

QUALITY TEACHING IN HIGHER EDUCATION

Short Courses in 2018

SHORT COURSES FOR FULL- AND PART-TIME LECTURERS IN THE WESTERN CAPE REGION

Internationally and in South Africa, emphasis is increasingly being placed on the professional development of lecturers with regards to teaching, curriculum design and assessment. The changing profile of our student populations, changes in the modern communications technologies, the increasing pressure on academics as well as the greater spotlight on student success and relevance, provide impetus for the trend towards support for the professional development of lecturers. The Cape Higher Education Consortium (CHEC) is offering 3 short courses for lecturers in the Western Cape during 2018.

The courses provide a unique opportunity for academics from the higher education institutions in the Western Cape to come together in a relaxed and supportive atmosphere to learn, discuss and benefit from the valuable experiences of peers and expert facilitators from the four institutions in our region. All participants will receive a certificate from CHEC on successful completion of each course. However, at this stage, the courses are not formally accredited.

The cost varies per short course (this will be paid centrally by your university, but please note that the fee will be charged to your department's budget if you are absent or if you cancel within a week of the course starting).

Academic staff may enroll for just one, or any number of the courses.

TO REGISTER:

There is a very brief application form to complete if you are interested in participating in any of the courses on offer. Forms are available on the CHEC website www.chec.ac.za or email Joy at joyfishza@iafrica.com to request a form. The form must be signed by your HOD and thereafter:

- CPUT staff send the form to Shahieda at waterwitchn@cput.ac.za
- UWC staff send the form to Nina at staffdevelopment@uwc.ac.za
- SU and UCT staff send the form to Joy at joyfishza@iafrica.com or fax to 021 763 7117

Preference will be given to those who register before end February 2018 for the first semester course, and before end June 2018 for second semester courses, but if there are places available you may register at any time prior to the course. For more information please contact Joy at joyfishza@iafrica.com or 083 278 7374.

SUMMARY OF COURSES AND DATES

Pg	COURSE	DATES/TIMES
3	1. Designing Learning with Technologies Fee: R2500	14 March: 09h00 to 16h00 28 March : 09h00 to 16h00 25 April: 09h00 to 14h00 Online meetings – 2 hours on 22 March, 11 & 18 April
4	2. Reconfiguring scholarship: Doing academic writing, publishing and reviewing differently Fee: R6000 (This rate includes the live-in venue costs for the resident workshop)	3 sessions 09h00 to 13h00 on 1, 15 & 22 August 2018 Residential workshop 09h00 to 16h00 on 27–29 August 2018
6	3. Researching Teaching and Learning: preparing for your proposal Fee: R2000	5 sessions – 09h00 to 13h00 on 12,19, 26 September, and 3 & 10 October 2018

PLEASE NOTE

Successful completion of a course requires the completion of the assignment to the required standard. Certificates will be awarded as follows:

Merit (75% or above for the assignment)

Credit (50 to 74% for the assignment)

Participation (At least 75% attendance but no assignment, or assignment below 50%)

SHORT COURSE 1: Designing learning with technologies

This short course will give participants an experience of how to design learning with technologies in higher education. In the course, participants will have the opportunity to analyse their current context in relation to pedagogic problems, their students' learning needs and technologies available to both students and educators, in order to design a small-scale technology-enhanced learning intervention.

The course's primary focus is on designing an intervention thinking about the affordances of technologies for the particular context and challenges that the lecturer faces in order to enhance student learning. As part of experiential learning, each participant will become a competent user of at least one technology or tool suitable to the context in which they work, design and present a prototype of the small-scale technology-enhanced learning intervention to their peers and the facilitators, and to reflect on their intervention from both theoretical and practice-based perspectives.

The course will be limited to 25 participants. The minimum requirements for participation would be a basic knowledge of technologies for teaching and learning e.g. use of productivity tools such as word processing, presentation tools, a learning management system, or some interest in Web 2.0 tools.

Course structure and dates

14 & 28 March 2018: Two full-day face-to-face sessions (8 hours)

25 April 2018: One half-day face-to-face session (6 hours)

22 March and 11 & 18 April 2018: Three online sessions of at least 120 minutes each

Self study (24 hours)

Venue: EERU Centre at UWC

Fee: R2500

Convenor: Dr Daniela Gachago; Email gachagod@gmail.com

Facilitators: Dr JP Bosman (SUN), Prof Vivienne Bozalek (UWC), Ass. Prof. Eunice Ivala (CPUT), Shanali Govender (UCT), Ian Schroeder (UWC), Dr Simone Titus (UWC) and Dr Faiq Waghid (CPUT)

SHORT COURSE 2: Reconfiguring Scholarship: Doing Academic Writing, Publishing And Reviewing Differently

There is no scholarship in the academy without extensive writing, but this is most often experienced as a lonely, negative experience. Despite the pressure put on academics to increase the number of their publications, and the anxiety of keeping up with higher education measures of performance, writing can also be a valuable form of thinking and creating, and a pleasurable experience.

Higher education systems continue to privilege and reward individual contributions from Northern contexts in their competitive processes of reward and recognition of academic scholarship. However, spaces where different ways of engaging with writing which are more collaborative and experiential, are now being explored, including multimodal and multilingual ways of making meaning and presenting information. There are also calls for more open, transparent and affirmative reviewing and publishing processes. These calls are particularly relevant in South Africa in this moment of questioning conventional, Anglocentric, inherited norms and patterns of participation in knowledge-making. Our language and educational histories position us differently as readers and writers, with serious consequences for socially just scholarship.

The *Reconfiguring scholarship: Doing academic writing, publishing and reviewing differently* course aims to offer a diverse group of participants the opportunity to explore novel and experimental ways of writing, publishing and reviewing. More particularly, the course aims to provide opportunities for knowing, being and doing together that could lead to possibilities of affective, pleasurable, imaginative and responsive ways of expressing ourselves. The focus will be on experimenting with alternative and heterogeneous ways of writing, publishing and reviewing in the scholarship of teaching and learning in higher education. The participants will contribute to ways of reconfiguring the scholarship of teaching and learning by salvaging joy and 'pleasure from the productivity pressures that often define our successful academic lives' (Gannon & Lampert, 2017, p. 202) in ways that are relevant to the South African academy at the present time.

This would mean, for instance, rethinking how we write or review by thinking about more affirmative ways of doing reviews. The course will emphasise the relational process in both writing and reviewing – how do we write with and for others to bring historically excluded forms, participants and knowledges to the surface? How do we make reviewing a productive process for both reviewer and reviewee? The course will also highlight the risk of doing epistemological damage in the reviewing process, as happens sometimes in the anonymised peer reviewing apparatus. There will be opportunities to examine our own experiences of the reviewing process and think about ways in which to make the process more creative, productive and affirmative from our location in the global South.

Who should attend this course?

We warmly invite participants from a wide range of different backgrounds, of different ages and experiences, both emerging and established scholars, who wish to experiment in novel ways to reconfigure academic writing, publishing and reviewing.

Participants may bring with them either an individual or collaborative paper which they are in the process of writing, if they wish to.

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COURSE 2 continued

Venue: EERU Centre at UWC and Mont Fleur (near Stellenbosch)

Fee: R6000 (inclusive of accommodation for the live-in workshop)

Convenors: Vivienne Bozalek (UWC) vbozalek@gmail.com and Daniela Gachago (CPUT) gachagod@gmail.com

Course designers and facilitators: Denise Newfield (University of the Witwatersrand), Daniela Gachago (CPUT), Elmarie Costandius (SU), Lucia Thesen (UCT), Vivienne Bozalek (UWC) and Prof Ronelle Carolissen (SU)

Note: other facilitators may be added to contribute to the course.

Course structure and dates

1, 15, 22 August 2018

09h00 – 13h00: Face to face sessions with facilitators on doing academic writing, reviewing and publishing differently

27 – 29 August 2018

09h00 – 16h00: Residential workshop on Multimodal Pedagogies and Post-Qualitative Scholarship in Higher Education

Course readings

A selection of relevant readings will be shared with participants and facilitators.

Writing outcome of the course

The potential outcome of participation in this course would be to write a plan for, or a draft of an article for publication, either individual or collaborative, that connects with the topic of the course, i.e. challenges present conventions of scholarly writing and reviewing or proposes or proposes/enacts alternative possibilities.

Reference

Gannon, S. and Lampert, J. (2017). Academic writing, creative pleasure and the salvaging of joy In S.Riddle, M. Harmes & P. Danaher, P. (Eds.) *Producing pleasure in the Contemporary University*. Pp. 201-212. Rotterdam: Sense Publishers

SHORT COURSE 3: Researching Teaching and Learning: preparing for your proposal

This short course is for academics from across disciplines and fields of study. It is intended for both novice and more experienced researchers who:

- are faced with questions about how to improve or make their teaching more effective
- would like to learn more about documenting their teaching practices (for example for portfolio purposes)
- are curious about understanding some aspect of their teaching practice
- would like to try out different approaches to research on teaching
- would like to learn how to prepare for a more systematic research proposal on teaching and learning

The course is interactive and experiential with the focus on building a proposal over a series of activities based on key tasks of the proposal. Participants will engage with some of the main issues that would need to be considered when embarking on educational research projects. Since Google Docs will be used on the course, it is a requirement that participants come to the course with a Google Account.

Maximum number of participants: 30

Venue: EERU Centre at UWC

Fee: R2000

Convenors: A/Prof Lucia Thesen (UCT) lucia.thesen@uct.ac.za

Facilitators: Dr Moeain Arend (UCT), Prof Viv Bozalek (UWC), Dr Lynn Coleman (CPUT), Dr Arona Dison (UWC), A/Prof James Garraway (CPUT), Dr Nicoline Herman (SU), Prof Chris Winberg (CPUT).

Course structure and dates

- 5 face-to-face contact teaching sessions – 9h00 to 13h00 on 12,19, 26 September, 3 and 10 October 2018
- Online assignments between sessions
- Participants will be required to work on a research proposal in a series of sub-tasks;
- Self-study (20 hours)

Assessment

- Short tasks which are cumulative and work towards building a research proposal in teaching and learning. This includes a preparatory task before starting the course.
- Feedback to peers on their writing
- Active participation in face-to-face and online tasks
- Summative assessment task – research proposal on teaching and learning 2500–3000 words.
Due Date: 17 October 2018 (completed research proposal)

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COURSE 3 continued

Required reading

The key text is Maxwell, J. 2008. Designing a qualitative study. In: Bickman, L & Rog, D.J, *The Sage handbook of applied social research methods*, London: Sage.

Available online: <http://www.corwin.com/upm-data/>.

Other useful readings are:

Cousin, Glynis. 2008. Researching learning in higher education: An introduction to contemporary methods and approaches. London: Routledge.

Herrington, J., McKenney, S., Reeves, T. and Oliver, R. 2007. Design-based research and doctoral students: Guidelines for preparing a dissertation proposal. In C. Montgomerie & J. Seale (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2007* (pp. 4089-4097). Chesapeake, VA: AACE. Original article available here: <http://ro.ecu.edu.au/ecuworks/1612>

Somekh, Bridget and Lewin, Cathy. 2005. *Research methods in the social sciences*. London: Sage.

Recommended Reading

Brew, A. 2006. *Research and teaching: Beyond the divide*. Basingstoke: Palgrave Macmillan.

Norton, L.S. 2009. *Action research in teaching and learning: A practical guide to conducting pedagogical research in universities*. London and New York: Routledge.

Orlich, Donald and Shrope, Nancy. 2012. *Developing a winning grant proposal*. Routledge.

Macfarlane, Bruce. 2010. Values and virtues in qualitative research. In: Maggi Savin-Baden and Claire Howell Major (Eds) *New approaches to qualitative research*. New York: Routledge. Chapter 3. Pp. 19 – 36.