

QUALITY TEACHING IN HIGHER EDUCATION

Short Courses in 2011

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

1. **Citizenship, Social Inclusion and Difference**
2. **ICTs for Teaching and Learning in Higher Education**
3. **Teaching and Learning in Higher Education**
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 2011.

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 for each course from CHEC. 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 simple 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 Norrish at aajnorrish@cybersmart.co.za to request a form. The form must be signed by your HOD and sent to Arabel by email or by fax at 021 763 7117. Please apply before 18 February 2011.

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

SHORT COURSE 1: CITIZENSHIP, SOCIAL INCLUSION AND DIFFERENCE

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 practice 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, eight on-line tutorials, opportunities for self study and varied assessment opportunities.

Course dates: Three full-day sessions (09h00 to 16h30): 7 March, 1 April, 6 May 2011.

Venue: IT Centre, CPUT, Bellville Campus.

Assessment

- Short assignment on theoretical approaches using an on-line discussion forum
– due 21 March 2011
- Short assignment on working with research data using the on-line discussion forum
– due 15 April 2011
- Presentation to the group on a research or teaching approach in relation to difference, social inclusion and citizenship in higher education – due 6 May 2011
- Textual, digital or performance piece developed on the basis of the presentation
– due 13 May 2011
- Reflective essay indicating how the issues and resources would be applied in own context
– due 27 May 2011

Course facilitators

Vivienne Bozalek, Ronelle Carolissen, Andre Daniels, Brenda Leibowitz and Leslie Swartz

Contact

For more information, contact Brenda Leibowitz: bleibowitz@sun.ac.za; 021 8083717

Recommended reading

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

Laubscher, L. & Powell, S. 2003. Skinning the drum: Teaching about diversity as "other". *Harvard Educational Review* 73(2):203-247.

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.

Perumal, J. 2007. *Identity, diversity and teaching for social justice*. Bern: Peter Lang. Chapter 3: The personal as political and potentially pedagogical.

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.

SHORT COURSE 2: ICTS FOR TEACHING AND LEARNING IN HIGHER EDUCATION

This short course 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 available technologies in their institution. They will then design and develop a small-scale technology-enhanced learning intervention using 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 finally reflect on their analysis, design and development process in a blog.

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

Course dates: One full-day session (8 hours): 3 May 2011;

Two half-day sessions (5 hours): 17 May & 31 May 2011

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

In addition, participants will be required to log onto 2 online sessions of 1 hour each (10 & 24 May 2011), and undertake self study (20 hours).

Course facilitators

Dr JP Bosman (SU), Prof Vivienne Bozalek (UWC), Ms Daniela Gachago (CPUT),
A/Prof Cheryl Hodginson-Williams (UCT), Dr Eunice Ivala (CPUT), A/Prof Dick Ng'ambi (UCT),
Ms Juliet Stoltenkamp (UWC)

Recommended/required reading

Anderson, T & Elloumi, F (Eds) (2004). *Theory and Practice of Online Learning*. Athabasca University, (online book). Available: http://cde.athabascau.ca/online_book/

Beetham, H & Sharpe, R (Eds) (2007) *Rethinking pedagogy for a digital age : designing and delivering e-learning*. London; New York: Routledge.

Conole, G. & Dyke, M. (2004) 'What are the inherent affordances of Information and Communication Technologies?', *ALT-J*, 12.2, 113-124.

Conole, G., Dyke, M., Oliver, M. and Seale, J. (2004) Mapping pedagogy and tools for effective learning design, *Computers and Education*, 43 (1-2), 17-33. Available: http://pdfserve.informaworld.com/892147_731566751_713612482.pdf (Accessed 27 August 2009).

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/>

Harris, J Mishra, P & Koehler, M (2009) Teachers' Technological Pedagogical Content Knowledge and Learning Activity Types: Curriculum-based Technology Integration Reframed. *Journal of Research on Technology in Education*, 41(4), p393-416.

Siemens, G.& Tittenberger, P. (2009). Handbook of Emerging Technologies for Learning. Available http://www.umanitoba.ca/learning_technologies/cetl/HETL.pdf (Accessed 26 August 2009).

SHORT COURSE 3: TEACHING AND LEARNING IN HIGHER EDUCATION

This module is intended for university lecturers with an interest in planning, facilitating and evaluating teaching and learning in higher education. The module consists of four sessions that are intended to develop practical teaching skills and to promote resource-based reflection on practice. In order to receive a certificate for successful completion of the module, an assignment is required. In addition to the four sessions a variety of web-based resources are available. Participants are encouraged to meet with the university co-ordinators to discuss issues related to their teaching practice and for assistance with, and feedback on, their assignments.

Times: All sessions are run on Wednesdays from 15h30 to 17h30.

Venue: IT Centre, CPUT, Bellville Campus

Session 1: How students learn – and implications for teaching

Date: 3 August 2011

Facilitators: Prof Wendy McMillan (UWC) and Prof Chris Winberg (CPUT)

Session 2: Teaching for learning

Date: 10 August 2011

Facilitators: Prof Chris Winberg (CPUT) and A/Prof Jeff Jawitz (UCT)

Session 3: Tools for considering diversity in South African higher education classrooms

Date: 17 August 2011

Facilitators: A/Prof Jeff Jawitz (UCT) and Dr Susan van Schalkwyk (SU)

Session 4: The reflective higher education practitioner

Date: 24 August 2011

Facilitators: Dr Susan van Schalkwyk (SU) and Prof Wendy McMillan (UWC)

Assessment

All candidates are required to submit an assignment that will be contextualised within a specific subject area, elective 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 in the sessions. The deadline for formative feedback on the assignment is 19 September 2011. The final deadline for submission of the assignment is 3 October 2011.

Recommended reading

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

Higher Education Quality Committee. 2004. *Improving Teaching & Learning Resource No. 6: 6a) Staff Development & 6b) The Self-evaluation of Teaching*. Available at: http://www.che.ac.za/documents/d000087/ITL_Resource_no6.doc [Accessed 03/11/2009]

Kivel, P. 2004. *The culture of power. Conflict Management in Higher Education Report. 5 (1)*. Available at <http://www.isr.umich.edu/home/diversity/resources/culture-of-power.pdf> [Accessed 03/11/2009]

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: 14 September 2011

Facilitators: Dr Hanelie Adendorf (SU) and Dr James Garraway (CPUT)

Session 2: Curriculum alignment for effective assessment

Date: 21 September 2011

Facilitators: Dr Hanelie Adendorf (SU) and Dr James Garraway (CPUT)

Session 3: Reliable assessment: the design of marking criteria

Date: 28 September 2011

Facilitators: Prof Vivienne Bozalek (UWC) and Prof Suellen Shay (UCT)

Session 4: Assessment feedback: How to promote learning

Date: 5 October 2011

Facilitators: Prof Vivienne Bozalek (UWC) and Prof Suellen Shay (UCT)

Assessment

All candidates are required to submit an assignment that will be contextualised within a specific subject area, elective or specialised programme of their choice. The assignment will involve participants' own assessment practices, and include a written reflective commentary that draws on readings and resources discussed in the sessions. The deadline for formative feedback on the assignment is 26 October 2011. The final deadline for submission of the assignment is 2 November 2011.

Recommended reading

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.

