

## SOTL in the SOUTH 2021 PROGRAM

### Full Program Overview

<b>Monday, 22 November</b>	
15:00	Conference opening and welcome
15:15	Keynote Address: Professor Lesley Le Grange, University of Stellenbosch, South Africa
16:15	Networking event
17:30	End

  

<b>Tuesday, 23 November</b>	
08:00	Keynote Address: Professor Khairiyah Mohd Yusof, Centre for Engineering Education, Universiti Teknologi Malaysia
09:00	Parallel Sessions 1
10:30	End

  

12:00	Panel Discussion
13:00	Panel Discussion
14:00	End

  

15:00	Parallel Sessions 2
16:15	Parallel Sessions 3
17:30	End

  

<b>Wednesday, 24 November</b>	
08:00	Parallel Sessions 4
09:15	Parallel Sessions 5
10:30	End

  

12:00	Panel Discussion
13:00	End

  

15:00	Parallel Sessions 6
16:30	Keynote Address: Dr Clelia O. Rodríguez, University of Toronto, Canada
17:30	End

  

<b>Thursday, 25 November</b>	
08:00	Keynote Address: Professor Shireen Motala, University of Johannesburg, South Africa
09:00	Parallel Sessions 7
10:15	End

Monday, 22 November	
15:00 – 15:15	<b>Conference opening and welcome</b> <b>Session Chair:</b> Zach Simpson
15:15 – 16:15	<b>Keynote Address:</b> Lesley le Grange, <b>University of Stellenbosch, South Africa</b> Rethinking the scholarship of teaching and learning in the post-COVID 19 pandemic/post-Anthropocene <b>Session Chair:</b> Shireen Motala
16:15 – 17:15	Networking event

Tuesday, 23 November		
08:00 - 09:00	<p><b>Keynote Address:</b> Khairiyah Mohd Yusof, Centre for Engineering Education, Universiti Teknologi Malaysia</p> <p>From micro to macro levels of practice: Showcase of a SOTL journey within and beyond classroom experience</p> <p><b>Session Chair:</b> Helen Inglis</p>	
	<b>Venue A</b>	<b>Venue B</b>
	<b>1A. Knowledges and Literacies</b> <b>Session Chair:</b> Nkosinathi Mpalami	<b>1B. Reflective Teaching and Learning</b> <b>Session Chair:</b> Johannes Bester
09:00 - 09:15	<p>First-year students' (pre)writing experiences: Knowledge schema and authorial identity</p> <p>Rajohane Matshediso (University of the Witwatersrand)</p>	<p>Using role-play in an online environment – A reflective stance from higher education</p> <p>Sadia Muzaffar Bhutta, Kiran Qasim Ali and Uzma Munir (Aga Khan University)</p>
09:15 - 09:30	<p>Pre-service teachers' perceptions of teaching Chemistry in English and IsiZulu: A case of a university of technology</p> <p>Mamothibe Thamae (Durban University of Technology)</p>	<p>Exploring the use of new forms of curriculum delivery and assessment and utilization of digital pedagogies in teacher education</p> <p>Elizabeth Tikondwe Kamchedzera and Esthery Dembo Kunkwenzu (University of Malawi)</p>
09:30 - 09:45	<p>Learning to teach mathematics by means of representations in a rural secondary school in South Africa</p> <p>Nkosinathi Mpalami (University of the Free State)</p>	<p>Reflective practice encouraging deeper learning experiences</p> <p>Johannes Bester and Erica Pretorius (University of Johannesburg)</p>
09:45 - 10:00	<p>Exploring alternative forms of capital amongst higher education students from rural backgrounds</p> <p>Zach Simpson and Hellen Agumba (University of Johannesburg)</p>	<p>Learning Financial Management using Case Studies: Theory to Practice</p> <p>Verna Yearwood (Durban University of Technology)</p>
10:00 - 10:30	<b>Questions/Discussions</b>	<b>Questions/Discussions</b>
12:00 - 13:00	<p><b>Panel Discussion:</b> Reinventing the teaching and learning of poetry in the times of COVID. Innovative methodologies by ZAPP (The South African Poetry Project)</p> <p>Zena John (ZAPP The South African Poetry Project), Denise Newfield (University of the Witwatersrand), Jolene Raison (University of South Africa), Raphael d'Abdon (Human Sciences Research Council) and Xabiso Vili (Poet)</p>	
13:00 - 14:00	<p><b>Panel Discussion:</b> Student voices for SOTL in response to the pandemic: A visual conversation</p> <p>Kim Berman (University of Johannesburg), Rene Mathibe (Artist Proof Studios) Shalom Mushwana, Michael Vickers, Angeliq Bougaard, Jackie Naidoo and Kerry-Leigh Cawrse (University of Johannesburg), Clement Mohale, Thabo Skhosana, Tebogo Langa, Lungile Mbele, Jason Langa and Thulani Gangka (Artist Proof Studios)</p>	

Tuesday, 23 November		
	Venue A	Venue B
	<b>2A. Pandemic Teaching</b> Session Chair: Mendon Dewa	<b>2B. Student Engagement</b> Session Chair: Tebogo Mashifana
15:00 - 15:15	Use of DMAIC methodology to enhance online delivery and assessment during Covid-19 pandemic Mendon Dewa (Durban University of Technology)	Active student participation and engagement in the virtual classroom during the Covid-19 pandemic Tebogo Mashifana (University of Johannesburg)
15:15 - 15:30	Virtual tool to supplement traditional teaching in an online environment to enhance learning experiences during Covid-19 pandemic in chemical engineering Thandiwe Sithole (University of Johannesburg)	Let the games begin: Students' experience of gamification in teacher education Nazreen Dasoo (University of Johannesburg)
15:30 - 15:45	Diverse contextual realities: Understanding the impact of lockdown on students' transition to university Helen Inglis and Celeste Combrinck (University of Pretoria) and Zach Simpson (University of Johannesburg)	Investigating the antecedents of students' learning self-efficacy during emergency remote teaching in South Africa Freda van der Walt and Anele Nkoyi (Central University of Technology)
15:45 - 16:10	<b>Questions/Discussions</b>	<b>Questions/Discussions</b>
	Venue A	Venue B
	<b>3A. Pandemic Teaching</b> Session Chair: Tshepiso Maleswena	<b>3B. Reflective Teaching and Learning</b> Session Chair: Anita Hiralal
16:15 - 16:30	Internationalisation of postgraduate studies in Africa and the influence of Covid-19 Emem O. Anwana (Durban University of Technology)	A reflective account of transitioning to online learning during the Covid-19 pandemic for a company-sponsored student of the Project Management course Cephas Makwara (Durban University of Technology)
16:30 - 16:45	Preservice science teachers' experiences of teaching presence in an online methods course during the COVID-19 pandemic Maria Tsakeni (University of the Free State)	Trans-maskation of my Accounting teaching Anita Hiralal (Durban University of Technology)
16:45 - 17:00	Bootstraps and blame: The cult of individualism laid bare by the Covid-19 pandemic Tshepiso Maleswena (University of the Witwatersrand)	Mathematical writing assignments: No points for the right answer! Julia Webster (University of North Carolina Asheville)
17:00 - 17:30	<b>Questions/Discussions</b>	<b>Questions/Discussions</b>

Wednesday, 24 November 2021		
	Venue A	Venue B
	<b>4A. Online or Blended Teaching</b> Session Chair: Denver Hendricks	<b>4B. Teaching Practice</b> Session Chair: Bongani Khoza
08:00 - 08:15	Facilitating an online course as a continuous professional learning opportunity: ePortfolio and agency Najma Agherdien (University of Witwatersrand)	Moulding: A case for an authentic learning approach in a Post Graduate Higher Education Diploma module Charlotte van der Merwe and Erica Pretorius (University of Johannesburg)
08:15 - 08:30	Online assessment in a nursing education programme during the Covid-19 pandemic: Experiences from Uganda Kiran Qasim Ali, Namukwaya Carolyne, Edward Misava, Khurram Iqbal and Azra Naseem (Aga Khan University)	Using Short Learning Programmes to develop students' digital literacies in Art and Design Education: a concept paper Bongani Khoza (University of Johannesburg) and Boitumelo Kembo-Tolo (University of South Africa)
08:30 - 08:45	Applications of Augmented Reality as a blended learning tool: A case study for Architectural Technology and Detailing Denver M. Hendricks (University of Johannesburg)	An assessment of the students learning and retention of the second law of thermodynamics Lagouge Tartibu, Emmanuel Bakaya-Kyahurwa, Cristina Anghel and Rita Steenkamp (University of Johannesburg)
08:45 - 09:10	<b>Questions/Discussions</b>	<b>Questions/Discussions</b>
	Venue A	Venue B
	<b>5A. Teaching in the Arts</b> Session Chair: Kim Berman	<b>5B. Decolonisation/Indigenous Education</b> Session Chair: Catherine Manathunga
09:15 - 09:30	Making sense through songwriting: Exploring undergraduate music education students' experiences of a lockdown songwriting challenge Mignon van Vreden (North-West University)	Decolonising Australian doctoral education beyond the pandemic: Foregrounding Indigenous knowledge approaches Catherine Manathunga (University of the Sunshine Coast), Jing Qi (RMIT), Maria Raciti (University of Sunshine Coast), Kathryn Gilbey (Batchelor Institute), Aunty Sue Stanton (Batchelor Institute), Michael Singh (Western Sydney University), Tracey Bunda (University of Queensland), Shireen Motala (University of Johannesburg), Wenqin Shen (Beijing University)
09:30 - 09:45	Beyond the Pandemic: Artmaking lessons for SOTL in an unequal South African context Kim Berman (University of Johannesburg)	Dialogue between epistemologies as an approach to integrating indigenous and Western knowledges in school education Maren Seehawer (Norwegian School of Theology, Religion and Society)
09:45 - 10:00	Framing the Screen: Applied visual art techniques to enhance the impact of instructional videos Bongani Khoza (University of Johannesburg) and Shogan Ganas Naidoo (University of the Witwatersrand)	The use of photovoice to decolonize the curriculum Firoza Haffejee (Durban University of Technology)
10:00 - 10:30	<b>Questions/Discussions</b>	<b>Questions/Discussions</b>

Wednesday, 24 November 2021	
12:00 - 13:00	<b>Panel Discussion:</b> Touching matters: Affective entanglements in coronatime Vivienne Bozalek (University of the Western Cape / Rhodes University), Denise Newfield (University of the Witwatersrand), Nike Romano (Cape Peninsula University of Technology), Lieve Carette (University of Ghent), Katharine Naidu (University of South Africa), Veronica Mitchell (University of the Western Cape), Alex Noble (Cape Peninsula University of Technology)

	Venue A	Venue B
Theme	<b>6A. Decolonisation/Indigenous Education</b> <b>Session Chair:</b> Sal Muthayan	<b>6B. Reflective Teaching and Learning</b> <b>Session Chair:</b> Laura Tinney
15:00 - 15:15	Beyond the pandemic: Impetus for decolonising teaching and learning in the South Sal Muthayan (National School of Government)	A case study in redesigning and implementing a blended SOTL community of practice for a rural South African campus Eleanor Bernard (University of the Free State)
15:15 - 15:30	Decolonising the canon: From the margin to the centre in Afrikaans women's poetry Karen de Wet (University of Johannesburg)	Academic Advising for Southern African contexts: Advisor voices during Emergency Remote Teaching and Learning, and the future of Academic Advising in South African Higher Education Danie de Klerk (University of the Witwatersrand)
15:30 - 15:45	Decolonising the curriculum in the South? Assessing the implementation and impact of Khanyisa courses in the Humanities and Social Sciences in South Africa Shannon Morreira, Nicole Isaacs, Ellen Hurst, Jaamia Galant, Darrin Grey and Ontiretse Phetlhu (University of Cape Town)	Researching teaching and learning: Dilemmas, constraints and small shifts Amanda Morris and Lynn Coleman (Cape Peninsula University of Technology)
15:45 - 16:00	<b>Questions/Discussions</b>	Mastery learning in precalculus and other gateway courses Julia Webster and Laura Tinney (University of North Carolina Asheville)
16:00 - 16:25		<b>Questions/Discussions</b>
16:30 - 17:30	<b>Keynote Address:</b> Clelia O. Rodríguez, <i>University of Toronto, Canada</i> Pending test results...: Learning beyond the binary <b>Session Chair:</b> Naiefa Rashied	

Thursday, 25 November 2021		
08:00 - 09:00	<b>Keynote Address:</b> Shireen Motala and Kirti Menon, University of Johannesburg, South Africa Pedagogical continuities in teaching and learning during Covid-19: Holding up the mirror <b>Session Chair:</b> Zach Simpson	
	<b>Venue A</b>	<b>Venue B</b>
	<b>Pandemic Teaching</b> <b>Session Chair:</b> Daniel Motlhabane	<b>Decolonisation/Indigenous Education</b> <b>Session Chair:</b> Athulya Aby
09:00 - 09:15	Covid-19 pandemic lockdown impact on parity of participation for students with disabilities at South African universities Desire Chiwandire (Nelson Mandela University)	What does decolonising education mean to us? Educator reflections Najma Agherdien and Roshini Pillay (University of the Witwatersrand), Poppy Masinga (South African College of Applied Psychology) and Nkosi Dube (University of the Witwatersrand)
09:15 - 09:30	"The one laptop became my lecture hall": Redefining learning to survive the teaching and learning transition during Covid-19 Sumari O'Neil (University of Pretoria)	Decolonisation of architectural history education In India Athulya Aby (Centre for Environmental Planning and Technology)
09:30 - 09:45	Reframing purpose and conceptions of success in the post-Covid higher education landscape Laura Dison, Kershree Padayachee, Danie de Klerk, Willem Conradie, Fiona MacAlister, Shirra Moch and Greig Krull (University of the Witwatersrand)	<b>Questions/Discussions</b>
09:45 - 10:00	Incorporating Ubuntu Principles in the tutor training programme to promote academic success and wellbeing Mueletshedzi Ndwambi and Daniel Motlhabane (University of the Witwatersrand)	
10:00 - 10:15	<b>Questions/Discussions</b>	
10:15 - 10:30	<b>Closing remarks</b>	