

# Dancing on the Learning and Teaching Waves of Change in Africa

20 -23 NOVEMBER | NELSON MANDELA UNIVERSITY | PORT ELIZABETH, SOUTH AFRICA



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## Call for the 18th edition 2020 SPECIAL ISSUE 18

### **Dancing on the waves of change: Transforming learning, teaching and leadership in higher education**

#### **Guest editors**

Prof Andre Keet (Nelson Mandela University)

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Prof Cheryl Foxcroft (Nelson Mandela University)

The idea of educational research having the potential of being transformative - through its work with communities and through various participatory research approaches - is something that is still very new in many educational research circles. This journal therefore aims to play a critical role in confirming the importance of educational research as social change, contributing to the theorising thereof, and the dissemination of current research to a broad, cross-disciplinary audience of scholars and practitioners in the field of education.

Both globally and nationally, there are many waves of change that Higher Education (HE) institutions need to navigate continually. On the national scale these changes include, but are not limited to; fee free higher education; financial sustainability in the face of shrinking government funding; producing graduates that function effectively in a globalised, connected world but who are also locally relevant; as well as decolonisation and transformation of curricula, academia and academic spaces. Critical to navigating these changes is the inclusion of student voices.

Complexity science literature suggests that it is no longer fruitful to manage and drive change in conventional, linear and mechanistic ways – by generating a strategic priority, determining a course of action and implementing it to achieve predetermined outcomes. Instead, new paradigms and novel approaches are needed to effect transformative change in a living system such as a university. In complex, uncertain times that demands new ways of being and doing, a non-linear theory of change and paradigms related to complexity and a living systems approach provide new perspectives for organisational transformation. Working in these new paradigms and approaches unlocks shared envisioning and then requires acting collectively and creatively in fluid and sometimes “messy” ways by “dancing with systems” (Meadows, n.d.) to bring about transformation. It is therefore imperative for academics, academic development professionals, students and academic leaders to constantly engage in innovative and creative ways to systematically and organically transform learning and teaching.

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In the context of the above, the special issue is aimed at bringing to the fore papers that highlight pertinent aspects of the following rhythms (sub-themes) of the 2018 HELTASA conference;

- *Responsive Curricula, and Curriculum and Career Pathways*
- *Higher Education Pedagogies for Sustainable Development, which includes*
  - *New responsive pedagogies (e.g., humanising pedagogy; pedagogy of hope; transformative and transgressive pedagogies)*
  - *Sustainable assessment*
- *Student Access and Success*
- *Learning Analytics to inform transformative teaching, learning and support*
- *Leadership to respond to complexity and uncertainty in novel ways*
- *Transformative teaching development across the academic career trajectory*

Finally, article submissions should align to the scope of the *Educational Research for Social Change* Journal through focussing on how qualitative research is bringing about transformation in higher education, be it research in teaching, curriculum, assessment, administration or management.

Meadows, D. (nd.) "Dancing with Systems". From: *The Donella Meadows Institute*. Available online: <http://donellameadows.org/archives/dancing-with-systems/>. Accessed on February 2018

Extended Abstracts, together with the article title, author names and contact details, should be submitted as an email attachment to: [edjournal@nmmu.ac.za](mailto:edjournal@nmmu.ac.za)

### Deadlines

Extended Abstracts (2 -4 pages, including references)	1 April 2019
Invitations to selected authors	June 2019
Full manuscripts	October 2019
Submission of reworked papers	Feb 2020
Publication date	June 2020

Please take note that only one paper will be published by an author per year. Potential authors should consult the [Educational Research for Social Change](#) information for authors for style guide information.