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Title	:	Epistemic Freedom: Dismantling Eurocentric Hegemony through a Communiversity Model within Statutory Sub-Frameworks (HEQSF/CHE)
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Abstract

In the wake of sustained calls for decolonisation in South African higher education, this paper interrogates the structural, epistemic, and pedagogical changes required to achieve genuine transformation within a rural, historically disadvantaged university context. Situated in a former "bantustan" territory of the Eastern Cape, the institution faces the dual imperative of dismantling colonial-era Eurocentric academic structures while preparing graduates for a rapidly evolving, digitally driven global landscape. This paper conceptualises innovation not merely as technological adoption but as intentional, contextually relevant pedagogical change. It situates its alignment within two specific sub-themes: its definitive home under "Innovative and Technology-Enhanced Learning and Teaching," as a philosophical baseline operationalised through the lens of "Equity, Access, and Inclusion," to directly serve its unique rural South African demographic. It advances an Africanised and Decolonial Curriculum Transformation Framework built upon the core philosophies of Ubuntu, cognitive justice, and the "Communiversity" model. The methodology that best describes this paper is Participatory Action Research (PAR), specifically operationalised through a Decolonial and Contextual Institutional Self-Study framework to interrogate its own practices. It relies on a mixed, stakeholder-engaged approach that translates decolonial theory into immediate administrative and pedagogical action within a rural South African context. This theoretical baseline is juxtaposed against strict national regulatory requirements (HEQSF and CHE standards) and operationalised through a concrete, five-phase Implementation Pathway. Ultimately, the paper argues that management and governance studies must be repurposed to serve local rural development while remaining globally competent.

Keywords: Epistemic Decolonisation, Communiversity Model, Cognitive Justice, Purposeful Digitalisation, Participatory Action Research (PAR).