

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 2021 – November 2022

**The Future
Reimagined**



Overview of activities:
SARCHI Teaching and Learning
Professor Shireen Motala
November 2022

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Abbreviations and acronyms

AMCHES	Ali Mazrui Centre for Higher Education Studies
CGS	Council of Graduate Schools
CHE	Council on Higher Education
CPUT	Cape Peninsula University of Technology
CUS	Critical University Studies
DHET	Department of Higher Education and Technology
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 System
IPATC	Institute for Pan African Studies for Thought and Conversation
NIHSS	National Institute for the Humanities and Social Sciences
NRF	National Research Foundation
NSFAS	National Student Financial Aid Scheme
PDRF	Post-doctoral Research Fellow
PG	Post-graduate
PSET	Post-school education and training
RELATE	Reconceptualising Teaching and Learning Project
RU	Rhodes University
SAERA	South African Research Association
SARChI	South African Research Chairs Initiative
SOTL	Scholarship of Teaching and Learning
T&L	Teaching and Learning
UCT	University of Cape Town
UJ	University of Johannesburg
UK	United Kingdom
UKZ	University of Kwazulu-Natal
USAf	Universities South Africa
URC	University Research Committee

Overview of activities: SARChI Chair in Teaching and Learning, 2022

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. The inception of the Chair took place in October 2020 and the first term of the Chair continues until 2024 in a four year cycle.

This report is framed by the DHET/NRF's key expectations of SARChI Chairs to report on the research programme, research and student outputs, national and international partnerships and participation in scholarly engagement activities. In 2022, a particular focus of the SARChI Chair in Teaching and Learning was on both the learning consequences and the social injustice of the coronavirus pandemic disruptions in higher education.

This 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 with the need for knowledge generation and scholarship through rigorous research on teaching and learning in higher education in South Africa.

The purpose and goals of the Chair are to:

- Undertake research on T&L within a holistic and theorised framework.
- Use evidence-based research to inform T&L policies and practices at undergraduate and postgraduate levels.
- Recognise and promote good practice based on social and curricular justice.
- Address the relationship between education equity and social equity, especially in a context of poverty and societal disadvantage.
- Build the capacity of young researchers to contribute to the next generation of scholars.
- Enhance 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.

Structure, organisation and governance

Major activities since October 2021 have included intensification of research activities, seminar and lecture series, conference attendance and expanding work on projects.

Table 1: Current staffing

Position	Number
Chair	1
Administrator	1
Post-Doctoral Research Fellows (PDRFs)	5
Research Associates (formal Faculty appointed)	10
Pending final Faculty appointment	1
Part-time support staff (Research Assistants and publication support)	5

In August 2022, the SARChI Chair T&L moved to the Johannesburg Business Park Building in Auckland Park where all SARChI Chairs at UJ are to be housed. For the SARChI Chair T&L, this has meant establishing new offices and providing a conducive research space and infrastructure. This is still within the UJ building and procurement processes. The SARChI Chair T&L has two full time employees; efforts to acquire more staff have not been successful. The Chair is supported by the PDRFs and the Research Associates who contribute to its scholarly project. A significant loss was the passing of SARChI Chair T&L Research Associate Prof Narend Bajjnath whose scholarly and strategic contributions and support are sorely missed. We acknowledge his enthusiasm and steadfastness to the SARChI Chair T&L project (see Appendix 2).

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

Organisationally, much time and effort have been spent on the continued establishment of Chair processes, recruiting researchers for projects, writing proposals and launching projects. Conducting research at universities in South Africa entails lengthy processes to obtain ethics approvals. This initial work was completed for each of the projects discussed in this report during the first year. All of them were launched and are on track.

SARCHI Chair T&L activities, 2022

The present need for teaching and learning transformation in South Africa is to contribute to a socially just education. The vision in policies and practices in all institutions is on access, success, inclusion and equity practices. The position of the SARCHI Chair T&L, together with its network of associates, is to produce knowledge which contributes to the achievement of these goals. Research work this year brought new and authentic insights into preferred T&L practices; how universities engage with epistemic disruption; changing pedagogical practices; learning with technology; decolonisation and the post-colonial curriculum; and creating an enabling environment through funding and resources.

This knowledge will contribute to new agendas for research in T&L for the next five years. This includes the idea of the 'public good' university and whether this is receding as digital governance and techno-rationality are achieving greater hegemony. Fresh questions are being investigated around the following: the enduring colonial and post-colonial imaginary of higher education; persistent inequality and the ongoing search for social justice; cognitive justice and equity; students, staff and institutional cultures and the depth of our understanding beyond the aggregated quantitative picture and limited qualitative research; the relationship between the university and society; and knowledge, curriculum and learning and teaching. The research has probed the 'politics of knowledge' and the interplay between the academic curriculum and the institutional curriculum¹.

The SARCHI Chair T&L is part of networks of higher education nationally and internationally, including the Pan African Critical University Studies (CUS), the Council of Graduate Schools (CGS), the South African Research Association (SAERA) amongst others. Participation in influential fora provides an opportunity for informing current discourses through a significant publication stream, citations, interactions with policy makers and scholarly engagements.

The information here reflects that under the heading Research Outputs from the SARCHI T&L Research Programme below which in turn reflects the information in the Publications list in Section 3 below.

Highlights

- Publications, including 10 journal articles, 14 book chapters and 1 edited book. A total of 11 journal articles and 14 book chapters have been accepted for publication. In addition, 12 journal articles and 11 book chapters are under review.
- One edited volume titled 'The 4IR and teacher education in South Africa: Contemporary discourses and empirical evidence. Disruptions in Higher Education: Impact and Implications' (Maringe and Chiramba) was produced and another book publication on 'The creation of the new African University' is in press (Woldegiorgis, Motala and Nyoni).
- Three new book volumes were initiated in 2022: Beyond Decolonisation (Jansen and Motala), The de/recompositional grounds of the university in techno-rational times (Fataar, Keet and Motala) and Deliberation and debates toward improving higher education teaching and learning' (Motala, Boughey and McDonald).

¹ These are ideas explored by, among others, Prof Lis Lange in 'Transformation Revisited: Twenty Years of Higher Education Policy in South Africa' in *Transforming Universities in South Africa*, DOI: https://doi.org/10.1163/9789004437043_003

- Four Special Journal Issues produced include the following:
 Maringe, F., & Chiramba, O. (2022). Equity, access and success in higher education in times of disruption: Contemporary and future imaginaries. *South African Journal of Higher Education*, 36(4)
 Botha, C.F., Motala, S., & Menon, K., (2022). Peak performances: Covid-19 and the transformation of teaching and learning in higher education. *Southern African Review of Education* (Special Issue), 27(1).
 Motala, S., Samuel, M., & Simpson, Z. (2022). Beyond the pandemic: Lessons for the future of SOTL in the global South (part one). *Scholarship of Teaching and Learning in the South*, 6(1).
 Samuel, M., Motala, S., & Simpson, Z. (2022). Beyond the pandemic: Lessons for the future of SOTL in the global South (part two). *Scholarship of Teaching and Learning in the South*, 6(2).
- 32 presentations were made at conferences, seminars and webinars attended in 2022. The seminars, lecture series and book launches were all well attended and robust discussions formed part of the sessions that were mostly hybrid, combining virtual and physical presence. A highlight was the SARCHI Chair T&L Launch seminar in March at which the two keynote speakers, Prof Tshilidzi Marwala and Prof Saleem Badat, on the topic *Higher Education in the Era of 4IR – Teaching and Learning beyond COVID: Promises and Peril*.
- During 2022, SARCHI T&L saw the graduation of two Doctoral students, with two PhDs and 1 Masters student submitting in October 2022 and five moving into 2023 from chapter writing to empirical studies. Progress and academic support is offered by Prof Gert van der Westhuizen.
- 2022 saw the completion of a number of research programmes and the continuation and inception of others. These continue to thematically present and analyse research on aspects of teaching and learning. This includes epistemic disruptions, epistemic access, gender and intersectionality in doctoral journeys, teaching and learning during digitisation and the enabling infrastructure and resourcing required for teaching and learning. The research is undertaken with key partners such as AMCHES, the Council on Higher Education (CHE), the SARCHI Chair Teacher Education and institutional partners at the Universities of Stellenbosch, Cape Town, Witwatersrand and Johannesburg amongst others. International collaborators are located at University College, London, the University of Bath, the University of Sussex, the American University of Cairo, Moi University in Kenya, Stanford University, the University of Melbourne and the Tata Institute of Social Science (TISS). The scope of the research projects and their knowledge contribution are presented in Section 2 below.
- We have managed to raise funding through successful grant applications within the university and externally.
- The range of international partnerships has taken different forms including joint editorship of journals, joint research (for example, with British and Australian partners) and hosting a range of leading pan-African scholars and from the global South and North. Scholarly engagement has been an important aspect of 2022: for example, the six full-day international symposia during the year jointly convened with the Tata Institute of Social Science, Mumbai and the SARCHI Chair Teacher Education, Prof Yusuf Sayed, through an NIHSS/BRICs grant. This project is specifically framed around crises and disruptions, driven largely by the COVID-19 pandemic in India and South Africa, and how these countries sought to mitigate these effects. Another joint event was convened with the Council of Graduate Schools and the Community of Practice in Postgraduate Education and Scholarship, Universities South Africa (USAF) "Global Conversations on Postgraduate Education: Exploring Pan-African Connections" was held in June and the Critical University Studies (CUS-South Africa) held a three day workshop with the SARCHI Chair T&L, entitled De/Recompositional grounds of the University in Techno-Rational times with partners from WISER, the University of the Witwatersrand, Queen's University of Belfast, Beijing Normal University, the University of the Western Cape, the National Institute for the Humanities and Social Sciences (NIHSS) and others. It was co-convened with Prof Andre Keet, Nelson Mandela University and Prof Aslam Fataar, University of Stellenbosch in August.

- The capacity building programme continued to be varied, with an intensive programme of training, mentorship, writing sessions and retreats and with specific attention to topics such as methodology. The focus is on creating a learning community and a community of practice and to contribute to the next generation of scholars (see Section 5 below).

Limitations

We continue to be in a Covid and post-Covid transition and building a team without regular face to face engagements has been challenging. The second semester saw more hybrid events. The capacity in the Chair continues to be limited, with two full time staff. The PDRFs and Research Associates are active and engaged and make an important contribution to the scholarship of the Chair. Setting up proper office space to create stability has been slow because of university processes.

Concluding comment and preliminary plans for 2023²

It can be seen that our work addresses major challenges confronting higher education in South Africa today. As we write, at least two universities are publicly grappling with crises about race, management and governance. Everything indicates that similar issues are latent and bubbling beneath the surface at other tertiary institutions in the country - as indeed they are within the nation.

We understand the challenges in higher education to be related, albeit in complex ways, to problems in contemporary South African society and its location in the global community. These relationships – between education and society – have linked implications. They are in one sense academic: hence our programme of research and publication. Because we are situated in the South and given the legacies of apartheid, building research capacity by race, gender, class and national origin is vitally important. The Chair has had success in this and in building inclusive research teams.

Our research speaks to a national, African and international audience. Our scholarly work has practical implications as well. Debates about the meaning of decolonisation or finance in higher education are ongoing. Thus, our scholarly work should be of interest to government and organisations in civil society. It should, in addition, be of interest to the various constituencies within higher education. For example, does not “disrupting” colonial education in publication and demanding it politically have implications for what is written, for whom, in whose journals? There is a contradiction between formally endorsing decolonisation in higher education and reinforcing it in how “excellence” is defined and perpetuated in norms and practices within the academy. We too often forget the diversity of the South African higher education sector: decolonisation at the University of the Witwatersrand is very different from decolonisation at the University of Limpopo; our research aims to investigate this. As much of the international literature in higher education records, universities tend to entrench - and fight to defend - past culture no less than their inherited practices and policies. One thinks of the publications critiquing accountability and quality assurance in tertiary education. This scholarship has evolved over recent years but its implications for practice have been largely ignored. The Chair research develops the concept of institutional theory and agency, which often neglected in the writings on decolonisation. It argues that decolonisation as text and as research should not be separated from decolonisation as institutional politics and action.

We continue consolidate existing networks with all groups – national, African and international -and make plans to popularise our work and its emerging findings. We hope to learn from all discussions and to feed them back into our research programmes. As stated, national development in South Africa is part and parcel processes of Southern and international development.

What is learned from the broader discussions should have a substantive academic impact on our understanding of teaching and learning at universities and colleges. As we work, we expect findings, defined not only as discrete facts or recommendations, to be implemented but also as the

² The overview section had valuable comments from Prof Everard Weber, Prof Joel Samoff and Prof Gert Westerhuizen

development of theories and of discourse will emerge. We shall therefore pay special attention to what is developing across what may now seem to be separate projects. How will they cohere, or not? What tensions lie where? What are the strengths and weaknesses in what we have attempted to accomplish? What positive contributions have we made? What additional research is required? What do our colleagues here and abroad think and counsel?

2023 will see the consolidation of the Chair's research programme, the conclusion of the empirical side of some of our research projects and a focus on further research writing in our book projects. Students and PDRFs attached to these projects will continue their scholarly journeys through postgraduate and publication output. Greater coherence is needed across the Chair's research programme so that the key findings speak to each other and contribute to the provision of new knowledge in teaching and learning in higher education.

1. Research Programme: SARCHI T&L

The research objectives of the SARCHI: T&L remain focused on expanding research capacity and producing Masters and Doctoral students; responding to economic, social and transformation imperatives; creating research career pathways; and contributing 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's 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.

The choice of the theoretical frameworks in Figure 1 below 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 addresses the criticism that research on T&L lacks a sound theoretical base. Methodologically, it uses 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 to provide informed evidence-based analysis which is systemic, institutional and individual in impact. Interdisciplinary and transdisciplinary approaches are 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 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 basis 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.

The primary focus of the research programme is on 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.

Theoretical starting points: cognitive justice, epistemic access, equity and social justice



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

2. Updates on Research Projects

Since the previous report (October 2020-September 2021), some of the projects such as 'Overview of throughput and retention towards understanding epistemic access and success', funded by the Council on Higher Education (CHE), have been finalised with outputs extending to include articles and book chapters. The year under review saw the finalisation of research projects, the inception of new projects and continuation of current research.

This report provides an update on the research projects currently in the Chair's portfolio. For each, it gives these details:

- Project name and summary of the project's scope
- Team members
- Achievement of set goals: these can include data collected; publications including those published, accepted and submitted
- Challenges
- Knowledge contribution/contribution towards the Chair's strategic goals
- Strategies going forward: these can include new timeframes and turnaround strategies for completion.

2.1 Research Projects

Theme 1 and 2

2.1.1 University Life in an era of Disruption of Covid-19: Perceptions of Readiness and Attitudes of South African Students

The Covid-19 pandemic that started in Wuhan, China in December 2019 snowballed across the world, shutting down countries including their higher education institutions (HEIs). These institutions had to adjust to the situation to ensure that teaching and learning continued effectively.

South African HEIs were not spared in the disruption. Staff and students have had to adapt to the 'new normal'. Making sense of the readiness and attitudes of university students was a research gap that needed to be filled so that the situation could be managed. The pandemic has had a significant impact on the traditional, face-to-face approach to teaching, learning and assessment. The University of Johannesburg (UJ) was caught up in this situation which has had a significant impact on academics and students.

The project examines how undergraduate and postgraduate students registered in the 2021 academic year navigated online teaching. Specifically, it focuses on how students perceived their readiness for the 'new normal' and their attitudes towards this transition. It also surveys staff readiness for online teaching.

The study is a mixed methods research project in which qualitative (through open-ended questions) and quantitative data (through Likert-scale questions) were collected through an online questionnaire. The target population is the academic staff in 2021 and registered undergraduate and postgraduate students in the current 2022 academic year.

Research team

Shireen Motala, Juliet Perumal, Richard Devey, Yu Ke, Mthobisi Ndaba and Zahraa McDonald (research coordinator) in collaboration with Emmanuel Ojo (University of the Witwatersrand) and Anthony Onwuegbuzie (University of Cambridge).

Time frame: 2021-2023

Achievements of set goals

A questionnaire was administered to UJ academic staff in 2021 and to students in 2022. 113 academic staff and 175 students responded. Data from the academic staff survey have been processed. Data from the student survey still need to be processed. Initial analysis of the quantitative and qualitative data from the survey of academic staff is complete. Two journal articles are in process from this data.

Challenges

Ethics approval and access have been slow. It took about six months for the academic staff survey and the student survey to proceed through all the steps in the ethics process: ethical clearance from the Faculty of Education Research Ethics Committee; permission from the institution; and access via either the institutional Research and Planning Office or Information and Communication Services (ICS) respectively to administer the survey.

Knowledge contribution/contribution to the Chair's strategic goals

The data from this project will provide insights into the Chair's strategic goals. In particular, they can contribute to an understanding of teaching excellence at undergraduate and postgraduate levels. The Covid-19 period and its consequences for everyday activities associated with teaching and learning have brought to the fore a range of matters that would otherwise either not have been known or not have been known in the same way. The data from this project present an opportunity to analyse these findings and provide an evidence-informed way forward.

Strategies going forward

All data have been collected and the main objective now is to ensure at least two journal articles based on these data are published. Given the pressures on team members' time, an additional member, Dr Mthobisi Ndaba who is a PDRF with the Chair, has been added to the team. He is assisting with analysing the data and contributing to the literature reviews. This will enable further publications, including additional journal articles, book chapters and non-peer-reviewed publications such as blogs and newspaper/popular journal articles. There is also the opportunity to feed into the larger project, enabled by engaging with the data in a rigorous manner. Synergies with other projects within the Chair will be explored.

2.1.1.1 Complementary project on this area in 2022

This project, by Dr Kirti Menon and Prof Shireen Motala, has focused on teaching and learning during Covid-19 and addresses governance and leadership; pedagogical practices; equity and digitisation in learning; and curriculum. This has resulted in three peer-reviewed journal articles in *Southern African Review of Education (SARE)* and *Scholarship of Teaching and Learning in the South (SOTL)* in the *South and the South African Journal of Higher Education*.

Another article ('The university in techno-rational times: Critical universities studies, South Africa') in *Educational Philosophy and Theory* in November 2022 was initiated and led by Prof Aslam Fataar and has contributions from Prof Fataar, Prof Andre Keet and Prof Shireen Motala.

Two postgraduate students attached to this theme, Leone Michaels and Nhlanhla Maphumulo have submitted their doctoral and masters theses respectively.

2.1.2 Overview of throughput and retention towards understanding epistemic access and success

Themes 2 and 3

The SARCHI T&L was invited to participate in the project being conducted within a broader research project by the Ali Mazrui Centre for Higher Education Studies (AMCHES). It focuses on understanding epistemic access and success of students from disadvantaged backgrounds at universities in South Africa. With the provision of free higher education for students in need of financial support, it appeared as if the question of formal access had been significantly addressed but that the question of epistemic access within a framework of epistemic justice needed more attention. Low graduation rates, high dropout rates and general academic underperformance are central problems facing South African universities, particularly after the introduction of free higher education.

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

Faculty profiles with respect to student progression and pass rates (PPRs) were statistically compiled for the cohort of 2012-2018. These profiles were analysed for the institution as a whole and disaggregated by the Humanities and Science Faculties. The aim of the analysis was 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 the institutions have been drawn on to achieve the statistical narrative.

Research team: Shireen Motala, Zahraa McDonald (research coordinator), Ahmed Essop, Logan Govender, S Ndlovu.

Time frame: 2021-2023.

Research outputs

Chapter reviewing statistics for a report to the CHE; journal article; book chapter.

Achievements of set goals

The chapter reviewing the statistics for the CHE report has been completed and submitted to the CHE.

Challenges

The data for this project are owned by the CHE and approval is awaited for further publications.

Knowledge contribution/contribution to the Chair's strategic goals

The data from this project has contributed insights to the Chair's strategic goals. In particular, they can contribute to understanding teaching excellence at the undergraduate level. The focus of the project on epistemic access has also brought to the fore experiences related to equity, social justice and decolonisation at six university campuses.

Strategies going forward

All data have now been collected and the report submitted to the CHE. Further publications, including journal articles, book chapters and non-peer-reviewed publications such as blogs and newspaper/popular journal articles have the potential to emerge from this project. A planning workshop to determine the most critical publication opportunities, together with the teams and timeframes for the manuscripts, could provide an optimal way forward. There is also the opportunity to feed into the larger project which a workshop could facilitate. Synergies with other projects within the work of the Chair might also be explored.

2.1.3 A Postcolonial Critique of Curriculum Change in South African Higher Education

Themes 1, 2 and 4

This research project was initiated in 2022 in the aftermath of the 2015-2016 student protest in South Africa. It is informed by the scholarship on postcolonialism and addresses a neglected field of study in South Africa: teaching and curriculum transformation in higher education. We know more about macro policy in higher education than we do about the everyday realities we seek to transform. The significance of this work is that it focuses attention on what is happening at the grassroots.

University policies on curriculum transformation as a result of student political pressure to change do not help us understand the complexities of lecturers' understandings and practices. One way to look at this problem is to consider the fact that lecturers' often conservative views are not openly expressed because all around them, from the government, university management and the students they teach, calls are made to "decolonise" and "Africanise". What is happening on the ground matters. The task of this project, in the best tradition of critical theory, is to understand and explain what we wish to transform.

The research investigates current understandings and practices of teaching and learning as integral to curriculum change at university. It asks the following research questions:

1. What are the aims and purposes of higher education?
 - What content and subject matter do lecturers teach?
 - How do lectures teach (including hybridisation and digitisation)?
 - How are students expected to learn?
 - How are students assessed?

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

This is a mixed-method comparative case study which includes three South African universities: UJ, Wits and Cape Peninsula University of Technology (CPUT). The target population of the study includes lecturers who teach modules in the Humanities and Education faculties of all three universities. The study focuses on analysis of documents (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 80 in-depth interviews.

Team members: Project co-ordinator: Dr Venise Joubert; team members: Prof Shireen Motala, Prof Everard Weber; Research Assistants: Celene Coleman, Thabo Mathabela.

Achievements of set goals by end 2022

- Access to all (3/3) of the research sites
- Complete Chapter 1: Introduction
- Complete Chapter 2: Literature overview
- Fieldwork conducted: 30 interviews completed
- Successful application for additional funding: University Research Committee (URC)
- Research Assistants recruited after an extensive interviewing process.

Challenges

- Gaining access to the research sites:
 - This has proved difficult and time-consuming.
 - The turnaround time for applications has caused a number of delays.
 - Alternative research sites have had to be approached.
- Getting access to potential research participants' contact details has also caused delays.
- The amount of literature/reading has been significant but steady progress is being made on this.
- Approaching the project from a unique point of view, considering other projects on similar topics, has been something that the members of the project have had to consider.

Knowledge contribution/contribution to the Chair's strategic goals

This research is intended to make a valuable contribution to the international literature on postcolonialism, inform practice on the ground in South Africa and generate further study. The project aligns with the key focus of the Chair's research programme and expands on the priority areas of academic teaching, academic learning and the academic curriculum.

The project also aligns with the Chair's primary focus of teaching and learning 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.

The role played by identity and language is highlighted with contradictions between the life and scholastic experience of black students and the sophisticated academic discourse they are expected to master being of focus especially when it comes to identities of lecturers. Language is also emphasised as key for curriculum change particularly through an approach that puts emphasis on the development of African Languages by enhancing policy and practices.

Strategies going forward and timeframes for completion 2022-2023:

- Apply for access to a third alternative research site (CPUT) by 31 October.
- Continue conducting interviews at two research sites (WITS and UJ): 2022-2023.
- Complete writing Chapter 1: Introduction.
- Data analysis (2023).

- Continue with drafting a manuscript for publication (Everard Weber, Venise Joubert and Shireen Motala) by end 2023.
- Submit drafts (currently being written) to colleagues for review.

The project has been granted URC funding of R250 000. This is primarily used to fund the research assistants and undertake the data analysis.

One student, Plaki Chikunda successfully submitted her doctoral study in 2022 and has graduated.

2.1.4 Epistemic Disruptions in Reconstituting Higher Education Pedagogy in South Africa: The Student and Management Perspective

Themes 2, 3 and 4

The project includes six universities that include, the University of Johannesburg (UJ), Cape Peninsula University of Technology (CPUT), University of Kwazulu Natal (UKZN), University of FortHare (UFH), University of South Africa (UNISA), Sol Plaatje University (SPU). The aim of the project is to create a rigorous research base to expand knowledge in two fields: the Covid-19 pandemic; and student-led decolonisation in South African higher education. The project recognises the impetus of epistemic disruptions driven largely by these two issues in higher education. The pandemic redefined university pedagogies, displacing face-to-face teaching which was previously dominant in favour of online pedagogical strategies and activities based initially on emergency remote teaching and learning facilitated by information and communication technology (ICT) and social media platforms. The protests, on the other hand, sought to disrupt the curriculum, arguing that it is still influenced by the ideologies of Eurocentrism and that the examination systems exclude the majority from academic success. This is a joint project between the UJ SARCHI in T&L and the CPUT SARCHI in Teacher Education. The research utilises quantitative and qualitative approaches. The quantitative analysis draws on institutional data and the qualitative analyses draws on interview data from leaders of both universities and students from the six selected institutions.

Team members: Otilia Chiramba, Shireen Motala, Yusuf Sayed, Taryn Williams and research assistants Arina Sibanda and Thabo Motshweni.

Achievements of set goals

The project has obtained ethics clearance from UJ, has received permission to conduct research from five of the institutions and has started collecting data. It is still liaising about permission to collect data with the sixth institution. Individual and focus group interviews have been carried out in four institutions. Data collection in the institutions has not been completed but it is hoped that this will have been done in all the institutions by mid-2023. The data collected has been transcribed and cleaned and stored in AtlasTi and initial analysis of the data has started.

The project has made three panel presentations: two for the South African Education Research Association (SAERA) and one for the Comparative and International Education Society (CIES). An individual paper was presented at the Volkswagen (Narrowing the gap beyond tokenism) conference hosted by AMCHES. The second abstract for CIES will be presented in February 2023. The project has also published one special issue article. One book chapter and one article are under review.

Challenges

The project has encountered some delays by participants in responding to emails with some potential participants not responding at all. Network issues during the process of interviewing affected the progress of the project and some sections of the audios were difficult to transcribe.

Knowledge contribution/contribution to the Chair's strategic goals

The project has used empirical data and data in the literature reviewed, with the findings showing that leadership plays a significant role in improving students' experience. It has also discovered that reconceptualising theories of social justice and resilience may help to improve higher education systems. Equally important are the central themes such as crisis, disruptions and pandemics which

help to frame the problem in a more productive way. Definitional clarity is needed on key concepts such as transformation and decolonisation.

Strategies going forward

Although data collection has been delayed, it is expected to be completed by mid-2023. The process of producing a book publication by Prof Yusuf Sayed, Prof Shireen Motala and Dr Otilia Chiramba will be ongoing in 2023.

2.1.5 The NIHSS BRICS project

This is a collaborative initiative of the National Institute for the Humanities and Social Sciences (NIHSS) Brazil, Russia, India, China, and South Africa (BRICS) grant that involves the SARCHI Teacher Education at CPUT, the Centre of Excellence in Teacher Education at Tata University of Science and Technology, Mumbai and the SARCHI Teaching and Learning at UJ. It is a seminar series which runs four scholarly engagements with the outcome of peer reviewed publications.

This project is framed around crises and disruptions, driven largely by the Covid-19 pandemic in India and South Africa and how these countries sought to mitigate the effects of the crises and disruptions. A key objective of the project is to work collectively and collaboratively with researchers, academics and postgraduate students through discussion and debate by developing and implementing a rigorous and high-level symposium module that tackles issues as well as re-imagining research, teaching and learning during crises and disruptions in education. To achieve this, four hybrid symposia were planned. Three have taken place in South Africa and one in India, with the fourth taking place in India in January 2023. Two publication outputs are in process; these include a Special Issue and a monograph by PHD students and PDRFs.

Team members: Shireen Motala, Yusuf Sayed, Padma Sarangapani, Rekha Pappu, Meera Chandran, Marcina Singh and Otilia Chiramba.

One student, Emelda Tantoh, continues her doctoral studies in this area.

2.1.6 Higher Education Student funding models and the pursuit of equity in post-apartheid South Africa

Themes 2 and 3

Overview of Project Scope

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. 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. The impact of 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.

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 also seeks to 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. 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 28 years of the democratic dispensation; and 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 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 and Research outputs to date

- A comprehensive literature review has been completed and feedback has been received from SARCHI Chair colleagues during the SARCHI Chair Seminar prior to the launch.
- A Special Issue with the *South African Journal of Higher Education* in progress. A call for papers has closed, with an adequate number of papers received and the guest editors (Prof Gerald Ouma University of Pretoria (UP), Prof Moses Oketch UCL, University of London, Prof Shireen Motala and Dr Mukovhe Masutha) have received most of the manuscripts from the authors.
- Two book chapters are in press, one journal article has been accepted and three conference presentations have been made.

Knowledge contribution

The project makes a contribution to the theme of equity, access and success in undergraduate education with a decolonial approach being an important focus. The project thus makes an important contribution to research on diverse just and equitable student funding models while exploring theoretical and practical means of freeing higher education in the context of the struggle for just, distributive and reparative justice in education and society.

Current activity: data collection

Documentary review of policy documents between 1994-2022; collation of statistical analysis in progress; overseeing the editorial process for the Special issue for the *South African Journal of Higher Education*.

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

Time frame: 2021-2023

Output: In progress are the following: one book publication and three journal articles; one doctoral student (Albert Garcer)

2.1.7. Postgraduate Teaching and Learning Research

2.1.7.1 Purpose, scope, conceptual starting points

Themes 3 and 4

Research on PG T&L is being conducted in specific strands, aligned with the mission of the Chair which is to contribute to the transformation of PSET education. These strands focus on policy matters, challenges of gender, conceptions of knowledge and knowledge systems, and responsive pedagogies. Four strands are described here.

The **policy** studies are contextual and help with understanding the size and shape of the system within which T&L happen.

The **gender** research problematises the need for equity and redress and pursues imperatives of T&L transformation.

Research on PG T&L requires extended and critical understanding of **knowledge** and the implications for policies and practices. During 2022, the project has made good progress in comparative studies on Indigenous Knowledge Systems (IKS) with Australian colleagues. This strand of research also initiated the Voices of Elders study, with its bearing on issues in T&L.

Research on PG **pedagogies** have covered studies of practice and of conceptual clarification.

These strands make up a significant part of the SARCHI research focus on PG T&L which addresses:

- gender, identity, epistemic access and social justice
- doctoral education landscape and pedagogies
- pedagogies of T&L: narrative and dialogue methods, storytelling; effectiveness of T&L; post-Covid pedagogies; resilience
- emerging discourses: the Fourth Industrial Revolution (4IR) and information and communications technology (ICT)
- defining knowledge and imperatives of decolonisation; refugee studies
- conceptual studies of social and cognitive justice, post-colonialism

These strands are also being pursued by the SARCHI PG students through studies on teaching and learning as policy object, curriculum transformation in teacher education, student support, ICT integration and social justice frameworks (see list of students and topics lower down).

2.1.7.1 Postgraduate Teaching and Learning: Postgraduate Size and Shape Study

The study on the size and shape of postgraduate studies in South Africa was commissioned by the CHE. The aim is to investigate trends and patterns of progression in postgraduate studies in the country. The trends are analysed own by study level, race and gender and are further disaggregated by enrolment, completion and dropout rates. The significance of postgraduate data for South Africa's future in academia and knowledge is considerable. Increased postgraduate enrolment in both numbers and quality is necessary for the country to transition to a knowledge economy. Postgraduate statistics also assist with the development of relevant and necessary assistance required to increase postgraduate numbers.

Outcomes

The report will consist of tables that highlight the enrolment, graduation and dropout rates as main headings and disaggregated by study level, race and gender. These will be shown as counts and percentages. The data is national and will be displayed by aggregated higher institution data. The University of South Africa (UNISA) is an exception and data related to it will be displayed separately as it has its own unique set of circumstances as an HEI. The data will be in Excel format which will allow for further analysis by the team if needed.

Timelines

The timeline for the deliverable is the end of January 2023 for the quantitative data and the end of April 2023 for the qualitative data. If there are significant changes in the higher education landscape, further analysis of the data will be sought from Dr Sheppard.

Team members: Charles Sheppard, Ahmed Essop, Shireen Motala, Sindi Msimango and Halima Namakula

2.1.7.2 Postgraduate T&L research: Gender

The title of the project, still at the inception stage, is 'Doctoral journeys of female students: Gendered Perspectives, challenges, resilience and success factors'. Proposing to investigate female doctoral students' experiences, the study argues that, although female doctoral students

experience many challenges, they eventually succeed. The study is therefore interested not only in challenges that female students encounter during their doctoral studies but also factors that enable them to succeed.

Research aim

To explore the experiences, journeys and factors that impede and support women seeking to progress within their doctoral studies.

Research objectives

- To explore doctoral women's journeys with an intersectional lens and to find out whether there are differences because of class, race or ethnicity.
- To identify the barriers that slow down or impede the progression of women during their doctoral studies.
- To identify the factors that support the progression of women and on-time completion during their doctoral studies.
- To examine existing higher education policies and procedures in relation to doctoral students' learning to assess if and how they support women and ensure that they are retained and succeed within higher education.
- To assess if there is a need for policies and practices which relate to entry by and support for doctoral students to change

Proposed research sites: University of Johannesburg (South Africa), University of the Witwatersrand (South Africa), Kenya (Moi University and Eldoret Masinde Muliro University of Science and Technology (MMUST) and (University of Sunshine Coast-Australia)

Progress to date: A research team has been constituted; a broader research team meeting has taken place; a draft proposal and literature review are complete; further reviews are ongoing; and ethics clearance has been submitted. A two-day workshop took place on 24 and 25 October 2022.

Research team: Shireen Motala, Gina Wisker, Juliet Perumal, Beatrice, Akala, Sindi Msimango, Catherine Manathunga, Halima Namakula, Puleng Motshoane and Precious Sipuka.

2.1.7.3 Postgraduate T&L research: IKS

Policy study: Indigenous Knowledge Systems (IKS) and doctoral education

This comparative research project links to a wider international project led by Prof Catherine Manathunga at the University of the Sunshine Coast, Australia. It includes other Australian, New Zealand and Chinese partners and 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.³ Exploration of IKS in relation to higher education will involve initial document analysis for IKS and determining gaps in relevant IKS policies.

The South African partnership will explore best practice in doctoral education in relation to IKS and will analyse IKS policy in relation to higher education in South Africa.

Research questions

- How does IKS policy in South Africa position indigenous and transcultural candidates, especially in relation to higher education and research?
- What is relevant knowledge (Voices of Elders project)?

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

³ Carol Bacchi, 2009. *Analysing Policy: What's the problem represented to be?* Pearson Education: ISBN-13: 9780733985751

Progress to date: Meetings have been convened with the teams in Australia, China and South Africa. The South African team has completed a literature review of indigenous knowledge policy within Australian and South African higher education policy. Monthly meetings are held with the Australian research team.

A publication, with the title ‘Indigenous Knowledge Systems in South Africa and Australia: transforming doctoral education,’ has been submitted for review to Curriculum Perspectives and has been accepted.

Research team: Team Leader: Prof Catherine Manathunga, University of the Sunshine Coast, Australia; other Australian, New Zealand and Chinese partners; (South African partners) Prof Shireen Motala, Prof Gert van der Westhuizen, Prof Moyra Keane and Dr Sindi Msimango.

2.1.7.4 Voices of Elders project

Purpose: to deepen and broaden understanding of higher learning and knowledge building outside universities.

The knowledge problem in society is evident in the dysfunctionality of social structures; destruction of the environment; widespread violence and inequality; and continued marginalisation of IKSs. Western and modernist conceptions of science have come to create false realities of academic disciplines as domains of research and knowledge building characterised by cognitive injustice, knowledge subjugation and the immense pressure on communities to pretend that they can live in a world of knowledge colonisation.

The focus of this research is on voices of elders in communities and how they are articulations of knowledge in areas of livelihoods and exemplary of higher learning in communities. The purpose is to create a range of dialogue opportunities where elders and thought leaders/knowledge holders, young and old, talk about topics of higher learning in order to understand how such knowledge can be brought into university teaching and learning and promote cognitive justice.

The age of the Anthropocene calls for deeper awareness of the impact of our actions and research work on the planet and on human well-being. The continued focus of writers on the knowledge aspect of oppressive systems, and the need to reimagine and disrupt current structures, continues through a long line of scholars. At the curriculum and pedagogical level, we are yet to extend the boundaries of our worldview and practice - the ways in which disciplinary knowledge is organised and developed - and ontologies and epistemologies are taken for granted. The project aims to examine how these may be rethought to become truly representative of Africa and to learn from African elders and knowledge-holders from southern Africa and seek their advice on what knowledge is needed for the future of humankind and the survival of our world. It is anticipated that curricula may be designed with greater awareness of diverse knowledges and that deeper and more frank discussion about who we want to be, what knowledge matters and who decides will emerge.

The project assumes that many community elders in all social structures are holders of knowledge; that knowledge-building in communities is iterative, relational, collective and aimed at improving livelihoods, healing, finding direction and creating harmony; that knowledge-holding by elders is characterised by worldviews and cosmologies which are authentic, purposeful, and practiced as forms of relational ways of knowledge-building; and that knowledge-building in universities and communities is in need of alignment to work for the common good of humanity and nature.

Inquiry design

The design is made up of participatory and inquiry-based conversations on topical questions; content problematic relevant to teaching and learning and sustaining livelihoods involving young people post-schooling; and topical questions on teaching and learning relevant to sustaining livelihoods.

The intention is to understand the views of knowledge holders in communities on topics and questions which are current and critical for changes and improvement of livelihoods in society and, in so doing, contribute to cognitive justice in education.

University and community-based researchers have been invited to participate. Data gathering will take the form of inquiry conversations and recorded Socratic dialogues as well as in-depth interviews on beliefs about knowledge and knowledge-building methods.

The studies are informed by perspectives on knowledge-building, conversations for learning and knowledge systems.

Research questions

- What knowledge should the youth be exposed to?
- Which knowledge matters?

Methodology

Analysis of conversation and debates between elders and the student population.

Progress to date

- Conversation with Baba Mandaza took place in 2022.
- A seminar titled Voices of Elders was held on 9 November 2022.
- We interviewed Mrs Siwani, Baba Mandaza and Chief Nyashanu. This is currently being transcribed.
- A paper on the above topic was presented at the SAERA 2022 conference.

Knowledge contribution

- Conceptualising and understanding the views of knowledge-holders in communities on topics and questions which are current and critical for changes and improvement of livelihoods in society and, in so doing, contribute to cognitive justice in education.
- Contribution to understanding differing conceptions of knowledge; theorising cognitive justice; consideration of world views and cosmologies in teaching and learning.

Research team: Team Leader: Prof Moyra Keane; Prof Gert van der Westhuizen, Dr Sindi Msimango, Dr Constance Khupe (Wits).

One student Rose Adegoke has submitted her doctoral thesis on related areas in October 2022.

2.1.7.5 Studies in PSET pedagogies

As the SARCHI research team, various activities are ongoing to refine our conceptual and theoretical basis for all our research. Seminars, reading groups and research papers are an ongoing feature of our activities. In addition, various studies of PSET pedagogies have been conducted.

Research question

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

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

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

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

Conceptual studies of knowledge, cognitive and social justice in T&L in PSET

a. Empirical studies

The range of topics includes story-telling (Masuthu et al., 2022), access in Covid times (Maringe and Chiramba), international student experiences (McAlpine et al., 2022), disruptions in T&L (Menon and Motala, 2022; Motala and Menon 2022) and epistemic access (Solomon et al., 2022).

Content analysis and a scoping review of SARCHI publications are planned for 2023 to describe and review research contributions and to propose a research agenda for the future.

b. Theoretical and conceptual studies

In all SARCHI research, studies and publications dedicated reviews of literature are included as well as reviews of theoretical perspectives and concepts relevant to PSET T&L.

The need to review and develop extended and alternative theoretical frameworks and philosophical assumptions has been highlighted in contributions by SAERA researchers, associates and PDRFs including Samoff, Jansen, Weber, Chiramba and others.

The studies will draw on a recent paper by Van der Westhuizen and Motala (SAERA 2022) highlighting the complexities of aligning cognitive and social justice imperatives, noting the limitations of Fraser's models and the possibilities of perspectives of knowledge systems and moral realism. This conceptual inquiry expands on current studies of cognitive justice imperatives in education such as those on knowledge ecologies, decolonisation and critical studies.

c. Scope and continuation of theoretical and conceptual inquiries

Questions to be addressed include:

- The absence of IKS in HE curriculum inquiries.
- What is involved in HE serving the public good.
- Concretising notions of multiple knowledge systems.
- What is involved in moral responsibilities in T&L interactions.

Achievements: Some outputs have been published and others accepted for publication. Chair colleagues are knowledge actors in this area.

3. Research outputs from the SARCHI T&L Research Programme

Full details of the research outputs are given in the list of publications below. The table summarises the outputs.

Research Outputs from the SARCHI T&L Research Programme: 2021-2022			
Research Outputs	Published	Accepted/ Upcoming	Under review
Journal articles	10	11	12
Book chapters	14	16	11
Books	1	2	
Book reviews	1		
Leading articles	1		
Conference, Seminars and Webinars: 2021-2022			
	Presentations	Hosted by the Chair	
Conferences, seminars and webinars	32		

3.1 Publications

Book reviews

Keane, M. (2022). [Review of *Education, Communication and Democracy in Africa: A Democratic Pedagogy For The Future*, C.H. Manthalu, V. Chikaipa. & A.M. Gunde, (Eds.)]. *Critical Studies in Teaching and Learning*. 10(1) DOI:10.14426/Cristal.V10i1.575

Leading articles

Maringe, F., & Chiramba, O. (2022). Disruptions in Higher Education: Mitigating Issues of Access and Success in the COVID-19 Pandemic. *South African Journal of Higher Education*, 36(4), 6-20.

Journal articles: published (2022)

Acker, S., Rekola, M. & Wisker, G. (2022). Editing a higher education journal: Gatekeeping or development? *Innovations in Education and Teaching International*, 59(1), 104-114. <https://doi.org/10.14703297.2021.2004909>

Fataar, A., Motala, S., Keet A., Lalu P., Nuttall, S., Menon, K. & Staphorst, L. (2022). The university in techno-rational times: Critical universities studies, *South Africa. Educational Philosophy and Theory*, DOI: 10.1080/00131857.2022.2142555
<https://doi.org/10.1080/00131857.2022.2142555>

McAlpine, L., Keane, M., & Chiramba, O. (2022). Africans' Experiences of International PhDs: Making Sense of a Spectrum of Career Mobility Trajectories. *Compare: A Journal of Comparative and International Education*, 52(8), DOI: 10.1080/03057925.2021.2017769

McAlpine, L., Chiramba, O. F., & Keane, M. (2022). African Experiences of Doing PhDs Abroad: Negotiating Careers Within Broader Life Considerations. *Studies in Graduate and Postdoctoral Education, Studies in Graduate and Postdoctoral Education*, 13(3), 81-296. <https://doi.org/10.1108/SGPE-10-2021-0073>

McDonald, Z., & Motala, S. (2022). Beyond Heteronormativity Towards Social Justice: Disrupting Gender Operationalisation in Teaching and Learning Trends in Higher Education. *Critical Studies in Teaching and Learning*, 10(1), 23-38, <https://hdl.handle.net/10520/ejc-cristal-v10-n1-a3>

Menon, K., & Motala, S. (2022). Pandemic Disruptions to Access to Higher Education in South Africa: A Dream Deferred?: Pedagogical Inclusivity in Higher Education in Times of Disruption. *South African Journal of Higher Education*. 36(4), 47-65. <https://doi.org/10.20853/36-4-5188>

Motala S, & Menon K. (2022). Pedagogical Continuities in Teaching and Learning During COVID-19: Holding Up the Bridge. *Scholarship of Teaching and Learning in The South*. 6(1), 7-32. <https://doi.org/10.36615/sotls.v6i1.249>

Menon, K., & Motala, S. (2022). The Hill We Climb: In Search of a New Pedagogy. *Southern African Review of Education: Special Issue*. 27(1), 140-159.

Solomon, A, D., Motala, S., Lawrence A, S., & Pio, A, A. (2022). Exploring Student's Experiences on Epistemic Access for Effective. *Teaching and Learning in Higher Education. International Journal of Instruction*, 16 (1), 151-172.

Journal articles: accepted (2022)

Chiramba, O., & Motala, S. (2022). Teacher Professional Development and Resilience: Frameworks for Promoting Social Justice in Times of Disruptions in South African Higher Education. *Journal of Educational Studies: Special Issue*.

Chisiri, P., Msimango, S., Molapisi, G., & Mazolo, A. (2022). The Worthwhileness of The Zimbabwean Grade 7 Health and Life Skills Education Materials: An Analysis. *South African Journal of Education*.

- Masutha, M., Naidoo, R., & Enders, U. (2022). Challenging University Complicity and Majoritarian Narratives: Counter-Storytelling from Black Working-Class Students. *Critical Studies in Education*.
- Matsepe, D., Maluleke, M., & Cross, M. (2022). Negotiating Successful Academic Identity Under Conditions of Marginalisation in Selected South African Universities. *African Journal of Governance and Development*.
- Matsepe, D., & Maluleke, M. (2022). The Role of Discourse in the Construction of Academic Identity in Selected South African Universities. *Journal of International Criminology and Sociology*.
- Matsepe, D., & Mugwena, M. (2022). Re-Imagining Successful Academic Identity Within Subjectivity and Agency Under the Constraint Conditions in Selected South African Universities. *African Journal of Teacher Education*.
- Matsepe, D., & Mugwena, M. (2022). Embracing an Academic Career: Context, Choice and Agency. *Journal of Education Studies*.
- Motala, S., Maggott, T., & Sayed, Y. (2022). The SDG Agenda and University Transformation in Africa: The Decolonial Turn Deferred? *African Journal of Teacher Education*.
- McDonald, Z. (2022). Women's Position in The Generation, Reproduction and Dissemination of Religious Texts: The Case of a Deobandi Aligned Madrasa in South Africa. *HTS Theological Studies*.
- Msimango, S. (2022). Opening Doors: The Role of Social Media and Technology. *African Journal of Teacher Education*.

Journal articles: under review (2022)

- Akala, B. (2022). Exploring The History Policy in Kenyan Secondary Schools: Challenges and Opportunities. *Social Sciences and Humanities Open (SSHO)*.
- Chiramba, O., Motala, S., & Sayed, Y. (2022). Towards Transforming Teaching and Learning in Higher Education: A Decolonial Perspective. *Journal of Curriculum Perspectives*.
- Keane, M., Raciti, M., Van der Westhuizen, G., Motala, S., Stanton, S., Gilbey, K., Msimango, S., Manathunga, C., & Qi, J. (2022). Indigenous Knowledge Systems in South Africa and Australia: Transforming Doctoral Education. *Journal of Curriculum Perspectives*.
- Masutha, M. (2022). 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*.
- Matsepe, D., & Mugwena, M. (2022). Re-Considering Climate Change Education into Curriculum and Assessment Policy Statement (CAPS) in South Africa. *Journal of Education*.
- McDonald, Z. (2022). Decoloniality, Bureaucracy and the Organisation of Teaching and Learning in Post-Apartheid Education Policy. *Academia*.
- McDonald, Z. (2022). 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*.
- Mokgahloa, T., Du Plessis, A., & Weber, E. (2022). The Curriculum and Assessment Policy Statement (CAPS): Managerial Control Versus Teacher Autonomy. *Perspectives in Education*.
- Msimango, S. (2022). Student Autonomy and Access to Postgraduate Studies in Two South African Universities. *Journal of Education*.
- Msimango, S., & Motala, S. (2022). Mentorship in Undergraduate Studies – Building Block for Postgraduate Success. *Journal of Student Affairs in Africa*.
- Msimango, S., & Motala, S. (2022). Gendered 'Leaky Pipelines' in Higher Education: Towards a Supervision Framework for Breaking Through the Glass Ceilings. *Journal for New Generation Sciences*.

Seutloali, M., & McDonald, Z. (2022). Factors Influencing Undergraduate Students' Attitudes Towards Blended Learning. *Review of Higher Education*.

Book chapters: published (2022)

Akala, B (2022). Theorising Feminist Voices in the Curriculum in an African University. In Decolonising African University Knowledges, Volume 1 (pp. 68-83). Routledge.

Chiramba, O., & Maringe, F. (2022). 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. Inclusive Learning and Educational Equity* (Vol. 9, pp. 37-54). Springer, Cham. https://doi.org/10.1007/978-3-031-12718-2_3

Chiramba, O., & Maringe, F. (2022). Organisational Resilience as an Urgent Strategic Goal in Post-COVID-19 Higher Education in South Africa. In E. Mogaji, V. Jain, F. Maringe & R.E. Hinson (Eds.), *Re-Imagining Educational Futures in Developing Countries* (pp. 39-63). Palgrave Macmillan, Cham.

Keane, M., Khupe, C., & Mpofu, V. (2022). Reflections on Transformation: Stories from Southern Africa. In A. Nicolaides, S. Eschenbacher, P. Buergelt, Y. Gilpin-Jackson, M. Welch & M. Misawa (Eds.), *The Palgrave Handbook of Learning for Transformation* (pp. 521-536). Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-84694-7_29

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- Weber, E., & Joubert, V. (2023). Postcolonialism in the movies and the narratives of South African and international students at the University of Pretoria. In R.J. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International Encyclopedia of Education*, 4th edition. Elsevier. B978-0-32-3958080
- Weber, E., & Sehoole, C. (2023). Higher Education Policy and Governance. In R.J. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International Encyclopedia of Education*, 4th edition. Elsevier. B978-0-32-3958080
- Weber, E., & Sehoole, C. (2023). Introduction. In R.J. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International Encyclopedia of Education*, 4th edition. Elsevier. B978-0-32-3958080

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- Maringe, F., & Chiramba, O. (2022). Equity, access and success in higher education in times of disruption: Contemporary and future imaginaries. *South African Journal of Higher Education*, 36(4)
- Botha, C.F., Motala, S., & Menon, K., (2022). Peak performances: Covid-19 and the transformation of teaching and learning in higher education. *Southern African Review of Education* (Special Issue), 27(1).
- Motala, S., Samuel, M., & Simpson, Z. (2022). Beyond the pandemic: Lessons for the future of SOTL in the global South (part one). *Scholarship of Teaching and Learning in the South*, 6(1). <https://doi.org/10.36615/sotls.v6i1.269>
- Samuel, M., Motala, S., & Simpson, Z. (2022). Beyond the pandemic: Lessons for the future of SOTL in the global South (part two). *Scholarship of Teaching and Learning in the South*, 6(2). <https://doi.org/10.36615/sotls.v6i2.291>

Special Issues accepted (2022)

- Chiramba, O., and Motala S., (2022). Social Justice in Higher Education: Teacher Professional Development, Resilience, Access and Success. *Journal of Education Studies*

Book chapters: accepted (2022)

- Akala, B. (2022). Gender and The Politics of Equity: Improving Access and Participation in South African Education, *Research Handbook on Sociology of Gender*. Edwards Elgar Publishers.
- Bajinath, N., Motala, S., & Menon, K. (2022). The Fourth Industrial Revolution, Tertiary Education, and Teaching and Learning in The Context of Development in South Africa. In R.J. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International Encyclopedia of Education* (4th ed).
- Behari-Leak, K., Samuel, M., Ramrathan, L., Maringe, F., & Keane, M. (2022). Decolonising Supervision. In K. Yassim (Ed.), *Leading Online Learning: Participatory Supervision as a Pathway for Cultivating Postgraduate Research Communities*. Routledge.
- Chiramba, O., & Maringe, F. (2022). Beyond Recovery: Integrating Resilience of Educational Institutions in The Post-COVID-19 Era. 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 Macmillan.
- Cross, M., & Matsepe, D. (2022). 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. (2022). Reflections on Transformation: Stories from Southern Africa. In A. Nicolaidis, S. Eschenbacher, P. Buergelt, Y. Gilpin-Jackson, M. Welch, M. Misawa (Eds.), *The Palgrave Handbook of Learning for Transformation*. Springer: Nature.
- Maringe, F., & Chiramba, O. (2022). Colonisation and Epistemic Injustice Revisited: A Reflection on Emerging Themes. In F. Maringe (Ed.) *Antecedents of Decolonisation in Higher Education in Post-Colonial Societies*. Routledge: UK.

- Maringe, F., & Chiramba, O. F (2022). Decolonising Ethics in Researching with International Students. In J. Mittelmeier, S. Lomer & K. Unkule, *Research with International Students: Critical Conceptual and Methodological Considerations*. Routledge: UK.
- Masutha, M., & Motala, S. (2022) Funding (In)Equity in South African Higher Education – Fuelling or Failing Futures? In E. Woldergiorgis & S. Motala (Eds.), *Creating the New African University*. Brill Publishers.
- Masutha, M. (2022). What's The Problem Represented to Be? The Dangers of a Single Story Through Which the Problem of Non-Completion Amongst Financial Aid Funded Students Has Been Represented in South African Higher Education. In E. Weber & C. Sehoole (Eds.), *International Encyclopedia of Education*. Elsevier.
- McDonald, Z. (2022). Moving From a Madrasa Situation to The Process of Doctrinal Development: An Explication of The Extended Case Method in the Study of Islam. In A. Aghdassi & A. Hughes (Eds.), *Supplements to Method and Theory in the Study of Religion* (pp 230-252), Brill.
- Menon, K., & Castrillón, G. (2022). Reschooling' Higher Education: The Dynamics of Curriculum in South Africa. In R.J. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International Encyclopedia of Education* (4th ed.). Elsevier. B978-0-12-818630-5.02040-6.
- Samoff, J. (2022). Institutionalizing International Influence. In C. A Torres, R. F Arnove & L. I. Misiaszek (Eds.), *Comparative Education: The Dialectic of the Global and the Local*. Lanham, MD: Rowman & Littlefield, Fifth Edition.
- Samuel, M., Bahari-Leak, K., Ra, L., & Keane, M. (2022). Decolonising The Doctorate. In K. Yassim (Ed.), *Epistemic Disruption: Reimagining Knowledge Creation in a Digital Era*. Routledge.
- Seehawer, M., Khupe, C., & Keane, M. (2022). On The Impossibility of Instrumentalising Indigenous Methodologies and Indigenous Knowledges for the Sustainable Development Agenda. In M. Mba, A. T. Johson, W. L. Filho & S. Ajaps (Eds.), *Indigenous Methodologies, Research and Practices for Sustainable Development*. Springer.
- Sipuka, P.B., & Motala, S. (2022). Exploring The Professional Identity of University Academics: 'Becoming' A University Teacher. In R. J. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International Encyclopedia of Education* (4th Ed.). Elsevier. B978-0-12-818630-5.02040-6.
- Wisker, G. (2022). Decolonising The Literary Doctorate. In C. Beyer (Ed.), *Decolonising the Literary Curriculum*. London: Palgrave.

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- Akala, B -Gender and the Politics of Equity: Improving Access and Participation in South African Education. In Research Handbook on Sociology of Gender. Edwards Elgar Publishers.
- Bajinath, N. (2022). Policy and Regulation in South Africa: From Ideals to Effects. In T. Jaffer, S. Govender & L. Czerniewicz (Eds.), *Learning Design Voices - Perspectives from The Margins*. UCT.
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- Motala, S., Naicker, S. R., & Msimango, S. (2022). The South African Context: Participatory Supervision and Scholarship-Re-Imagining the Future. In K. Yassim (Ed.), *Epistemic Disruption: Reimagining Knowledge Creation in a Digital Era*. Routledge
- Motala, S., Chiramba, O., & Sayed, Y. (2022). The Decolonial Turn in South African Higher Education: Academic Leadership in Times of Crisis. In E Woldegiorgis & L Govender, (Eds.), *Epistemic Disruption: Reimagining Knowledge Creation in a Digital Era*. Brill.
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- Wadee, A. A., & Keane, M. (2022). Academic Mentoring. In J. Jansen & E. Weber (Eds). *What Do You Profess, Professor? Transformation, Policy Studies and Identity in Education*. African Minds.

Books: published (2022)

- Maringe, F., & Chiramba, O. (Eds.). *The 4IR and teacher education in South Africa: Contemporary discourses and empirical evidence*. Disruptions in Higher Education: Impact and Implication (Vol. 2. pp. 169–182), AOSIS, Cape Town.
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Books: accepted (2022)

- Maringe F., & Chiramba, O. (2022) (Eds.). *The Move to University Online Teaching and Learning in the COVID-19 Era: Equity and Epistemic Justice Perspectives*. Palgrave.
- Woldegiorgis, E., Motala, S., & Nyoni, P. (2022) *Creating the New African University*. Brill Series

3.2 Conference, seminar and webinar presentations

- Chiramba, O., Motala, S., & Sayed, Y. (2022). *Towards Transforming Teaching and Learning in Higher Education: A Decolonial Perspective*. Narrowing The Gap Beyond Tokenism Conference, University of Johannesburg, 21-23 February 2022.
- Chiramba, O., Motala, S., Sayed, Y., and Williams, T (2022). Epistemic disruptions in higher education: Reimagining teaching and learning beyond the COVID-19 challenges in South Africa. South African Education Research Association (SAERA) Conference, 26-28 October 2022.
- Ndofirepi, E. S., Banda, T. S., Chiramba, O. F. (2022). Access and success in Higher Education: Lived experiences and aspirations beyond hurdles. South African Education Research Association (SAERA) Conference, 26-28 October 2022.
- Chiramba, O. (2022). *Virtual Round Table Discussion: Re-Imagining Educational Futures in Developing Countries*. Centre for Multidisciplinary Research and Innovation (CEMRI), 30 April 2022.
- Chiramba, O., & Motala, S. (2022). *Epistemic Disruptions and Social Justice: Reimagining Teaching and Learning in Higher Education in Times of Increasing Inequalities*. Panel Presentation: Teaching, Teachers and Teacher Education: The Role of Teachers During Times of Uncertainty. Comparative and International Education Society (CIES), 19-22 April 2022.
- Chiramba, O., & Motala, S (2022). *Leading Teaching and Learning in Higher Education During Crisis. Re-Imagining Research and Teaching and Learning During Times of Crises*. National Institute of Human and Social Sciences Seminar, 30-31 May 2022.
- Chiramba, O. (2022). *The 4IR and Teacher Education in South Africa: Challenges, Opportunities and Successes. Re-Imagining Research and Teaching and Learning During Times of Crises*. National Institute of Human and Social Sciences Seminar, 30-31 May 2022.

- Govender, L. & McDonald, Z. (2022). *Epistemic Access and Success of Historically Marginalised Students in South Africa: The 'New Normal'*. South African Education Research Association (SAERA) Conference, 26-28 October 2022.
- Joubert, V., Weber, E., & Motala, S. (2022). *Problems in South African Higher Education Language Policy*. South African Education Research Association (SAERA) Conference, 26-28 October 2022.
- Keane, M. (2022). *Establishing A Writing Practice Remotely: A WhatsApp Course for Academics*. 10th European Conference on Education (ECE2022). International Academic Forum (IAFOR), London, July 14-17 2022.
- Keane, M., Van der Westhuizen, G., Khupe, C Msimango, S. (2022). *Voices Of Elders: What Knowledge Matters and Who Decides?* South African Education Research Association (SAERA) Conference, 26-28 October 2022.
- Manathunga, C., Qi, J., Raciti, M., Gilbey, K., Motala, S., Msimango, S., Keane, M., & Van der Westhuizen, G. (2022). *Indigenous Knowledge Systems in Australia and South Africa: Transforming Doctoral Education*. Narrowing The Gap Beyond Tokenism Conference, University of Johannesburg, 21-23 February 2022.
- Maringe, F., & Chiramba, O. (2022). *Boundary Knowledges in Conversation: Imagining the Future of Higher Education Using Transdisciplinary and Decoloniality Lenses*. 10th Teacher Education and Interdisciplinary Research (TEIR) International Conference, 4-7 April 2022.
- Matsepe, D. (2022). *Re-Considering Climate Change Education into Curriculum and Assessment Policy Statement (CAPS) in South Africa*. National Institute of Human and Social Sciences Seminar, 30-31 May 2022.
- Matsepe, D. (2022). *Embracing An Academic Career: Context, Choice and Agency*. Comparative and International Education Society (CIES) 66th Annual Conference, Virtual, 18-22 April 2022.
- Matsepe, D. (2022). *Re-Imagining Successful Academic Identity Within Subjectivity and Agency Under the Constraint Conditions in Selected South African Universities*. Teacher Education and Interdisciplinary Research (TEIR) International Conference, 4-7 April 2022.
- Matsepe, D. (2022). *Embracing An Academic Career: Context, Choice and Agency*. Comparative and International Education Society (CIES) 66th Annual Conference, Virtual, 18-22 April 2022, Minneapolis.
- McDonald, Z., & Xaba, N. (2022). *Holistic Evaluation of Education Interventions: Cases of Evaluating Qualification Frameworks*. South African Education Research Association (SAERA) Conference, 26-28 October 2022.
- McDonald, Z., Xaba, N., & Shiohira, K. (2022). *Alternative Pathways to Teacher Education: Learning to Teach Over Time in SA*. South African Education Research Association (SAERA) Conference, 26-28 October 2022.
- Motala, S. (2022). *The Dilemmas and Challenges of Achieving Free Higher Education in South Africa – Equity Considerations*. IPATC Book Launch, 8 June 2022.
- Motala, S., & McDonald, Z. (2022). *Epistemic Access and Success of Historically Marginalised Students in South Africa: The 'New Normal': Quantitative Overview*. South African Education Research Association (SAERA) Conference, 26-28 October 2022.
- Motala, S., & Van der Westhuizen, G. (2022). *The relation between social and cognitive justice in higher education – implications for research and teaching practices (remembering Narend Bajjnath)*. South African Education Research Association (SAERA) Conference, 26-28 October 2022.
- Msimango, S., & Motala, S. (2022). *The Exploration of 'Leaky' Pipelines: Gendered Trends in Doctoral Access and Success*. Online Supervision Conference, 15-18 March 2022.
- Msimango, S. (2022). *Online Supervision During a Global Pandemic in South Africa: An Opportunity for Enhancing Supervision Practice*. National Institute of Human and Social Sciences Seminar, 30-31 May 2022.

- Msimango, S. (2022). *Using Knowledge from Commerce and Management Discipline for Social Justice: Postgraduate Students' Voices*. South African Education Research Association (SAERA) Conference, 26-28 October 2022.
- Samoff, J. (2022). *Collaborative Reflections with 2021 CIES Honorary Fellow Dr. Joel Samoff*, Comparative and International Education Society. (Virtual), 7 March 2022 https://www.youtube.com/watch?v=kr_o4sQScO8
- Samoff, J. (2022). *Remembering Crawford Young, Symposium on the Intellectual Legacies of Professor M. Crawford Young*, University of Wisconsin, Madison, April 2022.
- Samoff, J. (2022). *Public Policy, Research, and Foreign Aid: Dimensions of the Financial Intellectual Complex*. Symposium on the Intellectual Legacies of Professor M. Crawford Young, University of Wisconsin, Madison, April 2022.
- Samoff, J. (2022). *Plus ça Change: Research On Education in Africa*, University of Wisconsin, Madison, April 2022.
- Samoff, J. (2022). *Co-Constructing Knowledge: Obstacles and Strategies. Co-Construction of Knowledge and Research for Sustainable Futures*, World Higher Education Conference, Barcelona, May 2022 (Virtual).
- Van der Westhuizen, G., & Keane, M. (2022). *What Supervisors Identify as Key Issues in Supervision Having Engaged with Cognitive Justice Dialogues*. 8th Postgraduate Supervision Conference 2022. Transitions, Trajectories and Transformations in Postgraduate Supervision: The Times They Are A-Changing, 15-18 March. University of Stellenbosch.
- Wisker G.(2022) Decolonising the Literary and the Literary Doctorates. South African Education Research Association (SAERA) Conference, 26-28 October.

3.3 Publications planned for 2023-2024

Title	Editors	Progress	Project description
Special Issue of the <i>South African Journal of Higher Education</i> on Higher Education, Justice and Equity: Critical Perspectives	Shireen Motala, Mukovhe Masutha, Gerald Ouma (UP), Moses Oketch (UCL, University of London)	In progress 2022/2023	A call for abstracts has been sent out and abstracts received, with full papers to be received by end-November 2022. Publication date: mid-2023.
The de/recompositional grounds of the university in techno-rational times	Shireen Motala, Andree Keet, Aslam Fataar	In progress	A hybrid event took place at UJ with the authors on 25 August 2022. Key speakers: Prof Premesh Lalu, Prof Sarah Nuttall, Prof Michael Peters and Prof Sarah Mosoetsa. Abstracts have been received, with full papers due by end-January 2023.

Title	Editors	Progress	Project description
Beyond Decolonisation	Jonathan Jansen, Shireen Motala	In progress (2023)	Call sent out; a joint project between the SARChI Chair and Professor Jansen at Stellenbosch University. An authors' meeting will be held in February 2023 at the University of Stellenbosch's Institute for Advanced Study, with presentations by the authors. Collaboration is underway with Prof Adam Habib, Director: School of Oriental and African Studies in London for presentation of papers in July 2023.
Epistemic disruptions project	Shireen Motala, Yusuf Sayed, Otilia Chiramba	In progress (2024)	Data collection from three sites to be completed by April 2023, to be followed by write-up of book chapters. Agreement with publisher AOSIS has been completed.
Creating the New African University	Emnet Woldegiorgis, Shireen Motala, Phefumula Nyoni	Draft has been completed and is being copy edited. Publication date: end -2022	A joint project by AMCHES and the Chair. Part of the book series - African Higher Education (AHE): Developments and Perspectives. Shireen Motala replaced Michael Cross as co-editor with Emnet Tadesse Woldegiorgis.
Deliberation and debates toward improving higher education teaching and learning in South Africa	Shireen Motala, Chrissie Boughey, Zahraa McDonald	In progress	Call for papers to be sent out in November 2022 for publication end 2023.
Post-colonial curriculum research	Everard Weber, Shireen Motala, Venise Joubert	Literature review complete; 35 interviews of an expected 50 complete; empirical work is ongoing	Write-ups in 2023; publication in 2024.

4. Chair Seminar Series, 2022

Date	Presenter	Title	Discussant
3 March 2022	Keynote speakers: Prof Tshilidzi Marwala, Prof Saleem Badat	Higher Education in the Era of 4IR – Teaching and Learning beyond COVID: Promises and Peril Launch of the DST/NRF SARChI Chair Teaching and Learning	Moderator: Prof Shireen Motala
7 June 2022	Dr Meera Chandran	Teaching with EdTech: Impact of the COVID-19 pandemic in Asia-Pacific: Future of work and wellbeing in education.	Prof Jacqueline Batchelor

Date	Presenter	Title	Discussant
30 May-1 June	Co-hosted by the SARCHI Teaching and Learning, UJ; the Centre for International Teacher Education, CPUT; and the Tata Institute of Social Sciences, Mumbai.	First part in a four national Institutes of Human and Social Sciences seminar Re-imagining Research and Teaching and Learning during times of Crises: 30 May-1 June 2022, CPUT.	Prof Fazel Rizvi, Prof Crain Soudien, Prof Felix Maringe, Prof Emmanuel Mquashwu Prof Tom Popkewitz
14 July 2022	Prof Elaine Unterhalter	Gender and education: Contestations and comparisons	Dr Beatrice Akala
24 August 2022	SARCHI Teaching and Learning, UJ; Centre for International Teacher Education, CPUT; Tata Institute of Social Sciences, Mumbai.	Second part in a four-part hybrid seminar series: National Institute of Humanities and Social Sciences Seminar Researching Preparedness of Teacher Educators and University Lecturers During Times Of Crisis (Mumbai, India)	Prof Shireen Motala, Prof Yusuf Sayed, Dr Marcina Singh, Dr Otilia Chiramba, Prof Rekha Pappu
25 August 2022	Prof Aslam Fataar, Prof André Keet, Prof Shireen Motala	The de/recompositional grounds of the university in techno- rational times	Speakers: Prof Premesh Lalu, Prof Sarah Nuttall, Prof Michael Peters, Prof Sarah Mosoetsa
19 October 2022	Prof Joel Samoff	Research on Education in Africa: Troubling Continuities and Omissions	Dr Mukovhe Masutha
21 October 2022	SARCHI Teaching and Learning, UJ; Centre for International Teacher Education, CPUT; Tata Institute of Social Sciences, Mumbai	Third part in a four-part hybrid seminar series: research on Technology, Lecturer, Teacher and Student wellbeing in times of crisis and disruptions	Prof Rekha Pappu, Prof Emnet Woldegiorgis, Prof Jaqueline Batchelor, Dr Mtombisi Ndaba, Dr Halima Namakula Prof Lorna Cernawitz
25 October 2022	Prof Gina Wisker	Publishing from the PhD or Masters	
9 November 2022	Baba Kademwa; Mrs Siwali, Chief Nyashanu	Voices of Elders seminar: What knowledge matters and who decides? What is Higher Education?	Prof Moyra Keane Dr Sindi Msimango
22 November 2022	Prof Jonathan Jansen, Dr Cyrill Walters	Book launch: The Decolonization of Knowledge: Radical Ideas and the Shaping of Institutions in South Africa and Beyond	Prof Chika Sehoole

5. Growing Cohorts of Masters and Doctoral students: a key aim of the SARCHI Chair T&L

A major focus of the work of the Chair is the studies of Masters and Doctoral students on topics relevant to the Chair's research areas. In 2022, two students graduated, two PhDs and one Masters submitted in October and five were moving from chapter writing to empirical studies. Academic support is offered by Prof Gert van der Westhuizen. Post-graduate students' involvement in the Chair's work serves the purposes of capacity building, knowledge extension and growing a cohort of qualified researchers in the field of Teaching and Learning.

Summary of progress, October 2022

Student Research Topics and Progress

Students	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	Chapter writing completed. Ethics submission in empirical study planned.
Rose Adegoke	Prof Shireen Motala	Transitions: University-Workplace Trajectories of Previously Disadvantaged Individual Graduates in Non-professional Disciplines	Finalised thesis for submission October 2022. Articles in progress.
Precious Siphuka	Prof Shireen Motala	Good teaching in higher education as a policy object: A South African multi-site study	Graduated. Two articles under review.
Leone Michaels	Prof Shireen Motala, Prof Geoff Lautenbach	Postgraduate student support and academic success in the rapid transition to online during the pandemic	Final thesis for submission October 2022; articles to be finalised.
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	Chapters under review. Empirical study in progress, 2022.
Yuraisha Chetty	Prof Shireen Motala	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	Chapters in progress. Empirical study, 2023.
Emelda Ndinteh	Prof Shireen Motala, Prof Leila Kajee, Dr. Otilia Chiramba	The intersectional experiences of Cameroonian international students in academia: an institutional case study	Completing in progress. Empirical work, 2023
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.	Submitting end October 2022 for examination.

6. Development Support Offered to Post-graduate Students and PDRFs

Students had full access to UJ postgraduate support and internet sources and participated in SARCHI research projects and research group meetings. In addition, support was given by Gert van der Westhuizen, coordinator, co-supervisor and SARCHI Research Associate.

Support took the form of critical readings of chapters and draft articles; email and MS Teams engagements in small groups; individual consultations; monthly online workshops on chapter writing, ethics applications and refining research design; coaching on the what and how of research designs; and data methods, including grounded theory work.

Working with the SARCHI students creates space for considering transformative paradigms and methodologies. Students are also encouraged to utilise guidelines on thesis writing (formats and multiple literacies), working with theories in generative ways and exploring philosophical stances in research such as moral and ethical realism and knowledge systems.

Activities take place monthly or per semester and upon request. Prof van der Westhuizen also acts as critical reader and reviewer and coordinator of PG progress activities.

6.1 Research methodology consultation

- Paradigm options and choices.
- Transformative grounded theory design and planning.

6.2. Chapter writing

- Guidelines for thesis writing: formats and literacy capabilities.
- Working with theories in generative ways.
- Philosophical stances in research: moral realism and knowledge systems.

6.3 Article preparation and completion

- Monthly MS Teams sessions: fishbone methods to grow, follow and improve reading capabilities academic genres.

6.4 Professor van der Westhuizen's involvement as Researcher/Participant in SARCHI Projects

- Knowledge building in universities and communities: knowledge-holding by Elders.
- Dialogic and conversation pedagogies in T&L.
- Bringing cognitive justice into post-graduate supervision and doctoral education.

7. Post-Doctoral Research Fellows

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 Otilia Chiramba

Supervisor: Prof Shireen Motala

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

Dr Halima Namakula

Supervisor: Prof Shireen Motala

Research Topic: Exploring academic support services offered to postgraduate students in South African universities

Dr Hennades Tabé

Supervisor: Prof Shireen Motala

Research Topic: Teacher education and professional development: Becoming a qualified teacher through the post graduate certificate in education.

Dr Mthobisi Ndaba

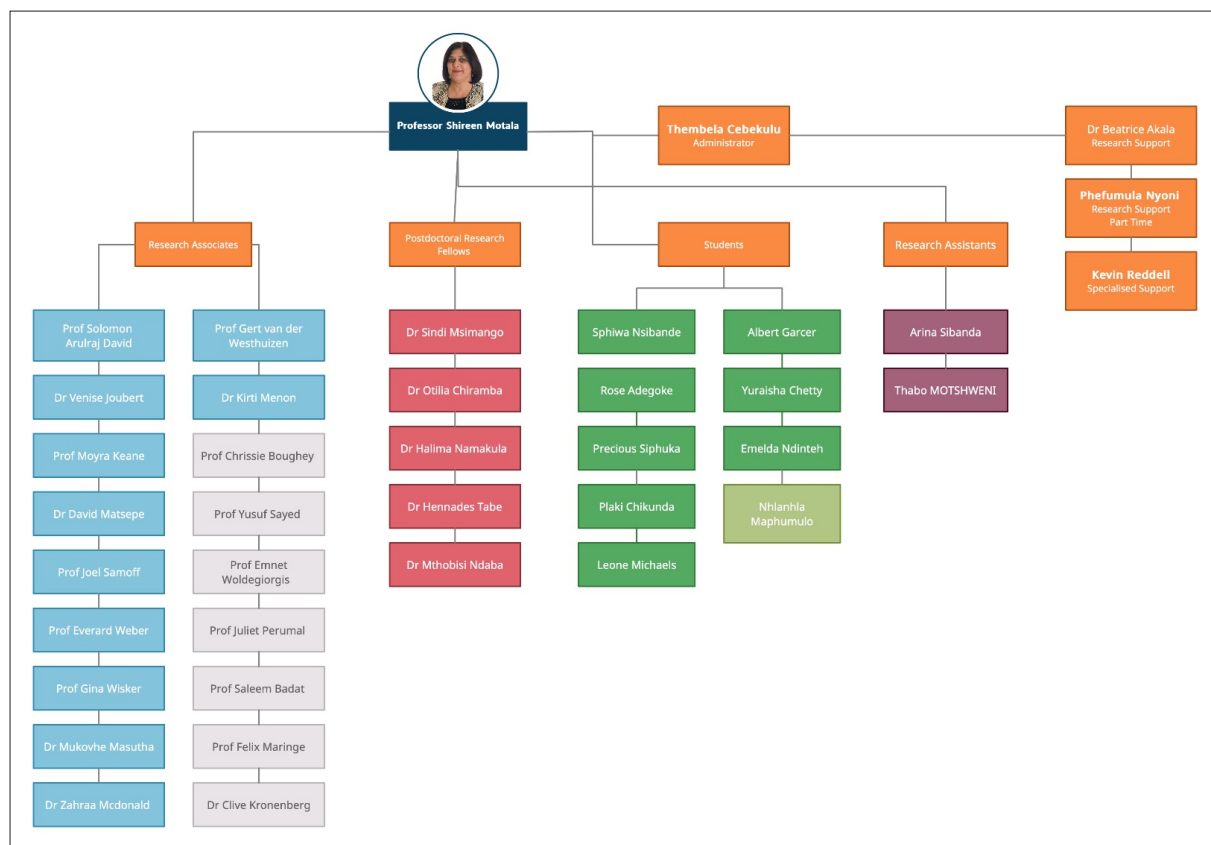
Supervisor: Prof Shireen Motala

Research Topic: Academics' Role in Higher Education's Contribution to the Public Good.

Appendix 1: Organogram

Faculty of Education

South African Research Chair in Teaching and Learning



Appendix 2: Obituary: Professor Narend Bajinath

Narend Bajinath (18 September 1960 – 1 May 2022): Consummate professional and tireless administrator who demonstrated the best of what it meant to be human

(shortened from longer version from Prof Saleem Badat)



He demonstrated the best of what it meant to be human. He was an exceptional human being with an astonishing capacity to “embrace, love, forgive, serve and genuinely care for the peoples and places of Africa and the world” (Prof. Puleng LenkaBula). Dr Blade Nzimande observed that his passing “robbed South Africans of one of the finest, tireless” administrators in higher education. Others have paid tribute to Professor Bajinath as “a quiet activist. Thoughtful, reflective, supportive”; as a “critical intellectual in the fullest sense of the word”; as someone with “a great mind” who provided “wise counsel”, whose “quiet but measured guidance will be missed and whose passing is the loss of someone who inspires and supports us.”

For almost 25 years Dean, Deputy Vice-Chancellor, Chief Executive Officer (CEO) of the Council on Higher Education (CHE) and South Africa’s representative on the Commonwealth of Learning Board of Governors, Narend Bajinath was born in rural Esenembe, near Tongaat on the KwaZulu-Natal North Coast in 1960 to working class parents: a long-distance truck driver and a work from home mother. A descendant of indentured labourers, his great-grandparents and grandparents had grown sugar cane and flowers in Esenembe.

Looking back on his life eight months ago, Bajinath noted that “adversity and struggle may build character and fuel perseverance, [but] it is often the largesse and generosity of others that makes the difference between whether you realize your full potential or not, whether you can take up an opportunity or not.” Being the first in his family to attend university and only one of three of his generation from his rural community, he was grateful “to a mother who valued education above all else” and made certain that his “needs were provided for as a priority before attending to others of the family.”

Professor Bajinath produced two coedited books and some 26 book chapters and journal articles. Befitting a scholar and administrator of his calibre, he was the recipient of numerous awards and honours including from ASSAF; was a Fellow at St Edmunds College, Cambridge University; in 2008, was a Research Professor at the Open University; and was in 2015 made Emeritus Professor at Unisa. He was acutely aware that “today, getting to and through university is the daily struggle of many of our youth, desperate to escape poverty, and fulfil their dreams. They bristle with potential, are hardworking and focused, and hungry for success. Even though many more funding opportunities exist today that were non-existent back then, the struggle to escape poverty and disadvantage persists for many.”

Hamba Kahle, dear Narend ! Your legacy lives on.

Appendix 3: Research Associates

Research Associate	Affiliation	Appointed at UJ Faculty of Education or other
Prof Solomon Arulraj David	The British University in Dubai (UAE)	Appointed at UJ, Faculty of Education (FE)
Dr Venise Joubert	SANTS Private Higher Education Institution	Appointed at UJ, FE
Prof Moyra Keane	University of Johannesburg	Appointed at UJ ,FE
Dr David Matsepe	South African Democratic Teachers Union	Appointed at UJ, FE
Prof Joel Samoff	Stanford University (USA)	Appointed at UJ, FE
Prof Everard Weber	University of Pretoria	Appointed at UJ, FE
Prof Gina Wisker	University of Bath, UK	Appointed at UJ, FE
Dr Mukovhe Masutha	University of Johannesburg	Appointed at UJ, FE
Dr Zahraa McDonald	University of Johannesburg	Appointed at UJ, FE
Prof Chrissie Boughey	Rhodes University	Other
Prof Yusuf Sayed	South African Research Chair in International Teacher Education and Director of CITE and University of Sussex	Other
Prof Emnet Woldegiorgis	University of Johannesburg	Other
Prof Juliet Perumal	University of the Witwatersrand	Other
Prof Saleem Badat	University of Kwa-Zulu Natal	Other
Prof Felix Maringe	University of the Witwatersrand	Other
Prof Gert van der Westhuizen	University of Johannesburg	Appointed at UJ,FE
Dr Kirti Menon	University of Johannesburg	Appointed at UJ, FE
Dr Clive Kronenberg	Academic researcher	

Appendix 4: SARCHI T&L Advisory Group members

Name	Title
Prof Jonathan Jansen	Distinguished Professor, Stellenbosch University
Prof Yusuf Sayed	South African Research Chair in International Teacher Education and Director of CITE and University of Sussex
Prof Mohamed Saleem Badat	Research Professor in Humanities, University of Kwazulu-Natal
Professor Suzanne Ortega	President, Council of Graduate Schools, Washington DC, USA
Dr. Emnet Tadesse Woldegiorgis	Associate Professor, APK Ali Mazrui Centre for Higher Education Studies, UJ
Prof Angina Parekh	Emeritus Professor, UJ
Prof Letlhokwa Mpedi	DVC Academic, UJ
Prof Sarah Gravett	Professor of Education, Faculty of Education, UJ
Prof Thea De Wet	Senior Director, Academic Development and Support, UJ
Prof Laura Czerniewicz	Professor, UCT
Dr Kirti Menon	Senior Director, Centre for Teaching Excellence, UJ
Prof Chrissie Boughey	Emeritus Professor, Rhodes University
Prof Gina Wisker	Professor, University of Bath, UK
Dr Whitfield Green	CEO, Council on Higher Education (CHE)
Thandi Lewin	Deputy Director General, Department of Higher Education and Training
Prof Ahmed Bawa	CEO, Universities South Africa
Prof Barbara Dooley	Dean of Graduate Studies and Deputy Registrar, University College Dublin, Ireland
Prof Leila Patel	Professor, SARCHI Chair, SARCHI Welfare & Social Development
Prof Adekeye Adebajo	Senior Research Fellow, Centre for the Advancement of Scholarship (CAS), University of Pretoria
Prof Andre Keet	Deputy Vice-Chancellor: Engagement and Transformation, Nelson Mandela University
Prof Joel Samoff	Adjunct Professor, Center for African Studies, Stanford University
Prof Aslam Fataar	Distinguished Professor, Faculty of Education Transformation Division, and University of Stellenbosch
Prof Ruksana Osman	Senior DVC Academic, Wits
Prof Moyra Keane	Professor UJ.
Prof Gert van der Westhuizen	Emeritus Professor, UJ
Prof Narend Baijnath (posthumous)	Chairman, Board of Governors, Commonwealth of Learning
Prof Nadine Petersen	Executive Dean, Faculty of Education, UJ
Prof Michael Samuel	Professor, University of KwaZulu Natal
Prof Elaine Unterhalter	Professor of Education and International Development, University College London, London University, UK

Name	Title
Prof Stephanie Burton	University of Pretoria
Prof Teboho Moja	Professor of Higher Education, New York University, New York, USA
Prof Jane Knight	Professor, University of Toronto, Canada
Prof Lis Lange	DVC Academic, UCT
Prof Felix Maringe	Emeritus Professor, Wits University
Prof Jean Baxen	DVC : Academic, Sol Plaatjie University
Prof Crain Soudien	Emeritus Professor, UCT and NMU
Prof Juliet Perumal	Head of School of Education, Wits University
Prof Premesh Lalu	Professor, Centre for Humanities Research, UWC
Dr Andrew Kaniki	Former Executive Director NRF
Prof Vasu Reddy	Dean, Faculty of Humanities, UP
Dr Carol Nonkwelo	Director of Research, UP
Prof Leila Kajee	Professor, Faculty of Education, UJ
Dr Alexander Hasgall	Head: Council on Doctoral Education, European Universities Association
Prof Penelope Andrews	John Marshall Harlan II Professor of Law; Director, Racial Justice Project, New York Law School

Appendix 5: 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: Had access to all three research sites and conducted at least 30 interviews. Completed chapters 1 and 2 of the book.
2. **University life in an era of disruption of Covid-19: Perception of readiness and attitudes of South African students (2021-2023)**
Output: A questionnaire was administered to academic staff in 2021 and students at UJ in 2022. 113 academic staff responded and 175 students. Data from the academic staff survey have been processed. Data from the student survey still need to be processed. Two journal articles are in progress. One Masters student and one doctoral student submitted their theses at the end of October 2022.
3. **Overview of throughput and retention towards understanding epistemic access and success (2021-2022)**
Output: The report has been submitted to the CHE. Chapter reviewing statistics for report to CHE, journal article, book chapter have been produced.
4. **Epistemic disruptions in reconstituting higher education pedagogy in South Africa: The student and management perspective (2021-2023)**
Outputs: three panel presentations: two for SAERA and one for CIES; individual paper presentation for the VW conference hosted by AMCHES. Presenting the second abstract for CIES in February 2023. Published one special issue article and one book chapter; two articles are still under review.
5. **The NIHSS BRICS project**
Outputs: Three seminar series; two in South Africa and one in India with the fourth set to take place in India in January 2023. Monograph by PDRFs in progress and Special Issue *Political and Economic Weekly*, India.
6. **The political economy of Higher Education: Student funding and the pursuit of equity in post-apartheid South Africa (2021-2023)**
Output: Two book chapters and three journal articles have been produced; one doctoral student (Albert Garcer) is attached to the project.
7. **Postgraduate Teaching and Learning: Doctoral Education and the Pedagogy of Supervision (2021-2024)**
Output: three journal articles; one doctoral student submitted in October 2022.
- a. **Postgraduate Teaching and Learning: Postgraduate Size and Shape Report**
Output: Report is expected by January 2023.
- b. **Postgraduate T&L research: Gender**
Output: Research team has been constituted, broader research team meeting has taken place, draft proposal and literature review are complete, further reviews are ongoing and ethics clearance has been submitted. A two-day workshop took place on 24 and 25 October 2022.
- c. **Postgraduate T&L research: IKS**
Output: Meetings have been convened with the teams in Australia, China and South Africa. The South African team has completed a literature review on indigenous knowledge policy in Australian and South African higher education policy.
- d. **Voices of Elders project**
Output: Conversation with Baba Mandaza took place earlier in 2022. A seminar titled Voices of Elders was held on 9 November 2022. Conversations with Mrs Siwani, Baba Mandaza and Chief Nyashanu are currently being transcribed.
- e. **Studies on pedagogies**
Output: A considerable amount of writing has been done with some outputs published, some accepted. Chair colleagues are knowledge actors in this area.
8. Prof Saleem Badat's Transformation of Universities project led by AMCHES: research team Dr Tshepo Moloi, Dr Logan Govender and Prof Shireen Motala.

