



CALL FOR ABSTRACTS

10th Annual Teaching & Learning in Higher Education Conference 20-22 September 2016

Southern Sun Elangeni Conference Centre,
Durban, South Africa

The Scholarship of Teaching & Learning: Advancing Teaching Innovation and Research Excellence in Higher Education

The Annual Teaching & Learning in Higher Education Conference is international gathering of academics and researchers which seeks to showcase innovations, generate debate, theorise policy and practice, and explore opportunities and challenges associated with teaching and learning in Higher Education. The conference also serves as a platform for disseminating higher education and institutional research findings.

The 2016 conference theme "The Scholarship of Teaching & Learning: Advancing Teaching Innovation and Research Excellence in Higher Education".

Hosted by



UTLO website: utlo.ukzn.ac.za | Conference website: tlhec.ukzn.ac.za

#TLHEC10

Abstracts of not more than 500 words to be submitted on-line at: tlhec.ukzn.ac.za
not later than **29 April 2016**.

Promotional Video may be viewed here:

<http://tlhec.ukzn.ac.za/TLHEC10Promo>



KEYNOTE SPEAKERS & PLENARY PANNELISTS

	<p>Professor Lee Shulman</p> <p>Lee Shulman is President Emeritus of the Carnegie Foundation for the Advancement of Teaching (1997-2008) and Charles E. Ducommun Professor of Education Emeritus at Stanford University. Before becoming president of the Carnegie Foundation, he was the first Charles E. Ducommun Professor of Education and Professor of Psychology (by courtesy) at Stanford University</p>
	<p>Professor Brenda Leibowitz</p> <p>Brenda Leibowitz is Chair in Teaching and Learning at the University of Johannesburg, South Africa. She was formerly Director of the Centre for Teaching and Learning at Stellenbosch University. She writes in the areas of University Teacher Education, Academic Literacy, Social Justice and the Scholarship of Teaching and Learning. She is currently the Chair of the Teaching Advancement at University (TAU) programme and Convenor of the Southern African Universities Learning and Teaching (SAULT) Forum. She is co-editor of a forthcoming book to be published as part of the SRHE series, <i>Theorising Learning to Teach</i>.</p>
	<p>Dr Thabo Msibi</p> <p>Thabo Msibi is senior lecturer in curriculum studies in the School of Education at the University of KwaZulu-Natal, where he is also Leader for the Education Studies Academic Cluster. Dr Msibi's research is primarily concerned with gender, sexuality and decolonisation issues in the context of education. His forthcoming book (Routledge, 2016), focusses on the 'hidden sexualities of South African teachers'.</p>
	<p>Dr Langa Khumalo</p> <p>Langa Khumalo (PhD Linguistics) is the Director of the University Language Planning and Development Office (ULPDO). He is a Fellow of the Cambridge Commonwealth Society, an Associate of the Centre for Advanced Studies of African Society, a Board member of the African Association for Lexicography (Afrilex), and a member of the steering committee of the Digital Humanities in Southern Africa.</p>

TEACHING & LEARNING TV

- Host and Anchor:** Sarojini Nadar
Producer: Ebrahim Adam
Technical Support: ICS & Blue Bottle Productions



CONFERENCE THEMES

No.	Theme	Co-ordinator
1	Relevance of the Curriculum in higher education	Professor Michael Samuel, Professor Randhir Rawatlal and Dr Brian Shawa
2	Funding higher education – new challenges, opportunities and prospects	Professor Damtew Teferra and Professor Kriben Pillay
3	Collaborative Quality enhancement for systemic change in Higher Education: prospects and possibilities	Dr Tilly Moodley, Professor Fikile Mtshali and Professor Bala Pillay
4	Institutional Research: building an evidence-based culture in higher education	Ms Reshma Subbaye, Dr Ansurie Pillay and Dr Annah Bengasai
5	The intellectualisation of African languages in Higher Education through the SOTL	Dr Langa Khumalo; Ms Roshni Gokool, Dr Margaret Matthews and Professor Nobuhle Hlongwa
6	Researching teaching & learning technologies which promote the scholarship of teaching & learning.	Dr Simon Khoza, Mr Ebrahim Adam, Dr Craig Blewett and Dr Serala Ramklass
7	Responsive and innovative pedagogies in Higher Education	Dr Daisy Pillay, Dr Fayth Ruffin and Dr Inba Naicker
8	Re-envisioning SoTL for the student-centred research university	Dr Thabo Msibi and Ms Angeline Stephens
9	Alternative paradigms, and emerging directions in the scholarship of teaching and learning in Higher Education	Dr Nyna Amin, and Dr Saras Reddy
Conference Chair and Coordinator		Dr Rubby Dhunpath

Theme 1: Relevance of Curriculum in higher education

Coordinators: Professor Michael Samuel, Professor Randhir Rawatlal and Dr Brian Shawa

Higher education curricula have been criticized as unresponsive, irrelevant and out-dated to the ever-changing social and economic realities, government and industry needs and global demands. To address this persistent criticism, a number of national, regional and international initiatives are underway to develop responsive, meaningful and flexible curricula. This effort is driven not only by national and academic imperatives, as accreditation and quality, but also, among others, political disposition, academic mobility and regional integration. The South



African Council on Higher Education proposal for undergraduate curriculum reform is one illustration of the importance attributed to fundamental structural reform in an attempt to remedy a low-participation, high-attrition higher education system. The pedagogic merits of the proposal has been lauded by some and dismissed by others.

Theme 2: Funding higher education – new challenges, opportunities and prospects

Coordinators: Professor Damtew Teferra and Professor Kriben Pillay

The past decade has witnessed drastic changes in the way universities are structured and financed. Globally, governments are investing less and less in higher education, leading to emerging private sector-funded universities, and an increasing number of privately-funded students in public universities. Additionally, the past year has seen the rise of student-centred movements such as #FeesMustFall, GrantsNotDebt and #MillionStudentMarch which seek to challenge existing higher education funding-models and make higher education more accessible.

Whilst these developments have and will continue to widen access to university education opportunities, it has and will increasingly introduce pedagogical implications. Class sizes have increased, and diverse student populations with varied learning abilities, cultural capitals, social class, and linguistic variations are accessing higher education. Alternative instructional strategies, resources and paradigms will need to be embraced and financed for successful outcomes. Invariably this means shifting the burden of increased costs to students. Are there viable alternatives which disrupt the exponential increase in the costs related to higher education provisioning? Are there innovative non-traditional funding models involving synergies between non-traditional partners?

In this strand, we invite comparative perspectives on the challenges and opportunities in funding higher education. We welcome papers that explore innovative funding practices and exemplary funding models that harness the benefits of an increasingly internationalising global higher education system. We encourage non-conventional economic philosophies and theories that offer new ways of conceptualising fee-structuring, student support, student loans, bursaries, endowments and other possibilities.

Theme 3: Collaborative Quality enhancement for systemic change in Higher Education: prospects and possibilities

Co-ordinators: Dr Tilly Moodley, Professor Fikile Mtshali and Professor Bala Pillay

The focus on educational quality has changed dramatically in recent times: from evaluation as a summative judgment by agencies conferred with authority to declare fitness for/of purpose to an evidence based approach of gathering and analyzing institutional data and making this available for research and reflection.



Norris, (1998) alludes to the need for educational institutions, to become 'more adaptive' in face of the complexity and unpredictability. "Institutional reflexivity and the learning organisation lie at the heart of this impulse toward evaluation" (Norris, 1998). Under this gaze, the individualistic approaches to quality assurance has given way to developmental conception of quality as a shared systemic function and a responsibility of the Higher Education sector as a collective.

In introducing its Quality Enhancement Project, The South African Council on Higher Education (CHE) underscores the vital role quality higher education has to play in contributing to the reconstruction and development of all aspects of South African society to produce "*Enhanced student learning with a view to increasing the number of graduates with attributes that are personally, professionally and socially valuable*".

Participants are invited to share their perspectives on the value of collaborative quality enhancement approaches for systemic change in Higher Education and their prospects to elevate the quality of higher education as a system.

Theme 4: Institutional Research: building an evidence-based culture in higher education

Co-ordinators: Ms Reshma Subbaya, Dr Ansurie Pillay and Dr Annah Bengasai

Institutional research (IR) in higher education is positioned to inform decision-making and planning and as such, can serve as a catalyst for development. Data about students, staff, and the curriculum, among other aspects, has the potential to enable understanding of the complexities and challenges facing higher education institutions and can critically inform decision-making, planning and development. However, while IR can be illuminating and serve a crucial developmental role, it can and does also serve narrow technicist functions such as pander to the demands and market-driven ideologies of managerialism and corporatization. For what purposes do higher education institutions use institutional research?

Conference participants are invited to share their insights into and experiences of these and other questions surrounding institutional research and how such research is designed to respond to institutional, national and international imperatives.

Theme 5: The intellectualisation of African languages in Higher Education through SoTL

Co-ordinators: Dr Langa Khumalo, Ms Roshni Gokool, Dr Margaret Matthews and Professor Nobuhle Hlongwa

Language is central to our human existence. It records our achievements and spurs our innovation and development. It has been persuasively argued that language is the vehicle through which we create, disseminate and store knowledge. It is through language that we contribute meaningfully to the knowledge economy. The debate on the role of language in education has been raging for over a half a century now. Germaine to the argument is the



language through which the higher education curriculum in Africa is packaged and parcelled out, and how the medium through which it is disseminated effectively incarcerates the African student both conceptually (cf. Nobles, 1986) and linguistically (cf. Mugane 2006). In recent years scholarship has been developing on the increased role of African languages in the creation and/or comprehension of (scientific) knowledge (cf. Prah). Critical scholarly discourse has emerged on language as a barrier of access and success in higher education; the intellectualisation of African languages for use in higher education; and the role of African languages in innovation and development. We are inviting scholarly papers that will contribute to this growing body of knowledge. Papers that situate language at the centre of innovative blended learning approaches in teaching multilingual classes; humanising pedagogies in multilingual classes; the role of Human Language Technologies (HLTs) in the teaching of African languages in higher education; and the intellectualization of African languages in higher education through the scholarship of teaching and learning will be most welcome.

Theme 6: Researching teaching & learning technologies which promote the scholarship of teaching & learning

Co-ordinators: Dr Simon Khoza, Mr Ebrahim Adam, Dr Craig Blewett and Dr Serala Ramklass

Learning technologies are evolving at a phenomenal pace challenging universities to implement innovative pedagogies through Web 2.0 technological platforms such as social media sites and the introduction of flipped learning. Furthermore, the prevalence of mobile devices within the student population is transforming the way in which students engage with their curricula. Recently, the explosion of MOOCs has presented a new model for online learning that is threatening both the traditional degree structure and traditional forms of teaching and learning. Within the shifting sands of educational paradigms and technological platforms there is both great opportunity and peril in charted a course into the near future.

Scholars and researchers are invited to offer insights into innovative approaches with learning technologies and blended learning. Of particular interest is the irrepressible penetration of global brands, global media and 'global' education commodities which travel across borders, into remote communities, aided by ubiquitous access to basic information technology. We are told by techno-advocates that in an era of technology, students are better-informed and can search for and assemble information dexterously using the Internet and social media. We must reminded of an impending tragic consequence of pervasive technology: that reading info-bytes has supplanted deep reading of original and seminal texts and students often believe that the Net is adequate in meeting all their informational needs. In the same light, we are also cautioned with regard to information-overload, which presents challenges requiring students to trawl through the web to sift out relevant knowledge. Such challenges tend to reduce quality engagement and motivation.

In the context of higher education, we need to interrogate whether this access to an abundance of information erroneously translates to the belief that information is equal to learning.



Theme 7: Responsive and innovative pedagogies in Higher Education

Co-ordinators: Dr Daisy Pillay, Dr Fayth Ruffin and Dr Inba Naicker

We live in an age where the only constant seems to be change. Yet, academics often fail to respond to the new directions of curricula, pedagogies and the use of technologies and, some say, are in danger of joining a liturgy of predecessors such as Elevator Operators and Lamp Lighters. Research continues to highlight the gap between the emerging social learning approaches of students and the industrial-age instruction of lecturers. The gap is further highlighted by studies suggesting that there is a yawning dichotomy between student and lecturer usage of social media, where the former inhabit this world as residents, while the latter visit only when required. Others, often labelled as technophobes, Luddites, digital migrants and other such typecasts claim that learning technologies cannot and do not compensate for good teaching.

Improving teaching and learning is at the heart of contemporary higher education, more so in developing countries where student preparedness for higher education, success and throughput are key issues of concern. In practice, it means that the traditional lecture method has to be complemented by new age technologies and pedagogies that are deemed effective in comparator contexts. For teachers in higher education to develop critical and reflexive approaches to teaching and learning underpinned by relevant theory and practice, scholarship and research, alternative instructional strategies and paradigms will need to be embraced for successful outcomes.

In this conference strand, we invite comparative perspectives on,

- Theories and models in teaching, learning
- Reflexive paradigms
- Design and delivery of programmes
- Innovative Teaching methodologies
- New insights into learning and teaching styles
- Effective study methods and techniques
- Global developments in assessment, evaluation and feedback
- Learning support and libraries
- Learning spaces and environments
- Postgraduate supervision



Theme 8: Re-envisioning SoTL for the student-centred research university

Co-ordinators: Dr Thabo Msibi and Ms Angeline Stephens

Universities, like all large organisations are complex entities, which need to vigorously engage with the values and beliefs of their constituencies, through a multiplicity of strategies to ensure that the student is always at the centre of our purview. Increasingly, however, we are reminded of our predisposition to do research on students rather than with them. A key challenge in reimagining institutional research cultures, is how value the educational experience of students from their first entry into university through to their places of employment. In this regard, a focus on learning analytics, as an integral component of our scholarly work will aid in a deeper understanding of learning environments, as experienced by students. For institutions to legitimately earn the designation of Research led Universities, it is essential research is integrated into undergraduate teaching and that undergraduate curricula are inquiry led, rather than performativity driven. It is essential that we embrace a progressive culture which identifies, values and advances exceptional students as we support underperforming students through approaches evidence based approaches. We invite submissions from scholars who have succeeded or failed in their attempts at cultivating the student-centred research university.

Theme 9: Alternative paradigms, and emerging directions in the scholarship of teaching and learning in Higher Education

Co-ordinators: Dr Nyna Amin, and Dr Saras Reddy

University massification, the inclusion of marginals, technological innovation and economic pressures on higher education have placed the scholarship of teaching and learning under intense scrutiny in the present time. Dealing with the new imperatives, with more state intervention and more demands from the employment sectors and from citizens for HE to produce a twenty-first century worker, citizen and thinker means that it cannot be 'teaching as usual'. Age-old methods, pedagogies and contents are out of sync with the social, political, economic and psychological rearrangements of a world that simultaneously projects real, imagined and virtual realities, and which is trapped in a discourse of separation that is no longer working. A turn to scholarship, evidence-based innovations and creative practices are needed, if not mandated, for relevant and responsive higher education teaching and learning. We seek papers that speak to these issues, offering alternative paradigms and emerging directions in Africa and elsewhere.



PRESENTATION FORMATS

We welcome abstracts of **not more than 500 words** (in English and isiZulu) for the following presentation formats:

Paper Presentations	20 minute presentations for scholarly papers with 10 minutes for discussion (2 presenters per 1 hour session)
Workshops	By invitation, presenters will have 2 hours to focus on innovative methodologies and approaches
Posters	A2 posters (Displayed throughout the conference with presenters in attendance periodically)
Photographic Presentations	Photographs should be a minimum size of A4 and maximum of A3 Images should be a minimum of 1024p x longest side at 300dpi.

GUIDELINES FOR SUBMISSION

Paper Presentations

Selection of papers for paper presentations will be based on abstracts of **not more than 500 words**. Abstracts must include the name(s) of author(s), institution(s) and email address(es) and must be submitted on-line at: tlhec.ukzn.ac.za not later than **29 April 2016**.

Abstracts must include a clear but brief indication of the purpose of the paper, methodology, major results, and conclusions/implications. The abstract should provide a concise indication of what the audience can expect from the paper presented. Author(s) should indicate the thematic strand (listed above) under which the abstract is to be included.

Abstracts will be reviewed by a Review Panel and abstracts which meet the review criteria will be selected. Each abstract will be reviewed for acceptance against the following criteria:

- Relevance to the theme in broad terms
- Clarity and coherence
- Appeal to a diverse higher education audience
- Contribution to scholarship, innovative practice, critical reflection
- Evidence-based arguments and findings
- Sound and appropriate methods

The Review Panel may also recommend alternative presentation formats, such as Workshops or Posters. Authors will be notified of acceptance by **27 May 2016**. Acceptance of the abstract implies that at least (but not limited to) one of the authors will be attending the conference and presenting the paper. Abstracts selected for presentation will be published in a book of abstracts.



Workshops

Workshops have become a popular forum for both researchers and practitioners to exchange cutting-edge advances in the state of the art and practice, with regard to methodology, theory, pedagogy and practice. The purpose of these workshops is to provide a platform for presenting novel ideas in an interactive environment, offering opportunities for researchers to present their work and obtain feedback from an interested community. The format of each workshop is determined by the organisers, but should include sufficient time for general discussion.

The workshop focus should be relevant to the main conference themes and should also include the following information:

1. A statement of goals for the workshop.
2. Expected outcomes
3. Proposed approach
4. The expected/optimal number of participants
5. The URL of the workshop web site where relevant.

Abstracts must be submitted online at: tlhec.ukzn.ac.za. Online submissions should reach the conference coordination committee not later than 29 April 2016.

Poster Presentations

The poster presentation provides an ideal opportunity for conference participants to learn about new and innovative completed projects or work-in progress. Participants are given an opportunity to preview research projects in process, but whose preliminary results are already noteworthy. Posters will be displayed for the entire conference and presenters are encouraged to be present during tea breaks.

A selection of posters will be based on the submission of abstracts of not more than 500 words. Abstracts must include the name(s) of author(s), institution(s) and email address(es). Abstracts must include a clear but brief indication of the purpose of the poster, methodology, major results, and conclusions/implications. The author(s) should clearly mention under which thematic strand (listed above) the abstract is to be included.

Abstracts for posters will be reviewed by a Review Panel and only approved abstracts will be selected. Online submissions should reach the conference coordination committee not later than **29 April 2016**. Abstracts must be submitted online at: tlhec.ukzn.ac.za.

Authors will be notified of acceptance by **27 May 2016**. Acceptance of the abstract implies that at least (but not limited to) one of the authors will be attending the conference and presenting the paper. Abstracts selected for presentation will be published in a book of abstracts.



Photographic Presentations

To enable an expanded repertoire of representational forms, delegates are invited to submit:

- (1) Photographs/photo essays
- (2) Artistic work such as a cartoons/paintings/sketches
- (3) Combination of the above formats

Delegates are invited to submit an abstract of not more than a 500 words for a photographic presentation on "Snapshots of researching teaching & learning in higher education" which illustrates and offers a representation of the main theme or one of the sub-themes of the conference in any of the following contexts of research: Higher Education; Teaching & Learning; Institutional Research; Further Education and Training. Abstracts must be submitted online at: tlhec.ukzn.ac.za.

The abstract should provide the context for the photograph(s) and/or artistic work. The abstract could answer the questions of who, what, where, how and why, among others. In addition, the abstract should show how the work is relevant to the conference theme or sub-theme. The image(s), i.e. photograph(s) and/or artistic work, should accompany the abstract. Each image, irrespective of format, should have a title/label related to the main theme or one of the sub-themes of the conference. The number of photographs/artistic works is limited to a maximum of three per delegate.

Display of photographic presentation at conference:

The photographic presentation will be displayed in the Foyer of the conference venue for the duration of the conference. A time slot on the programme will be provided for all delegates to discuss their individual photographic/artistic display. A brief flyer (max. 2 pages) with supporting key notes on the photograph(s)/artistic work(s) should be made available to the delegates.

Photograph/artistic work guidelines:

- Images (photographs/paintings/sketches/cartoons) must be originally produced work by the entrant.
- Images can be in colour and/or black/white.
- Images must be a minimum size of A4 and not bigger than A3.
- Photographs should be a minimum of 1024px longest side at 300dpi.
- Uploaded images must be saved as JPEG.
- No credentials such as name, address etc. may be placed in the image.



Content restrictions:

The image must not:

- contain material that violates or infringes another's rights, including, but not limited to, privacy, publicity or intellectual property rights or that constitutes copyright infringement;
- contain brand names or trademarks;
- contain photos or artistic works not created by the conference participant;
- contain material that is hateful, defamatory or slanderous; and
- contain material that promotes bigotry, racism, hatred or harm against any group or individual or promotes discrimination based on race, sex, religion, nationality, disability, sexual orientation or age.

Consent and Use Rights

All delegates retain copyright to their work. Delegates will grant royalty-free license to the TLHEC organisers to display the images on the UTLO website after the conference. The conference organisers also have the right to use a delegate's name and works for the purpose of academic advertising/promotion in mediums such as the newspaper, radio, television, and/or distribution over the internet.

BOOK OF ABSTRACTS

All abstracts will be reviewed and successful abstracts will be published in a Book of Abstracts. Presenters, whose registrations have not been finalised, will not have their abstracts published and will not be included on the conference programme.

ABSTRACT SUBMISSION DATES (only on-line submissions will be reviewed):

Event	Date
Abstract Submissions Open	January 2016
Closing date for Abstract Submissions	29 April 2016
Notification of Outcome of Abstract Submissions	27 May 2016

REGISTRATION DATES (register on-line to reserve a seat and payment will confirm participation)

Event	Date
Conference Registrations Open	January 2016
Early-bird Registrations Close	25 March 2016
Regular Registrations Close	1 July 2016
Presenting Delegates Registrations Close	1 July 2016
Late-Registrations Close	12 August 2016



CONFERENCE REGISTRATION FEES

	Early-bird Jan – 25 Mar	Regular Rates 26 Mar – 1Jul	Late registration 02 Jul-12Aug
UKZN Delegates	ZAR2250.00	ZAR2750.00	ZAR3000.00
External Delegates	ZAR3500.00	ZAR3750.00	ZAR4000.00

PRE-CONFERENCE WORKSHOPS

Presenters/authors are invited to participate in the following workshops in 2016:

WORKSHOP	DATE	DESCRIPTION	TIME
Workshop 1	09 Mar	Developing an abstract	14h00 – 16h30
Workshop 2	20 May	Designing & presenting a poster	14h00 – 16h30
Workshop 3	08 Jun	Writing the paper	14h00 – 16h30
Workshop 4	06 Jul	Making a good presentation	14h00 – 16h30

Workshop Venue: Higher Education Development & Training Boardroom, Level 3, Shepstone Building, Howard College Campus, UKZN

RSVP for workshops to: jeenarains@ukzn.ac.za