SONJA STRYDOM NICOLINE HERMAN HANELIE ADENDORFF MINÉ DE KLERK

RESPONDING TO THE NECESSITY FOR CHANGE

Higher Education voices from the South during the COVID-19 crisis

THE **FOREWORD**

The 2020 academic year will be globally remembered as a time of personal, social and educational upheaval and disruption. All spheres of society had to rapidly adapt to unknown circumstances of isolation and lockdown. Higher education, as all other educational fields, had to swiftly rethink teaching, learning and assessment (TLA) in this period of unpredictability and fully online learning.

The onset of COVID-19 in South Africa came near the beginning of the academic year. Academics across South Africa were obliged to rethink their TLA offerings. Academics at Stellenbosch University (SU) were compelled to prepare for and institute emergency remote teaching (ERT) to replace conventional face-to-face (F2F) student interaction with fully online learning. It was communicated in the SU community that the purpose of ERT was not to create a robust online educational ecosystem. The aim, rather, was to establish a temporary online initiative that could be easily set up and provide opportunity for continuous, just-in-time support by responding to the evolving needs of students and teaching staff. Consequently, ERT required the rethinking and adaptation of our existing offering for delivery via SUNLearn, the university's Moodle-based learning management system (LMS).

Our objective was to design for active student involvement and to encourage students to take responsibility for their own learning whilst keeping the approach as simple as possible.

Reconceptualizing TLA for a research-intensive residential institution that is home to an academic community of approximately 29 000 students and approximately 1 000 academics was not an easy task. Although teaching and learning practices at SU are mostly embedded in a blended mode of delivery, moving to fully online learning came with its own challenges. Various factors, such as academic expectations and standards, a diverse student cohort and different contextual dynamics, placed pressure on academics and professional academic support service (PASS) staff to create a seamless and integrated online learning experience for all students irrespective of background and ability. The Division for Learning and Teaching Enhancement (DLTE), consisting of the Centre for Teaching and Learning (CTL), the Centre for Learning Technologies (CLT), the Language Centre and the Centre for Academic Planning and Quality Assurance, played a central role in supporting academic staff and students via a wide range of individual consultations, collaborative webinars and targeted resource development.

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As part of interrogating and reflecting on our own practice during the first semester (March to June) of the COVID-19 pandemic and ERT, the authors were invited to reflect on their unique professional experiences. Apart from a focus on scholarly reflection, we also aimed to provide an opportunity for collaboration by inviting teaching academics to coauthor with PASS staff from the DLTE.

The authors reflected on their contextualized experiences during the first semester by asking the following questions based on the framework of Rolfe, Freshwater and Jasper (2001):

WHAT? Describing the situation or experience

SO WHAT? Discussing what has been learned and linking and interpreting learning according to theory

NOW WHAT? Identifying what needs to be done to improve future outcomes or future learnings and actions

It was furthermore suggested to the authors that they align their chapters with the Designing Learning, Teaching and Assessment (DeLTA) framework. The framework was conceptualized by the CTL in its mandate of supporting lecturers with their teaching function. 'DeLTA' is the acronym for this process and framework, but 'DeLTA' is also the mathematical symbol for change and is represented by Δ. During COVID-19, the DeLTA process and framework was adapted for the ERT environment to align all TLA functions. The adapted DeLTA framework is available here.

Two overarching themes serve as key threads across all the chapters. Firstly, **a reframing of the notion of change can be observed – from merely a *disruption to an invitation to adapt and respond* to emerging and discomforting conditions in the context of TLA.** Each chapter illustrates how the COVID-19 crisis in some way triggered a necessary change, whether this manifested as a new perspective, a developed professional practice or the implementation of a new TLA approach.

Secondly, the notion of 'care' underpins the narrative of nearly every chapter. The authors reflect on highly collaborative and iterative processes of finding new and practical solutions in the ERT period whilst ensuring that they maintain their awareness of sound pedagogical principles. Institutional role-players that may not have worked closely together prior to the pandemic describe how they became increasingly dependent on one another's professional expertise and knowledge domains. They had to invite a larger number of voices and consider other staff members' and students' lived experiences more attentively in order to balance the implementation of practical solutions with the shared objective to maintain the quality of SU's academic offering. Consequently, the chapters reveal a heightened awareness of the need at SU for a professional academic support approach that is firmly rooted in empathy and a TLA philosophy that draws on a pedagogy of care.

This publication is written by professional academic support staff and teaching academics who experienced educational challenges and opportunities during the first semester of the COVID-19 period.

> **"This book attempts to offer honest, reflective insights into the scholarly and practical activities of a proportion of staff members involved in the continuous support of sound TLA practices during this period of ERT. We celebrate lessons we have learned, but also aim to build on identified opportunities for change and further critical reflection."**

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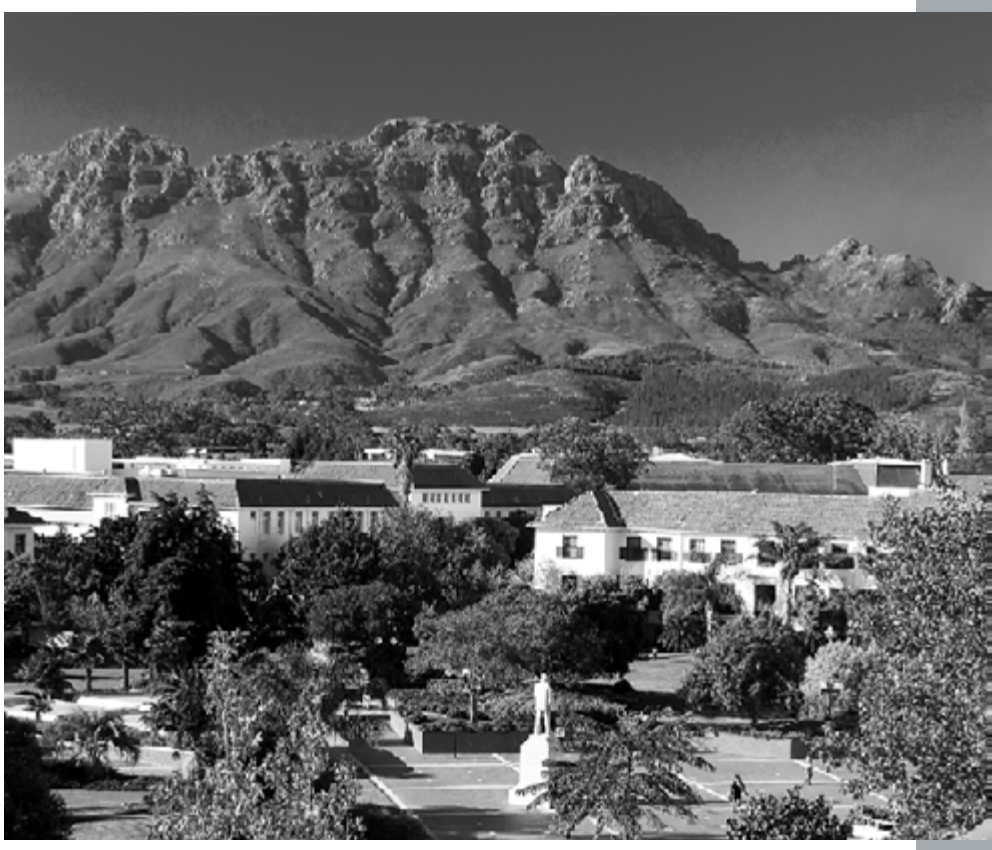
Rolfe, G., Freshwater, D. & Jasper, M. (2001). *Critical reflection in nursing and the helping professions: A user's guide*. Basingstoke: Palgrave Macmillan.



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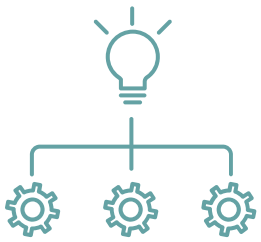
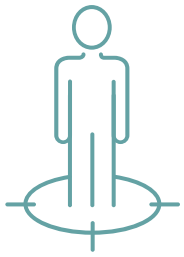
THE **THEMES**

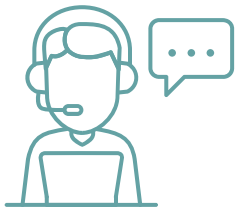


INVITATIONS FROM CHANGE – how SU responded to a crisis (managerial view)

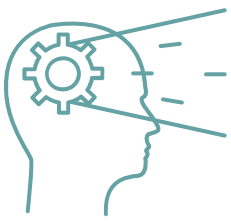


HUMANIZING the online teaching and learning space

CARE-FULL academic support during ERT



CARE-FULL teaching and assessment during ERT



INVITATIONS FROM CHANGE – how SU responded to a crisis (academic development view)

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THE CONTENTS

INVITATIONS FROM CHANGE – how SU responded to a crisis (managerial view)

00 **Foreword**
Strydom, De Klerk, Herman, Adendorff

01 **(Re)imagining future learning and teaching landscapes:** Leading change during COVID-19
Van der Merwe

HUMANIZING the online teaching and learning space

02 **Approaching the elephant in the room:** Care and digital wellbeing during a time of mandatory online engagement
Strydom, Sinclair & Dunn-Coetzee

03 **Mutual vulnerability:** An important part of a humanizing pedagogy during troubled times
Jacobs

CARE-FULL academic support during ERT

04 **Humanizing pedagogies during a time of disruption and transition:** A time for reconsideration
Strydom & De Klerk

05 **Building bridges:** Why we need frameworks to map uncertain journeys
Herman & Adendorff

06 **'Care-full' learning design in the age of COVID-19**
Volschenk, Brits, Foiret & Pinetown

07 **The shift in perspective:** A reflection on the role of learning designers as facilitators of change during emergency remote teaching
Burger, Pegado, Solari & Talip

CARE-FULL teaching and assessment during ERT

08 **Successful online learning and teaching is not about technology – it is about humanizing**
Volschenk, Rootman-Le Grange & Adendorff

09 **Using the Moodle Workshop activity to turn assessments into a learning opportunity during COVID-19:** A lecturer's journey in a compulsory first-year English language module
Clift, Burger & De Villiers

10 **Practical and clinical assessment during lockdown:** Reflections on business unusual
Dullaart, Unger, De Lange, Lupton-Smith, Arnold, Kellermann & Kitshoff

INVITATIONS FROM CHANGE – how SU responded to a crisis (academic development view)

11 **Invitations from change:** A view from professional academic developers
Cattell-Holden, Herman, Adendorff, Swart-Jansen van Vuuren & Van der Merwe

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THE ABSTRACTS

01.

'(RE)IMAGINING FUTURE LEARNING AND TEACHING LANDSCAPES: LEADING CHANGE DURING COVID-19

Responding to the necessity for change: Higher education voices from the South during the COVID-19 crisis.

VAN DER MERWE, A.

More about the authors

This chapter provides an institutional view of the learning and teaching change management processes required by the COVID-19 crisis during the second term of 2020. The author uses a mixed methodology including her individual reflection as a leader in the professional academic support environment whilst also drawing on minutes of meetings, institutional documentation and Stellenbosch University (SU) communiques to staff and students to critically describe what happened as a case study. The author uses Bolman and Deal's four frame model, namely the structural, human resource, political and symbolic frames, as theoretical lens to reflect on how SU dealt with these challenges on an institutional level and the lessons learned that could inform future learning and teaching landscapes at SU.

02.

APPROACHING THE ELEPHANT IN THE ROOM: Care and digital wellbeing during a time of mandatory online engagement

STRYDOM, S., SINCLAIR, E. & DUNN-COETZEE, M.

More about the authors

Social and educational spheres are constantly impacted by digital technologies. This is highly prevalent in the current COVID-19 pandemic during which most social and educational engagement in higher education has transitioned to virtual spaces. Albeit necessary and in most cases mandatory, often little emphasis is placed on the importance of a care and wellbeing perspective during times of prolonged and continuous online interaction.

Wellbeing is a multidimensional construct of positive emotions, engagement, positive relationships, meaning and accomplishment (Seligman, 2011). It can be defined as "a state of happiness and contentment, with low levels of distress, overall good physical and mental health and outlook, or good quality of life" (Van den Bos, 2013:1154). The digitalization of learning/life could potentially provide ample opportunities for access to activities that can promote the wellbeing of a person. Admittedly, however, it can also pose certain risks.

Uninterrupted periods of digital use can have potentially negative effects on an individual's wellbeing, productivity and overall social interaction (Montag & Walla, 2016; Büchi, Festic & Latzer, 2019; Monge Roffarello & De Russis, 2019). Consequently, we call for the development of guidelines and interventions that could equip individuals with the ability to have healthy relationships with digital technology.

Drawing on Tronto's (2010) political ethics of care, this chapter aims to highlight and consider five moral elements (i.e. attentiveness, responsibility, competence, responsiveness and trust) (Bozalek, Watters & Gachago, 2015) that could be utilized in raising awareness of digital wellbeing within a professional and educational context which an unknown period of obligatory online interaction is a prerequisite. We reflect on our own and anecdotal evidence in relation to the role of digital technologies during the time of emergency remote teaching. The chapter is concluded by making suggestions on a possible way forward in our quest to become a caring digitalized community.

03.

MUTUAL VULNERABILITY: An important part of a humanizing pedagogy during troubled times

JACOBS, A.H.M.

More about the authors

Experiencing an insightful teaching and learning moment during a recent professional development session reminded me of Judith Butler's notion of 'mutual vulnerability' (2016), whereby both the teacher and the participant in an educational experience have to feel 'safe' for a humanizing teaching and learning context to exist. The nature of the incident awakened a need to reflect since I believe in the value of humanity in any relationship in the teaching and learning or professional development realm. This is especially important in the challenging times that we find ourselves in because of the COVID-19 pandemic of 2020.

I write from the perspective of my job as academic developer, and I argue that teaching and learning (and by implication professional development) in higher education communities living through traumatizing times such as COVID-19 should be underpinned by the principle of mutual vulnerability as an important building block of a 'humanizing pedagogy.' The aim is to determine how mutual vulnerability is articulated in three different experiences of a professional development session and how it relates to a humanizing pedagogy. I analyze and explain the conceptual links between mutual vulnerability and a humanizing pedagogy by using a framework developed by Keet, Zinn and Porteus (2009). In the process of applying the principle of mutual vulnerability through the lens of a professional development opportunity, I demonstrate how it may be employed as a tool to mitigate the teaching and learning challenges brought about by COVID-19. I also caution that mutual vulnerability needs to be rooted in a broader theory of education to be of pedagogical value. Linking mutual vulnerability to a humanizing pedagogy is a way of making such inroads. Lastly, I point out potential themes for renewed and meaningful teaching and learning engagement.

I conclude that the liminal space between the past and an uncertain future presents an opportunity for change to reconsider higher education teaching and learning and professional development in terms of a humanizing pedagogy underpinned by mutual vulnerability.

04.

HUMANIZING PEDAGOGIES DURING A TIME OF DISRUPTION AND TRANSITION A time for reconsideration

STRYDOM, S. & DE KLERK, M.

More about the authors

The COVID-19 period necessitated the conversion of conventional face-to-face contact sessions to fully online learning interactions. As can be expected, such a disruption called for careful consideration of an alternative online pedagogical approach to nurture and assist students in this unfamiliar learning context.

Within the field of educational technology, humanizing pedagogies attempt to move beyond the emphasis placed on the technical towards a more inclusive approach encompassing the historical, sociocultural and uniquely contextual factors impacting teaching and learning practices (Mehta & Aguilera, 2020). Such pedagogical approaches underline the value of non-cognitive aspects of learning by means of lecturer-student interactions and communities of peers that promote a sense of connection and empathy that could assist in student engagement (Pacansky-Brock & Vincent-Layton, 2020)

We draw on key issues addressed by synchronous webinars offered to academic staff in preparation for emergency remote teaching and learning at Stellenbosch University. Numerous underlying themes, relating specifically to online

facilitation methods that are responsive to a diversity of student contexts, recurred throughout most of these virtual professional learning opportunities.

The chapter reflects on the aspects associated with humanizing pedagogies such as the politics of education, the status of the online repository, the digital divide and disembodied learning and how these critical aspects of Freire's philosophy presented itself during a professional learning webinar series offered at Stellenbosch University during a period of disruption and transition. We argue for an increased and continuous consideration of issues of "power, privilege and ideology" as response to the current initiatives and future planning (Mehta & Aquilera, 2020:112).

05.

BUILDING BRIDGES: Why we need frameworks to map uncertain journeys

ADENDORFF, H. & HERMAN, N.

More about the authors

Higher education has had its share of 'wicked problems' and tensions, such as the divide between theory- and context-dependent practice over the years, and solving such problems requires interdisciplinary approaches. Higher education literature often reproduces these problems and this divide. To bridge this divide, we need theoretical tools that could bridge the gap between theory and practice and travel across contexts.

The unprecedented, frantic move to take our teaching, learning and assessment (T&L&A) online as part of emergency remote teaching (ERT) caused another such wicked problem for which no easy answers were available. In the dizzying rush to help academics to navigate this uncertain journey both speedily and in ways that would remain respectful and cognizant of the unique South African reality whilst being sensitive to the unsettling effects of the COVID-19 crisis, we quickly amassed a very comprehensive and voluminous set of resources among the various professional academic support services staff environments at Stellenbosch University. But how could we assist academics navigate this deluge of information? As the set of resources grew, the need for a map or organizing framework became more pronounced. The necessity of persuading all professional academic support services staff members to give the same advice about specific T&L&A aspects also became evident. But what does one draw on at such a time? And what did we as academic developers draw on when offering advice?

In this chapter, we use the Reflective Cycle of Gibbs (1988) to reflect on the value of using frameworks to assist academic developers in navigating uncertain journeys and rooting our practice in theory. We use the semantic gravity concept from Legitimation Code Theory to analyze our reflections and argue that frameworks offer logical and coherent ways to make sense of large amounts of information and provide bridges for linking theory and practice.

We will show that the advice that we offered during the ERT period arose from the tacit organizing frameworks and theories that underpinned our work in academic development. The DeLTA (Design for Learning, Teaching and Assessment) framework that had been used 'unconsciously' became a more overt visual map for organizing the resources and our subsequent offering. The chapter concludes that frameworks assist in building 'theory-light' bridges in the 'third space' between theory and practice, in making connections and in assisting with communicating our message.

06.

'CARE-FULL' LEARNING DESIGN IN THE AGE OF COVID-19

VOLSCHENK, M., BRITS, E., FOIRET, J.R. & PINETOWN, D.

More about the authors

The COVID-19 pandemic has disrupted higher education in South Africa and across the globe. This holds true for Stellenbosch University's Faculty of Medicine and Health Sciences (FMHS) where most of the teaching and learning normally happen in clinical and community settings. Most of the lecturers in this context are practicing clinicians, fighting at the coalface of the pandemic. This leaves little time for transforming face-to-face content into online offerings, and few are skilled in using learning technologies. In addition, many of the administrative support staff are inexperienced in navigating the university's online learning management system. Most importantly, the majority of students face enormous challenges away from campus, including limited access to devices and the internet and, in some instances, living environments unconducive to learning. Apart from being anxious for their own health or the health of family members, they may also feel isolated and overwhelmed by the sudden shift to remote learning. In this chapter, the FMHS Learning Technologies team reflects on the notion of an ethic of care in the context of remote teaching, learning and assessment. We share our experiences of incorporating the principles of constructive alignment and learning design to empower lecturers and administrative support staff to 'care-fully' craft accessible remote teaching, learning and assessment experiences that address the cognitive, social and emotional dimensions of learning. We conclude by considering how an ethic of care may allow lecturers and students not only to cope with the various challenges but also to experience meaning and transformation as South African higher education embraces a new normal.

07.

THE SHIFT IN PERSPECTIVE: A reflection on the role of learning designers as facilitators of change during emergency remote teaching

BURGER, A., PEGADO, B., SOLARI, N. & TALIP, F.

More about the authors

This chapter looks at the role of a learning designer in the teaching and learning sphere and how the perception of the role shifted during emergency remote teaching (ERT). We reflect on how the role of the learning designer was positioned within the TPACK framework and how the perception of the role shifted pre and post COVID-19. The context of the transition to ERT provides a springboard towards understanding the importance of the pedagogy in fully online learning (FOL) as well as how best to use the technology as the enabler. Stellenbosch University's modes of delivery spectrum encouraged 'hybridity', which is considered an important aspect in which learning designers will feature moving forward. The reflection process enables understanding the progression from ERT to FOL, given that SU is a full contact university mode of delivery. This enables the learning designer to continuously be the agent of change.

08.

SUCCESSFUL ONLINE LEARNING AND TEACHING IS NOT ABOUT TECHNOLOGY – IT IS ABOUT HUMANIZING

VOLSCHENK, H., ROOTMAN-LE GRANGE, I. & ADENDORFF, H.

More about the authors

In this chapter, we will share a lecturer's journey of online teaching, which started with a focus on technology and shifted towards a focus on the student. We will discuss the emergency remote teaching (ERT) interventions and experiences that led this lecturer to the realization that successful online teaching was only a technology problem should one choose to make it such. The lecturer reflects on how this realization changed his mindset towards online teaching, leading to an altered approach focusing on the students' experience of ERT and, ultimately, the concept of humanization. We will explore the humanizing pedagogy concept and its implications in the current context of COVID-19 and ERT.

09.

USING THE MOODLE WORKSHOP ACTIVITY TO TURN ASSESSMENTS INTO A LEARNING OPPORTUNITY DURING COVID-19: A lecturer's journey in a compulsory first-year English language module in the Faculty of Education

CLIFT, M., BURGER, A. & DE VILLIERS, M.

More about the authors

Lockdown and the subsequent switch to emergency remote teaching presented unique opportunities for online learning experiences. This chapter shares the reflections of a lecturer on her journey towards creating an authentic and formative online peer assessment and feedback activity during COVID-19. After investigating various options and in consultation with the blended learning coordinator, the Moodle Workshop activity proved invaluable in allowing students to be part of the assessment process within an interactive space. This exercise showed that although the Workshop activity is generally perceived as complex, it adds an invaluable human element when used in a dialogic approach to online formative assessment.

10.

PRACTICAL AND CLINICAL ASSESSMENT DURING LOCKDOWN: Reflections on business unusual

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More about the authors

Lockdown posed complex and ironic challenges for clinical and practical learning. In this chapter, we reflect on solutions for clinical and practical assessment in lockdown, with inspiration from flux pedagogy (Ravitch, 2020) and with Lindblom's work on solving problems by muddling through them (Lindblom, 1959). Although many clinical and practical

outcomes could not be achieved, some were indeed achieved in Nursing, Physiotherapy, Sports Science and Clinical Pharmacology. We conclude with some unanswered questions and with renewed hope for continuous assessment and transformed learning.

11.

INVITATIONS FROM CHANGE: A view from professional academic developers

CATTELL-HOLDEN, K., ADENDORFF, H., HERMAN, N., SWART-JANSEN VAN VUUREN, C. & VAN DER MERWE,C.

More about the authors

"Change isn't something that academic leaders manage. It's something that they lead, initiate, guide and occasionally capture" (Buller, 2015:24).

The move to emergency remote teaching (ERT) in the first semester of 2020 during the COVID-19 pandemic necessitated an increased level of professional learning for academics as well as academic developers (ADs). The learning curve involved not only the setting up of virtual classrooms but also adapting and aligning the context, outcomes, assessment and learning opportunities of modules for online use. In this adjustment process, the Centre for Teaching and Learning (CTL) was called upon to provide leadership in ensuring the valid and reliable assessment of students during ERT.

As ADs, our work always necessitates reflection – reflection on our own growth and change as well as on our practice and leadership. This double loop of reflection focuses on the professional context of our work as well as our personal professional learning, which is interwoven with the context. Reflecting on both areas of learning informs not only our ongoing work but also the planning of our future professional engagement.

In this chapter, we reflect on the invitations that the transition to ERT has held for the CTL. The question that we need to answer is how this learning process could inform not only our work in the second semester but also the work of the CTL in future. We examine the process of transformation in adapting assessment practices from the face-to-face mode to the online space in new ways of collaborating to create online resources and webinars.

THE TERMINOLOGY IN THE STELLENBOSCH UNIVERSITY CONTEXT

Academic Developers (ADs)

In the SU context, academic developers (also called advisors) are mainly situated in the Centre for Teaching and Learning (CTL) and the Centre for Learning Technologies (CLT).

The role of the academic developer varies according to expertise but ranges from contributing to institutional strategy and policy, leading curriculum leadership, collaborating on institutional projects, focusing on quality enhancement and managing the enhancement of learning and teaching practices.

Academic developers in the Centre for Learning Technologies specialize in the integration and role of digital technologies in these different spheres.

Blended Learning (BL)

Blended learning refers to the pedagogically sound utilisation of digital learning technologies combined with the integration of a variety of learning and teaching methodologies. BL, as an overarching pedagogical approach, can be applied in both conventional face-to-face and hybrid learning contexts. It allows for a combination of synchronous (real time) and asynchronous (self-paced) learning. BL still acknowledges the best features of face-to-face with the combination of appropriate online engagement to enrich and support the learning experience of students.

Blended Learning Coordinator (BLC)

Blended Learning Coordinator is a termed coined at Stellenbosch University to distinguish between the role of learning designers (focusing on the graphic design of online courses) and academic developers (specializing in the scholarship of teaching and learning).

BLCs assist faculties in the process of technology-augmented programme renewal. Their specialization, therefore, is a high level of technical knowledge, but also a working understanding of the pedagogical approaches associated with programme renewal.

Centre for Learning Technologies (CLT)

The Centre for Learning Technologies forms part of the Division for Learning and Teaching Enhancement and focuses mainly on the pedagogical use of digital technologies for learning. The centre's core function is to promote and assist faculties in the use of digital technologies in the HE curriculum, but also to encourage and support a scholarly approach to learning technologies.

The centre consists of units such as academic development in faculties, learning technologies support services, studio services, multimedia and learning design and the Telematics School Project.

THE TERMINOLOGY IN THE STELLENBOSCH UNIVERSITY CONTEXT

Centre for Teaching and Learning (CTL)

The Centre for Teaching and Learning forms part of the Division for Learning and Teaching Enhancement and aims to be thought leaders in the areas of responsive, innovative and scholarly teaching, learning and assessment.

In support of these aims, the centre is involved in T&L&A related committees and policy development and creates professional learning opportunities for academic staff in relation to T&L&A.

CTL advisors have central as well as faculty responsibilities within a devolved model.

Designing Learning, Teaching and Assessment (DeLTA) process and framework

The DeLTA framework offers an organizing framework, rooted in scholarship, for Designing Learning, Teaching and Assessment.

It is divided in 5 iterative, cyclical processes of designing interactive learning activities, innovative teaching approaches and wide-ranging assessment opportunities.

Division for Learning and Teaching Enhancement (DLTE)

The Division for Learning and Teaching Enhancement consists of the Centre for Teaching and Learning, the Centre for Learning Technologies, The Centre for Academic Planning and Quality Assurance and the Language Centre.

Together these four centres in collaboration with faculties are responsible for teaching, learning and assessment at the institution.

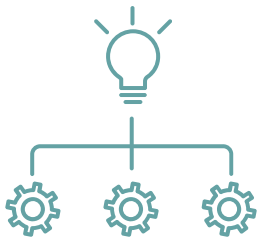
Learning Designer (LD)

In the Stellenbosch University context learning designers work closely with the multimedia designers in assisting lecturers in the pedagogically sound design of online courses.

Stellenbosch University Learning Management System (SUNLearn)

Stellenbosch University makes use of an open-source learning management platform (LMS), Moodle which is coined as SUNLearn.

SUNLearn is the institutional platform used as basis for all blended and hybrid courses offered at the university.



01

(RE)IMAGINING FUTURE LEARNING AND TEACHING LANDSCAPES: LEADING CHANGE DURING COVID-19

Responding to the necessity for change: Higher education voices from the South during the COVID-19 crisis.

VAN DER MERWE, A.

More about the authors

INTRODUCTION

Marguerite Dennis (2020, par. 1) refers to the 21–27 March 2020 cover of *The Economist*, which displays a picture of a globe with a 'CLOSED' sign hung over it, when she reflects on the opportunities for higher education (HE) post COVID. She says that "for most people throughout the world it does seem like the world as we knew it has hit the pause button." I would argue, however, that SU has since hit the *fast forward* button. **COVID-19 increased the sense of urgency to deal with several key learning and teaching issues because of the short timeframes within which we were challenged to address this crisis.** These challenges were on different levels and included providing support and guidance to lecturers to move all teaching and assessment online by 20 April 2020, providing support material for students to study in an online environment, ensuring that the digital technology platform was stable enough to deal with the increased load (especially during assessments), providing training for e-tutors, grappling with student access in terms of devices and data, communicating with all relevant stakeholders and ensuring that the correct institutional decisions were in place to cater for the exceptions as a result of adjustments that lecturers had to make to assessments, outcomes and language arrangements.

This chapter will provide an institutional view on the change management process by means of the following:

- Presenting a case study of what happened during the second term of emergency remote teaching (ERT) using a mixed methodology including individual reflection as a leader in the professional academic support environment whilst drawing on minutes of meetings, institutional documentation and SU communiques sent to staff and students.

- Using Bolman and Deal's (2017) four frame model, namely the structural, human resource, political and symbolic frames, as theoretical lens to reflect on how we dealt with these challenges on institutional level and the lessons learned.

- Indicating how our experiences and the theoretical analysis thereof can lead to a (re)imaging of learning and teaching for the future.

STELLENBOSCH UNIVERSITY CASE STUDY

Due to the lockdown measures announced by President Cyril Ramaphosa, Prof. Wim de Villiers (SU Rector) announced the suspension of all physical lectures and assessments from Tuesday 17 March 2020 on 15 March 2020 and the resumption of classes via online learning on 30 March 2020. He also announced the formation of "an Institutional Committee for Business Continuity (ICBC), with several operational committees to give priority attention to the various practical aspects of campus activities that are impacted by the global pandemic" (SU, 2020a). One such operational committee that was immediately formed was the Online Learning and Assessment Workgroup with the Senior Director (Learning and Teaching Enhancement) as chair to discuss, coordinate and action issues regarding the following:

- The technical aspects of the online learning platform.
- Support for lecturers to teach and assess online.
- Support for students to learn and collaborate online.
- Online learning, teaching and assessment frameworks during ERT.

This committee meets weekly to ensure that actions to facilitate and support online teaching, learning and assessment are coordinated and synergies among different aspects are recognized and addressed where applicable. The committee therefore has wide

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representation from various Professional Academic Support Services (PASS) including the Centre for Teaching and Learning (CTL), Centre for Learning Technologies (CLT), Academic Planning and Quality Assurance, Language Centre, Information Technology, Registrar's Division (timetables and examinations), International Office, faculties that consisted of one Vice-Dean (Learning and Teaching [L&T]), Student Representative Council and Academic Affairs Council. Institutional and financial recommendations and proposals from these meetings go to the ICBC meeting for approval. One of the immediate actions of this committee was to construct an Online Teaching webpage leading to an institutional learning management system site and an Online Learning support page for students that was easily accessible linking off the main COVID-19 webpage available on SU's main website (SU, 2020b).

On the 26th of March 2020 (SU, 2020c), students received a communique that the second term would start on Monday, 20 April 2020, with assessments only starting in May 2020 as a result of the lockdown regulations announced by President Cyril Ramaphosa and the subsequent decisions by the HE sector. The Rector also made a commitment to "the completion of the 2020 academic year. SU's overall aim is to ensure that our students should not lose an academic semester or a year" (SU, 2020c).

One of the main concerns in 'going online' with the academic offering was the digital access of students to ensure that no student was left behind. SU distributed a survey to all students to complete by 30 March 2020 regarding their "readiness for online learning activities, including access by means of personal devices and internet connectivity" (SU, 2020c). Approximately 19 000 responses were received, and based on the results of this survey, loan laptop offers were made to students. The offer included that if they accepted the offer, a laptop would be couriered to them and added to their student account. If they returned the laptop at the end of 2020, the amount would be deducted from their student accounts. SU, in collaboration with other HE institutions, also started negotiating with mobile network operators for the zero rating of specific HE domains. To assist the students with connectivity, agreements were made with MTN, CellC and Telkom to provide a 30G-B data bundle for 30 days to all students who had confirmed their personal details including their cellphone numbers on the Student Information System.

Another matter of urgency was that a number of institutional decisions had to be made about the adjusted 'COVID-19' academic calendar, language specifications, assessments (format, length, scheduling, etc.) and module changes that might have an impact on the institutional calendar. The Vice-Rector (L&T) in collaboration with the Vice-Deans (L&T) compiled a framework document outlining all the decisions that needed to be made, which was discussed at a special Committee for Learning and Teaching meeting on 2 April 2020 (SU, 2020d). **The concluding paragraph of this document emphasized that "SU management has tremendous empathy for everyone who cannot proceed with their academic functions as would have liked to." It furthermore acknowledged the "tough decisions and working against deadlines to get the multitude of new arrangements in place" as a result of the national emergency.** The Vice-Rector (L&T) concluded by thanking each of the colleagues for her/his "can-do approach" and invited participation and "suggestions to make the 2020 academic year a successful one" (Schoonwinkel, 2020). Based on the recommendations of the Committee for Learning and Teaching on 2 April 2020, urgent decisions were made at a special Executive Committee of Senate meeting on 6 April 2020 about the adjusted SU COVID-19 academic calendar, undergraduate teaching and assessments, prerequisites of modules, the readmission of students in 2021 and the scheduling of an additional assessment opportunity in January 2021 for those students who could not complete their modules in the first semester (SU, 2020e). A further special Academic

Planning Committee meeting was convened on 20 April 2020 to recommend the academic program changes as proposed by the faculties as well as amendments to the 2020 academic calendar due to the COVID-19 pandemic to Senate (SU, 2020f). These decisions were accepted on behalf of Senate at a special Executive Committee of Senate meeting on 21 April 2020 (SU, 2020g) and formally at the Senate meeting of 5 June 2020 (SU, 2020h).

Students and staff received regular communiques from the ICBC to inform them about the decisions taken in terms of online learning and assessment as well as academic calendar changes. The Vice-Rector (L&T) also sent a number of communiques to the Vice-Deans communicating the approach to ERT (Hodges, Moore, Lockee, Trust & Bond, 2020) as being data light and mostly asynchronous as well as the professional development opportunities for lecturers to prepare them for ERT. These development opportunities were created as a collaborative effort between the CTL and CLT as well as the blended learning coordinators (BLCs) in faculties. The opportunities included a Lecturer Support for Teaching Online course that was designed, developed and implemented in a two-week timeframe and has been continuously updated since then. This course has been well received and extensively used by lecturers. The first series of 28 webinars running from 19 March to 22 April focused on various aspects of online learning, namely temporary online teaching using SUNLearn (SU learning management system), online assessment strategies on SUNLearn and specialized topics such as copyright. These were hosted by the CTL, the CLT, the BLCs as well as invited academics. The webinars were very well attended with hundreds more lecturers viewing the recordings of the webinars. A further webinar program based on the emerging needs of lecturers during the first round of webinars ran from 28 April to 22 May 2020. New themes and specialized topics such as best practices for online tests and examinations, ways to update one's SUNLearn page, ways to facilitate self-directed learning, ways to facilitate online discussions and an introduction to Microsoft Teams were included. The BLCs played a crucial role in preparing faculties and students for the temporary online teaching period. Two ad hoc BLCs were also appointed to support the faculties of Science, Theology, Arts and Social Sciences, and Engineering. The importance of tutors and their support also became evident during this time as the lecturers and students depended more on their support. A Tutor Training site was developed through a collaboration among the CLT, CTL and BLCs and was launched on 17 April 2020. A Student Support site was also made available to assist students with technical, language and practical queries. Similar to the Lecturer Support site, these resources are continuously updated.

On the SUNLearn technical support side, two ad hoc appointments were made to assist the core team and the support hours were extended until 22:00 during weekdays with support on Saturdays especially for assessments. An online assessment calendar was compiled containing all the online assessments to enable technical staff to anticipate potential peaks on the SUNLearn server and to ensure that support staff are available while assessments are scheduled.

> **"The switch to online assessments has been one of the most complex issues discussed by the Online Learning and Assessment Workgroup and further within the assessment team. Lecturers were faced with the complexity of redesigning assessments to ensure fairness to students whilst protecting the integrity of the assessments."**

One such an example is the decision made at the Senate meeting on 5 June 2020 (SU, 2020h) that an additional 30-minute submission time will be available after an assessment's writing time has expired, earmarked for uploading the assignment-type questions consisting of multiple pages irrespective of subjecting it to Turnitin. On the one hand, it increases fairness to students but on the other hand, it can lead to students' using part of the 30 minutes to extend their writing time. A further decision was made to allow all students who could not complete their assessments during the June 2020 examination period an opportunity to do so in January 2021.

Language support was also made available to students and lecturers, ranging from writing assistance to students via online Writing Lab consultations, reading consultations, writing workshops for postgraduate students and translation of learning material and podcasts in Afrikaans, English and isiXhosa where there was a pedagogical need.

All these support activities were monitored and discussed at the weekly Online Learning and Assessment Workgroup meetings to ensure synergy and coordination among these activities. For instance, recommendations made to academics by the assessment team from the CTL could have an impact on the arrangements of the timetable of the Examinations Office or the online platform or vice versa. Joint documents on assessment whereby these teams closely collaborated were drawn up to provide clarity not only to the PASS team but also to the Vice-Deans (L&T) and lecturers.

All these resources for the student and lecturer resource sites were created based on immediate needs as they arose. To ensure that all these resources were aligned with the institutional decisions as well as our existing

Learning and Teaching Policy and Assessment Policy and other guiding principles and documents, an overarching framework document based on the DeLTA framework developed by the CTL was compiled collaboratively within Learning and Teaching Enhancement. This overarching framework also informed the redesign of the Lecturer Support site for the second semester and ensured that consistent terminology and approaches would be used when engaging in lecturer support during this time.

Throughout this period, the activities of the workgroup were reported to Senate, and the amazing teamwork of PASS staff and lecturers was publicly acknowledged by the Management Team in communiques and Senate documentation (SU, 2020h). Although this chapter only reflects on the first semester, it should be noted that preparations were also made during this period for further support to lecturers as online learning and assessment were extended to the second semester with only 33% of SU students being allowed back on campus based on lockdown regulations and a further limitation of only 50 students allowed per class. This necessitates that the majority of SU's learning and assessment will continue online during the second semester of 2020.

FOUR FRAME MODEL AS ANALYTICAL LENS

Caldicott (2014) underscores the importance of using mental models to frame "difficult concepts quickly, synthesize data in a way that drives new insight, and building teams that can generate future scenarios different from the world they see today." Bolman and Deal's four frame model provides a useful mental model to make sense of and reflect on how SU dealt with the challenges as outlined in the case study and distilled the lessons learned. The structural frame refers to how the organization is organized including "planning, strategy, goals, structure, technology, specialised roles, coordination, formal relationships, metrics and rubrics" (Bolman & Deal, 2017:17). The human resource frame focuses on the "organization as an extended family, made up of individuals with needs, feelings, prejudices, skills, and limitations" (Bolman & Deal, 2017:17). The political frame considers the competition for power and scarce resources within organizations and the coalitions that form around specific interests and issues (Bolman & Deal, 2017:17). The symbolic frame "depicts organizations as cultures, propelled by rituals, ceremonies, stories, heroes, history, and myths rather than by rules, policies, and managerial authority" (Bolman and Deal, 2017:17). Table 1 provides a categorization of the various aspects of the case study based on the four frames.

Table 1: Bolman and Deal's four frames with examples from the case study

Frame	Examples
Structural	Institutional Committee on Business Continuity. Online Learning and Assessment Workgroup. Decisions made by institutional committees (Senate, CLT and Academic Planning Committee). DeLTA framework document.
Human resource	Highly skilled and committed PASS team with excellent networks and relationships within faculties. Additional ad hoc appointments to assist faculties and the online support team. Webinars and online learning support materials for lecturers. Online learning support materials for tutors and students. Regular conversations with student leadership.
Political	Team approach within SU. Contingency Fund. Student loan laptop project. Student data bundle project. Partnerships with other universities to negotiate about zero rating of education websites and data bundle packages with mobile network operators.
Symbolic	Public acknowledgement of team approach followed. Frequent communiques to all staff and students expressing appreciation and empathy. Virtual Scholarship of Teaching and Learning Conference (4 November 2020).

As can be seen from Table 1, many elements of the case study can be positioned within the *structural frame*. Committees can serve many purposes, but in this case, the structural frame is the most appropriate. When an organization meets unexpected crises, the committees formed and the decisions taken to provide structure and put frameworks in place are even more crucial (Bolman & Deal, 2017). Because these committees are cross-institutional, lateral coordination was achieved at SU through the weekly meetings. **One of the risks of a very strict structural approach is rigid structures whereby staff members only communicate within their own reporting lines. The structures established during the COVID-19 period were much more flexible and encouraged initiative and creativity through the open agenda of the meetings whereby everybody felt that they could contribute.** This could only happen as a result of definite decisions that were taken by institutional committees about, for example, assessments that would then allow for the collaboration to reach a common goal and deliver what was required. Typically, operational committees function more within a specific center or division, but this type of interinstitutional structural organization focusing on the online platform, lecturer support, student support and assessment as integrated elements to achieve the ultimate goal of the successful completion of the academic program allowed SU to discover synergies and interdependencies that had previously not been necessarily noticed. In the process, a high-quality team (Katzenbach & Smith, 1993) with the following qualities was created:

- It could shape its purpose in response to the challenge of providing support to students and staff to learn and teach online from 20 April 2020.
- It could define specific, measurable performance goals at each weekly meeting.
- It had a manageable size of about 12 core members.
- It had the right mix of expertise to problem solve and stay on task.
- It maintained a common commitment to working relationships and support, and members did not blame each other when things did not always go as planned.
- It held itself collectively accountable for the team's success (Katzenbach & Smith, 1993).

When considering what happened through the *human resource frame*, SU was also in the fortunate position to have a team of highly competent and skilled PASS staff who relied on networks and relationships that had been built over a number of years within the institution and between the PASS staff and academics. Both academics and PASS staff sometimes felt vulnerable and out of their depth because of the unfamiliarity of the situation, but through the webinars and other support material provided to lecturers, students and tutors, the human resource capacity within faculties was strengthened. The investment that SU had made over many years in "a cadre of committed, talented employees" (Bolman & Deal, 2017:113) was a "powerful source of competitive advantage" during the COVID-19 pandemic. The regular conversations with especially the student leadership also strengthened their relationship with SU and enabled them to inform fellow students. But despite the availability of resources to strengthen human capacity, there is also a limited pool of resources to draw on. **Many academics and PASS staff are exhausted, and although they have taken leave, it was often done while still keeping one eye on their e-mail and work responsibilities.**

To effectively utilize the *political frame*, the internal as well as external political issues that could cause conflict need to be considered. In a typical situation, there could be more competition and bargaining for scarce resources internally. A Contingency Fund was established that

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provided funding based on the immediate needs of different stakeholders to achieve the common goal of completing the academic year. Some of the potential conflict and competition were defused in this way. When considering SU within the broader South African context where the deep inequalities in society were highlighted during the pandemic, Behari-Leak and Ganas (2020) warn that going online without "academic, sociological and pedagogical rigour" could retract from "achieving the social justice for higher education." The Online Learning and Assessment Workgroup did approach its task of supporting lecturers to go online with the rigor that was required within very tight timeframes. SU also initiated a loan laptop project and a data bundle project for students to address digital access in terms of devices and data. What SU could, however, not address was the fact that some students might live in conditions not conducive to study and/or with very little or no internet connectivity. These students could apply to return to campus during the second semester.

The *symbolic frame* has at its core "how myth and symbols help humans make sense of the chaotic, ambiguous world in which they live" (Bolman & Deal, 2017:236). Examples of this could include ceremonies, metaphor and humor (Bolman & Deal, 2017). Humor was often used during the workgroup meetings to draw people together and to signal flexibility and lessen status differences (Bolman & Deal, 2017). 'Team Stellenbosch' became one of the metaphors used in communiques to illustrate and acknowledge the team approach followed. Lastly, a virtual version of the annual Scholarship of Teaching and Learning Conference is being planned with the theme "Celebrate, appreciate and reflect on our COVID-19 experiences in the e-environment" (SU, 2020h). Through this event as a ceremony, SU can celebrate and show appreciation for all the successes achieved.

REIMAGINING LEARNING AND TEACHING FOR THE FUTURE

Using Bolman and Deal's (2017) four lenses as a reflective tool also points to some important lessons learned with regard to the four frames that should also be pursued in the post-COVID-19 period.

▪Structural frame: Providing a structure for coordinating learning and teaching activities is important, but it needs to be agile and include multiple types of expertise within the same group who can all contribute from their own areas of expertise. The common purpose needs to be clear, but allowance should be made for creativity and initiative whilst maintaining accountability. Furthermore, the decisions made by institutional committees that all learning and assessments will be online for the second term necessitates a reflection on module and/or program outcomes, design for learning, assessment and curriculum context, albeit in an accelerated format and potentially not in as much detail as required. With the DeLTA document as framework containing all the relevant resources created during the first semester and a bit more time for lecturers to prepare, more attention can be given to the whole process in a more structured way moving forward.

▪Human resource frame: The past investment made in the professionalization of all staff (PASS and academic) at SU was probably one of the biggest criteria for success. This coupled with the relationships built between academics and PASS staff gave SU the ability to deal with complex challenges. To combat the exhaustion and potential burnout of staff, a system whereby staff can hand over their responsibilities to colleagues with different colleagues taking responsibilities for different projects could be strengthened to allow staff members to take leave without still feeling responsible for specific projects.

Involving students in discussions about learning and teaching also contributed to the successes achieved and could be expanded in the future. The importance of peer tutor support and support for tutors themselves also became more evident and will need to be sustained and expanded in the future.

▪Political frame: The availability of earmarked funding that could be applied for in the form of the Contingency Fund lessened the intense competition for scarce resources. Attending to issues of social justice and inequalities that affect students became even more evident and acute during COVID-19. This is a reality of many of our students and should also be addressed going forward.

▪Symbolic frame: The 'Team Stellenbosch' metaphor for the way in which PASS and academic staff worked together is a powerful metaphor to guide our collaboration in the future. The frequent communiques to staff and students from the Rector and the ICBC also had a theme of empathy and appreciation for everything that was done. The COVID-19 learning and teaching e-experiences shared at the Virtual Scholarship of Teaching and Learning Conference on 4 November 2020 (SU, 2020i) should also be carefully noted and considered to determine which of the emerging practices could and should be sustained.

We also have to continue to invest in our academics, PASS staff and students as a team to take learning and teaching forward whilst remaining vigilant about the complexities and deep inequalities that are still prevalent and have become more apparent during the COVID-19 pandemic. Financial constraints as a result of the economic impact of COVID-19 will increase in the future, and this will necessitate a rethink of the range and types of SU's academic offerings. Lastly, we have realized the value of partnerships and collaboration during this time and we should continue and expand these partnerships nationally and internationally with other HE institutions and stakeholders.

As Bolman and Deal already asserted in 2017, "Life's daily challenges rarely arrive clearly labelled or neatly packaged. Instead, they come upon us in a murky, turbulent, and unrelenting flood" (2017:399). These are prophetic words that aptly describe the impact of the pandemic on SU. What does help within these situations is not only using multiframe thinking to make sense of what happened but also reimagining the new normal in a creative way, building on the valuable lessons learned.

> **"We learned that we could work across institutional silos and that we could be surprisingly flexible and agile in terms of our academic offering. We now must build on this experience to determine how we can use these networks and Information and Communication Technologies judiciously to reimagine learning and teaching."**

IMAGE ACKNOWLEDGEMENT
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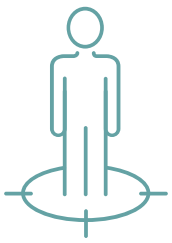

02

APPROACHING THE ELEPHANT IN THE ROOM: Care and digital wellbeing during a time of mandatory online engagement

STRYDOM, S., SINCLAIR, E. & DUNN-COETZEE, M.

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INTRODUCTION

Our relationship with digital devices for work, study and leisure has been evident for many years. This relationship is not limited to one sector of the social world, but encompasses the lived worlds of students, academics and other colleagues. This has been brought to the fore during the 2020 COVID-19 pandemic during which all interactions with students and colleagues transferred via a digital modality to remote virtual spaces. The impact of such a transition on the general wellbeing of students and staff is uncertain and asks for further study and interrogation. **Individuals and institutions can start by placing a premium on the wellbeing of individuals in relation to their engagement with digital technologies.**

The aim of this chapter is, therefore, to suggest an ethics of care perspective for both students and staff in educational institutions in relation to the use of digital technologies during a time of continuous online engagement. We introduce the notion of a care perspective and focus specifically on the political ethics of care of Tronto (2010). This is followed by an introduction of the concept of wellbeing and digital wellbeing specifically. We map these two perspectives against the COVID-19 pandemic and suggest further considerations in embedding a care perspective when engaging with digital technologies.

WHAT IS AN ETHIC OF CARE?

The literature uses many references to an ethic of care such as 'care', 'caring', 'care ethics' and so forth. Although these concepts are often different in many respects, the two main commonalities of care are situated firstly in multiple levels of relationships and secondly, in ethics of care as praxis (Monchinski, 2010). It implies that an ethic of care is relational and that our ontologies are moreover dependent on our relationships with others. An ethic of care therefore asks of us to participate in caregiving activities (Monchinski, 2010; Pettersen, 2011). Such a view implies that from the start, the caring relationship is important, and that emphasis is placed on both the caregiver and the receiver of care (Noddings, 2012). These care theories extended to numerous disciplines (Raghuram, 2016), and specifically the feminist ethic and praxis of care moved beyond original moral and utilitarian viewpoints towards an understanding that "the self is most complete when in connection with others" (Nowviskie, 2019:425).

What is of importance in this chapter, is to understand the distinction between a natural approach to caring and ethical caring. The former highlights the regular practices that we engage in at home, work and other spaces. It is a process of inclination and is often motivated by an inherent need to give and receive care. Such an action is therefore not out of obligation and does not necessitate any moral duty. We do not have to reflect on what we are morally required to do (Noddings, 2012). Originally, care was restricted to homes and predispositions without relevance to public life. Care theorists have, however, started to employ a broader understanding of care with acknowledging its relatedness with social complexity and institutional assemblages (Bozalek, Watters & Gachago, 2015; Nguyen, Zavoretti & Tronto, 2017). This moral epistemology of care directs us to critically reflect on our own experiences and actions and to make thoughtful judgements related to contextual issues (Pettersen, 2011).

Such relational models provide us with the opportunity to understand that moral agency is not limited to individuals, but also pertains to bigger groups, institutions and beyond (Pettersen, 2011). Too often we tend to think uncritically about institutions and their role in a care perspective. Institutions are much more than the mechanical, objects or tools associated with their practices. They are based on different and complex communities of people (Keeling, 2014). In relation to institutional care, it can be expected, however, that certain issues of care will be more pronounced and pertinent than others (Tronto, 2010).

It is within this context, that **we would like to argue that individual and institutional care perspectives should also be directed towards the digital wellbeing and care of both staff and students during a time of emergency remote teaching (ERT).** But what does a care perspective mean for higher education institutions (HEIs) that have been compelled to work and learn virtually for an uncertain time period? In which possible way can we translate a care perspective into the daily activities of students and staff during such times? We would like to draw on the work of Tronto to direct us towards an awareness and action in this regard.

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TRONTO'S POLITICAL ETHICS OF CARE

Care is viewed as both disposition and praxis (Tronto, 2010). Tronto (2013) outlines five phases of care that are closely linked with supplementary moral elements as seen in the following table:

Table 1: Tronto's phases of care with corresponding moral elements

Phases of care	Moral elements
1. Caring about: Whereby the need for care is acknowledged.	1. Attentiveness: Acknowledgement that care is needed.
2. Caring for: When there is an action related to the acknowledged need.	2. Responsibility: Taking responsibility for the recognized need.
3. Caregiving: Whereby the practical part of care takes place.	3. Competence: Ensuring the quality of care.
4. Care receiving: Outlining the way in which care is reacted on.	4. Responsiveness: Reaction of the receiver of care.
5. Caring with: Underlining the repetitive actions between the care-giver and care receiver	5. Trust: Essential for a care ethic by joining all phases together.

Source: Tronto (2013); Maio (2018); Bozalek *et al*., (2015)

We argue that these five moral elements could form the basis for a new focus on the digital wellbeing of HE staff and students. The continuous and uncertain period of digital technology use by students and staff could be viewed as a practice of care if it is closely aligned with the moral elements as outlined by Tronto (Bozalek ***et al.***, 2015). We can attempt this focus on digital wellbeing by acknowledging that care is needed during and after periods of continuous remote online engagement; being willing to take responsibility for such a need by academics, faculty leaders and institutional managers; by ensuring that we provide quality care opportunities; by being responsive towards the way in which students and staff could react to such initiatives; and by being willing to continuously and repeatedly engage with this cycle of care and awareness. Such an approach has the potential to address manifold challenges associated with the digitally mediated world that we currently live and work in.

The adoption of a care perspective could potentially impact the subjective wellbeing and digital wellbeing of staff and students at educational institutions. It is only through understanding what such concepts entail that we will be able to respond in appropriate ways.

INTRODUCING THE NOTIONS OF WELLBEING AND DIGITAL WELLBEING

Philosophers and psychologists agree that every human being experiences an inherent and continuous quest for happiness and wellbeing (Kesebir, 2018). For many it seems to be an elusive experience, but research has confirmed that wellbeing can be viewed as a kind of skill or expertise that everyone should be able to develop and utilize (Ryff, Heller, Schaefer, Van Reekum & Davidson, 2016). Wellbeing can be defined as "a state of happiness and contentment, with low levels of distress, overall good psychical and mental health and outlook, or good quality of life" (Van den Bos, 2015:1154). Seligman (2011) describes well-being as a multidimensional construct that consists of five elements, namely positive emotions (P), engagement (E), positive relationships (R), meaning (M) and accomplishment (A). This is also referred to as the PERMA model of wellbeing as outlined in Table 2 below:

Table 2: The PERMA model

P	**Positive emotions**	• Hedonic feelings of happiness. • The 'pleasant life'. • Thriving people are more persistent, set higher goals, are less stressed, are less fatigued and show better problem-solving skills.
E	**Engagement**	• Psychological connection to activities and organizations. • The 'engaged' life. • Individuals need to enjoy activities or tasks that absorb them into the present moment. This is also referred to as flow. Flow helps to unlock potential, to improve different skills and develop emotional capabilities.
R	**Positive relationships**	• Being socially integrated and cared for and supported by others. • Humans thrive on being socially connected and experiencing love, and intimacy.
M	**Meaning**	• Belief that one's life is valuable and that it is connected to something greater than oneself. • The 'meaningful life'. • Meaning provides purpose and worth in one's life, which are important for experiencing happiness and fulfilment.
A	**Accomplishment**	• Progress towards goals, sense of achievement and feeling capable of carrying out daily activities. • People with realistic goals who can accomplish through the needed effort will thrive and flourish.

Source: Seligman (2011); Kern, Waters, Adler & White (2015, p.263)

Each of the five elements contributes to a person's wellbeing. The promotion of wellbeing can thus not be limited to one or two of these elements. People should intentionally focus on monitoring and developing all five of the elements of the PERMA model in order to promote flourishing of individuals and communities.

Certain life events can have a significantly detrimental effect on people's experience of wellbeing, but the effect is not necessarily irreversible (Diener, Shigehiro & Tay, 2018). According to Lyubomirsky (2008), life circumstances account for only 10% of an individual's state of wellbeing. Intentional activities to promote wellbeing account for 40% of it. The other 50% is determined by our genes. In times of sudden change, it is therefore important to be able to evaluate each element (PERMA) of a person's wellbeing and actively manage it, which may involve learning new skills.

The recent global decision that HE institutions should shift their service delivery to ERT can be viewed as a life event that potentially puts the individual's wellbeing at risk. This is a time when people face general uncertainty, health risks that may endanger their lives as well as many socioeconomic challenges. Uninterrupted periods of digital use for the purposes of online teaching and learning can also have significant negative effects on an individual's wellbeing, productivity and overall social interactions (Büchi *et al.*, 2019; Montag & Walla, 2016; Monge Roffarello & De Russis, 2019). As digital technologies permeate our everyday lives, the relationship between people's wellbeing and their digital realm is receiving a great deal of attention. This specific wellbeing focus is referred to as "digital wellbeing", and Lyngs (2019) defines it as the extent to which users feel that their digital device use is well aligned with their personal, valued, long-term goals. The user's feeling of control over device use is central to digital wellbeing. Therefore, excessive use, such as internet surfing, would be considered detrimental to digital wellbeing in so far as it compromises the user's own long-term goals. When individuals are concerned about their digital wellbeing, there is a significant possibility that some or all five of the PERMA wellbeing elements are at risk. Ethical caretaking and guidance are imperative to mitigate the risks that digitalization may pose and to promote digital wellbeing.

IMAGE ACKNOWLEDGEMENT
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In the next section, the authors of this chapter, who are representatives of Stellenbosch University's professional and academic support staff, provide their own reflections and experiences related to student and staff wellbeing during the first three months of ERT. This is by no means a general reflection of all staff and student wellbeing and only provides a snapshot of some of the experiences of the authors and those whom they were in close contact with. The authors acknowledge a dire need for care during ERT – the moral element of attentiveness - and consider different actions that can be taken in acknowledgement of the need – the moral element of responsibility.

WELLBEING DURING THE EMERGENCY REMOTE TEACHING AND LEARNING PERIOD SIGNIFIES A NEED FOR CARE

The reflections on the wellbeing of staff and students acknowledge the multidimensional nature of the construct, and therefore we utilize the PERMA model as a framework to assess each element. Reflections on wellbeing also serve as an acknowledgement of the need for care – Tronto's moral element of responsibility.

Positive emotions: Emotions experienced after being informed that Stellenbosch University would start to function remotely to mitigate the devastating effects of COVID-19, included contrasting emotions of fear, anxiety, and despair, but also pride, gratitude and hope. These emotions were experienced in a context where campuses almost immediately depopulated and where a strange eeriness took over in the depopulated physical spaces. A dissonance was created between the known institutional expectation that staff and students should be physically present in lecture halls and offices and an experience that they were instructed to leave the physical spaces and work from home.

Engagement: Many staff and students reported that they were thriving during this time of sudden and unexpected change. They mentioned that the new arrangement of working virtually from home fitted their personalities and provided them with a sense of flexibility. Many students and staff reported an increase in experiences of flow because they could engage with online work- and study-related activities without being interrupted by less meaningful activities. An example of such an interruptive activity is to travel to and from work daily in congested traffic. Many of these reports were corroborated during online meetings, informal conversations, student consultations and webinars.

Positive relationships: In South Africa, a state-of-emergency was announced on 26 March 2020 and the principles of social distancing formed one of its cornerstones. Social distancing means that people need to maintain a physical distance from others (Department of Health, 2020). **Interpersonal contact was in many cases limited to online meetings – both work and academic-related and social interactions and telephone calls. This set the scene for feelings of isolation, increased stress levels and in severe cases psychological disorders related to depression and anxiety. It also implied that people's whole existence could easily be limited to "life in front of the screen" whereby studies, work and socializing were dependent on what happened via the ethernet while looking at electronic devices and listening to the voices of friends, students and colleagues being broadcasted over speakers into places of residence.**

Meaning: Seligman (2011:22) defines meaning as "belonging to and serving something that is bigger than the self." It is closely related to one's experience of a sense of purpose. During the first three months of ERT, it was evident that staff members' known capabilities were challenged, and many had to adapt quickly to ensure that they could continue to provide meaningful contributions to the work environment. An example is that lecturers who were used to having scholarly discussions in lecture halls filled with students, had to convert content to an

online format that was often presented in a unilateral and asynchronous manner with fewer opportunities for meaningful discussions. While some staff members were able to transfer their daily jobs – or a portion thereof - to an online platform, others could not continue with their tasks at all as these required them to be physically present on campus for execution. The meaning-dimension of their wellbeing was potentially at risk, especially if it was to a great extent dependent on their occupational identity.

Accomplishment: Accomplishment is related to a sense of "working toward and reaching goals, mastery, and efficacy to complete tasks" (Butler & Kern, 2016:4). Both staff and students acquired many new capabilities in a very short time, and therefore one can argue that their performance on this dimension could translate into positive wellbeing experiences. It should, however, be acknowledged that people who are prone to overaccomplishment are at risk of overworking and driving themselves too hard.

As seen from the above, not all experiences during this time were positive. As time passed, we observed an increase in feedback from colleagues and students whereby experiences of social isolation, physical and emotional fatigue, feelings of being overwhelmed and anxiety were reported. This was especially prevalent in relation to the use of digital devices for learning, teaching and other work. These experiences relate to what Gui and Buchi (2019) have termed 'perceived digital overuse' (PDO). PDO is defined as the "perception of cognitive overload caused by the overwhelming amount of information and communication mediated and conveyed by digital media" (Gui & Buchi, 2019:5). Research by Büchi *et al.*, (2019) has confirmed a direct relationship between individuals' PDO and subjective wellbeing. They have also confirmed that **individuals who manage to develop digital and other social coping skills as required by changing contexts will be able to improve their subjective wellbeing.** This finding, in conjunction with Lyubomirsky's (2008) assertion that intentional wellbeing activities account for up to 40% of an individual's holistic wellbeing, calls for a caring perspective during these times of uncertainty. Considering the moral element of competence, it is imperative to develop guidelines and interventions that will equip people with the ability to have thriving relationships with digital technology.

GUIDELINES TO ENSURE QUALITY OF CARE

Limited research about effective strategies to promote digital wellbeing in the HE work and learning context is currently available (Themelis & Sime, 2019). It is, however, now more relevant than ever to raise awareness of practices that could assist us with managing the ubiquitous nature of our devices and to critically consider and promote actions that could alleviate stress and perceived digital overuse. This could potentially start to pave the way for care moving beyond the physical to the virtual world. The PERMA model can be applied, in conjunction with Tronto's moral element of competence to equip staff and students to promote their own digital wellbeing during ERT. Different strategies are suggested in Table 3.

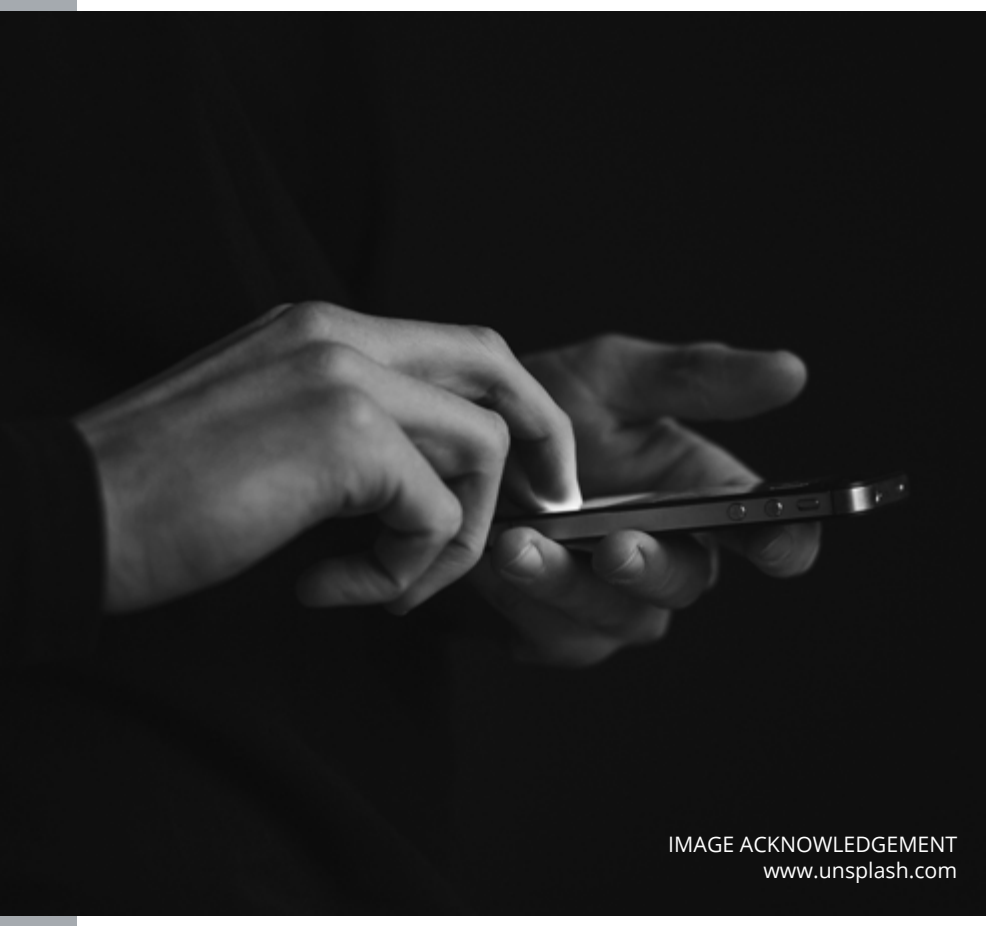
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Table 3: Caring strategies based on PERMA elements

PERMA element	Suggested caring strategies
Positive emotions	**The university:** – Ensure that resources necessary to work and study online are easy to access and readily available. – Establish effective and transparent online communication strategies for staff and students. – Make professional support available to promote psychological safety and security. **Individuals (staff and students):** – Keep a gratitude journal. – Combat online fatigue with mindfulness exercises.
Engagement	**The university:** – Maintain a shared vision for the work and study environment. – Recognize and develop the strengths of individuals via webinars, online discussions and online courses. **Individuals (staff and students):** – Learn new skills. – Practice a hobby. – Maintain work-life balance.
Positive Relationships	**The university:** – Promote open communication between managers, staff and students. – Schedule regular live virtual check-ins with staff and students. **Individuals (staff and students):** – Try to regularly contact friends and family. – Have a social event online.
Meaning	**The university:** – Identify a corporate responsibility event in which staff and students can become involved and make a meaningful contribution. **Individuals (staff and students):** – Reach out to somebody in need.
Accomplishment	**The university:** – Encourage staff and students to actively participate in goalsetting and decision-making processes related to digital wellbeing. – Provide regular positive and encouraging feedback when goals are achieved. **Individuals (staff and students):** – Create opportunities to accomplish something. – Always celebrate achievements.

Source: Mayer (2019); Palmer, Panchal & O'Riordan (2020); Seligman (2011)

Tronto's moral elements could act as guide in our quest to raise awareness of our own individual digital wellbeing as well as the institutional responsibility for adopting a care perspective during a time of prolonged online work and study.

Table 4: Moral elements as basis for raising awareness of and acting on digital wellbeing

Phases	Moral elements	Digital wellbeing
Caring about	Attentiveness	Raising awareness
Caring for	Responsibility	Identifying role players
Caregiving	Competence	Guided by PERMA
Care receiving	Responsiveness	Subjective perception
Caring with	Trust	Reciprocal relationship

Through attentiveness, role players could start to raise awareness of the issue of digital wellbeing that is based on the notion of caring about others and other specific issues. It is by accepting responsibility that the relevant role players (i.e. students, colleagues, and, institutional management) could adopt an approach of caring for those in need of support. As stated by Tronto (2013), our levels of competence and understanding of the actions that are required in the caregiving process, will highlight potential activities that could influence digital wellbeing. Our willingness for and responsiveness to such care, will be guided by our own subjective perceptions of digital wellbeing and will initiate the development of trust and an appreciation of the five PERMA elements that constitute human wellbeing (Seligman, 2011).

IMAGE ACKNOWLEDGEMENT
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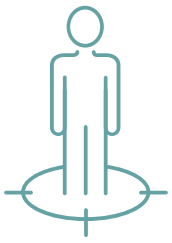

03

MUTUAL VULNERABILITY: An important part of a humanizing pedagogy during troubled times

JACOBS, A.H.M.

More about the authors

INTRODUCTION

We are living through extraordinary times because of the COVID-19 pandemic: times of tremendous uncertainty, change and anxiety. We need a coping mechanism and I argue that a humanizing pedagogy can act as such a mechanism. According to Zinn *et al*. (2016) a humanizing pedagogy, which is often associated with (re)humanizing education through relationships of trust, care, respect and placing oneself in the shoes of others, can play such a role. How and where do we start establishing a humanizing pedagogy? A good starting point could be to strengthen our understanding of the notion of mutual vulnerability, which Keet *et al*. (2009) identify as an important building block of a humanizing pedagogy. The authors suggest a framework outlining several ways for considering mutual vulnerability as a humanizing pedagogy, including that it is fine not to know or be in control of everything.

The roots of the word 'vulnerability' can be traced to its Latin origin in *vulnerabilis*, from the verb *vulnerare* and the noun *vulnus*, which means 'to wound.' In many contexts, including higher education (HE), vulnerability is often regarded as a weak character trait (Behari-Leak *et al*., 2019). Brantmeier (2013:2), in describing a 'pedagogy of vulnerability,' makes a different, more courageous association with vulnerability. He posits that it is about taking risks – "risks of self-disclosure, risks of change, risks of not knowing, risks of failing" (ibid). Mutual vulnerability in an HE teaching and learning context, from a lecturer perspective, is about recognizing students' vulnerability as they are confronted with several difficulties and challenges related to their studies while at the same time making the self, as teacher, vulnerable by opening up and admitting that it is not always possible to know everything. The notion of mutual vulnerability has surfaced as important during the current COVID-19 pandemic and the resultant shift to emergency remote teaching (ERT), with both lecturers and students feeling anxious and overwhelmed. These feelings highlight the lived realities of vulnerability and the need for humanizing elements or a humanizing approach as a strategy to cope, which would be less unpleasant and stressful and infused with human kindness.

I recently experienced an insightful teaching and learning moment while facilitating an online professional development session that reminded me of Judith Butler's (2016) notion of mutual vulnerability. She posits that both teacher and participant in an educational experience must feel 'safe' for a humanizing teaching and learning context to exist. A humanizing pedagogy has its roots in Freire's notion of humanization and focuses on the pursuit of one's full humanity (Zembylas, 2018). It is about placing the human being at the center of the pedagogical encounter, honoring and respecting everyone's unique background and enabling the development of the full human potential (Nelson Mandela University, 2019). If we are serious about prioritizing the person/human in our teaching and learning relationships, a humanizing pedagogy is important. I concur with Searles (2020) that showing care requires teaching and learning practices that create a space in which connection, safety and resilience are fostered.

In this chapter, I argue that teaching and learning in HE communities living through traumatizing times such as COVID-19 should be underpinned by the principle of mutual vulnerability as an important building block of a humanizing pedagogy. As a pedagogy that is directed by compassion, care, respect and love for others, their identities, histories and experiences (Delport, 2016), it has a pivotal role to play in combatting feelings of distress and anxiety during COVID-19.

The primary aim of this chapter is to determine, through reflecting on a particular professional development opportunity in the midst of ERT during COVID-19, how mutual vulnerability is articulated in three experiences (the facilitator/professional developer plus two academics) and how it relates to a humanizing pedagogy. I employ the six-part theoretical framework described by Keet *et al*. (2009) to do so.

WHY REFLECTION IS IMPORTANT

My experience as academic developer (AD) at the Centre for Teaching and Learning (CTL) at Stellenbosch University (SU), which forms part of the Division for Learning and Teaching Enhancement (DLTE), has taught me that learning comes not only from doing but also from thinking about or reflecting on what we do. When we participate in new experiences or experiences that are outside of our comfort zone, as during ERT, a great deal of learning can often take place through reflection. Within the DLTE, we believe in the importance of reflection for both personal and professional development, and we situate our practice in the Design for Learning, Teaching and Assessment (DeLTA) cycle, which consists of five iterative phases. Reflection forms one of these five phases (CTL, n.d.). The reflection phase of the DeLTA cycle provides the opportunity to reflect on teaching and learning practices, and here I include academic development opportunities. The general aim is to improve the quality of teaching and learning (Byrne *et al*., 2010), but according to Bell (2001), the reflection phase also encourages shared critical reflection, which is an essential part of teaching towards social justice, as I will later point out. I situate this reflective chapter within the reflective phase as I believe that it could lead to change in or transformation of how we view mutually vulnerable teaching and learning events during ERT to align ourselves with a more humanistic perspective.

In writing this chapter from a reflective practitioner's point of view, I use the reflective model of Rolfe *et al*. (2001). Their model is based on three tenets, namely (1) describing the situation or experience (what); (2) discussing what has been learned and linking it to theory (so what); and (3) identifying how what has been learned will inform future actions (now what).

In the next section, I employ the model of Rolfe *et al*. (2001) to reflect on an incident during ERT, telling my story of mutual vulnerability.

MY STORY

I tell my story against the background of my work as AD in the CTL. Ever since lockdown due to COVID-19, we have been overwhelmed by the challenges accompanying the large-scale shift to ERT. This has not only affected teaching, learning and assessment at SU but has also had an impact on the professional development opportunities offered by the CTL. Before COVID-19, these opportunities were mostly presented on campus in a face-to-face manner, encouraging courageous conversations based on scholarship of teaching and learning. Ever since the outbreak of the COVID-19 pandemic and the need for social distancing, face-to-face professional development opportunities had to be replaced by offerings in the virtual space.

WHAT

During one of these online sessions, I was the facilitator, with the task of introducing the guest presenter and ensuring that the online presentation went smoothly. I was ready and confident because I had worked hard to ensure that everything was in place. There was no reason to suspect any potential trouble. Then disaster struck. Even though I had facilitated many face-to-face sessions and online webinars before, I was faced with a situation of utter despair and hopelessness when technology failed: the internet dropped and there were connectivity issues, causing an interruption of the presentation. All visuals and audio were lost. There was dead silence in the audience, and I had to think on my feet and draw on knowledgeable others in the audience to try to maintain some sort of discussion. I felt very vulnerable and disappointed about technology that played havoc with the session. This experience highlighted an awareness that this had to be exactly how students felt when they experienced challenges with online learning and teaching practices.

I was not the only one left feeling vulnerable. The presenter also indicated a sense of vulnerability:

> The presentation started well but stopped showing to the audience when I switched to the audio clips and short films. I went on presenting for about fifteen minutes without being aware that the presentation had stopped. I only realised the problem when I was about to conclude my presentation, and I felt very vulnerable and disappointed about the technology that had let me down (Madiba, 2020).

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This notion of vulnerability was also voiced by one of the participants:

> I signed in with excitement to gain knowledge and see what practices are advised ... but then technology failed leaving all in the online space without the expert presenter ... this made me reflect on my students and their reality and how (Internet) connection made them extremely vulnerable ... and that understanding and empathy are needed ... as it also happens to experts (Du Toit, 2020).

These feelings of vulnerability are not surprising because we have been programmed to be goal and success oriented (Damons, 2020). I highlight two powerful reminders that emanated from this experience. Firstly, academics and ADs alike are under immense pressure trying to cope with the COVID-19 pandemic, and we should be open to admitting our different vulnerabilities, which are only human. This experience has taught me that no amount of preparation can completely prevent human and/or technological vulnerability. Secondly, as an AD, I have had to deal not only with my own repositioning regarding ERT but also with the changing academic identities of colleagues. The different mode of delivery and the crisis context have led to a perceived loss of competence and expertise among academics, resulting in a lived reality of vulnerability (Cattell-Holden *et al.*, 2020).

SO WHAT

The question arises, Why is my story important? How can the practical experience of my reflection be linked to theory and be of value to others? I use the constitutive elements of a six-part framework for mutual vulnerability offered by Keet *et al.* (2009) to establish links to a humanizing pedagogy. The six constitutive parts are as follows:

01. Scholars and educators find their power not in their 'knowing' but in their ability to transcend beyond this.

02. Vulnerability does not mean lack of agency.

03. Mutual vulnerability can contribute to an awareness of how education tends to produce a 'deficient other', thereby encouraging a humanizing pedagogy.

04. Educators only become humanizing pedagogical agents through critical self-consciousness.

05. Mutual vulnerability will enhance the 'participatory' and 'emancipatory' interests of education.

06. It is in vulnerability that our own frames of making meaning is made known – this awareness is crucial for a humanizing pedagogy because knowing ourselves is a prerequisite for knowing those around us.

In drawing a theory-praxis link, I consider three informal feedback pieces from three different role players in the professional development opportunity described: (1) facilitator, (2) presenter and (3) participant. I connect the main themes from each feedback piece to the constitutive part(s) of the six-part framework for mutual vulnerability, in table form:

FACILITATOR

Quote from informal piece of writing	Element of six-part framework for mutual vulnerability
"... this experience highlighted an awareness that this must exactly be how students feel when they experience challenges with online connectivity."	Deficient other (number 3)
"... panicky and anxious – had to draw on knowledgeable others in the audience to keep the discussion going..."	Agency (number 2)
"Internalise and accept not knowing the subject and rely on others for relevant inputs."	Transcend (number 1)

In the case of the facilitator, there was clear acknowledgement of vulnerability and feelings of anxiety, which often allows us to experience great new avenues of thought. She considered how students had to feel when faced with a similar challenge, which is a sign of real, honest and open reflection and empathy and by implication a humanizing pedagogy.

PRESENTER

Quote from informal piece of writing (Madiba, 2020)	Element of six-part framework for mutual vulnerability
"My experience has taught me that no amount of preparation can completely prevent human and technological vulnerability. Human being can be vulnerable as well as technical systems."	Deficient other (number 3)
"Vulnerability is not always a negative experience. The use of constructivist perspective offers new perspective on vulnerabilities and coping strategies. Vulnerabilities should be viewed as part of human nature and characteristics of technological cultures. Vulnerabilities help us develop power of resilience and agency ...."	Frames of making meaning (number 6) Emancipation (number 5) Agency (number 2)
"Agency plays an important role in dealing with vulnerability. The lesson from my experience of vulnerability was how I used my personal agency and resilience to conclude the presentation in the last few minutes."	Agency (number 2)

What is profound about the presenter's reflection is a realization that vulnerability is not always a negative experience. An awareness of vulnerability offers a new perspective on coping strategies. Vulnerability should be viewed as part of human nature and help us to develop resilience and agency. While the COVID-19 pandemic has taken us out of our comfort zones, it has created an opportunity to develop courage and agency to use new educational technologies in ERT.

PARTICIPANT

Quote from informal piece of writing (Du Toit, 2020)	Element of six-part framework for mutual vulnerability
"I realised that the online space is only as good as the connection of the presenter or their knowledge of the system used."	Deficient other (number 3)
"... made me reflect on my students that their reality... extremely vulnerable ... understanding and empathy are needed when receiving their emails to say that they could not do a task or assignment ...."	Frames of making meaning (number 6)
"Having a good facilitator can save the moment by thinking on their feet and making it into a discussion session using the experience and knowledge in the space."	Agency (number 2)

Except for paying consideration to the position of students during ERT, what is also interesting about the participant's reflection is a reminder that we all have agency and that we should make the best of every opportunity presented to us.

The analyses above confirm the presence of a humanizing pedagogy, to varying degrees, in the reflective experiences of mutual vulnerability by the three participants. This confirms the theory by Keet *et al*. (2009) that mutual vulnerability is an important element of a humanizing pedagogy. Recognizing one's own teaching and learning vulnerabilities, for both academic and student, is important for establishing relationships characterized by trust, care and respect (humanizing). I concur with Keet *et al*. (2009) that where there is evidence of mutual vulnerability, a humanizing pedagogy does exist. **I need to, however, emphasize that the way in which we teach is constantly challenged, as was clearly demonstrated by ERT.** New tools are required to respond to these challenges. Mutual vulnerability may be one such tool, but it needs to be rooted in a broader educational theoretical framework, as Keet *et al*. (2009) caution. Establishing mutual vulnerability as a building block of a humanizing pedagogy is a way of starting such connections to a broader framework. I further elaborate on these findings in the next section.

CONCLUSION

Now what

Telling my story and reflecting on it as well as the results of my analyses have a few potential implications for future practice. Not only has the process led to a better understanding of both mutual vulnerability and a humanizing pedagogy for myself but it also holds the potential for renewed and reconsidered approaches to professional development opportunities and other teaching and learning encounters within the framework of a humanizing pedagogy. I highlight a few themes, related to the framework of Keet *et al*. (2009), for such renewed reconsideration:

Recognizing 'deficient others': According to Keet *et al*. (2009), there is an inclination for educational practitioners to produce deficient others through conventional pedagogical engagements, as often happens during the traditional lecture. Deficient others are created when the teaching and learning process is exclusionary and the diverse needs of all students are not addressed, reducing their chances of success (Acedo, n.d.). Academics should become aware of how their own teaching and learning practices add to creating deficient others. Mutual vulnerability can contribute to this self-awareness as a first step towards a humanizing pedagogy. As academics and ADs, we are challenged to reflect on our pedagogical practices and to consider the role that they play in a humanizing pedagogy.

Mutual vulnerability and its potential to enhance the emancipatory interests of education: Creating an awareness of mutual vulnerability as an important part of a humanizing pedagogy could change our views of the latter and allow for more debate around new sets of questions in the context of an ever-changing HE landscape, especially technological change. While the COVID-19 pandemic and the migration to ERT have thrown us into the deep end of technological change, these challenges have also created an opportunity to change our mindsets and be courageous about the use of new technologies for learning and teaching purposes.

Agency: Both lecturers and students have agency in the teaching and learning process because they are subjects in the task of unveiling reality. As they jointly reflect on and engage in educational activities, they cocreate knowledge (Keet *et al*., 2009). Mutual vulnerability does not mean a loss of agency. I noted in the three different reflections how perceptions of own vulnerabilities formed a basis for an improved understanding of this agency, which is important for leveraging HE practices to bring about a humanizing pedagogy. My story has shown that transferring agency from facilitator to presenter to participant, or vice versa, can enrich a professional development or teaching and learning session.

> **"IN CONCLUSION, the liminal space of uncertainty between the past and a most unpredictable future brought about by COVID-19 presents an opportunity to reset our HE practitioner compasses. I argue that it is a great opportunity to reconsider HE teaching and learning and professional development in terms of a humanizing pedagogy underpinned by mutual vulnerability."**

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04

HUMANIZING PEDAGOGIES DURING A TIME OF DISRUPTION AND TRANSITION A time for reconsideration

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More about the authors

> **"Education has become an emergency matter, and along with it, educational technologies have been positioned as a frontline emergency service"**
>
> Williamson, Eynon and PWotter (2020:107).

INTRODUCTION

Educational institutions were confronted globally with the swift transition of conventional modalities of learning and teaching to the adoption of fully online and distance delivery during a time of unprecedented social, political and economic challenge and hardship brought about by COVID-19. The distinct difference between the conventional modalities and emergency remote teaching (ERT) that was adopted during this period, is that choice and time for significant planning played a main role in the former but were in most cases absent in the latter (Bozkurt , Jung, Xiau & Vladimirschi, 2020). 'Distance education,' 'remote teaching' and 'online instruction' started to be viewed in a different light (Williamson, Eynon & Potter, 2020) through the adoption of pandemic pedagogies to navigate academics and students towards a period of emergency remote teaching (ERT) and learning. Shifts took place in relation to spatial and temporal relations with renewed focus placed on the role and potential value of technology to assist in completing the academic year. It is this technophilic[1] tendency (Anderson, 2018) when approaching education that places increased pressure on both students and academics in responding to the multidimensional challenges of this period of educational engagement (Bozkurt & Sharma, 2020).

Adopting pandemic pedagogical approaches during ERT, poses multifaceted challenges and raises various issues of inequality and inequity. These include aspects such as the so-called digital divide between students from different social and educational backgrounds, the transition to off-campus spaces for learning and engagement with educational materials, a lack of digital literacy and a need for self-regulated learning skills, to name only a few.

It is against this background that we reflect on three series of academic development webinars presented to academics and other relevant role players at Stellenbosch University (SU) during the period of ERT. We attempt to identify general humanizing themes, potential areas of further development and debate as well as suggestions of how to take the lessons learned from such an approach forward in a post-pandemic world of online learning.

HUMANIZING PEDAGOGIES: RESPONSIBILITIES OF SOCIAL CONNECTION AND CRITICALITY

In this time of trauma, uncertainty and change, empathy, rooted in a care perspective opens avenues for academics and academic developers to engage with aspects that students find particularly difficult in relation to this period of online learning (Bozkurt *et al*., 2020). Humanizing pedagogical practices are proposed to critically consider communication strategies, to further encourage student engagement, to pay attention to the voice behind the screen and to persuade students to participate in a collaborative and supportive virtual community of practice during times of physical isolation (Czerkawski & Schmidt, 2017; Delmas, 2017). It is through the consideration of such pedagogies that is embedded in inclusivity, diversity and accessibility (Mehta & Aguilera, 2020) that care is translated into the academic discourse between academic and student. However, **academics who are critically minded, will move beyond the socio-technical and cultural practices towards a humanizing pedagogy that includes history, culture, personal experience and practices in the dialogue with students** (Bartolomé, 1994; Gleason, 2016).

Based on the seminal work of Freire first published in English in 1970 on pedagogies of the oppressed,

[1] Technophilia reflects the general enthusiasm generated by the potential seen in (new) technologies in the social world.

humanizing pedagogies have been recontextualized in different educational sites across the world (Mehta & Aguilera, 2020). It is suggested that humanizing pedagogies provide students with the ability to share their believes as opposed to teachers manipulating student narratives (Fránquiz, 2012:39). Although Freire's (2006) work was conceptualized in a pre-internet era, his work is rooted in 'situated pedagogy' whereby he demonstrates interest in "the vernacular of the people and use cultural symbols and forms familiar to them" (Boyd, 2016:166). In other words, he wanted to understand student perspectives based on their own reality before aiming to encourage students to transform such realities where needed (Boyd, 2016). Such a view is of an educational philosophical nature, rather than a teaching methodology that could be applied in any given context (Boyd, 2016).

This shift in orientation by academics towards human-orientated actions could potentially impact the online learning experience of students working remotely. Such an approach focuses on students and their wellbeing, is contextually driven, is flexible and places a high premium on the social aspects of learning (Balyer & Özcan, 2019). It requires academics to connect emotionally with their students and to value the importance of the student-teacher relationship (Gleason, 2016). However, **technology constructs a virtual culture that impacts human identity and the meaning making of human interaction.** It means, therefore, that online learning is not merely a tool to facilitate learning, but also a multifaceted ecosystem that manages access to content, impacts relationships and influences human identities (Boyd, 2016).

What is noteworthy, is that humanizing pedagogies require the willingness to move beyond the social connection and online community of practice to a space where learning environments are recreated in a manner that speaks of liberation of those that are usually marginalized or who are experiencing inequity in the current learning environment (Boyd, 2016). Humanizing pedagogies ask of academics and students to engage in a 'problem-posing' learning environment where students become co-investigators in dialogue with their teachers" (Salazar, 2013:127). Humanizing pedagogies compel academics and students to connect student experiences to broader societal, cultural, economic and political issues and systems (Gleason, 2016).

METHODOLOGY

Thirty-two webinars[1] were presented in three series during the first semester of 2020. Themes ranged from "Effective Online Communication with Students" to "Using Audio as Teaching Tool" and "Academic Integrity Online". In our analysis, we were interested in those webinars (in the design and based on participant feedback) that reflected Freire's (2006) educational philosophy in an online environment. Given the circumstances of strong time pressures, consideration of the levels of technical skills of webinar participants and the time available to prepare for the webinars, a retrospective approach towards the topics that were presented, provides the basis of our analysis.

Through the use of content analysis of recordings of the presented webinars, the PowerPoint presentations shared with participants and the questions posed by participants in the chat function of MS Teams, we were able to start to identify current areas of development and topics for further critical consideration to assist us in the way forward with online education.

Our analysis of the webinars was based on the critical elements of Freire's philosophy that we use as analytical framework for this chapter. Boyd (2016) suggests the following aspects to be considered:

POLITICS OF EDUCATION

Freire argues that teaching and learning practices should encourage students to become increasingly aware of their own presence in the social world in a liberatory manner. This implies that students should receive assignments

[1] Webinars were mainly presented by academic developers from the Centre for Learning Technologies and the Centre for Teaching and Learning and by blended learning coordinators.

and participate in discussions that interrogate their social and cultural context and the technological environment that they are learning in. Teachers, on their part, should "critically analyze technology for its underlying values and assumptions" that are translated to the learning environment (Boyd, 2016:173).

STATUS OF THE ONLINE REPOSITORY

Freire suggests that teachers should consider learning activities that encourage problem-solving, constructivism and critical engagement (Boyd, 2016: 175). Learning management systems (LMSs) are mainly designed for the purposes of the teacher being the expert in 'transmitting' knowledge and making decisions about the design of the learning activities. Often such platforms do not provide students with sufficient opportunity to critically reflect and do not afford students with the opportunity of becoming co-creators of knowledge in an "exploratory, critical environment" (Boyd, 2016: 174).

DIGITAL DIVIDE

The digital divide encompasses a range of relevant topics and considerations that include access to the necessary hardware, software and data, appropriate digital literacy, and the ability to construct knowledge in the online space. A further level of concern is the social and economic divide pertaining to students' being obliged to learn online.

DISEMBODIED LEARNING

In an online learning environment, students are mostly engaged in cognitive-based learning activities that are rooted in text and the virtual dimension. For Freire, embodied learning means that "students must not only engage the cognitive dimension (thinking and reflection), but also partake in concrete actions" (Boyd, 2016:177). It implies that students need to move beyond the text and content that they have learned to a space of action and application of knowledge.

INTERROGATING THE WEBINAR SERIES THROUGH THE LENS OF FREIRE'S EDUCATIONAL PHILOSOPHY

The initial webinar series' content focused on pragmatic, yet simple approaches to deliver online content via the LMS, based on the support staff's understanding of lecturers' varied levels of technical expertise, the limited timeframe available for the adjustment, and the anticipated limited digital literacy and access of many SU students. A stronger focus on online assessment soon followed, and eventually (in the second and third series), daily webinars on more specialized, online learning-related topics followed. The topics were, in some cases, identified based on lecturers' feedback on the first series, and therefore reflected not only the priorities of the support staff who presented the webinars but also the needs and perspectives of the lecturers who attended these professional development sessions.

Table 1 provides an overview of the webinars that represented aspects of Freire's philosophy implicitly or explicitly:

Table 1: Examples and descriptions of SU webinars representing humanizing themes

Critical elements	Examples of webinars and short descriptions of how it reflected an element of Freire's philosophy
Politics of education	**Webinar: Informal student feedback using classroom assessment techniques** During this webinar, lecturers were encouraged to apply classroom assessment techniques (CATs) to empower their students to improve the quality of learning. It was recognized that a lack of feedback mechanisms in the virtual classroom could hinder students' ability to shape and improve their own learning experiences. It was suggested that, if set up in a timely manner, CATs could become a valuable source of information for the lecturer. Students could benefit from an opportunity to (anonymously) share their critical reflections of their online learning experience, as well as their unique perspectives of the learning material. The webinar presenters made the implicit argument that online CATs can allow the virtual classroom to become a more dialogic space, where the students' agency to shape the lecturer's understanding of their own teaching practice is realized.
	Webinar: What I wish I knew before I started teaching online This webinar invited lecturers to adopt a critical perspective toward digital technologies. It called for them to question issues such as personal privacy and cyber security when it came to the use of online collaboration tools, and also to consider how access to more internet data and a high-speed internet connection might advantage some students or colleagues.

	Webinar: Meeting the challenges (lecturer stories) **Webinar: Lecturer reflections: Sharing lessons learned after a period of emergency remote teaching** Several lecturers were invited to share their critical reflections on adapting to a period of fully online teaching in the first semester of ERT. In was implied in all the lecturer presentations that the underlying values of digital learning technologies (in terms the power and privilege associated with access to digital devices, internet access and digital literacy) could have a profound effect on both the student's and the teacher's identity in the virtual classroom. After inviting her/his students' input on how to best meet their needs, each lecturer came up with responsive solutions that could accommodate her/his individual student cohort's contexts. For example, one lecturer opted for WhatsApp groups for tutorial groupwork (i.e. a low-bandwidth and accessible solution), whilst another made all his video lectures available in three different formats and file sizes, to allow students with lower internet speed to easily download the compressed versions. Another lecturer started using the affordances of annotated PDFs to replace data-intensive videoconferencing calls with her postgraduate students.
Status of the online repository	**Webinar: Group work projects in online assessment** Whereas an LMS' functionality allows for automated feedback mechanisms (e.g. multiple-choice question quizzes with the results displayed to the student), such automation limits students' scope to learn in a reflective and exploratory way. In this webinar, the presenters argued that the dynamic and dialogic nature of groupwork and peer assessment could better simulate problem-solving and critical engagement. They acknowledged that the facilitation of remote groupwork, over an extended time period (i.e. asynchronous groupwork) could be time-intensive and could require a more advanced technical skillset from lecturers. To mitigate this, they encouraged lecturers to explore the affordances of simple and user-friendly collaboration and peer-assessment tools that were already integrated into the LMS, and that students were likely already familiar with.
	Webinar: Facilitating online discussions **Webinar: Effective online communication with students** Prior to ERT, lecturers would typically rely on the 'Announcement Forum' to communicate with students via their LMS module pages. The 'Announcement Forum' is set up, however, for one-way communication only (not allowing students to reply to messages) and if not supplemented with face-to-face interactions such as lectures and tutorials, leads to a monologic learning environment where only the lecturer's voice is heard. In these two webinars, the presenters promoted a variety of online communication approaches that would allow both peer-to-peer and student-lecturer dialogue. They further encouraged lecturers to adjust their online facilitation approach to include regular and multimodal (e.g. via text and audio note) online messaging using a variety of tools available on the LMS. The presenters drew from literature showing that regular online interactions could promote meaningful and transformative learning in the virtual classroom (House-Peters *et al.*, 2019).
Digital divide	**Webinar: Demystifying 'data-light'** **Webinar: Using audio as a tool to facilitate learning** The diverse socio-economic contexts of SU students during ERT, were not conducive to an online teaching strategy that involved replacing face-to-face lectures with live-streamed webinars (i.e. videoconferencing). Based on institutional survey data, a significant number of students did not have the hardware, software or high-speed internet access required for sustained periods of video-based, synchronous engagements. It was also expected that some students, while studying at home during a period of national lockdown, would not have access to private learning spaces where they would not be disturbed during a video call with their lecturer or peers. Therefore, in these webinars, lecturers were reminded of the various alternatives to webinar-based engagements. The presenters drew from literature that showed a high correlation between flexible, asynchronous learning opportunities and high student engagement, based on students' assumed preference for selecting their own pace and place of study (McLinden, 2013). Engagement with students could therefore take place via asynchronous channels such as discussion forums or chat rooms, and recorded audio notes could allow both students and lecturers to also communicate verbally. In terms of sharing learning material with students, the webinar presenters suggested opting for 'data-light' learning material. This would include compressed video files, or a combination of audio and PDF files (for narrated lecturers) instead of video recordings.

Disembodied learning	**Webinar: Creating online tutorials for self-paced and self-regulated learning** **Webinar: Ways to update your SUNLearn page to best facilitate online learning** According to Freire, embodied learning involves an educational experience that transcends the boundaries of text-based learning material. Applied to online learning, one can argue that embodied learning would allow students to engage with multimodal learning material (text, audio and video, for instance) on a cognitive level, but also to apply what they have learned in their own context through concrete actions and then be able to bring those lived experiences back 'into' the virtual classroom. In several webinars, but particularly the two mentioned here, lecturers were shown ways that self-regulated learning experiences could enable students to engage in embodied learning. The presenters suggested interactive tutorials that would integrate reflective questions, application exercises and discussion exercises with multimedia learning material. As these tutorials could be completed over time, it could include mini assignments that would require students to engage in different learning actions such as practicing a skill, producing a deliverable or finding new information or case studies on their own. The lecturers were further shown approaches to use visual ques on their interface of their LMS module page to encourage reflection, calls to action or application exercises.

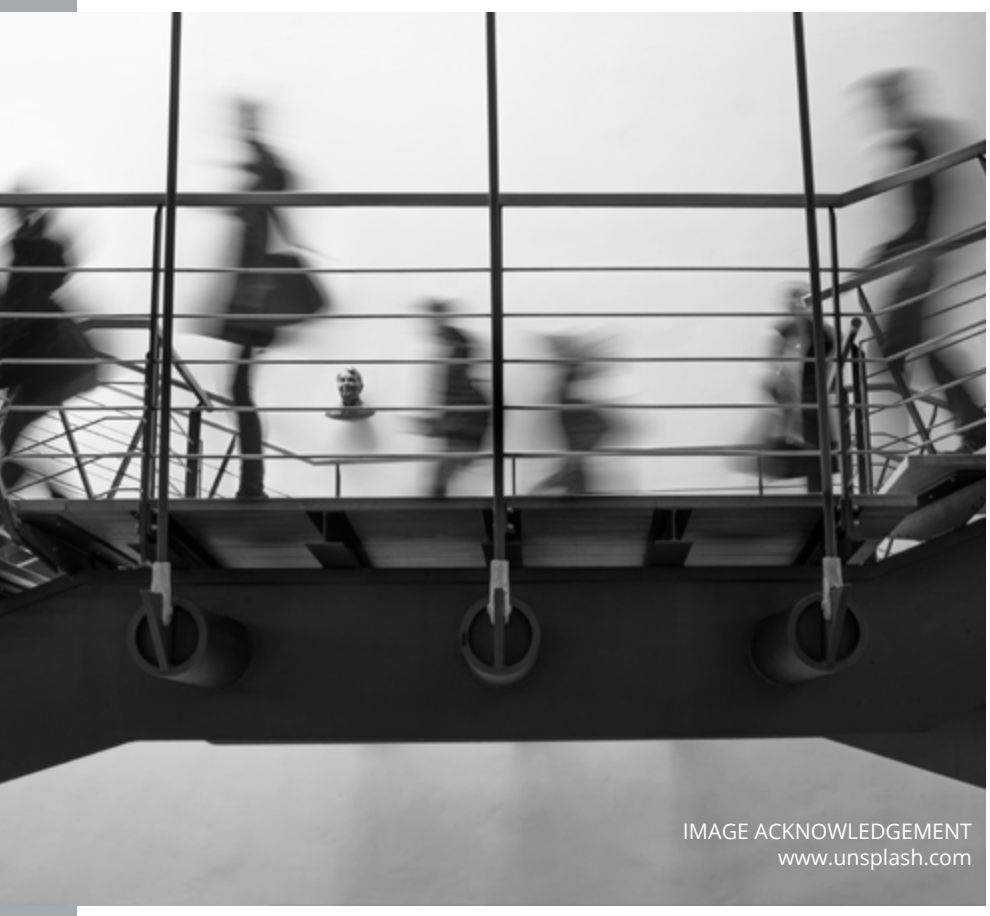
DISCUSSION

By drawing on Boyd's (2016) framework, a review of the webinar recordings revealed that the *politics of education*, was an underlying feature of most of the webinars' content but was explicit only in few cases. There was a shared understanding that digital learning technologies could either exacerbate or inhibit the power structures and underlying values or assumptions that shaped students' educational experience. The notion of dialogue was frequently brought to the fore, either in the webinar presentations or in the discussions. It was suggested that dialogue (facilitated in multiple forms and using a variety of technologies) could serve to mitigate the risk of the virtual classroom becoming a monologic space. Both presenters and lecturers repeatedly reiterated a shared awareness that the student voice and lived experiences should continually inform the design and facilitation of fully online learning. What is, however, an aspect that could be further developed, is the role of the students in relation to their critical engagement with their own social, cultural and technological contexts. It would require more emphasis placed on the nature and content of assignments.

The *status of the online repository* was also a recurring theme. This is to be expected, given the central functional role of the LMS during the ERT period. However, the diverse ways in which the platform was used during ERT was critically interrogated in multiple webinars. It was repeatedly acknowledged that there was a shift from using the LMS as a repository for content, to using the full functionality of the platform so that it could become a virtual space for dialogue, collaboration and critical reflection. However, such alignments with Freire's notion of the (in this case, virtual) classroom becoming an exploratory and critical environment were rarely made explicit in the webinars. This points to an opportunity for the academic developers presenting such sessions to consider whether these critical elements of Freire's philosophy should become more overt focal points in their professional development approach.

A key challenge that should be acknowledged is the misalignment between the webinar format itself and some of the key, underlying principles communicated by many of these sessions. The most apparent drawback of choosing live videoconferencing is the fact that it did not serve as an example of a feasible option for sustained student-lecturer online engagement. The webinar, a digital genre also known as a web seminar, has gained popularity in higher education due to its various pedagogical affordances, for example the facilitation of online collaboration, the opportunity for active engagement from individuals in dispersed locations and the dissemination of knowledge in a shared time period (Ruiz-Madrid & Fortanet-Gómez, 2018). However, live-streamed and video-based online "events" such as webinars require relatively high-speed internet access. Increasingly, scholars adopting a social justice perspective in their work are calling attention to how access to different internet speeds and types of internet connections actively shape the online learning experience of students (Davison & Cotton, 2010).

This calls attention to the challenges associated with the *digital divide*, another critical element of Freire's philosophy. During the webinar series, lecturers were reminded that not all their students would have guaranteed access to the minimum internet speed for synchronous webinar participation, and that it would be exclusionary to expect a portion of students to only have access to video recordings of the sessions, but not also be able to participate in the live webinars. The webinars that lecturers attended themselves, therefore exposed them to the experience of fully online "learning", but it also risked modelling the very type of teaching (i.e. benefitting those with better digital devices, internet access and digital literacy) that the webinar presenters warned against.



ERT afforded us the opportunity to look forward to the blended classroom and how these critical elements could be translated into a different educational modality. The time is here to further uncover and critically assess the fundamental values adopted in and through online education and how this translates into a post-pandemic world of higher education (Boyd, 2016).

In cases where the webinar would be an appropriate engagement platform for students (as was the case for a portion of smaller student cohorts who had confirmed that they were equipped to attend webinars), there were no explicit professional development opportunities on webinar planning and presentation for the relevant lecturers. Webinars require not only specific technical skills from lecturers, but also an awareness that some students engage less instinctively on a digital platform. To empower students to participate in dialogue during virtual contact sessions calls for strong interpersonal skills, time management, a sensitivity to students' digital prowess and the ability to resolve technical issues that will likely arise (Phelps & Vlachopoulos, 2020). Arguably, the webinar series articulated Freire's educational philosophy implicitly, but the choice of a presentation method with exclusionary qualities failed to authentically model how the underlying principles of his philosophy would translate into teaching practice.

POST-PANDEMIC HUMANIZING PERSPECTIVES

In a post-pandemic educational context where we have the liberty and time to critically consider and celebrate what went well and also delve deeper into those issues that need further exploration, we suggest that higher education institutions and academics alike intentionally continue to explore issues of ideology, power and privilege through "dialogue and inquiry as tools to problematize existing knowledges and collaboratively create new ways of knowing to resist unfair realities" (Freeman *et al*., 2020:88).

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05

BUILDING BRIDGES: Why we need frameworks to map uncertain journeys

ADENDORFF, H. & HERMAN, N.

More about the authors

INTRODUCTION

Moving to emergency remote teaching (ERT), learning and assessment during the COVID-19 pandemic created unique changes, challenges and opportunities for higher education (HE). As academic developers (ADs) in HE, we often work in uncertain and challenging spaces and circumstances, which some have called a 'third space' (Whitchurch, 2013). Over the years, HE in South Africa, as elsewhere, has had its fair share of 'wicked problems' or problems that defy simple or permanent solutions (Rittel & Webber, 1973), with the move to ERT probably the most recent and globally shared example. Wicked problems are often ill-defined symptoms of other problems; for example, university closure was a symptom of a global pandemic. Hence, the only way to come to know a wicked problem is by "trying solutions", but solutions can be expensive and can lead to new problems, which might result in "lasting unintended consequences" (Maton & Howard, 2018:1).

Academic development has historically mostly drawn from practice knowledge (Fraser & Ling, 2014; Timmermans, 2014). The past four decades, however, saw changes in the field, amongst which a more scholarly approach, which Carew, Lefoe, Bell and Armour (2008:51) refer to as an "elastic practice" drawing from "multiple theoretical bases ... melded or successively employed to support an adaptive, responsive approach to practice." Vorster and Quinn (2015:1031) also highlight this practice-theory link but warn that its "multiple practices continue to be underpinned by a diffuse knowledge base that often draws from a weak theoretical stockpot." This chapter will speak to this divide or tension between theory and practice in academic development work. Being ADs themselves, the authors conclude that academic development probably "does not as yet warrant description as a professional or an academic field" (Vorster & Quinn, 2015:1032) although it is a scholarly endeavor.

At our institution, ADs, such as teaching and learning advisors, learning technologies advisors, language specialists and blended learning coordinators, have shared repertoires of addressing recurring problems as well as stories, tools and experiences (Wenger, 1998) that inform their practice. It is from these specific types of knowledge that they would draw to share suggestions or to create resources in a time such as this. However, although practice-based experience is useful, it does not guarantee success when faced with a problem such as ERT in which the specifics differ from those of problems faced in the past (Conklin, 2005). **Solving wicked problems such as these requires "thinkers who can transcend disciplinary boundaries, work collaboratively, and handle complexity and obstacles" (Cantor, DeLauer, Martin & Rogan, 2015:408).** Maton and Howard (2018:1) argue that "convincing explanations of how to successfully achieve" such interdisciplinary approaches are lacking. In their opinion, much of what has been written in response to wicked problems in HE literature "tend towards reproducing the divide commonly found in education research between freely floating theory and context-dependent practice" (ibid:1).

To bridge this divide, **we need theoretical tools that could travel across contexts (Rip, 2019).** Theories aim to do this by offering "set[s] of analytical principles or statements designed to structure our observation, understanding and explanation of the world" (Nilsen, 2015:2). **Theories provide us with tools to "abstract from the specifics of a given case to more general concepts, patterns and explanations" (Quinlan, 2018:18)** or then "an abstraction continuum" (Nilsen, 2015:2). Theories in this sense provide descriptors, in terms of vocabulary and systems, to help organize our thinking around teaching, learning and assessment (T&L&A) (Fostaty Young, 2008) whilst remaining true to the epistemological and ontological perspectives underpinning T&L&A processes in HE. Theories are, however, often still too far removed from practice, requiring 'translation devices' or mechanisms that can act as scaffolding steps between theory and practice (Maton, 2013). Kirk (2017), using the Legitimation Code Theory (LCT) concept of sematic gravity (SG), offers the following heuristic that we found useful:

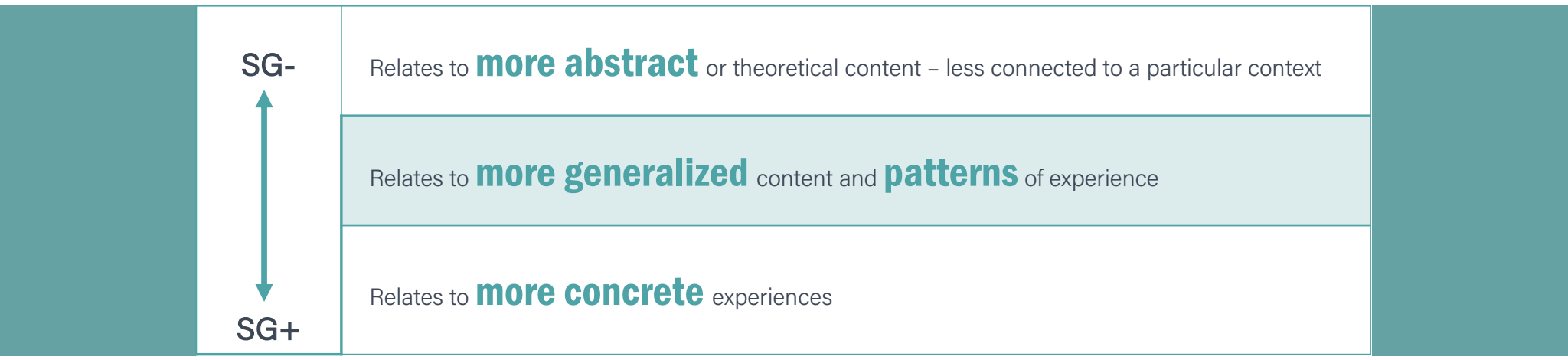

Figure 1: Heuristic sectioning of the semantic gravity continuum
Source: Kirk (2017).

The LCT concept of SG, as used in the heuristic above, allows us to unpack the process of moving between theory and practice. SG is described by Winberg, McKenna and Wilmot (2020:4) as the degree to which meaning relates to a context and can be depicted as a continuum on which weaker SG (SG-) would refer to more context-independent meanings and stronger SG (SG+) would refer to more context-dependent meanings. In the Kirk (2017) heuristic above (Figure 1), SG+ is related to concrete experiences while SG- is related to theoretical content. SG thus offers a useful means of considering the process of moving from the specifics of a practice to the principles that apply.

In the Kirk (2017) heuristic, the top layer would be what Nilsen (2015:2) calls "high abstraction level theories (general or grand theories)" or theories with "almost unlimited scope." Kirk (2017) explains that such theories have weak SG; that is, they are removed from any specific context. The middle layer would comprise "middle and lower abstraction level theories [that] explain limited sets of phenomena and lower level abstraction theories are empirical generalizations of limited scope and application" (Nilsen, 2015:2).

Using Archer's (1995) depiction of social ontologies, explanatory frameworks and substantive research studies (see Figure 2), **Maton (2013:15) argues that "explanatory frameworks act as mediators between social ontologies and substantive research studies," thus operating in the third space.**

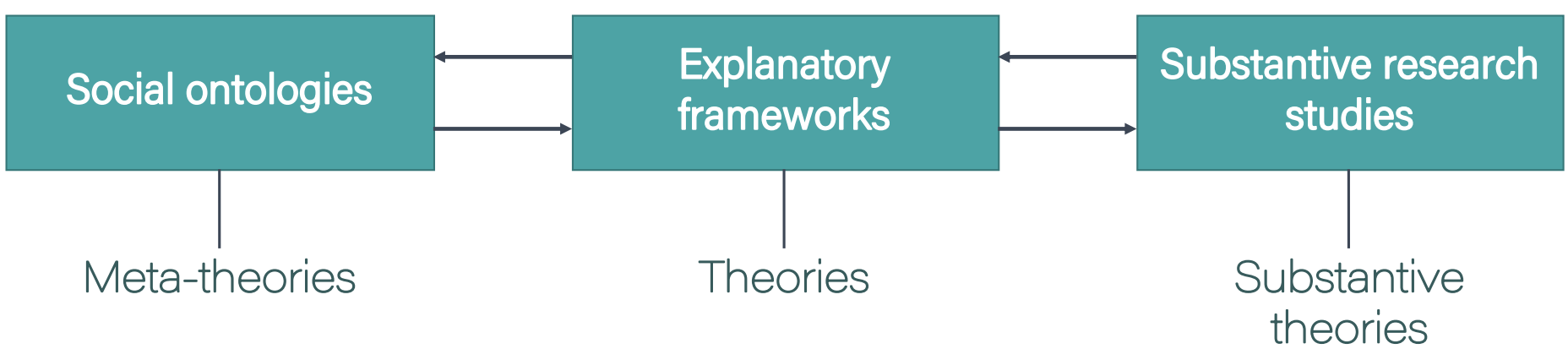

Figure 2: Metatheories, theories and substantive theories
Source: Maton (2013)

Such explanatory frameworks help theory to inform practice whilst allowing practice to "'speak back' to the theory, demanding clarifications, refinements and new developments" (Maton, 2013:16). Serving as "cognitive map[s] or organizational dynamics" (Fostaty Young, 2008:113), they help to direct our attention, using a specific frame of reference. Frameworks, however, do not carry explanations in themselves; they rather describe and provide a set of categories to "fit empirical phenomena" (Nilsen, 2015:2). **Within the field of teaching and learning, frameworks provide a lens to explore the characteristics of T&L&A based on or drawing from a specific theory (Fostaty Young, 2008).** Frameworks thus offer ADs "ready-made templates and vocabularies" (ibid:41) with which they can help faculty members to make sense of T&L&A in HE in ways that are theoretically grounded and sufficiently abstracted to allow it to travel across contexts.

IMAGE ACKNOWLEDGEMENT
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In his blogpost about the research-practice divide, **Steve Klabnik (2012) refers to this divide as "two camps," suggesting that "the only way you can get these two camps to talk to each other is to figure out what the theory says that provides value to those who practice."** He mentions a third group: people who facilitate the bridging between these two worlds through building and opening spaces. At Stellenbosch University, ADs often serve this function for T&L&A. Within these spaces, frameworks then offer ways to bridge the divide. Even when frameworks for thinking about T&L&A are only vaguely understood, they provide useful ways to think and communicate about aspects of T&L&A (Quinn, 2003). ADs therefore need frameworks to "re-contextualise the knowledge they have acquired in order to design and implement AD initiatives" (Vorster & Quinn, 2015:1037) and "make appropriate, informed and strategic decisions about their practices" (ibid:1042). They continue to argue that it would be near impossible for ADs to make a meaningful contribution otherwise. In this chapter, we reflect on our experiences during the COVID-19 period to argue that academic development needs explanatory frameworks to root our thinking in and to guide us through an uncertain future while simultaneously professionalizing the teaching function and theorizing the field of academic development through the scholarship of teaching and learning.

CONTEXT

At our institution, the formulation of business continuity plans for the ERT context brough together role players and stakeholders from different support environments such as Information Technology, the Registrar's Office, the Stellenbosch University Library, the Academic Affairs Council (student body) and the Division for Learning and Teaching Enhancement (DLTE). Two of the DLTE centers, the Centre for Learning Technologies (CLT) and the Centre for Teaching and Learning (CTL), were tasked with supporting the online teaching and assessment functions, respectively. These two centers usually work within the same context, with the same academics and towards the same end goals but often with different approaches. In another chapter in this volume, we argue that the space created by COVID-19 afforded centers in the DLTE with a unique opportunity to start working more closely together.

The early days of our response to ERT were marked by a frantic process of producing and delivering support without necessarily paying much attention to anything else. Whilst our offerings were research and theory informed, little of this was made explicit. Times of crisis usually call for quick, practical solutions, and few would have appreciated "freely-floating" (Maton & Howard, 2018:1) theory as "solution" to the very real problems that they were facing. In the words of Klabnik (2012), "While you're building things, there's an underlying set of rules that you're implicitly following, but it's more important to act than it is to memorize a bunch of rules, and try to analyze what you're doing according to them."

In addition to providing synchronous support through a series of webinars, the CTL and CLT created an online resource on ERT-related teaching, learning and assessment topics hosted on the learning management system (LMS). This included, amongst others, webinars on ERT, practical, step-by-step guidelines on all the LMS tools, relevant communiques and so forth. In addition, relevant and important institutional information, such as adapted dates, Senate decisions and COVID-19-related arrangements, was hosted on other institutional websites and platforms or documented in committee minutes, not easily accessible. This resulted in an overload of information that proved very taxing to find and keep tabs on, especially within a constantly changing environment. We needed to figure out how to assist colleagues, ADs and academics to navigate the voluminous resources created during this process. Furthermore, we also needed a way to consolidate the advice and guidelines offered by the various support environments in terms of T&L&A.

We also faced another problem: how to get all professional academic support service (PASS) staff members on the same page and ensure that we all gave the same or similar advice to academics about T&L&A. Consider, for example, a situation in which one advisor would tell an academic to extend the availability of online assessment opportunities over 24 hours to accommodate students with connectivity issues, while another would tell the same academic to do exactly the opposite to reduce the risk of dishonesty.

One way to address both these challenges was to find a single framework that could hold together the different contributions in a way that was accessible, navigable, internally coherent and theoretically grounded. It was envisioned that such a conceptual map would not only help us to navigate the voluminous resources and understand the T&L&A space that we were all operating in but could also legitimize the theories that underpinned our respective work by allowing these to "dialogue with practice" (Bolander Laksov, 2019:377).

During a moment of reflection and breathing, we realized that our work could not only be captured in, but was already informed by the Design for Teaching Learning and Assessment (DeLTA) framework (Figure 3) that we had been using for a number of years. The CTL website depicts the DeLTA framework as a cycle with five phases. It suggests a cyclical ongoing process of reflection and renewal, usually starting with the curriculum context, a type of situational analysis. After considering the context, we move on to the outcomes that we want to achieve and how they will be measured (assessment) and developed and delivered (design for learning). The latter three phases form their own smaller constructive alignment cycle (Biggs, 1996). Finally, the loop is closed through reflection. Each of the phases in the cycle draws from different theories and may include other frameworks, speaking to that part of the process only. By way of example, the Conversational framework (Laurillard, 1999) could be used to make sense of blended and online design and delivery of learning opportunities in the design for learning phase. Based on our reflection, the voluminous online resource on Moodle has subsequently been rearranged according to this structure and with this framework as first point of entry into the available resources.

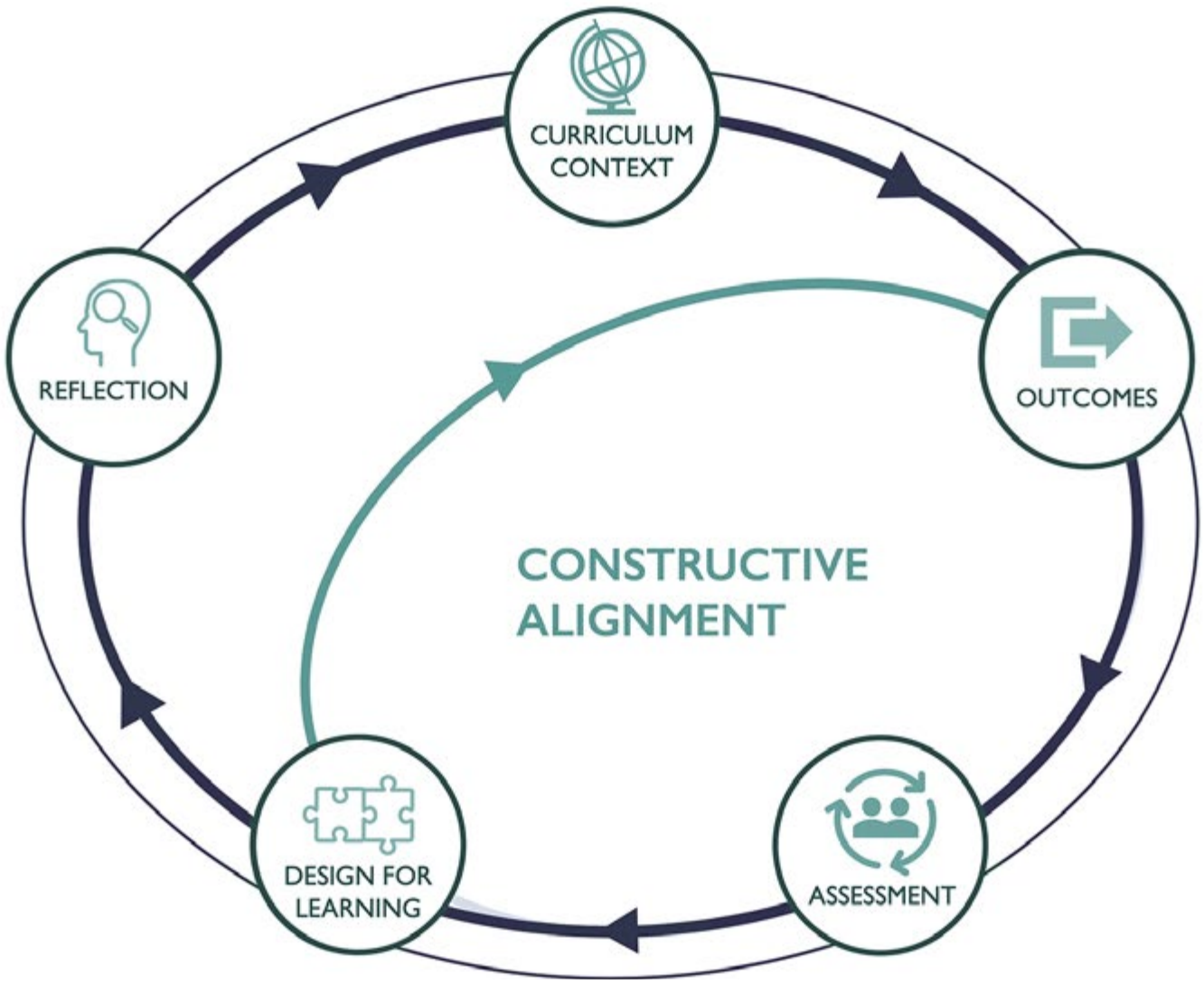


Figure 3: Design for Learning, Teaching and Assessment (DeLTA) cycle

METHODOLOGY

Being self-aware and reflective about our own practice and responses to situations is an important element of the role of ADs. Such reflection usually takes place by critically mulling over experiences in order to gain understanding with a view of improving future actions. During the process of reflection, new insights about our practice are also gained, leading to lifelong learning (Finlay, 2008). Upon reflection on what had happened at our institution during Semester 1 of the academic year from March to July 2020, we used the phases of Gibbs' Reflective Cycle (Gibbs, 1988) to structure our reflections.

Figure 4: Gibbs' Reflective Cycle
Source: Gibbs (1988)

This reflective cycle (Gibbs, 1988) is an effective tool to assist with reflection after an experience. The first three phases of the cycle focus on a description of what happened, while the last three phases are about making sense of the experience and determining how to improve in future. In the section above describing the context, the events, feelings and thinking, and evaluation of the COVID-19 experience, based on our reflections, were already given.

In the next, analysis, step of our reflection, we will draw on LCT's concept of SG. Educational theories are generally of weaker SG (SG-) while the context in which academics teach would be described in terms of stronger SG (SG+). For example, the concept of 'assessment' displays SG- because its meaning is not dependent on a specific context. Assessment can apply to HE, basic education and skills-based workplace contexts. The concept of 'summative assessment' is of stronger SG than 'assessment' because it describes a specific case of assessment and it typically applies to teaching and learning environments. Similarly, the concept of 'flexible assessment,' the assessment model used at our institution, is of even stronger SG because its meaning is strongly related to the Stellenbosch University context. We can see these three concepts tracing a continuum from assessment (weakest SG) through summative assessment to flexible assessment (strongest SG). For example, a lecturer talking about offering students an online mock test to track their own progress, using the quiz tool in Moodle, shows stronger SG than the reference to formative assessment in our resources. The online mock test, using the Moodle quiz tool, is a specific, context-dependent example and thus of stronger SG than the more widely applicable concept of formative assessment.

SG allows us to depict meaning making over time as semantic profiles. These are explained in Figure 3 below, showing three semantic profiles: a high semantic flatline (A1) when we stay in theory only, not relating theory to practice, a low semantic flatline (A2) when we stay in practice only, and an SG wave (B).

The voluminous resources created at our institution during ERT depicted, for the most part, a low semantic flatline (A2 in Figure 5). Although informed by theory, this was not necessarily visible or made explicit in the advice offered. Klabnik (2012) asserts that "practice-ers are ruthlessly focused on value, so to get through to them, you must speak their language." Possibly innately aware of this, our webinars on assessment for example urged lecturers to start their assessment redesign by thinking about the learning outcomes, implying a process of constructive alignment without overtly using or referring to the concept. Bringing a framework, such as constructive alignment in this example, into the picture and positioning it somewhere between the bottom (SG+) and top (SG-) on the SG wave would allow us to abstract from our experiences and to talk back to theory. This abstraction assists in "packaging" our context-acquired knowledge for it to travel and become useful in other contexts (Rip, 2000:8). In more recent webinars, academics were asked to speak to their own practice (SG+), with ADs situating this within the DeLTA framework (SG-). This allowed for some, although still limited, 'waving' between theory (SG-) and practice (SG+).

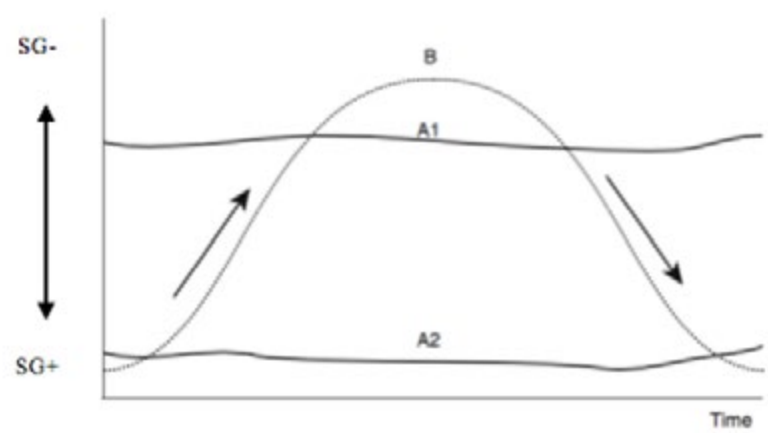


Figure 5: Three semantic profiles
Source: Maton (2013)

Frameworks can potentially act more closely to the social ontology or be nearer to the field of practice. This can inform their level of reception; a framework that provides more explanatory power to practitioners during a time such as ERT might be more readily accepted during a time of crises when fast solutions are required. Such toolkits are, of course, not "without epistemological or ontological assumptions and implications" (Maton, 2013:16). The fairly uncontested reception of the DeLTA framework at our institution could stem from its perhaps being more of an organizing framework and finding itself a little closer to practice than theory.

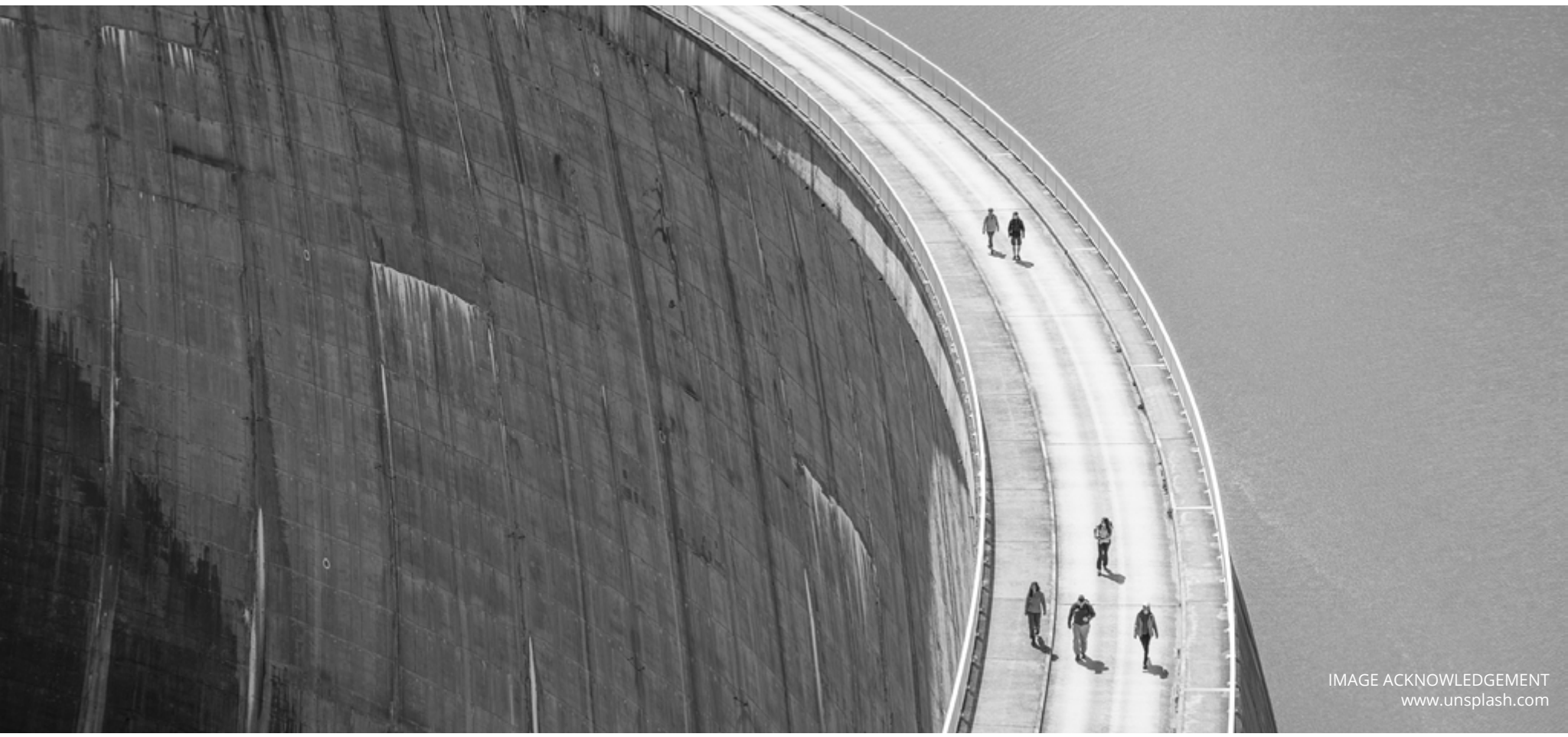
FINDINGS AND CONCLUSIONS

ADs have traditionally been seen as providing a service but are moving "toward a mixed-mode in which provision of service and theory both play important roles" (Carew et al., 2008:52) in their practice and the advice that they give. Trowler and Cooper (2002:223) indicate that "all practice is underpinned by theory, albeit often tacit" while Bolander-Laksov (2019) stresses that the practice of AD should indeed be based on research findings and experience, which would make it a scholarly endeavor. We are reminded by Trowler (2005) that **theories provide us with a radar as well as enhanced diagnostic tools, assisting us with predicting how things may go and helping us to understand and make decisions.** In order for the work of ADs to become more scholarly, it is necessary to make the underlying theories of our work more explicit and "weave it into the ongoing rhythms" of academia (Hutchings, 2010:69). In this reflection, we used the LCT concept of SG to explain the need to wave between theory and practice in our work. One way of doing this is to put theory-light frameworks in the third space and by doing so provide a link between theory and practice. Through these frameworks, ADs will be providing academics with organizing principles and maps to wade through teaching and learning resources and literature while building the field of academic development.

After all, teaching is intellectual work and the work of ADs involves the professionalization of the teaching function, which includes the scholarship of teaching and learning. The scholarship of teaching and learning was shaped by, among other things, the recognition of the value of practitioner knowledge, stemming from a habit of mind and informing further advances and theory development in T&L&A and academic development (Hutchings, 2010). According to Boyer (1990:16),

> **"Scholarship means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively."**

The title of this chapter asks why we need frameworks to map uncertain journeys. **Frameworks ultimately assist in building bridges in third spaces, in making connections, in translating theory into practice to facilitate understanding and in assisting with communicating our message in productive ways.** What we have learned through this reflection on our ERT experience is that well-positioned and well-designed frameworks can act as bridges that span the divide between the multiple theories that inform T&L&A as well as academic development work and the lived experience and T&L&A expectations of the academic.



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06

'CARE-FULL' LEARNING DESIGN IN THE AGE OF COVID-19

VOLSCHENK, M., BRITS, E., FOIRET, J.R. & PINETOWN, D.

More about the authors

INTRODUCTION

The COVID-19 pandemic has impacted and will continue to impact various areas of the lives of people globally. For some, this means a deleterious effect on health with the possibility of mortality but for most of the population, it affects their economic stability, social and family life, education and many other areas. This pandemic could be considered one of the most significant driving forces in the advancement of technology use in education to date. However, with the abrupt, forced adoption of technology-mediated education in many instances, the need arises to infuse teaching and learning with a greater awareness of an ethic of care to promote desired educational outcomes in unfamiliar remote academic contexts.

In this chapter, the Learning Technologies (LT) team of the Faculty of Medicine and Health Sciences (FMHS) reflects from a professional support staff perspective on how the notion of an ethic of care might influence emergency remote teaching (ERT) in a health professions education context. We share our experiences of how the disruption resulting from the pandemic led us to incorporate the principles of constructive alignment to empower lecturers and administrative support staff to 'care-fully' design remote educational experiences that address the cognitive, social and emotional dimensions of learning. We also consider how the lessons learned during this time can support the integration of blended learning and teaching approaches beyond the pandemic.

CONTEXTUAL CHALLENGES IN THE FACE OF A PANDEMIC

Teaching and learning in the health professions bring a unique set of expectations, responsibilities and challenges that typically set lecturers and students in health sciences faculties apart from those in other faculties at higher education (HE) institutions. This stems from the fact that a significant component of student learning involves direct patient care in clinical and community settings. **Most health sciences lecturers also perform the dual role of clinician-educator. The COVID-19 pandemic necessitated the sudden removal of students from clinical training platforms globally to limit community spread of the virus. Consequently, the standard model of workplace-based teaching and learning was significantly disrupted.**

This holds true for the FMHS, in which most lecturers are practicing clinicians, currently fighting at the coalface of the pandemic. Apart from having limited time for transforming face-to-face content into engaging online offerings, few lecturers in this context are teaching and learning specialists and even fewer are skilled in the use of learning technologies. In addition, many of the administrative support staff that normally assist lecturers with administrating modules and communicating information to students are inexperienced in navigating the university's online Moodle®-based learning management system (LMS). Most importantly, many students face significant challenges away from campus, including limited access to devices and the internet and, in some instances, living environments inconducive to learning. Apart from being anxious for their own health or the health of family members, they may also feel isolated and overwhelmed by the abrupt shift to remote learning.

With all parties suddenly being emerged in an unfamiliar academic context, facing the realities of a pandemic, it was important to recognize the potential effects of rapidly changing circumstances, anxiety, stress and uncertainty, combined with cognitive load, on lecturer and student focus, motivation and performance (Lukasik, Waris, Soveri, Lehtonen & Laine, 2019). Moreover, it was crucial to consider how these effects could best be mitigated. It is against this backdrop that the FMHS LT team participated in the Stellenbosch University (SU) institutional movement towards supporting teaching and learning in a time of crisis, looking to find innovative solutions to challenges never experienced before.

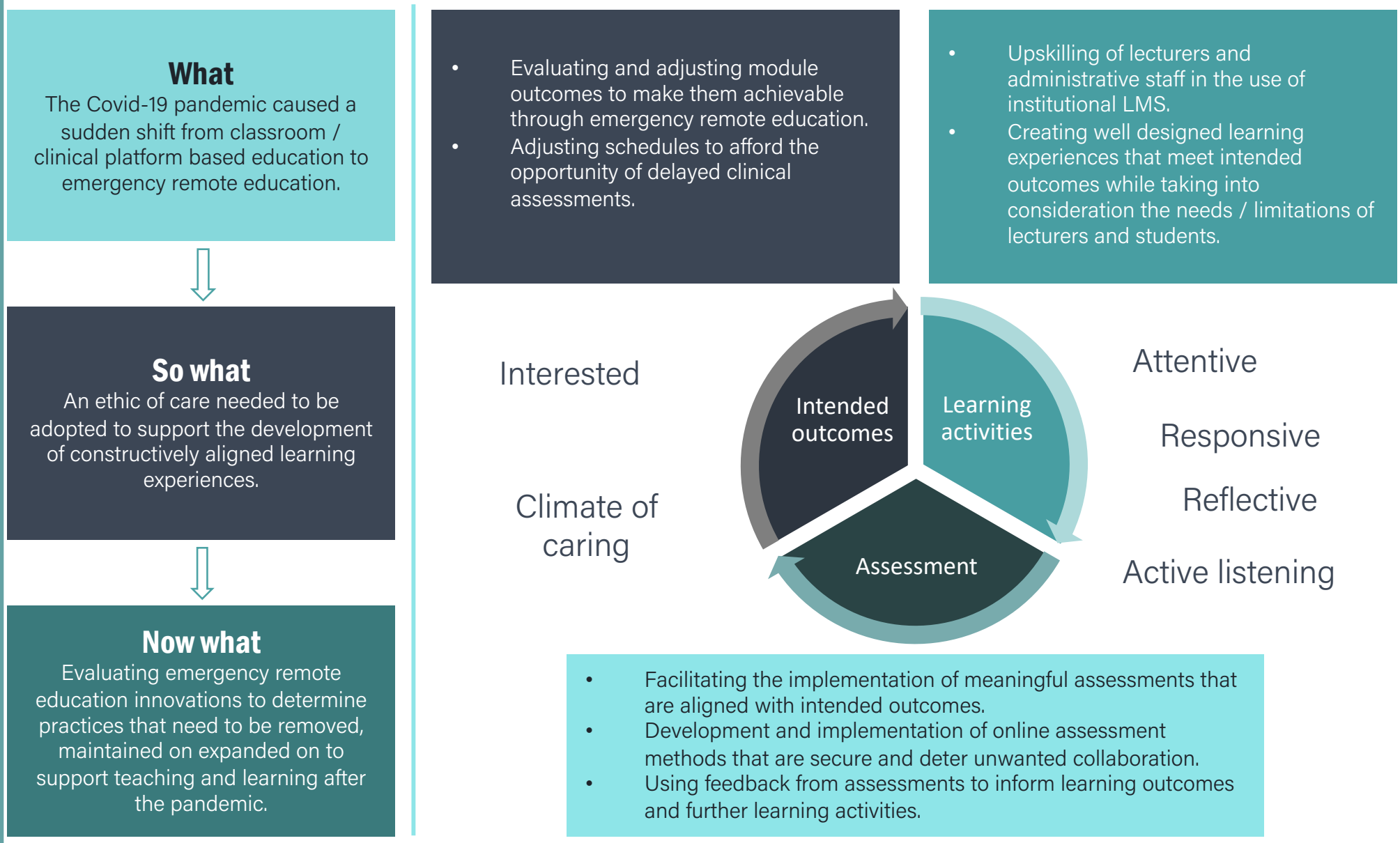

Figure 1

In order to provide meaningful academic support to FMHS lecturers, the LT team explored the notion of an ethic of care to counteract the shortfalls and abovementioned challenges of ERT. Noddings (2012:771) describes care ethics as a caring relation between parties that is "ethically (morally) basic". Accordingly, care ethics relies on relations with others as a basic functional unit. In the provision of care, two parties emerge: the carer and the cared-for. The role of the carer is to listen to the cared-for, reflect on her/his expressed needs in an attempt to understand her/his experiences and complete the caring cycle by responding appropriately to her/his identified needs (Noddings, 2012). Caring is thus concerned with people and processes, and 'care-full' environments maintain a focus on wellbeing, clear communication, support and trust (Herman, Bitzer & Leibowitz, 2018).

In this chapter, the LT team, who fulfills a professional support role regarding the implementation of blended learning approaches in the FMHS, is regarded as carers. The lecturers and the administrative support staff who assist the lecturers with facilitating the various modules experience a duality of roles as both cared-for and carers with regard to students in the FMHS. From this perspective, care took place on two levels, namely (a) we empowered academics and administrative support staff to take teaching and learning forward in the online space, and (b) we supported and encouraged them to care for students through the design of authentic, meaningful learning and assessment experiences.

Initial university-wide needs analyses conducted via questionnaires and departmental consultations revealed multiple key areas requiring attention from both student and lecturer perspectives. These areas included resource limitations, access to lecturers, limited knowledge of navigating the institutional LMS and limited knowledge of online instructional design. Institutional support was provided to lecturers by means of the central structures within the university through a large-scale rollout of lecturer support in online education via multiple webinars, a well-curated support website and a generic, editable Moodle® template that provided lecturers with a basic layout for an online module. Student needs were addressed by providing physical devices to those who had the need and a rollout of data provisions to enable students to engage in online learning. Additionally, the institutional LMS was zero rated for data charges on multiple network providers to increase access to educational offerings.

Contextual needs identified at the FMHS included the prohibition of students from engaging in workplace-based learning in Tygerberg Hospital and other clinical learning contexts due to lockdown restrictions. Consequently, students were also unable to access the Medicine & Health Sciences Library, the Simulation and Clinical Skills Unit, the Medical Morphology Museum and the dissection laboratories where they would normally

engage in learning experiences outside of the pressures of the clinical learning environment. **As an added dimension, most FMHS lecturers had to manage a dual clinician-educator role, which entailed serving on the frontlines, treating COVID-19 patients, while attempting to transfer a significant component of clinical teaching, learning and assessment to the online context.** This was complicated by the fact that administrative support staff had limited experience of the LMS and were therefore restricted in the amount of support that they could provide to lecturers.

The FMHS LT team adopted a caring role by identifying and listening to the expressed needs of lecturers and administrative support staff during virtual consultations and email communications and reflecting on those needs during team meetings. This active listening to, consideration of and reflection on the needs of those who required care allowed us to offer a range of possible solutions to attempt to meet these needs and, in doing so, closing the care loop. Given the largely practical nature of many of the challenges experienced by lecturers and administrative support staff, our care responses were orientated towards providing hands-on practical support to lessen their anxiety.

Initially, lecturers expressed an overwhelming need for support with the use of learning technologies. The LT team responded with a twofold online training approach. Firstly, 'Thirty-minute Tuesdays' offered bite-sized training opportunities once every two weeks during which a selected Moodle® tool was demonstrated and its affordances relating to learning and/or assessment were discussed. Secondly, 'Tech Thursdays' were presented once a month and focused on open-source tools that could assist lecturers in designing or delivering learning content, for example Format Factory®, Socrative® and so on. These responses were in addition to individual online support provided to lecturers on using the various Moodle®-based LMS tools in their respective modules.

Lecturers' need for technological support also foregrounded the opportunity to train administrative support staff in using various Moodle® tools so that they could assist lecturers with uploading and curating content on the LMS. A weekly online training series was developed whereby we facilitated learning around each Moodle® tool within the framework of the constructive alignment cycle (Biggs, 1996) while simultaneously addressing important aspects of learning design that would allow administrative support staff to better curate uploaded content on the LMS. The LT team also provided individual assistance to administrative support staff who experienced difficulties with LMS tasks that they needed to perform for the lecturers.

During the provision of practical technical support and training to lecturers and administrative support staff, it became apparent that we had to extend our caring responses to providing guidance on the sound pedagogical application of technology in online teaching, learning and assessment. The constructive alignment cycle provided us with a useful framework to meet lecturers' and administrative support staff's needs and empower them to design caring, meaningful and engaging teaching, learning and assessment experiences in the remote academic context (Biggs, 1996).

CONSTRUCTIVELY ALIGNED LEARNING DESIGN AS A CARING RESPONSE

The concept of constructive alignment builds on a social constructivist view of learning (Vygotsky, 1978) as a process of meaning making whereby students construct their individual sense of meaning through active engagement in learning experiences. Constructive alignment, in the sense used by Biggs (1996), requires lecturers to create clear and logical connections between the intended outcomes of a learning experience and the teaching/learning activities and assessment tasks in which students will engage. The Designing Learning, Teaching and Assessment (DeLTA) framework, which was developed by the SU Centre for Teaching and Learning, incorporates the principles of constructive alignment (Biggs, 2006) and promotes the design of engaging learning opportunities that support students in knowledge building (Designing Learning, Teaching and Assessment (DeLTA) process, 2013). The DeLTA cycle, which offers an organizing framework that consists of iterative, cyclical processes of designing interactive learning activities, innovative teaching approaches and wide-ranging assessment opportunities, was recently adapted for ERT (Designing Learning, Teaching and Assessment (DeLTA) process: A guideline for emergency remote teaching, 2020). This framework provided further structure for lecturers and administrative support staff as it incorporated a focus on design for meaningful learning and constructive feedback as well as reflection on teaching practices and student responses.

RETHINKING INTENDED LEARNING OUTCOMES

As a first step in using constructive alignment as a guiding framework, we guided lecturers to revisit the learning outcomes of their modules and determine which outcomes would be realistically achievable in a remote academic context. The largely clinical nature of learning in the health professions education context required creative thinking around adapting certain learning outcomes to be more suited to a remote academic context while it had to be acknowledged that some outcomes would only be achievable when students were allowed to return to clinical learning contexts. Considering a caring approach towards students, lecturers were encouraged to state learning outcomes in specific terms, indicating the level of understanding needed (Biggs, 1996). Clear communication of the knowledge, skills and behaviors that students needed to demonstrate upon completion of learning activities would lessen their anxiety (Reyna, 2020) and promote engagement and meaning making in the unfamiliar learning context.

DESIGNING FOR MEANINGFUL LEARNING EXPERIENCES

Following the rethinking of current learning outcomes, we facilitated the design of learning experiences that were aligned with revised learning outcomes while taking into consideration the limitations and needs of lecturers, administrative support staff and students. Instead of randomly uploading content to the LMS for students to access, lecturers were guided in following a caring approach that involved the design of learner-centered online learning activities while considering pedagogical engagement and cognitive load (Lukasik *et al*., 2019; Reyna, 2020). Learning content and tasks were limited to only that which would be necessary to support meaningful engagement and achievement of learning outcomes. **Breaking lessons down into smaller units of learning and providing clear directions to students on how to navigate through the various learning activities on the LMS interface were recommended as a caring approach aimed at reducing cognitive load, promoting a sense of autonomy and allowing students to achieve learning outcomes more effectively. Additionally, lecturers were encouraged to use low-technology, data-light options, taking into consideration their own capacity to produce learning material as well as student challenges around access and connectivity.** Although many lecturers felt that it would be less time consuming and labor intensive to livestream lectures, a caring perspective towards their students guided them to consider greater use of asynchronous options to ensure equitable learning experiences for all students.

To further extend care to students, effective integration of the social dimensions of learning into the remote academic space was explored. To facilitate collaborative learning experiences, former face-to-face group work activities and student presentations were moved entirely online using Moodle® tools such as wikis, the workshop tool and discussion forums. In addition, discussion forums were used as a common area where group and individual presentations could be shared for peer review and assessment. Although platforms such as Microsoft Teams were used to promote discussions and collaborative work on shared documents, most collaboration took place via the LMS to enable zero-rated interaction, as previously mentioned.

Clinical reasoning, which constitutes a crucial component of workplace-based learning, is an essential skill whereby students need to make judgements based on the understanding of the patient's medical situation and symptoms that are generally evident during face-to-face examinations (Barrows & Feltovich, 1987). With students removed from the clinical platform, lecturers voiced the need to simulate the clinical reasoning process in the online space in such a way that students could still adopt an active role in verbalizing their clinical reasoning thought processes to lecturers. In response, the LT team predesigned Moodle® templates that lecturers could easily adapt to create customized learning experiences around virtual patient cases. Using a variety of Moodle® tools, such as the discussion forum, journal tool and assignment tool, templates were developed around the one-minute preceptor and SNAPPS models (Pascoe, Nixon & Lang, 2015), which were typically used in clinical contexts to promote the development of clinical reasoning skills.

IMAGE ACKNOWLEDGEMENT
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These templates require students to interact with the content, ask questions and communicate their understanding. A stepwise framework was thus created to simulate a teacher-student 'conversation' in the online space.

A FOCUS ON ASSESSMENT AND FEEDBACK

The phrase 'assessment drives learning' is often used in HE literature to illustrate how students' learning is influenced by the ways in which they know or think they will be assessed (Bezuidenhout & Alt, 2011). Thus, in taking a caring approach towards ensuring meaningful learning, particularly in a remote academic context, it is crucial that assessment tasks are aligned with intended learning outcomes, that assessment instructions are clearly communicated to students and that students receive constructive feedback on their progress and performance (Biggs, 1996; Renya, 2020). Not only will this empower students to successfully achieve learning outcomes; it may also reduce the anxiety that is often associated with assessment, even more so in a remote academic context (Renya, 2020).

At the FMHS, formative assessment opportunities were incorporated relatively easily into the various online learning experiences that were created. The LT team assisted lecturers with the design of quizzes and shareable content object reference model packages, which allowed for automated feedback branching. In addition, lecturers were encouraged to make use of audio and video feedback options in Moodle® to incorporate a caring, 'human' element when providing online feedback to students on their progress and performance.

While the majority of written summative assessments were adapted to online multiple-choice questions, open-book assessments or assignments, it was important to guard against falling into the trap of neglecting the higher order questions in Bloom's taxonomy (Bloom, Engelhart, Furst, Hill & Krathwol, 1956). Bloom's revised taxonomy is a hierarchical model whereby skills and abilities are ranked along six levels of cognition (Anderson & Krathwohl, 2001). The foundation to this hierarchy is the recall and comprehension of content, with higher order skills and abilities including application, analysis, evaluation and creation. Accordingly, lecturers were guided to use a combination of Moodle® tools to create authentic assessments that were aligned with revised outcomes while still meeting requirements regarding the cognitive level of the question posed. For instance, an assessment opportunity with multiple-question modalities was created using multiple-choice questions of varying difficulty in combination with the assignment tool whereby multiple file types could be uploaded.

The assessment of clinical competence proved to be the most challenging aspect of online assessment at the FMHS. Given the complex demonstration of a combination of cognitive, psychomotor and behavioral skills required, clinical assessments are typically performed in hospital or community settings involving real patients or in the Simulation and Clinical Skills Unit using simulated patients or manikins. While it became clear that many clinical assessments would need to be postponed until students were allowed to return to clinical training contexts, the LT team was able to respond in a caring manner to lecturers' needs for support by guiding them in using innovative strategies that allowed some clinical skills to still be assessed. Examples include students' uploading recordings of themselves performing selected skills on a family member or uploading voice recordings in which they talked through how they would perform certain clinical skills while explaining the rationale for their answer. The predesigned clinical reasoning Moodle® templates simulating virtual patient cases, as discussed in the section on designing learning experiences, could also be adapted for summative assessment purposes.

Student dishonesty during online assessment was raised as a point of concern by lecturers with fears of unwanted collaboration and plagiarism. To address concerns and provide a formal framework for online assessment, a set of rules and regulations pertaining to unsupervised online assessments was developed at institutional level. Lecturers displayed a certain level of ease with the security aspects of formative online assessments; however, summative online assessments remained a concern for many FMHS lecturers and needed to be addressed in a caring manner to support lecturers in designing meaningful assessment opportunities for their students. To support lecturers in creating more reliable assessment opportunities, they were advised to use functionality within the LMS to shuffle questions in an assessment to ensure that each student had a unique yet equal question paper. Students were also required to sign an honesty declaration that outlined the process

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for assessment as well as rules and regulations around the assessment that were to be adhered to during the assessment period. Finally, appropriate assessments were time and date restricted to limit the opportunity for unwanted student collaboration.

From a care perspective, lecturers were advised to have open conversations with students around the types of behavior that would be acceptable during various types of online assessments. Lecturers were further encouraged to use assessment methods that would deliberately allow students to collaborate and use resources such as notes or textbooks. During collaborative assessments, students were challenged with questions that elicited higher order thinking to assess their knowledge and application of the content.

MOVING OUT OF EMERGENCY REMOTE TEACHING AND INTO THE FUTURE

As the FMHS LT team reflects on our experiences of supporting the shift to ERT, both at our institution and faculty, we acknowledge that the past few months have been challenging and disruptive. However, as Albert Einstein (1897–1955) so eloquently declared,

> “In the midst of difficulty lies opportunity.”
>
> Albert Einstein

Instead of viewing ERT as an inconvenient speedbump, we would be wise to exploit the opportunity to embrace and build upon the innovations that played a significant role during this period of uncertainty (Goh & Sandars, 2020). There is great potential for sustaining online approaches that proved successful during ERT while integrating face-to-face components that were challenging to facilitate in an online context and in doing so creating a framework for the enhancement of blended-learning approaches in HE. Scholarly enquiry into the abovementioned aspects will further allow us to make informed decisions going forward.

As we move forward out of the COVID-19 pandemic and into the ‘new normal’, we need to maintain our focus on that which is really important by continually examining our practices to ensure that the methods and modalities that we implement are equitable and beneficial to lecturers, administrative support staff and, most importantly, the students whom we serve. This will only be possible if we embrace a culture of care that supports meaningful relationship building and advocates for the care-full design of sustainable, adaptive and responsive teaching, learning and assessment experiences.

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07

THE SHIFT IN PERSPECTIVE: A reflection on the role of learning designers as facilitators of change during emergency remote teaching

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More about the

INTRODUCTION

This chapter reflects on the role of and the need for input by learning designers (LDs) in the teaching and learning sphere and how the perception of the role shifted during emergency remote teaching (ERT). The chapter will focus on LDs' role in the context of blended learning (BL)[1] modes of teaching and flexible assessment[2] strategies pre COVID-19 and the features that enabled fully online learning (FOL) during ERT. When a reference to the university context is made, Stellenbosch University (SU) is the global reference here.

At SU, the BL approach is aimed at altering the traditional chalk-and-talk format of teaching towards a student-centered learning approach. This student-centered approach, along with the use of online features, was highlighted in the ERT context. Over the years, the traditional confines of the classroom have been challenged and a broader definition of 'learning spaces' has evolved (Hilli, Nørgårdb & Aaenb, 2019). However, even though learning spaces are now occurring in a digital classroom, they are still largely conceptualized as "physical learning spaces going online or becoming digital" (Hilli *et al*., 2019:66). The context of the transition to ERT provided a springboard towards understanding the importance of the pedagogy in FOL. Reconceptualizing learning spaces through the idea of 'hybridity' by which learning is moved online creates a novel classroom. Hybrid learning (HL) at SU is an academic program or a module that involves shorter periods of on-campus teaching (face to face or F2F) and learning (block contact sessions), supplemented with sustained periods of FOL.

In the fields of education and design, reflection plays a crucial role. The Rolfe, Freshwater and Jasper (2001) model will be used for this reflection process. We will consider (1) the role of the LD within higher education (HE) and (2) whether the role has changed during ERT amidst the COVID-19 pandemic. The characteristics of an LD are unpacked as related to HE, with specific focus on LDs' roles and responsibilities pre and post COVID-19. We will contextualize the roles and responsibilities of the LD in the SU context using the TPACK framework (Koehler & Mishra, 2009). We will show the shift in perception that occurred in the online space by using the SHIFT model. To conclude, we will touch on the perception of the role of the LD as an agent of change and how the role will continue to progress at SU.

THE ROLE OF THE LEARNING DESIGNER IN HIGHER EDUCATION

Learning design is an interdisciplinary field that has progressed in the last 50 years. In our contemporary society where technology, content and learning are ubiquitous, the LD's role in HE is more vital than ever (North, 2018). Conole and Fill (2005:5) define the act of creating learning designs as "pedagogically informed learning activities which make effective use of appropriate tools and resources." These activities support successful online learning experiences for students and involves making decisions about content, timing, structure, sequence of learning, assessments and pedagogical strategies. The role of the LD is thus of an architectural nature in the process of scaffolding, building knowledge and progression.

[1] **Blended learning (BL)** involves invaluable contact hours carefully fused with (and not replaced by) educational technologies, thus capitalizing on the strength of both face-to-face and online engagement (*Miné de Klerk, n.d.).*

[2] **Flexible learning** is a multi-faceted and multi-layered strategy that refers to an overarching purpose to increase options and opportunities available to students and allows them more control over their learning journey (Deakin University, 2009:1). It is important to note, that this is not necessarily an alternative mode of education, but rather a strategy that provides learners greater choice. It takes into consideration: place, time, pace, content, and various modes of learning applied in varying subjects (Deakin University, 2009:1).

THE ROLE OF A LEARNING DESIGNER AT STELLENBOSCH UNIVERSITY

Various modes of delivery for learning exist. The illustration below depicts what SU offers as modes of delivery.

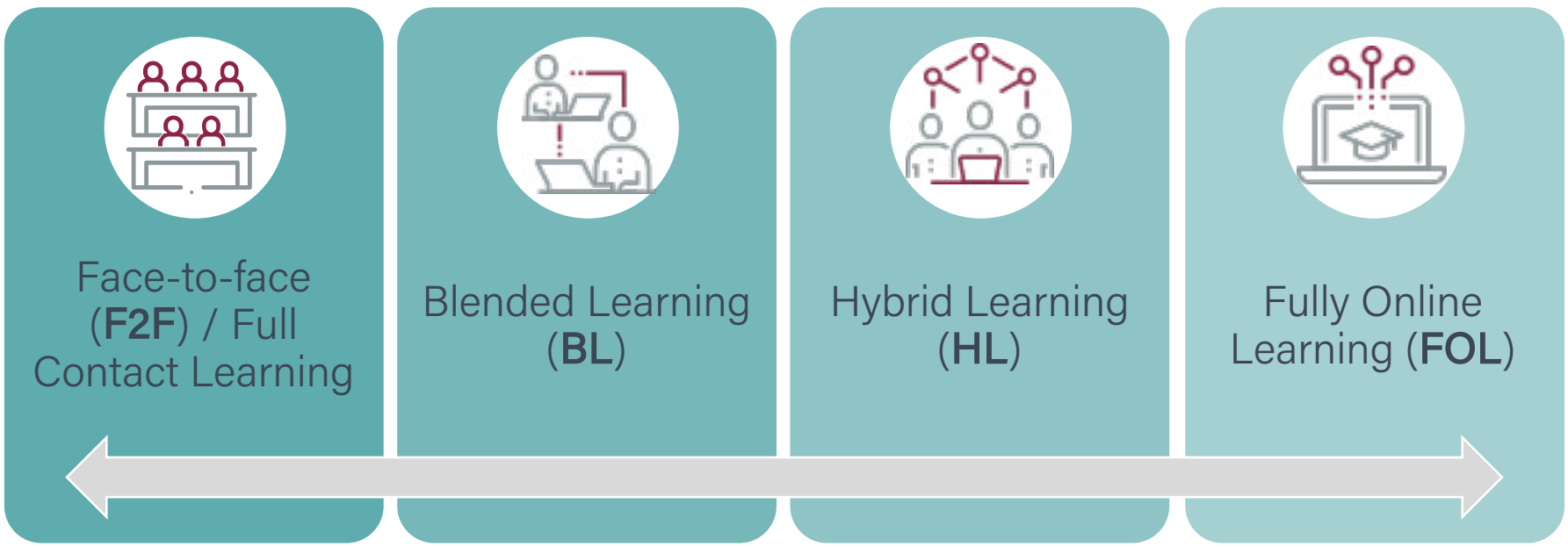

Figure 1: Stellenbosch University modes of delivery

Traditionally, FOL is stigmatized as being of lower quality than F2F learning, even though research in this regard can show varying results (Hodges, Moore, Lockee, Trust & Bond, 2020). This stigma probably arises from cases that do not take full advantage of the affordances and possibilities of the online format. It is, however, possible to design and scaffold online learning opportunities that can engage the mind of a learner. **Under the COVID-19 circumstances, the LD role was brought to the fore, given the need for well-designed online learning opportunities and spaces.** The shift towards ERT under these circumstances brought about a need for the role of the LD to include greater collaboration towards course content design and delivery.

THE LEARNING DESIGNER'S REFLECTION PROCESS

The reflection model developed and presented by Rolfe *et al.* (2001) (see Figure 2) is the theoretical grounds on which the LD role during ERT will be considered in this chapter:

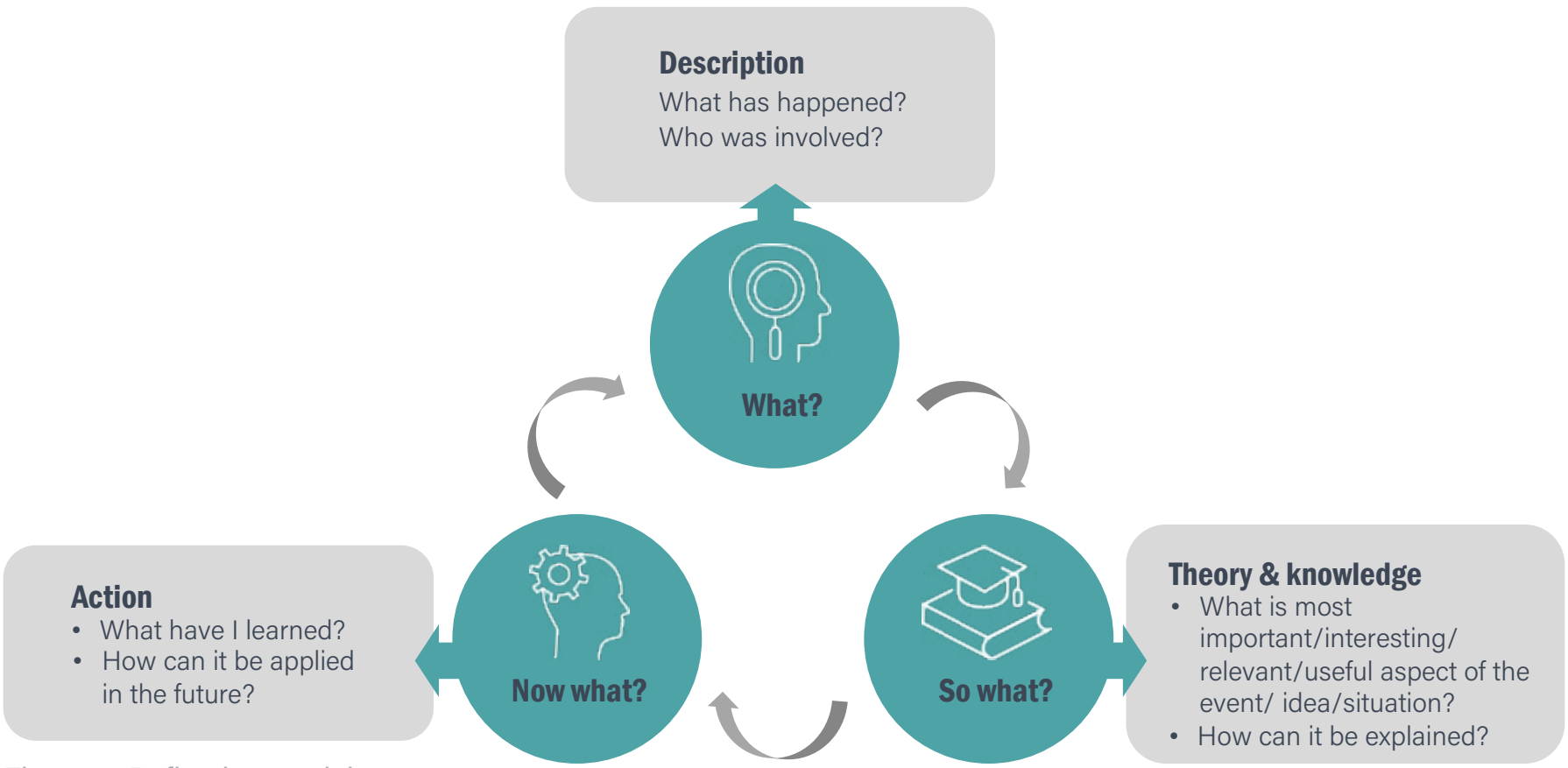

Figure 2: Reflection model

Reflection enables the revisit and analysis of occurrences, specifically focusing on what can be learned from occurrences and how it can be used for improvement for more in-depth learning, through the iterative cycle of

considering what happened (**WHAT**), what we can learn from it (**SO WHAT**) and how it can be explained (**NOW WHAT**) going forward (Rolfe *et al*., 2001). We reflect on our experiences as LDs during this time of ERT (**WHAT**) by using the TPACK framework (Koehler & Mishra, 2009) and the SHIFT model (North, 2018) to make sense of (**NOW WHAT**) how the move to ERT during COVID-19 at our institution impacted the role of LDs. Finally, we look at what we can learn from these times to advance our work (**SO WHAT**) moving forward at SU.

THE SHIFT IN PERCEPTION OF THE ROLE OF THE LEARNING DESIGNER

Considering the role and functions of the LD during COVID-19, significant challenges were overcome, and new opportunities were created during ERT. These included moving from a support role to a more central, collaborative design role. LDs enabled a greater use of the full possibilities of the application of technology in the online learning environment.

ERT thus acted as a springboard for credit-bearing programs to be presented in the mode of FOL at SU, enabling greater collaboration between academics and LDs through the pursuit of creating effective and engaging online learning spaces. ERT offered the opportunity for the creation of new educational activities and interactions. It accentuated the pedagogical requirements that made FOL more attainable by students to embrace collaborative learning and to encourage student agency. In the light of the modes of delivery for learning illustrated in Figure 1, ERT falls within FOL with mainstream courses, not only SU short courses, as was previously the case. However, prior to the advent of COVID-19, SU had established BL and HL modes of learning.

When education institutions nationally had to cease F2F teaching and learning, they were forced to plan for ERT, the other extreme on the spectrum, in a short amount of time. Lecturers at our institution initially had just two weeks in which to adjust their course delivery to be fully online under the sudden COVID-19 pandemic circumstances. We could not assume anything in terms of the access and connectivity that students, and even lecturers, would have, given the various South African socioeconomic factors. The online presence, facilitated via SUNLearn, the learning management system (LMS)[3], thus, had to be as flexible as possible. Given these factors and the available technology and its affordances, it was decided to strongly advise using an asynchronous[4], data-light approach rather than a synchronous[5] one. Table 1 below summarizes some of the key aspects of the ERT offering (content, design, engagement, and assessment) at our institution.

Table 1: Emergency remote teaching

Emergency remote teaching			
Content	**Design**	**Engagement**	**Assessment**
• The LMS is the primary space for teaching and learning. • Content is designed for the online space. Existing material is uploaded and scaffolded. • SUNLearn technical instructions are provided to improve the learning experience. • Data and internet connectively are taken into consideration when providing learning material.	• Data-light aspects are taken into consideration when designing. • limited use of images and icons • Small image files • Simple interface design for lecturers to edit and students to navigate is necessary. • Accessibility considerations are a key concern. • Mobile-friendly design is essential.	• Some synchronous engagement via MS Teams and webinars occurs. • Mostly asynchronous engagement via forums occurs.	• Multiple-choice questions (MCQs) as knowledge checks in formative assessment (completion required) before having authentic summative assessments (count for marks) are used. • Assignments are submitted via Turnitin.

Both students and lecturers shifted to ERT as an effective mode of delivery at SU during COVID-19. The ERT learning environment will be unpacked using the TPACK framework by Mishra and Koehler (2009), as illustrated in Figure 3 below. The TPACK model proposes that three intersecting knowledge domains are at play when attempting to create effective solutions for technology-related learning activities:

[3] **A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development program.**

[4] **Asynchronous learning refers to learning that does not occur in real-time or at the same place. It rather encourages self-paced learning and utilizes resources that facilitate information sharing outside the boundaries of a fixed time and place among a wide group of people._**

[5] **Synchronous learning refers to real-time facilitation of learning, which can either occur in a face-to-face environment or through an interactive learning activity that involves simultaneous engagement between the students and lecturers._**

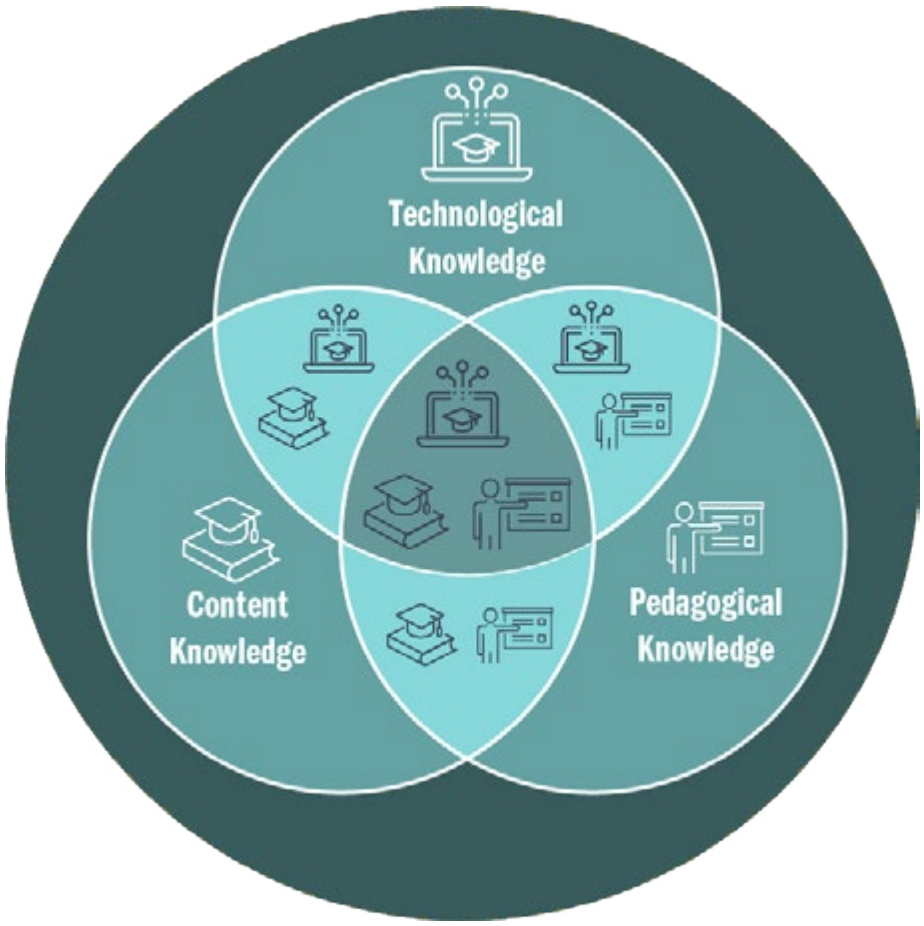

Figure 3: TPACK framework

In the context of SU, lecturers as the subject matter experts provide the content knowledge (CK) (e.g. knowledge of a particular academic field) and the pedagogical knowledge (PK) (e.g. knowledge of teaching methodologies), and LDs provide the basics of the technology knowledge (TK) (e.g. knowledge of the LMS tools and their affordances). The three overlapping spectrums provide a way to think of an effective teaching and learning design (Mishra & Koehler, 2009:66-67). Following the reflection model of Rolfe *et al*. (2001) provides the LD with a means to analyze the shift in perception under ERT.

The LD's role is to design or redesign courses, develop courses or curriculums and create training materials, such as teaching manuals and student guides (McGriff, 2001). During COVID-19, LDs specifically had four roles and functions in the context of SU ERT as described in Table 2 below.

Table 2: The role and function of learning designers during COVID-19

The role and function of learning designers during COVID-19	
Working with content and lecturers	Being mindful of a content-first approach. However, the content experts are solely responsible for uploading content.
Consultations, upskilling and support function	Providing guides and webinars to help lecturers to build knowledge of what can be done on the LMS.
Knowledge sharing of learning design skills	Making the design best practices more explicit and accessible for lecturers.
Approach to user experience (UX)[6], graphic design and LMS interface design	Using visual design only where critically important to help with chunking and signaling and to direct the learning journey. Design is kept minimal and simple for data concerns and lecturer usability.

Designing multidimensional content towards a favorable learning environment portrays the LD as an agent of change. The LD adds the many facets of the education delivery mode and process of learning by establishing information exchange, identifying learning issues and developing elements that embrace a need for change (North, 2018).

The aforementioned accentuates how the perception, role and function of LDs have changed in the adapting university context. Traditional mediums of teaching (for example F2F interactions) do not require any knowledge of the technology available on the LMS (Laurillard, 2012). The initial role of the LD was one that entailed advice and ad hoc assistance to faculty staff on how to better utilize the LMS, as per Table 3 below, as a pedagogical tool and not just as a repository for learning material. In conventional classroom practices, the role of LDs was mostly underutilized. Due to ERT, however, there has been a moderate process of changing perceptions whereby opportunities were created for lecturers and LDs to work more closely together.

[6] User Experience (UX) design focuses on crafting learning in a manner that assist students to effectively learn. The focus is on improving learning outcomes and the quality of the learning experience. An integral part of UX design is designing a user interface in a way that supports and enhances the cognitive and affective processes that learning involves (Peters, 2012).

Table 3: How the learning management system (SUNLearn) was used pre COVID-19

How the LMS (SUNLearn) was used pre COVID-19				
	Content	**Assessment**	**Engagement**	**Interface design**
Blended learning	•Secondary space for teaching and learning •Moving away from content repository •Uploading and scaffolding of existing content (usually PPTs used for F2F teaching and PDFs as additional reading)	•MCQs as knowledge checks (formative) •Assignments submitted via Turnitin	•Some asynchronous engagement via forum •Minimum synchronous engagement online (Adobe connect) • Must adhere to minimum requirements of F2F contact hours for synchronous engagement	•Designs moderately complex (lecturers require some training on how to use the LMS) •Limited focus on mobile-friendly design, accessibility and data-light design (design under the assumption that students have access to university resources and facilities)
Fully online learning	•Primary space for teaching and learning •Content carefully designed in collaboration with lecturer •Content developed specifically for the online space	•MCQs for knowledge checks as well as summative assessments •Assignments submitted via Turnitin	•Significant engagement via online discussion forums (mostly asynchronous) •Some synchronous engagement via webinars and live chats	•Designs moderately complex (facilitators given training on how to use the LMS) •Some focus on mobile-friendly design and accessibility •Data-light design considered but not a big emphasis

EMERGENCY REMOTE TEACHING IN HIGHER EDUCATION: A SHIFT IN PERCEPTION

To reflect on the period of ERT in HE, the SHIFT model (North, 2018) provides a way to consider the shift in mindset that is required for the change agent role of LDs in a constantly changing context. The model can thus speak to the role of LDs during the move to ERT. "SHIFT stands for Sustaining learning, Harvesting data, Investigating anecdotes, Fostering knowledge, and Transforming and adapting responsibilities" (North, 2018:39). Table 4 below contextualizes the SHIFT model as various considerations and guidelines that both LDs and academics should consider when adapting to new learning environments. Thus, as technology advances and unprecedented situations arise, LDs use their solid foundation in learning design and learning pedagogy and technical skills to continually keep abreast of multiple emerging information and communication technologies. LDs' willingness to learn and adapt facilitates us as agents of change, ensuring that we can assist in developing learning experiences that prepare and set students up for success to excel in their desired disciplines and roles (North, 2018).

Table 4 below offers an illustration of the following shifts that occurred at SU:

Table 4: SHIFT model related to Stellenbosch University

S	**Sustaining learning:**	LDs are continually learning from one another and thus are constantly and rapidly acquiring new skills. In sustaining learning, they need to think about how they can provide learning modalities that enhance the diversity of learning by thinking beyond the students and developing resources and templates that benefit the wider organization. For example, utilizing data-light material in an asynchronous approach enabled sustained learning for students with limited access online during ERT.
H	**Harvesting data:**	Using an LMS creates a wide variety of data that becomes available and includes the likes of lecturer feedback, staff feedback and student feedback. The application of knowledge checks and short answers and MCQs further provides evidence of whether the designed learning is having the required impact. There are also numerous case studies from other HE institutions from which considerable knowledge and lessons have been drawn on how best to access and analyze student data in a secure way.
I	**Investigating anecdotes:**	LDs need to find the best way to design content that resonates with students and challenges them to think beyond their own perceptions. This is best achieved through narrative methods of presenting content, which include lecturers' providing introductions and stories and/or case studies that relate to the content. This method is achieved through collaborative discussion with professional support staff and lecturers involved in the learning sphere and occurs through webinars, 'online' word of mouth and institutional meetings, to mention just a few.
F	**Fostering knowledge:**	Fostering of knowledge and lessons occurs through the various resources created to assist in online learning as well as through workshops, webinars, team meetings and online forums that share experiences with online learning. The LDs needed to shift to ensure that they could make knowledge easy to access, cultivate motivations for learning design and create networks among learning stakeholders.
T	**Transforming and adapting responsibilities:**	The transformation of roles and responsibilities experienced by LDs involved the opportunity to manage projects more actively, become involved in graphic design, present webinars, create new resources and start to take on a more active role in projects and informing the overall learning design process of online learning. This signifies that LDs not only provide support for the university but can act as agents of change through the varied avenues in which they engage.

Pre COVID-19, the LDs' function was technology focused based on the TPACK model. ERT accentuated our function in the overlap of TK and PK, as shown in Figure 3. The LDs assisted lecturers using FOL-designed templates and training for them to upload and display the content on the LMS during ERT. More emphasis was placed on empowering lecturers to think about the course layout and user experience to provide content knowledge and engagement on the LMS for the purpose of student learning. This was achieved by not just showing them how to use a template but also teaching them how to think about engagement and course delivery. Previously, LDs created specific and focused online support resources such as 'how-to' guides, but during ERT, a template was created to enable FOL. LDs were also invited to take part in and lead webinars in online learning design and pedagogical principles by providing additional resources to lecturers.

During ERT, academics were pressured into redesigning their courses for full online delivery, which required the integration of technology to continue the academic year for students.

The divide between the ideal approach and the actioned approach quickly highlighted a technology knowledge gap. This divide posed challenges that the LDs were well equipped to handle in order to help bridge the gap.

Initially thought of as one to design content delivery as per the SHIFT model, the change arose through the much-needed in-depth understanding of the affordances of the technology and the capacity of the LMS and its replicability across courses.

The transition from the traditional classroom to online learning typically embraces the change from synchronous to asynchronous learning and requires a shift in mindset and pedagogical approaches to ensure that students remain engaged. Overall, this means placing students at the center of learning and supporting them to take ownership of their learning in order to adapt to changing learning environments. During ERT, the student-centered approach at SU was a shift from synchronous to asynchronous learning. However, the pedagogical value of F2F teaching and its importance in the absence thereof during ERT were clear and encompassed the plan for HL in Figure 1's modes of delivery, where 'hybridity' fits in.

HL plans to offer new methods of working that are a combination of traditional teaching and implementation of novel pedagogical techniques and ideas that will offer collaboration in HE contexts. Moving forward beyond ERT, learning that embraces hybridity serves to move beyond the confines of 'online' and 'offline' and to change the binaries between the likes of formal/informal contexts, teacher/student roles, communication/media and analogue/digital (Hilli *et al*., 2019).

CONCLUSION

The LDs' reflection at SU provides an overview of the ERT experience and the shift in perception that this role has undergone. The TPACK framework helped us to contextualize the role of LDs in the education sphere pre COVID and to determine whether the role had changed during ERT, while the SHIFT model allowed us to explore the shifts in perception that resulted from this. Moving forward, this reflection process enables the collaborative aspect of the LD role as imperative to effective blended learning, providing the grounds for a future sustainable collaboration with lecturers.

IMAGE ACKNOWLEDGEMENT
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08

SUCCESSFUL ONLINE LEARNING AND TEACHING IS NOT ABOUT TECHNOLOGY – IT IS ABOUT HUMANIZING

VOLSCHENK, H., ROOTMAN-LE GRANGE, I. & ADENDORFF, H.

More about the authors

INTRODUCTION

The COVID-19 pandemic of 2020 drastically changed the way in which we interact with each other and our immediate environment. Social distancing meant that as lecturers, we had to move swiftly to online teaching to ensure that students could continue with their studies. Midway through the semester, face-to-face teaching made way for extemporaneous preparations for remote asynchronous teaching and learning, lately termed emergency remote teaching (ERT) (Hodges, Moore, Lockee, Trust and Bond, 2020). ERT, unlike online teaching, is usually "not planned in advance and involves a sudden shift from traditional teaching" (Affouneh, Salha & Khlaif, 2020:135). Various authors have highlighted the difference between ERT and online learning. While online learning is carefully planned in advance, ERT is "a temporary solution to an immediate problem" (Bozkurt & Sharma, 2020:ii), characterized by a "sudden shift from traditional teaching" (Affouneh, Salha & Khlaif, 2020:135). Furthermore, online learning usually offers a flexible optional alternative to traditional teaching, while ERT is, for the most part, at this time, mandatory (Bozkurt & Sharma, 2020). Bozkurt and Sharma (2020:iii) suggest that we reconsider what they call our "obsession with teaching, transmitting knowledge and giving lectures using cool, shiny EdTech tools" and argue that we need to look at how learners are involved in the learning process. They add that "when things go back to normal, people will not remember the educational content delivered, but they will remember how they felt, how we cared for them, and how we supported them (ibid:iii)."

Consequently, during the transition from face-to-face to ERT, many challenges and paradigms had to be overcome in the process of realizing that some teaching practices used during face-to-face sessions simply could not be migrated to the online environment. This required a mammoth team effort from lecturers, learning technology specialists and teaching and learning specialists. The three authors of this paper are representative of these three spheres; however, the main voice in this paper is the personal reflective journey of one lecturer, brought into the bigger context by the contributions of the other two authors.

Lecturers from Stellenbosch University, a traditionally residential university, had to embrace mastering the technicalities of a learning management system (LMS) and the myriad online tools available to deliver module content while still facilitating and assessing student learning that was authentic, fair, reliable and valid. *I, for one, had the initial opinion that moving my teaching online would only require me to 'up my game' in confronting the technicalities of information and communication technologies to cross the bridge into ERT. Rating myself as being already reasonably competent in implementing online activities on an LMS in the past, I was confident that this endeavor was not 'a bridge too far.'*

I set out to keep it simple and use my existing teaching resources, namely PowerPoint lecture slides and written assessments, as a point of departure. Using screen-recording software, I captured a core set of voiceover videos of the critical threshold concepts extracted from lecture slides for weekly topics. Written assessments were adapted by rethinking or reworking questions for a take-home test scenario that would test not only a student's memory but rather the ability to use the theory for problem solving or delivering well-structured and well-presented arguments and solutions. In other words, the assessment questions were on the higher levels of Bloom's taxonomy, being conceptual and requiring students to apply, analyze and evaluate concepts (Krathwohl, 2002). I decided on short authentic videos and weekly scheduled activities that linked to learning outcomes. With clear communications, my ERT endeavor commenced with what seemed to be an overwhelming success with minimal disruption of the academic project. While preparing for and adapting to ERT, it also became clear that with practice and repetition, the burden of learning the technicalities of setting up online content and assessments eased over time. I became more convinced that teaching online was not a technology

problem once you understood the affordances and mastered the functionalities and parameter settings of online tools. I never imagined that this was how the 4IR core principles of volatility, uncertainty, complexity and ambiguity were going to play out.

However, within the first few days of teaching remotely, a troubling observation started plaguing my initial confidence in the online teaching process. I observed that once the weekly online content was made available, an unnerving vacuum immediately emerged. It felt like the proverbial twilight zone – an ambiguous stagnant space of silence bereft of human interaction and feedback. I imagined that I had created an interactive online community by providing a space for students to engage with the learning material and that it would stimulate a flurry of online activity. However, in practice, it seemed to have the opposite effect. It was unnerving because as a seasoned classroom-based lecturer, I feed off the energy in the classroom. I am so used to the immediacy of feedback that one receives by observing the facial expression of a student or by reading the collective mood of the classroom while teaching a complex topic. It became evident that even though online spaces and opportunities had been created for students to interact and students were encouraged ever so kindly to participate, engagement did not happen automatically or spontaneously. Coinciding with reflecting from a lecturer's perspective, I became concerned about how students on the receiving end of online instruction were experiencing the 'new normal.'

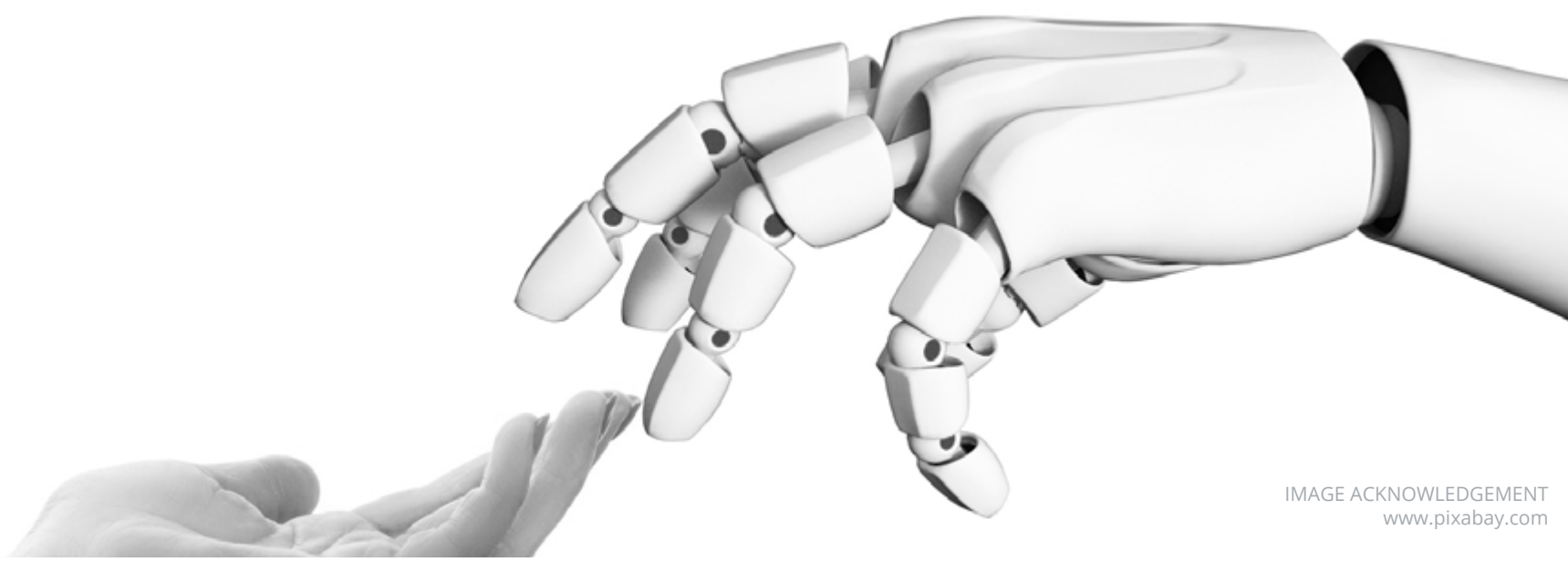
> **"Considering how disconnected I felt from my students, I imagined that it would be far worse from a student's perspective. They are physically on their own and are probably not experiencing the feeling of being part of a community where they can draw on the physical presence and the social support of peers in a classroom."**

It has been shown that learning outcomes increase with meaningful student engagement with the lecturer, content and other students in the online environment (Bernard, Abrami, Borokhovski, Wade, Tamim, Surkes & Bethel, 2009). Online teaching, especially in the context of ERT, thus requires "carefully tending to how you're going to support [these] different types of interactions" (Hodges, ***et al***. 2020).

To find practical ways to stimulate student engagement, I started to read research on evidence-based solutions for effective practices in online learning environments. One of the critical teaching strategies that crystalized from these readings and indeed resonated with me was the importance of humanizing the online learning environment (Pacansky-Brock, 2017). Humanizing turns out to be one of the crucial ingredients of student engagement and success, especially in the online learning environment (Crosslin, Dellinger, Heiser, Benham, Usman, Patterson, Semingson, Spann, Watkins, 2018:64). Pacansky-Brock, Smedshammer & Vincent-Layton (2020:5) argue that humanizing is especially important in STEM (science, technology, engineering and mathematics) disciplines in which persistence has been linked to a "sense of belonging."

WHY THEN IS A HUMANIZING PEDAGOGY SO CRUCIAL FOR ONLINE TEACHING?

Humanizing online learning is an effective and practical teaching strategy that at its core attempts to inculcate human interaction and an inclusive environment in online teaching (Pacansky-Brock ***et al***., 2020). Furthermore, integral to humanizing pedagogies are teaching practices that purposely consider the histories, knowledge and realities of students and encourage active student engagement in the coconstruction of knowledge (Del Carmen Salazar, 2013). It is not surprising that the humanizing teaching strategy is central to several theoretical teaching frameworks and models including culturally responsive teaching (Hammond, 2014), validation theory (Rendon, 1994), social presence, Community of Inquiry (Garrison, Anderson, Archer, 2010) and Universal Design for Learning (About Universal Design for Learning, n.d.).



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It is posited that through building engaging human relationships/interactions and fostering a sense of community and connectedness among students, effective and authentic learning takes place. "Instructor-student relationships lie at the heart of humanising" online courses, "serving as the connective tissue between students, engagement, and rigor" (Pacansky-Brock *et al*., 2020:2). The latter has its foundations in the seminal work of Vygotsky, whose theory of 'the zone of proximal development' suggests that optimal learning is realized through both educator facilitation and peer interaction (Clarà, 2017). Darby and Lang (2019:76) explain the problem in more practical terms for the online teaching and learning environment, stating the following: "Interacting with others is a key component of our ability to learn new things. This can happen naturally in the classroom, but it doesn't always happen so easily in an online class." Darby and Lang (2019:76) further state that "online students are typically isolated, sitting alone behind a computer screen, engaging with class content by themselves. They experience little, if any, real-time exchanges or collaboration with other people, whether students or the instructor." Contrast this to Paulo Freire's philosophy that is "guided by the notion that humans are motivated by a need to reason and engage in the process of becoming. Freire's focus on humanism is centred on his curiosity in the cognitive capacity of humans to shape their experiences and achieve personal and collective self-actualisation, thus developing their full humanity" (Del Carmen Salazar, 2013:125). It is evident that when students relate on a human level with their online educator, the subject matter expert, combined with a sense of themselves belonging to a broader community, they are more likely to be motivated, continue to engage with the online content and be more successful in obtaining the learning outcomes (Picciano, 2002; Richardson & Swan, 2003; Rovai & Barnum, 2007). Research has found that if students sense that their lecturer conveys care and support, it has a significant and positive correlation with their academic success (Jaggars & Xu, 2016).

In practice and according to the Community of Inquiry framework (Fig. 1), humanizing online teaching means that an educator's online presence does not merely equate to making content available online. In fact, if the latter is the only action from the lecturer, it often instills a sense of a lecturer that is not caring in students (Jaggars & Xu, 2016). Instead, as an educator, one should strive to actively, purposefully and conscientiously create ways for learners and lecturer to interact with the learning content and connect with each other across the online interface. Presence in online teaching should manifest as a combination of teaching, social and cognitive presence to enable individuals to engage and actively construct knowledge (Garrison *et al*., 2010).

Teaching presence is fostered through mindful actions that result in students' perceiving that the lecturer has been present in their learning. In other words, teaching presence refers not only to the role of the lecturer in developing, structuring and organizing content for an online class but also to the actions of the lecturer in facilitating learning through regular interaction (Arbaugh, Bangert, & Cleveland-Innes, 2010). Thus, to remember that we are teaching human beings and by frequently communicating with students, either through instructional communications, activities or constructive feedback, we develop connections and build trust with our students.

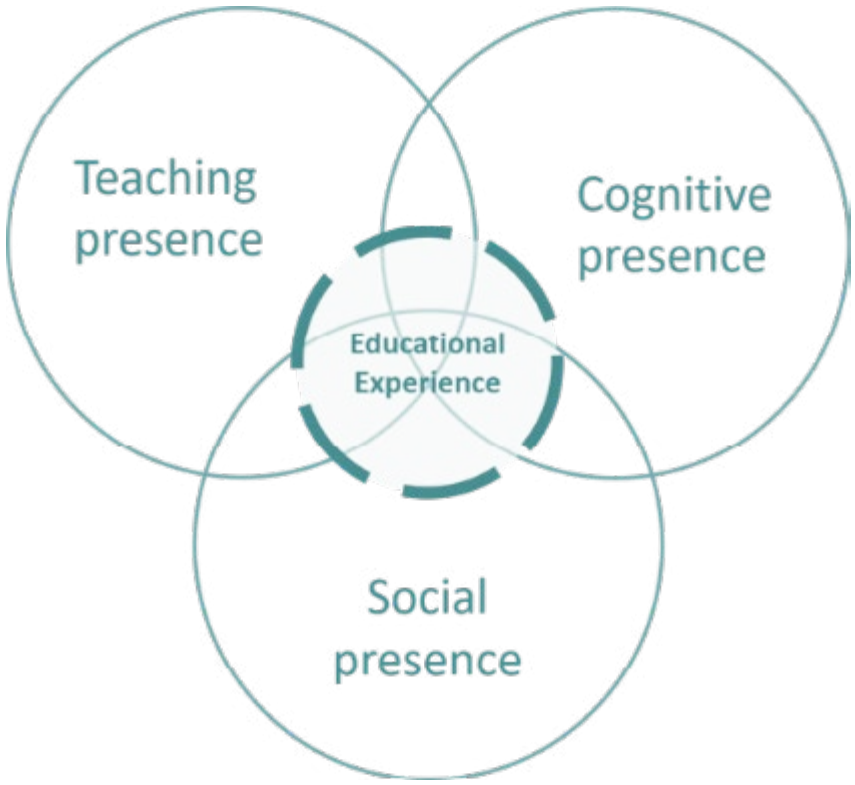

Figure 1: Representation of the three components of the Communities of Inquiry framework Source: Garrison *et al*. (2010).

Social presence refers to the human dimension of online learning and can be defined in various ways, but in essence, it means having a sense of self-awareness within a community and connectedness with other real human beings (Whiteside, Dikkers, & Swan, 2017). Teaching is about relating and learning. A digital interface does not necessarily convey the latter and should be mindfully designed. When participating in an online class in which social presence is supported, students would feel as if they are part of a group or community as opposed to just a person logging into an LMS and uploading assignments.

Cognitive presence is defined as "the extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication" (Garrison, Anderson, & Archer, 1999:89). Cognitive presence is a vital part of developing critical thinking skills as "[s]uch construction of meaning depends on whether learners engage in activities like reflecting deeply on the course content, drawing new and creative connections with course material, or opening themselves to new ideas and ways

of understanding" (Darby & Lang, 2019:79). In essence, cognitive presence is about encouraging students to be mindful of their learning (to think about and judge their learning) and to share their learning insights with others (Crosslin *et al*., 2018). In addition to presence, humanized facilitation of online learning requires two further vital ingredients, namely empathy and awareness. As educators, we should be particularly mindful of individual students' circumstances, challenges and cultural context, and provide tailored support or be adaptive in our instructional strategy, in other words a pedagogy of care, given the unique challenges that online learning presents (Walker & Gleaves, 2016).

GOING FORWARD – LET US BE HUMAN FIRST THEN SCIENCE EDUCATORS

As I reflected on the humanizing concept, it meant for me that in essence, one must make an effort to deliberately bring human presence and empathy into the online teaching environment and thus make it less impersonal. By analogy, I was thinking about when I teach my students about the laws of thermodynamics, using the example of water that will not spontaneously form when adding oxygen and hydrogen gas in a sealed container unless you overcome the activation energy requirement. Human interaction provides the activation energy for learning to take place as it embraces the social and psychological nature of learning, performance and motivation. ***It dawned on me that with a few simple tweaks to my online teaching approach and being mindful about being present, I could create experiences whereby students would feel more connected to me as their human instructor and their peers****. By doing so, I could show my students that I care about their learning and that they belong to a community where they can feel safe and apply themselves more fully in my module, allowing my students to see themselves as successful. This epiphany seemed so simplistic, forthcoming and obvious, given that I am fully cognizant of the fact that human presence and interaction are integral to the face-to-face teaching process and that interactions with students are part of the process of facilitating a class.*

Although the online teaching and learning environment is not always naturally conducive to fostering human relationships/interactions and a sense of community that promotes learning, research indicates that small changes to our online teaching approach could indeed reassert the human dimension. *Through my reading of literature on humanizing online education and my own experiences as new ERT educator, I have come to learn new ways of how to connect with online students in ways that while they differ from in-person interactions could still be meaningful and authentic. It is about designing supportive scaffolded learning environments that challenge students to push themselves and expand their knowledge and see things in a new way. It is about using welcoming language that does not send cues of distrust and hostility. It is about showing up for 'class' daily and keeping students informed by posting frequent announcements, engaging with students in online discussions and providing supportive feedback on assessments. When students experience your presence in the online class environment, they experience a sense of care and should be more motivated to engage as well. It is about recognizing those opportune 'teachable moments' when you identify a problem and introduce an impromptu check-in with students with an informative video, voice message or synchronous online meeting to facilitate deeper learning and student retention. It is about revealing to students that you are a human with inherent imperfections, not a robot with a passion for your field of study, through your interactions with them.*

> **"It is about developing your awareness of different cultural contexts and being cognizant of inclusivity in your module design and teaching. It is about cultivating and demonstrating genuine care for your students, which allows you to be flexible in cases where life happens."**

But most of all, it is about being a catalyst, as human being, by bringing all the parts together for learning reactions to take place.

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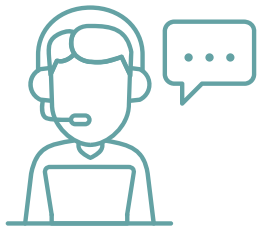

09

USING THE MOODLE WORKSHOP ACTIVITY TO TURN ASSESSMENTS INTO A LEARNING OPPORTUNITY DURING COVID-19: A lecturer's journey in a compulsory first-year English language module in the Faculty of Education

More about the authors

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INTRODUCTION

The focus in higher education has shifted sharply in recent years. Previous emphasis on the ability to regurgitate facts through a monologic acquisition of knowledge (Wegerif, 2013) has moved to enhancing the abilities of students to generate responses to assessment tasks that are not simple but complex, divergent and dialogic (Sadler, 2010; Wegerif, 2013). To respond to and adequately assess the latter require a multifaceted approach that allows students to understand the assessment learning criteria, outcomes and process (Sadler, 2010).

When I did an online TESOL (Teaching English to Speakers of Other Languages) course on the Coursera[1] learning platform some time ago, I found the way in which the course designers had structured our final assessment to incorporate such an approach fascinating. We were divided into groups of four students who had achieved similar marks throughout the course. Once we had completed and uploaded our own final assignments, we were required to grade our own work and that of the other group members according to the rubric provided. The Coursera platform consequently generated a final mark based on each group member's assessments of the work of the other members. As participants, we were thus assessed on our ability to critically assess our own work as well as that of our peers.

As a lecturer in the field of education, I had experienced frustration that the learning experience mostly ended for students with the submission of their written assignments. Yet, in the Coursera experience, what was usually the coda to the entire process became the most interesting and indeed educational part of the course. Because we were operating at roughly the same cognitive level, I found my fellow students' comments extremely relevant. Consequently, my final mark for this TESOL course felt accurate and authentic. The summative exercise of the final assignment bore formative effects, despite my work not being assessed by a lecturer who was valued as an expert in the knowledge field.

This experience stayed with me as an example of how potentially nuanced and meaningful peer assessment could be and proved to be a valuable insight with the onset of emergency remote teaching (ERT) at Stellenbosch University. Students are not always open to peer assessment as they find it to be a competitive environment (Wilson, Diao & Huang, 2015) consisting of peers who are generally not perceived as being knowledgeable enough to provide useful academic feedback (Mostert & Snowball, 2013). Deliberately approached, however, peer assessment can become a dialogic opportunity that enables students to actively engage with each other as well as with the disciplinary knowledge (Wegerif, 2013). In so doing, this learning instrument enables "[...] the development of evaluative knowledge and skills of the types that are valued in advanced studies or careers after graduation" (Sadler, 2010:542).

BACKGROUND: COVID-19 AND EMERGENCY REMOTE TEACHING

Like many other lecturers all over the world, I felt underequipped and therefore apprehensive about my ability to teach online. When COVID-19 forced Stellenbosch University lecturers into the fully online

[1]"Coursera was founded by Daphne Koller and Andrew Ng with a vision of providing life-transforming learning experiences to anyone, anywhere. It is now a leading online learning platform for higher education where 66 million learners from around the world come to learn skills of the future. More than 200 of the world's top universities and industry educators partner with Coursera to offer courses, specializations, certificates and degree programs." (https://about.coursera.org/)

space, I initially considered merely using the most basic of formats on the university's Moodle-based learning management system, SUNLearn. Due to my fear of technology, the thought of being able to replicate my own online experience of assessment for my students was outside the realm of possibility.

Everything changed once the blended learning coordinator (BLC), temporarily appointed to the Faculty of Education to provide support during ERT, advised me on suitable SUNLearn teaching and learning activities. Provided with timeous and clear step-by-step guidance throughout the entire process, it became possible for me as a lecturer with limited experience and competence in navigating digital technologies in the online learning environment to create an enabling ERT experience for students (Gillet-Swan, 2017).

The result was a six-week intervention focused on sharpening students' reading comprehension skills, mainly by using multiple-choice quizzes that gave students an individual experience with immediate constructive feedback on their efforts. From the outset, it was communicated to the students that these were only individual, formative activities focused on improving their reading comprehension skills in English. However, an element whereby formulated answers were evaluated to conclude the intervention was lacking. This activity had to provide a peer element and further internalize the comprehension strategies learned.

CONSIDERING AND EXECUTING THE WORKSHOP ACTIVITY

Scholars are aware of the need to contextualize feedback for students to strengthen their ability to meaningfully internalize suggestions for future improvement (Nicol, 2010). Yet, contextualized feedback from lecturers should not always be the primary learning instrument for improvement. The ideal should be to provide learners with feedback and assessment experiences that simulate the lecturer's and allows for critical thinking (Sadler, 2010). One activity for this purpose can be peer assessment (Sadler, 2010; Mostert & Snowball, 2013; Wilson *et al*., 2015). As part of a diverse environment – in this instance, a cohort of almost 300 students consisting of five different streams of varied ability – peer assessment could be a valuable activity (Wegerif, 2013). Most language courses at tertiary level are electives, but English 177/179 is a compulsory module for all first-year BEd students. As a result, it proved to be an ideal opportunity to purposefully create working groups of similar ability, making peer assessment a viable option.

IMAGE ACKNOWLEDGEMENT
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Consequently, a reading and comprehension assessment, building on previous content and focusing on specific reading material, was repurposed as an individual assignment to be submitted during the submission phase. During the assessment phase, manually allocated groups (based on similar grade levels) were paired for the peer assessment and feedback activity. The aim was to create an activity on SUNLearn that mirrored the lecturer's experience as mentioned before while "drawing upon the advantages and flexibility inherent within the online environment" (Benson & Brack, 2010:126).

Considering this, the Moodle Workshop activity[2] seemed to provide the most suitable technical affordances, such as a) a centralized submission, assessment and feedback space; b) lecturer-controlled group creation through manual allocation; c) a flexible dual-grading system that calculates and weighs a submission and an assessment grade; d) easy creation of assessment criteria for students to use during the assessment phase; and e) the capacity for assessment of own work (Centre for Learning Technologies, 2015; Mostert & Snowball, 2013).

Despite its technical affordances, the Workshop activity is notoriously complex in nature. Setting up the tool as a lecturer as well as experiencing the tool as a student can be disorientating (Vogel, 2015; Mostert & Snowball, 2013). If unfamiliar with the tool or not properly orientated in advance[3] , the student may be confused by the different stages and progression of the tool (Vogel, 2015). Some students argue that peer assessments, and specifically the Workshop activity, divert the workload from lecturers to students (Wilson *et al*., 2015). Although this may be true to some extent, Wilson *et al*. (2015: 17) add that students' perception of the Workshop activity as time consuming has less to do with the fact that the tool involves peer assessment and more to do with "struggling to deal with the movement towards online learning formats."

[2]The Moodle Workshop activity "is a powerful peer assessment activity. Students add submissions which are then distributed amongst their peers for assessment based on a grading scale specified by the teacher."

[3]Mostert and Snowball (2013:678) provide detailed best practices for proper orientation.

SUPPORTING A DIALOGIC APPROACH AND INCORPORATING THE AFFORDANCES OF GROUP WORK

In current research, using the Workshop activity is often indicated as complex and it may therefore seem daunting to use. Yet, the advantages of using the Workshop activity to achieve my educational goals were many. These advantages included students' thinking critically about their own as well as their peers' work and being able to articulate constructive feedback online (Wilson *et al*., 2015; Nicol, 2010). The Workshop activity provided the opportunity for a dialogic approach to feedback that could be framed within Wegerif's (2013) 'dialogic education' and Laurillard's 'conversational framework', which incorporated aspects of the cyclical elements of adaptability, discursion, interaction and reflection (Nicol, 2010). In so doing, "Students are no longer passive recipients of information, but are rather active co-constructors of knowledge" (Wilson *et al*., 2015:15) – dialogic agents who engage with and help to structure knowledge through their interpretation and creation of feedback (Nicol, 2010).

In support of such a dialogic approach, I manually divided the students into groups of four, with the students in each group having similar grade levels and therefore perceived similar expertise. Students were asked to grade each other's as well as their own answers to the reading and comprehension test by using set assessment criteria based on 'ideal answers', thereby providing students with guiding parameters for feedback and assessment. They were also expected to provide at least one piece of constructive, critical feedback per review.

By means of this exercise, implementing the Workshop activity supported the following five educational outcomes:

1 Quick and relevant feedback for students (and lecturers)

With a cohort of approximately 300 students, there is an inevitable lag between the writing of an assignment and the time that students finally receive feedback, which often only consists of a numerical grade. The constant flurry of e-mails from students after their first essay assignment was ample proof that to maintain momentum for learning, students had to receive timeous feedback. Although the formative quizzes used throughout the semester provided immediate feedback, it only did so with questions whereby students did not have to formulate their own coherent answers. Any other form of question required external marking, which would take time.

The use of peer assessment and feedback through the provided assessment criteria enabled the provision of more timeous feedback. The manual grouping of peers according to their similar grade levels enabled feedback generated by peers who had already completed the same activity and therefore had grappled with the challenges contained within the given text. This served to mitigate students' apprehension and distrust regarding the capacity of other students to provide knowledgeable and accurate assessment and feedback (Wilson *et al*., 2015; Nicol, 2010; Mostert & Snowball, 2013). By completing the first part of the assignment individually, the peer could potentially become the knowledge expert and serve as an active dialogic partner.

2 Avoiding pitfalls of traditional group work and peer assessment

Unfortunately, the well-documented disadvantages often dissuade lecturers at higher education institutions from using peer assessment. A major cause for the negative perception of group work and peer assessment is the phenomenon of 'freeloading', which is defined as "[t]he problem of the non-performing group member who reaps the benefits of the accomplishments of the remaining group members with little or no cost to him/herself" (Morris & Hayes, 1997:232). This is also relevant when looking at individual work that is then peer assessed as students are wary of peers' appropriating their work through dishonest practices later in the academic year (Mostert & Snowball, 2013). They are also cognizant of the fact that although they may take the process of feedback seriously, others may not.

IMAGE ACKNOWLEDGEMENT
www.unsplash.com

The Workshop activity manages to skirt around most of the abovementioned negatives as there are no 'free rides.' Every student must assess and evaluate the work of the other three group members as well as her/his own to receive an overall grade for the activity. In this activity, the submission grade was weighted out of 60, with the assessment grade weighted out of 40. The substantial weighting of the assessment phase indicated the importance of the peer assessment and feedback activity and served to motivate students to participate.[4] Moreover, the fact that peers would be assessing their work seemed to motivate students to produce work of a higher quality (Mostert & Snowball, 2013).

3 Addressing the need for differentiation

As previously mentioned, this class of English 177 and 179 students consists of students with varied skills and abilities. If these students were randomly assigned to groups of mixed ability (through the random group allocation possible in the Workshop activity), the desired goals would probably not have been achieved. Indiscriminate grouping could lead to the highlighting of differences in students' academic, social and peer status (Lemmer, Meier & Van Wyk, 2006), which could negatively impact the functioning of the group. Although this process was time consuming, in my own experience of lecturing a group of first-years, I found that this was vital for the activity to be effective in order to allow for adaptive and differentiated dialogue among peers who interpreted the content at a similar knowledge level (Nicol, 2010). For that reason, students had to be manually divided into groups of similar ability, using marks achieved in previous assessments as a guide.

[4]Altogether, 91% of students submitted assignments in the English 177 cohort and 97% of students submitted assignments in the English 179 cohort.

4 Need for higher order thinking skills and engagement

The activity of having to assess and critically evaluate short essay questions – as opposed to preconstructed multiple choice questions – against a memorandum of 'ideal answers' is cognitively complex and requires advanced thinking skills. To be able to apply the higher order thinking skills of peer assessment and feedback, the assessment criteria and feedback aims need to be very clear (Davies, 2009; Nicol, 2010). This enables the peer assessor to understand what is expected of him/her and why, thereby leading to a better feedback product that in turn may lead to a better grasp on the implicit and tacit knowledge of the subject matter (Sadler, 2013). The requirement that each student had to provide at least one constructive piece of criticism to each group member forced them to formulate and substantiate their thoughts and to provide their peers with the tools and insight to better their future products (Sadler, 2010). The success of this approach was evident in the following assignment whereby students were required to comment on a language buddy's recorded presentation; the general improvement not only in the written language used but also in the quality of the analytic evaluation was markedly obvious.

5 Assessment training for teachers in training

Skills in critical analysis are essential components of the toolkit that tertiary lecturers aim to provide for their students. This is especially true in the case of teachers in training as assessment at many different levels will form a core part of their future careers. The sooner these skills are practiced, and students are introduced to the dialogical approach to feedback and assessment, the sooner they become active reflectors on their own

processes and practices (Nicol, 2010). The interactive assessment process is a core element, and combining it with "the implementation of online assessment also serves to enhance their knowledge and understanding of ways to use new technologies in their future teaching practice" (Gillet-Swan, 2017:22). Nonetheless, these skills are not only relevant for aspiring teachers as the ability to be a dynamic professional who can think critically in the workplace is an important attribute for any university graduate (Gillet-Swan, 2017).

CONCLUSION: LESSONS LEARNED

Upon reflection, I believe that the aim of recreating an authentic and formative peer assessment and feedback activity for my students like the one that I had found so valuable in my TESOL course was achieved. Through reflection, I could adjust the approach for my specific context whilst still enabling students to achieve the five key educational outcomes that served me so well as a student. The cognitive engagement required for students to complete this activity was invaluable for deep learning, and the Workshop activity provided the correct platform.

Informal feedback gathered via survey responses and general classroom feedback indicated that students had a positive experience of the Workshop activity as an effective tool to enhance meaningful peer assessment. As education students, they found grading each other's work a rewarding learning experience. They also appreciated the social interaction that the Workshop activity allowed, something that is visibly missing during lockdown.

An added benefit was the realization of my own personal growth. The Workshop activity allowed the lecturer to become the 'guide on the side' and to facilitate a deep learning experience by means of remote teaching. The Workshop activity as a platform for dialogic online engagement is an invaluable tool at tertiary level with one important proviso: The ability of academic staff to work alongside a BLC (or similar support staff) when creating as well as implementing authentic assessment opportunities for students is nonnegotiable. The discussions that we had during various parts of the process were invaluable and added continuity and opportunities for reflection.

COVID-19 and ERT have made an indelible impact on teaching and learning, and it is our responsibility as academic practitioners to share our online experiences with colleagues. The geographical distance and online space created by COVID-19 provided the opportunity for students and lecturers to focus on alternative modes of engagement that they might not have considered pre ERT. Lecturers had to adapt their group activities for an online environment, and students had the explicit responsibility to develop their own reading and comprehension strategies through the activity provided. My first experience with the Workshop activity will hopefully underline the unique potential offered by this tool for students to experience dialogic learning as well as to apply critical thinking skills online. Personally, this tool will become a permanent and often-used arrow in my teaching quiver.

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10

PRACTICAL AND CLINICAL ASSESSMENT DURING LOCKDOWN: Reflections on business unusual

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> **"While the work of socially transformative teaching requires considerable focus and energy, our freedom, borne of growth, is truly what is at stake. We are in this together, and the teachers of the world need to teach that way and support each other (Ravitch, 2020)."**

INTRODUCTION

For health professions educators, lockdown is ironic and complex. **While the need for health practitioners is intense and the potential learning opportunities are immense, access to the clinical platform is in suspense and our students' education is in need of our defense.** Practical and clinical assessment pose a unique challenge requiring "intense and prompt attention" (Rose 2020:2131; Calhoun, Yale, Whipple, Allen, Wood, Tatum, 2020; Khan, 2020; UNESCO, 2020a).

Some South African medical students expressed their frustration with the irony of suspended clinical learning in a clinical crisis (Mahlokwane, 2020). Students elsewhere also noted the potential of learning a "tremendous amount" during the pandemic and reported that suspended clinical work could have "a detrimental effect on exam performance and competency" (Ahmed, Allaf & Elghazaly, 2020:np). There is, however, an academic risk of rushing and compromising clinical qualifications to support the health system (Akers, Blough & Iyer, 2020).

Faced by COVID-19, health professions educators had to find assessment solutions to achieve the intended clinical and practical outcomes. Early in lockdown, we focused on module outcomes and aligning emergency remote assessment with them. Miller's amended pyramid is respected for clinical skills assessment according to levels: knows – knows how – shows how – does – is (Cruess, Cruess & Medicine, 2016).

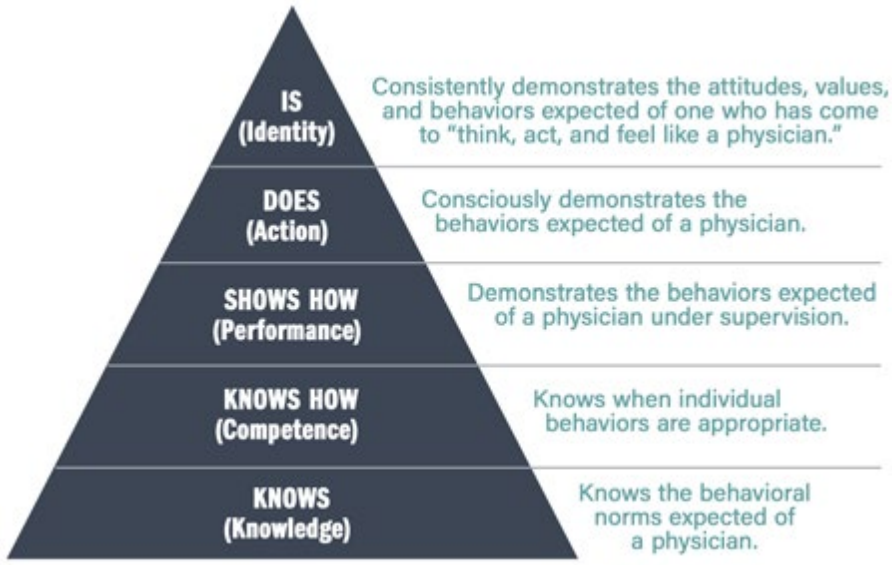

Figure 1: Miller's pyramid

Source: Cruess *et al*. (2016:181)

We agreed that it would not be easy to demonstrate that a student was clinically competent on the levels of 'shows how', 'does' and 'is' during lockdown. We therefore opted to start with 'knows' and 'knows how' assessment tasks. On reflection, we confirmed that many clinical and practical outcomes could not yet be achieved during lockdown but that some were indeed achieved in Nursing, Physiotherapy, Sports Science and Clinical Pharmacology.

In this chapter, we use Rolfe's reflection model (Rolfe, Freshwater & Jasper, 2001) to describe the 'what' of clinical assessment lockdown challenges and its context. With inspiration from flux pedagogy (Ravitch, 2020) and with Lindblom's work on solving problems by muddling through them (Lindblom, 1959), we then reflect on the 'so what' of these challenges. In conclusion, we face some unanswered 'now what' questions and unassessed competencies with renewed hope for continuous assessment and transformed learning.

METHODOLOGY

Authors: We came together around this chapter as a reflection opportunity, drawn to it from the interface between Professional Academic Support Staff (PASS) and teaching academics, working on emergency remote teaching (ERT). Lecturers in the Faculty of Medicine and Health Sciences who raised discussion on clinical and practical ERT in a survey or in the Centre for Teaching and Learning (CTL) e-mail channel were invited to reflect together. The authors do not represent a population. Some of the authors have worked together before, and some have not yet met at the time of publishing. We come from Nursing, Sport Science, Physiotherapy and Clinical Pharmacology and from the CTL's advisory networking.

Reflection: The focus was on clinical/practical education during lockdown. Our chapter draws on our communications during lockdown on various platforms, about clinical and practical outcomes and assessment. We agreed on the alignment principles to align lockdown assessment with intended outcomes, as much as possible, while realizing that some activities would be impossible during lockdown. Here we reflect conceptually and collaboratively on emergency innovation.

Literature: This chapter interweaves publications by peer clinicians/educators with our reflections. We use the Harvard referencing style where our thoughts and theirs resonate, at times quoting the first and/or second referenced authors. We indicate when our own words are used by referencing the initials of the speaking author among us.

Data collection, analysis and interpretation: Reflective notes took the form of discussion documents, a questionnaire, meeting notes and e-mails. The communications form overlapping and open Venn diagrams, not structured data generation sessions. The processes of observing, recording, analyzing, interpreting, evaluating and decision making were interwoven and open ended, not discreet. Analysis was done by drawing on the models provided in activity theory, flux pedagogy and problem-solving theories, in discussions and in drafts of documents. The first author collected the communication records and shared the various authors' interpretations.

1. WHAT

During the first stage of reflection (Rolfe *et al*., 2001), we describe 'what' was achieved on Miller's levels of clinical and practical outcome and 'what' helped to make assessment decisions.

1.1 KNOW NOW, SHOW LATER

As often happens when muddling through a complex problem (Clausen, 2015), we had to break the problem down into chunks and recombine them in new ways (Bendor, 2015). We focused on the intended outcomes and separated the cognitive outcomes, 'knows' and 'knows how' on Miller's pyramid and started from there to create authentic and aligned learning experiences (Centre for Health Professions Education, 2020; Division for Learning and Teaching Enhancement, 2020; University of Johannesburg, 2020).

Discussion helped in this process, also across disciplinary and academic boundaries. Diversity and multiple minds help when muddling through a problem (Clausen, 2015; Lindblom, 1959). We experienced **support from the global community** as communication on practical assessment flowed among stakeholders: students, academic and clinical peers at other universities, other disciplines, other countries and support staff. There was sometimes friction in the community, for instance arising from different levels of comfort with teaching technologies (Swart, 2020). Friction helped with reality checks. We had to agree that not everything was possible:

> **Don't try to do the same thing online.**
> **Some assignments are no longer possible.**
> **Some expectations are no longer reasonable.**
> **Some objectives are no longer valuable (Ravitch, 2020:8).**

This strategy consolidated the theory and procedural sessions and moved them earlier, online, "to allow for later entry into the clinical environment" (Rose, 2020:2132). Learning opportunities and assessments were quickly and innovatively transitioned to online formats (Saverino, 2020). In the BSc (Hons) and the structured MSc in Clinical Pharmacology, for instance, students could still achieve the intended outcomes of a sound foundation of the concepts in pharmacology as **learning was refocused on intensive theory and application of the scientific research methods** in analytical pharmacology. This was achieved by providing theory-based notes and new access to an online learning tool with animations.

1.2. KNOWS HOW: VIRTUAL CASES FOR PROBLEM-BASED LEARNING

Miller's second level, 'knows how,' was achieved during lockdown through virtual cases and practical exercises. A variety of problem-based learning opportunities were developed to present students with virtual cases and virtual practical tasks, followed up with reflection (in a journal or discussion) and with self- or peer assessment. Tools included videos, specialized software such as Primal Pictures and the activities hosted on our learning management system (LMS) (Center for Research on College-Workforce Transitions, 2020; Centre for Health Professions Education, 2020; Division for Learning and Teaching Enhancement, 2020; University of Johannesburg, 2020). Several models and rubrics for stepped approaches to clinical and practical skills were used, such as Miller's pyramid, the one-minute preceptor, SNAPPS (Centre for Health Professions Education, 2020) or Peyton's approach (Khan, 2020).

Anatomical identification of landmarks for body measurements was learned in Kinanthropometry. In Physiotherapy, an online clinical block presented students with paper patients, which were clinical scenarios of typical patients to provide procedural exposure. Students had to create pamphlets/infographics/voice notes to educate virtual patients. Unintended outcomes of health advocacy and patient communication and empowerment became possible.

Similarly, in Clinical Pharmacology, students can now develop experimental analytical methods. Although this **outcome was not initially intended, lockdown opened the possibility.** Students individually had to research and find an authoritative academic paper reporting on a specific method for analyzing the drug that they were allocated. Assessment methods were expanded from individual to group work. In groups, students had to evaluate and critique the use of a common medicinal product for the treatment of various disease states. With this, the intended higher order outcomes of critical thinking and clinical reasoning were achieved and applied to scientific research methods in analytical pharmacology.

Our work to create or to use existing material for such problem-based learning resembled iterative strategies of muddling through, effective for solving urgent complex problems in situated, context-sensitive ways (Flach, Feufel, Reynolds, Parker, Kellogg, 2017). Such iterative loops involve plans and their outcomes, people and technology. This solution strategy is appropriate for when speed and accuracy must be balanced, when there is no time for paralysis of analysis (Clausen, 2015; Flach *et al*., 2017; Lindblom, 1959).

1.3. SHOWS HOW: DEMONSTRATIONS

Lecturers creatively developed tasks for students to perform techniques and practice competencies, 'shows how' in Miller's pyramid, though not in comparable conditions (UNESCO, 2020a). Some practical demonstrations were impossible. They were either postponed or other assignments were developed to achieve the intended outcomes of clinical reasoning (Rose, 2020; University of Johannesburg, 2020). In primary care nursing, it was no longer possible for students to plan and execute a health promotion program as a group assignment at clinical facilities. The topic was revised and adapted to an individual assignment, with online peer evaluation and group work.

Nursing students had to wear personal protective equipment (PPE) and demonstrate cardiopulmonary resuscitation (CPR) on teddy bears. Those with no teddy or PPE improvised with household material to achieve the outcomes. The lecturer's and students' **creative problem-solving strategies arose from searching locally, one of the muddling-through approaches for solving complex** problems, explicitly or without conscious thought (Bendor, 2015; Lindblom, 1959). The lecturer started with what would have been done and with what students had in lockdown to do it with. Muddling through involves **taking serial steps from what we have and where we are, building on them iteratively.** From teddy bears the lecturer took the next steps: "How will we make it a bit more of an application and then how will we assess it, then looking at the outcome: will this method meet the outcomes or be able to assess the outcomes? When yes, I stuck to it" (SdL 16/07/20).

Although some scholars would not let students record demonstrations during lockdown (Khan, 2020), we found that **some 'shows how' outcomes were achieved** when students performed and recorded techniques. In valuable formative practice, Kinanthropometry students located, marked and recorded body landmarks for measurements on bodies at home, with permission from cohabitants. "They practised calculating body composition on data from virtual cases. In class, they would normally use the data of classmates they had measured but under these circumstances, this was not possible" (SA 17/20/20).

About 30% of the 'shows how' outcomes were achieved in Physiotherapy. The remaining technical and practical assessment will be completed when the clinical platform opens. **Safe and low-risk mobilization exercises and techniques** were selected to be performed on a model, self or another person. **Assistive devices were replicated at home** with tinned food as weights or a table as a plinth.

The introduction of a mobile application, VULA, a referral tool, enabled additional support during clinical training. Collaborative efforts with the developers led to the application being adapted to track students' clinical exposure and to facilitate supervisory support and **clinical reasoning**, by interactions with lecturers on the application. Used in final-year Physiotherapy and in other disciplines, VULA offered students experience in the affordances of the telehealth environment. Thus, professional information literacy was an unintended outcome (DeWitt, 2020; Rose, 2020).

A peer-learning solution was used for problems with interrupted clinical rotations (Calhoun *et al*., 2020; Rose, 2020). Final-year Physiotherapy students must become clinically competent on entry level during this academic year, and lockdown caused unevenness in their clinical exposure. The solution was to share on the LMS: "Different rotations that were completed had the opportunity to be 'experts' and bring the rest of the class up to date with their pre-COVID experience" (SS 17/7/20).

Continuous assessment conditions were created, and some outcomes were achieved **on unexpectedly high levels:** "... the shift to a higher level of reasoning and exercise programme design, rather than just showing me how .... I am looking forward to see if this will impact their performance next year" (MU 17/7/20). **Continuous and flexible assessment were used more than in face-to-face conditions as more peer learning generated more feedback and resubmission was possible after feedback.** In applied Physiotherapy, students' videos of techniques were based either on a scenario or on instruction, and feedback came from both clinical supervisors and peers.

These strategies have unexpected benefits as they can "narrow the gap between what is taught at tertiary education institutions, including universities, and what economies and societies demand" (UNESCO, 2020b).

1.4. THAT BRIDGE TO CROSS: DOES

The above solutions do not cover all the 'shows how' and 'does' outcomes on Miller's pyramid. Some essential clinical and practical outcomes remain. Some postponed assessments would be very brief workshops and competency tests, for instance with calipers in Kinanthropometry. Others are HPCSA-regulated clinical work, awaiting the opening of the clinical platform.

There is concern that prolonged extension "will disrupt the ability to grow essential clinical decision-making skills" (Akers *et al*., 2020). Some steps were taken to mitigate time lapse with scaffolding, for instance an online CPR refresher workshop.

But the clinical platform is no longer an orderly matrix allowing exposure to conditions required for competency. Blocks of rotation have been integrated to reduce

movement and to accommodate students in reduced time. In final-year Physiotherapy, the problem will be solved by analyzing the learning achieved by each student, tracking her/his clinical exposure to see whether all the clinical outcomes have been achieved. This is a complex task, and students experience a complex clinical reality, not neat series of blocks.

Therefore, we see bridges to cross downstream, such as reintegrating theory with practice after practicals have been completed (University of Johannesburg, 2020). Many questions remain, and we are taking it step by step (SS 3/7/20). This **step-by-step** approach is appropriate for difficult problems as they are rarely complete but need iterative adaptation until the outcomes are met: "This plan will get us from A to G [...] That's pretty good. And then from G we'll look around and think again and figure out how to get from G to R. Then when we're there we'll figure out [the rest]" (Clausen, 2015).

1.5. WAIVING ASSESSMENT

Only one of our regulatory bodies, the Board for Physiotherapy, Biokinetics and Podiatry, allowed a reduction of clinical credits of 10% or 100 notional hours. These credits may be achieved virtually as discussed in Point 2 above, with innovative online activities for 'knows' and 'knows how' outcomes: facilitated case discussion, journal clubs, patient simulations or videos, online debating of ethical issues, designing audio and visual patient information materials such as health advocacy posters or webinars, and using telehealth tools.

In earlier year groups, such as second-year Physiotherapy, some of the practical outcomes can be deferred to the following academic year. Our context offered no further waiving or suspending of outcomes. Internationally, debates include urging medical schools "to fast-track final year medical students into the workforce," (Iaocobucci 2020:1) waiving, adjusting and truncating clinical examinations, using previous examination results or placement grades, pass/fail grading for clinical experiences, reduced exposures and cancelled electives rather than full assessment procedures so that health professionals are registered urgently (Akers *et al*., 2020:7800; Calhoun *et al*., 2020; Murphy, 2020; Stewart, Chernoff, Wildman, Lipner, 2020). In the South African context, such waivers would be challenging as **our graduates must step from undergraduate study into (almost) independent practice** in community service with limited supervision compared to international contexts. Our regulatory body's hesitation to consider such waivers is understandable.

2. SO WHAT

Some positive effects of lockdown learning were to be expected according to the literature, but we also experienced some surprising outcomes in our context. Below is a summary of expected outcomes according to the literature and thereafter our reflections on some surprising possibilities or future considerations.

- Evaluation: Banks of updated learning material emerged. Scholars now call us to the duty of evaluating them and reflecting on them (Rose, 2020; Shenoy, Mahindra & Vijay, 2020; Titus, 2020).

- **Take-up: Time was made for tools (and) to transform our teaching** (Rose, 2020; Saverino, 2020). COVID-19 resulted in 'revolutionary' adapting to technology and virtual engagement of students (Shenoy *et al*., 2020). While some northern scholars (DeWitt, 2020; Moszkowicz, Duboc, Dubertret, Roux, Bretagnol, 2020; Rose, 2020) report readiness for online teaching, some southern voices (Sahu, 2020; Shenoy *et al*., 2020; Titus, 2020) report uneven readiness and inequality, anxiety and cognitive dissonance but also the change effect from sharing skills in university communities: "It is perhaps the first time in recent history that the professor and the student had to adjust to the same mode of teaching and learning at almost the exact same time" (Van Rooi, 2020).

- Student engagement: Like Moszkowicz *et al*. (2020), Saverino (2020) and Shenoy *et al*. (2020), we experienced **higher student engagement and less absenteeism** than in face-to-face encounters: "This gave us the opportunity to tap into some untapped potential in students" (ALS 21/7/20).

- **Start with what you have: Search locally. Keep it simple. Scaffolding step by step** worked for us, for the sake of students but also for academics' venture into new, murky and shifting terrain.

- Communication: Detailed communication and open communication lines are vital in the absence of contact sessions (MU & SA 7/720). Be available and patient with students' anxiety, recognize the human factor and be sensitive to it. Structured emotional

sharing time explored how students felt about the Physiotherapy topic. Such **emotive connection** helped them to understand the **value of their work.** We found ourselves yearning to hear students' voices because students are co-constructors in the evolving learning opportunities. The learning opportunities evolved as we offered students the opportunity to add their voices to the learning process and to give input on what was possible for them. We noted that students needed preparation and confidence for online self-directed learning (SS 7/7/20).

More clinical and practical outcomes were achieved than expected by scholars such as Khan (2020), and some outcomes exceeded expectations. Some scholars expect that the alternatives implemented for clinical and practical learning would be detrimental to essential clinical decision-making skills (Akers *et al*., 2020). Others expect that "learning outcomes will be closer to professional goals" and careers ahead (Ferrel & Ryan, 2020: 7492; Saverino, 2020). We found that some higher order outcomes were achieved on all levels of Miller's pyramid.

In this context, 'knows' and 'knows how' outcomes were achieved, such as clinical reasoning, critical thinking, following clinical procedure and developing analytical methods. Some of the 'shows how' and 'does' outcomes on Miller's pyramid were achieved, such as the demonstration of techniques in Physiotherapy, sport science and emergency nursing.

'Is' outcomes of professional identity formation were achieved. Akers *et al*. (2020) and Rose (2020) are concerned about learning graduate attributes and professional identity such as patient priority and altruism, without role-modelling in the usual clinical platforms. However, we found that **outcomes of professional identity exceeded expectations: ethical decision making, problem solving for context, information literacy, self-paced prioritization and professional collaboration.**

> Students resolved ethical dilemmas. For the first time we had time to unpack ethical issues of our profession on third-year level. They debated for and against and had to formulate certain action. It was one of the best achievements and exceeded previous years, both in student engagement and in the quality and depth of learning (MU 26/6/20).

Professional collaboration skills were achieved even though Ferrel and Ryan (2020) expected that a loss of collaborative learning would detrimentally affect education: "They worked as a whole, instead of little groups placed at different sites. They engaged on the forum as a group, which has never been part of clinical. They recognised the achievements and contributions of each other" (SS 17/7/20).

Just as we experienced strong community building among peers, globally (Swart, 2020:np), we observed stronger communities among our students.

> It is still a little too early to tell, but by changing our activities, I believe students are inadvertently being better prepared. The nature of activities - group work, find your own answers, comment on each other's posts, creating a wiki page, their own database of resources … they are forced to create communities of practice (they have formed small groups to work out theory-based application questions without being instructed to do so …) (MU 17/7/20).

Community building resonates with flux pedagogy: "Developing your class as an online community of practice that pushes against real-time inequities in relation to COVID-19 can be the beginning of a critical literacy for social and educational transformation" (Ravitch, 2020).

It must be acknowledged that some clinical and practical outcomes were not yet achieved. There are gaps because techniques and competencies cannot be demonstrated in all areas of practice in lockdown conditions. To assess the pending 'shows how' and 'does' outcomes, plans have been made, serially and revisited iteratively and changed again, as the pandemic patient priority demanded shifting responses (Bendor, 2015). Clinical and practical catch-up opportunities such as an objective structured practical examinations (OSPE) camp or special assessment windows remain ready for implementation.

Delays can become learning opportunities. When the return to practical laboratory work was delayed, we went ahead with work on students' research projects. This resulted in a deeper understanding by students of their research within the broader body of knowledge and more coherent execution plans. "I often feel that as scientists, we have an overwhelming desire to rush into the lab, when the planning and preparation form such a critical (and often neglected) step in creating high-quality data of high integrity" (TK 24/7/20).

Such problem solving demonstrates the approach of muddling through: "... continually building out from the current situation, step-by-step and by small degrees" (Lindblom, 1959:81).

3. NOW WHAT: FUTURE QUESTIONS

Throughout our reflections, we have also realized that some of what we have learned and experienced during this time will be taken with us and will enrich and enhance and deepen clinical teaching, learning and assessment in future. **New doors opened for continuous assessment and problem-based learning as more clinical and practical outcomes were achieved than we had thought possible at the beginning of lockdown.** Several scholars agree that the solutions achieved need to be rigorously evaluated (Rose, 2020:2132) and that educational research is now a priority (Moszkowicz *et al.*, 2020). As lockdown learning requires forward thinking, a scholarly approach and practical solutions (Rose, 2020:2132), we conclude with three forward-thinking possibilities for clinical and practical learning and assessment.

3.1. PROFOUND CHANGE IN HEALTH PROFESSIONS EDUCATION

Problem-based learning and continuous assessment worked. For teachers such as Rose (2020:2132), this is more than just better teaching. This "may be a seminal moment for many disciplines in medicine." New practices for interprofessional collaboration may emerge:

> Navigating the challenges associated with remote collaboration with their peers sets up a unique parallel and practice to what interprofessional cooperation and telemedicine could look like in our future careers. Students who are better able to adapt to this unique situation of COVID-19 will show their ability to think outside of the box and alter pre-conceived notions of how medicine should be practiced (Ferrel & Ryan, 2020:3).

3.2. CHANGE IN HEALTH PROFESSIONS IDENTITY AND LEARNING IT

Role-modelling is important in health professions education, fostering the values of the professional identity. Those professional identities and cultures will also change:

> The former mindset that physicians would work when they were ill was considered to be altruistic and professional, with prioritization of the patient above the physician. However, the situation that COVID-19 represents is different. Clinicians who come to work while they are ill, as well as those who may be asymptomatic and silently incubating the virus, might facilitate transmitting the virus to others. Therefore, the culture of professionalism and altruism must be redefined and take into consideration the effects of potential actions, even with good intentions (Rose, 2020:2132).

Contrary to expectations, some aspects of professional identity learning improved during lockdown. That opens new possibilities: "How my perspective has changed, it is an evolving learning opportunity" (SS 3/7/20). As lecturers, we will still need to be very creative and stimulate that change in mindset.

3.3. UNFINISHED MATTERS

Questions around unfinished clinical assessment remain. Other longer-term questions reject easy or early answers: "We will not know the full impact of COVID-19 on medical education for quite some time" (Ferrel & Ryan, 2020:1). Additional unknown academic issues will emerge (Rose, 2020). There will be variability, differentiation and problems with equity and with guaranteeing uniform clinical and practical assessments (Akers *et al.*, 2020). The situation is difficult to predict and involves communities from other systems: several authorities, public health systems, regulatory bodies, universities and the global community of practice (Ahmed *et al.*, 2020).

This chapter started with an ironic and complex conundrum facing health professions educators. The chapter might not provide answers to these challenges, but it hopefully provides possible ways of responding through reflection, creativity, transdisciplinary discussion and iterative adaptability, taking small steps with the help of our communities, even if it feels like just muddling along.

Through the process of muddling through the uncertainties and complexities of lockdown learning, we have had to come to terms with unanswered questions. We have become more comfortable with the complex, the open ended **and the value of not knowing and of raising questions without answers.** And so, our learning journey is also unfinished. Our responses to lockdown learning revealed hidden gaps and blind spots in our training that now need further attention.

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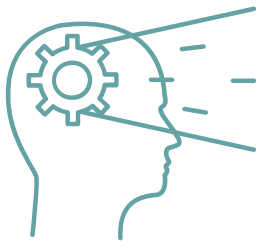

11

INVITATIONS FROM CHANGE: A view from professional academic developers

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"Change isn't something that academic leaders manage. It's something that they lead, initiate, guide and occasionally capture" (Buller, 2015:24).

INTRODUCTION

With the shift to emergency remote teaching (ERT) brought about by the COVID-19 pandemic, academic developers (ADs) at Stellenbosch University (SU) were faced with having to find novel solutions to unprecedented challenges without compromising our institution's shared values and goals in terms of quality teaching, learning and assessment. Whilst the goal for teaching, learning and assessment – student learning and student success – remained the same, the differences, uncertainty and unpredictability of both the present and future teaching and learning context meant that our practices had to change.

At our institution, ADs at the Centre for Teaching and Learning (CTL) were tasked with providing leadership and advice on changing assessment practices in a way that would be appropriate for this period as well as congruent with the institution's policies and values. **Although change in higher education is usually a slow process, often taking many years (McGrath, 2020), this four-month period saw a huge shift in practices and an extraordinary willingness among academic staff, management and ADs at SU to engage in collaborative discussions.** This opportunity, which has arisen from calamity, is our interest in this chapter.

ACADEMIC DEVELOPMENT AS A PROCESS OF CHANGE

The 21st century higher education environment has been described as a complex context, "characterised by constant change and accountability agendas as universities strive to improve the quality of their teaching and learning" (Hicks, 2005:175). Within this context, academic development (AD) units are often tasked with bringing about change (Gosling, 2001), with leadership being an inherent part of the role of ADs (Taylor, 2005).

Consequently, ADs are often described as change agents (Fraser, 2001; Gosling, 2001; Hicks, 2005; McGrath, 2020). ADs are thus responsible for analyzing challenges to determine why existing alternatives do not meet academics' needs, approaching issues with empathy for the academics involved (Rogers, 2003). However, while facilitating change means "embracing the excitement of risk, ambiguity, and innovation" (Asarta, Bento, Fornaciari, Lund Dean, Arbaugh, & Hwang, 2018:741), it is neither simple nor easy, promising uncertainty and discomfort (Buller, 2015).

Timmermans (2014) identified facilitating change and the implied leadership role as a threshold concept in AD practice. Beside the "messiness that arises" when "enacting change" (McGrath, 2020:101) and the fact that AD goals are not always consistent with the interests of faculties (Gibbs, 2004), obstacles such as "structural challenges, perceived lack of opportunities to implement ideas, inability to mobilise theory into practice, lack of mandate, and different understanding of key concepts" (McGrath, 2020:102) can also act as barriers to change. In addition, ADs as leaders need to create a climate of "'psychological safety'" for individuals to feel personally involved (Kavanagh & Ashkanasy, 2006:S96). Change must therefore be led – it cannot (only) be managed (Scott, 2004).

Various authors regard AD as a strategic process (Gibbs, 2004; Ramsden, 2003) aimed at, amongst other aspects, changing the teaching, learning and assessment practices of academics (Hicks, 2005). For academics to embrace change, they must see it as meaningful, imperative and relevant to their practice (McGrath, 2020); they "need to be able to evaluate for themselves the beliefs and values inherent in the new culture, and to examine the consequences for themselves as an individual" (Harrison, Könings, Schuwirth, Wass & Van der Vleuten, 2017:2), which includes anxiety and emotional attachment to "what was" (Buller, 2015:19). Even so, change in higher education "could take a number of years, during which there are

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multiple structures, some formally mandated, others informally understood" that need to be negotiated (McGrath, 2020:102). One of the methods that leaders have employed to become unstuck during these processes is dialogue. With the move to online learning, teaching and assessment, McQuiggan (2012:53) found that "opportunities for faculty to talk to experienced online colleagues, explore examples of online courses, and reflect on their preparations to teach online were perceived by the faculty participants to be most effective in supporting change."

McGrath (2020:103), discussing the findings of five empirical studies on change practice in higher education, concludes that AD should have a contextual approach that could aid "building communities, creating capacity, and enabling brokering and knowledge mobilization across organizations." Sutherland (2018:261) calls for a "whole institution" approach, bringing together academic, professional and support staff, with ADs continuing to act as "brokers between disciplines, departments, leaders and managers on the development of, and strategic imperatives around, learning and teaching."

METHODOLOGY

As ADs, our work always necessitates reflection – reflection on our practice as well as on our own growth and change and leadership. As ADs in the CTL, we have worked together as a group on various projects before and during COVID-19. Prior to COVID-19, we focused mainly on our faculty and central responsibilities, and time to reflect collaboratively and share ideas was rarely available. This confirms the view of McCormack and Kennelly (2011:515) that "reflective conversations," despite their potential value, have all but "disappeared from everyday academic practice." However, **ERT has provided us with the opportunity not only to generate knowledge but also to renew ourselves as a reflective community of practice (Wenger & Snyder, 2000).**

The move to ERT on our campus was overseen by several committees and task teams, comprising various role players. We will use our role in providing leadership for the shift to online assessment as part of the responsibilities of the Online Learning and Assessment Work Group[1] as case study in this chapter. We will reflect on our experience of the process of change in both our professional practice and own professional development. This double loop of reflection will be linked to the development of flexible assessment as the preferred mode of assessment at SU during ERT. Using an adapted version of Lewin's (1947) change management theory, we will examine the process of transformation (McQuiggan, 2012) that pedagogy, modes of delivery and our own professional learning have undergone. We will also explore the affordances that these changes hold for our future professional engagement.

CASE STUDY: FLEXIBLE ASSESSMENT AT STELLENBOSCH UNIVERSITY

We, the authors of the chapter, are a group of ADs who formed part of the bigger team of CTL advisors tasked with providing leadership and finding business continuity solutions for assessment during this time of ERT. We have some expertise in online assessment, and two of us have been involved in the conceptualization and subsequent revision of the SU Assessment Policy. This policy underpins all assessment opportunities, promotes assessment as a thoughtful process and requires all assessments to be valid, reliable, fair, transparent, achievable, of high integrity and offering timeous feedback (Stellenbosch University, 2012).

Two summative assessment approaches are available at SU: the examination system and a system of flexible assessment. In the examination system, the final mark comprises a class mark, obtained through tests and other tasks completed during the term, and an

[1]The Institutional Committee for Business Continuity was constituted as several operational committees to attend to the practical aspects of campus activities impacted by the global pandemic. One operational committee was the Online Learning and Assessment Work Group. (More details are available in the chapter by Van der Merwe in this publication.)

examination. Flexible assessment refers to

> a process by which a student's work in a module is systematically assessed and weighed through consecutive opportunities during the course of the semester/year, using a variety of assessment methods, depending on the specific requirements and outcomes of the module. A final mark is awarded with or without concluding the study period with a formal examination (Stellenbosch University, 2016:1).

No single assessment opportunity can contribute more than 60% to the final mark, and a student cannot fail based on a single assessment opportunity.

The flexible assessment approach was first suggested at SU in 2009 and challenged the notion that sit-down invigilated examinations were the only reliable source of summative assessment data. As indicated above, this approach allows flexibility in its design, provided that the proposed strategy satisfies all criteria in the SU Assessment Policy. After much consultation, it was introduced in 2012 but had a low uptake.

With the start of ERT, many lecturers realized that assessment could no longer take place in the way that it had been planned. Harrison *et al*. (2017:12) argue that

> in order to bring about a change in assessment culture towards one based on programmatic assessment or assessment for learning, the vital factor would appear to be a change in how both students and faculty conceptualise assessment. To accept change, they would need to stop believing in the primacy of summative high-stakes assessments.

As part of addressing the urgent need for changing assessment practices, the CTL engaged with lecturers through a range of lunch-hour webinars focusing on current realities, change practices and practical responses. These webinars mainly concentrated on formative assessment and feedback within the context of flexible assessment. Consultations, committee work and communiques about adapting assessment were also used to drive this assessment system. It was heartwarming that many lecturers participated in these opportunities and verbalized their readiness to rethink their assessment. This was most visible in a largely uncontested move to flexible assessment.

TRANSITIONING FROM CALAMITY TO OPPORTUNITY

The changes in teaching, learning and assessment at SU during ERT can be interpreted through the lens of the three-step change management theory of Kurt Lewin (1947): the processes of unfreezing, implementing change and refreezing.

The process of unfreezing

According to Lewin (1947), the first stage of change entails creating a need and doing away with the norm in order to establish a new way of doing. All humans usually need motivation to change in a meaningful way. One way of doing this is through creating a (controlled) crisis that could bring about strong motivation to change and provide the buy-in and participation necessary for change. Such a crisis often enables an organization to reexamine its core and turn the focus towards the beliefs, values, attitudes and behaviors associated with the practice that it wants to change. In AD, we usually do this by creating cognitive dissonance in the form of facilitating opportunities whereby academics can realize possible shortcomings in their current approaches or beliefs. This correlates with Rogers' (2003:368) claim that change agents are "marginal figure[s] with one foot in each of two worlds."

Challenging the status quo is often the most challenging part of the change process and is usually the stage where the change agent is most likely to meet with resistance. When the idea of an assessment system

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that questioned the value of high-stakes sit-down examinations was first suggested at SU, it was met with strong resistance. Eight years later, flexible assessment had become the preferred approach in only two faculties as the belief prevailed that sit-down invigilated examinations were the most reliable assessment method.

However, COVID-19 created a real crisis wherein change was inevitable – established assessment methods such as invigilated sit-down examinations were no longer possible, and invigilated or proctored online examinations were not an alternative. As a result, teaching, learning and assessment practices were 'unfrozen' with management, lecturers and ADs coming together to explore potential emergent practices. This crisis forced role players to collaborate in examining the true purpose of our assessment practices.

At SU, there appeared to be no or minimal resistance to 'unfreezing' the equilibrium – all stakeholders seemed to be working together to find the affordances of this crisis, displaying a persistent 'can-do' attitude. Buy-in from all role players affected by potential change is usually the most important requirement for bringing about change, and in this situation, it was an almost automatic process.

The process of implementing change

This stage is characterized by stakeholders' looking for new approaches to familiar practices. The transition from unfreezing to change usually takes time (McGrath, 2020) and necessitates people realizing the value of the change for themselves. A key consideration during this stage is communication. "People need time to understand the changes, and they also need to feel highly connected to the organization throughout the transition period" (Lewin's change management model, n.d.).

The chaos caused by university closures and the uncertainties related to the COVID-19 crisis created fertile ground for this second phase of change management. Management communicated with all stakeholders, which included lecturers, Professional Academic Support Services staff and students, about the urgency and nature of the crisis through several official communiques. Institutional support was made available for lecturers and students. ADs provided a high degree of lecturer support, and lecturers actively participated in discussions and webinars on assessment and started implementing the proposed changes in their modules. Lecturers who already had an online presence were called on to help curb fears and share from their own experience. This gradually became a key element of webinars. Lecturers often showed much gratitude for these inputs, in line with experiences elsewhere (McQuiggan, 2012). Based on the actions and experiences during this process, there was a shift in the behaviors and attitudes regarding the suggested changes.

Leadership in any situation of change is important. As mentioned earlier, ADs, and specifically the CTL, were called upon to provide leadership in assessment during ERT. Laura and Stephen (2002) define leadership as influence, as motivation to commit to and work hard in pursuit of the envisaged change while working together to overcome obstacles to change. The CTL staff did exactly this. They provided leadership through committee work, communiques, offering support and creating an enabling environment for the successful implementation of change.

During this time, we as ADs also had to find new ways of approaching our practices. We started offering webinars with colleagues from various other environments at SU, amongst which our sister centers, academics and even the Examinations Office. New relationships were forged and new ways of doing were explored, such as finding and working on a single overarching framework from which to approach our collaborative teaching and learning support work. We also consulted resources from other AD units and were approached by colleagues from other universities. Suddenly, attending real-time national and international discussions on assessment became possible with the click of a few buttons.

The process of refreezing

Once the new ways of doing have become established, stakeholders enter the refreezing process, internalizing the changes and establishing new norms. In the process, a new sense of stability or normality is achieved. As people become more familiar and comfortable with the 'new normal' and confidence returns, "more flying and less flapping" occur (Salmon, 2005:215). This last step

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of change management is important to ensure that the changes are integrated into the DNA of the organization and become the 'new way we are doing things around here.' Such a commitment to the new way of doing is necessary from all stakeholders.

At SU, we are seeing a refreezing of the changes to our teaching, learning and assessment during the last four months, utilizing the affordances of the adjustments that we have had to make to create a new equilibrium. This process also applies to the CTL, as discussed in the next section.

DOING ASSESSMENT IN A NEW WAY

The COVID-19 crisis has afforded us the opportunity to rethink assessment at SU. After one term of the unfreezing of ERT, we have observed changes in academics' beliefs and actions and some movement into a refreezing of the new. We have also experienced the incorporation of new ways of doing in our AD practices, creating a sense of a new normality at the CTL.

McQuiggan's (2012:27) observations of a move to online teaching also hold true for assessment:

> Learning to teach [assess] online may be a catalyst for faculty to reflect on and evaluate their current teaching [assessment] practices. Professional development for faculty preparing to teach [assess] online presents a unique opportunity to assess previously held assumptions and beliefs about teaching [assessment]. Perspective transformation could also impact a faculty's classroom teaching [assessment] practices.

We have been working alongside lecturers the last few months, brainstorming ideas for new assessment strategies during individual consultations, asking them to share their reflections about ERT during webinars and asking their input about the future professional learning opportunities that we are creating. In the process, we have learned the value of personal interaction during webinars in terms of building relationships and demonstrating care towards lecturers. Bregman's post "Empathy starts with curiosity" (2020) is aptly named. We have observed that asking and listening to what lecturers are doing are 'care-full' actions.

It is clear from the above interactions with lecturers that the move to ERT has forced academics to reflect on and evaluate their current teaching and assessment strategies and approaches. Lecturers have mentioned that they have not done this for many years and that the COVID-19 crisis has been necessary to kick-start the change needed. Based on our interactions with academics and other stakeholders, such as the Centre for Learning Technologies, the SU Committee for Learning and Teaching and program committees in faculties, we know that many have adopted a flexible assessment approach and include more formative assessments in their modules. These lecturers have also reported that the new approach works better than their previous assessment strategies and has even resulted in unintended outcomes being achieved by students, for example self-regulated learning, which some lecturers believe will enhance students' preparedness for their professional careers.

During personal interactions and webinars, lecturers have also mentioned that they have discovered underutilized and previously unrecognized potential in their students. Having had to change their assessment method from a sit-down, invigilated examination to a take-home assessment in which students were asked higher order open-ended questions resulted in students' producing surprising work that they had to research and collate on their own.

From the above anecdotal evidence, it then seems that the COVID-19 crisis has allowed academics to see and use new opportunities in terms of assessment methods and strategies. It also appears that they will continue to utilize these new approaches, whether in face-to-face or remote teaching, learning and assessment.

The last four months have shown us as ADs both the necessity and the effect of thinking differently about our own practice. **As agents of change, "We need to be the change we want to see" (Gandhi).** This change also pertains to the growth of our knowledge: we cannot lead change without the recurring iterative cycle of unfreezing, adapting and refreezing our knowledge. We have found ERT a steep learning curve, but it gave us the opportunity to expand our knowledge, both through our mistakes and through 'getting it right.' In terms of assessment at SU, we are achieving what we always wanted to, but we are also learning that implementing such changes needs to be a collaborative and an ongoing process.

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We have realized that people need a reason to change. Artificially creating such reasons does not bring about lasting change; we need to understand how to address existing needs rather than try to create a need. We have also realized afresh the importance of relationships in AD and that we need to build on the relationships that we have constructed during this time of crisis, within the CTL, within the Division of Learning and Teaching Enhancement and with academics.

CONCLUSION

The above discussion shows that COVID-19 and the shift to ERT constituted a watershed moment for AD at SU and provided us with an invitation to change. This real crisis has afforded us the opportunity to unfreeze not only assessment at SU but also our own AD beliefs and practices. In the process, we have learned the true meaning of being reflective practitioners. In the words of Prof. Wim de Villiers (2020),

We now have the chance to reflect on what went wrong in the past and what needs to be corrected, to rediscover what is really important – to us as individuals and for society as a whole – and to redesign the future so that life becomes better for everyone.

> **“Our role as change agents has only started.”**

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Dr. Tracy Kellermann obtained a BSc (Hons) in medical biochemistry from Stellenbosch University (SU), an MSc in pharmacology from the University of the Witwatersrand (WITS) and a PhD in pharmacology from the University of Cape Town (UCT). She completed her MSc part time while working for a biotechnology company involved in developing novel tuberculosis diagnostic tests. She worked at the Division of Pharmacology at UCT as a principal scientist in the PK Unit before being appointed at SU from February 2019 as senior lecturer with overall responsibility for the analytical pharmacology laboratories as well as responsibility as course coordinator of the BSc and structured MSc degrees in pharmacology and for postgraduate research. Her expertise encompasses mass spectrometry, bioanalytics, tuberculosis diagnostics and photochemistry.

Sarah Arnold is a registered biokineticist with the Health Professions Council of South Africa (HPCSA) and has been teaching at the Department of Sports Science at SU on a contract basis since 2016. She has a master's degree in sports science with a specific focus on biomechanics and amputees and is doing a PhD in the same field. She has a special interest in the field of disabilities and the rehabilitation and biomechanics required to improve the functionality and quality of life of individuals living with a disability. She is currently the contract lecturer for kinanthropometry / practical courses. Due to COVID-19, these courses had to be redesigned to make it possible to implement them in the online learning environment. She also had the opportunity to be involved in the clinical supervision of biokinetics students within a community interaction setting.

San Schmutz is a lecturer in physiotherapy at SU with a main interest in physiotherapist education and clinical training. She has fulfilled various roles related to clinical training over the years, and her interest led to completing her MPhil in health professions education (HPE) recently with a focus on clinical supervision interactions. Her interest lies in training teachers to facilitate the clinical training of students and to develop the personal and professional growth of all involved. She is involved in the Centre for Health Professions Education (CHPE) and participates in online facilitation of the program as well as various research projects. She encourages a collaborative approach to clinical teaching and learning underpinned by value-driven engagement and an integrated focus on patient care.

Dr. Alison Lupton-Smith qualified as a physiotherapist at UCT in 2007 and obtained her PhD at UCT in 2017. She is a full-time lecturer in the Division of Physiotherapy at SU. Prior to joining SU as a full-time lecturer, she worked as a clinician in private practice for nine years and as a part-time lecturer at UCT for four years. She is currently the chair-elect of the provincial committee of the Critical Care Society of Southern Africa and former chair of the Cardiopulmonary Rehabilitation Group of the South African Society of Physiotherapy. She also serves on the executive committee of the International Confederation of Cardiorespiratory Physical Therapists. She is passionate about gaining and sharing knowledge and has published and presented her work both nationally and internationally.

Dr. Marianne Unger is a senior lecturer in physiotherapy with more than 20 years' experience and a track record as member of various programs as well as research ethics committees responsible for key areas such as teaching, research and community service. The focus in her early career as lecturer at SU centered on personal development, and with her clinical experience being mainly in the field of pediatric neurology, her research continued in this area and she completed her master's and PhD degrees in cerebral palsy. More recently, she has developed an interest in physiotherapy education and she has a special interest in educational technologies. She completed a PGDip in the field and now is the fortunate recipient of a three-year teaching and learning fellowship. She drives the Physiotherapy program's curriculum renewal and is excited to discover new and innovative methodologies to improve students' experiences while preparing them for professional practice.

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Danine Kitshoff is currently the course coordinator of the postgraduate Diploma in Primary Care Nursing at the Department of Nursing and Midwifery, Faculty of Medicine and Health Sciences (FMHS), SU. She facilitates and teaches at undergraduate-, postgraduate specialist and master's degree level. She has been involved in primary health care since 1988, working as a clinical nurse practitioner in numerous community health clinics, mobile clinics and occupational health clinics. She graduated with a master's degree in nursing at SU in 2012. Her thesis focused on the value of collaboration in an integrated community development program. She is the coauthor and coreviewer of the *South African clinical nurse practitioner's manual*, a textbook for primary care nurses. She is currently registered as a PhD fellow doing a joint degree at SU and KU Leuven in Belgium.

Santel de Lange is a lecturer at the Department of Nursing and Midwifery, SU. She is mainly responsible for developing the curriculum for the Trauma and Emergency postgraduate diploma and for assisting with undergraduate programs and the Nursing Education postgraduate diploma. She started her career in nursing upon obtaining her Diploma in General Nursing in 2007. She continued her studies by completing the Diploma in Trauma and Emergency Nursing in 2010 and obtaining her Bachelor of Nursing Science (education and administration) degree in 2012. She completed her Master of Nursing Science (advanced emergency nursing science) at the University of Pretoria (UP) in 2016. She is currently doing a PhD in nursing with the title *Evaluating the outcomes of a structured person-centred handover in the emergency department*. She has spent her nursing career in private health care with a keen interest and area of specialty in emergency nursing. She is also part of the Emergency Nursing Society of South Africa.

Dr. Gerda Dullaart is an advisor in the Centre for Teaching and Learning (CTL) of SU where she assists the FMHS with matters of teaching and learning. Before joining SU, she has worked in professional development and quality assurance of higher education (HE) in the private sector and in writing for media, such as journalism and teaching scriptwriting as senior lecturer. Her PhD investigated the transformation of literature education at postapartheid universities.

Dr. Hanelie Adendorff is a senior advisor in the CTL at SU. She has a PhD in chemistry but has been working in professional development since 2002. Her career and professional development started with an interest in blended learning, but she has since included work in the areas of assessment, facilitation of collaborative learning, science education and, more recently, the decolonization of the science curriculum. As a member of the Faculty of Science's teaching and learning hub, she works with the Vice-Dean (Teaching and Learning) to enhance the status of teaching in the faculty. During SU's move to emergency remote teaching, she was involved in the institutional online assessment project.

Dr. Nicoline Herman is the Deputy Director of the CTL at SU where she is involved in the professional learning of academics for their teaching. She cofacilitates the Scholarship of Educational Leadership short course and teaches other short courses and postgraduate modules. Her current research interests focus on the professional learning of academics and educational leadership in HE. She has authored and coauthored a number of publications and presented at national and international conferences. She regularly reviews for national and international journals in the fields of HE and professional learning.

Dr. Sonja Strydom is a senior advisor at the CLT and a research fellow at the Centre for Higher and Adult Education at SU. She holds a PhD in education from SU and a DLitt et Phil in psychology from the University of South Africa. Sonja teaches several short and postgraduate HE courses. Her current research interest is in the field of technology-augmented curriculum development, academic development, digital wellbeing and mixed methodologies for furthering the field of HE research.

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Dr. Elmien Sinclair is an educational psychologist and the Head of Academic Counselling and Development at SU. She had worked in different high schools across South Africa for 10 years before she furthered her studies at SU and obtained a master's degree in educational psychology cum laude in 2008 and a PhD in 2019. She has been employed at the Centre for Student Counselling and Development at SU for the past 13 years. She has a keen interest in positive psychology and student wellbeing. Her research focusses on promoting student success, student development and the transformation of student counselling services.

Dr. Munita Dunn-Coetzee is currently the Director of the Centre for Student Counselling and Development at SU. She is a registered counselling psychologist and obtained her master's degree in counselling psychology cum laude at SU in 2001. She completed her DDiac in play therapy in 2004 at the University of South Africa. She was employed at the Huguenot College until 2010 where she was involved in psychology and play therapy. As she is fond of research and studying, she obtained an MPhil in HE cum laude during 2013 with a focus on social change within HE. She has published nationally and internationally and has presented at several national and international conferences.

Annie Burger advocates plain language in all its forms. She is currently researching plain language in different contexts for her PhD in applied linguistics at SU. Her three passions are plain language, education and technology. She has learning design experience in both the corporate and academic environment. When she is not academically inclined, she enjoys sipping coffee and taking naps.

Brigitte Pegado thoroughly thinks of the world in terms of economics and has passionately taught its thinking methods since 2015. Lecturing on economics and taking joy in technical knowledge give her a great base to support learning design and coordinate online learning. She uses lateral thinking and problem-solving skills with her passion for understanding people in her research focus of behavioral economics applied in the teaching and learning of economics. Research is at the heart of promoting adaptable education to promote the student-centered approach in creating lifelong learning.

Natasha Solari is currently an online learning designer at SU by day and a sociology master's degree student at home by night. She has experience in both learning design and project management in the corporate and HE sectors. If you cannot find her at the computer researching and writing about social complexities or designing and curating online courses, you will most likely find her free diving in the ocean or trail running in the mountains.

Firdows Talip is an online learning designer at SU. After completing her qualification in graphic design, she spent time using art and writing to facilitate the rehabilitation of inmates in Pollsmoor Prison. Realizing her passion for teaching, she pursued a degree in education. While focusing on the upliftment and enrichment of youth in disadvantaged communities, she questioned traditional education methods and went on to explore technology-enhanced teaching and learning. This interest led her to the field of learning design where she designed and developed cutting-edge courses in the fields of fintech, executive coaching and public management, in collaboration with academics from top global universities. She has since gained experience in both the corporate and HE spheres and particularly enjoys how she is able to use her unique skill set to solve interesting teaching and learning challenges in the online space.

Mariana Clift is employed by the SU Language Centre's Comms Lab. She works mainly as a presenter of business writing courses for external clients. She also lectures in English 177/179 and Emerging Literacies 224 for students in the SU Faculty of Education. Previously, she has worked with international students in the Language Centre's Intensive English Programme and English for Academic Purposes. Mariana joined SU as an educational interpreter in 2015 after more than 20 years of teaching at secondary schools. In 2019, she received her master's degree in education, specializing in second language acquisition, cum laude.

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Magriet de Villiers is the learning technologies advisor of the CLT at SU. She studied and taught in the field of theology at SU. In 2015, she took up a position as the Faculty of Theology's blended learning coordinator and later as academic development coordinator. In her role as learning technologies advisor at the CLT, she provides support for the institutional use of ICT in learning and teaching. She is pursuing her doctoral studies in theology, focusing on the concepts of critical thinking and judgement in the work of German political thinker Hannah Arendt. Her teaching and research interests further center on pedagogy of discomfort, academic development strategies, instructional and learning design, and blended and hybrid learning.

Dr. Antoinette van der Merwe is Senior Director (Division for Learning and Teaching Enhancement) at SU, reporting to the Vice-Rector (Learning and Teaching). This division consists of the following:

The CTL
The CLT
The Language Centre
The Academic Planning and Quality Assurance Centre

After completing her bachelor's degree in French and German at SU, she studied at Texas A&M University, United States of America, obtaining another bachelor's degree in history and a master's degree in intellectual history. After returning to South Africa in 1996, she obtained a PhD from SU in science and technology studies and has been involved in professional academic support at SU for the past 23 years. Her main research interests include the scholarship of educational leadership, virtual learning spaces and the effective use of learning technologies in HE.

Dr. Heinrich Volschenk has a PhD in microbiology and has been a senior lecturer in the Department of Microbiology at SU since 2007. Apart from his active biotechnology research career, he has been teaching undergraduate modules in microbiology in the Molecular Biology and Biotechnology program in the Faculty of Science at SU for the last 14 years.

Dr. Ilse Rootman-Le Grange is an instructional designer in the Faculty of Science at SU where she supports science lecturers in developing teaching practices with a focus on learning technologies. She has a PhD in chemistry and previously held a position as chemistry lecturer at SU. Her research in undergraduate science education focuses on modes of teaching, mitigation of the articulation gap and the role of multidisciplinary collaborations in science education. She also has a keen interest in the professional development of undergraduate science lecturers.

Miné de Klerk is the Hybrid Learning Project Manager at SU and an MBA and a PhD candidate. (Hybrid learning at SU refers to significant periods of fully online learning, supplemented with short calendar 'blocks' of on-campus contact learning). She is responsible for the strategic management of SU's expanding portfolio of hybrid and online offerings. This includes the professional development of lecturers involved in online design and facilitation. Her research foci include dialogic pedagogy in the virtual classroom and complexity thinking.

Dr. Karin Cattell-Holden is a senior advisor at the CTL. She holds a PhD in Afrikaans literature and philosophy and has lectured in Afrikaans literature and literary studies for 21 years. She serves as external examiner for various teaching and learning qualifications. She presents at national and international conferences. Her research currently focuses on complexity theory as a lens on HE, in particular the acknowledgment of excellent teaching.

Claudia Swart-Jansen van Vuuren is an educational advisor at the CTL. She holds an MPhil in HE and was a lecturer for 14 years. Her research interest is the professional learning of academics for teaching.

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Charmaine van der Merwe holds an MPhil in HE and is an educational advisor at the CTL. She lectured for 15 year in the health sciences. Her research interest is the professional development of educational developers as well as exploration of ways to shift towards more formative assessment and feedback in HE.

Mariette Volschenk manages the Learning Technologies (LT) team at the CHPE in the FMHS at SU. She is also a lecturer in the MPhil in HPE program. Her key focus areas include learning experience design on the online platform, electronic portfolios, and postgraduate teaching and supervision (MPhil in HPE). She is currently a PhD candidate in HPE studies at the CHPE. Her doctoral research focuses on the identity trajectories of health professionals involved in master's-level HPE studies.

Kanita Brits graduated from North-West University (BSc in consumer science) and the University of South Africa (Postgraduate Certificate in Education) and completed her PGDip in Educational Technology at UCT. She is an instructional designer in the CHPE and a part of the LT team. Her key focus areas include working with subject matter experts to conceptualize, plan and design interactive instructional materials for traditional-led courses as well as web-based learning with the aim to integrate a blended approach and better facilitate teaching and learning within the FMHS. She is currently doing an MPhil in HPE at SU.

Jaudon Foiret is a member of the LT team at the CHPE in the FMHS at SU. He has obtained an M.Sc and has experience in lecturing to medicine and health sciences students as well as in the design of the anatomy curriculum. His current focus areas include learning experience design and advising subject matter experts and curriculum designers on online course design. Additionally, he supports the use of external content and communication platforms in the FMHS to promote lecturer-directed student learning. He conceptualizes and designs online learning material for and in collaboration with academics of the FMHS.

Darryl Pinetown captures undergraduate and postgraduate lectures in podcast format on Tygerberg Campus. He also provides training to lecturers on how to make use of e-learning tools such as Techsmith Relay to create sustainable lecture resources to be used for teaching and learning. He is also responsible for the upkeep and maintenance of the FMHS' resources website.

Dr. Anthea Jacobs is an SU education policy studies master's and PhD graduate with experience working as an educationist in the basic education and HE sectors. She sees herself as a teaching and learning 'jack of all trades,' happiest when working with academics who are keen to explore the field of education. An important focus for her is the strengthening of the scholarship of HE teaching and learning, and she believes that collaborative engagement, working together to respond to complex educational questions, is key to building the next generation of educationists. She currently works as academic developer/advisor to HE teaching and learning at the SU CTL. The core focus of her job is the professional development of academics, which gives her the opportunity to live out one of her passions, which is empowering and building the capacity of others.

“GOING FORWARD – LET US BE HUMAN FIRST”

– Dr. Heinrich Volschenk

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