

Centre for Higher Education Research, Teaching and Learning (CHERTL)



Credit: Snow Harris

Professor Jo-Anne Vorster
Head of Department

Centre for Higher Education Research, Teaching and Learning (CHERTL) offers formal courses aimed at building knowledge and expertise in teaching and learning, and contributes to research in the field of higher education studies. The field is especially important in the context of a higher education system that is grappling with the challenge of creating conditions for success for the majority of students.

CHERTL adds to an understanding of contemporary higher education in a rapidly changing world through its various Postgraduate programmes and in accredited publications, conference presentations and the popular press.

Postgraduates / Graduations

PhD graduations

- **Dr Evelyn Muthama:** *Conditions constraining and enabling research production in historically black universities in South Africa.*
- **Dr Gillian Shan Reid:** *A realist exploration of transnational mobility, change and identity construction in South African Higher Education expatriates in Abu Dhabi, the United Arab Emirates (UAE).*
- **Dr Mlamuli Hlatshwayo:** *'I want them to be confident, to build an argument': An exploration of the structure of knowledge and knowers in political studies.*
- **Dr Peta Myers:** *A social realist account of constraints and enablements navigated by South African students during the four-year professional accounting programme at Rhodes University, South Africa.*
- **Dr Meredith Armstrong:** *Learning to Learn: A critical realist exploration into the home established learning practices of a marginalised community in Port Elizabeth.*

Postgraduate Diploma (PGDip) in Higher Education (HE) graduations

The PGDip (HE) offers a broad introduction to the field of higher education, with a particular focus on teaching and learning. At the 2018 graduation ceremony, there were sixteen (16) graduates from this programme, five (5) achieved distinctions.

Distinguished Visitors / International Visits

CHERTL prides itself on working with national and international academics ensuring that our students benefit from such relationships. In 2018, we again, had a number of distinguished visitors.

In March 2018, CHERTL hosted **Professor Karl Maton**. Professor Maton is a Research Associate of CHERTL, and the Director of the Legitimation Code Theory (LCT) Centre for Knowledge-Building at the University of Sydney. Professor Maton gave a series of lectures and offered intensive individual supervision sessions.

In July 2018, CHERTL together with the Centre for Postgraduate Studies (CPGS), hosted Dr Femi Otulaja, from University of Witwatersrand (WITS), and Mr Ndumiso Dladla from University of South Africa (UNISA). They both ran seminars during the July 'Doc Week' prior to taking part in the annual Postgraduate conference.



Professor Karl Maton at CHERTL Doc Week.
Credit: CHERTL

Dr Otulaja gave a presentation entitled: "To decolonisation or to indigenisation: That's the question" and Dr Dladla gave a presentation entitled "Here is a table: The history of race in South Africa".

In October 2018, CHERTL co-hosted, with the Education Department, a group of PhD supervisors and scholars from Umeå University in Sweden. During the 'Doc Week', scholars from both Umeå and Rhodes University made presentations and shared experiences.

Significant Research Aligned Events

In March 2018, CHERTL hosted the book launch of *Going to University: The influence of higher education on the lives of young South Africans*. This open access book was co-authored by **Professor Sioux McKenna** with colleagues from University of Cape Town (UCT) and University of Western Cape (UWC), Jenni Case, Disa Mogashana and Delia Marshall.

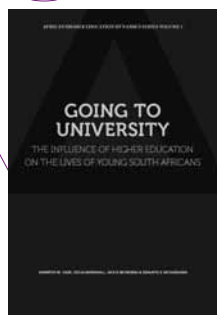
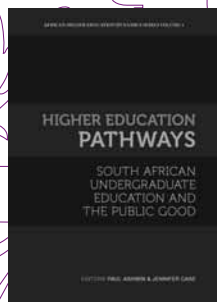
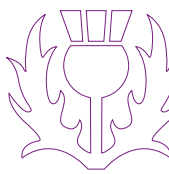
The book traces the lives of seventy-three (73) young people who first registered for a Bachelor of Arts (BA) or Bachelor of Science (BSc) in 2009. The book has garnered much critical praise with a number of positive reviews in *Journal of Student Affairs*, *South African Journal of Science*, and *Critical Studies in Teaching & Learning*.



At the launch of *Going to University: the Influence of Higher Education on the lives of young South Africans*: (from left to right) Dr Peter Clayton (DVC: Research and Innovation), Dr Sizwe Mabizela (VC), Dr Disaapela Mogashana (co-author), Professor Sioux McKenna (co-author), and Emeritus Professor Chrissie Boughey (CHERTL).
Credit: CHERTL

PUBLICATIONS

Centre for Higher
Education Research,
Teaching & Learning
(CHERTL)



Books/Chapters/Monographs

Clarence, S.

Clarence, S. (2018) Understanding student experiences through the lens of academic staff development practice and research. In: Case, J. and Ashwin, P. (eds.). *Higher education pathways: South African Undergraduate Education and the Public Good*. Cape Town: African Minds. p.204-215. ISBN: 9781928331902.

Hlengwa, A. and McKenna, S.

Hlengwa, A., McKenna, S. and Njovane, T. (2018) The lenses we use to research student experience. In: Case, J. and Ashwin, P. (eds.). *Higher education pathways: South African Undergraduate Education and the Public Good*. Cape Town: African Minds. p.149-162. ISBN: 9781928331902.

Maton, K.

Maton, K. (2018) Thinking like Bourdieu: Completing the mental revolution with Legitimation Code Theory. In: Albright, J., Hartman, D. and Widin, J. (eds.). *Bourdieu's Field Theory and the Social Sciences*. Springer Nature Switzerland. p.249-268. ISBN: 9789811053849.

McKenna, S.

Case, J.M., **McKenna, S.**, Mogashana, D. and Marshall, D. (2018) *Going to University: The Influence of Higher Education on the Lives of Young South Africa*. Cape Town: African Minds. ISBN: 9781928331698.

McKenna, S., Walker, M., Carpentier, V., Naidoo, R., Ashwin, P., Schendel, R., Case, J., Marshall, D. and McCowan, T. (2018) Pathways to the Public Good. In: Case, J. and Ashwin, P. (eds.). *Higher education pathways: South African Undergraduate Education and the Public Good*. Cape Town: African Minds. p.291-298. ISBN: 9781928331902.

Other Publications

Maton, K.

Maton, K. and Howard, S.K. (2018) LCT Centre Occasional Paper 1. In: *Taking autonomy tours: A key to integrative knowledge-building*. Australia: LCT Centre for Knowledge-Building, University of Sydney.

Peer Reviewed Non-Subsidy-Earning Journal Research Publications

Clarence, S.

Clarence, S. (2018) Towards Inclusive, Participatory Peer Tutor Development in Higher Education. *Critical Studies in Teaching and Learning*. 6 (1). p.58-74.

Peer Reviewed Subsidy-Earning Journal Research Publications

Clarence, S.

Munje, P.N., Nanima, R.D. and **Clarence, S.** (2018) The role of questioning in writing tutorials: a critical approach to student-centered learning in peer tutorials in higher education. *Mentoring and Tutoring: Partnership in Learning*. 26 (3). p.336-353.

Ellery, K.

Ellery, K. (2018) Legitimation of knowers for access in science. *Journal of Education*. 71 (2018). p.24-38.

Madondo, N.E.

Madondo, N.E. (2018) Locating the Experiences of Rural Science Students in Higher Education. *Alternation: Interdisciplinary Journal for the Study of the Arts and Humanities in Southern Africa (Formerly International Journal for the Study of Southern African Literature and Languages)*. 25 (2). p.210-226.

Maton, K.

Howard, S.K., Yang, J., Ma, J., **Maton, K.** and Rennie, E. (2018) App clusters: Exploring patterns of multiple app use in primary learning contexts. *Computers & Education*. 127 (2018). p.154-164.

Locke, P. and **Maton, K.** (2018) Serving two masters: how vocational educators experience marketisation reforms. *Journal of Vocational Education and Training*. 2018. p.1-20.

McKenna, S.

Oluwole, D.O., Achadu, O.J., Asfour, F., Chakona, G., Mason, P., Mataruse, P. and **McKenna, S.** (2018) Postgraduate Writing Groups as Spaces of Agency Development. *South African Journal of Higher Education*. 32 (6). p.370-381.

McKenna, S. and Thomson, C.

O'Shea, C., **McKenna, S.** and **Thomson, C.** (2018) 'We throw away our books': Students' reading practices and identities. *Linguistics and Education*. 2018. p.1-10.

McKenna, S., Quinn, L. and Vorster, J.A.

McKenna, S., Quinn, L. and **Vorster, J.A.** (2018) Mapping the field of Higher Education Research using PhD examination reports. *Higher Education Research & Development*. 37 (3). p.579-592.

Muthama, E. and McKenna, S.

Muthama, E. and **McKenna, S.** (2018) The contradictory conceptions of research in Historically Black Universities. *Perspectives in Education*. 35 (1). p.129-142.

Quinn, L. and Vorster, J.A.

Grant, C., Quinn, L. and **Vorster, J.A.** (2018) An exploratory study of Heads of Departments' responses to student calls for decolonised higher education. *Journal of Education*. 72. p.73-88.

Vorster, J.A.

Behari-Leak, K., **Vorster, J.A.**, Chitanand, N., Ganas, R., Padayachee, K., Merckel, V. and Masehela, L. (2018) How to be or not to be? A critical dialogue on the limitations and opportunities of academic development in the current higher education context. *South African Journal of Higher Education*. 32 (6). p.401-421.

Wilmot, K. and McKenna, S.

Wilmot, K. and **McKenna, S.** (2018) Writing groups as transformative spaces. *Higher Education Research & Development*. 37 (4). p. 868-882.

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

Madondo, N.

Madondo, N. Keynote address: Ways of knowing and becoming literate in the disciplines: A case for Extended Curriculum Programmes at South African Universities. *University of Venda Extended Curriculum Programmes Colloquium*. Thohoyandou. 22 - 23 August 2018.

Madondo, N. Dismantling the mysteries of scientific language in higher education: Drawing on students' lived rural home experiences. *Higher Education Close Up*. Vineyard Hotel, Cape Town. November 2018.

McKenna, S.

McKenna, S. Keynote address: Responsiveness in higher education in South Africa. *University of Zululand Teaching and Learning Conference*. Empangeni. South Africa. October 2018.



CHERTL staff, Doctoral and PGDip graduates at the CHERTL graduation celebration.

Credit: CHERTL

Quinn, L. and Vorster, J.A.

Quinn, L., Grant, C. and **Vorster, J.A.** A structural enablement for heads of departments during complex and uncertain times. *Higher Education Learning and Teaching Association for Southern Africa*. Nelson Mandela University, Port Elizabeth. South Africa. November 2018.

Quinn, L. and **Vorster, J.A.** Why the focus on curriculum? Why now? The role of academic development? *Higher Education Close Up*. Vineyard Hotel, Cape Town. South Africa. November 2018.

Quinn, L. and **Vorster, J.A.** Transforming curricula in higher education through making connections. *American Education Research Association*. New York Hotels, New York. United States of America. April 2018.

Tshuma, N.

Tshuma, N. Beyond Barriers and Resistance: The Impact of the Teaching/Research Tension on Educational Technology Practices. *HELTASA 2018: Higher Education Learning and Teaching Association of Southern Africa*. Nelson Mandela University, Port Elizabeth. South Africa. November 2018.

Tshuma, N. Responding to student's misrecognition in higher education through the use of technology. *HECU9: Higher Education Close Up*. Vineyard Hotel, Cape Town. South Africa. November 2018.

Tshuma, N. Motivating academics to move beyond content and administration in their integration of Moodle into teaching and learning. *MoodleMoot*. Cape Town International Convention Centre, Cape Town. South Africa. October 2018.

Research Papers published in the popular press

McKenna, S

McKenna, S. (2018) 'Five signs universities are turning into corporations'. *The Conversation*. 23 March 2018.

McKenna, S. (2018) 'How class and social capital affect university students'. *The Conversation*. 6 March 2018.

Case, J., Marshall, D., **McKenna, S.** and Mogashana, D. (2018) 'Foregrounding the public good benefits of university study. *University World News*. 9 March 2018.

Wilmot, K. and McKenna S.

Wilmot, K. and **McKenna, S.** 'University writing groups provide an unexpected space for change'. *The Conversation*. 28 May 2018.