QUALITY TEACHING IN HIGHER EDUCATION
Short Courses in 2019

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 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 5 short courses for lecturers in the Western Cape during 2019.

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 enrol 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 Eileen at eileen@chec.ac.za 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 Eileen at eileen@chec.ac.za
  or fax to 021 763 7117

Preference will be given to those who register before 1 March 2019 for first semester courses, and before end June 2019 for second semester courses. However, if there are still places available you may still register up to two weeks before the start of each course. For more information please contact Eileen at eileen@chec.ac.za or 072 247 0553.

An initiative of

UNIVERSITY OF CAPE TOWN
UNIVERSITY OF STELLENBOSCH
UNIVERSITY OF THE WESTERN CAPE
CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

CHEC
Cape Higher Education Consortium

SUMMARY OF COURSES AND DATES

Pg	COURSE	DATES/TIMES
3	1. Understanding Decoloniality	3, 10, 17, 24 April & 2 May 2019 Venue: School of Public Health, UWC
6	2. Learning Analytics	13 & 14 May Venue: School of Public Health, UWC
7	3. Co-creating curricula across difference	15, 29 May & 12 June 2019 Venue: School of Public Health, UWC
9	4. Slow scholarship	8, 15 & 22 August 2019 Venue: Third Floor, Chemical Science Building, UWC 26-28 August (residential) Venue: Mont Fleur Conference Venue, Stellenbosch
13	5. Assessment in Higher Education	18 & 25 September and 16 & 23 October 2019 Venue: EERU Centre, UWC

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: Understanding Decoloniality

Course structure and dates

- 5 x afternoons on 3, 10, 17, 24 April & 2 May 2019
- 12h30 – 15h30 (lunch included)
- Face-to- face sessions on understanding decolonial thinking, acting and being in relation to participants' courses, projects and curricula.
- Low-blend: online support and development towards summative task; online forum discussions between sessions.
- Self-study (10 hours)

Venue:	School of Public Health, UWC
Fee:	R2,500
Convenors:	Kasturi Behari-Leak (UCT) and Goitsione Mokou (UCT)
Guest presenters:	Prof Rozena Maart (UKZN), Jean Farmer (University of Stellenbosch), Leigh Anne Naidoo (UCT) and several other contributors to the course.

The student protests of 2015 and 2016 challenged hierarchies of power and elitism in the academy by disrupting the normalcy of coloniality and by bringing marginal and alienated voices into the fold. The emergence of the #RhodesMustFall (RMF) movement ushered in a new era of a collective student agency at universities across the country. Students and academics continue to interrogate how knowledge and disciplines are constructed and legitimated in ways that reproduce legacies of a colonial past, often with serious consequences for social inclusion and student success. The HE sector has been challenged to respond to student calls for decolonisation by reviewing existing university curricula that are predominantly of a western purview and which promote forms of knowledge production that do not reflect an African worldview or a global South context. The call for decolonisation stems from historical systems of marginalizing, silencing and alienating knowledge and practices that foreground the Other and reproduce ways of being that disempower the community it is mandated to serve.

Decolonial action from the academy and the public (students, workers, academics and civil society) has prompted several institutional initiatives and responses through which faculties have been challenged to 'decolonise' their curricula and practices. At a comprehensive as well as micro level, there is a direct need for initiatives to integrate and incorporate gains made through the social action with students and staff and to explore what an alternative, decolonial curriculum would entail.

The *Understanding Decoloniality* course aims to bring together interested participants to co-create and develop an understanding of what it means to think, act and be, from a position of centredness and groundedness that is African. Through an understanding of how positionality and intersectionality shape our 'biographies and geographies' (Mignolo, 2016), we will explore alternative curricula,

(Continued overleaf)

COURSE 1 continued

decolonial methodologies, pedagogical relations, knowledge construction and other modalities, informed by a 'decolonial attitude' (Maldonado-Torres, 2016) and a decolonial disposition in higher education. The overall objective of this course is to develop a deeper understanding of the generative mechanisms that contribute to (un)transformed practices in different faculties; and to explore the capacity of academics and students to be key agents of change across the sector.

Who should attend this course?

We invite participants from a wide range of backgrounds, of different ages and experiences, both emerging and established academics, who wish to change or strengthen their thinking and practice by understanding decoloniality through dialogical thought and action. Participants may bring to the course examples of decolonial projects, curricula, courses or ideas that they are in the process of re-shaping and re-framing.

Course readings

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

Outcomes of the course

Participants will understand and apply decolonial concepts, theory and tools in their contexts of practice. They will be able to redesign an existing curriculum or course to embed and embrace a theory of change that is decolonial. Any aspect of the course, related to curriculum, language, gender, pedagogy, assessments, research or methodology can be chosen to be the focal point of participants' re-framing or re-imagining, using a decolonial attitude, approach and disposition.

Assessment

Participants will be required to submit a written proposal for their intended 'decolonial project' relevant to their department, unit, faculty or university. Formative feedback will be provided at every stage and as required. This proposal will then be presented (oral assessment) in a creative format to the group/peers for feedback. Both written and oral tasks will comprise the summative assessment for the course.

Pre-task

Bring an existing outline of a course, curriculum or project that you want to re-design using a decolonial approach.

References

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Dastile, N.P. & Ndlovu-Gatsheni, S. (2013). Power, Knowledge and Being: Decolonial Combative Discourse as a Survival Kit for Pan-Africanists in the 21st Century. *Alternation* 20,1.

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COURSE 1 continued

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Grosfoguel, R. (2007). The Epistemic Decolonial Turn: Beyond Political-economy Paradigms. *Cultural Studies* 21,2-3: 211 - 223.

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Mignolo, Walter D. (2007). Introduction: Coloniality of Power and De-Colonial Thinking. *Cultural Studies* 21,2-3: 155 – 167.

Quijano, A. (2007). Coloniality and Modernity/Rationality. *Cultural Studies* 21,2-3: 168 - 178.

Santos, B de S. (2007). Beyond Abyssal Thinking: From Global Lines to Ecologies of Knowledges. *Review* 30,1: 45 - 89.

SHORT COURSE 2:   Learning Analytics

Course dates: The course will be presented over two full days on 13 & 14 May 2019

Venue: School of Public Health, UWC

Fee: R4,000

Presenters: Dr Juan-Claude Lemmens & Mr Dolf Jordaan (University of Pretoria)

What is Learning Analytics?

Learning analytics is the measurement, collection, analysis and reporting of data about learners and their contexts, for understanding and optimising learning and the environments in which it occurs (Siemens and Long, 2011).

Course Overview

The course provides participants with a platform to discuss Learning Analytics, as it should be targeted toward students, lecturers and institutional management. The workshop starts with an introduction to Learning Analytics, institutional readiness for Learning Analytics as well as frameworks of Learning Analytics and how these frameworks could be embedded in accepted evaluation models. Participants will also share ideas of the intersecting point/s of the three levels of LA and how the proverbial "closing the loop" could be practically implemented at the various institutions.

Who should attend?

The course is targeted toward lecturers, institutional researchers, staff from quality units as well as instructional/educational support staff. There are no specific requirements to gain value from this workshop. The workshop format will include presentations and practical group discussions and activities

Number of Participants: The maximum number of participants is 50.

SHORT COURSE 3: Co-creating curricula across difference

Course dates:	The course is presented over three full days on the following dates:
	Wednesday 15 May 2019
	Wednesday 29 May 2019
	Wednesday 12 June 2019
Venue:	School of Public Health, UWC
Course Fee:	R2,000

Convenors:	Xena Cupido, Fundani CPUT and Daniela Gachago, CIET CPUT
Facilitators:	(in alphabetical order) Janice McMillan, UCT; Yolisa Mbekela, CPUT; Ashton Mpofu, CPUT; Asanda Ngoasheng, CPUT; Oluwaseun Oyekola, CPUT; Sue Pather, UWC

The recent student movement called for the importance of opening up the higher education space to involve multiple stakeholders in co-creating content and approaches to teaching and learning. Academia globally and in particular in South Africa is plagued with exclusionary academic discourse (Soudien, 2010; Badat, 2010) that alienates students and staff alike – this is one of the problems that students identified in their calls for decolonising the curriculum. Students argue that if they are part of co-creating curricula then they are able to contribute to academic discourse in a way that makes it more meaningful to them.

What does this mean for us? How can lecturers, students and the wider community within their clear power differentials work together to create something that is meaningful to all involved?

This short course aims at exploring and facilitating ways to develop students and staff capacity for co-creation of curricula so that they can become comfortable with a dynamic, constantly changing and critical 'living curriculum'. Following Freire (2005) we argue for a liberated education system to offer students the opportunity to develop their ideas and realize their abilities as active subjects in changing the world around them. How would one go about creating such spaces? Given that formal education reproduces existing social and economic inequalities, through failing to attend to what (in particular non-traditional) students need from their education and delivering in a way that is exclusive to these needs, it is important to engage in participatory/dialogical pedagogies (Freire,1972, hooks,1994) that actively seek to rupture these prevailing structures which marginalise some and buoy others.

The objective of this course is to explore participatory forms of engagement through addressing the following questions:

1. How can one make learning spaces more equal and democratic through co-designing curricula with different stakeholders in unequal power situations?

2. How do we unlearn/dismantle hegemonic structures in ourselves?

3. What would this approach require to move us forward?

COURSE 3 continued

Decolonising pedagogies call for disrupting colonial power by first acknowledging its structures and impact practices and processes (Iseke-Barnes 2008, Kanu 2011). Drawing from critical pedagogy, but also other theoretical frameworks, such as the ethics of care (Tronto, 1993; 2001), the pedagogy of discomfort (Boler & Zembylas, 2003) and our experience with interracial dialogue and storytelling work, liberating structures (http://www.liberatingstructures.com/) and Time To Think (Kline, 1999) facilitation techniques, we are offering this short course aimed at experimenting with and developing processes for facilitating curriculum co-creation, by allowing us to engage in dialogue about power structures of institutions, colonisation and find ways to deconstruct them and understand them better.

We invite participants from all institutions to enrol in this course with a student/teaching assistant/tutor/mentor of theirs, so that the process of co-creation can be transferred into their own teaching and learning practice.

We suggest the following blended format: 3 full days over the course of five weeks with independent/online activities in between the face-to-face workshops.

References

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Kanu, Y. (2011). *Integrating Aboriginal perspectives into the school curriculum: Purposes, possibilities, and challenges*. Toronto: University of Toronto Press.

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Soudien, C. (2010). Grasping the nettle? South African higher education and its transformative imperatives. *South African Journal for Higher Education* (SAJHE), 24(6), 881–896.

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SHORT COURSE 4: Slow scholarship

Course structure and dates:

Part 1: 8, 15, 22 August 2019: 09h00 – 13h00

Face-to-face sessions with facilitators on doing academic writing, reviewing and publishing differently

Venue: 3rd Floor, Chemical Science Building, UWC

Part 2: 26–28 August 2019: 09h00 – 16h00

Residential workshop on Slow scholarship

Venue: Mont Fleur (near Stellenbosch)

Course Fee: R8000 (inclusive of accommodation for the live in workshop) **OR**

R4000 for participants who will be day visitors to the workshop (no accommodation)

Course Convenors:

Vivienne Bozalek (UWC) vbozalek@gmail.com & Daniela Gachago (CPUT) gachagod@gmail.com

Course designers and facilitators:

Vivienne Bozalek (UWC), Ronelle Carolissen (SU), Andre Daniels (UWC),
Daniela Gachago (CPUT), Denise Newfield (University of the Witwatersrand),
Nike Romano (CPUT), Lucia Thesen (UCT)

Background

This course follows on from two previous Quality Teaching in Higher Education (QTHE) Cape Higher Education Consortium (CHEC) courses - in 2017 the *Multimodal Pedagogies and Post-Qualitative Scholarship in Higher Education Teaching and Learning* and in 2018 the *Reconfiguring scholarship: Doing academic writing, publishing and reviewing differently* courses. The *Slow scholarship* 2019 course will build on experiences and ideas which surfaced in the previous courses, taking them forward into both new processes and ones previously used which resonate with the theme of the 2019 course – *Slow scholarship*. The Slow scholarship course will be co-composed and presented by some past facilitators and participants who have been involved with the previously mentioned courses which were offered in 2017 and 2018.

What is Slow scholarship?

Slow methodology in higher education follows the Slow food movement started in 1986 by the leftist Italian journalist Carlo Petrini (2007), who protested against an intended site for McDonalds to be built on the Piazza di Spagna in Rome, and which then developed into an international movement in 1989 in Paris (https://www.slowfood.com/about-us/our-history/). The Slow food movement, symbolised by the snail, called for a renewed emphasis on quality and care-fully prepared local food, as well as on the senses - cultivating taste and finding pleasure in food. Since then there has been a proliferation of Slow movements across the world – Slow cities (Cittaslow), Slow travel, Slow living etc. The Slow momentum has also affected academia in the forms of Slow philosophy (Boulous Walker, 2016), Slow pedagogy

COURSE 4 continued

(Berg & Seeber, 2016) Slow reading (Mikics, 2013), Slow writing (Ulmer, 2017), Slow scholarship (Bozalek, 2017), Slow looking, (Tishman, 2018) and also in various disciplines such as Slow art (Lindner & Meissner, 2015), Slow science (Stengers, 2018), and Slow medicine (Wear et al., 2015). These Slow academic practices are critical of neoliberal and corporatised imperatives which encourage competition between academics and institutions. Slow practices include care-full attention to detail, re/turning time and again to texts, doing justice to ideas (Barad, 2007), generosity, openness, curiosity, and cultivating pleasure in academia.

Slow scholarship foregrounds ethical connections while affirming curiosity rather than critique, and valuing difference rather than sameness. In our own work within this Slow scholarship we draw on Barad's (2007) relational ontology to understand how our movements, thoughts and writing are enacted over spacetimemattering[1]. Relationality is a key conduit for our ethico-onto-epistemological becomings-with encounters during which our affective energy is amplified. Contrary to the critique that doing "Slow" is a privilege for the already established researcher (Edwards 2018), we propose a Slow methodology that moves away from neoliberal higher education systems that valorise and prioritise measured outcomes and outputs. As Martell (2014) notes, referring to Treanor's (2008) Manifesto for a Slow University (2008) "speed is in part an institutional demand, in which individuals will suffer consequences for their employment and careers if they do not comply" [para. 35]. We therefore make a conscious effort to disrupt the hegemony of market-driven academia and rather attune our bodyminds to the affective spacetimemattering as an essential move to re-establish pleasure in our work.

How will Slow scholarship be enacted in the course?

The Slow scholarship course aims to offer a diverse group of participants the opportunity to explore novel and experimental ways of engaging with their own scholarship and one or more generative texts chosen by the course facilitators. Similarly to the previous courses on multimodal pedagogies (2017) and reconfiguring scholarship (2018), this course also aims to provide opportunities for knowing, becoming and doing together that could lead to possibilities of affective, pleasurable, imaginative and responsive ways of expressing ourselves. We invite participants to re-turn to a research artefact/aspect of their own scholarship in order to engage deeply through guided activities in new and different ways. The focus will be on experimenting with alternative and heterogeneous ways of re-turning (turning over and over again) our writing and reading. The participants will be able to experiment with different ways of knowingbeingthinkingfeeling that are relevant to the South African academy at the present time.

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 a past paper or a research artefact they wish to re-turn to and reconfigure.

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[1] Spacetimemattering is a Baradian term to denote the phenomenon of material entanglement that emerges in relationships constituted through and between space, time and matter (2007)

COURSE 4 continued

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SHORT COURSE 5: Assessment in Higher Education

Course structure and dates

All sessions are run in the fourth term on Wednesdays from 15h30 to 17h30
18 & 25 September and 16 & 23 October 2019

Venue: EERU Centre, UWC

Fee: R2,000

Course Coordinator: Dr Misiwe Katiya (CPUT)
Facilitators: Dr Shanali Govender (UCT); Dr Charmaine van der Merwe (SU);
Prof Vivienne Bozalek (UWC)

Session 1: 18 September 2019 – Planning for an effective assessment design

The session raises important questions about the purpose of assessment in higher education. The session also covers some of the main principles of assessment, such as validity, reliability and fairness, in order that staff may critically evaluate their own practices.

Session 2: 25 September 2019 – Assessment for learning

This session will revolve around questions such as: What is the impact of assessment on learning? Can we harness assessment to improve learning? The session will include coverage of the importance of formative assessment and feedback.

Session 3: 16 October 2019 – Curriculum alignment for effective assessment

Curriculum alignment follows the 'theory' of constructive alignment first developed by John Biggs. In this theory assessments are always aligned to what and how we teach and the outcomes/objectives of the course. In addition students need to work towards outcomes in a constructivist mode, i.e. through active engagement and knowledge building with authentic assessments.

Session 4: 23 October 2019 – Reliable assessment: the design of marking criteria

This workshop will give participants the opportunity to reflect on the extent to which rubrics can be used to enhance reliability in assessment. It will be largely experiential and will depend upon participants having completed a preparatory task (homework) prior to the workshop.

Assessment

Assignment for Assessment
Word length: Maximum 3000 words
Due Date: 1 November 2019, to be submitted online
Description of Assignment: Choose an assessment task that you are involved with. Show and discuss how you have strengthened the task using tools that you have encountered in the course.

You have the opportunity to submit a one-page overview of your planned assignment by 15 October 2019 and you will be given feedback on this by 22 October 2018 by your group tutor.