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HOSTED BY:
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One outcome of such a move is that it opens opportunities for higher education institutions themselves to direct their research knowledge and expertise to their own terrain and their work. At least one area of scholarship is that which focuses on academics themselves as teachers. In the first institutional submission required in the QEP universities have had to respond to questions on “Enhancing Academics as Teachers”, reflecting on aspects such as “professional development, reward and recognition, workload, conditions of service”.

The development of the notion of a “Scholarship of Teaching and Learning” (SoTL) is a relatively recent phenomenon of less than three decades. Most writers refer to the seminal work of Ernest Boyer (1990) in Scholarship Reconsidered: Priorities of the Professoriate as contributing to “enlarging the perspective” of academic life and the meaning of scholarship itself:

“The time has come to move beyond the tired old ”teaching versus research” debate and give the familiar and honourable term “scholarship” a broader, more capacious meaning one that brings legitimacy to the full scope of academic work. Surely scholarship means engaging in original research. But the work of the scholar also means stepping back from one’s investigation, looking for connections, building bridges between theory and practice, and communicating one’s knowledge effectively to students. Specifically, we conclude that the work of the professoriate might be thought of as having four separate, yet overlapping functions. These are: the scholarship of discovery; the scholarship of integration; the scholarship of application; and the scholarship of teaching.” (Boyer, 1990, p. 16)

Later broadened to the Scholarship of Teaching and Learning (SoTL), this work has produced a lively debate and ongoing contestation about the exact nature of SoTL; generating a wide literature on definitions, perspectives, models and approaches. It has spanned research, practices and theories in student experiences to learning and teaching in disciplines, as well as diverse areas such as academic rewards, recognition and promotions with dedicated conferences, organisations and journals. Of course, it has also been critiqued.

For the South African context it arguably enables a shift or widening of the dominant discourse on policy and academic development to generating a deeper scholarship on many other areas of mainstream teaching and learning and its diversity.
Viewed through the lens of SoTL, UKZN has made considerable strides in growing several different aspects of SoTL since the creation of the DVC: T&L portfolio in 2008. Evidence for building SoTL at UKZN in the period from 2009 to 2013 are highlighted below.

• A Teaching and Learning Competitive Research Grant was established in 2009 to encourage academics to undertake research in educational aspect of their disciplines; and a Teaching Innovation and Quality Enhancement Grant followed in 2010. In the past five years, of the 236 proposals received by the University Teaching and Learning Office (UTLO) for these two grants, 118 projects were funded to the value of R5.8m benefitting 345 staff. Recipients of these funds reported outputs of 69 conference papers and 60 accredited articles. Projects on students and learning dominate, accounting for approximately 40% of the funded projects.

• The Higher Education Training and Development unit created in the DVC: T&L portfolio initiated a Higher Education PhD programme in partnership with the School of Education. Following a cohort model of supervision, 12 academics registered in 2011 in the first cycle and another 19, which include candidates from other African universities, enrolled this year.

• In a major continuous professional development initiative, the University Education Induction Programme was introduced in 2012, requiring all academics to take mandatory modules of 20 hours each in Teaching and Learning, Curriculum, Assessment and Supervision, with exemptions for academics at the rank of senior lecturer and above, on the basis of having a teaching portfolio assessed as Strength. Some 766 academics have attended these modules.

• In an analysis of academic promotions at UKZN from 2009 to 2013 presented to Senate this year, it was found that of the 136 successfully promoted candidates (79 or 58%) were promoted on the basis of excellence in teaching (excluding those promoted to full professor who demonstrated in excellence in both teaching and research).

• At the annual teaching and learning in higher education conferences hosted by UTLO an average 145 papers are presented each year and the conference is attended by approximately 300 delegates; and in addition UTLO hosts on average 12 university-wide seminars, colloquia and symposia each year. A full cycle of research support is provided from grant proposal development and reviewing; abstract writing and conference presentation to workshops on producing articles for publication.

• In the past five years an estimated 178 accredited publications may be attributed to the activities and support provided by the DVC: T&L portfolio.

Collectively all these initiatives have created a growing interest in SoTL and contributed to an emergent critical mass of SoTL expertise across disciplines within Schools and Colleges and within some of the professional services. It has encouraged an evidence-based and research-informed approach to teaching and learning policies, programmes and interventions. It has embedded a more scholarly discourse in teaching and learning deliberations. And it has enabled a more reflective and creative thinking about teaching and learning in attempting to find solutions to the many challenges confronting universities in providing a quality education. In effect, SoTL is being institutionalised at UKZN.

The development of the notion of a “Scholarship of Teaching and Learning” (SoTL) is a relatively recent phenomenon of less than three decades.
In Thomas Friedman’s (2006) book, “The World is flat”, we are reminded of the irrepressible penetration of global brands, global media and ‘global’ education commodities which travel across borders, into remote communities, aided by ubiquitous access to basic information technology. We are told by techno-advocates that in an era of technology, students are better informed than their predecessors, because of the Internet. It is true that students today know how to use the Internet. They can search for and assemble information dexterously on the Internet and through social media. The great tragedy is that reading sound bytes has supplanted deep reading of original and seminal texts and students often believe that the Net is adequate in meeting all their informational needs. In the context of higher education, this access to an abundance of information often erroneously translates to the belief that information is equal to learning. Moreover, how and what students read is often superficial, declarative knowledge and fails to stand-up to the rigours of purposeful procedural knowledge.

Now that we’ve indulged in the mandatory whinge on low standards and poor performance, the question we should really be confronting is whether it is appropriate to heap blame on students for their lack of commitment to deep learning, or to reconsider whether universities are systemically and structurally complicit in perpetuating student failure and cultivating mediocrity amongst graduates who do succeed.

With increasing regularity, we are reminded that our relevance as universities is determined by our capacity to be student-centered. We are also reminded that students are demanding that they do less and expect to be rewarded more. To remain globally competitive, Universities are often seduced into submitting to demands for mediocrity rather than excellence. If student centeredness is the new bench mark for academic standards, we should heed the warning in the book, “Academically Adrift”, by Richard Arum and Josipa Roksa who contend that “American higher education is characterised by limited or no learning for a large proportion of students”. If we choose to ask little in terms of commitment from students and offer little in terms of direction, then we relinquish our responsibility to cultivate consciousness that a university degree is more than credentialing for a job, but is also about accepting adult responsibility and participating in enlightened democratic citizenship. In the words of Arum and Roksa, “Let’s Ask More of Our Students and of Ourselves”.

The collection of keynote addresses, workshops and paper presentations in this, the 8th TLHEC bring together a tapestry of comparative perspectives on how institutions across the globe are responding to the enduring challenges in higher education, by initiating and deploying responsive and innovative pedagogies, methodologies, and resources and exploring alternative paradigms in the scholarship of teaching and learning to mediate the corrosive effects of globalisation on higher education.
Slow to adapt, resistant to change, adherent to conservative values are some of the labels that have come to typify the modern university. Acutely conscious of the possibility that we are complicit in perpetuating this archetypical image of higher education, the Teaching & Learning Strategy Group (TLSG) has turned the gaze onto itself, acknowledging the possibility that student success and/or failure is potentially a consequence of institutional under-preparedness.

Under this gaze, UKZN’s model of a continuous loop of academic professional and institutional development places evidence-based teaching and learning development at the centre of its efforts to remedy institutional under-preparedness.

Giving substance to the principle that ‘Every Student Matters’, the TLSG pursues a transformative agenda which is cognisant of the impact of historical disadvantage, inequality and diversity in its quest to institutionalise conditions and processes necessary to graduate students who have appropriate skills, values and attributes needed to fulfil their community responsibilities while being competitive in the contemporary global world. Using an amalgam of internationally recognized exemplary practices and home-grown interventions; the Teaching & Learning Strategy Group (TLSG) strives to offer support activities and programmes to ensure that both underprepared and exceptional students are supported to optimise their learning and achievement potential.

Using an evidence-led approach to monitoring and supporting teaching and learning quality, TLSG develops and disseminates a variety of institutional reports on student performance and success. Adopting a variety of analysis techniques, including cohort analyses, trend-analyses, surveys on enrolments, retention, throughput, graduation, attrition exclusions; dropouts; stop-outs and success rates, TLSG is able to deploy resources to enhance the performance of the university as a system to support teaching & learning. In addition, annual Graduate Opinion Surveys and employer satisfaction surveys provide evidence of student experiences in order to enhance programmes for student success.

In the process of cultivating and affirming relevant epistemologies, pedagogies and technologies to remedy systemic deficiencies, the TLSG also strives to catalyse organisational learning through a range of institutional research projects aimed at gaining deeper insights into institutional health and performance in its quest to remain the “premier university of African scholarship”.

The standard research-university model - autonomous professors rewarded for scholarship, untrained in teaching and unaccountable for student learning-dominates every aspect of modern higher education, including the vast majority of colleges, which have no mandate for research. It is obvious that students are cheated by this structural inattention to their academic well-being. The history of higher learning in America is substantially a story of people pointing out the problems inherent in this arrangement, and being ignored.” (Kevin Carey-The Chronicle of Higher Education)
COLLEGE OF LAW AND MANAGEMENT STUDIES
TEACHING AND LEARNING UNIT

The role of the College of Law and Management Studies’ Teaching and Learning Unit is to implement teaching and learning initiatives and conduct teaching related research among staff and students in all the schools of the College.

The Unit offers the following supportive programmes:

Academic Literacy Programme
This Programme is concerned with academic language development and focuses on developing students’ independent learning approaches, critical thinking, understanding of the South African business context, group work skills, ability to organize time, effective communication and research and presentation skills, as well as writing conventions of the university. Further academic literacy support is also offered through the Writing Place, based on the Howard College, Pietermaritzburg and Westville campuses.

Academic Monitoring and Support Programme
This Programme is concerned with identifying underperforming students early and offering them mentoring support, input on module content and academic counselling.

College Foundation Programme
The Unit coordinates the implementation and management of the Foundation Provisioning Programme which is an access programme for the BCom General and BCom Accounting programmes.

College Winter School Programme
The Unit hosts an Annual Winter School for Grade 11 and 12 learners from quintiles 1-3 high schools who receive tuition in Accounting, English and Mathematics.

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INSPIRING GREATNESS
Higher education curricula have been criticized as unresponsive, irrelevant and out-dated to the ever-changing social and economic realities, government and industry needs and global demands. To address this persistent criticism, a number of national, regional and international initiatives are underway to develop responsive, meaningful and flexible curricula. This effort is driven not only by national and academic imperatives, as accreditation and quality, but also, among others, political disposition, academic mobility and regional integration. The South African Council on Higher Education proposal for undergraduate curriculum reform is one illustration of the importance attributed to fundamental structural reform in an attempt to remedy a low-participation, high-attrition higher education system. The pedagogic merits of the proposal has been lauded by some and dismissed by others.

QUALITY PROMOTIONS & ASSURANCE AS A DRIVER OF CURRICULUM REFORM AND INSTITUTIONAL CHANGE, INCLUDING THE SOUTH AFRICAN COUNCIL ON HIGHER EDUCATION UNDERGRADUATE CURRICULUM REFORM PROPOSAL

Higher Education institutions on the continent and elsewhere are subjected to number of quality promotion, enhancement and assurance activities. In South Africa the Higher Education System have just undergone Institutional audits 2004-2011 and have been subjected to rigorous accreditation process including the alignment of higher education programmes to the Higher Education Qualifications Sub-Framework. Most of these interventions are geared to making each student count by focusing, amongst others, at improving and standardizing various curriculum offering available in higher education institutions. In this context it is prudent to ask these questions:

- Does quality promotion and assurance matter?
- What is its contribution of curriculum reforms?
- Has it managed to drive the necessary reforms in Higher Education and where is the evidence?
- What kind of lessons can be drawn from the work of quality promotion and assurance units and national Quality Councils and Professional bodies (both nationally and globally) in respect to the curriculum and the way institutions do business?

- What are the perspectives and experiences of students and staff on quality promotion and assurance at their institutions or countries?

FUNDING HIGHER EDUCATION – NEW CHALLENGES, OPPORTUNITIES AND PROSPECTS

The past decade has witnessed drastic changes in the way universities are structured and financed. Globally, governments are investing less in higher education, leading to emerging 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. Class sizes have increased, and diverse student populations with varied learning abilities, cultural capitals, social class, and linguistic variations are accessing higher education. Alternative instructional strategies, resources and paradigms will need to be embraced and financed for successful outcomes. Invariably this means shifting the burden of increased costs to students. Are there viable alternatives which disrupt the exponential increase in the costs related to higher education provisioning? Are there innovative non-traditional funding models involving synergies between non-traditional partners?

MERGERS, DE-MERGERS AND DIFFERENTIATION IN HIGHER EDUCATION

It is now approximately a decade since the landscape of higher education provisioning within South Africa was fundamentally changed, as part of the higher education transformation agenda. What have we learnt through this re-landscaping transformation action? What are your experiences of mergers, de-mergers and differentiation? How have these transformative changes influenced curricula, students, governance, finances and qualifications? More broadly, what has the change agenda contributed to scholarship related to higher education institutional policy, planning and provisioning?
PROFESSIONAL DEVELOPMENT IN HIGHER EDUCATION: MODELS, PRACTICES AND INNOVATIONS

There is substantial evidence to indicate that the Higher Education sector’s success in widening access has not been complemented by building capacity to cater effectively to the increasing diversity of the student intake. Differentiated and innovative teaching approaches, differentiated curriculum and the ability of lecturers to understand and respond to diversity will enable institutions to respond more adequately to a diverse student population and so help to ensure higher levels of success, particularly for students from previously marginalised groups [South African Department of Higher Education & Training (2013)]. There is now acknowledgement that disciplinary knowledge is a necessary but insufficient condition for effective teaching & learning in higher education. The centrality of teachers and teaching and the need for effective professional development models and interventions has permeated the higher education discourse. There is an unambiguous call for evidence-based, target driven and targeted lecturer development programmes, including an emphasis on the PhD as the minimum requirement for academics.

LEARNING TECHNOLOGIES (INCLUDING MOOCS), BLENDED LEARNING AND TECHNOLOGY LEADERSHIP

Learning technologies are evolving at a pace that is beginning to challenge educators at all levels, but more specifically at universities. Numerous opportunities have arisen to implement innovative pedagogies through Web 2.0 technological platforms such as social media sites. Recently the explosion of interest in MOOCs has presented a new model for online learning that is threatening both the traditional degree structure and traditional forms of teaching and learning. Within the shifting sands of educational paradigms and technological platforms there is both great opportunity and peril in charted a course into the near future.

ALTERNATIVE PARADIGMS AND EMERGING DIRECTIONS IN THE SCHOLARSHIP OF TEACHING AND LEARNING IN HIGHER EDUCATION

Increasingly stakeholders are critiquing higher education institutions (HEIs) as being insufficiently able to deliver on the quality of the graduates they expect. For example, questions are being asked whether the state investment in resources to activate higher education is yielding its “return on investment”. Should such resources be better directed towards direct alleviation of social issues which graduates ought, but are unable to address meaningfully? Some professions and their councils are arguing that HEIs cannot deliver on the goals of their professional associations and interests. They argue that HEIs have their gaze fixed in directions beyond the workplace or the everyday realities. Other critics are suggesting that students exit higher education with only superficial knowledge of their disciplines. An internal critique by some higher education curriculum specialists suggest that there is a progressive “dumbing down” of the curriculum of especially at undergraduate level where other agendas, like throughput and pass rates dominate the concerns of teaching staff. The students themselves are challenging lecturing staff that they are “over-pitching courses” beyond their formal cultural and epistemic capital, or are arguing for a more liberal rendition of facilitating their “passing through the education system”. Conversely some students are suggesting that they are being short-changed in being under-prepared for the world of work. All of these competing agendas influence a requisitioning of the purpose and direction that teaching and learning and the design of curriculum for higher education are taking.

LANGUAGE POLICY PLANNING AND IMPLEMENTATION IN HIGHER EDUCATION: COMPARATIVE NATIONAL & INTERNATIONAL TRENDS AND NOTEWORTHY PRACTICES

The need to reconsider the role of language in the context of both regionalization and internationalization in Africa is crucial for development. Academics need to challenge processes and established practices that ‘normalize’ the use of certain languages over others either as lingua franca or as languages of instruction. To this end, the South African government, for example formulated the Language Policy for Higher Education (2002) as an enabling instrument for Universities to, among other things, improve access to HE by opening doors to students from diverse backgrounds. This has been a challenge in itself and to the extent that it has been achieved it has resulted challenges in epistemological access. The latter being a direct result of the language of teaching and learning. This is a call for comparative perspectives that interrogate the various challenges that Universities are facing in formulating language policies and the concrete plans developed in the implementation of those policies to address issues of access to Higher Education and, crucially, issues to that relate to the language of teaching and learning.
RESPONSIVE AND INNOVATIVE PEDAGOGIES, METHODOLOGIES, TECHNOLOGIES, LEARNING TOOLS AND RESOURCES IN HIGHER EDUCATION

We live in an age where the only constant seems to be change. Yet, academics often fail to respond to the new directions of curricula, pedagogies and the use of technologies and, some say, 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. Improving teaching and learning is at the heart of contemporary higher education, more so in developing countries where student preparedness for higher education, success and throughput are key issues of concern. In practice, it means that the traditional lecture method has to be complemented by new age technologies and pedagogies that are deemed effective in comparator contexts. For teachers in higher education to develop critical and reflexive approaches to teaching and learning underpinned by relevant theory and practice, scholarship and research, alternative instructional strategies and paradigms will need to be embraced for successful outcomes.

ADVANCING THE PROFESSIONALIZATION OF THE MANAGEMENT, ADMINISTRATIVE AND SUPPORT SECTORS IN HIGHER EDUCATION

What does it really mean to professionalise the support sector in higher education and how can we ensure its advancement? The New Collins Thesaurus defines a professional as one who could also be described as adept, competent, skilled, qualified, efficient, expert, practiced or a master. But how is this mastery obtained, embodied and demonstrated? Is there the space to grow a corps of professional higher education staff? Research has foregrounded that competence; professional identity and professional confidence are inter-related and inform one another in a reciprocal fashion, ensuring a fitness for practice. As a sector, are we paying enough attention to ensuring that opportunities exist for academic credentialing in higher education administration, management and leadership? And is there a growing acknowledgement of the need to own an identity and foster professional confidence, so that staff can be the professional, fully integrated and entrenched within the sector. As academic administrations and managements become increasingly multifaceted, the need to provide skilled management and administration personnel is crucial. It is becoming clearer that the sustainability of higher education reforms will be directly proportional to the professionalization of higher education management, administration and support. Developing an awareness of effectiveness and efficiencies in international exemplary practices will add value to institutions and to the sector.
**Professor Gayatri Chakravorty Spivak**

Professor Spivak is an Indian intellectual, and activist, is also a founder of the Institute for Comparative Literature and Society Professor at Columbia University. Daughter of feminist parents, she is deeply involved in feminism across the spectrum. She trains teachers and guides ecological agriculture in western Birbhum district, West Bengal, India. Her current projects include: consortia initiatives, continental Africa; Himalayan Studies initiatives, Kathmandu-Kolkata- Kunming; thinking globality together, French India and Senegambia. Her latest books are: Other Asias and An Aesthetic Education in An Era of Globalization. In 2012 she was awarded the 8th annual Kyoto Prize in Arts and Philosophy in the field of thought and ethics. Known as the “Nobel of the arts,” the Kyoto Prize is an international award presented annually to individuals who have contributed significantly to the scientific, cultural and spiritual betterment of mankind in categories of advanced technology, basic sciences and arts and philosophy. In 2013 Spivak was awarded the Padma Bhushan award by the Republic of India for in the fields of literature and education. The Padma Bhushan is one of the highest civilian honours India awards.

**Title: Humanities, Democracy and the Politics of Knowledge in Higher Education**

How can the humanities produce the intuitions of democracy in the broadest possible race-, class-, and gender-diversified sector of the population? What is it to teach the humanities? What is the in-built a prioria of democracy? What is the role of the state and constitutionality in the current global formation? How do we confront the inevitable corporatization of the entire education system? Why is it not enough to compartmentalize “higher education?” What is the role of the curriculum? Of new textbooks? What are the limits of economic empowerment? How are we to approach indigenous knowledge systems? How do we gauge “authenticity” in knowledge? What is the relationship between quality in education and the democratic imperative? What is the relationship between class, race, and liberal education in our countries? Between a will to social justice and enforcement? What is it to interpret a history of violence and use it without accusation or excuse within the broadest interpretation of the academy? Why is national liberation not a revolution? What is the role of epistemological change clustered within education in notions of identity and the broader public? How do we combat the anthropocene?

**Workshop: Envisioning an Aesthetic Education in the Era of Globalisation**

Gayatri Spivak’s latest collection of essays offers a timely reminder of what the real and powerful ends of education might be… [The essays] cover the breadth of an extraordinary intellectual career… The essays, for all their diversity, have the quality of a cumulative, long retrospection, a slow-burning consideration of what it means to teach, how faultily we do it and how we might do better by those who most want to learn and have least opportunity… It is, though, Spivak’s assertion, after Schiller, that an aesthetic education remains the strongest resource available for the cause of global justice and democracy. The homogenizing and pacifying effects of globalization, which Spivak so routinely lambasts, here, she argues, can never extend ‘to the sensory equipment of the experiencing being.’ And here she has never sounded more persuasive, identifying in arts education the evocation of a phenomenology at feeling and the engendering of critical thinking that are posited beyond the logic of capital.”—Shahidha Bari, Times Higher Education. As the stimulus for this workshop, Gaytri Spivak will respond to questions from workshop participants, preferably relating to textual passages, from the book “An Aesthetic Education in the Era of Globalization”.
Professor William F. Pinar

Professor William F. Pinar: Born in Huntington, West Virginia, William Pinar took his BS in Education at The Ohio State University, graduating in 1969. He taught English at the Paul D. Schreiber High School in Port Washington, Long Island, New York from 1969-1971, returning to Ohio State to finish his MA in 1970 and the PhD in 1972. He taught at the University of Rochester from 1972 until 1985, when he moved to Louisiana State University, where he taught until 2005, when he accepted a Canada Research Chair at the University of British Columbia in Vancouver, Canada.

Pinar has served as the St. Bernard Parish Alumni Endowed Professor at LSU, the Frank Talbott Professor at the University of Virginia, the A. Lindsay O’Connor Professor of American Institutions at Colgate University, and Distinguished Visiting Professor at Hangzhou Normal University. He has lectured widely, including at Beijing Normal University, East China Normal University, Hangzhou Normal University, Harvard University, the Hong Kong Institute of Education, Indiana University, McGill University, the University of Wisconsin-Madison as well as the Universities of Chicago, Dublin, Helsinki, Lisbon, Luxembourg, Madeira, Minho, Nagoya, Oslo, Tallinn, Tampere, Tokyo, and Zurich. He has made keynote addresses at national and international conferences in Australia, Brazil, Canada, Chile, China, France, Israel, Mexico, Norway, Romania, South Africa, South Korea, Turkey, the United Kingdom, and the United States. The former President of the International Association for the Advancement of Curriculum Studies and the founder of its US affiliate, the American Association for the Advancement of Curriculum Studies, in 2000 Pinar received the LSU Distinguished Faculty Award and a Lifetime Achievement Award from the American Educational Research Association. In April 2013 he was honoured by the establishment of a William F. Pinar Archive at the LSU Library. Pinar is the author, most recently, of Educational Experience as Lived: Knowledge, History, and Alterity (Routledge in press).

What Knowledge is of Most Worth? The Question of Undergraduate Curriculum Reform

Focusing on the CHE Discussion Document – Undergraduate Curriculum Reform in South Africa: The Case for Flexible Curriculum Structure – and referencing both the UKZN Response and Curriculum Studies in South Africa (a project focused on the state of curriculum reform, research and development in South Africa), I examine the question of undergraduate curriculum reform, including its relation to national history, culture, and globalization. Because this multivariate context is crucial in comprehending what is at stake in curriculum reform, one element – such as “structure” – cannot be cast as the key contributor to educational accomplishment. After critiquing the Proposal – its ahistorical, neoliberal, systemic inflexibility coupled with evidence-less assertions are among its crippling problems – I will critique the UKZN response as well. Among its problems include its embrace of skills over (especially canonical or “Western”) knowledge, its inflationary rhetoric (calling for “emancipatory” higher education when the academic integrity itself seems at stake), and its concessionary note that with “proper” management the CHE proposal could be implemented. After praising UKZN’s endorsement of institutional autonomy, its critique of commodification, its affirmation of indigenous languages and knowledges, and its cautionary note concerning systemic school reform, I conclude with associated concepts from curriculum research and development in South Africa that can reconceptualise the question of undergraduate curriculum reform.

Workshop: Repositioning Students as Central in Curriculum Reform: Context, Conviction, Incorporation

In China’s current curriculum reform the status of student is shifting. Relying on my study of China’s reform and a book by Ben Williamson on the future of curriculum, I will sketch the context of this shift, its enactment of ethical conviction in China, and its corporatisation in significant sections of the West. The juxtaposition of the two – the repositioning of students in China and in the West - can contribute to our appreciation of how crucial context is to understanding curriculum. In the West, Williamson’s work represents the cutting edge of corporatisation, indeed the end of public education by its incorporation as a business. Machines substitute for intellectual substance, online sequences for dialogical encounter and subjective presence. Corporate employees, not academic specialists will be hired to
develop curriculum and to evaluate its consequences, themselves reduced to numbers on standardized tests. As corporate employees, teachers will be demoted from public to domestic servants, subservient to company policies not committed to truth telling and to the education of children as human beings. Students in corporatised world Williamson describes are, first and finally, future employees. In China’s curriculum reform, history and culture couple with contemporary concerns, and the nation — not the economy — remains primary. Can capitalism incorporate the humanistic and civic concerns that animate China’s contemporary curriculum reform? Can China’s curriculum scholars and schoolteachers chart their own distinctive course? Can South Africa’s?

Can capitalism incorporate the humanistic and civic concerns that animate China’s contemporary curriculum reform? Can China’s curriculum scholars and schoolteachers chart their own distinctive course? Can South Africa’s?
Professor Reitumetse Obakeng Makobela

Professor Makobela is the Assistant Dean for International Studies in the College of Education and Professor of Higher Education in the Department of Educational Administration. Originally from South Africa, she received her BA in Economics from Ohio Wesleyan University, magna cum laude and Phi Beta Kappa, in 1992. She pursued and graduated with a Master’s in Labour & Industrial Relations (1994) from the University of Illinois at Urbana-Champaign, and obtained a PhD from the same institution in Educational Policy Studies (1998). Prof. Makobela’s research seeks to understand experiences of marginalized populations and aims to inform and influence institutional policies that affect these groups within institutions of higher education. Her research centres on or has centred on the examination of four interrelated themes: 1) organizational change and organizational culture in higher education; 2) gender in higher education; and 3) higher education in transitional societies. She has devoted a significant part of her career over the past decade studying these education issues in South Africa, Namibia, Ghana, Egypt, Pakistan, and most recently in Tanzania. Prof. Makobela is the author, co-author, editor or co-editor of seven books. She has published more than 50 articles in academic journals including Comparative Education Review, American Educational Research Journal, the Africa Education Review, and The Review of Higher Education, Comparative Education, Higher Education, among others. In the course of her career, she has raised more than $27 million in external grants to support her research and other scholarly activities.

Universities as Learning Organizations … Are We There Yet?

This presentation is based on a qualitative study that examines the how the intersection of gender, socio-cultural factors, and organizational culture impact professional experiences of women academics at a selected public university in Ghana and South Africa. Given the glaring absence of women in academic positions across many African universities, particularly at academic ranks beyond the entry-level, junior-lecturer or lecturer positions, this study provides an understanding of challenges and opportunities that influence the upward mobility of women academics and the strategies these women have employed to succeed in professional contexts that are not always supportive. This study on which this presentation is based examines the intersections of culture, gender, and post-colonial legacy on the professional lives of academic women. The presentation particularly interrogates the role of universities as learning organizations for academics, especially as institutions of higher learning (in developing countries) undergo significant transformation in this era of globalization.

Workshop: The PhD and Beyond: Building a Successful Academic Career

This interactive workshop presents an opportunity for participants (graduate students, early career academics, and other faculty members) to explore strategies for success when pursuing an academic career. The session will focus particularly on the art of publishing. The range of publishing-related topics that will be covered include the following:

- Generating article for the thesis or dissertation
- Types of articles
- Key elements of a publishable article
- Where to publish?
- From the thesis to a book.

*Participants are encouraged to bring examples of work-in-progress for discussion during this workshop.
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.
- You will make lifelong friendships with likeminded people - over 8500 students choose to study in our College each year.
- UKZN offers extensive sporting, cultural and extramural facilities.
- Our Bachelors, Honours, Masters and Doctoral Degrees are internationally recognized.
- 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.
- We have an outstanding research output, which is the highest in the university.
- We are proud of our international reputation - a number of our scientists are rated as international leaders in their fields.
- 84% of our graduates are employed within six months.

UKZN’s College of Agriculture, Engineering and Science consists of five Schools:
* Agricultural, Earth & Environmental Sciences * Chemistry & Physics * Engineering * Life Sciences * Mathematics, Statistics & Computer Science

* Visit our website www.ukzn.ac.za * Find us on Facebook www.facebook.com/studyatukzn
* Phone us on 033 260 5695 (Pietermaritzburg) / 031 260 7894 (Westville) / 031 260 8038 (Howard College)
* Email us on frosts@ukzn.ac.za

INSPIRING GREATNESS
Professor Sozinho Matsinhe

Professor Matsinhe holds a PhD in Linguistics with special reference to Bantu Languages from the School of Oriental and African Studies (SOAS), University of London. His postdoctoral research has focused on language planning and language development, language contact and bilingualism in education, the use of African languages as medium of instruction in formal education as well as on Morphology and Syntax of Bantu languages. From 1992 to 2009, he taught in the Department of African languages at UNISA. Since 2009 Professor Matsinhe has been the Executive Secretary of the African Academy of Languages (ACALAN), the official language agency of the African Union, whose mandate is to develop African languages and, in collaboration with the member states of the African Union, promote their use in all domains of society in partnership with the former colonial languages - English, French, Portuguese, and Spanish. Professor Matsinhe has published widely and lectured in Brazil, Canada, China, Taiwan and the USA. He has also served as external examiner for Africa University in Mutare, Zimbabwe, Jomo Kenyatta University; University of Botswana; University of Dar es Salaam, Mkwawa University, University of Nairobi, and University of Namibia. Professor Matsinhe is still associated with UNISA’s Institute for African Renaissance Studies, where he works with MA and PhD students.

Topic: Languages and Indigenous Knowledge

The top-down exogenous models of development informed and inspired by the desire to have one solution to poverty reduction across the globe regardless of the socio-cultural realities obtaining in the countries where they are applied, do not appear to yield the desired results. In Africa, for instance, while economies have officially been recording double-digit growth, levels of poverty do not appear to change for the better. There have therefore been calls to conduct applied research that would unearth the wisdom deposited in the indigenous knowledge systems and use it to support endogenous models of development that would change the lives of the vast majority of Africans for the better. However, although this is the first step in the right direction, the main challenge is that the African languages that are the repository and vehicle of indigenous knowledge are not part and parcel of the research. The aim of the presentation is to consider the relationship between language and indigenous knowledge systems; its relevance to the search of endogenous models of development.
Dr Langa Khumalo

Dr Khumalo holds a PhD in Linguistics from the University of Oslo and an MPhil in Linguistics from Cambridge University. He has vast teaching and research experience in the area of (corpus) linguistics and lexicography having taught at the University of Zimbabwe and served in the same institution as a Senior Research Fellow and Research Leader of the Ndebele Lexicography Unit at the African Languages Research Institute. He has been a guest researcher at the University of Oslo and a visiting Senior Mellon Fellow at Rhodes University. He is a Fellow of the Cambridge Commonwealth Society and a recipient of the Commonwealth Scholarship. He is currently the Director of Language Planning and Development in the Teaching and Learning Portfolio at the University of KwaZulu-Natal. He has published monographs on harmonized orthographic conventions, chapters in linguistics books, and a number of articles in linguistics, computational linguistics and theoretical lexicography in referred local and international journals.

Topic: On the intellectualization of African Languages for Use in Higher Education and Training

It has been persuasively argued that since the end of the Second World War, language became a new contested centre for global domination. Hitherto English has been parroted as a unifying global lingua franca albeit to the detriment of other languages particularly African languages. The staggering effect of the English hegemony in Africa is that despite having over 2000 languages, there seems to be no single indigenous African language that is used as a medium of instruction beyond primary education level in disciplines other than specific language courses. Africa still retains English (and is some parts French and Portuguese) as a language of instruction in education. In recent years, South Africa has started to be responsive to the yearning need to advance indigenous African languages consistent with the provisions of her laudably progressive constitution. The University of KwaZulu-Natal (UKZN) is a case in point and has taken the lead in institutionalizing the intellectualization of isiZulu as the best strategy in the advancement of indigenous African languages in Higher Education and Training institutions. The aim of the workshop is to show that African languages can be developed in order to fully contribute in the knowledge economy. Using UKZN processes as a case study the workshop will show that at the heart of the intellectualization process is the initiative to provide material conditions and intellectual space for language elaboration to take effect through a twin program of terminology development and corpus building.
COLLEGE OF HEALTH SCIENCES

- School of Clinical Medicine
- School of Health Sciences
- School of Laboratory Medicine and Medical Sciences
- School of Nursing and Public Health

CONTACT DETAILS

Website: www.chs.ukzn.ac.za
ukznHealthSciences
UKZNCHS

INSPIRING GREATNESS
Message From The TLHEC Proceedings
Editor: Dr Jaya Naidoo

As editor of the conference proceedings for the Teaching and Learning in Higher Education Conference (TLHEC), I wish to thank the Higher Education community for supporting the conference through the submission of over 30 conference proceedings papers. The papers feature a variety of Disciplines and topics ranging from Undergraduate Teaching and Learning to Postgraduate Teaching and Learning. International submissions also feature which suggests that the TLHEC’s profile continues to progress beyond the South African borders. I offer particular thanks to the authors of the conference proceedings papers for your prompt submissions; this has allowed me to insert all accepted conference proceedings papers into this proceeding timeously. Additionally and importantly I wish to thank the Editorial Team for reviewing the conference proceedings papers and supporting the authors with revisions and suggestions. All papers were reviewed by two reviewers. I hope that you find the TLHEC enjoyable and useful to your ongoing work in Teaching and Learning in Higher Education.

TLHEC proceedings Editorial and UKZN Review team:
- Dr Jayaluxmi Naidoo (Editor),
- Professor Sarah Bansilal,
- Dr Ronicka Mudaly,
- Dr Vinodhani Paideya,
- Dr Shakila Singh
RECENTLY PUBLISHED

Salim Vally/ Enver Motala (eds.): Education, Economy and Society (Unisa Press Aug 2014, R260)
A compelling antidote to the misconstrued nature of the relationship between education and society.

Siemon: Teaching Mathematics in the Foundation and Intermediate Phase (Oxford University Press Dec 2013, R400)

Okeke/ van Wyk/ Phasha: Schooling, Society and Inclusive Education (Oxford University Press July 2014, R300)

Gerry Mare (ex-Sociology UKZN): Declassified: moving beyond the dead-end of Race (Jacana August 2014, R225)

David Dickinson: A different kind of AIDS: folk and lay theories in SA Townships (Fanele-Jacana April 2014, R250)

FORTHCOMING


View these and other higher education research books at the Books stand at UKZN’s T & L 2014 Conference.
EARLY CAREER ACADEMICS: LAUNCH OF SPECIAL INTEREST GROUP

Early-Career Academics (ECA)
Professor Damtew Teferra and Dr Rubby Dhunpath

A project of the International Network for Higher Education in Africa (INHEA) at the Higher Education Training and Development (UKZN) commissioned by the Carnegie Corporation of New York.

Context and Background
Massive growth in enrolment, surge in diverse providers, increased access to marginal and non-conventional beneficiaries, and robust delivery modes riding on ICT have been instrumental in expanding opportunities to African higher education, spawning unprecedented opportunities as well as chronic challenges for the recruitment, retention and mobility of academics.

While expansion has been laudable, the quality of education and its delivery have been a subject of considerable discussion—and concern—as academics on the continent are aging escalating the need for preparing the next generation of academic staff. In Sub-Saharan Africa, qualified human capital remains scarce compared to the continent’s development needs. Recent studies have identified the direct relationship between approaches to pedagogy; the attitudes of academic staff; the skills of academic staff in teaching and assessment practices (also referred to as staff ‘under-preparedness’); pressures on the time and energy of academic staff; and staff demotivation by rapid, and unfavourable, changes in the university. It is against the background of this premise that this study explores and analyses the experience and expectations of early-career academics, in their induction to the teaching profession in higher education institutions.

Early-Career Academics: Teaching Expectations and Experience

Higher education in Africa has afforded little or no attention to the state of teaching skills of academics in institutions. Most academics are not known to have been trained to teach; and most are expected to acquire competence in the context of their practice.

The ECA study examines how early-career academics in African universities learn to teach; how they are conducted to the academic profession; and the extent of requisite tools, support, and incentives that universities provide them in their preparation for teaching and learning.

Methodology and Outcomes
The study will be conducted by research teams in seven major African Universities including, Addis Ababa (Ethiopia), Eduardo Mondlane (Mozambique), Ghana, Ibadan (Nigeria), Kwazulu-Natal, Makerere (Uganda), and Wits. The project will have both practical as well as academic outcomes serving diverse constituencies including academics, policy makers, development agencies, institutional leaders/managers and (educational) researchers.

The ECA Special Interest Group (SIG) at the 8th Annual Teaching & Learning Conference will provide project teams to deliberate on their work in progress.
DISTINGUISHED TEACHERS 2013

This prestigious award requires candidates not only to be outstanding teachers demonstrating successful and effective learning outcomes, but to have made a sustained contribution to teaching and learning through proven contribution to innovation and enhancement of teaching and learning practices within the candidate’s discipline or school and in community engagement. Candidates are also expected to demonstrate contribution to curriculum and/or materials development in the discipline; and/or demonstrated reflection on practice translated into the scholarship of teaching.

Professor Simon Mukwembi

He impressed the selection committee with his extraordinary dedication and commitment to students at every level at which he taught mathematics. His method of teaching included using Moodle, linked to curriculum development efforts. As a senior lecturer in mathematics, in the School of Mathematics, Statistics and Computer, he was recognised for his innovative teaching approaches which significantly increased student interest, participation and performance in mathematics. This was demonstrated through extremely positive student evaluation and peer assessments of his teaching. Professor Mukwembi was commended for the development of a new foundation mathematics module and for the ways in which links were created between tutorials and mainstream teaching. In addition, his commitment to mathematics teaching and learning extended into outstanding community engagement work with high schools and in connecting these efforts back to mathematics at the University.

Professor Sarojini Nadar

She is a Professor in the School of Religion, Philosophy and Classics received recognition for her exemplary teaching, which was considered to be undergirded by current education theories, research and debates in her discipline. In particular, the committee was impressed by the ways in which emancipatory feminist discourses were reflected in her classroom practices in her teaching of gender and religion. Her teaching and assessment methods were appropriately varied and took full account of the special transformational challenges of the South African higher education context. This award specifically recognised Prof Nadar’s distinguished contribution to the scholarship of teaching and learning in her discipline nationally and internationally through a range of publications. The Committee noted the impressive production of journal articles and book chapters in her discipline related to teaching and learning which are being used by other universities.
GUIDELINES FOR CHAIRING AND PRESENTING A CONFERENCE SESSION

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 (guidelines for presenter/s)
• 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 (guidelines for Chairperson)
• Keep track of elapsed time during a presentation:
  • At 15 minutes of a 20-minute talk, give a *signal* to the speaker (could be card raised, or low voice). Allow at least 10 minutes for discussion time.

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, the Session Chair should:
• 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
GENERAL INFORMATION

CONFERENCE VENUE & PARKING
The main conference venue is the Edgewood Main Tutorial Building (a.k.a Tutorial building), on Edgewood Campus.

HELPDESK
Location and opening hours
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 07h30 on Thursday, 25 September, and daily thereafter from 08h00 to 17h00.

NAME TAGS
Please wear your name tag in plain view at all times. It serves as your entry-pass to ALL conference sessions, catering, cocktail event and dinner.

WIFI
Wi-Fi Hotspot is Internet. (This hotspot is open access for the duration of the conference i.e. no password required)

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
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 – 031-3378333 or 0800-33036031;
• Mozzie Cabs – 031-303-5787
EDGEWOOD CAMPUS

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 policymaking 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
# CONFERENCE PROGRAMME

## DAY 1 – THURSDAY, 25 SEPTEMBER 2014

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<thead>
<tr>
<th>Time</th>
<th>Session 1</th>
<th>Main Venue</th>
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<tr>
<td>07h30 – 08h45</td>
<td>REGISTRATION, TEA/COFFEE</td>
<td>Foyer Area of Margaret Martin Lecture Theatre (MMLT), Main Tutorial Building, Ground Floor</td>
</tr>
<tr>
<td>08h45 – 09h05</td>
<td>WELCOME &amp; INTRODUCTION:</td>
<td>Dr Rubby Dhunpath, Director: Teaching and Learning</td>
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<tr>
<td>09h05 – 09h20</td>
<td>OPENING ADDRESS:</td>
<td>Professor Renuka Vithal, Deputy Vice-Chancellor: Teaching and Learning</td>
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<tr>
<td>09h20 – 09h25</td>
<td>MUSICAL INTERLUDE:</td>
<td>Edgewood Choir</td>
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<tr>
<td>09h25 – 10h25</td>
<td>KEYNOTE ADDRESS:</td>
<td>Professor Gayatri Spivak, Columbia University, United States of America Humanities, Democracy and the Politics of Knowledge in Higher Education (#139) Dr Nyna Amin, School of Education, UKZN</td>
</tr>
<tr>
<td>10h45 – 11h45</td>
<td>PAPER PRESENTATION:</td>
<td>The perceived value of reflective practice on the learning journey of the Master of Philosophy in Mgt Coaching student Chair: V Singh #21 TM Esterhuizen, V Singh &amp; S Reddy Reflecting on the Learning Journey of the Master of Philosophy in Mgt Coaching</td>
</tr>
<tr>
<td>10h25 – 10h40</td>
<td>TEA/COFFEE – Corridors of Ground Floor, Main Tutorial Building</td>
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**Key:** # : Abstract Reference Number  
DTA: Recipient of UKZN Distinguished Teacher Award  
PAPER PRESENTATION: 30 minutes: 20 minutes presentation + 10 minutes discussion  
WORKSHOP: 2 hours  
SESSIONAL CHAIRS: Each session has two presenters; each of the presenters will serve as Chair for the other
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Chair/Presenter</th>
<th>Topic/Abstract</th>
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<tbody>
<tr>
<td>11h50</td>
<td>SESSION 2</td>
<td>Chair: NF Kirby #115 S Proches UKZN’s Durban Environmental Science Honours programme: student selection and performance</td>
<td>A picture paints a thousand numbers. Tree analysis: An innovative method to examine throughput at higher education institutions</td>
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<tr>
<td>11h50</td>
<td>SESSION 2</td>
<td>Chair: TE Sommerville #19 W Doh Nubia The Concept of Teacher Resilience: A Contribution towards professional development</td>
<td>Investigating the relation between teaching-learning sequences of chemistry topics and teachers’ profile</td>
</tr>
<tr>
<td>11h50</td>
<td>SESSION 2</td>
<td>Chair: A Maharaj #131 D Sibanda</td>
<td>Investigating the relation between teaching-learning sequences of chemistry topics and teachers’ profile</td>
</tr>
<tr>
<td>11h50</td>
<td>SESSION 2</td>
<td>Chair: D Hlaele, #34 D Hlaele &amp; CT Tsotetsi</td>
<td>Understanding parents’ role in the improvement of their children’s literacy skills…</td>
</tr>
<tr>
<td>11h50</td>
<td>SESSION 2</td>
<td>Chair: T Mkhiuze #8 LR Botha</td>
<td>The Change Laboratory as a Classroom</td>
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<tr>
<td>11h50</td>
<td>SESSION 2</td>
<td>Chair: M Gorejena #141 W Thaver &amp; A Okem</td>
<td>Beyond Access: Funding as a barrier to retention and throughput at the School of Nursing…</td>
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<tr>
<td>11h50</td>
<td>SESSION 2</td>
<td>Chair: J Naidoo #144 N Toni, AH Makura</td>
<td>Using Reflective Practice for a more Humane Higher Education</td>
</tr>
<tr>
<td>11h50</td>
<td>SESSION 2</td>
<td>Chair: C Muraraneza #102 M Okoli, SM Maistry</td>
<td>Nigerian PhD Students’ Experience of Postgraduate Supervision: “Shine Your Eyes”</td>
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<tr>
<td>12h50</td>
<td>LUNCH – New Conference Centre</td>
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<tr>
<td>13h50</td>
<td>SESSION 3</td>
<td>WORKSHOP (MMLT)</td>
<td>#140 Gayatri C Spivak Envisioning an Aesthetic Education in the Era of Globalization</td>
</tr>
<tr>
<td>13h50</td>
<td>SESSION 3</td>
<td>WORKSHOP (LT6)</td>
<td>#112 William F. Pinar Repositioning Students as Central in Curriculum Reform: Context, Conviction, Incorporation</td>
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<tr>
<td>Session 4</td>
<td>15h55 – 16h55</td>
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<td>MMLT</td>
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<td>LT7</td>
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<td>L2</td>
<td>L3</td>
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**Chair:** P Diab #73 M Matthews & J van Wyk
"It is nice to be able to talk to people in their own language": Attitudes of isiZulu second language learners at the…

**Chair:** OA Adebayo & R Mudaly
Exploring how Pre-Service Science Teachers Learn to Teach Environmental Education

**Chair:** P Shangase #114 J Preece & D Manicom
Building Successful Social Justice Learning Organisation – A Case Of A University Of Technology

**Chair:** A Harerimana & SP Ngalomba
Job Satisfaction among Non-PhD Academic Staff In Tanzania Universities: Comparative Analysis

**Chair:** C Maphosa & NG Mtshali
An Appraisal of the Decentralised Professional Development Model Adopted by a South African University

**Chair:** SP Ngalomba & NG Mtshali
Utilization of Internet as an Academic Tool among Undergraduate Nursing Students

**Chair:** C Maphosa #66 TE Mapasa
A framework for the support of inexperienced postgraduate research supervisors

**Chair:** B Lefoka, J Slabbert & A Clarke
A Quest for Professionalism amongst Teacher Educators in the National University of Lesotho

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**NEW CONFERENCE CENTRE, EDGEOOOD CAMPUS**

**COCKTAIL EVENING**

Live Entertainment by Marigold Music
## DAY 2 – FRIDAY, 26 SEPTEMBER 2014

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<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Title</th>
<th>Chair/Authors</th>
</tr>
</thead>
</table>
| 08h30 – 09h00 | TEA/COFFEE – Corridors of Ground Floor, Main Tutorial Building | **SESSION 5** | 09h00 – 10h00 | **KEYNOTE ADDRESS:** Professor William Pinar, University of British Columbia, Canada  
**What Knowledge is of Most Worth? The Question of Undergraduate Curriculum Reform (#111)**  
Dr Thabo Msibi, School of Education, UKZN |
| 09h00 – 10h00 | **MAIN VENUE:** Margaret Martin Lecture Theatre (MMLT), Main Tutorial Building, Edgewood Campus | **SESSION 6** | 10h00 – 11h00 | **PLENARY PANEL**  
**Languages and Indigenous Knowledge**  
**PANELISTS:** Professor Sozinho Matsinhe, Executive Secretary, African Academy of Languages (ACALAN), African Union Commission (#70)  
Dr Langa Khumalo, Director: Language Planning and Development, UKZN (#47)  
**MODERATOR:** Professor Renuka Vithal, DVC: Teaching and Learning |
| 11h00 – 11h20 | TEA/COFFEE – Corridors of Ground Floor, Main Tutorial Building | **SESSION 7** | 11h20 – 12h20 | **Chair:** V Jairam  
#40 J Jurgens  
Building Agents for Change: Promoting more ethical, caring and responsible scientists through using a small-team approach to learning in the… |
|         |         | MMLT | LT6 | LT7 | G205 | F208 | F204 | L2 | L3 |
| Chair: V Jairam  
#40 J Jurgens  
Building Agents for Change: Promoting more ethical, caring and responsible scientists through using a small-team approach to learning in the… | Chair: S Mutereko  
#41 N Kaeane, T Pitso  
& M Lebusa  
Developing an Enabling Pedagogy for Fostering Engineering Undergraduates Entrepreneurial Orientation | Chair: L Sosibo  
#68 H Mariaye, A  
Beesooncial, S  
Goburdhun, et al  
Adaptation or Isomorphism: Reading a Public Higher Education Institution in a Small Island State | Chair: F Diamini  
#3 H Beckedahl, M  
Fruehauf, M Lindner, et al  
Testing the Development of Contextualized Geospatial Field Practice in Concept… | Chair: T Moodley  
#97 T Ngwenya  
Conceptions of Knowledge and University Typology in South Africa | Chair: C Bagwande  
#103 E Olusola, X  
Khalo, A Bayaga, et al  
Strategies for Teaching and Managing Large Classes in University | Chair: MN Davids  
#108 F Patel & N  
Senjov-Makohon  
The Harsh Truth about Managing Course Renewal in Higher Education: Review of international perspectives and challenges | Chair: G Moodley  
#128 GN Shava  
Access and Quality in Zimbabwean Education: The major challenges to achieve |
| Chair: N Kaeane  
#88 S Mutereko, A  
Watson & V Wedekind  
#137 L Sosibo, E Ivla  
& D Gachago  
Nostalgia, anxiety and gratification: Case study of staff in a merged higher education institution | Chair: S Malaza  
#4 H Beckedahl, M  
Fruehauf, M Lindner, et al  
Developing a Geo-systematic Spatial Perception for Interpretation and Representation of… | Chair: T Ngwenya  
#79 T Moodley  
Curriculum Restructuring in Higher Education | Chair: E Olusola  
#2 C Bagwande & V  
Singaram  
"Sowing the Seeds: The use of Feedback in the Medical Curriculum as a Key Factor in Academic Success" | Chair: F Patel  
#15 MN Davids  
"Is he calling us racists?" The transformation discourse in a merged faculty of education | Chair: GN Shava  
#78 G Moodley & D  
Robertson-Andersson  
Does size matter? A decadal analysis of contact time, class sizes and student-staff ratios in a premier South African University |
## DAY 3 – SATURDAY, 27 SEPTEMBER 2014

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>08h30–09h00</td>
<td>TEA/COFFEE</td>
<td>Corridors of Ground Floor, Main Tutorial Building</td>
</tr>
<tr>
<td>09h00–10h00</td>
<td>SESSION 11</td>
<td>Main Venue: Margaret Martin Lecture Theatre (MMLT), Main Tutorial Building, Edgewood</td>
</tr>
<tr>
<td>10h05–11h05</td>
<td>SESSION 12</td>
<td>MMLT: LT6, LT7, G205, F208, F204, L2, L3</td>
</tr>
<tr>
<td>11h05–11h20</td>
<td>SESSION 13</td>
<td>TEA/COFFEE – Corridors of Ground Floor, Main Tutorial Building</td>
</tr>
</tbody>
</table>

### KEYNOTE ADDRESS:
**Title**: Universities as Learning Organizations … Are We There Yet?
**Chair**: Professor Reitumetse Mabokela, Michigan State University, United States Of America

**Chair**: Professor Damtew Teferra, Higher Education Training and Development, UKZN

### SESSION 12

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
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<tbody>
<tr>
<td>10h05</td>
<td>A historical perspective of anatomical pedagogy at UKZN</td>
</tr>
<tr>
<td>11h05</td>
<td>The culture-rich mathematics class – maximising learning opportunities</td>
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### SESSION 13

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<th>Time</th>
<th>Title</th>
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<tbody>
<tr>
<td>11h05</td>
<td>Chair: G Bokana #36 P Itaman &amp; VA Itaman</td>
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<tr>
<td></td>
<td>Assessment of School Facilities In Teaching and Learning in Tertiary Institutions – A missing link in the…</td>
</tr>
<tr>
<td>11h20</td>
<td>Chair: L Coleman #100 VU Nhadozie</td>
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#1.
EXPLORING HOW PRE-SERVICE SCIENCE TEACHERS LEARN TO TEACH ENVIRONMENTAL EDUCATION

OA. Adebayo & R. Mudaly
University Of KwaZulu-Natal

due to the global emphasis to engage with environmental education, based on, among other things, environmental crises related to climate change and environmental degradation. School curricula are viewed as one way of making citizens more conscious of environmental issues. Environmental Education (EE) is a relatively new knowledge and skills area for all of South African teachers. Curriculum policy stipulates that environmental issues be addressed in a specific manner. The views of pre-service teachers about their experiences when they learn to teach environmental education, is central to this study. The purpose of this research is to explore the views of pre-service teachers about how they learn to teach environmental education. The focus of this research is to gain insight into the content and pedagogical content knowledge of these teachers when they work with topics related to environmental education. Twenty five pre-service science teachers, who were training to teach intermediate and senior phases (Grades 4-9) of South African School System, were purposively selected to participate in this qualitative study. This work was located in the interpretive paradigm, and an understanding of pre-service teachers' views of their practice within a South African teacher education context was sought. Data were generated using individual interviews, focus group interviews and reflective journals. Vygotsky's Zone of Proximal Development, and the value of giving and receiving feedback in postgraduate medical education

Keywords: environment, education, pre-service science teachers, zone of proximal development

#2.
SOWING THE SEEDS: THE USE OF FEEDBACK IN THE MEDICAL CURRICULUM AS A KEY FACTOR IN ACADEMIC SUCCESS - WORK IN PROGRESS

C. Bagwandeen & V. Singaram
University Of KwaZulu-Natal

The transformative learning paradigm requires that professional education and medical education in particular, implement enabling actions, including educational reforms in instruction. A critical cornerstone is the way in which feedback is mutually given and received by faculty and students. Feedback may be defined as 'information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding', implicitly with the aim of impacting on improvement. In combining instruction with constructive criticism which incorporates a plan on how to improve performance, the feedback process moves beyond an evaluative assessment of past performance to a correctional review. As medical training progresses from undergraduate to postgraduate specialization, the need for constant, high-quality feedback from mentors to students to aid in the development of finely-honed competencies of the trainee in their chosen field intensifies, as it is only through the provision of feedback that strengths can be identified and amplified, and corrective measures implemented. It is also important that those giving feedback are in turn provided with feedback about the feedback they give. Senior supervisors are not trained to teach. Thus, numerous studies reflect students' perceived dissatisfaction with the type, quantity and quality of feedback given, while supervisors are of the opinion that the feedback they give is adequate. Such evaluations allow for appropriate skilling of tutors. This study aimed to investigate the value of giving and receiving feedback in postgraduate medical education and used a mixed method approach. The study included online questionnaires and interviews. The questionnaire was first piloted among public health registrars to ensure internal validity. The study sample included clinical registrars and consultants from Obstetrics and Surgery within the registrar training programme. The study included online questionnaires and interviews. The questionnaire was first piloted among public health registrars to ensure internal validity. The study sample included clinical registrars and consultants from Obstetrics and Surgery within the registrar training programme at the Nelson R. Mandela School of Medicine. This presentation will discuss the analysis of the data and the findings of the study.

Keywords: medical education, feedback, mixed methods
#3.
TESTING THE DEVELOPMENT OF CONTEXTUALIZED GEOSPATIAL FIELD PRACTICE IN CONCEPT DEVELOPMENT

H. Beckedahl², M. Fruehauf³, M. Lindner¹, M. Zierdt³, G. Schmidt¹, AK. Lindau¹, A. Finger¹, M. Marz¹, C. Greenland², F. Pwiti², S. Nkomo², M. Mlipha¹, P. Dlamini³, N. Magagula¹ & S. Malaza³

¹Martin Luther University Halle-Wittenberg, ²University of KwaZulu-Natal, ³University of Swaziland

The Martin Luther University, the University of KwaZulu-Natal (UKZN), and the University of Swaziland (UNISWA) have been collaborating over the past six years in an effort to overcome challenges in the teaching of key concepts in Physical Geography at university level. Students should be trained in the identification and application of appropriate methods of measurement coupled with spatial allocation and orientation in the field, derived from knowledge acquired at both secondary and, more especially tertiary level training and experience. Based on the outcomes of the early collaboration, the three partner universities embarked on a DAAD* funded project for the development of problem- and practice-oriented teaching units at the start of 2013, with the objective of developing effective modules to teach spatial measurement and contextualization in the environmental field. The intention is that the modules, once developed and tested, will then be adopted by the partner universities. During the development phase, teams of lecturers and tutors (students) worked together on didactic concepts and the technical content by way of workshops in Germany and South Africa / Swaziland. The preliminary results revealed gaps in the skills-level of the spatial perception-orientation continuum, as well as in the spatial allocation of measurements (or geo-ecological processes) in GIS. More detailed analysis suggests that the assessment of geospatial cause-and-effect relationships (using soil degradation as the focal theme) and problem-oriented work can be developed further using this approach. The project partners have thus far developed two learning modules. The focus is on spatial and geo-eco-systematic oriented cause and effect analysis, coupled with spatial allocation and orientation in the field. Early findings suggest that, for students to be effective in the discipline, they also require training in the identification and application of appropriate field methods of measurement, a skill that is largely absent in the secondary school training, and is frequently still not sufficiently emphasized at tertiary level. In the present paper, the approach and pedagogical context of the work is shown. *DAAD – Deutscher Akademischer Austausch Dienst (German Academic Exchange Service)

Keywords: key concepts, physical geography, cognitive approaches

#4.
DEVELOPING A GEO-SYSTEMATIC SPATIAL PERCEPTION FOR INTERPRETATION AND REPRESENTATION OF DATA USING A COOPERATIVE APPROACH

H. Beckedahl², M. Fruehauf³, M. Lindner¹, M. Zierdt³, G. Schmidt¹, AK. Lindau¹, A. Finger¹, M. Marz¹, B. Heynoldt², H. Beckedahl², C. Greenland², F. Pwiti², S. Nkomo², M. Mlipha¹, P. Dlamini³, N. Magagula¹ & S. Malaza³

¹Martin Luther University Halle-Wittenberg, ²University of KwaZulu-Natal, ³University of Swaziland

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Keywords: teaching spatial measurement, problem-oriented work, physical geography
**#5. FRAMING TALK IN FORMAL AND INFORMAL ENTREPRENEURSHIP PROGRAMMES: TOWARDS A RADICAL, VISIBLE PEDAGOGY**

T. Bojabotsheha, T. Pitso & M. Lebusa
Vaal University Of Technology

In this presentation, we attempt to use the theory of rhetoric to examine the kinds of talks that take place in two Entrepreneurship Programmes at one University of Technology. This theory identifies four different ways of guiding talk in the classroom as: conquest, conversion, advice and invitational all of which are underlined by the intent of the message communicator, and differ in terms of the degree to which the message driver includes or excludes the recipient of the message in such conversations. In education, this intent is often mediated through two concepts developed by the Education Sociologist, Basil Bernstein which are classification and framing. Classification deals mainly with boundary maintenance between social entities such as universities, communities and corporate world. In the case of strong classification, each social institution maintains its knowledge forms and discourses so that little cross-pollination takes place and weak classification builds on platforms created to make knowledge sharing and influencing possible. Learning is thus experienced differently, Bernstein argues, depending on how these classifications map out hence transfer of knowledge that occurs in face-to-face, classroom encounters shape and guide its talk. The experiencing of disciplinary boundaries provide significant data in terms of the degree of students’ participation in the classroom talk and thus also the extent to which the means of critical understanding are created and accessed in the classroom. Framing deals with the content selection, sequencing, pacing and evaluation of gain in knowledge so that weakly framed pedagogies tend to promote active participation of students and strongly framed ones tend to discourage such participation. Using this theoretical lens which we shall first, delineate in our presentation, we will present preliminary findings on how classification and framing mapped themselves in the two Entrepreneurship Programmes in terms of framing the classroom talk.

**Keywords:** theory of rhetoric, university of technology, entrepreneurship programmes

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**#6. THE PROJECTED ENROLMENT GROWTH, UNIVERSITY FUNDING AND A 20-YEAR QUEST FOR NEW PARADIGMS IN HIGHER EDUCATION IN SOUTH AFRICA**

G. Bokana
University Of KwaZulu-Natal

In 2014, South Africa marks two decades of transition since the apartheid regime was discarded and replaced with a democratically elected government. The Gross Enrolment Ratio (GER) in universities is expected to increase from the current 17.3% to 25%, from just over 938,000 students in 2011 to about 1.6 million enrolments in 2030. Universities have three sources of funding: (1) state (block and earmarked) grants, (2) tuition fees and (3) third stream. The state grants have not kept pace with the growth of enrolments in the system amid the projected further growth. This has implications on the world of academia in South Africa. This paper traces developments affecting university funding since 2007, both block and earmarked grants and allocations through the National Student Financial Aid System (NSFAS). This paper is informed by research, policy analysis, stakeholder consultation and examines perceptions from focus group discussions. The amalgamation of findings leads to the conclusion that budget constraints will lead to increasing shortfalls in state funding both as far as grants to universities and allocations to NSFAS are concerned. Thus, universities will experience financial constraints over the coming decades as there will be a difference between the demand for university grants and the supply of state funding. Given the projected growth of the system, the coming decade will be one of austerity for universities in South Africa impacting on academic work and performance management. The capacity of the state to steer the higher education system through the funding mechanisms is then discussed. In the decades ahead universities have to anticipate strategic planning based on possible sources of cost saving, restructuring, and considerations for altering the higher education system to adapt to the changing environment and bring funding in line with available state resources.

**Keywords:** enrolment growth, university funding, austerity for universities

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University of KwaZulu-Natal's 8th Annual Teaching & Learning in Higher Education Conference
25-27 September 2014
Entrepreneurship, the creation of new business ventures and becoming enterprising, has become a national priority because it is considered essential for sustainable economic development, job creation and poverty alleviation in South Africa. Rising unemployment, coupled with disappointing foreign direct investment, has failed to provide a solution to slow growth and high unemployment in the country. Encouraging entrepreneurship amongst students is now viewed as a possible solution. There is a general consensus that the current education system, despite sucking in a huge portion of the country’s budget, is still producing job-seekers and not job-creators. It is the assertion therefore of this paper that Universities have to play a pivotal role in promoting more and better entrepreneurship.

This presentation reports on a study based on two focus group interviews with Logistics undergraduates using the theory of planned behaviour (TPB) to determine these students’ entrepreneurial intentions focusing on entrepreneurial knowledge, perceived desirability and perceived feasibility. The findings of this research is shared and recommends investing in socially-responsible support schemes, capacity building, and entrepreneurial education as essential for these students.

Keywords: entrepreneurship, theory of planned behaviour, logistics students

Conventionally the Change Laboratory is used by workers in collaboration with researchers to develop new forms of work practices and tools within their organization. It is based on cultural-historical activity theory (CHAT) and makes use of a specifically organized venue in the work place for conducting these workshops. This paper outlines the theory and practice of Change Laboratory, and suggests that this form of research intervention could be applied in a novel way to teaching small classes of students in higher education. In this paper, however, it is suggested that the specific setup of the Change Laboratory with its three wallboards, collective engagement and the archiving of information, are conducive for establishing a learning environment in which students with the guidance of the lecturer can collaboratively critique and construct theoretical tools and practices in a manner which is appropriate for the dynamic nature of modern knowledge. The paper shows that this innovation of the Change Laboratory benefits from combining the agency and transformative powers of Vygotsky’s method of double stimulation and the expansive learning process. In addition, as a method of teaching it explicitly encourages the participants to learn the important skills of democratic participation, gathering evidence, the historical development of concepts and reflection.

Keywords: change laboratory, teaching small classes, Vygotsky
#9.
POWER, DEMOCRACY AND CARE: TOWARDS A NORMATIVE FRAMEWORK FOR TECHNOLOGY-ENHANCED-LEARNING

V. Bozalek¹, D. Gachago² & K. Watters³
¹University of the Western Cape, ²Cape Peninsula University of Technology,
³University of the Western Cape

This paper argues that a political and critical ethics of care, such as that developed by Tronto can provide a useful normative framework to evaluate what constitutes appropriate and relevant higher education curriculum teaching and learning practices. The five elements of care – viz. attentiveness, responsibility, competence, responsiveness and trust as well as the focus on power and vulnerability provide useful markers against which to judge pedagogical practices. The paper is based on interviews conducted with teaching and learning practitioners collected during a larger national project on the potential of emerging technologies to achieve qualitative learning outcomes in the South African context in differently placed higher education institutions. By showcasing selected case studies of these South African higher education practitioners engaging with technologies to address their student needs, this paper explores the relationship between choice of technology, level of expert knowledge, power and control within a political ethics of care framework. The paper concludes that without a critical engagement with issues of power and democracy, there exists a danger that care can become paternalistic and lead to disempowerment of students. Furthermore, the paper draws attention to the inherent affordances that technologies possess and how these affordances also contribute to the distribution of power in the lecturer/learner relationship. Contrary to dominant beliefs, the value of non-experts as facilitators of democratic learning is highlighted in the selected case studies. We suggest that more research is needed to explore students’ responsiveness to these pedagogical practices.

Keywords: technology, pedagogy, critical engagement

#10.
USING FACEBOOK TO ENHANCE STUDENTS’ ENGAGEMENT WITH INFORMATION SYSTEMS AND TECHNOLOGY COURSES

Z. Bulbulia & B. van Niekerk
University of KwaZulu-Natal

In the modern society learning on demand is becoming a way of life. Learners continually hunt for knowledge and information to address a problem at school, work, and university or find answers to generic subjects that interest them. They have the means to do this via social media platforms. The focus of this paper is to ascertain whether using a Facebook page for students doing information technology courses will enhance students’ interaction with each other and their peers. Preliminary results show that although students did engage heavily with the university’s official Learning Management System, many did join the Facebook page as well. The success or failure of the Facebook page was measured by the number of students who joined over the semester as well as the number of posts on the page. The data gathered was from students responses on the Facebook page. This type of methodology is known as design-based research. The reason for using this approach is because design-based research concurrently practices the goals of developing successful learning environments and using these environments as natural laboratories for the purpose of studying teaching and learning. The results of this exploratory study provide a better understanding of the students’ acceptance and adoption behaviour towards this mode of learning and communication. This study highlights the acceptance and adoption rates of Web 2.0 technologies, in particular Facebook, at the University of KwaZulu Natal (Westville campus). What will additionally be shown is the suitability of the platform to bring quality education in the African context.

Keywords: Web 2.0, social media, technology education
#11.
CULTURE AND IDEOLOGY: EDUCATION, HABITUS AND TASTE FORMATION AND TURKISH ELT STUDENTS’ VIEWS ON ENGLISH LITERATURE COURSES

D. Caliskan
Anadolu University

The Reading of Pierre Bourdieu provides insight in habitus formation in Turkish Schools and teachers’ roles. Such a reading informs the possibility of change in their outlook related to creative teaching and learning environments. Bourdieu asserts the idea of ‘genetic structuralism’ seeing power as culturally and symbolically created, and constantly re-legitimised through an interplay of agency and structure through ‘habitus’ or socialised norms and tendencies that guide behaviour and thinking. Habitus is not fixed or permanent and can be changed under unexpected conditions and over a long historical period. Reflexive Sociology aims at understanding the way people read, understand, and interpret and live their everyday lives. In this paper we explore how Bourdieu’s theory also rejects the researcher and researched divide, because the researcher is part of the social world and must adopt a critical attitude to his/her own practice. We argue that Agency involves individuals strategically engaging in and manipulating the rules of the social situations by ‘playing a game’. Going to a university and studying for a degree can be seen as a game with very definite rules. For example, in Turkey, a young man or a young woman of 18 has to be a “university student” in order to be ‘accepted’ and ‘respected’ as an individual in Turkish society. So, in order to gain respect and to be accepted the teenager is programmed from the primary school to be trained in taking the endless numbers of multiple choice question tests that would prepare him/her for the “final destination” the university entrance exam (entering the ELT Department and to become an English Teacher, to have a firm position at a State School) From this perspective the literature classes in ELT Departments and the students’ attitudes toward these classes will be examined based on students feedback.

Keywords: reflexive sociology, habitus, elt

#12.
PERCEPTIONS OF MOBILE LEARNING IN NIGERIAN COLLEGES OF EDUCATION

JG. Chaka & I. Govender
University of KwaZulu-Natal

The learning environments in colleges of education in Nigeria are not conducive because the learning facilities, teaching and learning resources, and human resources are grossly inadequate. E-learning was seen as a solution to these problems; however, the problems of insufficient computers, high costs of Internet bandwidth and erratic power supply have hindered the successful deployment of e-learning solutions. Mobile learning has made a positive impact in facilitating teaching and learning processes across the globe. The lower cost of mobile devices, their lesser dependence on electricity and lower data rates, places mobile learning in a better position to be used to address the problems of teaching and learning in Nigeria. This study investigated the perceptions of stakeholders in Colleges of education in Nigeria towards the adoption of mobile learning to improve the current teaching and learning practices in the institutions. The study adopts a mixed method research strategy using questionnaires and interviews. SPSS was used to analyse the data and the results show that the challenges of inadequate power supply and poor internet facilities in the mix of inadequate classrooms and teachers inhibiting proper pedagogy. Furthermore, stakeholders in colleges of education have positive feelings towards using mobile learning. The study thus recommends the integration of mobile learning to facilitate teaching and learning in colleges of education in Nigeria.

Keywords: colleges of education, technology enhanced learning, mobile learning
#13.
CURRICULUM DECISION MAKING AND THE CONSEQUENCES FOR STUDENT ASSIGNMENT PRACTICE: THE CASE OF A VOCATIONAL FILM PRODUCTION COURSE
L. Coleman
Cape Peninsula University of Technology

A common expectation of vocational courses in the university of technology sector is that the type of assignments that students produce should resemble the textual forms that have relevance and legitimacy in professional practice. But, unlike the written texts prized by the academy, these industry-referenced textual forms are often visual, audio-visual, digital and multimodal in nature. This presentation, through a focus on assignment production texts and practices, is concerned with the assumptions made about curriculum design in vocational higher education course environments. In particular, it explores the consequences for students, when their course attempts to accommodate the texts and practices that have validity in both professional and academic domains. This presentation draws on findings from an ethnographic study that explored assessment processes in two visual communication and media courses at a university of technology. The conceptual framework of this study relied on an academic literacies perspective and Bernstein's curriculum theory. The findings highlight the inherent tensions that vocational curricula have to accommodate as they attempt to meet the needs of industry while also asserting their academic legitimacy in the broader higher education sector. The academy's preference for written texts is maintained in this course through the film analysis essay. The essay is therefore used as a mechanism to preserve the dominance of traditional ways of being and doing in higher education, despite the professional and vocational foci of the course. A consequence for students is the need to negotiate complex and sometimes competing assessment practices. I argue that when curriculum and pedagogic interventions clarify how different assignment types represent the practices of different environments, the tensions and ambiguities that students encounter might be lessened.

Keywords: vocational higher education, curriculum, assignment practices

#14.
IT'S NOT ABOUT BEING BLACK: FACTORS PREDICTING PROGRESSION RATES AMONG HUMANITIES AND SOCIAL SCIENCE STUDENTS AT A SOUTH AFRICAN UNIVERSITY
SJ. Collings
University Of KwaZulu-Natal

Factors predicting first year progression rates were examined in a total sample of 1,473 first year students registered for Humanities and Social Science degrees at a South African university in 2012. Data for the study were obtained from official university records with binomial logistic regression analyses being used to test two models: Model 1, in which matric points, demographic variables (race and gender), and school characteristics (quintile and matric pass rate for 2011) were entered as independent variables; and Model 2, which included all independent variables tested in Model 1 plus selected matric subject choices (i.e., mathematics versus mathematics literacy and English first language versus English second language). The test of Model 1 indicated that progression to second level studies in 2013 was significantly more likely among students who were not black African (OR = 1.9) and among students who obtained higher matric points (OR = 1.3). However, the relationship between race and progression rates fell away in multivariate analyses after controlling for matric subject choices, with progression to second level studies in 2013 being significantly predicted by matric subject choices – mathematics rather than mathematics literacy (OR = 3.2) and English first language rather than English second language (OR = 2.1) – and by higher matric points (OR = 1.3). Taken together these findings suggest: (a) that the association between race and progression rates is mediated by matric subject choice, and, consequently (b) that attempts to identify students at risk for first year progression failure need to focus on matric points and on matric subject choices rather than on race.

Keywords: prediction, progression rates, south africa; university students
IS HE CALLING US RACISTS? THE TRANSFORMATION DISCOURSE IN A MERGED FACULTY OF EDUCATION

MN. Davids
Cape Peninsula University of Technology

In order to comprehend the transformation debate at an institution of higher education this paper discusses the experiences of newly appointed black staff members in a merged faculty of education. The Ministerial Committee into Transformation in Higher Education (2008) engages structural and ideological issues as evidence of transformation or the lack thereof. Taking a view that transformation goes beyond structure and ideology, this paper argues for the inclusion of real-life experiences as another dimension to understand the transformation debate. As data, this paper draws on critical experiences of staff members, interviews and document analysis. Theoretically this paper draws on a framework of discursive practices which provides an inclusive approach: structure, ideology and experiences, to answer the question: what are new staff members’ experiences of transformation at the level of practice in a faculty of education? Findings point toward a transformational discourse that is ruptured at the level of practice. The discourse is complex, awkward and often suppressed and evaded. It is also embraced, promoted and guised in forms of symbolic and body language. Recommendations are made to assist the institution in achieving the objectives of its transformation charter which aims at redressing past injustices in the higher education system as a consequence of the previous dispensation.

Keywords: transformation, experiences, discourse

THE PERCEIVED VALUE OF REFLECTIVE PRACTICE ON THE LEARNING JOURNEY OF THE MASTER OF PHILOSOPHY IN MANAGEMENT COACHING STUDENT

R. de Coning
National School of Government

The main aim of this research study was to explore the nature and extent of reflective practices by students on the MPhil Management Coaching programme at the University of Stellenbosch Business School and to determine the perceived value of these practices on the learning journey of the student. The data sources were semi-structured interviews as well as the reflective essays of six sampled students who formed part of the 2012 MPhil Management Coaching group. A phenomenological interpretive approach was used to analyse the data to extract the meaning of students as it pertains to the stated research objectives. When asked to report on the perceived value of reflection, students reported sixteen different coaching related areas. It was concluded that reflection brought these areas into conscious awareness, thereby harnessing the vast power of the unconscious mind. This begged the question whether this added awareness transferred into a behaviour change for the coaching student. The reported behaviour changes in coaching students covered a wide range of coaching areas from improved contracting, more focus during coaching sessions to positive behaviour changes in their clients as a result of their own changed behaviour. These behaviour changes came about as a result of the student moving beyond reflection to active experimentation, thereby completing the experiential cycle. The change in the behaviour of coaching clients is tangible evidence of the attainment of the ultimate goal of coaching namely to promote a constructive approach to the enhancement of performance and well-being. It also serves as proof that the transfer of learning occurred. There is however recognition of other intervening variables, apart from reflection, which might have contributed to the reported behaviour changes.

Keywords: coaching, reflective practice, learning
#17. CREATING HOLISTIC CONCEPT MAPS AS A TOOL FOR TEACHING AND LEARNING: A CASE OF STUDENTS’ CONCEPTIONS IN PHYSICS IN ETHIOPIA

BG. Dega & N. Govender  
University of KwaZulu-Natal

The study aims to create holistic concept maps as a valuable and general tool for teaching and learning in higher education. A special case of first-year preservice students’ conceptions in physics is studied using concept maps. This study in particular describes categories of students’ conceptions of energy and momentum concepts which are core concepts in physics and learned in different branches of physics from schools to universities. Also, they are crosscutting concepts across science and technology disciplines. A descriptive qualitative research was done in a university in Ethiopia in which data were collected from 36 students using their concept maps. The method used for data analysis was framework thematic analysis and it involved the use of epistemological and ontological descriptions of concepts. All the students concept maps were transcribed and categorized based on the framework. The categories of the students’ conceptions were then represented by a Holistic Concept Maps, which included the categories with their corresponding extensiveness. Both the categories identified and their extensiveness from the holistic concept maps serve as a pivotal tool to explore the way students think about and conceptualize visualize energy and momentum. The value of such an analysis can serve to guide instruction in any area of teaching and learning. Finally, instructional and theoretical implications are forwarded.

**Keywords:** categories of conceptions, holistic concept maps, conceptual knowledge

#18. THE USE OF ISIZULU VIDEOS AS A TEACHING TOOL AT UKZN MEDICAL SCHOOL: AN INNOVATIVE METHODOLOGY IN TEACHING COMMUNICATION, LANGUAGE AND CULTURAL SENSITIVITY

P. Diab, M. Matthews & R. Gokool  
University of KwaZulu-Natal

The UKZN Language Policy and Plan makes provision for vocation-specific language teaching. However, the implementation of teaching language skills to professional students is challenging. In response to this, a group of lecturers involved in language and communication skills teaching at UKZN Medical School, have developed an innovative teaching tool. Funding was obtained via a UTLO grant to develop a series of videos. The neurocognitive learning theory described as the AGES model provided a framework for this pedagogy. First language isiZulu simulated patients and second language isiZulu doctors were used to film scenarios based on authentic clinical presentations. They were filmed by a videographer and scripts produced in isiZulu and translated into English. Focus group discussions with groups of final year medical students explored their views on the use of this tool in teaching isiZulu communication. Students described benefits in terms of language, communication and cultural learning. In addition, students identified with the relevance and accessibility of the tool as 21st century learners. As a consequence, the series of videos were presented to various stakeholders within the university including the Medical Students Representative Council, language experts, Information and Communication Services and other disciplines in the College of Health Sciences. The positive response to the videos has prompted ongoing development and engagement with these stakeholders and also encouraged interdisciplinary collaboration. The series of videos is available on UKZN-tube and Moodle and has been incorporated into year 2 teaching. A full evaluation of the videos is being undertaken throughout 2014. Using videos of simulated scenarios based on authentic clinical presentations as a language teaching tool is an innovative methodology that has been implemented at UKZN. These videos fill an important gap in teaching and learning within a resource-constrained environment. It is hoped that further developments will support isiZulu teaching within the University.

**Keywords:** language teaching, AGES, medical students
Retaining teachers in South Africa during and after their early stages of teaching has become a problem of concern for the government and institutions involved with teacher professional development in higher education. So far the solution has been to double the graduation rates of new teachers in order to meet this shortage. Whilst the underpinning approach is to adequately prepare the teachers with pedagogical and content knowledge essential to be a teacher. This approach does not solve the problem of teachers leaving the profession a couple of years after their professional preparation. In order to understand the problem, five multi-grade teachers (minimum of nine years experience) from remote teaching contexts were selected for in-depth interviews. The reasons for why they have stayed in the profession were examined. The findings reveal that teacher resilience accounts for their longevity. These teachers have demonstrated their commitment to the field and have acquired sustainable professional tenacity through the challenges posed by the multi-grade teaching context. Their stories give valuable insight into the issue of teacher commitment in difficult conditions. Although teacher resilience is a relatively recent area of investigation in professional development, it has nonetheless provided a way of understanding that which enables teachers to persist in the face of challenges and offers a complementary perspective to studies of stress, burnout and attrition. This paper therefore reveals that if the concept of teacher resilience is developed and taught as a professional responsibility to pre-service teachers who are potentially vulnerable to the reasons that may lead them to leave the profession before maturity. This could serve as a reliable solution to the problem of teachers leaving the profession a few years after inception.

**Keywords:** teacher education, teacher resilience, professional development

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This paper advocates the scholarly role, of action research as an autoethnographic journey, can play in the professional development of academic staff. It focuses on the notion that any lecturer can monitor his or her teaching practice in a scholarly way, using an autoethnographic lens. Co-constructing of meaning, within a scholarly community of practice, comes from experience, adding and sharing information through scholarly discourse, collegial support and critical reflection. During this process of meaning making the construct critical reflection is not an indication of the depth in which a scholar of higher education should reflect on practice. The paper suggests that the construct scholarly reflection rather be used. What is reported is a scholarly journey in all its dimensions from an autoethnographic perspective. The paper includes reflections on teaching practice, being part of a research team and scholarly writing. Autoethnography is considered the epicentre of action research. With the following ontological questions in mind each lecturer can direct his or her professional growth in a specific direction: Who am I? How am I doing in terms of scholarship of learning and teaching? The focus therefore is on the 'I' or 'self' as an intrapersonal point of departure for action research. For example, when one claims that one has enacted one’s role as transformational leader, such a claim should be substantiated by evidence. In essence, what is to be transformed is the self. The transforming of the self is a process of meaning making – making meaning of the self and one’s attributes such as potential within the ever-shifting higher education landscape.

**Keywords:** action research, professional development, teaching practice
#21.
EVALUATING THE EDUCATIONAL VALUE OF A SHORT-COURSE ON BASIC BIOSTATISTICS FOR IMPROVING THE KNOWLEDGE AND PERFORMANCE OF STATISTICAL ANALYSIS BY BIOMEDICAL RESEARCHERS IN AFRICA: A PILOT STUDY
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Background/Problem Statement: It is established that basic knowledge of biostatistics is essential for the proper understanding and interpretation of current biomedical literature and active participation in the global research enterprise. Unfortunately, it has been suggested that the training of healthcare researchers and students in Africa is deficient in biostatistical knowledge and its applications. This study was designed to establish whether a short-course on basic biostatistics and a statistical package for the health sciences (SPSS) has the capacity to improve the knowledge and performance of statistical analysis by healthcare researchers and postgraduate students.

Methods: A cohort of 40 university biomedical researchers and postgraduate students volunteered for a four-day training course in basic biostatistics and the SPSS in 2011. Participants were exposed to lectures on descriptive and inferential biostatistics and practical training on the use of a computer-based statistical software in the analysis of raw data. Quantitative pre- and post-course questionnaires were used to evaluate knowledge of statistical concepts and methodology at enrolment, and three months post-course. Changes in knowledge and performance were measured using objective and subjective criteria. Responses were captured and analyzed using IBM SPSS version 20. Informed consent was obtained from all participants and the study was approved by the biomedical research ethics committee (BREC), UKZN.

Results: Sixty-five percent of participants were female, while 55% were qualified researchers including research supervisors. Baseline objective testing of statistical knowledge and terminology showed a median score of 0, with a 75% percentile of 28.6%, and a maximum of 71.4%. Post-course evaluation showed overall improvement in knowledge and ability to conduct statistical calculations with the median knowledge score increasing to 28.5%, and the 75% percentile score to 85.7%. There was a trend towards improved understanding of statistical concepts and improved ability to carry out basic analyses using statistical software.

Conclusions/Implications: This study seems to confirm that most biomedical researchers and postgraduate students in South Africa have only a rudimentary knowledge of basic biostatistics and this is inimical to their ability to apply statistical knowledge in the design of research projects and interpretation of scientific findings. While this pilot study is somewhat limited in scope, the results suggest that similar short courses in basic biostatistics and computer-based statistical packages will go a long way towards improving the knowledge and application of statistical methods by biomedical researchers in Africa.

Keywords: biostatistics, biomedical researchers, statistical knowledge

#22.
PRE-SCHOOLING CONTEXTS AND CONCEPTS: A COMPARATIVE ANALYSIS OF LITERATURE IN NIGERIA AND SOUTH AFRICA
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Comparing the education systems of two countries enables both institutions to consider tensions and dilemmas that surround each system. It also enables us to question our education systems to examine how societal values influence our attitudes towards the running of our educational systems. Building stronger foundations for subsequent levels of schooling begins at the ECD level which is crucial in factoring any educational reform. This paper argues that even though Nigeria and South Africa share similarities in aspects of their educational systems, disparities between their curriculum and practices are evident. For example, in area of teacher education and training, the minimum requirement for entry into the teaching profession differs. In Nigeria it is the Nigeria Certificate in Education (NCE) which requires two years of study in either a college of education or in a school of education of the Polytechnics. In South Africa, a four years Bachelor of Education (B ED) obtained from universities is the norm. In the context of Nigeria education, ECD is laid within pre-primary and primary education which houses learners between the ages of 3 and 11 years, whereas in South Africa ECD is an umbrella term which applies to the processes by which children from birth to at least 9 years grow and develop. However, there is recognition in literature of the caveat that improving the quality of ECD provision will depend on improving quality of the context of childhood, the ECD staff and the ECD curriculum. In this paper, using a cross-comparative analysis of literature, I argue that a critical understanding of the contexts and concepts that shape and inform development and implementation of teacher training curriculum for ECD teachers is crucial for informing efficient reform in ECD teacher education curriculum.

Keywords: curriculum reform, early childhood education, teacher training

University of KwaZulu-Natal's 8th Annual Teaching & Learning in Higher Education Conference
25-27 September 2014
In a context of HIV/AIDS fatigue I have found that I have had to become increasingly creative in how I engage with masters’ psychology students around the topic of HIV/AIDS. Students express frustration at having to engage with a topic they already ‘know’ so much about. It has become apparent to me that because ‘knowledge’ has been the focus of so many interventions these students have been exposed to in the past they fail to comprehend how this topic can be understood in any other way. A central concern is that students rarely have the opportunity to think critically about the HIV/AIDS context and their own location within it. To be able to move beyond a factual understanding it is important to engage students through creative and participatory methods so that they can ‘trouble’ what they already know, understand their own response to the epidemic and develop a more nuanced understanding of a complex epidemic. It is my argument that unless they engage in this process they are not likely to be able to respond appropriately to some of the professional and ethical demands and dilemmas that this illness can raise in their practice. My paper will reflect on my experience of teaching HIV/AIDS using body mapping, alongside other techniques, as a teaching technique that is in alignment with some of the goals of critical pedagogy and critical health education. I will present extracts from the student’s reflection papers to demonstrate the impact of such an approach. Although I will be reflecting on my experiences of teaching psychology students, I hope that my insights and reflections will be of interest to other lecturers who integrate HIV/AIDS into their curriculum and for students who are interested in thinking critically about how they have been taught about HIV/AIDS in the past.

**Keywords:** critical pedagogy, body mapping, HIV/AIDS.

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**BUILDING MEDICAL GRADUATE ATTRIBUTES FROM THE FIRST YEAR**

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A global report on medical education highlights the need for medical graduate attributes that include social accountability, empathy and creative problem solving. There is a need and benefit to being more systematic in the visibility and augmentation of these attributes from first year and the Making a Difference group community activity is part of the UKZN first year medical curriculum and builds foundation skills in these attributes. Students (2013) were interviewed and strongly expressed the value of this community activity in bridging theory and practice. This remotivated educators to redesign and strengthen the programme in order to deepen transformational learning. Education system design describes the interwoven components of the community activity and the structured longitudinal reflective practice introduced in 2014 in order to further strengthen the quality of the programme, deepen critical analysis, extract and deepen learnings and foster transformational learning. Critical components of the design include harnessing personal creativity and strengthening self-awareness in students. The reflective practice design includes strengthening each component and the integration of lectures, workshops, experiential learning in community, facilitator mentorship and online assignments. To date in 2014 facilitator observation, interactive lectures, facilitator meetings with students, discussion and journal assignments demonstrate that the strengthened design alerts and enables self-awareness and a wider and deeper range of learnings. Elements of transformational learning are seen as students grapple with their own assumptions and biases in relation to new discoveries and students emerge with a real life experience of becoming an agent of change both personally and professionally. The community activity process coupled with a structured reflective practice builds strong foundations in student self-awareness and learnings in relation to self, teamwork, public health concepts and community development harnessed in service of ‘Becoming a Professional’ and thereby building a foundation in graduate attributes.

**Keywords:** curriculum, reflective practice, transformational learning.
#25. THRESHOLD CONCEPTS: INSIGHTS FOR TEACHING AND LEARNING IN UNDERGRADUATE ECONOMICS IN SOUTH AFRICA?

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High failure rates in undergraduate Economics courses and concerns about the quality of learning and teaching are in evidence in South Africa and internationally. The study of Economics presents challenges to students; this may be attributed to the abstract nature of the discipline’s fundamental concepts, the distinct way of thinking that defines it, or the pedagogical approaches employed to teach it. These difficulties are compounded in a South African higher education context that presents with numerous challenges including academic under-preparedness among students, resulting in part from their secondary schooling. There is therefore a need to examine pedagogical approaches that may facilitate learning in Economics. An emerging focus in Economics education scholarship centres on learning of critical disciplinary concepts, designated as ‘threshold concepts’: ‘conceptual gateways’ or ‘portals’ that lead to a previously inaccessible, and initially perhaps ‘troublesome’ way of thinking about something’. International research suggests that the ‘threshold concepts’ approach (TC) has much potential for qualitative enquiry into disciplinary learning. This orientation remains unexplored in South Africa, and specifically in Economics education research, which is dominated by quantitative studies. The question then is, how can insights from TC inform enquiry into learning in Economics in a South African higher education context? Consideration of students’ acquisition of disciplinary concepts, and how it might be fostered through conducive curriculum and pedagogy, raises pertinent questions for Economics higher education research in South Africa. This paper considers the nature of Economics in relation to learning in the South African higher education context, and reviews TC literature identified through a systematic and comprehensive literature search. Propositions and main themes of TC scholarship are described, evaluated and synthesized in terms of key pedagogical and curriculum design implications. The paper also offers substantive critique of the TC approach. Finally the paper reflects on what TC might offer in a South African context.

Keywords: threshold concepts, economics education, higher education

#26. EVALUATION OF COMPLIANCE OF COMPUTER SCIENCE CURRICULUM AT THE POLYTECHNIC OF NAMIBIA WITH IEEE/ACM GUIDELINES

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Typically, the knowledge and skills acquired and demonstrated by graduates reflect the quality of the curriculum of their respective institutions. In this paper we argue that to graduate students that meet the requirements of industries and, or are able to become entrepreneurs, it is essential that the curriculum is designed by taking into account both industry requirements and international standards. The industry requirements could be obtained by actively involving industry stakeholders while the international standard by benchmarking the curriculum with recognised international professional organisation within the programme area. The Computer Science curriculum of the Polytechnic of Namibia was recently redefined to meet industry requirements and international standards. In this paper we firstly present how industry stakeholders were involved in the curriculum development and secondly we allude to a compliance evaluation of the curriculum with IEEE/ACM guidelines. Knowledge areas found in the new curriculum are mapped with knowledge areas prescribed for a Computer Science programme in the IEEE/ACM guidelines.

Keywords: computer science curriculum, IEEE/ACM, knowledge areas
#27.  
THE IMPACT OF ASSESSMENT CRITERIA ON THE PERFORMANCE OF STUDENTS IN A PROGRAMMING COURSE: A CASE STUDY OF THE POLYTECHNIC OF NAMIBIA  
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Polytechnic of Namibia

Assessment plays a critical role on the performance of students in general since it addresses the critical question “have the learning objectives been met and measured?”. Assessing a computer programming course remains a challenge largely because learners are expected to be competent in two areas which are distinct in modes of functioning viz: understanding and verbalization of concepts involved (educational aspects) and the production of well written, structured and comprehensible applications (programming aspects). These two separate skills must be assessed. In this paper we conduct a critical analysis of the impact of assessment criteria on the performance of students in a computer programming course. Effects of summative and formative assessment are explored and conclusions are drawn and recommendations suggested.

Keywords: assessment, performance, computer programming course

#28.  
EDUCATION OF A POST-COLONIAL CONSCIOUSNESS – A PERSONAL NARRATIVE  
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In this paper, I shall consider my personal journey into a critical, post-colonial consciousness. Studying at Salisbury Island in the 1960’s, and schooled essentially in a colonial education in my initial university years, I began to explore the exciting world of post-colonial critique in the 1970’s and 1980’s. As an African academic living and working during the apartheid era, I found these discursive explorations crucial and critical to my intellectual development, with the truth of Chinua Achebe’s words in his collection of essays, Morning Yet on Creation Day, and published in 1975, reverberating through the years: “Here is an adequate revolution for me to espouse – to help my society regain belief in itself and put away the complexes of years of denigration and self-abasement. And it is essentially a question of education, in the best sense of the word... I would be quite satisfied if my novels [especially those set in the past] did no more than teach my readers that their past – with its imperfections – was not one long night of savagery from which the Europeans acting on God’s behalf delivered them”.

Keywords: apartheid, colonial, post-colonial
Language is a tool for thought and communication. In higher education, particularly in teacher training programmes, this statement entails that students need to have a strong command not only the language of learning and communication, but also of academic language. This paper seeks to present the findings of an investigation carried out to establish Bachelor of Education (BEd.) Economics and Management Sciences (EMS) students’ capacity to use subject specific language in writing descriptions of graphical illustrations. In this study, we used a mixed method approach through which we employed descriptive statistics as well as discourse analysis to analyse and interpret the language used by students in their description of graphical illustrations. The results of the study point to the proliferation of conversational language which result in loss of meaning in most instances. The paper, therefore purports that South Africa’s teacher training programmes need to consider a strong focus on subject specific English courses in their curriculum. This will ensure that we produce teachers who are able to handle subject matter confidently using appropriate subject specific language.

**Keywords:** language, English, teacher training

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The internet is rapidly becoming an important learning tool in academic institutions and workplaces. In academic institutions it plays a pivotal role in meeting information and communication needs of students, academics and researchers. Despite internet becoming an important information gathering and dissemination tool, literature reflects under-utilization both in academic and in practice settings for a number of reasons. This study therefore explored utilization of internet as an academic tool among undergraduate nursing students in a selected University in KwaZulu-Natal in order to establish ways of enhancing its utilization.

**Methodology:** A quantitative, non-experimental, exploratory- descriptive design was used in this study. One hundred and fifteen (115) undergraduate nursing students participated in this study. Data was collected using a survey after obtaining ethical clearance from the university and were analyzed descriptively.

**Findings:** The findings revealed that participants perceived themselves to be at different levels of utilizing the internet; intermediate level (32.2%) advanced level (19.1%) competent level (29.6%), beginner level (17.4%) and expert level (1.7%). The results reflected traditional university students as better equipped to use the internet than non-traditional university students. The internet was used for different purposes including academic (96.5%); communication (82.6%), pleasure (71.3%), work related activity (53.9%) and shopping (13.9%). Facebook (77.4%) was the most commonly used social network followed by the twitter (24.3%). Challenges cited covered restricted access to certain sites (62.6%), very slow internet connection (55.7%), limited training in the use of the internet (38.3%), and limited number of computers (37.4%). The majority of the participants (89%) singled out training on internet use as priority with specific focus on basic IT skills (72.2%), accessing academic related material (70.4%), using Moodle (51.3%), Turnitin (35.7%) and endnote (33.9%).

**Conclusion:** Contrary to other studies, this study reflected that students do use the internet for a number of reasons. They however recommend structured support on how to use internet for academic purposes.

**Keywords:** internet, ICT, nursing students, undergraduate
This paper reports on work that has been done in the Physics Department at University of the Western Cape (UWC). The Extended Curriculum Programme (ECP) Physics module centers its focus on improving students' success by giving them epistemological access to the studies of the physical sciences. Central to the ECP Physics module's teaching philosophy and pedagogy is the socio-cultural perspectives on learning in the sciences. This has guided the development of our intervention strategies to direct students' learning toward gaining access to the ways of knowing of the discipline. Such perspectives suggest that an exclusively individual or cognitivist approach may need to be complemented by those that recognize the social contexts in which science learning takes place, and which place a greater emphasis on learning as participation and identity development. An overview of the ECP Physics module curriculum, pedagogical practice and learning environment as well as the results of a survey of students' experiences of the module will be presented and discussed.

Keywords: epistemological access, social contexts, learning as participation

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. An alternative classroom response system is the colour-coded flash cards which seemed to be useful as the clickers to promote class discussion. The colour-coded flash cards also have the advantage that they are much less expensive than clickers. This paper reports on the ongoing research conducted on the use of classroom response systems as a tool to facilitate interactive student engagement in class discussion in the Physics Department, 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, clickers and colour-coded flash cards, 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' participating in class discussions, (ii) improves students' understanding of subject content, and (iii) whether students enjoyed class discussion using the clickers and colour-coded flash cards. During the survey, the students were also asked to reflect on the use of colour-coded flash cards in class discussions. These results will be compared with those obtained using clickers. The results suggest that classroom response systems are a useful tool which engages students in class discussions as well as for both the facilitator and the students to monitor students' learning. Similar results were obtained from the colour-coded flash card survey. The results show that the students enjoyed both the clickers and colour-coded flash cards for class discussions, however, more so with clickers.

Keywords: classroom response system, interactive teaching methods, class discussion
TWO UNIVERSITY APPROACHES TO INVOLVING STUDENTS IN COMMUNITY ENGAGEMENT: A COMPARISON OF HOW LEARNING SPACES AND ENVIRONMENTS ARE USED

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The purpose of this paper is to compare how two higher education institutions engaged with their neighbourhood learning spaces and environments as a pedagogical resource for student learning during 2013. It draws on the findings from a recently completed community engagement and service learning action research partnership between the University of the Free State Qwa Qwa campus and the University of KwaZulu-Natal Pietermaritzburg campus. The project was funded by the National Research Foundation, with additional support from the UKZN Teaching and Learning Fund and the UFS Faculty of Education research funds. A total of 12 case studies involved 65 students, 9 NGOs and four schools. In each case students worked in teams in response to community requests for assistance. Projects included running Saturday curriculum activities for schools, workshops for parents, assisting with film making or archiving, assisting with monitoring and evaluation of rural reading clubs, producing small organic gardens and assisting with a child care development project. Project evaluations involved interviews with students and community contacts and some interim observations during the project implementation phase. This paper compares some of the case study findings between the two institutions in relation to ways in which the students learned and applied their knowledge in community settings. It specifically compares and analyses the higher education institutions' different organizational strategies for creating community learning spaces and the learning outcomes for the participating students. Community articulated outcomes are the subject of another paper. The findings in this paper discuss the influence of place (one rural, one urban) on institutional arrangements and influence of social relationships (with NGOs, schools) on the pedagogical methodologies and learning experiences for participants.

Keywords: community engagement, service learning, learning spaces

UNDERSTANDING PARENTS’ ROLE IN THE IMPROVEMENT OF THEIR CHILDREN’S LITERACY SKILLS: A COMMUNITY ENGAGEMENT PERSPECTIVE

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Understanding parents’ role in the development of children’s literacy in grades R-3 is a terrain which largely remains untapped by researchers. Furthermore, the gap between pre-service teachers and their ability to adapt the school situation and partners (e.g. parents) remains a challenge to be overcome. Literature further indicates that there is an under-utilisation of students’ adaptive capabilities in the ever-changing curriculum. The paper aims at reporting on the students’ and parents’ adaptive capabilities through an NGO-initiated community engagement project. The project, which adopted an adaptive leadership framework, sought to create awareness amongst parents on the crucial role they can play in improving their children’s literacy skills. About nineteen students were placed in this initiative while offering workshops to parents. A focus group interview was held with the both parents and students who were engaged in these workshops. Benefits generated from the interaction included students’ ability to conduct workshops and facilitate the learning process. Parents also benefitted as they were made aware of their daily activities which could be of assistance to the improvement of their children’s literacy skills. The presence of students who conducted the workshops acted as a benefit to the NGO. The study provides insights of adaptability of students in schools and recommends further empowerment, enrichment as well as improvement spaces for student-teachers and the school community.

Keywords: adaptive leadership, parental engagement, focus group
This paper examines the effects of innovative strategies on tertiary institution lecturers' performance in Edo State, Nigeria. It discusses the introduction of Information Communication Technology (ICT) and entrepreneurship in higher institutions since 2007/2008 academic session as a panacea to solving the unemployment crisis. Despite efforts of different bodies to ensure that lecturers in higher institutions acquire appropriate skills in ICT and entrepreneurship, the problem of unemployment is persistent in. Hypotheses were raised and tested at 0.05 significant level. Data selected through purposive sampling technique were collected from three higher institutions made up of one university, one polytechnic and one college of education. The total sample comprised of one hundred and twenty lecturers in those selected institutions. Forty lecturers were taken from each institution. The instrument used for data collection was the questionnaire. The data collected were analysed using z—test. The critical values of z were 1.112, 1.815 and 2.041, while the z—calculated were 4.211, 3.101 and 2.312 respectively. Based on these, the three null hypotheses were rejected. So there is a strong relationship between the introduction of ICT and lecturers performance. The introduction of entrepreneurship and lecturers performance in creation of job for self reliance is highly desirable. Also, there is a major problem to tackle, that is the problem affecting proper implementation of ICT and lecturers skill acquisition through entrepreneurship. It is recommended that government should assist lecturers more to acquire necessary skills for self actualization and national development.

**Keywords**: information communication technology, entrepreneurship, self reliance

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This paper examines the assessment of school facilities in teaching and learning in tertiary institutions. The research was carried out in selected tertiary institutions in Edo State. The purpose of the study was to find out the availability of school facilities in teaching and learning in tertiary institutions, the methods used in maintaining the ones that are in existence as well as the factors encouraging the depreciation and the roles of school heads in the management and maintenance of these facilities. Six research questions and three hypotheses were formulated for the study. Survey design and correlational research design were adopted for the study. A structured questionnaire administered to 850 respondents from the tertiary institutions selected through stratified sampling techniques. The data collected were analysed using the mean, standard deviation and changes in index for the research questions while Analysis of Variance (ANOVA) and multiple regression analysis were used to test the hypotheses at 0.05 level of significance. Findings revealed that major facilities, such as lecture halls and ICT centres, were not readily available and data collected also showed that the factors encouraging depreciation of school facilities included, excess pressure on available facilities and delayed maintenance, amongst others. The import of the Millennium Development Goals (MDGs) in Nigeria has aroused a consciousness about the management of programmes in tertiary institutions and the goals are globally designed to promote a speedy spread of basic development in all the regions of the world. Therefore, the study recommends that school heads, staff and students of tertiary institutions should develop and inculcate good maintenance culture and the government should budget for regular facilities maintenance for effective management.

**Keywords**: facility assessment, facility management and school,
THE USE OF FACEBOOK IN PREPARING GRADUATES FOR THE WORLD OF WORK

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Since the inception of democratic government in South Africa in 1994, higher education institutions (HEIs) in South Africa have seen a steady increase in student numbers. While the increase in student enrollment is good in terms of increasing access to education, the sector is faced with poor student success rates. Furthermore, employers claim that most graduates emanating from HEIs in South Africa lack most skills required in the 21st century workplace. Informed by the concept of employability, graduate attributes and the skills required in the 21st century workplace, this study investigated on how Facebook was being used at a South African university of technology to prepare graduates for the world of work. The focus of the paper is on how the departments of civil engineering, biodiversity and conservation, and the department of architectural design utilized Facebook to prepare students for the world of work. In-depth interviews were carried out with the lecturers who used Facebook in their teaching and learning of their students. The interviews were tape recorded, and transcribed verbatim. Data was analysed using inductive strategies. Findings of the study show that the use of Facebook facilitated the learning of the subject matter through lecturer-student interactions and students-students support, leading to deep understanding of the subject matter. Furthermore, Facebook also enabled students to acquire the skill of working in teams through the collaboration supported by the tool and the acquisition of communications and problem solving skills; key skills needed in the 21st century workplace. We hope that insights and ideas generated in this study will shade light on how social media and in particular, Facebook can be used to prepare students for the world of work. The study will also contribute literature in this field which is to a large extent under-researched.

Keywords: employability, graduate attributes, 21st century skills

FROM THEORY TO PRACTICE: TRAINEE TEACHERS' KNOWLEDGE OF INCLUSIVE EDUCATION ACTIVATED WITHIN INITIAL TEACHER EDUCATION AND ITS ENACTMENT IN PRACTICE

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The concept of inclusive education is well established in South Africa. Teacher education has to a great extent become the vehicle for implementing inclusive education in schools and to this end pre-service teacher education is indispensable. The process of responding to the need for developing inclusive teachers is often mistakenly understood to be a simplistic process, simply the translation of theory into practice. In this presentation, we foreground trainee teachers’ knowledge of inclusive education activated within their initial teacher education and its enactment in practice, uncovering simplistic notions of teacher education and suggesting that these naïve notions of teacher education underestimate the complexity of what teacher professional development entails, thus limiting the potential of this model of teacher education in training teachers to become inclusive professionals. This article describes research conducted through semi-structured interviews with a sample of 20 trainee teachers on their knowledge of inclusive education activated within initial teacher education and its enactment in practice. The study reveals that their knowledge of inclusive education activated within initial teacher and its enactment in practice is dominated by the applied-science model which believes that trainee teachers should first learn the theory of inclusive education and then enact and apply the theory in practice, presuming that the theory of inclusive education that they draw from the input offered at their institution of teacher education will provide the foundation for the practice of inclusion. This model of teacher education which dominated teacher education prior to the demise of apartheid and continues to dominate in activating the development of the philosophical ideal of inclusivity in trainee post-apartheid teachers calls for a reconceptualization of how to develop the “inclusive teacher”.

Keywords: inclusion, theory, practice
#39. THE IMPACT OF DIFFERENCES IN PERCEPTION OF AT-RISK STUDENTS BETWEEN STAFF AND STUDENTS OF THE ACADEMIC MONITORING AND SUPPORT PROGRAMME IN THE HUMANITIES

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The Academic Monitoring and Support Programme (AMSP) strategies in the College of Humanities have been recently reformed, with the theme: “Stay on the Green, Reach your Dream!”. The proposed strategies now include: supporting students’ adjustment to physical, emotional and life-skills development within the University; helping students develop basic academic and support skills, and supporting students in the social and governance aspects of student life by allocating them to mentors. These strategies resonate with Tinto’s theoretical model of Academic Development. An evaluation of the pilot phase of the (AMSP) in the College of Humanities, Pietermaritzburg campus at the University of KwaZulu-Natal, has revealed that there were differences in lecturers’ and students’ perception of “At-Risk” students which adversely affected successful programme implementation. This study uses qualitative data gathered from seven staff and eight students during the above-mentioned evaluation to illustrate the impact of the differences in perception of At-Risk students among staff and students, and its consequences on the one hand, and how situating the programme within Tinto’s model of Academic Development impacts on the intervention. Using the social constructivist paradigm, the study illustrates how such lack of coherence between perceptions can be a challenge to the Programme’s success.

Keywords: at-risk students, academic monitoring and support, Humanities

#40. BUILDING AGENTS FOR CHANGE: PROMOTING MORE ETHICAL, CARING AND RESPONSIBLE SCIENTISTS THROUGH USING A SMALL-TEAM APPROACH TO LEARNING IN THE EXTENDED CURRICULUM PROGRAMME

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In South Africa, extended curriculum programmes have been introduced for purposes of redress and broadening access to university education for those students from what is locally termed “previously disadvantaged” backgrounds. In essence, this means extending the length of the degree by a year in which more academic and social support is provided to better enable students to succeed in completing their degrees. For many of these programmes, providing epistemological access for students to disciplinary content knowledge is the primary focus at first-year level. However, in the light of the current global 21st century context of complexity and uncertainty, it may be necessary to go beyond the provision of knowledge in order for students, including those in the natural sciences, to develop as caring and critical citizens. Although in formalised learning, it may be unusual to see natural scientists as requiring training in ‘caring’ (usually seen as only necessary for those who will become members of recognised professions of care, like nurses, doctors, social workers and so on) there is barely a scientific field that does not imply or demand the crucial need for such an attitude. This paper investigates the introduction of some curricular choices made in the first year module entitled Introduction to Science to accommodate the aim of developing an ethical and caring attitude to scientific endeavours and some understanding of the impact that these might have on the world. In order to evaluate the teamwork approach to learning that was a critical element of the design and implementation of the programme, we use the political ethics of care developed by Joan Tronto as a normative framework. More particularly, the programme is considered from the principles of attentiveness, responsibility, competence, responsiveness and trust, which are the moral and ethical principles emanating from Tronto’s care ethic.

Keywords: extended curriculum, Tronto’s care ethic, teamwork
Any activity that seeks to meet the standard of being an engineering activity has to adhere to, at least, four necessary conditions. First, it has to lead to human benefit, that is, it has to produce useful new or improved things (ingenium). Second, it has to contribute to the generation of new knowledge and new possibilities (scientia). Third, it has to contribute to the development of new made things or search for higher design of existing technologies (techne') and it has to create new ways of doing and working (praxis). This means that at the heart of engineering activity are issues of initiative taking, innovation and effectuation (decision-making under conditions of uncertainty). Yet, there has been a general disconnect between engineering education especially at undergraduate level with the development of enterprising engineering undergraduates noted for being proactive, innovative and effectual. In this presentation, we share our attempts at creating an enabling pedagogy, that is, one that can better develop enterprising undergraduate students. We employ the concept of pedagogic democratic rights to frame the pedagogy. We argue that students have the right, in the pedagogic encounter, to access the means of critical understanding and the means to generate and explore new possibilities. We also advance the view that students' active agency is the condition for their inclusiveness in the pedagogic encounter. We further suggest that active participation is central to the rights of students in the pedagogic relations that are likely to make them enterprising.

**Keywords:** engineering education, pedagogic democratic rights, students' active agency

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The study examined the relationships between student academic preparedness, university support systems, and student success at the African Bible College - Malawi. The African Bible College is the oldest private institution of higher learning in the country (established in 1984) offering baccalaureate degrees. It enrolls a small number of students in Malawi, is faith-based and is privately funded. The conceptual framework is designed around the retention theories of Astin, Tinto and Pascarella which highlight the importance of the university or college environment for student success and retention. The ex post facto research design was employed to determine variable relationships and effects. The variables include age, gender, socio-economic background, student major, student performance on the Malawi School Certificate of Education (MSCE) or General Certificate of Education (GCE) examinations, learning assistance, library services, health and counseling services, financial aid, student government and activities, student and faculty/staff interaction, length of time in program and grade-point-average (gpa). The College Student Experiences Questionnaire (CSEQ) was used to collect data and path analysis (an extension of multiple regression), conducted to determine correlations that highlight areas requiring further examination. The findings of this study showed there is a relationship between students' academic preparedness, types of university support services and students' success at the African Bible College - Malawi. This study highlighted the role of student support programs and their contributions toward student success. Select programs of learning assistance, library services, counseling and health services, financial aid and scholarship programs, and student/staff/faculty interactions were all seen to impact student success on the African Bible College - Malawi campus. This is important for university policy as decisions for the establishment of necessary support units, programs and departments would argue for the inclusion of structured and centralized developmental education programs on the campus.

**Keywords:** academic preparedness, university support systems, student success
#43. THEORIZING NEW PATHWAYS FOR STUDENT TEACHERS PROFESSIONAL DEVELOPMENT

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Much of research in recent years has focused on professional development for teachers in primary, secondary and high school education and how the lack thereof has one way or another led to poor learner performance. This study theorizes new pathways through which future teachers or student teachers can develop professionally such that once they graduate into teachers the process of professional development can continue. This qualitative study was a case study of a university in Kwa-Zulu Natal. The participants of the study were student teachers and data was generated using semi-structured interviews and document analyses. Using the interpretivist paradigm as a tool for analyses and social constructivism as a vehicle for making sense of the data, the data was categorized into themes and sub-themes. The sub-themes were then analyzed against the backdrop of literature. The study proposes a one on one approach to professional guidance and mentorship for student teachers using Morrison’s concept of a hundred thousand theories developed from individual context. It also proposes a new trend or innovation of professional development in higher education through didactic theorizing and engagement with student teacher’s challenges and the demystification of teaching and learning using a hundred thousand theories.

Keywords: student teachers, professional development, theorizing

#44. STUDENTS’ EXPERIENCES OF UNDERGRADUATE BUSINESS RESEARCH AND SUPERVISION AT THE NATIONAL UNIVERSITY OF LESOTHO

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National University of Lesotho

Motivation/problem statement: The research dissertation and its supervision have been described by researchers as the most advanced levels of learning and teaching respectively. In spite of the intrinsic value of research and its supervision, there are few studies that document the lived experiences of learners in these areas, especially among undergraduate students. Existing studies are dominated by the opinions and experiences of academic staff, and are primarily limited to the issues of research assessment. To our knowledge, there is similar paucity of research on the lived experiences of undergraduate students in Lesotho. The aim of this paper is to explicate the students’ lived experiences of undergraduate dissertation and its supervision at the National University of Lesotho.

Methods/procedure/approach: We used interpretive qualitative research to give ‘voice’ to the participants, and identified and interpreted key themes from interviews conducted over a period of two academic years. We specifically used the data collected from 17 interviewees in six focus groups, 11 individual interviewees a year later, documentary analysis and observation over a period of two academic years. The interviews were unstructured, and took between 60 and 120 minutes. We ended the interviews once we realised that no new experiences were related by participants.

Results/findings: The analysis of data resulted in eight themes. In general, students expressed positive views about dissertation as an important mode of learning and assessment; acknowledged the important role of research methodology course in undertaking research; found challenges in undertaking some parts of dissertation; and complained about supervisors who were not available, approachable, nurturing, organised, and did not communicate constructive feedback on timely basis using modern communication channels.

Conclusion/implications: While qualitative research findings cannot be generalised, we submit that understanding learner experiences can respectively benefit and inform undergraduate learning and supervision at universities.

Keywords: supervision, undergraduate, research methodology
#45.
PERCEPTION OF LIBRARY SERVICE QUALITY, SATISFACTION AND FREQUENCY OF USE OF LIBRARY AND ITS WEBPAGE

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Motivation/problem statement: Academic libraries are critical for quality teaching, research and learning. Many libraries in developed countries use LibQual+TM to assess whether their services meet user expectations and satisfaction. Even though LibQual+TM is the most popular instrument for measuring service quality and user satisfaction within the context of libraries, its applicability in an international setting is not yet evident. The aims of this study are twofold: a) to measure the perceived levels of service quality and satisfaction with the library, and b) to examine whether there are relationships among library service quality, students’ satisfaction, and use of library resources and webpage at the National University of Lesotho.

Methods/procedure/approach: A survey using the LibQual+TM instrument was used to collect data from a net sample of 391 students at the National University of Lesotho. In consultation with course instructors, self-administered questionnaires were distributed to students during class hours. Data were computed into frequencies, means (standard deviations), correlations and factors using SPSS version 16 software.

Results/findings: As expected, factor analysis of LibQual+TM items yielded 3 factors, namely, effect of service, information control and library as a place. On average, the respondents did not perceive quality service in terms of service provided by library staff, control of electronic information, and the physical environment of the library as a place. The majority of respondents also rarely used the library webpage. There was a positive correlation between all attributes of library quality service and satisfaction with the library. Only information control and effect of service had a slight correlation with usage of library webpage. There was no relationship between satisfaction and any form of frequency of library usage.

Conclusion/implications: The study concludes that LibQual+TM has acceptable applicability in Lesotho, and further speculates that where there is only one library, satisfaction may not affect library usage.

Keywords: library usage, quality, factor analysis

#46.
A LECTURER’S REFLECTIVE EXPERIENCES ON BECOMING A PUBLISHED SCHOLAR: CURRICULUM IN CONTEXT

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This article presents a critical life history of a lecturer’s reflective experiences on becoming a published scholar. The lecturer’s interests have been on different teaching/learning resources that put different curricula (Mathematics, Information Technology, Technical Education, Educational Technology, Curriculum Studies and Dance-Sport) into action. Through interacting with different curricula using teaching/learning resources the lecturer transformed from being research immigrant (RI) to published scholar/research native (PS)/(RN). As the PS/RN, the lecturer has been able to use scientific knowledge to identify relevant resources that have been required by different curricula in order to achieve teaching/learning objectives/outcomes. As the RI, the lecturer was using general knowledge to identify teaching/learning resources to be used in the curricula. The study used lecturer’s published article analysis, Learning Management System analysis, semi-structured interview and the lecturer’s reflections for data generation. Purposive sampling was used in selecting the lecturer as the only one who was given this task by the lecturer’s cluster leader to write and present under this topic at a research workshop. Guided analysis was used and generated seven themes for data analysis through ‘currere’. This article consequently recommends the promotion of PS/RN as one of the main outcomes of an individual lecturer.

Keywords: awareness, knowledge, teaching/learning resources, research
#47. PLENARY ADDRESS

THE INTELLECTUALIZATION OF AFRICAN LANGUAGES FOR USE IN HIGHER EDUCATION AND TRAINING

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It has been persuasively argued that since the end of the Second World War, language became a new contested centre for global domination. Hitherto English has been parroted as a unifying global lingua franca albeit to the detriment of other languages particularly African languages. The staggering effect of the English hegemony in Africa is that despite having over 2000 languages, there seems to be no single indigenous African language that is used as a medium of instruction beyond primary education level in disciplines other than specific language courses. Africa still retains English (and is some parts French and Portuguese) as a language of instruction in education. In recent years, South Africa has started to be responsive to the yearning need to advance indigenous African languages consistent with the provisions of her laudably progressive constitution. The University of KwaZulu-Natal (UKZN) is a case in point and has taken the lead in institutionalizing the intellectualization of isiZulu as the best strategy in the advancement of indigenous African languages in Higher Education and Training institutions. The aim of this presentation is to show that African languages can be developed in order to fully contribute in the knowledge economy. Using UKZN processes as a case study the workshop will show that at the heart of the intellectualization process is the initiative to provide material conditions and intellectual space for language elaboration to take effect through a twin program of terminology development and corpus building.

Keywords: language, higher education, knowledge economy

#48. A PICTURE PAINTS A THOUSAND NUMBERS. TREE ANALYSIS: AN INNOVATIVE METHOD TO EXAMINE THROUGHPUT AT HIGHER EDUCATION INSTITUTIONS

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There is, in the face of increasing student diversity, a consequence of global massification of higher education which has particular relevance in the context of post-apartheid South Africa, a need for diversity in the approaches to examining the student-university interface. Measuring student success in terms of a set of quantitative indicators such as graduation and throughput rates is useful for monitoring trends and identifying problems within and across institutions, but is less helpful in providing explanatory frameworks for practical or policy responsiveness. Furthermore, research approaches that try to isolate the influences of a few variables for all students cannot reflect the intricacies of a student population from a diversity of backgrounds. One research method that has been identified as an alternative to conventional forms of quantitative data analysis that rely on inferential statistics, is classification and regression tree analysis (CRT). This is seen to be a method that provides opportunities to explore the qualitative interpretation of quantitative data, appropriate of research conducted in the postpositivist paradigm. Data is divided into relatively homogenous, dichotomous groups to build trees which expose a hierarchy of context dependent effects of the explanatory variables. A clear picture of the interaction between factors influencing the response variable (student success) emerges. The trees have particularly clear, visual appeal, are easy to understand and interpret, and avoid the complexities and restrictive assumptions of regression modelling conventionally used. CRT models are commonly used in a wide range of fields including banking, medical diagnostics, ecological studies and even accident analysis and prevention. Whilst still gaining momentum in international educational contexts to assist in assessing student needs, retention management, placement test performance, and in identifying predictors of student success, data mining methods such as CRT appear to have had very limited exposure in Southern African education research. CRT is presented as a quantitative method that can help establish empirical regularities, and as such inform the abstraction of causal mechanisms. The method is described, a practical example demonstrated, and the relevance to current research exploring student throughput in the College of Agriculture, Engineering and Science at UKZN explained.

Keywords: research methodology, opportunities for qualitative interpretation of quantitative data
Research has shown that students that are taught science interactively or by using peer instruction methods end up with improved conceptual understanding and better problem solving skills than those taught with the lecture method only. To employ ‘non-lecture’ methods, lecturers require the help of teaching assistants (TAs), who are usually experienced post graduate students, but relatively inexperienced teaching facilitators. Depending on the context in which they are involved, TA roles vary from marking student assignments, supporting student tutorials and handling laboratory sessions. TAs often feel ill-equipped to perform these functions and have often reported the need for additional support training. Institutions are responsible for offering quality science undergraduate courses and to prepare the TAs to teach. Unfortunately, many TA training programs fall short of effectively improving TAs’ teaching skills. They lack sufficient practical skills training, opportunities for practice and feedback, and follow-up. This project is a report on a TA professional development program addressing these shortcomings. The programme consisted of a core workshop with learning tasks which had to be presented in a portfolio of evidence. The programme required a form of technology which was accessible, but could also be used to enhance student interaction, collaboration and self-directed learning. The blog platform offered affordances suggesting its suitability to fulfil this need. The TAs were required to post responses on the site. They were also invited to add additional resources that could be helpful to their peers. A theory-based design framework for E-Learning was used to analyze student inputs and their perceptions of the blog and its contribution to their learning. From the findings, blogs appear to be ideal for providing access to learning materials for supporting TAs during their practice teaching. They also have potential for eliciting active TA -lecturer engagement. However, proper planning is required for effective TA support.

**Keywords:** teaching assistants, e-learning, blogs

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In recent times, creativity has become a topical issue in higher education across the globe. The focus on creativity is as the result of two pressing issues in higher education. First, there is an increasing demand that higher education competence development should be broadened to include not only analytical but synthetic and practical abilities. Second, creativity is becoming increasingly an integral part of employability skills in the 21st century. In an attempt to capture meaning and variation in creativity conceptions, I invited twenty-one final-year labour relations students to participate in two focus group sessions in which their meanings of creativity were elicited. I also conducted a literature review on creativity for purposes of comparing students’ views of creativity with established meanings of creativity. Three broad conceptions of creativity emerge in literature which are cognitivist, socio-cognitive and sociological perspectives. We report on this exploratory, qualitative study that focused on eliciting final-year Labour Relations students’ views on creativity.

**Keywords:** creativity, undergraduate, employability
#51.
DISTRIBUTED LEADERSHIP AND STAFF’S EFFECTIVENESS: IMPLICATION IN SECONDARY SCHOOLS OF MAURITIUS

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The current model of leadership adopted in secondary schools in Mauritius is still a traditional management type in the form of top-bottom communication from rectors (principals) to the staff. In such a linear approach of leadership, decision-taking and implementation create various problems in school effectiveness. There is merely collaboration and cooperation among various stakeholders; mostly from managers /rectors, Heads of Departments (HODS) and teachers. From previous research, two models of distributed leadership (DL), are explored to address the DL in secondary schools of Mauritius. Given the challenges of the current model, this research will propose, based on literature and empirical evidence, a new model for DL which involves a lateral way of communication, flowing from rectors to teachers, through the Heads of Departments (HODS). A qualitative and phenomenological approach is adopted. From a purposeful sample of stakeholders (rectors, HODS and teachers), data is collected through semi-structured interviews. Qualitative software NVivo 7 was used for data analysis. Research findings show that thematic issues are raised such as lack of conflicts-resolution, ineffective communication, incapacity in team building and trust. Meanwhile, the leaders’ self-efficacy (SE) shows the lack of openness and trustworthiness. The negative variables are conflicts, lack of obtaining collaboration, fear of power sharing and control. This paper concludes on the coming up with a new model of DL with the collaboration of effective staff in secondary schools. This innovative model of DL will be tested in a private Mauritian school. This study will embark and hold on a training programme for future aspiring or appointed rectors or managers on distributing leadership to staff in the tertiary perspective. Future implications will benefit to the Ministry of Education and Human Resources, trainers, policy makers, rectors, HODS and teachers in Mauritius.

Keywords: distributed leadership, secondary schools, teacher professional development

#52.
TOWARDS A PARTNERSHIP OF CULTURAL IMMERSION AND PROFESSIONAL ENHANCEMENT: A COLLABORATION BETWEEN UNIVERSITY OF SOUTH AUSTRALIA AND EAST TORRENS PRIMARY SCHOOL FOR INTERNATIONAL PRESERVICE TEACHERS

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This paper focuses on a professional experience (practicum) placement model in teacher education which allocates international pre-service teachers (PSTs) in an Australian school. The practicum is intended to influence cultural awareness, behavioural expectations and classroom English language support from the onset of their enrolment at university before they are sent on assessed practicums. The paper draws on various theorists including Rochescouste, et al. who investigated the value of social support for international students to obtain insights of local culture for effective integration; Lu et al. who explored the establishment of a framework for factor analysis in cross culture teaching and learning; Kinneir et al. who examined the need for institutional policies and practices to better reflect the increased student diversity they serve; and Arkoudis et al. who examined common grounds of international student support through enhancing the interaction between domestic and international students. The project places first year international PSTs in a partnership program with East Torrens Primary School (ETPS) in Adelaide. This paper will highlight how this collaborative partnership is created, maintained and enhanced and how the trainees, academics and school teachers relationships help towards bridging the gap between concepts and theories introduced in the university and classroom practice while simultaneously facilitating an Australian teacher identity for international PSTs.

Keywords: professional experience, collaborative partnership, cultural awareness
At undergraduate level, students are expected to have a deepened comprehension of their specialisation, as they would have accumulated advanced reflection skills with regards to it. The National Qualification Framework (NQF), specifically level seven, dictates that such is the case. For knowledge at this level to be transferred, the question of appropriate pedagogy, driving the skills attainment by students is central to achieving positive outcomes at the NQF seven quality expectations. That said, this study seeks to review a teaching methodology for achieving positive results at third year level of study, for exit students doing the Bachelor of Commerce-Technology Management Module. The model monitored and examined for the study is one that has been used for the past two years, which places an emphasis in combining the traditional lecturing method with the academic support system (ASS) delivered by academic development officers (ADO) at UKZN; the latter provides students with extra workshops and consultations beyond a lecture room. This method has been implemented with the hope to assist students as various gaps exist in their previous, basic education process, which for some, is a barrier in achieving favourable results. Over a semester, performance was measured through assessments, as well as student’s attendance, for both lectures and ASS workshop and consultations. The research design used to study the impact attendance had on performance for these students is accommodative of epistemological research philosophy, it embraced a positivist approach. Secondary sources of data were utilised for the study, which enabled evidence of the relationship of students’ performance levels based on traditional lectures and ASS. The link between lecture and ASS attendance provided students with the skills to amplify module assessments. It was found that the correlation of the upper class pass rates is predominately high for students who attend both lectures and ASS programmes.

Keywords: pedagogy, academic support systems, lectures

Historically, cadaveric dissection has been the paradigm of anatomy teaching since the Renaissance period and the defining experience of medical teaching since the 16th century. This has been the status quo of a selected universities since their inception in 1947 and 1985, respectively (pre-merger). This pedagogical tool was perpetuated after they merged in 2004. In the South African context, much has changed post freedom (1994) with the replacement of the Human Tissue Act No 65 of 1983 with Chapter 8 of the National Health Act 61 of 2003, updated in November 2013. This meant that access to cadaveric material has virtually ceased, due to interpretation of issues relating to informed consent and difficulties encountered in a body donation program. Cadaver procurement had to be “imported” across trans-provincial borders on two occasions which has also ceased. This has resulted in serious pedagogic challenges to both the undergraduate and postgraduate teaching and research programmes in the Faculty of Medicine at this institution. This paper highlights the views expressed by anatomy academic staff at UZKN on the use of cadaveric dissection as a pedagogic tool. This is done through a series of interviews and observations by the researchers which describe the several paradigm shifts in teaching the discipline such as the use of plastinates, plastic models, computer-assisted and virtual teaching. The findings of these also reveal the termination of traditional assessment methods, the elimination of theory papers with essay type questions from modules and language challenges within a context of a transforming institution.

Keywords: anatomy teaching, cadaveric dissection, pedagogy
#55. ENTREPRENEURIAL STRATEGY FOR UNIVERSITIES IN SOUTH AFRICA: A CONCEPTUAL PRIMER

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It is generally accepted that most South African universities aspire to become locally and globally more competitive as measured through research output. As such universities face enormous challenges with regard resources and provision of quality education in light of inadequate funding. As a result, universities have developed a need to source extra funding which locates them within the entrepreneurship space. The purpose of this position paper is to present an entrepreneurial strategy that attempts to assist universities to overcome their present challenges. The entrepreneurial strategy is an attempt to contribute in developing entrepreneurial leadership amongst senior management. The authors argue that in achieving the outcome of developing entrepreneurial universities South African education, entrepreneurial leadership is crucial.

Keywords: entrepreneurship, entrepreneurial leadership, research output

#56. A QUEST FOR PROFESSIONALISM AMONGST TEACHER EDUCATORS IN THE NATIONAL UNIVERSITY OF LESOTHO

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The professional preparation of teacher educators provided through formal training gives them an opportunity to acquire professional knowledge, skills, competencies and attitudes that are unlikely to be acquired through experiential learning alone. The majority of the Lesotho teacher educators have not been trained for teaching teachers. This implies that their sources of professional knowledge could be situated in the university classrooms, and in the context in which they perform their task. There was need to establish what constitutes professional knowledge in the context of the Lesotho teacher educators. The article draws its content from a study that looked into the sources of professional knowledge of teacher educators. Data collection was carried out in three departments of the National University of Lesotho’s Faculty of Education: Language and Social Education (LASED), Mathematics and Science Education (SCED), and Educational Foundations (EDF). Purposive sampling was chosen and the lecturers had to be from different disciplines. The criteria included teaching experience and gender. A total of eight teacher educators participated: 4 EDF, 2 from SCED and 2 from the LASED. Data was collected through observations of and narratives by the eight teacher educators. Practice-based information was collected from observing them live in their lecture and seminar rooms. The study revealed that the major sources of their professional knowledge were propositional and practice-based. The research participants who learned from own experiences to become teacher educators submitted to the pressures of a compliance culture instead of facilitating meta-learning for their own student teachers. Higher education institutions need to make explicit what informs the teacher educators’ knowledge base so that they can appreciate and understand the magnitude of the task entrusted upon them. Investment in educating teacher educators could yield considerable institutional returns, and is therefore critical for preparing them for the complex task of educating prospective teachers.

Keywords: professional knowledge, episteme and phronesis
The scholarship of teaching and learning (SOTL) is a recent phenomenon, emanating from the work of the Boyer Commission in 1990 in the United States. This movement, advocating and supporting research on teaching and learning in higher education, is particularly appropriate in South Africa, where there is a strong emphasis on the need to enhance teaching and learning across the disciplines. Questions for consideration are: What questions and solutions can the SOTL help deliver? What are the opportunities and challenges affecting the implementation of the SOTL? How can it be enhanced and supported? A further, and for us equally important question is, What kind of SOTL is most appropriate for South Africa? In this presentation we reflect on five projects we have been engaged in for the past ten years, in order to respond to these questions. In our response to the final question, we share ideas about how we understand the SOTL towards a Socially Just Pedagogy. We understand this concept to include: issues of access and equity - who participates in higher education; questions of teaching approach - how do we teach, in order to encourage the kind of learning we would like to see; issues regarding graduate attributes - what graduate attributes would we like to foster, in order to contribute towards a socially just society? What research methods should be used, to align with the graduate attributes we envisage? And what attributes should the educators/researchers themselves display, if we are to encourage this amongst the students? Answers to these questions would be underpinned by a view on what social justice is, in society in general, and education in particular. We share our ideas on social justice as informed by the concepts of participatory parity, posthumanism and the ethic of care.

**Keywords:** scholarship of teaching and learning, socially just pedagogy, access and equity

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The paper reports on an investigation into constraining and enabling conditions for professional academic development with regard to the teaching role at eight South African universities. The investigation was participatory, in that the researchers work at professional or academic development centres at each of the participating institutions, and were keen to learn more about how contextual features at their institutions enable or constrain the professional development of academics. The data comprised interviews with 4 members of senior management and 10 – 16 interview transcripts with academics across a range of levels of seniority, demographic categories and disciplines, at each of the eight institutions. Data was analysed in relation to views on good teaching; views on what enables and constrains good teaching at the macro, meso and micro levels; and accounts of how the various role-players believed they were enhancing their own or others’ teaching. The institutional features that constrain and enable teaching development that emerged could be summarised as: national and international networks and initiatives; institutional policy environment; provision of professional development opportunities (macro level); informal learning; culture; organisational climate (meso level); student responses; workload; resources (micro level). The findings suggest that organisational climate and access to infrastructure and resources are more significant than the literature on professional development to date has implied. The data suggests that various ‘lenses’ including critical realism, sociocultural approaches and socio-material approaches all have analytic value, but none are sufficient on their own, to provide a full account of what constrains and enables the enhancement of teaching and learning. The analysis supports the view that critical realism helps to bridge the psychological/individual and socio-cultural approaches and points to the need for further research on individual properties such as sense of agency. The presentation concludes with an observation of the value of inter-institutional collaborative research.

**Keywords:** professional development of academics, teaching, agency
Since its inception, the Funza Lushaka bursary scheme sponsors students for study towards the Bachelor of Education (BEd.) degree in a number of priority areas. These include African languages. Hence, many African language proponents believe the bursary scheme is an innovative development strategy since it has become a foundation for the revival of African language departments in higher education. This is mainly because it has resulted in a welcome increase in the number of students enrolling for an African language and raising hope for the survival, development and promotion of African languages in the schooling sector as well as in higher education. However, attitudes play a vital role in the implementation of any language policy and could indeed be crucial for the successful production and delivery of quality African language teachers. In light of this reality, the question that arises becomes: Do students who choose to major in an African language do so because of the ‘love for the language’, or is it to access study funds so that they obtain a degree without any financial hiccups? This paper reports on a study which sought to investigate the attitudes of the recipients of Funza Lushaka who specialise in an African language at the University of Limpopo. The study followed a mixed method approach where all students majoring in Northern Sotho, Tshivenda or Xitsonga were surveyed and thereafter a group of eight was interviewed through a focused group discussion. Findings of the study reveal that the majority of the students negative attitudes towards African languages. Such attitudes have dire consequences for the development and protection of African languages. The paper therefore proposes some strategies that could be employed to deal with such negative attitudes.

Keywords: African languages, Funza Lushaka, trainee teachers
### #61. WORKSHOP
THE PHD AND BEYOND: BUILDING A SUCCESSFUL ACADEMIC CAREER

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Michigan State University  

This interactive workshop presents an opportunity for participants (graduate students, early career academics, and other faculty members) to explore strategies for success when pursuing an academic career. The session will focus particularly on the art of publishing. The range of publishing-related topics that will be covered include the following:

- Generating article for the thesis or dissertation
- Types of articles
- Key elements of a publishable article
- Where to publish?
- From the thesis to a book

**Keywords**: academic career, publishing

**Participants are encouraged to bring examples of work-in-progress for discussion during this workshop.**

### #62. 
TOWARDS AN INTEGRATED PROFESSIONAL DEVELOPMENT AGENDA: THE CASE OF MANGOSUTHU UNIVERSITY OF TECHNOLOGY

**S. Machingambi**  
Mangosuthu University of Technology  

The time when university academic staff could simply teach using the same teaching methods that they experienced as students is drawing to a close. The major imperative for this relates to the general unsatisfactory performance of the South African Higher Education system in facilitating the success of the majority of the student population. This has been clearly evidenced by among other things, the low student throughput rates, failure by most students to graduate in regulation time and high dropout rates particularly at first year level of study. Higher education institutions are therefore being challenged to design robust strategies of mitigating these problems with a view to eventually reversing them in the long term. As part of its effort to improve teaching and learning as a precondition for student success, the Mangosuthu University of Technology (MUT) has foregrounded a staff development programme. This paper reports on how MUT, through the Teaching and Learning Development Centre (TLDC) planned and rolled out a responsive and integrated university-wide academic staff development programme so as to influence the institutional throughput rate. This academic staff development programme is grounded in the Constructivist paradigm. The paper examines the major aspects of the programme namely, conducting a training needs analysis, development of an institutional professional development framework, enrolment of academic staff for the Post Graduate Diploma in Higher Education (PGDHE) and the roll out of a pedagogical training programme for relatively new academics. The author contends that these initiatives, while necessary, are not sufficient on their own to make an impact on professional development. It is therefore recommended that MUT, in collaboration with other universities of Technology further explore and implement more concerted impact-oriented action plans to enhance student success.

**Keywords**: socio-economic development, higher education, throughput
#63.
INTEGRATING SOCIAL MEDIA INTO THE PEDAGOGICAL SYSTEM OF HIGHER EDUCATION

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Three UKZN SAEES academics attended a conference in Social Media in Higher Education (#SMHiEd) which was organized for stakeholders in South Africa, with contributing speakers from around Africa. The speeches were bifocal, addressing technology integration for both the undergraduate and the academic. This paper considers the extent to which technology integrated education is applicable to UKZN lecturers by reviewing usage, utility and application. The internet provides three repositories and platforms for its integration into our educational philosophies: the static, social and semantic platforms. All the information (static web) that the students require is available, and so the question we ask as academics is, what are we doing to disseminate that information (social), or more particularly, what pedagogies can be adopted to facilitate the creation of meaning (semantic) and knowledge from that information on the internet? Research shows that over 50 % of the South African population is under 30 years and 96% of registered students in any university are using social media. In addition, over 1.97 billion users of social media are conservatively estimated around the globe. The social media platforms such as Twitter, Facebook, Whatsapp, Youtube and Google+ interalia, are providing a flexible and interactive form of education to undergraduate classes. As a result, online education and technology-integrated education cannot be ignored and is increasingly indispensable. Interpolating these trends from the workplace, employers are both finding their prospective employees through social media platforms, and are becoming conversant in them. Digital footprints and shadows play a very real role in the selection of candidates, and preparing them technologically in terms of this responsibility in the workplace has devolved to us in the higher education system. Concomitantly, the digital presence of researchers on Researchgate, Google Scholar, Academia.edu, Orchid and LinkedIn, is undisputed in increasing the foot traffic over publications, increasing citations and encouraging collaborative endeavours. Research collaborations and the innovative approaches in supervisory panels for postgraduate and doctoral candidates emphasise the need to produce digital persona that can be indexed and therefore seen and selected from our premier University of African Scholarship.

Keywords: social media, internet, higher education

#64.
INVESTIGATING STUDENTS’ UNDERSTANDING OF MATHEMATICAL CONCEPTS IN CALCULUS USING APOS THEORY AND E-LEARNING

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The Developing Countries Strategies Group’s (2009) report noted that South Africa demonstrates low nationwide capacity in Mathematics. The numbers of matric learners passing mathematics decreases annually, which has a knock-on effect at tertiary level. Nationally, first-year university mathematics students lack certain skills necessary for mastery of the curriculum, and pass rates for the differential and integral calculus modules are typically low, which consequently impacts student throughput rates. Hence, the need arises for research that offers insight into how students construct certain mathematical concepts; this can in turn inform teaching and learning strategies. Provision of support to remedy the under-preparedness of first-year mathematics students is the focus of a number of research studies within the School of Mathematics, Statistics and Computer Science at UKZN, in collaboration with colleagues from DUT, UNIZUL and UNISA. This presentation will focus on one such ongoing study, which had as its dual objective to investigate the conceptual understanding of UKZN mathematics students studying differential calculus, and to explore instructional strategies that facilitate the development of this understanding. The APOS (Action-Process-Object-Schema) theoretical framework is used to provide an explanation of students’ difficulties with mathematical concept construction, as well as to guide the development of responsive teaching and learning strategies, specifically the use of e-learning in the form of online quizzes for diagnostic testing, that facilitate students’ acquisition of these mathematical concepts. Moodle is used as the platform for the online diagnostic material. The benefits of diagnostic testing are supported by the literature, which indicates that diagnostic testing, if used to guide appropriate interventions, leads to improvement of student performance. Formative feedback provided to students by the diagnostic testing facilitates remediation of mathematical conceptual weaknesses. We describe the application of APOS Theory in modeling conceptual understanding in mathematics, and present our observations and early analyses of data arising out of the pilot study of the formulation and use of online diagnostic material for the Differential Calculus course content. We conclude with a brief discussion of our ongoing investigation of students’ understanding of concepts in Integral Calculus.

Keywords: APOS theory, e-learning, differential calculus
CONVERSATIONS WITH BHASKAR AND ARCHER ON ACADEMIC IDENTITY IN SUSTAINABLE POSTGRADUATE LEARNING ENVIRONMENTS

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University of the Free State

This paper analyses the conversations, during their monthly seminars, among 28 PhD and 22 MEd students as well as their 15 supervisors working in a cohort approach within the Sustainable Postgraduate Learning Environments research project. The conversations are analysed in order to understand the role of these interactions among these actors in this academic network. Focus is mainly on the working together of the actors’ emotional and cognitive aspects. The argument is that these two refer to merely two different sides of the same process, implying that improvements in the students’ academic performance are influenced by the extent to which they are validated through a caring learning environment. However, it has to be noted that even poor academic performance seems to be a reflection of the problems in this interaction. Both students and supervisors are affected in the same way. Then we use theories of realism (Bhaskar and Archer in particular) to generate an understanding of how this interaction between students and supervisors on the one hand, and between cognition and emotion on the other, produce particular academic identities which are central in the creation of sustainable postgraduate learning environments. The argument we put forth is that agency and the structure can and should not be collapsed into one another even though the two co-constitute one another. Tolerance of their separateness enables us to understand how individuals as agents take charge of their own lives in spite the constraints of their situations to construct particular meanings, hence identities of themselves related but beyond the dictates of their contexts and discourse.

Keywords: cohort supervision, sustainable postgraduate learning environments, realism, agency

A FRAMEWORK FOR THE SUPPORT OF INEXPERIENCED POSTGRADUATE RESEARCH SUPERVISORS

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Literature across disciplines, show an agreement that there has been traditionally little formal preparation or orientation of those who are new in the research supervision practice. During the 1980s the assumption was that anyone capable of holding a lectureship position is capable of supervising a research student and anyone who can do research, can supervise it. However, literature on the reasons students drop out before completing their degrees and their dissatisfaction with the research process shows that this might not be the case. Debates on the improvement of research supervision are continuing and attempts have been made by researchers situated in different fields within universities internationally to address the concerns of dissatisfaction with research supervision and ineffective research supervision practices. In this presentation I wish to share a research proposal for a PhD with the overall aim being the development of a framework that will inform professional development initiatives to support inexperienced postgraduate research supervisors. It is a phenomenological study. Data will be generated from both inexperienced and experienced postgraduate research supervisors. It is hoped that this study will contribute to the existing knowledge on effective postgraduate research supervision and how inexperienced supervisors could be supported. I am hoping to receive critical feedback from colleagues.

Keywords: Postgraduate research supervision, inexperienced postgraduate research supervisors
#67. EXAMINING CULTURAL FACTORS AFFECTING ACADEMIC DEVELOPERS IN PERFORMING STAFF DEVELOPMENT FUNCTIONS IN THREE SOUTH AFRICAN UNIVERSITIES

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University of Fort Hare

Academic development practitioners in most institutions in South Africa grapple with the issue of identity and establishing themselves in their role of staff developing academics. Informed by Archer’s theory of structure culture and agency, this qualitative study sought to establish cultural factors enabling or constraining academic developers in performing their staff development functions in three historically disadvantaged universities in South Africa. The study utilised a case study design in which a purposive sample of academic development practitioners from three South African universities participated. Data were collected through individual interviews with participants. Content analysis was used to interpret data. The study found that academic staff developers faced a lot of resistance from academic staff members who were themselves resistant to change, held academic development centres with mistrust as they perceived them as managerial units and in some cases were outright uncooperative showing a negative attitude towards staff development efforts by academic developers. The study found that there were, however, enabling cultural factors that included the willingness of new and young staff members to participate in staff development programmes. The study concludes that it some cases it was not easy for academic development practitioners to establish themselves and perform their functions effectively. The study recommends the need for systematic buy-in to ensure mindset change and cooperation from academics.

Keywords: academic developers, staff development, cultural factors

#68. ADAPTATION OR ISOMORPHISM: READING A PUBLIC HIGHER EDUCATION INSTITUTION IN A SMALL ISLAND STATE

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Mauritius Institute of Education

The present paper examines the institutional biography of a higher education institution constructed by means of 15 narratives of academic staff who have worked at the institution over a 40 year period reports. Drawing from neo institutionalism, it explores the extent to which the selected public higher education institution has overcome the limits of insularity and isomorphism through a sustained engagement in developing collaborative networks worldwide. The findings reveal such strategic collaborations have given the institution the discourse and expertise to enhance its credibility; have facilitated the setting up of mechanisms and processes to improve its efficiency and have eased the entry of its academics into the international circuit of research and publications. All of which have worked against isomorphism. Yet, despite a positive assessment the authors caution against the confluence of internal and external factors which may limit the development of higher education among which is managed intimacy with policy decision makers in education within the local context as well as the emergent culture of performativity.

Keywords: institutional theory, public higher education institution, small island states
#69.
AN APPRAISAL OF THE DE-CENTRALISED PROFESSIONAL DEVELOPMENT MODEL ADOPTED BY A SOUTH AFRICAN UNIVERSITY

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University of the Western Cape

South African universities have put in place structural arrangements aimed at improving teaching excellence and enhancing student learning. These include the creation of directorates for teaching learning, featuring teaching and learning as a strategic goal in the university IOPs, the development of Strategic Plans for Teaching and Learning and the adoption of various models of professional development. The study examined how the de-centralised model of professional development is being implemented and received at a South African university in the Science and Economic Management and Science faculties. It also examined how lecturers perceived the interventions of the Directorate for Teaching and Learning in relation to their teaching responsibilities and effectiveness. A document analysis of Senate Teaching-Learning Reports (from 2012 -2014) was conducted to determine the professional development practices taking place in the two faculties. This was followed by focus group interviews with faculty-based teaching-learning committee members and selected HODs to determine staff understanding and perceptions of the teaching development initiatives of the Directorate of Teaching and Learning. The results indicate that while there is evidence of innovative pedagogical practices taking place in some departments, there is uneven buy-in of professional development initiatives in the other departments and that the training interventions do not always translate into observable change in classroom practice. The study concludes that is essential to get buy-in from the discipline experts on the importance of adjusting their pedagogical practices to suit student needs.

Keywords: de-centralised model, professional development, teaching and learning units

#70.
THE EFFECTS OF THE HIGHER EDUCATION QUALITY COMMITTEE’S (HEQC) INSTITUTIONAL AUDITS ON PUBLIC HIGHER EDUCATION INSTITUTIONS IN SOUTH AFRICA: A CASE STUDY OF THREE SOUTH AFRICAN UNIVERSITIES

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University of the Witwatersrand

This paper investigates how the South African public higher education institutions have been affected by the higher education quality committee’s (HEQC) institutional audits and how have these changed their policies, practices and behaviours. Interviews were conducted with academics, senior management staff and students at three South African universities, a few years after the institutional audit site visits were conducted. The researcher also analyzed executive summaries of the HEQC’s institutional audit reports. The researcher identified themes based on the recommendations in the audit reports. These themes were also used to group the codes developed during the data analysis using Atlas Ti – a qualitative data analysis software. The study focuses on the effect of the institutional audits on teaching and learning policies, practices and behaviours; support functions for teaching and learning; and institutional culture and student experience. The conceptual framework for this study is primarily underpinned by the Total Quality Management (TQM) theory. Overall, responses from interviews at the three universities suggest that the HEQC’s institutional audits have had a positive effect on the universities. However, some of the areas flagged in the audit reports appear to have seen little progress, such as the quality of student experience. In addition some universities seem to show more commitment and urgency to address the institutional audit recommendations than others. It is hoped that the paper will shed light on effect institutional audits and the progress made in addressing the recommendation made during the HEQC’s institutional audits.

Keywords: quality, audits, universities
#71. PLENARY ADDRESS

LANGUAGE AND INDIGENOUS KNOWLEDGE

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African Academy of Languages

The top-down exogenous models of development informed and inspired by the desire to have one solution to poverty reduction across the globe regardless of the socio-cultural realities in the countries where they are applied, do not appear to yield the desired results. In Africa, for instance, while economies have officially been recording double-digit growth, levels of poverty do not appear to change for the better. There have therefore been calls to conduct applied research that would unearth the wisdom deposited in the indigenous knowledge systems and use it to support endogenous models of development that would change the lives of the vast majority of Africans for the better. However, although this is the first step in the right direction, the main challenge is that the African languages that are the repository and vehicle of indigenous knowledge are not part and parcel of the research. The aim of the workshop is to consider the relationship between language and indigenous knowledge systems; its relevance to the search of endogenous models of development.

Keywords: language, indigenous knowledge, Africa

#72. TEACHING PHYSICS IN ISIZULU

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The University of KwaZulu-Natal aims to develop isiZulu as a language of scholarship. This paper reports on a project titled "Language Plan Implementation for the School of Physics" that is funded by the University Languages Board. The objective of the project is to develop a bilingual physics teaching text at foundation level, with isiZulu and English side-by-side on the page. Method: Text development is iterative, starting with English text translated into isiZulu, and then back-translated into English after rewriting the isiZulu text in accordance with authentic isiZulu expression and worldview. The dual text is piloted and tested with students as a next iteration. In parallel, isiZulu physics terms are created if they do not exist, in accordance with guidelines of authenticity, formal economy, etc. For background information a survey of student attitudes to teaching physics in isiZulu was conducted, of both isiZulu-speaking and non-isiZulu-speaking students. This presentation will report on the results of the project and will show that a physics teaching text in isiZulu and English is potentially a significant aid to learning physics for isiZulu-speaking students, providing direct access to concepts through first language while supplying verification of concepts in English. Terms created for this text allow for writing of further text in isiZulu. The completed text could provide a model for similar projects in other South African languages.

Keywords: teaching, physics, isiZulu
Motivation: Communication is a core competency for medical students according to the accrediting body (HPCSA). The Language Policy and Plan of the university specify the provision of vocation-specific isiZulu for students. Some students at the Nelson R. Mandela School of Medicine are unable to communicate in isiZulu, the mother tongue of approximately 78% of the 10.2 million people in KwaZulu-Natal. Currently, a one-year isiZulu module is offered to first years. This paper describes the self-reported isiZulu competence and attitudes of third year isiZulu second language learners towards learning isiZulu for clinical communication, and highlights the relationship between positive attitudes and successful language learning.

Methods: The study used a mixed methods approach. A self-administered questionnaire (including a Knowledge, Attitudes and Practice survey) collected quantitative data. Qualitative data was elicited from the open enquiry section. The study population comprised third year students who had enrolled for the isiZulu module in 2010 and who were seeing hospital patients in their third year. Ethical approval was granted by the University of KwaZulu-Natal's Humanities and Social Sciences Ethics Committee.

Results: Most students were first language English speakers. Of the cohort (all of whom had failed the isiZulu proficiency test in 2010), just over 60% rated themselves as able to speak some isiZulu. Students’ attitude scores were strongly positive [Mean 3.96754 (95% CI 3.7940 - 4.1410, p=.000)] and this was supported by their comments.

Conclusion/Recommendations: This study showed that the cohort had a generally positive attitude to isiZulu language learning, and that students understood its importance for communication with their patients. In order for this to be effective and safe, and to support the implementation of the Language Plan, it is imperative to strengthen isiZulu teaching and learning with suitably placed integrated teaching initiatives which capitalize on the positive attitudes demonstrated in the study.

Keywords: clinical communication, isiZulu language, attitudes
#75.

CRITICAL REFLECTION IN SERVICE-LEARNING: THE CONSTRUCTION OF THE GOOD CITIZEN

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t This paper will present the preliminary findings of a study which is exploring the role of the critical reflection process in service-learning in the construction of good citizens. Foucault’s notions of governmentality, and pastoral power in particular, are used to problematize the critical reflection process that is at the core of the service-learning endeavour. Service-learning is believed to be student-led discovery based learning where students engage in a community based activity as part of their academic programme. Students are encouraged to reflect on their experiences in the real world in the light of theory, and are encouraged to apply theory in this real world context. Service-learning differs from other forms of experiential learning in terms of its explicitly stated aim of trying to develop civically minded students through the process. Social justice is emphasized in many service-learning programmes, where learning contexts are created in order to enable students to undergo transformative experiences. Through such experiences the assumptions and pre-conceived ideas that students hold about themselves and communities are challenged and alternative ways of thinking are proposed. A Foucauldian lens offers a critical perspective on service-learning practices. Employing Foucault’s conceptualisation of pastoral power, the benign process described above becomes potentially ‘dangerous’ as what appears to be student-led may actually be driven by discourses and ‘truth games’ that are not immediately apparent to the practitioner. The critical reflection process, as a key aspect of learning, may come to resemble the ‘confessional’, where students are urged to make the private public, often for assessment purposes. Through this process students are also encouraged to become self-regulating and participate in the subjectification of themselves. This study examines what happens in the critical reflection process in the context of a service-learning course. Five students participated in a university honours level community psychology course. Foucault emphasised that we should study power at its extremities, at the micro-level in the practices within and between people. The classroom interactions between the students and facilitator during critical reflection sessions were video recorded and transcribed. Discourse analysis is used to interpret the data.

Keywords: service-learning, critical reflection, pastoral power

#76.

E-TUTORING SYSTEM/PROCESS AT THE UNIVERSITY OF SOUTH AFRICA (UNISA) AS A LEADING OPEN DISTANCE HIGHER LEARNING INSTITUTION IN SOUTH AFRICA

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University of South Africa

t The University of South Africa (Unisa) has more than 600,000 registered students in South Africa and the world over. In keeping with its mandate as a comprehensive, open and distance learning tertiary institution offering a variety of academic and career-focused programmes, Unisa invited applications for service providers as online tutors (e-tutors) on an independent contract basis, to support students having difficulty coping with independent study and experiencing a strong sense of isolation. In the early stages of distance education, industrialisation allowed ODL institutions to develop staffing arrangements for high enrolment undergraduate courses that were not sufficiently responsive to students’ needs for communication and community in the learning process. This view clearly coincides with one of the major priorities of the National Plan for Higher Education in South Africa which aims, among others, to increase the number of graduates through improving the efficiency of higher education systems. It is on this premise that this presentation highlights key areas that could have strategic implications for ODL institutions in their academic activities, in student support strategies aimed at improving performance and the implementation of e-tutoring system at Unisa. It further seeks to identify the underlying dynamics that may provide a credible explanation for the reasons behind why the e-tutoring system might be a success or failure at Unisa.

Keywords: e-tutoring, system, learning
Researchers claim that student under-preparedness is well documented, while institutional preparedness to meet needs of such students is less recognised. Student underpreparedness is documented as the dominant learning-related cause of the poor performance patterns in higher education. Seemingly, lack of exposure to spoken and written language, lack of financial resources, socio-cultural backgrounds and educational background from under-resourced and low-performing schools contribute to students’ under-preparedness. One way of supporting underprepared students, would be to engage students in active learning through discussion. Lack of competency in language inhibits active participation in discussion. It appears that students have unique stress in education academic setting that creates barriers to communication. Most students wait for their peers to raise their hands first when they asked questions in class. Since 80% of the student body at this institution is from non-speaking English backgrounds, such barriers possibly limit their active participation in class and thus their performance. This paper investigates the level at which the use of Clickers at a South African University can improve achievement of learning outcomes. Clickers are piloted in two modules at this university. It has been noted that students are willing to take public risk when responding to questions. It appears that anonymous participation improves student active participation in class. However little is known whether there is an improvement in the achievement of learning outcomes. This study will measure the level of achievement of the learning outcomes when using clickers in comparison with traditional way of asking questions to students whose hands are raised.

**Keywords:** clickers, active-participation, under-prepared students

Global massification of higher education (HE) has brought with it many challenges – financial, physical and human – which has directly impacted on the physical infrastructure, quality of teaching and learning, research, quality of student life, etc. Prospective UK students are using contact time as the basis for choosing HE institutions. Class size increase is a universal phenomenon: the UK and USA recorded an average 30% increase between 1979-2014 while a premier SA University showed an increase of 40% from 2004-2013. In the same period, academic staff complement decreased by 2000 members in the faculty/college although the student numbers increased by 1000; translating to an increase in the student:staff ratio from 68.7 (2004) to 93.8 (2014). Despite the notional hours remaining unchanged, the real contact time (lecturer time available per student) has decreased substantially. Overburdened staff are unable to interact outside the pure lecture/tutorial environment which further decreases contact time. In absolute terms, the number of students passing is increasing; in relative terms, however, we found decreases in pass rates from 80% to 60% in the ten-year dataset of modules we analysed. These negative impacts further translate to a 10% decline in UG class marks and a 20% decline in the average PG (Hons) mark. In this study we present interesting observations gleaned from a ten-year dataset focusing on concerns facing academic staff, the ever-declining time-per-student, the effects of staff attrition and the declining relative pass rates. The fast-changing HE dynamics currently at play compel us to find innovative strategies such as a peer-to-peer-skills-transfer model to address the imbalance in the contact time should we wish to improve the quality and value of our offerings.

**Keywords:** massification, student-staff ratios, staff attrition in higher education
CURRICULUM RESTRUCTURING IN HIGHER EDUCATION

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The Higher Education Qualifications Sub-Framework (HEQSF) provides the basis for integrating all higher education qualifications into the National Qualifications Framework (NQF). It intends to improve the coherence of the higher education system and facilitate the articulation of qualifications, thereby enhancing the flexibility of the system to enable students to move more efficiently over time from one programme to another as they pursue their academic or professional careers. This position paper reports on HEQSF alignment process at a South African university in its attempt to reshape its curricula within the prescripts of the HEQSF. The author argues that while the HEQSF is designed to ensure a consistent use of qualification titles, designators and qualifiers; the actual use of the framework indicates a lack of deep consensual understanding of these descriptors. This paper argues that a hybrid design incorporating the institution’s own processes mitigates the shortcomings of a prescriptive framework which uses a centralist approach.

Keywords: Higher Education Qualifications Sub-Framework, qualifications, programme

SOCIAL ACCOUNTABILITY IN THE TRANSFORMATION OF MEDICAL CURRICULA TO MEET THE NEEDS OF HEALTH CARE SYSTEMS AND LOCAL COMMUNITIES IN SOUTH AFRICA

University of KwaZulu-Natal

Medical education in South Africa requires better alignment with the diverse and wide-ranging health needs of the society, and the current major health reform currently underway. The Health Professions Council of South Africa (HPCSA) has outlined new competencies for health professionals, which are yet to be implemented by health sciences institutions in South Africa. The World Health Organisation (WHO) has also released guidelines for the transformation of medical education, emphasizing quality, quantity and relevance. In this paper, we present the research agenda for medical curriculum, drawing from a philosophy of social accountability. Research is urgently needed to investigate opportunities and prerequisites for a more socially-accountable transformation agenda in medical education, suitable for South Africa, and in response to the current on-going developments. We conducted a problem analysis of the medical curriculum at University of KwaZulu-Natal (UKZN), coupled with an extensive literature review, from which we identified six thematic areas for an extensive NRF-funded research programme to be led by UKZN over the next three years, in collaboration with the University of Witwatersrand, Walter Sisulu University and University of Limpopo. Thematic areas for this research agenda include: (a) competencies of medical graduates, (b) the skills mix of educators, (c) learning platforms and environments, (d) mutual benefits between students and communities, (e) the role of the hidden curriculum, and (f) the application of educational theory in medical education. The overlap with thematic areas generated by the Academy of Science South Africa (ASSAf), a collaborating partner in this study, will also be presented, as well as the nature of partnerships including the Undergraduate Education and Training sub-committee of the HPCSA, and the South African Committee of Medical Deans (SACOMD). Given the increasing momentum demonstrated by the South African health reform, there is need to ensure that competencies and attitudes gained by medical graduates in South Africa are made relevant to local rural communities in the county, but to still maintain current successes in producing graduates competent to address health needs of people in urban cities. In our efforts to strengthen local relevance, global competitiveness in research, innovation and development should not be compromised.

Keywords: social accountability, transformation, medical education
PERCEPTIONS OF CLINICAL PREPAREDNESS IN THE CUBAN COLLABORATION STUDENTS ON THE MBCHB AT THE UKZN

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Background: The South-African-Cuban medical training collaboration programme has been in existence for the last decade. Students from SA of rural origin are selected for medical training in Cuban settings and return to South African medical schools to complete the programme and prepare for clinical practice in local settings. There is a great paucity of published research in the experiences of students who participate on this programme. Preliminary evidence suggests that these students find it difficult to adapt to the demands at the UKZN.

Aim: The study explores the differences/similarities in the curriculum approach, content, generic training skills and clinical skills between the Cuban and UKZN medical training experiences for participating students.

Methods: This qualitative, case study uses a phenomenological approach to capture the clinical experiences of 11 South African - Cuban collaboration students. Data was collected by means of two questionnaires and individual interviews with each of the participants.

Findings: Similarities and differences were noted between the curriculum approach, content, generic training skills and teaching of clinical skills used at the UKZN and in Cuba. Student’s performances were analyzed in 75 major skills as per requirement by their 4th year at the UKZN. They self-reported being incompetent in the majority of these skills, they were unable to perform the majority of clinical skills independently and reported having received no training Cuba in more than half of the skills. Findings from the qualitative interviews revealed that many primary health care skills had not been taught or practiced by students in the sample.

Conclusions: There seems to be a mismatch between the aims and approaches of the clinical training programmes offered in Cuba and at the NRMSM. The Cuban curriculum seemingly emphasizes theory over practical and clinical skills development and the teaching methodologies used also differ across these two sites. There is a need to ensure that training be aligned to ensure that students can make an easier adaptation when returning to the locally assigned medical school to complete their medical training. Issues of alignment also have important long term consequences for clinical practice in South African settings.

Keywords: Cuban – South African Collaboration Students, medical education,

ONLINE-SUPPORTED LEARNING, CONNECTIVISM AND CASE STUDY PEDAGOGY

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Online-supported teaching and learning integrates face-to-face teaching in plenary lectures with an online component. This extends opportunities to students to interact with one another in the process of transacting their learning using online learning technologies. There is however a need to understand how such technologies are experienced by South African students many of whom encounter such for the very first time at higher education level. We are yet to understand finer nuances of students’ experiences of online support and how it has influenced their learning. This paper explores students’ experiences of learning using online support in business management education. this study drew on the tenets of phenomenography. fifteen participants from a business management education class of one-hundred and fifty six students were sampled using phenomenographic sampling. Data sources included personal reflective journals, focus group discussions and individual interviews. An analysis of the data revealed that complexities with regard to epistemological access were prevalent and that the background and context of participants are important in implementing any educational innovation.

Keywords: online supported teaching and learning, connectivism, case study, pedagogy
#83.
EXPLORING THE COMPLEXITIES OF DESCRIBING FOUNDATION PHASE TEACHERS’ PROFESSIONAL KNOWLEDGE BASE
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Identifying teacher's professional knowledge is important for understanding the link between teacher knowledge and their practice, the link between teaching and learning, and the role of formal teacher education in developing teacher knowledge. We designed a questionnaire to investigate the professional knowledge that teachers bring with them when they enroll for an Advanced Certificate in Teaching (ACT) for Foundation Phase (FP) teachers. The questionnaire included questions on the teacher's personal knowledge/beliefs, their content knowledge, and their pedagogical content knowledge – in particular the teacher's knowledge about learner misconceptions, stage of learning, and ways of engaging these in making teaching decisions. It spanned literacy in English and Zulu, numeracy and general pedagogy. Eighty five FP teachers enrolled for the ACT at the University of KwaZulu-Natal completed the questionnaire and their responses pointed us to further methodological issues. In this paper, we discuss the assumptions behind the design of this questionnaire, the difficulties in formulating relevant questions, and the problems of accessing specific elements of teacher knowledge through this type of instrument. We compare our instrument design to other recent studies on 'measuring' teachers' literacy and mathematics content knowledge and pedagogical content knowledge. Our process shows difficulties both in constructing questions and in coding the responses, in particular concerning the pedagogical content knowledge component for PF teachers from Grade R to Grade 3. We found that some responses from teachers could not easily be taken to reflect neither specialized teacher knowledge, nor the absence thereof.

Keywords: teachers’ professional knowledge, foundation phase, ACT

#84.
GRAPH THEORY, LEARNING PROCESS AND STUDENT PERFORMANCE
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Mathematical graph theory pervades our daily lives. It provides for a natural framework to explain almost every process from architecture, engineering, communication networks, health sciences, to sociology. In this talk, we present a graph-theoretic model to study the dynamics involved in the learning process and the effects thereof on student performance. Our framework incorporates a fair number of factors; it takes into account the existence of information sharing structures in the class, overall cohesion of the class, status of students in the class, their behavior and beliefs, and relations that may exist between students in the class. We use our analytic results to identify possible areas that can be capitalized on to explain and improve student performance in the learning process.

Keywords: graph theory, modelling student performance, learning processes
RESEARCH SUPERVISION: PERCEPTIONS OF POSTGRADUATE STUDENTS AT A HIGHER
EDUCATION INSTITUTION IN KWAZULU-NATAL

C. Muraraneza & NG. Mtshali
University of KwaZulu-Natal

Scientific advancement, particularly in the area of information communication technology (ICT), is challenging the mode of knowledge production in universities. Technology enabled research supervision is changing student demographics by shifting from full-time campus-based to part-time participation. The consequence is an increasing number of postgraduate students who are underprepared in research. Further, in many countries, research competency is not considered a requirement for postgraduate supervision. Consequently, these challenges reduce through-put rate of postgraduate students and increases thesis based dropout rate or prolongs time to completion.

The authors identified the need to exploring postgraduate students’ perceptions on research supervision process using a non-convenience sampling method to select 56 coursework masters nursing students. The Cronbach’s alpha test revealed high reliable instrument (α=0.91). Descriptive statistics and inferential statistical methods were used in data analysis. The findings of the study revealed the majority of participants (66.1%) perceived support from research supervisors at moderate level, and 32.1% perceived it as high. The period of research supervision, mode of attendance and status within the university were identified as factors influencing perceptions of support from research supervisor(s). The findings suggest the need to develop research supervision capacity to improve the quality of service provided to postgraduate students by making the research supervision module in the higher education induction curriculum compulsory, underpinned by the extensive use of ICT to accommodate both part-time and full-time postgraduate students.

Keywords: postgraduate students, postgraduate research supervision.

EXPLORING PERCEPTIONS OF POSTGRADUATE STUDENTS ON INSTITUTIONAL SUPPORT DURING RESEARCH SUPERVISION PROCESS IN SELECTED UNIVERSITY IN KWAZULU NATAL

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Problem statement: Universities have the obligation of supporting postgraduate students in development of useful knowledge; which stimulates the economic growth of the nation. The universities are expected to provide necessary resources for postgraduate research supervision process and ensure that there are strategies promoting the research culture within the institution. However insufficient resources and strategies promoting research culture within universities have been identified as a problem research supervision process at postgraduate level. Since the postgraduate research supervision has been given little importance in nursing despite the extensive growth of coursework master’s degree, this study explore perceptions of postgraduate nursing students on institutional support in research supervision process

Methodology: This study adopted a positivism paradigm, descriptive method, and non-convenience sampling method to select participants. 56 out of 83 coursework masters nursing students, registered on research project module in 2012 participated in this study. Ethical clearance was obtained from the University Ethics Committee. The Cronbach’s alpha test revealed reliable instrument: intellectual climate (α=0.80) and resources (α=0.76). SPSS (19 Version) was used in data analysis and Descriptive statistics were used to present data. Findings: The results showed that, overall, the respondents of this study were satisfied with the availability of resources to support their research, where 50% (28) of the respondents perceived a high level of available resources in their research and 50% (28) perceived a moderate level of available resources from the institution. The majority of respondents (62.5%; n=35) perceived the intellectual climate at the school at a moderate level, with only 26.8% (15) perceiving a high level and 10.7% (6) perceiving a low level. Implication: The perceptions on intellectual climate were scored lower and there is a need to look for strategies that might enhance research culture within the institution. The findings suggest the need of qualitative study for deep exploration on this topic.

Keywords: Postgraduate student, institutional support, research supervision process.
EXAMINING THE EFFECTIVENESS OF A BRIDGING PROGRAMME USING A REGRESSION DISCONTINUITY DESIGN

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In order to bridge the articulation gap that exists between a tertiary and higher education institution augmented teaching programmes have to be introduced often at great cost to the university and the taxpayer. Whereas the success of a particular programme may be attributed to the additional teaching that takes place in that program it may just as easily be argued that some other socio-economic factors may in fact be contributing to the success of students who have been through a bridging program. This paper will use a regression discontinuity design to address this problem. Because a very specific decision rule is being used to assign students to a bridging programme this rule needs to be exploited when it comes to matching the observed outcomes of a bridging student with those of an otherwise identical student who has not been assigned to a bridging programme. We will be applying this methodology to Science students at UKZN.

Keywords: regression discontinuity design, science students success factors

WORK-INTEGRATED LEARNING FOR THE ENGINEERING QUALIFICATIONS: A COG IN THE MACHINE?

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Work-integrated learning (WIL) has been identified as a way of preparing graduates with attributes that make them work ready. Many higher education institutions (HEIs) require their students to go through a compulsory WIL. However a major challenge was the inability of HEIs to place students into WIL programmes. This affects universities throughput, which has adverse effects on their funding. To address this challenge, Durban University of Technology (DUT) is curriculating Engineering Diplomas and Degrees without WIL. This has been approved by the Engineering Council of South Africa (ECSA). In the next few years, many HEIs are likely to do the same. Previous work on WIL has only focused on how to make it effective. No one, to the best of our knowledge, has explored the implications of such a move to the students, HEIs or employers. We used in-depth interviews, which lasted for about one hour each, with 4 Heads of Departments and the Deputy Dean of the Faculty of Engineering at DUT and one focus group discussion with one employer to gain an insight into the new programmes without WIL. Our findings indicate that WIL, in its current form, does not make graduates work ready. Employers use it to either get extra cheap labour or use as a recruitment process. Some students never return to DUT to complete their studies after being recruited during WIL. It is envisaged that the new programme will increase DUT’s throughput, which underpins their funding, without adverse effects to the graduate attributes. These findings have huge implications for HEIs, students and employers. It implies that HEIs can improve throughput, which is desirable for both the HEIs and the students.

Keywords: work-integrated learning, engineering, throughput
Design Thinking (DT) as a project learning methodology allows students to focus on collaboration and the use of internal resources, such as faculty expertise and infrastructure and external resources like knowledge and best practices of other organizations, which are critical factors for both learning and problem solving. DT requires the use of various points of views when looking at a problem, and demonstrates that bringing together apparently dissimilar perspectives can often be the key to finding effective and efficient solutions. This approach encourages students to be as well informed and literate in as many subjects as possible, as they begin to understand that the most complex challenges or problems are often best solved through a multidisciplinary approach. Additionally, DT encourages an empathy-driven and human-centric approach. In DT students learn that in order to build and fully incorporate empathy with end-users as part of final solution, they must connect and create dialogue with the end-user at all the DT stages; during the problem solving process, throughout the rationalization of potential solutions and in the way in which those solutions are eventually defined and prototyped. Consequently, end-users or stakeholders have both the right and power to impact and form the final products or services they obtain. In this presentation I will demonstrate several class and industry practices and case studies which have been conducted in our DT lab at Fatih University jointly with several small and medium companies in Istanbul. I will also provide some evidence about how DT principles such as human-centricity, collaboration, teamwork and prototyping in ways that are concrete, are relevant and readily-applicable to students—better enabling them as future leaders and innovators.

Keywords: design thinking, collaboration, student learning

recognized the role of higher education and postgraduate studies in addressing social challenges; the Church of Sweden (CoS) in 2013, piloted a Masters programme in the area of gender, religion and health at two universities in South Africa – the Universities of KwaZulu-Natal (UKZN) and Stellenbosch University (SUN). This article describes the inception of the CoS Pilot programme, discusses how the objectives of the program were interpreted and implemented, and finally analyses to what extent the research produced by the students as reflected in their final dissertations reflect and push the boundaries of the intersectionality, interdisciplinarity and education for advocacy framing of the Gender, Religion and Health Programme. The article draws on the CoS concept notes, course outlines developed for the core modules as well as a select sample of the final dissertations from the class of 2013. Drawing on feminist and Freiran pedagogical principles, the article concludes that the intersectionality and interdisciplinarity that is required of the gender, religion and health program posed the greatest challenge for Masters level students in both institutions. The authors posit that addressing this challenge will require: 1) greater pedagogical reflection on how to develop these research skills; 2) a shift from an inter-disciplinary framework to a trans-disciplinary one and 3) a clearer understanding of what it means to be working within an education for advocacy paradigm.

Keywords: interdisciplinarity, intersectionality, advocacy
Exploring the use of technology in mathematics teaching within higher education

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Before I considered these as artefacts, they were just things. Personal, professional meaning-making through autobiographical artefact retrieval

We give a reflexive account of autobiographical artefact retrieval as an innovative and responsive pedagogical tool. Drawing on data generated from a semi-structured interview and the use of teacher identities, we consider the complexities and significance of autobiographical artefact retrieval within our students’ learning journeys. Our study aims to unpack how autobiographical artefact retrieval activity facilitates meaning making and professional learning; how it supports the development of a shared understanding of self and others; and how it contributes to the creation of a collaborative learning environment.

Keywords: autobiographical artefact retrieval, meaning-making, personal professional learning.
Effective and engaged teaching practices, it is believed, are those that recognise the importance of making real world connections between the subject material taught, and the students’ experiences, through ‘engaged’ teaching and working to encourage the student to become reflexive and critical thinking societal participants. It is argued that meaningful teaching praxis or ‘engaged pedagogy’ emanates from a teaching philosophy that is driven by the belief that both teaching and learning are collaborative processes between the teacher and the student group. ‘Engaged pedagogy’ thus potentially offers a rich and valuable theoretical scaffold for supporting the framework of ‘performative teaching’ that is able to in turn, foster an emotional as well as a cognitive environment for this collaborative learning. This workshop draws on experiences of teaching a large first year university Anthropology class (>450 and >350) and will attempt to demonstrate that one can use ‘performative teaching’ as a praxis of such an ‘engaged pedagogy’. It is argued that such an approach assists in creating a classroom culture that is sufficiently structured in that it allows one to guide learning of the curricular material, while still being flexible enough to allow the class to follow the contours of a discussion that is organically prompted within the class. The workshop attempts to show how one can (pedagogically) ‘fiddle’ with what is otherwise an austere lecture format and stretch and manipulate this (large) classroom space to be more interactive and creative. Such an engaged pedagogy, the workshop will demonstrate, can articulate through ‘replicable’ performative teaching practices. The theoretical background of the workshop draws on the foundational work of the feminist writer, bell hooks; her framework of ‘teaching to transgress’ (hooks 1994) and her discussion and conceptualisation of an engaged pedagogy which pushes for the classroom to be turned into a place and space where the ‘accepted canons of knowledge can be challenged and questioned’. Critical/engaged pedagogy is thus seen as seeking, not only to critique forms of knowledge canonized in school subjects and academic disciplines, but also to work towards the creation of new forms of (contextually relevant) knowledge, with our students. The workshop is designed to work (practically) with the participants through particular examples of ‘performative teaching’ that are based on such a pedagogical approach. The workshop offers a fluid and flexibly constructed set of pedagogical ‘devices’ of performative teaching that seek to hold the attention of the students in the classroom (a real challenge in large classes!), while also offering insights, crucial for rethinking the epistemological premises of such an effective and creative pedagogy.

Keywords: engaged pedagogy, performative teaching, feminism

#94. BRING ON THE POPCORN!: VIDEO AS PART OF CLASSROOM TEACHING (AND OF COURSE LEARNING)

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Video methodologies in education are not new and form part of the arsenal of innovative pedagogies in a bid to make lessons attractive to students while simultaneously attempting to teach and make the learning experience richer and meaningful. The potential of video as both a teaching and research tool, itself emerged initially, in areas such as anthropology and cultural studies, during the 1980s. This paper draws on a study based on classroom experiences of using video as part of teaching. The paper draws on the analysis of feedback from eight Honours level students in an Anthropology class entitled ‘Southern African Ethnography’, who were tasked to create their own mini video ethnographies. The paper works through the fluidly positioned theoretical lens of grounded theory to probe embedded meanings and emerging relationships from descriptive data collected from the eight Honours level students who documented and created short video ethnographies of what they understood as specific African communities/identities. The students were obliged to face what is termed as the ‘crisis of representation’ that is, the dilemma faced when attempting to represent others and ourselves as we crisscross the fluid and shifting borders and boundaries of gender, ‘race’, identity and ‘culture’. The students were meant to probe and problematise ethnographic (re)presentations of African communities by deconstructing visual representations (of people and identities) in anthropology and the social sciences through the (camera) lens of their own video productions. Emergent findings reveal that the use of networked visual data, tools and methodologies within the context of classroom teaching allows students to reflect more deeply on how observational ‘texts’ are constructed and communicated within textual ethnographies, as well as how the ethnographers’ historical and ideological location shapes the particular ethnography itself. Such learning approaches were seen to challenge the student to critique research practices within a teaching and learning context. Findings also revealed that the visual medium created by the student, and collective classroom viewing of the (produced) ethnographies, helped foster creative embodied spaces for seeing how text based ethnographies produced on the Southern African peoples have been deeply entangled with ideological and contested representations.

Keywords: ethnography, video methodologies, classroom experiences
THE POTENTIAL, CHALLENGES AND RESOURCES FOR IMPROVING TEACHING AND LEARNING IN ENGLISH STUDIES AND IN TERTIARY EDUCATION

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Located amidst the production and analysis of creative, critical and other discursive forms of oral and written expression, English Studies has the potential to make enormous intellectual, social and pedagogical contributions to transformation. But, perhaps like other disciplines in a time of enormous change, there does not seem to be enough clarity about its capacity and about what must be done to address the challenges and needs of intellectual, pedagogical, disciplinary and national-global transformation. I have had three decades of learning, teaching, reflecting, innovating, and wrestling with transformation in conjunctures marked by structural chaos, elite interests and violence, and far too many confused, distracted and under-performing students. There are valuable resources in critical anti-colonial, gender and class, transformative learning and transformational leadership theorists (as exemplified by the prescient work of some liberation poets as early as 1975) to help students prepare for postgraduate work or employment, or both. What is also needed is comprehensive curriculum development and attentiveness to improving students learning experiences through more experiential, participatory and problem-solving methods, and systematic skills development. The plans to extend student national service could be a valuable driver of student development, but this would be more effective as an integral part of tertiary education programmes. Such a strategy would advance the development of more secure, focused and mature students, and strengthen community resources, as well as strengthen the engagement of national tertiary educational institutions with our surrounding communities.

Keywords: English studies, tertiary education, community transformation

JOB SATISFACTION AMONG NON-PH.D ACADEMIC STAFF IN TANZANIA UNIVERSITIES: COMPARATIVE ANALYSIS

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As organizations undertake measures to ensure employee retention, job satisfaction has now become a critical determinant of employee job performance which ultimately translates into the realization of organizational core functions. This study was conducted to understand the overall job satisfaction of non-PhD academic staff in universities in Tanzania. Over the last three decades, for instance, public universities have been facing numerous challenges which have affected their ability to motivate and retain their academic staff. Crumbling situations in public universities is further characterized by limited capacity to absorb all the qualifying applicants has necessitated the increase number of private universities. Although, rapid increase of private universities within a short period of time, stiff competition among major religious denominations to establish private universities and over dependence on tuition fees as their main source of funding has made them unaffordable to many common Tanzanians, thus raising concerns about equity in these private universities. The study was based on Herzberg’s Two-Factor (motivators and hygiene) theory. The main objectives of this study was to (a) determine the level of job satisfaction among non-PhD university academic staff in public and private universities (b) identify the relationship between job satisfaction dimensions (pay, promotion, the work itself, supervision and co-workers) and non-PhD academic staff job performance in public and private universities and (c) determine whether there is any difference in the level of job satisfaction of non-PhD academic staff amongst university category (either public or private university). Universities as critical institutions which were tasked to prepare corps of educated elite to serve the community and entire nation. The study used cross-sectional survey design in collecting data from non-PhD academic staff in both public and private universities in Tanzania. The data for this study was collected using questionnaires which were distributed to 75 non-PhD academic staff from two universities (one private and one public university). In addition, semi-structured interviews were conducted with Deputy Vice Chancellors (DVCs) with the aim of validating the data collected from the questionnaires. This presentation will report on the findings of the study and the implications thereof.

Keywords: job satisfaction, Herzberg’s two-factor (hygiene, motivators) theory, academics
There are three types of universities in the South African higher education sector: traditional/research universities, comprehensive universities and universities of technology. In this paper I offer a critique of this typology and explore its implications for curriculum design and development. In particular, I examine the perceived and real roles and organizational identities of the universities of technology in relation to those of the other two types. I argue that this typology is beginning to influence, in significant ways, the national and institutional trends and patterns in the area of curriculum design and development. Significantly, this typology has a direct impact on the conceptual rigour and transferability of academic programmes within the post-secondary education system as a whole. The paper argues that there should be one basic understanding of what constitutes a university and that there should be no restrictions in terms of what forms of knowledge and skills may be offered at each university regardless of its type. Instead of a hierarchical typology, I argue for a horizontal one premised on the notions of equality and differentiation. The paper further explores distinctions which are often taken for granted between education and training; basic research and applied research; as well as knowledge and skills.

Keywords: curriculum design, organisational identity, differentiation

The purpose of this paper is to explore education studies lecturers' experiences of the use of the prescribed textbook in a South African University in order to reflect on their experiences. Previously, a course/resource pack was used in lectures and in tutorial groups. A prescribed textbook was introduced for the first time this year and the tutorials were stopped. The majority of the education studies lecturers are intermittent contract staff members and only two permanent staff members are involved in the module teaching. The study is qualitative in nature. Data were generated using focus group discussions and semi-structured individual interviews. Purposeful and convenient samples were used to select ten accessible lecturers. Data were analyzed using emerging themes. Before report compilation, data were taken back to the research participants for them to refute or confirm the findings. Using grounded theory, five themes emerged for discussion. The study recommends that teachers' guides be provided to the lecturers, induction of lecturers, consultations with various stakeholders before the textbook is prescribed, and the piloting of the textbook is recommended.

Keywords: textbooks, teachers' guides, induction
The increasing obsession accessing higher education has meant that thinking about investments in higher education has become increasingly commodified and commercialised. Yet, student throughput and achievement cannot be equated with a branded or unbranded commodity on a supermarket shelf. In recent times, issues and debates in South African higher education have focused on understanding the changing landscape of student population and its attendant dynamics in terms of teaching and learning enhancement and development. Since 1996, there has also been extensive structural changes in institutional configurations and reconfigurations of Higher Education Institutions to respond to changing landscapes. This paper argues that even though in relative terms figures in terms of access in South African higher education has grown across demographic lines of race, gender and social class (notwithstanding issues and challenges of retention and throughput), change is yet to be achieved in institutional thinking and processes. The paper therefore makes a case for rethinking the challenges of retention and throughput in South African higher education by looking at how understanding the need for, and appropriate changes in institutional thinking can be a major tipping point for responsive change.

**Keywords:** institutional thinking, throughput, higher education reform
#101.
THE EFFECTS OF ABSENCE ON STUDENT PERFORMANCE: AN ECONOMETRIC ANALYSIS
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Recent technological developments have changed the way students learn. Textbooks and paper have been replaced with electronic gadgets and physical contact with the teacher has been rendered unnecessary by various on line modes of interaction. However, class and tutorial attendance have a positive effect on grade. In many American universities, for instance, lecture attendance is taken more seriously, leading to better student results. Ceteris paribus, mandating classroom attendance and participation could be one of the main reasons why American universities produce better graduates. Meanwhile our own student performance is on the decline regardless of online resources made available to the students ostensibly to improve their performance. Hence this study seeks to examine the effects of absenteeism from lectures and tutorials as well as what impact elearning has on student performance in first and second year economics courses.

Using a sample of 980 students enrolled in principles of microeconomics and macroeconomics classes in the first semester of 2014, data was collected on lecture and tutorial attendance as well as test and exam performance. This study sought to answer the following questions: Is attendance related to performance? What is acceptable absence? Does access to elearning alone affect performance? Do the results change when individual heterogeneity (high school background) is considered? Using the OLS estimation technique, the significance of these variables is measured. The study concludes that there is a positive and significant correlation between attendance and performance. The study also concludes that access to elearning is only effective when complemented by lecture attendance. We therefore recommend that mandating lecture and tutorial attendance and participation will improve the quality of student performance.

Keywords: lecture attendance, student performance, elearning

#102.
NIGERIAN PHD STUDENTS’ EXPERIENCE OF POSTGRADUATE SUPERVISION: SHINE YOUR EYES
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Higher education institutions have been identified as pivotal in the drive towards an international knowledge economy. Postgraduate students’ numbers have increased rapidly especially in an African context. These changes are believed to impact on supervision styles that academics adopt for the new knowledge economy. Despite increasing government interventions in higher education advocating quality output and faster completion rates, high attrition and late completions have remained statistics of international concern. Postgraduate supervision as a factor contributing to these challenges has received little attention in an African context. This article reports on a study that set out to explore PhD students’ experiences of postgraduate supervision in Nigeria. The study used a qualitative, interpretive research design which specifically employed a phenomenographic approach to explore the experiences of fifteen doctoral students. The findings indicated among others an entrenched practice with regard to the supervisor-student selection process, students’ topic selection, and supervisor commitment and care. These findings have important implications for rethinking the supervisor-student relationship with a view to improving students’ experience, support and throughput.

Keywords: students’ experience, postgraduate supervision, phenomenography
#103.
STRATEGIES FOR TEACHING AND MANAGING LARGE CLASSES IN UNIVERSITY

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Following extensive debate on effectively managing large classes, the current study sought to address the following: (1) strategies used by lecturers to manage large classes (2) required skills needed to effectively teach large classes by lecturers and lastly (3) effective assessment practice used by lecturers in large classes. Adopting a descriptive survey research design, a structured questionnaire, with a reliability co-efficient of r=0.87, was administered to one hundred and ten lecturers (N=110) from randomly selected South African Universities. The results showed that engaging students and developing a sense of belonging is the best indicator of effective large class management with (mean=8.6, SD= 12.3); followed by effective assessment practices where possible (eg. online quizzes) with (mean 3.0 SD =.899) and evaluating student understanding regularly through mini quizzes, short tests, class work or true/false responding with (mean 2.8, SD = .752).

Keywords: large classes, effective management, survey design

#104.
STUDENTS’ EXPERIENCES WITH BLENDED LEARNING USING A FLIPPED CLASSROOM APPROACH

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Flipped classrooms have recently emerged as a result of technological, instructional and pedagogical developments. They reflect a specific approach to blended learning in which direct instruction is shifted outside the classroom (in an online learning environment) through the use of digital technologies. Face to face classroom time is rather used for learning activities that are expected to provide opportunities for students to apply and engage more deeply with the knowledge acquired from online instructional resources. Given the dearth of research on the use and effectiveness of this new blended learning approach in higher education, there is a need to examine students’ perspectives and experiences in flipped classrooms. A study was thus undertaken using a mixed-methods research design. It involved 15 students enrolled in a 45-hour module of a Bachelor of Education programme designed and implemented using the flipped classroom approach. Half of the module sessions were delivered online and the remaining sessions were delivered face to face. Moodle was used as the Learning Management System. The aim of this study was to explore students’ perspectives and experiences in a flipped classroom. Qualitative and quantitative data were gathered from students’ online reflection logs, focus groups, online activity logs and questionnaires. Although it was the first time that the students’ were participating in an online learning environment, data analysed from multiple sources indicate that they had more positive learning experiences than negative ones. The study findings contribute to the knowledge base for effective design and implementation of blended learning using a flipped classroom approach. Moreover, they inform practitioners and researchers of some of the factors that need consideration in the use of flipped classrooms with higher education students.

Keywords: flipped classrooms, blended learning, online learning environments
#105.
PHARMACY STUDENTS' OPINIONS TOWARDS ACTIVE LEARNING
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Background: Academics are faced with providing ‘learning that lasts’ despite ever-increasing student numbers. Active learning is an efficient way to engage larger classes, and improve the quality of students’ learning. While clickers have been increasingly used as a tool to promote active learning, also in health sciences, little is known about the students’ perception towards this.

Objectives: The objective of this study was thus to investigate the opinions and perceptions of level 2 pharmacy students towards active learning with clickers.

Methods: A questionnaire was used to measure students’ opinions and perceptions towards active learning. Students were also asked to provide examples of active learning that they found most beneficial, in addition to describing what they liked most about active learning.

Results: Feedback from students with regards to active learning indicates that the students found small group discussion and the involvement with other students very positive. There was also a positive indication that this method of teaching improved students’ understanding of the course content – students indicated that they had a better understanding of the lectures and enjoyed using clickers.

Conclusion: Active learning was incorporated into an undergraduate BPharm module to improve student learning in a larger group. According to student feedback this strategy was effective in that students interacted more with each other, learned from their peers, and had a better understanding of concepts covered – it is thus clear that active learning achieved its goal.

Keywords: active learning, team-based learning, perceptions

#106.
UNDERSTANDING WHO ATTENDS FIRST YEAR CHEMISTRY SUPPLEMENTAL INSTRUCTION AND WHY?
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While it is true that student retention programmes abound on our campuses, most institutions have not taken student retention seriously. They have done little to change the essential character of the school or college, little to alter the prevailing character of student educational experiences and therefore little to address the deeper roots of student retention. This paper therefore seeks to explore who are the students that attend the sessions and what are their experiences of these sessions in addressing student retention and throughput. Supplemental Instruction (SI) is a peer learning academic development programme that targets high risk courses. The SI programme was introduced to the College of Agriculture, Engineering and Science in 2008 to improve the throughput rates in the college. SI is a voluntary programme in the college that uses trained and monitored SI leaders who conduct the SI sessions. SI is based on active learning principles and where students are developed to take responsibility for their learning. Data was collected using questionnaires and focus group interviews with students. Data was analyzed using a mixed methodology. There were several themes (gender, academic performance, ethnicity and academic culture) that emerged to describe categories of students who attended SI sessions regularly. Further, it was found that students who attended SI sessions regularly showed improvement in their test and examination results. It is therefore argued that understanding the needs of the different categories of students attending the SI learning spaces and the deficiencies of the programme allows for development of the academic support programme to ensure student success, retention and throughput.

Keywords: supplemental instruction, academic monitoring and support.
In 2006, UKZN implemented its Academic Monitoring and Support and Exclusions Policy, where it was acknowledged that Academic Monitoring and Support (AMS) is important to retain students through a wide range of student-focused support systems and learning environments that would enable them to complete their studies successfully. All four Colleges implemented the AMS programmes ensuring that eligibility was open to all students, irrespective of their risk status to enhance overall academic performance and retention. In 2011, the AMS Review Report, by UKZN’s Quality Promotions and Assurance, confirmed a number of functional systems and practices that were in place in the various colleges. The report further highlighted the existence of substantial variations in the practices, the conceptualisation of roles and responsibilities as well as naming of AMS personnel across the Colleges.

This study aims to understand the present academic monitoring and support structures within UKZN with a purpose of informing a common vision policy and practice framework. A qualitative methodology was adopted to determine how academic monitoring and support practitioners are defined in terms of their job description in the various colleges at UKZN as well as their roles and responsibilities within the AMS programmes in the different schools. A questionnaire was designed to gather information on biographical data, job profile and responsibilities of these practitioners. A total of 71 AMS practitioners from across the four colleges were surveyed. This was followed by a focus group interview with academic development officers/academic development coordinators in each of the colleges. A thematic analysis of data revealed several discrepancies with respect to the AMS models used by the different colleges or schools at UKZN, for example, with respect to nature of their employment contracts, AMS practitioners’ professional rank, qualifications, the gender bias prevalent amongst AMS practitioners and the roles and responsibility of AMS practitioners. Further, the focus group interviews revealed two key themes with respect to the roles and responsibilities of AMS practitioners’ viz. challenges experienced working within the AMS structures and opportunities for improvement of the current AMS structures.

Keywords: academic monitoring and support, AMS practitioners, roles and responsibilities

Course renewal initiatives in higher education have been ongoing for over half a century. Different organizational cultural contexts and institutional politics in different regions of the world bring a whole new meaning to course renewal. Often, course renewal processes are initiated within course and program teams or by senior institutional management teams. Among the dichotomized approaches to course renewal is a sharp division between dogmatic managerial (senior manager to course director) instructive models and intrinsically motivated participatory (course and program team) collaborative models. This paper presents a critical review of the international literature on course renewal with anecdotal references based on the authors’ experience in course renewal processes in different higher education systems. The authors present the harsh truth about managing course renewal initiatives in a candid critique of international practice.

Keywords: course renewal, organizational culture, collaborative models
This research is a study of the impact of the implementation of an innovative approach in the teaching of a specific module in the initial professional development of trainee teachers of the Mauritian primary sector. The general feedback gathered from practicing teachers in Mauritius is that they scarcely put into practice the educational theories learned during their professional development so that their teaching seem to remain in the traditional chalk and talk approach. There seems to be a dissonance between the philosophy of teacher education and the pedagogical practice in the classroom especially in the primary sector. One of the main arguments of the teachers about the reasons why they do not adopt more progressive and innovative approaches to teaching and learning is that, they have not been able to grasp sufficiently the pedagogical concepts and master the teaching strategies in order to put them into practice. This situation has always posed a challenge to teacher educators who are sometimes looking for ways to make the content of the teacher education programmes more meaningful to their students. This presentation will discuss the finding of an action research project, intended to analyse the extent to which the implementation of problem-based learning (PBL) has helped in bridging the gap between theory and practice in teacher education. It also examined the use of PBL as a teaching and learning tool to transform trainee teachers from passive recipients of educational theories and pedagogical principles into active, self-directed and reflective learners taking ownership of their learning.

**Keywords:** PBL, teacher trainees, action research

The ideology of marketing practice and marketing as a discipline has remained fairly stable and unchallenged in capitalist society. Marketing has long been founded on the principles of the marketing concept and a consumer orientation that focuses on the satisfaction of wants and needs whilst promoting greater consumption. Particularly from this ideological context, consumers have been socialised into accepting current marketing practice as normal and acceptable. This may account for why concepts such as sustainability marketing have not been easily mainstreamed into marketing practice let alone marketing curriculum. This hegemony in how marketing is practiced is considered in the context of sustainability and its implications for a sustainability marketing curriculum. This paper reports on a study that involved expert-opinion interviews with a group of 6 diverse participants. These participants provided input from a multiplicity of perspectives that were informed by their various positions as academics, academic heads of department, sustainability expert, student and marketing practitioners. The results of the research study revealed that the sustainability discourse in a marketing context is a complex issue and operates at the level of rhetoric in some cases, whilst in other cases a business perspective dominates whereas other cases show a deeper personal value system that informs views of sustainability. The implication of this is that in order to challenge the ideological underpinnings of marketing that is steeped in a neoliberal context, a nuanced understanding of how such different perspectives derive their conception and application may provide useful insights into theorising possibilities for marketing curriculum change that addresses a move towards the inclusion of a sustainability discourse.

**Keywords:** sustainability discourse, marketing, curriculum
#111. KEYNOTE ADDRESS
WHAT KNOWLEDGE IS OF MOST WORTH? THE QUESTION OF UNDERGRADUATE CURRICULUM REFORM

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Focusing on the CHE Discussion Document - Undergraduate Curriculum Reform in South Africa: The Case for Flexible Curriculum Structure - and referencing both the UKZN Response and Curriculum Studies in South Africa (a project focused on the state of curriculum reform, research and development in South Africa), I examine the question of undergraduate curriculum reform, including its relation to national history, culture, and globalization. Because this multivariate context is crucial in comprehending what is at stake in curriculum reform, one element – such as “structure” – cannot be cast as the key contributor to educational accomplishment. After critiquing the Proposal – its ahistorical, neoliberal, systemic inflexibility coupled with evidence-less assertions are among its crippling problems – I will critique the UKZN response as well. Among its problems include its embrace of skills over (especially canonical or “Western”) knowledge, its inflationary rhetoric (calling for “emancipatory” higher education when the academic integrity itself seems at stake), and its concessionary note that with “proper” management the CHE proposal could be implemented. After praising UKZN’s endorsement of institutional autonomy, its critique of commodification, its affirmation of indigenous languages and knowledges, and its cautionary note concerning systemic school reform, I conclude with associated concepts from curriculum research and development in South Africa that can reconceptualise the question of undergraduate curriculum reform.

Keywords: curriculum reform, knowledge, undergraduate

#112. WORKSHOP
REPOSITIONING STUDENTS AS CENTRAL IN CURRICULUM REFORM: CONTEXT, CONVICTION, INCORPORATION

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In China’s current curriculum reform the status of students is shifting. Relying on my study of China’s reform and a book by Ben Williamson on the future of curriculum, I will sketch the context of this shift, its enactment of ethical conviction in China, and its corporatization in significant sections of the West. The juxtaposition of the two – the repositioning of students in China and in the West can contribute to our appreciation of how crucial context is to understanding curriculum. In the West, Williamson’s work represents the cutting edge of corporatization, indeed the end of public education by its incorporation as a business. Machines substitute for intellectual substance, online sequences for dialogical encounter and subjective presence. Corporate employees, not academic specialists will be hired to develop curriculum and to evaluate its consequences, themselves reduced to numbers on standardized tests. As corporate employees, teachers will be demoted from public to domestic servants, subservient to company policies not committed to truth telling and to the education of children as human beings. Students in corporatized world Williamson describes are, first and finally, future employees. In China’s curriculum reform, history and culture couple with contemporary concerns, and the nation – not the economy – remains primary. Can capitalism incorporate the humanistic and civic concerns that animate China’s contemporary curriculum reform? Can China’s curriculum scholars and schoolteachers chart their own distinctive course? Can South Africa’s?

Keywords: curriculum reform, China, students
Public relations (PR), by its very nature, is a practice of managing flow of information between an individual or organisation and the public with the purpose of building a positive image in the mind of the targeted audience or general public. At the heart of PR practices is the notion of communication. Since ancient times and the 1900s when PR was born as Public Bureau, PR has been guided by theories of rhetoric. Rhetoric has always been undergirded by patriarchal bias as its consistent purpose has always been the intent to change others, that is, it has always been underlined by control and domination. Standard theories of rhetoric (conquest, conversion and advice) with their inherent intent to persuade and influence others has had a great impact on PR and how it is taught in universities and other learning institutions. In this presentation, we report on a study undertaken to identify and understand better illuminated and accentuated modes of communication in advanced undergraduate classrooms of one University of Technology. Videotaped observations and semi-structured interviews with two lecturers as well as two focus group interviews with their students provide the basis of discerning dominant modes of communication. The study was undertaken within the framework of emerging, less patriarchal theories of rhetoric such as one suggested by Sonia Foss called invitational rhetoric.

**Keywords**: rhetoric, public relations, communication

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The purpose of this paper is to compare and analyse the use of different community based learning spaces and environments as a pedagogical resource for student learning through university community engagement. It draws on the findings from a recently completed community engagement and service learning action research project whereby students responded to NGO community requests for assistance to work in small teams with grass roots communities. The methodology included initial consultations between NGO communities and the participating students with follow up observations and interviews with students, the NGOs and, where possible, their grass roots community participants. This paper reports on three case studies which were: two students participating in an early child development project in a semi-rural township, two students assisting with interviews about local experiences of hunger for a film on hunger and poverty, four students assisting with monitoring and evaluating reading club activities in a rural location as part of a national reading campaign. The paper compares the student, NGO and community reflections of the community engagement experience from the three case studies, drawing on students from politics and policy studies, education and development service learning courses and from a policy development monitoring and evaluation masters course. The findings suggest that students and community members engaged in mutual learning through a dialogic and reflexive process that enabled application of theory as well as broader learning related to power dynamics and co-creation of knowledge between community members and students. However the engagement initiatives require considerable preparatory discussions to clarify competing goals and values between the different agencies. Moreover, more learning could take place if the pedagogical process factored in ongoing reflexive dialogic meetings between all participants and if the engagement activity took place over a longer period of time. This latter finding in particular has implications for how service learning is structured as a timetabled course, rather than a block internship.

**Keywords**: community engagement, service learning
UKZN’s Environmental Science BScHons programme is a highly interdisciplinary programme combining physical and social science modules, and offered in both Durban and Pietermaritzburg campuses. The programme has been heavily oversubscribed for the past few years, the number of applicants vastly exceeding supervising staff capacity. Here I analyse students’ performance in the 2010-2013 Durban classes, with a view to potentially improving the selection process for admission into the programme. Current selection is based strictly on the Level 3 marks in modules viewed as relevant to the programme. The data presented here show that incorporating the number of years taken by students to complete their undergraduate degree (suggested as a possible additional selection criterion) does not substantially improve prediction of their overall performance at Honours level, although it does improve prediction of their performance specifically in the Research Project, with potential implications for future performance at Master’s and doctoral levels. Implications of these findings for future developments in the programme are discussed.

Keywords: student selection, interdisciplinary programmes, student performance

The aim of the paper is to reflect on and analyse the preparation of accounting teachers from the perspective of critical accounting as the theoretical framework. There are many challenges in the FET – school accounting classrooms where teachers struggle with knowledge content and pedagogical knowledge related to classroom practices. In this paper we argue that many of these challenges can be resolved if we adopt principles and ideas from critical accounting as bases for preparing aspirant teachers. Such improved quality as argued in this paper is marked by effective teaching and learning strategies which are learner-centred, promote self-regulated learning, and are compatible with the prescripts of a democratic constitution of the country such as equity, social justice, peace, freedom and hope. The paper concludes by arguing that critical accounting is not separate from accounting practice in general. Instead, it is seen as the means of reflecting or interacting with accounting information in order to challenge the hegemonic and counter-transformatory understandings that are conventionally generated to disempower and further marginalise the subaltern communities. Critical accounting is used as both the lens and the mode of teacher preparation. As a mode of teaching it seems to hold the promise of teaching accounting which is more than just “training for work” and “skill development”. It is an approach geared towards actualising the aspirations for the individual, social and economic well-being in ways that empower and transform. This paper therefore looks at the challenges of teaching and learning accounting and suggests ways in which these could be resolved through a teacher preparation approach which is grounded on critical accounting strategies.

Keywords: critical accounting research, teaching-practise, classroom practices
#117.
DIFFERENT ACCESS TO COMPUTER AND INTERNET RESOURCES INTRODUCES INEQUALITIES IN OUTCOMES FOR COURSES IN MASSIVE ONLINE COURSE FORMAT

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The Massive Open Online Course (MOOC) format, where lectures and other course materials are accessed online, is becoming increasingly common. This study evaluates the usefulness of the method at Universities in developing world contexts such as UKZN. Approximately half of a module was delivered via traditional face-to-face lectures, and the other half with online lectures and supplementary materials using the Moodle online learning platform. All course readings were delivered online. Results showed that viewing online lectures predicted final course marks, as did attending face-to-face lectures and accessing course readings online. Hierarchical linear regression showed that accessing online and offline lectures predicted final marks independently, but accessing course readings online overlapped with viewing online lectures, suggesting similarity in underlying processes, possibly related to differences in students' access to internet connected computer facilities. This interpretation was supported by a significant relationship between students' mode of access to the internet (either in university student computer facilities or on their own devices) and the extent to which they actually accessed online lectures and readings. Access to online materials was not predicted by previous educational exposure to computers or present comfort with technology, but access to online materials and final marks were predicted by students' means of access to internet-connected computers. These results indicate that using Massive Online Course formats in contexts where students have large differences in access to internet-connected computers introduces systematic inequalities in outcomes.

Keywords: MOOCs, IT facilities, higher education

#118.
SOCIAL REPRESENTATIONS OF HIV/AIDS IN A HIGHER EDUCATION BUSINESS MANAGEMENT TEXTBOOK: A CRITICAL DISCOURSE ANALYSIS

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Empirical studies suggests that social representations of HIV/AIDS are clearly evident in Higher education textbooks that present HIV/AIDS as anchoring notions of otherness, death, victimization, and culpability. However studies pertaining to the social representations of HIV/AIDS in many social sciences textbooks more specifically Business management textbooks are not so readily available. The main thrust of this article was to unpack the social representations of HIV/AIDS that made up the prescribed 'text' and illustrate how power relations and hegemonic order function within text. Using a qualitative framework, this article reports on the findings that emerged from a study using critical discourse analysis (CDA) that drew on the idea of 'Topicalisation' to debunk the hidden ideological meanings behind the written 'word' presented in the Business management textbook. In effect, the data of this study was in keeping with the literature that reflected HIV/AIDS as a social problem that was presented to represent the social institutions of society. In addition, the recommendations was to create further research into the pedagogical supplementation of the prescribed textbooks to establish if business management lecturers are critical practitioners in lectures and are not relying extensively on the prescribed textbook as the main legitimate source of pedagogy. Further recommendations was to unpack and expose the hidden perspective and deeper insights of whose interest is being served, through the exclusive use of prescribed business management textbooks at higher education institutions.

Keywords: HIV/AIDS, higher education, textbooks
#119.
THE TRANSITION TO BLENDED LEARNING: PILOTING AN E-LEARNING RESEARCH METHODS MODULE FOR POSTGRADUATE MEDICAL STUDENTS

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Background: Technology enhanced learning is recognized as an effective medium to enable and support medical education. The Master of Medicine (MMED) programme in the School of Clinical Medicine admits medical doctors engaged in specialization. Supporting the research component of the programme is a mandatory semester-based research methodology module. The transition from face-to-face instruction to online learning was motivated by the need to provide distance learning opportunities, to offer flexibility of access to content and an enhanced pedagogical experience, and to provide a mechanism for tracking student progress and supervisor feedback. The online research methodology module, complemented by small group face-to-face discussions, was developed and piloted in July 2013.

Method: A 16-week online learning module was developed on the Moodle platform. The primary outcome of this module is the production of a research protocol. Content is presented within discrete learning units either as text, sound, graphics or images. Students engage with the content and respond to end of unit tasks relative to their selected research focus area. Tasks are designed first, to evaluate the application of content to the student’s selected area of research, and second to respond to the requirements for protocol approval. Collectively the task submissions generate the research protocol for the proposed study. Students receive feedback from the module coordinator, research advisor and during small group discussions. Training was a necessary precursor to the module implementation. Ninety students participated voluntarily on the module.

Results: Thirty students completed all learning tasks and the protocol submission. A changed learning context, difficulties with technology and student self-regulation have been observed as perceived challenges to the online module.

Conclusion: The module provides opportunities for self-directed, flexible learning. It presents a structured method to produce an ethically sound research protocol. Feedback is important to inform the development of the module.

Keywords: online learning, research methods module, Moodle

#120.
SOCIAL POLICY EDUCATION FOR CHANGE: SOUTH AFRICAN STUDENT PERSPECTIVES ON THE GLOBAL AGENDA FOR SOCIAL WORK AND SOCIAL DEVELOPMENT

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The Global Agenda for Social Work and Social Development acknowledges the unequal consequences of global, political and economic ideologies that have contributed to high levels of human rights violations, increased poverty and inequality both in the Global North and South and advocates for a new world order which makes a reality of respect for human rights and dignity and a different structure of human relationships. The Agenda strengthens the commitment and profile of social workers to make a foundational contribution to policy formulation and implementation. As future social policy advocates, social work students need to embrace the challenge that we can no longer be satisfied with merely mitigating the negative effects of poverty, inequality and unemployment in our daily practice when many of these development problems are associated with neoliberal economic policies. The Global Agenda was introduced to social work students through the teaching of a social policy module at a South African University and a Graduate School of Social Work in the United States. The initial phase examined South African student perspectives, while the next phase will incorporate the perspectives of U.S social work students. I begin from the premise that the four pillars of the Global Agenda cut across these two various nation states and must be understood within the socio-economic and political context of social work practice. Based on written submissions of 58 social work students from one South African university (UKZN), this paper provides insight into students’ perspectives of the Agenda and its relevance as a tool for practice in South Africa. The paper concludes by suggesting that the Global Agenda as a teaching tool provides students with the opportunity to enhance their policy analytical skills and that this is an initiative worth repeating. This paper contributes to the body of knowledge in two ways: providing a nuanced understanding of social policy education in the US and South Africa and secondly, by reiterating the importance of training social work students as policy advocates to enhance Social Work’s contribution to a world in social crisis.

Keywords: social policy, advocacy, local practice
#121.
A CALL TO DIGITAL EMPOWERMENT

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The Horizon Report Higher Education Edition 2014 identifies digital fluency among faculty as a solvable challenge, the solution of which will create better use of digital teaching and learning opportunities as well as having a trickledown effect encouraging digital literacy amongst students. This paper explores the issues raised by the report and coupled with personal experience, highlights that while the Horizon Report locates itself in first world, supposedly digitally literate environments, the local context has the same issues, but starker. It examines both the faculty and student elements that throw this starkness into relief. Elements of a research grant proposal arising out of this are discussed which examine how digital fluency and its impact can be meaningfully established. Anticipated findings are considered in the light of a model of digital impoverishment.

**Keywords:** digital fluency, teaching & learning, digital literacy

#122.
FLIPPING THE LEARNING ENVIRONMENT: AN EXPLORATION OF ONE WAY THAT UKZN IS LOOKING TO DELIVER LECTURES IN A MASSIFIED ENVIRONMENT

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As institutions of higher education become increasingly massified and funds are not scaled upwards to deal with the increased student intake, it becomes necessary to develop resources which allow the necessary scaling of delivery to students within a budget that is not increased to match the larger student numbers. One way of doing this is to stream live lectures, but the alternative of delivering pre-recorded lectures also is a possibility. Alternatives such as this cannot however be viewed from only a technological dimension, but also have to be considered from the point of view of teaching praxis. A suggested approach for this is flipped learning which inverts the normal approach to teaching and learning. This paper explores the notion of flipped learning, considers how it may assist in the delivery of learning to the students, and discusses barriers to its adoption.

**Keywords:** flipped learning, teaching praxis, adoption
This paper investigates a major challenge facing Life Science lecturers at South African universities in the context of massification and its implications for active learning. Learning is archived when students are mentally and physically involved in the learning process. In the Life Sciences, this type of learning is achieved mainly through field trips. However, with increased class sizes (100+ students), this is impossible for a lecturer to organize. In light of the above, and drawing from a social constructivist framework, lecturers at the University of KwaZulu-Natal in conjunction with Bhejane Nature Training have developed a peer-to-peer-skills-transfer-model (peeragogy). Assuming a group of 100-150 students, this model allows a contact ratio of 1 training assistant to 9-12 students. A senior field supervisor, would in turn be allocated to oversee 2-3 training assistants, with a single university lecturer assisting the senior field supervisors. This model is different from other forms of peeragogy, due to: intensive interaction between students and training staff; different learning outcomes for both sets of peers; and the generation of voluminous scientific data. The average contact time per student per day is 1.5 hours, one-on-one. Learning outcomes for university students are: identification and field data collection skills; and practical research methodology. Learning outcomes for trainee guides are: facilitation; guiding; and group and time management skills. The research generated by just 40 students working on a rocky shore would generate the same volume of data as a single researcher working 8 hours a day, taking 21 months to collate. Preliminary findings show that this model facilitates an opportunity for more effective active learning as well as generating significant volumes of reliable data in short time periods despite large class sizes.

**Keywords:** peeragogy, active learning, life sciences
The rationale for this paper emerged from debates on the purpose of higher education and, specifically, the purpose of business education within the context of the current global financial crisis. Public intellectuals blame (in part) the financial crisis on business school curriculum. Since 2007 empirical work on business school curriculum demonstrates a questioning of the purpose of the role of business education, the legitimacy of business schools as part of universities, the values that they transmit to students as well as the ways in which values of business school academics are transmitted to students. Critical theorists contend that management studies as a core component of business education needs to be unpacked. This unpacking renders visible the implicit and explicit values of the mainstream curriculum. In so doing it asks the question: what is the intellectual project of management studies? This then raises questions about the role of moral economy, critical theory and value transmission within management studies. This has empirical and policy implications for the ways in which we curriculate and teach management studies. Much of the empirical work on critical management studies is based in the global North. This study addresses this bias by demonstrating how a CMS project can develop in a global South context. The research design is an exploratory case study of human resources management (HRM) curriculum and pedagogy at UKZN. Six focus groups were conducted with HRM Masters students, five in-depth interviews were conducted with academic staff in the discipline of HRM and one interview was conducted with a representative of an HRM professional body. Themes that emerge from the data indicate that whilst critical reflexivity exists amongst students and staff, this reflexivity does not always translate into pedagogical practice. The reasons for lack of translation are nuanced and varied but broadly relate to the perception of disciplinary knowledge as independent of personal value systems. A set of interventions are suggested for ways in which a CMS approach can be adopted in the HRM curriculum and the value of such an approach.

**Keywords:** critical theory, human resources management, critical reflexivity

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This paper reports on a research project which looks at the role of the curriculum officer's forum as a model for professional development to promote scholarship of pedagogy at a university of technology (UoT). The curriculum officer’s forum project seeks to transform curriculum, teaching, learning and assessment practices in line with the higher education qualification sub-framework (HEQSF) of 2013. The project aims to empower academic staff members, nominated by their faculties, to improve pedagogic practices within their respective faculties and academic departments. The curriculum officer’s forum has been central to initiatives regarding curriculum development and design of new qualifications in response to various national policies. Central to this project is the cultivation of agentic professional identity of academics who would be able to challenge and provide alternatives to dominant thinking and discourses in their various fields and disciplines, be they from professional bodies, business groupings, including state symbolic control. The main question guiding this research project was: to what extent is the curriculum officer’s forum project enabling or constraining cultivation of an agentic professional identity essential in curriculum development? We interrogated ways in which academics in this curriculum forum project are inducted in legitimate ways of knowing, acting and being in this professional field. We used legitimation code theory, in particular semantic codes to account for the underlying structuring principles of various practices privileged in this forum. We drew our data from reflections, presentations and interviews with curriculum officers from various faculties across the university. We then developed the external language of description (empirical referents) from the theory in developing a translation device to analyse this data. The data reveals dominance of the figurative code and this resonates with the objectives of the project. However, curriculum officers on the other hand prefer prosaic code as they call for clear guidelines or procedures to guide curriculum processes instead of abstract theoretical tools which we use to guide the practice.

**Keywords:** agentic, discursive practice, curriculum forum
In the community development discipline, project planning is offered as a module which is mainly theoretical. Though the theoretical component of this module is important, the use of practical pedagogies that are essential in enhancing the learning process seem to be lacking. This presentation is a report on a project that applied the use of participatory techniques, logical framework approach, tablet personal computers and Microsoft excel planning tool in order to enable community development undergraduate students to gain an innovative and transformative experience. The community engagement approach, participatory techniques and purposive sampling were applied. Twelve community development students were selected according to their academic performance in the programme/project planning module. They engaged in interactive online lectures and workshops and were tasked to apply participatory techniques in facilitating community participants to create a logical framework as a project planning tool, take pictures of the micro-environment and produce complete and sustainable project plans. Results showed that this project had a positive impact on the teaching-learning process due to students' exposure to IT and the use of participatory methods as practical components of the module. Students documented the positive impact this project had on each of them, that included individual and group reflective essays, evaluation forms and project reports. Students produced complete sustainable and implementable evidence-based project plans and case studies based on new knowledge that was acquired through the use of already mentioned tools. Such products have a potential to be applied to future teaching and learning. In conclusion, the implications of integrating practical activities in conjunction with IT cannot be overestimated, in order to enable students learning and teaching to be on the par with international standards.

**Keywords:** community engagement, project planning, technology

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Higher education policy on widening and deepening access to achieve universal higher education has created major challenges related to quality of delivery and quality of products. At the moment Zimbabwe like any other developing country is facing challenges of combining access and quality and in the final analysis access tends to override quality. While higher education is inevitably about human resources development and national development, policies on access have counted against quality. Access to higher education in Zimbabwe remains one of the mechanisms for achieving economic growth. While there is need to increase access to higher education in Zimbabwe, to enable the country to increase the human capital required for economic growth, there is also need to ensure quality assurance frameworks. Increased student access to higher education does not provide for national economic development if not accompanied by quality. At the fourth International conference on Adult Education (Paris 1985), the right to learn was defined as the right to have access to educational resources and to develop individual and collective skills, value and knowledge through quality educational programmes.

The focus was on university education in Zimbabwe with reference also made to developing countries in Africa. The study was a qualitative study which examined the extent to which policies on access to higher education compromised the much needed quality in an educational system. I established that the quality of higher education is crucial for any nation, and more importantly developing nations but the gold standards of excellence that were explicitly sought by the early elitist universities have gradually been compromised due to the mystification of higher education.

**Keywords:** massification, quality, higher education
#129.
**CHALLENGES OF ACHIEVING QUALITY TEACHER EDUCATION: THE CASE OF SECONDARY TEACHER EDUCATION IN ZIMBABWE**

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Recent developments in Teacher Education in Zimbabwe and the rest of Africa show that teacher education institutions are subjected to the combined pressure of very serious external constraints, including increases in demand, stagnant budgets as well as other internal constraints. Most of these constraints are constituted by poor internal efficiency to the detriment of pedagogical activities which in turn affects the quality of teaching and learning processes. Teacher Education institutions are required to effectively respond to the challenge of providing high quality education if the nation is to achieve economic growth. The deep and multidimensional crisis of teacher education which Zimbabwe is currently witnessing compels us to look at the challenges these institutions are facing in their effort to provide for quality education to their learners. In Zimbabwe, the quality of teacher education continues to deteriorate in terms of its quality and this has in turn affected the quality of teaching and learning in secondary schools which in the final analysis affects learners in higher education. This presentation is framed within a critical and realist philosophy propounded by Roy Baskar and Margaret Archer. The paper presents findings from a qualitative study conducted in Zimbabwe secondary teacher education colleges to establish the major factors contributing to the declining quality of secondary teacher education. The study established that teacher education institutions in Zimbabwe like any other developing nation are faced with diminishing public funds which affects the provision of quality education. The study also established that there are social reality elements such as structure, culture and agency that affect the achievement of quality in teacher education.

**Keywords:** teacher education, critical realism, quality

#130.
**MODELING FACTORS SHAPING POSTGRADUATE RESEARCH SUPERVISION IN HIGHER EDUCATION**

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This paper seeks to develop a theoretical framework on factors that shape postgraduate research supervision amid massification and internationalization in higher education. A variety of supervision styles are identified and discussed to ascertain how the supervision process integrates external factors with individual factors to produce research and postgraduate output. Seven broad factors are identified and modeled to produce an interactive supervision framework. These factors are: diversification, attrition and massification; supervision pedagogy; government policy and sources of funding; distance learning; internationalization and technological advances; policies, institutions and governance; knowledge sharing; and workload and resource availability. These seven factors are further broken down in subcategories and the grouped into systematic and unsystematic factors that interact with supervision and supervision pedagogy to yield timely completion, increased output and quality enhancement of postgraduate supervision in higher education. The framework developed in this study can be used to empirically test the factors shaping postgraduate research in higher education.

**Keywords:** attrition, massification and internationalisation
One way of improving the teaching and learning of science at schools and tertiary institution is to teach from research based teaching-learning sequences. Teaching-learning sequences (TLS) in chemistry education have been viewed as an effective teaching approach. The TLS in this study are described as a systematic way of ordering and presenting learning activities to students in a series of events aimed at concept development. This study examines the relationship between TLS of chemistry topics at high school and teachers' profile such as location of schools in KwaZulu-Natal. The purpose of this study was to explore the relationship between sequencing in chemistry and teachers' profile. This paper argues that the manner in which teachers organise TLS for chemistry topics is determined by many factors such as teaching facilities, experience and location of schools. The current study employs a learning demand tool as a theoretical framework. This framework provides a deductive nature to data analysis and interpretations. A quantitative approach was used to collect and analysis data. Data were collected through a survey. The survey was completed by 227 physical science teachers. An analysis of variance (ANOVA) and post hoc-tukey testing were carried out to establish the significant of how teachers organized TLS of chemistry topics and teachers' profile. The results indicate that teaching experience, location of schools and availability of teaching facilities have some limited influenced on the ways in which teachers sequence chemistry topics. The implications of the findings offer insights regarding sequencing topics in the curricula in higher institutions of learning.

**Keywords:** sequencing, chemistry topics, teachers

The Bachelor of Social Work degree is a four year undergraduate professional degree which requires students to demonstrate competency in 27 exit level outcomes. Students need to develop not only theoretical knowledge but also the skills required for professional practice. In the first two years, students learn skills in the classroom in preparation for fieldwork practice in the third and fourth year. Increased student numbers have made teaching social work interviewing skills in the classroom increasingly difficult. Role plays have been a way of teaching interviewing skills but larger classes have meant that there is insufficient time for each student to have a turn at role playing, as well as practical difficulties such as students sitting at the back not being able to hear. Students have also been reluctant to perform role plays on front of such large numbers. This prompted the lecturers to consider using alternate methods and in 2014, we piloted an audio-video assessment of student interviewing skills in the SOWK211 class of 102 students. Students were divided into groups and over a period of 5 weeks each student had an opportunity to do a role paly which was video recorded using the students' cell phones. These were then uploaded to UKZNtube and group members and the lecturers commented on the videos. Students then wrote a reflection report on the experience. Drawing on the student reflection reports, the formal evaluation by students and the lecturers' experiences, this paper will evaluate the overall process of using audio-visual technologies to teach social work interviewing skills. The impact on student engagement and learning will be considered and the challenges will be identified. Finally, recommendations for improvements will be made.

**Keywords:** social work, audio-visual technology, interviewing skills
This paper discusses the proposed safer learning environments project which involves working towards reducing gender-based-violence (GBV) within the higher education sector and schools. It responds to the concern about what constitutes quality, appropriate and relevant higher education curriculum teaching and learning practices within our specific context. Sadly, South Africa’s move to democracy has been coupled with high levels of violence, and as levels of violence have increased in society, so too have gender-based violence levels in institutions of learning. The proposed project proceeds from the premise that the achievement of quality education demands creating safe learning spaces and requires extensive and integrated interventions focusing on reducing GBV that move beyond strengthening of security measures and punishment. The safer learning environments project aims to actively engage students and learners in reflecting on and challenging social and cultural norms that contribute to violent expressions and to work towards deep change by developing alternatives with them rather than for them. The overall methodological approach comprises three phases using quantitative and qualitative methods separately and together. The first phase is quantitative comprising an online survey. The sample will comprise all students registered at the Edgewood campus. This will provide important baseline data for the second phase which comprises qualitative approaches using participatory methods. The participants in the second phase will comprise resident students in the School of Education. Working with this sample is significant because these students are either practitioners or pre-service practitioners. The emphases will include addressing their own experiences of GBV as victims and/or perpetrators as well as preparing them for their roles as teachers who are better equipped to address GBV in schools. The third phase will involve collaboration between researchers, student teachers and selected schools, using participatory methods to identify problems and work towards creating safer learning environments in schools.

Keywords: gender-based-violence, university residences, learning environments

Gravity, density and waves immediately conjure up images related to Physics, however in semantic terms these provide a powerful analytical tool of viewing how the process of specialisation works in pedagogy. This research contributes to understanding the process nature of pedagogy. Legitimation code theory (LCT) with its concepts of gravity, density and waves exposes the underlying mechanisms and principles shaping disciplinary knowledge and pedagogical practices. Semantic gravity is the degree to which meaning is linked to its context and density describes the degree of condensation of meaning. While LCT and aspects of semantics have been explored in other professional fields, research in the Pharmacy field in a developing context has not been. Academic pedagogical practices were analysed at the University of KwaZulu-Natal, focusing on 3rd and 4th year discipline of Pharmacology. Working within a qualitative paradigm, data sources comprised of interviews (two academics), observations and documentation analyses. Data analysed in terms of semantics involved describing and characterising modules according to knowledge structures and semantic profiles, followed by illustrations of semantic waves. Findings in Pharmacology illustrate the dynamic nature of the process unfolding. In downward movements (in semantic waves) lecturers unpack complex and semantic dense terms into less dense terms. In strengthening semantic gravity, academics relate meaning to ‘everyday examples’. The use of everyday examples, however extend students beyond familiar terrain and greater understanding but in preparation of pursuing greater abstraction. This fosters cumulative learning and the transfer of knowledge across contexts. Semantic waves are affected by numerous interacting factors such as the nature of the knowledge (its content and complexity), its structure (hierarchical or horizontal), and its characteristic semantic features and profiles, resulting in differing waves. The process of pedagogy can be explored across disciplines in Higher Education contributing to greater understanding of this dynamic process.

Keywords: pedagogy, pharmacy education, higher education
#135.
TOWARDS SOCIALLY RESPONSIBLE TECHNOLOGY EDUCATION: A CASE STUDY IN A TECHNOLOGY TEACHER EDUCATION PROGRAMME

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University of KwaZulu-Natal

The paper reports on a case study of a socially responsible technology education course which enables students to interact with their communities during their assessment by engaging in service learning. The paper advances the rationale that adopting the pedagogy of service learning in technology education can play a critical role in promoting sustainable development and improving the capacity of the people to address environment and development issues, whilst promoting academic learning as well. It is envisaged that students will not only be competent in the content of the module but will also be disciplined in attitudes, values and behaviors that allow them to participate as critical citizens in our democracy. As a result whilst developing their knowledge and skills pertaining to technology education, students will be able to reflect on their roles as educators in a broader community and as agents of change in that community. A case study was applied in the Technology Education EDTE 220 module - plastic section, using education for sustainable development (ESD) as a concept to define some of the content, practical activities and assessments. This study sought to explore EDTE 220 students’ perception, attitudes and behavior towards sustainable development and service learning. The research used a mixed method approach. In the first part of this study 140 students answered a set of closed, Likert –type and open survey questions that were analyzed both qualitatively and quantitatively. In the second part of the study students engage in participatory action research activities in their communities that contributed to communities living more sustainable lives. By utilizing this approach in the plastics section of the technology education 220 course the opportunity a

**Keywords:** sustainable development, socially responsible, service learning

#136.
PROBLEM-BASED LEARNING AS AN EXEMPLAR OF INNOVATIVE CONSTRUCTIVIST LEARNING

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Motivation: Contrasting with instructivist, teacher-centred theory-based lecturing, problem-based learning (PBL) was developed in the 1960s and ’70s as a response to emerging insights in education, and reflects the movement towards constructivist learning. The core of PBL is its practical, real-life ‘problems’, stimulating students to engage in group discussion, research, and collaborative learning in order to critically analyse and understand the underlying science, rather than merely solving problems. Staff members act as facilitators of learning, rather than as teachers of content.

Methods: Using interviews and secondary evidence, we explored three fields’ - medicine, nursing, and public governance – rationales for employing PBL as pedagogy, students’ and staff members’ experiences and perceptions, and the benefits and challenges encountered.

Findings: Medical education introduced PBL as a more effective way of presenting basic sciences in a way relevant to actual practice. Nursing introduced a problem-based programme to develop graduates to serve especially in under-resourced health-care settings. Public governance modules used PBL strategies interfaced with critical theory to promote critical thinking, instil self-efficacy, and advance citizenship education. Medical students found PBL stimulating, frustrating, but enriching. Students did not become more self-motivated; they still relied on guidance by lecturers. Staff members were initially sceptical; those who came on board became enthusiastic; some cynically withdrew. Nursing students initially experienced similar frustrations but later voiced that non-PBL classes were less enjoyable. Public governance students also found it difficult to forgo reliance upon lecturers’ ‘absolutely correct’ answers, and to help discover and co-create solutions. Cross-field commonalities include: practice-oriented learning; hybridisation of small-group work and lectures; assessments that fit the discipline; prioritisation of critical analysis and independent thought; the training of facilitators who do not have experience of problem-based programmes, and finding funds for non-staff facilitators/tutors. Differences in PBL usage appear discipline-specific. Subject integration, use of e-learning and social media, computerised and objective clinical assessments, and drama, while not central to PBL, have also contributed to constructivist learning.

Conclusion: PBL may not be the premier example of constructivist learning but is flexible enough to be innovatively adapted to different academic fields and philosophical worldviews – a process for which we provide recommendations.

**Keywords:** problem-based learning, constructivist learning, adaptability
#137.

NOSTALGIA, ANXIETY AND GRATIFICATION: CASE STUDY OF STAFF IN A MERGED HIGHER EDUCATION INSTITUTION

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Cape Peninsula University of Technology

The merger of South African higher education institutions (HEIs) that took place in 2004 and 2005 has been widely documented. Due to these mergers, the number of HEIs decreased from 36 to 21. What is significant about the mergers is that HEIs with different histories, cultures, environments and foci were merged into one. While research has been conducted on a number of issues related to the mergers, not much focus has been paid on the state of staff readiness for this process, the level of consultation prior to the mergers, and the emotional aspect of the staff after the mergers took place. This study was prompted by conversations with staff at junior, middle and senior management levels at Cape Peninsula University of Technology who went through the merger process that took place almost ten years ago. The purpose is to uncover their positive and negative experiences of the mergers. Specifically, this study seeks to investigate how the participants perceive the organisational culture of the merged institutions, how the merger influence their daily lives, the gains they made from this process, as well as the impact of mergers on the quality of their work and productivity. In this study, the authors argue that on the one hand, the merger is likely to have produced instability and anxiety and that on the other hand, it could have produced excitement and a sense of gratification to those who were involved in the process. Data was collected through semi-structured interviews. The presentation will conclude with implications for dealing with institutional mergers.

Keywords: mergers, staff experiences, higher education

#138.

EXPLORING POTENTIAL THREATS TO ACCOUNTABILITY IN EXTERNAL MODERATION OF FORMATIVE AND SUMMATIVE ASSESSMENTS

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Universally, the concept of quality is a buzzword in the discourse on higher education. Several mechanisms are used to manage quality in higher education, among which are internal and external programme reviews or audits, student feedback on lecturer evaluations, and internal and external moderation of assessments. Although research has been conducted on programme reviews as quality-assurance measures in South Africa and elsewhere, literature suggests that nationally and internationally there is dearth of research on external moderations of formative and summative assessments. Most of the information on moderation of assessments is contained in policy documents, the majority of which are prescriptive, as they mostly explain how moderations should be conducted. The premise on which this presentation is based is that external moderations can be used as tools to hold stakeholders (lecturers/assessors, moderators, departments/faculties, administrative personnel, heads of departments and policymakers) accountable. The purpose is to explore potential threats to accountability in external moderations. In this presentation the author argues that if not guarded against, these threats could compromise accountability in the external moderation process. The presentation ends with the conclusion that if potential or existing threats are minimised, external moderation could serve as an invaluable tool for improving teaching and learning and for maintaining quality in higher education.

Keywords: external moderation, accountability, higher education
#139. KEYNOTE ADDRESS:
HUMANITIES, DEMOCRACY AND THE POLITICS OF KNOWLEDGE IN HIGHER EDUCATION

GC. Spivak
Columbia University

How can the humanities produce the intuitions of democracy in the broadest possible race-, class-, and gender-diversified sector of the population? What is it to teach the humanities? What is the in-built a prioria of democracy? What is the role of the state and constitutionality in the current global formation? How do we confront the inevitable corporatization of the entire education system? Why is it not enough to compartmentalize "higher education?" What is the role of the curriculum? Of new textbooks? What are the limits of economic empowerment? How are we to approach indigenous knowledge systems? How do we gauge "authenticity" in knowledge? What is the relationship between quality in education and the democratic imperative? What is the relationship between class, race, and liberal education in our countries? Between a will to social justice and enforcement? How do we combat the anthropocene?

Keywords: humanities, knowledge, democracy

#140. WORKSHOP:
ENVISIONING AN AESTHETIC EDUCATION IN THE ERA OF GLOBALIZATION

GC. Spivak
Columbia University

Gayatri Spivak’s latest collection of essays offers a timely reminder of what the real and powerful ends of education might be... [The essays] cover the breadth of an extraordinary intellectual career... The essays, for all their diversity, have the quality of a cumulative, long retrospection, a slow-burning consideration of what it means to teach, how faultily we do it and how we might do better by those who most want to learn and have least opportunity... It is, though, Spivak’s assertion, after Schiller, that an aesthetic education remains the strongest resource available for the cause of global justice and democracy. The homogenizing and pacifying effects of globalization, which Spivak so routinely lambasts, here, she argues, can never extend 'to the sensory equipment of the experiencing being.' And here she has never sounded more persuasive, identifying in arts education the evocation of a phenomenology at feeling and the engendering of critical thinking that are posited beyond the logic of capital.”—Shahidha Bari, Times Higher Education. As the stimulus for this workshop, Gaytri Spivak will respond to questions from workshop participants, preferably relating to textual passages, from the book "An Aesthetic Education in the Era of Globalization".

Keywords: aesthetic education, global justice
The transition from apartheid to democracy in 1994 brought about large scale transformation of South Africa where major changes were introduced to redress the inequalities created by the apartheid era. The shape and size of higher education underwent major transformation in the form of mergers and restructuring. Aligned to the South African Constitution and the Freedom Charter the doors of learning were open to all. To realise the vision of a transformed Higher Education system, where the provision of optimal opportunities for learning and a creation of knowledge is accessible for all, the South African Government has formulated and implemented policies and strategies aimed at increasing access to the previously disadvantaged. However Higher Education continues to face significant challenges beyond access. Whilst access has improved significantly, throughput has remained largely unimpressive. Academic failure is therefore not necessarily due to the lack of academic potential, rather includes a range of non-academic factors such as infrastructure and resources that impact on academic success. In this paper we highlight the significant role of funding as a resource in the acquisition of an education. Through a comprehensive documentary review (NPHE: 2001, White Paper for Post-School Education and Training 2013) and interviews and survey with key stakeholders, this study found that the lack of access to funds is a key determinant of retention and throughput in the School of Nursing and Public Health with a drop-out of 40% among first and second year students in 2013/2014. Findings of the study indicate that students undergo tremendous challenges such as food insecurity and emotional trauma prior to dropping out. Although the intention of increasing access to higher education is to address the inequalities of the past, findings of this study show that admitting students from previously disadvantaged backgrounds without the necessary financial support only serves to create false hope, given that such students are likely to prematurely exit higher education studies, thus impacting the expected outcomes of the NPHE.

**Keywords:** funding, access, throughput

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In most decolonized multilingual states, the advocates of the promotion of indigenous languages are intellectuals and, in most cases, university students and lecturers. However, at the same time, all higher education institutions use exclusively the language of the colonial masters. This is not only true for Mauritius but also for the other islands of the Indian Ocean namely Madagascar, Réunion Island and the Seychelles. This raises one fundamental question: do universities reflect the limit of the policy aiming at promoting indigenous languages? In other words, and if we move to a more sociological strand, should we understand that a change in language policy has no impact on inequality of opportunities in education? A quick analysis of sociolinguistic conflicts in the islands of the Indian Ocean show that universities have always been protected against the turmoil surrounding language policy decisions. While the socialist government which took power in Madagascar in the 70s implemented a policy for the 'madagascarisation' of the official institutions of the country, its university education has always been carried out solely in French. The same could be said of the Seychelles. This paper will first present the language policy and language practice in higher education in some of the islands of the South West of the Indian Ocean. The aim is to show how solidly 'colonial languages' are anchored in universities against a backdrop of social conflicts surrounding languages in the different 'speech communities'. Second, it will hypothesize that language policy alone does not bring about significant opportunities for what is termed 'children from minority language groups'. In order to support this argument, available data will be analysed. These seem to suggest that:

- Mauritius has been characterized by significant upward social mobility during the first four or five decades following its independence while the language of education was and still is English
- the negative impact of the promotion of the local language in Madagascar has had adverse effects mainly on economically and socially vulnerable groups;
- it would seem that the promotion of the Creole language in the Seychelles has had no impact on social stratification in the archipelagos.

**Keywords:** language policy, higher education, social justice
Social justice is complex and multifaceted in theory and practice, and research shows that it is best understood or appreciated in its place of enactment. In the South African context, higher education institutions are seen as instruments of social justice and have embedded principles that encapsulate social justice in pronouncements and policy documents with the noble intention of creating an enabling environment for the best possible students’ experiences and thus ensuring access and success. However, due to the multifaceted and situated nature of social justice, it calls for a critical scope in unravelling its various intricacies. There is a need to explore the varied perspectives so as to illuminate the enactment of social justice and share what might be best practice towards the realization of social justice. Therefore, this paper presents the findings of a study done on the enactment of social justice principles in one university of technology. This paper employed critical discourse analysis and sought to address the questions: what are the challenges that accompany attempts at building successful social justice learning organizations? In addition to this, the paper argues that the realization of social justice at institutional level is influenced by systemic dynamics that need to be humanized to suit the needs of social justice. The paper further presents recommendations and lessons for improvement that could inform research and scholarship on higher education in South Africa.

Keywords: social justice, learning organization, students experiences

The paper explores the importance of constant and continuous reflection of teaching practices by academics. We argue that academics should constantly reflect on what they teach, why they teach what they teach, how they teach and assess, keeping in mind who they teach (calibre of their students), and the circumstances they teach under. Using a desktop approach, the paper delves into classroom practices, challenges and the influence of what happens beyond the classroom on both the lecturer and students’ performance. The paper is fundamentally a reflection of what is witnessed by the presenters themselves in their daily encounters, to a large extent, with lecturers sharing their challenges, and to a lesser extent, with students seeking development and support in their endeavours to succeed in their studies. Reflective practice is offered as a plausible approach that can be used systematically to gain a deeper understanding of the teaching and learning processes in higher education. Our assertion is that teaching for learning can only occur when lecturers teach for learning and reflect on their practices. Reflective practice is useful in determining academic and developmental needs of both the students and lecturers. Our argument is buttressed by Rodgers’s four-phase reflective cycle.

Keywords: reflective practice, teaching, student success
The main aim of the study is to understand how students study for their examinations and establish whether their study skills can be improved or are sufficient. The study, ascertains whether students are aware of the effectiveness of their study skills and determines if the students have metacognitive based study skills where they can effectively evaluate their own study behaviour and manage their time. This paper investigates how students read and interact in order to understand the material that they cover in their studies. The different study methods that students engage in are then compared and evaluated with reference to the theoretically suggested methods of effective study. This study uses a questionnaire approach so as to interact and get first-hand information on how students study their academic material. The study samples third year finance students on the University of KwaZulu-Natal Pietermaritzburg campus and preliminary results have shown that most students admit that they do not put enough time towards exam preparation. The third year students were chosen because they have had experience writing exams at the university. The study will be valuable as it will ascertain how students study and hence will provide a better way in which students can be better assisted. If study skills are taught, this may improve the overall performance of students with the result that better graduates can be produced and this is the contribution this study make.

**Keywords:** study skills

The quality of teaching material in education institutions is one of the key determinants of academic success. However, the textbooks used in some higher education institutions seem to compromise the students' academic success due to the unacceptable quality of their content. This paper looks at two textbooks prescribed for English communication course at two different institutions in South Africa. It starts by painting a picture of the demand for this course which sheds some light on its beneficiaries and why the course had to be taught. Thereafter, it analyses the two textbooks and draws attention to their failure to meet acceptable levels of academic discourse because of their defects in language, style and presentation. The irony of these textbooks limitations is the fact that the defective areas are what the students are supposed to be competent in. This then translates to a situation whereby the lecturer would teach the right thing, the textbook would have the erroneous one and the student would be expected to do the right one. The paper then explores the implications and possible causes of the sub-standard teaching material. The implications include the view that this course's ability to address the under-preparedness of matriculants and under-performance of university students due to weak understanding of course content and weak communication skills is compromised by the very course that is meant to assist them. Possible causes include observations of commercialisation as in one case the author of the textbook was also the course lecturer which is a good scholarly practice, but also a vulnerable one if the institutions' quality assurance mechanisms are weak.

**Keywords:** academic discourse, quality assurance, teaching material
ACCESSIBLE, AFFORDABLE, APPEALING AND APPROPRIATE: PRE-SERVICE SCIENCE TEACHERS' VIEWS ON TEACHING OF SOCIALLY RELEVANT SCIENCE USING DIGITAL TECHNOLOGY AND SOCIAL MEDIA

University of KwaZulu-Natal

The burgeoning interest in digital technologies and the widespread popularity of social media has led us to explore ways of connecting and utilising these new technologies in pre-service teacher science education. In this study, we focus on pre-service teachers' views on the use of teaching socially relevant science using digital technology and social media. We used a participatory methodology to answer the following research question: Why should new technologies be used to address social issues in science education? The selected methodology facilitated reflexive and dialectical critique, collaboration, and transformation. Our research participants were 79 third year pre-service science teachers, who were registered for a Science Education Method module. The students were divided into 17 small groups. Each group was asked to record its views on the use of digital technology and social media in socially relevant science by preparing a collaborative concept map. In their concept maps, the pre-service teachers identified a range of socially relevant scientific issues that could be addressed using digital technology and social media: tuberculosis; pollution; HIV&AIDS; cancer; poverty; obesity; abuse of women and children; rape; global warming; climate change; weight; malnutrition; and drug abuse. The three digital technologies that they recommended for addressing these issues were: cellphones; digital video cameras/recorders; laptops/computers. The social media spaces that they preferred were: Facebook; YouTube; WhatsApp. Four overarching themes emerged through inductive analysis of the 17 concept maps, namely: accessible; affordable; appealing; and, appropriate. These themes indicate that the pre-service science teachers see value in exploring the use of digital technologies and social media in socially relevant science teaching and learning. Furthermore, the digital technologies and social media spaces highlighted by the pre-service teachers are appropriate for harnessing general societal interest in multiple South African teaching contexts, including under-resourced settings.

Keywords: digital technology, social media, science education
#149. IS A PHD DANGEROUS? AN INSTITUTIONAL TAKE ON WHAT GUIDES PROFESSIONAL DEVELOPMENT POLICY IN TEACHER EDUCATION
O. Varma, V. Naeck & H. Mariaye
Mauritius Institute of Education

The Mauritius Institute of Education, a public teacher education institution in the small island state of Mauritius, has implemented a staff development policy since 1999. In 2012, the policy was revised to reflect the fresh orientations given to professional development of teacher educators, namely a significant orientation towards a PhD. The purpose of this presentation is threefold. First, we examine the national, educational, and institutional context against which this policy needs to be read. Secondly, we analyze the limitations of what a PhD can do in the short and medium term for a teacher education institution which is not meant to function primarily as a research university but as the technical arm of the Ministry of Education. Last, we analyze the emergent institutional tensions inherent in the process of importing wholesale conceptions of professional development that are exclusively tied to PhDs at the expense of other critical forms of professional development for teacher education. We argue for more institutional realism as what should guide the policies and decisions pertaining to professional development of staff using the experience of four doctoral cohorts at MIE. Too much emphasis on doctoral studies that satisfies individual aspirations can be dangerous for institutional short term solvency.

Keywords: professional development, PhD, public higher education institution

#150. STUDENTS’ LEARNING EXPERIENCES IN SECOND YEAR AUGMENTED ECONOMICS
JBS. Zikhali, VS. Singaram & F. O’Brien
University of KwaZulu-Natal

This study was undertaken to investigate the students’ learning experiences in second year augmented economics tutorials offered in a second year academic development programme for students in the extended Bachelor of Commerce degree. This investigation into the students’ learning experiences is done by interrogating the causal relationship between the learning environment at a higher education institution, the student learning approaches, and the students’ performance outcomes. The rationale for the study stems from the non-existence of research data on the effectiveness or lack thereof in the extended Bachelor of Commerce since the programme started in 2004. This phenomenon is prevalent in many South African higher education institutions. The study is intended to identify possible areas of strengths and weaknesses in all second year Augmented Economics modules. The study uses Biggs’ theory of students’ approaches to learning to explain the interrelationship between the presage, process and product variables. The course experience questionnaire is used as an instrument with which to gather data from the second year augmented economics students. A questionnaire with 29 items was used, of which data from 26 of these items was used. The study found strong positive linear correlations between the institutional factors but very weak positive and negative linear correlations between grade 12, institutional factors, and academic performance outcomes. Significant gender differences in the deep learning approach but very weak positive and negative linear correlations between grade 12, institutional factors, and academic performance outcomes. Significant gender differences in the deep learning approach but no gender difference in the surface learning approach was also found. This study found that the second year Augmented Modules are perceived by the students as positively empowering them with generic skills. The study recommends a relook at the curriculum structure and the workload as well as the assessment models being used in second year Augmented Economics. Further research is also recommended over a longer period and a bigger sample to establish the generalizability of this study’s findings.

Keywords: augmented economics, student approaches to learning, learning experience
NOTES
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