CENTRE FOR HIGHER EDUCATION RESEARCH, TEACHING & LEARNING

The Centre for Higher Education Research, Teaching and Learning (CHERTL) undertakes academic staff and student development through a variety of qualifications, short courses and other initiatives. Researching higher education processes and practices is a significant focus for the Centre and underpins much of our work.

In 2015, CHERTL celebrated as five (5) PhD and twenty-five (25) Postgraduate Diploma in Higher Education scholars crossed the stage at graduation. CHERTL staff, students and associates also published six (6) book chapters, fifteen (15) journal articles and presented eleven (11) conference papers.

Postgraduates / Graduations

Twenty-five (25) academics graduated with a Postgraduate Diploma in Higher Education at the graduation ceremony on Friday 1 April 2015. CHERTL continues to offer this nationally recognized qualification both internally and to academics across the country.

In addition, five (5) CHERTL students were awarded PhDs, including:

– Kasturi Behari-Leak's thesis was supervised by Professor Chrissie Boughey and co-supervised by Professor Cecilia Jacobs, and titled "*Conditions enabling or constraining the exercise of agency among new academics in higher education, conducive to the social inclusion of students*".

– Langutani Masehela's thesis, supervised by Professor Chrissie Boughey, was, "*An exploration into the conditions enabling and constraining the implementation of quality assurance in higher education: The case of a small comprehensive university in South Africa*".

– Thandeka Mkhize wrote her thesis on "*An analysis of the certificate of the theory of accounting knowledge and knower structures: A case study of professional knowledge*", supervised by Professor Sioux McKenna.

– Eileen Sheckle conducted her research on "*Reading identities: A case study of Grade 8 learners' interactions in a reading club*". She was supervised by Professor Chrissie Boughey and co-supervised by Professor Monica Hendricks.

– Ruth Lesley Searle's thesis was titled, "*The supervisor's tale: Supervisors' experiences in a changing environment*". She was supervised by Professor Chrissie Boughey.

Distinguished Visitors / International Visits

In March 2015, CHERTL collaborated with the Environmental Learning Research Centre (ELRC) to offer a joint 'Doc Week' with twenty-five (25) PhD scholars from Umeå University in Sweden. The week took as its theme: *Education, the public good and transformative practices: Understanding our research as a contribution nationally and globally.* Besides a number of research seminars presented by Rhodes University and Umeå University staff, all PhD scholars presented their own research in groups and reflected on the national and international contributions their work might provide.

The July 2015 "Doc Week" - part of the supportive structure provided to Doctoral students, which include guest seminars, debates, panel discussions, scholar presentations, and workshops.
Photo: Photo supplied by CHERTL

In July 2015, CHERTL enjoyed a visit from Professor Barbara Grant (Executive Editor of *Higher Education Research and Development*), and Professor Peter Kahn (Executive Editor of *Teaching in Higher Education*). They both ran a number of research seminars and also offered a workshop and a panel discussion on academic publishing.

In October 2015, CHERTL hosted a series of seminars by PhD graduates in which they reflected on their own research journeys and shared helpful practices. These presenters included Dr Sherran Clarence (University of Western Cape), Dr Thandeka Mkhize (University of Kwa-Zulu Natal), Dr Kasturi Behari-Leak (University of Cape Town), Dr Mary Masehela (University of Venda) and Professor Michelle Picard (University of Adelaide).

Significant Research Aligned Events

CHERTL continued to run the National Research Foundation (NRF) funded project on '*Institutional Differentiation in South African Higher Education*' and the seven (7) PhD scholars attached to this project attended a Writing Retreat in July 2015. The eight (8) scholars from the NRF Social Inclusion in Higher Education programme (four of whom have now graduated) also attended a Writing Retreat at the end of the year.

CHERTL staff continue to collaborate in a number of other national and international projects, including the NRF funded

Graduand and ESU staff member Karen Ellery (centre) with supervisor
Dr Chrissie Boughey (left) and CHERTL doctoral co-ordinator Professor Sioux
McKenna (right)
Photo: Noxolo Ntintili

CHERTL staff and graduates
Photo: Noxolo Ntintili

'Enabling and Constraining Conditions for Staff Development' (Lynn Quinn and Jo-Anne Vorster), and *'Higher Education in Society: The influence of university participation on the life course of young South Africans'* (Sioux McKenna). Funding was approved for a collaborative ESRC/NRF project entitled HE: *'Pathways to personal & public good: understanding access to, student experiences of, and outcomes from South African undergraduate higher education'* which brings together researchers from Lancaster University, University of Bath, University of Cape Town, University of Free State and Rhodes University (Sioux McKenna and Amanda Hlengwa).

In November 2015, Amanda Hlengwa was a panelist at the Centre for Conflict Resolution in Cape Town, discussing her chapter in the book *'Being at Home: Race, institutional culture and transformation at South African higher education institutions'*. Amanda was also interviewed on News 24 about this chapter, entitled: *'Reflections on attracting, developing and retaining the next generation of academics.'*

CHERTL continue to manage the national supervision development course, *Strengthening Postgraduate Supervision* (www.postgraduatesupervision.com) with funds from the Department of Higher Education and Training (DHET) paying for the continued offering of the course. The course has now been offered forty-two (42) times at twenty (20) different public higher education institutions in South Africa.

In 2015, the partners from Vrije Universiteit and Rhodes University sought to extend this project beyond what can be achieved by a stand-alone course. We therefore sought out opportunities to take this further and we have now been awarded €740 000 through the European Union for a project entitled *Enhancing Postgraduate Environments* in which we will work with colleagues from three (3) Dutch, one (1) German, one (1) Scottish, one (1) Turkish and six (6) South African universities. This initiative seeks to develop materials to support research development across all disciplines in a format that is user-friendly and open access.

Professor Lynn Quinn

Head of Department

Books/Chapters/Monographs

Badat, S.
Badat, S. (2015) Institutional Combinations and the Creation of a New Higher Education Institutional Landscape in Post-1994 South Africa. In: Curaj, A., Georghiou, L., Harper, J.C. and Egron-Polak, E. (eds.). *Mergers and Alliances in Higher Education: International Practice and Emerging Opportunities*. London: Springer. p.175-201. ISBN: 9783319131344.

Badat, S. (2015) Academic Inbreeding: The South African Case. In: Yudkevich, M., Altbach, P.G. and Rumbley, L.E. (eds.). *Academic Inbreeding and Mobility in Higher Education*. UK: Palgrave Macmillan. p.182-205. ISBN: 9781137461247.

Hlengwa, A.
Lotz-Sisitka, H., **Agbedahin, A.V.** and **Hlengwa, A.** (2015) Seeding Change: Developing a change-oriented model for professional learning and ESD in higher education institutions in Africa. In: Lotz-Sisitka, H.B., Hlengwa, A., Ward, M., Salami, A., Ogbuigwe, A., Pradhan, M., Neeser, M. and Lauriks, S. (eds.). *Mainstreaming Environment and Sustainability in African Universities: Stories of Change*. Grahamstown: Rhodes University. p.16-26. ISBN: 9870868106137.

Hlengwa, A. (2015) Employing Safe Bets: Reflections on Attracting, Developing and Retaining the Next Generation of Academics. In: Tabensky, P. and Matthews, S. (eds.). *Being at Home: Race, Institutional Culture and Transformation at South African Higher Education Institutions*. Durban: UKZN Press. p.147-154. ISBN: 9781869142902.

Maton, K.
Szenes, E., Tilakaratna, N. and **Maton, K.** (2015) The Knowledge Practices of Critical Thinking. In: Davies, M. and Barnett, R. (eds.). *The Palgrave Handbook of Critical Thinking in Higher Education*. USA: Palgrave Macmillan. p.573-591. ISBN: 9781137378033.

Singh, M.
Singh, M. (2015) Institutionalising the Public Good: Conceptual and Regulatory Challenges. In: Filippakou, O. and Williams, G. (eds.). *Higher Education as a Public Good: Critical Perspectives on Theory, Policy and Practice*. New York: Peter Lang. p.59-74. ISBN: 9781433121661.

Other Publications

McKenna, S. and Muthama, E.L.
McKenna, S., Motshoane, P.L. and **Muthama, E.L.** (2015) Review of Holness, L. *Growing the next generation of researchers: A handbook for emerging researchers and their mentors*. In: Critical Studies in Teaching and Learning. 3 (2). p.83-88.

Peer Reviewed Subsidy-Earning Journal Research Publications

Belluigi, D.Z.
Belluigi, D.Z. (2015) The significance of conflicting discourses in a professional degree: assessment in undergraduate fine art practice. *Discourse-Studies in the Cultural Politics of Education*. 2015 (2015). p.1-13.

Belluigi, D.Z. and Cundill, G. (2015) Establishing enabling conditions to develop critical thinking skills: a case of innovative curriculum design in Environmental Science. *Environmental Education Research*. 2015 (2015). p.1-22.

Boughey, C.
Boughey, C. (2015) Book Review. Approaches to Large Class Teaching. In: David J Hornsby, Ruksana Osman, Jaqueline de Matos-Ala (eds.). *Large-class pedagogy: Interdisciplinary perspectives for quality higher education.* ISBN: 9780987009647. SUN Press, Stellenbosch. South African Journal of Science. 111 (1/2). p.1-2.

Boughey, C. and McKenna, S.
Boughey, C. and McKenna, S. (2015) Analysing an audit cycle: A critical realist account. *Studies in Higher Education.* 2015. p.1-13.

Clarence, S.
Clarence, S. (2015) Exploring the nature of disciplinary teaching and learning using Legitimation Code Theory Semantics. *Teaching in Higher Education.* 2015. p.1-15.

Ellery, K.
Ellery, K. and Baxen, J. (2015) 'I Always Knew I Would Go To University': A Social Realist Account of Student Agency. *South African Journal of Higher Education.* 29 (1). p.91-107.

Eybers, O.
Eybers, O. (2015) From Mechanist to Critical Realist Interrogations Of Academic Literacy Facilitation In Extended Degree Programmes. *South African Journal of Higher Education.* 29 (1). p.79-90.

Maton, K.
Carvalho, L., Dong, A. and **Maton, K.** (2015) Foregrounding knowledge in e-learning design: An illustration in a museum setting. *Australasian Journal of Educational Technology.* 31 (3). p.328-348.

McKenna, S.
Layton, D. and **McKenna, S.** (2015) Partnerships and parents - relationships in tutorial programmes. *Higher Education Research & Development.* 2015 (2015). p.1-13.

Case, J.M., Heydenrych, H., Kotta, L., Marshall, D., **McKenna, S.** and Williams, K. (2015) From contradictions to complementarities: a social realist analysis of the evolution of academic development within a department. *Studies in Higher Education.* 2015. p.1-14.

Mostert, M.
Barnard, K.J. and **Mostert, M.** (2015) Exploring student perceptions and experiences of ICT-enhanced formative assessment in an undergraduate management accounting course. *SA Journal of Accounting Research.* 29 (2). p.132-150.

Quinn, L. and Vorster, J.A.
Quinn, L. and Vorster, J.A. (2015) Pedagogy for fostering criticality, reflectivity and praxis in a course on teaching for lecturers. *Assessment & Evaluation in Higher Education.* p.1-14.

Singh, M.
Singh, M. (2014) Higher education and the public good: precarious potential? *Acta Academica.* 46 (1). p. 98 -118.

Southwood, S.
Ngcoza, K. and **Southwood, S.** (2015) Professional development networks: From transmission to co-construction. *Perspectives in education.* 33 (1). p.1-11.

Thomson, C.
Thomson, C. (2015) Book Review. Jennifer M. Case: Researching student learning in higher education: a social realist approach. London: Routledge, 2013. 155 pp. ISBN: 978-0-415-66235-2. *Higher Education.* 60 (1). p.165-167.

Vorster, J.A. and Quinn, L.
Vorster, J.A. and **Quinn, L.** (2015) Towards shaping the field: theorising the knowledge in a formal course for academic developers. *Higher Education Research & Development.* 34 (5). p.1031-1044.

Peer-reviewed Proceedings

Tshuma, N.
Tshuma, N. Assessment for Learning: Using Formative Assessment to Scaffold Students' Fragile Knowledge. *SACLA 2015: Renewing ICT teaching and learning: Building on the past to create new energies.* University of the Witwatersrand (WITS), Johannesburg. South Africa. July 2015.

Tshuma, N. What Influences Educational Technology Integration? A Critical Review of the Literature. *Edulearn 15.* Gran Hotel Princesa Sofia Convention Center, Barcelona. Spain. July 2015.

Research Papers Presented at Academic/ Scientific Conferences (Non-peer-reviewed Proceedings)

Boughey, C. and McKenna, S.
Boughey,C., McKenna, S., Behari-Leak, K., Mkhize, T., Luck, J., Clarence, S., and Sabara, S. Critiquing Higher Education: The power of theory in a higher education doctoral programme. *Higher Education Learning & Teaching Association of Southern Africa.* North-West University, Potchefstroom. South Africa. November 2015.

Ellery, K.
Ellery, K. Knowledge and knowledge-practices in a science foundation programme: Finding a theoretical home for literacies and skills work using LCT. *Legitimation Code Theory Colloquium.* Cape Peninsula University of Technology (CPUT), Cape Town. South Africa. June 2015.

Quinn, L.
Quinn, L. Becoming a scholarly academic developer. *Twenty-second international conference on learning.* Universidat San Pablo CEU, Madrid. Spain. July 2015.

McKenna, S
McKenna, S. Focusing on Knowledge to transform curricula. (Invited Guest Speaker). *4th Learning, Teaching and Assessment Symposium.* Durban University of Technology, Durban. South Africa. September 2015.

McKenna, S. Crossing Conceptual Thresholds in Doctoral Education. *Twenty-second International Conference on Learning.* Universidat San Pablo CEU, Madrid. Spain. July 2015.

McKenna, S. and Boughey, C. A social realist account of postgraduate supervision development. *Postgraduate Supervision Conference.* Stellenbosch. South Africa. March 2015.

McKenna, S. Positive Peer-pressure: The role of Doctoral Communities. *Higher Education Learning & Teaching Association of Southern Africa.* North-West University, Potchefstroom. South Africa. November 2015.

Vorster, J.A.
Vorster, J.A. An inquiry into threshold concepts in a formal course for university lecturers. *Twenty-second International Conference on Learning.* Universidad San Pablo CEU, Madrid. Spain. July 2015.

Vorster, J.A. and Quinn, L.
Vorster, J.A. and **Quinn, L.** A critical overview of professional development courses in South African research-intensive universities. *Higher Education Learning & Teaching Association of Southern Africa.* North-West University, Potchefstroom. South Africa. November 2015.