



University of Fort Hare
Together in Excellence

University of Fort Hare

TEACHING AND LEARNING REPORT **2024**



Students

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Introduction by the DVC: Teaching and Learning, Prof Renuka Vithal

As in the previous year's inaugural report, this 2023/2024 Teaching and Learning Report once again showcases the initiatives of staff and students that are geared towards innovating and enhancing the quality of teaching and learning, improving throughput rates and student success in all its manifestations. It highlights activities, interventions, and the successes of individuals, groups and communities of practice involved with teaching and learning.

Many of these initiatives were funded by the University Capacity Development Grant (UCDG) and Council approved funds and are aligned to the University of Fort Hare's Strategic Plan 2022-2026: Towards a Decade of Renewal. The report covers a broad range of teaching and learning interventions relating to curriculum renewal, innovative and impactful teaching and learning practices, excellence in teaching and learning, staff development activities, community engaged teaching and learning, and technology-enhanced teaching and learning, to name a few.

Owing to the extent of poverty and joblessness in the Eastern Cape, the University has vigorously pursued community engaged teaching and learning in a bid to identify solutions that yield a positive impact in the communities. The report shows that a significant milestone has been achieved in curriculum transformation through the development of new impactful programmes such as Bachelors degrees in Dairy Science and Technology and in Entrepreneurship. The university has also embarked on the review of several existing programmes with the aim of ensuring that its programmes are relevant and responsive and that have a competitive edge in the higher education sector.

The capacitation of staff to optimize the utilization of technologies saw the numbers of lecturing staff taking an e-Learning Pedagogy module that is certified by Blackboard, whilst Technology-enhanced peer facilitators assisted with the capacitation of all students in the utilization of the Learning Management System. Other initiatives related to

the optimization of technology use include the roll-out of e-Portfolio training for Education, Social Work, and Health Sciences as part of the Work Integrated Learning (WIL) professional requirement for the evidence of engagement with practice.

Efforts and commitment to continuously improve and further develop teaching practices on the part of all academics is observed from the number of staff engaging in and achieving the Advance Higher Education (AHE) and Teaching Advancement at University (TAU) fellowships. This has led to a number of staff members participating in institutional and national teaching excellence awards. Teaching and learning in the faculties is further enhanced by exchange programmes that some staff and students have participated in.

The students in the University are trailblazing as can be seen from the reports of winning in national and international competitions such as the moot courts and entrepreneurship. This attests to the quality of teaching and learning and the number of learning support programmes initiated by faculties as well as in other structures of the University. These include a broad range of peer-led programmes such as peer mentoring, student advising, supplemental instruction, language and writing assistance, tutorials, and extended learning environments and opportunities in the residences which are elaborated on in this report.

Great strides have been made in the promotion of the Scholarship of Teaching and Learning (SoTL). This is evidenced by the number of academics who have publications on substantive issues of teaching and learning as they play out at module, department and institutional levels. This initiative enjoys support from the UCDG SoTL competitive grants, the annual teaching and learning conference, teaching and learning seminar series, as well as the writing development opportunities afforded to academics.

Another significant teaching and learning milestone in the

report is the development of the teaching and learning and the graduate attributes frameworks. These documents foreground teaching and learning policies and practices institutionally and pronounce on the values and the imperatives for teaching and learning. Policy implementation support initiatives for faculties are also reported on. Though work has been done in the development of teaching and learning policies, there is still more to be done in the development of other strategic documents such as the teaching and learning strategy.

Sincere thanks goes to all academics who are tirelessly improving the quality of teaching and learning at the University, and to all the students who shine the light on the quality of teaching and learning through their success stories. This teaching and learning report is a celebration of their successes, and provides an impetus and inspiration for further development and institution-wide replication of good practices.



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SECTION 1: 2024 VICE- CHANCELLOR'S EXCELLENCE AWARDS

The Institutional Vice Chancellor's Excellence Awards in Teaching and Learning honours and recognises individuals who have achieved excellence in teaching. By recognising such individuals, the University demonstrates its commitment to all teaching and learning endeavours, whilst providing incentives for academic staff to pursue activities that enhance their abilities as teachers.

The Excellence in Teaching Awards, in three categories Experienced, Developing and e-Learning Excellence teachers, are based on a sustained record of a high standard of teaching, based on evidence of continued outstanding contributions to the academic development of students or innovative techniques to enhance student learning using a variety of tools including courseware or technology. The awards are also based on evidence of teaching effectiveness and contributions to advancing teaching excellence at UFH.



University of Fort Hare
Excellence



2024 Faculty Awardees

Developing Teacher Award Winners



FACULTY OF EDUCATION: Dr Msimelelo Nkohla

Dr. Msimelelo Buyisile Nkohla is a lecturer and the Deputy Head of School in the Faculty of Education, School of Further and Continuing Education (SFCE) at the University of Fort Hare. He has expertly coordinated the Bachelor of Education Honours (Science Education) and the Postgraduate Certificate in Education (PGCE) programs. Additionally, he has served as the Academic Coordinator for the Funza Lushaka Bursary Scheme. Dr. Nkohla holds dual Masters degrees in Agricultural Science (Animal Science) and Education (Curriculum Studies). The latter was graduated Summa Cum Laude. He recently earned a PhD in Education: Curriculum Studies from the University of KwaZulu-Natal (UKZN), with his thesis focusing on the integration of digital learning platforms in the lecturing of agricultural curricula at historically disadvantaged comprehensive universities. His academic journey also includes participation in a Doctoral Exchange program in Norway at the Western Norway University of Applied Science in Bergen. As a former TVET lecturer at Nelson Mandela University, Dr. Nkohla contributed to the development of the Advanced Diploma in Technical and Vocational Teaching (Adv Dip TVT) for TVET lecturers. He continues to engage in similar initiatives in his current role. His professional commitments extend to active participation in various committees, including serving as the Board Secretary for the Forte FM local radio station and as a Curriculum Specialist on the Advisory Board Committee for Animal Production qualifications at Fort Cox Agriculture and Forestry Training Institute. Dr. Nkohla's extensive experience reflects his dedication to collaborative decision making, effective governance, and the advancement of curriculum development, digital learning, and agricultural education.

FACULTY OF HEALTH SCIENCES: Mrs. Zukiswa Dasheka

Zukiswa Theodorah Dasheka is a Midwifery Lecturer in the Nursing Science Department, Faculty of Health Science, University of Fort Hare.

Education: MCur Midwifery (UFH); RN; RM; RCN, RNE, RNA, (BCur I et A: UNISA); RAss; RMod; Med & Surg OTNS (Lilitha College of Nursing). PhD research project in the conception phase
Teaching and Learning: Teaching modules 2024: NCM 221E; NMA 311E, NMP 301E, NMN 421E and NMP 421E.

Moderation: NMN 321E

Lilitha College of Nursing theory and midwifery papers

Curriculum development: 174 Module reviews in 2023

Part of the Mental Health PGdip development group.

Research: Niche area: Midwifery – Infant and young child feeding support

Output: <https://doi.org/10.1186/s12884-021-03590-2>

<https://doi.org/10.1080/17290376.2021.1951342>

Presentations: HEAIDS conference held at Durban International Conference Centre in June 2017 (Poster presentation)

Eastern Cape 1st Midwifery Seminar held on November 2018, (Oral presentation)

10th Child Health Priorities Conference held in November 2019 (Oral presentation)

Supervision: Co-supervisor of one student doing Master's in Nursing

Supervisor of 3 x groups of undergraduate research projects

Examiner: Internal examiner of a Master's in public health student in 2020

Examiner for 4th-year students' research projects/proposals in 2021

Research paper reviewer: Wiley: Birth issues in perinatal care x 1 paper in 2021

Project involvement: Member of SAMRC Supportive Triad Interpersonal Research Intervention Programme project from 2020 to date

Awards: Recipient of Vice Chancellor Excellence Award in Community Engagement: Faculty Winner: 2018

Committee involvement: Department of Health: Clinical Education and Training Unit: Frere Hospital Committee Member

Faculty: Examination and RPL Committee members
Department: Teaching & Learning Committee and RPL Committees



FACULTY OF HEALTH SCIENCES:
Dr. Unati Stemela - Zali

PhD (UCT); Master of Public Health (WSU); PGD in Occupational Health (UKZN); Bachelor of Communication Pathology (Audiology) (UKZN),
Membership: HPCSA, SASHLA& SAAHE
Unati Stemela-Zali is a lecturer and the current Head of the Department of Rehabilitative Sciences at the University of Fort Hare. Unati is teaching modules across four levels of training in the Department of Rehabilitative Sciences. Introduction to Professional Practice, Research Methodology, Disability, and Community Engagement modules to first- third, and fourth-year students. Her research interests are in disabilities caused by communication pathologies, accessibility issues in health and education, and the field of audiology and disability studies. She serves in many faculty and university committees like the UFH Health Research Ethics Committee and Mentorship Committee. She is passionate about the development and mentoring of newer cohorts of professionals in the field of rehabilitative sciences. Google Scholar: https://scholar.google.com.tw/citations?hl=en&user=Aqe_PYAAAAAJ LinkedIn: <https://za.linkedin.com/in/unati-stemela-63108991> ORCID: 0000-0001-6809-3299



**FACULTY OF
MANAGEMENT AND COMMERCE:**
Dr Vusumzi Funda

Dr. Vusumzi Funda is a lecturer in the Department of Information Systems, where he has been a staff member since March 2021. He holds a PhD in Informatics from Cape Peninsula University of Technology, with a focus on Artificial Intelligence and Decision Support Systems. He teaches modules such as Computer Literacy, Fundamentals of Information Systems, Business & Systems Analysis, and Databases, while also supervising Honours and Masters students. As an active researcher, he has presented his work at both international and local academic conferences. His research interests include the integration of Artificial Intelligence in Higher Education, the role of Digital Technologies in Education, ICT for Education (ICT4E), and the development of Intelligent Systems that address real-world challenges. Through his teaching and research, Dr. Funda is committed to advancing the field of Information Systems and contributing to innovative solutions in education.



2024 Faculty Awardees
Experienced Teacher
Award Winners

**FACULTY OF
MANAGEMENT AND COMMERCE:**
Dr. Palesa Makhetha-Kosi

Palesa Makhetha-Kosi is a Senior lecturer, in the Department of Economics at the University of Fort Hare. She holds a PhD in Economics from Nelson Mandela University and is currently registered for the Postgraduate Diploma in Higher education. She is a Senior Fellow in the Higher Education Academy. Dr Makhetha-Kosi was a visiting scholar and a guest lecturer at the University of East London, in the UK. Her leadership experience includes 8 years as the Head of Department for the Department of Economics, 5 years as a Bank Seta Honours Project Coordinator and a Departmental Postgraduate Coordinator. She has been the coordinator of the Faculty of Management and Commerce Extended Curriculum Programme from 2010 to date. Dr Makhetha-Kosi has been a member of various Faculty and Institutional Committees. She successfully supervised 21 masters and co-supervised 6 masters students. Currently, supervising 7 masters and co-supervising 4 PhD students. Dr Makhetha-Kosi has been involved in several research initiatives which include research for the Eastern Cape Provincial Treasury and the National Department of Labour. She is a member of the BRICS Research Network. Through leading the extended curriculum programme, she developed her interest in teaching and learning research matters, has published articles in this area as well as published articles in economics. Dr Makhetha-Kosi presented papers at local and international academic conferences. She is currently working on 2 book chapters and several articles for publication. Her research areas include banking, economic development and education economics.





**FACULTY OF
MANAGEMENT AND COMMERCE:**
Prof. Tendai Chimucheka

Tendai Chimucheka (SFHEA) is an Associate Professor and Deputy Head of Department in the Department of Business Management (Faculty of Management and Commerce) at the University of Fort Hare, South Africa. He is an expert in Business Management with research interests in Entrepreneurship and Small Business Management, Strategic Management, Marketing Management and Human Resources Management. He was appointed as a lecturer at the University of Fort Hare in 2013, promoted to Senior Lecturer position in 2019 and to Associate Professor position in 2022. Prof Chimucheka is a member of the Southern African Institute of Management Scientists (SAIMS) and the African Network of Social Entrepreneurship Scholars (ANSES). He is also a Senior Fellow of the Higher Education Academy, UK. He was the university coordinator (UFH) for Entrepreneurship Development in Higher Education (EDHE) at the university of Fort Hare from 2017 to 2021. Together with other colleagues, he is co-coordinating EDHE activities at UFH since 2024. His research mainly focus on entrepreneurial business development and improving small business performance. He is a recipient of the Vice-Chancellors Research Excellence Award (Emerging researcher category) Faculty of Management and Commerce in 2019; and the Vice-Chancellors Research Excellence Award (Senior researcher category) for the Faculty of Management in 2023.

**2024 Faculty Awardees
e-Learning Excellence
Award Winners**



**FACULTY OF
MANAGEMENT AND COMMERCE:**
Dr. Mari Ford

Mari is a lecturer at the University of Fort Hare, East London campus. She joined the Department of Business Management in 2013 and was Deputy Head of Department from 2016 to 2021. Her PhD in Industrial Psychology focused on compassion and self-compassion in management, which is a special area of interest for her. Her other research areas include well-being, mindfulness, leadership and organisational development. She has published in local and international journals, and has supervised 5 Masters and 23 Honours students to completion. She is passionate about teaching and learning, and loves finding new and innovative ways to boost student engagement. She feels privileged to be at UFH and to be part of our students' journeys to becoming employed, engaged citizens.

**FACULTY OF SOCIAL
SCIENCE AND HUMANITIES:**
Prof Marianna Oelofsen

Rianna Oelofsen (PhD), is an Associate Professor at the University of Fort Hare, South Africa. She has published a number of articles and book chapters and co-edited a book collection entitled "An African path to a global future". Areas of specialization and publication include African philosophy, Education and Decolonization, Race and Gender theory, Phenomenology, and Feminism.



**FACULTY OF SOCIAL
SCIENCE AND HUMANITIES:**
Ms. N.B. Mandlazi

Ms. N.B. Mandlazi is the Fieldwork Coordinator at the University of Fort Hare's East London Campus, in the Department of Social Work and Social Development. Holds a Master's Degree in Social Work and a Post-Graduate Diploma in Higher Education and Training. Currently completing a PhD in the same field. Holds extensive record of excellence at the Department of Social Development and repeatedly honored for her outstanding contributions. Research interests focus on occupational stress, gender, and fieldwork.



SECTION 2: FACULTY OF MANAGEMENT AND COMMERCE

2.1 Progress with re-curriculation of niche programmes in the Faculty of Management and Commerce

The Bachelor of Entrepreneurship degree

Due to the high unemployment rates globally and in South Africa, entrepreneurship has been identified as a priority. Research suggests that empowering young entrepreneurs is one of the best solutions to overcoming unemployment. The provision of an entrepreneurial degree at UFH seeks to enhance the minds of rising entrepreneurs, which will ultimately contribute towards new business developments, resulting in economic growth in the region and more widely.

This qualification will equip students with the knowledge, skills, and attitudes to become successful businesspeople and entrepreneurs. The qualification will produce graduates who can start and grow their businesses to create job opportunities, reduce unemployment, and contribute to the economy's GDP. This could contribute to mitigating the aforementioned high unemployment rate on the African continent.

Therefore, the curriculum design of this qualification infuses practical and theoretical knowledge and skills to address the shortage of employment within the sector. The degree consists of 27 modules with students selecting 23 from this list. Innovative new modules introduced through this degree include, amongst others, Personal management skills, Personal selling, Information systems for entrepreneurs, Innovation, creativity and ideation, Rural and township entrepreneurial ventures, Crowdfunding and bootstrapping, as well as three WIL modules.

2.2 Instances where UFH students in your faculty are excelling, particularly current students

DoBM PhD Cohort of Students

The first cohort of PhD students (i.e., three) from the department graduated in May 2023. Since then, two more students have graduated, with another set to graduate in October 2024. These PhD graduates are excelling in their fields, both academically and professionally.

2.3 Instances where staff in your faculty are doing impactful work

DoBM Mentoring Workshops

For the second year, the DoBM has run various workshops to assist its full-time staff, its emerging academics (e.g., TOTs) as well as its post-graduate students to develop a range of skills to equip them to become holistic and well-rounded academics. Workshops conducted thus far include Unpacking e-learning in academia, conducting a bibliometric analysis; Applying R-Studio, Advanced methodological issues in supervision, and Bridging the gap between academia, industry and policy.

2.4. Infusing graduate attributes in academic programmes

Personal Mastery module

Students completing an undergraduate degree were found too be underprepared for entrepreneurship and employment. They lacked several of the fundamental life skills and graduate attributes. These included, amongst others, having self-confidence, impulse control, being able to work well in a team, being culturally and ethically considerate, and being able to negotiate effectively and do a presentation. Traditionally, these skills are not inherently taught in universities, so the Department of Business Management designed a customised module to meet this need. The module aims to develop an appreciation for the benefits of personal growth. This module allows students to gain knowledge and skills in the various facets of emotional intelligence. The module is designed to facilitate the practical application of these various emotional intelligence skills. The students are guided in completing skills-based activities, reflections, and assessments. This culminates in a written portfolio of evidence being submitted for formative and summative assessment purposes. The module consists of thirteen (13) sub-modules in including, amongst others, Mindfulness, Resilience, Emotional awareness, Presentation skills, and Stress management.



Pictured left to right: Tammy Ntisana, Dr Juliet Townes, Dr Mari Ford

2.5. Impactful work in the Faculty of Management and Commerce

Dr Mari Ford and Dr Juliet Townes from the Department of Business Management, along with Ms Tammy Ntisana from Accounting Department are working in partnership with the Border Kei Chamber of Business to provide support and guidance to NGOs operating in and around East London. The programme (entitled Adopt a NGO Development programme) has been running for three years, and offers NGOs the opportunity to acquire knowledge, skills and experience necessary to help them in the work they do with communities, thus making them more sustainable and successful. The programme is free of charge and involves monthly interactive sessions for NGO leaders provided by subject experts covering aspects of strategy, governance, marketing, budgeting, leadership and writing funding proposals. NGOs are also given free membership to the BKCOB while they are on the programme and can attend networking events

2.6. Title: Building Global Citizenship Through Student Virtual Collaborative Exchanges

The research project advances the notion of the scholarship of teaching and learning to refine how virtual collaborative exchanges can be undertaken to ensure that students gain a greater sense of global issues. Students from three universities - Malmö University (Sweden), Rhodes University, and the University of Fort Hare are participating in virtual collaborative exchanges through the medium of virtual hackathons that are based on a given Sustainable Development Goal. The researchers from the three universities are working to refine the best practices for conducting these virtual collaborative exchanges between the global north and global south to facilitate student engagements.

2.7 Title: Integrating Artificial Intelligence into Teaching Practices - A Workshop-based Approach

The revolutionary developments in artificial intelligence in recent years have resulted in a flood of tools in the education space that students and faculty can engage with to complete given teaching and learning tasks. However, there exists a lack of knowledge on the part of faculty as to how assessments need to be structured to allow for a more student-centred approach to teaching and learning that encourages students to responsibly engage with AI tools rather than making the use thereof punitive. Through a series of interactive workshops on the application of generative artificial intelligence tools, faculty will engage to learn more about how generative artificial intelligence can be used in teaching practices. Two workshops have been run thus far with the Department of Business Management to raise the relevant faculty members' awareness of what can and needs to be done when making use of generative artificial intelligence.

Contributed by Department of Information Systems

2.8 CA of the Future¹

The professionally endorsed² Bachelor of Commerce in Accounting programmes at the University of Fort Hare ("UFH") was recurriculated in 2023. By recurriculating our programmes, the Department strives to continue producing excellent accounting graduates who are employable across industries, in both the private and public sectors, in South Africa and abroad, many of them as Chartered Accountants ("CA's").

Chartered Accountants are highly respected professionals who have deep financial expertise and broad business insights. They should be ethically responsible leaders who fulfil their social mandate by using integrated thinking to create sustainable value. The accounting programmes at UFH therefore, not only focus on developing the technical competence of our graduates but also the professional values and attitudes and the decision-making, relational and digital acumens that a CA of the future requires.

For a week in July 2024, the Postgraduate Diploma in Accounting students were engaged in a project entitled "Can Accountants Save the World?" The focus was on building the graduate attributes of adaptability, critical thinking, digital

¹ Previously known as CA2025

² UFH Bachelor of Commerce in Accounting degrees currently endorsed by the South African Institute of Chartered Accountants, Association of Chartered Certified Accountants, and South African Institute of Professional Accountants.



citizenship and problem-solving to further enhance our students' employability. Working in groups the students:

- applied advanced Excel functions to analyse a large data set to answer real business questions;
- collaborated on online discussion boards to research the United Nations Sustainable Development Goals ("SDGs");
- apply their knowledge of corporate governance and corporate reporting to analyse how Sasol Limited integrates the SDGs into its strategy and how it reports on the SDGs in its integrated report; and
- identified and addressed sustainability-related risks and opportunities in various case studies.

The assessment of these activities was rubric based, focusing on the development of competence.

The Accountancy discipline is made up of 5 major subject areas – accounting, governance and auditing, management accounting and finance, strategy and taxation. These subject areas are integrated with summative assessments at university and in the qualifying examinations. The PGDA lecturers addressed this "integrated thinking" by collaboratively presenting and discussing an integrated assessment with the class. The PGDA students then wrote the assessment and "marked" one another's work to further reinforce integrated thinking.



At the beginning of the week, the students set competence and development goals. At the end of the week, students reflected on their growth and identified areas for further development. The students reported that they improved their Excel skills, their knowledge of the SDGs and their ability to view the subject areas in an integrated manner.

One of the students said that "the PGDA project enhanced my data analysis skills, proficiency in data visualisation tools, improved data-driven decision-making, problem-solving, collaboration abilities and teamwork, effective communication of findings, and increased confidence in handling complex projects."

By aligning our programmes with this framework, we are developing the professional values and attitudes required of a candidate entering the Accountancy profession and able to respond to the evolving needs of organisations.

Contributed by Accounting Department, Faculty of Management and Commerce

2.9 Research on Teaching and Learning Practices (SOTL) in the Faculty of Management of Commerce

The Faculty of Management and commerce has been engaging in a variety of activities to strengthen the scholarship of teaching and learning. This has included opportunities for staff teaching the Foundation programmes to engage in writing retreats, to document insights gained from classroom practices.

This illustrates scholarship of teaching in that 5 research papers have emanated the writing retreat opportunities. Below are titles of research papers al presented at conferences as well as those submitted but are still to be read in upcoming conferences. There are also plans to hold an Indaba on ECP in October. Further an ECR journal has been established and a journal website has been development. The faculty has applied for an ISSN.

Working Research Paper Titles [7]

- Comparative study of throughput rates between mainstream and ECP students: A case study of Management & Commerce students at a university in the Eastern Cape Province
- Sobukwe’s “exclusionary” method of struggle and its implications for national liberation
- Perceptions of students on the use of Blackboard in Extended Curriculum Programmes for Teaching and Learning: The case of a Rural University in the Eastern Cape
- Perceptions of staff on the use of Blackboard in Extended Curriculum Programmes for Teaching and Learning: The case of a Rural University in the Eastern Cape
- Evaluating the impact of e-learning Extended Curriculum Programmes at a selected South African University
- Design and analysis of the performance level in Assessment if Information Retrieval (IR) System for Ontology e-Learning
- Factors that influence satisfaction and retention of staff: ECP lecturers

Outcomes

- A total of 5 research papers were presented at Academic Conferences

Conferences Papers [7]

- Bamigboye Oluwatosin, Bongwiwe Kavi, Nomusa Ndlovu, Konaye Mpongwana & Vusumzi Funda. Perceptions of students on the use of Blackboard in Extended Curriculum Programmes for Teaching and Learning: The case of a Rural University in the Eastern Cape. 9th Annual SARNC FYE Conference. 22 to 24 May 2024. Southern Sun Sandton
- Masithembe Kafle, Palesa Makhetha & Amahle Ninana. Evaluating the impact of e-learning Extended Curriculum Programmes at a selected South African University. 9th Annual SARNC FYE Conference. 22 to 24 May 2024. Southern Sun Sandton
- Lunga Mantashe. Pan Africanism, Afrocentricity, and Afrofuturism in the 21st Century: Robert Mangaliso Sobukwe Centenary International Conference. 02 April to 04 April 2024. Pretoria
- Bamigboye Oluwatosin. Performance Level on System Scalability for Online Learning Delivery in Open Distance Learning. International Conference on Educational on Teaching Online Learning- Turkey - will be published in Conference Proceedings Journal
- Bamigboye Oluwatosin. Design and Analysis of the Performance Level in Assessment of Information Retrieval (IR) System for Ontology E-Learning. International Conference on Teaching, Assessment and Learning in the Digital Age- September 2024. Mauritius (Upcoming)
- Artificial Intelligence Summit in Durban at MUT- Attended by Bamigboye Oluwatosin.
- Palesa Makhetha-Kosi, Zizo Makala, Takunda Mugwira,& Qaqambile Mathentamo. Inflation and Income Inequality in South Africa. 2nd International Conference on Business Resilience, Continuity and Regeneration. University of Kwazulu Natal. from 13 – 15 March 2024. Southern Sun Elangeni Maharani Hotel, Durban, South Africa.

Submissions for upcoming conferences [4]

- Three decades of democracy: reflecting on higher education achievements, impact, failures, challenges, and the future (14-16 August 2024): submitted 1 abstract.
- UFH- Teaching and learning (9-12 Sept 2024): submitted 2 abstracts.
- UKZN- 2nd Innovations in the sciences of teaching and learning (26-27 Sept 2024): submitted 2 abstracts.

The 2nd ECP Indaba (10-11 October 2024):

- Theme: The Role of the Extended Curriculum Programme (ECP) in Mitigating the Gap between High School and University: Best Practices and Lessons Learned.
- Keynote speaker – Dr Meagan Forster

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SECTION 3: FACULTY OF SOCIAL SCIENCE AND HUMANITIES



3.1 Library Science students practice Cataloguing in local schools and overseas

Post Graduate Diploma in Archives and Records Management students on internship at the National Heritage and Cultural Studies Centre. They are processing and preserving archival materials to ensure that they are accessible to researchers and the future generations. They are applying the theory they were taught in class in a workplace environment.

In partnership with the University of Fort Hare Library, the Department of Library and Information Science went to Gqumahashe Primary School to spend 67 minutes of community engagement. The aim and objectives of the whole exercise were twofold; to clean, sort, rearrange the school library collection and do that in a meaningful manner. The second objective was for the students to practically apply the theory gained in class by sorting and classifying school library books according to grades and thereafter by their subject matter.

Post Graduate Diploma in Archives and Records Management students on internship at the National Heritage and Cultural Studies Centre. They are processing and preserving archival materials to ensure that they are accessible to researchers and the future generations. They are applying the theory they were taught in class in a workplace environment.

Contributed by Mrs Mrs Bokwe and Ms Feni-Fete, Library and Information, SSH



Fig.1 PGDARM students @ NAHECS



Fig. 2 LIS students and library staff @Gqumahashe Primary School



Fig 3. Post Graduate Diploma in Archives and Records Management students at NAHECS

3.2 University of Fort Hare - Extended Curriculum Program (ECP) SSH: Academic Boot Camp

The first semester of 2024 saw the successful execution of the ECP SSH Academic Boot Camp at Hogsback from July 15th to 17th. Designed to support first-year students, the camp hosted 40 students from the Social Sciences and Humanities Faculty. The camp's curriculum focused on enhancing critical academic skills, including self-esteem, reading comprehension, presentation skills, and AI literacy. The program integrated both indoor and outdoor activities, fostering teamwork and resilience. The initiative was well-received, with positive reflections from both students and lecturers, emphasizing the camp's role in building a strong academic foundation.



SSH Staff Members at the SSH ECP Camp held in Hogsback 2024



Nature walk 2 at SSH ECP Boot Camp 2004

3.3 Staff Development:

The semester also highlighted significant staff development activities. Two lecturers represented the department at major conferences in the Western Cape: Dr. Mohapanele from Sociology attended the South African Sociology Association Conference (SASA) in Stellenbosch, and Ms. N. Nomdebevana participated in the SAALT conference in Cape Town. These engagements provided valuable opportunities for professional growth and networking. Ms. N. Mawethu was a panelist alongside Dr. L. Mokwena at the Amathole History Series, where they discussed "Orania - Post Apartheid South Africa's Boogeyman." These engagements provided valuable opportunities for professional growth and knowledge exchange.

The ECP Coordinator, Mrs. Busisiwe Madikizela-Theu, has also been actively engaged in public discourse. She was a guest on the SABC Tru FM Radio show "UPSkill," where she discussed issues concerning teenagers and parents. She was featured in the Cape Times, Daily Dispatch, and IOL for an article she wrote about the lessons that Higher Education Institutions, particularly social work departments, can learn from social work activists from 1800 to 2022.



SAALT Conference in Cape Town 2024

A Staff Strategic Planning session was held at Hogsback from July 17th to 19th, attended by the Deputy Dean, Heads of Departments, and lecturers from the six SSH departments (African Languages, English, Psychology, Philosophy, History, and Sociology). The session was productive, with team-building activities and detailed planning for the second semester. Key committees were formed to focus on essential areas such as Camp Planning, Orientation, Curriculum Development, Tutor and Staff Development, and the SSH ECP Student Awards.

LORATO MOKWENA



Date

1 August 2024

Time

14:00

CLICK TO JOIN



University of Fort Hare
Together in Excellence

Amathole History Seminar SERIES
Orania: Post-apartheid South Africa's Boogeyman
by Dr Lorato Mokwena

Dr Lorato Mokwena is an academic that holds a PhD in Linguistics. She is the sole-author of Orania: Post-Apartheid South Africa's Boogeyman? (in print). She is also a co-editor of The Routledge Handbook of Language and the Global South/s. As a researcher, her publication profile includes book chapters and journal articles in various international and national peer-reviewed journals. Lorato periodically shares some of her research findings in local newspapers in a bid to ensure that her research is accessible beyond the academic corridors. As a researcher she strives to contribute towards research that is accessible, socially inclusive and responsive.
She is a social semiotician whose research focuses on the linguistic landscape of sparsely populated areas. Dr Mokwena is specifically interested in the relation between (toponymic) inscriptions and orality, the prevalence of multilingualism in toponymic ambiguity and plural toponyms; and the spatial navigation practices in sparsely populated environments.
Dr Mokwena is the producer of the Broken String - a documentary film that offers a sombre reflection of past and current injustices endured by the San in South Africa.
She is the founder of Dit is 'n Noord-Kaap ding (it is a Northern Cape) thing colloquium - an annual gathering that focuses on the Northern Cape - an annual multidisciplinary gathering that facilitates conversations and collaborations between various stakeholders who are invested in the Northern Cape province.

COMING SOON

Orania

POST-APARTHEID SOUTH AFRICA'S BOOGEYMAN?

AMATHOLE HISTORY SERIES

Event attended by Ms Makwethu as Panel Member 2024



SSH ECP Team Building and Strategic Plan Hogsback 2024



This comprehensive approach to both student and staff development sets a strong precedent for the remainder of the academic year, ensuring continued progress and excellence within the ECP SSH program.

Authored by: MRS BUSISIWE MADIKIZELA-THEU



SSH ECP Lecturers hard at work Team Building 2024

3.4 Department of Social Work and Social Development

At the beginning of 2024 the department welcomed 180 first year students and more than 400 continuing students into the Bachelor of Social Work (BSW) programme. This report reflects on some of the teaching and learning highlights of the year. These were made possible only through the commitment and participation of staff and students and the support received throughout the year from community stakeholders, the university, the faculty and the teaching and learning centre. We trust that you will enjoy sharing these highlights with us:

3.4.1 FIRST YEAR MENTORSHIP AND WORK INTEGRATED LEARNING PROGRAMME

During April and May, a local NGO, Masithethe Counselling, facilitated a personal growth and development and basic counselling skills course with 180 first year social work students. The students attend this course, once a week over a five week period and received a certificate from Masithethe upon completion. The course was offered through the UCDG as a mentorship programme for first year students and aligns to the SWP115E Social Work skills module where students are prepared for social work practice. Students thoroughly enjoyed participating in this programme and commented that they had learnt so much about themselves, the profession and that they had grown in self-knowledge and confidence. The pictures below show some of the students who participated in the mentorship programme.



3.4.2 WORK INTEGRATED LEARNING PROGRAMME

During the month of May over 40 work integrated workshops were coordinated so that social work students could spend time at a local social work agency, learning about the profession and seeing the work that is being done in the field. Each workshop accommodated a small group of students to ensure that students learning was well supported and to ensure that each student received an opportunity to participate in the work that being done at the agency. Social work students were able to reflect on their learning through participation in these workshops through the submission of a portfolio which aligned to the SWP115E Social Work Skills module. Below are some pictures taken during these workshops:



3.4.3 SACSSP VISITS UFH SOCIAL WORK DEPARTMENT IN EAST LONDON

On 14 February the Department of Social Work and Social Development hosted the South African Council of Social Services Professions (SACSSP). The SACSSP is the professional board that assists with the regulation and registration of social workers, student social workers and auxiliary social workers. The SACSSP was given an opportunity to engage with second, third and fourth year students in the classroom and to assist individual students who were having challenges with registration. In addition the Department of Social Development joined UFH at the Miriam Makeba Centre and was able to have some of their Child and Youth Care Workers assisted with resolving some of the registration challenges that they were facing. This visit was the first of its kind and there was a mutual agreement that such visits will continue well into the future, solidifying the partnership between the SACSSP and UFH.

In April 2024, the Social work department staff partnered with the South African Council of Social Services Professions (SACSSP) in supporting students registration on the online portal Social Work workers. Details are found on the [UFH and the SA Council of Social Services Professions Collaborate to Empower Social Work Students for the Future | University of Fort Hare](#)

3.4.4 E-PORTFOLIO TRAINING WITH TLC AND SECOND YEAR STUDENTS

During the course of the year all second, third and fourth year students across both East London and Alice campus. As part of the social work curriculum, students fulfil an aligned theoretical and practical component throughout their degree. The first practicum in Social Work begins in the second year of study, in the second semester. A critical start to an intense theoretical and practical four-year degree.

The practical section of the module requires the implementation and application of the theoretical aspects of the course within the placement environment. As with all social work practical modules it is accompanied by a large component of reports and documentation. The documents and reports compiled provide an audit trail of the experiential application undertaken and implemented by each student.

To support the Social Work department's ability to access and keep abreast of the students' experiential training, an accessible system to the documentation was required. This is where the Teaching and Learning Centre (TLC) had the ability to assist. TLC had the ability to create a digital portfolio or familiarly referred to as an e-Portfolio. The e-Portfolio is a tool on Blackboard where the students could then upload all the necessary documented reports and certifications to meet their module requirements

After the digital creation of the e-portfolio, TLC provided detailed training to the second-year social work students on how to access and populate their specific e-Portfolio. Additionally, TLC provided curated training to the Social Work Supervisors, who need to access the student's e-Portfolio to review and monitor the student's progress through their practical.



On the 8th August, TLC had two fully prepared teams, with enthusiastic team members to train five supervisors and 63 second-year students. The effort and specialized attention the TLC staff provided to both the supervisors and the students was exemplary and exceptionally professional. Thank you, TLC; the Social Work Department appreciates your professional support and training. Below are two pictures taken during the training on the Alice campus:



3.4.5 COMMEMORATING INTERNATIONAL SOCIAL WORKERS DAY

The following excerpt and the pictures below are taken directly from the UFH newsletter:

"The Department of Social Work at the University of Fort Hare (UFH) continued its tradition of commemorating International Social Workers Day (ISWD) with an enlightening event held at the Miriam Makeba Arts Centre on the East London campus recently. Observed every third Tuesday of March, the ISWD serves as a platform to recognize and honour the invaluable contributions of social workers worldwide in combating social injustices, poverty, discrimination, and other societal challenges. This year's theme, "Shared Future for Transformative Change," highlighted the collaborative approach needed to address ongoing societal issues. Sharing some background to the day, Mr Sifingo Mbona, Lecturer and fourth-year course coordinator at the Department said the origins of ISWD trace back to 1983 when the International Federation of Social Workers United Nations Representatives, led by Jack A Kamaiko, proposed the initiative to bring attention to the crucial role of social workers on a global scale. "Since then, the United Nations has designated March as the month dedicated to acknowledging the tireless efforts of social workers and



advocating for social change." In attendance, were members of the University community, including students from various departments, displaying the spirit of inclusivity and solidarity. Delivering the keynote address, Dr Kim Schmidt, Head of the Department of Social Work emphasized the importance of collective action in fostering positive societal transformations. The event also featured valued contributions from the

Student Counseling Unit (SCU), Gender-Based Violence Prevent Unit (GBVPU), and SANCA (South African National Council on Alcoholism and Drug Dependence) East London, shedding much-needed light on topics affecting students on campus. Highlighting the importance of the profession, some of the students shared their stories of resilience and dedication to making a difference in their communities. In addition, the South African Council for Social Services Council assisted social work students in taking the Social Workers Oath of Practice, reaffirming their commitment to ethical and professional conduct. Mr Mbona extended gratitude to the organizing committee comprising four social work honours students, Melisa Nkombise, Unathi Sidinile, Nompumelelo

Dladla, and Siphokuhle Sofeya who worked alongside him to make the event a success. "We are also grateful for the unwavering support from staff at the Department and the Faculty of Social Sciences & Humanities which highlighted the importance of collective effort to uphold the principles of social justice and empowerment." "The event echoed the sentiment encapsulated in the phrase, Aluta continua; vitória é certa - the struggle continues, but victory is certain, reinforcing the commitment to creating a more equitable and just society, one where the transformative power of social work continues to be recognized and celebrated." Mbona concluded. (University of Fort Hare, 2nd Quarter Newsletter, 2024).



3.4.6 APPOINTMENT OF SOCIAL WORK MENTORS

This year 15 social work mentors have been appointed through the UCDG to assist the BSW programme in strengthening the support it is able to offer the second year social work students. It is the first year that this programme was extended to the Alice campus where this support was previously not available. These mentors assist through both group and individual supervision for the second year fieldwork modules. The SWK 225E and SWK 221E modules focus on community and group work theory and practice where students actively learn to integrate theory into practice. Trained social work professionals who have the necessary skills and practice experience, assist with second year supervision for the social work students through the mentoring programme. Once appointed the mentors are further supported by social work academics as they engage in training as means of orientating them to the respective module content, tasks and timelines. The mentorship is essential to promote support personal well being, professional development and to ensure quality practice methods. The mentors provide important guidance, support and mentoring, helping students navigate their way through community engagement and management of ethical issues. The introduction of the social work mentorship programme as early as the second level develops critical thinking and decision-making skills in our students. This supervisory relationship not only improves students' practical competences, but also encourages confidence when they transition from academic training to practical application. In addition, effective supervision promotes reflective practice, allowing students to critically reflect on their experiences and integrate theoretical knowledge with practice. Through this mentorship programme, the Department is able to contribute to the development of competent, ethical and resilient social workers to meet the diverse needs of the communities they serve.



3.4.7 INTERNATIONAL SOCIAL WORK DAY AND OATH TAKING CEREMONY ON OUR ALICE CAMPUS

Social work department in Alice campus stepped into another milestone of maintaining culture and tradition of celebrating a global event, international social workday. On the 30th of April 2024 masses of students across the levels (1-4) filled Green auditorium lecture hall in celebration of this annual event. This annual event (ISWD) serves as a platform to recognize and honor the invaluable contributions of social work practitioners across the globe to the fight against injustices, poverty, discrimination and other social deficits.

This years' theme "shared future for transformative change" pinpointed collaborative approaches to address Social issues confronting social work fraternity. In attendance, were members of the univ community, including Student Counselling Unit (SCU) personnel.Prof Tanga, Dr Sonjani, Dr Lupuwana, Dr Ekobi, Ms Maselana, Mrs Ndindwa and Mr Mpiyane were the departmen Staff members. Sharing some background to the day, Ms Maselana a TOT lecturer coordinated the event, and it was officially opened by Dr Z. Sonjani (DHOD) in allowing everyone to feel free and engage in whatever discussion. Dr K. Schmidt (HOD) took over for the process of the oath taking by the students. The event also featured valued contributions from the Student Counselling Unit (SCU).



3.4.8 GRADUATION FOR SOCIAL WORK STUDENTS

Enjoying the fruits of teaching and learning: When UFH capped its graduands during autumn graduation in April 2024, the Department of social Work contributed immensely on the top achievers in the faculty of SSH. Five of its students obtained Cumlaude in their BSW qualifications. Of the five students, four were from East London campus and the remainder from Alice campus. Staff members attended the ceremony to attest their great work.



3.4.9 UNPACKING THE IMPORTANCE OF MANAGEMENT, ADMINISTRATION AND SUPERVISION WITH THE THIRD YEAR STUDENTS

The Importance of Supervision in Social Work. Insights from Third-Year Social Work Students at the University of Fort Hare. The presentations delivered by third-year social work students focus on various organisations, non-governmental organisations (NGO), community-based organisations and governmental organisations.

The students explored how these organisations implement supervision practices and the impact of these practices on both the social workers and the communities that they serve. Students observed that organisations with strong supervision frameworks tend to have better compliance with ethical guidelines and improved service delivery outcomes. This is particularly important in South Africa, where social workers often navigate complex ethical dilemmas in their practice. Well Done Class!



3.8.10 TRAINING FOR STUDENTS AS WELL AS SUPERVIORS OF LEVEL 3 COMMUNITY WORK MODULE

TRAINING ONE – FOR STUDENTS

Introduction

It is compulsory for the Social Work Students to visit their communities as well as reporting back on what they have done, observed as well as putting into practice the information learnt on theory during the previous year. The training is essential especially for level 3 supervisors as they never managed to use blackboard during their arena. Students are also encouraged to attend the training so as to rectify their errors when submitting (refreshing them and also reminding them as they are going to submit their work via e portfolio on blackboard .

TLC Members were requested to come and remind the students, even though the students denied the fact that they were trained while they were doing their level 2 the previous year. The training emphasized the following about

- 1. How to submit the portfolios
- 2. What is expected from them to write in a portfolio
- 3. How to share their links to the supervisors or lecturer on what they have submitted
- 4. How to insert pictures of the communities and group of community members they are working with

Conclusion

The attendance was very good. The students interacted so well as were asking questions when necessary. 56 students attended the training at Black auditorium on 18 March 2024 preparing them to be able to load information during their first visit on their prospective communities.

TRAINING TWO

The training was focusing more on the supervisors of the level 3 community work students. The training was conducted on the 12 April 2024 – at Alice, Black Lecturer Hall.

Miss Mandlazi, Mr Mpiyane, Lupuwana and Dr Kim Schmidt played a major role in detailing what is expected from the supervisors when working with students. The following information was shared:

- 1. The learning guide SWP 313/ 324
- 2. What exactly should the supervisors do when there is a problem identified.
- 3. How to work effective with the students as well as the how part of marking the student's work

Continuous training was also done on the 05 June 2024 to the students who requested further training. The purpose was to ensure smooth submission of their P.O.E as well as ensuring that they understand the what is expected from them.

Compiled by: LUPUWANA VUYOKAZI - FIELD WORK COORDINATOR (LEVEL 3)

3.5 Queer in the classroom?

Last year the SARChI Chair in Sexualities, Genders and Queer Studies, with the lead from Student Affairs, co-hosted the first annual Queer Indaba at the University. The turnout was phenomenal, and it was exhilarating to engage in groundbreaking conversations at such a public scale. The theme, "Towards a Queer Inclusive University," was inspired by our research at the SARChI in Sexualities, Genders, and Queer Studies. We envision Fort Hare as a vibrant hub for queer dialogue, a space that celebrates and protects the diversity of everyone in the university community. Our goal is for Fort Hare to champion inclusivity, visibility, and diversity, while addressing the myriad issues affecting queer students, staff, and surrounding communities. We are committed to working with university leadership to advance this mission at every level of the institution. One of the significant findings of our research shows that while there are a number of queer students at the university, many find it hard to feel included in university spaces.

Fieldwork for this study was conducted by students, some of whom belonged to the group, "Queer Ambassadors". All of them were rigorously trained in research methods, ethics in research, as well as being part of regular debriefing sessions. Data was conducted in the Alice campus of the University. More than 350 students were interviewed. Findings show that more than 60% of the students interviewed had never encountered LGBTQ (lesbian, gay, bisexual, transgender and queer) content in their studies. Focusing on this finding suggests that there is a great need for each department and faculty to start including LGBTQ content, not only for purposes of inclusivity, but mostly to become relevant in the society in which we live. There are LGBTQ students in all university campuses, and ignoring their lives and realities in the classroom, in research and in publications, further entrenches the discriminatory and exclusionary practices that lead to their invisibility and marginalisation.

Responding to this gap in teaching and learning, with the Faculty of Education we co-hosted Professor Dennis Francis whose book, *Troubling Cisheteronormativity in South African Higher Education*, raises important issues for us in universities.



A significant point raised during the discussions was how we can be attuned to constantly promoting an already deeply rooted cis heteronormative culture, meaning that our teaching is focused on ensuring that normative behaviours around sexuality and gender are used to enforce the status quo at the detriment of any student existing beyond the sex and gender binary. This exclusionary teaching culture is one whereby curriculum, educational policies, teaching and learning routines, rituals, policies, social relations and all forms of thinking that exist within education institutions normalize and privilege cisgender identity and heterosexuality. If we are indeed aiming towards a queer inclusive university, we must undo the ways in which the forms of teaching already promote one gender or identity of students over others.

To find out more about our research report, lookout for the launch of "Breaking Barriers Towards Queer Inclusivity" on 10 October 2024 @ 10:00 at the New Student Centre, Alice Campus.

Queer Yours
Prof Zethu Matebeni

Report Contributed by Prof Zethu Matebeni, Chair of Sexualities and Queer Studies

SECTION 4: FACULTY OF HEALTH SCIENCES

4.1 Faculty of Health Sciences Collaborate with Amatole on Midwifery Practical Training

On the 31st July to the 2nd August 2024, we collaborated with the Amathole and Buffalo City Municipality District Health to do the practical demonstration of the Midwifery Practical Course call Essential Management of Obstetric Emergencies (ESMOE) which culminated with students receiving the certificates. This was the first of its kind in the Eastern Cape, as students are normally trained in this course post-training when they are doing community service training. Dr Mandondo (Obstetrician) who was the key facilitator was very impressed as she felt this is going to ensure that students graduate with the necessary skills. Also, she felt this is the model she is going to try and follow for the other universities doing nurse training in the province, namely, Nelson Mandela University and Walter Sisulu University. I was the lead coordinator, while all the midwives were involved in the success of the training.



4.2 Staff doing sterling work on Teaching and Learning



I have been involved as the lecturer and Head of Department in the review of the Speech-Language Pathology curriculum and this was approved by DHET and has been implemented in 2024. This has improved the curriculum and strengthened the programme.

I have been the only full time lecturer and HOD at the department since 2018 and have taught with part time lecturers whom I had to source externally. The university has finally graduated 13 students in 2024 Autumn graduation and will graduate another 15 students in Spring graduation 2024. This is an outcome of hard and consistent work on teaching and learning. This is mentioned understanding that it is a departmental effort, but under special circumstances of non-staffed department and a new professional training programme. The graduands of the programme have been registered by the professional body and are currently working in the health department as community service speech-language therapists. This shows the outcomes in the programme where teaching and learning occurred in dire conditions, but the lecturer did not give up.

Work integrated learning activities promoting graduate attributes. The Speech-Language Pathology programme is a professional training programme with practical teaching component. The lecturer (myself) has contributed to clinical training of students in areas of specialty like introduction to speech and hearing sciences, disability studies and so on.

Contributor: Dr Unathi, Language Speech Therapy, Faculty of Health Sciences

4.3 University of Fort Hare Staff and Student Collaboration with the University of Windesheim, International Week

Theme: Vitality, Health, and Wellbeing

The University of Fort Hare has established a collaborative partnership with Windesheim University, focusing on various aspects of pedagogical practices, learning methodologies, and research collaboration. Within this initiative, faculty members from both institutions have actively participated in networking events, engaging with academic staff, students, researchers, and other stakeholders across diverse disciplines and fields of study. Through these interactions, valuable knowledge and insights have been exchanged, facilitating a deeper understanding and fostering collaboration between the two universities.

This partnership not only enhances academic exchange but also provides a platform for student participation and educational advancements. Students from the Faculties of Health Sciences and Social Sciences and Humanities participated in collaborative projects with students from the Netherlands, Belgium, and Germany, among other countries. The participation of students and staff in these events demonstrates a commitment to academic excellence and a dedication to fostering meaningful partnerships in the pursuit of knowledge and scholarly endeavours. The collaboration between the University of Fort Hare and Windesheim University continues to yield positive outcomes, benefiting both institutions and contributing to the advancement of education and research on a global scale.



Picture showing UFH Staff members and six students from the Faculties of Health Sciences and Social Work at Windesheim University, during the international week from April 22-26, 2024.

Professor Meyer Edson, Professor Schiller Ulene, DVC RPI-Taole-Mjimba Nthabi, Dr Hlengiwe Gwebu and Dr Bitso Connie from left to right.



University of Fort Hare Students Presentations at Windesheim University

University of Fort Hare students from the Faculty of Health Sciences (Nursing, Human Movement Science, and Rehabilitative Sciences Departments: Thandolwethu Cwayi, Sibulele Moni, and Hlengani Siwaphiwe Zizo Ami) and Faculty of Social Sciences and Humanities (Social Work Department: Abigail Star Boshof, Zuko Ntlebi, and Janet Lunga).



Keynote Presentation by Prof Schiller and Dr Gwebu on "Embracing Ubuntu Unleashing Healing and Vitality in our World".



A separate presentation by Hlengani Siwaphiwe Zizo to SLP Students

UO

SECTION 5: FACULTY OF EDUCATION

5.1 Bilingual B.Ed Graduates Winter School: A Platform for Reflection and Growth

The Nelson Mandela Institute (NMI) based at the University of Fort Hare (UFH) hosted a Winter School for sixteen of its top graduates from the pioneering isiXhosa-English bilingual B.Ed foundation phase programme, first introduced in 2018.

To improve the programme in preparing foundation phase teachers, the NMI identified top performing graduates from the 2021 cohort and invited them to participate in a two-day Winter School workshop. Held on August 9th and 10th, 2024, in East London, the workshop provided a platform for these pioneering teachers to reflect on their experiences, share insights, and contribute to the continuous improvement of the bilingual B.Ed programme at the university.

The Winter School provided a unique opportunity for the participants to explore what it truly means to be a teacher. The graduates reflected on the motivations that led them to pursue a career in education, shared their experiences as young teachers in diverse classrooms, and discussed the challenges and triumphs they encountered along the way.

This reflective process allowed them to reconnect with their passion for teaching and to draw inspiration from each other's journeys. By sharing their experiences and learning from each other, they gained valuable insights that will help them navigate the difficulties of teaching in the foundation phase.



One teacher, through an anonymous survey, highlighted the workshop's influence, stating that it 'had a great impact on me. It has given me a clear idea of how to go about and make my teaching effective and interesting.' In addition to personal reflections and professional growth, the Winter School also focused on the practical aspects of teaching. The graduates were introduced to a range of teaching tools developed by the NMI specifically for improving Mathematics and literacy instruction. These tools are designed to support teachers in delivering high-quality education, ensuring that learners receive a strong foundation.

As the bilingual B.Ed programme continues to be refined and expanded, the experiences and feedback from these pioneer graduates will play a crucial role in shaping the future of teacher education in South Africa.



5.2 MCC Extension Teacher Development Workshop Enhances Teaching Strategies Across Foundation Phase



A comprehensive four-day Teacher Development Workshop for rural schools within the Magic Classroom Collective (MCC) Extension took place from July 22nd to 25th, 2024, in Trinet, Mthatha. The workshop was structured so that each grade within the foundation phase (Grade R-3) had two days of training, with one day dedicated to literacy and one day to mathematics.

Designed to enhance early-grade teaching strategies, the workshop focused on improving literacy and mathematics instruction across the foundation phase.

NMI Education Specialist Bulelwa Galada, who led the literacy sessions, highlighted that the workshop featured a variety of targeted sessions designed to address key areas of foundation phase education. "The sessions touched on key areas including reading and storytelling, highlighting the importance of narrative in literacy development, and phonics leading to reading, which focused on the systematic teaching of sound-letter relationships to improve reading fluency," said Galada.

NMI early grade maths specialist Qhama Ngcobo, who led the mathematics sessions, explained that for mathematics, the focus was on lesson starters. She emphasized the importance of engaging learners from the beginning of the lesson to stimulate their interest and set a strong foundation for the rest of the class. "These lesson starters focus on 'BIG IDEAS,' which are the key concept skills that the lesson starters aim to develop in early-grade mathematics. Additionally, we incorporate classroom mathematics rituals and use

instructional tools to make mathematics engaging and enjoyable for learners," said Ngcobo.

The workshop included teachers from twenty schools within the MCC Extension. This extension builds upon the original MCC, which comprises thirteen schools. The MCC, a flagship initiative of the NMI, aims to build a long-term partnership among rural foundation phase teachers, teacher educators, and researchers. The initiative focuses on designing and developing tools, materials, strategies, and systems tailored to the context of South Africa's under-resourced schools. Currently, the MCC collective, including the newly added schools in the extension, comprises thirty-three schools, with the majority located in the rural areas of Mqanduli.



5.3 Promoting graduate attributes during school experience

Our BEd Four and PGCE students are currently busy doing work integrated learning (WIL), commonly known as school experience (SE). We have placed them in schools in the BCM and the Amathole West districts. We have adopted the 7-pronged approach to promote our student-teacher attributes, namely: Providing information; Building awareness; creating interest, adapting to changes; using different channels of Communication; reinforcement, and working in limited time.

- 1. Providing information- where they are informed by their method lecturers on the possible dates for their evaluation. They are also invited to raise issues that make it challenging to get information on time. We still rely on cascading information using different channels,
- 2. Building awareness: We have shared with their school principals the contents of the school experience agreement contracts. It entails how they are expected to behave themselves as student-teachers in the workplace. In addition

to that, the implication of breaching the SACE ethical code of conduct and the employment of educator's act is shared with them,

- 3. Creating Interest: we have partnered them with mentors, who are seasoned educators. We hope that they will empower them with skills and share with them good practices that are invaluable in their teaching career

Our student-teacher-as a programme director in one of the schools in Alice

- 4. Building awareness: we have advised the school principals and the staff to expose them in curricular, co-curricular and extra-curricular activities. This will equip them with knowledge that learners are to be taught in totality,
- 5. Using different channels of communication- our students are still allowed to communicate with us via emails, calls, WhatsApp groups and through their class representatives. This makes life easier for those students who are placed in

schools with poor network coverage to access the services of their lecturers,

- 6. Reinforcement- the use of lesson evaluation forms serves to highlight areas that student-teachers must take into key consideration each time, they present their planned lessons. The integration of technology is emphasized by lecturers during evaluation, as an attempt to improve learner participation, concentration, and engagement.
- 7. Working in limited time- Students are given a chance to explore and see the important role of multi-tasking as educators. This is indicated by their participation in academic matters, sporting activities and in attending content workshops for teachers.

Article Contributed by Dr Gubevu, School of Further and Continuing Education



Our student-teachers assisting in the beauty pageant in one of the schools during School Experience



One of our Physical Sciences student-teachers presenting his lesson in a under-resourced school



Our Physical Science BEd student-teacher improvising and demonstrating during his science class



SECTION 6: FACULTY OF SCIENCE AND AGRICULTURE

6.1 Curriculum transformation activities, demonstrating our commitment to evolving our teaching and learning processes

It is the vision and mission of the University of Fort Hare (UFH) to be a distinctive African university that provides quality education that advances in excellence and innovation in research and contributes to the advancement of knowledge. As part of the UFH's Strategic Plan, the Faculty of Science and Agriculture has been busy with rearticulation and development of new programmes that are contextually relevant; programmes that integrate new technology and would, thus, afford the University space to produce graduates with attributes that are relevant to the needs of societies and future workplaces. The UFH is currently in the midst of the decade of renewal and as part of this process the University has aimed to increase its research focus at both local and international level. The Faculty is busy with the registration of a new undergraduate programme, BSc Agriculture in Dairy Science and Technology, and two new BSc Honours programmes (BSc Honours in Biological Sciences and BSc Honours in Mathematical Sciences). An important focus on the structure of the two new BSc Honours programmes is on research graduate level attributes that will be highlighted in the Research Methodology and Science Communication modules. It is the Faculty's aim to produce Honours graduates that are lead through the research processes. Such graduates can feed into the country's needs for scientists, managers, teachers, researchers, consultants, etc.

According to published research, South Africa experiences millions of liters of milk shortage every year due to an ever-increasing population growth. To mitigate this shortfall and help produce dairy and dairy-related products for local and international markets, there is an urgent need to produce sufficient human resources for the dairy sector in South Africa. The innovative four-year BSc Agriculture in Dairy Science and Technology qualification will benefit communities and societies by equipping graduates with knowledge and skills to manufacture higher grade dairy products and consequently making South Africa competitive in manufacturing dairy products. Since the UFH is located in Alice and surrounded by the impoverished communities that practice agriculture and farming, the proposed Dairy Science and Technology programme will help capacitate the farming communities by providing access to specialised skills that are needed to help increase productivity and reduce milk and milk product deficit.

6.2 Interventions to improve teaching and learning processes

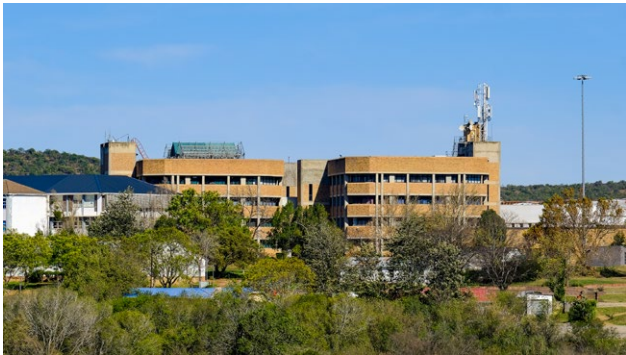
The Covid-19 pandemic era greatly influenced the facilitation of teaching and learning in the Higher Education sector. There was a great shift from face-to-face teaching to online/hybrid learning; students and lecturers had to adapt to new teaching, learning and assessment modalities. This approach demanded the use of technological support for the delivery of teaching material and assessment of student learning. Through training and/or workshops that are organized by the Teaching and Learning Centre, students and staff members enrolled for e-Learning pedagogy modules.

Furthermore, due to ever-increasing yearly enrollments, lecture rooms/theatres and practical laboratories are becoming small to accommodate all registered students. It is one of the UFH's goals to enhance students' experience by improving the teaching and learning environment. The Faculty has thus put in place interventions to deal with limited space and to improve teaching and learning. This has been done through



Figure 1: Smart screens in Botany and Zoology buildings

setting up of SMART Classrooms in the Agriculture Auditorium and NE11/12 theatre and SMART Labs in Botany and Zoology undergraduate labs. The SMART Classrooms and Labs are equipped with technology that allows interactive learning experiences through the use of digital whiteboards, projectors, and computers. These digital resources are connected through Wi-Fi to provide innovative ways in which academics and academic support staff can engage with students and present lectures and practicals. These SMART Rooms will benefit students from our extended and mainstream programmes.



6.3 Instances where staff in the faculty is doing impactful work

Botany Department – taking learners from Nomzamo High School through interactive practicals in the laboratory and field

Ms Dubeni, Laboratory Assistant in Botany Department, with the assistance of Mr Ravhuanzwo (Laboratory Assistant for Science Foundation) and postgraduate students (Mr Quvile Siyonela, Ms Lose Sinovuyo and Ms Qaqamba Sincwala) hosted 42 learners from Nomzamo High School, Port Alfred who were accompanied by 1 teacher and 1 parent. Through an

interactive practical, the learners learnt about microscope and its parts and uses; they were able to view permanent slides and prepared live plant specimens. The last part of the practical took place in Hogback Forest where the learners participated in an exercise of Bioblitz with the intention of teaching them about the interaction between plants and the environment. The Department received positive feedback from the learners, teacher and parent about how the trip was able to rejuvenate their passion for science, especially plant sciences. Being in the lab inspired them to continue learning about plants, the environment and how humans impact the environment.



Figure 2: Ms Dubeni and Mr Ravhuanzwo assisting learners from Nomzamo High School, Port Alfred with lab and field work



Figure 3: Group photo of learners from Nomzamo High School in Port Alfred hosted by the Department of Botany

6.4 Department of Pure and Applied Mathematics: Calculator Provisioning and Use Workshop for the Amathole West District Grade 12 Mathematics

Dr Odilo Ndiweni of the Department of Pure and Applied Mathematics conducted a calculator use and provisioning workshop on the 14th of August 2024 in the Alice Campus. This is a sequel of interventions to the Amathole West district mathematics offering schools. Started in 2022 as a Research Project headed by DVC: TL Prof Vithal (UFH) and Prof K Brodie (WITS), the project has now been turned into an intervention project supported by the University of Fort Hare in helping improve Matric pass rates in Mathematics and related subjects where the Scientific Calculator is required.

Above is Dr Odilo Ndiweni (Department of Pure and Applied Mathematics) conducting the Provisioning and Use of the Scientific calculator to about 900 Amathole West District grade 12 mathematics learners at the Sports Complex Alice Campus 14 August 2024. In this training workshop apart from being given brand new Scientific Casio Calculators, learners received

three years past Examination Papers 1 and 2 [2020, 2022, 2023] with Memos. The workshop session had a preliminary one-hour calculator use basic training by Ms Lauren Izaaks a Casio consultant which was then followed by an intensive, interactive hands-on calculator proficiency use in specific examination questions and concepts by Dr Odilo Ndiweni. For some learners it was their first time to have a calculator of their own. This is what one learner Anga Mananga from Sakhuleka High School in KwaMaqoma (Fort Beaufort) had to say: "My mother is unemployed. Our sole income is child social grant we receive and my grand mother's old -age pension. We finally saved enough money to buy a calculator a month ago. Before that I had to borrow from other learners."

"This is a great initiative, and it came at the perfect time just-ahead of the trials and final exams" he said. The Department will through the support of Faculty and the University continue to assist this district in order to improve Matric pass rates not only in Pure mathematics but also in other science subjects where the scientific calculator is of paramount importance.



Figure 4: Dr Odilo Ndiweni presenting on the strategic use of the Calculator in Examinations



6.5 Physics Department – Renewable Energy Teaching to benefit Communities

The physics department is involved in teaching renewable technologies such as bioenergy, solar energy and wind energy. To date, there are notable developments in the training of students on the construction of Biogas digesters using either

metal or brick and mortar. This has also included students conducting research on various topics in the field. The table below shows some of the topical issues that current masters and postgraduate students are conducting extensive research in the communities. The names and student numbers have been taken out of the report for ethical reasons.

Topics	Renewable Dimension
Optimization of the power output model of a concentrator-diffuser augmented wind turbines in areas of low wind speed.	Wind Energy
Design, construction, and performance evaluation of a temperature-controlled biogas digester with an automatic stirrer.	Wind Energy
Modelling of the performance of a biogas digester heated with a solar parabolic trough collector.	Biogas Technology
Design and tasting of a portable vertical axis wind turbine augmentation system for low wind speed operation using – modified INVELOX technology.	Wind Energy
Mathematical modelling of the performance of a solar greenhouse digester fed with animal waste.	Biogas Technology
Design, Construction, and performance of a plastic prototype biogas digester fed with food waste.	Biogas Technology
An Assessment of wind Energy potential in Matatiele, Alfred Nzo District, Eastern Cape Province, South Africa.	Wind Energy
Design, construction, and performance of a portable biogas digester with an upgrading and compression system.	Biogas Technology
An assessment of the performance of a portable plastic biogas digester for electricity generation.	Biogas Technology
Techno-Economic evaluation of Solar-Biogas system for energy production.	Biogas Technology
Mathematical modelling of Biogas production from a lab scale biogas digester.	Biogas Technology
Design of a biogas carburettor for a 4Y petrol Engine.	Biogas Technology



Figure 5: Sawdust insulated biogas digester for energy generation



Figure 6: Dr P Mukumba, Senior Lecturer and Head of Physics Department, Faculty of Science and Agriculture

SECTION 7: FACULTY OF LAW

7.1 Faculty of Law ECP Information Day

The Faculty of Law held the ECP Information Day on 6 March 2024 at Mirriam Makeba Hall. The purpose of the event was to inform and/or equip first year LLB Extended Curriculum Programme students with knowledge about the faculty structure, rules and regulations, and how they were expected to query marks related issues. About two hundred and twenty students were in attendance and were also informed about the career options.

Invited to attend was the Teaching and Learning Centre (TLC). The Centre introduced students on how they could use blackboard as a learning tool and its other embedded tools for research purposes, edit and referencing styles and submitting of assignments. The event was a success, and the faculty handed students gifts (notepads, water bottles and pens. Various stakeholders from the legal fraternity were also invited to give motivational support, for example, the South African Women Lawyers Association (SAWLA), National Association of Democratic Lawyers (NADEL), etc.



7.2 GUEST LECTURE: “Digital Literacy as Part of the Right to Basic Education”

The Faculty of Law in collaboration with the South African Human Rights Commission (SAHRC) hosted a guest lecture titled: *“Digital Literacy as Part of the Right to Basic Education”*, delivered by Professor Tshepo Madlingozi, one of eight Commissioners of the SAHRC. Prof Madlingozi whose area of specialty is on basic education delivered an insightful lecture that painted a picture of the road travelled, and one still to be travelled in nurturing digital literature to provide for inclusive education. He said “A complementary system of education is required to amplify access to education while ensuring that education is of high quality and able to keep up with the needs of the Fourth Industrial Revolution. This system is digital literacy”. Thus, according to Prof Madlingozi, the contours of education are being reshaped by the advent of technology.

“Digital literacy which is the ability to navigate, comprehend, and critically engage with the digital world, emerges as a linchpin in the realization of the right to basic education. In the context of basic education, this proficiency becomes a conduit for enhanced learning experiences, ensuring that students are not merely consumers of information but active participants in a digitally connected world”.

Furthermore, he also highlighted some of the interventions and efforts by the Commission that seek to bridge the inequality and access to education gaps and ensure no learner is locked outside in the digital and literacy space. He also delved into some of the hindrances that prevent or delay entering the digital literacy space, this includes the lack of technology infrastructure and the absence of Wi-Fi connections at some schools. In conclusion, Prof Madlingozi made several recommendations, such as providing schools with state-of-the-art computer labs and reliable internet connections; initiating comprehensive curricular reforms to integrate digital literacy and establishing robust training programmes that were capable of empowering teachers with the skills and knowledge required



to navigate the digital realm effectively. He placed emphasis on the importance of community engagement, putting security measures in place to safeguard digital infrastructure, and urged that policies and initiatives be crafted using an equity-centric approach that acknowledges and mitigates existing disparities. The lecture concluded with an equally robust and insightful questions and answers session between the audience and the panel that comprised of Prof Madlingozi, Dr Carter, Prof Moses Retselisitsoe Phooko, Director of the UFH UNESCO Oliver Tambo Chair of Human Rights; UFH Law Senior Lecture, Dr Ntandokayise Ndlovu and; the Deputy Dean: Faculty of Law, Dr Simphiwe S Bidie.

7.3 UFH Faculty of Law Launched Landmark Book and Discussed African Customary Law in Panel Led by Justice Madlanga

In a significant stride towards fostering legal discourse and advancing societal progress, the Faculty of Law marked a pivotal moment with the launch of a book titled: "Enforcing Accountability, Consolidating Democracy and Compelling Sustainable Development in the 21st Century" (2023) edited by four esteemed scholars from the Faculty and Justice Mbuyiseli Madlanga. The book, which emanated from the Southern African Law Teachers' Conference hosted by UFH in 2022, brings together diverse perspectives from scholars and industry experts, addressing modern issues like sustainable development, e-hailing drivers' legal status, and the African

Continental Free Trade Agreement. The editors are Professor Patrick C Osode; Professor Mzukisi Njotini (UFH Dean of Law) Professor Enyinna Nwauche; Professor Nomthandazo Ntlama-Makhanya and Justice Madlanga. The book delves into themes of accountability, democracy and governance, offering insights into South African realities and global challenges.

The book launch was followed by a thought-provoking and insightful panel discussion focusing on the consolidation and modification of African Customary Law, spearheaded by none other than Justice Madlanga (Judge of the Constitutional Court of South Africa). The of the discussion was titled: "Consolidating and Modifying African Customary Law". The panel members were: Professor Sakhela Buhlungu -UFH Vice-Chancellor and Principal, Judge Selby Mbenenge – Judge President of Eastern Cape Division of the High Court, Judge MI Madondo – Retired Judge of the KwaZulu-Natal Division of the High Court, Mr EB Ngubane – Chief Magistrate at the Durban Magistrate's Court, Nkosi N Dumalisile – Chief of the AmaJingqi Traditional Council, Chief CG Mdutshane – Chief of the Xopozo Traditional Council in Flagstaff, Professor Ntlama-Makhanya, and Professor Moses Retselisitsoe Phooko – Prof and Chair of the UFH UNESCO OR Tambo Chair.

The discussion explored the intersection between tradition and modernity, examining the evolving role of African Customary Law within the contemporary legal framework, and the ongoing efforts to consolidate and modify its application in a rapidly changing society. A robust dialogue between the panel and the



guests provided an invaluable platform for deep exploration into the enduring resilience and adaptability of this esteemed legal tradition, enlightening its ongoing influence on legal discourse and community norms. The two events held at the Miriam Makeba Arts Centre on the East London Campus were a wonderful spectacle for some who saw revered legal practitioners such as the Judge President of the Eastern Cape Division of the High Court, legal scholars, traditional leaders, community members, and students converge to witness the dynamics of law in action.

7.4 Anti-Corruption Guest Lecture delivered by Adv Paul Hoffman

The guest lecture on Anti-Corruption was hosted by the Faculty of Law, delivered by Advocate Paul Hoffman on 16 July 2024 at the UFH Auditorium 1.

Adv Paul Hoffman was born in Johannesburg and completed his secondary education at nearby St. Martins School, in 1967. He completed his BA. LLB at the University of the Witwatersrand in 1974. In 1975 he was admitted as an attorney practising in Johannesburg. He practised as a litigation attorney between 1975 and 1980. He was admitted as an advocate in 1980 and practised as a junior at the Cape Bar until 1995. As a jurist, Advocate Hoffman was the Founding editor of Current



Law Cassettes, and a part-time lecturer in law of contract and public international law at the University of the Western Cape. He took silk in 1995 and continued to practice at the Cape Bar where he headed its advocacy skills training program. Three successive Judges President of the Cape High Court invited him to grace their Bench as an Acting Judge. In 2006, after twenty-six years of membership, he left the Cape Bar in-order to take up an appointment as Director of the Centre of Constitutional Rights. Its mission to uphold the Constitution, dovetails with his personal commitment to the rule of law and the promotion of constitutional democracy. As director he wrote widely on threats to the Constitution and appeared in the Constitutional Court as amicus curiae. Since January 2009 Paul has been pursuing his passion for exacting accountability via setting up and working with the Institute for Accountability in Southern Africa (IFAISA) and pursuing various human rights and constitutional matters – including the ‘Glenister Case’ (Glenister vs President of RSA 2011 (3) SA 347); the ‘Arms Deal Case’ and the ‘Bread Case’ (Imraan Ismail Mukaddam and Pioneer Foods (Pty) Ltd, Tiger Consumer Brands Limited, Premier Foods Limited and Legal Resources Centre – CCT 131/12 [2013] ZACC23)".



7.5 Internal Research Seminars

In line with the Faculty of Law 2023 decision to encourage research and publication and improve teaching and learning, academic staff members are currently holding research seminars wherein staff present their manuscripts in the presence of other academic staff members. The academic project is managed from the Deputy Dean's office. Specifically, the idea is to promote publication of articles in DHET accredited journals and also improve teaching and learning. Professors in the Faculty are expected to attend the presentations to provide constructive guidance. So far, four colleagues have presented per the below table:

ACADEMIC STAFF SEMINAR PRESENTATIONS 2024 AND PUBLICATION TRACKING TEMPLATE

Date of Presentation	Time	Research Seminar	Academics to present	Possible date of submission for publication	Date of Publication
19 March	9:30	1	Ms S Stal	Already submitted and accepted	Expected in Q2
			Mrs A Odendaal	To publish during the course of 2024 and as research output for LLD	Expected in Q4
10 April	9:30	2	Mr D Humpel	June/July 2024	Expected in Q4
			Ms Y Ngobane	30 April 2024	
2 May	9:30	3	Ms V Tatchell		
			Mr H Xulu		
19 July	9:30	4			



7.6 UFH and the Department of Justice hosted a Student Lecture in commemoration of Nelson Mandela month

Hosted by the Department of Justice and Constitutional Development in collaboration with the UFH Faculty of Law, the event took place on Friday, 19 July 2024, at the East London Campus. The engagement, themed “Promoting the Culture of Human Rights – Nelson Mandela the Advocate for Human Rights”, provided a platform for meaningful conversations among attendees, including students and diverse stakeholders in the legal and justice system. The dialogue series, a key initiative in the Department of Justice’s efforts to promote constitutional rights awareness and mark three decades of democracy, aimed to deepen students’ understanding of the Constitution and foster a culture of human rights and equality championed by Nelson Mandela. Speakers included representatives from the South African Human Rights Commission, the Commission for Gender Equality, and the National Youth Development Agency (NYDA), who shared insights on their roles in facilitating access to quality higher education.



Dr Eileen Carter, the Eastern Cape

7.7 Faculty of Law Career Day (Consumer Goods and Services Ombud explore collaborations to empower marginalized communities)

In a shared commitment to empowering marginalised communities regarding their legal rights and accessing those rights, the Faculty of Law at the University of Fort Hare (UFH) and the Consumer Goods Services Ombud (CGSO) are exploring meaningful partnerships.

Recently, Ms Queen Munyai, CEO of CGSO met with the Dean of the Faculty, Prof Mzukisi Njotini, the Deputy Dean Dr Simphiwe S Bidie and, the Heads of Departments, to set the ball rolling towards this shared goal. The meeting took place during the Faculty of Law Annual Career Day held on 19 April 2024 which was intended to equip and expose students to the various careers available to them. Among others, the external stakeholders present included: Road Accident Fund (RAF), Legal Aid SA, ABSA, AA Pakade Attorneys, Smith Tabata Attorneys, Tshiki & Associates and many more.



SECTION 8: TEACHING AND LEARNING CENTRE



8.1 Synopsis of the Teaching and Learning Framework

The University of Fort Hare is excited to share its Teaching and Learning Framework with a view of strengthening practices of professionals teaching and supporting the Teaching and Learning functions. Below is a summary of the key aspects reflected in the framework



Figure 1: Except on Teaching and Learning Focus Areas Source: UFH Teaching and Learning Framework 2024

8.2 Solidifying eLearning and Blended Learning Pedagogies

The Teaching and learning Centre has been spearheading the training of staff on eLearning and blended learning pedagogies with a target of ensuring that all permanent academic staff participate in the Digital Teaching and learning Series course by end of year. This is aimed at strengthening the capacity for all to confidently engage in online Teaching. The first cohort of 60 staff commenced in January 2024 and plans are underway to start another cohort of 120 staff in September 2024.

Apart from the structured module, a series of workshops targeting staff at the different levels of basic, intermediate and advanced stages with regards to using blended learning pedagogies can participate at beginner, intermediate and advanced levels. This initiative is open to all academic and professional staff who want to empower themselves in the use of various technologies to improve learning.

In addition to participating in the DTLS course, those academics who teach modules that have a work integrated component have been trained on how to support students to develop e-portfolios. This helps students to showcase reflections on the nexus between theoretical and practice and enhance the desired graduate attributes.

Staff are afforded an opportunity to implement what they have learned, then share with the wider community. A series of seminars to share current practices on the use of blended learning pedagogies, including the contemporary issues on Artificial intelligence are ongoing.

In addition to staff support there are dedicated senior students called Technology Enhanced Learning Assistance who also provide training on the use of the learning management system. Below is a picture of the 2024 assistance together with TLC staff who co-ordinate the programme.



Contributed by Dr P Muhuro, Senior Consultant Teaching and Learning and Mr Mvunge, Consultant Teaching and Learning Centre

8.3 Promoting Student Enhanced Learning through Peer Leaders

Student learning support lies at the heart of student success. Different categories of peer leaders are working with students to support them in their academic journey. Among these are Supplemental instruction leaders who facilitate group learning and study skills in high-risk modules. Also, student support for undergraduate students has been extended to the residences through the work of Rez buddies. There are 23 ELEP students Assistants, popularly known as Rez buddies in the and 44

Supplemental Instruction leaders. Further, 14 Language Writing consultants in the Alice campus and 10 in East London. As of July 2024, they have managed to support students across all the campuses in the three programmes. The picture below shows these peer facilitators who are based in both the Alice and East London campuses.



Contribution by PASS Consultants: Ms K Mabece, Dr M Mushunje, Dr V Dondolo and Mrs N Mayaphi, Teaching and Learning Centre

8.4 The Success of the Inaugural First Year Experience Jointly Hosted by the Teaching and Learning Centre with Faculty of Management and Commerce

The Teaching and Learning Centre, in collaboration with the Faculty of Management and Commerce, successfully hosted its inaugural First-Year Experience (FYE) Bootcamp, marking a significant milestone in enhancing student success and engagement. Held over a dynamic and enriching group of first years on the 23rd and 24th of July 2024, the bootcamp aimed to provide first-year students with the essential academic writing skills, artificial intelligence influence knowledge, and study skills and time management support needed to thrive in their academic journey of over 600 first year students from the faculty. This bootcamp took place in two of the three campuses of the University of Fort Hare, that is the Main campus in Alice and the Urban campus in East London. With over 600 first year students in attendance, the event was a great success for the TLC and Faculty. Led by the FYE team leader Ms Bongo Mqukuse, students were exposed to activities on how to improve their academic writing, how to use Blackboard, the influence of artificial Intelligence and improving their study skills.

Warm welcome

The FYE Bootcamp commenced with a warm welcome from the TLC and Jonginenge team, setting a positive and inclusive tone for the event. The Deputy Dean of Teaching and Learning of the Faculty of Management and Commerce, Prof Roxanne Piderit emphasised the importance of this initiative, highlighting the university's commitment to fostering a supportive learning environment. The TLC consultants and peer facilitators also addressed the students, sharing insights on the resources and support systems available to them.

Engaging Workshops and Interactive Sessions

Throughout the bootcamp, students participated in a series of engaging workshops and interactive sessions designed to address various aspects of academic writing and importance of literacy in academia as first years. Key topics included time management, effective study techniques, academic writing, and digital literacy. Experienced TLC consultants (Mrs Elzette van Niekerk, Dr Vuyelwa Dondolo, Dr Martha Mushunje, Ms. Noluthando Mayaphi, Ms Belinda Matabane) and their peer facilitators and teambuilding experts, Jonginenge's Dean led these sessions, providing practical tips and personalised advice on teamwork and academics.

One of the highlights was a session on goal setting and motivation, where students learned how to set achievable academic and personal goals. Interactive group activities and peer-to-peer discussions fostered a sense of community and collaboration among the students, encouraging them to support each other throughout their academic journey, especially in assignment writing and studying.

Building a Supportive Community

Led by Jonginenge's Dean, a critical aspect of the FYE Bootcamp was the emphasis on building a supportive community. Students had the opportunity to connect with their peers, TLC manager Ms Siyanda Ntlabathi, consultants and peer facilitators, and Deputy Dean of Teaching and Learning. Networking events and social activities were incorporated into the schedule, allowing students to form meaningful relationships and develop a sense of belonging within the university community.

The bootcamp also introduced students to various support services, including counseling and academic advising. Representatives from these services provided information on how students can access assistance when needed, reinforcing the message that help is always available.

Positive Feedback and Looking Ahead

The inaugural FYE Bootcamp received overwhelmingly positive feedback from participants. Students expressed appreciation for the practical advice, the opportunity to connect with peers, and the supportive atmosphere created throughout the event. Many students reported feeling more confident and prepared to tackle the challenges of their first year at university.

Based on the success of this inaugural event, the Teaching and Learning Centre and the Faculty of Management and Commerce plan to make the FYE Bootcamp an annual tradition. Future iterations will build on the feedback received, ensuring that each new cohort of first-year students is equipped with the tools and support needed for academic and personal success.

Conclusion

The inaugural First-Year Experience Bootcamp hosted by the TLC in partnership with the Faculty of Management and Commerce was a resounding success. By providing first-year students with essential skills, fostering a supportive community, and connecting them with vital resources, the bootcamp has set a strong foundation for student success. As the university looks ahead, the FYE Bootcamp will continue to play a pivotal role in shaping the academic journeys of future students.

Contributed by Dr Vuyelwa Dondolo, Consultant Teaching and Learning Centre



8.5 The Inauguration of the Advanced Higher Education and Teaching Advancements at University Awards at UFH

The Teaching and Learning Centre is launching the inaugural Advanced Higher Education Professional Standards Framework and Teaching Advancements at University for academic fellows working at the University that will be awarded at the Vice Chancellor's Teaching Excellence Awards on the 11 September 2024. This is the first award ceremony for award for such awards as they have never been formally awarded in public, only via online through issuing certificates to individuals.

The rationale behind the inaugural awards is to recognize teaching excellence beyond the classroom and UFH. These fellowships are for academics who have taken part in the professionalisation of qualification and improve their continuous professional development. The Advanced Higher Education Professional Standards Framework (PSF) is a comprehensive framework designed to support and

recognize excellence in teaching and learning within higher education. It provides a benchmark for academic and professional staff to enhance their teaching practices and achieve recognition for their contributions to student learning. The AHE Fellowships represent a prestigious recognition for academics working at the University of Fort Hare, signifying a commitment to excellence in teaching, learning, and educational leadership. These fellowships acknowledge the dedication and expertise of faculty members in fostering high-quality educational practices and advancing pedagogical innovation. By achieving fellowship status, academics demonstrate their ability to enhance student learning experiences, contribute to the scholarly community, and uphold the highest standards of professional practice. This recognition not only elevates the individual academic's profile but also enhances the university's reputation as a leader in educational excellence, promoting a culture of continuous improvement and collaboration among faculty members. By aligning with the

PSF, institutions like the University of Fort Hare can foster a culture of excellence in teaching, support continuous professional development, and enhance the learning experiences of their students. To-date, the university has in total 30 academics who have received their fellowship status through UFH and use postnominal letters after their names. Out of the 30 AHE fellows only 21 will be formally awarded at the ceremony.

8.5.1 Advance Higher Education Fellowships

Advance HE (Higher Education) offers a fellowship scheme that recognizes and rewards teaching and learning support in higher education. The fellowship scheme is aligned with the UK Professional Standards Framework (UKPSF), which outlines the standards for teaching and supporting learning in higher education. There are four categories of fellowship, each reflecting different levels of experience and impact in teaching and supporting learning.

The Four Fellowship Categories:

B. Fellow (FHEA):

Who it's for: Academic staff with substantive teaching and learning responsibilities.

Focus: Demonstrates a thorough understanding of effective approaches to teaching and supporting learning as well as successful engagement with UKPSF.

2018 -2022 AHE Fellowship cohort



Mrs Elzette van Niekerk Fellowship (FHEA)



Mr Bramwell Gavaza Fellowship (FHEA)



Ms Bongo Mqukuse Fellowship (FHEA)



Dr Martha Mushunje Fellowship (FHEA)



Dr Lulekwa Baleni Fellowship (FHEA)



Mrs Nobulali Tsipa-Booi Fellowship (FHEA)

A. Associate Fellow (AFHEA):

Who it's for: Early-career educators, part-time staff, or those who support teaching and learning (e.g., librarians, learning technologists).

Focus: Demonstrates engagement with the UKPSF at a basic level. Reflects a commitment to teaching and supporting learners, even if not the primary role.

2018 -2022 AHE Fellowship cohort



Dr Vuyelwa Dondolo Associate Fellowship (AFHEA)



Ms Khanyisa Mabece Associate Fellowship (AFHEA)



Mr Nathunathi Mvunge Associate Fellowship (AFHEA)

2023 AHE Fellowship Cohort



Dr Desiree Hunter
Fellowship (FHEA)

C. Senior Fellow (SFHEA):

Who it's for: Experienced staff with leadership roles in teaching and learning, including mentoring and leading initiatives.

Focus: Demonstrates sustained impact on teaching and learning, particularly in leading or supporting colleagues to enhance their teaching practices.

2018 -2022 AHE Fellowship cohort



Dr Nomakhaya Mashiya
Senior Fellowship (SFHEA)



Dr Kim Schmidt
Senior Fellowship (SFHEA)



Prof Vuyisile Nkonki
Senior Fellowship (SFHEA)



Prof Arthur van Collier
Senior Fellowship (SFHEA)



Ms Siyanda Ntlabathi
Senior Fellowship (SFHEA)

2023 AHE Fellowship Cohort



Dr Ellen Rungani
Senior Fellowship (SFHEA)



Prof Liezel Cilliers
Senior Fellowship (SFHEA)



Prof Tendai Chimucheka
Senior Fellowship (SFHEA)



Dr Darlington Chigori
Senior Fellowship (SFHEA)



Dr Palesa Makhetha-Kosi
Senior Fellowship (SFHEA)



Dr Juliet Townes
Senior Fellowship (SFHEA)

D. Principal Fellow (PFHEA):

Who it's for: Highly experienced individuals with strategic leadership roles in teaching and learning across a university or within the wider higher education sector.

Focus: Demonstrates a sustained and effective record of strategic impact on teaching and learning, with a significant influence on the wider academic community.

Importance in Teaching Excellence:

Professional Recognition: The fellowship is a mark of professional recognition that indicates the individual's commitment to teaching excellence and their contribution to improving the student learning experience.

Career Advancement: Achieving a fellowship can enhance career prospects by demonstrating a recognized standard of teaching practice.

Continuous Professional Development: The fellowship encourages educators to reflect on their teaching practices, stay updated with the latest pedagogical developments, and continuously improve their skills.

Institutional Value: Institutions that support their staff in achieving fellowship status benefit from having a teaching staff that is recognized for their excellence and commitment, which can contribute to overall teaching quality and student satisfaction.


The fellowship scheme is widely recognized in the UK and internationally, making it a valuable credential for those in or aspiring to be in higher education teaching roles.

8.5.2 Teaching Advancements at University (TAU) Fellowships


Similar to international recognition through AHE fellowship, the Teaching Advancements at University (TAU) fellowships at the University of Fort Hare represent a significant recognition of academic excellence and dedication to innovative teaching practices. UFH academics have taken part in this professionalisation of university teaching through rigorous processes to complete the programme and receive TAU fellowship status. These fellowships acknowledge and celebrate the commitment of faculty members who contribute to enhancing the quality of higher education through outstanding teaching, curriculum development, and student engagement.

The TAU fellowships at the UFH are a prestigious recognition of academic staff who excel in teaching and are dedicated to advancing educational practices. These fellowships provide opportunities for professional development, support innovative teaching and research, and contribute to a culture of excellence within the university. By honoring and empowering TAU Fellows, the University of Fort Hare underscores its commitment to fostering an enriching and high-quality learning environment for its students. So far the university has 9 TAU fellows and out of the 9 only 8 TAU fellows will be awarded at this ceremony.

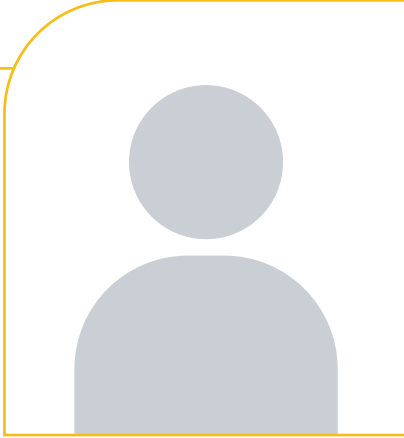
Essentially, the Fellowship Awards at the University of Fort Hare play a crucial role in recognising and promoting teaching excellence and the professionalisation of teaching qualifications. By honoring outstanding educators, encouraging innovative practices, and supporting continuous professional development, these awards contribute to the enhancement of teaching quality and student success. In addition, they underscore the university's commitment to fostering a culture of excellence in education, ultimately benefiting both educators and students.




Prof Roxanne Piderit
TAU 1




Dr Nomakhaya Mashiyi
TAU 1




Dr Nonzukiso Tyilo
TAU 2




Dr Patricia Muhuro
TAU 3




Mr Actor Katurura
TAU 1



Prof Ulene Schiller
TAU 4



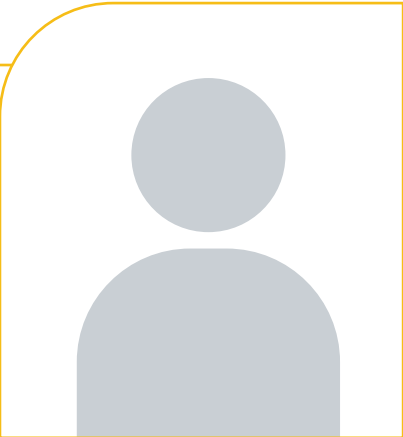
Prof Mzuyanda Mavuso
TAU 4



Prof Arthur van Coller
TAU 4

TAU Fellows to date at UFH

Former UFH academic who was also a TAU fellow



Prof Drucilla Yekela (Retired)
TAU 1

Contributed by Dr Vuyelwa Dondolo – TLC
Consultant



8.6 Recognising Teaching and Learning Excellence through the National University Teaching Awards (NUTA).

Notably On the 30th of June 2024, four University of Fort Hare academics Prof Van Coller, Dr Schimdt, Dr Kumalo and Mrs Young were nominated through an institutional committee and recommended to submit their e-portfolios for consideration in the prestigious National University Teaching Awards 2024. They were nominated through an institutional committee, where Deputy Deans of teaching and learning presented their candidates. NUTA is a collaboration between the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) to complement the National Research Foundation (NRF) research awards. As UFH, this is important for the university brand when our staff are recognized for achieving NUTA aims such as:

- Recognize innovative and inclusive teaching and learning in higher education at a national level.
- Generate a cadre of academics who can provide inspiration and leadership in teaching and learning in their disciplines across and beyond the institution
- Celebrate the unique contextual responsiveness of academics that led to their growth and transformed practice as university teachers.

Contribution Submitted by Ms K Mabece, Teaching and Learning Consultant and VC Awards Co-ordinator, Teaching and Learning Centre

8.7 Embracing Advance Higher Education Fellowships at the UFH: Experiences and Charting the Way Forward

Dr Juliet Towes Senior Fellowship and continuous professional development journey

I saw the advertisement for the Advance HE Fellowship opportunity in the Daily Bulletin and was unsure what it was about, so I contacted Dr. Dondolo for more information. Dr. Dondolo was very convincing in her motivation for the Fellowship, explaining both its status and applicability to me as an academic. Consequently, I applied for the Senior Fellowship in 2023.

I completed the PGDHET in 2017, but this Senior Fellowship benchmarked my teaching and learning competence against



the UK Professional Standards Framework. The Professional Standards Framework provides a structure that individuals can use to plan, record, and reflect on their continuing professional development activities. Applying for this Senior Fellowship was different from the PGDHET and provided a unique opportunity to benchmark myself against international standards in teaching and learning.

Participating in the process of developing my application for the Senior Fellowship was a profoundly enriching experience. The opportunity to mindfully consider my teaching and learning practices and reflect on what I am doing well and what I can improve was enormously beneficial. We attended writing retreats where we could focus our attention and gain deeper insights into our strengths and areas for improvement.

The facilitators and the reviewer were not only knowledgeable but also approachable, creating an environment that encouraged open dialogue and personal reflection. The interactive nature of the sessions with other applicants allowed for networking and forging connections with like-minded individuals, which was a wonderful bonus.

Dr Juliet Townes - Head of Department: Business Management: jtownes@ufh.ac.za

8.8 Dr Darlington Chigori's sense of belonging achieved through Senior Fellowship application



There is nothing more fulfilling than belonging! Joining the Advance HE Fellowships was a dream come true when I realized that I belonged among many esteemed professionals in academia. The question was always how to prove myself to global academia. Then I was informed of the highly esteemed Advance HE Fellowships. The dream of officially belonging to academia was presented to me. Though I was a little unsure of how I was going to achieve it, I motivated myself with the help of TLC colleagues, who gave me so much assurance. Attaining the fellowship was both inspiring and rewarding. I was able to reflect and solidify my place in the academic community. This milestone has strengthened my resolve to contribute even more to the field of academia. While I celebrate this award, it would be an injustice to omit the extensive support offered by TLC colleagues in navigating the process from beginning to end. Obtaining the Senior Fellowship through Advance HE validated my hard work and dedication to academia. This achievement opens new opportunities for professional advancement and collaboration. I'm excited about the future and eager to continue building knowledge and expertise in academia.

Dr Darlington Chigori – Lecturer (Business Management) dchigori@ufh.ac.za



8.9 Promoting SoTL at the University of Fort Hare

The Department of Higher Education and Training (DHET) promotes and supports the Scholarship of Teaching (SoTL) in South African universities by providing funding for research on teaching and learning through the University Capacity Development Grant (UCDG). SoTL is "progressively associated with a form of knowledge about teaching and student learning that can be rationally verified through disciplined inquiry." (Kreber, 2006, 88). For the 'disciplined inquiry' or research on teaching and learning to qualify as SoTL, it must be scholarly, made public, peer-reviewed, and critiqued by others (Shulman, 2000).

The UFH promotes SoTL through the following activities:

- Seminars

- SoTL Competitive Grants
- Funding writing retreats and research development workshops
- Guest lectures; and
- Funding conference attendance for SoTL grant recipients.

Atlantis Press published thirteen (13) papers from the 2023 annual Teaching -Learning Conference on blended learning in June as conference proceedings. Dr Mayisela from the Centre for Higher Education Development (CHED) at UCT and Professor Cilliers (UFH) edited the volume. Contributors for the volume are from the University of Fort Hare, Sefako Makgatho, Walter Sisulu University, University of Limpopo, CUT, University of Limpopo and the DHET.

The papers covered a variety of topics on lecturers' pedagogical practices. The table below reflects information on the UFH publications in the volume.

Author	Faculty/Centre	Title
Fobosi S. & Mkhuzo Z.P.	Faculty of Law	Social Justice and Human Rights: A case of Blended Learning in Higher Education
P. Makhetha	Faculty of Business	Experiences and Perceptions of Extended Curriculum Programme Students Transitioning from High School to University
B. Ndawonde	Teaching Learning Centre	Dynamics of Curriculum Development in the Digital Space
N. Matsiliza	Public Management	Learners' Adaptation to Blended Learning in the Post-Covid 19 Era in South Africa: A Systematic Literature Review
N. Shaik-Peremanov	Law Faculty	Blended Teaching and Learning at Higher Education Institutions in South Africa: Law Students' Experiences
Olawale B.E & Matshikiza S.	Faculty of Education	Blended Learning as a Tool in Enhancing the Self -- efficacy beliefs of pre-service Teachers in a Teacher Education Program: A Systematic Review
Kgare, K. Maepane, C. Mabusela, G. Mphahlele, M.& Rinae, R.	UFH & Sefako Makgatho	Speech-Language Pathology and Audiology Students' Expectations and Experiences of Academic and Clinical Experiences of Online Learning

The link provided below takes one to the Atlantis Press website where the full papers are published. <https://www.atlantis-press.com/proceedings/series/ahsseh/volumes>

The Teaching-Learning Centre congratulates all the authors in this volume.

Contributor: Dr N. Mashiyi, Senior Researcher, Teaching Learning Centre

8.10 Assessment Workshops

Assessment workshops are conducted by the Teaching and Learning Centres at the University of Fort Hare (UFH), fulfilling a pivotal role in strengthening educational quality and efficacy among faculty and staff. These workshops span over two days, beginning with a curriculum design session on the first day followed by an assessment workshop on the second day.

The assessment workshops commence by introducing participants to fundamental principles in higher education assessment, covering topics such as learning outcomes, assessment methodologies, validity and reliability, and the significance of aligning assessments with course objectives.



Additionally, practical, hands-on training is provided in designing and implementing assessment strategies, including the integration of digital tools such as Mindomo for mind mapping, Kahoot for interactive quizzes, and Book Creator for multimedia ebooks, all integrated into the Blackboard Learning Management System (LMS). These sessions underscore

the integration of assessment practices into teaching methodologies to enhance student learning outcomes.

In essence, the UFH Teaching and Learning Centers' assessment workshops are indispensable in equipping faculty and staff with the requisite knowledge and skills to implement effective assessment practices, thereby advancing educational quality, fostering accountability, and aligning with institutional excellence in teaching and learning.

Contributor, Mrs E Van Niekerk, Teaching and Learning Consultant

8.11 Innovative Teaching Webinar Series themed: Embracing the Future: AI in Teaching and Learning

The Teaching and Learning Centre hosted the Innovative Teaching Webinar Series as a runup to the Teaching and Learning Week under the theme "Embracing the Future: AI in Teaching and Learning" on 14, 21 and 28 August 2024. The webinars aimed to give academics insights into leveraging AI tools to their advantage in the classroom so that students would learn more effectively. The series provided helpful tactics and resources for incorporating AI into teaching practices, regardless of the participant's level of expertise in teaching technologies.

The first webinar on August 14, 2024, was presented by **Mr Dennis Nevels, a Sr. Educational Consultant from Global Education Services: Anthology. He presented on Data-Driven Decision Making: Utilizing AI to analyse student data for informed instructional decisions.** In his presentation, Mr Dennis Nevels emphasised using artificial intelligence (AI) to analyse student data and help academics make better instructional decisions. Through detailed data analysis, the seminar demonstrated how AI can improve the learning experience for students and boost their performance. The presenter focused on how academics can extract and analyse data on Blackboard using tools available in the Blackboard Learning Management System.

Prof Roxanne Piderit, Deputy Dean: Teaching and Learning from the Faculty of Management and Commerce at the University of Fort Hare, presented on Ethical Considerations: Addressing AI's Ethical Implications and Challenges in Teaching and Learning. This webinar was held on 21 August 2024, and it discussed the moral dilemmas and factors to be considered while using AI in the classroom. As part of her presentation, she discussed the possible privacy issues,

prejudice in AI algorithms, and the effects of AI on academic honesty. The significance of upholding ethical norms when implementing AI technologies in the classroom was a central theme of the conversation. She delved into how AI in higher education can improve content development, streamline assessments, and support creativity. However, concerns about academic integrity, privacy, and the potential loss of critical thinking skills were raised. AI can generate biased content and spread societal stereotypes. To mitigate these risks, academics should develop ethical guidelines, promote AI literacy, and align AI applications with educational goals. Balancing technological innovation with academic values is crucial for successful implementation.

Colleagues from the **University of Western Cape (UWC)**, **Mr Siyabulela Sabata, Teaching and Learning Specialist in curriculum transformation**, and **Mr Mfundo Zwane, Teaching and Learning Specialist in data analytics**, presented the last webinar on 28 August 2024, focusing on AI-powered teaching Tools: Exploring AI-driven platforms and tools that can aid in curriculum transformation, personalised learning, and assessment. The last webinar in the series discussed how adopting AI-powered teaching tools in South African universities raises questions about colonial power structures and perpetuates inequalities. These tools, primarily developed in the Global North, prioritise economic outputs over transformative educational goals, risk dehumanising students and perpetuating "digital colonialism." Their discussion calls for a critical interrogation of AI implementation in universities and suggests promoting a humanising pedagogy grounded in local philosophies like Ubuntu and emphasising that curriculum practices can be reshaped by framing graduate attributes as identities to foster a more just and inclusive educational environment.

The Teaching and Learning Centre's Innovative Teaching Webinar Series in August 2024 delved into the potential of AI in higher education, highlighting its ethical implications in a neocolonial context. The series emphasised the need for culturally sensitive approaches and a balanced approach to AI integration. It urged academics to consider ethical guidelines, digital colonialism, and humanising education to ensure a transformative impact on South African higher education. The series emphasised the importance of responsible and inclusive use of AI for genuine transformation.

Contributor: Nobulali Tsipa-Booi, Teaching and Learning Consultant



University of Fort Hare
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THE TEACHING AND LEARNING CENTRE PRESENTS:
**INNOVATIVE TEACHING
WEBINAR SERIES**
AS A RUNUP TO THE TEACHING AND LEARNING WEEK
EMBRACING THE FUTURE: AI IN TEACHING AND LEARNING

Webinar 1: 14 August 2024, 12h30 – 13h30: Mr Dennis Nevels, S7, Educational Consultant, Global Education Services (Anthology/Blackboard)
Topic: Data-Driven Decision Making: Utilizing AI to analyze student data for informed instructional decisions

PLEASE CLICK HERE TO ATTEND

Webinar 2: 21 August 2024, 12h30 – 13h30: Prof Roxanne Piderit, Deputy Dean of Teaching and Learning, Faculty of Management and Commerce
Topic: Ethical Considerations: Addressing the ethical implications and challenges of using AI in Teaching and Learning.

PLEASE CLICK HERE TO ATTEND

Webinar 3: 28 August 2024, 12h30 – 13h30: Mr Siyabulela Sabata Teaching and Learning Specialist: Curriculum Transformation, University of Western Cape (UWC) Mr Mfundo Zwane, Teaching and Learning Specialist : Data Analytics, University of Western Cape (UWC)
Topic: AI-Powered Teaching Tools: Exploring AI-driven platforms and tools that can aid in curriculum development, personalized learning, and assessment.

PLEASE CLICK HERE TO ATTEND

Join us to explore the transformative power of AI in teaching and learning.

For more information, please contact
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