

AUXIN Blurb

ENGLISH

AUXIN hosted by	The Centre for Teaching and Learning (CTL)
Title of Presentation	Critical self-reflection as a tool for transformative teaching and learning.
Summary of Invitation	The CTL hereby invites you to a lunch-hour session as part of the AUXIN Project. The AUXIN Project aims to create growth opportunities for SU lecturers.
Title and Name of Presenter(s)	Dr Taryn Bernard
Short Biography of presenter(s)	Taryn Bernard is a lecturer in the Arts and Social Sciences Faculty at Stellenbosch University. She has taught in the Department of General Linguistics and on the Faculty's Extended Degree Programme for over ten years and, during this time, she has developed expertise in methods of critical applied linguistics. Her research aims to uncover the intricate links between social ideologies and language use, particularly within the South African context. She is a recipient of SU Teaching Excellence Award in the Distinguished Teacher Category (2019).
Blurb (Including Conclusions and Implications for Teaching and Learning at SU)	<p>Although South African universities have been in a state of transformation for a number of decades, the 2015 - 2017 student protests highlighted that patterns of social inequality and exclusion are still very much evident in the South African higher education system today. Within this context, lecturers are often called upon to aid in the transformation process and they are often asked to not only question their own subject positions and identities but also the assumptions upon which their curricula are based. "How do we do this?" remains an important, and frequently-asked, question.</p> <p>In this talk I explore the notion of 'critical self-reflection' and position it as tool that can aid in the development of transformative teaching and learning practices. I refer to the work of Vorster and Quinn (2017) as well as Lockett (2019) to show how critical self-reflection can aid in a deeper and richer understanding of 'academic development' in the South African context. With the aim of offering practical tools and guidance, I also share my own experiences of conducting auto-ethnographic research in the EDP classroom and the significant impact that this research had on the design of my curricula and the way in which I engaged with students in the classroom.</p>
Articles (Bibliographic information of 2 easy-read articles on the topic)	<p>Lockett, K. 2019. A critical self-reflection on theorising education development as 'epistemological access' to 'powerful knowledge'. <i>Alternation</i> 26 (2): 36 – 61.</p> <p>Vorster, J.-A. & L. Quinn. 2017. The 'Decolonial Turn': What does it Mean for Academic Staff Development? <i>Education as Change</i> 21 (1): 31 - 49.</p>

Key Words	Critical self-reflection, South African Higher Education, transformation
Date of Presentation	25 February 2020 12:45 – 13:45
Venue	Den Bosch, 41 Victoria Street (opposite House Skuilhoek and directly behind the Conservatoire) on Stellenbosch campus.

AFRIKAANS

AUXIN aangebied deur	Die Sentrum vir Onderrig en Leer (SOL)
Titel van Aanbieding	Kritiese Selfrefleksie: 'n Metode vir transformatiewe leer en onderrig.
Opsomming van Uitnodiging	Hiermee nooi SOL u graag na 'n etensuursessie as deel van die Auxin-projek. Die Auxin-projek se doel is om groeigeleenthede vir US-dosente te skep.
Titel en Naam van Aanbieder(s)	Dr Taryn Bernard
Kort Biografie van aanbieder(s)	Taryn Bernard is 'n dosent aan die Fakulteit Lettere en Sosiale Wetenskappe van die Universiteit van Stellenbosch (US). Sy doseer al vir meer as tien jaar in die Departement Algemene Taalwetenskap en in die fakulteit se Verlengde Graadprogram (VGP). In hierdie hoedanigheid het haar kundigheid ontwikkel in metodes van kritiese toegepaste linguistiek. Haar navorsing het ten doel om die vergewikkelde verbintenisse tussen sosiale ideologie en taalgebruik te ontdek, veral in Suid Afrikaanse verband. Sy is 'n ontvanger van die US se Toekenning vir Uitnemende Onderrig van 2019 in die kategorie vir uitgelese dosente.
Opsomming (“Blurb”) (met inbegrepe van Gevolgtrekkings en Implikasies vir Onderrig en Leer @US)	<p>Suid-Afrikaanse universiteite is al vir etlike dekades in transformasie, maar studente se opstande in 2015 - 2017 getuig steeds van sosiale ongelikheid en uitsluiting in die Suid-Afrikaanse hoërondwysstelsel. In hierdie konteks word van dosente verwag om die transformasieproses te ondersteun. Hulle word dikwels gevra om nie net hulle eie identiteite en posisies as subjekte te bevraagteken nie, maar ook die basiese aannames waarop hulle kurrikula gebaseer is. “Hoe doen ons dit?” is steeds 'n belangrike en gereelde vraag.</p> <p>In hierdie Auxin-sessie ondersoek ek die konsep van “kritiese selfrefleksie” as 'n hulpmiddel wat bydra tot die ontwikkeling van transformerende praktyke in leer en onderrig. Aan die hand van Vorster en Quinn (2017) sowel as Lockett (2019) toon ek aan hoe kritiese selfrefleksie bydra tot 'n dieper en ryker begrip van “akademiese ontwikkeling” in Suid-Afrikaanse verband. Met die oog daarop om praktiese raad en tegnieke te deel, vertel ek van my eie ondervindings met outo-etnografiese navorsing in die VGP-klas en die beduidende impak wat dit gehad het op my kurrikulumontwerp en op die manier waarmee ek met studente in die klaskamer omgaan.</p>
Artikels	Lockett, K. 2019. A critical self-reflection on theorising education development as ‘epistemological access’ to ‘powerful knowledge’. <i>Alternation</i> 26 (2): 36 – 61.

(Bibliografiese gegewens van 2 maklik-verstaanbare artikels oor die onderwerp)	Vorster, J.-A. & L. Quinn. 2017. The 'Decolonial Turn': What does it Mean for Academic Staff Development? Education as Change 21 (1): 31 - 49. Critical self-reflection, South African Higher Education, transformation
Sleutelwoorde	Selfrefleksie, Suid-Afrikaanse hoëronderwysstelsel, transformasie
Datum van Aanbieding	25 Februarie 2020, 12:45 – 13:45