

ACADEMIC INDUCTION PROGRAMME

**A space to develop your own creative energies
Semester 1 2017**



**A FOCUS ON STUDENT CENTRED LEARNING,
TEACHING AND ASSESSMENT**

The Academic Induction Programme provides a safe space for fostering transformative educational practice and exploring student centred learning, teaching and assessment (LTA) strategies that empower students to become active, responsible and critical students and citizens



*We work on the assumption that people already know
much of what they need to know,
but that they often are unaware that they know what
they know,
and that they become aware of what they know
and how to use what they know
by reflecting critically on their practice
and from interacting with others (Conolly, J)*

QUOTES FOR THE PROGRAMME



“Teaching, like any truly human activity, emerges from one’s inwardness... As I teach, I project the condition of my soul onto my students, my subject, and our way of being together. The entanglements I experience in the classroom are often no more or less than the convolutions of my inner life. Viewed from this angle, teaching holds a mirror to the soul. If I am willing to look in that mirror and not run from what I see, I have a chance to gain self-knowledge, and knowing myself is as crucial to good teaching as knowing my students and my subject.

...knowing my students and my subject depends heavily on self-knowledge. When I do not know myself, I cannot know who my students are. I will see them through a glass darkly, in the shadows of my unexamined life, and when I cannot see them clearly I cannot teach them well. When I do not know myself, I cannot know my subject, not at the deepest level of embodied, personal meaning. I will know it only abstractly from a distance...”

(Palmer, 1998)

“Education is the most powerful weapon we can use to change the world...”

Nelson Mandela, 2003

"Our deepest fear is not that we are inadequate,
Our deepest fear is that we are powerful beyond measure.
It is our light, not our darkness that most frightens us.
We ask ourselves,
Who am I to be brilliant,
talented, fabulous?"

Actually, who are you not to be?
You are a child of God.
Your playing small doesn't serve the world.

There's nothing enlightened about shrinking
so that other people won't feel insecure around you.

We were born to make manifest the Glory of God that is within us.

Its not just in some of us; it's in everyone.

And as we let our light shine, we unconsciously give other people permission to do the same.

As we're liberated from our fear, our presence automatically liberates others.”

(Williamson, 1992:191)

“Transformative research involves a process of examining critically our personal and professional values and beliefs, exploring how our lifeworlds have been governed (perhaps distorted) by largely invisible socio-cultural norms, appreciate our own complicity in enculturating uncritically our students into similar lifeworlds, creatively reconceptualising our own professionalism, and committing to transform science education policy, curricula and/or pedagogical practices within our own institutions”

(Taylor, Settelmaier & Luitel, 2010:2)

“The classroom has all the elements of theater, and the observant, self-examining teacher will not need a drama critic to uncover character, plot, and meaning. We are, all of us, the actors trying to find meaning of the scenes in which we find ourselves”

(Paley, 1986 in Freeman, 1996:110)



INTRODUCTION

Welcome to the 2017 (Semester 1) Academic Induction Programme for newly appointed academic staff. Congratulations on choosing to be part of the dynamic learning culture that is DUT. This booklet provides more information about the Academic Induction Programme.

My point of departure is to introduce myself. I am Nalini Chitanand and like you started here just over twenty years ago (Phew!!!...did not realise it was that long ago). I am the Coordinator of Phase 2 of the Staff Induction Programme (see below for description of the different phases). I have been coordinating this Programme since 2005 and each year brings on new experiences and new friends. I have a keen interest in transformative education and looking for alternative and more sustainable ways to do what we do, better. And so each year the programme is changed slightly to add a new flavour. So, I am hoping that this year the programme suits your palate. I am also interested in narrative writing and look forward to sharing and listening to your stories.

The **Academic Induction Programme** is part of a suite of Induction Programmes for newly appointed staff at the DUT. Phase 1 (General Orientation Programme) is coordinated by the Human Resource (HR) Department. This programme is for all newly appointed academic and non-academic staff and introduces staff to the various departments and Finance and HR Policies and Procedures. CELT coordinates Phase 2 (Orientation to Higher Education Practices) of the programme for academic staff. This programme serves to introduce academic staff to key aspects of learning, teaching and assessment (LTA) policies, approaches and practices in higher education and researching LTA practices.

In keeping with the DUT's vision to become a student centred university, the Academic Induction programme will explore student centred learning, teaching and assessment strategies that empower students to become active, responsible and critical students and citizens. A key emphasis will be on **student success** which is defined as

“Enhanced student learning with a view to increasing the number of graduates with attributes that are personally, professionally and socially valuable” (CHE, 2014)

The academic induction programme is premised on the following principles:

1. Providing a safe space for staff to share their experiences and reflect on their practice. Carolyn Ellis says that “perhaps telling our stories may encourage others to speak their silences as well” (Ellis, 1997). The programme provides opportunities for staff to develop their own creative energies.
2. “How do I improve my practice” (Whitehead, 2009)
The key theme that is embedded within this programme is the critical reflection on practice and asking questions of the kind “how do I improve what I do?”
3. “Best Practice: refusal to be satisfied with what I did last semester” (Unknown)

This follows on from point 2 above. Through noticing and reflecting on what we're doing in our practice and acting on our reflections, we are in fact following an Action Research approach (Plan, Act, Observe, Reflect)



which will lead to more improved learning, teaching and assessment practices. In this regard, the **Systematic Planning Cycle** (on page 11) forms the basis of the Induction programme. The systematic planning cycle provides the framework for the Academic Induction Programme in terms of planning learning, teaching and assessment and reflecting critically on the plans and implementation.

PURPOSE

The purpose of DUT's Induction programme is three-fold. Essentially it serves to orientate you, the new staff to the institution, to the South African higher education context and to workplace practice.

Since 2004, the Academic Induction Programme has become an institutional requirement. The DUT Induction Policy was approved by Senate in August 2006.

DESCRIPTION

DUT's Induction Programme comprises two phases:

Phase 1: General Orientation

This programme aims to introduce staff (both academic and non-academic) to the range of activities at DUT. This institutional orientation enables staff to locate themselves in an organogram and they are introduced to the various unions and departments at DUT such as, Student Services, Finance, Human Resources, Research and Postgraduate Support, Centre for Quality Promotion and Assurance, Library, Management Information and finance and HR policies and procedures

The above phase is coordinated by the Human Resources department



Phase 2: Orientation to Higher Education Practice

The Academic Induction Programme

This is a six month programme for newly appointed academic staff of DUT and serves to induct staff to learning, teaching and assessment practices in higher education generally and to DUT specifically.

By the end of this six month programme you will be able to:

- ◇ Research your practice through reflecting critically on and evaluating your own teaching practice
- ◇ Articulate the links between learning, teaching and assessment
- ◇ Explore the nature of learning and knowledge within your discipline and field
- ◇ Use an appropriate range of student centred learning and teaching strategies effectively and efficiently to work with large groups, small groups and one to one
- ◇ Use a range of formative and summative assessment methods to assess student work and to enable students to monitor their own progress
- ◇ Use a range of self, peer and student monitoring and evaluation techniques
- ◇ Assess future development needs and make a plan for continuing professional development

FACILITATION

The programme will be facilitated using the blended mode. There will be face-to-face workshops and participants will be required to participate in online activities. You will be able to access the online classroom at

<http://thinklearnzone.dut.ac.za/>

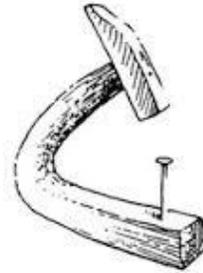
Username: Your Staff Number

Password: learn9



THEORETICAL and CONCEPTUAL FRAMEWORK

The Academic Induction Programme seeks to promote critical reflexivity and transformative educational practice. What on earth do these mean, you wonder. **At the heart of good teaching is getting to know who is the self that teaches.** So while the programme will emphasise **Reflection** (critical reflection), it also values **Reflexivity**. Reflection involves looking back on what we did, why, how and so on. Reflexivity brings in the critical element to question what are MY values and assumptions about why I did what I did in particular ways. This brings to the fore values and assumptions about teaching and learning. What do I value and believe about teaching and learning? What are my assumptions? And how have these shaped me? A key question that is explored is 'to what extent are our educational practices Conforming, Reforming or Transformative?' As part of the programme you will need to provide evidence of how you have transformed; how you have transformed your students and how you have transformed your practice.



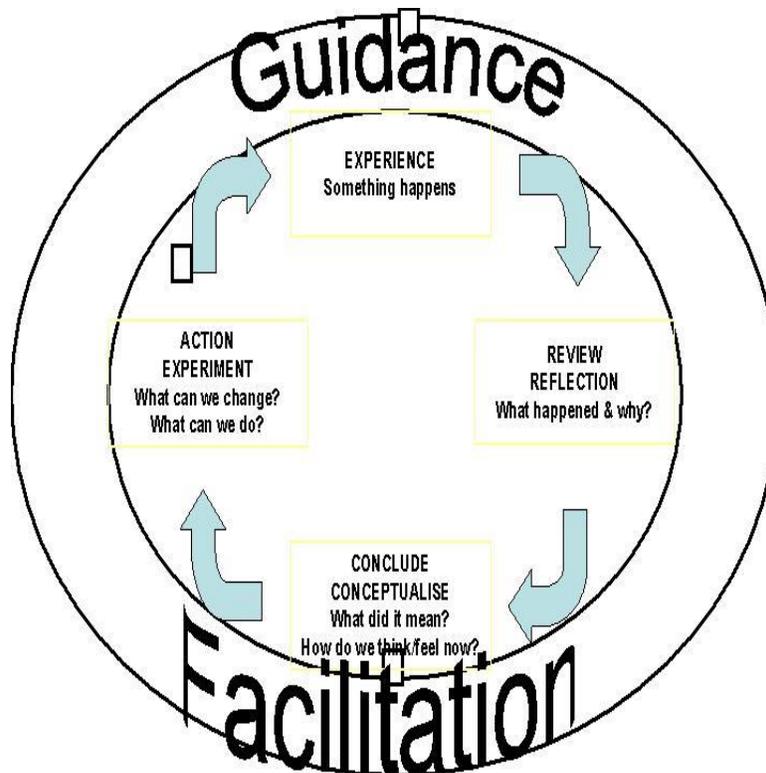
The theoretical framework that thus underpins the Induction programme is Transformative Learning, a concept developed by Jack Mezirow in the 1970s (Mezirow, 2000)

Transformative learning involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and permanently alters our way of being in the world. Such a shift involves our understanding of ourselves and our self-locations, our relationships with other humans and with the natural world; our understanding of relations of power in interlocking structures of class, race, and gender; our body-awareness; our visions of alternative approaches to living; our sense of possibilities for social justice and peace and personal joy.

(O'Sullivan, Morrell, & O'Connor; 2002, p. xvii, in Taylor, 2007)



The Conceptual framework is based largely on Kolb's Reflective learning Cycle (see Fig. 1). The founding assumption is that we all learn through Observing, Doing, Feeling and Thinking. The cycle emphasises review and reflection on experience and thoughtful action, based on the reflection. The induction programme, through a process of guidance and facilitation, provides a safe environment for you to reflect on and share your experiences and to identify areas to improve and enhance your practice.



The Reflective Learning Cycle (adapted from Hewson, 2005; Kolb, 1984)



CRITERIA FOR COMPLETION OF PROGRAMME

An Award (certificate) for participation will be presented to all participants that have met the following criteria for completion of the programme.

1. Attendance at Workshops

A. Block session (Tue, 24th – Thur, 26th January 2017, 8.30am – 4pm)

The block session will focus on some of the national and institutional imperatives. This includes a focus on student success as well as curriculum renewal as the defining project of the institution, including general education; the graduate attributes project; eLearning; quality promotion and assurance and the role of writing centres and the library in student development.

You will also be introduced to the online induction classroom on the Blackboard platform.

The Programme is on page 9.

B. Monthly workshops (full day workshops, 8.30am - 4pm, Feb - June 2017)

Workshop dates, Modules and Facilitators

16 February: Researching Teaching and Learning – Nalini Chitanand

16 March: Curriculum Design and Pedagogy – Shoba Rathilal and Nalini Chitanand

20 April: Teaching and Learning – Shubnam Rambharos and Prof Thengani Ngwenya

25 May: Assessment – Prof Livingstone Makondo and Nalini Chitanand

15 June: Research Project Presentation, Reflective paper

The theme for the monthly workshops is 'Alignment'. The workshops will build on aspects discussed during the introductory block session and you will explore and evaluate your curriculum and learning, teaching and assessment against the national and institutional policies, approaches and imperatives. Some broad questions to consider

- ▶ How is higher education (your programme) preparing our students for the future...a future that we cannot predict?
- ▶ What knowledge do they need? And how might they get access to this knowledge?

The workshops will include student centred learning, teaching and assessment strategies, the theories underpinning them and evaluation of the various processes. The Systematic Planning cycle on pages 10 and 11 refer.



2. Induction project and presentation

Keeping in mind the principle of Best Practice (from page 2) there will always be room for improvement. The nature of higher education is constantly evolving and so is your discipline/field. The shelf life of knowledge is thus very short and you will need to be constantly updating your programmes and modules and the way you teach and assess.

The purpose of the Academic Induction programme is to promote critical reflexivity and transformative educational practice. To this end, you will need to show evidence of

- how you have transformed as an academic
- how you have transformed your students
- how you have transformed your practice

Following on the action research approach you will be required to work on a mini (action research) project that focuses on an aspect of your practice. Through engaging in this project you will reflect critically on your practice and identify strategies on how you may improve or transform it. You will undertake this project during your six month Academic Induction programme (Jan - June 2017) and share your reflections and strategies for improving your practice at the Induction Sharing Day.

Using the Framework and Rationale for Research by Whitehead (2009), which you will be introduced to during the workshops, some of the questions (from this framework) that you can ask about your practice include the following:

What are my values and why?

What is my concern?

Why am I concerned?

What kind of experiences can I describe to show the reasons for my concerns?

What can I do about it?

What will I do about it?

How do I evaluate the educational influences of my actions?

How do I demonstrate the validity of the account of my educational influence in learning?

How do I modify my concerns, ideas and actions in the light of my evaluation?

3. Submission of a reflective paper

Your paper will be based on your reflections on your experiences and recommendations for further plans to improve your practice. In your paper you will also show evidence of your transformative journey. You will also include an evaluation of the induction programme. Guidelines for writing the paper will be provided.



OTHER STAFF DEVELOPMENT PROGRAMMES and SUPPORT

1. Evaluation of your own teaching: Video recording of your class or Peer Evaluation

The purpose of evaluating your teaching through video recording or peer evaluation is to provide you with further information of your classroom interactions which you may have missed during your own observations. The peer evaluation may be conducted by your mentor, a colleague in your department or faculty or CELT. Guidelines for peer evaluation will also be available. Video recording can be done by your mentor or colleague in your department or faculty or you may wish to use the Multi Media services of CELT. You will need to book for this service.

2. Online Participation

An online classroom has been developed to provide further support during your Induction phase. You will be introduced to e-learning and your online classroom during Induction workshops. You may also be required to complete online tasks. This could be in preparation for the workshops, recording of your mentoring process, reflections on your induction process. The online space will also provide support for the design, implementation and evaluation of your mini project and your paper.

3. Mentoring of new lecturers

All newly appointed academic staff are advised to find a suitable mentor. Heads of Departments are requested to assist staff, especially those new to teaching in higher education, to find a suitable mentor.

CELT will be able to provide training for mentors and mentees (new staff) and can provide support during the mentoring relationships. This support can be provided via the online induction classroom or through workshops if necessary. The new staff should be mentored for at least six months.

4. Attendance at LTA workshops

Participants on the Induction programme are advised to attend CELT and faculty LTA workshops for 2017.

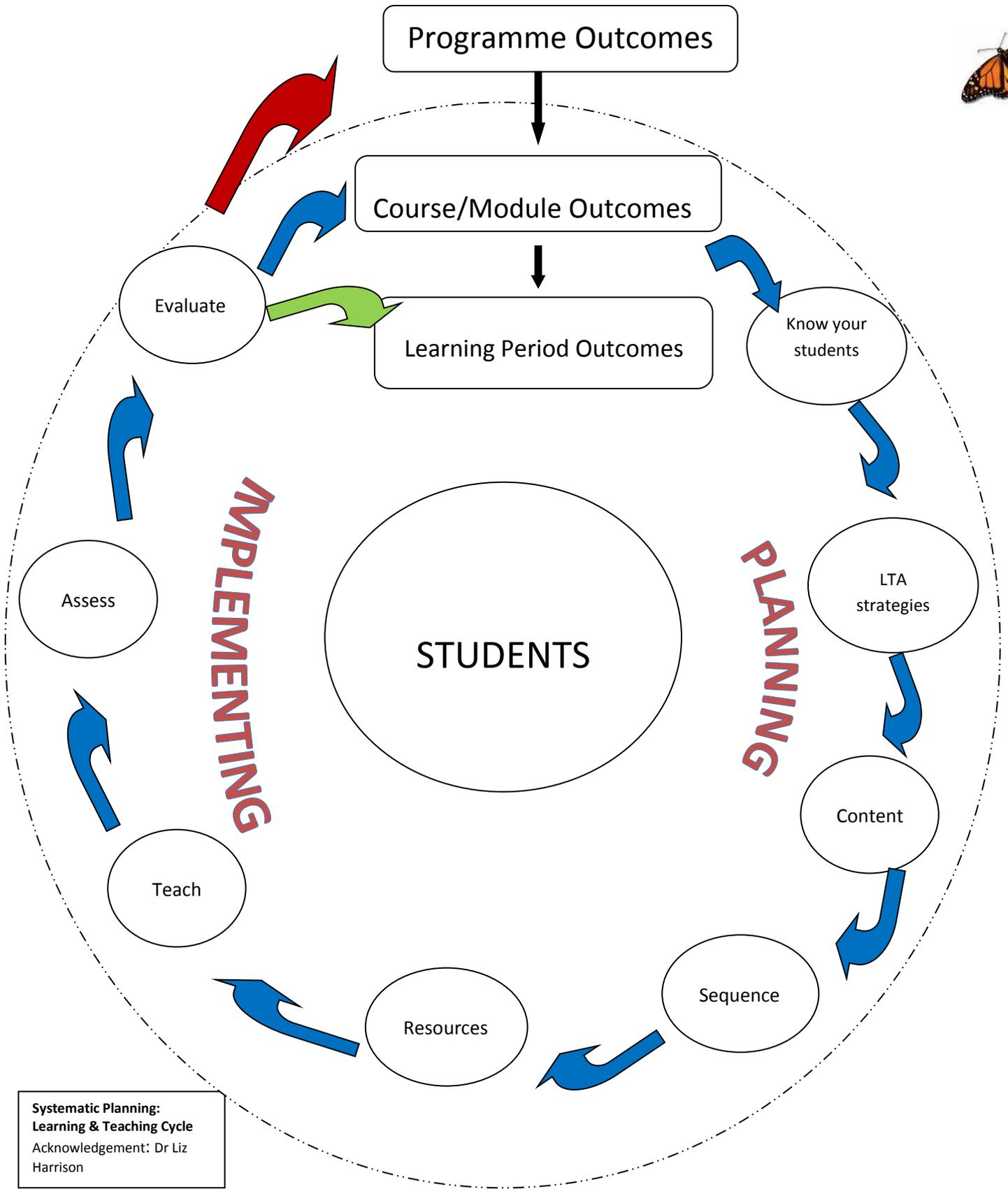
5. CELT LTA Symposium

Participants are encouraged to participate in the various symposia that will be hosted by CELT in 2017.



Programme for Academic Induction block Workshop

Time	Topic	Facilitator
24 th January 2017		
08h30 – 08h45	Registration	Nalini Chitanand
08h45 – 10h30	Icebreaker and Introduction of participants Overview of the programme	
10h30 – 11h00	Tea	
11h00 – 12h30	Welcome by Director: CELT	Prof Thengani Ngwenya
	Improving Student Success : National and Institutional Perspectives	
12h30 – 13h30	Lunch	
13h30 – 16h00	Introduction to e-learning	Mari Pete
	Introduction to the online Academic Induction Classroom	Nalini Chitanand
	Homework: Reading <i>DUT Strategic Plan</i>	
25 th January 2017		
09h00 – 10h30	The Role of Writing Centres in facilitating student and staff development	Dr Gift Mheta
10h30 – 11h00	Tea	
11h00 – 12h30	Connecting you to the World	David Thomas
12h30 – 13h30	Lunch	
13h30 – 16h00	Quality Promotion and Assurance at the DUT	Julian Vooght
		Norman Ronald
	Homework: Reading <i>1 General Education Guidelines</i> <i>2 Graduate Attributes document</i>	
26 th January 2017		
09h00 – 10h30	Overview of the DUT's Graduate attributes	Nalini Chitanand
10h30 – 11h00	Tea	
11h00 – 12h30	General Education at DUT : Renewal, Relevance, Resistance	Revd Dr Delysia Timm
12h30 – 13h15	Lunch	
13h15 – 15h00	What do our students need to Know, Be and Do and how do we respond? The Knowledge Café	Nalini Chitanand
15h00 – 15h45	Health and Wellness	Judy Reddy
15h45 – 16h00	Closure and Discussion of forthcoming workshops	Nalini Chitanand
	Evaluation of programme	
	Homework: Reading <i>The heart of the teacher: Identity and integrity in teaching</i>	

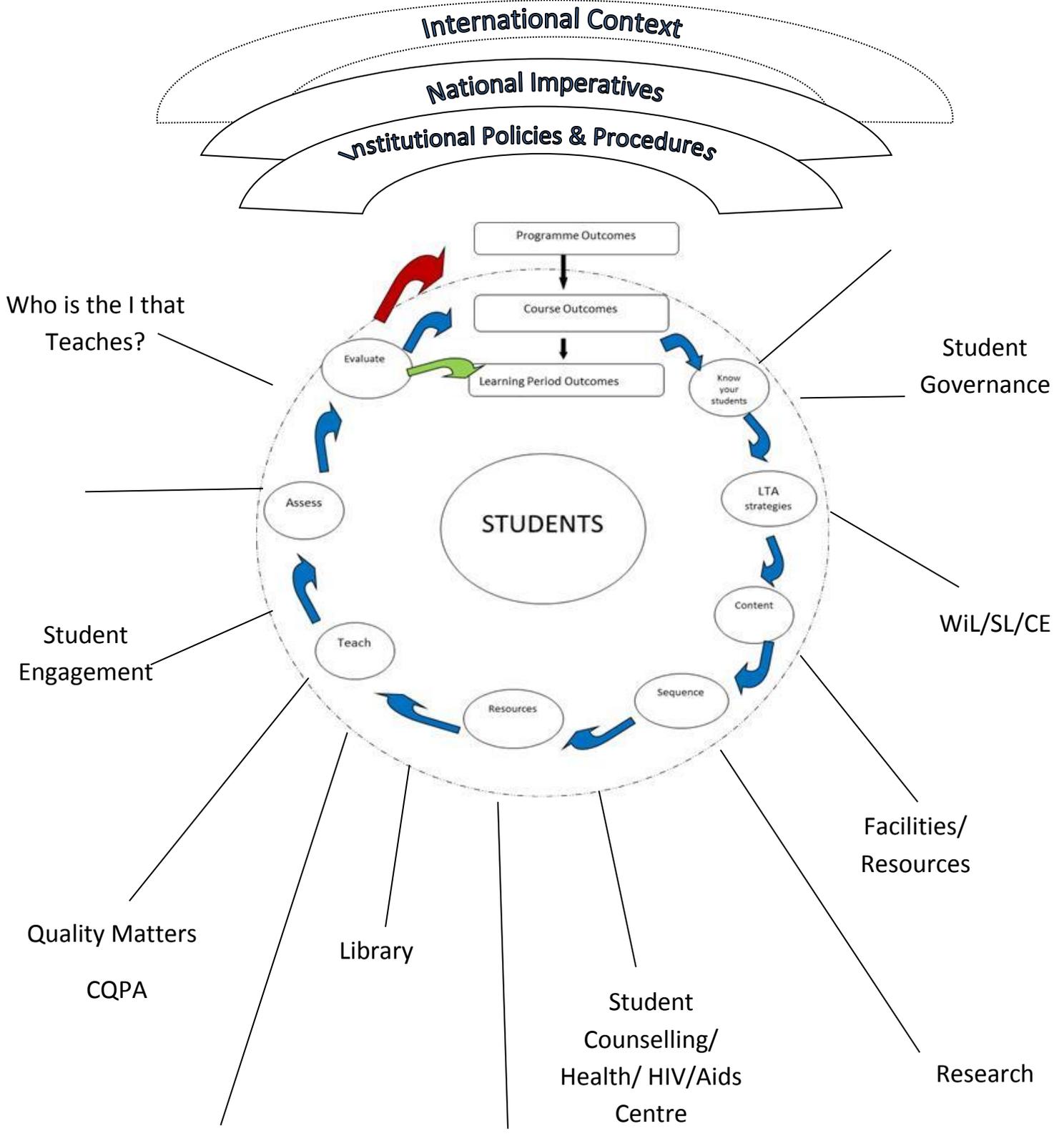


**Systematic Planning:
Learning & Teaching Cycle**
Acknowledgement: Dr Liz
Harrison

This is a guide and you may have your own planning cycles. During each of the planning areas, identify the theories that guide your plans or practice eg. in considering who our students are you may wish to consider how students learn, you will need to consult learning theories and learning styles; for LTA strategies - student centeredness, blooms taxonomies, constructive alignment, constructivist learning theories, transformative learning and so on.



While the focus on the Academic Induction Programme is on learning, teaching and assessment a number of other aspects impact on the LTA process and needs to be considered. Some of these are indicated below. Can you add to this? We will need to ensure that our practices are aligned to the institutional policies and procedures and national imperatives and at the same time recognising and acknowledging the international environment.





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