QUALITY TEACHING IN HIGHER EDUCATION
Short Courses in 2017

SHORT COURSES FOR FULL- AND PART-TIME LECTURERS IN THE WESTERN CAPE REGION

Internationally and in South Africa, emphasis is increasingly being placed on the professional development of lecturers with regards to teaching, curriculum design and assessment. The changing profile of our student populations, changes in the modern communications technologies, the increasing pressure on academics as well as the greater spotlight on student success and relevance, provide impetus for the trend towards support for the professional development of lecturers. The Cape Higher Education Consortium (CHEC) is offering 4 short courses for lecturers in the Western Cape during 2017.

The courses provide a unique opportunity for academics from the higher education institutions in the Western Cape to come together in a relaxed and supportive atmosphere to learn, discuss and benefit from the valuable experiences of peers and expert facilitators from the four institutions in our region. All participants will receive a certificate from CHEC on successful completion of each course. However, at this stage, the courses are not formally accredited.

The cost varies per short course (this will be paid centrally by your university, but please note that the fee will be charged to your department's budget if you are absent or if you cancel within a week of the course starting).

Academic staff may enroll for just one, or any number of the courses.

TO REGISTER:

There is a very brief application form to complete if you are interested in participating in any of the courses on offer. Forms are available on the CHEC website www.chec.ac.za or email Arabel at arabel.stuart@gmail.com to request a form. The form must be signed by your HOD and thereafter:

- CPUT staff send the form to Shahieda at hendrickss@cput.ac.za
- UWC staff send the form to Nina at staffdevelopment@uwc.ac.za
- SU and UCT staff send the form to Arabel at arabel.stuart@gmail.com
  or fax to 021 763 7117

Preference will be given to those who register before 15 March 2017 for first semester courses, and before end June 2017 for second semester courses, but if there are places available you may register at any time prior to the course. For more information please contact Arabel at 021 686 4828 or 084 335 3316, or Joy on 083 278 7374.

UNIVERSITY OF CAPE TOWN
UNIVERSITY OF STELLENBOSCH
UNIVERSITY OF THE WESTERN CAPE
CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

An initiative of

CHEC
Cape Higher Education Consortium

SUMMARY OF COURSES AND DATES

Pg	COURSE	DATES/TIMES
3	1. Teaching and Learning in Higher Education (TALHE) Fee: R1500	29 March: 14h00 to 17h00 19 Apri: 14h00 to 17h00 26 Apri: 14h00 to 17h00
4	2. Recognition of Prior Learning (RPL) in Higher Education Fee: R1500	03 May: 15h30 to 17h30 10 May: 15h30 to 17h30 17 May: 15h30 to 17h30 24 May: 15h30 to 17h30
6	3. Multimodal Pedagogies and Post-Qualitative Scholarship in Higher Education Teaching and Learning Fee: R6000 (This rate includes the live-in venue costs for the resident workshop)	31 July – 3 August : Resident workshop 10, 17, 24 August: Online sessions 31 August: 09h00 to 16h00 Presentations and feedback
10	4. Assessment in Higher Education Fee: R1500	13 September: 15h30 to 17h30 20 September: 15h30 to 17h30 27 September: 15h30 to 17h30 04 October: 15h30 to 17h30

PLEASE NOTE

Successful completion of a course requires the completion of the assignment to the required standard. Certificates will be awarded as follows:

Merit (75% or above for the assignment)

Credit (50 to 74% for the assignment)

Participation (At least 75% attendance but no assignment, or assignment below 50%)

SHORT COURSE 1: TEACHING AND LEARNING IN HIGHER EDUCATION (TALHE)

This module is intended for university lecturers who have little or no background to teaching in higher education and who would like to learn more about planning, facilitating and evaluating teaching and learning in higher education. The module consists of three sessions that are intended to develop practical teaching skills and promote reflection on practice. In addition to the three sessions a variety of web-based resources are available. Participants are required to complete an assignment during the three weeks when there are no contact sessions, due to the university recess. They are encouraged to contact the facilitators to discuss issues related to their teaching practice and for assistance with and feedback on their course work.

Course structure and dates

All sessions will take place on Wednesdays from 14:00 to 17:00

29 March: The HE context; how students learn; introduction to blended learning

19 April: Teaching for learning; planning a curriculum; constructive alignment

26 April: The reflective higher education practitioner

Venue: ICT Centre, CPUT Bellville Campus
Fee: R1500
Convenor: Dr Karin Cattell (SU) Email kcattell@sun.ac.za

Assessment

Participants will be required to submit an assignment on 12 April that will be contextualised within a specific subject area or specialised programme of their choice. The assignment will involve participants' own teaching practices and include a written reflective commentary that draws on readings and resources discussed during the first session and made available online. The assignment will be extended during the last week of the course to include learning from the second session. The final assignment will be submitted electronically on 28 April. The three sessions will contain smaller tasks that will assist participants in preparing the final assignment.

Recommended reading

Biggs. J. & Tang, C. 2007 (1999). *Teaching for Quality Learning at University.* 3rd edition. Berkshire / New York. McGraw-Hill: The Society for Research into Higher Education and Open University Press.

Bonwell, C.C. Active Learning: Creating Excitement in the Classroom. https://www.ydae.purdue.edu/lct/HBCU/documents/Active_Learning_Creating_Excitement_in_the_Classroom.pdf (Accessed 30 November 2016)

Brent, R. & Felder, R.M. 2014. Want your students to think creatively and critically? How about teaching them? *Chemical Engineering Education*, 48(2): 113-114.

Carnegie Mellon Principles of Learning: https://www.cmu.edu/teaching/principles/learning.html

Carnegie Mellon Principles of Teaching: https://www.cmu.edu/teaching/principles/teaching.html

Fox, D. 1983. Personal theories of teaching. *Studies in Higher Education*, 8(2): 151-163.

Kane, R., Sandretto, S. & Heath, C. 2004. An investigation into excellent tertiary teaching: Emphasising reflective practice. *Higher Education*, 47(3): 283-310.

Leibowitz, B. 2009. What's inside the suitcases? An investigation into the powerful resources students and lecturers bring to teaching and learning. *Higher Education Research & Development*, 28(3): 261-274.

Shay, S. 2016. Decolonising the curriculum: it's time for a strategy. *The Conversation,* June 13: 1-3.

SHORT COURSE 2:   RECOGNITION OF PRIOR LEARNING (RPL) IN HIGHER EDUCATION

This course is intended for lecturers and administrators seeking to professionalize their knowledge about the principles and practices associated with the recognition of prior learning (RPL). The course is designed to provide a solid conceptual framework for understanding the most recent developments of RPL policy and practice in South Africa, and specifically for engaging with RPL as a specialised practice for mediating knowledge and skills recognition across academic and experiential learning contexts.

The module consists of four workshops which are intended to equip participants with the knowledge, skills and reflexive capabilities to engage with the current RPL policies and practices at their own university. The assessment of this module will include a number of formative tasks related to the content of the course, and a final submission in the form of a Learning Portfolio, inclusive of a reflective essay, based on the participant's own RPL practice (current or simulated) at their university. In addition to the four workshops, mentoring support (online and face-to-face) will be available to participants as they work to complete their learning portfolio.

Venue: ICT Centre, CPUT Bellville Campus
Fee: R1500
Convenor: Ms Frederika de Graaff (CPUT) email degraafff@cput.ac.za

Course structure and dates

All sessions are run in the second term on Wednesdays from 15h30 to 17h30

Session 1: 3 May 2017 Recognising learning – the development of RPL
Content: a) Introduction and historical overview of RPL policy and practice in global and South African contexts. b) Manifestations of this history in the RPL practices of our Western Cape institutions
 Facilitators: Mr Alan Ralphs (UWC) and Ms F de Graaff (CPUT)

Session 2: 10 May 2017 Pedagogy and RPL
Content: Towards a conceptual framework for understanding RPL as a specialised form of boundary pedagogy: knowledge boundaries and inner workings
Facilitators: Mr Alan Ralphs (UWC) and F de Graaff (CPUT)

Session 3: 17 May 2017 RPL practice
Content: Unpacking the practice: from advising and administration to mediation and assessment
Facilitators: Ms F de Graaff (CPUT) and Mr Alan Ralphs

Session 4: 24 May 2017 Knowing the known and the not-so-clearly known
Content: RPL and quality assurance: a critical reflection
Facilitators: Ms F de Graaff (CPUT), and Mr Alan Ralphs (UWC)

Assessment
Learning Portfolio, inclusive of a reflective essay, based on current or simulated case study of RPL practice at your institution.

Due Date: 1 July 2017

To be submitted online

COURSE 2 continued

Description of Assignment

Compile and submit a Learning Portfolio in which you provide a careful description and analysis of the nature and effectiveness of RPL Policy and Practice at your institution, with specific reference to the concepts of 'specialised pedagogy and boundary crossing'. Your Learning Portfolio should include the following:

a. A brief introduction to your background and interest (involvement) in the RPL programmes and services offered at your University [500 Words]

b. A brief overview of the RPL policy at your institution and how it relates to the recently published

    RPL policy guidelines of the HEQC [1000 Words]

c. A detailed description and reflective essay on the affordances and constraints of the RPL practice, or an aspect of that practice, at your university [2500 words]

You have the opportunity to submit a one page overview of your planned assignment by 12 June 2017 and you will be given feedback on this by 19 June 2017 by your group tutor.

Recommended reading

Cooper, L, and Ralphs (eds.). 2016. *RPL as Specialised Pedagogy*. HSRC Press, Cape Town (available from www.hsrcpress.ac.za)

Council on Higher Education. 2016. Policies on the Recognition of prior learning, credit Accumulation and Transfer, and Assessment in higher education. Available at http://www.che.ac.za/media_and_publications/frameworks-criteria/council-higher-education-s-policies-recognition-prior

SAQA 2013. National policy for the Implementation of the Recognition of Prior Learning. Available at http://www.saqa.org.za/docs/pol/2013/natpol_irpl.pdf

Harris, J. 1999. Ways of seeing recognition of prior learning (RPL): What contribution can such practices make to social inclusion? *Studies in the Education of Adults,* 31(2):124 -139.

Harris, J 2014. "Advances in theorising RPL." In *Handbook of the Recognition of prior Learning – research into practice.* by Harris, J, Wihak, C and van Kleef, J. Niace Leicester, UK.

Shay, S 21012. "Conceptualising curriculum differentiation in higher education: a sociology of knowledge point of view". In *British Journal of Sociology of Education*. 34(4): 563-582 DOI:10.1080/01425692. 2012.722285

SHORT COURSE 3: MULTIMODAL PEDAGOGIES AND POST-QUALITATIVE SCHOLARSHIP IN HIGHER EDUCATION TEACHING AND LEARNING

This blended learning five-week course on Multimodal Pedagogies and Post-Qualitative Scholarship in Higher Education Teaching and Learning follows on three CHEC courses: Designing Learning with Technologies; Research on Teaching and Learning; and Preparing for your Proposal and Writing for Publication in Educational Research. The course is seen as building on these prior courses and taking them further through thinking about multimodality and post-qualitative research methods. Some aspects of the course will focus on shared reading and learning engagements about multimodal pedagogies and post-qualitative inquiry. In addition to readings, the course will cover experiential and hands-on sessions on multimodal pedagogies and post-qualitative methodologies. The course will be structured in a way that will allow participants to choose to study more in-depth either multimodal pedagogies or post-qualitative inquiry depending on their prior experiences and knowledge.

Course structure and dates

31July–3 August 2017: Resident workshop on Multimodal Pedagogies and Post-Qualitative Scholarship in Higher Education

10, 17, 24 August 2017: Online sessions in small groups with facilitators following the process of developing the pedagogies and scholarship

31 August 2017: 9h00–16h00 presentations by participants and feedback

Venue: ICT centre, CPUT Bellville

Fee: R6000 (inclusive of accommodation for the live-in workshop)

Convenor: Vivienne Bozalek (UWC) email vbozalek@uwc.ac.za

Course designers and facilitators: Candace Kuby (University of Missouri), Denise Newfield (University of the Witwatersrand), Daniela Gachago (CPUT), Elmarie Costandius (Stellenbosch University), Lucia Thesen (University of Cape Town), Vivienne Bozalek (UWC)

Participants

This is a pilot course for academics at the four higher institutions in the Western Cape. It is envisaged that participants who attend the course will be able to share their experiences with others in their departments, faculties and institutions, as well as more broadly perhaps. It is an intensive course which will require a commitment to participate in all stages of the process.

A maximum of 16 participants will be accommodated on the course.

Those wishing to attend the course should send in a two-page motivation for why they wish to attend the course, what experience, if any, they have had with multimodal pedagogies and post-qualitative scholarship of teaching and learning, and how they envisage they will use the course in their teaching and scholarship. The motivation should be sent by 31 May 2017.

Participants will be informed by 9 June 2017 about whether they have a place on the course or not.

COURSE 3 continued

Rationale for course / definition of terms

Multimodal pedagogies

Why offer a course on multimodality for academics in South Africa? Multimodal pedagogies assume that the forms of representation through which students make their meanings - deriving from their many cultural resources - are a central issue in teaching, learning and its assessment. In South Africa, they pertain to the politics of representation and the politics of difference in diverse, multicultural and multilingual classrooms. Multimodal pedagogies address the question: 'How can the classroom, as a multi-semiotic space, become a complex democratic space, founded on the productive integration of diverse histories, modes, genres, epistemologies, feelings and discourses?' (Stein 2008:1) Multimodal pedagogies also respond to the expectations of 21st century learning and learners integrating digital literacies into the curriculum.

Post-qualitative scholarship for higher education teaching and learning

Post-qualitative inquiry problematizes the taken-for-granted norms and ways of doing qualitative research (St. Pierre, 2011). Post-qualitative inquiry is about diverse ways of inquiring, about foregoing sameness of research practices for new ways of thinking. The 'post' in post-qualitative inquiry refers to both a usage of post-foundational theories (i.e., poststructural, posthumanist, postcolonial) and a chronological marker of qualitative research which has come to the fore after what St. Pierre (2011) calls 'conventional humanist qualitative inquiry'. This movement focuses on ontologies and ways of being, truths, and realities, not simply epistemology (knowledge and meaning making).

We see a need for academics engaged in the scholarship of teaching and learning to consider what post-qualitative ways of inquiring might produce or afford us as scholars and the communities we work with in our teaching in higher education. What if we re-think and question research practices (e.g., ways of producing data, analyzing, and representing and sharing research); what new ways of learning and teaching might be produced? We believe that post-ways of inquiring give researchers space to consider not only epistemology (knowing) but also being (ontology) and doing (axiology) - the relational ways we (teachers and students) come to be and know in the world entangled not only with humans but nonhuman (e.g., digital tools, plants, animals, art materials, books, and so forth). This is an ethico-onto-epistemological way of thinking about teaching and researching (Kuby & Gutshall Rucker, 2016; Kuby, et al, 2016).

Why bring multimodal pedagogies and post-qualitative enquiry together?

While multimodality and post-qualitative inquiry do not come from the same lines of scholarship, we see hope and possibility in bringing them together in this course. Many higher education teachers are beginning to bring multimodal pedagogies into their classrooms; inviting students to think with and represent learning with a variety of modes and materials. However, as teachers/researchers we believe it is fruitful to research our pedagogy using the principles of post-qualitative inquiry which focus on ethical ways of knowing/being/doing, which are referred to as ethico-onto-epistemological practices in classrooms (both physical and virtual). This inquiry approach creates spaces for academics as practitioner/researchers to consider how students, teachers, digital tools, and nonhuman materials produce new learning, new thinking, and new ways of creating a more just and ethical education system. Traditional multimodal research endeavours, often foregrounding issues of identity and agency, such as in the context of digital storytelling, have recently begun to be re-imagined. They now consider the limits of representation within multimodal narratives. Multimedia forms and particularly their less transparent affective and aesthetic qualities may resist explanation and thus trouble or disrupt the processes of conventional research,

COURSE 3 continued

complicating and even contradicting the process of self-representation on which qualitative evidence relies (see for example Brushwood Rose, 2009; Brushwood Rose &Low, 2014). Multimodality includes modes that are difficult to describe discursively and frustrate the workings of representation (MacLure, 2013). Brushwood Rose and Low (2014) for example introduce the concept of 'visual excess', ie the possibility of expression through images that is not possible in any other way. In this course we consider how post-qualitative approaches to multimodal analysis might provide answers to such challenges.

Details of the course

It is envisaged that participants will engage with one of the courses/modules that they are currently teaching and consider how multimodal pedagogies may enhance the course, at the same time as engaging with post-qualitative research methods to investigate what they embark on.

Participants will engage with literature on multimodal pedagogies and post-qualitative scholarship regarding teaching and learning, as well as engaging hands-on sessions where they try out these methodologies, plan a small intervention, try it out, and then present it.

The following issues will receive attention during the course:
- Reconfiguring your course using a multimodal literacies approach
- Assessment and multimodality
- Scholarship of teaching and learning, multimodality and post-qualitative research methods

Assessment

Assessment in multimodal pedagogies does not concentrate only on the outcomes or artefacts produced at the end of the course, but importantly incorporates the process of engagement with the methodologies. As assessment is one of the issues which will be covered in the course, we will attempt to model how assessment could be enacted from a multimodal and post-qualitative perspective.

Prescribed readings

Brushwood Rose, C. (2009). The (im) possibilities of self representation: Exploring the limits of storytelling in the digital stories of women and girls. *Changing English*, 16(2), 211–220. doi:10.1080/13586840902863194

Brushwood Rose, C.& Low, B.. (2014). "Exploring the 'craftedness' of Multimedia Narratives: From Creation to Interpretation." *Visual Studies* 29 (1). Routledge: 30–39. doi:10.1080/1472586X.2014.862990.

Jackson, A. Y., & Mazzei, L. A. (2012). *Thinking with theory in qualitative research: Viewing data across multiple perspectives*. London: Routledge.

Jewitt, C., Bezemer J. & O'Halloran K. (2016). *Introducing Multimodality,* Abingdon and New York: Routledge. (a most helpful, accessible overview of the field, its concepts and methods)

MacLure, M. (2013a). The Wonder of Data. *Cultural Studies ⟷ Critical Methodologies*, 13(4), 228–232.

St. Pierre, E. A. (2011). Post qualitative research: The critique and the coming after. In N. K.

Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 611-625). Thousand Oaks, CA: SAGE.

Stein P. (2008). *Multimodal Pedagogies in Diverse Classrooms: Rights, Representation and Resources,* Abingdon: Routledge.

COURSE 3 continued

Recommended readings

Jackson, A. Y., & Mazzei, L. A. (2013). Plugging One Text Into Another: Thinking With Theory in Qualitative Research. *Qualitative Inquiry: QI,* 19(4), 261–271.

Kress, G. (2010). *Multimodality: a social semiotic approach to contemporary communication*, Abingdon: Routledge.

Kuby, C.R., & Rucker Gutshall, T. (2016). *Go be a writer!: Expanding the curricular boundaries of literacy learning with children*. New York: Teachers College Press.

Kuby, C.R., Aguayo, R.C., Holloway, N., Mulligan, J. A., Shear, S.B., & Ward, A. (2016).

Teaching, troubling, transgressing: Thinking with theory in a post-qualitative inquiry course. *Qualitative Inquiry*, 22(2), 140-148.

MacLure, M. (2013b). Researching without representation? Language and materiality in postqualitative methodology. *International Journal of Qualitative Studies in Education*, 26(6), 658–667.

MacLure, M. (2013c). Classification or wonder? Coding as an analytic practice in qualitative research. In R. Coleman & J. Ringrose (Eds.), *Deleuze and research methodologies* (pp. 164–184). Edinburgh: Edinburgh University Press.

MacLure, M. (2015). The 'new materialisms': A thorn in the flesh of critical qualitative inquiry?. In G.S. Cannella, M. S. Perez & P.A. Pasque (Eds.), *Critical qualitative inquiry: Foundations and futures*. Walnut Creek, California: West Coast Press.

St. Pierre, E.A. (2015). Practices for the "new" in the new empiricisms, the new materialisms, and post qualitative inquiry. In N.K. Denzin & M.D. Giardina. (Eds.). *Qualitative inquiry and the politics of research*. Walnut Creek, CA: Left Coast Press. pp. 75-96.

St. Pierre, E.A. (2014). A brief and personal history of post qualitative research: Toward "post inquiry". *Journal of Curriculum Theorizing*, 30(2), 2-19.

St. Pierre, E.A. (2016). Untraining educational researchers. *Research in Education*. Online First version. DOI: 10.1177/0034523716664581

Stein P. (2008). *Multimodal Pedagogies in Diverse Classrooms: Rights, Representation and Resources*, Abingdon: Routledge.

SHORT COURSE 4: ASSESSMENT IN HIGHER EDUCATION

This short course is intended for new university lecturers, as well as experienced lecturers seeking to professionalize their assessment practices. It provides an introduction to the design and implementation of an assessment system in higher education. The module consists of four workshops which are intended to develop both practical skills and to promote theory-based reflection on assessment practice. The assessment of this module is through a reflective essay in which staff apply assessment principles to interrogate and improve on an assessment task. In addition to the four workshops, participants are encouraged to meet regularly with the university co-ordinator to discuss issues related to their assessment practice as well as for assistance and feedback on the development of their assessment portfolio.

Venue: ICT Centre, CPUT Bellville Campus
Fee: R1500
Course Convenor: A/Prof James Garraway (CPUT): email GarrawayJ@cput.ac.za

Course structure and dates

All sessions are run in the fourth term on Wednesdays from 15h30 to 17h30.

Session 1: 13 September – Planning for an effective assessment design
The session raises important questions about the purpose of assessment in higher education. The session also covers some of the main principles of assessment, such as validity, reliability and fairness, in order that staff may critically evaluate their own practices.
Facilitator: A/Prof Alan Cliff (UCT)

Session 2: 20 September – Assessment for learning
This session will revolve around questions such as: What is the impact of assessment on learning? Can we harness assessment to improve learning? The session will include coverage of the importance of formative assessment and feedback.
Facilitator: Dr Cecilia Jacobs (SU)

Session 3: 27 September – Curriculum alignment for effective assessment
Curriculum alignment follows the 'theory' of constructive alignment first developed by John Biggs. In this theory assessments are always aligned to what and how we teach and the outcomes/objectives of the course. In addition students need to work towards outcomes in a constructivist mode, i.e. through active engagement and knowledge building with authentic assessments.
Facilitator: A/Prof James Garraway (CPUT)

Session 4: 4 October – Reliable assessment: the design of marking criteria
This workshop will give participants the opportunity to reflect on the extent to which rubrics can be used to enhance reliability in assessment. It will be largely experiential and will depend upon participants having completed a preparatory task (homework) prior to the workshop.
Facilitator: Prof Vivienne Bozalek (UWC)

COURSE 4 continued

Assessment

Assignment for Assessment
Word length: Maximum 3000 words
Due Date: 1 November 2017
To be submitted online

Description of Assignment

Choose an assessment task that you are involved with. Show and discuss how you have strengthened the task using tools that you have encountered in the course.

You have the opportunity to submit a one page overview of your planned assignment by 11 October 2017 and you will be given feedback on this by 18 October 2017 by your group tutor.

Recommended Reading

Biggs, J. (1996). Assessing learning quality. *Assessment and Evaluation in Higher Education*, 21 (1): 5 – 15.

Gibbs, G. (1999). Using assessment to change the way students learn. In Brown, S. and Glasner, A. (Eds). *Assessment Matters in Higher Education*. Cambridge: SRHE.

Luckett, K and Sutherland., L. (2000). Assessment practices that improve teaching and learning. In Makoni, S. (Ed) *Improving Teaching and Learning in HE*. Johannesburg: Wits University press/HERDSA.

Meyers, N., and Nulty, D. (2009). How to use (five) curriculum design principles to align authentic learning environments, assessment, students' approaches to thinking and learning outcomes. *Assessment & Evaluation in Higher Education* Vol. 34 (5) 565–577.

Stevens, D and Levi, A. (2005). *Introduction to Rubrics*. Sterling: Stylus.

Lombardi, M and Oblinger, D. (2007). Authentic learning for the 21st century. *Educause Learning Initiative: Advancing Learning Through IT Innovation Paper 1.*