Centre for Higher Education Research, Teaching and Learning

Alongside its various offerings of formal and informal teaching and learning related activities, CHERTL continues to contribute research to the field of higher education studies. This field has taken on a particular pertinence in the so-called 'knowledge economy' era of massification of higher education where questions arise as to the purpose of the university. CHERTL's contribution is not limited to accredited publications but extends to popular press deliberations and to the fostering of critical conversations about higher education issues through their various formal Postgraduate offerings. Significant 2017 research contributions are detailed here.

CHERTL PhD scholars having fun at Professor Sioux McKenna's Inaugural Lecture, *Unmasking the Doctorate.*
Photo: CHERTL.

Postgraduates / Graduations

PhD graduations

– **Gabi De Bie**: Analysis of a biomedical curriculum using Legitimation Code Theory: exploring integrative knowledge-building in the rehabilitative health professions.

– **Catherine O'Shea**: Understanding the reading practices of Fort Hare students.

– **Joseph Chidindi**: Discursive constructions of quality assurance: The case of the Zimbabwe Council for Higher Education.

– **Gitanjali Mistri**: A social realist analysis of participation in academic professional development for the integration of digital technologies in higher education.

Postgraduate Diploma in Higher Education (PGDip (HE))

At the 2017 graduation ceremony thirty seven (37) graduated from this programme, seventeen (17) with distinction. The PGDip (HE) offers a broad introduction to the higher education sector with a particular focus on teaching and learning.

Distinguished Visitors / International Visits

In March 2017, Professor Brenda Leibowitz, Chair of Teaching and Learning Studies at University of Johannesburg presented a seminar on social justice in higher education. Professor Leibowitz has since passed away and will be sadly missed in the academic development community and beyond. She contributed to the CHERTL PhD programme in a number of ways over the years, including by giving seminars at our 'Doc Weeks' and in her co-supervision of PhD scholars, such as Gita Mistri.

Also at the March 2017 'Doc Week', Professor Ronelle Carolissen from Stellenbosch University gave a seminar on social justice in higher education research. Together Professors Carolissen and Leibowitz also ran a workshop on academic publication in which they shared their experiences as journal editors, reviewers and authors.

In October 2017, Professor Susan Van Schalkwyk from Stellenbosch University gave a seminar in which she outlined the kinds of third spaces in which most academic development work takes place. Professor Gina Wisker from the University of Brighton also joined us in October where she ran a workshop on academic writing prior to giving the keynote at our PhD conference.

Significant Research Aligned Events

In March 2017, Professor Sioux McKenna gave her inaugural address with the title 'Unmasking the Doctorate'. In this address, Professor McKenna urged us to build doctoral outputs in this country in ways that genuinely contribute to the public good, rather than meeting numeric targets which fail to engage with concerns about quality and significance. The event was very well attended and was followed with a wonderful celebration with music and dance.

In July 2017, editors from "The Conversation" Caroline Southey and Thabo Leshilo, ran a workshop on how to communicate academic findings to the general public. This workshop was attended by over eighty (80) participants and there is clearly a need for more of such events. Also in July, Garry Rosenberg ran a workshop on open access publishing. Dr Rosenberg has extensive knowledge of academic publishing and was able to provide guidance to those wanting to publish in ways that ensured broad accessibility to all.

In October 2017, CHERTL co-hosted a PhD conference with the Department of Education. Twenty-seven (27) PhD scholars made presentations on their research following an open keynote by Professor Gina Wisker. There was also a panel discussion about the influence of their PhDs on their work by three (3) Rhodes University graduates, Dr J Lupele, Dr L M Masehela, and Dr J Nyambe. This very inspiring session showed how the PhD is often the springboard for future research opportunities and contributions. As usual, the PhD conference included a social event that was enjoyed by all.

Professor Jo-Anne Vorster, Head of Department

PUBLICATIONS

Books/Chapters/Monographs

Badat, S.
Badat, S. (2017) The Idea of Higher Education as an Instrument for Social Mobility and Societal Transformation: A Critique of Nelson Mandela. In: Soudien, C. (ed.). *Nelson Mandela: Comparative Perspectives of his Significance for Education.* Rotterdam, The Netherlands: Sense Publishers. p.125-136. ISBN: 9789463009065.

Boughey, C.
Boughey, C., van den Heuvel, H. and Wels, H. (2017) Listening To Our Contexts. In: McKenna, S., Clarence-Fincham, J., Boughey, C., Wels, H. and van den Heuvel, H. (eds.). *Strengthening Postgraduate Supervision.* Stellenbosch: SUN PRESS. p.7-19. ISBN: 9781928357315.

Clarence, S.
Clarence, S. (2017) A relational approach to building knowledge about academic writing: facilitating and reflecting on peer writing tutorials. In: Clarence, S. and Dison, L. (eds.). *Writing Centres in Higher Education: Working in and across the disciplines.* Stellenbosch: SUN PRESS. p.49-66. ISBN: 9781928357544.

Clarence, S. and Dison, L. (ed.) (2017) *Writing Centres in Higher Education: Working in and across the disciplines.* Stellenbosch: SUN PRESS. ISBN: 9781928357544.

Maton, K.
Maton, K. and Doran, Y.J. (2017) Systemic functional linguistics and code theory. In: Bartlett, T. and O'Grady, G. (eds.). *The Routledge Handbook of Systemic Functional Linguistics.* United Kingdom: Taylor and Francis. p.605-618. ISBN: 9781315413884.

McKenna, S. and Clarence-Fincham, J.
McKenna, S. and **Clarence-Fincham, J.** (2017) Preface. In: McKenna, S., Clarence-Fincham, J., Boughey, C., Wels, H. and van den Heuvel, H. (eds.). *Strengthening Postgraduate Supervision.* Stellenbosch: SUN PRESS. p.1-6. ISBN: 9781928357315.

McKenna, S., Clarence-Fincham, J. and Boughey, C.
McKenna, S., **Clarence-Fincham, J.**, **Boughey, C.**, Wels, H. and van den Heuvel, H. (ed.) (2017) *Strengthening Postgraduate Supervision.* Stellenbosch: SUN PRESS. ISBN: 9781928357315.

Quinn, L. and Vorster, J.
Leibowitz, B., Bozalek, V., Garraway, J., Herman, N., Jawitz, J., Muhuro, P., Ndebele, C., **Quinn, L.**, Van Schalkwyk, S., **Vorster, J.** and Winberg, C. (2017) A collaboration between eighteen researchers across eight universities. In: *Learning to Teach in Higher Education in South Africa: An investigation into the influences of institutional context on the professional learning of academics in their role as teachers.* Pretoria: Council on Higher Education (CHE). p.1-120. ISBN: 9780994711106.

Quinn, L. and **Vorster, J.** (2017) Connected disciplinary responses to the call to decolonise curricula in South African higher education. In: Carnell, B. and Fung, D. (eds.). *Developing the Higher Education Curriculum: Research-based Education in Practice.* London: UCLPress. p.131-144. ISBN: 9781787350892.

Professor Sioux McKenna's Inaugural Lecture, *Unmasking the Doctorate.* Photo: CHERTL.

Graduation - Proud moment for PGDip and PhD graduates and supervisors. Photo: CHERTL.

Vorster, J. and Quinn, L.
Vorster, J. and **Quinn, L.** (2017) Re-Framing Academic Staff Development. In: Kinchin, I.M. and Winstone, N.E. (eds.). *Pedagogic Frailty and Resilience in the University.* Rotterdam, The Netherlands: Sense Publishers. p.109-121. ISBN: 9789463009836.

Peer Reviewed Subsidy-Earning Journal Research Publications

Clarence, S. and McKenna, S.
Clarence, S. and **McKenna, S.** (2017) Developing academic literacies through understanding the nature of disciplinary knowledge. *London Review of Education.* 15 (1). p.38-48.

Ellery, K.
Ellery, K. (2017) Framing of transitional pedagogic practices in the sciences: enabling access. *Teaching in Higher Education.* 22 (8). p.908-924.

Ellery, K. (2017) A Code Theory Perspective on Science Access: Clashes and Conflicts. *South African Journal of Higher Education.* 31 (3). p.82-98.

Hlengwa, A. and McKenna, S.
Hlengwa, A. and **McKenna, S.** (2017) Dangers of generic pedagogical panaceas: implementing service-learning differently in diverse disciplines. *Journal of Education.* 67 (2017). p.129-148.

McKenna, S.
Behari-Leak, K. and **McKenna, S.** (2017) Generic gold standard or contextualised public good? Teaching excellence awards in post-colonial South Africa. *Teaching in Higher Education.* 22 (4). p.408-422.

Skead, M.
Skead, M. (2017) What's next? Experiences of a formal course for academic developers. *Higher Education Research & Development.* 2017 (2017). p.1-14.

Vorster, J. and Quinn, L.
Vorster, J. and **Quinn, L.** (2017) The "Decolonial Turn": What Does it Mean for Academic Staff Development? *Education as Change.* 21 (1). p.31-49.

Peer-reviewed Proceedings

Giloi, S.
Giloi, S. The Benefits of Incorporating a Decolonised Gaze for Design Education. *14th National Design Education Conference: #Decolonise! Design educators reflecting on the call for the decolonisation of education.* Freedom Park, Pretoria. South Africa. September 2017.

Research Papers Presented at Academic/Scientific Conferences (Non-peer-reviewed Proceedings)

Ellery, K.
Ellery, K. Knower(s) in science: Enabling access. *Second International Legitimation Code Theory Conference.* University of Sydney, Sydney. Australia. July 2017.

McKenna, S.
McKenna, S. Social exclusion and inequality: LCT in South African higher education studies. *Second International Legitimation Code Theory Conference.* University of Sydney, Sydney. Australia. July 2017.

Quinn, L.
Quinn, L. Assessment for cumulative knowledge-building for professional practice in higher education. *Second International Legitimation Code Theory Conference.* University of Sydney, Sydney. Australia. July 2017.

Quinn, L. and Vorster, J.
Quinn, L. and **Vorster, J.** Disciplinary responses to the call to decolonise curricula in South African higher education. *Inaugural National Higher Education Conference of the Black Management Forum.* Rhodes University. South Africa. March 2017.

Quinn, L. and Vorster, J.
Quinn, L. and **Vorster, J.** Decolonising curricula through making connections. *Connecting Higher Education. International perspectives on research-based education.* University College London. London. June 2017.

Graduation celebration.
Photo: CHERTL.

Professor Sioux McKenna with Rhodes University Vice-Chancellor Dr Sizwe Mabizela, at Professor McKenna's Inaugural Lecture, *Unmasking the Doctorate*.
Photo: CHERTL.

Graduation - CHERTL celebratory dancing at the graduation party.
Photo: CHERTL.

Quinn, L. and Vorster, J.
Quinn, L. and **Vorster, J.** Decolonising curricula through making connections. *HELTASA 2017.* Durban University of Technology. November 2017.

Quinn, L and Vorster J.
Leibowitz, B., **Quinn, L.**, **Vorster, J.** and Muhuro, P. Learning to teach in higher education: Formal and informal learning. *10th International Conference on Researching Work and Learning*. Rhodes University. December 2017.

Vorster, J.
Vorster, J. Academic development: Autonomy pathways towards gaining legitimacy. *Second International Legitimation Code Theory Conference*. University of Sydney, Sydney. Australia. July 2017.

Vorster, J. and Quinn, L.
Vorster, J. and **Quinn L.** Reframing academic staff development. *HELTASA 2017.* Durban University of Technology. November 2017.

Tshuma, N.
Tshuma, N. and Krauss, K.E.M. Towards using critical reflection to interrogate the oppressive effects of educational technology use in South African higher education. *African Conference on Information Systems & Technology (ACIST 2017)*. University of Cape Town, Cape Town. South Africa. July 2017.