considerable improvement. I hope to see the same positive results in student success rates, as well as an alignment of these results with those in the questionnaires with regards to student

engagement in 2017. Should this be the case, it would be an indication that these approaches were effectively implemented, and should be continued and built upon in future. I hope to positively change attitudes and perceptions towards Accounting in general, and ultimately an improvement in student success rates. I also aspire to add value and awareness towards the teaching and learning of Cost and Management Accounting.

Key words: Cost and Management Accounting, Accounting Education, Student Engagement, Flipped Classroom, Experiential Learning

Vilakazi, B

The relationship between students' experiences of feedback, wellbeing and social justice

Students' experience of feedback affects their wellbeing because it is a practice that guides access to powerful knowledge. Feedback enables students' access to this knowledge when the norms and practices of a discipline are made overt. The provisioning of feedback however needs to be structured in ways that open possibilities for students to negotiate such access into this knowledge. As a social practice, feedback emerges from the context in which it is given. Feedback experiences therefore, come from the past, continue in the present and have an imagined future because students bring their previous experiences with them into the university. Institutionalised and alienating pedagogic practices often shape feedback and ignores that students are not necessarily socialised to make sense of feedback. Research studies indicate that often students are dissatisfied with the feedback they receive, while academics complain that they invest resources in providing feedback and students do not use for the intended purposes. This study is a qualitative narrative inquiry that takes place in one South African university. Students who were engaged in undergraduate study were invited to take part. Six students volunteered to participate in the intensive study design. The students were interviewed three times in two groups of three and then three times as individuals. Both the group and individual sessions comprised narrative conversations including the writing of reflective journal entries. This data was augmented with WhatsApp discussions and telephone conversations. Nancy Fraser's concepts of recognition, redistribution and parity of participation provided the study's lenses. Recognition considers the marginalisation of social members along racial gender, sexual orientation and other lines through the privileging of a dominant culture. In this study, recognition entails considering the extent to which students are recognised in the feedback as fellow human beings, even though they do not bring with them higher education's privileged ways of being and doing. The important findings here show that the students needed feedback that solicited their responses in ways that recognised their positions and validates their effort. The students appreciated feedback that enabled them to use the knowledge from their backgrounds. Redistribution considers the unequal classed social structures in which people are often exploited. In this study, redistribution entailed interrogating the experiences of feedback that enable the distribution of knowledge such that students can gain access to knowledge. The students indicated that in some cases feedback was superficial and entailed whether something was correct

or not, rather than engaging the students in a deepening understanding of the discipline. From these two concepts, parity of participation emerges which requires that social members interact with each other as equals. An important finding here shows that in some cases students had insufficient interaction with academics to allow parity of participation to occur. Using Fraser's notion of participatory parity would entail that feedback nurtures students' autonomy and voice, and raises their confidence to participate as novices.

Key words: Feedback, Recognition, Distribution, Parity of participation, Access

Vivian, B

Decolonising higher education: evaluating the cultural relativity of English academic literacy practices in South Africa

This paper explores the cultural relativity of English academic literacy practices in the context of decolonising higher education in South Africa. The focus of the recent call for the decolonisation of tertiary institutions has been on decolonising the curriculum to reflect the context of South African students and to draw on African knowledge systems. A significant aspect of decolonising higher education has been seen as decolonising the language of education. Universities have revised their language policies; much has been written on the need to develop indigenous languages and some work has been done on developing these languages of instruction in higher education. In many instances however, universities' language policies have chosen English as a primary medium of instruction, citing reasons of globalisation and international relevance to justify further entrenching the language of the colonisers. For purposes of argument, this paper accepts that English will continue to dominate as a primary language of instruction in higher education institutions in South Africa. To that end, students will continue to be assessed in terms of their academic literacy levels in English. This paper makes a distinction between language as a medium of instruction and the academic literacy practices which become entwined with a language. South African universities assume a singular, innately correct academic literacy. In practice, academic writing is treated as a neutral, accessible skill, which should be mastered by the student through a process of induction into the writing conventions of the institution. However, little has been documented on the epistemology and cultural relativity of the English writing conventions used by higher education institutions in South Africa. In terms of higher education well being, it is important that the use of a colonial version of English academic literacy in post-colonial South Africa be critically evaluated. This paper will achieve this objective by an evaluative comparison of South African academic literacy conventions with practices used by other higher education institutions globally. Current discourse, which predominates South Africa's institutions of higher learning as to what is considered academic literacy in English, needs to be redefined as a necessary part of the decolonisation process.

Keywords: decolonising higher education, cultural relativity, English academic literacy, academic literacy/ies, academic literacy discourse

Vorster, J and Quinn, L

Reframing academic staff development

This flipped paper session is based on a book chapter, *Reframing academic staff development* (Vorster & Quinn 2017 published in an edited collection, *Pedagogic Frailty and Resilience in the University* (I.M. Kinchin & N.E. Winston, eds.)). Kinchin describes pedagogic frailty as the stress that results from the changes in the higher education environment in relation to: 1) the regulative discourse underpinning pedagogic practice, 2) the relationship between the discipline and teaching, 3) the research-teaching nexus and 4) the locus of control over academic work. The term, *pedagogic frailty*, seem to imply a deficit view of academics that we do not subscribe to and thus our focus is on how to encourage resilience among academics in the face of contextual challenges. It could be argued that the calls for the decolonisation of HE have resulted in academics and academic developers experiencing an acute sense of “pedagogic frailty”. Using the pedagogic frailty framework we explored what was needed to respond to these calls in ways that build resilience. We did this through interrogating the nature of the challenges to the four elements of academic practice (described above) and how these could be mitigated through a reconceptualization of each element. We examined if and how our practices as academic developers need to shift through a process of developing a set of concept maps in which we explored the effects of the calls for decolonisation on the four dimensions of pedagogic frailty in relation to our work as academic developers and the work of discipline experts respectively. We interrogated a range of concepts related to each of the four dimensions. Through this process we made visible to ourselves the causes of discomfort and challenge in the pedagogic arena and more importantly, what is necessary to mitigate these challenges. Our exploration led us to rethink our own practices as academic staff developers. We argue that to address the continuing effects of coloniality on higher education it is necessary: 1) for the pedagogic practices of academics to be informed by a set of strong values that should be explicitly articulated and preferably shared with colleagues; 2) for academics to build strong identities as teachers alongside their disciplinary identities so that they can respond to the ontological and epistemological needs of all students, especially those who have previously been excluded from the goods of the university; 3) for the research-teaching nexus to be reconceptualised to include service learning as a pedagogic strategy and 4) for academics to transcend the ivory tower of the university and their disciplines so that they can respond to contextual realities in the world, including the real learning needs of all their students so that they can receive the education they deserve. In this flipped paper we will share our concept maps with attendees so that we can explore the extent to which our analysis is congruent with how other academic staff developers understand their own responses to the current higher education context.

Wessels, M

E-Tutoring using Blackboard as a Learning Management System: The case of selected tutors

The adoption of technology enhanced teaching and learning is growing in demand and popularity in higher education institutions (HEIs). Accordingly lectures are required to align their practice with the current trend so as to contribute to the enhancement of student's access and success.

There are manifestations of this trend, one of them being the usage of blended learning in policy and practices. The trend has shown to contribute substantially to students' performance in their chosen studies given the millennials as dominant generational types of students in HEIs. There is also growing research on the positive benefits and impact of using blended learning in higher education which includes the development of students' communication skills and enhancing relationships with their peers (Chan, 2012). Research also found that the blended mode of teaching, provides a receptive learning environment (Al-Ani, 2013). This was corroborated by De Guzman, (n.d. p9) who stated that the integration of e-learning lessens physical, emotional and psychosocial barriers to learning. However less is available on the use of face to face tutoring in conjunction with e-tutoring in a context of the University of Technology. Accordingly, the purpose of this study was to examine and explore the practicality of supplementing face-to-face tutoring with online tutoring using Blackboard as the LMS. Coutts, (2015) has contested the generation theory, arguing that age does not determine ones engagement with technology, it is the disposition towards it that determines the engagement. However recent literature has shown the impact and benefits that LMS has to millennial students in organizing and managing the logistics of studying (Henderson, Selwyn, and Aston. 2015). Thus the crucial role the LMS plays in promoting learning among millennial students. In support of the research, this study maintains that the LMS needs to be re-enforced and broadened to include e-tutoring in correlation with the existing face-to-face tutoring so as to diversify learning spaces and opportunities for the millennials while engaging with tutors as peers. This study will present a proposed framework, which can be used as a guideline for implementing an e-tutoring program at a University of Technology. This case study made use of a questionnaire with open-ended questions, with a selected sample of tutors as participants. An analysis of the participants' perceptions and experiences regarding their e-tutoring work on Blackboard revealed the following main findings: (a) a positive attitude towards using Blackboard for e-tutoring, particularly amongst tutors; (b) Time limit hindrance is addressed; (c) individualised one-on-one interaction with tutees is enhanced; (d) promotion of information sharing among tutors and tutees is enhanced. The findings from this study may inform lectures in higher education institutions that supplementing the traditional face-to-face tutoring with technology can be achieved by using the accessibility of Blackboard as the LMS in enhancing teaching and learning.

Keywords: E-tutoring; Blackboard; Learning Management System; Blended Learning; Millennials

Wright, J; V Bozalek, V and Francis, S

Online peer feedback in a PGDip Research module: exploring learning and expanding efficacy

When designing a course, it is important to provide opportunities for participants to give and receive, as well as reflect and act upon feedback to enhance the learning process (Boud and Molloy,

2013a & b). With the increasing demand on higher education institutions to provide more online learning provisions, it is important to understand how to effectively facilitate the process of feedback in an online space, such as Google Drive (Bozalek et al. 2014). This presentation reports on a research study on feedback undertaken on a core module of the Postgraduate Diploma in Teaching and Learning in Higher Education (PG Dip T&L (HE)). The PG Dip T&L (HE) is a part-time programme designed to enhance teaching and learning in higher education for academics. It is jointly offered by Stellenbosch University, the University of the Western Cape and Cape Peninsula University of Technology. The core module which was the focus of this study was *Research to Enhance Teaching and Learning in HE*. The purpose of this research module was to design and pilot a practice-based teaching and learning research project, which involved conversations with peers. The module's chosen framework was Herrington et al.'s (2010) Design-Based Research (DBR), which includes a template designed by Herrington. This template was used to guide each participant through stages of a design-based research process for developing an intervention to address a challenge in their disciplinary teaching and learning context. Within the context of feedback, as advocated by Boud and Molloy (2013a & b), and Falchikov (2007), the study analyses selected pairs of participants' online feedback on each other's submissions, as well as the contributions by their group mentors. Each participant was paired with a critical friend in a group (usually comprising four members) under the guidance of a group mentor. In line with the stages of the design process, each participant submitted their work in four phases, using the Design-Based template placed on a Google Doc. Here they received feedback from a critical friend and their mentor via the affordances of Google Docs. The research sample consisted of one pair of critical friends and their mentor from each of six groups of participants. Informed consent was obtained from these pairs and their mentors prior to the commencement of the research. Individual interviews were conducted with the identified sample of participants and group mentors after the module was completed. These interviews were analysed to gain in-depth insights into their views on the enablements and constraints affecting the efficacy of giving and receiving online feedback and the effects of this on the participants' learning. Findings reveal that, currently, the process of giving and receiving peer and mentor feedback on Google Docs is characterised by several strengths and shortcomings. The presentation will explore these enablements and constraints and share insights into ways to enhance the online feedback process in future modules, not only in the context of a PGDip, but also in other higher education online learning contexts.

Key words: PGDip, higher education feedback, online feedback, peer feedback, design-based research

POSTERS

Adegoke, R; Tlowane, M and Ngamlana, C

Evaluating the Performance Outcomes of a Learning Skills Intervention for undergraduate students at the University of Johannesburg

This study comes at a time when Higher Education institutions in South Africa are engaging on a self-reflexive journey to ensure the wellbeing of the sector, exploring innovative ways to transcend boundaries and re-framing academic excellence. One such innovation is the provision of a methodically planned integrative learning experience that caters to 'the whole person' - academic content and emotions. This study evaluates the performance outcomes of a learning skills intervention implemented for two undergraduate groups in the Humanities discipline at UJ, using integrative learning model.

Many students in two undergraduate classes in Humanities were found to be underperforming after their first major formative assessments in core modules. Using the theory of integrated learning as a guide, the Academic Development Centre's (ADC) Learning Development unit and Writing Centre adapted the 'amalgamation' model (Katzell & Thomson, 1990; Kanfer, 1990), one of the integrative approaches, as a framework to design and implement an intervention for the two groups.

Integrative learning proposes the integration of various aspects of learning – knowledge, skills, culture and emotions (Huber & Hutchings, 2004), including the integration of 'discipline content and the development of the "whole" person' (Klein, 2005). Amalgamation is an integrative framework developed by Katzell and Thompson (1990) for understanding and predicting work attitudes, motivation and performance outcomes in an organisation. It requires combining major motivational theoretical constructs or propositions, and organising such constructs into a rule-oriented network of causal relationships, to enhance their predictive values. These propositional constructs are integrated and organised in a network of interactions between work attitudes, motivation and performance. Literacies and learning were viewed from a multiliteracies perspective – literacies as a social practice (Barton, 1994; Gee, 1996; Street, 1984, 1995), taking students' social and cultural differences into consideration.

A total of 236 first year and 169 second year students wrote the pre-intervention test. From the 1st year group, 108 students (46%) failed, while 104 students (65%) of the 2nd year group failed the test.

Applying the amalgamation model, we undertook a series of individual and group consultations with students to ascertain the issues/challenges from their perspectives, their expectations and commitment. Profiling and understanding the defined standards for the module (the 'norm') from the institutional perspective was undertaken through meetings and discussions with the module lecturers.

A multi-layered intervention was planned to address the identified areas of need. Workshop materials were designed to integrate learning skills, literacies, and motivational skills with their module content materials so students could make the link. Small group seminars and individual consultations were then conducted to follow up students needing specific attention.

The post intervention results were analyzed (descriptive statistics) and compared with pre-intervention results. Based on class average scores in the pre and post-intervention tests, and only for students who wrote both tests, there was a 45 % improvement at first year, and an 84% improvement in the second year student group. It is acknowledged that other variables may have contributed to the improvement, however all contextual variables interrogated at the beginning of the intervention were interrogated again at the end of the intervention, and no significant change was observed. Evaluating the intervention, module lecturers felt that the intervention contributed to the improvement in students' performance.

Keywords: Amalgamation, Integrative learning, Learning and literacy skills

Bala, S; Govender, R and Joubert, E

A case study of high-impact practices to enhance student's success within a University of Technology context.

Kilgo, Sheets & Pascarella (2015) found that high-impact practices, such as active and collaborative learning, have a profound positive effect on student success. High-impact practices are important because students that make use of these practices are more likely to achieve better learning outcomes and recall, assimilate, and transmit information at increased levels (Kuh, 2008). The current research forms part of a larger institutional project viz., the Siyaphumelela project. The objective of this research is to identify the high-impact practices that have been implemented in the Faculty of Accounting and Informatics (FAI). A further objective is to establish a link between the adoption of these practices and student success. In 2016, senior (second year onwards) students and staff from FAI participated in the South African Survey of Student Engagement (SASSE) and Lecturer Survey of Student Engagement (LSSE). "Due to their positive associations with student learning and retention, special undergraduate opportunities are designated high-impact" (SASSE DUT Institutional Report, 2016:21). The SASSE and LSSE data from the institutional Siyaphumelela survey report 2016 was filtered using SPSS. By selecting and analysing particular sets of data from the SASSE and LSSE survey, certain students practices in the faculty were identified as having a higher uptake rate. From the SASSE results it was found that peer-learning support practice has a high (61%) adoption rate in the faculty. Students have either already utilised or intend to utilise peer-learning support (e.g. tutors, mentors, facilitators). Collaboration with other students on a group project or assignment is high in the faculty; 67% of students indicated that they have collaborated with peers or will do so in the future. Results have also highlighted a need to increase the practical work-related to students' studies (internship, work-integrated learning, field

experience, etc.) as a compulsory part of their diploma or degree. It was concluded that certain high-impact practices in the faculty are favoured by staff. Future work will focus on ascertaining the effect of these practices and trying to establish a cause-effect relationship in terms of student success. It is envisaged that this study will help improve the uptake of high-impact practices in the faculty with the ultimate goal of enhancing student success.

Keywords: Active and collaborative learning, high-impact practices, student's success

Chabaya, O; Wadesango, N; Malatji, K

Rethinking Effective Professional Development in Universities: Does one size fits all?

Literature shows that in the past few decades, a high priority has been placed on improving teacher and teaching quality at various levels of education systems internationally in an effort to improve teacher effectiveness and in turn, student achievement. As a result, professional development gained support as a key means of promoting educational change and increases in student attainment. Institutions of higher learning in many countries, South Africa included, have made concerted efforts to ensure some form of professional development programmes in an attempt to improve lecturer effectiveness and in turn quality of student learning. However, critiques of traditional professional development programmes point out that such programmes do not acknowledge differences among lecturers, and do not take into account what lecturers know about the practice and put heavy reliance on outsiders such as professors and consultants. Critiques further claim that professional development has often ignored the particular needs of lecturers and do not seek their input in their own professional growth. It is further argued that while reforms try to make teachers and lecturers student-centred and cognisant of learning as an interdisciplinary, socially constructed process, they rarely add an approach in the staff development, that is teacher as learner-centred. However, some researchers have noted certain elements related to successful staff development programmes such as; engaging teachers in collaborative problem solving; be continuous; supported; information rich ; and should help teachers to develop a theoretical understanding of the elements involved in the change or reform. Therefore, the purpose of this study is to find out the extent to which the professional development programmes offered in universities take into account the individual needs and experiences of the participating lecturers as well as participants' involvement in deciding content of the professional development programmes offered. The study will be guided by Bandura's theory of Self-Efficacy. Self efficacy is one's optimistic self-belief in one's competence or chances of succeeding in whatever he/she does so as to produce favourable outcomes. The researchers assume that if lecturers are involved in deciding the nature of the professional development programmes their self-efficacy will be raised and professional development programmes will be effective. It is further assumed that the findings will assist staff academic developers to plan and offer effective programmes. This is a qualitative case study involving teaching and learning centres in two South African universities. The participants will comprise of lecturers and academic staff developers in those institutions. Data will be collected

through questionnaires with open ended questions and interviews. Data analysis will be through categorizing of themes emanating from the data collected. It is assumed that the findings will assist academic staff developers in universities to offer effective professional development programmes in their institutions.

Keywords: Professional development; higher education; self-efficacy; Professional development effectiveness

Champion, E

Factors that influence the practice of developing teaching portfolios in higher education

This poster presents the findings of the study that investigated the factors that influence the practice of developing teaching portfolios (TP) in higher education. Teaching portfolios are used by academics to contribute to their professional development in higher education (Bunker & Leggett, 2004; Tisani, 2006; Fourie & Heinrich, 2010). In this light, the Nelson Mandela University supports the development of TP by offering a teaching portfolio development (TPD) programme through the teaching development unit (TDU). The utilisation of the support was generally low; therefore, as the TPD programme coordinator I had to rethink alternative strategies to improve the uptake. I then decided to do this research, especially after the Higher Education Quality Council's recommendation that the institution should provide support towards the development of TP (HEQC, 2009).

The research focused on investigating the factors that influence the development of the TP in higher education. A sequential explanatory mixed-methods research design (Tashakkori & Teddlie, 2010) was employed to collect data from an electronic questionnaire, followed by focus group interviews with academics that had prior experience in the development of a TP. The content analysis was used to identify emerging themes with the aid of the complexity theory.

Using complexity theory, the study concluded that the enablers and inhibitors of the teaching portfolio development influence and, in turn, are being influenced by the teaching environment. Work overload, and the lack of support and guidance were identified as major encumbers, whilst the institutional support, and the collaboration among peers were identified as major enablers of developing a TP. Based on the findings, it is recommended that:

- the academic developers serve as TDU representatives within the faculties to negotiate a pragmatic approach to support the TPD
- the TDU representatives start a TPD community of practice within the faculties
- the academic developers collaborate with academics with TPD experience to team teach in the TPD programme and in giving support to the TPD
- empirical research be done to investigate the effectiveness of these recommendations

Key words: teaching portfolio; teaching practice; higher education; professional development.

Chweu, E; Mji, A and Simelane-Mnisi, S

A theoretical framework for assessing 21st century skills at a university of technology

The unprecedented growth in the numbers of learners enrolled in higher education is arguably a major factor in ushering in an era in which external regulation and external quality assurance have become widespread phenomena. Today's learners often lack the personal skills, awareness and basic self-discipline that is essential for the workplace. There is a need for some means of checking as well as comparing to sift through the complexities to offer some level of assurance to learners, parents, employers, publics and governments. Over the years, the researcher has observed that most of the lecturers seem to struggle in assessing aspects that relate to the skills domain when assessing learners. While engaging with the lecturers during the Short Learning Programme (SLP) at the study University, most lecturers seems to be seeking mechanism to be used to assess this domain.

In this proposed study the author argues that the knowledge domain seems to be meticulously assessed by written assignments, tests and exams and that assessment of skills may be implicit, unsystematic and inadequate in the lecturers' assessment instruments. The question that arises is how explicit, regular and adequate is the assessment of 21st century skills in the lecturers' assessment instruments. In an attempt to answer the research question, a mixed method approach will be used. The quantitative data will be collected by means of surveys and the qualitative will be collected by means of semi-structured interviews, observations and document analysis. Primary and secondary resources will be used during the literature review, interviews and document analysis during the empirical investigation.

The analytical framework that will be used is the five Ps mixed method framework. To enhance and verify the findings of the five Ps mixed method framework, quantitative data will be analysed using Statistical Package for the Social Sciences (SPSS 24) indicating the frequency distributions and percentages. The qualitative data will be analysed using the ATLAS.ti 8. Purposeful sampling will be done from the 250 lecturers who attended the SLP over the past five years.

The aim of the study is to investigate the explicitness, regularity and adequacy of the 21st century skills in the lecturers' assessment instruments. The approach to be adopted will be an interpretative and descriptive perspective within a mixed method research design. The underpinning theoretical framework for the study will be Blooms Taxonomy.

The study seeks to contribute to the body of knowledge by offering the higher education lecturers a framework for designing technically-sound skills assessments instruments and also to enrich the curriculum. This paper will report on literature review, approaches, methodologies as well as the analytical framework.

Key words: Blooms Taxonomy, 21st century skills, higher education, Assessment,

Cronje, A; Blignaut, H and Mokoena, M

Ready, set, blend: Rethinking an induction programme for new academics

South African higher education institutions are following the global trend of a blended approach to teaching and learning to improve student throughput and retention rates and reframe excellent teaching. Blended learning is viewed as a transformative teaching-learning approach as it provides students with the optimum teaching and learning experience by mixing the best of face-to-face and online learning to master outcomes. Blended learning is more than just adding technology for entertainment; it offers the opportunity to enhance student engagement, collaboration and caters for student diversity and different learning styles. Although academics realise the benefits of blended learning, they find it challenging and time-consuming to transcend the boundaries and implement blended learning strategies in their teaching-learning experiences. Professional development is a critical component of the adoption of new teaching-learning approaches such as blended learning. Although the purpose of professional development programmes is to enhance teaching-learning, it is not always the case. The Induction Course for New Lecturers (ICNL) offered at a South African University was designed in a blended mode where academics were expected to learn by doing. The course induction was designed in a blended mode, implemented and evaluated. This presentation reports on a study that investigated the experiences of 49 academics of five different faculties during the induction course. The theory informing this study was the Diffusion of innovations framework of Rogers (2010) that recognises different levels of literacy in the use of technology. A qualitative approach was employed, and data were collected, using participant feedback, questionnaires, observations and document analysis. The data gathered from each of the five ICNL offerings was used to inform the design of the next course. Data were analysed using coding and identifying emerging themes. Findings indicated that lecturers became aware that blended learning could cater for student diversity, different learning styles, engagement and innovation. Furthermore, it emerged that the course has to cater for diversity in technology proficiency and readiness of participants. Participants also require ongoing support in technology usage and discipline specific blended learning workshops. This paper contends that the modelling of a blended approach during professional development programmes can be an effective way to motivate academics to apply blended learning in their teaching-learning experiences and reframe their thinking about teaching-learning through reflective practice. Moreover, continuous support is central to the implementation of a blended approach to teaching and learning.

Keywords: Blended learning, professional development, induction course, integration of technology

Govender, T and Du Preez, A M

Designing and implementing an online first year experience hub at the North-West University: Vaal Triangle Campus

Higher education today is experiencing high drop-out and low throughput rates according to a report released by the Council of Higher Education (CHE). The report found that there are various factors that could contribute to this phenomenon such as: the schooling curriculum is not necessarily preparing students adequately for higher education, there could be socioeconomic factors and students not being able to integrate socially as well as academically into a higher education environment. These factors support the argument that students are underprepared for their new academic journey within the higher education environment which may cause a stressful situation and the students may drop-out or the students do not complete their degree in minimum time.

The report emphasises the need for institutions to take responsibility in developing and supporting students academically as well providing support structures which provide a caring environment to support students' wellbeing within a higher education environment. In order to design and implement the first year hub the theoretical framework used was care theory. Care theory allowed support services to work together to create a caring, guiding and supporting higher education environment that empowers students within a first year experience. Therefore in 2016, the Centre for Teaching and Learning (CTL) at the North-West University, Vaal Triangle Campus decided to expand the first year students' support through designing, developing and implementing an online student support hub. The hub is introduced to first year students during the first year registration and orientation sessions. During these sessions, CTL assists first year students to access and use the hub for academic and non-academic purposes.

The student support hub is called *1st year@VTC*. There are three categories of support information: academic support, non-academic support and general support. The first category, academic support, focuses on the support programmes offered to first year students by CTL, which include, Supplemental Instruction (SI), Academic Peer Mentoring and the tutor programme. In this category, the first year students is also provided with information on adjusting to university, academic reading and writing, time management, referencing and plagiarism, lecturers' contact details, professional communication with lecturers, study skills workshops, learning strategies, and learning styles. Links are also provided to the NWU academic administration website with information on class timetables, test and exam timetables, calendars and yearbooks. The second category is non-academic support. This section of the hub has material on services offered by student counselling: including career, disability, social work, and health services. The third category is general student support. Information on this page is general in nature and includes all the other information a student should have, for instance, the contact numbers of the security services on campus, food service and residence management.

The information found on the hub is updated regularly and the hub serves as a communication platform. Messages are posted regarding events on campus. First year students can also communicate on the chatroom or the message tool with a student adviser or their peers. The hub is available to students throughout the academic year. Fundamentally, the hub is a supportive tool used to familiarise first year students with the support programmes available to them at the North-West University, Vaal Triangle Campus. It is a space where first year students can access information on all academic, non-academic and general student support endeavours. It is a collaborative space where support departments can communicate information to first year students, and it is a platform for connecting students to each other and to support agencies in order to care, develop, guide and support students well-being through the higher education environment.

Haupt, S and Erasmus, H

Students understanding of “good” and “bad” lecturers and how this can lead to the renewal of pedagogy and classroom practices.

“Academics are trying to rid South Africa’s universities of the procedures, values, norms, practices, thinking, beliefs and choices that mark anything non-European and not white as inferior”. (Mgqwashu, E, 2016). Defining “decolonising the curriculum” remains a grey area and it is unclear whose responsibility it is to undertake this process. In developing a shared understandings and ideas of the meaning of both curriculum and decolonisation, this paper will explore the enacted curriculum from a student perspective and its contributions to transformation.

A university is a space where new knowledge is produced, unlocked and harnessed. “The core role of higher education is one of disseminating knowledge and producing critical graduates, producing and applying knowledge through research and development activities and contributing to economic and social development and democracy through learning and teaching, research and community engagement” (Badat, 2010, p.). 2015 and 2016 were watershed years for Higher Education (HE) in South Africa as students in this sector brought imperatives into the spotlight.

The national agenda, and by default the agenda of the University of Pretoria, signifies these transformation challenges as a matter for urgent attention. A work stream on curriculum transformation at the University has highlighted that “...academic endeavour, prominently visible in curricula, must be in service of public good and the actualisation of human potential, buttressed by the constitution.” (Draft framework document 25.5.2016, Pg 1). This has led to the identification of 4 drivers of curriculum transformation in the institution:

- responsiveness to social context;
- epistemological diversity;
- renewal of pedagogy and classroom practices;
- institutional culture of openness and critical reflection.

The poster will focus on pedagogical methodologies and approaches within disciplines through the lens of students' understanding of "good" and "bad" lecturer. These understandings were captured in a longitudinal research project. The interpretation of the qualitative data produced valuable information that could be useful in guiding management and lecturers in their attempts to renew pedagogy and classroom practice. The large amount of feedback, combined with other data sources, opened up many opportunities to investigate specific questions management and lecturers may have. It also provided information useful for decision-making that can be used in the professional development of academic staff.

James, J

Success and challenges in tracking former university access programme participants.

Tracking methods are fraught with various methods and ways of implementation. A review of the literature indicated that the following questions are important to consider when tracking: What is the reason for tracking? What are the different tracking methods used? What are the experiences of these methods? Other important factors that also need to be taken into account are data management, available resources, as well as lessons learned in the past. The paper documents the tracking component in the Student Equity and Talent Management Unit (SETMU) at the University of the Witwatersrand which is focused on access to higher education. The Unit tracks on annual bases a total of 2046 former participants composing of multiple cohorts from 2009 to 2016. As a unit we looking at the different methods used since inception to date to highlight the important implications for consideration and the experience in tracking access and success in Donor funded programmes.

Keywords: Tracking, Experiences, SETMU, higher education, Donor funded programmes

Katiya, M

Supported or side lined: Perceptions of part- time students in a University of Technology

Part-time students have been recognised for some time as a very significant sector of the Higher Education student population. This sector of students is extremely heterogeneous, varying from each other in numerous respects, notably the qualification aimed for, level of study, motivation for studying part-time, age, background, family responsibilities, benefits, and how study is funded. It might be unsurprising, but its importance needs underlining that studying as a part- time student is the only available option for many students. Notably it is usually the most disadvantaged students who engage with higher education via part-time modes of study. Many students who sacrifice a lot through studying part-time do not receive the necessary academic support they deserve from the

higher education institutions, as most services offered are only available during the day. Therefore, flexible academic support is crucial in such situations, as many students feel excluded and marginalized from accessing university resources due to a combinations of various factors. Widening access is about offering every student, regardless of circumstances, the opportunity to a higher level learning experience that is appropriate, relevant and valuable. Many of these students will not have an opportunity to access higher education if the part-time opportunity was not available to them and some of them are faced with multitude of challenges such as attitudinal, institutional and situational challenges. It is for this reason that this study seeks to explore the challenges, expectations and experiences that part time university students might have with regard to academic support. Questionnaires were used in collecting data. The study adds to existing literature and proposes relevant and appropriate approaches to institutional delivery of part-time student academic support.

Keywords: part- time students, academic support, studying, student.

Khan, A

Exploring Design-based Research: Towards a secure online environment for a high-stakes assessment

Design-Based Research (DBR) is a set of analytical techniques which combine the positivist and interpretivist paradigms and attempts to bridge theory and practice in education and serves as an important methodology for understanding how, when, and why educational innovations work in practice. Design-Based Research was selected as a method for this research study as it is important for the intervention to be tested with students in practice in order to determine the extent to which these innovations would be successful. Thus, the aim of this paper is to determine if an online environment can be successfully utilised for assessment purposes, especially in a quantitative module such as Accounting. In this way, the academic project can be completed despite future disruptions and protests. The pilot study will incorporate an online assessment using Respondus Lockdown Browser as a tool for minimising risk.

There are two learning theories associated with this paper; the first being Jack Mezirow's Transformative Learning theory, where he describes that a major transformation usually results from a "disorienting dilemma". This affects both the lecturer and student, as the lecturer needs to change the way he/she is accustomed to conducting teaching and learning activities, while the students need to become critically aware of why the world has the perception that students will cheat if given the opportunity. As such, students need to think of themselves as ethical practitioners. The second theory is the Connectivism theory, which explains how internet technologies have created new opportunities for people to learn and share information across the World Wide Web and amongst themselves.

If the intervention is successful and the results of the e-assessment coincide with a sit-down assessment, then the output of this intervention would be to incorporate e-assessments across all modules. This study could be used to prove that e-assessments are possible for numerical and linguistic modules and that the identity of students can be identified while completing an assessment.

Keywords: online assessments, Accounting, ethical practitioners, digital access

Khetsa, Z P and Teele, T

Teaching multidisciplinary agricultural management discipline in the University of Technology institutes

This research study aims to review scholarly approaches to teaching diverse multidisciplinary Agricultural Management discipline in the university of technology (UoT). Teaching academically diverse students coming from broad basic education schools such as pure agricultural sciences; commerce and engineering secondary schools result in bottlenecks due to the disciplinary differences. These disciplinary differences bottlenecks further create a globally trending challenge of articulation-gap and academic literacy for 'novice beginner students'. Furthermore, it is also shown that the type of university and culture also play vital role in learning for 'novice beginner students'. It is therefore clear that scholarly guided approach to teaching multidisciplinary Agricultural Management discipline in the UoTs require recontextualising to counter the contextual learning needs. In this review, theoretical frameworks drawing from cognitive constructivism, social constructivism and humanistic perspectives underpinning deep-learning approaches for post-school students entering tertiary level are deliberated from UoT context. These perspectives critically illustrate the encouragement of essential active learning need for diverse hard-applied Agricultural Management discipline. Moreover, the study will further review critically the theoretical frameworks elucidating good-teaching practices for teachers drawing from developmental, apprenticeship and the nurturing perspectives for multidisciplinary courses of Agricultural Management in the UoTs. Developmental, apprenticeship and the nurturing perspectives deals with the practical application of agriculture at hand, with sharing of technical expertise from the developmental and nurturing approaches. From the analysis of these learning and teaching perspectives; the espoused intervention will be followed by a comprehensive research study contextualizing the diverse multidisciplinary agricultural disciplines, particularly Agricultural Management in UoTs. To achieve this, knowledge access and the socio-cultural context levels within UoTs will further be investigated by evaluating the Agricultural Management programmes offered in different UoTs in South Africa. The intended research methodology of choice will include the focus groups and participatory action research. Using the critical discourse analysis, data will be analyzed to explain the teachers and student perspective of the learning needs and contextualizing the

course. Conclusions will be made to advise academic development programmes on approaches to learning needs and teaching diverse multidisciplinary Agricultural Management discipline in the UoT.

Keywords: Agricultural Management; Multidisciplinary, Teaching, UoT

Kumalo, S; Cronje, J and Ramorola, Z

Pedagogical considerations towards effective educational technology adoption in developing countries: A comparative case study in two South African universities

This paper presents findings of the comparative study that investigated pedagogical factors essential for consideration in the adoption of educational technology in a developing country's context. No readymade one-size-fits-all solution exists for facilitating the successful implementation of educational technology in developing regions. The study aimed to determine the usefulness of a framework by Tedre, Apiola and Cronjé (2011) in which they identify Pedagogical, Socioeconomic and Technical considerations for educational technology in developing regions. The main objective of this paper is to report the extent to which Tedre et al.'s framework is useful in analyzing the situation in two South African universities. Academics in both universities of technology showed a positive attitude towards technology adoption. Findings revealed a large extent of commonalities between two universities and marginal differences in educational factors attributed in other developing countries. The limitations of the study and proposed future research will also be discussed

Key words: educational technology, pedagogical considerations, eLearning, higher education, developing countries, adoption

Koenig, L

What you should know about neuroscience and learning and how to apply the knowledge in lectures.

Grandpa was wrong! It is not all fixed. The brain can change and new stem cells are reborn in the hippocampus at this very moment. Many development programs at tertiary institutions are doing great work to support struggling students from disadvantaged backgrounds but it still appears to be inadequate to teach students how to learn and develop specific skills. But what if we knew a little more about the physiological brain processes and the functions of the underlying neural systems of learning, and what if we could teach our students how to learn more effectively to optimize their brain performance? The current advances in neuroscience research, neurogenesis and brain

plasticity points towards teaching and learning practices which can optimize brain performance and provide a new framework for learning for success.

By means of a mixed methods strategy and tapping into cognitive psychology, neuroscience, and neuro-educational theory the study was designed to show how a basic knowledge of neuroscience can empower lecturers to adjust teaching approaches to improve student learning and success. Two groups of first year students in a skills development module were selected to take part in the research. The first activity, the pre-test, was to complete an assignment on motion graphs. This was done by both groups. The results were used to determine the level of prior knowledge of the participants. For this activity they used recall skills of prior learning, which is a function of the cerebral cortex. Following the formative activity the experimental group was presented with a diagram which indicates visual stimulation and then they watched a video on the subject matter which also activated the auditory area. Group work were introduced to bring in a social aspect and finally, for the post-test, both groups had to complete a similar activity as for the pre-test.

The results suggested that reconsidering our pre-conceptions about teaching practices and the learning process, and planning your lectures in a multi-modal way you can engage multiple cortical areas during the learning process to produce optimized learning. When different neural systems are activated to communicate with the hippocampus it enhances neurogenesis, brain plasticity and performance.

Even though neuroscience proves that the brain has unlimited learning potential it does not mean much in terms of optimal brain performance if we do not know how to incorporate it into our daily teaching and learning activities.

Key words: Brain plasticity, learning strategies, student learning

Laufs, M

Students' perceptions of the role of the Education Access and Retention Office in the Faculty of Education at Nelson Mandela University.

Student success is often described as being able to complete one's studies in the minimum prescribed period of time. Over the years, the student demographic has changed in Higher Education, with specific reference to The Nelson Mandela University and its' Faculty of Education. Higher Education Institutions were now being faced with new challenges. The Faculty realised during this time that with the student population growing and diversifying, many aspects of student life became difficult to manage and understand for both staff and students. The Education Access and Retention Office (EAR-O) was established as a decentralized first stop to advise and support students and also to make them aware of centralised support entities or programmes within the institution as a whole, thus increasing epistemological access. The office itself has had to evolve and

adapt constantly due to the diverse needs of students being identified primarily through the monitoring of attendance and progress.

When thinking about Student Support, usually academic topics and programmes take prevalence, but experience within the office through engaging with students has proven that students' poor academic performance more often stems from emotional, social or psychological challenges or discomfort. These aspects contribute largely to academic performance, and poor performance is often misinterpreted as academic ability. If one is to consider Maslow's Hierarchy of needs, it is expected for students at tertiary institutions to function at the Self- Actualisation level, while experience indicates that students often find themselves trapped amongst the first four layers of deficiency needs.

The EAR-O has established that it is crucial for students to have a sense of belonging within a Faculty and that a humanising approach to student support is practiced. For students to be holistically supported, it is important to understand who they are and what their expectations are of the Faculty in terms of their well-being. A mixed method research approach will be adopted to gain insight from first year students across all programmes in the faculty. The data collection strategy will be a questionnaire incorporating both open and closed ended questions about who they are and what they expect from the faculty in terms of their social, emotional and academic well-being. The quantitative data will be analysed statistically according to a statistics package and the qualitative data will be analysed thematically. For the purposes of triangulation, quantitative data will be used to verify the qualitative data. The information gained from this study will provide the faculty with a greater understanding of who our students are, their experiences with transitioning to higher education, and areas in which they themselves feel they require support. The theoretical framework will be based on the humanising pedagogy, as exposed by Freire, Maslow's hierarchy of needs, as well as Morrow's epistemological access. The data gained will be used by the EAR-O to reflect on and improve current support initiatives as well as to design new initiatives that are based directly on the needs and challenges highlighted by the students themselves. This study links to the conference sub- theme of access and parity of participation, as well as reframing student success.

Key Phrases: Student Support; Student Success; Epistemological Access; Humanising Approach

Mabope, L A; Chokoe, M; Mkhwanazi, M and Ramokgopa, M

Fit for Purpose: Problem-Based Learning Programme for Pharmacy Graduates from Sefako Makgatho Health Sciences University in the Workplace

Diverse students from different academic and socioeconomically background enrol for the BPharm programme. One of the universities responsibility is to preparing graduates optimally for workforces. The BPharm curriculum at Sefako Makgatho Health Sciences University (SMU) implement holistic approach - Problem Based Learning (PBL) pedagogy from 1999 to date. The PBL

approach is based on enhancing students' active learning in small groups, critical thinking, communication skills, with a facilitator guiding rather being directive, following a process to solve clinical real life problems used as the stimulus for learning. The PBL incorporates basic elements of learning and integrates theory and practice and relates the basic to the applied knowledge. In each year, students were exposed to different sectors of Pharmacy for Experiential Learning to bridge the gap between theory and the practice of the curriculum so that they're well equipped for the work place. Competence standards from the South African Pharmacy Council (SAPC) & South African Qualification Authority (SAQA) are embedded in the curriculum, as they are essential in ensuring safe, ethical and legal pharmacy practice. In SA unemployment rate is growing. The focus of this study was to determine how well does the BPharm curriculum prepares graduates to meet entry-to-practice competencies, according to the set standards of the statutory bodies. The results of this study will be of assistance in the development and/or improvement of the curriculum in any areas if identified. The aim was to investigate whether the BPharm programme at SMU prepares the graduates adequately for workplace and responsible citizenship considering the SAPC Competency Standards, as no related study has been found in SA. A convenient sample was used for the empirical, descriptive, quantitative-qualitative study. The questionnaire was distributed to 288 SMU BPharm graduates, from the classes of 2010-2015. The questions were based on the South African Pharmacy Council (SAPC) Competency Standards. Lists of graduates together with their contact details was obtained from the School of Pharmacy data base. However, some contact details were not valid and as a result the graduates were excluded from the study and ended up with a sample of 270, was contacted. Data was collected electronically (SurveyMonkey®) and captured on a Microsoft excel and analysed with the assistance of a statistician. Clearance for this study was obtained from the SMUREC and a certificate was awarded for this project. The response rate was 23.33%, with 65% of respondents being females. Majority of respondents indicated that the program helped them obtain great interpersonal skills. They reported that they worked well in a team and that their time management skills have improved. Furthermore the graduates felt that they were particularly adequately equipped in areas such as communication, dispensing and patient initiated therapy. The study showed that the majority of the respondents felt that all the modules in the course were relevant to their practice needs. The PBL prepares graduates adequately for pharmacy practice. Follow-up similar study, to a larger sample to be done.

Keywords: Competence, Problem based learning (PBL), Workplace, SMU- Pharmacy graduates

Maherry, A; Govender, T; Cooke, H and Timm, D

Student success in realising the Durban University of Technology Graduate Attributes – a case study from General Education Environmental Sustainability module.

The Durban University of Technology (DUT), has introduced General Education as part the curriculum for all disciplines. The Goals of General Education are to help students to think critically, develop values, understand traditions, respect diverse cultures and opinions and most importantly, put that knowledge to use. General Education is offered with the intention of ensuring a holistic

development so that when students leave DUT they are responsible citizens and speaks to DUT's vision as a preferred university for developing leadership in technology and productive citizenship.

The purpose of the presentation is to share the success and lessons learned of the HEQF level 6 Environmental Sustainability Module, which achieved a 93% pass rate out of 1003 students for the first semester 2017. The various pedagogical techniques used to achieve student success will be discussed, including advanced facilitation techniques, student reflections, group work, scheme of work, tutorial exercises, etc. The concept of student-success through the module will be discussed, taking into account the personal growth achieved by the students.

Creating student buy-in into HIPs in the General Education Environmental Sustainability module was achieved through non-academic facilitation methods. The HIPs that will be discussed are the Collaborative Assignments and Projects and Diversity/Global Learning (AAC&U, 2013). Facilitation is a skill that can only be sharpened through practice of facilitating conflicting multi-purpose stakeholders, a scenario which is not often encountered in academia because fundamentally everyone believes in educating the students, whilst fundamentally everyone has differing views on the importance of the environment. Furthermore the module explored the epistemic injustice and concept of environmental racism through the South Durban Industrial Basin as a case study.

In the tutorials, some lecturers introduced facilitation techniques which are currently being used in South Africa to address the challenge of an environmentally sustainable South Africa and to get stakeholders from mining, activists, communities, NGOs, industry and government to work beyond their different backgrounds to co-create a shared vision for South Africa. This was successfully applied in the module to create a shared vision for South Africa which can be achieved through environmental sustainability, resulting in buy-in from the students at the start of the semester.

The final assignment the students submitted was a post-reflection asking the students to reflect on their experience of the course and group work component. The information that has been collected is invaluable as they reflected on many areas of the course as well as basic skills that they had learned.

There were 1003 students registered for environmental sustainability for semester 1 for 2017 after deregistrations were taken into account, with the students achieving a 93% pass rate. The module was a success.

The students had challenges working in the group because this was their first group experience, not just at tertiary university, but in their schooling career. Overall most students found the team work challenging, but rewarding and an overall success. They commented on the strength in diversity in the group and that the final product was greater than the sum of the individuals. They also commented that by dividing the work between group members they were able to cover more, but as an individual they did less work. In addition, they noted the challenge of some students not participating fully and not attending meetings and documented the various methods they tried to overcome this challenge. It was interesting to note that the challenges the students faced were

similar to the challenges faced by the seven lecturers, with the difference being that the lecturers had the tools and experience to overcome these challenges.

Mandewu, M

Learning Communities at VUT as a vehicle for Epistemological access

The high demand for access into Higher Education institutions has resulted in academic staff unable to cope with the large number of students. Effectively, the best practices of teaching and learning has been compromised.

We discuss a case study of the influence of epistemology on learning for underprivileged students in first year courses at the Vaal University of Technology.

An analysis of mentor session class work, written work and focus group interviews indicates that many of the student's difficulties were epistemological in nature. This scenario has been identified and perpetuated across all modules with a resulting high failure rate especially amongst high risk subjects. In 2013 a Learning Communities Mentoring programme for first year students was introduced. This program aligns with the national and institutional priorities for Higher Education, namely, to assist a cohort of new and diverse first year students with their new AND foreign academic challenges

The VUT Learning Community program involves appointing mentors recruited from senior students who show academic excellence and who show potential and passion to facilitate small group activities. The Mentors have made it through their first year challenges and experiences are able with supervision gradually support the first year students in fostering productive attitudes and epistemologies as important instructional outcomes that may serve the students well and also be a catalyst in making the transition from high school to tertiary a success.

Current literature on Learning Communities show that there is a positive relationship between factors such as student motivation, teaching strategies, and students' approach to learning and student success (Ricconi 2010; Minor 2007; Zhao and Kuh 2008). Similarly, Levine (1999) argues that students participating in Learning Communities were more engaged, had higher persistence and obtained higher grades than students who do not participate in learning communities, and that their integration into Tertiary education made easier. Tinto (2010) also suggests that 15%-25% of tertiary level student attrition can be attributed to academic failure and challenges in adjusting to Tertiary.

Access at VUT is characterised by a majority of First year students who according to Tinto (2013) are first generation and low-income college students, who may lack the shared knowledge that students from college-educated families commonly possess about the college experience and what it takes

to succeed. The Learning Community mentor program established was designed to deal with this kind of academic challenges, and to promote and support student academic engagement.

This paper will discuss how a Learning Communities program was established at VUT and also highlight how the Mentors were supervised and monitored in order to facilitate these kind of sessions knowledgably and effectively.

Key words: Learning Communities, Transition, Epistemology access Student Success

Mnyaka, N

Students' view on the importance of basic mathematics skills in the accounting curriculum

South Africa is a country that is partly developed, developing, rural and deep rural, with different economic achievements and challenges. Education is one of these challenges. Improvement of the educational system and access to education is required in all phases up to tertiary level while there are still some major challenges with regards to the quality of basic education especially in rural areas, particularly in mathematics (maths). Maths is a common national academic problem as the 2016 matric results reflect a pass rate of about 51% (Department of Basic Education 2017).

Inherent in the accounting profession on the other hand is the ability to solve finance related problems using basic maths skills. This is believed to have led to South African universities that offer accountancy programmes to set a minimum entry requirement for maths which is about 60% for degree programmes. This then creates confidence that students in the accounting programs have acquired the necessary level of maths skills at senior secondary level to excel in the programmes. However, there is a concern that students do not demonstrate possession of these skills in class and that they struggle to apply basic maths techniques in accounting scenarios, which hinders their academic progress and threatens growth in the chartered accountancy profession in South Africa. Structural learning theory by JM Scandura (2001) is believed to most applicable in tertiary accounting academic programs. The objective of the study is to investigate the extent to which accounting students perceive the knowledge of maths as important in the accounting curriculum.

A questionnaire which seeks to find out students' perceptions about the importance of maths knowledge in the accounting curriculum will be prepared and given to at least 300 accounting degree students. The questionnaire will consist of only closed questions.

An 80% response rate is expected as the students will be requested to complete the questionnaire in the lectures. It is expected that from the students' responses, an indication of the extent to which they perceive maths as important in the accounting curriculum will be obtained which will assist

academics to improve course design, lecture quality, student support system, lecturer-student interaction and tutor involvement.

Keywords: Skills, maths, accounting curriculum, accounting students.

Mogamedi, K and Mandlwana-Neudani, T

Exploring students' readiness in introductory modules in the BSc - Life Sciences programme

The low level of student success associated with high drop-out rate has been a concern in the programmes with science subjects (du Plessis & Gerber, 2012). It has become commonplace in the biological sciences that students repeat modules more than once and this corresponds to the level of competency on the basis of prowess in comprehension, critical thinking and application-based analysis. The achievement of University entrance grade at matriculation has always been the main determinant for learner readiness for tertiary education (Van der Merwe & De Beer, 2006; du Plessis & Gerber, 2012; Sommerville & Singaram, 2015). The consequence has been low student throughput rate at the minimum regulation time for the degree programme (Scott, 2016). Thus, the low throughput rates could imply challenges that students encounter before and when already in the various study programmes, possibly emanating from external factors (Tinto, 1995) or challenges that are inherent to the University programme. In an effort to understand the challenges that the students face in the University, the researchers set out to evaluate the students' readiness or preparedness and their aptitude for higher education in the distinctive context of a BSc (Life Sciences) programme at the University of Limpopo. The current study explored the educational background, the interest and attitude as well as preparedness of students in the programme. Furthermore, the researchers investigated the bias of gender and age towards their interest, attitude and readiness for the programmes. A readiness questionnaire was designed and administered to all first and second year students in the BSc (Life Sciences programme). Reliability analysis of the survey instrument was tested using Cronbach's (1951) Cronbach's alpha which was gained at a score of 0.70. While educational background was found to significantly influence students' attitude and interest in terms of their involvement in sourcing relevant subject information, acknowledging their strengths, self-awareness and assertiveness in their learning abilities, gender and age do not. The findings of this study necessitate exploration of a holistic approach to learning and teaching at the University in order to support and adequately prepare the students for their career and future. This approach should consider the educational background of the students which mostly infers on the level of preparedness and readiness for tertiary education.

Keywords: Students' readiness, educational background, gender bias, BSc (Life Sciences) programme, University of Limpopo

Moodley, S

Collaborative Learning – a gateway for social, emotional and academic transition to university

First-year students in the Extended Curriculum Programme (ECP) experience significant challenges socially, emotionally and academically in their transition from high school to University (McGhie et al, 2015; Mudhovozi, 2012). It is against this backdrop that this research paper seeks to determine whether collaborative learning as a pedagogic practice is effective in its endeavour to transcend boundaries in the social, emotional and academic arena, thereby creating access and parity of participation, enhancing social relationships, fostering emotional well-being and enabling academic access and success at University. The study records the process of how collaborative learning was initiated as a pilot project, using the Academic Literacy for Business (ALB) Gateways, which was a series of questions and instructions specifically designed to facilitate the decoding of selected texts through dialogue and interaction amongst groups of students. The central objective of this paper was to observe the impact of collaborative learning with specific reference to student access and parity in the learning context, and report particularly on the findings in the social, emotional and academic arena. The theoretical framework is unpinned by Brunner's theory of social constructivism (Brunner, 1968); Vygotsky's Zone of Proximal development in learning (Vygotsky, 1978) and Killen's learning principles (Killen, 2000). This qualitative case study analysis was conducted with first year ECP students at the University of the Western Cape, repeating the Academic Literacy for Business Module (ALB 132), in the second semester of July 2016. The data collection instruments consisted of in-class observation records of students working in collaboration with the allocated ALB Gateways; 40 individually written reflections of students' personal experiences of collaborative learning; as well as group interviews. In summary, the main findings of this study indicate that collaborative learning is an effective pedagogic practice for students in transition as it provides a supportive platform to build relationships; enables the development of friendship circles; fosters dialoguing opportunities in the mother tongue; heightens confidence levels; ignites critical thinking and subsequently enhances access and parity in the learning environment. The author concludes that collaborative learning as a pedagogic practice assists first year students significantly in their social, emotional and academic development thereby enabling their positive transition from school to university.

Keywords: First year experience; transition; collaborative learning; comprehensive reading skills; extended curriculum programme

Nduna, B and Govender, D

Towards curriculum transformation: initiatives by the UNISA Teaching and Learning Development unit

The South African Department of Higher Education and Training, Council of Higher Education (CHE), progressive student movements and other stakeholders in education and society in general have lately been clamouring for the 'decolonization' and transformation of curricula in Higher Education (HE) institutions. Transformation is stymied by the fact that the current educators have been trained in the systems that need to be transformed, and some have a vague notion of curriculum transformation and its theories. There is also very little conversations by students and staff and among staff themselves, and polarisation, around issues of curriculum transformation.

Unisa as a dedicated Open Distance Learning institution is also affected by these demands for curriculum transformation. The Directorate of University Teaching and Learning Development (DUTLD) is a unit in Unisa that supports academic departments in curriculum design and development. It is well placed to assist in curriculum transformation. DUTLD also encourages and support academics to design and develop curricula that include social construction of race, ethnicity, gender, social class, sexuality, age, disability and culture (including religion), while addressing the cause and effects of structural inequality of the colonial past.

In order to inform debates around curriculum transformation, it is important to argue from a theoretical basis. There are four theoretical bases that the author perused, namely the Social Justice theory advocated by Nancy Fraser (2009), the Pedagogy of the Oppressed by Paulo Freire (1972), the African Philosophy by Achille Mbembe (2001) and the Educational ecosystems theory by Maringe (2016). It is to this end that the author would base his poster presentation on the later theory by Maringe (2016). Drivers of transformation are aligned to this theory, hence it was selected. These drivers of transformation include being responsive to prevailing societal contexts, reimaging our epistemology, promoting an institutional culture of critical reflection and renewing our pedagogical practices. Education Consultants from DUTLD advised lecturers to consider these drivers of transformation in the design and development of their instructional material.

Consensus achieved on transformation issues in institutions should include change in the purpose, content, methods and assessment practices. In addition, institutional curriculum transformation requires champions with passion to drive it effectively. It also requires a 'transformation working group' where all stakeholders in the institution are actively involved. A dedicated budget to sustain the curriculum transformation work should be set aside for the 'transformation work group'.

The poster will be discussing initiatives of the DUTLD in fostering curriculum transformation in the design and development of instructional material. The initiatives include incorporating and integrating issues of decoloniality, UNGC principles and HIV and AIDS, thus making curriculum more responsive to student's authentic learning and critical thinking.

We conducted a seminar presentation in our department to engage and sensitize academics to imperatives of transformation. Lively debates and discussions ensued in the seminar, opening possibilities for further discussion in wider institutional audiences and research possibilities.

Keywords: Curriculum; Transformation; Curriculum transformation; Curriculum design and development

Nicolaou, G; Sesheba, L; Reeves, M and Richards, Z

The importance of self-regulatory learning and study strategies in academic performance for male and female learners from under-resourced South African high schools

The Trends in International Mathematics and Science Study (TIMSS) research for 2007, 2011, and 2015 have shown that South African high school learners tend to achieve well below average in comparison to other countries (Reddy et al., 2016). This highlights the need for South African education policy makers to establish initiatives to improve Mathematics and Science performance in South African learners across the country. Research has also revealed that one's gender is related to differential performances in Mathematics and Science subjects. It is suggested that amongst females, there tends to be low participation and achievement in STEM-related subjects (Science, Technology, Engineering and Mathematics). Considering this potential gender disparity in learners' academic performance, it is important to understand the components that may contribute to this difference. Previous literature has suggested that self-regulatory learning and study strategies; namely concentration, self-testing, the use of study aids, and time-management skills, are associated with academic success. However, the role of gender in academic performance, as mediated by these strategies, is still unclear. Despite the ongoing calls for equality in the education sector, one must consider the historical gender advantages that males have had and the under-representation of females in the academic sphere. Thus, a possible means to South Africa's progression is the promotion of equity and transformation within the Higher Education learning environment.

This paper thus explores the importance of self-regulation in academic performance in a sample of female and male high school learners demonstrating strong academic potential. This will be done by exploring the moderating effects of self-regulatory learning and study strategies on the learners' Mathematics and Science matric performance. The sample comprises of 231 high school learners who wrote their NSC matric examinations in 2016 and were part of the Targeting Talent Programme (TTP) for a period of 3 years. The scores for the learners' self-regulatory learning and study strategies were collected via the Learning and Study Strategies Inventory – High School Version (LASSI-HS), and the learners' matric results were collected from their respective schools. The data will be analysed using quantitative descriptive and inferential statistical procedures, including a Multivariate Analysis of Covariance (MANCOVA). The importance of this paper is threefold. Firstly, it will contribute to a better understanding of differential academic performance between males and females, specifically amongst youth with academic potential in the South African context. Secondly, understanding the importance of self-regulatory strategies could lead to improvements in teaching and learning, in ways that are sensitive to the links between gender, self-regulation, and academic performance. Lastly, this study will emphasise the importance of pre-university programmes, such as the TTP, in cultivating self-regulatory teaching and learning, as well as enhancing Mathematics and Science abilities.

Keywords: Academic potential, self-regulation, academic performance, gender, South Africa

Oosthuizen, E and Hanekom, G

The effect of access-oriented post-school mathematics interventions

South African school leavers' under preparedness for university level mathematics has been a burning issue for some time. Many high school learners, for various reasons, opt for Mathematical Literacy at school, rather than Mathematics. This choice makes it impossible for these learners to access fields of higher education study, even via extended degree programmes and access programmes, as these require performance in Mathematics at a certain level. Furthermore, those who do opt for Mathematics at school often do not perform well enough during the National Senior Certificate Mathematics examination. Subsequently, they find themselves in the same boat as those mentioned above. To overcome this challenge, the office of the Teaching and Learning Manager of the Faculty of Natural and Agricultural Sciences at the University of the Free State has initiated and developed innovative mathematics courses. The purpose of these is to assist typical access-level students, both those who did not have Matric Mathematics, and those who did, but did not meet the minimum performance criteria, towards gaining access to programmes that require certain Mathematics results for entry, and enabling greater prospects for success in their degree studies. This has partly been achieved by making the teaching process more responsive to student needs and implementing strategies and opportunities based on concepts akin to Peer Tutoring, Productive Persistence, Productive Struggle and the notion of providing students with a Strong Start.

This paper reports on the research done to measure the effect of the interventions rolled out, as a result of this course development, on the Mathematics performance of the students exposed to the interventions. The research design follows a mixed-methods approach. The quantitative section comprises an analysis of these students' university Mathematics results. The qualitative section comprises thematic analyses of responses to open-ended questionnaires conducted to understand and describe the perceptions regarding the efficacy of the interventions from the perspectives of both the students and the staff involved, and to determine the extent to which these perceptions confirm the quantitative results. Preliminary investigations have shown that students who underwent these interventions generally performed well in first-year university mathematics, and, in many cases, even outperformed mainstream students who had gained direct access to degree studies. This demonstrates that innovative early interventions in subjects such as Mathematics could effectively prepare and assist access students to achieve academic success at the Higher Education level, despite the fact that they do not meet subject-specific entry requirements, thereby demonstrating that success can also come to those who did not perform well at school.

Key words/ phrases: Access-level students, innovation in Teaching and Learning, Addressing the gap between school and HE

Ramraj, U and Marimuthu, F

Using Digital Tools to Promote Learning

Worldwide, the educational landscape is on an ever-changing journey, requiring continuous development and learning. Digital tools and technology are transforming essential elements of the educational space and is evolving rapidly. E-learning, has advanced the approach that education is delivered continually, diversifying the educational spectrum. Having to no longer be physically present in a traditional classroom to be educated, is an innovative and renewed approach that is taking the educational world by storm. Digital innovations is becoming vital in opening new doors with the growing availability of technology. Enriching the curriculum and enhancement of learning spaces is guaranteed when investing in digital technologies.

As the internet is here to stay, so too is the concept e-learning, denoting that instructors in all spheres of education must recognise e-learning as fundamental in their educational strategy and also the key role they play in the impetus of e-learning. Educating in the digital era signifies that it is obligatory for instructors to keep abreast with new methods and tools as well as understand the outcomes and objectives of e-learning in order to maximise the benefits of this boundless teaching tool. Transformation into effective online instructors include, engaging the learner, promoting active learning, fostering collaboration and encouraging constructive feedback.

The study is underpinned by the Technology Acceptance Model (TAM) with two technology acceptance measures – ease of use and usefulness. TAM proposes that perceived ease of use and perceived usefulness of technology are predictors of user attitude towards using the technology, subsequent behavioral intentions and actual usage.

The aim of the paper is to demonstrate how digital tools and technologies have played a significant role in enhancing learning. A census survey of a purposive group of twenty-eight participants, who attended an online training course was employed in the study and data was collected using a questionnaire. The quantitative research approach was used and the questionnaire design catered for both open-ended and closed questions, hence allowing respondents opportunities to share their views. Data was analysed using the Statistical Package for the Social Sciences (SPSS) and Microsoft Excel. Participants were introduced to a range of digital tools throughout the course including online assessments, video recording, discussion forums, blogs and interactive team assessments. The participants perceptions of these tools were extracted from the data collected and indicated that enhanced communication, enabling student-centred learning, improved accessibility, collaborative learning and interactivity were some of the benefits attained from exposure to the digital tools.

The overall responses to the study were encouraging, with emphasis on learner engagement, instructor presence, increased collaboration and innovative assessments.

Keywords: E-learning, digital tools, online training and technology.

Rammupudu-Maroga, M J

Customising instructional design support for meaningful integration of online assessment with teaching

Effective integration of formative assessment in teaching is well acknowledged within the higher education sector for its benefits in enhancing learning and improving students' attainment of the intended learning outcomes. As desirable as the practice of integrating assessment in teaching may be, in large classes, meaningful implementation of the practice could however be limited by the huge marking loads which could inevitably impact negatively on the quality and promptness of the provision of feedback to students. Blackboard assessment tools are therefore explored from a variety of angles for consideration along the lines of capabilities for assessment in large classes.

This study is aligned to Tolman's premise of purposive behaviourism which holds that behaviour is purposive and goal oriented, and that people get to be motivated to take action and behave in certain way if they see value in pursue of their goals. The study establishes that Blackboard training support for lecturers could achieve better results if lecturers are supported in partaking in training out of their awareness of the actual connection between the training and their personally pursued end goal and desired outcomes.

This study presents an online instructional design support programme involving the instructional designer, the lecturers and students in the B Ed Honours programme of one of the universities in South Africa. The programme particularly focuses on the use of the Blackboard system and Turnitin online assessment tools used in providing formative assessment in research proposal teaching and supervision. Rather than following a generic one-size-fits-all approach to the use of online assessment tools, this study follows a customised Just-in-Time Training (JITT) support programme designed to equip lecturers with Blackboard use knowledge, skills and strategies that are of immediate relevance to their practice at hand. The intervention is intended at assisting students and lecturers to meaningfully access and navigate their online modules, as well as supporting them meaningfully for engagement with the associated instructional activities.

The programme yielded promising results in terms of improved collaboration between the instructional designer and the faculty's academic staff; improvement in students' engagement with online tools, establishment and facilitation of communities of learning between students and communities of practice between supervising lecturers. Characterising the programme as a customised programme of immediate relevance helps to identify the gaps in the current practice, and assists also to identify the direction with regard to instructional design support practice improvement going forward.

Keywords: Relevance, support, assessment, feedback, large class, instructional design

Ramphinwa, M

The effects of flipped learning approach in the teaching of horticulture modules in a historically disadvantaged institution

University of Venda is a rural based and historically disadvantaged black institution offering agriculture with various disciplines. It attracts students from disadvantaged educational backgrounds who generally enter higher education without the necessary social and cultural capital required for studying at institutions of higher education particularly in Mathematics and Physical Science subjects. It becomes a challenge for lecturers to deal with students who do not meet the expected standards to be at the University level. This study is to determine the effect of a flipped learning approach in the teaching of horticultural sciences modules in the school of Agriculture, University of Venda. Teacher centered approach is one of the teaching approaches which promote passivity of students in the classroom. This approach has not proven to be of much help at this institution. Therefore flipped learning is one of the approaches that are being put to a test to encourage active participation, commitment to learning and increases engagement with the reading material. This study focuses on a Horticulture module (HRT 2541). It is about plant propagation which is comprised of theory and practicums. The objective of the module is to introduce students to different propagation techniques and how to apply them in the field. Therefore the lecturer's role is to integrate theory into real practice. In this module, effective teaching methods such as field and laboratory experiments are used in order to engage students in to learning. Flipped learning is the pedagogical approach that can be used when teaching the Horticulture module due to its complexity of propagation techniques when learned without observing them real environment. It gives the student an opportunity to engage themselves with the reading material or watch videos before class time. The process eventually promote deep learning amongst students. This study will use a qualitative methodology to understand the effects of flipped learning approach in a Horticulture classroom. About 24 students, who have enrolled for the module HRT 2541 would participate in the study. Data will be collected through focus group interviews with the participants in order to encourage engagement with one another. Data will be analyzed through critical discourse analysis in order to identify the dominant discourses in a flipped classroom. Conclusions and recommendations will be shared during the School of Agriculture seminars.

Key words: Flipped learning, horticulture, student centred approaches

Roopnarain, A and Richards, Z

Exploring knowledge sharing and dissemination: perspectives from Mathematics and Science educators

This study aimed to gain a deeper understanding of how Mathematics and Science educators, who attended a Mathematics and Science Educators Enrichment Workshop, share knowledge and learn at the workshop. The study further aimed to gain an “insider’s perspective” of teaching in the South African context and how these factors explored (in the wider South African context and at individual schools, enable or inhibit learning and sharing. Furthermore the study highlights how curriculum focused on pedagogy impacts on knowledge sharing and dissemination. The core design of the study was qualitative in nature and was based on a case study of the 50 Mathematics and Science educators, from 32 schools across 4 provinces in South Africa, who attended the 1 week long workshop. The case study consisted of two subject specific focus groups as one of the primary instruments for data collection. Surveys were administered to the educators as a means of monitoring and evaluating the overall workshop. Furthermore this data was supplemented with an online news item that was written in the public domain as well. The case study yielded rich information which was analysed qualitatively using thematic content analysis. The findings that emerged in this study confirmed previous literature available. Themes that emerged focused on the broader contextual issues that arise in schools within the South African context. These included: teacher, learner ratio; quantity versus quality; pass marks and promotion standards; curricular change and administrative load. Key themes pertaining to factors that promote learning at workshops held for educators were unpacked and how educators define learning communities and share knowledge was explored and thematised. Certain unique themes, like the resistance to sharing emerged, which were specific to the context, as well as different expressions of previously, identified themes. This allowed for a nuanced picture of the educators perspectives of sharing, learning and learning communities, which was the main aim of this study. This study assisted in providing an understanding as to how workshops can be constructed to enhance the development of learning communities that will promote sharing and knowledge dissemination.

Keywords: educators, teaching mathematics, science, pedagogy, sharing, learning, community

Rowe, M; Adebisi, B; Farooq, B D and Rhoda, A

Tutors experiences of a tutoring programme in a health sciences faculty

Student success in South African higher education institutions is poor and universities have not been successful in developing strategies to improve students’ learning experiences as a component of improving success. There is evidence that the more time students spend engaged in academic support services (defined as institutional activities outside the classroom), the better they will do in their academic programmes. Tutoring programmes form an important part of almost all curricula at

academic institutions and are considered to be effective in facilitating student engagement. Tutoring's role in student engagement has made it uniquely suited as a tool which can be used to inadvertently address challenges such as poor student success in higher education. The aim of this study was to determine the experiences of tutors in a South African health sciences faculty with the intention of informing a review of the tutorial programme in the faculty.

The study was conducted in 2015 once ethical clearance had been obtained (project registration number 14/8/3). The study employed a qualitative approach with an explorative research design and formed part of the first phase of a faculty wide project on student success. Semi-structured interviews were used to collect data. The faculty includes departments of dietetics, occupational therapy, physiotherapy, psychology, social work and schools of nursing, natural medicine and public health. Tutors were contacted telephonically and invited to participate in the study. Information sheets were provided to those who were interested in participating. Interviews were conducted at a time and place that was convenient for the tutors, and were audio-recorded. The interviews were transcribed verbatim and anonymised. The researchers used Braun and Clarke's six phase framework to conduct an inductive thematic analysis of the text, beginning with familiarising themselves with the data and generating initial codes, then searching for, reviewing and defining themes. Vygotsky's social constructivism was used as guiding theoretical framework. Finally, a report of the interpretation of the data was generated and reviewed by co-authors who were not involved in the initial interviews.

Four primary themes emerged in this study: perceived role versus actual role of tutors, tutors' perceptions of students' learning strategies, time and time-urgent behaviours, and understandings of mentoring and tutoring. The findings of this study revealed that tutors' conceptions of tutoring were varied, and that these different perspectives impacted on how they conducted tutorials in the faculty. It was also not clear how tutorial sessions should be structured, nor was it clear what activities students needed to engage in. The conclusion is that there was confusion among tutors, which mainly seemed to stem from the idea that their roles as tutors typically deviated from their expectations of what tutorials were supposed to be. Recommendations include the development of structured tutorial programmes, management of expectations, clear definition of roles, and continuous tutor training. In this poster, the findings of the study will be discussed in further detail.

Keywords: tutors, experiences, tutoring programmes, perceptions, student success

Simelane-Mnisi, S; Ngoloyi, A; Mji, A and White, C J

Rethinking the eLearning design: A shift towards interactive and collaborative approach to learning.

Globally, it has been reported that academic staff are not using the full potential of the learning management systems (LMSs). The tools in LMSs are not being utilised effectively by most academic staff. The possibilities for elearning is not being accomplished. This is due to the designing for

effective eLearning which is not strategically addressed in most higher education. In most higher education institution the LMSs are mainly used as a repository for learning materials and reproduces the traditional paradigms of teaching. In this regard, academics remain teacher-centred in their use of technology and are reluctant to adopt more student-centred ideas. The aim of this study is to investigate the eLearning design to ensure that online courses promote interactive and collaborative approach to learning. This study presents the work in progress of the Instructional Designers in collaboration with lecturers at a study university of technology in South Africa, in the Faculty of Humanities in designing and developing an online course for postgraduate studies. The challenges encountered in the faculty of humanities is the optimisation of resources available for guiding postgraduates' students towards sound preparation of research. These students have limited support in traditional method or face-to-face. On the other hand, the challenge identified by Instructional Designers is that available eLearning course content is not designed\developed to encourage interactivity, participation and collaboration. Therefore, the available eLearning content does not promote self-directed learning and an encouragement for a student-centred approach.

The project team-based approaches will be utilised to develop the postgraduate online course. The PDPIE framework for course development will be employed in this study. The PDPIE framework occurs in five phases comprising of Planning, Design/Development, Production, Implementation, and Evaluation. In this study planning, design/development and production of the framework will be presented. In order to do this, the qualitative case study will be used. In Phase 1 of the study, purposive and convenient sampling will be used to select 33 participants. Participants comprised of 2 instructional designers, 1 curriculum developer and 2 subject experts and 28 supervisors in the faculty of Humanities. Data will be collected by means of check list during the planning and design/development between the instructional designers, subject expert and curriculum developer. Document analysis such as study guide, learning material and learning activities and course map, identification of appropriate tools and technology as well as designer checklist for online course development will be used. During the production phase the Postgraduate interactive online course will be created on the institutional learning management system. Data will be collected using the checklist for online course development production phase. This will be used to evaluate the quality of the produced course. The focus will be on three phases of the framework, planning, design/development and production using various tools that encourage interactivity, participation collaboration and students-centred approach to learning. Students-centred approach to learning provide more independence to the students, facilitate understanding through more active engagement with content and draw on dialogic processes.

Keywords: eLearning design, learning management system, interaction, participation, collaboration, student-centred approach

Thomas, M S; Singh, R J and Thomas, S

The Extended Curriculum Programme in BSc Chemistry of the University of Limpopo: Implementation, output and Implications: A Critical Review

South Africa's graduate output has major shortcomings in terms of overall numbers, equity, and the proportion of the student body that succeeds. The throughput at universities is skewed in favour of the traditionally well-off (White) universities due to the disparities in the system. CHE (2013) reported that 'only 5% of African and Coloured youth are succeeding in any form of higher education' Therefore, the Council on Higher Education underscores the need for rapid transformation in undergraduate output in the sciences, engineering, technology, mathematics and accounting degrees in South Africa through the extension of *Extended Curriculum Programmes* (ECP) to all universities. The purpose is to 'improve access, success and well-being in education' for parity as well as for socio-economic development across the population groups.

This study attempts to point out that access to programmes like ECP, to become successful and sustainable, need to also address other issues like quality teaching, learning support, proper student pacing, staff ratio and infrastructure. The case study is drawn from the experience at University of Limpopo, which is a 'historically Black' institution which is currently 'over-subscribed' in terms of ECP and mainstream.

The method of study consisted mainly of document examination (results of each year), focus group interviews/questionnaire and related literature review. Only the first cohort of ECP chemistry intake of 2013 was used.

The performance of this cohort was very satisfactory (>88%) during the initial two years (2013 and 2014) until they proceeded to the mainstream in 2015 and then to final year (three) in 2016.

Only 56% of the ECP students (61/108) continued into the third year to join main stream (year two) and out of that only (41/61) 67% passed (all the modules of chemistry) at the end of the year. The final year pass was 19%, who graduated. The general trend in the mainstream is also similar, but with a higher (42%) pass.

The results of the study indicated that, when the available support structures for ECP entrants are withdrawn (expecting them to articulate seamlessly to the main-stream), the pass rate dropped drastically.

The author is of opinion that since the entry level requirements of ECP students are much lower than that of the mainstream, articulation to the mainstream pose serious challenges for them, resulting in poorer throughput. Therefore, the author concurs with the findings of other researchers* that if educational well-being and 'access for success' of the main stakeholders in programmes like ECP are to be addressed, all aspects of teaching, learning and support must be considered and continuous support must be rendered throughout the four year (extended) programme and there must be a general transformation in all the facets of their education at the undergraduate level (at this university). As the mainstream pass rate is also low, it is suggested that there must be mechanisms to identify those '*at-risk students*' in the mainstream as well and include them also in

such programmes. Access for parity does not simply convert to or deliver 'access for success and well-being'.

Keywords: Extended Curriculum Programme (ECP), Mainstream, Articulation, Implementation, Throughput

Venter, I

Enabling unsuccessful students to transcend to reflective and strategic learners

Learning is a complex process that has generated numerous interpretations and theories. At Higher Education Institutions the learning or acquisition of not only subject-specific knowledge and skills should be facilitated, but also personal attributes to enable students to transcend into strategic, self-regulating and successful learners.

Students no longer have to construe knowledge as the exclusive way of acquiring information and assimilating it - as assumed in the learning theory of Constructivism, because they can now acquire information at the press of a button to link them with the Internet. According to Carr (2011) "...we are evolving from cultivators of personal knowledge into hunters and gatherers in the electronic data forest". In order to understand the learning approach of the so-called digital natives in front of us, an appropriate learning theory such as Connectivism should be acknowledged (Venter, 2011). Today's students need to learn how to work, study and collaborate online, but they also need critical-thinking and creative skills demanded by their future employers. As educators we acknowledge the fact that pedagogical principles should always underlie the use of technology. The pedagogical principles that underlie Connectivism are described by Siemens (2008) as part of a learning theory that teaches collaboration, creativity and connectivity – all of which are sought-after personal attributes. When the attributes of strategic thinking and self-regulated learning are added, unsuccessful or so-so students should make the transition to being successful.

It is a worrying fact that a high percentage of especially first year students drop out of their studies, due to various reasons. Research was conducted with a group of 2421 students at the North-West University from 2008-2011 to determine the strategies that academically successful students exhibit. All the first year students completed a questionnaire, and interviews were conducted with selected students on one campus from this group. The study was conducted over a period of four years. The findings were assimilated and culminated in an innovative proposal with carefully planned and appropriate educational strategies to empower students to become self-reflective on their learning practices, gain metacognitive knowledge and implement this knowledge to become lifelong learners, to improve their employability in a complex world and to become masters of their own destinations.

The educational principle of empowering students through self-reflection on and knowledge of their own learning approaches and habits is proposed by means of introducing a reflective module that will be discussed in the presentation. The curriculum for the module is construed, planned and informed by six strategies that teach students self-knowledge about their learning approach (metacognition). These strategies will be illustrated by means of acknowledged educational instruments. Self-reflection by students on their learning approach determines the degree of metacognition they acquire (Venter, 2011). In turn, the acquisition of metacognition and putting the suggested strategies into practice should empower students to

transcend from being unsuccessful and so-so students to students who have aspirations of successful studying and lifelong learning.

Keywords: transition, self-reflection, metacognition, lifelong learning

Verster, B

Learning through collaboration as a counterbalance for societal complexity

Societies the world over are in a constant state of change (United Nations, 2004). Some changes are gradual and for the greater (common) good and some are disruptive. A clear understanding of the specific *societal context* is paramount because it determines the challenges that is put to urban planners in their role as public agents.

Turok (2014) explains the existing situation by referring to the complexity within the profession of negotiating current contrasting urban agendas and how this is building pressure within an existing volatile society. Pieterse (2017) shares this sentiment and refers to the “knowledge vacuum” that currently exists because of the pace of urban crises (such as need for land, need for basic services such as water and sanitation, need for employment, need for amenity services such as schools and clinics) in cities in the global South. Watson (2009:2260-2261) summarises the existing disjuncture between society and the urban planning profession by stating that the “conditions in urban life in cities are subject to new forces and are displaying new characteristics which any shifts in urban planning would need to take into account.”

Watson (2009:2261), as one of the leading South African urban planning academics, is recognising the current mismatch between the “taken-for-granted assumptions in planning” and “a conceptual shift in the discipline.” This shift needs to be reflected in urban planning education and entails a greater focus on what Watson calls the “clash of realities”. The research project summarized in this poster, responds to the call for reacting to the above shifts.

This poster focuses on contextualizing societal complexities as one of the shifts that calls for a change in the way urban planning students learn. Because of the complex nature of collaboration as a professional value attribute and way of learning, it seems to be a meaningful intervention to respond to current shifts. To further substantiate the importance of collaboration, both Lave and Wenger (1991) and Laurillard (2012) refer to collaboration as a central process of learning.

An additional area of focus in this academic poster, is the contribution of Social practice theory (Schatzki, 1988, 2012; Reckwitz, 2002) in providing a theoretical lens to develop a revitalized understanding of collaboration as both a professional practice and a learning practice. A combined theoretical model, extrapolated from Schatzki and Reckwitz, will be presented as a tool for empirical data collection.

In conclusion, the argument is made that the only way to negotiate complex realities, is to learn within a complex environment where complex challenges are set, in order for students to develop appropriate and relevant responses.

Keywords: Collaboration, societal complexity, urban planning education, practice theory

Wadesango, N; Hlungwani, C; Mohale, A; Thosago, M and Chabaya, O

Interrogating the Role of Academic Developers in the Promotion of Scholarly Teaching and the Scholarship of Learning and Teaching

Universities in South Africa, like other universities the world over, continuously seek to improve excellence in teaching and learning. This has been seen by a number of universities introducing excellence in teaching awards to reward excelling lecturers. Of importance in the enhancement of teaching is for teachers in the university to engage in both scholarly teaching (ST) and the scholarship of teaching and learning (SOTL). In a university set-up the university teacher ceases to rely on a single approach to teaching but interrogates how he teaches by referring to literature and theories. Teaching becomes a scholarly activity. Scholarly teachers are armed with the skills and expertise in curriculum adaptation, teaching, learning, assessment, among others and they have sound understanding and appreciation of the diverse needs of students. Academic developers are therefore responsible for coordinating teaching and learning functions in universities by way of academically supporting university teachers to enhance practice. There are various ways academic developers should consider in promoting ST and SOTL and these shall be interrogated in this paper.

Academic developers should mount regular and periodic professional development workshops to academic staff in the university on different teaching and learning issues some of which are mentioned in the fig above. In this desktop paper which is based on the theory of *action*, the researchers sought to examine the role of academic developers in universities in the promotion of scholarly teaching (ST) and scholarship of learning and teaching (SOLT). The concepts scholarly teaching and scholarship of teaching and learning in higher education are explained and their differences outlined. The researchers further discuss the significance of SOLT in the enhancement of teaching and learning in higher education. In the paper the researchers also examine the role academic developers should play in ensuring the nurturing and development of SOLT among academics by suggesting practical activities academic developers should engage in ensuring the promotion of SOLT. The paper concludes that scholarship of teaching and learning has been touted as an instrument of salvation, a movement that can transform the nature of society towards our ideals of equality and justice. It signals a paradigmatic change in higher education or rather a paradigm shift from the pedagogy of the oppressed to an andragogy with a new relationship between the teacher and the student. There are so many challenges faced in promoting SOLT but what is important is for us as academics to change the status of teaching from private to community

property. Possible hindrances and challenges in academic developers' role in promoting SOLT are also evaluated and solutions suggested.

Keywords: Scholarly teaching, scholarship of teaching and Learning, paradigm shift, research based evidence

Zulu, N and Makondo, L

Practising a year-long orientation programme through the FYSE activities: The case of DUT FYSE as an institutional programme

The first year has been identified as the year in which the greatest amount of academic failure and attrition from study occurs (Hillman, 2005:2). Hence there is a serious need of various strategic departments, units and academic departments to work in collaboration to ensure a smooth adaptation of first-year at university. First Year Student Experience (FYSE) at DUT forms part of the scope of the activities embedded in the DUT Strategic Plan (2015 – 2019) under Strategic Focus Area 1 (Building Sustainable of living and learning). The FYSE in DUT has had enormous growth since its inception in 2014. The programme has been adopted by the VC, Academic Executive Management (AEM) and Senate as an institutional programme in 2016. FYSE at DUT provides a series of activities (social and academic) in a form of a year-long orientation using a programme specific workbook compiled by the Centre for Excellence in Learning and Teaching (CELT) in collaboration with first year lecturers who are part of a newly formed forum called the First-Year Academy. With that being said, McKenzie and Schweitzer (2001) argue that the successful integration of FYSE must, then, occur in both social and academic domains, as it is highly likely that difficulties in adjusting to one will impact on the other domain. The FYSE runs activities like the Educational Games, technology for learning, invitation of industry speakers, etc. throughout the year which focusses on assisting students to adapt to the university environment. Subsequent to that, surveys, questionnaires and interviews are conducted with involved parties to get their insights on how they view FYSE activities and what could be improved. Lastly, the FYSE seminars are facilitated by highly trained Tutors, Mentors and Advisors (TMAs) within the departments who follow topics illustrated in a seminar guide created for this. All FYSE seminars are officially time-tabled in the academic departments.

Keywords: Tutors, Mentors and Advisors (TMAs), Strategic Focus Area, First-Year Academy

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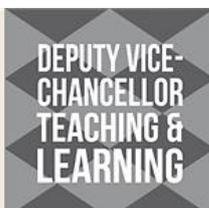
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