

**Faculty of Education
Higher Education Unit**

**KNOWLEDGE AND CHANGE IN THE AFRICAN UNIVERSITY
COLLOQUIUM: 1 AND 2 OCTOBER 2015**



Participants at the Colloquium

The Unit hosted a very successful colloquium on Knowledge and Change in the African University on 1/2 October 2015. Our thanks go to Professor Ihron Rensburg, our VC and to those who joined us as invited guests. All participants displayed interest and commitment to the project, and the level of engagement throughout our discussions was incredible.

Besides our book chapters and related issues (e.g. revisions, timeframes, editorial processes, general conception of the book, consistency and thematic organisation), we also paid attention to general issues of expanded participation, constitution of the present forum into a network of active researchers in higher education to hold annual seminars on a pressing topic in African higher education as well as issues of sustainability (e.g. Web site visibility and funding, particularly self-funding strategies).

**RESEARCH NETWORKING IN AFRICAN UNIVERSITIES
BEYOND THE 21ST CENTURY: 24 JULY 2015**

The University of Johannesburg is in a process of establishing a higher education studies centre. Unlike many other centres established in South Africa and elsewhere in the continent, its research, training and networking agenda is located within UJ's Pan-Africanist vision. In partnership with other major players in higher education in Africa and internationally, the proposed centre should contribute in a meaningful way to the realisation of higher education revitalisation in Southern Africa and the rest of the

continent. It is against this background that the Unit convened a consultative meeting with two primary objectives: to explore the possibilities of establishing a network of higher education scholars for collaborative work with the proposed centre in order to maximise its ability to operate within a Pan-African framework, and to seek preliminary endorsement of the name of the centre in honour of a top African scholar.

Professor Tshilidzi Marwala (Deputy Vice-Chancellor – Research) welcomed all delegates and introduced the theme of the meeting ‘*Research Networking in African Universities Beyond the 21st Century*’. The theme drew attention to the profound changes that have taken place in African universities and the nature of academic work.

Driven either by globalisation pressures or specific contextual factors, these changes have some bearing on how the centre should operate particularly in its mission, constitution, institutional responsiveness and responsibility. In this respect, representatives from major research agencies on the continent (CODESRIA, NRF, OSSREA, ERNWACA AND ANIE) gave inputs on their perspective on research networking, key priorities and relevant institutional arrangements.

We anticipate the establishment and launch of the Centre in the first six months of 2016. The name of the Centre is still to be confirmed.



Delegates at the Meeting

PROJECT ON HIGHER EDUCATION TRANSFORMATION IN SA

This project is in progress. It involves research contributions from prominent national and international scholars. The

authors are busy tying up their abstracts and draft chapters, which will be discussed at a Colloquium in early 2016.

SADTU BOOK PROJECT

Spotlight on teacher unions

An important project being undertaken by the Unit (since July 2015) is the writing of a book on the History of the South African Democratic Teachers' Union (SADTU). This follows a Memorandum of Understanding between UJ and SADTU. The book draws on recent research on SADTU and makes extensive use of data and evidence from the union's archives. The main purpose of the project is to trace the history of SADTU and evaluate its role and contributions to the education landscape in South Africa. Good progress has been made in the project. The anticipated date of completion for the project is April 2016.

INTERNATIONAL CONFERENCES

VII CLASCO CONFERENCE

The VII Latin American, Caribbean and African Colloquium on Social Sciences organized by CLACSO was held at the Conference Center Plaza Mayor in Medellin, Colombia from 9–15 November 2015 with the theme 'Models of Development, Democracy and Human Rights in the Global South'. Michael Cross participated in the Colloquium and presented his work on 'Steering epistemic access in higher education in South Africa'.

SOUTH-SOUTH TRICONTINENTAL COLLABORATIVE SEMINAR 2014 AND 2015, MEDELLIN, COLOMBIA

The South-South Laureates Seminar preceded the VII Clasco Conference. The 2015 theme of the seminar was 'Education, Work and Inequalities: Perspectives from the Global South'. It was a closed event for the 2014 and 2015 grant holders with the participation of the South-South Programme representatives of CLACSO (The Latin American Council of Social Science), CODESRIA (*The Council for Development of Social Science Research in Africa*) and IDEAs (International Development Associations in Asia). Each participant introduced their research and shared their work within the framework of the South-South programme. Michael Cross delivered a paper entitled 'Revisiting the pedagogy of academic and normative induction in high performance universities in South Africa'. Dr Carlos Cardoso, Head of Research at CODESRIA contextualizes the establishment of the South-South Research Collaborative Network as follows:

On top of the continuing knowledge divide, the context includes challenges and gaps in educating the next generation of scholars in the global south. The younger generation of scholars, since they have grown up in an environment of paucity, have problems in critically and innovatively conceptualizing research problems in the South, and tend to limit their intellectual focus to utilizing concepts and paradigms originating from the North, thus perpetuating, western epistemological hegemony.

Some scholars such as the Portuguese Sociologist Boaventura de Sousa Santos have been calling for a new epistemological order, whereby different epistemologies would be foregrounded and the epistemologies of the South would have the place that they deserve. The Indian scholar Claude Alvarez stressed the need to decolonize the universities of the South and construct new discourses about our reality that are more plural. In Latin America, there is a whole school of thought that is appealing for the construction of new epistemologies. In Africa, we could cite Kane's work published in 2003, which, drawing on the works of Valentin Mudimbe (1988) and others, showed that in post-colonial Africa there are at least two intellectual traditions of knowledge production on the continent: Anglophone and Francophone. Kane has stressed that next to the colonial library, which is essentially Eurocentric and Europhone, the other libraries in Africa include the Islamic library where many intellectuals have contributed their share.

*The question that was posed and which CODESRIA was established to explore, was a simple one: **How might African social researchers be mobilized into a collective endeavor at overcoming the divisive legacies of colonialism and, in so doing, proceed to be in the driving seat in defining the intellectual agenda on studies relating to Africa?***

It was against this backdrop that the South-South Tricontinental Collaborative Program was launched in 2005, thanks to SIDA's contribution and support. Currently, the Programme involves three leading institutions, namely CLACSO, IDEAs and CODESRIA.



The South-South Research Network Laureates at the CLACSO Conference in Medellin, Colombia

BRICS UNIVERSITY PRESIDENT FORUM

Professor Angina Parekh – DVC Academic, accompanied by Professor Michael Cross represented the University at the BRICS University President Forum hosted by the Beijing Normal University (BNU) in China from 16-20 October 2015. The main theme of the Forum 'Innovation, Transformation and University Engagement' aimed to bring together university presidents and senior scholars from BRICS

countries, to discuss strengthening cooperation at the university level, explore opportunities for joint research projects on a variety of academic disciplines, intensify exchanges of students and teachers, share knowledge and best practices, so as to ultimately contribute to the scaling up of collaboration among BRICS countries in different areas.

In recent years, the five major emerging economies known collectively as the BRICS – Brazil, Russia, India, China and South Africa – have dramatically transformed the world map of education, bringing millions into schools, establishing centres of world-class learning and driving innovation.



Prof Angina Parekh at the University Presidents Forum in Beijing. Prof Cross accompanied her to this meeting.



The BRICS Education Panel

HIGHER EDUCATION POLICIES IN DEVELOPING ECONOMIES SEMINAR

The International Seminar on Higher Education Policies in Developing Economies was held in Rio, Brazil, from 20-23 September 2015. The Seminar was a celebration and dissemination of the findings published in the following book: *Higher Education in the BRICS Countries-Investigating the Pact between Higher Education and Society*.

Editors: Simon Schwartzman, Romulo Pinheiro, and Pundy Pillay (Eds).

This is the first systematic comparative investigation of higher education developments across the BRICS region. Michael Cross spoke on 'Assessments and Quality Assurance in Higher Education in South Africa'.

NATIONAL CONFERENCES

SACHES ANNUAL CONFERENCE 2015

The SACHES Annual Conference 2015 was held from 24-26 October at the University of the Free State, Bloemfontein. The theme of the conference 'Education Access to quality Education in post-2015 Development Agenda?' attracted a broad range of educational and academic stakeholders active in educational development in Africa and abroad. Michael Cross attended on behalf of the Faculty.

SOUTHERN AFRICAN SOCIETY FOR EDUCATION

Amasa Ndofirepi (Post-doctoral Fellow) attended the 42nd Southern African Society for Education (SASE) International Conference held at the Protea Zebula Lodge, in the Limpopo Province from 7-9 October 2015. The conference theme was 'Reflecting on the past, envisioning the Future: Possibilities for Educational Change in Southern Africa'. Amasa's paper concentrated on *Relevance: Knowledge processes in the 21st century African university*.

SAERA CONFERENCE

After a successful 5-day Writing Retreat at the Wits Rural Facility near Kruger National Park in July 2015, the Unit was happy to have all the abstracts submitted to the SAERA Conference in October accepted for presentation. The following papers were presented:

- **Samuel Fenyane** (Doctoral Candidate) – University Governance in Post-Apartheid South Africa: Can university councils learn from the private sector in South Africa?
- **Rumbidzai Mashava** (Doctoral Candidate) – The Academic in Quandary: Why educational researchers are ineffective in influencing policy development.
- **Rumbidzai Mashava** (Doctoral Candidate) & Joseph Divala (Staff) – The University in Decay: Mismatch between Policy Rhetoric and Practice in Zimbabwe
- **Adelino Chissale** (Doctoral Candidate) – Effective learning experiences: The interplay between curriculum and family environment.
- **Joseph Hungwe** (Doctoral Candidate) – A re-imagined rainbow cosmopolitanism and internationalisation of public higher education.
- **Amasa Ndofirepi** (Postdoctoral Fellow) – *Ukama* ethic in knowledge production: theorising collaborative research and partnership practices in the African university.

- **Amasa Ndofirepi** (Postdoctoral Fellow) & **Michael Cross** (Staff) - The politics of knowledge at play in the African university
- **Agrippa Chingombe** (Doctoral Candidate) – Post-independent Education in Zimbabwe and the making of citizen challenges and prospects.
- **Agrippa Chingombe** (Doctoral Candidate) & **Joseph Divala** (Staff) – Challenges towards the implementation of a technologically based University curriculum for the 21st Century.
- **Oliver Seale** (Doctorate Candidate) – Leading and managing in complexity: The case of South African deans.
- **Michael Cross** (Staff) & **Basha Motswakhumo** (Doctoral Candidate) – Lecturers academic practice and student epistemic success in Higher Education in South Africa.
- **Thandiwe Lerato Sekhibane** (Masters Candidate) – Those who understand, teach: Exploring the missing paradigm in preparing science teachers.
- **Thandiwe Lerato Sekhibane** (Masters Candidate) – Teaching practice, becoming and remaining a teacher: Introducing an experiential approach to preparing science teachers.
- **Elizabeth Ndofirepi** (Doctoral Candidate) and Michael Cross (Staff) – Surviving first semester: Undergraduate students' response to the realities of campus life.
- **Joseph Divala** (Staff) – Trapped in the hall of performativity: Are we still the University?
- **Michael Cross and Shireen Motala** joined the panel on higher education in South Africa, which provided an opportunity for reflection on the current crisis in higher education.

The 14 papers presented at the conference will be submitted to accredited journals for publication.

ASSOCIATION OF EDUCATION DEVELOPMENT IN AFRICA (AEDA) CONFERENCE

Amasa Ndofirepi and Michael Cross were invited to present a paper entitled *To be or not to be world-class: Which way for the African University?* at the AEDA Conference held in Cape Town on 15/16 April 2015.

Defined as the most esteemed research universities associated with competitiveness and performativity within the global knowledge economy, a world class university is bestowed with elite status based on international recognition. Different stakeholders in the global academic community have placed currency on debates on 'world classness' of universities which has become a catchword for refining the quality of learning and research in higher education. But while the contest is on to appeal for higher status and prestige, do we know what it is and how to get to it? Given that most elite universities are positioned in a minority of economically and technologically advanced countries, should African universities be competing for world-class university status? In this theoretical paper, we argued that it is as important to endeavour for national or regional academic excellence as it is to mimic the affluent, most prestigious universities. We contended that an African

university should serve the local needs and priorities first and foremost, before attending to the insurmountable challenges of developing institutional strategies that confront the politics of the globalisation of knowledge in higher education. Hence, we debate that 'to be or not to be' world-class, an African university should respond to the demands of Africa before turning to global demands.

RESEARCH AND POSTGRADUATE ACTIVITIES

WRITING RETREAT

The main writing retreat in 2015 was held at the Wits Rural Facility in Acornhoek in mid-July. The retreat, convened by Michael Cross, gave doctoral students and their supervisors the opportunity to simultaneously work on papers in preparation for the SAERA Conference. It was well-attended and turned out to be a great success with all papers being accepted for presentation. (See the item on SAERA Conference for a list of participants and their topics).

HIGHER DEGREES

Congratulations to Dr Oliver Searle, Dr Elizabeth Ndofirepi and Dr Juliano Bastos who completed their PhD studies at Wits in 2015. The students were supervised by Michael Cross – well done! Their theses dealt with the following:

Oliver Seale: Building Leadership and Management Capacity for Deans in South African Higher Education.

Leadership and management development remains a major challenge in the rapidly changing South African higher education landscape. To support the Deans, conversations with peers and inputs by experts in meetings have been promoted. Seminars, workshops and conferences have been arranged. While these initiatives have been historically beneficial, for Seale a neglected area has been the search for a leadership development model and adequate policy pedagogy suited to the diverse profiles of university administrators and the contextual complexity in which they operate. His thesis goes a long way in filling this pressing gap. After scanning the university environment in SA using grounded theory methodologies and drawing on theories of social and leadership capital production, Seale proposes a model of leadership development that provides an integrated approach and incorporates key elements, such as strategic planning, performance management, succession planning and career management for deans.

The thesis is well-presented and well-argued, making a singular contribution to knowledge in the domains of university leadership and management, and leadership development. One of the examiners remarked, 'Mr Seale writes in an engaging manner so the thesis is an enjoyable read.' Another mentions that 'the candidate's voice is mightily strong and authoritative to the point that opinions are presented and then scholarly authority invoked.'

Elizabeth Ndofirepi: Rethinking social spaces in higher education: exploring undergraduate student experience in a selected South African University.

Drawing on qualitative methods, the study explores how undergraduate students experience their lives on campus and the meanings they attach to these experiences, including how they position themselves in the various campus social spaces. The study shows a maze of interacting social spaces some of which offer opportunities for the emergence of dynamic learning communities, while others remain exclusive and constraining. What happens in each of these spaces can promote and/or constrain student development. The study recommends that universities would do well to leverage these spaces so that they can 'speak' more effectively to the educational support needs of the diversity of students on campus. For this purpose, she proposes an 'Achievement-Space Linkage (ASL) framework comprising four critical spaces: blurred spaces, mute spaces, contested spaces and relational spaces, which provide a useful framing for characterizing student social spaces and their potential to enhance the quality of student experience and hence their learning.

Juliano Bastos: *Mapping out the path of teacher education development in Mozambique - A case study of the pedagogic university (1985-2012)*.

This study explores the role of the Pedagogic University of Mozambique in preparing teachers for the national education system in Mozambique. The thesis argues that the Pedagogic University has been developing a context-specific model which takes into account the socioeconomic conditions prevailing in Mozambique. This involves changing from a *consecutive model* to a *concurrent programme model*, in which a professional component is provided at the same time as a general component. The programmes are delivered in an integrated way, so that subject content and pedagogic content are offered simultaneously from the first year until the end of the course. These programmes are provided to students who are already teachers and students without any teaching experience. However, the University is gradually shifting from this "pedagogic" mission to offer programmes dictated primarily by market concerns. The thesis concludes that this change has become inevitable, mostly because of the dominance of a neoliberal economic agenda in one of the very poorest countries in the world.

THEORY & METHOD SEMINARS

The Unit, in collaboration with the Postgraduate Centre and the UJ Chair for Teaching and Learning, arranged several seminars for academic staff, Masters and PhD students.

- In May, Professor J Muller addressed the topic *Knowledgeability and expert action: what do we know when we can do something expertly?*

In his presentation, Professor Muller examined the problem of knowledgeable action – what do we know when we can perform expertly and accurately? How should we as educators think about the 'stuff' of knowledge ('know that') and its effective enactment ('know how')? The answer is critical when it comes to stipulating curricula. After looking at some examples of the kind of paradoxes that arise when thinking about these things, he examined contemporary philosophical

accounts of 'know that' and 'know how', including the currently influential philosophical brand of pragmatism called 'inferentialism'. He also examined Bernstein's sociological 'external language of description' which describes how specialised knowledge ('know that') is 'tracked' to particular enacted instances, and how well he can account for both accuracy and virtuosity. He concluded by reflecting on how professions need to revitalize their knowledge reservoirs in order to be 'progressive'.

- In August, **Professor Andre Keet** from the University of Stellenbosch gave a seminar on *'Epistemic "Othering" and the Decolonization of Knowledge'*. In this seminar, Professor Keet makes the case that epistemic 'othering' constitutes epistemic injustice, which is inscribed in the disciplinary formations of knowledge. As they help us produce our world, these formations, nowadays, preside over a considerable part of university practices and their conditions of privilege and disadvantage. Epistemic injustice within disciplines, so he argues, renders the collective interpretive resources required for epistemic justice structurally prejudiced. Using Fricker's notions of epistemic injustice and Foucault's distinction between 'savoir' and 'connaissance', Professor Keet suggests a new definition framework for the decolonization of knowledge with concomitant possibilities for innovative knowledge practices that view epistemic justice as central to the disruption of the disciplines.
- In September, **Adelino Chissale**, a Doctoral Candidate, shared his thesis entitled *'Entrepreneurship and Subjectivity Constitution in Secondary School Students in Mozambique'*. His thesis explores how secondary school students constitute themselves into future entrepreneurs through a vocationalised curriculum of general secondary education. It highlights the complex process of becoming an entrepreneur by investigating the conditions of possibility and the dynamics of such a process, but also articulating schooling experiences and resources students draw on to become entrepreneurs.

All staff and students are encouraged to attend and participate in these seminars

NEW APPOINTMENTS

The following have been appointed in the Unit:

Distinguished Visiting Professors

- Professor Bruce MacFarlane

Research Associates

- Mr Ahmed Essop
- Dr Logan Govender
- Professor Peter Woelert
- Dr Rachel Shanyanana

Administration

- Mrs Colleen Cronk – Administrative Assistant
- Mr Dan Singaravelu – Project Coordinator (Seta)

MASTERS AND DOCTORAL STUDENTS

Welcome to the following masters and doctoral students who have joined our programme. We know that your journey with us will be an enriching one.

PhD

Nazeema Mohamed
Sindiswa Nontembiso
Rendani Ramagwa
Antoniette Noxolo
Malau David Matsepe
Khetsi Isaac Lehoko

Masters in Education

Mmamogo Charlotte Selepe
Elelwani Olivia Musetha
Johannah Kagiso Mohulatse
Nicole Imbrailo

PUBLICATIONS (2015)

PEER REVIEWED ARTICLES

1. Cross M & Atinde V. (2015). The Pedagogy of the Marginalized: Understanding How Historically Disadvantaged Students Negotiate Their Epistemic Access in a Diverse University Environment, *Review of Education, Pedagogy, and Cultural Studies*, 37:4,308-325. To link to this article:
<http://dx.doi.org/10.1080/10714413.2015.1065617>
2. Seale O & Cross M. (2015). Leading and managing in complexity: the case of South African deans, *Studies in Higher Education*.
DOI: 10.1080/03075079.2014.988705. To link to this article:
<http://dx.doi.org/10.1080/03075079.2014.988705>.
3. Cross M (2015). Knowledge Hierarchies and the Politics of Educational Policy in South Africa, *Education as Change*, 19:2, 37-57.
DOI: 10.1080/16823206.2015.1085611.
To link to this article:
[http://dx.doi.org/10.1080/16823206.2015.1085611\(1\)](http://dx.doi.org/10.1080/16823206.2015.1085611(1))
4. Backhouse J, Cross M & Akala B. (2015). 'They can't even agree!' Students' conversations about their supervisors in constructing understandings of the doctorate, *SAJHE* 29(4) 2015.
5. Cross M. (2015). Patterns of scholarship in scholarly journal publication in South African education: The case of Perspectives in Education. *SAJHE* 29(5) 2015.
6. Ndofirepi AP & Cross M. (2015). Tradition or Modernity? Sitting Philosophy for Children within the African Outlook, *Interchange: A Quarterly Review of Education*,

DOI 10.1007/s10780-015-9254-6 (Online) ISSN: 0826-4805 (Print) 1573-1790 (Online).

7. Ndofirepi AP & Cross M. (2015). Child's voice, child's right: Is Philosophy for Children in Africa the answer? *Interchange: A Quarterly Review of Education*, DOI 10.1007/s10780-015-9250-x (Online) ISSN: 0826-4805 (Print) 1573-1790 (Online).
8. M Cross. (2015). Looking through the Rear-view Mirror: Legacies of Race Discourses in South African Academic scholarship. *Journal of Negro Negro Education*, Spring 2015 Issue.
9. Ndofirepi AP & Shanyanana RN. (2015). Rethinking *ukama* in the context of Philosophy for Children in Africa *Research Papers in Education*, DOI:10.1080/02671522.2015.1073773 (Online) ISSN 0267-1522 (Print), 1470-1146 (Online).
10. King-Miller BA. (2015). Effective Teachers: Culturally Relevant Teaching From the Voices of Afro-Caribbean Immigrant Females in STEM SAGE Open July-September 2015: 1–14 DOI: 10.1177/2158244015603427 sgo.sagepub.com
11. Cross M & Ndofirepi AP. (2015). Reconnecting the university to society: The role of knowledge as public good in South African higher education. *Journal of Higher Education in Africa*. Forthcoming.

BOOK CHAPTERS

1. Cross M. (2015). State Power, Transition and New Modes of Coordination in Higher Education in South Africa. In: *Higher Education in the BRICS Countries - Investigating the Pact between Higher Education and Society*. Editors: Schwartzman, Simon; Pinheiro, Rómulo; Pillay, Pundy (Eds). First systematic comparative investigation of higher education developments across the BRICS region. Springer.
2. Ndofirepi AP. (2015). Critical Thinking for autonomous citizenship: The place of Philosophy for Children in South African schools. In L. Kroll & D. Meier (Editors) *Crossing Borders of Reflection — Educational Change in International Early Childhood Contexts (pp.89-102)* Routledge: New York

NON-PEER REVIEWED

1. Seale O & Cross M. (2015) Why deans of universities need help to become better leaders', *The Conversation, Africa*.

The Newsletter will be circulated bi-annually. Please send any "news" to Colleen Cronk at ccronk@uj.ac.za. Tel 011 559-3450.

Proposed categories: Accolades/Awards; Higher Degrees; Conference/Workshop attendance; Research & Postgraduate Activities; Writing Retreats; International Visitors; Special Projects; Staffing



RETHINK. REINVENT.