



The UKZN Teaching & Learning Office (UTLO)

Cordially invites you to a Seminar

By

Siddique Motala

Cape Peninsula University of Technology (CPUT)

on

ART VS SCIENCE: STORYTELLING FOR DECOLONISATION IN ENGINEERING EDUCATION

Seminar Details

DATE: Friday, 25 May 2018

TIME: 13h00 - 15h00

VENUE: Senate Chambers, Westville Campus

RSVP Essential

Online at: <https://goo.gl/forms/gmho521gBW4PCSPH1>

By: Monday, 21 May 2018

Biography



Mr Siddique Motala

Siddique Motala is a senior lecturer in the Department of Civil Engineering & Surveying at the Cape Peninsula University of Technology (CPUT). He teaches geomatics students who are studying towards qualifications in surveying or Geographic Information Systems (GIS). His research is focused on the scholarship of teaching & learning, historical mapping and participatory GIS. He is especially interested in decolonisation and socially just pedagogies in engineering education. He is a recipient of the 2017 HELTASA/CHE National Excellence in Teaching and Learning Award.

Seminar Overview

In South Africa, engineering qualifications are focused on maintaining minimum standards and covering specific technical knowledge areas. These standards tend to minimize the importance of affective, social and creative graduate attributes. Furthermore, the university learning experience tends to condition students into specific ways of being.

This presentation outlines my teaching philosophy, which is built on an ethical stance that promotes a decolonising pedagogy. The strict split between the 'hard' and the 'soft' sciences has brought about some harmful side effects, such as the neglect of ethics in engineering education. Furthermore, the philosophical underpinnings of the current geomatics curriculum will be interrogated to investigate if it is striving to offer a socially just education or simply upholding the old colonial knowledge status quo.

I outline the use of storytelling as an innovative pedagogical practice. Informed by feminist and postcolonial theorists, my teaching makes a deliberate attempt at blurring disciplinary boundaries. In teaching geomatics concepts, stories from African history are told with cartography and spatial analysis. Students are given an opportunity to produce digital stories, which go on to be used in later years as teaching aids.

This presentation will explore a practical application of a decolonising pedagogy, located in a technical discipline in South African higher education. It aims to move between a critical and affirmative mode, seeking out possibilities of hope whilst simultaneously conducting critique.