



The Office of DVC Learning & Teaching invite you to a

# DYNAMICS OF HUMANISATION SYMPOSIUM

Reflecting on the impact of a *pedagogy of care* on assessment

**Key Note Speaker**  
Day- 03 October 2023

**Prof Antonia Darder**  
Professor of Education Leadership

**Key Note Speaker**  
Day- 04 October 2023

**Prof Joanne Vorster**  
Head of department: CHERTL



**03-04  
October**



**08h30  
16h30**



**i**

**Hybrid  
(in person & Online)**

Please indicate which when RSVP'ing  
[Jackie.smith@mandela.ac.za](mailto:Jackie.smith@mandela.ac.za)

**Ocean Sciences  
Conference Hall**



SUBMISSIONS **NOW OPEN!**

# DYNAMICS OF HUMANISATION SYMPOSIUM

Reflecting on the impact of a *pedagogy of care* on assessment



## CALL FOR PAPERS

The Office of the **DVC: Learning and Teaching** invites you to **submit abstracts for paper presentations** at the Dynamics of Humanisation Symposium



**3-4 OCT  
2023**

**Ocean Sciences  
Conference Hall**



### **A humanising pedagogy involves**

“Practices that intentionally utilize the histories, knowledges, and realities of lecturers and students as an integral part of educational practice and cast them as critically engaged, active participants in the co-construction of knowledge” (Bartolomé, 1996; Salazar, 2013). A humanising pedagogy requires students to take responsibility for their own learning and encourages a dialectic relationship between lecturers and students in order to co-construct knowledge. For true education to take place the dialectic relationship requires a relationship of care and mutual trust to exist between students and lecturers. This relationship is dependent on mutual vulnerability and lecturers engaging students in conversations regarding what they already know and what needs to be taught, as well as conversations regarding assessment that enables new learning opportunities and experiences.

### **Similarly, to humanising pedagogy**

a pedagogy of care has its roots in critical pedagogy. A pedagogy of care emphasises mutual respect and engenders authentic dialogue that attends to preconceived assumptions, enacts compassion, affirmation, and investment in transformative action (Acevedo, 2020). Education in its very essence is an act of care. Similarly, education is a social justice imperative because of the importance of teaching students what they need to know and ensuring that learning takes place.

### **Unfortunately, the relationship of**

**care** comes under strain during the implementation of assessment practices; especially when humanising principles and the pedagogy of care are misinterpreted to mean that all students must pass and that they will be given endless opportunities to pass. Several other factors also contribute to the ineffective use of assessment for learning approaches.

### **Key among these include:**

the inadequate professional development opportunities for developing the requisite assessment knowledges and skills of those who must implement assessment practices; the absence of a clear and current national or institutional assessment framework and/or policy guidelines; and the lack of minimal participation in the scholarship of assessment. These challenges inhibit the quality and effective assessment practices that promote continuous enhancement of learning and teaching. Conversely, the scholarship of assessment that involves conducting research and generating knowledge about assessment practices can enhance the scholarly understanding of assessment, and promote evidence based, effective, and meaningful assessment practices in education.

### **Paulo Freire, in his work Pedagogy of the Oppressed**

wrote ardently about what it means to be human. His critique of oppression and ideas about education were informed by how he approached the problem of being human (Anderson

2016) Freire believed that the education system ought to be in accordance with human rights and the dignity of the people it is supposed to serve (Darder, 1998). He postulated that changing the world into a humanised place, is only feasible through true dialogue occurring under the

following conditions: profound love for the world and human beings; humility towards each other and the world; faith in humanity and in its power to create and re-create; mutual trust between dialoguers; hope for a better future; and the ability to think critically (Darder, 2017; Sathorar, 2018).

You are invited to **submit abstracts** for the Dynamics of Humanisation Symposium **under the following strands:**



**Humanising pedagogy** as a **social justice imperative** to enhance assessment for learning.



How can the **pedagogy of care be implemented to enable fair** assessment practices?



**Policy and practice** tensions that hamper the implementation of assessment for learning. *What are some of the **current challenges in the assessment system** that impact learning and teaching and **how can it be resolved?***



**The impact of online and blended learning on the nature,** form and format of assessment and feedback. *What would a humanising approach to assessment and feedback look like in the online and blended environment?*







## Co-creating an ethic of Care

### Looking Forward to Your Submissions

#### List of references

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- | **Darder, A. (1998).** *Teaching as an Act of Love: Reflections on Paulo Freire and His Contributions to Our Lives and Work.* San Bernadino, CA: California Association for Bilingual Education.
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- | **Del Carmen Salazar, M.** (2013). "A humanizing pedagogy: Reinventing the principles and practice of education as a journey toward liberation." *Review of Research in Education* 37(1): 121–148.
- | **Sathorar, H.H.** (2018). Exploring lecturer preparedness on applying a critical approach to curriculum implementation: A case study. Thesis. Nelson Mandela University.







# Education

## *Faculty of Education Initiative: Taking Ownership of Quality Assurance*

Margie Childs | Badroen Ismail | Joshua Jacobs

### Setting the scene

**Working towards quality in learning and teaching activities could be regarded as the responsibility of all staff members. Rather than an imposed quality regime, it would be preferable for staff to initiate processes that show case their efforts and provide evidence of good practice. Mindful of the forthcoming CHE Review of Initial Teacher Education qualifications, the Acting Deputy Dean Professor Heloise Sathorar initiated an opportunity for staff to learn about developing a portfolio of evidence linked to their contribution in the university and beyond.**

On 8 February Dr Badroen Ismail presented a Digitisation and E-Portfolio Development workshop for staff. The training ran from 9:00 until 15:00. The workshop was comprised of three sessions: Accessing and archiving on the G Drive, Digitising Study Material and Resources and Developing an e-Portfolio. Staff were provided with guidelines regarding the contents of the e-Portfolio, but were encouraged to design their portfolio to express their approach to learning facilitation and the image of their work that they would prefer to project. A date of 31 May was set for the submission of the first iterations of e-Portfolios. In resonance with the developmental approach adopted by the CHE, several support initiatives were provided. Dr Ismail and Mr Josh Jacobs generously made time available to assist groups of staff and individuals.

### Insights from Badroen Ismail

Academic institutions globally have been significantly impacted by the COVID-19 pandemic, leading to the disruption of traditional teaching and learning methods. To comply with social distancing guidelines and minimise in-person contact, Nelson Mandela University had to transition to online teaching and learning. During this period, the Faculty of Education remained focused to utilising innovative technologies to benefit its students, staff, and mentor-teachers, supporting experimental projects to hasten the digitisation and digitalisation process. Over the past three years, while the teaching fraternity was tested to its core, the Faculty organised numerous training sessions to enhance online teaching via Microsoft Teams and assisted academic staff to create engaging Moodle sites. For some, it may have been a steep learning curve, but their desire to complete the academic project under strenuous conditions, surpassed all expectations. Looking back at what we have achieved, the words of Charles de Gaulle seem to be applicable: **"Faced with crisis, the man of character falls back on himself. He imposes his own stamp of action, takes responsibility for it, makes it his own."** Our staff members should be commended for how they adapted their chalk-and-talk teaching styles, outlook and teaching approaches to conform to their new positions of discomfort; the resilience they have shown towards the constant disruptions to our academic programme; and how they have responded to "teaching" in the new e-learning context.

In January 2023, Professor Sathorar, conceptualised and spearheaded the development of faculty-wide SharePoint, WebApp and e-Portfolio pilot projects. The Departmental SharePoint site initiative is aimed at engaging and interacting with staff members synchronously and asynchronously, providing a helpful onboarding system for new staff members, and making it easier for everyone to access, store, and share essential information and resources, ultimately creating a more organised and informed environment. It gives FMC oversight over the information and resources shared among staff within departments. Permission to distribute 5 Departmental SharePoint sites was approved by the LTC in March 2023.

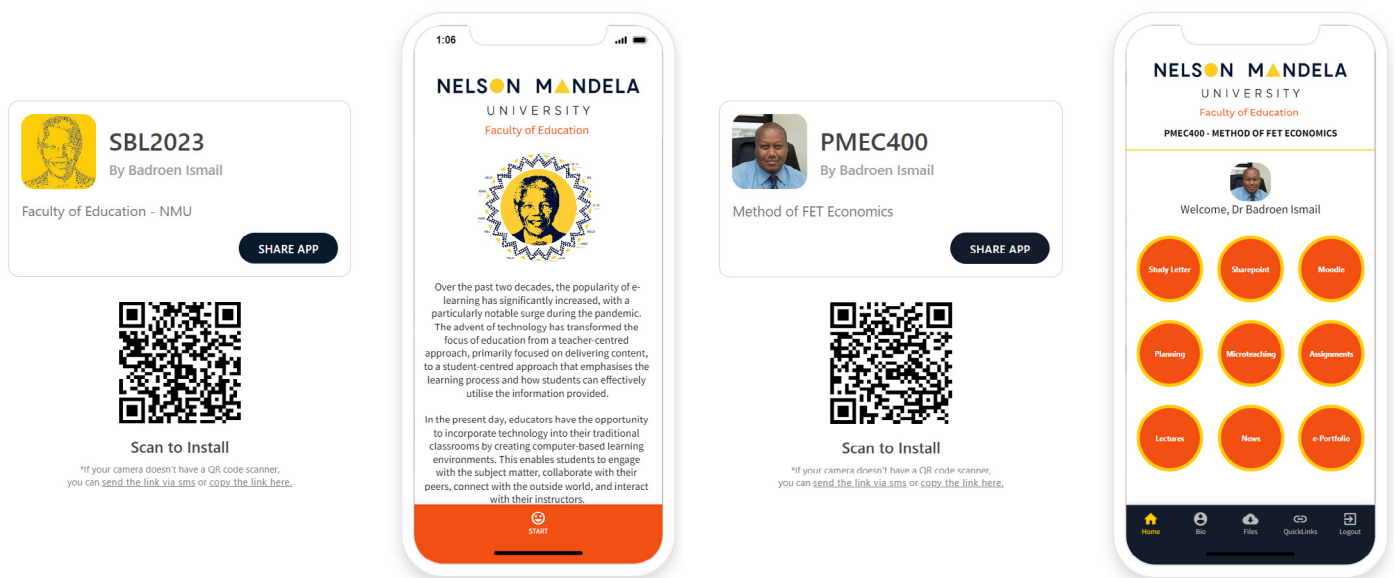
## **SECONDARY SCHOOL EDUCATION (SSE) - Home (sharepoint.com)**

The pilot SharePoint module sites aim to achieve the same objectives across programmes offered in the Faculty of Education. As many students rely on cell phones as their primary digital device, it became clear that the faculty needed to adapt their course materials to reflect on these smaller screens, making the quality of online teaching and learning more accessible, flexible, interactive, and collaborative. The Methods of Economics (PMEC400) module and the Research Treatise of one Honours student registered for PHPR402 modules were piloted on the new SharePoint platform on 20 February 2023. Student-response to these pilot projects was positive. Proof of Concept on these pilot projects must still serve at our Faculty LTC.

**PMEC400 - FET ECONOMICS - Home (sharepoint.com)**

**PHPR402 - JANSE VAN RENSBURG - Home (sharepoint.com)**

Establishing collaborative partnerships with relevant stakeholders, particularly students, schools, communities, alumni, and government is important to the Faculty of Education. In this context, the Deputy-Dean's Office initiated the WebApp project that will place important information, forms and documentation at the fingertips of our teaching partners. You may use the QR codes below to evaluate these WebApps.



While Faculty Staff e-Portfolios are compiled on the SharePoint platform, our student-teachers are expected to compile and submit a Method Journal (e-Portfolio) that reflects all the work they do during the year using the Walling Application. This application was selected because of its ease-of-use and the fact that the lecturer's pre-compiled template can be copied by the student and then populated.

**DR ISMAIL'S e-PORTFOLIO TEMPLATE (walling.app)**

**Insights from Josh Jacobs**

**Implementing the Virtual Helpdesk proved to be highly successful. Staff members were empowered to navigate the helpdesk with guided instruction, and the availability of remote support ensured that any difficulties encountered were promptly addressed. The recording and distribution of sessions via YouTube allowed for flexible access to instructional materials, accommodating the demands of the academic program. By incorporating diverse learning theories and technologies, we provided a rich learning experience that catered to staff members' unique needs and preferences, ultimately enhancing their capacity and skills.**

During the Two Sessions held on the 31st of May 2023 and the 7th of July, we successfully implemented a Virtual Helpdesk to capacitate staff in the Intermediate Phase, Foundation Phase, and School of Research and Engagement. This innovative approach allowed staff members to receive guided instruction and support remotely, ensuring they could effectively navigate the helpdesk and address any difficulties.

The process began with staff members joining an MS Teams meeting, where they were provided with an overview of the Virtual Helpdesk and its functionalities. They could then access the helpdesk platform and follow the step-by-step instructions tailored to their needs. This approach allowed staff to work independently and receive personalized guidance, ensuring a more efficient and effective capacitating experience.

One of the key features of the Virtual Helpdesk was the ability for staff members to share their screens. If they encountered any challenges or roadblocks during the learning process, an Agent was readily available to remotely take control of their devices and assist in resolving the issue. This real-time support mechanism greatly enhanced staff members' ability to overcome obstacles and further guided their understanding of crafting their SharePoint sites.

All sessions were recorded to accommodate the demanding nature of the academic program and the varying learning preferences of staff members. These recordings were then uploaded to YouTube and distributed to the staff, enabling them to access the instructional materials conveniently. This flexibility empowered staff members to revisit the content as needed, reinforcing their understanding and allowing for self-paced learning.

In deploying the Virtual Helpdesk, we recognized the importance of accommodating diverse learning styles. We leveraged various learning theories and technologies to assist staff members effectively. By shifting away from a strictly synchronous or asynchronous approach, we provided a blended learning environment that catered to individual needs. This approach allowed staff members to engage with the content in ways that resonated with their personal and professional circumstances, promoting a deeper understanding and retention of the material.

**Conclusion**

**As we strive towards improvement we are intentional in preparing for future enactment rather than only dwelling on past performance. This suggest a formative approach. Our focus is not on control but on developing agency while improving quality.**



## THE STUDENTS ELECTRIFYING THE MOTORSPORT INDUSTRY ACROSS THE WORLD – 22 FEBRUARY 2023



Students from the University of Warwick are working with fellow students in Africa in a capacity-building project to drive forward electrification in the motor industry.

Students from the University of Warwick are working with fellow students in Africa in a capacity-building project to drive forward electrification in the motor industry.

Members of the Formula Student team are in South Africa this week to share their knowledge on building and racing electric vehicles. Their expertise will be critical to the launch of Formula Student Africa, an all-electric motorsport competition for students across the continent, based on the UK model.

Six South African universities are already onboard for the series, including the University of Cape Town, University of Johannesburg,

University of South Africa, Nelson Mandela Metropolitan University, Cape Peninsula University of Technology and University of the Witwatersrand.

It is hoped that Formula Student Africa will help drive the electrification of transport around Africa, propelled by technological advances in motorsport. In particular, Nelson Mandela Metropolitan University and the University of Warwick's WMG are keen to collaborate with their state-of-the-art research into EV batteries. The student teams design the batteries themselves as well as the shape and components of their racing car.

The ultimate aim is to design and race a sports car. This year's comp takes place at Silverstone. The Warwick student project team uses the name Warwick Racing.

## UNIVERSITY OF WARWICK AND WARWICK RACING – 25 FEBRUARY 2023

Supported by South African higher education partners, the University of Warwick and Warwick Racing in the United Kingdom, E-Movement, and Paramount Global as its official launch media partner, launched Formula Student Africa (FSA) on 25 February at the Cape Town E-Fest ELECTRIC with the mission to become the leading advocate for electric mobility on the continent.

The launch was attended by the Executive Dean of EBEIT, Prof Marshall Sheldon as well as the Director of AMTC, Karl du Preez. The plan is for our students to participate in the inaugural Student Formula-event in Africa, Cape Town in February 2024. Formula Student Africa aims to educate audiences on e-mobility and related skills development opportunities, upskill graduates and mechanics, and create a pipeline of engineering, commerce and technology talent to accelerate e-mobility and related sustainability industries in Africa.

The Advanced Mechatronic Technology Centre (AMTC), in collaboration with the MERSETA successfully concluded the inaugural Solar Boat race for Technical High Schools and TVET Colleges. The race was a huge success, with schools and colleges enthusiastically partaking in the event. A number of local companies supported the event and the 2023 Champions were Port Rex Technical High School from East London! The School received a R10,000.00 prize as well as R5000.00 from the company RS Components to purchase equipment.

Second place was PE TVET College and Third place was Newton Technical High School!



## INAUGURAL SOLAR BOAT RACE FOR TECHNICAL HIGH SCHOOLS AND TVET COLLEGES – 4 MARCH

The Advanced Mechatronic Technology Centre (AMTC), in collaboration with the MERSETA successfully concluded the inaugural Solar Boat race for Technical High Schools and TVET Colleges. The race was a huge success, with schools and colleges enthusiastically partaking in the event. A number of local companies supported the event and the 2023 Champions were Port Rex Technical High School from East London! The School received a R10,000.00 prize as well as R5000.00 from the company RS Components to purchase equipment.

Second place was PE TVET College and Third place was Newton Technical High School! Congratulations to all the participants and special thanks to the AMTC Team:- Karl du Preez, Meera Naidoo, Lizl Blom, Jan Hendrik de Jongh, Damina Mooney, Kabelo Mpurwana,

Russel Phillips and all the students in the Renewable Energy Laboratory!



## Open Day – Port Elizabeth – Exhibition Winner - 2nd Overall

10 & 11 March 2023

The Faculty of Engineering, the Built Environment & Technology was geared up for Open Day 2023. It was exciting two days, where students and staff got to interact with learners and parents to discuss their future and how they can **#changetheworld #openday #EBET**



## Amazing Race – Faculty EBET New Staff Initiation Event

15 March 2023

Faculty of Engineering, the Built Environment, and Technology enjoyed a faculty wellness event, the AMAZING RACE, on Wednesday, 15 March 2023.

The contestants were all new and “not so new” staff that joined the faculty during Covid in 2020 and recently. The purpose of the day was to create an opportunity for staff to relax and have fun while learning simultaneously. To that end, the selected pit stops assisted them in navigating better around the two campuses, visiting critical people, areas, and support units at the North and South campuses that can support and assist them while employed at Mandela University.

It was a lot of fun for all the attending staff, and a special appreciation to all the new and “not so new” staff members willing to participate as contestants. Also, thank you to all the other staff members who came out in support of their teams and colleagues.



## Open Mic Session on AI Technologies – 22 March 2023

On Wednesday, 22 March 2023, the School of Built Environment and Civil Engineering hosted an Open Mic session on AI technologies to talk about AI, For the benefit of our staff and students.

This was a pre-cursor to the Agri-Tech, Agri-Chemical Technology, and 4IR Solutions for the Agribusiness Growth Symposium, held today, 23 March 2023.

The Keynote Speaker: Dr. Natalie Raphil [A South African leading AI [Artificial Intelligence] innovator and the founder of Robots Can Think]

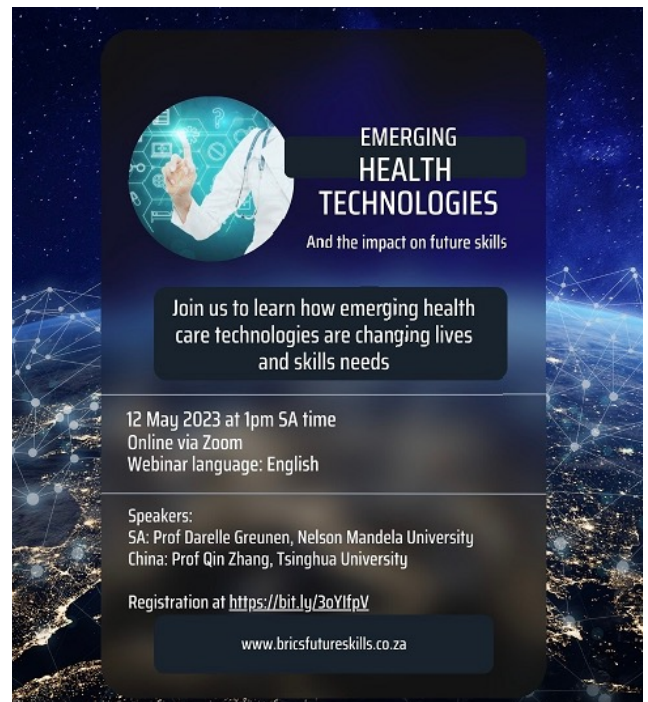


# AFRICA's **HEALTH TECH SECTOR** ENHANCES DELIVERY OF SERVICES – 6 April 2023

Prof Darelle van Greunen delivered a speech, 6 April 2023

In recent years, various technological advancements have been made in the healthcare sector, improving the quality of healthcare services globally. In Africa, technology is being leveraged to address some of the healthcare sector's challenges and improve access to healthcare services for millions of people. From mobile health apps to telemedicine, technology enables healthcare providers to reach patients in remote and underserved areas and provide them with quality care. This talk will delve into how technology is being used to improve healthcare services in Africa.

Darelle van Greunen, a Distinguished Professor in Information Technology leads a research, engagement and innovation group at the Nelson Mandela University, namely the Centre for Community Technologies (CCT). The CCT integrates transdisciplinary research and innovation with community engagement through the development and implementation of apps and other smart technologies that enable the advancement of education, health, rural and social development, particularly in low-income communities. The CCT has won multiple international awards for their innovative digital health solutions. These are all developed under the leadership of Darelle.



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And the impact on future skills

Join us to learn how emerging health care technologies are changing lives and skills needs

12 May 2023 at 1pm SA time  
Online via Zoom  
Webinar language: English

Speakers:  
SA: Prof Darelle Greunen, Nelson Mandela University  
China: Prof Qin Zhang, Tsinghua University

Registration at <https://bit.ly/3oYlfpV>  
[www.bricsfutureskills.co.za](http://www.bricsfutureskills.co.za)

## Eden Classic Car Group (ECCG) visit to Faculty EBET – 21 April 2023

Faculty EBET hosted the Eden Classic Car Group and showcased their unique vehicles at the New Engineering Building parking lot. The invitation was sent out to all faculties. The car owners were taken on a tour around the faculty namely:

1. FERU Engine Testing & Fluids Lab
2. Mechatronics Lab/ Machine Shop/Welding Bay Visit
3. AEDG Lab
4. Renewable Energy Lab
5. Materials Testing
6. Laser welding facility and maybe 3D Scanning





## MEC OF THE EASTERN CAPE DEPARTMENT OF HUMAN SETTLEMENTS POST BUDGET AND POLICY SPEECH – 18 MAY 2023

Mandela University's Department of Building and Human Settlements Development was recently invited to the post budget and policy speech 2023/24 stakeholder engagement by the MEC of the Eastern Cape Department of Human Settlements, the honourable Siphokazi Lusithi.

The University colleagues made comments and proposals from the budget speech and policy 2023/24.

A total of 24 human settlement qualification graduates including ones from Mandela University have been placed in various municipalities across the province to support human settlements planning, systems, and social facilities.

The Building and Human Settlements Development department noted the great significance of the MEC contribution in creating opportunities for the youth.



## Building a better future

23 May 2023

**BIG PLANS:** Checking out one of the potential designs for a new creche to be built in New Brighton are, from left, Natasha Jonasi, Zama Zulu, Zola Mbusi and Jim McKeown

Second-year Nelson Mandela University architecture students have been given the green light to create a design and contribute towards an effort to 'build the best creche in Gqeberha' after NGO Masinyusane received a R1m sponsorship from the E'Zethu Development Trust. Among those working on projects for possible selection are Yamkela Mayisela and Hlonela Qothelo.

Masinyusane and a team of aspiring architects from Nelson Mandela University have banded together to secure the proper building blocks for the future of dozens of young township people through the establishment of a creche in New Brighton.

After receiving confirmation of a R1m sponsorship from the E'Zethu Development Trust in January, the NGO wasted no time and partnered with NMU's architecture department in February.

The task at hand is to "build the best creche in Gqeberha" by October.

Yesterday, second-year NMU architecture students presented their design models for the creche and in three weeks' time a design will be chosen and followed for the new school.

Masinyusane co-founder Jim McKeown said the latest project was one of several that the NGO had invested heavily in over the last 15 years in an effort to improve early childhood development in the townships, schools and creches.



"Early childhood development is of a very low level here in SA, and NMU agreed to partner with us to build the best preschool in the city, where your best creche would not be in Summerstrand, but in New Brighton.

"We want to build many of these over the years, so this is an exciting pilot," McKeown said.

Masinyusane executive director Zama Zulu said the NGO serviced about 20 primary schools in townships such as New Brighton, Motherwell, Kwazakhele, Zwide and in the northern areas, employing about 300 young people.

"Management was a big factor in the primary school that we chose as the creche would be built inside the school.

"We will build it at Charles Duna [Primary School] in New Brighton.

"I think it was a blessing in disguise that we managed to partner with the NMU architecture department where the project will be part of their end of the year mark.

"There were costs, we would have had to pay architects, which would have been extra," Zulu said.

NMU senior architecture lecturer John Andrews said they were delighted to partner with Masinyusane and intended to bring their expertise for the better of the community.

Second-year architecture student, Aa-iesha Beckett, 20, from Sherwood, said she was proud to potentially be part of making a bigger difference through her work.

## *FishFORCE Bridge Inspection Game*

FishFORCE collaborated with a Cape Town based animation, gaming and immersive technologies company called SeaMonster to develop a virtual law enforcement game specifically designed for law enforcement officers (LEOs) in the fisheries crime environment. The game titled: 'FishFORCE Bridge Inspection' was completed in December 2022 and was launched in February 2023. The game is available on smartphones with a version that is compatible to work on all android based smartphones and tablets, as well as on Apple iOS. The game-based education termed "gamification" facilitates learning using a virtual environment experience that leads users to solve problems through critical thinking. The game has ten (10) levels of increasing difficulty, each with its own scenario, characters, story, and challenges. The levels in the level screen feature three (3) stars that can be earned based on the player's demonstration of three (3) key skills which the game has been designed to test: Critical thinking, Diligence and Curiosity. One level is accessible at a time with the next level unlocking when the previous level has been completed. [See attached email containing more specific detailed information relating to the game]. Click [here](#) for the trailer for the game.

## *Faculty of Law L&T Approach in 2023*

- The Faculty of Law continuously seeks ways in which to improve its learning and teaching approaches as it strives to offer empowering education by providing grounded, relevant and innovative education, designed to enable students to become active agents of their learning, critical thinkers and persons who have the capacity to advance the Constitution's transformative mandate to achieve social justice in both the legal profession and other sectors of society.
- In so doing, the Faculty implemented a blended learning approach to the presentation of lectures in 2023 taking into consideration the venue constraints of the institution and the financial plight of many of its students. Lectures are presented using a combined face-to-face and online learning structure, with each module having one face-to-face lecture and one online lecture per week. Each year of study was considered separately, for example, the face-to-face lectures for final year students are scheduled on Mondays, Tuesdays and Wednesdays and online lectures on Thursdays and Fridays. This assisted in reducing the travel needs of students as well as the need to find spaces conducive for online learning in between lectures.
- The Faculty is committed to the strategic focus areas, values, and graduate attributes of Mandela University as set out in Vision2030. The Faculty of Law identified the following specific values that underpin its unique strategic identity, namely, justice, transformation, integrity, excellence, and accountability. In particular, the Faculty's assessment approach in 2023 links directly to the value of accountability: "accountability: the obligation to own what one does and take responsibility for the result". Most modules ran two-assessments with the best result serving as the class mark. Students were strongly encouraged to attempt both assessments (and most students did in fact do so) and not to defer assessments. The Faculty does not require students to provide satisfactory documentary evidence for missing an assessment. (This also assisted in alleviating the admin burden placed on academics and PASS staff when handling such evidence.) The Faculty also has developed "exemption application criteria" to allow for religious and other concessions. Students who do not attempt either of the two assessments are not permitted to write the examination. Furthermore, the Faculty did away with the "40% dp" requirement for entry to the examination and placed a higher emphasis on the learning and development of the student during the semester or year by increasing the weighting of the class mark towards the final mark. For example, the weighting for semester modules is 50:50 and year modules is 60:40. The Faculty believes that these initiatives aid in students taking responsibility for their learning and success along their academic journey.
- The Faculty of Law has been running a Peer Mentoring programme for approximately three years. Postgraduate Associates (PgAs) and Academic Support Hub (ASH) members employed as assistants in the Faculty have been trained as peer-mentors and work closely with success coaches and Emthonjeni Wellness Counsellors. Students who received academic warnings or who have been re-admitted after an appeal process are placed in the peer-mentoring and or success coaching programme. The PgAs and ASH members work with individual students to provide support. Group workshops / sessions on time management and study skills have also been provided by the Success Coach to first-year students who have not performed well across three law modules.

## LEGAL PRACTICE MODULES

- The Legal Practice module is a core compulsory and final year module in the Faculty of Law as part of the modules that must be completed for the LLB degree. The module focuses on Clinical Legal Education (CLE), which is essentially a teaching and learning methodology. This methodology entails teaching and learning via classroom sessions, practical sessions and tutorial sessions.
- During classroom sessions, students undergo classroom training on various topics, including consultation skills, drafting skills, ethics and professionalism, how to handle medico-legal matters, labour legal matters, criminal legal matters, as well as how to be an accountable and responsible legal practitioner in legal practice after graduation. Although the classroom sessions include theoretical content, such content is presented in a practical manner by making use of practical examples, practical assessments, as well as connecting the content to the practical sessions, which practical sessions are discussed below.
- The practical sessions are conducted at the Nelson Mandela University Law Clinic (LC), situated on the Missionvale Campus. Each final year student must work at the LC for 90 minutes every alternate week. Practical sessions are conducted Monday to Friday, start at 8:00 and conclude at 15:30. Students work in groups and, in this manner, learn to collaborate with one another, as expected by the working world. While working at the LC, students consult with clients of the LC, draft documents, provide legal advice, as well as maintain client files. In this way, they promote access to justice to indigent members of society. Students conduct work on various types of matters, including but not limited to divorce matters, domestic violence matters, contractual matters, evictions, motor vehicle collisions and the drafting of last wills and testaments, to name but a few. The students work under the close supervision of LC supervisors or clinicians. This means that students' work is always perused before it is sent out to external stakeholders, like clients, opponents, private law firms or other entities. Students are encouraged to be inquisitive, hungry for knowledge and to learn as much as they can while working at the LC. Students are also constantly reminded that, in doing the practical work, they learn more about the substantive legal principles, that they are studying and have already studied before their tenure at the LC, and that they should be on the lookout for every opportunity to enrich their (theoretical and practical) knowledge through the work they do. Students must also reflect on their practical efforts by accounting for their challenges and strong points. Reflection happens after the conclusion of every practical session. In this way, they know what to improve upon, as well as what to do in order to minimise their challenges. They also learn more about their strong points and how to further strengthen and enhance that. This is important for their professional development. They are furthermore encouraged to do research if they do not have sufficient knowledge to advise a client. This is in line with the doctrine of constructivism, as students now actively contribute towards their own education.
- Tutorial sessions are not for the purpose of re-lecturing students. The purpose of tutorials is to identify any issues that students might have experienced during classroom sessions and practical sessions, as well as to discuss and address such issues. At Mandela University Faculty of Law, tutorials go one step further: additional practical information, building upon what students learn in the classroom and at the LC, is provided. For example, during the lecture on "Drafting Skills," students are taught the basic skills of professional and ethical legal drafting. During tutorial sessions, students are specifically taught how to draft everyday legal documents, including letters of demand, Summons and Particulars of Claim, affidavits, Pleas, Heads of Argument and legal opinions. They can use this information in their practical sessions at the LC, should the task at hand require drafting of any of these documents.
- Assessments are closely connected to what the students are learning during the classroom, practical and tutorial sessions. Assessments consist of drafting legal opinions (incorporating the format of legal opinions and heads of argument, taught during tutorials), completing documents for use in labour legal cases (a good combination about what is taught in class and documents used in practice, eg, at the Commission for Conciliation, Mediation and Arbitration), as well as conducting a presentation on a client file (providing students with the opportunity to speak before a panel of internal and external assessors as they would do before a presiding officer in court).
- The Legal Practice module has always been an exciting module for and a popular module among students. Even during the 2016 re-accreditation of the LLB, the Legal Practice Module at Mandela University had been recognised for its successes. The past semester has again proven to be very good for student education as far as CLE is concerned. Students has drafted numerous divorce summons, advised clients on how to proceed with evictions and domestic violence and maintenance matters, drafted letters of demand, including for evictions and payment of arrear debts, as well as consulted with a number clients in order to obtain sufficient instructions to execute the aforementioned practical tasks.
- It is therefore clear that, during the first semester of 2023, the Legal Practice students have once again made a difference in society by assisting indigent members with legal advice and other professional assistance, therefore actively engaging with the community and providing access to justice while undergoing valuable legal education.

















# BOOK LAUNCH EVENT HOSTED BY EMTHONJENI STUDENT WELLNESS

**We are thrilled to share the wonderful success of the book launch event hosted by Emthonjeni Student Wellness for the highly anticipated release of "YOU'RE OKAY, but the stuff that happened to you wasn't" by clinical psychologist, Ziyanda Mavumengwana.**

"YOU'RE OKAY, but the stuff that happened to you wasn't" is an extraordinary book that delves into the depths of resilience and positive self-esteem, offering invaluable insights and practical guidance for anyone seeking healing and personal growth. Ziyanda's expertise in the field of psychology, combined with her empathetic approach, makes this book a powerful resource for individuals on their journey toward emotional wellness.

During the exclusive book launch event, Ziyanda shared her expertise as a trained clinical psychologist and provided an intimate glimpse into the transformative power of guided self-reflection. Attendees had the opportunity to engage in an enlightening discussion with Ziyanda, as she explored the key themes and concepts from "YOU'RE OKAY, but the stuff that happened to you wasn't."

The occasion was a celebration of this remarkable book and an opportunity for like-minded individuals to connect and foster a supportive community. The event created a safe and nurturing environment that facilitated healing and personal growth, just as we had hoped.

The book launch event took place on 27 May 2023 at the Nelson Mandela University Business School auditorium, located at Second Avenue Campus. Attendees enjoyed light refreshments and had the opportunity to purchase copies of "YOU'RE OKAY, but the stuff that happened to you wasn't," which Ziyanda graciously signed.

**Gqeberha // Port Elizabeth**  
**Book Launch & Signing**

**R350**  
 SECURES YOUR COPY & SIGN

Meet Author & Clinical Psychologist; Ziyanda Mavumengwana live in Gqeberha at the Nelson Mandela University

**27 May 2023, 1pm**  
 Nelson Mandela University Business School Auditorium  
 2nd Avenue, Summerstrand

Reserve your seat at [www.ziyandamav.co.za](http://www.ziyandamav.co.za)  
 For enquiries email us at [nomalungelo.ntlokwana@mandela.ac.za](mailto:nomalungelo.ntlokwana@mandela.ac.za)

**Speaker**  
**Ziyanda Mavumengwana**  
 Clinical Psychologist, PhD Candidate & Author



The event was a resounding success, with attendees deeply moved by the wisdom shared by Ziyanda. Her words touched their hearts, providing them with the tools and understanding needed to embark on their own healing journeys.

We would like to extend our sincere gratitude to everyone who attended the book launch event. Your presence and enthusiasm contributed to making it an unforgettable afternoon of inspiration, connection, and emotional healing.

If you were unable to attend the event but are interested in "YOU'RE OKAY, but the stuff that happened to you wasn't," you can still purchase copies from [www.ziyandamav.co.za](http://www.ziyandamav.co.za)

Ziyanda Mavumengwana's transformative insights await you, and we encourage you to delve into the pages of this remarkable book.

Thank you once again for your support and participation in this special book launch event. Together, let's continue to embark on a journey of self-discovery and healing as we navigate the complexities of emotional wellness.







Projects such as #IamTheCode, which aims to upskill 1 million girls and women to be able to code in full stack coding environments, are central to building Africa's own capacity in the technology space in order to ensure participation in the global technology trajectory rather than being bystanders. Equally critical is that the daily use of AI platforms such as ChatGPT should be encouraged so that both learners and teachers become completely familiar with these systems in order to maximise the benefit they potential they hold.



## THE EARLY CAREER ACADEMICS' ADVANCEMENT PROGRAMME (ECAAP) CERTIFICATE CEREMONY

**The ceremony took place on 19 May 2023 at the Conference Centre, North Campus, Gqeberha**

The ECAAP is a three-year programme that was formally launched in November 2019. Prior to the 2019 official launch (2016) the programme existed as an Early Career Academics Forum that was housed in the office of the DVC: Learning and Teaching. In 2018 the then DVC, Prof Zinn requested that the programme be reconceptualised and be shifted to what is now known as the Teaching Development Unit of the LT Collab. The shift and the curriculum development process were done to give the programme more structure, formality and intentionality. The goal was to focus on the holistic development of participants. The Research Development Office, specifically the then Acting Director, Dr Denise Schael contributed to the development of the programme's framework as part of continuous professional development.

The first cohort "enrolled" in 2020 at the height of Covid-19. Sixteen (16) brave and committed early career academics (ECAs) had to balance participating in the programme whilst trying to navigate the emergency online teaching and learning over and above their other professional responsibilities. As in other programmes, we had to deal with attrition due to various factors. Three (3) of the sixteen participants left the institution before finishing, two (2) had to take longer due to workload related competing commitments and will finish at the end of 2023 to receive their certificates in 2024. Two (2) attended all the compulsory sessions but couldn't submit their portfolios of learning which is the key requirement for obtaining the certificate, and the other 2 decided to exit and focus on other priorities.

In her opening remarks Dr Noluthando Toni, who co-coordinates the programme with Ms Eunice Champion, congratulated the recipients. She emphasized the importance of celebrating those who stayed the course in the midst of challenges and demanding workloads. She compared the giving of the certificates to going on a pilgrimage. She said "true pilgrimage is like wandering in pursuit and never getting to a state of finality" as career life requires that we view ourselves as never complete but as work in progress.

Dr Toni didn't only pay tribute to the recipients, she also acknowledged all her Teaching Development colleagues who were, and still are facilitators on the programme. Miss Anelisa Pezisa, the current ECAAP Assistant was praised for paying attention to detail and ensuring smooth running of the

programme. Prof Andre Keet also received a special mention for his continued support of the programme. Prof Keet was instrumental in the 2022 ECAs conversation with the VC Prof Muthwa.

The certificate ceremony was embraced by the presence of the DVC: Learning and Teaching Dr. Muki Moeng, who delivered the keynote address, the Dean: Learning and Teaching (Dr Phumeza Kota-Nyati); the Faculty of Education's Acting Executive Dean, and Deputy Deans from the Faculties of Science, Humanities and Education. The DVC framed her keynote address around what it means to be an academic who is a scholar at Nelson Mandela University, a university that has an educational philosophy that is underpinned by a humanizing pedagogy and has an outlook of being in service to society. She mentioned the importance of the different scholarships that academics need to participate in to be a scholar. She referred to Ernest Boyer's model of scholarship that identifies the scholarship of teaching and learning, the scholarship of engagement, the scholarship of application, the scholarship of discovery, and the scholarship of integration. She then shared six aspects that shape a scholar at Nelson Mandela University with its core mandates of learning, teaching, research, innovation and internationalization. These aspects are (i) to be courageous, meaning to participate in courageous conversations about taking new ways of thinking and new ways of learning, and studying different ways of teaching in your classroom; (ii) caring, which is in line with the humanizing pedagogy because to be human needs one to care; (iii) giving hope to students is one of the responsibilities of the academic, especially in the era that lacks community and parental support; iv) excellence, whereby academics need to be excellent people and contribute to the excellent systems and excellent processes the institution needs to have. She said that students shouldn't be given second-grade teaching. Academics need to know their module's content to a point that students are confident to come to ask questions for clarity; and (v) integrity, which should apply to both academics and students. When academics submit their work for publication or supervision it needs to have integrity. The students need to be taught how to paraphrase because that is part of the grammar of the discipline, and it is academic literacy.

The Faculty of Education choir serenaded the attendees with traditional celebratory musical items. Dr Nehemiah Latoya delivered apt poetry as his contribution to the celebration. It is also important to mention that Dr Latoya is in the second year of the programme.



From left to right: Dr Sareesha Pillay (Humanities); Dr Muedanyi Ramantswana (Science); Dr. Lucky Maluleke (Education); Ms Jessica Staple (Humanities); Dr Shaun Ramroop (Health Sciences); Ms Qawekazi Maqabuka (Humanities) and Dr Andiswa Mvanyashe (Humanities).

**Below are excerpts from the portfolios of the seven certificate recipients:**

If we want to help individual South Africans move forward, we then need to understand how their subjective perceptions shape what they do. If we do this, we will move away from viewing young people as victims of the past and the present and realise their navigational capacity to make it against the odds stacked against them. It is through this process that we can acknowledge the power of agency in career decision making. All young people aspire, but the capacity to navigate towards this aspiration is what we must nurture.

~ **Dr Lucky Maluleke (Faculty of Education)**

If our research is focused on prevailing issues facing South Africa, we will be able to make a positive impact on society. As researchers, we need to be able to identify research needs and gather resources that can address both our global and local needs. In doing so, we can facilitate the process of changing societal needs to opportunities. I believe our research compass must always direct us to solving real problems within our environment ~ **Muedanyi Ramantswana (Faculty of Science)**

It is essential to pursue research that speaks to the problems that are unique to South Africa and translate to solutions and strategies to the critical issues that face our country. It is imperative that action is taken to transform the South African landscape. Thus, research plays a definite and transformative role in improving and extending the development agenda of our nation.

~ **Dr Sareesha Pillay (Faculty of Humanities)**

I think it's very important to celebrate Women's Month given the history of higher education that is extremely male dominated. It is from this vantage point that we should celebrate the small incremental changes made in changing the demographic representation within higher education ~ **Qawekazi Maqabuka (Faculty of Humanities)**

We all learn in different ways; some enjoy peaceful study, while others prefer interactive work and being challenged under duress.

~ **Dr Andiswa Mvanyashe (Faculty of Humanities)**

A flexible community of practice should be beneficial to all parties. It should provide an apparatus for permanent staff to step away from teaching and take part in "professional development initiatives" and other opportunities to improve their skill set, increase their research output and experience and broaden their horizons and vision ~ **Jessica Staple (Faculty of Humanities)**

Professional identity can indirectly make an impact on teacher career satisfaction through the single mediating effects of psychological empowerment and work engagement, and thereby increasing work engagement. Hence creating a positive teaching identity is critical for the success of all lecturers if they want to make a difference in the lecture room ~ **Dr Shaun Ramroop (Faculty of Health Sciences)**

# ACADEMIC PLANNING AND QUALITY ADVANCEMENT



**The Team:** Ms Nereshnee Naidoo (Quality Consultant), Ms Linda Jackson (Senior Quality Consultant), Dr Mziwakhe Sibugashe (Senior Manager: Academic Planning), Ms Xabisa Faku (Co-ordinator) and Ms Chantal Dwyer (Director)

## INTRODUCTION

The **Academic Planning Unit** (APU) supports and facilitates the planning, approval, accreditation and registration of new academic programmes and modules, as well as substantial changes to existing programmes in collaboration with academics, academic support services and other role players and stakeholders (e.g. professional bodies). Academic Planning supports the maintenance of the University's Programme Qualifications Mix (PQM) and has supported faculties in ensuring that the programmes accessible to students are compliant with national requirements. The Unit has also been supporting the development of new academic programmes that distinguishes the institution in terms of offering and fosters institutional collaboration.

In addition, the APU is supporting faculties in strategising using hybrid modes of delivery. This will enable student access and also support the development of technology rich hybrid learning with and beyond the classroom.

The **Quality Advancement Unit** (QAU) The Quality Advancement Unit strives to promote awareness and initiatives around quality assurance within the institution, so that Nelson Mandela University can achieve its strategic priorities with respect to institutional innovation and excellence and the provision of a quality learning experience for all students.

The Unit collaborates with both academic and administrative departments and sections in the design and implementation of quality assurance processes that address both internal and external requirements and benchmarks in a manner that is commensurate with the complex challenges facing higher education.

To promote a culture of continuous quality enhancement, the Unit facilitates capacity development within the institution in the context of the core academic responsibilities of teaching, learning, research, and engagement, as well as academic and non-academic support services.

## QUALITY ADVANCEMENT UNIT

The **Quality Advancement Unit** has provided advice in the following:

### 1.1 Professional body accreditation visits for the following programmes

- BSc Construction Economics and BSc (Hons) Quantity Surveying for the accreditation visit by the **Royal Institute of Quality Surveyors (UK)**.
- Diploma in Building and Advanced Diploma in Construction Management for an inspection accreditation visit by the South African Council for the Project and Construction Management Professions (**SACPCMP**).
- Diploma in Building and Advanced Diploma in **Quantity Surveying** for an accreditation visit with the South African Council for the Quantity Surveying Profession (**SACQSP**).
- the Advanced Diploma and Diploma in **Architectural Technology** by the Engineering Council of South Africa (**ECSA**). The QA unit was invited to view a display of work across all four years and was very impressed with the scaffolding of work across all four years. The commitment of the teaching staff and students is commendable.
- **Bachelor of Health Science in Biokinetics** is being assisted for their review at the end of June 2023.
- **Bachelor of Pharmacy** is being visit by the South African Pharmacy Council (SAPC) board of the Health Professions Council of South Africa (**HPCSA**) in September and the QA unit is assisting where it can.

### 1.2 Programmes for national review by CHE in 2023:

- **The Faculty of Education** has been informed of a review of the **Bachelor of Education** by CHE but no firm date has yet been provided. QA unit has assisted where requested.
- The QA unit is assisting the Department of **Social Work** regarding the CHE Special Review of Bachelor of Social Work qualifications nationally. The self-reflection document is expected by the CHE at the end of June but no date for the CHE visit has yet been confirmed.

### 1.3 Internal Quality Review of Programme in 2023:

- An internal review was requested for the **Department of Logistics** and scheduled for review Second semester. An orientation meeting was conducted with the staff.
- An internal review is scheduled for the **Department of Business Management** for the second semester. The orientation meeting was conducted on 18 May with the department.
- An information presentation was made to Prof Syden Mishi, HoD in the **Department of Economics**, on providing module files for the upcoming reviews of Logistics and Business Management programmes.

### 1.4 CHE Workshops attended in 1st Semester:

- CHE conducted a **Regional Quality Assurance Framework (QAF) Advocacy Workshop** to obtain feedback from the Higher Education (HE) sector in the Eastern Cape on the planned implementation of QAF in 2024. It was good to work together with private institutions and the comments made were well received by the CHE delegates hosting the workshop.
- CHE conducted a capacity development workshop on the **Good Practice Guide on Student Engagement in Quality Assurance and Promotion in Higher Education**

### 1.5 Other Endeavours

- Dr Mziwakhe Sibucashe and Ms Linda Jackson are part of the working group for the Faculty of Science Curriculum Renewal Working Group (FoSCRWG). Both will be presenting at the symposium at the end of June 2023.

## Academic Planning Unit

The **Academic Planning Unit** has worked on the following programme applications:

### 1.6 Department of Higher Education and Training PQM Applications

The following programmes have been submitted to the Department of Higher Education for clearance:

#### 1.6.1 Master of Medicine in Psychiatry and Master of Medicine in Paediatrics

The Nelson Mandela University due to its geographic position is serving a province with a huge shortage of specialist in the various fields of Medicine and with a need for knowledgeable, competent and innovative researchers addressing problems in the different fields of Medicine. The availability of suitably qualified researchers is of cardinal importance to ensure high-level inputs towards dealing with healthcare in the province and nationally.

These Master of Medicine programmes will provide an opportunity to develop young black doctors of the province to avoid migration to other parts of the country which in turn will encourage retention of skills within the province. This will also mitigate against the challenges of difficulty in accessing services. With the inbuilt capability of research into the program, this can enable targeted research focused on identifying and solving province specific and region-specific health challenges, thereby enabling homegrown innovation and solutions.

These programmes will make a positive contribution to the

provision of research oriented medical practitioners and specialists in South Africa, especially for the Eastern Cape.

#### 1.6.2 PGDip Mental Health

Mental health nurses attend to the mental health needs of individuals, families, groups and communities. They function at primary, secondary and tertiary levels and are skilled to work independently using basic, intermediate and advanced clinical competencies. Mental health nurses can take the lead in clinical situations and act as consultants in order to provide evidence-based care to patients, their families and communities based on relevant legislation.

With this in mind, it is imperative to provide a programme for mental health nurses that will eradicate the shortage of care in this health care domain.

#### 1.7 CHE Accreditation

The following programmes have been submitted to CHE for accreditation and the university is currently waiting for letter of accreditation and later SAQA registration:

- Postgraduate Diploma in Supervision for Social Service Professions
- Master Of Commerce in Industrial And Organisational Psychology
- Diploma in Music (New)
- Higher Certificate in Emergency Medical Care











# Humanities



## Introduction

In the first semester of 2023, the Faculty of Humanities continued to work diligently to ensure that we contribute successfully to the three core missions of the University: learning and teaching; research, innovation and internationalisation; and engagement and transformation, foregrounding the Revitalisation of the Humanities, one of the strategic imperatives of the University. We were also aware of the challenges awaiting us as staff and students had to return to campus after three years of online learning and teaching, following the COVID-19 restrictions.

The return to campus has brought back the vibrancy of our Faculty. Our vibrant lectures, practicals, and seminars and music concerts and other activities that connect us to our students and the rest of the academic community, as well our University to the Gqeberha and other communities. We are experiencing again what the Faculty can offer in the academic project.

## The underpinnings of the faculty's learning and teaching

In the development of its 2023-2027 Vision and Strategic Plan, the Faculty of Humanities has adopted the institutional Vision 2030's strategic trajectory on the Revitalisation of the Humanities and Fostering of Transdisciplinarity as an approach guiding our scholarship. Our strategic academic focus areas also cascade directly from all of the University's strategic academic focus areas, and are led from a specific entity in the Faculty as can be seen below:

<i>Institutional Research Themes</i>	<i>Faculty Research Theme</i>	<i>Main Driver/s within Faculty</i>
Ocean and coastal sciences	Ocean Cultures and Heritage	SARChI Chair on Ocean Cultures and Heritage; Dept of Sociology and Anthropology
Social justice and democracy	Public Management and Leadership; Identities and Social Cohesion	Raymond Mhlaba Centre; SARChI Chair on African Identities and Social Cohesion, Dept of Public Management and Leadership, and Dept of Philosophy
Environmental stewardship and sustainable livelihoods	Ocean Cultures and Heritage; African Philosophy; Gender and Women Studies	SARChI Chair on Ocean Cultures and Heritage; SARChI Chair on African Feminist Imagination Centre for Gender and Women Studies
Innovation and the digital economy	Digital Humanities; Arts and Entrepreneurship	School of Language, Media and Communication; Dept of Philosophy; School of Visual and Performing Arts
Origins, culture, heritage and memory	African Archive and Heritage; Women and Gender Studies;	SARChI Chair on African Feminist Imagination SARChI Chair on Ocean Cultures and Heritage; Centre for Gender and Women Studies; Dept of History and Political Studies
Humanising pedagogies	Diversity and Inclusion with a focus on linguistic diversity	School of Language, Media and Communication

The image below, taken at one of our Curriculum Conversations, captures our work, between the students and staff, and with the community we engage with...



Students and staff participating in one of our Curriculum Conversations

## REVITALISING THE HUMANITIES

In our approach to the call for the Revitalisation of the Humanities we recognise the transformative potential of the disciplines within and beyond the Faculty and the University. In our academic project we appreciate the role of the disciplines in the understanding and interpretation of social challenges for the betterment of humanity. Further, our guiding principle on the revitalisation of the humanities fosters reinvigoration of intellectual relationships between the natural sciences and the humanities and social sciences.

Revitalising the Humanities in our Faculty focuses on:

- **Curriculum Transformation**
- **Deepening the scientific knowledge base of our disciplines**, as well as skills associated with each discipline
- **Deliberate consideration of Africa as a source of knowledge production** to diversify our arts, humanities and social sciences canon
- **Enhancing capacity of our academics**
- **Social engagement** with the purpose of learning from, and developing scholarship on local intellectual histories
- **Inter- and Transdisciplinary** collaboration
- **Technology-enhanced** scholarship

The above are also Faculty Strategic Priorities, as articulated in the Faculty 2023 Annual Performance Plan.

Our main drivers for the Revitalisation of the Humanities in 2023 are Curriculum Conversations, Capacity Enhancement Programme and

Fostering Transdisciplinarity, and these are discussed below:

**The Curriculum Conversations** that call for the Faculty to be intentional and deliberate in its curriculum transformation practices. Our Curriculum Conversation in 2023 focuses on the question: For a Faculty of Humanities in an African university, how do we deliberately rethink and redesign the content, structure, and delivery of academic programs to better reflect the needs, aspirations, and contexts of African societies.

In alignment to the institutional research theme on *Origins, culture, heritage and memory* we are conscious that the means revisiting the dominant Eurocentric perspectives that have traditionally informed teaching and learning in our universities, and incorporating more diverse, Afrocentric approaches that recognize and value local knowledge systems, histories, cultures, and languages, as well as introduce more interdisciplinary and experiential learning opportunities, as well as embedding critical thinking, problem-solving, and leadership skills reflective of the disciplines.

*The Curriculum Conversation* in 2023 focusses on the excavation of the literary productions of black early intellectuals whose work reflect philosophical underpinnings of black knowledges systems, culture, histories, etc. These works are deliberately brought into the academy for diversification of the academic canon. In addition to excavating and developing an academic discourse about literary works of early black thinkers, Curriculum Conversations also construct frameworks around which to build hypothesis and theories that deepen understanding of experiences that are in the margins in the academy.



## ***The Curriculum Conversations influence all our mission pillars in the Faculty, i.e. Learning and Teaching, Research and Engagement and (Social) Engagement and Transformation***

As can be seen with the Lecture discussed above, we are exploring **Transdisciplinarity** as a cornerstone in all our core functions. For the Faculty, transdisciplinarity offers an innovative approach to address complex and interconnected social challenges with which we are confronted.

We continue to make our language offerings in all Faculties as well as other humanities subjects in the University in an interdisciplinary approach.

The piloting of the BA Philosophy, Politics and Economics continues. In 2021 the Faculty began development of a transdisciplinary BA PPE programme for introduction in 2024. The programme will be offered in the School of Governmental and Social Sciences, in collaboration with the Faculty of Business and Social Sciences' Department of Economics.

In 2023 we have collaborated with the Faculty of Health Sciences to introduce a module on Language in Health Sciences.

We have strong transdisciplinary research networks in Digital Humanities located in Linguistics and Applied Linguistics and Philosophy, as well as Medical Humanities located in the Department of Sociology and Anthropology.

## ACCESS AND SUCCESS: INTERVENTIONS IN LEARNING AND TEACHING

Our access and success are strongly bonded to the university's values of social justice and equality, integrity, excellence, respect for diversity and sustainable stewardship which are all undergirded in ubuntu. The core of access and success in the Faculty is a response to the VC's 2018 call to Revitalise the Humanities, a call which was rehashed in the March 2023 rededication address titled Advancing Mandela University – Consolidating the Gains, Charting the Future Together.

We recognise that our knowledge of our students and disciplines can be partial and flawed and so we constantly seek to attain self-knowledge about our students, disciplines, our faculty learning and teaching identity, pedagogies, and strategy. We are revitalising and repositioning our learning and teaching around key areas of an Africa-purposed curriculum, transdisciplinarity, Digital Humanities and entrepreneurship to develop attributes that help our students be employable with a social consciousness. To do this we need them to have positive learning experiences in our classes.

### ***Enabling epistemic access and success through language***

The Faculty recognises structured inequalities in South African education, inequalities that pose a challenge to students' epistemic access and success. We have identified language as one of the areas of intervention. Given the high linguistic diversity of our student body (over 80% of our student body have an African language as a home language, and over 52% isiXhosa as a home language).

With the dominance of isiXhosa in the student body, the Faculty is pioneering language intervention through multilingual pedagogies where isiXhosa is used to support effective learning in the main language of teaching and learning. We have selected flagship modules in all three Schools. The medium to long term goal of the language intervention is to enable epistemic success, but the short term goal is to develop an inclusive pedagogic culture in the Faculty by acknowledging and nurturing students' linguistic experiences.

### ***Other initiatives to foster inclusivity***

We embarked on several initiatives to enable access and success. They encompass both student and staff support systems to create a thriving environment for all.

- We welcomed our first-year students with a vibrant video to orientate them to the Faculty. This can be viewed at:  
<https://www.youtube.com/watch?v=pSq41tAA4i4>
- A further initial point of contact was via applicant emails to encourage them to register with us.
- We also have active social media pages where we regularly post updates about events and learning and teaching matters: Our social media pages: <https://www.facebook.com/MandelaUniHumanities> AND <https://www.instagram.com/mandelaunihumanities/?hl=en>
- We make use of institutional support activities like the orientation to our online learning management system <http://getdigiready.mandela.ac.za/>
- Dedicated webpages assist our students to orientate themselves with their modules:  
<https://humanities.mandela.ac.za/First-Year-Humanities>  
<https://humanities.mandela.ac.za/Senior-Students-of-Humanities>
- Regular contact is maintained with Admissions and Faculty Academic Administration to finalise processes around admissions and graduation. Together with Faculty Academic Administration and The Faculty Undergraduate Appeals Committee we counsel students about their academic progress. Student registration has been challenging because of funding issues and historic debt. Financial guidance and counselling should be provided so that young students do not enter their working lives with huge debt burdens.

- School writing centres assist with inducting students into literacy practices of the disciplines. Regular workshops for writing respondents are held. These provide the respondents with tools to assist students find their voices in the writing process.
- Tutorial support is available especially for large classes and complex modules.
- A special tutorial pilot is funded by LT Collab. Tutors from the BES Faculty tutor BA Economics students. This is part of an initiative to encourage students to major in Politics and Economics.
- Regular introspection with academics in the Learning and Teaching Committee around areas of access and success. We plan developmental workshops based on this introspection. For example, workshops on classroom methodologies, engaged online classes, assessment practices and AI concerns flow from these discussions.
- We administer regular surveys to students on their experiences online and over the course of this first semester. Findings show that students found their Covid online experiences isolating but that they felt the Faculty lecturers showed care and compassion. They were in favour of a blended approach which the Faculty has continued to use in 2023. A survey on their first semester in 2023 also revealed positive experiences. Most students found Faculty lecturers engaging and supportive. Students were also asked to reflect on their progress in Term one, 2023. They highlighted challenges such as adapting to face to face, funding and registration challenges, protests and shuttles. The positives highlighted are efforts by lecturers and tutors to ensure that they understand content; assisting those who registered late; being sympathetic of student circumstances and the interesting material they encounter in the classroom. We find that students reach out to us for assistance as a result of these survey introspections.
- Encouraging timeous uploading of assessment marks for students to see their progress.
- A dedicated student administrator in the Deputy Dean's office who assists with student enquiries and concerns.
- Good collaboration with Faculty librarian, counselling, Universal Access and Disability Services, Student Success Coaches and Financial Aid to assist our students.
- Encouraging of academic introspection and discussion on pass rates.
- Good support provided by two Faculty e-technologists and Faculty graphic designer (for multimodal course books).
- PR intern tasked with enhancing student community in social media spaces.
- Faculty events to create community (free music concerts and many seminars by prominent public intellectuals for example).

### **Recurriculation of our programmes**

Our curriculum renewal project is in line with the Nelson Mandela University's educational purpose and philosophy and our Faculty's revitalisation project will include a focus on Africanisation, indigenous knowledge systems, transdisciplinary collaborations, social justice, 4IR and the use of technology, and community engagement, among other things. The curriculum renewal project respond to these focus areas in order to ensure that the Faculty's curricula enables our graduates to access and be responsive to the world of work and the needs of 21st century graduates. To this end 50 curriculum changes were approved in 2022. New modules that provide access to local knowledge include African Globalisation and the Making of the Modern World Order, The History of Technology, Medical Anthropology, new Diploma in Music and new extended Bachelor of Music, amongst others. There are currently 11 renewal programmes underway in the Faculty. Most of our programmes are under scrutiny to see their alignment to the revitalisation project and how they give access through their content and pedagogies. As a Faculty concerned with what makes us human we draw on pedagogies of care, hope and love to provide access to a powerful canon of knowledge.

### **Piloting Transdisciplinary programmes – BA Philosophy, Politics and Economics (PPE)**

The Faculty continues to offer service courses in other Faculties across the university, especially our language learning offerings.

In 2021 the Faculty began development of a transdisciplinary BA PPE pilot to support BA students taking an Economics module.

The programme is be coordinated in the School of Governmental and Social Sciences, in collaboration with the Faculty of Business and Social Sciences' Department of Economics.

In the 2022 academic year the School of Governmental and Social Sciences worked with the Department of Economics to explore the introduction of this distinctly Mandela BA PPE degree as part of advancing the strategy to Revitalise the Humanities. A distinctly Mandela BA PPE will help to create a sense of intellectual purpose and direction that speaks to the University's name and the needs of our graduates to be competitive in the job market. This is informed by the university's Vision 2030 which aim to cultivate an "institutional culture that liberates the full potential of students" (2021:2).

The School is currently undertaking a pilot to test the feasibility and viability of such a BA PPE by first introducing an internal BA stream that combines 2 of these majors. The pilot has received R50 000 in funding from the Teaching, Development and Innovation fund to support extra tutorials for BA students who want to major in Economics but have had limited academic success with the discipline. The fund will assist in providing transdisciplinary and multilingual tutors to support students in this programme, especially with Economics.

There are currently 34 BA students participating in the pilot, and have taken the following combinations of majors in the BA - (a) Politics and Economics, (b) Philosophy and Economics and (c) History and Economics.



## APRIL GRADUATIONS

During the April graduations, the Faculty also celebrated the conferring of a PhD degree to one of its staff members, Dr Kutu Ramolobe, one of the early career scholars in the Faculty. The award of a doctoral degree to Kutu is aligned to the Faculty strategy, to build capacity of young scholars by supporting them to complete senior degrees, to publish quality research, as well as develop capacity in other areas in the academy.

In the same graduation the Humanities Faculty also hosted, on behalf of the university, Mama Sophie de Bruyn and her family. Mama Sophie de Bruyn is an anti-apartheid activist, and the only surviving member of the leaders of the August 9, 1956 Women's March against pass laws.



*Mrs de Bruyn, next to the Vice Chancellor, with her family and friends*

## STAFF AND STUDENTS ACHIEVEMENTS

The Faculty welcomed the following new staff members:

- Prof Uchenna Okeja, Professor of African Philosophy in the Centre for Philosophy in Africa
- Mr Andrew Matthews, Lecturer in the Department of Language and Literature in the School of Language Media and Communication

The following staff members we promoted:

- From Associate Professor to PROFESSOR
  - PROFESSOR Marius Crous
  - PROFESSOR Alethea de Villers
  - PROFESSOR Enaleen Draai
  - PROFESSOR Luvuyo Ntombana
- From Senior Lecturer to Associate Professor

- ASS PROFESSOR Ntsikelelo N Breakfast

- ASS PROFESSOR Babalwa Magoqwana

- From Lecturer to SENIORLECTURER

- Dr Denver Davids

- Dr Vusi Khumalo

- Dr Sharon Rudman

- Dr Jakub Siwak

The following staff members received recognition for their work both nationally and internationally:

- Prof Pieter Binsbergen, the Director of the School for Visual and Performing Arts, was invited as a South African representative at the 2023 Borneo International Kite festival in Malaysia to give keynote address and Masterclass on the art of kite-making

