



HELTASA CONFERENCE 2018

PROCEEDINGS

20 - 23 NOVEMBER PORT ELIZABETH, SOUTH AFRICA

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

HELTASA
HIGHER EDUCATION LEARNING & TEACHING ASSOCIATION OF SOUTHERN AFRICA

NELSON MANDELA
UNIVERSITY

C O N T E N T S

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A B O U T

About the 2018 HELTASA conference theme:

DANCING ON THE LEARNING AND TEACHING WAVES OF CHANGE IN AFRICA

Currently, both globally and nationally, there are many waves of change that Higher Education (HE) institutions need to navigate. Some of these are - 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; including the student voice; and decolonisation and transformation of curricula, academia and academic spaces. In the light of this, the theme that was chosen for the 2018-2020 Ministerial Statement on the Implementation of the University Capacity Development Programme through Effective Management and Utilisation of the University Capacity Development Grant is very fitting;

namely:

Currently, both globally and nationally, there are many waves of change that Higher Education (HE) institutions need to navigate.

“Transforming teaching, learning, researching and leading towards enhanced quality, success and equity in universities”

Through scholarly presentations and conversations around how learning and teaching are being transformed at our universities, this conference aims to stimulate and disrupt thinking and paradigms, and gain insight into promising innovations in response to some of the HE waves of change.

Complexity science literature suggests that it is no longer fruitful to manage and drive change in the conventional, linear, 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 demand 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

A B O U T

and creatively in fluid and sometimes “messy” ways by “dancing with systems” (Meadows, n.d.) to bring about transformation. So, by focusing on change and transformation with new lenses/paradigms, conference presentations and conversations can provide insight into how academics, academic development professionals and academic leaders are dancing on the waves of change in innovative and creative ways to systemically and organically transform learning and teaching.

Instead of prescriptive sub-themes presenters were requested to focus on change and transformation in HE that dances to one or a combination of the rhythms below.

- Responsive Curricula, and Curriculum and Career Pathways
- Higher Education Pedagogies for Sustainable Development, which includes
 - » New/responsive 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



Educational Research for Social Change

Call for the 17th Edition 2019
SPECIAL ISSUE

DANCING ON THE WAVES OF CHANGE: TRANSFORMING LEARNING, TEACHING AND LEADERSHIP IN HIGHER EDUCATION

Guest Editors

- Prof Andre Keet (Nelson Mandela University)
- Prof Mabokang Monnapula-Mapesela (Central University of Technology)
- Prof Cheryl Foxcroft (Nelson Mandela University)

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.

Call for the 17th Edition 2019
SPECIAL ISSUE 17

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*

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

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

Deadlines

Abstracts (150 – 200 words): 1 April 2019

Invitations to selected authors: June 2019

Full manuscripts: October 2019

Submission of reworked papers: Feb 2020

Publication date: June 2010

Potential authors should consult the Educational Research for Social Change information for authors for style guide information

W E L C O M E



Prof Sibongile Muthwa
Vice-Chancellor



Prof Cheryl Foxcroft
Acting DVC: Teaching and Learning

Welcome from Nelson Mandela University

Dear HELTASA conference delegates

It is with great pleasure that we welcome you to Nelson Mandela University for the annual conference of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA).

The higher education sector, internationally and nationally, faces many challenges and pressures that require radical responses in many instances. It is up to us to define the way in which we are going to positively and innovatively rise to the challenges and “dance on the learning and teaching waves of change”. In this quest, particularly during this centenary year of Madiba’s birth, we encourage you to draw on Nelson Mandela’s lifelong commitment to social justice and his unwavering belief in the value of education to change the trajectory of those who are marginalised and vulnerable. As we strive to rethink and transform the content of, and our approach to, our learning and teaching, our research agenda, and our engagement, may we unleash the full potential of our staff and graduates to “change the world” through scholarly and societal contributions.

Through opening your mind to new “dances”, as you listen to the conference presentations and engage in discussions and social activities, we hope that a shared vision and commitment will emerge across the HE sector in Southern Africa regarding developing and using learning and teaching approaches and praxes that are truly African and student-centred. We also hope that you will be inspired to “change the world” through providing transformative educational experiences, and researching and disseminating the impact of these.

While you are on our university campus and in our city, we hope that you will relax, enjoy and explore the surroundings, and network with colleagues.

Wishing you a memorable conference as you dance on the learning and teaching waves of change.

M E S S A G E F R O M H E L T A S A C H A I R



Dr Kasturi Behari-Leak
*President: Higher Education Teaching And Learning
Association of Southern Africa (HELTASA)*

2018 has been a fantastic year for HELTASA and we have so many good stories of change and growth to share with members and delegates. I have had the privilege of working with a dynamic and dedicated executive team who have taken HELTASA to the next level.

HELTASA is in a very strong place right now with lots of projects and systems in place to provide good service to the academic development community as well as academics in

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general and the sector as a whole. Our partnership with the DHET and CHE have strengthened too, and we believe that we are a robust voice in the sector, providing expert opinion, expertise, leadership and direction around all matters related to teaching and learning, social inclusion of students and socio-academic life as a whole. The executive team has walked its talk this year and have participated actively in engagements that take the organisation forward.

So, in a sense, and in keeping with the 2018 Conference theme, we have been dancing on the waves of change for some time now. Our generous and warm hosts at Nelson Mandela University have amplified the direction HELTASA is taking in their choice of conference theme and academic rhythms. This year promises to be a great event bringing us all together to invigorate our commitment to the sector and to our own projects and commitments in higher education.

It is quite fitting therefore that our keynote speakers have each made a particular and significant contribution to the sector already. It is such a gift that two-home grown academic stalwarts, Prof André Keet and Prof Chrissie Boughey grace us with their wise ideas and profound provocations that help us to gain perspective on how far we have come and where

we still need to go. This is, among other concerns, in light of the contextual challenges that we face in responding to the calls for transformation and decolonisation of our curricula and universities.

I think the 2018 HELTASA Conference is a great time for newcomers and regular HELTASA attendees and members to congregate and collaborate around future directions in our academic work, so that we respond to our students in meaningful ways, both in the classroom, in corridors, in virtual spaces and beyond.

I wish us all well over the conference engagement and let's leave port Elizabeth with a renewed sense of hope and commitment to ourselves and our work. Thank you to Nelson Mandela University, the conference convenor and team for welcoming us to their shores.

Warm regards

Dr Kasturi Behari-Leak

HELTASA: Chair

Obo the Executive Team



H E L T A S A C O N F E R E N C E 2 0 1 8

M E S S A G E

FROM THE 2018 HELTASA ORGANISING COMMITTEE

We are incredibly privileged and elated to welcome delegates to the waves of Nelson Mandela Bay and Nelson Mandela University, which beat the drum and sets the rhythm of our learning and teaching dance.

Reflecting on the conference theme “Dancing on the Learning and Teaching Waves of Change in Africa”, various proverbs, expressions and quotations come to mind. However, in celebrating the centenary year of Nelson Mandela’s birth, the following quote, by Nelson Mandela, resonates with the committee, “You can start changing our world for the better daily, no matter how small the action”.

Our action, as hosts for the 2018 HELTASA conference, is to move to a different rhythm, to share and learn new steps, while we collaborate and dance together on the waves of change in the higher education context. In moving away from the conventional “sub-themes”, rather focussing on rhythms, we hope to stimulate and disrupt traditional thinking and paradigms to encourage a measure of freedom, collaboration, liveliness and innovation within the rhythms present in the academic project.

In addition, the conference committee invites delegates to make a contribution to the field of higher education teaching and learning through engaging with the rhythms emerging from the conference so that the dance may continue after we have taken our bow. As such, we look forward to engaging with you during the final day of the conference, while we move to a different rhythm, sharing and learning new steps, to collaboratively chart the course for teaching and learning in Southern Africa.

It is our hope that the 2018 HELTASA conference will be an enabling space for delegates to engage, converse, build relationships, and create a community that will continue to contribute to the higher education context, regionally, nationally and globally.

Furthermore, as we celebrate teaching and learning in Southern Africa, the conference committee would like to take this opportunity to congratulate the 2018 HELTASA/CHE National Excellence in Teaching and Learning Award Winners, and we look forward to engaging with the winners on how they danced on the waves of change in their contexts.

We give a huge thank you to everyone who contributed to making this conference possible. Our sincere thanks to our abstract reviewers, who assisted with ensuring the academic integrity of the conference. We wish to express our appreciation for the assistance and support received from all technical, administrative, and support staff who contributed to the planning and execution of this conference.

A sincere thank all our national and international colleagues who are participating in and attending the conference – without your continued support and interest, constant growth and enhancement of the conference would not be possible. We encourage all delegates to tweet about their conference experience using the hashtag #HELTASA2018 and #wavesofchange.

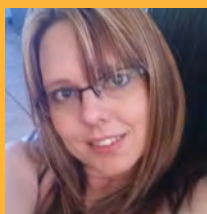
Finally, we would like to extend our best wishes to Rhodes University who will be hosting the 2019 HELTASA conference.

We wish you an enriching and scholarly 2018 HELTASA conference and a welcoming stay in Port Elizabeth

Anne-Mart Olsen

On behalf of the HELTASA 2018 Nelson Mandela University conference committee.

2018 ORGANISING COMMITTEE MEMBERS



Ms Anne-Mart Olsen

(convener)



Ms Eunice Champion



Dr Noluthando Toni



Prof Cheryl Foxcroft



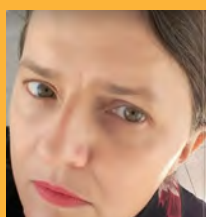
Mrs Karin Grobler



Mrs Sharon Ruffer



Mrs Elmien Waring



Ms Linda Mostert



Dr Thoko Batyi

KEYNOTES

We are delighted to be hosting the following scholars as keynotes to the 2018 HELTASA conference, **Prof André Keet and Prof Chrissie Boughey.**

Keynote Speakers



Prof André Keet

Chair – Critical Studies in Higher Education Transformation (CriSHET) Nelson Mandela University

Keynote address 1: André Keet

Wednesday, 21 November 2018

09:00 – 10:00

Plenary title:

Dedifferentiating Pedagogy: Rhythms, Dances and Waves

The idea of movement holds transformability, and rhythms, dances and waves are expressions, imageries and imaginaries of flow, motion. Always pushing at the margins of our standard interpretive regimes of the pedagogical encounter, these movements suggest a perpetual yearning for renewal, regeneration. Such renewal, I sense, requires us to pause our pedagogical roles of differentiation and specialisation, and, perhaps, consider the undoing of these patterns. That is, to dedifferentiate them. Not as a negative, but to free surplus energy for greater adeptness and creativity to engage the decolonial project. Bringing my work on higher education transformation, plasticity and 'plastic' education into conversation with each other, I put forward the idea that to 'dance on the learning and teaching waves of change in Africa', as is the theme of the conference, implies the sublimation and [de/trans] differentiation of our pedagogical endeavours.

Keynote Speakers

André currently holds the Chair in Critical Studies in Higher Education Transformation at Nelson Mandela University (NMU) and is a Visiting Professor at the Centre for Race, Education and Decoloniality, Carnegie School of Education – Leeds Beckett University, UK.

He worked in national human rights institutions post 1994 before joining the University of Fort Hare in October 2008. His first professorial appointment was as an adjunct-professor at the University of Pretoria in 2009; followed by appointments at the University of Fort Hare in 2010 and the University of the Free State (UFS) in 2011, as the Director of the Institute for Reconciliation and Social Justice and advisor to the Rectorate. He also serves as Acting DVC for Student Affairs and External Relations at the UFS. André functions on various structures in the human rights and higher education sectors including as Chairperson of the Ministerial Oversight Committee on Higher Education Transformation in South Africa; member of the Council on Higher Education; member of the Higher Education Quality Committee (HEQC till June 2018); member of Universities of South Africa (USAf) – Transformation Strategy Group; a social cohesion advocate for the Department of Arts and Culture (till June 2018); and member of the Stellenbosch University Council

Originally from Kylemore in the Stellenbosch region, André's present intellectual interest is to grow, with colleagues and partners, the field of critical university studies; and the 'sub-discipline' of higher education transformation studies. He holds various editorships and positions on editorial boards, and is acknowledged as a productive researcher, higher education practitioner and academic citizen.

KEYNOTES

We are delighted to be hosting the following scholars as keynotes to the 2018 HELTASA conference, **Prof André Keet and Prof Chrissie Boughey**.

Keynote Speakers



Prof Chrissie Boughey

Deputy Vice Chancellor, Academic & Student Affairs at Rhodes University

Keynote address 2: Prof Chrissie Boughey

Thursday, 22 November 2018

08:30 - 09:30

Plenary title: Academic Development: Where to now?

Over the years, the Academic Development movement has been subject to shifts in the South African higher education system as well as to developments at national and global levels more broadly. To a large extent, the movement has not been able to set a direction for itself in spite of enormous efforts on the part of those working within it. This presentation asks questions about why this has been so and about where the movement needs to go in order to contribute to the development of a higher education system that will serve South Africa well.

Prof Chrissie Boughey is Deputy Vice Chancellor, Academic & Student Affairs at Rhodes University in Grahamstown. Before taking up the position of DVC, she was Dean, Teaching & Learning at the same University. Chrissie has a long history of working in Academic Development at three universities in South Africa: the University of the Western Cape, the University of Zululand and Rhodes University.

Keynote Speakers

Rhodes University offers a doctoral programme in Higher Education Studies. Chrissie has been involved in the programme since its inception and has supervised more than twenty doctoral studies to completion, all but one focusing on some aspect of AD. She has continued to research and publish in spite of the positions she has occupied in academic leadership structures and is the co-author, with her close colleague Sioux McKenna, of a book to be published shortly which looks back on change (and non-change) in South African teaching and learning from 1994 onwards.

Over the years, Chrissie has developed a number of increasingly sophisticated theoretically informed accounts of the trajectory of AD in South Africa. She has been able to do this because of the work she has done at a national level serving on, for example, a Ministerial Reference Group for Academic Development and various task teams and working groups looking at mechanisms such as the Teaching Development Grant. She is a member of USAf's Teaching and Learning Strategy Group and Chair of the National Benchmark Tests Steering Committee.

Her work in higher education extends beyond the boundaries of South Africa. In recent years, she has served on five international panels reviewing universities in the Gulf region. She has also been involved in two projects funded by the Dutch Government and the European Union intended to improve postgraduate supervision and enhance the contexts in which postgraduate students study. With SANPAD's Doctoral Programme, she worked extensively in countries such as Ethiopia, Tanzania and Mozambique.

From 2019, she has been appointed by HELTASA, via the University Capacity development Grant (UCDG), as a key agent to support the organisation in building its capacity for a sustainable future

SIG ENGAGEMENT



Rieta Ganas
HELTASA SIG Convener

HELTASA SIGs dancing on the waves of change in Africa

While 2018 has been a year of rapid change for the Higher Education sector, particularly within the African context, it has also been a wave of change for HELTASA, as a teaching and learning organisation. The ripple effect of this wave has certainly made its mark on the 7 Special Interest Groups (SIGs) that is housed by the organisation and provides the platform for active and engaging membership.

Dancing on the waves of these changes has enabled the SIGs to reconsider their traditional presence at the HELTASA conference, given that scholarship has increasingly become a focus, as part of the SIG activities. The 2018 conference will see the presence of our current SIG members at various SIG stations throughout the 3 days of the conference. While perusing the aims and activities of the SIG, conference attendees can engage with current SIG leaders and members, sign up for membership and participate in some of the SIGs station activities.

We encourage all HELTASA attendees to participate in the SIG critical dialogue engagement on Thursday, the 22 November at 14:40. We are hoping through collective engagement to interrogate issues of change and transformation, to create more responsive SIGs and for HELTASA to become a more engaging organization through a theory of change.

HELTASA SIGs

- Foundation
- First Year Experience (FYE)
- Professional Development (PD)
- Reflective Practitioner
- Tutor / Mentor / Supplementary Instruction (SI)
- Technology Enhanced Learning (TEL)
- Writing Centre

We encourage your active membership, participation and engagement within the SIGs and HELTASA as a teaching and learning organization.

Engaging in dialogue for creating a more responsive and engaged organisation through a theory of change approach

Ganas, R

HELTASA SIG Convener

Merckel, V

HELTASA Critical Dialogue Convener

Marais, F

Foundation SIG Convener

Namalala, M

First Year Experience SIG Convener

Pather, S

Tutor Mentor SI SIG Convener

Govender, R

Professional Development SIG Convener

Sefalane, P

Writing Centre SIG Convener

du Toit, P

Reflexive Practitioner SIG Convener

Session type: Critical Dialogue (Plenary)

The need for engaged and responsive teaching and learning spaces has become even more urgent in light of current change, pressures and challenges facing higher education. Teaching and learning spaces capable of responding to issues of increasing diversity, socio economic and emotional challenges, injustice and ideological differences are of critical importance for student success and framing our work in the Academic Development (AD) field. The AD field has traditionally been a space in which transformative teaching and learning has been valued by many, but there is a need for greater articulation around the goals and evaluations thereof that shape and inform our practices, and how these are informed by specific ideologies, theories and philosophies. While individual practitioners within HELTASA have articulated their personal theories and philosophies, as an organisation, HELTASA, an instrumental player in the AD field, could benefit from its stakeholders interrogating and shaping the broader goals of change to shape and inform practice. The introduction of the University Capacity Development Grant (UCDG) funding makes clear the articulation for more informed practice responsive to the challenging multiple and specific contexts in which students learn. An even more important consideration is responsive and involved practice, an essential item against which the funding will be evaluated and reported against.

HELTASA, as a recipient of the UCDG funds for the second phase of its development, will engage in a Theory of Change approach with its focus on continuous critical reflection and a shift towards better learning in development thinking and practice.

There is then great value in creating spaces for the various Special Interest Groups (SIGs) and special projects of HELTASA to explore how their specific work informs, shapes and contributes to the overarching transformation and responsive agendas of the organisation. While members of the SIGs may have engaged in specific ideological, political and theoretical dialogue about these issues, there is value in the members as a collective to explicitly interrogate issues of change and transformation with the intention to find some potential common ground for HELTASA work going forward. Thus the aim of this critical dialogue is for all stakeholders to engage in conversation around critical issues that could become the focus of the organisation through the activities of the various SIGs. The dialogue will begin with a short input from each SIG convener, outlining current goals, activities, key thoughts and plans for the future. Thereafter, opportunities for broader conversation: Possible teaching, learning or HE issues to be addressed, suggested SIG activities to address the issues raised, possible outputs to be achieved.

PRE- CONFERENCE WORKSHOPS

HELTASA CONFERENCE 2 0 1 8

The following Pre-Conference workshops will be hosted during the 2018 HELTASA conference on Tuesday, 20 November 2018.

PRE-CON #1

Dancing with, and sometimes against, the beat: Reflective tools for developing yourself and others in changing times

Alison Canham

UK

Rhythm: Transformative Teaching Development

By understanding ourselves and each other, and by honouring and reflecting on our different stories and histories, we can become adaptive, agile and sensitive in navigating the tides of change, without compromising our own authenticity.

This workshop will adopt highly person-centred techniques applicable to both staff and students to explore how we live and work in the context we inhabit. Grounded in Cultural Historical Activity Theory (CHAT) and a transformational learning cycle (Engeström, 2007, Bligh and Flood, 2017, Holland, 1998) we will explore how we are shaped by and shape the contexts in which we live and work. Using non-directive coaching techniques we will do hands-on activities to each understand our own positioning and agency in our professional lives – where we are now, where we would like or need to be, and how we might get there. By sharing images, artefacts, stories and even dances from our own lives and work we will explore how we learn and how we influence the learning of others, whilst honouring and respecting defining cultural and social differences. These techniques are entirely adaptable to each participant's situation, and can become useful tools for continuing personal reflection and for working with others.

The facilitator is a highly experienced educator and developer who has worked with colleagues around the world to explore different, sometimes unconventional, ways of working and learning. She is also a keen amateur dancer in a range of different formal and folk traditions, and to her own surprise has found this a fruitful space for professional reflection as well. Alison will share her own professional, personal, cultural and dance experiences only as an invitation for all participants to share theirs so that we can respectfully learn from each other.

Participants are invited to bring their own pictures, artefacts and dances to stimulate discussion and reflection, and a willingness to actually dance!

PRE-CON #2

Who should be on an Extended Curriculum Programme? Towards a framework for institutional placement policy

Ian Scott

UCT

Rhythm: Student Access & Success

A proposal for the revision of the national policy framework for extended curriculum programmes (ECPs) is currently being developed by the DHET and its ECP Reference Group. The draft is not yet ready for release but a question that is likely to be addressed in detail – to expand on section 1 of the existing (2012) policy guidelines – is ‘Who should be on an ECP?’ This key question is therefore likely to need fresh attention.

There is much more to the question than may meet the eye. Far from being confined to matters of admissions criteria, it in fact raises a remarkable range of issues – some of them fundamental – concerning the South African higher education system as a whole. The answer to the question is rooted in issues such as:

What should be the end-goal of the educational mission of South African universities?

- Who belongs in higher education in South Africa? What is the need for and possibility of successful growth in participation?
- What are the implications of the answers to these questions for the ‘mainstream’ teaching-and-learning process?
- What is the particular role of ECPs in the teaching-and-learning process as a whole, and, consequently, what categories of students would benefit from them?

It follows that the question of who should be on an ECP has major implications for the conceptualisation, required scale, design, delivery and funding of extended provision, and its role in the decoloniality agenda. Despite the constraints inherent in ECPs being regarded as a minority intervention, the relative flexibility of national ECP policy makes it possible for the programmes to be tailored to the needs of the students they serve. This underlines the importance of clear and shared understanding of what categories of students would most benefit from extended provision. These categories should constitute the target group, whose interests should be the primary concern.

How, then, can we ensure that it is the correct target group – i.e. the students who would most benefit – that is actually admitted to, or placed on, ECPs? This involves further key

issues, including:

- What is meant by 'placement' and 'placement policy'?
- What principles should underlie the placement of students on ECPs?
- What different mechanisms and assessment instruments can be utilised for placement?

Finally, there are practical matters such as staffing, funding and affordability to be addressed.

This workshop will provide input and structured discussion on a selection of these topics, with a view to enabling participants to contribute to the principled development of institutional placement policy, and to take account of the implications of this in ECP design and delivery.

PRE-CON #3

Supporting development of students' academic literacy skills in everyday teaching practice

Sonya Stephenson

CPUT

Rhythm: Transformative Teaching Development, Student Access & Success

The aim of this fully interactive theory-into-practice workshop is to offer creative alternatives to traditional "add-on" approaches to academic literacy (AL) development across the curriculum. The workshop will demonstrate practical ways that all subject lecturers can easily reframe their everyday classroom teaching and assessment practices to support and scaffold academic literacy (AL) development. This workshop was developed from a variety of teaching and learning practices that were found to be successful over the last three years in the Faculty of Business and Management Sciences at the Cape Peninsula University of Technology.

The critical need for AL skills development is evidenced by the annual National Benchmark test results, poor throughput rates and the realities of classroom experience in universities nationwide. Many of our students come to university without the foundational AL and metacognitive skills required not only for success at undergraduate level, but also to gain access to and cope with the rigours of post-graduate study. This problem is particularly prevalent at the UoTs where many students are admitted to both undergraduate and post-graduate study with severe educational backlogs. Additionally, many of these students also struggle both with English as the dominant academic language, and finding their authentic voice in culturally unfamiliar or troublesome paradigms.

Despite traditional interventions like tutorials, writing centre support and bridging programmes, universities are still struggling to find effective ways to assist students to master the reading, writing, critical thinking, conceptualisation and problem-solving skills they need for academic success and entry to post-graduate study.

The weight of current literature (Hyland, 2002; Lea&Street,1998; Miller,1984; Rose, 2010; Wingate, 2012) strongly supports the call for subject lecturers to take agency for AL development as research shows this happens most successfully in authentic, genre-based contexts.

But many subject lecturers, particularly in number-based subjects like Accounting, feel ill-equipped to “teach” AL, or that it is not their responsibility, or that they don’t have time. Teaching reading, writing and metacognition has traditionally not been seen as the responsibility of the subject lecturer. But the waves on change are upon us, and lecturers are now far more so than before, seeking accessible ways to participate in integrated approaches that facilitate all forms of student learning. There is a strong drive to explore creative ways to use the subject classroom more effectively as a supportive learning space for deepening and broadening students’ academic literacy and metacognitive skills.

This workshop adopts a social-constructivist approach where students and lecturers work together to construct knowledge and build skill. The approach utilises peer learning and assessment, and helps students to think, talk and write in ways that incrementally develop practical AL skills, metacognitive skills and abstract thinking tools alongside traditional subject content. It is flexible and allows lecturers to adapt the model to their own subject needs and personal teaching styles.

This approach, underpinned by the theories of Bloom and Vygotsky, eschews the pervasive deficit model: “my students can’t...”. It embraces a pedagogy of hope, surfacing what students already know and can do, and then modelling scaffolding interventions by peers and lecturers to facilitate new learning. The workshop will also afford multiple opportunities for participants to share their own methods and experiences, and for questions and discussion.

PRE-CON #4

Scholarship of teaching and learning: A whole brain approach to self-enquiry

Pieter du Toit

UP

Rhythm: Transformative Teaching Development, SoTL

It is imperative for academic staff at universities to take responsibility for monitoring their educational professional development in a scholarly way – evidence of enacting the role of educational scholar. Scholarship of teaching and learning can effectively be developed by means of self-enquiry of teaching practice. Self-enquiry by means of action research, for example, offers professionals such as lecturers the opportunity to develop competency in critical reflection on practice. The notion of critical reflection is expanded by advocating scholarly reflection. In addition reflecting on teaching practice is informed by the theory on thinking preferences, also referred to as whole brain thinking, which brings to light the novel construct of whole brain scholarly reflection. Whole brain thinking is investigated as an epistemological underpinning of educational professional development of academic staff. What is reported and used during group discussions is the outcome of a number of educational professional development initiatives that have been instrumental in innovation of teaching practice and educational professional development of academic staff within an array of fields. It includes professional development of academic staff in health sciences, including nursing and family medicine; financial sciences, with specific reference to taxation; information science and higher education with a focus on scholarship of teaching and learning. Scholarship of whole brain thinking as a way of innovating practice in these fields are combined with a view to contributing to research scholarship within the context of a research-intensive university. Co-constructing of meaning, within a scholarly community of practice, can be promoted by means of participatory action research projects. Both qualitative and quantitative data sets are reported and discussed to substantiate the different claims made of innovation and scholarship enhancement.

The workshop is interactive and participants are expected to contribute to making the workshop a space to promote scholarly thinking.

Principles of innovating/transforming practice and self-enquiry/action research that are addressed are to be applied in their own practice and should be contextualised for their specific fields of specialisation.

The notion of publishing on practice, using reflective practice/ self-inquiry/ practitioner-research is promoted.

PROGRAMME

HELTASA CONFERENCE 2 0 1 8

Tuesday 20 November

Pre-Conference Workshops

10:30-16:00 Registration *Building 35*

12:00-12:30 Light Lunch *Building 35*

PRE-CONFERENCE

	<i>Building 11 -0117</i>	<i>Building 11 -0119</i>	<i>Building 11 -0123</i>	<i>Building 11 -0124</i>
12:30	<p>PRE-CON #1 Transformative Teaching Development</p> <p>Alison Canham UK</p> <p>Dancing with, and sometimes against, the beat: Reflective tools for developing yourself and others in changing times</p>	<p>PRE-CON #2 Student Access & Success</p> <p>Ian Scott UCT</p> <p>Who should be on an Extended Curriculum Programme? Towards a framework for institutional placement policy</p>	<p>PRE-CON #3 Transformative Teaching Development, Student Access & Success</p> <p>Sonya Stephenson CPUT</p> <p>Supporting development of students' academic literacy skills in everyday teaching practice</p>	<p>PRE-CON #4 Transformative Teaching Development, SOTL</p> <p>Pieter du Toit UP</p> <p>Scholarship of teaching and learning: A whole brain approach to self-enquiry</p>

17:30

Welcoming Cocktail

The Willows Resort & Conference Centre

Click [here](#) for more information on The Willows Resort and Conference Centre, which is 12.3km from Nelson Mandela University along Marine Drive



HELTASA CONFERENCE 2018
PROGRAMME



Wednesday 21 November

Oral paper
 Practitioner presentation
 Flipped paper

07:00-08:30 Registration

Building 35

PLENARY

Building 1: South Campus Auditorium

- 08:30 Opening HELTASA Executive
- Welcome Nelson Mandela University
- 09:00 Keynote **Prof André Keet**
Nelson Mandela University
Dedifferentiating Pedagogy: Rhythms, Dances and Waves

10:00-10:30 Refreshment Break

Building 35

PARALLEL #1

	Building 35 0022	ITSI Funda: Supporting Change Building 35 0005	Building 35 0004	Higher Ed Partners Building 35 0027	Building 35 0001	Building 35 0017	Building 35 0018
10:30	<p>Quinn, L Grant, C Vorster, J RU</p> <p>A structural enablement for heads of departments during complex and uncertain times</p> <p><i>Leadership</i></p>	<p>Dippenaar, AJF CPUT</p> <p>Perceptions on the work readiness of English novice teachers</p> <p><i>Curriculum and Career Pathways</i></p>	<p>Daya, M Combrink, HMVE UFS</p> <p>Nudging first year students to success through intentional communication strategies in the FYE at the University of the Free State</p> <p><i>Student Access & Success</i></p>	<p>Morule, N NWU</p> <p>The road not taken: On developing a contextualised reading programme</p> <p><i>Transformative Teaching Development</i></p>	<p>Manjeya, NC DUT</p> <p>A contextual and transdisciplinary analysis of pedagogic, operational and administrative frameworks of a Writing Centre: The case of the Durban University of Technology (DUT) Writing Centre (WrC)</p> <p><i>Higher Education Pedagogies</i></p>	<p>Jenkings, D Watson, A Foxxcroft, C NMU</p> <p>Charting a new course for admissions: Developing a sustainable access model for success</p> <p><i>Student Access & Success</i></p>	<p>Sikitime, TE Univen</p> <p>The use of visual and spatial semiotic systems on selected academic content to construct meaning and discipline specific concepts: A social semiotic approach</p> <p><i>Curriculum and Career Pathways</i></p>
10:55	<p>Palmer, E CUT</p> <p>Conceptualising Workplace Spirituality in a university context for increased retention of academic staff</p> <p><i>Leadership</i></p>	<p>Roos, A Mapeto, T NMU</p> <p>Humanising pedagogies in preparing students for their Work Integrated Learning (WIL)</p> <p><i>Curriculum and Career Pathways</i></p>	<p>Esambe, EE CPUT</p> <p>First-year students' participation in the curriculum: A University 101 module</p> <p><i>Student Access & Success</i></p>	<p>Chauke, M UNISA</p> <p>Appreciative Inquiry as an innovative teaching learning strategy</p> <p><i>Transformative Teaching Development</i></p>	<p>Munir, F NMU</p> <p>Encouraging social and personal responsibility through humanising pedagogy</p> <p><i>Higher Education Pedagogies</i></p>	<p>Joubert, E DUT</p> <p>Postgraduate student access and success within a cross-cultural context</p> <p><i>Student Access & Success</i></p>	<p>Barnard, M De Villiers, M SU</p> <p>Academic surfers in the development sea: The role of pedagogy of discomfort</p> <p><i>Curriculum and Career Pathways</i></p>



PARALLEL #1 *continued*

	Building 35 0022	ITSI Funda: Supporting Change Building 35 0005	Building 35 0004	Higher Ed Partners Building 35 0027	Building 35 0001	Building 35 0017	Building 35 0018
11:20	Extended paper Behari-Leak, K UCT Merckel JV UJ Strydom, E NWU Padayachee, K Wits Ganas, R Wits Masehela, LM Univen Rink, B UWC Who we are counts: Inserting our personal and professional selves in organisational spaces	Mobarak, K UWC Employed graduates' reflections on the suitability of their academically acquired skills and knowledge for workplace readiness	Frade, N UJ Cupido, X CPUT Govender, T DUT Pather, S UWC reConnecting through Special Interest Groups: An invitation to Engage	Olivier, V Mostert, M Le Roux, K NWU Changing minds: Slowly moving from a technical skills approach to system-level thinking in order to enable onscreen grading and feedback practices	Jacobs, AHM SU Using a theoretical framework of institutional culture to analyse an institutional advisory document	Ndlovu, T NWU Using the student voice to enhance LMS for student access and success	Bhebhe, L Ralarala, MK Chisin, A CPUT Multiculturalism in a Graphic Design classroom: A call for renewal of graphic design curriculum in a university of technology
11:45	Leadership Who we are counts: Inserting our personal and professional selves in organisational spaces	Leendertz, V Strydom, E NWU Collaborative online international learning: Bridging the geographical space of teaching	Hechter, U Siwela, E NMU Personal growth through SI: From SI Leader to SI Assistant Coordinator to Lecturer	Smit, T du Toit, PH Callaghan, R Eberlein, E UP Establishing scholarly communities of practice for the self-empowerment of mentor- and pre-service teachers	Van Rooyen, C De Wet, T UJ Tweaking along, but not necessarily justly: Blended learning at UJ during #FeesMustFall	Jackson, L Yassim, K NMU Lecturer-student dialogic conversations in re-imagining conceptions of quality in teaching and learning	Swart, AJ Ntshoe, I CUT Decolonising an engineering curriculum: What and How?

12:10 INTERACTIVE POSTERS #1

Building 35 Foyer

**refer to end of programme for list of posters*

13:00-13:45 Lunch

Building 123 Foyer

PARALLEL #2

13:45	Mavunga, G UJ A critical discourse analysis of responses to the #FeesMustFall protests in South Africa	Hollis-Turner, S CPUT Meeting the Information Administration demands of a globalized workplace	Govender, R Bala, S DUT Understanding and supporting our students: A key to student success	Winberg, C Hicks, M UCT A pedagogical simulation algorithm to predict students' academic success in STEM disciplines and fields	Merckel, JV Mashaba, B Naidoo, K UJ Pain and praxis: incomplete dialogues on hierarchies of Blackness as voices for change	Van Der Merwe, C Mayaba, N Zinn, D Lück, J Batyi, T Kwatsha, L NMU Humanizing the language policy process: the case of Nelson Mandela University	Von der Heyden, B SU Outsourcing to the experts: industry interviews advance applied Economic Geology learning
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PARALLEL #2 *continued*

	Building 35 0022	ITSI Funda: Supporting Change Building 35 0005	Building 35 0004	Higher Ed Partners Building 35 0027	Building 35 0001	Building 35 0017	Building 35 0018
14:10	<p>Timm, D Gonsalves, N Nyamadzawo, R Govender, T DUT</p> <p>Learning Leading and Leading Learning in curriculum transformation: An arts-informed participatory analysis</p>	<p>Van den Berg, C UWC</p> <p>Teaching design thinking to unleash the potential of graduates to become competent innovators in a digital world</p>	<p>Armstrong, M Boughey, C RU</p> <p>Learning to learn: A study of children's language and literacy development in a marginalised community in Port Elizabeth</p>	"no session"	<p>Laubscher, I NMU</p> <p>A broad legal analysis of higher education pedagogies and feasibility for sustainable development in the South African context</p>	<p>Erasmus, M Siziba, L NWU</p> <p>Practicing the academic literacy tango in Psychology: Transferring skills across disciplines</p>	<p>Southway-Ajulu, F Olsen, A NMU</p> <p>Navigating the complexities of academic programme development</p>
14:35	<p>Vanyoro, K Wits</p> <p>Unlearning gender and sexuality through learning? Reflecting on a critical diversity literacy journey towards a liberating university experience</p>	<p>Fourie, L UFS</p> <p>The Learner Experience: Designing useful, usable, and desirable blended courses</p>	<p>Hertzog, PE Swart, AJ CUT</p> <p>Student perceptions of audio feedback in a design-based module for distance education</p>	<p>Ndou, RV Shungube, ZP Materchera, SA Saurombe, T NWU</p> <p>Integration of African ethnoveterinary medicine into veterinary and para-veterinary curricula: views towards decolonisation of higher education</p>	<p>Van der Merwe, C Van der Merwe, M UJ</p> <p>Mediating resistance to assessment feedback: A case study in higher education</p>	<p>Namakula, H Wits</p> <p>Using an academic literacy intervention programme as a Third space to develop first year B.Ed. students' academic literacy practices</p>	<p>Alexander, M Cornelius, A Schultz, R Coleman, L CPUT</p> <p>Navigating curriculum implementation: The experiences of ECP lecturers in a Public Administration and Governance diploma</p>
15:00	<p>Louw, R De Beer, C NWU</p> <p>The Enabling Next Generation Digital Learning Environment at the NWU (ENGDL@NWU)</p>	<p>Jawitz, J Deacon, A Jaffer, T Small, J Walji, S UCT</p> <p>MOOCs in and out of the curriculum: Tensions while innovating online</p>	<p>Collett, K UWC</p> <p>Enhancing student writing and assessment through technology-assisted feedback and reflection loops using TurnItIn</p>	<p>Champion, E Kubashe, N NMU</p> <p>The staff members' personal journey toward an institutional curriculum framework</p>	<p>Hattingh, T Dison, L Woollacott, L Wits</p> <p>Why lecturers in an Engineering school assess the way they do</p>	<p>Morule, N Matsie, R NWU</p> <p>When reading is an enjoyment and not a chore</p>	<p>du Plessis, A Ferreira, R. Fraser, W UP</p> <p>A mentorship intervention for professional identity development of student teachers</p>

15:25-15:45 Refreshment Break

Building 35

PARALLEL #3

	Building 35 0022	ITSI Funda: Supporting Change Building 35 0005	Building 35 0004	Higher Ed Partners Building 35 0027	Building 35 0001	Building 35 0017	Building 35 0018
15:45	<p>Van Diemel, R Military Academy</p> <p>"Propelled towards academic success" investigating part-time military students' ability to master the high waves of blended learning: The military academy</p>	<p>Baron, P Sibeko, J UJ</p> <p>Overcoming Obstacles to Cross-Disciplinary Research at South African Public Universities</p>	<p>Sesheba, L Wits</p> <p>Exploring the value add of high school learners participating in community engagement projects: The case of the Targeting Talent Programme</p>	<p>Cronje, A † Emekako, R Strydom, E Drummond, H NWU</p> <p>Dance or drown: using a faculty-based development model to transform teaching and learning for improved quality</p>	<p>Gildenhuys, S Williamson, C Odendaal, E UNISA</p> <p>Surfing the rugged seas of research on a crest of chaos</p>	<p>Shuping, C Setilo, T UFS</p> <p>Advising as a surfboard to flow with the ever changing waves</p>	<p>Scholtz, D CPUT</p> <p>Extending knowledge boundaries: The challenges of developing Postgraduate Diplomas within a University of Technology UoT context</p>
16:10	<p>Tshuma, N RU</p> <p>Beyond barriers and resistance: The impact of the teaching/ research tension on educational technology practices</p>	<p>Muhuro, P UFH Mgqwashu, E RU de Wet, T UJ</p> <p>Enhancing rural student learning and Success through Multimodal Participatory Research in South African Higher Education</p>	<p>Foxcroft, C Webb, T Neale-Shutte, M NMU</p> <p>Factors influencing non-completion of final year undergraduate university studies: Implications for teaching and learning</p>	<p>Schendel, R University College London</p> <p>The crucial role of faculty teaching orientations in pedagogical reform: Evidence from Ghana, Kenya and Botswana</p>	<p>Mhakure, D UCT</p> <p>Using a research tutorial as a training strategy of choice for tutor professional development in an undergraduate course</p>	<p>Billings, A Motsisi, C Wits</p> <p>Exploring Peer Mentorship in an educational context and its effectiveness within transformative teaching and learning: Systematic Review</p>	<p>Fernandes-Martins, M Koetaan, M NWU</p> <p>Surfing on the waves of change: The process of redesigning an induction programme</p>

16:45

INTERACTIVE POSTERS #2

Building 35 Foyer

*refer to end of programme for list of posters

17:30

Networking event: Culture Evening

Nelson Mandela University Mandela Shirt

Thursday 22 November

07:00-08:30 Registration Building 35

PLENARY

Building 1: South Campus Auditorium

08:15 Opening

08:30 Keynote

Prof Chrissie Boughey

Rhodes University

Academic Development: Where to now?

09:30-10:00 Refreshment Break Building 35

PARALLEL #4

	Building 35 0022	ITSI Funda: Supporting Change Building 35 0005	Building 35 0004	Higher Ed Partners Building 35 0027	Building 35 0001	Building 35 0017	Building 35 0018
10:00	Makina, A Cetywayo, NM UNISA Managing the quality use of podcasts in HE open distance and e-learning environments	Batchelor, BL Chetty, N UFH Transformation of South African Clinical Legal Education through Alternate Dispute Resolution	Mavunga, G UJ After crossing the Rubicon: a critical realist analysis of UJ students' experiences of the transition from extended to mainstream diploma programmes	Champion, E Olsen, A NMU The Nelson Mandela University Teaching Enhancement Programme (TEP), as a responsive strategy to the DHET Framework for Enhancing Academics as University Teachers	Beyleveld, M Pearson De Villiers, R. Fraser, W UP The use of active learning strategies to accommodate different learning preferences among students in a private higher education institution	Dison, L Ganas, R Wits Teaching and learning conversations beyond the PGDip classroom	Daweti, B Peté, M DUT Human Resource students create videos: authentic learning design to promote self-directed learning in large classes
10:25	Govender, R UWC Developing and justifying a generalization within a Sketchpad context	Sefela, G NMU Challenges for a novice lecturer in curriculum relevance and pedagogical approach to Environmental and Commercial Law service modules	Immelman, S UP "It joins the dots": students' experiences of concept mapping in an extended programme course	Hlengwa, A RU Discourses underpinning teaching development in the New Generation of Academics Program	Manzini, M UCT On the employment of Visual External Representation Heuristics during Mathematical Problem-solving: An exploratory study of extended degree students in an undergraduate Quantitative Literacy course	Rabodiba, D Mogamedi, K Mandiwana, T Mohale, A Ngubane, S Netshidzivhani, V Sibuyi, E UL Repositioning of teachers for optimum learning at a historically disadvantaged university	Symposium Höppener, M UFS McLean, M Nottingham Walker, M UFS Muhuro, P UFH Mgqwashu, E RU de Wet, T UJ Cont...

PARALLEL #4 *continued*

	Building 35 0022	ITSI Funda: Supporting Change Building 35 0005	Building 35 0004	Higher Ed Partners Building 35 0027	Building 35 0001	Building 35 0017	Building 35 0018
10:50	<p>Du Plessis, N De Villiers, K NWU</p> <p>To cheat or not to cheat: An insight into alternative assessment methods in a NWU BA communication exam room</p>	<p>Hudson, L Engel-Hills, P Winberg, C CPUT</p> <p>Threshold concepts: Making waves of change in a first year curriculum</p>	<p>Southway-Ajulu, F Khomo, T NMU</p> <p>Higher Certificate qualification as a new access pathway into University</p>	<p>Extended paper</p> <p>Behari-Leak, K UCT Vorster, J RU Chitanand, N DUT Ganas, R WITS Monnapula-Mapesela, M CUT Makua, J TUT Toni, N NMU</p> <p>Confronting common-sense induction practices as professional developers</p>	<p>Jansen van Vuuren, M Van Niekerk, E NWU</p> <p>Dipping toes in the waves of fully online Short learning programmes: Ensuring faculty success</p>	<p>Asfour, FM Ndabula, Y Chakona, G Mason, P McKenna, S Oluwole, DO RU</p> <p>Beyond Multilinguality: Unpacking academic voice in writing groups</p>	<p>Symposium <i>continued</i></p> <p>Höppener, M UFS Walker, M UFS McLean, M Nottingham Muhuro, P UFH Mgqwashu, E RU de Wet, T UJ</p> <p>Using lifestory, photovoice and multi-modal participatory approaches in researching access to, participation in, and outcomes of university learning for low-income youth</p>
11:15	<p>Sefalane-Nkohla, P Mtonjeni, T CPUT</p> <p>Defining socio-cognitive support: Affordances of writing centre-student counselling collaboration for student achievement</p>	<p>Hiralaal, A DUT</p> <p>Playing with numbers: Arts in accounting pedagogy teaching</p>	<p>Von der Heyden, B SU</p> <p>Near-peer video learning enhances student engagement with geological knowledge</p>	<p>"no session"</p>	<p>Bogatsu, L Khumalo, Z NWU</p> <p>Bridging the gap between technical and non-technical developers</p>	<p>Ndebele, C SMU</p> <p>Nurturing research capacity among emerging academics through mentoring: Reflections from a pilot</p>	<p>"no session"</p>
11:40	<p>Slabbert-Redpath, J Strydom, E. Leendertz, V NWU</p> <p>Responding to the waves of change: The role of CTL to enhance teaching and learning</p>	<p>Yassim, K NMU</p> <p>Amabali Ethu Aphilisayo: Decolonising curriculum and praxis through life righting</p>	<p>"no session"</p>	<p>"no session"</p>	<p>Healey, T Grayson, D Kizito, R Wissing, G</p> <p>Reflections on a pilot project to support academic staff at Wits University to develop curricula</p>	<p>Van den Berg, D Geldenhuys, Y Pool, J NWU</p> <p>Exploring diversified categories of teaching and learning awards and recognition structures in Higher Education to contribute to organizational transformation</p>	<p>"no session"</p>

12:05-13:00 **AGM**

Building 123, Lecture Theatre 1

13:00-13:45 **Lunch**

Building 123 Foyer

PARALLEL #5

	Building 35 0022	ITSI Funda: Supporting Change Building 35 0005	Building 35 0004	Higher Ed Partners Building 35 0027	Building 35 0001	Building 35 0017	Building 35 0018
13:45	Combrink, HMVE UFS Statistical moderation: An additional tool for the standardisation of marking large class assessments	Roos, A Currie, B. Fincham, R NMU A role-play simulation of the fire disaster of June 2017 from the Knysna region of the Western Cape	Matthews, R Naidoo, N CPUT Learner engagement: expectations, impediments to, and enablers for success in undergraduate emergency care education	Nsibande, R Mazibuko, N Wits Reframing evaluations of teaching: Creating space for supporting professional learning and transforming teaching practice	Loots, S Strydom, F UFS Developing university teachers through engagement in scholarship: Lessons from the LSSE	Yassim, K Mapasa, T Dyanti, T NMU Reflexive encounters and critical conversations: Possibilities for a humanising pedagogical praxis in post-school classrooms	Skead, M SU What is agency and why is it necessary for curriculum innovation and equity?
14:10	Makiva, M Ile, I UWC Critical assessment of public administration curriculum: Decolonizing scholarship of teaching and learning, post-colonial South African University	Ditsele, R Nesamvuni, PT TUT A critical reflection on assessment practices: A case study on undergraduate programmes at a South African University of Technology	Wisker, G University of Brighton Developing successful academic writing and publishing careers	Fourie, M NWU Simultaneous impact of juxtaposed learning theories on learner information processing ability for cognitive growth and development: Towards transformation in higher education	Clarence-Fincham, J Kizito, RN Wits Engaging with a programme in the scholarship of teaching and learning at Nelson Mandela University: staff responses, current challenges and suggestions for future change	"no session"	West, NJ Wits Visualising journeys through an engineering curriculum

14:40 SIG ENGAGEMENT PLENARY

Building 123, Foyer

Engaging in dialogue for creating a more responsive and engaged organisation through a theory of change approach

15:40-16:00 Refreshment Break

Building 35

	Building 35 0001	Building 35 0004	Building 35 0005	Building 35 0017	Building 35 0018	Building 35 0027	Building 123 L2	Building 123 L1	Building 123 L3
16:00-17:00	Foundation SIG	Tutor, Mentor & SI SIG	Reflective Practitioner SIG	Technology Enhanced Learning SIG	Professional Development SIG	Writing Centre SIG	First Year Experience SIG	Southern African Universities Teaching and Learning	Teaching Advancement at University (TAU) Fellowships Programme

18:30 for 19:00 Gala Dinner

The Tramways Building

Kindly follow the [link](#) for additional information on and directions to The Tramways Building



HELTASA CONFERENCE 2018
PROGRAMME

Friday 23 November

07:30-08:00 Registration *Building 35*

PLENARY CHE-HELTASA Teaching Excellence Awards *Building 1: South Campus Auditorium*

- 08:00 Engaging with awards criteria and excellence
- 08:30 Awardee presentations
- 09:20 Presentation of awards by the winners' DVC's/representatives and HELTASA Chair
 - Prof Alan Cliff (UCT)*
 - Prof Livingstone Makondo (DUT)*
 - Dr Melanie Skead (SUN)*
 - Prof Andrew Crouch (Wits)*
 - Prof Chrissie Boughey (RU)*

09:45-10:15 Refreshments & table discussions with award winners *Building 123*

Collaboratively Charting the Course for Learning and Teaching in Southern Africa

10:15 Topic table discussions *Building 123*

PLENARY *Building 123, Lecture Theatre 1*

- 11:30 Charting the Course for Learning and Teaching in Southern Africa
- 12:30 Closing

13:00 Lunch on the go & departure



HELTASA CONFERENCE 2018
PROGRAMME

INTERACTIVE POSTERS #1

**refer to Wednesday, 21 Nov for the poster slot*

Learning Analytics

- **Katiya, M** CPUT
Are South African academics prepared to teach diverse student population?
- **Raphela, F** CUT
The effect of video-based lectures on learning anatomy: a systematic review
- **West, J** UJ
Enabling student learning through constructive alignment

Transformative Teaching Development

- **Chabaya, O | Wadesango, N | Mohale, A | Hlungwani, C | Thosago, M | Chia, E | Mashala, M** Limpopo
Effects of professionalisation of teaching on pedagogical skills of academics as experienced by one Postgraduate Diploma in Higher education cohort group
- **Cilliers, EJ** NWU
How to become an "Olympian" in the academic world
- **Lazarus, L | Luckrajh, JS | Sookoo, C** UKZN
The use of drawings as a creative tool to express student perception of cadaveric dissection: The UKZN experience
- **Leonard, L | Stoltenkamp, J** UWC
Professional support staff claim their academic research identity
- **Makhanya, S** MUT
Exploring informal mentoring through a photographic exhibition of educational influences on becoming a university educator
- **Ravhuhali, F | Masehela, LM | Marhaya, L | Mutshaeni, HN | Pataka, HM** Venda
I am a reflective teacher': Lecturers' reflections of student evaluations on their teaching practices
- **Verster, B** CPUT | **van den Berg, C | Collett, K** UWC
Creative meaning making through a multimodal exploration in professional academic development
- **Wadesango, N | Chabaya, O** Limpopo
Promoting the interplay between teaching and research in the university and the role of the academic developer

Curriculum and Career Pathways

- **Garraway, J** CPUT
Using change laboratories in improving work/university Articulation
- **Pillay, AM** UJ
Entrepreneurship for South African Universities of Technology
- **Ruggunan, S** UKZN
Decolonising management studies? An autoethnography
- **van Aardt, P** UFS
Decolonising the curriculum: A creative and practical approach

INTERACTIVE POSTERS #2

*refer to Wednesday, 21 Nov for the poster slot

Student Access & Success

- **Archer, V | Ogle, M | Pentz, R** CPUT
'Uber'-ing extended curriculum programmes into the 2020's: An integrated approach to teaching using past (since 2005) and future initiatives
- **Arendse, R | Paleker, P** UWC
A wave of change or sinking ship: Are students receiving the necessary financial support from the NSFAS to be academically successful?
- **Chabaya, O | Mashinya, F | Thosago, M | Mbita, Z** Limpopo
Understanding student usage of off-classroom notional hours: A case of Faculty of Science Students at the University of Limpopo in South Africa
- **Mkonto, N** CPUT
Responding to first year students' needs through collaborative training of peer mentors
- **Mohale, A | Hlungwani, C | Wadesango, N | Chabaya, O** Limpopo
The effectiveness of Supplemental Instruction in promoting a teaching and learning agenda at a rural-based university
- **Munienge, M** WSU
Blackboard or WhatsApp: Which space to share?
- **Mutheiwana, MB | Sharp, K** VUT
Predicting Generation Y students' attitudes towards advertising on virtual learning environments at a South African University of Technology
- **Sehlapelo, H | Maroga, M** UP
Exploration of first year orientation feedback to gain understanding of waves of change in the students' transition journey
- **Setenane, RV** UFS
Developing Sotho terms and concepts for a bilingual Sotho-English art and design e-dictionary
- **Simelane-Mnisi, S | Mji, A** TUT
Live interactive teaching in the flipped classroom: Promoting 21st century skills and assessment for learning to improve pass rate
- **Stoltenkamp, J | Sibanda, M | Kies, C** UWC
Professional support staff plays a key role in student retention in a HE setting

Leadership

- **Madzimure, J** VUT
Higher education leadership practices and challenges in a changing world: The case of Vaal University of Technology
- **Moleko, G** UNISA
Migrating from print to blended delivery: Experiences of instructional designers at Unisa
- **Tekane, R | Louw, I | Muller, J** UP
Resilience: Riding the waves of teaching in a changing world
- **van der Westhuizen, P** NWU
We are in a state of flux: Assessing the leadership style of support staff managers and how they will navigate the future

Higher Education Pedagogies

- **Benadé, P | Ngwenya, S | Lesang, L** NWU
Nursing students co-create a humanizing pedagogy by spending quality time with older persons
- **Ditsele, R | Nesamvuni, PT** TUT
Assessment practices review: Exploring perspectives in undergraduate curricula at a South African University of Technology
- **du Plessis, N | de Villiers, K** NWU
Co-teaching: A scholarly approach to address lecturer collaboration in the university classroom
- **George, RE** UWC
Switching a familiar dance partner to initiate a tidal wave of change
- **Hlabane, S | Pachagadu, S | Petelele, N | Malgas, A** Wits
Academic staff induction programme: a holistic blended learning approach to professional development at Wits
- **Hugo, C | Morris, A** CPUT
Narratives of disruption: Reflecting on lecturer identities and implications for practice in a Design extended curriculum programme
- **Mostert, C** NWU
The integration of an interactive software platform to re-invent teaching and learning strategies in entrepreneurship education
- **Pather, S | Wilson, V** UWC
Bachelor of Oral Health (BOH) tutors use of semantic waves to guide student learning
- **Timm, D | Gonsalves, N | Obaje, T** DUT
Engagement with Humanizing pedagogy for holistic learning of First-Year Students: Sharing lived experiences of implementing General Education

S O C I A L E V E N T S

Welcoming Cocktail

NOV | **20** | 2018

theme: en blanc

17:30 for 18:00 | Willows Resort, Marine Drive, Port Elizabeth

CULTURE EVENING

21 NOVEMBER 2018 ▶ 17:30

Venue: Mandela Shirt

Gala DINNER

THURSDAY
NOVEMBER 22
18:30 FOR **19:00**

TRAMWAYS BUILDING
16 Lower Valley Rd, South End

Theme: Fifty shades of blues

Dress code: Semi-formal

CULTURE EVENING BACKGROUND

AMABALI ETHU APHILISAYO (Our Healing Stories)

This 'alternative presentation' is a collaboration between Dr Kathija Yassim (Faculty of Education) and Mr Gareth Williams (Music Department).

This performance medley of short stories both spoken and musically performed in an event that brings it to life, is best described by a sentence in Veronique Kapp's short story entitled "An Abstract Word Work." She writes: "An entwined journey of life, a tapestry of dates, memories, milestones, people presence interspersed with blank spaces – an abstract work of word art in progress." Through an evening of sharing we invite you to engage with Education's Big Questions through the lens of life righting. This is an approach that personalises and brings a depth of meaning making to theoretical and philosophical constructs in ways that allow an infusion of aspects of histories, realities and indigenous knowledges that bring an African conversation to higher education. As you listen and see the performances through the author's voices or through the sound of words or music the fall upon your ears you will indeed have the privilege of being connected intimately to the profound human experience of another. We invite you this evening into our story circle not only to listen, but to speak. Voice matters, stories matter, they are pathways to connecting the soul.

Public Art at Nelson Mandela University

"Public art plays an important role in the academic community, fostering critical thinking, inspiring creativity, and pushing viewers to move past the tangible knowledge into that which can only be conceived through a process of deeper engagement and thought" - Nelson Mandela University Arts and Culture director Michael Barry

Madiba Shirt Public Art Sculpture

The "Madiba" shirt was popularised by former president Nelson Mandela, who received

a batik silk-printed shirt by designer Desré Buirski. The shirt was first worn by the then newly elected president at the dress rehearsal of the 1994 Opening of Parliament. Mandela wore this style of printed shirt many times and it fondly became known as the Madiba shirt.



On the same day the Beyers Naudé Garden of Contemplation was opened, students unveiled a giant sculpture titled "Madiba Shirt", as part of a public art initiative, run by Nelson Mandela University's Department of Arts and Culture.

The concept

The Madiba shirt sculpture is a tribute to Nelson Mandela, whose name the university proudly bears. The design was the brain-child of Mary Duker, the Director of the School of Music, Art and Design. It was further developed by Mary and Nelson Mandela University Studio Arts lecturer Bianca Whitehead with the intention of applying a community of practice approach to the process of making it. Both undergraduate and postgraduate students were involved.

The shirt was conceptualised to be:

- The centre-piece in a student gathering place, and a constant and inspirational reminder of the values embodied by the African leader.
- A beautifully crafted form, made up of a welded armature supporting wire work, and a skin of richly coloured tiles, which spell out Nelson Mandela University's values.
- A celebration of being African
- A memory of the softly sloping shoulders of a leader
- A visual representation of the Nelson Mandela University values.

The form

In its final form the shirt stands 2.8 metres high, on a concrete plinth. The basic structure is made out of C3R12, a hardy specialist metal. Hundreds of glazed ceramic tiles, suspended in a patterned wirework of squares make-up the "fabric" of the shirt. The blue and white tiles spell out Nelson Mandela University's value words in a series of horizontal and vertical bands. The sculpture, which took many months to complete, is located on a large open grass area opposite the east entrance to the main building on South Campus.

The creative team was made up of Mary Duker, Bianca Whitehead, Roland Luders and Nelson Mandela University arts students Jonathan van der Walt, Mellaney Ruiters, Michelle Luyt, Sarel Venter, Amos Ragophala, Michelle D'Urbano, Isso Jafta, Nadia van der Merwe and Jessica Hanson

“Thank you for everything you have done and the sacrifices you have made for our beloved country” - Designer Desré Buirski’s note (accompanying the shirt given to Nelson Mandela in 1994)

Adapted from: Our Public Art Legacy Launch Booklet



Among the large crowd watching the unveiling of the “Madiba Shirt” sculpture were (from left) Former President Thabo Mbeki, Mandela University Vice-Chancellor: Prof Sibongile Muthwa, Kagiso Trust Chairperson Rev Frank Chikane; Deputy Vice-Chancellor: Research and Engagement Prof Andrew Leitch. Thabo Mbeki Foundation CEO Max Boqwana and Thabo Mbeki Foundation Researcher Mukoni Ratshitanga.

NELSON MANDELA
UNIVERSITY

Celebrate
#MandelaAndMe
2018

Share your happy snaps/ photographs on social media using the hashtag #MandelaAndMe

@MandelaUni
Twitter, Facebook and Instagram



C H A I R S

The conference committee would like to thank the following chairs who have agreed to assist during the 2018 HELTASA conference.

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Dr Kershree Padayachee
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The conference organising committee wishes to thank the following reviewers, who participated in the double blind abstract review process for the 2018 HELTASA conference. Thank you for your support, dedication, and swift feedback in the review process.

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2018 REVIEWERS

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41	Dr Amanda Werner Amanda	Nelson Mandela University

ABSTRACTS

HELTASA CONFERENCE 2 0 1 8

Decolonising the curriculum: A creative and practical approach

van Aardt, P

University of the Free State

Rhythm: Responsive Curricula, and Curriculum and Career Pathways Session type: Poster presentation

The Initiative for Creative African Narratives (iCAN) is a project of the University of the Free State's Unit for Language Development (ULD) within the Centre for Teaching and Learning (CTL) aiming to empower students to help themselves and, in the process, allow us to use our resources to improve our academic offering. The project is driven by third stream revenue, obtained from the Andrew W. Mellon Foundation. iCAN aims to drive the decolonisation of content by sourcing young, unique and local stories from our students that will reflect the experiences of the youth of South Africa, as well as utilising and contributing to the domain of Open Educational Resources created by local academics and experts. The goal of the creative narrative component of the iCAN is to develop the students' and learners' writing abilities, while the sourcing of Open Ended Resources (OER) will feed into the development of students' and learners' reading abilities. iCAN is a response from the ULD to the ever-increasing question of – and need for – a decolonised curriculum. As part of the first year Academic Literacy course at the UFS, students are required to read at least eight graded readers per semester to fulfil the course requirements. 1 Currently, these booklets are summarised versions of classical and popular fiction, of which the vast majority were created in Europe or the United States. The number of students enrolled for the first year Academic Literacy course in 2018 exceeds 9 000. Therefore, the narratives that the students absorb are dominated by western cultures. This should change. South African students need to read local narratives in order to learn about each other and from each other in spaces in which alternative perspectives embrace. At the CTL we have been struggling with problems like: having too few books for the students to read, that the budget to acquire more graded readers is inadequate, and the fact that these stories are Western-centric. iCAN is an answer to all three of these issues. For the HELTASA 2018 conference I propose to present an overview of how this initiative is practically implemented, as well as reflect briefly on the successes we have reached during iCAN's inaugural year.

Navigating curriculum implementation: The experiences of ECP lecturers in a Public Administration and Governance diploma

Alexander, M

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Cornelius, A

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Schultz, R

Cape Peninsula University of Technology

Coleman, L

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Rhythm: Responsive Curricula, and Curriculum and Career Pathways Session type: Practitioner presentation

In 2016 the department of Public Administration and Governance (PAG) at Cape Peninsula University of Technology (CPUT) embarked on an ambitious curriculum revision exercise: it sought to redesign its existing 'Extended' model of its extended curriculum programme (ECP) to a fully foundational model (DHET, 2012). This curriculum development process represented an opportunity for fundamental curriculum change, driven by the need to offer a more responsive and inclusive teaching and learning environment for its ECP students. Additionally, a central tenet of this curriculum design process was its attempt to inclusively support and guide the ECP lecturers teaching on the programme to envisage and develop their own curriculum. This presentation offers a review of the lecturers' developmental trajectory as they participated and engaged in this curriculum design process. A key starting point for this process was the recognition of and need to address the 'articulation gap' (Scott, 2013), thus ensuring that the new curriculum would be responsive to the needs of students enrolling in the PAG diploma. In our presentation we will provide an overview of the 18-month curriculum design process and highlight how a detailed needs assessment and student profile anchored our curriculum decision making. We will also offer insights into the realities of implementing the new curriculum in 2018. Our discussion will raise some of the specific administrative, logistical and infrastructural constraints we are encountering. We suggest that these challenges present specific threats to the pedagogic integrity of our planned curriculum. We also describe our attempts to traverse these challenges, while noting how our implementation experiences shed light on some of the contextual and structural impediments all lecturers in the contemporary South African university sector face. Our implementation challenges also raise questions about the kinds of institutional support and resources required to affect transformation ideals.

‘Uber’-ing extended curriculum programmes into the 2020’s: An integrated approach to teaching using past (since 2005) and future initiatives

Archer, V

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Rhythm: Student Access and Success

Session type: Poster presentation

Keywords: integrated first year experience, case study, shared skills, communication skills, renewal, personal belief system, group work, co-operative learning, peer help, field trips

It is critical that South Africa remains relevant and ready, regardless of restricted resource allocations and deteriorating capabilities due to the costs of the #FeesMustFall (FMF) activities over the past three years. The South African engineering theatre needs to renew itself to prepare for the challenges in 2020 and beyond, and expand in order to stay relevant, not only in the form of internal requirements, but also as far as the Engineering Council of South Africa (ECSA), the institutional, national and international arenas are concerned. The concern about the high attrition rate of under-prepared first generation learners in engineering nationally remains a high focus. This paper explores 13 years of initiatives implemented at an Extended Curriculum Programme (ECP) in an engineering department at the Cape Peninsula University of Technology (CPUT), Bellville, Cape Town, to determine what the force is that determines what our first entry learners into higher education try or fail to try to accomplish in their first year. Our experience of working with the extended first year learners shows that one of the major contributing factors is their beliefs at the start of their first-year experience journey. This will be examined in addition to the ability to solve and interpret the results of engineering problems in electrical engineering, which is one of the key problem areas. Learners must be able to prove their understanding of materials learnt by showing their ability to synthesize, to think critically and analytically. These higher order skills must be developed during the formative academic activities, and especially during the first two semesters. This paper gives a brief resumé of the profiles of first-generation learners enrolling for the undergraduate course in electrical engineering, and it examines an experiential approach towards helping them to acquire the skills needed to be successful. Actions taken to extend first year activities beyond the first term will be discussed, techniques used to emphasise developing technological literacy in first-year learners will be highlighted, and activities to stimulate critical thinking will be outlined. Illustrative examples will be given during the session. Conclusions with lessons learnt during the last thirteen years (2005 – 2018) will be shared, showing a road map of how to implement the “case study” and skill-based initiatives to be implemented in the second year of extended curriculum studies-

Additional background information for the adjudicating panel

INTRODUCTION: In Haitian culture, a person's belief in the deadly power of the witch doctor "pointing the bone" can indeed cause death. But the real killer is a sense of certainty — the belief — not the witch doctor. Recent research has shown that our education system, especially, on secondary level, has an overwhelming effect on the ground when learners enter tertiary education and also has a direct influence on the outcome of the throughput in engineering.

To ensure throughput of first-time learners in engineering, higher education practitioners must try to counteract the under-preparedness of entry level learners. We are convinced that this paper will stimulate important critical and creative discourse about higher education within the engineering theatre, serving not only vocational imperatives, but also the public goodwill, especially in terms of social justice and diversity.

Governments the world over allocate time and resources for the higher didactical levels in education during transformation, and focus on more ill-conceived pressing priorities, neglecting the entry level processes of tertiary education. The initiatives we implemented over the past 13 years clearly illustrate support of this intent.

Given the historical and political background of South Africa, most of the black learners will be under prepared when enrolling for the undergraduate course in electrical engineering. The schooling system of the majority of these learners was of such a nature that many were not exposed to the areas of study chosen for tertiary study. Many of our black learners are still, after 24 years of democracy in South Africa, first generation learners which imply that parents are unable to offer the necessary emotional and intellectual support so important to the new learner. This is an international phenomenon (Clark and Crawford, 1992).

The advantages and disadvantages of the use of group work, co-operative learning, incentives, the use of tutors, and extending first-year initiatives beyond the first semester are presented. The details of the implementation of the programme are discussed, including the "first lecture" activities, which include a unique system whereby the learners take ownership of the syllabus, the use of peer help during tutorial and practical sessions, group discussions and field trips. Curriculum experts recognised the need for communication skills and computer skills in engineering qualifications. Communication skills, in particular, are intended to assist with writing reports and doing presentations. However, in the Department of Electrical, Electronic and Computer Engineering (DEECE) at the Cape Peninsula University of Technology (CPUT) there is growing support being offered to learners who wish to become technicians or engineers. There has been an increasing awareness in industry of the need for certain shared skills in careers as present day learners will face completely new challenges by 2020. The focus in communication skills in the faculty of engineering at CPUT has been to identify the need for skills and then to grow the confidence of students to speak in public as well as to read for enjoyment, allowing them to absorb the necessary language skills to write reports, before looking at academic literacy.

A wave of change or sinking ship: Are students receiving the necessary financial support from the NSFAS to be academically successful?

Arendse, R

University of the Western Cape

Paleker, P

University of the Western Cape

Rhythm: Student Access and Success

Session type: Poster presentation

Amidst the current higher education changes and transformation in South Africa and the announcement of Fee Free Higher Education as of the 2018 academic year, this paper aims to report on aspects of a larger study which investigates whether or not the National Student Financial Aid Scheme (NSFAS) enables first year student learning, academic success and progress. The rationale behind this study lies within the firm belief of the researchers in that students need to be supported both financially and academically in order to be active independent students who are able to perform academically and succeed. The study will examine the responses and actions of a cohort of first year students at a historically black higher education institution (HEI) in South Africa during the academic year of 2018. The objective was to determine if students are fully equipped financially to be academically successful and progress during the current academic year with the support of the NSFAS. A mixed-method research design approach was used, a questionnaire was distributed, and interviews were conducted to understand the students' view of the current situation.

Learning to learn: A study of children's language and literacy development in a marginalised community in Port Elizabeth

Armstrong, M

Rhodes University

Boughey, C

Rhodes University

Rhythm: Student Access and Success

Session type: Oral paper

The so called 'language problem' has been a central concern for those working in Academic Development (AD) for decades. The South African context is of particular interest in that, although there are eleven official languages, English and Afrikaans are still 'privileged' in that they have historically been recognised as the languages of learning and teaching in the country. As a result, language development has often focused on the teaching of the forms of

these languages. Over time, many researchers in the field of Academic Development have challenged such common-sense assumptions about what is needed to address students' language related experiences in education.

It is obvious that language development begins from the very early years as this is when children learn to speak. The nature of that development has also been researched over time. For example, Cummins (1983) identified a Common Underlying Proficiency (CUP) underlying all manifestations of language use. The development of the CUP begins from early childhood. Once this proficiency has been developed it becomes available to multiple languages. Elements of this CUP would include the ability to describe, define and classify the world around us.

Theory and research developed in the field of New Literacy Studies (NLS) argue that literacy development also begins from a very early age, long before children ever formally learn to read and write. Research in this field is concerned with the ways in which language, and language related activities such as reading and writing, function to prepare children for and support them in schooling. From this perspective, literacy is understood as a set of social practices that are acquired in social settings over a period of time. This is opposed to more technical methods of understanding literacy, such as those focused on the encoding and coding of text.

Work on both language and literacy development would see the early childhood years as critical to the future of children, for it is here that the provision of epistemological access, understood as access to the dominant ways of knowing privileged in education, begins. To this end, this paper draws on a piece of ethnographic research conducted for the purposes of a doctoral degree, looking at children in a marginalized community in Port Elizabeth. The study of the way these children develop literacies and language within their home context shows how social and economic conditions such as poverty have impacted on their development in profound ways.

This paper will draw on data from the study to support theoretical work which has long interested AD practitioners. As far as we are aware, such data generated in South Africa has not been available widely until now.

The paper responds to the Student Access and Success rhythm as it argues that the means to access and succeed in higher education begins long before students even think about a higher education. It also provides insights which can inform the practice of many working in the area of student access and success.

Beyond Multilinguality: Unpacking academic voice in writing groups

Asfour, FM

Rhodes University

Ndabula, Y

Rhodes University

Chakona, G

Rhodes University

Mason, P

Rhodes University

McKenna, S

Rhodes University

Oluwole, DO

Rhodes University

Rhythm: Transformative teaching development across the academic career trajectory

Session type: Oral paper

While the imperative to decolonise institutions of higher learning has been taken up by universities in South Africa, less work has been done on the ground level to demonstrate the shift towards scholarship that does not render non-European epistemologies inferior. In an attempt to keep up with the rapidly diversifying academic space, Rhodes University implemented Writing Groups as platforms which provide support for postgraduate students. Writing groups, also known as writing circles, are peer-led spaces where students meet weekly to read and comment on each other's work, thereby affording enhancement in writing practices. In the context of colonial settler societies, academic literacy is not only based on the specific academic discipline, but also on the respective colonial language. However, knowledge depends on languages spoken in the social context of research, which renders the question of multilingualism more complex and multi-layered. In fact, students whose first language is not colonial face the double bind of having access to contextual knowledge through Basic Interpersonal Communicative Skills (Cummins 1980) while acquiring Cognitive Academic Language Proficiency of a colonial language, as well as facing inherited privilege and entitlement (Gaztambide-Fernández 2009). Multilingualism in our society is indispensable as it relates to one's social status, identity, consciousness and philosophy. According to Bernstein (1996), education is not only about knowledge acquisition but also the "formation of consciousness and identity of learners" (Moore et al 1998:13). In South Africa, the call for the decolonization of university curricula shifts the focus to home languages as Languages of Learning and Teaching (LoLT). And while the question of epistemological access (Morrow 1992) is based on a far more complex framing of academic voice, African languages have been successfully implemented as languages of tuition (Ramani & Joseph 2014). Furthermore, Rhodes University's first Doctoral thesis published in 2017 in isiXhosa, proved that the proliferation of multilingualism in higher learning seems imaginable. On this background, the paper will draw from the academic writing practices of mono- and multilingual

Writing Circle facilitators at Rhodes University, focussing on self-translation and translanguaging as practices in developing an academic voice. To achieve that, the authors will employ a self-reflective approach to researching the role of self-translation in academic writing, such as language biography writing (Busch et al 2006). This reflective practice aims not only to unlock the habitual uses of language as voice by reflecting on habitual and socially expected code switching, use of different registers and repertoires, but also to unpack unexpressed attitudes and silent expectations towards achieving academic literacy. Furthermore, as de Kadt and Mathonsi (2003) point out, the focus of academic research and scholarly reflection shifts towards complex discursive formations of identity. We argue that academic voice can be unlocked in multi-lingual writers through self-translation and translanguaging as processes which necessitate experimental self-reflection of the habitual practice to effortlessly shift between the personal and the professional in academic writing. Accordingly, we aim to activate these and further personal practices of developing a multilingual voice, not only as tools for Writing Circle facilitations, but also to challenge habitual monolingual academic identities. By drawing from these writing exercises, this paper aims to explore contemporary multilingual academics; layered geo- and body-politics of knowledge. It will pay utmost attention to the needs raised by postgraduate students with special concerns on how multilingualism and diversity affect their overall sense of wellbeing at Rhodes University. Focusing on multilingualism and diversity as opportunities rather than obstacles, it will reflect on insights obtained so far from Writing Circles Facilitators at Rhodes University, so as to propose recommendations on possible exercises for writing circles.

Academic surfers in the development sea: The role of pedagogy of discomfort

Barnard, M

Stellenbosch University

de Villiers, M

Stellenbosch University

Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Oral paper

Student led protest movements in African higher education has led to a heightened interest in programme renewal. These movements, such as #FeesMustFall and #RhodesMustFall, have created seminal moment for contextual change within higher education. As Achilles Mbembe rightly states, these movements have once again brought attention to the “anachronistic” nature of many South African universities and their “Westernized” curricula, which leads to a “detachment of the known from the knower” (2016). This has served to highlight the importance of the student voice and the need for a drive to involve students in a programme renewal process as “craftsmen and craftswomen who take more responsibility and ownership in terms of what the curriculum entails and how it is delivered” (Van der Merwe & Schoonwinkel; Hubball 2017). Although current discussions within higher education seem to agree that the call for curriculum transformation is centred on this argument, what is meant in

practical terms differs widely. This is partly due to the difference in language (africanization vs decolonization, for instance) and the different approaches to programme renewal. Stellenbosch University, a South African, research-intensive university, is currently following a strategic approach to educational reform through the process of programme renewal. According to McLeod and Stenert (2015) a strong renewal team is needed to successfully drive curriculum renewal. At Stellenbosch University (SU), the role-players in the current strategic process of institution wide programme renewal driven by the Vice-Rector's office include lecturers, blended learning coordinators, vice-deans teaching and learning, teaching and learning advisors and librarians. Drivers for programme renewal can be summarised as quality assurance, response to contextual change and innovation (Rodger 2011). From focus group interviews conducted with faculty members during the research of Van der Merwe et al. (2017) it emerged that a clearer definition of programme renewal is needed within the university. Previously, developing graduate attributes facilitated a renewal of curriculum within universities. The 2013-2018 SU Strategy for Teaching and Learning identified various graduate attributes: an enquiring mind, engaged citizen, dynamic professional, well-rounded individual. The strategy called upon academics to be critical lecturers and respond with an engaging curriculum to foster these attributes which required many academics to reform their curriculums. Building on this type of engagement as a good starting point this paper aims to use the framework of "pedagogy of discomfort" (Boler and Zembylas 2003) in working with academic staff. Academic developers that act as change agents to facilitate programme renewal often have to engage lecturers in situations where it "asks not only members of the dominant culture but also members of marginalized cultures to re-examine the hegemonic values inevitably internalized in the process of being exposed to curriculum and media that serve the interests of the ruling class" (Boler and Zembylas 2003). This research aims to explore the identities of different academic staff (such as lecturers and developers) involved in a curriculum reform process and how this process can be framed through a pedagogy of discomfort that drives change towards more engaging curricula. The findings can serve as a valuable resource to academic developers in engaging academic staff in curriculum reform processes and can also serve as tool to assist strategic approaches to programme renewal.

Overcoming obstacles to cross-disciplinary research at South African public universities

Baron, P

University of Johannesburg

Sibeko, J

University of Johannesburg

Rhythm: Responsive Curricula, and Curriculum and Career Pathways Session type: Oral paper

With the increasing complexity in the modern world and the persistence of wicked problems (Rittel and Webber, 1973; Conklin, 2005), collaboration across diverse knowledge areas is an important step in reframing, addressing, and solving complex phenomena. Internationally,

there has been an increase in cross-disciplinary approaches to research owing to the high impact and societal usefulness emanating from these often-disruptive research projects. One of the requirements for undertaking cross-disciplinary research is collaboration across diverse academic disciplines, which is also one of the top three skills that employers require from university graduates. However, in the domain of higher education, the traditional university structures are set out in discipline-specific hierarchically organised divisions which are mostly rigid and do not readily cater for cross-pollination of academic disciplines. For example, in terms of teaching and learning, collaborative lecture halls are uncommon, yet if implemented could lead to sharing of resources, expertise, and framing of research problems in a manner that solutions to social challenges may be viewed from several perspectives within a single classroom. In the post-graduate supervision domain, cross-disciplinary research is also fraught with a variety of obstacles, including the difficulty of supervising a student's work which straddles different fields of research. Both authors have found that very little collaboration is happening in South African public universities – among academics across faculties and among students in both the undergraduate and postgraduate programmes. Faculties still work in isolation and students rarely get the opportunity to experience how academic disciplines relate and complement one another. In this research paper, several obstacles are presented which need to be overcome to unleash collaborative approaches to research. The authors delineate the often-misunderstood terms: multidisciplinary, interdisciplinary, transdisciplinary, and anti-disciplinary; thereafter they provide five obstacles that are challenging collaborate research initiatives. These obstacles include methodological challenges across academic disciplines; accreditation bodies; peer-review and supervision knowledge areas; faculty specific masters and doctorate funding; and university regulations or lack thereof. The authors propose methods for overcoming the challenges facing students and supervisors who would like to pursue cross disciplinary research.

Transformation of South African clinical legal education through alternate dispute resolution

Batchelor, BL

University of Fort Hare

Chetty, N

University of Fort Hare

Rhythm: Responsive Curricula, and Curriculum and Career Pathways Session type: Oral paper

The legal profession and the Council on Higher Education have questioned the quality of the law graduates produced by a number of Higher Education Institutions in South Africa regarding skills acquired by the graduates. It is alleged, by the profession, that legal education in its current form is focused on producing theoretical graduates who lack critical skills and client empathy. In addition to the graduate readiness challenge, the legal profession simultaneously faces imminent transformation with the commencement of the Legal Practice Act 28 of 2014. It is therefore evident that change and development in the manner in which

law students are prepared for practice through clinical legal education is required. This paper will explore the utilisation of Alternate Dispute Resolution in the legal clinic as a tool for skills transfer to students in order to prepare a holistic, empathic and skilled law graduate. Alternate Dispute Resolution has increased in utilization and popularity recently due to the voluntary court-annexed mediation rules included in Chapter 2 of the Magistrate's Court Rules in December 2014. However, the idea of community resolution of problems through simple structures is captured in history, pre-dating the colonisers from both the English and Dutch Empire and is encapsulated in the African principle of "ubuntu". Accordingly, introducing such a method of dispute resolution will not only decrease the case-load of our courts but will simultaneously subtly transform clinical legal education. Legal Education and Development South Africa has introduced a course training practitioners in court-annexed mediation.

Many law degrees have alternate dispute resolution or even just mediation as part of another offering and not as a stand-alone course, which raises the question as to the importance of alternate dispute resolution for law graduates and the consequent advantages and disadvantages of utilising this in the legal clinic, whilst providing clinical legal education.

Confronting common-sense induction practices as professional developers

Behari-Leak, K

University of Cape Town

Vorster, J

Rhodes University

Chitanand, N

Durban University of Technology

Ganas, R

University of the Witwatersrand

Monnapula-Mapesela, M

Central University of Technology

Makua, J

Tshwane University of Technology

Toni, N

Nelson Mandela University

Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Extended paper

Given the current national HE environment, it is more important now than it has ever been to critically theorise how new academics are prepared for the university classroom and to interrogate how curricula, pedagogy and assessment are conceptualised and actualised at

different institutional sites and what this means for increased levels of success for undergraduate and postgraduate students.

A new national collaborative project launched in 2018, called New Academics Transitioning into Higher Education (NATHEP), designed to offer capacity development opportunities to academic developers in relation to inducting new academics (NA) into their roles as teachers in higher education (HE), recognizes that the tide of teaching and learning is turning. Through a collaborative, consultative and inclusive process, professional developers will be engaged to initiate or enhance theoretically grounded induction programmes at their institutions, to address historical and systemic challenges, as well as to create conditions for a new cadre of academics who can respond to the pressing challenges of the current institutional and national contexts.

In this critical dialogue, we introduce the NATHEP project and reflect on how the steering committee of the project has begun to conceptualise and facilitate the initial phase of the project. As a team of NATHEP facilitators, we recognise that our diverse entry points into HE and academic development influence our practice in diverse, unique and unequal ways. The goals of the project thus have implications not only for participants' programmes at their respective universities, but for our own understanding of professional development as a social practice in the current context.

In this paper, we critically reflect on our own socialisation into the field and we identify the challenges that may emerge as a result of our own beliefs, values and orientations as staff/professional developers.

Drawing on Bhaskar's Seven Scalar Being (1996), we analyse how the project might enable us as participants and facilitators to confront and uncover our own biases, assumptions and pre-conceptions about inducting 'new' staff, by becoming 'unstuck' ourselves. Data generated through a dialogic and reflective process among the facilitators enable us to theorise and analyse our scholarly practice, in order to gauge how we may or may not be creating impulses for waves of change needed in the sector today. The intricate 'laminations' from the levels of self to cosmology offered by the Bhaskaran model provide a framework for us to raise deeper questions for the field of Professional Academic Development (PAD) in relation to the purposes of higher education today, especially in the context of heightened awareness of the need for critical social and cognitive justice.

Who we are counts: Inserting our personal and professional selves in organisational spaces

Behari-Leak, K

University of Cape Town

Merckel James, V

University of Johannesburg

Strydom, E

North-West University

Padayachee, K

University of the Witwatersrand

Ganas, R

University of the Witwatersrand

Masehela, LM

University of Venda

Rink, B

University of the Western Cape

Rhythm: Leadership to Respond to Complexity and Uncertainty in Novel Ways

Session type: Extended paper

Who we are in professional organisations is directly influenced by our personal and professional identities. Our organisational identities are shaped by our biographies and geographies, which influence our values, beliefs and aspirations, and our motivation and commitment to organisational development. We believe that the waves of change in higher education need to extend to professional organisations so that we do a different dance in the current context. To embrace more collective and collaborative rhythms, we think that organisational work needs to be re-imagined in terms of how academics embrace and enact their roles. More importantly, we need to re-think what conditions prevail that influence academics to take on their roles in ways that reproduce the status quo. In this panel session, members of the HELTASA executive committee reflect critically on the outcomes of a participatory learning and action process in which we explored our constructions of our individual, relational, professional and organisational selves. Drawing on the theoretical lens of Critical Professional Development (Kohli, Picower, Martinez and Ortiz, 2015) and Freire (1970), we focus on Dialogical Action, designed to provoke cooperative dialogue, build unity, provide shared leadership, and meet the critical needs of professionals. We analyse how our multiple identities influence our organisational work and how we exercise agency in fulfilling our commitments in higher education.

Nursing students co-create a humanising pedagogy by spending quality time with older persons

Benadé, P

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Ngwenya, S

North-West University

Lesang, L

North-West University

Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Poster presentation

The global aging population causes a steady increase in the number of older persons that need specialised nursing care (WHO, 2011:2; Fedele, 2015:20). At the same time, we experience a worldwide shortage of nurses, especially nurses that are willing to care for older persons (Fedele, 2015:20). Currently caring for older persons is an unattractive career-path for nursing students (Shen and Xiao, 2012:222). As part of their Community Nursing Science Practice Module (VPGP 171) first year nursing students at the North-West University (NWU) need to learn how to provide comprehensive care to older persons in the community. During Work Integrated Learning (WIL) students are placed at old age homes, private retirement villages and the Potchefstroom Service Centre for the Aged. During 2017, WIL was integrated with a community engagement project in order to reach applicable learning outcomes. The nursing students were divided into two groups and each group had to prepare a two-hour programme to make the older persons feel special and valued. One group had to present their programme to older persons at the Potchefstroom Service Centre for the Aged and the other group had to present their programme to the older persons in their homes in the community. At the Potchefstroom Service Centre for the Aged the older persons visited five different stations including a photo booth, a dancing exercise station, a hand and nail care station, a foot care station and a cupcake icing station. In the homes of the older persons the students talked with the older persons, played board games, listened to music, provided hand and nail care, foot care, pressure care and so forth, adjusting their activities to the individual needs of the older persons. The community engagement project provided a rich learning experience to the students. Students took responsibility for their own learning by designing the programmes for the older persons. During the interactions with the older persons, valuable lessons were learned. Ultimately, the learning experience contributed to reaching the applicable learning outcomes of the module. As a positive result, the older persons enjoyed the programmes and showed their support for similar initiatives in future. By spending quality time with the older persons the nursing students co-created a humanizing pedagogy as advocated by Salazar (2013:143).

Teaching design thinking to unleash the potential of graduates to become competent innovators in a digital world

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Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Practitioner presentation

Keywords: curriculum transformation, design thinking, design-based research, digital innovation

This paper will present a case study of a project that was collaboratively developed between industry and participants from two universities, using a design-based research (DBR) approach in a mixed-methods design. The aim of the project was to design and implement an innovative, research-led, design thinking framework to provide an authentic learning experience for students in Information Systems. The key design principles and overarching approach that was applied in the design of the project stemmed from the Information Systems education to the power of digital innovation (ISE^{DI} framework). The paper discusses the ability of design thinking to cultivate creativity and innovation because of the connection between innovation skills and design thinking elements, such as empathy, listening, collaboration and experimentation. It also discusses the advantages of design thinking to involve students in a process of collaboratively solving complex, real-world or wicked problems. Evidence of collaboration and teamwork, as well as the cultivation of empathy and social interaction within the rollout of the design process are further provided. The paper makes an important contribution in the design of responsive curricula, and curriculum and career pathways by providing design principles that support the social construction of knowledge, the use of real-world assessment criteria and technology affordances that can help students to apply 21st-century learning.

Exploring diversified categories of teaching and learning awards and recognition structures in higher education to contribute to organizational transformation

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North-West University

Geldenhuys, Y

North-West University

Pool, J

North-West University

Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Oral paper

The current structure of awards and recognition programmes lack diverse categories which limit academics in excelling in Higher Education (HE) teaching and learning. Literature confirms the lack of diverse categories for teaching and learning awards recognition structures in Higher Education (HE). Margaret Archer's social realism was utilized as an analytical lens in which the concepts of structure, culture and agency are employed to explore social contexts, in order to understand why things are the way they are at a certain point in time. In this study we view structures as the policies, procedures and processes that are available and enacted upon to enable organisational transformation. This study makes use of literature to benchmark current teaching and learning awards and recognition trends in HE. Furthermore, a qualitative approach is followed using focus group interviews with participants from various campuses. This paper aims to recommend additional rewards and recognition structures to recognise academics excelling in diverse teaching and learning contexts. This paper may serve as a framework for adopting diversified awards and recognition structures, contributing to organisational transformation.

The use of active learning strategies to accommodate different learning preferences among students in a private higher education institution

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de Villiers, R

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Fraser, W

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Rhythm: Higher Education Pedagogies for Sustainable Development Session type: Oral paper

In South Africa, the Department of Education via its South African Qualifications Authority (SAQA) mandates lecturers particularly at higher education level to deliver students that should be able to think critically and solve problems by the end of their undergraduate journey at any Higher Education Institution (HEI), irrespective of public or private (SAQA, 2012). This is further supported by the skill sets required by prospective employers (Adebakin, 2015; Carnevale and Smith, 2013; Ito and Kawazoe, 2015). Various HEIs have taken their own approach on how to develop these competencies in their undergraduate students. Literature specifically shows that active learning as a teaching methodology has been linked to the development of critical thinking and problem-solving skills (Kyounga, Priya, Land and Furlong, 2013; Tomey, 2003). Brandt and Lubawy (1998) support the use of active learning tools to teach problem-solving skills. This qualitative inductive case study focuses on understanding how different strategies used by lecturers in their lecture venue not only may play a role to facilitate active learning, but also accommodate different learning preferences students may have. Eleven lecturers from a private HEI in South African were purposefully

selected across three faculties based on their completion of a short three question questionnaire to identify their understanding of active learning and their experience (more than three years or less) in using it as a teaching strategy in their classrooms. Each lecturer was interviewed and recorded, transcripts were checked by them and then used for data analysis purposes. The findings include reference to the VARK inventory (Fleming, 1995) aiming to explain the interplay between active learning strategies identified in this study and student learning preference. This study hopes to provide insight in the current status of teaching in a private HEI in South Africa and the role of active learning strategies in preparing students for employment after graduation.

Multiculturalism in a Graphic Design classroom: A call for renewal of graphic design curriculum in a university of technology

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Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Oral paper

Keywords: multiculturalism, narrative multiculturalism, diversity, semiotics, graphic design

Graphic design is a learning area that relies on the use of visual representation of images and/or text to derive meaning. By its very nature, visual communication is vulnerable to an unintended array of misinterpretations because of the audiences' differing semiotic backgrounds. Thus, there is a need to equip students with the cultural awareness to design communication that is sensitive to the varying needs of their audiences. This study employs a case study approach with a view to interrogating issues of decoloniality in the graphic design curriculum. Data for this case study were obtained through participant observations, semi-structured informal interviews and document analysis. From a theoretical perspective, the paper draws on Vygotsky's (1978) socio-cultural learning to examine the role of culture in the teaching and learning of culturally diverse students, as well as Phillion's (2002) Narrative Multiculturalism, with a view to understanding the manner in which the narratives from the respondent students, lecturers and an industry expert offer guidelines for improving and reimagining the curriculum. The findings point to a lack of a cohesive and coordinated approach to teaching and learning, which in turn reflects a lack of sensitivity to cultural diversity in the graphic design.

Exploring peer mentorship in an educational context and its effectiveness within transformative teaching and learning: Systematic review

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Rhythm: Student Access and Success

Session type: Oral paper

Keywords: transformative teaching and learning, support, peer mentorship, higher education

This article will provide a systematic review of peer mentorship with an educational context. The term mentorship is usually applied broadly and thus this systematic review aims to establish definitions used in the educational context by looking at various definitions proposed in literature, globally. The primary research question that this systematic review seeks to address is how peer mentoring has been applied in the educational setting within transformative teaching and learning. The secondary research question addressed in this article relates to the effectiveness of peer mentorship in secondary and higher education within transformative teaching and learning. According to the Transformative Learning Theory, transformative learning is a process whereby learners draw on relevant experience, peer dialogue and self-reflection to adjust to calamities encountered in life. Transformative teaching is the process whereby transformative learning is facilitated. Although literature suggests transformative teaching and learning for a teacher-student dynamic, this systematic review suggests that peer mentors, and not just teachers, can facilitate transformative learning as well. As a method of data collection, the authors conducted a literature search on various search engines such as Google scholar, Google Books, SAGE, Science Direct, Research Gate, PubMed Central, EBSCO Host, JSTOR, ERIC, ProQuest Central and Psych Info. Findings based on the literature reviewed suggest that peer mentoring puts into effect human and social capital through drawing on relevant experience, peer dialogue and self-reflection within transformative learning, which is preceded by transformative teaching. Peer mentorship is also regarded as a form of intervention support that student programmes use to buffer poor student feedback; and address retention and attrition rates. The findings show peer mentoring indeed does foster transformative teaching and learning, and support as it has been recognized as best practice for higher educational success. Literature also reveals the need for various higher education institutions to put in place a mechanism which optimizes the support of peer mentors to uphold students. This review recommends that educational institutions should consider implementing peer mentorship as a mechanism to improve transformative teaching and learning through peer support.

Bridging the gap between technical and non-technical developers

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Practitioner presentation

Keywords: reading, computer-based, discipline specific

Tertiary institutions have introduced computer-based reading programmes to address the concern that students enter higher education institutions with inadequate reading skills (Bharuthram, 2012). However, most of these programmes have been designed for extensive reading and are insufficient to meet the demands of reading at tertiary level. An academic environment requires advanced reading skills that also enhanced cognitive abilities (including the ability to analyse, critique, evaluate and synthesise information from various sources). The study aims to gauge the association between technical (programmers) and non-technical developers (content developers). The aim can be achieved by an assessment of how projects' scopes are perceived by technical and non-technical developers, and by what communication barriers exist between programmers and developers. Given the shortcomings of existing programmes, the North West University embarked on an initiative to develop a discipline specific reading programme. The development process presented numerous challenges. Of these challenges, the study mainly focussed on the relationship between programmers and content developers. It addressed issues relating to scope creep for the programmers and non/technical barriers between programmers and developers. The study adopted a qualitative approach and data was collected through interviews with content developers and application programmers. The study found that the successful development of a discipline specific reading programme was reliant on the effective involvement and communication between various stakeholders.

Reflections on a pilot project to support academic staff at Wits University to develop curricula

Healey, T

Wits

Grayson, D

Wits

Kizito, R

Wits

Wissing, G

Wits

Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Under apartheid, South Africa had a history of using education to control access to knowledge, thereby marginalising the majority of its people. The Education White Paper of 1997¹ identified the need to explicitly transform higher education to align with the new values of a democratic South Africa. In 2008, as a result of concerns about the pace and extent of transformation in higher education, a ministerial committee was established to look into transformation. A key issue that emerged was the need for curriculum reform. The committee recommended that institutions initiate a review of their curricula, to ensure that graduates are prepared to meet the challenges of the 21st century, and can contribute to a participatory and economically vibrant democracy². The student protests in 2015 and 2016 brought to the fore another curriculum issue – the Eurocentric / western orientation of curricula in South African higher education institutions.

At the University of the Witwatersrand (Wits), curriculum renewal and improved facilitation of learning are key priority areas in its Learning and Teaching Plan 2015 – 2019. Curriculum is also a key priority of the national Quality Enhancement Project (QEP) of the Council on Higher Education (CHE)³. The Wits QEP Phase 2 Report⁴ describes a number of initiatives underway related to curriculum development and renewal. However, there is a recognition that a long-term process of change is required, and that curriculum transformation is best addressed through a coherent, well-planned and coordinated institutional approach. As a first step towards this end, the need to strengthen curriculum development capacity among academics, most of whom have no formal training in this area, was identified.

From April to September 2018, staff from two central units, the Quality and Academic Planning Office (QAPO) and the Centre for Learning and Teaching Development

¹ Government Gazette (16 August 1997). *Education White Paper 3: A programme for the transformation of higher education*. Vol 386 No. 18207 3.

² Department of Education (30 November 2008). *Report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions*.

³ <http://www.che.ac.za/sites/default/files/FINAL%20QEP%20phase%202%20%20MARCH%202017.pdf>

⁴ <http://www.che.ac.za/sites/default/files/Wits%20QEP%20Phase%202%20final%20report.pdf>

(CLTD), collaborated on designing a workshop and accompanying resource manual to introduce academics to both key educational concepts and technical requirements pertaining to designing and getting approval for curriculum developments. Fifty-three participants registered for the pilot workshop, held during the September break. In this presentation we will discuss the motivation for the project, implementation challenges, feedback from participants and the next steps we plan to take in building institutional curriculum development capacity.

Understanding student usage of off-Classroom notional hours: A case of Faculty of Science students at the University of Limpopo in South Africa

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University of Limpopo

Mashinya, F

University of Limpopo

Thosago, M

University of Limpopo

Mbita, Z

University of Limpopo

Rhythm: Student Access and Success

Session type: Poster presentation

The University of Limpopo (UL) is one of the previously disadvantaged universities in South Africa, accommodating most of its students from the rural areas. According to an analysis of students' performance at UL, there seems to be a considerable proportion of students at risk of not completing their programme within the prescribed duration. Time is one of the essential prerequisites for learning, and hence to achieve the learning outcomes of a module, students at university level are allocated time called notional hours (Abrahamse, 2016; Karjalainen, Alha and Jutila, 2006; SAQA, 2000). Gosling (2008) found out that students vastly vary in their use of this allocated time due to their varying financial status, family circumstances, discipline and ambitions. In an African setting, these factors contribute greatly to how the students perform academically. However, student engagement where students need to invest in, participate in and commit to activities that will promote active learning is critical. How the students use their out-of-classroom notional hours may have either a positive or negative impact on their learning progress. The study will be guided by Gosling's theory on student engagement and its effect on student performance, as well as Archer's theory.

This work is aimed at, firstly, understanding how the University of Limpopo students expend their time outside the classroom. Secondly, the study is planned to evaluate to what extent the students' use of outside-class notional hours relates to student academic performance.

The project will focus on the undergraduate students from the Faculty of Science and Agriculture (FSA). Representative samples will be collected from the four schools that make up the FSA. Both qualitative and quantitative methodologies will be employed and data collection will be done using both questionnaires and focus groups. Data will be analysed using both SPSS statistical packages.

The project is envisaged to provide both the academics and management with insight on how the students use their out-of-class notional time. Additionally, the outcomes of this project will guide the lecturers, decision makers and management to come up with appropriate

interventions that can improve student learning and student engagement activities to encourage active learning.

Effects of professionalisation of teaching on pedagogical skills of academics as experienced by one Postgraduate Diploma in Higher education cohort group

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Wadesango, N

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Mohale, A

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Hlungwani, C

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Rhythm: Transformative Teaching development across the Academic Career Trajectory

Session type: Poster presentation

Keywords: professionalization, PGDHET, teaching and learning, university, teaching qualification

Universities across the globe are increasingly pressed to find ways of providing their worth not only in the preparation of students, but also in how they are linked to business and industry (OECD, 2012). Such expectations challenge HE to respond pedagogically to the challenges of this environment using various forms of teaching and learning patterns (OECD, 2012). Similarly, Mutshaeni (2016) has revealed that most academics who are without teaching qualifications experience some challenges during their early careers as university teachers. Some studies point to the fact that teacher quality has been found to be highly correlated with student learning (Darling-Hammond, 1999). One of the elements to consider in fostering quality teaching is to encourage a quality teaching culture through support systems in the institution such as staff academic development (OECD, 2012). In South Africa, many universities put in place various academic staff programmes meant to support academics to improve and professionalize their teaching practices and this included the Postgraduate Diploma in Higher education. According to Adesina (2005) professionalization of teaching refers to building into teaching careers some control device to ensure that the practitioners are worthy members of the profession. Professionalization refers to the good attitude and

behaviour of an individual who can differentiate between work and pleasure, and who has the skills and knowledge in the particular discipline of which he/she forms part. In this view, professionalisation of teaching in higher education has been found to be vital for lecturers (Lueddeke, 2003; Postareff, Lindblom-Ylänne and Nevgi, 2008). University teachers are to show a systematic knowledge relating to teaching and learning or should maybe even possess a teaching qualification (Biggs, 2011; Evans 2008; Winch, Oancea & Orchard, 2015). In this regard, recent trends in Higher Education make the development of academic teaching skills a priority. The purpose of this study is to determine effects of professionalization of teaching on pedagogical skills of academics as experienced by one Postgraduate Diploma in Higher education (PGDHET) cohort group. This study was guided by Guskey's four step model of teacher change where PD is viewed as a catalyst or vehicle for changing teaching practice (Guskey, 1986). The theory suggests that after the teacher has gained the pedagogical skills through the development program and applied them, there is a change in student learning outcomes, with this promoting teachers' change in beliefs and attitudes (Guskey, 1986). The study will adopt a qualitative approach. A case study will be used to engage with academics who are in their second year in the PGDHET programme. Purposive sampling will be used to select six participants (two lecturers, two senior lecturers and two professors) from a total of 16 academics enrolled for the qualification. Both one-on-one and focus group interviews will be used to collect data. A thematic approach will be used to analyse the data.

The staff members' personal journey toward an institutional curriculum framework

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Oral paper

Keywords: curriculum, higher education, learning and teaching, role players, significant conversation

Curriculum agenda is a collaborative problem-solving process that needs to be initiated and sustained by dedicated teaching and learning role players in the higher education context. This paper was born out of informal discussions which developed into a "significant conversation" (Roxa and Martensson 2009) between an academic staff development professional and a pharmacy lecturer. The significant teaching and learning conversation happened beyond the sessions regarding the transformation of curriculum. The paper draws on the experiences of the two staff members' personal journey towards the compilation of an institutional curriculum framework at the Nelson Mandela University. This narrative study, conducted collaboratively by the academic staff development professional and the pharmacy lecturer traces the lessons learnt by the two authors during their engagement in the process

of reimagining the curriculum within their institution. The story of these two teaching and learning role players is viewed as essential to the evolution of research that will reflect on their experiences. The data for this paper is derived from the authors' journal reflections, and the literature. The data is the retrospective reflections of the two members' own experiences of reimagining curricula for a comprehensive university in a democratic way. A narrative research methodology is chosen as an appropriate way to explore a process that involved the story telling of the participants' learnings as teaching and learning role players.

The results provide insight into how the two staff members, coming from different 'spaces' of the institution, think about the curriculum renewal process, the engagements they experience, the dread they had about the journey, and the benefits they derived from the journey. The paper describes specific attitudes and dispositions that can impact on the growth and development of the 'low level' teaching and learning role players by giving them opportunity to engage with the 'high up' role players, in general, and in the renewal of the curriculum specifically. Additionally, the paper discusses the benefits of the significant conversations to foster reflection and inquiry.

The Nelson Mandela University Teaching Enhancement Programme (TEP), as a responsive strategy to the DHET framework for enhancing academics as university teachers

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Practitioner presentation

Keywords: academic development, teaching enhancement, SOTL, teaching and learning, DHET, a framework for enhancing academics as university teachers, responsiveness

The Nelson Mandela University Teaching Enhancement Programme (TEP), is a formal programme that represents a scholarly approach to professional academic development. The aforementioned programme offers a structured, pro-active, context-specific and flexible approach to enhancing teaching development for novice and early career academics. Furthermore, the programme is responsive to the guiding document, "A Framework for Enhancing Academics as University Teachers", released in draft form by the DHET in 2018. The Framework endeavours to underpin teaching development in the higher education context stating that "interventions are needed to drive a coherent vision of developing and strengthening university teachers across the higher education system" (2018: 2). The strategy adopted by TEP enables the development of teaching practice through the deliberate and

systematic development of university teachers. The design and implementation is flexible and customisable in response to the changing higher education context, the institutional contexts and the participants' feedback. TEP offers a collaborative and safe space for teaching development at Nelson Mandela University. The aim of the programme is to work collaboratively with academics to explore teaching, learning and assessment from a scholarly perspective in order to enable lifelong learning and to encourage reflexivity and praxis. One of the significant enablers that has organically emerged from the programme is the establishment of communities of practice, which enables academics and academic developers to collaborate across silos, which has positively influenced the teaching and learning culture at Nelson Mandela University. However, in addition to promoting the professionalization of teaching and learning TEP has enabled a "coming to know" (Barnett 2011) through inducting novice academic developers at the Centre for Teaching, Learning and Media (CTLM) into the field. The TEP facilitation team, through the adoption of a team teaching approach, have expanded and deepened their own knowledge in the field of Academic Development (AD) and in the Scholarship of Teaching and Learning (SoTL). Team members have experienced an increased sense of "being" and "becoming" as academic developers who are emerging as change agents, through the development of corporate agency at the institution. The professional development of both academics and academic developers is indicative of the programme's responsiveness to the DHET framework document, which highlights that "teaching development professionals support capacity development for academics in universities and they also need access to quality development opportunities to advance their own capacity and careers" (2018: 6). This paper will endeavour to share the practices that underpin the programme and how these are responsive to the DHET Framework document.

Appreciative Inquiry as an innovative teaching -learning strategy

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Oral paper

Keywords: appreciative inquiry, image of nursing, nursing profession, nursing values

Purpose: The purpose of the study was to explore and describe the students' experiences of Appreciative Inquiry (AI), which was used as a teaching-learning strategy to transform their image of nursing.

Methodology: The study was conducted in the nursing education setting, at one college of nursing and two university nursing departments in the Gauteng province of South Africa. The study population comprised student nurses registered for the programme of education and training leading to registration as a nurse (general, psychiatric and community) and midwife

(R425, 1985; paragraph (iii) as amended). A non-probability, purposively selected sample of third and fourth year male and female student nurses who met the inclusion criteria was used. To be eligible for participation, there was a requirement to have participated in the appreciative inquiry process. An explorative, descriptive, qualitative and contextual design was used. Individual interviews were used for data collection and thematic analysis was used

Findings: From the individual interviews on the student nurses' experiences of AI, the themes "experience of positive emotions", "experiential learning" and "positive and safe learning environment" emerged. The student nurses described their engagement in AI as a positive and enjoyable experience from which multidimensional learning resulted in a safe and positive learning environment.

Recommendation; Appreciative Inquiry should be used as one of the strategies for enhancing a positive professional self-image and positive orientation towards nursing, among student nurses.

How to become an "Olympian" in the academic world

Cilliers, EJ

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Poster presentation

"If we teach today, like we taught yesterday, we rob our children of tomorrow".

Generation Z students now fill our classrooms and expect a teaching environment in which they can interact in a similar way as they do in their virtual worlds. The Generation Z student demands instant information, visual forms of learning, and replacing "communication" with "interaction". While lecturers seek to move beyond traditional teaching-learning approaches and exploring ways to teach in order to grasp the imagination, interest and understanding of this "connected" generation Z, the pressure for increased research outputs and enhanced community engagement are also increasing. Multi-tasking is becoming the new normal within higher education and there is a call for Olympian lecturers who need to excel in different areas to meet the expectations of institutions. Experiential learning might offer a solution in this regard, enabling lecturers to bridge the theory-practice gap, spark learner enthusiasm, enhance the transfer of knowledge and contribute to a "systems thinking approach" where teaching-learning results in research outputs and enhanced community engagement. This research will illustrate successful experiential learning approaches that were applied in the third year Urban and Regional Planning Programme. It will showcase various teaching-methods that were investigated, such as participatory action research, technology-advances, LEGO as teaching tool, and it will provide insight into the student (Generation Z) preferences regarding such. It will reflect on the "systems thinking approach" that was employed in this module and the multi-benefits experienced in terms of research outputs, community engagement and the contribution to the planning profession. This research will inspire

lecturers to excel in their profession and rethink their teaching plan to ensure multi-benefits and spinoffs.

Engaging with a programme in the scholarship of teaching and learning at Nelson Mandela University: Staff responses, current challenges and suggestions for future change

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Oral paper

Keywords: social justice, SoTL, reflective practice, curriculum development

This paper reports on research which explored the responses of staff participants in a Scholarship of Teaching and Learning (SoTL) programme at Nelson Mandela University and makes some recommendations for future changes. The programme consists of nine three-hour seminars, which are offered between April and October. It includes topics ranging from a consideration of current challenges confronting Higher Education, most particularly the decolonisation debate and the need for transformed, socially just curricula, to the integration of academic literacy practices into disciplinary contexts and the development of authentic assessment tasks. After each seminar staff submit a written task which offers them the opportunity to reflect critically on their contexts and to re-imagine their own practice.

The programme is offered in both Port Elizabeth and George but the focus here is on 15 academic staff working in George, which is a small campus catering for almost 1500 students from the Faculties of Science and Business and Economic Science. The research aimed to analyse how academic staff who attended the SoTL programme responded to various aspects of it, and which of these they considered to be of most value. It also aimed to establish whether the programme contributed to the development of more scholarly and contextually sensitive pedagogical practice and, if so, if such development could be strictly understood as SoTL. The introductory theoretical framework offers a brief overview of the conceptual shifts and ongoing debates about the nature of SoTL and is informed by a critical, transformative approach to social justice (see, amongst others, Boyer, 2009; Fraser, 2008; Kreber 2015; Leibowitz and Bozalek, 2015; Manathunga, 2018; Samuel, 2017 and Zembylas, 2017). Data for the presentation was drawn from semi-structured interviews, written reflective tasks and evaluations, and content analysis was used to explore emerging themes. In addition, there was a cautious attempt to interpret the “silences” in the data, in order to identify issues that may, for various reasons, be being avoided and to include these insights in future discussions about changes to the programme. Preliminary findings suggest that although the written tasks play a role in developing a more nuanced understanding of teaching and learning, the

opportunity to meet and engage with colleagues is the most highly valued aspect of the programme. While this collegial interaction should be welcomed and encouraged, particularly in the current climate, it should at the same time be held in tension with a greater degree of pedagogical discomfort than is currently the case. How to establish this tension without alienating participants will be central to discussions about the future shape of the programme.

Enhancing student writing & assessment through technology-assisted feedback and reflection loops using Turnitin

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Rhythm: Student Access and Success

Session type: Oral paper

Keywords: online assessment, formative feedback, higher education, Turnitin

Drawing on data obtained in from student surveys and interviews obtained in a Bachelor of Education Honours course in the Education Faculty at the University of the Western Cape, this paper reports on the design considerations and initial findings of the implementation of an innovation using Turnitin for peer feedback. The perspectives of students, the lecturer and three tutors are reported on and initial considerations about the refinement of the first phase of design in 2017/2018 are engaged with. The paper highlights three aspects: (1) the development of the design principles, key activities and processes informing the feedback and assessment processes; (2) findings related to the use of both the anti-plagiarism and grade marking affordances of Turnitin in supporting student access to and use of feedback in the design of student assessment tasks; (3) tutor perceptions of the affordances of Turnitin in improving formative feedback opportunities.

Statistical moderation: An additional tool for the standardisation of marking large class assessments

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Rhythm: Learning Analytics to Inform Transformative Teaching, Learning and Support

Session type: Practitioner presentation

Keywords: analytics, large class assessment, moderation

Moderation is a pivotal process to assess the quality and standardisation of assessments. Compulsory first year modules tend to have cohorts larger than 3000 students, depending on the capacity of the university and academic programmes.

This creates a situation where multiple moderators evaluate the same assessment reporting on different markers for the same course. The premise is that marking is adjusted for the entire group, depending on the moderators' feedback, post-moderation. However, this becomes logistically challenging when working with multiple markers for the same module. Moreover, there are critiques identifying shortcomings connected to reliability and validity of marking post-moderation, specifically related to the logistical load of remarking. An example of such a module is the First Year Experience at the University of the Free State. Within this module, continual assessment is implemented throughout the year, and moderation takes place at the end of the year. Currently, this module is implemented over two campuses, with a cohort of more than 9000 students across both campuses.

Approximately 70 Teaching Assistants are responsible for the marking of the module and three external moderators are contracted annually to evaluate the quality of assessments. This creates challenges related to the implementation of moderation feedback. To combat this challenge, an analytic mixed-effects regression model was implemented to assess statistical standardisation of assessment, pre-moderation. This analytic model was used to measure statistical outliers in terms of standardisation of marking, which variables contributed most toward the student marks, and to what degree these affected the assessment outcome. Unique variables such as time spent on the Learning Management System during the assessment period, content areas accessed during the assessment period, class attendance, who the marker was, amount of modules registered for, AP score, and which degree programme students were registered for, were included in the measurement. The findings of this analytic model revealed the influence of variables that seem to have an influence on the assessment performance. These included variables related to the standardisation, highlighting assessment performance across both campuses, as well as how outliers within the data affected the outcome of assessment. This paper presentation argues how this statistical model is a powerful addition to the moderation process, and that this type of model can be applied to any course that implements assessments/examinations and moderation.

Dance or drown: Using a faculty-based development model to transform teaching and learning for improved quality

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Practitioner presentation

Keywords: professional development, faculty-based model, change and transformation, teaching and learning

The many waves of change that Higher Education Institutions are currently faced with require them to transform teaching and learning through professional development initiatives to cater for 21st century challenges. A team of Academic Developers at a South African University worked collaboratively to develop a new approach to professional development using the Integrated Faculty-Based Development Model, informed by the Five Models of Practice and the Activity Systems Theory. The aim of the paper is to indicate how the Integrated Faculty-Based Development Model can be used to enhance the quality of teaching, learning and professional development in a university. The paper presents practical examples geared from a case analysis to explain the application of the model. Built on the principles of a qualitative research approach, n=90 academics from the Faculty of Natural and Agricultural Science participated in the study. The ATLAS.ti program was used to analyse data obtained from documents (the faculty teaching and learning plan and a faculty-based open-ended survey) using the a-priori coding method with the associated themes in the case model. The findings indicated that academics perceive professional development activities such as workshops on teaching and learning strategies as the fundamental core of professional development initiatives. Furthermore, findings reveal that academics are unaware of a host of other faculty professional development activities available, as proposed in the model. Interestingly, however, a new theme that emerged was 'multi-modal teaching-learning' support required by academics, which required us to adapt our model. In order to dance to the waves of change and transformation, the adapted Integrated Faculty Based Development Model has a dual purpose. It is suggested that the adapted model be used to plan faculty professional development activities and also to identify gaps that exist in teaching and learning support for quality education.

Human Resource students create videos: authentic learning design to promote self-directed learning in large classes

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Oral paper

This study examines how large classes of final year undergraduate students can be prepared to transition successfully into Work Integrated Learning (WIL), and from there, into industry. In a previous study, the first researcher (lecturer in Human Resources Management) found that, across qualifications offered at the university's Faculty of Management Sciences, students demonstrated self-directed abilities in their personal lives. Surprisingly, these students appeared not to transfer these self-directed abilities, such as independence, to formal learning environments at university.

In this paper the lecturer and a learning technologist report on the results of a learning task designed to enable students to become self-directed. We discuss the learning design of a ten-week project that tasked students to fulfil industry-related roles in teams to produce a poster that communicates a training programme that they had to design; then, to make a video in which all team members had to appear, to market the training programme. Students had to be resourceful and creative, using what they had, rather than following prescribed methods, in an environment that falls short of supporting students and facilitators.

The lecturer kept a weekly journal -- from the design, implementation and assessment, through to the evaluation of the project. Themes were generated inductively, in the tradition of grounded theory. The journal was analysed with qualitative data analysis software.

Related to facilitation skills (as opposed to lecturing skills), of interest in the findings are relationships among facilitator feedback and learner engagement; and the balancing act between high expectations, and upholding a safe space within which students could learn from mistakes. This balancing act is identified as an enabling factor -- not only to create a conducive dynamic between facilitator and student, but also between lecturer and learning technologist.

We also discuss relationships among appropriate scaffolding (to reduce workload and simultaneously lead gradually to learner independence);, developing industry-related skills (e.g. public speaking, constructive peer review and teamwork), and recognising the most relevant facilitation strategies (e.g. motivating learners, active listening, not providing answers, but rather modelling). In this regard the development and overt use of a constructive critique vocabulary emerged as an important theme, and also modelling professional conduct, as opposed to lecturing about it. We found a mismatch between the call for engagement and the research thereof by the university, and systems available to support such projects.

A quantitative analysis of a standardised student questionnaire was administered at the end of the project (n=124). A 79% response rate was achieved. Results indicate that the majority of respondents are confident about their ability to direct their own learning.

We contribute to knowledge by focusing on authentic assessment for large classes, while working under significant time constraints caused by staff strikes and a simultaneous shift from an annual to a semester programme. Another theoretical contribution results from overlapping the lenses of self-directed learning and design-based research. We also detail guidelines for peers.

Nudging first year students to success through intentional communication strategies in the FYE at the University of the Free State

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Rhythm: Student Access and Success

Session type: Practitioner presentation

Keywords: Nudge Theory, intentional communication, at-risk, first-year experience, growth mind-set

Nudge Theory is defined as “The belief that people are more likely to change their behaviour for the better if they are gently encouraged to do so instead of using any force.” Nudge Theory could serve as a catalyst for behavioural change by empowering the individual with choice, and not enforcing the required action. During the first semester this year, Nudge Theory was applied in the First Year Experience (UFS101) at the University of the Free State with the at-risk students, in order to improve their attendance and academic performance. UFS101 is a 16-credit module that is a prerequisite for degree completion. This comprises two high impact practices, namely a first-year seminar in the first semester, and a common intellectual experience in the second semester. In order to pass the module, students must attend 70% of the contact sessions and achieve a 50% average for the continuous assessment throughout the year. The at-risk students were identified using the k-nearest neighbour machine-learning model. From the k-nearest neighbour model, a trend was observed that students, who performed poorly within the FYE, are also performing poorly in their other academic modules. These students were contacted through intentional communication strategies in an attempt to provide just-in-time support. The way in which students were nudged was framed by the work on Growth Mind-set. In this paper, we will share the details and results of how Nudge Theory was used to communicate with students, how and why communication strategies changed over time, and the tracking approach used to support the theoretical framework.

“Propelled towards academic success” investigating part-time military students’ ability to master the high waves of blended learning: The military academy

van Diemel, R

Military Academy

Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Oral paper

Keywords: blended learning, online learning, andragogy, empirical, holistic learning

Student failure and dropout rates at South African Institutions of Higher Learning are an extremely disturbing phenomenon that is puzzling educational researchers and scholars, as well as the stakeholders with an interest in the negative impact this has on students, higher education institutions and the economy. The Faculty of Military Science at the South African Military Academy that offers undergraduate degree programmes in military science to mostly adult learners (andragogy) has not escaped this burden. Studies show that a high percentage of part-time military students who are admitted to the Blended Learning (Distance Education) Online Platform studies are annually terminated due to poor academic performance. Most of these terminations of studies occur during or near the end of the first year of study.

How do we identify the factors that impact on first-year students' academic progress in the Faculty of Military Science? Surely, simplified problem-solution thinking or quick-fixes should be avoided at all cost. One possible answer is to embark on an empirical study of the factors contributing to the success of a few part-time students.

Using a case study approach based on Vygotsky's theory of socially constructed learning, this presentation explores the learning experience of ten part-time students who have enrolled and graduated from the Blended Learning Platform. The aim is to obtain insight into the learning challenges that these successful students encountered and the reasons why they were successful in the learning process.

The purpose of the research was two-fold: firstly, to identify and determine which factors have an impact on successful completion of their studies, and, secondly, to derive from the data a socially situated, supportive and holistic learning approach that could assist more students in the learning process. The perspective of this research is student centred.

Perceptions on the work readiness of English novice teachers

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Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Oral paper

This paper discusses a longitudinal study to determine the work readiness of novice teachers from one institution. Perceptions from university partners on the question of work readiness of B Ed (Intermediate Phase) student teachers of English (FAL and HL) in the General Education and Training Phase at one institution will be discussed. Representatives of the Department of Education (WCED) and teachers, point to a perceived gap between what is expected of

beginner teachers by schools, compared to what is expected from them by Higher Education Institutions (HEIs). The study uses Activity Theory to take a snapshot of the complexities and potential boundaries in how HEIs prepare pre-service English teachers for the world of work, compared to what departmental officials and schools envisage HEIs are doing. In this paper I aim to explore this further and suggest strategies to enhance collaboration between all stakeholders. Future English teachers need to be prepared to adapt to different circumstances and scenarios, including the current Department of Basic Education (DBE) requirements, but cannot be limited to this as the government of the day can change. In addition, there is a strong call for more technology in schools, as well as an awareness of the cultural and linguistic diversity of South Africa. It is essential that lecturers stay at the forefront of the latest developments in the field of education, but not lose track of the day-to-day requirements from the world of work and the DBE.

Teaching and learning conversations beyond the PGDip classroom

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Rhythm: Transformative teaching development across the academic career trajectory

Session type: Oral paper

A major challenge faced by facilitators of the Wits PGDipE (HE) is how to evaluate whether the graduates¹ and participants currently enrolled for the course, most of whom are Wits academics, are able to implement the pedagogical principles and strategies they have spent time discussing, learning and reflecting upon during the professional development programme. We question whether they are able to sustain the valuable and significant conversations about their teaching, learning and assessment practices within their disciplinary contexts given the reality of dwindling resources and increasing pressures to provide quality higher education to students from increasingly diverse backgrounds. Participants on the programme have been provided with professional support and discussion space by mentors who are often teaching specialists located within their disciplines. Despite this, it is unclear whether these teaching and learning conversations are maintained beyond the PGDip and whether there is evidence of transformed teaching and learning practices. We argue that we need to find ways of keeping these important dialogues on the table, either formally or informally, in order for academics to implement their learning-focused strategies and to continue participating in scholarly teaching and in the scholarship of teaching and learning. We report on the results of a survey which examines the extent to which an enabling social process for establishing structural mechanisms (such as an alumni body) has the potential to

¹ The PGDip was established in 2015 and there are 31 graduates to date

build strong networks of HE practitioners, committed to reflecting critically on their teaching, assessment and curriculum development processes. It investigates the nature of these conversations and explores possibilities for using innovative networking structures to strengthen discipline based teaching and learning conversations and initiatives, SOTL practices as well as collaborative research projects beyond the PGDip classroom and curriculum.

Assessment practices review: Exploring perspectives in undergraduate curricula at a South African university of technology

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Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Poster presentation

Keywords: assessment practice, undergraduate curriculum, teaching and learning, curriculum policy documents, critical reflection

Assessment has been used as a process to evaluate and regulate the effectiveness of instructional and learning activities at the end of a teaching sequence (summative assessment of learning). More recently the role of assessment has grown to that of guiding teaching and learning with the goal of achieving the intended outcomes and providing feedback on areas of improvement (formative assessment for learning). This study was undertaken in an attempt to arrive at an appropriate perspective on undergraduate curriculum at a South African University of Technology (UoT). The focus of the paper was to critically analyse literature on the nature and role of undergraduate curriculum in relation to the assessment practice phenomenon. The approach espoused was a critical interpretive perspective. The main assumption in this research approach is that assessment policy documents and curriculum directions exhibit forms of life and meanings which need to be explored and interpreted. Hence it is appropriate for this inquiry, which aimed at gaining more insights on aspects related to curriculum and assessment practices. The literature review indicated that assessment practices are important factors in conceptualizing and planning the curriculum of any university undergraduate programme. Furthermore, with appropriate programme design and pedagogical interventions, relevant and constructively aligned assessment practices can be fostered and sustained within undergraduate curricula in Higher Education Institutions.

A critical reflection on assessment practices: A case study on undergraduate programmes at a South African university of technology

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Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Oral paper

Keywords: curriculum alignment, undergraduate programmes, assessment practices, critical reflection

Lecturers' and students' understanding of assessment has become an important field of study in Higher Education. Lecturers' understanding of assessment directly affects their assessment practices. Similarly, students' understanding of assessment also impacts their approach to learning. The Higher Education environment is faced with, amongst other things, the challenge that assessment practices are mainly focused on what is taught. Therefore, the focus of assessment is often on testing content knowledge and understanding. While testing content knowledge and understanding remains important, the opportunities of developing assessment to support high-level learning may not be fully utilised. The value of assessment as a facilitator for high-level learning has been realized through extensive research on assessment as it contributes to the development of 21st century graduate attributes. Since assessments are core aspects of a transformational curriculum in Higher Education, a major question that instantaneously comes to mind with regard to the above-mentioned is: What is the current status of assessment practices at a South African University of Technology and how can these be restructured with a focus on enhancement? This question with specific reference to review the current status of assessment practices within a university, with the purpose of improving institutional assessment practices, is examined in this paper. This paper used a theoretical framework for conceptualizing how to develop as a critically reflective practitioner. Hence the authors employed a critical reflective approach. The main assumption of this approach is that curriculum policy direction exhibits forms of life and meanings which need to be interpreted and reflected upon. In addition, the authors investigate the curriculum policy implications on the undergraduate curricula process (conceptualisation, design, development and implementation) itself and their own professional academic practices. The policy implications of this study are profound, particularly as they impinge upon academics' insights into the design, development and delivery of appropriate assessment strategies that would better enhance undergraduate programme. Hence, ensuring the alignment and relevance of the undergraduate curriculum, raised in the context of institutional responsiveness to national goals and objectives, becomes a reality.

Practicing the academic literacy tango in psychology: Transferring skills across disciplines

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Rhythm: Student Access and Success

Session type: Practitioner presentation

Subject-specific literacies and multi-literacy as prerequisites at university in South Africa have given premise for this study, in conjunction with our interest to explore good practices in scaffolding the development of academic literacies of students at university. Most students acculturate and perform well in the academic literacy module as a subject but fail to transfer the skills to their major subjects. Students tend to view these literacies as separate entities rather than inter-related skills to be used across disciplines during the course of their studies.

As a result there seems to be a disjuncture between the skills module and their subject-specific literacies. It is in light of this that the researchers sought to integrate the academic literacy course within the psychology discipline for first year students. This project gave the researchers an opportunity to scaffold students' literacies and teach them how to apply/transfer these literacies across disciplines. Since most first year students in the context under study are under-prepared for tertiary education and are exposed to second language teaching and learning it is necessary to implement interventions for their access and success at university. Therefore, this paper highlights the strengths of teaching literacy practices in collaboration with disciplinary lecturers to allow an opportunity for them to develop their academic skills. Based on students' feedback and perceptions after this collaboration, it is clear that the aim was reached: it assisted them in better understanding the value of the academic literacy module, in integrating these skills into other modules, and in improving their academic writing and referencing. Students made special reference to the assistance the scaffolding afforded them in the process and how it helped them to practice their skills and improve their marks. They also suggested that this practice be expanded to other modules. In addition, lecturers saw a distinct improvement in the quality of work submitted, which adds a smooth move to the teaching dance.

First-year students' participation in the curriculum: A university 101 module

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Rhythm: Student Access and Success

Session type: Practitioner presentation

Keywords: transition pedagogy, first year students, curriculum design principles, activity theory, investigator triangulation

First-year (both mainstream and Extended Curriculum Programme) students generally struggle with transitioning from high school to university for several reasons, including issues of diversity, new curriculum content, differences in engagement with learning, and differences in assessment practices compared to their high schools (Bovill et al., 2011; Kift, 2008). In South Africa, and across the world, first-year students are typically expected to confront new kinds of knowledge, and to enact competencies in this knowledge in ways that often confound them. It is perhaps these new ways of knowing, doing, and being (Dall'Alba and Barnacle, 2007) that give rise to some serious contradictions between high school students' school-leaving attributes and their readiness for university studies. While there is extensive literature on first-year students' transitioning to universities, not enough attention has been placed in investigating how first-year students' voices and experiences are reflected in first year curriculum in South Africa. Moreover, very little is being done to investigate how the design and enactment of first year curriculum could be more representative of first year students' diversities.

This practitioner paper explores the design and enactment of a University 101 transition module at a university of technology in South Africa. The paper uses Engeström's (1987) concept of an activity system in cultural-historical activity theory (CHAT) to examine how the University 101 module's collaborative platform can serve as a mediating tool allowing for greater student participation in the curriculum, and ultimately contributing towards improving learning and retention for the first year students. Kift's (2008) transition pedagogy's six core curriculum design principles (design, transition, diversity, engagement, evaluation, assessment) are used to further interrogate the efficacy of this module.

Data used in this study was collected during the piloting of a University 101 module in 2017 and 2018, at a university of technology in South Africa. Both quantitative and qualitative data, sourced through surveys, interviews, and document analysis, was used; 320 students, 12 lecturers, and 20 peer mentors were purposively sampled. This approach to data gathering, sometimes referred to as investigator triangulation (Archibald, 2016), is very useful in a mixed method research as it enables the mining of rich data and allows for innovative ways of data analysis (Maxwell, 2016).

Key findings in the study include how first-year students' socio-economic background, and prior schooling experiences influence the way they engage with the curriculum; and the

difficulties that the lecturers and learning support staff face in understanding the challenges facing first-year learning. Some first-year students from poorer socio-economic backgrounds find it difficult to transition from the margins to the centre of the curriculum; and both students and lecturers unfortunately do not always have the tools to mediate these difficulties. Activity theory, just like Kift's (2008) transition pedagogy principles, is based on a relational ontology framework which encourages the role of social mediation in learning. The findings demonstrate that through a participatory and collaborative enactment of a University 101 module, both first year students and their lecturers will find innovative ways to better support all first year students.

Surfing on the waves of change: The process of redesigning an induction programme

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Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Oral paper

There are activities taking place at institutions aimed at developing academics during their careers and it is argued that induction, can serve as "initial" (CHE, 2015:16). The North-West University's (NWU) compulsory course for newly-appointed academics was in effect since May 2006, but in July 2016 there was a call for a review of the course. A core team of academic developers from the Centre for Teaching and Learning (CTL) facilitated the process and, together with selected groups of academics, developed and piloted the new induction programme within 12 months.

An average of 155 new academics are permanently appointed yearly and tasked to complete an induction programme at NWU. Considering there are eight diverse faculties across three campuses, collaboration with stakeholders was imperative for the design of the new programme. In addition, academic developers and the academic groups accepted that new academics recruited into NWU would enter with "little or no education background" (Roy, 2007:909) but would need to complete the induction programme within the first six months of their appointment. Academic developers employed the elements of instructional design (Branch and Dousay, 2015:16; Branch, 2009:2) in order to redesign a new programme. Academic developers were tasked to work on the structure of an online component and a three-day campus programme that would focus on aspects of teaching and learning in the higher education context. The academic groups recommended a one-day faculty programme be drafted that would introduce the new academic to faculty structures and to their mentor, clarify roles and responsibilities within a subject field, and address teaching and learning, research, and community engagement within the faculty.

A core team of academic developers analysed data using evaluation coding (Saldana, 2016:140 and 141) and focused on the qualitative commentary provided by the different academic groups. The first focus group provided input on the rationale, purpose, and themes. The second group of academics gave input as to a working structure, mapping out the evidence new academics would need to submit as part of their portfolio. Following, a multimedia designer used rapid e-learning development software to develop the online version of the programme. Academic developers then attended a workshop where they worked in functional groups to write the outcomes for each theme, develop the content and assessment criteria for selected competencies as well as the interactive activities that changed the way new academics would experience induction.

With the approval to pilot the new Induction Programme for Academics, newly-appointed lecturers welcomed the new 'look' and 'feel' of the programme. In offering the programme, facilitators also changed their presentation style to include the principles of co-teaching of the different themes and they also demonstrated how technology could be integrated – introducing a new 'wave' of teaching at NWU. The proposed programme was piloted and from the registration data obtained in January 2018, it was indeed established that 65% of academics who would participate in the programme indicated that they do not have a teaching background. In addition, after attending the campus programme, academics who completed the online questionnaire indicated 93% satisfaction with the three-day programme. Overall, the qualitative feedback confirmed the usefulness of the campus-based programme as part of induction.

This paper will report on the initial process of how the core team engaged with the academic groups to change the former induction course. The presentation will include an overview of the 12 themes that were carefully selected and the final structure of the induction programme that was approved, to ensure participation by new academics. The paper will also, briefly, report on the constructive input from new academics based on their experiences of the campus programme in January and June 2018, and how the academic developers continue to reflect on, change, and improve the new programme.

The learner experience: Designing useful, usable, and desirable blended courses

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University of the Free State

Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Oral paper

The aim of this presentation is to share the role of the learner experience in blended courses. It is targeted at staff members who use a learning management system (LMS) – whether Blackboard, Moodle, Sakai, or another – in their instruction, and/or are involved in the course design process.

Several staff members tend to wield the LMS as if it were a storeroom for their previously paper-based materials and wonder why students do not access the content. Clearly students ignore design that ignores students. If staff members are to develop engaging courses for students, then should an attempt not be made to understand students' needs, abilities, experiences, and desires first? Customarily the lecturer-student relationship is cross-generational, and therefore, course designers may not always be up to date on the latest news in pop culture or understand what is meaningful to different groups of students. If students construct knowledge through experience, then should knowledge not be acquired in a context that is relevant to them? How the learner experiences the blended course may influence the learners' receptiveness of the course content, the lecturer, and even the institution in profound ways.

A learning designer at the University of the Free State has used Learner Experience Design (LX Design) as a guide to create a dialogue between the learner and the course. Just as a theme park is planned to include various attractions, so a course should be meticulously planned to include enough 'thrill' for the accelerated student, enough 'comfort' for the remedial student, and still leave enough room for every student's self-expression. Therefore the act of humanising course materials should be intentional and not just a bonus. LX Design considers aspects such as empathy design, learner behaviour, story-telling through relevant metaphors, learning technology, and game theory. Staff members are no longer the only doorway to knowledge, but can guide the learner in an experience that is relevant (useful), easy-to-navigate (usable), and alluring (desirable). Several course re-designs will be showcased to share practices to achieve the learner experience from course entry to course completion.

Simultaneous impact of juxtaposed learning theories on learner information processing ability for cognitive growth and development: Towards transformation in higher education

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Rhythm: Transformative teaching development across the academic career trajectory

Session type: Oral paper

Keywords: cognitive psychology, cognitive neuroscience, information processing, metacognitive awareness, social constructivism

Dündar and Ayvaz (2016) affirm that interdisciplinary researches such as cognitive and educational neuroscience will contribute to the understanding of how to create a more enriched learning experience. Due to a paucity of research studies promoting effective and efficient mental processing of information by learners; the researcher sought to conduct this

study. The study followed a sequential explanatory approach to determine learners' mental processing of information as influenced by the simultaneous impact of learners' cognitive developmental levels, conscious participation and involvement in learning, and metacognitive awareness of the learner; and how these factors influence learner performance in the classroom. The researcher believes understanding the brain and its functionality, has the potential to alter the foundation of education, transform traditional classrooms to interactive learning environments and promote better instructional approaches amongst teachers. Ultimately, the researcher attempted to seek improvements in Higher Education and Training programmes to enhance learner cognitive development in the classroom and as a result, this study endeavoured to outline the challenges facing education.

Various literatures address the importance of cognitive development of learners if classrooms are to be environments of meaningful learning. Teachers are indeed not neuroscientists, but they are members of the only profession in which their job is to change and transform the human brain daily. New cognitive neuroscience and neuropsychology findings are increasingly being incorporated in education to gain new insights on the interdisciplinary connections between the brain, the mind and education. Teachers should understand how the brain contributes to educational phenomena, such as learning, critical thinking, problem solving, information processing and memory. Understanding how learners' brains work and applying relevant research about the brain is the single most powerful choice teachers can make to improve learning in the classroom (Krause, Bochner, Duchesne & McMaugh, 2007). New cognitive neuroscience findings are increasingly being incorporated in education to gain new insights on the interdisciplinary connections between the brain, the mind and education. Anderson (2015) avers that cognitive psychology is the science of how the mind is organized to produce intelligent thought and how the mind is realized in the brain; whereas the field of cognitive neuroscience is devoted to the study of how cognition is realized in the brain, and refers to developing methods that enable us to understand the neural basis of cognition. Social constructivism as a learning theory underpinned this research study. The study sought the transformation of teaching, learning, researching and leading towards enhanced quality, success and equity in universities.

Factors influencing non-completion of final year undergraduate university studies: Implications for teaching and learning

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Rhythm: Student Access and Success

Session type: Oral paper

While enrolments have almost doubled in the past twenty years, South African Higher Education is characterised by high levels of failure and dropout. The first aim of this study was to generate a biographical profile of students dropping out of a university in their final year of study, with some modules still outstanding. 360 final year students were identified as having less than 60% of their required credits left to complete their studies, but they had not re-registered and they were thus categorised as non-completing students or dropouts. An analysis of their biographical characteristics provided a profile of these students at an institutional, faculty and qualification type level. A second aim was to calculate the cost of non-completing students not graduating. It was found that if the 360 students with 60% or less of their required credits outstanding had graduated, the institution would have received approximately R8.6 million in subsidy income. Further exploration revealed that of the 360 non-completing students, 27 students had just one module outstanding. Had these 27 students been able to complete their outstanding module and graduate, the institution could have earned an approximate subsidy income of R767 667 and tuition income of R111 070. The third aim of the study was to uncover some of the reasons for non-completion. A qualitative study was undertaken by conducting telephonic interviews with 65 of the non-completing students using a semi-structured interview schedule. The qualitative results revealed that financial, academic, health and personal problems were the main factors impacting on final year undergraduate students' decisions not to complete their studies. Based on these findings, a number of recommendations and suggestions were made to support students with the aim to assist the university to reduce the number of non-completing students, and enable as many students as possible to complete their studies and graduate. This paper will report more specifically on learning and teaching related suggestions to enhance the chances that students will persist until they complete their studies.

reConnecting through Special Interest Groups: An invitation to engage

Frade, N

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Cupido, X

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Rhythm: Student Access and Success

Session type: Oral paper

Institutions of higher education have increasingly begun to acknowledge the role that peer leadership plays in the development, learning, transitions and success of students. Internationally and in South Africa, the use of peer leaders has grown incrementally as a result of the emerging global trends of massification, widening access, the influence of technology

and dwindling resources. As part of the HELTASA Special Interest Groups (SIGs), this Tutor/Mentor/Supplemental Instruction (SI) SIG focuses on supporting and strengthening teaching and learning through tutoring, mentoring and supplemental instruction activities in HEI. This SIG strives to achieve these outcomes through scholarly engagement, sharing best practice and resources, and creating spaces for dialogue. This presentation reports on the outcomes of such scholarly engagement undertaken by the SIG leadership team. The leadership team presented a workshop at the South African National Resource First Year Experience (SANRC FYE) conference. The workshop aimed to engage Academic Development Practitioners working with Tutor/Mentor/SI programmes in discussion in order to re-think monitoring and evaluation practices. We utilised a world café approach, a dialogic technique useful in knowledge creation to gather information on evaluation and monitoring practices of peer support programmes across Higher Education Institutions (HEI) in South Africa. Through facilitated conversations, SIG members were invited to consider four critical questions in the context of their experience and tacit knowledge. Collective data were generated and shared. Feedback from participants revealed that this engagement provided an opportunity for them to reflect deeply on the importance of evaluation within student academic development and support programmes and provided a space for them to become part of a community of practice. It also highlighted the need to define a framework for monitoring and evaluating student support programmes.

Using change laboratories in improving work/university articulation

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Cape Peninsula University of Technology

Rhythm: Responsive Curricula and Curriculum and Career Pathways

Session Type: Poster presentation

The field of emergency medical care (EMC) is in flux as it is changes from a more practical, rule-bound field of practice towards one in which practitioners are expected to make more theoretically-based diagnostic decisions and interact more extensively with both patients and other medical personnel. Universities often attempt to take a lead role in including these changes in curriculum. However, there is often a disjunction between knowledge and practices of the university and the emergency medical care (paramedic) workplace. The problem explored in this research is therefore focussed on improving teaching and learning during students' practicums through better articulating the two systems. In order to do this the researchers have employed the activity theory inspired change laboratory method. Change laboratories are future-orientated spaces in which the wisdom of the participants, drawing from their past and current practices, is used to develop new and improved ways of practicing. During successive workshops, the participants formulate problems and initial, poorly developed solutions and incrementally attempt to move/ascend from these abstract concepts to more concrete practices.

In our research the laboratory comprised a group of previously employed workplace mentors, currently working for the university, the head of the university department and a researcher from our teaching and learning centre. The presentation documents how the research group and facilitators, over successive sessions and using the data gathered from prior sessions developed an initial articulating concept of 'bridging to the community of EMC practitioners'. This was then further developed theoretically using the lens of 'developmental collaboration' – this refers to mutual collaboration and learning between students, lecturers and workplace mentors, rather than just student learning. The presentation will then end with reflections on the use of change laboratories in analysing and improving university/work interfaces.

Switching a familiar dance partner to initiate a tidal wave of change

George, RE

University of the Western Cape

Rhythm: Higher Education Pedagogies for Sustainable Development Session type: Poster presentation

The art of dance often necessitates one to come to the realisation that you have to switch a familiar dance partner or run the risk of dancing out of step to a changing rhythm. The same truth applies when one has choreographed a seemingly flawless education curriculum, yet in reality it requires a different movement of expression. This paper articulates the sobering journey of action-research conducted with students within the Extended Curriculum Programme in the Faculty of Economic and Management Sciences at the University of the Western Cape. The aim of the study was to investigate the factors that influence student persistence in higher education. I therefore explored the relationship between peer group interaction and academic integration. The theoretical underpinning of this study is etched in Tinto's Model of Student Persistence (Tinto, 1993). The findings of this study brought me in contact with the reality of having to dance to a different tune, in which vulnerability and my own humanity were imperatives to the shifting sands associated with learning and teaching. Thus, the relationship which exists between peer group interaction and academic integration is dependent on whether the lecturer is willing to embrace the reality that change begins with the educator in order to turn the tide in the classroom.

Surfing the rugged seas of research on a crest of chaos

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University of South Africa

Williamson, C

University of South Africa

Odendaal, E

University of South Africa

Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Practitioner presentation

Candidates often substantively encounter the research process for the first time only at postgraduate level. With a range of structured Masters available, and in line with massification and popularity of such studies, the research 'sea' might be experienced as fairly navigable, despite inevitable swells and notwithstanding the candidates limited prior research learning. At the level of the PhD an illusionary calm, however, may quickly dissolve as candidates are 'thrown into the deep', because of the expected strong grounding in methodological options, independent academic reading, as well as critical and original thinking, integral to doctoral study. While working capably with a supervisor may moderate some of the uncertainty, the complexity and ambiguity of a research process at this level indeed creates a formidably 'rugged seascape'. From our respective supervisory, academic advisory and student points of view, we advocate that candidates, and especially those embarking on a research career, learn to 'surf' (so to speak) better, at the early postgraduate stage. It is our contention that, through the purposeful application of Complex Adaptive System (CAS) principles, candidates' will be better equipped for higher levels of adaptive systems thinking. Implementing these principles might well require deliberate complexification (along the lines of CAS), additional skills and a change of paradigms. This will also extend the traditional dyadic supervisor-candidate relationship to open up to other inputs so as to deepen the philosophies within such required diversity. Critical also is understanding of the balance at the crest (edge) of chaos in order to optimise the learning experience. This practitioner paper intends to share the narratives of a candidate who risked exchanging her 'sailboat for a surfboard' in her embracing of complexity principles both for her study and for her scholarly life. The candidate's story is 'witnessed' by her supervisor, as well as the academic advisor who, by invitation, accompanied the candidate on her journey and who also reflexively found increased endorsement to embrace the 'rugged' when working within postgraduate engagements.

Developing and justifying a generalisation within a Sketchpad context

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Rhythm: Learning Analytics to Inform Transformative Teaching, Learning and Support

Session type: Practitioner presentation

Keywords: inductive method, discovery, scaffolding, justification, Piaget's equilibration theory

At my first lecture of my Mathematics Education module for the Bachelor of Education Honours Programme in February 2018, I conducted a small survey to establish my students' capabilities of using mathematical software to teach mathematics. Results showed that none of the ten students could use a mathematical software programme to teach a mathematical topic using the inductive method, or facilitate the discovery of a mathematical result. Only one out of the ten students acknowledged that he has used some kind of mathematical software to teach mathematics at his school, and in this instance it was Heymaths. Another one of the ten students acknowledged they have used a worksheet to facilitate the discovery of a mathematical result through using a scaffolding approach. To address these deficit modes of experiences and practices of the students, I have set out to design a teaching and learning activity (TLA) embedded in a technology rich Sketchpad environment, with the goal of effecting necessary and sufficient transformation. The TLA has been configured and designed to enable students to experience the solving of a contextual mathematical problem first through making a conjecture, then testing it via experimentation within a technology rich Sketchpad environment, and then inductively developing a generalization which they will be expected to justify through a logical mathematical argument (proof). It is envisaged that this learning path will encourage critical thinking and create an enabling atmosphere for students to exchange ideas among themselves and think out of the box. This paper will firstly discuss the design of the activity, which was underpinned by theories of social constructivism and cognitive constructivism with a focus on scaffolding and Piaget's Equilibration Theory, respectively. Located within an interpretative paradigm, this paper will also provide a qualitative analysis of the enactment of the teaching and learning activity including students' critical moves towards building and justifying a generalization.

Understanding and supporting our students: A key to student success

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Bala, S

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Rhythm: Student Access and Success

Session type: Oral paper

Keywords: student engagement, support services, BUSSE, student success

Poor throughput rates at universities are often attributed to “under-preparedness” of students and focus on a deficit framing of students. Recent studies, however, point to student engagement and the role that universities must play to enable not only student access but also student success. Student engagement broadly defined refers to the participation of students in meaningful educational activities which occur both inside and outside of the classroom. Research identifies four distinct approaches to student engagement: the behavioural aspect which focuses on what the teacher does; the psychological aspect which focuses on internal mechanisms that drive student behaviour; the socio-cultural aspect which zooms in on the crucial role that students’ backgrounds place on their success; and, finally, the holistic perspective which strives to combine all these perspectives. In addition to student effort, student engagement also refers to the allocation of resources and provision of support services to support student learning. This project explores the preparedness of first year students for higher education and the preparedness of the institution to support first year students. In this paper two sets of data were used: The Beginning University Survey of student engagement (BUSSE), which was administered to 1633 first year students in 2017, and feedback from 86 first year lecturers. The BUSSE data centred on secondary school educational experiences and on student expectations about university. The data from first year lecturers focused on the types of institutional support for first year students. The BUSSE data was filtered using SPSS and the data from the lecturers was thematically coded. The BUSSE survey shows that students have very positive mind-sets, high aspirations and demonstrate a willingness to work hard to succeed. Findings also show that students have been exposed to different learning styles and are familiar with reading, writing and speaking tasks. Students have experience in engaging with academic activities that require evaluation and critical thinking and students are amiable to diverse and cooperative environments. Data from lecturers revealed that support for students should be multipronged: the curriculum needs to be designed so that learning is scaffolded; there must be a greater collaboration with support services such as the library, Writing Centre, and Academic Development Unit; and, finally, peer mentoring and tutorials are crucial to student success. It is envisaged that the findings from the paper will assist the university in being better prepared to enable student success.

Why lecturers in an Engineering school assess the way they do

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Dison, L

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Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Oral paper

Keywords: assessment for learning, constructive alignment, engineering assessment

Improving student approaches to learning is an ongoing challenge in the engineering discipline. Assessment practices have the potential to significantly shape student learning in a particular academic context, opening up opportunities for positively changing the way that students learn. This research will adopt a framework aligned to learning oriented assessment and assessment for learning which supports the idea that student learning can be positively influenced by assessment practices. Effective learning is framed as that which takes place in a systemic environment that promotes reflective, student-centred approaches to learning and effective assessment is expected to be constructively aligned towards these goals.

This study takes place in an engineering school at a South African university where student success rates are frequently lower than expected. The purpose of this research is to gain an insight into the current assessment practices that lecturers use, the factors that influence the choice and use of assessments and the perceived influence that assessments have in shaping student learning. This study considers all assessment experiences of students in the degree programme and is not limited to a particular subject or year of study. This is due to the fact that students develop approaches to learning based on their current and prior experiences and these experiences influence approaches in all courses, affecting their overall approach to their degree. This paper presents the results from individual interviews with nine (n=30), purposively sampled, academic staff in the school. Interviews followed a semi-structured protocol with a set of open ended questions developed from the research objectives and theoretical framework. Transcriptions from the interviews were analysed thematically to identify emerging and occurring themes. The results show that poorly defined objectives and criteria for assessments are leading to gaps in the communication of expectations, feedback and the overall performance of students in assessments. Lecturers identify shortcomings in students who do not perform well as lacking a willingness to go beyond what is expected, an inability to link subject material and skills from different courses and a tendency towards studying methodological approaches without proper understanding. Exams and tests were consistently identified by lecturers as lacking in their ability to adequately assess students and although there have been shifts to move away from these methods, there are constraints that limit more widespread adoption of alternative techniques. The results also revealed interesting

findings around the construction and use of rubrics, particularly in more project-based assessments, that are potentially developing student approaches to learning that are not ideal. There was also an interesting emergence of an underlying theme of agency, both lecturer and student, that influences many of the assessment practices in the school.

This study has provided input that could be used by the school to design improved assessment practices that work towards enabling greater learning within students and ultimately higher levels of success. Due to the fact that engineering throughput and dropout rates in South Africa are unacceptably high, it is believed that this study will facilitate a broader conversation on the use of assessment practices in engineering contexts.

Personal growth through SI: From SI leader to SI assistant coordinator to lecturer

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Nelson Mandela University

Siwela, E

Nelson Mandela University

Rhythm: Student Access and Success

Session type: Oral paper

This student presentation will focus on the role that Supplemental Instruction (SI) has played in the personal, professional and career development of two students at Nelson Mandela University. They will reflect on their personal journeys and how their roles as student coordinators at the George Campus have enabled the University to offer the same quality SI programme on this campus as on the Port Elizabeth campuses, without a full-time SI staff member present in George. SI is an international academic assistance programme that aims to increase student performance and retention. It targets traditionally difficult academic subjects and provides regularly scheduled, out-of-class, peer facilitated sessions. It is a non-remedial approach to retention. SI Leaders are senior students who have passed well and act as facilitators and academic role models to new students enrolled in the module. Although the aim of the programme is mainly to improve the academic performance of the new students, it has become clear that the programme plays a large role in the development of the SI Leaders. The journey for both students started when they were SI Leaders on the George Campus of Nelson Mandela University and the presenters will discuss how their roles as SI Leaders have developed them personally and professionally, for example in terms of time-management, preparation, building professional relationships, overcoming the fear of public speaking, and so forth. Both SI Leaders were promoted to SI Assistant Coordinators and will share how the role changed from being a student facilitator with the new responsibilities added and the innovative ways in which they attended to SI Leader needs. Finally, one of the students will share how SI assisted in opening doors for him to become a lecturer and how his SI strategies and experience are still enabling him to cope in the new role. This presentation is based on personal reflections. It is also in part a practical demonstration of how students can be

developed through the right opportunities – by two individuals who pre-SI struggled with public speaking and now volunteered to present at a national conference.

Academic developer identities: Getting to grips with the literature

van Heerden, J

Rhodes University

Skead, M

Stellenbosch University

Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Oral paper

This paper explores how academic developers' identities are developed. Given calls to re-envisage what and how academics teach in twenty first century South African universities, academic developers face novel challenges. There is an urgency to “radically transform and decolonise higher education” (Heleta, 2016). This research posits that Higher Education must contribute to social and economic transformation by creating opportunity and equitable conditions for success to diverse student cohorts (Ball, 2012) while producing highly skilled professionals, citizens and leaders (Sugrue et al, 2017). Efforts to ‘enhance the quality of education’ and lead the ‘evolution of the field of academic development’ (Sugrue et al, 2017:1) take place in the context of decreasing resources and increasing challenges. The history of Academic Development (AD) in South Africa shows that it shifted from academic support to academic development and, more recently, to institutional development (Boughey, 2010). Subsequently, Academic Developers have modified / adapted their identities to meet national and institutional transformation imperatives while fulfilling multiple roles in Higher Education Institutions (D’Andrea and Gosling, 2005; Gordon and Whitchurch, 2010). This paper engages with core literature on academic developer identities, internationally and nationally. It draws on an ongoing PhD study and asks: what cultural and structural factors enable or constrain the development of academic developers’ identities? In the context outlined above, Archer’s Social Realism (2000) is used as an analytical tool to explore this question. The purpose is to formulate robust understandings for supporting academic developers’ identity building as they grapple with higher education demands. It is suggested that ‘where those with increased agency and a changed identity are not afforded supportive structural and cultural conditions’ within an institution, ‘a deepened sense of dislocation might result’ (Skead, 2017).

Near-peer video learning enhances student engagement with geological knowledge

von der Heyden, B
Stellenbosch University

Rhythm: Student Access and Success
Session type: Oral paper

The accessibility of a curriculum to the student body may be strongly dependent on both the level at which the curriculum content is pitched, and on the health of the relationship between the lecturer and the student body. Near-peer developed video-based learning has been identified as an approach that greatly increases ownership of learning and knowledge content within the student domain. In an attempt to advance the decolonisation of the Earth Science curriculum, this approach has been tested for its viability and effectiveness as a mechanism that precludes the generational gap associated with traditional lecturer-learner class-room interaction (which may be perceived as a colonialised learning interaction). The near-peer video content has been developed by B.Sc. Honours level students during their two-week long tour of the South African mines and is used for teaching third year students about South African geology and the minerals industry. Qualitative and quantitative survey data were used to evaluate the effectiveness of these “quasi-experiential” video casts with respect to both the value and accessibility of the learning that could be derived by third year Earth Science students. Student responses indicated that they greatly valued the learning that they attained from this novel teaching approach, and a rigorous interpretation of the results will be discussed in terms of knowledge-knower codes of Legitimation Code Theory (Maton and Chen, 2017). In addition, the benefits of the video-cast assignment will be discussed in terms of Technological Pedagogical Content Knowledge development (Koehler and Mishra, 2009), and specifically how the “production” way of learning (Laurillard, 2002) helped to enhance Honour’s level student engagement with geological knowledge. The intervention reached full maturity in its second year of being run, and is now regarded as an integral part of the curriculum. The value and applicability of near-peer video-casts to decolonised curricula will be discussed, with special reference to its potential relevance to Massive Open Online Courses and the ‘University-of-the-future’.

Outsourcing to the experts: Industry interviews advance applied economic geology learning

von der Heyden, B
Stellenbosch University

Rhythm: Responsive Curricula, and Curriculum and Career Pathways
Session type: Oral paper

A high proportion of B.Sc. Earth Science graduates apply the theoretical knowledge gained at University level to careers in the minerals industry (e.g., mining and minerals exploration). The depressed economic status of the South African (and global) minerals industry has resulted in a 65% decrease in the number of graduate intakes into the South African mining industry between 2014 and 2016 (Minerals Education Trust Fund, 2016 statistics). In an effort to better prepare Stellenbosch University geology majors for success in their job-searching prospects, it is imperative that they are equipped with the ability to develop professional networks, and that they develop a better understanding of the role of the geologist in the mine work-place. To these ends, the 2016 Honours-level Economic Geology (742) class was instructed to conduct interviews with industry-based geologists who have experience relevant to the mineral commodity that each student was investigating. Students' questions focussed primarily on scientific aspects related to mine geology, however, they were also encouraged to ask interpersonal questions related to developing careers in geology. Data from student feedback surveys showed that the learning intervention was a success and that both outcomes were achieved. Enhancements in the students' codified knowledge (e.g., understanding the role of the geologist) is attributed to the depth of knowledge accessed from the interviewees (combined working experience of ~155 years), and because learning took place according to a structured theory of learning framework, i.e. the Conversational Framework (Laurillard, 2002). The success of the intervention in the context of the professional network development is discussed in terms of knowledge and social capital transfer across the university-industry interface, and in terms of developing graduate attributes. It is proposed that structured interview interaction with industry based partners is an effective vehicle for student mentorship, and strongly enhances student learning of applied aspects of the Earth Science curriculum, particularly those which will be relevant to their future professional careers in the minerals industry.

Student perceptions of audio feedback in a design-based module for distance education

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Central University of Technology

Swart, AJ

Central University of Technology

Rhythm: Student Access and Success

Session type: Oral paper

Within higher education, student perceptions are beneficial in evaluating the nature and quality of educational interventions. One such intervention involves the use of academic audio feedback on the submitted assignments of distance learning students. This type of feedback may well enhance the educational experience of the students, irrelevant of how it is produced. The purpose of this paper is to highlight the perceptions of students regarding audio feedback, which was provided in a design-based module offered at an open distance learning institute in South Africa. For this research, a case study was used where quantitative and qualitative

data were collected from 30 students enrolled for a module termed Design Project III, during 2017. A few key advantages that were highlighted include a good learning experience, better time utilisation, and informative and better communication. A key disadvantage relates to a lack of on-campus Wi-Fi connectivity or availability. However, it is recommended that this intervention (providing audio feedback to students) be adopted by more academics at open distance learning institutions as they strive to improve student engagement with the study leader and with the course content.

Playing with numbers: Arts in accounting pedagogy teaching

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Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Oral paper

Keywords: accounting pedagogy, arts-based approaches, educational values, social constructivism, student-centred

Accounting pedagogy teaching techniques have always been more conventional (traditional) and teacher-based instead of innovative and student-based, with the objective to acquire knowledge and skills which have only been in the traditional form of lectures. In this paper, in adopting a social constructivist teaching approach, I review my use of arts-based practices in my role as a teacher educator of accounting pedagogy at a university of technology. At the heart of all types of active and student-centred learning, is the constructivist notion that students generate knowledge and meaning best when they have experiences that lead them to realise how new information conflicts with their prevailing understanding of a concept or idea. To produce the type of cognitive dissonance that promotes new understanding, students must do more than just listen to a lecturer describe concepts. Rather, they must engage in activities or exercises that require them to reflect on their understanding and examine or explain their thinking. Thus, I show how I incorporated the arts in the form of dance, music, metaphor drawings and drama with my accounting pedagogy students. Pedagogical approaches transcended the boundaries of the traditional accounting classroom and disrupted the conventional accounting lesson by involving students actively in their own learning process which created opportunities for enhancing students' personal development and attitudes toward learning. Central to my educational values of establishing a student-centred learning environment, I shaped course curricula and content based on students' needs, abilities, interests, and learning styles by incorporating the arts. Establishing a shared vision for the course, challenging and encouraging students, and opportunities for reflection were promoted. Incorporating the arts into accounting pedagogy teaching promoted changes in students' attitudes and beliefs by engaging them with concepts in a way that was relevant and meaningful for their lives. Students demonstrated better conceptual understanding and increased engagement with the learning content.

Academic staff induction programme: A holistic blended learning approach to professional development at Wits

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Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Poster presentation

New academics are especially vulnerable if teaching is not foregrounded in their professional induction and does not holistically reflect teaching in the 21st century higher education environment. It is crucial that induction programmes model good teaching practices that incorporate educational technology and other essential aspects of pedagogies in higher education. However, these often do not explicitly reflect in the induction of new academics. The poster illustrates a reconceptualization of a teaching role workshop that is aimed to induct new academics across disciplines into their roles as teachers within faculties. Through a holistically blended learning approach, the workshop focuses on modelling academic experiences and theories of teaching and learning to develop a reflective praxis. The outcomes of the workshop include the following:

- Explore the HE context to inform their role as academics at Wits
- Identify and reflect on HE teaching and learning theories
- Develop an outline of a course using a constructive alignment process
- Evaluate self and peer facilitation and presentation skills during a microteaching session
- Reflect and document your professional practice

The Gilly Salmon's Carpe Diem learning design model was used to reconceptualise the workshop. The five-day workshop incorporates all aspects of teaching by focusing on: the higher education context,; teaching and learning theories, assessment, writing and learning, educational technology, micro-teaching and reflective teaching. Reflections and evaluations of the workshop indicated that academics found it beneficial and even suggested that the workshop be offered to all academics teaching at Wits.

Discourses underpinning teaching development in the New Generation of Academics Program

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Rhodes University

Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Oral paper

The New Generation of Academics Programme (nGAP), a core feature of the Staffing South Africa's Universities Framework (SSAUF), is a systemic mechanism implemented in South Africa's public universities, designed to address the challenges related to the composition and capacity of academic staff to adequately respond to the competing demands placed on higher education. These early-career appointees are completely new to formal academic teaching. This paper examines the extent to which existing induction programmes and other teaching development initiatives in four institutions align with the aims of 'transforming' the academy. Questions arise regarding the development of nGAP appointees as teachers that contribute to institutional changes in pedagogical approaches and to curriculum development more generally. In-depth interviews were conducted with the fourteen participating lecturers. An analytical framework drawing on Critical Discourse Analysis (CDA) was used to examine the first fifteen months of the lecturers' experiences in the nGAP. Discourses provide insight into ideological positions and excavate the mechanisms with power over how the world experiences (Fairclough, Jessop and Sayer, 2002). Three dominant discourses emerged from the data that offer partial explanations for the events and experiences (Fairclough) of these lecturers. These discourses provide a snapshot of the teaching development of this group of early-career academics. There is limited literature available providing South Africa's higher education sector with an indication of how the nGAP is contributing towards the transformation goal of developing the next generation of university teachers. This presentation session is poised to contribute to a gap in knowledge focused on enhanced teaching support and development for lecturers in the nGAP.

Meeting the information administration demands of a globalized workplace

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Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Oral paper

The re-curriculated Diploma for Business and Information Administration requires a qualification which is intended to prepare administrators and office managers with critical

business, information and office management skills. The focus of this research project is the decoding of the Information Administration course to meet the demands of business competitiveness in times of globalization. The problem being investigated is whether the knowledge base of the Information Administration course meets the challenges of the information age and a competitive global economy. The research on which this paper is based had the following objectives: 1) to determine the revision required for the transformation of the Information Administration course; and 2) to determine the educational interventions of the re-curriculated Information Administration course necessary to meet the competitive workplace. The Semantic dimension of Legitimation Code Theory was utilised and a multi-method research design employed to include the views of graduates, employers, academics and students. The findings show that the revision of the current Information Administration course took into account the requests from all the stakeholders and resulted in a separation of the content lectured in the classroom and the content taught in the laboratories. The new course was considered a distinguishing feature of the revised curriculum that places considerable emphasis on new computer applications required in business and office management environments. However, computer technology is an ever-changing field of study and while what is learnt today is out-dated tomorrow, the knowledge and skills which graduates acquire during their study period enable them to adapt very quickly to new software applications required in the workplace.

Challenging knowledge asymmetries: Photovoice, low income students and conditions and practices of inclusion

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Rhythm: Student Access and Success

Session type: Joint symposium

Keywords: photovoice; inclusion; exclusion; inclusive learning outcomes

Photovoice is a process by which people can identify, represent, and enhance their shared community through photographic material. As a research and pedagogical practice, photovoice has three main goals: (1) to enable people to record and reflect on their thematic stories, (2) to promote critical dialogue and knowledge about important issues through discussion of their photographs, and (3) to reach policymakers and practitioners. It aims to involve young people as co-researchers in a simultaneously creative and critical knowledge generation process, in which those who provide the knowledge also make knowledge and benefit from it. The purpose of using photovoice as a participatory research strand in our

Miratho project on inclusive higher education learning outcomes for low income youth (<http://miratho.com/>) is to understand – through the voices of young people – how they experience and understand inclusion and exclusions at their own university and how they tell their stories of capability formation using visual narratives.

We developed a pilot project in 2017 on Access, and, based on that experience, designed a focused three-day workshop for the first two of four projects that are centred on inclusions and exclusions at university, with implications for learning outcomes. During the workshop sessions, undergraduate students from rural backgrounds discussed their university experiences, were provided with photography training and then used digital cameras to each take photographs from which they selected five to make up their own photo story. Stories were given a title and each photograph captioned by the student. Everyone in the group was able to present their stories and receive comments before finalizing the title, captions, and order of photographs. In the final part of the process, students discussed what they had learned about learning opportunities and outcomes at their university for students like themselves, and what needs to be done to move towards inclusion for all. A website was set up to post photographs and the final visual narratives. This presentation describes and reflects on the value of a photovoice approach in expanding undergraduate student inclusion in research and knowledge-making capabilities. We will also reflect on the extent to which we, as university-based researchers participated in the photovoice process as active facilitators, and if by the end we managed to shift the focus to student co-researchers.

Using lifestory, photovoice and multi-modal participatory approaches in researching access to, participation in, and outcomes of university learning for low-income youth

Höppener, M; McLean, M & Walker, M (Miratho project)

Muhuro, P; Mgqwashu, E & de Wet, T (SARiHE project)

See individual abstracts

- Höppener, M., Wilson-Strydom, M. and McLean, M. *Challenging knowledge asymmetries: Photovoice, low income students and conditions and practices of inclusion*
- McLean, M., Bathmaker, A., Höppener, M. and Walker, M. *Students trying to transform the socio-economic structures they came from: what we can learn from life-story interviews*
- Muhuro, P., Mgqwashu, E. and de Wet, T. *Enhancing rural student learning and Success through Multimodal Participatory Research in South African Higher Education*

Rhythm: Student Access & Success

Session type: Symposium

The presentations in this symposium draw from data gathered across two projects. One is the Southern African Rurality in Higher Education (SARiHE) project, and the other is the Miratho Project.

The SARiHE project worked with student co-researchers across three South African universities – the University of Johannesburg, Rhodes University and the University of Fort Hare. The co-researchers documented their prior learning in rural areas and their experience as university students, as well as how they negotiated the transition to higher education. Participatory methodology was adopted during the project, which can be argued to be a ‘decolonising’ mode (Bozalek and Biersteker, 2011) as it avoids a deficit positioning of underrepresented students. Students from the University of Johannesburg, Rhodes University and University of Fort Hare participated as co-researchers, working alongside academic researchers by:

- Collecting accounts of everyday practices in the form of digital documentaries
- Contributing to discussions and focus groups
- Contributing to data analysis
- Participating in presentations and academic writing, and publishing both on the website and in print

This 30 month collaborative project was jointly funded by the ESRC and the NRF and is led by the University of Bristol and the University of Johannesburg.

The Miratho Project is in its second year of a four-year mixed methods research process which investigates the multi-dimensional dynamics or factors shaping low-income students’ effective opportunities to access higher education, flourish and participate, and move from higher education to work. Amongst the key objectives is developing a multi-dimensional learning outcomes index as an instrument of public debate and of policy decisions which can capture this interconnected information that otherwise cannot be presented concisely. The project also explores students’ values and commitments to contributing to an inclusive society, and what forms and sustains these values. In addition, students are involved participatory workshops and research processes so that the project directly expands their capabilities and operationalizes their right to research. The combined data sets, consisting of both quantitative and qualitative data, enable both a macro view of the educational pathways of the selected student population, but also fine-grained micro accounts of their lives. We have thus designed a multi-method, longitudinal study to investigate the complex nature of how higher education opportunities and achievements are distributed among students from challenging rural and township contexts. The research participants are currently in their third or final year of undergraduate study, and have gained access to higher education through the support of a youth led NGO. They are distributed across five universities: the University of the Witwatersrand, University of Johannesburg, University of the Free State, University of Venda and Walter Sisulu University.

The project is funded by the ESRC and DFID and is led by the University of the Free State, in partnership with the University of Nottingham and the University of Birmingham.

This workshop will be of interest to anyone working with or interested in qualitative research with a focus on storytelling and/or participatory methods.

Threshold concepts: Making waves of change in a first year curriculum

Hudson, L

Cape Peninsula University of Technology

Engel-Hills, P

Cape Peninsula University of Technology

Winberg, C

Cape Peninsula University of Technology

Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Oral paper

Keywords: key concepts; transactional curriculum inquiry; radiation therapy curriculum; learning physics concepts

Many academics are having conversations about improving pedagogy by focussing on transformative classroom engagements. One of these conversations involves unpacking difficult concepts in subjects that are traditionally known to be challenging to students entering professional practice programmes. This study set out to gain insight into threshold concepts in response to 'waves of change' in the first year curriculum of a Bachelor of Science in Radiation Therapy programme. The research questions guiding this study were

1. What are the key and threshold concepts in undergraduate Radiation Physics, and
2. What are the challenges experienced by first year students when learning key concepts in Radiation Physics?

The research design included reviews of curriculum documents, and drew from interviews with first year students, as well as academic staff teaching on the programme. Discourse and thematic analysis were used to identify potential threshold concepts in the first year curriculum. The focus of this presentation is on one of the identified concepts, the inverse square law. Both student and staff participants confirmed that this concept was troublesome to teach and learn for various reasons. The paper's contribution to knowledge is that it is the intersection of multiple key concepts in disciplines such as Mathematics, Physics and Radiation Physics, that creates the space for threshold concepts. The findings of this study have implications for university teachers in professional practice programmes with regard to identifying and teaching threshold concepts in existing curricula.

Narratives of disruption: Reflecting on lecturer identities and implications for practice in a design extended curriculum programme

Hugo, C

Cape Peninsula University of Technology

Morris, A

Cape Peninsula University of Technology

Rhythm: Higher Education Pedagogies for sustainable development

Session Type: Poster presentation

In the contemporary higher education setting of South Africa, decolonization as a construct has become a significant consideration for all academics. The #FeesMustFall (FMF) movement and student protests between 2015-2017, in particular, turned the spotlight on how particular types of knowledge, typically emanating from Western traditions, have come to be dominant in curricula at our universities, often at expense of those derived from Africa. The disciplinary field of Design and its curriculum construction has not been exempt from these critiques. Central to decolonisation theorisation is the importance attached to resisting Eurocentric ideas and philosophies, while accepting the contributions of colonised communities and promoting social justice, especially in post-colonial contexts across the globe. Additionally, the notion of decoloniality attempts to account for how colonial and, especially, European influences are still prized above other ways of knowing and doing (Zembylas, 2017). In this presentation we report on an instance of our engagement with critical reflection on our identities as extended curriculum programme (ECP) lecturers and its implications for our teaching practice. In our presentation we outline how our reflective enquiry used a narrative research approach (Connelly and Clandinin, 1990), which through a dialogical conversation allowed us to account for our learning and academic journeys to our current role and location as ECP lecturers at Cape Peninsula University of Technology (CPUT). This dialogical conversation, furthermore, provided the basis of our critical reflection and interrogation, which attempts to understand the various influences that now inform our activities and practices as Design ECP lecturers. In our presentation we highlight how the 'decolonial turn' (Vorster and Quinn, 2017) has had a profound influence on our ongoing re-evaluation of our identities as Designers and Design lecturers and importantly, what this means for how we teach Design in the ECP space. The decolonialisation of the university debates have become the catalyst for our critical reflective enquiry, and furthermore allowed us to critique the ways in which the current Design curriculum adheres to and primarily promotes a Eurocentric design gaze. This raises questions about the degree to which our current curriculum overtly excludes knowledges and practices originating within African design traditions. Furthermore, the whole scale reliance on the Eurocentric gaze, implies that the design aesthetic which our students bring along to our classroom is either ignored or dismissed as inferior. We explore and describe how our classroom practices have actively sought to ensure greater participatory parity amongst our students and in so doing allow all gazes to have more equal representation in our classroom.

“It joins the dots”: Students’ experiences of concept mapping in an extended programmes course

Immelman, S

University of Pretoria

Rhythm: Student Access and Success

Session type: Oral paper

Despite extensive and ongoing research into the improvement of higher education in South Africa, low throughput numbers are evidence that much still needs to be done. A factor that is currently thought to be at the heart of the problem is students’ lack of conceptual understanding and it is therefore necessary to investigate techniques and strategies that might facilitate conceptual understanding. Concept mapping, a scaffolding technique that was designed to improve conceptual understanding, is one such technique. As part of a larger research study, this qualitative study reports on students’ experiences of concept mapping by analysing questionnaire responses after a concept mapping intervention. An examination of students’ attitudes towards concept mapping shows enthusiasm for the technique and suggests that further investigation is warranted.

Lecturer-student dialogic conversations in re-imagining conceptions of quality in teaching and learning

Jackson, L

Nelson Mandela University

Yassim, K

Nelson Mandela University

Rhythm: Student Access and Success

Session type: Oral paper

Monitoring teaching and learning quality in higher education invites feedback from students on a regular basis. As part of this process, students generally complete evaluation questionnaires related to the module, course or qualification. It is expected that the student perspective is reflected on and their suggestions are implemented before the next cycle of delivery. In this way, these evaluations contribute to regular improvement and an overall review of the module or programme. Within the context of transformation and decolonisation in higher education in South Africa, the voice of the student, and the experience they have at institutions, has increasingly become a national imperative.

This conceptual paper reports on an alternative invitation for student voice through the use of visual participatory methodologies that created space for safe, “dialogic” conversations to take

place between students and lecturers. Using an adaptation of the South African developed Mmogo-method®, and a collage-making activity, students and lecturers from a Faculty of Education described their understanding of quality of teaching and learning and deliberated over the kind of indicators that show quality of teaching and learning from their individual perspectives. In this way, a co-created conceptualisation of “common understandings” was developed with the participants.

The result of these conversations suggests that quality of teaching and learning requires a common understanding and that its construct is context-relevant. In order to claim that teaching and learning is of quality, lecturers and students shared a common desire for the teaching space to be inclusive, a safe space, where all knowledge forms are accepted and acknowledged and where teaching and learning occurs reciprocally. Lecturers expressed a willingness to learn from the students in their classes; and students expressed a desire to be seen as possessing knowledge even if it differs from what the lecturer expects. Students would also like to learn from their peers in the class as a way of affirming diversity in the fullest sense. There was a very real desire for teaching and learning to be collaborative in the way the content is delivered, and for the content to reflect the experiences of all persons in the class, while at the same time maintaining the fundamental principles of the discipline being taught. The visual participatory methodology appeared to diminish the power dynamic that is often a hindrance to authentic lecturer-student engagement.

These preliminary findings seem to suggest that to arrive at a common understanding of what quality of teaching and learning is requires dialogic conversation, with collaborative co-creation, by the stakeholders, lecturers and students. In a collaborative, collegial environment where students feel accepted and see their feedback as valuable and meaningful, their feedback has the potential to lead to continuous improvement. It is anticipated, that in this way, student feedback could be obtained which could promote quality within the teaching space and quality of learning for students. Furthermore, this study will contribute to re-imagining conceptions of academic quality and adopting quality processes that are inclusive, responsive and relevant to higher education in the South African context.

Using a theoretical framework of institutional culture to analyse an institutional advisory document

Jacobs, AHM

Stellenbosch University

Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Oral paper

This analysis builds on previous research related to a conceptual analysis of institutional culture in higher education. A theoretical framework was proposed to analyse institutional documents of two higher education institutions in the Western Cape, for the period 2002 to 2012 (Jacobs 2012). The elements of this theoretical framework are ‘shared values and beliefs’, ‘language’, ‘symbols’ and ‘knowledge production’. Even though the larger study

focused on two higher education institutions, the focus in this analysis is on Stellenbosch University (SU). The aim of the analysis is to explore how the constitutive elements of the proposed theoretical framework are constructed in the SU Advisory Document of the Task Team on a Welcoming Culture (SU 2013). Is SU really on a journey from high levels of exclusion to inclusion, as it claims to be? The findings of the larger 2012 study suggested a missing link between transformation and institutional culture (including a welcoming culture). Although SU is striving towards an inclusive institutional culture, the contention is that transformation needs to extend far deeper.

The current analysis reveals four challenges for SU. Firstly, the university has to ensure that the current initiatives for achieving a welcoming culture represent significant actions to address the challenges related to transforming the university's institutional or welcoming culture. Secondly, the discourse on a welcoming institutional culture needs to be intensified. Thirdly, SU needs to interrogate the university as a social space and examine how it serves to include or exclude students from access to learning and powerful knowledge. Fourthly, SU should heed Chisholm's argument (2004, 12) that the use of certain terms (such as 're-launch' and 're-look') to imply transformation tends to deplete them of specific significance.

This analysis qualifies as 'analysis for policy' because: (1) I contributed to clarifying the understudied concept of institutional culture (including a welcoming culture) in the context of higher education; and (2) this analysis can potentially contribute to discussions about transformation in higher education, especially with regard to a welcoming institutional culture. By implication, this analysis dances to the rhythm of "higher education pedagogies for sustainable development", which includes transformative pedagogies.

Dipping toes in the waves of fully online short learning programs: Ensuring faculty success

Jansen van Vuuren, M

North-West University

van Niekerk, E

North-West University

Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Oral paper

Academic institutions across the world and in South Africa are already surfing, some taking on huge swells, as they stimulate, disrupt and transform learning and teaching through innovative and creative ways in the online environment. However, some of us are only dipping our toes...

These ongoing developments in the Higher Education context present the North-West University (NWU) with significant opportunities to engage in a process of pedagogical innovation. The NWU Teaching Learning Strategy (2017:8) promotes the development of

online learning programs as follows: “[T]he University will systematically develop the capacity to engage in blended learning and other teaching and learning designs, including the dynamic use of instructional activities based solely on face-to-face interaction, fully online learning, and self-paced, autonomous learning, to deliver a program or module in different modes of educational delivery.”

The development of blended learning, but, in particular, fully online learning programs – and in this case Short Learning Programs (SLPs) – means that academic staff are facing new challenges that require different and additional institutional support. The role of academics is surely changing as they enter new, unknown waters, and a number of questions challenge how academics develop in and are supported in institutional structures that have long only supported traditional face-to-face instruction. The research for this paper is based on the development of one SLP, but the demand for fully online development and delivery of SLPs is rapidly escalating which raises significant questions in terms of the sustainability, support structure, academic staff profile and readiness, success of the academic staff member and ultimately enhanced quality and student success through a transformed curriculum.

The process which was followed during the development of the SLP and which was closely monitored by both authors who were involved as academic developers, as well as anecdotes from the academic content experts and course presenters (same two academics) and faculty support staff, will be used to measure against the proposed model that Newbold, Seifert, Brooks and Scheffler (2017) created reframing roles, tasks and job descriptions in a traditional academic environment, to that of a Competency-Based Education (CBE) program. In creating this framework to compare the roles and responsibilities of academic staff and institutional support when adapting to a relatively new pedagogical model, it was noted that CBE as a core model remains flexible and can be adapted to various institutional and program types. The success that the academic staff member achieves through the delivery of the online SLP directly reflects institutional commitment to and investment in online learning. To succeed requires commitment, but above all a deep understanding of the waters we are about to enter. For the purpose of this paper the SLP will be used to measure against the CBE proposed model as well as to contextualise and expand the recommendations and challenges for the unique NWU context.

MOOCs in and out of the curriculum: Tensions while innovating online

Jawitz, J

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Deacon, A

University of Cape Town

Jaffer, T

University of Cape Town

Small, J

University of Cape Town

Walji, S

University of Cape Town

Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Oral paper

This presentation describes and analyses the work we have been doing with academics who have invested in creating Massive Open Online Courses (MOOCs) at the University of Cape Town (UCT), and who are also exploring ways of using these courses within their formal teaching. We focus on four cases where academics now use the MOOCs or 'private' closed versions of MOOCs to support and develop blended course models for their students. The cases we investigate are a first-year academic writing course, a fifth-year medical course, an interdisciplinary anthropology masters course and a postgraduate health sciences research skills course. The four cases represent different levels of study and present varied experiences in student digital literacies and expectations. The teaching materials created for the MOOCs were intended for both a global audience and in some cases to serve the needs of UCT students. The blended learning designs in each of the cases is distinct and conceived to address particular challenges the academics identified as important to achieve the intended learning outcomes for their registered students. There are also tensions between the formal curriculum and the new content being introduced in the MOOCs that have surfaced subsequently in the formal teaching spaces. MOOCs are conceived to allow experimentation, and reinserting these new ideas into the formal curriculum in the Humanities and Health Sciences faculties exposes new challenges around student engagement and integration. The research data draws on interviews with academics as well as course analytics and interviews with students. In this context we are interested in how academics go about imagining and innovating new content and pedagogies within blended courses and the tensions that may emerge across the formal curriculum. Specifically we asked the academics what worked, how they mitigated risks, and how they responded to challenges when blending online materials into an existing curriculum structure and design. Typically the motivation for developing blended courses is to insert new ideas into the curriculum while also responding to needs for greater flexibility in the curriculum. This specific research is concerned with how MOOCs are used as a catalyst for innovation in disciplinary contexts and how academics see the value of exploring the blended mode using established MOOCs. This research seeks to probe assumptions and understandings about how online technologies such as MOOCs are being

repurposed to unsettle and rethink university studies. The advantage for an academic designing something like a MOOC, as opposed to a formal course, is that it is not as constrained by a curriculum, how students are moving in and out of levels of study or the strict assessment of skills and knowledge. Thus academics have freedom to experiment and try out new ideas. These ideas might succeed with a global audience even if they do not become incorporated into the university curriculum. This study considers the challenges academics experienced when they tried to repurpose these MOOCs for use within a formally structured curriculum in a blended or 'wrapped format'. Understanding these challenges may assist in future efforts to innovate and introduce change into existing curricula.

Charting a new course for admissions: Developing a sustainable access model for success

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Nelson Mandela University

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Nelson Mandela University

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Rhythm: Student Access and Success

Session type: Oral paper

For approximately the past 20 years, the Nelson Mandela University has functioned with an alternative undergraduate admissions process, which focussed on creating an access route via access testing. This provided a pathway into Higher Education studies which accommodated the uncertainties of the various schooling systems and broadened access to under-represented applicant groups. Central to this process was the use of access testing alongside school results to identify applicants with the proficiencies to succeed in Higher Education. The culmination of a number of national, institutional and student-related events and factors has increased the accessibility of Higher Education to a wider range of school leavers. Hence an access model that accommodates these changes needed to be considered by the institution.

The proposed model is based on the following premises:

1. Sensitivity to the achievement variations in school performance, that provides comparable admissions requirements for programmes across faculties, and is based on success indicators linked to university studies.
2. Providing insight into career pathways to assist applicants to meet academic and career goals.
3. Enabling a more focussed approach to student success. Given the University's commitment to access for success, both the provision of a range of intentional developmental opportunities and the creation of a supportive learning environment are essential for student success.

4. Simplifying the admission decision-making process.

The paper seeks to highlight the philosophy behind the model, together with the methodology used and will outline the consultative process followed to generate staff and student understanding and buy-in. The impact of the model on applicants and students, and the responsibility of faculties to focus more on fostering student success through transforming their curricula and the nature of the support provided, will be unpacked.

Postgraduate student access and success within a cross-cultural context

Joubert, E

Durban University of Technology

Rhythm: Student Access and Success

Session type: Oral paper

Meyer, Bushney, and Ukpere (2011) describe globalisation as the widening, deepening and speeding up of interconnectedness of universities within the global world; linked to this is internationalisation. In the higher education context, internationalisation can be viewed as a series of decisions and policies that reside within the internal control of higher education institutions, such as the targeted recruitment of international staff and students, internationalised curricula, joint ventures, transnational research undertakings, and so on.. Kreber (2009:3) states that “By encouraging greater internationalisation across teaching, research and service activities, the quality of higher education can be enriched.” Higher education institutions in South Africa have a high proportion of foreign students when compared to the general population and this is even greater in the postgraduate arena with an estimated 25% of Masters and Doctoral students being foreign students (Mouton, 2004). In universities such as the Durban University of Technology (DUT) the experience of undergraduate students is researched through initiatives such as the First Year Student Experience (FYSE) Project, the Siyaphumelela Project, and so forth. On the other hand, there is a paucity of research at DUT with regards to the experience of postgraduates. Many universities have strategies to attract high-quality postgraduate students but is the access aligned to success?

This research aimed to investigate how the cultural context influences the postgraduate experience with particular emphasis on international students and the student-supervisor relationship. A qualitative research design approach was used. International postgraduate students from the Faculty of Accounting and Informatics at DUT were asked to complete a survey with open-ended questions. Informed consent was obtained from all participants. Some of the issues that were explored included what influenced the student to pursue postgraduate study away from their home country, language/communication barriers, choice of supervisor, style of supervision, and familiarity with South African culture and its influence on the student's research. Responses to the questionnaires were analysed using thematic analysis which is “a

method for identifying, analysing and interpreting patterned meanings or themes in qualitative data” (Rohleder and Lyons, 2014:95). In my presentation I will give a detailed analysis and discussion of the various responses of the students. I will also present the success rate statistics of postgraduate students. The results overall showed that international students do experience postgraduate study differently from local students and face additional challenges such as cross-cultural miscommunication and feelings of isolation. However, they display resilience and adaptability and have often developed ways of overcoming these challenges. In addition, the student-supervisor relationship is a key dynamic which influences the success of postgraduate students.

Are South African academics prepared to teach a diverse student population?

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Rhythm: Learning Analytics to Inform Transformative Teaching, Learning and Support

Session type: Poster presentation

Keywords: under-preparedness, academic staff, professional development, diverse student population

This article explores the preparedness of academic staff to teach the diverse student population. A lot has been written about under- preparedness of students who enrol in Higher Education Institutions (HEIs) but nothing substantial has been written about how much institutions and, specifically, academics are prepared to receive and teach the new cohort of students – (millennials), the way they are supposed to be taught. The evidence of mismatched expectations from both academic staff and students is overwhelming and disconcerting as depicted by adverse scenes during #FeesMustFall. The indisputable challenge is that a number of academics were previously expected to prepare only a small minority of students for extraordinary and ambitious intellectual work whereas they are now expected to prepare virtually all students in their care for deep learning, critical thinking and problem-solving skills. The critical discourse is how then could academic staff be expected to understand the students, including their experiences, challenges, aspirations, expectations and, most importantly, the way they learn in order to address those diverse needs appropriately and effectively?. The data for this paper is drawn predominantly from the review of the literature on academic staff professional development and induction programmes offered at various (HEIs). The results indicate a lack of appropriate programmes to prepare and equip academics with cultural competence in order to teach and understand the diverse student population in their care. As a fundamental aspect of transformation, it is imperative that cultural competence should form a greater part of professional development and induction programmes for academics.

A broad legal analysis of higher education pedagogies and feasibility for sustainable development in the South African context

Laubscher, I

Nelson Mandela University

Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Oral paper

The dawn of the Final Constitution of the Republic of South Africa in 1996 saw a keen focus on education through the provision of the right to education in South Africa's supreme law. This is contained in section 29, subject to internal limitations placed upon the state to make the right progressively available and accessible through reasonable measures. The right falls to further scrutiny under the general limitation clause found in section 36 of the Constitution. In the greater legal realm, the Constitution serves as an instrument of public international law which is aimed at delivering legal application to socio-economic aspects in a universal context such as access to education. In 2000, the United Nations issued its Millennium Development Goals, in an attempt to reach its targets within a 15-year period, with special application in under-developed and developing countries, such as South Africa. In its application, one of UNICEF's major successes was implementing measures through Universal Primary Education policies throughout African governments. This required the issuance of grants to households with school-going children and resulted in enrolment rates improving by 30%. It is suggested that with proper mechanisms in place by government, and improved policy frameworks, the same outcome can be achieved for higher education in the South African context. Governmental prioritisation and allocation of funding is a possibility and should be looked into in light of the recent #FeesMustFall protests which left the higher education system disgruntled from attack.

The use of drawings as a creative tool to express student perception of cadaveric dissection: The UKZN experience

Lazarus, L

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Rhythm: Transformative teaching development across the academic career trajectory

Session type: Poster presentation

Cadaveric dissection is a key practical component of the anatomy curriculum which enables students to form a link between theory and practice. However, engaging in cadaveric dissection evokes an array of emotions in students which may act as stressors and affect them psychologically. The artistic practice of drawing either from direct observation or memory offers many features of wellness interventions such as relaxation, reflection, self-expression, and creativity, whilst potentially having a direct benefit to students' medical education. In some centres, arts-training has also been used as a supplement to anatomical teaching and, in particular, has been used as a method for improving clinical observation skills. This study aimed to identify the students' perceptions of cadaveric dissections through drawings. First year occupational therapy and physiotherapy students were asked to draw a picture to express their feelings regarding cadaveric dissection. A total of 66 drawings were solicited from these students. The drawings were analysed and interpreted. The emotions depicted in the drawings were categorised as Positive (15/66; 22.72%), Negative (34/66; 51.51%) and Ambivalent (17/66; 25.75%). As depicted from the results of this pilot study, drawings can be viewed as an opportunity for students to step away from texts or the dissecting table and it is interesting to note that many evoked negative attitudes toward the dissecting room experience. Drawing helps to avoid the 'trap of the textbook' – that tendency for students to think of the body as discrete chapters in a book rather than a unified whole.

Collaborative online international learning: Bridging the geographical space of teaching

Leendertz, V

North-West University

Strydom, E

North-West University

Rhythm: Responsive Curricula, and Curriculum and Career Pathways Session type: Practitioner presentation

In 2017 the Director for Academic Professional Development at the Centre for Teaching and Learning (CTL) at North-West University (NWU) initiated a co-teaching project with Georgia State University (GSU) in Atlanta, Georgia. One of the guiding principles of the NWU Teaching and Learning Strategy stipulates: A commitment to collaborate and share innovation and best practice in teaching and learning nationally and globally, through collaborative networks and partnerships as well as capacity development programmes. The aim of the project was to: (i) enhance collaboration, innovation, and best practice in teaching and learning nationally and globally, through collaborative networks and partnerships as well as capacity development programmes; (ii) promote the scholarship of teaching and learning in order to support communities of inquiry in which members of academic staff, in consultation with and assisted by suitably qualified professional support staff, conduct ethically sound research into the curriculum, student learning and development, teaching and assessment, and other aspects that impact on student access and success; and (iii) create an atmosphere of intellectual excitement, through the promotion of scholarly work on teaching and learning in order to

capture and foster reflective practice and innovation that shapes programme design and delivery and the learning environment. The project also provided students to work with peers from different contexts. The lecturers had to adhere to the following criteria: lecturer/senior lecturer, five years HE teaching experience, and a PhD qualification. Through collaboration with GSU, four lecturers were matched based on subject discipline, and in September 2017 the NWU staff members met with their teaching partners at GSU to plan their co-teaching initiative. The participants come from diverse subject disciplines (Statistics, Psychology, Law and Education). In February 2018 a group of law students from NWU joined a group from GSU for an assignment. In September 2018 the second cohort of six lecturers from NWU will meet with their peers from GSU. This paper discusses the challenges and successes of this co-teaching initiative. Some of the major challenges experienced were: (i) finding the modules to match; (ii) ensuring the partner does not change universities; (iii) having a teaching load for the semester; and (iv) scheduling the sessions which are convenient for both contexts. The successes were as follows: (i) exposing NWU lecturers to teaching online; (ii) accessing tools to enhance the teaching and learning experience for students; (iii) providing students with the opportunity to communicate with students from a different context; and (iv) enabling lecturers to reflect on their teaching and learning.

Professional support staff claim their academic research identity

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University of the Western Cape

Rhythm: Transformative Teaching Development across the Academic Career Trajectory **Session type: Poster presentation**

Tertiary institutions encourage research output as it results in institutional promotion and monetary benefits, yet there exists the assumption that research is reserved for academics. The paper reflects on the engagement of professional support staff in research, within a higher education context. Interviews conducted with key role players within the Centre for Innovative Education and Communication Technologies, at the University of the Western Cape (UWC), unveil both the individual and institutional benefits of professional academic staff engaging in research. The researchers interrogate the stereotypical view that research is reserved for academics. The key findings identified were related to: how professional academic staff perceive research positions; their engagement in research-led projects and how this contributes to their academic and professional identities; the attainment and transferal of skills and knowledge; and, in turn, how this impacts their future engagements in research. The research highlights how a professional academic support centre focuses on research-led projects, which positively influence the identities of the staff. This influence is critical within a postmodern HE setting, as professional support staff engage in research and balance a range

of institutional, operational commitments. Furthermore, the paper is depictive of a professional support team who has used its agency to contribute to valuable research within the context of UWC's aim to become a research-intensive university.

Developing university teachers through engagement in scholarship: Lessons from the LSSE

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University of the Free State

Strydom, F

University of the Free State

Rhythm: Transformative teaching development across the Academic Career Trajectory

Session type: Oral paper

The development and implementation of the University Capacity Development Programme (UCDP) testifies to the Department of Higher Education and Training's (DHET) recognition of the importance of sharpening the higher education system's focus on development and transformation. The UCDP has a strong focus on developing university teachers to have a scholarly and professional approach to teaching. As part of this teaching development focus, the DHET has been working with national stakeholders to develop 'A framework for enhancing academics as university teachers'. Among other goals, the Framework aims to conceptually consolidate how university teachers could be professionally developed and supported so that they, in turn, could best develop and support their peers and students. In essence, the Framework identifies six actionable focal areas: 1) continuous professional development for university teachers; 2) establishing and maintaining university teacher development structures, organisations and resources; 3) ensuring that academics are recognised and rewarded for the work they do as teachers; 4) advancing university teaching through leadership development; 5) promoting knowledge production and knowledge sharing on university teaching and learning; and 6) developing expectations of academics in their roles as university teachers. This paper will focus on the fifth imperative, promoting knowledge production and knowledge sharing on university teaching and learning, through sharing lecturers' involvement in the Scholarship of Teaching and Learning (SoTL). We draw from 322 responses to the 2017 administration of the Lecturer Survey of Student Engagement (LSSE) collected from three participating institutions. The LSSE forms part of the South African Surveys of Student Engagement (SASSE), and primarily measures lecturers' sense of their students' engagement. The survey also focuses on the time lecturers' spend on teaching and other academic activities. With the growing importance of developing university teachers, a SoTL scale was developed and included for the first time with the 2017 administration of the LSSE.

This scale measures the extent to which lecturers are encouraged to be involved in (and are involved in) institutional or departmental SoTL activities, the extent to which lecturers are

making use of different data and information sources to guide curricular decisions, and which forms of incentives they prefer in order to engage in SoTL activities. The data show that even though the majority of lecturers are aware of SoTL initiatives taking place on different levels of their institutions, only about a third make use of these initiatives. This and other findings enable us to gain a better understanding of lecturers' engagement in SoTL activities and provide a good starting point for determining how best to develop a more scholarly and professional approach to teaching. The paper will also explore how evidence such as the data we will be sharing can be used to contribute to the development of new approaches to developing academics.

The Enabling Next Generation Digital Learning Environment at the NWU (ENGDLE@NWU)

Louw, R

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Rhythm: Leadership to Respond to Complexity and Uncertainty in Novel Ways Session type: Practitioner presentation

The NWU Teaching and Learning Strategy 2016 – 2020 aims to establish an enabling teaching and learning environment. These aims are reflected in strategic goal 4: “The creation and maintenance of a well-resourced teaching and learning environment, in terms of facilities and infrastructure, on a sustainable basis.” Key strategic driver 8.7 of the NWU teaching and learning strategy explains the enabling learning environment that must be developed and maintained in order for the NWU teaching and learning plan to attain all the strategic goals of the NWU teaching and learning strategy. A number of supporting technologies/ approaches/ practices/ systems are identified that exist or should be explored/developed adopted to contribute towards the enabling of an environment. The focus of the strategy is therefore not on one single technology/ approach/ practice/ system as the solution, but the enabling ability that contributes towards an ecosystem of technologies/ approaches / practices/ systems that constitutes a learning environment. Extensive research done by the Educause Learning Initiative (ELI), since 2014, confirms that this goal in the NWU teaching and learning strategy aligns with global practice of Higher Education teaching and learning management. The relevance of the creation and maintenance of a well-sourced teaching and learning environment, identified by ELI as the Next Generation Digital Learning Environment (NGDLE) is echoed by the New Media Consortium (NMC) annual 2017 Horizon report, that identifies the NGDLE as a key trend on the adoption horizon of Higher Education institutions. This presentation will provide a summary of the NWU roadmap to determine the enabling digital teaching and learning environment needed to support student access and success and the applicable quality criteria that inform academic and support best practice as well as an overview of the planning process to operationalise the Next Generation Digital Teaching and Learning Environment at the NWU (ENGDLE@NWU).

Higher education leadership practices and challenges in a changing world: The case of Vaal University of Technology

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Rhythm: Leadership to Respond to Complexity and Uncertainty in Novel Ways

Session type: Poster presentation

Keywords: leadership, challenges, changing world, higher education institutions, leadership practices, Vaal University of Technology

Most public Universities around the world including Vaal University of Technology (VUT), are faced with the challenge of providing more educational value, whilst serving more students than before with less funding from the government and, more important, to increase degree attainment rates and consequently reduce drop-out rates. Considerable research has shown a strong link between effective leadership practices and high levels of student learning (active participation of students) and achievement (Reardon 2011; Robinson 2011 and Sebastian and Allensworth 2012). Although research has shown this strong relationship, limited research has targeted Universities of Technology (UOTs) leadership practices and challenges. The main objective of this study is to explore educational leaders' perceptions of the current and future challenges and practices in the Higher Education profession and also to provide recommendations to management on ways to improve leadership challenges being faced by VUT. The study could help leaders in tertiary institutions to reflect on their own experiences as academic leaders and such reflection may help improve their leadership practices to achieve positive outcomes for their organisations. The mixed method approach will be adopted for this study.

Exploring informal mentoring through a photographic exhibition of educational influences on becoming a university educator

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Poster presentation

Keywords: curating, educational influences, informal mentoring, photographic exhibit, values

When I started my journey as higher education practitioner, I received informal mentoring from my colleagues. The purpose of this research was to explore that informal mentoring through a photographic exhibit of educational influences as I became higher education practitioner. The context of the research paper is exhibited through photographs of the university where I studied and the university where I am now employed. I used a bricolage research methodology, combining the visual method of curating a collection of photographic self-narrative writing with living theory methodology. I used artefacts in the form of photographs to make visible the informal mentoring I received. Curating photographs and reflecting about informal mentoring helped me understand that each photograph has meaning – and values gained – and taught me the importance of mentoring for higher education practitioners. I have also realised the importance of the values of hope, motivation, creativity, passion and care.

Managing the quality use of podcasts in HE open distance and e-learning environments

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Rhythm: Learning Analytics to inform transformative teaching, learning and support

Session type: Practitioner presentation

Keywords: podcasts, quality, open distance and e-learning (ODEL), higher education, teaching and learning, support technology, productive learning, framework

The integration of podcasts in an open distance and e-learning (ODEL) environment can play a crucial role in reducing transactional distance through providing quality educational opportunities and access to information quickly through any digital device. However, technology in itself does not improve teaching, unless there is a well-conceived educational process taking place, then there is no doubt that the teaching process can be enhanced (Gibson, 2001). There is great interest in podcasts in higher education but relatively little evidence-base in the educational literature to support its quality use for teaching and learning in distance education. In fact, there is some evidence that online learning, unless carefully planned, can encourage students to focus on lower level cognitive skills (James, McInnis and Devlin, 2002). The challenges, and role-expectations related to supporting students with podcasts are complex and demand that robust guidance be provided to the lecturers in order for them to achieve productive student learning. The question therefore is, “How can lecturers be guided towards a quality use of podcasts that achieve most of the learning objectives or expectations of students?” Therefore, the aim of this paper was to design and develop a framework that manages the quality use of podcasts for teaching and learning in ODeL environments. The focus was for academic lecturers to capitalize on the potential of podcasts to accommodate different knowledge and education dimensions in online teaching. A developmental research design was used to develop the framework. The revised Bloom’s taxonomy (2001), and McGarr’s (2009) guide to educational uses of podcasts in enhancing

the lecture were used as the domain specific guides in the construction of the framework. Results provided a descriptive recommendation on how to improve the quality use of podcasts for teaching in ODeL environments. 431 podcast scripts generated during staff development at the University of South Africa (UNISA), for two years in succession, were used to pilot the framework. If the framework is discussed in group or conference platforms, it can be improved to the point of having the framework used in other institutions of higher learning.

Critical assessment of public administration curriculum: Decolonizing scholarship of teaching and learning at a post- colonial South African university

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Rhythm: Learning Analytics to Inform Transformative Teaching, Learning and Support

Session type: Oral paper

Keywords: higher learning institutions, decolonization, scholarship of teaching and learning, South Africa, Eurocentric, hegemony, public administration curriculum

This research is specific to Public Administration content curriculum decolonization which currently heavily embeds and imposes Eurocentric ideologies into Africa, including South African higher learning institutions. It sought to find the extent of updating in scholarship of teaching and learning in the public administration discipline, focusing more on decolonization of content curriculum. The major challenge is that the current Public Administration curriculum hardly recognizes and reflects the culture, political, social and economic realities of South Africa. This means that teaching and learning chiefly, does not address SA challenges but instead, it appears that higher learning institutions are instruments used as an extension to perpetuate Eurocentric hegemony. Methodologically, this research is explorative and case study based.

Preliminary findings are that SA indigenous administration forms and its content, those that were in existence prior to colonization, and are still currently practiced in rural areas, appear to be excluded from the public administration discipline. This presents the public administration discipline as being 'epistemic universal' instead of being 'epistemic pluriversal or diverse'. Thus, as much as African scholars learn from European scholars, this knowledge deserves to be documented and amalgamated to curriculum content so that learning is informative. So, only change or inclusion of curriculum content of public administration discipline that it may be informative to SA learner. Some scholars argue that, 'alignment and articulation of curriculum is both reciprocal and co-informing' (Watermayer 2012). Thus, it

cannot appear that there was no pre-colonial public administration practise, which may be informative for higher learning institutions' curriculum. A strong motivation is that the SA public administration space of activity is two-pronged: thus, there is traditional or 'organic' (public administration mostly practised in rural setting), and there is what appears to be contemporary (public administration mostly imported from Europe) and both centres ought to be included in the curriculum in order to arrive at epistemic pluriversality of teaching and learning.

A contextual and transdisciplinary analysis of pedagogic, operational and administrative frameworks of a writing centre: The case of the Durban University of Technology (DUT) Writing Centre (WrC)

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Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Oral paper

Keywords: administrative and operational framework, writing centre, transdisciplinarity, Africanisation of learning

Different pedagogies, modes of writing and writing styles have not only over the years transformed the face of academia, but have played a pivotal role in shaping diverse curricula and contributing to their growth and development. In pursuit of attaining suitable models that have administrative and operational frameworks that address the ever growing myriad multicultural world we live in today, different models and facilities have been developed to keep up with the growth and development of academic literacies and the adoption of Africanisation methods in learning. The overall aim of this paper is to look at the views and perceptions of students to the set up facilities in institutions in development of a smooth academic curricular. The paper thus, looks at a model Writing Centre (WrC) and how its pedagogic, operational and administrative framework contributes to the development and growth of the general curricular in an institution of higher education. The study examines the case of the Durban University of Technology Writing Centre. The objectives of this paper is to analyse the Writing Centre policy formulation that builds up the facility, in order to decipher the type of service delivery system used by the Centre and how it responds to a student setting. The study will go on to examine the power relations of the tutor and tutee relationship, as explained by critical discourse analysis, and also how it adopts the customer contact theory to focus on the intangible assets of the student. The paper will also explore the various dimensions of language between tutor and tutee experience in relation to Africanisation and development of pedagogies. The study explored through the mixed methods investigation how best academic writing and support can be used to create a basic model for the growth and development of the institutional pedagogy. The researcher used both qualitative and quantitative analysis to be able to understand perceptions, views, expectations and experiences of both students and staff to explore the different ontologies and epistemologies

associated with curriculum growth and development. Finally, the research concluded that a positive contribution to growth and development of a curricular is defined by the pedagogic, operational and administrative framework of a given Writing Centre. It is however, imperative to note that the model can move away from what ought to be but still work as the phenomenon of a Writing Centre is informed by the institution in which it is birthed. Hence, rigorous investigation and lessons will eventually evolve into a suitable model for curriculum growth. As a result, the findings of this study are not disconfirmed by previous theories and research on similar efforts, but rather add to the already existent knowledge base on writing centres.

On the employment of Visual External Representation Heuristics during mathematical problem-solving: An exploratory study of extended degree students in an undergraduate Quantitative Literacy course

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Rhythm: Higher Education Pedagogies for Sustainable Development Session type: Oral paper

This exploratory study is part of a broader research project which seeks to design and implement a model for tutor professional development (TPD) with specific emphasis and foci on tutor classroom practices in higher education (HE) courses. The objective in this study is to use research tutorials to explore extended degree students' mathematical problem-solving abilities in a Quantitative Literacy (QL) course on the concept financial mathematics. To this end we particularly explore extended degree Humanities students' use of diagrammatic representations as effective aides when engaged in problem solving activities. The research methodology used in this study is design-based research (DBR) (Kennedy-Clark, 2013). The theoretical framework adopted here is that of External Representation Heuristics (ERH) (Superfine, 2009; Kolloffel, 2010). This framework is used in the context of mathematical problem solving when students are engaged in productive struggles (Zeybek, 2016) during a research tutorial. Preliminary analysis of the data collected from audio and video transcriptions of the research tutorial activities, and students' written assessments suggest that students: (1) do not fully appreciate the usefulness of using ERH tools such as time-lines, (2) have some difficulties in terms of knowing when these tools are applicable, and (3) are simply not fully equipped with how to correctly use these problem solving tools. In addition, students' written assessment work revealed that a significant proportion of students have common misconceptions, which possibly has a knock-on effect on their problem solving aptitude. This suggests a potential area for further attention in terms of future research.

Learner engagement: expectations, impediments to, and enablers for success in undergraduate emergency care education

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Rhythm: Student Access and Success

Session type: Oral paper

The learner diversity within the Bachelor of Emergency Medical Care at the Cape Peninsula University of Technology has not been described, save for narrow institutional research. This 4-year professional degree has an NQF 8 exit level. The EMS is inherently diverse and attracts individuals with differing interests and educational expectations. Learner diversity within this programme is of specific relevance as the South African Emergency Services (EMS) is undergoing a transition from non-NQF aligned short-course training to NQF-aligned education. The implication is that seasoned, older employees attend emergency care programmes with new school leavers. It is unknown to what extent South African Emergency Medical Care, predicated on the structure and knowledge developed in the global north, has been recontextualised. This colonial structure and knowledge underpins curriculum design and content, further influencing teaching, learning and assessment activities. Curriculum structure is further defined by rather general regulatory requirements, that are not necessarily transformative, and the design of class activities, assessment and learner support is left to lecturer agency. The risk is that curriculum and lecturer requirements and learner expectations diverge. Disengaged learners may have compromised success. It is documented that learner impediments to learning include misaligned pedagogy and/or ontology. A baseline of learner characteristics and expectations has not been determined. Other than generic course feedback surveys, the experiences of learners on the programme have not been deliberately explored. This poses challenges for the implementation of a standardised curriculum with essentially 'unstandardised' learners. This study explores learner expectations, experiences and engagement, as well as their self-reported enablers and impediments to success, and the support structures they feel would best contribute to their success. The aim was to provide a baseline description of the current learner body, and the most recent graduates, to act as a catalyst for transformative education practice and to foster learner engagement. We conducted a descriptive survey using an electronic questionnaire asking open-ended questions to all learners registered on the BEMC during 2018, as well as the 2017 graduates. The responses (n=114) were analysed for guided minority and majority themes using mind-mapping software. Majority themes were that most participants have a positive experience of the programme and that expectations are being met. Most expect to be competent clinicians at graduation and many regard the degree as a stepping stone to further study. Many experience challenges with finances and time management and find that the programme is extremely full and the workload is very heavy.

A critical discourse analysis of responses to the #FeesMustFall protests in South Africa

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Rhythm: Leadership to Respond to Complexity and Uncertainty in Novel Ways

Session type: Oral paper

Using Critical Realism, this paper looks at responses to the #FeesMustFall protests as captured in articles published in selected South African newspapers between October 2015 and March 2016. Online pictures published over the same period are also used. The articles and pictures showed that different stakeholders such as the government, university executives and academics responded to the protests in ways which were indicative of perceived power differences between themselves and other stakeholders. This generated tensions and hostilities which not only prolonged the time over which the conflict arising from the protests was resolved, but also led to the destruction of property worth millions of Rands. There was also suspension of academic programmes such as examinations and registration as well as injury to, and arrest of, some students. Since the power displays by different stakeholders were largely futile, the paper argues that perhaps through more collaborative responses, many of the negative consequences of the protests could have been averted. This serves as an important lesson for any conflict that might arise in the future in South African higher education.

After crossing the Rubicon - a critical realist analysis of University of Johannesburg students' experiences of the transition from extended to mainstream diploma programmes

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Rhythm: Student Access and Success

Session type: Oral paper

Based on an on-going study, this paper will report on University of Johannesburg extended diploma students' experiences of their transition from extended to mainstream diploma programmes. The participating students will be drawn from students undertaking engineering, management and humanities programmes at three campuses of the University. Using Critical Realism (CR) which looks at the interface of culture, structure and agency (Bhaskar, 1978 and Archer, 1996, 2000, 2012), the study will seek to establish the form of the culture of

learning that emerges when these students move into the mainstream programmes. To arrive at the form of this culture, the study will employ a qualitative approach in which focus group interviews will be held with students who successfully completed the extended year of the selected diploma programmes. The questions to be asked will focus on the role of various institutional structures in the students' learning and adjustment to university. Other questions will focus on the role of both collective and individual agency in shaping this culture. It is hypothesised that the results of the study will show that a complex culture of learning emerges with students' transition from extended to mainstream programmes. Attributable to this are likely to be the differences in the structures which the students rely on for academic success, and adjustment at the university in the extended year and those which are at their disposal in the mainstream programmes. Recommendations to be made are likely to focus on two areas. The first of these will be on strategies which can be employed to enhance the role of different structures which the students interact with in both the extended and mainstream programmes in ensuring improved academic success. The second is likely to be on what could be done to enhance the students' individual and collective agency to contribute to their academic success as well.

Students trying to transform the socio-economic structures they came from: What we can learn from life-story interviews

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Rhythm: Student Access and Success

Session type: Joint symposium

The main question that the four-year (2016-2020) multi-method Miratho project on inclusive higher education learning outcomes (www.miratho.com) addresses is: How do low-income young people from rural and township schools access, participate in, and succeed in higher education, and then move into work? The project is multi-method, including a statistical analysis, a survey, a photovoice project and longitudinal life-story interviews with students. In this paper, we argue that the life-story interviews reveal how a group of historically excluded people (young people from low-income rural and township areas) are driven by the prospect of securing better lives; face socio-economic barriers; and contribute to change by trying to create new spaces for themselves, their families and their communities.

By the end of the project, three annual life-story interviews will have been conducted with the same group of students who are enrolled in various study courses in five different universities,

starting when they were in their second year of study. So far, in the first round, 65 students were interviewed and in the second 63. We use the data from these two rounds of life-story interviews to illustrate what they reveal about the complex processes of social mobility through education. It can be seen how life stories are made up of feelings and experiences of different types of relationships, with interpretations of critical moments, and, with dreams of alternative lives. They also reveal how local and individual contexts (family, community, school and university) shape an environment that can enable the achievement of valued capabilities and learning outcomes by providing cultural resources in the face of considerable constraint.

Pain and praxis: Incomplete dialogues on hierarchies of Blackness as voices for change

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Rhythm: Higher Education Pedagogies for Sustainable Development Session type: Flipped paper

This paper arises from an ongoing dialogue around teaching and learning for meaningful change in higher education and has been amplified by the recent Racist Video by Adam Catzavelos and how it relates to issues of racism and transformation. Three colleagues involved in academic development and committed to teaching for change, have been engaging in “troubling” dialogues about how to transform our own thinking, and those of our students, in ways that make hearing and sharing contested narratives about racism and privilege educative and productive. Throughout many discussions and, most recently, discussions about the Catzavelos’ video, the difficulties that accompany dialogues of pain and trauma became more obvious. We recognized that it was actually challenging to engage and find each other on issues of racism even though we all self-identify as being Black (of “coloured”, Indian and African descent). Despite being friends and colleagues who work well together, our dialogues were often fraught with emotion and pain. We then thought how much more difficult it would be for relative strangers in the social space, thrown together in a classroom and expected to deal with difficult dialogues? Recognizing these enormous challenges of difficult dialogues as both affective and embodied stories, we began a process of journaling our thoughts separately and bringing them together at different times. This was to allow for “reflective spaces of percolation” to share, but also to try and find opportunities for deeper connection, despite the profoundly different and painful stories of three black teachers. We used duoethnography as our lens to explore hierarchies of Blackness as voices for change in order to show how, through incomplete dialogues, we might better come to know one another’s positions in more honouring and respectful ways. This paper thus presents some initial theorising about issues of Blackness, the power of rhetorical listening and how our

historically constructed unfolding identities shape our story sharing. We conclude by proposing some principles for consideration when engaging in teaching about racism and social justice, in a socially just way.

Humanizing the language policy process: The case of Nelson Mandela University

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Nelson Mandela University

Mayaba, N

Nelson Mandela University

Zinn, D

Nelson Mandela University

Lück, J

Nelson Mandela University

Batyi, T

Nelson Mandela University

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Rhythm: Student Access and Success

Session type: Oral paper

The development of an institutional language policy, if driven by a few academic experts, can result in a policy that is owned by some, known by few, and used by none. In South Africa, the higher education language policy (2002, 2018) challenges universities to transform their language policies, for access and success, through the adoption of multilingual institutional cultures. The centrality of language policy to issues of access and success in the historically exclusionary sphere of South African Higher Education has a significant responsibility to be reflective of its context. However, in the process of developing a language policy, do all voices have a platform to be heard? At Nelson Mandela University, the mandate to develop a new language policy inspired the process of revision. As an institution redefining itself, underpinned by Freire's (1993) theory of humanizing pedagogy, the process of developing a multilingual language policy had to be rethought. In this paper, we draw on the reflections of a language task team in their quest to rethink the language policy process. We employ discourse analysis to explore the processes that led up to the idea of courageous faculty-based language conversations as an inclusive, participatory approach. Ultimately, we argue that developing a language policy should be the collective responsibility of the university community. This study has implications for higher education institutions that are developing their language policies.

Mediating resistance to assessment feedback: A case study in higher education

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Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Oral paper

Higher Education institutions' main purpose is to develop essential knowledge, skills and attitudes required by students to complete their academic qualification and to adequately be prepared to enter the workplace. University qualifications are held in high regard and need to adhere to quality assurance requirements, placing emphasis on assessment processes and procedures which support such quality. In addition, students need to develop the capability to reflect and develop their own knowledge and skill to be fully equipped for the ever-changing labour-market. Accurate and fair assessment of student learning based on evidence obtained from a variety of contexts and applications, guided by a rationale for undertaking particular assessment at particular times, with clear descriptions of intended learning outcomes, and opportunities for demonstration of competence and skill, are essential to achieve this aim. Feedback is regarded as the most powerful modification for the enhancement of assessment and eventual achievement. The main contention of this paper is that feedback on assessment may create resistance rather than sustainable assessment practices and skills for students to engage with further learning in their careers and vocations. This paper proposes a view of feedback on assessment which follows stages of sequential accounts for advice giving to mediate resistance when students are provided with feedback on assessment, with the aim to support learning, interaction and knowledge productive learning.

A cohort of Postgraduate Diploma in Higher Education students, who were all Higher Education teachers, was conveniently selected to participate in the study. Participation was voluntary and anonymous and participants provided informed consent. Data were collected through interviews, qualitative reflections and document analysis. Results from the qualitative content analysis will be presented, and a framework for mediating resistance to assessment feedback is envisioned.

Using a research tutorial as a training strategy of choice for tutor professional development in an undergraduate course

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Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Oral paper

This study is part of a larger research project that seeks to investigate sustainable ways of improving group-based tutoring in higher education courses. A growing body of research into teaching and learning in higher education acknowledges that higher education institutions are regarded as bastions of active teaching and learning that “promote students’ deep learning and critical engagement” (Hardman, 2016, p. 64). However, existing research also suggests that there is lack of active participation by students during learning activities in tutorials, one of the reasons is due to poor quality of interactions between tutors and students during tutorials (Rocca, 2010).

Postgraduate students, who are the majority of tutors, receive little formal training, and lack sophisticated instructional skills on how to facilitate tutorials (Beukes and Maree, 2011; Oleson and Hora, 2014). Therefore, in this study, using an example I argue for the use of a research tutorial as a training strategy that can be used for tutor professional development (TPD) in an undergraduate Quantitative Literacy (QL) intervention course. The research methodology employed in this study is the lesson study – a research tutorial is a tutorial designed by both tutors and researchers that is used for the TPD. The analyses of data from transcribed video-recorded sessions of: preparation, facilitation, and reflection of the research tutorials provided guidelines on how to organise a TPD for higher education tutors. Suggestions for future research include focussing on how tutors notice, and attend to the students’ productive struggles during an undergraduate QL tutorial.

Responding to first year students’ needs through collaborative training of peer mentors

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Rhythm: Student Access and Success

Session type: Poster presentation

Keywords: peer mentors, training, first year students, mentoring, transition

Students arrive at universities with much expectation and are faced with the challenge of adapting socially and academically. Increasingly, integration of students into the university is complicated by the external pressure where students are expected to fit in. To adjust to, and

function effectively, in higher education students need to be socialized into the culture of the institution (Tinto 1997). They therefore need support from their peers. In response to the challenge peer mentoring programmes have been established at universities. Terrien and Leonard (2007, 150) define peer mentoring as “a helping relationship in which two individuals of similar age and/or experience come together, either informally or through formal schemes, in pursuit of fulfilling some combination of functions”. In order to augment the benefits of peer mentoring, mentors need to be provided with formal training not only on how to be mentors but also on how to provide customised support for individual first year students. First year students have varied support needs and therefore require individual attention. Before becoming mentors, students attend a two-day training workshop facilitated by the Centre for Higher Education Development, in conjunction with Support Services such as Student Counselling, the HIV/AIDS Unit, Student Welfare, the Centre for Innovative Education Development, the International Office and the Student Learning Unit. This paper explores the importance of providing training to peer mentors so as to facilitate effective integration and accommodate first year students’ individual needs at a university of technology. Interviews, observation of peer mentoring sessions and focus group discussions were conducted with both mentors and mentees. The findings of this paper revealed that besides the positive feedback from mentors about the training, peer mentors were also able to respond to individual students’ needs, even going beyond the mentoring scope in order to promote intentional learning, which encompasses capacity building, a sense of belonging and a quality first year experience.

Employed graduates’ reflections on the suitability of their academically acquired skills and knowledge for workplace readiness

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Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Oral paper

Keywords: moral hazard, economics of trust and information, adverse selection, workplace readiness

Developing workplace ready graduates will require a review of the teaching and learning strategies currently informing classroom learning. Students should be able to trust that the information they receive will assist them in the long term. Academics will have to revise their approaches to teaching and learning to ensure that the graduate output will service economic growth and graduate workplace readiness. Theories such as moral hazard, economics of trust and information, and adverse selection are used to present the importance of stakeholder inclusion in the development of workplace ready graduates. Comments by employed graduates in this study provide insights into how graduates experience the transition from the classroom to the workplace. Reflecting on the employed graduates’ experiences will guide academics toward more appropriate strategies to employ in their teaching and learning

practices. This qualitative study employs content analysis to present employed graduates' observations about higher education teaching and learning during their studies.

The effectiveness of Supplemental Instruction in promoting a teaching and learning agenda at a rural-based university

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Rhythm: Student Access and Success

Session type: Poster presentation

Keywords: supplemental instruction, teaching and learning, performance, student support, widening access

Globally, in institutions of higher learning, support programmes are implemented to assist students to cope with various challenges they face in their studies. One of the support programmes that is geared towards promoting teaching and learning at the university is Supplemental Instruction (SI). SI is a programme that is aimed at supporting students to enhance their learning. In other words, the role of SI is to create independent learners through improved learning skills, such as critical thinking, reasoning and reflecting. It appears that, due to widening of access, challenging modules become unbearable to some students. Hence, the support is required to improve students' understanding of difficult modules and, consequently, improve students' retention and throughput rates. In most cases, institutions that are located in rural areas are most likely to receive students who are mainly underprepared and unprepared for university transition. Consequently, such students require extra attention in the form of SI. The purpose of this study is to establish the effectiveness of SI programmes in promoting teaching and learning at a rural-based university. This study will be guided by the theory of Academic and Social Integration. This theory states that students in the institutions of higher learning learn and adjust better when they interact as peers under the guidance of a senior student who has gone through the same discipline. In addition, students learn better through peer learning. Furthermore, the theory states that a student who actively participates in academic activities develops positive academic and social relationships with students and staff in the institution (Kuh et al., 2006). This study will adopt a quantitative research approach. Data will be collected using questionnaires. The sample will consist of 5 students from each of the 15 targeted modules giving a total of 75 participants. The study will use a stratified random sampling technique. Data will be analysed using Statistical Package for Social Sciences (SPSS). The statistical technique that will be used will be Kruskal Wallis to determine the significance difference of the mean between SI students' and Non-SI

students' academic performance. It is important to support and develop students to enhance academic improvement.

Migrating from print to blended delivery: Experiences of instructional designers at Unisa

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Rhythm: Leadership to Respond to Complexity and Uncertainty in Novel Ways

Session type: Poster presentation

Bates and Poole observed in 2003 already that “the internet is now an essential feature of work, leisure and study for many people, and its influence is likely to grow as more and more people are able to access the technology on a global basis” (2003:8). Owing to these technological advancements and the need to fully realise openness as an Open Distance Education institution, the University of South Africa took a strategic decision to migrate the delivery of teaching and learning from print to blended and online. This has affected various stakeholders, from students to academics and external parties, in different ways. The readiness level of all these stakeholders has varied. This has led to resistance from some and direct buy-in from others. One particular stakeholder community consists of instructional designers who play a crucial role at Unisa as part of the quality assurance mechanisms employed by the university. This paper reports on a study into the experiences of instructional designers in the process of the migration from print to blended delivery of teaching and learning. The study also sought to establish the extent of this impact on their approaches to instructional design. Data collected and analysed pointed to the inadequacy of the support provided to the instructional designers to make the transition smoother. A notable finding from the study relates to the approach adopted by the instructional designers to the new delivery mode. It emerged that there has not really been a change in the approach. However, concern was raised about the timeframes set by the institution for curriculum and learning design. There is also an urgent need to provide training for instructional designers to empower them to adequately provide support to the academics in the endeavour to design for online delivery.

The road not taken: On developing a contextualised reading programme

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Oral paper

Keywords: programme developing, academic literacy moves, skill acquisition

Like other institutions of higher learning, the North-West University (NWU), through Academic Literacy, has experimented with numerous programmes for development of reading competency. The practice has always been that programmes are exported from one context and applied in another, sometimes even without adjusting them for consumption by the end user. Sometimes the required adjustments cannot be made because the programmes are often privately owned and supported. The NWU embarked on a process of developing a programme that responds to the needs of students across the campuses.

The study is a synopsis of what goes into programme development – specifically the development of a reading programme. The main aim of the study was to document the experience of project managing this development process. The stated aim was achieved through a qualitative analysis which thoroughly interrogated compliance to pedagogical prescripts on the acquisition of the production skill of strategic reading.

The analysis was to demonstrate how the literature on Academic Literacy moves has informed the content and structure of the programme under construction. It also interrogated the consultative process which not only preceded the development but also continued to give directives to the development process.

The study highlighted the significance of negotiated philosophical approaches in developing a contextualised reading programme. It also emphasised the need for buy-in by faculty in relation to the skills and competencies to be targeted. Based on the findings, the study recommends a close collaboration among stakeholders: CTL as a service provider (for developing), Academic Literacy personnel and faculty personnel.

When reading is an enjoyment and not a chore

Morule, N

North West University

Matsie, R

North West University

Rhythm: Student Access and Success

Session type: Practitioner presentation

Keywords: intensive reading, extensive reading, attitudes, computer-based reading, reading

Too often computer-based reading programmes prescribed by universities are intensive reading programmes. Intensive Reading (IR) programmes refer to modules that explicitly target development of students' reading skill whereas Extensive Reading (ER) programmes are aimed at getting students to read for pleasure. The reading programme currently used by the North West University is an intensive reading programme.

The aim of the study was to appraise students' views on using both extensive and intensive reading programmes. An extensive reading programme was introduced on a small scale to first-year students. A survey was administered to acquire students' views of the programme as well as their attitudes towards reading in general. The participants' responses were summarised using descriptive statistics from Google Forms. A focused interview was also conducted and analysed qualitatively using ATLAS.ti 7.

The findings revealed that the students differ in their reading cultures. Whilst some welcomed the initiative, others resisted it. However, the majority of the students indicated that their attitude towards reading has changed for the better.

The study recommends that an extensive reading programme should be made available as support tool for students who wish to develop their reading skills beyond the prescribed work. The students should use the tool at their own time and pace.

The integration of an interactive software platform to reinvent teaching and learning strategies in entrepreneurship education

Mostert, C

North West University

Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Poster presentation

Information and Communication Technology (ICT) has affected almost every part of our lives. Even more so the way in which we learn. ICT creates the opportunity where more information, in a greater variety of formats can be accessed and interacted with. Furthermore, ICT also motivates cognitive interactions that can enable students to build new knowledge, while the social interaction thereof engages and motivates the students. This enables students to think critically about the information that they are dealing with. The greater goal of entrepreneurship education is to train students to become professionals. The term “professional” can be described as someone who can do something with great skill. The challenge in entrepreneurship education is that students do not master entrepreneurial skills based on the teaching of theoretical content. Thus, it is of utmost importance to re-invent teaching and learning strategies within Higher Education Institutions (HEI). The purpose of this study is to report on the successful integration of ICT in an entrepreneurship module at a HEI. The aim with the integration of the specific interactive software platform was three-fold: to motivate and enable students in the higher education institution to take responsibility for their own learning process to a certain extent; to enable them to become co-creators of specific content; and to create the opportunity for effective peer-assessment. The aim was built on the main challenges experienced in the past in terms of the teaching and learning process in the specific entrepreneurship module. At the beginning of the semester, the students in the Entrepreneurial Skills module completed a questionnaire which measured their perceived perception of their entrepreneurial skills (as would be discussed in the specific module during the semester). During the semester an interactive software platform was integrated in the teaching and learning strategy, with the purpose of assisting students in mastering these entrepreneurial skills. At the end of the semester the students had to complete the same questionnaire, with an added section on the success of the online platform in the process. The results indicated that the use of ICT assisted students in mastering the theoretical skills on a practical level, and enabled them to learn from their peers and gain more authority in their own learning process. By understanding the contribution of the use of ICT in higher education, lecturers will be able to develop new spaces for the creation and sharing of information in the Higher Education sphere and reconsider the authority that students have in their own learning experience.

Enhancing rural student learning and success through multimodal participatory research in South African higher education

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University of Fort Hare

Mgqwashu, E

Rhodes University

de Wet, T

University of Johannesburg

Rhythm: Student Access and Success

Session type: Joint symposium

Keywords: student success, transition, multimodal participatory research, figured worlds

This paper expounds on the importance of multimodal participatory research with rural students in three diverse universities in South Africa. Recognizing student voice is critical in enhancing agency and learning in South Africa in view of contemporary issues like #FeesMustFall where students seem to suggest that their capital is not adequately acknowledged. This paper is part of a larger project seeking to understand how rural students negotiate transition from rural home and community to higher education, and is based on the assumption that rural students succeed because they use various knowledges from home, which promote university learning. Mgqwashu (2016) argues that, due to the legacy of apartheid, rurality has trails of disadvantage and marginalization, spatial and political matters. In view of this, it is important that research on rural students' learning takes into account students' agency.

While the whole project adopts Holland's concept of figured worlds (Holland et al 1998:2), with a particular interest on becoming, changing identities and subjectivities as well as improvisations students make to resist or overcome the cultural and historical constraints that powerful structures embody, this paper mainly focuses on the relevance of multimodal participatory methodology in order to achieve the project aims. In this presentation, three of the co-researchers from three research sites who form part of the purposively sampled cohort of 20 to 24 second year students from three research sites, share their insights of being co-researchers and how multimodal data collection, analysis and construction of new knowledge enhanced their own learning. The paper therefore contributes to debates on research practices that enhance student success and highlights the importance of participatory research as a decolonizing mode which enhances students learning.

Blackboard or WhatsApp: Which space to share?

Munienge, M

Walter Sisulu University

Rhythm: Student Access and Success

Session type: Poster presentation

On 7 August 2018 Walter Sisulu University (WSU) announced the Blackboard Mobile App and Blackboard Collaborate Tool as additional tools to the course management system. These additional features aim to: (i) enhance online communication; (ii) make any time web conferencing with students simpler, sleek and more reliable; and (iii) provide easy access to online resources with just a few clicks on their smart devices. However, students have to log into Blackboard Learn with their student credentials to find the information.

Students are also aware that their presence in the Blackboard environment can be monitored and traced. The new generation students prefer to receive communication with the minimum effort, time and cost involved for them. They are growing up with emerging technologies and they do not discriminate between what are acceptable communication tools for work, social interaction, university, and recreation (McKenzie, A., 2018). They prefer information at their fingertips—short concise texts and tweets and cut-through visuals and videos.

WhatsApp gives immediate notification and seamlessly sync chats to your computer; and you can send videos, PDFs, documents up to 100 MB, spreadsheets, and slideshows, without the hassle of email, a file sharing app, or logging into the course management systems. When end-to-end encrypted, the information shared is secured so only the people communicating can read, watch or listen to it, and nobody in between, not even WhatsApp (WhatsApp.com.,2018). This paper elucidates a case study at WSU where a lecturer makes use of both Blackboard and WhatsApp to share video resources, communicate online, and conduct web conferencing with his students. Furthermore he wanted to ascertain which tool students utilised the most and prefer to use. The results indicated that students react better to, engage more with, and prefer WhatsApp for: online communication, web conferencing, voice and video recording, and feedback.

Encouraging social and personal responsibility through humanising pedagogy

Munir, F

Nelson Mandela University

Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Practitioner presentation

Salazar (2013) refers to Freire (1970) when defining humanising pedagogy as a transformative approach to instruction that “ceases to be an instrument by which teachers can manipulate students, but rather expresses the consciousness of the students themselves” (Salazar: 2013: 127). Teachers who use a humanising pedagogy are prepared to co-construct dialogue with their students in their search for “mutual humanization” (Salazar: 2013: 127). The aim of such an approach is to promote critical consciousness where students understand social, political and economic inconsistencies and challenge the oppressive elements of reality.

The study aims to encourage social and personal responsibility by incorporating elements of humanising pedagogy. Fifty undergraduate engineering students participated in the study. They were provided with information about leadership, accountability and diversity. These concepts are considered significant, especially for the engineering profession. They were asked to work in groups to answer reflective questions on these themes. The objective of the task was to create an environment where the students: “are empathic and open to other perspectives; are willing to listen and to search for common ground or a synthesis of different

points of view; and can make a tentative best judgment to guide action” (Mezirow 1997: 10). The results showed that students were able to relate these concepts to their own lives and they produced insightful responses reflecting social and personal responsibility.

Predicting Generation Y students’ attitudes towards advertising on virtual learning environments at a South African university of technology: Results of a pilot study

Mutheiwana, MB

Vaal University of Technology

Sharp, K

Vaal University of Technology

Rhythm: Student Access and Success

Session type: Poster presentation

Using data from 50 Generation Y students of a University of Technology in Gauteng, South Africa, this research study will report on the results from a pilot study conducted on predicting Generation Y students’ attitudes towards advertising on virtual learning environments at a South African University of Technology. Although the research study is still a work in progress for the completion of a Master’s Degree in Marketing Management, and there are currently no results to report on, the study will make use of frequencies and correlations in the data analysis. Furthermore, recommendations will be made to universities of technology as to how they can use their virtual learning environments to incorporate advertising for both internal advertising as well as external advertising purposes. The hope is that not only will the use of advertising on virtual learning environments be the key to generating higher student attendance of university functions and initiatives, which will in turn prevent the loss of valuable funds due to poor attendance, but that the income generated from external advertising will be a stream of additional income for universities of technology, and even other higher education institutions, in the fight to create viable austerity measures.

Using an academic literacy intervention programme as a third space to develop first year B.Ed. students’ academic literacy practices

Namakula, H

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Rhythm: Student Access and Success

Session type: Oral paper

This paper reports on a small part of my ongoing PhD research study, which explores how an embedded academic literacy intervention programme shapes first-year B.Ed. students' academic literacy practices. Specifically, I focus on peer tutors who implement the programme by mentoring groups of first-year students, exploring how they use the academic literacy intervention programme as a transformative "third space" (Gutiérrez, 2008) in which they scaffold academic literacy practices.

The academic literacy intervention programme (WURU) was established by the Wits School of Education in 2014 to support students who under-perform in the academic literacy component of the National Bench Mark Test (NBT), administered to all B.Ed. first year students. The intervention programme is embedded within the Education Studies course, which is compulsory for all first years, and aims to support students in terms of reading, writing, exam preparations and approaches to revision. The programme is administered by peer tutors, who meet weekly with small tutorial groups of approximately six students, to consolidate their engagement with the course materials. This paper focuses on these peer tutors, examining their perceptions and the perceptions of the students they help, of the intervention programme and how it shapes students' academic literacy practices. Specifically, I use the notion of "third space" to understand how peer tutors in the course of the intervention actually create a multi-levelled space in which they scaffold and mediate students through their zones of proximal development to develop academic literacy practices.

Preliminary results from a single peer tutor focus group interview with six participants indicate that peer tutors provide more than what is prescribed for them as tutors within the programme's formal design. In itself, the intervention functions as a third space, in the form of a 'navigational space' providing students with the means to cross and succeed 'in different discourse communities' (Moje, Ciechanowski, Kramer, Ellis, Carrillo, and Collazo, 2004: 44). I show the intervention as a space in which students are provided with tools to navigate and succeed in a university academic environment. In addition, the tutors try to create an environment in which students feel safe, respected, and confident in their abilities as learners. Additionally, they ensure that students are not passive recipients of knowledge but are contributing members of the group. Thus, peer tutors not only act as academic tutors but also mentor and offer support to students as ways of helping them transition smoothly into the university environment. The tutors, in effect, create an additional kind of third space which acts as "transformative space where the potential for an expanded form of learning and the development of new knowledge is heightened" Gutiérrez (2008:152).

Nurturing research capacity among emerging academics through mentoring: Reflections from a pilot study

Ndebele, C

Sefako Makgatho Health Sciences University

Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Oral paper

Keywords: community of practice, team, mentoring circle, situated learning, collaboration, transformation

The need to develop the next generation of academics in South Africa to replace the aging professoriate has been on the agenda of the department of higher education and training for some time and has gained momentum in recent years. The Higher Education South Africa (HESA)'s Publication of the National Programme to develop the next Generation of Academics for South African Higher Education (2011) paints a dire situation for the higher education industry with regards to the attraction and retention of academic staff. Key challenges identified in the report include the aging profile of academics, poor remuneration of academics, the current postgraduate pipeline and expansion of the higher education sector. Further, at some universities, the foregrounding of research over teaching compels emerging academics to seek help in writing for publication. Using the Communities of Practice (CoP) theoretical framework, this paper unpacks one transformation initiative by one professor at a South African university to develop research capacity among emerging black academics through a collaborative mentorship programme with five academics from historically disadvantaged backgrounds. The chapter also focuses on the form and nature of this mentorship collaboration, the benefits and outputs from the collaboration from both the mentor and mentees, and the lessons learnt from the collaborative mentoring project. Premised on the qualitative research design, audio recorded interviews were conducted with the five mentees and the mentor. The thematic analysis of interview transcripts revealed, amongst other things, development of the mentees' identity, as academics and researchers, a boost in the mentees research profiles, and the development of a community of practice.

Using the student voice to enhance LMS for student access and success

Ndlovu, T

North West University

Rhythm: Student Access and Success

Session type: Oral paper

Learning Management Systems (LMS) have been widely adopted by higher education institutions globally over the years, to increase student engagement, blended learning and managing learning. In South Africa institutions spend significant proportions of limited resources on installing and maintaining LMSs.

However, the features and tools within these LMSs are usually designed without consulting students or taking the profile of the 21st century students into consideration. Therefore, this study aimed to identify how an LMS can be improved and used not only to engage students but also to promote student access and success by soliciting student voices and opinions. The rationale for the research was that students could provide suggestions for improvements of

the LMS. The theory underpinning this study is Cultural Historical Activity theory as well as Connectivism.

A mixed method approach was used to collect data from postgraduate students; interviews and structured questionnaires were used as data gathering tools. Qualitative data from the interviews were coded and thematically analysed. Data from the structured questionnaire were analysed using SPSS and graphically presented. Findings of the study revealed that the LMS needs to be redesigned with diversity of students in mind, both in content and assessment activities. Students also indicated that the LMS should have a tool to reflect academic progress, offline accessibility, information on bursaries, student support, and be more attractive. This paper therefore recommends institutions of higher learning to seriously consider redesigning their LMSs to accommodate the suggestions of students' voices.

Integration of African ethno-veterinary medicine into veterinary and para-veterinary curricula: Views towards decolonisation of higher education

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Oral paper

This study investigated views of para-veterinary students, veterinarians and para-veterinarians on integration of African ethno-veterinary medicine (AEVM) into curriculum development of veterinary and para-veterinary programmes as way of contributing to the decolonisation debate. African ethno-veterinary medicine is an indigenous knowledge system that is used for animal health management; it is a component of African Traditional Medicine that incorporates the sciences of diagnostics, medicinal plant use and techniques. African ethno-veterinary medicine is used widely and effectively by farmers, in most instances in interface with Western veterinary medicine. This is on account of farmers' preferences and the fact that Western veterinary medicine is expensive and inaccessible, especially for smallholder farmers in rural area. The South African government recognises the value of traditional healing and supports an integrative health system including the integration of indigenous knowledge into curricula of higher education institutions (Republic of South Africa, 2004). However, the current veterinary and para-veterinary curricula do not adequately

expose students to AEM. The involvement of different stakeholders in the veterinary field is critical to the implementation and success of the integration process. The study adopted decolonisation theories utilising a within-stage mixed model and a non-probability sampling method to gather views on integration from 96 North-West University animal health students and 53 North West Province veterinary officials. The data were statistically and thematically analysed. Overall, 84% of the students and 53% of the officials supported the integration of ethno-veterinary medicine into the veterinary and para-veterinary curricula. A logistic regression test indicated that approval of AEM among officials was a statistically significant ($p < 0.005$) predictor of future support of integration. The thematic analysis revealed that students who were not supportive of integration were more worried about its implications on their future job security expressed by narratives such as “will farmers still need us if they can use AEM”; whereas negative perceptions of African ethno-veterinary medicine were the main cause of lack of support for integration among some officials. Those who supported integration believed that it would result in a more efficient animal health care system and also encourage research and development. These findings reveal a high degree of readiness among the participating stakeholders for the integration of African ethno-veterinary medicine into the curricula of veterinary and para-veterinary programmes at institutions of higher education. The study recommends integration of African ethno-veterinary medicine into curricula through module development or significant ethno-veterinary content incorporation into modules. This will develop future veterinarians and para-veterinarians who appreciate the value of African healing and are better equipped to serve South African farmers. It is concluded that the integration will be a major step towards decolonising veterinary and para-veterinary education in South Africa.

Reframing evaluations of teaching: Creating space for supporting professional learning and transforming teaching practice

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Practitioner presentation

The presentation will engage theoretically and reflectively with the question: “How can evaluations support academic’s efforts to explore their teaching practice to inform professional growth and enhance student learning?” Across the globe, including at our institution, there is a sense that evaluations of teaching in higher education should inform academics’ efforts to think deeply about teaching and learning in the disciplines, in a way that will result in transforming teaching practices. In practice, few academics use the evaluation of the teaching process to reflect on their teaching, and teaching practices have remained largely unchanged.

Participation in evaluations is mainly focused on compliance to support accountability requirements and career progression. As a result, evaluation of teaching in the institution cannot be understood using the 'logic of consequentiality' (Edstrom 2006, that is, its contribution to transforming teaching practice. The process is overtaken by ideals of performativity underpinned by flawed conceptions of evaluations (Nygaard and Belluigi 2011). There is a sense of risk, and alienation created by the process. This undermines conduct of evaluations motivated by deep interest in reflecting and learning from their practice to support transformation in teaching and learning practice. In an effort understand the nature of the problem in order to reframe evaluations of teaching, we use the notion of 'practice' and we explore the architecture of evaluations as a practice (Boud and Brew 2017) in a research-intensive university. Our analysis focuses on identifying the evaluation practices developed over time, paying particular attention on the "sayings, doings and relatings" of evaluations as a practice in the institution. The aim is to engage with the elements that are creating anxiety and alienation for academics. The presentation will highlight that the anxiety and alienation emanate from the socio-cultural context (evaluation context), the assumed knowledge of the practice, a process that puts academics under scrutiny and further stifles their creativity and voice, and academics' sense of powerlessness as evaluation reports are often used in a punitive way. These factors not only create an experience of alienation (Mann 2006) for academics but also undermine efforts to transform teaching practice through deep engagement with evaluations of teaching. The presentation suggests that evaluations should be premised within the development and transformation agenda as per the institution's focus in its Teaching and Learning Plan. This requires reframing of evaluations as a mechanism to support academics' quest to explore how they can improve their teaching in the respective disciplines. In line with this, an environment for conducting evaluations that benefits both academics and students should balance academics' freedom and right to learn from evaluations of their teaching (Macfarlane 2017) with institutional expectations and requirements for quality teaching. It is critical that academics drive the pace of adopting effective ways of engaging with evaluations, and institutional practices should align with the imperative to transform teaching practice.

Changing minds: Slowly moving from a technical skills approach to system-level thinking in order to enable onscreen grading and feedback practices

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Mostert, M

North-West University

le Roux, K

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Practitioner presentation

Globally higher education institutions (HEIs) have experienced a rapid increase in student enrolment. Massification in HEIs has, however, occurred without an accompanying increase in staffing capacity development (CHE; 2016). The North-West University (NWU) has adapted to respond to the challenges of massification through “innovative teaching and learning designs” supported by “the effective use of teaching and learning technology” adoption (NWU; 2016). In this paper we, as academic development practitioners will be sharing some of our experience in the planning and implementation of academic development initiatives focused on the effective use of technology to enhance the management of academic staff’s assessment practices. Technology can support all aspects of assessment. We chose to focus this academic development initiative on a tool that promised to enhance grading and feedback. The Onscreen Marking (OSM) tool originally developed by the University of South Africa (UNISA) was piloted with a group of lecturers at the NWU, Faculty of Education, teaching on educational degree programmes for distance students. Our mandate from the Unit of Open and Distance (UODL) was to train the academic staff in the use of the OSM software. We decided to shake things up by rather taking a systems approach (Senge et al: 1994). Through systems-level thinking versus a narrow focus on technical skills we aimed at enabling contextual awareness of the OSM tool in relation to the assessment and feedback lifecycle (JISC; 2015). We also added another layer of complexity by structuring the OSM AD initiative into three sessions delving deeper into each phase of the assessment lifecycle, but focusing in each session on different stakeholders/actors, namely the academic staff, assistant markers and the students. The first session was conducted from the perspective of the lecturer: taking the lecturer through the assessment and feedback lifecycle phases of designing the assignment and assessment criteria, to setting the assignment and creating the OSM rubric, to downloading the assignment and marking with the OSM rubric. The second session focused more on the process from the student perspective. Lecturers had to submit the assignment as students. After experiencing the process as a student, lecturers could better understand how to set up the support for an assignment marked with the OSM tool. The third session was focused on the assistant markers, and improving inter-marker reliability when marking assignments with the help of the OSM tool. We are in the process of gathering reflective feedback from lecturers, assistant markers, students and the AD practitioners in order to inform further development of the OSM tool and refinement of the overall assessment and feedback process, before NWU’s wide adoption and implementation.

Conceptualising Workplace Spirituality in a university context for increased retention of academic staff

Palmer, E

Central University of Technology

Rhythm: Leadership to Respond to Complexity and Uncertainty in Novel Ways

Session type: Oral paper

Change has become a universal topic in the 21st century for all areas of the global, knowledge-driven organisation. This also extends to universities that are mandated to serve public interest and need to supply business and industry with suitably qualified graduates and business solutions on a continuous basis. The massive expansion of higher education coupled with the instrumental role of research and innovation in the knowledge economy has resulted in an increased demand for suitably qualified academics. Subsequently the commercialisation of university activities has transformed universities from 'communities of practice' to 'workplaces' resulting in increased competition for academic staff. In light of the changing context for universities, academic staff members face increased pressure to carry out a variety of functions such as research, teaching, curriculum development, postgraduate supervision, community engagement, administration and the raising of third-stream income. Together with the massification of higher education, this has led to increased managerialism in universities characterised by limited professional autonomy and an executive style of management. Academic staff are forced to spend more time on administrative tasks and a heavier workload, replacing collegiality and engagement. This threatens the retention of academic staff as they have a greater need to be engaged in their work to add more meaning and purpose to their lives and workplaces (Bell, Rajendran and Theiler, 2012:72). Academic leaders and human resource practitioners therefore need to find innovative ways to retain academic staff as part of the human resource strategy of the university and to create a work environment in which academic staff can increase their sense of meaning and purpose in what they do, as well as their feeling of interconnected with colleagues.

Workplace spirituality is regarded as the impetus toward meaningful work experiences as it focuses on the inner life of employees that is sustained through meaningful work in the context of community. Workplace spirituality as an emerging concept will be the focus of the study as there is little empirical research available on the topic, especially in the context of South African universities. Against the backdrop of social learning theory and more specifically, communities of practice, a qualitative research methodology is employed to conceptualise workplace spirituality in the context of South African universities. The results will lead to creating a valid measure for workplace spirituality in the university context and assist the university to develop managerial practices that will create positive organisational experiences to ensure the retention of academic staff.

Bachelor of Oral Health (BOH) tutors' use of semantic waves to guide student learning

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Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Poster presentation

This study investigated the unconscious use of semantic waves as a pedagogical strategy by Bachelor of Oral Health (BOH) tutors to bring about an understanding of difficult concepts identified in a high impact module in the Faculty of Dentistry. Qualitative data were collected from the tutors' lesson plans and semi-structured one-on-one and focus group interviews were conducted with tutors and students. The aim of the study was to investigate pedagogical strategies used by the tutors to bring about an understanding of abstract oral health concepts. The findings revealed that tutors unknowingly used strategies outlined in creating 'semantic waves' to transform abstract knowledge into everyday practical examples. Creating semantic waves, to bring about understanding of abstract knowledge, involves recurring up and down movements in the semantic gravity (context-dependent) and the semantic density (condensation of meaning) of knowledge. However, the findings reveal that tutors moved down the semantic wave, relating the abstract subject content to everyday language and the lived experience context, but were unable to move up the semantic wave to re-connect the everyday examples to the abstract concepts of the topic. The findings further suggest that although tutors used the semantic wave technique to build knowledge in oral health concepts, they did not have the skills to move knowledge and meaning-making up the semantic wave to cumulative knowledge-building. The tutors were unable to engage students in critical thinking and reconnecting with abstract concepts. The outcome from this study is valuable as the findings have resulted in the restructuring of the institutional tutor-training workshop, to include semantic-waves as a pedagogical model to improve student learning. This model will explicitly raise tutors' awareness about the importance of the interplay between knowledge structures, and the value of unpacking and repacking conceptual terms to bring about effective and situated learning.

“Entrepreneurship” for South African universities of technology

Pillay, AM

University of Johannesburg

Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Poster presentation

The United Nations and World Bank have recently revealed that the biggest challenge that Africa will face in the upcoming future is that of unemployment. In the case of South Africa where the high unemployment rate has been a consistent part of the landscape over the last three decades, entrepreneurship as a solution is gaining prominence. A persistent challenge for Higher Education is that they are producing graduates without skills, only theoretical knowledge. This is where the idea of entrepreneurship as a university subject takes precedent. This paper seeks to examine the role of entrepreneurship at South African Universities and how this can largely benefit of South Africa.

A mentorship intervention for professional identity development of student teachers

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Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Practitioner presentation

Keywords: professional identity development, mentorship intervention, student-teachers, mentors

The development and implementation of a mentorship intervention aimed at enhancing student-teachers' professional identity is described. Student-teachers depend on mentors who can guide them not only to acquire professional knowledge and competence in specific subject fields, but also to be equipped with the necessary soft skills to remain flexible and focused on self-development. We argue that mentorship activities are however not always clearly structured, resulting in mentor lecturers focusing on classroom practice rather than nurturing relationships with students or on fulfilling the role of motivator, role model, supporter, and change agent. Final year undergraduate student-teachers (n=170) from a higher education institution in South Africa were selected for participation in the first phase of our study (September 2016) period. The student-teachers' mentoring needs and expectations were explored. During the second phase (March 2017), mentor lecturers (n=25) from the same institution shared their perceptions of the responsibilities of mentors. Based on the feedback received, a mentorship intervention was developed and implemented by mentor lecturers during July-September 2017 (third phase), after which the value of the intervention was explored with mentor lecturers and student-teachers (fourth phase, September 2017). A participatory reflection and action (PRA) approach was followed and we utilised a case study design. Data were generated and documented through PRA-workshops, open-ended questionnaires, observation, field notes and visual techniques. Findings indicate the importance of striking a balance between mentoring activities focused on subject content and classroom practice, professional skills development and mentors' positive personal attributes. A follow-up phase will further explore potential ways of aligning the roles and expectations of mentor teachers, mentor lecturers and student teachers as part of a three-pronged relationship.

To cheat or not to cheat: An insight into alternative assessment methods in a NWU BA Communication exam room

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De Villiers, K

North-West University

Rhythm: Learning Analytics to Inform Transformative Teaching, Learning and Support
Session type: Oral paper

Formative and summative assessments still have their respective places in the university curriculum both in an open-book and more traditional “closed book” format. Even though technologies, alternative assessments, blended learning, and a new generation of students are present in our university classrooms, the assessment policies and faculty assessment rules of the university are still structured to suit the traditional classroom setup. Lecturers should create inclusive and context specific assessments to match the changing landscape of higher education and cater for the new generation students in the classroom. This paper elucidates the successes of incorporating a cheat sheet as an alternative assessment tool. A BA Com lecturer incorporated alternative assessments methods to: (i) adapt to the needs of students; (ii) ensure that the students meet the outcomes of the module; and (iii) develop their critical thinking skills. A set of notes (a.k.a. cheat sheet)—a student generated document that contains some/most/all key information/concepts that were discussed and/or researched during the semester were concatenated onto a structured A4 sheet to use as notes during the tests or examinations. Lecturers and/or students can decide on the format of a formal cheat sheet. The cheat sheet also includes certain limitations—four keywords per concept, no additional notes, references, specific number of words, and handwritten with blue ink. This ensures that students plan their cheat sheets themselves and prepare for their exam or test. In some cases the cheat sheet can be submitted with the examinations to form part of the final examination mark. This study supports previous studies which emphasise that a cheat sheet can: (i) curb examination anxiety; (ii) reduce the need for memorisation; (iii) lessen actual cheating in exams; and (iv) provide students with enough time to engage with the study material on different levels. The sheet is also a good emulation of what resources students used in their preparation for assessments and those resources available through the internet, academic articles, reference books and articles. This alternative assessment tool ensures that students engage with the content in a more meaningful critical manner and it deviates from the traditional rote learning method predominantly used when they engage in the traditional test and examination.

Co-teaching: A scholarly approach to address lecturer collaboration in the university classroom

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North-West University, Vaal Campus

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Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Poster presentation

Co-teaching is a growing practice at universities globally. Co-teaching allows for more intense and individualised teaching and learning as lecturers with diverse knowledge and skills collaboratively teach contact sessions. During these sessions the lecturers aim to create a more collaborative, interactive and inclusive classroom. A number of co-teaching variations exist of which some focus on the “No child left behind” concept in the USA, whilst others focus on teaching and learning in the special needs classroom. During the past decade co-teaching evolved to all classrooms across educational levels where teachers, lecturers and facilitators benefit from the support and exchange of teaching practices whilst working collaboratively in one classroom. There are six different models of co-teaching that involve two or more teachers or lecturers. They share the instructional responsibility for a single group of students in one classroom or workspace which focuses on specific content or objectives, to pool resources and share joint accountability for the teaching and learning within a specific subject. This retrospective case study, documents our own journey in creating a specific co-teaching strategy, sharing the experiences of two BA Com lecturers who differ vastly in age and teaching experience, but share the same passion for embracing change in the university classroom. Both lecturers wanted students to participate in the classroom discussions and to critically reflect throughout the teaching and learning experiences. The Baby Boomer with more than thirty years of teaching experience teamed up with the Generation Y lecturer who started teaching about five years ago to create the concept of “tag teaching”—their own model to teach together in one class sharing their individual knowledge, skills, expertise and experiences with a more creative, interactive teaching and learning approach. This paper documents the journey of two lecturers’ synergetic and collegial approach to nurture an interactive classroom experience for their students.

A structural enablement for heads of departments during complex and uncertain times

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Rhodes University

Grant, C

Rhodes University

Vorster, J

Rhodes University

Rhythm: Leadership to Respond to Complexity and Uncertainty in Novel Ways Session type: Oral paper

In many higher education institutions the roles of heads of departments (HoDs) are ill-defined, with a focus on departmental management rather than leadership of the academic project. In this paper we present the findings of a case study of HoD leadership undertaken shortly after the student protests of 2015 and 2016 at Rhodes University. The purpose of the study was to explore how HoDs responded to students' calls for decolonisation of higher education. Data were generated from questionnaires, interviews and documents. We used social realist Margaret Archer's concepts of structure, culture and agency to analyse the data. This enabled us to understand how the HoDs responded to the complex and uncertain context created by the protests. Prior to the protests, HoDs believed they were not recognized as key agents of academic leadership at the coalface of the academic project. The protests were a catalyst for HoDs to rethink their roles. This was done through a pre-existing institutional structure, namely, the HoD Forum. During the process, events and mechanisms emerged which enabled the HoDs to redefine their core purpose by negotiating a shared understanding of the nature of the academic project in changing times. During the immediacy of the protests, the Forum began to deal with substantive issues related to leadership and it was concerned with protecting the academic project, particularly for the sake of the students. In the longer term, the concerted and ongoing need for decolonisation became part of the HoD Forum's consciousness. The outcome of these changes to the Forum was that it enabled HoDs as a collective to insert their voices much more strongly into decision-making bodies of the institution.

Repositioning of teachers for optimum learning at a historically disadvantaged university

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Mogamedi, K

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Mandiwana, T

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Mohale, A

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Oral paper

Keywords: transformative learning, learning centred teaching, socio-cultural approach, African philosophy

The traditional lecture is still one of the most common teaching methods since it has the advantage of being able to reach many students in one economical time slot (Mann, 2009) despite that this approach rarely allows for the desired interaction, or active and optimum learning to prevail. Traditional teaching method have long been proven to be less effective in the acquisition of knowledge in a formal learning environment. Poor academic preparedness and lack of readiness by students to take university education (Mogamedi and Mandiwana-Neudani, pers. comm.) is a major concern. Grade 12 results, and seldom in combination with aptitude tests, are the main determinants for entrance into university although these have been found to be static measures of current cognitive abilities (van der Merwe and de Beer, 2006) and give no indication of the students' potential to learn at university. This study seeks to explore transformative teaching and learning strategies to reposition teachers in achieving optimum learning among Bachelor of Science in Dietetics students at a historically disadvantaged university. The traditional teaching style does not provide lifelong learning and there is low academic prowess and lack of broad application and integration of knowledge amongst students. A longitudinal research investigation that uses both quantitative and qualitative approaches will be pursued to study the interplay and intricacies between all the elements that partake in the teaching and learning space. It is presumed that the respective social, moral and educational identities of the students, teacher and the teaching and learning environment present attributes that co-operatively contribute to the optimality and success of learning among students and define the quality of learning that would take place in the learning

environment. The study will be premised on the approaches that acknowledge the social, cultural, and technology based approaches (Bandura 2002; Gong, Zhang, and Li, 2014; Holland and Lachicotte 2007; Penuel and Wertsch 1995). Networking and mentoring are inherent in the African philosophy of teaching in the African communities. These, in combination with purpose based and co-ordinated activities will be explored to achieve optimal learning among students. Drawing from the success and assured life-long learning of the African way of teaching, this study purports to develop Afrocentric pedagogies for optimal learning wherein the student's and teacher's roles are well-defined and they all contribute to transformative learning for the students.

The effect of video-based lectures on learning anatomy: A systematic review

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Rhythm: Learning Analytics to Inform Transformative Teaching, Learning and Support

Session type: Poster presentation

Keywords: clinical anatomy, video-based lectures, teaching modality

Background: Multimedia sources such as videos are used to deliver the learning content of the subjects through visual and auditory senses. Although traditional teaching is used mostly to teach anatomy, it does not provide the clinical relevance of the subject.

Objective: A review of studies exploring video-based lectures and the impact on learning clinical anatomy was conducted.

Methods: A review was conducted by searching original research articles published in English on video-based lectures using ScienceDirect and Google Scholar databases. The search terms included: video-based lectures in anatomy and impact on learning.

Results and Discussion: A total of seven studies that match the search criteria were included in the review. These studies reported data about the impact of video-based lectures on learning anatomy. The results show that video-based lectures are effective and enabled the students to correlate anatomy facts with clinical applications.

Conclusion: Learning anatomy in an effective way is important to build a good knowledge in the subject. Video-based lectures are very effective in teaching anatomy and learning clinical skills. It is recommended that video-based lectures should be implemented as a teaching modality in anatomy education and evaluated through student feedback to establish the level of satisfaction.

'I am a reflective teacher': Lecturers reflections of student evaluations on their teaching practices

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Mutshaeni, HN

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University of Venda

Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Poster presentation

University of Venda's Monitoring and Evaluation of Teaching and Learning (METL) Policy which was ratified in 2014 commits academics to a systematic approach of monitoring and evaluation of teaching and learning. Accordingly, all lecturers and heads of academic departments are required to ensure that student evaluations of lecturers are conducted. Every academic should be evaluated at least once per year by means of the generic student evaluation questionnaire provided by the teaching and learning centre. Even though the administration of the student evaluation questionnaire has been going on since the METL policy was ratified, there has never been a study to ascertain the perspectives of lecturers on such evaluations of their teaching by students. This qualitative study seeks to use Johns' (1995) Model of Reflection to inculcate a culture of reflexivity at the University. The model would enable lecturers to share their teaching practices with academic developers with the aim of strengthening relevance and sharing invaluable knowledge at a faster rate than if the lecturer had depended on reflection alone. Data will be collected through face to face interviews. It is envisaged that at the point of interviews critical reflection will take place. This study is aimed at yielding recommendations that could be used to strengthen the student evaluation of teaching processes in the University. Furthermore, the study could serve as a critical reflective tool to improve teaching and learning practices.

A role-play simulation of the fire disaster of June 2017 from the Knysna region of the Western Cape

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Currie, B

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Fincham, R

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Rhythm: Responsive Curricula, and Curriculum and Career Pathways Session type: Practitioner presentation

This presentation reports on participant experiences of a role-play simulation workshop on fire disaster management between students from the School of Natural Resource Management (SNRM), Nelson Mandela University (George Campus) and students and staff from the College of Engineering, Architecture and Technology (CEAT), Oklahoma State University. SNRM was represented by three students currently completing their BTech and Master's degrees in forestry and six students currently completing their BTech and Master's degrees in Nature Conservation. The facilitators included three SNRM lecturers and four veldfire specialists who had in fact been part of the veldfire disaster management team who fought the Knysna fires of 7 June 2017. The simulation was carried out in a workshop setting where three smaller groups of five participants per group, consisting of one forestry, two conservation students and two CEAT students/staff, interacted with a simulated case of the fire disaster which struck Knysna in June 2017.

The outcomes of the workshop were based on learner-centred design principles (Cakir, 2008) in order to encourage dialogue between participants from various backgrounds; get exposure of working in a group with diverse opinions and backgrounds; learn from each other (peer learning) about the similarities and differences in fire management across country boundaries; encourage students to critically analyse a 'real life' situation and to find their own solutions to some of the problems that they have identified; gain insight into how the fire disaster was managed as well as some of the lessons learnt from the fire and to recognise that management styles need to change as situations change. This presentation is based largely on the student's reactions to and reflection on this experience.

The case study consisted of three scenarios in which the students had to actively engage in the role-play simulation and take ownership of their decisions. The first scenario was the creation of a fire management plan, the second of a disaster simulation within strict time limits, and the third was an after-the disaster activity. Google Earth maps, YouTube video clips and photographs of the Knysna area and the June 2017 disaster were used to support the simulation. The reflective process of the learner-centred design (Brown, 2003) included a two-phase strategy where verbal debriefing was given during a dialogue opportunity, and a written wrap-up reflective activity was implemented. These written reflections were analysed using ATLAS.ti where themes were extracted which were found to be similar to those in the learning

outcomes for this workshop. The reflections on this workshop suggest that through role-play simulations involving engagement across disciplines and universities, students gain greater insight into the relevance of their studies.

Humanising pedagogies in preparing students for their Work Integrated Learning (WIL)

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Nelson Mandela University, George Campus

Rhythm: Responsive Curricula, and Curriculum and Career Pathways Session type: Practitioner presentation

This presentation reports on an initiative developed to facilitate conversation around the challenges and expectations that the students might have to face while on their Work Integrated Learning (WIL) year. For three years a Café dialogue style workshop (Brown and Isaac, 2005) for second year students studying towards their diploma in Forestry in the School of Natural Resource Management (SNRM) at Nelson Mandela University (George Campus) has been offered. The need for this intervention arose through feedback given in 2015 from students for more engagement around preparing for their WIL.

The workshops were facilitated by a lecturer and a post-graduate forestry student. To clearly facilitate and guide conversations around WIL year challenges, the Café dialogue method (Brown and Isaac, 2005) was adapted by choosing and training senior students who have just returned from their WIL year to fulfil the role of scribes at each table. This pedagogy follows learner-centred design principles and allows for individual reflection as well as a collective sharing and co-creation of new knowledge on a specific topic. Through humanising pedagogies, the students were able to engage with each other and more senior students to share their realities, perspectives and perceptions of the WIL experience in order to collectively gain insight into what is expected of them during this time.

The Café dialogue consisted of three conversations followed by a written wrap-up reflective activity. The first conversation centred around their expectations, and their perceptions of the university's expectations as well as those of the host companies. In conversation two, possible challenges and solutions they might face in the workplace around differences in culture, language, gender and age were explored.

The final conversation discussed the steps that the students could take in circumstances where they are not getting the correct exposure to the different activities in the workplace and how to best cope with possible unfair practices and discrimination. The reflective process of this Café dialogue includes a two-phase strategy of verbal debriefing after each conversation, and a written reflective activity. Thereafter, these reflections were thematically analysed using

ATLAS.ti. Themes were extracted to better understand how the students experienced the dialogue and whether they felt better equipped for their WIL year. The reflections on this workshop will be presented.

Tweaking along, but not necessarily justly: Blended learning at UJ during #FeesMustFall

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Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Oral paper

The #FeesMustFall (FMF) movement of 2015 and 2016 highlighted the national funding crisis and need for transformation of South Africa universities. Marches, protests, violence, campus closures, uncertainty, fear, and a general management response of securitisation have seen 'disruption' at universities. One would have expected that such a crisis period would have led to changes and shifts in South African higher education, including in pedagogy. In this paper we consider what happened with blended learning at the University of Johannesburg (UJ) during this period, focusing on the responses of lecturers and academic support staff. Unlike other universities, UJ did not lose significant contact time, even though different UJ campuses had different experiences regarding protests and closures. We are specifically interested in whether the pedagogical response can be seen as socially just. We draw on Nancy Fraser's (2008) ideal of 'participatory parity' to explore this. She indicates three dimensions of participatory parity that we use to interrogate blended learning at UJ, namely, access (the distribution of material sources such as handheld devices), recognition of social status, and voice. For each dimension we consider the affirmative or transformative perspective of the blended learning activities implemented. We utilised a sequential mixed methods research design, with analysis of UJ policy and strategy documents, annual reports, circulars, and media statements; a review of Blackboard Learn uses during 2016; analysis of the 2014 to 2017 UJ Staff Teaching with Technology surveys; and in-depth interviews with UJ lecturers and academic support staff. We found that whilst physical access to UJ campuses was not disrupted majorly, a hostile learning and teaching environment created through securitisation of campuses, and the consequent climate of uncertainty, anxiety, intimidation, fear and violence, meant that some students preferred not to come onto campus. The response of numerous lecturing staff was to move more activities and resources online. Given that UJ had institutional policies, process and players in place for blended learning before FMF, blended learning at UJ was considered 'normal' practice. What we see during late 2015 and 2016 is a continuation of the upward trajectory in the use of blended learning, with tweaking in modes of delivery with more online resources and activities, increased communication with students via Blackboard and social media, and increased online assessment. In terms of individual lecturer's responses, there appears to be a correspondence between the type of pedagogy

used before FMF and the nature of the blended learning response during FMF. Overall though, the tweaks in their blended learning did not necessarily mean a socially just pedagogy.

Decolonising management studies? An autoethnography

Ruggunan, S

University of KwaZulu-Natal

Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Oral paper

The rationale for this paper emerged from debates on the purpose of higher education in a dynamic South African context. Specifically, I consider the purpose of business education within the context of global capitalism. Public intellectuals blame (in part) the financial crisis of 2008 on business school curriculum. Empirical work on business school curriculum demonstrates a questioning of the purpose of the role of business education, the legitimacy of business schools as part of universities, the values that they transmits to students as well as the ways in which values of business school academics are transmitted to students. Critical theorists contend that management studies as a core component of business education needs to be interrogated from an epistemic perspective. This will make visible the implicit and explicit values of the mainstream management studies curriculum. In so doing it asks the question, “What is the intellectual project of management studies?” This then raises questions about the role of moral economy, critical theory and value transmission within management studies. This has empirical and policy implications for the ways in which we curricula and teach management studies. Much of the empirical work on critical management studies is based in the global North. This study addresses this bias by demonstrating how a CMS project can develop in a global South context. Through an autoethnographic reflection on my work as a management studies academic, I provide a focused reflection on what it may mean to “decolonise” management studies. The implications for theory and practice are also considered.

The crucial role of faculty teaching orientations in pedagogical reform: Evidence from Ghana, Kenya and Botswana

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Oral paper

In recent years, many universities across sub-Saharan Africa have launched processes of pedagogical reform, aimed at encouraging more active and collaborative approaches to teaching and learning. Although a positive development in many contexts, there are concerns regarding the evidence base upon which these reforms are founded, given that the majority of studies investigating the effectiveness of different pedagogical methods rely exclusively on data from high-income, mostly Western, contexts. A recent investigation of seven recent reforms, implemented at universities in Ghana, Kenya and Botswana, attempted to contribute to this evidence gap, by exploring the relationship between pedagogical interventions and student critical thinking skills (an intended learning outcome of all seven reforms). The investigation followed a mixed-methods design, comprising a longitudinal analysis of students' critical thinking skills (in which student progress in the 'intervention' institutions was compared with student progress in matched 'control' institutions) and qualitative analysis of student and faculty understandings of – and experiences with – the reform process. Overall, the analysis suggests that very few reforms have had the desired effect on student critical thinking, largely due to faculty members adapting the nature of the reform to suit their pre-existing understandings of teaching and learning. However, there is hope, in the form of holistic interventions which have attempted to foster an institutional teaching philosophy rather than focusing solely on changing the specific techniques used in classrooms. We conclude that faculty members are unlikely to fundamentally change their approach to teaching unless their underlying teaching orientations are challenged.

Extending knowledge boundaries: The challenges of developing postgraduate diplomas within a university of technology (UoT) context

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Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Oral paper

Keywords: curriculum development, post-graduate diploma, business studies, higher education

Curriculum development at universities of technology has become a matter of urgency given the revised HEQSF (2013) that required large-scale curriculum revision of existing diploma qualifications and curriculum development of Advanced Diplomas and the Postgraduate Diplomas (PG Dips). The PG Dips are new qualifications representing a new level (Level 8) on the HEQSF (2013) required for articulation to the Master's and Doctoral qualifications. This presentation seeks to foreground the kinds of challenges encountered in developing PG Dip qualifications in a business faculty at a UoT that would respond appropriately to the knowledge, digital and technological demands of the future. Given that the PG Dips would most likely be offered from 2021 onwards, the futuristic scenarios need to be addressed within current contexts and constraints. The challenges of developing a relevant, responsive

curriculum for a new qualification in rapidly changing business environments need to be navigated. The focus of this presentation is on the challenges experienced with developing PG Dips in five departments at a UoT with regard to the difficulties encountered in arriving at an academic structure and planning curriculum delivery. Data generation by means of interviews with curriculum developers and an online questionnaire provided insights into the challenges of developing new qualifications. Content analysis of data presented themes, broadly noted as curriculum development and implementation as outlined in the interview protocol. The literature that formed the backdrop to the analysis and discussion of data was drawn from curriculum development approaches of Biggs (2014), Barnett (2009) and Bernstein (1999) as well as curriculum documentation from the Council on Higher Education. The findings show that the development of the PG Dips represents an iterative work in progress that requires collaborative efforts between faculty and industry to present a qualification that meets all stakeholders' expectations. The significance of this study relates to the readiness of UoTs to develop and offer a qualification of this kind, and at this level, given that curriculum development is peripheral to lecturers' responsibilities.

Defining socio-cognitive support: Affordances of writing centre-student counselling collaboration for student achievement

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Rhythm: Learning Analytics to Inform Transformative Teaching, Learning and Support

Session type: Oral paper

Keywords: phenomenological inquiry, affordances, collaborative partnership, writing centre, student counselling, intervention, linguisto-cognitive development

A rich, motivating learning environment is at the heart of meeting the diverse needs of undergraduate students in a university. This can be achieved the adoption of different pedagogies, methodologies and partnerships. Such initiatives also need to be evaluated and reviewed to effectively enhance the educational potential, shape the character and promote the independence of each student. Creating and sustaining cross-campus partnerships can be a challenge, especially when two departments assuming a task of forging a link do not have a history of working together. For instance, although Student Counselling and the Writing Centre share methodology and pedagogic orientations, their philosophical interests and ideologies have made it rather difficult, in the past, to work collaboratively toward the psycho-social and linguisto-cognitive development of students in the context of the University of Technology.

This study explored the affordances of collaborative partnerships between the Writing Centre and Student Counselling toward student achievement at CPUT. As it is a phenomenological inquiry, the qualitative nature of the study is underpinned by the intentionality of gaining a deeper understanding of the lived experiences of students, writing centre practitioners and counsellors that form a triangular support structure to mitigate the epistemological challenges encountered by first year and third year students at CPUT. Interviews were arranged with officials of the Student Counselling Unit across two campuses and first year and third year students that were referred by the counsellors to the Writing Centre. Since there is no subjective-objective dichotomy in phenomenological research the experiences and reactions of the Writing Centre practitioners are also very crucial. Literature has been reviewed on the ideological-philosophical orientation of the Writing Centre and Student Counselling, and enablements and constraints of higher education's linguisto-cognitive demands toward student achievement. The results demonstrated the depth, complexity and potentiality of the phenomenon under study. A deep sense of emotions is exhibited by the participants. A feeling of anxiety, surprise, empowerment and animosity has been exhibited by the students' utterances.

Counsellors and Writing Centre practitioners indicated that lack of conversation and misunderstanding among themselves, based on operational and philosophical differences, have been a contributing factor to the lack of collaboration. The impact of this omission has been telling on students' enculturation, performance and metacognition. Nevertheless, there is a greater commitment among the participants to consolidate their energies and ensure a grip on the relevant "liberatory" socio-cognitive discourses, collaborative endeavour for promotion of epistemological access and transformational practices for successful educational enterprise of our students.

Challenges for a novice lecturer in curriculum relevance and pedagogical approaches to environmental and commercial law service modules

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Rhythm: Responsive Curricula, and Curriculum and Career Pathways Session type: Practitioner presentation

Teaching service law modules in the Faculty of Science at Nelson Mandela University George Campus brings with it challenges, in particular with the relevance and alignment of the curriculum to industry requirements, and to the students' fields of study. In the service module, Environmental Law, students from three different programmes – Game Ranch Management, Nature Conservation and Agriculture – attend the same lecture. In the module Commercial Law, Forestry and Agriculture students complete the same module. The predominant challenge with these modules is to ensure that the curriculum covered is relevant to all. Some

of the topics within the curriculum naturally fulfil this requirement, such as the National Water Act, however there are a number of Acts which are not specifically relevant to all or are not perceived by the students as being relevant. The curriculum needs to be fully integrated into the qualification as a whole and given the nature of these programmes, a solid alignment with their related industries is also required (Bean, 2016). Through critical reflection, engagement with industry, attending an Enhanced Teaching Programme at Nelson Mandela University, and upon advice from colleagues, I made adjustments to both curricula in order to increase relevance. Furthermore, the pedagogical approach I had used to explain the relevance of certain laws needed rethinking. These shall be explained in the paper.

In this paper, as a novice lecturer, I offer a critical reflection on the nature of these challenges, outline changes to the curricula made to date in response to my concerns and suggest a suitable direction for future development.

Exploration of first year orientation feedback to gain understanding of waves of change in the students' transition journey

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Rhythm: Student Access and Success

Session type: Poster presentation

Literature indicates that an effective orientation programme (OP) is more than just information sharing. Orientation also serves to make opportunities for formations of social affiliations and helps ease the anxiety of entering the new environment by establishing a context in which students will know who to approach with their questions. The successful transition of new students to higher education has been consistently linked to student success and retention. There is a sense that a positive experience of orientation in the entry and progress stages of the students' life cycle facilitates learning and adaptation to the new environment.

At the University of Pretoria (UP), orientation of first year students is considered a critical success factor in attaining Goal 1 of the University's (2017-2021) strategy, i.e. to increase access, throughput and success. Since the first evaluation in 2010, the evaluation of the OP has been an important part of its delivery. This is in keeping with the assertion made in the literature that ongoing evaluation of orientation programmes is necessary to verify their effectiveness and identify areas of improvement.

This paper seeks to report on the student feedback to deepen our understanding of constraints and enablers in the first year students' transition journey as opposed to the traditional

approach of analysing data in isolation. First-year students, academic and non-academic staff and senior students, who assisted during the orientation week, were surveyed to evaluate various aspects of the orientation program. The survey consisted of mostly closed quantitative questions and one open-ended question. The overall findings from the quantitative data indicated that the orientation programme was a success. However, some of the qualitative results corroborated and some contradicted the quantitative findings.

Exploring the value add of high school learners participating in community engagement projects: The case of the Targeting Talent Programme

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University of the Witwatersrand

Rhythm: Student Access and Success

Session type: Oral paper

Keywords: community engagement, project-based learning, social research curriculum, social cohesion, TTP

Despite a more equitable allocation of resources across South African schools post 1994, the overall output of the school system still varies considerably. Unfortunately, this constrains the successful functioning of schools in many respects, which negatively impacts on learners who need the resources the most. The Student Equity and Talent Management Unit (SETMU) implements its flagship programme, the Targeting Talent Programme (TTP). It is an access programme, which seeks to identify learners with academic potential, from socio-economically disadvantaged backgrounds. The aim is to increase the academic, social and psychological preparation of these learners, for admission to South African universities. The Programme enrichment curriculum requires learners to participate in social research lectures, a unique form of project-based learning, where learners are encouraged to explore real-life problems within their communities for the purposes of finding distinctive and meaningful solutions. The social research lectures teach the learners basic research methodology. Learners are then required to apply the research skills taught to them. Learners conduct a profile of their community and a needs assessment of their identified focal area in their Grade 10 year. The learners then implement a project in Grade 11 that aims to alleviate the problem identified in the needs assessment. The process culminates in the learners presenting their research and implementation findings to a panel of adjudicators in Grade 12. This paper aims to critically assess the value add of community engagement for a group of high school learners. Specifically, the paper will look at the case of the TTP's 2018 top 3 learner community projects from 23 schools across 3 provinces to consider the implications of these projects for the learners, schools and social cohesion.

Learners are afforded the opportunity to explore problems in depth and to draw on concepts beyond school-based subjects. The paper argues that by engaging in this particular form of

project-based learning, learners are able to assist communities and schools in their respective areas, which ensures that the TTP itself is far reaching. Moreover, the learners are also able to stretch their knowledge base above and beyond school-level understanding and, hence, better equip themselves for their higher education studies.

Developing Sotho terms and concepts for a bilingual Sotho-English art and design e-dictionary

Setenane, RV

University of the Free State

Rhythm: Student Access and Success

Session type: Poster presentation

Introduction: When students study at tertiary institutions they are often confronted with disciplines that are unfamiliar to them. Many of these disciplines are rich in terminology and concepts that students have never been confronted with in their past. In most South African tertiary institutions the language of instruction is English, making it difficult for second language speaking students to grasp the meaning of these terms and concepts. Research has shown that e-dictionaries can greatly facilitate the comprehension of difficult terms and concepts. Sotho speaking students at the Central University of Technology of the Free State (CUT-FS), that are enrolled in the Design and Studio Art programme, do not have access to a Sotho-English e-dictionary providing explanations of terms and concepts in art and design subjects. These students could greatly benefit from the development of a Sotho-English Art and Design e-dictionary.

Aim: At the time of this study there were no available Sotho art and design terms and concepts. Therefore, the aim of this study was to develop Sotho art and design terms and concepts for an e-dictionary.

Methods: The study was divided into four phases. Firstly, English art and design terms and concepts were sourced from the relevant literature. Secondly, Sotho equivalents of the sourced English art and design terms and concepts were devised. Thirdly, all of the art and design terms and concepts were uploaded to a beta Sotho-English art and design e-dictionary application. Lastly, purposeful semi-structured interviews were conducted with five Sotho speaking students from the Department of Design and Studio Art at the CUT-FS.

Results: A total of 39 art and design terms and concepts were devised. The final list of words consisted of 36 nouns, two adjectives, and one verb. The Sotho art and design terms and concepts that were developed were either coined or borrowed. The responses to the interview questions were mostly positive. However, the participants expressed that having access to Sotho equivalents of the art and design terms and concepts would have a minor effect on their learning.

Advising as a surfboard to flow with the ever changing waves

Shuping, C

University of the Free State

Setilo, T

University of the Free State

Rhythm: Student Access and Success

Session type: Oral paper

The first year of university is challenging to matriculating scholars as they are confronted with new responsibilities and expectations that would appear extremely overwhelming (Bigger, 2012, p.1). Whelan (2011, p.1), indicates that first-year college students have always arrived on campus full of anxieties such as: Will I be able to keep up academically? Will I get along with my roommates? Will it be fun? In addition, literature indicates that an increasing number of students struggle to cope with the emotional demands of university life, among other challenges; therefore some students cannot comprehend the journey and fall through the cracks of the demanding complex world (Cooper, 2014, p.1).

In another light, matriculating scholars were exposed to an environment where there was support from teachers who would prescribe what they had to do, how and when. Embarking on a new academic journey away from the traditional way of the schooling system can lead to extreme stress, depression and poor academic performance (Keeling, 2003, p. 32). On the other hand, Tinto (2004) sees advising as a major component of the academic, social, and personal support programs necessary to help students meet their learning needs. Habley (1994) states that academic advising is the only structured activity on the campus in which all students have the opportunity for ongoing one on one interaction with a concerned representative of the institution (Miller; Murray, 2015, p.2). Furthermore, Kuh (2006, p. 1) indicates that advisors are important as they are among the first people new students encounter and should see regularly during the first year.

With this in mind, the University of the Free State's academic advising is a developmental teaching and learning process that promotes student learning, development and academic success. The institution strives to build a relationship with the student to support and facilitate the higher education career from enrolment through graduation. The identification, exploration and achievement of personal, educational, social and career goals is at the core of successful advising. The aim of this paper is to share best practices for students in the Access programme.

The use of visual and spatial semiotic systems on selected academic content to construct meaning and discipline specific concepts: A social semiotic approach.

Sikitime, TE

University of Venda

Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Oral paper

Key words: semiotic resource, multimodal text, hegemonic cultural perspectives; social semiotics and multimodal critical discourse analysis

The use of signs as semiotic resources is a sociocultural and a discourse specific communication practice. Semiotic resources (linguistic and non-linguistic) are often used in multimodal texts with distinct semantic attributes. The meaning given to these signs is usually not overt nor fixed across cultures and domains. Readers of these texts often have to use their inferences and interpretative competencies informed by their distinct discipline specific and contextual cultural experiences. In such cases hegemonic cultural perspectives often dominate the interpretations of concepts. Predicated on social semiotics and multimodal critical discourse analysis (MCDA), the study explores the use of semiotics systems (the visual semiotic system and the spatial system) on selected university academic texts to examine how semiotic systems are used to construct discipline-specific and cultural-specific meaning. A textual analysis method was used for data collection and data were analysed thematically using a qualitative approach. The results show that there is a need to embrace the notion of multiliteracies in the 21st century, where an array of signs are frequently used as semiotic resources to construct and convey discipline- and cultural- specific knowledge.

Live interactive teaching in the flipped classroom: Promoting 21st century skills and assessment for learning to improve pass rates

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Rhythm: Student Access and Success

Session type: Poster presentation

The purpose of this study is to investigate live interactive teaching in the flipped classroom to promote 21st century skills, assessment for learning and improve student pass rates. Participants were 345 first- and second-year students enrolled from a flipped undergraduate

mathematics course from a university in the Gauteng province of South Africa. The question posed in this study was: How did live interactive teaching in the flipped classroom promote 21st century skills, assessment for learning and improved student pass rates? To answer this question mixed methods were employed. Live interactive teaching in-class was conducted using clicker interactive technology to determine whether students engaged with the learning content outside the classroom and promoted skills required in the 21st century. Furthermore, to establish the improvement in students' academic performance, a Technology Engagement Teaching Strategy (TETS) was used in the classroom. In this case, weekly clicker formative assessments were conducted. Semester test results were used to establish pass rate between clicker formative tests and semester tests. Finally, a survey questionnaire was administered to determine students' perception on the use of flipped learning and interactive teaching in-class. The results showed that assessment for learning in the live interactive teaching as well as the flipped learning using clickers interactive technology were effective in promoting students' collaboration, creativity and mathematical communication skills, which assisted them to develop the critical thinking, problem solving and computation skills needed to write and read mathematical proofs. This suggests that clicker formative assessment activities have the ability to assist students to grasp the content and enable them to apply it in practical situations and improve pass rates. It is critical that institutions of higher learning provide Wi-Fi access in the classrooms to transform and decolonise teaching and learning so that it is engaging and satisfying enough to improve academic performance as well as pass rates. In this case, students can bring their own devices and lecturers can use internet enabled interactive technologies that are accessible anywhere and anytime to promote learning.

What is agency and why is it necessary for curriculum innovation and equity?

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Stellenbosch University

Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Oral paper

This paper explores 'how agency is achieved by concrete individuals in concrete situations'. Agency is not something that people can have; it is something that people do (Priestley et al. 2015:22,29). For purposes of this paper, agency is contextualised within recent developments at national and institutional levels across South African Universities and suggests that those who develop and teach the curriculum are key agents in the (re)making of the South African University as a more equitable space. Conceptually, agency is understood as 'an emergent phenomenon ... achieved by individuals' in a particular environment (Priestley et al. 2015:19). Agency is the capacity to critically shape responses to challenging situations (Biesta 2006). There is a tension in the interplay of teacher agency and structural/cultural constraints that impact on curriculum making in higher education. This might perpetuate negative agency as surface-level innovation without meaningful change in that it is 'mediated to fit prior practice' (Elmore 2004).

The methodology is a qualitative analysis of semi-structured, in-depth interviews conducted with a group of lecturers teaching a range of subjects across faculties at a research-led university, using an ecological view of agency (Priestley et al. 2015:22). The purpose is to construct a more robust understanding of teacher agency in curriculum-making. Such understanding might be useful to academic developers working with academics who are actively involved in curriculum development. Particular focus is placed on agency as resistance (Sannino 2010), transformation and innovation. In theorising agency as a curriculum-making enabler, this research draws on critical and social realist tenets as posited by Paulo Freire and Margaret Archer. Substantively, agency is analysed as a chordal triad (Emirbayer; Mische 1998) consisting of iterational, projective and practical-evaluative elements with the aim of exploring agentic processes at play in the curriculum-making process.

Responding to the waves of change: The role of CTL to enhance teaching and learning

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Rhythm: Learning Analytics to Inform Transformative Teaching, Learning and Support

Session type: Practitioner presentation

As part of NWU's responsiveness to the transformation of the curriculum and its commitment to social justice, all eight faculties embarked on a journey to develop and submit Integrated Faculty Teaching Learning Plans (IFTLP). The IFTLP had to showcase to what extent teaching and learning within the faculty is committed and responsive to the call for transformation, social justice and inclusivity.

The NWU Teaching and Learning Strategy (2017) calls for the development of a teaching and learning plan which describes goals, targets, roles, responsibilities and timeframes. The IFTLP documents had to account for curriculum developments on all three sites of delivery and had to be a six year plan driven by a long-term vision. The plans include an overview of the faculties, developmental needs, enrolment planning, planning of curriculum renewal and new programme development, ICT integration, staff development and a commitment to student success. All relevant stakeholders involved in teaching and learning at the NWU should understand the expectations of faculties in terms of support, planning and development, infrastructure planning and financial implications. CTL proposed a qualitative project to analyse the eight Integrated Faculty Teaching Learning Plans submitted to the offices of the

Deputy Vice-Chancellor of Teaching and Learning. The project is currently in the data analysis phase and the findings of the analysis will be used to conceptualise and structure a strategic plan for CTL. The data were analysed by means of ATLAS.ti software to code inductively and deductively. The envisaged completion date for the project will be the end of August 2018.

It is evident from the screening of the eight Integrated Faculty Teaching Learning Plans that the Centre for Teaching and Learning (CTL) will play a vital role in the realisation of the IFTLP. CTL, therefore, strategically unpacked the IFTLP of all eight faculties to refine their goals, action and implementation plans to further align CTL's core business with the NWU's dream, purpose, brand promise and values.

Most of the universities in the South African Higher Education landscape struggle with addressing transformation and social justice issues deeply rooted in our past; CTL aims not be too complacent, but sees this project as an opportunity to exercise leadership and be responsive to the needs of our faculties to enhance teaching and learning at our institution. During this presentation the presenters will share the initial reports of IFTLP analysis as well as the roadmap to guide CTL's role in the enhancement of teaching and learning.

Establishing scholarly communities of practice for the self-empowerment of mentor- and pre-service teachers

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Oral paper

Keywords: mentor teachers, pre-service teachers, professional learning, self-regulated professionalism, scholarly communities of practice, whole brain participatory action research and Whole Brain® thinking

Teachers mentoring final-year students, often referred to as pre-service teachers, is common practice in teacher education contexts. This context is complex and multidimensional. Different professionals, such as mentor teachers, teacher educators, students as mentees and researchers are involved; as well as entities such as the Teaching Practice Office, which takes responsibility for organising opportunities for work-integrated experience. The general question asked by all involved at the individual level is: How can I become an agent of change

in my own practice? The focus here is on the self. Collectively the question arises: How can we as a community of scholarly practice become agents of change in our respective practices? Here the focus is on the collective we. In the study reported we take a holistic view in terms of our roles as professionals: researchers, overseeing mentors, mentor teachers, and student teachers as up-and-coming professionals. We consider ourselves as self-regulated professionals taking responsibility for our professional development. The student/pre-service teachers involved in the study are in their final year of enrolment for a teaching degree. In essence the study revolves around promoting self-empowerment by means of implementing the principles of self-regulated learning using a constructivism Whole Brain® Thinking mix as epistemological grounding.

The participatory action research design is therefore enriched by this notion and the study makes use of a Whole Brain Participatory Action Research Design (WBPARG). The results of a baseline study in the form of two different cross-sectional electronic surveys distributed to Senior and FET phase pre-service teachers and their mentor teachers are discussed. The Whole Brain Participatory Action Research (WBPARG) process and approach to mentoring were executed in tandem. It is innovative and contributes to the scholarship of action research and new meaning making of our current understanding of what action research entails. The rationale for using this research design is prompted by the indication that hardly any scholar has examined the application of action research to pre-service teacher education or the collaborative perspective of pre-service teachers, school mentors, and university faculty. Furthermore, no scholar has used WBPARG in the context of pre-service teacher education. A conceptual stance is taken, with a view to arguing for scholarship of WBPARG-driven mentoring linked to the theory of (socio)constructivism, through which knowledge creation is seen as a process of self-empowerment. The mentoring relationship during field-based professional learning took place during a ten-week teaching practice period. Whole Brain Participatory Action Research (WBPARG) was conducted by the mentees (pre-service teachers) of their classroom practices and executed by the mentors while mentoring the students (mentorship practice). They formed scholarly communities of practice, which took place during the teaching practice period. As overseeing mentors and researchers we used WBPARG in collaboration with all participants. The following innovative mentoring types are introduced and incorporated as an essential part of becoming an instrument for transformation, and they form the epicentre of our study: peer mentoring, Whole Brain® mentoring and e-mentoring. Participants were expected to conduct SWOT analyses and Whole Brain® reflections with a view to determining points of departure relating to the respective practices. The development of a mentoring model for mentor teachers when working with students from the University, while challenging the self, is shared. A reforming of mentoring pre-service teachers is introduced.

Higher Certificate qualification as a new access pathway into University

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Rhythm: Student Access and Success

Session type: Oral paper

Keywords: higher certificate, cohort analysis, articulation, academic pathways, retention, programme purpose, programme design, knowing who our students are, access, foundational/extended programmes

The inclusion of a higher certificate as an entry-level higher education qualification in the Higher Education Qualification Qualifications Sub-Framework (HEQSF) has resulted in an increased development, by public higher education institutions, of new higher certificate qualifications to enable access into higher education. Nelson Mandela University has developed several higher certificate qualifications, which are designed to be mainly vocational, but also to allow for articulation into other qualifications, where students meet specific criteria.

This study reports on a cohort analysis of students registering into six of the higher certificate qualifications and traces their pathways. Interest in this analysis was based on the need to gain an understanding of the success of students that are enrolled in these higher certificate qualifications. The data analysed were provided by University Management Information. The data covered the cohort of students registering from 2011 to 2016. While the higher certificate is a year-long programme, the period covered in the study provides an opportunity to identify the progress of students who may have articulated into other programmes.

Within the period of study, 1400 students were found to have registered into the six qualifications. The data analysed revealed that the throughput rate averaged 60% and that the majority of students who have graduated have proceeded to other qualifications. The study notes that where there are structured articulation pathways, students have invariably followed these to articulate to cognate diploma programmes, where their performance seems to be on par with, or above, that of other students. However, an important observation is that students are finding their pathways and are using the higher certificate as an access route to other qualifications within the university. This study will present and discuss the data.

Navigating the complexities of academic programme development

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Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Practitioner presentation

Keywords: curriculum design, carpe diem, collaboration in curriculum development, constructive alignment, holistic development, curriculum frameworks and design

Higher Education institutions by their nature are complex and it could be argued that they are super complex (Barnett 2000: 409; Kauko, J 2014:1683), with various needs to satisfy and tensions to balance. The complexities within institutions are not often accommodated in policy development and implementation, such as programme development, which is positioned at the crossroads between academic staff, academic development, Academic Planning/Quality staff and faculty administration staff. The rationalisation of programme development, as planning for quality of offerings, requires constructive alignment (Biggs 1996: 347) of the different aspects of a programme, for example teaching delivery, assessment, and student academic support needs. For the development process to be meaningful, in delivering a curriculum that addresses the students' needs, a much more holistic approach and building connections within the complexity of the University is required.

This reflective paper provides an account of the approach that is being adopted in programme development in order to enable a planned and deliberate link between the engagement during the programme development support and programme implementation. It was recognised that in the current practice, there exists a disconnect between the different stakeholders in programme development, such as academic developers, academics and other support staff. The disconnect resulted in not enough emphasis being placed on curriculum design and development and capacity for curriculum development, which translated into a technicist approach with regard to the development of documents for programme accreditation. A deliberate effort was made to develop holistic and coherent connections at the different layers of curriculum design and development, such as collaborating with the Centre for Teaching, Learning and Media (CTLM) to enable the inclusion of holistic academic support and development for staff, Deans layer/faculty level layer. The aforementioned endeavour was to provide an understanding of the necessity of programme design and development as a curriculum development exercise, which is not divorced from academic function, questioning whether, in programme development, the right questions are asked to enable a more meaningful process. The approach has resulted in: identifying faculty champions to work with other academic staff, buying out academic time to build capacity (as workload is a particular challenge), and adopting the Carpe Diem approach for programme development. This presentation will discuss these changes and present some feedback received to date; it will

also show the efforts that are in place to roll this out to the rest of the university, as a standard practice.

Professional support staff plays a key role in student retention in a HE setting

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Rhythm: Student Access and Success

Session type: Poster presentation

The 1970s saw a new shift, as the Higher Education (HE) sector acknowledged its contribution to student dropout, a shift against previous blame on student departure as a personal failure (Farrel, 2009:86). The Centre for Innovative Education and Communication Technologies (CIECT) at the University of the Western Cape is responsible for driving emergent technologies and the design and development of blended and distant teaching-and-learning environments. Furthermore, CIECT rolls out a large-scale student development Programme for novice users, namely Digital

Academic Literacy (DAL). This paper highlights the work of Professional Support Staff (PSS) within the CIECT team, which impacts student retention. Through a case-study methodological approach, this research reflects on CIECT's basket of services, including innovative projects and related pedagogical approaches, which contribute to student retention. The summary of the reflection highlights critical training and support initiatives for both staff and students, tutors who co-facilitate and consult, continuous marketing of good practices, and research aligned to the improvement of teaching-and-learning in a complex HE setting.

Decolonising an engineering curriculum: What and How?

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Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Practitioner presentation

Decolonisation has become a buzzword in higher education in South Africa. The decolonisation narrative has been propelled by the #RhodesMustFall movement, which began at the University of Cape Town, and renewed the focus on the need to decolonise the curriculum in South African Higher Education in general. A key impact of this movement related to student protests that caused almost \$10 million in damages across the country in just three months of 2016. Two years later, and academics across the country are still deliberating and discussing the decolonisation of curriculum in different forums, as it continues to be met with confusion, dismissal and reprimand. Decolonisation of the curriculum is not an event that can easily be achieved, but is rather a process of continuous negotiation and struggle with the self, with institutions and with others. This struggle to decolonise curriculum may prove even more challenging in the STEM fields, and particularly with regard to engineering. Many STEM programmes in South Africa, including engineering, are regulated and accredited by relevant councils and are subsequently bound by certain guidelines and policies (Engineering Council of South Africa (ECSA) accredits all engineering programmes). Moreover, engineering curriculums often include a substantial amount of engineering science and engineering design which are based on fundamental laws and theory that were developed decades ago. The question thus arises, WHAT meaning should engineering academics attach to the decolonisation of a curriculum and HOW could they start to decolonise their curriculum, or modules, in small ways that reflect change? It is generally accepted that a registered module's syllabus may be adjusted by less than 50% without requiring extensive approval from Faculty Boards or Senate Meetings. This grants engineering academics some freedom in which to implement specific changes that would help to initiate the process of decolonising the curriculum. This paper examines ways in which an engineering curriculum may be decolonised given the nature of knowledge of engineering and the role of ECSA. Epistemological questions forming the foci of the paper relate to what knowledge is included in an engineering curriculum, whose knowledge is it and to whom this knowledge is taught within the context of decolonisation debates. The fields of electrical, mechanical, chemical and civil engineering have been sampled for this paper. It is argued that decolonisation affects curricula of all programmes offered in higher education, regardless of the disciplines. In this regard, the paper argues for creation of awareness among South African engineering researchers and academics to consider using examples drawn from the African context, including photos of African engineering students with their design projects derived from their environment. Furthermore, it is critical that engineering related work from Sub-Saharan Africa and African 'real life' scenarios be used alongside of, and not in place of, other epistemologies, including Western epistemologies, of engineering problem-based examples. It is hoped that this research will stimulate further debates among academics of HOW they may implement small changes in their curriculum, or modules, to reflect their view and attitude towards decolonisation.

Resilience: Riding the waves of teaching in a changing world

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Rhythm: Leadership to Respond to Complexity and Uncertainty in Novel Ways

Session type: Poster presentation

Introduction and Aim

In times of adversity some people manage well while others struggle; these differences in behaviour are attributed to measures of resilience such as self-efficacy and emotional intelligence (Tait, 2008). In South Africa, as in the rest of the world, lecturers and teachers often have to work in very difficult and stressful situations, and support is needed to assist them to confront and overcome these stresses (Tait, 2008). The aim of our project is to explore the role of resilience in the lecturers' perceived behaviours displayed during the 2016 student unrests. Resilience is of great importance in teaching because: i) teachers who possess resilient characteristics are more likely to persevere in challenging situations, and ii) resilient teachers are more likely to have resilient students (Gu; Day, 2007), thus "producing graduates that function effectively in a globalized, connected world but who are also locally relevant". Furthermore, resilient teachers have a strong sense of vocation, self-efficacy and motivation to teach: these characteristics are fundamental to promoting academic achievement and motivation in students (Gu; Day, 2007), specifically the millennial students who seem to be more interested in social media than lectures (Busch, 2016). The following research questions will be addressed:

1. What role did resilience have on lecturers' behaviours displayed during student unrests in 2016?
2. Which skills, actions and behaviours did the sampled lecturers demonstrate in the face of adversity?
3. According to the lecturers and the HoDs, which lessons have been learnt?

Methods

A mixed-methods case study approach will be implemented. The Brief Resilience Scale (Smith et al. 2008) will be used to contribute to the quantitative part of the study, whereas focus group interviews will be the primary data collection tool that will generate qualitative data. It is important to use a mixed methods approach because we want to enrich the quantitative data with rich statements from the purposefully sampled participants outlining their perceived behaviours during the 2016 student unrests. Data will be collected from: (i) the lecturers in the Faculty of Natural and Agricultural Sciences (NAS) who participated as presenters in the pecha-kucha event (held in February 2017) that served as a debriefing and reflection session related to the 2016 student unrests; (ii) purposefully sampled HoDs in NAS who will share a

somewhat different perspective as managers; and (iii) other information rich staff in departments as recommended by the HoDs. The participants will be asked to complete the Brief Resilience Scale questionnaire. Participants' responses will be used to inform the focus group interview questions. In order to refresh the participants' memories, the focus group interview session will start with a generic question asking them to recall events of 2016. Based on their responses, follow up questions will be formulated to probe further sharing. Inductive analysis will be used for the analysis of the interviews; statistical analysis will be used for the analysis of data collected using the resilience scale.

Potential Benefits of the Research

Although student learning is the ultimate goal, we realised that lecturers need to be in a healthy frame of mind to help students learn successfully. This project therefore focuses more on lecturer wellbeing (Mansfield, Beltman, Price and McConney, 2011) in a climate where protests and demonstrations are becoming frequent. The results could be used as preventive measures to preclude lecturers from burnout, (which includes such symptoms as depression, lack of motivation, cynicism, and lethargy), as HoDs might be able to identify in time when a staff member loses his/her ability to bounce back in the face of adversity. Furthermore, the results might foster conversations that can provide insights into how the university at large could dance on the waves of educating lecturers about the role of resilience and its importance in teaching and learning.

Engagement with humanizing pedagogy for holistic learning of first-year students: Sharing lived experiences of implementing general education

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Rhythm: Higher Education Pedagogies for Sustainable Development

Session type: Poster presentation

Keywords: tertiary institution, general education, humanising pedagogy, holistic learning, lived experiences, engagement

Students in tertiary education are confronted with, amongst others, social and personal challenges that impact negatively on their learning experiences. Furthermore, the demands and expectations at Institutions of Higher Learning may not be aligned with the expectations and engagement levels of the students. Strategies to attempt the synchronization of the expectations and thus level of engagement of the institution with those of the student in dancing on the learning and teaching waves of change include the use of humanising

pedagogy in the classroom. In this paper we use an action research approach to interrogate the need for humanising pedagogy in the classroom to promote the holistic learning of students. We draw on our personal lived experiences as staff as well as those of the first-year students with whom we engage in General Education modules at the Durban University of Technology. Evidence of humanising pedagogy will also be provided from course materials, critical reflections of staff, and students' written reflections. Engaging with the lived experiences of our students contributes to their holistic learning, enabling them to develop personal and social responsibility as active, empowered citizens amidst the waves of change that they face in the ever-changing world of the 21st Century. Through sharing our experiences, we provide insight and strategies that could be identified as being useful in tertiary education.

Learning leading and leading learning in curriculum transformation: An arts-informed participatory analysis

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Rhythm: Leadership to Respond to Complexity and Uncertainty in Novel Ways

Session type: Oral paper

As a University of Technology we pride ourselves in producing high quality technology graduates for the workplace. In 2011 DUT introduced a wave of change to connect technological excellence to human sensitivities and sensibilities. This wave of change necessitated the learning of leading and the leading of learning as we moved towards a more student-centred approach through the introduction of a General Education component into every undergraduate programme across the university. Teams of co-ordinators, lecturers, graduate assistants and tutors were required to be both leaders and learners themselves as they creatively and critically engaged in active and reflective learning to transform their learning, teaching and assessment practices. In this paper we offer our discoveries as learning leaders and leading learners as we navigate the implementation of a curriculum transformation within a university of Technology as a living system undergoing waves of change. Through collective, arts-informed self-study, we explore perspectives of our teams of lecturers and ourselves, who are transforming within and outside of our classrooms. We use collages and poetry as creative modes of participatory analysis with our participant teams, followed by composing of research poems to evoke and communicate our individual understandings of

the participants' analyses, and, finally, we respond to an interpretive poem. We reflect on our journey in this research process as a methodological dance within uncertain and complex times. In the face of what can seem to be dishearteningly insurmountable social and educational challenges, our involvement in collective creativity has allowed us to lead and learn in imaginative and responsive ways to transform our educational and research practice.

Beyond barriers and resistance: The impact of the teaching/research tension on educational technology practices

Tshuma, N

Rhodes University

Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Oral paper

Academic developers working with educational technology have traditionally focused on barriers and resistance in their quest to better understand and transform academics' teaching with technology practices. This traditional focus has been adopted from the global North, where users of technology are viewed as resistant to new technologies, and the aim of research is to find ways to eliminate barriers to resistance. Unfortunately, this approach fails to acknowledge the deeply contextualised socio-political complexities of integrating educational technology. This is particularly true in the volatile and transforming South African higher education context where the addition of technology into the teaching mix has an impact on power dynamics and the experiences of both students and academic staff. In this study, I sought to challenge academic developers' barriers-resistance narrative, and rather present a structure-agency view to technology integration. I focus on just one structural force in this paper – the teaching/research tension – and argue that in the South African higher education context most academics experience this tension differently depending on gender, departmental dynamics, professional level, etc. My research shows that their experience of the teaching/research tension has an impact on their educational technology choices and practices – their agency. The results of the study suggest that in order to transform academics' educational technology practices, academic developers need to first go beyond the barriers-resistance rhetoric and seek to understand the impact of the teaching/research tension on educational technology choices and practices. This contextualised understanding can then be used to inform their teaching development work as they seek to enable equitable, effective and engaging educational technology spaces in their universities.

Unlearning gender and sexuality through learning?: Reflecting on a critical diversity literacy journey towards a liberating university experience

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Rhythm: Leadership to Respond to Complexity and Uncertainty in Novel Ways

Session type: Oral paper

This paper explores the experiences of Critical Diversity Studies (CDS) students and how they use the theoretical lenses of Critical Diversity Literacy (CDL) to unlearn the learned, intrapersonal and indoctrinated toxic prejudices through learning in the classroom. CDL is a theoretical tradition initiated by Melissa Steyn (2010) and it provides various frameworks with which to interrogate power. It brings our attention to the complex nature of power and its establishment within diverse societies, including our individual complicity in its formation. By exploring how a group of CDS students move beyond fundamental cultural ideas and perceptions of themselves and society to being critical of their own positionalities, this paper suggests reflective ways with which to conduct liberating and decolonising university education work. Such learning emphasizes the need for both students and lecturers to move beyond their comfort zones. By 'comfort zone' we mean the 'inscribed cultural and emotional terrains that we occupy less by choice and more by virtue of hegemony' (Boyer and Zumblyas, 2013: 110). Ideas such as the 'pedagogy of discomfort' (Boler and Zembylas, 2003) are covered and concretised through interviews with CDS students. Last, I fuse all of this with the philosophy of liberation as the epistemic queering of the university curriculum. 'Using Frantz Fanon, Enrique Dussel and Paulo Freire, I seek to articulate a philosophy of liberation that does not compromise with both Eurocentric and Third world Fundamentalisms' (Mpofo, 2018: 1).

Creative meaning making through a multimodal exploration in professional academic development

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Poster presentation

Keywords: multimodal pedagogy, creativity, emergence, professional academic development

Academia is driven by a stringent set of prescriptions that constrain creativity and lateral thinking. This situation is experienced throughout the higher education landscape, but especially by academics who are tasked with negotiating and creatively responding to changes. This paper explores our experiences of concept development through multimodality as an opportunity to develop creative thinking abilities. Braidotti (2002) warns that we should consider concepts as more than a singularity but as a process. Jackson and Mazzei (2013: 262) elaborate on this idea and refer to the “continuous process of making and unmaking.” We unpack the underlying processes of how we develop a concept through individual and collective meaning making and how creative thinking was enabled. Our experience of professional academic development courses and exposure to multimodal pedagogies has opened up opportunities for finding new mediums and ways of thinking that are both creative and lateral. A collaborative auto-ethnographic methodology will be used to engage with existing data and develop new datasets. Data will be extracted from different modes such as voice recordings of diffractive intra-actions, images, text and artefacts. We are deliberately not providing a theoretical lens at this stage to allow for a spontaneous and authentic emergence of relevant theory when engaging with literature.

Enabling student learning through constructive alignment

West, J

University of Johannesburg

Rhythm: Learning Analytics to Inform Transformative Teaching, Learning and Support

Session type: Poster presentation

“Students are strategic as never before, and they allocate their time and focus their attention on what they believe will be assessed and what they believe will gain good grades. Assessment frames learning, creates learning activity and orients all aspects of learning behaviour.” (Gibbs, 2006, p. 23)

Many lecturers will be able to relate to this statement by Gibbs, as they have experienced students’ focus, almost obsession, with test results, scope of tests and mark allocation per topic. During my years as a lecturer I have been part of many conversations with colleagues about students who were only concerned about passing a module and not about constructing relevant meaning. It appears that students want the maximum results and often with minimum effort. Lecturers often complain about their students and the surface approach they adopt to teaching, learning and assessment. The schools, students or other external factors are ‘blamed’ for the students’ surface approach to learning. Lecturers seldom reflect on their own practices and its potential influence on enabling or hampering student learning. The aim of the

project is to determine whether the first-year module of Cost Accounting (CFM1A) is designed and presented in a manner that is likely to enable student learning and prepare students for the changing world, by using Driscoll's model of structured reflection (Driscoll and Teh, 2001, p. 99).

This study explores, the alignment between the learning outcomes, teaching and learning activities and assessment practices, within the module, as perceived by the lecturer designing and delivering the module.

Promoting the interplay between teaching and research in the university and the role of the academic developer

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Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Poster presentation

Keywords: pedagogy, research, interplay, teaching and learning, university

The issue of research-led teaching and learning in universities has revolutionised teaching and learning in universities. In this paper the researchers engage in a critical discussion of the relationship between teaching and research. The researchers advance that a broader understanding should be made on the relationship between the two, and outcomes of research should not merely form the content of teaching. The researchers advocate the effective integration of teaching and research in a way that enhances productivity in both aspects. Traditionally, universities have been viewed as meant to transmit knowledge to students in different disciplines. Teaching and learning in the university, however, should move away from transmitting knowledge to emphasis on knowledge production and application. Griffiths (2004) argues that knowledge production and student learning should be brought together in teaching and learning in the university. Knowledge production is the hallmark of research engaged teaching, which the University of Lincoln (2010) defines as: "A fundamental principle of curriculum design, where students learn primarily by engagement in real research projects, or projects which replicate the process of research in their discipline." Engagement is created through active collaboration amongst and between students and academics. In this view, learning ceases to be theoretical and students are actively involved in knowledge production by applying discipline-based research skills to solve problems. Students should not be taught to be re-producers and consumers of knowledge but should be developed into being knowledge producers. In ensuring knowledge production in higher education, Waghid (2002) argues for the combining of Mode 1 and Mode 2 forms of knowledge production, which is disciplinary knowledge and socially distributed knowledge. This shows that teaching and learning in university should not be for the acquisition of knowledge for knowledge's sake but

for the solving of community challenges. Teaching and learning in the university should not be divorced from research and this should be research applied to solve community problems. Teaching that is informed by the Scholarship of Teaching and Learning (SoTL) is research-informed teaching and, in such a teaching approach, curriculum delivery is informed by the latest knowledge and understanding of teaching and learning processes. Research into teaching and learning processes assists in improving teaching, learning, assessment, curriculum planning, implementation and evaluation. Griffiths (2004) defines research-informed teaching as teaching informed by pedagogic research. Lecturers inquire and reflect on student learning and all curriculum issues through research and utilise research findings to improve teaching and learning. This qualitative interpretive research seeks to explore the importance of embracing scholarship of teaching and learning in enhancing both research and teaching and the role of academic developers in this endeavour. The paper also suggests ways of promoting the teaching- research nexus. The study will be composed of 5 academic developers from one rural based University. Data will be collected through documentary analysis and one on one interviews with academic developers. The study will be guided by Bell and Gilbert's (1996), teachers' professional learning theory. The theory's emphasis is on how the links between theory and practice are translated into practice. This is ongoing research.

Visualising journeys through an engineering curriculum

West, NJ

University of the Witwatersrand

Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Oral paper

Curriculum is complex and highly contested. It means different things to different people. This is what makes curriculum a very interesting concept and at the same time a very powerful one. This is captured in the statement by Smith and Lovat that curriculum 'by what is selected to be included and by what is rejected, actually creates reality for the students' (1995). Fraser and Bosanquet (2006) remind us of the various conceptions of curriculum, ranging from a technician view of curriculum, linked to content and structure of a course or programme, through to a fully dynamic and holistic student and learning experience. Roberts (2015) also reminds us of the importance of orientations academics adopt towards curriculum. These often arise from discipline-specific norms. At the same time, these orientations are heavily influenced by academic culture, and external pressures. Curriculum can be thought of as a journey, an adventure towards the development of both being and knowing. Drawing on Maton's concept of semantic waves (2014), and in conjunction with the work done by Lockett (2001) and Shay (2013), one can place the types of knowledge (generic, theoretical, applied/professional and vocational) on the semantic plane. In this way, one is able to plot the intended trajectory through the various knowledge areas in order to reach the desired goal. Through a number of interviews with colleagues within my department of Electrical Engineering, I probed their understanding of curriculum, their experience of external pressures from the Engineering Council of South Africa, as well as their own visualisation of this

trajectory through learning. In particular, these colleagues were asked to draw a picture representing their visualisations of curriculum as an analogy, followed by a plot of the trajectory of the perceived curriculum journey on the semantic plane. The resultant plots and responses were analysed. These plots provided me with a valuable tool to address misconceptions about the curriculum, as well as providing a starting point to address issues surrounding curriculum development.

We are in a state of flux: Assessing the leadership style of support staff managers and how they will navigate the future

van der Westhuizen, P
North-West University

Rhythm: Leadership to Respond to Complexity and Uncertainty in Novel Ways

Session type: Poster presentation

Support staff play an integral part in the success of a Higher Education Institution. Support staff develops their careers as a career-project, aligning it with the needs of the institutions in order to facilitate growth and thus being able to move both laterally and vertically across the operational needs of an institution. Thus, to what extent does the leadership style of a support staff manager help or hinder change within a University? The role of support staff in higher education has in recent years been considered a topic worthy of research, but previous work has focused on job satisfaction, job stressors and career paths – not on the role that support staff's leadership can play in the areas of change management, and human resource management, especially talent management. Human Resource management is the key to conquering the complexity and uncertainty in our ever changing state of flux.

This study will follow a quantitative approach, through the dissemination of an email survey. Optimistically, the results will demonstrate that, through effective leadership, support staff can be seen as essential agents of change within Higher Education Institutions.

A pedagogical simulation algorithm to predict students' academic success in STEM disciplines and fields

Winberg, C
Cape Peninsula University of Technology
Hicks, M
University of Cape Town

Rhythm: Transformative Teaching Development across the Academic Career Trajectory

Session type: Oral paper

There is an urgent need to improve student success in STEM disciplines and fields. Student throughput rates in these areas are well below national averages. Prior research has built a knowledge base of the kinds of undergraduate curricula and pedagogies that support students' success in STEM fields, but much of this research is dispersed and the collective impact of curricular and pedagogical interventions has not been studied or assessed. This is the issue that this study addresses. Drawing on a meta-analysis of STEM pedagogy (Winberg et al. 2018), the study simulates various pedagogies to predict student success outcomes. The study mapped the connection between a number of input factors, such as the training and support provided to the lecturer and students' academic performance. Additional variables included the teaching environment, class size, the availability of online modalities, the provision of tutors, etc. Student factors were also taken into account, such as the student's prior performance in the subject or prerequisite, or matriculation results in the case of first year subjects. Data for the simulation were obtained from students' actual results in a number of STEM subjects (e.g., Mathematics, Physics) across universities in the Western Cape. The accuracy of the tool increases as more data are acquired through the research project. The findings show that there is considerable improvement of student success when multiple positive input factors are present. These findings raise a number of issues that STEM faculties and departments need to take into account if they wish to enhance student success. The algorithm and pedagogical simulation is intended as a tool for academic departments to plan staff development, and other activities, for the purpose of improving their student success rates.

Developing successful academic writing and publishing careers

Wisker, G

University of Brighton

Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Practitioner presentation

This session focuses on developing your career in writing and publishing for your academic research and practice, and supporting the writing careers of students and peers. It springs from working with colleagues' writing, student writing, research, running constantly developing workshops and my own writing and publishing practices.

We will look at:

Stages and strategy: The importance of strategic planning for all stages of an academic writing and publishing career. The politics and practices of selecting and writing appropriately

for (a range of) journals, and other publication outlets. When to start supporting and leading other writers and why.

Writing: Getting started with academic writing for publication with and from the masters and PhD, and from your own practice. The skeleton and bones of the writing of a good article: importance of a good title, keywords, abstract and key elements of the shape, of journal articles; ensuring an argument and a story.

Writing powerful conclusions which emphasise your contribution.

Dealing with feedback.

Becoming a recognised expert: peer reviewing, being a critical friend and mentor, editing. This interactive session focuses on stages and practices of writing for academic publication so that a sound writing and publishing career can be established, maintained and developed. It builds on the research undertaken for Gina Wisker's book *Getting Published* (Palgrave Macmillan, 2015), many journal articles and chapters on writing for publication, running writing workshops in South Africa and the UK and internationally, and 17 years of editing a higher education journal *Innovations in Education and Teaching International*.

Amabali Ethu Aphilisayo: Decolonising curriculum and praxis through life righting

Yassim, K

Nelson Mandela University

Rhythm: Responsive Curricula, and Curriculum and Career Pathways

Session type: Poster presentation

This paper is best brought to life by a sentence in Veronique Kapp's short story entitled "An Abstract Word Work" when she writes, "an entwined journey of life, a tapestry of dates, memories, milestones, people presence interspersed with blank spaces – an abstract work of word art in progress." In entwining the journey of life righting stories from the Education Thought class we taught this semester, this paper describes critical pedagogy as praxis towards decolonising curriculum in a faculty of education. As part of a semester long engagement with concepts linked to philosophy in education, nine themes emerged organically from classroom discussions, homework and creative exercises. These themes against which the stories emerged included:

- The place which carries my name in the wind
- I am not born in Africa, but Africa is born in me
- Life learning from community intellectuals
- An African way of being (Ubuntu)
- Deeply rooted in who I am
- A child of Africa
- Knowledge of the soil
- Towards cultivating humanity
- Spaces of hope

Through the stories that were written and shared in a week long story festival held in April 2018, the paper reports on education student engagements with Education's Big Questions through the lens of life righting. Such an approach personalised and brought a depth of meaning making that enabled students to grapple with theoretical and philosophical constructs in ways that allowed them to infuse aspects of their histories, realities and indigenous knowledge that bring an African conversation to teacher preparation. This is what it means to decolonise curriculum in a real sense, and to create a place for learning as becoming.

Reflexive encounters and critical conversations: Possibilities for a humanising pedagogical praxis in post- school classrooms

Yassim, K

Nelson Mandela University

Mapasa, T

Nelson Mandela University

Dyanti, T

Nelson Mandela University

Rhythm: Transformative Teaching Development across the Academic Career Trajectory Session type: Oral paper

Reflexivity in qualitative research is increasingly seen as a resource for understanding data that are embodied, unspoken or unavailable to consciousness (Clarke and Hoggett, 2009). The research encounter is conceptualised as a co-created space for the production of knowledge (Frosh, 2010), such that "reflexivity is constituted between the researcher and that which is being researched" (Mauthner and Doucet, 2003: 423). Reflexive Encounters and Critical Conversations explores the perspectives and experiences of three lecturers attempting to find common understandings of a humanising pedagogy through reflecting on teaching artefacts, personal reflective writings and metaphor drawings. Through discourses linked to principles of a humanising pedagogy and critical theory, each lecturer explores with the others the fabric of their praxis. Interchangeabilities between reflections and images bind these lecturer approaches fortuitously. Kathija and Tobeka's teaching emerges from their work as teacher educators in university classrooms, while Thando's teaching perspectives emerge from the technical vocational space where he prepares students for occupations in tourism. While these two contexts differ significantly, they enable an eco-systemic deliberation on post-school education, by cohabiting, fusing and fracturing learning spaces in the South African context. Such a discussion is needed as universities are the favoured learning spaces, with many opportunities for learning by both lecturers and students, while TVET colleges, in contrast, are plagued by a deficit view. In bringing together "voices" from the ground in these two seemingly contrasting contexts, an attempt is made to invite in conversations around

adaptive expertise and the need for personalising the humanistic approach in service of all South Africa's children.

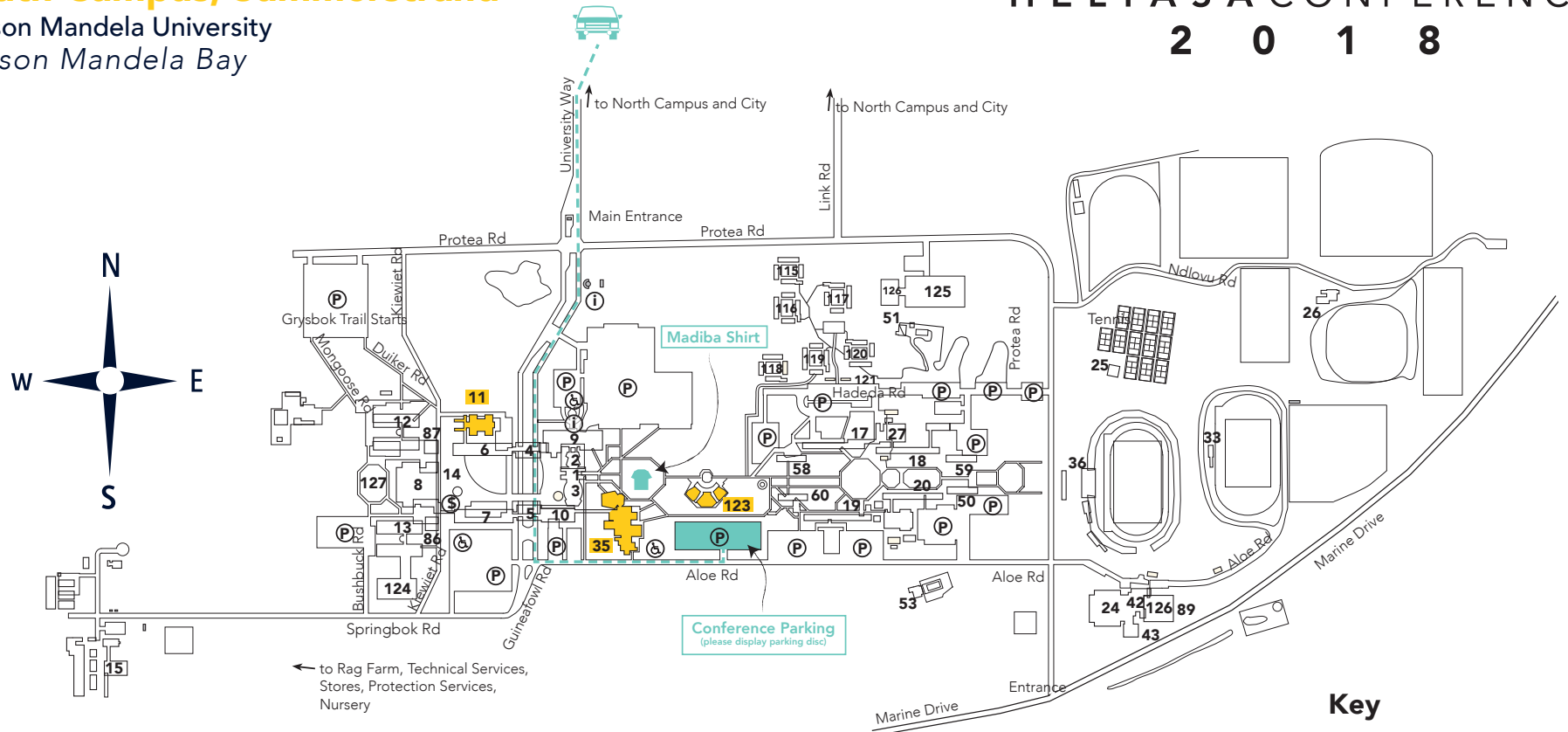
MAPS

HELTASA CONFERENCE 2 0 1 8

South Campus, Summerstrand

Nelson Mandela University
Nelson Mandela Bay

HELTASA CONFERENCE 2018



- 1 Main Building
- 2 Council Chamber
- 3 Auditorium
- 4 Old Mutual Lecture Halls
- 5 Sanlam Lecture Halls
- 6 Education, Writing Centre & ABSA Computer lab
- 7 M & P Building
- 8 Library & School of Architecture
- 9 Embizweni
- 10 Music
- 11 Education
- 12 Biological Sciences
- 13 Physics & Chemistry

- 14 Food Court
- 15 Technical Services/Procurement
- 17 Unitas Main Block
- 18 Veritas Main Block
- 19 Xanadu Main Block
- 20 Melodi Main Block
- 24 Indoor Sport Centre & Sport Offices
- 25 Tennis Clubhouse
- 26 Cricket Clubhouse
- 27 Study Centre (Veritas)
- 33 Soccer Clubhouse
- 35 Building 35 (Universet Lecture Halls)

- 36 Stadium & Clubhouse
- 50 Melodi Annex
- 51 Unitas/Veritas Clubhouse & Pool
- 53 Xanadu/Melodi Clubhouse & Pool
- 58 Unitas Annex
- 59 Veritas Annex
- 60 Xanadu Annex
- 89 Underwater Clubhouse
- 86 Goldfields South
- 87 Goldfields North (International Office)
- 115-120 Renaissance Postgrad Student Village
- 121 Housing Administration
- 123 Building 123
- 124 Centre for High Resolution Transmission Electron Microscopy (CHRTEM)

- 125 Human Movement Science
- 126 Dietetics
- 127 Life Sciences

Key

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