

# QUALITY TEACHING IN HIGHER EDUCATION

## Short Courses in 2012

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

1. **Citizenship, Social Inclusion and Difference**
2. **Emerging technologies to improve teaching and learning in HE**
3. **Service Learning**
4. **Assessment in Higher Education**

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 four courses for lecturers in the Western Cape during 2012.

The courses provide a unique opportunity for academics from the four 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 for attending each course. However, at this stage, the courses are not formally accredited.

Cost: R500 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).

Lecturers 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](http://www.chec.ac.za) or email Arabel Norrish at [aajnorrish@cybersmart.co.za](mailto:aajnorrish@cybersmart.co.za) to request a form. The form must be signed by your HOD and thereafter:

- CPUT staff send the form to Thelo at [wakefieldt@cput.ac.za](mailto:wakefieldt@cput.ac.za)
- UWC staff send the form to Anita at [amaurtin-cairncross@uwc.ac.za](mailto:amaurtin-cairncross@uwc.ac.za)
- SU and UCT staff send the form to Arabel: [aajnorrish@cybersmart.co.za](mailto:aajnorrish@cybersmart.co.za) or fax: 021 763 7117

The closing dates for registration are: 29 Feb 2012 for Course 1, and 18 April 2012 for the other courses.

For more information please contact Arabel at 021 686 4828 or 084 335 3316.

## SHORT COURSE 1: CITIZENSHIP, SOCIAL DIFFERENCE AND INCLUSION

This short course is intended for academics who would like to explore issues of difference, inclusion and citizenship and to apply these concepts in order to enhance their teaching. The course provides opportunities for academics to practise innovative and reflexive research techniques to further their understanding about difference and how it impacts on teaching and learning. An exciting range of theoretical, pedagogic and research approaches are explored in three full day sessions, five on-line tutorials, opportunities for self-study and varied assessment opportunities.

**Course dates:** Three full-day sessions (09h00 to 16h30): 5 March, 2 April, 7 May 2012.

**Venue:** ICT Centre, CPUT, Bellville Campus.

**Course facilitators:** Kasturi Behari-Leak, Vivienne Bozalek, Ronelle Carolissen, Andre Daniels, Brenda Leibowitz and Leslie Swartz

**For more information:** Contact Brenda Leibowitz: bleibowitz@sun.ac.za; Tel 021 808 3717  
40 places are available. Preference will be given to individuals from the Western Cape.

### Assessment

Short assignment on theoretical approaches using an on-line discussion forum – due 19 March 2012

Short assignment on working with research data using the on-line discussion forum – due 16 April 2012

Presentation to the group on a research or teaching approach in relation to difference, social inclusion and citizenship in higher education – due 7 May 2012

Textual, digital or performance piece developed on the basis of the presentation – due 14 May 2012

Reflective essay indicating how the issues and resources would be applied in own context – due 28 May 2012.

### Recommended reading

Apple, M., Au, W. & Gandin, L.A. 2009. *The Routledge international handbook of critical education*. New York and London: Routledge.

Boler, M. "Teaching for hope: The ethics of shattering world views." In D. Liston & J. Garrison (Eds.), *Teaching, learning and loving: Reclaiming passion in educational practice* (pp. 117-131). New York: Routledge.

Bozalek, V. & Biersteker, L. 2010. "Exploring Power and Privilege with using Participatory Learning and Action Techniques". *Social Work Education*, 29(5):551-572.

Leibowitz, B., Bozalek, V., Rohleder, P., Carolissen, R., & Swartz, L. 2010. "Whiteys Love to Talk About Themselves: Discomfort as a pedagogy for change." *Race, Ethnicity and Education*, 13(1):83-100.

Robus, D. & Macleod, C. 2006. "White excellence and black failure: The reproduction of racialised higher education in everyday talk". *South African Journal of Psychology*, 36(3):463-480.

Swartz, L., Rohleder, P., Bozalek, V., Carolissen, R., Leibowitz, B., & Nicholls, L. 2009. "Your mind is the battlefield: South African trainee health workers engage with the past." *Social Work Education*, 28:488-501  
Taylor, E., Gilborn, D & Ladson Billings (2009) *Foundations of Critical Race Theory in Education*. London: Routledge

Trifonas, P. (Ed.) 2003. *Pedagogies of difference: Rethinking education for social change*. New York: Routledge Falmer.

Zembylas, M. & McGlynn, C. "Discomforting pedagogies: Emotional tensions, ethical dilemmas and transformative possibilities." (in press). *British Educational Research Journal*.

## SHORT COURSE 2: EMERGING TECHNOLOGIES TO IMPROVE TEACHING AND LEARNING IN HE

This short course, which will be offered in May/June 2012, will give participants an experience of how technology can be used to enhance teaching and learning in higher education. In the course, participants will have the opportunity to analyse their current context in relation to pedagogic problems, students' learning needs and technologies available to both students and educators, in order to design and develop a small-scale technology-enhanced learning intervention. The course's primary focus is on teaching and learning with ubiquitous technologies to enhance student learning. Participants will be exposed to several emerging technologies. As part of experiential learning, each participant will become a competent user of at least one technology tool suitable to the context in which they work, present a prototype of the small-scale technology-enhanced learning intervention to their peers and the facilitators and to reflect on their intervention from both theoretical and practice-based perspectives.

The course will be limited to 20 participants. The minimum requirements for participation would be a basic knowledge of technologies for teaching and learning e.g. use of productivity tools such as a word processing, presentation tools, a learning management system, or some interest in Web 2.0 tools.

Participants will be required to:

- Attend 3 face-to-face contact teaching sessions - one full day each (8 hours) on 2 May 2012, one half day (5 hours) on 16 May 2012 and another half day (6 hours) on 6 June 2012
- Participate in 3 online sessions of (2 hours) on 9, 23 and 30 May 2012
- Undertake to submit a reflective essay on 13 June (Draft) and 20 June (Final)
- Self-study (20 hours).

**Venue:** A computer lab at UWC (venue still to be confirmed)

### Assessment

Elements	Due Date
Short tasks looking at affordances of technologies, student learning needs, etc.	Tasks prior to start of course & during course
Presentation of teaching and learning activity using technology.	6 June 2012
Submission of teaching and learning activity with written explanation of the curriculum focus, the students' needs, the lecturers' preferences and the context. Enactment of the design and development of the technology enhanced learning activity Formative evaluation of the technology enhanced learning activity.	20 June 2012

The course convenors are the following people:

Dr J.P. Bosman (Stellenbosch University)

Prof Vivienne Bozalek (University of the Western Cape)

Ms Daniela Gachago (Cape Peninsular University of Technology)

Dr Cheryl Brown (University of Cape Town)

Dr Eunice Ivala (Cape Peninsular University of Technology)

Associate Prof Dick Ng'ambi (University of Cape Town)

Ms Juliet Stoltenkamp (University of the Western Cape)

## SHORT COURSE 2: EMERGING TECHNOLOGIES CTND.

### Required and recommended reading

- Anderson, T & Elloumi, F (Eds) (2004). *Theory and Practice of Online Learning*. Athabasca University, (online book). Available: [http://cde.athabascau.ca/online\\_book/](http://cde.athabascau.ca/online_book/)
- Bower, M (2008) Affordance Analysis - matching learning tasks with learning technologies, *Education Media International*, 45(1), 3-15.
- Dabbagh, N & Bannan-Ritland, B (2005) *Online learning: Concepts, strategies and application*. Upper Saddle River, New Jersey: Pearson. Companion website: <http://www.prenhall.com/dabbagh/ollresources/>
- Mehlenbacher, B 2010. *Instruction and Technology: Designs for everyday learning*. MIT
- Siemens, G & Tittenberger, P (2009). *Handbook of Emerging Technologies for Learning*. Available: [http://www.umanitoba.ca/learning\\_technologies/cetl/HETL.pdf](http://www.umanitoba.ca/learning_technologies/cetl/HETL.pdf) (Accessed 26 August 2009)
- Veletsianos, G. (ed.) (2010). *Emerging Technologies in Distance Education*, (online book). Edmonton: AU Press. Available: [http://www.aupress.ca/books/120177/ebook/99Z\\_Veletsianos\\_2010-Emerging\\_Technologies\\_in\\_Distance\\_Education.pdf](http://www.aupress.ca/books/120177/ebook/99Z_Veletsianos_2010-Emerging_Technologies_in_Distance_Education.pdf) (accessed 1 November 2011)
- Weller, M. (2011). *The Digital Scholar: How Technology is Transforming Scholarly Practice*. Bloomsbury Academic. Available: [http://www.bloomsburyacademic.com/view/DigitalScholar\\_9781849666275/chapter-ba-9781849666275-chapter-013.xml](http://www.bloomsburyacademic.com/view/DigitalScholar_9781849666275/chapter-ba-9781849666275-chapter-013.xml) (accessed 1 November 2011)
- Salmon, G., & Edirisingha, P. 2008. *Podcasting for Learning in Universities*. Open University Press: Berkshire

## SHORT COURSE 3: SERVICE LEARNING

In the SA context, service-learning is defined as a form of community-based experiential learning and a curriculum-based, credit-bearing and carefully structured educational experience in which students participate in an organised community interaction activity that meets identified and agreed upon community goals; reflect on the service activity in order to gain a deeper understanding of module and programme content; acquire a broader appreciation of the discipline; and develop an enhanced sense of social responsibility towards society as a whole. In this process, reflection is a key pedagogical tool to integrate theory taught in the classroom and practice as experienced in the community.

Community engagement in higher education is the context within which service-learning is practised. Service-learning is one form of curricular community engagement and the main aim of this course is to familiarise participants with the theoretical and conceptual frameworks in which service-learning is grounded and applied. This course is designed to equip lecturers who want to design and develop an innovative curriculum for a service learning (SL) module or redesign an existing module to include a community engagement component. No prior knowledge is required and the course is suitable for both experienced and inexperienced lecturers.

### Course Structure

The course consists of:

5 September 2012: One 7-hour session: Community Engagement and Service-Learning theoretical and conceptual frameworks, with 10 hours self-study and preparation for the next session

12 September 2012: One full day 7-hour session - (10 hours self study)

17 October 2012: One 5-hour session of final presentation

**Venue:** ICT Centre, CPUT Bellville Campus

### Assessment

One assignment taking the form of a module framework and a presentation in class.

### Presenters

Dr Antoinette Smith-Tolken (Stellenbosch University)

Prof Priscilla Daniels (University of the Western Cape)

Ms Jacqueline Scheepers (Cape Peninsula University of Technology)

### Readings

Participants will receive electronic copies of all readings and templates used in the course.

The main resource of the course is a Council for Higher Education (CHE) publication developed and published in collaboration with Community Higher Education Service Partnerships (CHESP), a former national organization who promoted and advanced SL:

*Service-Learning in the Curriculum: A Resource for Higher Education Institutions* (CHE-HEQC/JET Education Services, June 2006).

## SHORT COURSE 4: ASSESSMENT IN HIGHER EDUCATION

This module is intended for new university lecturers, as well as experienced lecturers seeking to professionalise their assessment practices. It provides an introduction to the design and implementation of an assessment system in higher education. The module consists of four sessions which are intended to develop both practical skills and to promote theory-based reflection on assessment practice. The assessment of this module is by portfolio. In addition to the four sessions, 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. The completion of module 1 is encouraged but not a requirement.

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

**Venue:** IT Centre, CPUT, Bellville Campus

### Session 1: Planning for an effective assessment design

Date: 19 September 2012

Facilitator: Prof Suellen Shay (UCT)

### Session 2: Assessment for learning

Date: 26 September 2012

Facilitator: Dr Francois Cilliers (SU)

### Session 3: Curriculum alignment for effective assessment

Date: 3 October 2012

Facilitator: A/Prof James Garraway (CPUT)

### Session 4: Reliable assessment: the design of marking criteria

Date: 10 October 2012

Facilitator: Prof Vivienne Bozalek (UWC)

### Assessment

Choose an assessment task that you are involved with. Discuss how you would strengthen the task using tools that you have encountered in the course. You are encouraged to structure your assignment as follows:

Part A: Describe the assessment event

Part B: Describe the issues that you think could be improved

Part C: Reflect on how you could strengthen the assessment

The deadline for formative feedback on the assignment is 31 October 2012.

The final deadline for submission of the assignment is 7 November 2012.

### Recommended reading

Boud, D. & Falchikov, N. (2006). Aligning assessment with long-term learning. *Assessment and Evaluation in Higher Education*, 31 (4): 399-413.

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

Biggs, J. 2003. *Teaching for quality learning at university*. Buckingham: The Society for Research into Higher Education/Open University Press.

Boud, D. and Falchikov, N. 2007. *Rethinking Assessment in Higher Education*. Routledge.

Brown, S. and Glasner, A. 1999. *Assessment Matters in Higher Education*. SRHE.