CENTRE FOR HIGHER EDUCATION RESEARCH, TEACHING & LEARNING

In addition to its role supporting the academic project of the University through various staff and student development programmes, the Centre for Higher Education, Research, Teaching and Learning (CHERTL) staff supervise Postgraduate students, and conduct research on key issues in the field of Higher Education Studies. Staff contribute to accredited publications and to popular publications. Currently, much of the research done by the CHERTL staff is in the area of knowledge in the curriculum, social justice in Higher Education and student access to knowledge practices in Higher Education.

Postgraduates / Graduations

PhD graduations

- **MPHAHLELE, Matee Martha**. *Conceptualisations of and Responses to Plagiarism in the South African Higher Education System*. Supervisor: Professor S McKenna. Co-supervisor: Dr D Layton.

- **MUSARA, Ellison.** *A comparative study of conceptualizations and practices of inclusion as an aspect of social justice in three teacher education institutions in Canada, South Africa and Zimbabwe*. Supervisor: Professor JA Vorster. Co-supervisor: Professor C Grant.

Postgraduate Diploma in Higher Education (PGDip (HE))

In 2019, a record number of scholars completed the PGDip (HE) course successfully. Twenty-six (26) candidates completed the course for lecturers, eight (8) of them with distinction. Fifteen (15) candidates completed the course for academic developers, with four (4) achieving distinctions.

Distinguished Visitors / International Visits

CHERTL invited several guests to our Doctoral Weeks (Doc Weeks) in 2019. In July 2019, Professor Kathy Luckett from University of Cape Town (UCT) conducted a series of seminars on curriculum research in South African Higher Education during the second of the three (3) CHERTL Doc Weeks.

CHERTL and Rhodes colleagues at the Third International Legitimation Code Theory Conference, 2019, University of the Witwatersrand
Credit: CHERTL

CHERTL staff and associates at the 2019 HELTASA Conference, hosted by Rhodes University
Credit: CHERTL

We were honoured to welcome three (3) recent CHERTL graduates, Dr Temwa Moyo, Dr Mlamuli Hlatshwayo and Dr Evelyn Muthama to share their doctoral journeys with the current cohort of Doctoral candidates at the July Doc Week.

In October 2019, Professor Crain Soudien from the Human Sciences Research Council (HSRC), and Professor Vivienne Bozalek from the University of the Western Cape (UWC) contributed to a seminar series on *Social Justice in Higher Education*. Professor Soudien presented a public lecture during his visit.

Significant Research Aligned Events

In June 2019, CHERTL Doctoral candidates, Anthea Adams, Rieta Ganas and Puleng Motshoane joined scholars from the University of Zululand (UNIZULU) and the Durban University of Technology (DUT) on a study visit to Pennsylvania State University. Professor Sioux McKenna and Professor Lynn Quinn also accompanied the scholars.

The Phakamisa Doctoral project is funded by the Department of Higher Education and Training (DHET) as part of the Staffing South African Universities Framework (SSAUF). The project is part of a national drive to ensure that seventy-five percent (75%) of academics at South African universities acquire doctorates by 2030, in line with the National Development Plan.

In 2019 CHERTL received funding for a second Doctoral project that is part of the DHET SSAUF. The project, co-funded by the British Council and led by Professor Sioux McKenna, brings together colleagues from Rhodes University (RU), University of Venda (UNIVEN) and Lancaster University, United Kingdom (UK). Doctoral candidates selected for the programme embarked on a structured two (2)-year coursework programme after which they will initiate research towards their Doctoral dissertations.

Professor Jo-Anne Vorster

Head of Department

Editors of the Routledge book, Building knowledge in higher education: Enhancing Teaching and Learning with Legitimation Code Theory, (left to right) Professor Christine Winberg, Professor Sioux McKenna and Dr Kirstin Wilmot.
Credit: CHERTL

Books/Chapters/Monographs

Clarence, S.
Clarence, S. (2019). Reimagining knowledge in the curriculum. Creating critical spaces for alternative possibilities in curriculum design. In: Quinn, L. (ed.). *Re-imagining Curriculum: Spaces for disruption.* Cape Town: African Sun Press. p.89-108. ISBN: 9781928480389.

Quinn, L.
Quinn, L. (2019) *Re-imagining Curriculum: Spaces for disruption.* Cape Town: African Sun Press. ISBN: 9781928480389.

Quinn, L. and Vorster, J.A.
Quinn, L. and **Vorster, J.A.** (2019) Why the focus on "curriculum"? Why now? The role of academic development. In: Quinn, L. (ed.). *Re-imagining Curriculum: Spaces for disruption.* Cape Town: African Sun Press. p.1-22. ISBN: 9781928480389.

Peer-Reviewed Subsidy-Earning Journal Research Publications

Clarence, S.
Clarence, S. (2019) Exploring the gap between what we say and what we do: Writing centres, 'safety', and 'risk' in higher education. *Stellenbosch Papers in Linguistics Plus / SPiL Plus.* 57 (2019). p.117-130.

Ellery, K.
Ellery, K. (2019) Congruence in Knowledge and Knower Codes: The Challenge of Enabling Learner Autonomy in a Science Foundation Course. *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).* 26 (2). p.213-239.

Hlengwa, A.
Hlengwa, A. (2019) How are institutions developing the next generation of university teachers? *Critical Studies in Teaching and Learning* 7 (1). p.1-18.

Knowles, C.R.
Knowles, C.R. (2019) Access or Set Up? A Critical Race, Feminist, Black Consciousness, and African Feminist perspective on Foundation Studies in South Africa. *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).* 26 (2). p.117-137.

McKenna, S.
Mphahlele, A.M.M. and **McKenna, S.** (2019) The use of Turnitin in the higher education sector: Decoding the myth. *Assessment & Evaluation in Higher Education.* 44 (7). p.1079-1089.

Sobuwa, S. and **McKenna, S.** (2019) The obstinate notion that higher education is a meritocracy. *Critical Studies in Teaching and Learning.* 7 (2). p.1-15.

Quinn, L.
Giloi, S. and **Quinn, L.** (2019) Assessment of Sustainable Design: The Significance of Absence. *Design Journal.* 22 (6). p.833-851.

Quinn, L. and Vorster, J.A.
Quinn, L., Behari-Leak, K., Ganas, R., Olsen, A.M. and Vorster, J.A. (2019) Reflecting on feedback processes for new ways of knowing, being and acting. *International Journal for Academic Development.* 24 (4). p.330-341.

Southwood, S.
Ngcoza, K.M. and **Southwood, S.** (2019) Webs of development: Professional networks as spaces for learning. *Pythagoras.* 40 (1). p.1-7.

Peer-reviewed Proceedings

Maton, K.
Waite, J., **Maton, K.**, Curzon, P. and Tuttiett, L. Unplugged Computing and Semantic Waves: Analysing Crazy Characters. *1st UK and Ireland Computing and Education Research Conference.* University of Kent, Canterbury. United Kingdom. September 2019.

McKenna, S.
Mphahlele, A.M.M. and **McKenna, S.** Plagiarism in the South African Higher Education system: Discarding a common sense understanding. *4th International Conference - Plagiarism across Europe and beyond 2018.* Ephesus. Turkey. May 2018.

Other Publications

McKenna, S.
McKenna, S. (2019) 'The model of PhD study at South African universities needs to change' *Mail & Guardian.* 5 December 2019.

McKenna, S. (2019) 'South African research output has risen, but caution must temper celebration'. 9 May 2019. In: *The Conversation.* Johannesburg.

McKenna, S. (2019) South Africa takes steps to assure the quality of its doctorates. 6 November 2019. In: *The Conversation.* Johannesburg.

McKenna, S. and Mphahlele, A.M.M. (2019) 'Universities must stop relying on software to deal with plagiarism'. 19 March 2019. In: T*he Conversation.* Johannesburg.

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

Ellery, K.
Ellery, K. Learning to learn: Autonomy tours for autonomous science learners. *Third International Legitimation Code Theory Conference (LCT3).* University of Witwatersrand, Johannesburg. South Africa. January 2019.

Ellery, K. Learning to learn in science. *Higher Education Learning and Teaching Association of Southern Africa (HELTASA) conference.* Rhodes University, Grahamstown. South Africa. November 2019.

Knowles, C.R.
Knowles, C.R. The politics of theory: shaping ideas about the First Year Experience. *5th Annual SANRC FYE Conference 2019.* Garden Court Marine Parade, Durban. South Africa. May 2019.

McKenna, S.
McKenna, S. Human Capital Theory and Postgraduate Education: Keynote. *Postgraduate Supervision Conference.* Spier, Stellenbosch. South Africa. May 2019.

McKenna, S. Don't count the things you do; Do the things that count. *UNISA Research Development Conference.* UNISA, Pretoria. South Africa. August 2019.

McKenna, S. Publish and perish: The perils of supervising in an age of performance metrics. *Keynote: University of Johannesburg Supervision Conference.* University of Johannesburg, Johannesburg. South Africa. June 2019.