



3rd Annual Teaching & Learning Conference

**Multilingualism, Multiliteracies &
Innovative Teaching Technologies
in Higher Education**

21-23 September 2009

**Edgewood Campus, Durban
University of KwaZulu-Natal**

UNIVERSITY OF KWAZULU-NATAL TEACHING AND LEARNING OFFICE

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Every Student Matters

WELCOME ADDRESS

Professor Renuka Vithal
DVC - Teaching & Learning
University of KwaZulu-Natal



Deputy Vice-Chancellor, Professor Renuka Vithal provides strategic leadership on Teaching and Learning, developing University Teaching and Learning policies and monitoring their consistent University wide implementation. Having recently set up the University Teaching and Learning Office, other areas of focus are curriculum transformation, quality promotion and assurance, promoting student access, throughput and success, and implementation of the university Language Policy in relation to Teaching and Learning. As a scholar in the field of mathematics education, she actively supports institutional research by promoting research-led teaching and learning in the University.

Multilingualism, Multiliteracies & Innovative Teaching Technologies in Higher Education

This, the third Annual Teaching and Learning Conference of the University of KwaZulu-Natal is the first conference being hosted by the newly established University Teaching and Learning Office. These conferences have gradually grown in response to demand and this year sees not only increased attendance from within UKZN but also greater representation from other universities in the region.

The theme for the conference captures some of the current concerns and interests within UKZN and the country as a whole and also internationally. The role of higher education in developing a productive and economically active citizenry has always been, and continues to be under scrutiny by societies around the world. South African higher education has not escaped this scrutiny as the performance of its higher education system is being subject to vigorous attack for its unsatisfactory access, throughput, success and quality. Amongst the many explanations offered for the poor performance, the one factor that repeatedly emerges is the inadequate language proficiency of students emerging from the schooling system which renders them inadequately benefiting from and contributing optimally to higher education. A significant body of research, existing and emerging, underscores the centrality of multilingual environments which act as enablers or barriers to successful teaching and learning. While the country and universities have developed language policies, the struggle to promote and value multilingualism still endures. However, a number of programmes and projects which have developed across the country which provide valuable insights into alternative approaches and that have the potential to inform policy and practice. This conference includes the work from the SANTED funded regional multilingualism project and showcases some of the exemplary programmes on offer at institutions within the province and beyond.

As the performance discourse shifts from viewing the student as the source of teaching and learning deficits, institutions are increasingly beginning to turn the gaze onto themselves, asking crucial questions about whether in fact reasons for under-performance can and should be found at the level of the institution and its systems and structures, many of which have escaped transformation from the forms and structures for which they were devised centuries ago. Ever changing political, economic and social realities challenge universities' traditional roles as custodians of 'literacy' as an uncontested monolith. Globalisation and hybridization have forced us to think beyond textual academic literacy and embrace the multiplicity of technological, media and culturally specific literacies necessary to navigate diverse, pluralistic societies. There is now growing recognition that different discipline related literacies, and teaching and learning are interconnected educational and social practices. How has higher education responded and how do these responses find expression in their pedagogy and practice to impact on student success will be under the spotlight as many of the presenters engage with these dynamics in the plenary presentations, workshops and concurrent sessions.

As debates rage on around the changing role of the university in a world seduced by the power of technology, we are compelled to conceive of alternative models of knowledge production, alternative approaches to knowledge dissemination and alternative notions of what constitutes appropriate learning spaces as we respond to a changing and diverse student profile. Conventional notions of the bounded university classroom are rapidly being eroded as the convergence of multiple learning platforms and technologies allow learning to take place in multiple environments beyond the confines of the university campus. At the same time, capabilities offered by the personal computer, are now enriched by a host of alternative devices such as mobile phones, PDA's and other micro-technologies that can enhance teaching and learning and provide new possibilities for research and development. These developments offer significant pedagogical possibilities, but also have pitfalls and raise crucial ethical questions.

The community of scholars and researchers that has converged at this conference is faced with a huge responsibility and a historic opportunity. The many media reports on higher education over the past few months have turned the spotlight on crucial issues of performance, productivity and quality. With the formation of a new Department of Higher Education and Training and in the face of greater public calls for accountability, the importance and need for a strong evidential basis for claims cannot be over-emphasized. The university has responded in part with the creation of a specific research fund dedicated to supporting research in teaching and learning. For those of us in higher education, this time presents a unique moment for redefining our roles, rethinking our identities and reconceptualising the academy to become more responsive and relevant in the 21st century, as a nation and also as part of the African continent in a global world. We implore and encourage conference participants to embrace that challenge boldly and with the dedication and scholarly resolve it requires.

OPENING ADDRESS



Professor Fikile Mazibuko
University of KwaZulu-Natal

Deputy Vice Chancellor Professor Fikile Mazibuko is the overall Head of the College of Humanities and responsible for the implementation of the vision and advancing the principles and mission of the College through planning and monitoring in the core business of the University (teaching and learning, research, social engagement and innovation). She consults and reviews with the DVC (Research) on matters of research programmes and resources, promoting transformation and equity, staff and student development and quality assurance. She consults and reviews with the DVC (Teaching & Learning) on teaching and learning matters and related activities. She is responsible for managing the overall teaching and learning, research and community outreach programmes and strategy. This includes collaborations and engagements with other academic and support units within the University. She provides academic, research and general intellectual leadership, oversee the effective management of resources within the College and the University and is principally responsible for the engagement, retention and development of staff and students within the College.

KEYNOTE ADDRESS



Professor Mamokgethi Setati
University of South Africa

Professor Mamokgethi Setati holds three professorships. She is full professor and executive Dean of the College of Science, Engineering and Technology at the University of South Africa; honorary professor of mathematics education at Wits University and professor extraordinaire at the Tshwane University of Technology. She holds a PhD in Mathematics Education from the University of the Witwatersrand.

She has over 40 reviewed articles published in international journals, book chapters and conference proceedings and has been invited as a speaker and visiting professor at several international conferences and universities in the UK, USA, Canada, Denmark, New Zealand, Australia, Mexico, Pakistan, Botswana, Namibia, Kenya, Senegal, Mozambique and Italy. She is a C1-NRF rated scientist and pioneer of the multimillion rand FirstRand Foundation Mathematics Education Chairs initiative. Before joining UNISA she served as Associate Professor and founding Director of the Marang Centre for Mathematics and Science Education at Wits University.

KEYNOTE ADDRESS:

Mathematics in Multilingual Classrooms:

From Understanding the Problem to Exploring Solutions

In this presentation I will explore the questions that have guided research in the area of multilingualism in mathematics education in the past ten years (1998 – 2008). I will describe the problem that this research has sought to understand and we know now as a result of that research. I will argue that while these questions have to do with mathematics, language as well as pedagogy, they all sought to address the uneven distribution of knowledge and success in mathematics. I will then describe a solution that I have started exploring and what is coming out of it. I will share my thoughts on what I think this research means for policy makers; higher education and future research. I will end the lecture by pointing to questions that still need to be explored in this area.

KEYNOTE ADDRESS



Professor David Boud is Professor of Adult Education at the University of Technology, Sydney. He has been President of the Higher Education Research and Development Society of Australasia and is a Senior Fellow of the Australian Learning and Teaching Council. He has written extensively on teaching, learning and assessment in higher and professional education, and more recently on workplace learning. In the area of assessment he has been a pioneer in developing learning-centred approaches to assessment and has particularly focused on self-assessment (*Enhancing Learning through Self Assessment*, Kogan Page 1995) and building assessment skills for long-term learning (*Rethinking Assessment in Higher Education: Learning for the Longer Term*, Routledge, 2007). His work can be accessed at www.davidboud.com

Professor David Boud

University of Technology: Sydney, Australia.

KEYNOTE ADDRESS: Assessment, as if Learning Really Mattered

Assessment communicates a powerful message to students about what we value. If what we assess doesn't correspond to what we value, we have a problem. The presentation focuses on the importance of assessment for learning and the distorting effects of not putting learning first when designing assessment activities. It will discuss ways of thinking about assessment that promotes students' capacity to learn during and after the course.

WORKSHOP: Reconstructing Assessment for Longer Term Learning'

Considerable investment has been made over many years in grading. What has been lacking is a concern about the impact of assessment on learning especially in the longer term. Formative assessment is not sufficiently oriented to learning beyond graduation and the practice of assessment in higher education needs to be reconceptualised around the notion of informing learners' judgement (Boud & Falchikov, 2007). The risks of relying on summative assessment as a quality measure are too great and the risk of judging poorly performing students as adequate needs to be managed by a shift of the balance of assessment away from summative processes towards those that build student capacity for further learning and assessment.

The kinds of assessment practices that can foster the development of student capability to judge their own learning and that of others will be explored. These will be drawn from the following areas: the active engagement of students in assessments, students giving and receiving feedback, use of modeling and practice, enhanced collaboration with peers, using features of authenticity, focusing on self-regulation and reflexivity, integration across courses and programs and direct involvement of students in design of assessment activities.

Following an initial presentation on key ideas, the session will involve participants in the exploration of assessment activities that can both address needs for certification and help contribute to continuing learning.

By the completion of the workshop participants will be able to:

- Identify limitations of current assessment discourses
- Appreciate a view of assessment as building capacity for learning in the longer-term
- Be aware of a range of practices to foster such a view of assessment
- Be able to access resources at www.assessmentfutures.com

PLENARY PANELISTS

TOPIC: Academic Literacies in Higher Education



Dr Cecilia Jacobs is the teaching and learning coordinator in the Engineering Faculty at the Cape Peninsula University of Technology, South Africa. This position entails working with engineering educators in the areas of curriculum development, teaching and learning. She is also an Associate Professor, and in this capacity is currently the co-leader of the Work-Integrated Learning Research Unit, an institutional niche area within the NRF. Prof. Jacobs' research interests are in disciplinary literacies, the way in which knowledge is structured in different disciplines, and how that knowledge is communicated through discipline-specific language. Her current research focuses on the teaching of disciplinary literacies within disciplinary domains and its implications for academic developers and disciplinary specialists in higher education.



Dr Emmanuel Mfanafuthi Mqgwashu is a lecturer at the University of KwaZulu-Natal's Faculty of Education, and acts as the Head of the School of Language, Literacies and Media Education. He coordinates the B.Ed Hons., M.Ed and PhD programmes in the School, and supervises postgraduate research in such areas as Applied Language Studies, Teaching of English to Speakers of Other Languages, Academic Literacies, and English Literary Studies. Dr Mqgwashu has published his work in several local and international journals, and presented it at both national and international conferences. He is currently working on a NRF research project on ways in which English Communication departments in Universities of Technology, locally and abroad, have reconfigured themselves from being service departments to other disciplines, into a Discipline in their own right, while maintaining their traditional role.



Eran Williams, the Regional English Language Officer based at the U.S. Embassy in Pretoria, manages the State Department's educational exchange programs and English Language Programs throughout southern and eastern Africa. He joined the Foreign Service in 2004 and worked four years in Washington as the Deputy Director of the Office of English Language Programs. Prior to serving in the Foreign Service Eran worked in California at San Jose State University as a lecturer in the Linguistics and Language Development Department, and as the Director of SJSU's Remedial English Program and its Language Development Center. He has served as an English Teaching Fellow and Specialist in Guinea, a Soros English Teaching Fellow in Hungary and a Peace Corps Volunteer in Mali. He earned his MA TESOL and MFA from San Jose State University and received his undergraduate degree in Classics from St. John's College in Santa Fe, New Mexico. His creative writing has appeared in numerous magazines and won many awards including an Intro-Journal award, Academy of American Poetry awards and a Steinbeck Fellowship.

UKZN DISTINGUISHED TEACHERS



Dr Francesca Balladon is a Senior Lecturer in French in the School of Language, Literature and Linguistics. A graduate of UKZN and the Université de Nice, France, her field of interest developed from French literature to the didactics of French as a foreign language. Her PhD thesis was on the implications of the OBE based national curriculum on teaching strategies in the French classroom. She is currently setting up a research group on the dynamics of change in the field of French in South Africa. She is recipient of the 2009 Distinguished Teacher Award.



Associate Professor Robin Wendy Elizabeth Joubert has a National Diploma in Occupational Therapy; a BA Degree with majors in English and Psychology; a Masters in Occupational Therapy and a D.Ed. From 1971 to 1973, she served as a Clinical Therapist Addington Hospital, assisted with clinics at Wentworth, King Edward and Clairwood Hospitals and was promoted in 1975 to senior occupational therapist DOH KZN. In 1976 she was appointed lecturer Dept Occupational Therapy University of the Free State, to assist with setting up a degree and clinical services in Free State and promoted to Senior lecturer UOFS. In 1981, she was appointed Senior Lecturer and HOD of Occupational therapy and tasked with starting a degree at the University of Durban-Westville. In 1981 she was appointed on Joint Establishment of UDW/DOH tasked with the responsibility of developing clinical occupational therapy services in DOH hospitals. Since January she has been Head of School of Audiology, Occupational Therapy and Speech-language pathology. She has several peer reviewed journal articles, 3 book Chapters, 3 forewords to books and 2 theses. She is recipient of the Vona du Toit Memorial lecture 1997, and distinguished teacher award UKZN 2009.

UKZN DISTINGUISHED TEACHERS



Professor Thandinkosi E Madiba is Professor of Surgery at the Nelson Mandela School of Medicine of the University of KwaZulu-Natal and Head of the Colorectal Unit at Inkosi Albert Luthuli Central Hospital. He has MBChB, MMed and PhD degrees from the University of KwaZulu-Natal and he is a Fellow of the College of Surgeons of South Africa and the American Society of Colon and Rectal Surgeons. Teaching is his passion and his dedication as an astute academic and teacher has been awarded when he received the Faculty's Teddy Sarkin Prize for the Best Lecturer for five consecutive years. In addition, the University of KwaZulu-Natal has recognised his sterling contribution, and awarded him the Certificate of Excellence in Teaching in 2003 and the Distinguished Teacher's Award in 2008. He has a distinguished career in research and his research interests are General Surgery, Colorectal Surgery and Trauma. His current research interests include abdominal trauma, diseases of the colon and rectum and anorectal disease.



Associate Professor Kriben Pillay of the Leadership Centre, University of KwaZulu-Natal has had a diverse academic career spanning English literature and language, theatre studies and now leadership. He is the recipient of National Arts Council grants for Literature and Theatre, and his play *Looking for Muruga* features in an anthology entitled *Beyond Bollywood* and *Broadway*, published by the University of Indiana Press. He is the editor of *Noumenon*, a journal that critically investigates issues of transformation. His latest scholarly work is *Nondualism and Educational Drama and Theatre: A Perspective for Transformative Training*. Kriben's varied background converged in his creation of *Brain Scam*, an edutainment presentation which uses illusion to explore the human propensity for illusion-making; this premiered at the University of Lincoln in the UK in May 2009. At the end of 2008 he was one of four academics selected for the prestigious UKZN Distinguished Teacher's Award.

Day 1 – Monday, 21 September 2009

Key:

– Abstract Reference Number

DTA – Recipient of UKZN Distinguished Teacher Award

Main Venue: MMLT – MARGARET MARTIN LECTURE THEATRE						
08h00 – 08h45	Registration, TEA/COFFEE					
08h45 – 09h00	Introduction – Dr Rubby Dhunpath					
09h00 – 09h20	Opening Address – Professor Fikile Mazibuko					
09h20 – 09h40	Welcome – Professor Renuka Vithal					
09h40 – 10h40	Keynote Address – Professor Mamokgethi Setati: Mathematics in Multilingual Classrooms: From Understanding the Problem to Exploring Solutions					
10h40 – 10h55	TEA/COFFEE					
	Room – MMLT	Room – G205	Room – G209	Room – F204	Room – F208	Room – S204
10h55 to 11h55 SESSION 1	Robin Joubert (DTA) #16 Students through the Looking Glass: Reflecting On Performance through Video Recording Chair: Francesca Balladon	Joyce Chitja & Thabile Mbatha #3 Enablers and Barriers to Multilingualism in South African University Classrooms Chair: Suria Govender	Anesh Singh #37 Let the Doors of Learning Be Open to All – A Case for Recognition of Prior Learning Chair: Unathi Kolanisi	Steve Reid #31 A Rural Pedagogy? Chair: Charlotte Engelbrecht	Sherran Clarence #4 Rethinking the Role of the Writing Centre in Teaching and Learning Strategies at the University of the Western Cape Chair: Penwell Ndaba	Mark Rieker #33 The Uses and Limitations of ICTs in Teaching: A Case Study of an Interactive CD-Rom in the Extended Curriculum Programme Chair: Manoj Maharaj
11h55 to 12h55 SESSION 2	Francesca Balladon (DTA) #2 <i>Africa Remix Une Visite Multimedia</i> : Rising to the Challenge of Extending Literacy Pedagogy and Creating an Exciting Learning Environment Chair: Robin Joubert	Leonora Jackson, et al #14 Becoming Successful Students: The Role of an Access Programme in Developing Student's Academic Identities Chair: Joyce Chitja	Unathi Kolanisi #17 Multiliteracies in Higher Education Institutions: Dealing With Community Engagement Challenges Chair: Anesh Singh	Charlotte Engelbrecht #7 Experiences in the SANTED Multilingualism project (Nursing Partnership) 2009 Chair: Steve Reid	Penwell Ndaba #26 The Value of the Environment in Holistic Teaching and Learning and the Role of Student Mentoring - Insights from the UKZN Student Mentorship Programme Chair: Sherran Clarence	Chirag Patel #28 Is Academic Literacy a Subset of Educational Literacies? Exploring Literacies of the Professional Educator Chair: Mark Rieker
13h00 – 14h00	LUNCH – Staff Dining Room					
14h15 – 16h15 SESSION 3	WORKSHOP – Room MMLT Kriben Pillay (DTA) #30 The Use of Illusion in the Pedagogy of Leadership Studies: A Case for Experiential Processes in Postgraduate Learning Chair: Leonora Jackson		WORKSHOP – Room G205 (LIMITED SEATING ONLY 40 DELEGATES) Professor David Boud Reconstructing Assessment for Longer Term Learning Chair: Ruth Searle		WORKSHOP – Room LLT Manoj Maharaj & Albert de Lange #20 Podcasting as a Viable Tool to Enhance Teaching and Learning Within a South African Higher Education Context Chair: Sherran Clarence	

Day 2 – Tuesday, 22 September 2009

08h30 – 09h00	TEA/COFFEE					
	Room – MMLT	Room – G205	Room – G209	Room – F204	Room – F208	Room – S204
09h00 - 10h00 SESSION 4	<p>Francesca Balladon (DTA) #2</p> <p><i>Africa Remix Une Visite Multimedia: Rising to the Challenge of Extending Literacy Pedagogy and Creating an Exciting Learning Environment</i></p> <p>Chair: Krish Govender</p>	<p>John L Hilton #11</p> <p>A Statistical Analysis of Student Writing Using the <i>Oxford Concordance Programme</i></p> <p>Chair: Angela James</p>	<p>Rosemary Wildsmith-Cromarty #41</p> <p>Integrating and Using IsiZulu as a Language of Learning and Teaching at University Level: A Sustainability Model</p> <p>Chair: Mark Rieker</p>	<p>Firoza Haffejee, et al #10</p> <p>Rounding Up To Zero: Implications of MCQ Marking Programs</p> <p>Chair: Kogie Moodley</p>	<p>Nicole Collier-Naidoo & Anne Knott #5</p> <p>An Evaluation of an Undergraduate Literacies Development Project</p> <p>Chair: Somikazi Deyi</p>	<p>Saajidha Sader #35</p> <p>The Globalization of Higher Education: Challenges of Teaching and Learning in the New Knowledge Based Economy</p> <p>Chair: Nicci Whitearnel</p>
10h00 – 11h00 SESSION 5	<p>Krish Govender #9</p> <p>Language Change at Higher Education Institutions: Possibilities and Perspectives</p> <p>Chair: Francesca Balladon</p>	<p>Angela James #15</p> <p>Research and Service-Learning – Professional Development of Student Teachers</p> <p>Chair: John L Hilton</p>	<p>Mark Rieker & Mzwandile Makhoba #32</p> <p>Decoding Multiple Choice Assessments: Lessons from the Extended Curriculum Programme in the Faculty of HDSS</p> <p>Chair: Rosemary Wildsmith-Cromarty</p>	<p>Kogie Moodley #24</p> <p>Multiple Choice Questions in a Problem-Based Learning Curriculum</p> <p>Chair: Firoza Haffejee</p>	<p>Somikazi Deyi & Edwine Simon #6</p> <p>An Extent to Which Multilingualism Enhances Conceptualization in Graphic Design</p> <p>Chair: Nicole Collier-Naidoo</p>	<p>Nicci Whitearnel #43</p> <p>Ethical Literacy: Teaching Ethics and Values in the LLB degree</p> <p>Chair: Saajidha Sader</p>
11h00 – 11h15	TEA/COFEE					
11h15 - 12h15 SESSION 6	<p>PLENARY PANEL – Room MMLT</p> <p>Academic Literacies in Higher Education</p> <p>Prof Cecilia Jacobs, Dr Emmanuel Mgqwashu & Mr Eran Williams</p> <p>Chair: Prof. Michael Samuel</p>					
12h15 - 13h15 SESSION 7	<p>Betty Claire Mubangizi #25</p> <p>Narrowing the Chasm between Theory and Practice: The Use of the Print Media as a Teaching and Assessment Tool for University Students</p> <p>Chair: Vuyi Cetywayo</p>	<p>Gugu Mazibuko & Nobuhle Hlongwa #21</p> <p>Ukusetshenziswa Kwamaculo Ekufundiseni Ulimi Lwesibili (Incorporating Songs in Second Language Teaching)</p> <p>Chair: Angela James</p>	<p>Ansurie Pillay #29</p> <p>Embracing Multiliteracies for Teaching and Learning</p> <p>Chair: Anne Knott</p>	<p>Jane Skinner #38</p> <p>Some Strategies for Teaching Accounting to Generation Y</p> <p>Chair: Ted Sommerville</p>	<p>Johan Wassermann & Percivale Mdungo #40</p> <p>Learning Anywhere Anytime – An Investigation into the Possibilities Cell Phones Offer as Pedagogical Tools for Mobile Learning</p> <p>Chair: Edwine Simon</p>	<p>Brett Van Niekerk & Manoj Maharaj #39</p> <p>Information Operations Education for South Africa</p> <p>Chair: Nicci Whitearnel</p>
13h15 – 14h15	LUNCH					
14h15 - 16h15 SESSION 8	<p>WORKSHOP – Room MMLT</p> <p>Prof Cecilia Jacobs #13</p> <p>‘Collaboration as pedagogy’ consequences and implications of partnerships between (academic) literacy lecturers and disciplinary specialists</p> <p>Chair: John Hilton</p>		<p>WORKSHOP – Room LT3</p> <p>Emmanuel Mgqwashu #22</p> <p>On Facilitating Epistemological Access in Higher Education: Lecturing or Enabling Learning?</p> <p>Chair: Thandinkosi E Madiba</p>		<p>WORKSHOP – Room LLT</p> <p>Eran Williams #42</p> <p>Let’s Talk About Txt, Baby</p> <p>Chair: Suria Govender</p>	
16h15 – 18h30	COCKTAIL & Entertainment by “Unlocked Keys” + Presentation by UKZN Students in Free Enterprise (SIFE)					

Day 3 – Wednesday, 23 September 2009

08h30 – 09h00	TEA/COFFEE				
	Room – MMLT	Room – G205	Room – G209	Room – F204	Room – F208
09h00 - 10h00	Thandinkosi E Madiba (DTA) #19 Integrated Teaching at the Nelson R Mandela School of Medicine Chair: Penny Niven	Peter Rule #34 Narrative for Learning: Using Life Histories in a Certificate of Education Course Chair: Charlotte Engelbrecht	Thomas J.O. Afullo #1 Steming High Failure through the Peer Mentorship Programme Chair: Nobuhle Hlongwa	Dianna Moodley #23 Towards Appeasement of Climate at the University Of KwaZulu-Natal: A Way Forward for Multilingualism Chair: Chirag Patel	John Senior #36 Can linguistic/cultural academic barriers for non-English home language students be successfully navigated by students through an integrated multi-lingual e-learning platform? Chair: Anesh Singh
	Room - MMLT	Room – G205	Room – G209	Room – F204	
10h00 – 11h00	Penny Niven #27 Epistemological 'Farming': Identifying First-Year Students' Knowledge Discourses in a Political Science Module Chair: Thandinkosi Madiba	Charlotte Engelbrecht, et al #8 Terminology Development in Nursing and Midwifery: Experiences of Subject Specialists Chair: Peter Rule	Nobuhle Hlongwa #12 Ukwenziwa Kwenqubomgomo Yobulimibili yeNyuvesi YaKwaZulu-Natali Isebenze Kulandelwa i-Project Yobuliminingi ye- SANTED (Implementation of the Bilingual Language Policy of the University of KwaZulu-Natal through SANTED Multilingualism pilot initiative) Chair: Thomas J.O. Afullo	Veena Lutchman #18 Addressing the English Language Needs of Access Students Chair: Kriben Pillay	
11h00 – 11h15	TEA/COFFEE				
11h15 to 13h15	WORKSHOP – Room MMLT		PAPER PRESENTATION BY DISTINGUISHED TEACHERS		
SESSION 11	Kriben Pillay (DTA) #30 The Use of Illusion in the Pedagogy of Leadership Studies: A Case for Experiential Processes in Postgraduate Learning Chair: Veena Lutchman		11h15 – 12h15 Room – G205 Robin Joubert (DTA) #16 Students through the Looking Glass: Reflecting On Performance through Video Recording Chair: Penny Niven		
			12h15 – 13h15 Room – G209 Thandinkosi E Madiba (DTA) #19 Integrated Teaching at the Nelson R Mandela School of Medicine Chair: Emmanuel Mgwashu		
13h15– 14h15	LUNCH – Collection of Evaluation Forms				
14h15 – 15h15	KEYNOTE ADDRESS – Room MMLT 'Assessment, as if learning mattered' Professor David Boud Chair: Ruth Searle				
15h15 – 16h00	The Network & it's Role in Facilitating Teaching & Learning Objectives at UKZN & Reflections by Student Representatives Concluding Remarks & Closure				

CONFERENCE PLANNING COMMITTEE

- 1. Prof Renuka Vithal** – DVC: Teaching and Learning
- 2. Dr Rubby Dhunpath** – Director: Projects - UTLO (Conference Chair)
- 3. Dr Caroline Goodier** – Academic Literacy and Learning Co-ordinator,
Faculty of Management Studies
- 4. Ms Bavelile Hlongwa** – President of the Central Student
Representative Council
- 5. Dr Nobuhle Hlongwa** – Co-ordinator of the SANTED/Multilinguism
Project, School of IsiZulu Studies
- 6. Dr Sioux McKenna** – Senior Lecturer, Centre for Higher Education
Studies
- 7. Ms Ruth Searle** – Director: Centre for Higher Education Studies
- 8. Dr Jackie van Wyk** – Senior Lecturer, School of Undergraduate
Medical Education (SUME)
- 9. Mr Martin Voges** – Acting Academic Computing Manager,
Information, Communications & Technology

CONFERENCE CO-ORDINATION TEAM

1. Prof Renuka Vithal
2. Dr Rubby Dhunpath
3. Ms Corlia Ogle
4. Ms Nondumiso Cele
5. Mrs Sambulo Ntombela

ANNOUNCEMENT

2010
4th Annual Teaching & Learning Conference at the
University of KwaZulu-Natal

CONFERENCE THEME

Diversity, Transformation and the Student Experience in
Higher Education Teaching and Learning

DATE

20 to 22 September 2010

ABSTRACTS:

#1

Stemming High Failure through the Peer Mentorship Programme

Thomas J.O. Afullo

Electrical, Electronic & Computer Engineering – UKZN

According to a Student Pathways study by the Human Sciences Research Council as reported in 2007, 40% of South African students drop out of university in their first year. The study also found that on average only 15% of students finish their degrees in the allotted time. In 2005, the Faculty of Engineering sought to intervene to stem the unacceptably high failure rate among its first year students by introducing the Peer Mentorship Programme in early 2006. By employing postgraduate and well-placed undergraduate mentors, the result of this initiative has been a stabilized pass rate at level one, with the average pass rate steadily improved to hover around 70-80%. The shift has thus moved to focus on steadying the ship to attain similar gains in years two to four, and thus attain a target throughput of 20-22%. This paper reports on the implementation, management, and evaluation of the peer-mentorship initiative, from recruitment and training to delivery and evaluation.

#2

Africa Remix Une Visite Multimedia: Rising to the Challenge of Extending Literacy Pedagogy and Creating an Exciting Learning Environment

Francesca Balladon

French Programme – UKZN

The aim of this paper is to demonstrate that the teaching resource *Africa Remix une visite multimedia*, created by South African French teachers, caters for multiliteracies and responds to one of the ultimate aims of education which is preparing students to be active participants in social reconstruction. I also hope to show how a teaching tool using a multiplicity of communication channels related to the real technological world of the learner makes for an exciting classroom and stimulates the learner to learn. In my presentation I will briefly describe the resource, showing in what ways it offers texts which cater for multiple literacies and will give examples of teaching and learning activities which tap into multimodal patterns of meaning relating to linguistic, visual, audio, gestural and spatial meaning. I also hope to demonstrate how this resource reflects a sound teaching principle, which is that the end should be reflected in the means. One of the outcomes of teaching a foreign language is to open learners to the Other, thus preparing them to live and work in a multilingual, multicultural society which is progressively more globalized and hybrid. I will attempt to show how this teaching resource, through its content and teaching strategies achieves this.

#3

Enablers and Barriers to Multilingualism in South African University Classrooms

Joyce Chitja and Thabile A. Mbatha

School of Agricultural Sciences & Agribusiness and School of Education – UKZN

This paper presents a review of approaches to multilingualism. Enablers and barriers of multilingualism for successful learning at institutions of higher learning. Despite the liberal multilingual policy of South Africa, only two languages out of the eleven official languages have significant use over others at universities. The official language policy is further challenged by poor mother tongue instruction in South African institutions, further entrenching English as the preferred language of instruction. A critical review of literature on the current situation in higher learning institutions. Literature related to language proficiency and to the entrenchment of English as the main language of instruction in South African institutions of higher learning since 1994 is reviewed. Barriers and enablers to multilingualism are explicitly identified. Finally, research and policy considerations on the implementation of multilingualism at institutions of higher learning are recommended.

#4

Rethinking the Role of the Writing Centre in Teaching and Learning Strategies at the University of the Western Cape

Sherran Clarence

The Writing Centre – University of the Western Cape

Writing is a core academic skill that many students struggle with throughout under- and postgraduate study. This is partly due to a lack of competency in English as a first language, and partly due to a lack of preparation at primary and secondary school level. Students who do struggle with writing, also struggle with reading skills, and critical reading and writing skills at university level are skills need to be developed simultaneously, and contextually. The Writing Centre at the University of the Western Cape is currently undergoing a process of revisioning and restructuring to make it a more relevant and focused part of the University, and to make it more responsive to the multiple reading, writing and language needs of students. Part of this vision is to construct a discipline-based consultancy model, so that students receive assistance with both reading and writing from writing consultants who are discipline specialists, so as to develop their skills in a specific context. Another part of this vision is the use of e-technology like online-learning forums and related media so that distance and off-campus students can also be reached interactively. A third part of the vision is to reach out to faculty members as well, and over the medium to long term begin building reading and writing skills development into the core of disciplines, so that students are taught skills and content simultaneously from within their disciplines, rather than from outside of them. In order to become a more significant part of teaching and learning at UWC, the Centre will need to work increasingly with both faculty and students to address the writing and reading needs of students, and to be part of the creation of a more interactive and supportive learning environment.

#5

An Evaluation of an Undergraduate Literacies Development Project

Nicole Collier-Naidoo & Anne Knott

Writing Centre, Centre for Teaching, Learning and Media – Nelson Mandela Metropolitan University

This paper presents an evaluation of a literacies development project in progress within two departments in a merged comprehensive South African university. Following Jacobs' research articles (2005, 2007a, 2007b) on the necessity of sustained collaboration between disciplinary specialists and academic literacy specialists, this project employs a 'literacy tutor' from outside the discipline[s] with the aim of facilitating the development of the multiple literacies required of students to successfully navigate this academic environment. The project is shared between two departments and comprises three cases that are linked to first, second and third year courses: a weekly, assignment-centred case, a bi-weekly 'topic-centred' case and a variety of occasional seminars and workshops structured around assignment deadlines. This paper situates itself within Literacy Studies and draws on the three cases from each of these tutorial projects in order to evaluate their efficacy in facilitating the teaching and learning of literacies. We critically reflect upon the success of this project in integrating academic literacies into disciplines.

#6

An Extent to Which Multilingualism Enhances Conceptualization in Graphic Design

Somikazi Deyi & Edwine Simon

Cape Peninsula University of Technology

This paper will focus on work done, with students on the Extended Curriculum Programme of Graphic Design. Students in the programme have schooling backgrounds that inadequately prepared them for higher education. This inadequacy amongst other things, is the result of students being taught through a deficit model, in encouraging learning content of subjects in a language foreign to them. They have limited language resources to fully engage with the academic discourse. Through the extended programme they are given an opportunity to access higher education. Although access to higher education for them is of significance, their full participation and success is crucial. Conceptualizing the discipline, in a language students are familiar with, will enable them to engage, with the learning discourse effectively. In turn it offers them an opportunity to develop their second language skills. The full impact of multilingualism in the classroom can be seen in the improved student's oral presentations and communicating skills, with their peers and lecturers, in academic and information literacy. It may in turn be found integrated in several projects in graphic design. This method, using multilingualism in the classroom, has helped to bring about "transformation" in "higher education" (Mesthrie, 2000). This presentation will provide

an overview using multilingualism, as an intervention tool to address the needs of these particular students.

#7

Experiences in the SANTED Multilinguism Project (Nursing Partnership) 2009

Charlotte Engelbrecht

School of Nursing – UKZN

The SANTED project is in its third year of developing and encouraging Multilinguism in the University of KwaZulu-Natal. The focus of the project is to explore innovative methods of teaching and learning and enhancing isiZulu as teaching and learning language alongside English. The aim to develop health professionals with multilingual skills in the community they are serving is a long term aim. In the School of Nursing we participated in various activities. In this presentation I would like to share experiences, lessons learnt and future possibilities with the larger academic community. The presentation will include posters that were presented at conferences, photos of excursions and workshops, and the first wordlist that is completed and ready for use.

#8

Terminology Development in Nursing and Midwifery: Experiences of Subject Specialists

Engelbrecht C, Shangase N, Majeke S, Zondi Z, Mthembu S, Banda M & Ndebele T

School of Nursing – UKZN

The White Paper on Higher Education (1997) indicated that the multilingual nature of the South African education should be reflected in the role higher education plays by the development of all the official languages including the indigenous, Khoi, Nama, San and Sign languages¹. The School of Nursing took this task at heart by participating in the SANTED multilinguism project, which is a multi-disciplinary, multi-institutional project enhancing multilingualism to benefit learners and communities in learning, teaching and practice. The nursing specialists then embarked on an exciting journey working with isiZulu linguists and terminologists developing and coining new isiZulu terms for the nursing sciences. The language development will facilitate communication and will assist in preserving the heritage of isiZulu as one of the indigenous languages in South Africa and especially in KwaZulu-Natal. In this presentation the specialists in Nursing and Midwifery will share their experiences in the involvement in this language developing process. Learning on the team's newly developed knowledge; we will give recommendations for future practice and research.

#9

The Possibilities of Institutional Language Change Driven by Internal Change Agents

Krish Govender

Grove End Secondary School

A growing body of international language research affirms the value of proficiency in two or more languages and acknowledges that instruction in a second or third language which replaces the home languages of students undermines the linguistic confidence that is critical to academic success. Hence, the use of indigenous African languages as languages of learning and teaching (LOLTs) alongside English in an additive multilingual mode is firmly advocated by language researchers in South Africa and other parts of Africa. In light of these findings, this paper explores the possibilities of institutional language change at Higher Education Institutions (HEIs) in South Africa which gives effect to the post-apartheid language-in-education policy that strongly promotes multilingual education. The paper begins with a review of initiatives to transform language policy and practices in HEIs in South Africa. The review focuses on the nature of the change, the drivers of the change and the sustainability of change initiatives. The paper then uses findings from a study on sustaining school language change led by internal change agents to propose a similar initiative in HEIs. In particular the paper exploits the theoretical framework generated from the study to aid planning for sustainable institutional language change driven by internal change agents in HEIs.

#10

Rounding Up To Zero: Implications of MCQ Marking Programs

Firoza Haffjee, Ted Sommerville & Vuyi Cetywayo

Undergrad Medical Education – UKZN

For reasons of reliability, convenience and efficiency – particularly in these days of increasing class sizes – multiple choice questions (MCQs) are popular assessment instruments. Using a new MCQ marking program, we realized that its tally of negative marks gives different scores to our current system. (The discrepancies are greatest with true/false questions, which carry the heaviest negative marking.) Within each five-question item, the program rounds up a negative score to zero, whereas we carry all negative scores through to the final mark. The presentation will illustrate the difference, and discuss the problems resulting from ‘rounding up’. This program *can* be reset to carry over all negative scores – we are aware that some examiners *choose* to ‘round up’. Negative marking is intended to counteract the effect of random guessing; if negative scores for individual items are not all carried over to the final mark, this diminishes the penalty for guessing. It also encourages ‘spotting’, since positive scores for items answered well will be carried forward, while negative scores for items answered very poorly will not. Worst, it compromises fairness and reliability – the most frequently-cited reasons for using MCQs.

#11

A Statistical Analysis of Student Writing Using the *Oxford Concordance Programme*

John L Hilton

School of Literary Studies, Media, and the Creative Arts - UKZN

The application of new technologies to human language, such as the *Oxford Concordance Programme*, has resulted in corpus-based research that can usefully be applied to the analysis of student writing. Although it was produced in 1985 the *OCP* is still a valuable heuristic tool when applied to digital texts. In the present study a selection of student essays was matched with relevant academic publications to produce a comparative corpus of texts. Using the *OCP* this corpus will be interrogated to isolate features of written student discourse with a view to understanding how students at UKZN write.

References

Susan Hockey, *The Oxford Concordance Programme*. Oxford: Oxford University Press, 1985.

#12

Ukwenziwa Kwenqubomgomo Yobulimibili yeNyuvesi YaKwaZulu-Natali Isebenze Kulandelwa i-Project Yobuliminingi ye- SANTED

Nobuhle Hlongwa

IsiZulu Studies – UKZN

Inhloso yaleli phepha ukuxoxa bese kuhlolwa inqubomgomo yobulimibili yeNyuvesi yaKwaZulu-Natali. Inyuvesi yaKwaZulu-Natali yamukela le nqubomgomo ngokusemthethweni ngonyaka wezi-2006 eyakhiwa kulandelwa inqubomgomo yolimi ezikhungweni zemfundo ephakeme (2002) kanye nombiko wekomidi likangqongqoshe langonyaka wezi-2005. Iphepha lizogxila ohlelweni lokwenza inqubomgomo yobulimibili isebenze. Iphepha lizobheka ukuthi iSANTED seyihambe indlela engakanani ukuqinisekisa ukuthi inqubomgomo yobulimibili ingagcini nje iyiphupho kodwa ibe into ekhona. Lizobuye lihlole ngeso elibanzi ukuthi ngabe imiqondosimo ibambe iqhaza elingakanani endleleni abantu ababuka ngayo inqubomgomo yolimi. Kuzobuye kubhekwe ukuthi izimali njengezinsizakusebenza aziyona yini inqinamba ekwenzeni inqubomgomo yobulimibili isebenze. Kunethemba-ke lokuthi leli phepha lizokhanyisa izinqinamba ezibhekene neNyuvesi yaKwaZulu-Natali zokwenza inqubomgomo yobulimibili isebenze. Kunokwenzeka ukuthi lokhu kungaba wusizo kwezinye izikhungo zemfundo ephakeme ezisaxoxisana ngezinqubomgomo zolimi.

Implementation of the Bilingual Language Policy of the University of KwaZulu-Natal through SANTED Multilingualism pilot initiative

The aim of this paper is to discuss and analyse the bilingual language policy of the University of KwaZulu-Natal. The University of KwaZulu-Natal approved its bilingual language policy in 2006 based on the framework of the National Language Policy for Higher Education of 2002

and Ministerial Committee report (2005). The paper will focus on the implementation plan of the language policy. The focus will be on SANTED Multilingualism Project and the progress made thus far to ensure that the bilingual language policy does not remain a dream but a reality. The paper explores if attitudes and financial resources are a challenge towards the implementation of bilingual language policy. It is hoped that the paper will shed light on the challenges of language policy implementation facing the University of KwaZulu-Natal. Presumably this could assist other institutions of higher learning still working on their language policies.

#13

'Collaboration as Pedagogy' – Consequences and Implications of Partnerships between (Academic) Literacy Lecturers and Disciplinary Specialists

Cecilia Jacobs

Cape Peninsula University of Technology

This workshop will explore the notion of 'collaboration as pedagogy' from a literacy-as-social-practice approach, drawing on theorists (Gee, Street, Geisler, Bazerman) who have applied social theories of learning to the development of literacies. These theorists speak to the need for interaction between literacy lecturers and disciplinary specialists in an effort to locate the teaching of disciplinary literacies within disciplines. However, there is a gap in the literature as to how such interaction might happen and what the nature of it should be. This workshop will explore this gap by examining a case study where such interaction took place. The case study found that literacy lecturers, as well as disciplinary specialists, needed to re-examine their notions of pedagogy as they explored new collaborative ways of teaching disciplinary literacies. It was through the interaction of disciplinary specialists and literacy lecturers that the explicit teaching of disciplinary literacies could be explored. This collaborative pedagogy required disciplinary specialists to work both within their role as a disciplinary expert, while simultaneously having a critical overview of this 'insider' role, from outside of it. It was in engaging with literacy lecturers, who were 'outsiders' to their disciplinary communities, that disciplinary specialists found themselves at the margins of their own fields, and were able to view themselves as insiders from the outside, as it were. This perspective appeared to enable the explicit teaching of disciplinary literacies. In the workshop I will present a descriptive model outlining some of the factors to be taken into consideration when literacy lecturers and disciplinary specialists work collaboratively. We will then discuss the process of locating the teaching of disciplinary literacies within disciplines. and how this process could inform the design of collaborative approaches to the teaching of disciplinary literacies in Higher Education. Through a range of activities, workshop participants will also engage with some of the issues that arose as a result of the partnering of literacy lecturers and disciplinary specialists in a 'pedagogy of collaboration'. Issues of boundary-crossing, academic identity, disciplinary drift, power dynamics, relationships, roles and responsibilities will be discussed.

#14

Becoming Successful Students: The Role of an Access Programme in Developing Student's Academic Identities

Leonora Jackson, Suria Govender & Lindo Khumalo

Humanities Access/Teaching & Learning – UKZN

This paper analyses the performance of a cohort of Humanities Access students. The focus is on the factors that influenced their ability to complete their degree in minimum time. We evaluate our own practices and assumptions on students' literacies and changing identities as they negotiate the terrain of higher education. The emphasis of the paper is a critical interrogation of the contribution of the Access Programme in enabling students to become successfully socialized into the Higher Education community. Apart from a statistical analysis, the study also includes rich qualitative data from interviews and focus group discussions with a selection of students from that cohort.

#15

Research and Service-Learning – Professional Development of Student Teachers

Angela James

Science, Mathematics and Technology Education – UKZN

Professional development of student teachers is evidenced in a module where they are researchers and service providers in selected communities. Twenty four final year Biological Sciences student teachers completed a Research and Service-Learning module in 2007. They were expected to complete a research and Service-Learning project that was negotiated amongst themselves, the teacher educator and Placement site managers. This paper reports on two student groups experiences of the project. The research questions that drove this paper are: What were the student teachers' experiences of conducting research and providing services to selected communities? Why did the student teachers have these particular experiences? An action research case study methodology with document analysis, reflective journals and class discussions were used to collect the data. The data was analysed using a descriptive case study, providing narrative accounts (Cohen, Manion & Morrison, 2007) for each of the student teachers. A quote from a student teacher captures the essence of the findings: "It amazes me that I have learnt so much from a small community in such a short time".

#16

Students through the Looking Glass: Reflecting On Performance through Video Recording

Robin Joubert

Audiology, Occupational Therapy and Speech Language Pathology

Health sciences 'teaching' not only requires that the lecturer creatively exposes students to the necessary theoretical knowledge but that they have to train the student to use clinical reasoning, skills, methods and techniques and nurture sensitive and caring professional attitudes. It is the last of these that is the most difficult because it cannot be learnt from books or lectures but requires a combination of exposure to good role modeling, careful nurturing and opportunity for reflection upon ones own performance to become aware of one's unique and special qualities and those qualities that deter from being therapeutic and caring. This presentation will discuss the use of video recording of students in practical sessions with their 'patients' and the use of these recordings in small groups to allow them to reflect upon own performance and critique each other. This method provides the opportunity not only for students to observe their application of theoretical and practical knowledge and skills, but it provides them with the opportunity to reflect upon their interpersonal relations and handling of those vulnerable persons with whom they work. It also provides students with the opportunity to objectively and assertively critique one another and so learn from each other.

#17

Multiliteracies in Higher Education Institutions: Dealing With Community Engagement Challenges

Unathi Kolanisi

Agri Sciences & Agribusiness – UKZN

South Africa is multi-cultural diverse country that is introducing a new culture and community with different literacy, cultures and new language. Thus, higher education institutions especially, those that focus in community engagement, are faced with a challenge to attend to the realities of the emerging community. This paper aims to bring a debate on how the higher education institution current curriculum addresses the multiliteracies with regards to the new language, cultural differences and the use of media communications in community engagement modules. Peers involved in teaching modules with community engagement elements will be interviewed, to draw together their perceptions on how they view the current curriculum with regards to addressing multiliteracies; explore how they deal with challenges of the emerging community and discuss the innovative ways of incorporating such ways in our curriculum in higher education institutions. This paper serves to start a public debate for further thoughts and innovative ways of addressing multiliteracies.

#18

Addressing the English Language Needs of Access Students

Veena Lutchman

Language, Literature & Linguist – UKZN

Learning a language as a second language can mean different things in different contexts. In keeping with the mission statement of the University of KwaZulu-Natal, the Humanities Access Programme is in place to address the academic needs of students desiring a degree in the humanities. This paper attempts to unpack the module English Language Development, the language intervention module in the Access programme that is intended to train students to write in academic English. Students who are expected to take this module come from different language backgrounds and having been part of the teaching team of this module for several years, I have found that the shift in students' language capabilities is not as phenomenal as is hoped for. This paper suggests a way forward with particular reference to writing skills development drawing from Halliday's theories on Systemic Functional Grammar and Bernstein's theories on Education as a pedagogic discourse. This method has been received very favourably by students. The paper will also include samples of students' writing, an illustration of writing skills development which I currently refer to as "Review", students' responses to the method suggested and responses of colleagues as well.

#19

Integrated Teaching at the Nelson R Mandela School of Medicine

Thandinkosi E. Madiba

Medical School – UKZN

Education in the Medical School involves teaching undergraduate medical students and postgraduate students in certain fields. The integrated undergraduate teaching at the Nelson R Mandela School of Medicine started in 2001, replacing traditional student-based learning. My philosophy of teaching is "Students should have a good grasp of core knowledge and must demonstrate the ability to apply this knowledge to address theoretical and practical problems that they come across as doctors". To this end, my teaching involves large group resource sessions; small group sessions and demonstrations. My teaching method involves addressing the basics first and going on to pathology and clinical application and should as far as possible, mimic the real situation in practice. Students should understand the basics before they understand the application of knowledge and know what is expected of them.

#20

Podcasting as a Viable Tool to Enhance Teaching and Learning Within a South African Higher Education Context

Manoj Maharaj and Albert de Lange

School of Information Systems and Technology – UKZN

While podcasting has been successfully used as an educational aid in many first world universities, it is not clear whether this intervention will succeed in South Africa, or any other country on a similar developmental trajectory. In this paper the well-documented implementation of podcasting in both higher and K12 education is discussed, and implications for the South African higher educational environment are considered. The paper documents the author's work in the implementation of podcasting within the University of KwaZulu-Natal and discusses preliminary results of some research into the impact of podcasting on student performance. This paper also investigates the perceptions and expectations of podcasting from the instructor perspective. The implications of the possible lack of access to this technology by the majority of students are also debated.

#21

Ukusetshenziswa Kwamaculo Ekufundiseni Ulimi Lwesibili

Gugu Mazibuko & Nobuhle Hlongwa

IsiZulu Studies – UKZN

Ukufunda nokufundisa ulimi lwesibili kungumsebenzi ongeke uwuthathe kancane njengothisha noma njengomfundi. Enye yezinqinamba ebhekana nabafundi bezilimi zomdabu njengesizulu ukuphinyiswa kongwaqa abathile ikakhulukazi osingankamisa. Leli phepha lizoxoxa kabanzi ngokuthi ungawasebenzisa kanjani amaculo ekufundiseni ulimi lwesibili. Kuzobhekwa futhi ukuthi amaculo angasetshenziswa kanjani ukufundisa ngamasiko alolo limi olufundwayo. Amaculo asephenduke aba yizinsizakufunda ekufundiseni ulimi lwesibili. Abacwaningi abaningi abafana no Krashen noLake bacwaninge kabanzi ngokusetshenziswa kwamaculo ekufundiseni ulimi. U Dlamini (2009) naye uyakufakazela ukuthi amaculo alusizo kakhulu ayabagqugquzela abafundi ukuthi bafunde kodwa bona benganakile endlini yokufundela. Kuzosetshenziswa injulalwazi kaKrashen ye affective filter hypothesis/Input hypothesis theory ukwesekela iphuzu lokusebenzisa amaculo ekufundiseni ulimi.

Incorporating Songs in Second Language Teaching

The teaching and learning of second language is a challenge to both teachers and learners. One of the biggest challenges faced by learners of African languages such as isiZulu is the pronunciation of certain consonants especially click sounds. This paper discusses how songs can be employed as tools that vicariously afford second language

learners a chance to learn as they sing. The paper will also look at how songs could be incorporated in teaching culture of the target language. Researchers such as Krashen and Lake have conducted an in depth study on the use of songs in teaching second language. Dlamini (2009) also supports the idea that songs have become a very useful tool for teaching second language, as learners find songs motivational and pedagogical in class. Presenters will draw on Krashen's Input hypothesis/affective filter hypothesis theory to support the rationale for incorporating songs in teaching second language.

#22

On Facilitating Epistemological Access in Higher Education: Lecturing or Enabling Learning?

Emmanuel M. Mgwashu

School of Language, Literacies and Media Education, Faculty of Education – UKZN

Even though South African institutions of higher learning have an open door policy and all students across racial lines can study anywhere they like, very few currently stand a chance of achieving their goals of further education and professional careers. Drawing on research findings (Mgwashu, 2007, 2008, 2009), it seems to me that as teacher educators we are faced with a challenge to undo school classroom practices that have evolved in western education systems to reward the elite and marginalise the majority. In this workshop, I intend to invite colleagues to join with me in the process of thinking about some of the ways in which module design and implementation strategies can redress this educational inequality. To this end, the workshop is designed to focus on the value in teaching all students in a class to read and write the texts expected of their level and area of study, as part of everyday teaching practice. My goal is to work together with colleagues to discuss and devise pedagogic strategies through which we can facilitate epistemological access in ways that are relevant to all our students, regardless of race, cultural, and class backgrounds.

#23

Towards Appeasement of Climate at the University Of KwaZulu-Natal: A Way Forward for Multilingualism

Dianna Moodley

Management Studies – UKZN

In a deliberate move to orchestrate with urgent government initiatives to revamp language policies in education, a bi/multilingual policy has recently been implemented at UKZN. The policy essentially proposes a bilingual (isiZulu/English) medium of education, supporting the increased functional use of isiZulu alongside English, not only for instruction, but also for university-wide communication. The policy has already met with immense criticism from both sides. Now that the policy has enabled such linguistic freedom at UKZN, the question remains whether the university community is embracing the new policy, or do they remain, as McDermott (1998, 118) puts it, a body of 'bland monolinguals'? This paper offers a

descriptive analysis of attitudes of UKZN's constituents towards the policy displayed by staff and students. Latest statistics have been elicited from a survey questionnaire on language attitudes. In the words of South Africa's Minister of Education, it is hoped that this discussion will impact profoundly on, "how we can move faster towards creating and consolidating a multilingual environment in our higher education institutions" (Pandor, 2006).

#24

Multiple Choice Questions in a Problem-Based Learning Curriculum

Kogie Moodley

Medical Education, Nelson R. Mandela School of Medicine - UKZN

Our medical school implemented an integrated problem-based learning (PBL) curriculum which aims to create life-long learners with problem-solving abilities. To assess students we predominately use multiple choice questions (MCQs) in a True/False format. Thirty MCQs were analysed to explore their alignment to the goals of PBL. The qualitative analysis used two frameworks: revised Bloom's taxonomy and a framework using PBL characteristics. The quantitative analysis utilised item facility and item discrimination as statistical indicators. Seventeen questions were placed in the lower cognitive levels of Bloom's taxonomy. The questions cumulatively showed evidence of all five key characteristics of a PBL curriculum identified in the literature. Our findings about the predominant use of MCQs for assessment are inconclusive. PBL has "integration" and "critical problem solving" as two of its key characteristics, but these were less evident in the sample. Therefore, these MCQs require augmentation with other assessment forms to ensure testing of higher cognitive levels and integration of knowledge within a problem-solving context.

#25

Narrowing the Chasm between Theory and Practice: The Use of the Print Media as a Teaching and Assessment Tool for University Students

Betty Claire Mubangizi

School of Public Administration & Development Management – UKZN

Academic textual literacies, sourced from textbooks and journals that embellish our libraries, have been and continue to be one of the main sources of knowledge for university academics and students alike. In light of rapidly changing societal realities however, other literacies become increasingly crucial sources of up-to-date and more practical information. The print media is one such source of information and one which if adequately linked to academic textual literacies will enable university students to bridge the gap between theory and practice and, in effect, enable them to function in a global and rapidly changing society. Drawing from experience, I argue that the use

of the print media in lectures allows students to construct meaning from day-to-day occurrences reported in the media, to learn from such occurrences the practical relevance of their academic work and to interact with others outside the confines of the lecture room. The paper shows that media texts are different genres with different knowledge rules to the kinds of texts students have to construct at university. Thus by helping students to link the two genres, a range of knowledge, skills and values critical to becoming functional members of society are developed.

#26

The Value of the Environment in Holistic Teaching and Learning and the Role of Student Mentoring - Insights from the UKZN Student Mentorship Programme

Penwell M Ndaba

Student Leadership Development – UKZN

"Important, too, is the environmental context in which conditioned responses are being learned." (J.Kagan & J. Segal, 1995, 167). Given the complexities the Secondary or High School Education present to our students, this discussion would attempt to explore the nature of transition from High School Education to Tertiary Education. How this transition put stress on the learning abilities of a Tertiary initiate.

In encountering this challenge Student mentoring becomes a vital support tool to ease this transition, thus enabling performance. Ten years of existence of Student Mentorship Programme at UKZN provides us with viable insights which could be deeper entrenched. I concluding this discussion I will recommend how the challenges of such a programme could be met in order to derive maximum benefits of such a tool.

#27

Epistemological 'Farming': Identifying First-Year Students' Knowledge Discourses in a Political Science Module

Penny Niven

Access – UKZN

This study is one cycle in a larger critical action research project which is exploring the frameworks for teaching and learning of both lecturers and novice students in the Humanities. This project investigates this issue specifically in the Political Science department with a view to raising mutual awareness of the kinds of epistemological framing that lecturers and first years bring to the teaching/learning project during the 1st semester of their tertiary studies. It employs Kegans' Theory of Meaning Making (1994), alongside a Model of Reflective Judgement (King and Kitchener, 1990). To analyse the kinds of epistemological matches and mismatches that underpin the learning values and practices of both sets of stakeholders. The data was collected from interviews with the teachers and designers of the

1st year Political Science curriculum, and from a series of four workshops with 12 students who were asked to reflect on their early university learning experiences using a variety of creative media, from poetry to poster making. The assessment tasks for the course were analysed and the students' performances over the semester were tracked and recorded. Action research in education aims to improve teaching and learning in particular sites and this study reports on the effects of the study in provoking reflection and self-understanding in the lecturers and students alike.

#28

Is Academic Literacy a Subset of Educational Literacies? Exploring Literacies of the Professional Educator

Chirag Patel

Human Sciences – UKZN

What is expected of us as educators is defined by the government norms and standards framework. However, this offers little practical advice at tertiary level, instead giving minutely detailed but abstract descriptions of each of the 'seven roles of educators'. In practice, there are only three perspectives that are relevant; that of the educator themselves, the student, and the administrator. Each of these roles requires a literacy of its own, a particular form and language of thought and interaction; the literacies of the professional educator, beyond academic literacy. Many of the problems faced by educators in the classroom are a product of this division. Further dividing the role of the educator with detailed abstract notes does little towards remedying the situation, since it can only possibly add to the workload of said educator to outline role filled with detailed but abstract criteria. Instead, we should be clear on where the conflicts between these three views lie, how to resolve them, and what current research into academic literacies and new teaching practices offer to the problem.

This paper identifies the "conflicts between these three views and proposes how they may be resolved, and what current research into academic literacies and new teaching practices offer the problem.

#29

Embracing Multiliteracy for Teaching and Learning

Ansurie Pillay

School of Languages, Literacies and Media Education – UKZN

While face-to-face teaching environments are the most common ones in higher education, there are other methods that could engage students more successfully.

Such methods involve participatory, collaborative learning strategies that embrace and affirm multiliteracies, cultural and linguistic diversity, and multimodal textual practices. This paper reviews the literature on how teachers at higher education institutions could create participatory, collaborative learning environments to arm students with the skills required to face a rapidly changing world. Effective teaching and learning occur when students move closer to an insight of the subject being discussed. When the insight occurs by using strategies that actively involve students in acts of cognition, their understanding is made easier. With such environments, educators and students are partners involved in meaningful communication which benefit both students and teachers as they work in a co-operative relationship. In this type of environment, the teacher is attuned to the students' emerging skills and abilities. This approach to education starts with what students know, and they are seen as active subjects who participate in the lecture, not objects to be worked on and fed information. Using a cycle of reflection and action, this process activates critical thinking and critical awareness in students.

#30

The Use of Illusion in the Pedagogy of Leadership Studies: A Case for Experiential Processes in Postgraduate Learning

Kriben Pillay

Leadership Centre – UKZN

In the pedagogy of leadership studies, the writer uses illusion to consciously draw learners into a theatrical experience where belief systems (mental models), arising from both present sensory experience and prior conditioning, are animated to the extent that ordinary consciousness in its self-deceptive mode is exposed. This felt deconstruction, arising out of this pointed use of illusion, then allows the learner to engage both conceptually and experientially with the unfolding phases of the U process located in the social change model, Theory U. Theory and experience are collapsed into one movement of learning. While illusion, as an experiential learning process, is a major theme of the workshop – and acts as a pedagogical pointer to other forms of experiential learning –, by specifically situating it within the teaching of the Theory U model, a layered learning context is created which allows participants to experience not only the experiential process at work (thus making a case for its use in postgraduate learning), but also to engage with a model of creative action (Theory U) that can be applied to teaching and learning, in much the same way that it supports leadership training and social innovation, within a transformative context.

#31

A Rural Pedagogy?

Steve Reid

Languages, Literacies and Media Education – UKZN

There are many facets to teaching and learning in a rural environment, only some of which are linked to information and communication technologies. The appeal of technology to overcome the challenges of distance and geography, seems to overshadow the advantages of the rural environment as a site of learning in its own right. All too frequently, a deficit-based perspective of rural areas that focuses on the gaps and deficiencies relative to urban areas, blinds visitors to the real strengths of rural systems and communities, that are potentially powerful sources of learning. Using experiences with health science students in rural and community-based engagements; this paper seeks to explore the meaning of “rural” in terms of educational theory. A number of innovative theorists including Paolo Frere began their work in rural communities. So what is it about the rural context that provides this stimulus to learning? The tangibility and relative simplicity of rural systems, a context in which things happen more slowly, are less densely populated, and are separated more clearly by time and distance may be helpful to students and teachers in understanding patterns and priorities. In addition, the social capital and cohesion inherent in rural communities may mitigate against the apparent material advantages of the city. Critical pedagogy, combined with a human rights perspective, people-centred development, service-learning, community-based and place-based education could contribute to what might be termed a “rural pedagogy”. Information and communication technologies could assist learning by facilitating the interchange of ideas, perceptions and understandings between urban and rural situation

#32

Decoding Multiple Choice Assessments: Lessons from the Extended Curriculum Programme in the Faculty of Humanities, Development and Social Sciences

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The use of multiple choice questions (MCQ) is a common mode of assessment in the social sciences. This is often due to large undergraduate classes. Although highly reliable, there is a question of the validity of this mode in measuring students’ knowledge. It is a difficult task to prepare students for multiple choice tests. This paper will draw on the experiences of the author as an extended curriculum tutor in the extended curriculum programme in the humanities. It will present and discuss an approach to the decoding and deconstruction of MCQ assessment that has shown promise in equipping students to prepare for and engage with MCQ tests. Quantitative student inter-group results and qualitative experiences of the exercise will be

presented and an argument developed for an increased focus on developing competencies related to MCQ tests amongst early undergraduate students.

#33

The Uses and Limitations of ICTs in Teaching: A Case Study of an Interactive CD-Rom in the Extended Curriculum Programme

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With the recent surge in the availability and use of information and communication technologies, increased attention is placed on the role of these technologies in facilitating effective pedagogy. This paper will examine the usefulness and limitations of ICT in the classroom through a case study of the development and implementation of an interactive CD-ROM teaching aide in the extended curriculum programme. Issues of technological access and literacy are explored through contextual and practical experiences of the teacher and students. The presentation will both explore the construction of the CD-ROM as well as the problems and successes of its implementation in the classroom.

#34

Narrative for Learning: Using Life Histories in a Certificate of Education Course

Peter Rule

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Narrative offers interesting learning opportunities to both students and lecturers within the context of a Certificate of Education (Participatory Development) course. This paper examines the use of a personal history writing activity to enhance student and lecturer learning at a number of levels, in particular its role in promoting self awareness, critical reflection and academic writing skills among students, and in providing the lecturers with insights into the contexts of students’ lives and prior learning – the story behind their stories. The paper is based on a thematic analysis of students’ life histories as well as of their written reflections on the assignment, and on the lecturer’s reflections on his learning. It draws on Bakhtin’s notions of dialogue and boundary, as well as a multiliteracies approach, to theorize the use of narrative in a tertiary learning situation.

#35

The Globalization of Higher Education: Challenges of Teaching and Learning in the New Knowledge Based Economy

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Increasingly, we have seen the global transformation of higher education (HE) more in response to the pressures of neoliberal globalization than to the need for critical citizenship, democracy and social justice. This has led to the increased commercialization, privatization and commodification of education. The processes of globalization have significantly impacted higher education restructuring. It has led to the knowledge base of the traditional university being challenged marked by a significant shift from the “epistemological foundations of the traditional university with its westernized humanistic frame of reference to a more technocratic, instrumental emphasis in terms of knowledge, language and goals” (Brooks, 2001, in Brooks & Mackinnon, 2001). These have implications for both the institution and the individual. What challenges and or opportunities do these present for academics in the university? This paper aims to explore the challenges of teaching and learning in the restructured university in the context of globalization. It examines the ways in which the South African higher education has responded to the demands of the new knowledge economy, its effects on restructuring at one university and on academic work, in particular, teaching and learning. Drawing on data from interviews conducted with women academics at the University of KwaZulu-Natal and through the use of the conceptual framework of micropolitics, the paper explores the ways in which restructuring is shaping organizational life. It further critically examines the changes that characterize teaching and learning, such as internationalization of the curriculum, information technology, internet and distance education and the ways in which this is reshaping the work of academics within the context of restructured university.

#36

Can Linguistic/Cultural Academic Barriers for Non-English Home Language Students Be Successfully Navigated By Students through an Integrated Multi-Lingual E-Learning Platform?

John Senior

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The key research question addressed is; can linguistic/cultural academic barriers for non-English home language students be successfully navigated by students when supported by an extended program curricula using an integrated multi-lingual e-learning platform? The challenges include significant differences in written and oral home language and English second language abilities among students entering the university system, including significant differences between students in rural and urban environments. These challenges have been addressed by constructing experiential

study materials using language and conceptual input from student focus groups rather than professional translators. Their input is then filtered through bi-lingual subject lecturers and language experts. The development process of new material and student responses to their implementation will be presented.

#37

Let the Doors of Learning Be Open to All – A Case for Recognition of Prior Learning

Anesh Singh

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In 2007, the Graduate School of Business (GSB) admitted 7 students onto the MBA program on the basis of RPL. The decision was challenged by senior academics at Faculty level on the basis that it was unfair that someone with no prior qualifications could be admitted to Masters study and would have a qualification equal to or just below that of academics who spent at least seven years to obtain a Masters qualification. It was argued that RPL was a national imperative and one which the University had a moral obligation to meet. Furthermore, it was argued that on the basis of the University policy on RPL that the School and Faculty had an obligation to comply. Six of the students are in their final year of study. They have passed all their coursework modules at the first attempt and are currently doing their dissertations. This paper examines the trials and tribulations experienced by the students in order to keep pace with their degreed classmates and to determine whether they were ever at a disadvantage.

#38

Some Strategies for Teaching Accounting to Generation Y

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This paper points to the compatibility of multiliteracy approaches with attributes assigned by sociologists to the current generation of young adults: ‘Generation Y’. It then considers the benefits of a multiliteracy approach in the context of a 2008 innovation in the School of Accounting, UKZN, principally funded by the South African Institute of Chartered Accountants (SAICA). While a major objective of the funders was to promote the academic achievement of Accounting students at all levels for whom English is an additional language, they were open to the idea that more interactive learning, facilitated by well-trained tutors, would promote the understanding and therefore achievement levels of every student including mother-tongue speakers of English. That this appeared to be the case was suggested by a twenty percentage point improvement in pass rates in two third-year courses where the course coordinators decided to embrace the initiative wholeheartedly. The innovation also involved enhanced use of the University’s Open Learning System (OLS) and a web-based speed-reading, comprehension and number recognition package - although neither of these

additional multiliteracy approaches could be given the time needed to fully develop its potential. The presentation will include video-clips of some of the tutorials in order to illustrate some strengths and shortcomings of the innovation in its early stages. The presentation will include video-clips of some of the tutorials in order to illustrate some of the strengths and shortcomings of the innovation.

#39

Information Operations Education for South Africa

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Information operations is a relatively new concept, however it comprises of a number of old principles and practices that have been used in politics, military circles and the corporate world for many years, such as information security, deception, marketing and propaganda. With the rapid progress in information and communications technologies these practices are evolving and can be employed and accessed by a greater range in the general population with a wider range of techniques, and are becoming more relevant to society today. As a result, there is a need to educate the future generations of corporate managers, politicians, law enforcement agents and military personnel in the concept of information operations so that they are aware of the strategies available to them, and that might be used against them.

This paper identifies and discusses core components in information operations, and proposes a course structure to introduce the concept of information operations as a field of study. A course such as this will create a heightened awareness of the concept and create greater competitive advantage.

#40

Learning Anywhere Anytime – An Investigation into the Possibilities Cell Phones Offer as Pedagogical Tools for Mobile Learning

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The one electronic device that most students on the various UKZN campuses probably have is a cell phone. Owning a cell phone to a certain extent implies that the students are au fait with the various functions of the phone such as Mxit, SMS and how to access the www. Yet, despite the prevalence of these electronic devices they are invariably viewed as intrusive and disruptive in traditional learning contexts and therefore outlawed. However, it would be tantamount to a form of neo-luddism to discard the one readily available electronic device that could be used for learning space, time and context. Like Postman (1993:5) we believe that “every technology is both a burden and a blessing; not either-or, but this-and-that.” We therefore, based on small scale research project in the Faculty of Education, argue that cell phones should be

embraced as pedagogical tools for mobile learning for its compact size, availability and ever increasing computing power makes learning possible anywhere anytime.

Integrating and Using IsiZulu as a Language of Learning and Teaching at University Level: A Sustainability Model

#41

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This paper discusses the organic development of a Sustainability Model for the implementation of an African language, viz. isiZulu, as a language of learning and teaching (LoLT) at tertiary level in a South African University. The model created the conceptual framework for research into and implementation of isiZulu as a medium of instruction in selected subject areas at University level. The aim of this project is to promote multilingualism in Higher Education. It has been funded by the South Africa-Norway Tertiary Education Development (SANTED). This article traces the initial development of this model, which drew on the findings of various research studies over a period of ten years, culminating in its application to the development of specialist discourse and terminology in isiZulu in specific subject areas in the Social Sciences, Health Sciences and Humanities curricula. The project involved the collaboration of various subject specialists in Psychology, Nursing, Dentistry and Education (Foundation Phase level). The implementation has been two-fold: the offering of basic communication skills courses in isiZulu for non-isiZulu-speaking staff and students involved in the above professional disciplines, and terminology development in the respective disciplines in order to enable the use of isiZulu in selected materials and tutorial groups. This SANTED-funded initiative (2006) has been a systematically-planned and deliberate intervention on the part of lecturers and researchers to introduce an African language as a potential LoLT, whilst at the same time contributing to the intellectualization of the language in question. The conceptual framework for this project was the Sustainability Model which is the main focus of this article.

#42

Let's Talk About Txt, Baby

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“2 much SMSing meanz no1 can read :(” read a recent South African news headline. Texting, SMS, Mxit, there has been a lot of controversy around this medium of communication, especially in South Africa where issues of literacy and readiness for tertiary education are so heatedly publicly debated. There is so much controversy about cell phones and their impact on learners in South Africa that it might be good to investigate the fundamentals of texting language and literacy. In this workshop we will examine authentic SMS language, look at learner surveys on their use of texting and try out ways teachers can

build upon the texting literacy of South African learners to develop meta-language awareness in students and pride in the multiliteracies they already possess.

#43

Ethical Literacy: Teaching Ethics and Values in the LLB degree

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The legal profession has a core set of ethical rules which govern a lawyer's practice. Although not all universities teach stand alone courses in legal ethics, they are coming under increasing pressure to do so. The UKZN law faculty does teach a stand-alone legal ethics course, and this paper examines the rationale for this, as well as exploring the following challenges experienced by the author: Firstly, the need to teach so that learners internalize the principles underlying the rules of legal ethics. Secondly, the need to teach in a manner that empowers learners to challenge complacency about the state of the profession, and the content of its ethical rules. Thirdly, the need to teach in a manner that equips learners for their role as powerful members of society, being the custodians of the right of access to justice, and the body charged with translating laws on paper into practical meaning.

END
