DHET/NSF-DSI/NRF SARChI Chair in Teaching and Learning (PSET)

UNIVERSITY OF JOHANNESBURG

Faculty of Education
University of Johannesburg

REPORT OF THE SARChI Chair: TEACHING AND LEARNING

October 2020 – September 2021

The Future Reimagined

Overview of activities SARChI Teaching and Learning

Tier 1

Prof Shireen Motala

September 2021

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Abbreviations and acronyms

AMCHES	Ali Mazrui Centre for Higher Education Studies
CDA	Critical discourse analysis
CDE	Council for Doctoral Education
CGS	Council of Graduate Schools
CHE	Council on Higher Education
CPUT	Cape Peninsula University of Technology
DHET	Department of Higher Education and Technology
DPME	Department of Planning, Monitoring and Evaluation
DSI	Department of Science and Innovation
DST	Department of Science and Technology
EUA	European Universities Association
HEI	Higher education institution
HELTASA	Higher Education Learning and Teaching Association of Southern Africa
HEMIS	Higher Education Management Information System
IKS	Indigenous Knowledge Systems
IPATC	Institute for Pan African Studies for Thought and Conversation
NDP	National Development Plan
NIHSS	National Institute for the Humanities and Social Sciences
NRF	National Research Foundation
NSFA	National Student Financial Aid Scheme
PDRF	Post-doctoral Research Fellow
PGDip	Post-graduate diploma
PSET	Post-school education and training
RELATE	Reconceptualising Teaching and Learning Project (CHE)
RU	Rhodes University
SARChI	South African Research Chairs Initiative

SOTL	Scholarship of Teaching and Learning
STLG	Strategy Teaching and Learning Group
T&L	Teaching and learning
tbc	To be confirmed
UCT	University of Cape Town
UJ	University of Johannesburg
UK	United Kingdom
UKZN	University of Kwazulu-Natal
USAf	Universities South Africa

1.   Introduction

The DHET/NSF-DSI/NRF SARChI Chair in Teaching and Learning (PSET) (SARChI T&L) Tier 1 was awarded to Professor Shireen Motala in July 2020[1]. The inception of the Chair took place in October 2020 and the first term of the Chair continues until 2024.

This report is framed by the DHET/NRF's key expectations of SARChI Chairs. These include a research programme, peer-reviewed research outputs, student outputs, national and international partnerships and participation in scholarly engagement activities. The report is presented for feedback and recommendations on the strategic focus of the Chair and its alignment with the DHET/NRF's key expectations and the wider expectations of knowledge generation and scholarship through rigorous research on teaching and learning in higher education in South Africa.

The Chair will promote scholarship by:

- undertaking research on T&L within a holistic and theorized framework so as to shift the focus away from student or teacher deficiencies.
- using evidence-based research to inform T&L strategies and pedagogical approaches at both the undergraduate and postgraduate levels.
- recognising and promoting good practices based on social and curricular justice.
- addressing the relationship between education equity and social equity, especially in a context of poverty and societal disadvantage.
- building the capacity of young researchers in order to contribute to the next generation of scholars.
- enhancing the position of the Chair as an intellectual hub in T&L research through national, regional and international collaboration with meaningful impact on policymaking and policy discourse.

2.   Structure, organisation and governance

Major activities since October 2021 have included establishing the organisational infrastructure for the Chair, recruiting an administrator, appointing Post-Doctoral Research Fellows, taking on the first cohort of Masters and Doctoral students and appointing Research Associates.

Table 1: Current staffing

Position	Number
Chair	1
Administrator	1
Post-Doctoral Research Fellows (PDRFs)	4
Research Associates	9
Part-time support staff	3

The organogram is given in Appendix 1.

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[1] For Professor Motala's profile, see Appendix 1.

Offices are currently being established at the Johannesburg Business School building where three other SARChIs are located. The long-term plan is for all SARChIs to move to the Media Park Building in Auckland Park.

In terms of the governance structure, the SARChI T&L reports to the Executive Dean in the Faculty of Education and the DVC: Research and Internationalisation, with annual reporting to the National Research Foundation (NRF) and monthly reporting to the Department of Higher Education and Training (DHET). Funding is provided by the NRF and DHET, with UJ providing infrastructure support.

Phase One was marked by the completion of the initial publications which constitute a baseline; identification and establishment of a national and international network of collaborators; engaging with peers/organisations to establish boundaries and/or overlaps; and making decisions on how best to organize the work of the SARChI Chair T&L.

There is tremendous interest in the activities of the Chair among national, regional and international counterparts. In order to inform the research programme, in the first few months the SARChI T&L undertook a listening campaign with senior leadership and academic peers in higher education to establish the key issues in teaching and learning.

Highlights of this intensive and productive time have included:

- Production of two edited volumes titled *Transforming Universities in South Africa: Pathways to Higher Education Reform* and *From Ivory Towers to Ebony Towers: Transforming Humanities Curricula in South Africa*, with well attended book launches.
- Graduation of two Doctoral students and one Masters student.
- Convening a successful international conference in April 2021 entitled Peak Performances: Covid-19 and the Transformation of Teaching and Learning in Higher Education. The outcome will be a Special Issue of peer reviewed journal *Southern African Review of Education* (*SARE*) and a book publication.
- 18 peer reviewed publications have been produced including journal articles and chapters in books with a further 12 accepted.
- Participation in 22 conferences and seminars convened nationally, regionally and internationally, with the successful launch of the SARChI Chair Seminar series, which has seen robust engagement and debate.

In November 2021, the SARChI Chair T&L will co-convene the international bi-ennual conference for *SOTL in the South*. This will result in a special issue of the SOTL in the South journal and a book publication.

The research outputs in the months since the Chair was established are 7 journal articles published and another 2 accepted; 11 chapters in books published and 10 more accepted; and 2 edited volumes with a further 4 in the production stage. Professor Motala continues to participate and present in international fora and networks which include the Council of Graduate Schools (CGS), the Council for Doctoral Education (CDE) of the European Universities Association (EUA) and Universitas 21. Dialogue with Universities South Africa (USAf) is ongoing, with presentations to the Strategy Teaching and Learning Group (STLG). In the global South, initiatives are underway with colleagues in Chile and India, and pan-African seminars have taken place. Thought leadership has been facilitated through the SARChI T&L Seminar series, with robust debate and engaged participation. All of these activities are in pursuit of the goal of knowledge

generation and knowledge sharing in T&L with the aim of informing practice and contributing to quality, policy review and institutional and system change.

The COVID-19 pandemic created new conditions for understanding teaching and learning during the "online turn" and presented new research opportunities for the Chair. Key national partners are the Ali Mazrui Centre for Higher Education Studies (AMCHES), the Institute for Pan African Studies for Thought and Conversation (IPATC) and the SARChI Teacher Education at CPUT. A defined partnership is being established with the Reconceptualising Teaching and Learning (RELATE) project of the Council on Higher Education (CHE). Professor Michael Cross was central to establishing the relationship between AMCHES and the SARChI Chair T&L, and his contributions are greatly missed.

The establishment of the senior Advisory Group for the SARChI T&L has provided an opportunity for the Chair to interact, engage and get counsel on the strategic direction of the Chair and its research programme to 2024. Many on the Advisory Group have already provided this steering role and have contributed to the stability, definition and intellectual direction of the Chair. Research Associates and PDRFs have also played a valuable role.

Going forward, the main priorities for Phase Two are to consolidate the organisational infrastructure and in particular to allocate and differentiate the responsibilities around general administration, research administration and project management to create a more devolved and efficient structure. The research programme requires tighter thematic alignment to address the key knowledge contribution of the Chair, with the expectation of outcomes for each year clearly outlined. For Phases Three and Four, the policy interventions and the scholarly and intellectual work in teaching and learning will be clearly outlined.

3.   Research Programme: SARChI T&L

As indicated in the initial research proposal submitted to the DHET/NRF by Prof Shireen Motala, the research programme aligns with the SARChI research objectives in its intent to expand research capacity and produce Masters and Doctoral students; respond to economic, social and transformation imperatives; create research career pathways; and contribute to human capital development (as per 1.2 SARChI Aim and Objectives). The objectives are aimed at developing researchers who are responsive to national priorities and strategies (1.3: SARChI Guiding Principles).

The SARChI Framework on the scope of the DHET/NRF SARChI Chairs in Post School Education and Training (PSET) notes that pedagogical access and student success are priority areas on the DHET research agenda. Elaboration on these areas includes the factors that impact on pedagogical access and success in PSET contexts; the knowledge, skills and attributes that lecturers need to enable effective learning; and how these should be developed. The themes of the Chair's research programme encompass all of these areas.

Four overarching concepts or contextual imperatives inform the research programme. The first is the concept of 'cognitive justice' as a normative principle for the equal treatment of all forms of knowledge (Odora Hoppers, 2021). The second is the pan-African concept of 're-centring' and not seeing Africa as an extension of the West but rather defining clearly what the centre is (Mbembe, 2016; Sayed, Motala & Hoffman 2017). The third concept is 'inclusiveness' (Seehawer & Breidlid, 2021); and the fourth 'equity' (Sayed & Ahmed, 2015). The theoretical frameworks in the research programme include decolonisation and social justice (Rawls, 2001; Mgqwashu, 2016; Jansen, 2019).

The choice of these theoretical frameworks articulates with the current research interests of the Chair which, in addition to the above, relate to access including epistemological access, inclusive pedagogies, quality and systemic reform. The research undertaken will also address the criticism that research on T&L lacks a sound theoretical base. Methodologically, it aims to use qualitative and quantitative research methods including participatory approaches and quantitative modelling. The starting point for the research programme is to use a variety of methods in order to provide informed evidence-based analysis which is systemic, institutional and individual in impact. Interdisciplinary and transdisciplinary approaches will be explored.

> **Theme 1**: Teaching Excellence: Undergraduate Education
> **Theme 2**: Equity, Access and Success: Undergraduate Education
> **Theme 3**: Access and Success: Supervision for Quality Postgraduate Education
> **Theme 4**: Socially Just Pedagogy and the Decolonisation of the Curricula

The focus on digitisation is a secondary focus in some of the themes. Key elements of this focus include leveraging technology to improve teaching and learning; and innovating not only in what is taught but in how it is taught in order to achieve the goals of access, equity and excellence.

The aim of the Chair is to contribute to a robust national conversation and scholarship on higher education teaching and learning in a context of social transition, inequality and joblessness while taking account of the new digital and 4IR imperatives. The current research on T&L raises many pertinent issues and provides the starting point for the research programme. These include the dominant model of the student as a 'decontextualised' learner which does not take account of structural and socioeconomic inequities and fails to adequately reflect on the home-university-society nexus. Despite vastly changed student demographics, institutional cultures have been slow to change and the values of the academy are not made explicit. Others question the extent to which the beliefs and attitudes of those developing T&L policies and implementing these precepts in everyday educational encounters have themselves changed. Pedagogy, and how teaching and learning take place, needs much more interrogation and especially the manner in which learner centred pedagogies, the use of written materials and even the use of electronic material and learning technologies may privilege some learners and not others. Lecturers need to be learning continuously in order to improve their practice and scholarship. Teaching and learning overlap and have to be considered as a continuum.

My overarching approach to the work of the Research Chair is to conduct research into teaching and learning while holding macro, meso and micro issues - or systemic, institutional and individual issues - in constant interaction. I build on my experience and expertise in education policy research, the sociology of education and, in the last several years, the scholarship of teaching and learning; these constitute the key elements of this approach.

The primary focus of the research programme will therefore be T&L in higher education, and particularly the interrelated sub-fields of academic learning and academic teaching, and student learning together with knowledge, curricular and other enablers of access and success across undergraduate and postgraduate studies.

4.   Research projects

The envisaged projects form a coherent and holistic approach to T&L research. It begins with a focus on academic teaching and how to develop quality lecturers who understand how students learn. It then considers academic learning, and what the key enablers are, including resourcing,

culture, context, and pedagogy. The continuum from undergraduate to postgraduate study creates a different set of teaching and learning needs for quality supervision and scale. Finally, knowledge generation, selection and exclusion are considered through the academic curriculum, within the framework of a socially just pedagogy.

As noted earlier, the projects have been derived through extensive discussion with peers and leaders in higher education, with USAf, CHE and the Higher Education Learning and Teaching Association of Southern Africa (HELTASA), and with colleagues with whom the research Chair has collaborated over an extended period. The four extensive literature reviews commissioned by the SARChI T&L at the end of 2020 have contributed valuable knowledge to steer and focus the research programme. These included a Review of Research on Teaching, Learning and Pedagogical practice in South African Higher Education (Boughey, September 2021); Covid-19 and the "New Normal" in Higher Education (Essop, March 2021); Postgraduate Supervision and Doctoral Education: a literature review, (Keane, Castle and Wadee, April 2021); and The Fourth Industrial Revolution, Tertiary Education and Teaching and Learning in the Context of Development in South Africa (Baijnath, March 2021).

In this first phase, the research projects that have been initiated have included a focus on teachers' knowledge and decolonising the post-colonial curriculum; epistemic access in a context of disruptions in T&L; equity and access and the enabling resourcing and funding infrastructure required for quality learning; the scholarship of teaching and learning at undergraduate and postgraduate levels; doctoral education and supervision; digital pedagogies and the 4IR in the development of teaching and learning; and re-envisioning the future purpose and role of the university.

This report presents an overview of the research projects currently in the portfolio of the SARChI T&L The presentation of each project includes a summary of its scope, team members, timeframes and progress to date. Each project has a comprehensive proposal, ethics approval, methodological approach and literature review (either complete or in progress).

Under the title of each project, the theme(s) in the overarching research programme with which the project is aligned are indicated. Projects are also presented, with those falling under the same theme loosely grouped. Some projects are aligned to more than one theme; they are therefore not presented in exact thematic order.

An observation that has been made is the extensive scope of the research projects and the point is well taken. The programme includes areas of research focus that the Chair had started prior to the award; new areas on T&L research which are empirical in approach with the Chair as the primary PI or co-PI; and others which are led by colleagues or Research Associates who are supported through the Chair. Going forward, the scope, model and focus of the research programme may require streamlining and review with the aim of working towards thematic coherence.

Leading for Change

Academics as agents of change

Epistemic Access
Institutional culture
Policy and practices
Curriculum

Supervision and Doctoral Education
PG pedagogies and SOTL
IKS

New perspectives on T&L

access & success in HE

Epistemic Disruptons
Decolonization
Knowledge creation
Emancipatory
Pedagogies

Enabling Contexts for T+L
Fees must fall
COVID-19
Macro, mezo and micro levels

Digital pedagogies
New ecologies of learning
Creating viable futures for HE

Impact and outcomes: knowledge generation and theory
- Next generation of researchers
- Inform policy and scholarly discourse
- Create partnerships, national, region and global
- Changing practices in SOTL

Figure 1: Overview of Current Research Programme for SARChI Chair T&L

5.   Current research projects

See Appendix 2 for a summary list**.**

5.1   A postcolonial critique of curriculum change in South African higher education

(Themes: 1, 2 and 4)

This study finds it roots in the aftermath of the 2015-2016 #FeesMustFall student protests in South Africa and explores teaching and curriculum transformation in higher education. It is informed by the scholarship on postcolonialism and seeks to address neglected fields of study in South Africa. The significance of this work is that it focuses attention on what occurs at the student/lecturer interface.

More specifically, the research seeks to investigate current understandings and practices of teaching and learning as integral to curriculum change at university. At present, not enough is known about what lecturers teach students, how students are expected to learn and how they are assessed. These three dimensions form part of a broader subject of how the purpose of higher education is conceptualised. The following research questions underlie the inquiry:

1.   What are the aims and purposes of transforming the curriculum for social justice?

   a)   What content and subject matter do lecturers teach?
   b)   How do lectures teach (including hybridisation and digitisation)?
   c)   How are students expected to learn?
   d)   How are students assessed?

2.   What changes, if any, in curriculum have taken place or are taking place in recent years? How have they occurred and why?

This is a mixed-method comparative case study which includes three South African universities (the University of Johannesburg, the University of the Witwatersrand and Tshwane University of Technology). The target population for this study includes lecturers who teach modules within the Humanities and Education faculties of all three universities. The study will focus on document analysis (study guides, course outlines, tests, assignments and examination papers and memoranda of marking), large-scale survey data from a questionnaire to be administered at all three universities and, finally, approximately 60 in-depth interviews.

Broadly, and as illustrated by the problem statement, the study is centred within postcolonial theory. Postcolonialism, along with anti-racism and feminism amongst others, appears "on lists of approaches that make up 'critical theory' in a broad sense" (Ingram, 2018: 501). Critical theory is "practical, seeking knowledge not for its own sake but in the name of emancipation, in order to help reverse the blindness, domination, violence, and unreason that have marked our history, from within and in light of which they try to think present predicaments and future possibilities" (Ingram, 2018: 500). This allows us to explore how Western colonial and imperial domination "shaped and continues to shape our world - its social, political, and economic structures, but also the knowledge and identities of colonizers and colonized alike" (Ingram, 2018: 500). These explorations represent "a critical effort to understand one of the fundamental structures of power, knowledge, and identity in the modern world, and is to that extent itself a kind of global critical theory" (Ingram, 2018: 500).

It is also within these discursive parameters that the study's methodological orientation, critical discourse analysis (CDA), is located. The chosen methodology for the collection and the

interpretation of empirical material is CDA. Our focus is therefore not on the everyday, common-sense understandings of data from research participants or texts but on the deeper ideas and meanings that underpin the data. By being 'critical', we can avoid taking what people say or what is written in documents in the context of debates about race, gender and education.

Progress: Literature and proposal complete, ethics approval received, questionnaire being distributed in two institutions

Research team: Everard Weber, Shireen Motala, Venise Joubert (research coordinator)

Time frame: 2021-2023

Funding: Funding proposal finalised. Possible funders to be approached include the National Institute for the Humanities and Social Sciences (NIHSS) and the NRF.

Outputs: a peer reviewed book publication written by the 3 lead researchers, conference papers and journal articles.

5.2 University life in an era of disruption, of Covid 19: Perception of readiness and attitudes of South African students

(Themes 1 and 2)

The incidences of the coronavirus infections that started in Wuhan, China in December 2019 has snowballed into a global pandemic, literally shutting down economies and leading to the closure of some higher education institutions (HEIs) while disrupting the academic year for most institutions and students. HEIs have had to rethink and readjust to the current situation to better enhance teaching and learning (Deng, Enckendorff & Gannaway, 2020; Hooshyar, Kori, Pedaste & Bardone, 2019).

South African universities were not spared during the disruption. Staff and students have had to adapt to the 'new normal'. Making sense of the readiness and attitudes of university students is a research gap in the current situation to effectively manage this era of disruption (Deng et al., 2020; Nistor, Stanciu, Lerche & Kiel, 2019). The commotion caused by the global pandemic has had a significant impact on the traditional, face-to-face approach to teaching, learning and assessment. The University of Johannesburg, an African, comprehensive university, is caught in these transitions. This has an impact on both academics and students.

This research project attempts to examine how undergraduate and postgraduate students registered in the 2021 academic year navigate online teaching. Specifically, the study focuses on examining how students perceive their readiness for this 'new normal' and what their attitudes are within this transition. The study is being conducted as part of a larger project where the same question is being answered at HEIs nationally and internationally with colleagues from the University of the Witwatersrand and the University of Cambridge, UK.

The proposed study will be a mixed-methods research project in which both qualitative (through open-ended questions) and quantitative data (through Likert-scale questions) will be collected through an online questionnaire. The target population is the entire registered undergraduate and postgraduate students as well as academic staff members in the current 2021 academic year.

Progress: Ethics approval received, staff questionnaire being administered

Research team: Shireen Motala, Juliet Perumal, Richard Devey, Yu Ke, Zahraa McDonald (research coordinator) Sindi Msimango, in collaboration with Emmanuel Ojo (Wits University) and Anthony Onwuegbuzie (University of Cambridge, UK)

Time frame: 2021-2022

Funding: SARChI T&L

Outputs: The academic outcome will be two journal articles and two conference papers.

5.3 Epistemic access and success of disadvantaged students at South African Universities

(Theme 2)

This study is being conducted within a broader research project of the Ali Mazrui Centre for Higher Education Studies (AMCHES), focused on understanding epistemic access and success of students from disadvantaged backgrounds at universities in South Africa. The SARChI Chair: Teaching and Learning, was invited to participate in the project. With the provision of free higher education for students in need of financial support in South Africa, the question of formal access has been significantly addressed. It is the question of epistemic access within a framework of epistemic justice that necessitates more attention. Low graduation rates, high dropout rates and general academic under-performance are central problems facing South African universities.

The project is focused on undergraduate students in six institutions: University of the Witwatersrand, University of Johannesburg, University of Pretoria, University of the Western Cape, University of Limpopo and the Central University of Technology. Two faculties (Humanities and Natural Sciences) at each institution form part of the case study.

Faculty profiles with respect to student progression and pass rates are being statistically compiled for the cohort of 2012-2018. The statistical profile of PPR (progression and pass rates) are analysed for the institution as a whole and disaggregated by the Humanities and Natural Sciences faculties. The aim is to have a composite statistical narrative for each faculty's PPR. Data from the Higher Education Management Information System (HEMIS) together with programme information from institutions have been drawn on to achieve the statistical narrative. A set of case studies, through student and staff interviews, identify those practices, norms and values that constrain and those that enable epistemological access or successful participation amongst the student body in diverse contexts.

Progress: Ethics approval received, data processed, draft report available.

Research Team: Shireen Motala, Zahraa McDonald (research coordinator), Ahmed Essop, Logan Govender, Sibonokuhle Ndlovu, Sindi Msimango

Time Frame: 2021-2022

Funding: CHE

Outputs: Chapter reviewing statistics for report to CHE, journal article, book chapter

5.4   Epistemic disruptions in reconstituting higher education pedagogy in South Africa: The student and management perspective

(Themes 2 and 4)

This is a joint project between the UJ SARChI Teaching and Learning and the SARChI Teacher Education and which seeks to develop a rigorous research base to expand the knowledge areas in the two fields. The project recognises the impetus of epistemic disruptions driven largely by the current and ongoing COVID-19 pandemic and the student-initiated higher education decolonisation protests. For students, although decolonisation had to a certain extent challenged colonialism, in most HE spaces this process has resulted in modified course material rather than removed embedded patterns of disadvantage. Since then, the epistemological foundations of HE teaching and learning, curricula and pedagogies have undergone substantial transformation. While the western canon dominates the knowledge bases of teaching and learning, curricula and pedagogies in HE in South Africa, the epistemic disruptions that have characterised our HE spaces in recent times could be a source for new imaginaries in our universities. The research project is framed in notions of critical pedagogy (Freire, 1997), social justice (Bell, 2014), distributive justice (Rawls, 2001), social belonging and identity (Frazer, 2010), and social cohesion (Sayed et al., 2014). Management theory looks at the different models of leadership and how it has been applied in this context.

Key questions

This research project seeks to determine the effects which the crises of COVID-19 pandemic and student-led decolonisation protests have on teaching and learning among Faculties and Schools of Education in the six institutions involved in the study. It also seeks to understand how curriculum and pedagogy are experienced across the institutions' Faculties and Schools of Education and to probe students' and education leadership's understanding of decolonised curriculum and pedagogy in the context of transformation debates on decolonisation and the COVID-19 pandemic. More specifically, how university leaders lead in times of these crises, their prospects and limitations. It aims to investigate the alignment of policy intent and actions in institutions. It investigates the kind of sociality experienced in the pedagogic encounter and what kind of sociality is possible between students and lecturers in the context of epistemic disruptions; the knowledge forms and canon to which students are exposed to in their academic programmes; and the academic leadership and management of curriculum change in a time of disruption.

Three questions are investigated:

1. What knowledge forms are embedded in curricula, how and why?
2. How does the institutional context support and/or hinder curriculum transformation?
3. How do institutions manage and lead processes of curriculum transformation?

The study deploys a mixed method approach and data is collected through surveys, focus groups and semi-structured interviews. The sites have been purposefully chosen to have two each of different institutional types in South Africa: research intensive, comprehensive and universities of technology.

The selected sites are the University of South Africa (UNISA) College of Education; the University of Kwazulu Natal (UKZN) Faculty of Education; the Sol Plaatjie University School of Education; University of Fort Hare Faculty of Education; University of Johannesburg (UJ) Faculty of Education (comprehensive institution: Gauteng); Cape Peninsula University of Technology

(CPUT) (university of technology: Western Cape). The research at two sites as pilots (UJ and CPUT) has been completed.

Research team: Shireen Motala, Yusuf Sayed (SARChI TE: CPUT), Otilia Chiramba (research coordinator), Zahraa McDonald, Marcina Singh de Waal, Tarryn Williams (CPUT)

Time frame: 2021-2023

Funding: Proposal submitted to the CHE for funding.

Progress: Literature review complete, ethics approval, research instruments are ready and fieldwork has begun in two institutions.

Output: A book publication and four journal articles; one doctoral student (Plaki Chikunda)

5.5 The political economy of Higher Education Student funding and the pursuit of equity in post-apartheid South Africa

(Themes 2 and 4)

Transforming and widening participation in higher education to youth from marginalised households and communities continues to carry the promise and ambition to contribute towards the creation of a more equitable society. Notably, the United Nations Sustainable Development Goal 4, which aims to ensure equity in access to educational experiences and outcomes, affirms higher education as a critical vehicle for improving societal wellbeing. Post-apartheid South Africa has the expectation that HE will contribute to reducing the inter-generational cycle of poverty as well as redress the socio-economic legacy of colonialism and apartheid that continues to polarise South Africa into one of the most unequal nations in the world (Republic of South Africa, 2019). Despite the strong global and national-level policy commitments to achieving equitable HE outcomes, perennial disparities in patterns of access, experience and attainment continue to undermine the faith of many in the transformative potential of HE. Social class, ethnic and gender-based inequalities in students' higher education aspirations, the type of university and field of study accessed, institutional experiences and their odds of completion persist (Kapp and Bangeni, Boliver, 2017; Reay, 2017).

In response to such disparities and in pursuit of equitable HE outcomes, governments have identified various student financial aid models as strategic levers to improve access and success amongst underprivileged students; these have had mixed results. In South Africa, the democratic government established the National Student Financial Aid Scheme (NSFAS), a national loan and grant scheme aimed at transforming and widening participation for students from historically marginalised communities. As a result, in the almost three decades since the end of apartheid the composition of the university student population in South Africa has changed significantly with increased access of working-class students to HE (Republic of South Africa, 2019). The increase in access by financial aid-funded working-class students has occurred alongside high dropout and low completion rates amongst such students, with over 60% of financial aid funded working-class students not completing their studies (DPME, 2013). Data in the South African Presidency's report *Towards a 25 Year* Review: 1994-2019 (South African Presidency, 2019) suggests that the picture may be even worse than this.

This research aims to investigate how black working-class students' (and the perceived missing middle) journeys to, experiences and outcomes in South African higher education are shaped by different student funding models/pathways (such as NSFAS grants, external bursaries and

student loans). The research seeks to also explore whether we are transforming or reproducing inequalities, through an analysis of the extent of race, class, gender and spatial disparities.

Research questions:

In what ways is South Africa's recently introduced fee-free higher education funding policy contributing to the redress and/or reproduction of inequality in patterns of access and success in HE and what are the new typologies of inequality? How can policymakers tasked with HE's transformative agenda achieve more equitable and less reproductive educational outcomes?

Our interest in these questions is inspired by what we perceive to be gaps, sore points and potential unintended consequences of the South African government's fee-free higher education funding policy for poor and working-class students (South African Presidency, 2019). The questions are explored in a manner that contributes to ongoing debates on equitable and sustainable ways of funding students in higher education, particularly in contexts with limited resources and competing fiscal priorities.

Methodology:

The research approach includes a documentary review of SA's HE funding policy over the 27 years of democratic dispensation; use of a qualitative methodology to foreground the voices of the specific stakeholders (students, student leaders, management, academic and support staff) at five case study universities.

The research contributions will include: an empirical investigation into reimagining HE in (de)colonial contexts; recommendations on policy and practice; and suggested models of higher education funding models to ensure its future sustainability in an enabling environment for teaching and learning.

Progress: An extensive literature review has been completed and two journal articles produced.

Research team: Mukovhe Masutha (research coordinator), Prof Shireen Motala, Dr Gerald Ouma Wangenge (University of Pretoria tbc), Moses Oketch (University of London: tbc), Prof Rajani Naidoo (University of Bath), Prof Joel Samoff (Stanford University).

Time frame: 2021-2023

Output: A book publication and three journal articles; one doctoral student (Albert Garcer)

5.6 Postgraduate Teaching and Learning: Doctoral Education and the Pedagogy of Supervision

The Postgraduate Teaching and Learning Research Group of the SARChI Chair T&L have held two workshops (November 2020 and June 2021) with key stakeholders and researchers in the area to refine, sketch and inform the research agenda. A reference group for this work has been established, which will work with the DSI/USAF established Community of Practice (COP) in this area. A proposal has also been submitted to the RELATE programme of the CHE. Following the workshops, several research areas have been proposed. Below are the initial areas of research investigation. Ongoing collaboration continues with international networks in the research area including the Council of Graduate Schools (CGS), the European Union University Council for Doctoral Education (EUA-CDE) and Universitas 21. In November 2021, a colloquium on doctoral mobility in the global South will be convened by the SARChI Chair T&L and the University of Chile through the Universitas 21 network.

5.6.1 Postgraduate Teaching and Learning

(Theme 3)

This is a collaborative research project with the Post Graduate School (UJ) and SARChI T&L. The intended research foci fit in with the SARChi T&L's research proposal: Research into impact of, and insights from the PGDip in Supervision offered by the Postgraduate School. There are two distinct research foci:

The first focal area consists of the following questions:

- What are the experiences of the course co-ordinators/lecturers, mentors, students and administrators in implementation of programmes and what impact can be measured in relation to the course aims?

- What professional knowledge is displayed by the presenters of the short workshops offered by the postgraduate school. (PGS facilitators)?

- How can writing and supervision experiences be enhanced through communities of practice?

The second focal area deals with 'Changing thinking and identity of supervisors of postgraduate education in relation to decolonising supervision practices'.

Research team: Moyra Keane (coordinator), Gert van der Westhuizen, Marissa Rollnick, Tebogo Mofokeng, Vongai Mpofu (Zimbabwe)

Time frame: 2021-2023

Progress thus far: Ethics approved and two journal articles.

Outputs: Three journal articles and one doctoral student (Rose Adegoke)

5.6.2 Project on supervision

For South Africa to become a knowledge economy, contribute to research and innovation and compete globally, the doctoral numbers and supervisor numbers both have to increase. In addition, gender disparities in doctoral graduates have to be narrowed. In 2019, 415 more males graduated with a doctoral degree than females (PSET, 2019).

In 2018, only 48% of academic staff had doctoral degrees (DHET, 2020). This suggests that capacity to supervise at the doctoral level may be compromised through a shortage of suitably qualified and trained doctoral supervisors. This puts the goal of increasing the number of PhD graduates at risk. The Department of Science and Innovation (DSI) has projected that, in order for the knowledge economy to expand in South Africa, the number of PhD graduates will have to increase considerably over a 10-year period. The NDP has set a target that 75% of academic staff will have doctoral degrees by 2030 and the numbers have increased from 41.1% in 2015 to 48% in 2018 (DHET, 2020) but there is a paucity of disaggregated data and statistics on doctoral supervision in the South African context.

As a first activity of the research programme on postgraduate T&L, an overview of supervision and doctoral pedagogy through an extensive literature review has been undertaken. This identifies current issues and research concerns in doctoral education postgraduate supervision in

the South African context (Keane, Castle and & Wadee, 2021). It highlights common themes as well as differences in approach to doctorate and postgraduate supervision and provides an important starting point for current and future research for the SARChI programme. The literature review addressed the South African context and policy drivers in postgraduate education (social justice, decolonisation, equity), linking national calls for decolonisation of the curriculum to national and international supervision models, pedagogy, language and research modes and methodologies. Postgraduate supervision practice in South Africa continues to rely on traditional models and conventions imported from the UK and Europe, often to its detriment and contributing to the marginalisation of African knowledge systems.

The literature review addressed the purpose of the PhD and the three emerging 'doctoral discourses' in South Africa, each with a distinct purpose and implications for policy and practice. The discourses are the traditional or scholarly view of the PhD; the labour market discourse; and the ongoing personal and professional discourse (Backhouse, 2011). Finally, it reviewed doctoral degrees and standards (following on from the national CHE/NRF Doctoral Review), economic impact and student experiences, professional development of Doctoral candidates and supervisors, literacy practices, the scholarship of postgraduate teaching and learning and doctoral pedagogy.

The initial study is undertaking research on the postgraduate profile and national doctoral supervision trends and the implementation of the doctoral standard, in all higher education institutions that have doctoral programmes. The study will be expanded in the next phase to include the doctoral students themselves. Results from the study can be used to develop a supervision training model that can be used in conjunction with the programmes that already exist for accelerating staff with doctoral degrees. The results can also help inform and strengthen existing policy on increasing doctoral numbers, the number of supervisors and supervision quality. The aim of the research is to contribute new knowledge in the area and shift the current discourses which focus more narrowly on supply and demand and efficiency. A particular aspect is to explore the 'leaky' pipeline and female student's participation in doctoral education.

Methodology and sampling

- Literature review (completed).
- Collection of data through quantitative mapping of the postgraduate student population and supervisors.
- Analysis of national statistical trends to support the literature review and the study. The focus will also be on access, throughput and completion. The data will be disaggregated by institutional type, gender, rurality, percentage of NSFAS (as a proxy for socio-economic status) and supervisor capacity.
- Exploration of 'leaky' pipelines: gendered trends in doctoral access, participation and completion in South Africa will be a particular focus.
- Use of the CHE Doctoral Review to analyse trends in supervision nationally; this will provide the basis for the empirical study.
- Purposive sampling involving supervisors in 10 institutions, 30 supervisors (3 focus groups in the three main discipline areas). There will be n=300 supervisors in total with the aim of understanding the lived experiences of supervisors, their own histories of learning how to supervise and improving supervision practices. This could also use a practice research project approach by documenting experiences, with a framework to review and to bring about changes.

There will be dissemination of the study results as they are being collected through, supported by seminars and a conferences at various stages.

Research team: Shireen Motala, Stephanie Burton (UP), Moyra Keane, Gina Wisker (University of Bath), Michael Samuel (UKZN) Chrissie Boughey (RU), Sioux McKenna (RU), Janet Carton (University College Dublin, Ireland), Aslam Fataar (SU), Sindi Msimango (Research coordinator), Felix Maringe (Wits University), Amasa Ndofirepi (Sol Plaatjie University)

Output: 6-7 journal articles, contributions to a Special Issue

5.6.3 Modelling best practice interventions of postgraduate teaching and learning in Southern Africa (under discussion)

(Theme 3)

Research Question

What is involved in the design, and delivery and outcomes of best practice interventions in postgraduate education and how do these contribute transformative changes in the sector ?

There is a need to improve practices of teaching and learning in theoretically informed ways. The need is also to conceptualise theories of change, with the starting premise that current and new interventions need to be documented and critically analysed and that the theories of change be articulated and developed.

Prevalent assumptions about postgraduate teaching and learning, and doctoral education in particular, include that interventions be realistic, contextually relevant and responsive to imperatives of cognitive justice, relevant to changing social structures and communities, agency and capability oriented and rely on change theory methodologies.

The theoretical bases of these and other assumptions need to be further developed, leading to theoretical and conceptual papers which will guide design, implementation and improvement of relevant pedagogies.

Scholarly evaluations of interventions aimed at improving time to completion at doctoral level - such as the UJ Accelerated Academic Mentorship Programme (AAMP), the UJ ADAPTT programme (with Florida State University), the national Future Professors Programme and the US-SA Higher Education network - will be undertaken to understand how these interventions support postgraduate progress and contribute to the next generation of academics. The aim of the research is to describe and analyse programme design, implementation practices and the assumptions and philosophies on which the interventions are based. The purpose is to consider what may be accepted as best practices with a view of strengthening change and impact scenarios, what works for now and what will work for the future.

Methodology: Data will be collected through seminars wherein discussion will take place to promote best and new practices and peer learning across disciplines and institutions.

Progress to date: Proposal to be submitted to DHET and CHE for funding.

Research team: Shireen Motala, Gert van de Westhuizen, Everard Weber, Neo Morojele, Kirti Menon, Stephanie Burton (UP), Kasturi Behari-Leak (UCT: tbc), Juliet Perumal, Jonathan Jansen (SU:tbc)

5.6.4   Indigenous Knowledge Systems (IKS) and doctoral education

(Themes 3 and 4)

This comparative research project links to a wider international project led by Catherine Manthunga at the University of Sunshine Coast, Australia and includes other Australian, New Zealand and Chinese partners. It is funded through the Australian Research Council. This partnership is conducting a policy analysis of protocols that respect indigenous and transcultural knowledges, histories, geographies, languages and cultural practices in doctoral education, using the policy framework of Carol Bacchi (2009). Exploration of IKS in relation to higher education will involve an initial document analysis for IKS and determining gaps within relevant IKS policies.

The South African partnership will explore best practice in doctoral education in relation to IKS and will analyse the Indigenous Knowledge Systems Policy in relation to higher education in South Africa.

Research question

How does the Indigenous Knowledge Systems Policy in South Africa position indigenous and transcultural candidates, especially in relation to higher education and research?

Methodology: Analysis of policy documents and interviews with doctoral supervisors, purposively sampled.

Progress to date: Meetings have been convened with the teams in Australia, China and South Africa. The South African team is working on a literature review on indigenous knowledge policy in Australian and South African higher education policy.

Research team: Team Leader: Prof Catherine Manathunga, University of the Sunshine Coast, Australia (includes other Australian and New Zealand and Chinese partners). Multi-country project. Funded by the Australian Research Council. South African partner: Profs Shireen Motala Gert van der Westhuizen; Moyra Keane; Sindi Msimango.

6.   Proposed Research Projects

6.1   The Fourth Industrial Revolution, Tertiary Education, and Teaching and Learning in the Context of Development in South Africa

(Themes 1 & 2)

This project was initiated as a commissioned literature review by the SARChI T&L (Baijnath, 2021). It set out to explore the phenomenon of the 4IR and the various impulsions behind it as it relates to teaching and learning in the PSET sector. Much as there is considerable optimism about the possibilities of the 4IR, equally, there is considerable scepticism about whether it will indeed deliver on the hype. The literature review draws on some of the critical voices in the debate on the potential of the 4IR and examines the critique of the 4IR advocacy. Through this prism, the study It examines considers the promise and pitfalls that the 4IR holds for promoting national development; the value it suggests for tertiary education, teaching and learning; what interventions may be necessary to leverage its potential while seeking to understand wider implications regarding practice, policy, planning and development at the individual, institutional and national (systemic) levels; and the challenges and obstacles that may need to be overcome.

The literature review suggests the following research areas.

The first is to explore the policy and regulatory reforms required to harness the 4IR to achieve national development goals as signalled in the PC4IR (2020:161). Associated with this will be the system and institutional level interventions and investments required in 4IR-related infrastructure, changed IT solutions; capacity development; and the revised business processes that must move in tandem with student access to devices and affordable access to the internet.

A second area for further research flowing from the literature review is what the imperatives of curriculum reform are to equip graduates for the changing world of work impelled by the 4IR, as the world becomes more automated.

The final area is one that has informed and shaped higher education reform since the advent of democracy in South Africa- is that of transformation. It is a term that has pervaded policy discourse, documents, plans and implementation frameworks for well over twenty years, frequently appearing in the titles of such documents. It has also been infused in institutional policies, strategies and plans, featuring regularly in academic and public discourse during this period. The object of this study will be to examine to what extent the assumptions, premises and objectives that have pervaded the discourse on transformation over the past twenty years still have relevance in the era of the 4IR. The study will focus on the central question: How should we be rethinking individual, individual institutional and systemic transformation in this context?

Research team: This project is a partnership between the SARChI Chair T&L and AMCHES. Prof Narend Baijnath (lead), Prof Thea de Wet (UJ) Prof Emnet Woldegiorgis (AMCHES), Prof Shireen Motala, Dr Mukovhe Masutha and Yuraisha Chetty (doctoral student).

Progress thus far: Literature review complete. Paper to be submitted as a chapter in a book or journal article by December 2021. Further discussions are underway in the research team on the other dimensions of the study. A masters student, Nhlanhla Maphumulo and a doctoral student, Simphiwe Nsibande are undertaking research in related areas .

Funding: Initial funding by the SARChI T&L. Further funding being sought.

6.2 Unheard voices: International students' experiences of teaching and learning in the academy

(Themes 2)

Given that South Africa is one of the few African countries where tertiary institutions have been ranked credibly and relatively highly in diverse international rankings (Dominguez-Whitehead and Sing, 2015), South African universities host an increasing number of international students every year. The trend towards studying abroad is not new and international students add to the quality, diversity and cultural composition of the student body (Altbach and Knight, 2007). Internationalisation dynamics shaping higher education have been found to pose both opportunities and challenges (Motala and David, 2020:185). While the number of international students is constantly growing worldwide, there are insufficient studies bearing testimony to the experiences encountered by these students. As Garman (1994: 6) suggests, we need to create academic space for the "unheard voices and human positions in human inquiry".

A study that focused on institutional changes made to accommodate diverse students in South Africa (Cross and Johnson, 2008:311) found that international students were struck by the continued racial segregation of student groups on campus while they socialised. More disconcertingly, international students in South Africa describe the country as intimidating and xenophobic. This study does not however elaborate on the identities of the international students

or how these are shaped by their experiences of teaching and learning at the university. Moreover, recent education policy places responsibilities on higher education institutions to provide a range of information and enabling strategies to international students related to programmes in which they will be learning (DHET, 2019:51). An enhanced understanding of international students' experiences in this regard is therefore needed.

The project's main argument is that the number of international students in higher education is constantly growing worldwide but there is little research on the experiences faced by these students. The aim of this project is to examine the experiences related to teaching and learning of international students in universities in South Africa.

The main question of the study is:

- How could international students' narratives contribute more to the knowledge of their experiences of teaching and learning in the academy?

The sub-questions are:

1. How do international students construct their academic identities in universities?
2. How do international students negotiate academic integration, institutional culture and an enabling infrastructure?
3. In what ways do universities facilitate and/or hinder positive experiences of teaching and learning of international students?

Methodology: The study is a narrative inquiry (McAlpine, 2016) which utilises a case study design to gain deep understanding of the situation and meaning for the phenomenon involved (the international students and their experiences within four universities: University of Johannesburg, Nottingham University, University of Queensland, British University of Dubai). It will gather data through semi-structured and unstructured interviews to collect students' narratives.

The research proposal is complete; country partners are being confirmed; literature review underway.

Progress: Finalise literature review and project plan and confirm partners by November 2021

Research team: Leila Kajee, Otilia Chiramba (research coordinator), Shireen Motala, Solomon David (British University of Dubai, Dubai), Volker Wedekind (University of Nottingham), University of Queensland, Australia (tbc), Emeldah Tantoh (doctoral student).

7. Projects submitted to the Chair for consideration

The Chair receives proposals from peer scholars who would like to undertake research on the theme of Teaching and Learning in Higher Education. Three have been submitted in the following areas:

1. The Role of PGDips, Academic Agency and impact (Dr Laura Dison)
2. Gaming in Information and Digital Literacy (Prof Maria Framm Arp)
3. Beyond mere massaging of university curricula: transcending Morrow (Prof Felix Maringe and Dr Otilia Maringe) (see Appendix 2).

Discussions are also underway with AMCHES on research on the future focussed university; with Prof Chrissie Boughey on extended degrees; with Prof Jonathan Jansen on teaching and learning and the lecturers' voice during the 'online' turn; and with Prof Saleem Badat on his larger Transformation of Universities project. These will be reviewed in early 2022. Prof Yusuf Sayed has successfully submitted a proposal to the NIHSS for a BRICs mobility research programme on epistemic disruptions and the curriculum with BRICs partners in India and the SARChI Chair T&L. This will be undertaken in 2022/2023. Prof Felix Maringe has successfully submitted a research project to the British Council/IEASA on the Internationalisation of HE in SA. Researchers from the SARChI Chair T&L are part of this project (2022/2023).

8. Research Outputs from the SARChI T&L Research Programme

Research Outputs from the SARChI T&L Research Programme: 2020-2021			
Research Outputs	Published	Accepted/Upcoming	Under review
Journal Articles	8	4	13
Book chapters	11	11	4
Book	3	4	
Research papers commissioned by Chair	4		
Conference, Seminars and Webinars: 2020-2021			
	Presentations	Hosted by the Chair	
Conferences, Seminars and Webinars	22		
Chair seminar series		6	

8.1 Published Journal Articles

Hoffmann, N., De Kock, T., McDonald, Z., & Sayed, Y. (2021). Teacher Education, Common Purpose and the Forging of Multiple Publics in South Africa. *Africa Development, XLV(4),* 23-51.

Matsepe, D., Cross, M., & Fenyane, S. (2020). Equity in admissions policies of undergraduate students in post democracy in selected South African Universities. *Journal of International Criminology and Sociology, 9,* 43-445.

Matsepe, D., Maluleke, M., & Cross, M. (2020). Negotiating successful academic careers in South African Higher Education Institutions. *Gender and Behaviour, 18*(4), 17022-17033.

McDonald, Z., Sayed, Y., De Kock, T. & Hoffmann, N. (2021). Acquiring Pedagogic Authority While Learning to Teach. *Africa Development*, 46(1): 23-44.

Menon, K., & Motala, S. (2021). Pandemic Leadership in Higher Education: New Horizons, Risks and Complexities. *Education as Change*, 25, 1-19*.*

Motala, S., & Menon, K. (2020). In search of the 'new normal': Reflections on teaching and learning during COVID-19 in a South African university. *Southern African Review of Education 26*(1), 80-99

Motala, S., Sayed, Y., & de Kock, T. (2021). Epistemic decolonisation in reconstituting higher education pedagogy in South Africa: The student perspective in Journal: *Teaching in Higher Education,* 25, 1-17.

Sayed, Y., Motala, S., Carel, D., & Ahmed, R. (2020). School governance and funding policy in South Africa: Towards social justice and equity in education policy. *South African Journal of Education,* 40(4), 1-12 [Special Issue].

8.2 Accepted Journal Articles

Chiramba, O. (2021). Integrating resilience in teaching and learning in South African universities during and in the post COVID era: A scoping review. *Portal* [Special Issue].

Matsepe, D., Maluleke, M., & Cross, M. (2021). Negotiating Successful Academic Identity under Conditions of Marginalisation in Selected South African Universities. *African Journal of Governance and Development*. [Special Issue].

Matsepe, D., & Maluleke, M. (2021). The Role of Contexts in the Construction of Academic Identity in Selected South African Universities. *Journal of International Criminology and Sociology.*

McDonald, Z., & Motala, S. (2021). Beyond heteronormativity towards social justice: Disrupting gender operationalisation in teaching and learning trends in higher education. *Critical Studies in Teaching and Learning.*

8.3 Journal Articles Under Review

Chiramba, O., Banda, T., & Mwebesa, C. Affordances and constraints in researching social justice issues in higher education: An emerging model for ameliorating challenges. *Journal of Education Studies.*

Chisiri, P., Msimango, S., Molapisi, G., & Mazolo, A. The worthwhileness of the Zimbabwean Grade 7 Health and Life Skills Education materials: an analysis. Submitted to *South African Journal of Education.*

Joubert, V., & Weber, E. Postcolonialism in the movies and the narratives of South African and international students at the University of Pretoria *International Encyclopaedia of Education 4th Edition.*

Keane, M. Research Ethics and Diversity of Worldviews: Integrated worlds and ubuntu. *Scholarship of Teaching and Learning in the South.*

Masutha, M. (2021). Are fees really falling? Interest-convergence, interest-divergence, betrayal and a violent road a free higher education in South Africa. *Mehran University Research Journal of Engineering and Technology.*

McAlpine, L., Chiramba, O., & Keane, M. (2021). African Experiences of international PhDs: Negotiating Career Goals within broader life hopes and values. *Studies in Higher Education.*

McAlpine, L., Keane, M., & Chiramba, O. (2021). African Experiences of international PhDs: Making sense of a spectrum of career mobility trajectories. *Compare.*

McDonald, Z. (2021). Decoloniality, bureaucracy and the organisation of teaching and learning in post-apartheid education policy. *Academia.*

McDonald, Z. (2021). Women's position in the generation, reproduction and dissemination of religious texts: The case of a Deobandi aligned madrasa in South Africa. *Religion and Theology.*

Menon, K. and Motala, S. (2021). Pedogogic continuities in post Covid-19: looking to the future. Submitted to *Southern African Review of Education*

Mokgahloa, T., du Plessis, A., & Weber, E. (2021). The Curriculum and Assessment Policy Statement (CAPS): managerial control versus teacher autonomy. Submitted to *Perspectives in Education*.

Seutloali, M., & McDonald, Z. (2021). Factors influencing undergraduate students' attitudes towards blended learning. *Review of Higher Education.*

Weber, E. (2021). "What do you profess, professor?" Transformation, policy studies and identity in education. *Canadian Journal of Development Studies*.

8.4   Published Book Chapters

Lamberti, P. & Keane, M. (2021). The Vitae Researcher Development Framework In South African Postgraduate Education. In P. Rule (Ed.), *The Global Scholar: Implications for Postgraduate Studies and Supervision* (pp. 63–81), African Sun Media.

Masutha, M., & Naidoo, R. (2021). Stories from the margins: Working-class graduates' narrative accounts of completion in South African Higher Education. In K. Monwabisi, L. H. Ralarala, & R. Naidoo (Eds.), *Knowledge beyond the colour lines: Towards repurposing knowledge generation, knowledge sharing and critical pedagogy in Higher Education in South Africa and beyond*. African Sun Media.

Motala, S. (2020). Education, access and quality in basic education: a review. In N.V Varghee & M. Bandyopadhyay (Eds.), *Education, Democracy and Development* (pp. 237-246). Shipra Publications.

Motala, S. (2020). Equity in higher education and education for all: Critical considerations. In O. Tella & S. Motala (Eds.), *From Ivory Towers to Ebony Towers. Transforming Humanities Curricula in South Africa, Africa and African-American Studies*. Jacana.

Motala, S. (2020). The dilemmas and challenges of achieving equity in higher education. In Motala S & Tella O (Eds.), *Transforming ivory towers to ebony towers: lessons for South Africa's curriculum transformation in the Humanities from Africa and African-American studies*. Wits University Press.

Motala, S., & Cross, M. (2020). Introduction. In Rensburg, I., Motala, S., Cross, M (Eds.), *Transforming Universities in South Africa: Pathways to Higher Education Reform* (pp. 1-9). Brill Sense Publishers.

Motala, S., & Solomon, D. (2020). General Trends and Impact of the Internationalisation of Higher Education in South Africa. In Rensburg, I, Motala, S & Cross, M (Eds.), *Transforming Universities in South Africa: Pathways to Higher Education Reform* (pp. 185-204). Brill Sense Publishers.

Rensburg, I., & Motala, S. (2020). Higher education reform revisited: Fault lines and opportunities, pathways to higher education reform. In I. Rensburg I, Motala S & Cross M (Eds.), *Transformation in higher education in South Africa*. Sense Publishers.

Rensburg, I., & Motala, S. (2020). Conclusion. In I. Rensburg, S. Motala, & M. Cross (Eds.), *Transforming Universities in South Africa: Pathways to Higher Education Reform* (pp. 229 -240). Brill Sense Publishers.

Wisker, G. (2019). Margaret Atwood and History. In C. A. Howells (Ed.), *The Cambridge Companion to Margaret Atwood.* (2nd ed) Cambridge University Press.

Wisker, G., Robinson, G., & Leshem, S. (2020). Working together beyond the PhD. In P. Rule (Ed.), *The Global Scholar.* African Sun Media.

8.5   Upcoming Book Chapters (Accepted)

Behari-Leak, K., Samuel, M., Ramrathan, L., & Maringe, F. Keane M. Decolonising Supervision. In K. Yassim (Ed.), *Leading online learning: participatory supervision as a pathway for cultivating postgraduate research communities*.

Chiramba, O., & Maringe F. (2021). State-less, identity-less and miseducated: the experience of refugee students in higher education in South Africa. In E. Walton, & R. Osman (Eds.), *Pedagogical responsiveness in complex contexts*. UNESCO.

Chiramba, O., & Maringe, F. (2021). Organisational Resilience as an urgent strategic goal in post-COVID-19 Higher Education in South Africa. In E. Mogaji, & F. Maringe (Eds.), *Re-imagining Educational Futures in Developing Countries: Lessons from Global Health Crises.* Palgrave.

Chiramba, O., & Maringe, F. (2021). Beyond Recovery: Integrating resilience of educational institutions in the post-COVID-19 era. In F. Maringe and O. Chiramba (Eds.), *The move to university online teaching and learning in the COVID-19 Era: equity and epistemic justice perspectives*. Palgrave Macmillan.

Chiramba, O., & Ndofirepi, E. S. (2021). Access in Higher Education: Reimagining Education for the underprivileged groups in the Fourth Industrial Revolution. In F. Maringe (Ed.), *Ideological disruptions in Higher Education: clashes and convergences of the 4IR and Decolonisation.* AOSIS.

Cross, M., & Matsepe, D. (2021). Leaders, Leadership and Change in the South African Democratic Teachers' Union. In M. Cross, D. Matsepe, & L. Govender (Eds.), *The South African Democratic Teachers' Union (SADTU) and the Struggle for Professional Unionism.* University of KwaZulu-Natal Press.

Keane, M., Khupe, C., & Mpofu, V. (2021). Pedagogy of the Marginalized: Overcoming Educational Limitations and Barriers in Southern Africa. *The Palgrave Handbook of Learning for Transformation*. Palgrave.

Maringe, F., & Chiramba, O. (2021). Teacher Education in the melting pot: responses to the Fourth Industrial Revolution (4 IR) and Decolonisation. In F. Maringe (Ed.), *Ideological disruptions in Higher Education: clashes and convergences of the 4IR and Decolonisation.* AOSIS.

Mathebula, M., & Masutha, M. (2021). The negotiation of educational pathways: building human development and capability. In H. Brooks (Ed.), *Youth and National Development*. Mapungubwe Institute for Strategic Reflections.

Weber, E., & Chaka, T. (2021). Multigrade education in South Africa: Does it promote educational change and social development? In L. Cornish and M.J. Taole (Eds), *Perspectives on multigrade teaching*. Springer.

Wisker G, (2022, forthcoming) 'Decolonising the literary doctorate', in Beyer C, (Eds), Decolonising *the literary curriculum*. London: Palgrave,

8.6 Book Chapters Under Review

Maringe, F., & Chiramba, O. (2021). Teacher education in the post-COVID-19 era: a prospective view. In F. Maringe & O. Chiramba (Eds.), *The move to university online teaching and learning in the COVID-19 Era: equity and epistemic justice perspectives*. Palgrave.

Maringe, F., & Chiramba, O. (2021). The 4IR and Teacher Education in South Africa: prospects for new imaginaries. In F. Maringe, S. Motala and O. Chiramba (Eds.) Teacher Professional Development in the COVID era: local and international perspectives. SunMedia Publishers.

Maringe, F., & Chiramba, O. (2021). The emerging discourse of the 4IR: Theoretical and conceptual overview in the context of Teacher Education in South Africa. In F. Maringe, S. Motala & O. Chiramba (Eds.), *Teacher Professional Development in the COVID era: local and international perspectives,* SunMedia Publishers.

McDonald, Z. (2021). From a madrasah situation to the process of doctrinal development with the extended case method. In A. Aghdassi & A.W. Hughes (Eds.), *New Methods in the Study of Islam*.

8.7 Published Books

Rensburg, I., Motala, S., & Cross, M. (2020) (Eds.), *Transforming Universities in South Africa: Pathways to Higher Education Reform.* Brill Sense Publishers.

Tella, O. & Motala, S. (Eds), (2020). *From Ivory Towers to Ebony Towers. Transforming Humanities Curricula in South Africa, Africa and African-American Studies.* Jacana.

Timmis, S., De Wet, T., Naidoo, K., Trahar, S., Lucas, L., Mgqwashu, E. M., Muhuro, P., & Wisker, G. (2021). Rural Transitions to Higher Education in South Africa: Decolonial Perspectives. Routledge.

8.8 Upcoming Books (accepted)

Keane, M., Khupe, C., & Mpofu, V. 2021). *Pedagogy of the Marginalized: Overcoming Educational Limitations and Barriers in Southern Africa*. The Palgrave Handbook of Learning for Transformation.

Maringe F., & Chiramba, O. (2021). (Eds.), *The move to university online teaching and learning in the COVID-19 Era: equity and epistemic justice perspectives*. Palgrave.

Maringe, F., Motala, S., & Chiramba, O. (2021). (Eds.), *Teacher Professional Development in the COVID era: local and international perspectives.* Sun Media Publishers.

Weber, E., & Sehoole, C. (Co-editors; 2022 publication in development). *Oxford International Encyclopedia on Education*, Higher Education volume.

8.9 Research Papers Commissioned by the SARChI Chair: Teaching and Learning

Baijnath N. (2021). The Fourth Industrial Revolution, Tertiary Education and Teaching and Learning in the Context of Development in South Africa, March 2021. SARChI T&L Research paper series, 1

Boughey C. (2021). A Review of Research on Teaching and Learning in South African Higher Education, June 2021. SARChI T&L Research paper series, 4

Essop A. (2021). Old Wine in New Bottles: Covid-19 and the "New Normal" in Higher Education, March 2021. SARChI T&L Research paper series, 2

Keane, M, Castle J & Wadee, A. (2021). Postgraduate Supervision: a literature review, April 2021. SARChI T&L Research paper series, 3

Table 2: Special Issues journals in progress and planned

Title	Editors	Progress	Project Description
Peak Performances: Covid-19 and the Transformation of Teaching and Learning in Higher Education	Catherine Botha, Shireen Motala and Kirti Menon	Submissions received and sent out for review Publication date: January 2022	*Southern African Review of Education (SARE) Special Issue*
Beyond the Pandemic: Lessons for the future of SOTL in the Global South	Shireen Motala, Michael Samuel and Zachary Simpson	Publication date: April 2022	*Scholarship of Teaching and Learning in the South* Special Issue
Planned Special Issues			
International Journal of Education Development (IJED), S Motala, Y Sayed and J Samoff (proposal phase), 2022.			

Table 3: Book publications and planned book projects

Title	Editors	Progress	Project Description
Peak Performances: Covid-19 and the Transformation of Teaching and Learning in Higher Education	Shireen Motala, Catherine Botha and Kirti Menon	(in progress) Publication date: August 2022	Submissions are based on presentations to the Conference 'Critical Reflections on Experiences of Teaching and Learning in the Face of the Pandemic: Responses, Complexities and the Implications of Covid-19 on Higher Education', 28-30 April 2021. Submissions are in review and publishers contacted; aim for publication mid-2022. Publisher: Brill
Creating the New African University	Emnet Woldegiorgis and Shireen Motala	(in process)	Joint project by the Ali Mazrui Centre for Higher Education Studies (AMCHES) and the Chair. Submission of papers: end November 2021. Part of the Book Series - African Higher Education (AHE): Developments and Perspectives - Shireen Motala replaced Michael Cross as Co-editor with Emnet Tadesse Woldegiorgis
SOTL in the South (book publication)	Shireen Motala, Zachary Simpson and Gina Wisker (editors)	(in process)	The SOTL in the South Conference will take place in November 2021. The aim is to produce a book publication from this. Prof Motala is on the Editorial Board of the *Scholarship of Teaching and Learning in the South* journal. Submissions have been received.
Critical Perspectives on Teaching and Learning in South African Education	Chrissie Boughey, Shireen Motala and Zahraa McDonald	(planned)	To be based on literature reviews commissioned by the Chair. Book proposal being developed.
Planned book publications from research projects	Post-colonial curriculum research (with Everard Weber and Venise Joubert), 2023. Epistemic disruptions project (with Yusuf Sayed), 2023. Critical Higher Education Studies (with Andre Keet and Aslam Fataar), 2022/2023		

8.10 Conferences, Seminars and Webinar Presentations

Motala, S. (2020), From Ivory Towers to Ebony Towers: Transforming Humanities Curricula in South Africa, Africa and African-American Studies. Presentation at book Launch. IPATC dialogue. 27 August 2020.

Motala, S. (2020), Serving Higher Purposes. University Mergers in South Africa. Respondent to Prof Ihron Rensburg book at the book launch, 11 November 2020.

Motala, S. (2020), Challenges of Teaching during the COVID19 Pandemic. Presentation to the U21 DdoGs. Virtual forum, 19-20 November 2020.

Mukovhe M. (2020), Africa and COVID-19: African bodies at home and abroad. York University, Canada. Virtual, 20 November 2020.

Mukovhe, M. (2020), Higher education commodification in South Africa. What is at stake? Delivered at the South African Students Congress' annual seminar on higher education funding. Virtual, Johannesburg, 28 October 2020.

Mukovhe, M. and Phakeng, M. (2020), Planning your academic career: lessons for recent doctoral graduates. University of Cape Town's Vice Chancellor Weekly Online Seminar Series. Virtual, 2 August 2020.

Mukovhe M. and Phakeng M. (2021), Academic freedom in higher education. University of Cape Town's Vice Chancellor Weekly Online Seminar Series. Virtual, 19 November 2020.

Mukovhe, M. (2020), COVID-19, inequality and South African higher education. National Youth Development Agency Seminar. Johannesburg. Virtual, 26 June 2020.

Motala S., Rodny-Gumede, Y., & Malefo, L. (2020), Internationalisation in Higher Education during COVID 19 and beyond: Plans and Strategies, Council of Graduate Schools (CGS) Annual Meeting, Virtual, 3 December 2020.

Motala, S. (2020), Transforming Universities in South Africa: Pathways to Higher Education Reform. Presentation at book launch for a book by Rensburg, I., Motala, S. & Cross, M., 8 December 2020.

McDonald, Z. (2021), Assumptions of teaching and learning in the first education policy promulgated in post-apartheid South Africa. International Sociological Association Forum, Virtual, 23-27 February 2021.

McDonald Z. (2021), The organisation of teaching and learning in the first education policy promulgated in post-apartheid South Africa: decoloniality and bureaucracy. Ali Mazrui Centre for Higher Education Studies Seminar, Virtual, 29 March 2021.

McDonald, Z. & Govender (2021), Epistemic access and student agency: Exploding myths and imagining new vistas. Comparative International Education Society Conference, Virtual, 18-22 April 2021.

Seutloali, M. & McDonald Z. (2021), Factors influencing undergraduate students' attitudes towards blended learning. Peak Performance Conference, Virtual, 28-30 April 2021.

McDonald, Z. (2021), Gender non-conformity in quantitative research focused on teaching and learning in higher education. South African Sociological Association Conference (UFS), Virtual, 27-30 June 2021.

Motala, S. (2021), Epistemic Access and Success. Comparative and International Education Society (CIES) 65th Annual Conference, Virtual, 25-29 April 2021.

Motala, S and Menon, K. (2021), The Hill we Climb: Teaching and Learning during COVID-19. Peak Performance Conference, Virtual, 25-29 April 2021.

Matsepe, D. (2021), Comparative and International Education Society (CIES) 65th Annual Conference. Reimagining education in unprecedented times of Covid-19: Implications for African Pedagogical Advancement. Virtual, 25-29 April 2021.

Motala, S. (2021), Managing Change during COVID-19. British University, Dubai (BUiD) Leadership Conference. Virtual, 2-3 May 2021.

David, S., Motala, S. & Kajee, L (2021), Internationalising pedagogies in HE. International Perspectives on University Teaching and Learning Symposium (IPUTL), Florida USA. Virtual, 3-5 June 2021.

Mukovhe, M. (2021), What sort of institutional contexts are Black Working-class students experiencing in South African universities - A transforming field or field of interest convergence? King's College London's International Education Research Network 2nd Meeting. Virtual, 23 April 2021.

Motala, S. (2021), Key issues in Postgraduate Supervision. Postgraduate School seminar, 8 July 2021. University of Johannesburg

Motala S (2021) Equity and Higher Education Funding reform in South Africa, IPATC panel. American Sociological Association, Emancipatory Sociology-rising to the Du Boisian Challenge,116th Virtual meeting, Chicago, USA, 11 August

Motala S (2021) Respondent to Mahmood Mandani Neither Settler, Nor Native: The Making and Unmaking of Permanent Minorities, Neo Pulse Seminar Virtual Johannesburg, 21 August

Motala S (2021) Transforming the Humanities Curricula: African Schools of Thought . Book launch and Panel discussion. IPATC . Virtual. 15 September

8.11 Chair Seminar Series 2021

Date	Presenter	Title	Discussant
10 June 2021	Mukovhe Masutha	Epistemic Access and Access for working class students	Zahraa McDonald Otilia Chiramba
26 July 2021	Ahmed Essop	The future focussed university	Narend Baijnath Joel Samoff
24 August 2021	Narend Baijnath	4IR and T&L	Thea de Wet
5 November 2021	Kasturi Behari-Leak, Whitty Green, Mandy Hlengwa	Academics and agency Joint CHE/ HELTASA/ SARChI Chair T&L symposium	Aslam Fataar Shireen Motala
22 October 2021	Saleem Badat Tshilidzi Marwala (VC)	SARChI Chair Launch Seminar	Shireen Motala
8 November 2021	Chrissie Boughey	Teaching and Learning in HE in SA-critical perspectives	Lis Lange, Kirti Menon

9. Growing cohorts of M and D students: a key aim for the SARChI Chair: T&L

The SARChI Chair: T&L is supported by Prof Gert van der Westhuizen in the coordination and support of postgraduate students. Recruitment and involvement of Masters and doctoral students relevant to the research areas of the Chair are seen as key priorities.

The first cohort of students (2 doctoral students and 1 Masters) have completed their studies and are in the process of submitting articles for publication. The second cohort consists of 8 doctoral students and 1 Masters student with topics and progress indicated in the table below.

The strategy is to locate students in the SARChI thematic areas and to encourage group projects. PDRFs are involved as resources for student projects and involved in doctoral committees.

Progress of student work is managed through the postgraduate life cycle system which is aligned with the UJ Education Faculty policies, time lines and procedures.

Students are given full access to UJ research and postgraduate support resources. In addition, they have access to the SARChI T&L pool of research fellows and research project areas.

Support methodologies are conceptualised around specific research capability areas which include:

- Research conceptualisations and identification of research foci in contextually relevant and responsive terms.
- Advancing online research approaches and methods.
- Growing levels of information literacy: knowing available resource bases and how to analyse critically.
- High levels of socially critical engagement and finding generative use of theories in research.
- Exploring ways of knowing and innovations in research design, including transformative grounded theory, critical discourse analysis and online interaction analyses.
- Growing research writing capabilities by means of writing retreats and writing circles. Article writing to be prioritised during the stages of thesis writing; scoping reviews, theory frameworks and reporting empirical findings.

9.1 Student research topics and progress

Student	Supervisors	Research topic	Progress
DOCTORAL STUDENTS			
Simphiwe Nsibande	Prof Shireen Motala Prof Gert van der Westhuizen	The integration of Information and Communication Technologies in the teaching of reading in high schools in Eswatini	Doctoral Seminar presented 17 June 2021 To be submitted: Chapter 1 and theory chapters, October 2021
Rose Adegoke	Prof Shireen Motala Prof Karen Steenekamp	Transitions: University-Workplace Trajectories of Previously Disadvantaged Individual Graduates in Non-professional Disciplines	Near completion Study delayed due to medical reasons Application for abeyance submitted Target date: October 2021
Precious Siphuka	Prof Shireen Motala	Good teaching in higher education as a policy object: A South African multi-site study	Study completed Graduating in 2021 Busy with journal articles
Plaki Chikunda	Prof Shireen Motala Prof Amasa Ndofirepi	Curriculum transformation in teacher education in Zimbabwe: The case of Sociology of Education at a selected university	To be finalised and submitted for examination Working on journal articles

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Student	Supervisors	Research topic	Progress
DOCTORAL STUDENTS			
Leone Michaels	Prof Shireen Motala Dr. Rabaitse Diseko	Postgraduate student support and academic success in the rapid transition to online during the pandemic	Proposal approved Doctoral seminar scheduled
Albert Garcer	Prof Shireen Motala Prof Raj Mestry	Financing, administration, governance and decision making of a school's finances and resources in Gauteng: decentralisation, accountability and equity	Proposal to be submitted to October Higher Degrees Committee meeting
Yuraisha Chetty	Prof Shireen Motala Prof Narend Baijnath	The implementation of social justice frameworks around access and equity in the context of the application of teaching and learning technologies in public higher education	Proposal to be submitted to October Higher Degrees Committee meeting
Emelda Ndinteh	Prof Shireen Motala Prof Leila Kajee	The intersectional experiences of Cameroonian international students in academia: an institutional case study	Proposal prepared for November Higher Degrees Committee meeting
MASTERS STUDENTS			
Nhlanhla Maphumulo	Prof Shireen Motala Dr. Zahraa McDonald	Teachers' understanding and experiences of integrating Natural Sciences and Technology and Information and Communication Technology (ICT) in relation to improve teaching and learning.	Proposal submitted to Higher Degrees Committee Ethics application submitted Chapters in progress

10. Post-doctoral Research Fellows

- **Dr Zahraa McDonald**

Supervisor: Prof Shireen Motala
Research Topic: What do students' learning experiences illuminate about change in society?

- **Dr Masutha Mukhovhe**

Supervisor: Prof Shireen Motala

Research Topic: Redressing or Reproducing Inequalities? Narrative accounts of working-class students' experiences of completion and non-completion in South African higher education

- **Dr Sindi Msimango**

Supervisor: Prof Shireen Motala
Research Topic: Professional Identity Formation at The Undergraduate Level: Postgraduate Students' Experiences at Two South African Universities

- **Dr Chiramba Otilia**

Supervisor: Prof Shireen Motala
Research Topic: Epistemic disruptions in reconstituting higher education pedagogy in South Africa: The student and management perspective

11. List of Research Associates

Research Associate	Affiliation
Prof Solomon Arulraj David	The British University in Dubai (UAE)
Dr Whitfield Green (in process)	Council on Higher Education (CHE)
Prof Narend Baijnath	Past CEO of the CHE and currently Chairman of the Board of Governors of the Commonwealth of Learning
Dr Venise Joubert	SANTS Private Higher Education Institution
Prof Moyra Keane	University of Johannesburg
Dr David Matsepe	South African Democratic Teachers Union
Prof Joel Samoff	Stanford University (USA)
Prof Everard Weber	University of Pretoria
Prof Gina Wisker	University of Bath, UK
Prof Chrissie Boughey (approached)	Rhodes University
Prof Saleem Badat (approached)	University of Kwa-Zulu Natal
Prof Felix Maringe	University of the Witwatersrand
Prof Tebogo Moja (approached)	New York University, USA
Prof Gert van der Westhuizen	UJ
Dr Jordan Naidoo (approached)	UNESCO
Dr Kirti Menon	UJ

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Appendix 1: Biographical sketch: Prof Shireen Motala

Prof Motala was awarded the SARChI Chair: Teaching and Learning in July 2020 at a Tier 1 level with its inception in October 2020. This national research chair is supported by the Department of Higher Education and Training (DHET) and by the National Research Foundation (NRF), South Africa.

Prof Motala was the Head: Postgraduate School (PGS), University of Johannesburg (UJ) until September 2020 and is professor in the Faculty of Education (FoE), UJ. The SARChI: T&L is located within the FoE. She is a member of the Academy of Science in South Africa (ASSAf).
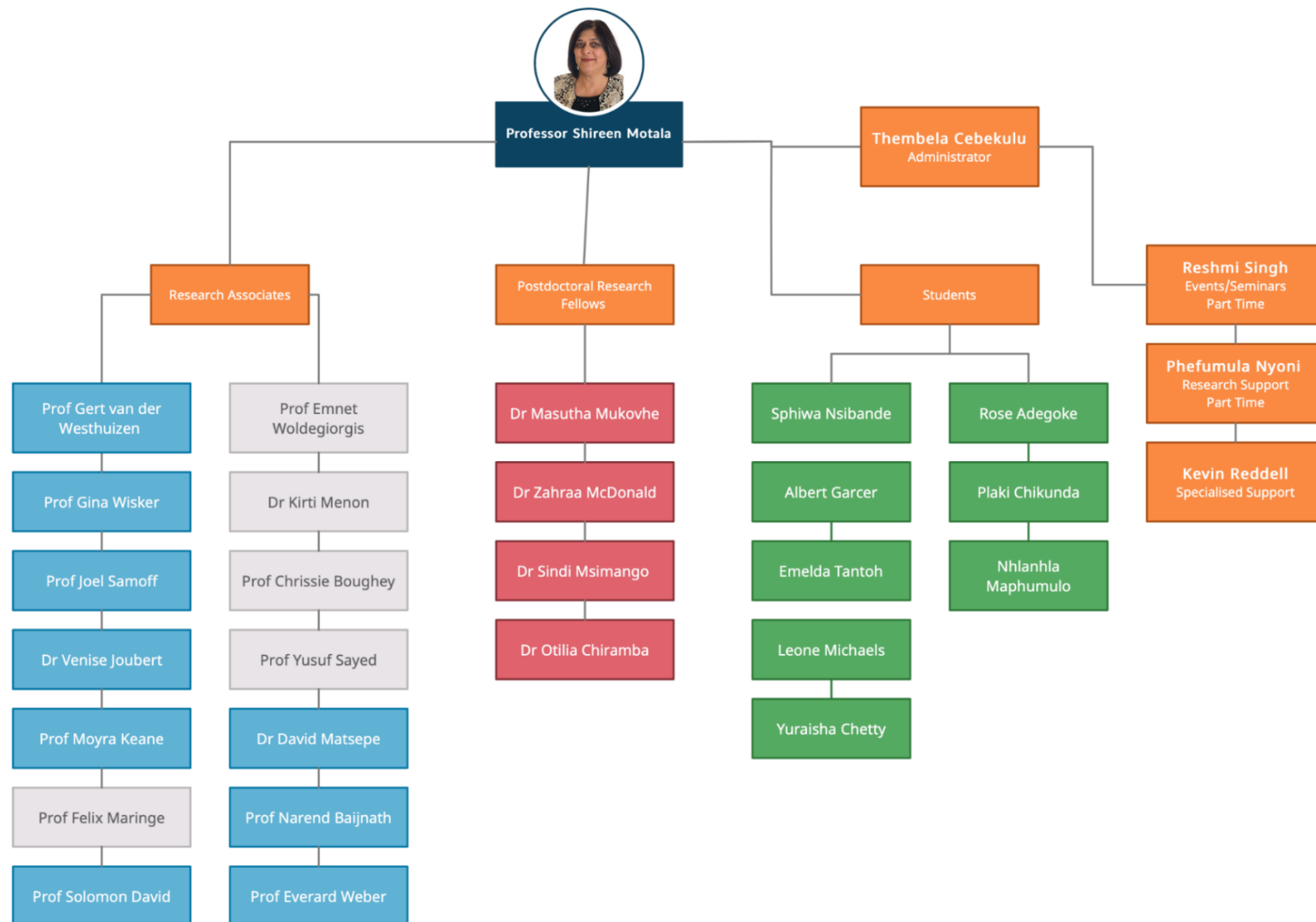
Prior to joining UJ in 2010, Prof Motala was the Director of the Education Policy Unit at the University of the Witwatersrand. Her academic qualifications include a BA (University of Durban-Westville), a B Social Science Honours (University of Cape Town), an MA (University of Warwick), a PGCE (University of London) and a PhD (University of the Witwatersrand). In March 2010, she was appointed as the Director of the newly-established Postgraduate Centre: Research and Innovation at the University of Johannesburg. In May 2016, she was appointed as the Senior Director of the Postgraduate School, joining the executive leadership group (ELG) at UJ. She is currently UJ's representative on the international body, the Council Graduate Schools and participates in the Universitas 21 activities.

She has held numerous leadership roles related to higher education including Chairperson of the Education Policy Consortium (2006-2010), Chairperson of the UNESCO South African Commission (2001-2006) and first inaugural president of the South African Research Association (SAERA) (2013-2014). She was appointed by the Minster of Higher Education and Training to serve on the Council of Higher Education (CHE) for two terms from 2010-2018. In 2013, she served on the Ministerial Committee to review the national Senior Certificate examination. She is currently a trustee at the South African Institute for Distance Education. She is on the Assessment and Accreditation committee of UMALUSI.

An NRF rated researcher, she has initiated collaborations between universities across Africa and with Asia and Europe and this has led to the formation of long-term regional and international partnerships. Playing a leadership role in research, she was the principal investigator for the international Consortium for Research on Equity, Access and Transitions in Education (CREATE). Her research record is substantial and includes publications in journals and books and editorship of local and international journals. Her research interests and expertise are in the areas of education financing and system reform, access and equity, and education quality in schooling and higher education. Spanning a long career in research in all its aspects, she has led strategies for research capacity development, knowledge management, research income generation, and stakeholder relationship management. Promoting scholarship and a sound intellectual culture and developing the next generation of scholars in order to contribute to societal transformation have been in the forefront of her activities and will continue to be during tenure as Chair. In 2020, Prof Motala co-edited the books *From Ivory Towers to Ebony Towers: Transforming Humanities Curricula in South Africa, Africa and African-American Studies* (Jacana) and *Transforming Universities in South Africa: Pathways to Higher Education Reform* (Brill).

Appendix 2: SARChI Chair T & L organogram

Faculty of Education
South African Research Chair in Teaching and Learning

Professor Shireen Motala

Thembela Cebekulu
Administrator

Reshmi Singh
Events/Seminars
Part Time

Phefumula Nyoni
Research Support
Part Time

Kevin Reddell
Specialised Support

Research Associates

Postdoctoral Research Fellows

Students

Prof Gert van der Westhuizen

Prof Emnet Woldegiorgis

Dr Masutha Mukovhe

Sphiwa Nsibande

Rose Adegoke

Prof Gina Wisker

Dr Kirti Menon

Dr Zahraa McDonald

Albert Garcer

Plaki Chikunda

Prof Joel Samoff

Prof Chrissie Boughey

Dr Sindi Msimango

Emelda Tantoh

Nhlanhla Maphumulo

Dr Venise Joubert

Prof Yusuf Sayed

Dr Otilia Chiramba

Leone Michaels

Prof Moyra Keane

Dr David Matsepe

Yuraisha Chetty

Prof Felix Maringe

Prof Narend Baijnath

Prof Solomon David

Prof Everard Weber

Appendix 3: SARChI Teaching and learning: Summary of Research Projects

CURRENT RESEARCH PROJECTS
1. A postcolonial critique of curriculum change in South African higher education (2021-2024) Output: a peer-reviewed book publication, conference papers and journal articles.
2. University life in an era of disruption, of Covid 19: Perception of readiness and attitudes of South African students (2021-2022) Output: Two journal articles and one conference paper.
3. Overview of throughput and retention towards understanding epistemic access and success (2021-2022) Output: Chapter reviewing statistics for report to CHE, journal article, book chapter
4. Epistemic disruptions in reconstituting higher education pedagogy in South Africa: The student and management perspective (2021-2023) Outputs: Peer reviewed book publication, and journal articles; one doctoral student.
5. The political economy of Higher Education: Student funding and the pursuit of equity in post-apartheid South Africa (2021-2023) Output: a peer reviewed book publication; 3 journal articles; policy briefs; a podcast on the future of higher education funding; one doctoral student.
6. Postgraduate Teaching and Learning: Doctoral Education and the Pedagogy of Supervision (2021-2024)
a. Postgraduate Teaching and Learning Output: 3 journal articles and one doctoral student
b. Project on supervision Output: Journal special issue, 6 journal articles
6.3 Modelling best practice interventions of postgraduate teaching and learning in Southern Africa (under discussion)
c. Indigenous Knowledge Systems and doctoral education Output: Policy review paper on IKS and doctoral education
PROPOSED PROJECTS
1. The Fourth Industrial Revolution, Tertiary Education, and Teaching and Learning in the Context of Development in South Africa Output: Literature review, colloquium, book publication, 2 doctoral students and 1 masters students
2. Unheard voices: International students' experiences of teaching and learning in the academy
SUBMITTED TO CHAIR FOR CONSIDERATION
1. The Role of PGDips, Academic Agency and impact (Dr Laura Dison)
2. Epistemic access and success with a focus on the field of academic literacies and the role of writing development in the disciplines (Dr Laura Dison)
3. Gaming in Information and Digital Literacy (Prof Maria Framm Arp)

4. Beyond mere massaging of university curricula: transcending Morrow (Prof Felix Maringe and Dr Otilia Chiramba)

5. Discussions are also underway on the following:
5.1 Prof Chrissie Boughey on extended degrees
5.2 Prof Jonathan Jansen on teaching and learning, lecturers' voice during the 'online' turn.
5.3 Prof Saleem Badat on his larger Transformation of Universities project.

New Projects: BRICS and NIHSS: Prof Yusuf Sayed has successfully submitted a proposal to the NIHSS for a BRICS mobility research programme on epistemic disruptions and the curriculum with BRICS partners in India and the SARChI Chair T&L.
IEASA and British Council: Prof Felix Maringe has been awarded a British Council/IEASA research project on the Internationalisation of Higher Education in South Africa. The SARChI Chair T&L is part of the research team (2022/2023).

Appendix 4: Projects submitted to the Chair for consideration

The Chair receives proposals from peer scholars who would like to undertake research on the theme of Teaching and Learning in Higher Education. Three have been submitted in the areas of the Role of PGDips, Academic Agency and Impact (Dr Laura Dison), Gaming in Information and Digital Literacy and Information Literacy (Prof Maria Framm Arp) and Beyond mere massaging of university curricula: transcending Morrow (Prof Felix Maringe and Dr Otilia Maringe).

1.1 Role of PgDips, Academic Agency and impact (Theme 1)

Project Leader: Laura Dison, Wits University

Aim: Participate in the research project/colloquium to critically review the role of PgDips in HE with other institutional partners.

After running the PGDipHE at Wits since 2015, there is an expectation that coordinators will be able to demonstrate its impact and value in the wider university community by evidence of shifts in praxis; and to show the sustainability of that impact.

A research project with Rieta Ganas and Kershree Padayachee at Wits to investigate the professional, personal and practice-based shifts of lecturers as they progress through and complete the course. This could be broadened to map out the influence and impact of the programmes across institutions.

In collaboration with other PGDips in HE nationally, we are conceptualising a a book project is conceptualised to develop a critical understanding of how the PGDips in HE have informed the professional practice of teachers in higher education. This is part of ongoing reflective practice and systematic enquiry into professional development models for enhancing teaching and assessment practices in HE.

1.2 Epistemic access and success with a focus on the field of academic literacies and the role of writing development in the disciplines (Theme 2)

Project Leader: Laura Dison

Academic writing is a key area for reflecting critically about the epistemic access and inclusivity of higher education. Developing students' capacity to read and write is essential for students to understand 'disciplinary ways of thinking and practicing' but also highlights awareness of what counts as knowledge and authoritative positions in the disciplines. This project necessitates focusing on online learning spaces as lecturers and students navigate new ways of enhancing critical literacy practices in unfamiliar spaces.

1.3 Gaming in Information and Digital Literacy and Information Literacy 2 (Theme 32)

Project Leader: Prof Maria Arm Frapp

The proposed area of study here is two-fold. First this project will assess the efficacy of using gaming: that is, on an AI platform to teach digital and information literacy to UG and PG students. Gaming tools for teaching and learning have been used more and more since 2007. Often generic games, not designed for a particular model or course, are used to teach concepts, ideas or themes. This research focuses on two games designed by the UJ Library to create a learning opportunity for students to master skills and knowledge about information and digital literacy. The research project for each game will go through four phases: 1) questionnaires sent to PG and UG students assessing their understanding of digital and info literacy; 2) based on this information,

designing the two games specific to skills of students and a clear set of learning outcomes. Each game will use a scaffolding of learning by doing pedagogy; 3) pilot each game with students and adjust the games according to student feedback; 4) track how much students actually learn playing the games. Built into the games are different levels and students can only progress if they master the concepts. We will also follow up after eight months with qualitative interviews with students to understand how they feel about and experience gaming as a form of learning.

1.4 Beyond mere massaging of university curricula: transcending Morrow (Themes 1 and 4)

Project Team: Prof Felix Maringe and Dr Otilia Chiramba

Professor Wally Morrow left behind a great legacy for transforming university curriculum, teaching and learning. At a time when the concern was about increasing participation in university education especially from amongst previously disadvantaged segments of society, Professor Morrow reminded the world that doing this was only half the job. The more important task was for universities to ensure epistemological access (Lotz-Sisistka, 2009) for the expanding groups of students. This transition from mere physical access to epistemological access has been at the heart of substantial curricula, teaching and learning transformation in South African universities as elsewhere across the world. Inclusive teaching and learning has been another substantial area of development out of the idea of epistemological access. Equally, extensive work has been achieved in the area of pedagogical justice through which a plethora of differentiated teaching and learning approaches designed to resonate with diverse university classrooms have been developed.

Epistemological access thus has had substantial impact at levels of policy, curricula, classroom practice and the leadership and management of teaching and learning in universities (Muller, 2014). However, one key question about this great trek towards access to knowledge has not been adequately addressed. This is the question of the validity of knowledge about which universities seek greater access for its students.

The question of valid knowledge is both complex and multifaceted. It seeks answers to a wide range of important questions, three of which are central to this project:

a. What knowledge is considered of the greatest worth which universities teach to their students?

b. How is this knowledge taught and why is this knowledge prioritised over other knowledge forms?

c. How and who benefits the most from the knowledge transactions in universities?

Based on the above, a pilot project utilises a mixed method approach and proposes three universities in teacher education departments selected from traditional research intensive; technology based; and post 1994 new universities.