



CHERTL staff members (from left to right) Mrs Nomphele Tshuma, Dr Mandy Hlengwa and Dr Mel Skead.

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The Centre for Higher Education Research, Teaching and Learning (CHERTL) undertakes staff and student development through formal qualifications, short courses and a variety of other initiatives. The Centre's focus on higher education research is underpinned by the understanding that educational problems require theorised solutions that move beyond the constraints of dominant common sense approaches.

In 2016, CHERTL celebrated the graduation of three (3) PhD and thirty-two (32) Postgraduate Diploma in Higher Education scholars. The centre's staff and associates also published ten (10) book chapters, fifteen (15) journal articles and presented sixteen (16) conference papers.

### Postgraduates / Graduations

In 2016, CHERTL continued to offer the Postgraduate Diploma in Higher Education to academics from universities across South Africa, including staff from within Rhodes University. This course offers a broad introduction to the higher education sector with a particular focus on teaching and learning. Thirty-two (32) students graduated from this programme in 2016, four (4) of whom graduated with distinction.

The CHERTL PhD programme continues to be offered to academics across South Africa and from six (6) other countries in the Southern African region and further afield. In 2016, three (3) PhDs graduated:

- **Tarsizius Nampota:** *Emergent governance practices in the University of Malawi following reform implementation from 1997 to 2013*
- **Karen Ellery:** *Epistemological access in a science foundation course: A social realist perspective*

- **Sue Giloi:** *The knowledge-knower structures used in the assessment of graphic design practical work in a multi-campus context.*

### Distinguished Visitors / International Visits

In 2016, CHERTL enjoyed visits from four (4) distinguished visitors.

Professor Thierry Luescher from the University of Free State gave a public lecture entitled: *The 2015/16 SA student movement and 12 propositions for investigating its character and significance* in March 2016. Also in March 2016, Professor Paul Ashwin, from Lancaster University gave a guest lecture entitled: *The challenges of capturing the transformative power of higher education in comparisons of quality: Why would going to university change anyone?*

In July 2016, Professor Rebecca Schendel, from the Institute of Education in London, ran a workshop for staff and PhD scholars entitled: *Critically consuming (and using) quantitative data in higher education research.*

In October 2016, Professor Michael Samuel from University of KwaZulu-Natal offered a seminar entitled: *Life History Methodology and Narrative Enquiry.*

### Significant Research Aligned Events

In 2016, CHERTL offered a number of research related events, which included the following

workshops, panel discussions and seminars:

A hands-on workshop entitled: "Beyond the academy: How to write for non-academics" in which Carolyn Southey (Editor, *The Conversation*) and Thabo Leshilo (Politics Editor, *The Conversation*) was hosted about using media better to expand research dissemination.

A panel discussion entitled: "Research, Education and Transformative Social Movement" with Emmanuel Mqgqwashu, Enocent Msindo, Thierry Luescher, Heila Lotz-Sisitka and Sarah Sephton.

As is tradition, in 2016 we invited some of our previous graduates back to run workshops for our current PhD scholars. These included: "Describing the implicit: uncovering specialist knowledge-knower structures in assessment practice" by Sue Giloi, "Managing large data sets" by Thandeka Mkhize, and "The ongoing process of dialogue with data (using Legitimation Code Theory)" by Karen Ellery.

Alongside the usual 'Doc Weeks' comprising public lectures, seminars, workshops and scholar presentations, in July 2016, CHERTL held a Writing Boot Camp whereby twenty-three (23) PhD candidates spent a week at the Continuing Education Centre engaged in a structured writing week.

CHERTL, Rhodes University, continues to be the lead institution on the 'Strengthening Postgraduate Supervision' project ([postgraduatesupervision.com](http://postgraduatesupervision.com)). This course has been offered over fifty (50) times nationally at twenty-three (23) universities and offers a space for the development of supervision to grow knowledge production in the country. It is certified through Rhodes University and offered through both the Teaching Development Grants and Research Development Grants of various universities, as well as a Department of Higher Education and Training (DHET) collaborative grant held by CHERTL.

CHERTL, Rhodes University, is also the South African lead in a multi-institutional EU Erasmus Mundus+ funded initiative to develop Postgraduate education across the country. The '*Enhancing Postgraduate Environments*' project has resulted in the development of a number of online resources for research based degrees: [postgradenvironments.com](http://postgradenvironments.com)

With the National Research Foundation (NRF) funded project '*Social Inclusion in Higher Education*' drawing to a close, the extended NRF funded project '*Institutional Differentiation in Higher Education*' continues successfully and all seven (7) PhD scholars in this project are making good progress. Their cross-institution studies look at the ways in which central issues related to teaching and learning play out across the higher education sector.

The NRF funded project '*Going to university: The influence of higher education on the lives of young*

*South Africans*', led by Professor Jenni Case, with Sioux McKenna, Delia Marshall and Disa Mogashana, looks at how university experiences have shaped the lives of people who entered Rhodes University, University of the Western Cape and the University of Cape Town in 2009. The study has generated seventy-three (73) rich narrative interviews which have been analysed for a book due to be published in 2017.

An ESRC/NRF funded project '*Pathways to personal & public good: understanding access to, student experiences of, and outcomes from South African undergraduate higher education*', led by Professors Jenni Case and Paul Ashwin brings together academics from eighteen (18) universities in South Africa and elsewhere to undertake a meta-analysis within three (3) themes. Sioux McKenna is the South African leader of the student experiences theme. This project targets the wealth of literature that already exists on higher education but which is often under-utilised or which, by its small scale and context-dependent nature, makes a system level understanding of the issues difficult. It is particularly pleasing that four (4) CHERTL PhD graduates are included in this project as researchers: Thandeka Mkhize, Mandy Hlengwa, Sherran Clarence and Langutani Masehela.

Dr Amanda Hlengwa, in her role as Chair of Higher Education Learning, Teaching and Assessment Southern Africa, attended the third *Annual Southern African Universities Learning and Teaching* forum which took place at the University of Namibia in 2016. Arising from this, she joined an NRF funded project: The influence of rurality on student trajectories - a view from the South. If it is the case that rurality is associated with academic disadvantage, then this project argues that it would be fair to argue that in the interests of social justice and social inclusion, attention should be paid to the experience and conditions of rural students in higher education in Southern Africa.

Dr Melanie Skead participated in an international project of the Southern African Regional Universities Association (SARUA) Curriculum Innovation Network aimed developing a Southern African Masters degree in Climate Change and Sustainable Development. In addition to her role as lead curriculum developer and facilitator of the curriculum innovation project, she was involved in researching the curriculum innovation project spanning seven (7) Southern African countries. She also researched the implementation of academic staff development to enable the implementation of the curriculum developed through this project.

**Dr Jo-Anne Vorster**  
Head of Department

## Books/Chapters/Monographs

**Badat, S.**

**Badat, S.** (2016) SASO and Black Consciousness, and the shift to Congress. In: Heffernan, A. and Nieftagodien, N. (eds.). *Students Must Rise: Youth Struggle in South Africa Before and Beyond Soweto 76*. Johannesburg: Wits University Press. p.98-108. ISBN: 9781868149193.

**Clarence, S.**

**Clarence, S.** (2016) Seeing yourself in a new light: crossing thresholds in becoming a researcher. In: Frick, L., Motshoane, P., McMaster, C. and Murphy, C. (eds.). *Postgraduate study in South Africa: surviving and succeeding*. Stellenbosch: SUN PRESS. p.127-136. ISBN: 9781928357230.

**Maton, K.**

**Maton, K.** (2016) Legitimation Code Theory: Building knowledge about knowledge-building. In: Maton, K., Hood, S. and Shay, S. (eds.). *Knowledge-building: Educational studies in Legitimation Code Theory*. New York: Routledge: Taylor and Francis. p.1-24. ISBN: 9780415692335.

**Maton, K.** and Chen, R. (2016) LCT in qualitative research: Creating a translation device for studying constructivist pedagogy. In: Maton, K., Hood, S. and Shay, S. (eds.). *Knowledge-building: Educational studies in Legitimation Code Theory*. New York: Routledge: Taylor and Francis. p.27-48. ISBN: 9780415692335.

**Maton, K.** and Howard, S. (2016) LCT in mixed-methods research: Evolving an instrument for quantitative data. In: Maton, K., Hood, S. and Shay, S. (eds.). *Knowledge-building: Educational studies in Legitimation Code Theory*. New York: Routledge: Taylor and Francis. p.49-71. ISBN: 9780415692335.

**Maton, K.,** Carvalho, L. and Dong, A. (2016) LCT in praxis: Creating an e-learning environment for informal learning of principled knowledge. In: Maton, K., Hood, S. and Shay, S. (eds.). *Knowledge-building: Educational studies in Legitimation Code Theory*. New York: Routledge: Taylor and Francis. p.72-92. ISBN: 9780415692335.

**Maton, K.,** Martin, J.R. and Matrugiolo, E. (2016) LCT and systemic functional linguistics: Enacting complementary theories for explanatory power. In: Maton, K., Hood, S. and Shay, S. (eds.). *Knowledge-building: Educational studies in Legitimation Code Theory*. New York: Routledge: Taylor and Francis. p.93-114. ISBN: 9780415692335.

**McKenna, S.**

Frick, L., Albertyn, R., Brodin, E., **McKenna, S.** and Claesson, S. (2016) The role of doctoral education in early career academic development. In: Fourie-Malherbe, M., Albertyn, R., Aitchison, C. and Bitzer, E. (eds.). *Postgraduate supervision: future foci for the knowledge society*. Stellenbosch: SUN MeDIA. p.203-222. ISBN: 9781928357216.

**McKenna, S.** (ed.) (2016) *Postgraduate study in South Africa: surviving and succeeding*. Stellenbosch: SUN PRESS. ISBN: 9781928357230.

**Singh, M.**

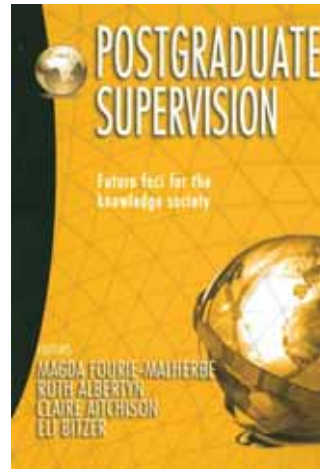
**Singh, M.,** Little, B. and Abbas, A. (2016) Changing Practices, Changing Values? A Bernsteinian Analysis of Knowledge Production and Knowledge Exchange in Two UK Universities. In: Hoffman, D.M. and Valimaa, J. (eds.). *Re-Becoming Universities? Higher Education Institutions in Networked Knowledge Societies*. Netherlands: Springer. p.201-222. ISBN: 9789401773690.

## Peer Reviewed Subsidy-Earning Journal Research Publications

**Belluigi, D.Z.**

**Thondhlana, G.** and **Belluigi, D.Z.** (2016) Students' reception of peer assessment of group-work contributions: problematics in terms of race and gender emerging from a South African case study. *Assessment & Evaluation in Higher Education*. 2016. p.1-14.

**Belluigi, D.Z.** (2016) Constructions of Roles in Studio Teaching and Learning. *International Journal of Art & Design Education*. 35 (1). p.21-35.



Professor Sioux McKenna co-authored the chapter *The role of doctoral education in early career academic development*, in the book *Postgraduate supervision: future foci for the knowledge society*, published by SUN MeDIA in 2016.

Photo: Tarryn Gillitt

**Belluigi, D.Z.** (2016) Influences on the struggle over content: considering two fine art studio practice curricula in developing/ed contexts. *Teaching in Higher Education*. 21 (6). p.700-715.

**Clarence, S.**

**Clarence, S.** (2016) Surfing the waves of learning: enacting a Semantics analysis of teaching in a first-year Law course. *Higher Education Research and Development*. 2016. p.1-14.

**Clarence, S.** (2016) Knowledge and knowers in teaching and learning: an enhanced approach to curriculum alignment. *Journal of Education*. 66 (2016). p.65-84.

van Heerden, M., **Clarence, S.** and Bharuthram, S. (2016) What lies beneath: exploring the deeper purposes of feedback on student writing through considering disciplinary knowledge and knowers. *Assessment and Evaluation in Higher Education*. 2016. p.1-11.

**Ellery, K.**

**Ellery, K.** (2016) Conceptualising knowledge for access in the sciences: academic development from a social realist perspective. *Higher Education*. 2016. p.1-17.

**McKenna, S.**

**Snowball, J.D.** and **McKenna, S.** (2016) Student-generated content: an approach to harnessing the power of diversity in higher education. *Teaching in Higher Education*. 2016. p.1-15.

**McKenna, S.** (2016) Crossing conceptual thresholds in doctoral communities. *Innovations in Education and Teaching International*. 2016. p.1-9.

Vahed, A., **McKenna, S.** and Singh, S. (2016) Linking the 'know-that' and 'know-how' knowledge through games: a quest to evolve the future for science and engineering education. *Higher Education*. 71 (2016). p.781-790.

Blackie, M., le Roux, K. and **McKenna, S.** (2016) Possible futures for science and engineering education. *Higher Education*. 71 (2016). p.755-766.

**McKenna, S.** and **Muthama, E.L.**

Frick, L., **McKenna, S.** and **Muthama, E.L.** (2016) Death of the PhD: when industry partners determine doctoral outcomes. *Higher Education Research and Development*. 2016. p.1-4.

**Quinn, L.** and **Vorster, J.A.**

**Quinn, L.** and **Vorster, J.A.** (2016) Conceptualising an Epistemically Diverse Curriculum for a Course for Academic Developers. *South African Journal of Higher Education*. 30 (6). p.24-38.

Leibowitz, B., Bozalek, V., Farmer, J., Garraway, J., Herman, N., Jawitz, J., McMillan, W., Mistri, G., Ndebele, C., Nkonki, V., **Quinn, L.**, Van Schalkwyk, S., **Vorster, J.A.** and Winberg, C. (2016) Collaborative research in contexts of inequality: the role of social reflexivity. *Higher Education*. 2016. p.1-16.

**Vorster, J.A.**

Leibowitz, B.L., **Vorster, J.A.** and Ndebele, C. (2016) Why a contextual approach to professional development? *South African Journal of Higher Education* 30 (6). p.1-7.



Wilmot, K.

Wilmot, K. (2016) Designing writing groups to support postgraduate students' academic writing: a case study from a South African university. *Innovations in Education and Teaching International*. 2016. p.1-9.

## Peer Reviewed Non-Subsidy-Earning Journal Research Publications

Badat, S.

Badat, S. (2016) Deciphering the Meanings and Explaining the South African Higher Education Student Protests of 2015-16. *Pax Academica: African Journal of Academic Freedom*. 1 & 2 (2016). p.71-106.

Clarence, S.

Clarence, S. (2016) Peer tutors as learning and teaching partners: a cumulative approach to building peer tutoring capacity in higher education. *Critical studies in Teaching and Learning*. 4 (1). p.39-54.

McKenna, S.

Boughey, C. and McKenna, S. (2016) Academic literacy and the decon-textualized learner. *Critical Studies in Teaching and Learning*. 4 (2). p.1-9.

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

Belluigi, D.Z.

Belluigi, D.Z. Situating 'the author' within the development and assessment of teaching portfolios. *Ethics, Care and Quality in Educational Development*. ICED and HELTASA, Cape Town. South Africa. November 2016.

Clarence, S.

Clarence, S. Rethinking the 'canon': reimagining a South African Political Science curriculum. *South African Association of Political Science (SAAPS) biennial national conference*. University of the Western Cape, Cape Town. South Africa. August 2016.

Clarence, S., Wolff, K.E., Winberg, S., Farmer, J. and Esambe, E.E. Transforming the use of tutorials through academic staff development. *Combined HELTASA/ICED conference: Ethics, care and quality in higher education*. Park Inn and Southern Sun, Cape Town. South Africa. November 2016.

Clarence, S. Reimagining curriculum through a Bernsteinian lens: rethinking the canon in Political Science. *South African Education Research Association*. Southern Sun Cape Sun, Cape Town. South Africa. October 2016.

Ellery, K.

Ellery, K. and Boughey, C. Promoting epistemic and learning-context access in a science foundation course: Supporting student learning. *Higher Education Conference*. Amsterdam University of Applied Sciences, Amsterdam. The Netherlands. July 2016.

Ellery, K. and Boughey, C. Is 'offering' powerful knowledge sufficient? Epistemic and social concerns in the sciences. *Higher Education Close-Up*. Lancaster University, Lancaster. United Kingdom. July 2016.

McKenna, S.

McKenna, S. and Boughey, C. Lessons learned from a national supervision development programme. *Higher Education Conference*. University of Amsterdam, Amsterdam. Netherlands. July 2016.

McKenna, S. Greater than the sum of its parts: Collaboration in doctoral education. *Quality in Postgraduate Research*. University of Adelaide, Adelaide. Australia. April 2016.

McKenna, S. and Boughey, C. Constraints and enablers of postgraduate supervision. *Higher Education Close Up*. University of Lancaster, Lancaster. United Kingdom. July 2016.

McKenna, S. The doctorate as product, pedagogy and public good. *Quality in Postgraduate Research*. University of Adelaide, Adelaide. Australia. April 2016.

Quinn, L.

Quinn, L. Ways in which academic development can contribute

to decolonising institutional teaching and learning practices. *Higher Education Close Up 8*. Lancaster University, Lancaster. United Kingdom. July 2016.

Quinn, L. and Vorster, J.A.

Quinn, L., Vorster, J.A., Leibowitz, B., Bozalek, V., Muhuro, P. and Winberg, C. Reimagining conditions for learning how to teach in higher education: Results of a multi-site South African study. *South African Education Research Association*. University of Stellenbosch, Cape Town. South Africa. October 2016.

Quinn, L. and Vorster, J.A. Shaping a scholarly gaze for academic development practice. *The Higher Education Conference*. Amsterdam University of Applied Sciences, Amsterdam. The Netherlands. July 2016.

Skead, M.

Skead, M. and Ashburner, L. An exploration of quality enhancement through interdisciplinary curriculum development. *ICED and HELTASA*. Consortium of Western Cape universities, Cape Town. South Africa. November 2016.

Skead, M. Freedom to learn: experiences of a formal course for academic developers. *Society for Research in Higher Education Conference*. Celtic Manor, Wales, United Kingdom. December 2016.

Vorster, J.A.

Vorster, J.A. What does a socially and epistemically just response to the call for the decolonization of South African university curricula mean for learning to teach. *Higher Education Close Up 8*. Lancaster University, Lancaster. United Kingdom. July 2016.

Vorster, J.A. and Quinn, L.

Vorster, J.A., Quinn, L., Edem, A.B., Ganas, R., Geldenhuys, Y., Heymans, Y., Mphumela, N., Olivier, V., Otulaja, F., Padayachee, K., Sebolao, R., Sibubashe, R. and Van den Berg, D. Developing the agency of academic developers. *ICED and HELTASA*. Consortium of Western Cape universities, Cape Town. South Africa. November 2016.

Vorster, J.A. and Quinn, L. Challenges for the decolonization of curricula in South African higher education. *Higher Education Conference 2016*. Amsterdam University of Applied Sciences, Amsterdam. The Netherlands. July 2016.

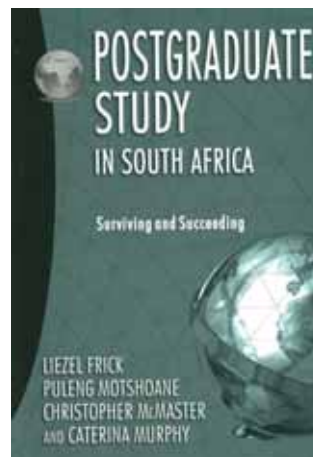
## Concerts, Exhibitions, Performances, Workshops, Events

Tshuma, N.

Marara, P., Mtolo, L.T., Mhlongo, M.P., Golozana, M., Duxbury, T., Bradshaw, K., Tandlich, R., Khamanga, S.M.M., Tshuma, N. and Srinivas, S. Use of technology for Health Promotion during the National Science Festival 2016. Rhodes University, Grahamstown. South Africa. May 2016.

Moyo, T., McKenna, S. and Hoffman, N. (2016) 'South Africa must open student funding to public scrutiny' *The Conversation*. 29 April 2016.

McKenna, S. (2016) 'Questions your reader should never have to ask.' *Doctoral Writing*. 2 February 2016.



CHERTL 2016 Postdoctoral Fellow Dr Sherran Clarence published the chapter *Seeing yourself in a new light: crossing the threshold to 'researcher'*, in the book *Postgraduate study in South Africa: Surviving and Succeeding*, published by SUN MeDIA in 2016.

Photo: Tarryn Gillitt