**Fostering Learning Partnerships with Students**

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The Postgraduate Diploma in Higher Education was rolled out for the first time at the Durban University of Technology amidst the novel COVID-19 pandemic. The course was designed for face-to-face delivery but due to the global pandemic the programme had to be offered remotely. The authors are from the Writing Centre and the Academic Development Unit and it was our first time teaching online, so we had to quickly learn how to navigate the online teaching and learning spaces. We were faced with a paradoxical situation in our class as millennials, Generation Z students and the Baby Boomer and Generation X students with varying digital competencies and teaching experiences all belonging to the same cohort (Robson, 2015:1). We had to take these factors into consideration as we purposefully redesigned the delivery of the module and developed innovative ways of teaching and assessing remotely. The theory of Connectivism which is "the integration of principles explored by chaos, network, and complexity and self-organization theories" (Siemens, 2004) underpinned our work. We also adopted Prensky's pedagogy of "telling to partnering" (Prensky 2010: 4) in the design and delivery of the curriculum. In an attempt to foster collaborative learning, we provided students with the tools, scenarios and leading questions that enabled the fostering of ownership in their learning. We provided opportunities for students to actively construct knowledge by evaluating, analysing, synthesising and applying new knowledge in relevant contexts. As students became partners in the learning process we found shifts in their "knowing and being" (Barnett 2009) which was evident in their written tasks, group activities and discussion boards. Particular dispositions and qualities (Barnett 2009) that foregrounded identity development and collaborative learning were developed during the course of the module. This study foregrounds that online teaching and learning should be designed to enable a partnership between the facilitator and student as this enables particular dispositions and qualities to be developed in students. Learning activities must be adaptable and robust to encourage sustained, active participation. As facilitators of learning we must make pedagogical shifts in our professional learning as we design teaching and learning in a multimodal learning environment.

Keywords: multimodal, connectivism, collaborative learning, curriculum design