

Innovations in the Scholarship of Teaching and Learning (iSoTL) Conference

Theme

Unleashing the Potential of Education through Innovation

PROGRAMME



27 September 2023



**Elangeni Hotel,
Maharani Towers**



08h00 - 17h00



INSPIRING GREATNESS

Welcome Message

Welcome to the Innovations in the Scholarship of Teaching and Learning (iSoTL) Conference!

We extend a warm and enthusiastic welcome to all participants joining us for this dynamic community of practice dedicated to pushing the boundaries of teaching and learning in higher education.

In today's ever-evolving educational landscape, innovation is the key to unlocking the full potential of our students. With that in mind, our hybrid conference has been carefully designed to serve as a critical platform. It brings together a diverse and vibrant community of scholars, educators, and practitioners from various disciplines who are passionate about enhancing the teaching and learning experience.

This conference involves more than just presentations and discussions; it is an opportunity to explore new creative approaches that inspire innovation. By fostering collaboration and igniting critical conversations, we can collectively drive positive educational change, leading to improved student outcomes.

We extend this welcome not only to the academic community, but also to professional and support staff as well as students, who play a vital role in shaping the future of education. Together, we will delve into the latest trends, research, and best practices in teaching and learning. It's a chance to discover fresh perspectives, gain valuable insights, and ultimately find new ways to enhance the student experience.



Conference Chair

Abdulbaqi Badru

Conference Organisers

Conference Host



Professor Sandile P. Songca
Deputy Vice-Chancellor of Teaching and Learning

Conference Director



Professor Rubby Dhunpath
Director: Teaching and Learning

Conference Chair



Mr Abdulbaqi Badru
Technology Consultant: Teaching and Learning

Keynote Speakers



Professor Jin Kuwata

Lecturer in the
Communication, Media, and
Learning Technologies Design
Program at Teachers College,
Columbia University

Keynote: Artificial Intelligence in higher education

Professor Jin Kuwata is a Lecturer in the Communication, Media, and Learning Technologies Design Program at Teachers College, Columbia University. He is a learning experience designer, software developer, and instructor focusing on applied research and development at the intersections of these spaces.

He enjoys spending much of his time thinking about how to prepare future designers and educators, and the ways that we observe and understand phenomena during problem solving endeavors. He directs the COGMOS Design Lab that explores how interactive software and systems can approach learning problems in novel ways that complement the cognitive and social aspects of human thinking, feeling, behaviors, and interactions. Jin holds an Ed.D., M.Ed. in Instructional Media and Technology, and an M.A. in Education Leadership from Teachers College, Columbia University.



Ms Trine Jensen

Manager, Digital
Transformation and Higher
Education, International
Association of Universities
(IAU)

Keynote: Teaching and Learning in a rapidly transforming world

Ms Trine Jensen leads the work on the strategic priority Digital Transformation at the International Association of Universities (IAU). She is spearheading projects spanning policy-shaping, strategy, advocacy, and monitoring of the digital transformation of HE with global partners.

She is the author of the IAU Global Monitoring Report on Higher Education in the Digital Era: the Current State of Transformation around the World (January 2020). With an international Expert Advisory Group, she crafted the IAU Policy Statement: "Transforming Higher Education for the Global Common Good in a Digital World". In addition, she is the editor of the Association's magazine IAU Horizons.

Panel Discussion

Crafting the Future of Higher Education: The Power of Intentional Design

Panel Members



Panel Chair – Abdulbaqi Badru

Technology Consultant, DVC
Teaching and Learning Division
University of KwaZulu-Natal



Professor Jin Kuwata

Lecturer in the Communication, Media,
and Learning Technologies Design
Program
Teachers College, Columbia University



Professor Ruth Hoskins

Dean of Teaching and Learning,
College of Humanities
University of KwaZulu-Natal



Mr Khumbulani Mngadi

University Language Planning and
Development Office Director
(Acting)
University of KwaZulu-Natal



Mrs Ishana Gangaram

Instructional Design,
College of Health Science
University of KwaZulu-Natal

Focus Area

This panel discussion will explore the synergy between education and intentional design. The panel members, which include teaching and learning leaders, educators, designers, and advocates, will probe how purposeful design transforms learning environments, curricula, and technology integration. They will explore how intentional design catalyses engagement, fosters creativity, and cultivates inclusive spaces. Different adoption and support resources and actionable strategies that prepare lecturers and learners for the challenges of the future will be deliberated.

Student Voices

Learning in the Digital Age

Overview

As digital technologies continue to transform the way we live, work, and learn, there is a growing need to explore how technology can be used to enhance learning experiences. The "Learning in the Digital Age" Student Challenge invites undergraduate and postgraduate students at the University of KwaZulu-Natal (UKZN) to share their experiences and innovative ideas on how technology can be used to enhance learning.



Focus Areas:

- Having engaged with the UKZN Learning Online Platform (ULOP), explain (a) whether it has assisted your personal learning and (b) how you believe the Platform can be improved for students?
- If you were a lecturer, how would you make use of digital technologies to create engaging and interactive learning experiences for students in your module?
- Have Tiktok, Instagram, LinkedIn and Facebook been used within your modules? How do you think these social media platforms can be used for learning and collaboration at UKZN?
- Have you incorporated ChatGPT as a tool to enhance your academic learning experience? Please explain.

Eligibility

The challenge is open to all undergraduate and postgraduate students currently enrolled at the University of KwaZulu-Natal in the 2023 academic year.

Prize

Three Best Submissions receive

3

TABLETS

PROGRAMME

WEDNESDAY, 27 SEPTEMBER 2023

All Presentations including **Virtual Presentations (VP)**: 10 minutes presentation for scholarly papers & 5 minutes discussion

Director of Proceedings: Dr Joseph Ntabeni Jere, College of Law and Management Studies, University of KwaZulu-Natal

HYBRID SYMPOSIUM			
07h30 – 08h30	Registration and Tea & Coffee		
08h30 – 08h40	Programme Director	Dr Ntabeni Jere, Teaching and Learning Unit, College of Law and Management Studies, University of KwaZulu-Natal	
08h40 – 08h50	Welcome & Introduction	Professor Rubby Dhunpath, Director: Teaching and Learning, University of KwaZulu-Natal	
08h50 – 09h00	Opening Address	Professor Sandile Songca, Deputy Vice-Chancellor: Teaching and Learning, University of KwaZulu-Natal	
09h00 – 10h00	Keynote Address	Artificial Intelligence in Higher Education Professor Jin Kuwata, Lecturer, Communication, Media, and Learning Technologies Design Program at Teachers College, Columbia University Chair: Professor Rubby Dhunpath, University of KwaZulu-Natal	
10h00 – 10h15	BREAK, Foyer of Main Hall		
10h15 – 11h15	Keynote Address	Teaching and Learning in a Rapidly Transforming World Ms Trine Jensen, Manager, Digital Transformation and Higher Education, International Association of Universities (IAU) Chair: Professor Rubby Dhunpath, University of KwaZulu-Natal	
11h15 – 12h15	Panel Discussion: Crafting the Future of Higher Education: The Power of Intentional Design		
	Chair: Abdulbaqi Badru, Technology Consultant, Teaching and Learning Division		
	▪ Professor Jin Kuwata, Lecturer in the Communication, Media, and Learning Technologies Design Program, Teachers College, Columbia University		
	▪ Professor Ruth Hoskins, Dean of Teaching and Learning, College of Humanities, University of KwaZulu-Natal		
12h15 – 12h30	BREAK, Foyer of Main Hall		
	BREAK, Foyer of Main Hall		
12h30 – 13h30	Main Hall Chair: Dr Joseph Ntabeni Jere	Breakaway Room 1 Chair: Mrs Ishana Gangaram	Breakaway Room 2 Chair: Mr Melikhaya Noqamza
12h30 – 12h45	Abstract 5 – Dlungwane T., Hlongwana K. Leveraging On Stakeholders' Voices in The Redesign of Socially Accountable Master of Public Health Curriculum in a South African University	Abstract 14 – Kunene S., Vawda M. Understanding Coping Mechanisms Used By First and Second Year University Students in The Transition From Secondary to Tertiary Education: A case study of UKZN, Howard College	Abstract 10 – Gokool R., Reddy S., Moosa F., Odayar Y. Investigating The Effectiveness of a Web-Based Learning Tool to Improve IsiZulu Clinical Communication Skills
12h45 – 13h00	(VP) Abstract 3 – Oosthuizen F., Bangalee V., Johnston D., Ebrahim Khan N., Zimu P. From Disruption to Innovation Through Adaptation	(VP) Abstract 28 – Tlhaku K., Mthembu M. Learning During COVID-19: Exploring students' experiences of studying social work through blended learning at a university in Durban	(VP) Abstract 8 – Finch J. Perceptions of Undergraduate Students on Biingual English-Isizulu Teaching Materials: A pilot study in the Environmental Sciences
13h00 – 13h15	(VP) Abstract 7 – Enoch L., Abraham R., Singaram V. Factors Impacting The Transfer of Online Pre-Clinical Skills Training to Facilitate a Blended Learning Model	(VP) Abstract 29 – Zondo A., Naidoo J. Disrupting Traditional Mathematics Teaching Approaches: Exploring grade 10 teachers' questioning practices for enhancing Mathematics learners' critical thinking	Abstract 15 – Mbatha C., Harinarain N. Augmented and Virtual Reality – "I haven't heard of it": Student's perceptions of AR and VR implementation in the Land Surveying Discipline at the UKZN
13h15 – 13h30	Abstract 11 – Govender R., Dhunpath R. From Analogue to Digital Futures: Prospects	Abstract 17 – Mfishi Z., Zibane S. The Impact of Online Learning During The COVID-19 Pandemic on Emancipatory Education in Human	Abstract 20 – Mulaudzi M., Majola X. Enhancing Understanding of Management Information Systems Integration in The Workplace

	and possibilities for higher education	Applied Sciences at a SA University: A quantitative preliminary analysis of results	Through Scenario-Based Learning: Applying the action mapping approach
13h30 – 14h30	LUNCH – Panini Restaurant		
14h30 – 16h00	Main Hall Chair: Mr Mthunzi Maphumulo	Breakaway Room 2 Chair: Mr Zwelisha Mfishi	Breakaway Room 3 Chair: Mr Mukondeleli Mulaudzi
14h30 – 14h45	Abstract 19 – Mthembu N. The Role of Universities in Promoting and Supporting The Human Rights Jurisprudence in SA: Exploring a student centric approach	Abstract 4 – Cloete M., Govender V. Research-Driven Architectural Studio	Abstract 25 – Ruffin F. A Reflexive Praxis Conceptual Framework for Doctoral Supervision Andragogies and Assessment Methodologies
14h45 – 15h00	Abstract 6 – Donnelly D., Mulaudzi M., Bellengere A. Order In Court! A scenario-based learning approach for teaching the Law of Evidence and practical Advocacy Skills	Abstract 24 – Ojo-Aromokudu J. Student Experiences and Voices: Architecture honours students' interpretation of design briefs at the post-grad level	Abstract 12 – Harley A., Baatjes B. Learning to Blend: Reflections on redeveloping a masters-level module
15h00 – 15h15	Abstract 21 – Naidoo K., Chemane N., Naidoo D., Sookan T. Readiness of Health Professions Students at The UKZN For Interprofessional Learning	Abstract 13 – Hoskins R., Rama S., Dansoh W. Re-Envisioning and Developing Innovative Academic Support and Academic Advising Approaches to Enable Student Success	Abstract 1 – Arasomwan D., Zama Z. Educators' Perspective of Using Music-Based Pedagogy to Teach Communication Skills to Young Children
15h15 – 15h30	(VP) Abstract 16 – Mensah-Williams E., Derera E. Approaches to Teaching of Entrepreneurship in Ghanaian Universities: Perspectives of key stakeholders	(VP) Abstract 18 – Mtapuri O. An Evaluation of Innovative Assessment Methodologies: Towards an implementation framework/ model	Abstract 27 – Sokhulu L. Students' Satisfaction With Using Hybrid Learning Beyond The Covid-19 Era
15h30 – 15h45	(VP) Abstract 31 – Paideya V., Nirmal N. Exploring a Disruptive Methodology in Teaching of First Year Chemistry at The UKZN	(VP) Abstract 33 – Maphumulo L., Phetha M., Mazibuko P. Exploring The Experiences of Student's Support During Online Teaching and Learning: A case study of the students at the UKZN, College of Humanities, School of Built Environment and Development Studies	Abstract 26 – Shangase Z., Mdluli S. Blended Learning Strategies and Tools Employed in The Effective Teaching and Assessment of Research Methods: Academics and postgraduate students' experiences, UKZN, South Africa
15h45 – 16h00	Abstract 23 – Noqamza M. What is The Point of Writing?	Abstract 22 – Naidoo M., Jenkins L. Developing Entrustable Professional Activities For Postgraduate Family Medicine Education in South Africa	
16h00 – 16h15	Abstract 32 – Pitula B. Competences of The "New" Vocational School Teacher	Abstract 9 – Gangaram I., Ramklass S. Introducing Interprofessional Education Across Health Sciences Disciplines at UKZN Using a Virtual Platform	
16h15 – 16h30	Student Voices: Learning in the Digital Age		
16h30 – 16h55	Raffle, Vote of Thanks & Closing	Mr Abdulbaqi Badru, Conference Chair, University of KwaZulu-Natal	
16h55 – 19h00	Social & Networking, Foyer		

BOOK OF ABSTRACTS

Abstract 1**Educators' Perspective of Using Music-Based Pedagogy to Teach
Communication Skills to Young Children****Arasomwan D., Zama Z.**

University of KwaZulu-Natal

Corresponding Author's Email: ZamaZ@ukzn.ac.za**Theme:** Language Matters in Teaching and Learning

Communication skill is one of the six early learning and developmental areas designed for Early Childhood Care and Education in the South African National Curriculum Framework for children from birth to four years. Communication skills are language development skills in Early Childhood Care and Education. The Early Childhood Care and Education phase clearly specifies various ways of communicating through music, dance, art, pictures, and creative play. Thus, Early Childhood Care and Education educators are obliged to employ a variety of teaching strategies and approaches to ensure that young children acquire communication skills. However, Early Childhood Care and Education educators lack the basic musical skills hence their gluing to the traditional implementation strategy. They were not empowered with the rudiment of music. Aim: This single participatory case study explores various challenges to using music-based pedagogy in the Early Childhood Care and Education sector. It also aimed to empower Early Childhood Care and Education educators with the rudiment of music that will enable them to employ music-based pedagogy to support the young children's acquisition of communication skills. Setting: The research was carried out at two municipal Early Childhood Care and Education centres in Durban, KwaZulu Natal province, South Africa. Method: Six Early Childhood Care and Education Educators were purposively selected to participate in semi-structured interviews and classroom observation on how they engage with the learners using music. The data were analyzed thematically, and the categorization of the emergent themes was grounded on Vygotsky's socio-cultural theory and Pedagogical Content Knowledge (PCK). Result: All the participants understood the importance of music-based pedagogy; however, they were restricted by factors such as insufficient training in music as a pedagogy; lack of musical resources; lack of government support; and the non-inclusion of music pedagogies or music as an independent subject in the National Curriculum Framework document. They believed that a musical intervention program will boost their effectiveness and their self-confidence in using music-based pedagogy to support the children's communication development. Conclusion: In conclusion, the study recommends that sound knowledge of musical pedagogies be considered as one of the qualifications for Early Childhood Care and Education educators.

Keywords: Communication, Early Childhood Care and Education educators, music-based pedagogy

Abstract 3**From Disruption to Innovation Through Adaptation**

Oosthuizen F., Bangalee V., Johnston D., Ebrahim Khan N., Zimu P.
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Theme: Disruptive teaching approaches

One of the unintended consequences of the Covid-19 pandemic was the radical technological transformation in higher education. Higher education institutions had to adapt their existing models, which were dominated by traditional teaching and learning methods, and replace this with technology-driven approaches. This disruption to the traditional teaching approach also affected health sciences education. Academic staff members had to reinvent themselves in record time and explore alternative approaches to teaching and learning to continue to deliver quality education in a new normal. Purpose: This paper will focus on the experiences of teaching staff in adopting new approaches during and post-COVID-19, highlighting the need for change and identifying technological resources and methodologies that health science academics are using after Covid-19. In addition, academics identified elements they valued in the pre-COVID era which needed to be blended with these new technologies. Methodology: This study used the Collective Memory-Work (CMW) method to obtain qualitative data from seven (5) health science academics regarding their teaching experiences in the early stages of COVID-19 and post-COVID-19. The essential CMW steps were practically applied to reflect the participants' lived experiences. QSR NUD-IST software was used for the thematic and textual analysis of the collected data. Results: Teachers are more confident in utilizing a mixed-method teaching approach, often varying the approach per section/chapter. A practical example of this would be a zoom lecture tackling the theory, a face-to-face tutorial session to go through calculation methods, a clinical/practical session to learn the skills portion and a self-study online assignment so students can engage in research around the chapter and supplement their notes and overall understanding. The entire learning loop would be closed by an assessment, either in a digital or paper-based format. Conclusion: Teachers were subjected to a fast learning curve to upskill in order to meet the new teaching methodologies and demands. This adaptation was not obstacle-free, and several barriers and challenges emerged in this process. However, it was important to learn from this, adapt and forge a new way forward, and not merely return to the pre-COVID normality.

Keywords: health science, adaptation, disruption, COVID

Abstract 4**Research-driven Architectural Studio**

Cloete M., Govender V.
University of KwaZulu-Natal

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Theme: Disruptive teaching approaches

Architectural education plays a vital role in shaping the future of our built environment. As architectural practices and design approaches evolve, so must the pedagogical methods employed in architectural schools. The teaching pedagogy in architectural schools has undergone significant transformations over the years, transitioning from traditional lecture-based models to more dynamic and student-centric approaches. This paper explores studio-based pedagogic approaches to critically engage with a situated learning problem to enable students to produce responsive research-driven urban and architectural design. Architecture, as a discipline, has a rich history that spans centuries. Traditionally, architectural knowledge was transmitted through a mentorship model, where aspiring architects were apprenticed under established practitioners. However, architectural education has evolved into a formal school-based curriculum. The shift in the educational approach to the architectural studio enabled students to develop a research-driven approach to their design process. Rigorous critical enquiry through engagement with literature, precedent analysis, and urban analysis of a given urban context informed urban and architectural design development. The study includes a review of literature and theoretical approaches to architectural and urban education. The pedagogic approach is underpinned by a socio-constructivist philosophy underpinning the co-construction of knowledge. This research investigates the effectiveness of this research-driven pedagogic approach applied in the new Honours Programme at the University of KwaZulu-Natal Architectural and Urbanism Studio. Working in groups, the Urban Design studio followed a range of methodologies to conduct macro, meso, and micro-level analyses of a defined precinct. Each group focussed on different themes by exploring one research sub-question to ensure the multi-layered complexity of the urban condition is adequately captured. The research methodology included data collection using a combination of spatial mapping, observations, transect walks, and focused interviews to gain first-hand experiences of the precinct and communities. Working in groups allows students with diverse backgrounds, socio-economic situations, and experiences to share knowledge and collaborate to create peer-to-peer learning, enabling an inclusive design that reflects diverse experiences. The studio teaching approach included a flipped classroom system allowing group presentations, peer learning and collaboration. The study findings show how a collaborative research-driven design studio providing community engagement can capture richer site experiences leading to responsive design proposals. The co-construction of knowledge further allows design and planning generators to create more inclusive environments for developments providing economic and social opportunities.

Keywords: Research-Driven Education, Studio Based Pedagogy, Interdisciplinary collaboration

Abstract 5**Leveraging on Stakeholders' Voices in the Redesign of Socially Accountable
Master of Public Health Curriculum in a South African University**

Dlungwane T., Hlongwana K.
University of KwaZulu-Natal

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Theme: Student Experiences/Voices

Various public health programmes possess unique characters, owing to the fluidity of the criteria followed in their design. This makes it more challenging for programme designers to identify their niche areas, while meeting key regulatory competencies. To date, the University of KwaZulu-Natal (UKZN) Master of Public Health (MPH) programme has undergone several iterations of curriculum refinement, resulting in research-intense programme, thereby leaving students who want skills in health services and management, barely accommodated. In fact, the 2018 Review Panel commissioned by the University Management, made similar findings and advocated for two streams, one on epidemiology and biostatistics and the other on health systems, policy and management, while also reducing the student completion time to two years. Our curriculum redesign was underpinned by the review report, a strive towards being globally competitive, locally relevant and socially responsive, while leveraging on the stakeholders' voices. The study is organized into three phases, i.e., (1) curriculum analysis and mapping to identify areas of improvement through the formation of curriculum sub-committees, (2) consultations by sub-committees to package their tracks, and (3) three focus group discussions (FGDs), one comprised of MPH graduates, and the other two were current MPH students and academics experienced in teaching and supervising MPH students, respectively. Two Research Assistants experienced in qualitative research were recruited, one to facilitate FGDs and the other to transcribe audio-materials. FGDs explored stakeholders' experiences and perceptions of the MPH programme, including proposed areas of improvement. Two senior qualitative researchers performed a thematic analysis. The study obtained ethical clearance (HSSREC/00004066/2022) and gatekeeper permission from the University Ethics Committee and Registrar, respectively. All participants signed informed consent prior to their participation. While the newly proposed programme structure (Table 1) is positively received, participants echoed the need not to lose sight of student interests. Participants further suggested that supervision capacity be improved and the research stage be better organized into a structured cohort model to facilitate timeous student completion. Despite intense debate about 50% research contribution, the idea was supported, with academics arguing that this was a university decision driven by subsidy than pedagogic reasons. The multidisciplinary and complex nature of MPH was applauded for expanding students' horizons. The curriculum redesign is receiving support, but perhaps the students' interest in the proposed streams/ structure is worth assessing.

Keywords: Master of Public Health, Curriculum Redesign, Social Accountability

Abstract 6**Order in Court! A Scenario-Based Learning Approach for Teaching the Law of Evidence and Practical Advocacy Skills**

Donnelly D., Mulaudzi M., Bellengere A.
University of KwaZulu-Natal

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Theme: Blended Learning

The paper aims to present an ongoing project in which scenario-based learning will be used to implement a formative assessment in a fourth-year Law of Evidence course in 2023. The paper will introduce the reader to the design methodology of scenario-based learning. An action map was developed, adapting the methodology of Moore to an educational context. The goal of the assessment was for students to develop the ability to apply the rules of evidence to practical situations involving multiple types of "real world" evidence in a scenario based on cyber-fraud. Cyber fraud was selected as it is a new, rapidly growing area in which the traditional rules of evidence based on oral witness testimony and 'original' paper- documents are struggling to adapt to cyber-evidence. A storyboard was developed in which students were presented with a real-world scenario and had to take decisions at strategic points to advance in the assignment. A consequence was assigned to each decision. The paper will present findings based on an analysis of student performance using statistics obtained from Learn on student participation and performance correlated to student perceptions of what they learned from the assignment, which will be assessed using an anonymous questionnaire completed after the assignment. The presentation will present a clear framework for how such scenario-based learning was used to enable students to see how their choice will affect whether the evidence is admitted/not admitted at trial and whether they win or lose the case. The presentation will highlight the utility of scenario-based learning across a broad range of disciplines for applying taught knowledge and developing practical, real-world skills.

Keywords: scenario-based learning; cyber law; practical skills; formative assessment

Abstract 7**Factors Impacting the Transfer of Online Pre-Clinical Skills Training to
Facilitate a Blended Learning Model**

Enoch L., Abraham R., Singaram V.
University of KwaZulu-Natal

Corresponding Author's Email: Enochl@ukzn.ac.za

Theme: Blended Learning

Introduction: During the SARS-CoV-2 pandemic, various online instructional strategies were piloted in clinical skills training. The sudden transition to the remote platform circumvented the rigorous planning associated with curriculum reform. The effectiveness of the online curriculum, which persisted for more than one year, was determined by students' demonstration of the acquired skills during formative and summative online and onsite Objective Structured Clinical Examinations. This study aimed to explore students' and tutors' perceptions of factors that promoted or hindered successful learning transfer and to propose a blended conceptual model to guide affective, cognitive, and psychomotor clinical skills training in the pre-clinical phase of medical education. **Methods:** A mixed-method quasi-experimental study assessed third-year students' transfer of clinical skills and knowledge following online learning in 2021. Students and their tutors completed online surveys that included open and closed-ended questions regarding factors influencing their experience of the adapted teaching methods. Descriptive statistical analysis was used for the quantitative data. Qualitative responses were thematically analyzed. **Results:** One hundred fourteen students (48%) and seven tutors (100%) responded to the surveys. The questionnaires' internal consistency and construct validity were determined using Cronbach's α -Coefficient (0.953 for the student questionnaire and 0.866 for the tutor questionnaire). There was an overall positive response (86%) to the acceptability of the online clinical skills programme. Using online simulations with targeted onsite practice was reported as effective in clinical skills training. Tutors perceived students as well-prepared for the skills laboratory. Five emergent themes informed the proposed blended learning guide for clinical skills training, which was qualified by a linear model of asynchronous and synchronous online and onsite teaching that included institutional support and ongoing evaluation of the instructional design. **Conclusion:** Blended clinical skills learning that included the flipped classroom concept was well-accepted. Virtual patients proved a convenient cognitive preparatory tool for online skills training and potentially optimized teaching delivery and onsite skills transfer. This study found that the adapted teaching framework incorporating an online clinical skills component into a modified onsite curriculum augmented learners' knowledge transfer to the clinical skills laboratory. An integrated five-step blended model is proposed for future interventions.

Keywords: Blended learning, Clinical skills, COVID-19

Abstract 8**Perceptions of Undergraduate Students on Bilingual English-isiZulu Teaching Materials:
A pilot study in the Environmental Sciences****Finch J.**

University of KwaZulu-Natal

Corresponding Author's Email: finchj@ukzn.ac.za**Theme:** Language Matters in teaching and learning

The geographical and environmental sciences are language-rich disciplines that rely on the description and explanation of concepts. At the learning stage, students who lack a strong English language proficiency may struggle to fully grasp complex concepts or retain the full level of descriptive detail linked to the material taught. Language barriers hinder the pedagogic process, where students may fail to fully relate to or internalize the material being taught due to the language of instruction. The aim of this research was to assess undergraduate student perceptions of bilingual English-isiZulu teaching materials in the Environmental Sciences. The research was conducted at a Higher Education Institution in South Africa, where the majority of students have isiZulu as their mother tongue. Teaching materials for a level 2 undergraduate module in the Environmental Sciences were professionally translated into isiZulu and verified for scientific correctness by a postgraduate research assistant. Lecture slides were redesigned into a bilingual English-isiZulu format to allow learners to better access more complex concepts and descriptions in their mother tongue in addition to the original English lecture content. At the end of the semester, the class of 165 students were asked to complete an anonymous questionnaire probing their experience with the provision of bilingual English-isiZulu lecture slides and a translated isiZulu extra reading. Students provided mixed, though largely positive, feedback on the project. Most were in favour of implementing such practices in other undergraduate modules. A criticism raised by some students was that translations were of limited use in the current context, where students are not afforded the opportunity to express themselves in their mother tongue during assessments. Many however said they always referred to both the English and isiZulu in lectures and during revision, and found this helpful in understanding more complex concepts. It was not possible to quantitatively assess the impact of bilingual teaching materials on student performance due to a large number of confounding factors linked to shifts between online and face-to-face instruction during the pandemic.

Keywords: bilingual, isiZulu, translation

Abstract 9**Introducing Interprofessional Education Across Health Sciences Disciplines at
UKZN Using a Virtual Platform**

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Theme: Blended Learning

Interprofessional education (IPE) is characterized by students or faculty from two or more disciplines learning with, from, and about each other to facilitate a holistic team-based approach to patient and community-based care. IPE recognizes the value and contribution made to patient care by healthcare workers outside one's discipline, reduces unnecessary referrals and wait time for patient access to appropriate care, and found to improve health outcomes. As a prelude to formal inclusion of IPE into health sciences curricula, a subject matter expert and an instructional designer worked collaboratively in the College of Health Sciences at UKZN to develop and implement a hybrid introductory IPE project for faculty and students in health professional curricula. The adoption of a blended learning approach and the utilization of technology-enhanced tools to promote IPE is innovative. By leveraging technology-enhanced tools and blending different learning methods, the project facilitated greater engagement and knowledge sharing among the diverse audience. It combines traditional interactions with technology-enhanced tools, such as live-streamed videos and Moodle content repository, to promote collaborative learning among faculty and students from diverse healthcare disciplines. The aim of the IPE project was to introduce faculty to capacity development initiatives, and to improve awareness among students about team dynamics in relation to the roles, responsibilities and ethics of practice when working within a healthcare team. Adopting alternate methods to traditional teaching and learning, the project used a blended learning approach and targeted a diverse audience across different levels of study and from different professions. The ADDIE model stages of analysis, design, development, implementation, and evaluation were used to guide project development. The use of the ADDIE model for project development also contributes to the innovation. By aligning with the ADDIE model, the project ensures a systematic approach and effective implementation hence the project is well-structured, goals are clearly defined, and outcomes are effectively monitored and evaluated. This alignment with a proven instructional design model enhanced the overall effectiveness of the project. Technology-enhanced learning tools included live-stream of purposefully developed videos showcasing the dynamics of team-based care, faculty-development webinars on teaching and learning for IPE, and the development of a content repository on Moodle. Learner journeys of students and faculty were mapped and aligned. The introductory project presented dual learning experience for faculty and students through a synchronous video live-stream, followed by facilitated discussions. Hence this project disrupts the traditional barrier between faculty capacity development and student education. The content repository on Moodle was made accessible to enhance students and faculty appreciation of the introduction endeavor. Blended learning tools facilitated engagement and knowledge sharing among diverse audiences. The project laid the foundation for IPE development and contributed to improving awareness of team-based care among students and faculty. This presentation explores the impact of blended learning and technology on IPE, provides insight on dual learning and interdisciplinary collaboration, and practical strategies to integrate IPE into health sciences curricula.

Keywords: Interprofessional Education, Blended Learning, ADDIE model, Instructional Design,

Abstract 10**Investigating the Effectiveness of a Web-Based Learning Tool to Improve isiZulu Clinical Communication Skills**

Gokool R., Reddy S., Moosa F., Odayar Y.
University of KwaZulu-Natal

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Theme: Language Matters in Teaching and Learning

Effective communication skills in a healthcare environment are vital to successful doctor-patient consultations. Miscommunications are common phenomena in the healthcare context. Communicating with patients in their mother tongue is invaluable in establishing rapport. In this light, the University of KwaZulu Natal (UKZN) is committed to transforming the MBChB curriculum by integrating isiZulu within the programme. MBChB year 1 includes a year-long isiZulu module, with further resources created for years 2 and 3. However, further integration is required. Anecdotal evidence from medical students during their clinical years and interns indicates a lack of isiZulu resources beyond the year one isiZulu course. The dire need to improve isiZulu clinical communication skills during hospital rotations in rural areas is also reported. This need has been reiterated by a preliminary study of Phase 1 of the web-based tool conducted on MBChB students at the University of KwaZulu Natal (Gokool et al., 2021). The pilot study focused on phase 1 (i.e. the refresher course) of the web tool. It also focused on the design features of an isiZulu web-based learning tool with Skills Lab content. This innovative online learning tool offers a practical and sustainable solution to improve isiZulu clinical communication skills. While results from the pilot study were overwhelmingly positive, students revealed a few changes to improve the website. Students suggested more skills content for clinical years and the need for more interactive activities. This work-in-progress project investigates the effectiveness of using a web-based learning tool to enhance isiZulu clinical communication skills. The study aims to examine the efficacy of the web-based learning tool, specifically focusing on one theme in the Year 2 MBChB curriculum – the cardiovascular theme. Ethics clearance to conduct the study on Years 2-6 MBChB students has been granted by HSSREC (Protocol no. HSSREC/00002781/2021). All students who have completed the Year 1 isiZulu module were invited to participate in the study to critique the theme and improve the website. An online survey is currently administered to the cohort of students. The questionnaire is based on two broad themes, namely, (1) language and technological needs and (2) website design features of the cardiovascular system. Drawing from these preliminary results, 50% of participants indicate an adequate isiZulu proficiency level. Given these statistics, students still struggle to communicate with isiZulu patients in their clinical rotations in deeply rural regions of KwaZulu Natal. Regarding the website design features, the results were overwhelmingly positive. However, suggestions for improvement to the website design were highlighted. This web-based learning tool project is ongoing, and the research team continues to provide a viable and sustainable medical isiZulu resource available to health sciences students to improve clinical communication skills.

Keywords: isiZulu clinical communication skills, web-based language learning

Abstract 11**From Analogue to Digital Futures: Prospects and Possibilities for Higher Education****Govender R., Dhunpath R.**

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Corresponding Author's Email: govenderR4@ukzn.ac.za**Theme:** Monitoring and Evaluation in Teaching and Learning

Disruptions to education, such as natural disasters, civil unrests and pandemics, have the potential to profoundly influence the course of teaching and learning by disrupting traditional rituals of pedagogic practice. This presentation is based on an investigation into Higher Education Institutions' responses to the recent pandemic. An analysis of archived data generated by one of the twenty-six South African universities for the Students Access to and Use of Learning Materials (SAULM) report, which was commissioned by the Council on Higher Education & Universities South Africa and produced by the University of the Free State. The authors of this presentation invoke a Theory of Change approach in examining how interventions such as remote learning during disruptive periods can bring about enduring changes through a logical sequence of intermediate actions and outcomes. The findings enable an imagining of a new world of education and an attempt to anticipate future possibilities and trends. Three main constructs are used within the Theory of Change Framework to anticipate future scenarios: Need, Action, and Change. Findings yield a likely shift to a blended or hybrid future, which draws on the affordances of online interactions between teacher and student, augmented by physical engagements. However, privileging one pedagogical approach over another without considering the prevailing South African context of poverty and inequality can be counterproductive to education innovation, just as our failure to adapt to pervasive trends can be equally detrimental. The authors concur with the SAULM report's proposition that while higher education is being irretrievably impacted, future policies, plans and actions need to be acutely mindful of prevailing social dynamics and the rapidly changing world of work.

Keywords: disruptions in education, blended learning, online

Abstract 12**Learning to Blend: Reflections on redeveloping a Masters-level module****Harley A., Baatjes B.**

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This paper focuses on the process and results of redeveloping a Masters-level core module in the first semester of 2023, drawing on radical adult educational theory and practice and the Community of Inquiry (CoI) blended learning model developed by Garrison and Vaughan. The redevelopment was the result of our personal experiences of attempting to use a radical adult education pedagogy in our teaching online in both formal and nonformal spaces as a result of the COVID-19 pandemic, in which we found online learning in the formal space didn't work particularly well. Our teaching in nonformal spaces, however, appeared to work somewhat better. This, plus the exposure of one of us to the CoI model in developing a new formal course (a model which seemed in keeping with our radical adult education practice), inspired the desire to consciously attempt to redevelop the Masters-level core module into a blended learning module drawing on the CoI model and radical adult education theory and pedagogy. After presenting the pedagogical theory on which we draw, the CoI model, and our prior experience, we discuss the process we used in reconceptualizing, redeveloping, and teaching the module using a spiral action-reflection methodology (in keeping with the radical adult education tradition), during which we reworked part of the face-to-face component as an asynchronous and synchronous blended-learning component. We then report on what we learned through our own ongoing self-reflection, and the student evaluation conducted at the conclusion of the module. Learnings include that face-to-face teaching and learning continues to allow the best opportunities for radical adult education pedagogy; that there are real limitations with making synchronous online teaching and learning participatory (although levels of participation can be increased, and these spaces can be used to maximize participation in the face-to-face component); and that asynchronous methods can be used in creative, innovative and participatory ways to enhance student participation and learning (for example, voicenotes, Podcasts, etc.). Integrating academic skills with content across face-to-face and online spaces worked well, rather than restricting these to the Zoom space only, as we had at one stage intended; and the blended approach appears to have played to individual students' strengths and weaknesses, as well as their personal circumstances. Finally, we comment on what the implications of our own experience might be for others in higher education seeking a more innovative, participatory blended learning approach; and seek an exchange of ideas with those in the audience.

Keywords: blended learning; community of inquiry; radical adult education

Abstract 13**Re-Envisioning and Developing Innovative Academic Support and Academic Advising
Approaches to Enable Student Success****Hoskins R., Rama S., Dansoh W.**

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Corresponding Author's Email: Ramas@ukzn.ac.za**Theme:** Creative academic support approaches

The diversities in the student body require a deliberate, structured, systematic, and coordinated approach at higher education institutions to promote student success and enrich the student experience. The Academic Monitoring and Support (AMS) and the Academic Exclusion Policy are the conceptual frameworks for promoting student success at the University of KwaZulu-Natal (UKZN). The AMS programmes provide multiple forms of academic advising and support for all students, particularly those underperforming students. Currently, each College operates its own AMS Unit. While there are some standard AMS programmes across the Colleges at UKZN, these are offered in different formats, with varying prioritisations, and have varied understandings of how to measure programme and student success. This presentation is based on a Teaching Advancement at Universities (TAU 3) project. The broader aim of the study was to develop a common framework for measuring the success of student support programmes at UKZN. This presentation focuses on key findings, highlighting the challenges and reflecting on the opportunities and potential to re-envision and develop innovative academic support and advising approaches. A qualitative case study design in the interpretive paradigm was employed to generate data through a semi-structured focus group and in-depth face-to-face interviews to address this objective. The study sought to capture the voices, narratives, and experiences of a community of practitioners working in academic advising and support programmes at UKZN. The participants – AMS Heads, AMS Coordinators, Academic Development Officers, and Peer Mentors – were purposefully selected from the AMS programmes in the four Colleges across the multiple campuses of UKZN. Interviews were conducted in English via Zoom, and permission was sought to audio-record. The verbatim transcribed data were thematically analyzed. Three key findings are discussed: (1) AMS interventions, which include academic and curriculum advising, are pivotal to enabling all students to achieve academic success; (2) The supportive environment and interactions enabled students to transition into university life and build a sense belonging and connectedness; and (3) The voluntary nature of the programmes and the exclusive focus on underperforming students results in poor student participation and engagement, as well as the concern relating to the perception of and stigmatizing of students who seek support. Three key messages emerged and are essential to re-envisioning and developing innovative academic support and academic advising approaches to promote student success. Firstly, to create an enabling and humanizing Engagement Strategy to encourage all students to participate and seek support across the student journey. This will require innovative curriculum design and digitalization of content and delivery to improve the services' uptake. Secondly, a transitional, social justice, and humanizing pedagogical practice and approach must underpin the AMS and academic advising interventions and approaches. Finally, to foster collaborative practices and programmes with academics and support staff in the Schools to increase their awareness of AMS and academic advising interventions and approaches to support student success.

Keywords: Transitional Pedagogy; Academic Advising; Student Success

Abstract 14**Understanding Coping Mechanisms Used By First and Second Year University Students in the Transition From Secondary to Tertiary Education: A case study of University Of KwaZulu-Natal, Howard College****Kunene S., Vawda M.**

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Corresponding Author's Email: kunenes@ukzn.ac.za**Theme:** Student Experiences/Voices

The existing literature has acknowledged that student enrolment in South African universities has meaningfully amplified. However, current studies have also exposed high student dropout rates, especially among first-year and disadvantaged students. Studies have also indicated that the transition from secondary to university education is a stressful experience and challenging for most university first years. The surviving literature has revealed the major challenges first-year university students encounter during the transition phase. However, the coping strategies were unknown. This study, therefore, explored coping mechanisms used by first- and second-year university students in the transition from secondary to tertiary education at the University of Kwa-Zulu Natal, Howard College. A qualitative, exploratory and descriptive design was used in this study. The sample size consisted of fifteen (15) participants: seven first years and eight second years from the University of Kwa-Zulu Natal, Howard College campus. The sample was stratified according to all four colleges applicable at Howard College (College of Agriculture, Engineering and Science, College of Health Science, College of Law and Management Studies) and at least 3-4 participants were recruited per College. In this study, data was collected using a semi-structured interview guide. The findings revealed that challenges faced by university first years mostly include monetary challenges, environmental adaptation, securing accommodation and adjusting to the university workload. Equally, the study's findings exposed that students rely on different coping mechanisms during the transition from second to tertiary education. The study revealed that university first-timers at UKZN, Howard College campus capitalize on coping mechanisms such as religion, social networks, resilience and campus connectedness/friends. The study has shed light on the coping mechanisms used by first- and second-year university students in transitioning from secondary to tertiary education at the University of Kwa-Zulu Natal, Howard College campus. The study has certified that providing support systems is essential to ensure that they mitigate the challenges usually encountered by university first-year students; equally, this is vital for the adaptation of university first years.

Keywords: Keywords: Resilience; Adaptation; Coping Mechanisms; Transition Phase

Abstract 15**Augmented and Virtual Reality - "I haven't heard of it":
Student's perceptions of AR and VR implementation in the Land Surveying Discipline at the
University of KwaZulu-Natal****Mbatha C., Harinarain N.**
University of KwaZulu-Natal**Corresponding Author's Email:** harinarain@ukzn.ac.za**Theme:** Artificial Intelligence in Higher Education

Virtual reality (VR) and augmented reality (AR) based learning methods are gaining popularity. In a learning environment, AR and VR can add a useful virtual resource component, allowing students to gain practical experience to achieve a learning goal. AR technology can improve traditional teaching methods by superimposing text, video, or audio over a student's real-time environment (Joan, 2015). Assisted by VR, students can actively learn and build their knowledge by exploring virtual environments they could not access in reality (Dunleavy, Dede, & Mitchell, 2009). While numerous studies have highlighted the benefits of AR and VR technologies globally, most South African higher education institutions have not yet adopted these technologies' potential to assist experiential learning in the field of Land Surveying. Land Surveying is a field of study primarily concerned with location and position, the understanding of which can be enhanced with the help of AR and VR technology. This study focuses on applying augmented and virtual reality technology in the Land Surveying Discipline at the University of KwaZulu-Natal by analyzing the students' perceptions and enthusiasm for its implementation. This qualitative study consisted of four student focus group interviews (one for each year of study), which comprised seven students per group in the Land Surveying discipline. This data was thematically analyzed using the NVivo software. At the start of the focus group interview, general VR and AR questions were asked, and it was found that the students did not know what this was or of its potential application in education. Initially, the researchers thought this was new to them because the first focus group was with first-year students. However, the same trend was found in the subsequent focus groups with the second, third and fourth-year students. The researchers then showed the participants a brief video about AR and VR to get a general understanding of what it is all about and how it could be applied in an educational setting. The focus group interviews highlighted an important finding that the students were not exposed to these technological advancements. After gaining further insight into AR and VR, the results obtained from the data collected show that students are eager to have AR and VR implemented into their learning methods. Additionally, even though students have not used VR in a lecture room before, the students did see some of the benefits of using technological tools versus conventional learning. Although the students want to embrace technological methods, the study indicates that traditional learning methods are still favoured over technological learning methods. The students felt valuable time could be wasted in lectures due to equipment malfunctioning and load shedding.

Keywords: Augmented Reality, Virtual Reality, Built Environment

Abstract 16**Approaches to Teaching of Entrepreneurship in Ghanaian Universities: Perspectives of key stakeholders****Mensah-Williams E., Derera E.**

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Entrepreneurship education (EE) has gained much recognition in developing economies because of its expected role in developing entrepreneurial competencies among graduates and employment creation. Entrepreneurship education is often categorized into three approaches: education and/or teaching about entrepreneurship, education and/or teaching for entrepreneurship, and education and/or teaching through entrepreneurship (Lackéus, 2013; Moberg, 2014). Although the terms education and teaching are often used interchangeably in categorizing the approaches to entrepreneurship education, the current study limits the word "education" to: for, about, and through entrepreneurship. Due to the complexity of entrepreneurship education owing to the diversity and multiplicity of its goals, along with the content and delivery, there is the need to ascertain which approaches to entrepreneurship education significantly influence the development of entrepreneurial competencies. The study examines the approaches to entrepreneurship education (EE) used in Ghanaian Universities and the extent to which these approaches influence the development of entrepreneurial capabilities among graduates. The study employed a mixed method approach and gathered data from 342 respondents comprised of twelve lecturers, seventeen human resources managers and 313 graduates in Ghana. Data was gathered from lecturers and human resources managers using interviews, whilst a questionnaire survey was utilized to collect data from the graduates. The study used descriptive statistics and content analysis to analyze quantitative and qualitative data. Although the study found conflicting perspectives from the three stakeholders on the teaching approaches, it concludes that a mixed/blended approach is the most desirable approach to teaching entrepreneurship among graduates since these approaches (education about, education for and education through) entrepreneurship are used interrelatedly in Ghanaian universities. Despite the differences of opinion among the stakeholders, a blended approach is recommended as it is likely to influence the development of entrepreneurial capabilities among graduates. It is, therefore, recommended that adopting a blended approach to teaching entrepreneurship education is likely to satisfy all the relevant stakeholders and promote the development of entrepreneurial capabilities that could foster entrepreneurial and intrapreneurial intentions among graduates. The study's findings have important implications for policymakers, practitioners and managers seeking to improve the teaching of entrepreneurship education at institutions of higher learning in Ghana. To reap the intended benefits of entrepreneurship education to the Ghanaian economy, they must invest adequate resources in teaching entrepreneurship education at universities.

Keywords: entrepreneurship education, entrepreneurship teaching, entrepreneurial capabilities

Abstract 17**The Impact of Online Learning During the COVID-19 Pandemic on Emancipatory Education in Human Applied Sciences at a South African University: A quantitative preliminary analysis of results****Mfishi Z., Zibane S.**

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The outbreak of the COVID-19 pandemic caused an abrupt shift towards the adoption of online learning methods by traditional face-to-face/ blended learning institutions. The implications of this have been contested; however, it remained unknown how professions that are rooted within a critical paradigm were affected. The paper aims to determine the impact and use of Online learning (IV) and Epistemological dialogues (IV/MV) on the development of Critical consciousness (Transformative Consciousness and Transformative Action) [DV] amongst students in Applied Sciences at a South African University. This paper is grounded on the emancipatory pedagogy theory, and it is located within the critical and post-positivism paradigm. Sampling was carried out using components of systematic and simple random sampling using self-administered questionnaires. Data was collected from N=213 participants and was therefore entered into the statistical package for social sciences (SPSS). This paper employs simple descriptive statistics as well as multivariate regression analysis. Univariate analysis of descriptive statistics shows that the Average age of Participants is 20.8, while the majority of participants were females (73.2%) compared to males (26.6%). The majority of participants (36,2%) indicated that they had one year of Learning Online, while 63,8 % of participants indicated they each had Two (31,9%) and Three years (31,9%) of learning online. Analysis of Results carried out shows that online learning allowed the use of epistemological dialogues employed by up to 76,66% during the COVID-19 pandemic. Evidence suggests a significant relationship exists between the use of epistemological dialogues and the development of critical consciousness (Transformative Consciousness [$p<.0266$]; Transformative Action [$p<.0332$]). Further evident is that the majority of the participants developed transformative critical consciousness while only the minority of the participants developed transformative action consciousness while the online learning method was used. The significance of these results is that while the use of online learning within Human Applied sciences yielded the development of critical consciousness (transformative consciousness), there was still a gap in the development of Transformative Action consciousness. This limits the successful adoption of emancipatory education during the COVID-19 pandemic within South African Universities. Therefore, this paper recommends the maximization of online learning pedagogy that will be grounded in principles/techniques of emancipatory education to ensure the development of critical consciousness within disciplines in Human Applied Sciences at South African Universities, but the overwhelming evidence of challenges that could hinder this is acknowledged. Future research should focus on how emancipatory education can be included or implemented while online learning methods are utilized to ensure the development of critical consciousness in a historically disadvantaged and unequal country such as South Africa.

Keywords: Emancipatory Education; Online learning; Epistemological Dialogues; & Critical Consciousness

Abstract 18**An Evaluation of Innovative Assessment Methodologies:
Towards an implementation framework/model****Mtapuri O.**

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Purpose: Innovative assessment methodologies in higher education are in a state of flux primarily due to the ever-changing needs and demands of students, including the circumstances. For instance, circumstances occasioned by the COVID-19 pandemic disrupted assessment methodologies in a somewhat radical manner to meet the imperatives of the time. This paper aims to unpack the key tenets of innovative assessments to harness their strengths and develop a framework that enables their operationalization in the context of the Global South. In terms of methodology, this paper will be a conceptual paper based on extant literature. The corpus of literature to be utilized includes studies that have revealed the strengths and weaknesses of such innovative assessments such as Authentic Assessments, Performance-Based Assessments, E-Portfolios, Peer and self-assessments, Gamification and Simulations, Online Quizzes and Adaptive Assessments, Data Analytics and Learning Analytics, Open-Ended and Creative Assessments, Collaborative Assessments, Digital and Multimedia Assessments. Its end game would be to develop a framework/model for their effective execution and spell out the conditions under which they can be operationalized. These results will consist of a panoply of innovative assessments, including trajectories and pathways for their utilization in the context of the Global South. This will include Content Analysis in which open coding will be executed, and categories are clustered under higher-order headings with respect to these assessments. This will involve some counting of the strengths and weaknesses of these assessments. In conclusion, a judgement will be passed on the effectiveness of these variegated assessments with insights that inform their deployment in practice. Innovative assessments aim to promote deeper learning, facilitate the development of relevant skills and provide clear and plausible measures of student achievement. The audience will expect a brief presentation of some of these innovative methodologies, including the circumstances that allow or encumber their implementation. This will culminate in presenting a framework/model for their operationalization.

Keywords: Assessments, Innovation, Learning, Framework, Model

Abstract 19**The Role of Universities in Promoting and Supporting the Human Rights Jurisprudence in South Africa:
Exploring a student-centric approach****Mthembu N.**

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It is important for law students to bridge the knowledge gap between legal theory inside the classroom and practical application in the real legal world. Equally, it is important to instil the values of Ubuntu and social responsibility in law students. How can these pedagogical objectives be attained? This paper investigates one potential solution: integrating the legal education of disadvantaged communities in university community engagement programmes. Universities have the potential to impact their communities in meaningful ways. Universities are no longer walled off from society but are required even by the Higher Education Act to assume a position of relevance to society in all of their activities related to the creation, transformation, transfer, and distribution of knowledge and importantly, on human rights issues. Such community development activity of legal education will provide law students with experience in legal practice focusing on current social-economic rights issues. It will bridge the classroom and reality gap for law students and provide an opportunity to make a significant community upliftment contribution. The paper adopts a desktop analysis using existing literature sources to investigate the subject matter. The paper also leans towards a case study design using the University of KwaZulu-Natal (UKZN). This is done to evaluate the current legal education for communities programme at the university by examining the strategies and visions of community engagement and how this can be improved. Preliminary findings indicate UKZN has a commitment to community engagement through legal education and has actioned such commitment through various programmes and units within the university and the School of Law. However, gaps exist in how these are implemented especially from a pedagogical perspective. The findings signal that UKZN's efforts should increase in the direction of improving student participation in these legal education programs; encouraging ideation and legal problem-solving skills; embedding a social justice pedagogy; and providing a humanitarian legal approach to teaching law.

Keywords: curriculum integration, social justice, student-centric learning, student activism, transformation

Abstract 20**Enhancing Understanding of Management Information Systems (MIS) Integration in The Workplace Through Scenario-Based Learning: Applying the action mapping approach****Mulaudzi M., Majola X.**

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This paper explores the effectiveness of Scenario-Based Learning in enhancing business leaders' understanding of proper Management Information Systems (MIS) integration within their operations. It adopts the Action Mapping approach as a guiding framework for designing and implementing scenario-based activities. The paper focuses on a scenario-based activity developed for 59 Management Information Systems (MIS) postgraduate students at the University of KwaZulu-Natal (UKZN) using the Learning Management System (LMS). The research aimed to assess the impact of the scenario-based learning activity on participants' learning experience and explore the potential of the Action Mapping approach in Instructional Design work. The research methodology involves analyzing post-activity evaluation feedback obtained from the students. The analysis of the students' feedback reveals several major results and findings. Firstly, the scenario-based activity was well-received by the students, who found it relatable and engaging. However, some students expressed the need for clearer instructions and structure in the scenarios and questions to enhance their understanding. The activity was perceived as a valuable learning experience, especially for students who had limited prior knowledge of MIS integration. Finally, students appreciated the opportunity to apply theoretical concepts to real-world scenarios and expressed a desire for more practical examples. The findings suggest that the scenario-based learning activity, using the Action Mapping approach, has the potential to enhance students' understanding of MIS integration. The results also highlight the importance of clear instructions and structure in scenario design to optimize the learning experience. These findings have implications for Instructional Designers and Educators, providing insights into designing and implementing engaging and effective scenario-based learning experiences in higher education. This paper contributes to the scholarship of teaching and learning by examining the effectiveness of scenario-based learning in the context of MIS integration. The findings inform Instructional Design practices and emphasize the value of the Action Mapping approach in designing engaging and impactful learning activities. Future research could explore additional strategies for improving the effectiveness of scenario-based learning and expand the application of the Action Mapping approach to other domains within higher education. Keywords: scenario-based learning, instructional design, Action Mapping approach, feedback analysis, higher education, MIS integration.

Keywords: Scenario-Based Learning, Instructional Design, Action Mapping, Higher Education, MIS Integration.

Abstract 21**Readiness of Health Professions Students at the University of KwaZulu-Natal for Interprofessional Learning**

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Theme: Learning Analytics

Poor teamwork and professional hierarchy compromise patient safety and care. It is therefore important to include teaching and learning on interprofessional collaborative skills for all health professional students. In 2022, a pilot project was launched at the University of KwaZulu-Natal (UKZN) to introduce the concepts of interprofessional education (IPE) to students. This study sought to assess the readiness of senior health professions students for the inclusion of interprofessional learning in their curricula. All students registered for the 4th year of a professional Health Science degree at UKZN College of Health Sciences were invited to complete the Readiness for Interprofessional Learning Scale (RIPLS). The survey consisted of 19 Likert scale items measuring concepts relating to teamwork, professional identity and roles and responsibilities. Descriptive and inferential statistical analyses were performed to assess differences between the cohorts of students. A p-value of <0.05 was statistically significant. 533 out of 601 eligible students responded to the survey (86.7% response rate). The health professions represented by the students were nursing ($n=52$), medicine ($n=225$), physiotherapy ($n=52$), occupational therapy ($n=45$), biokinetics and exercise science ($n=17$), pharmacy ($n=101$) and dentistry ($n=36$). The mean overall score for each student group was above 80%, indicating strong readiness for interprofessional learning across disciplines. Medical students scored highest overall (91.6%), followed by pharmacy (89.5%), dentistry (88.9%), occupational therapy (86.3%), biokinetics and exercise science (85.3%), physiotherapy (84.7%) and nursing (82.1%). Medical, nursing and dentistry students were more positive about the need for teamwork and possessed a stronger sense of professional identity, while occupational therapy, physiotherapy and nursing students scored higher than students in other disciplines regarding professional roles. Undergraduate health professions students at UKZN in medicine, nursing, physiotherapy, occupational therapy, pharmacy, dentistry and, exercise science and biokinetics demonstrate strong readiness for shared learning. Further research is indicated to explore possible factors for the findings.

Keywords: interprofessional education, health professions education, interprofessional learning

Abstract 22**Developing Entrustable Professional Activities (EPAs) for
Postgraduate Family Medicine Education in South Africa****Naidoo M., Jenkins L.**

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Corresponding Author's Email: Naidoom@ukzn.ac.za**Theme:** Innovative Assessment Methodologies

Workplace-based assessment (WPBA) in health education is receiving global priority. The South African Committee of Deans and the Colleges of Medicine of South Africa (CMSA) have tasked all postgraduate programs to implement WPBA by 2024. Simultaneously, all programs must develop entrustable professional activities (EPAs) for the programmatic assessment. Many medical training programs have started developing EPAs for specific disciplines, including family medicine. This is a recent development in South Africa (SA), with only some EPAs being finalized for a few programmes. The College of Family Physicians in SA started developing EPAs for the discipline in 2021. Representatives from all nine medical schools have joined a national working group in workshops and online training for faculty development in constructing EPAs. Subsequently, three more workshops were held in 2022 to capacitate faculty in all the family medicine programmes, and a two-day workshop was held in June 2023 to finalize 22 EPAs for the discipline. Twenty-two EPAs have been finalized to date. There was consensus on the need, format, number, and distribution of EPAs to cover the curriculum. Each of the nine academic programs contributed two or three EPAs towards the final process. This is an iterative process where EPAs are submitted to the working group, critically reviewed and reworked. These 22 EPAs will cover the national Masters' curriculum. We describe an innovative process of nine academic departments working collaboratively through a national working group to develop EPAs for the discipline. This process has highlighted many areas of improving WPBA, our e-portfolio, the national clinical competency processes and the training environment towards more authentic and entrustable trainee assessments. Close cooperation with the CMSA is facilitating national agreement. Writing EPAs is a new educational experience for family physicians in SA. Sharing our experience may help to understand this process better and hopefully help others at similar points of the journey.

Keywords: Entrustable professional activities

Abstract 23**What is The Point of Writing?****Noqamza M.**

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This research presentation will delve into the emerging role of Artificial Intelligence (AI) in higher education, focusing on its potential to augment lecturers' capabilities and reshape learning design and assessment. In the evolving digital landscape, AI tools are rapidly advancing, some of which can mimic or surpass human cognitive abilities, raising novel educational challenges. One example of AI application in higher education is the case of Deakin University in Australia. They developed a proactive agent that accesses multiple databases, answers students' questions, and coaches them throughout their program. The system, Genie, learns as it answers more student inquiries. It knows when students have accessed course materials and the library and track their location to see if they have been studying in one place for too long (Klutka, J., Ackerly, N., & Magda, A. J. 2020). This study employs a mixed-methods approach, integrating quantitative data on assessment efficiency and user retention rates with qualitative student and teacher testimonials. The research aims to measure the effectiveness of AI-driven tools in educational settings and evaluate potential pitfalls. One of the key areas of discourse explored is the ability of students to detect errors or 'hallucinations' in AI-generated content. While AI accuracy continually improves with advancements like Retrieval Augmented Generation (RAG), this study proposes a fresh look at Bloom's taxonomy, considering the automation of lower-level cognitive tasks. The research raises concerns about the potential dilution of original thought and deep understanding in academic work due to the prevalent use of AI tools. As AI writing aids become more common, there's a risk of fostering mediocrity in research and academic writing, calling for the development of novel, intrinsically motivating assessment methods. The study concludes by underscoring the need to strategically incorporate AI in higher education while confronting the associated challenges. It envisions an academic environment where AI empowers rather than diminishes individual understanding and creativity. In this presentation, attendees can expect a comprehensive exploration of AI's role in higher education, with a balanced view of its potential benefits and challenges. The presentation aims to provoke thought, stimulate discussion, and provide a solid foundation for further exploration and research in this field.

Keywords: Artificial intelligence, higher education, Chat-GPT

Abstract 24**Student Experiences and Voices:
Architecture honours students' interpretation of design briefs at the post-grad level**

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Theme: Student Experiences/Voices

The presentation aims to unpack the variants that bring about diverse interpretations of the studio design briefs. It reflects on how architectural design is researched and conceptualized. Using two case studies of the honours class in two South African universities, the presentation discusses the basis of design drivers that bring about diversity in students' research and design responses. The design briefs provide a guide for studio-based learning, which has been used in the teaching and learning of architecture for decades. It is premised on the principle of learning by doing, as in project-based learning (PBL), where the doing is about first unpacking and conceptualizing the design problem. Studio masters (commonly referred to) provide students with the project parameters (including site and scale) and a broad design project outline. A responsive design is developed through research-led inquiry and interactive discussions in the studio. Considering the diverse studio participant backgrounds, the interpretation of the design briefs identifies varied design problematics driven by socio-cultural and experiential knowledge. Using data from feedback sessions during studio crits, students' interpretation of context and conceptual framing is analyzed thematically to demonstrate further how the act of knowing, critical thinking and self-awareness, particularly at the post-grad levels, must be encouraged to develop each student's unique design abilities. In a complex socio-cultural context, the paper argues that the learning environment in architecture studios must be non-judgmental and conducive to problem-solving learning brought about by good teacher-student relationships, rather than the banking concept of education where the students are assumed to have no prior knowledge and the studio facilitator/ master knows it all. This leads to enriched thinking in the interpretation of design briefs.

Keywords: Studio-based-learning, design crits, self-learning, post-grad, architecture

Abstract 25**A Reflexive Praxis Conceptual Framework For Doctoral Supervision Andragogies and Assessment Methodologies****Ruffin F.**

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Corresponding Author's Email: ruffin@ukzn.ac.za**Theme:** Innovative assessment methodologies

The purpose of this theoretical paper is to introduce an innovative reflexive praxis conceptual framework for doctoral supervision andragogies and assessment methodologies. Periodically, on the one hand, doctoral programmes have come under scrutiny when it comes to service provision by higher education institutions. On the other hand, of concern is the acquisition of graduate attributes on the part of students. In South Africa, some HEIs are at various phases of implementing improvement plans for doctoral programmes in connection with reviews required by the Council on Higher Education (CHE). It is axiomatic that supervision is a hallmark of doctoral education. This non-empirical research draws upon secondary data, including the reflexive praxis approach espoused by the CHE in its recent Institutional Audits as reflexive praxis endeavour together with journal articles, books, doctoral theses, other sources of documentary evidence and the author's own experiential learning. Criteria for inclusion and exclusion of secondary sources are explained. The author argues that both formative and summative assessment methodologies are inherent in doctoral supervision's teaching and learning component. Analyzing a range of teaching and learning, assessment and other policies from different universities, the author demonstrates how andragogical approaches, for example, can be linked to doctoral students' desires, skills and abilities, self-confidence level, career goals, character development, and personality traits. Such approaches can likewise be synced with a student's willingness to meet the breadth and depth of graduate attributes established by the CHE as well as a university's and supervisor's standards. Building up to the crescendo of the reflexive praxis framework for doctoral supervision, the author decouples doctoral supervision models from learning and teaching practices. The author examines tensions and contestations surrounding and relational and epistemic components of doctoral supervision. Liberation-oriented teaching philosophies are explored to evaluate suitability for integration with the reflexive praxis framework, emphasizing moving toward praxeology. This requires transitioning of supervisors from holding philosophical beliefs about teaching and supervising to implementing action plans in light of self-engagement with the reflexive praxis framework for doctoral supervision prior to student interaction. Evidence-based arguments suggest a fallacy of objectivity regarding the teaching, learning, and assessment approaches to doctoral supervision. Major results include (1) how the reflexive praxis conceptual framework applies to different phases of doctoral theses, (2) the role of power-sharing between student and supervisory to live out assessment methodologies of the reflexive praxis framework, and (3) the capacity-building of doctoral graduates to tackle protracted societal and institutional problems of local, national, regional, continental and global dimensions. Implications for policy and practice show how epistemic freedom can be contextually embedded in assessment methodologies for doctoral theses relationally and substantively across the higher education landscape, locally and globally.

Keywords: reflexive praxis, doctoral supervision andragogies, doctoral supervision assessment methodologies

Abstract 26**Blended Learning Strategies and Tools Employed in The Effective Teaching and Assessment of Research Methods: Academics and postgraduate students' experiences, University of KwaZulu-Natal, South Africa**

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Theme: Blended Learning

The role of technology in transforming teaching and learning at universities in the 21st century is significantly increasing. Universities are continually seeking more innovative ways to include technology in classrooms. Also, the COVID-19 pandemic compelled educational institutions to implement online teaching strategies, which were essential to maintain academic continuity when traditional educational systems were suspended. This study explored effective blended learning pedagogies that incorporate blended learning in teaching the Honours Research Methods module at the University of KwaZulu-Natal (UKZN), South Africa, by academic staff and students. The study also sought to uncover which blended learning methods can be applied in the supervision of Masters, Honours, and Post Graduate Diploma students' research projects. Lastly, the study shed light on the experiences of students and staff in a blended learning environment. The study adopted a qualitative research methodology and collected data through in-depth interviews. The interviews were undertaken with eleven (11) academic and support staff members, and two (2) focus groups of fourteen (14) postgraduate students within the UKZN School of Built Environment & Development Studies (SoBEDS), Information and Communication Services (ICS) Department Manager from UKZN was also interviewed to shed light on the available tools for effective blended learning. The results found that various blended learning pedagogies and online-based strategies were already being adopted to facilitate teaching and learning. These included collaborative teaching and learning, while postgraduate supervision adopted a blended learning approach. Some methods included using learning management systems to upload pre-recorded lectures and interactive videos. Also, several online platforms and tools, such as Moodle, Twitter, Google Docs, and WhatsApp, were already used for communication, assessment, and supervision. Student experiences included the ease of use of technology in blended learning, while academic and support staff revealed that the methods used complemented traditional teaching and learning. The results have policy and practical implications for blended learning as an effective teaching and learning strategy in a post-COVID-19 era, where universities gradually return to classrooms. The study will present various blended learning methods that emerged and were found useful. The presentation will also include experiences by staff and students in navigating through an ever-changing blended learning environment.

Keywords: Blended learning; Technology-enhanced learning; Online learning

Abstract 27**Students Satisfaction With Using Hybrid Learning Beyond The COVID-19 Era****Sokhulu L.**

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Corresponding Author's Email: SokhuluL@ukzn.ac.za**Theme:** Blended Learning

The global higher education landscape continues to transform, adopting hybrid teaching and learning, combining traditional face-to-face and online learning elements. Hybrid learning has thus gained significant prominence in universities' teaching and learning practices. This study explores university students' perceptions of hybrid learning beyond the COVID-19 times. Drawing upon a mixed-methods approach, the study collected data using the online survey questionnaire method from a sample of 227 first-year students from the School of Education found in a university in KwaZulu-Natal, South Africa. The preliminary results from the study show that students had various perceptions regarding hybrid learning in higher education. These perceptions were influenced by factors such as available platforms for hybrid learning, individual learning needs, preparedness for using hybrid learning, and ease of use of educational technologies. By investigating university students' perceptions of hybrid learning, this research study adds to the expanding body of knowledge in this field. The intention is that the study findings provide valuable insights to Higher Education Institutions, enabling them to improve curriculum design, prepare for future disruptions and pandemics and effectively implement hybrid learning. This is useful for meeting student expectations and optimizes their learning.

Keywords: Hybrid learning; online learning; traditional face-to-face; satisfaction

Abstract 28**Learning during COVID-19:
Exploring students' experiences of studying Social Work through blended learning at a university in
Durban****Tlhaku K., Mthembu M.**
University of KwaZulu-Natal**Corresponding Author's Email:** 217003232@stu.ukzn.ac.za; kwena.tlhaku97@gmail.com**Theme:** Blended Learning

The COVID-19 pandemic posed a challenge to the teaching and learning of social work given that this program has a practical component, it made it rather difficult to navigate such a program using blended learning. This presentation will give an operational definition of blended learning. It will then briefly highlight the challenges students faced while learning social work through blended learning during the pandemic to paint a picture of how blended learning, during its inception, was experienced by students from different backgrounds. These students represent the diverse student populace of the University of KwaZulu-Natal. It will further highlight the strategies students adopted to adapt to blended learning, including adopting help and support-seeking behaviour; the creative use of social media for learning; and self-motivation, which led to attitude and behavioural change towards learning. The shared narratives on these strategies revealed the importance of having students take an active role in their learning, students' resilience, and the importance of support from educators and feedback. Moving beyond the pandemic, encouraging the adoption of these strategies will help improve student outcomes in the social work program and other programs where learning through online platforms seems to be a challenge. The presentation will also make recommendations for continued social work education using blended learning, suggesting ways institutions can mitigate the challenges experienced and enhance the students' experience of blended learning.

Keywords: Blended learning, Synchronous learning, Asynchronous learning

Abstract 29**Disrupting Traditional Mathematics Teaching Approaches. Exploring grade 10 teachers' questioning practices for enhancing mathematics learners' critical thinking****Zondo A., Naidoo J.**

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Corresponding Author's Email: naidooj2@ukzn.ac.za**Theme:** Disruptive Teaching Approaches

For over a decade, teacher questioning has been utilized as an essential diagnostic tool for teaching and measuring mathematics learners' academic progression and comprehension. In the last five-year annual results analysis conducted by the National Department of Basic Education (NDBE) in South Africa for the National Senior Certificate (NSC) examinations in mathematics, very few learners can respond correctly to higher-order questions. If mathematics teachers do not effectively question learners at various levels within the cognitive domain, they cannot discern the range of learners' critical thinking. Thus, there is a need to disrupt current pedagogy. Consequently, mathematics teachers should orchestrate discourse and disrupt traditional teaching approaches by posing questions and tasks that elicit, engage, and challenge each learner's thinking. This presentation focuses on a current PhD study involving a case study of three secondary schools in the Pinetown district of KwaZulu-Natal. The study was framed within the cognitive domain of Bloom's Taxonomy and the Critical Thinking Theoretical Framework. Each of these schools had three Grade 10 mathematics classes, with two teachers teaching the Grade 10 mathematics classes. Thus, the participants for this study are six Grade 10 mathematics teachers (two teachers from each of the three participating schools). This qualitative study included the use of three data collection instruments. A semi-structured questionnaire sought to respond to the types of questioning practices used by teachers in grade 10 mathematics classrooms. The semi-structured observation schedule sought to identify the types of questions teachers were observed using in the classroom to enhance learners' critical thinking in mathematics lessons. The semi-structured interview schedule sought the participants' responses for using specific questioning practices to enhance learners' critical thinking. A thematic analysis of the generated data exhibited important findings. Based on the preliminary findings, it was evident that mathematics teachers know the various cognitive domains but find it challenging to discern the range of learners' critical thinking. The frequent use of factual questions was more evident across all the grade 10 mathematics classrooms, irrespective of learner performance. This presentation will include a detailed discussion of the findings, implications, and recommendations for a way forward for supporting the teaching and learning of mathematics to promote critical thinking skills. The study is valuable since it exhibits how disrupting traditional pedagogy in mathematics classrooms may enhance mathematics teaching and learning and promote learners' critical thinking skills. Thus, this study has implications for mathematics and mathematics education nationally and internationally. This study benefits teachers, learners, education researchers, teacher educators and curriculum developers located within the mathematics field.

Keywords: Blooms Taxonomy, Cognitive Domain, Critical Thinking, Learning, Mathematics, Questioning, Teaching

Abstract 31**Exploring a Disruptive Methodology in Teaching of First-year
Chemistry at the University of KwaZulu Natal****Paideya V., Nirmal N.**

University of KwaZulu-Natal

Corresponding Author's Email: paideya@ukzn.ac.za**Theme:** Blended Learning

First-year Chemistry students at the University of KwaZulu-Natal (UKZN) are selected from diverse backgrounds, Quintile 1, 2, and 3 schools. These students often have limited familiarity and practical involvement with school-level chemistry laboratories pertaining to the inadequate prioritization of science education within the secondary curriculum. To address the challenges encountered by first-year students lacking laboratory experience, the School of Chemistry at UKZN has incorporated a pre-laboratory exercise within the curriculum to foster the acquisition of practical skills. The pre-lab exercises serve as a pivotal component within the chemistry lab experience, as they aim to assist students in strategizing their experimental procedure in advance, thereby enhancing efficacy and mitigating the potentiality for errors or accidents during the course of the contact experiment. In light of the COVID-19 pandemic, higher education institutions (HEIs) worldwide have embarked on a digital transformation (Arek-Bawa & Reddy, 2022), introducing disruptive methodologies in teaching and learning. There has been a notable increase in the prioritization of incorporating pedagogical strategies that promote active student engagement, ultimately aiming to foster deep learning experiences. One such approach is the integration of blended learning methodologies, particularly for practical-oriented modules. The adoption of blended learning, a pedagogical approach that combines conventional face-to-face instruction with web-based learning modalities, has experienced a notable surge in popularity in recent years. It is paramount to bear in mind that the scientific disciplines, including chemistry, necessitate hands-on experiential learning; thus, it has been found that there are still barriers to the implementation of the blended approach (Janse van Rensburg & Oguttu, 2022). The School of Chemistry and Physics has responded to the implementation of a Blended teaching and learning methodology to ensure comprehensive readiness for practicals. This study investigates the First-year chemistry students' experiences of a blended learning pedagogical instructional design for Chemistry pre-lab exercises. The main research question is, how does a blended teaching and learning approach used for Pre-lab exercises influence the learning experiences of First-year chemistry students at the University of KwaZulu-Natal? This research is situated within the Pragmatic Paradigm, taking on a Case-study approach of first-year Chemistry students. A mixed methodology is used to establish students' experiences of the blended learning approach using questionnaires, individual interviews and document analysis (to establish how curriculum needs are met within the blended learning approach). Data analysis takes the form of an interpretative phenomenological analysis for the qualitative data and statistical analysis for the quantitative data collected. Considering that this research is a work in progress, we estimated that this research endeavour is expected to contribute to the expanding repository of knowledge in the field of education, encompassing progressive pedagogical approaches that foster learner-centric strategies and promote dynamic engagement, with a specific emphasis on the domain of sciences in particular chemistry teaching and learning. The implications of this study will extend to contemporary curriculum designers responsible for reshaping higher education curricula, as it has the intention to uncover the potential obstacles and hindrances that students may confront when learning chemistry within a blended instructional setting.

Keywords: Blended learning, First year Chemistry, Disruptive Methodology

Abstract 32**Competences of the "New" Vocational School Teacher****Pitula B.**

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The presentation is a critical reflection on the competencies of vocational school teachers expected by a new society (the so-called society 5.0), realizing the idea of a super-intelligent community oriented towards the human being as the highest good. The author intends to fill a certain gap and update knowledge on teacher competencies to be a constructive voice in the discussion on the future of teacher education. It presents the results of the author's own research (conducted in the period 2021-2022 among 502 vocational school teachers), the main aim of which was to diagnose the competencies held by vocational school teachers in relation to the expectations of society 5.0. Its implementation was in two stages; in the first, the competence profile of the surveyed teachers was reconstructed (based on the results obtained in terms of declared competencies), and a projected profile of desired teacher competencies was developed (reading it from the characteristics of society 5.0 available in the literature), and then (the second stage of the research) both models were compared, thus gaining insight into the differences occurring between the two profiles of teacher competences. The research used a diagnostic survey method and employed four authors' questionnaires to assess teachers' competencies and the standardized Readiness for Change Questionnaire developed by R. Kriegel and D. Brandt. The empirical material obtained was subjected to statistical and qualitative analysis and allowed for a quantitative and qualitative assessment of the competencies held by the surveyed teachers and the formulation of conclusions regarding further education, further training and in-service training of teachers. Deficiencies in the so-called 5K competencies (creativity, communication, cooperation, critical thinking, self-management) were demonstrated, and consequently, postulates for academic education were formulated.

Keywords: Competences, vocational teacher, society 5.0

Abstract 33**Exploring The Experiences of Student Support During Online Teaching and Learning: A case study of the students at the University of KwaZulu-Natal, College of Humanities in the School of Built Environment and Development Studies**

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Theme: Student Experiences/Voices

This paper seeks to explore student support experiences during online learning. The rationale is that there are a lot of adaptations that students have to deal with as a result of studying from home, away from university premises, with limited access to resources and support. The paper aims to understand the impact of the overall support offered to the student by the institution, including psychological, social, physical, emotional, financial, and academic support. This qualitative study collected data through an online Google form with open-ended questions. The link was shared with students in the ADO WhatsApp Support Group for students to participate in the study openly. Therefore, purposive, convenient sampling techniques were used to collect data. The content analysis tools were employed to analyze data. The results show students were not keen on receiving online support; many complained that some officials could not respond to their emails and were not assisted. Some staff members could not respond on time. Some students would miss the deadlines during registration not being assisted. The majority of participants stated that face-to-face counselling is better than online consultation. Other students believed getting help from the campus offices was easier. While the other students who had access to resources appreciated remote consultation in the comfort of their homes. The paper concludes by stating that remote student support contributed effectively in assisting the majority of students to adjust to online learning. However, online learning has exposed inequality in higher education. The paper recommends that traditional face-to-face consultation be commended for customer satisfaction with support services.

Keywords: student support, student experiences, online learning

STUDENT VOICES

Meet iSoTL Student Competition Winners

Learning in the Digital Age



Kelisha Pandaram

Master of Commerce in Marketing

(1st year of Mcom)



Nompumelelo Tembe

Computer engineering

(4th year)



Thabo Mbambo

B.ED Honours in History Education

(5th year - Honours)

Essay 12

Kelisha Pandaram
First-year Master of Commerce in Marketing,
College of Law and Management Studies, University of KwaZulu-Natal

University Learning on Line (ULOP) has assisted my personal learning through allowing me to access course materials and resources at my own pace and convenience. This has been especially helpful for me as a working student who often has to balance my studies with my work schedule. Moreover, ULOP has provided me with opportunities to interact with my lecturers and classmates in a more informal and collaborative way, enabling me to better understand the course material and to get feedback on my work. Furthermore, ULOP has given me access to a wide range of digital tools and resources that I can use to support my learning. These tools have helped me to become a more independent learner and to develop my own learning style.

For example, I have used ULOP to access lecture recordings, readings, and assignments. I have also used the discussion forums to ask questions and get help from my classmates and lecturers. Additionally, I have used the virtual learning environment (VLE) to collaborate on group projects. While I believe that ULOP is a valuable tool, I believe that it could be improved in a number of ways. The platform could be more user-friendly. The interface can be confusing at times, and it can be difficult to find the information that you need. Further to that, the platform could offer more opportunities for students to collaborate with each other. There are a few discussion forums available, but these are not very active, therefore, the platform could offer more opportunities for students to interact with their lecturers. For example, there could be more live Q&A sessions or online office hours.

The platform could be redesigned to make it more user-friendly such as through simplifying the interface could be simplified and improving the search function. It could offer more opportunities for students to collaborate with each other through discussion forums, and there could be tools for students to work together on projects. It can allow students to interact with their lecturers using live Question and Answer sessions, and there could be online office hours. The platform could provide more resources for students using additional readings, videos, and interactive tools. I believe that these changes would make ULOP a more effective tool for learning. They would make the platform more user-friendly, and they would provide students with more opportunities to collaborate and interact with their lecturers aiding students to learn more effectively and to develop their own learning style.

If I were a lecturer, I would make use of digital technologies to create engaging and interactive learning experiences for students in my module in a number of ways such as using YouTube videos, podcasts, and other multimedia resources to bring the course content to life. This would help students to learn more effectively by engaging their auditory and visual senses. For example, I could create videos that summarise key concepts from the course, or I could create podcasts that students could listen to while they are commuting or at places like the mall or gym. In addition, I would use interactive tools such as quizzes, simulations, and games to help students learn in a more active way thereby helping students to understand the course material by actively engaging with it. For example, I could create quizzes that students could take to assess their understanding of the material, or I could create simulations that students could use to experiment with different concepts.

Using social media platforms to connect with students and to facilitate collaboration would help students to learn from each other and to get support from their peers. For example, I could create a Facebook group for students to discuss the course material, or I could use Twitter to share links to interesting articles or videos. TikTok, Instagram, LinkedIn, and Facebook have not been used within my modules yet despite being in the discipline of Marketing and Supply Chain, although I think that these social media platforms could be used for learning and collaboration at the University of KwaZulu-Natal. TikTok could be used to create short videos that effectively summarise key concepts from the courses such as Marketing, it would be a great way to reach students who are visual learners in the College of Law and Management Studies as well as other Colleges at the University of KwaZulu-Natal.

Instagram could be used to share images and videos of student projects. This would be a great way to highlight student work and to get feedback from others. LinkedIn could be used to connect with industry professionals and to find job opportunities to enable students to learn about their chosen field and to network with potential employers. Facebook could be used to create groups for students to discuss the course material and to collaborate on projects. This would be a great way to facilitate student-to-student collaboration and to build a sense of community.

I have not incorporated ChatGPT as a tool to enhance my academic learning experience yet, but I am interested in learning more about it. ChatGPT is a large language model that can be used to generate text, translate languages, write different kinds of creative content, and answer your questions in an informative way. My personal perception is that ChatGPT could be used to provide students with personalised and relevant feedback on their questions pertaining to the module content, to help them learn new concepts, and to generate ideas for assignments and research projects in their prescribed modules.

I foresee that digital and innovative technologies can be used to create engaging and interactive learning experiences for all students at the University of KwaZulu-Natal. These technologies can help students to learn more effectively by engaging their senses, actively engaging with the material, and collaborating with others. I am animated to see how these innovative technologies are used in the future to enhance student learning in my discipline of Marketing and Supply Chain and various other disciplines and schools, within the University of KwaZulu-Natal and all its campuses.

Essay 42

Nompumelelo Tembe
Fourth year, Computer Engineering,
College of Agriculture, Engineering and Sciences, University of KwaZulu-Natal

I'd like to be an idealist and say that if I were a Lecturer, I would create super cool short-form videos summarizing the lessons we learned in class and share them on platforms like TikTok, YouTube Shorts, or Instagram Reels. But why stop at creating my own videos when we could tap into the vast array of amazing educational content already available on the internet? (This is the lazy programmer in me talking.)

While I appreciate the educational potential of various social apps, their inherent focus on entertainment often leads to distractions, ultimately the algorithm rewards engagement. During our period of online learning, WhatsApp was the only social tool we used, and I'm content with that choice. Facebook could have been another option since it already hosts numerous student-focused groups. But the only social app I truly applaud for its educational value is YouTube. Many of my peers would agree that YouTube is basically carrying our degrees. Any first-year students at my university, would unanimously recognize Professor Leonard as the go-to calculus teacher, and The Organic Chemistry Tutor is the go-to guy for concise math examples, circuit analysis, physics, and more. He's simply the coolest!

Now, let me share my innovative idea: considering how algorithms on these platforms dictate what we watch, I propose having my fellow classmates act as my video curators. I envision a Reddit-like platform for educational videos. Don't get me wrong; I'm not discouraging the creation of new videos. If my professor or a classmate wants to produce a short or long video, or even write a blog post explaining a topic we're learning in class, go for it! However, the coolness factor will be determined by a community vote.

An app would be the ideal implementation for this concept, and I already have a name in mind: "Glimpse." This platform would differ from traditional video repositories. Instead, it would serve as a hub for different perspectives—an intuitive video to supplement our understanding, a concise video to watch right before a test (ha-ha). To share the scope of the potential impact of this platform let me provide a couple of impactful videos I've come across on YouTube. When I struggled to comprehend modulation in my communications class, I stumbled upon a video where a guy simply threw a piece of paper, which didn't go very far. However, when he wrapped the same paper around a rock and threw it, I had an "aha" moment, finally realizing the essence of carrier frequencies. Another example occurred just before my algorithm test when I realized I had forgotten how to perform a topological sort. In a panic, I quickly found a 30-second YouTube short showcasing an animation of the process, and it instantly clicked. And when I had trouble with an encryption calculation in my security class and my classmate recommended a nice 15mins video which saved me hours. What I want to highlight with these examples, is the power of these videos in elucidating some of fog that can cloud the learning process, instead of endlessly searching for videos or explanations on your own it would be amazing if we could utilize the power of our peers, and have them share their own "aha" moments.

Now, let's dive into the implementation details. Videos would be curated by previous-year students, current peers specifically from your class, and even the lecturer if they are up for it. Someone would need to create the initial instance of their class, and other students could start recommending videos for specific chapters, videos that elucidate "how-to" concepts, videos for building intuition, and videos explaining "why" something works. If you discover a captivating video, you can easily share it using YouTube and specify the class, adding relevant tags to enhance discoverability.

The collaborative nature of Glimpse could foster a sense of community among students. By allowing classmates to curate and recommend videos, we create a shared learning experience. Students who excel in certain subjects can contribute their expertise by suggesting valuable resources, while those who struggle can benefit from the collective wisdom of their peers. Students already do this IRL (in real life), the app just serves as way to enhance the already built-in social systems we have to the digital space.

Now on to gpt. I must commend ChatGPT. Since late November last year, it has been the topic I can't stop talking about with my friends. I believe all students have reached the same conclusion and found innovative ways to utilize this amazing tool. It's simply the coolest! For instance, when I was studying algorithms with my peers, and whenever we encountered a challenging question, GPT became our go-to resource. Additionally, earlier this year, I asked GPT to provide me with a daily data structures challenge whenever I typed "Lwazi," and it was a delightful experience, especially after the introduction of the "save your history" feature.

During the online learning period, my school utilized technologies such as Moodle, Microsoft Teams, and Zoom. Personally, I preferred Microsoft Teams, but it seemed that my professors favoured Zoom due to its ease of use. The main purpose of these platforms was to deliver content to students, and Moodle served as a comprehensive system that included features for assignment submission, class slides, and even a calendar to keep track of upcoming events and deadlines. Overall, it was a straightforward system that I found quite appealing. The stability of these technologies, combined with the flexibility they offered, contributed to a positive online learning environment. I wouldn't change anything about it, it covers all grounds on a well-rounded education, content delivery, organisation, and testing. So, the only thing I'll be adding to the digital learning area is the aforementioned app that builds a community around learning.

Essay 21

Thabo Mbambo
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College of Humanities, University of KwaZulu-Natal

I. Introduction

In the modern digital age, technological advancements have changed various aspects of our lives and have become an integral part of education. Technology in the traditional classroom has evolved into an educational landscape that heavily relies on digital tools and technologies. During the COVID-19 Pandemic, Schools as well as Universities were required to shut down and shift education from traditional to an online version. The Pandemic accelerated the rapid advancement of technology in education, which made it Crucial for educators to adapt their teaching methods to meet the needs and expectations of Digital-native students. According to Costley (2014), technology has a positive impact on student learning, leading to increased engagement and better retention of information.

II. The Impact of Technology on Education

Technology has become an inseparable part of education, playing a vital role in the modern educational industry. Its importance for educators cannot be overstated, as it has become crucial to incorporate technology into teaching practices. Technology offers immediate access to information, making it an essential presence in the classroom. Tablets, Smartphones, and computers, have become ubiquitous tools in the daily lives of both students and educators.

The shift from traditional classroom to a digitally-driven learning environment signifies a significant transformation in Education. Digital Classroom brings a change in the way students learn. Incorporation of technology in classrooms creates so many benefits, some of them are enhanced learning experiences, empowering students for the future as well as creating motivation for learning. Technology does not aim to replace Educators; instead, it seeks to empower and support them in embracing innovative teaching methods to meet the needs and expectations of Digital-native students.

III. Social Media Platforms for Learning and Collaboration

Over the years social media platforms have gained immense popularity and widespread usage. Platforms like Facebook, Instagram, Twitter, and TikTok have revolutionised communication, allowing us to connect with friends and family. When used correctly educators can utilise it for educational purposes since students engage with social media on a daily basis.

After I was accepted at UKZN for my Honours degree, I had the privilege of enrolling in the module EDHS702E1, which focused on Teaching History Education through film and information and communication technology (ICT). This Module provided me with valuable insights into utilizing social media as an effective teaching tool. It also encouraged us to explore creative approaches to incorporate social media into their teaching methods.

There are potential ways in which social media platforms can be used to offer opportunities learning and collaboration at UKZN I will only name two See Figure 2 and 3:

At UKZN, these social media platforms can be effectively used for learning and collaboration. Although they haven't been utilized in my modules, if they were, Instagram could be used to share educational content through visuals like infographics and short educational videos. TikTok see Figure 1. These platforms offer diverse and dynamic ways to enhance learning and promote collaboration among students at UKZN.

IV. The UKZN Learning Online Platform (ULOP)

Having interacted with the UKZN Learning Online Platform (ULOP), I have found it to be highly beneficial for my personal learning. The platform offers convenient access to course materials such as Learn2023 and provides recorded lectures (Zoom). Engaging in interactive discussions has been made possible through the platform's features. ULOP also provides student support services, ensuring a smooth transition to online learning. The provision of zero-rated data for students, as well as access to specific UKZN sites for those facing data affordability challenges, further aids in facilitating learning. Furthermore, the presence of an orientation guide on the platform prepares students effectively for the online learning experience at UKZN.

To further enhance the platform, it would be valuable to incorporate more collaborative features, such as virtual group projects and interactive forums. The university can also add regular updates and improvements to the user interface and navigation would enhance the overall user experience, making it even more efficient and user-friendly for students.

Utilizing Digital Technologies for Engaging Learning Experiences for my class

It is very important for educators to use digital technologies to make lesson engaging allowing students to remain more interested in the module (Haleem et al., 2022). As a lecturer, I would incorporate multimedia presentations, interactive online platforms, educational apps, and collaborative tools to foster active participation, critical thinking, and knowledge application, ensuring a dynamic and immersive learning environment see Figure 4.

V. ChatGPT as a Tool for Academic Learning

It seems like ChatGPT is creating quite a buzz worldwide, as everyone is talking about it. People have been using this AI tool for different purposes, although some may misuse it by using it for academic assignments. Personally, I've found it helpful for giving points on how to write CVs, cover letters, use it to fix grammar or how to write an essay using P.E.E.L Structure. ChatGPT provides outlines, step-by-step explanations, and even examples, which have been quite useful. However, it's important not to solely rely on it and to cross-check information with other sources like Google, as ChatGPT's knowledge is limited and may not always provide accurate details about people, places, or facts.

VI. Conclusion

In conclusion, the digital age has revolutionised education with the integration of technology. Social media platforms and the UKZN Learning Online Platform (ULOP) offer opportunities for learning and collaboration. As educators, incorporating multimedia presentations and interactive tools can create engaging experiences. However, responsible use of AI tools like ChatGPT is essential for accurate information.

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