



DURBAN UNIVERSITY OF TECHNOLOGY  
INYUVESI YASETHEKWINI YEZOBUCHWEPHESHE

CENTRE FOR  
EXCELLENCE  
IN LEARNING  
& TEACHING



ANNUAL LEARNING AND  
TEACHING IMBIZO 2022  
22-25 NOVEMBER

VENUE: SOUTHERN SUN ELANGENI & MAHARANI

TIME FOR  
UNIVERSITIES TO  
GROW UP?

ENVISIONING AND CREATING NEW FUTURES, AND WIDENING  
DEBATES ON CRITICAL HIGHER EDUCATION IMPERATIVES

# BOOK OF ABSTRACTS

? 9MB C H9 GD95 ? 9F G



**Professor Mncedisi Maphalala**  
(Durban University of Technology)



**Professor Lee Rusznyak**  
(University of Witwatersrand)



**Professor Mugendi M'Rithaa**  
(Machakos University, Kenya)

*"Our minds are still racing back and forth, longing for a return to "normality", trying to stitch our future to our past and refusing to acknowledge the rupture. But the rupture exists. And in the midst of this terrible despair, it offers us a chance to rethink the doomsday machine we have built for ourselves. Nothing could be worse than a return to normality"*  
(Arundhati Roy, 2020)

The theme of this 2022 Annual Learning and Teaching Imbizo invites participants to pause, engage reflexively and ask deep, critical questions about change and growth, post- pandemic – it is a call to re-imagine, re-envision and re-create new futures for higher education:

IS IT TIME FOR UNIVERSITIES TO GROW UP? WHY? HOW?

**ENVISION2030**

transparency • honesty • integrity • respect • accountability  
fairness • professionalism • commitment • compassion • excellence

**THE** World  
University  
Rankings  
2023 TOP 600

CREATIVE. DISTINCTIVE. IMPACTFUL.



## **Annual LEARNING and TEACHING IMBIZO 2022 22 – 25 November 2022**

Southern Sun Elangeni & Maharani

### **TIME FOR UNIVERSITIES TO GROW UP? ENVISIONING AND CREATING NEW FUTURES, AND WIDENING DEBATES ON CRITICAL HIGHER EDUCATION IMPERATIVES**

**It is our honour and pleasure to welcome you to the 2022 Annual Learning and Teaching Imbizo at the Durban University of Technology. It is our hope that you will enjoy the Imbizo and that you will leave with many insights and ideas for “envisioning and creating new futures, and widening debates on critical higher education imperatives”**

Imbizo Committee Chair: Mrs Nalini Chitanand  
Imbizo Committee Deputy Chair: Ms Shubnam Rambharos

Administrators  
Mrs Judy Reddy  
Ms Sibongile Madi  
Mrs Cebokazi Xozwa

Committee members:  
Dr Shoba Rathilal  
Dr Serathi Molokwane  
Dr Mzwandile Khumalo  
Mrs Roshnee Sunder  
Ms Bwalya Lungu

# Workshops Programme

Tuesday, November 22, 2022

08:15 - 09:00	Registration		
	Tugela Room - Southern Sun Maharani	Congella Room - Southern Sun Maharani	
09:00 - 12:30	<b>Workshop 1:</b> <b>Prof Darren Lortan</b> <b>Dr Anisa Vahed</b>  To Offer or Not to Offer Higher Certificates	09:00 - 10:30	
TEA  10:30 - 11:00		11:00 - 12:30	<b>Workshop 2:</b> <b>Mr Crispin Hemson</b>  <b>Dr Simone Plug</b> Locating the self in social issues
12:30 - 13:30	LUNCH		

Tuesday, November 22, 2022

	Tugela Room Southern Sun Maharani	Congella Room Southern Sun Maharani	Umgeni Room Southern Sun Maharani	
13:30 - 15:00	<b>Hybrid</b> <b>Workshop 3:</b> <b>Dr Katie Bryant</b>  How can we make STEM more inclusive?: Building a Southern research agenda	<b>Workshop 4:</b> <b>Ms Yachal du Plessis</b>  Project-Based Learning Pedagogy: Reimagining student-led entrepreneurship, creativity, and innovation in daily teaching and learning practices	13:30 - 14:30	<b>Critical Dialogue 1</b>  Reimagining higher education and internationalisation: the role of Collaborative Online International Learning  <b>Ms Lindelwa Mkhize</b> <b>Dr Penelope Orton</b> <b>Dr Benita Bobo</b> <b>Dr Cleo Prince</b> <b>Ms Tamia Abrahams</b> <b>Ms Snegugu Mngwengwe</b>
15:00 - 15:30	Tea			
18:00	<b>COCKTAIL EVENT</b> <b>Maharani - Sky Venue</b>			

# Imbizo Programme

**Wednesday, November 23, 2022**

Day 1	<b>PROGRAMME DIRECTORS: Nalini Chitanand and Shubnam Rambharos</b>
07:30 - 08:30	<b>Registration</b>
08:30 - 09:00 Tugela Room	<b>Welcome:</b>  <b>Prof Mncedisi Maphalala - Director: Centre for Excellence in Learning and Teaching</b>  <b>Official Opening:</b>  <b>Prof Suren Singh - Deputy Vice Chancellor: Teaching &amp; Learning</b>
09:00 - 09:30	<b>Opening Event</b>
09:30 - 10:30 Tugela Room	<b>Keynote Address: Professor Mugendi M'Rithaa</b>  <b>Machakos University, Kenya</b>
10:30 - 11:00	<b>TEA</b>

Day 1 Sessions 1 - 4	<b>Tugela Room (SS Maharani)</b> <b>Academic Citizenship, Service and Community Engagement</b>  Chairs: Dr Nonhlanhla Khumalo & Dr Vasanthrie Naidoo	<b>Umgenei Room (SS Maharani)</b> <b>Curriculum Innovations, Improvisations and Disruption</b>  Chairs: Dr Benita Bobo & Prof Livingstone Makondo	<b>Congella Room (SS Maharani)</b> <b>Digital Learning: Hybridity; (post)humanisation; perils and possibilities</b>  Chair: Dr Nokuthula Mavela & Ms Lindiwe Gumede	<b>Elangeni Room</b> <b>Southern Sun Elangeni</b>
<b>Parallel Session 1</b> 11:00 - 11:30	Writing Centres as Transitional Learning Spaces: An Interdisciplinary Collaborative Journey <b>Dr Nonhlanhla Khumalo</b> <b>Dr Denver Naidoo</b>	Reflections of an early career academic on their experience of running a COIL project <b>Dr Benita Bobo</b>	WhatsApp as a tool to facilitate continued adjustment of FTENS (First Time Entering Students) into university <b>Mr Tshepo Rabotapi</b>	<b>Critical Dialogue 2</b>  Time for Universities to Grow Out?  <b>Professor Alain Tschudin</b> <b>Mr Crispin Hemson</b> <b>Dr Simone Plug</b>
<b>Parallel Session 2</b> 11:30 - 12:00	Forefronting the Experience Economy: Hand Chats Roundtables and Calligraphy Workshops Beyond the Lecture Halls and Online Meeting Rooms <b>Ms Sana Ebrahim</b>	Student engagement in teaching and learning using ICT: A critical aspect for students' success <b>Dr Nontobeko Khumalo</b>	Experiences of undergraduate students when using online library resources <b>Ms Lindiwe Gumede</b>	
<b>Parallel Session 3</b> 12:00 - 12:30	Benefits of Service-Learning: A case study of pre-service teachers at a South African University <b>Ms Lungile Bele</b>	Advancing self-directed learning by integrating culturally relevant pedagogy in higher education <b>Mr Dumsani Mncube</b>	<b>Hybrid</b> A scoping review of the quality of e-assessment during the COVID-19 pandemic <b>Ms Gifty Enyonam Ketemepi</b> <b>Dr Nompilo Tshuma</b>	Chairs: Dr Gita Mistri & Dr Nalini Govender  <b>Lightning Presentations</b>  The evolution of a Curriculum Management System from the traditional to the digital: The case of the North-West University <b>Mrs Ruanna Reddy-Serame</b>  TVET employee's perception of service quality as a tool for competitive advantage <b>Dr Nkululeko Zungu</b> <b>Mr Sandile Mkhize</b>
<b>Parallel Session 4</b> 12:30 - 13:00	Post Covid-19 recovery in Higher Education Institutions: emerging leadership for organizational efficacy <b>Dr Vasanthrie Naidoo</b> <b>Dr Nellie Naranjee</b>	Abuse of assessment of work integrated learning: Perceptions of student teachers in South Africa <b>Dr Moeketsi Dlamini</b>	<b>Hybrid</b> Dismantling the student lecturer wall in academic engagement <b>Prof Berrington Ntombela</b> <b>Ms Thama Mamabolo</b> <b>Mr Trust Mokgalaka</b>	<b>Lightning Presentations</b>  Students' perception of the effects of playing video games on their own academic performance <b>Ms Refiloe Rangata</b> <b>Prof Carol Lesame</b>  Conceptualising digital competence frameworks through a social justice lens <b>Dr Gita Mistri</b>  An intercontinental Virtual Exchange during the COVID-19 pandemic: Perceptions of health science students <b>Dr Nalini Govender</b>
13:00 - 14:00	<b>LUNCH and NETWORKING and Exhibitions by Studentpreneurs</b>			



## Wednesday, November 23, 2022

Day 1 Sessions 5 - 8	Tugela Room (SS Maharani) Academic Citizenship, Service and Community Engagement  Chairs: Dr Pinkie Ntola & Mrs Nalini Chitanand	Umgeni Room (SS Maharani) Curriculum Innovations, Improvisations and Disruption  Chairs: Ms Sibongile Zulu & Prof Anthony Collins	Congella Room (SS Maharani) Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies  Chairs: Mr Peter Kalanga & Ms Shubnam Rambharos	Elangeni Room Southern Sun Elangeni
Parallel Session 5 14:00 - 14:30	<b>Hybrid</b> Enhancing academic citizenship, service and community engagement with Living Educational Theory Research <b>Prof Jack Whitehead,</b> <b>Dr Marie Huxtable</b>	Thinking through violence: transformative pedagogy as social action <b>Prof Anthony Collins</b>	Is it worthy? Critiquing the role of First Year Student Experience <b>Prof Livingstone Makondo</b> <b>Dr Mzwandile Khumalo</b> <b>Dr Nokuthula Mavela</b> <b>Ms Shubnam Rambharos</b> <b>Mr Peter Kalanga</b>	
Parallel Session 6 14:30 - 15:00	Transform Higher Education by first validating the emotional impact of COVID-19 on academics <b>Dr Rosemary Quilling</b> <b>Dr Upasana Singh</b> <b>Prof Cecile Gerwel-Proches</b>	Creativity, Inventions and Innovations in teacher training for the Fourth Industrial Revolution (4IR) at the Durban University of Technology <b>Ms Sibongile Zulu</b>	Exploring student approaches and level of visibility in the University online discussion forum <b>Prof Sello Mokoena</b> <b>Prof D Mahlo</b>	
Parallel Session 7 15:00 - 15:30	Soft skills required in the Chemical industry from Work Integrated Learning students <b>Dr Pinkie Ntola</b> <b>Ms Elena Nevines</b>	Transition from closed book to open book exams <b>Dr Jason Davis</b>	Exploring students' and lecturers' views on engaging students in dialogic feedback discussions <b>Miss Thulisile Mngomezulu</b>	
Parallel Session 8 15:30 - 16:00		Envisioning future entrepreneurs through entrepreneurship education in higher education institution: A model to combat youth unemployment rates <b>Mr Thabani Qwabe</b> <b>Mr Musawenkosi Ngibe</b>	Breaking supervisor-student trust: students' perspectives <b>Dr Mbusiseni Dube</b>	<b>Hybrid</b> <b>Critical Dialogue 3</b>  Equity, Diversity and Inclusion in STEM studies: Making African universities more inclusive through gender responsive pedagogy  <b>Dr Katie Bryant</b> <b>Dr Rose Omari</b> <b>Dr Tèko Augustin Kouevi</b> <b>Dr Dominica Chingarande</b> <b>Mr Gebeyehu Begashaw</b>
16:00 - 16:30 Tugela Room	Reflections for Day 1			

**Thursday, November 24, 2022**

DAY 2	PROGRAMME DIRECTORS: Shoba Rathilal and Mzwandile Khumalo			
08:00 - 08:30	Registration			
08:30 - 09:00	Welcome/ Musical interlude/ Poetry			
09:00 - 09:55 Tugela Room	<b>Keynote Address: Professor Lee Rusznyak</b>  <b>University of Witwatersrand</b>			
Sessions 9 - 10	<b>Tugela Room (SS Maharani)</b> <b>Diversity, Equity and Inclusion in Higher Education</b>  Chairs: Dr Khethiwe Dongwe & Mr Peter Kalanga	<b>Umgeni Room (SS Maharani)</b> <b>Diversity, Equity and Inclusion in Higher Education</b>  Chairs: Dr Rosheena Jeawon & Dr Mzwandile Khumalo	<b>Congella Room (SS Maharani)</b> <b>Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies</b>  Chairs: Dr Mari Pete & Dr John Mangundu	<b>Elangeni Room</b> <b>Southern Sun Elangeni</b>
<b>Parallel Session 9</b> 10:00 - 10:30	The dilemma of language policies: educational imperatives reimagined <b>Dr Tebogo Kekana</b>	Diversity in Higher Education – Are we there yet? <b>Dr Nellie Naranjee</b> <b>Dr Vasanthrie Naidoo</b>	First-year rural students' experiences with the emergency remote teaching: a digital citizenship reflective analysis post covid-19 <b>Dr John Mangundu</b> <b>Ms Mbalenhle Khumalo</b>	<b>Critical Dialogue 4</b>  Disrupting the Epistemic Exclusion of Holders of Higher Certificates  <b>Prof Darren Lortan</b>
<b>Parallel Session 10</b> 10:30 - 11:00	What we want: Student voices in shaping a new African university <b>Ms Tendayi Dzinoreva</b> <b>Dr George Mavunga</b>	Addressing diversity, equity, and inclusion through re-envisioning and re-creating a holistic and comprehensive First-Year Experience Programme at the University of KwaZulu-Natal <b>Dr Sharmila Rama</b> <b>Prof Ruth Hoskins</b>	The enactment of critical digital pedagogic (CDP) practices in the facilitation of a Continuous Professional Learning (CPL) course, at the at the University of Witwatersrand <b>Ms Nozuko Makhuvha</b> <b>Ms Nazira Hoosen</b> <b>Ms Natasha Munsamy</b>	
11:00 - 11:30	TEA			



Thursday, November 24, 2022

Day 2 Sessions 11 - 13	<b>Tugela Room (SS Maharani)</b> <b>Diversity, Equity and Inclusion in Higher Education</b>  Chairs: Dr Gita Mistri & Dr Jason Davis	<b>Umgeni Room (SS Maharani)</b> <b>Diversity, Equity and Inclusion in Higher Education</b>  Chairs: Dr Rosaline Govender & Dr Serathi Molokwane	<b>Congella Room (SS Maharani)</b> <b>Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies</b>  Chairs: Dr Shoba Rathilal & Dr Thembisile Mahlangu	<b>Elangeni Room</b> <b>Southern Sun Elangeni</b>  Chairs: Ms Natasha Koopman & Dr Nkululeko Fuyane
<b>Parallel Session 11</b> 11:30 - 12:00	Embedding Inclusive Education in an initial teacher education programme: A case study of Accounting student teachers at a UoT <b>Dr Anita Hiralaal</b>	An evaluation of the management of online learning support programmes for first year students at the Durban university of technology <b>Miss Nomnotho Ntsele</b> <b>Dr Rosaline Govender</b>	Are we ready to introduce African languages in teaching and learning undergraduate research modules at DUT? Students' perspectives explored <b>Dr Khethiwe Dongwe</b>	<b>Lightning Presentations</b>  Bridg-ism: Transitioning from education to industry <b>Ms Natasha Koopman</b>  Applying the Unified Theory of Acceptance and Usage of Technology (UTAUT) model to investigate and understand the factors determining the acceptance and adoption of educational technology <b>Mr Ewell Mnelisi Xaba</b> <b>Dr Nkululeko Fuyane</b>  Lecturers' perceptions towards an inclusive education: a case of disabled students in South African universities <b>Miss Makhosazane Buthelezi</b> <b>Miss Paballo Patience Ntobaki</b>
<b>Parallel Session 12</b> 12:00 - 12:30	<b>Hybrid</b> Multilingual pedagogies <b>Ms Kedumetse Motlhankane</b>	Re-envisioning learning intervention strategies for life-long learning <b>Dr Serathi Molokwane</b>	Student's self-perception of work-readiness <b>Mr Sandile Mkhize</b> <b>Ms Tessa Reddy</b>	
<b>Parallel Session 13</b> 12:30 - 13:00	An investigation of academic support strategies used by peer tutors in first year residential tutoring programme <b>Miss Antoinette Malgas</b>	The impact of the language of learning and teaching in developing first year mathematics preservice teachers' PCK in multilingual KZN teacher training classrooms <b>Ms Sibongile Zulu</b>	Exploring the learning approaches of hospitality accounting students in Authentic Assessment <b>Dr Rekha Maniram</b>	
13:00 - 14:00	<b>LUNCH and NETWORKING and Exhibitions by Studentpreneurs</b>			

Thursday, November 24, 2022

Day 2 Sessions 14 - 17	<b>Tugela Room (SS Maharani)</b> <b>Diversity, Equity and Inclusion in Higher Education</b>  Chairs: Dr Smangele Moyane & Dr Rekha Maniram	<b>Umgeni Room (SS Maharani)</b> <b>Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies</b>  Chairs: Dr Rajendran Naidoo & Dr Ashika Naicker	<b>Congella Room (SS Maharani)</b> <b>Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies</b>  Chairs: Dr Kudayja Parker & Dr Olubenga Aderibigbe	<b>Elangeni Room</b> <b>Southern Sun Elangeni</b>  Chairs: Ms Bwalya Lungu & Mrs Nalini Chitanand
<b>Parallel Session 14</b> 14:00 - 14:30	Reflections on the academic literacy practices for enhancing teaching and learning by an undergraduate Programme in a South African university <b>Mr Ntando Nkomo</b> <b>Dr Smangele Moyane</b> <b>Prof Tinashe Mugwisi</b> <b>Ms Nomfundo Mbatha</b>	A systematic literature review of the integrity of online assessments and implications for South African Higher Education <b>Dr Rajendran Naidoo (Trevor)</b> <b>Prof Manduth Ramchander</b> <b>Mr Rabindutt Ramlagan</b>	Student Teachers' Preparedness for Classroom Interaction During Teaching Practice: University Supervisors' Perspectives <b>Dr Mbusiseni Dube</b>	Are we standing in our own way for the growth that is required for transformation and social justice? <b>Ms Bwalya Lungu</b> <b>Mrs Nalini Chitanand</b>
<b>Parallel Session 15</b> 14:30 - 15:00	How reasonable are the Reasonable Accommodations? A case of former students with quadriplegia in an Open Distance Learning university. <b>Dr Israel Mkhuma</b> <b>Prof FD Mahlo</b> <b>Prof TN Phasha</b>	Examining the Interface amongst Research Attributes, Research Motivation, Research Enablers and Perceptions on the Research Output of Accounting Academics in African Universities of Technology <b>Mr Thabiso Msomi</b>	Perceptions of isiZulu method students towards the flipped classroom approach <b>Dr Johannes (Joe) Magwaza</b>	<b>Critical Dialogue 5</b>  Gaslighting, critical theory, and transformative pedagogy: and auto-ethnography of surviving violence and violence studies  <b>Prof Anthony Collins</b>
<b>Parallel Session 16</b> 15:00 - 15:30	Re envisioning the curriculum: Factors for promoting equity, diversity, and inclusion in the selected university of technology <b>Miss Musa Mbonambi</b> <b>Mr Musawenkosi Ngibe</b>	Self-assessment of student teachers in assessment of work-integrated learning for transformative and democratic higher education <b>Dr Moeketsi Dlamini</b>	A deep dive into the multi-pronged nature of student engagement in the Faculty of Accounting and Informatics <b>Dr Rosaline Govender</b> <b>Ms Shubnam Rambharos</b>	
<b>Parallel Session 17</b> 15:30 - 16:00	<b>Hybrid</b> Relationship between transformational leadership, organizational culture and innovation propensity: Towards improving the public universities <b>Dr Leticia Akyeampong</b> <b>Prof SP Mokoena</b>	Sustaining opportunities and mutual partiality through Collaborative Online International Learning (COIL) <b>Dr Ashika Naicker</b>	<b>Hybrid</b> Exploring Accounting lecturers' use of feedback as a teaching practice: A case of a South African University <b>Mr Grate Moyo</b> <b>Dr Boitumelo Moreeing</b> <b>Dr Moeketsi Mosia</b>	
16:00 - 16:30	Reflections for Day 2			
18:30	<b>DINNER</b> <b>Elangeni - Ocean Breeze Restaurant</b>			

**Friday, November 25, 2022**

DAY 3	PROGRAMME DIRECTORS: Bwalya Lungu and Serathi Molokwane		
08:00 - 08:30	Registration		
08:30 - 09:00	Welcome/ Musical interlude/ Poetry		
09:00 - 09:55 Tugela Room	<b>Keynote Address: Professor Mncedisi Maphalala</b> <b>Durban University of Technology</b>		
Sessions 18 - 19	<b>Tugela Room (SS Maharani)</b> <b>Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies</b>  Chairs: Dr Anita Hiralal & Ms Ntokozo Ndlela	<b>Umgeni Room (SS Maharani)</b> <b>Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies</b>  Chairs: Dr Rosheena Jeawon & Dr Nellie Naranjee	<b>Congella Room (SS Maharani)</b> <b>Diversity, Equity and Inclusion in Higher Education/ Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies</b>  Chairs: Ms Lyndall Kemm-Stols & Dr Vimla Paul
<b>Parallel Session 18</b> 10:00 - 10:30	<b>Hybrid</b> Exploring students' views on the teaching, learning, assessment and practice in the health sciences faculty <b>Dr Zijing Hu</b> <b>Dr Roy Venketsamy</b>	Reconceptualising Writing Centre collaborative initiatives to support postgraduate students' research writing development <b>Dr Khethiwe Dongwe</b> <b>Dr Nonhlanhla Khumalo</b>	Exploring how Colonial Legacies are re(produced) in admission processes of Universities of Technology <b>Ms Lyndall Kemm-Stols</b>
<b>Parallel Session 19</b> 10:30 - 11:00	<b>Lightning Presentations</b>  <b>Hybrid</b> Possibilities and challenges of electronic Teaching Practice (eTP) assessment: perspectives of student teachers and lecturers at one higher education institution in Zimbabwe <b>Mr Tendai Murombedzi</b> <b>Dr Vimbai Matswetu</b>  Strategies and practices enabling successful attainment of learning outcomes and student success in the classroom: First day of class under microscope <b>Ms Ntokozo Ndlela</b>  The square-peg-round-hole student <b>Ms Natassha Koopman</b>	<b>Lightning Presentations</b>  The impact of an industry readiness programme on students' perceptions of employability and entrepreneurial opportunities within Marketing and Retail <b>Mr Ewell Mnelisi Xaba</b> <b>Miss Makhosazane Buthelezi</b> <b>Miss Paballo Patience Ntobaki</b>  Exploring causal mechanisms that impact Climate Change Education (CCE): A case study of Natural Sciences and geography teachers engaging in the Keep-it-Cool CCE programme <b>Mr Sebastian Sanjigadu</b> <b>Dr Arorisoe Sibanda</b>	<b>Lightning Presentations</b>  Indigenous knowledge concepts of health and medicine by integrating them into the current organic chemistry curricula <b>Dr Vimla Paul</b> <b>Ms Hlengekile Lubanyana</b>  Applying Design Think Learning to industry-based projects <b>Dr Ashika Naicker</b> <b>Ms Nqobile Ngcobo</b>
11:00 - 11:30	TEA		

**Friday, November 25, 2022**

Day 3 Sessions 20 - 21	<b>Tugela Room (SS Maharani)</b> <b>Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies</b>  Chairs: Dr Mari Pete & Dr Shoba Rathilal	<b>Umgeni Room (SS Maharani)</b> <b>Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies</b>  Chairs: Dr Thandokuhle Khoza & Dr Rosaline Govender	<b>Congella Room (SS Maharani)</b> <b>Diversity, Equity and Inclusion in Higher Education/ Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies</b>  Chairs: Ms Verna Yearwood & Ms Kitty Nompumelelo Mthabela
<b>Parallel Session 20</b> 11:30 - 12:00	Widening the debate: making the invisible visible in higher education. An ethnodrama <b>Mrs Nalini Chitanand</b> <b>Dr Gita Mistri</b> <b>Dr Shoba Rathilal</b>	Exploring factors affecting students' performance prior to and during Covid-19: discover possibilities of growth <b>Mr Freedom Khubisa</b> <b>Miss Xoliswa Feikie</b> <b>Miss Sinenhlanhla Memela,</b> <b>Dr Thandokuhle Khoza</b>	The Hackathon as a competitive means of selecting, training, and fostering an innovation mindset amongst student entrepreneurs: An innobiz DUT Entrepreneur Development Initiative <b>Ms Nontokozo Grace Ngcobo</b> <b>Ms Kitty Nompumelelo Mthabela</b> <b>Dr Harry Swatson</b>
<b>Parallel Session 21</b> 12:00 - 12:30	Olduvai to AI: Our co-existence with technological tools <b>Dr Marí Peté</b>		Shifting Entrepreneurial Mindset of Management Accounting Students in Higher Education <b>Ms Verna Yearwood</b>
13:00 - 13:30	<b>Final Reflections, Evaluation and Closure</b>		
13:30	<b>LUNCH</b>		

# Workshop Proposals

## Workshop I:

### *To Offer or Not to Offer Higher Certificates*

**Workshop facilitators**  
**Prof Darren Lortan**  
**Dr Anisa Vahed**

Upon completion of a Higher Certificate (HC), students may be admitted to a cognate diploma/degree without reference to National Senior Certificate or National Certificate for Vocation (NSC/NCV) or any other level 4 qualification. In the case of admission from an HC to higher qualifications that are not cognate, reliance upon NQF level 4 qualifications may be required. The HC in Applied Sciences offered by the mathematics department at DUT has attempted to address many of the perceived challenges to the offering of HCs. The rationale for such faculty-wide HCs is outlined below:

1. The notion of a cognate qualification is broadened to include several related disciplines. Such HCs would include a menu of modules that are fundamental to most programmes within faculties.
2. Enrolment planning including articulation from HCs is less restrictive as more than one diploma/degree becomes the target qualification of the contemplated articulation, resulting in a greater channelling of holders of the HC.
3. Depending on the extent of credit accumulation and transfer contemplated in the articulation into the diploma/degree, generic 'service' modules along with selected modules already offered in the diploma/degree could be included in the curriculum of such HCs. This could mitigate the challenge of the anticipated loss of teaching input units (TIUs) for modules that are granted exemptions in the diploma/degree. The TIUs would have accrued to the department offering such modules irrespective of whether they are offered in the HC or the subsequent qualification.

The focus of the workshop is to explore how HCs articulating into a single cognate qualification may be transformed into HCs that articulate into multiple cognate qualifications.

Keywords: Articulation Pathways, Higher Certificates, Epistemological Access, Higher Education Institutions

# Workshop 2:

## *Locating the self in social issues*

### **Workshop facilitators**

**Mr Crispin Hemson**

**Dr Simone Plug**

This workshop draws on a critical pedagogical approach and a collaborative, participatory method to critically unpack the “use of the self” as a transformative tool in education for social change. The purpose of this workshop is, first, to demonstrate the distinction between a critical understanding of social issues and a reflective realisation of the ways in which we are ourselves located within, and central to, these issues. By developing a critical awareness of the varied and complex ways in which we all both contribute to, and are impacted by, social issues, (un)learning in this area facilitates the development of a deepened sense of self-awareness, heightens the implication for responsibility, and creates greater opportunity for possible action. We contend that the latter is an essential element for graduates who are ‘Culturally, environmentally and socially aware within a local and global context’, who can translate that awareness into informed and ethical action.

Secondly, the purpose is to explore ways in which facilitators can enable students to develop a sense of contextualised self and, in turn, their implication.

The workshop is suitable for both current and future facilitators of learning, and students themselves. It will take the form of a participatory workshop that will draw on delegates’ reflective capacity and aims to illustrate how fostering a sense of mutual respect and empathy, and challenging the rigid dichotomy between “us” and “the other”, form the necessary conditions for such exploration.

Workshop duration: 90 minutes

Key words: transformative pedagogy, the self, critical reflexivity



# Workshop 3:

## ***How can we make STEM more inclusive?: Building a Southern research agenda***

### ***Workshop facilitator***

**Dr Katie Bryant**

African universities are key actors in helping their countries work toward the 2030 Sustainable Development Goals (SDGs). Yet, sustainable and inclusive development will be difficult to realize if significant gender disparities in countries' science and innovation systems are not addressed. For instance, it has been documented that less than 30% of the world's researchers are women (UIS, 2019). Women's exclusion from STEM is highly problematic, as inclusive innovation and sustainable development can only be realized if women and members of marginalized groups are active participants in devising solutions to their nation's challenges. Although this issue pervades the globe, most research on the phenomenon has been done in the global North. To counter this imbalance, Canada's International Development Research Centre (IDRC) has supported researchers in the global South to investigate reasons for this disparity. Findings from recent studies illustrate that despite numerous policy initiatives being implemented at national or institutional levels in various African countries to address this imbalance, women entering STEM studies either struggle to progress, or, if they do move into their post-graduate studies or research careers, they struggle to obtain high-level leadership roles when compared to their male colleagues.

Such findings clearly demonstrate that other areas of research are required to further understand as well as address these issues of exclusion. Thus, the purpose of this proposed workshop, facilitated by Dr Katie Bryant, a programme officer with Canada's IDRC, will be to learn how education researchers and practitioners in South African higher education institutions are currently exploring and addressing the issue of women's exclusion from STEM, as well as the exclusion of members of other disadvantaged communities. Participants will also be introduced to the work of Canada's IDRC and the research it has previously and is currently supporting to increase women's participation in Southern science systems. The session will conclude with a discussion of how a call for research could be designed for Southern researchers to systematically investigate this issue in a cohesive and networked way to strategically build inclusive science systems and work toward inclusive development.

Keywords: Equity, Scholarship of Teaching and Learning, Research Agenda, STEM. Decolonization

# Workshop 4:

## ***Project-Based Learning Pedagogy: Reimagining student-led entrepreneurship, creativity, and innovation in daily teaching and learning practices***

**Workshop facilitator**  
**Ms Yachal du Plessis**

Project-based learning within higher education curricula, is traditionally practiced within the format of summative assessments. Broadly speaking, project-based learning facilitates autonomous learning, self-evaluation, teamwork, problem-solving and essentially allows students to be the architects of their learning process. The application of formative assessments and activities inspired by project-based learning principles, facilitates learning that is both engaging and creates a deeper learning experience that is student-led and that offers real-time feedback.

The purpose of the workshop is to teach participations how to facilitate active learning that is focused on entrepreneurship, creativity, and innovation within the classroom. The workshop focuses on daily teaching and learning practices that are globally inspired, student-led and aligned to the skills needed for the 4th Industrial Revolution. The workshop applies the principles of Project-Based Learning - “Double-Diamond” standard (IMaurer, 2020) within daily teaching and learning practices. These principles include: Introduction and discover; define and specify; develop and creativity; and deliver and execute. The workshop includes teaching participants how to apply a hybrid model approach to in class exercises as well as the progressive development of skills through formative assessments. Furthermore, the workshop will teach participants to develop these in class exercises and formative assessments to allow for student interpretation, flexibility and critical thinking – essential skills needed for students in the 21st century.

The outcomes of the workshop are as follows:

- Understand the importance of teaching and learning beyond theory towards hybrid models of project-based learning for students in the 21st century
- Learn the principles of project-based learning – “double-diamond” standard and its micro-application within daily teaching and learning practices.
- Develop in class exercises that are aligned to developing entrepreneurship, creative and innovative skills.

These outcomes will be facilitated with a workshop activity that can be applied to both multi-disciplinary fields of study and both undergraduate and postgraduate students.

Keywords: Project-Based Learning; student-led teaching and learning.

# Keynote Speakers

## **Professor Mugendi M'Rithaa** **Machakos University, Kenya**



Prof. Mugendi K. M'Rithaa is a transdisciplinary industrial designer, educator, researcher and consultant presently working at Machakos University, Kenya. He studied in Kenya, the USA, India, and South Africa and holds a Bachelor's degree in Design; a Masters degree in Industrial Design; a Higher/Postgraduate Diploma in Higher Education and Training; as well as a Doctorate in Universal Design. He is widely travelled and has taught in Kenya, Botswana, Canada, India, Norway, South Africa, Sweden and Uganda and is passionate about various expressions of socially conscious design, including *Advanced Ergonomics/Human Factors Engineering*; *Design Thinking/Human-Centred Design (HCD)*; *Designerly Strategies for Mitigating Climate Change*; *Design for Social Innovation and Sustainability*; *Distributed Renewable Energy*; *Indigenous Knowledge Systems (IKS)*; *Participatory/Co-Design*; *Sustainable Development*; *Sustainable Transportation*; and *Universal/Inclusive Design (UD)*.

Mugendi has a special interest in the pivotal role of design thinking in advancing the developmental agenda on the African continent. He is a founding member and *Simba Fellow* of the *Pan-African Design Institute (PADI)/Design Council of Afrika*, and is associated with a number of other international networks focusing on design within industrially developing (or majority world contexts) including the *Association of Designers of India (ADI)*. He is also the Founding Patron of the *Interior Designers' Association of Kenya (IDAK)*; a Board Member of *Open Design Afrika (ODA)*; the Special Advisor to the *Hasso Plattner [School of Design Thinking] d-school AFRICA* at the University of Cape Town; the Special Advisor to the *Nairobi Design Week (NDW)*; a Founding Professional Member of the *Design Kenya Society (DKS)*; an Advisory Board member of the *Global Equality Alliance (GEA)*; a Member of the *International Association for Volunteer Effort (IAVE)*; as well as an Advisory Committee Member of the *International Center for Creativity and Sustainable Development (ICCSd)* under the auspices of UNESCO. Additionally, Mugendi is the President Emeritus and Senator of the *World Design Organization (WDO)* – having been the first African President in the history of the WDO during the 2015-2017 term. Much of his work with the WDO focuses on the importance of supporting the aspirations of designers worldwide in the [industrial] design profession's collective quest to resolve wicked problems in diverse contexts.

## **Professor Lee Rusznyak**

### **University of the Witwatersrand**



Lee Rusznyak is an Associate Professor at the School of Education, University of the Witwatersrand. Her research focuses on knowledge-building and the development of expertise through initial teacher education. She has published widely on the professional learning of student teachers through work-integrated learning. She has been a leading researcher on several national projects, including the Initial Teacher Education Research Project (ITERP), the development of Professional Teaching Standards for South Africa and the 'Teacher Choices in Action' project on learning to teach through work-based learning. She is the Director of the Legitimation Code Theory (LCT) Hub and a forum member of the UNESCO Chair in Teacher Education for Diversity and development.

## **Professor MC Maphalala**

### **Durban University of Technology**



**Prof Mncedisi Maphalala** is a Director: of the Centre for Excellence in Learning and Teaching (CELT) at the Durban University of Technology and a former Dean in the Faculty of Education at the University of Zululand. He holds a D.Ed in curriculum studies from the University of Zululand. His career in Higher Education spans over 16 years as a Research Professor (North-West University), Professor at the University of Zululand and UNISA and Institutional researcher at the University of the Witwatersrand. He has also previously worked for the KZN Department of Education (as a teacher, HOD and Deputy Principal); between May and August 2015, he was a Visiting Scholar at the University of North Dakota (USA). Prof Maphalala is an established researcher who has edited three books and two special journal issues and published a number of book chapters and research articles in peer-reviewed journals. Prof Maphalala has presented research papers at various local and international conferences. As a postgraduate supervisor and mentor, Prof Maphalala has supervised to completion several Masters and doctoral candidates. He has conducted a number of large-scale commissioned research projects by external organisations such as the South African Institute of Distance Education (SAIDE), Human Sciences Research Council (HSRC), and Council on Higher Education (CHE). He has served on the Umalusi Research Forum, a sub-committee of the Umalusi Council, for a four-year term. He also serves on the CHE working group on Higher Education Practices Standards, Guidelines and Criteria Development and Quality Assurance Framework Capacity Development. His research interests are teacher education, self-directed learning, blended learning, Scholarship of Teaching & Learning and Curriculum studies

## Contents

### Critical Dialogue 1

Ms Lindelwa Mkhize, Dr Penelope Orton, Dr Benita Bobo, Dr Cleo Prince, Ms Tamia Abrahams and Ms Snegugu Mngwengwe

Reimagining higher education and internationalisation: the role of Collaborative Online International Learning.....25

### Critical Dialogue 2

Professor Alain Tschudin, Mr Crispin Hemson and Dr Simóne Plug

Time for Universities to Grow Out?

Transformative Pedagogy, Dialogics, Action Research .....26

### Critical Dialogue 3

Dr Katie Bryant, Dr Rose Omari, Dr Tèko Augustin Kouevi, Dr Dominica Chingarande and Mr Gebeyehu Begashaw

Equity, Diversity and Inclusion in STEM studies:

Making African universities more inclusive through gender responsive pedagogy.....27

### Critical Dialogue 4

Prof Darren Lortan

Disrupting the Epistemic Exclusion of Holders of Higher Certificates.....28

### Critical Dialogue 5

Dr Anthony Collins

Gaslighting, critical theory, and transformative pedagogy: and auto-ethnography of surviving violence and violence studies.....29

### Paper Presentations

Dr Anita Hiralaal

Embedding Inclusive Education in an initial teacher education programme: A case study of Accounting student teachers at a UoT.....30

Dr Anthony Collins

Thinking through violence: transformative pedagogy as social action.....31

Miss Antoinette Malgas

An investigation of academic support strategies used by peer tutors in first year residential tutoring programme .....32

Dr Ashika Naicker

Sustaining opportunities and mutual partiality through Collaborative Online International Learning (COIL).....33

Dr Benita Bobo

Reflections of an early career academic on their experience of running a COIL project 34



Prof Berrington Ntombela, Ms Thama Mamabolo and Mr Trust Mokgalaka	
Dismantling the student lecturer wall in academic engagement.....	35
Ms Bwalya Lungu and Mrs Nalini Chitanand	
Are we standing in our own way for the growth that is required for transformation and social justice? .....	36
Mr Dumsani Wilfred Mncube	
Advancing self-directed learning by integrating culturally relevant pedagogy in higher education.....	37
Mr Freedom Mthobisi Khubisa, Miss Xoliswa Evelyn Feikie, Miss Sinenhlanhla Ntokozo Memela, Dr Thandokuhle Emmanuel Khoza	
Exploring factors affecting students' performance prior to and during Covid-19: discover possibilities of growth .....	38
Ms Gifty Enyonam Ketemepi and Dr Nompilo Tshuma	
A scoping review of the quality of e-assessment during the COVID-19 pandemic .....	39
Mr Grate Ndabezihle Moyo, Dr Boitumelo Moreeing and Dr Moeketsi Mosia	
Exploring Accounting lecturers' use of feedback as a teaching practice: A case of a South African University.....	40
Dr Israel Lindokuhle Mkhuma, Prof FD Mahlo and Prof TN Phasha	
How reasonable are the Reasonable Accommodations? A case of former students with quadriplegia in an Open Distance Learning university.....	41
Prof Jack Whitehead and Dr Marie Huxtable	
Enhancing academic citizenship, service and community engagement with Living Educational Theory Research.....	42
Dr Jason Davis	
Transition from closed book to open book exams.....	43
Dr Johannes (Joe) Magwaza	
Perceptions of isiZulu method students towards the flipped classroom approach .....	44
Dr John Mangundu and Ms Mbalenhle Khumalo	
First-year rural students' experiences with the emergency remote teaching: A digital citizenship reflective analysis post Covid-19 .....	45
Ms Kedumetse Motlhankane	
Multilingual pedagogies .....	46
Dr Khethiwe Dongwe	
Dr Khethiwe Dongwe and Dr Nonhlanhla Khumalo	
Reconceptualising Writing Centre collaborative initiatives to support postgraduate students' research writing development.....	48
Dr Leticia Akyeampong	
Relationship between transformational leadership, organizational culture and innovation propensity: Towards improving the public universities.....	49
Ms Lindiwe Gumede	
Experiences of undergraduate students when using online library resources .....	50

Prof Livingstone Makondo, Dr Mzwandile Khumalo, Dr Nokuthula Mavela, Mr Peter Kalanga and Ms Shubnam Rambharos	
Is it worthy? Critiquing the role of First Year Student Experience .....	51
Ms Lungile Bele	
Benefits of Service-Learning: A case of pre-service teachers at a South African University .....	52
Ms Lyndall Kemm-Stols	
Exploring how Colonial Legacies are re(produced) in admission processes of Universities of Technology.....	53
Dr Mbusiseni Celimpilo Dube	
Student Teachers' Preparedness for Classroom Interaction During Teaching Practice: University Supervisors' Perspectives .....	54
Dr Mbusiseni Celimpilo Dube	
Breaking supervisor-student trust: students' perspectives .....	55
Dr Moeketsi Elias Dlamini	
Abuse of assessment of work integrated learning: Perceptions of student teachers in South Africa .....	56
Dr Moeketsi Elias Dlamini	
Self-assessment of student teachers in assessment of work-integrated learning for transformative and democratic higher education .....	57
Miss Musa Mbonambi and Mr Musawenkosi Ngibe	
Re envisioning the curriculum: Factors for promoting equity, diversity, and inclusion in the selected university of technology .....	58
Mrs Nalini Chitanand, Dr Gita Mistri and Dr Shoba Rathilal	
Widening the debate: making the invisible visible in higher education. An ethnodrama ..	59
Dr Nellie Naranjee and Dr Vasanthrie Naidoo	
Diversity in Higher Education – Are we there yet? .....	60
Dr Nonhlanhla Patience Khumalo and Dr Denver Krishna Naidoo	
Writing Centres as Transitional Learning Spaces: An Interdisciplinary Collaborative Journey.....	61
Dr Nontobeko Prudence Khumalo	
Student engagement in teaching and learning using ICT: A critical aspect for students' success .....	62
Ms Nontokozo Grace Ngcobo, Ms Kitty Nompumelelo Mthabela and Dr Harry Swatson	
The Hackathon as a competitive means of selecting, training, and fostering an innovation mindset amongst student entrepreneurs: An innobiz DUT Entrepreneur Development Initiative .....	63
Ms Nozuko Makhuvha, Ms Nazira Hoosen and Ms Natasha Munsamy	
The enactment of critical digital pedagogic (CDP) practices in the facilitation of a Continuous Professional Learning (CPL) course, at the University of Witwatersrand ....	64

Mr Ntando Nkomo, Dr Smangele Moyane, Prof Tinashe Mugwisi and Ms Nomfundo Mbatha	
Reflections on the academic literacy practices for enhancing teaching and learning by an undergraduate Programme in a South African university .....	65
Dr Pinkie Ntola and Ms Elena Nevines	
Soft skills required in the Chemical industry from Work Integrated Learning students ..	66
Dr Rajendran (Trevor) Naidoo, Prof Manduth Ramchander and Mr Rabindutt Ramlagan	
A systematic literature review of the integrity of online assessments and implications for South African Higher Education.....	67
Dr Rekha Maniram	
Exploring the learning approaches of hospitality accounting students in Authentic Assessment .....	68
Dr Rosaline Govender and Miss Nomnotho Ntsele	
An evaluation of the management of online learning support programmes for first year students at the Durban university of Technology.....	69
Dr Rosaline Govender and Ms Shubnam Rambharos	
A deep dive into the multi-pronged nature of student engagement in the Faculty of Accounting and Informatics.....	70
Dr Rosemary Quilling, Dr Upasana Singh and Prof Cecile Gerwel-Proches	
Transform Higher Education by first validating the emotional impact of COVID-19 on academics .....	71
Ms Sana Ebrahim	
Forefronting the Experience Economy: Hand Chats Roundtables and Calligraphy Workshops Beyond the Lecture Halls and Online Meeting Rooms .....	72
Mr Sandile Mkhize and Ms Tessa Reddy	
The shifting self-perception of students' (online and face-to-face) on work readiness.....	73
Prof Sello Mokoena and Prof D Mahlo	
Exploring student approaches and level of visibility in the University online discussion forum.....	74
Dr Serathi Molokwane	
Re-envisioning learning intervention strategies for life-long learning.....	75
Dr Sharmla Rama and Prof Ruth Hoskins	
Addressing diversity, equity, and inclusion through re-envisioning and re-creating a holistic and comprehensive First-Year Experience Programme at the University of KwaZulu-Natal .....	76
Ms Sibongile Zulu	
The impact of the language of learning and teaching in developing first year mathematics preservice teachers' PCK in multilingual KZN teacher training classrooms.....	77
Ms Sibongile Zulu	
Creativity, Inventions and Innovations in teacher training for the Fourth Industrial Revolution (4IR) at the Durban University of Technology.....	78
Dr Tebogo Johannes Kekana	
The dilemma of language policies: educational imperatives reimagined .....	79

Ms Tendayi Dzinoreva and Dr George Mavunga	
What we want: Student voices in shaping a new African university.....	80
Mr Thabani Qwabe and Mr Musawenkosi Ngibe	
Envisioning future entrepreneurs through entrepreneurship education in higher education institution: A model to combat youth unemployment rates.....	81
Mr Thabiso Sthembiso Msomi	
Examining the Interface amongst Research Attributes, Research Motivation, Research Enablers and Perceptions on the Research Output of Accounting Academics in African Universities of Technology.....	82
Miss Thulisile Mngomezulu	
Exploring students' and lecturers' views on engaging students in dialogic feedback discussions.....	83
Mr Tshepo Rabotapi	
WhatsApp as a tool to facilitate continued adjustment of First Time Entering Students into university during Covid –19 lockdown restrictions .....	84
Dr Vasanthrie Naidoo and Dr Nellie Naranjee	
Post Covid-19 recovery in Higher Education Institutions: emerging leadership for organizational efficacy.....	85
Ms Verna Yearwood	
Shifting Entrepreneurial Mindset of Management Accounting Students in Higher Education .....	86
Dr Zijiang Hu and Dr Roy Venketsamy	
Exploring students' views on the teaching, learning, assessment and practice in the health sciences faculty.....	87
Lightning Presentations	
Dr Ashika Naicker and Ms Nqobile Ngcobo	
Applying Design Think Learning to industry-based projects .....	88
Mr Ewell Mnelisi Xaba and Dr Nkululeko Fuyane	
Using UTAUT model to investigate factors determining the acceptance and adoption of educational technology in South Africa.....	89
Mr Ewell Mnelisi Xaba, Miss Makhosazane Buthelezi and Miss Paballo Patience Ntobaki	
The impact of an industry readiness programme on students' perceptions of employability and entrepreneurial opportunities within Marketing and Retail.....	90
Dr Gita Mistri	
Conceptualising digital competence frameworks through a social justice lens.....	91
Miss Makhosazane Buthelezi and Miss Paballo Patience Ntobaki	
Lecturers' perceptions towards an inclusive education: A case of disabled students in South African Universities.....	92

Dr Nalini Govender, Isabel García-Plazas, Silvia Wanick Sarinho, Grainne Ketelaar, Melinda Tantoy, Anna Suyko and Rosalie Barreto Belian

An intercontinental Virtual Exchange during the COVID-19 pandemic: Perceptions of health science students.....93

Ms Natassha Koopman

The square-peg-round-hole student ..... 94

Ms Natassha Koopman

Bridg-ism: Transitioning from education to industry ..... 95

Dr Nkululeko Zungu and Mr Sandile Mkhize

TVET employee's perception of service quality as a tool for competitive advantage ..... 96

Ms Ntokozo Ndlela

Strategies and practices enabling successful attainment of learning outcomes and student success in the classroom: First day of class under microscope..... 97

Ms Refiloe Rangata and Prof Carol Lesame

The effects of playing leisure video games on students' academic performance..... 98

Mrs Ruanna Reddy-Serame

The evolution of a Curriculum Management System from the traditional to the digital: The case of the North-West University ..... 99

Mr Sebastian Sanjigadu, Dr Arorisoe Sibanda, Prof R Mudaly, Prof A James, Prof S Manik, Dr L Molefe, Ms Z Mkhabela, Mrs K Sahadeo

Exploring causal mechanisms that impact Climate Change Education (CCE): A case study of Natural Sciences and Geography teachers engaging in the Keep-it-Cool CCE programme ..... 100

Mr Tendai Murombedzi and Dr Vimbai Sharon Matswetu

Possibilities and challenges of electronic Teaching Practice (eTP) assessment: perspectives of student teachers and lecturers at one higher education institution in Zimbabwe..... 101

Dr Vimla Paul and Ms Hlengekile Lubanyana

Decolonisation of the organic chemistry curriculum..... 102

Creative/ Arts-based Performances

Dr Marí Peté

Olduvai to AI: Our co-existence with technological tools..... 103

# Proposals: Critical Dialogues

## Critical Dialogue I

**<sup>1</sup>Ms Lindelwa Mkhize, <sup>2</sup>Dr Penelope Orton, <sup>3</sup>Dr Benita Bobo, <sup>4</sup>Dr Cleo Prince, <sup>5</sup>Ms Tamia Abrahams and <sup>6</sup>Ms Snegugu Mngwengwe**

Durban University of Technology; International Education and Partnerships Directorate;

<sup>1</sup>[LindelwaM2@dut.ac.za](mailto:LindelwaM2@dut.ac.za)

<sup>2</sup>[penny@dut.ac.za](mailto:penny@dut.ac.za)

<sup>3</sup>[azolab@dut.ac.za](mailto:azolab@dut.ac.za)

<sup>4</sup>[cleop@dut.ac.za](mailto:cleop@dut.ac.za)

<sup>5</sup>[21815075@dut4life.ac.za](mailto:21815075@dut4life.ac.za)

<sup>6</sup>[21805664@dut4life.ac.za](mailto:21805664@dut4life.ac.za)

### ***Reimagining higher education and internationalisation: the role of Collaborative Online International Learning***

**Theme: Transdisciplinarity: Exploring collaborations, transcending boundaries**

At Durban University of Technology, Collaborative Online International Learning (COIL) has been a key feature in internationalisation of higher education since 2017. Globally, COIL and virtual engagements have come to prominence since the COVID-19 pandemic. Online and virtual engagements provide an opportunity to universities to create a 'new normal' in higher education where internationalisation is sustainable and inclusive for all. This has never been the case in the past. The focus on physical mobility has meant that only the privileged few – academics, staff and students – were able to travel and benefit from internationalisation.

In this critical dialogue session facilitated by DUT's International Education and Partnerships directorate staff, we will critically discuss COIL as a tool for comprehensive, sustainable and equitable internationalisation. In a dialogue with DUT academics who have incorporated COIL in their teaching and learning, we will unpack whether COIL is a useful and important tool for curriculum innovation and internationalisation; the challenges and possibilities of engaging with academics around the world through COIL; and how COIL can be taken to the next level - from an add-on to the existing courses to an integral part of academic programmes and courses and a key component in comprehensive internationalisation at universities. We also plan to invite a few students who have participated in COIL classes to provide the student voices, perspectives and views on the importance of having a collaborative online international learning experience during their studies.

Keywords: Higher education, Internationalisation, Comprehensive internationalisation, Collaborative Online International Learning



# Critical Dialogue 2

## <sup>1</sup>Professor Alain Tschudin, <sup>2</sup>Mr Crispin Hemson and <sup>3</sup>Dr Simóne Plug

International Centre of Nonviolence, Durban University of Technology

<sup>1</sup>[AlainT@dut.ac.za](mailto:AlainT@dut.ac.za)

<sup>2</sup>[crispinh@dut.ac.za](mailto:crispinh@dut.ac.za)

<sup>3</sup>[simonep@dut.ac.za](mailto:simonep@dut.ac.za)

### ***Time for Universities to Grow Out?***

### ***Transformative Pedagogy, Dialogics, Action Research***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies; Academic Citizenship, Service and Community Engagement; Curriculum Innovations, Improvisations and Disruption; Transdisciplinarity: Exploring collaborations, transcending boundaries; Diversity, Equity and Inclusion in Higher Education; Transformative Pedagogy**

It is all well and good for academics to discuss the theme of universities growing up, but our submission for critical reflection and dialogue is that it is time for universities to grow outwards and reach into the communities surrounding them. The perspective of transformative pedagogy provides invaluable insights on the relationship between internal, self-critical reflection and ethically orientated action radiating externally for the greater good. Drawing on ICON team members' experiences of Teaching and Learning, with both undergraduate and graduate examples, interlinkages with our Action Research approach and innovative and intensive community Engagement experiences, we hope to demonstrate how such a conception of a University differs from the so-called Ivory Tower. We propose that it is by recognising how such knowledge is socially constructed and co-created through dialogue, interaction and relationship that universities can "grow up" and most effectively engage, serve, enable and thrive in the societies in which they are embedded. This assertion sets the stage for a critical discussion of how we, especially as socially applied academics, can best apply ourselves as teachers and sustainable agents of positive change in real world contexts, where we are confronted daily with a plethora of pressing socio-economic, developmental and environmental challenges.

# Critical Dialogue 3

**<sup>1</sup>Dr Katie Bryant, <sup>2</sup>Dr Rose Omari, <sup>3</sup>Dr Tèko Augustin Kouevi, <sup>4</sup>Dr Dominica Chingarande and <sup>5</sup>Mr Gebeyehu Begashaw**

<sup>1</sup>International Development Research Centre

[kbryant@idrc.ca](mailto:kbryant@idrc.ca)

<sup>2</sup>Council for Scientific and Industrial Research, Ghana

<sup>3</sup>University of Abomey-Calavi, Republic of Bénin

<sup>4</sup>University of Zimbabwe, Zimbabwe

<sup>5</sup>Gondar University, Ethiopia

***Equity, Diversity and Inclusion in STEM studies:  
Making African universities more inclusive through gender responsive pedagogy***

**Theme: Diversity, Equity and Inclusion in Higher Education;**

The 2030 Sustainable Development Goals (SDGs) have been adopted to help nations across the globe work toward sustainable and inclusive development. In the context of Africa, many nations have assumed the sustainable development goals (SDGs) in their 2030 development targets and acknowledged that their countries' science and innovation systems play important roles in obtaining these goals and target. Universities – a key institution in national science systems - can assist African governments to find effective and innovative solutions to solve the various development challenges impacting their nations. Yet, in most countries across the globe significant gender disparities exist among scholars in the fields of science, technology, engineering, and mathematics (STEM), as less than 30% of the world's researchers are women (UIS, 2019). Women's exclusion from STEM is highly problematic, as, to obtain inclusive innovation and sustainable development in the global South, a significant amount of the world's population cannot be excluded from devising solutions to global problems.

Aligned with the 2022 Durban University of Technology's Annual Learning and Teaching Imbizo's theme of diversity, equity and inclusion in the African higher education context, this 60-minute panel presentation will critically reflect on findings from four research studies set in various African countries - Benin, Ethiopia, Ghana, and Zimbabwe. The studies investigated systematic gendered differences in undergraduate and post-graduate enrollments in STEM disciplines in these four countries, the systemic barriers that can prevent women from studying and pursuing STEM-related careers, and will make preliminary recommendations about how pedagogic interventions, such as gender responsive pedagogies, can be implemented to address women's exclusion from STEM studies. Such interventions can ensure universities and countries' science systems become more equal, diverse, and inclusive, which are imperative to achieving the SDGs and inclusive development in Africa and beyond.

Keywords: Women, STEM, gender responsive pedagogy, African universities

# Critical Dialogue 4

## Prof Darren Lortan

Durban University of Technology  
[dlortan@dut.ac.za](mailto:dlortan@dut.ac.za)

### ***Disrupting the Epistemic Exclusion of Holders of Higher Certificates***

#### **Theme: Curriculum Innovations, Improvisations and Disruption;**

Intra-competitive approaches to enrolment planning have led to misunderstandings that have disrupted the implementation of other national imperatives such as access and articulation within and across institutions and their sub-units. While most qualifications are affected by these misunderstandings, it is the Higher Certificate (HC) that has been the most affected qualification for a confluence of reasons, which include but are not limited to the utility of the HC in articulating into Diplomas and Degrees, endorsements of the National Senior Certificate, the HC as the enabler of articulation within and across the Post-School Education and Training sector, especially from the Technical, Vocational, Education and Training sector into a Higher Education Institutions, and graduates holding HC qualifications are not first-time entries (FTENs). Reportedly, an area of much contention is the common practice of refusing to register an applicant in possession of an HC, who is seeking admission into a cognate Diploma or Degree. The reasons for refusal are usually an ensemble of the applicant is not an FTEN, and:

1. if admitted, enrolment planning targets may be affected.
2. may not be fully funded, thereby making a negative contribution to the FTE generating income of the department.
3. if admitted, cohort tracking data targets may be negatively affected.

Other reasons cited include:

1. the HC alone is not valid for admission to diploma/degree.
2. only a limited number of HC graduates may be admitted to cognate diploma/degree.
3. the funding levels of the HC are uncompetitive when pitted against higher qualifications.

Exacerbating the ensemble above is the admissibility of holders of an HC into cognate Diploma/Degree courses is often restricted by the different admission requirements for each qualification type. The aim of this critical dialogue is to disrupt the approach to HCs which detract from their epistemic value.

Keywords: Higher Certificates, Post-School Education and Training, First-time entries, Articulation Pathways

# Critical Dialogue 5

## Dr Anthony Collins

La Trobe University & Durban University of Technology

[A.Collins2@latrobe.edu.au](mailto:A.Collins2@latrobe.edu.au)

### ***Gaslighting, critical theory, and transformative pedagogy: and auto-ethnography of surviving violence and violence studies***

#### **Theme: Curriculum Innovations, Improvisations and Disruptions**

(How can we grow beyond technocratic rationality, utilitarianism, performativity and managerialism to strive toward social and epistemic justice, freedom and transformation of all sectors of education and society?)

This interactive presentation is a sustained reflection on critical theory as a collaborative strategy for surviving violence. It explains the personal and social urgency for developing the field of violence studies in South Africa, and the problems facing the development of a subject that has no disciplinary home, no established theoretical framework, and no tradition of core curriculum, but instead has dangerously triggering content and series of threats to powerful people in society. The dialogue elaborates the complicated ways in which the personal and political are enmeshed, problematising the tradition of the academic objectivity and instead developing a framework of situatedness and power and the heart of critical knowledge production. This then also opens question of how such ideas can be taught, and the way in which they call for different forms of participatory and engaged teaching and learning that recognise and engage precisely the issues of situatedness and power that the theoretical framework articulates. Here questions of participation and co-production of knowledge between people traditionally assigned the opposing roles of 'teacher' and 'learner' become central, and the complicated balance of lived experience, critical self-reflection, and immersion in critical academic theory, create a pathway towards both personal transformation and the possibility of mapping a future South Africa beyond our long historical legacies of violence.

Keywords: violence, critical theory, transformative pedagogy, identity, prefigurative politics

# Proposals: Paper Presentations

## Dr Anita Hiralaal

School of Education  
Durban University of Technology  
[anitah@dut.ac.za](mailto:anitah@dut.ac.za)

### ***Embedding Inclusive Education in an initial teacher education programme: A case study of Accounting student teachers at a UoT***

#### ***Theme: Diversity, Equity and Inclusion in Higher Education;***

Responding to the attempt to address the diverse needs of all learners who experience barriers to learning, the British Council (BC) in collaboration with The Centre for International Teacher Education (CITE) at the Cape Peninsula University of Technology (CPUT) came together on a joint project, “The Teaching for All” (T4All) programme which focuses on mainstreaming inclusive education in Initial Teacher Education (ITE) in South Africa and supports teacher education through the development of quality teacher education materials, resources, and partnerships. All materials were informed by research conducted with pre- and in-service teachers countrywide, and from a review of existing policy and programmes and are contextually relevant and tailored to South African education realities and encapsulates both a global and local understanding of the policies that impact inclusive education and equip teachers with the necessary knowledge, skills, and dispositions to implement inclusive education in schools and classrooms. Materials were developed, implemented, and surveyed across several Higher Education Institutions (HEIs) on the specific objective (outcome) of the action which is “to improve the attitudes and capacity of pre-service (PRESET). One of the 10 HEI’s involved in this project is the Durban University of Technology (DUT): School of Education. The T4All materials were taught to Accounting Education students from first year to third year and data was collected using a questionnaire on their experiences and analysed quantitatively. The findings revealed that Inclusive education should be a necessary component of all ITE programmes. It should be merely as a once-off experience but should be an independent module, not embedded in another module but a stand-alone module that is credit bearing. Inclusive education should be a core component across all the years of the Bachelor of Education degree.

Key words: Inclusive Education, Initial teacher education, accounting education

# Dr Anthony Collins

La Trobe University & Durban University of Technology  
[A.Collins2@latrobe.edu.au](mailto:A.Collins2@latrobe.edu.au)

## ***Thinking through violence: transformative pedagogy as social action***

### **Theme: Curriculum Innovations, Improvisations and Disruption**

This presentation maps the development of a course on violence in South Africa. While there was a clear need to develop expertise in addressing the ongoing social problem of violence, it was not an established area of curriculum. Several disciplines addressed the problem from different perspectives, but what was lacking was a coherent critical integration and systematic reflection on the both the topic and its implementation from a critical pedagogical standpoint. While the curriculum itself cannot be represented in in this short talk, some key question and strategies are highlighted. These focus on identifying and reframing the way we talk about violence, and how the course shift from the problem of violent criminals to the the deeper and more important question of how we all live in society. This subverts the expectation that the course is a training in violence prevention and/or criminal justice responses, and shows how it is instead a transformative exploration of how we think about and interact with each other. This follows both the critical pedagogy goal of empowerment for social transformation and the transformative pedagogy goal of encouraging the development of insightful and effective individuals who participate more positively in society.

Keywords: Violence, Critical Pedagogy, Transformative Pedagogy, South Africa



# Miss Antoinette Malgas

University of the Witwatersrand  
[antoinette.malgas@wits.ac.za](mailto:antoinette.malgas@wits.ac.za)

## ***An investigation of academic support strategies used by peer tutors in first year residential tutoring programme***

### **Theme: Diversity, Equity and Inclusion in Higher Education**

Peer tutoring is an academic support strategy that uses advanced students, or those in later years, to take on a limited instructional role (Boud, Cohen, & Sampson, 2001). There are different descriptions of peer tutoring. In his notion of learning by teaching, Topping (2005, p 631) describes peer tutoring as Peer Assisted Learning (PAL) that involves “people from similar groupings who are not professional teachers helping each other to learn and, in the process, learning themselves by so doing”. The learning experience may entail establishing one’s understanding of a concept that happens in a collaborative learning environment. Topping (2005, 1996) therefore defines PAL as “the acquisition of knowledge and skill through active help and support among status equals or matched companions”. Sanchez-Aguilar (2021) and Robertson (2005) bring a slightly different angle to this notion by viewing it as an educational assistance scheme where students are trained to assist other students, an activity which provides opportunities for lower year students to consolidate their own understanding of the discipline within a collaborative environment and supports students with their transition to university. In such a case, this activity forms part of academic support that the senior students offer to close gaps that may jeopardize lower year students’ efficient adjustment to university academic participation. These peer learning platforms are easy to run and beneficial to all students if they are well structured and facilitated in demarcated spaces such as those found in university residences. It is for that reason that Residential Peer Tutors (RPT) are part of the Residential Academic Advisors program (RAAP) and assist first-year students who are referred to as tutees in this study. The main function of RPTs in South Africa for instance is to connect learning experiences for the first-year students transitioning from matric into residence life and to form a bridge towards academic performance (Tinto, 1997) which may lead to academic success.

Keywords: RPT’s, RAAP, Tutees

# Dr Ashika Naicker

Durban University of Technology  
[ashikan@dut.ac.za](mailto:ashikan@dut.ac.za)

## ***Sustaining opportunities and mutual partiality through Collaborative Online International Learning (COIL)***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies; Diversity, Equity and Inclusion in Higher Education**

The value of internationalisation within the limits of mobility has become more pronounced during the COVID-19 pandemic. As reflection occurs on our own history, navigating a period of reset and renewal, this presentation examines how to advance our thinking, and explore and transverse essential differences within the digital space. Hence, recalibrating the global north and south agenda to create inclusionary principles through virtual exchange. First, this paper explores the sympoeitic relationship of creating opportunities and a sense of agency towards morphogenesis. Second, it focuses on the contextual rationale for Collaborative Online International Learning within higher education. Third, it explores equity in the digital space through three Collaborative Online International Learning courses, one during pre-COVID-19, and two during the COVID-19 lockdown. Concomitant defining aspects of the COIL courses ranged from an adapted course to two co-developed new courses. The facilitator was a guide during the first COIL engagement but offered more robust support through weekly online checkpoints in the subsequent COIL courses. There were facilitator and student presentations and debates in successive courses, built-in student and facilitator reflections, the progressive use of a multitude of online tools and independent marking of student assessments to co-marked and moderated assessments. Key challenges among students included technological barriers; limited access to data and devices, and unreliable internet connection, an uncondusive environment for online work during the off-campus lockdown and limited digital literacy compared to their international counterparts, which progressively decreased as preparedness in COIL engagements increased. The exchange provided students an opportunity to include multiple and shared views embracing diversity and equity. This presentation offers associated conclusions for critical virtual exchange to advance equity, inclusion and social justice and suggests responsible internationalisation.

Key words: Internationalisation, global north, global south

# Dr Benita Bobo

Durban University of Technology  
[azolab@dut.ac.za](mailto:azolab@dut.ac.za)

## ***Reflections of an early career academic on their experience of running a COIL project***

**Theme: Curriculum Innovations, Improvisations and Disruption; Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies; Transdisciplinarity: Exploring collaborations, transcending boundaries**

This paper draws on Rolfe, Freshwater and Jasper's (2001) framework of reflective writing, to reflect on an early career academic's experience of embedding a Collaborative Online International Learning (COIL) project in a General Education module at the Durban University of Technology (DUT).

COIL is a pedagogical tool that seeks to deepen students' global engagement, while promoting intercultural competence. It is an innovative approach that fosters meaningful learning amongst students and staff with different linguacultural backgrounds in the online environment. DUT became the first African university to join the Global Network Partner in the State University of New York (SUNY) COIL system in 2015. This is in-line with the university's strategic plan that includes the internationalization of the institution. This is also in-line with the national Department of Higher Education and Training's (DHET) internationalisation at home's approach.

Cornerstone 101 (CSTN101) is one of 44 General Education modules offered at DUT. It is a compulsory module for all first-year students. Whereas there are various COIL projects that are run at DUT, this was the first time a project of this nature ran in the Centre for General Education, which services the CSTN101 module. 89 CSTN101 students that form the part-time class participated in this project. The 7-week long COIL project titled "Literature for Change: Envisioning Sustainable Futures" was a collaboration between three modules in two universities – SUNY New Paltz in New York and the Durban University of Technology (DUT) in South Africa.

Rolfe et al. (2001: 1) propose a three-step model which can be used to aid in the process of reflective writing. This framework is based on three questions, namely: What? So what? Now what? This presentation is centred around trying to answer these three questions. The author reflects on their experiences of having run a COIL project as an early career academic. They explore what their key learnings were, and how this learning will be implemented in future COIL projects that they engaged in.

Key words: early career academic, reflection, teaching and learning

# <sup>1</sup>Prof Berrington Ntombela, <sup>2</sup>Ms Thama Mamabolo and <sup>3</sup>Mr Trust Mokgalaka

University of Limpopo

<sup>1</sup>[Berrington.Ntombela@ul.ac.za](mailto:Berrington.Ntombela@ul.ac.za)

<sup>2</sup>[201647805@keyaka.ul.ac.za](mailto:201647805@keyaka.ul.ac.za)

<sup>3</sup>[201707948@keyaka.ul.ac.za](mailto:201707948@keyaka.ul.ac.za)

## ***Dismantling the student lecturer wall in academic engagement***

**Theme: Digital Learning: Hybridity; (post)humanisation; perils and possibilities; Diversity, Equity and Inclusion in Higher Education**

The education system is built on the binary student lecturer or learner educator relationship. Each player is located on the other side of the wall. The experiences of students are often confined to students and so are lecturer experiences. This chasm is exacerbated by unequal power dimensions where the lecturer is set above the student. Nonetheless, the experiences that came with the pandemic ruptured this wall of separation as it dawned that each part is an equal player in academic engagement. Framed within the ethos of dialogic engagement along the discipline of Freirean humanizing and critical pedagogy, the study utilizes self-reflection of both postgraduate students and their lecturer. The reflections cover experiences of the rapture brought into their academic engagement by the aftermath of the pandemic and how this plays itself in the migration of postgraduate physical teaching and learning to the online platform. The reflections take a dialogic stance as the subject of reflection cuts across lecturer and student. In this way, the burden of being the sole creator of knowledge construction shifts from the lecturer to be a shared venture with the student. In this way, the course is equally owned by the student and the lecturer. These reflections are handled within the theoretic limits of auto-ethnography. They are presented through the tradition of ethnographic thick description. This is all located in the qualitative paradigm. The findings point to the varied academic experiences between public and private institutions. This highlights the often-neglected part of rich experiences that students bring which are beneficial to the co-construction of knowledge. Furthermore, the findings point to a reversal of roles where the lecturer becomes a student who must learn from the experiences of students, and students become lecturers as they teach through their experiences. The implication of these findings is that future academic engagement will no longer be conceived in terms of sole student recipients versus sole lecturer providers. Both players become equal partners and the rules of engagement will no longer be hierarchical but levelled.

Keywords: critical dialogue, auto-ethnography, future pedagogy, reflexivity, multimodality

# <sup>1</sup>Ms Bwalya Lungu and <sup>2</sup>Mrs Nalini Chitanand

Centre for Excellence in Learning and Teaching  
Durban University of Technology

<sup>1</sup>[bwalyal@dut.ac.za](mailto:bwalyal@dut.ac.za)

<sup>2</sup>[nalinic@dut.ac.za](mailto:nalinic@dut.ac.za)

***Are we standing in our own way for the growth that is required for transformation and social justice?***

**Theme: Diversity, Equity and Inclusion in Higher Education**

Universities globally are striving toward transformation and social justice. The focus has been on epistemic and social justice through endeavors to decolonise curricula and to make learning and teaching spaces more fair and equitable. We acknowledge there is much growing up that we as universities need to engage in, as we approach another era of higher education, post-pandemic.

We are two academic developers who have engaged individually and collaboratively in decolonial work with academic staff and in our external engagements and projects. Our collective reflection on our engagements has suggested that the pace of these transformation has been slow. Furthermore, we have encountered that decolonisation efforts in universities remain locked within the boundaries of the universities with little engagement with communities. We submit that there is a hesitation to depart from the parameters of colonialist practices for learning and teaching, research, and engagement activities. This may be attributed to the fact that it is easier to deal with an already-existing structure than to deconstruct and reconstruct a new one.

In this paper, we argue that if universities are committed to reimagining a horizon of education outside the current paradigm and strive toward a truly transformative and democratic higher education, and society, we need to engage in radical and tectonic mind shifts at the systemic and personal levels. This will require that we carefully consider and interrogate how are we constructing our universities, revisit the purposes of the academic project and our roles with our communities for the flourishing of humanity and our world.

We conclude by arguing that we need to create communities of critical engagement at the university that shift the conversations beyond utilitarianism, performativity, and technocratic rationality to strive toward social and epistemic justice, freedom, and transformation of all sectors of education and society. This will require our engagement to be with not just intellectual decolonisation, which Zembylas (2022) argues may result in tokenistic practices, but also affective decolonisation (Zembylas, 2022), which is embodied, and a decolonisation of the mind (wa Thiong'o, 1986).

**Keywords:** transformation, decolonisation, mind shifts, affective decolonisation

# Mr Dumsani Wilfred Mncube

North-West University, Mahikeng Campus, South Africa  
[mncubedm@gmail.com](mailto:mncubedm@gmail.com)

## ***Advancing self-directed learning by integrating culturally relevant pedagogy in higher education***

### **Theme: Curriculum Innovations, Improvisations and Disruption**

While advancing self-directed learning experience in higher education curriculum, one often hears students questioning the quality of education to their professional development. At the centre of this debate lies a disconnect between traditional teaching practices and 21st-century skills responsible for addressing lifelong learning and self-directed learning. In other words, higher education lacks subject matter content or teaching approaches that resonate with their context or dominant cultures, and traditional norms. Therefore, this study seeks to understand how self-directed learning strategies can promote participative and cooperative learning approaches based on lived experiences of dominant cultural, racial, and ethnic majority excluded pedagogically and textually from teaching and learning processes. These are skills that are vital for self-directed learning and skills that students are required to develop and succeed in higher education. Higher education must demand versatile lecturers who are adaptive and capable of advancing self-directed learning pedagogies within the curriculum to better understand themselves and live better lives post-university. This study calls for genuine praxis and scholarship serious about advancing self-directed learning in promoting culturally relevant pedagogy in the higher education curriculum. The theory of culturally relevant pedagogy underpins this study. Indeed, culturally relevant pedagogy synonymously referred to as culturally relevant teaching, is a self-directedness approach to learning that is concerned with the relationship between what students learn in higher education and the knowledge, identities, and experiences students value and bring with them to the class i.e., ubuntu. This study was conducted in two Higher Education Institutions in South Africa, to explore the extent to which higher education promotes self-directed learning by integrating culturally relevant pedagogy as part of indigenous pedagogy within their curriculum realm. The results of this study reveal that higher education institutions should inculcate culturally relevant approaches aligned with ubuntu values capable of improving individuals to plan, develop, adapt and alter their society that is digital and interactive to improve the quality of higher education in deprived contexts. Again, the results reveal that the emphasis should be placed on the Ubuntu values that are drawn from the local community to inspire African children to take pride in education that promotes his/her culture.

Keywords: culture, ubuntu, pedagogy, self-directed learning, higher education

**<sup>1</sup>Mr Freedom Mthobisi Khubisa, <sup>2</sup>Miss Xoliswa Evelyn Feikie, <sup>3</sup>Miss Sinenhlanhla Ntokozo Memela, <sup>4</sup>Dr Thandokuhle Emmanuel Khoza**

Durban University of Technology

<sup>1</sup>[freedomk@dut.ac.za](mailto:freedomk@dut.ac.za)

<sup>2</sup>[xoliswaf@dut.ac.za](mailto:xoliswaf@dut.ac.za)

<sup>3</sup>[sinenhlanhlam@dut.ac.za](mailto:sinenhlanhlam@dut.ac.za)

<sup>4</sup>[thandokuhlek@dut.ac.za](mailto:thandokuhlek@dut.ac.za)

***Exploring factors affecting students' performance prior to and during Covid-19: discover possibilities of growth***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

Traditional teaching and learning activities in higher education institutions were disrupted by the advent of the Covid-19 pandemic, resulting in the implementation of emergency online teaching and learning for most universities across the globe. The shift to the online domain may have exacerbated pre-existing issues, such as socioeconomic challenges and poor academic performance, which already necessitated interventions in multiple fields, such as teaching and learning pedagogies and decolonization within the higher education sector. The unanticipated effects of the Covid-19 pandemic created new obstacles for the higher education sector and drove higher education institutions to re-arrange their systems and implement initiatives to offer online teaching, learning, and assessment (TLA) modes. This was done to assure the continuance and successful completion of academic programs. Online TLA may be common and well-accepted among university students in developed nations, but this was not the case with university students in developing nations. Students from developing nations, including Asia, the Middle East, and Africa, continue to face digital inequality and a lack of infrastructure. Considering these constraints, the researchers posit that it is worthwhile to explore and comprehend the factors that contributed to the increase or decrease in the academic performance of students at Durban University of Technology (DUT), South Africa. This study aims to contribute to the existing body of knowledge and identify growth opportunities following the Covid-19 pandemic. This will be accomplished by comparing the academic achievement of students before and during the Covid-19 pandemic. To offer a two-dimensional perspective on the consequences of the Covid-19 pandemic on students' performance, the researchers will undertake a quantitative research design with a qualitative component. The quantitative data of student results will be derived from the DUT examinations department, while the qualitative data will be gathered from carefully selected courses through a self-administered survey to relevant lecturers and students. We expect that the findings of this study will assist stakeholders in higher education to review the current goals and strategies in place for students' optimal academic performance. This will aid the development of innovative approaches in TLA, that are effective in the future of both traditional and situations in academia.

**Keywords:** Students' performance; Covid-19 pandemic; Teaching, learning, and assessment; Higher education In-person presentation "

# **<sup>1</sup>Ms Gifty Enyonam Ketemepi and <sup>2</sup>Dr Nompilo Tshuma**

Stellenbosch University

<sup>1</sup>[24539791@sun.ac.za](mailto:24539791@sun.ac.za)

<sup>2</sup>[ntshuma@sun.ac.za](mailto:ntshuma@sun.ac.za)

## ***A scoping review of the quality of e-assessment during the COVID-19 pandemic***

**Theme: Digital Learning: Hybridity; (post)humanisation; perils and possibilities**

The onset of COVID-19 and the resultant lockdowns necessitated the move to digital learning and e-assessment for HEIs worldwide. As a result, there has been an increase in research on these critical areas, and particularly the potential of e-assessment in enhancing and motivating student learning. Despite this potential, there are also indications that e-assessment has resulted in several challenges related to the technological tools used for assessment, student experience and perceptions of e-assessment as well as the outcome of these assessments. Our research has found that issues of the quality of e-assessment have had a negative impact on the integrity of the assessment and consequently the learning and outcomes that the students are able to achieve as a result. Stakeholders both within and outside HEIs have also expressed a growing lack of confidence in e-learning and e-assessment, which has dire implications for the impact of higher education beyond the institution. Considering the importance of quality in maintaining the integrity of e-assessment, this conceptual paper explores how (or if) e-assessment practices during the COVID-19 pandemic promoted quality of learning. A total of 35 scientific articles were sourced from Scopus database for the review. We employed Arksey and O'Malley's (2005) scoping review methodology, which allowed us to rapidly map the interplay between quality and e-assessment in a growing and transforming higher education landscape. Our research found that consideration of the quality of e-assessments has a positive impact on the growth of HEIs in this post-pandemic period.

**Keywords:** E-assessment, quality, conceptual review, COVID-19 pandemic



# **<sup>1</sup>Mr Grate Ndabezihle Moyo, <sup>2</sup>Dr. Boitumelo Moreeing and <sup>3</sup>Dr. Moeketsi Mosia**

<sup>1</sup>Sol Plaatjie University  
[grate.moyo@spu.ac.za](mailto:grate.moyo@spu.ac.za)

<sup>2</sup>University of the Free State  
[MoreengBB@ufs.ac.za](mailto:MoreengBB@ufs.ac.za)

<sup>3</sup>Sol Plaatjie University  
[moeketsi.mosia@spu.ac.za](mailto:moeketsi.mosia@spu.ac.za)

## ***Exploring Accounting lecturers' use of feedback as a teaching practice: A case of a South African University***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies; Teaching Practices in Undergraduate Studies**

This study aimed to explore the use of feedback as part of first-year accounting teaching practices at a South African university. Teaching practices refer to complex sets of ways lecturers apply, drawn from individual beliefs about learning based on content and pedagogical knowledge. The complex sets of ways, among other, embodies feedback teaching practices. The use of feedback is the practice of providing information during/after class sessions/tasks, on aspects related to performance, built upon a teaching/learning experience. Feedback value impacts on lecturer/students' improvement/success or restructuring of existing knowledge. In accounting education, feedback practices enhancing knowledge retention were found being cognitive driven to determine success. This paper is informed by cognitivism as a theoretical framework. Cognitivism and accounting education common/key elements; use of the brain, critical thinking skills, deep learning and information retention skills, long-term memory and solving complex tasks, relate. In accounting, feedback is meant to improve the same key elements. Hence cognitivism is the relevant theory influencing accounting education. This paper used a qualitative exploratory research methodology. Purposefully selected for this study were three first year accounting lecturers from the same institution's different campuses. Semi-structured interviews were used to generate data determining participants' understanding of feedback, different practices used, and challenges experienced. Furthermore, participants' responses were used to validate the data generated. Data was thematically analysed. The study responded to three sub-questions wanting to determine, understanding of feedback, ways used to implement feedback and challenges experienced. Findings suggest that accounting lecturers' understanding, and use of feedback differs and therefore have certain implications on the teaching and learning process. Furthermore, participants identified a plethora of challenges impacting on their practice.

**Keywords:** Accounting teaching, Teaching practices, Feedback, Cognitivism

# **<sup>1</sup>Dr Israel Lindokuhle Mkhuma, <sup>2</sup>Prof FD Mahlo and <sup>3</sup>Prof TN Phasha**

University of South Africa,  
[mkhumi@unisa.ac.za](mailto:mkhumi@unisa.ac.za)

## ***How reasonable are the Reasonable Accommodations? A case of former students with quadriplegia in an Open Distance Learning university***

### **Theme: Diversity, Equity and Inclusion in Higher Education**

The UN Convention on the Rights of Persons with Disabilities commits institutions of higher education to provide reasonable accommodations to students with disabilities as part of advancing Diversity, Equity and Inclusion in Higher Education. This manuscript reports part of the data that were gathered in a larger qualitative case study which explored the experiences of former students with quadriplegia in an Open Distance University. Critical Disability Theory and Intersectionality were used to position the issue of disability in higher education as a social construct which continues to affect the participation and success of students with quadriplegia in higher education. Six participants participated in qualitative interviews and self-reports.

Thematic Analysis (TA) was used to analyse the rich insights of the participants' experiences. Key findings suggested that all six former students were provided with reasonable accommodation only during the examination. However, the extent to which each student received reasonable accommodation differed, depending on the skill of each participant to advocate and the level of awareness of the officials in the examination centres. These findings suggest that the intersectional impact of quadriplegia to the each participant was not considered and there was a lack of awareness. This study highlights the essence of reasonable accommodations to support students with disabilities but also raises concerns about the way reasonable accommodations can be used to respond to the diverse needs of individual students. The study recommends further investigation of the application of reasonable accommodation using a larger sample size.

**Key Words:** Reasonable accommodations, quadriplegia, inclusion, higher education.

# **<sup>1</sup>Prof Jack Whitehead and <sup>2</sup>Dr Marie Huxtable**

<sup>1</sup>University of Cumbria/North-West University  
[jack@livingtheory.org](mailto:jack@livingtheory.org)

<sup>2</sup>University of Cumbria  
[marie\\_huxtable@yahoo.co.uk](mailto:marie_huxtable@yahoo.co.uk)

## ***Enhancing academic citizenship, service and community engagement with Living Educational Theory Research***

### **Theme: Academic Citizenship, Service and Community Engagement**

This paper is focused on academic citizenship, service and community engagement in enhancing the flow of values of human flourishing with Living Educational Theory Research. It is intended as a response to the invitation to pause, engage reflexively and ask deep, critical questions about change and growth, post- pandemic. Our response involves the re-imagining re-envisioning and re-creating new futures for higher education in relation to the questions ‘Is it time for universities to grow up? why? how?’.

A Living Educational Theory Research approach to continuing professional development in higher education includes the generation of values-laden explanations of educational influence in one’s own learning, the learning of others and in the learning of the social formations within which the practice is located. Our evidence and values-laden explanation shows how we are growing through learning from our past and reimagining an horizon of education for the flourishing of humanity. The explanation includes a dialectical rationality, grounded in contradiction, that moves beyond technical rationality in contributing to social and epistemic justice. We address questions about what we needed to unlearn and relearn in contributing to a transformative and democratic higher education in a continuous process of becoming with values of human flourishing.

We clarify the values of an Ubuntu way of living in community-based educational research in enhancing academic citizenship, service and community engagement. We use a method of empathetic resonance with digital visual data to clarify and communicate the meanings of embodied values in the course of their emergence in our educational practices. Whilst we include our individual explanations of educational influences in learning, these are grounded in community values and practices that focus on the meanings of values of human flourishing. Data is drawn from over 60 Living Educational Theory doctorates that have been accredited by Universities around the world. Readers are encouraged to create their own living-posters and contribute these to the global context of living-posters from Universities around the world at <https://www.actionresearch.net/writings/posters/homepage2021.pdf>.

**Keywords:** Living Educational Theory Research; Values-laden explanations of educational influences in learning; Professional Development in Higher Education.

# Dr Jason S Davis

Durban University of Technology  
[jasond@dut.ac.za](mailto:jasond@dut.ac.za)

## ***Transition from closed book to open book exams***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies; Curriculum Innovations, Improvisations and Disruption**

The paper looks at the lived reality during COVID which brought about changes in assessment from paper based too online. The reality was that one could not prevent students from having their textbooks with them when answering the test and so the nature of the test changed from traditional closed book to open book exams.

Open book exams themselves has long history in being used as an examination process before COVID and was mainly used for board exams and higher levels of assessment beyond undergraduate especially not in first year. According to Bengtsson (2019) “in class examination” (ICE) has the advantage as it minimizes the risks of the exam being compromised by cheating, but it has been criticized for several other reasons: encourages surface learning, it creates pressurised environment that has an adversely impacts on their performance, it is not suitable for assessing students’ performance on the higher levels of Bloom’s taxonomy scale as well as generic skills.

In contrast we have open book exams which come in many forms from online open book exams to take home exams (THE). According to Bengtsson (2019) the extended time limit implies less stress on the students, more complex and open-ended questions can be used to testing critical thinking and higher order thinking skills but of course the apparent risk of cheating when the exam is not proctored.

Cheung Ng (2020) note the common suggestion is to use questions that require application of knowledge or reflection while avoiding definitional questions with tight timelines to reduce potential for collaborative efforts. Research by Iskandar (2017) found that students’ motivation to learn with a given model of opened book test was higher than their motivation with a closed book test model. The principles of open book exam to ask questions that application and reflective questions to test the skills required in the 21st century that of analysis and critical thinking is a necessary transition. Obviously, one had to keep within the boundaries of the students being first year and only at NQF level 6 but one could come up with novel and recognisable scenarios that tests application and reasoning. So COVID has accelerated the change in not only assessment but teaching and learning. No longer was factual repetition sufficient for testing learning but rather an application of economic reasoning to novel situations within the realm of the student’s experience.

**Keywords:** Open Book Exams; Assessment Strategy, Pedagogy and Higher Order Thinking

# Dr Johannes (Joe) Magwaza

Department of Arts and Languages Education, University of Zululand

[Magwazaj@unizulu.ac.za](mailto:Magwazaj@unizulu.ac.za)

## ***Perceptions of isiZulu method students towards the flipped classroom approach***

### **Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

This paper reports on findings from the research which sought to establish the perceptions of the pre-service teachers towards the flipped classroom approach. The flipped classroom approach, also called the inverted classroom, has gained prominence in the past few years even though little has been written about the benefits of using this approach in the teaching of languages. In the world of e-learning, the method of flipped classrooms is growing in popularity day by day.

The flipped classroom concept was first introduced by Jonathan Bergman and Aaron Sams, both of whom were high school chemistry teachers, in their book *Flip your classroom: Reach every student in every class every day* (2012). They explored a couple of reasons teachers should adopt the flipped classroom model. As opposed to the traditional classroom, where the teacher takes the center stage, imparting new information to students who passively absorb it, the flipped classroom technique focuses on providing students with learning material in the form of pre-recorded lectures, videos, presentations, tutorials, and other web-based materials, prior to the actual class. The method requires students to familiarise themselves with the new information and prepare for in-class activities with the teacher and peers, ahead of time.

Class time in the flipped classroom approach is reserved for revisiting the topic while the teacher actively engages with the students through group discussions, collaborative coursework, and assessments. This paper discusses how I applied the flipped classroom approach in my teaching of isiZulu method modules and how I carried out the study on which this paper is based. It emphasizes why language teachers, especially those who teach African languages, should consider flipping their classrooms.

The study on which this paper is based was carried out from July 2021 to October 2021, and February 2022 to May 2022. In conclusion, the paper discusses the lessons learned from using this approach and why language teachers should consider using the flipped classroom approach.

# **<sup>1</sup>Dr John Mangundu and <sup>2</sup>Ms Mbalenhle Khumalo**

Durban University of Technology

[johnm2@dut.ac.za](mailto:johnm2@dut.ac.za)

[<sup>2</sup>MbalenhleKI@dut.ac.za](mailto:MbalenhleKI@dut.ac.za)

## ***First-year rural students' experiences with the emergency remote teaching: A digital citizenship reflective analysis post Covid-19***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies; Digital Learning: Hybridity; (post)humanisation; perils and possibilities**

This paper seeks to explore first year students' experiences with Emergency Remote Teaching (ERT) in Higher Education Institutions (HEIs) following the rapid change brought by the outbreak of Coronavirus (COVID-19). As such, we have seen HEIs migrate from traditional face-to-face learning to online teaching and learning, increasing students' presence on digital platforms. Despite being in post-COVID era, the trajectory of higher education has undoubtedly changed, driven by the global crisis. However, many students particularly those from the rural and marginalized groups might have been negatively affected by this abrupt change. Given the above developments, the situation deserves scholarly attention from a digital citizenship and education perspective. The study is informed by the qualitative research methods which afford in-depth comprehension of the phenomenon by purposively selecting students from rural backgrounds in the Midlands campuses. In addition, data collection will be done through semi-structured interviews until data saturation is reached. Collected data will be thematically analysed following deductive and inductive processes. This paper is expected to articulate first-year university students' experiences with ERT post COVID-19, highlighting the possible elements of digital citizenship such as students' ability to use technology media, recognize safe websites, defend personal privacy, and comprehend the rule of law in the use of digital technologies. The study is expected to make theoretical and practical implications. First, the study will contribute to the ongoing discussion on digital citizenship in higher education, in the context of developing economies. Second, the findings will inform higher education management and decision makers on issues around digitalization of the teaching and learning processes to design strategies that promote digital citizenship among students.

**Keywords:** COVID-19, digital citizenship, rural students, emergency remote teaching, higher education institutions.

# Ms Kedumetse Motlhankane

North-West University  
[22046216@nwu.ac.za](mailto:22046216@nwu.ac.za)

## ***Multilingual pedagogies***

### **Theme: Diversity, Equity and Inclusion in Higher Education;**

Universities are debating on diversity, equity and inclusion in Higher Education. This is because these debates call for a transformed university that does things differently. This has been an ongoing debate since the dawn of democracy in the country whereby previously marginalised students have been granted access into universities that they were previously excluded from. The research site for this paper is the NWU-Potchefstroom Campus which used to be an Afrikaans university and has since seen many non-Afrikaans students coming to attend here. The language policy of the NWU-PC recognizes 4 official languages (Afrikaans, English, Setswana & Sesotho) under functional multilingualism. The NWU language policy draft (2022) states that by “functional multilingualism” [it] means that the choice of a particular language in a particular situation is determined by the situation or context in which it is used”. Thus, this article focuses on how functional multilingualism was employed in material development for teaching and learning. Because some students still struggle with the concepts of referencing and assignment structure, concept videos expounding on the concepts which served as supplementary material were created. This material was made translated into Setswana and isiZulu (Setswana being the language of the university according to the NWU language policy document, and isiZulu being a language that is the second most spoken indigenous South African language in class). The paper aims to address the challenges that I encountered when creating multilingual learning material for students and the rationale for the language choice. The issues of standard and non-standard variety in translation will be touched on. The choice of languages will also be touched on with emphasis on what ‘growing out of’ or diverging from what is expected or know could imply in the context of the NWU. The material that was developed will later made available to students as a supplementary material that can aid them in understanding concepts better.

Keywords: multilingual education, language policy, teaching and learning, material development, NWU Virtual presentation

# Dr Khethiwe Dongwe

Durban University of Technology  
[cynthiaz@dut.ac.za](mailto:cynthiaz@dut.ac.za)

## ***Are we ready to introduce African languages in teaching and learning undergraduate research modules at DUT? Students' perspectives explored***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

The DHET Language Policy Framework for Higher Education Institutions (DHET 2020:15) alludes to the need for a "commitment to the development and promotion of indigenous languages to redress past injustices" in the South African Higher Education Sector, by universities. The document highlights exclusion of African languages as the main contributor to student success challenges faced by Black South African university students. There are also challenges of lack of interest to pursue postgraduate studies as evidence from practice. However, some institutions such as the Durban University of Technology, still advocate for the use of English language only in teaching and learning. However, English is a second language to many black students.

In this paper, I present students responses on the introduction of an African language (isiZulu) as an additional language of teaching a research module at undergraduate level. isiZulu is a mother tongue to most students registered for this module. The pilot questionnaire was administered to 23 students registered for a research module at undergraduate level with data analysed using themes.

According to students, this innovation enhances communication, understanding of research concepts and assessments and also improves academic performance. In addition, the findings indicate that students prefer a combination of languages (English and isiZulu) to be used during the teaching to enhance their prospects of contributing globally. Interestingly, students' responses indicate that they do not prefer materials written in isiZulu.

The findings indicate opportunities for transforming and decolonising the teaching of undergraduate research modules, with particular reference to incorporating African languages as official academic languages in pursuit of enhancing student success for black students and motivating them to pursue postgraduate studies. The study calls for future research on unmuting views of students prior to implementing any change in universities.

**Keywords:** student success; language of instruction; undergraduate research; decolonisation; pilot study.



# **<sup>1</sup>Dr Khethiwe Dongwe and <sup>2</sup>Dr Nonhlanhla Khumalo**

Durban University of Technology

<sup>1</sup>[cynthiaz@dut.ac.za](mailto:cynthiaz@dut.ac.za)

<sup>2</sup>[nonhlanhlaz2@dut.ac.za](mailto:nonhlanhlaz2@dut.ac.za)

## ***Reconceptualising Writing Centre collaborative initiatives to support postgraduate students' research writing development***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

Writing centres as collaborative learning spaces play a crucial role in facilitating the development of academic and research writing, albeit sometimes disconnected from academic departments. This requires reconceptualising how writing centre practitioners engage with academics and students as writers, in their development of critical reading, thinking and research writing.

The study presents reflections and experiences of two university employees on introducing a student support initiative, which was an interdisciplinary collaboration. A postgraduate week was conceptualised by a lecturer and postgraduate coordinator in the DUT academic department. The implementation and facilitation was a collaboration with the writing centre practitioner, in the same institution. Drawing on a socio-cultural lens, the writing support initiative is premised on the social practice pedagogy in postgraduate supervision which prioritises engagement and collaboration. Adopting an auto-ethnography reflective approach, the study interrogates the implementation of the integrated postgraduate workshops, for the development of postgraduate student support pedagogies that are responsive to students' research writing needs.

The paper argues that postgraduate research writing is not a generic skill that can be taught outside of the disciplinary research process and supervision. Interdisciplinary collaboration should be embedded and promoted to enhance students' research writing development whilst incorporating the lived experiences of university staff members. The paper highlights pertinent challenges and opportunities for alternate, creative ways to support postgraduate students with research writing development. Further analyses is necessary to evaluate the impact of the collaboration on postgraduate students' research writing development and progress.

**Keywords:** academic literacies, academic writing, collaboration, Covid-19, postgraduate support, writing centres

# Dr Leticia Akyeampong

University of South Africa  
[10041117@mylife.unisa.ac.za](mailto:10041117@mylife.unisa.ac.za)  
Prof SP Mokoena  
[mokoesp@unisa.ac.za](mailto:mokoesp@unisa.ac.za)

## ***Relationship between transformational leadership, organizational culture and innovation propensity: Towards improving the public universities***

### **Theme: Diversity, Equity and Inclusion in Higher Education**

This study sought to examine the relationship between transformational leadership, organizational culture and innovation among public universities. One hundred and fifty-seven survey responses were collected from university participants and the data was analysed with SMART PLS 3.0., SPSS and excel. Numerous studies have linked transformational leadership to a range of favourable organisational outcome however, the findings revealed that transformational leadership has a significant negative impact on organizational culture. Results also indicate that transformational leadership has a negative effect on innovation propensity and organizational culture greatly influences innovations among public universities in Ghana. Furthermore, the relationship between transformational leadership and innovation is fully mediated by the organizational culture. Likewise, the results showed that organizational culture moderates the relationship between transformational leadership and innovation propensity among universities. The study recommends that public universities should build a strong organizational culture revolving around innovation to avoid disruptions when leadership change.

Implications for practice or policy:

- Leaders must understand the culture of their organization and seek to foster practices and beliefs that are supportive of innovation by supporting and empowering staff members to achieve key performance measures.
- Leaders can promote their team's propensity for creativity and organizational cultural transformation by shaping employee mindsets and perspectives to identify with and internalize organizational reality.

Keywords: Transformational Leadership, Organizational Culture, Innovation Propensity, innovation, relationship

# Ms Lindiwe Gumede

Durban University of Technology  
[lindiweg@dut.ac.za](mailto:lindiweg@dut.ac.za)

## ***Experiences of undergraduate students when using online library resources***

**Theme: Digital Learning; Hybridity; (post)humanisation; perils and possibilities**

This study explores the use or non-use of online or electronic resources by undergraduate students at the Durban University of Technology (DUT). The purpose of the study is to attain a better understanding of students' experiences of online library resources.

The integration of digital technologies into library resources has become normative in institutions of higher learning. Such adoption by libraries of these online resources to support teaching and learning, is proof that South African universities, including the DUT, are at the forefront of reconceptualising change through innovation. The Covid-19 pandemic has challenged libraries to use learning technologies to support teaching and learning in face-to-face or online environments. However, little has been done to investigate why students use or do not use various types of information resources.

The study is underpinned by Ranganathan's five laws of librarianship. Third-year students from Nursing, Education and Civil-Engineering participated in the study. A mixed methods approach was adopted, applying quantitative and qualitative methods sequentially. Data was collected through open-ended online questionnaires, then analysed thematically using SPSS. Focus group discussions were used to collect qualitative data.

The findings revealed that students prefer to use general search engines such as Google and YouTube, as opposed to subscribed electronic databases to find information. This is worrisome considering that, when using these search engines, students do not get the academic benefit of electronic resources within their discipline, on which the university spent considerable funds. The study concludes that students are not fully utilising online library resources available to them. Therefore, I argue for the integration of information literacy into the curriculum, so that online library resources become more accessible and responsive to student needs.

# **<sup>1</sup>Prof Livingstone Makondo, <sup>2</sup>Dr Mzwandile Khumalo, <sup>3</sup>Dr Nokuthula Mavela, <sup>3</sup>Mr Peter Kalanga and <sup>4</sup>Ms Shubnam Rambharos**

Centre for Excellence in Learning and Teaching, Durban University of Technology

<sup>1</sup>[livingstonem@dut.ac.za](mailto:livingstonem@dut.ac.za)

<sup>2</sup>[MzwandileK@dut.ac.za](mailto:MzwandileK@dut.ac.za)

<sup>3</sup>[NokuthulaM4@dut.ac.za](mailto:NokuthulaM4@dut.ac.za)

<sup>4</sup>[ThembinkosiKI@dut.ac.za](mailto:ThembinkosiKI@dut.ac.za)

<sup>5</sup>[rambhros@dut.ac.za](mailto:rambhros@dut.ac.za)

## ***Is it worthy? Critiquing the role of First Year Student Experience***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

Education is significant for the development of humanity. Students registering for diverse programs in institutions of higher education are prepared differently by their diverse home and school backgrounds. Due to their different socialization, they present themselves with different expectations of what life holds at a tertiary institution. To bridge the gap between high school and first year level, tertiary institutions need to avail pragmatic strategies that could ensure smooth transition of the fortunate first year students. This research examines the implementation of the institution-wide innovative learning and teaching preparatory programme, the first-year student experience (FYSE) at a South African University of Technology during the 2019 to 2022. This three-dimensional study zooms on the period before, during and after the Covid 19 pandemic by interrogating the roles of staff responsible for the design and implementation of a fit for purpose FYSE programme and that of the participating respective departments/faculties and students. This will be done through analysis of FYSE data and interviews of students and staff. The intention is to draw lessons from this period that should be used to redesign the holistic FYSE programme that would speak to the changing times. It further examines the strategies/plans in place to materialize smooth transition into the higher education. The study will zoom on departments/faculties at a University of Technology. The study argues that a properly designed and structured FYSE programme is requisite for smooth transition and student success hence it is critical to have a fit for purposes programme.

**Keywords:** Success, Learning, higher education, transition, student success

# Ms Lungile Bele

University of Zululand  
[belel@unizulu.ac.za](mailto:belel@unizulu.ac.za)

## ***Benefits of Service-Learning: A case of pre-service teachers at a South African University***

### **Theme: Academic Citizenship, Service and Community Engagement**

This study examined the benefits of exposing third year Bachelor of Education students to Service-Learning at a South African University. Service-Learning is a practice that links community service with learning activities for the promotion of substantive learning. Thus, the aim of this study was to investigate whether 3rd year pre-service teachers could benefit from helping first year pre-service university students acquire literacy skills through Service-Learning. A qualitative research paradigm underpinned by an interpretive epistemology was used in this study. Random sampling technique was used to select participants from the Faculty of Education at the participating institution. Data were generated by means of observing classroom activity, semi-structured and focus group interviews, data analysis emerged with themes and sub-themes. Overall, results revealed that apart from enhanced academic skills, students gained self-confidence and propelled self-esteem. The study reported that exposing students to Service-Learning activity made them gain academic knowledge, cognitive skills, interpersonal skills, and self-confidence as they endeavour to put theoretical knowledge to practice views. Service-Learning as a pedagogy created an enabling environment for learners to express themselves freely – thereby creating space for the expression and consolidation of new experiences. The study recommended that there should be an advocacy to promote the value and benefits of Service-Learning among academic staff (the lecturers) because without their full conviction and belief, in its value and benefits both as a worthy undertaking on its own intrinsic merits and as something that has academic value for their own professional development, they will not find the will and energy to implement it. This could include profiling SL widely on university campuses, as an innovative pedagogy that entrenches valuable skills, values and research to students and lecturers, thereby transforming communities and societies.

Keywords: Service-Learning; Pre-service teachers; Benefits

# Ms Lyndall Kemm-Stols

Durban University of Technology

[Lyndallk@dut.ac.za](mailto:Lyndallk@dut.ac.za)

## ***Exploring how Colonial Legacies are re(produced) in admission processes of Universities of Technology***

### **Theme: Diversity, Equity and Inclusion in Higher Education**

The Fallist movements in 2015 demonstrated dissatisfaction with university efforts to redress historical inequalities. Since then, a vast body of scholarship has explored the decolonisation project from a curricular and teaching practices basis, with some scholars arguing that South African higher education is still influenced by hierarchies imposed in colonial times. I argue that if we are to imagine the transformation of our universities into spaces which exist for society, which allow for social and epistemic justice, then we need to examine the mechanisms through which colonial legacies get (re)produced in university structures and cultures.

This presentation, as part of a broader in-progress PhD study, offers an analysis of how colonial legacies get manifested in one such university structure; namely the processes of admission in Universities of Technology (UoTs). UoTs remain fairly under-examined in broader higher education studies and yet are important as they have made significant contributions to widening access through their less stringent admission requirements. Admission processes and criteria are of particular importance, as they are often considered to be the cornerstone of transformation projects by acting as gatekeepers; determining who can gain access and on what basis.

Drawing from a conceptual framework that recognises the complex interplay between coloniality and neoliberalism, I focus on several mechanisms through which colonial hierarchies are (re)produced and thereby naturalised in the processes of admission at UoTs. Namely; a) English as a criterion for admission and the main language of instruction, b) the world university ranking systems and c) the new funding formula. Through the analysis of national minimum admission requirements over time, my paper aims to show these colonial legacies and uncover how they are used to shape admissions processes. In so doing, I hope an opportunity to reimagine transformative, democratic and accessible higher education will emerge.

**Keywords:** Admission, Neoliberalism, Decoloniality, Universities of Technology

# Dr Mbusiseni Celimpilo Dube

University of Zululand  
[DubeMC@unizulu.ac.za](mailto:DubeMC@unizulu.ac.za)

## ***Student Teachers' Preparedness for Classroom Interaction During Teaching Practice: University Supervisors' Perspectives***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

Classroom interaction is amongst the crucial aspects that shape teaching and learning activities. If it is not properly crafted and conducted, learners may not achieve the intended lesson objectives. This exploratory case study design was conducted to explore perspectives of university supervisors' perspectives on preparedness of student teachers' preparedness for classroom interaction during teaching practice. Qualitative method was used to enable deeper understanding of experiences, phenomena and context. The study employed random sampling to identify participants to allow all university supervisors to have equal chance of selection frame this study with random sampling of participants. To generate data, narrative reflections and one-on-one semi-structured interviews with 17 university supervisors were analysed using thematic analysis. Findings revealed that most student teachers do well regarding classroom interaction and some heavily rely on question and answer method to implement classroom interaction. This study research recommends that Higher Education Institutions organise more activities to expose student teachers to classroom interaction dynamics. This study finally recommends that academic staff introduce student teachers to more dynamics of question and answer method.

Key words: classroom interaction, perspectives, student teachers, teaching practice, university supervisors

# Dr Mbusiseni Celimpilo Dube

Social Sciences Education, University of Zululand

[DubeMC@unizulu.ac.za](mailto:DubeMC@unizulu.ac.za)

## ***Breaking supervisor-student trust: students' perspectives***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

Some supervisors do not treat students well and this impacts on trust which can be viewed as a cornerstone for the supervision. The supervisor-student trust is a fragile element of supervision if not handled with care, it can break and thus bring the supervision relationship to an end. Hence supervisors and students should clearly understand their roles in sustaining trust so that they can mould it accordingly. This paper sought to explore issues that can break trust between supervisors and students. It was framed qualitatively and employed semi-structured interviews for data generation. Five themes emerged from the analysis of findings. These themes were dehumanising pedagogy/behaviour, treating students as tabula rasa, incompetent supervisors, lack of understanding between the supervisor and co-supervisor, and harshness. This paper concludes that some supervisors do not understand that students, as adults, have other responsibilities to take care of on top of their studies and some supervisors are impatient with students which affects trust. Therefore, this paper recommends that supervisors and students discuss terms and conditions of the supervision process so that they might clearly define expectations at the early stages of supervision.

**Keywords:** breaking; supervisor; student; trust; perspectives



# Dr Moeketsi Elias Dlamini

University of the Free State

[dlaminime@ufs.ac.za](mailto:dlaminime@ufs.ac.za)

## ***Abuse of assessment of work integrated learning: Perceptions of student teachers in South Africa***

**Theme: Curriculum Innovations, Improvisations and Disruption; Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

Assessment of work-integrated learning is a mandatory and official programme to every institution of higher learning offering teacher education programme in South Africa. This paper looked at assessment abuse of work-integrated learning from the perception of student teachers. The aim of this paper was to explore and come up with the solution to assessment abuse of work-integrated learning as perceived by student teachers. The framework guiding this study was transformative learning theory with participatory action research as a method of generating data. Participants in the study were 15 student teachers who were in three different schools for work-integrated learning for a period of three months and ten school teachers from three schools. Generated data was analysed using critical discourse analysis. The findings revealed that some assessors of work-integrated learning abuse assessment and is not reported. The paper recommends a collaborative assessment of work-integrated learning, which allows student teachers to have their voices in the assessment results. The paper further recommends student teachers to report any form of abuse experience or suspecting during the programme.

**Keywords:** assessment abuse, critical discourse analysis, participatory action research, student teachers, transformative learning theory, work-integrated learning.

# Dr Moeketsi Elias Dlamini

University of the Free State

[dlaminime@ufs.ac.za](mailto:dlaminime@ufs.ac.za)

## ***Self-assessment of student teachers in assessment of work-integrated learning for transformative and democratic higher education***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies; Diversity, Equity and Inclusion in Higher Education**

Self-assessment is the involvement of students in making judgements about their achievement of learning outcomes. Work-integrated learning was introduced in South African in 2015 for student teachers to acquire practical experience of the art of teaching as a profession in an authentic environment. The work-integrated learning is a monitored and formally assessed programme to see whether students achieved the learning outcomes in their teaching practice. The challenge in this study is that self-assessment is not taken into consideration in the assessment of work-integrated learning. Assessment results considered for grading of student teachers for the programme are only those from the assessors who came to do assessment. The study was aimed to find the benefits of self-assessment of student teachers in the assessment of work-integrated learning. The study was guided by transformative learning theory with its principles of embracing democracy in education, transforming mentality, emotions and knowledge of people. This study is a qualitative study conducted with 10 student teachers who were in six months period of work-integrated learning in one of the schools in the Free State province. We held six formal meetings during this period following the cyclical and spiral process of Participatory Action Research to generate data. We prepared, planned, implemented and reflected until the six months work-integrated learning programme was finished. Generated data was analysed using Critical Discourse Analysis and interpreted it from textual, discursive and social level. The findings revealed that self-assessment should be incorporated in the assessment of work-integrated learning. The incorporation of self-assessment in work-integrated learning is also fair and transparent method of assessing student teachers for transformation and democracy in the higher education space. Education with the inclusion of higher education is essential for development and preservation of democracy in the country.

**Keywords:** Self-assessment, work-integrated learning, transformational learning theory, critical discourse analysis

# <sup>1</sup>Miss Musa Mbonambi and <sup>2</sup>Mr Musawenkosi Ngibe

Durban University of Technology

[21615605@dut4life.ac.za](mailto:21615605@dut4life.ac.za)

## ***Re envisioning the curriculum: Factors for promoting equity, diversity, and inclusion in the selected university of technology***

### **Theme: Diversity, Equity and Inclusion in Higher Education**

Equity, diversity inclusion have been on higher education agenda in recent years. With universities and colleges engaging in numerous ways on how they can promote diversity in their institutions. However, while such efforts are commendable, questions still remain on whether they have performed satisfactorily in improving and promoting equity and inclusion for disadvantaged and marginalized students. This emanates from the fact that contemporary universities are expected to articulate and act on commitments that go beyond formal equality and are expected to foster a culture of equality, diversity, and inclusion. Therefore, this paper argues that the management of higher education institutions' commitments to EDI for both employees and students presents significant challenges. Therefore, the aim of the study was to assess the effectiveness of promoting diversity and equity for the development of cultural competence amongst students at the selected University of Technology (UoT). The required data for the research was gathered through a quantitative research approach. A simple random sampling was adopted to enable the researcher to determine the sample size for this study which consisted of 150 students who were registered as third year students. A Purposive sampling technique was also adopted in the study to identify selected university of technology staff members working in various departments.

Based on the empirical findings, the study identified that there are numerous ways to promote equity, diversity and inclusion in higher education and that higher education needs to promote and embrace EDI. The study revealed that there is a greater emphasis on evaluating initiatives aimed at creating an inclusive environment. The study recommended that bending EDI into higher education curriculum design is critical for promoting an inclusive learning. It was also recommended that the higher education curriculum should allow students to raise their cultural consciousness and find ways to assist students from marginalized backgrounds in feeling welcomed in the university.

Keywords: curriculum, equity, diversity, and inclusion, university of technology

# **<sup>1</sup>Mrs Nalini Chitanand, <sup>2</sup>Dr Gita Mistri and <sup>3</sup>Dr Shoba Rathilal**

Durban University of Technology  
[nalinic@dut.ac.za](mailto:nalinic@dut.ac.za)

## ***Widening the debate: making the invisible visible in higher education. An ethnodrama***

### **Theme: Transdisciplinarity: Exploring collaborations, transcending boundaries**

The perceived deterioration in the quality of higher education is sometimes attributed to the academics. At the same time academics are often frustrated by student performances given the efforts they put into their teaching and assessments. Understanding the causal mechanisms that result in this problematic association is important to improve the learning and teaching experiences. In this paper we draw on our practices to explore how theoretical perspectives can help to develop a richer understanding of structures, processes, relations and actions that enable or constrain the learning-teaching engagement.

We used critical autoethnography to engage reflexively into our practice seeking change and growth post pandemic that could engender a transformative, socially just higher education. Our reflexive understandings prompted us to explore how higher education practices could shift from 'common sense' understandings to scholarly, theorised accounts. We explored a range of theories to help us see what's underpinning our practices, why we do what we do, thus making the invisible visible. In this presentation we share a range of possible theoretical referents that could serve this purpose.

Given that our South African higher education is socially, politically and culturally implicated, we promote critical social theories, rather than educational theories that could help us understand the challenges impacting South African higher education contexts to explore the social nuances and the 'messy realities' that confront us.

Finally, whilst most theories currently in use in South Africa are drawn from the global north (Boughey, 2022) we explore possibilities for our contexts in the global south. For this we turn to the Waghid (2021) and Boughey (2022) and share insights from their work. Both Waghid and Boughey provoke us to think through and with the African philosophical approach and lived values of Ubuntu as the basis of our theoretical arguments and praxis. Based on their work we invite our audience to explore with us what could theories underpinned by Ubuntu mean for our South African contexts.

To grow higher education professional practice, we argue that universities need to provide an enabling environment that allows academic staff structured and deliberative opportunities that exposes them to an assemblage of critical social theories.

Key words: critical social theories, critical autoethnography, transformative higher education

# <sup>1</sup>Dr Nellie Naranjee and <sup>2</sup>Dr Vasanthrie Naidoo

Durban University of Technology, Department of Nursing

<sup>1</sup>[NellieNI@dut.ac.za](mailto:NellieNI@dut.ac.za)

<sup>2</sup>[vasanthrien@dut.ac.za](mailto:vasanthrien@dut.ac.za)

## ***Diversity in Higher Education – Are we there yet?***

### **Theme: Diversity, Equity and Inclusion in Higher Education**

In a setting of higher education, what does “diversity” mean, and why has it become so critical? University students are more diverse than ever before, bringing different nationalities and ethnicities, numerous races, and numerous religious beliefs and socioeconomic backgrounds to university campuses across the nation. The 2001 National Plan for Higher Education (NPHE) announced its commitments to ‘achieving diversity in the South African higher education system and ensuring diversity through mission and programme differentiation which would be based on the type and range of qualifications offered. For more three decades, the South African higher education has been characterised by unification to adapt to the diversity of the country. Equity and diversity have become part of the dialogue, debate, policy and scholarship at higher education institutions in South Africa. These have appeared through the change agendas at institutions, centering on several different issues: student access and development, staff equity, institutional environment or culture. However, the recent urination incident at Stellenbosch University, South Africa, has highlighted the need for a review of how diversity has been embraced in higher education. Furthermore, the sudden transition to online learning due to the lockdown during the coronavirus pandemic has demoted the usage of diversity to just a theoretical concept. Teaching and learning during lockdown were came with numerous challenges such as lack of data, connectivity, gadgets and lack of trained academics and students. This is 2022, but we are not there yet. We, as a nation and those of us in higher education, have much work to do to develop awareness and valuing, managing and leveraging diversity.

The purpose of this chapter is to critically review the effectiveness of diversity management in institutions of higher education with the intention of highlighting context-specific challenges in South African Higher Education Institutions and informing policy and the education imperatives for increasing diversity. Thus, our educational institutions need to revisit and redefine how to address this diversity issue in the light of new challenges of globalisation, technological revolutions and other issues like pandemics or natural disasters.

The Iceberg Model will be used as a theoretical framework for this paper. Only a small portion of things that make up a person’s identity is visible or above the waterline (e.g., race, gender), while most of what shapes us lies beneath the surface. The diversity dimensions below the waterline are only discoverable through meaningful conversations.

Key words: Diversity, transformation, higher education, policy

# <sup>1</sup>Dr Nonhlanhla Patience Khumalo and <sup>2</sup>Dr Denver Krishna Naidoo

Durban University of Technology

<sup>1</sup>[nonhlanhlaz2@dut.ac.za](mailto:nonhlanhlaz2@dut.ac.za)

<sup>2</sup>[KrishnaNI@dut.ac.za](mailto:KrishnaNI@dut.ac.za)

## ***Writing Centres as Transitional Learning Spaces: An Interdisciplinary Collaborative Journey***

**Theme: Academic Citizenship, Service and Community Engagement;**  
**Transdisciplinarity: Exploring collaborations, transcending boundaries**

Within higher education, writing is a significant component of assessment, and assisting students with academic writing can help them improve their overall performance and ensure they graduate. Students face significant writing difficulties in general, but particularly with academic research writing and adhering to the writing conventions expected in institutions of higher learning (IHL). Academic research writing, which begins with the conceptualising and writing of the research proposal, is frequently regarded as a weakness among contemporary students. Furthermore, English as the language of instruction is not the first language for almost all students. In response to this issue, numerous institutions have established writing centres to offer foundational support for academic writing and research development. Writing centres are critical in eliminating students' apprehension of writing and fostering a good attitude toward academic writing. The paper draws on current academic research writing support for fourth-year nursing students at the UoT.

The study aims to evaluate the collaboration between the writing centre and the nursing department on the development of academic research writing for 4th-year nursing students at a selected UoT. The adoption of Academic Literacies (AL) as a framework that underpins this study. Lea and Street (1998, 2006) recommend AL as a tool for understanding and developing academic writing practises in higher education. According to Lea and Street (2006), academic literacies emphasise the social practices of specific disciplinary communities. This approach shows that higher education learning involves social adaptation that leads to social identity changes. This collaboration was necessary for developing research writing within the discipline. As a result, each tutor was assigned to a research group that collaborated closely with supervisors and co-supervisors in the Department of Nursing. The role the writing centre plays in this transition surfaced through thematic analysis of receptive interview data that were purposively collected. We examine the texture of these transitions and the influence that collaboration between the writing centre and the nursing department has had on academic research writing.

The data from the collaborative research writing initiative demonstrates that, as a result of the interactive nature of the writing centre model, fourth-year nursing students' report-writing abilities and competence significantly increased. Consequently, a writing centre is essential for enhancing students' writing abilities in IHL. The conceptual foundation for this paper was informed by the interpretive perspective, which advocates for student-centred and interactive learning to achieve better learning results.

**Keywords:** Academic writing, Academic literacies, Interdisciplinary Collaboration, Transitional learning, Writing Centre

# Dr Nontobeko Prudence Khumalo

University of Zululand  
[khumalonp@unizulu.ac.za](mailto:khumalonp@unizulu.ac.za)

## ***Student engagement in teaching and learning using ICT: A critical aspect for students' success***

**Theme: Curriculum Innovations, Improvisations and Disruption; Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

The teaching and learning process is at the centre of curriculum delivery in Institutions of Higher Learning. The sudden outbreak of COVID-19 forced Universities to adopt technology as a mode of curriculum delivery and that has an impact on the lecturers as well as students especially in many traditionally based face-to-face universities. Online learning is seen as a tool that makes the teaching and learning process more student-centered, more innovative, and even more flexible. However, some of the students were neither engaged nor actively involved in their own education to benefit from it. Student engagement represents both the time and energy students invest in academic activities and the effort institution devotes to using educational practices. In this study the concept of student engagement is placed within the social justice framework, where student - teachers engage in critical reflection on what it means to be a teacher in the 21st century. Qualitative research methodology and a case study approach were adopted as the research design for this study. Participants were students registered for the Post Graduate Certificate in Education which is done for only one academic year. Data collection was mainly done through focus group interviews with fifteen purposively selected participants. The findings revealed that students acknowledge the importance of being engaged but highlight several challenges which include the use of English as a language of instruction and also being overloaded with many modules at once. The study, therefore, recommends the critical engagement of students by the lecturers. While adequate time and resources should be provided to the students.

**Keywords:** student engagement, student success, online learning, critical reflection, face-to-face

# **<sup>1</sup>Ms Nontokozo Grace Ngcobo, <sup>2</sup>Ms Kitty Nompumelelo Mthabela and <sup>3</sup>Dr Harry Swatson**

Innobiz DUT Centre for Entrepreneurship & Innovation

<sup>1</sup>[Nontokozon@dut.ac.za](mailto:Nontokozon@dut.ac.za)

<sup>2</sup>[NompumeleloM7@dut.ac.za](mailto:NompumeleloM7@dut.ac.za)

<sup>3</sup>[HarryS@dut.ac.za](mailto:HarryS@dut.ac.za)

## ***The Hackathon as a competitive means of selecting, training, and fostering an innovation mindset amongst student entrepreneurs: An innobiz DUT Entrepreneur Development Initiative***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies ;Curriculum Innovations, Improvisations and Disruption**

Hackathons have been widely used as intense events that brings business and technical people together to “get a high-quality solution” to a problem through collaboration. With reference to innobiz DUT Centre for Entrepreneurship and Innovation, ‘Hackathons’ are very intense events that brings together prospective student entrepreneurs with the aim of developing new and innovative ideas to solve specific challenges or to create value-adding solutions. A total of 140 student entrepreneurs coming from all study disciplines are encouraged to provide a viable business concept within a limited timeframe during the Hackathon.

The challenging yet achievable Hackathon program following a Design Thinking Approach, enabled students in a non-linear manner, to identify a problem, analyse the problem, come up with ideas, design and build a prototype, and finally testing the prototype. The Hackathon ended when student entrepreneurs in groups, conduct presentations of various products and/or solutions to a panel of judges who scored their presentation following a developed scoring rubric. Students were encouraged to explore how their solutions will also contribute in addressing Sustainable Development Goals (SDGs) and subsequently National Development Plan.

A slack channel was used to enable networking, precise information sharing and communication. This was complimented with setting up and utilisation of a WhatsApp Group Communication Channel.

All 140 number of prospective students who participated in the hackathon events were deemed competent and were enrolled for the innobiz DUT Entrepreneurship Incubation Programme.

It was concluded that though ‘Hackathons’ present a new experience to student entrepreneurs and staff as a means of selecting students to be trained, it further proved to be a means of enhancing innovation, facilitated mindset change, teamwork, leadership skills, endurance, and good interpersonal communication skills. It also provided student entrepreneurs in the making with the opportunity to network and work with technical and general business experts who provided mentorship and guidance on their enterprise start-up journey.

**Key words:** Hackathon, Entrepreneurship, Incubation, innobiz DUT



# **<sup>1</sup>Ms Nozuko Makhuvha, <sup>2</sup>Ms Nazira Hoosen and <sup>3</sup>Ms Natasha Munsamy**

Wits University

<sup>1</sup>[Nozuko.Makhuvha@wits.ac.za](mailto:Nozuko.Makhuvha@wits.ac.za)

<sup>2</sup>[nazira.hoosen@wits.ac.za](mailto:nazira.hoosen@wits.ac.za)

<sup>3</sup>[natasha.munsamy@wits.ac.za](mailto:natasha.munsamy@wits.ac.za)

***The enactment of critical digital pedagogic (CDP) practices in the facilitation of a Continuous Professional Learning (CPL) course, at the University of Witwatersrand***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies; Digital Learning: Hybridity; (post)humanisation; perils and possibilities**

How do we (as critical pedagogues) facilitate learning in ways that encourage participants to become agents of change within themselves and contribute to a socially just society? In part, this translates to facilitating in a way that considers positionality and power while conscientising participants in understanding how the system works. Subsequently, they are empowered to develop their own agency, take control of their learning as co-creators and become critical citizens who contribute positively to society.

Due to the increasingly complex needs and calls for transformation in higher education (HE) institutions, it has become crucial for academics to engage in reflexive and reflective teaching practice. Hence, demonstrating how a critically framed approach to critical digital pedagogies (CDP) can promote the design and enactment of more inclusive learning environments across blended learning (BL) contexts. In this study we argue that there is a need to capture and package how CDP enactment looks like for facilitators of learning and provide a much-needed variation in perspectives on how CDP practices are enacted in HE settings. This critical dialogue session will demonstrate how a critically framed approach to facilitation can promote the enactment of CDP practices across contact and online contexts. This project is significant in demonstrating the power of psychosocial approaches working alongside pedagogic reasoning while supporting L&T practices.

**Keywords:** critical pedagogy, critical digital pedagogy, online facilitation, transformation, social justice

# <sup>1</sup>Mr Ntando Nkomo, <sup>2</sup>Dr Smangele Moyane, <sup>3</sup>Professor Tinashe Mugwisi and <sup>4</sup>Ms Nomfundo Mbatha

Durban University of Technology

<sup>1</sup>[ntandon@dut.ac.za](mailto:ntandon@dut.ac.za)

<sup>2</sup>[smangelem1@dut.ac.za](mailto:smangelem1@dut.ac.za)

<sup>4</sup>[mbathan@dut.ac.za](mailto:mbathan@dut.ac.za)

National University of Science and Technology

<sup>3</sup>[tmugwisi@gmail.com](mailto:tmugwisi@gmail.com)

## ***Reflections on the academic literacy practices for enhancing teaching and learning by an undergraduate Programme in a South African university***

**Theme: Diversity, Equity and Inclusion in Higher Education; Curriculum Innovations, Improvisations and Disruption**

Offset by the priority given to access to higher education in democratic South Africa, large numbers of students transitioned from high schools into universities. Their diverse backgrounds expose their teaching and learning strengths and shortcomings in this new environment. Students are generally expected to possess academic literacies to enable them to access the discourses and practices of academia and thus gain epistemological access, in reality, they continue to be inadequately equipped creating challenges regarding the appropriate pedagogic approaches. It is noted that institutions of higher learning have intervened in various ways, yet, the level of academic literacies necessary for students to gain access to knowledge continues to be identified as inadequate. Academic literacies are critical for the attainment of quality teaching and learning and improved student success.

This study reflects on the academic literacy practices for enhancing teaching and learning in an undergraduate programme in a South African university. The study objectives were to identify the academic literacy practices for enhancing teaching and learning and to establish the factors influencing the adoption of academic literacy practices. Lea and Street's (1998) theory of New Literacy Studies (NLS) which considers ALs as more than technical reading and writing skills but rather as social practices that vary with context, culture, community, student identities, and discipline informed the study. Adopting a post-positivist paradigm allowed combining quantitative and qualitative approaches within a survey research design. All 13 lecturers and a sample of 290 from 800 undergraduate students (95% level of confidence and 5% margin of error) were targeted. The findings reveal that there is consensus on the need for the provision of ALs for the enhancement of teaching and learning in the selected programme, with time a primary factor that influences the provision. Lack of synergy and cooperation among the relevant stakeholders hampered the provision of ALs. The study recommends a shift in focus from the study skills approach to the more nuanced delivery mode provided through the NLS approach.

**Keywords:** academic literacy, academic literacy practices, teaching and learning, undergraduates, South Africa.

# **<sup>1</sup>Dr Pinkie Ntola and <sup>1</sup>Elena Nevines**

<sup>1</sup>Department of Chemistry, Durban University of Technology  
[pinkies@dut.ac.za](mailto:pinkies@dut.ac.za)

## ***Soft skills required in the Chemical industry from Work Integrated Learning students***

### **Theme: Academic Citizenship, Service and Community Engagement**

The Department of Chemistry had previously had various complaints from our Advisory Board Members regarding the ill-preparedness of our students for the workplace. When it comes to soft skills most valuable for building a Chemistry career, the desirable skill set is specific to the path a student wants to pursue. Industrial supervisors for the in-service trainees are closely involved with student development during their in-service training period, they are therefore best positioned to evaluate the status of the students' soft skills. There are academic papers on teaching students desired soft skills which focus on the questions "Where", "When" and "How". Various pedagogic approaches are possible and are applied throughout the world. It is agreed that the most effective ways of teaching the soft skills are experiential learning, role playing, teamwork methods, case studies, extracurricular activities and creating constant awareness of the soft skills during the study process (Bonwell & Eison, 1991, Srinivasan & Ravikumar 2019, Wats et al, 2009).

In an initiative to help the department on the way forward to closing the existing gaps and assisting students with their future employment, the Chemistry Department requested industry to fill in a survey with a series of questions relating to the soft skills required in industry. A survey was also created for students on their expectations about the real world of work. Results from the industrial supervisors indicated the following:

The soft skills most valuable skills are verbal communication, written communication, critical thinking, time management skills, listening and following instructions, team work and data analysis skills. 90% of the industries on our database indicated that they do consider soft skills during the hiring process.

A survey conducted on student's expectations of the real world indicated the following;

35% of the students indicated that as soon to be graduates, their short term career goals are to pursue their passion of learning more about Chemistry in everyday life, while 13% indicated that it is to find a job to support your family.

43% of the students indicated that when they join a company as an in-service trainee, they expect that their supervisors will be helping them with learning all the new information at the workplace.

Keywords: Soft skills, work preparedness, chemical industry, student's expectations, work integrated learning

# **'Dr Rajendran (Trevor) Naidoo, Prof Manduth Ramchander and Mr Rabindutt Ramlagan**

Durban University of Technology  
[rnaidoo@dut.ac.za](mailto:rnaidoo@dut.ac.za)

## ***A systematic literature review of the integrity of online assessments and implications for South African Higher Education***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

The primary means of assessments in South African higher education has traditionally been face to face assessments. However, the advent of the Covid-19 pandemic, necessitated a scramble to push assessments to the online space. This reactive move was unprecedented, with a common feature being the use of tools and methodologies, for which there was little previous exposure and training, thus bringing into question the integrity of online assessments. The post Covid-19 era evidences an equally rapid revert to face to face assessments, bearing the inherent presumption that face to face assessment will continue to trump online assessments. The authors are of the view that attention should now be directed towards understanding the challenges accompanying online assessments and how best to overcome them, so that online assessment is not relegated to second fiddle. Hence the aim of the study was to conduct a systematic literature review to ascertain the extent, modalities of cheating and mitigation strategies pertaining to online assessments. The systematic literature was conducted by deploying the identified keywords in selected databases, using Boolean parameters, with the relevant publications being selected in accordance with the PRISMA methodology (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The keys finding in terms of the research questions set, firstly gravitate towards an increased prevalence of cheating during online assessments. Secondly, the modalities of online cheating manifested in many forms, such as the use of online search engines, remote desktop and share screen, use of social networks, voice and video chats, impersonation and third-party assistance. Thirdly, mitigation strategies include a wide range of human and automated proctoring, static and dynamic authentication, other creative assessment design and administration options and post assessment verification and validation. This study is significant because it brings to the fore the wide range of mitigation strategies, that have unfolded at an exponential rate, across universities in other parts of the world, holding good promise to assure the integrity of online assessments, if embraced by South African higher education.

**Keywords:** Academic integrity, online assessment, cheating, proctoring, assessment design.

# Dr Rekha Maniram

Durban University of Technology  
[rekham@dut.ac.za](mailto:rekham@dut.ac.za)

## ***Exploring the learning approaches of hospitality accounting students in Authentic Assessment***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies; Curriculum Innovations, Improvisations and Disruption**

Recently, a number of studies are embracing social constructivist pedagogies such as authentic assessments (AA) in higher education. Contrary to conventional assessments, authentic assessments promote disciplinary behaviours and new ways of thinking. Authentic assessment tasks underscore critical thinking; knowledge construction, collaborative learning and problem solving within authentic contexts. Further research shows that only a few cases of studies exist on the application of authentic assessments to mastery of competencies in developing countries. Central to the success of authentic assessment goals is the enactment of the students learning approach. However, despite the extant literature presenting a plethora of student's preferences to learning; the approaches espoused in authentic learning contexts remain relatively less explored.

The study examines what and how hospitality accounting students' presage factors inform their learning approaches in AA tasks (process) in order to accomplish the desired outcome(product). Hence the theoretical lens of Biggs 3P (presage – process – product) model of learning was identified for this study. Equally the framework sheds guidance in exploring the learning approaches hospitality accounting students applied whilst engaging with the authentic assessment tasks. According to the 3P model; learning approaches are influenced by the students' presage factors (background and situational factors) that ranges from surface to deep learning (process) that will eventually determine the desired outcome (product).

A purposive sample of 24 first year hospitality accounting students participated in this qualitative, interpretive case study design. Data sources in this study included semi-structured interviews as well as the online journal reflections of the participants.

Using thematic analysis; three emerging themes from the codes were identified from the interviews and reflective accounts. Some of the findings in this study demonstrated that presage factors justified a few students that adopted a surface approach toward AA. Yet the main findings of this study claimed that AA has the propensity to disrupt students learning approach to either a deeper or a strategic approach to learning.

This study further recommends that policy makers and academics should not only promote AA but also reconsider the design of AA; most especially when it comes to the assessing students of diverse backgrounds.

**Key words:** Authentic Assessment, Learning Approach; Social Constructivism; Hospitality Accounting, Presage Factors

# <sup>1</sup>Dr Rosaline Govender and <sup>2</sup>Miss Nomnotho Ntsele

Faculty of Accounting and Informatics, Durban University of Technology

<sup>1</sup>[rosalineg@dut.ac.za](mailto:rosalineg@dut.ac.za)

<sup>2</sup>[NomnothoN@dut.ac.za](mailto:NomnothoN@dut.ac.za)

## ***An evaluation of the management of online learning support programmes for first year students at the Durban university of Technology***

### **Theme: Diversity, Equity and Inclusion in Higher Education**

The development of Information and Communication Technologies (ICT) has driven digital transformation in all sectors of society, including higher education. This digital transformation of higher education has recently been catalysed by the Covid-19 pandemic, which forced universities to resort to emergency remote learning and/or blended learning. South Africa has a large digital divide due to socio-economic and geographic inequalities, which is represented in the student bodies of universities including the Durban University of Technology. The Covid-19 pandemic highlighted the need for digital proficiency of students which is crucial to their success. It also highlighted challenges that students experience using the online learning platforms especially those that are from disadvantaged backgrounds who may have little or no exposure to technology. There is a paucity of research on the management of online support programmes that seek to improve the digital proficiency of students. Most research focus on digital pedagogies and the use of technology mainly from a student's perspective whilst other studies focus on learning management systems. Currently, the DUT has two online learning support programmes available for first year students namely: Information Literacy offered by Library services and the Technology for Learning Programme by the Centre for Excellence in Learning and Teaching (CELT). This paper aims to evaluate the management of online learning support programmes for first year students at the DUT. The focus of this paper is on the first phase of the qualitative data collection, where semi-structured interviews, with the first-year support programme managers, administrators and academic librarians were conducted. Using the theoretical lens of the Technology Acceptance Model (Bowyer and Chambers 2017) and Total Quality Management (Murray 2019) the data was analysed to determine how the online support programmes for first years is managed. Preliminary findings show that whilst the support programmes are well received by students there are constraining and enabling factors in the provision of online support programmes.

**Keywords:** student success, management, online support, first-year students

# <sup>1</sup>Dr Rosaline Govender and <sup>2</sup>Ms Shubnam Rambharos

Centre for Excellence in Learning and Teaching, Faculty of Accounting and Informatics, Durban University of Technology

<sup>1</sup>[rosalineg@dut.ac.za](mailto:rosalineg@dut.ac.za)

<sup>2</sup>[rambhros@dut.ac.za](mailto:rambhros@dut.ac.za)

## ***A deep dive into the multi-pronged nature of student engagement in the Faculty of Accounting and Informatics***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

Dhunpath & Vithal (2012), argue that “universities must accept that they are, at least in part, the source of under-preparedness ideologically, structurally, and pedagogically, particularly, since organizational cultures often alienate students by failing to enable epistemological access.” This is evident in the unsustainably low graduation rates that characterise South African higher education, which indicate that under 30% graduate in minimum time; under two-thirds graduate within 6 years and one-third have not graduated after 10 years (DHET, 2017). Although the statistics for the Faculty of Accounting and Informatics at the Durban University of Technology (DUT) has improved significantly from 2019 to 2021; the graduation (32%), throughput (50%) and dropout rates (16%) are still a matter for concern as the graduation rates in particular are quite similar to the national statistics. Scott (2017) argues that for our students to succeed, higher education should take a multi-pronged approach to ensure student success and that student engagement is one of the ways to support our students. Student engagement depends not only on students’ teaching and learning experiences but more importantly on their social and academic integration (Tinto 1975, 1987), their sense of belonging and emotional connections in the institution. Such experiences need to challenge students academically and engage their intellect, grow their communication skills, build self-discipline and promote confidence.

The aim of this study is to explore the multi-pronged nature of student engagement within the Faculty of Accounting and Informatics and focuses on the enabling and constraining factors to student success. The sources of data were the mid-year student experience survey (N=60) and the Hambisa Student Survey (N=85). The Hambisa (“Moving forward”) focus area is part of the Siyaphumelela 2.0 project at DUT and seeks to understand the multiple challenges that are impacting on student success which create a large “middle” cohort of students that are stuck in transition within academic programmes.

Using the lens of the socio-cultural influences on student engagement framework (Kuh 2013) we conducted a thematic analysis of the two surveys. Preliminary findings indicate that living conditions, choice of programme, access to resources, motivation, institutional support, infrastructure and pedagogical practices impact on student engagement and thus student success. It is envisaged that the findings from this project will assist the university in being better prepared to enable student success.

**Keywords:** student success; social and academic integration; socio-cultural influences In-person presentation



# **<sup>1</sup>Dr Rosemary Quilling, <sup>2</sup>Dr Upasana Singh and <sup>3</sup>Prof Cecile Gerwel-Proches**

University of Kwazulu Natal

<sup>1</sup>[quillingr@ukzn.ac.za](mailto:quillingr@ukzn.ac.za)

<sup>2</sup>[singhup@ukzn.ac.za](mailto:singhup@ukzn.ac.za)

<sup>3</sup>[gerwel@ukzn.ac.za](mailto:gerwel@ukzn.ac.za)

## ***Transform Higher Education by first validating the emotional impact of COVID-19 on academics***

**Theme: Academic Citizenship, Service and Community Engagement; Transformation of the HE system**

Our paper addresses the question: How can we grow beyond technocratic rationality, utilitarianism, performativity and managerialism to strive toward social and epistemic justice, freedom and transformation of all sectors of education and society?

A large body of research has focused on higher education (HE) students' experience of the COVID-19 pandemic. However, the experience of the academic staff who are expected to deliver on the institutional mandate of providing higher education, performing research and engaging in social and societal upliftment is not researched to the same degree.

This paper is part of a larger systemic study focused on the process academics have experienced in transitioning to this so-called "new norm". This paper's focus is to concentrate on the most fundamental experience of the academic: To consider the emotions academics experienced as they continued to perform professionally, as expected, by other HE stakeholders, in particular, their students and their managers, despite the challenges presented by the pandemic.

The paper focuses on the emotional experiences of academics in a single College of a South African university during the coronavirus pandemic. The data was produced via Zoom-hosted focus groups in October 2021. Participants included (i) full-time academics; (ii) academic discipline-, teaching and learning- (T&L) and research leaders; and (iii) Head of School/ Deans in these same three areas of responsibility.

The emotions experienced by all levels of academics were visceral and intense: among others: fear, anxiety, isolation, and grief. But paradoxically, also happiness and relief. One could ask: Why should this be a topic for discussion at this imbizo? This pushes back against a narrative of "delivering as expected" and the general commodification of HE to the extent that academics are seen as commodities, as units of production, and expected to perform and deliver irrespective of the situation. All participants were very open about their experiences: They revealed a need to be "seen", to be validated and for their experiences to be acknowledged. The complexity of the emotions and the number of quarters from which they were experiencing events resulted in a complex situation that many merely focused on surviving. We conclude by considering what we can learn from knowing the details of academics' feelings during a crisis.

**Keywords:** emotional impact, academics, COVID-19, pandemic



# Ms Sana Ebrahim

Durban University of Technology  
[sanae@dut.ac.za](mailto:sanae@dut.ac.za)

## ***Forefronting the Experience Economy: Hand Chats Roundtables and Calligraphy Workshops Beyond the Lecture Halls and Online Meeting Rooms***

**Theme: Academic Citizenship, Service and Community Engagement;**  
**Transdisciplinarity: Exploring collaborations, transcending boundaries**

The lockdown has led to academic citizenship expanding the role of the lecturer to service that spotlights community engagement. The teaching and learning experience seamlessly integrates multiple disparate platforms: online coupled with in-person offerings at academic institutions, community centres, coffee shops, art galleries and guesthouses. The roles of educator and learner interplay to produce fluid reasoning that is boundless and transdisciplinary.

I recall a statement made by Adv Lee Gibson in an Information Systems and Technology lecture I had attended as an undergraduate student at the University of KwaZulu-Natal in 2006: In the virtual classroom of the future, students will attend lessons in their pyjamas. What sounded like a science-fiction premonition back then, read like predictive programming in 2020 with the extensive prevalence of online lectures and meetings on platforms such as Zoom and MS Teams.

“Our minds are safe in yesterday. But that’s not what our minds are made for,” shared my former Physics tutor and the Principal of Burnwood Secondary School, Vanesh Gokal (1964-2021) in a Facebook post in 2020. He stressed that he doesn’t teach Physics; he teaches people. The postmodern age demands a Renaissance outlook grounded in the integral paradigm that revolutionises thinking to navigate everyday life. Illuminated consciousness, lifelong learning, and growing talent and business potential are mandatory.

Students in the 21st century are bombarded with technological devices, applications and social media, such that they are seemingly online to a greater extent than offline. It appears that ‘The Matrix’ is inescapable and interweaves our digital footprint with cyborg propensity.

When I embarked on Hand Chats Roundtables and Calligraphy Workshops on International Artist Day 2020, I witnessed the Experience Economy in action. Participants often booked in groups of twos or threes. They attended to socialise with their friends to circumvent mounting cabin fever.

The research explores the role of communities of practice in building interactive experiences that are spontaneously remarkable and transitory. Living narratives exemplify a multifaceted career that is designed to pay forward skills and talents through connecting the dots of knowledge acquired in the past.

**Keywords:** Experience Economy, Communities of Practice, Predictive Programming, Renaissance In-person presentation

# **<sup>1</sup>Mr Sandile Mkhize and <sup>2</sup>Ms Tessa Reddy**

Durban University of Technology

<sup>1</sup>[sandilem15@dut.ac.za](mailto:sandilem15@dut.ac.za)

<sup>2</sup>[TessaR@dut.ac.za](mailto:TessaR@dut.ac.za)

## ***The shifting self-perception of students' (online and face-to-face) on work readiness***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies; Curriculum Innovations, Improvisations and Disruption; Digital Learning: Hybridity; (post)humanisation; perils and possibilities**

There may be several reasons for students deciding to enrol at institutions of higher education but the search for employability is among the main reasons for enrolment. The student who started their studies in 2020 was faced with a predicament of forced online learning. There was no preparation for students and lecturers for the move to online learning. However, the student was to adapt to online learning. Our study utilises the Perceived Future Employability (PFE) model to unpack the shifting perceptions of students' work readiness. This study aims to ascertain student's self-perception of their work readiness following online learning for most of their university duration. This will be a quantitative study focussed at exit level students on their work preparedness. The study aims to contribute to the body of knowledge in curriculum innovations, improvisations and disruptions.

**Keywords:** employability, self-perception, work readiness, online learning In-person presentation

# <sup>1</sup>Prof Sello Mokoena and <sup>2</sup>Prof D Mahlo

<sup>1</sup>University of South Africa

[mokoesp@unisa.ac.za](mailto:mokoesp@unisa.ac.za)

<sup>2</sup>University of Limpopo

[Dikeledi.mahlo@ul.ac.za](mailto:Dikeledi.mahlo@ul.ac.za)

## ***Exploring student approaches and level of visibility in the University online discussion forum***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

The introduction of technology and the internet has provided new methods for learning and teaching, with many institutions of higher learning adopting e-learning techniques. A popular e-learning technique adopted by open distance learning (ODL) institutions is the online asynchronous discussion forum which is a technology-based technique through which the transfer of tacit knowledge is facilitated by ensuring interaction between students and lecturers. However, different persons have different approaches and strategies towards their personal learning in online discussions forum. This paper explores student approaches towards learning in a University discussion forum site. The study involved analysis of the students' participation and engagement with tasks posted on a University discussion forum site. A grounded theory approach was used for data analysis. The findings revealed different types of interactions and highlighted different levels of individual participation and engagement in the online discussions. The results of this study highlighted that individuals engaged in various ways during the learning process in online discussions. The findings of this study could help e-tutors and lecturers of online discussion forums to look at individual roles more closely in order to understand and support personal learning in the online discussion process. Getting to know more about individual roles and dispositions would potentially benefit in distinguishing negative attitudes and learning approach.

**Keywords:** discussion forums, participation, engagement, online discussions, personal learning, interactions.

# Dr Serathi Molokwane

Durban University of Technology  
[revelationm@dut.ac.za](mailto:revelationm@dut.ac.za)

## ***Re-envisioning learning intervention strategies for life-long learning***

**Theme: Diversity, Equity and Inclusion in Higher Education; Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

South African universities employ a variety of intervention programs to mitigate learning barriers students may be experiencing throughout their university life. Students' cultural, educational, and socio-economic variables are some of those identified by research that may have unfavourable impact on their transition and integration into the university learning and teaching environment. The Durban University of Technology introduced programs such as General education modules, First Year Student Experiences, Residence Tutorials, and Academic advising to promote students' success and smoother assimilation of newcomers. The institution subscribes to the vision of the Department of Education that all learners can learn, thereby being inclusive and opening doors to learners from humble beginnings. The 2022 second and third-year students experienced a unique environment due to the national lockdown regulations that were introduced as a result of COVID-19. The 2020/2021 cohort had to attend online classes and all other intervention programs were offered online. The aim of the study was to assess the effect of intervention programs on students' short-term and long-term learning goals in order to achieve life-long learning. In order to measure how students coped during their transition phase and the impact the intervention programs had on their learning and adjustment to the university environment, questionnaires were distributed among the second and third-year students and trailed by focus group discussions. The outcome of the study on the employed intervention programs recommended for: a continuous review of the programs; possible re-envisioning based on data collected and inferences on students' responses; reflection on the implications of these programs on teaching, learning, and increasing the quality of student success and life-long learning.

**Key words:** Re-envisioning learning interventions, First year students, life-long learning, student voice

# **<sup>1</sup>Dr Sharmila Rama and <sup>2</sup>Prof Ruth Hoskins**

Office of the Dean of Teaching and Learning, College of Humanities, University of KwaZulu-Natal  
[Ramas@ukzn.ac.za](mailto:Ramas@ukzn.ac.za)

College of Humanities, University of KwaZulu-Natal  
[HoskinsR@ukzn.ac.za](mailto:HoskinsR@ukzn.ac.za)

## ***Addressing diversity, equity, and inclusion through re-envisioning and re-creating a holistic and comprehensive First-Year Experience Programme at the University of KwaZulu-Natal***

### **Theme: Diversity, Equity and Inclusion in Higher Education**

The COVID-19 pandemic produced disruptions in teaching, learning and assessment at higher education institutions (HEIs). Yet, moments of disruption can be productive. COVID-19 created opportunities for academics to rethink and re-envision pedagogical practices and approaches to teaching, learning, and assessment. The disruption to the normalised and un-reflected habitualised modes of delivery at contact, face-to-face HEIs gave further impetus to the curriculum and digital transformation agenda. The University of KwaZulu-Natal (UKZN) responded to COVID-19 by developing key plans to support and guide remote, online teaching, learning and assessment during this period. What about first-year students? The transition from high school to university, and the related adjustment or environmental factors impact student success, student engagement, student performance, attrition, and dropout in the first year. How, then, do we support and augment the first-year experience (FYE) during COVID-19, their orientation and understanding of UKZN's systems, structures, services, and the teaching and learning environment? This includes, amongst others, psycho-social and academic support for achieving good performance, their socio-economic integration, and building their sense of belonging. This paper focuses on the FYE Programme piloted by UKZN in 2022. The holistic programme underpinned the institution's commitment to student access, diversity, and success, the development of a progressive and responsive curriculum, augmenting the student experience and promoting excellence and creativity in teaching and learning. This case study reflects on the process to develop a holistic and comprehensive FYE programme, and how the UKZN's strategic plan mediated in the development of the curriculum and blended mode of delivery. The challenges, successes and opportunities are discussed. The paper concludes that institutional context, the composition of the student body, the collaboration between different stakeholders, and the support and commitment from the highest level of decision-making and governance are critical to the re-envisioning and re-creating of a holistic and comprehensive FYE Programme for all students.

**Keywords:** Equity, First-Year Experience, Social justice, Student Success, Student Transition

# Ms Sibongile Zulu

Durban University of Technology  
[sibongilez2@dut.ac.za](mailto:sibongilez2@dut.ac.za)

***The impact of the language of learning and teaching in developing first year mathematics preservice teachers' PCK in multilingual KZN teacher training classrooms.***

**Theme: Curriculum Innovations, Improvisations and Disruption; Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies; Diversity, Equity and Inclusion in Higher Education**

In response to calls for more research on multilingual mathematics classrooms in teacher training (Rangnes and Meaney, 2021), this study explores the impact of language in developing first year mathematics preservice teachers' (PST) Pedagogical Content Knowledge (PCK). The most researched aspect in first year mathematics PST training is the understanding and development of content. Some teacher training institutions in South Africa do not even offer pedagogy courses to first year PSTs. Introducing PCK in the first year might provide the opportunity to address mathematical misconceptions that emanate from the Language of Learning and Teaching (LoLT) and mathematical language as learning barriers in mathematics (Barwell, 2009). The development of PCK is dependent on language just as much as learning mathematics is. This study investigates the impact of language in first year mathematics PSTs' understanding and development of their PCK. The main question guiding the study is: what is the impact of LoLT in the way first year mathematics PSTs in multilingual classrooms understand mathematics, and in developing their PCK? To respond to this question, the study is guided by a framework that looks at whether understanding is relational or instrumental (Skemp, 1976) by exploring the impact of language in PSTs understanding. Further, some aspects of the PCK (Shulman, 1986) framework will be employed to examine how LoLT affects PSTs' ability to explain mathematical concepts. This is a qualitative interpretive case study. A group of first year students in the Bachelor of Education, Senior Phase and Further Education and Training programme are observed during lectures and interviewed in a focus group discussion where problematic concepts are discussed. Preliminary results from a pilot study show that giving PSTs activities that create PCK development opportunities may also facilitate and improve their content knowledge, which many are concerned about, as they reflect on their explanations and understanding of concepts. This suggests it is time for change and growth in teacher training.

Keywords: PCK, preservice teachers, language in mathematics education.

# Ms Sibongile Zulu

Durban University of Technology  
[sibongilez2@dut.ac.za](mailto:sibongilez2@dut.ac.za)

## ***Creativity, Inventions and Innovations in teacher training for the Fourth Industrial Revolution (4IR) at the Durban University of Technology.***

**Theme: Curriculum Innovations, Improvisations and Disruption; Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies; Diversity, Equity and Inclusion in Higher Education**

At the World Economic Forum in 2016, its founder and executive chairman, Klaus Schwab, coined the phenomenon of 4IR (Schwab, 2016). In response to this development, papers that deal with teacher education and 4IR have been written (Moll, 2021; Tsakeni, 2021). For some years, many scholars have been looking at the integration of technology in teaching and learning. To ensure that South Africa's university education system continues to play its developmental role, this paper examines how teacher training has been re-imagined and adapted to the 4IR era. The driving question is: What creativity, inventions and innovations have been introduced in teacher training to produce competent teachers for the 4IR era? For obvious reasons, the study is guided by the Technological Pedagogical Content Knowledge (TPACK) framework, which propounds that every teacher must have the skill of integrating technology in teaching and learning. Teacher training programmes at the Durban University of Technology will be examined to determine the extent of adaptation to 4IR's demands. This will be done through document analysis of the programme and module guides. Interviews with the respective lecturers will be conducted to identify possible creativity, inventions and innovations that are in line with 4IR. A short pilot study has led to preliminary results that show that some lecturers have been creative, inventive and innovative in the way they facilitate teaching and learning. This is also evident in the structure of the assessments they have been designing. The programme itself has a course aimed at improving teacher skills and the use of technological tools. In addition, there are extra-curricular programmes that promote innovation. However, it is important to note that this study does not only explore the use of technological tools, but also how creativity, invention and innovation are promoted in teacher training. The study will capture this in the broader and actual data collection, leading to several recommendations geared towards policy change at national level and curriculum renewal at institutional level for the institutions involved in teacher training.

Keywords/phrases: Creativity, Inventions, Innovations, 4IR, Teacher training

# Dr Tebogo Johannes Kekana

Department of Languages, School of Languages and Communication Studies, University of Limpopo  
[tebogo.kekana@ul.ac.za](mailto:tebogo.kekana@ul.ac.za)

## ***The dilemma of language policies: educational imperatives reimagined***

### **Theme: Diversity, Equity and Inclusion in Higher Education**

The paper examines the use of the caveat 'where practically possible' or 'reasonably practicable' in various university Language policies. It is argued that this caveat is used consciously or unconsciously to perpetuate linguistic inequity as far as language of pedagogy is concerned. The specifically selected university language policies are examined. Here, the caveats 'reasonably practicable' as contained in various language policies are discussed, scrutinised, analysed and their implications laid bare. Secondly, socio-political and cultural aspects are discussed to problematize and give credence to the issues of relevance in this investigation. In this section, the problematic variables that complicate the situation are highlighted in relation to the pedagogical underpinnings. Thus, this qualitative study used an exploratory design to analyse specific caveats as contained in various selected university Language Policies with reference to practice. Data were elicited through an analysis of these Language Policies. Convenient sampling was utilised to select the various Language Policies. Discriminant Function Analysis indicated a myriad 6 interrelated variables. Variables included the indiscriminate use of the caveat 'where reasonably practicable' loosely; complexity of lecturer re-training as a compounding factor; lack of institutional infrastructure; and the misalignment of various Teaching and Learning policy and Language policies. The study is underpinned by Discourse Analysis and Afrocentricity theories. It is argued that the propensity to use this caveat is tantamount to working against the language provision as encapsulated in the constitution. It is further argued that the revised Language Policy for Higher Education is unlikely to be successful if a clause for non-compliance is not filtered in the current policy. It is hoped that the study will widen the debates on critical education imperatives with specific reference to language and pedagogy. Finally, it is concluded that government's education imperative of language equity is unlikely to succeed as long as lecturers are not re-trained and the use of the caveat 'where reasonably practicable' is not regulated in language policies. The findings may help language policy makers and curriculum developers to gain better insight into the complexities of achieving the government's language imperative in institutions of higher learning.

**Keywords:** Language Policy; Pedagogy; Higher Education



# **<sup>1</sup>Ms Tendayi Dzinoreva and <sup>2</sup>Dr George Mavunga**

University of Johannesburg

<sup>1</sup>[tdzinoreva@gmail.com](mailto:tdzinoreva@gmail.com)

<sup>2</sup>[gmavunga@uj.ac.za](mailto:gmavunga@uj.ac.za)

## ***What we want: Student voices in shaping a new African university***

### **Theme: Diversity, Equity and Inclusion in Higher Education**

Students' voices have often been heard in protests against unfair treatment and ignored needs by university administration and lecturers. Student Unions have represented students in decision making but have in some instances been labelled 'political agents for opposition parties.' The long-standing cry by students stems from their need to be involved in matters concerning them, their needs and expectations from universities at which they are enrolled. Thus, student active participation in decision making is an important element in reshaping African universities. Failure to pay attention to student voices defeats the purpose of 21st century participatory and inclusive higher education. This paper explores participatory involvement of students in creating a new African university. Using Dunne & Zanstra's (2011) Students as Change Agents Model as a theoretical framework, the researcher explores the role of students in higher education governance in the transition to a new African university. The key research question focuses on what University students envisage as critical in solving the long-standing contestations with both government and university leadership across Africa. Data collected through questionnaires shows that students are willing and ready to use dialogue and take part in the transformation of higher education but can only do so through equal representation in higher education governance structures. Students also believe that transparency, empathy and acknowledgement of students as key stakeholders in decision making could transform the University landscape into a more peaceful and forward-thinking space. Thus, based on input from respondents, the authors conclude that inclusion and participatory involvement are the only way through which students' various needs and concerns can be heard and resolved amicably.

Key words: participatory involvement, students' voices, decision making, re-shaping

# **<sup>1</sup>Mr Thabani Qwabe and <sup>2</sup>Mr Musawenkosi Ngibe**

Durban University of Technology  
[21648206@dut4life.ac.za](mailto:21648206@dut4life.ac.za)

## ***Envisioning future entrepreneurs through entrepreneurship education in higher education institution: A model to combat youth unemployment rates***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies; Curriculum Innovations, Improvisations and Disruption**

Entrepreneurship is more popular in many sectors to create job opportunities and economic growth. Higher education institution is one of the sectors where entrepreneurship skills and knowledge are expected to be obtained. However, this is not true in the sense that many universities in South Africa are still lagging behind in offering entrepreneurial studies that are expected to help improve students' entrepreneurial intents. This situation has also drawn interest from various scholars who are concerned about the lack of entrepreneurship qualification in South Africa. Therefore, this paper argues that due to the havoc caused by covid-19 pandemic on higher education, a dynamic shift is needed where entrepreneurship modules and qualifications are become the center of attention and subsequently be embedded and infused in most qualifications offered by the university. Therefore, this study seeks to assess whether the introduction of entrepreneurship education evokes and entices students to become future entrepreneurs at a selected university of technology in KwaZulu-Natal.

A quantitative research strategy was implemented to a positivism research philosophy. The study selected 269 students registered for entrepreneurship modules as the sample size for this study using a nonprobability purpose sampling technique. The study findings revealed that entrepreneurial modules offered by the university are not adequately supporting the entrepreneurial intents of students especially, in equipping students with technological advancement skills. The study recommended that the selected higher education institution should place greater emphasis on student entrepreneurial development in order to positively influence student's entrepreneurial intents which are greatly needed in order to combat the unemployment rates which are excessively increasing South Africa.

**Keywords:** Entrepreneurship education, entrepreneurship skills, higher education institution

# Mr Thabiso Sthembiso Msomi

Department of Management Accounting, Faculty of Accounting and Informatics, Durban University of Technology

[mndayithabiso@gmail.com](mailto:mndayithabiso@gmail.com)

## ***Examining the Interface amongst Research Attributes, Research Motivation, Research Enablers and Perceptions on the Research Output of Accounting Academics in African Universities of Technology***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

The fact that most Accounting academic staff are associates of professional bodies with little or no interest in research has led to poor quality and low research output. Thus, this study examined the interface amongst research attributes, research motivation, research enablers, and perceptions on the research output of Accounting academics in African Universities of Technology using 92 academics from the Accounting departments in the 13 best Universities of Technology in Africa. Partial Least Squares-Structural Equation Modelling was used to test the hypotheses of this study. Using Exploratory Factor Analysis, the items were selected to form four constructs. The study observed that individual researcher attributes and enablers significantly affect perceptions of research outputs.

In contrast, research motivation only significantly affects perceptions of research outputs when fully mediated by research enablers. Hence the study recommended a cooperative joint venture between Accounting Research, Accounting scholarship, and Accounting practices. Additionally, policies regulating research operations at the University of Technology must empower and enable researchers to generate returns from their research findings.

**Keywords:** SmartPLS; Panel Least Square; Structural Equation Modelling; Research Outputs; Universities of Technology; Mediation Model; Accounting; Professional Bodies.

# Miss Thulisile Mngomezulu

University of Zululand

[MngomezuluF@unizulu.ac.za](mailto:MngomezuluF@unizulu.ac.za)

## ***Exploring students' and lecturers' views on engaging students in dialogic feedback discussions***

### **Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

Assessment feedback is an integral component of the learning experience. It exerts considerable influence on academic achievement and learning. Providing effective and high quality feedback is a key element of quality teaching and its success is dependent on engaging students in feedback processes through dialogic discussions as active players not just passive recipients of lecturer feedback information. Data on dialogic feedback could help solve lecturers' lament about students who 'throw away' feedback comments which lecturers labour to craft and provide.

The research study sought the students' and lecturers' perceptions or views on involving students in dialogic discussions. The focus was on the shifting conceptual landscape of feedback which emphasises feedback as a tool for improving academic performance and learning through dialogic feedback practices; instead of perceiving feedback as a mechanism for the transmission of information from lecturers to students, thus treating students as passive recipients of feedback information. Dialogic feedback engages students whereas the transmission model does not consider the students' voices on what kind of feedback they would want to have from lecturers. It should be noted that currently, there is a developing trends of student engagement with assessment feedback in higher education consequently, my interest on the views of undergrad students on dialogic feedback discussions.

This qualitative study was underpinned by a phenomenological interpretive design. Individual semi-structured interviews and focus group discussions were held. The findings revealed that both students and lecturers embrace the notion of students being engaged in feedback dialogues as the sole beneficiaries of the lecturers' feedback. Students indicated a need to participate in feedback discussions for feedback to be effective. The implications of the findings is that lecturers need to craft relevant and effective feedback which will improve student feedback uptake and utility, consequently, improve their academic performance. The global concern that students do not use assessment feedback given by lecturers could be addressed as well.

Key words: assessment feedback; dialogic feedback discussions; transmission model

# Mr Tshepo Rabotapi

Walter Sisulu University

[Trabotapi@wsu.ac.za](mailto:Trabotapi@wsu.ac.za)

## ***WhatsApp as a tool to facilitate continued adjustment of First Time Entering Students into university during Covid –19 lockdown restrictions***

**Theme: Digital Learning; Hybridity; (post)humanisation; perils and possibilities**

The covid-19 pandemic forced universities into emergency remote learning, for universities situated in a country where data prices are high, network coverage is low and most students live in rural areas, this presented a unique set of problems. one of the issues is that traditionally Orientations were face-to-face for first-time entering students (FTENS) at universities, and they had to be moved online due to lockdown restrictions and the desire to save the academic year. For the university concerned, this presented an issue of access to the students due to their low digital literacy skills and infrastructure limitations.

This paper will use exploratory research approach to ask if WhatsApp as a low-level access tool, having cheaper data bundles and allowing group creations and allow the student academic support units at a campus in a rural university to access, orientate and send interventions to FTENS during the Covid lockdown can create a sense of belonging and as a result reduce the likelihood of dropping out. the academic dimension of the academic dropout wheel (Naaman, 2018) is used to create interventions that seek to improve the feeling of belonging, academic satisfaction, integration, and performance, and when lockdowns eased to allow the promotion of extracurricular activities. The results of a quantitative questionnaire on 200 of the 2022 cohort of FTENS at the Komani campus showed if students felt more at ease, had a feeling of belonging and ownership of the university and if knew where to ask for help. The paper then concludes with one of the key recommendations from lessons learned and proposes future use of the tool looking at officially announced upcoming features of the application.

# **<sup>1</sup>Dr Vasanthrie Naidoo and <sup>2</sup>Dr Nellie Naranjee**

Faculty of Health Sciences, Durban University of Technology

<sup>1</sup>[vasanthrien@dut.ac.za](mailto:vasanthrien@dut.ac.za)

<sup>2</sup>[nellieNI@dut.ac.za](mailto:nellieNI@dut.ac.za)

***Post Covid-19 recovery in Higher Education Institutions: emerging leadership for organizational efficacy.***

**Theme: Academic Citizenship, Service and Community Engagement; Curriculum Innovations, Improvisations and Disruption; Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

The success of any organization can be attributed to leadership that, strategizes, implements and strengthens communities of practice, in the midst of the challenges and uses this as poignant reminders of the significance of critical leadership.

Globally, the Coronavirus pandemic (COVID-19) pandemic has disrupted the ways in which universities function, which has had a cascading influence on leadership responsibilities and obligations across faculties and departments. This has required leaders around the world to react in responsive and decisive ways to salvage the academic year. The trajectory of learning and teaching has undergone exponential shifts during the COVID-19 pandemic and in this context, digital inequality has been raised as an acute challenge in South Africa, where the digital divide remains stark across all segments of society. Whilst the leadership and management of the COVID-19 pandemic resided at different governance levels, be it national, provincial and institutional, what has emerged is a new type of leadership style called very aptly “A Situational Leadership” which is a leadership style based on directive and supportive dimensions.

The leaders that adopt situational leadership style within a HEI context, adopt different traits such as flexibility, coaching, delegating, participating, and humility to ensure that decisions are made as per different or conflicting situations faced by the management, staff and students. Under post-pandemic recovery conditions in a HEI, it becomes imperative, to adopt the right management practices and leadership attributes for organizational efficacy. Notably, amidst pandemic recovery mitigation, HEIs are still trying to find opportunities to build resilience to navigate future crises.

The authors of this paper will therefore debate the robustness of the situational leadership theory and the utility of its prescriptive model, in view of a post Covid-19 recovery within a HEI. They article will present a review of the impact of COVID-19 on higher education leadership followed by a discussion on the relevant theory and concepts related to situational leadership.

Key words: situational leadership, pandemic recovery

# Ms Verna Yearwood

Durban University of Technology  
[vernan@dut.ac.za](mailto:vernan@dut.ac.za)

## ***Shifting Entrepreneurial Mindset of Management Accounting Students in Higher Education***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

Higher Education institutions are perceived as communities dedicated to staff and students' learning and personal development to make all parties essential contributors to society. The primary purpose is to equip students with the knowledge to obtain viable employment. The qualifications within this faculty are designed according to the needs of the various professional bodies and to get graduates employed. At our organisation, we have a wide range of qualifications, which are housed in each department. These qualifications are taught and designed in silos. Accounting students are currently in a system that is failing them. Not even 50% of the students are employed in the Accounting Environment. The thinking and mindset of the students need to change.

The purpose of this paper is to highlight how entrepreneurship became an active component of the learning of the management accounting student. In this module, the students were exposed to how the qualification or the knowledge acquired was relevant as a significant business opportunity. An Entrepreneurial Thinking (ET) mindset was used where students were asked to actively engage with the content previously covered in their prior years and to ask themselves how to link theory to practice. This would be important to create and cultivate entrepreneurial awareness within the profession. Students need knowledge that will allow them to be employed and create self-employment. Using ET, we can design and develop a future-focused qualification that addresses the needs of the students and society.

**Keywords:** Entrepreneurial Thinking, Management Accounting, Theory, Practice, Work-integrated-Learning

# <sup>1</sup>Dr Zijing Hu and <sup>2</sup>Dr Roy Venketsamy

<sup>1</sup>Department of Complementary Medicine, University of Johannesburg  
[zhu@uj.ac.za](mailto:zhu@uj.ac.za)

<sup>2</sup>Department of Early Childhood Education, University of Pretoria  
[roy.venketsamy@up.ac.za](mailto:roy.venketsamy@up.ac.za)

## ***Exploring students' views on the teaching, learning, assessment and practice in the health sciences faculty***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

Teaching, learning, assessment and practices in higher education are crucial since they impact students' competencies in preparation for the world of work. To provide quality healthcare services to the public, higher education institutions have a responsibility to ensure pre-service students are competent and capable of implementing their knowledge and skills in the work environment. There are criticisms of misalignments between higher education and the world of work in the delivery of their programmes, which results in students being incompetent in the working world. The focus of this study was to explore students' experiences in the teaching, learning, assessment and practice of the acupuncture programme at a South African institution. Acupuncture is a form of complementary medicine performed by inserting needles into specific points of the body to prevent and treat various diseases. Therefore, it is expected of students to be skilfully competent and capable to prevent risks to their patients. The Technological, Pedagogical and Content model was used as a lens to explore students' experiences and to analyse the data.

The researchers employed a descriptive qualitative single case study design to explore students' experiences and perceptions of the delivery of the programme. Ten (10) participants were recruited from the Bachelor Degree of Health Sciences in Complementary Medicine programme. The research instrument included online text-based interviews, observation, reflective journals and documentation. Data were analysed using thematic analysis proposed by Creswell. Qualitative validity criteria were ensured in this study. Findings revealed ambivalent views on teaching, learning, assessment and practice. They agreed that the teaching, learning, assessment and practice of the acupuncture programme significantly promoted their knowledge, skills, value and attitude. Some participants believed that they should spend more time in clinical practice rather than an overload of theory. Furthermore, all participants concurred that diverse pedagogical approaches should be implemented in the programme to strengthen learning outcomes. One such approach that was highly appreciated by the participants was clinical simulation. This study will contribute to the improvement of quality teaching, learning, assessment and practices of an acupuncture programme through various models; for example, face-to-face, hybrid, synchronous and asynchronous. This study is also beneficial to higher education institutions revisiting the mode of delivery of their programmes.

**Keywords:** higher education; teaching; learning; assessment; health sciences.



# Lightning Presentations

**<sup>1</sup>Dr Ashika Naicker and Ms Nqobile Ngcobo**

<sup>1</sup>Durban University of Technology  
[ashikan@dut.ac.za](mailto:ashikan@dut.ac.za)

## ***Applying Design Think Learning to industry-based projects***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies; Curriculum Innovations, Improvisations and Disruption**

There is a need for the higher education to empower graduates with knowledge and skills that will make a difference to society. South Africa has been continuously producing graduates that are unemployable and lack the ability to innovate. The Department of Food and Nutrition Consumer Sciences at the Durban University of Technology engages in industry-based collaborative student projects to enrich student experience, develop research skills, and align curricula that are relevant to industry. Advance Diploma Food and Food Science 401 (FOFS401) students were tasked with two industry projects with Woolworths SA and National brands, respectively. Design Think Learning principles were adopted in the implementation of the projects to transform students from “inquiry for learning” to “inquiry for knowledge building through creativity”. The five successive stages of design thinking: empathising, defining, ideating, prototyping, and testing the design were applied in developing innovative solutions. The application of Design Think Learning processes required formative student preparedness on the principles of Design Think Learning and prompts at each phase of Design Think Learning as students collaborated and co-created innovative food solutions for industry. Traditional knowledge-driven curricula takes student learning from conceptual understanding towards demonstrations of skill and capacity in a linear manner where solutions are within a known range, however the use of Design Think Learning in this project, extended students into out of the box thinking transforming ideas into real-world solutions through innovation in learning.

Keywords: Design Think Learning, innovation, industry

# **<sup>1</sup>Mr Ewell Mnelisi Xaba and <sup>2</sup>Dr Nkululeko Fuyane**

<sup>1</sup>Durban University of Technology  
[EwellX@dut.ac.za](mailto:EwellX@dut.ac.za)

<sup>2</sup>Mangosuthu University of Technology  
[fuyane@mut.ac.za](mailto:fuyane@mut.ac.za)

## ***Using UTAUT model to investigate factors determining the acceptance and adoption of educational technology in South Africa***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

Technological advancements have revolutionised industries, including the higher education sector. Over the years, we have seen a proliferation of educational technologies with varying adoption stages. In South Africa, the higher education sector-wide adoption has been relatively slow, only to get a “wake-up call” when Covid-19 struck. On the backdrop of such an experience and in preparation for any such situation in future and aligning with the dictates of the fourth industrial revolution (4th IR), it is essential for higher education institutions (HEIs) to fully understand the factors that influence students and academics to adopt and integrate technology into teaching and learning activities (TLAs). Previous studies have identified numerous factors determining the acceptance and adoption of technology in various spheres. However, there seems to be less appetite for applying the Unified Theory of Acceptance and Usage of Technology (UTAUT) model to investigate and understand the factors determining the acceptance and adoption of educational technology in South Africa. The UTAUT model is the most comprehensive and robust theoretical framework for understanding technology acceptance across different situations. Therefore, this study employs the UTAUT to determine the factors influencing the adoption and integration of technology into teaching and learning. Students and academics from higher education institutions will be surveyed and interviewed to get in-depth data about the phenomenon under study. The data will be analysed using the famous Statistical Product and Service Solutions (SPSS).

# **<sup>1</sup>Mr Ewell Mnelisi Xaba, <sup>2</sup>Miss Makhosazane Buthelezi and <sup>3</sup>Miss Paballo Patience Ntobaki**

Durban University of Technology

<sup>1</sup>[ewellx@dut.ac.za](mailto:ewellx@dut.ac.za)

<sup>2</sup>[makhosazaneb@dut.ac.za](mailto:makhosazaneb@dut.ac.za)

<sup>3</sup>[paballon@dut.ac.za](mailto:paballon@dut.ac.za)

## ***The impact of an industry readiness programme on students' perceptions of employability and entrepreneurial opportunities within Marketing and Retail***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

The advancement of technology has perpetuated globalisation and proliferated competition globally. This paradigm shift has brought numerous opportunities for Marketing and Retail graduates. The Marketing and Retail industry has been proven to be the major contributors to the South African economy, which translates that these industries are fertile. However, it appears that students who are currently at the university and pursue studies in both these fields have mere knowledge on the various employment opportunities and entrepreneurial gaps. Therefore, this study sought to understand the impact of industry readiness programme on students' perceptions on the employability and entrepreneurial opportunities within Marketing and Retail field.

The aim of this study is to analyse the impact of industry readiness programme on students' perception of employment and entrepreneurial opportunities in the Marketing and Retail industry; to identify issues that industry professionals can address to change students' perception of Marketing and Retail qualification; and to assist students prepared for life after graduation.

The study utilises a descriptive research approach with a quantitative research design. The research uses a convenience sample strategy to obtain data from Marketing and Retail students. Questionnaires were circulated and data was collected from 174 respondents.

Findings revealed that after students were exposed to the industry readiness programme; students developed a positive perception and understanding of employment and entrepreneurial opportunities in the industry. Students also found the programme to be useful and suggested it should be hosted annually. Furthermore, students expressed that their peers should also attend this programme as it assisted them to establish a career in Marketing and (or) Retail.

In conclusion, the student industry readiness programme is imperative to be held on a yearly basis to enlighten and expose exit-level students on employment and entrepreneurial opportunities within the Marketing and Retail industry. Therefore, this initiative becomes a game changer for students to prepare them for life after graduation. This study contributes significantly to reduce unemployed graduates.

**Key words:** Industry readiness programme, students, student's perception, employability and entrepreneurial opportunities.

# Dr Gita Mistri

Durban University of Technology  
[gitam@dut.ac.za](mailto:gitam@dut.ac.za)

## ***Conceptualising digital competence frameworks through a social justice lens***

### **Theme: Digital Learning; Hybridity; (post)humanisation; perils and possibilities**

This lighting presentation focuses on digital capabilities-driven growth opportunity, that looks beyond the entrepreneurial hype of the COVID-19 ed tech companies and instead looks toward the development of a digital competence framework with a keen social justice focus for academic staff in higher education.

The digitization of teaching and learning during emergency remote teaching (ERT) during the recent pandemic has undoubtedly drawn attention to the substantial need for digital technologies related to professional development for academics globally (Basilotta-Gómez-Pablos et al., 2022, Caena and Redecker, 2019) and at the Durban University of Technology (DUT). Moreover, it has been acknowledged that the inequities of digital participation and access (Czerniewicz et al., 2020, Selwyn, 2020) should be addressed to move beyond digitalization toward digital transformation in higher education in South Africa (Mhlana et al., 2022).

Currently, there are pre-existing, well -researched digital competence frameworks. In this study, the focus on digital capabilities viewed through a social justice lens to foster digital inclusion will be guided by Amartya Sen's Capability Approach (1979), which draws attention to enabling conditions that foster equivalent learning opportunities and the development of capabilities that contribute to both individual and collective goods (Marginson, 2014).

Design-based research (DBR) will be used as a research methodology in this qualitative study, with Academic Development Practitioners and other staff members at the Centre for Excellence in Learning and Teaching at DUT as key participants in this phase.

The design and development of solutions will be guided by theory, existing expertise, and inspiring examples. The goal is to unpack and understand how others have experienced similar issues, examine how the problems were addressed and find new ways to look at the issues with a keen social justice perspective.

**Keywords:** digital capabilities framework; social justice; academic staff development

# **<sup>1</sup>Miss Makhosazane Buthelezi and <sup>2</sup>Miss Paballo Patience Ntobaki**

Durban University of Technology

<sup>1</sup>[makhosazaneb@dut.ac.za](mailto:makhosazaneb@dut.ac.za)

<sup>2</sup>[paballon@dut.ac.za](mailto:paballon@dut.ac.za)

## ***Lecturers' perceptions towards an inclusive education: A case of disabled students in South African Universities***

### **Theme: Diversity, Equity and Inclusion in Higher Education**

Inclusive education has emerged as a pressing issue in both professional practice and research, as well as on the education policy agendas of many countries. The South African Bill of rights stipulates that the state may not unfairly discriminate against anyone directly or indirectly on the basis of disability. The bill further states that everyone has the right to basic education and further education. This is also inherent in the fourth UN Sustainable Development Goal which aims to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.' As a result, the number of students with disabilities in higher education institutions is increasing and universities are expected to accommodate and support students with disabilities. Despite these expectations and an increasing number of disabled students, lecturers in South African universities are woefully unprepared to work with students with a variety of disabilities resulting in student special needs being overlooked and barriers being erected at various levels of learning. The study aims to assess the perceptions of South African university lecturers on inclusion of disabled students in higher learning institutions and to evaluate lecturers' ability to offer services to students with disability. A special emphasis will be placed on the challenges that lecturers face in offering inclusive education to students with disabilities. This study will adopt a qualitative research approach. Data will be collected through interviews and analysed thematically. The findings of this study are intended to contribute to South African Universities and higher education disability policy makers.

**Keywords:** Inclusion, Students' disabilities, Lecturers, Higher learning institutions

# <sup>1</sup>Dr Nalini Govender, <sup>2</sup>Isabel García-Plazas, <sup>3</sup>Silvia Wanick Sarinho, <sup>4</sup>Grainne Ketelaar, <sup>5</sup>Melinda Tantoy, <sup>5</sup>Anna Suyko and <sup>3</sup>Rosalie Barreto Belian

<sup>1</sup> Basic Medical Sciences, Durban University of Technology

[nalinip@dut.ac.za](mailto:nalinip@dut.ac.za)

<sup>2</sup>Santa Barbara Healthcare College, Spain; <sup>3</sup>Federal University of Pernambuco (Brazil); <sup>4</sup>Letterkenny Institute of Technology (Ireland); <sup>5</sup>San Pedro College (Philippines)

## ***An intercontinental Virtual Exchange during the COVID-19 pandemic: Perceptions of health science students***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

Prior to the COVID19 pandemic, virtual mobilities were conducted globally between Higher Education institutions (HEIs). During and after the peaks in the incidence of COVID-19 infections, online collaboration/virtual mobility peaked & enabled internationalisation in HEIs in the comfort of our own home. Hence, this presentation aims to outline how students perceived the COIL exchange using a questionnaire, that was distributed via Google docs. Data such as student demographics, Student/Lecturer Engagement (SLE1-SLE5), Vocational skills development (VSD1-VSD 4), Cultural diversity (CD1-CD3), learning management systems (LMS1 and LMS2), Mental Health (MH1) and Learning Experience (LE1), based on a 5-point Likert scale was collected. Reflective narratives outlining their COIL experiences, was submitted by all participating students, and used to identify and develop themes.

Six female instructors from HEIs in 5 countries/4 continents (Brazil, Spain, Ireland, Phillipines and South Africa) engaged their respective health science undergraduates on a virtual mobility program. Weekly activities were established by the instructors in advance with deadlines, to achieve the expected learning outcomes as well as submit an audio-visual artifact and a scrapbook. The scrapbook and an audiovisual submissions was aimed at students reflecting and summarising the critical differences and/or similarities each country faced, as well as provide responses on how best to tackle the impact of pandemic. Additionally, each student was requested to evaluate the overall virtual exchange program. The submitted scrapbooks and audiovisual presentations were creative, rich in multicultural aspects, and very sensitive; reflecting how different countries had faced and/or are facing the pandemic. Little differences were observed between countries, albeit differences in time zones was reported as a major obstacle. Despite the various challenges experienced (i.e. different time zones, intercultural differences, language barriers), all expected outcomes were achieved. The exchange indicated that all participating countries dealt similarly with the issues pertaining to the COVID19 pandemic.

Keywords: COIL; VEX; Transcontinental; Healthcare; COVID-19; Intercultural.

# Ms Natassha Koopman

Durban University of Technology

[NatasshaM@dut.ac.za](mailto:NatasshaM@dut.ac.za)

## ***The square-peg-round-hole student***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

How do we explore HOW creative students learn? How do we assess LO's? Would we teach better and by building personas of our students? Could this help us become more creative and innovative in designing teaching tools? (Bransford et al., 2000). I take a look at my teaching approach by using Salcid and Cole (2019) best practices for teaching online. Even though most of my teaching for 2022 has taken place in the online space, there was much to reflect on about my teaching approach. I then took time to think about and reflect on the type of student I teach and how they learn. I adopted the VARK model (Flemin & Mills, 1992) and the process the design student goes through (Ali, 2022) once they receive a creative brief. It was at this stage that I discovered this "type" of student as the "Square peg in a round hole" (as coined by authors in the Autism, ADHD, Sensory differences space). Authors have also discussed on "The Inspired Classroom" and "Out-of-Field Teaching" all dealing with an alternative learning space by having a better understanding of your student themselves. I have explored this in order to seeking methods tailored to creative teaching and learning.

Keywords: creative; student; classroom; learning

# Ms Natassha Koopman

Durban University of Technology

[NatasshaM@dut.ac.za](mailto:NatasshaM@dut.ac.za)

## ***Bridg-ism: Transitioning from education to industry***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

Bridg-ism is the transition from design education to professional practice. The investigation challenges the way that designers are taught and bridged into the industry. In some design schools, active initiatives are put in place to create the space for bridging the gap between education and practice in the real world. Penny (2015) explained that the transition from student to designer can be really complex, challenging the student's ability to think and employ skills for business and the breadth of roles required in industry. Several researchers have explored this idea and need (Kaufman & Gregoire, 2015; Khan et al., 2021a, 2021d, 2021e; Meacheam, 2022). It would be interesting to explore an innovative model or intervention that would consider how the bridge between visual communication design education and industry can be built. (130 words)"

Keywords: bridging; design education; industry



# Dr Nkululeko Zungu and Mr Sandile Mkhize

Durban University of Technology  
[NkululekoZI@dut.ac.za](mailto:NkululekoZI@dut.ac.za)

## ***TVET employee's perception of service quality as a tool for competitive advantage***

### **Theme: Curriculum Innovations, Improvisations and Disruption**

Service quality is an important element of successful organisations as it is as a driver of corporate marketing and financial performance. Perceptions about an educational institution such as TVET colleges are a function of the quality of teaching, image, branding, reputation, financial aid, scholarships, location of the institution, student support facilities, academic and administration support. TVET employees are an important element to the delivery of service quality to external customers (students). However, employees also have service quality expectations. Employees form their perceptions of service quality on the basis of the daily experiences with the firm's functional departments e.g. Human Resource, Marketing, Operations, Information Technology etc. This study aims to ascertain TVET employee's perception of service quality as a tool for competitive advantage. A qualitative study was conducted aiming to explore TVET employee's perception of service quality. Employees from the selected public TVET colleges were interviewed while the researcher had targeted 20 TVET employees only 14 were able to take part in face to face interviews. The study findings were that there were number of factors such as lack of lecturer support; lack of personnel; outdated curriculum and quality of lecturer that affect the perception of TVET employees in terms of service quality at TVET colleges. Recommendations includes embracing online teaching and learning and embracing creativity in dealing with other departments within the TVET sector.

# Ms Ntokozo Ndlela

Durban University of Technology  
[ntokozon@dut.ac.za](mailto:ntokozon@dut.ac.za)

## ***Strategies and practices enabling successful attainment of learning outcomes and student success in the classroom: First day of class under microscope***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

There is much debate on factors that contribute to successful attainment of learning outcomes and student success in the classroom. Factors such as teaching methods, academic support and students' attitudes and motivations have been identified as some of the contributing factors. Little focus however is placed on the first day of class and how first-day-of-class activities can set the tone for the attainment of learning outcomes in modules (Lane et al 2021). First-day-of-class activities have a potential to cultivate a classroom environment that facilitates active student learning while also connecting with broader institutional concerns such as throughput rates, graduation rates and graduate employability (deLuse 2018, Iannarelli et al 2010). Framed within the social constructivist theory, the study aims to examine the first-day-of-class strategies and practices employed by academics in their modules and how these strategies and practices are intentionally used to establish a classroom climate that enables successful attainment of learning outcomes and student success. A qualitative approach will be employed, with interviews and questionnaires used as methods to collect data. 20 lecturers from Riverside Campus will serve as participants in this study. The study endeavours to contribute to theoretical debates on the factors that enable student success and how the first day of class can be used as a strategy to frame a classroom climate that encourages successful attainment of learning outcomes and student success.

**Keywords:** first day of class, classroom climate, attainment of learning outcomes, student success

# **<sup>1</sup>Ms Refiloe Rangata and <sup>2</sup>Prof Carol Lesame**

University of Limpopo

<sup>1</sup>[refiloe.rangata@ul.ac.za](mailto:refiloe.rangata@ul.ac.za)

<sup>2</sup>[carol.lesame@ul.ac.za](mailto:carol.lesame@ul.ac.za)

## ***The effects of playing leisure video games on students' academic performance***

**Theme: Digital Learning: Hybridity; (post)humanisation; perils and possibilities**

Video game is a widespread leisure activity which many people choose to spend their time on. This is due to the different types of video games that are available to them. The students in institution of higher learning have access to portable smart phones and computers with access to video games at any time whether online and offline. Worldwide there is argument as to whether games really affect the students positively or negatively on their academic performance. This study aimed at examining the effects of playing leisure video games on students' academic performance.

Literature was reviewed on the effects of playing video games on students' academic performance with positive and negative effects. Hartanto, Toh, and Yang (2018) stated that frequent video game play, particularly during the week, would divert students' attention from their assignments, resulting in poor academic performance. Moreover, the descriptive research design within the quantitative approach involving media studies students was adopted. The structured closed ended questionnaires based on the census sampled were completed through online google forms link and the data were analysed through the Information Seeking Behaviour Model (ISBM) SPSS software to generate findings.

The data were interpreted and presented through the descriptive statistics such as tables, graphs and charts. The study found that video games play can have positive results in academic performance even though the majority of the students showed negative effects. The results also revealed that 76% out 100% of the participants showed that playing video games in the classroom affect their attention to the lecture sessions and they cannot concentrate well to what the lecturers are teaching as they will be playing video games. Therefore, the study is that video games have negative effects on students' academic performance. The findings will assist Media Studies scholars, researchers, institutions of higher learning and department of education in understanding the effects of leisure video games on students' academic performance. It also serves as a point of reference for both lecturers and students in terms of teaching and learning.

**Keywords:** Video game, Play, Academic performance, Perception and Students.

# Mrs Ruanna Reddy-Serame

Qualification and Academic Programme Planning Unit (Q&APP), North-West University  
[Ruanna.Reddy@nwu.ac.za](mailto:Ruanna.Reddy@nwu.ac.za)

## ***The evolution of a Curriculum Management System from the traditional to the digital: The case of the North-West University***

### **Theme: Curriculum Innovations, Improvisations and Disruption**

Digital transformation in higher education, though not a novice concept, has become the catchphrase in discussions both nationally and globally, no doubt owing to the COVID pandemic of 2020. Most conversations around digital transformation in higher education are centred on the academe, with the spotlight on the transformation of the curriculum of a qualification. An often-overlooked aspect of curriculum design and development is the planning component as well as compliance with internal and external regulations, usually supported by the academic planning unit of an institution.

This is an exploratory case study about the development of a digital Curriculum Management System (CMS) at the North-West University, with a specific focus on transitioning from a traditional paper-based system to a digital technology-based CMS and the impact thereof on academic planning at a Higher Education Institution. The Qualification and Academic Programme Planning Unit (Q&APP) of the North-West University (NWU) is responsible for supporting faculties with the planning, design and development of new qualifications, academic programmes and the amendment of existing programmes. Toward the digitalization of processes in higher education, Q&APP, together with an information solutions company, has developed and recently launched Tsela, the first digital online CMS of the NWU.

There is limited literature in the field of the digital transformation of curriculum development, specifically the digital transformation of CMSs in the South African context. Currently, published works and dissertations in the broad category of curriculum design and development are limited mainly to aspects of teaching and learning. To fill a research gap, this study is, therefore, an exploration of the transition from traditional paper-based processes to digital online data-based processes within the curriculum planning framework. Academic planning staff, software developers and academic programme leaders will serve as participants in order for the researcher to gain full insight into what is currently being done, what is successful and what requires further development. It is anticipated that this research will address issues related to the development and success of digital CMSs in the current age of digitization and digitalization toward achieving effective digital transformation in academic planning in higher education institutions.

**Keywords:** Academic planning, curriculum management, digital transformation, digitization, digitalization

# **<sup>1</sup>Mr Sebastian Sanjigadu and <sup>2</sup>Dr Aroriso Sibanda, Prof R. Mudaly, Prof A James, Prof S Manik, Dr L Molefe, Ms Z Mkhabela, Mrs K Sahadeo**

University of Kwa-Zulu Natal

[213518917@stu.ukzn.ac.za](mailto:213518917@stu.ukzn.ac.za)

[aromatzipandah@gmail.com](mailto:aromatzipandah@gmail.com)

## ***Exploring causal mechanisms that impact Climate Change Education (CCE): A case study of Natural Sciences and Geography teachers engaging in the Keep-it-Cool CCE programme***

**Theme: Curriculum Innovations, Improvisations and Disruption; Academic Citizenship, Service and Community Engagement; Transdisciplinarity: Exploring collaborations, transcending boundaries**

**Background:** Increased interest in climate change education and the growing recognition of the challenges inherent to addressing one of the most pertinent issues facing humanity (Stevenson et al., 2017). As part of developing a description of CCE pedagogical practice, it is necessary to draw on relevant teacher education and continuous professional teacher development initiative. In envisioning the future of education in South African, The University of Kwa-Zulu Natal endeavoured to transform its teacher training practices to address CCE as a critical higher education imperative.

**Focus:** This paper explores the contextual conditions (causal mechanisms) that shaped the way in which teachers' who addressed CCE in curriculums. These teachers had engaged in Continuous Professional Teacher Development (CPTD) in the Keep-it-Cool Climate Change Education (KIC CCE) project in the Pinetown district. Training and support in the KIC CCE project were offered through the University of Kwa-Zulu Natal, School of Education. Contextual conditions are the "relevant aspects of a setting (analytical, temporal, spatial, or institutional) in which a set of initial conditions leads ... to an outcome of a defined scope and meaning via a set of causal mechanisms" (Falleti & Lynch, 2009, p. 1152).

This study was aligned with the CAPS and was underpinned by the Theory of Change. Social inclusion was a key focus area. Locally Relevant Themes (LORET) Methodology as a model to integrate climate change issues into subject teaching was privileged. The random sampling strategy was used with a sample size of five Natural sciences and five Geography teachers from a population of 40 teachers who engaged in PD. An action research design was adopted and data was generated using individual interviews and document analysis of teachers' portfolios of evidence.

Qualitative comparative analysis was used to develop analytically generalizable inferences across case studies. Findings relevant to teacher educators, curriculum and policy designers and implementers revealed that CCE teaching improved as a result of the training and educational materials/resources that teachers were exposed to. Change projects developed at schools (e.g., Food gardens) contributed to the development of curriculum-aligned, locally relevant and effective CCE pedagogical practice.

**Keywords:** Climate change Education, Professional development, contextual conditions

# **<sup>1</sup>Mr Tendai Murombedzi and <sup>2</sup>Dr Vimbai Sharon Matswetu**

Bindura University of Science Education

<sup>1</sup>[tendaimurombedz@gmail.com](mailto:tendaimurombedz@gmail.com)

<sup>2</sup>[matswetuv@buse.ac.zw](mailto:matswetuv@buse.ac.zw)

## ***Possibilities and challenges of electronic Teaching Practice (eTP) assessment: perspectives of student teachers and lecturers at one higher education institution in Zimbabwe***

**Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

The COVID-19 pandemic necessitated an immediate implementation of online teaching and learning strategies in Zimbabwean higher education institutions. One higher education institution in the country introduced electronic Teaching Practice (eTP) assessment of students from the Faculty of Science Education for the Teaching Practice course which takes place at various schools nationwide. Students make videos of some lessons that they conduct at the schools and submit these and other documents electronically to the institution for assessment. Not much is known about the utility and challenges of implementing this assessment model in the Zimbabwean context. This study explored the possibilities and challenges of implementing the eTP assessment model from the perspectives of students and lecturers. The study employed a descriptive survey design where a survey questionnaire was distributed and completed by thirty students who had completed the Teaching Practice course and six lecturers from the Faculty of Science Education. Findings of the study indicate that while the eTP assessment model has possibilities in the training of teachers, it is not as effective as face-to-face assessment particularly in terms of providing immediate and consistent feedback to student teachers. In addition it was highlighted that there is need for provision of appropriate infrastructure to student teachers and lecturers for smooth implementation of this assessment model. The findings of the study are important for the institution to make necessary improvements on the model and to other teacher training institutions that could implement a similar assessment strategy.

**Keywords:** electronic Teaching Practice, assessment, teacher training, Zimbabwe

# <sup>1</sup>Dr Vimla Paul and <sup>2</sup>Ms Hlengekile Lubanyana

Department of Chemistry, Durban University of Technology

<sup>1</sup>[vimlap@dut.ac.za](mailto:vimlap@dut.ac.za)

<sup>2</sup>[HlengekileL@dut.ac.za](mailto:HlengekileL@dut.ac.za)

## ***Decolonisation of the organic chemistry curriculum***

### **Theme: Innovations in Learning, Teaching and Assessment in undergraduate and postgraduate studies**

In the postcolonial era of the later twentieth century, the historical legacy of university structures including teaching and research efforts of universities across Africa has been retained.

The Critical Decolonial Theoretical Framework (CDTF) and the living theory methodology speak towards the importance of contextual learning that is applicable and practical to a people and their respective environment. There is a critical need to validate and include indigenous knowledge concepts of health and medicine by integrating them into the current organic chemistry curricula at undergraduate level at the selected university of technology.

This research study, will be conducted for the first time at Durban University of Technology (DUT). The study will explore the integration of indigenous knowledge systems (IKS) into the existing teaching methodologies of the organic chemistry curriculum at the undergraduate level from level/year one to level/year four. The focus of this study is to address the problem of borrowed and imposed Western ideologies and contexts on formal teaching and learning of chemistry students. Through analysis of the literature on decolonisation of curricula, the researchers will focus on the identification of appropriate theoretical frameworks that can be applied to the particular context of decolonising organic chemistry at DUT

**Keywords:** decolonisation, indigenous knowledge system, organic chemistry, transformative curriculum

# Creative/Arts-based performances

**Dr Marí Peté**

Durban University of Technology  
[mpete@dut.ac.za](mailto:mpete@dut.ac.za)

***Olduvai to AI: Our co-existence with technological tools***

**Theme: Digital Learning: Hybridity; (post)humanisation; perils and possibilities**

Posthuman scholars consider the possibility that the age of the Anthropocene is redundant – we, Sapiens, can no longer afford to deem ourselves as the pinnacle, crowing king over beings such as Earth, other species and artificial intelligence. I believe it is part of the post-human scholarly tribe's work to envision how we now act to survive and thrive.

Poets have kept their ears to the ground since the beginning of time, as many animals do -- to make predictions and communicate. When we, humans, capitalise on our edge -- tune into visceral navigation systems such as intuition and the imagination -- we are better able to apprehend and adapt. This might be why creative arts such as poetry, have grown roots into the foundations of qualitative research, because sometimes traditional methods fall short of understanding complex, nuanced, and contradictory human existence.

The first tools our ancestors invented, were excavated in Tanzania's Olduvai Gorge in 1964. Today, our virtual tools and footprints are scattered through the plains and great rifts of the noosphere. Our bodies benefit from the infiltration of tech. Drawing on historical events, texts and personal experience, I wrote autobiographical, participative and theory-voiced poems, employing the imagination to perceive truth, and to create resonant experiences for the reader to contribute meaning. Aiming to illuminate how humans co-exist with technological tools, this digital performance is inspired by shadow art, an ancient form of edutainment.

**Keywords:** post-human epoch; poetic inquiry; technological tools; co-existence