



University of Fort Hare  
*Together in Excellence*



# NEWSLETTER

Vol 1, Issue 2 | November 2023 THALA LOLWAZI, CHUMISA!

TEACHING AND LEARNING CENTRE

## UFH LAUNCHES THE FIRST ANNUAL TEACHING AND LEARNING REPORT

Article 1

The Teaching and Learning Centre performs a central co-ordination the implementation of university Teaching and Learning Strategic Focus areas spanning from student academic support, professional staff development, funding Scholarship of Teaching and Learning initiatives, supporting use of Technology for Teaching and Learning and projects on Early Career academics development . The Centre was instrumental in collating contributions of the first Annual Teaching Teaching and Learning report 2022-2024. What is outstanding about this report is its ability to lift impactful and innovative teaching and learning practices across the different sections of the university. As the university management noted, the existence of innovative practices amid great strain imposed by COVID -19 needs to be applauded. The innovations reported in the report directly address the strategic focus areas of the university. The picture below shows the unveiling of the report.



The event was attended by the key stakeholders of the university. Among these were university council members.



Dr Patricia Muhuro - Senior Consultant : Teaching and Learning

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## ADVANCED HIGHER EDUCATION FELLOW: MR BRAMWELL GAVAZA'S CONTINUING PROFESSIONAL DEVELOPMENT THROUGH MENTORSHIP OF COLLEAGUES.

Article 2



As an Advance Higher Education Fellow, I have spent most of my time this year raising awareness among other colleagues to get accredited with Advance Higher Education, and indeed, there has been a positive response. One of the keys 'areas of activity' as an Academic is to provide 'support to learners' which the University of Fort Hare- Teaching and Learning Centre (UFH-TLC) has demonstrated beyond doubt that the institution is in good hands. Through the initiatives of the UFH-TLC, we were provided a platform to mentor other colleagues. On 02 June 2023, we presented our experience with Advance Higher Education, and colleagues were also given time to ask questions. I have also assisted on a one-on-one basis to many colleagues who requested assistance after the TLC organised support workshops. It has been quite a fulfilling journey to mentor the 2023 cohort. Mentoring is an ongoing process, and what's interesting about this role is that you also discover new things in the mentoring process. As promised, I have also ensured that the students enjoy the benefits. This was done through the Business Management Department mentoring program (with the help of TLC), where I was tasked to mentor a group of 37 tutors (undergraduate and postgraduate students) who through the mentoring program, have successfully executed their roles. We have had weekly meetings to ensure we are moving along as we navigate higher education's teaching and learning discourse. Lastly, through networking, I have had the privilege of sharing the mentoring initiatives with colleagues from other institutions. Therefore, in the future, we plan to have cross-meetings where students going through the mentorship programme will also get time to participate and share ideas with students from other institutions.

Mr Bramwell Gavaza – Department of Business Management Lecturer

## EMBRACING DECOLONIZING THE CURRICULUM:

Article 3

*A Transformative Indaba at the University of Fort Hare in 2023*

Academics are undergoing a significant period of change as a result of a strong determination to redefine knowledge and welcome a variety of viewpoints. In keeping with this, the University of Fort Hare held a historic Indaba on the 12th of September 2023 on the important topic of Decolonising the Curriculum. Passionate discussions and fruitful arguments were held during the event, highlighting the need to rethink the creation, presentation, and dissemination of knowledge. It is not only a theoretical undertaking but also a real restructuring of educational structures and ideologies to acknowledge the multiplicity of perspectives and experiences. This is one of our institution's most important events, the Decolonization of the Curriculum Indaba, which brings academics, students, and activists together to discuss the need and strategy for changing the educational system. The conversations stemmed from a thorough comprehension of the historical background and the requirement to address the inequities ingrained in the curriculum.

Our keynote speakers Prof Mags Blackie (Rhodes), Prof Neil Roos (UFH), and Mr. Mxolisi Booi (Rhodes) recognized that the process of decolonization is complex and calls for creative teaching methods, critical thinking, and a steadfast dedication to removing all traces of colonialism. The speakers delved into subjects ranging from hard sciences, social sciences, and political sciences. The Indaba acknowledged that the existing curriculum restricts the stories and voices that are heard in academic discourse by frequently reflecting prejudices and Eurocentric viewpoints. In order to address this, the Indaba stressed how important it is to integrate a wide range of intellectual contributions from throughout the world, acknowledge cultural diversity, and weave a rich tapestry of indigenous knowledge systems into our curriculum. Our dedication to rethinking the curriculum, promoting inclusion, and honoring a variety of viewpoints was demonstrated by the Indaba.

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Decolonization is a process rather than a destination; it requires constant critical reflection, persistent adherence to the values of inclusivity and diversity, and continuous effort. Participants left the event with a shared sense of purpose and urgency.

The 2023 Indaba held by the University of Fort Hare regarding the decolonization of the curriculum marked a turning point in the efforts to create a more inclusive and equitable educational system in South Africa. It set the stage for a moment when the nation's history, knowledge, and culture will be truly represented in education, reflecting the diversity and richness of the country. As demonstrated by this Indaba, decolonization is a difficult but worthwhile path toward a society that is more equitable and just. Together, we can build a better future for everyone, as demonstrated by the University of Fort Hare and its committed participants. We sincerely thank each participant for lending their knowledge, enthusiasm, and commitment to this important cause.

**Dr Lulekwa Baleni** - TLC Senior Consultant: Curriculum Development



**PROGRAMME FOR THE DECOLONISATION OF THE CURRICULUM INDABA**

Programme Directors: Session 1. Dr N. Kaba  
Session 2. Mr L. Mfana

TIME	ACTIVITY	
<b>SESSION 1</b>		
9:00 - 9:30	Registration and welcome tea	Registration Team
9:30 - 10:00	Welcome and purpose of the day	Prof V Nkomo
10:00 - 10:30	Introductory remarks	Mr A Katuru
10:30 - 10:35	Introduction of the Guest Speaker 1	Dr L Baleni
10:35 - 11:05	Guest Speaker 1 Presentation	Rhodes- Prof M Blackie
11:05 - 11:15	Discussion and Questions	Dr M Mshunje
11:15 - 11:45	Morning Tea	
<b>SESSION 2</b>		
11:45 - 11:50	Introduction of the Guest Speaker 2	Ms S Ntshahli
11:50 - 12:25	Guest Speaker 2 Presentation	UFH- Prof N Roos
12:25 - 13:00	Discussion and Questions	Mrs N Mayaphi
13:00 - 14:00	Lunch	
<b>SESSION 3</b>		
14:00 - 14:05	Introduction of the Guest Speaker 3	Mr L Mfana
14:05 - 14:45	Students' Voices: Guest Speaker 3	Rhodes-Mr M Boo
14:45 - 15:00	Discussion and Questions	Ms K Mabece
15:00 - 15:15	Closing Remarks	Dr S Marau

## THE TLC HOSTS A SUCCESSFUL ANNUAL TEACHING-LEARNING CONFERENCE

Article 4

The 2023 Annual Teaching-Learning Conference which was part of the Teaching-Learning Week, was a successful two-day event which took place on the 13th and 14th September at the East London ICC. The event was attended by the Vice-Chancellor, Professor Buhlungu, the DVC Teaching and Learning, Professor Vithal, Faculty Deans and Deputy Deans Teaching and Learning, senior staff members from Centres within the University, post-graduate students, 152 delegates, including forty-eight (48) presenters and co-authors from 11 Public and Private Higher Education Institutions, namely; CUT, Sol Plaatjie, CPUT, Wits, WSU, UNISA, UniZulu, UCT, UNIVEN, UFS, UL, UJ, and Motheo TVET College).

The theme of the conference was Blended Learning as a Blueprint for Higher Education Transformation. The sub-themes were:

1. Blended Learning Design, Models and Tools
2. Efficacy of Blended Learning Support and Student Development
3. Reflexivity, Criticality and Praxis in Blended Learning Spaces

An analysis of the papers (by topic) presented revealed that most of the papers addressed sub-theme 1 (Blended Learning Design, Models and Tools), followed by sub-theme 2 (Efficacy of Blended Learning Support and Student Development), and lastly Theme 3 (Reflexivity, Criticality and Praxis in Blended Learning).

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## Conference Highlights

The first keynote speaker to address plenary was Dr Faiq Waghid from the Cape Peninsula University of Technology. The topic of his practical and thought -provoking address entitled, "What can Blended Learning Look Like"? In his presentation, Dr Waghid demonstrated how various tools can be employed synchronously and asynchronously to assist student learning through the six (6) ways of learning proposed by Diana Laurillard, namely: Acquisition, Discussion, Production, Collaboration, Investigation and Application. Dr Waghid also demonstrated the integration of the storyboard into one's teaching. He argued that pedagogy, and not the tools, would have to drive the teaching. A demonstration on how students and lecturers can use an Artificial Intelligence tool such as CHATGPT to improve academic writing had the delegates glued to the screen whilst following instructions on how to use the tool.

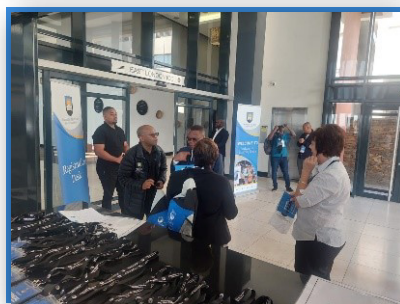
Dr Rita Kizito from the University of Twente in the Netherlands delivered the second keynote address. Dr Kizito's virtual address was themed, "Embracing Diversity and Inclusivity in the Digital Age: Is Africa ready for new forms of hybrid teaching and Generative AI for future learning"? She used blended and hybrid learning inter-changeably in her presentation and described Africa's digital landscape as a 'mosaic' representing the meeting of two worlds- a historical framework and a digital revolution. She argued that although there were challenges in implementing hybrid/blended learning, viz. classroom conditions, poor infrastructure, teacher training and barriers to learning, there were notable successes of BL learning such as increased interaction and communication opportunities, motivation to voice opinions and reinforcement of learning for students. Dr Kizito concluded her presentation by stating that Africa was ready for a 'digital revolution'. She also pointed out the need for Africa to prioritise teacher training and research, reassess challenges and opportunities, and re-examine teaching practices.

## Conference Publications

Presenting one's research at a conference and getting evaluative and informative feedback is never enough in one's research journey. To this end, the Teaching-Learning Centre Director, Professor Nkonki, announced that the Centre has secured a commitment from Atlantis-Press Publishers to have the papers published as conference proceedings. Progressio, which is an open - access journal, and is DHET- accredited has undertaken to publish a Special Issue on Blended Learning.

## Conference Evaluation by Delegates

1. The respondents rated the conference as follows:
2. The keynote speakers' delivery received a 100% rating
3. The conference was well -organised (96%)
4. The presentations were informative (96.2%) and relevant to the sub-themes (58%). Presentations were the favourite experience /moment( 58%) and networking opportunities during the conference received an 86,5% rating.
5. Likelihood to attend future Teaching -Learning Conferences ( 63,5%).



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## THE UNIVERSITY AWARDS ACADEMICS FOR EXCELLENT TEACHING: VICE CHANCELLOR TEACHING AND LEARNING AWARDS 2023

Article 5



### DR KIM SCHMIDT – SENIOR LECTURER DEPARTMENT OF SOCIAL WORK

It is truly an honour to have been recognised by UFH at the recent teaching and learning awards for my contribution towards teaching and learning, as an experienced teacher, in the Faculty of Social Science and Humanities. Along with the MEC, the TLC and other awardees, we were invited to celebrate this special occasion on 14 September 2023 at the ICC Venue in East London. It was a wonderful evening spent hearing about the work being done by academics from UFH, all of whom are contributing towards the UFH Decade of Renewal through the exceptional work that they are doing in the classroom to support student development.

As I reflect back on my journey at UFH which began in 2008 as a time-on-task supervisor in the Department of Social Work, I realise how I have grown and developed as an academic and teacher. This process of development was supported by my self-determination to be the very best social worker and academic I could be, as well as the opportunities offered to me by UFH for professional development. It was during my time at UFH that I was able to complete my MSW, PGDHEt, PHD and be awarded a senior AHE fellowship. These achievements took time and dedication to complete but were well worth the sacrifice as they have supported and enriched my development as a teacher in the social work programme.

While I have been involved in many projects, it is the teaching of our undergraduate social work students that lies close to my heart and is the area where I most enjoy striving to improve my teaching so that students are empowered to become the best social workers that they can be. This commitment to teaching motivated me to apply for funding from the UCDG which I have successfully managed, over the

last five years, in support of a work readiness programme for undergraduate social work students. This programme has supported the fieldwork programme through the appointment of experienced social workers as mentors and supervisors for social work students, supporting students towards work readiness and securing community partnerships and collaborations for fieldwork opportunities for the social work students. In addition the project has supported student development by offering work integrated workshops around personal growth and development, trauma debriefing and areas of specialisation, further enhancing work readiness and employability of the social work students. This project was unknowingly instrumental during COVID-19 when students were not able to do fieldwork in the traditional way due to lockdown and restrictions. As another project alongside the fieldwork programme, along with our departmental fieldwork co-ordinator, Mrs Mandlazi, we have worked with TLC to transition from hardcopy fieldwork portfolios to e-portfolio's and successfully managed this transition with both second- and fourth-year social work students in 2022. Student feedback has confirmed the successful use of e-portfolio's as well as the effectiveness of the various work readiness activities. Presently I am working on a research project with the fourth-year social work students to evaluate this work readiness project and am hoping to share these findings at both teaching and learning conferences and through publications. I am also collaborating with WITS on a teaching and learning project that aims to enhance the social work curriculum through a blended approach to teaching and learning.

In conclusion I would like to thank UFH for this award, it is one that belongs not only to myself but to our social work students, my colleagues in the department, the staff at TLC and UFH, all of whom have been instrumental in shaping and supporting me over the last 15 years that I have spent at UFH, initially as an emerging academic and more recently as an experienced academic.

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## MRS GAIL YOUNG – LECTURER NKUHLU DEPARTMENT OF ACCOUNT

Gail Young recently received the Vice Chancellors Excellence Award in teaching in the experienced teaching category. Gail lectures taxation and has served the university for ten years. Taxation is detailed and the subject matter is fairly complex. In the classroom Gail aims to convey complex terms in a simplified manner. This teaching philosophy links to her PhD which she is currently pursuing which focuses on tax simplification.

In the classroom Gail aims to make the lessons as fun and interactive as possible, from time to time she sticks a light bulb picture on the bottom of random student chairs and during the class she asked the students to check their chairs and should they have a sticker they would need to share with the class their “light bulb” moment from the class. This encourages student participation. Other projects which Gail has rolled out is the based on the foundations of peer learning. The students in the class were put into groups and had to deliver the tut to the class. Gail had prepared them prior to the session. Students found this very helpful. In 2022 Gail challenged the class to seek employment for 3 days in any sector and to link the concepts which they had covered in class to their observations. She was amazed at the resourcefulness of the students and their insights which were delivered in the form of an assignment.

Gail also has a passion for community engagement and has spear headed numerous community engagement activities. Her recent endeavour was to provide weekly support for students in an children’s home, for those who were studying accounting.

Next year Gail would like to roll out a project challenge, where our post graduate design a project for the undergraduate students. The winning submission will be rolled out to the undergraduates as their project for the term. She believes that through teaching learning, occurs so this project will assist the postgraduates in firming their undergraduate knowledge and will create a relevant project for the undergraduate students.

She believes in the vision of the University of Fort Hare aims to carry it out by being committed to teaching and research excellence, by serving the students, scholars, and wider community. She is passionate about making a difference and changing lives.

## MRS XONNE MULLER – LECTURER DEPARTMENT OF HUMAN MOVEMENT SCIENCES

Muller’s journey in the field of Human Movement Science and Kinderkinetics began as a Kinderkineticist at the North-West University (NWU) and graduating in Human Movement Science, specialising in Kinderkinetics, she forged her path with dedication and passion. In 2021, she embarked on a new phase as a lecturer at the University of Fort Hare, further enriching her educational journey.

Her early experiences not only showcased her passion for education but also laid a robust foundation for her future endeavours in teaching and research. Muller’s teaching philosophy is anchored in fundamental principles, including consistency, the establishment of high standards, nurturing holistic development, fostering a safe and inclusive learning environment, and leading by example. She firmly believes that education transcends classroom boundaries, striving to equip her students with the skills and values vital for personal and professional growth. Muller’s unwavering commitment to cultivating a safe and supportive learning environment is evident through her open-door policy, encouraging students to seek her guidance and support.



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In her role as both a role model and an educator, Xonné Muller leads by example, inspiring her students through her actions. She adeptly incorporates hands-on activities and practical experiences into her teaching, ensuring that her students develop critical thinking abilities and acquire relevant skills essential for successful careers as movement specialists. With her steadfast dedication to holistic development, her students not only gain knowledge but also acquire the tools needed to unlock their full potential and excel in their chosen paths as movement specialists. Xonné Muller undoubtedly stands as a shining exemplar of educational excellence.



## MRS WENDY TERBLANCHE – SENIOR LECTURER NKUHLU DEPARTMENT OF ACCOUNTING

It is one of the great privileges of my life to facilitate learning in the Nkuhlu Department of Accounting. In submitting my portfolio for the e-learning award, I reflected on how e-learning has changed learning and teaching in a postgraduate accounting module.

The accounting department's approach to learning and teaching encompasses transmissional, transactional and transformative learning activities. I particularly believe in the transformative power of interaction which has been shown to improve learning performance [1].

Before COVID, most face-to-face time was allocated to transmissional learning students are guided through the topic content, difficult concepts are explained, and well worded explanations of illustrative examples provided. Students then engaged in transactional learning – working through self-study and tutorial questions in their own time. Less face-to-face time was allocated to transformational learning that is collaboration, consultation, reflection, and feedback.

Research conducted during the pandemic found that students responded positively to being able to engage with the content at their own pace – to pause, rewind and rewatch videos until they grasped the content, and negatively to the lack of interaction with lecturers and peers<sup>2</sup>.

So, we flipped the classroom, always cognizant of the challenges students face in online learning. Transmissional learning took place online allowing students to engage with the material at their own pace and we dedicated more face-to-face time to collaboration, consultation, reflection, and feedback.

### Students said:

"Watching videos on my own developed self-learning skill in such a way that I was able to learn at my own pace and rhythm and identify where I did not understand the context."

"I did not only learn through my questions but also through the questions that my classmates would ask and it was easier to then have a follow up question or ask the lecturer to repeat their answer..."

My reflection on engaging with the students is that deep learning took place, and they developed life-long learning skills.

[1] Terblanche, W., Fakir, D., Chinyamurindi, W., & Mishi, S. (2021). Impact of self-esteem and student-and-lecturer interaction on academic performance in a chartered accounting programme. *Journal of Further and Higher Education*, 45(4), 464-480.

[2] Papageorgiou, E., van der Merwe, N., Terblanche, W., & Lubbe, I. (Forthcoming). Perceptions of using accounting at residential universities in South Africa. *South African Journal of Higher Education*.

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## MS NOLUTHANDO MBANGELELI - LECTURER DEPARTMENT OF BUSINESS MANAGEMENT

My journey from the difficulties of my first teaching experiences to the apex of being recognized with a teaching award is proof of the transformative power of tenacity, creativity, and a sincere love of teaching. We have been given the responsibility of influencing the future as educators, and the only way we can genuinely have a lasting influence is if we work diligently, are flexible, and are committed to the success of our students.

Every teacher's journey is marked by unique challenges and defining moments. One of my defining moments in teaching is working with tutors, I enjoy the skills and knowledge I impart in them and eventually, they impart to the students. Coordinating tutors is not an easy task but a fulfilling one. In 2020 during COVID-19 I saw a struggle with the students in general, grasping concepts and assignment writing, this is where I started the extra classes, after one or two assessments I drew a list of students at risk (obtaining less than 50%) and encouraged them to attend extra classes, I continue to practice this.

With online classes I use polls to test the students' understanding, I play videos and encourage engagement, with small classes I also have break-away group sessions. Face-to-face, interaction is much better because I can see the students and read the classroom atmosphere which allows to adapt quickly to a teaching style appropriate for different themes and concepts. I always encourage students to participate in class and also through class presentations, this builds confidence and public speaking.

Utilizing a WhatsApp group facilitated by a class representative, I leverage effective communication to break down complex concepts, fostering a collaborative learning environment for students. Through this platform, I employ innovative teaching methods to simplify content and enhance understanding, contributing to a more engaging and accessible educational experience.

## TLC LANGUAGE AND WRITING CONSULTANT RECEIVES INTERNATIONAL EMPLOYMENT:

Article 6

*Ms Lee Ann Mudzamba*



I'm Lee Ann Mudzamba the oldest in a family of two, originally from Zimbabwe. I grew up dreaming of being a bank manager, inspired by my dad who worked in banks. In 2020, I came to South Africa to study BCom. In my second year, I switched to accounting because it felt more natural to me.

During this journey, I got an unexpected chance to help others as an SI leader for two years and later as a language and writing consultant. The Teaching and Learning department taught me a lot, making me feel like a confident team player.

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I have actively contributed to the community that welcomed me as an international student. I have had the privilege of positively influencing numerous students, some of whom have become top achievers. This reflects my commitment to the triple bottom context as an aspiring Chartered accountant.

As I aim to become a Chartered Accountant, I knew the next step was finding a training office. Loving travel, I wanted to do my articles outside South Africa and Zimbabwe. I saw an ad for articles at Deloitte London, applied, went through intense assessments, and got the internship.

But beyond all this, the beating heart of my journey is my mom. She's been my unwavering rock through thick and thin, my guardian angel in every sense. My parents poured their hard work into shaping a future for me and my little brother, but my mom, she dedicated her entire life to shielding me. When I talk or catch her gaze, an unspoken connection fills the air. In those moments, I don't just want to be better; I feel compelled to be better. Every achievement I celebrate is a testament to her sacrifices, her love, and her enduring belief in me. Even when I'm clouded with self-doubt, it's my mom who lights the way, being the first to believe in me.

## TLC LANGUAGE AND WRITING CONSULTANT TAKES PART IN AN INTERNATIONAL EXCHANGE PROGRAMME:

Article 7

*Mr. Azame Mqokweni*

My name is Azame Advocate Mqokweni. I was born and bred in a small town called Bizana here in the Eastern Cape province. I graduated with my first degree in Bachelor of Arts majoring in home language (IsiXhosa and Psychology) at the University of Fort Hare. Furthermore, I obtained Bachelor of Social Sciences Honors in Psychology at UFH. Recently I was capped with postgraduate certificate in Education (PGCE). I am currently enrolled for Master of Psychology by dissertation.

I am an easy -outgoing person, Conscientious, team player, Adventurous and Diligent. I have an interest in impacting change to people and growing as a person. My love for impacting change has made me participate in programs and activities such as MES Tutoring program which is a project that was initiated by a non-profit organization to give back to the community in Alice schools. This project aimed at equipping school learners with skill development and academic assistance in subjects that are deemed as difficult such as Mathematics, Physical Sciences, English, Accounting and many more.

Some of the programs I have participated in include First year experience mentorship for first year students offered at UFH and Peer help program. Recently, I graduated from Fort Autumn school leadership program that involves all EC universities. Moreover, I was also a part of the facilitators for a first-year module called Social Transformation (STF) in the department of philosophy and a Student Assistant as student counselling Unit. Also, I had the privilege of being a part peer Assistant under the program called Language and Writing in Teaching and Learning Centre. I am also a wellness and fitness coach a wellness and fitness coach. At the moment I am the Legal and Constitutional Affairs officer in the Student Representative Council at the University of Fort Hare.

In 2022 I applied for a program which is Ubuntu heritage student fellowship, a collaboration between University of Fort Hare and Kent State University (USA). Through my level of competency, I am one of the nine students who were accepted into the program and then we started with virtual engagements with the Kent State University fellows. The aim of the fellowship is to discuss some of the shared history these two countries have. It is an exchange program. In May this year the students from America visited us in South Africa to learn more as part of the requirements of this program. Late this year we will also be visiting America to learn more about the issues we have been discussion about.



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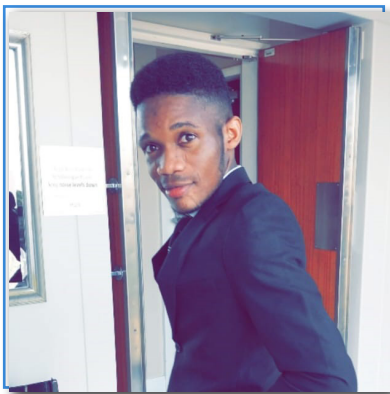
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## LANGUAGE AND WRITING CONSULTANT WINS BIG AT FACULTY OF LAW STUDENT AWARDS:

Article 8

*Mr Oluwaseun Lambo*



I am Oluwaseun Tosin Lambo, a Final-year Bachelor of Laws (LLB) student at Nelson R. Mandela School of Law, University of Fort Hare. I have worked as a Tutor with the Faculty of Law and as a Social Transformation Facilitator with the Department of Philosophy. Since 2022, I have worked as a Peer Facilitator under the Teaching and Learning Centre (TLC), I am currently employed as a Language and Writing Consultant under the TLC Programmes.

My journey to the Faculty of Law Red Carpet Student Excellence Awards began with my vast interest in moot court competitions. In 2021 and 2022, I attained the finalist positions in both Junior and Senior Moot Court Competition which was organised by Nelson R. Mandela School of Law Moot Court Society. Earlier in 2022, I was awarded the Best Heads of Arguments by the SMA Moot Court Competition. Aside from that, I have also participated in Writing competitions including the Administrative Law Competition by the Administrative Justice Association of South Africa (AJASA).

In 2023, I participated in the Jessup International Moot Court Competition and was awarded with a Certificate of Participation and Merit, including the Child Law Moot Court Competition organised by the University of Pretoria. During the Law Faculty of Law Red Carpet Excellence Award, I was granted with Certificate of Excellence for Moot Court Competitions, Jessup International Moot Court (New York). Jessup is the world's largest moot court competition with experience in international law. These recognitions showcase my values and contribution to academic success.

## TLC STAFF MEMBER GRADUATES WITH A MASTER'S DEGREE IN ECONOMICS:

Article 9

*Mrs. Siphhelele Rutasho*



In October 2023, I graduated with a Master of Commerce in Economics with my dissertation title being 'Prudence and Savings: An Experimental Approach, East London, Eastern Cape, South Africa'. The study sought to investigate whether prudence leads to a higher savings rate by running an experiment where participants were given a nudge in the form of a lottery with hypothetical payouts to reveal whether individuals are prudent and whether prudence will affect savings. The study's outcome reveals that individuals are not prudent; however, prudence does affect savings. Based on the findings, the study recommended that financial products and services must be made affordable, simple, accessible, and tailored to suit the people of South Africa; invest in small businesses, job creation, and attract foreign investment.

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Embarking on completing my master's degree, was a six-year journey which was marked by numerous challenges and milestones. My supervisors were the cornerstone to finally succeeding. I could have not achieved this without my supervisors who were supportive, knowledgeable, and guided me in this academic journey. The unforeseen emergence of the COVID-19 pandemic brought an additional layer of complexity to my academic pursuit. This required me to navigate my studies through the health crisis and required me to adapt and persevere. Finally, the panicle of my journey manifested in the graduation ceremony, a dream come true. The symbolic act of walking across the stage solidified the profound achievement, serving as a reminder that dedication and perseverance have led to the fulfillment of my aspirations.

## TLC STAFF MEMBER GRADUATES WITH HER SECOND MASTER'S DEGREE IN ECONOMICS AND RECEIVES ADVANCED HIGHER EDUCATION FELLOWSHIP

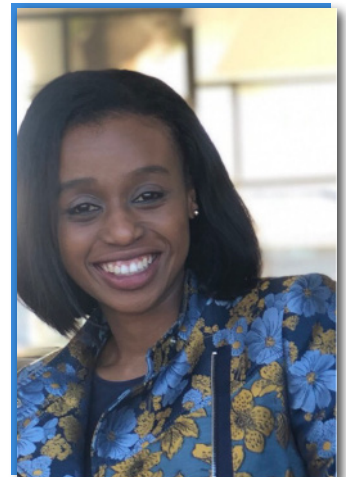
Article 10

*Ms Bongo Mqkuse*

Bongo Mqkuse is currently a Consultant in the Teaching and Learning Centre at the University of Fort Hare. In the Teaching and Learning Centre she leads the Portfolio Development Pivot which is part of both staff and student development. She is also in the Facilitation team where she oversees tutor training in the institution.

Bongo Mqkuse has a Master's in Science in Applied Economic Sciences (with Distinction) from the University of Antwerp in Belgium. She recently received a certificate from Barcelona Graduate School of Economics in Spain for an Intensive Course on the Competitive Effects of a Merger.

This year she very proudly achieved her second Masters. Her comments: "I graduated in the University spring graduation this year, receiving my master's in economics by research with my thesis titled: The interaction between the stock market performance and exchange rate in South Africa. As I was celebrating that I received news that my application for Fellow was accepted and I was given recognition of the attainment against the UK Professional Standards 2011 Framework for teaching and learning support in higher education. As a young academic these are great achievements for me in my new academic career."



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## TLC WELCOMES

### *Two new staff members*

Article 11

My name is Belinda Matabane, a self-motivated higher education practitioner researching on curriculum transformation in higher education serving as a Teaching and Learning Consultant. I have been privileged to serve as a foundation phase teacher, E-tutor and an academic advisor. Affectionately referred to as 'madam cool', I hope to foster the spirit of collegiality and diligence to the team. With my qualifications, vast immersion in the field of Student Academic Support, optimistic nature, kindness and being intellectually curious, I believe I can work together with the team to serve the UFH student population with integrity. If there is one thing that sets me apart is putting a smile on someone's face amidst the not so favourable conditions. I take pleasure in reading, singing and motivating others.



Dr Busisiwe Ndawonde works as a Teaching and Learning Consultant at the University of Fort Hare in the Teaching and Learning Centre, Alice Campus, where she provides Curriculum Development Support to the University.

She holds a Doctor of Education in Science Education degree from the University of Zululand and Postgraduate Diploma in Higher Education from Rhodes University. In addition, she obtained the following accredited short course, national and internationally; Management Development Programme (MDP) from the University of KwaZulu-Natal, Research Design Methods from the Wageningen University (Netherlands), Assessment and Evaluation from the Rhodes University, Research Design for Social Sciences from the University of Pretoria and Women in Leadership from Higher Education Leadership and Management (HELM).



Dr Ndawonde has worked in different universities including Sol Plaatje, where she co-developed the science stream of the B.Ed degrees, the University of Venda, the University of Johannesburg and University of Free State.

She presented and published research in accredited journals, at national and international platforms, reviewed research papers, research proposal grants, external moderator of post undergraduate modules and post graduate research studies, for national and international universities (orcid: <https://orcid.org/0000-0002-2424-7142>). Dr Ndawonde's research focus is on Life Sciences and Natural Sciences Education with a specific focus of integrating Indigenous Knowledge Systems in Sciences Education and Curriculum Development in Higher Education.

She was the chairperson of the South African Research in Mathematics and Technology Education (SAARMSTE)-UNIZULU Chapter in 2020-2022. Busi Has been facilitating research writing retreat workshops at the UNIZULU-SAARMSTE CHAPTER and curriculum development workshops at the South African Higher Education Institutions.