

New Academics' Transitions Regional Colloquium

Thursday 4 May 2017 saw the launch of the very first New Academics' Transitions Regional Colloquium at the University of Cape Town. The Colloquium brought together new academics from UCT, the Cape Peninsula University of Technology (CPUT), Stellenbosch University (SU) and the University of the Western Cape (UWC).

Acting Deputy Vice-Chancellor for Teaching and Learning at UCT Professor Daya Reddy opened the event by expressing how he wished that he had been exposed to the advantages that the respective new academic programmes provide, in a more systematic way than when he started out in academia. If he had he would have been better prepared to deal with the hurdles and mistakes new academics face. On that note he recognised that the higher education environment is much more complex today than before but as academics there is so much that we can learn from one another.

Dr Kasturi Behari-Leak, one of the main organisers of the event and educator on the UCT New Academics Professional Programme (NAPP), reiterated what Professor Reddy had said, "it is my firm belief that new academics' both young and old come in with a rich resource that we can certainly learn from."

As it was the first regional colloquium, representatives from each university including Dr Nicolene Herman (SU), Professor Vivienne Bozalek (UWC), Dr Misiwe Katiya (CPUT) and Dr Behari-Leak all shared the different models of induction practice used at the respective universities. A key theme across the programmes was that of critical reflection on practice.

After a short break delegates were broken up into groups where a number of academics from the various universities shared their specific experiences and innovations in the classroom.

In her presentation Dr Sisa Ngabaza, from the Department of Women and Gender Studies at UWC, shared how she has begun to use a blended learning approach in her classroom by making use of mobile phones. Before attempting to do this Dr Ngabaza surveyed her class and found that 100% of her students had smartphones and 96% were willing to use them for learning. After browsing many applications including Facebook and other social media platforms, she settled on Kahoot!. Kahoot! allows educators to create fun learning games that multiple participants can engage with. This technique proved to stimulate and encourage more participation amongst Dr Ngabaza's students.

"It encouraged me to understand and not just memorise" was an example of feedback Jessica Stander, lecturer in Physiotherapy at SU, received after she too introduced a blended learning approach in her classroom. Recognising that her students were unprepared for their practical classes even though they knew what subject matter was to be covered, Stander took a leap of faith and began to incorporate online learning into her curriculum. She produced a number of videos and online learning materials which she shared with her students. To her relief, this resulted in more and better prepared students in her practical sessions. She emphasised that physiotherapy is "very practical but you need a theoretical base."

A particularly poignant presentation was given by Asanda Ngoasheng from CPUT, a lecturer in Political and Business Reporting as well as Editorial Management who commented on how she needed her 'ahistorical students' to understand the concept of privilege so they could look at the world with new

eyes. She spoke passionately about the need to decolonise the curriculum and more importantly the way of thinking of many of her students, "we need to decolonise the coloniser but also the colonised." In order to do this she uses intersectionality theory in her classroom which is actualised by making her students do the Privilege Walk. The Privilege Walk lines students up and asks them a number of questions related to privilege, for example, "If one or both of your parents were "white collar" professionals: doctors, lawyers, etc. take one step forward" or "if you were raised in an area where there was prostitution, drug activity, etc., take one step back." This experiment put students' own privilege into perspective in a way it never had before.

After the presentations and a quick lunch the delegates reconvened to reflect on the day. The panelists then shared what they felt were the main themes to come out. According to Dr Herman, what stood out for her was the passion the new academics present showed for their students and their discipline. Dr Katiya echoed that sentiment. She believed that the ideas shared that day showed that "we, as academics care and that attitude is what students need." Her remarks that many academics chose to implement strategies in the classroom without asking permission elicited chuckles from the crowd, but she affirmed, that "sometimes you've got to do what you've got to do".

The day rounded off with thank you's to all those involved in the event and the hopes that this would turn into an annual exchange of ideas and knowledge.

See more at: <http://www.cilt.uct.ac.za/cilt/news/NATRC2017#sthash.iwIJKiM4.dpuf>

For photos of the event, visit: <http://www.cilt.uct.ac.za/new-academics-transitions-regional-colloquium-2017-photos>

Streekskollokwium oor Oorgang vir Nuwe Akademici

Die heel eerste Streekskollokwium oor Oorgang vir Nuwe Akademici is op Donderdag 4 Mei 2017 by die Universiteit van Kaapstad (UK) geopen. Die geleentheid het nuwe akademici verbonde aan die UK, die Kaapse Skiereiland Universiteit van Tegnologie (KSUT), die Universiteit Stellenbosch (US) en die Universiteit van Wes-Kaapland (UWK) bymekaargebring.

Die Waarnemende Viserektor: Onderrig en Leer aan die UK, prof Daya Reddy, het die geleentheid geopen deur te vertel hoe hy wens hy was aan die voordele van die onderskeie programme vir nuwe akademici blootgestel, wat meer sistematies van aard is as toe hy die akademie betree het. Hy sou beter toegerus gewees het vir die hindernisse wat nuwe akademici konfronteer en die foute wat hulle begaan. Hy het wel toegegee dat die hedendaagse hoërondewysomgewing veel kompleks as voorheen is. Akademici kan egter soveel by mekaar leer.

Dr Kasturi Behare-Leak, een van die hooforganiseerders van die geleentheid en 'n opvoeder in die UK se Professionele Program vir Nuwe Akademici (Eng. *NAPP*), het prof Reddy se woorde bevestig: "Ek glo vas dat nuwe akademici, oud én jonk, 'n ryk bron bied waaruit ons beslis kan leer" (eie vertaling).

Aangesien dit die eerste streekskollokwium was, het verteenwoordigers van elke deelnemende universiteit die verskillende modelle vir oriënteringspraktyk uiteengesit wat aan hulle instelling gevolg word, onder andere dr Nicolene Herman (US), prof Vivienne Bozalek (UWK), dr Misiwe Katiya (KSUT) en dr Behari-Leak. 'n Oorkoepelende sleuteltema van die program was kritiese besinning oor praktyk.

Na 'n kort pouse het die afgevaardigdes verdeel in groepe waar 'n aantal akademici van die verskillende universiteite hulle eie ervarings en vernuwingsaksies in die klaskamer bespreek het.

In haar voorlegging het dr Sisa Ngabaza van die Departement Vroue- en Genderstudies aan die UWK vertel hoe sy begin het om 'n gemengdeleerbenadering in haar klaskamer te volg met behulp van selfone. Voordat sy dit probeer doen het, het dr Ngabaza 'n opname in haar klas gedoen en bevind dat 100% van haar studente slimfone besit, en dat 96% van hulle bereid was om dit vir leerdoeleindes in te span. Nadat sy talle sagtewaretoepassings ondersoek het, onder meer Facebook en ander sosialemedia-platforms, het sy op Kahoot! besluit. Met Kahoot! Kan onderriggewers speletjies ontwerp wat leer prettig maak en verskeie deelnemers kan hanteer. Hierdie werkwyse het dr Ngabaza se studente aangevuur en groter deelname bewerkstellig.

"Dit het my aangemoedig om te begryp, eerder as om net te memoriseer," is 'n voorbeeld van terugvoer (eie vertaling) wat Jessica Stander, 'n lektor in fisioterapie aan die US, ontvang het nadat sy ook 'n gemengdeleerbenadering in haar klaskamer begin volg het. Sy het opgelet dat studente onvoorbereid vir hulle praktiese klasse was, hoewel hulle geweet het watter onderwerp bespreek sou word. Stander het 'n skuif op goeie geloof gemaak en aanlyn leer by haar leerplan begin inwerk. Sy het 'n aantal video's saamgestel en aanlyn leermateriaal opgestel, wat sy onder haar studente versprei het. Tot haar verligting het dit verhoogde bywoning en beter voorbereide studente by haar praktiese sessies opgelewer. Sy het beklemtoon dat fisioterapie "'n baie praktiese vak is, maar jy het 'n teoretiese grondslag daarvoor nodig" (eie vertaling).

Asanda Ngoasheng, 'n lektor in politieke en sakeverslagdoening aan die KSUT sowel as 'n lid van die redaksionele bestuur, het 'n besonder aangrypende voorlegging gedoen. Sy het vertel hoe sy haar 'a-historiese studente' moes laat insien wat die begrip "bevoorreg" beteken sodat hulle met nuwe oë na die

wêreld kon kyk. Sy het geesdriftig gepraat oor die nodigheid daarvan om die kurrikulum en, nog belangriker, baie van haar studente se denkwyse te dekoloniseer: "Ons moet die kolonis dekoloniseer, maar ook dié wat gekoloniseer is" (eie vertaling).

Met daardie doel voor oë gebruik sy die teorie van interpartikularisme in haar klaskamer, waaraan haar studente gestalte gee deur die Bevoorregtingsroete te stap. Op hierdie roete staan die studente langs mekaar op 'n ry en beantwoord 'n aantal vrae wat met bevoorregting verband hou, byvoorbeeld: "As een of albei jou ouers 'witboordjie-beroepslui' is (d.w.s. dokters, regsui, ens.), neem een tree vorentoe." Of: "As jy grootgeraak het in 'n omgewing waar daar prostitusie, dwelmgebruik, ensovoorts voorgekom het, neem een tree agteruit" (eie vertaling). Hierdie eksperiment het studente se eie bevoorregting in perspektief geplaas soos nog nooit vantevore nie.

Na die voorleggings en 'n vinnige middagete het die afgevaardigdes weer byeengekom om nabetragting oor die dag te hou. Vervolgens het die paneellede vertel wat volgens hulle die hoofemas was wat na vore gekom het. Volgens dr Herman is sy die meeste getref deur die nuwe akademici by die kollokwium se geesdrif vir hulle studente en hulle vakgebied. Dr Katiya het dieselfde gevoel. Sy glo die idees wat daardie dag uitgeruil is, het getoon "dat ons as akademici omgee, en daardie ingesteldheid is wat studente nodig het" (eie vertaling). Haar opmerkings dat talle akademici verkies om strategieë in die klaskamer toe te pas sonder om toestemming te vra, het die gehoor laat grinnik, maar sy het dit benadruk: "Soms moet 'n mens eenvoudig doen wat dit verg" (eie vertaling).

Die dag is afgesluit met bedankings aan almal wat by die geleentheid betrokke was, en die hoop is uitgespreek dat dit in 'n jaarlikse uitruiling van idees en kennis sou ontwikkel.

Vir meer inligting: <http://www.cilt.uct.ac.za/cilt/news/NATRC2017#sthash.iwJKiM4.dpuf>

Vir foto's van die geleentheid: <http://www.cilt.uct.ac.za/new-academics-transitions-regional-colloquium-2017-photos>