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Book of Abstracts

Sub-Theme:





Presentation Type:

Only Presented Abstracts

All Sub Themes

All Presentation Types

NO


<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-001</div> <div>DANGLING IN THE GLIMMER OF HOPE: ACADEMIC ACTION ON TRUTH AND RECONCILIATION</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-002</div> <div>RE-EVALUATING PERVASIVE ACADEMIC EXCLUSION RULES IN UNIVERSITIES FOR SOCIALLY JUST AND INCLUSIVE HIGHER EDUCATION</div>
<div><div><div><div>CVH Handford</div><div>Thompson Rivers University, Canada</div></div><div><div>G Gottfriedson</div><div>Thompson Rivers University, Canada</div></div></div><div><div>Themes: Creating Socially Engaged and Responsive Universities   Social Justice, Diversity, Equity, and Inclusion</div><div>Keywords: Change, Leadership, Indigenous, Truth and Reconciliation</div></div><div><div>Abstract:</div><div>The devastating effects of colonization for Indigenous people are part of Canada’s story, past and present. The inaccuracy of the history as told by colonizers have caused harm, both to the Indigenous populations who were harmed by the callousness and indifference this version of history represented and to the settler population who were not properly educated in relation to Canada’s history. The experiences of Canada’s Indigenous populations, particularly in relation to residential schooling, resulted in intergenerational trauma and losses of identity and language. The legacy of this continues today.</div><div>The 94 Calls to Action of the Truth and Reconciliation Commission (2015) provide an accounting of specific actions Canadians need to take to demonstrate reconciliatory intent. Productive ways of living together and in partnership with the Indigenous populations can and must be the future for Canada.</div><div>A common criticism heard is ‘those that should and must know better continue to fail to act in ways that foster change. There is little or no meaningful recognition of their part in the perpetuation of damage’. Action is personal. And all must act, yet change continues to falter. This presentation will share the way our university faculty have worked together with Indigenous colleagues and neighbours to demonstrate our engagement and growing understanding of the needs for change. This presentation highlights the processes followed and the published action - academic and creative writing based on conversation and detail-checking with Indigenous colleagues and community Elders, who identified, in the words of Elder Mike Arnhouse, “Please don’t let this stop here”. And we didn’t. This models one way forward that has evidence of making a difference.</div></div></div>	<div><div><div><div>F Ravhuhali</div><div>University Of Venda, South Africa</div></div><div><div>HF Mboweni</div><div>University of Venda, South Africa</div></div></div><div><div>Theme: Social Justice, Diversity, Equity, and Inclusion</div><div>Keywords: Academic Exclusion/ Involuntary Attrition, Socially Just, Participation Parity, Higher Education Institution</div></div><div><div>Abstract:</div><div>The pervasive issue of academic exclusion within South African higher education institutions is deeply concerning. This phenomenon has resulted in many students prematurely discontinuing their degree programmes. In this paper, we argue that academic exclusion remains unchallenged mainly and has been normalised despite its far-reaching implications, which need re-evaluation. Our inquiry revolves around two key questions: What are the underlying reasons for academic exclusion in higher education, and how are these exclusion rules communicated to students, with consideration for the support they receive? These questions serve as a foundation for critically examining the status quo surrounding academic exclusion and the proposition of alternative approaches to supporting academically struggling students throughout their educational journey. Drawing on Nancy Fraser’s concept of participation parity framework, this qualitative study employed a combination of desktop research and open-ended questionnaires to collect data from six excluded students. Content and thematic analyses are used to analyse the collected data. The study’s findings highlight the inadequacy of current student support mechanisms and the diverse, often unplanned post-exclusion paths they contemplate. Given this, the paper advances and, therefore, instigates the conversations on and accentuates the importance of re-evaluating and revising academic exclusion policies within higher education institutions. It contends that students should receive comprehensive support throughout their academic journey and career trajectories within these institutions. While this study seeks to initiate round-the-table discussions on academic exclusion rules and re-evaluation thereof, it calls for further system-wide research to explore mechanisms for supporting academically challenged students before they face academic exclusion and to delve deeper into this critical issue’s impact on students, their families, society, the economy, and related areas within higher education institutions.</div></div></div>


<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-006</div> <div>ROLLING OUT AN ACADEMIC PROJECT IN THE COMMUNITY – MANAGING THE DIFFERENT CURRENCIES AND CHALLENGES.</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-011</div> <div>INVESTIGATION OF POSITIVE MENTAL HEALTH LEVELS AMONG FACULTY OF HEALTH SCIENCES STUDENTS AT A RURAL UNIVERSITY IN SOUTH AFRICA</div>
<div><div><div><div> JH Greyling</div><div>Nelson Mandela University, South Africa</div></div><div><div>Themes:</div><div>Creating Socially Engaged and Responsive Universities   Innovation for Sustainable Futures</div></div><div><div>Keyword:</div><div>Engagement Commercialisation Research</div></div><div><div>Abstract:</div><div>Tangible Africa is an engagement project of the Department of Computing Sciences at Nelson Mandela University. It originates from an Honours project in 2017 by Byron Batteson when he developed the TANKS coding app, to introduce learners to coding without the use of computers. This mechanism of coding is often referred to as unplugged coding, in contrast to conventional / plugged coding on computers.</div><div>Eight years later it is truly a global project that covers all 9 provinces of South Africa, and has an active footprint in countries across Africa, Europe, Asia, and North America. Just in South Africa over 30000 teachers have been trained in unplugged coding mainly because of partnerships with three teacher unions since 2022.</div><div>This presentation will report on the project itself, and its impact, but the main emphasis will be on the various issues involved in rolling out a project. One of these are the different currencies involved in academic endeavour, engagement, and the commercialisation of a project. For example, when does one publish an academic paper in contrast to get a story in a local newspaper. How does one measure impact within these different spheres of activity?</div><div>A further challenge is having the correct strategy to roll out a sustainable project. This relates to time, human resources, and finances.</div><div>Through this presentation I will strive to suggest a framework that provides guidelines for the successful and sustainable rollout of an academic project.</div></div></div></div>	<div><div><div><div> RV Vagiri</div><div>University of Limpopo, South Africa</div></div><div><div>Themes:</div><div>Creating Socially Engaged and Responsive Universities   Humanising Pedagogy</div></div><div><div>Keywords:</div><div>Mental Well-Being, Positive Mental Health, Interventions, Outcomes, Stressors</div></div><div><div>Abstract:</div><div>One out of every four people during their lives can be affected by mental health problems altering their functioning, behaviour, and thinking patterns. There has been an increase in mental health disorders among students worldwide in recent times. Positive mental health (PMH) has gained relevance in today's fast-paced and demanding world, especially for university students as it affects their ability to learn, achieve academically, and behave appropriately. This study aimed to investigate the levels of PMH and identify the association between PMH domains and socio-demographic and health related variables among Faculty of Health Sciences (FHS) students at a rural university in South Africa. A quantitative, descriptive, and cross-sectional survey was conducted. Data was collected using multidimensional PMH Instrument and socio-demographic and health related questionnaire, from 354 undergraduate students who are registered for various programmes offered by FHS. Ethical clearance to conduct the study was obtained from the Research and Ethics Committee of the university. Data were analysed using IBM SPSS® version 29. The majority of the students were black (99.2%, n=351), single (72%, n=255), received a study bursary from the government (78.5%, n=278), hailed from a rural area (77.7%, n=275) and residing at the university campus (74.6%, n=246). The Total PMH scores of the participants ranged from 4.24 to 4.97 suggesting moderate to higher PMH levels. Significant differences in mean scores were observed in the Total PMH and domains of PMH across various socio-demographic and health related variables. Gender (p=0.037), age (p=0.043) and field of study (p=0.016) showed significant association with Total PMH score. Significant correlations were also observed between Total PMH and Gender (r=-.11; p=0.03); Total PMH and age (r=.15; p=0.00). The results of the study highlighted the multi-dimensionality of mental health and justified the importance of evaluating the domains of PMH in university students. The disparities observed across different PMH domains underscore the necessity for embracing innovative approaches to achieve the most effective outcomes to improve the mental health and accurate management of symptoms in students. Understanding mental health issues and promoting PMH is important for university management as they may affect university students and may impact their academic performance, overall well-being, and future professional practice.</div></div></div></div>

<div>Workshop</div> <div>NOT PRESENTED</div> <div>HETL2024-024</div> <div>CREATING SEX-POSITIVE AND NORM-CRITICAL TEACHING AND LEARNING SPACES IN UNIVERSITY CLASSROOMS</div>	<div>Workshop</div> <div>NOT PRESENTED</div> <div>HETL2024-025</div> <div>ADDRESSING RACIAL VIOLENCE AND CIVIC RESPONSIBILITY IN HIGHER EDUCATION</div>
<div><div><div><div></div><div>MC Khau</div></div><div>Nelson Mandela University, South Africa</div></div><div><div><b>Theme:</b> Social Justice, Diversity, Equity, and Inclusion</div><div><b>Keywords:</b> Comprehensive Sexuality Education, Diversity, Identities, Inclusivity, Human Rights</div><div><b>Abstract:</b><p>The notion of human sexualities remains taboo in many contexts globally, especially in spaces that have a patriarchal gender order and are heteronormatively inclined. Different societal institutions have normalized and legislated heterosexuality at the expense of other sexual identities. In such communities, any deviant gender or sexual expression is pathologized, shamed, blamed, silenced, and criminalized. This creates challenges for educators socialized in these contexts to adopt a sex-positive approach to Comprehensive Sexuality Education (CSE) in schools and universities. The lack of diversity in curricular on gender and sexual identities also creates challenges for learners, students and educators who do not conform to established societal norms. They are constructed as the ‘other’ and thus do not have any sense of belonging within heteronormative spaces. In this workshop, participants will engage in creating norm-critical and sex-positive spaces for teaching and learning about CSE using Participatory, Visual, and Arts-based Methodologies (PVAM). The workshop aims to emphasize that the human body should not be subject to external legislation or colonization through doctrines, and that body autonomy is an essential human right. Based on provided prompts, participants will create drawings, poetry and music addressing inclusivity in CSE.</p><p>At the end of the workshop, participants will be able to:</p><ul style="list-style-type: none"><li>Gain deeper understanding of human rights and body autonomy</li><li>Provide positive spaces that empower individuals to embrace their autonomy and liberation.</li><li>Use inclusive language to create safe and supportive teaching and learning spaces that validate all students’ identities and experiences</li></ul><p>This workshop serves as a call to action, urging participants to be advocates in reshaping language, challenging beliefs, and fostering supportive environments. Join us in breaking barriers, challenging norms, redefining language, and shattering stereotypes on the way to a stigma-free future.</p></div></div></div>	<div><div><div><div></div><div>N Cartwright</div></div><div>University of Leeds, United Kingdom, United Kingdom</div></div><div><div><b>Themes:</b> Creating Socially Engaged and Responsive Universities   Social Justice, Diversity, Equity, and Inclusion</div><div><b>Keywords:</b> Whiteness, Civic Responsibility, Anti-Racism, Community, Black Community</div><div><b>Abstract:</b><p>This interactive workshop will explore the dual role of universities, both as centers of learning and reflections of broader societal dynamics, focusing on their impact on local Black communities. While universities often adhere to neo-liberal enlightenment definitions of knowledge, privileging evidence that fits within this paradigm, the lived experiences and narratives of Black communities experience education as violence.</p><p>The session will begin by contextualising the historical and ongoing racial exclusion within UK universities. It will discuss the broader societal context, including exclusionary practices and barriers to aspiration that affect Black children even before they reach higher education.</p><p>It will define "violence" in the university context, encompassing both overt acts and subtler forms like curriculum whitewashing and underrepresentation in faculty. Specific instances of universities failing to support Black students and staff will be examined, including recent research findings on racial inequalities. The discussion will also cover how policies from external bodies, like the Home Office's Prevent strategy and immigration regulations, have contributed to universities becoming sites of racial violence.</p><p>The workshop will then consider the concept of civic responsibility, assessing the role of higher education institutions in their local and national communities. Through case studies, we will evaluate university initiatives aimed at engaging and supporting local Black communities, analysing their successes and limitations. Movements and protests such as the Rhodes Must Fall campaign will be discussed to illustrate how Critical Race Theory (CRiT) has influenced these actions and can drive further change within the educational sector.</p><p>Participants will engage in collaborative discussion to address the central question: "What does a university that is relevant to the local community look like?" The session will conclude with proposing actionable strategies for anti-racist praxis, including administrative reforms, diversified curricula, and fostering inclusive campus cultures. The role of universities in leading societal change will be emphasized, with a reflection on the continuous effort required to address and overcome racial disparities.</p><p>By the end of this workshop, participants will have a clearer understanding of the systemic issues and practical insights into creating more socially engaged and responsive institutions that truly serve their local communities.</p></div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-026</div> <div>IMAGINING THE ANTI-RACIST LAW SCHOOL</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-027</div> <div>BELONGING AND CONNECTION – FACTORS INFLUENCING THE EXPERIENCES OF INTERNATIONAL STUDENTS IN UK HIGHER EDUCATION</div>
<div><div><div><div><div></div><div>N Cartwright</div></div><div>University of Leeds, United Kingdom, United Kingdom</div></div></div><div><div><b>Themes:</b> Innovation for Sustainable Futures   Social Justice, Diversity, Equity, and Inclusion</div><div><b>Keywords:</b> Anti-Racist Education, Blackness, Racial Equity, Critical Race Theory, Reflexivity, Curriculum Whitewashing, Structural Racism, Inclusive Legal Education</div><div><b>Abstract:</b><p>This paper explores the pervasive inequities within UK legal education, focusing on the systemic mistrust between Black law students and the legal academy. Research reveals that Black students often experience significant barriers, ranging from overt acts of racial discrimination to more insidious forms of exclusion, such as curriculum whitewashing and underrepresentation among faculty. This persistent inequity has fostered a deep-seated distrust, undermining efforts to create a truly inclusive and equitable educational environment.</p><p>he paper begins by contextualising the historical and contemporary challenges faced by Black law students, highlighting the structural racism embedded within UK higher education institutions. Drawing on Critical Race Theory (CRiT) and the works of scholars like Kalwant Bhopal, Heidi Mirza, and Foluke Adebisi, the discussion examines how current practices often perpetuate, rather than dismantle, racial inequalities. Particular attention is given to the flawed approaches that rely on deficit models, which blame Black students for their perceived shortcomings rather than addressing systemic barriers.</p><p>A significant portion of the paper critiques the reliance on reflective assessments, which can exacerbate inequities by demanding vulnerable self-disclosure from students who already distrust the system. Instead, the paper advocates for a shift towards reflexivity in assessments—encouraging students to critically engage with their social, economic, and political realities, thus fostering a more inclusive and supportive educational environment.</p><p>he concluding section envisions what an anti-racist law school might look like, proposing actionable strategies for transforming legal education. This includes adopting Mica Pollock's principles for anti-racist education, which emphasize rejecting false notions of human difference, acknowledging lived experiences shaped along racial lines, learning from diverse knowledge forms, and challenging systems of racial inequality. The paper argues for the necessity of explicit liberatory practices and continuous efforts to build and maintain trust with Black students.</p><p>y addressing these critical issues, the paper aims to contribute to the creation of socially engaged and responsive universities that not only support Black students but also lead broader societal change towards racial equity and justice.</p></div></div></div>	<div><div><div><div><div></div><div>GT Hopkins</div></div><div>University Of Nottingham, UK, United Kingdom</div></div></div><div><div></div><div>SYL Loke</div><div>University Of Nottingham, United Kingdom</div></div><div><div></div><div>LC Carver</div><div>University Of Nottingham, United Kingdom</div></div><div><div><b>Themes:</b> Social Justice, Diversity, Equity, and Inclusion   Creating Socially Engaged and Responsive Universities</div><div><b>Keywords:</b> Belonging, International Students, Inclusivity, Higher Education, Co-Creation</div><div><b>Abstract:</b><p>In the UK, the number of students moving from non-European Union countries to study in Higher Education institutions is significant and rising. Despite the resultant increase in cultural mix of academic environments and variations in prior teaching and assessment experiences, often those from overseas are expected to fit in, with minimal support offered for acclimatisation. This study aimed to understand the educational and lived experiences of international students studying at a UK Russell Group university and how these affected their sense of belonging. The study was co-created with an international student and used a mixed methods approach with a survey and focus groups to gather quantitative and qualitative data. The survey was completed by 146 students from different academic disciplines. Students were asked about their experiences of teaching and assessment, the extent to which they felt a sense of belonging in their institution and how belonging could be enhanced. Three focus groups involving a total of 11 international students provided a forum for in-depth discussions of aspects including education, social life, culture, connection and support. Findings reported specific factors that increased or decreased sense of belonging within the university community. Some students reported a strong sense of belonging, citing contributing factors such as social connections, engagement in their academic activities and a sense of purpose in their studies. Some had mixed opinions and others reported a significant disconnect or dissatisfaction with their university experience, reporting difficulties in making friends, feeling isolated and describing challenges in socialising with peers. International student coordination of the focus groups empowered participants to share specific experiences, providing insights into their academic and community cultural integration. Suggestions to enhance belonging included providing more opportunities for university community engagement and networking with home students, stronger support services, education around local culture and fostering inclusivity through inter-campus activities.</p></div></div></div>









<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-028</div> <div>EXPLORING COMPLEXITY THROUGH CREATIVE ENQUIRY: REVEALING RESILIENCE, IDENTITY, AND SOCIAL JUSTICE AMONG YOUNG MOTHERS IN MARGINALIZED SETTINGS.</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-035</div> <div>PRE-SERVICE TEACHERS AS AGENTS OF CHANGE FOR THE CREATION OF SOCIALLY ENGAGED UNIVERSITIES</div>
<div><div><div><div>LN Damons</div><div>University of Stellenbosch, South Africa</div></div><div><div>C Rabie</div><div>University of Stellenbosch, South Africa</div></div></div><div><div><b>Themes:</b> Social Justice, Diversity, Equity, and Inclusion   Creating Socially Engaged and Responsive Universities</div><div><b>Keywords:</b> Early Adolescent Motherhood, Social Justice, Creative Arts-Based Inquiry, Marginalized Communities, Transformative Research</div><div><b>Abstract:</b><p>This paper demonstrates how universities can act as catalysts for change, by creating and implementing social innovations that promote sustainable futures. By combining online CBPAR methods and arts-based enquiries, this study examined how resilience, agency, and social justice intersect in the lives of early adolescent mothers in marginalized communities.</p><p>The study's participatory approach empowered six women aged 18 to 40 who became parents during adolescence in a historically marginalized peri-urban community in Western Cape, South Africa. Despite the obstacles posed by the COVID-19 pandemic, this study effectively used online research methods. Data generation strategies included creative storytelling techniques, such as 'River of Life' (individual), clay sculpting, and photo collage in focus groups. Using innovative techniques helped elevate the voices and experiences of young mothers, promoting a deep understanding of their realities and challenging stereotypes.</p><p>The thematic analysis highlighted significant aspects such as motherhood, identity, community, and resilience, emphasizing the transformative journey of these women amidst adversity and marginalization. The study underscored the indispensable role of social support and community factors in identity development and resilience and the need for compassionate support systems that advocate social justice.</p><p>Our background in educational psychology and action research allowed us to tackle real-life obstacles experienced by young mothers in marginalized communities. By facilitating spaces for marginalized women to share their stories, this research advocates for and empowers early adolescent mothers, influencing policy and practice toward a more supportive environment.</p><p>Ultimately, this study demonstrated the transformative potential of higher education institutions in shaping a more equitable and inclusive society by empowering marginalised communities, challenging stereotypes, and advocating social justice.</p></div></div></div>	<div><div><div><div>L Athiemoolam</div><div>Nelson Mandela University, South Africa</div></div></div><div><div><b>Themes:</b> Creating Socially Engaged and Responsive Universities   Social Justice, Diversity, Equity, and Inclusion</div><div><b>Keywords:</b> Agency, Community Projects, Engaged Universities, Pre-Service Teachers, Social Engagement, Social Justice</div><div><b>Abstract:</b><p>Pre-service teacher education programmes should not only prepare teachers for their roles as teachers in schools, but also as socially engaged members of society, who will be agents of hope and change. The teacher education curriculum, however, does not include specific modules with a focus on community engagement so that pre-service teachers could be empowered with knowledge, skills and attitudes that will imbue them with a sense of agency to not only serve the school, but also the community where they will be placed in their future roles as teachers. The absence of such modules in the curriculum implies that teacher educators need to be creative in terms of how they include components of community engagement in the modules they present to their students. It is with this background in mind that I provide insights into how I incorporated community engagement projects in my modules so that my students could be developed more holistically for their future roles as community engaged teachers. In reflecting on some of the projects such as the farm school project, matric outreach project in Qumbu and the drama project, amongst others, I will shed light on how these social justice projects were conceptualised and facilitated, and the learning derived from the process. A key focus of the paper, however, is on the strategies that I employed in my modules to motivate pre-service teachers to embark on community engagement projects and reflections based on my experiences. Through motivating and supporting our pre-service teachers to be actively engaged in community projects, we are making a significant contribution to the creation of socially engaged and responsive universities.</p></div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-037</div> <div>IMPACT OF BIOLOGY EDUCATION IN ACHIEVING A SUSTAINABLE FUTURE</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-038</div> <div>COLLABORATION IN INTELLECTUAL PROPERTY EDUCATION AND TRAINING AT SELECTED UNIVERSITIES IN ZIMBABWE</div>
<div><div><div><div>UPO Ukpai</div><div>Ebonyi State College Of Education, Ikwo, Nigeria</div></div></div><div><b>Theme:</b> Innovation for Sustainable Futures <b>Keywords:</b> Impact, Biology, Education, Achieving, Sustainable, Future. <b>Abstract:</b> The study investigated the impact of biology education in achieving a sustainable future. The study was carried out in Ebonyi state. Biology is very significant in innovation a sustainable fujture as it does not only provide a strong foundation in the natural sciences but also prepares students for various careers in fields such as healthcare, research, education, and environmental conservation. Biologists are involved in protecting, managing and monitoring the existing resources of our land, helps in pollution control, climate change etc. The study was a descriptive survey research and 300 university students were used as sample. Three research questions guided the study. Data was collected by using structured questionnaire. Analysis of data was done using simple percentage. Results show that: biology education plays a vital role in driving innovation and ensuring a sustainable future, by addressing climate change and pandamics, enhancing sustainable production of materials and pollution control. Following these findings, the study concluded that biology education indeed has a strong impact in achieving a sustainable future. The study therefore recommended that: government should seriously fund education and pay the teachers well to enable institutions perform their duties in producing needed manpower to achieve a sustainable future.</div></div>	<div><div><div><div>OB Onyancha</div><div>University of South Africa, South Africa</div></div></div><div><b>Theme:</b> Creating Socially Engaged and Responsive Universities <b>Keywords:</b> Intellectual Property Education, Collaborative Teaching of Intellectual Property, Intellectual Property Awareness, Provision of Information on Intellectual Property, Intellectual Property Information Dissemination <b>Abstract:</b> The competitiveness of a nation at the global level and the necessary transformation in all state activities is largely being driven by its intellectual capital (Vadym et al 2021). This was also mentioned a decade earlier by the World Intellectual Property Organisation (WIPO) which stated that Intellectual Property (IP) plays a major role in the development and advancement of nations in the knowledge economy (WIPO 2011:2). This indicates that IP has an economic effect outside of jobs and wages and calls for education and training in IP in order to influence attitudes towards IP, from inventions,content and counterfeits. Unfortunately, in most universities in Zimbabwe, there is lack of collaboration in IP education and training as this is conducted in different disciplines mostly by staff without practical skills nor prior technical background in IP. A survey of four universities was conducted with a sample of lecturers (692), research officers (4), IP educators (1), and faculty librarians (4). Questionnaires were administered to the lecturers while interviews were conducted with the research officers, IP educator, and faculty librarians. Data analysis comprised the use of Google Forms and Microsoft Excel. The results indicated that the departments responsible for IP education in universities included the IP office, library, research office, and teaching departments. Staff within these departments lacked a comprehensive understanding of IP, and these departments hardly collaborated in IP education and training. The study concluded that there were low levels of understanding of IP and there was a lack of collaboration among IP educators within the universities and with IP experts beyond the universities. This study contributed to the knowledge base on IP education and training in universities. The study results could also be of use to universities in other African or developing countries.</div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-040</div> <div>THE GREAT ACADEMIC EXODUS: UNVEILING THE IMPACT OF WORKING CONDITIONS CRISIS ON BRAIN DRAIN IN NIGERIAN UNIVERSITIES</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-042</div> <div>EXPLORING PATHWAYS TO COLLEGE AND CAREER OPPORTUNITIES THROUGH AN INTERNATIONAL E-COMMUNITY-ENGAGEMENT INITIATIVE</div>
<div><div><div><div><div></div><div>CO Odey</div></div><div><div></div><div>CN Nwangwu</div></div><div><div></div><div>CO Udeh</div></div></div><div>University Of Calabar, Nigeria</div><div>University of Johannesburg, South Africa</div><div>University Of Nigeria, Nigeria</div></div><div><div>Themes: Creating Socially Engaged and Responsive Universities   Social Justice, Diversity, Equity, and Inclusion</div><div>Keywords: Brain Drain, Dispute, University, Working Conditions</div></div><div><div>Abstract:</div><div>The study highlights a severe brain drain among young lecturers, with over 10,000 academics leaving Nigeria between 2009 and 2018. The literature is replete with an avalanche of documentary evidence of factors responsible for this plague on the sustainability of the Nigerian university system. However, that remains inadequate. This study interrogated the impact of the working condition crisis on the pervasive brain drain syndrome within Nigerian universities from the perspective of the dispute between the Federal Government of Nigeria (FGN) and the Academic Staff Union of Universities (ASUU). Anchored on the human capital flight theory, the study adopted the time series research design and relied on survey and documentary data collection methods. The population comprised ASUU members, student-leaders and management staff in federal universities and federal civil servants in the Ministries of Education and Labour. Using the cluster sampling technique, the population was grouped into six geopolitical zones of Nigeria. Three zones and a federal university each were selected through a simple random sampling technique. Respondents were selected through purposive and accidental sampling techniques. Key informant interviews (KII) and focus group discussions (FGD) were used to get data from 30 lecturers, 60 students and 10 senior staff of the Federal Ministries of Education and Labour. Data were analysed using the qualitative descriptive method. The study discusses the 2009 Agreement between FGN and ASUU, which aimed to address the crisis but failed to bring about substantial improvements. Results show that the principal causes are linked to inadequate salaries, delayed payment of earned academic allowances, and insufficient fringe benefits. Additionally, the study presents comparative data on university lecturers' salaries worldwide, illustrating Nigeria's lag in providing competitive remuneration. Recommendations include renegotiating the 2009 Agreement to stem the brain drain and its adverse impact on Nigeria's educational quality and broader developmental trajectory.</div></div></div>	<div><div><div><div><div></div><div>M Jordaan</div></div><div><div></div><div>A Falk</div></div><div><div></div><div>S Saeed</div></div><div><div></div><div>MB Rao</div></div><div><div></div><div>NEH Chaoui</div></div></div><div>University of Pretoria, South Africa</div><div>Merrimack College, United States</div><div>Tishk International University, Iraq</div><div>The Icfai Foundation For Higher Education, India, India</div><div>Ibn Tofail University, Morocco</div></div><div><div>Themes: Social Justice, Diversity, Equity, and Inclusion   Humanising Pedagogy</div><div>Keywords: Career Guidance, International E-Community Engagement, College Students, High School Students, South Africa, United States, Iraq, India, Morocco</div></div><div><div>Abstract:</div><div>This paper is the result of an innovative research endeavour featuring South African youth exploring career paths through virtual interaction with college students in five countries. The project involves five interdisciplinary scholars from higher education institutions in South Africa, Iraq, India, Morocco, and the USA.</div><div>Five multinational teams included one student from each country. Each team delivered an interactive presentation on career pathways for South African high school students. The team members introduced diverse careers, career advancement, and compensation opportunities in identified fields with time allotted for questions and discussion.</div><div>The project builds upon the research team's previous work on the benefits and limitations of international e-community-engagement. This particular project also sought to understand the value of a short-term career guidance initiative for young people with limited local access to such resources. Methods included focus groups with multinational teams following each session and one final student reflection at the end of the five-session series. Additionally, youth were surveyed to elicit their feedback. This study builds on existing theoretical frameworks such as the systems theory framework of career development and the 3-I process for career advising.</div><div>Overarching themes that emerged from focus group discussions with the students include group process; international engagement; engagement with youth; challenges and project take-aways. Student surveys elicited the following feedback: improved self-confidence and presentation skills and the value of international collaboration. Immediate benefits appear to be strong for all participants. The authors recommend further research on the sustained benefits for participants.</div></div></div>



<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-047</div> <div>STUDENTS AS MINDFULNESS LEADERS IN DISTRESSED SCHOOLS</div>	<div>Workshop</div> <div>NOT PRESENTED</div> <div>HETL2024-048</div> <div>BEYOND THE BOTTLENECK: ADDRESSING PROPOSAL STAGE CHALLENGES FACED BY BLACK SOUTH AFRICAN POSTGRADUATE STUDENTS</div>
<div><div><div><div> JWZ Zeigler</div><div>Depaul University, United States</div></div><div><div> M Antwan</div><div>Depaul, United States</div></div></div><div><p><b>Theme:</b> Creating Socially Engaged and Responsive Universities</p><p><b>Keywords:</b> Trauma Care, Posttraumatic Stress Disorder, Asset-Based Community Development, Social Capital, Violence, Mentor and Tutoring, Curriculum, Social-Emotional Learning</p><p><b>Abstract:</b></p><p>The youth living in Chicago’s distressed communities experience higher rates of adverse childhood experiences (ACEs), which have led to poor health outcomes and severe trauma. This presentation overviews how the Mindfulness Leader curriculum provides student mentors and tutors from DePaul University Egan and Steans Center with a toolkit to address stress and trauma in Chicago Public School classrooms utilizing the Mindfulness Leader curriculum. A growing body of literature reports that adverse childhood experiences (ACEs) are stressful for children and include neglect; physical, sexual, or emotional abuse; exposure to violence, mental illness, incarceration, or substance abuse in the family; parental absence due to divorce or separation; and low socioeconomic status. Further, significant, traumatic, recurrent, or prolonged stress may have a cumulative toxic effect on the child Shonkoff, J.P.; Garner, A.S. (2012). This presentation emphasizes the importance of a trauma-informed mindfulness leader curriculum, providing insights into practical strategies and considerations for implementing mindfulness programs in trauma-sensitive settings.</p><p>Our presentation further explores a collaborative university-community partnership that brings college students together with middle—to high-school-age students to cultivate mindfulness practices and develop critical self-awareness so that they can understand their role, relationship, and responsibility to the larger collective.</p></div></div>	<div><div><div><div> B Karumbidza</div><div>Tshwane University of Technology, South Africa</div></div><div><div> B Karumbidza</div><div>Tshwane University of Technology, South Africa</div></div></div><div><p><b>Themes:</b> Social Justice, Diversity, Equity, and Inclusion   Creating Socially Engaged and Responsive Universities</p><p><b>Keywords:</b> Postgraduate Students, Proposal Stage Challenges, Social Justice, Diversity, Equity, Inclusion, Socially Engaged Universities.</p><p><b>Abstract:</b></p><p>This study investigates the proposal stage challenges encountered by Black South African postgraduate students, potentially hindering their progress in Honours, Masters, and PhD programs. Through a mixed-methods approach, we aim to quantify the extent of the issue using university registration and dropout data from the past decade, complemented by qualitative insights from student experiences. Preliminary findings suggest a disproportionate bottleneck at the proposal stage, potentially perpetuating social injustices and hindering diversity, equity, and inclusion in academia. Our research seeks to understand the underlying factors, propose support systems, and advocate for socially engaged and responsive universities to ensure equitable research capacity development. By exploring this critical juncture, we hope to contribute to imagining social innovation for sustainable futures in higher education.</p></div></div>

Oral paper presentations		NOT PRESENTED	HETL2024-049	Workshop		NOT PRESENTED	HETL2024-050
INCREASING DEMAND FOR DIGITAL SKILLS AND LITERACIES AMONGST STAFF AND POST-GRADUATE STUDENTS: BEFORE, DURING AND AFTER THE COVID-19 PANDEMIC				CREATING EXPERIENCES OF DIGNITY FOR THE OTHER IN THE CLASSROOM			
 L Leonard Kroutz		University of the Western Cape, South Africa		 ME Van Heerden		Nelson Mandela University, South Africa	
 F Ahmed		University of the Western Cape, South Africa		<b>Themes:</b> Social Justice, Diversity, Equity, and Inclusion   Humanising Pedagogy			
 K Khan		University of the Western Cape, South Africa		<b>Keywords:</b> Dignity, Intercultural Education, Decolonization, Social Justice Education			
 J Stoltenkamp		University of the Western Cape, South Africa		<b>Abstract:</b> In 2023 we had a 110 million people living as forcibly displaced persons around the globe (UNHCR 2023). Of these, 43.3 million were children under the age of 18. Migration (both forced and other) has resulted in an influx of ‘foreign’ children into school classrooms across the globe, presenting many educators with a new task – that of teaching ‘the Other’. Now, more than ever before, there is a need to assist persons to cultivate an understanding of the Self in relation to the Other, in a manner that upholds the values of dignity, equality and freedom for all persons (UN 1973; RSA 1996). Educators are in a unique position to shape the attitudes and perspectives of persons towards the Other. In so doing, we can indeed counter-act existing measurements of worth associated with culture in the global society. These include assumptions of worth associated with other often marginalized groups such as Indigenous or Roma cultures.			
<b>Theme:</b> Creating Socially Engaged and Responsive Universities <b>Keywords:</b> Fully-Online, Lockdown, Higher Education, Digital Skills, Post-COVID				This workshop is focused on the following question: How do we as educators, create spaces for the Other in our classroom in a manner that also creates experiences of dignity? The theme emerges from valuable lessons learnt whilst working towards decolonizing educational curricula at a Higher Education institution in South Africa, and it is driven by an urgency to disrupt the canon of inequality that still exists within societies, and in our classrooms. The recognition continuum of Taylor (1994), Lash and Featherstone (2001), Apple (2012) and Luong and Nieke (2014) is used as a place of departure to understand our individual responsibility to be an agent of change within our society.			
<b>Abstract:</b> The study explores the readiness for fully-online teaching, learning and administrative tasks by staff (academics and professional support) and post-graduate students at the time of the COVID-19 lockdown; specifically in relation to digital skills and literacies. Additionally, the authors reflect on what has shifted back, remained the same or changed post-COVID-19. The research focuses on the institutional digital skills and literacies support and training offerings and whether it positively impacted and sufficiently equipped staff and post-graduate students to effectively teach, learn and conduct administrative tasks online. Furthermore, the research delves into the increased demand for digital skills and literacies support and training during 2020 and 2021 while; reflecting on what occurred in 2022 and 2023. Prensky’s Theory of Digital Natives is explored in light of the shift to a fully-online environment during the pandemic. A mixed method approach is utilised incorporating qualitative data collected via a survey and semi-structured interviews conducted with staff and post-graduate students. The qualitative data is supported by quantitative data in the form of existing institutional statistics related to training attendance, consultation numbers and workshops offered.				This workshop presents a practical step-by-step guide to assist educators to create experiences of dignity for the Other in the classroom.			

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-053</div> <div>RELATIONSHIPS IN AND FOR DECOLONISATION: STUDENT AND STAFF DREAMS FOR CHANGE IN HIGHER EDUCATION.</div>			<div>Poster presentation</div> <div>NOT PRESENTED</div> <div>HETL2024-054</div> <div>THE GREAT ACADEMIC EXODUS: UNVEILING THE IMPACT OF WORKING CONDITIONS CRISIS ON BRAIN DRAIN IN NIGERIAN UNIVERSITIES</div>		
<div><div><div> FM Maatwk</div><div>University Of Westminster, United Kingdom</div></div><div><div> JF Fraser</div><div>University Of Westminster, United Kingdom</div></div><div><div> KA Araneta</div><div>University Of Westminster, United Kingdom</div></div><div><div> KC Costin</div><div>University Of Westminster, United Kingdom</div></div><div><div> ET Taher</div><div>University Of Westminster, United Kingdom</div></div><div><div> OS Suvari</div><div>University Of Westminster, United Kingdom</div></div></div> <div><div>Theme: Social Justice, Diversity, Equity, and Inclusion</div><div>Keywords: Decolonisation, Higher Education, Student Staff Partnerships, Social Justice</div><div>Abstract: Social movements calling for social justice have surged in response to events such as the murder of George Floyd and the Rhodes Must Fall movement. These movements have put pressure on universities to reconsider their commitments to social justice, decolonisation and anti-racism in their curricula and institutional structures. Scholars have investigated different aspects of this work, including perceptions, commitment and attitudes toward inequality, racism and decolonisation in universities (Wong et al., 2021; James, Joseph-Salisbury and Gooden, 2022; Koo et al., 2023; Winter, Webb and Turner, 2024). We build on this in our Pedagogies for Social Justice Project (PSJ) to better understand how students and staff understand decolonising learning and teaching in a post-1992 London University.</div><div>Our paper presents the initial findings from a university-wide study conducted at the University of Westminster as part of the PSJ project. The study explores student and staff perceptions of decolonising the curriculum as well as their dreams and aspirations for decolonising the curriculum. In this paper we focus on the importance that participants place on relationships within the university as a space to do decolonial work and how they conceive of change. We examine how they imagine relationships, who they see as agents for change, and how this relates to decolonial relationality. The data presented in this paper was gathered through a survey conducted over six weeks in April/May 2024, with 346 responses. To balance quantitative data gathered and provide space for participants to share qualitative insights (De Vaus, 2013), the survey included both scaled perception questions and open questions. Our paper uses decolonial relationality (YahInaww, 2019; Fraser and Usman, 2021; Memon and Jivraj, 2020) and partnership (Mathews, 2017; Bovill, 2019) as theoretical frames to explore the role our relationships play in our attempts to decolonise the structures, affects and knowledges shaping the university.</div><div>References</div><div><div>Bovill, C. (2019) Student–staff partnerships in learning and teaching: an overview of current practice and discourse, Journal of Geography in Higher Education, 43:4, 385-398, DOI: 10.1080/03098265.2019.1660628</div><div>De Vaus, D. (2013). Surveys in social research. Routledge.</div><div>Fraser, J., &amp; Usman, M. (2021). Dreaming to learn together: Lessons in decolonial and anti-racist partnership practices. The Journal of Educational Innovation, Partnership and Change, 7(1).</div><div>James, C., Joseph-Salisbury, R., &amp; Gooden, A. (2022). Differences, Contradictions and Racial Reckoning in Higher Education in the United Kingdom, Canada, and the United States. Interdisciplinary Humanities.</div><div>Koo, K. K., Yao, C. W., &amp; Gong, H. J. (2023). “It is not my fault”: Exploring experiences and perceptions of racism among international students of color during COVID-19. Journal of Diversity in Higher Education, 16(3), 284.</div></div></div>			<div><div><div> CO Odey</div><div>University Of Calabar, Nigeria</div></div><div><div> CN Nwangwu</div><div>University of Johannesburg, South Africa</div></div><div><div> CU Udeh</div><div>University Of Nigeria, Nigeria</div></div></div> <div><div>Themes: Social Justice, Diversity, Equity, and Inclusion   Creating Socially Engaged and Responsive Universities</div><div>Keywords: ASUU, Brain Drain, Dispute, FGN, University, Working Conditions.</div><div>Abstract: The study interrogated the severe brain drain among lecturers in Nigerian universities. The literature is replete with an avalanche of documentary evidence of factors responsible for this plague on the sustainability of the Nigerian university system. However, that remains inadequate. This study highlights the impact of the working condition crisis on the pervasive brain drain syndrome within Nigerian universities arising from the dispute between the Federal Government of Nigeria (FGN) and the Academic Staff Union of Universities (ASUU) based on three research questions. Anchored on the human capital flight theory, the study adopted the time series research design and relied on survey and documentary data collection methods. The population comprised ASUU members, student-leaders and management staff in federal universities and federal civil servants in the Ministries of Education and Labour. Using the cluster sampling technique, the population was grouped into six geopolitical zones of Nigeria. Three zones and a federal university each were selected through a simple random sampling technique. Respondents were selected through purposive and accidental sampling techniques. Key informant interviews (KII) and focus group discussions (FGD) were used to get data from 30 lecturers, 60 students and 10 civil servants. Data were analysed using the qualitative descriptive method. The study discusses the FGN-ASUU 2009 Agreement to address the crisis but failed to bring about substantial improvements. Results show that the principal causes are inadequate salaries, delayed payment of earned academic allowances, and insufficient fringe benefits. Recommendations include renegotiating the 2009 Agreement to cushion the syndrome.</div></div>		

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<p>Matthews, K. E. (2017). Five propositions for genuine students as partners practice. International Journal for Students as Partners, 1(2).</p> <p>Memon, A. R., &amp; Jivraj, S. (2020). Trust, courage and silence: Carving out decolonial spaces in higher education through student–staff partnerships. The Law Teacher, 54(4), 475-488.</p> <p>Winter, J., Webb, O., &amp; Turner, R. (2024). Decolonising the curriculum: A survey of current practice in a modern UK university. Innovations in Education and Teaching International, 61(1), 181-192.</p> <p>Wong, B., Elmorally, R., Copsey-Blake, M., Highwood, E., &amp; Singarayer, J. (2021). Is race still relevant? Student perceptions and experiences of racism in higher education. Cambridge Journal of Education, 51(3), 359-375.</p> <p>Yahlnaww. (2019). T'aats'iigang: Stuffing a jar full. International Journal for Students as Partners, 3 (2), 6-10</p>	



<div>Workshop</div> <div>NOT PRESENTED</div> <div>HETL2024-055</div> <div>PROMOTING EQUITABLE LEARNING EXPERIENCES THROUGH TRANSPARENT INSTRUCTIONS: A PRACTICAL GUIDE</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-056</div> <div>HOW ARE ACADEMIC LITERACIES (ALS) PROGRAMMES AT A SOUTH AFRICAN UNIVERSITY ADDRESSING FIRST-YEAR STUDENTS’ NEEDS?</div>
<div><div><div><div>RU Emekako</div><div>North-West University, South Africa</div></div><div><div>N Ayobs</div><div>North-West University, South Africa</div></div><div><div>BM Esiefarienrhe</div><div>North-West University, South Africa</div></div></div><div><p><b>Theme:</b> Social Justice, Diversity, Equity, and Inclusion</p><p><b>Keywords:</b> Transparency in Learning and Teaching, Equitable Learning Outcomes, Inclusive Pedagogy, Higher Education</p><p><b>Abstract:</b></p><p>University instructors are often viewed as the primary experts on how disciplinary content is delivered to students. This perspective fails to consider the diverse landscape of contemporary higher education, characterised by a student body with varying levels of exposure, cultural and social capital, and degrees of academic preparedness, including a significant proportion of first-generation students. This presentation advocates for the adoption of transparent design approaches, drawing from the Transparency in Learning and Teaching (TILT) framework, as a transformative pedagogical strategy to enhance equity in student achievement.</p><p>By implementing TILT, we aim to foster a greater sense of belonging, enhance metacognitive skills, and develop professional competencies, thereby promoting equitable learning outcomes and a supportive learning environment. The TILT framework is utilised to reconfigure assessment methodologies and inform pedagogical practices. The primary objective of this presentation is to elucidate the benefits observed in the learning process, as evidenced by pre- and post-interviews and surveys conducted with both students and participating university teachers.</p><p>This workshop highlights a Scholarship of Teaching and Learning (SoTL) project structured around four key inquiries:</p><p>What constitutes the Transparency in Learning and Teaching (TILT) framework, and how does its implementation impact the equitable acquisition of knowledge through formal assessment?</p><p>What are the practical guidelines for transparent instructional design?</p><p>How do levels of transparency, particularly concerning students' sense of belonging, metacognitive skills, and confidence, evolve before and after the adoption of transparent teaching methodologies?</p><p>What feedback do lecturers provide regarding their experience with the TILT framework?</p><p>The results of this work demonstrate to practitioners, both in and out of the classroom, a simple yet effective inclusive approach to assessment design and teaching, valuable in the rapidly evolving context of higher education.</p></div></div>	<div><div><div><div>LA Ndesi</div><div>University of the Western Cape, South Africa</div></div></div><div><p><b>Themes:</b> Social Justice, Diversity, Equity, and Inclusion   Humanising Pedagogy</p><p><b>Keywords:</b> Student Success, First-Year Students, Academic Literacies, Embedded Hybridity, Cognate Disciplines, Self-Efficacy, Agency</p><p><b>Abstract:</b></p><p>The higher education sector in South Africa is characterised by high failure and dropout rates. The reasons for these challenges can be analysed and critiqued from the perspective that, students accessing institutions of higher learning are faced with numerous challenges, including, adjusting from high school to university, proficiency in the language of instruction, heavy workload, and effective time management skills, not having self-confidence and using their agency to become self-regulating students. This paper examines how ALs programmes at a South African university are addressing these needs and challenges of first-year students. The main research question was: How are academic literacies modules addressing the needs and challenges of first-year students? This study was positioned in a qualitative research paradigm where a participatory evaluation research design was employed. The conceptual framework for this paper was derived from a combination of the strengths of the three academic literacies' models (UK models) and the hybrid practice model (South American model). Much research has been conducted in the field of academic development, and more specifically, on students' learning needs and challenges. However, not many studies used a different lens on how to evaluate the offering of ALs modules to first-year students at public universities in South Africa. Thus, it is argued that ALs modules that are designed to be hybrid, flexible, and embedded into the cognate disciplines. Collaboration between AD practitioners who understand the diversity of their students' needs together with discipline-specific academics, can provide academic support that is needed to enable first-year students' success.</p></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-057</div> <div>FOSTERING FUTURE CHANGE AGENTS WITH SHARED HUMANITY AND SUSTAINABILITY THROUGH VIRTUAL EXCHANGE: A CASE STUDY ON STUDENTS’ PERSPECTIVE OF INTERCULTURALIZATION AND VIRTUAL EXCHANGE</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-058</div> <div>AI AND MACHINE LEARNING INTENSIFY DIGITAL TRANSFORMATION IN HIGHER EDUCATION: AN ARGUMENTATIVE PERSPECTIVE</div>
<div><div><div><div>CR Roche</div><div>Rockland Community College, United States</div></div><div><div>PS Szobonya</div><div>Rockland Community College, United States</div></div></div><div><div>Themes: Social Justice, Diversity, Equity, and Inclusion   Humanising Pedagogy</div><div>Keywords: Virtual Exchange, Collaborations, UN Sdgs, Global Citizenship, Cultural Diplomacy</div><div>Abstract: Virtual exchange collaborations provide an opportunity for students to explore the values, attitudes, and practices of international peers. Students participate in high-impact activities designed to develop cultural diplomacy through personal and group interactions while exchanging cultural artifacts. Virtual exchange presents an equitable, inclusive learning paradigm that acknowledges and celebrates diversity while addressing social justice issues as articulated in several of the 17 UN Sustainable Development Goals (UN SDGs). Through faculty-designed virtual exchange collaborations focusing on the UN SDGs, students develop awareness of global issues that require multilateral activism. Student engagement in project-based team learning builds global citizenship skills, cultural diplomacy, and empathy--all hallmarks of future change agents. This case study investigates the impact of virtual exchange collaborations on students' intercultural perspectives, behaviors, and attitudes using a qualitative, pre-, mid-, and post-survey approach. The pre-assessment survey explores students' self-assessment of intercultural knowledge, attitudes, and experience in multicultural settings. The mid-survey is used as a check in while the post-survey analyzes the changes in students' intercultural skills, perspectives, and behavior. The significance of the case study highlights the positive impact of virtual exchange on students' intercultural skills, attitudes, perspectives, and responsible citizenship. Best practices will be shared to enhance the effectiveness of virtual exchange collaborations and minimize various challenges with international partners. As the world becomes increasingly interconnected but yet polarized, virtual exchange plays a pivotal role in developing global citizens and future change agents who will cooperatively engage in addressing global challenges.</div></div></div>	<div><div><div><div>M Van Wyk</div><div>University of South Africa, South Africa</div></div></div><div><div>Themes: Innovation for Sustainable Futures   Humanising Pedagogy</div><div>Keywords: Artificial Intelligence, Machine Learning, Digital Transformation, Scoping Review, Argumentative</div><div>Abstract: In recent years, artificial intelligence (AI) has evolved from hype to intensify digital transformation of higher education, business and governments faster than any other emerging technology. Enormous strides have been made related to the disruptive effects of AI and machine learning in higher education and have grown exponentially. Recent developments in AI and machine learning models like ChatGPT as a GenAI conversational tool have highlighted the need to investigate this phenomenon in different contexts. Benefits emerged from AI and machine learning, which intensify productivity, enhance learning, and support UNESCO's Sustainable Development Goals as well as the Africa Agenda 2063. From an argumentative point of view, this presentation focuses on AI and machine learning, which intensify digital transformation in higher education. The following questions are formulated for the purpose of this presentation: What is the purpose of HEI utilizing AI applications and leveraging AI as a primary management tool for complex data? How can AI and machine learning improve HE? What is AI used for in HE? What will be the policy implications for utilising AI and machine learning for HEIs? A scoping review of scholarly works based on digital transformation in HE was conducted for the conceptual-argumentative presentation. Several issues of AI applications and utilizing AI as a primary management tool for complex data emerged from the scoping review. Furthermore, the results revealed that AI and machine learning exponentially advances personalised learning, increasing universal accessibility for students and generated smart content, which invigorated HE practices. Finally, several challenges were identified, such as data privacy, bias mitigation, and transparency.</div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-060</div> <div>SYNERGIZING INNOVATION AND SUSTAINABILITY: THE ROLE OF UNIVERSITY-SMME PARTNERSHIPS IN ACHIEVING THE SUSTAINABLE DEVELOPMENT GOALS</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-063</div> <div>ONLINE TEACHING PRACTICE ASSESSMENTS AT AN ODEL COLLEGE: LEARNING IN PRACTICE PERSPECTIVES</div>
<div><div><div><div> S Patnaik</div><div>Cape Peninsula University of Technology, South Africa</div></div><div><b>Theme:</b> Innovation for Sustainable Futures</div><div><b>Keywords:</b> SDG, Sustainability, SMME, Innovation, Partnerships, Community Development</div><div><b>Abstract:</b><p>This research paper investigates the role of partnerships between universities and small, medium, and micro enterprises (SMMEs) in achieving the Sustainable Development Goals (SDGs). Universities, as centres of knowledge and innovation, are crucial in tackling global sustainability challenges. SMMEs, with their agility and practical insights, drive economic growth and innovation. Partnerships between universities and SMMEs can amplify sustainable development efforts by combining their strengths to foster innovation, capacity building, and community development.</p><p>The study examines various university-SMME partnership models, including collaborative research projects, capacity-building programs, and joint ventures promoting sustainable practices. The research explores how these collaborations contribute to specific SDGs.</p><p>Using a mixed-methods approach, the paper discusses about one such case study with quantitative analyses of partnership outcomes. Interviews with university staff and students, SMME owners, reveal the motivations, challenges, and benefits of these collaborations. The study assesses the economic, social, and environmental impacts of these partnerships on advancing the SDGs.</p><p>Findings suggest that university-SMME partnerships are crucial for fostering innovation and sustainable development. They enhance the practical application of academic research, promote sustainable business practices, and support economic growth. The paper concludes with recommendations for strengthening these partnerships, emphasizing the need for supportive policies, effective communication, and ongoing evaluation to maximize their impact on achieving the SDGs.</p></div></div></div>	<div><div><div><div> BO Plaatjies</div><div>University of South Africa, South Africa</div></div><div> M Van Wyk</div><div>University of South Africa, South Africa</div><div> AC Seherrie</div><div>University of South Africa, South Africa</div><div><b>Theme:</b> Innovation for Sustainable Futures</div><div><b>Keywords:</b> Learning in Practice, Work-Integrated Learning, Mentoring, Reflection, Qualitative Design, Semi-Structured Interviews, Online Teaching Practice Assessment, Student Teachers.</div><div><b>Abstract:</b><p>Learning in Practice (LiP) as a dimension of Work-Integrated Learning (WIL) encourages student teachers to transform their teaching approaches by implementing innovative and evidence-based strategies that respond to the ever-changing South African educational landscape. This research is foregrounded in the transformative learning in coaching practice theory. Still, it uses the social constructivist-interpretive lens to explore student teachers' lived learning in practice experiences during teaching practice placements. This exploratory study- conducted with an OdeL context- selected the qualitative approach, employed in a single case study design and used an online virtual videoconferencing platform to interview 10 participants for data collection. To generate themes, a manual thematic analysis process was followed and guided by the thematic analysis process. Findings revealed that participants echoed sentiments that mentoring in practice helps them to grow and become professionals. Mentors also demonstrated teaching skills and encouraged them to present effective lessons. Furthermore, mentors were accessible, and approachable, providing guidance and constructive feedback on lesson presentations. Participants were exposed to authentic learning in practice contexts. In terms of innovation and sustainability, this study highlighted the innovation of the LiP approach and its value for sustainable teaching practices to context-specific adaption to the South African educational landscape. Further research could explore school mentors' views of online assessments for learning in practice.</p></div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-067</div> <div>ENACTING HUMANISING PEDAGOGY IN A FIRST-YEAR MENTORING PROGRAMME TO ENHANCE STUDENT ENGAGEMENT AND SENSE OF BELONGING</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-070</div> <div>BENEFITS OF INFORMAL EDUCATION: PASSING DOWN INDIGENOUS AND TRADITIONAL KNOWLEDGE</div>
<div><div><div><div> S Pather</div><div>University of the Western Cape, South Africa</div></div><div><div> R Chetty</div><div>University of the Western Cape, South Africa</div></div></div><div><div>Theme: Humanising Pedagogy</div><div>Keywords: Humanising Pedagogy, First-Year Mentoring, Sense of Belonging, First-Year Transition</div><div><div>Abstract:</div><div>The transition to higher education can be a daunting experience for first-year students. Effective mentoring programmes play a crucial role in supporting first-year students as they navigate this new phase of their academic and personal lives at university. This paper focuses on an institutional First-year Transition Program (FYTP) that utilizes a mentor-mentee relationship to ensure first-year students meaningfully transition into the university environment. Students' successful integration into the academic and social environment at universities directly influences retention, academic performance, engagement and success. While most research on student engagement focuses on the effectiveness of learning and teaching practices to increase student success, we focus on the psychosocial support for holistic academic and social engagement. The conceptual framework is humanising pedagogy and integration theory. We explore the operationalisation of humanising pedagogy within a mentoring programme at a Historically Disadvantaged Institution (HDI). Humanizing pedagogy is applied as a transformative approach to the mentor-mentee relationship. The framework emphasises empathy, respect of cultural differences, promote dialogic engagement, recognise social context and reflect on principles of justice and equality. A qualitative approach was used to analyse interview data collected from mentors and mentees. The findings indicate that humanising pedagogy can be operationalized in a meaningful, supportive and inclusive manner to enhance retention, engagement, and success. The findings further highlight the impact of humanising pedagogy principles on student motivation, agency and academic and personal growth. Recommendations include practical strategies for integrating humanising pedagogy into mentoring programs to serve as a catalyst for transformation in higher education.</div></div></div></div>	<div><div><div><div> LP Shabalala</div><div>University of South Africa, South Africa</div></div></div><div><div>Themes: Social Justice, Diversity, Equity, and Inclusion   Creating Socially Engaged and Responsive Universities</div><div>Keywords: Indigenous, Informal Education, Intergeneration, Knowledge, Teaching, Traditional</div><div><div>Abstract:</div><div>The study identifies the benefits of informal education as a suitable vehicle to pass down indigenous and traditional knowledge. Informal education is regarded as teaching that occurs outside of a traditional lecture or school-based learning systems. In other words, informal education is not studying in a school setting and is understood to take place in an oral or practical form. In addition, this type of education is driven by experiential learning or unstructured teaching adhering to an outside conventional classroom setting approach. Qualitative methods in a form of interviews have been adopted. Purposive sampling, also known as judgemental, selective or subjective sampling, was applied in the form of in-depth interviews. The senior traditional leaders were targeted based on their expertise in indigenous and traditional knowledge. The study established that (1) a key benefit of informal education is acquiring the indigenous and traditional knowledge first hand from the custodian, in this case are the traditional leaders and senior citizens of that particular culture, (2) adoption of intergenerational education can be realised, whereby seasoned custodians and practitioners are invited to contribute /collaborate with the young scholars in particular (3) Scheduled educational trips can form part of the curriculum and be budgeted for students to visit rural homesteads / cultural villages/ royal homesteads for students to interact and learn first-hand from the custodians in their day to day environment. The study advocates for institutions of higher learning to reflect on our policies with an aim to determine how our education policies are rooted in our local culture and heritage and how can we imbed in our education to ensure that it cherish its legacy and embrace its diversity. In conclusion, a classroom is no longer the same, therefore education beyond the classroom is a realty to be embraced.</div></div></div></div>




<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-073</div> <div>THE ROLE OF NARRATIVE COMMUNICATION IN DEVELOPING CRITICAL THINKERS FOR SUSTAINABLE FUTURES</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-081</div> <div>NAVIGATING A DIVERSE UNIVERSITY CONTEXT IN SOUTH AFRICA: A STUDENT'S NARRATIVE ABOUT IDENTITY FORMATION</div>
<div><div><div> J Basson</div><div>Nelson Mandela University, South Africa</div></div><div><b>Themes:</b> Innovation for Sustainable Futures   Humanising Pedagogy <b>Keywords:</b> Criticality, Education, Interdisciplinary Collaboration, Narrative, Social Innovation</div><div><b>Abstract:</b> This research explores how universities can act as collaborative catalysts for interdisciplinary education, co-creating knowledge and breaking down siloed education. It aims to prepare students for a sustainable future by integrating narratives with scientific contexts and fostering social innovation and inclusivity. The study employs a comparative analysis of student critical self-reflection narratives to examine the effectiveness of narrative communication in enhancing criticality. Utilising Jurgen Habermas' communication theory, the research focuses on critical action, self-reflection, and reasoning. Two cohort sets of narrative essays was collected and analysed to identify the impact of narrative methodologies on their critical thinking skills and readiness for Industry 4.0. Findings suggest integrating narrative communication within the curriculum significantly enhances students' criticality abilities. Students develop a deeper understanding of complex social issues by engaging with narratives, fostering inclusivity and social innovation. Additionally, this approach transforms the role of the educator from a repository of knowledge to a facilitator of learning, aligning with Paulo Freire's concept of shifting from a top-down to a bottom-up approach to education. In the digital age, where students are often seen as the copy-and-paste generation with information readily available at their fingertips, narrative skills encourage deeper thinking and critical use of technology, thereby preparing students for a sustainable future. The comparative analysis highlights the transformative potential of narrative methodologies in preparing students for the challenges of the digital age. This study contributes to the discourse on humanising pedagogy and creating socially engaged universities by demonstrating the power of narrative communication. It provides a novel approach to integrating narratives within scientific education, emphasising the development of critical thinkers capable of addressing sustainable futures. By bridging the gap between siloed disciplines, this research underscores the role of universities as change agents in society, promoting a holistic and inclusive educational experience.</div></div>	<div><div><div> E Groenewald</div><div>Sol Plaatje University, South Africa</div></div><div><b>Themes:</b> Social Justice, Diversity, Equity, and Inclusion   Creating Socially Engaged and Responsive Universities <b>Keywords:</b> Higher Education, Identity, Narrative, Navigate, Negotiate, Students</div><div><b>Abstract:</b> The presentation focuses on the navigation and negotiation of a Zulu student on a diverse university campus in South Africa. Students in higher education institutions bring their life stories, shaped by lived experiences, culture, history, and language, to the campus, while the interconnection between race, language, culture, and gender creates new possibilities for identity formation. The study is guided by the central research question: How do students navigate and negotiate their narrative identities in a diverse university context? Reflective writing exercises and semi-structured interviews were used to collect data from a black male isiZulu-speaking student. Using the narrative methodology, the lived experiences of the participant were explored. Tajfel and Turner's social identity theory was employed as a theoretical lens. An inductive thematic analysis highlighted the following themes in the data: language and race; culture; gender and sexuality; and social class. The findings reveal that narrative identities can be negotiated and navigated through recreation, adaptation, and limited adjustment.</div></div>

Workshop

NOT PRESENTED

HETL2024-082

DEVELOPING A “GREEN PEDAGOGY” FOR HIGHER EDUCATION USING DIGITAL STORYTELLING

 K Yassim

University of Johannesburg,  
South Africa

**Themes:** Innovation for Sustainable Futures | Creating Socially Engaged and Responsive Universities

**Keywords:** Education for Sustainable Futures, Green Pedagogies, Digital Storytelling, Cellfilm, Visual Participatory Methodology

**Abstract:**

The role of Higher Educational Institutions (HEI’s) in promoting Sustainable Development Goals (SDG’s) is crucial since they are engaged with knowledge creation, skills development, and in the promotion of values, behaviours, and lifestyles favorable to a sustainable future. In this regard universities both in globally require innovative sustainability pedagogical methods for preparing students to create a more sustainable world. The other more deliberate effort is to engage historically excluded populations from the sustainability conversation as the SDG’s have been critiqued on offering a western ontology promoting neoliberal development models which can disenfranchise non-western communities (Nawn, 2015). The aim of this workshop is to practically explore with university lecturers the features of a “green pedagogical” approach to module design. A key feature of a “green pedagogical” approach is that learning is transformative (Mezirow, 1995) since it is driven by the imperative of locally based action. Taking immediate action to resolve sustainability issues while learning means that these pedagogies concurrently offer a direct pathway towards infusing sustainability consciousness amongst students. In this workshop digital storytelling is a tool that will be used to offer lecturers an opportunity to explore learning design that connect to student interests, community needs and sustainability goals. As digital media offers the possibility for embracing, legitimizing and recognizing the rich cultural and linguistic narratives of all people including those who have been historically excluded the development of “action stories” will help lecturers to unearth all funds of knowledge so that all voices are given the opportunity to contribute and be heard. The workshop is open to all lecturers of any discipline, as green pedagogies and digital stories has a universal applicability, hence the possibility on inter-and transdisciplinary collaborations will be encouraged. This could include collaborative online international learning opportunities. Lecturers attending the workshop will have the opportunity to engage with colleagues to create pedagogical experiments that could offer the beginnings of longer term collaborations beyond the workshop.

The following is the workshop design, where the pedagogical method is in focus and thus suitable for any area of knowledge:

10 min	Introduction to Education for Sustainable Futures and Green Pedagogies
20 min	Two case studies (One from Education and the other from Social Work)
15 min	Exploring the power of stories
15 min	Designing a “green” pedagogical outcome
30 min	Creating a digital story using a cell phone
30 min	Sharing digital stories/experiences/thoughts etc.

Oral paper presentations

NOT PRESENTED

HETL2024-083

EXPLORING THE POWER OF COIL USING DIGITAL STORYTELLING THROUGH A GREEN PEDAGOGICAL APPROACH

 K Yassim

University of Johannesburg,  
South Africa

**Themes:** Innovation for Sustainable Futures | Creating Socially Engaged and Responsive Universities

**Keywords:** Education for Sustainable Futures, Green Pedagogies, COIL, Sdgs, Sustainability Consciousness

**Abstract:**

Educating for sustainability requires the development of students as change agents who grapple with real-world challenges through explorations that engage multiple ways of knowing and moving beyond facts as the central form of knowledge. This suggests that globally the role of Higher Educational (HE) in promoting the Sustainable Development Goals (SDG’s) is crucial as they are engaged with basic skills development, and in the promotion of values, behaviors, and lifestyles favorable to a sustainable future. As universities have long been recognized as centers of knowledge generation and skills development, they are expected to make a concerted effort towards shifting the focus from learning to learning sustainably. Such an imperative requires innovative pedagogical methods for preparing students to create a more sustainable world. In this regard a green pedagogical approach which is dialogic, proactive and one that is focused on the global while including the local, offers the propensity of developing a sustainability conscious mindset amongst university students. In addition, digital access enables Collaborative Online International Learning (COIL) engagements across international boundaries that connects students in real time and cost effectively while enabling ontological and epistemological positions which delegitimize the need for behavioral change and sustainable activities (Adefila et al., 2021). This presentation shares a COIL engagement between education leadership and management students at the University of Johannesburg with social work students at the University of Fort Hare as well as Lund and Orebrö Universities in Sweden. Through a series of green pedagogical experiments that embedded sustainability as a core orientation into existing modules, students at the various institutions were offered an opportunity to apply knowledge within meaningful real-life contexts that supported independent thinking and responsible action. Findings show that students demonstrated a sustainability praxis and sustainability consciousness as education leaders and as social work practitioners, that they were able to develop innovative solutions in contributing to the 17 SDGs, that they were able to engage with one another in describing social contexts that prioritise certain SDGs over others due to social, economical and environmental imperatives and that a multidisciplinary approach was needed to achieve sustainability. In so doing the global imperatives on sustainability offer a different yet important voice that includes previously excluded developing countries like South Africa.






<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-084</div> <div>FACILITATING CRITICAL SOCIAL JUSTICE AND CITIZENSHIP FOR ALL UKZN STUDENTS</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-090</div> <div>HUMANIZING PEDAGOGY: TRANSFORMING THE LEARNING EXPERIENCE IN HIGHER EDUCATION</div>
<div><div><div><div>A D'amant</div><div>University of KwaZulu-Natal, South Africa</div></div></div><div><div><b>Themes:</b> Social Justice, Diversity, Equity, and Inclusion   Creating Socially Engaged and Responsive Universities</div><div><b>Keywords:</b> Critical Social Justice and Citizenship, Universities as Sites of Struggle, Participatory Action Research</div><div><b>Abstract:</b><p>Despite having a progressive Constitution which states the importance of healing and transcending the divisions of the past, policies alone cannot change the habits and hearts of people. We still desperately need to transform the social landscape of our country. The onus falls on educational institutions to develop teaching and learning environments which interrupt historical prejudices and discriminations, and facilitate the building of new ways of being in the world. Universities, especially, should be sites of struggle towards this end of developing the kind of students who will take their rightful place in a democratic, inclusive and socially just society, and who will be able to contribute appropriately and meaningfully as citizens of such a society. UKZN is taking this project seriously through the creation of a compulsory, non-credit bearing module called Critical Social Justice and Citizenship which is being offered to ALL first-year students across the entire University of KwaZulu-Natal. The module uses a blended learning delivery approach comprising 8 pre-recorded online lectures and 8 in-person small group tutorials which are designed to create a safe space for students to participate and share their experiences as well as a critical space to engage in the difficult, sensitive and sometimes taboo conversations about race and racism, xenophobia, gender and sexism, sexuality and homophobia, class and classism, religious discrimination and all other prejudices against those we have come to view as 'other'. Fuelled by a vision of human rights, inclusion and social justice, this module is designed to identify, challenge and interrupt these forms of prejudice and discrimination. This paper draws on data generated from the participatory action research element of this module where feedback from students and tutors are analysed to outline the successes, and challenges of the implementation of this module in the first semester of 2024.</p></div></div></div>	<div><div><div><div>LA Notshulwana</div><div>Nelson Mandela University, South Africa</div></div></div><div><div><b>Theme:</b> Humanising Pedagogy</div><div><b>Keywords:</b> Humanizing Pedagogy, Higher Education, Inclusive Learning, Educational Transformation and Social Responsibility</div><div><b>Abstract:</b><p>This paper examines the transformative potential of humanizing pedagogy in higher education. Humanizing pedagogy is an educational approach that prioritizes the individual experiences, emotions, and identities of students, aiming to create a more inclusive and engaging learning environment. The implementation of humanizing pedagogy in higher education involves several key methods. Firstly, it emphasizes the importance of open communication, encouraging students to share their perspectives and experiences. Secondly, by connecting academic content with students' lived experiences, lecturers can make learning more relevant and meaningful. Thirdly, this approach encourages reflective practice, where both students and lecturers continuously assess themselves and reflect. By reviewing relevant literature, this study explores the theoretical foundations and practical applications of humanizing pedagogy, highlighting its effectiveness in promoting critical thinking and social responsibility among students. The literature review encompasses various educational theories and frameworks that support humanizing pedagogy, including Freirean pedagogy, constructivist learning theories, and experiential learning models. The review also examines case studies and empirical research that demonstrate the positive outcomes of implementing humanizing practices in diverse educational contexts. Through a combination of theoretical perspectives and practical examples, this paper aims to offer insights into the transformative potential of humanizing pedagogy in higher education. The findings highlight the importance of creating learning environments that value and respect the diverse backgrounds and perspectives of students, fostering a sense of belonging and empowerment. By adopting humanizing pedagogy, higher education institutions can create a more supportive and empowering learning environment. This approach not only enhances academic performance but also prepares students to become compassionate, critical thinkers and actively contribute to society. Ultimately, humanizing pedagogy can transform education by focusing on students' overall development and promoting empathy and inclusivity.</p></div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-092</div> <div>HUMANIZING PEDAGOGY: THE HUMAN-CENTRIC APPROACH TO TECHNOLOGY INTEGRATION FOR TEACHER TRAINING</div>	<div>Poster presentation</div> <div>NOT PRESENTED</div> <div>HETL2024-093</div> <div>ENHANCING STUDENT DEVELOPMENT AND AWARENESS THROUGH COMMUNITY ENGAGEMENT VOLUNTEERISM: A CASE STUDY OF A UNIVERSITY OF TECHNOLOGY AND A CHILD AND YOUTH CARE CENTRE</div>
<div><div><div><div>A Dhlwayo</div><div>University of the Free State, South Africa</div></div><div><div>T Jita</div><div>University of the Free State, South Africa</div></div></div><div><div>Theme: Humanising Pedagogy</div><div>Keywords: Humanising Pedagogy, Digital Gap, Digital Challenges, Digital Consequences, Digital Pedagogy.</div><div><div>Abstract:</div><div>The rapid expansion of Information and Communication Technologies (ICTs) in education has the potential to revolutionise higher educational opportunities and promote social development for students through techno-equipped teacher educators. Nearly all higher education students have experience of some type of hybrid, remote, or in-person learning due to Covid-19. However, despite this intensive growth, for Sub-Saharan Africa, a substantial gap still exists between the widespread use of ICTs and their effective implementation in education. Arguably, if this rapid advancement is not used wisely and meaningfully, there is a major risk that machines could eventually rule the world. The notable gap in the widespread use and effective application of ICTs is making the realisation of its full potential uneven sometimes for learners in the same educational institute. Scholars are calling for responsible use of technology in education that is ethical, socially, and emotionally inclusive. In this theoretical paper, we examine the challenges and consequences embedded in this gap in higher education, through the lens of humanising pedagogy, with a focus on the potential harm to the student's social development. The study, however, makes some crucial recommendations on policy and practice through an exploration of strategies and propositions for bridging this divide to utilise the full educational potential of ICTs in the African higher education context. We argue for the adoption of humanising pedagogy in higher education for a better contribution towards economic and social development through education. We conclude by presenting a suggested model, which we termed the 'Human-centric ICT integration Model' for effective integration of the said ICTs in a humanistic approach for preservice teacher training.</div></div></div></div>	<div><div><div><div>K Reddy</div><div>Rhodes University, South Africa</div></div></div><div><div>Themes: Humanising Pedagogy   Innovation for Sustainable Futures</div><div>Keywords: Keywords: Community Engagement, Volunteerism, Student Development, Student Awareness, Social Justice.</div><div><div>Abstract:</div><div>This paper explores the transformative impact of community engagement programs on higher ducation students and presents on a study that is situated within the context of South Africa's post-apartheid educational reform, which emphasizes social justice, equity, and the development of socially responsible graduates. Thorough a case study of a University of Technology and a Child and Touth Care Centre, where third-year university students participated in a volunteer training program</div><div>and subsequently, a holiday program for children of the child and youth care centre, this paper highlights the transformative impact that community engagement volunteerism has on university student volunteers. The study adopted a qualitative, exploratory, and developmental research design, incorporating</div><div>participatory action research methodologies. It utilised the Curriculum of Engagement, Social Contract, and Ethics of Care theories as its framework, which collectively guided the preparation and involvement of students in their volunteerism activities. This framewrok emphasized the integration of academic knowledge with practical community service, fostering students' ethical awareness, critical thinking and civic responsibility. Key findings of the study reveal that the structured volunteer program significantly enhance students' clarity on community engagement concepts, personal growth, and development of practical skills necessary for effective community engagement. The program reinforced the values of Ubuntu, emphasizing kindness, compassion, and ethical conduct. Students reported improved leadership, teamwork, communication skills, empathy, and critical thinking abilities. These experiences contributed to their lifelong learning journey, with many expressing a continued commitment to volunteerism and community service beyond the program. The study underscores the importance of integrating volunteerism into higher education curricula and adopting participatory approaches in community engagement initiatives. It recommends robust institutional support, comprehensive training, curriculum integration, and continuous evaluation to ensure the sustainability and effectiveness of volunteer programs. By fostering lifelong learning and social responsibility, higher education institutions can significantly contribute to community development and social justice.</div></div></div></div>



<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-095</div> <div>ETHICAL DILEMMAS IN ACADEMIC RESEARCH: CHALLENGING THE EXPLOITATIVE DYNAMICS OF COMMUNITY-UNIVERSITY PARTNERSHIPS</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-096</div> <div>SUPPORTING AND CHALLENGING ASPECTS OF BECOMING A SCIENTIST</div>
<div><div><div> N Nkwinti</div><div>Rhodes University, South Africa</div></div><div><div><b>Themes:</b> Social Justice, Diversity, Equity, and Inclusion   Creating Socially Engaged and Responsive Universities</div><div><b>Keywords:</b> Ethics, Community Engagement, Academic Research, Indigenous Knowledge, Social Justice, Inclusivity, Transformative Practices.</div><div><b>Abstract:</b> As communities increasingly become focal points for academic research, addressing ethical considerations is crucial to ensuring fair engagement and respect for cultural heritage. This conceptual study draws on multidisciplinary perspectives and community development principles to highlight historical injustices and contemporary challenges while proposing transformative practices for the future. The study aims to reshape the relationship between communities, universities, and society by emphasizing the importance of ethics. I will examine historical paradigms of community engagement, focusing on power imbalances, cultural sensitivities, and social justice issues, and emphasize the need to correct past wrongs by challenging researchers to recognize and address exploitation and social injustice in research. I will also examine the current state of community-university partnerships and identify new ethical dilemmas arising from globalization, technological advances, and socio-political complexities in Makhanda. My findings intend to stress the importance of inclusivity, diversity, and fair participation, advocating for ethical reflection in navigating complex power dynamics and fostering genuine collaboration. I envision community engagement practices guided by ethical principles, exploring innovative approaches to building partnerships and co-creating knowledge as a sustainable way of promoting community development. I hope the study will conclude that the future of community engagement should go beyond exploitative dynamics to foster empowerment, mutual respect, and social justice. I hope to call on researchers to thoroughly re-evaluate their research practices based on ethical principles to foster genuine partnerships and drive positive social change while protecting indigenous knowledge.</div></div></div>	<div><div><div> S Dukhan</div><div>University of the Witwatersrand, South Africa</div></div><div><div><b>Theme:</b> Social Justice, Diversity, Equity, and Inclusion</div><div><b>Keywords:</b> Science Identity Development, Life Science Learners, Biology Undergraduates, Honours Graduates, Employment</div><div><b>Abstract:</b> South Africa must grow its diversity in STEM: investment in Research and Development will result in economic growth. But, in South Africa majority of students are uninterested in selecting Science as a first choice at secondary school, and consequently as a field for their future career. South African learners have the poorest literacy and numeracy skills worldwide. If current trends continue the R&amp;D industry will be negatively impacted. Science identity development frames this study which investigates the support structures and challenges in becoming a scientist. A questionnaire was provided to grade 10 and 12 Life Sciences learners, undergraduates, and Honours graduates over 2010-2023. Data was analysed qualitatively following Braun and Clarke. While most learners were interested in Science at high-school, the majority (83.5%) were unsure that they would like to pursue a Science qualification. Undergraduates were least satisfied with academic (66%) and social integration (54%). Honours biology graduates (68%) remained in Science when they entered employment, they joined environmental science consultancies (40%), or academia (11%). But, graduates generally found difficulty in finding Science jobs. While some became school Science teachers (14%), or gained employment in unrelated fields (31%), they would have preferred to remain within the Science workforce. The reasons cited for moving out of Science included financial difficulties while waiting for a job in Science, inability to gain employment in Science, more jobs in education, and loss of interest in Science. Interaction with staff at the university had an impact on some of the students' science identity and career choice. Students related that they developed generic skills during their university studies regardless of whether or not they were pursuing jobs in science. However, some graduates questioned whether the University is training them for academia and whether enough content is given to prepare them for the workplace.</div></div></div>



<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-097</div> <div>HEALING THE CURRICULUM: INDIGENIZATION, AFRICANIZATION AND DECOLONIZATION THROUGH INDIGENOUS KNOWLEDGE HOLDERS</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-098</div> <div>COLLABORATIVE PARTNERSHIPS IN EDUCATION RESEARCH: A VALUES-BASED APPROACH TO MONITORING, EVALUATION AND LEARNING ON EDUCATION FOR SUSTAINABLE FUTURES</div>
<div><div><div> K Gqibitole</div><div>University of Zululand, South Africa</div></div><div><b>Themes:</b> Creating Socially Engaged and Responsive Universities   Social Justice, Diversity, Equity, and Inclusion <b>Keywords:</b> Credo Mutwa, Indigenous Knowledge Holders, Africanization, Decolonization, Traditional Healers <b>Abstract:</b> As the Africanization and decolonization of the curriculum gains momentum in higher education, care must be given to social cohesion. This paper argues that leaving ordinary people in the periphery of the debates weakens these noble intentions. To ensure the relevance of the envisaged decolonized curriculum, an honest, extensive and people-driven interface between the academics and the holders of indigenous knowledge must be forged. The paper deploys the critical social theory to advance the argument that traditional healers are in the center of knowledge making; and the Africanized higher education without their input renders it rootless and directionless. This paper argues that traditional healers have a critical role to play in decolonizing the curriculum and the universities have the means and capacity to drive those changes. The practice of traditional healing has not been static in South Africa, transformation is underway. While traditional healing undergoes professionalization, higher education should appreciate the centrality of indigenous knowledge in aligning the curriculum with the changes. The passing of the Traditional Health Practitioners Act in 2004, is not only pivotal in recognizing traditional healers but also has the potential to professionalize it and make it compatible with formal education. Equally, the creation of KwaZulu-Natal Traditional Healers Council is a move in the right direction in this regard. Universities, then, are in pole position to deal with traditional professional bodies from which they can harvest indigenous knowledge and inculcate it in the curriculum. The paper analyses Credo Mutwa’s Indaba, My Children, to unearth the value, relevance and import of African knowledge systems in the decoloniality project.</div></div>	<div><div><div> G Chakona</div><div>Rhodes University, South Africa</div></div><div><b>Theme:</b> Innovation for Sustainable Futures <b>Keywords:</b> Monitoring, Evaluation and Learning, Co-Creation of Knowledge, Collaborative Partnerships, Community-Based Participatory Research Approach, Education, Sustainable Futures, Ethics Principles <b>Abstract:</b> This research focused on the monitoring, evaluation and learning (MEL) aspect of 14 South African projects which followed a community-based participatory and collaborative research approach to knowledge co-creation and dissemination. The study formatively evaluated research outcomes of each project noting the process conducted, the involvement of collaborative partnerships, the facilitation of workshops and interactions between project partners. We used a values-based approach to MEL, seeking to understand and empathise with each partner’s perspectives, identifying a common core, and building a consensus about how to represent what matters to the group as a whole within each project. Three indicators in the context of non-formal education for sustainability were used to draw participants’ comments about what they found valuable, meaningful and worthwhile within their shared context of practical action. These included (i) ambitions (what partners hoped their project would achieve), (ii) realities (what the project actually achieved) and (iii) contexts (how the wider systems changed and what that meant for the projects). The project noted the key learning features from the collaborative partnerships in terms of co-creation of new knowledge, understanding communities’ realities, and shared benefits of collaborative partnerships. All the 14 projects’ initial ideas changed as the research progressed and so were the strategies which then included identified gaps in decision making, design and implementation of the projects. This promoted learning together and from each other, diffusing the power dynamics and promoting knowledge co-creation and co-ownership of the research products. Although safe spaces were created to ensure everyone felt belonging and contribute to the success of projects, not everyone has found their voices to communicate or participate in some projects, even when the platform was open for everyone. Some projects continued to encounter challenges specifically on decision making, language use and belonging although these projects followed the ethical principles of care, respect, mutual benefits and reciprocity. This evaluation may be used as a baseline to assist education policy makers and institutions partnering with communities to consider collaborative partnerships when implementing education policies and practices that have the potential to embody the research into the realities of the communities as well as harnessing community wisdom throughout the research process.</div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-100</div>			<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-101</div>		
<div>ANALYSIS OF HEAVY SUMMER RAINFALL EVENTS ACROSS THE FREE STATE PROVINCE, SOUTH AFRICA: 1981-2022</div>			<div>A PEDAGOGY OF BEING: HUMANISING LEARNING ENVIRONMENTS IN THE SOUTH AFRICAN TERTIARY SECTOR</div>		
<div><div><div> N Loader</div><div>University of the Free State, South Africa</div></div><div><div> S Roffe</div><div>University of the Free State, South Africa</div></div><div><div> A Van Der Walt</div><div>University of the Free State, South Africa</div></div></div>			<div><div><div> PA Tabensky</div><div>Rhodes University, South Africa</div></div><div><div> N Lembethe</div><div>Rhodes University, South Africa</div></div></div>		
<div><div>Theme: Innovation for Sustainable Futures</div><div>Keywords: Heavy Rainfall Events, Trend Analysis, El Niño-Southern Oscillation, Summer Rainfall Zone, Free State Province, South Africa</div></div>			<div><div>Themes: Humanising Pedagogy   Creating Socially Engaged and Responsive Universities</div><div>Keywords: Ethics Education, Humanising Pedagogy, Intelligent Growth, Practice of Freedom, Service-Learning, Student-Led Pedagogy</div></div>		
<div><div>Abstract:</div><div>Heavy rainfall events can have disastrous implications, influencing, among others, agricultural productivity (e.g. crop damage), and human health (e.g. waterborne disease outbreaks). The 6th Assessment report by the Intergovernmental Panel on Climate Change stated that, under anthropogenically-induced warming, South Africa will likely experience an increased occurrence of heavy rainfall events during the summer wet-season. Evidence from the literature suggests that such changes are already occurring, with trends calculated from observations generally revealing increases in the magnitude and frequency of heavy summer wet-season rainfall events, particularly across the central and eastern regions of the country. Focusing on the central region of South Africa, the current study explores trends and interannual variability in the magnitude and frequency of heavy rainfall events for the summer wet-season months (October-April) for the period of 1981-2022 across the Free State Province. Rainfall trends were calculated using the Mann-Kendall trend test and Sen’s Slope, while a composite analysis was undertaken to investigate the impact of the El Niño Southern Oscillation (ENSO) on heavy rainfall events. Based on the composite analysis, a higher (lower) than normal frequency and magnitude of heavy rainfall events was evident during La Niña (El Niño) years. Therefore, since the upcoming summer period falls within a La Niña phase, the magnitude and frequency of heavy rainfall events are expected to be higher than normal and may place the Free State Province at risk of phenomena such as flooding. The trend results broadly depict decreases in the frequency and magnitude of heavy rainfall over central Free State regions, while increasing trends were calculated for north-eastern and southwestern regions. Thus, heavy rainfall fluctuations brought about by anthropogenically-induced warming have resulted in notable changes to trends and variability and can lead to major implications should adaptations not be made accordingly.</div></div>			<div><div>Abstract:</div><div>In this study, we explore the theoretical underpinnings and the practical implementation of a one-year student-led and student-centred service-learning course called “liNtetho zoBomi”, translated from isiXhosa as “conversations about life”. The Allan Gray Centre for Leadership Ethics, Department of Philosophy, at Rhodes University in South Africa, has been developing and implementing this course for the past decade in response to widespread calls for transforming South African universities and producing socially responsible, ethical graduates. “liNtetho zoBomi” aims to show students how important the life of the mind is for cultivating autonomy and sociality, for bridging the gap between the lives of thought and action; and, by doing this, to show students the intimate relationship between thinking, reading, writing, human freedom, and the ethical life. Relatedly, the course challenges the widespread assumption that education’s aim is capacitation rather than human growth and does so in a genuinely practical way that increases the likelihood of impacting affect and behaviour.</div></div>		

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-105</div> <div>TOWARDS AFROCENTRIC HUMANISATION: REFLECTIONS ON AN UBUNTU PEDAGOGY</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-108</div> <div>THE SUSTAINABLE UNIVERSITY: A CASE STUDY FOR EMBEDDING SUSTAINABILITY IN HIGHER EDUCATION INSTITUTIONS</div>
<div><div><div><div></div><div>MS Malatji</div></div><div>Nelson Mandela University, South Africa</div></div><div><b>Theme:</b> Humanising Pedagogy <b>Keywords:</b> Afrocentric Perspectives, Humanisation, Ubuntu, Pedagogical Approach, Learning and Teaching, Student Access and Success <b>Abstract:</b> The 2015/2016 student-led protests across South Africa ignited numerous discussions on the decolonisation of the curriculum, focusing on Afrocentric perspectives and addressing access and success concerns related to higher education in the country. It became clear that curricula were critiqued around questions of: what, why and how was learning and teaching taking place, for whom and by whom? Numerous problems concerning learning were raised, as well as significant deliberation around student access occurred. The idea of humanisation became a subject of much discussion and analysis across many disciplines at one South African university. However, to be contextually responsive, it becomes crucial to explore African philosophies that can facilitate a shift to embrace and implement humanisation within Afrocentric universities. The study followed a qualitative systematic literature method, and found that by incorporating African philosophies, notably via the concept of Ubuntu, a distinct and culturally oriented pedagogical approach can be created and implemented. The study's central argument is that Afrocentric universities' pedagogical approaches may lack cultural relevance and influence because African ideologies are underrepresented in contemporary educational discourse. Disconnecting students' educational experiences from the values entrenched in their cultural heritage occurs when native ideas like Ubuntu are not included. As a result of this deficiency, humanisation in educational settings is not fully realised. The study illuminates and promotes a more explicit analysis of how the incorporation of African philosophies might broaden and deepen the conversation surrounding humanisation in South Africa higher education. The study calls for a more Afrocentric, inclusive, culturally sensitive, and culturally responsive approach to humanisation reflection and enactment at South African universities.</div></div>	<div><div><div><div></div><div>WM Minhas</div></div><div>Higher Colleges Of Technology, United Arab Emirates</div></div><div><div><div></div><div>ZS Skaf</div></div><div>Higher Colleges Of Technology, United Arab Emirates</div></div><div><div><div></div><div>HA Abdulmouti</div></div><div>Higher Colleges Of Technology, United Arab Emirates</div></div><div><div><div></div><div>MS Saleh</div></div><div>Higher Colleges Of Technology, United Arab Emirates</div></div><div><b>Themes:</b> Innovation for Sustainable Futures   Creating Socially Engaged and Responsive Universities <b>Keywords:</b> Sustainable University, Higher Education, Sustainability Culture, Sustainable Solutions, Entrepreneurship <b>Abstract:</b> Higher Education Institutions (HEIs) around the world are increasingly committed to achieving the United Nations Sustainable Development Goals (SDGs). There is little disagreement about the importance and immediate need to establish a sustainability focus within Higher Education (HE) institutions. Many have tried to embed these within the curriculum with the hope that future graduates and would-be leaders will then able to find sustainable solutions to the challenges they face in their fields. Measuring the success of such an approach is challenging. Many other HEIs have gone a step further to adopt the Green Campus, and the like, approaches. Although some initiatives have worked well, approaches to achieve Sustainable Development Goals lack consensus. Using a case study approach, this paper reports on the journey of a large HEI campus situated within the United Arab Emirates from 2021 to 2023. Centered around an applied sustainability project this case study outlines the range of organizational inputs, artifacts and initiatives that eventually paved the way for a cultural shift within the HEI, with a clear focus on Sustainability. The actions that led to cultural shift can be associated with groundwork needed to lay the foundations for the HEI to re-position itself, ready to make tangible Sustainable impact. This paper proposes that HEI can only aspire to become a Sustainable Universities, once the organization adopts a Sustainability focus as a whole. Not just existing in neat units such as curriculum or procurement. This also suggests that the Sustainability University must lead by example and be the beacon of sustainable solutions that can be transferred to industry and the wider society. Lastly, this paper puts forward a context specific framework that unifies key strategic constructs of sustainability and entrepreneurship as the vehicle to transfer sustainable solutions to market.</div></div>




<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-110</div> <div>TO STAY, OR NOT TO STAY? THE SA TEACHER BRAIN DRAIN</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-111</div> <div>ENABLING PARTICIPATION IN STEM HIGHER EDUCATION</div>
<div><div><div><div> HF Israel</div><div>University of Mpumalanga, South Africa</div></div><div><div> A Mohamed</div><div>University of Johannesburg, South Africa</div></div><div><div> N Dasoo</div><div>University of Johannesburg, South Africa</div></div></div><div><p><b>Theme:</b> Social Justice, Diversity, Equity, and Inclusion</p><p><b>Keywords:</b> Expatriate, Migration, Globalisation, Relocation, Teacher Education</p><p><b>Abstract:</b></p><p>This study explored the experiences of South African teachers who moved overseas to teach at schools in the Gulf region (Qatar, Bahrain, United Arab Emirates, Saudi Arabia, Oman and Kuwait). Motivation-Hygiene Theory (1966) and Expectancy-Value Theory (1995) were used to explain and guide the research questions. Questionnaires and semi-structured interviews were used with 25 educational professionals. Participants revealed that the inability to earn a reasonable salary and lack of professional growth opportunities were two of the main reasons for them leaving South Africa and moving to the Gulf region. The results highlight the necessity of a programme in which the Department of Education in South Africa and related parties offer incentives to deter teachers from relocating overseas. There is an abject need to incentivize qualified and skilled teachers to return, with a support structure in place that considers their actual experiences abroad. Education researchers, policymakers, and other stakeholders will benefit from this study. It provides understanding of how to effectively meet the needs of South African teachers in order to stop the brain drain after qualified teachers graduate; how to acknowledge the challenges of teaching in South Africa in university curricula; and how to encourage recent graduates to stay. To teach is to lead. South Africa needs teacher leaders.</p></div></div>	<div><div><div><div> RR Ramiah</div><div>Curtin University, WA, Australia, Australia</div></div><div><div> LG Godinho</div><div>University Of Melbourne, Australia</div></div></div><div><p><b>Theme:</b> Social Justice, Diversity, Equity, and Inclusion</p><p><b>Keywords:</b> Diversity, Belonging, Inclusion, Participation in STEM Higher Education</p><p><b>Abstract:</b></p><p>Diversity, belonging, and inclusion (DBI) have become more critical than ever in the post-COVID era, as institutional diversity is increasingly essential to meet the diverse needs of students and the labour market (Krause, 2022). However, even for women in STEM (Science, Technology, Engineering and Maths), while there have been some improvements, desired outcomes are still far from being achieved (Australia Department of Industry, Science, Energy and Resources, 2023). Despite over a decade of efforts in Australia, persistent gender disparities continue to exist in STEM career outcomes for women (including cisgender, transgender, non-binary and intersex people who identify as women/girls). What then of other historically underrepresented equity groups such as people with disabilities, people of Indigenous descent, or those who intersect or fall outside traditionally monitored equity categories?</p><p>Addressing these ongoing challenges requires structural changes and efforts to transform the underlying attitudes and beliefs of everyone, particularly within academic communities. The ability of these communities to adopt inclusive learning and teaching approaches is significantly influenced by factors such as institutional culture and the recognition of their own implicit biases and assumptions (Fuentes et al., 2020; Kumashiro, 2002). Additionally, given that STEM academics operate under institutional constraints and power structures beyond their control, a critical perspective on the context is necessary to understand how systemic factors contribute to the underrepresentation of equity groups in STEM. This presentation will share insights from a national-level study on educator knowledge and beliefs within the Australian STEM higher education sector and highlight learnings from professional development efforts to shift educator beliefs and instructional behaviour to improve participation in STEM.</p><p>REFERENCES</p><p>Australia Department of Industry, Science, Energy and Resources 2023, <i>STEM equity monitor: data highlights 2023</i>, Department of Industry, Science, Energy and Resources, Department of Industry, Science, Energy and Resources, retrieved 30 July 2024, <a href="https://www.industry.gov.au/publications/stem-equity-monitor">https://www.industry.gov.au/publications/stem-equity-monitor</a>.</p><p>Fuentes, M. A., Zelaya, D. G., &amp; Madsen, J. W. (2021). Rethinking the course syllabus: Considerations for promoting equity, diversity, and inclusion. <i>Teaching of Psychology</i>, 48(1), 69-79.</p><p>Krause, K.-L. (2022). Higher education sector institutional diversity: an Australian case study. <i>Journal of Higher Education Policy and Management</i>, 1–18. <a href="https://doi.org/10.1080/1360080x.2022.2051221">https://doi.org/10.1080/1360080x.2022.2051221</a></p><p>Kumashiro, K. (2002). <i>Troubling education:" Queer" activism and anti-Oppressive pedagogy</i>. Routledge.</p></div></div>







<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-113</div> <div>ADDRESSING DIVERSE LEARNING NEEDS IN THE CLASSROOM: STRATEGIES AND IMPACT ON STUDENT SUCCESS</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-114</div> <div>THE IMPACT OF DIGI-TEACHING IN HIGHER EDUCATION TOWARDS SOCIALLY SUSTAINABLE FUTURES AND GLOBAL TRANSFORMATION</div>
<div><div><div><div>TN Mandindi</div><div>Walter Sisulu University, South Africa</div></div></div><div><div>Themes: Social Justice, Diversity, Equity, and Inclusion   Creating Socially Engaged and Responsive Universities</div><div>Keywords: Diversity, Learning Needs, Abilities, Strategies</div></div><div><div>Abstract:</div><div>Addressing Diverse Learning Needs in the Classroom: Strategies and Impact on Student Success</div></div><div><div>Abstract</div><div>In contemporary education, classrooms are increasingly diverse, encompassing students with varying learning needs, backgrounds, and abilities. Diverse learning needs in the classroom present significant challenges and opportunities for educators.</div><div>This research paper explores various strategies and best practices for addressing these diverse learning needs effectively, with a particular focus on Universal Design for Learning (UDL) and differentiated instruction. It examines theoretical frameworks, practical approaches, and the role of technology and policy in supporting inclusive education. I looked at the implementation of these strategies and their impact on student success as well, including academic achievement, engagement, and overall well-being, with the aim of providing a comprehensive overview that educators can use to foster an equitable learning environment that accommodates all students.</div></div></div>	<div><div><div><div>TN Mandindi</div><div>Walter Sisulu University, South Africa</div></div></div><div><div>Themes: Innovation for Sustainable Futures   Creating Socially Engaged and Responsive Universities</div><div>Keywords: Inclusivity, Reshape Higher Education, Digi-Teaching</div></div><div><div>Abstract:</div><div>The impact of digital teaching (Digi-teaching) in higher education on social and global transformation is an emerging area within the Scholarship of Teaching and Learning (SoTL). This type of research explores how digital tools and platforms are leveraged by educators to foster transformative learning experiences that extend beyond the classroom.</div><div>Digital technologies have fundamentally reshaped higher education, offering new opportunities for teaching and learning that extend beyond traditional boundaries. This SoTL research explores the role of Digi-teaching in fostering social and global transformation within higher education settings. By leveraging digital platforms and innovative pedagogies, educators aim to enhance access to education, promote inclusivity, and cultivate global citizenship among students.</div><div>This study investigates various digital teaching methods, their impact on student learning outcomes, and their potential to address societal challenges. Through a synthesis of empirical findings and theoretical perspectives, the research underscores the transformative potential of Digi-teaching in preparing students to navigate and contribute to a complex, interconnected world.</div><div>Recommendations for educators and institutions highlight strategies for optimizing digital technologies to foster equitable and sustainable educational practices, thereby advancing social justice and global understanding in higher education.</div></div></div>





<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-116</div> <div>HUMANIZING PEDAGOGY AND EQUITABLE SCIENCE CURRICULA: TRANSFORMING SCIENCE EDUCATION</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-117</div> <div>THE POWER OF DIVERSITY AND INCLUSION IN HIGHER EDUCATION - AN ANALYSIS AT NINE NEOLAIA UNIVERSITIES ACROSS EUROPE</div>
<div><div><div><div> T Dhurumraj</div><div>University of Johannesburg, South Africa</div></div><div><div>Themes:</div><div>Humanising Pedagogy   Social Justice, Diversity, Equity, and Inclusion</div></div><div><div>Keywords:</div><div>Science Education, Humanizing Pedagogy, Social Justice, Equity, Inclusion</div></div><div><div>Abstract:</div><div><p>This theoretical paper explores the integration of humanizing pedagogy with equitable science curricula as a transformative approach to science education. Traditional science education often marginalized diverse student backgrounds and perpetuated inequities. In South Africa, educational disparities are deeply rooted in the country's historical and socio-economic context, particularly stemming from the apartheid era. Thirty years into a democracy, these stifling disparities are still prevalent in many classrooms. Transformation in education means teachers need to move away from a one size fits all paradigm to a more humanistic approach, thereby aligning with Freire's (1986) works “pedagogy of the oppressed” in which Frier argues that true liberation comes from the oppressed gaining critical consciousness and actively participating in their own education and emancipation. Humanizing pedagogy is essential for the success and resilience of both teachers and learners, in the science classroom and the social space. By synthesizing humanistic pedagogy with equitable science education, this paper proposes a theoretical framework comprising culturally relevant curriculum, that build around on Nancy Fraser’s parity of participation approach. This framework aims to create a more inclusive, engaging, and equitable learning environment for all learners. The analysis highlights the potential benefits, such as increased learner engagement and representation, while addressing challenges like teacher preparation and systemic barriers. Ultimately, this paper provides a foundation for further research and practical implementation, with the goal of transforming science education to empower every learner.</p></div></div></div></div>	<div><div><div><div> MV Vogt</div><div>Bielefeld University, Germany</div></div><div><div> A Labusch</div><div>Bielefeld University, Germany</div></div></div><div><div>Theme:</div><div>Social Justice, Diversity, Equity, and Inclusion</div></div><div><div>Keywords:</div><div>Diversity and Inclusion, Higher Education, Neolaia Universities, Teaching and Learning</div></div><div><div>Abstract:</div><div><p>The decline of diversity and inclusion (D&amp;I) research due to the trend of regressive D&amp;I policies is a global issue affecting many countries. Notable examples include Hungary's ban on gender studies, Uganda's legislation criminalising homosexuality (Aggleton et al., 2023), and a recent wave of anti-diversity, equity and inclusion legislation in the US that has had a significant impact on learning, teaching, research and well-being in higher education (Goldberg, 2024).</p><p>In light of this, it is crucial to understand how institutional D&amp;I practices can impact on students' and staff’s sense of belonging. This leads to the central research question: How does the presence of D&amp;I themes in university courses and the institution's commitment to these values affect students' and staff’s sense of belonging?</p><p>To address this, we used structural equation modelling with data from 2,732 students and staff across nine universities in the European alliance NEOLAiA. The analysis was carried out using R software.</p><p>The results show that both the inclusion of D&amp;I topics in courses and the university's commitment to these values are significant predictors of students' and staff’s sense of belonging. Specifically, there are significant small positive effects of D&amp;I course content (<math>\beta=0.17</math>, <math>p=0.01</math>) and university commitment to D&amp;I (<math>\beta=0.25</math>, <math>p&lt;0.001</math>) on sense of belonging. In addition, there is a strong and significant covariance between D&amp;I course content and university commitment (<math>cov=0.79</math>, <math>p&lt;0.001</math>). The model fits the data well.</p><p>These findings underscore the critical role of universities in fostering an inclusive environment through D&amp;I initiatives. They highlight how such efforts enhance students' and staff's sense of belonging and engagement. Given the global trend towards regressive policies, a strong European alliance such as NEOLAiA is crucial to counter these challenges, to ensure that D&amp;I remains at the heart of higher education and to promote social innovation for a sustainable future.</p></div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-119</div> <div>EXPLORING HOW EMOTIONS AND ATTITUDES AFFECT PRE-SERVICE TEACHERS' ENGLISH ORAL ENGAGEMENT DURING LECTURES AND MICRO-TEACHING LESSONS</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-126</div> <div>INTENTIONAL INTEGRATION OF GRADUATE ATTRIBUTE DEVELOPMENT INTO THE CURRICULUM: SOUTH AFRICAN FIRST-YEAR STUDENTS' PERSPECTIVES</div>
<div><div><div><div>RE Meyers</div><div>Rhodes University, South Africa</div></div><div><div>Theme: Humanising Pedagogy</div><div>Keywords: Affective Filter Hypothesis, Attitudes, Emotions, English Additional Speaking Skills</div></div><div><div>Abstract:</div><div><p>This paper explores how attitudes and emotions of English additional language pre-service teachers influence their ability to engage orally in English as a tool for learning interaction between fellow students and their lecturers and during micro-teaching lessons. The case study method adopted in this study, used an interpretative framework, using five data collections instruments, namely, drawings, two unstructured interviews, lesson observation notes and lesson observation questionnaires. Drawings of participants were used as a way of encouraging further details regarding the emotional state of participants during oral communication in lectures. Participants drew themselves in the lecture room to represent how they felt about using English as a tool for interaction during lectures Additionally, participants wrote a few sentences to explain the representations in their drawings. The drawings served as a discussion stimulus for the unstructured individual interviews with participants. Participants conducted a micro-teaching lesson in English and completed a self-assessing questionnaire based on their ability to effectively use English to teach. Data generated from the five instruments supported gaining insights into understanding how emotions and attitudes affected participants' abilities to interact in English. All participants believed that being able interact and teach in English was important for teachers. A conclusion was drawn that this was a motivating factor for participants to continue to understand and develop their English oral abilities. Furthermore, participants indicated several emotions during lectures that would be considered negative. However, despite experiencing these emotions, participants were still motivated to develop their oral confidence and competence, substantiating the critical role participants' attitudes can play. There was also a strong relationship between the acquisition of English speaking skills, how participants perceived themselves, and the community that they wanted to belong to or the community that they did not want to be excluded from.</p></div></div></div></div>	<div><div><div><div>A Church</div><div>University of the Free State, South Africa</div></div><div><div>C Van Heerden</div><div>University of the Free State, South Africa</div></div><div><div>Theme: Innovation for Sustainable Futures</div><div>Keywords: Graduate Attributes, Curriculum Design, Student Perceptions, Graduate Attribute Development</div></div><div><div>Abstract:</div><div><p>The development of graduate attributes in university students has received considerable attention in recent years. It can promote sustainable futures for graduates and societies. Intentionally developing students' graduate attributes through explicit inclusion into curricula, can promote its acquisition and impact students' perceptions of higher education as a springboard to the world of work.</p><p>As part of the University of the Free State's (UFS) Graduate Attribute project, the institution's graduate attribute development plan was conceptualized in 2019 and implemented since. The intervention in the current research aimed at creating awareness about graduate attribute development and its value upon graduation among first-year students in a specific course. The intended outcome was to promote awareness of the generic skills to be developed through the curriculum, as well as the advantages of developing these skills as future employees or entrepreneurs. This paper asks to what extent the above-mentioned intervention impacted students' awareness of generic skills development, the perceived utility value of assessments for increased motivation (as suggested by the Expectancy-Value Theory of motivation (Eccles and Wigfield, 2020)), and acculturate students into higher education. A mixed-method approach was followed to gather perception data from students via a survey and structured reflection. Data suggests that many students have a clear understanding of UFS graduate attributes and can relate them to possible future scenarios during their studies and thereafter. This suggests that through intentional integration of graduate attributes into curricula, it is likely that students can recognize graduate attribute development in their learning journeys and be able to articulate this development, resulting in greater levels of employability.</p><p>Eccles, J.S. and Wigfield, A. 2020. From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. Contemporary Educational Psychology, Volume 61. doi:10.1016/j.cedpsych.2020.101859</p></div></div></div></div>



<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-127</div> <div>WHAT ENTAILS AN ENGAGED UNIVERSITY? PROPOSING BLACK CONSCIOUSNESS AS A TOOL FOR SOCIAL JUSTICE AND INCLUSION</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-128</div> <div>DO AI-ENABLED LEARNING AND TEACHING APPROACHES ALIGN WITH A HUMANISING PEDAGOGY?</div>
<div><div><div><div> LT Legodi</div><div>University of Limpopo, South Africa</div></div></div><div><div><b>Theme:</b> Creating Socially Engaged and Responsive Universities</div><div><b>Keywords:</b> Black Consciousness, Engagement, Inclusion, Social Justice, South Africa, University</div><div><b>Abstract:</b><p>The question of whether an African university exist remain contestable not only in South Africa but the African continent at large. In this paper, I propose that universities in South Africa must rethink what entails “engagement”. Universities should abandon the top-down approach of what entails an engaged university together with the buzzwords of outreach and collaboration associated with it. I propose Black Consciousness as a tool to employ for a bottom-up approach in responding to the needs of society and further fostering social justice and inclusion. Through the usage of Black Consciousness, academics, administrators and students at the university will become change agents for social change instead of members of the ivory tower tasked with looking for problems in societies to solve.</p></div></div></div>	<div><div><div><div> A Lemmer</div><div>Nelson Mandela University, South Africa</div></div></div><div><div><b>Theme:</b> Humanising Pedagogy</div><div><b>Keywords:</b> Artificial Intelligence, Humanising, Humanising Pedagogy, Humanisation</div><div><b>Abstract:</b><p>With the recent sharp rise of generative-AI use in education, learning and teaching approaches are rapidly adapting and evolving to provide contextually-relevant responses. Despite another wave of pedagogical transformation, fundamental social justice pedagogical concerns continue to remain at the centre of South African higher education learning and teaching debates.</p><p>This study focuses on an analysis of AI-enabled pedagogies and interrogates whether there is any conceptual and/or pragmatic alignment with a humanising pedagogy.</p><p>Using a systematic literature review approach, selected AI-enabled pedagogy case studies were examined thematically using a Freirian lens (Freire, 1970) to explore whether any dimensions of humanisation were evident.</p><p>The study found that within the realm of AI-enabled pedagogies enactment, there was limited explicit application of humanisation principles. However, it was also found that certain theoretical areas framing AI-enabled pedagogies align with and provide opportunities for a humanising pedagogy to be incorporated.</p><p>This study contributes to the continued scholarly exploration of how social justice pedagogies, such as a humanising pedagogy, can be incorporated in contextually-responsive learning and teaching in South African universities.</p></div></div></div>

<div>Workshop</div> <div>NOT PRESENTED</div> <div>HETL2024-129</div> <div>IMAGINE AN ENGAGED UNIVERSITY THAT ADDRESSES STUDENT HUNGER IN A SUSTAINABLE, HUMANIZING AND STUDENT-CENTRED MANNER</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-130</div> <div>INCLUSION THROUGH RECOGNITION OF PRIOR LEARNING (RPL) WITH THE GRANTING OF CREDITS. A CASE STUDY IN ARCHITECTURAL TECHNOLOGY.</div>
<div><div><div><div><div></div><div>N Mansvelt</div></div><div><div></div><div>A Deraedt</div></div><div><div></div><div>L Pushetji</div></div><div><div></div><div>N Pukwana</div></div><div><div></div><div>K Zibe</div></div></div><div><div>Theme: Creating Socially Engaged and Responsive Universities</div><div>Keywords: Student Hunger, Projects, Consciousness, Agency</div><div>Abstract:</div><div>Student hunger is a serious threat to student success at institutions of higher education in South Africa. Several research studies conducted at Nelson Mandela University (Ntloko, 2018; Steenkamp et al, 2018; Mansvelt et al., 2022; Kuguyo, 2023) have confirmed the prevalence and also highlighted the short-term nature and resource-dependant responses from various initiatives to address the issue.</div><div>In 2021 the Mandela University Food Systems programme at Nelson Mandela University convened a Student Hunger sub-group that consists of students and staff. Underpinned by the humanizing pedagogy, the sub-group aims to co-develop and co-implement with students, initiatives that are student-centred, long-term, humanizing and sustainable. Innovative ways for learning and teaching in the classroom to intersect with engagement work outside of the classroom, has so far brought to life projects that address shame associated with student hunger, opportunities for critical dialogue, student-driven gardens and increased financial consciousness.</div><div>While the projects are still in infant stage, strides have already been made in advancing social consciousness and stimulating agency to respond to student hunger, with students, rather than for students.</div><div>In this interactive workshop, the student hunger sub-group is eager to share the work that has already been done, the processes that were followed and the ways in which students have responded to it. Critical engagement is invited.</div></div></div></div>	<div><div><div><div></div><div>FH De Graaff</div></div><div>Cape Peninsula University of Technology, South Africa</div></div><div><div>Theme: Social Justice, Diversity, Equity, and Inclusion</div><div>Keywords: Recognition of Prior Learning (RPL), Workplace Learning, Informal Learning, Non-Formal Learning.</div><div>Abstract:</div><div>This paper focuses on granting credits for informal and non-formal learning from the workplace via RPL in Higher Education. To award credits, the learning as specified in the formal program needs to be met by the RPL applicant, the question this paper hopes to answer is how the RPL can be used (or not) for this. RPL requires analysing different types of knowledge involved (Bernstein, 1996, 2000)</div><div>This paper discusses the granting of credits for two subjects in Architectural Technology using the Revised Taxonomy's two dimensions of complexity: types of knowledge and cognition complexity. (Krathwohl and Anderson, 2002) Knowledge of architectural technology is an interesting mix of design and building-related knowledge. The link between the knowledge in the RPL application and the curriculum becomes clear during the analysis, underscoring the role the qualification plays in preparing their students for the workplace. At the same time, it enables an experienced RPL applicant to present evidence for credits against specific subjects, shortening the time needed to complete the qualification and formally recognising inclusion within the architectural fraternity.</div><div>Learning Outcomes are the “Lynch pin” (Peters: 2006) for RPL, because they create a space within which the RPL process takes place. This qualitative study collects information from three sources: the RPL documentation, the evidence submitted by the RPL applicant and the assessment done.</div><div>RPL application for credit uniquely focuses on the interaction between a discipline and a profession. RPL theory used is based on the premise that RPL is a "specialized pedagogy – to achieve optimal inclusion and determine what counts as knowledge". (Cooper et al, 2016) It provides space to evaluate the applicant's interpretation of the RPL process as an RPL translation or transfer (RPLTT) (Pokorny 2023) of evidence in the portfolio. In the RPL space, academia meets the workplace, highlighting the value of qualification-specific RPL.</div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-132</div> <div>ENHANCING STEM EDUCATION THROUGH COLLABORATIVE EFFORTS AMONG DUT, UMGUNGUNDLOVU EDUCATION DISTRICT, AND THE LOCAL COMMUNITY.</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-133</div> <div>ENHANCING TEACHER EDUCATION: EXPLORING AND ENGAGING WITH CONCEPT CARTOONS AS A TEACHING STRATEGY.</div>
<div><div><div><div><div></div><div>S Zulu</div></div><div>Durban University of Technology, South Africa</div></div><div><div><div><div></div><div>T Thamae</div></div><div>Durban University of Technology, South Africa</div></div><div><div><div><div></div><div>CCN Mthiyane</div></div><div>Durban University of Technology, South Africa</div></div></div><div><div>Themes: Creating Socially Engaged and Responsive Universities   Humanising Pedagogy</div><div>Keywords: STEM, Preservice Teachers, Mathematics, Community, Pedagogy</div><div>Abstract: This paper stems from a project aimed at enhancing STEM education at a school near the University. The project involves active participation from the school community, the uMgungundlovu Education district, and the Durban University of Technology (DUT) School of Education. Aligning with DUT's strategic plan to improve local community livelihoods, the initiative addresses the underrepresentation of black individuals and females in science professions. The project aims to boost youth economic participation and social development by improving learner comprehension and teacher training in STEM subjects. This paper presents the developments and findings of a pilot project focused mainly on mathematics learning and teaching. Lecturers, preservice teachers (PSTs), and learners engaged in challenging mathematical concepts. Data was generated from video-recorded lesson observations and focus-group interviews, which were reflection-based. A total of 65 PSTs taught three Grade 10 Mathematics classes, comprising 96 learners, at a local high school over five consecutive Saturdays. The findings of the pilot indicated that high school learners found motivation and encouragement in working with PSTs, who are relatively peers, when tackling difficult mathematics concepts. Learners also drew motivation from attending classes affiliated with DUT as a local university. Additionally, the community appreciated the project's opportunity to keep Grade 10 learners in school and actively supported the learners by encouraging attendance. Community members expressed their views through parent briefings and debriefings with teachers and involved stakeholders. Beyond the findings related to learners and the community, the PSTs appreciated the extended exposure to working with learners in a classroom setting, which enhanced their pedagogical knowledge in mathematics, especially in concepts not always covered during their university practicals. The study emphasizes the need for collaboration between universities and local communities to address STEM challenges in teacher training and schools, while promoting mentorship between learners and university students.</div></div></div></div></div>	<div><div><div><div><div></div><div>W Abrahams</div></div><div>IIE Varsity College Nmb, South Africa</div></div><div><div>Themes: Humanising Pedagogy   Creating Socially Engaged and Responsive Universities</div><div>Keywords: Science Jargon, Science Terminology, Concept Cartoons, Educative Curriculum Materials, Natural Sciences Investigations.</div><div>Abstract: This study explored the influence of Concept Cartoons as educative curriculum materials implemented by Intermediate Phase Natural Sciences teachers during their teaching of science investigations. Qualitative data from semi-structured interviews evidenced the value of educative curriculum materials during science investigations. This study is situated within a qualitative paradigm and uses a constructivist approach focusing on teacher learning. Interviews were conducted with three Intermediate Phase teachers to analyze their use of a curriculum material, namely Concept Cartoons, and their perceptions of its usefulness in exposing learners to scientific terminology.</div><div>Findings suggested that the educative curriculum materials, Concept Cartoons, were effective when teaching science terminology. Teachers found it easier to teach science concepts to learners who lacked science knowledge, and it encouraged scientific talk amongst learners. Furthermore, it improved the teaching of science terminology to the majority of their learners. Furthermore, it improved the teaching of science terminology to the majority of their learners. An important and valuable area for future research is the effectiveness of Concept Cartoons for remedial learners, particularly in the foundation phase. Investigating how learners with challenges can use Concept Cartoons to enhance their understanding and learning of science concepts would provide significant insights.</div><div>Adapting to the changing needs of classroom engagement is essential for pre-service teachers to employ a variety of teaching strategies to enhance learning. Adopting Concept Cartoons as an educative curriculum material aims to enhance pre-service teachers' diverse approach to teaching and support their learning process.</div></div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-135</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-136</div>
<div>IMPACT OF ROLE PLAY ON COLLABORATIVE LEARNING: CASE STUDY IN ARCHITECTURE</div>	<div>THE IMPACT OF A CITIZEN SCIENCE PROJECT ON CITIZEN SCIENTISTS: A CASE STUDY OF THE WATER QUALITY MONITORING PROJECT AT AMAKHALA GAME RESERVE</div>
<div><div><div><div><div></div><div>R Kotzé</div></div><div><div></div><div>J Basson</div></div></div><div><div>Nelson Mandela University, South Africa</div><div>Nelson Mandela University, South Africa</div></div></div><div><div>Theme: Humanising Pedagogy</div><div>Keywords: Role Play, Collaborative Learning, Learning Strategy, Industry 5.0</div><div>Abstract: As universities, particularly in the field of architecture, adapt to a rapidly changing societal landscape influenced by Industry 5.0, the integration of technology with human-centric approaches becomes paramount. This study explores the potential of role play as a pedagogical tool to foster collaboration, critical thinking and ethical decision-making among students. It examines how role play can enhance students' social responsibility and readiness for real-world scenarios, emphasising a balanced approach between technological and human-centric perspectives in architectural education. Participants assume specific professional roles such as Architect, Quantity Surveyor, Project Manager, and Client Representative, navigating real-world challenges. The study employs an ethnographic approach to evaluate two role play implementations within an architecture programme. The first approach utilises a digital technology tool to connect students from three different disciplines around a collaborative design project, reflecting Industry 5.0's emphasis on synergy between human and cyber systems. The second approach involves in-person role play within the same discipline, focusing on the exploration of various professional roles. Preliminary findings suggest that digital role play fosters cross-disciplinary interaction and aligns with Industry 5.0's focus on integrating technology with human elements, creating a flexible and inclusive learning environment. Conversely, in-person role play enhances engagement and provides immediate feedback, which is crucial for developing interpersonal skills and a deeper understanding of professional responsibilities. The study recommends adopting a hybrid role play strategy that combines digital and in-person elements to maximise educational outcomes. By integrating these approaches, architecture programs can better prepare students to navigate the complexities of the profession and foster social responsibility, while aligning with the principles of Industry 5.0. Ultimately, the study underscores the significance of role play in developing well-rounded architects who are equipped to tackle contemporary challenges in the built environment.</div></div></div>	<div><div><div><div><div></div><div>T Nqowana</div></div><div><div></div><div>J Bezerra</div></div><div><div></div><div>J Limson</div></div><div><div></div><div>R Fogel</div></div><div><div></div><div>S Paphitis</div></div></div><div><div>Rhodes University, South Africa</div><div>Rhodes University, Argentina</div><div>Rhodes University, South Africa</div><div>Rhodes University, South Africa</div><div>Rhodes University, South Africa</div></div></div><div><div>Theme: Social Justice, Diversity, Equity, and Inclusion</div><div>Keywords: Citizen Science, Social Justice, Social Learning, Environmental Monitoring</div><div>Abstract: Access to safe drinking water remains a persistent global challenge, especially in remote rural areas without conventional water infrastructure. This lack of access to water often necessitates the adoption of water harvesting methods, which require regular monitoring to ensure water quality and mitigate the risk of waterborne diseases. In response to the water quality challenge, a community-based water quality monitoring program was initiated in the remote rural villages of the Amakhala Game Reserve in South Africa. Citizen scientists from these villages worked with a research group from Rhodes University, and tested the microbial water quality. These citizen scientists were trained in comprehensive water quality monitoring skills and participated in an 18-week water testing program, focusing on harvested water sources such as rainwater and borehole water.  In this study, semi-structured interviews were utilized to explore the impact of this community-based water quality monitoring program from the perspectives of the participating citizen scientists. It aligns with South Africa's Science Engagement Framework and the European Union's Responsible Research and Innovation (RRI) framework, highlighting the crucial role of active citizenry and collaboration between scientists and communities throughout the research cycle. Theoretical frameworks of social learning and social justice guided the conceptualization of the research, emphasizing the importance of equitable access to resources, knowledge sharing, and community empowerment. Emergent themes associated with the impact of citizen science included educational impact, collaboration and social cohesion. The study also unpacks the Challenges and limitations reported by the citizen scientists who to part in the water quality monitoring project. These findings underscore the potential of citizen science projects to engage with communities and work collaboratively towards a socially just society. This study demonstrated how citizen science projects can address water quality challenges within marginalized communities, fostering community engagement and educational growth.</div></div></div>





<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-137</div> <div>ECHOES OF TRANSFORMATION: NAVIGATING DECOLONISATION THROUGH STAFF PERSPECTIVES AND ASPIRATIONS IN SOUTH AFRICAN ACADEMIA</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-138</div> <div>ENVISIONING EQUITABLE EDUCATION FOR SUSTAINABLE FUTURES: DECOLONIZING THE PRE-CLINICAL MBCHB CURRICULUM THROUGH HUMANIZING PEDAGOGIES AT THE UNIVERSITY OF CAPE TOWN</div>
<div><div><div>MR Machiwenyika</div><div>University of Johannesburg, South Africa</div></div><div><div><b>Themes:</b> Social Justice, Diversity, Equity, and Inclusion   Creating Socially Engaged and Responsive Universities</div><div><b>Keywords:</b> Decolonisation, Social Justice, Transformation, Quality South African Higher Education</div></div><div><div><b>Abstract:</b></div><div>'Decolonisation' has been the catch phrase of some of the most recent student movements across South Africa. Decolonisation as a concept and process has been widely interrogated in South African universities both officially and unofficially amongst staff and students. Still, it remains a highly contested, complex, and subjective socio-cultural phenomenon. This highlights the diversity of positionalities towards a decolonial solution in higher education. The concept has widely been adopted in debates focusing on the transformation of higher education and curriculum across South African universities but there is no consensus on the concept. It is understood at different levels and according to different perspectives. This study focused on why and how individuals perceive the value of decolonisation, and what insights can be gained by interviewing staff members regarding its implications for the future of quality higher education in Africa. Using a qualitative design, a collective of 22 (non-representative sample) staff members, evenly split between two diverse universities in South Africa (one historically disadvantaged, the other historically advantaged) were interviewed. The data were coded and analysed thematically. Most of the research have explored the topic of 'decolonisation' from a theoretical standpoint. This study's contribution lies in its innovation to bring about a bottom-up approach. This was achieved through empirical evidence of staff perceptions on the decolonisation of higher education. The purpose was not to provide simple answers through exploring staff perceptions, but to unpack the many divergent views on decolonisation empirically, to explore its meanings for staff, and how decolonisation can be clearly understood. In understanding the construct better, by placing staff perspectives centrefold, institutions can develop appropriate and efficient policies to enact changes in South African higher education: resulting in real transformation and socially just higher education.</div></div></div>	<div><div><div>J Jayakumar</div><div>University of Cape Town, South Africa</div></div><div><div><b>Themes:</b> Humanising Pedagogy   Social Justice, Diversity, Equity, and Inclusion</div><div><b>Keywords:</b> Humanising Pedagogy, Decolonising Curriculum, Equitable Education</div></div><div><div><b>Abstract:</b></div><div>At South African higher education institutions, re-imagining curricula through a decolonial lens involves confronting the deep-rooted challenges of colonial legacies. Humanising pedagogies can be instrumental as they serve as an effective impetus, tool, and catalyst in advancing decoloniality in higher education as they foreground the intrinsic dignity, value, and potential of each student affirming their belonging. This strategy also mitigates both overt and subtle issues such as oppression and inequality particularly for vulnerable student groups and dismantle the vestiges of colonialism, advance equity, and create a more just and inclusive learning environment.</div><div><div>To foster students' academic success through a comprehensive educational experience, educators in higher education institutions must introspect, critically reflect, and rethink their approaches. Recognizing the critical questions required to adopt context-specific pedagogies, such as humanising pedagogies, is essential. This paper will focus on pre-clinical MBChB students enrolled for the two Integrated Health Systems courses at the Faculty of Health Sciences, University of Cape Town.</div></div><div><div>As the course convenor, lecturer, and academic mentor, my close examination of these diverse classroom spaces prompted me to interrogate, review, and re-examine the delivery of course orientation, lectures, tutorials, and academic support sessions from a decolonial perspective. The humanising pedagogies I integrated into my academic practice aimed to eliminate historical context-driven misconceptions and reaffirm students' sense of belonging. These methods were well-received by students, as evidenced by their feedback, and enhanced student engagement in the courses, contributing to their academic success through strong lecturer-student relationships, empowering them, fostering critical thinking, and nurturing their holistic development creating a respectful, equitable, and supportive learning environment. By adopting a pragmatic approach and incorporating humanising pedagogies, my teaching and learning environment became a cornerstone for praxis aimed at decolonising education and promoting social justice. This also enabled student agency and fostered African centrality in my educational spaces.</div></div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-139</div> <div>A COMPARATIVE STUDY OF TWO ONLINE TEACHING METHODS FOR FIRST YEAR PRE-SERVICE PHYSICAL SCIENCE TEACHERS</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-141</div> <div>HUMANISING AN ENGINEERING CLASSROOM USING A PEDAGOGY OF VULNERABILITY.</div>
<div><div><div> B Van Der Westhuizen</div><div>University of the Witwatersrand, South Africa</div></div><div><div>Themes:</div><div>Humanising Pedagogy   Innovation for Sustainable Futures</div></div><div><div>Keywords:</div><div>Science Education, Baseline Content Knowledge, Online Teaching, 5e Model, Pre-Service Science Teacher</div></div><div><div>Abstract:</div><div>This study investigates the impact of two teaching approaches within the framework of humanising pedagogy in an online Chemistry course for first-year BEd students. Humanising pedagogy, which emphasizes empathy, engagement, and the empowerment of learners, was central to this research. The study compared the traditional teaching method with the 5E instructional model, involving 56 and 73 students, respectively. Content-based assessments were conducted, and results were compared through a mixed-method approach. The findings revealed that the 5E model, aligned with humanising pedagogy principles, significantly enhanced student engagement and content comprehension. The mean average of the 5E group was notably higher than that of the traditional group, as confirmed by t-test results. This suggests that adopting pedagogical strategies that prioritize humanization can lead to transformative educational outcomes, even in an online setting, thereby reinforcing the broader agenda of humanising education.</div></div></div>	<div><div><div> TD Ramotsoela</div><div>University of Cape Town, South Africa</div></div><div><div>Theme:</div><div>Humanising Pedagogy</div></div><div><div>Keywords:</div><div>Vulnerability, Engineering Education, Humanising Praxis, Social Inclusion</div></div><div><div>Abstract:</div><div>The engineering classroom is an often intimidating space where students are reluctant to ask questions for fear of exposing epistemic vulnerabilities. This sometimes leads to students feeling alienated by classroom activities and disengaging completely from the process (Case, 2015). In this presentation, I will demonstrate how we can humanise an engineering classroom through a pedagogy of vulnerability that disrupts the perceived positionality of the lecturer. By revealing a cultural vulnerability to their students, the lecturer can humanise themselves in order to create a transformative pedagogy (Behari-Leak et al., 2021). This humanising praxis can hopefully reposition the lecturer from being an authority figure that is solely there to determine the student's competence, to someone they can trust with their epistemic vulnerabilities. This was done by designing a lecture titled <i>Network Security Principles: A Harry Potter Case Study</i>. The lesson was from a course I was teaching which forms part of the <i>Master of Engineering</i> specialising in <i>Telecommunications</i> degree program at a South African university. I revealed a cultural vulnerability (the lecturer being a Potterhead) to disrupt whatever perceptions the students may have about me and what an engineering classroom should look like. To adequately engage with the lesson, the students would also have to show an epistemic vulnerability because the course material is primarily theoretical, which they are embarrassed to admit they struggle with. This low-stakes environment premised on a fictional world would thus made it easier for the students to engage with the material without the pressures of a typical engineering classroom. I evaluated the success of my teaching activity using (1) my own reflection, (2) feedback from a colleague, and (3) the course evaluations from the students. The results of my analysis were that my lesson was successful in its intended goal.</div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-142</div> <div>INTEGRATING CAREER DEVELOPMENT LEARNING INTO THE CURRICULUM INFLUENCES LEARNER COMMITMENT TO SELECTED COURSE OF STUDY</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-143</div> <div>LEADING SUSTAINABILITY AS CHANGE AGENTS: AN IMPROVEMENT SCIENCE FRAMEWORK TO SUPPORT KEY CURRICULUM INCLUSIONS IN AN ECONOMICS AND MANAGEMENT SCIENCES (EMS) TEACHER EDUCATION PROGRAM.</div>
<div><div><div><div> Z Mohamed</div><div>University of Johannesburg, South Africa</div></div><div><div>Themes:</div><div>Humanising Pedagogy   Creating Socially Engaged and Responsive Universities</div></div><div><div>Keywords:</div><div>Career Learner Development, Graduate Employability, Curricula, World of Work</div></div><div><div>Abstract:</div><div><p>When applying for higher education studies, learners are too inexperienced to make judgments regarding their future; their main priority is entry into university. Mavunga (2014) found that inadequate career counselling led to students enrolling in courses for which they lacked both aptitude and passion, impacting on high failure and dropout rates. Higher education students' employability after graduation is clearly improved by career development courses. This is especially true if it is included in the curriculum as opposed to being taught as an optional extra.</p><p>Three general delivery strategies can be identified to support CDL according to Hustler et al., 1998. These are utilizing modules through broader integration, through cross-curricular activities and outside of the curriculum. It might be difficult to update content-and-skills-based degree programs to include CDL. These difficulties are related in different ways to the attitudes and skills of the teaching staff, the expectations of the students, the crammed discipline curricula, professional accreditation requirements, leadership assistance, resources, and procedures for developing and approving curricula.</p><p>An exploratory preliminary survey validated to a degree the hypothesis that introducing CDL into a course did have a positive impact on Learners' commitment to their studies. The survey measured the impact of including real world of work content, exposure to the industry through excursions to actual construction projects and providing academic advising to support student. The results confirmed the positive impact which these CDL interventions had on students' commitment to their field of study.</p><p>Students have a right to anticipate that their education will provide them possibilities to find relevant employment both after they graduate and throughout their professional lives. Educators have a responsibility to respond to graduate employability. It is evident though that much more research is required to motivate the benefits of CDL in Higher Education.</p></div></div></div></div>	<div><div><div><div> T Rajoo</div><div>University of the Witwatersrand, South Africa</div></div><div><div>Themes:</div><div>Creating Socially Engaged and Responsive Universities   Innovation for Sustainable Futures</div></div><div><div>Keywords:</div><div>Sustainability, Teacher Leader, Entrepreneurship, EMS Curriculum</div></div><div><div>Abstract:</div><div><p>This conference paper highlights events, successes and setbacks from a teacher education course set out to equip preservice EMS teachers in initiating and embracing education goals for sustainable development into the curriculum. The research initiative is making a case for preservice teachers to step into their role as change agents in response to an ongoing community and global crisis. Many schools appear not to be interested in being introducers of solution-driven approaches to understanding and transcending the curriculum beyond what could be termed the mundane teaching responsibilities of an EMS education. Using an improvement science framework to underpin this project, a descriptive interpretive methodological approach was used to understand a roll-out strategy that was purposed to capacitate preservice teacher understanding of entrepreneurship at a time of scarce and depletable resources and technology enhancement into entrepreneurial activities. This includes community reliance on educational institutions to solve gaps and sought-after solutions to everyday challenges. It was also intended to provide these entry teachers with the necessary guidance to transcend the content to not only advance learner performance but also understand real-life issues. Moreover, it was aimed to provide opportunities for professional and personal growth as well as to support sustainable teacher leadership within EMS departments. Part one of this research project will report on the preliminary analysis and findings over three years which show that preservice teachers require support and guidance to take up their role as drivers of change regarding sustainable futures of citizen and community endeavors. Despite the limited scale of the research, the lecturer and tutor reflections provide detailed but flexible expectations and support as necessary components to create an attitude amongst these teachers in training to embrace the spirit of entrepreneurship that responds to the solution-driven needs of our current South African climate and communities.</p></div></div></div></div>





<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-145</div> <div>ADJOURNING TO AND FROM MODELS OF EXPERIENTIAL AND CULTURALLY SUSTAINING PEDAGOGIES</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-146</div> <div>PLACEMAKING: IMPROVING THE TOWN AND GOWN RELATIONSHIP THROUGH APPLIED METHODS AND RESEARCH EXPERIENCE</div>
<div><div><div><div> RHO Ozar</div><div>The College Of Wooster, United States</div></div><div><b>Themes:</b> Humanising Pedagogy   Social Justice, Diversity, Equity, and Inclusion</div><div><b>Keywords:</b> Experiential Learning, Active Learning, Team-Building, Culturally Sustaining Pedagogies, Indigenous Education, Teacher Education, Philosophy of Education</div><div><b>Abstract:</b> The paper provides a philosophical critique of educational psychologist Bruce Tuckman’s 1965 model of small group dynamics when considering different cultural contexts. Tuckman’s process of “forming, storming, norming, performing, and adjourning” has been oft-affirmed and applied in experiential education, organizational leadership, and team-building in the decades since his team’s initial meta-analysis (Bonebright, 2009; Miller, 2003). This paper interrogates assumed universality of the Tuckman model through considerations of culturally sustaining pedagogies (Paris, 2012; Paris and Alim, 2017), culturally responsive experiential education (Yomantas, 2021), and culturally revitalizing and indigenous education (McCarty and Lee, 2014) in an effort to better inform practitioners of active and experiential group learning.</div></div></div>	<div><div><div><div> RHO Ozar</div><div>The College Of Wooster, United States</div></div><div> TP Pitney</div><div>The College Of Wooster, United States</div></div><div><b>Themes:</b> Creating Socially Engaged and Responsive Universities   Social Justice, Diversity, Equity, and Inclusion</div><div><b>Keywords:</b> University and Community Relations, Community Engagement, Experiential Learning, Team-Based Consulting, Undergraduate Research, Urban Studies</div><div><b>Abstract:</b> For thirty years at The College of Wooster in Ohio, USA, the Applied Methods and Research Experience (AMRE) has brought advisors and undergraduates together to work on consulting teams for business and industry. This program, which first started specializing in consulting in mathematics and computational sciences, has grown to attract students from all disciplines, and from multiple continents and institutions, including a strong collaboration with Ashesi University in Accra, Ghana. AMRE has also developed a community engagement model with local not-for-profit organizations serving as clients on projects that aim to address and improve a wide range of community issues. This paper presents AMRE as a model of high-impact experiential learning, and a method for institutions to respond to community needs through mutuality and partnership. Further, this paper details how one project that centered on “placemaking” provided the College of Wooster a framework to improve and increase positive engagement on campus with community members.</div></div>



<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-147</div> <div>EXPLORING THE EFFICIENCY OF THE ACADEMIC ADVISING PERFORMED BY A LECTURER.</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-148</div> <div>USING AI CRITICALLY FOR HUMANITY</div>
<div><div><div><div> MN Ndzane</div><div>University of Johannesburg, South Africa</div></div><div><div>Theme:</div>Humanising Pedagogy</div><div><div>Keywords:</div>Academic Advising, Support, Advising.</div><div><div>Abstract:</div><div>Since the 1970s, academic advising has been a common international tool used at various universities (Hawthorne C. et al., 2021). Its primary aim is the success and retention of students, making it a vital component of humanising pedagogy. According to Engstrom C. and Tinto V. (2010), students' success requires the institution of higher learning’s commitment to strategically organise support aimed at promoting their success and retention. Thus, academic advising is utilised as a strategy that assists in fostering student development at academic and personal levels, thus improving retention rates and throughput.</div><div>This case study examined the data collected by the Foundation Physics and the Foundation Mathematics lecturers. Data was collected from the performance of first-year engineering students enrolled in the Extended Curriculum Programme (ECP) using the engineering group as a sample.</div><div>Preliminary findings suggested that students who had not studied pure Mathematics and Physics before university experienced difficulties with Mathematics and related modules in engineering qualifications. The involvement of an academic advisor (AA) who also lectured these students facilitated the early identification of such academic challenges and their underlying causes. The AA's dual role allowed a better understanding of the students' specific academic backgrounds, leading to tailored support and early interventions. This enabled a deeper connection with the students, fostering a supportive learning environment that addressed their individual needs. Additionally, this assisted in developing exceptional teaching and advising strategies, that were beneficial to both parties.</div><div>Therefore, integrating academic advising with lecturing roles may enhance the academic experience and performance of engineering students, particularly those with weaker backgrounds in key subjects. This integrated approach not only aided in pinpointing academic challenges more accurately but also in devising effective support strategies in time. The study highlighted the potential benefits of combining academic advising with teaching to promote student success and retention.</div></div></div></div>	<div><div><div><div> L Kelland</div><div>Rhodes University, South Africa</div></div><div><div>Themes:</div>Social Justice, Diversity, Equity, and Inclusion   Innovation for Sustainable Futures</div><div><div>Keywords:</div>AI, Social Justice, Epistemic Access</div><div><div>Abstract:</div><div>At a recent gathering of the 5th cohort of ‘Teaching Advancement at Universities’ in South Africa, my perspective on AI was changed for the better. Before the week-long gathering of academic educators from all 26 South African Universities, I held the position that Sioux McKenna and Neil Kramm (2023) describe as a ‘police-catch-punish’ approach to the use of AI in Higher Education—I could not move past concerns with cheating and academic dishonesty. I saw my students’ use of AI as akin to—although obviously distinguishable from—plagiarism. Both, as I saw it, undermined the academic project, silenced my students’ authentic voices and prevented them from actively engaging in and taking responsibility for their learning.</div><div>My engagement with colleagues at TAU shifted this perspective entirely. My imagination was stirred by the following phrases—“AI for social justice,” “AI as a great equalizer”—and the call to “use AI critically for humanity.” Since this engagement, I have been exploring these ideas enthusiastically looking for ways to use AI ‘critically for humanity’ in the decolonizing South African context.</div><div>In this paper, bearing in mind the legitimate concerns expressed by Kathy Luckett (2019) in ‘A Critical Self-reflection on Theorising Education Development as ‘Epistemological Access’ to ‘Powerful Knowledge,’ I explore the idea that AI—harnessed critically and creatively—could enhance our students’ epistemic access to the academic project, enabling them to adopt a more active approach to their learning and, thereby, fostering their love of learning.</div></div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-150</div> <div>THE TRANSFORMATIVE ROLE OF HIGHER EDUCATION IN PROMOTING SUSTAINABLE CONSUMPTION IN SOUTH AFRICA</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-151</div> <div>VOICE, EQUITY, INCLUSION: SUPPORTING SCIENCE STUDENTS WITH DISABILITIES IN HIGHER EDUCATION IN THE AGE OF AI</div>
<div><div><div><div>MK Kimanzi</div><div>Central University of Technology, South Africa</div></div></div><div><div>Theme: Creating Socially Engaged and Responsive Universities</div><div>Keywords: Consumption, Literacy, Sustainability, South Africa</div></div><div><div>Abstract:</div><div>South Africa is recognized as a leading country in Sub-Saharan Africa in its efforts to achieve the Sustainable Development Goals (SDGs) by 2030. The 2022 sustainability index report shows that South Africa's progress is at 62%, compared to the sub-region's overall performance of 57%. One key area to advance these goals is responsible consumption. However, the current measurement of results focuses on quantifiable units and indexes, often overlooking the crucial role education plays in promoting sustainable consumption through behavior change. Research has shown that consumption habits and resulting waste negatively impact the climate. This theoretical paper critically examines the necessity of education and literacy in higher educational in South Africa. It systematically reviews existing data on unsustainable consumption patterns in the country and highlights the role education can play in advocating for sustainable consumption. The argument is made that for sustainable development to be achieved in South Africa, higher education must play a transformative role in fostering sustainable consumption habits.</div></div></div>	<div><div><div><div>EM Johannes</div><div>University of South Africa, South Africa</div></div></div><div><div>Theme: Social Justice, Diversity, Equity, and Inclusion</div><div>Keywords: Voice, Equity, Inclusion, Disability, Student Support, Science, AI.</div></div><div><div>Abstract:</div><div>Artificial intelligence (AI) looks to hold considerable promise for ensuring equitable inclusion of students with disabilities in science subjects. However, there has been limited research into how AI may support black students with disabilities enrolled in science courses in South African higher education institutions. Moreover, despite examples of successful scientists with disabilities and relatively high enrolments in science courses, black students with disabilities have low expectations of careers in science. In a previous study, conducted before the Pandemic and renewed interest in AI, the author found that black South African students with disabilities were not expected or encouraged to pursue careers in science, despite demonstrating a strong interest in and love for science from an early age, as well as above-average performance in biology, mathematics, and physical science. This study aims to gather the voices and experiences of undergraduate students with disabilities enrolled in science disciplines to determine whether their expectations of careers in science fields have improved since the previous study. Content analysis, learning analytics, and in-depth interviews with ten undergraduate students with disabilities in science courses will be used to generate personalised student profiles to track progress, identify learning barriers, and understand the support required to ensure equitable inclusion. The case study seeks to provide guidance on how to develop tailored support by leveraging AI capabilities. It is hoped that the study will deepen our understanding of the lived experiences of students with disabilities in science disciplines and offer strategies for enhancing inclusion and success, located within debates on equity and quality.</div></div></div>



<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-152</div> <div>QUALITY, SUSTAINABILITY, TRANSFORMATION: REFLECTIONS ON THE CHE INSTITUTIONAL AUDIT</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-153</div> <div>INNOVATIVE PEDAGOGICAL STRATEGIES FOR SUSTAINABLE FUTURE: BRIDGING CULTURAL GAPS BY FOSTERING CULTURAL INTELLIGENCE IN THE CLASSROOM THROUGH CROSS-CULTURAL PROJECTS</div>
<div><div><div><div>EM Johannes</div><div>University of South Africa, South Africa</div></div><div><div>Themes:</div><div>Innovation for Sustainable Futures   Creating Socially Engaged and Responsive Universities</div></div><div><div>Keywords:</div><div>Quality, Institutional Audits, Reflective Practice, Sustainability, Transformation, Higher Education.</div></div><div><div>Abstract:</div><div><p>The Education White Paper 3 of 1997 states that one of the goals of higher education in South Africa is to foster the development of reflective ability and a willingness to review and renew current ideas, policies, and practices based on a commitment to the common good. For the past two decades, the Council on Higher Education (CHE), the national body in charge of quality assurance in higher education (HE), used Institutional Audits as one of its quality assurance tools to assure the government and the general public that higher education institutions (HEIs) are fulfilling their purpose. In 2022 the CHE commenced with the second cycle of institutional audits, despite concerns that institutional audits are used to maintain compliance. The second cycle was described as "reflexive praxis", signaling a shift from quality as compliance (maintaining the status quo) to quality as transformation (sustainability). The study aimed to examine HEIs' experiences and perspectives on the 2022 institutional audit as "reflective praxis" and whether the institutional audit experience resulted in the required transformation as envisaged by the CHE. Content analysis of the Institutional Audit manuals and the published panel review reports were conducted using a five-step reflective framework, namely: (i) reporting (what was done), (ii) responding (what worked/ what is missing), (iii) reasoning (what changed), (iv) relation (why the change) and (v) reconstructing (were new narratives constructed). The study found limited evidence of reflective and reflexive praxis. Universities were not allowed enough time to pause and reflect before, during, or after the audit process. Concern was also raised regarding the rising compliance-based approach to quality management. Evidence that QA was a contestable activity rather than a bureaucratic one was encouraging. Furthermore, the study supported the notion that quality, sustainability, and transformation are interconnected—that is, focusing on sustainability enhances quality and vice versa. Moreover, if the right reflective questions are asked, institutional audits can be useful instruments for reflection. Institutions can unlearn what did not work and relearn long-term sustainable ways of doing quality. The study also highlights how crucial it is to create a conceptually reflective framework that can assist quality assurance practitioners rethink, repurpose, and broaden the conversation about quality assurance. Future research will look into whether collective reflective practice might influence narratives about quality, sustainability, and transformation in academic and support departments.</p></div></div></div></div>	<div><div><div><div>HM Mouaffo Teumo</div><div>University Of Maryland Eastern Shore, United States</div></div><div><div>Themes:</div><div>Social Justice, Diversity, Equity, and Inclusion   Humanising Pedagogy</div></div><div><div>Keywords:</div><div>Diversity and Inclusion, Cultural Intelligence, Cross Cultural</div></div><div><div>Abstract:</div><div><div>Background</div><p>The multicultural nature of our society necessitates a forward-thinking and innovative approach to education. As classrooms become increasingly diverse, traditional teaching approaches often fail to engage all learners or bridge cultural gaps, leading to non-inclusive and unhealthy learning environment that can negatively impact students' success</p><div>Purpose</div><p>The purpose of this paper is to share some transformative pedagogical techniques through experiential learning that enhance cultural intelligence in the classroom and revolutionize students' ability to relate and work effectively in diverse cultural contexts. Cultural intelligence that relates to intercultural competence and sensibility is "an individual's capability to function and manage effectively in culturally diverse settings" (Ang et al., 2007, p. 336).</p><div>Significance</div><p>This paper will expand participant's understanding on some innovative teaching strategies and practices that foster cultural exchange, cultivate relationship-building between diverse groups of students, leading to a profound shift in their cultural understanding and adaptability to a globalized work environment.</p><div>Project and Implications</div><p>The cross-cultural kitchen project is a vibrant and interactive multicultural project within a Food Production Course. It incorporates the promotion of tangible and intangible elements of students' cultures (language, music, food and beverages, serving utensils, stories, national flags etc.) By having students design an event to showcase their cooking abilities and unique aspects of their culinary cultures, this project helps addressing diversity and inclusion in the classroom, enhances cultural respect and appreciation, offers a tactful way to strengthen engagement, deepens cultural awareness and cross-cultural exposure, promotes inclusive learning and prepares students to face the reality of a globalized diverse work environment.</p><p>By applying such innovative approaches, instructors can foster diversity and equity, build trust and create a more inclusive learning environment that enhances students' abilities to navigate, relate, and thrive in a diverse cultural environment.</p></div></div></div></div>




<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-155</div> <div>HUMANISING ACCOUNTING ETHICS CURRICULA IN ZIMBABWE: DRAWING ON HUNHU/UBUNTU</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-157</div> <div>EXPLORING EFFECTIVE PEDAGOGICAL STRATEGIES FOR STUDENT ENGAGEMENT IN LARGE CLASSROOM SETTINGS DURING ECONOMIC TRANSITIONS</div>
<div><div><div> T Warinda</div><div>University Of Zimbabwe, South Africa</div></div><div><b>Theme:</b> Humanising Pedagogy <b>Keywords:</b> Hunhu/Ubuntu, Humanising, Curricula, Epistemic, Accounting Ethics, Living Philosophy</div><div><b>Abstract:</b> Freire sees humanisation as a way of becoming fully human without which learners can not fully emancipate themselves from the yoke of oppression. As long as there is a disconnect between what is learnt in the precincts of the classroom and what the learners already know as informed by their culture, emancipation will remain an elusive dream. In this regard therefore accountants-to-be in Zimbabwe cannot be fully human to discharge their duties ethically when accounting ethics curricula are informed by an Anglo-American paradigm. The study explores the views of 26 participants on the why or why not accounting ethics curricula should be premised on Hunhu/Ubuntu which the living philosophy of indigenous people of Zimbabwe. A qualitative survey through face to face semi structured interviews was carried out. Premising accounting ethics on Hunhu/Ubuntu would be strategic in that learners would learn from the known to the unknown. Furthermore, this would address the epistemic injustice prevalent in education in Zimbabwe, where curricula are still heavily influenced by the Anglo-American paradigm. Introducing Hunhu/Ubuntu would also touch on the importance of using indigenous languages in disciplines like accounting. The research thus adds to the growing calls to decolonise education in former colonised countries and more importantly in accounting whose genesis and immediate origin is capitalist.</div></div>	<div><div><div> HKN Bama</div><div>University of the Free State, South Africa</div></div><div> I Maseko</div><div>University of the Free State, South Africa</div><div> S Sereeco</div><div>University of the Free State, South Africa</div></div> <div><b>Theme:</b> Creating Socially Engaged and Responsive Universities <b>Keywords:</b> Student Engagement, Pedagogical Strategies, Large Classroom Settings, Economic Transitions.</div> <div><b>Abstract:</b> This study will investigate effective pedagogical strategies in large classroom settings within the context of economic transitions in South Africa. Economic shifts often impact educational environments, necessitating adaptive teaching methods to maintain student interest and participation. Utilising a mixed-methods approach, this research will combine qualitative interviews with educators and quantitative surveys from students to identify key strategies that foster engagement. It is anticipated that the outcomes will highlight the value of interactive teaching techniques, technology integration, and course content's relevance to current economic realities. Additionally, it is anticipated that the study will examine the challenges educators face in large classrooms and propose solutions to overcome these obstacles. Furthermore, with evidence-based recommendations, this research aims to contribute to developing resilient educational practices that support student success during periods of economic change. The outcomes should guide policymakers, educators, and institutions in enhancing educational quality and student engagement in similar contexts.</div>



<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-160</div> <div>THE ASSESSMENT OF STUDENT FEEDBACK OF PEDAGOGICAL REFLECTIVE LEARNING AT UNIVERSITY OF TECHNOLOGY IN GAUTENG PROVINCE, SOUTH AFRICA</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-162</div> <div>HUMANISATION OF THE TEACHER EDUCATION CURRICULUM AND PEDAGOGY IN SOUTH AFRICA: A TRADITIONAL LITERATURE REVIEW</div>
<div><div><div><div> JJ Mashala</div><div>University of South Africa, South Africa</div></div><div><b>Themes:</b> Innovation for Sustainable Futures   Creating Socially Engaged and Responsive Universities</div><div><b>Keywords:</b> Critical Reflective Learning, Ubiquitous Reflective Learning, Situated Learning, Reflective Thinking</div><div><b>Abstract:</b> Universities play an important role in imparting knowledge and equipping graduates with a generic, broad transferable skill set. Reflective learning serves as a valuable tool to enhance the developmental process of teaching and learning. This research aims to identify areas of improvement for lecturers and proposes institutional support strategies through reflective learning outcomes. Where the learner of the first year shows signs of struggling, a mentor should be identified to assist to improve the presentation to improve to meet the standard of lecture presentation. It adopts survey research in which quantitative paradigm is used. First and second year learners voluntarily participated and completed a questionnaire at the Student Centre during appointed time slots. The data collected was analyzed using graphical slides and the SPSS tool. Moreover, reliability was measured through Cronbach's Alpha.</div></div></div>	<div><div><div><div> PM Osiesi</div><div>Nelson Mandela University, South Africa</div></div><div> SE Blignaut</div><div>Nelson Mandela University, South Africa</div></div><div><b>Themes:</b> Humanising Pedagogy   Creating Socially Engaged and Responsive Universities</div><div><b>Keywords:</b> Curriculum, Humanisation, Pedagogy, Teacher Education, South Africa.</div><div><b>Abstract:</b> Humanising curriculum cum pedagogy is an evolving terminology in the South (African) education space. The post-apartheid South Africa continues to struggle with her reasonably new democracy, social injustice, inequity, racism, xenophobia, crime, and unemployment. A panacea for these, we argue, is through a fully humanised education system. Underpinned by the Freirean humanising pedagogy theory, this review explored the state of humanising curriculum and pedagogy in South Africa. Five search terms "humanising curriculum", "humanising pedagogy", "humanising teacher education", "humanising andragogy", and “South Africa” were used for the review. Journal articles, scholarly books, doctoral theses, and conference proceedings published in English and indexed in SCOPUS, EBSCO, PsylINFO, and Google Scholar formed the inclusion criteria. 29 published articles were initially identified, with only 7 articles meeting the set criteria. The findings of the review and strategies for promoting a humanising teacher education curriculum and pedagogy are well articulated and discussed. We surmise that humanising curriculum and pedagogy is yet fully operational in South African schools and suggest that practical deliberative actions and efforts at enhancing its operations and manifestations be intensified and normalised, to avoid making it a rhetoric. It is anticipated that the information contained in this paper will help curriculum designers and scholars, teacher educators, as well as pre-service and in-service teachers, understand how to commit to humanising curriculum and pedagogy in these current times. Thus, promoting humanness in South African teacher education curriculum and pedagogy is the way to go.</div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-165</div> <div>"EMPOWERING FUTURES: FOSTERING ACCESSIBLE AND INCLUSIVE HIGHER EDUCATION IN UGANDA FOR SUSTAINABLE SOCIAL INNOVATION"</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-169</div> <div>INCLUSIVE AND ALTERNATIVE PEDAGOGIES: EXPLORING STUDENTS' PERSPECTIVES AND EXPERIENCES ON MULTILINGUAL LEARNING IN A SOUTH AFRICAN UNIVERSITY</div>
<div><div><div><div> FM Musisi</div><div>Muteesa I Royal University, Uganda</div></div><div><div> JN Nabbiira</div><div>Muteesa I Royal University, Uganda</div></div></div><div><div>Theme: Creating Socially Engaged and Responsive Universities</div><div>Keywords: Accessibility, Inlusivity, Syatemic Barriers</div></div><div><div>Abstract:</div><div>Education is widely recognized as a crucial driver of economic success and social progress in modern society. University education, in particular, serves as a key indicator of a society’s human capital and is closely linked to the level of socioeconomic development. However, in Uganda, the proportion of the population with tertiary education was alarmingly low, at just 4.3 percent in 2014. This statistic underscores the urgent need to address the barriers to university education in the country.</div><div>This study investigates the socio-economic, geographic, and systemic barriers that prevent underrepresented and marginalized groups from accessing university education in Uganda. It explores the measures currently being undertaken to increase accessibility and critically examines the effectiveness of these initiatives. The research is guided by three main questions: What are the socio-economic, geographic, and systemic barriers preventing underrepresented and marginalized groups from accessing university education in Uganda? What measures have been implemented to improve access for these groups? How effective are the current initiatives in increasing accessibility to university education in Uganda?</div><div>To answer these questions, the study analyzes both qualitative and quantitative data on enrollment in higher education institutions in Uganda, based on a 2020 National Council for Higher Education (NCHE) report. For a comprehensive understanding of the barriers to accessing higher education, secondary data from four universities—two public and two private—were analyzed using descriptive statistics. Additionally, qualitative interviews and focus group discussions (FGDs) were conducted at the selected universities to capture experiences and perspectives on the success of the implemented measures. The responses were analyzed using thematic content analysis.</div><div>The study provides actionable insights and recommendations for policymakers and educational institutions to enhance access to higher education. The findings have significant implications for the role of universities in driving social innovation and fostering sustainable futures in Uganda.</div></div></div>	<div><div><div><div> S Mawonga</div><div>Rhodes University, South Africa</div></div></div><div><div>Themes: Social Justice, Diversity, Equity, and Inclusion   Humanising Pedagogy</div><div>Keywords: Linguistic Diversity, Transformative Pedagogy, Student Perceptions, Multilingualism, Language Policy</div></div><div><div>Abstract:</div><div>The transition from high school to English-medium instruction in higher education poses challenges for many students, especially those from disadvantaged backgrounds. Students proficient in the language of instruction, English, have an advantage over languages other than English (LOTE) speakers. Incorporating students' primary languages into teaching becomes imperative to leverage linguistic resources for improved outcomes.</div><div>Research (Etwistle, 1987; Heugh, 2021; Mkhize, 2021) indicates that students draw upon their ways of being and cognitive repertoires when engaging with and assimilating new knowledge. It is crucial to realign our pedagogical strategies to reflect better the cultural contexts of our societies and the diverse needs of our students. This strategy will, in turn, leverage the knowledge students have embedded in their various languages when engaging with threshold concepts. This study advocates for integrating students' linguistic repertoires into the learning process, using their unique experiences and languages to enhance their understanding of new concepts.</div><div>Having obtained ethical clearance from the University Ethics Committee, this paper presents students' perspectives and experiences of using their primary languages and knowledge in a multilingual classroom at a first-year South African university. Several recorded classroom interactions captured instances where lecturers leveraged various languages to elucidate threshold concepts. Subsequently, follow-up interviews were conducted with the participating students to ascertain their perspectives on integrating LOTE within the classroom.</div><div>Embracing such linguistic diversity allows students to emerge as active agents in learning, contributing diverse perspectives and novel approaches to knowledge construction. The strategies and methodologies elucidated by the study hold significant implications for policy formulation and implementation within educational institutions. Universities can advance their transformative agendas, promoting inclusivity and enhancing the learning experience. While some of the students' viewpoints underscore their preference for English as the medium of instruction, it is evident that they recognise the intrinsic value of their primary languages as vital resources in their learning.</div><div>Moreover, the findings highlight the imperative for careful consideration and planning in higher education, particularly given the prevalence of monolingual lecturers. Addressing this issue necessitates the development of strategies that empower lecturers to use students’ languages as valuable resources for facilitating learning. This proactive approach ensures that linguistic diversity is recognised and effectively utilised to enrich the educational landscape.</div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-175</div> <div>A FLIPPED APPROACH TO TEACHING ELECTRIC MACHINES TO MECHATRONICS ENGINEERING STUDENTS.</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-178</div> <div>FOR SLOW TEACHING: COURAGEOUS AND COMPASSIONATE PEDAGOGY IN TIMES OF CHANGE</div>
<div><div><div> H Khwambala</div><div>Nelson Mandela University, South Africa</div></div><div><div>Themes:</div><div>Humanising Pedagogy   Innovation for Sustainable Futures</div></div><div><div>Keywords:</div><div>Flipped Classroom Approach, Teaching and Learning, Inverted Classroom, Problem Solving</div></div><div><div>Abstract:</div><div>There are several approaches that educators follow to effectively transfer knowledge to technical students. A flipped classroom approach is one where students are expected to learn about theoretical concepts outside of the classroom environment set up and are given a chance to use digital technologies to apply these concepts in class while getting assistance from the educator and other students. This approach helps the students to receive immediate feedback during class activities and benefitting from peer-to-peer knowledge exchange. This paper describes a flipped classroom approach followed to teach third year Electric Machines at third year university level. The techniques used are described and underpinned by a theory of coherent practice: a pedagogy that gives a framework for the design of highly structured interventions to guide students in their learning experiences. Reporting is provided of an experiment to gauge experiences and attitudes towards classroom flipping approach of third year Mechatronics Engineering students that are new to Electric Machines course. The paper also reports on the challenges educators may face in including classroom flipping approach in their teaching. Limitations were mostly in line with some students' reluctance to take charge of their own learning and inability to engage in group discussions. A set of recommendations are sited to address any shortfalls in line with what has been prescribed in literature. The findings of this paper will be useful to educators who are considering classroom flipping as their teaching approach.</div></div></div>	<div><div><div> BM Rink</div><div>University of the Western Cape, South Africa</div></div><div><div>Theme:</div><div>Humanising Pedagogy</div></div><div><div>Keywords:</div><div>Slow Teaching, Epistemic Access, Pedagogy, Geography Education</div></div><div><div>Abstract:</div><div>Slow teaching is a nascent movement forwarded by scholars who seek to imbue their teaching with attentiveness, deliberation, thoughtfulness, and open-ended inquiry. This paper presents findings from a Teaching Advancements at Universities (TAU) Fellowship project in which slow teaching practices were applied within a first year GES111 Introduction to Human Geography at the University of the Western Cape. Focusing on 'Slow' teaching not in terms of velocity but rather in terms of measured, deliberate, and reflexive methods, the experiment with slow practices attempted to not leave others behind at the expense of progress. Methodologically, the project was built upon reflective practice from the author as module coordinator and lecturer, a fellow lecturer, graduate lecturing assistant, a team of 12 tutors, and approximately 350 registered GES111 students in the first semester of 2023. The reflections are based on the author's reflective journal informed by teaching &amp; learning practices with GLA and tutors and student and tutor reflections facilitated through an online Google Form instrument. Findings suggest that Slow teaching practices fostered epistemic justice by valuing everyday student knowledge, imagination and practice. This is where courage (for change) and compassion (embracing alternative views of the social world) on the part of both teaching staff and students together have the ability to impact on pedagogy.</div></div></div>






<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-179</div> <div>INTEGRATING SOCIAL JUSTICE INTO GLOBAL HEALTH EDUCATION: DEVELOPING A FRAMEWORK FOR CRITICAL GLOBAL CITIZENSHIP</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-181</div> <div>THE INFLUENCE OF TEACHERS’ CLASS BACKGROUNDS ON PEDAGOGIC PRACTICES</div>
<div><div><div><div> ADL Mers</div><div>Vrije Universiteit Amsterdam, Netherlands</div></div><div><div> SS Rai</div><div>Vrije Universiteit Amsterdam, Netherlands</div></div><div><div> MBM Zweekhorst</div><div>Vrije Universiteit Amsterdam, Netherlands</div></div></div><div><div>Theme: Social Justice, Diversity, Equity, and Inclusion</div><div>Keywords: Global Health Education, Social Justice, Global Citizenship, Critical Pedagogy</div><div>Abstract: The world faces complex global health challenges, including the COVID-19 pandemic, health crises in humanitarian settings, rising mental health disorders, and the impacts of climate change on well-being. To address these issues, the field of global health is evolving, with increasing emphasis on planetary health, one health, and decolonization. Education plays a crucial role, as highlighted by SDG 4.7, which advocates for education that promotes global citizenship to build equitable and sustainable societies. Universities are responding by developing programs aimed at fostering global citizenship among students. These Global Citizenship Education (GCE) initiatives seek to broaden students' global perspectives and prepare them to contribute to a more just and sustainable world. However, GCE faces challenges, including conceptual and pedagogical difficulties and ethical concerns about potentially reinforcing existing inequalities. This article describes a global health minor program that integrates critical pedagogies, focusing on transdisciplinarity and social justice. Using a mixed-methods approach, it examines how students commit to critical global citizenship and tracks the program’s evolution over three years to incorporate critical approaches. Preliminary findings suggest that engaging with social justice issues has enhanced students' awareness of their positionality, increased their sense of social responsibility, and strengthened their understanding of the connections between global and local issues. The study has developed an initial framework for embedding social justice principles into the program and fostering collaborations with marginalized communities. This article underscores the dangers posed by the current ambiguity surrounding ideologies and interpretations of global citizenship and its role in education. This ambiguity threatens to reduce global citizenship into a mere buzzword, open to misinterpretation and potentially perpetuating existing inequalities, all without the critical examination necessary to understand its true significance.</div></div></div>	<div><div><div><div> RM Motadi</div><div>Stadio Higher Education, South Africa</div></div></div><div><div>Themes: Humanising Pedagogy   Social Justice, Diversity, Equity, and Inclusion</div><div>Keywords: Social Class, Habitus, Pedagogic Practices, Pierre Bourdieu, And Social Capital</div><div>Abstract: This study report on an investigation on the role of teachers’ social class background on the perpetual reproduction of differences in classroom practices between schools serving different class backgrounds. For theoretical framework it applied Pierre Bourdieu’s theory of habitus and cultural capital. Adopting a qualitative research design, both an individual and a focus group session were conducted at each school during the same week. Purposive sampling was used to select eight participants (four from a township and four from a suburban school) in Gauteng. Thematic analysis was used to analyse the data. The findings revealed that class backgrounds of teachers and class modalities of the school they work at powerfully influence pedagogic practices employed. Future research should focus on larger groups of teachers in diverse settings utilising different data instruments.</div></div></div>






<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-185</div> <div>INTERPERSONAL DYNAMICS: UNDERSTANDING FACTORS INFLUENCING THE MENTOR-STUDENT TEACHER RELATIONSHIP IN TEACHING PRACTICE.</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-186</div> <div>THE PSYCHOSOCIAL EFFECTS OF UNEMPLOYMENT ON YOUNG ADULTS IN EKURHULENI METROPOLITAN AREA, GAUTENG PROVINCE.</div>
<div><div><div><div> MJ Taole</div><div>University of South Africa, South Africa</div></div></div><div><div><b>Theme:</b> Creating Socially Engaged and Responsive Universities</div><div><b>Keywords:</b> Mentor, Student Teachers, Communication, Power, Rewards, Professional Growth.</div><div><b>Abstract:</b><p>Mentoring is a complex and multifaceted phenomenon that requires both mentors and mentees to juggle competing expectations and conflicting directions of the mentoring process. Mentoring is a social capital that enhances student teacher's professional and social development. This qualitative study used the social exchange framework to explore the reciprocal exchange in mentorship relationships that could generate tangible and intangible rewards for mentors and student teachers. Data was collected through open-ended questionnaires and analysed thematically. The study underscored the significant role of emotional support, professional growth, power dynamics, and communication in shaping mentors' and teachers' relationships. Based on the findings, it is evident that mentors and student teachers tend to participate in activities that benefit them in one way or another and avoid those that are not beneficial. Therefore, reciprocal relationships can ensure that mentoring is successful and that student teachers are guided and supported in their journaling as aspiring teachers. The quality of the relationship between the mentor and student teachers is crucial for a successful transition to becoming a teacher. The findings of this study can help develop the mentoring model that will ensure that both mentors and mentees benefit from the experience of teaching practice.</p></div></div></div>	<div><div><div><div> K Skosana</div><div>University of South Africa, South Africa</div></div></div><div><div><b>Theme:</b> Creating Socially Engaged and Responsive Universities</div><div><b>Keywords:</b> Unemployment, Young Adults, Psychosocial, Relationships, Disempowerment, Role Confusion, Worldview.</div><div><b>Abstract:</b><p><b>Background:</b> Although the living conditions of many young black South Africans have improved in certain aspects since 2005, they still face significant challenges of high unemployment rate, poverty, and high HIV infection rates. Young people aged 15-34 years are the most more vulnerable to unemployment (QLFS-Q1:2024).The current official unemployment rate stands at 32.9 % (SA News.gov.za, 2024). About 35.5% of young people are not in employment, education or training (IOL, 2024). Skills mismatches, lack of work experience, and the impact of COVID-19 are some of the challenges that face the job seekers in South Africa. Prolonged periods of unemployment have profound negative effects on the physical and mental well-being of people and feed the vicious cycle of exclusion and poverty (De Lannoy et al., 2015). The City of Ekurhuleni is the most densely populated city in Gauteng province (Ekurhuleni Metropolitan Municipality-EMM 2018). Population growth and poverty place pressure on already ageing infrastructure (EMM, 2020a).</p><p><b>Aims:</b> The study aimed to (i) to explore the psychosocial effects of unemployment on young adults and, (ii) to describe the extent to which unemployment has affected the worldviews of young adults on life.</p><p><b>Method:</b> A qualitative, phenomenological study that employed purposive, random sampling was conducted to investigate the psychosocial effects of unemployment on young adults. Semi-structured, face-to-face interviews were conducted with 10 participants. Research data was analysed using thematic data analysis that involves categorising data into themes to be comparable.</p><p><b>Results:</b> Unemployment has a devastating impact on the psychosocial development of young adults. The psychosocial effects of unemployment were more noticeable in terms of family dysfunction, disintegration of social relationships, role confusion, disempowerment, and worldviews. These effects in combination, render the young adults vulnerable to stress and hardships caused by unemployment.</p></div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-187</div> <div>PROSPECTS AND CHALLENGES TO ICT ADOPTION IN TEACHING AND LEARNING AT RURAL SOUTH AFRICAN UNIVERSITIES: A SYSTEMATIC REVIEW</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-188</div> <div>THROUGH THE MILL: A PRODUCT OF MASSIFICATION OR A JOURNEY OF SELF-DISCOVERY AND GROWTH</div>
<div><div><div><div><div>VL Sithole</div><div>Walter Sisulu University, South Africa</div></div><div><div>I Mbukanma</div><div>Walter Sisulu University, South Africa</div></div></div><div><div>Theme: Innovation for Sustainable Futures</div><div>Keywords: ICT Prospects, ICT Challenges, ICT Adoption, Rural Universities, Teaching and Learning.</div><div>Abstract: This study aimed to systematically review the prospects and challenges associated with adopting Information and Communication Technology (ICT) in teaching and learning at rural universities in South Africa. A systematic review methodology was employed to achieve this aim, with specific inclusion and exclusion criteria for literature selection from reputable academic databases such as Google Scholar, ScienceDirect, and PubMed. Six academic studies not older than four years from ScienceDirect relevant to this study were consulted, while twenty-six and four were consulted from Google Scholar and PubMed, respectively. The systematic review findings revealed a multifaceted landscape wherein opportunities for enhancing education through ICT exist alongside significant challenges. Prospects include the potential for technology to bridge educational gaps, increase accessibility, and provide innovative learning experiences. However, challenges such as inadequate infrastructure, limited connectivity, and varying levels of digital literacy pose significant impediments. The study emphasizes the need for targeted interventions to address these challenges, including infrastructure development, capacity building, and localized content creation. Additionally, recommendations for flexible learning models and collaborative partnerships are outlined to facilitate effective ICT adoption in the unique context of rural South African universities. Continuous research and evaluation are advocated to inform future strategies and ensure sustainable improvements in rural education through ICT integration.</div></div></div></div>	<div><div><div><div><div>SG Le Roux</div><div>University of South Africa, South Africa</div></div></div><div><div>Theme: Humanising Pedagogy</div><div>Keywords: Higher Education, Massification, Open Distance Learning, Self-Directed Learning</div><div>Abstract: In response to a high demand, most public higher education institutions in Africa have enrolled students beyond their capacity, resulting in massification (Mohamedbhai 2014). Increased enrolment has addressed issues of equity, yet graduation rates remain low. ODEL which has been promoted as the vehicle to accelerate massification, it seems has unintentionally managed to exacerbate inequalities. This is largely due to most students being underprepared for the demands of open distance learning. Coming from a schooling system that is perceived as one of the world's poorest performing schooling systems, students still heavily rely on a facilitator or teacher that guides every step of the learning process. Considering the throughput rate of students studying through distance education, the indication is that students may not have sufficient self-directed learning skills. The aim of this study is to investigate how students self-assess their self-directed learning skills.</div><div>The study is underpinned by what Gous (Gous &amp; Roberts, 2019) refers to as the “Golden spiral of Life-long learning”. The Golden spiral of learning depicts learning as a trajectory, with pertinent milestones along the way. The milestones are aspects of learning: learning goals, preparing and planning for learning, actual learning strategies, learning from mistakes, how to get learning help and support, and how to track and manage progress. All students who are registered for selected modules in the B.Ed Foundation Phase programme in 2024 were provided with a link to a self-assessment questionnaire. The purpose of this paper is to report on how students have self-assessed their self-directed learning skills. The findings indicate that the selected group of participants’ self-assessment may not be a true reflection of their real self-directed learning skills if compared to the grades.</div></div></div></div>



<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-189</div> <div>STUDENTS' UNDERSTANDING AND USE OF AI GENERATED TOOLS IN OPEN DISTANCE E-LEARNING</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-191</div> <div>GOVERNMENT SUPPORT AND TECHNOLOGICAL INNOVATION AMONG SMALL AND MEDIUM-SIZED ENTERPRISES IN 'DISTRESSED' DISTRICTS IN SOUTH AFRICA</div>
<div><div><div><div> SG Le Roux</div><div>University of South Africa, South Africa</div></div><div><div>Theme:</div><div>Innovation for Sustainable Futures</div></div><div><div>Keywords:</div><div>Academic Dishonesty, Artificial Intelligence, Integrity, Online Assessment, Open Distance Learning, Plagiarism, Technology Acceptance Model</div></div><div><div>Abstract:</div><div><p>Since ChatGPT's arrival in November 2022, it has created major disruptions in Higher Education. While students have embraced AI support in their learning, its use has sparked concerns related to ethics and integrity in teaching, learning and assessment. The use of AI tools in teaching, learning and assessment has prompted lecturers to rethink what they should be teaching, what to assess and how. These questions are even more pertinent within open distance learning environments that only uses online modes of assessment. While there are advantages and disadvantages for students, it is important to understand what tools students prefer to use and how they use it. The aim of this study is therefore to understand how Unisa students who are registered for the B.Ed Foundation Phase programme use generative AI tools in their academic practices.</p><p>The study is underpinned by the Technology Acceptance Model (TAM) and followed an interpretive phenomenological analysis. All students who are registered for selected modules within the B.Ed Foundation Phase programme in 2024 were invited to participate in the study. After obtaining consent to participate in the study, students received a link to an online questionnaire that they had to complete. The first part of the questionnaire collected quantitative data on the kinds of generative AI tools that students use and the frequency of its use. The open-ended questions in the second part of the online questionnaire prompted students on their opinions of online tools.</p><p>The preliminary findings show that students may not be honest in their reported use of AI as they fear stigmatization. The findings may be valuable in the crafting of ethical assessment practices in open distance learning.</p></div></div></div></div>	<div><div><div><div> P Dyantyi</div><div>Human Sciences Research Council, South Africa</div></div><div><div> S Sinyolo</div><div>Human Sciences Research Council, South Africa</div></div><div><div> KH Ramoroka</div><div>Human Sciences Research Council, South Africa</div></div><div><div> S Qomoyi</div><div>Public Investment Corporation, South Africa</div></div><div><div>Theme:</div><div>Innovation for Sustainable Futures</div></div><div><div>Keywords:</div><div>Innovation, Government Support, Smmes, Distressed Districts, South Africa</div></div><div><div>Abstract:</div><div><p>Several interventions to stimulate innovation have been implemented in South Africa. However, there is limited evidence on the effectiveness of government support for innovation among enterprises located in rural and marginalised areas. The current paper explores the extent to which access to public financial and information support affect technological innovations among enterprises in eight (8) 'distressed' district municipalities in South Africa. 'Distressed' districts are resource-constrained areas characterized by economic and service delivery challenges and have been earmarked for priority interventions by the government. A cross-sectional survey of 643 enterprises was conducted in 8 resource-constrained districts in South Africa using a snowballing sampling technique. The data was analysed using a binary logit model and propensity score matching techniques.</p><p>The findings showed low levels of government support among the small and medium-sized enterprises in distressed districts, with 24.1% receiving financial support, while 29.2% receiving information support from the government. The study's findings revealed that the support was somewhat targeted, with informal enterprises located in rural areas more likely to receive support than formal and urban-based enterprises. Government support was associated with a higher likelihood of both product and process innovations. Government support increased the likelihood of product innovation by 9.0%, and process innovations by 10.2%.</p><p>The study findings suggest that financial and information support remain critical ingredients for innovation in resource-constrained municipalities. Pro-poor and inclusive innovation policy frameworks should be tailored in such a way that they promote access to government support and harness innovative support strategies to benefit and enhance technological innovations in marginalised areas.</p></div></div></div></div>

Oral paper presentations		NOT PRESENTED	HETL2024-194
ETHICS-DRIVEN PROGRAMMING CULTIVATING RESPONSIBLE TECHNOLOGISTS THROUGH SOCIALLY CONTEXTUALIZED EDUCATION			
 NR Modiba		Sol Plaatje University, South Africa	
 P Ntlatywa		Sol Plaatje University, South Africa	
 M Nogwina		Sol Plaatje University, South Africa	
 C Chibaya		Sol Plaatje University, South Africa	
 L Makhoere		Sol Plaatje University, South Africa	
<b>Theme:</b> Creating Socially Engaged and Responsive Universities			
<b>Keywords:</b> Programming, Ethics, Education			
<b>Abstract:</b> The rapid advancement of technology has outpaced the ethical education provided to those who design and implement it. As a result, many undergraduate students pursuing computer science and information technology degrees graduate without a foundational understanding of the ethical implications of their work. This gap in education leads to the development of technologists who are ill-prepared to consider the societal impacts of the systems they create. Currently, ethics is often introduced only at the Advanced Diploma level, if at all, long after students have internalized technical skills without the accompanying ethical frameworks. This delay in ethical education can result in the cultivation of developers who are technically proficient but unaware of the potential harm their code may inflict on society.  Our project, "Ethics-Driven Programming: Cultivating Responsible Technologists through Socially Contextualized Education," seeks to address this critical gap by integrating ethics into the core curricula for programming students from the outset of their academic journey. We propose the development and implementation of a comprehensive, socially contextualized ethics module that will be mandatory for first-year university students before they begin their Programming 1 courses. This early exposure will lay the groundwork for responsible coding practices throughout their academic and professional careers. In addition to university-level interventions, our project extends to high school students, introducing ethical considerations in programming at an earlier stage to spark interest in computer science while fostering a sense of responsibility. Through workshops, interactive sessions, and collaboration with community organizations, we aim to create a pipeline of ethically minded technologists who understand the broader societal implications of their work.			

Oral paper presentations		NOT PRESENTED	HETL2024-195
BRIDGING PROGRAM STUDENT SCHOLARSHIPS: ENHANCING EQUITY AND INCLUSION IN HIGHER EDUCATION IN MALAWI			
 MHO Hessling O'neil		Michigan State University, United States	
 NMN Nkhoma		Transforming Higher Education Systems, South Africa	
 SKM Kanyerere-Mkweteza		Transforming Higher Education Systems, Malawi	
 CN Nthenda		Transforming Higher Education Systems, Malawi	
<b>Theme:</b> Social Justice, Diversity, Equity, and Inclusion			
<b>Keywords:</b> Positive Youth Development, Scholarships, Student Support, Mentor, Bridging Program, PYD			
<b>Abstract:</b> Students in Malawi face significant financial barriers in higher education. Existing support systems like loans and scholarships often fall short, especially for students from low socio-economic backgrounds. They lack holistic approach of addressing financial, academic, and psycho-social challenges of the students. The USAID-funded Transforming Higher Education Systems Project addresses these challenges through Bridging Program Student Scholarships, aligning with the Malawi National Education Sector Plan to increase equitable access. Implemented in both public and private universities, the pilot addresses financial barriers by providing full scholarships covering tuition, fees, and upkeep and also mental health challenges by introducing mentors into the program.  Our holistic approach integrates academic, psychosocial, and financial support to enhance access, retention, and completion rates. The Positive Youth Development framework guides the mentorship component, fostering resilience and holistic growth. Scholarship students are assigned to PYD-trained mentors who have weekly check-ins and monthly group meetings to discuss topics including goal setting, campus resources, and time-management.  The pilot uses mixed-methods evaluation. Quantitative measures include pre- and post-surveys to assess changes in students' financial situations, and psychosocial well-being using a validated PYD scale. Qualitative methodology will complement quantitative data by providing in-depth insights into students' experiences and the impact of the scholarship program. Focus group discussions will delve into the psychosocial support received, the influence of financial aid on their academic progress, and the effectiveness of mentorship sessions.  This presentation discusses the design and implementation of BP Student Scholarships, challenges encountered, and preliminary findings. By integrating academic, psychosocial, and financial support, we aim to offer a sustainable model for enhancing equity and inclusion in higher education in Malawi. Our goal is to measure retention among students receiving wraparound services, provide tools for universities to create a more inclusive environment, and demonstrate how universities can act as change agents in society.			




<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-201</div> <div>NAVIGATING LINGUISTIC BARRIERS: THE ROLE OF ENGLISH PROFICIENCY IN AI-DRIVEN EDUCATION IN SOUTH AFRICA</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-202</div> <div>"KHATHALA NGOBUNTU – CARE WITH HUMANITY": ADVANCING A HUMANISING PEDAGOGY AT NELSON MANDELA UNIVERSITY</div>
<div><div><div><div> L Sono</div><div>University of Pretoria, South Africa</div></div><div><div> V Hlatshwayo</div><div>University of South Africa, South Africa</div></div></div><div><p><b>Theme:</b> Social Justice, Diversity, Equity, and Inclusion</p><p><b>Keywords:</b> AI-Enhanced Learning, English Language Proficiency, Educational Inequalities, Higher Education</p><p><b>Abstract:</b></p><p>In the era of Artificial Intelligence (AI), the integration of advanced digital tools in education presents both significant opportunities and profound challenges, particularly within the context of higher education in South Africa-a country marked by high levels of inequality. This paper examines the crucial role of English language proficiency in the effective utilisation of AI tools designed to enhance learning outcomes for students from diverse linguistic backgrounds.</p><p>AI-driven educational technologies offer immense potential to democratise learning by providing personalised support, facilitating deeper understanding of complex concepts, and promoting greater engagement with course content. However, the accessibility and effectiveness of these tools are inextricably linked to the user's ability to communicate proficiently in English, the predominant language of these technologies. In South Africa, where a substantial proportion of students come from disadvantaged backgrounds with limited exposure to English, this dependency on language proficiency risks exacerbating existing educational inequalities.</p><p>This paper explores how insufficient English language skills can impede students' ability to fully benefit from AI tools, thereby reinforcing educational disparities. It investigates the extent to which language proficiency impacts students' interaction with AI tools, the challenges faced by non-native English speakers, and the potential for AI to inadvertently widen the achievement gap.</p><p>Through a review of current literature and empirical studies, this paper proposes strategies to mitigate these challenges. It emphasises the need for inclusive AI design that accommodates linguistic diversity, the development of AI tools that support multilingualism, and targeted language support programs to enhance English proficiency among students. Furthermore, it advocates for policy interventions and institutional frameworks that prioritise linguistic inclusivity, ensuring that AI serves as a bridge rather than a barrier to equitable learning.</p><p>By addressing the intersection of language skills and AI in education, this paper aims to contribute to the discourse on creating inclusive and equitable learning environments in the age of AI, ultimately striving for a higher education system that supports all students regardless of their linguistic background.</p></div></div>	<div><div><div><div> M Raban</div><div>Nelson Mandela University, South Africa</div></div></div><div><p><b>Theme:</b> Humanising Pedagogy</p><p><b>Keywords:</b> Humanising Pedagogy, Pedagogy of Care, Africanisation, Transformation</p><p><b>Abstract:</b></p><p>For over a decade, Nelson Mandela University has been at the forefront of embedding a humanising pedagogy within its educational framework, aligning with its vision and strategic focal areas. This paper presents the university's ongoing learning and teaching project, "Khathala Ngobuntu-Care with Humanity," which aims to catalyse a transformative shift in pedagogical practices by integrating the principles of Humanising Pedagogy and a Pedagogy of Care.</p><p>The project underscores the necessity for a pedagogical paradigm that not only transfers knowledge but also transforms educational spaces into inclusive, equitable, and culturally relevant environments. By applying Humanising Pedagogy, the project strongly emphasises viewing students as whole beings with intrinsic worth, fostering an environment where students are actively engaged and valued.</p><p>Furthermore, the project integrates a Pedagogy of Care, which operationalises empathy, compassion, and an acknowledgement of the interconnectedness of community within the educational setting.</p><p>The initiative also includes a critical focus on the Africanisation of the curriculum, which seeks to resonate more profoundly with the students' cultural contexts, incorporating African values and epistemologies into the pedagogical practices. This cultural imperative is essential for bridging the gap between educational content and the lived experiences of a diverse student body.</p><p>Employing a praxis approach to critical consciousness, the project involves iterative cycles of reflection, action, and evaluation. Design thinking methodologies complement this to ensure a systematic, empathetic, and innovative approach to pedagogical challenges.</p><p>The paper will discuss the initial outcomes of the project, reflecting on the successes and challenges of implementing such transformative pedagogies at Nelson Mandela University. The discussion will also explore how these pedagogies contribute to a broader discourse on transformative education, aiming to establish a sustainable framework for ongoing educational transformation that prioritises humanity, care, and cultural relevance in global higher educational practices.</p></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-203</div> <div>SPANNING THE BOUNDARIES BETWEEN ACADEMICS, PRACTITIONERS AND POLICYMAKERS: A MOVE TOWARDS SOCIALLY ENGAGED AND RESPONSIVE UNIVERSITIES IN SOUTH AFRICA</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-205</div> <div>PEACE LINGUISTICS TO DISMANTLE LINGUISTIC VIOLENCE IN UNIVERSITIES OF SOUTH AFRICA</div>
<div><div><div><div> AT Kagande</div><div>Nelson Mandela University, South Africa</div></div></div><div><div><b>Theme:</b> Creating Socially Engaged and Responsive Universities</div><div><b>Keywords:</b> Social Engagement, Knowledge Transfer, Policy, Practice, Universities, South Africa</div><div><b>Abstract:</b><p>Universities are known for being research hubs, yet most of the research output does not reach the stakeholders or intended audiences that need it to inform policy and practice. This highlights the increasing need for universities to bridge the knowledge gap by deliberately taking steps to ensure that academic scholarship informs policy and practice, that is, getting research into policy and practice (GRIPP). The study explored how academics within South African universities may effectively communicate their research findings to inform and influence policy and practice using systematic literature review (SLR) and bibliometric analysis. The bibliometric analysis revealed the evolutionary nuances around multiple University Social Responsibilities (USR) and responsiveness, while also throwing light on emerging practices. The thematic analysis of the reviewed literature offered insights into the current conversations around GRIPP, particularly within the South African context. The study encompassed an examination of the current social engagement strategies, their efficacy or deficiency, obstacles, and inventive social engagement strategies being employed. Results show how effective media outreach, policy engagement platforms, and knowledge brokers can be in promoting information transfer. However, obstacles including insufficient funds, incapacity, and language issues make it difficult to communicate effectively. The study's conclusion highlights the necessity for institutional support, cooperative relationships, and context-specific strategies to guarantee that universities are responsive to society and actively involved in it to maximise the impact of their research.</p></div></div></div>	<div><div><div><div> Z Somlata</div><div>Nelson Mandela University, South Africa</div></div></div><div><div><b>Theme:</b> Social Justice, Diversity, Equity, and Inclusion</div><div><b>Keywords:</b> Linguistic Imperialism, Linguistic Transformation, Peace, Harmony, Social Cohesion.</div><div><b>Abstract:</b><p>The dominance of English and to a certain extent Afrikaans persists in the institutions of higher learning in South Africa despite the existence of language policies that are aiming to promote multilingualism. The linguistic inequality is a product of linguistic imperialism perpetuated by colonisers in South Africa. This linguicism that universities are grappling up with, was a planned structural violence by colonisers where linguistic violence was entrenched for the marginalisation of African languages. Linguistic violence impedes inclusivity, equal access to education, peace, harmony, and social cohesion in higher education sector. The objectives of this study are to explore peace linguistics as a strategy of dismantling linguistic violence in universities, to assess the language policy practices in building peace and harmony. The theoretical framework that underpins this study is 4P's: Redistribution, recognition, representation, and reconciliation. This exploratory qualitative research employed desktop research design as a data collection technique. Thematic analysis was used to analyse the collected data. Findings show that linguistic violence continues in South African universities where multilingual settings are being monolingualised in learning and teaching. There is a need for a vigorous linguistic transformation in South African higher education where indigenous African languages will be used as languages of learning and teaching across disciplines. Linguistic violence can be averted by the implementation of language policies that recognise linguistic repertoires of students in universities. It is recommended that approaching language policy through the lenses of peace linguistics in universities would promote equal access to education, inclusivity, and peace and harmony for social cohesion.</p></div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-207</div> <div>INTERSECTIONALITY, DISABILITY, AND TRANSFORMATION: EXPLORING THE LIVED EXPERIENCES OF STUDENTS WITH DISABILITIES IN SOUTH AFRICAN HIGHER EDUCATION</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-209</div> <div>CHANGING THE FACE OF GENDER-BASED VIOLENCE RESPONSE</div>
<div><div><div><div> HP Veitch</div><div>Syracuse University, South Africa</div></div><div><b>Themes:</b> Social Justice, Diversity, Equity, and Inclusion   Creating Socially Engaged and Responsive Universities</div><div><b>Keywords:</b> Disability, Intersectionality, Lived Experiences, Students With Disabilities, Critical Theories, Transformation</div><div><b>Abstract:</b><p>The apartheid system in South Africa, was characterized by institutionalized racial segregation, underpinned by a patriarchal ideology that shaped binary gender identities, reinforced heteronormativity, and marginalized people with disabilities through ableist practices. Despite post-apartheid commitments to transform South African higher education, the legacy of apartheid persists. Transformation efforts have predominantly focused on race, ethnicity, and gender with some attention to other marginalized identities, including disability. Consequently, students with disabilities in South African universities continue to experience marginalization, often overlooked in broader transformation initiatives.</p><p>This research critically examines the intersectional experiences of students with disabilities within the context of South Africa's ongoing higher education transformation. Drawing on a Constructivist Grounded Theory framework, the study interrogates how students with disabilities navigate and make meaning of their educational experiences in an environment still grappling with the legacy of apartheid. It further explores how these experiences are shaped by intersecting identities, including race, gender, and socio-economic status, and whether they align with the ideals of transformation. This is done through the critical lens of DisCrit (Disability/Critical Race Theory), Decolonizing Methodologies, and Critical Disability Studies.</p><p>The findings reveal the complexities that challenge the transformation agenda in South African higher education to adequately incorporate the perspectives and needs of students with disabilities. It unpacks the disconnect between institutional commitments and the lived realities of the students. By foregrounding the lived experiences of students with disabilities, this research challenges the dominant narratives of post-apartheid transformation and calls for a more inclusive approach that recognizes the intersectionality of marginalized identities. The study's insights offer important implications for policy and practice, emphasizing the need for a deeper integration of disability within the broader transformation agenda in South African higher education.</p></div></div></div>	<div><div><div><div> PP Kota-Nyati</div><div>Nelson Mandela University, South Africa</div></div><div> R Levendal</div><div>Nelson Mandela University, South Africa</div><div> A Hawkins</div><div>Nelson Mandela University, South Africa</div><div> D Gradidge</div><div>Nelson Mandela University, South Africa</div></div><div><b>Theme:</b> Creating Socially Engaged and Responsive Universities</div><div><b>Keywords:</b> GBVF, Multidisciplinary Responses, Reflective, University</div><div><b>Abstract:</b><p>Higher education institutions continue to contend with higher numbers of gender-based violence (GBV) incidents. These violations have far-reaching effects on the survivors' academic, emotional, psychological, health, and economic consequences. Gender-based violence and femicide (GBVF) has received serious attention in the South African national spotlight, as the country has been dubbed the rape capital of the world. Rape and other forms of GBV are complex, multi-layered experiences that reflect a traumatised society. Our university spaces are not immune to the effects of GBVF. An appropriate and effective response to these complex incidents requires a multidisciplinary approach. This paper reports on a longitudinal reflective case study of collaborative interventions at a university in the Eastern Cape Province of South Africa. The study explored and described the profile of students who received support for GBV-related issues at the Student Wellness Centre, the Student Health Services, and the Transformation Office. Anonymised quantitative and qualitative data was collected from counsellors. The paper reports on the number of counselled students, incident types, location of incidents, effects, reporting patterns, and multi-modal approaches utilised to psycho-educate, support, and treat affected students. Findings demonstrate an escalation in the number of students seeking help relating to GBV experiences, both while and before them being students, and an increase in excessively violent attacks, particularly intimate partner acts of violence. We conclude that as practitioners in the higher education sector, we need to function in multidisciplinary teams and serve multiple roles – as formulators, advisors and reviewers of institutional policies and protocols, medicolegal and psychotherapists, educators and trainers, activists and lobbyists while nurturing relationships with external stakeholders (NPOs &amp; government departments at local, provincial and national levels) to improve and sustain the balance between restorative and punitive processes linked to these violations within the institution.</p></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-211</div> <div>A SMALL MATTER PRECLUDES UPSKILLING INSOURCED UNIVERSITY STAFF: MATRIC CERTIFICATION’S RETROSPECTIVE CALL TO ACTION</div>	<div>Poster presentation</div> <div>NOT PRESENTED</div> <div>HETL2024-212</div> <div>FEASIBILITY AND EQUITY OF ONLINE ASSESSMENTS IN A SOUTH AFRICAN UNIVERSITY OF TECHNOLOGY DURING THE COVID-19 PANDEMIC</div>
<div><div><div><div> J Fraser</div><div>Nelson Mandela University, South Africa</div></div><div><div>Themes:</div><div>Social Justice, Diversity, Equity, and Inclusion   Creating Socially Engaged and Responsive Universities</div></div><div><div>Keywords:</div><div>Matriculation, Operations Staff, Andragogy</div></div><div><div>Abstract:</div><div><p>This exploratory study narrows down the number of South African citizens employed at higher education institutions, but who are unable to utilize further education without matriculation. South African census data of 2022 recorded a minimum of 18,5 million adults, out of an estimated 60 million, who did not complete their secondary education. Given the previously segregated schooling systems, Black/African and Coloured people are most likely part of the ‘incomplete’ grouping. Historically, the practice of leaving school at the tenth year, allowed for upskilling and learning ‘on the job’. The problem with previous practice is that higher education became more accessible, yet previously marginalized parents cannot advise their young adult children on paths they were not able to take for themselves. After the 2018 ‘fees must fall” movement, universities insourcing their security, cleaning and catering staff, offered benefits of children studying at their employers’ campuses. This invisible problem is of employees without matric, that miss employers’ perks of ‘practically free’ personal upliftment and empowerment. Since 2012, the Department of Higher Education Green Paper wanted to “expand access to education and training, specifically to those who did not complete high school. The aim was for South Africans to live fuller and more productive lives as workers and citizens”. This research study is a content analyses of data, not focusing on the leaders of tomorrow, but the lack of leaders today. By 2030, the Sustainable Development Goals numbered 17, 8, 10 and 3 could have tangible and measurable success stories. Academic institutions must recognize that andragogy (adult education) is as vital to its success as the pedagogy (dependent learning). The student experience is largely dependent on ALL levels of staff contributions.</p></div></div></div></div>	<div><div><div><div> N Sogwagwa</div><div>Cape Peninsula University of Technology, South Africa</div></div><div><div> V Mshayisa</div><div>Cape Peninsula University of Technology, South Africa</div></div></div><div><div>Themes:</div><div>Social Justice, Diversity, Equity, and Inclusion   Humanising Pedagogy</div></div><div><div>Keywords:</div><div>Online Assessments, Digital Divide, COVID-19 Pandemic</div></div><div><div>Abstract:</div><div><div>Background:</div><div><p>The COVID-19 pandemic forced a rapid transition to online learning and assessments across the globe, exacerbating existing educational inequalities, especially in low-income settings. This study is grounded in the context of a South African University of Technology, where significant disparities in access to digital resources posed challenges to the effective implementation of online assessments. The study draws on literature related to digital equity, the digital divide, and educational practices in resource-constrained environments.</p></div></div><div><div>Aim:</div><div><p>The primary aim of this research is to evaluate the feasibility and equity of online assessments at a University of Technology in South Africa during the COVID-19 pandemic.</p></div></div><div><div>Methods and Materials:</div><div><p>Data was collected through an online questionnaire administered to students at the end of the year. A total of 141 students, 56 from Medical laboratory Sciences and 85 from Food Science and Technology participated in completing the questionnaire. The questionnaire included a mix of closed-ended and open-ended questions. Closed-ended questions gathered quantitative data on students' demographic details, access to devices and internet, and participation in online activities. Open-ended questions sought qualitative insights into students' experiences, perceptions on online assessments. Quantitative data was analysed using descriptive statistics to provide an overview of students' demographics, device and internet access, and participation in online learning activities. The content analysis approach was employed for qualitative data from the open-ended questions.</p></div></div><div><div>Results and Discussion:</div><div><p>The results reveal significant disparities in access to digital resources, with students from disadvantaged backgrounds facing considerable challenges in engaging with online assessments. Despite these challenges, most students managed to participate in online assessments, though the effectiveness and fairness of these assessments remain questionable. The study discusses the implications of these findings in relation to the digital divide and the need for institutional support to mitigate these disparities.</p></div></div><div><div>Conclusion:</div><div><p>This study highlights the critical need for targeted interventions to ensure that online assessments are both feasible and equitable in low-income university settings. While online assessments offer potential benefits, their success is contingent upon addressing the socio-economic barriers that hinder students' access to necessary resources. The findings underscore the importance of a holistic approach to online education that includes robust infrastructure, training and support to ensure that all students can participate fairly and effectively.</p></div></div></div></div>








<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-214</div> <div>MENTORING A HUMANISED EXPRESSION IN GROWING COLLECTIVELY</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-215</div> <div>HUMANISING THE PEDAGOGY IN THE FIRST YEAR OF UNIVERSITY: STUDENTS' PERSPECTIVE</div>
<div><div><div>RC Plaatjes</div><div>Nelson Mandela University, South Africa</div></div><div><div>Theme: Humanising Pedagogy</div><div>Keywords: Humanising Pedagogy, Mentoring, Quintile 1-3</div><div><div>Abstract:</div><div>A humanising pedagogy develops pedagogical agency that enables learning, empowers the student, and creates communities. Humanising pedagogy is the embodiment of an Africa idea that it takes a village to raise a child. It is an instrument for becoming and communally contributing towards a culture of care. Maathai (2004) said, “Without culture, a community loses self-awareness and guidance and grows weak and vulnerable. It disintegrates from within as it suffers a lack of identity, dignity, self-respect, and a sense of destiny.” (as cited in Geber &amp; Keane, 2004, p. 23).</div><div>Subsequently, mentoring as a community of care centers the student and contribute to deep sensemaking of belonging and care. Through mentoring a community collectively can seek meaningful exploration in building a culture of care towards equitable social participatory learning experiences within the walls of a university.</div><div>Quintile 1-3 students have been recognized through research and practical experiences to be facing systematic challenges with reaching their optimal capacity towards student success. Mentoring is an expression of humanness, and it is a proactive developmental process, and it enables students to establish a sense of belonging whilst also facilitating a consequential and well-rounded learning experience. It is interrelated and pursues collective impactful partnerships of all stakeholders at the institution. It is multifaceted and organic in nature embodying the core institutional value, UBUNTU in being committed towards building a culture of care.</div><div>In this paper, the focus will be on how the voice of the mentee can guide interventions and programs in directing a university on the effectiveness of supporting a Quintile 1-3 student especially post COVID.</div></div></div></div>	<div><div><div>INK Senyatsi</div><div>University of Limpopo, South Africa</div></div><div><div>Theme: Humanising Pedagogy</div><div>Keywords: Humanising the Pedagogy, First-Year Students, Student-Centred, Critical Pedagogy, Inclusivity, Empathy, Historically Black University (HBU), Educational Experiences, Learning Experiences, Online Learning, First Year Transition Experience</div><div><div>Abstract:</div><div>In the transition to university, first-year students often face a range of academic, social, and emotional challenges that can impact their overall success and well-being. The concept of humanising pedagogy—where teaching and learning processes are designed to be inclusive, empathetic, and student-centered—has gained traction to support students during this critical period. This study explores first-year students' perceptions of humanising pedagogy within a historically black university (HBU) context.</div><div>Using the framework of Critical Pedagogy (CP), which emphasises the empowerment of students through education, the study aims to uncover how students perceive the efforts to make their educational experiences more humanised. Data will be collected via a structured questionnaire distributed to first-year students, focusing on key aspects such as inclusivity, empathy, support systems, and the overall learning environment. The questionnaire will include both quantitative biographical data) and qualitative questions, allowing for a comprehensive analysis of students' experiences and perspectives.</div><div>Preliminary findings are expected to provide insights into the effectiveness of humanising pedagogy in fostering a supportive and engaging learning environment. The results will also identify areas for improvement, offering practical recommendations for educators aiming to enhance their teaching practices. This study contributes to the broader discourse on student-centered education by highlighting the voices of students themselves, thereby advocating for pedagogical strategies that truly resonate with their needs and experiences.</div></div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-217</div> <div>ASSESSMENT OF EDUCATOR- STUDENT RAPPORT FOR TEACHING EXCELLENCE AT AN INSTITUTION OF HIGHER LEARNING IN NAMIBIA</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-218</div> <div>UNIVERSITIES AS CHANGE AGENTS: THE ROLE OF ASSESSMENT IN CULTIVATING DESIGN ENGINEERS FOR SUSTAINABLE FUTURES</div>
<div><div><div><div><div></div><div>NF Mukerenge</div></div><div><div>University of Namibia, Namibia</div></div></div><div><div></div><div>SN Simon</div></div><div><div>University of Namibia, Namibia</div></div></div><div><div>Themes:</div><div>Humanising Pedagogy   Creating Socially Engaged and Responsive Universities</div></div><div><div>Keywords:</div><div>Educator, Rapport, Students, Teaching Excellence</div></div><div><div>Abstract:</div><div>Introduction</div><div>Educator- student rapport has been linked to student's motivation, academic performance and other desirable student-related outcomes. However, with the increasing massification in institutions of higher learning, little attention has been devoted to student-educator rapport. This study seeks to objectively assess educator-student rapport for teaching excellence at an institution of higher learning from the student's perspective in Namibia.</div><div>Methods</div><div>A quantitative descriptive design was used, and data was collected through an online questionnaire from 139 students at an institution of higher learning who were conveniently sampled. Data was analyzed descriptively using SPSS.</div><div>Results</div><div>We had more female participants (65%; n=90) compared to males (35%; n= 49), with the age range of 18-35 years. Participants completed a questionnaire to assess educator-student rapport for teaching excellence. Results show that, 88.4% (n=123) had low affective based trust in their educator based on their perception of interpersonal care. About 54 7% (n=76) found their educator to be compassionate and encourages them to succeed (70.4 %; n=84). With cognitive based trust, 51.0% (n=71) of our participants believes that their educator is capable, receptive and dependable. Consequently, less than half (47.5%; n=66) of them indicated liking coming class.</div><div>Discussion</div><div>Our findings show the insufficient perceived meaningful interpersonal engagement by educators with students, affecting teaching excellence at an institution of higher learning. Evidently, learning is not just viewed as a cognitive process but has affective element too. Trustworthiness and care are essential threads in teaching excellence fabric as they positively affect motivation and interested in the events that transpire in the classroom. Hence, if student's academic and socioeconomic needs are not met by the educators, can negatively influence students' academic and social outcome.</div><div>Conclusion</div><div>Personal engagements between the dyad can influence effective learning motivation of students. We recommend further research to empirically measure the impact of teaching excellence on institutional output.</div></div></div>	<div><div><div><div><div></div><div>MS Manono</div></div><div><div>University of Cape Town, South Africa</div></div></div><div><div>Themes:</div><div>Innovation for Sustainable Futures   Humanising Pedagogy</div></div><div><div>Keywords:</div><div>Assessment, Engineering Design, Marking Rubrics, Problem Based Learning</div></div><div><div>Abstract:</div><div>This study investigates the impact of marking rubrics on student performance and perceptions in a chemical engineering design project course. Recognising the challenges associated with assessing open-ended engineering design projects, this study focused on enhancing rubric clarity and alignment with learning outcomes. An iterative refinement of marking rubrics involved regular meetings with the project convener and teaching assistants, ensuring that feedback from key teaching stakeholders was integrated into the process. Performance data from three cohorts of students were analysed. Findings indicate that these improved rubrics, refined through collaborative efforts, positively influenced student performance and understanding of assessment criteria. This study contributes to the discourse on effective assessment practices in design-based learning and highlights the potential of such courses in cultivating future engineers as change agents for sustainable development.</div></div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-219</div> <div>FOSTERING A CULTURE OF DIVERSITY AND INCLUSION IN ENGINEERING PRACTICE EDUCATION THROUGH TEAMWORK</div>	<div>Workshop</div> <div>NOT PRESENTED</div> <div>HETL2024-220</div> <div>A REVIEW OF APPROACHES USED TO PROMOTE ADULT LEARNING AND DEVELOPMENT IN SELECTED UNIVERSITIES, SOUTH AFRICA</div>
<div><div><div><div><div></div><div>MS Manono</div></div><div>University of Cape Town, South Africa</div></div></div><div><div>Themes: Social Justice, Diversity, Equity, and Inclusion   Humanising Pedagogy</div><div>Keywords: Engineering Education, Diversity, Inclusion, Teamwork, Communication Skills</div><div>Abstract: The engineering field, along with the requirements set by professional bodies, places much emphasis on the development of communication and teamwork skills as essential graduate attributes. Historically, within the undergraduate degree programmes at the University of Cape Town (UCT), these requirements were addressed through standalone courses in either the third or fourth year, or spanning both. These courses were primarily taught by the Professional Communications Studies (PCS) team within the Faculty of Engineering and the Built Environment (Faculty of EBE). However, this approach resulted in much of the practice and assignments in these courses being somewhat disconnected from the specific engineering disciplines, which include chemical, mechanical, electrical, and civil engineering. This study outlines the radical curricular changes implemented at UCT aimed at embedding communication skills, teamwork, social awareness, and interpersonal skills directly into the engineering curriculum. These changes were driven by the recognition of the need to align the development of these skills more closely with the engineering disciplines, thereby addressing the broader concept of 'graduateness' as defined by UCT's Centre for Higher Education Development (CHED) report in 2010. The revised curriculum puts much emphasis on the integration of these attributes through interdisciplinary projects and collaborative learning environments within each of the four engineering departments. This approach not only strengthens students' technical competencies but also fosters a culture of diversity and inclusion by encouraging teamwork among students from varied backgrounds. The outcomes of these changes suggest a more cohesive and inclusive educational experience, better preparing students for the challenges of the engineering profession.</div></div></div>	<div><div><div><div><div></div><div>LS Govender</div></div><div>University of Mpumalanga, South Africa</div></div></div><div><div>Themes: Social Justice, Diversity, Equity, and Inclusion   Creating Socially Engaged and Responsive Universities</div><div>Keywords: Adult Learning, Organisational Learning, Learning and Development</div><div>Abstract: This study undertook an analysis of the strategies used to promote learning and development in selected universities. The study further sought to determine if a conceptual design and implementation approach was required to give effect to organisational learning outcomes. The provision of grants and subsidies for learning programmes and qualifications, generous leave provisions and dedicated funding support for travel and subsistence in some instances aim to support the advancement of employees in terms of enhancing their capabilities and competencies through a range of workshops, short learning programmes and formal qualifications. A review of approaches used in selected universities to promote sustainable adult learning for impactful outcomes was undertaken. In the complex milieu of universities in South Africa, learning and development initiatives are deeply rooted in issues of equality, access, and social redress and therefore significant resources are set aside. The use of both primary and secondary data provided critical insights. Qualitative and document analysis research methods were undertaken to ascertain if a framework approach was beneficial in meeting set objectives. The outcomes indicate the need for a stringent strategy with a commensurate framework with clear processes and procedures including reporting mechanisms to ensure alignment to institutional and legislative reporting requirements.</div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-221</div> <div>IS IT A JOURNEY WORTH TAKING? EXPERIENCES OF SECOND CAREER ACADEMICS TRANSITIONING INTO HIGHER EDUCATION</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-223</div> <div>RE-IMAGINING THE ROLES OF THE UNIVERSITIES AS CHANGE AGENTS FOR A SUSTAINABLE FUTURE.</div>
<div><div><div><div> MA Tshozi</div><div>Cape Peninsula University of Technology, South Africa</div></div></div><div><div><b>Themes:</b> Social Justice, Diversity, Equity, and Inclusion   Innovation for Sustainable Futures</div><div><b>Keywords:</b> Second Career Academics, Higher Education, Career Transition, Professional Development, Institutional Support, Collaborative Autoethnography.</div><div><b>Abstract:</b><p>The evolving landscape of higher education has witnessed an increasing number of individuals from various professional backgrounds transitioning into academia as second career academics. This paper explores the experiences of such academics, focusing on the motivations, challenges, and rewards associated with this significant career change. Employing a collaborative autoethnography approach, four academics from diverse disciplines and universities in the Western Cape province of South Africa shared their personal narratives. Using a collaborative autoethnography approach, the analysis revealed motivations such as a perceived calling to academia and a desire for career growth. However, they faced challenges such as adapting to new teaching methodologies, managing diverse classrooms, and a lack of institutional support and mentorship. Balancing academic responsibilities with previous professional identities and handling academic administrative tasks were also significant hurdles. Despite these obstacles, the participants experienced substantial professional development and personal fulfilment. These findings accentuate the critical importance of providing structured support systems, comprehensive induction programmes, and ongoing professional development opportunities to facilitate smoother transitions for second career academics. In entirety, the cultivation of a reflective academic community, coupled with robust mentorship programmes, can significantly enhance the integration and retention of second career academics within academia.</p></div></div></div>	<div><div><div><div> RK Shalyefu</div><div>University of Namibia, Namibia</div></div></div><div><div><b>Themes:</b> Creating Socially Engaged and Responsive Universities   Innovation for Sustainable Futures</div><div><b>Keywords:</b> Roles of Universities, Re-Imagining, Re-Considering, Re-Thinking, Sustainable Future</div><div><b>Abstract:</b><p>This paper explores the multifaceted role universities can play in fostering change. Universities hold a unique position in society, enabling them to act as powerful change agents. They can drive significant social, economic and environmental transformation by leveraging their resources, expertise and influence. The paper's purpose is to give an exposition of universities' traditional and contemporary roles as they adapt to disruptions and changing ecosystems. The methodology to collect data is the rapid review – the rapid evidence assessment of relevant literature written in English. Rapid review protocols will be observed by focusing the research question on the role of universities, excluding the grey literature and limiting the search to articles from journals, conference proceedings and books. The findings will be written in a descriptive summary. The researcher will keep track of the findings with a review matrix and the citation and reference with Mendeley's citation management tool. The preliminary findings have revealed that Universities have key capacities and strategies to promote sustainability through educational transformation, community engagement, research and innovation, institutional practices, and empowering students and staff. They also have several avenues like curricula, hubs for research, operations like promoting the use of renewable energy sources, and partnerships to develop and implement sustainable solutions. In short, universities have the potential to be at the forefront of societal change and can play a pivotal role in promoting sustainability and preparing future generations for the everchanging ecosystems.</p></div></div></div>



<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-224</div> <div>TEACHING PRE-SERVICE TEACHERS THROUGH PEDAGOGICAL INNOVATIONS USING PROJECT-BASED LEARNING: A CASE OF THE UNIVERSITY OF NAMIBIA</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-225</div> <div>THE EXPERIENCES OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (HBCU) FACULTY MEMBERS ENGAGING WITH ARTIFICIAL INTELLIGENCE (A.I.) TRAINING PROGRAMS</div>
<div><div><div><div> RK Shalyefu</div><div>University of Namibia, Namibia</div></div><div><div> E Haipinge</div><div>University of Namibia, Namibia</div></div></div><div><div>Theme: Innovation for Sustainable Futures</div><div>Keywords: Pre-Service Teachers, Pedagogical Innovation, Project-Based Learning, Case Study</div></div><div><div>Abstract:</div><div>The teaching philosophy adopted by the Namibian education system in the K-12 curriculum is inspired by constructivist theories, requiring teachers to apply student-centred teaching approaches to achieve meaningful learning. Nonetheless, given the large classes at the pre-service teacher education institutions, the predominant teaching approach has been the lecture method which is heavily teacher-centred. As such, teacher educators have not been able to model constructivist teaching methodologies to their students to apply in their teaching down the line. To address this dilemma, the School of Education implemented project-based learning (PBL), an innovative teaching strategy that requires students to learn through collaborative projects by investigating learning and school-related problems, working collaboratively in teams to find solutions and create products and services that are authentic and responsive to school contexts. This paper presents an overview of how this pedagogical innovation was implemented and how it impacted student learning using the students' vantage point through the lens of their reflective learning journals. PBL provided student teachers with constructivist teaching modelling and expanded their repertoire of pedagogical strategies to enable them to apply in their teaching and implement student-centred teaching in schools.</div></div></div>	<div><div><div><div> LK Thompson</div><div>Prairie View A&amp;M University, United States</div></div><div><div> T Barber Freeman</div><div>Prairie View A&amp;m University, United States</div></div><div><div> SLS Smith</div><div>Prairie View A&amp;M University, United States</div></div></div><div><div>Themes: Innovation for Sustainable Futures   Creating Socially Engaged and Responsive Universities</div><div>Keywords: Educational Technology, Artificial Intelligence, Faculty Development, Historically Black Universities and Colleges</div></div><div><div>Abstract:</div><div>While there is an unprecedented demand for and a great diversification in higher education post-pandemic, there is also an increased awareness of the vital importance for universities and colleges to increase current faculty's skills toward online course offerings. To meet these demands and needs, the Texas A&amp;M University System (TAMUS), provided opportunities for faculty to participate in collaborative efforts with Auburn University to learn the benefits of various A.I. tools to enhance teaching. The collaborative A.I. training program, provides faculty with new skills that increases student engagement, retention, and learning. This paper will utilize a qualitative research design to examine the effects of seasoned professors who participated in the training during Fall 2023 and Spring 2024 at a Historically Black Universities and Colleges (HBCU) in southwest Texas; and the effects of training to rethink, relearn, and reteach differently.</div></div></div>

<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-229</div> <div>WHERE IS THE HUMAN IN CURRICULUM? REFLECTING ON APPLYING A HUMANISING PEDAGOGY IN A TEACHER EDUCATION CURRICULUM.</div>	<div>Oral paper presentations</div> <div>NOT PRESENTED</div> <div>HETL2024-230</div> <div>ARTIFICIAL INTELLIGENCE AND CRITICAL THINKING: RE-FRAMING ACADEMIC CULTURE AS A SUSTAINED FORM OF PERSONAL ENGAGEMENT THROUGH DEVELOPING INDIVIDUALITY WITHIN A COMMUNITY</div>
<div><div><div><div> HH Sathorar</div><div>Nelson Mandela University, South Africa</div></div><div><div>Theme: Humanising Pedagogy</div><div>Keywords: Humanising Pedagogy, Curriculum Transformation, Teacher Education, Transformative Learning</div><div>Abstract: The Faculty of Education at Nelson Mandela University has gone through a rigorous curriculum renewal process to develop a teacher education curriculum that is underpinned by humanising pedagogy principles. Humanising pedagogy refers to teaching practices that intentionally utilize the histories, knowledges, and realities of students as an integral part of educational practice and cast students as critically engaged, active participants in the co-construction of knowledge.  Our curriculum renewal process and the development of modules and course material was guided by a set of fundamental questions. These questions were: who are our students; what do we need to teach them; how will we teach them; where will the learning and teaching take place; and how do we know that learning has taken place. In 2022 we completed the full cycle of implementing the revised curriculum. This paper provides a reflection of student feedback on how they experienced the revised humanised curriculum.  A sample of students who completed the revised curriculum were organized in focus groups and were provided with questions enquiring about their experience of the curriculum. They responded to set questions using narrative free writing and then discussed their responses in the focus groups.  The data that was generated through the free writing as well as the discussion notes of the focus groups were analysed in a thematic analysis using humanising pedagogy principles as guide. The findings showed that students generally had positive experiences of the curriculum. However, there were some challenges highlighted, including the misinterpretation of the concept humanising pedagogy as well as not understanding the responsibility of co-creating knowledge.</div></div></div></div>	<div><div><div><div> G Osorio Hernandez</div><div>Nelson Mandela University, South Africa</div></div><div><div>Theme: Humanising Pedagogy</div><div>Keywords: Artificial Intelligence, Critical Thinking, A Culture of Learning, Developing Individuality Within Community</div><div>Abstract: My job at the Visual and Performing Arts Department is to coordinate a Writing and Research-Intensive Program (WRIP) for first-year students who are enrolled for a Bachelor of Visual Arts degree at Nelson Mandela University. This program is directed by the principle of developing individuality within a community. It supports the students by introducing them to and developing the necessary tools for their academic craft to submit assignments as essays for the Visual Studies and Communication modules. The tools range from technical skills of using Microsoft Word and navigating search engines, to referencing and establishing a good foundation of the writing process. Being in the business of visual communication, it is integral for our students to be able to engage with how the creative process (which is a very embodied experience) overlaps with critical thinking. Hence, WRIP is mostly geared towards facilitating the process of ‘finding the golden thread’, in other words, empowering students with how to think, not what to think. This sentence reveals a culture of learning that is emphasised through the attractiveness of Artificial Intelligence (AI) as a source of content instead of a tool for writing. This presentation shares reflections on why students are using AI and approaches I have taken to combat its dependency. These include addressing the problem of pace and a re-framing of academic culture from creating a ‘product’ to focussing on the ‘process’ by establishing and reinforcing a rhythm of scholarly engagement, which is a slow, and continued commitment rather than a disintegrated, frantic box-ticking exercise. This process's iterative and reflexive nature will be shared, where the relationship between the students and the tutors and coordinators is nurtured, and academic writing is introduced as a sustained form of personal engagement for the intersection of creative practice and critical thinking to be strengthened.</div></div></div></div>