



Wits Centre for Learning Teaching and Development

2025 Annual Conference

CALL FOR CONTRIBUTIONS

Echoes of Protest, Visions of Praxis

Shaping Equitable Futures Through Learning and Teaching

Conference Dates

9th – 11th September
2025

Venue

Online and in person
Wits University Senate Room

Submission Deadline

16th July 2025

This year marks ten years since the pivotal 2015 moment, initiated by the #FeesMustFall (#FMF) and #RhodesMustFall (#RMF) movements. Beyond merely reflecting on these Fallist moments, the Wits Centre for Learning, Teaching, and Development invites you to contribute to a vital showcasing of the tangible ways in which Wits University has been, is, and will be responding to the enduring calls for transformation, access, equity, and decolonisation within our learning spaces.

We seek to explore how, as a learning- and student-centred institution, Wits is actively shaping equitable futures in a complex contemporary landscape, navigating challenges and opportunities including, but not limited to, the integration of digital technologies and Artificial Intelligence.

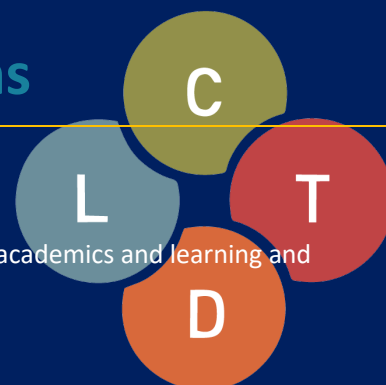
A Conference Focused on Praxis and Participation

This conference seeks to move **beyond theory to praxis**. We are calling for contributions that document, analyse, and share **initiatives, strategies, teaching approaches, and curriculum changes** implemented at Wits focused on what Wits academics, staff, and students **have been and are doing** to foster equitable, valuable and valued learning experiences.

Furthermore, we envision a **socially engaging, interactive, and participative conference**. We invite contributions in diverse formats that could initiate dialogue, collaboration, and active engagement amongst participants. Our goal is to create a space for knowledge sharing and co-creation between and by participants.

Daily Themes & Focus of Contributions

We invite disciplinary, inter-disciplinary, and cross-departmental contributions by Wits academics and learning and teaching support professionals that align with our daily themes:



Day 1: Echoes of Change: #FMF/#RMF's Call for Transformed Learning and Teaching at Wits



Focus: Day 1 revisits the specific demands made by students during #FMF/#RMF concerning academic engagement, curriculum content, approaches to learning and teaching, and the overall learning environment. It involves documenting and critically assessing Wits' institutional and, crucially, individual academic responses to these calls since 2015. The aim is to understand the foundations upon which we are currently building.

We seek contributions showcasing: Analyses of #FMF/#RMF student demands directly related to what happens in and through teaching and curriculum (e.g., calls for decolonised curricula, inclusive teaching practices, respectful engagement, accessible course materials); documented shifts in curriculum design and learning interactions by Wits academics in response; initiatives by academics to create more inclusive, responsive, and decolonised learning environments since 2015; Reflections on the successes, challenges, and lessons learned from these initial responses.

Day 2: Enacting Equitable Practices: Current Academic Practices for Student-Centred Learning and Teaching, Decolonised Curricula, and Responsive Teaching Praxis



Focus: Day 2 highlights what Wits academics are actively doing today in their direct engagement with students and in their curriculum design and facilitation to embody the spirit of #FMF/#RMF. It's about showcasing current, innovative, and effective teaching practices that create more equitable, relevant, learning and student-centred, and empowering learning experiences.

We seek contributions showcasing: Concrete examples of redesigned curricula, inclusive teaching practices, strategies bridging access gaps (decolonial, digital or otherwise), practical methods for fostering critical engagement, implementation of Universal Design for Learning, community-engaged learning projects, or ethical and socially just integration of technologies (including AI) to enhance communal and relational care, equity and community at Wits.

Day 3: Forging Our Future: Academics Co-Creating the Next Decade of Learning and Teaching at Wits



Focus: Looking forward, Day 3 is about collaboratively envisioning the future of learning and teaching at Wits. Based on the lessons of #FMF/#RMF and current innovations, what should transformative, learning- and student-centred, and decolonised learning experiences, shaped by academic praxis, look like? The emphasis is on actionable strategies and commitments from the Wits academic community.

We seek contributions showcasing: Visionary yet practical proposals for future Wits curricula that are deeply decolonised, locally relevant, globally engaged, and co-created with students; ideas for teaching innovations and academic practices that will define the Wits learning experience in 2033; strategies for embedding social justice, critical citizenship, and ethical engagement into all disciplines through academic praxis; frameworks for sustained student-staff partnerships in curriculum development and reviews of teaching, driven by academics; actionable plans for how Wits academics can collectively drive and sustain this transformation in their everyday work.

A Variety of Formats

In moving beyond the traditional 'show and tell' conference presentation, we welcome proposals for contributions in various engaging interactive, participatory formats, including (but not limited to):

- **Change in Practice Showcases:** Brief, focused presentations on specific implemented projects or strategies.
- **Interactive Workshops:** Hands-on sessions engaging participants to experience a changed teaching practice/approach.
- **Roundtable Discussions:** Facilitated conversations around specific institutional enablements, constraints, emerging possibilities, challenges, or case studies.
- **Poster Presentations or Gallery Walks (with interactive elements):** Visual displays of projects or research with dedicated discussion time.
- **Digital Demonstrations:** Showcasing specific tools, platforms, or digital learning designs developed/used at Wits.
- **Performance/Creative Pieces:** Engaging ways to explore themes through creative expression.
- **Dialogue Sessions:** Structured conversations designed to generate shared insights or solutions.

Submission Guidelines:

Please submit an abstract of no more than 300 words for review by the conference organising committee. Your abstract should outline:

1. Your proposed contribution title.
2. The alignment with one of the daily themes.
3. The specific Wits practice, initiative, or strategy being showcased.
4. The proposed format for your contribution (e.g. showcase, workshop, roundtable).
5. Whether you intend for the contribution to be in person or online
6. How your contribution will encourage participants to play a role in meaning-making.

Submit abstracts [here](#) or via <https://learningteaching.witsevents.co.za/abstract-submissions>, by 16th July 2025 , 12h00 noon.

We look forward to receiving your contributions and co-creating a dynamic and impactful conference focused on the practice of learning and teaching at Wits.

Contact: Connect.CLTD@wits.ac.za for inquiries.