Conference booklet

Lockdown Learning

Telling our stories

Contents

On 23 March 2020, in response to the Covid-19 pandemic, Pres. Cyril Ramaphosa announced a state of disaster. Starting on 27 March 2020, the country went into lockdown. As a result, Wits was forced to take learning and teaching online.

Now, more than a year later, the state of disaster continues. The cost in physical, mental, and economic health—already tremendous—is still mounting. Through it all we, the members of the Wits community, have continued our learning and teaching. Each of us has our own story to tell, coloured by our own unique vantage points.

The Wits Centre for Learning, Teaching, and Development (CLTD) is hosting a conference where contributors will reflect on their experiences of teaching and student learning throughout the pandemic, think about what they have learnt from it, consider how this time will shape what they do into the future, and then tell their stories to the rest of the Wits community.

Some of the stories told will be personal, some professional, some scholarly, some at the intersection of all three. Student voices have been included to add another layer of richness to the collection of stories.

A variety of different formats will be followed during this fully online conference:
- … shorter (30-minute) presentations such as scholarly talks, creative performances, or personal narratives
- … longer (90-minute) formats such as panel discussions, or
- … other formats chosen by contributors.

Both individual and group presentations have been accommodated in the programme.

Registrations for the conference will remain open throughout the conference. You may register:
- on the conference website: https://lockdownlearning.witsevents.co.za/register
- via e-mail to Yasmina.Dadabhay@wits.ac.za, or
- via the Wits Employee Self-Service Learning Gateway.

Programme (Day 1)

Programme: 2 August 2021

Time		
13:00	Opening: Dr Gerrit Wissing	
13:05	Welcome: Prof Diane Grayson	
13:15	*Session Chair: Diane Grayson* *Chat moderator: Rejoice Nsibande* Day 1: Opening address by Snr DVC: Academic (Prof Ruksana Osman)	
13:30	*Session Chair: Laura Dison* *Chat moderator: Gerrit Wissing* Panel discussion: Strategies for deepening critical thinking suggested by learning experiences in the pandemic: reflections from the Wits Writing Programme. **Pamela Nichols, Roshini Pillay, Bontle Tladi, Avril Joffe, & Writing Fellow Tutors**	
14:15	*Session Chair: Rejoice Nsibande* *Chat moderator: Muele Ndwambi* Revenge of the Hashtag: Teaching with and against the Online Environment **Colette Gordon and Carrie Timlin**	*Session Chair: Sipho Hlabane* *Chat moderator: Maria Prozesky* Sense-making stories from ERT, in the Humanities at Wits **Renee Koch & Laura Dison**
15:45	*Session Chair: Najma Agherdien* *Chat moderator: Shane Pachagadu* Mindshift change for lecturers in method of assessing PG Dip Accountancy **Lanelle Wilmot & Carli Jonker**	*Session Chair: Shogan Naidoo* *Chat moderator: Nompumelelo Mazibuko* Online Teaching 2020 **Gavin Matthys**
15:15	Comfort break	
15:30	*Session Chair: Rejoice Nsibande* *Chat moderator: Nazira Hoosen* Panel Discussion: Learning from our stories **Karin Brodie, Avril Joffe, Sarah Godsell, & Shalini Dukhan**	
16:30	*Session Chair: Lindelani Mnguni* *Chat moderator: Shane Pachagadu* Virtually here, physically there **Neka Da Costa & Kamogelo Molobye** Closure	*Session Chair: Antoinette Malgas* *Chat moderator: Daniel Motlhabane* The creativity of knowledge translation in the online space **Nancy Barber** Closure

Programme (Day 2)

3 August 2021		
13:00	Opening: Dr Gerrit Wissing	
13:05	Session Chair: Diane Grayson Chat moderator: Panel discussion: Students' experiences of learning to learn in an online mode *Mongezi Maluleka, Buhle Geleba, Nkateko Muloiwa, Kamogelo Mabe and Solami Buthelezi (Moderator: Prof. Diane Grayson)*	
14:35	Session Chair: Maria Prozesky Chat moderator: Sipho Hlabane Building online communities: creating interpersonal and cognitive connections *Marike Kluyts & Kershree Padayachee*	Session Chair: Danie de Klerk Chat moderator: Gerrit Wissing (Re-)centering as a way of Being and Becoming *Rieta Ganas, Sipho Hlabane, Nazira Hoosen and Najma Agherdien*
15:05		Session Chair: Danie de Klerk Chat moderator: Daniel Motlhabane Using student self-reflections to inform teaching during COVID-19 *Carli Jonker and Lanelle Wilmot*
15:35	Comfort break	
15:50	Session Chair: Adriano Giovanelli Chat moderator: Nompumelelo Mazibuko Keynote (Flower Darby): Fostering Connections and Community Online: Engagement and Self-Care Strategies to Promote Faculty and Student Wellbeing	
17:05	Session Chair: Lindelani Mnguni Chat moderator: Adriano Giovanelli Space to space *Linda (Mdena) Thibedi* Closure	Session Chair: Rejoice Nsibande Chat moderator: Antoinette Malgas Covid and Geosciences: The good, the bad and the hand sanitiser (Pre-recorded video + Q&A) *Stephanie Enslin* Closure

Programme (Day 3)

4 August 2021

Time	Session
13:00	**Opening: Dr Gerrit Wissing**
13:05	Session Chair: Gerrit Wissing Chat moderator: Shogan Naidoo **Keynote (Luci Carosin)**
14:05	Session Chair: Neo Petlele Chat moderator: Najma Agherdien **Remote Teaching During the COVID-19 Pandemic: A Personal Reflection** *Ufuoma Akpojivi*	Session Chair: Shane Pachagadu Chat moderator: Muele Ndwambi **Challenges and opportunities of teaching online: Reflecting on ERT in 2020** *F Mdluli, L Makuapane, RG Wagner, T Muloiwa, T Kaneli, & M Masango*
14:35	Session Chair: Rieta Ganas Chat moderator: Maria Prozesky **Panel discussion: Reframing Conceptions of Success in Higher Education** *Greig Krull, Willem Conradie, Danie de Klerk, Laura Dison, Fiona MacAlister, Shirra Moch, and Kershree Padayachee*
15:35	**Comfort break**
15:50	Session Chair: Daniel Motlhabane Chat moderator: Rieta Ganas **The use of Mentimeter to enhance student engagement during online learning in the School of Accountancy** *Avani Sebastian and Lanelle Wilmot*	Session Chair: Sipho Hlabane Chat moderator: Kershree Padayachee **Reframing assessment of practical activities in Biology courses: Evolving Covid 19 pandemic approaches** *Mapula Matimolane*
16:20	Session Chair: Sharon Coetzer Chat moderator: Neo Petlele **Panel Discussion: In Conversation with Four Commerce Law and Management Academic Advisors** *Tshepiso Maleswena, Aneshree Nayager, Siyasamkela Jinoyi, and Mbongeni Shungube*
17:20	**Closure**

Opening address by Senior DVC: Academic

Prof Ruksana Osman

Speaker bio

Ruksana Osman is Professor and Deputy Vice-Chancellor at the University of the Witwatersrand, Johannesburg, South Africa. Before then, she was the Dean of the Faculty of Humanities at the University of the Witwatersrand, Johannesburg, South Africa. She is also the former Head of the School of Education at the University of the Witwatersrand. She is an elected member of the Academy of Science, South Africa.

Prof. Osman's expertise is in Higher Education, Research Led Teacher Education and Teaching and Learning in Higher Education. Her focus is on equity, access and success in teacher and higher education.[3] She has authored three books. She also serves as convenor of the UNESCO Research Chair in Teacher Education for Diversity and Development.

https://en.wikipedia.org/wiki/Ruksana_Osman

Keynote: Fostering Connections and Community Online: Engagement and Self-Care Strategies to Promote Faculty and Student Wellbeing

Flower Darby

When we intentionally work to connect with our students as people and facilitate connections between students, our online teaching and learning experiences will be more rewarding, more fulfilling, and less draining. Employing strategies for doing so in a time-efficient way could promote work/life balance for faculty primarily but perhaps also for students.

Speaker bio

Flower Darby (she/her) celebrates and promotes effective teaching in all class formats to include, welcome, and support all students as they learn and succeed. As faculty and an instructional designer, she's taught community college and university classes for over 25 years in a range of subjects including English, Technology, Leadership, Dance, and Pilates. A seasoned face-to-face and online educator, Darby loves to apply learning science across the disciplines, and to help others do the same.

Flower speaks, writes, presents and consults on teaching and learning theory and practice both nationally and internationally. She has helped educators all over the world become more effective in their work. She is the author, with James M. Lang, of Small Teaching Online: Applying Learning Science in Online Classes, and she's a columnist for the Chronicle of Higher Education. Her new book on emotion science and teaching with technology is forthcoming from West Virginia University Press.

https://flowerdarby.com/profile/

Keynote: Adopting new technology at high speed due to COVID 19

Luci Carosin

On the 15th of March 2020, President Cyril Ramaposa declared a national state of disaster in terms of the Disaster Management Act. This was soon followed by various interventions by the National Command Council including lockdown regulations. The impact on the country, the economy and education in South Africa was enormous.

With the introduction of lockdown regulations, it made it impossible for the face-to-face teaching to continue. Wits ICT realised that Wits would need to increase online offerings in the teaching and learning space to facilitate the shift from face-to-face teaching to online methods. To achieve this there were various aspects that needed attention. The software, infrastructure, and staffing aspects of the support in place at the time had various gaps that needed to be addressed urgently. This presentation looks at these gaps and the strategies applied to address them.

Speaker bio

I joined Wits as a student to study a BCom, BIS major. I had already become passionate about technology in high school and in my final year, I joined Wits as a part time staff member in the WBS. I later joined Wist ICT and have held a number of positions since then. My path meandered from support, through development and into management where I am today.

In my position as Senior Manager: Business Applications and Solutions I lead the team that supports the technical aspects of applications in various streams such as Finance, HR, Payroll and Student Administration. Support of Educational Technologies is also part of the team including such functions as supporting the LMS, tools it is integrated to and supporting student and staff use of these. I work closely with other Wits ICT Senior Managers to deliver on Wits ICT strategic objectives, but also work closely with different communities so they can achieve the academic goals of the University.

Panel discussion: Strategies for deepening critical thinking suggested by learning experiences in the pandemic: reflections from the Wits Writing Programme.

Pamela Nichols, Roshini Pillay, Bontle Tladi, Avril Joffe, and Writing Fellow Tutors

Writing Intensive (WI) courses depend on student engagement and on the ability to offer continuous responses to student work as it develops. Both of these characteristics were challenged by the move to teaching online, despite the best efforts of Writing Intensive (WI) lecturers and Writing Fellow (WF) tutors. This is unsurprising since globally the quality of learning has suffered during the pandemic, particularly in terms of deep literacy. One response to this crisis, suggested by the experience of WI courses, is to focus on the recognition and instrumental effectiveness of the thinking that we require from students in each course, as well as between courses.

This panel will present an analysis of the group reflections of three course teams on their experiences of their 2020 WI courses: a postgraduate-course in Cultural Policy and Management; a second-year course in Social Work; and a first-year course in Industrial Design. Each of these courses has a record of success but each faced a significant loss of student attention and consequent ability to read, reflect and write thoughtfully. The reports revealed common pedagogical problems as well as possibilities for addressing these problems collaboratively.

The analysis suggests fungible strategies for the entire Wits Writing Programme through more explicit recognition, focus, and development of relevant critical thinking skills as they are required to address the aims of particular courses. The learning of measurable discrete thinking skills does not contradict the writing within the disciplines approach of working with situated argument and problem-solving. Rather these thinking skills are consciously learnt as they are employed to develop the learning of each course. From the evidence of these courses, it is suggested that learning can be deepened, inter alia, through the explicit teaching of analogical, empathetic, and inferential modes of reasoning.

This re-trained focus can enable the identification and development of the required critical thinking skills for each course, thereby improving and deepening the impact of all WI courses in the WWP. Equally, it can contribute to building the intellectual infrastructure of the WWP through learning more about scholarship focused on critical thinking, and its integration with writing effectively within disciplines.

Type of Contribution
Panel discussion

Panel discussion: Learning from our Stories

Shalini Dukhan, Sarah Godsell, Avril Joffe and Karin Brodie

In this panel, we hope to give form to the statement: "there is an opportunity in the moment for genuine equity-focused innovation in policy-making, provision and pedagogy" (Czerniewicz et al, 2020). We will present two stories about our experiences of teaching and learning during the pandemic with specific reference to the gains and losses that were experienced. We will draw from the stories to think about what we can learn from our experiences and how we might think about a realistic vision for post-pandemic teaching and learning. We suggest that emergency remote teaching has supported both good and poor pedagogical practices and if we articulate what we have learned we may leverage more flexible pedagogies in the future. We will specifically articulate ideas in relation to: how students learn, student diversity and inequalities; human connection and community; the role of technology in supporting pedagogy; the role of lectures and tutorials whether online or face-to-face; resources and practical issues. We argue that a key learning from online teaching has been to consider a broader range of activities for students, of which large face-to-face lectures are one. While we re-iterate the important of good face-to-face lectures for particular pedagogical purposes, we argue that they should not necessarily form the core of teaching and learning but should be utilised for specific purposes. We thus argue for decentering the lecture, although not removing it entirely. We present some potential scenarios for moving forward.

Type of Contribution
Panel discussion

Reference

Czerniewicz, L., Agherdien, N., Badenhorst, J., Belluigi, D., Chambers, T., Chili, M., de Villiers, M., Felix, A., Gachago, D., Gokhale, C., Ivala, E., Kramm, N., Madiba, M., Mistri, G.,Mgqwashu, E., Pallitt, N., Prinsloo, P., Solomon, K.,Strydom, S., Swanepoel, M., Waghid, F. and Wissing, G. (2020) A Wake-Up Call: Equity, Inequality and Covid-19 Emergency Remote Teaching and Learning. *Postdigital Science and Education*. https://doi.org/10.1007/s42438-020-00187-4.

Panel discussion: Students' experiences of learning to learn in an online mode

Mongezi Maluleka, Buhle Geleba, Nkateko Muloiwa, Kamogelo Mabe and Solami Buthelezi (Moderator: Prof. Diane Grayson)

Panel discussion: Students' experiences of learning to learn in an online mode

Type of Contribution
Panel discussion

Panel discussion: Reframing Conceptions of Success in Higher Education

Greig Krull, Willem Conradie, Danie de Klerk, Laura Dison, Fiona MacAlister, Shirra Moch, and Kershree Padayachee

The teaching and learning context at Wits University has been fundamentally altered by the Covid-19 pandemic. A key challenge during this period has been how to support staff and students optimally in transitioning to a new way of teaching and learning, while finding ways to overcome resistance to Emergency Remote Teaching and Learning (ERTL). One of the emerging tensions over the past year and a half has been disparate conceptions of success within the institution and the higher education sector more broadly and how to better understand performance and student experiences of learning. This critical dialogue seeks to discuss prevailing views of success during this time for students, for lecturers and for teaching and learning support staff, and to interrogate these conceptions and narratives to help educators make thoughtful judgments about how to improve students' learning experiences. The aim of this critical dialogue session is to explore the past year of teaching and learning in the context of the Covid-19 pandemic and the emerging tensions around different conceptions of success in a research-intensive university context. The panel consists of members of Teaching and Learning Units from four different faculties. The dialogue aims to explore how the dominant notions of success (and measures of success) were disrupted in 2020, and implications of this disruption for the roles, identities and workload expectations for students, lecturers and teaching and learning support staff. Each member will share their own personal stories through reflections of critical moments in the last year that speak to these conceptions of student and teaching success. The value of this critical dialogue is that different faculties are represented, and each panel member has a different role when it comes to supporting teaching and learning. It contributes towards a much-needed reconceptualisation of 'success' and how to inform our critical judgments about online teaching in a context of innovation and transformation in higher education.

Type of Contribution
Critical dialogue

Panel Discussion: In Conversation with Four Commerce Law and Management Academic Advisors

Tshepiso Maleswena, Aneshree Nayager, Siyasamkela Jinoyi, and Mbongeni Shungube

The pandemic and sudden move to emergency online learning challenged both worldviews and traditional methods of practice within the South African Higher Education space. Universities across the country (and globe) were all pushed to respond to the situation in new and unconventional ways, often without exemplars or guidelines. This meant finding innovative solutions to the challenges brought by the pandemic: whilst great strides were made, we must acknowledge that mistakes were also made, and in the process, lessons were learnt. In this interactive conversation, four academic advisors from CLM invite you to journey with them through their experiences of navigating a pandemic and transitioning from a traditional, human to human teaching and learning space, to an online and contactless one. The conversation seeks to explore the lessons learnt through the process. Through our story we reflect on the innovative responses, gains and mistakes that we made during ERT&L in 2020. Retrospectively, we also discuss what we think the faculty and the University could have done differently. Through this dialogue we hope to initiate conversation on areas where we (Wits) can grow and hopefully, eventually find ways to meaningfully address areas of real concern. Additionally, aim to reinforce and encourage action in areas where we are doing well. Finally, and most importantly, we hope that this conversation will facilitate and encourage sharing of methods of practice across faculties and disciplines.

Type of Contribution
Conversation

Revenge of the Hashtag: Teaching with and against the Online Environment

Colette Gordon and Carrie Timlin

Since the onset of the pandemic, and the move to remote learning, attempts have been made to approximate face-to-face classroom teaching on digital platforms. 'Theatre of Blood', a second-year semester-long course taught in the Department of English Literature (requiring students to read and engage with three Renaissance revenge tragedies) was designed specifically for the digital learning space, structured to deliver an all-online reading and writing intensive seminar without compromising the academic integrity of its content or interaction with lecturers and peers.

Moreover, the all-online modality was taken as a vital opportunity to refocus teaching and learning on the activation of multimodal narrative literacies through a non-traditional approach to teaching and assessment, addressing a significant weakness of standard discussion and essay-based teaching (and of students learning through these methods) - an intervention likely to encounter greater resistance in blended modalities where standard forms and expectations predominate.

We found that all-online teaching drawing on students' familiarity with everyday virtual interaction shifts the relationship between students, and between students and lecturers, and impacts how they engage with the course material and intended outcomes, both positively and negatively.

Our presentation traces the full arc from the beginning of the process to the end, trying out different strategies and techniques, with particular attention to how the official virtual learning environment of the university's LMS (Canvas/Ulwazi), conferencing tools (BBB), annotation software (Hypothes.is), and independent messaging platforms (WhatsApp) shape behaviours and the various (and complex) ways that social media habits can impact teaching and learning.

Type of Contribution
Presentation

Sense-making stories from ERT, in the Humanities at Wits

Renee Koch & Laura Dison

The closure of face-to-face classes at Wits, as a result of the COVID-19 pandemic, has changed teaching and learning in ways that are both apparent and also less visible or obvious. While examination results offer one view of learning in this time, and other studies have uncovered some of the challenges remote learning poses for students, this knowledge does not necessarily inform teaching practices. This study aims to make sense of the relational nature of the teaching and learning context within the Humanities at Wits, by reflecting on the use of the SenseMaker app. It therefore seeks to identify connections between structures, resources and practices in a complex system that support meaningful learning, and so identify potential avenues for action.

Personal narratives reveal the specificity of lived experience as well as the structure of socio-cultural systems within which their narrators are embedded. Stories describe the context, actors and events of experience as well as the relationships between these story elements. Therefore, narrative is able to reveal significant structural dynamics of the system narrators are embedded in. Consequently, the Teaching and Learning Unit in the Humanities at Wits collected self-signified stories from students and staff, through the SenseMaker app.

Since learning is the result of a complex process, supported by various components of teaching and learning in relation to one another, it is not always easy to compensate for the loss of one component with another. For this reason, it helps to identify the components of a learning and teaching system and also to understand the ways these components are related. This knowledge will help the Faculty of Humanities respond to the present context, firstly, by offering appropriate support for the challenges experienced and secondly, by pointing to emergent practices that suggest new ways of supporting significant learning in this time and place.

Type of Contribution
Presentation

Mindshift change for lecturers in method of assessing PG Dip Accountancy

Lanelle Wilmot & Carli Jonker

COVID-19 made us aware that our traditional manner of assessment would not work as effectively in an online environment. Although we did assess both discussion and numerical financial statement preparation in our previous formats, we found this more susceptible to a lack of student academic integrity. Students usually write two, three-hour papers on the same day to also prepare them for the format of the professional entrance exams written in the following year after completing the PG Dip Acc.

To enhance the academic integrity three of the four full-year courses split the June assessment into one shorter timed numerical application paper and one extended take home discussion paper that required more application and interpretation in working through structured and unstructured information. The other course only set a full case study as the subject lends itself more to this sort of assessment. Students were given between 35 – 42 hours to complete and submit the case study. Students were required to work through structured and unstructured information and write a report considering all, or in some cases specific real-world applications.

We identified the following benefits from the case study in respect of a student perspective: students had more time to identify, think through the problem/s, and then consider which principle was applicable; they were also able to practice and develop their writing skills. Most students performed reasonably in these assessments, and it was easier to identify student misconduct. Academic trainee (staff) who assisted in marking process reported that they understood the application of the content to an integrated scenario more fully.

From our own perspective, we were forced by circumstances to make a significant change in our mindset to assessment methods that we might otherwise not have made. We were able to see that this method allows us to better test students' understanding and application of concepts and principles. We have and will continue to use this type of assessment in the PG Dip Acc programme.

Type of Contribution
Presentation

Online Teaching 2020

Gavin Matthys

The covid 19 pandemic changed the face of teaching on a scale never before experienced. Being in a performance department presented extremely unique challenges. As a young lecturer at the Theatre and Performance department, only appointed for 13 months, I hardly had time to settle in before I had to redefine everything I was hoping to implement.

In the redesign of my courses, I distributed confidential questionnaires to students that gave me insight into their circumstances. These questionnaires helped determine how my subjects would function practically and helped find a way that all students will benefit from equally. Below is a short list of the challenges I faced:
- Not all students had devices that would allow them to participate.
- The students who had devices did not have enough memory space.
- Some students did not have internet access. The University gave 30 gig data per month. This data did not last for most students and students were could not afford to buy more data. This remained a challenge even though some websites were free for students to use.
- Some students found themselves in abusive households and required emergency interventions.
- Some students had to take care of their relatives and do other housework. This became a huge challenge as most students reported that their family did not realized that they are still studying and not on holiday.
- Some students had to be a full-time parent again. Previously they were able to leave their child under the guardianship of their parents which allowed them to be full time students living in alternative accommodation.

Online teaching meant practical subjects became predominantly theoretical. In a performance field this change ended up putting more pressure on students and resulted in students experiencing an overload of work, leaving them feeling 'burnt out' within a few weeks. Some of these challenges continue to stay with us in 2021 and we are still trying new ways to overcome them. This presentation will further discuss the measures I took in redesigning my courses and how I made it relevant and relatable for my students.

Type of Contribution
Presentation

"Virtually here, physically there": reflecting on experimentations and collaborations which re-locate and re-design practice-based and theoretical pedagogies within Theatre and Performance during remote teaching and learning

Neka Da Costa & Kamogelo Molobye

Since the onset of the Covid-19 pandemic and South Africa's hard lockdown in March 2021, the shape and delivery of university education has changed radically, from a predominantly contact-based interaction between lecturers and students to an online blend of synchronous and asynchronous digital encounters. Quite apart from data shortages, power cuts and the general teething problems with new Learning Management Systems, those of us who teach practice-based artistic crafts such as Theatre and Performance are faced with an additional set of pedagogical challenges which have redefined the foundations upon which our entire industry is predicated: how do you teach Movement Studies when students' movements are restricted by confined spaces? How do you teach Directing when students have no actors to direct? How do you expect students to present monologues for their Performance Studies assessment when they have no access to rehearsal spaces?

The Performing Arts are ontologically defined by their liveness, ephemerality, and immediacy, and depend on the exchange between performers and audiences in a shared space and time. Theatre and Performance, and the training thereof, thus requires teachers and students to engage physically in a shared space to develop techniques aligned to performance and theatre-making. However, the new status quo of the pandemic has awakened us to the challenges of online and blended pedagogies which are immense, and have, in many ways, contributed to the redefinition of the very craft we teach, which is mirrored by changes within the Theatre and Performance industry itself.

As lectures of the penultimate academic major in the third year of the Bachelor of Arts degree in Theatre and Performance, we decided to embrace the challenges posed by the pandemic and take the opportunity to implement new strategies, both in terms of content and curriculum design, in the collaborative co-teaching and co-assessment of this course. The piloting and implementation of true academic collaborative co-teaching allowed for a decolonial, dialogic framework to be adopted from the start, and the traditional power dynamic of the single lecturer as an omnipotent figure was displaced in favour of lectures being set up as debates between both lectures and students. The collaborative teaching practices developed in the course were mirrored in the students' engagement with

assessments: both formative and summative assignments required students to research, conceptualise and write in groups, pooling together their knowledges and resources to deliver collective research outcomes. We reflect on the journey of this course and our discoveries through an interactive, performative conference presentation.

Type of Contribution
This proposal seeks to present the journey of the course and our discoveries through a performative conference paper, where we deliver our presentation using a combination of performance, writing, reading and interactive activities.

The creativity of knowledge translation in the online space

Nancy Barber

As a clinical educator for third year students in the department of Speech-Language Pathology, the change to online learning has meant that for a larger portion of 2020, my students were unable to provide face-to-face therapy and have limited clinical experience. This led to being creative in the use of adult learning theory strategies in the online learning space to support the development of clinical skills. The level of engagement that educators can facilitate in the online space is dependent on the knowledge and use of the online tools that we have access to. I would like to tell the story of embedding engagement to facilitate adult learning theory so that students could actively engage and learn from each other to support knowledge translation and develop clinical reasoning skills. This story would hope to provide other disciplines with creative ways to ensure the knowledge translation and the support of learners during online learning. It will also provide lessons learnt and information we should consider moving forward.

Type of Contribution
Presentation

Building online communities: creating interpersonal and cognitive connections

Marike Kluyts, Kershree Padayachee, & Phiwokuhle Dlamini

With the continuation of lockdown learning in 2021, feelings of isolation have increased significantly for staff and students alike. Remote teaching and learning have stripped away many aspects, such as the ease of connection, central to 'brick-and-mortar' institutions that helped both staff and students successfully complete their respective tasks pre-Covid-19. Thus, the question arises: how can we create spaces for connection (interpersonal and cognitive) in the current online environment. This talk explores various communities within the Academic Development (AD) spheres of the presenters, such as postgraduate writing communities, a community of Instructional Designers at the institution, and teaching and learning communities that emerged between AD staff and lecturing staff. These communities will be unpacked and explored using the Community of Inquiry Framework (Garrison, Anderson & Archer: 1999). This framework highlights the importance of 3 presences in developing successful online communities. These include social presence, which allows participants to function in a trusting environment where they can develop as individuals as well as become a part of the community; cognitive presence, which provides participants the opportunity to construct and confirm meaning, and thirdly, teaching presence which is linked to designing and facilitating the first two presences in such a way as to create personally meaningful and educationally worthwhile experiences for members of the community (Bektashi, 2018). In this presentation we discuss the nature of the communities we were each involved in and how the three types of online presence influenced the interactions and invariably led to knowledge production. We further reflect on the benefits and challenges we experienced as participants occupying different roles in these communities, and we conclude with a final reflection on how the various online communities might be strengthened to enhance teaching and learning beyond Covid-19.

Type of Contribution
Presentation

Keywords: *Community of inquiry, Academic Development, isolation*

References

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Garrison, D.R., Anderson, T., & Archer, W. 1999. Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education*, 2(2-3): pp 87 – 105.

(Re-)centering as a way of Being and Becoming

Rieta Ganas, Sipho Hlabane, Nazira Hoosen and Najma Agherdien

Precisely because we (the Curriculum and Teaching team) understand that offering professional learning opportunities to academic teachers is a process that involves knowing, acting, and being, we agree with Dall'Alba (2009) that knowledge is not enough, but rather that the *professional ways of being* needs to have '*becoming*' at the center. Situated in the Centre for Learning Teaching and Development (CLTD), we further understand that this by necessity entails being and becoming reflexive, realistic, critical and authentic practitioners ourselves. We use the notion of 'being' and 'becoming' as advocated by Barnet (2009) to reflect on recentering the Being and Becoming of the **team** as well as the **individual self** during lockdown and how that shaped (or could possibly shape) our **professional becoming** beyond the pandemic. In capturing the waves of our stories, we use the PechaKucha (visual storytelling) method. As a **team** we had to work with our individual and collective anger, insecurities and fears in relation to expected changing roles. This began to include shifts to consultations on online course design and the increased need to become Ulwazi (LMS) experts. In that process, our **being** (as **individuals** within the team) took a hard knock as some of us tested covid positive and others had to deal with fears and concerns about their own health. The deep insecurity, fragility, ill health and loss of lives and livelihoods that followed the covid-19 lockdown in 2020 have left us feeling vulnerable and exhausted. Despite being fatigued and traumatised, we came together stronger as the collective and strategically responded by recentering our focus, goals and aspirations and raise the value of the academic development project carried out by the team. We forged ahead, **becoming** responsive **professionals** that embrace ever changing contexts, disciplines and curricula that are, what Dube (2021) would call, "more epistemologically and ontologically open".

Type of Contribution
Critical dialogue via PechaKucha

Keywords: *covid-19 lockdown, curriculum and teaching, professional learning, recentering being and becoming*

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Using student self-reflections to inform teaching during COVID-19

Carli Jonker and Lanelle Wilmot

Motivation and student support are always at the forefront of our minds as 21st-century educators. One of the very informative initiatives the School of Accountancy utilised with their Financial Accounting students during the beginning of the online learning stage was to require students to complete weekly self-reflections. Only basic guidelines were provided to allow students to make the most of this tool. The guidelines suggested that the self-reflections cover the student's grasp of the week's topics, including what they struggled with and how they overcame those, and to explain the concepts in their own words. Students were encouraged to discuss how they managed their learning process during the week. This initiative is designed to create active learning where students are conscious of their progress, challenges and learning style in a continuous process of discovery and improvement. An important part of the self-reflection process was that lecturers provided individual feedback to students addressing their specific needs and motivating them where needed. We expected to use this to inform us of areas of content concerns so that these could be addressed timeously. But what we did not foresee was just how valuable this would be for us to understand better our students under COVID-19.

Some aspects we learnt are common to all students, regardless of their socio-economic or geographical circumstances, while some are very specific. In general, the negative implications of COVID-19 on students can be categorised into three groups, namely students' physical living environment, relationships and IT and materials constraints.

With the information obtained we were then able to see where students were struggling with specific course content, their approach to their studies and to adjust our online teaching style and activities to support the students better.

Type of Contribution
Presentation

Space to space

Linda (Mdena) Thibedi

The story I'd like to share with you is unlike the other stories; for this story looks at a group who came with great intentions, curiosity and drive, but little did they know the path would bring its own intentions and curiosities which would tear the year 2020 into two.

The road that I had walked could no longer be taken for it was ladened with tar: dark, black, thick sticky tar. Deadly tar. Upon this discovery we had to stop in our tracks and head a different way. Another path presented itself to us, but this path had 16 different ways. Only one traveller could take one path, and so we did. One by one we walked turning back to wave and smile, our songs could be heard from a distance as we walked on, but the sound began to fade as I went further down my own path.

I tried to make sense of what and how, and then I remembered that all the travellers were on the journey, not one willing to give up or turn back. So, I too had to do the same. I picked up my map, relooked and thought it through. The discipline of Drama Therapy could still be taught because the travellers were still present.

We had to reimagine how to teach, learn and experience embodied work online. Phil Jones' 9 core principles continued to be our foundation. Drama Therapy techniques, principles, methods and models were taught online. For the first time we were collaborating from a distance, piece by piece.

Type of Contribution
Presentation

Covid and Geosciences: The good, the bad and the hand sanitiser

Stephanie Enslin

The field of Geoscience is inherently a hands-on field. It was therefore one of the hardest hit when it came to emergency remote learning during lockdown in 2020 and 2021. The Wits' School of Geoscience is a tier 1 school as defined by the Ming Standards Task Force and therefore losing practical time was not an option.

To overcome these problems, one of the School of Geoscience labs was fitted with a video camera attached to a microscope. Videos were made of practical sessions such as lecturers describing thin sections. However, lecturers struggled to cover all the material as videos had to be short to keep students' attention and due to student data limitations. The school also took advantage of the recording of videos to explain field techniques organised by Faculty of Science.

In November 2020, the Geology 3 students attended a 2-week bootcamp at the university to try and catch up some of the missed practical sessions. Special attention was paid to sanitisation of microscopes during the bootcamp. It was difficult for lecturers to give individual attention to students on the microscopes because of social distancing.

This bootcamp was then followed by a 10-day field trip. Covid protocols were observed, with additional buses being hired and students sleeping in individual tents, along with social distancing and the use of PPEs (masks and hand sanitizer). In the field, general student lethargy was noted due to loss of motivation and lack of exercise during lockdown.

Unfortunately, the 2nd year bootcamp and field trip was cancelled due to the second wave in January 2021. As a result, the 2nd year students (now 3rd year students) will have two field trips in 2021. This will allow for vertical tutoring as the 2nd year and 3rd year students attend the same trips and work together (1.5 m apart of course).

These vertical tutor groups are something we have wanted to try in the school for several years, therefore some good has come out of lockdown. In addition, online learning has pushed lecturers to move their courses online. Hopefully once lockdown is ended, this will allow for more blended learning and flipped classrooms.

Type of Contribution
Presentation

Remote Teaching During the COVID-19 Pandemic: A Personal Reflection

Ufuoma Akpojivi

The report of the first Coronavirus COVID-19 case on March 5, 2020, and the subsequent outbreak in South Africa has impacted the socio-economic, political, and cultural spheres of the country. Indisputably, the higher education sector remains one of the most severely affected highlighting the unpreparedness of the sector for a pandemic. Drastic changes in the delivery of teaching including migration to remote teaching were introduced to meet student learning expectations and make up lost time on the academic year. Consequently, serious pedagogical issues including remote access were raised due to social inequalities and the digital divide that exist in the higher education community in South Africa.

This paper draws from personal reflections on remote teaching experience in two courses taught to different year groups, that is, a course for a large second-year class (150) that commenced before the COVID-19 pandemic and migration to remote teaching, and a smaller third-year class (30) purposively designed for remote teaching. It exhaustively compares the teaching and learning practices employed in both courses post and pre-COVID-19, highlights the challenges of migration from face-to-face to remote teaching and considers how the opportunities highlighted by these challenges can be adopted for the post-covid era. Additionally, the paper interrogates student engagement and learning experiences, and re-evaluate my personal, as well as Faculty's pedagogical approaches in addressing social inequalities and inclusivity issues during the pandemic.

Type of Contribution
Case Study

Keywords
COVID-19, Remote teaching, Access, Reflection

Challenges and opportunities of teaching online: Reflecting on ERT in 2020

F Mdluli, L Makuapane, RG Wagner, T Muloiwa, T Kaneli, M Masango

Background

In response to the challenges posed by the COVID-19 pandemic as well as the impact of emergency remote teaching (ERT) on staff, the university initiated a study led by the Institutional Research Unit to understand the impact of COVID-19 on teaching and learning (T&L). This paper highlights Wits' teaching staff's experiences with ERT.

Methods

Data were collected between September - November 2020 using an anonymous, online survey as well as focus group discussions with Wits staff. Questions in the survey and focus group discussions sought to understand staff experiences with ERT during lockdown. Quantitative data were analysed using descriptive statistics and qualitative data using thematic analysis.

Results

505 staff responded to the survey, representing 9% of the staff population, with 51% of respondents being teaching staff. Prior to ERT, only 34% of respondents incorporated learning management systems (LMS) into their teaching and only 39% felt prepared to move to ERT. Emerging themes from open-ended survey questions as well as the qualitative work highlighted heavy workloads, and the lack of technical support & reliable infrastructure as key challenges during ERT. These challenges, coupled with other pandemic related stresses, resulted in a noted deterioration of the mental health of 31% of respondents. Only 43% of respondents reported speaking to someone when faced with work related challenges. Staff also reflected on what worked well during ERT including: the blending of synchronous and asynchronous learning, and the ease of administering quick assessments using LMS.

Discussion

Findings suggest that reliable technical support, infrastructure, and planning are essential when teaching online and optimize the many benefits of online platforms. Furthermore, mental wellbeing and support services available to staff members should be promoted. These findings can assist the university in better supporting teaching staff and online-based T&L activities.

Type of Contribution
Presentation

The use of Mentimeter to enhance student engagement during online learning in the School of Accountancy

Avani Sebastian and Lanelle Wilmot

Background

The online delivery of lectures has exacerbated existing difficulties in engaging students' interests in academic material. Mentimeter can be used in remote teaching and learning environments to encourage students' engagement and interaction. It was used across various disciplines at a postgraduate and undergraduate level in the School of Accountancy at a South African university.

Purpose

This paper offers the perspectives of academics on the use of Mentimeter, an online, interactive presentation platform.

Methodology

Using a phenomenological lens to interpret the experiences of academics, we explore the benefits and drawbacks of the technology. Interviews were held with 12 academics who used Mentimeter in their online lecture and/ or tutorial sessions.

Findings

Our findings indicate that academics successfully used the application to increase student engagement and interest in the subject matter. Despite the additional time required to include Mentimeter in their lectures, they are likely to continue using it. The tool allowed them to gauge students' understanding of material in real time which was particularly useful in an online environment. The synchronous, online delivery of lectures, which is required for the use of Mentimeter, was identified as being onerous because of unreliable internet and electricity connections in South Africa.

Contributions

This research provides a contextual contribution to the exiting literature on student engagement. It is particularly useful to academics in the context of online teaching.

Type of Contribution
Presentation

Reframing assessment of practical activities in Biology courses: Evolving Covid 19 pandemic approaches

Mapula Matimolane

The shift to ERTLA (emergency teaching, learning and assessment) necessitated the need to adapt and reimage traditional hands-on practical activities linked to laboratory learning in many Science courses. This presentation is based on my interrogation and reflection of my teaching and assessment practices of lab components in two team-taught introductory medical sciences courses during ERTLA. One of the key objectives of these first year Biology courses is to foreground medical relevance in our pedagogical activities. Part of the presentation will focus on how we adapted some of our laboratory activities in these two courses and how these activities are evolving over this ERTLA period. Some of the challenges and insights gained from teaching and assessing student learning in a Semester-long course in the initial semester of emergency remote teaching in 2020 will be compared to approaches adopted in a Year-long course in the same year and how these approaches are evolving in the current academic year. Villarroel, Bloxham, Bruna, Bruna, and Herrera-Seda's (2018) three dimensions of authentic assessment for learning: realism, cognitive challenge and evaluative judgement will be used to interrogate the approaches adopted. I will conclude the presentation by highlighting possible future learnings and actions particularly with the need to use digital tools to sustain student engagement and learning.

Type of Contribution
Presentation

Reference

Villarroel, V., Bloxham, S., Bruna, D., Bruna, C., & Herrera-Seda, C. (2018). Authentic assessment: Creating a blueprint for course design. *Assessment & Evaluation in Higher Education*, 43(5), 840-854.

Video presentation: Academics!!! Care for the creative in you

Roshini Pillay and Najma Agherdien

The announcement of the national lockdown in South Africa on 23 March 2020, witnessed the unprecedented evacuation from campus of staff and students at the University of Witwatersrand. This forced change saw the transition from contact mode to emergency remote teaching and learning (ERTL) that became the new normal the world over. The disquieting time that followed saw many losses accompanied by much anxiety, loss of physical connection, and in many instances, the absence of care. One of us located at the centre for learning, teaching and development, mandated to support curricula reform and the other an educator in the Humanities Faculty, both experienced our own fragility and witnessed the fragility of faculty and students. In this video, we address the notion of care, as proposed by Noddings (2013), Tronto (1993, 2013) and others, as an underlying framework to reflect on and make sense of our experiences. We agree with Noddings (2012) that caring is relational and we affirm that the intersecting role of carer/caregiver is exchangeable. We acknowledge that a 'slow pedagogy' and perhaps a 'slow scholarship' (Colett, Verster & Bozalek, 2018) can potentially foster a caring environment that is sorely needed during this pandemic, moreover for a post-covid world. If stress is the way people operate within an environment where tasks or situations are perceived as taxing - exceeding the person's skills and abilities or jeopardizing their wellbeing (Lazarus and Folkman, 1984) - then the COVID-19 pandemic that developed has resulted in a type of stress that is described by Mollica, Fernando and Augusterfer, (2021) as beyond burnout. This type of prolonged stress that continues has affected academics differently especially the productivity of female academics with children under 6 years (Krukowski, Jagsi, & Cardel,2021). We have reached a point where we have normalised counselling. The counselling service, albeit necessary, has become a tool of management, as panacea for the moral injury, pain and suffering created by COVID 19. We divert from the norm and reflect on some strategies we use(d) to be present in the COVID 19 marathon. We are all too familiar with the saying '*do not be a martyr and put on your own mask first*'. As older females in academia, we know that enacting these sayings, is not easy. We use this platform to share our stories, arguably not completely successful but, still attempts to find some degree of balance.

Type of Contribution
Video presentation

Keywords: *creative self-care, emergency remote teaching and learning, ethics of care, post-covid world, slow pedagogy, teaching as relational.*

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Video presentation: Digital Apartheid - a changing landscape

Paula Barnard-Ashton

This narrative delves into the concept of digital apartheid and how the Covid-19 pandemic shone a light on the educational inequity and inequality that simmers under the surface due to the effects of digital apartheid. Digital apartheid considers factors from the material, skills and virtual dimensions that support or impede digital participation in learning. The pandemic triggered the shift to emergency remote online learning, which for many students shifted the way in which digital apartheid impacted their learning engagement. Evidence from student surveys and general commentary will be presented alongside the story of shared care and compassion, scrambling to find resources and the quick fix that had to last a year and a half longer than three weeks. This is not a story of success, but it is also not a story of failure. It is a story of resilience and shared belief that we were all in it to keep the academic platform engaging students in achieving the knowledge, skill and attitude outcomes necessary to become leaders in their future professions.

Type of Contribution
Video presentation

Speaker bio: Ufuoma Akpojivi

Dr. Ufuoma Akpojivi is an Associate Professor at the Media Studies Department, University of Witwatersrand, South Africa. He holds a PhD in Communication Studies from the University of Leeds, United Kingdom and a Postgraduate Diploma in Higher Education from the University of Witwatersrand. His research interests include citizenship and activism, new media, media policy and democratization, and language politics. He is a Fellow of the African Humanities Programme and a recipient of the Vice-Chancellor and Faculty of Humanities individual teaching and learning award (2017), and the Friedel Sellschop Research Award (2021).

Speaker bio: Nancy Barber

Nancy Barber is a speech-language therapist who has been involved with clinical supervision of students in the Wits Speech and Language Pathology Department since 2013. She is currently an Academic Intern and a Clinical Educator in the department. Nancy is passionate about different learning pedagogies and their application. She is also passionate about the integration of technology in the lecture space to promote active and engaging learning spaces. She started her PhD journey this year seeking ways in which to "flip" the clinical supervision model and pedagogy. She intends to observe the possible impact of that change on critical thinking skills development and knowledge translation in speech-language therapy students.

Speaker bio: Karin Brodie

Karin Brodie is a Professor in the Wits School of Education and was formerly Head of School. She is a specialist in learning and teaching, working in teacher development, professional learning communities and learners' identities. She is an active member of professional and academic associations in South Africa and internationally. She has published two books: "Teaching Mathematical Reasoning in Secondary Schools", and "Professional Learning Communities in South African Schools and Teacher Education", the latter co-edited with Prof Hilda Borko of Stanford University. Her PhD is from Stanford University, and her M.Ed, PCGE and BSc ((Hons) are from Wits.
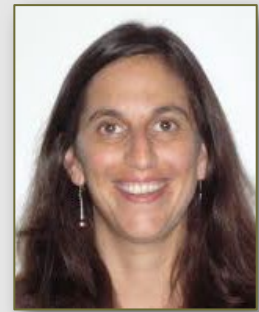
Speaker bio: Willem Conradie

Willem Conradie is a professor in the School of Mathematics at the University of the Witwatersrand, South Africa, where is also Assistant Dean for Teaching and Learning in the Faculty of Science. Previously he was an associate professor and head of department at the University of Johannesburg. He received a PhD in Mathematics from WITS in 2007 under the supervision of Valentin Goranko. His main research interests are in non-classical logics and their applications, on which he publishes regularly, with some recent contributions addressing the correspondence theory for non-distributive modal logics, new polarity and graph-based semantic for non-distributive modal logics suitable for interpretations of these formalisms as logics of categorisation systems or as hyper-constructivists logics of informational entropy and evidential reasoning, as well as new algebraic semantics for hybrid logics. Conradie has co-authored the book "Logic and Discrete Mathematics: A Concise Introduction" published by Wiley UK. He serves on the council of the South African Mathematical Society, the council of the Association for Symbolic Logic and on the South African Mathematics Olympiad committee.

Speaker bio: Neka da Costa

Néka Da Costa is a Directing and Performance Studies lecturer in the Theatre and Performance department at the Wits School of Arts in Johannesburg. She is an academic, theatre director and artistic collaborator interested in the intersections between theatre research and performance practice. Her research explores the potential for theatre to extend its reach to marginalised and alternative audiences with various access and communication needs and abilities. She is currently a PhD candidate at the University of Witwatersrand. Her PhD project centres around designing and executing a performance studies curriculum which prioritises Deaf and disabled students using sense-based creative and pedagogical strategies to contribute to the decolonisation imperative.

Speaker bio: Danie de Klerk

Danie de Klerk is the Assistant Dean for Teaching and Learning in the Faculty of Commerce, Law, and Management (CLM), and Head of the CLM Teaching and Learning Centre. Danie's research interests span learning and teaching in higher education viewed through a critical/social realist lens, student success and support in the South African higher education sector, academic advising practices for South African higher education contexts, academic literacies, and data analytics to explore and enhance practice and experience in these areas.

Speaker bio: Laura Dison

Laura Dison (PhD) is a senior lecturer in the Curriculum Division at the Wits School of Education and was appointed Assistant Dean for Teaching and Learning in the Faculty of Humanities in 2020. She is the Coordinator of the Post Graduate Diploma in Education (in the field of Higher Education) which is a professional qualification for lecturers and is Academic Coordinator of the Wits School of Education Writing Centre. She is involved in collaborative research projects in teaching, learning, assessment and writing development in higher education.

Speaker bio: Shalini Dukhan

Shalini Dukhan is a Senior Lecturer at the School of Animal, Plant and Environmental Sciences, Faculty of Science, Wits University. Her research focuses on exploring lecturer and student approaches and practice to improve learning within first-year biology classes. She has also done work on student career aspirations in the Sciences at high school, undergraduate, and postgraduate level. She has supervised students to graduation in Sciences and Science Education. Shalini received her PhD in Science Education (2014), Master's in Psychology (2004), Honours in Botany (2001) and Bachelor of Science (2000).
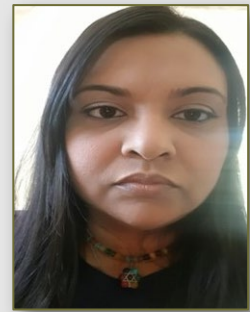
Speaker bio: Stephanie Enslin

Stephanie Enslin is a lecturer in the School of Geoscience, specialising in the field of Geophysics. She is also the school Teaching and Learning rep. While she has no formal teaching training, she comes from two generations of teachers and is married to one, which has to count for something. She has experience teaching a range of age groups and topics, from English to 6 year old South Korean children, to when the Earth's magnetic field might flip to 20-something Geophysics students. She is a life-long learning and problem-solver.

Speaker bio: Sarah Godsell

Sarah Godsell is a poet, an historian and an educator. She works as a History lecturer at WSoE, where her focus is on decolonisation of both history content and history methodology.

Speaker bio: Siyasamkela Jinoyi

Siyasamkela joined the University of the Witwatersrand in January 2020, assuming a role as an Academic Advisor at the Associate Lecturer level in the Commerce, Law and Management (CLM) Faculty, bringing with her more than 05 years' experience of working with students in the higher education sector. She is a qualified and a licensed counselling psychologist, trained at the Nelson Mandela University. Besides her interest of working with students on a day-to-day basis; optimizing their academic and personal mastery, she takes interest in research-based initiatives that guide the practice of academic advising and the initiatives that enhance students' academic performance. She also takes special interest in human rights related issues, as such, she views part of her role as being to advocate for the students' rights and inclusion of students' voices in the interventions that concern them. Her other research interest is in the field of femicide and gender based violence.

Speaker bio: Avril Joffe

Avril Joffe is the former Head and current Post Graduate Coordinator of the Cultural Policy and Management Department at the Wits School of Arts. She is an economic sociologist working at the intersection of academia and practice in fields such as culture in urban life, culture and the cultural economy in realizing a just and sustainable development, fairness in international cultural cooperation and the rights and status of artists and cultural professionals. Avril obtained her MPhil in Development Studies at the Institute of Development Studies, Sussex University (1988) and has completed the Diploma in Education in the field of Higher Education (2019) and the Facilitating Online Course (2020) at Wits University. Her current research project considers the affordances of writing intensive post graduate courses in Cultural Policy and Management.

Speaker bio: Marike Kluyts

Ms Marike Kluyts holds a M.A. in Language Studies, as well as certificates in Academic Advising (AA) and Teaching English as a Foreign Language (TEFL). She is currently the Academic Skills Development Coordinator in the Science Teaching and Learning Unit (STLU) at Wits. Her focus in this position is to (i) help students acquire Academic Literacies (AL), Research Literacies and grapple with aspects of Academic Integrity, (ii) support Writing Intensive lecturers with embedding AL in their courses, and (iii) to develop initiatives in student support. The focus of all of these initiatives is to provide support in developing academic reading and writing practices from first year level to Ph.D. level within the Faculty of Science.

Speaker bio: Greig Krull

Greig Krull is a Senior Lecturer and Academic Director for Online Learning in the Commerce, Law and Management (CLM) Faculty at the University of Witwatersrand, Johannesburg. He is part of the Faculty's Centre for Teaching and Learning that provides direction and support to academics in relation to learning and teaching matters. He holds a PhD in Technology-Enhanced Learning from the Open University of Catalonia (Spain) and an M.Com from Rhodes University. His research interests lie in open and flexible learning in higher education, particularly around effectively using technologies to promote quality teaching and learning and academic professional learning. He is a member of the National Association of Distance Education and Open Learning in South Africa (NADEOSA) executive committee and the International Advisory Board for the International Journal of Educational Technology in Higher Education (ETHE).

Speaker bio: Fiona MacAlister

Fiona MacAlister works in the Centre for Online Learning and Teaching in the Faculty of Commerce, Law, and Management (CLM). She has fifteen years of experience in learning management system administration, online course design, and training/facilitation. She has experience in both the private and public higher education sectors having worked both at Pearson Institute of Higher Education (formerly MGI) as Moodle Administrator and eLearning Developer, and at Wits as an Educational Developer/OER Specialist. She has also had wide-ranging interaction with lecturers through the facilitation of Blackboard's Digital Teaching and Learning Series (eTeacher) at several South African universities, including UJ, UFS, UKZN, SMU, UFH and WSU. In her current position as Online Learning Project Manager, she works across a range of functions, including Ulwazi administration and support. She is currently undertaking her Master's in Education at Wits.
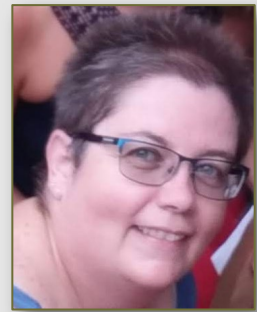
Speaker bio: Tshepiso Maleswena

Tshepiso is a Lecturer and Programme Coordinator in the Faculty of Commerce, Law, and Management at the University of the Witwatersrand, Johannesburg, South Africa. Her work within the faculty is based on the various aspects of the university's Teaching and Learning objectives. She holds a Master's degree in Political Studies from University of the Witwatersrand, a degree in Corporate Communication from the University of Johannesburg and a Post Graduate Diploma in Higher Education from the University of the Witwatersrand. She is currently reading for a PhD in History with a focus on memory and memorialisation within the context of South African history. Her research interests extend to students' social experiences at tertiary institutions, decolonisation of the university curriculum, and nuanced approaches to course design and assessment practices.

Speaker bio: Kamogelo Molobye

Kamogelo Molobye is a choreographer, performer, researcher and writer. In addition, he is lecturer and course convener for physical theatre at The University of the Witwatersrand with the Theatre and Performance Division. He is also a PhD Candidate the University of the Witwatersrand, Johannesburg, specializing in movement studies and choreographic practices. His research is interested in investigating indigenous embodied practices and decolonial physical theatre pedagogies – specific to South African theatre and performance departments.

Speaker bio: Shirra Moch

Shirra Moch is currently the acting head of the Centre for Health Science Education (CHSE) in the Faculty of Health Sciences, University of the Witwatersrand. She leads the faculty development programme, which provides the opportunity for staff to enhance their skills as lecturers; through ad hoc workshops to more formal qualifications such as the postgraduate diploma in health sciences education. She holds a Master's degree in Education from Wits in the field of University Teaching, but began her career with the University as a lecturer in Pharmacology in 1989. Over her 30-year career she has taught a wide range of disciplines: nurses, physiotherapists, dentists, pharmacists, health sciences and medical students. She was the Vice-Chair of the IUPHAR-Ed, the education section of the International Union of Basic and Clinical Pharmacology from 2014 – 2018 and now holds a position on the IUPHAR-Ed council. In her CHSE role, Shirra is enthusiastic about assisting staff members to extend their expertise in curriculum development, assessment of student learning and to develop excellent teaching practice.

Speaker bio: Aneshree Nayager

Aneshree Nayager is an Academic Advisor in the Road to Success Programme (RSP), within the Faculty of Commerce, Law and Management at the University of the Witwatersrand. She holds a Master's degree in Educational Leadership and Policy Studies, with a focus on Student Support and Academic Development Policy. She has a background in teaching and is pursuing her Ph.D. in the area of 'Student Success Policy'. Her current areas of interest include academic literacy development, student success in higher education as well as student support and academic development practices.

Speaker bio: Pamela Nichols

ORCID ID: 0000-0002-8359-2296

Pamela Nichols is an Associate Professor of Comparative Literature and head of the Wits Writing Programme. Her PhD in Comparative Literature (New York University) was guided by the work of Edward Said and funded through teaching writing at that university. Said's understanding of the institutionalization of knowledge, as well as experiences of working with major writing teachers in the United States, contributed to the establishment of the Wits Writing Centre (WWC) in 1995. The WWC was one of the first writing centres in South Africa, distinguished for its employment of a comparatively large number of student writing consultants, the inclusion of creative writing, and the pedagogical assumption of writing as thinking. Nichols has spear-headed the current programme of Writing Intensive courses, and the Wits Writing Programme, which has been funded by the UCDG since 2018. The WWP currently includes 40 WI courses, supported by over 300 Writing Fellow tutors, alongside pilot Epistolary Pedagogy WI courses Wits and at the universities of the Northwest and Stellenbosch, and international research partnerships. Professor Nichols recent publications have focussed on the art of listening, on the deepening of critical thinking within WI courses, and on strategies to develop citizen scholars.
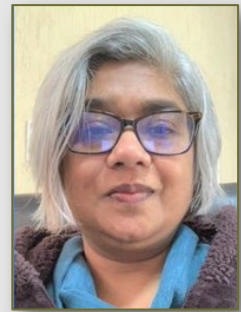
Speaker bio: Kershree Padayachee

Dr Kershree Padayachee holds a PhD in Plant Cryobiology and a PG Dip (HE). She is currently a senior lecturer and academic advisor in the Science Teaching and Learning Unit (STLU) in the Faculty of Science at Wits University. Having transitioned from teaching in the biological sciences, Dr Padayachee's current academic focus is science higher education and the ongoing professional development of academics as university teachers, and she is actively involved in various initiatives to enhance teaching and learning in higher education, institutionally and nationally.

Speaker bio: Roshini Pillay

Roshini Pillay is a Senior Lecturer in Social Work at the University of the Witwatersrand. Her qualifications include a Master's in Employee Assistance Programmes from the University of Pretoria and a PhD from the University of the Western Cape. Roshini has more than 20 years of practice experience as a social worker before joining the academy. She was the recipient of the National Research Foundation Thuthuka Award. She is the Chairperson of the School of Human and Community Development's Teaching and Learning Committee since 2019 and First-year Theory Coordinator. She currently is a member of an international research group exploring Diversity in Group Work and is a member of the International Association of Social Work with groups. She supervises social work research students from the fourth year to PhD level. Her research interests are meso practice/ group work, course design using writing- intensive activities, technology-enhanced learning in social work education and Occupational Social Work

Speaker bio: Avani Sebastian

Roshini Pillay is a Senior Lecturer in Social Work at the University of the Witwatersrand. Her qualifications include a Master's in Employee Assistance Programmes from the University of Pretoria and a PhD from the University of the Western Cape. Roshini has more than 20 years of practice experience as a social worker before joining the academy. She was the recipient of the National Research Foundation Thuthuka Award. She is the Chairperson of the School of Human and Community Development's Teaching and Learning Committee since 2019 and First-year Theory Coordinator. She currently is a member of an international research group exploring Diversity in Group Work and is a member of the International Association of Social Work with groups. She supervises social work research students from the fourth year to PhD level. Her research interests are meso practice/ group work, course design using writing- intensive activities, technology-enhanced learning in social work education and Occupational Social Work.

Speaker bio: Mbongeni Shungube

Mbongeni Shungube is a Road to Success Academic Advisor in the Faculty of Commerce, Law, and Management at the University of the Witwatersrand. He began his journey in the programme as a beneficiary, after which he became a tutor - which successively led to his current role. Mbongeni holds degrees in BSc Microbiology (UFS), LLB (Wits) and is currently reading for his Masters in the field of Bioethics and Health Law. He is interested in the pursuit of equality and justice, where every person truly has equal opportunities, irrespective of their background, race, gender or sexuality. His research interest includes but not limited to: Ethics in student success and Ubuntu as the foundation of our Teaching Practices in South Africa.

Speaker bio: Linda (Mdena) Thibedi

Linda (Mdena) Thibedi is a Drama Therapist, lecturer and theatre creative. Linda graduated from Wits University with an Honours degree in 2013 with Applied Drama and Theatre, Physical Theatre, and Drama Therapy as her majors.

Linda did Theatre for Human rights in 2011 which introduced her to Drama for Life. In 2015 Linda completed her Master's degree in Drama Therapy at the University of the Witwatersrand, as South Africa's youngest, trained Drama Therapists. In 2016 Linda became a registered Drama Therapist with the Health Professions council of South Africa. In 2017 she was a project Manager, in the same year Linda started lecturing for Drama for Life as the Honours Drama Therapy lecturer which she is still doing along with other academic commitments.

Linda's main focus when it comes to research is the body. What moves the body? Why the body moves and how the body moves when expressing itself. Linda is currently busy with her PhD. Her research interests lie in the field of Dance Therapy and Drama Therapy.

Speaker bio: Bontle Tladi

Bontle Tladi is a Lecturer at the School of Mechanical, Industrial and Aeronautical Engineering, where she primarily teaches Industrial Engineering Design. She is an Industrial Engineer by training (having obtained her BSc and MSc in Industrial Engineering from Wits); an aspiring design theorist; and has a keen heart for coaching and facilitation - which has motivated her completion of programmes in Business Coaching and Social Entrepreneurship (both from the Gordon Institute of Business Science). Her industry experience spans the areas of Supply Chain, ICT, and general business optimisation. Her research interests are broadly in the extension of design to the areas of social impact and social innovation. She is a PhD candidate at the University of Pretoria, where she is researching the following topic: "Co-creation of social value: a narrative inquiry into relational models of social innovation". She is a member of the Southern African Institute for Industrial Engineering (SAIIE) Council.
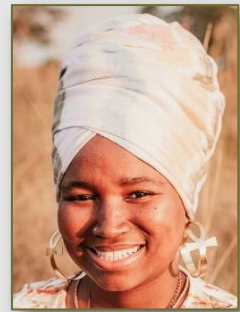
Speaker bio: Lanelle Wilmot

Lanelle Wilmot first began teaching in 1996 and is currently a senior lecturer in Financial Accounting in the School of Accountancy (SOA) at Wits. Lanelle has a keen interest in accounting education focusing on teaching students to develop and use effective learning strategies to help them succeed in a demanding course. Lanelle has more recently worked with colleagues who come from a professional background, to develop a learner-centred teaching approach within the SOA.

Conference evaluation form

Thank you for participating in our conference. In order to improve our future conferences, we would like you to complete this evaluation form. Your experience of our conferences is very important to us, and we would appreciate your response.

1. Please rate your overall level of satisfaction with the conference

	(1) Excellent	(2) Satisfactory	(3) Poor	(4) n/a
Submission of and feedback on abstracts	1	2	3	4
Registration process	1	2	3	4
Opening address	1	2	3	4
Presentations: Keynotes	1	2	3	4
Presentations: Other	1	2	3	4

2. What did you find valuable during the conference? Why?

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Which specific presentation(s) did you find most valuable? Why?

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What possible themes would you suggest for future conferences?

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Suggest constructive ways how we could improve our conferences to make them more valuable?

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General comments

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