



University of Fort Hare
Together in Excellence

Teaching & Learning Centre **NEWSLETTER**



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VC'S EXCELLENCE AWARDS: REFLECTION FROM PAST AWARDEE AND RECIPIENT OF AHE SENIOR FELLOWSHIP

BY DR KIM SCHMIDT - DEPARTMENT OF SOCIAL WORK AND
SOCIAL DEVELOPMENT

“As I started to think about what I could share to inspire our nominees, I was taken back to when I myself really started to engage in the process of teaching and learning, to when I began to realise and understand that teaching and learning is informed by theory, that this theory is constantly changing and that it should be responsive to the context of our students, our discipline and our community.”



Ms Mabece invited me to address the 2024 nominee's as a previous recipient of the developing and experienced teaching award, two awards that I was humbled to receive and which to this day remain awards which I truly treasure because of my love for teaching and learning. When she invited me to come and address the nominees, I had a moment where I felt like I should pretend that I can't make the event because I don't see myself as an expert in teaching and learning, who in any way qualifies to be standing in front of an audience of esteemed teachers. Rather for me it is a process I am constantly engaging in and striving to become better at, a lifelong journey perhaps one that I will never finish but one that will be left to others to finish as, Prof L Gordon rightly pointed out in last week's DDT Jabavu lecture when he touched on the journey of transformation and of knowledge.

As I started to think about what I could share to inspire our nominees, I was taken back to when I myself really started to engage in the process of teaching and learning, to when I began to realise and understand that teaching and learning is informed by theory, that this theory is constantly changing and that it should be responsive to the context of our students, our discipline and our community. It essentially took me back to my PGDIP days when I first began to engage with TLC and when they as individual staff members but also as a centre began to become influential in shaping me into the person and facilitator of knowledge that I am today. It was during this time and throughout the consequent engagements of participating on the Academy of Higher Learning fellowship programme and the HELM leadership training where many wonderful teachers shared their experiences and wisdom with us, that I began to understand about:

- The classroom and that I am responsible for creating a context in my classroom and department where everyone can be healthy and participate and thrive as knowledge is shared, respected and created and that I should do this in partnership with my students - another point that Prof Gordon touched on in this year's DDT Jabavu lecture.
- It is where I learnt the importance of being responsive, be attuned to the context of our students and our communities so that teaching becomes transformative or at the very least supportive of transformation.
- It was also the place where I became aware of the massive influence I have as a teacher or a facilitator of learning over who is in the classroom and what is happening in the classroom and that this influence should always support

empowerment, freedom and common good.

- It is the time when I started to see and understand education at a university as a journey towards wisdom and when I began to gather a much deeper understanding of learning, becoming appreciative of the contributions of our students, seeing and understanding learning as an interconnected whole and as a part of a complex university system, one with great potential for beauty but one that will never be without its challenges.
- It is through participation in all of these programmes that I started to understand that leadership in the classroom requires sensitivity and thoughtfulness. That we are stewards of knowledge and of our disciplines charged with looking after our students, our programmes and our university for future generations. That we need to be responsible and careful with this stewardship because what we have and what we shape in the classroom is valuable and worthwhile.
- It is where I was reminded over and over again that humility is an essential part of our teaching and that learning is never ending, it is a partnership with our students and our communities, we need to cultivate authenticity in the classroom, drawing on humanness, context, culture and experiences to shape learning and knowledge. It is where I learnt that success is grounded in student and staff well-being. That by being teachers who are kind, who are real, who are knowledgeable, who are grounded in the values of social justice, we will shape student, staff and university success.
- Lastly my participation in all of these teaching and learning programmes has consistently reminded me that curriculum is way more than just the subject material I bring to the classroom, it has challenged me to answer the question of "who I am" in the classroom, what choices am I making and what is the impact of my choices on my students, our university and our community.

I am grateful for each of these lessons learnt and encourage staff at UFH to engage in the opportunities offered through the TLC, AHE and HELM. While it may seem like more work, the learning and connections made through participation in these programmes is well worth it.

Internationalisation of Continuous Professional Development: Teaching and Learning Centre's Ongoing Collaboration with Advanced Higher Education 2024 Cohort

Meet the 2024 cohort and mentors



In an increasingly globalized academic landscape, the internationalisation of continuous professional development (CPD) has become essential for fostering excellence and innovation in teaching and learning. The Teaching and Learning Centre (TLC) at the University of Fort Hare is at the forefront of this movement through its ongoing collaboration with Advanced Higher Education (Advance HE). Facilitated by Prof Barbara Dexter (Principal Fellow), this partnership, particularly with the 2024 cohort, aims to enhance the professional growth of educators by integrating international standards and practices into their development programs. The first retreat took place from the 1st July - 3rd July 2024 with 15 academics from the 6 faculties. By aligning with Advance HE's globally recognized frameworks, the TLC not only elevates the quality of education within the university but also prepares its academic staff to meet the challenges of a dynamic and interconnected educational environment. This initiative underscores the university's commitment to fostering a culture of continuous improvement, excellence, and global engagement in higher education.



For the UFH, Securing Advance Higher Education Fellowships elevates the university's reputation by demonstrating a commitment to high standards of teaching excellence and professional development. This recognition aligns the university with internationally recognized educational standards. In addition, lecturers who obtain these Fellowships are seen as leaders in their field, enhancing the credibility of the university's academic programs. This can attract prospective students and faculty, boosting the institution's overall prestige. Moreover, aligning with the UK Professional Standards Framework through these Fellowships ensures that the university's teaching practices meet global benchmarks. This alignment positions the University of Fort Hare as a competitive institution on the international stage. So essentially, a faculty and department recognised for its excellence and commitment to professional growth can attract high-caliber students and staff. This influx of talent contributes to a vibrant academic community and enhances the university's educational offerings

Benefits of Applying for Advance Higher Education Fellowships at the University of Fort Hare:

Professional Recognition: Achieving an Advance HE Fellowship provides formal recognition of your teaching excellence and professional commitment. This enhances your credibility and status within the academic community.

International Benchmarking: The Fellowship benchmarks your teaching and learning practices against international standards, specifically the UK Professional Standards Framework. This ensures that your methods are aligned with global best practices.

Enhanced Teaching Practices: The application process encourages reflective practice and critical evaluation of your teaching methods. This leads to continuous improvement and innovation in your pedagogical approach.

Career Advancement: Fellowship status can open up new career opportunities, including promotions, leadership roles, and greater responsibilities within the university. It also strengthens your resume for positions in other institutions globally.

Professional Development: The process of applying

for the Fellowship involves engaging in professional development activities, such as workshops, seminars, and peer review. This contributes to your ongoing growth and expertise as an educator.

Networking Opportunities:

Being part of the Advance HE community allows you to connect with like-minded professionals and academics both within and outside the University of Fort Hare. This fosters collaboration, knowledge sharing, and support networks.

Contribution to Institutional Quality: By enhancing your teaching practices, you contribute to the overall quality of education at the University of Fort Hare. This aligns with the university's mission to provide high-quality, impactful education to its students.

Access to Resources: Fellows gain access to a wealth of resources provided by Advance HE, including research, publications, and professional development tools. These resources can aid in your teaching practice and scholarly activities.

Supportive Environment: The University of Fort Hare provides support throughout the application process, including mentorship, workshops, and writing retreats. This helps ensure a positive and enriching experience as you work towards your Fellowship.

Personal Fulfillment: The achievement of an Advance HE Fellowship is personally rewarding. It validates your dedication to teaching and learning, providing a sense of accomplishment and motivation to continue excelling in your academic career.

By applying for Advance HE Fellowships, academics at the University of Fort Hare not only enhance their own professional skills and career prospects but also contribute to the broader goal of educational excellence and innovation within the institution. Overall, obtaining Advance Higher Education Fellowships significantly enhances the image and quality of lecturers at the University of Fort Hare. It underscores the institution's dedication to educational excellence, promotes a culture of continuous improvement, and elevates both faculty and student success on a global scale.

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



Dr Palesa Makhetha-Kosi

I joined the Fellowship Programme of the UK Professional Standards Framework responding to call that I saw on the dally bulletin. I did not have much knowledge about it, however everything became clear after the first workshop/writing retreat that was organized by Dr. Vuyelwa Dondolo. The workshop gave us an opportunity to meet the whole group that comprised of those that were working on their application and those that had already been awarded their fellowship. The process of the application, overview and the importance of the fellowship were explained in this workshop. There were other writing retreats that were organized, the aim being to put everything aside and just focus on writing the portfolio. with some of the TLC members being present and guiding through the process. We were given an opportunity to submit our drafts and received very good feedback. I had an opportunity to work with a very hardworking team from my Faculty of Management and Commerce. We supported each other throughout the whole process.

I submitted the portfolio and ultimately received confirmation that I was awarded Senior Fellowship. I am very grateful to the TLC Director and team for their support throughout the process and feel honoured to have received the title of Senior Fellow.

Dr Desiree Hunter

My journey to fellowship began at the start of 2023, when I was motivated by my colleagues at the Teaching and Learning Centre (TLC) to enlist for the program. I had recently submitted the final draft of my PHD and felt that this would be a good 'next step' in my career as an academic. At the time, I did not realise the true significance of what becoming a teaching fellow would mean.

The program started with a meet-and-greet workshop, which due to prior commitments, I was unable to attend in-person. However, TLC ensured that I could attend by virtual means. This was a great opportunity to build relationships with other staff members who had also enrolled for the program, as a WhatsApp group was thereafter created for communication purposes. We were also introduced to the highly established Professor Barbara Dexter at this workshop, who explained what the process of fellowship would constitute and what our plans for the year ahead looked like.

Following this, we were then tasked with the submission of a first draft. Believe it or not, academics are like students in that we also leave things to the last minute. Our WhatsApp group was buzzing the day before this submission, with many emoticons and anxious messages flying around, and each of us asking if anyone had yet finished the task. There were of course the 'A+' students who had already submitted,

but there were also a few 'late-entries'. Fortunately, Professor Barbara was kind enough not to 'deduct marks' given that this was a draft.

A second workshop was held later in the year, where each participant had the opportunity to have a one-on-one meeting with Professor Barbara and to discuss the feedback given on their draft submissions. This was an incredibly helpful task and made us all realise the importance of giving feedback to our own students in class. A deadline was then set for the final submission using an online system. After all submissions were concluded, the wait for results began!

The process of obtaining fellowship was incredibly uplifting. The support from TLC and Professor Barbara Dexter and the camaraderie amongst participants was extremely rewarding. Each time a participant received certification we celebrated as one. The process also allowed me to reflect on my own practices and to better understand the lessons I have learnt through my time in teaching. By obtaining fellowship via Advance HE-UK, I can now also state that I am internationally recognized in my teaching practice, which will help me greatly in future career advancement.



Dr Ellen Rungani

As I reflect on my recent journey to apply for a Senior Fellowship through the Fort Hare University Teaching and Learning Center, I am struck by the invaluable lessons and experiences gained along the way. It was a journey filled with growth, collaboration, and a fair share of challenges. One of the most significant hurdles was balancing the commitment required for the application with my ongoing responsibilities. It became evident that sharing this journey with fellow applicants was both a challenge and a blessing. We often faced moments of self-doubt and tight deadlines, but these shared experiences fostered a supportive community, enhancing our resolve and encouraging mutual growth and a sense of camaraderie and mutual support.

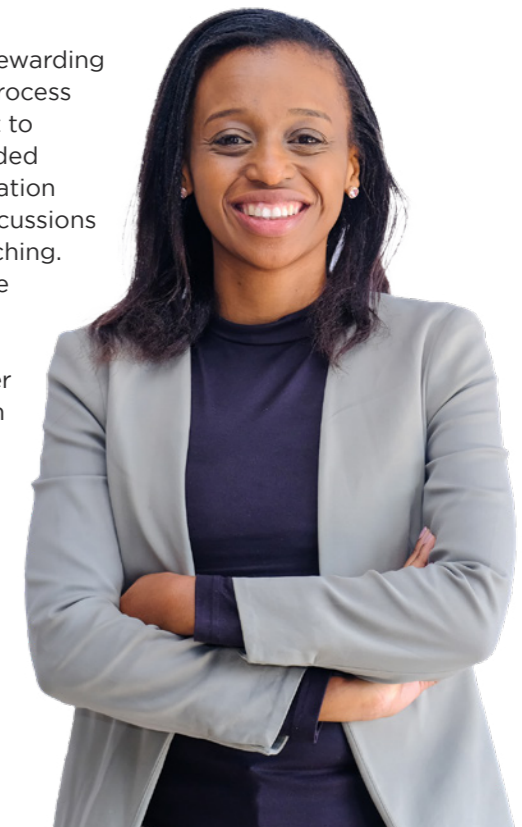


A pivotal aspect of my journey was the writing retreat organized by the Teaching and Learning Center. This retreat provided a much-needed space to immerse myself fully in the writing process, free from the usual distractions. The retreat's serene environment and structured support significantly boosted my productivity and clarity. Engaging with mentors and peers during this time not only refined my application but also strengthened my commitment to the fellowship's objectives. More importantly, it fostered an environment of collaboration and peer feedback. Sharing experiences and strategies with fellow applicants not only enhanced my application but also deepened my understanding of the process.

In conclusion, applying for the Senior Fellowship has been a transformative experience, emphasizing the importance of dedication, community support, and focused writing. I am grateful for the unwavering support of the Teaching and Learning Center and look forward to continuing this journey with renewed enthusiasm and a deeper sense of purpose. I encourage future applicants to take full advantage of these opportunities to enrich their journey.

Ms Bongo Mqukuse

Applying for a fellowship in higher education in the UK has been an immensely rewarding experience, filled with opportunities for personal and professional growth. The process has not only allowed me to showcase my passion for academia and commitment to advancing knowledge but has also provided a platform to connect with like-minded individuals and esteemed scholars in my field. From crafting a compelling application that reflects my academic journey and aspirations to engaging in stimulating discussions during interviews, every step of the fellowship application journey has been enriching. Moreover, the prospect of contributing to the vibrant academic community in the UK but being from South Africa and being part of initiatives aimed at fostering innovation and excellence in higher education fills me with excitement and anticipation. This experience has reinforced my belief in the transformative power of education and the boundless opportunities it offers for intellectual exploration and collaboration. I look forward to the opportunities that this fellowship will foster in the future.



Evaluation of Practice at UFH: Launching of Blue Explorance

Interacting with students as they provide their views and feedback to evaluate their lecturers using Blue Explorance



Alice Campus (Map Room) –Blue Explorance Student training



East London Campus (Baobab lab) – Blue Explorance Student training

Student evaluation of teaching modules is done through survey questionnaires that are administered to students registered for all the institution's courses through the learning management system Blackboard via a built-in Blue software and are used by lecturers for various reasons. Within the year I have been with the TLC, I have had the privilege of providing support and evaluating the academic staff members as they reflect upon and improve their teaching practices, and ensure policy is implemented and complied with. The below reflect the 2023 end-year evaluation response rate:



2023 End-year module evaluation response rate from Blue Explorance software



2024 Mid-year module evaluation response rate from Blue Explorance software

The snapshot indicates that the response rate of all modules evaluated in the 2023 second (2nd) semester was 4.62%. This was due to the system being new to the institution. In the 2024 mid-year evaluation of modules, there was an increase in the response rate, the 2024 first (1st) semester evaluation saw an increase of 6.99%.

The snapshot reflects the 2024 first-semester institutional response rate of 11.61%. The percentage increase, however, is relatively low. To see a much higher response rate, participants need to respond to the surveys administered. Evaluation of modules is done once in every two offerings. Furthermore, here are some of my reflections on my experiences

1.The importance of adaptability in teaching:

What I have realised is that teaching requires adaptability. With the ever-changing world, lecturers who can adopt and adjust their teaching methods and materials to align with the diverse student population who come from different backgrounds, and have different learning styles and abilities often have better learning outcomes. Though this may seem challenging, I've observed that lecturers who incorporate technology within their teaching lead to improved student engagement and feedback creating better more inclusive outcomes for everyone.

2.Decision-making based on feedback:

Using the feedback received from the responses of the students to inform and improve the teaching practices and modules is important. Lecturers can identify strengths and weaknesses and areas of improvement. The evidence from the feedback allows for necessary interventions to be taken and this leads to better educational outcomes.

3. A supportive environment

The consultation hours allow students to consult the lecturer is somewhat creating an inclusive atmosphere that encourages students to ask questions and to understand the module deeply. This supportive learning environment is key to student success.

4. Diversity in the classroom

Fostering and embracing diversity in the classroom is a wonderful opportunity to create an encouraging and supportive environment that embraces the differences of others. By recognizing and accepting these differences a variation of abilities, skills and talents, leadership abilities, is exposed. While the cultural knowledge is expanded.

Challenges:

Evaluations of modules are inherently biased. Therefore, the evaluations remain heavily contested as they are often subjective. The institution's stakeholders need to come together to spread the importance and the role we all play in the evaluation of teaching and learning.

In conclusion, my experiences in the evaluation of teaching and learning has provided me with valuable insights into the multi-layered and complex nature of teaching and learning. By embracing adaptability, making decisions based on feedback, creating a supportive environment, and fostering diversity in classes.

Mrs Siphe Rulashi: TLC Contract Lecturer

Faculty of Education at the forefront of promoting Indigenous Knowledge Systems



The Faculty of Education (UFH) and NMU, Sol Plaatje University, Rhodes, and WSU collaborated to organize and execute the International Interdisciplinary Conference on Indigenous Knowledge and African Thought: A Portal for Health and Well-Being proceedings. The conference took place from 29 - 31 September 2024 in Gqeberha. Besides the mentioned institutions, NWU, UCT, UWC, UNIZULU, UKZN, UFS, UNISA, University of Pretoria, and Sefako Makgatho Health Sciences Universities. International academics from Lesotho, Zimbabwe, and New Zealand participated. IKS Practitioners and knowledge holders (Amagqirha), and NGOs also participated in the conference. The NMU Acting VC, Prof A Keet, and MEC Health in the Eastern Cape Province, Honourable Ms Ntandokazi Capa opened the conference.

The goal of the conference was to give academics and knowledge holders a chance to participate in multidisciplinary discussions about IKS perspectives, scopes, peculiarities, realities, and tensions, as well as how best to preserve Indigenous knowledge as well as natural and spiritual resources. It also aimed to unearth Indigenous Knowledge Systems' ontological and epistemological terrain. As a result, the discussions centered on ideas of African philosophy, Indigenous ways of life, knowledge, and resources for the benefit of the African people. It played a particular role in revealing Indigenous identities, heritage, decoloniality, and indigenous healing practices.

More than 100 papers were presented. The Faculty of Education team presented:

- a. Profs N Duku and M Mavuso: The tensions, violence and rejection of African Spirituality within the SA education space: A call for Ubuntu sensitive system
- b. Ms O Mazwi and Prof N Duku: The schools' engagement with Indigenous African Spirituality
- c. Mr. R Kgotso and Dr X Khalo: The effectiveness of the Life Sciences Curriculum in promoting indigenous knowledge

We thank our UFH peers from the Social Sciences, Faculty of Science and Agriculture, and Humanities Department of Psychology for presenting at the conference. A word of appreciation goes to the UFH Technical Organising Team (Prof N Duku, Prof M Mavuso, and Ms B Madikizela-Theu). Deputy Vice-Chancellor (RPI), Dr N Tale-Mjimba, for the needed financial support and the Message of Support delivered by Dr C Bitso.

Siyabulela!

Vuyelwa Dondolo received award for second place at international conference

In a remarkable achievement, Dr. Vuyelwa Dondolo has been awarded second place for the Superlative Presenter at the 10th World Conference on Women's Studies 2024 (WCWS 2024) that took place from the 30th - 31st May 2024 in Colombo, Sri Lanka. This prestigious event, held annually, gathers leading scholars, activists, and practitioners from around the globe to discuss and advance women's issues and gender studies. The award was a result of the presentation focused on the complexities and resolutions of senior Black female academics that was shared with a room full of international academics from different countries such as India, Jamaica, United State of America, the United Kingdom, Sri Lanka, South Africa, Poland and China to name a few.

Dr. Dondolo, a newly capped Ph.D. graduate, presented her groundbreaking PhD thesis on "The career development processes of senior black female academics in a historically disadvantaged institution in South Africa", captivating the audience and judges with her insightful analysis and engaging delivery. Her work addresses critical issues of the complexities, planned and unplanned events and resolution tactics of senior Black females working at HDI, contributing valuable perspectives to ongoing discussions in women's studies.

Dr. Dondolo's journey to this recognition has been marked by dedication and a profound commitment to advancing gender equality through her PhD thesis. Her academic career began with a Bachelor's degree in Administration (Human Resource Management), followed by a an honours degree in Industrial Psychology, and then Master's in Industrial Psychology from the University of Fort Hare. Her doctoral research, which earned her a Ph.D. from University of Fort Hare, focuses on career development journey of senior Black female academics, more specifically pre and post 1994, highlighting her deep engagement with complex and pressing issues in her discipline.

The WCWS 2024: A Platform for Global Dialogue

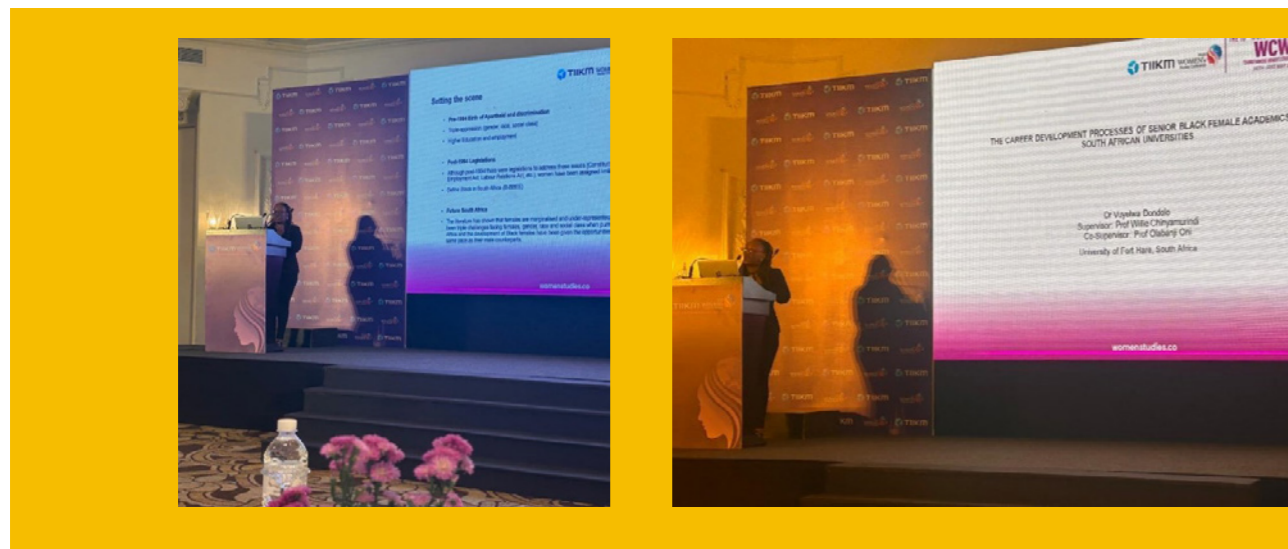
The 10th World Conference on Women's Studies, held in Colombo, Sri Lanka, brought together over 100 participants from numerous countries. The conference theme, Women's Studies, provided a platform for diverse voices to share their research, experiences, and strategies for promoting gender equity. Dr. Dondolo's presentation stood out among the many exceptional contributions, earning her the second place award for Superlative Presenter. Her ability to convey complex ideas with clarity and passion was noted by the judges, who praised her for her innovative approach and the practical implications of her research.


Impact and Future Directions

Winning this award at WCWS 2024 is not just a personal triumph for Dr. Dondolo but also a significant milestone for her future endeavors. It highlights the importance of her work and provides her with a broader platform to influence policy, academia, and grassroots initiatives. Dr. Dondolo expressed her gratitude for the recognition, stating, "This award is a testament to the hard work and dedication of everyone, especially Prof Olabanji Oni who motivated me and assisted me design my presentation who has supported me throughout my academic journey. I am honored to contribute to the global dialogue on women's studies and look forward to continuing this important work."

Conclusion

Dr. Vuyelwa Dondolo's accolade at the 10th World Conference on Women's Studies underscores her role as a rising star in the field. Her research and presentation have not only earned her well-deserved recognition but also set the stage for her future contributions to advancing gender equality and women's rights. As Dr. Dondolo continues to break new ground in her research, the academic community and advocates for women's rights eagerly anticipate her future projects and the positive impact they will undoubtedly have on society.





University of Fort Hare
Together in Excellence


Teaching and Learning Centre
hosts
Management and Commerce

FIRST YEAR EXPERIENCE ACADEMIC
BOOTCAMP

DATE: 23 JULY 2024 (ALICE) SPORTS COMPLEX
24 JULY 2024 (EAST LONDON) MIIRIAM MAKEBA
TIME: 10AM - 15:00

Topics to be covered

- How to use AI as a student
- Blackboard
- Time Management
- Writing skills and referencing

REGISTER HERE  Enquires: Bongo Mqkuse
bmqkuse@ufh.ac.za

Prizes to be won | Lunch to be served





Teaching and Learning Centre's calibre of peer facilitators celebrate great academic milestones in the Autumn graduation

TLC hosts Assessment workshops for faculties

The assessment workshops commenced 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 was 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 underscored the integration of assessment practices into teaching methodologies to enhance student learning outcomes.

Other workshops also focused on Recognition of Prior Learning (RPL), guiding attendees through the process of assessing and accrediting knowledge and skills acquired through informal and non-formal learning experiences. These workshops equipped students and staff with the necessary guidance and criteria for compiling evidence to substantiate prior learning achievements, potentially earning academic credits or exemptions. This inclusive approach not only

accelerated students' educational progression but also promotes equity by acknowledging diverse learning pathways.

Moreover, Inspira proctoring workshops were an integral in familiarizing UFH faculty and staff with Inspira's online exam proctoring software. These sessions provided comprehensive training on setting up and administering secure online exams, monitoring student activity, and interpreting proctoring reports. By enhancing educators' proficiency in remote assessment, these workshops upheld academic integrity and fairness, ensuring compliance with standards for secure online testing. **Please consult the Daily Bulletin for all these workshops.**

In essence, the UFH Teaching and Learning Centers' assessment workshops were 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

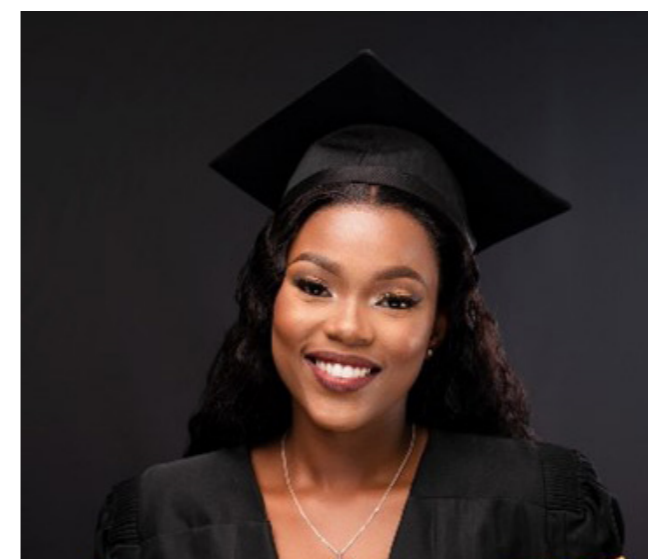
Mrs Elzette van Niekerk - TLC Consultant



Mr Tapiwa Mabhandi: Graduated Bachelor of Commerce (Cum Laude)



Mr Tapiwa Mabhandi: Graduated Bachelor of Commerce (Cum Laude)



Ms Awonke Mdolomba: Graduated Bcom Honours in Economics (Financial Markets)



Mr Khanyisa Kolisi: Graduated Bachelor of Administration (Public Administration)



Mr Sandiso Mzendane: Graduated Honours in History



Mr Siwaphiwe Sobetwa: Graduated Bachelor of Science (Computer Science and Applied Mathematics)



Ms Amahle Vakalisa: Graduated Bachelor of Commerce



Ms Anathi Sagwityi: Graduated Bachelor of Commerce in Information Systems



Mr Msimelelo Mashologu: Graduated Postgraduate Certificate in Education.



Ms Thimna Asanda Dayima: Graduated BCom in Business Management (Foundation)



Ms Anande Netti: Graduated Bachelor of Laws



Ms Zotando Azipheli Gono: Graduated Postgraduate Certificate in Education



Mr HapeMorena KaTito: Graduated Bachelor of Law



Ms Buhle Matiwane: Graduated Bachelor of Commerce in Information System

Special thanks to the following for the pictures:

- Ms Noluthando Mayaphi (Supplemental and Instruction Leader and ELEP East London coordinator)
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