



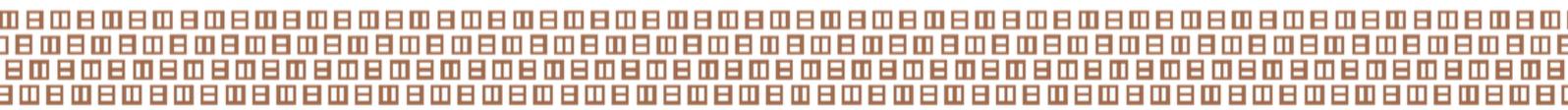
3rd Biennial SOTL in the South Conference
2021

Book of Abstracts



TABLE OF CONTENTS

| | |
|---|----|
| WELCOME MESSAGE | 1 |
| PROGRAM | 3 |
| Full Program Overview | |
| Monday, 22 November | |
| Tuesday, 23 November | |
| Wednesday, 24 November | |
| Thursday, 25 November | |
| KEYNOTE SPEAKERS | 10 |
| Lesley Le Grange | 10 |
| Rethinking the scholarship of teaching and learning in the post-Covid-19 pandemic/post-Anthropocene | 10 |
| Khairiyah Mohd Yusof..... | 11 |
| From micro to macro levels of practice: Showcase of a SOTL journey within and beyond classroom experience | 11 |
| Clelia O. Rodríguez..... | 13 |
| Pending Test Results...: Learning Beyond the Binary | 13 |
| Shireen Motala and Kirti Menon | 15 |
| Pedagogical continuities in teaching and learning during Covid-19: Holding up the mirror | 15 |
| PANEL DISCUSSIONS | 16 |
| Reinventing the teaching and learning of poetry in the times of Covid-19. Innovative methodologies by ZAPP (The South African Poetry Project) | |
| Zena John, Denise Newfield, Jolene Raison, Raphael d’Abdon and Xabiso Vili | 16 |
| Student Voices for SOTL in response to the pandemic: A visual conversation | |
| Kim Berman, Rene Mathibe, Shalom Mushwana, Michael Vickers, Angelique Bougaard, Jackie Naidoo, Kerry-Leigh Cawrse, Clement Mohale, Thabo Skhosana, Tebogo Langa, Lungile Mbele, Jason Langa, Thulani Gangka | 17 |
| Touching matters: Affective entanglements in coronatime | |
| Vivienne Bozalek, Denise Newfield, Nike Romano, Lieve Carette, Katharine Naidu, Veronica Mitchell, Alex Noble..... | 18 |
| ABSTRACTS..... | 19 |
| First-year students’ (pre)writing experiences: Knowledge schema and authorial identity | |
| Rajohane Matshedisho | 19 |



| | |
|---|----|
| Pre-service teachers’ perceptions of teaching Chemistry in English and IsiZulu: A case of a university of technology | |
| Mamothibe Thamae | 20 |
| Learning to teach mathematics by means of representations in a rural secondary school in South Africa | |
| Nkosinathi Mpalami..... | 21 |
| Exploring alternative forms of capital amongst higher education students from rural backgrounds | |
| Zach Simpson and Hellen Agumba | 22 |
| Using role-play in an online environment – a reflective stance from higher education | |
| Sadia Muzaffar Bhutta, Kiran Qasim Ali and Uzma Munir..... | 23 |
| Exploring the use of new forms of curriculum delivery and assessment and utilization of digital pedagogies in teacher education | |
| Elizabeth Tikondwe Kamchedzera and Esthery Dembo Kunkwenzu | 25 |
| Reflective practice encouraging deeper learning experiences | |
| Johannes Bester and Erica Pretorius | 26 |
| Learning Financial Management using case studies: Theory to practice | |
| Verna Yearwood | 27 |
| Use of DMAIC methodology to enhance online delivery and assessment during Covid-19 pandemic | |
| Mendon Dewa | 28 |
| Virtual tool to supplement traditional teaching in an online environment to enhance learning experiences during Covid-19 pandemic in chemical engineering | |
| Thandiwe Sithole | 29 |
| Diverse contextual realities: Understanding the impact of lockdown on students’ transition to university | |
| Helen Inglis, Celeste Combrinck and Zach Simpson | 30 |
| Active student participation and engagement in the virtual classroom during the Covid-19 pandemic | |
| Tebogo Mashifana | 31 |
| Let the games begin: Students’ experience of gamification in teacher education | |
| Nazreen Dasoo..... | 32 |
| Investigating the antecedents of students’ learning self-efficacy during emergency remote teaching in South Africa | |
| Freda van der Walt and Anele Nkoyi | 33 |
| Internationalisation of postgraduate studies in Africa and the influence of Covid-19 | |
| Emem O. Anwana | 34 |

Preservice science teachers' experiences of teaching presence in an online methods course during the Covid-19 pandemic

Maria Tsakeni.....35

Bootstraps and blame: The cult of individualism laid bare by the Covid-19 pandemic

Tshepiso Maleswena36

A reflective account of transitioning to online learning during the Covid-19 pandemic for a company-sponsored student of the Project Management course

Cephas Makwara37

Trans-Maskation of my Accounting teaching

Anita Hiralaal38

Mathematical writing assignments: No points for the right answer!

Julia Webster39

Facilitating an online course as a continuous professional learning opportunity: ePortfolio and agency

Najma Agherdien40

Online assessment in a nursing education programme during the Covid-19 pandemic: Experiences from Uganda

Kiran Qasim Ali, Carolyne Namukwaya, Edward Misava, Khurram Iqbal and Azra Naseem41

Applications of Augmented Reality as a blended learning tool: A case study for Architectural Technology and Detailing

Denver M. Hendricks43

Moulding: A case for an authentic learning approach in a Post Graduate Higher Education Diploma module

Charlotte van der Merwe and Erica Pretorius44

Using Short Learning Programmes to develop students' digital literacies in Art and Design Education: A concept paper

Bongani Khoza and Boitumelo Kembo-Tolo46

An assessment of students' learning and retention of the second law of thermodynamics

Lagouge Tartibu, Emmanuel Bakaya-Kyahurwa, Cristina Anghel and Rita Steenkamp47

Making sense through songwriting: Exploring undergraduate music education students' experiences of a lockdown songwriting challenge

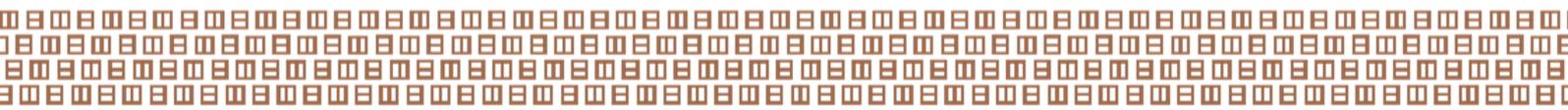
Mignon van Vreden48

Beyond the pandemic: Artmaking lessons for SOTL in an unequal South African context

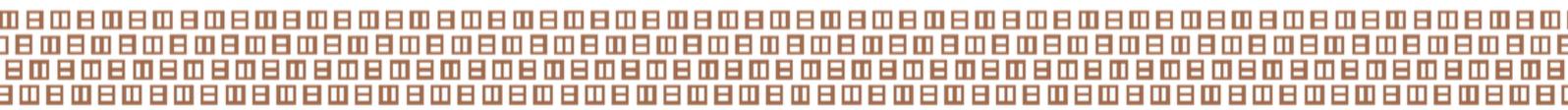
Kim Berman50

Framing the Screen: Applied visual art techniques to enhance the impact of instructional videos

Bongani Khoza and Shogan Ganas Naidoo51



| | |
|--|----|
| Decolonising Australian doctoral education beyond the pandemic: Foregrounding Indigenous knowledge approaches | |
| Catherine Manathunga, Jing Qi, Maria Raciti, Kathryn Gilbey, Aunty Sue Stanton, Michael Singh, Tracey Bunda, Shireen Motala, Wenqin Shen | 52 |
| Dialogue between epistemologies as an approach to integrating Indigenous and Western knowledges in school education | |
| Maren Seehawer..... | 54 |
| The use of photovoice to decolonise the curriculum | |
| Firoza Haffejee | 55 |
| Beyond the pandemic: Impetus for decolonising teaching and learning in the South | |
| Sal Muthayan | 57 |
| Decolonising the canon: From the margin to the centre in Afrikaans women’s poetry | |
| Karen de Wet | 58 |
| 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 | 59 |
| A case study in redesigning and implementing a blended SOTL community of practice for a rural South African campus | |
| Eleanor Bernard | 60 |
| 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..... | 61 |
| Researching teaching and learning: Dilemmas, constraints and small shifts | |
| Amanda Morris and Lynn Coleman | 62 |
| Mastery learning in Precalculus and other gateway courses | |
| Julia Webster and Laura Tinney..... | 63 |
| Covid-19 pandemic lockdown impact on parity of participation for students with disabilities at South African universities. | |
| Desire Chiwandire | 64 |
| “The one laptop became my lecture hall”: Redefining learning to survive the teaching and learning transition during Covid-19 | |
| Sumari O'Neil | 65 |
| Reframing purpose and conceptions of success for a post-Covid-19 South African higher education landscape..... | 67 |
| Laura Dison, Kershree Padayachee, Danie de Klerk, Willem Conradie, Fiona MacAlister, Shirra Moch and Greig Krull | 67 |



Incorporating Ubuntu Principles in the tutor training programme to promote academic success and wellbeing

Mueletshedzi Ndwambi and Daniel Motlhabane68

What does decolonising education mean to us? Educator reflections

Najma Agherdien, Roshini Pillay ^a, Poppy Masinga^b and Nkosi Dube ^a69

Decolonisation of architectural history education In India

Athulya Aby70



WELCOME MESSAGE

Dear conference participants,

Welcome to the 3rd biennial SOTL in the South conference!

The issues facing higher education in the global South at present are significant. Looming large is the ongoing threat posed by the Covid-19 pandemic, which has without doubt caused profound disruption to traditional teaching and learning. Many have argued that such disruption was inevitable – and even necessary – and may contribute to the enhancement of teaching and learning at university. Others have demonstrated how the supposed benefits of increasingly technology-assisted learning have accrued disproportionately. Within and between nation-states, the important debates around physical access to universities that morphed into debates around epistemic access, have now morphed into debates around digital and technological access – and the stakes are enormous.

We continue to focus on the important challenges that *SOTL in the South*, and others, have been grappling with for several years: how can higher education contribute to a more just society? How can universities do more than just ‘accommodate’ a diversity of identities and knowledges – but value them, draw on them and enrich learning for all? What does ‘real’ inclusion look in our institutions? What are we doing to address the pressing environmental challenges of our time? To address these questions in a meaningful way, we need to enhance our students’ and our own capacities for reflection and thoughtfulness.

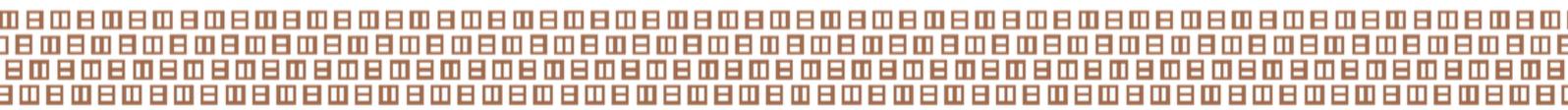
At the same time, the demands placed on academics – particularly young, black and female academics – are increasingly burdensome. We are all under enormous pressure to teach more, to teach better, and to teach with fewer resources. We are also expected to publish more, obtain more funding (from ever-diminishing pools, particularly in the humanities and social sciences), and undertake greater administration responsibilities. The Covid-19 pandemic has only added to these demands.

We hope that you will see these four days as an opportunity to pause.

Just as the need to engage in thoughtful and reflective practice has become increasingly important, the opportunities for such reflection and thoughtfulness are ever diminishing. Given this, it is our hope that the occasion of this conference offers a space for the required reflection and thoughtfulness.

We hope that you will approach this conference with the aim of deep engagement, rather than as an output to be achieved, or a box to be ticked. Although we are not able to meet in person, and although we will all be staring at our computer screens like we’ve been doing for who-knows-how-long, this conference represents an opportunity to step back, to reflect, and to engage with important questions facing teaching, learning and scholarship in the global South.

The conference programme has been designed to allow lengthy breaks in between sessions, and this is to allow you to attend to real life, with the hope being that during the conference sessions, you will be able to focus and engage. There will also be daily email briefings containing links to the recordings of all sessions. This is to allow those of you unable to attend certain sessions (either due to time zone challenges, or due to being unable to escape the pressures of daily life as an academic during a pandemic) to catch up on the day’s discussions.



Despite what our university managements might imagine, we would argue that the value of a conference lies not in the outputs generated, but in the engagement, networking and discussion brought about. We hope that this conference will be rich in this regard – and we rely on you to make this happen.

Thank YOU... for your interest in and contribution to the 3rd biennial SOTL in the South conference. We look forward to your papers, keynotes and panel discussions – and also to your engagement with others over the coming days.

With the very best wishes,

The SOTL in the South Team

Organising Committee

Zach Simpson
Naiefa Rashied
Palesa Meso
Helen Inglis
Shireen Motala

PROGRAM

Full Program Overview

| Monday, 22 November | |
|----------------------------|---|
| 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 |

| Tuesday, 23 November | |
|-----------------------------|--|
| 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 |

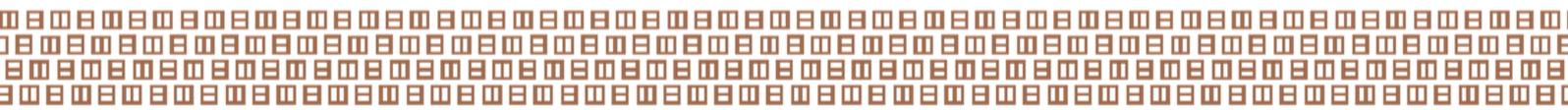
| | |
|-------|---------------------|
| 15:00 | Parallel Sessions 2 |
| 16:15 | Parallel Sessions 3 |
| 17:30 | End |

| Wednesday, 24 November | |
|-------------------------------|---------------------|
| 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 |

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



Monday, 22 November

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

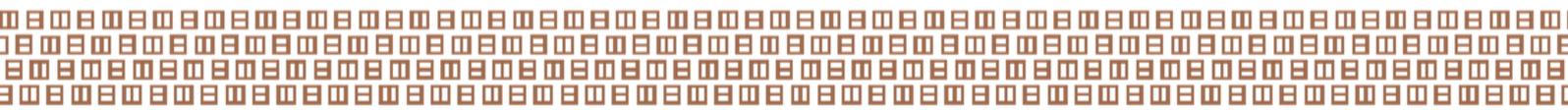
Tuesday, 23 November

| Tuesday, 23 November | | |
|----------------------|--|---|
| 08:00 - 09:00 | <p>Keynote Address: 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>Session Chair: Helen Inglis</p> | |
| | Venue A | Venue B |
| | 1A. Knowledges and Literacies Session Chair: Nkosinathi Mpalami | 1B. Reflective Teaching and Learning Session Chair: 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 | Questions/Discussions | Questions/Discussions |
| 12:00 - 13:00 | <p>Panel Discussion: 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>Panel Discussion: 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, Angelique 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 |
| | 2A. Pandemic Teaching Session Chair: Mendon Dewa | 2B. Student Engagement 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 | Questions/Discussions | Questions/Discussions |
| | Venue A | Venue B |
| | 3A. Pandemic Teaching Session Chair: Tshepiso Maleswena | 3B. Reflective Teaching and Learning Session Chair: Anita Hiralaal |
| 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 Hiralaal (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 | Questions/Discussions | Questions/Discussions |

Wednesday, 24 November

| Wednesday, 24 November 2021 | | |
|-----------------------------|---|---|
| | Venue A | Venue B |
| | 4A. Online or Blended Teaching Session Chair: Denver Hendricks | 4B. Teaching Practice 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 | Questions/Discussions | Questions/Discussions |
| | Venue A | Venue B |
| | 5A. Teaching in the Arts Session Chair: Kim Berman | 5B. Decolonisation/Indigenous Education 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 | Questions/Discussions | Questions/Discussions |



| Wednesday, 24 November 2021 | |
|-----------------------------|--|
| 12:00 - 13:00 | Panel Discussion: 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 | 6A. Decolonisation/Indigenous Education Session Chair: Sal Muthayan | 6B. Reflective Teaching and Learning Session Chair: 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 | Questions/Discussions | Mastery learning in precalculus and other gateway courses Julia Webster and Laura Tinney (University of North Carolina Asheville) |
| 16:00 - 16:25 | | Questions/Discussions |
| 16:30 - 17:30 | Keynote Address: Clelia O. Rodríguez, <i>University of Toronto, Canada</i> Pending test results...: Learning beyond the binary Session Chair: Naiefa Rashied | |

Thursday, 25 November

| Thursday, 25 November 2021 | | |
|----------------------------|---|--|
| 08:00 - 09:00 | Keynote Address: Shireen Motala and Kirti Menon, University of Johannesburg, South Africa Pedagogical continuities in teaching and learning during Covid-19: Holding up the mirror Session Chair: Zach Simpson | |
| | Venue A | Venue B |
| | Pandemic Teaching Session Chair: Daniel Motlhabane | Decolonisation/Indigenous Education Session Chair: 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) | Questions/Discussions |
| 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 | Questions/Discussions | |
| 10:15 - 10:30 | Closing remarks | |

KEYNOTE SPEAKERS

Lesley Le Grange



Lesley Le Grange is Distinguished Professor in the Faculty of Education at Stellenbosch University, South Africa. He has 232 publications to his credit and serves on editorial boards of nine peer-reviewed journals. He has delivered more than 160 academic presentations and is recipient of several academic awards and prizes, the most recent the SAERA Honours Award (2019) for outstanding contribution to educational research in South Africa.

Lesley is President of the International Association for the Advancement of Curriculum Studies (IAACS), a Fellow of the Royal Society of Biology (UK), a member of the Academy of Science of South Africa and is rated an internationally acclaimed researcher by the National Research Foundation.

Rethinking the scholarship of teaching and learning in the post-Covid-19 pandemic/post-Anthropocene

Monday, 22 November, 15:15

Human society is delicately poised on a civilization threshold as planet and people are challenged by multiple crises that open up alternative pathways for becoming and acting in the post-Anthropocene. The Covid-19 pandemic has laid bare the failure of the neoliberal imagination, has been a portal to greater inequality, racism, religious intolerance, gender-based violence, and so forth. Some of the crises are obviously human-made but it is important to understand that even crises which manifest in the biophysical domain such as the Covid-19 pandemic and climate change are (hu)man-made. Moreover, that responses to a contemporary crisis such as the Covid-19 pandemic have been in the same mould as the thinking which created it – increased use of high technology, hopes in vaccines and biomedical solutions, and education solutions such as the pivot to online-learning.

Therefore, the present condition requires reconfiguring of the unit of reference for ‘human’ and consequently a rethinking of education and the university. In this keynote address I shall draw on the work of both posthuman theorists and decolonial scholars to rethink the university and education, with a particular focus on the scholarship of teaching and learning. In doing so, avant-garde theories of the Global North are brought into conversation with theories of the Global South. Lines of flight (including lines of decolonial desires) will be invigorated to open up alternatives pathways for the becoming of pedagogical lives in the post-Covid-19 pandemic/post-Anthropocene. This will require a scholarship for teaching and learning in which subjectivity becomes ecological/imperceptible. Without the invigoration of alternatives pathways for becoming, we shall be left to contemplate the probability of a planet without us.

Khairiyah Mohd Yusof



Khairiyah Mohd Yusof is the founding Director of Universiti Teknologi Malaysia Centre for Engineering Education and is the President for the Society of Engineering Education Malaysia. She had held positions as Vice President of the Federation of Engineering Education Societies (2012 – 2018) and Board Member representing Asia for the Research in Engineering Education Network (2012 – 2017). A practitioner, trainer, mentor, and researcher in scholarly engineering education practices, she has shared her work locally and globally, through invitations to speak and conduct workshops throughout Malaysia and various countries in Asia, Australia, Africa, Europe and North and South America.

She is on the Editorial and Advisory Boards of journals, such as the ASEAN Journal of Engineering Education, Journal of Engineering Education, Journal of Education for Chemical Engineers and European Journal of Engineering Education. She leads various funded engineering education projects, such as the Consortium Grant on Teaching and Learning for 4IR from the Malaysian Ministry of Higher Education, the World Bank-funded OBE-SCL training of faculty members in Higher Education in Afghanistan, Crafting Problems for Learning Control Engineering from Mathworks Inc. USA, and an Engineering X project on Enhancing the Quality of Engineering Education founded by the Royal Academy of Engineering and Lloyd's Register.

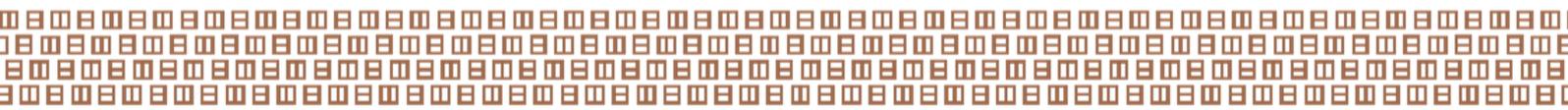
Among her wide-ranging work, she is most passionate about guiding young academics in developing a scholarly approach in higher education, especially in STEM areas. For her work, she received several awards including the 2018 IFEEES Duncan Fraser Global Award for Excellence in Engineering Education, 2017 Student Platform on Engineering Education Mentoring Award and 2015 Frank Morton IChemE Global Award for Chemical Engineering Education Excellence.

From micro to macro levels of practice: Showcase of a SOTL journey within and beyond classroom experience

Tuesday, 23 November 2021, 08:00

Scholarship of teaching and learning (SOTL) is associated with a personal journey of growth as a teacher, which usually takes place at the micro level, in the classroom. In higher education, where academics are experts in their respective fields, SOTL efforts are essential in translating suitable education concepts into innovative practices that are fitting to the body of knowledge to help students learn. Two components of SOTL, reflective practice and practice dissemination, have the potential to drive growth, not only at the micro level in the classroom, but also at the meso (institutional) and macro (national and international) levels, when implemented consistently.

In this presentation, an example SOTL journey of how a micro level practice in engineering classes evolved into meso level and macro level implementations is shared. Starting from student-centred learning approaches to support students in relation to classroom engagement, motivation enhancement and contextualised learning during a challenging course, the practice evolved into experience sharing sessions at the institutional level. This led to the development of structured



training programmes and later the establishment of a centre of excellence. The SOTL practice at the meso level paved the way for professional development trainings at the national and international levels. Among the notable training programs offered were those funded by the World Bank and Royal Academy of Engineering to train educators in institutions of higher learning from Afghanistan over three years. During the duration of the program for Afghan educators, more than 300 were trained in outcome-based education and active learning strategies, with about 50 of them selected to undergo the training of trainers program. The realisation of the importance of support among engineering educators provokes interest in developing policies for supporting future-ready educators. This reflection proves the potentials and promises of SOTL practice as means to create impact within and beyond classroom practice.

Clelia O. Rodríguez

Clelia O. Rodríguez is a global scholar, speaker, mom and auntie, born and raised in El Salvador. She earned her MA and PhD from the University of Toronto. Before holding a Human Rights Traveling Professorship where she taught in the United States, Nepal, Jordan, and Chile, she was an Assistant Professor at the University of Ghana. Prior to teaching at the Ontario Institute for Studies in Education at the University of Toronto about Settler Colonialism, Pedagogies of Liberation, Popular Education, Social Change and Anti-Discriminatory Education, she was a Gender Academic University Advisor in Bolivia, as part of a partnership between CECI and Global Affairs Canada. Recently, she has collaborated with the University of Fort Hare teaching postgraduate workshops. She is the founder of SEEDS for Change, an educational international collective bringing together Black, Indigenous and People of Colour to co-create pedagogies of liberation. She is the author of *Decolonizing Academia: Poverty, Oppression and Pain* (Fernwood Publishing, 2018) and is currently working on two manuscripts, *The Politics of the Uterus: The Who, The What, The When, The Where, The How and the Why* and *Pedagogies Under the Microscope: Air, Water, Earth and Fire*. She is committed to ancestral sustainable pedagogies, decolonizing approaches to learning and teaching beyond the binary, critical race and cultural theories, anti-oppressive transnational cooperation and learning in community centering Black, Indigenous and racialized knowledge and wisdom. Her work has been published in the Journal of Curriculum and Pedagogy, in the Journal of Popular Education, Critical Pedagogy and Militant Research in Chile, the Black Youth Project, Scholarship of Teaching and Learning in the South, Radical Teacher: A Socialist, Feminist, and Anti-Racist Journal on the Theory and Practice of Teaching, Postcolonial Studies, Revista Iberoamericana, among others. Her most recent publication is titled “Pedagogies Under the Microscope” is housed in *Diaspora, Indigenous, and Minority Education*. “Fui, soy, seré: (Mal)nacida. (Mal)criada. (Mal)hablada. (Mal)educada. (Mal)aventurada” will be published in *Frontiers: A Journal of Women Studies* by the end of the year.

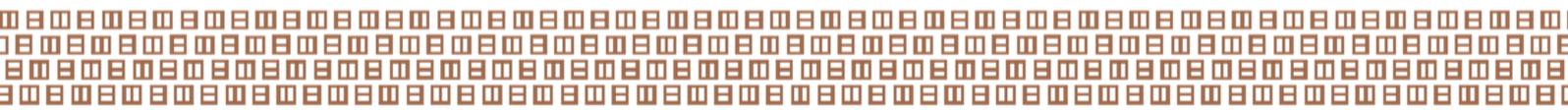


Pending Test Results...: Learning Beyond the Binary

Wednesday, 24 November, 16:30

Here is an invitation rooted in ancestral knowledge taught to me by my grandfather Vicente and those who passed it on to him:

Grab a piece of paper and write down how old you were when the word “excellent” was introduced in your vocabulary, how old were you when you curled up to hide your identity in the sea of whiteness, what were you doing when your heart felt the punch of death-lines, what do you take to detoxify from the never-ending colonial expectations of punctuality as part of the Hesiod’s myth, how old you when you were evicted from your own body to make space for the concrete lifeless walls of the Eurocentric logic, how do you mourn the ancestral constellation of knowledge you have been obligated to erase to fit within the boundaries of good and bad to fulfill an expectation in the pyramid, how do you hold



conversations about reparations when the standard is not breathe, how do your eyes move to escape the colonialist education blocking you from visions of liberation? What is critical thinking when a capitalist-driven hormonal induced menu feeds the expectations? What does it mean to feel-think grounded beyond the binary and mathematical equations?

Shireen Motala and Kirti Menon

Shireen Motala is the NRF SARChI Chair: Teaching and Learning Tier 1, Faculty of Education, University of Johannesburg (UJ). She was previously the Head of the Post-graduate School (PGS) at UJ. She has held numerous leadership and executive positions related to higher education including positions for UNESCO, the Council of Higher Education (CHE), and the South African Education Research Association (SAERA). Her research record is substantial. Her research interests and expertise are on access and success at undergraduate and postgraduate levels, education financing, access equity, and quality, using a social justice framework.



Kirti Menon is the Senior Director of Academic Planning, Quality Promotion and Academic Staff Development at the University of Johannesburg. She is a Research Associate affiliated to the UJ Faculty of Education. She is widely published in the field of higher education, curriculum transformation, social exclusion and access. More recently, publications include a focus on the impact of COVID-19 on higher education.

Pedagogical continuities in teaching and learning during Covid-19: Holding up the mirror

Thursday, 25 November, 08:00

The 2020 and 2021 period in higher education has been characterised by pandemic related disruptions to conventional modes of teaching and learning. These disruptions have prompted discussions (Motala & Menon, 2020) on pedagogic shifts, academic continuity, and the beguiling question of the future of teaching and learning. The debates on the future focused university have raised system and resourcing issues, as well as teaching and learning practices, including the new ecologies of e-learning. This paper aims to continue with these debates to understand the new pedagogies better, to understand continuities and discontinuities, new learnings and gains, and what universities will do differently going forward. The vagaries of the pandemic have prompted explorations of hybrid models of teaching and learning with radical changes to traditional face to face teaching. The theoretical framework proceeds from assumptions of the necessity for both pedagogical continuity and social justice to analyse its findings. The methodology consists of a detailed literature review of the current pedagogic moment, and interviews/focus groups with 12 senior academic leaders at the University of Johannesburg (UJ), delving into how they negotiated pedagogy during emergency remote teaching (ERT) and online teaching and learning and views for the uncertain future. Pedagogic continuity as an imperative during the disruptive periods of 2020 and 2021 was explored in relation to UJ where the academic year was concluded within the context of reciprocal relationships between students and lecturers.

PANEL DISCUSSIONS

Reinventing the teaching and learning of poetry in the times of Covid-19. Innovative methodologies by ZAPP (The South African Poetry Project)

Zena John ^a, Denise Newfield ^b, Jolene Raison ^c, Raphael d'Abdon ^d and Xabiso Vili ^e

^a ZAPP The South African Poetry Project, South Africa

^b University of the Witwatersrand, South Africa

^c University of South Africa, South Africa

^d Human Sciences Research Council (HSRC), South Africa

^e Poet, South Africa

zenajohnconsulting@gmail.com

Tuesday, 23 November, 12:00

ZAPP (The South African Poetry Project) is a research group made of academics, poets and teachers based in South Africa and other countries, whose chief aims are to promote poetry in schools in South Africa and beyond, and to instill knowledge, understanding and a love of poetry in young learners. Since 2013 ZAPP has produced several research outputs in the fields of indigenous knowledge systems and decolonisation of teaching and learning, re-education, interdisciplinary teaching and learning, and teaching and learning innovation, amongst other areas. It has also led different poetry-centred educational projects in high schools in the Gauteng province: these projects included the facilitation of teachers' and learners' workshops, coordination of poetry competitions (Poetry for Life), and publication of manuals and poetry books for learners. After the end of the three-year NRF-funded research project titled "Reconceptualising Poetry Education for South African Classrooms through infusing Indigenous Poetry Texts and Practices" (2017-2020), and with the simultaneous arrival of Covid-19, ZAPP has shifted its attention towards the investigation and practice of innovative online teaching and learning methodologies. This panel will offer an overview of two school interventions by ZAPP in 2021: the blended (online + place-based) poetry project at the Himalaya Secondary School in Laudium (Gauteng), and the online poetry project led by the Association of Nigerian Authors (ANA), involving different high schools across Nigeria. It will also present the case of Word N Sound Digital Slam, as an example of a successful online poetry platform created and led by young poets, whose format could potentially be replicated in schools. The panel will include three short presentations and three poetry readings by acclaimed South African poets.



Student Voices for SOTL in response to the pandemic: A visual conversation

^a University of Johannesburg, South Africa

^b Artist Proof Studio, South Africa

kimb@uj.ac.za

Tuesday, 23 November, 13:00

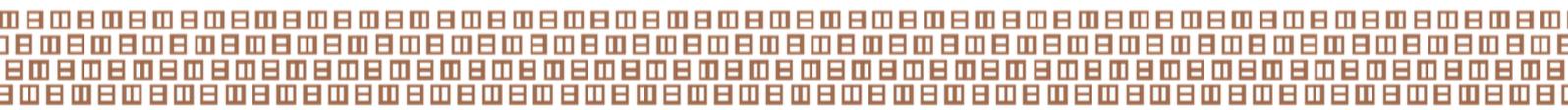
The Lockdown Collection (or TLC) is a campaign by and for artists that raised over R3.5 million and awarded hundreds of grants to vulnerable artists during the hard lockdown in 2020. Works donated by established artists were auctioned, raising much needed funding for the artists and beneficiaries. A selection of student work from the University of Johannesburg (UJ) and Artist Proof Studio (APS) forms part of the collection.

The work in the Lockdown Student Portfolio by student voices in 2020 had a different role to fundraising. While most of the students received small grants for their participation, their visual storytelling was widely promoted on social media platforms, inspiring thousands and empowering individuals to find their voices. The works in portfolio provide a lens through which to see and manage a world undergoing unprecedented change. The works express experiences of instability, anguish, optimism, resilience, despair and anger. They are visible representations of the hard questions their generation need to ask in finding opportunities for renewal, making adjustments and permanently adapting to change. Subsequent visual campaigns on Green Renewal for climate change and a response to Gender-based violence for the 16 days of activism followed. This year, many of the same students participated in a 2021 campaign to raise much needed art bursaries.

At the start of the third wave of the pandemic and third lockdown during the winter months of June 2021, the TLC was gifted an artwork by William Kentridge, who chose one of his blue rebus text series, entitled *Oh to Believe in Another World*, which we used to spark an art-bursary and awareness campaign across the country. *Oh to Believe in Another World* is a challenge to think of a future beyond the pandemic and a possibility of a collective dream for a post-COVID recovery to re-envision our futures. Through the purchases from members of the public, the value of the artwork was translated into over 60 opportunities for art student to complete their studies this year.

It is essential that student voices are heard.

What follows are visual stories that present us with a deeper way to listen and learn. Artworks and statements from the *Lockdown Student Collection*, *The Green Recovery Portfolio* and responses to *Oh to Believe in Another World* form part of an online exhibition and panel discussion that make a vital contribution to Scholarship of Teaching and Learning from a young and vital African-centred perspective.



Touching matters: Affective entanglements in coronatime

- ^a University of the Western Cape, South Africa
 - ^b Rhodes University, South Africa
 - ^c University of the Witwatersrand, South Africa
 - ^d Cape Peninsula University of Technology, South Africa
 - ^e University of Ghent, Belgium
 - ^f University of South Africa, South Africa
- vbozalek@gmail.com*

Wednesday, 24 November, 12:00

This collaboratively presented paper involves a number of authors co-presenting our collective experience of reading and writing in an online group at the time of the Coronavirus lockdown in early 2020. Interested in doing academia differently, we – seven academics from different disciplinary and geopolitical locations – embarked on an experimental online reading/writing group with Karen Barad’s texts as a way of doing academia and PhD supervision differently. Our initial meetings coincided with the start of the lockdown period when Covid-19’s presence was felt in South Africa and Belgium, where we are physically located. During our daily collective sessions, we were surprised that the void of coronatime was not a vacuum but a plenitude of possibilities for intimacy, pedagogy, learning, creativity and adventure. Although we were physically apart, meeting daily through Zoom portals and other online collaborative tools such as Google Drive docs, we touched and were touched by each other and the texts that we read and wrote about. To highlight this virtual touching, our presentation will provide some theoretical background on feminist new materialism, particularly with respect to how matter/mattering, and virtual touch and affect are theorised from this perspective. Making use of Karen Barad’s notion of diffractive methodology through montage, we will present fragments of each of our free writings which we wrote daily after reading Barad’s texts, as well as a collaborative artwork we developed through our Zoom engagement together. The writing fragments in our montage are not linear nor analogous, but are intended to allow the audience a glimpse into our collective reading/writing/art-making activities so that they might be able “to discover in the analysis of the small individual moment the crystal of the total event” (Benjamin cited in Barad, 2017, p.30). Our presentation indicates how, through participating in this reading/writing group, we were undone, redone, re/configured, becoming a diffractive human/nonhuman multiplicity.



ABSTRACTS

First-year students' (pre)writing experiences: Knowledge schema and authorial identity

Rajohane Matshedisho

University of the Witwatersrand, South Africa

rajohane.matshedisho@wits.ac.za

1A. Knowledges and Literacies – Tuesday, 23 November, 09:00

Academic writing is one of the major challenges that confront first-year undergraduate students. This challenge is most evident in writing-intensive courses like sociology. This study explores the writing experiences of first-year health sciences students enrolled in Sociology as part of their basic sciences curriculum. It tries to find out how the students understood and experienced the process of writing the reflective essay from the pre-writing to the writing process. The study used tutorial response papers and interviews to collect the data. Document and thematic analyses guided the data analysis. The academic literacies framework guided and framed the study. Findings suggested that students' writing experiences are mediated by uncertainty about how to write at university compared to how they used to write in school. This uncertainty is explained through the 'interim literacies' concept. Students draw on their interim literacies and a range of resources and strategies as they grapple with academic writing and begin to develop authorial identities suitable for academic writing, some more successfully than others. In considering and conceptualising the findings, the argument of this research report is that a theoretical conversation between academic literacies and the social-realist perspective suggests that the two perspectives should not be polarised but instead seen as mutually supportive with implications for improving writing pedagogy for first-year students.

Pre-service teachers' perceptions of teaching Chemistry in English and IsiZulu: A case of a university of technology

Mamothibe Thamae

Durban University of Technology, South Africa
mamothibet@dut.ac.za

1A. Knowledges and Literacies – Tuesday, 23 November, 09:00

The language of instruction influences learner performance outcomes. Within the South African teaching and learning landscape in South African, the inclusion of mother tongue as a language of instruction has received increasing attention, in particular, as it contextually addresses student support mechanisms. Primarily, the teaching of Chemistry as a subject has been facilitated primarily in English as the sole medium of instruction due to the availability of literature. Moreover, concepts in indigenous languages that adequately describe chemistry concepts do not exist. Students from communities whose indigenous languages do not ordinarily include these chemistry concepts are confronted with notable challenges in grasping basic academic concepts and theories as they engage with the content, thus creating a linguistic disadvantage. Being cognizant of these factors, the current study critically investigates the experiences of pre-service teachers teaching Chemistry in English and IsiZulu in a University of Technology and focuses on the benefits and challenges of teaching of Chemistry in this manner. Six third-year pre-service teachers registered for Bachelor of Education programme, specializing in teaching Chemistry, participated in the study.

Data was generated through interviews. The conceptual framework of Shulman's model of pedagogical reasoning was employed. The findings were thematically analyzed and revealed the need for bilingualism in teaching and learning.

Learning to teach mathematics by means of representations in a rural secondary school in South Africa

Nkosinathi Mpalami

University of the Free State, South Africa
mpalamin@ufs.ac.za

1A. Knowledges and Literacies – Tuesday, 23 November, 09:00

The Covid-19 pandemic with its lockdowns poses challenges that affect the traditional methods of teaching and learning. There is therefore a need to rethink teacher education in general. The purpose of this study was to explore student teachers' mathematical knowledge for teaching in the Thabo-Mofutsanyana district. The participants were three full time registered final-year student teachers at the University of the Free State. The participants were engaged in a six-month project at a secondary school located in a village about 10km away from Phuthaditjaba town. The teaching of mathematics is a challenging professional business for novice teachers due to their developing Pedagogical Content Knowledge (PCK) (Shulman, 1986). The ability to choose and use effective mathematical representations in lessons is an important component of teachers' knowledge for teaching. By mathematical representations in this study, we refer to concrete objects, images, and symbolic constructs that are used in teaching to make abstract mathematical concepts and processes accessible to learners. The study was guided by the following research question: How do student teachers use various representations in teaching mathematics to a grade 11 class in a rural school?

In this project, student teachers planned lessons together and took turns in delivering the lesson to thirty carefully selected grade 11 learners. To analyse participants' teaching, we used a framework which was developed in the United Kingdom by Rowland known as the 'Knowledge Quartet' (Rowland, Huckstep & Thwaites, 2005). The Knowledge Quartet (KQ) is a typology that emerged from a grounded approach to data analysis of student teachers' teaching. The KQ identifies the way the student teachers' mathematical knowledge impacts on a mathematics lesson along four dimensions namely, foundation, transformation, connection, and contingency. The four dimensions are interconnected and are useful in looking at mathematics teaching.

The preliminary findings show that the participants have a solid foundational knowledge and beliefs about the meanings and descriptions on mathematical concepts and practices. They use mathematical terminology, they rely on textbook, and mathematical procedures. They also make use of some representations in lessons. We also learned that participants lack the ability to take on and respond on the spot to unexpected learners' contributions in class. Hume and Berry (2011) distinguish the most limiting factor as student teachers' lack of classroom experience and experimentation. According to Rowland et al (2009: p. 126) "there are times when the teacher is faced with an unexpected response to a question or an unexpected point within a discussion and so has to make a decision whether or not to explore the idea with the child". A teacher has to be always alert for such moments and be ready to react appropriately to such unexpected situations during the teaching episode. These findings are helpful for both practice and policy.

Exploring alternative forms of capital amongst higher education students from rural backgrounds

Zach Simpson and Hellen Agumba

University of Johannesburg, South Africa
zsimpson@uj.ac.za

1A. Knowledges and Literacies – Tuesday, 23 November, 09:00

Pierre Bourdieu proposes four types of capital that contribute to social reproduction. These are economic, cultural, social and symbolic capital. These forms of capital are passed down from generation to generation and, in the view of Bourdieu, are generative of social inequalities that are maintained and produced through the transmission of capital. Notwithstanding the enormous power that these systems of capital wield, such a view obscures the fact that marginalized communities, such as those that exist across the global South and North, nonetheless possess myriad resources for effective engagement in and with broader society.

An alternative approach to Bourdieu's notion of capital is that of Tara Yosso, who proposes the concept of 'community cultural wealth'. When applied to a higher education context, this notion overcomes issues of racism and marginalization by recognizing the forms of capital that students from marginalized (racialized, gendered and myriad other forms of marginalization) backgrounds bring with them from their homes and communities. Yosso argues that cultural wealth includes aspects of aspirational, navigational, social, linguistic, familial and resistance capital. This paper explores these alternative forms of cultural capital, or cultural wealth, along a particular axis of marginalization: rurality.

Research on the experiences of students from rural backgrounds in higher education recognizes that the voices of these students remain underrepresented. Moreover, rural students are often viewed as occupying a position of deficit – that is, as lacking the knowledge, sensibilities and capital that characterize urban life. While it is true that students from rural backgrounds face unique challenges as they transition to university study, it is also evident that these students display remarkable resilience and can and do achieve remarkable success in higher education. Rural students thus possess cultural wealth that enables them to negotiate their way into and through higher education.

Drawing on digital documentaries produced by twenty-four students from rural backgrounds in an urban institution of higher education in South Africa, as well as individual interviews and focus group discussions with these students, this paper seeks to explore the alternative forms of capital that students bring with them to higher education. It does so in order to give value and recognition to the wealth of social and cultural resources that these students draw on in order to successfully navigate the institutional spaces that characterize higher education.

Using role-play in an online environment – a reflective stance from higher education

Sadia Muzaffar Bhutta, Kiran Qasim Ali and Uzma Munir

Aga Khan University, Pakistan
sadia.bhutta@aku.edu

1B. Reflective Teaching and Learning – Tuesday, 23 November, 09:00

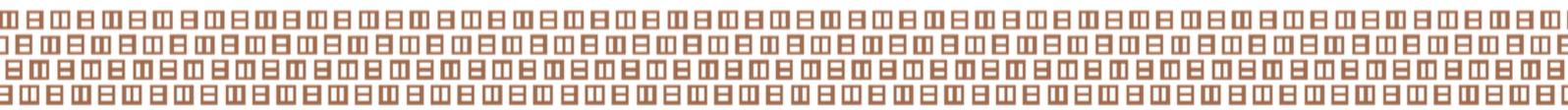
In the wake of Covid-19, it was challenging to promote and maintain excellence in student learning experiences in higher education. Inspired by constructivist philosophy, several engaged learning strategies have been used at Aga Khan University (AKU) through online modalities. Role-play is one such example which has been used to prepare students for their future professional work and teach them course content in an engaging environment. This paper aims to highlight our experiences of using 'role-play' in an online environment in graduate level courses and at a faculty development workshop through three cases.

Case-1: 'Switch role' – online cell-organelle procession: To teach an abstract concept like cell, 'online cell-organelle procession' was used in a science-education course. After discussing relevant content actively through a synchronous Zoom session, students were individually assigned homework to develop a cell-organelle model and write a 2-minute persuasive speech to highlight its relative importance to cell function. They developed 'glamour video shots' followed by a virtual gallery-walk on Padlet Wall. The video shots were rated highly by peers as they used facts appropriately and presented artwork creatively.

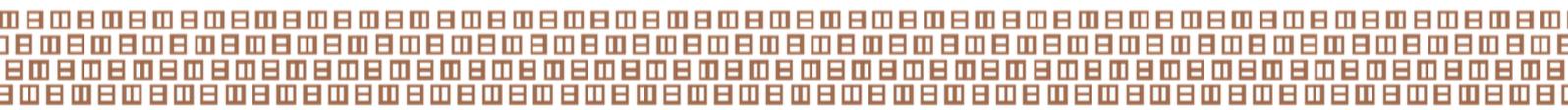
Case 2: 'Acting' administration of questionnaire: In the quantitative research methods course, role-play was used to help students 'experience' the process and methods of questionnaire administration and its relevant issues. In Zoom breakout rooms, students were asked to plan role-plays on one of the assigned methods of questionnaire administration in a guided environment and later 'act' online in front of the whole class. Students appreciated the activity as they got a 'flavour' of the research field and were able to analyse strengths and weaknesses as 'displayed' by the 'researcher' in administering a questionnaire.

Case 3: 'Almost real life' teaching practice: AKU offers a Teaching and Learning Enhancement Workshop (TLEW) to enhance faculty members' knowledge and skills in using active learning strategies. Additionally, it helps them develop skills in planning and delivering lessons using the BOPPPS model (Bridge-In, Outcomes, Pre-assessment, Participatory Learning, Post-assessment, and Summary). In order to practice this model, we used a simulation-role-play technique in which participants delivered three mini-lessons on Zoom, while their peers acted as learners and also provided constructive feedback. Participants acknowledged the importance of practising in a safe-simulated environment which helped them augment their pedagogical skills through a peer-led iterative process.

Analysis of the three examples in light of literature helped us to classify the role-play in three categories: role-switch (case-1); acting (case-2); and almost real-life (case-3) (Rao & Stupans, 2012). 'Role-Switch' as a model overtly focuses on helping students learn by taking on the role of a person or an object thus focusing on the 'cognitive' domain of Bloom's taxonomy (Anderson et al., 2001). The 'Acting' model of role-play focuses on developing students' practical skills through acting out a scenario and attends to the 'affective' and 'psychomotor' domains. In the 'almost real-life' model,



students are provided with real-life experience addressing all three domains of Bloom’s taxonomy. Based on these potential benefits of role-play, faculty members in higher education may want to use this strategy in their online lessons to maintain an engaged environment. Nevertheless, facilitators need to be mindful of possible challenges (e.g., large classrooms, reluctance to participate, striking balance between fun and learning). Moreover, some key elements (e.g., teacher preparedness for online modalities, clarity around goals, adequate time and internet-bandwidth, students’ reflection on their learning through role-play) need to be considered to ensure successful implementation of the strategy in an online environment (Zhang, Beach & Sheng, 2015).



Exploring the use of new forms of curriculum delivery and assessment and utilization of digital pedagogies in teacher education

Elizabeth Tikondwe Kamchedzera and Esthery Dembo Kunkwenzu

University of Malawi, Malawi
ekamchedzera@cc.ac.mw

1B. Reflective Teaching and Learning – Tuesday, 23 November, 09:00

The Covid-19 pandemic has raised fundamental challenges in the way teacher education is delivered. There has been a shift from traditional contact teaching and learning to predominantly online instruction. This paper explores the impact of new forms of curriculum delivery and assessment and the utilization of digital pedagogies in two teacher education institutions in Malawi. The paper focuses on four key themes: the new forms of curriculum delivery that are in use; the new assessment methods being used in teacher education; how the digital pedagogies are being utilized to meet the needs of teacher education; and the limitations, successes to date, and any compromises being made. The study is based on an interpretative paradigm. Documentary analysis, online interviews, online focus group discussion and observations were used to collect data. The findings provide the lens for building back better and rethinking the future of teacher education in a resource-constrained context.

Reflective practice encouraging deeper learning experiences

Johannes Bester and Erica Pretorius

University of Johannesburg, South Africa
jannesb@uj.ac.za

1B. Reflective Teaching and Learning – Tuesday, 23 November, 09:00

Teaching and learning at higher education level still often use the traditional approach, which can result in pure memorisation and regurgitation of content knowledge. However, the traditional approach is in stark contrast to the civil engineering industry, which encourages problem-solving and higher-order thinking. Consequently, in the first-year civil engineering science Concrete Technology course at the University of Johannesburg we attempted to encourage reflective and reflexive practices during the learning process to move towards a deeper learning experience for the students. This module was well-matched to implementing a reflective component where students could review and rethink their choices in an actual practical component in the module. We believed that by including a reflective feature in this module, students would be more actively engaged with the actual module content and be motivated to a proximal zone of development. The students had to design and build a high impact load resistant, concrete egg protection device (EPD). The purpose of this device was for the EPD to survive several impacts or blows before the egg is broken or cracked.

The research question for this study is: How does reflective practice support student learning in a specific practical component in a first-year civil engineering module? The hypothesis postulated that students would benefit significantly by reviewing and reflecting on their initial written submission. The reflections would allow students to think deeply about what went wrong during the conceptualization, development and submission of their EPD for testing. It would also allow the students to identify what worked and what did not in their project through reflection. The lecturer facilitated the framework and instructions of the project. Students worked in groups, and self-directed learning was core to this initiative.

This case study followed a mixed-methods approach, using both qualitative and quantitative data to support the findings. The data consisted of student reflections during and after the completion of the entire process. Reflecting on the actual submission and assessment of the egg protection devices resulted in students identifying their own shortcomings in following instructions during the theoretical, practical and social group learning process. Students' reflection indicated a process of much deeper learning as opposed to surface learning of pure memorisation and regurgitation of content knowledge. The results indicated that the reflective exercises encouraged students to think deeply about their learning and how to improve their skills, knowledge and attitudes throughout the project. The findings showed that students acknowledged their lack of reading and comprehension skills, resulting in the poor following of detailed instructions. Reflection on their submissions allowed the students to learn and develop their adult learning skills from their experiences. This process shifted the focus towards the long-term development of critical thinking and lifelong learning skills, thus the 'how of learning'.

Learning Financial Management using case studies: Theory to practice

Verna Yearwood

Durban University of Technology, South Africa
vernana@dut.ac.za

1B. Reflective Teaching and Learning – Tuesday, 23 November, 09:00

Students are often primarily concerned with learning only to pass examinations such that they are not suitably equipped to meet the needs of the outside world in business and industry. This reality calls for a reflection on teaching and learning practices in lecture rooms in terms of academic preparation and teaching pedagogies and the effect on learning. In this study, I explore the impact of a teaching strategy based on lectures compared to one using case studies in teaching Financial Management to third-year students, noting any changes in their perceptions of learning. Data were obtained from participant observations and focus groups conducted with the third-year students. The qualitative research design involved the collection and analysis of the data and a review of the findings in relation to current local and international literature. This research highlighted the roles that teamwork and educators play in case-based teaching strategies. The findings indicated that students and educators play a number of roles that influence learning. The roles of learners in teams included enhancing understanding through explanation, providing alternative ways of understanding, increasing the quantity of knowledge and providing support. The roles of the educator included providing guidance, feedback, structure, clarification and skills. Recommendations are made for future research, as well as improvements in terms of a pedagogical approach in Accounting teaching and learning. The recommendations for improvement within the programme include the assessment of group learning, curriculum development, evaluation of pedagogy and infrastructural support for student learning.

Use of DMAIC methodology to enhance online delivery and assessment during Covid-19 pandemic

Mendon Dewa

Durban University of Technology, South Africa
mendond@dut.ac.za

2A. Pandemic Teaching – Tuesday, 23 November, 15:00

Globally, despite strict measures being adopted by many countries, the number of Covid-19 cases, variants, and strains continues to increase. This scenario prompted a global radical shift from contact lectures in many universities to the adoption of online learning and assessment. Considering the growing trends in information technology, there is also growing certainty that online learning and assessment will persist post-Covid-19 pandemic. A university of technology in South Africa has currently transitioned from contact lectures and assessments, adopting an online learning and assessment platform due to the Covid-19 pandemic. However, there are many challenges that are faced by the lecturers in ensuring the integrity of online assessments while guaranteeing that learning outcomes are addressed. The study aims to investigate the factors that inhibit the efficiency of online delivery and assessment during Covid-19 pandemic at a department of industrial engineering for a university of technology. The sample for the study consisted of 80 third-year students enrolled for the Production Engineering 2 course. A five-stage Define-Measure-Analyze-Improve-Control (DMAIC) methodology was used to identify the factors that influenced the efficiency of online delivery and assessment, and thereafter to streamline and improve the academic assessment process. The results demonstrated that there was room for improvement in the online learning environment, which in turn led to authentic assessments and better academic performance by the students. Recommendations were made for strategies that would enhance the integrity of online assessments effectively and minimise cheating while ensuring that learning outcomes are addressed.

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, South Africa
nastassias@uj.ac.za

2A. Pandemic Teaching – Tuesday, 23 November, 15:00

The novel coronavirus has forced university administrators, students and lecturers to adapt to remote online teaching and learning. This comes as a result of being unable to do face to face on-campus teaching and learning, as a measure to combat the spread of Covid-19 in the education sector. This shift was necessary to try to save the academic year. Virtual tools have emerged as advanced digital tools that disrupt the traditional teaching and learning approach and could potentially be used to bridge the gap between theory and practice. These learning tools can be beneficial in engineering lectures both face to face and online teaching environments to promote authentic learning.

To evaluate the effectiveness of a 3D virtual learning experience to enhance students learning, a 3D pump cavitation virtual experience video was incorporated in a lecture to mitigate the concerns and questioned passive traditional mode of teaching. The pump cavitation pre-recorded lecture that is incorporated with the 3D virtual pump cavitation video was made available to second-year chemical engineering students. Students were requested to go through the pre-recorded lecture with no 3D virtual lecture and take a pre-test. Thereafter students were requested to go through the pre-recorded lecture incorporated with 3D virtual experience and take a post-test. Subsequently, the students were asked to complete a survey. To determine the most effective teaching method (face to face and online remote teaching and learning environment); comparative analysis was conducted on 2019 and 2020 students' performance.

The students indicated that the 3D virtual experience enhanced their learning experience. Based on the pass variance, data analysis shows that the 3D learning experience significantly increased the students' performance as the F critical value obtained is greater than the F value. On the other hand, although a high proportion of students prefer face to face teaching and learning environment; the online remote teaching and learning environment that is incorporated with 3D learning experience significantly increased students' performance from 67 % in 2019 to 85% in 2020 academic year.

Diverse contextual realities: Understanding the impact of lockdown on students' transition to university

Helen Inglis^a, Celeste Combrinck^a and Zach Simpson^b

^a University of Pretoria, South Africa

^b University of Johannesburg, South Africa

helen.inglis@up.ac.za

2A. Pandemic Teaching – Tuesday, 23 November, 15:00

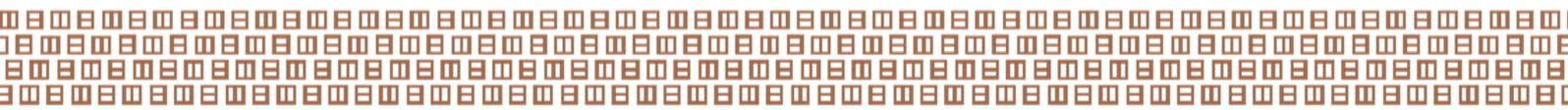
The transition to university is complex and plays an important role in determining a student's ultimate success in higher education. This is particularly prominent in South Africa, and other global South contexts, where students come from diverse backgrounds, and many have to cross what Boaventura de Sousa Santos calls an 'abyssal line' on a daily basis. Students who entered university in 2020 experienced an abrupt second transition to online learning as universities responded to the pandemic.

The current study aimed to investigate second-year engineering students' perceptions of the impact of the lockdown on first-year students. The objective was to uncover the particular discourses that the students draw on when imagining what it might be like to experience first-year engineering study within the context of a global pandemic.

This study made use of structured, in-depth interviews, conducted in July and August 2020. Sampled students were invited to participate in a telephonic discussion. A total of 14 second-year engineering students from a single university agreed to participate. We used stratified, purposive sampling to select the students to invite. First, we sought only to interview students who identified as African. Next, we sampled students who were at the threshold for success, defined as a first-year average between 45% and 65%. We also stratified the sample according to gender, and sought to select participants from both rural and urban provinces. The final sample contained five students from rural provinces who had attended underprivileged schools. The remaining students were from urban provinces and attended either high-functioning public schools or private schools. We had more male students in the final sample, and the median age was 20 years old. We obtained ethical clearance to conduct the study from our faculty, and students completed an online consent link before the interviews commenced.

We asked students to reflect on their own experiences of first year (in 2019). Since the interviews were conducted five months after the pandemic and lockdown had started, the second-year students were also asked to imagine the influence of the lockdown on students who were currently in their first year in 2020. This subset of the data was analysed using a discourse analytic approach, and is the focus of this paper.

A complex picture of students' experiences of lockdown emerged from analysis of the data. Students drew on different discourses that were informed by the diverse contextual realities they experience both at home and at university. This highlights the multiple and diverse transitions that students undergo when entering higher education, as well as the unexpected transition to online learning.



Active student participation and engagement in the virtual classroom during the Covid-19 pandemic

Tebogo Mashifana

University of Johannesburg, South Africa
tmashifana@uj.ac.za

2B. Student Engagement – Tuesday, 23 November, 15:00

The transition to online teaching and learning due to the Covid-19 pandemic provides an opportunity for teachers to develop ways to make virtual classrooms more engaging. Delivering a lecture where students opt to keep their videos off makes it difficult to gauge students' participation. In seeking innovative ways to create an engaging environment for students in the virtual classroom, the author presents the online strategy that was designed and implemented. The methods entail using a non-live platform with students participating in the discussion forums, and live sessions with online activities using a polling tool. The data were collected by analyzing the reports obtained online showing students' participation and performance on the platforms developed. Results for modules taught with class sizes of 38 (third-year students) and 18 (Honours-level students) are presented. The results show that the majority of students participated in the virtual classroom with more than 70% of students engaged. There is a direct proportion between students' participation and graded online activities.

Let the games begin: Students' experience of gamification in teacher education

Nazreen Dasoo

University of Johannesburg, South Africa
ndasoo@uj.ac.za

2B. Student Engagement – Tuesday, 23 November, 15:00

As the Covid-19 pandemic continues to challenge the way in which teaching and learning takes place in higher education, lecturers are constantly evolving their strategies of teaching to meet this challenge. They have been forced to quickly design more innovative ways to engage students with module content. Teacher training programmes too need to adapt to these challenges and re-design their module content to incorporate emerging technological changes that teachers will face in the profession they will enter in the future. A conscious and urgent attempt to ensure student retention and interest within a module offered an opportunity for the introduction of an element of gamification as an interesting and alternative teaching strategy. Gamification is the use of game elements in non-game contexts, it is a process where game thinking and game mechanics are used to help engage users in problem solving contexts. The aim of this investigation was to invite second year teacher education students ($n = 400$) to engage in a gaming environment in order for them to learn a particular section of work. Thereafter, students completed a survey where they reflected on their experience of the use of a gaming element to learn module content. Using theories of cognition and constructivism as a theoretical lens, the data was analysed. Results of the inquiry indicate that a majority of students expressed an increased engagement with and enjoyment of content as a result of the use of gamification. They also indicated increased motivation and appreciation to learn the content that was gamified. The findings of this inquiry, like other recent studies, provides greater evidence of the benefits and advantages of this particular pedagogical approach. Gamification enables innovative teaching strategies, increased student engagement and student motivation. Suggestions on how to incorporate gaming elements into the design of a module are offered.

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, South Africa

fvdwalt@cut.ac.za

2B. Student Engagement – Tuesday, 23 November, 15:00

The Covid-19 pandemic has caused severe disruptions in higher education institutions (HEIs). Due to worldwide outbreaks of the Covid-19 pandemic HEIs had to abandon face-to-face teaching and adopt emergency remote teaching (ERT) as lockdowns were implemented. However, despite the challenges of high data costs and shortage of devices and so on, it seems that most HEIs in South Africa were generally not prepared to quickly switch to ERT. While the phenomenon of students' learning self-efficacy has been studied extensively in face-to-face and in online teaching contexts, not much literature exists in the context of ERT. Therefore, the aim of this study is to investigate the antecedents of students' learning self-efficacy during emergency remote teaching in South Africa. The study is theoretically underpinned by Bandura's social cognitive theory (1977, 1986, 1997), and technology acceptance model (Davis, 1986, 1989). A quantitative method and a survey design were used which culminated in the collection of 501 responses from students enrolled at South African universities. Structural equation modelling was used for testing the proposed research model. The results indicate satisfactory fit indices; as such, it is concluded that the structural model fits the data adequately, which means that the research hypotheses can be interpreted with confidence. Furthermore, the results indicate that four of the eleven theorised hypotheses are supported. The contribution of this study rests on its ability to develop an integrated model depicting the antecedents of students' learning self-efficacy during emergency remote teaching in South Africa. This has practical implications for HEIs as it relates to the delivery of ERT as the pandemic is expected to be in our midst for some time. We argue that HEIs must be innovative when considering teaching and learning to be well-equipped to adapt to a new and increasingly uncertain future.

Internationalisation of postgraduate studies in Africa and the influence of Covid-19

Emem O. Anwana

Durban University of Technology, South Africa
emema@dut.ac.za

3A. Pandemic Teaching – Tuesday, 23 November, 16:15

The Covid-19 pandemic devastated the whole world as well as the African continent. The pandemic totally transformed, and in some countries, wrecked higher education and postgraduate studies. It forced universities all over the world to modify their pedagogical approaches in higher education and postgraduate studies to diverse virtual or blended modes. Many universities in Africa were neither prepared nor equipped for the new modes of learning, and hence, there were and still are disruptions in postgraduate studies calendars. Public universities on the continent suffered the most as government investments in these institutions were already diminishing and unable to meet the basic necessities required for effective postgraduate studies. Thus the pandemic compounded an already dire situation. Just when African universities were beginning to engage and collaborate amongst themselves through internationalisation projects such as staff and student exchanges, the pandemic hampered these engagements due to border closures and restrictions imposed by the various African countries.

The study samples postgraduate students from two African universities who are undertaking postgraduate studies at a selected university of technology in South Africa. The study uses the qualitative research approach to obtain an in-depth understanding of the difficulties experienced by international students from Africa who are engaging in postgraduate studies in South Africa as a result of the Covid-19 pandemic. Findings from the study reveals that internationalisation programmes could only proceed through the use of technology, however in many African universities the use of technology for teaching and learning is low when compared to other universities in the world. For instance, many universities do not have virtual libraries necessary for postgraduate students researches. Furthermore, relevant tools, devices, availability of electricity as well as data accessibility are hardly easily obtainable or affordable in many parts of Africa. The study proffers solutions which would be useful to university research and internationalization managers, higher education policy makers in Africa and university staff as well as student bodies. The study only samples students from two African universities undertaking postgraduate studies in a selected university of technology in South Africa, hence the findings cannot be generalized.

Preservice science teachers' experiences of teaching presence in an online methods course during the Covid-19 pandemic

Maria Tsakeni

University of the Free State, South Africa
mtsakeni@gmail.com

3A. Pandemic Teaching – Tuesday, 23 November, 16:15

The coming of the Covid-19 pandemic brought about a complete shift from face-to-face to online instructional strategies for a significant number of higher education institutions including teacher education programmes. The shift to online classrooms was enabled by the pervasiveness of online and digital tools and students experienced different ways of teaching and learning. The ways of teaching and learning are determined by how a course is planned, designed, organised and facilitated, known as teaching presence. This study problematizes how there should be a shift from how instruction is planned, designed, organised and facilitated as courses are moved from face-to-face to online classrooms, taking into account the prevailing contextual factors. It is with this backdrop that this study explored how a class of final-year preservice teachers experienced the teaching presence in a physical sciences methods course in the year 2020. Consequently, using an interpretive paradigm, and explorative single case study of one university in South Africa, qualitative data were collected by means of reflections and open-ended questionnaires from ten final-year Bachelor of Education physical sciences preservice teachers at the end of the academic year. Additional data were collected from the physical sciences methods course instructor by means of a semi-structured interview. The Community of Inquiry (CoI) by Garrison, Anderson and Archer (2000) was used as a lens and conceptual framework to understand the preservice teachers' experiences of teaching presence in the physical sciences methods course. Thematic content analysis techniques were used to analyse the data, coming up with findings that gave insights in how the methods course was adapted for online and distance learning and how the preservice teachers experienced its design and instructional discourse. The course design and instructional discourse were based on asynchronous instructional strategies supported by both the university's learning management system and social media tools in response to the restrictive contextual factors for online learning. The study makes recommendations for further research and practice.

Bootstraps and blame: The cult of individualism laid bare by the Covid-19 pandemic

Tshepiso Maleswena

University of the Witwatersrand, South Africa

tshepiso.maleswena@wits.ac.za

3A. Pandemic Teaching – Tuesday, 23 November, 16:15

The emphasis on individual responsibility has been an intrinsic factor in higher education institutions (HEIs) in South Africa's post-democratic dispensation. The massification of higher education has resulted in an ever-increasing diversity of South Africa's student population, as more and more students (from previously excluded demographic groups) now have access to these previously unattainable spaces. These students are subsequently the prime group at whom the message of individual responsibility in relation to progression and academic excellence is targeted. Student agency has been viewed as the driving factor that will propel them to navigate the challenges they face in order to rise above these social and structural barriers to obtain the desired futures they hope for, primarily in the form of a qualification at the end of their academic tenure. The Covid-19 pandemic and move to emergency remote learning has exposed the fallacy and myopic nature of this bootstrap approach to teaching and learning. Pulling oneself up by their bootstraps has been viewed as a theory of self-improvement and personal progress. This is where an individual through sheer drive and initiative can improve their lives by deciding which direction they want to take, then channeling their energy towards the attainment of those goals, i.e., using their own will to get them out of the circumstances in which they find themselves.

This article, drawing from the perspective of academic advising, will problematize this bootstrap approach to student agency by outlining how this mentality is a derivative of the problematic nature of individualism that encourages isolation. Moreover, this article will outline the range of factors that limit students' ability to succeed and in relation to these factors, explore the limits that individual agency has in an inequitable education and broader socio-economic context. Moreover this article seeks to debunk the myth of individualism by using the current circumstance of emergency remote learning to illuminate that within the space of HEIs, all personal progress is not the sole responsibility of the individual but that a range of factors, of which agency is one, all come together to contribute to holistic student success. This article further seeks bring to the consciousness of all educational stakeholders how far-reaching this preoccupation with students' agency is. It permeates our language, our assumptions about learners and learning, and our practices and in order to provide an equitable intervention for our students, we need to shift our mind set and begin moving away from the cult of individualism.

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, South Africa
cephasm@dut.ac.za

3B. Reflective Teaching and Learning – Tuesday, 23 November, 16:15

The Covid-19 pandemic has upended higher educational institutions, from being purely conventional even in its part-time programme to embracing distance teaching and learning entrapments. This paper is my personal reflective account on my studies as part of the sponsored skills development, part-time programme in Project Management before and during Covid-19. This study adopted an autoethnographic and reflective approach in the interpretive paradigm in detailing my journey as a staff member enrolled as a student during the transition to online learning, when the Covid-19 pandemic hit the nations of the world in 2020. Both lecturers and students had to learn to use the novel online Multi-modal Teaching and Learning process. All modules had to be taught online, including Introduction to Information Technology, which needed computer laboratory practicals. Synchronous online classes and some assessment tasks were offered on the platform of MS Teams, while most assessments and some study materials were made available and submitted on Moodle. The department offering the programme demonstrated the core value of student-centredness, as no student was left behind despite the connectivity and attendant challenges associated with online learning. The qualification is taught at National Qualification Framework (NQF) Level 5; and should involve practicals to enhance hands-on-learning and touring activities but these were not possible due to the Covid-19 lockdown. There is a need for internal monitoring of projects of this nature by the human resources department to ensure full utilisation of the resources availed from the sponsors. I believe that the Project Management qualification taught me resilience and persistence in spite of the challenges brought by part-time learning and the vagaries visited upon staff and students by the Covid-19 pandemic.

Trans-Maskation of my Accounting teaching

Anita Hiralal

Durban University of Technology, South Africa
anitah@dut.ac.za

3B. Reflective Teaching and Learning – Tuesday, 23 November, 16:15

Hard plastic chairs, crowded lecture rooms, data projector and screens, microphones and white board markers, a day in my life as an accounting lecturer for over two decades teaching pre-service teachers on a four-year Bachelor of Education degree at a University of Technology. Slam! Bang! My normal was assaulted. Panic, fear, anxiety, sanitizer and face masks and social distancing, Covid-19, my new normal. Silent shadows in the darkness of the night, we relocated ourselves to high levels of learning and technological literacy and access to technology when and where it can be most effectively incorporated into learning became our deepest desire. My world became increasingly complex where change became increasingly rampant. In this paper, I adopt an arts-based self-study approach to showcase my personal transformation to online teaching and learning. I went on a journey of self-reflection and introspection and invited my first-year accounting students to join me in expressing their innermost feelings in the form of found poetry which we represented in a collage portrait. Themes emerged from our poetic inquiry and our collage portrait which indicated the following emotions: uncertainty coupled with curiosity, apprehension and re-envisioning, dismay and re-imagination

Mathematical writing assignments: No points for the right answer!

Julia Webster

University of North Carolina Asheville, United States of America
jwebste2@unca.edu

3B. Reflective Teaching and Learning – Tuesday, 23 November, 16:15

Have you ever been in a gathering of teachers where the conversation turns to the strange ways students go about unsuccessfully showing their work? Writing in a spiral pattern on the page, throwing around equal signs like water, leaving out important mathematical symbols... the list goes on. When students lose points on test day because of this, we all lose. Wouldn't it be nice to discover these problems earlier, allowing students to practice and improve their mathematical writing throughout the course?

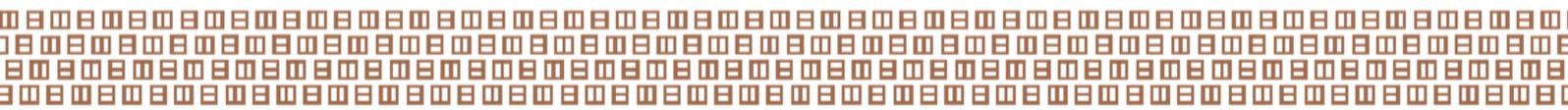
An equity assessment model provides students with opportunities to demonstrate growth, often using revisions. With an equity mindset, assessments serve the students to help guide learning. In the course, there should be a variety of ways that student learning is assessed. These writing assignments allow revisions, show students next steps for improvement, and offer a mode of assessment beyond traditional quizzes and tests.

The Mathematical Writing Assignments described in this session include 1-3 mathematical questions, with the answer provided. Credit is earned by successfully writing out the mathematical steps to get to the answer. The assignment starts with reading that includes student work showing both examples and non-examples of specific mathematical writing issues. The students then apply those concepts, as well as what is discussed in class, in their own mathematical writing drafts.

Students were given three attempts. Instead of the instructor spending time assigning numerical grades, detailed written corrections and feedback were provided to the student and the grade was simply pass or fail for each attempt. To pass, the mathematical syntax and spatial organization must be correct. Almost all students who completed the three attempts achieved a passing grade and could be proud of their final correct mathematical writing. This design promotes a growth mindset. It shows the instructor's belief that all students have the capacity to be successful while it may take students different amounts of time and effort.

Students stated that these assignments allowed them to truly learn how to write correctly instead of consistently losing points but not really understanding why. The rules and conventions of mathematical writing are not intuitive for many students. The instructor found a higher quality of writing on subsequent summative assessments, showing that the learning transferred beyond the individual assignments.

Discussion will include what to focus on in mathematical writing instruction, how to collect student work examples and non-examples, and how to select effective questions for the assignment.



Facilitating an online course as a continuous professional learning opportunity: ePortfolio and agency

Najma Aghardien

University of Witwatersrand, South Africa
najma.aghardien@wits.ac.za

4A. Online or Blended Teaching – Wednesday, 24 November, 08:00

The purpose of this article is to report on the use of an ePortfolio as an authentic assessment task in an accredited short course called “Facilitating Online”. The course was adapted from an openly licensed (CC BY-SA) open educational resource (OER) and offered as part of a continuous learning opportunity to academic staff at Wits University. We contend that an ePortfolio is not only a useful product (collection of artefacts) but also an opportunity to reflect on the learning (process), and by extension opens up the enactment of change. This qualitative case study examines 16 selected ePortfolios from four different cohorts to uncover what the ePortfolio captures about the active agent’s learning journeys, reflections and agential reflexivity. The assumption is that agency is the generative/underlying mechanism that agents use to navigate and/or change institutional structures and cultures. Preliminary findings – as were captured in the ePortfolios - reveal that individual and collective agency increased as they agents progressed and as they dealt with their own discomfort in the online space. It further shows a determination to do better, a willingness to embrace change, and generally an acceptance of, and commitment to, taking responsibility for their own professional learning. As an unintended consequence, participants realised that mode (whether face-to-face or online) was not as important as how pedagogically sound the strategies, design and facilitation of the course was. The reflections enabled by the use of the ePortfolio would otherwise not have been captured or made visible, if for example, a traditional quiz or essay had been employed. It is our hope that this article can contribute to the continuous professional learning initiatives at higher educational institutions and add to the practical and theoretical debates about what educational developers could focus attention on when implementing ePortfolios to engage academics as university teachers.

Online assessment in a nursing education programme during the Covid-19 pandemic: Experiences from Uganda

Kiran Qasim Ali^a, Carolyne Namukwaya^b, Edward Misava^c, Khurram Iqbal^a and Azra Naseem^a

^a Aga Khan University, Pakistan

^b Aga Khan University, Uganda

^c Aga Khan University, Kenya

kiranqasim.ali@aku.edu

4A. Online or Blended Teaching – Wednesday, 24 November, 08:00

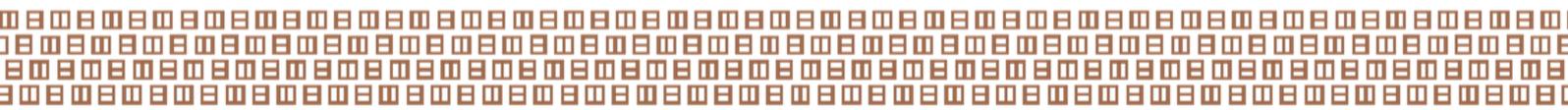
During the Covid-19 pandemic, universities promptly shifted to online teaching and learning, which included shifting assessment to online modalities. For nursing education, online assessment posed challenges since clinical competencies were a requirement for the award of the degree and systems and processes were not readily available to rapidly adopt online assessment (Murphy, 2020; Hogg et al., 2020). In countries such as Uganda, implementing online assessments was further hindered due to the challenges of access to the Internet, technology, equipment and technical support and limited readiness of the faculty, student and staff (Tuah & Naing, 2021).

At the Aga Khan University's School of Nursing and Midwifery (AKU-SONAM) in Uganda, transition to online teaching involved the preparation of faculty members for online assessment through a six-hour online workshop tailored for their needs followed by post-workshop support. A total of 26 faculty members participated.

A pre-survey was implemented to identify faculty members' needs, experiences and perceptions regarding online assessment during Covid-19. The results revealed that over 50% of the faculty members felt fully prepared to adopt online assessment; however, over 50% reported they were "somewhat prepared" to conduct online assessments.

The workshop was designed to prepare faculty members to implement online assessment with respect to the requirements of the course and students' access to connectivity and devices. During the workshop, faculty were introduced to Walker's (2007) nine principles to re-design assessments ensuring they were fair, aligned with course outcomes, and were valid and reliable. Also, evidence from the research was discussed to reflect on ways to mitigate the challenges of online assessment. The different evidence-informed summative and formative online assessment strategies and tools were also practised. On the second day of the workshop, the faculty members re-designed assessment strategies for online modality and received feedback from peers and facilitators. They also designed good-practice guidelines for developing and administering authentic online assessments. After the workshop, faculty members were supported to implement the new online assessment strategies by the Blended and Digital Learning (BDL) team. The online assessment strategies were incorporated into the course outlines, evaluated and approved by the University's quality assurance body.

The experience of preparing nursing faculty to implement online assessment has shown that online assessments can be beneficial beyond the pandemic. Online tools can allow for rapid feedback to learners on learning through self-assessment. Faculty can also tailor assessments according to the needs of the learners. Issues related to academic integrity, assessing online discussions and collaborative assignments, and bandwidth and technology infrastructure need to be considered. For sustainability of the benefits of online assessments beyond the pandemic, changes in the curriculum



and pedagogical approaches will be required. Also, faculty will need ongoing support to make necessary revisions in their teaching and assessment approaches.

The paper will describe the lessons from supporting nursing faculty in designing and implementing appropriate online assessments. The paper will conclude with a discussion on approaches to overcome the barriers for re-designing assessments of/for learning in higher education beyond Covid-19.

Applications of Augmented Reality as a blended learning tool: A case study for Architectural Technology and Detailing

Denver M. Hendricks

University of Johannesburg, South Africa
denverh@uj.ac.za

4A. Online or Blended Teaching – Wednesday, 24 November, 08:00

The employment of technologically enhanced learning (TEL) has for a long-time benefited learning methods in education. Augmented Reality (AR) is an innovative learning tool that is gaining popularity in the educational setting. It is being employed by educators who are experimenting with the technology to enhance learning methods. There is also a growing number of academic scholars who are acknowledging its benefits along with the limitations. Although AR has been in existence for five decades, there is not enough application-specific research to warrant mainstream access yet and with the general speculation and hesitancy to employ new technology, AR technology has a long way to go. Most of the experimentation by educators is being done in science and mathematics classrooms to visualise academic phenomena that cannot physically be visualised by the naked eye. However, educators are taking advantage of the development in technology to fill the gaps where some teaching aids are limited and to increase the effectiveness which conventional educational methods are limited to. AR is leading to new possibilities in education, which was not available before, and it is therefore significantly enhancing learning. AR offers a semi-immersive, comprehensive learning modality which is accessible on a variety of head-mounted and hand-held devices. In addition, it has been a significant emerging contributor to blended learning – in addition to conventional learning aids like text, images, video tutorials and the internet. How can we use this technology in learning about architecture, construction technology and related fields? What types of learning is required in construction technology? What learning aspects will it supplement? How do we go about experimenting with AR in construction technology?

The intention of this paper is to offer an overview of a case study and to present a methodology for the use of Augmented Reality (AR) in architectural educational programmes with a specific focus on construction technology. Construction Technology is a technical module which has common learning outcomes with other programmes like engineering and construction. This module teaches students about construction methods, assembly, and materials (CMAM) and can be very challenging to understand due to its technical nature. The project experiments with AR as digital teaching tool to view CMAM as a comprehensive visualising technique to overcome learning challenges. Through a working group of technical lecturers to develop AR appropriate methods it was concluded that the development of the models should be guided by criteria to not negate the conventional teaching outcomes, and instead enhance the learner's knowledge. In this paper I argue that AR can contribute to the gaps in technical knowledge by providing learners access visualising fundamental complex spatial and technical information in dynamic platforms.

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, South Africa
cvdmerwe@uj.ac.za

4B. Teaching Practice – Wednesday, 24 November, 08:00

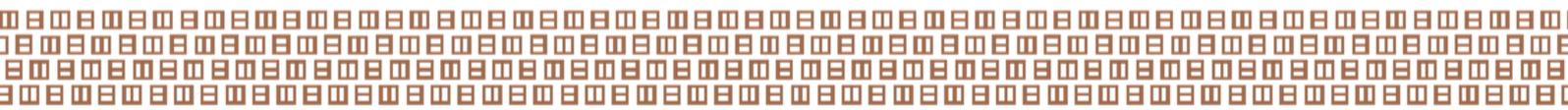
Recent interest in Higher education (HE) environments has focused on designing authentic learning and assessment opportunities and activities to enable students to develop skills required for participating in the real world of work. Thus, the aim of this design-based study was to integrate an actual experiential and authentic learning experience for lecturers participating in the module on Learning with Technology in Higher Education. We believe that enhancing profession-specific knowledge skills and attitudes can be achieved by combining innovative pedagogies, digital tools and content to promote better teaching and learning methods.

This longitudinal qualitative design-based study is formative in nature. The researchers focused on a continuous improvement strategy, using the results from the first two cycles of implementation as recommendations for the third cycle. The second cycle integrated findings from cycle one, in that a totally new teaching and learning strategy was adopted for the module presentation. Subsequently, the main aim of this study, was to embed the technological pedagogical content knowledge (TPACK) framework alongside the principles of authentic learning. The TPACK framework is often used to guide teachers' integration of content, pedagogy, and technology and how these elements interact with one another to produce effective and positive teaching and learning outcomes.

The data was collected from student lecturers reflecting on their personal learning experiences during and after completion of the Learning with Technology in Higher Education module, and analysed using ATLAS.ti to establish themes for deeper insights into the teaching and assessment approach followed in this module. The results indicated that lecturers still view technology and the actual pedagogy – teaching and learning – as two separate entities. Moreover, the findings from the first two cycles revealed that higher education practitioners still struggle with the concepts of learning outcomes, assessment criteria and the alignment between them.

A challenge in designing this second-year module was to eliminate the perception that a module called "Learning with Technology" could be construed as a module focusing mainly on the use technologies rather than a focus on the actual teaching and learning process. This was particularly noticeable with the advent of Covid-19 where lecturers were forced to move to fully online platforms for teaching, learning and assessment practices. Therefore, the module Learning with Technology was specifically aimed at teaching and learning in a higher education environment using technology to scaffold the teaching, learning and assessment process. Moreover, we intended to develop the lecturers' pedagogical and technological skills, together with their sense of self-efficacy

For this qualitative study the students received a copy of an approved short learning programme (SLP). The students were required to design and develop their own 'module' for the SLP using the concept of a module map. The challenges which evolved during this process were the students' lack of knowledge and ability to format learning outcomes and assessment criteria and match these to actual



learning tasks and activities, although students were familiarised with these concepts in the assessment module in their first year.

Using Short Learning Programmes to develop students' digital literacies in Art and Design Education: A concept paper

Bongani Khoza^a and **Boitumelo Kembo-Tolo**^b

^a University of Johannesburg, South Africa

^b University of South Africa, South Africa

bonganik@uj.ac.za

4B. Teaching Practice – Wednesday, 24 November, 08:00

Traditional higher education institutions in South Africa are failing to develop or make effective use of Short Learning Programmes (SLPs) in design education. There exists a discrepancy between competencies, personal ambition, and workplace requirements. To address this deficit, this paper seeks to provide a conceptual framework to develop online SLPs informed by a research for design approach for first-year Higher Education students, drawing on secondary research to analyse existing research. Traditionally, Design education is delivered face to face via a hands-on approach. In this way the enduring perception among educators is that art and design education does not lend itself to online delivery.

SLPs are a concentrated approach to make revenue and lure potential prospective students to embark on further education study, this is often of weighted value to both students and employers. SLPs are used by Higher Education institutions to generate income in support of the core academic programmes. However, there is a gap in terms of the translation of design studio pedagogy into SLPs which provide quality education, are adaptable and delivered via a blended mode. In our paper, we propose a conceptual framework to SLPs for design education. We aim to indicate a new dimension to the process of using a research for design approach for short learning programmes in design education.

This paper attempts to provide a framework for creating scalable online design education SLPs. We discuss possible methodological frameworks that Higher Education institutions can adopt in developing and implementing online SLPs for a variety of stakeholders such as prospective students, working professionals looking to change careers, or professionals who are looking to improve their skills in specific areas. Lastly, we discuss how data collected from SLPs could provide higher education institutions with valuable information to improve course offerings and increase the potential to improve third-stream income.

An assessment of students' learning and retention of the second law of thermodynamics

Lagouge Tartibu, Emmanuel Bakaya-Kyahurwa, Cristina Anghel and Rita Steenkamp

University of Johannesburg, South Africa

ltartibu@uj.ac.za

4B. Teaching Practice – Wednesday, 24 November, 08:00

Thermodynamics is a core subject in the mechanical engineering curriculum. It provides a good foundation for mechanical engineers to be able to design and develop advanced energy conversion technologies. This paper focuses on the conceptual understanding of the second law of thermodynamics which focuses on the total energy of an isolated system. The topic is critical for the improvement and development of thermal systems. As instructors, it is, therefore, necessary to develop tools that could be useful to assess students' ability to build their knowledge and retain important concepts. A concept inventory approach is proposed to assess what students have learnt and retained from the second law of thermodynamics concepts. A total of 40 responses were analyzed. The questionnaire includes topics related to the second law statement, Carnot principles, reversibility /irreversibility, thermodynamics cycles, entropy and exergy. The responses were analyzed individually and per topic. Using the concept inventory, considered as a tool in this study, students' expertise has been determined. In addition, the authors have provided some insight into possible intervention that could contribute meaningfully to the improvement of the subject offering and students' learning and retention based on their expertise.

Making sense through songwriting: Exploring undergraduate music education students' experiences of a lockdown songwriting challenge

Mignon van Vreden

North-West University, South Africa

mignon.vanvreden@nwu.ac.za

5A. Teaching in the Arts – Wednesday, 24 November, 09:15

In March 2020, the coronavirus pandemic forced an abrupt shift of teaching and learning conditions worldwide, including South Africa. The South African government temporarily closed educational institutions and promoted emergency online education in order to accommodate students enrolled in tertiary programs. The impact of the coronavirus pandemic on student wellbeing, engagement and learning during lockdown is under investigation, but the long-term effects of the lockdown on these three aspects is still unknown. Many people lack the ability to express themselves verbally, while others struggle to put context to the thoughts they might have about a particular event or situation. All these can contribute to mental health issues such as anxiety and fear.

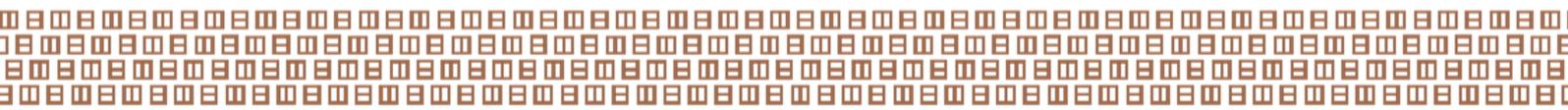
Writing a song could assist people better express themselves. As the art of songwriting integrates a diversity of interdisciplinary skills, including musical skills, emotional skills and linguistic skills, songwriting is a core teaching and learning component in the undergraduate music education modules at our institution. However, due to lockdown restrictions, facilitating the development of students' songwriting skills and subsequent assignments to assess the acquired skills had to be adapted to an online modality.

The purpose of this paper is to explore the experiences of undergraduate music education students during a lockdown songwriting challenge to facilitate self-expression during the global Covid-19 pandemic.

Music has long been used as a means of therapy for anxiety and depression. Therapeutic songwriting is a music therapy technique which can reduce mental distress and improve social engagement in a range of clinical populations; yet it is also an accessible art form and an ideal vehicle for supporting students in distress. However, there is inadequate literature available on utilizing songwriting in undergraduate music education modules to facilitate self-expression during a global pandemic whilst acquiring the necessary musical skills relating the activities with the existing outcomes of a music education module.

This case study includes data from reflective journals and written songs from 27 undergraduate music education students in their second and third years of studies. Data were coded and sorted through ATLAS.ti 9, supporting the researcher during the data analysis process, where texts were analyzed and interpreted using coding and annotating activities.

The preliminary findings from this project reported that although the lockdown songwriting often challenged students in new ways, writing songs made them feel better about the pandemic. In many ways, songwriting became a coping mechanism to help undergraduate students make sense of what was happening in the world during the global coronavirus pandemic. Themes generated from the findings could be conceptualized in a model for future interdisciplinary teaching and learning activities



in undergraduate music education courses, to facilitate self-expression through songwriting during challenging circumstances.

Beyond the pandemic: Artmaking lessons for SOTL in an unequal South African context

Kim Berman

University of Johannesburg, South Africa
kimb@uj.ac.za

5A. Teaching in the Arts – Wednesday, 24 November, 09:15

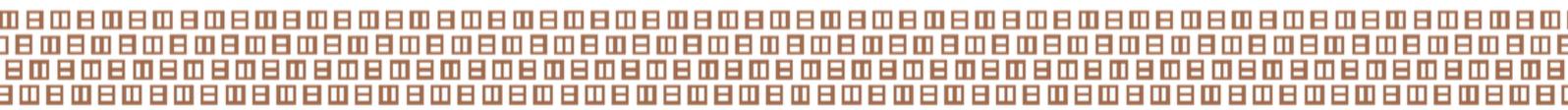
The world is experiencing two catastrophic events - the growing impacts of climate change and the economic, social and psychological damage from the Coronavirus (Covid-19). There are many lessons to be drawn from catastrophes and trauma. This paper focuses on the resilience of a new generation of young adults at a time of deep uncertainty, exploring particularly how visual art students used the pandemic period to imagine a better world, a green economic recovery and social identity as visual activists of change.

A visual conversation using image-making provides a lens to engaging with a world in change. Students from Artist Proof Studio (APS) and the University of Johannesburg (UJ), during the height of the pandemic lockdown, were invited to create a series of visual conversations in response to the devastating impact of the lockdown as well as on their hopes for a safe future.

Some remarkable images and stories emerged that built on resilience and imagination to conceive new ways of seeing. The stories by the student artists call on us as educators to be participatory and inclusive as a fundamental aspect of being human, evoking alternative visions in collaboration with others. Their prints and drawings express feelings of instability, despair, anger and optimism and communicate the deep knowledge of the devastating physical effects from global warming to creative expressions of hope and resilience.

The Covid-19 pandemic has raised fundamental and urgent questions for educators in engaging inequalities, injustices and the dire violence of poverty among our diverse art students across two education institutions. The Lockdown Collection (TLC), a campaign by and for artists, raised over R2.5m and distributed over 500 grants to vulnerable artists and art students. Visual storytelling found social media platforms that inspired thousands and empowered individuals to find their voices.

This paper will explore the multifaceted lockdown campaign of the TLC as a case study as it reveals greater understandings of ways that visual research pedagogies can develop collective strategies toward individual and community flourishing in the face of the pandemic. Artmaking is particularly effective during times of crisis, especially in coping with isolation, change, trauma, and grief. As educators working with students we witnessed the powerful expressions of the human spirit to respond to trauma and devastation. Artists find resilience in their ability to make a difference through their own agency to remake and transform both internal and external realities. Economic agency is part of the strategy.



Framing the Screen: Applied visual art techniques to enhance the impact of instructional videos

Bongani Khoza^a and Shogan Ganas Naidoo^b

^a University of Johannesburg, South Africa

^b University of the Witwatersrand, South Africa

bonganik@uj.ac.za

5A. Teaching in the Arts – Wednesday, 24 November, 09:15

While course teams may have access to the common techniques of what an instructional video should contain, the aesthetic value of instructional videos, and the subsequent design decisions, are not often offered for dissemination to a wider audience. In this paper, we address this by proposing a generalised and integrated show-and-tell conceptual design framework to enhance the aesthetic value of instructional videos. Platforms such as Massive Open Online Courses (MOOCs), online programmes and curriculum planning videos, make use of instructional videos with a premise to create authentic learning experiences, and improve learner engagement.

The paper discusses the origins of the show-and-tell conceptual framework. It considers innovative examples of how course teams can borrow from the applied arts to enhance the aesthetic value instructional videos. The decisions that underpin the design of instructional videos to help create authentic learning experiences, and to improve learner engagement through the screen are offered for interrogation. As such, this paper is a collaborative reflective piece on how two course creators with a background in fine arts have adapted their experience in the liberal arts to create instructional videos.

It concludes with a brief discussion about how the conceptual design framework can be used to improve the aesthetics and the learning design of instructional videos, and an evaluation of the effectiveness of learner engagement innovations. Subsequent publications will further interrogate the efficacy of the conceptual approach to creating high impact instructional videos.

Decolonising Australian doctoral education beyond the pandemic: Foregrounding Indigenous knowledge approaches

Catherine Manathunga ^a, Jing Qi ^b, Maria Raciti ^a, Kathryn Gilbey ^c, Aunty Sue Stanton ^c, Michael Singh ^d, Tracey Bunda ^e, Shireen Motala ^f, Wenqin Shen ^g

^a University of the Sunshine Coast, Australia

^b Royal Melbourne Institute of Technology, Australia

^c Batchelor Institute, Australia

^d Western Sydney University, Australia

^e University of Queensland, Australia

^f University of Johannesburg, South Africa

^g Beijing University, China

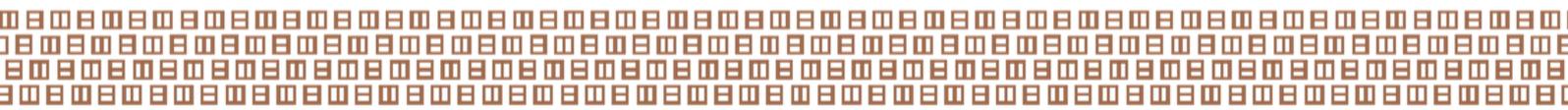
cmanathu@usc.edu.au

5B. Decolonisation / Indigenous Education – Wednesday, 24 November, 09:15

Global doctoral education has been particularly affected by the Covid-19 pandemic. International doctoral candidates have either been unable to return to study or have been stranded overseas and unable to return home and the pandemic has exposed the fault lines of inequality of access to doctoral education within and across the Global South. At the same time, the death of George Floyd in the US and subsequent Black Lives Matter protests around the globe have drawn attention to the vast inequities faced by black, cultural minority and Indigenous peoples. Racial, cognitive and social justice have suddenly catapulted to frontline public concern around the world.

These developments have focused attention on the urgent need to decolonise doctoral education in Australia. Australian universities have been very slow to create recognition and accreditation programs for First Nations and transcultural (migrant, refugee and international candidates') knowledge systems, histories, geographies, languages and cultural practices in doctoral education. This is unlike Aotearoa/New Zealand and South Africa where doctoral programs may now be fully completed in Māori or in 1 of the 11 official languages of South Africa (van der Walt, 2013; McKinley et al., 2011). Research from South Africa and Aotearoa/New Zealand indicates that universities there recognise that Indigenous and transcultural doctoral candidates possess knowledge, languages and capabilities which make a significant original contribution to knowledge; and build on these candidates' already existing intellectual strengths and scholarly interests in ways that accredit multilingual skills and diverse cultural knowledge through customised doctoral programs that pursue high educational and research standards without succumbing to the press for standardisation (Doyle et al., 2018; McKinley et al., 2011; Pihama et al., 2019; Stewart, 2019; van der Walt, 2013). Australian universities have yet to do likewise.

During the last two decades, a body of significant research has emerged relating to universities' education of Indigenous and transcultural doctoral candidates (Barney, 2013; Bodkin-Andrews & Craven, 2013; Trudgett, 2011; 2014). Researchers have explored the various ways in which Indigenous and transcultural doctoral pedagogies, research methodologies, knowledge and languages intersect and are interrelated (Moodie et al., 2018; Nakata, 2013). However, few scholars have sought to trace the links between individual personal doctoral candidate life histories and time maps (Manathunga et al., 2019) and the large-scale Australian government policy initiatives and historical trends.



This project will conduct international policy analysis, life histories and time mapping in order to implement key Indigenous knowledge approaches into Australian doctoral education in order to benefit Indigenous and transcultural doctoral candidates. Drawing upon Williams and colleagues' (2018) Indigenous knowledge global decolonisation praxis framework and de Sousa Santos' (2014; 2018) theories about cognitive justice and epistemologies of the South, this paper will critically explore the application of three core First Nations knowledge approaches – the agency of Country, the power of Story and the intergenerational, iterative and intercultural – to Australian doctoral education.

Dialogue between epistemologies as an approach to integrating Indigenous and Western knowledges in school education

Maren Seehawer

Norwegian School of Theology, Religion and Society, Norway
maren.seehawer@mf.no

5B. Decolonisation / Indigenous Education – Wednesday, 24 November, 09:15

Scholars have long been calling for the integration of Indigenous and Western knowledges in global South school education. Thereby, the decolonisation of education systems builds an overarching rationale for integrating knowledges which is strongly connected to the issue of epistemic relevance of the taught content. Moreover, it is emphasised that addressing the planet's virulent ecological crisis requires drawing on more than one (the Western) knowledge system. Understood as a result of the pressures that humans put on planet Earth, the global Covid-19 pandemic underlines the urgency of educational transformation.

In this contribution, dialogue between epistemologies is suggested as an approach to integrating Indigenous and Western knowledges in education systems in the global South and Southern Africa in particular. Theoretically, dialogue between epistemologies is informed by the Mi'kmaw concept of Two-Eyed Seeing, the Southern African paradigm of Ubuntu as well as the writings of African decolonial thinkers such as Steve Biko and Achille Mbembe. For Mbembe (2021), decolonisation refers to the struggle of 'departitioning the world' that is 'scattered [into] fragments and isolated parts' (p. 44) through colonisation. This struggle requires an active will to community from all involved parts, that is, both colonisers and colonised. Only such will to community may, according to Mbembe, enable the continued habitability of the world.

Empirically, dialogue between epistemologies was explored through a participatory action research study, in which five South African science teachers integrated some of their students' local Indigenous knowledges into their teaching of the regular science curriculum. The manner in which Indigenous and Western knowledges interacted in the classroom varied between age groups. However, even grade 6 students could engage in basic meta-reflections on the use of different knowledges.

The contribution that dialogue between epistemologies offers as an approach to integrating knowledges in education is its emphasis on interaction. Dialogue between epistemologies goes beyond co-existence of knowledges in the same educational space, but aims at knowledge systems complementing, challenging and enriching one another. Dialogue between epistemologies can contribute to restoring Ubuntu as the basis of education in that it requires an 'active will to community' and togetherness across knowledges and knowers. It is suggested that the ability to make sense of, and apply, knowledges according to what makes sense in a given context – in Mbembe's terminology: practicing epistemic multilingualism – provides students with a larger repository of strategies for sustainable livelihoods than drawing on one knowledge system only. Dialogue between epistemologies is suited to disrupt the coloniality of Western education by facilitating the interaction of knowledges.

The use of photovoice to decolonise the curriculum

Firoza Haffejee

Durban University of Technology, South Africa

firozah@dut.ac.za

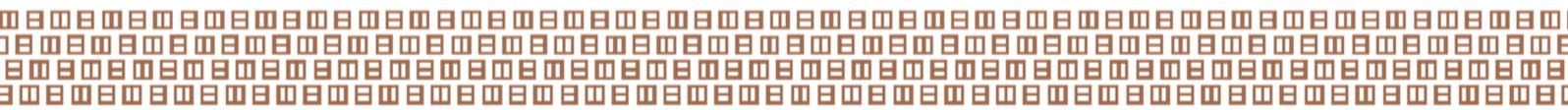
5B. Decolonisation / Indigenous Education – Wednesday, 24 November, 09:15

Decolonisation involves teaching students about their own environment within the context of their culture and that of their country. It has to occur within the context of transforming the curriculum. It must allow for the integration of disciplinary knowledge with socially-distributed knowledge, hence integrating learning with its application in the broader community. Within the health sciences, learning must be relevant and responsive to community health needs in order to improve the social responsibility of graduates. Knowledge of disease, together with the social determinants of health, which are the conditions in which people live, grow and work; is also essential. Independent learning and critical thinking are important attributes in health science students as health care requirements are complex. Innovative methods of teaching that promote these attributes are thus required. As part of decolonising the curriculum, this study used a photovoice assignment, where students, enrolled in a Public Health module, were required to engage with their local communities and capture photographs of environmental factors that were involved in causing disease. The aim of this study was to ascertain whether the photovoice assignment promoted decolonisation of the curriculum.

Methods: A photovoice assignment was presented to health science students registered for a module on Epidemiology: Public Health in 2019 and 2020. Students (n=96) working in self-selected groups were required to take photographs of factors within their own environments which were involved in causing disease. Each group selected one photograph for presentation in class, with a discussion of how the factor within their own environment affected the health of people living in the area. Presentations were assessed based on the picture, presentation quality and ability to answer questions. A total of 12 focus group discussions, from both cohorts, were held to understand the experience of students with this new teaching method, in the context of decolonising the curriculum. Data was analyzed using thematic analysis.

Results: Students established the role of people within communities in creating the type of environment that they lived in. However, the role of governmental structures was viewed as more marked in the communities, particularly where lack of facilities played a role in the behaviour of people within the society, which led to deteriorating environmental conditions with subsequent adverse health effects. They also noted the difference and “unfairness” of living conditions between various South African societies. They felt that this project helped translate theory into practice and they became more aware of the lived realities of societies in the region. With this assignment, learning occurred beyond the lecture room and extended into local communities. The majority of students also indicated that they wanted to help the communities to overcome their adverse environmental conditions.

Conclusion: The incorporation of photovoice into undergraduate teaching in the health science module broadened the lens through which the curriculum was viewed. It taught students about what is happening in South Africa, with the promotion of critical thinking about South African aspects of public health. With this emphasis on South African knowledge, it prepared them to work within their



local and national context. This alternate pedagogy can be used to decolonise the curriculum so that students are responsive to local societal needs.

Beyond the pandemic: Impetus for decolonising teaching and learning in the South

Sal Muthayan

National School of Government, South Africa
salmuthayan@hotmail.com

6A. Decolonisation / Indigenous Education – Wednesday, 24 November, 15:00

Despite decades of erudite scholarly debates and calls for decolonising higher education in the South, the colonial arrangements and accoutrements of these institutions have largely remained in place. The predominant teaching and learning methodologies continue to reflect Western epistemology and pedagogy based on the notion that these modernist approaches are neutral and scientific, based on well-established research traditions. Universities in the South have reified the colonial education. As Ndlovu-Gatsheni (2013) contends, we do not have African universities but rather universities in Africa because these institutions remain the sites for the reproduction of coloniality.

The consequence is that the inequalities resulting from colonialism have continued unabated within the academy in the global South. These institutions remain socially unjust when they could and should be contributing to decoloniality. The recent pandemic and the ensuing strain it has placed on income streams for higher education institutions have served to exacerbate these inequalities. Concomitantly, the pandemic has also hastened and in some cases forced the move to digital teaching and learning. This shift to online and virtual instruction has been addressed unevenly depending on the institution's access to resources.

In this paper I argue that these inequalities can only be addressed through heeding the call to decolonise epistemologies and pedagogies of the academy through practical strategies grounded in theory. There is little need here to rehearse the need for decolonising higher education which has been achieved by reputed scholars globally. Rather, this paper seeks to interrogate *how* to decolonise colonial constructs embedded within the teaching and learning processes, arguing for the adoption of decolonising theories with participatory, Indigenous methodologies in the design considerations for decolonial curriculum and pedagogy for the diverse audiences they serve. This approach to teaching and learning may be achieved effectively through online and virtual modes of instruction.

I argue for an emphasis not only on developing cognitive intelligences but emotional intelligence as well as a way of attaining social justice. The focus on 'being' and 'doing' in addition to 'knowing' is key to this approach. This methodology imbues learners with a sense of empowerment through valuing their knowledges and spurs them on to act as change agents towards a decolonial society.

Decolonising the canon: From the margin to the centre in Afrikaans women's poetry

Karen de Wet

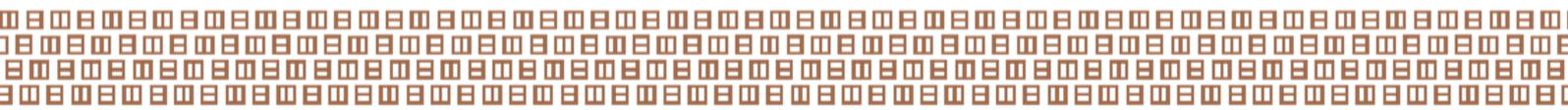
University of Johannesburg, South Africa
kdewet@uj.ac.za

6A. Decolonisation / Indigenous Education – Wednesday, 24 November, 15:00

This paper sets out to report on how senior undergraduate students were exposed to and involved in the praxis of decolonising the canon whilst participating in a course on Afrikaans women's poetry. The module was introduced with discussions on power and the canon, male hegemony in the first century of Afrikaans poetry, woman studies and the marginalization of women poets in Afrikaans with specific focus on the absence of women poets of colour during the oppression of apartheid, whilst their male counterparts succeeded in establishing a position in the canon and substantially expanding their oeuvres.

Students were challenged to do basic research and draw up a timeline of poets who made their debut in the third millennium and in the process also highlight the contribution of women poets. Preliminary observations and findings were to be shared, discussed, and debated during an interactive online brainstorm session. Students were hence enabled to contribute to a contemplation on contemporary Afrikaans women's poetry which was subsequently examined critically against the backdrop of existing research on women poets of the twentieth century.

The discourse on what is referred to as black Afrikaans writers, an inclusive and ideologically laden term, is well established in literary history (Cochrane, 2004; Willemsse, 2007; Viljoen, 2013; Kidelo, 2021). Students were introduced to this discourse and challenged to consider the impact and influence that references such as "the first Afrikaans black writers", "(first) black woman poet" might have on the canon and whether it can be viewed as contributing to the decolonisation of the poetry canon. Students were then challenged to find women poets who have not yet published a debut solo publication, but whose poetry is showcased in literary magazines, zines, and digital platforms, and actively contribute to the decolonisation of the canon by compiling their own powerful little anthologies (not necessarily in paper format and preferably available digitally). In this they were not only contributing to raising awareness but were also empowered to actively participate as agents of change.



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, South Africa

shannon.morreira@uct.ac.za

6A. Decolonisation / Indigenous Education – Wednesday, 24 November, 15:00

This paper considers the impact of changes implemented to the undergraduate Humanities and Social Sciences curriculum at a research-intensive university in the Global South. In August 2018, the Faculty of Humanities, UCT, approved a proposal to develop and offer a suite of disciplinary-based first year level courses, called “Khanyisa Courses”, for all students doing general degrees in the faculty. The proposal was developed in response to the students’ call during the 2015-2017 protests to decolonise curricula by re-centring Africa and offering forms of pedagogy that affirm students’ identities, relate to their experiences and build their agency. The Khanyisa courses offer one concrete, practical means of responding to the students’ call at the level of the Humanities undergraduate degree structure. Between 2018 and 2021, the suite of courses has grown, and ten courses across the disciplines have been (re)designed in light of the Khanyisa criteria: namely, critical content that engages students’ lifeworlds and introduces them to the discipline in ways that are cognizant of our African location; enriched pedagogy that focuses on the development of critical Humanities skills; and innovative teaching and delivery and assessment methods that allow more time for active engagement and skills development, as well as the option of allowing for multilingualism and translanguaging in the classroom. In this paper, we draw on qualitative and quantitative data including the analysis of course materials and interviews with students and staff to assess the impact of the first cycle of Khanyisa Course offerings, and to consider whether such an intervention can be considered an example of a decolonial curriculum.

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, South Africa
bernardej@ufs.ac.za

6B. Reflective Teaching and Learning – Wednesday, 24 November, 15:00

Since 2012 a Scholarship of Teaching and Learning (SOTL) group has existed on the Qwaqwa campus of the University of the Free State, boasting various successes in providing a platform for learning and teaching research, and knowledge sharing on various levels. One of the aspects supporting the success of this group was the intimate face-to-face environment that allowed for relationship and trust building between the SOTL members and with the coordinator of the group. However, this group now had to direct its practices to an online platform in line with the adjusted approaches of the institution due to Covid-19, which compelled a redesign and new approach to keeping its members committed and ensuring the effectiveness of their various projects.

A more structured approach to contact sessions and support from the coordinator had to be developed for 2021. The group's original adjusted SOTL principles derived from Felten's framework (Felten, 2013) were used as guiding framework, with additional consultation of the seven principles for cultivating communities of practice (Wenger, McDermott & Snyder, 2002): (1) Design for evolution; (2) Open a dialogue between inside and outside perspectives; (3) Invite different levels of participation; (4) Develop private and public spaces; (5) Focus on value; (6) Combine familiarity and excitement; and (7) Create a rhythm for the community. Based on these principles, the following structure was used: a scheduled monthly online training and group discussion, with presentations from outside stakeholders; individual and group follow-up emails; individual online meetings where needed; a face-to-face retreat; and a resources hub. Attendance of meetings, progress of projects, engagement from members (via email and Skype calls), and online usage of the hub were tracked quantitatively. A short survey was also distributed to members to establish their perceptions of their experience.

Although 30 Qwaqwa staff members signed up for the group initially, at least 10 were continuously actively engaged in meetings, and undertook learning and teaching projects. At least three members remained on the periphery, attending meetings but not implementing projects. Two outside stakeholders were involved, supporting the implementation of Classroom Survey of Student Engagement (CLASSE) projects, and attending the retreat. A structured schedule was also created, based on a projected developmental track that members would follow, which was implemented flexibly based on contextual factors and individual needs. This structure can be implemented in future as well. Feedback from the members indicated satisfaction in certain areas and provided ideas on adjustment of certain elements.

Although the sudden move to blended and online approaches could affect certain practices, this need not be the end of communities of practice, but adaptability and the utilisation of online and technological platforms could be an opportunity for growth and continued success in implementing SOTL projects.

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, South Africa

danie.deklerk@wits.ac.za

6B. Reflective Teaching and Learning – Wednesday, 24 November, 15:00

This paper is the fourth in a series of papers that emanates from the author's PhD research, which focuses on Academic Advising as an evolving profession within the South African (SA) Higher Education (HE) sector. In the first two papers, Archer's (1995, 2000, 2005) notions on Social Realism, and in particular the lenses of culture, structure, and agency, are used as a theoretical framework with which to analyse quantitative baseline data collected between 2015 and 2018 from one-on-one engagements with students in the faculty where the author works at a large research-intensive public university in SA. While the first paper explores the role of the Academic Advisor within a SA university context and argues in favour of evidence-based, research-informed literature about advising for SA HE contexts, the second scrutinises the student as a holistic entity that comes to the advising relationship with unique lived experiences and realities from which they cannot be decontextualized (Boughey & McKenna, 2016). Building on this work, papers three and four provide more nuanced and in-depth accounts of the work done by Academic Advisors, by sharing the findings of 15 one-on-one interviews with Academic Advisors working across five faculties at the same university. Although the study was conceptualised prior to Covid-19, interviews took place during the SA national Covid-19-necessitated lockdown. This afforded an opportunity to glean insights about Academic Advising prior to Covid-19 (discussed in paper three), as well as during lockdown and Emergency Remote Teaching and Learning (ERTL) (the focus of this paper). The author probes challenges, affordances, and lessons emergent from ERTL, utilising Archer's morphogenetic framework. The paper concludes by looking at the (yet to be determined) future of the profession for SA HE contexts and proposes recommendations for advancing the work of Academic Advisors beyond ERTL.

Researching teaching and learning: Dilemmas, constraints and small shifts

Amanda Morris and Lynn Coleman

Cape Peninsula University of Technology, South Africa

morrisa@cput.ac.za

6B. Reflective Teaching and Learning – Wednesday, 24 November, 15:00

Increasingly academics have experienced the pressures of the ‘publish or perish’ refrain. The scholarship of teaching and learning (SOTL) is critical not only to strengthening the significance of an academic’s teaching identity, it is also a legitimate avenue of participation in scholarship practices (Naidoo and Thesen, 2018; Vorster, 2020). Key aspects of SOTL research are its attendance to context and the foregrounding of practitioner reflection on their teaching and learning (Vorster, 2020), what Leibowitz refers to as SOTL’s capacity to “bridge the micro and macro constituents essential to researching teaching and learning” (2017:2).

In this presentation we examine research methodologies that are well aligned to SOTL’s definitional characteristics and explore the accompanying consequences of these choices for the researcher and the publication possibilities of such research. We present two case studies of SOTL research projects that used action research and ethnographic methodologies. The case studies help illustrate the utility of these methodologies to bring together teachers’ reflections while accounting for the contextual realities that envelop their classrooms. We show how the use of dialogical interviewing, autobiographical reflection and reflexive writing enabled deep levels of critical reflection of both teaching and learning practices and the influence of broader situational context on those practices. We raise several dilemmas and constraints linked with our methodological decisions, not least the need to legitimate our research design against scholarship regimes’ preferences that privilege studies that provide ‘problem-solution’ frameworks or practice blueprints. We present a counterargument and suggest that ethnographically oriented methodologies are essential for providing in-depth, insider understandings from the perspectives of teachers. Such methodologies can elucidate the lived, enacted experiences of teachers alongside an acknowledgement of the impact of the complex and often contradictory university teaching context on those experiences. Only through such detailed insights can possible wider solutions become visible, even if they are achieved through small shifts in practices.

Mastery learning in Precalculus and other gateway courses

Julia Webster and Laura Tinney

University of North Carolina Asheville, United States of America
jwebste2@unca.edu

6B. Reflective Teaching and Learning – Wednesday, 24 November, 15:00

There are university courses which students enter with a wide variety of background knowledge, and hope to end well-prepared for a subsequent course. If a student struggles with early topics, they are less likely to succeed in topics later in the course. If they don't know the foundation skills for the course, what can we do to show them exactly what they still need to learn? This is an equity issue, as some students are not given the same level of instruction in high school mathematics classes and should not be forced onto a lower level path because of this. Mastery learning allows for the differences in assessment timing that might be beneficial for some students.

Two teachers at a liberal arts university used a mastery learning approach for homework and assessments for three sections of Precalculus (n=76). Sixteen learning targets were assessed individually, and students had multiple opportunities to demonstrate mastery on each target.

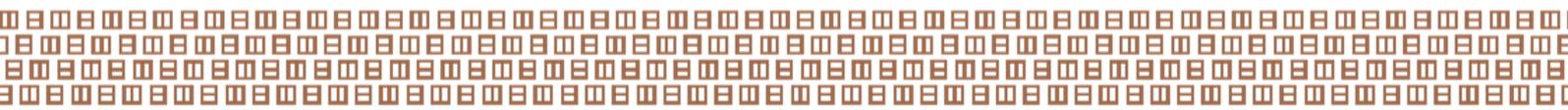
The Mathematical Attitudes and Perception Survey was administered at the beginning and end of the semester to determine possible effects of mastery learning on mathematical self-efficacy and anxiety.

For each of the sixteen learning targets, students were given at least three opportunities to show mastery, which was designated to between 80% and 90% of questions on that target being completely correct. Every student could take the first attempt, but subsequent attempts were earned by completion of self-reflection questions and more practice.

The percentage gain from first to last attempt was measured and each of the 16 targets showed positive gain. Most targets almost doubled the amount of students mastering from first to last attempt. This indicates that students were leaving the course with a much higher level of mathematical understanding than if they were only allowed one attempt for each target.

The Mathematical Attitudes and Perceptions Survey did not show gains in mathematical self-efficacy or decreases in mathematical anxiety. Follow-up research could examine the effects of specific education in the class on how mastery learning can foster growth mindset and why that is important.

The presentation will share results from mastery learning studies in gateway courses in the fields of chemistry, physics, mathematics, and engineering.



Covid-19 pandemic lockdown impact on parity of participation for students with disabilities at South African universities.

Desire Chiwandire

Nelson Mandela University, South Africa
chiwandire Desire@gmail.com

7A. Pandemic Teaching – Thursday, 25 November, 09:00

Despite democratic South Africa’s education policies taking a human rights-based approach, a range of practices, including curriculum design and teaching strategies, continue to disproportionately disadvantage students with disabilities (SWDs) whose access, throughput and success rates continue to be low. The effects of the Covid-19 pandemic lockdowns resulted in all South African universities suddenly switching to remote e-learning in a never-before-seen capacity. Despite SWDs already being disadvantaged in terms of academic success, however, their voices continue to be overlooked as initiatives to strengthen remote e-learning approaches to teaching and learning are carried out. The purpose of this study was to explore how students with diverse disabilities are experiencing remote learning during Level 4 of the Covid-19 lockdown in South Africa. Online self-administered questionnaires were used to collect data from five postgraduate students with invisible disabilities at one historically white university and six Disability Unit Staff Members from various historically white and historically black universities in South Africa. Data were coded and analysed using Braun and Clarke’s (2006) method of inductive and deductive thematic analysis, and Nancy Fraser’s approach to social justice were used as a theoretical lens. The study identified numerous barriers which highlight the under-preparedness of the sampled universities in providing equal educational opportunities, with blind and deaf students and students with invisible disabilities being disproportionately affected. This study has added new knowledge by identifying both new challenges as well as opportunities of remote e-learning for SWDs. The study thus calls for universities to achieve parity of participation for SWDs by effectively supporting this group to overcome the identified e-learning-oriented barriers.

“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, South Africa

sumari.oneil@up.ac.za

7A. Pandemic Teaching – Thursday, 25 November, 09:00

The emergence of Covid-19 resulted in various changes related to teaching and learning of university students. Students who were traditionally taught face-to-face had to transition to on-line and essentially distance education. The change in teaching brought about various challenges to both teaching staff and students. Higher education research focussing on the effect of Covid-19 on teaching and learning focussed largely on that changes brought about by transitioning to new, innovative modes of learning (i.e., e-learning tools and educational platforms), specific methods of teaching and the effect the changes had on faculty. Fewer studies focussed on the experiences of students. Understanding student experiences allows teaching staff to better support student learning.

In the current study, a qualitative descriptive design was used to explore the teaching and learning experiences of 21 Honours students at a comprehensive South African university. Visual reflective data were generated as part of a module in their programme. Visual qualitative methods allow one to unearth deep-seated experiences that are difficult to express verbally by means of data collection methods such as interviews or focus groups. Students had to construct a visual representation that illustrated their experience of teaching and learning during the Covid-19 pandemic, by reflecting on their experiences between March and August 2020. The data were collected during the first week of September 2020. The visual presentation could take the form of a picture, a series of pictures, a collage, photograph, or sketch. The visual presentation was then described in a written narrative provided by the student that explained how the visual presentation expressed their experiences. The way in which the data were collected (selecting a picture first and then describing it) allowed students to reflectively explore their lived experiences. All the students consented to their data being used for research purposes. Their participation did not have any effect on their module grades. The data were analysed by means of thematic analysis using open coding.

The findings suggested that the sudden change in teaching and learning resulted in blurred goals and difficulty in focussing on schoolwork. Students experienced uncertainty and isolation from faculty and peers. The students felt overburdened by their schoolwork and jobs, which both seemed to become intensely demanding. With a lack of routine, and the loss of physical boundaries between work, study, and home, continuous working led to increased stress, anxiety, and feelings of depression and even burnout for some students.

The themes generated from the analysis was also juxtaposed with the Kubler-Ross change curve. While some students still found themselves at the fourth stage (i.e., depression) and expressed an inability to cope with the change, other students indicated clearly that they have reached the stages of experimentation and integration. Surviving the change meant redefining boundaries and learning goals, and re-establishing a routine, discipline and goal-directed learning. Students who saw the potential in their new learning environment adapted to become independent learners who realised the potential in their new learning context. Based on the results, this study suggests various



recommendations to teaching staff that may help support students during the various stages of change to reach integration.

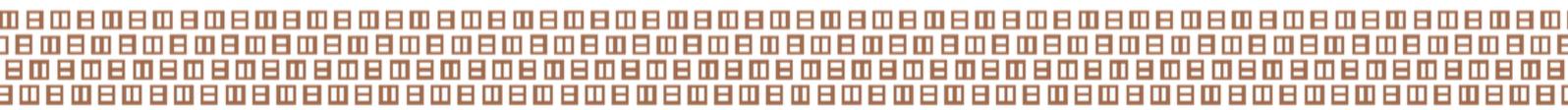
Reframing purpose and conceptions of success for a post-Covid-19 South African higher education landscape

Laura Dison, Kershree Padayachee, Danie de Klerk, Willem Conradie, Fiona MacAlister, Shirra Moch and Greig Krull

University of the Witwatersrand, South Africa
danie.deklerk@wits.ac.za

7A. Pandemic Teaching – Thursday, 25 November, 09:00

The Covid-19 pandemic raised immense challenges for universities that impacted on student and staff academic engagement and well-being. Staff and students had to quickly transition to an unfamiliar mode of Emergency Remote Teaching and Learning (ERTL) that was associated with both affordances and losses for teaching and learning. Yet the experiences of students and staff as well as the lessons learned during this time will affect the provision of teaching and learning in the future. During ERTL, a group of academics and teaching and learning support staff from different faculties at a large research-intensive public university in South Africa came together to support each other during this experience and to share experiences of enhancing teaching and learning in higher education. This led to reflections on the impact of Covid-19 on the higher education landscape through community of practice. The aim of this conceptual paper is to discuss alternative notions of institutional purpose and lecturers' conception of success that might influence the emerging post-Covid-19 higher education landscape in the global south, our claim being that a more nuanced and critical understanding of these concepts is essential to evaluate the gains and losses experienced during Covid-19. Our argument hinges on our reflections of supporting teaching and learning over the course of 2020 and 2021 and our observations of the challenges experienced by lecturers as they transitioned to ERTL. We suggest that it was in the moments of disruption and disequilibrium that lecturers were required to re-think the purpose of their courses and of higher education more broadly. Furthermore, it challenged us as a collective and individually to reflect critically on the measures of success within courses that changed dramatically in response to the prevailing circumstances, as well as more broadly within the sector.



Incorporating Ubuntu Principles in the tutor training programme to promote academic success and wellbeing

Mueletshedzi Ndwambi and Daniel Motlhabane

University of the Witwatersrand, South Africa

Mueletshedzi.Ndwambi@wits.ac.za

7A. Pandemic Teaching – Thursday, 25 November, 09:00

The Covid-19 outbreak, the closing of many campuses and the move to online classes potentially affected the field of Student Affairs in higher education, which is made up of staff members dedicated to supporting the academic and personal development of university students. Tutoring is at the heart of every university teaching and learning process and is designed to improve student success rates and to enable students to achieve their learning goals (Morillas and Garrido, 2014). It is one of the most important components of Student Affairs impacted by the Covid-19 outbreak. In the higher education context, tutoring can be described as supplementary instruction that is often provided by senior students, academic development practitioners and other learning facilitators for students to gain basic and more advanced academic skills as well as learning support in specific discipline-related learning and assessment (Luescher, Schreiber and Moja, 2017).

In the light of the Covid-19 pandemic, the question worth asking is: “What does tutoring look like when most students are no longer on campuses?” In fact, in an online learning environment, students will need more time and support from tutors than when they were engaging in face-to-face interactions. The majority of tutors may expect online tutoring to be akin to the face-to-face environment when the two modalities are quite different. The online space is virtual, often facilitated via the institutional Learning Management System (LMS), emails and other media platforms whereas face-to-face tutoring offers a more tangible physical and social environment (Richardson, 2009). This project aims to provide practical insights and guidelines from our experience and interactions with tutors, on how tutors can transition successfully into online tutoring. Through the use of virtual platforms, tutors can facilitate meaningful tutoring that stimulates and fosters student engagement, learning and personal wellbeing. Data will be collected through interviews, questionnaires and reflective online tools.

What does decolonising education mean to us? Educator reflections

Najma Aghardien^a, Roshini Pillay^a, Poppy Masinga^b and Nkosi Dube^a

^a University of the Witwatersrand, South Africa

^b South African College of Applied Psychology, South Africa

najma.aghardien@wits.ac.za

7B. Decolonisation / Indigenous Education – Thursday, 25 November, 09:00

The #FeesMustFall and #RhodesMustFall student protests accelerated the call for a decolonised higher education space. Much complexity and debate exist around the notion of a decolonised curriculum, how to frame it, describe and/or enact it. Within this debate the positionality and identity of individuals who design, implement, and evaluate the curriculum are important. The purpose of this article is to reflect on how pedagogical theorisations can assist in our understanding of decolonisation. The four educator reflections include our personal accounts on pedagogical philosophies, methodologies, and practices. A major focus of Social Work is to enhance the wellbeing of all persons especially the disadvantaged, the marginalised and the voiceless. Thus, the pursuit of ensuring just practices, structures and cultures continues. Through belonging to a community of practice, we embarked on the process of articulating our voice, positionality, and identity on what informs our teaching, which is both personal and political within a South African higher education context. In this article, we provide our ways of knowing regarding how we try to contribute to social justice and equity ideals. The article concludes with consolidated views on how we envision a decolonised education in the Global South context. We recommend an approach that values ongoing, collective reflections, critical questioning, discomfiting analyses and agitation of how a decolonised curriculum can be envisaged, requiring challenging of existing norms, ideologies, and practices. The contribution that this article hopes to make is in the value of collective reflection, coupled with embracing personal stories/biographies to theorise decolonisation.



Decolonisation of architectural history education In India

Athulya Aby

Centre for Environmental Planning and Technology University, India
athulya.a.a@gmail.com

7B. Decolonisation / Indigenous Education – Thursday, 25 November, 09:00

Architectural education in India is largely envisioned as a technical-vocational course, leading to humanities related courses like history remaining alienated from students as well as practitioners. History of Architecture is a core subject in the Bachelors of Architecture as per Council of Architecture (CoA) guidelines, but the program level outcomes are often limited to stylistic study of standard sets of examples of monumental structures from the past. This trend can be traced back to the colonial epistemology started during the British programme of instruction and is ingrained in the educational structure. This study inquires into the current state of history education at the undergraduate level in architectural schools in India and examines the continuing impact of colonisation on our production of knowledge. This is done by analysing the content of the architectural history curricula of some colleges in India and conducting interviews with academic practitioners who have been teaching the subject in those institutions. Unpacking the curricula and their influences on teaching brought out the perpetuation of colonial biases embedded in architectural history education, as well as ways in which some institutions and teachers are addressing these issues. The study makes a case for decolonisation, by arguing that a well-designed history curriculum has the potential to contextualise design education and create critically aware architects, and take a step towards decolonising the practice itself.