



RHODES UNIVERSITY

Where leaders learn



Centre for Higher Education Research, Teaching & Learning

Short courses

CHERTL has a national reputation for offering theoretically rigorous and intellectually engaging short courses that support teaching & learning and research development. Our courses include interactive face-to-face sessions alongside resource-rich online spaces.

Most courses can be offered either with assessment (both formative and summative) leading to a Rhodes University short course certificate or without assessment as a stand-alone workshop.

Most of our facilitators have doctorates in the field and bring years of teaching experience and strong research profiles to the courses we offer. We are dedicated to supporting the sector and to contributing to the national knowledge project.

Courses will be offered face-to-face or online depending on the current context and the capacity of the facilitators.





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Facilitators

Anthea Adams has been working in Higher Education since 2004. She holds a Master's degree in Social Linguistics, a Higher Diploma in Higher Education and Training, and a National Teaching Diploma. She is currently completing her PhD in Higher Education on academic staff development at Rhodes University. Anthea has been active in academic staff development since 2014. Before joining CHERTL at Rhodes, she co-ordinated the Student Feedback on Teaching and Courses Programme at CPUT. Anthea's research interests are academic identity, academic writing at postgraduate level and enhancing teaching and learning through academic staff development.



CHERTL courses are managed by Jenny Clarence-Fincham, who is also one of our expert facilitators and they are administered by the unflappable, Nomfundo Siqwede.

Chrissie Boughey has held various roles which have required her to provide strategic direction for teaching and learning in South African universities, the most recent of which was that of Deputy Vice Chancellor, Academic & Student Affairs at Rhodes University. She has extensive experience of quality assurance having served on review panels in South Africa and the Middle East and has contributed to national initiatives intended to enhance the higher education system for many years. This has included serving on a Ministerial Reference Group for Higher Education and the USAf Teaching and Learning Strategy Group. She is an established researcher and supervisor, particularly at doctoral level, and has published widely.





Amanda Hlengwa contributes to the field of higher education studies as an emerging researcher primarily in two areas. Firstly, in curriculum development, with particular focus on the relationship between disciplinary knowledge and teaching and learning. Her interest in curriculum infusion projects has given her experience with working with academics from a range of disciplines across a number of African Universities including Botswana, Egypt, Morocco, Rwanda, Tanzania, Lesotho and Uganda. The second area of contribution is linked to her role as Rhodes University's co-ordinator of the Department of Higher Education and Training funded New Generation of Academics Programme (nGAP). Both interests are underpinned by her commitment to the transformation agenda of higher education.



Mandy has contributed to the field of academic development as an executive member of Higher Education Learning and Teaching Association of Southern Africa (HELTASA) for almost a decade.

Neil Kramm has been working with educational technology since 2015 in a teaching and development function that served both students and academic staff. He currently works with various educational technology resources with a focus on teaching and research. Neil provides educational technology support and development to academic staff via workshops, presentations and individual support and contributes to formal qualifications. He is an active researcher on issues relating to educational technology, in particular, how technology is incorporated into teaching and learning.





Sioux McKenna is Director of Postgraduate Studies at Rhodes University, where she runs initiatives for postgraduate supervisors and scholars across all faculties, and also coordinates a large PhD programme in higher education studies. She is the project manager for three international collaborations focused on postgraduate education and has extensive experience in quality assurance in higher education in South Africa, Oman, Egypt and Bahrain. She sits on the editorial board of a number of international journals and her publications reflect her breadth of interest, including how literacy practices of disciplines emerge from the structure of knowledge in ways that can both enable and constrain creativity. She is an enthusiastic facilitator who enjoys being in interactive learning spaces.



Nicola Pallitt coordinates the efforts of the Educational Technology Unit at Rhodes University. She offers professional development opportunities for academics to use technology effectively in their roles as educators and provides learning design support and consultation around blended and online teaching and learning. She is passionate about supporting others to design online materials and create opportunities to enable meaningful, inclusive and memorable learning experiences. Nicola supervises postgraduate students and co-teaches on formal courses in Higher Education. She is also an active and networked scholar whose research interests are aligned with her work.





Lynn Quinn has worked in and conducted research on the field of academic staff development for more than two decades. She was instrumental in designing and offering one of the first postgraduate diplomas in higher education for lecturers in the early 2000 and then later one specifically for academic developers since 2011. She is passionate about working with lecturers and academic developers on all aspects of teaching and learning including curriculum design, assessment of student learning, teaching methodologies, evaluation and quality assurance.



Carol Thomson has been the co-ordinator of the Writing Intensive Project in CHERTL since 2013. This project has been funded by the National Department of Higher Education through the Teaching Development Grant (now the University Capacity Development Grant), and is directed specifically at undergraduate students, developing and supporting their writing (and reading) literacies in the disciplines. Prior to joining Rhodes University, Carol was at the University of KwaZulu Natal for 22 years, primarily in the Faculty of Education. It was here that her expertise, experience and keen interest in the role of languages and literacies in learning, knowledge building, identity and power began. In the Writing Intensive Project, which requires that she work constantly across and within a range of disciplines and their associated 'ways of doing and being', with fellow colleagues, tutors and students, this prior experience and expertise remains a constant source of strength but is simultaneously challenged in the very complex context that is South African higher education today. Carol also teaches on the PGDip (HE) and is a Research Associate in CHERTL.





Jo-Anne Vorster has worked in the field of academic staff development for more than twenty years. She has played a key role in the conceptualisation, design and facilitation of two postgraduate diplomas in higher education - one for lecturers and the other for academic developers. Jo-Anne has facilitated staff development short courses and workshops for lecturers at most South African universities. Her expertise and research interests span various aspects of teaching and learning in higher education, including curriculum development, student learning, assessment, evaluation of teaching and courses and the field academic development.



Kirstin Wilmot joined CHERTL in 2019 as a lecturer after completing her PhD at the University of Sydney under the supervision of A/Prof Karl Maton. Her thesis, *Enacting knowledge in dissertations: An exploratory analysis of doctoral writing using Legitimation Code Theory*, explores the disciplinary conventions and knowledge-building practices in doctoral writing across the humanities and social sciences. Kirstin combines her background and love of linguistics (MPhil, Cantab; MA, UCT) with higher education studies in her work on academic literacies. She is passionate about academic writing, particularly at the postgraduate level, doctoral supervision and disciplinary literacy practices. Her research is aimed at finding ways to make elusive academic literacy practices explicit and demonstrable in order to open access and create opportunities for a greater number of students to succeed in higher education. Kirstin is also the coordinator of CHERTL's PhD in Higher Education Studies Programme.





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Jenny Clarence-Fincham is currently appointed as a Professional Associate and Project Manager for CHERTL. She has over 30 years experience in a wide range of teaching and learning initiatives and has held both academic and management positions at several South African universities. She has a long-held passion for working with both students and staff and brings with her extensive facilitation experience, with special interests in curriculum development, socially just assessment practices, teaching methodology and supervision practice.



Nomfundo Siqwede has worked as the administration assistant for CHERTL since 2008. She has a National Diploma and a BTech in Marketing, a Certificate in Administration and Finance, a Short Course Certificate in Project Management (MBA aligned) and a Postgraduate Diploma in Enterprise Management (Rhodes University). She is an excellent administrator who ensures that all the financial matters and logistics of the short courses are handled professionally.



For some of our offerings, we draw on other individuals with the specific expertise required for the course.



Course offerings

Assessment of and for student learning

Curriculum development

Evaluation of teaching and of courses

Introduction to blended learning

Enhancing teaching and learning with Legitimation Code Theory

Portfolio development

Teaching for learning – a course for new academics

Writing in the university: ways of knowing, ways of doing



Assessment of and for student learning

One of the major developments in higher education in recent decades is the realisation of the role assessment plays in student learning. The purpose of this course is to develop an understanding not only of assessment of learning but also of assessment for learning principles. Principles and theories that underpin good assessment practices in higher education as well as a range of assessment approaches and methods are explored in the course. Importantly, there is a special emphasis on the development of inclusive feedback and the potential of collaborative assessment practices to contribute to social justice. In addition, the importance of quality assurance and good moderation practices are discussed throughout the course and linked to each of the topics covered.

The course will provide support for university lecturers to refine their practices and knowledge and increase their overall competence in the assessment of their students' learning. Lecturers will be asked to reflect on and review their current assessment and moderation practices and, based on insights gained during the course, they will have the opportunity to conceptualise ways of refining and strengthening their current assessment and moderation practices.

Curriculum development

Curriculum design and development at programme/qualification and course level is central to the academic project. The changing higher education context nationally and internationally has resulted in an increasingly diverse student body.

Well-conceptualised and designed curricula are required to meet the 'real' learning needs of all students and contribute to improving throughput and graduation rates. In addition, curricula need to be responsive to the imperatives of a transforming South African context. This is particularly important in the light of the current calls to decolonise higher education.

The purpose of this course is to increase academics' theoretical understandings of the complexity of curriculum development in higher education and to enable them to design and implement curricula appropriate for their disciplinary and institutional contexts.



Evaluation of teaching and courses

The purpose of this course is to encourage all academics to take on the identities of critically reflexive practitioners in relation to their role as teachers of their disciplines. In the course participants will engage with the theories and principles of evaluation in higher education in order to be able evaluate their teaching practice in principled, systematic and constructive ways.

The recent student protests have seen students requesting far more involvement in decision-making about their education. In this course we will explore a range of approaches to eliciting student feedback in ways which will contribute meaningfully to curriculum, teaching and assessment decisions. In addition, participants will be encouraged to triangulate the data from student feedback by firstly, eliciting feedback from peers on various aspects of their practice and secondly by integrating knowledge gained from the literature on effective teaching. The course will deal with ways of analysing data from a number of sources and how to use the results to contextualise, enhance and develop teaching practice and courses. The course will conclude with exploring ways of documenting evaluation processes as part of a teaching portfolio.

Introduction to blended learning

Are you new to blended learning? Or perhaps you want to improve on your existing blended learning approach? University lecturers are encouraged to leverage the affordances of technology to create opportunities for flexible provision and to support student learning outside of the classroom. At the same time, the variety of educational technologies available are expanding. The variety of new tools can be seductive or overwhelming, but how do we make good choices aligned to the needs of a diverse student body?

This course introduces academics to blended learning approaches and tools. The course considers constraining and enabling factors that have an impact on blended learning design that are often ignored. The course briefly introduces participants to key models and theories in the field and how they are being used to guide blended learning interventions. The assessment for this course is a design case involving the design of a blended learning intervention in participants' own course contexts.



Enhancing teaching and learning with Legitimation Code Theory

Understanding the way in which disciplines value particular kinds of knowledge and ways of knowing and being is a key concern for enhancing teaching and learning in higher education contexts.

This short course will introduce participants to the basic tenets of Legitimation Code Theory (LCT). Focusing on two dimensions of the theory, Specialization and Semantics, it will demonstrate why we need to understand the nature of disciplinary knowledge as well as the kind of disciplinary 'knowers' we aim to produce when addressing teaching and learning concerns in higher education. It will also provide insight into how knowledge is built over time and how it is transferred across contexts. By the end of the course participants will have a deeper understanding of the ways in which disciplines legitimate particular kinds of knowledge, while at the same time shape particular practices and identities, which are often expressed through writing. Understanding these concerns will help participants to develop more socially just teaching and learning practices that enable cumulative learning. Disciplinary lecturers as well as academic developers are welcome.

Portfolio development

Developing a teaching portfolio is a constructive and developmental process which can assist academic staff to focus on why they make the pedagogical choices they do and therefore can facilitate the development of critically reflective practitioners. In addition to this, many institutions now require lecturers to submit teaching portfolios for job applications, probation and promotion purposes.

This workshop is intended to get you started on constructing a portfolio specifically for your purposes and context. Progress will be made on deciding on a structure and on what your portfolio should contain as well as on writing your teaching portfolio. On-line spaces and tools for collecting and sharing evidence and building your portfolio will also be explored.



Teaching for learning in higher education A course for new academics

The main goal of this course is to provide theoretical support and ideas for academics to enhance and develop their teaching practice and to explore what it means to be an academic in the current higher education context.

Over the past 30 years due to globalisation, massification and the increased use of ICTs, higher education has undergone great changes. In South Africa the diversity of the student body and the nature of the articulation gap between school and university have created a very challenging context for new lecturers entering the system. In addition, in the last few years South African universities have been challenged to transform and decolonise all aspects of the academy.

In this course lecturers will critique and review significant aspects of their current teaching practice and through engagement with some of the key concepts about teaching and learning in the literature on higher education they will conceptualise sound teaching practices appropriate for their disciplinary and university contexts.

Writing in the university: ways of knowing, ways of doing

This course introduces participants to an approach to 'writing in the disciplines' that makes the link between learning, academic identity and knowledge-building explicit.

The primary purpose of this course is to enable academics to conceptualise ways in which they can integrate in their courses an explicit focus on teaching students appropriate and valued ways of reading, writing and thinking in their disciplines. During the course participants analyse and evaluate their current practices in relation to the role that writing, reading and assessment play in building knowledge in their disciplines. This entails identifying and making explicit to themselves the rules, norms and conventions of their disciplines. The intended outcome of the course is that participants will be able to develop a course curriculum that reflects a fully integrated, discipline-based, writing and reading enriched learning experience that facilitates the development of students as 'critical scholars'.



Costing for 2023

The costs for all of the courses includes facilitation, all materials, and all costs related to the facilitators' travel and accommodation etc. The institution is responsible for selecting course participants. When courses are offered face-to-face, the institution is also expected to provide the course venue and any catering as may be deemed appropriate.

Online courses

All courses offered fully online will cost R200 000. This is a flat rate regardless of the number of staff attending. Each online short course can accommodate a maximum of 25 participants.

Face-to-face courses

	Maximum 15 people	Maximum 25 people
Assessment of and for student learning		
	Workshop only: R140 000	Workshop only: R170 000
	With assessment & accreditation: R160 000	With assessment & accreditation: R195 000
Curriculum development		
	Workshop only: R140 000	Workshop only: R170 000
	With assessment & accreditation: R160 000	With assessment & accreditation: R195 000
Evaluation of teaching and of courses		
	Workshop only: R140 000	Workshop only: R170 000
	With assessment & accreditation: R160 000	With assessment & accreditation: R195 000
Introduction to blended learning		
	Workshop only: R140 000	Workshop only: R170 000
	With assessment & accreditation: R160 000	With assessment & accreditation: R195 000
Enhancing teaching and learning with Legitimation Code Theory		
	Workshop only: R140 000	Workshop only: R180 000
	With assessment & accreditation: R160 000	With assessment & accreditation: R195 000
Portfolio development		
	Workshop only: R160 000	Workshop only: R170 000
	With assessment & accreditation: R180 000	With assessment & accreditation: R195 000
Teaching for learning		
	Workshop only: R140 000	Workshop only: R150 000
	With assessment & accreditation: R160 000	With assessment & accreditation: R175 000
Writing in the university: ways of knowing, ways of doing		
	Workshop only: R140 000	Workshop only: R180 000
	With assessment & accreditation: R160 000	With assessment & accreditation: R195 000

Contact details

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