Re-envisioning African Higher Education:
Alternative Paradigms, Emerging Trends and New Directions

7th Annual Teaching & Learning Higher Education Conference
25-27 September 2013
Edgewood Campus, Pinetown

HOSTED BY: UNIVERSITY TEACHING & LEARNING OFFICE

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It may be argued that failure and attrition is institutionalized in the South African higher education system. Universities continue to come under on-going criticism, most notably for the quality and numbers of graduates.

While enrolments have grown substantially, a number of undergraduate cohort studies conducted in the last decade show dropouts remain high and graduation rates low. The Department of Higher Education and Training (DHET) recently presented data showing that of the 32,542 entrants in the 2006 cohort of 3-year undergraduate degrees, almost a quarter (24%) had dropped out in their first year of study and just under half (47%) by the end of 5 years with just over half of the cohort (53%) graduating (DHET HEMIS Cohort Study). The 4-year degrees in the same 2006 undergraduate cohort fared no better with 51% dropout already after 5 years. The high dropout, however, coincides with continuous annual enrolment growth (5% for 2006-2011).

At least one provocative observation that can be made is that increases in enrolments are possible because of the high attrition; and if the system did begin to do better at retention it would impact enrolments (assuming it is operating at capacity). Some evidence for this has begun to emerge at UKZN most notably in science programmes in which spaces are limited (due to for example laboratory space). As the University’s academic monitoring and support systems have begun to yield benefits, students are staying in the system in larger numbers and staying longer (for a number of reasons) or not graduating as quickly and thereby impacting new entrant enrolments. This dual increase in enrolment and retention impacts quality of teaching and learning and delivery of curricula.

For the period 2005 to 2010 headcount enrolment in the higher education system increased 21.5% while academic (instructional and research) staff increased 14.6% and not surprisingly student to staff ratios grew from 24 to 28 in the same period (Data from VitalStats, CHE, 2012). The state has invested massive “Infrastructure and Efficiency Funding” into the South African higher education system which could increase the quality and quantity of teaching and learning space significantly, but unless there is a similar large scale injection to increase and transform the academic staffing base, the system might at best hobble along inefficiently at great cost to all.

Yes, we know the schooling system is not yielding the quality of student that is desired by higher education. But, unless we move to a more enabling future-orientated higher education curriculum discourse, a self-fulfilling prophecy lodged in mediocrity will continue to be sustained and hold the system down as a whole. The introduction of indigenous languages and knowledge into university curricula have the potential to inspire new and fresh thinking about what is possible and to transform curricula.

Much of the discourse about curriculum reforms in higher education, if they do take place in South Africa, is about remediating schooling. Even the long standing debate about whether we should move toward a four-year degree has been in the main couched and motivated in deficits terms rather than about how university education needs to fundamentally change if it is to succeed in preparing students for a rapidly transforming future world. University teaching and learning in South Africa has its gaze firmly fixed on the high attrition and low graduation and much less is known or concerned with the quality of curricula experiences for better or top performing students and the kinds of knowledge and skills outcomes with which they are exiting the system.

At UKZN a rapid and large increase may be observed of African students graduating with cum laude and summa cum laude, some of whom come from disadvantaged backgrounds, but about whom very little is known and their success against enormous odds. A scholarship in the success of higher education and with it ways of thinking about what the system gets right and addressing what it does from that vantage point of successful practices might engender institutional reflection and review current undergraduate curricula from this perspective.
For decades, globalization scholars had us believe that the process of internationalization was irrepressible and irreversible and sooner or later its corrosive effects would be felt even by those who steadfastly resisted it. We now know that these grand narratives of global domination by the former western powers are being systematically dismantled. The decline in the economic influence of the USA and Western Europe and the ascendancy of the Asian tigers and Latin America and more recently the phenomenal expansion of African higher education are now challenging key myths. So, a key realization in the globalization discourse is that the context can and does mediate nation states' appetites to have their agendas shaped by external forces.

However, another curious irony now characterizes Higher Education development. Whilst globally, there is consensus that Higher Education is integral to the well-being of a nation, governments are investing less and less in Higher Education, leading to an increase in private sector-funded universities, and an increasing number of privately-funded students in public universities. While this development has widened university education opportunities, it has pedagogical implications. Diverse student populations with varied learning abilities, cultural capitals, social class, and linguistic variations are accessing Higher Education. Whereas the brightest and most committed students are still admitted as in the past, alongside these are students with neither strong learning abilities nor strong academic backgrounds. There are, consequently, demands on the university teacher in terms of designing relevant pedagogies and responsive technologies.

If improving teaching and learning is at the heart of contemporary higher education, it applies more so in Africa where student preparedness for higher education, success and throughput are less than satisfactory. And, if African Higher Education is to claim its right of self-determination from alien agendas, teachers in Higher Education will need to develop critical and reflexive approaches to teaching and learning underpinned by relevant theory and practice, scholarship and research grounded in the realities of the continent. In an age where the only constant seems to be change, with new directions in curricula, pedagogies and the use of technologies, some say academics are in danger of joining a liturgy of predecessors such as Elevator Operators and Lamp Lighters.

Research continues to highlight the gap between the emerging social learning approaches of students and the industrial-age instruction of lecturers. The gap is further highlighted by studies suggesting that there is a yawning dichotomy between student and lecturer usage of social media, where the former inhabit this world as residents, while the latter visit only when required. Others, often labelled as technophobes, Luddites, digital migrants and other such typecasts claim that learning technologies cannot and do not compensate for good teaching.

In this conference academics researchers and allied staff continue to add their voices to contemporary higher education debates, and share innovative approaches to education that show how these tensions can be addressed by appropriate approaches to curricula, pedagogy and technology. While lectures may no longer control the elevator of education in the way they once did, they are still responsible for igniting the lamp of learning - even though it now may require the click of a mouse rather than the squeak of chalk.
Come study at UKZN’s
College of Agriculture, Engineering & Science

- Spread over the Pietermaritzburg, Westville and Howard College Campuses, we offer inspiring, vibrant and beautiful surrounds.
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- UKZN offers extensive sporting, cultural and extramural facilities.
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- We offer something for everyone - you can choose from 5 Schools and 45 areas of subject specialisation.
- We are committed to high academic standards. UKZN is rated amongst the top three universities in Africa.
- We offer excellent teaching and academic support. Over 600 academic and support staff will be there for you throughout your degree.
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INSPIRING GREATNESS
In recognizing Teaching and Learning as a key driver for the successful training of high quality graduates, many leading tertiary institutions have established a diverse range of strategies to support and sustain this key domain.

The University of KwaZulu-Natal is no exception and Teaching and Learning is now firmly embedded at an Institutional, College and School level. While the unique Teaching and Learning challenges within the South African context still remains at the forefront, some measures of success, linked to commitment, teacher professionalism, enabling teaching support, as well as the incentivization and recognition of good teachers, are evident within the Institution.

As a leading generator of new knowledge within the Institution, the College of Agriculture, Engineering and Science is also committed to strengthening its contribution to the Promotion of Excellence in Teaching and Learning (Goal 4 of UKZN’s Strategic Plan 2007-2016).

The College of Health Sciences Teaching and Learning Office is envisioned to develop into an internationally recognized centre of excellence in supporting innovative, evidence-based Health Sciences Education Programmes in the African Region and to emerge as a leader in generating cutting edge scholarship in Health Sciences Education.

Our vision is aligned to the reforms in the health care systems globally, including South Africa. There is a paradigm shift from a curative focused approach to care, to a primary health care approach. In line with this transformation is the movement away from skills focused practitioner training to transformative and competency-based education that promotes student centered, evidence-based, interdependent, collaborative learning and social accountability. The College is working in close collaboration with the Provincial Department of Health and critical stakeholders in establishing generic graduate competencies that can be expected from all the students who will graduate from the College.

It is therefore envisaged that graduates produced from the College will be equipped with both professional and transferable life skills to be able to respond to the dynamic needs of the health care system and advances in technology; and who will contribute to positive health outcomes in KwaZulu-Natal and in the country. They should also be able to compete successfully locally and globally.
Our vision for teaching and learning in the Humanities and Social Sciences is to promote academic excellence through innovative world class teaching and learning programmes that foreground African Scholarship. One of our strategic objectives is to work towards curriculum transformation that will reflect global trends but with emphasis on African knowledge production.

The issue of language is at the center of curriculum transformation. Language can empower or disempower students. Language is an important determinant of quality. Knowledge is produced through languages unknown to the African population. This perpetuates the exclusion of Africa from knowledge creation and production. Effective teaching methods for student retention and throughput and the introduction of African Indigenous Knowledge Systems (AIKS) in the College are key to curriculum transformation. Communication is fundamental to effectiveness of teaching and learning methods. To this end the College of Humanities engaged in a range of activities which resulted in a first year undergraduate pass rate of 80% in both semesters of 2012.

Teaching and learning, while yet to mature as a discipline, has undoubtedly come to the fore at UKZN, through both the office of the DVC of Teaching and Learning, and now through the College Deans of Teaching and Learning, where the enterprise goes beyond traditional academic support for under-prepared students, to include a range of staff development initiatives where the emphasis is on developing the pedagogic skills of academic staff that meet the challenges of a 21st century tertiary environment.

While this is laudable, we need an on-going dialogue about the nature of the education we provide and to question whether it is indeed a truly emancipatory project that serves integral freedom in a society (both locally and globally) that is still tethered to various forms of master-slave relationships (many not immediately obvious until critically interrogated). Two central features of a truly emancipatory education, that is not just instrumentalist, is one that recognises the interconnectedness of all things, and one that works assiduously to dissolve the pervasive context of fear that permeates our psychological and social structures.
Strengthening leadership in closing the skills gap through research

The merSETA is one of the 21 Sector Education and Training Authorities (SETAs) established to promote skills development in terms of the Skills Development Act of 1998 (as amended). The 21 SETAs broadly reflect different sectors of the South African economy. The merSETA encompasses Manufacturing, Engineering and Related Services.

The various industry sectors are covered by five chambers within the merSETA: Metal and Engineering, Auto Manufacturing, Motor Retail and Component Manufacturing, New Tyre Manufacturing and Plastic Manufacturing.

The research unit engages with a small but robust community of academic researchers on skills development and vocational education and training professionals.

The current research strategy is also focused on partnerships with various national research entities and post-school (higher) education institutions to drive much-needed research in skills development in this sector.

Key research objectives are to:

• Develop a robust and reliable Labour Market Intelligence framework
• Build sector capacity in technical and vocational education and training (TVET)
• Provide a central point for the development, interpretation and implementation of sectoral research

Key research undertaken includes:

• Understanding the changing notion of artisan identity
• Linking supply of, and demand for, skills in the sector
• National, regional and sub-sector research to drive employment and job-creation
• Understanding the notion of employability and TVET

The partnership approach has yielded considerable value and currently engagements are in the process of being developed with a range of universities and academic entities to respond to the skills development challenges faced in the sector.
Higher Education Training and Development (HETD) promotes the field of Higher Education in all its facets and forms, as an area of scholarship and praxis. It strives to provide a conducive and stimulating environment for developing and supporting research-based professional practice in areas such as curriculum design and development, professional development, teaching and learning, policy development, assessment, quality and excellence, leadership and management, organization and institutional development and systems in Higher Education.

HETD now offers a revitalised Postgraduate Diploma in Higher Education, a Masters in Higher Education (Teaching and Learning) and a Masters in Higher Education (Student and Professional Services); the Master in Higher Education (Research only) and the PhD programme continue. The HETD staff is currently developing a PhD programme in Leadership and Management in Higher Education in collaboration with the Universities of Tampere and Helsinki (Finland), Makerere (Uganda) and the Uganda Management Institute, and the University of Yaounde II (Cameroon).

Staff development and capacity building through both formal and informal processes are seen as key activities, fostering research-based practice while consolidating technical input and assistance. The Unit has developed and offers four courses in the University’s Education Induction Programme and has embarked on a number of new initiatives, including the study on “African Flagship Universities” and “Early Career Academics”. The Unit has recently launched an International Journal of African Higher Education as a joint initiative between the International Network for Higher Education in Africa and the Association of African Universities.

Driven by the understanding that “every student matters” QPA believes that the University of KwaZulu-Natal has established systems, policies and practices to promote access with success in all its programmes. While recognising that the quality assurance and promotion (QPA) function is cross cutting, there is a realisation that the greatest need for quality assurance remains in the area of teaching and learning.

As a department we support academics in curriculum renewal and conduct quality reviews within schools, disciplines and programmes. As part of the teaching and learning team, quality promotion and assurance acts as a catalyst for academics to reflect on their practices through reviews, student evaluation reports and graduate surveys; to provide feedback on how the student learning experience could be improved both inside and outside the classroom.

The new QPA policy, with its accompanying principles and procedures, presents a stepping stone to a fully functioning quality assurance system where monitoring and evaluation can be enhanced to promote the ideals of goal 4 in the UKZN strategic Plan (2007-2016) through a number of quality projects that also to assess the effective and efficient use of available resources geared towards improving systems and fostering institutional research.
Keynote Address

The Academic Profession: Salaries, Culture, Academic Freedom in a Changing University

The academic profession faces unprecedented challenges in the context of the massification of higher education on the one hand and the growth of the global knowledge economy on the other. Without a committed and highly qualified academic profession, no university can be successful. Universities must have a culture that supports productive academic work, and a structure that includes careful evaluation of academic work, a career structure for academics, appropriate academic freedom, and salaries that permit academics to live in a middle-class status in their society. In many universities, there is a clear deterioration in the terms and conditions of academic work, and a commensurate difficulty in attracting the “best and brightest” to the academic profession.

Workshop

The Research University in a Developing Academic System

Research universities are special institutions in the academic system. They typically are at the apex of a system and are the universities that link more directly to the international knowledge system. Every country requires one or more research universities, yet most universities should not be research intensive. Research universities have such key characteristics as a focus on research productivity as a central mission, links with international universities, a high concentration of faculty with doctoral qualifications, higher academic salaries than the average, a competitive international academic culture, and others. The challenges of creating and sustaining research universities in a developing academic system such as in South Africa is a special challenge.
The Precariat: Educational Commodification and Status Frustration in Higher Education

Globalisation and the neo-liberal agenda have generated a global class structure in which the precariat is a huge class-in-the-making, who are denizens, not citizens, with weak rights of any kind. The precariat consists of supplicants, struggling for security and facing chronic uncertainty. The commodification of the educational system all over the world, including Africa, has contributed to its growth, and to its alienation and anger, in that ‘human capital’ formation and job preparation have superseded other narratives for education, in the process generating a young generation holding lottery tickets that cost more and more to acquire and that are worth less and less. The education system has shown signs of generating a form of social apartheid.

All those in the education system must recover a sense of education as a critical, liberating process and a human right. The precariat inside the system – the adjunct academics, the casualised teachers and the host of auxiliaries – must unite to combat their own commodification and deep anomic frustration. And the precariat being produced by the educational institutions must turn their status frustrations into a progressive educational counter-movement.

Workshop

Reviving Education: A Precariat Charter

The workshop will explore themes raised in Guy Standing’s keynote. In particular, it will, first, explore the characteristics of the precariat as a global phenomenon, highlighting the growth of a precariat inside the educational system, and the social, educational and economic consequences of that growth. It will then consider how the educational process is contributing to the societal precariousness, highlighting aspects of the “precariatised mind”. It will then consider the fragmentation of the educational system in contributing to the new class structuring of labour markets and society. It will then consider how the commodified educational process is intensifying inequalities and insecurities in the precariat.
Plenary Address

Embedding aspects of African cultures and history in mathematics curricula in higher education?

Mathematics curricula in higher education in African countries have generally not been very different from those of American and European countries. Mathematical topics from differential and integral calculus to linear algebra, from geometry to algebra and probability theory, have been dominantly presented in a rather abstract way, often quite unrelated to the fields in which they may be used, and mostly in such a manner that these mathematical topics seem to students-learners ‘culture-free’ or ‘above culture’, ‘gender-free’, ‘without history’, and often even ‘without sense’, mostly originated in the ‘West’ or ‘North’. In some universities, for instance, in Botswana and Uganda – apparently being notable exceptions -, an attempt is being made to link the study of mathematics at university level to research by faculty members on mathematical modeling of HIV-aids and malaria, continuing similar earlier initiatives beginning in the 1980s and 1990s in Sudan and Kenya concerning malaria, bilharzias, desertification, plants pests, etc.

Do students of mathematics become more motivated and more stimulated when they are in contact from the first moments in higher education onwards with building mathematical models that may contribute to the solution of scientific and societal problems? Does an understanding of the roots of mathematical ideas in culture and society increase among the students an awareness of the role and the responsibility of future mathematicians and future mathematics teachers? Do students engage more enthusiastically and with more success in mathematical learning activities when they do not see and do not feel a separation between their ‘home culture’ and the ‘mathematical curriculum’? What has been the place of Africa and of African mathematicians in the history of ‘world’ mathematics? Also, what has been the place of Asia in the history of ‘world’ mathematics? These are some questions for reflection.

Workshop

Mathematical ideas in African cultures and possibilities to explore them in higher education

In the first part, examples of some mathematical ideas, reflections and notations developed on the African continent will be presented, from the earliest times to the present, from South Africa to the Maghreb and Egypt. In the second part, mathematical aspects and potential of two particular African traditions, those of ‘sona’ sand-drawings in Eastern Angola and of ‘mpango’ mat weaving patterns in Northern Mozambique will be illustrated. It will be shown how an analysis of a class of ‘sona’ and a particular pair of ‘mpango’ led the discovery of a new type of matrices with attractive geometric properties, that can be explored in an introduction to matrix theory.
Prof Ian Scot was responsible for the coordination of the research and development of the recently published CHE proposal on undergraduate curriculum reform in South Africa.

**Plenary Address**

**A Conversation on Higher Education Curriculum Reform in South Africa**

The longstanding ‘four-year degree’ debate led to the Council on Higher Education establishing, in 2011, a Task Team charged with investigating the effectiveness of South Africa’s undergraduate curriculum structure as a framework for meeting the pressing challenge of improving graduate output and outcomes. The Task Team was chaired by Njabulo Ndebele and comprised senior academic leaders. Its recently-published final report, based on extensive research and analysis, proposes the introduction of a flexible curriculum structure based on an additional year of formal time for current three- and four-year qualifications as the norm, with provision for students who can complete in less time to be able to do so.

The Task Team sees its proposal as a key opportunity for South African higher education to begin to break away from aspects of its colonial legacy that are impeding student success, and to develop curriculum structures that are responsive to the realities of our educational context. Following a brief outline of the main points of the case for curriculum reform, this presentation will focus on key implications of the proposal, ranging from equity and academic standards to its affordability by the state and the students.
Distinguished Teachers 2012

Dr Anthony Collins is lecturer in the School of Applied Human Sciences, College of Humanities. In selecting Dr Collins as a distinguished teacher the Committee noted that Dr Collins is an outstanding teacher who uses a variety of innovative methods, texts, visuals and online resources.

Having recently completed his doctorate, he employs ground-breaking techniques that address gaps not only in the discipline of Applied Human Sciences but also within our society. He demonstrates deep emotional maturity as is reflected in his teaching philosophy and practice and coordination of postgraduate Honours and Masters level courses.

Dr Collins was involved in the development of a textbook, contributed to a text in psychology and introduced online material translated into isiZulu. He exemplifies the attributes of a UKZN distinguished teacher.

Dr Schoeman, a Senior Lecturer in the School of Life Sciences in the College of Agriculture, Engineering and Science, is recognised for his innovative approach to teaching. His research areas focus mainly on the evolution and ecology of animal communities in southern Africa and Madagascar, particularly those of bats.

His evaluations by both students and peers demonstrate that he is recognised and highly respected within the discipline. Dr Schoeman uses a range of innovative multimedia teaching methods. This is supported by a range of teaching material that has been developed in support of his teaching strategies emanating from his progressive philosophy of teaching.

Dr Schoeman strives to reach out to underprepared students and uses a range of tasks to assess student’s learning, providing valuable feedback on assessment tasks to ensure that they also succeed. He has an excellent relationship with both staff and students.
Formerly the Edgewood College of Education before its incorporation in 2001, the Edgewood campus in Pinetown is the University’s primary site for teacher education and the home of the University’s School of Education.

Situated in Pinetown with easy access to the N3 highway and approximately 20 minutes’ drive from Durban, the campus offers sophisticated and attractive facilities to a growing number of Education students and is close to all major amenities. The School provides initial and in-service teacher education and offers university higher degrees in a wide range of specialisms in education as well as carrying out research and consultancy.

The School is actively engaged with policy-making in education in South Africa and contributes to the international profile of the university through participation in international conferences, teaching international students, hosting international visitors and publishing in international books and journals.

Source:
http://www.ukzn.ac.za/about-ukzn/campuses
Guidelines for Chairing & Presenting a Conference Session

Dear Colleague,

Much of the success of the conference will rest on the efficiency with which we manage the limited time available to presenters and their audiences. We therefore urge the session chairpersons to recognize that they are the leaders of their sessions with the responsibility to maintain smooth progress according to a prearranged schedule in a courteous and professional manner.

Prior to Your Session:
- Try to meet the presenters you will be sharing the session with, at least 10-15 minutes before the start of your session.
- Discuss the method you will use to notify them when they are nearing their presentation time limit and how you will interrupt them if they have reached the end of their allotted time. Try to leave time for pertinent questions and answers (especially if the talk is particularly inspiring or controversial).
- Ensure that you have uploaded your presentations to the resident Laptop. Check that your presentation can be projected on the screens provided. Please report any technical issues to the conference team member based at your venue.
- Please remember to inform the attendees in your session that they are free to get up and move to another session after each talk. Two or three minutes should be allocated for this anticipated movement of people from session to session.

When Your Session Begins:
- Your audience will appreciate that you are in charge and concerned about them and the quality of the session. If needed, politely encourage the audience to settle into their seats and conclude their conversations.
- Introduce yourself as the presenter and give your affiliation.
- Encourage attendees to complete the Evaluation Form (included in the conference bags) during your session.

During Each Presentation, the person not presenting (session Chair) should:
- Keep track of elapsed time during a presentation:
  - At 20 minutes of a 30-minute talk, give a *signal* to the speaker (could be card raised, or low voice). Adjust as necessary for longer presentations.
  - At 25 minutes of a 30-minute talk, *signal by standing up, or actually stating “It is time to conclude”).

Question/Answer Period - the Session Chair should:
- Invite questions/comments.
- Have at least one general question ready for each speaker in order to help get the discussion off the ground, should the audience be reticent.
- As the allotted time for the speaker's talk ends, initiate applause for the speaker.

At the End of the Session:
- When the last speaker’s presentation and questions/answers have concluded, THANK the audience for attending.
- Remind attendees to complete their evaluations.

Thank you for your efforts in making this a successful Conference

Sincerely,
Dr Rubby Dhunpath
Conference Convener & Chairperson
Director: Teaching & Learning
## General Conference Information

<table>
<thead>
<tr>
<th><strong>CONFERENCE VENUE &amp; PARKING</strong></th>
<th>The main conference venue is the Edgewood Main Tutorial Building (a.k.a Tutorial building), on Edgewood Campus. Parking is available at the rear student car park and the grass area adjacent to the rear student car park. A grass area just below the rear student car park may also be used.</th>
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<tbody>
<tr>
<td><strong>REGISTRATION, HELPDESK LOCATION AND OPENING HOURS</strong></td>
<td>The Helpdesk is located at the foyer, on the ground floor of Tutorial building, near the Margaret Matthews Lecture Theatre (MMLT). The Helpdesk will be open for registration at <strong>07h30 on Wednesday 25 September</strong>, and daily thereafter from <strong>08h00 to 17h00.</strong></td>
</tr>
<tr>
<td><strong>NAME TAGS</strong></td>
<td>Please <strong>wear your name tag in plain view</strong> at all times. It serves as your entry-pass to ALL conference sessions, catering, cocktail event and dinner.</td>
</tr>
</tbody>
</table>
| **WIFI** | Internet access will be available for the duration of the conference.  
**Username:** Utlo2013  
**Password:** Conference2013 |
| **CATERING** | Tea & coffee will be served during breaks on the ground floor of Tutorial Building. Lunches will be served at the Edgewood conference centre.  
Note: If you have not already done so, please notify (the Helpdesk) of any special dietary requirements. |
| **DINNER** | The Conference Dinner will take place in the Edgewood conference centre. Dress is smart-casual. Live entertainment will be provided. |
| **EMERGENCIES** | In the event of an emergency, or if in need of medical attention; please alert the staff at the Helpdesk. |
| **CELLPHONES** | Conference delegates are requested to **switch off cellphones** during conference presentations. |
| **NO SMOKING POLICY** | UKZN has a strict **NO-SMOKING policy** in all buildings. Delegates are requested to observe this policy. |
| **TIMEKEEPING** | There is a 5-minute allowance between presentation-sessions to enable room changes. Presenters are requested to conclude their sessions timeously. Also, please remember that the real benefit to all participants derives from the interaction rather than lengthy presentations with minimal time for questions and answers. |
| **LOCAL TAXI COMPANIES** | Eagle Taxi’s: 031-337-8333  
Mozzie Cabs: 031 303-5787 |
Conference Committees

Steering Committee
Prof Renuka Vithal
Dr Rubby Dhunpath
Dr Nyna Amin
Dr Mihalis Chasomeris
Dr Angela James
Dr Ronicka Mudaly
Dr Vimolan Mudaly
Dr Jaya Naidoo
Dr Daisy Pillay
Dr Saras Reddy
Mr Rishi Hansraj
Ms Nondumiso Cele
Ms Silindile Mchunu
Ms Monwabisi Mhlophe
Ms Corlia Ogle
Ms Reshma Subbaye

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Ms Reshma Subbaye
Prof Salim Akoojee
Prof Hassan Kaya
Prof Nobuhle Hlongwa
Prof Fikile Mtshali
Prof Kriben Pillay
Prof Damtew Teferra
Dr Nyna Amin
Dr Angela James
Dr Lumkile Lalendle
Dr Jaya Naidoo
Dr Saras Reddy
Mr Nicholas Munro
Ms Alison Walker

Alternation Special Edition
(6th Annual Teaching & Learning Conference)
Transformational Trends in Higher Education Scholarship and Curriculum
Vol 19, No.2, 2012
Guest Editors
Dr Rubby Dhunpath
Dr Nyna Amin
Dr Mary Goretti Nakabugo

Abstracts Editor:
Dr Ronicka Mudaly

Conference Programme:
Ms Corlia Ogle
# Conference Programme

## DAY 1 – WEDNESDAY, 25 SEPTEMBER 2013

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<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>07h30 – 08h45</td>
<td><strong>REGISTRATION, TEA/COFFEE</strong></td>
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<tr>
<td>08h45 – 09h05</td>
<td><strong>WELCOME &amp; INTRODUCTION:</strong> Dr Rubby Dhunpath, Director: Teaching and Learning</td>
</tr>
<tr>
<td>09h05 – 09h25</td>
<td><strong>OPENING ADDRESS:</strong> Professor Renuka Vithal, Deputy Vice-Chancellor: Teaching and Learning</td>
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<tr>
<td>09h25 – 10h25</td>
<td><strong>KEYNOTE ADDRESS:</strong> Professor Philip Altbach, Director: Centre for International Higher Education</td>
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<td>The Academic Profession: Salaries, culture, academic freedom in a changing university (#2)</td>
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<td>Professor Damtew Teferra, Director and Professor: Higher Education Training and Development, UKZN</td>
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<tr>
<td>10h25 – 10h40</td>
<td><strong>TEA/COFFEE – Corridors of Ground Floor, Main Tutorial Building</strong></td>
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### SESSION 1

<table>
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<th>Time</th>
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<tr>
<td>10h45 – 11h45</td>
<td><strong>SESSIONAL CHAIRS:</strong> Each session has two presenters; each of the presenters will serve as Chair for the other</td>
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### Main Venue: Margaret Martin Lecture Theatre (MMLT), Main Tutorial Building, Edgewood Campus

- **07h30 – 08h45**: Registration, Tea/COFFEE
- **08h45 – 09h05**: Welcome & Introduction: Dr Rubby Dhunpath, Director: Teaching and Learning
- **09h05 – 09h25**: Opening Address: Professor Renuka Vithal, Deputy Vice-Chancellor: Teaching and Learning
- **09h25 – 10h25**: Keynote Address: Title of Keynote: Chair:
- **10h25 – 10h40**: Tea/COFFEE – Corridors of Ground Floor, Main Tutorial Building

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<td>#116. S Ramklass &amp; A Ajith Re-Envisioning Post-Graduate Student Support: Alternative supervision paradigms</td>
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<td>#42. R Govender Teaching Styles Accommodative of Learning Preferences for Mgt Students at UKZN</td>
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<td>#58. L Khumalo Mandatory Zulu Module at UKZN. Reactions to Policy. A Corpus Based Analysis</td>
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<td>#21. N Chetty Student Responses to Being Taught Physics in isiZulu</td>
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<td>#82. S Mthiyane Re-imagining Novice Teachers as Leaders and the Role They Can Play in Building a Community of …</td>
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<td>#23. A Collins (DTA) Joy, Optimism, Helplessness and Despair: Counter-transference in teaching sensitive …</td>
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<td>#29. P Denny &amp; M Maharaj Cultural Factors as a Predictor of First-Year Academic Performance in IST Education</td>
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<td>#47. MS Herbert Using the Classroom Response System as a Tool in Classroom Instruction to Facilitate Class</td>
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<td>#121. R Reid &amp; P Conradie The Influence of Cognitive Style of SA Students on Suitable Hypertext …</td>
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<td>#39. RN Kizito</td>
<td>Developing Continuous Professional Learning Strategies for the 21st Century Higher Education</td>
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<td>#125. Michael Samuel</td>
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### DAY 2 – THURSDAY, 26 SEPTEMBER 2013

**NEW CONFERENCE CENTRE, EDGEOOOD CAMPUS**  
**COCKTAIL EVENING**  
Live Entertainment by *That’s Entertainment*

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| 09h00 – 10h00 | **KEYNOTE ADDRESS:**  
Professor Guy Standing, School of Oriental and African Studies, University of London, United Kingdom 
The Precariat: Educational commodification and status frustration in higher education (#138)  
Professor Murthee Maistry, School of Education, UKZN |

| Session 6 | **Chair:**  
FM Shange  
SL Ntuli  
M Matthews |
|-----------|-------------------------------------------------|
| 10h05 – 11h05 | **Chair:**  
S Sader  
L Koening  
P Narismulu  
EO Ayandiran  
L Van Laren  
R O’Hara  
N Davids, M Nkosi, et al  
R Rawatlal |

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| Chair: FM Shange  
#102. SL Ntuli  
Ukuugandwa  
Kweqashelo Leshili  
Zisintu Emfundweni  
Ephakange / Exploring the Importance of Human Languages in Higher Education  
Chair: S Sader  
#156. M Matthews  
Preparing students for bilingual medical practice in SA: Are we succeeding and what do students think?  
Chair: FF Omia  
#108. R Padayachy & L Latelile  
Experiences of Post-Doctoral Fellows at UKZN  
Chair: P Narismulu  
#60. L Koening  
Teaching Critical Thinking and Problem Solving Skills By Means of the P.O.W.E.R. Research-Based Framework  
Chair: EO Ayandiran  
#35. N Dumisa  
The UKZN’s Academic Staff and Students’ Perceptions and Perspectives of Bilingual Instruction at the Institution  
Chair: L Van Laren  
#143. J Tchatchoueng  
My Home Language For Bread  
Chair: R O’Hara  
#72. T Mapasa  
Undergraduate Research Students Experiences of Conducting Research  
Chair: R Rawatlal  
#28. MN Davids, M Nkosi, et al  
Reflections on Experiences of an Enacted Curriculum in a Postgraduate Honours Module |
| Chair: FF Omia  
#124. S Sader  
Teaching and Learning in the Corporate University: A feminist perspective  
Chair: S Sader  
#103. M Matthews  
Teaching and Learning in the Corporate University: A feminist perspective  
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#107. FF Omia & WK Nimukunda  
The Professionalization of the Management, Administrative and Support Sectors in Higher Education in Uganda.  
Chair: L Koening  
#96. P Narismulu  
Teaching Social Justice in English Studies  
Chair: L Koening  
#95. EO Ayandiran & N Mtshali  
Computer Literacy, Competency, and Perception of E-Learning among Nurses in Nigeria  
Chair: N Dumisa  
#140. L Van Laren & B Goba  
Foundation Phase Mathematics Teachers Prepared through the Medium of English: Experiences of practicing teachers …  
Chair: J Tchatchoueng  
#103. R O’Hara  
Supplemental Instruction: Not only beneficial to students but to SI leaders too? A Probe into the effects of SI on SI leaders  
Chair: T Mapasa  
#103. R O’Hara  
Supplemental Instruction: Not only beneficial to students but to SI leaders too? A Probe into the effects of SI on SI leaders  
Chair: M N Davids  
#118. R Rawatlal  
Teaching, Learning and Researching in the 21st century – Technology in modern scholarship |

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<td>Alternative Frames: University students' perspectives on using photo-voice as a pedagogical tool in Social Science Education</td>
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**NEW CONFERENCE CENTRE, EDGEWOOD CAMPUS**

**GALA DINNER**

Live Entertainment by *That’s Entertainment*
### DAY 3 – FRIDAY, 27 SEPTEMBER 2013

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<td>PLENARY ADDRESS: Professor Paulus Gerdes, Universidade Pedagogoica, Mozambique</td>
<td>Embedding Aspects of African Cultures and History in Mathematics Curricula in Higher Education? (###8)</td>
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<td>Conversation on Higher Education Curriculum Reform in South Africa (###26) Dr Rubby Dhungpath, Director: Teaching and Learning</td>
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<td>IZimo ababhekana nazo abafundi bamazingsa aphekeme eMfundo kanye nemdlila abakubuka ngayo ukufunda ngolin iKwesiZulu eMfundo YafwaZulu pale KwaZulu-Natal / PG Students’ Experiences &amp; Attitudes towards IsiZulu as a Medium of instruction at the UKZN</td>
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<td>Using Collaborative Teaching and Learning to Implement Critical Pedagogy in a HE Lecture-Room</td>
<td>Revisiting the Concept of Educational Disadvantage: A comparative…</td>
<td>Preservice Teachers’ Views and Conceptual Changes of Indigenous Knowledge-Science Relationship through…</td>
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<td>Chair: R Mudaly</td>
<td>Chair: A Pillay</td>
<td>Chair: N Duymun-Demirtas</td>
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<td>Exploring Pre-Service Teachers’ Knowledge of Instructional Tools for Mathematics</td>
<td>Learning Effective Skills</td>
<td>Reconstructing English Language Textbooks Using a CDA Approach for an Inclusive Pedagogy</td>
<td>The Need for Indigenous African Musical Arts Education in Tertiary Institutions inspired &amp; informed…</td>
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**SESSION 14**

Main Venue: Margaret Martin Lecture Theatre (MMLT), Main Tutorial Building, Edgewood

13h20 – 13h35

Reflections, Concluding Remarks & Closure

LUNCH – New Conference Centre
Book of Abstracts
1. Selective Memory In Action: South African further and higher skills in transition

S. Akoojee
Manufacturing and related serves SETA, South Africa

Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

The past fashions the present and shapes the future. Understanding it gives us perspective of what is, and can be, and locates what can, and needs to be. In a world characterised by so much uncertainty ... this is the only constant. Apprenticeship has made a comeback in the national discourse. Mid-level skills development has been placed at the centre of the South African post-school education and training system since 2010. Artisanal skills development, through an apprenticeship route in particular, has been firmly re-established and given heightened attention. This paper explores the origins of the current system and whether we are on the right track in resolving its associated challenges in light of the current socio-economic and labour market context. The paper explores the role of the current skills development system in South Africa. It argues that much of where we are in South Africa, is fashioned by an unequal and ‘inglorious’ past apartheid system. This paper undertakes a systematic examination of the past, with a view on the present. It is clear that many of our current challenges originate from that ubiquitous system and not understanding it leads further and further to a quagmire from which we might not emerge if we don’t begin to respond appropriately. Key to the argument of this paper is the understanding that the past, it’s racially exclusivity aside, created a foundation from which the current technical and vocational and artisanal system emerges. The apartheid structure, while it nursed some centres of technical excellence, generally undermined the technical and vocational and artisanal system and led to key issues of, inter alia, status and funding of the system that lives with us still. In particular, the implications of this situation to further and higher education articulation is explored.

Keywords: apprenticeship, skills development, apartheid

2. KEYNOTE: The Academic Profession: Salaries, culture, academic freedom in a changing university

P. Altbach
Boston College, United States of America

The academic profession faces unprecedented challenges in the context of the massification of higher education on the one hand and the growth of the global knowledge economy on the other. Without a committed and highly qualified academic profession, no university can be successful. Universities must have a culture that supports productive academic work, and a structure that includes careful evaluation of academic work, a career structure for academics, appropriate academic freedom, and salaries that permit academics to live in a middle-class status in their society. In many universities, there is a clear deterioration in the terms and conditions of academic work, and a commensurate difficulty in attracting the “best and brightest” to the academic profession.

Keywords: academic profession, challenges, evaluation
Research universities are special institutions in the academic system. They typically are at the apex of a system and are the universities that link more directly to the international knowledge system. Every country requires one or more research universities, yet most universities should not be research intensive. Research universities have such key characteristics as a focus on research productivity as a central mission, links with international universities, a high concentration of faculty with doctoral qualifications, higher academic salaries than the average, a competitive international academic culture, and others. The challenges of creating and sustaining research universities in a developing academic system such as in South Africa is a special challenge.

Keywords: research university, academic system, IKS

#4. Envisioning Curriculum Without Borders for Palliative Care

P Altbach
Boston College, United States of America

Research universities are special institutions in the academic system. They typically are at the apex of a system and are the universities that link more directly to the international knowledge system. Every country requires one or more research universities, yet most universities should not be research intensive. Research universities have such key characteristics as a focus on research productivity as a central mission, links with international universities, a high concentration of faculty with doctoral qualifications, higher academic salaries than the average, a competitive international academic culture, and others. The challenges of creating and sustaining research universities in a developing academic system such as in South Africa is a special challenge.

Keywords: research university, academic system, IKS

N Amin & L Campbell
University of KwaZulu-Natal, South Africa

This paper focuses on the experiences of healthcare workers’ palliative care experiences in deep rural areas of KwaZulu-Natal. Some of the healthcare workers were volunteers with minimal training in the care of persons facing death due to an incurable disease or poor health prognosis. The patients lived in conditions of poverty and had limited access to modern healthcare services. Some of them faced death due to starvation and contextual adversities rather than a life-limiting illness. Despite these contextual peculiarities, a curriculum designed for developed contexts was used to train palliative caregivers. Six healthcare workers, four qualified and two unqualified volunteers, involved in home-based care, participated in the study. Photo-elicitation techniques were used to generate data during interviews. The findings indicate that the caregivers’ experiences of home-based care made apparent the limitations and ineffectiveness of the curriculum for a developing world context. The curriculum excluded patients’ spiritual beliefs and cultural values in respect of healthcare, dying and death, making the work of healthcare workers untenable and uncertain. To factor uncertainty into curriculum design, we argue, will not only respond to the needs of patients and caregivers, it is also a more resilient means to capture the simultaneous, yet different realities within the same context or across multiple contexts. Hence we propose a curriculum without borders, envisioned through a post-structural lens.

Keywords: internet addiction, digital distraction, learning style
#5. Computer Literacy, Competency, and Perception of E-Learning among Nurses in Nigeria

EO Ayandiran & N Mtshali
University of KwaZulu-Natal, South Africa

Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

E-learning is experiencing a phenomenal growth in the 21st century especially in the world of higher education. Its positive impacts on the teaching-learning process cannot be over-emphasised. One ingredient considered essential to its design and implementation, however, is a needs assessment. This study, which was a part of a larger study on facilitation of the development of a blended e-learning model in a resource constrained setting for nursing education, assessed the computer literacy, competency and perception of e-learning among nurses in Nigeria. The study employed a complimentary quantitative/qualitative data collection approach. Quantitative data were collected with the aid of an adapted structured questionnaire administered on a cluster sample of 402 nurses selected across the six geo-political zones of Nigeria. Qualitative data were gathered through key informant interviews of 18 purposively selected information-rich nursing leaders. Nurses were drawn from both the clinical settings and the academia with virtually all cadres represented. Data was analysed with descriptive and inferential statistics using SPSS 21 for quantitative data and NVIVO 10 for the qualitative data. Results showed an age range of 21 – 56yrs with a mean of 31.2±12.8, and a preponderance of women participants. Findings further revealed that many of the nurses (94.8%) have poor computer knowledge; many (48.3%) possessed poor computer skills. A fair majority however had a positive perception of e-learning. Field interview findings were consistent with these quantitative findings except that a few of the key informants expressed scepticism at the possibility of using e-learning as a ‘stand-alone’ to gain mastery of the affective and psychomotor domains of learning.

One element that appears crucial to successful implementation of e-learning in nursing in the Nigerian context is a computer appreciation programme; and given that nursing is as much a practice profession as an academic discipline, a blended e-learning approach therefore holds great promise.

Keywords: blended e-learning, computer skills, nursing education
#6. Cross-Cultural Social Research with Indigenous Knowledge (IK): 
Some dilemmas and lessons

D Banda & R Islam
University of Zambia, Zambia

**Theme:** 4. New directions in researching indigenous epistemologies in Africa

This paper looks at many contemporary issues in cross-cultural social research with indigenous knowledge (IK). The paper draws some practical examples and experiences based on two PhD research works done in two countries in the South - Zambia (Banda, 2008) and Bangladesh (Islam, 2009). The paper highlights dilemmas that students from the South doing research studies in the North and supervised by researchers from the North find themselves in. The paper further explores challenges researchers face in doing research in indigenous knowledge systems as the common shared belief among many researchers both in the North and South is that indigenous knowledge belongs to ‘primitive tribes and that no body of knowledge can be owned by a tribe or group of people and that alternative knowledge to universal knowledge is ignorance.’ The paper argues against this thought and calls it a Eurocentric assumption. Finally, this paper highlights the need for more research in IK by researchers from both the North and the South. The paper suggests that there is need to take into account the peculiarities and complexities that are prevalent in cross-cultural research in the area of IK.

**Keywords:** eurocentrism, north-south complexities, cross-cultural research

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#7. Education For All (EFA) and the African Indigenous Knowledge Systems (AIKS):
A case of the Chewa people of Zambia

D Banda
University of Zambia, Zambia

**Theme:** 4. New directions in researching indigenous epistemologies in Africa

This paper offers insight into the intersecting influences of the research on Education for All (EFA) and the African Indigenous Education Systems (AIKS). This research investigates whether AIKS can enhance the achievement of EFA with particular reference to the Chewa people of Zambia. The paper illuminates challenges that many countries have experienced in their effort to achieve EFA. In many developing nations such as Zambia, and among the Chewa people in particular, quality, relevance and credibility of the education are some of the factors affecting the provision of EFA. This paper has argued that formal schooling education, in its current form may not be the right vehicle to deliver EFA. The paper has proposed alternative forms of knowledge that could be hybridized with the formal schooling education to address some of the challenges identified. The paper is an attempted to re-appropriate some Chewa AIKS to theorize curriculum and pedagogy reforms that could enhance the achievement of EFA. We argue that the most powerful currency of the 21st century is not a dollar, pound or Euro, but knowledge, and much of this knowledge is passed to the young through school curricula. We assert that this is not head knowledge required to pass an examination and obtain a certificate but knowledge that can enable a given nation to turn the God-given resources into wealth for the benefit of the nation. We conclude that the integration of the African Indigenous Knowledge Systems (AIKS) into the formal schooling curricula could enhance the achievement of purposeful education for a sustainable development.

**Keywords:** Education For All, developing countries, curriculum reform
**#8. Theory Against Practice: Training of teachers in a vacuum**

D Banda, L Mweemba, G Muleya & E Simuyaba  
University of Zambia, Zambia

**Theme:** 9. Re-envisioning further education and training and higher education articulation

This paper is based on a study conducted in selected schools in Lusaka District in Zambia. The study aimed at getting teachers’ and head teachers’ perceptions on the performance of University of Zambia student teachers in teaching practice. The study employed both qualitative and quantitative research designs. Questionnaires and interviews for head teachers and class teachers mentoring the student teachers were administered. The main findings were that the training offered to these students did not prepare them for real-life situations in the field. The absence of values, attitudes, morals and practical methods, approaches and techniques to suit real life situations in schools make the training offered ineffective and irrelevant. The study recommended more induction (the process of providing training and support during the first few years of teaching or the first year in a particular school) and teacher development or Continuing Professional Development (CPD) (an in-service process for practicing teachers). The study, further recommended more field observations within a classroom under the supervision of the classroom teacher, longer period of teaching practice where a student teacher is under close supervision of the classroom teacher, and internship where a newly qualified teacher is supervised within his or her own classroom for some time.

**Keywords:** student teachers, teaching practices, teacher training

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**#9. Patterns of Thought in Studying Patterns in Mathematics**

S Bansilal  
University of KwaZulu-Natal, South Africa

**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

Noticing regularities and attempting them to describe these regularities using mathematics lies at the heart of many mathematics endeavours. In fact mathematics has been famously described by Devlin (1997) as the study of patterns real or imagined, visual or mental, arising from the natural world or from within the human mind. Thus it is important for mathematics teachers to experience working with various types of patterns. Since the study of patterns was incorporated into the school curriculum much of the enjoyment of working with patterns has been lost because there are now algorithms that are used to describe various kinds of patterns; thus the study of patterns has been reduced to learning and applying these algorithms. In order to help pre-service teachers experience the enjoyment of patterns, I have used various types of patterns which they may not have previously seen, in order to improve their skills in noticing, generating and describing patterns. In this study I focus on a group of 59 pre-service mathematics students in order to explore their experiences and proficiency in working with various kinds of patterns. The students were required to describe using mathematics, as well as to generate patterns given mathematical descriptions of the patterns. A crucial skill is being able to differentiate between value and position and then to describe the position and value of terms using mathematical symbolism. In line with this, the purpose of this study is to explore student’s progress in being able to identifying the value and the position of terms in various patterns of differing complexity. In this study data was generated from students’ written responses to various tasks and interviews with 5 students. This is a qualitative study set within the naturalistic...
The results are not yet available but will be reported at the conference if the paper is accepted.

**Keywords:** mathematics, patterns, pre-service teachers

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**#10. Making a Case for a Decentralised Framework of Student Counselling in a Tertiary Institution**

SA Barnsley & S Hakizimana  
University of KwaZulu-Natal, South Africa

**Theme:** 3. Emerging trends in the professionalisation of the management, administrative and support sectors in higher education

In most tertiary education institutions in the world, there is a centralised counselling unit which falls under the auspices of the student services division. This was also the case at the University of KwaZulu-Natal (UKZN) until 2012 when the University reorganised itself into four Colleges into which Student Counselling was devolved. This decentralised model of Student Counselling was based on a framework of faculty-based counselling which was pioneered in the science access programmes at UKZN. This paper critically reflects on the merits as well as the challenges the framework of decentralised counselling poses by examining the pilot project of the integrated counselling in the science foundation programmes as a case study for the years 2006 to 2009. The paper begins with a discussion of the rationale for the counselling component. This is followed by an assessment of the value of the counselling in the science access programmes by examining the percentages of students identified as being academically at risk, the issues reported by these students during counselling, and a critical evaluation of the counselling interventions which were put in place to assist these students. The results suggest that significant gains were achieved by the decentralised framework of counselling in the science foundation programmes in the years studied. Several inferences are made from the findings to explain why the framework was successful in meeting its stated objectives. Finally, the paper examines the weaknesses of the framework and proposes ways of addressing these in the newly decentralised model adopted by UKZN. The paper concludes with the argument that, despite some of its shortcomings, the decentralised counselling framework is best practice.
Keywords: student services, decentralised student counselling, Science Foundation programme

#11. Learner Performances in Mathematics and Physical Science: Implications for higher education

M Sondlo¹ & A Bayaga²

¹South African Qualifications Authority; ²University of Fort Hare, South Africa

Theme: 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

This paper investigates the current challenges of learner performances in Mathematics and Physical Science at the schooling level and the implications for higher education in South Africa. The methodology used was based on the analysis of the Department of Basic Education’s National Senior Certificate Examination Report (2012), data from the Department of Basic Education in the form of Briefings on its strategic plans, Presentations and Reports. The sample covers public and special independent school across all provinces in South Africa that wrote the National Senior Certificate examination in 2008 to 2012. A total number of 6 623 schools participated in the NSC examination in 2012. The study found that there is a declining trend in the number of learners sitting for Mathematics in the period 2008 to 2011 from 298,821 in 2008 to 224,635 in 2011, followed by a slight increase of 225,874 who wrote in 2012. The absolute number of failures also declined sharply by around 16,000 from 120,602 in 2011 to 103,904 in 2012, with the failure rate declining more modestly from 53.7% to 46.0%. However, while the overall pass rate (namely, those achieving 30% and above) rose correspondingly from 46.3% in 2011 to 54.0% in 2012, the absolute number of passes achieving 40% and above fluctuated from 81,374 in 2010 to 67,541 in 2011 and 80,716 in 2012. Again, of great concern was the drop of around 13,000 in candidates achieving above 40% from 81,374 (30.9%) in 2010 to 67,541 (30.1%) in 2011. This followed a similar decline of over 4000 between 2008 and 2009, with the result that the pool of higher education entrants achieving 40% of the above in mathematics declined by over 9,000 over two-year period. In Physical Science, a sharp decline in candidates of over...
15 500 was evident from 220,882 in 2009 to 205,364 in 2010, and a further decline of around 24 000 from 205 364 in 2010 to 180,585 in 2011.

**Keywords:** learner performance, mathematics, physical science

#12. **Trend Analysis of Further Education and Training Colleges:**

**Implications for South African education**

M Sondlo¹ & A Bayaga²

¹South African Qualifications Authority; ²University of Fort Hare, South Africa

**Theme:** 9. Re-envisioning further education and training and higher education articulation

The study’s objective was to analyse key trends in the Further Education and Training (FET) sector between 1998 and 2009; and explore developments in the sector in 2010 and beyond. The study employed a quantitative research approach. Data mining was used to source data from the Higher Education Management Information Systems (HEMIS) Database, policy documents, print and electronic media, including newspaper articles, journals, research publications. About 50 FET Colleges were considered in the analysis highlighting learner demographics in terms of their enrolment trends. FET learner enrolments were the lowest in the education and training system during this period. Only 420 475 (3%) learners in 2009, a slight increase from 418 053 (3%) in 2008 were enrolled in FET Colleges as compared to 837 779 (5%) higher education, 12 227 963 (84%) in Basic Education, and 636 088 (5%) in ABET, ECD and Special Schools enrolments in 2009. Again the trend shows a drop in enrolments experienced in 2008 excluding Coloured enrolments followed by a sharp increase in 2009 of all races with Blacks constituting 82.3%, Coloured 8.9%, Whites 6.3% and Indian 2.1% due to poor administration and regulation, poor public perception of the FET Colleges as well as poor qualifications of lecturers. With increasing of 139 311 (41.9%) learners in 2009 moving to the N4-N6 programmes which qualify learners for entry into tertiary after obtaining the certificate, yet with the structural (differing governance arrangements) challenges for HEIs and FET Colleges, the autonomy of institutions on admission policies, articulation agreements do not translate into feasible articulation principles and pathways for learners in the education system. The findings revealed the persistent structural, administrative, and quality related challenges in the FET
college sector, inconsistencies in data available, the lack of coordination between the FET and HET sectors, the poor public perception of FET Colleges, and the lack of a central repository for housing information on the FET sector. Recommendations would be to continuously monitor the FET College system to ascertain whether the objectives set are being met.

**Keywords:** FET trend analysis, enrolments, public perception

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**#13. Revisiting the Concept of Educational Disadvantage:**

**A comparative analysis of two African higher education institutions**

**AV Bengesai**

University of KwaZulu-Natal, South Africa

**Theme:** 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

Educational disadvantage has emerged as a powerful discourse in response to the push for wider participation of students in higher education. While this push has been supported by a watershed of research, there has been little impact on reducing and or preventing it. This is mainly because defining educational disadvantage is both complex and problematic as it hinges on the conditions and situations which determine its nature. Accepting this complexity, this paper explores teaching and learning in engineering departments at two African higher education institutions to determine the nature of educational disadvantage and the extent of its impact on educational success at these institutions. Data for this exploration was collected through interviews with academics in the engineering departments at the two institutions as well as through their department documents. The institutions are the National University of Science and Technology, Zimbabwe, and the University of KwaZulu-Natal, South Africa. These institutions are located in different socio-cultural and economic contexts. These contexts and their relation to educational disadvantage are explored through the lenses of spatial theorists (Lefebvre) as well Bourdieu’s constructs of habitus and cultural capital. Spatial theorists contend that our contexts influence what we do in as much as we can influence what happens in our contexts.

**Keywords:** educational disadvantage, Engineering, cultural capital
#14. Representing The ‘Other’:
The case of an academic literacy course in an Engineering Faculty

AV Bengesai & EM Mgqwashu
University of KwaZulu-Natal, South Africa

**Theme:** 5. Re-Envisioning the role of language in higher education in an African context: The quest for relevance and social justice

Drawing from the construct of legitimate peripheral participation (Lave and Wenger), a concept which locates learning in the socio-cultural interactions and co-participation between students and the more experienced people in disciplinary knowledge, this paper explores the dominant representations of academic literacy and of students in an engineering faculty. These representations were examined through the eyes of 24 engineering students, 2 engineering academics and 11 language tutors teaching a Technical Communication for Engineering course. The purpose of this exploration was to determine how these representations permeate academic practice, inform pedagogical practice and in turn the acquisition of disciplinary knowledge. Emerging representations are highlighted and these point to disjunctures between engineering students’ understanding of the role of academic literacy, language tutors’ conceptions of their role in the development of academic literacy and engineering academics’ understanding of the epistemic relation between academic literacy and engineering practice. While these representations are not necessarily negative, some discourses that arise can potentially exclude social agents (both students and academics) from effectively participating in the teaching and or learning of academic literacy.

**Keywords:** academic literacy, engineering, disciplinary knowledge

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#15. Skills required for effective tertiary teaching at University of KwaZulu-Natal

S Boodhoo
University of KwaZulu-Natal, South Africa

**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

Educating the youth today is becoming ever more complex and challenging. This is the result of ill preparedness of basic education and tertiary education. The fast moving nature of knowledge, internationalization, the demands of funding bodies and employers, increasing political and economic pressures to deliver quality education are placing demands on tertiary educators. Changes in the caliber and pre-tertiary educational background of students in recent years resulted in significant changes to teaching and learning at higher education institutions. This paper critically reviews significant issues affecting the design and delivery of programmes in a specific school at University of KwaZulu- Natal Westville Campus. Analysis draws on literature spanning from the year 2000 until 2013 to determine the appropriateness of traditional models of design and delivery of programmes for the South African higher education context. Influences discussed include preparation which is divided into three overlapping areas such as strategic preparation, technical preparation and mental preparation, the methods and techniques employed in the delivery of content and formal and informal feedback from students and colleagues. Each area is analysed for strengths and challenges and contribution to the knowledge economy. This paper has adopted a quantitative research approach. Primary data was collected through the use of a questionnaire which acted as the research instrument. The research instrument was administered to teaching staff at University of KwaZulu- Natal Westville Campus and focussed on addressing issues of design and delivery of undergraduate and postgraduate programmes within the School of Management, IT and Governance.

**Keywords:** teaching and learning, curriculum design, skills
The Use of an E-Learning Platform for Technology Education at the University of KwaZulu-Natal

Z Bulbulia & O Abatan
University of KwaZulu-Natal, South Africa

Theme: 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

In today’s educational systems, universities across the world are incorporating a variety of technologies in order to enhance the academic performance of their students. This technology allows students to learn about the process and knowledge related to technology and they come in the form of virtual learning using eLearning. A virtual environment offers several advantages for interaction, including time flexibility, levels of anonymity, and more communication with lecturers. E-learning can be incorporated into various courses across the University and to explore these ideas, an online forum was created for all the Information Systems and Technology students. This paper investigates how eLearning platforms can be used for tertiary educational purposes at the University of KwaZulu-Natal. The online forum (using Edmodo) was created in order for students to obtain assistance and communicate with their Academic Development Officers (ADO) and other students. The success of failure of the forum was measured by the number of students who joined over the semester as well as the number of posts on the actual forum. The results of this exploratory study provide better understanding of the technical challenges as well as the students’ attitudes towards this mode of learning. The study underscores the evident need to provide quality education to everyone in Africa and explores the adoption rate of this mode of learning as well as the motivation that this mode of learning has on students.

Keywords: academic performance, eLearning, technology

Using Web 2.0 as a Strategy to Educate Users About Online Security

Z Bulbulia & M Maharaj
University of KwaZulu-Natal, South Africa

Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Online fraud is aggressively threatening individuals and some believe that it can turn into a weapon of electronic warfare in the future (Jakobsson & Srikwan, 2008). One way to ensure online safety is to provide information to users to increase their awareness levels or make use of education and awareness campaigns. It is assumed that the younger generation of users are more net savvy although a recent study about how much personal information people reveal online has shown that the student population is not overly concerned about privacy and security issues (Little, 2008). This study showed that students and young employed adults do reveal a great deal of personal information on social networking websites. What was also found was that race and gender played a role in revealing certain personal information. Web 2.0 can be used as an avenue to increase online security awareness as it has worked well in the e-learning domain. In terms of information security it makes sense to use these Web 2.0 tools to raise awareness as the user interacts with them in the appropriate spaces (i.e. the user interacts with them on a computer). There are currently many videos on YouTube that advise on online security awareness, as well as various groups on Facebook that discuss it. A suggested strategy to help increase online security awareness using Web 2.0 can be derived simply by creating a group on Facebook and sharing videos and articles on it and inviting users to participate. Success of this group would be able to be seen by the number of users that decide to join, as well as noting how much activity there would be in the group on a daily basis. An experimental version of this type of strategy was carried out in 2010. The researcher posted a video on a Web 2.0 e-learning website called Edmodo, and invited a group of students to
a group called “Online Security”. This paper reports on the findings which revealed that students provided comments and created a discussion around the topic. It is recommended that a full study is carried out to view the usefulness of this medium in online security education.

**Keywords:** on-line fraud, security, Web 2.0

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**#18. A Critical Incident in Nurse Education:**

*A potential to teach responsibility and accountability when making decisions around caring for a baby with a life-limiting condition*

L Campbell

University of KwaZulu-Natal, South Africa

**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

In South Africa, children’s palliative care (CPC) is an emerging clinical discipline which strives to support healthcare professionals caring for children who face death or diseases/disorders which shorten or profoundly limit their quality of life. In palliative care, an ethical framework for decision-making is largely based on the biomedical principles of patient autonomy, beneficence, non-maleficence and justice. A case study is presented as a critical incident in which the views of healthcare professionals differ and highlights challenges around the use of these principles in making decisions around the care of a child born with a life-limiting condition. The neonatologist, who presents the case study, uses the critical incident as an opportunity for nurse education. A critical incident is viewed as an occurrence or event which involve two or more people; they are neither inherently negative nor positive but they require some attention, action or explanation; they are situations for which there is a need to attach meaning. Because of the nature of critical incidents, they are open to multiple interpretations and therefore represent a rich vein for teaching and learning. The paper proposes that the principle of autonomy was not useful and nurses’ decisions were perhaps based on a principle of beneficence, what was right for the child today and an associated sense of responsibility to the ill child. The neonatologist did not overtly base her views on biomedical principles; she based her views on what a future would for this child and associated accountability. Decision making in CPC is painful, complex and subjective and ethical frameworks may need to look beyond biomedical frameworks. Healthcare
education may be strengthened by considering each case or critical incident within broader aspects of the immediate care and future quality of life. Asking a child’s family to speak to nurses or video-recording a family’s story may increase nurses’ awareness of the potential consequences of their decisions. Education in CPC could consider aspects of critical incidents when teaching around decision-making in terms of responsibility and accountability.

**Keywords:** Children’s palliative care; biomedical ethical framework; decision-making; responsibility; accountability

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**#19. Responding to Needs of First Year Undergraduate Students**

**N Cele & N Mapatagane**

University of the Witwatersrand, South Africa

**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

In the Wits 2013 Strategy, the University states that it wants to be vaunted for creating an intellectually vibrant, socially embracing and culturally diverse teaching and learning environment. Student-centredness at the University does not only focus on provision of facilities that are sensitive to student needs, but also on the use of pedagogies that respond appropriately to the learning needs of all students. It includes the creation of a conducive environment, inclusive institutional culture, explicit concern and support for student development, and promotion of student responsibility for the quality and effectiveness of their learning.

This paper argues that universities have the obligation to implement coordinated student support programmes to help initiate undergraduate students into the mainstream activities of the university and enhance student success. In 2012, the University conducted a First-year Experience Survey among first-year students who had been at Wits for at least six months. The target population for the study was all first-year and new-to-Wits students, a headcount of 4 877 (5 749 - 15% June dropout). The survey was conducted electronically using a structured questionnaire. A response rate of 20.2% (989) of the total target population was achieved in the study. The study showed that the majority of first year students had a positive experience at Wits. However, it has to be noted that there are areas in which the University needs to rethink its arrangements and make a strategic investment of resources to improve the overall experience of first year students. The paper explores means through which the University may improve the first year experience for students with the view to reduce the drop-out rate and increase throughput.

**Keywords:** academic support, student success, student-centredness
#20. Departmental Training and the Use the Learning Management System (clickUP): Implications for development

**NM Cetywayo & JM Rammupudu**

University of Pretoria, South Africa

**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

The use of Learning Management System at the University of Pretoria has been met with hindrances that are unique to each faculty and department. The purpose of this paper is to highlight the extent to which departmental training workshops for the Faculty of Education have been effective in overcoming the hindrances and improving the use of the system which has led to its use as an interactive teaching and learning tool rather than just a repository of learning material. The overall objective of the training sessions was to create an environment that will promote a blended learning approach in which lecturers use both the face-to-face and e-learning environments to facilitate student engagement. The various training initiatives in the departments of the Faculty of Education were geared towards the actualisation of this approach. Subsequent to consultative processes that involved key e-learning and curriculum support role players and various awareness-raising strategies, a needs-analysis was conducted. A needs-driven approach was used to inform the structure of the various workshops. The user-surveys that were conducted at the end of each session revealed that the departmental interventions resulted in a paradigmatic shift regarding the use of the Learning Management System. The upshot of this was an increased and more efficient use of the system. This consequently has a positive bearing on teaching and learning practices which further has implications for development since quality education plays a pivotal role in social development.

**Keywords:** learning management systems, eLearning, learning approach

#21. Student Responses to Being Taught Physics in isiZulu

**N Chetty**

University of KwaZulu-Natal, South Africa

**Theme:** 6. Intercultural communication in pluralistic societies

The University of KwaZulu-Natal (UKZN) is in the process of formulating a Language Policy to introduce teaching and learning in English as well as isiZulu, to improve throughput and increase the number of graduates. Senate at UKZN recently passed a resolution that will see all students needing to take a module in isiZulu in order to graduate. This study aims to determine if this policy is feasible within the discipline of Physics. It also aims to critically engage with students and the literature to determine the potential gains and pitfalls for such a language introduction. The study also provides some useful insight into student contexts, schooling history and their perspectives of being taught in their vernacular. Further the study shows the inconsistent use of isiZulu words to translate basic Physics words, motivating the need to establish a common vocabulary for Physics in isiZulu.

**Keywords:** Multilingual instruction, LoLT, Indigenous language instruction
#22. The Relationship Between Students' Expected and Actual Results in Class Tests and Assignments

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Often, written class tests and assignments are used as a means of evaluating and measuring students' understanding. Rarely do students' expected results match the actual results. The inability of the students to achieve their expected results is mostly interpreted by examining the teacher's ability to impart knowledge. There could be other contributing factors which result in the gap between students' expected results and their actual results. This paper contributes to the understanding of the factors that influence disparity and non-disparity in relation to students' individual performance. A quantitative research method approach was adopted to collect data from third year, honours and post graduate management students at University of KwaZulu-Natal, Pietermaritzburg Campus. The sample population for the class test was 105 out of the total population of 205 students while the sample population for the assignment was 71 out of the total population of 205 students. The research method involved asking students to forecast their result before and after the class work. The evaluation process involved comparison of students' expected and actual performance in the class work. The findings revealed that students' perception and understanding of the questions in class test and assignment contributes immensely to their individual performance. The limitation of this study is that data were collected from the students within the management discipline only. Insights from this study can be used to develop assessment methods that are in sync with changes in the present day education environment. The study contributes to an understanding of curriculum development within the context of challenges facing the educational system in South Africa. This research may be extended by conducting it over a 2-5 year period to determine the trends and patterns of correlation/association.

**Keywords:** student performance, student development, student support programmes
#23. DISTINGUISHED TEACHER: Joy, Optimism, Helplessness and Despair:
Counter-transference in teaching sensitive topics

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

This presentation builds on my previous work which explored the dangers and opportunities of teaching courses on violence, trauma and victim empowerment. While that work focused on managing the potential negative emotional impact of these topics on students, this presentation explores the impact on the teacher. The problem of vicarious traumatization is well known in psychotherapy, but remains relatively under-explored in the fields of research and teaching. It refers to the negative emotional states that can arise in caregivers who are working closely with vulnerable or traumatized groups, and is recognised as a risk that needs to be carefully managed. This presentation explores this problem in my personal work, showing how processes such as empathy and identification link the teacher and researcher to both the positive and negative experiences of their students and participants, and how this can produce profound shifts in the emotional experience of the work. This enables a clearer understanding of these processes, and opens up the intellectual space for considering strategies for emotional self-care and protection that are essential for those working in emotionally challenging areas.

**Keywords:** curriculum development, student evaluation, student performance

#24. What Role could KiSwahili play in South Africa?

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University of KwaZulu-Natal, South Africa

**Theme:** 5. Re-Envisioning the role of language in higher education in an African context: The quest for relevance and social justice

This paper reports on a study that investigated the attitudes of various stakeholders towards the introduction of KiSwahili at a South African university. These stakeholders consisted of four groups of respondents: lecturers, students and the informal sector including both South Africans and immigrants. The study took place on two sites: Johannesburg and Durban city centres. The research methods consisted of semi-structured interviews including both closed and open questions covering the respondents’ perceptions of and attitudes toward the introduction of KiSwahili as a university subject; their perceptions of its usefulness for getting jobs and the domains in which it could be relevant. The data were analysed within a theoretical framework which drew on theories of language planning and policy, multilingualism and language ecology. The data were subjected to a thematic analysis which provided themes for further interpretation of responses. The survey results revealed the extent to which the various stakeholders were positive about the initiative, in spite of the increasing attention being paid by the government and educational institutions to the promotion of the indigenous South African languages. The information and insights obtained from the survey could well contribute to the development of efficient and appropriate courses in KiSwahili in South Africa.

**Keywords:** KiSwahili, Language Policy, Indigenous language instruction
#25. SETAs and Sector Skills Planning: Understanding the context in revisioning Further and Higher Education

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**Theme:** 9. Re-envisioning further education and training and higher education articulation

It has been argued that Sector Skills planning is critical to sustaining and growing a viable and accessible economy. By implication this is critical to the further and higher education sector. National development prerogatives hinge on the development of adequate and appropriate skills acquisition. It is these skills that should meet the demands of the economy and advance the social development agenda for job creation. SETAs have been tasked with increasing the stock of and encouraging access to high quality and relevant skills development and training opportunities. This is to ensure effective widened participation in the economy. In support of their goal, SETAs must also take into consideration a wide range of complementary policies that advance economic growth, social development and transformation. In this regard the production of an a Sector Skills Plan (SSP), and an annual update to take cognisance of changing economic variables, is critical to the national skills development agenda. It is expected to have considerable impact on skills supply and demand for the economy. In this respect, it should feed into the agenda of further and higher education sectors, and the post-school education system. The SSP however has long been questioned in terms of its content and recommendations with respect to skills needs, both current and future. It is considered to be inter alia "cluttered" with too much information and an inexplicit list of sector skills needs/gaps/shortages. This paper aims to explore the nature, context and outcomes of sector skills planning in the Manufacturing, Engineering and Related Services (merSETA). It contextualises the various prerogatives that drive an agenda for skills development. It explores how this has been done, and the range of forces that impact on the final product. It offers possible ways in which further and higher education needs to engage with it. The paper draws on research and literature produced by the merSETA, authorities in the skills development arena and labour market trends. It will outline the precarious environment in which SETAs currently operate, the current labour market, national imperatives and skills planning in an ever-changing ever-moving sector.

**Keywords:** learner performance, mathematics, physical science

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University of KwaZulu-Natal, South Africa

**Theme:** 5. Re-Envisioning the role of language in higher education in an African context: The quest for relevance and social justice

The use of foreign languages as languages of learning and teaching (LoLT) is common in Africa. In fact, it is only in Africa where foreign languages are used by majority of school-going children. This is despite evidence indicating that cognitive development is enhanced through mother-tongue instruction, and acquisition of adequate skills in a second language takes up to seven years and could permanently delay learners’ academic development. In cognisance of South Africa’s population diversity and history of colonial bilingualism (English and Afrikaans), the Constitution (Act 108 of 1996) recognises 11 official languages. Section 6(2) requires the status of indigenous languages to be elevated and advanced, while subsection 2 of Section 6(4) states that: “… all official languages must enjoy parity of esteem and must be treated equitably”. Further, Section 29(2) states: “everyone has the right to receive education in the official language or languages of their choice in public educations institutions where that education is reasonably practicable”. Also, the Higher Education Act (1997) requires universities to adhere to national language policy (multilingualism). Additionally, the Council for Higher Education’s Language Policy Framework for South African Higher Education (2001) requires universities to institute immediate, short-term and medium- to long-term measures to mainstream indigenous languages. Finally, the Language Policy for Higher Education (2002) prescribes equitable use of all 11 official languages and their development into academic/scientific languages, implementation of which is difficult and slow. This paper asks: How far have universities travelled on the path of effectively implementing this policy? To answer this question, the paper first discusses continued dominance of English as LoLT. Second, it explores the potential benefits of mainstreaming indigenous languages. Third, it explores some initiatives universities have undertaken towards achieving the policy’s objectives. Fourth, challenges to overcome in fulfilling the policy’s objectives are highlighted. Finally, suggestions are made for strategically ‘Africanising’ university education to facilitate development, for which multilingualism and mainstreaming of indigenous languages are necessary, while ensuring university education synchronises with the global context.

**Keywords:** Multilingualism, Language Policy, LoLT
South African higher education institutions have seen a significant increase in student enrolment in recent years. Post-secondary education has become the right of all qualifying students. Furthermore, student enrolment is a criterion in the funding formula of universities. Contrary to expectations, an increased student enrolment is often not accompanied by a proportionate increase in teaching staff and the tutorial system has become a popular strategy to manage large classes. In previous years the students who registered for the Education Studies 210 module were divided into classes of 80 to 100 amongst tutors who adopted a lecturing approach. In 2013, 820 students had to attend one large size lecture of about 250 to 275 students and one of 27 tutorial groups per week. Many students complained about the system and staff feared that the academic quality may be compromised and considered scrapping this system. This paper is concerned with the management and implementation of a 'tutorial system' as a measure to handle large classes and ensure quality teaching. The paper focuses on the experiences of students as participants in a tutorial system as a supplementary and consolidating teaching strategy. Based on this premise, a qualitative research design was employed to describe and interpret the learning experiences of students. The critical research question was: What are students' experiences of the tutorial system? Data were collected by analysing a random sample of student evaluation forms and ten face to face semi-structured interviews with students. These interviews were transcribed and analyzed to detect emerging patterns and themes. While the literature on large class size has been found to impact negatively on students' active engagement in the learning process, the tutorial system was expected to counteract these negative consequences. An analyses of students' experiences of large classes confirm some findings in the literature while their experiences in the tutorials were diverse but insightful. Students' responses to the tutorials were mainly positive and dispelled fears that the tutorial system was largely unsuccessful and unproductive. On the basis of findings, recommendations for future practice and improved tutorials are suggested.

Keywords: student enrolment, academic quality, teaching strategy
#28. Reflections on Experiences of an Enacted Curriculum in a Postgraduate Honours Module

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

This paper reflects on lecturers’ experiences in delivering a post graduate module as part of the BEd Honours curriculum. Located within the field of curriculum studies, the notion of the intended and the enacted curriculum is explored in light of the participants’ experiences during the implementation of this course. Participants’ pedagogical practices are informed by previous experiences and knowledge of the course outline. All except one of the six participants taught this course the previous year with relative success but most expressed concern about the mode of delivery that took a surprising technological format for lecturers and students. An appropriate methodological design for this reflective study would require subjective and authentic views of the participants. Six lecturers’ reflective reports provided the initial data to gain an understanding of their experiences. An analysis of the reports identified common patterns and themes. These reports created interpretative data that provided the agenda for a focus group discussion conducted by an outsider researcher. The findings revealed a number of concerns and recommendations for the future. A major finding was that the module was driven by technology which was not part of the intended mode of delivery. While the outcome caused stress and conflict amongst participants, the views expressed were that the enacted curriculum provided opportunities for learning which should have been provided prior to the course implementation. It is also recommended that when technology is intended as part of the mode of delivery, provision be made for training and support for lecturers and students to increase the digital footprint amongst all participants.

**Keywords:** enacted curriculum, teaching & learning, technology

#29. Cultural Factors as a Predictor of First-Year Academic Performance in Information Systems and Technology Education

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**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

The South African ICT educational landscape is as fluid and complex as the broader society it serves and any attempt to maximise return on investment in ICT education must be responsive to the complexities and diversity of South Africa’s ICT student population. Improving the quality of ICT education and skills development is critical. However, the challenges related to race and culture-based performance gaps continue to be an unavoidable characteristic of the South African educational landscape. This paper investigates the cultural factors that impact and predict ICT students’ academic achievement in the context of a multicultural South African classroom and further reports on the role that student perceptions of collective self-efficacy has on their results. The research was carried out at a public university and a private provider of higher education in South Africa and the results were interpreted within Bandura’s Social Cognitive Theory. The results show that congruence factors do impact academic performance and that optimal returns on South Africa’s significant investments in education will only be fully realised when both students and teachers can break the psychological shackles of culture-based collective self-doubt. A recommendation is for a review of teacher education with a view to ensuring that specific programmes are included that enhance teachers’ abilities to relate appropriately to students of various cultures, counter the influences of deep seated prejudices and the expression of these via discriminatory teaching practices, assist teachers to cultivate and nurture immediacy behaviours that are shown by research to appeal to the various students they
Research has become a key component of academia life at institutions of higher learning. Globally, a larger proportion of tertiary institutions are faced with a challenge of finding ways to increase research output by encouraging their academic staff to invest more time and effort in research activities. The importance of research cannot be overlooked because it increases the institution’s world ranking and attracts government funding and other external funding opportunities, a situation that is very appealing to any university. However, many academics are finding it difficult to strike a balance between heavy teaching loads and research outputs. Within this context, the purpose of this paper is to explore the challenges facing academics in their attempt to meet the required research productivity output at a selected institution of higher learning in South Africa. More specifically, the objectives of this study are twofold. Firstly, it explores the challenges facing academic staff in conducting research. Secondly, it seeks to establish a deeper understanding surrounding the desire for researching amongst academic staff, and how this could naturally become a byproduct of being an academic. In an attempt to understand these challenges, thirty (30) academics were conveniently selected for in-depth interviews. The respondents were assured of anonymity due to sensitive nature of the topic. The research findings revealed that there are a number of challenges embedded within the institutions’ internal and external environment affecting research outputs. The limitation of the research is that it was a pilot qualitative study, and a small number of academics were included in the sample. Therefore, the findings cannot be generalized to all academics at institutions of higher learning. However,
the study laid ground work into exploring ways of increasing excellence among academics in an emerging economy such as South Africa.

**Keywords:** academic staff, research output, rankings


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**Theme:** 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

During the last two years, the World Bank has changed its position from opposing Technical Vocational Education and Training (TVET) to establishing policy which promotes TVET and then, a seeming retraction from this stance. This paper attempts to understand the logic underpinning this pendulum change in approach. The argument is that the underlying principles of have not changed- only the global context has. The Bank is steadfast in its commitment to principles of equal opportunity and market efficiency in determining the efficacy of any educational policy option. Both these principles are adjusted according to market fluctuations. In the last two years, the global economic market has been in turmoil and as a consequence the TVET policy options have been adjusted accordingly. For the Bank, the economy is what drives education policy. This paper argues that until the World Bank recognizes education's role for education's sake, its TVET policy is always going to be buffered by the winds of economic change.

**Keywords:** World bank, education policy, TVET
The Impact of Social Perceptions on Learner Enrolments at Institutions of Further Education and Training (FET Colleges)

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Keywords: FET colleges, learner preference, perceptions

Theme: 9. Re-envisioning further education and training and higher education articulation

The Department of Higher Education and Training (DHET) has made unprecedented improvements directed towards Further Education and Training (FET) in South Africa. It was only four years ago when the DHET inherited 50 FET Colleges. These colleges needed infrastructural developments capacity improvements and modernized programmes and courses. To date, a great amount of national attention and resources have been channelled towards FET Colleges. Improvements in FET colleges are steadily moving up the national agenda. A sociological approach also has a role to play in improving the current state of FET Colleges. With all these developments that are underway, it is essentially the social views and negative attitudes towards the FET College that will derail progress. Negative perceptions towards FET Colleges continue to impede FET College innovation. Education exists within a societal context. As a system, education is structured by individuals belonging to society; in turn these very individuals belong to a specific community and to a nation and so forth. As individuals, we have been socialised in differing ways in accordance to our social milieu and social class. This project aims to investigate the Further Education and Training system and to assess the social factors that influence the preference of education institutions. This project looks at how our educational aspirations have been moulded by the experiences and views of the wider society to which we belong and how society influences learners’ preference for university enrolment over and above institutions of Further Education and Training. This paper predominantly relies on secondary sources to provide an understanding of the structure, and perceptions about Further Education and Training in South Africa. In particular, this study explores the social factors which play a role in constructing learners’ negative perceptions of FET Colleges. This has been done by identifying the issues within society and highlighting channels to be taken to improve the perception of FET Colleges in South Africa.
South Africa’s Higher Education System: International student considerations

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Theme: 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

The internationalisation of South Africa’s Higher Education system, has involved (among other developments) the steady increase of international student enrolment, particularly from other African nations. The impetus for continual increases can be attributed to the appeal of high calibre educational institutions located in South Africa, that present a less expensive option than studying in the West (Carrim & Wangenge-Ouma, 2012; Dunn & Nilan, 2007). South African universities have also played a role in actively increasing the number of international students. For example, many universities, including the University of the Witwatersrand, the University of Cape Town, the University of the Western Cape, and the University of Pretoria, have embarked on strategic plans to increase the number of international students. While students hailing from other African countries continue to enrol in South African institutions in increasing numbers, the South African HE system does not necessarily take into consideration the non-academic factors that facilitate or hinder their success at the university. Furthermore, the broader South African society does not necessarily facilitate international students’ transition to living and studying in South Africa. We thus consider some of the theoretical challenges faced by international students given the overarching features of South African society and the concerns faced by the HE system.

Pressing socio-political and economic issues facing the South African HE system specifically, and the nation more generally, and their significance for international students will be discussed. Special attention will be paid to international students hailing from the African continent because these students makeup the majority of international students in South Africa.

Keywords: international students, enrolment, socio-economics

Tourism Students’ Experiences of Written Feedback

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Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Feedback in higher education is considered to be central to effective learning process. This study assumes that feedback has an influence on improving students’ learning of an individual discipline. There is a wide range of pedagogic literature focusing on feedback. However not much attention has been given to feedback provided to students in a specific discipline. This study focuses on how students understand and use written feedback in the tourism education discipline. The study made use of semi-structured interviews with 22 students who were registered for the tourism specialisation in the Post Graduate Certificate in Education programme. The findings indicate that students’ understanding of written feedback is limited to informing performance in the next assessment task. The study further reports on students’ dissatisfaction with written feedback and their inability to use it to enhance their own practices. The findings have implications for assessment practices in tourism education. It will further provide insight on the role of feedback as a means to promote assessment for learning in higher education.

Keywords: PGCE, learning process, assessment practices
The higher education system in South Africa is stained by high failure and dropout rates, and low throughput rates, which some have found to be worse for black students (Dalvit & de Klerk, 2005; Paxton, 2009). There are a number of factors that contribute to failure, dropout, and throughput rates, but it appears that one of the critical barriers to academic success for black students specifically has been having to attempt to understand academic content taught in a language that they are not adequately proficient in (Dalvit & de Klerk, 2005; Paxton, 2009; Webb, 2002). In 2001, the national Council on Higher Education recommended in Section 8 of the Language Policy Framework for South African Higher Education that all national tertiary institutions amend their language policies to include at least one major indigenous language of their province, in addition to English and/or Afrikaans, in an effort to offer equal access to knowledge to their students. Currently, all tertiary institutions list English and/or Afrikaans, as their official languages of learning and teaching (CHE, 2001). Many South African black students in these institutions are not adequately proficient in either language for it to be the most effective medium for learning (Paxton, 2009). Some South African tertiary institutions have heeded the call by amending their language policies to include the majority home languages of their respective province, initiating the translation of academic material, and by offering bilingual tuition (Paxton, 2009; University of KwaZulu-Natal Language Policy, 2006). Such a significant change requires an assessment of whether the main targeted beneficiaries are really benefitting as intended, and what they would like to recommend to ensure that they do. This is what this proposed study will assess at the University of KwaZulu-Natal, where bilingual instruction, in English and IsiZulu, has been introduced.

**Keywords:** Bilingual instruction, LoLT, Language Policy
Reconstructing English Language Textbooks Using a CDA Approach for an Inclusive Pedagogy

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Theme: 6. Intercultural communication in pluralistic societies

The English language textbook as a vehicle of linguistic and general knowledge can at times contain information which may not be appropriate for all, using narratives where subjects or characters do not necessarily reflect the diverse identities and realities of the learners in the classroom. My focus in this study is on the deconstruction of texts (before eventual re-designing and reconstruction thereof) in language textbooks in order to decipher hidden ideologies which could unconsciously impact on learners and influence their general understanding. I would also query whether or not, the text is assumed to be only for one type of audience. There seems to be a lack of cognizance that learners could be from various backgrounds and habitus. My main research questions are: How can current English Language textbooks for Grades 8 & 9 levels be deconstructed in order to discover and demystify the ideologies, power relations, naturalised subject constructions and common-sense assumptions underpinning them? How can they then be reconstructed and subjects re-imagined and re-presented there, in ways that would open greater access to learners from diverse, multicultural backgrounds? Using specific methods of Critical Discourse Analysis (Fairclough, 2010), Critical Linguistics (Van Dijk, 2008), Multimodal Discourse (Kress & Van Leeuwen, 2001) and Thompson’s Modes of Operation of ideology (Thompson, 1991; Janks, 2010), I deconstruct specific texts to uncover how hegemony is construed, how knowledge is assumed to be appropriate, how power relations operate, how reality is assumed and how inclusion or exclusion occurs. Could these deconstructed texts, once interpreted, be later reconstructed to suit a more diverse audience for an inclusive pedagogy?

Keywords: CDA, multi-cultured backgrounds, cultural hegemony

A Social Realist Account of the Roles of Academic Leadership and Management for Student Academic Success: The case of Walter Sisulu University, South Africa

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Walter Sisulu University, South Africa

Theme: 3. Emerging trends in the professionalisation of the management, administrative and support sectors in higher education

The effect of globalisation has the potential to set higher education and training (HET) on a new course, in the context of competing demands of emerging markets against the available limited resources. The historical, political and social factors that influence the need for interventionist approaches and policies for change in the emerging organisations is not contestable, but that such interventions may surface new contestations of role playing and capacity against the development imperatives, is the main interest of an ongoing academic project at Walter Sisulu University (WSU). At WSU, a study was undertaken to answer the question: Whose responsibility is it, to monitor and improve the quality of teaching and learning, expressed as student academic success? This project explored how academic leadership and management (ALM) experiences the dilemma of monitoring and promoting student access for academic success. Four cases of academic programmes were undertaken in this project, focusing on four levels of academic leadership and management in the form of module/course leader, programme coordinator, head of department and faculty dean. Data was collected by means of survey questionnaires, organisational records and focus group interviews. Discourse analysis was applied to identify the main text of quality improvement; that is the choices that ALM forms make from the quality monitoring data, as deliberate efforts to improve teaching and learning and thus facilitate student access for academic success. The paper reports specifically on the conceptual framework and the emerging research questions that informed this project. The discussion will contribute to the merging discourse about higher education studies, the dilemmatic and
contested issues about the role of higher education and training in the context of the current efficiency measures and the enduring dysfunctional culture of low student success and graduation rates.

Keywords: student academic success, student access, quality assurance

#38. PLENARY: Embedding Aspects of African Cultures and History in Mathematics Curricula in Higher Education?

P Gerdes
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Mathematics curricula in higher education in African countries have generally not been very different from those of American and European countries. Mathematical topics from differential and integral calculus to linear algebra, from geometry to algebra and probability theory, have been dominantly presented in a rather abstract way, often quite unrelated to the fields in which they may be used, and mostly in such a manner that these mathematical topics seem to students-learners 'culture-free' or 'above culture', 'gender-free', 'without history', and often even 'without sense'; mostly originated in the 'West' or 'North'. In some universities, for instance, in Botswana and Uganda - apparently being notable exceptions -, an attempt is being made to link the study of mathematics at university level to research by faculty members on mathematical modeling of HIV-aids and malaria, continuing similar earlier initiatives beginning in the 1980s and 1990s in Sudan and Kenya concerning malaria, bilharzias, desertification, plants pests, etc.

Do students of mathematics become more motivated and more stimulated when they are in contact from the first moments in higher education onwards with building mathematical models that may contribute to the solution of scientific and societal problems? Does an understanding of the roots of mathematical ideas in culture and society increase among the students an awareness of the role and the responsibility of future mathematicians and future mathematics teachers? Do students engage more enthusiastically and with more success in mathematical learning activities when they do not see and do not feel a separation between their 'home culture' and the 'mathematical curriculum'? What has been the place of Africa and of African mathematicians in the history of 'world' mathematics? Also, what has been the place of Asia in the history of 'world' mathematics? These are some questions for reflection.

Keywords: mathematics, student awareness, learning activities
#39. WORKSHOP: Mathematical Ideas in African Cultures and Possibilities to Explore them in Higher Education

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Universidade Pedagogica, Mozambique

In the first part, examples of some mathematical ideas, reflections and notations developed on the African continent will be presented, from the earliest times to the present, from South Africa to the Maghreb and Egypt (1, 2).

In the second part, mathematical aspects and potential of two particular African traditions, those of ‘sona’ sand-drawings in Eastern Angola (3, 4) and of ‘mpango’ mat weaving patterns in Northern Mozambique will be illustrated. It will be shown how an analysis of a class of ‘sona’ and a particular pair of ‘mpango’ led the discovery of a new type of matrices with attractive geometric properties, that can be explored in an introduction to matrix theory (5).

Keywords: mathematical ideas, mathematical aspects, matrix theory

#40. Learning to Read Together in Law: Responding to student perceptions in a postgraduate course

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Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

This paper describes the experiences of sixteen students in a single cohort of a Master of Laws postgraduate course. The data is provided by student reflections at the end of their first semester in the form of individual written feedback and in focus group discussions. Wenger’s notion of Communities of Practice is used as a framework to discuss the student responses and the learning context. The initial responses from the students indicate that they perceive the expectations of postgraduate studies to be very different from those of undergraduate studies, not merely in respect of the greater amount of work required but also in the analysis and critical thinking required, which they view as new skills which need to be mastered. Some students seem to struggle to express a coherent understanding of what the course expected of them, and they described how their self-initiated formation of small discussion groups allowed them to cope with some of the challenges. In response to this, a second level of interactive reflection was undertaken in the form of focus group discussions, which explored the student experience in greater depth and helped participants to make explicit for themselves and for one another aspects of academic practice in postgraduate law studies. It is suggested that the reflective processes of both students and academics can form a platform for responding to challenges and developing explicit teaching interventions, including opportunities for more detailed feedback and the development of the ability to ask questions and to critique opinions. In view of the rich feedback obtained, the researchers limit the focus in the paper to issues around reading and
note-making, where the foundational skills of forming and articulating opinions in a disciplinary context can be developed.

**Keywords:** Academic practice, student reflections, Law studies

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**#41. Preservice Teachers’ Views and Conceptual Changes of Indigenous Knowledge-Science Relationship through Developing Argumentation Skills in Higher Education: An analysis via CAT frameworks**

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**Theme:** 4. New directions in researching indigenous epistemologies in Africa

The paper explores Science Education students’ views and conceptual change of indigenous knowledge-science relationship through developing argumentation skills in Higher Education. Argumentation is a widely used thinking process tool and is useful for developing critical thinking skills. Eighty-five (85) students engaged in an argumentation-based discourse Science Education method module underpinned by IKS-Science pedagogy. Ogunniyi’s Contiguity Argumentation Theory (CAT) and Ogunniyi’s Practical Argumentation Course (PAC) designs were used to frame the study. The analysis of data from coursework via CAT categories indicates that students have a more nuanced understanding and developed a distinct argumentative approach of indigenous knowledge and its relationship to science. They also indicated that their own approach and teaching in their school science curriculum will be influenced by these contributions. The study has implications for further refinement of the university method modules and sustained applications of argumentation patterns in science-IKS discourses.

**Keywords:** Indigenous Knowledge and science, Contiguity Argumentation Theory, Practical Argumentation Course

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#42. Teaching Styles Accommodative of Learning Preferences for Management Students at University of KwaZulu-Natal

R Govender
University of KwaZulu-Natal, South Africa

Theme: 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

Despite the emphasis on good academic performance, failure to adequately acknowledge the capabilities of students is prevalent within the university curriculum. Students’ learning preferences differ, hence levels of comprehension vary within lectures. By facilitating learning styles in accordance to teaching styles, students develop the capacity to attain higher levels of performance. The study deliberates on bridging the gap between the expected levels of performance to the actual performance of management students at the University of KwaZulu-Natal (UKZN). The research development reveals a connection between modality and learning styles. However, it remains uncertain if such learning styles become a true reflection or the most suitable means to learn a specific subject or module. There is no doubt that teaching is almost the most prevalent means of disseminating information, but teaching strategies need to be adapted to the learning style best suited for students. By encountering a descriptive research design, enabled the understanding of the university characteristics in following practices to best suit the individual preferences of learning styles. This was facilitated by adopting secondary research sources which allowed for obtaining the measures set forth by the university accustomed to facilitating the preferential dimensions adopted by the students. Whilst majority of the management students have been classified as accommodators and divergers, it is duly noted that there exist students who prefer to work individually. This relates to acquiring minimal assistance from peers, tutors as well as academic staff members. However, management students need to become more wary of their own learning preference. Furthermore, prudent to preferential learning styles, teaching has provided students with visual and verbal information to be processed. Students are also given the opportunity to produce assessments through group and individual activities which allows students to combat potential growth areas. This amplifies management students with the necessary skills to perform at the optimal levels. In light of this, there still exist the concurrent and noticeable preferences amongst the strengths of such students. In order to facilitate the challenges faced by the university students, teaching styles have embarked upon permitting students to engage in discussions and critiques.

Keywords: teaching styles, learning styles, management
The Use of Soft System Methodology Techniques in Evaluation of an Academic Department as a Service Provider

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Theme: 3. Emerging trends in the professionalisation of the management, administrative and support sectors in higher education

The goal of this paper is to report on the use of Soft System Methodology (SSM) techniques in gaining a greater understanding of the issues associated with the evaluation of an academic department as a service provider at a university of technology. The SSM techniques adopted in the study included rich pictures, CATWOE and Ulrich’s boundary judgement questions. An action research approach was implemented that involved a cyclical process between action and critical reflection, continuous refinement and understanding. Critical to the study was the concept of emergence as a consequence of the interactions in the system. The empirical work undertaken in the study involved a total of 27 participants over a period of five months. The sample was drawn from members of staff (Academic and Administration) from both the Pietermaritzburg and Durban campuses of Durban University of Technology. A convenience sampling technique was adopted. This sampling technique is a form of non-probability sampling. The contribution of this paper is two-fold. First, in the demonstration of SSM techniques applied in the evaluation of an academic department as a service provider and second, in the lessons learned from the application of the techniques.

Keywords: soft system methodologies, academic evaluation, University of Technology

The Development of a Ministerial Policy Statement on the Use of the Teaching Development Grant

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Theme: 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

Universities receive state funding in the form of block grants and earmarked grants. The Teaching Development Grant (TDG) is one such earmarked grant. Whilst the TDG’s primary purpose is to contribute to improved learning outcomes at universities through a sustained focus on improving teaching, this is not uniformly understood across the system, and results in wide variation in the manner in which the grant is utilised by universities. This, together with other factors, necessitated the development of a policy statement that will regulate the use of the TDG. The emerging policy statement draws on the Ministerial Statements on University Funding, and on policies such as Education White Paper 3 – A programme for the transformation of Higher Education (1997), the Higher Education Act (1997), as well as the report of the Ministerial Team tasked to investigate and make recommendations on the use of the grant. The policy statement identifies national and institutional priority programmes to which the TDG needs to be directed, if it is to better achieve its overall purpose, and processes which will be implemented to more effectively manage the use of the grant towards its intended purpose, including criteria that will be utilised to evaluate proposals from universities on use of the grant. Consultation with universities and other stakeholders is taking place and this will lead to finalisation of the policy statement.

Keywords: teaching development, funding, ministry of higher education
#45. Challenges Facing FET Colleges in their Search for Responsivity

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**Theme:** 9. Re-envisioning further education and training and higher education articulation

The paper draws from a Doctor of Business Administration (DBA) study which took place from 2009 to 2012 with a group of FET managers who were registered students on a Post-Graduate Diploma on Leadership and Management. The study uses Jackson’s Creative Holism, a multi-methodological approach to institutional improvement which, by means of Checkland’s Soft Systems Methodology, raises the challenges faced within the Further Education and Training (FET) Colleges which inhibits their understanding of responsivity and its implementation. The study also integrates Whitehead’s theory of Living Theory, positing it as the critical systemic self. The paper will therefore draw on the understandings of the participants in relation to curriculum, staffing, trade and professional issues that restrict growth in responsivity.

**Keywords:** FETs, institutional improvement, responsivity

#46. Swimming in the Mainstream: Integrating academic literacy development into academic content teaching – the scaffolding academic literacy methodology

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

In the face of the deepening challenges posed by the deteriorating literacy levels of students entering university, this paper argues for a pedagogy which enables the integration of academic literacy development into the study of academic fields in university programmes. It will thus explore the inherent problems of marginalised and generalised academic writing programmes as a response to this crisis. These courses are severely limited in their capacity to induct students into the discipline-specific academic literacy demands of different fields of study. Furthermore, their focus tends to be on writing at the expense of reading and sentence grammar instead of text patterns. In response to these problems, this paper introduces a methodology, known as Scaffolding Academic Literacy, that is designed for academic teachers to embed reading as part of their normal practice within undergraduate and postgraduate programmes. The methodology consists of a set of practical strategies developed in collaboration with teachers, and built on theory and research in learning (Vygotsky), language (Halliday) and sociology of education (Bernstein). It has been developed as part of the Reading to Learn programme that trains teachers in skills for embedding reading and writing skills across the curriculum at all levels of education (Rose 2005, 2007, 2008). Essentially this paper is based on two premises. The first is that any intervention needs to be integrated across the curriculum and should involve faculty staff in the process of inducting students into the ways of being in their disciplines. Secondly, a focus on writing at the expense of reading is misplaced. Reading is the primary skill, and unless attention is paid to the explicit teaching of reading at tertiary education level, little
significant progress will be made with students lacking the requisite academic literacy skills. This paper explores how Scaffolding Academic Literacy offers a theoretically sound and workable means of integrating academic literacy development with academic learning by focusing on the development of students’ academic reading skills as the prerequisite for effective academic writing.

**Keywords:** curriculum intervention, academic literacy, reading

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**#47. Using the Classroom Response System as a Tool in Classroom Instruction to Facilitate Class**

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University of the Western Cape, South Africa

**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Educational research has demonstrated the benefits of interactive teaching methods. Research also reports that the electronic classroom response system (clickers) promotes interactive teaching methods, especially those that involve group and class discussions. In the classroom the clickers are used to promote interactive student engagement and to provide immediate formative feedback of the students’ learning. This paper reports on the ongoing research conducted on the use of classroom response systems as a tool to facilitate interactive student engagement and class discussion in the Extended Curriculum Programme Physics, at the University of the Western Cape. The results of a survey on the experiences of the Physics students regarding the use of the classroom response systems the clickers, in class discussion, will be presented and discussed. The purpose of the survey was to assess if the use of clickers in class discussion (i) influences students' participation in class discussions, (ii) improve students' understanding of subject content, and (iii) whether students enjoyed class discussion using the clickers. The results obtained suggest that clickers are a useful tool which engages students in class discussions and enables the facilitator and the students to monitor students' learning. The results show that the students enjoyed using the clickers for class discussions.

**Keywords:** teaching methods, student engagement, clickers


The University of KwaZulu -Natal admits a large number of African students who speak the African languages. In the year 2012 these students constituted 64% in total. The majority of these students use English as a second language whereas it is the language for teaching and learning. This is the situation that students find themselves in affects their learning as well their opportunities to excel in their studies. Most of them fail to express their ideas well in English if they are assessed or if they write essays. The biggest problem is also created by the teachers of this university who are also assessing everything in English including the examination/assessment of the end of semester or the year. Even though there are modules for students to take and enhance their understanding of English it does not help at all.

In this paper the information will be gathered through interviewing students and teachers. The interviews will be arranged to analyse and expose the effects of the language in assessing the work of the students by the teachers. This is important because it must be known that if a student did not write good English that informs how much marks she/he will get. Other teachers give students little marks if what they had written has an impact on what they were explaining. The results of this are very bad because students end up leaving the institution because of the language barriers (Webb 2012). The research that was done by many researchers such as Kaschula 2013, Bsara, 2004, Skutnabb- Kangas, 2012 reveals that if students are taught in different languages, which make them understand well and boost their thinking ability and art. Skutnabb- Kangas put it explicitly clear that using one language in education is a disease which can be avoided by using other languages.

**Keywords:** learner experiences, assessment, student performance
This workshop focuses on inquiry-based teaching and learning (IBTL) in the Foundation Phase. Its purpose is to acquaint the participant with the theory and practice of inquiry-based teaching and learning in Natural Sciences. The objectives are for the participants to develop an understanding of IBTL; develop skills in planning for IBTL; and to develop ways of evaluating IBTL, for example through reflective practice. The approach used is for the participants to engage in discussion on readings and activities to develop an understanding of the theory and practice of IBTL in the Foundation Phase. They will then view three videos of Natural Sciences teaching in authentic contexts in Grades R and 1, and complete activities linked to these videos (critique them according to the indicators for IBTL). All three videos have been simulated in order to demonstrate the different levels of IBTL. The participants will then be expected to design a lesson using the knowledge they have constructed from the discussions and the activities. A reader will also be presented and discussion on how it could be used for the teacher to read to the learners, and how learners could link words to pictures with assistance from the teacher will follow. All three video clips have been simulated in order to demonstrate the different levels of IBTL. Consent was obtained from all teachers who participated to use the video clips as educational tools. Where appropriate, parents gave consent for their children to participate in the making of the video. On completion of the workshop the participants should be able to: understand the significance of IBTL in the learning of science; explain what each step of the E Learning-cycle entails; demonstrate how the cycle is implemented in lesson plans and reflect meaningfully on the process of inquiry-based teaching and learning.

**Keywords:** inquiry based teaching and learning, skills development, natural sciences
will explore the relationships between social conditions and cultural legacies that impact on gender bias.

**Keywords:** SET, access, gender

The presentation for this paper can be accessed on Youtube [http://youtu.be/Q4D1r8UcXlw](http://youtu.be/Q4D1r8UcXlw)

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**#51. Revitalizing African Indigenous ways of Learning and Knowledge Production for Sustainable Community Livelihood**

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**Theme:** 5. Re-Envisioning the role of language in higher education in an African context: The quest for relevance and social justice

The paper is based on participatory and case study research on the perceptions of 80 IKS undergraduate students at the North-West University, South Africa of the prospects and challenges of revitalizing African indigenous ways of learning and knowledge production for sustainable community livelihood. The majority of the respondents viewed intra-cultural learning and endogenous development as a necessary prerequisite and initial step towards an intercultural dialogue for sustainable community livelihood. This starts with developing community-based, participatory research and learning strategies which enable students to learn, express, understand and appreciate the culturally embedded worldviews, ways of learning, knowledge production and theoretical frameworks of their local communities. For this to happen, it also involves direct collaboration between local communities and educational institutions, similar to the propagation of intra- and intercultural dialogue between indigenous and other sciences. The study further revealed that intra- and intercultural dialogue is central in enabling the learners, educators, researchers and communities to better understand the differences and interactions between indigenous and other knowledge systems in reconstructing their own knowledge systems. This will enable people to make informed decisions about which knowledge (internal or external) is preferable for a sustainable community future. The respondents emphasized the role of African indigenous languages in knowledge production and development because local knowledge is stored and expressed in local languages.

**Keywords:** IKS, knowledge production, North-West University
A major obstacle in teaching and tutoring computing in isiZulu is the lack of isiZulu terminology. In other language areas, such terminology has gradually developed. Over the years as the field matures and new terms invented for the concepts and devices, such a chevalier (Fr.) for the jumper and conjunto (Sp.) for a set. This has occurred only to a very limited extent for isiZulu ICT, such as isilungiselelo for settings. Historically, politically, and economically, however, it is urgent to develop this terminology in a shorter time span than occurred for the other languages, and to do so in a manner that terminology development is by the people for the people. A well-known successful method of rapid knowledge gathering since Web 2.0 is so-called crowdsourcing, where many people add and share some of their knowledge in a particular field in a short time span, especially when it is linked to 'games'. The games are two-player games promoting a path toward consensus, augmented with prizes as material incentive to participate beyond the social incentive. This has been used for tagging photos, genes, and other items, but has not been used for terminology development. We will use this idea and its technological approach for collective and shared terminology development for computing and related areas relevant for computing. The technological infrastructure consists of an online version on the Internet and a mobile application that will be accessible to anyone. The data that will be gathered can be used by linguists to investigate word adaptation and invention. The obtained terminology will be added to the university's terminology server for widespread access and subsequent submission to the Pan South Africa Board for standardisation. The terminology itself is intended for use by academics and students alike, for purposes such as developing teaching material in isiZulu and facilitating commencement of tutoring in isiZulu. Further, the technological infrastructure for crowdsourcing terminology can be reused both for community-based and consensus-based terminology development in other disciplines and for adaptation to other languages.

**Keywords:** terminology development, isiZulu terminology, crowdsourcing
**#53. Collage: An antonym to spectator learning**

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Education practice in commerce education is not a spectator sport within higher education. Learning is a communicative event, involving, talking, thinking, relating to past experiences and provides the opportunity for one to relate to one’s own life experiences. It is within this context that an exploration of the use of collage within commerce education method modules was undertaken. I draw on the work of Solomon to guide the literature that knowledge is constructed collaboratively, with the aim being to achieve shared goals. Information is processed between groups and draws on tools and artefacts that culture provides. The findings revealed that students found learning in commerce education to be more interactive and collage creates a platform for critical introspection.

**Keywords:** education practice, Commerce, collage

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**#54. Transforming Teaching and Learning in Higher Education through Transforming Ourselves**

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

An estimated 5 million young people between the ages of 15 and 24 are living with HIV today. About 900 000 new HIV infections occurred among young people in 2008 making young people the most at risk group (UNAIDS 2010). In many countries, many people in the vulnerable age group of 15-24 years are still at school, thus putting schools and institutions of higher learning at the forefront of the pandemic. The call for education as a vaccine against new HIV infections comes with the expectation that all teachers and teacher educators are able and willing to teach about sexuality. However, research has shown that teachers’ lived experiences determine how they handle the teaching of sexuality education. While some scholars argue that a central tenet of teaching is the ability and willingness of teachers to inquire into their own practice, not much research has focused on teacher researchers trying to understand their own practice of sexuality education in developing countries. In this study I employed self-study to explore my teaching practice of sexuality, HIV and AIDS education in higher education. I generated data through memory work and compiled a reflective journal. I documented my lived experiences in relation to sexuality, HIV and AIDS both within and outside the classroom. I draw attention to the importance of reflective practice in teaching and learning about sensitive and taboo subjects in higher education, while also exploring the complexities and challenges involved in bringing self-questioning to educational practice. Hence, I argue that education research which can transform teaching and learning in higher education should start with researchers transforming themselves through knowing who they are and what drives their practice.

**Keywords:** teaching practices, sexuality, education research
#55. Understanding the University First Year's Students Methods and Challenges of Solving Conversion Problems in Physics

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Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

The issue of student performance in science, especially in physics has been a concern in different centres of higher learning. Successful performance in physics is a result of proper understanding of concepts and doing the correct calculations needed to answer specific questions. Most of these calculations in physics require conversion to different internationally accepted units. These calculations require students to understand the process of converting from one unit to another. For some years now most of the first year students struggled with conversions in physics. This study investigates the student methods of converting units and goes further to present the interviews in order to understand the challenges. A group comprising 53 Bachelor of Education students was given a problem about density, and they were asked to convert from one unit to another. Their written submissions were analysed, and their answers categorised. A few students were also interviewed to provide the detailed information about strategies used to solve the problem. A majority of students failed to get the correct answer and provided varied responses. A majority of the students did not provide the answers with units as required. The interviews revealed different conceptual understandings that had been developed over a period of time. The data and findings cannot be generalised but provide critical information about students’ methods and challenges when solving problems with unit conversions. A further study has to be conducted with a bigger sample and with different units to determine students’ methods and challenges of converting units at university.

Keywords: physics, student performance, conversion

#56. Impact of Twinning of High Schools Pilot Project in Thulamahashe Circuit

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Theme: 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

Motivation: Grade twelve results make headlines at the beginning of each year. Higher education institutions use the same results for admission of students in various study programmes. Provincial Departments of Education use matric results as an intervention yardstick to target support where it is mostly needed and to strategise the type and extent of support required. High schools in Thulamahashe circuit have taken a proactive measure to contend competition and promote collaboration among high schools. This article investigates the success of one of intervention strategy, viz. the twinning of high schools to improve matric output, a pilot project that was implemented in 2009 in Thulamahashe Circuit. Better performing schools are twinned with underperforming school in groups of two or three. These twinned schools share teaching and learning materials and specialist teachers for specific subjects. Subject teachers co-teach grade 12 learners after working hours, during weekends and school holidays. These schools do not only contend for underperformance, but they contend with the national demand for specialization in curriculum. Data was collected in the form of survey questionnaires, interviews and performance of grade 12 learners in each subject in each year from 2006 to 2011 (before and after schools were twinned).

Results: Initial findings indicate that sharing of resources does not only improve grade 12 learners’ performance, but it provides moral support, teacher professional development and climate of collaboration among schools, teachers and learners towards common goal. The findings of this study further inform Teacher Education Curricula. Schools compete now against a common adversary, poor matric results, rather than individual prestige or success.
(matric pass rate) built on the demise of competing schools. However, researchers claim that first year students enter universities underprepared for higher learning (Subotzky & Prinsloo, 2011). In addition, student retention in higher education institutions is a challenge, wherein 30% of first years graduate within five years (Scott, Yeld & Hendry, 2007).

Conclusion: Sharing of resources among high schools improves learners’ performance. The project can be replicated nationally.

**Keywords:** impact, twinning, intervention

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**#57. If Students Do Not Learn, Let The Facilitators Build E-Learning Signals For Access**

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University of KwaZulu-Natal, South Africa

**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

This paper presents a qualitative case study of two groups of students and a facilitator who were involved in the learning and teaching of a basic research course. The course was face to face for a group of twenty four students and distance learning for fourteen students. The facilitator had to build / create a learning environment with e-learning signals (signals for learning) for the students to access learning. Today, e-learning environments consist of many voices. The voices are divided into noise and signals for learning (e-learning signals). The noise constitutes anything that is part of learning environments but has nothing to do with learning. As a result of the noise, students do not learn and either dropout or fail their courses. On the other hand, signals for learning (e-learning signals) are all important elements of learning environments that help students to learn. The e-learning signals (signals for learning) were based on the Micro and Nano levels of the curriculum. Semi-structure,d focus group interviews and open ended questionnaires were used for data generation. Purposive sampling was used in selecting these two specific groups of research students and their facilitator. This paper uses the term ‘e-learning signals’ to group every important element of e-learning environments. Twelve layers of learning are presented for discussing the important activities for learning. This paper recommends that facilitators and students should define, understand, and use or apply the e-learning signals in order to access learning.

**Keywords:** eLearning, learning environment, signals
#58. **Mandatory Zulu Module at University of KwaZulu-Natal: Reactions to Policy. A Corpus Based Analysis**

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**Theme:** 5. Re-Envisioning the role of language in higher education in an African context: The quest for relevance and social justice

On Wednesday the 15th of May 2013 the University of KwaZulu-Natal made a ground breaking announcement that the University will be introducing a compulsory isiZulu Module to be taken by all undergraduate students from January 2014. This is consistent with the University's Language Policy and Plan, which has been in place since the 2nd of August 2006. Various stakeholders in the country have reacted publicly to this policy pronouncement. It is of interest to an objective scientist to assess the impact of such a pronouncement to the general public. Thus this paper seeks to assess the impact that this policy pronouncement has had through a corpus based approach. The paper will first outline the University of KwaZulu-Natal's Language Policy and Plan and motivate the importance of such a plan in Higher Education. The paper will then outline the collection of the LSP corpus and how the LSP corpus is queried through WS Tools.6 software program to assess the impact of the new policy to the public. The paper will then conclude by critically assessing the revolutionary policy stand that has been adopted by the University of KwaZulu-Natal in light of the findings through the corpus based approach.

**Keywords:** mandatory module, language policy, corpus

#59. **Developing Continuous Professional Learning Strategies for the 21st Century**

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**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

The rapidly changing work environment largely brought about by the pervasion of the Information Age is affecting universities globally. Higher Education Institutions such as the University of the Western Cape are in the process of putting plans in place that will equip the 21st Century higher education teacher to adapt to new demands. In order to face the uncertainty of the changes associated with this transformation, educators are going to require continuous learning to remain at the forefront of current developments in approaches to teaching and learning, technology-enhanced learning adoption and new policy imperatives. The ability to succeed in the new age will be largely determined by how both individuals and institutions are able to address new encounters. One of the challenges facing higher education institutions is how to infuse continuous professional learning into the various aspects of academic and professional activities. Efforts outlining strategies for informing new ways of designing continuous professional learning are scarce. Although most universities support educator skill development using formal and informal interventions, not enough has been done to document lecturer needs to inform their design. This study is an exploration of the continuous professional learning needs of lecturers working in the Faculty of Natural Sciences at the University of the Western Cape. One hundred and twelve volunteer lecturers responded to a questionnaire in which information concerning their experiences and needs related to teaching and learning were explored. In addition, suggestions of what individuals and institutions could do to enhance teaching and learning were sought. Using Activity Theory as a framework for analysing the responses, a
strategy for a faculty Continuous Professional Learning provision intervention is recommended. From the study, it is clear that any successful learning provision for the 21st century learner will require redefining of roles and responsibilities, as well as some re-engineering of organisational processes.

**Keywords:** staff, technology, skills development

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**#60. Teaching Critical Thinking and Problem Solving Skills By Means of the P.O.W.E.R. Research-Based Framework**

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

While teaching lifelong learning and scientific skills as part of a development module, it became clear that most students experience difficulties with problem solving and critical thinking skills. Although students can follow difficult instructions and perform higher order tasks, when they are provided with a method or protocol to reach the expected outcomes, it is not explicitly taught in the module. Providing them with a basic learning framework, could help them to complete tasks systematically by grounding it on the five practical steps of the P.O.W.E.R.-learning protocol; i.e. Prepare, Organise, Work, Evaluate and Rethink.

To investigate the effect of the P.O.W.E.R. learning protocol on the growth of confidence, increased intellectual enthusiasm and personal discipline needed for students to excel, an action research design will be implemented on topics such as note taking, time management, and memory. As each topic is covered in the development module the first cycle of the research will be engagement with case studies, the second will include guided journal reflections and the third will be the completion of a study quiz to determine their level of understanding of the studied topic. Data from frequent facilitator and student feedback and discussions will be qualitatively analysed to indicate the changes which could be made before moving to the next cycle. **Expected outcomes:** It is expected that students will get acquainted with the P.O.W.E.R. learning protocol which will cultivate critical thinking skills, improve the problem solving skills and self-directed actions needed for survival as first year students. **Hypothesis:** Training students to use the P.O.W.E.R. learning protocol could...
assist them to use it as a basic framework to complete academic and personal tasks in a systematic way.

**Keywords:** skills development, critical thinking, student engagement

#61. From Corpus-Based Learner Dictionaries to Learner-Based Corpus Systems

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**Theme:** 5. Re-Envisioning the role of language in higher education in an African context: The quest for relevance and social justice

Corpus Linguistics has gradually developed its tools and methods (partly facilitated by the rapid advances in computer technology), and also expanded its horizons. The focus of my research is (1) the role of corpora in language learning (2) the role of corpora and discourse analysis, and the role of language in social fields and topics such as racism, ideology, media, creative writing, politics, business, climate change, feminism, translation), including education. My presentation will focus on the role of corpora in language learning, and raise such questions as how we learn our L1, why some people learn an L2 and other languages, the process of L2 learning and the methods of L2 teaching, the resources available for language learning, and the ways in which I think corpora could be used to enhance language learning. I will also briefly introduce aspects of my second area of research (corpora and discourse analysis), which are beginning to lead me to think that perhaps corpora can play a wider role in enhancing the education process as a whole.

**Keywords:** corpus linguistics, language learning, discourse analysis
#62. Implications of Interdisciplinarity in Teaching and Learning in Higher Education

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**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

One of the hallmarks of teaching and learning in higher education is the existence of fiercely defended disciplines. This paper argues from a curriculum perspective and posits interdisciplinarity as both a viable structuring principle and a bidding process in teaching and learning in higher education. The paper draws its framework from Rosamond (2006) and Klein (2000) who note that the idea of disciplines is artificial against the backdrop of the dynamism of knowledge and knowledge metaphors. A case study approach was used to identify the implications of interdisciplinarity to teaching and learning in higher education. A structured interview and a questionnaire were administered to fifty members of two university faculties comprising two faculty deans, six chairpersons, fifteen lecturers and twenty seven fourth year students. Data were summarized using both quantitative and qualitative techniques, largely descriptive statistics and coding respectively. The major findings were that pedagogical and methodological activities in the teaching and learning process more often than not, hinge on interdisciplinary associations. Drawing on interdisciplinary relationships in teaching and learning helps to clarify concepts and fosters understanding on the part of learners. Implications emerging from this study include cooperative pedagogical activities across departments and faculties, a new of feeling, thinking and performance with respect to the notion of individualized disciplines. Integration, flexibility and emphasizing the nexus or rallying point on the conceptual map rather than the points of departure is a more pragmatic approach to teaching and learning in this era of ever shifting metaphors in the corpus of knowledge. The paper proposes the need for a carefully conceived and articulated model or strategy of interdisciplinary activities that could be put into place at all levels of teaching and learning. The structuring of such a model would best be done at institutional level taking into account the context of the institution.

**Keywords:** curriculum development, interdisciplinarity, pedagogy
#63. Opening the 'Black Box': Using spreadsheets to help students without a quantitative or programming background understand advanced statistical methods such as cluster analysis

**L Lachenicht**

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**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

Many students in the human sciences need to learn advanced statistical techniques but lack the necessary quantitative background to understand how the procedures work. These students may treat the statistical methods they use as 'black boxes' that magically produce findings when buttons on a statistical computer package are pressed. Failure to understand statistical methods can lead to inappropriate use of the methods and false conclusions. Because spreadsheets are ubiquitous (on desktops, the cloud, and nowadays on tablets and cell phones) it is natural to suggest that spreadsheets can help students understand statistical techniques. However statisticians have pointed out many flaws in spreadsheets as statistical tools and tend to advocate the open source statistical package 'R' instead. Experience has shown that R requires considerable programming skill to be used successfully, and is very challenging for non-numerate students. Teaching how a method works via a spreadsheet does not mean advocating the use of spreadsheets for the definitive data analysis. An advantage of spreadsheets as statistical teaching tools is that their functions are similar in structure to the commands used in functional programming languages such as R, so that a student who has some mastery of a spreadsheet also has a better command of R. A spreadsheet can be thought of as a grid based functional programming language. The teaching use of spreadsheets is illustrated by explaining how hierarchical cluster analysis works, proceeding stage by stage through a hierarchical cluster analysis of a small data set using only ordinary spreadsheet functions and formulae. No use is made of 'macros'.

**Keywords:** statistical techniques, statistical tools, spreadsheets

#64. Academic Monitoring and Support:

A social justice issue in post-apartheid higher education

**L Lalendle**

University of KwaZulu-Natal, South Africa

**Theme:** 2. Exploring the role and influence of higher education regulatory bodies and professional Councils/Associations in the quality improvement of higher education

In a national system of higher education that is viewed by many as underperforming in respect of graduating students compared to countries that are regarded as economic partners in the BRICS consortium, Academic Monitoring and Support (AMS) is an imperative that no institution can afford not to implement and continuously review. This paper presents the argument that responsible institutions, such as the University of KwaZulu-Natal, should not merely have an appropriate policy (2009) that governs AMS but should also monitor its efficacy. Designing a policy - does not guarantee that there are efficient and effective academic monitoring and support initiatives at an institution. It is from this premise that this paper reflects on University of KwaZulu-Natal's review and evaluation of the various AMS programmes. It draws on data and interrogates the finding of the review and the evaluation exercise of 2010 and 2013 respectively to help understand how AMS initiatives at University of KwaZulu-Natal continue to contribute or in fact hinder improvements on student access, retention and success.

**Keywords:** academic monitoring and support, student success, evaluation
#65. Rethinking the B.Ed Senior Phase and FET: A pragmatic response to the 2011 policy on the minimum requirements for teacher education qualifications

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University of Limpopo, South Africa

**Theme:** 9. Re-envisioning further education and training and higher education articulation

This paper reports on the re-design of the Bachelor of Education Senior Phase and FET (BEd SPF) programme, offered by the University of Limpopo (UL), Turfloop Campus. In July 2011, the minister of Higher Education, Dr Blade Nzimande determined the National Policy on the Minimum Requirements for Teacher Education Qualifications (MRTEQ) with the goal to align qualifications for teacher education with the Higher Education Qualifications Framework (2007), and replace the Norms and Standards for Educators in Schooling (2000) in its entirety. To ensure that its programmes comply with the prescriptions set by the policy, the UL School of Education embarked on a process of recurruculation. This process involved a number of activities. For example, training workshops for academics, review processes and cooperation with cognate departments to ensure quality and alignment of the new curriculum. This paper seeks to discuss the process whilst uncovering the experiences during the process.

**Keywords:** recurruculation, B.Ed, teacher qualifications

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#66. Instructional Strategies for Motivating Students in Higher Education

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**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

While what constitutes effective teaching in higher education (HE) is polemical, there is a general concurrence among scholars that good teaching encompasses changing the ways in which learners understand, experience or conceptualise the world around them. Instructors in HE often find that their grave challenge is not teaching the intricacies of their subject matter but in keeping students constantly motivated to forge ahead. In South Africa, the ever increasing numbers of students entering university, who are psychologically, socially and academically unprepared for the demands of higher education make the issue of student motivation an urgent imperative. Stimulating students’ interest and desire to learn is important as it increases the likelihood that students will commit the time and effort necessary to achieve the learning outcomes. This is particularly critical in the South African Higher Education sector which is characterised by high student drop outs and students who take longer than the regulation time to complete their studies. This theoretical paper is based on secondary data collected through reviews of studies, regional and international documents on higher education as well as the author’s personal experiences of teaching in HE. The paper identifies specific instructional strategies that lecturers in HE can espouse so as to enhance students’ motivation to learn. The following strategies are discussed in the paper: Making teaching and learning relevant to student lives, basing teaching and learning on students’ interest and background knowledge, developing skills of self-regulated learning in students, clarifying course goals and assisting students to develop their own study goals. While not sufficient in themselves, these and other strategies will go a long way in mitigating the constraints of high dropout rate and low graduation rates that adversely affect
higher education provision in South Africa and other African states. The study recommends that university teaching and learning development centres roll out training programmes that equip academic staff with greater awareness, understanding and ability to engage and motivate students who are less prepared for studying in Higher Education so as to improve learning and ultimately throughput and graduation rates.

**Keywords:** student motivation, teaching, instructional strategy

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**#67. Improving Access to Learning Using Podcast Delivered on Mobile Technology**

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Learning technologies greatly change traditional teaching methods and access due to continued innovations and development of wireless mobile technologies. The integration of wireless mobile technologies in teaching and learning can improve access to learning. Students can use any mobile device i.e. any cell phone with internet access, ipads, and tablets to access teaching and learning. Podcast delivered on mobile devices can shorten waiting time for students who always receive learning material through post. It provides the human element (i.e lecturer's voice) to Open Distance Learning students as students can access teaching and learning on their mobile devices anytime, anywhere, on their palm.

Providing access to equitable education or teaching and learning to those who have been denied this in the past is a challenge in Africa, and internationally. The University of South Africa is an Open Distance Learning University. Students only access learning through the learner management system Myunisa or study guides, which are sent to students via post. This study recruited 130 students from the two regions as participants to investigate how podcasts on mobile devices can improve access to learning at the University of South Africa. Through iono website channel which was created, students were able to access mini lessons on proposal writing instantly on their mobile devices. The study therefore aims to develop a personalized and flexible podcast system which is accessible on mobile technological devices to facilitate teaching and learning. Students completed self-administered questionnaires and were interviewed telephonically. The data which was collected was analysed. The results revealed that delivering learning through podcast on mobile technology improved access to learning.

**Keywords:** Podcast, mobile technologies, Access to T&L, open distance learning
#68. WORKSHOP: Script Writing and Recording of Podcasting for Teaching and Learning

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Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

PART A: Script writing (1 hour).
The workshop will cover a step by step process on how to write a script. This includes the structure, the do’s and don’ts of script writing for educational purposes. Participants will be given a chance to write individual scripts related to their discipline on a particular topic. Participants are requested to bring relevant learning material that will enable them to write a complete script at the end of the workshop. This is very practical as participants will also be able to present the end product to the group for inputs and review.

PART B: Recording podcasts (1 hour).
In this session of the workshop participants will record supplementary podcasts using the prepared scripts. Some participants will act as presenters and others as students. This is a very interactive session. Participants will be exposed to strategies to enable them to use the free software to record audio. A demonstration on how to upload, download on mobile devices and listening episodes will be illustrated by iono.fm consultant. Episodes can be downloaded on any mobile device so that is can be listened to even if no internet access is available.

Keywords: script writing, podcasts, teaching tools

#69. Neoliberal Technologies of Control: Strangling teaching in higher education

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Theme: 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

In the past decade, higher education institutions (HEIs) in South Africa have witnessed a firm and decisive move towards corporatization. It may well be argued that this is an inevitable inclination, driven largely by globalization and the need to remain or become competitive in a highly market orientated local and international higher education sector. This need to attain a competitive edge demands that the status quo cannot remain. HEIs have to respond to indicators of quality contained in the international rankings machinery. In an era of fiscal austerity, it necessitates a greater extraction from existing higher education production factors. Labour in particular requires a more sophisticated disciplinary regime; a regime that defines the work of academics in explicit quantifiable terms, one that sets and measures performance standards for the different facets of an academic’s work. In this paper, I engage the tenets of self-study research; a study of my practice as manager of university pedagogues at the proverbial ‘chalkface’. I draw on data from my personal reflective journal as I analyse and reflect on the ideological imperatives that drive such regimes and the implications for higher education teaching. I argue that particular constructions of performance expectations are likely to result in the degeneration of higher education pedagogy into instrumentalist, technocratic practices at the cost of rich qualitative teaching and learning experiences. While the higher education bureaucratic machinery wants us to believe that this is good medicine, the jury is still out as to the long term effects on teaching of such performativity architecture. This paper draws attention to the subjugating effect of stringent control technologies on the lived experience of the higher
education pedagogue with a view to exploring possibilities and spaces of resistance.

Keywords: university rankings, fiscal austerity, higher education pedagogy

#70. The Influence of Regulatory Bodies on Higher Education Accounting Pedagogy

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Theme: 2. Exploring the role and influence of higher education regulatory bodies and professional Councils/Associations in the quality improvement of higher education

Studies in higher education Accounting that have considered teaching practices, have done so primarily in the context of students’ approaches to learning. Few have studied both professed and enacted teaching practices and there is limited research on the influence of accrediting bodies, especially in the South African setting. This paper presents the results of a study that explored teaching practices in the discipline of Managerial Accounting & Finance (MAF) and the influences that contribute to those practices, in particular the role of the accrediting body, the South African Institute of Chartered Accountants (SAICA). A qualitative case study design was used to explore the practices of MAF academics at the University of KwaZulu-Natal. Data collection methods included semi-structured interviews, and lecture and tutorial observations. The study illuminates the far reaching influence that external accrediting bodies have on the teaching practices in disciplines regulated by such bodies. SAICA’s influence on the discipline’s teaching practices was found to be pervasive, because not only does the Institute prescribe the curriculum, it also sets the external qualifying examinations and pronounces on accreditation. The Institute’s extensive knowledge and competency requirements, as well as the pressure to meet examination performance criteria, hindered the implementation of new teaching approaches. This tension varied among the participants due to their different conceptions of teaching, their pedagogical knowledge, and the impact of local contextual factors. A greater awareness of the unintended consequences of the accrediting body’s requirements may prompt a consideration of how to better manage these issues. Similarly, a greater awareness of local contextual factors may enable appropriate context specific pedagogies in Accounting. This
paper thus attempts to theorize a model for higher education Accounting pedagogy that interfaces context, higher education pedagogue and regulatory body.

**Keywords:** Accounting pedagogy, teaching practices, regulatory bodies

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**#71. Bridging the Gap Between the Skills Demand and Supply Side Through Effective Knowledge Management in Higher Education: Re-asserting the role of Sector Education and Training Authorities (SETAs) in facilitating skills development**

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Manufacturing and related serves SETA, South Africa

**Theme:** 2. Exploring the role and influence of higher education regulatory bodies and professional Councils/Associations in the quality improvement of higher education

Knowledge Management (KM) has arguably become an effective tool for enhancing organisational effectiveness in the knowledge age. It has become one of the most sought-after capabilities by many forward-looking organisations including those in the higher education sector. Sector Education and Training Authorities (SETAs) are strategically positioned to bridge the gap between policy makers; the skills demand side (industry) and supply side (Universities and FET Colleges) by facilitating the effective flow of skills development knowledge. The SETAs unique role as “middleman” in skills development has opened avenues to access a wealth of knowledge through research, sector skills planning, engaging with the academia and industry. Partnerships between SETAs and higher education institutions are also critical in generating, sharing and disseminating relevant skills development knowledge. KM plays a pivotal role in effectively managing the creation, sharing, dissemination and retention of knowledge to the relevant stakeholders at the right time. This is critical in enhancing research, innovation and informed decision making in skills development and higher education. The skills development world is no exception when it comes to the ongoing debate of the value KM adds in organisational effectiveness. The purpose of this study is therefore to critically assess the role of KM in enhancing the effectiveness of the higher education system though effective creation, sharing, dissemination and use of knowledge by the skills supply side (universities and FET Colleges) and demand side (industry). The paper will also explore challenges in using KM...
as a tool for enhancing skills development. There has also been a growing concern of lack of synergies among various players in the skills development world. This study will explore ways in which effective KM will help alleviate this challenge. This study uses the case study approach as its primary method of inquiry. A review of secondary literature will be conducted to supplement the data and information collected in the case study.

**Keywords:** Knowledge management, skills development, SETAs

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**#72. Undergraduate Research Students Experiences of Conducting Research**

**T Mapasa**

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**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

Studies on research supervision in South Africa focus to a large extent on postgraduate research students’ experiences of conducting research. Few studies are published which focus on undergraduate research supervision. This paper is a report on a study conducted to explore undergraduate students’ experiences of conducting disciplined inquiry for the first time in order to identify their needs and to improve their learning about conducting research. The study was motivated by the need to prepare the undergraduate research students for post-graduate studies. Data gathering was part of the teaching and learning process. During the process of conducting their small scale research projects guided by the research tutor, twenty-six undergraduate research students were requested to monitor their thoughts, feelings and also to note down questions they had, problems or concerns about research and also about the research tutor’s research supervision. This was done by keeping reflective journals. Semi-structured group interviews were then conducted after the small scale research projects were submitted. Analysis of this data revealed that students experienced the research process as both a challenge and a positive experience. Students struggled to make sense of the different stages of the research process and also with working in groups. They experienced research as a growth process and working in groups as a supportive space. Students were positive about their experience of working with a research tutor, although not familiar to them. The findings of this study suggest that research supervisors and or research tutors of the undergraduate students need to understand that conducting research is a challenge at undergraduate level and they need to find ways to support the undergraduate research students throughout the research process.

**Keywords:** undergraduate, research supervision, student experiences


#73. Easing the Articulation Blues: Stepping up from high school to higher education

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University of Johannesburg, South Africa

Theme: 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

My presentation focusses on the interventions addressed by the Learning Development unit at the University of Johannesburg, to ease the transition from high school to higher education experienced by first year students. The interventions are offered to students who are at risk and those who have educational gaps wherein study skills have not been sufficiently developed to support Higher Education learning. The aim is to include study skills as a psycho educational tool that leads to performance enhancing behaviours. Study skills are variously defined as ‘comprehension and memorization’ (Hilwani and Sartour; 1997); ‘Acquiring recording, locating, organizing, managing which leads to memorizing and retrieving on demand’ (Hoover; 1989) and ‘Critical reflection towards achieving outcomes’ (Fielden; 2004). Both Biggs (1987) and Meyer (1992) have studied the link between poor study skills and increasing failure rates. The Learning Development unit attempts to infuse Study skills into student learning and into the curriculum. Workshops and interventions on time management, the brain and cognition, creative learning, note taking and note making, writing skills, academic literacy, Power learning, the study cycle, memorization and retrieval and exam skills are offered to faculties and departments on request. Students are offered one on one or small group consultation sessions. The purpose of the research is to determine whether the study skills interventions are lending themselves to enhanced learning behavior. Students attend at least three sessions with the Learning Development Facilitator. Evaluation forms are filled in to assess the impact of the interventions and results from before the interventions and after are compared. Initial analyses of the data from evaluation forms shows that students are moving away from being at risk to becoming more competent learners and that students are able use the techniques towards more enhanced learning behavior.

Keywords: interventions, student performance, skills development
#74. Maintaining Interest and Fuelling Motivation: Student Experiences of Active and Collaborative Learning Tasks in a level 300 Finance Module

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Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

The challenge of engaging students in traditional lectures is a common and ongoing struggle for lecturers who teach large undergraduate classes. Although there is evidence to show that active and collaborative teaching and learning strategies yield positive cognitive and interpersonal benefits, there is little empirical exploration of how students respond to and experience these kinds of strategies. In line with current South African higher education concerns with the “student experience”, this study explored level 300 Finance students’ experiences of being engaged during their lectures via several active and collaborative learning tasks. Grounded in an educational action research framework, this study formed part of one lecturer’s attempts to understand and critically reflect upon (and improve) her teaching and learning practices in the discipline of Finance at the University of KwaZulu-Natal. Students were consciously engaged in a series of active and collaborative learning tasks during their second semester lectures in 2012. At the end of the semester, students were asked to complete an anonymous questionnaire, which was developed in relation to other similar questionnaires on active learning in higher education. Of the 107 students registered for the module, 62 completed the questionnaire. Using collaborative coding and an interpretive analytic framework, several themes were identified. Most respondents were highly affirming of these techniques, identifying perceived cognitive, interest and motivational benefits. In addition, respondents recommended other active and collaborative learning tasks which they assessed as being viable for further enhancing interest and motivation. Some respondents, however, were dismissive of the tasks or did not complete the questionnaire, and these dissenting views are considered. The findings from this study complete this educational action research cycle. Insight into how students experience being actively and collaboratively engaged during traditional lectures provides a valuable basis for the continued development of innovative teaching and learning in undergraduate education.

Keywords: teaching methods, Student experiences, curriculum development
Examining the 4-year Undergraduate Degree Structure—the case of BCOM4 at PMB

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Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Equity in access to higher education and equity of opportunity are topical issues in South African Higher Education. Elements revolving around the university experience are many, and include the organisation of the curriculum. Beckmann (2008) and Scott et al (2007) both discuss the current structure of degrees as one item which needs to be addressed with the view to improve throughput. Scott highlights that current throughput rates seem to indicate that the current structure is not one that is, “realistic or valid for the majority of students in higher education” and that curricula structure needs to be addressed in order to attain the output levels necessary for equity to be achieved. Given that underprepared students may be better able to cope in the tertiary environment given an appropriate set of support mechanisms, it is possible that re-examining the degree structure (providing additional courses, or possibly having degrees spread over four years rather than three) may be a mechanism through which throughput could be improved. At University of KwaZulu-Natal, students wishing to pursue a BCom, who do not have the minimum points required to enter the ‘mainstream’ program, may enrol into the BCom4 programme. BCom4 is an extended BCom programme completed over four years. This programme requires additional, compulsory tutorial attendance in smaller groups, and a strong focus on developing writing skills. This is required in addition to mainstream requirements. A comparison of the pass rates of the Economics and Mathematics modules is made across the BCom and BCom4 programmes over the period 2008 to 2012. The purpose of this comparison is to ascertain whether the additional support structures offered in BCom4 yields higher pass rates relative to mainstream BCom. Test performance of BCOM4 students at times surpasses that of mainstream BCOM, indicating the possible benefits of developing such programmes.

Keywords: degree structure, student performance, extended curriculum
#76. Becoming Doctors: Journeys to transformational leadership

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Medical education has been described, like other educations and apprenticeships into professions, as a self-altering course of identity construction (and reconstruction). Transformational leadership implies that the change within has influenced others and brought about change without. All medical practitioners are arguably leaders in society due to the status and position afforded them by virtue of their qualification. Yet the field has generally lagged behind in the adoption of contemporary transformational leadership models which are more likely to bring about meaningful change in healthcare systems. This study in progress aimed at gaining a better understanding of the development of professional identity as medical students become doctors. Various factors that influence aspirations, motivations and trajectories of newly qualified doctors (NQDs) are being explored. Six graduates of a problem-based learning curriculum participated in a narrative study of medical internship experiences. Qualitative data in the form of written reflections 3yrs post-graduation were analysed using socio-linguistic methods. The same participants were followed up with one-on-one, in-depth interviews 6yrs post-graduation. Interpretative evaluation enabled insight into their journeys as professionals whilst reflecting back on internship experiences from a more mature perspective. A synopsis of how graduates reached their current professional positions 6yrs post-graduation showed that, in addition to knowledge, skills and values, participants’ experiences relating to ‘life and fate’ have an unexpectedly profound bearing on career choices. Relationships to others and to institutions, both pre- and post-graduation, were found to be a central theme in the trajectories of NQDs. In addition, national policies governing post-internship placement of practitioners in community service was a further compounding factor highlighted by participants’ narratives. Beyond undergraduate medical education lies a liminal space fraught with complexity, unpredictability and uncertainty. NQDs need to be equipped for dealing with contextual and cultural aspects of medical practice in order to develop as transformational leaders.

**Keywords:** transformational leadership, identity construction, healthcare
#77. Bridge-Building Across the Landscape of Higher Education: An exploration of the dynamics of collaborative learning projects

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Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

This paper interrogates the practical, logistical, methodological, epistemological and philosophical challenges and opportunities of working collaboratively, across two different Higher Education institutions, in creating theatrical work. Between 2009 and 2011 we initiated three separate inter-institutional performance-based projects between the Drama and Performance Studies programme at University of KwaZulu-Natal, and the Department of Drama Studies at Durban University of Technology. This series of projects constituted the first such exercise between these two departments. We co-directed the productions, with input from other colleagues in both departments, and students from each department were involved as cast and crew for the theatrical performances. The paper utilises the three projects as case-studies in order to examine what we did and what we learned. The landscape of higher education is shifting, and we need to find new ways to teach in order to negotiate this changing milieu. Our response to this challenge was the stimulus for the projects, which were driven by a number of specific goals:

• The students from the two institutions, while separated geographically only by a few kilometers, have, in the past, had almost no contact with one another; given the limited size of the entertainment industry in which they will be required to work together, it is important to bridge this divide;

• We sought to challenge the ‘silo-ed’ nature of Higher Education institutions in South Africa, in order to break down boundaries and perceived hierarchies between students at so-called ‘traditional’ universities, and those at Universities of Technology (UOTs).

It is our belief that the insights we have gained from these three projects can extend the discourse around teaching Drama in Higher Education in South Africa, through interrogating the use of innovative and collaborative methods. In moving outside of our comfort zones, within our own spaces of work, we created an opportunity for new learning/s and knowledge/s to evolve both for ourselves and for our students.

Keywords: institutional collaborations, case-study, Drama in Higher Education
#78. Developing a Strategy to Defend Market Share in the Higher Education Colleges

T Mkhize
UNISA, South Africa

Theme: 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

The political environment in South Africa has been a subject of phenomenal change that can only be compared to revolution since the end of the Apartheid regime in May 1994. The change in the political environment has introduced new items and priorities in the South African education sector’s agenda. These are issues of focus to the new political masters such as socio-economic transformation and the uneducated majority of the population. The main objective of this study was to develop a strategy to defend market share in the Higher Education Colleges. The research question relates to the development of a comprehensive marketing strategy to defend market share of Private Higher Education Institutions at a time when waves of factors, are fundamentally changing the industry. These factors range, amongst others, from the entrance of new foreign institutions, changes in legislation, reduced, to the impact of Internet, and reduction in margins. The study advised how to develop a marketing strategy for Private Higher Education Colleges to defend market share in South Africa. The success or failure of marketing strategies rests not only on accurate identification of problems and successful reduction of resistance to change, but also on the appropriateness of the selected strategies.

Keywords: marketing, higher education colleges, private higher education

#79. English Conflated with Intellectualism in the South African Context

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Theme: 5. Re-Envisioning the role of language in higher education in an African context: The quest for relevance and social justice

This paper to examine the African language debate in the light of the recent articles in the press which reflect on the decision by the University of KwaZulu-Natal to include isiZulu as a compulsory module for all non-isiZulu speaking students who wish to graduate from the University. Much of the African language in higher education discourse and debate has traditionally evaded issues at the core of linguistic paralysis. It has become the norm in South African speech communities to assume that when one begins to think, English is “the” language in which one should think and succinctly express thoughts, expectations, emotions, linguistic and cultural innuendos. Yet for most people in this country, English is their second, third or fourth language. Ironically, in classrooms and lecture theatres at every level, learners think that in order to ensure that an expression is best understood by everyone, the medium that one should render it in is automatically English, regardless of the proficiency of interlocutors in the language in question. It is important to emphasise that this is a discussion paper in its purest sense that seeks to lay bare substantive questions that African language scholars need to confront. The paper seeks to critically analyse reactions for and against the introduction of IsiZulu, from various quarters of the society, namely, students, academics, ordinary people, media and politicians in the aftermath of this announcement. It will also attempt to derive solutions from the ideals enshrined in both the South African Constitution, section 6 (5) and the SA Language Policy in Education of 1997 as a basis for further engagement in this highly contested terrain.

Keywords: African languages, policy, mediums of instruction
The paper intends to respond and contribute to the international concern of different forms of knowledge in higher education. We chart our negotiation of a creative integration of indigenous isiZulu literacies and teaching methodologies into the BEd ECD Foundation Phase Teacher Education Language and Literacy curriculum in KZN. We show how through university students school learners can be provided the opportunity to make sense of what they have learnt in English Literacy and Methodologies by giving that information an additional meaning. In this way, what is already known within their cultural paradigm is linked to new experiences. This paper also shows how relevant persons and rural and academic communities may be involved in this endeavour. We highlight the use of relevant indigenous language and literacy knowledge to link "the old with the new" language education scientific principles. Research methods employed will benaturalistic approach through direct observation, self-report and recording and action research. Results will be analysed using discourse analysis.

**Keywords:** teaching practices, indigenous literacy, IKS
#82. Re-imagining Novice Teachers as Leaders and the Role They Can Play in Building a Community of Educational Leaders/Researchers

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**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

There is much literature to indicate that, in the field of teacher leadership, teachers can enact a reflective practice role as they operate as action researchers in their classrooms and schools. However, novice teachers are seldom considered as leaders or researchers, particularly in the South African schooling context. I report on a qualitative study in which the reflections of 20 2nd, 3rd, 4th year and PGCE university education students on their school teaching practice experience were explored. The study utilised student reflective practice sheets and focus group interviews to gather data. Conceptualised within a distributed teacher leadership framework, this paper argues that novice teachers are often an untapped leadership source as they are not viewed as potential agents of change. We contend that, in order to build a community of educational researchers, these novice teachers need to be re-imagined as teacher leaders and educated about their valuable change agency role in the schooling context. Furthermore, it is imperative that the degree for which they are registered engages with what it means for novice teachers to enact leadership, and supports them in theorising and developing critical reflective practice skills. In this way, there is a likelihood that novice teachers will be able to take up their leadership role as they embark on a process of action research in their first teaching post.

**Keywords:** Education, novice teachers, teaching practices

#83. Ubuntu, Justice and the University of KwaZulu-Natal's Language Policy

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**Theme:** 5. Re-Envisioning the role of language in higher education in an African context: The quest for relevance and social justice

While there is extensive research on the University of kwaZulu-Natal's Language Policy and its implementation (for example, Alternation dedicated volume 17, issue 1 to the theme of multilingualism), this research has not been explicitly based on ubuntu philosophy of justice. Using the writings of Ayi Kwei Armah, Ngũgĩ wa Thiong’o, and Mogobe Ramose, the purpose of this paper is to anchor the debate on University of KwaZulu-Natal's Language Policy on ubuntu philosophy of justice. I will argue that justice for Ayi Kwei Armah, Ngũgĩ wa Thiong’o and Mogobe Ramose is a restoration of intertemporal balance. Redefining gods as ontological agencies that mediate between possibilities and the actuality, and ancestors as a repository of past experiences, I will argue that for Armah, Ngũgĩ wa Thiong’o and Ramose, justice is a participatory process in which the affected communities play a pivotal role. Using existing literature and data collected from interviews that were conducted between November 2012 and March 2013, this paper seeks to answer the following questions:

- What version of philosophy of justice emerges from the combination of Armah’s, Ngũgĩ wa Thiong’o’s and Ramose’s thoughts?
- To what extent do University of KwaZulu-Natal’s language policy and its implementation restore the balance between the living and the spiritual beings?
- To what extent do University of KwaZulu-Natal’s language policy and its implementation restore the balance among the living?

**Keywords:** Language Policy, Ubuntu, justice
#84. "If this is not dedication, then I do not know what is": Pre-service teachers responding to community challenges through service learning

R Mudaly
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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

The call for tertiary institutions to dignify their scholarship by educating students for more than careers, through teaching civic responsibility, is not new. One way in which students can be prepared for responsible citizenship is through credit-bearing service learning activities. Service learning influences students’ personal, social and professional attitudes favourably. In this presentation, I argue for the recognition of students’ engagement in service learning by charting ten students’ experiences which enhanced their learning in a biology module. Participatory reflection and action (PRA) was used as a teaching methodology to enable pre-service teachers to address the social challenge of food security. A democratic process underpinned the plan of the service learning activity. Pre-service teachers were given the choice of the community they wished to serve by cultivating vegetable gardens for health and nutrition. Knowledge and skill acquisition occurred in the tertiary institution which is well resourced. Analysis of their service learning journals, as well as their responses to a questionnaire, reveal how pre-service teachers’ attainment of knowledge and skills can be used in socially innovative ways to uplift under-resourced communities. Their initial doubts about the suitability of a service learning approach in a biological science module, and their subsequent excitement to engage in hands-on experiential learning activities, followed by deeper insights into the value of service learning, are reported. Concluding remarks focus on a transformation of pre-service teachers, who expect to teach in traditional ways, to advocates for community upliftment through service learning activities.

**Keywords:** pre-service learning, service learning, citizenship

#85. On The Verge: The demise of Higher Education Institutions

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

It is ironic that universities generally reward teaching staff for not really doing their job. The emphasis has slipped from actual teaching to academic writing, with teaching relegated to a past-time for most staff members. Students are becoming bored with staff that research well, write well but struggle to communicate in the class itself. The days of staff standing at a podium and reading from yellowed paper are numbered with newer innovative methods becoming more prominent. University teaching is on the verge of entering an arena of global innovation and staff at universities need to quickly realise the benefits of using technology in their teaching, or else they too may become extinct like the dinosaurs. This paper will look at future trends in teaching at higher educational institutions and the changes that staff need to engage with in order to continue to deliver valuable lectures to their students.

**Keywords:** technology, teaching methods, teaching trends
Theme: 4. New directions in researching indigenous epistemologies in Africa

The capricious nature of students attending higher education institutions has presented an opportunity for teaching and learning facilitators to explore innovative classroom practices. With this in mind, the aim of this research was to identify and understand key classroom practices (such as presentation techniques and tools among others) that can transform the traditional classroom into an environment that enhances student learning experiences. The objectives of the research were to determine the efficacy of computer aided classroom presentations, assess the utility of peer educating techniques, and assess the use of debates as part of classroom activities. These objectives sought to identify key student learning experiences. An action research approach, involving cycles of plan-act-reflect/evaluate-adapt was used to achieve the research objectives. Dissimilar lesson presentation techniques and classroom activities were adopted cyclically. Students periodically reflected on their learning experiences by means of individual interviews, and online journal postings. Preliminary analysis by means of content analysis procedures indicated that a thoughtful selection and use of classroom learning tools can lead to positive student learning experiences and higher student engagement. Further research needs to be conducted on the effectiveness of these and other classroom presentation techniques in enhancing not only the learning experiences but also the academic performance of students.

Keywords: Teaching, Learning, Learning Experience, Higher Education, Classroom, Student engagement, Presentations, Debates, Learning Technology

Theme: 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

This paper examines the use of the theatre performance medium of stand-up comedy as a viable means through which to teach, not only stand-up comedy itself, but also a variety of other subject matters within the framework of Higher Education teaching practice. In South Africa, stand-up comedy, as a form, has boomed in the post-1994 context. There are several reasons for this. On a pragmatic level, given that it is (usually) a solo performance form, it offers an economical way to get one’s message across to a group of people. It also works through humour and thus is able to negotiate complex issues and ideologies in non-threatening ways. The effectiveness of stand-up as a form was established during the pre-1994 era.: Given the apartheid censorship laws, and the laws regulating the gathering of non-white people, stand-up comedy became a vehicle used to entertain and simultaneously drive battalions through these streets of segregation and other hegemonic practices which limited the rights of individuals. The subject matter as well as the genre itself became a means of protest and challenge, taking the form of satire and wit. Similar principles underpin the potential to use stand-up as an educative device, whether students are engaged in Drama, English or Science courses. We can teach stand-up using stand-up, but there is also the potential to teach other discourses using the style. Theatre – a form of culture – has the ability to represent culture and it is on the basis of this premise that we can begin to explore learning as an aspect of culture on stage and in the classroom. In so doing, we challenge the context within which we exist, and it is through challenging that we educate. The paper will focus on my own use of stand-up comedy to teach, as I have used it.
in both Drama and performance modules and a course on Comparative Literature and Culture. The use of stand-up comedy can open the doors for creative learning experiences to occur, as performance and education merge in the classroom.

**Keywords:** stand-up comedy, teaching practices, drama studies

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**#88. In-Class Digital Distraction Among University Students: An empirical study of the contributing factors in African context: Case of Namibia & Uganda**

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**Theme:** 9. Re-envisioning further education and training and higher education articulation

Classroom access to computers and the Internet may be indispensable for teaching, learning and research, both for the student and the lecturer. Yet, the pervasiveness of these IT technologies that include laptops, mobile phones and tablets can also be an impediment to learning as students may engage in actions unrelated to classwork such as texting, web browsing, e-mailing, online gaming, online shopping or a myriad of other activities. Using survey data collected from 200 Ugandan and 213 Namibian university students, this paper examines the extent of this behavior by students and the factors that may contribute to this behavior; it further presents a comparative analysis of the phenomenon in these higher education settings. The factors that were studied include the students’ addiction to the Internet, learning style, classroom environment, and other individual student factors (gender, age, etc.). The study confirms that in-class digital distraction is prevalent and severe among African university students. The findings suggest that Internet addiction, learning style preference, contextual and individual factors significantly influence the degree to which students engage in distractive activities. The paper concludes with a discussion of the pedagogical and classroom management implications of the findings and provides recommendations for researchers, administrators as well as educators.

**Keywords:** Internet addiction, digital distraction, learning style
The role of leadership in education today is not to command and control, but to do climate control - creating a climate of possibilities" (Sir Ken Robinson). This statement applies to all levels of education from policy to the classroom. In light of today's world of complexity due to technology and globalization - the digital age - what education needs is to explore simplicity. Simplicity is not necessarily easy. So what alternative structures and paradigms will we need to embrace? If we assume that we, the human beings, are the ultimate technology, then a fuller realization and chosen discipline of self - inner self - becomes a necessary paradigm shift in higher education. This paper looks to embrace a reflexive paradigm, by looking at what science teaches us about the brain, and comparing it with indigenous modes of education and with Waldorf education, as well as, acknowledge eastern paradigms and translate this information into practice in a higher learning environment. I have explored a number of self-skilling techniques in my class - The Art of Creative Thinking - of 7 to 24 students, during the last three years. I have found out, using a particular lateral thinking puzzle, that students initially could not resolve the puzzle in less than an hour, but after using the same methods extracted from the creative arts, games and self-reflexive tools, over two semesters, the puzzle was resolved in 15 to 20 mins. This is only a beginning, but it has the potential to explore methods and tools that will contribute to creating a climate of possibility whereby students learn to know how to explore the world and be balanced within themselves as a foundation to managing complexity.

**Keywords:** reflexive paradigms, modes of education, self-skilling techniques

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This paper provides a reflexive narrative account of a collaborative research process of meaning making of postgraduate students' conceptions of African Scholarship in a South African university. We reflect on the challenges we encountered in trying to make collective sense of the students' conceptions of African scholarship, and consider the implications thereof for curriculum. The article makes visible the central role that our own implicit notions of African Scholarship played in our ranking of students' conceptions in terms of what we perceived to be 'basic' to 'complex' levels of understanding. It illustrates how we came to see that making value judgements on students' understandings right at the start of the meaning making process had constrained our own understanding. Furthermore, the article highlights our realisation that any recommendations for curriculum development and innovation needed to be preceded by our own curriculum intellectualising. We draw attention to the centrality of polyvocality, reflexivity, provision of space and time, and the creation of comfortable, yet discomforting relationships as conducive conditions for curriculum intellectualising. The article contributes to re-imagining of curriculum as a complex conversation that elicits uncomfortable questions, interrogates our own taken-for-granted ideas, and encourages divergence and dissidence (rather than conformity) in ways that offer valuable opportunities for discovery and growth.

**Keywords:** African Scholarship, curriculum development, student perceptions
#91. Are Students Ready for Clinical Practice: 
Perceptions of students and their supervisors

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University of KwaZulu-Natal, South Africa

Theme: 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

Aim: The aim of this study was to explore the perceptions of the final year University of KwaZulu-Natal occupational therapy students and their clinical supervisors’ regarding their undergraduate education and preparedness for independent clinical practice

Methods: This qualitative study explored the perceptions of final year University of KwaZulu-Natal Occupational Therapy students and their clinical supervisors regarding their undergraduate education and preparedness for independent clinical practice. Seventeen final year students and their clinical supervisors (n=7) participated in focus groups and semi-structured interviews respectively. A document analysis was conducted to compare the training, fieldwork practice and assessment at the local institution to the stipulated guidelines of the World Federation of Occupational Therapists and the Health Professions Council of South Africa. Deductive reasoning using a conceptual framework based on the guidelines provided by the World Federation of Occupational therapist and the HPCSA minimum standards was used to analyse the data collected.

Findings: Most final year students and clinical supervisors felt that students were partially prepared for clinical practice and lacked confidence. The students’ level of confidence was linked to the areas of occupation therapy that they enjoyed and their positive experiences during fieldwork placements. Curriculum design and content were some of the areas highlighted as needing review.

Conclusion: The overall perception of both the clinical supervisors and the students was that the new graduates would be able to cope with basic clinical practice. However, there were aspects of the curriculum that could be improved to ensure that the new clinicians have more confidence and are equipped to deliver an occupational therapy service that specifically meets the need for diverse African healthcare settings. A conceptual framework based on international and national regulating standards for the programme regulation, is a useful tool to use when analysing data around the curriculum.

Keywords: occupational therapy, clinical practice, curriculum development
#92. Exploring Pre-Service Teachers' Knowledge of Instructional Tools for Mathematics

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University of KwaZulu-Natal, South Africa

Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Pre-service teacher preparation is considered to be important for preparing teachers for the classroom situation. Teachers are required to be knowledgeable in various areas, thus this training includes preparing prospective teachers with respect to aspects of content knowledge, pedagogical content knowledge and general pedagogical knowledge. Additionally being able to interpret concepts as discussed by learners is of importance. This study was located at one university in KwaZulu-Natal, South Africa. This qualitative, interpretive study examined Mathematics Postgraduate Certificate in Education (PGCE) students' exposure to and perceptions of instructional tools for mathematics. These students were registered for a one year full time programme. Once the students completed the yearlong programme, they would begin their careers as teachers in the General Education and Training phase (GET) which incorporates learners in Grades 7 - 9. This study was framed within Shulman's teacher knowledge model, focusing on teachers' pedagogic content knowledge. Pedagogic content knowledge in mathematics requires the merging of mathematics content and pedagogy. Within the ambit of mathematics pedagogic content knowledge, this study examined instructional tools PGCE students were exposed to and their perceptions of each of these instructional tools. Qualitative data was collected during the 2012 academic year from fifty PGCE mathematics students via three questionnaires. Thematic coding and interpretive techniques were used to analyse the data. An initial analysis of the data exhibited that these students have limited understanding of the use of instructional tools required for the effective teaching and learning of mathematics. In the presentation an in-depth discussion of the results, findings and recommendations will be provided. These findings are important for advancing mathematics teacher and curriculum development.

Keywords: PGCE, general education and training, teachers
#93. (Re)Framing Our Teaching Philosophies

J Naidoo, K Pithouse-Morgan, D Pillay, C Bertram, T Mbatha, N Mthiyane & T Mukeredzi
University of KwaZulu-Natal, South Africa

**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

As university educators and postgraduate research supervisors, we are required to articulate our teaching philosophies for promotion purposes. Significantly, research suggests that becoming more conscious and critical of our teaching philosophies can enhance our agency and pedagogy as educators. However, putting our (often implicit) teaching philosophies under the microscope can be challenging. Where do we start? And how can we concretise, communicate and review the underlying theories and attitudes that have such important consequences for our teaching? In this paper, we will share our own experiences of learning through identifying a significant artefact or object that represents an aspect of our personal teaching philosophy and discussing our learning about/from this artefact with colleagues. We will show some exemplars of our own teaching philosophy artefacts and explain how our collective engagement with the visual, participatory research method of artefact retrieval has contributed to creating a social space for our personal and professional development and growth. Building on the concept of reframing (becoming mindful of unconscious frames of reference that shape our teaching) and on memory-work (examining how particular memories contribute to our current patterns of thought and action as teachers), we will then invite participants to join us in exploring artefact retrieval as an entry point for a process of framing (and reframing) teaching philosophies. This paper will not only be of interest to university educators who have already written about their teaching philosophies, but also those who are beginning to reflect upon and to articulate their teaching philosophies.

**Keywords:** teaching philosophy, reframing, agency

#94. Student's Perceptions of a Community-Based Medical Education Programme

University of KwaZulu-Natal, South Africa

**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

**Background:** In 2013 the University of KwaZulu-Natal introduced a community-based education programme for 4th year medical students in Family Medicine. Funding for accommodation, transport, tutors and IT facilities were provided by MEPI. This enabled groups of 30-40 students to conduct clinical rotations in urban and rural primary health care centres. The aim of this study was to investigate the students’ perceptions of and effectiveness of such a programme in achieving the desired learning objectives.

**Method:** All students who completed the rotation were invited to complete a questionnaire to evaluate their perceptions of the programme. The main outcome measures were self-assessments of knowledge and skills pre- and post-introduction of community based education programme as well as an evaluation of the teaching methods.

**Results:** Between January and May 2013 there were 89 students who underwent the rotation (half the class) and completed the evaluation. The overall satisfaction of the students with community-based placements was high (83%). More students felt that small group tutorials (88.9%) and bedside teaching (86.7%) were effective teaching methods than lectures (70%) and MOODLE (73%). The most significant gain that students perceived was in their understanding of chronic illnesses (MD calculated on scale of 1 to 5 was -1.27). The learning objective of understanding patient context was also well met (MD-1.05). However students’ perceived gain in patient communication only reflected a mean difference of -0.88. More than 80% of respondents indicated that the relationship with their supervisor and facility staff was positive and enhanced the learning experience.
Conclusion: Training health professionals in the community is resource-intensive and requires innovative pedagogy in order to achieve the desired objectives. However in this Family Medicine programme at UKZN attaining specific learning objectives such as understanding patients’ context and chronic diseases has been demonstrated to be effective with community-based education. Further evaluation of the community placements and pedagogies required is needed to inform educators of how to best implement community-based education.

Keywords: community-based education programme, Family Medicine, primary health care

#95. Integrating Research Skills into the Undergraduate Curriculum at University of KwaZulu-Natal: A perspective from Biology

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Theme: 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

The Teaching and Learning Policy of the University of KwaZulu-Natal (University of KwaZulu-Natal) calls for inquiry-led scholarship and deep learning that promotes student-staff engagement with both national and international imperatives, and supports continuous improvement through the integration of theory and practice. This integration of theory and practice is fundamental to the learning experience in the natural sciences. While undergraduate teaching typically focuses on disseminating theoretical concepts, teaching at the postgraduate level necessitates practical engagement within the conceptual framework. This allows students to benefit from concepts learnt during their undergraduate years for further implementation of these concepts at the postgraduate level, in a manner that is internationally competitive. A segue between student expectations at undergraduate and postgraduate levels lies in the introduction and consolidation of research methodologies at the undergraduate level, thereby preparing students for the demands of a postgraduate education. In the School of Life Sciences, University of KwaZulu-Natal, some undergraduate modules that seek to instil basic research methodologies are taught, with the aim of enhancing the quality of the postgraduate teaching and learning experience. The learning outcomes of each of these modules are critically discussed, and their contribution to the postgraduate learning outcomes are examined. The success of these modules in strengthening the connection between undergraduate teaching and research is considered in light of student feedback. Finally, the benefits of introducing research-based modules on
the overall teaching and learning experience is considered, from both the teaching and learning perspectives.

**Keywords:** research skills, skills development, curriculum development

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**#96. Teaching Social Justice in English Studies**

**P Narismulu**  
University of KwaZulu-Natal, South Africa

**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Focusing higher education teaching on questions of social justice offers one way of tackling histories of systemic violence, marginalization and silencing. Such a focus also enables a reflexive attentiveness to skills development. This is critical especially as higher education can contribute much to the development of the other educational and social sectors.

Teaching and learning in the humanities may be energized by a range of global, national, regional and local imperatives. And, despite evidence to the contrary, far from continuing as (neo) colonial caricatures, the Arts are very capable of tackling these challenges. Even English Studies (where I am located) has the potential to make enormous contributions to transformation, despite its history and ongoing hegemony. Addressing questions of social justice in the field of English Studies involves challenging entrenched values and positions.

This presentation draws on teaching at the third year and Honours levels to reflect on how legacies of oppression and systematic underdevelopment may be addressed through texts and learning engagements that teach students how to tackle some oppressive practices and values (that inform current social, economic and ecological challenges), and stimulate the development of a range of intellectual, social and vocational skills. Among these are creative, analytical, metacognitive and reconstructive intellectual skills such as generative reading, argument construction, essay writing, self-evaluation and basic editing skills.

**Keywords:** social justice, skills development, teaching practices
#97. The Significance of Information and Communication Technology (ICT) Localization in the Promotion and Intellectualisation of African Languages in Higher Education

H Ndebele
University of KwaZulu-Natal, South Africa

Theme: 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

The underdevelopment of African languages has been a worrying factor and subject for debate for a number of years. African languages continue to be marginalised in "higher" domains of life, such ICT, while colonial languages continue to gain much ground and territory in such domains. It becomes impossible to produce and disseminate local content if local languages are not available in ICT, given its profound diffusion in Africa (Osborn, 2010). This paper therefore seeks to demonstrate the significance of Information and Communication Technology (ICT) localization in the promotion and intellectualisation of African languages in higher education. ICT localization is the transfer of cultural consciousness into a computer system, making the computer a natural extension of the society it serves (Yacob, 2004). Data for this particular study was gathered through interviews with experts that are involved in African languages digitalization projects from different universities, observation and document review. The availability of these languages in ICT is of primary importance in any efforts to use ICT for development and education. It facilitates the full participation of indigenous communities in the process of knowledge production and utilization and optimal use of the different ICTs. Integrating African languages and ICT is also of paramount significance in facilitating effective teaching and learning, communication, research productivity and knowledge dissemination in higher education.

Keywords: ICT, digitalization, African languages

#98. Thematic Progression Used in Academic Essays: The case of University of Zambia second year students

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University of Zambia, Zambia

Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

This paper discusses the types of patterns used in the written pieces of discourse produced by a sample of University of Zambia second year students registered for the 2011 Academic Year in the School of Education and the School of Humanities and Social Sciences. The purpose of the exercise was to establish whether the students used any theme-rheme patterns in their written discourse to enhance coherence. The paper also endeavoured to determine the extent to which these patterns either enhanced or obscured discourse coherence. The investigation was motivated by lack of coherence in most of the students’ written pieces of discourse. The study was based on the theory of thematic progression which originates from the Hallidayan systematic grammarians of the early 1970s. The theory is based on the relationship between theme and rheme in the development and organization of information in a text (Danes, 1974).

While some studies have indicated incoherence in the written pieces of discourse produced by students at the University of Zambia, to date, there has been no explanation as to whether discourse coherence is related to thematic progression. The aim of the study was to establish whether or not the types of patterns used by second year students at the University of Zambia enhanced or obscured discourse coherence. The objective of the study is: To identify the types of thematic progression patterns used in the written pieces of discourse produced by the second year students at the University of Zambia; To establish whether or not the patterns used in the written pieces vary with type of question asked, whether comparative or argumentative.
Data were collected from 50 scripts comprising samples of written pieces of discourse produced by second year students as part of their normal coursework test and examination tasks. Simple random sampling techniques were used to obtain samples. Data analysis and interpretation was done by adopting a qualitative approach to identify the appropriate theme-rheme patterns that would enhance discourse coherence.

Two types of thematic progression patterns were identified: Those that enhance discourse coherence and those that obscure discourse coherence. The patterns that enhance coherence included Simple linear progression and constant progression Pattern. Among the patterns that obscure discourse coherence were the use of the brand new theme, empty rheme, empty use of there, use of dummy it, and the use of conversational personal pronouns. The findings revealed that only two thematic progression patterns that enhance discourse coherence were used among the second year students at the UNZA.

**Keywords:** writing patterns, discourse coherence, Zambia

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**AD Nkosi & M Nzewi**

University of Pretoria, South Africa

**Theme: 4. New directions in researching indigenous epistemologies in Africa**

Knowledge content and methodology in the African continent has been for many years determined by Euro-American education system in respect of curriculum, pedagogy and methodologies. This dependency on foreign education systems has undermined the vast knowledge that Africa holds and neglected the systematic educational approaches that exists in the African Indigenous Knowledge Systems (AIKS) of education. The neglect of AIKS cuts across many fields of academic specializations, including the performing arts.

The Centre for Indigenous Instrumental Music and Dance for Africa aims to redress the current, evident knowledge prejudice and dominance, by developing a certificate program in African Music Arts which is accredited by a tertiary institution. This certificate program (Certificate in African Indigenous Cultural Arts Education) is unique in South African tertiary education. It marks a shift in paradigms and has created a new trend in the African Performing Art education. This paper will explore this bold endeavour in academia as one examples of how Indigenous Knowledge epistemology can be incorporated in modern education and add value in higher education learning programs.

**Keywords:** AIKS, African Music Arts
#100. IZimo ababhekana nazo (experiences) abafundi bamazinga aphakeme eMfundo
(Postgraduate students) kanye nendlela abakubuka ngayo ukufunda ngolimi lwesiZulu
eNyuvesi YaKwaZulu-Natal

ZP Nkosi
University of KwaZulu-Natal, South Africa

Theme: 5. Re-Envisioning the role of language in higher education in an African context: The quest for relevance and social justice

The language policy for the University of KwaZulu-Natal promotes isiZulu for the purposes of teaching, learning and research. This concurs with the language policy of the country (South Africa) and the Language Policy for higher education, which supports the development of African languages at universities. This is also supported by the Minister of Higher Education. However, it is not everyone who supports this initiative, as some students see it as a waste of time and a useless exercise. There are even isiZulu speaking students who do not favour isiZulu to be the medium of instruction at the university. However, some isiZulu speaking students see this as a breakthrough for the opportunity to study in the mother tongue in higher education institutions. Research has revealed that mother tongue instruction has a great impact on student academic achievement. This paper reports on the students’ experiences and attitudes towards isiZulu as the medium of instruction at the University of KwaZulu-Natal (School of Education). The study uses qualitative case study methods for data collection. Interviews are used as data gathering instruments. The sample consists of six Bachelor of Education Honours (BEd Honours) students enrolled for modules offered in the medium of isiZulu. Among findings, some students have positive experiences and attitudes towards isiZulu as the medium of instruction. Secondly, isiZulu teaching and
learning resources remain a challenge at the University. Thirdly, some students who prefer to be taught in isiZulu feel pressured by peers who are taught in the medium of English. The study concludes by suggesting ways in which isiZulu can be made useful and attractive to university students.

#101. Class Room Experience from a Student Perspective – Creating a report at school, discipline and individual module level

D North
University of KwaZulu-Natal, South Africa

**Theme:** 2. Exploring the role and influence of higher education regulatory bodies and professional Councils/Associations in the quality improvement of higher education

Teaching is a core function of academics employed at tertiary institutions, accordingly, there is a need to measure the quality thereof - for reflective practices of teaching and learning, for performance management purposes, for the drafting of probation reports, the processing of applications for promotion, and so on. University of KwaZulu-Natal’s commitment to quality of teaching and learning is summarized explicitly in the University of KwaZulu-Natal Strategic Plan 2007-2016. Goal Four: Excellence in Teaching and Learning, commits the university to “promot(ing) excellence in teaching and learning through creative and innovative curriculum design and development, pedagogical strategies, and assessment practices in accordance with the highest quality management principles.” At this institution the monitoring of student feedback on the classroom environment falls under the jurisdiction of the Quality Promotion and Assurance (QPA) unit. An official QPA evaluation is the only type of student evaluation that can be included in a teaching portfolio - the teaching portfolio being a necessary document for any application for promotion. Though QPA evaluation of modules has historically been paper-based, there has recently been a move towards electronic student evaluations, to decrease the turnaround time for the report to be produced. This project is concerned with (1) running an electronic assessment of classroom environment by students in moodle on a few modules (2) improving on the traditional way of analyzing results, based on sound statistical principles (3) improving on the traditional reporting of student feedback back to the lecturer concerned by reporting at module, discipline and school level. This project aims to do justice to the institution’s commitment to
improving the quality of teaching and learning as mentioned in the quoted Goal Four of the University of KwaZulu-Natal Strategic Plan.

**Keywords:** student evaluation, assessment practices, performance management

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**Theme:** 5. Re-Envisioning the role of language in higher education in an African context: The quest for relevance and social justice


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**#102. Ukuqandulwa Kweqshaza Lezilimi Zesintu Emfundweni Ephakeme**

**SL Ntuli**
University of KwaZulu-Natal, South Africa


#102. Exploring the Importance of Human Languages in Higher Education

In human life, there are things that are complex and difficult to comprehend. Even worse there are those that are complex by virtue of their simplicity. This phenomenon is exactly the same as the issue that is currently under discussion i.e the role of the indigenous languages in higher education. Language professors, specialists, educationists in general have found this subject very complex. Most language pundits point out that a human being is able to learn and understand better if the subject matter is taught in their language. Mngwashu (2011) puts it explicitly clear that post apartheid era created a lot of language opportunities that made it possible for all languages to have equal dignity and opportunities in higher education, we agree with this position. It was indeed a flawed idea that was implemented by the leaders of the apartheid system that pretended as if some languages are inferior to others. Elevating Afrikaans was a deliberate ploy since it was their language which was not even there before at all. They established and developed it quickly. They supported that move by legislating policies which forced schools to use it as the language of teaching for all subjects, to be the language of teaching and learning. They had already prepared their constitution which was going to make their purposes successful.

It sounds ironic that when there is a sudden outcry about the view that suggests that some indigenous languages are not supposed to be used as language of instruction at higher education level. It's a shame to act as if there are languages out there that are immune to development, language that cannot be utilized in some contexts, whilst others are growing. It is a desgrace with some traces of apartheid. There is a something fundamentally flawed about this that needs to be addressed and put to rest by the whole community i.e justice and humanity. To achieve that, there has to be a community that has a clear vision and perspective about its future. A community that accepts the unpopular truth that a person's language is the person him/herself, in other words those that try to separate a person from his/her language are actually trying to destroy the essence of her/his being.

This fallacy can only be embraced by a disorganised community which is full of hatred. A healthy and united community that respects each other even when there is diversity can only be seen by the respect of each other's language and culture. This can also be realised if communities give one another an opportunity to develop their respective languages from the basic communicative languages to higher education languages. Moreover, there needs be mutual respect amongst communities for indigenous languages to develop into languages of higher education because that's where the people's minds are critically trained and developed. The noble way of developing indigenous languages is to ensure that no stone is left unturned in all developmental discussions that means develop when there is a good purpose to develop them.
#103. Supplemental Instruction: Not only beneficial to students but to SI leaders too?
A Probe into the effects of SI on SI leaders

R O’Hara
University of KwaZulu-Natal, South Africa

**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

This paper looks at what the effects of being a Supplemental Instruction leader are on the SI leaders, specifically SI leaders at the University of KwaZulu-Natal in the school of Agriculture, Earth and Environmental Studies, and whether these are in any way different to international studies. There have been many studies on supplemental instruction and its effects on students who attend the sessions but there has been little research on SI leaders especially in South Africa. Five SI leaders were asked to complete a questionnaire and from this data it was evident that the effects of being an SI leader were mainly positive with results suggesting that SI improves SI leaders’ communication skills, relationships with module lecturers, confidence, leadership skills and relationships with students. These results were similar to those of previous international studies.

**Keywords:** supplemental instruction, comparison, effects

#104. Exploring the Effects of Training and Experience on the Personal Development of Class Representatives

C Olivier
University of Johannesburg, South Africa

**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

The premise of this paper is that the class representative system implemented by the Academic Development Centre: Access, offers a useful tool and emerging opportunity to improve teaching and learning in the 15 extended diplomas offered at UJ. The class rep system can be used as an innovative tool to provide feedback on teaching styles, methodologies and programme delivery in order to enhance teaching and learning in the extended diplomas, which cater primarily to students who are underprepared for higher education studies. The aim of this study, therefore, is to investigate the effectiveness of the class rep system a) as a feedback mechanism; and b) as a tool to enhance students’ leadership and personal development as a means of facilitating active participation in their education process. Theories of emotional intelligence will provide the theoretical background against which such development will be assessed.

Class representatives, who participate in a training workshop, are elected by their classmates at the end of February. Class representatives’ primary responsibilities are: to act as the ‘voice of the class’; to participate in the organisation of ADC student functions; and to act as a liaison between ADC staff and the class.

During training the class representatives completed a questionnaire which gathered information about perceptions of their own leadership ability as well as competencies required by effective leaders. A second questionnaire will be administered to the same group of class representatives at the end of the academic year to assess their leadership development and their experience of the class representative system. Themes elicited in the
questionnaires will be explored in greater detail in focus group interviews with the class representatives. All students in the extended diplomas will also complete questionnaires to evaluate the class representatives’ leadership competencies and the class representative system. Findings will be used to refine the training and support given to class representatives. Recommendations will be made to ADC: Access regarding future class representative training and functioning of the class representative system in order to enhance teaching and learning.

**Keywords:** academic development, class representatives, leadership

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**#105. Intentional Learning its Dimensions Perspectives and Possibilities in Higher Education**

S Oluka
University of Botswana, Botswana

**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

This paper explores the contributions of Bloom, Kolb and other teaching and learning scholars towards a learner-centred pedagogy and analyses its implications to designing courses, teaching strategies and learning environments to appraise higher education practice. The underlying arguments are informed by the current forces underpinning higher education in sub-Saharan Africa: massification of access, pursuit for knowledge economy, quality and competitiveness. Amidst existing theories of learning, and the plethora of research into learning, teaching and assessment, the paper addresses a number of pertinent issues in higher education pedagogy. Key among these are the challenges of interconnections between high failure rates, truancy, and low through-put in undergraduate education: How could planning and designing of academic activities be aligned to enrich student learning experience, and what guiding principles could be considered? What are possible considerations for aligning teaching, learning and assessment with the expectations of a student-centred pedagogy? Through an analytical exploration of these questions and drawing from literature, the paper points to possible pathways for developing positive learning environments and implementing effective educational practices that help students learn to integrate and apply their learning, become lifelong learners and acquire appropriate graduate attributes for living, working and managing change.

**Keywords:** learning environments, educational practices, teaching pedagogy
The purpose of this paper is to shed light on the new direction taken for re-envisioning African Higher Education for quality improvement in the 21st century by conducting a study of the National Council for Higher Education (NCHE) in Uganda. This paper is informed by meta analysis of research efforts on quality in higher education institutions. Summative analyses of quality education found in key papers, progress reports, media and books published in the past two decades, are examined. The conclusions are integrated with other forms of investigation to offer an assessment of the field experiences. The role of higher education in the society of knowledge is recognized both at international and national levels. Higher education in the context of this paper refers to education offered by universities and other tertiary institutions. This level of education is required to make a significant contribution to the social, political and economic development of nations. Uganda has witnessed unprecedented growth in the number of higher education institutions especially in the realm of private institutions. These institutions, apart from being driven by the need to provide education services, are also motivated by profit considerations. The mandate of the NCHE which was established by an Act of Parliament under Universities and Other Tertiary Institutions Act in 2001, is to ensure that quality of higher education is not compromised by enforcing standards and regulations. Despite the implementation of strategies to regulate standards, there have been lapses in quality and this may signal failures of both the institutions and NCHE. This paper examines failures and measures identified to address them.

**Keywords**: quality improvement, quality assessment, Uganda
studies about professionalization of management and administration, as they relate to the ministry of education, regulatory bodies and higher education institutions in Uganda.

**Keywords:** management, administration, ICT

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**#108. Experiences of Post-Doctoral Fellows at UKZN**

R Padayachi & L Lalendle

University of KwaZulu-Natal, South Africa

**Theme:** 3. Emerging trends in the professionalisation of the management, administrative and support sectors in higher education

In light of the University of KwaZulu-Natal's strategic intent of growing its post-graduate component of students including the recruitment of Post-Doctoral Fellows (PDF), the senior leadership of the University reflected on the returns of investments and incentives applicable to the attraction of Post-Doctoral Fellows and post graduates, and realised that they were not yielding the desired results. In May 2012, the Executive Management and Dean’s forum commissioned a study that incorporated an investigation into ways of ascertaining how the University can improve the overall quality of the experiences of post-doctoral fellows at the University. This research used both quantitative and qualitative data collected to solicit views of Post-Doctoral Fellows’ perceptions of the quality of services provided by the University in support of their academic and research activities. It used an adapted survey instrument from the Post Graduate Experience Survey (PRES). This in-depth investigation based on 47 of items surveyed provided University of KwaZulu-Natal with data to understand how the University can improve aspects pertaining to supervision, intellectual culture, living conditions and administrative process to improve recruitment and retention of PDF at University of KwaZulu-Natal. Our findings indicate that PDF find the discussions of research issues, accessibility of principal investigators to mentor, and guidance in career opportunities and feedback on their research activities as rewarding experiences. The study also concluded that assistance and training in grant writing, effective management and administration of PDF affairs, including the creation of a transparent bureaucracy and improvement of their packages and employee benefits were areas that warrant improvements.

**Keywords:** post-doctoral fellows, experiences, perceptions
This paper focuses on a study that used co-operative, experiential teaching and learning strategies to engage and challenge students in English Education lecture-rooms at a higher education institution. The researcher aimed to ascertain how critical pedagogy may be implemented in lecture-rooms, and the effectiveness thereof. Using observations, interviews, focus-groups and student evaluations, the study determined the extent to which new knowledge could be produced through active engagement. Emphasis was placed on understanding education, students and lecturers in their socio-historical contexts, grounding knowledge in students’ experiences, and of actively creating new knowledge through reading, dialogue, and analysis. Lectures were student-driven with critical thinking, democratic participation, dialectical thinking and scholarly reflection being emphasised. It was found that an enabling lecture-room environment that respects and values students’ contributions was essential to establish non-threatening ways for students to engage with each other, the lecturer and the issues being considered. Students recognised the importance of dialogue, co-learning and inclusion and became more confident in working co-operatively with others. As the study progressed, a sense of camaraderie was evident in the lecture-room and students became more candid in their opinions. In addition, they were comfortable challenging opinions and reflecting on their own beliefs and attitudes. The findings indicated that if students’ views are respected, they will work in a manner which is characterised by honesty, assertiveness and support. Students appeared to have agency and voice and yet they interacted with respect and consideration for others. Thus, the study indicated that students understand that having agency and voice does not mean that others cannot have agency and voice as well. In addition, students could assume more responsibility for their own learning and work more independently. While the principles of critical pedagogy were being interrogated and evaluated, the researcher was aware that she was being evaluated on how she lived the principles. However, by the end of the study, students were able to identify the benefits and difficulties of employing collaborative teaching and learning strategies to implement critical pedagogy.

**Keywords:** critical pedagogy, experiential learning, active engagement
#110. WORKSHOP: The Opposite Of Aesthetic Is Anaesthetic! Making supervision an aesthetic experience?

D Pillay & K Pithouse-Morgan
University of KwaZulu-Natal, South Africa

Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

At a recent educational conference, Elliot Eisner reminded us that we can make the research process aesthetic or anaesthetic. When we think of anaesthetic, we visualise a lifeless body, a numbing experience, of how we can deaden minds rather than bringing them to life. The aesthetic – anaesthetic tension challenges us to consider how research can be an enlivening experience for all involved. As university academics and postgraduate research supervisors within a competitive research environment, many of us have been working with visual and language arts-based ways of generating data and representing the new knowledges produced. Our use of arts-based approaches has been informed a range of scholarly perspectives that highlight the significance and potential of infusing the arts into research through strategies such as poetry and narrative writing, collage, drawing, and artefact retrieval. And we can continue to experiment with expressive ways to generate new ideas, questions and conversations about prevailing social conditions and human experience. However, what we want to focus on in this workshop is exploring how we, as research supervisors, can better understand what aesthetic experience means to us and how such an understanding might enhance our supervision pedagogy. This workshop will invite participants to experience a playful process of dialogic memory-work through artefact retrieval. Memory-work is underpinned by the premise that memories play a fundamental role in habitual patterns of thought and action and that we can work consciously with memory to engage more creatively and consciously with these patterns. The memory-work process will assist us in making visible why we value aesthetic experience and how we might bring this to life through our supervision pedagogy. This workshop will be of interest to those who are already using arts-based approaches and those who are intrigued by the prospect of making research supervision an aesthetic experience.

Keywords: supervision pedagogy, arts-based approaches, knowledge production
#111. Supervisors Re-Envisaging the Role of ‘Critical Friends’ in Reflexive Research


University of KwaZulu-Natal, South Africa

**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Reflexive research methodologies (e.g. self-study, narrative inquiry, autoethnography) require careful and critical attention to the ‘self’ or ‘selves’ of the researcher. Because of this focus on the self of the researcher, research reflexivity is often misconstrued as solipsistic or monologic. Reflexivity actually requires sustained attention to relationships between self and ‘others’ in research. ‘Others’ can include published work that has influenced the researcher’s thinking, co-researchers, research participants and ‘critical friends’ - peers who work with the researcher to offer alternative perspectives and feedback. Literature on reflexive research highlights the vital contribution of critical friends. However, how to engage with the involvement of postgraduate students’ critical friends as a research supervisor is an area that seems to be unexplored. We offer an account of our learning experiences as an interdisciplinary, inter-institutional group of supervisors of postgraduate reflexive research who met to explore characteristics of ‘critical friends’. We demonstrate how we used the visual, participatory methods of ‘the role on the wall’ and concept-mapping to assist us in deepening and challenging our understandings of characteristics of critical friends in reflexive research. Using the role on the wall and concept-mapping techniques, we were able to develop collective visual representations of ‘the critical friend’ in reflexive research - from our vantage points as supervisors. Significantly, through this activity, we were better able to ‘see’ the possibilities, complexities and ambiguities inherent in this role and were challenged to consider how we, as research supervisors, should/can embody the characteristics we desire in our students’ critical friends.

**Keywords:** Reflexive research methods, critical-friends, postgraduate supervision

#112. Developing Undergraduates’ Creativity Through Reconstituted Teaching

T Pitso & M Lebusa

Vaal University of Technology, South Africa

**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

In this presentation, we briefly provide some background on the Theory of Inventive Problem-Solving referred to as TRIZ (Altshuller 1989, Rantanen 2000) which formed the basis of the creativity model that we developed to encourage undergraduates’ creativity and innovation. The presentation will focus on explaining the TRIZ-Based Creativity Model and how it facilitated reflective critique on the teacher, which assisted in changing his teaching conditions such that these conditions encouraged undergraduates to also use the model to develop their creative abilities. The presentation will also demonstrate how this model can be used to impact entrenched institutional and classroom culture. We also share results of the six-month study that used the model to develop undergraduates’ creativity under teaching conditions that constituted an invitation for them to create safe conversational spaces where they had a sense that they could try out new things without the burden of failure or fear. The Torrance’s Tests of Creative Thinking (TTCT) were used as the pre- and post-test measures of undergraduates’ creativity. These TTCT scores were compared and assessed for significance through the t-test which showed statistical significance and thus improvement on undergraduates’ creative abilities as the result of exposure to the reconstituted teaching conditions.

**Keywords:** TRIZ, teaching practices, creativity
#113. A Critical Analysis of Quality Assurance in Open Distance Learning Through the Lenses of the Anglo-Franco Theorists

V Pitsoe & M Letseka
UNISA, South Africa

Theme: 2. Exploring the role and influence of higher education regulatory bodies and professional Councils/Associations in the quality improvement of higher education

Since the early 1990s, quality assurance has become an imperative element in the educational discourses globally. Particularly, it has become an integral part of the higher educational system and the day-to-day practice of Open Distance Learning (ODL) practitioners in many countries around the world. Yet, the environment in which ODL operates is not free from cultural hegemony. Cultural hegemony is characterised within the public educational system by an elite group of individuals who strategically dominate the educational arena and attempt to perpetuate the ideology of the supremacy of gender, race and socioeconomic status. With the increasing acceptance of ODL as widening the access to higher education, we argue that there is a theory and practice divide - contemporary quality assurance practice is not compatible with alternative paradigms framework. It is critical that the quality assurance process be developed and maintained within the alternative paradigms framework if the ODL provision is to be relevant and more functional. While the e-learning paradigm creates great opportunities for both practitioners and students in terms of accessibility, flexibility, and cost, it also creates significant challenges for quality assurance. One of the most noticeable gaps in many contemporary texts on ODeL is a failure to see quality assurance as - discourse, power and cultural hegemony. One possibility is to unpack quality assurance within ODeL context through lenses of the Anglo-Franco theorists. Quite often, policymakers and practitioners explicitly assume that students have fundamentally the same learning needs - they use a one-size-fits-all approach to teaching and learning. Drawing on the Anglo-Franco theorists' framework, this paper: (1) conceptually quality and quality assurance; (2) explores the challenges, emerging trends and new directions in quality assurance in ODeL settings; (3) argues quality assurance as practice of hegemony; (4) critiques quality assurance as an Ideological State Apparatus; (5) proposes a reengineering of quality assurance within alternative paradigms framework.

Keywords: Quality assurance, cultural hegemony, open- distance learning
#114. Adaptive Leadership, Service Learning And Community Engagement: Integrating curriculum relevance with competing community goals

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**Theme:** 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

This paper reports on findings of the University of KwaZulu-Natal (UKZN) multidisciplinary research partnership between University of the Free State (UFS) and UKZN. The partnership is an NRF/Teaching and Learning Competitive Research Grant funded project jointly managed between the Schools of Education and Social Sciences. The main research question for this combined project is: Drawing on a theoretical framework of ‘adaptive leadership’, to what extent can service learning, as a team based, multidisciplinary activity contribute to a more community-owned engagement experience?

Evidence suggests that teamwork and multidisciplinarity in university community engagement (CE) and service learning (SL) tend to be aspirational rather than an established norm. Similarly, it has been argued that the multidimensional nature of community development, in the context of national imperatives, requires a more holistic, multidisciplinary approach than is normally provided through single disciplines (Erasmus 2011). Moreover there are competing and conflicting configurations of CE and SL, and how to build partnerships with community organisations. Stephenson (2011) argues that an ‘adaptive leadership’ approach to CE has the potential to integrate these different conceptual strands in a way that nurtures sustainable, community-owned development.

Adaptive leadership (AL) is a facilitative strategy that responds flexibly to the dynamics of community-articulated needs and demonstrated assets. This project explores the competing goals, values and purposes of higher education in relation to ‘responsible community engagement’ (UKZN Goal 2) and student employability (UKZN Principle 2) and those of community organisations. It is in line with the College of Humanities Community Engagement Strategic Plan 2012-2016 which aims to examine the potential for integration of CE work across disciplines, through community human capital development; education and training of UKZN students and solving community issues as part of an ongoing engagement relationship that relates to national imperatives.

**Keywords:** adaptive leadership, service learning, community engagement
Theme: 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

South African universities, like a number of traditional tertiary institutions globally, have teaching and learning, and research as the core of their activities. The culture at these intuitions has in most cases simply been one of producing graduates whom are perceived to be employable and therefore in this way addressing the skills shortage in the country. With the high level of unemployment and huge disparities in the lives of South Africans from a socio-economic perspective, many questions are being asked of tertiary institutions in the country, as to whether this approach that is used to aid or help solve the problem of high unemployment and social inequality is viable. Simply producing graduates that have the skills set to be good employees and who may not be socially aware and responsive, is not the solution for the country, no matter how many additional graduates we may be able to produce. Graduates whom are going to make a difference at both a social and economic level in the country and whom are well rounded and entrepreneurial in spirit (being employment creators as opposed to simply employees) is what the country really requires. The presentation will focus on the need for developing a culture of entrepreneurship which is embedded in the core activities of the university, i.e. teaching and learning, and research. It is envisaged that having entrepreneurship at the heart of the activities and developing an enabling culture for it to thrive at the institution will not only assist in producing graduates that are relevant for the needs of the country, but also develop greater effectiveness and efficiencies within the organization.

Keywords: entrepreneurship, university culture, graduates

Theme: 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

The study explores the experience and practice of eleven supervisors of graduates from master's programmes registered within the Nelson Mandela School of Medicine at the University of KwaZulu-Natal in 2011. Data were produced in two phases; first through semi-structured individual interviews, and second through an email survey following the first level of analysis. The interviews focused on the underlying philosophies guiding the process of supervision, the training and education programmes that enable and support student development and it explored how supervision was constructed and practiced in relation to the institutional guidelines. Broad themes arising from the thematic analysis included supervisor expectations of students, supervisor-student relationship, feedback and support, and staff development programmes. The study proposes re-envisioning programmes for student support in relation to the skills and knowledge those postgraduate students present with on admission. Further, it proposes alternative paradigms for supervision in response to increased admission rates supported by staff development programmes to enhance the quality of the postgraduate experience.

Keywords: student support, supervision, alternative paradigms
#117. Are There Differences in Personality Traits Amongst Students in the Health Sciences Occupations

KV Rawatil & S Pillay
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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Research and development efforts are most often directed at the enhancement of the teaching experience while neglecting the learning and personality styles component. Teaching and learning is enhanced by an understanding of this component and has a positive impact on academic performance, retention and throughput. Research by Matthews (1992) indicates differences amongst Maths and Humanities students. Schuck & Phillips (1999) indicated differences amongst Health Sciences Occupations. This study seeks to explore the personality differences amongst students in the Health Sciences Occupations to inform career choice selection. Research by HESA (Sapa, 2008) explores the cause of high drop-out rate and attributes this to a lack of adequate career guidance in South African schools. This study highlights the significance of personality profiling in Health Sciences Occupations to inform career choice selection of learners entering Higher Education. The Jung Type Indicator (J TI, 1969) will be administered to 4th year students across the various disciplines. Quantitative data analysis will be used to analyse the dominant personality profiles amongst the Health Sciences disciplines. A pilot study that was completed in 2012 amongst Optometry, Occupational Therapy, Physiotherapy and Pharmacy students indicated differences in personality profiles and a shift from the Sensing (concrete, step-by-step, realistic, task oriented) to the Feeling preference, whereby students tend to want to know what they are learning has meaning and will be put to use for others. The findings of this study, discussed in this presentation, will have implications for guiding prospective students in making an informed decision to study Health Sciences specific disciplines (access), and inform the counselling of students who are experiencing difficulties in completing their curriculum (retention). Knowledge generated will also be utilised to inform emotional competence workshops for Health Sciences students to ease the transition from student to the workplace (throughput).

**Keywords:** learning styles, personality traits, Health Sciences
#118. Teaching, Learning and Researching in the 21st century - Technology in modern scholarship

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

A holistic approach to teaching, learning and research is now possible with the modern acceptance of technology in these key activities. In the project presented, the three primary components which make this possible are the student tracking and analysis system (Advisor Autopilot), an animated simulations development kit for the creation of learning and testing resources (Giant's Shoulders) and a publishing system for the dissemination and evaluation of learning and research content (Publon Press). Popular applications of the Advisor Autopilot at University of KwaZulu-Natal and UCT include automation of registration, accreditation event preparation, generating and disbursing early warning advice to at-risk students, statistical analysis of academic programmes and preparation for reporting events including discussion of marks at meetings. Integration with the Giant's Shoulders component allows for a high level of responsibility by the learner and teacher. The results of early effectiveness testing at both the tertiary and secondary school levels reveal that Giant's Shoulders approaches can yield improvements of 25% in results. In this paper, recent effectiveness testing experiments are presented. Animated teaching resources are created through an interactive tool for easy content creation by educators who do not have a technical orientation or programming skills. Implementation emphasises the social aspect of the flipped classroom concept. Further integration with the Publon Press component for publishing and disseminating academic content (both teaching and research) is shown. The policies and incentives required for Publon Press to become a self-organising tree of knowledge are discussed. The integration of these components to the Modern Scholarship project is described together with the possibility of multi-institution participation. The project anticipates the issues of internationalisation and massification and utilizes technology and data analysis as a means to maintain and enhance the experience of both the student and the academic involved.

**Keywords:** technology, modern scholarship
Exploring Writing as Part of the Doctoral Process in Higher Education: Self-Study Research

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Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

This paper offers glimpses of our methodological challenges experienced in the supervisory relationship in a self-study research. Specifically, this paper focuses on key learning moments in a supervisory relationship, when we engage in reflexive thinking about writing in a self-study doctoral project. Tensions between the supervisor and student experienced during particular moments in the doctoral journey are digitally recorded in the conversations and written journal entries around explorations of doctoral identity formation and writing. We draw on excerpts of writing-learning experiences in this intellectual journey to first, explain our fixed and linear meanings and understandings to writing and doctoral identity development, second, we discuss a critical moment in our writing-thinking in supporting and developing doctoral identity formation and third, we show how the use of metaphor opens up our writing space for writing-representation of doctoral identity as multiple, complex and intersecting. This study has implications for reflexive studies and writing in higher education and for understanding how writing has the potential to block or open up learning, development, and change in the doctoral research process.

Keywords: supervisory relationship, doctoral journey, writing-thinking

Crossing Knowledge Boundaries: A Case Study of a Trans-Disciplinary Masters Cohort Supervision Model in the Humanities

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Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

The Quality Assurance Agency for Higher Education's Code of Practice (September 2004) clearly highlights the responsibility of Higher Education Institutions in defining mechanisms for monitoring and supporting postgraduate students' progress. The benefits of the doctoral cohort supervision model, as an academic support mechanism, in the discipline of Education have been well-documented. Arguably, the most significant advantage of the doctoral cohort model, these studies have shown, has been its ability to produce graduates who become critical thinkers and responsible knowledge producers and researchers. This paper seeks to explore to what extent the latter claim holds true for Masters students registered in a trans-disciplinary cohort within the Humanities and Social Sciences at the University of KwaZulu-Natal, Pietermaritzburg Campus, South Africa. Since the authors are the key facilitators of this cohort model, the research is framed by the notion of "design experiments in educational research" as propounded by Cobb et al. This is a more "grounded theory" approach and is described by the theorists as: "entailing both "engineering" particular forms of learning and systematically studying those forms of learning within the context defined by the means of supporting them...the purpose of design experimentation is to develop a class of theories about both the process of learning and the means that are designed to support that learning...". The cohort model is essentially a supportive learning model for Masters students, hence the usefulness of this theoretical framing to this research. The research sample comprised the Masters students in the cohort, the supervisors of those students, and the cohort facilitators. The data was collected
through interviews, questionnaires, and observation. The study concludes that the trans-disciplinary nature of the cohort enables the participants to develop their critical thinking skills; to acquire a theoretical literacy outside of their disciplines; and to broaden their knowledge of methodological approaches used in the Humanities and Social Sciences. These findings will be relevant to Higher Education policy makers, as well as educationists interested in academic monitoring and support of postgraduate students, which is currently perceived as a priority in the higher education landscape in South Africa.

**Keywords:** cohort supervision, academic support, trans-disciplinary

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**#121. The Influence of Cognitive Style of South African Students on Suitable Hypertext Architectures in Web-Based Learning**

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**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

This focus of this study is the establishment of the most suitable hypertext architecture for Web-based learning grounded on the culturally influenced cognitive style of South African students. Successful online education depends on various factors, including the technological aspects of Web design such as navigation links and learner interaction. For the student, the cognitive style and the cultural impact on cognitive style plays a part. Several learning theories developed from the premise that learning was passive. Theorists now indicate that learning is a very interactive process and changes in learning theory have necessitated a new paradigm for instructional design. This study examines the matching of cognitive style to hypertext architecture. Since cognitive style influences the way information is processed, this impacts the way a student mentally represents hypertext architecture in Web-based learning. The cognitive style of a student will be evaluated using the Cognitive Styles Index to determine if the style leans towards intuitive or analytic. A student's perception of particular hypertext architecture is assessed by examining the density of concept map produced. The methodology applied is quantitative and descriptive statistics is used for data analysis. Initial findings, confirmed by literature, show that cognitive style and culturally influenced cognitive style can be matched to hypertext architecture. The cultural influence of South African students therefore directly influences which hypertext architecture is best suited, which can greatly assist Web-based learning designers and instructional technologists. Course facilitators can thus be more confident that their educational material
is effective and efficient. The manifold cultural diversity of Africa demands that studies in this concept be done in order for us to leapfrog the digital divide.

**Keywords:** web-based learning, digital divide, instructional design

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**#122. The Flipped Classroom: Stepping stones of a new-born for first level statistics students at the University of Pretoria**

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**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

The University of Pretoria (UP) has been faced with the continuing problem of low success rates of its first level Statistics students for more than a decade. Since 2006, various intervention strategies have been adopted by the Department of Statistics at the University of Pretoria to address the problem. In January 2013, we embarked on the challenge of implementing a flipped classroom, i.e. inverting traditional teaching methods. Education is a two-step process: the transfer of knowledge followed by consolidation of this knowledge by means of practise. Traditionally, the focus is mainly on the first step - the transfer of information in the lecture hall which comprises the surface learning process; making sense of that information - the deep learning process - usually takes place outside the lecture hall when students complete, for example, homework assignments. Why then a flipped classroom? This paper explores a flipped classroom which inverts the traditional teaching methods by delivering instruction mainly outside the lecture hall environment whilst moving “homework” into the lecture hall. The onus is thus on the student to acquire the necessary basic knowledge while the lecturer and academic environment are utilized to facilitate the deep learning process. Our students thus had to prepare for lectures by reading a prescribed chapter by themselves and then using the Aplia-online homework system to practise their acquired knowledge by means of an online assignment. After a few lectures on the topic, a tutorial was given to reinforce and consolidate information, thereby engaging students in deep learning. Therefore, more quality time is spent interacting with students instead of simply lecturing them. Inevitably, any new intervention faces its own difficulties...
and challenges. The implementation of the Aplia-online homework system also had its own teething problems, which will be discussed. The impact of the flipped classroom on the first semester success rates of our first level Statistics students will declare the way forward.

**Keywords:** classroom intervention, teaching practices, statistics students

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**#123. Innovative integration of ICT and Education: Opportunities and transformations**

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

An innovative and transformative program of integration of accounting education with information and communication technologies (ICT) was implemented at the University of Johannesburg in 2011. This integration process was opportune, and undertaken to align accounting education to accounting practice to produce better skilled accounting graduates.

As technology has changed over the past few decades, the role and job description of finance specialists have evolved to put a greater reliance on ICT. The change has been intimately linked to broader societal and economic drivers such as globalisation, the knowledge society, social change, technology and academic specialisation. However, accounting education has not kept pace, creating a deficit in the skills of accounting graduates required in the workplace. Through a process facilitated by the iterative cycles of design-based research, a gap in the accounting education of the accounting students in higher education was identified. Firstly, the influencing impetuses to this change are deliberated. Secondly, the transformation process of aligning accounting education to accounting practice is highlighted. The four implementation stages fostered the buy-in of the staff for the reform of their epistemologies and pedagogies. The buy-in of the staff and management was essential in getting total commitment to the project from the staff. The third part will discuss the changing andragogy of the lecturers in the first-year accounting group as they changed to the new integrated ICT curriculum. In conclusion, the demand for qualified, vocational accountants has surged in the last few years and the focus of the new program is to produce qualified accountants who have the required accounting knowledge and skill; are work ready and able to successfully embrace the changes in the workplace.

**Keywords:** ICT, accounting education, accounting practice
Teaching and Learning in the Corporate University: A feminist perspective

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Theme: 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

Higher Education (HE) is emerging as a globalized community characterized by changes in knowledge, accreditation, quality management, research and social relationships. The restructuring of HE in South Africa was necessitated by the transitional context in terms of redress and quality. Another, more subtle, motivation for restructuring was the demand to propel South African HE as a serious competitor in the rapidly changing knowledge economy. HE restructuring has been characterized by rationalization, mergers, curriculum reform, internationalisation, funding cuts and changing student demographics. In the context of globalization and from the feminist perspective, this paper aims to explore the challenges of teaching and learning in the restructured university. It examines the effects of restructuring on teaching and learning and draws on data from interviews conducted with women academics at the University of KwaZulu-Natal. I argue that higher education restructuring and the gendering of teaching and learning poses challenges for women academics that compromise the actual quality of teaching and learning. I further argue that there is merit in theorizing their experiences from a feminist standpoint with a view to developing alternative critical pedagogies in the pursuit of quality teaching and learning.

Keywords: knowledge economy, restructuring, gender

WORKSHOP: Not Even Memories: Beyond narrative inquiry?

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Theme: 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

Professional learning is often assumed to be grounded in individuality, self-growth and development. This workshop explores the limits and potential of narrative research inquiry in education drawing on life histories of a group of foreign students who chose to come to work as teachers in South Africa. Their vantages are not simple stories about themselves, but about an opportunity to take a new look at our philosophical, moral and educational practices. It juxtaposes a humanistic philosophy-driven approach with a policy-driven transformation of professional training and practice. This workshop argues that the focus on “heroes” in narrative research methodology is mistakenly interpreted as subjective and celebratory, without extending the social and political implications of professional education and schooling. In critique of post-apartheid South Africa society, Ramphele (2012) directs our attention beyond the memories of our heroes like Nelson Mandela, in romanticist storied glorifications in order to reconstruct our society. Mamdani (2013) suggests that truth making involves a process of constructing political and economic justice, not simplistic retelling of the individualist tales of perpetrators and victims. What kinds of truth are we aiming to develop in our research methodologies of professional development? These reflections are equally applicable to other disciplines (outside teacher education) engaged with life history research and /or/narrative inquiry as a methodology for professional growth and development. The workshop will address the following questions:
1. What is the rationale for a focus on the professional stories of our novice professionals in higher education and training?
2. Can life history/narrative research be a narcissistic approach to self-reflection?
3. What can we learn from exploring how international students make sense of our worlds?

**Keywords:** narrative research inquiry, life histories, education practices

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**#126. KEYNOTE: Conversation on Higher Education Curriculum Reform in South Africa**

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The longstanding ‘four-year degree’ debate led to the Council on Higher Education establishing, in 2011, a Task Team charged with investigating the effectiveness of South Africa’s undergraduate curriculum structure as a framework for meeting the pressing challenge of improving graduate output and outcomes. The Task Team was chaired by Njabulo Ndebele and comprised senior academic leaders. Its recently-published final report, based on extensive research and analysis, proposes the introduction of a flexible curriculum structure based on an additional year of formal time for current three- and four-year qualifications as the norm, with provision for students who can complete in less time to be able to do so. The Task Team sees its proposal as a key opportunity for South African higher education to begin to break away from aspects of its colonial legacy that are impeding student success, and to develop curriculum structures that are responsive to the realities of our educational context. Following a brief outline of the main points of the case for curriculum reform, this presentation will focus on key implications of the proposal, ranging from equity and academic standards to its affordability by the state and the students.
#127. Student Engagement Can Make a Difference: Applying a spectrum of techniques in an introductory computer literacy module

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Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Student engagement has two critical characteristics: time and energy students devote to educational purposeful activities and what institutions do in using effective educational practices to get students to participate in activities that research has shown are linked to successful student learning. As a lecturer in a computer literacy module for a large class of first year students, I concentrate on using a spectrum of student engagement techniques, including writing of own views (reflection), minute paper testing, surprise tests, group discussions in a friendly environment and tutorial-based practical experiences. I implemented techniques as part of an action research project and gathered data through student feedback, reflection reports, group interviews and informal personal discussions.

Initially the tutorial-based practice suited the students at QwaQwa campus better, probably because they are from a disadvantaged community, not owning a computer. They were not very keen to participate in discussions. But ultimately data revealed that they had also grown to appreciate the value of other techniques. Various reasons for this change in attitudes were presented, e.g. techniques helped them to revise new concepts, encourage them to learn and prepare for class (and possible surprise tests) and give them confidence in expressing views in group discussions, providing a platform for personal development. Opportunity of obtaining different types of bonus marks depending on degree of engagement, also worked unexpectedly well and added to keeping lectures lively. My students are spending more time and energy on educationally purposeful activities. They have also become true collaborators in my action research project. My own classroom practices have already changed. I no longer rely much on PowerPoint slides as I have realised this (now) traditional method of using technology does not suit all types of learning styles or contribute to active learning. Partially passing rates and rate of completing course are improving.

Keywords: student engagement, classroom practices, teaching techniques
#128. Balancing Trade-Offs Between Learning Gains, Achieved Through Intensified Group Work, And Group Work Challenges: A case for intensified and supported group work in Management III Modules

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Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Changes in university entrance requirements result in many students within the various disciplines being underprepared, and inevitably reaching their final year still lacking in critical skills. Resource-constrained schools within the university have limited support options for students. The School of Management, IT and Governance on Howard College, in response to these challenges, developed a Learning Intensification programme, which was piloted 2012 with the Management studies cohort. Learning Intensification uses group assignments as the core assessment mode (as set up by the lecturers), with the office of the Academic Development Officer (ADO), where students acquire coaching on collaborative problem solving, writing and critical thinking, as a learning extension.

Preliminary survey findings from the 2012 pilot - presented at UTLO 2012 - indicated that the majority of the students found Learning Intensification beneficial. Sixty five percent of the students reported improved working knowledge of the module, and improved class marks since working in the group and with the ADO. Students, however, also reported experiencing group challenges which undermined the learning potential inherent in assigned projects.

A follow-up qualitative study exploring these challenges, alongside the perceived learning gains, was carried out using focus group and in-depth interviews. Findings suggest that for both the 2012 and 2013 cohorts, the perceived learning gains far outweighed challenges such as ‘free-loader’, group co-ordination and communication when groups were of small sizes of two to four. These findings not only create a case for group assessments, but they can aid academics and support units in understanding the barriers students face in group work, and how to balance the trade-offs between the challenges and learning gains when designing group-based learning programmes or assessments.

Keywords: Learner Intensification programme, Management Studies cohort, student experiences
#129. The Analysis of the Usage of Indigenous Languages in Television Programs

It has been noted that although multilingualism in South Africa was realized when the democratic government took control in 1994, English is still playing a leading role in South African Broadcasting Corporation (television). During the apartheid era only two languages which is English and Afrikaans were recognized as existing in this country by the then reigning government led by National Party. Tomaselli and Dunn (2001:13) pointed out that SABC played an important role in both constructing and supporting the apartheid structures of pre-1991 South Africa. The problem facing South Africa is the realization of multilingualism. The democratic government raised our hope for better living and for better recognition of the citizen of this country yet it seems as if there is very little that has changed in SABC to serve the public at large. The minimal usage of indigenous languages in SABC have a negative impact on these languages in Higher education teaching and learning programmes as they lack exposure and they seem as if they are not important, and they are of no value. This paper seeks to find out more information as to whether those policies and changes were the waves of the moment, yet it is on paper that all eleven languages had to be treated equally and the status of the indigenous languages has to be elevated. Challenges that hinder full implementation of language policy in SABC television had been investigated. It has also been noted that SABC have minimal usage of African indigenous languages, yet they were marginalized during apartheid era but even now they are given less opportunity when compared to English. Observation and interviewing method had been used to finish this research. The results have shown that English is still dominating even though so many years have gone by after democracy.
A distributed system consists of multiple computers that communicate through a computer network. The computers interact with each other in order to achieve a common goal. Distributed computing also refers to the use of distributed systems to solve computational problems. A distributed computing system can be categorized according to its specific characteristics as Grid, Cloud, Cluster or Hive Computing. All these distributed systems in general have intricate connection to the distributed computing paradigm and all these systems require networks to provide centralized facilities operated by third-party compute and storage utilities, and hence they are used in a number of organizations to accomplish complex scientific problems. All these years, education has been influenced by a series of technologies that have been constantly emerging. With the advent of IT, curriculum design and development, assessments, assignments and other segments of academia have been considerably changed. This paper attempts to visualize the impact of the distributed computing environment in the field of education in Botswana. It will also explore the emerging distributed systems like the Grid/Cloud computing in bringing larger transformations in academia, by laying out an integrative vision of the pitfalls and the advantages of this platform for the future of teaching and learning in the Nation. It is believed that the challenges, opportunities identified, and the recommendations to avoid the pitfalls will certainly help all the stakeholders involved, as well as the academic community in other developing countries.

**Keywords:** Distributed computing, computing environment, impact/ Botswana
workshops was sent to postgraduate students in the College of Agriculture, Engineering and Science, students from 40 disciplines from other Colleges also attended the 2012 workshops. These results indicate a growing popularity of the programme and the need of such a programme within the University.

**Keywords:** postgraduates, capacity building, academic support

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#132. Green Knowledge in Teaching and Learning in Higher Education: Evidence from the College of Law and Management Studies at University of KwaZulu-Natal

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

A new phenomenon called ‘green knowledge’ is fast developing in modern economy albeit without responsive actions from management studies programmes offered by universities. Green knowledge refers to the awareness of climate change issues in everyday life. Although business ethics has been given much attention in all spheres of academia, I feel that the expansion and adoption of green knowledge systems should be treated with urgency in institutions of higher education. The role of universities in societal transformation should lead to the awareness of the consequences of climate change at grass roots level in modern society. This study uses a survey technique to ascertain the use of green knowledge in teaching and learning among students in the College of Law and Management Studies at University of KwaZulu- Natal. A cluster comprising 225 students was used and a response rate of 58 percent was attained. The results show that students are conversant with climate change issues but do not engage themselves in green practices during teaching and learning for reasons such as the convenience of using printed materials, high cost of electronic gadgets and resistance to change to newer techniques. Also the majority of the respondents support the idea of incorporating climate change issues in the university curricula although only 30 percent expressed willingness to study a stand-alone module related to climate change. Finally, a green teaching and learning philosophy is proposed for higher education which, if adopted, could lead to a green knowledge society.

**Keywords:** green knowledge, climate change, teaching and learning, higher education
#133. Pathologizing the Dental Therapy Curriculum: From pathology to possibilities

P Singh & R Sookrajh
University of KwaZulu-Natal, South Africa

**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

The dental therapy profession was introduced to South Africa in the 1970s, to redress disparities in the provision of dental services to disadvantaged communities. Given the changes in the country, it is argued that the dental therapy curriculum at a selected university has remained moribund over the last thirty years in spite of the dynamic socio-political transformations. This paper proposes that curriculum in Higher Education should move beyond recycling ideas as this leads to curriculum closure. Novelty and originality are required to move forward the fields of curriculum theory and development. Through the interrogation of policy documents and an analysis of the emergent literature in the field of dental education, this paper offers possibilities for a new curriculum which responds to the needs and challenges of the country, and the diverse backgrounds, abilities and skills of all learners. From a content analysis of the data and a review of newer pedagogies, a higher level of curriculum design is forwarded that would contribute to producing appropriately-trained professionals for the health care system of South Africa within a discourse of new epidemiological priorities.

**Keywords:** dental therapy, curriculum development, curriculum design, pedagogy

#134. Making Sense of Mathematical Discourse: Implications for success in learning differential calculus in a university classroom

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**Theme:** 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

This article reports part of a study which investigated errors that occur in a mathematics discourse owing to poor conceptualisation and the lack of an appropriate mathematical register among university students. Students fail to interpret mathematical symbols, formulae and rules due to language difficulties. To this end, language seems to be an essential ‘conveyor belt’ to mathematical proficiency and, presumably, its mastery. Literature reveals that for students who are learning mathematics in their second language, the language of mathematics is a source of difficulty and confusion. Mathematical terminology is often complex and the words used therein are endowed with meanings, which in most cases are different from their normal usage. For instance, the words: limit, product, power, root, derivative and differentiate have a different sense from usual (English) meanings when used in mathematics. Therefore it is necessary to make a distinction between everyday use of English language and mathematical language that is communicated to students in a classroom. In this article we will focus on the issue of making sense of mathematical rules through exploring implications of students’ inadequate interpretations in their learning of differential calculus. This study used Dubinsky’s 1991 Actions; Processes; Objects and Scheme (APOS) theory and Vygotsky’s 1978 Zone of Proximal Development (ZPD) to analyse the data collected and address errors that were displayed by students when learning differential calculus. A group of twenty students registered for mathematics in Analytical Chemistry were selected to participate in this project. Researchers used a qualitative case study approach and collected data through
students’ written work, audio and video recordings and task-based interviews. Students showed different types of errors, namely, conceptual, interpretation, procedural, linear extrapolation and transcription. The application of APOS theory and Vygotsky’s ZPD to identify and address students’ errors to advance their understanding showed that students gain understanding of differential calculus.

**Keywords:** mathematical discourse, APOS theory, ZPD theory

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#135. How Can E-learning Support to “Teaching Champions” Be Improved?

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

E-learning support provided to academic staff traditionally uses the diffusion of innovation as theoretical base. Surveys investigating the digital identity of academics and students, can give a snapshot of availability and usage of technology, but not the process of actual uptake and networks that sustain and expand digital usage, specifically of the learning management system (LMS).

Given the context of changes in higher education and the demands placed on the lecturer, theoretical approaches based on the social construction of technology, such as Actor Network Theory (ANT), may provide better insight regarding technology uptake and utilization. “Actor-network theory is an epistemological and methodological proposal to understand the dynamics of innovation through the relationships between social actors and the technologies they create and use (Mico, Masip and Domingo, 2013:122)

As part of the Teaching and Learning Champions project an action research project was undertaken to investigate how some teaching champions go about integrating new technologies in their teaching practice. Five case studies of teaching champions are analyzed using the Actor Network Theory. All cases are from a rural university campus with lecturing staff with less than 18 months experience using the LMS. Context and networks of each case is described, with special attention to what encouraged and supported them in the process of taking up the LMS, as well as expanded utilization of technology in their teaching practice.

Case studies were analyzed to determine how the training or assistance provided by E-learning staff can be changed to better support teaching champions in their utilization of
technology in their teaching and learning. Factors limiting uptake of more tools or technology will also be identified.

**Keywords:** eLearning, academic staff, ANT

#136. The Commons in Action in Rural South Africa: Maximizing the impact of SoTL on a satellite university campus

**EM Smuts**
University of the Free State, South Africa

**Theme:** 3. Emerging trends in the professionalisation of the management, administrative and support sectors in higher education

On a satellite campus of the University of the Free State, Teaching & Learning (T&L) - Champions (established a community of practice called the commons) are engaged in a fourth cycle of action research towards scholarly teaching. Aligned with contemporary views, the focus is placed on advancing the scholarshop of teaching and learning (SoTL) in their disciplines. Low student success rates and the ignorance of leaders and staff regarding good teaching motivated the research. The number of T&L-Champions grew from eight (2011) to seventeen (2013). The Project aims to integrate SoTL campus-wide. More academics realize that SoTL provides research-based knowledge for improving their teaching practice; offers a platform for publications; and improves student success. The interventions focus on four generally recognized features of SoTL: Critical reflective practice: (monthly meetings and retreat); Theory-guided teaching: (literature related to smart teaching and particular disciplines); Evidence-based practice: (workshops regarding research methodologies and CLASSE); Peer review and sharing: (meetings, institutional forums, conferences, publications). The research design is participatory action research with emphasis on the emancipatory aspect. The research is aimed at the professional development of the Champions and enhancing their understanding of T&L in their disciplines. Data collection was based on observations, discussions, surveys, a research journal and analyzing student performance statistics. Participants’ developments emerge from reflection reports and interviews. The results show that the 2012-Group demonstrated a 20% average improvement on student success, presented their work at two international -
and four national conferences. One Champion won the Institutional T&L Excellence Award for E-Learning. A network involving another satellite campus has been established. The challenge remains to integrate the SoTL initiative campus-wide.

**Keywords:** satellite campus, teaching practice, professional development

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**#137. Raising Education Standards: Investigation of the role and reliability of external moderation and programme reviews in higher education**

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Cape Peninsula University of Technology, South Africa

**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

‘Improvement’ and ‘maintenance’ of quality standards in education are buzzwords in both basic and higher education in South Africa. Several attempts are made to ensure that schools and universities produce students of high calibre who will excel as citizens and in the workplace. At the institutional level, these attempts include internal and external moderation of assessment tasks which is believed to enhance the reliability of assessments done by teachers and lecturers. At the national level is the quality assurance work done by educational professional councils. In the case of South Africa, Umalusi Council assures programmes at the basic education level. The Higher Education Qualifications Committee under the auspices of the Council on Higher Education quality assures programmes in the higher education sector. These Councils administer their quality assurance mandates through a system of programme reviews, which often leads to institutions acquiring or losing the accreditation status of their teaching and learning programmes. Although these two systems (moderation and programme reviews) have been in place in South Africa for a number of years, their impact on the improvement or maintenance of quality standards in higher education has not been examined. Within this backdrop, this study investigated the role played by external moderation and programme reviews in raising educational standards in higher education. The goal was to establish their reliability and to evaluate their impact. Twenty lecturers in two different higher education institutions were interviewed to investigate their views on the reliability and impact on quality of moderation and programme reviews. Document analysis of 2010-2012 external...
moderators’ reports and the national programme review reports done in two Faculties of Education within the two institutions were also used as sources from which data were collected. The study ended with the implications for external moderation and programme reviews, and with the recommendations for the administration of these two systems.

**Keywords:** quality and standards, reliability, moderation, programme review

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### #138. KEYNOTE: The Precariat: Educational commodification and status frustration in higher education

**G Standing**
University of London, United Kingdom

Globalisation and the neo-liberal agenda have generated a global class structure in which the precariat is a huge class-in-the-making, who are denizens, not citizens, with weak rights of any kind. The precariat consists of supplicants, struggling for security and facing chronic uncertainty. The commodification of the educational system all over the world, including Africa, has contributed to its growth, and to its alienation and anger, in that ‘human capital’ formation and job preparation have superseded other narratives for education, in the process generating a young generation holding lottery tickets that cost more and more to acquire and that are worth less and less. The education system has shown signs of generating a form of social apartheid.

All those in the education system must recover a sense of education as a critical, liberating process and a human right. The precariat inside the system – the adjunct academics, the casualised teachers and the host of auxiliaries – must unite to combat their own commodification and deep anomic frustration. And the precariat being produced by the educational institutions must turn their status frustrations into a progressive educational counter-movement.

**Keywords:** education commodification, precariat, counter-movement
#139. WORKSHOP: Reviving Education: A Precariat Charter

G Standing
University of London, United Kingdom

The workshop will explore themes raised in Guy Standing's keynote. In particular, it will, first, explore the characteristics of the precariat as a global phenomenon, highlighting the growth of a precariat inside the educational system, and the social, educational and economic consequences of that growth. It will then consider how the educational process is contributing to the societal precariousness, highlighting aspects of the "precariatised mind". It will then consider the fragmentation of the educational system in contributing to the new class structuring of labour markets and society. It will then consider how the commodified educational process is intensifying inequalities and insecurities in the precariat.

Keywords: educational system, societal precariousness, educational process

#140. Do Grade 12 Life Sciences Results Indicate Competence in First Year Knowledge and Skill Levels?

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Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Aim: We wanted to determine if the 2011 first year cohort in a biology education course were prepared in terms of the competences stated in the National Curriculum Statement (NCS). The critical questions were concerned with comparing module marks with Grade 12 marks for Life Sciences and knowledge and skills with that stipulated in the National Curriculum Statement (Life Sciences)?

Method: Data were obtained by analysing the Grade 12 marks for the 2011 first year Life Sciences students and their results for the module tests and the final examination. Certain tasks that required the skills stipulated in the NCS were also analysed to determine students' level of skill development.

Results: The cohort was found to be lacking in the knowledge and skills they were expected to acquire in the FET phase to prepare them for tertiary studies. In fact, more than half the class failed the end of semester examination. Students' reflections indicated their unpreparedness for engagement in the types of lectures and the nature of practical activities. Most students operated far below the competence level expected of students who had scored above 60% in Grade 12 as they were unable to demonstrate higher order cognitive skills.

Conclusion: There are discrepancies between what students can do and what is expected of them in a university course. This raises the question of students' performance in the Senior Certificate Examination. If first year students' performance is to be improved, the Department of Basic Education will have to ensure that Grade 12 learners have the
necessary competences stated in their policy documents and higher education institutions will have to create an environment that allows a smoother transition from school to university.

**Keywords:** NCS, cohort study, learner preparedness

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**#141. The Impact of Diversity and Organizational Culture on Effective Strategy Implementation in Higher Education**

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Diversity should be included in an organisational culture and be aligned with the corporate strategy. South African institutions face diversity and multiculturalism challenges which affect their operation and strategies. Managers in South Africa regard organisational culture as a very useful tool to manage their diverse workforce. Against this background, the primary objective of this study was to investigate and analyse how workforce diversity and organisational culture impact on strategy implementation at a higher education institution, namely, Walter Sisulu University. The study identified dimensions of diversity, organisational culture and strategy implementation from theoretical models supporting the study. A hypothetical model portraying these factors was constructed, displaying each factor and its relationship with strategy implementation. The positivistic research paradigm was adopted. Self-administered questionnaires were distributed to executive and senior management, senior academic and senior support staff at WSU. In total, 266 usable questionnaires were returned. The data obtained from these questionnaires were subjected to both descriptive and inferential statistical analyses. Structural equation modeling was used as the key statistical analysis tool to test the hypothetical model and to indicate the significance of the relationships hypothesised between the various independent, mediating and dependent variables. Eight statistically significant relationships were identified. The following factors were identified as having a statistically significant relationship with organisational culture: degree of flexibility, degree of teamwork, task directiveness, and degree of formalisation, leadership styles and decision making. In addition, a statistically
significant relationship was found between organisational culture and strategy implementation. Furthermore, the findings indicated a statistically significant relationship between strategy implementation and strategic outcomes in a higher education institution.

The study makes a contribution to multicultural higher education institutions by highlighting the crucial role of organisational culture in effective strategy implementation. It was clear from the results of the study that the nurturing of human capital is critical if higher education institutions wish to successfully aligning culture with strategy implementation. This study provided constructive guidelines to higher education institutions to enhance competitiveness and long term sustainability.

**Keywords:** organisational culture, corporate strategy, workforce disciplinary

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**#142. Implementing a Core Curriculum Project**

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**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

The Undergraduate Core Curriculum, UFS101, presented at the University of the Free State, is one of the first undergraduate core curriculum modules in the country that involves all mainstream first-year students across all faculties in a common intellectual experience. The purpose of this module is to equip students to understand and engage with complex human problems from multiple perspectives by providing students with the opportunity to develop as 21st century critical thinkers. Critical thinking, for the purposes of this module, is defined as the process of actively and skillfully conceptualising, applying, analysing, and evaluating information. UFS101 uses a blended learning approach as its educational perspective and is exceptionally challenging within the context of large class teaching as lectures consist of about 2000 students per session. UFS101 which was piloted in 2011 with 200 students, continued to a full rollout in 2012 with 2000 students, and is currently in the second year of a full rollout with a cohort of 4000 students. The aim of this paper is to share the rationale for designing this module, the implementation of the module and most importantly the lessons learned in presenting to a cohort of 4000 students and how, through action research, recommendations were incorporated to continuously improve the module.

**Keywords:** core curriculum, undergraduates, interdisciplinary
#143. My Home Language For Bread

J Tchatchoueng
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**Theme:** 5. Re-Envisioning the role of language in higher education in an African context: The quest for relevance and social justice

The regression and eventual death of languages are trans-historic realities and universal phenomena. But, the high rate at which the so-called minority languages have deteriorated in the past century is a cause for concern among linguists like Simons and Lewis (2013). As both authors reveal in the proceedings of the 26th Linguistics Symposium on Language Death, Endangerment, Documentation and Revitalization, “more than 75% of the languages that were in use in 1950 are now extinct or moribund in Australia, Canada, and the United States” (p.1). According to this source, close to 10% of languages are extinct or moribund in sub-Saharan Africa and overall “19% of the world’s living languages are no longer being learned by children” (ibid). In sub-Saharan Africa just like in many other places around the globe, both the regression and the death of languages are mainly attributable to the fact that an increasing number of parents are giving up home language instruction for one that will help their children secure a reliable and respectable profession. This paper is a critical reflection on a number of recent literature that acknowledge the necessity of elevating African languages to the stature of fully functional academic languages while maintaining an objective look on the challenges that doing so entails in a South African environment where according to Scott (2013: 26), “fewer than 5% of African youth are succeeding in higher education”. The paper concludes that more innovative political and pedagogical actions need to be taken toward winning back the solidarity of people whose passion for their home languages is critical to help carry these to new places. For, as the South African Professor Vivien Deklerk (2002) cautions, African languages cannot be elevated to the stature of fully functional academic languages unless both students and parents perceive the use of learning them.

**Keywords:** Multilingualism, LoLT, Language heritage
#144. Impacting Student Success: An innovative approach to respond to students needs during the transitional stages

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

Whilst the success of a University is often measured based on the retention and throughput of students, this is a major challenge that higher education institutions continually face (Braxton, Bray and Berger, 2000). Globally universities focus on academic and non-academic factors that impact on student retention and throughput, and programs have been developed to address students’ needs (Palladino, 2000; Russell, 2008). The transition from secondary school to university brings with it its own set of challenges. This, together with our students’ personal context-specific issues must be considered when developing strategies to support students (Johnston, 1997; Kneale, 1995). The transformed higher education landscape has compelled higher education institutions to increase access to previously disadvantaged students, resulting in context specific challenges, where students with diverse levels of preparedness are expected to cope and be successful in higher education (Africa, 2005). It has therefore become imperative to develop strategies that would identify students’ unique needs and implement programs to enhance retention, throughput and success. Student Support Services in the College of Health Sciences (CHS) offers a structured student support program for all its 1st entry students. This service aims to timeously identify factors that impact negatively on academic performance and students’ well-being. The program commences with compulsory academic orientation prior to registration, followed by peer wellness mentoring and academic/psycho-social skills training throughout the 1st semester. An online assessment is simultaneously conducted to identify students’ unique and individual needs. Appropriate interventions and monitoring are offered throughout the year by a team of academic and support staff. This paper will provide an overview of the structured student support program, the identified needs of the CHS 1st entry students, and the impact of the relevant interventions on their transition into the university environment and on their overall academic performance and well-being.

**Keywords:** academic support, student needs, College of Health Sciences
# 145. Making Knowledge Useful: Whose curriculum is it anyway?

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Durban University of Technology, South Africa

**Theme:** 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

Universities of Technology currently face the need to transform their curricula to meet the new Higher Education Qualifications Framework (HEQF). In so doing, the Durban University of Technology has chosen to adopt a student-centred approach to teaching and learning and prides itself as an institution that is "Making Knowledge Useful". In this paper we describe approaches used to transform curricula through making the knowledge of and about students and staff useful. We share the interfaces and actions between three different academic and institutional development interventions operating as communities of practice, and some of our reflections about these processes. The communities of practitioner-researchers have developed trust relationships which we see as significant and principal change agents in the transformation of the curriculum. We reflect on how these communities of practice and trust have helped to create transformative relationships and exchanges within and beyond the confines of the programme, department and institution.

**Keywords:** University of Technology, curriculum transformation, student-centred approaches

# 146. Can Reflective Teaching Transform University Teaching? The case of a University of Technology in South Africa

**M Tjabane**
Vaal University of Technology, South Africa

**Theme:** 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

Effective teaching and learning in higher education is an important focal point of literature around the globe. In this literature, reflective teaching is identified as one of the crucial characteristics of effective teaching. Similarly, in South Africa, in the context higher education transformation, reflective teaching is identified as an important component of staff development programmes. However, the research is very limited on it and is not widespread and not much attention has been paid towards unpacking its meaning and its application to teaching and staff development in a transforming context. This context is characterized by initiatives to enhance effective teaching such as the Council of Higher Education – CHE’s Improving Teaching and Learning Project and the current Teaching and Learning Charter. These developments are welcome and constructive projects to the broader agenda of centering teaching and learning for purposes of creating an enabling educational environment for the success of all students. But they remain at a theoretical level, creating a need for looking into aspects of the practical level of teaching and learning such as reflective teaching and its dynamics. This is particularly important and relevant in the context of teaching and learning at Universities of Technology (UoTs) which are a relatively new creation where the culture of teaching and learning is still being negotiated in the South African context. Through a literature survey, this paper seeks to unpack the meaning and application of reflective teaching and its role in transforming classroom practices in higher education. In addition, experiences from university teachers who are presently compiling their individual teaching portfolios will be shared or used as a case in point for this paper. It
is hoped that the insights drawn from this study will contribute toward enhancing the comprehension of reflective teaching practices and improve teaching and learning; and also to increase and deepen research-based teaching in higher education institutions.

**Keywords:** reflective teaching, teaching portfolio, research-based teaching

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**#147. Service Learning, Community Engagement and Adaptive Leadership:**

*Creating space for negotiations*

C Tsotetsi & DJ Hlalee  
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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

This paper reports on the first and second stages of a multidisciplinary action research project on service learning, community engagement and adaptive leadership. The main research question for this project is: drawing on a theoretical framework of ‘adaptive leadership’, to what extent can service learning, as team based, multidisciplinary activity contribute to a more community-owned engagement experience? Chilisa (2012: 250) expresses concern in that in matters that affect the community, there is no space created for debating conflict goals and aspirations. Hence the community’s voice is not incorporated. In line with Chilisa’s concern Sanginga, et al., (2010) argue for the inclusion of the community in the laws or activities that would affect them. By so doing conflicting goals could be resolved from the onset. This paper reports firstly, on the questionnaires distributed to academics and NGOs. The focus was on their understanding of service learning and community engagement. Secondly, the paper reports on the experiences of students placed for service learning, NGOs and beneficiaries of projects on their experiences after the students have been withdrawn from the projects. Findings show that negotiated, placement of students for service learning can contribute meaningfully in the production of knowledge.

**Keywords:** service learning, community engagement, adaptive leadership
#148. Learning Effective Skills

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

This study looks at how study skills can be improved among students and this is because often students may struggle as a result of failure to understand. It establishes how students engage their study when covering academic material and whether this is effective so as to improve it. The different study methods that students engage in are then compared and evaluated with reference to the theoretically suggested methods of effective study. The study skills were compared to those outlined in the study by Gettinger and Seibert (2002). Further, the study ascertains if students are aware of whether their study skills are effective or not. Main aim of the study is to establish if students have metacognitive based study skills whereby they can effectively evaluate their own study behaviour and time management. The value of the study comes from the argument that although students may go through the schooling system they may finish without properly engaging with the material and hence may not become efficient as well as proficient in their specific areas of study. If study skills are taught it may improve the overall performance of students and better graduates can be produced.

**Keywords:** study skills, skills development, student performance

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#149. Foundation Phase Mathematics Teachers Prepared through the Medium of English: Experiences of practicing teachers using isiZulu mother-tongue instruction

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**Theme:** 5. Re-Envisioning the role of language in higher education in an African context: The quest for relevance and social justice

There are numerous South African language policies for school and higher education (Department of Education, 1999; 2001) that address mediums of instruction. The University of KwaZulu-Natal (University of KwaZulu-Natal), in 2006, has taken up these recommendations and formulated their own language policy which includes promotion of mother tongue instruction in modules. University of KwaZulu-Natal’s strategic plan (2007–2016) provides strategies and goals for implementing its policies, vision and mission. The strategic plan indicates that English will remain the primary academic language but that isiZulu should be developed as a medium of instruction. Research indicates that language and medium of instruction play an important role in teaching and learning mathematics, particularly in the teaching of foundation phase learners. In order to understand more about the needs of mathematics teachers, this study explored the experiences and opinions of 14 practicing foundation phase teachers, who were trained through the medium of English during their foundation phase Post Graduate Certificate in Education mathematics education module. However, these foundation phase practicing teachers mainly teach mathematics in schools where isiZulu is considered to be the learners’ mother tongue. This foundation phase teachers completed their foundation phase Post Graduate Certificate in Education prior to 2011. (Since 2011 the Foundation Phase Post Graduate Certificate in Education at the University of KwaZulu-Natal offers a mathematics education module where isiZulu is the medium of instruction.) The participants were 14 foundation phase practicing teachers from KwaZulu-Natal. The instruments used to collect data were questionnaires and focus group
discussions. The analysis of the data showed that the majority of the participants would welcome support in mathematics pedagogical development in isiZulu – particularly for concepts and terminology required for teaching and learning in foundation phase mathematics classrooms. This indicates that there is an urgent need for mathematics education research to focus on pragmatic ways of developing appropriate, accurate, acceptable social knowledge required for concept and terminology development in isiZulu – starting with foundation phase mathematics teaching and learning.

Keywords: Mathematics teachers, teacher experiences, IsiZulu

#150. Take A Risk: It's as easy as ABC! On the use of storyboard animation in engaging university educators' views on HIV&AIDS integration

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Theme: 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

This paper explores the role of “making public” the productions in arts-based approaches to self-study in addressing the integration of HIV & AIDS in Higher Education. In so doing, it poses the questions: (1) “How might teacher educators view participant-produced animated storyboards related to integration posted on a public website?” and (2) “How do the responses of other teacher educators to two animated storyboards ‘speak back’ to our own self-studies related to integrating HIV & AIDS into the curriculum of teacher education?” Our questions are located within the broader area of visual arts-based methodologies and their efficacy in reaching various audiences, and at the same time feeding back into a reflexive mode in curriculum integration. In Part 1 of this study we, as a research team, prepared two storyboards: “Take a risk: It’s as easy as ABC” and “Reducing risk through courage, conviction and collaboration” to represent data on the challenges we found in our interviews with university educators speaking about curriculum integration. In this work we used storyboards as a visual tool based on structured, pre-planned visual outlines made up of a series of drawings representing camera or video shots. In Part 2 of the study, which is the focus of this paper, we went on to use an animation program to turn our storyboards into productions that could be posted on public websites. Our intention was to extend the pedagogic potential of the printed storyboards into animated storyboards to provoke generative thinking and action among university educators and the wider community. In using digital technology and social media, we were interested in the ways in which a wider audience would critically reflect on the challenges faced by curriculum innovators who
integrate HIV & AIDS in their disciplines. In the paper we report on the responses of those who viewed the animated storyboards. Overall, this presentation focuses on the ways in which we are using visual arts-based methods, such as animated storyboards, as tools for investigation and facilitation of discussions of HIV & AIDS issues, and also as tools that are central to generativity in self-study research.

**Keywords:** visual methods, reflexive mode, HIV and AIDS

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**#151. Education and Training for Cyber Security**

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**Theme:** 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

The current cyber security environment is exhibiting an increasing level of sophisticated attacks. This increases the need for those involved in organisation strategy, risk, and IT to be conversant with the current threats and techniques to protect their organisations. This brings the need to train existing employees to raise awareness and competency, but also for new recruits from tertiary education with risk and IT backgrounds to come into the organisation with an adequate knowledge of information security principles. South Africa is currently driving the improvement of national cyber security initiatives, as is evidenced by the passing of the National Cyber-security Framework policy and the development of a national cyber security hub. To complement these initiatives, there is a dire need for building information security capability amongst the student population, who will then provide the cyber security workforce needed to operate these initiatives and provide industry with capable employees. Industry certifications can also be categorised into vendor-specific or vendor-neutral. Each of these methods has specific characteristics that may be relevant to specific types of roles performed in cyber-security. This presentation provides an overview of available industry certifications and programmes from tertiary institutions that contain information security modules. The benefits and drawbacks of the different approaches will be discussed. The main aim of the presentation is to propose solutions to identify the relevant training requirements for specific cyber security roles, based on document analysis of available descriptions of certifications and programmes.

**Keywords:** cyber attacks, information security, IT training programmes
#152. Feasibility of Bluetooth at Vaal University of Technology

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**Theme:** 8. Responsive and innovative pedagogies, methodologies, technologies, learning tools and resources in higher education

The purpose of this study is to establish whether a Bluetooth environment could be feasible at the Ekurhuleni Campus of the Vaal University of Technology. The different wireless network options are discussed and a focus is set on Bluetooth. Security is always a dominant factor in any networking environment, thus an additional emphasis on security of Bluetooth wireless technologies is acknowledged. Unique hacking problems applicable to Bluetooth are discussed and the preventative measures listed. Furthermore, the advantages of Bluetooth as applied to the Ekurhuleni Campus of the Vaal University of Technology are highlighted. Recommendations are made towards the removal of obstacles in deploying a Bluetooth wireless network. The study follows a qualitative research approach, rather than a quantitative approach, thereby allowing a more in-depth understanding of the phenomenon. Findings and published white papers on relevant academic databases related to the organization called the Bluetooth Special Interest Group, played a vital role in establishing exactly what Bluetooth is, how it functions, security issues and future development of Bluetooth. As such, published research results related to network security difficulties played an important role in the comparison of Bluetooth with other communication standards.

**Keywords:** wireless networks, Bluetooth wireless technology, Bluetooth security, advantages of Bluetooth wireless technology.

**Keywords:** bluetooth, security, communication standards

#153. Pedagogical Expectations, Crossing the Atlantic

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**Theme:** 6. Intercultural communication in pluralistic societies

As a professor of music, recently emigrating from the United States, I have found the need to be flexible with respect to pedagogy. This is true both in terms of content and also style of presentation. The biggest challenge, however, relates to strategies for negotiating classes in which the heterogeneity of the student population goes beyond ethnicity as it also reveals a wide range of levels of preparedness for tertiary education. There is also a lingering practice of low expectations on the part of some lecturers, which in turn encourages a culture of diffidence amongst some students, and worse, narrows the curriculum and pedagogical objectives in very real ways. This paper reports on attempts to address these problems and find new ways to present our materials, new strategies for learning, and even beginning to question the epistemological assumptions that structure our teaching practice.

**Keywords:** teaching practices, pedagogy, classroom management
#154. Identifying the Roles of Academic Monitoring and Support Staff at the University of KwaZulu-Natal

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**Theme:** 7. Alternative paradigms and emerging opportunities in the scholarship of teaching and learning

The University of KwaZulu-Natal (UKZN) acknowledges that academic monitoring and support (AMS) is important to retain students by implementing programmes aimed at student success. These programmes include the application of a wide range of student-focused support systems and learning environments across all four Colleges. Appropriate interventions and systems of support selected by each of the Colleges are expected to reduce dropout rates and exclusions and to improve throughputs and completion rates. This study is aimed at identifying and understanding the academic support models that are used in the different Colleges at the UKZN. Furthermore, the study will identify the job profiles of the staff responsible for planning and implementing AMS activities in the different Colleges; what functions they perform, where their expertise lie and why they perform these roles within the College or School. AMS staff from all Colleges were invited to participate in a survey and this was followed by focus group discussions and interviews to further explore their expertise and roles; and their perceptions of the opportunities and challenges regarding AMS at UKZN. The results of this study will be presented.

**Keywords:** academic monitoring and support staff; job profiles; roles and responsibilities

#155. Quality improvement in higher education in South Africa and the Philippines: The role of regulatory bodies

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**Theme:** 1. Rethinking the goals, purposes and outcomes of higher education in the context of national imperatives, regionalisation and internationalisation

Higher education has been expanding over the last few decades and, according to Altbach et al. (2009), has struggled to cope with demand. Developing countries accounted for the major share of this increase in enrolment which was characterised by an increased in budgetary allocations to higher education increased; staff salaries improved, as did teaching-learning conditions, leading to a revival of the sector (UIS 2012). According to predictions by Trow (2006), the higher education landscape of 2030 will be ‘more’ in every way: more institutions, more kinds of institutions, more students and teachers, and more diversity among both institutions and participants. The increase in the size of the higher education systems including diversity of institutional types calls for the need for proper regulations to ensure the higher education systems continue to serve their missions, quality being an important dimension thereof. This calls to question the role of regulatory bodies to ensure that the purpose of higher education in relation to quality is properly served by HEIs. This paper will explore the role of regulatory bodies in higher education in South Africa and the Philippines in ensuring quality improvement in higher education. It will address the following question: What regulatory bodies exist in these countries and how do they go about ensuring quality improvement in higher education? The paper will use qualitative research methodology that is based documentary review and analysis of the official documents of government and regulatory bodies, review of literature on higher education in both countries. A comparative analysis of the work and outcomes of the regulatory bodies in both countries will be conducted.
#156. Preparing students for bilingual medical practice in South Africa: Are we succeeding and what do students think?

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Introduction: Being a communicator is a core competency for health care practitioners. Some undergraduate medical students at the University of KwaZulu-Natal, Durban, are unable to communicate in isiZulu, the mother tongue of nearly 80% of the 10.2 million people in the province. Currently, a one-year isiZulu course is offered to first year medical students, who are assessed in isiZulu only in the first three years.

Purpose: The purpose of this study was to assess how isiZulu clinical communication was perceived by third year medical students at the Nelson R Mandela School of Medicine in 2012, and whether current teaching enabled them to communicate with their patients.

Methods: An observational, cross-sectional study design was used to assess the knowledge, attitudes and practices of the study sample, using a self-completed questionnaire. Students commented on their experiences and their recommendations were recorded. Their knowledge of isiZulu was assessed using a written test, and the students’ marks were compared with their marks in 2010. Oral competence was assessed in an isiZulu history-taking station in the objective structured clinical examination. Ethics approval was obtained to conduct the study, and informed consent was obtained from participants.

Results: Medical students’ competence in isiZulu had improved. They were largely positive about learning the language of their patients but seldom used the language in the clinical setting, rather depending on translators. Many students felt that current teaching of isiZulu in the programme was inadequate for their needs.

Conclusion & Recommendations: Although isiZulu is taught to non-isiZulu students, this does not convert into an ability to use isiZulu in the clinical setting. In order for medical students to acquire a satisfactory and safe level of communicative competence in isiZulu, it is recommended that the teaching and assessment of isiZulu should be integrated into all levels of the undergraduate medical programme.