



JOINT RESEARCH SEMINAR

University Teaching and Learning in Context

The Ali Mazrui Centre for Higher Education Studies and le CNAM are hosting a Joint Research Seminar on February 26-27, 2018.

Higher education institutions in South Africa and abroad are facing new demands and expectations. Students expect to learn specific knowledge and develop skills that will prove useful in their professional and daily lives, learning through materials and pedagogies that are relevant to the environments in which they live (Gay, 2010; Ladson-Billings, 1995). This request for **authentic learning opportunities** is strongly expressed in the **decolonisation movement** in South African universities (Le Grange, 2016) encouraging lecturers to implement teaching strategies that promote social justice. Lecturers and researchers expect (and are expected) to generate knowledge that will prove relevant for the socioeconomic and cultural development of societies and for the reduction of historically grounded inequalities.

In addition, the development of **online programmes** and the **internationalisation** of higher education institutions brings about new learning opportunities for university students (De Wit, 2011). The increasing diversity of university students (because of the massification of access to higher education and/or the increasing student mobility worldwide) require lecturers to develop **inclusive** and **culturally responsive teaching** practices to meet the learning needs of their local and international students (Banks, 2016; Gay, 2010). To accommodate these diverse learning expectations and facilitate the development of new pedagogies, **professional development programmes** for lecturers are developed (Amzat & Padilla-Valdez, 2017) and the conditions of their effectiveness are still debated.

Hence, this research seminar aims to contribute to the **regeneration of curriculums** and **pedagogies** in South Africa and abroad. We therefore invite researchers to reconsider the **knowledge and pedagogies** implemented at universities, scrutinising their relevancy for local and regional contexts. International trends and country-specific issues will be discussed. Researchers from different parts of the world will share their different conceptual frameworks, research paradigms and policy recommendations.

Themes and subthemes

Papers are organised around the following subthemes:

- In-context pedagogy for university students
- Decolonisation of the curriculum
- Culturally responsive teaching and learning
- Emerging professionals, emerging scholars
- Learning opportunities and affordances
- Online and hybrid programs for diverse students: historically disadvantaged students, culturally diverse students, professionals/adult learners, etc.)
- Work Integrated Learning (WIL) and training
- Professional development for university lecturers
- Cross-border education and internationalisation

Organisers

Dr Loïse Jeannin, University of Johannesburg, loisej@uj.ac.za

Prof Michael Cross, Ali Mazrui Center for Higher Education Studies, mcross@uj.ac.za

Prof Anne Jorro, Conservatoire National des Arts et Métiers, anne.jorro@cnam.fr