



REGIONAL EXTENDED CURRICULUM (ECP) SYMPOSIUM

CPUT Granger Bay Campus

Reconfiguring ECP pedagogies through theoretical frameworks

30 AUGUST 2018

8:30 – 8:55	<i>Arrival, tea, coffee and registration – Ground Floor Foyer</i>		
9:00 – 9:15	Introductions and Welcome: Dining Hall Monwabisi Ralarala: Director of Fundani CHED		
9:20 – 10:20	Keynote Address: Dining Hall Chair: James Garraway Aditi Hunma; Gideon Nomdo; Moeain Arend; Catherine Hutchings and Sean Samson Conceptual shifts on an ECP academic literacy course: Realising a pedagogy of discomfort		
10:25 – 11:30	Inter-Institutional Panel Discussion: Reconfiguring ECP Pedagogies through Theoretical Frameworks: Dining Hall Chair: Vivienne Bozalek Delphi Carstens, Diane Steyn, Honjiswa Conana, Nike Romano		
11:30 – 11:55	Tea: Ground Floor Foyer		
	AB ROOM Chair: James Garraway	IMBIZO ROOM Chair: Lynn Coleman	WARD ROOM Chair: Vivienne Bozalek
12:00 – 12:25	Cupido et al On being Alice in Wonderland: higher education dreamscapes	Reiner and De Jager Using a project-based pedagogy underpinned by the sociology of knowledge	Mkonto Understanding the role played by family in first year students' transitions
12:30 – 12:55	Kwenda and Meda A critical analysis of decolonisation of the curriculum and transformation in higher education at a university in South Africa	Harris et al Student perceptions of the value of Integrated projects at an early stage in the Mechanical Engineering course-connecting theory to practice	Basitere Effects of social media network site on student's engagement and collaboration: A case study of WhatsApp at a University of Technology
13:00 – 13:25	Garraway and Lange Reflecting on changes in pedagogy which enable participation of the most disadvantaged students in Higher Education	Coleman Theoretical diversity and navigating complexity: Reflecting on teaching in extended curriculum programmes	Rohlwink Digital support apps can lead to digital dementia
13:30 – 14:25	Lunch: Dining Hall		
14:30 – 14:55	Alexander et al Navigating curriculum implementation: the case of Public Administration and Governance Foundation	Noble and Gachago Challenging dominant narratives through digital storytelling: students' attempts at re-telling the D6 story	Esambe First-year students' participation in the curriculum: A University 101 module
15:00 – 15:25	Griesel A framework for enhancing the design skill sets of foundation programme Landscape Architecture students	John Instant feedback through classroom interaction	
End of day Thank you for your participation			