ACADEMIC PROFESSIONAL DEVELOPMENT

QUALITY TEACHING IN HIGHER EDUCATION PROGRAMME

SHORT COURSES IN
2020

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

An initiative of

CHEC
Cape Higher Education Consortium

CHEC Quality Teaching in Higher Education Programme Short Courses in 2020

The Cape Higher Education Consortium (CHEC) has offered short courses as part of its Quality Teaching in Higher Education (QTHE) Programme since 2010. Facilitators from the four universities in the Western Cape collaborate to present the courses, and in all cases, the course facilitators are drawn from different universities. These courses present a unique opportunity for academic staff and members of academic support sections at the four universities to engage with and learn from each other about areas of common interest in learning and teaching. The CHEC QTHE programme will offer five short courses for full and part-time lecturers in the Western Cape region during 2020.

1.   Introduction

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 communication 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 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 (see Section 4). 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 fourteen calendar days of the course starting).

2.   Application, Registration and Attendance

2.1. Application

You may apply for the whole programme or any number of the courses by completing a Nomination Form. Forms are available from the Human Resources Department (Training and Development section) at your university, as well as on the CHEC website (www.chec.ac.za). You can also email the QTHE Programme Coordinator, Ms Eileen Arnold, for the form: Eileen@chec.ac.za. Please ask the head of your department or school to approve your application, after which you should submit the completed application form to the following staff members at your university's staff development /training section or Centre for Teaching and Learning:

CPUT: Nadine Waterwitch at waterwitchn@cput.ac.za

UWC: Shameema Mathews at staffdevelopment@uwc.ac.za

SU: Dr Gert Young (gyoung@sun.ac.za) – Centre for Teaching and Learning.

UCT: Ms Tabisa Mayisela (tabisa.mayisela@uct.ac.za) – Centre for Innovation in Learning and Teaching (CHED).

Application dates: Preference will be given to those who register before the end of February 2020 for the first semester courses, and before the end of June 2020 for second semester courses, but if there are places available you may register at any time up to three weeks before the start of each course, subject to approval by the course coordinator. For more information please contact your university's staff development /training section or Centre for Teaching and Learning.

Selection: Your university is responsible for the selection of participants for each course, and CHEC does not play any role in this process.

2.2. Course Fees

The participation cost varies for each course, and this brochure specifies the course cost in the detailed description of each course. Each university's training department will pay the course fees of its approved participants.

2.3. Registration, Cancellation and Attendance

Confirmation of Registration: Once your university has concluded the selection process, the CHEC Programme Coordinator (Ms Eileen Arnold) will confirm your registration for each course with you. Please note that CHEC communicates only with selected participants. You should address all queries regarding the selection process to your university's training department.

Minimum and Maximum Course Numbers: All courses require a minimum of 15 participants. Some courses may have a limitation on the number of participants, and course information in this brochure provides information on the maximum number of participants per course.

Cancellation: Once you register, you may still cancel your registration if you do so by no later than 14 calendar days prior to the course. You should inform both your university's training department and the CHEC Programme Coordinator if you intend to cancel your participation. Your university will be charged if you are absent, or if you cancel within 14 days, unless there are appropriate reasons for your inability to attend, such as medical or other family reasons. For some courses there is a waiting list, so please cancel if you cannot attend as this could secure a place for someone on the waiting list.

Attendance: Registered participants are required to attend the full course, and to sign an attendance register on each day, as CHEC needs to report on participant attendance to each university's training department.

NB: Only participants who attend the full course will receive a CHEC Certificate as described in Section 4 of this brochure.

- Where a participant must miss a short part of the course (no more than two hours) on a specific day for an unavoidable reason, the course coordinator has the discretion to decide whether the participant qualifies for a certificate.

- Where the participant misses a substantial part of the course (such as a full day), they may complete the course in the following year at no additional charge in order to qualify for the certificate of attendance. (Note, however, that CHEC cannot guarantee that a certain course will be repeated in a following year).

3.   Course Feedback

CHEC values your feedback as an important mechanism to ensure that the QTHE courses are relevant to your capacity development needs. The Programme coordinator will send you a pre-course survey before each course and a feedback survey after the completion of each course. Please task 5-10 minutes to complete these surveys.

4.   Assessment and Certification

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).
- Attendance (At least 75% attendance but no assignment, or assignment below 50%).

5.   Summary of courses and dates for contact sessions

Course	Coordinator	Date	Time	Venue
Co-creating Curricula across difference	Daniela Gachago (CPUT)	Pre-course online meeting: 22 April Face to Face Sessions: 13 & 27 May and 10 June	09h00–15h30 for face-to-face sessions	School of Public Health – UWC
Learning Analytics (in collaboration with SAAIR)	Dolf Jordaan and Juan-Claude Lemmens (UP)	18 & 19 May	09h00–15h30	School of Public Health – UWC
Teaching for Transitions (Curriculum and Pedagogies for Extended Curriculum Programmes)	Claudia Swart-Jansen van Vuuren (SU)	21 & 28 July 4, 11 & 18 August	13h00–15h00	School of Public Health – UWC
Recognition of Prior Learning	Rekha Ramborose (UWC) & Frederika de Graaff (CPUT)	8, 15 & 22 September	14h00–16h00	School of Public Health – UWC
Understanding Decoloniality	Kasturi Behari-Leak (UCT)	30 September, 7, 14, 21 & 28 October	11h30–15h30	School of Public Health – UWC

6.   Course Outlines

6.1. Course 1: Co-Creating Curricula across Difference (Towards a short course on critical compassionate citizenship)

6.1.1. Course Overview

The Fallist student movement called for the opening of the higher education space to involve multiple stakeholders in co-creating content and approaches to teaching and learning. Formal education reproduces existing social and economic inequalities, through failing to attend to what (non- traditional) students need from their education and delivering in a way that is exclusive to these needs. Academia globally, and in particular in South Africa, is plagued with exclusionary academic discourse and practices that alienate students and staff alike (Soudien, 2010; Badat, 2010) – this is one of the problems that students have 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 the clear power differentials that characterise higher education institutions work together to create something that is meaningful to all involved?

This short course aims to explore and facilitate methods and practices for co-creation between students, academics, academic developers, community engagement practitioners and other stakeholders in higher education. The objective of the course is to enhance the capacity for co-creation of curricula so that participants become comfortable with a dynamic, constantly changing and critical 'living curriculum'. Underpinned by various theoretical approaches to co-creation such as Students as Partners (Lubicz-Nawrocka, 2017), Design Thinking (Retegi et al, 2019) and Critical Pedagogy (Freire, 1972/2005; Hooks, 1994) 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? How can we engage in participatory/dialogical pedagogies that actively seek to rupture these prevailing structures which marginalise some and privilege/ buoy others?

6.1.2. Course objective

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

- What barriers are there to co-creation amongst different stakeholders in unequal power situations? How are they set up?

- What can we do to make our co-creation spaces more equal and democratic?

- How do we unlearn/dismantle hegemonic structures in ourselves?

- What would this approach require to move us forward?

Decolonising pedagogies call for disrupting colonial power by first acknowledging its structures and impact on practices and processes (Iseke-Barnes 2008, Kanu 2011). Drawing from adult / popular education, 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 institutional power structures, and colonisation and find ways to deconstruct them and understand them better.

6.1.3. Who should attend this course?

We invite academics/ academic developers from all institutions to enrol in this course along with a student/teaching assistant/tutor/mentor of theirs (or any other co-creation partner), so that the process of co-creation can be transferred into their own teaching and learning practice. The registration fee includes one student per academic.

6.1.4. Convenors and Co-facilitators

Convenors: Xena Cupido (Fundani CPUT), and Daniela Gachago (CIET CPUT).

Co-facilitators: Asanda Ngoasheng (independent academic), Su Pather (UWC), Janice McMillan (UCT), Yolisa Mbekela (CPUT), and Seun Oyekola (CPUT).

6.1.5. Course Structure and Dates

The course will be offered in a blended format: There is a 2-week pre-course phase (1 online meeting to prepare for the short course) and 3 full days over the course of five-weeks with independent/online activities in between the face-to-face workshops.

Pre-course phase (1 online meeting)

Wednesday 22nd of April 2020

Short course

Face to face dates (09:00 to 15:30 on each day)

Wednesday 13th of May 2020

Wednesday 27th of May 2020

Wednesday 10th of June 2020.

6.1.6. Venue: School of Public Health, UWC

6.1.7. Course Fee: R 2750

6.1.8. References

1. Badat, S. (2010). The challenges of transformation in higher education and training institutions in South Africa. Paper commissioned by Development Bank of South Africa [online]. Retrieved May 1, 2013, from http://tinyurl.com/2010badat.

2. Freire, P. (2005). *Pedagogy of the oppressed* (30th anniversary). New York, London: The Continuum International Publishing Group.

3. hooks, b. (1994). *Teaching to transgress – Education as the practice of freedom*. New York and London: Routledge.

4. Iseke-Barnes, J. M. (2008). Pedagogies for Decolonizing. *Canadian Journal of Native Education*, 31(1), 123–148.

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

6.   Kline, N. (1999). *Time to think*. London: Hachette.

7.   Lubicz-Nawrocka, T. (2017). Co-creation of the curriculum: challenging the status quo to embed partnership. *Journal of Educational Innovation, Partnership and Change*, 3(2).

8.   Retegi, A., Sauvage, B., Predan, B., Tomás, E., Schosswohl, G., Kaltenbrunner, M., & Draganovská, D. (2019). The Co-create Handbook for Creative Professionals. Co-Create Consortium. Retrieved from http://www.cocreate.training

9.   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.

6.2. Course 2: Learning Analytics

6.2.1. 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).

6.2.2. Course Overview

The 2020 CHEC workshop provides participants with a platform to gain hands-on experience with learning analytics on a course or module level. The workshop starts with an introduction to learning analytics as well as frameworks to provide the context of learning analytics as it is applied in a module or course. Participants will learn how to conduct a pathway analysis of the module, and gain experience with module data, using Excel. Importantly, participants will learn how learning analytics may be implemented for action and impact.

6.2.3. Who should attend this course?

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.

6.2.4. Course Presenters

The presenters of the workshop are Juan-Claude Lemmens and Dolf Jordaan from the University of Pretoria.

6.2.5. Course structure and dates

The course will be presented over two full days on 18 and 19 May 2020.

The programme of the course is as follows:

DAY 1:18 MAY	ACTIVITY	DESCRIPTION
09:00 – 09:30	Welcome	
09:30 – 10:00	Introduction and Frameworks for Learning Analytics	Presentation
10:00 – 10:30	Frameworks for Learning Analytics	Presentation
10:30 – 11:00	TEA	
11:00 – 12:00	Learning Analytics for lecturers	Activity (Pathway analysis)
12:00 – 13:00	Learning Analytics for lecturers	Reflection
13:00 – 14:00	LUNCH	
14:00 – 15:30	Learning Analytics in practice using data	Interpreting institutional data
DAY 2: 19 MAY	ACTIVITY	DESCRIPTION
09:00 – 11:00	Learning Analytics in practice using data*	LMS analytics and hands-on with pivot tables and dashboards
11:00 – 11:30	TEA	
11:30 – 13:00	Learning Analytics in practice using data*	LMS analytics and hands-on with pivot tables and dashboards
13:00 – 14:00	LUNCH	
14:00 – 15:00	Learning Analytics in practice using data*	LMS analytics and hands-on with pivot tables and dashboards
15:00 – 15:30	Learning Analytics interventions for impact	Pathway analysis and data for action
15:30 – 15:40	Closure	

*Requires a laptop with Microsoft Excel installed (2013+) – Participants familiar with PowerBI or Tableau may use these analytics tools during the hands-on sessions. The presenters may also use these tools during their presentations.

6.2.6. Number of Participants

The course is limited to 30 participants.

6.2.7. Venue: School of Public Health, UWC

6.2.8. Course Fee: R 4000

6.3. Course 3: Teaching for Transitions (Curriculum and Pedagogies for Extended Curriculum Programmes)

6.3.1. Rationale

Extended Curriculum Provision (ECP) represents a specialist teaching area focussing on bridging into university and supporting equivalent access for success for socially and educationally disadvantaged students. Universities could fund attendance of this course from their ECP 1% training tranche.

6.3.2. Course overview

The course provides an overview of the history and policy relating to Extended Curriculum Provision, including the use of different models for different purposes. The course deals with the following themes:

- Knowing your subject, knowing your field. What makes it distinctive? (distinctiveness grids exercises). *
- Knowing your students through, for example, NBT research.
- Epistemic access, integrating academic literacies, numeracy and curriculum design.
- Theorising active learning for epistemic access (e.g. using Vygotsky's principles of knowing your students, mediated learning, dialectic between students and university (crossing the gap), motivation etc.). Other theories of learning particular to 'transitioning'.

*(the distinctiveness grids were borrowed from MIT and developed by Chris Winberg. They are very easy to use, thought provoking questionnaires and discussion topics for staff to come to grips with their subject).

6.3.3. Course Outcomes

Participants will be expected to research ECP in their own institutions.

The course will have a dual affective and Vygotsky-inspired thread.

6.3.4. Who should attend this course?

Academics involved in Extended Curriculum Programmes (ECP) at their institutions are welcome to intend. Academics will join the discourse about ECP and the future for these programmes at the various institutions.

6.3.5. Convenor & Facilitators

Convenor: Claudia Swart-Jansen van Vuuren (SU)

Possible Facilitators: Bongi Bangeni (UCT), Chrissy Boughey (Rhodes), Vivienne Bozalek (UWC), Honji Conana (UWC), Aditi Hunma (UCT), Rochelle Kapp (UCT), Ian Scott (UCT), James Garraway (CPUT), Nomakhaya Mashiyi (CPUT), Delphi Carstens (UWC).

6.3.6. Course Structure and Dates

The course consists of five two-hour face-to-face sessions on the following dates:

- 21 & 28 July 2020, and 4, 11 & 18 August 2020.
- 13:00 – 15:00 on each day.

Session 1: Context

- Throughput figures showing racial skew
- History of ECP, Flexible curriculum rationale

- ECP models (one and two-year, additional courses etc.)

- DHET policy and funding formula – implications for staffing; staff development in DHET

- Selection of students (APA, NBT, interviewing)

- NBT profiles of first-time entering students (low numeracy, mathematics)

Readings:

1. Scott, I., Yeld, N. & Hendry, J. (2007) A case for improving teaching and learning in South African higher education, Pretoria: Council on Higher Education (CHE) and Higher Education Quality Committee (HEQC).

2. CHE (Council on Higher Education) 2013. A proposal for undergraduate curriculum reform in South Africa: The case for a flexible curriculum structure. Pretoria: Council on Higher Education.

3. NBT country-wide reports.

Possible presenters: Ian Scott (UCT) and Chrissy Boughey (Rhodes)

Session 2: Know your students

How can we ascertain their learning needs, persona and field knowledge?

- NBT profiles

- Participatory methodologies such as photovoice, Life lines of students and their aspirations

- Introducing ECP to students – short films of student experiences.

Readings:

1. Bangeni, B. & Kapp, R. (eds). 2017. Negotiating learning and identity in higher education. London: Bloomsbury.

2. Bozalek V. 2013. Participatory Learning and Action (PLA) Techniques for Community Work, In Participation in Community Work: International Perspectives, edited by A.K. Larsen, V. Sewpaul, G.O. Hole, 55-71. London: Routledge.

Possible presenters: Aditi Hunma (UCT), Vivienne Bozalek (UWC), Rochelle Kapp (UCT) and Bongi Bangeni (UCT).

Session 3: Integrating language and IT

- Discourse theory and developing student 'voice'.

- Using case studies and projects

Readings:

1. Frith, V. & Prince, R. 2009. A framework for understanding the quantitative literacy demands of higher education. *South African Journal of Higher Education*, 23(1):83–97.

2. Hutchings, C. & Garraway, J. (eds) Beyond the university gates: Provision of Extended Curriculum Programmes in South Africa. Cape Town: Cape Peninsula University of Technology, 8-16.

3. McKenna, S. (2010) 'Cracking the code of academic literacy: An ideological task', Hutchings, C & Garraway, J, eds, Beyond the university gates: Provision of Extended Curriculum Programmes in South Africa, 8-15. (Proceedings of the January 2009 Rhodes University Foundation Seminar hosted by Professor Chrissie Boughey).

4. McKenna, S. 2004. The intersection between academic literacies and student identities. *South African Journal of Higher Education*, 18 (3):269–280

Possible presenters: Aditi Hunma (UCT), Vivienne Bozalek (UWC), Rochelle Kapp (UCT) and Bongi Bangeni (UCT).

Session 4: Teaching for social inclusion and active learning

- Learning activities for social inclusion

- Theorising active learning through a Vygostky lens (mediated learning, ZPD and meta-development, internalisation/externalisation), showing and developing exemplars

Readings (to be confirmed during the course):

1. Bozalek V. and Leibowitz B. 2015. Foundation provision – a social justice perspective.*South African Journal of Higher Education,* 29.

2. Edwards A. 2016.Designing Tasks which Engage Learners with Knowledge, in I. Thompson (Ed) *Task Design, Subject Pedagogy and Student Engagement.* London: Routledge

3. Garraway J. and Lange L. 2019. Participatory parity in the classroom. In V. Bozalek (Ed.). Nancy Fraser and Participatory Parity: Reframing justice in South African higher education.

4. Young, G. 2015. Foundation provision research: a field ready for evolution. *South African Journal of Higher Education*, 29(1): 1–7.

Possible presenters: James Garraway (CPUT) Nomakhaya Mashiyi (CPUT)

Session 5: Curriculum design – extending the curriculum

- It is envisaged there would be separate streams here for: EMS, Science and Engineering and Arts and social Sciences (possibly Law too).

- Using assessment for learning and feedback

- Distinctiveness grid from MIT/SATAN (staff answer questions about key threshold concepts, difficult areas, differences from similar fields etc.)

- Epistemological access

Readings

1. Marshall, D., Conana, H., Maclon, R., Herbert, M. & Volkwyn, T. 2011. Learning as Accessing a Disciplinary Discourse: Integrating Academic Literacy into Introductory. Physics through Collaboration Partnerships. https://wac.colostate.edu/atd/clil/marshalletal.cfm. (Date of access: 2 October 2019).

Possible presenters: Honji Conana (UWC), Aditi Hunma (UCT), Delphi Carstens (UWC)

6.3.7. Course fee: R 2500

6.3.8. Venue: School of Public Health, UWC

6.3.9. Assessment

Participants will be required to complete the following task:

- Design an institutional ECP guideline document to include: ECP purpose, ECP structures, staffing and staff development, student selection, teaching and curriculum design (including assessment).

6.4. Course 4: Recognition of Prior Learning

6.4.1. Course Overview

The course covers the following themes:

- RPL history and policy

- UWC RPL portfolio programme pedagogy and granting access at CPUT

- RPL mentoring: Expectations vs Reality what knowledge matters where, granting exemptions through informal and non-formal learning

- RPL Assessment: Skills and competence evaluation by faculty staff

- RPL post-administrative support and lifelong learning.

6.4.2. Course Outcomes

At the end of this course, the participants are expected to be able to:

- Discuss the development of RPL since the mid-1950s worldwide and with specific reference to the development in South Africa since 1994,

- Explain RPL legislation in South Africa and highlight the impact on their own institution,

- Participants should be able to align RPL academic pathways to UWC's charter of graduate attributes such as scholarship - a critical attitude towards knowledge building and lifelong learning - developing a career driven projectory.

- Plan for RPL in the case of granting access with reference to their own qualification and/or academic department or faculty,

- Participants (administrators and academics) should be able to identity prior learning, skills and competence that are gained through informal and non-formal learning and advise potential students via the various RPL routes (undergraduate access or advanced standing post-graduate applications)

- Develop a Curriculum map adjusted for the purpose of RPL exemptions and reflect on the knowledge gained through informal and non-formal learning,

- Participants should be able to implement the RPL policy specifically for the development of new programmes that are discipline specific. The participants should have a sound understanding of the NQF system and the RPL requirements for granting access into newly developed programmes/ qualifications.

6.4.3. Who should attend this course?

This course is intended for academics and administrators seeking to professionalize their knowledge about the principles and practices associated with the recognition of prior learning (RPL). The course is designed to provide a solid conceptual framework for understanding the most recent developments of RPL policy and practice in South Africa, and specifically for engaging with RPL as a specialised practice for mediating knowledge and skills recognition across academic and experiential learning contexts.

6.4.4. Convenors and Co-facilitators

Convenors: Rekha Ramborose (UWC), and Frederika de Graaff (CPUT).

6.4.5. Course Dates

The course consists of three two hours sessions to be offered on:

- 8, 15 & 22 September

- 14h00-16h00 on each day.

6.4.6. Venue: School of Public Health, UWC

Course fee: R 2 500

6.4.7. References

1. Cooper, L, and Ralphs (eds.). 2016. *RPL as Specialised Pedagogy*. HSRC Press, Cape Town (available from: www.hsrcpress.ac.za)

2. Council on Higher Education. 2016. Policies on the Recognition of prior learning, credit Accumulation and Transfer, and Assessment in higher education. http://www.che.ac.za/media_and_publications/frameworks-criteria/council-higher-education-s-policies-recognition-prior

3. De Graaff, F. 2014 "The interpretation of a knowledge claim in the Recognition of Prior Learning (RPL) and the impact of this on RPL practice" in *Studies of Continuing Education*. 36,1 (1-14).

4. National Policy and Criteria for the Implementation pf Recognition of Prior Learning (Amended in March 2019. http://saqa.org.za/docs/pol/2019/National%20Policy%20and%20Criteria%20for%20the%20Implementation%20of%20RPL%20(Amended%20in%20March%202019).pdf

5. National Qualifications Frameworks Amendment Act no. 12 of 2019. https://www.gov.za/sites/default/files/gcis_document/201908/4264619-8act12of2019natqualificationsframeamendact.pdf

6. National Qualifications Framework Act (67/2008) Recognition of Prior Learning (PRL) Coordination Policy (Government Gazette Notice 381 of 2016). http://www.dhet.gov.za/System%20Planning%20and%20Monitoring%20Policies/Recognition%20of%20Prio%20Learning%20RPL%20coordination%20Policy.pdf

7. Harris, J. 1999. Ways of seeing recognition of prior learning (RPL): What contribution can such practices make to social inclusion? *Studies in the Education of Adults*, 31(2):124 -139.

8. Shalem, Y. and Steinberg, C. 2006. Portfolio-based assessment of prior leaning: a cat and mouse chase after invisible criteria. In Anderson, P. & Harris, J. (eds.) **Re-theorising the Recognition of Prior Learning.** Leicester: Niace: 97-116.

6.4.8. Assessment

You are required to submit a Learning Portfolio, inclusive of a reflective essay, based on current or simulated case study of RPL practice at your institution.

Due Date: 30 October 2020.

6.5. Course 5: Understanding Decoloniality

6.5.1. Course overview

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, 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.

6.5.2. 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.

6.5.3. Who should attend this course?

We invite participants from a wide range of backgrounds, of different ages and experiences, both emerging and established academics, curriculum and course designers, 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.

6.5.4. Convenors

Kasturi Behari-Leak (UCT) and Goitsione Mokou (UCT).

6.5.5. Guest Presenters

Various guest presenters will be invited to contribute to the course.

6.5.6. Course structure and dates

- Five sessions on 30 September, and 7, 14, 21 and 28 October 2020
- 11h30-15h30 (lunch included) on each day
- Face-to-face sessions focused 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).

6.5.7. Venue: School of Public Health, UWC

6.5.8. Course fee: R 3500

6.5.9. Course readings

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

6.5.10.   Assessment

Pre-task:

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

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.

Summative Assessment:

Both written and oral tasks will comprise the summative assessment for the course.

6.5.11.References

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SHORT BIOGRAPHIES OF COURSE COORDINATORS AND FACILITATORS

Co-creation across difference – towards a short course on critical compassionate citizenship

Ass Prof Daniela Gachago is currently based at the Centre for Innovative Educational Technology (CIET) at the Cape Peninsula University of Technology (CPUT). She has been involved in academic staff development and research around the use of technology to support transformative teaching and learning for social justice for nearly 20 years and has published widely in this field. Her PHD, completed in 2015, was on the use of digital storytelling as a post-conflict pedagogy to facilitate difficult conversations in the classroom. Since 2018 she has been working on the design and implementation of the CHEC course on 'Co-creating curricula across difference'. She is also the founder of 'This Dialogue Thing', an inter-racial dialogue, which meets both face to face and online to engage in conversations around race and identity in South Africa.

Dr Xena Cupido is the Acting Head of Department for the Student Learning Unit in Fundani Centre for Higher Education Development at CPUT. She is involved in student and staff academic development. Her research interest extends to community engagement and social justice issues in higher education. She has been involved in various community engagement initiatives such as the WCED/UWC partnership for the training of community members in substance abuse awareness training and completed her PhD in the field of educational psychology in school-based substance abuse prevention. She received funding in 2014 from the Sasakawa Foundation for a 3-day youth leadership programme which included participation of a wide array of young people. She is a board member of a community organisation that offers various services to disadvantaged communities. The national, regional and international projects that she has been involved has a youth development focus, critically engaging youth as the future generation.

Ass Prof Seun Oyekola is based in the Department of Chemical Engineering at the Faculty of Engineering at CPUT. He is a co-investigator in the research project with an academic background in science and engineering. Associate Prof Oyekola has a strong postgraduate supervision track record which includes a focus on service learning and community engagement. He has committed his time and energy to the project with a vision of including critical compassionate citizenship within the science field. His interest lies in finding the balance between globalisation and decolonisation of pedagogies and adapt content to meet the needs of diverse populations. He was awarded the departmental and faculty teaching excellence awards in 2017 and 2019 respectively.

Dr Subethra Pather is currently the Teaching & Learning specialist in the office of the Deputy Vice Chancellor Academic at the University of the Western Cape. Included in her portfolio is the coordination of the Institution-Wide Tutor Programme and First-Year Experience at UWC. She is the convenor for the Tutoring & Mentoring Special Interest Group (SIG) in the Higher Education Learning & Teaching Association in Southern Africa (HELTASA) which is a professional association for educators and other significant role-players in the tertiary sector. Dr Pather, who holds a

Doctorate of Education, was awarded a Department of Higher Education and Training (DHET) scholarship from the University of Kwa Zulu Natal, Centre for Critical Research on Race & Identity (UKZN - CCRRI: 2013-2015), to support her PhD study. Her research study was located in the CCRRI's nationwide project titled: Education and Emancipation: A critical, intervention-oriented investigation of obstacles and opportunities within higher education and training in South Africa. Dr Pather's research interests are located within the higher education field with particular focus on: first-year student experience, first-generation and students from disadvantaged backgrounds, student learning support, and student access, transition, retention and success. Her academic publications and presentations are located in this field. She is also involved in several national and international networks in first-year experience to advance her research agenda.

Ass Prof Janice McMillan holds an MPhil in Education and a PHD in Sociology with a focus on service learning as boundary work, exploring the boundaries of Higher Education and communities engagement. Her long-standing interest in co-creation spaces, both in Adult Education and in Community Engagement has influenced her recent work on the global citizenship programme for undergraduate students at UCT. In this process she set up a co-creation space for more and less experienced facilitators, including both academics and students, to move towards more horizontal, intergenerational collaboration across academic hierarchies and disciplines. Included here are several longstanding partnerships with civil society organisations. Her experience in this field has led to her secondment as special advisor to the DVC at UCT on issues related to engaged scholarship (Acting Social Responsiveness Co-ordinator).

Asanda Ngoasheng is an award-winning speaker, journalist, academic, transformation expert, and entrepreneur. She is currently a Research Associate at the Centre for Rights and Justice at the University of Sussex, United Kingdom and was a political analyst for the SABC during national elections in 2019.

As a speaker and facilitator her career highlights include presenting talks at Building Bridges in a Complex World conference (Greece, Chania), the Bruno Kreisky Forum for International Dialogue (Austria, Vienna) and the University of East London,University of Nottingham - Trent (United Kingdom) as well as facilitating a workshop at the Decolonial Transformations Workshop (University of Sussex, United Kingdom). Ngoasheng had a decade long media career before embarking on an academic career. As an academic, Ngoasheng worked for the University of Witwatersrand - Journalism Department and the Cape Peninsula University of Technology Media Department. She trained students and community journalists on campus radio station Voice of Wits (VOWFM) and the Wits Radio Academy.

She is part of change-making in the education sector as a co-founder of Decolonising the Curriculum (CPUT) movement. This work led to facilitating transformative workshops using the power of digital storytelling, community asset mapping, and other tools for engaging in difficult conversations. This work focuses on behaviour change towards diversity and a more transformed society at schools, universities, and corporates. Career highlights include: Eskom Book Bursary (2003), Konrad Adenauer Stiftung (2004), Clive Menell Media Fellowship, Duke University, North Carolina, U.S.A.

(2007),PRISA PRISM Bronze Awards (2011), Rising Star Finalist in Entrepreneurship Category (2014), British Council Researcher Links UK-SA workshop participant (2017), Austrian Leadership Programme (ALPS) (2018), CPUT Riftal Reseach Grant (2018).

Yolisa Mbekela is based in the Department of Mechanical Engineering at the Faculty of Engineering at CPUT. He is an ECP lecturer currently studying towards a Master's Degree in Mechanical Engineering. He has been working with the co-creation team since his participation as a student researcher in 2018. Yolisa Holds a B-Tech in Mechanical Engineering and is a certified Wind Turbine Technician through the South African Renewable Energy Technology Centre (SARETEC). He is particularly interested in Community Engagement and Co-operative education, engaging students for success and citizenship

Learning Analytics

Dr Juan-Claude Lemmens is the Head: Higher Education Research and Innovation at the Department for Education Innovation, University of Pretoria. He is co-developer of the Student Academic Readiness Survey, the First Year Experience Survey and the Career App.tizer. Juan-Claude has co-authored three peer-reviewed articles, a chapter in a monograph and multiple technical reports in the areas of academic readiness, learning analytics, engagement, retention and success. He is the Immediate-Past President of the Southern African Association for Institutional Research (SAAIR), part of the Kresge: Siyaphumelela task-group and Chair of the Tshebi data analytics committee at UP. He was the coordinator of the South African Higher Education Learning Analytics (SAHELA) forum from 2015 - 2017 and the Learner Analytics Institute at SAAIR from 2015 - 2019. He also acted as consultant to Umalusi to investigate the NSC and University success from 2014 - 2017 and formed part of the Advisory committee of the South African National Resource Centre for the First Year Experience (SANRC) from 2013 – 2015.

Mr Dolf Jordaan is Deputy Director E-learning and Media Development at the University of Pretoria (UP). He has more than 30 years' experience in education including 19 years' experience in the integration of educational technology in teaching and learning and the strategic management of educational technology in Higher Education. He provides leadership with regards to the e-learning environment and policies and the implementation of these policies and strategies within a hybrid learning environment. He is responsible for the strategic management of the educational technology eco-system at the University. During the last few years, he has been involved in various national and international collaboration projects and facilitated numerous national and international workshops. He presented various papers at national and international conferences, some based on invitation. He is also co-author of published chapters in textbooks and articles in accredited journals. His involvement in various national and international communities of practice provided valuable experience and insight into the integration of educational technology within Higher Education. His current research focuses on the institutional integration of descriptive and predictive Big Data analytics based on his involvement in an institutional project to up-scale the extent of data-based decision-making in support of student success strategies.

Teaching for Transitions

Coordinator: Claudia Swart-Jansen van Vuuren

Claudia is a Senior Advisor at the Centre for Teaching and Learning at Stellenbosch University. Included in her portfolio is the role of Institutional coordinator of the Extended Curriculum Programmes. She was a lecturer in Economic and Management Sciences for 14 years before taking on the role as Senior Advisor at SU. She is currently leading a large-scale research project at SU investigating the various aspects around the ECP.

Dr Bongi Bangeni is a senior lecturer on the Academic Development Programme in the Centre for Higher Education Development at UCT, and has been coordinator of the Language Development unit since January 2015. She joined the LD unit in 2002 after completing her Master's in Applied Language Studies. Her research interests include ESL writing and identity, multilingual interventions in various learning contexts as well as the transition from undergraduate to postgraduate studies and the implications of this transition for writing. She has taught on academic literacy courses in the Humanities, Commerce and in the Faculty of Health Sciences. Bongi graduated with a PhD in Education in 2012. In 2013, she was awarded the Mandela-Harvard fellowship at the W.E.B. Du Bois Institute for African and African American Research at Harvard University. Her post - doctoral research is located within the Law faculty, where she is exploring first year students' experiences of reading a dominant genre, the legal case. Her work has been published in peer-reviewed national and international journals such as Higher Education Research and Development (HERD), English for Specific Purposes, Teaching in Higher Education, and Southern African Linguistics and Applied Language Studies.

Prof Chrissy Boughey is an Emeritus Professor in the Centre for Postgraduate Studies at Rhodes University having recently stepped down from the position of Deputy Vice Chancellor, Academic & Student Affairs. She has a long history of working with student development in South African universities both as a practitioner and a researcher. Her most recent work consists of a book, co-authored with colleague Sioux McKenna which develops the idea of a continuum of thinking about student learning. At one end of the continuum are understandings of knowledge and learning as neutral and dependent on factors inherent to the individual such as intelligence, motivation and aptitude. At the other are understandings of knowledge and learning as a profoundly social phenomenon which understand access to learning as involving power. It is only this understanding, termed 'The model of the student as a social being' that will explain student performance data in South Africa universities. This model has important implications for understanding transitions to learning.

Prof Vivienne Bozalek is the Director of Teaching and Learning at the University of the Western Cape (UWC), South Africa. Prior to this she was Chairperson of the Department of Social Work, University of Western Cape. She holds a PhD from Utrecht University. Her areas of research, publications and expertise include the use of social justice and the political ethics of care perspectives, innovative pedagogical approaches in higher education, feminist and participatory

research methodologies, posthumanism, feminist new materialist and critical family studies. She is the principal researcher on a number of National Research Foundation projects on theoretical approaches to socially just pedagogies in higher education.

Honji Conana is a Teaching and Learning Specialist in the Faculty of Natural Sciences at the University of the Western Cape. Her role is to support teaching and learning initiatives in the Faculty. Her research interests lie in physics education and academic literacies.

Prof Rochelle Kapp is an Associate Professor in the School of Education, University of Cape Town. She holds a Masters' degree in Literature and a PhD in Language Education. She has extensive teaching and development experience in the fields of language and literacy education; academic development and teacher education and has played a leadership role in a number of educational development projects. She has engaged in two collaborative, longitudinal research projects on the access and retention of black-working-class students in higher education, as well as research on language and literacy in township schooling and literacy practices within teacher education. She has published in the areas of classroom discourse; academic literacy practices; access and retention of black working-class students; English as an additional language and the politics of English. She has held an African Scholars Fellowship in Amherst, Massachusetts; has been a visiting scholar at a number of institutions and has delivered keynote addresses at conferences and colloquia.

Prof Ian Scott is professor emeritus in the Centre for Higher Education Development at the University of Cape Town, having been director of Academic Development for many years. He has served on task teams and undertaken research for various policy bodies, including the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE) and the World Bank, and he led the research and report-writing for the CHE's investigation into undergraduate curriculum reform, published in 2013. He has also served on the DHET's Foundation Provision Reference Group, which advises the Minister on policy and funding for Extended Curriculum Programmes, since its inception. He was awarded an honorary doctorate (LLD) by Rhodes University in 2019 for his contribution to higher education development. His main research interests are in higher education policy related to teaching and learning, comparative models for widening successful participation in higher education, curriculum development, and the funding of university education.

Dr James Garraway has a PhD in higher education studies and is an adjunct professor in the professional education research institute (PERI) at CPUT, with an interest in staff development and institutional change. Since 2014 he has taught on the PGDip on teaching and learning in HE and the CHEC assessment course. Up until 2019 he was the institutional foundation/ECP coordinator at CPUT and has recently produced (with Vivienne Bozalek) a special foundation edition of the journal 'Alternations', focussing on theoretical underpinnings of foundational pedagogies.

Nomakhaya Mashiyi holds the position HoD Extended Curriculum Programme (ECP) at the Cape Peninsula University of Technology. She has extensive teaching experience in Initial Teacher Education (ITE) and teaching and learning in higher education. Her current research interests are in student academic support, language education and teaching and learning in higher education.

Dr Delphi Carstens has been teaching in the Arts Extended Curriculum Programme (ECP) since its inception at UWC in 2005. Between 2005 and 2019, he also taught in the Law ECP programme. Since 2005 he has taught and coordinated Humanities 100 (but has also taught Social Studies 100 as well as Cultural Studies 100). He has played a key role in drafting the various iterations of Arts ECP at UWC: as a co-taught single-subject programme, as a combination of 3 ECP-only subjects with 2 first year electives and, currently, as a single-year programme with 5 ECP-only subjects. He obtained his PhD in 2013 and is currently actively involved in writing for peer-reviewed publications, as well as presenting at both local and international conferences. His research output involves applying new materialist philosophy, care ethics and participatory-parity to ECP and Higher-education curriculum design and teaching practices.

Recognition of Prior Learning

Frederika de Graaff works as the RPL Lecturer at the Cape Peninsula University of Technology (CPUT), part of the Fundani Centre for Higher Education Development (CHED), since 2005. She coordinates the implementation of RPL within CPUT and has been instrumental in the development of the RPL polices of the Institution. She places emphasis on capacity building and knowledge management around RPL within CPUT. To this end she lecturers on the RPL module part of the PGD in HE (T&L) and runs workshops about RPL as a practice. She supports the academic staff members with the planning of RPL process and assessment. Working very closely with Registry she oversees the administration of RPL. Her research work focuses on the comparison of knowledge from the workplace to the interpretation of knowledge within a University of Technology. She is currently a PhD Candidate, registered at UCT. She is also involved in the Short Courses offerings at CPUT and is specifically interested in the linkage between short courses and RPL.

Dr Rekha Ramborose is a teaching and learning specialist for Recognition of Prior Learning (RPL) at the University of Western Cape (UWC). She is also the head of department for the Recognition of Prior Learning office at UWC. Her research interests lie within the domain of teaching with technology and RPL pedagogy. She coordinates the implementation of RPL within UWC and has contributed to the institution's RPL policy discussion and amendments in 2018. She is focused on upskilling RPL candidates and increasing the quality of portfolio applicants. She is the key facilitator on the portfolio development programme and places emphasis on identifying competence, skills and building knowledge. She supports all faculties/departments with the development and implementation of RPL processes and assessment for new programs, undergraduate, advanced standing and post-graduate applications.

Understanding Decoloniality

Dr Kasturi Behari-Leak is a senior lecturer in the Centre for Higher Education Development at the University of Cape Town. She convenes a variety of professional and academic staff development programmes for emerging and established academics to enhance their teaching. Her work focuses on exploring the interplay between structures (national, institutional, departmental and disciplinary) and culture and their influence on lecturers' critical agency in a contested context. She is currently

President of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) and serves on the National Teaching Excellence Awards Committee. She is a council member of the International Consortium of Educational Development (ICED) and serves on the advisory sub-committee for the World Universities Network (WUN). She is project leader of a national collaborative project on staff development, commissioned by the South African Department of Higher Education. She was co- chair of the Curriculum Change Working Group, commissioned by the vice chancellor at UCT to facilitate engagements on curriculum change and decolonisation across the university.

Goitsione Mokou is a co-founder of the Cape Town based education collective, People's Education. A Masters Graduate at the UCT School of Education, her specialisation is in Curriculum Studies and Adult Education. In both her scholarship and practice, her interests are in decolonisation and curriculum and their inherent relationship to knowledge production and society, toward notions of 'subject' making. A former Junior Research Fellow at the UCT Faculty of Health Sciences' Curriculum Change Working Group and a Research Assistant on the campus-wide Curriculum Change Working Group at UCT, she is currently working towards her PhD.