

NELSON MANDELA
UNIVERSITY

**Learning and Teaching
Matters 2nd Edition**

JULY - DECEMBER 2023



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Word of Welcome from DVC

Dear colleagues, students and the Mandela community,

This is the second publication of the Learning and Teaching Matters newsletter. It feels like it was just the other day when we published the first newsletter in the first semester of 2023. So much has happened since then and it is amazing to see that we are already about to close the 2023 academic year.

Both students and staff have been busy with matters of learning and teaching throughout the year, and it gives me great pleasure to see how Faculties and the LT Collab have been driving activities that advance learning and teaching at Nelson Mandela University. They have done so in multiple ways; from exploring, designing, and introducing new ways of teaching, to supporting students inside and outside of the classroom while being in service to society.

Please have a look at the exciting and very creative initiatives that staff and students have been busy with. You will agree with me that at Mandela we work hard to make sure that students have a meaningful learning experience that prepares them for life beyond university. It is evident in the initiatives and activities that learning and teaching intersects with other academic missions because we are intentional in providing a holistic learning experience to our students.

The second semester is often experienced as very short and busy by staff and students as it culminates in assessments and end-of-year academic rituals. To this end, students are almost finished with their exams and academics are busy with their marking and the university community is gearing up for the master's and PhD graduation ceremonies on 13 December 2023. It is always exciting to see our students cross the stage after years of hard work, dedication, and commitment.



As the academic year draws to a close, I would like to express my sincere gratitude and appreciation for how you have pulled together to advance learning and teaching. I would like to encourage you to take time to rest and spend time with loved ones, family, and friends during the festive season. I hope that you will keep safe and come back refreshed and re-energised to start 2024 and to welcome new students in our unique Mandela way.

Thank you for your dedication and commitment to the academic project.

Yours in Learning and Teaching

Dr Muki Moeng

DVC: Learning and Teaching

SCSF Module

The inception of the Social Consciousness and Sustainable Futures course is the brainchild of the #FeesMustFall and #Decolonised 2015/2016 student movements at the Nelson Mandela University and broader South African higher education landscape.

This decolonial 'moment' in South African higher education was characterised by a demand to open access in terms of curriculum, culture and history of the future university. This means SA students demanded to be "visible" in the curriculum and cultures of the higher education in order to fully participate in it.

One of the keyways to 'visibilise' the students and ensure their success upon accessing the higher education system is assisting the students to be part of the co- production of the curriculum that reflects their history and humanising futures.

SCSF SLP

The SCSF SLP is an extension of the Social Consciousness and Sustainable Futures course offered to both students and staff at Nelson Mandela University. This parallel offering ensures that the transformation project of the university cuts across the architecture, teaching and learning spaces, researchers, and administrative and supportive staff.

The SLP is grounded within the values of an African dynamic university underpinned within values of change, honoured by its name sake, Nelson Mandela. The programme seeks to integrate multi-disciplinary knowledge to equipping participants with understanding of their social responsibility and challenge the utilisation of skills towards the embitterment of society.

The programme aims to cultivate students towards awareness of social injustice and provide participants with tools and capabilities in changing the world towards a sustainable and equitable future. In line with this vision, the SLP will facilitate an environment for participants to interrogate and be part of defining and

In Nelson Mandela University, students demanded a foundational course through which all students would be able to understand basic social issues tied to justice, fairness, freedom, sustainability, dignity, and recognition. It is through the #MustFall and #Decolonised moments that, inspiration for content, structure, pedagogy, and administrative approach of the course took place.

The outline, main objective, and design of the Social Consciousness Sustainable Futures (SCSF) course were thus designed to shift African perspectives and ontologies from the periphery to the centre of the institutional curriculum.

This means a number of meetings and discussions by students and a collective of interdisciplinary staff for 2 years (2016 - 2018) facilitated the eventual piloting of the course on the 06 August 2018 at the Gqeberha Main campus.

// The SLP is grounded within the values of an African dynamic university underpinned within values of change, honoured by its name sake, Nelson Mandela. //

understanding a dynamic African and Sustainable University as its core mandate.

Summary: The Hluma Indaba Report

Mandela University Food Systems Programme

In 2022, the [Mandela University Food Systems programme](#) – located in Hub 2 of the [Hubs of Convergence](#) – formed a student hunger subgroup in response to the crisis of student hunger. Positioned in the Social Development Professions Department, the subgroup – currently comprised of two staff members and two students – is looking at designing and implementing approaches to address student hunger that are student-centred, sustainable and humanizing.

One such effort was its recent Hluma Indaba.

Beginning on World Food Day on 16 October 2023, The Hluma Indaba hosted a week of lunch-time workshops and critical conversations responding to the question: “How can Mandela University develop its own unique approach to student hunger?”

From rich, peer-to-peer discussions around mindsets led by Social Development Professions students and staff, to robust talks about on-campus gardens and sustainability by the Department of Agricultural Sciences, the week saw students and staff across various spaces and disciplines coming together to engage around the issue of student hunger, and to co-construct a way forward that is truly unique to our University.

The indaba also saw two engaged learning and teaching efforts around student hunger – developed by students – piloted: the first, being four third-year social work students presenting their concept for a Financial Literacy tool as part of their practical, and the second, a Honours Media student presenting a carry bag as a possible alternative to the current bags used for food parcels. Both these efforts are currently being consolidated, with the aim of being rolled-out in 2024.

The name of the indaba itself was also the fruit of a pilot collaboration between the Mandela University Food Systems programme and the Department of Media and Communications in 2022. The programme worked with Mrs Tarryn Rennie and three Honours students enrolled for the ‘Critical Approaches to Design’ module, which poses the question: ‘Do designers and visual communicators need to become agents of social change? If so, how do they do this?’

In response to this, we asked students to develop a campaign for what an indaba focused on food and students could look like. ‘The Hluma Indaba’ - a Xhosa word loosely translated in this context to mean ‘grow’ or ‘prosper’ - is what one of the students envisioned; an indaba that could begin to change the way that people – especially young people – engage with issues around food.

In aiming to do exactly that, the indaba end with participants responding to questions such as:

What should be prioritised going forward?

Responses included financial literacy, prevention of ‘hunger of the mind’, increasing – and bettering – the current food relief efforts and campus gardens.

What could Mandela University’s unique response to student hunger look like?

Responses included developing a caring approach, based on ubuntu, and including students in the decisions being made about them.

What next?

Responses included taking action on what had been discussed over the indaba and consistently continuing the conversation with students, across geographical spaces and virtual platforms, disciplines and campuses.

To view the full report, be part of continuing the conversation, or work with us to bring some of these responses to life, please reach out to foodsystems@mandela.ac.za



Photo 1: Dr Natalie Mansvelt and Dr Muki Moeng, who opened Day One of The Hluma Indaba



Photo 2: The final day of The Hluma Indaba saw participants co-constructing a response to the question: "how can Mandela University develop its own unique approach to student hunger?"

Meal a Day Initiative at Nelson Mandela University

1. Introduction:

The Meal a Day Initiative at Nelson Mandela University was conceived by the Office of the Dean of Students and later collaborated with the Office of the Deputy Vice-Chancellor: Learning and Teaching. The primary objective of this initiative was to provide support to unfunded students during their end-of-year examination period. With funds raised through the giving campaign the project aimed to alleviate financial stress and ensure that students could focus on their studies without the burden of food insecurity.

2. Project Team Formation:

A dedicated project team was constituted to implement the Meal a Day Initiative. The team comprised representatives from various university departments, including Campus Health, Catering, Student Representative Council (SRC), Student Hunger Subgroup, Financial Aid, Resource Mobilization Office, and other relevant stakeholders. This collaborative approach ensured a comprehensive and well-coordinated effort.

3. Student Identification and Allocations:

Financial Aid provided a list of unfunded students, totalling 2260 individuals. Among them, 1522 were undergraduate students, and 738 were postgraduate students (Honours and Masters). Each student was allocated R188 to cover the cost of meals for five days during their examination period.

Dynamics of Humanisation Symposium: Summary of Report for DVC Newsletter

Compiled by Mieke Kotze

As we return to campuses to reckon with new questions posed by COVID-19 and the years of distance learning it entailed, and to grapple with the persistent disparities presented by a context shaped by the effects of colonialism and apartheid, and thrown into sharp relief by the pandemic; it is vital that we engage critically with impediments to transformation present within our institutions and classrooms. In order to mount an effective challenge to taken-for-granted pedagogical methods that often serve to reproduce structures of oppression and exclusion, we need to imagine not only new ways of teaching and learning, but also new ways of thinking and being. As such, the Dynamics of Humanisation Symposium convened at the Nelson Mandela University Ocean Sciences Campus on 3-4 October 2023 to reflect on the importance of a pedagogy of care in assessment practices.

“ Providing support to unfunded students during their end-of-year examination period. With funds raised through the giving campaign the project aimed to alleviate financial stress and ensure that students could focus on their studies without the burden of food insecurity. ”

The contributions of esteemed speakers, Prof Aslam Fataar, Prof Antonia Darder, and Prof Joanne Vorster, among others, brought into focus the challenges which emerge from our situatedness in institutions that remain deeply imbricated with the exclusionary, hierarchical logic of the colonial university, a higher education landscape that is increasingly subject to neoliberal market forces and accelerated digitisation, as well as shifting student demographics which call for the ongoing need to evaluate our contributions to the ends of social justice and transformation, and the ways in which we can more effectively engage and serve our students and communities.





Critical to such transformation, and thematised in presentations spanning the two-day engagement, is the potential of a Humanising Pedagogies approach, underpinned by an ethics of care. Through this lens, education is viewed as an act of caring by which participants – teacher and student – are brought together through humanising educational encounters in which knowledge is co-constructed. Such encounters must, by necessity, extend from a relationship mutual recognition and trust.

However, it is argued that this relationship of care is compromised through the implementation of assessment practices that are deemed to be ineffectual, irresponsive to the needs of students, or otherwise unjust. Contributors to the symposium discussed ways in which they had confronted such issues in their respective classrooms, faculties, centres, and institutions, presenting an array of strategies by which educators could embrace the transformative potential of an ethics of care in their learning, teaching and assessment practices.

The following key themes emerged through these engagements:

- ▶ Student-centred approaches that are cognizant of students' prior learning and lived experiences;
- ▶ Dialectical approaches, collaborative learning, and the co-construction of knowledge;
- ▶ Multilingual assessment;
- ▶ Critical awareness of and responsiveness to our context, conducive to socially embedded processes of learning, teaching and assessment;
- ▶ Assessment with purpose - why do we assess? For whom do we assess? What do we hope to achieve through assessment?
- ▶ An articulation of assessment as process rather than outcome, inclusive of assessment-in-learning approaches;
- ▶ Critical engagement with digitisation and its implications;
- ▶ Effective, constructive, and timeous feedback; and
- ▶ The need for ongoing reflection on and engagement with our pedagogical practices, students, and society.

Such endeavours, undertaken in classrooms across the Institution, speak to the recognition of education as a social justice imperative and the appreciation of the critical role played by educators in the transformation of society.

Education is viewed as an act of caring by which participants – teacher and student – are brought together through humanising educational encounters in which knowledge is co-constructed

2024 HETL Conference

The International Higher Education Teaching and Learning Association Conference is an annual gathering of professionals and thought leaders from around the world to dialogue, network, and collaborate on issues relevant to teaching and learning in higher education. The vision of the conference is to generate new knowledge and to advance the scholarship and practice of teaching and learning in this sector of education.

The 2024 International Higher Education Teaching and Learning Association Conference will be hosted by Nelson Mandela University in Gqeberha, Eastern Cape Province, South Africa. This is the first Conference's appearance in the African continent since its inception in 2010.

Building on the successes of the previous Conferences, especially the 2023 Aberdeen Conference, the 2024 Conference explores the manifestations of the transformative role of universities in society.

The theme for the Conference is Universities as change agents in society: Imagining social innovation for sustainable futures. The Local Organisation Committee wishes to encourage Nelson Mandela University to be visible at the conference through participation as speakers. Please look out for the call for papers when it comes out early in January. We will also circulate it through internal memo.

Venue: Boardwalk Convention Centre, Gqeberha (formerly Port Elizabeth) Eastern Cape Province, South Africa

Date: 2 - 4 October 2024

Conference Host: Nelson Mandela University

Email: hetl2024@mandela.ac.za

<https://hetl.mandela.ac.za/>

// Building on the successes of the previous Conferences, especially the 2023 Aberdeen Conference, the 2024 Conference explores the manifestations of the transformative role of universities in society. //

Business & Economic Sciences

Dr Talifhani Khubana (NMU PhD graduate April 2021) addressed the Honours (Business Management) students during one of their Advanced Strategic and International Marketing Management lectures. The students enjoyed the talk and the gained valuable business -and life lessons from Dr Khubana’s stories and insight.



“ **Students enjoyed the talk and the gained valuable business -and life lessons from Dr Khubana’s stories and insight.** ”

GradStar Awards

Bridging the gap between the world of university and the world of work™.



This year’s Ambassador of the Year worked weekly to help spread news about GradStar and helped fellow GradStar get their stories heard. Leading the field with her “Share your GradStar Story” by having monthly webinars, [Monalisa Mapapu](#), an Advanced Diploma Management student, was announced as the 2023 Ambassador of the Year – winning an all expenses paid trip to join the Top 100 at the 2023 GradStar Awards.

Peri-Urban Training in Missionvale

In line with the VC’s 2030 vision of the university being in service to society, the Department of Management Practice, located on the 2nd Avenue Campus, has launched a Peri-Urban Training Programme in the suburb of Missionvale. The programme consists of a series of conversations with the community relating to such matters as



- ▶ The challenges currently being experienced in setting up or managing small business;
- ▶ The Business mindset;
- ▶ Taking ideas from conception to implementation;
- ▶ Marketing of Business;
- ▶ Personal Budgeting;
- ▶ Business Budgeting;
- ▶ Pricing of goods

The first of the conversations commenced on the 3rd October 2023 at the Missionvale Care Centre. There were 63 community members present – some were already managing small survival businesses, whilst others had business ideas which they were excited to implement.

This first conversation was about familiarising ourselves with the community, hearing the stories of intrepidity, and basking in the warmth of experiences shared showing the will to survive under the most challenging of dire circumstances.

What is evident in the suburb of Missionvale, is that hope shines bright and the residents are not prepared to sit with outstretched hands to beg – from the hard workers of the Missionvale Care Centre to the highly visible municipal councillor, to the many traders trading in freshly harvested vegetables, seamstresses, and even beauticians.

// Hope shines bright suburb of Missionvale and the residents are not prepared to sit with outstretched hands to beg //

I look forward to a long association with the community and, as the institutional strap line suggests, CHANGING THE WORLD – in the case of Missionvale, CHANGING THE COMMUNITY.



Storm Watson Awarded Faculty Emerging Teacher Award

Mr Storm Watson, from the School of Management Sciences, was awarded the Business and Economic Science Faculty Emerging Excellent Teacher Award, the award shows recognition at an institutional level for emerging excellence in teaching and learning. The aim of the award is to identify up-and-coming academics in the early stages of their academic teaching career who have the potential to provide leadership in teaching and learning innovation in their disciplines.

By embracing a student-centred approach, Mr Watson aims to foster curiosity, creativity, and a love of learning within each student. He strives to create an inclusive and supportive environment that empowers students to become active participants in their own education, developing problem-solving skills and the ability to collaborate effectively which prepares them for success in both their academic pursuits and beyond.

Title: Department of Business Management celebrates the dedication of their tutors and student assistants.



From the Advanced diploma cohort, Megan Moodalay's group emerged as the top achievers while Somila Tyobela and Sinesipho Mbele was the best presenters with Stella Faku and Athenkosi Dinga in 2nd place from the Post Graduate cohort. As such, these students were offered the opportunity to present their posters at the BEN-Africa conference and received great interest and requests for collaboration from other institutions.

Ben-Africa 2023 Conference at Nelson Mandela University

The 2023 Absa BEN-Africa (Business Ethics Network) of Africa was held in South Africa at the Nelson Mandela University's Business School in the Faculty of Business and Economic Sciences from the 1-3 November 2023. BEN-Africa is an organisation focused on bringing together academics and industry practitioners together on matters of ethics, leadership, and sustainability across the Continent.

This year's conference theme was Corruption: Ubuntu and the opportunity for change. The conference brought diverse voices from different industries ranging from manufacturing, telecoms, higher education, mining, and financial services. Ms. Alice Makochieng, a Lecturer in the Department of Management Practice made a presentation titled, Ethics, Corruption and Local Authorities: A threat to attracting potential investment in South Africa.

The presentation examined the role of business in society and specifically the role of local authorities in South Africa as a key stakeholder in creating an enabling environment for business by providing services and infrastructure that is driven by ethical principles and zero-tolerance of corruption to attract the necessary investment. The paper highlighted the need for more collaboration with local authorities.

This year's conference was sponsored by Absa Bank; and they chaired a panel with other financial industry players on managing risk, ethics, financial intelligence, compliance, and anti-corruption matters within South Africa's banks and across the Continent, and in line with global best practice. The underpinning theme of the Conference is that business ethics is dynamic and evolving in an increasingly technological global environment.



In a noteworthy achievement for the Department of Business Management, Mr. Storm Watson and Ms. Sumaiya Sidat had the privilege of hosting the first Academic Assistants Awards Ceremony. The purpose of the event was to honour the diligent tutors (coordinated by Mr Watson) and student assistants (coordinated by Ms Sidat) for their unwavering support and assistance rendered to the Department of Business Management.

This year held special significance, as it celebrated the accomplishments of the very first group of undergraduate tutors. The insights we've gained throughout the past year are immeasurable and will guide our path forward as we aim to enhance the experience for both our students and tutors every year.

These trailblazers have established a lofty standard, and we eagerly anticipate the promising future they've paved for our department. Their unwavering commitment and diligent efforts serve as a true source of inspiration.

During the first semester on 2023, the students doing Advanced diploma in Business studies and Postgraduate in Employment Relations were task to do a poster presentation of which the best two groups from each class were identified and selected to present their posters at the BEN-Africa conference that took place in the Business School last week.

ALICE MAKOCHIENG

Ethics, Corruption, and Local Government – A threat to potential investment in South Africa

Ms. Makochieng is an experienced strategy and business development professional with demonstrable industry experience gained in the private sector, international development and currently in academia. She has held management and leadership roles both in South Africa, as well as in Kenya and across East Africa, managing large-scale multi-country development projects.

For the last seven years, she's been a Lecturer in the Dept of Management Practice, in the Faculty of Business and Economic Sciences here at Nelson Mandela University. She's keen on multi-disciplinary research, particularly on the role of business in society, sustainability and attracting investments to large-scale country projects. Alice started her career in the automotive industry here in Port Elizabeth in 2004 as a Project Manager with a national strategic projects consultancy firm.

Alice holds a BCom Law degree *cum laude* from the University of Fort Hare, a BCom Honours degree in Business Management from UNISA and a Master of Commerce degree in Management from Rhodes University, where she was a full-time Allan Gray Senior Scholar. She was previously pursuing her PhD in Marketing Strategy here at Nelson Mandela University, and she will be resuming her studies again in 2024..



BEN AFRICA EXECUTIVE COMMITTEE



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Education

Faculty of education colleagues well represented at saera conference

The 10th SAERA (South African Research Association) conference, which was hosted by Rhodes University from the 30th of October to the 3rd of November in East London, was well attended by over 300 delegates from across the spectrum of universities in South Africa. Nelson Mandela University's Faculty of Education was well represented at the conference, with at least 19 papers presented by various faculty members across the genres and disciplines of education research.

The theme of the conference Education(al) Foundations Education(al) futures led to an interrogation of issues of concern in education such as the diagnosis and understanding of teacher pedagogy from a national perspective, examining how early childhood foundations could lead to better futures and issues of performativity within teacher education, as part of the plenary offerings. Furthermore, the six parallel sessions per day from the 31st of October provided the delegates with a range of opportunities to interrogate and examine issues and challenges in education from multiple perspectives and various vantage points.

The Faculty of Education members' papers were well received by a very receptive audience who revelled at the opportunity to share insights, experiences, and best practice on a face-to-face basis, compared to the disconnectedness of online conferences that were held during the Covid-19 lockdown period.



PGCE Plays a Resounding Success

Students registered for the PGCE programme of study in the Faculty of Education at Nelson Mandela were required to produce and present plays on various social issues as part of their English methodology module offered by Professor Athiemoolam.

The students produced plays of a high standard that focused on the themes of drug abuse and peer pressure, issues of memory and reliving the past, psycho-social issues focusing on schizophrenia embedded in violent behaviour, lack of parental support to children and the importance of being appreciative for what we have and who we are.

The plays were extremely well received by all those in attendance including faculty members, parents and students who found the themes that the students explored in their plays very relevant to their lived experiences. The adjudicator, Dr Sylke Bakker from the Carl von Ossietzky University in Oldenburg, commended the students on the high standard of the productions, the range of themes explored, the impact of their characterisation on the delivery of the productions and their overall engagement with the play-making process.

Dr Bakker was part of a delegation of colleagues from Carl von Ossietzky who participated in the 'Dimensions of Diversity' programme, which is a DAAD sponsored programme involving faculty of education members from both the Nelson Mandela University and Carl von Ossietzky University.

Professor Athiemoolam and Dr Bakker, both of whom are involved in teaching English methodology to pre-service teachers, have been involved in online lecturer exchange classes since 2020 as part of the DAAD, 'Dimensions of Diversity' programme. They met for the first time in person in Gqeberha in November during the Summer School hosted by the Faculty of Education, Nelson Mandela University.

Unwavering commitment and diligent efforts serve as a true source of inspiration.



International Teachers Day Celebrations

World Teachers' Day was inaugurated in 1994 by the United Nations Educational, Scientific and Cultural Organization (UNESCO). The purpose of the day is to recognise, appreciate and celebrate teachers all around the world. The 5th of October is designated as the day to acknowledge the contribution of teachers.

This year UNESCO theme for 2030 was "The teachers we need for the education we want: The global imperative to reverse the teacher shortage". This theme resonates closely with the situation in South Africa where more than 45% of teachers currently employed in South African state schools will have to retire in the next ten years.

The Faculty of Education planned an event on the morning of the 5th of October as it fell within the school holidays. Alumni, students and staff were invited to a celebratory event at the Ocean Sciences Campus.

The programme ran from 9:30 until 12:00 and started with time for alumni to interact with each other, engage with their lecturers and share their stories while enjoying delicious refreshments. The formal section of the programme then followed in the Ocean Sciences Campus Conference Hall. Programme Director Dr Tarryn Lovemore skilfully managed the event and infused a warmth and sense of fun. The Future Teachers Choir provided several beautiful musical renditions that lifted spirits and reminded all present of the joy and possibilities linked to the work of teachers.

Before the Acting Executive Dean, Dr Tulsi Morar make his welcoming address, Mr Thato Moshoeshe, alumnus and staff member staged an opening round to set the scene and involve all present.

Dr Morar reminded the audience of the meaning of the day and the worth work of those called to the teaching profession.

Two guest speakers Mr Mark Williams (Uitenhage High School) and Ms Nombulelo Sume (Charles Duna Primary School) shared their experiences as school principals and offered insights from their many years of service to the profession. Intermediate Phase student teacher Kenan Davids crafted and presented a poem dedicated to teachers. The event was brought to a close with a vote of thanks by the Acting Deputy Dean, Professor Heloise Sathorar.

Margie Childs

Still Enjoying the Adventure of Teaching After All these Years

Source: [Facebook](#)



“

**the teachers we need for
the education we want**

”

DAAD Dimensions of Diversity – Winter School

The Faculty of Education collaborates in an international project funded by DAAD with the University of Groningen (Netherlands), NHL Stenden (Leeuwarden, Netherlands), and the Carl Von Ossietzky University (Oldenburg, Germany). One of the outcomes of the project is an annual Winter school in November of each year. In November 2022, staff and students from the Faculty had the opportunity to visit the University of Oldenburg for a week-long Winter School. This year, the Winter School took place over three days and coincided with a visit by the University of Oldenburg to Nelson Mandela University. During the three days, Students and staff engage around various research topics.

On 2 November 2023, NHL Stenden (Netherlands) hosted the first day of the DAAD Winter School, with many of our staff and students in attendance virtually. Friday, 10 November 2023, the Faculty of Education at Nelson Mandela University embraced the opportunity as host for the day. Our DVC Learning and Teaching, Dr. Muki Moeng, welcomed the participants and communicated her excitement regarding the topic of this year's Winter School, Diversity in the Classroom: Critical Literacies for World Citizenship. The faculty choir delivered a sterling performance and set the ambiance for the day's presentations.

Friday's presentations combined music, drama, critical reflections, and thought-provoking discussions, which characterised collaboration and engagement between all involved. Our students savored the opportunity to engage with international counterparts in shared experiences. During lunch, further discussions occurred around the critical topics of the day.

The themes that were addressed at the workshop include the following:

1. Employing creative approaches to enhance critical literacy and to support the development of world citizenship
2. Fostering critical literacies in Music Education that may cultivate awareness of world citizenship
3. How to enhance world citizenship through fostering critical literacies in Inclusive Education

4. Developing & Implementing Social Justice Curriculum For World Citizenship Using Critical Literacies
5. Critical dialogue on teaching human reproductive system to diverse classrooms: the porcupine in the curriculum

During the week-long visit colleagues from the University of Oldenburg also visited two schools in Gqeberha. We invited them to visit Charles Duna Primary School and Cape Recife High School. Charles Duna Primary School is a community school with a dynamic principal and staff whose passion, vision, and warmth drive them to excel above challenges. The school is the epitome of innovation to uplift, and empower the community and learners. Thank you to Ms. Sume and Mr. Jarren Gangiah for sharing their unwavering dedication and commitment to their learners with us. Cape Recife High School accommodates learners with Special Educational Needs. The therapists at Cape Recife shared their experiences working with learners with special needs and explained how their integrated approach contributes to the holistic development of the learners. Our German and South African colleagues engaged around the similarities and differences between the German and South African education systems regarding learners with special needs.

Thank you to Ms. Maritz and Ms. Olivier for hosting us in your warm and inviting space for the holistic development of learners. The DAAD project creates opportunities for staff and students to discuss and reflect on burning issues in teacher education nationally and internationally. We look forward to further collaboration on 17 November when Oldenburg (Germany) hosts the final day of this year's DAAD Dimensions of Diversity Winter School!



Teaching is a Growing Field



The food gardening project linked to the Teacher and Child in Context module in the Foundation Phase program has proven to be a valuable and enriching initiative. The positive impact on academic progress, holistic child development, and community engagement underscores the importance of experiential and contextually relevant learning experiences in early education.

This year, our 1st-year students have been diligently tending to their gardens, watching as they transform from seeds in the soil into thriving fresh produce. The act of planting, nurturing, and caring for these plants has been a lesson in responsibility and the power of teamwork.

The project and module aim to expose students to issues related to social justice through a service-learning approach by fostering a connection between learners, their teachers, and the broader society. By addressing challenges and building on successes, this project can serve as a model for future endeavours, contributing to the overall mission of providing a comprehensive and impactful education for our students and the young learners they will teach in the future.

The service-learning harvest day event was not just a date on the calendar; it was a day of promise, unity, and shared purpose. It reminded us that by working together and giving back to our community, we can make a difference, nurture kindness, and create a closer, more caring, and more connected community.

Teaching Across Borders Workshop (TAB III)

Badroen Ismail

The Teaching Across Borders (TAB) Winter School Programme, which forms part of the broader DAAD initiative aimed at globalising teacher education, is an international virtual course in which students from the Universities of Oldenburg, Groningen, NHL Stenden and Nelson Mandela University (South Africa) share their insights and analysis of lessons and lesson planning in their respective contexts, hoping to expand their methodological and professional competence as student teachers.

The winter school is offered hybrid, where participants present in person in a venue at the host institution and others join online.

On 8 November 2023, the Faculty of Education hosted the final of the three-part TAB workshops. Prof Heloise Sathorar (NMU), Prof Dr Till-Sebastian Idel (UOL), Dr Naadirah Abader (NMU) and twenty-seven workshop attendees reviewed and commented on the lesson plans submitted by four groups. The level of engagement among the participants and academic contributions enhanced the participants' awareness of diversity and appreciation of context.

The feedback regarding the workshop's effectiveness was positive, with some participants expressing an appreciation for the variations in schooling systems and resources across different countries.

Additionally, participants conveyed a desire for increased in-person contact sessions and a broader scope in the realm of lesson planning.

Additionally, some attendees highlighted that TAB provided them with a fresh perspective on the world, fostering mutual learning and enabling the implementation of strategies observed in other countries within their own classrooms.



One word to describe your experience of TAB
27 responses



Engineering, the Built Environment and IT

1. Student Competitions

Nelson Mandela University Engineering students participated in the future skills competition held at the recent Brazil, Russia, India, China, and South Africa (Brics) Conference.



The BRICS Future skills Challenge last week into development of Digital Twins provided the students a unique opportunity to develop better digital skills. The digital skills learned and applied were in the development of Cyber-Physical Manufacturing systems integrated with virtual controllers hosting real software solutions. The method advanced virtual commissioning of production systems, a very important skill for the near future. Super, Super Proud, not only did we compete, but our Leadership Team, Sihle Trolly, set and managed the skills task. Well done Team Mandela!!! [Prof Theo van Niekerk]

Drone Operating team - Jarryd Roote, Wilson Nemukula, Innocent Mateyaunga, and Lupiwe Mgxabayi. - who won the bronze medal at the BRICS Future Skills - Drone Operating Challenge. It was a three-day competition involving 34 international students from China, South Africa and Russia. The event required five tasks spread over two days involving intensive building, testing, and challenge-flying, followed by a final day dedicated to a "Dragon's Den" style. The judges were impressed by the level of preparedness and training the Chinese teams had received. The South African team was commended on their friendliness and willingness to assist other teams experiencing difficulties during the event caused by language or technical issues. presentation where students had to promote their designs and choices to a judging panel.

Over the first two days, participants designed and assembled drones using supplied components, requiring skills in design, soldering, and programming. Test flights were conducted culminating in a scored obstacle course race. Concurrently, students initiated the design and fabrication of a robotic gripper hand using CAD, hand skills, and 3D printing, enabling their drones to pick up payloads while hovering. With the gripper tested and functioning, the students had to develop a circuit and write code that would allow them to detect which payloads had magnets hidden in them.

With a working gripper and electronic magnet sensor in place, the students had to fly their drones through an obstacle course, picking up the scattered payloads and delivering them to the correct bins based on their magnetic content.

On day three, the students had the morning to develop a PowerPoint presentation, using media from the first two days, that demonstrated the effectiveness of their drone and highlighted their individual unique design choices. Late afternoon the students presented workshop.



Prof van Niekerk reported that the **Mechatronics Department provided support and expertise in respect of the Digital Print Skills initiative**, noted that BEng Mechatronics students formed part of the leadership roles; mentioned that the Mechatronics Department received credible feedback.

AMTC (NMU-Siemens Training Centre) in collaboration with support from the AIDC-EC Chair provided leadership to support the

BRICS skills Event. The category supported by the AMTC was Digital Twins. Mr Sihle Trolly (2nd from right at back) was the main driver (Expert for the Digital Twins Skill). Below is photo (Prof Theo and Mr Trolly) with the NMU Team that also participated and that supported the event.

Architectural Technology students participated in a competition held at the International Mass Timber Conference and achieved third place.



Chiloane Thabang, Njabulo Ngwenya, AndileGxubane and Lutho Mhlauli, a team of second-year students in the Architectural Technology faculty at Nelson Mandela University (NMU), took home third prize for their design of a Biodiversity Skills Centre that complements the Lapalala Wilderness School in Limpopo. Staff members Hyacinthe Tonga, Emma Ayesu-Koranteng, Hansie Vosloo and Reetumetsi Malefane supported the team. In preparation for the competition, the students participated in a mass timber construction design.

“ The school is the epitome of innovation to uplift, and empower the community and learners. ”

Nmu Architecture Students Rake in Accolades

Published 13 NOVEMBER 2023

Nelson Mandela University’s architecture students have claimed top honours across five categories in two competitions. Most recently, third-year architecture students Theo Magwira and Zac Setzkorn won the overall and best presentation prizes, respectively, at the national Ceasarstone student designer competition in Cape Town.

Magwira won overall for his design, The Motion, which envisioned creating an atmosphere to both express and respect the landscape and human movement. Setzkorn’s project, Frequency of Nantes, was conceptualised from the Springbok radio serial, Die Geheim van Nantes, and creates spaces where the people of Athlone and Cape Town can gather through different activities and embrace the memory of Athlone.

Their third-year peers also returned home smiling from the City Centre Sustainable Housing Design Competition — run by the International Council for Research and Innovation in Building and Construction — after winning three of the five categories. The competition aims to explore, develop and present ideas for sustainable housing in African city centres, focusing on the city centre of Pretoria.

The competition had five categories — Best Overall Scheme, Environmental Sustainability, Economic Sustainability, Social Sustainability, and Innovative Building Technologies and Indigenous Materials.

NMU won three of the categories, with an additional two projects receiving honourable mention. Think Tank Associates from NMU, comprising Amahle Ngcakane, Hlonela Gulwa and Lihle Gule, won the overall first prize of R10,000. NMU also won the Sustainability Prize: Social with a prize of R7,500. The team members were Kellan Jones, Ricardo Diedericks, Tiane Oelofse and Theuns Janse van Rensburg.

Carl Schutzler, Setzkorn, and Tsepo Khaliyane won the sponsors’ prize of R8,000 for Innovative Building Technologies and Indigenous Materials. Judge Dr Jennifer Mirembe said the project of Think Tank Associates “is ground-breaking and represents the future of architecture.

“ **Competitions provide students with an opportunity to apply and enhance the knowledge and skills they have acquired, and exposure to problem-solving, critical thinking, time management and real-world hands-on experience.** ”

“This entry can go to international competitions because the project took us to a place we did not know.”

The executive dean of the faculty of engineering, the built environment and technology, Prof Marshall Sheldon, said student competitions played a crucial role in skills development.

“Competitions provide students with an opportunity to apply and enhance the knowledge and skills they have acquired, and exposure to problem-solving, critical thinking, time management and real-world hands-on experience.

“They also instill motivation and confidence for their future careers.”

Congratulations to Lodewikus Vorster, Student Researcher within the eNtsa team, who recently won the IOM3 Young Persons’ Lecture Competition South Africa.



The Young Persons’ Lecture Competition invites students and professionals up to the age of 28 to deliver a short lecture (12 to 15 mins) on materials, minerals, mining, packaging, clay technology, wood science or an engineering related subject. His presentation is titled “Cyclic potentiodynamic polarization testing of TIG welded 316L stainless steel for characterization of pitting corrosion.” He will be representing South Africa in the Young Persons’ World Lecture Competition final on the 8th of November 2023.

Nelson Mandela University third-year Architecture students

Theo Magwira and Zac Setzkorn won the overall and best presentation prize of the national Ceasarstone student designer competition. Second- and third-year Architecture and Design students were invited to create a conceptual and functional design for a sports centre in Nantes Park in Athlone, Cape Town.



Nelson Mandela University School of Architecture has reason to smile after winning three of the five categories of the City Centre Sustainable Housing Design Competition was run by the CIB, International Council for Research and Innovation in Building and Construction. Lecturer and studio master Clayton Johnson-Goddard said that given housing backlogs and the opportunities found in city centres, there is a need to develop new models for sustainable housing in African cities.

“The competition was an opportunity to explore, develop and present ideas for sustainable housing in African city centres, focusing on the city centre of Pretoria in the city of Tshwane.”

He added that the competition was run as part of the design studio module over six weeks. This included 37 third-year Bachelor of Architectural Studies students working in groups of three or four team members with weekly workshops and contact sessions with the studio staff members.

“Students then submitted 1x A1 panel for the competition, which was then printed and pinned up at the University of Pretoria’s Architecture Department and anonymously marked by a panel of six jurors last Friday.” The competition had five categories that were marked. These include Best Overall Scheme, Environmental Sustainability, Economic Sustainability, Social Sustainability, and Innovative Building Technologies and Indigenous Materials. Nelson Mandela University won three of the categories with an additional two projects getting honourable mention.

"The Best Overall Scheme was a design that concerned itself with the Self-Built City. A building that uses leftover waste material to create a new structure that is built by the inhabitants according to their needs and desires. A building that strives to foster community while benefitting the natural environment."

Think Tank Associates with group members Amahle Ngcakane, Hlonela Gulwa, and Lihle Gule, Nelson Mandela University won the overall first Prize with a prize of R10 000.

The university also won the Sustainability Prize: Social with a prize of R7500. The team members were Kellan Jones, Ricardo Diedericks, Tiane Oelofse, and Theuns Janse van Rensburg.

Team members Carl Schutzler, Zac Setzkorn, and Tsepo Khaliyane won the sponsors prize for Innovative Building Technologies and Indigenous Materials with a prize of R8 000.

Judge Dr Jennifer Mirembe said the project of Think Tank Associates took them to a place they did not know.

"It is ground-breaking and represents the future of architecture."

"This entry can go to international competitions because the project took us to a place we did not know."

Executive Dean of the Faculty of Engineering, the Built Environment, and Technology Prof Marshall Sheldon said student competitions play a crucial role in skills development.

"Competitions provide students with an opportunity to apply and enhance the knowledge and skills they have acquired, and exposure to problem-solving, critical thinking, time management, and real-world hands-on experience. It also instils motivation and confidence for their future careers.

"Congratulations to the winning team and this amazing award. Your hard work and dedication have paid off. As the Faculty we are proud of your achievements," Sheldon said.



Storm Abbott and Dylan Minnaar received two top national awards at the recent ASAQS Awards Gala evening, presented by representatives of Turner & Townsend Quantity Surveyors.

2. Department Events and Activities

Prof Darelle van Greunen was a speaker on Emerging Health Technologies presented by the BRICS Future Skills Working Group and was part of a Nelson Mandela University delegation that hosted the Brazilian Association of Rectors of State and Municipal Universities (ABRUEM) at the Ocean Sciences Campus.



Proud moment as Harare students awarded IT master's degrees

Roslyn Baatjies

Nelson Mandela University Centre of Community Technology (CCT) staffer Cleopas Watama was a familiar face in the Eastern Cape's public hospitals during the Covid-19 pandemic.

The 28-year-old did not frequent these institutions as a patient, but to implement the electronic medical record system and train hospital staff how to implement and use it.

And, for the centre, it will be a proud moment when Watama and his colleague, Tinashe Chizema, both from Harare in Zimbabwe, cross the graduation stage in December to be awarded their master's degrees in information technology.

"My thesis title is 'Change Management in Digital Health – HMS2 Electronic Medical Record (EMR) System implementation in public health care facilities' and distin-



CLEOPAS WATAMA



TINASHE CHIZEMA

guished Professor Darelle Van Greunen and CCT director was my supervisor," Watama said.

"My research was focused on change management in implementing electronic health record systems, focusing on the implementation of the HMS2 system in the Eastern Cape.

"The aim was to develop a strategy inclusive of the people in the implementation process, to enable them to adopt new systems quicker and avoid resistance to change."

Watama said his graduation was a milestone which had not come easily.

will not only shape expertise, but also resilience and determination," he said.

Chizema, 27, said he was very excited to be awarded a master's of science in information technology.

Van Greunen was also his supervisor for his research geared at developing an ICT framework for climate change management and monitoring.

It is to assist policymakers in viewing ways small-scale farmers have perceived the implementation of ICTs that could help them monitor and manage the effects of climate change.

"I registered for the qualification in 2020, and despite the pandemic managed to submit my proposal the end of 2020, started making progress in 2021, and submitted my thesis at the end of 2022," he said.

Chizema plans to continue working for a year and then pursue his PhD at the end of 2024.

Heritage Day Celebration

Embracing our roots, celebrating our heritage! eNtsa celebrates Heritage Day 2023 by dressing up in our traditional attire to showcase the rich mosaic of our heritage. Happy Heritage Day, South Africa.



Milde McWilliams Memorial Lecture 2023

Carin Smuts

DREAMS and SPACE

In 1982 as a fourth year architectural student at the University of Cape Town **Carin Smuts** started working with the community in Lingelihle Cradock. In 1989 with Urs Schmid she established CS Studio Architects.

The initial projects, done during the height of Apartheid, with disenfranchised people, has formed the basis for all their work. It has guided them to work in an all-inclusive participatory manner.

Carin Smuts runs workshops with numerous institutions with the main focus on challenging alternative architectural teaching and exploring alternative models.

She works with different topics but with a focus on Global issues; natural and manmade disasters, migration, recycling, passive design, etc.

Currently she is collaborating with various tertiary institutions. The central focus of the work is to restore dignity through creativity. Individual liberation is crucial for humanity to be sustainable.

Awards

- Global Award Paris, 2008
- Design And Health International Academy Award 2010
- Vassilis Sgoulas Price 2014
- Chevalier de l'Ordre des Arts et des Lettres, 2015
- Medal Of Urban Design, Paris, 2016
- Sir Robert Matthew Prize Seoul, 2017
- Prix International Femme Architect Paris, 2017
- Special mention, 2019
- SAIA Gold Medal for Architecture.



During the Milde McWilliams lecture, the School of Architecture acknowledged, with a certificate, the long and continuous engagement with the Department of Architecture at Nelson Mandela University, and the contribution that you have made to learning-teaching and research in the academy.

First Indigenous leaders based in Mandela Bay and vicinity, namely:

Gaob Thomas Augustus, Gamtobaqua tribe ; Gaos Margaret Coelzee, Inqua tribe; Gaob Brilo Malgas, Inqua tribe;

Chief Xam# Gaob Maleiba,Damosoqua Tribe;

Paramount Chief Gert Cornelius Steenkamp, Oeswana tribe; Gaob Daantjie Japhta, Inqua Camdeboo tribe;

Chief Wallace Williams, Oeswana tribe; Gaos Anna Williams and Gaob late Michael William, Gamtousers/Gamktwa tribe (Thornhill/Loerie area)



”

Embracing our roots, celebrating our heritage!

”

Some of the students at the Bradshaw Le Roux Cisco Academy



The SACASC manager conducted a 2-hour lecture to an international class of students for the course "Cyber Security Essentials". He covered the topic "The Art of Ensuring Integrity". A total of 93 students attended the webinar.

The SACASC manager conducted a session to help prepare students with disabilities to write a Cisco industry certification exam. The session was for 27 students at Bradshaw Le Roux Cisco Academy which is a "special needs" academy. The preparation session was via a webinar.



Mr Gratitude Kudyachete, SACASC Manager, delivering training via a Webinar during Cisco's SummerCamp. The SACASC and School of IT hosted Mr Sibusiso Khumalo, MICT Programme advisor. He had come to conduct a site visit for the Candidacy programme and also advise on the conclusion of the MICT SETA Short Programmes.

eNtsa engineering team recently completed site application within the Petro-chemical industry using our Weld Core® Technology. The Weld Core® Technology is used for sample extraction on high pressure steam headers as part of the life extension programme.



Dr Dreyer Bernard, Group Specialist: Research and Innovation, recently presented at the Stainless-Steel World Conference & Expo 2023 in Maastricht.

His presentation included applications of eNtsa's friction welding technologies in sampling, i.e., Weldcore, to research the potential in manufacturing of high-value components such as tube to tube-sheet heat exchangers. With the drive for sustainability, eNtsa proposed an alternative approach by sampling critical areas to allow engineers to extend the life of high-value components, particularly with the present economic pressure.

Bay woman heads Association of SA Quantity Surveyors

Reshlyn Bantjes

At the age of 34, a Nelson Mandela University alumna has been named chair of the Association of SA Quantity Surveyors (ASAQ).

Before that, Janita Stroebel served as the association's secretary for three years.

But she is no stranger to leadership roles. Having taken up the role of president last month, Stroebel, who obtained her BSc in Construction Economics cum laude in April 2011, and BSc in Quantity Surveying Honours cum laude two years later, chaired her university's Quantity Surveyors Student Society.

In her second year at university, she received a bursary with Hochtief Construction — a German company working at the Coega Harbour with Concor at the time.

"The university arranged the interview and I was awarded one of two bursaries.

"During university holidays, I interned at the Coega Harbour and obtained my first experience in the profession," she said.

Stroebel praised the NMMU quantity surveying department.

"The lecturers and supporting staff provide so much assistance and encouragement to students.

"The department nominated me for the ASAQ Gold Medal Award at the end of my honours year and I was very happy to receive it — but I mostly enjoyed the pride with which members of the department celebrated the award."

Now a director at BTKM Quantity Surveyors, she said being a woman in the building environment was intimidating.

However, her role models taught her how to conduct herself professionally and deal with conflict effectively and respectfully.

"I am still developing these skills every day.

"I have learnt that surrounding yourself with the right people and developing supportive relationships with colleagues

can be a great advantage.

"I also strive to always be a good example and ensure that I work tirelessly providing other females in the industry with the same opportunities and encouragement I received."

She said the versatility of the profession kept her on her toes.

"No project is the same, but I enjoy this fast-paced and stimulating environment."

She landed a job with Verrin Millard Incorporated Project Services during her honours year.

"It was even more fortunate that my best friend who also graduated from NMMU received the same appointment.



LEADER: Lady Janita Stroebel is the chair of the Association of South African Quantity Surveyors

"This made the big move from Goebberha just before our wedding in October 2013.

"I informed NMMU of my return and they arranged an interview for me with BTKM Quantity Surveyors.

"My journey with them started in November 2013."

She said that BTKM had an empowering corporate culture.

"You are involved in all aspects of the business — from ensuring, to administration, to additional services like principal agency and even professional fees.

"I was immediately immersed in all aspects of the industry and it was sink or swim.

"Lackily, I was under fantastic mentorship and sinking was not an option."

"She started as a candidate quantity surveyor before being professionally registered in 2017.

From there, she quickly moved up the ranks to hold a senior position.

"The company then implemented a quality management system for which all employees received training.

"Initially, I started assisting with internal audits, and then as I learnt the ropes I became the quality manager for the firm."

"This was my first foray into a management role."

Explaining her role as chair of the ASAQ, she said: "I am effectively given a seat on the board and attend all board meetings, we have year discussions and vote on important matters and deal with factors affecting the industry."

And with it being Women's Month, her advice to women wanting to enter the industry was that they needed to realise that it was a fiercely-paced, dynamic and ever-changing environment full of challenges and additional responsibilities.

While in Johannesburg, she met the man of her dreams.

Her now-husband was the superintendent geologist at Goldfields Mine.

"We decided to move back to Goebberha just before our wedding in October 2013.

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First Lego League (Robotics)

news

● Robotics tournament allows youth to improve coding and design skills

Learning about science and tech the fun way

Reshlyn Bantjes

One of the world's best-selling toys will form the foundation for creative thinking and teamwork for dozens of kids attending the FIRST Lego League (FLL) Robotics Tournament on Saturday.

Nelson Mandela University's school of information technology is hosting the event for the first time since 2019.

The aim is to introduce children to the fun and excitement of science and technology while developing their abilities to work in teams and use their creativity in problem-solving.

FLL is an international robotics programme for children between four to 16 years, developed through a collaboration between the Lego company and US-based organisation FIRST (For Inspiration and Recognition of Science and Technology).

The programme was started by Dean Kamen of FIRST and Kjetil Kirk Kristiansen of Lego in 1998, and has been in SA since 2005.

Applied technologies head of department Annalie du Preez said FLL introduced science, technology, engineering and maths (STEM) to children through fun, hands-on learning.

"Under the FLL banner, there are the following competitions: explore (6- to 10-year-olds) and the challenge (9- to 16-year-olds).

"The theme for this season is masterpiece," she said.

"Teams have to be creative and innovative in ways to create and communicate art across



LET'S GO: Lego is much more than toys for children

the globe. Each team would compete in the following categories: core values, research project, robot design and robot game.

"The highlight is the robot game which takes place towards the end of the event.

"Each team gets three games of 2½ minutes each to show off their robot game missions."

Du Preez said the participants gained real-world problem-solving experience through a guided, global robotics program.

"Our three divisions inspire youth to experiment and grow their critical thinking, coding and design skills through hands-on STEM learning and robotics."

A team can consist of two to

10 pupils. Team members do not have to belong to a specific school — any group of friends can get together and form a team.

Schools may enter as many teams as they wish.

FLL competitions are also open to the public for free.

"During the morning session, the public may meet teams in the main hall, where their project and core values posters will be displayed.

"They can also view the Lego robots, interact with the teams to learn more about the robots they have created, and visit and interact with the Lego sets."

Teams will showcase their work to the public in the foyer

being judged on core values, research projects and robot design that will take place according to a schedule.

The judging sessions are not open to the public.

Du Preez encouraged schools to make use of the chance to open new avenues of experiencing technology to their pupils.

"Pupils interact with science, technology and engineering in a fun way and get to develop valuable skills like teamwork and research skills."

The tournament takes place at the NMMU Ocean Sciences Campus from 9am to 3pm.

Contact Farren Foutie on farren.foutie@nmmu.ac.za or 041-504-3603 for more information.

The Winners are the Brick Beasts Team From Cape Recife High School

New NMMU project aimed at keeping kids cyber safe

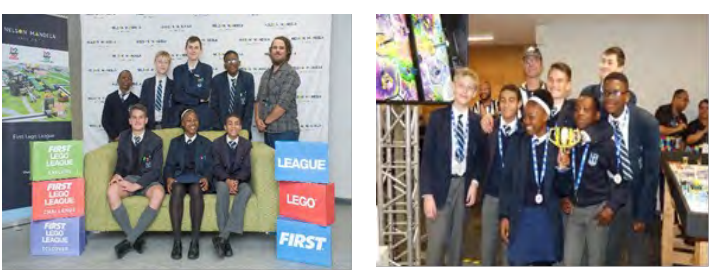


Robbie Gray

It is increasingly important to ensure the safety of young children in the internet world. The exposure of young children to the internet has raised concerns about safety and well-being. With the proliferation of smartphones, children are more likely to be using the internet and to be exposed to inappropriate content or quality content. In response to these concerns, the Centre for Research in Information and Cyber Security at Nelson Mandela University has developed a fun and interactive learning programme that breaks down high level cyber security material for schoolchildren.

The project aims to improve cyber safety skills and awareness through an appropriate cyber security programme designed to be integrated into the current curriculum. The programme is a fun, interactive, and engaging way to teach children about cyber safety. It is designed to be used by teachers and parents. The programme is available in both English and Afrikaans. The programme is available in both English and Afrikaans. The programme is available in both English and Afrikaans.

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(CRICS). Project Cybersmart Squad

Believed to be the first of its kind, the project entailed the creation of a Cybersmart Squad, where cartoon characters based on the Big Five animals in South Africa, “teach young children how to how to interact responsibly online to become good digital citizens,” according to Professor Kerry-Lynn Thomson, Director of the University’s Centre for Research in Information and Cyber Security (CRICS). The project uses age-appropriate content, including animated videos and worksheets, to teach children about cybersafety in a fun, interactive way.

The project, which was launched at the University on 9 November, is a result of a collaboration between Prof Thomson and Prof Noluxolo Gcaza, of CRICS in the Faculty of Engineering, Built Environment and Technology, and digital animator, Nomfundo Khumalo from the Department of Media and Communication in the Faculty of Humanities. Prof Thomson said most existing cybersafety awareness initiatives in South Africa and globally, are aimed at older children who are required to, for example, read content and take quizzes in an attempt to raise cybersecurity awareness.

“ The project uses age-appropriate content, including animated videos and worksheets, to teach children about cybersafety in a fun, interactive way. ”

Staff Awards

Prof S Mbanga is the recipient of the International Research and Global Exchange Award from the National Association of Housing and Redevelopment Officials (NAHRO); Prof Mbanga has been requested to serve as an expert to assist with the Thirty-Year Review Project for the SDG quality support initiative.



In a momentous occasion at the recently held National Association of Housing and Redevelopment Officials (NAHRO) National Conference and Exhibition in New Orleans, Professor Sijekula Mbanga, Chair for Human Settlements in the Faculty of Engineering and the Built Environment and Technology, was honoured with the esteemed International Research and Global Exchange Award.

Prof Mbanga has been requested to serve as an expert to assist with the Thirty-Year Review Project for the SDG quality support initiative. This recognition, established in 1983, serves as a tribute to individuals who have made remarkable contributions to the international community in the field of housing and community development. The International Research and Global Exchange Award is presented to professionals who have made extraordinary strides in promoting international understanding and fostering the exchange of international experiences within the housing and community development sector.

Professor Sijekula Mbanga’s receipt of the International Research and Global Exchange Award is a testament to his exceptional contributions to the international community and his enduring dedication to advancing the field of human settlements.

Work Done by Entities



uYilo recently hosted Greg Blandford of Rubicon on “The Road Towards e-Mobility” in conjunction eNtsa and The South African Institution of Mechanical Engineering, with the Automotive Industrial Development Centre Eastern Cape at Nelson Mandela University North Campus Conference Centre.

The Nelson Mandela University: Engineering, the Built Environment & Technology team is on a student exchange visit with Jendamar Automation SA to Jendamar India, Pune. The visit is led by CEO Himanshu Jadhav and Ajit Gopalakrishnan of the Odin Education team.



The Nelson Mandela Team, led by the Executive Dean of the Faculty of Engineering the Built Environment and Technology, Prof Marshall Sheldon, visited Jendamar India on the first day of the visit. The Dean is joined by the AIDC-EC Chair, Mr Martin Sanne; Head of Department Prof Theo van Niekerk, and two postgraduate students; Thabelo Mohlala (Masters student in Mechatronics) and Jacques Welgemoed (Doctoral student in Mechatronics).

Student exchange programme between Mandela, Faculty of Engineering, the Built Environment and Technology, Jendamar SA and MIT-World Peace University.



EDTECH CONCLAVE 2023

TECHNOLOGY IN EDUCATION:
Connecting Young Minds,
Enriching Futures

6th September
Sumant Moolgaonkar
Auditorium, MCCA, Pune

SESSION SPEAKERS			AGENDA
Host Himanshu Jadhav CEO & Director- Jendamar	Chief Guest Dr. Prasad Khandekar Founding VC, DES Pune University	Moderator Mukti Panse Association Council member, Inner wheel District 315	10.00- 10.10 Welcome + Deep Prajwalan 10.10- 10.25 Introduction to Jendamar & need for ED Tech 10.30 - 11.00 Technology driven Education & Odin Education
Speaker Ajit Gopalakrishnan Head of ODIN Education- SA	Panellist Rujuta Jagtap Executive Director at SAJ TEST PLANT Pvt Ltd	Panellist Lt Gen Rajendra Nimbhorkar (Veteran) PVSJ, UVYSM,AVSJM,SM,VSJM	11.00 - 11.15 Success Stories in SA 11.15- 11.30 Coffee Break 11.35- 11.45 Experience sharing by SAMPARC 11.50- 12.00 Education in SA
Speaker Dean Gurney Head of Growth & Partnerships, Odin Education - SA	Speaker Marshall Sheldon Executive Dean, Faculty of Engineering, Nelson Mandela University, SA	Speaker Navnita Chatterjee Communication Manager,SAMPARC School	12.00- 12.20 PanelDiscussion: Preparing Youth for India's Growth Story 12.30- 12.40 Speech by Chief Guest 12.45- 12.55 Vote of Thanks 13.00- 14.00 Business Lunch

STEM In Action celebratory event



The **STEM In Action** celebratory event was held at the Missionvale Campus in August. Pic 8307 attached: Back left to right:

- ▶ Mr Mzwakhe Festile (EC Department of Education)
- ▶ Dr Cobus van Breda (University of the Free State)
- ▶ Mr Andrew van Gruting (Sanral, local)

Front left to right:

- ▶ Ms Isabel van Gend (STEM in ACTION)
- ▶ Colleen Lemmetjies (Sanral PTA)
- ▶ Ms Sharon Masiza (Mandela University – Missionvale Campus)
- ▶ Ms Rona Erasmus (Sanral PTA)
- ▶ Dr Muki Moeng (Mandela University)
- ▶ Mrs Amaria Reynders (University of the Free State)
- ▶ Ms Tarin Roberts (STEM in ACTION)

”

Celebrating our successes

”

Health Sciences

Department of Human Science Movement

Visiting colleague and researcher.

Dr Daga Makaza is visiting the department between 7 September and 14 October 2023. He is a senior lecturer in the Department of Sports Science and Coaching, at the National University of Science and Technology, Zimbabwe. He has been working with in shared research interests such as Physical Activity, Sedentary Behaviour, Kinanthropometry, and ICT pedagogy. During his visit Mr Makaza will be working with Prof Walter and team and offering 2 guest lectures in our HMS programme.

Biomechanics conference

Colleagues in the department, Ms Musson and Mrs Kock are arranging and facilitating the hosting of the annual SASB conference. The conference will take place from 11-13 September 2023. The conference was attended by 30 national attendees (local and provincial) as well as an international guest speaker, Mr Filipe- he is the chair of the international biomechanics association.

We worked with colleagues from UCT, WITS and NWU. A great collaborative initiative in standardising testing in the discipline.

KaziBantu SLP

Prof Walter and the Kazi Bantu team will be hosting a teacher's physical activity and health short learning programme in the upcoming 2 weeks. The programme is the 2nd cohort this year.

Faculty IPE initiative

Department together with HND and 3rd year medical school embarking on a IPE activity. Proposed as a café style initiative. 4 October 2-5 at the HMS department.

AfriVipe Virtual event

4th yr. Students in our department will be attending the virtual AfriVipe IPE event on 9 October 2023 Via Zoom. 4-6pm

Healthcare leadership award

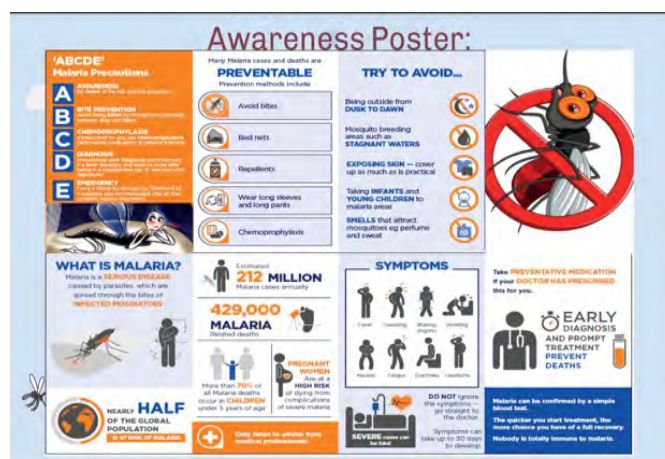
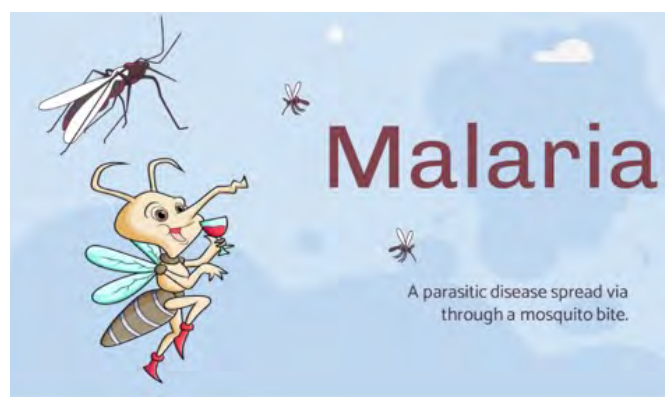
Dr Kholvadia received the ASIPA healthcare leadership award, in recognition of work done for Biokinetics in the public health sector.

Medical school

The YIHS 300 Microbiology discipline successfully organized their inaugural Parasitology practical on the 11th of October 2023. Dr Ntokozo Mzimela, Module Lead/Lecturer, and Dr Victoria Howell, a Sessional Lecturer and Pathologist at PathCare, Cape Town, took the lead in this endeavour. They adopted the flipped teaching method to introduce Parasitology to 3rd year MBCHB students. Both lecturers discovered that traditional didactic methods posed challenges in comprehending and applying the knowledge in real-life situations. Given the prevalence of parasites and zoonotic diseases in the Eastern Cape, they developed case studies to expose students to potential scenarios, while also incorporating community engagement tasks.

Students were divided into groups, with some tasked with creating pamphlets to educate communities on parasite prevention. The students' enthusiasm was infectious, and their presentations were a testament to the immense effort they had poured into their projects. The practical not only provided valuable knowledge but also fostered a sense of engagement and community involvement. As a result, the students' projects received excellent marks, reflecting their dedication and passion for the subject.

Below are the pictures of the initiative:



Social Development Professions (SDP)



SDP postgraduate open day

The department held a PG open day for candidates interested in Master and PhD in Social Work. The PG open day was an orientation-like setting where applicants get informed of the application process, funding options, the themes and focus areas of research and introduced to staff and their research focus areas. Furthermore, applicants were taken through the application process on which documents are needed for the application, the requirements, fees and guidelines of the proposal.

Why Postgraduate Studies in Social Work

- At Nelson Mandela University we advocate for the importance of life-long learning - an education for life. As a leading institution recognised nationally and internationally, and with partners in the private as well as in the public sectors, the institution has distinguished itself as an institution that will not only put you in touch with the latest trends and developments in your career but will help you reach your full potential and assist in making your dreams and aspirations become a reality.

- Whether you are pursuing an academic or professional career, aiming for success in the private or public sector, or just want to add value to your personal development, postgraduate studies offer the opportunity to deepen your understanding and sharpen your skills, to specialise and to focus on what interests you.

- A relevant postgraduate qualification is becoming increasingly valuable in the employment market. International trends indicate that more graduates are competing for fewer jobs. Job opportunities in many sectors of the economy have become highly competitive, and a postgraduate qualification sets you apart from the rest. Supported by career experience, a relevant postgraduate qualification gives you a competitive edge and will surely contribute to promotional opportunities in your career. Distinguish yourself by not only pushing the boundaries of your current body of knowledge, but also by refining your intellectual capacity. Enrol for a postgraduate programme and become part of the intellectual stronghold that contributes to the global accumulation and application of knowledge.

Nelson Mandela University have identified six Institutional Research Themes after an extensive process of consultation across the various faculties within the institution.

These six themes are:

- ▶ Ocean and Coastal Sciences Social Justice and Democracy
- ▶ Environmental Stewardship and Sustainable Livelihoods
- ▶ Innovation and Digital Economy
- ▶ Origins, Culture, Heritage and Memory
- ▶ Humanising Pedagogies.

The Department of Social Development Professions has selected the following four themes from the Institutional themes which are most relevant to social work practice and our department.

Please note that PG applications are still open and should you wish to apply you can do so online and for enquiries: Email: zurina.abdulla@mandela.ac.za or boitumelo.matla@mandela.ac.za Call: 041 504 4239

”

We advocate for the importance of life-long learning - an education for life.

”

Graduation

We are delighted to announce and congratulate Dr Zukiswa Gwam on her PhD accomplishment. After all the sweat, tears and hard work we are proud and happy to be celebrating big milestone with Zuki. Halala Mama halala!!



Msw candidate winning a prize

Makaita Madzimbamuto, a MSW clinical student won the second position for best conference paper at the Faculty of Health Sciences Postgraduate research conference. Her study entitled Psychological Capital and Coping Mechanisms Of Frontline Social Workers In The NPO Sector In The Eastern Cape Province Of South shone the spotlight on how challenging it was for frontline social workers from the NPO sector to serve the marginalised communities during one of the most trying times for humanity.

The findings of the study concluded that:

- ▶ The NPOs providing social welfare services have staff shortages, high and unrealistic workloads, underpaid, inadequate resources and lack of support.
- ▶ Working as a frontline social worker in the NPO sector during COVID-19 was particularly difficult. Most frontline social workers risked getting infected, experienced professional and familial bereavements; lacked protective clothing, lacked support to do their work, and felt limited in providing their professional services.
- ▶ Frontline social workers in the NPO sector

used hope, resilience, optimism, and self-efficacy to deal with both personal and work demands during COVID-19.

- Self-efficacy positively correlated with positive coping mechanisms used by frontline social workers during COVID-19.
- Psychological Capital alone did not contribute significantly to Coping Mechanisms used by frontline social workers during COVID-19. Other sources of coping that would need to be further explored, included organisational and family support.

This study not only highlighted the plight of the NPO sector, but also the areas that can be strengthened to ensure optimal functioning and well-being of social workers in the NPO sector.

Pharmacy

First Aid Training for PASS Staff: At Nelson Mandela University we value staff development, and it's evident in the Pharmacy Departments PASS staff team's dedication to completing a first aid course amidst busy workloads.

Congratulations colleagues!



As a great example of inter professional collaboration, the short learning programme was presented to the group by the Emergency Medical Care department. Thank you!- Article by: Faculty of Health Sciences

Mentor Recognition Awards: The Pharmacy Department is one of the many departments that have that are part of the Peer Mentorship Programme and has been invited to attend the Mentor Recognition Awards whereby our department had a winner Ms Chelsea Mc Farland who was awarded for being the best committed mentor for 2 years. Congratulations Ms Chelsea.

Dynamics of Humanisation Symposium

Dr NomaChina Kubashe and Dr Teri-Lynne Fogarty both presented on this Symposium with Dr Kubashe presenting as part of the panel and Dr Fogarty presenting as part of the individual presneters for the day.

“Presenting at the Dynamics of Humanisation symposium on the theme of collaborative assessment within a law and ethics module gave me an opportunity to highlight some of the challenges in higher education. The symposium provided a platform to address the need to transform as a result of a changing educational landscape, the diverse profile of students, and the pervasive influence of the COVID-19 pandemic.



These seismic shifts coupled with completing my PhD in pharmacy education, made me critically examine whether my teaching and assessment methodologies have kept pace with the dynamic needs of learners.

My presentation underscored the necessity for a paradigm shift in our approach, emphasising the urgency to move beyond traditional teaching and assessment methods to ensure that we are fostering an inclusive and adaptive learning environment that aligns with the realities of today’s education landscape.”

Quoted Dr Fogarty



“
We need to move beyond traditional teaching and assessment methods to ensure that we are fostering an inclusive and adaptive learning environment that aligns with the realities of today’s education landscape.
 ”

PEPSA Pad Drive:

In the spirit of Ubuntu and making a change for the Wone's Month PEPSA initiated the Pad Drive Initiative to donate to those in need. The sanitary pads were collected from Pharmacy Staff and from the studnets across all years. PEPSA collected a total of 3036 pads an later donated to Gelvandale High School.

This is a success story that enforces the one of our values as Madibaz and we encourage and congratulate PEPSA on such a huge humanitarian task.



Pharmacist Assistant Symposium

During Pharmacy Month (September), two of our pharmacy department lecturers were invited by the Pharmaceutical Society of South Africa (Cape Midlands Branch) to be speakers at the Pharmacist Assistant Symposium held at Livingstone Hospital. Mrs Janet Barry addressed an eager audience on professionalism in her session "Prescription for Success: Navigating Professionalism in Pharmacy", followed by Ms Celeste Naude with "Mastering your first impression: The Art of CV and interview preparation". The Symposium was well attended and a great way for PSSA to focus on equipping support staff and investing into our profession.

Branch, and Mrs. Alice Lategan has once again been elected as the chairman. Prof Truter is equally delighted to share that Mrs. Nicole Worthington and Ms. Celeste Naude, both from [Pharmacy at Nelson Mandela University](#), have been re-elected to serve on the Cape Midlands Branch committee.

Article by: **Faculty of Health Sciences.**



SEPTEMBER IS PHARMACY MONTH

MORE INFO TO FOLLOW SOON!
 @saahipec
 PSSA Cape Midlands Branch



2 SEPTEMBER 2023
09:00
 Livingstone Hospital
 Resource Centre

PSSA will be hosting a symposium for **Pharmacist's Assistants.**

Topics include:

- New qualifications for pharmacy support personnel
- How to prepare for an interview
- How to compile a professional CV



REGISTRATION FEE: R20
REGISTER FROM 08:30

RSVP
 capemidlands@pssacm.co.za
 OR
 whatsapp: 083 446 9390
 by **15 August 2023**

Tea & lunch will be served!

PSSA: Exciting News! Prof Ilse Truter (Acting Director: School of Clinical Care & Medicinal Sciences) is thrilled to share that she has been honored with the title of Fellow of the Pharmaceutical Society of South Africa (PSSA). At the annual general meeting (AGM) of the PSSA Cape Midlands Branch, she was presented with the prestigious certificate.

In the photo, you can spot Mrs. Alice Lategan, the dedicated chairman of the PSSA Cape Midlands Branch, standing on her right side. But that's not all! Prof Truter has also been re-elected as the Vice-Chairperson of the PSSA Cape Midlands



Humanities

Introduction

As we delve into the Faculty of Humanities second Semester Report, we embark on a narrative of transformation and academic vibrancy. At the heart of this report lies our unwavering commitment to the revitalisation of humanities education.

In an era defined by rapid technological advancement and evolving societal landscapes, the Faculty of Humanities embarks on a transformative journey. This news report delves into the multifaceted dimensions of this transformation, exploring the intersections of academic vibrancy, digital humanities, and social engagement. From reimagining traditional pedagogies to embracing cutting-edge digital tools, the faculty navigates the dynamic terrain of higher education. Beyond the confines of the lecture rooms and technological-enabled learning spaced, emphasis is placed on fostering social engagement, promoting inclusivity, and addressing contemporary issues. With a keen focus on the renewal of the BA curriculum, we share our engagement with national and continental institutions as we explore innovative pedagogical approaches and dynamic content designed to engage and inspire our graduates through our most popular BA offering.

This report also proudly showcases the remarkable achievements of our students and staff, illustrating the dedication and excellence that define our Faculty. The report is a reflection and celebration of the highlight of the semester, and the strides made in learning and teaching, affirming our commitment to shaping intellectually adept, socially conscious individuals ready to contribute meaningfully to the world.

Bachelor Of Arts Programme Renewal Conversations

The Bachelor of Arts (BA) is the most popular programme in the Faculty. In 2023, for example, the programme is a choice to 51% of our 4596 students. The renewal of the BA programme is crucial in the revitalisation of the Humanities, and for fostering critical arts, humanities and social sciences skills essential for addressing African challenges through Africa-purposed curriculum. We are also keenly aware that societal challenges cannot be resolved form a singular disciplinary lens and therefore the renewal of the BA curriculum is also characterised by collaborations with other disciplines.

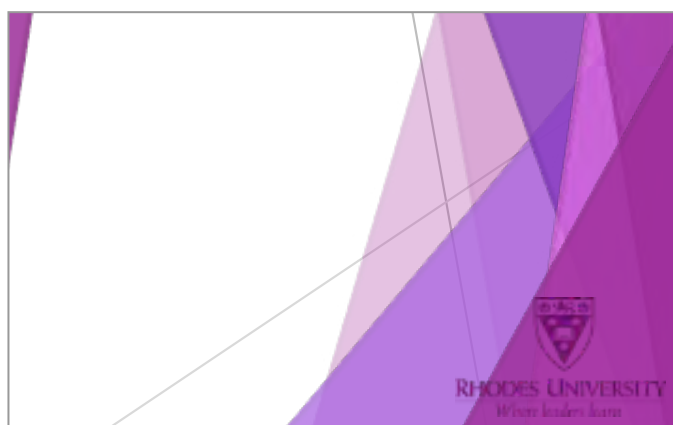
By aligning BA education with real-world needs, we wish to empower our graduates with skills to offer innovative solutions

to societal challenges, enhancing both employability and their capacity to contribute meaningfully to the socio-economic advancement regionally and globally. These are our objectives for the renewal of the BA programme and around which we centred our intra- and inter-faculty conversations since 2022.

The highlight of this process this semester was a Colloquium with the Universities of Makerere, Johannesburg and Rhodes University wherein we shared our vision, and where our counterparts shared about their own BA programmes. UJ was represented by the Humanities' Vice Dean: Teaching and Learning, Prof Suzy Graham Vice- Dean Humanities who presented on UJ's new flexible BA.

Prof Maureen de Jager and Ms Karen Kaori, Rhodes University's Deputy Dean: Learning and Teaching and Faculty Manager respectively, presented on the BA programme at Rhodes where students have a choice of majors from across Faculties.

Prof Cheryl Foxcroft was also invited to the Colloquium and she shared on the future of work for the students we were training, and challenged us to think differently about qualifications.



Socially Engaged Learning and Teaching



Nomfundo Khumalo (in orange) and Professors Noluxolo Gcaza (in white) and Kerry-Lynn Thomson (in black and white) together with the Deans from collaborating Faculties.

Our Faculty is acutely alert that socially engaged learning and teaching is important in our academic project in that it provide invaluable experiences that extend beyond the confines of traditional classrooms. It reminds us of the real role of a university in society. By intertwining academic curricula with real-world issues, our staff and students develop a profound understanding of societal challenges, fostering empathy and critical thinking.

This approach equips students with practical skills and a sense of social responsibility, preparing them for active citizenship, using theoretical frameworks underpinning their disciplines. The value of engaged learning lies not only in acquiring knowledge but also in cultivating a deeper connection to the community and a commitment to positive change.

The Faculty wishes to highlight some projects on socially engaged learning and teaching.

The first project is also an interdisciplinary and interfaculty collaboration with the School of ICT's Centre For Research in Information and Cyber Security (CRICS) in the Faculty of Engineering, Build Environment and Technology. Together with the Faculty's Department of Media and Communication, the CRICS has initiated a Grade R Cyber Safety Project, a project aimed at imparting essential cybersafety skills in Grade R children in South Africa.

It is an age-appropriate cybersafety awareness program designed to be integrated into the Grade R curriculum. It also involves a number of learners from local primary schools who provide voice overs for the videos. See below... <https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:d0088a72-93e5-3ace-946f-47e702c338c4>

Ms Nomfundo Khumalo who did animation for the video, as well as language and culture advice, teaches Animation in the Department of Media and Communication in the School of Languages.

The second project is on Self-sustaining youth-run Micro-certificate in IKS and Agricultural Science Community. In following the university mandate of 'being in service to society', the Faculty's School of Governmental and Social Sciences is developing a programme with Northern Areas youth group by producing a sustainable and scalable community embedded indigenous heritage micro-certificate course that provides training and learning on Indigenous Knowledge and Agricultural Sciences.

The micro-certificate focuses on history, heritage, indigenous food and developing scientific knowledges through engagement with agriculture. Once complete, the micro-certificate will be the final output and product from the extensive September community engagement process. This project is part of the History, Sociology and Anthropology curriculum, and is in collaboration with some academics in Agricultural Sciences in the Faculty of Science.

200 Years of The Written Word of Isixhosa.



The third activity in the second semester showcases the Faculty's recognition of 200 years of the written word of isiXhosa. This was addressed by our honorary doctoral recipient, Dr Noxolo Grootboom, as well as our alumnus, the world renown fashion icon, Laduma Ngxokolo.

It was the first known scholarly gathering to be mediated in the medium of isiXhosa, and it involved teachers and learners from local schools. The event was promoted by the Department of isiXhosa in the School of Languages, Media and Communication. The Department, as well as the Department of History use the texts written during this period in their curricula.

The School of Visual and Performing Art's Collaboration

The School of Visual and Performing Art's ongoing collaboration between Graphic Design, Photography and the Hubs of Convergence is facilitating the exploration of converged engagement and developing an architecture for further transdisciplinary and transversal collaboration.

Through this collaboration, the School is connecting its Teaching and Learning to the HoC's engagement with local stakeholder communities, with benefits for all involved. Students are fulfilling their module requirements while interacting with external communities being exposed to new knowledge and experience to guide their thinking about how their disciplinary tools might be applied.

The principles and methodology of socially engaged learning guides students' responses to the 'real world' problems posed by these 'clients' so that they learn what an equalising partnership can look like.

Furthermore, through engaging with communities within the NMBM who are responding to crises which affect people the world over, the School's collaborative work can begin to bring to the surface new knowledge about how to respond to these crises – knowledge that is rooted in local cultures and contexts.

“ **knowledge that is rooted in local cultures and contexts** ”



Dr Noxolo Grootboom



Mr Laduma Ngxokolo

In VAPA's Department of Arts and Graphic Design specifics of the projects include:

Second- and third-year Photography and Graphic Design students have developed fundraising and user-interface design solutions alongside the Ikhala Trust and three organisations that are close partners of the Ikhala Trust.

In addition, second-year design students have engaged with the work of the EO and the values underpinning it in exploring how this work could be communicated better amongst others within and beyond the university community. The third-year photography students have completed three video productions, which will be used for the Backabuddy crowdfunding campaigns they developed as teams. These will be launching soon under the banner of the Ikhala Trust with the three external stakeholders as beneficiaries, with the proceeds aimed to meet the most urgent needs the students discovered through their engagement process.

In the Department of Music and Performing Arts projects include Contemporary voice. As a discipline is a new addition to many tertiary curricula. It is a rapidly growing offering in the Department which is encouraging to see.

The Department has chosen to showcase the student's talents and create a greater awareness through the lunch hour concert sessions. A similar growth in the study of piano as first instrument option is also worthy of mentioning and the piano studio lunch hour concert equally showcased our students' talent and growth.

Dr Foster was part of the Mzansi Orchestra who performed in Johannesburg, Gqeberha and Cape Town. He also performed with the UFS Symphony Orchestra in October. His further continued work in this arena with David Bester has aided in the learning and teaching collaborations with the symphony orchestra at Rhodes University and a second well attended concert was held during the last week of October.

This platform is especially important in growing community of practice, encouraging prospective students to take part and foster Learning and Teaching opportunities through shared master classes. The last project is on Deepening inter-disciplinary partnerships in Health Sciences education between Sociology, Anthropology and the Medical School. In this project academics from Sociology and Anthropology have begun engagements with the Department of Human Movement Sciences, Dietetics, and the School of Clinical Care and Medicinal Sciences. This is to look for possible collaborations in transdisciplinary teaching. Dr Mea van Huyssteen, at the Department of Pharmacology, School of Medicine visited the Department of Sociology and Anthropology as part of starting conversations

about research on indigenous knowledge systems and finding a link with Anthropology as part of the conversations around resuscitating the medicinal garden at the Missionvale campus. This interdisciplinary and interfaculty collaboration leverage on the strengths of each faculty in order to provide for a holistic approach to health and healing.

Master Class on "Current Geopolitical Challenges And the Tasks They Pose for Diplomacy"

Masterclasses are regularly organised for our senior students to facilitate their exposure to external experts on an area identified. This semester the highlight was a class offered by Prof Sydney Mufamadi, the University's Visiting Professor. His class to senior students in Politics, History and Public Management and Leadership had the objective of providing participants with a comprehensive comprehension of the intricate geopolitical environment, the obstacles it poses, and the significance of diplomacy in confronting those obstacles. Additionally, it endeavors to furnish participants with the abilities and information required to engage competently in international affairs and diplomacy in a constantly evolving world.



Prof Sydney Mufamadi offering a Masterclass on Current Geopolitical Challenges and the tasks they pose for Diplomacy

Digital Humanities

Launch of the faculty digital humanities hub

There is global concern regarding the relevance of the humanities amidst the continuous competition with STEM disciplines. Advancement in recent humanities scholarship involves the incorporation of digital methods and approaches. These methods encompass data visualizations and multimodal strategies for interpreting extensive datasets that are impractical with manual methods.

This aligns humanities methods with the big data revolution. Digital humanities thus embrace access to information through digital archives, exhibitions, virtual reconstructions, open-access publications, and online databases. Text mining and analysis, collaboration, interdisciplinarity, preservation, conservative practices, enhancing teaching and learning through digital pedagogies, and public engagements are among the diverse methods employed.

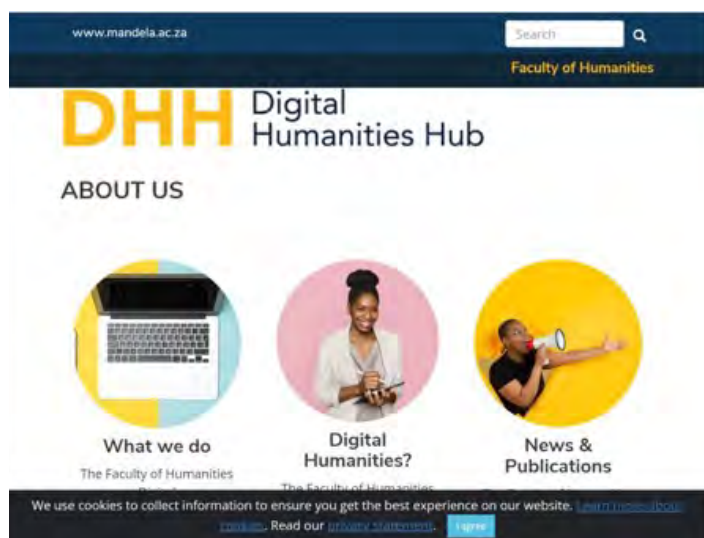
Importantly, digital humanities projects have a public-facing component. The digital humanities explore the impact of the digital on society, culture, research, learning and teaching. In practice, the digital humanities is changing the way we live, learn, research, share and collaborate. Understood as being interdisciplinary, data-driven, networked, and public, the digital humanities encompass a range of programs, technologies and tools that contribute to the intersection of the digital and the study of humanities. By integrating digital approaches, digital humanities contribute to the evolution and revitalisation of traditional humanities disciplines, rendering them more dynamic, accessible, and relevant in the contemporary world.

The Faculty of Humanities will launch its Digital Humanities hub at the Digital Humanities Association of Southern Africa (DHASA) conference on 28 November 2023. This conference will be hosted by the Faculty of Humanities.

Our Digital Humanities Hub aims to be a leading contributor to the revitalisation and Africanisation of the Humanities through the transdisciplinary creation of collaborative digital spaces. It will be the trans- and inter-disciplinary home of the Digital Humanities and will provide a space for critical and diverse digital humanities related engagements and collaborations around themes of indigenous knowledge systems, social justice, learning and teaching in a digital era, innovation and integration, research and engagement and archiving. Our Humanities scholars will explore and address challenges and opportunities in the field.

The hub will be supported by the South African Centre for Digital Language Resources (SADiLaR). Part of the exhibitors at the launch will also include the SADiLaR-Wikipedia-PanSALB (SWiP) project, the Autshumato project, Google's Voices of Mzansi project, and Amazwi the National South African Museum of Literature.

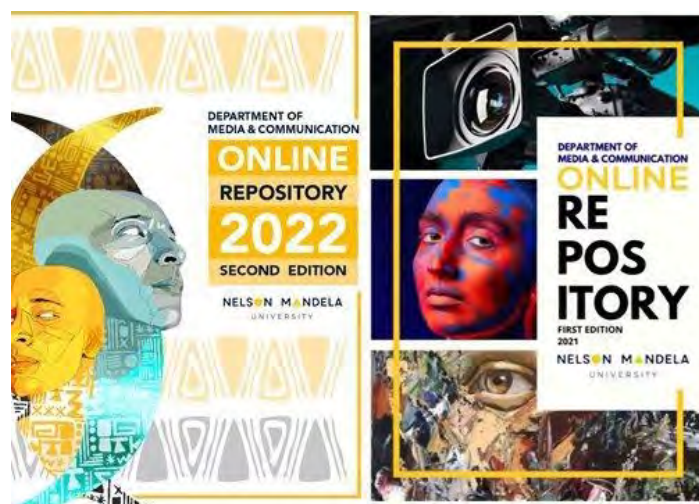
See below for a picture of our Faculty DH homepage <https://humanities.mandela.ac.za/Digital-Humanities-Hub>:



Online E-book repository

The Department of Media and Communication in the Faculty of Humanities specialises in design, videography/film, animation, copywriting, cultural studies, public relations, social/digital/new media and scriptwriting.

The online repository is a project that Prof Subeshni Moodley and Ms Tarryn Rennie have been working on since 2021.



The idea was conceptualised towards the end of 2020 as an initiative to:

- ▶ create a dynamic online repository in the form of an e-book to both archive and showcase the outputs produced by staff and students that can be sustained an annual basis;
- ▶ integrate the production and maintenance of (and content creation for) the online repository into the design, scriptwriting, copywriting, public relations, new media and film curricula and assessments in the department;
- ▶ to draw on the online repository as a reference for future teaching, learning and research activities;
- ▶ to use the online repository as a promotional and marketing tool to attract prospective students, and collaboration/partnerships with media industry players and other tertiary institutions across South Africa and internationally; and
- ▶ to open up a platform that provides exposure for community stories, challenges and social development efforts.

Student teams were mentored to be responsible for:

- ▶ managing content in the specialist streams: film, design, copywriting, journalism and public relations;
- ▶ designing marketing and advertising material to target specific audiences;
- ▶ curatorship and archiving of creative and research work;
- ▶ appropriate design and layout of materials for online exhibition;
- ▶ maintaining standards of intellectual property through copyright checks; and
- ▶ working with different file sizes, formats and conversions.

The project has been a hugely beneficial learning and teaching exercise for everyone involved.

The Department is very proud of the of the outcome and the two student teams.

You may check out the all the editions of the online repository via the departmental webpage: <https://mediacom.mandela.ac.za/BA-Media,-Communication-and-Culture>

Direct link to latest edition of the online repository: <https://www.mandela.ac.za/flipbooks/Online%20Repository/mobile/index.html>

Resource Mobilisation: Media Development and Diversity Agency

For three years now the Media Development and Diversity Agency (MDDA) has been funding students in the area of Graphic Design and Communication to the value of about a R1 million per year. They visited the Faculty in October to “meet and greet” the bursary recipients, as well as commit to providing bursary funding for up to 2025. The occasion was addressed by the MDDA, Umhlobo Wenene FM Manager, Mr Loyiso Bala and the Faculty Dean of Learning and Teaching and the Executive Dean.



The MDDA personnel, the MDDA 2024 bursary Umhlobo Wenene FM station manager, Mr Loyiso Bala who gave a motivational talk to students

Student and Staff Achievements

Nosiviwe Matikinca, a 3rd year Fine Art student in the School of Visual and Performing Arts, was selected as the overall Sasol New Signatures winner for 2023. Sasol is an annual, nationwide, competition aimed at emerging artists. Taryn Noppé (also 3rd year Fine Art) achieved a merit award (top 7), and 14 other students from the Department were selected for the top 100.



Staff Achievements



Prof Enaleen Draai



Prof Pumla Gqola



Prof Nomalanga Mkhize



Prof Subeshni Moodley



Dr Ongama Mtimka



Prof Uchenna Okeja

Hearty congratulations to our exceptional academic staff for achieving national and international acclaim. Your dedication and scholarly excellence have brought pride to our Faculty and University.

Your achievements on the global stage underscore the impactful contributions your academic work in the various core functions of the University, including Learning and Teaching. Well done on your well-deserved success! The colleagues and their achievements are listed below...

Prof Enaleen Draai has been appointed as Co-Chair of the Working Group on Gender, Diversity and Equity of the International Association of Schools and Institutes of Administration.

Prof Pumla Dineo Gqola is the 2023 Global Winner for Berlin Falling Walls Breakthrough Summit (Social Science). The name of the Foundation and the different types of awards, summits and conferences (emerging categories, established and senior scholar categories, the breakthrough award, etc.) are inspired by the Fall of the Berlin Wall.

Prof Pumla Dineo Gqola will also be conferred an honorary doctorate from the University of Stellenbosch for her "commitment to social justice and gender equality" demonstrated through her academic pursuits.

Prof Nomalanga Mkhize has been reappointed to serve as a member of the History Ministerial Task Team until 2025 by the national Minister of Basic Education, Ms Angie Motshega, to develop a new national history curriculum for Grades 4-12.

Prof Subeshini Moodley is invited to be speaker at the inaugural session at the International Conference on "Moving Towards Equality and Inclusive Growth – 200 years of People of Indian Origins in Sri Lanka" in Taj Samud in Colombo in December 2023

Dr Ongama Mtimka has been reappointed to serve as Treasure of the South African Association of Political Studies, and newly elected as Secretary of the African Association of Political Science

Prof Uchenna Okeja's book titled *Deliberative Agency: A Study in Modern African Philosophy* is a finalist for the African Studies Association's 2023 Best Book Prize.

Welcome to New Staff

We wish the following staff members success in their academic careers in the Faculty at our University. We look forward to their contribution in the enrichment of the Faculty's academic project.

Dr Andrew Matthews (Lecturer LMC: English Language and Literature)

Mr Lungelo Manona (Lecturer LMC: Graphic Design)

Dr Mnqobi Ngubane (Senior Lecturer GSS: Anthropology)

Dr Thando Rulashe (Senior Lecturer GSS: Public Management and Leadership) Miss Vhuwavo Clementine Sikhwivhilu (Lecturer VAPA: Fashion and Textile) Mr Jonathan Grimsell (Technician VAPA: Fashion)

Mr Lesley Mashego nGAP fellow (Lecturer GSS: Sociology)

Ms Qhama Noveve (Lecturer GSS: Sociology/Antropology)

Dr Zakhile Somlatha (Senior Lecturer LMC: Language and Literature - isiXhosa)

Farewell to Great Colleagues

Prof Bruce Cadle and Dr Erica Bothma are retiring from the University at the end of the year. They have spent almost 60 years combined at the University. We thank Bruce and Erica for their enormous contribution in the life of the Faculty.

Prof Bruce Cadle is an Associate Professor & Postgraduate Programme Co-ordinator in the Department of Visual Arts in the School of Visual and Performing Arts. He has also served in various School, Faculty and institutional committees. He is presently the Chair of the FPGSC's Ethics sub- committee.

Dr Erica Bothma is a Senior Lecturer in the Department of Music and Performing Arts. She specialises in Piano.



Prof Bruce Cadle



Dr Erica Bothma

**“ Thank you for
your service ”**

Law

Service modules content review

The faculty of law embarked on a module content review of all service modules that it delivers to other faculties. Additionally, the faculty has decided to embark on an internal program review of the Higher Certificate and Diploma in Law Enforcement. To capacitate the HoDs and academics involved in lecturing these modules, Anne-Mart Olsen from teaching development presented the Carpe Diem curriculum review workshop on 1 and 2 November. 14 academics attended day one of the training and 16 academics attended day two. During the workshop academics were divided into small groups and selected one module per group to work on.

Due to the positive feedback from academics who attended the workshop, it was decided that a repeat of the workshop will be arranged for the rest of the law faculty academics to capacitate them for involvement in future program review. The second workshop is planned to take place on 1 and 2 February 2024.

Practical assessments – Mock Trial and Moot Court

The month of October has been a busy one for the Department of Criminal and Procedural Law as far as practical assessment is concerned. In both JJS (Legal Skills – First year) and JJW (Legal Practice – Final year) modules, students were required to partake in moot court and mock-trial sessions respectively.

The moot court sessions presented first year students with the opportunity to present arguments based on a set of facts. The mock-trial sessions created the opportunity for students to experience a simulated criminal trial scenario, question witnesses and present arguments in favour of either the prosecution or the accused.

The JJS and JJW modules are significantly linked in that students are taught basic skills in the Legal Skills module, which skills they can practically experience when registering for Legal Practice in their final year. We are proud of our students and their accomplishments in these modules!



Human Rights Law Dissemination Project

The second year Human Rights Law students were required to complete a group dissemination assignment, the purpose of which was to work in a group and, through teamwork, apply a right of the group's choice to a selected target group of people. The selection of the right and target group enabled students to appreciate the importance of a context sensitive and people-based approach to human rights. The assignment had two components. Students had to, firstly, research the law on the chosen right, with specific reference to the context of the target group selected and submit a written assignment setting out the legal basis of the selected right and how it applies to the target group selected.

Secondly, a dissemination of the right to the chosen target group had to be conducted, demonstrating how the group communicated the nature of the right to the target group & explained the practical ways in which its violation could be addressed. The purpose was to inform the target group of their right and what they can do to enforce their right. Students could choose how they communicated this information to the target group. The mode of communication could include, for example, the creation of a pamphlet, newsletter, poster or cartoon, using a twitter (X) account, a broadcast on radio, interviews etc (or any other effective mode of dissemination).

"Everyone has the right to have access to sufficient food and water."

KwaNobuhle township in Kariega

Group Name:
The Water Warriors

Quinta Kleck (224232649)

Nerisha Greeff (224170570)

Kaylin Willems (224116797)

Darnell Leveck (220009724)

Marcella Pretorius (224030612)

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"You will never solve poverty, without solving water and sanitation."
- Matt Damon

Visit to Sinethemba's Children Care Centre

How the Violation can be remedied.

- The project applicable to businesses, companies and organisations is the right to the highest attainable standard of physical and mental health. This right is contained in Article 27 of the South African Constitution. The right to the highest attainable standard of physical and mental health is a derivative right of the right to life and the right to dignity.
- There are many obligations that the state has on the right to health. The state must ensure that the right to health is not violated. The state must also ensure that the right to health is not violated. The state must also ensure that the right to health is not violated.

The investigation

Refugee Rights Centre

NELSON MANDELA UNIVERSITY
Centre for Law in Action
Lethbridge & Donald-George Law Unit
Refugee Rights Centre

Science

Team HotBox Triumphs at Research Week Postgraduate Business Pitch Competition - A Bright Future for Climate Change Innovation

Written by: **Esinam Tamakloe**

The annual Research Week at our university, held from September 11th to 15th, 2023, brought forth some remarkable talent and groundbreaking ideas. Among the highlights of this event was the Innovation Office’s research commercialisation competition, where postgraduate students had a chance to showcase their innovative projects and compete for an impressive R100 000 seed fund grand prize.

This year, the coveted prize found its home with a group of four brilliant minds - MSc Geology students Esinam Tamakloe, Aarifah Williams, Francois Swanepoel, and BSc Hon Geology student Nathanael Davids, under the mentorship of senior lecturer Dr Gaathier Mahed. Their business idea, the HotBox, was more than just an innovation; but a game-changer in the fight against climate change. The HotBox is a remarkable self-growing box designed to combat and mitigate climate change, whilst understanding the needs of Africa. With their win of the R100 000 seed fund grand prize, Team HotBox is set to take their vision to the next level, turning their innovative idea into a reality.

The judges recognised that the HotBox not only addresses climate change but also serves as a catalyst for job creation and entrepreneurship, while one judge mentioning that the HotBox aligned with multiple Sustainable Development Goals (SDGs). Looking ahead, Team HotBox is eager to build a minimal viable product, using their seed fund to conduct the necessary research and development. Their journey is not just about innovation; it’s about making a real impact on our world and creating opportunities for the future. Team HotBox’s success at Research Week shines as a beacon of hope in the battle against climate change and a testament to the power of innovative thinking right here at our university.



Dr Gaathier Mahed and Team Hotbox

Lüneberg Farmer Bags 2023 Kwanalu Young Farmer Title October 25, 2023

<https://saforestryonline.co.za/articles/luneberg-farmer-bags-2023-kwanalu-young-farmer-title/>

Lüneberg timber, maize, soybean and free-range cattle farmer, Heiko Gevers is the 2023 KwaZulu-Natal Agricultural Union (Kwanalu) Young Farmer of the Year. Gevers’ remarkable precision, keen eye for maximizing profitability, and unwavering commitment to community development captured the judges’ attention.

“Each year, we’re inspired by the fresh approach of a new generation of farmers who blend innovation with tried-and-true farming practices to create resilient businesses in the face of industry challenges,” said Kwanalu CEO, Sandy La Marque. Gevers (28) stood out for his organised, systematic and detail-oriented approach to farming. As the farm manager on his parents’ farm, he has implemented precise farming practices, ensuring economic sustainability and optimal yields.

“Proper attention and meticulous record-keeping are paramount in our business. Spreadsheets are my trusted companions, used for everything from grazing schedules to rotation planning and chemical usage,” said Gevers, sharing his approach.

“ **Making a real impact on our world and creating opportunities for the future.** ”



Heiko Gevers the 2023 KwaZulu-Natal Agricultural Union (Kwanalu) Young Farmer of the Year

The Toyota/Kwanalu Young Farmer of the Year 2023 competition is open to farmers under the age of 40, male or female who are full members of their provinces agricultural unions. Judges evaluate applicants at the provincial level, assessing various aspects of their business, including their vision for the farm's future and their practical application of management philosophy.

Using his business acumen and innovative mindset, Gevers is continuously exploring ways to adapt operations to enhance profit margins and ensure long-term economic sustainability.

"I'm always on the lookout for innovative ways to refine our product for the market and exploring new crops that could be a lucrative commodity. If we expand the business, we can create more job opportunities for our local community," said Gevers.

Gevers' deep compassion shines through his commitment to the people reliant on the farm. He consistently initiates community upliftment projects, assists local residents in planting maize, and supports the local school with various needs, including levelling of the soccer field and constructing goalposts.

"Heiko's genuine care for people and the farm is evident in everything he does. He embodies the spirit of innovation, community support, and sustainable farming that the KZN Kwanalu Young Farmer of the Year represents, making him a true champion for the agricultural industry," says La Marque.

"As farmers, we are constantly surviving new challenges; whether environmental, economic or political. But we are united in that we are aligned to a common goal, providing for the nation. It is of the utmost importance to have good working relationships with neighbours and the community to ensure a long-term farming future. At the end of the day, we have to look after one another," said Gevers.

The KwaZulu-Natal Agricultural Union, Kwanalu, is a representative organization voice of the rural and agricultural sectors in the province. Its viewpoints are based on submissions from its members and it is committed to a sustainable and profitable future for Agriculture within KwaZulu-Natal and the greater South Africa. For more information on Kwanalu, visit www.kwanalu.co.za or call 033 342 9393. **Also watch:** <https://youtu.be/DueuUL9QN3I>

PhD Candidate in Physiology wins The Young Science Communicator's Competition

Young Science Communicator's Competition winner Itumeleng Zosela



My name is Itumeleng Zosela I am currently a PhD candidate in Physiology and my study focuses on using plant materials for colon cancer treatment. I am pleased to announce that I came first place in the Young Science Communicator's Competition 2022 edition in the Audio Category.

The award ceremony was held at the SACNASP Gala Banquet event, which was hosted in Pretoria, 09 November 2023. The event highlighted the profound impact of SACNASP's 20 years dedicated to Advancing Professionalisation, Scientific Integrity, and Inclusivity. The Young Science Communicator's Competition challenges young scientists to tell their science story in a captivating, informative and interesting way.

The competition focused on natural sciences, under the theme of the "International Year of Basic Sciences for Sustainable Development." The Young Science communicators competition is an initiative of the National Research Foundation (NRF) and the South African Council for Natural Scientific Professions (SACNASP).

Nelson Mandela University Forestry Student Attends International Symposium in Germany

Written by: Avelile Cishe

Avelile Cishe, a Bachelor of Science Honours in Natural Resource Management student at the George campus recently attended the 51st International Forestry Students' Symposium (IFSS) in Germany. T

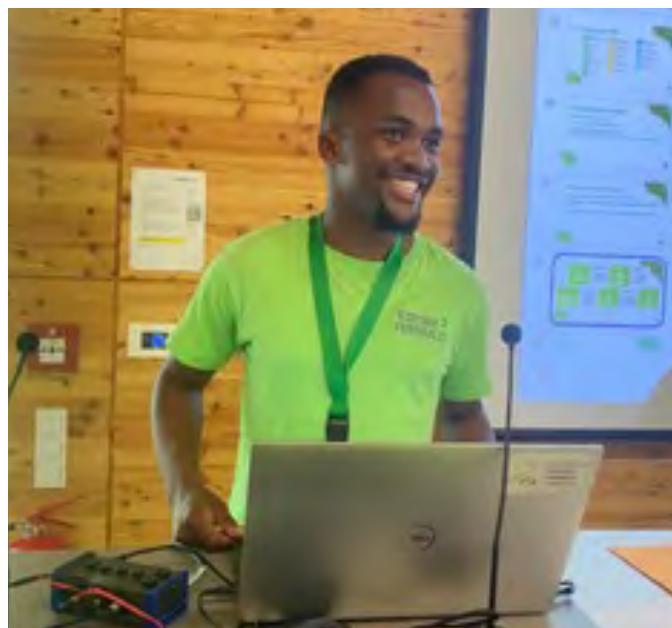
he symposium was held from 16 August to 1 September. Avelile represented the Mandela Uni, as well as other forestry institutes in South Africa, including Stellenbosch University, University of Venda, University of Pretoria, and University of Mpumalanga.

The IFSS is the biggest annual meeting of the International Forestry Students' Association (IFSA). It is a platform for forestry students from all over the world to come together to learn about the latest trends in forestry, network with their peers, and share ideas.

The theme of this year's symposium was "Transforming forestry – getting ahead of current and future challenges." The students discussed a wide range of topics, including climate change, forest management, and sustainable forest products. They also had the opportunity to visit several forests and forestry research centres in Germany. This gave them a first-hand look at the different ways that forests are managed in Germany.

"The IFSS was a great opportunity and an amazing experience to network with other forestry students and learn about the latest trends in the field. We learned so much about forestry and we met some great people from all over the world." - Avelile Cishe

The attendance of this symposium was made possible with funding support provided by the Nelson Mandela University, the Department of Forestry, Fisheries and Environment, and the Germany Federal Ministry of Food and Agriculture.



BSc Honours student Avelile Cishe in Germany

”

Transforming forestry – getting ahead of current and future challenges.

”

NMU Professor Embarked on Visiting Fellow Professorship in Finland

Written by: Prof Werner Olivier

During the period from August to October of 2023, Professor Werner Olivier visited and collaborated with the Innovative Learning Environments Research Group situated within the Finnish Institute for Educational Research (FIER) at Jyväskylä University (JYU). This was made possible through being awarded a JYU Visiting Fellow Programme Grant in 2023.

Professor Olivier is the founder and present director of the Govan Mbeki Mathematics Development Centre (GMMDC), an entity currently based in the Science Faculty at Nelson Mandela University (NMU). His scholarly endeavours at GMMDC focus on the research and development of bespoke techno-blended instructional models. These models have been meticulously designed to facilitate the effective teaching and learning of STEM (Science, Technology, Engineering, and Mathematics) subjects within the sphere of South African public education. Notably, since the year 2017, Professor Olivier has cultivated a robust and fruitful research and development partnership with Dr. Fenyvesi and his research team at FIER. This collaboration has borne significant fruits and has resulted in numerous joint research initiatives, scholarly publications, and innovative STEAM development projects.

The collaboration has also seen the emergence of an innovative national MathArt project in schools, promoting trans-disciplinarity and real-life connections between mathematics and art. This initiative has attracted international attention and enjoys the support of provincial and national stakeholders in South Africa. It also forms part of a Finnish education research project.

Currently, selected MathArt works from the South African project with links to global sustainability themes are exhibited in a public Art Museum in Jyväskylä until April 2024. Thousands of years 6 level children with their teachers from Finnish schools around will visit this exhibit and be exposed to the South African Math Artworks as part of a joint STEAM research project to promote inclusive education and experiential learning outside formal classrooms.

Concurrently, two additional members of the Govan Mbeki Mathematics Development Centre (GMMDC), namely Dr. Carine Steyn and Flora Olivier, also visited Jyväskylä during this same timeframe. Their visit was driven by a commitment to also partake in various activities associated with STEAM (Science, Technology, Engineering, Arts, and Mathematics) education, which encompassed participation in teacher & learner workshops, attending educational conferences and immersive visits to Finnish schools.

Prof Olivier's visit as Guest Professor in Finland consolidated post-COVID STEAM (Science, Technology, Engineering, Arts, and Mathematics) research collaboration with JYU FIER and paved the way for further collaboration and to explore joint research funding opportunities in support of integrating Techno-BI ended STEAM Education models in schools for sustainable development.



Carine Steyn & Werner Olivier (Nelson Mandela University), and Kristof Fenyvesi (FIER, University of Jyväskylä)

“ **Professor Olivier has cultivated a robust and fruitful research and development partnership with Dr. Fenyvesi and his research team at FIER.** ”

National Science Week 2023: Transforming Lives Through Evidence-Based Science

The Road to Mthatha 2023

This year's National Science Week 2023 promised to be an extraordinary celebration of science, set under the theme "Transforming lives through evidence-based science," with a sub-theme: "The role of scientific communication in a post-truth era."

Connecting Science and Society

National Science Week (NSW) is an annual event that aims to promote awareness and appreciation of science. This initiative, led by the Department of Science and Innovation (DSI), brings together various stakeholders and role players who engage in science-based activities during the week. It's a celebration of the vital role of science and technology in our daily lives. Since its establishment in 2000, NSW has grown to encompass the entire nation. Coordinated by NRF/SAASTA, the week-long celebration takes place in all nine provinces, reaching communities far and wide.

NSW 2023 Theme

For NSW 2023, Nelson Mandela University's Faculty of Science has chosen a theme that resonates deeply with the world's challenges today: "Transforming lives through evidence-based science." This theme reflects our commitment to harnessing the power of science and technology to drive positive change and address critical global issues. The journey to NSW 2023 commenced on 18 July 2023, with a thought-provoking symposium titled "The role of scientific communication in a post-truth era." This symposium brought together a diverse panel of science lecturers, researchers, external guests, and students to explore the vital role of scientific communication in an age where facts and truth are often blurred.

The symposium also served as a pre-launch of NSW 2023, which took place on 22 July 2023, in Thohoyandou, Limpopo at University of Venda, Department of Science and Innovation Minister Dr. Blade Nzimande officially inaugurated the week's activities virtually.

Engaging Learners of All Ages

NSW 2023 wasn't just about academics and experts. The program actively engaged learners of all ages, from primary to high school students from Gqeberha and surrounding areas. Activities ranged from tours of advanced scientific facilities to chemistry related workshops, maths presentations, human physiology demonstrations, zoology tours, computer coding workshops, and chemistry demonstrations. These initiatives aimed to ignite the passion for science and encourage future generations to pursue STEM-related careers.

A Platform for Knowledge Sharing

Distinguished guests, including experts contributed their insights during public lectures. The Dean of Science, Prof Muronga, also hosted a public lecture titled "The Century of the Quantum: A Transformative Era in Science and Technology," aligning with the NSW 2023 theme. Nelson Mandela University staff, and students, together with members of the public participated in several workshops and symposiums, including: Theoretical and Computational Sciences Forum (symposium); Science Communication in Post-Truth Era (symposium), and Euclid and Diophantus and their role in algebra and geometry (Public Lecture).

A Resounding Success

The Faculty of Science's NSW 2023 program reached an impressive total of 1872 participants in Gqeberha and Mthatha, making it a resounding success. As we reflect on this year's achievements, we look forward to reaching even greater heights in 2024, continuing to inspire, educate, and transform lives through evidence-based science.



National Science Week 2023 Activities

National Science Week 2023 has not only celebrated science but has also reinforced the critical importance of scientific communication in our ever-evolving world. It has highlighted the role of science in addressing societal challenges and fostering a society that is informed, critically engaged, and scientifically literate.

11th Nanoscience Young Researchers' Symposium (NYRS-2023)

The 11th Nanoscience Young Researchers' Symposium (NYRS-2023), held on September 7th at Nelson Mandela University. This event was a resounding success, bringing together brilliant minds from across South Africa to delve into the fascinating world of nanotechnology under the theme, "Nanotechnology for Sustainable Development."

Hosted by the Department of Chemistry at Nelson Mandela University, the symposium served as a vibrant platform for scientists, postgraduate students, academic researchers, and industry partners to exchange insights, discoveries, and ideas on nanoscience and nanotechnology. With the primary objective of expanding scientific networks, the symposium was an incubator for novel scientific ideas that could shape the future of this transformative field.

The symposium featured a diverse array of topics, highlighting the depth and breadth of nanoscience research. These encompassed nanomaterials synthesis and characterization, applications spanning energy, water, environment, agriculture, advanced materials, ocean sciences, green/bio nanotechnology, biomedicine, and even waste-to-products. Additionally, the crucial domain of intellectual property and nano-commercialization was explored, shedding light on the economic potential of nanotechnology.

Recognizing the importance of fostering young talent, the symposium celebrated the contributions of top masters and doctoral student presenters, who were awarded prizes for their outstanding research contributions. This support for emerging researchers ensures that the torch of innovation continues to burn brightly in the field of nanotechnology.

The symposium was truly a collaborative effort, with participants hailing from a variety of esteemed institutions, including Nelson Mandela University, Tshwane University of Technology, University of Limpopo, University of Johannesburg, CSIR, Rhodes University, University of Western Cape, Durban University of Technology, UNISA, and Mintek. Over 17 PhD oral presentations and more

than 36 posters displayed the depth of research talent in the region. The event attracted over 130 delegates, representing not only the aforementioned universities but also key organisations like SANi (South African Nanotechnology Initiative), SabiNano, and Pfeiffer vacuum. This diverse audience contributed to rich discussions and fostered collaborations that will undoubtedly yield significant advancements in the nanoscience field.

The South African Nanotechnology Initiative (SANi) played a pivotal role in making this event a reality. SANi has emerged as the indispensable network uniting academics, researchers, scientists, engineers, and industrialists. With a mandate to manage "nano" activities across South Africa, SANi continues to propel the nation into the forefront of emerging nanotechnology and nanoscience fields. As the symposium demonstrated, SANi's focus has expanded to encompass a broad spectrum of exciting and emerging fields, including advanced materials, nano commercialization, the fourth industrial revolution (4IR), and artificial intelligence (AI). The dynamic and ever-evolving nature of nanotechnology continues to open new doors of opportunity, and SANi is at the forefront of guiding South Africa toward these exciting horizons.

In closing, the 11th Nanoscience Young Researchers' Symposium (NYRS-2023) at Nelson Mandela University was a resounding success, highlighting the transformative potential of nanotechnology and emphasizing the importance of collaboration and innovation. We look forward to witnessing the continued growth and impact of this field in the years to come, and we extend our heartfelt gratitude to all who participated in making this event a reality.

For more details on the symposium and updates on future nanoscience endeavours, stay tuned to SANi's initiatives and the Department of Chemistry at Nelson Mandela University.



Nanoscience Young Researchers Symposium Attendees

Science Debate Competition

Written by: *Bayanda Mabozza*

On the 15 September 2023 I hosted an SRC driven Science Debate Competition in collaboration with the Faculty of Science, SCI-SA, and SPSF. This event aimed to showcase the exceptional debating skills and scientific knowledge of our students. The debate featured three thought-provoking topics that ignited stimulating discussions among participants and attendees alike.



First prize winner: Ms. Dipuo Seripe

The first topic examined the ethical concerns surrounding cloning technology. Students passionately explored the potential benefits and risks associated with this controversial field, delving into the ethical implications for both humans and animals. The arguments presented sparked a lively exchange of ideas, demonstrating the students' in-depth understanding of the subject matter.

The second topic explored the hotly debated issue of vaccine mandates and the potential risks they may pose. Students critically evaluated the necessity and effectiveness of vaccines while considering both individual and public health perspectives. This topic not only showcased their scientific acumen but also highlighted their ability to navigate complex ethical and societal dilemmas.

Lastly, the impact of artificial intelligence on society provided a fascinating platform for the students to discuss how this rapidly advancing technology could either enhance or threaten humanity. With insights from various scientific disciplines, the debate shed light on the potential implications of AI on

employment, privacy, ethics, and overall societal well-being, where the first prize was won by Dipuo Grace Seripe, the second prize by Lukhanyo Phali, and the third prize by Zukhanye Nquma.

Overall, the science debate at Nelson Mandela University was a resounding success, capturing the intellect, passion, and critical thinking skills of our students. It served as a shining example of how academic discourse, backed by scientific knowledge, can lead to a better understanding of complex issues.

I applaud the students' efforts in participating in this remarkable event, and I look forward to witnessing the continued growth and contributions of this competition from this year onwards in the field of science and beyond.

Two DSI SA Women in Science Awards for Mandela University Water Researchers

Two DSI SA Women in Science awards for Mandela University water researchers at the recent South African Women in Science Awards ceremony. Professor Adams (right) was the winner of the DSI Distinguished Woman Researcher in Natural Science and Engineering and Carla was awarded the DSI-Ndoni Mgunu Fellowship: Doctoral Award. Prof Adams holds the DSI/NRF Research Chair for Shallow Water Ecosystems and is the deputy director for the Institute for Coastal and Marine Research. Her research focuses on the conservation and management of estuaries working across the science-policy-practice continuum.



DSI Award Winner: Prof Janine Adams

She is an NRF B2-rated researcher, and her ongoing research investigates estuary restoration and the response of blue carbon ecosystems to climate change.

Carla, a doctoral student in Geosciences, focuses on groundwater chemistry and hydrology. Her current research investigates the groundwater cycle in the drought-stricken Nelson Mandela Bay and Kouga municipalities to inform the potential implications of catchment processes, such as ground water abstraction and pollution on coastal ecosystems. Her research addresses the crucial knowledge gap towards understanding the sustainability of these processes.

Carla's Journey: From Passion to Prestige - A Next-Generation Researcher's Story

In the ever-evolving landscape of academic research, there are individuals who stand out not only for their dedication to their craft but also for their remarkable contributions to the field. Carla Dodd, a Geosciences PhD student at Nelson Mandela University, is undeniably one of these remarkable individuals. Recently, she received the esteemed NRF Next-Generation Researcher Award, recognizing her ground-breaking work in the realm of coastal groundwater resources.

Carla's research is nothing short of revolutionary, as she delves deep into the complexities of replenishment and pollution effects in coastal groundwater. Armed with cutting-edge methods and an international collaborative spirit, she meticulously maps hydrological flow paths and explores the intricate web of groundwater-dependent ecosystems. Her work holds profound significance in the context of drought mitigation and the pursuit of a sustainable future.



NRF Next-Generation Researcher Award: Carla Dodd

We asked Carla a couple of questions to gain insights into her research journey and her advice for aspiring researchers:

What's your go-to way to overcome research-related challenges?

Momentum... I try to just keep going when facing an obstacle, no matter how slowly. Often starting is the most difficult part, but once I get going it's not as bad as I thought.

Do you have any advice for aspiring researchers?

The two most important decisions you will make when doing postgraduate research are: 1) your topic and 2) your supervisory team. Choose a topic that excites you and a supervisor(s) that will support and encourage you and provide you with honest, constructive criticism when you need it.

I have been very fortunate throughout my postgraduate journey to have had wonderful supervisors (and team members) and do research on something that I'm passionate about - it made the difficult days (and you'll have those no matter what) a lot easier to deal with! Carla Dodd's journey is a shining example of dedication and innovation, making her a true role model in her field, and a source of immense pride for our faculty.

“

My research delvs deep into the complexities of replenishment and pollution effects in coastal groundwater.

”

Statistics saves lives – helping hospitals make best decisions for vulnerable patients

Originally published under: #R2BP

A predictive scoring system aimed at improving care of intensive care unit (ICU) patients at Livingstone Hospital in Gqeberha may become a national gold standard, assisting medical professionals with making informed choices in critical situations – particularly in public health care settings.

Mandela University Statistics lecturer Dr Sisa Pazi's research culminated in a statistical model for assessing disease severity at ICU admission, which could also be used to predict in-hospital mortality.

The predictive scoring system uses patient information, such as age, and several other variables to obtain a numerical value, or score, for each individual at ICU admission.

The higher the score, the more ill the patient; and this score is then used to estimate the risk of in-hospital mortality.

Dr Pazi was the statistical consultant for the research project, which began in 2017, spearheaded by Livingstone Hospital's Adult Critical Care Unit head, Dr Elizabeth van der Merwe, and Mandela University Department of Statistics Professor Gary Sharp.

"Their plan was to collect a large database of patient information, which could be used for various interdisciplinary research projects.

Prof Sharp then approached me to be statistical consultant, with a view to collecting data for a doctoral study.

“

Welcome to our new colleague

”

LT Collab

New appointments

LT Collab New Executive Secretary: Ms Venean Bosch

With 16 years' experience in higher education, Venean joins us from the Leadership Academy, Business School housed in the Faculty of Business Economic Sciences. Fulfilling various roles within the Quality and Programme Coordination departments, Venean holds a National Diploma in Human Resource Management and an Advanced Diploma in Business Studies: Human Resources. She is currently studying for her Post Graduate Diploma in Employee Relationship Management.

Venean started her journey with the LT Collab as the Executive Secretary to the Dean of Learning and Teaching, Dr Phumeza Kota-Nyati, on the 1st of August 2023.



nGAP Two-Day Induction Workshop

As implementation partners of the new generation academics programme (nGAP), we held an induction workshop at Emperor's Palace on 14 and 15 September 2023. The first day of the workshop was targeted at the newly appointed Phase 8 cohort of nGAP lecturers and lecturers appointed in previous nGAP phases who had yet to attend an nGAP induction workshop.

The purpose of the first day, as outlined by DHET on the official opening of the workshop, was to orientate new nGAP lecturers and to listen to their lived experiences of nGAP, understand what challenges they are faced with and determine appropriate actions to improve the implementation of the programme. However, dedicated nGAP lecturers, mentors, and nGAP managers attended the first day. The second day of the induction workshop was dedicated to engaging with nGAP mentors and managers.



(nGAP Induction 2023)

The workshop was well attended, and robust discussions occurred. The incoming lecturers are innovative and proactive; they have created a task team to improve the program for other early career academics.

“ **to their lived experiences of nGAP, understand what challenges they are faced with and determine appropriate actions to improve the implementation of the programme.** ”

Launch of the Quality Assurance Framework

The Council on Higher Education (CHE) celebrated 25 years of existence and launched the new Quality Assurance Framework (QAF) to be implemented in 2024. The new framework will be shared with HEIs for input; several workshops were conducted in all provinces. The diagram below depicts the 25-year trajectory and the critical contributions.



(www.che.ac.za QA Trajectory)

Nelson Mandela University/East Cape Midlands College Articulation Workshop

The two institutions have an agreement and held a workshop on 13 September 2023

09h00 -14h00 to discuss areas of existing and potential collaboration, including the following broad areas:

- ▶ Articulation and academic collaboration
- ▶ Research
- ▶ International relations
- ▶ Placement/internships for students
- ▶ Career counselling
- ▶ Sharing of infrastructure
- ▶ Fundraising
- ▶ Student life
- ▶ Sport development

Academic Planning and Quality Advancement

The Academic Planning and Quality Advancement Unit merger to form the Academic Planning and Quality Advancement Directorate (APQA) is finalised.

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

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

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

The QAU collaborates with academic and administrative departments and sections in designing and implementing quality assurance processes that address internal and external requirements and benchmarks in a manner commensurate with the complex challenges facing higher education.

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

The Quality Advancement Unit

The Quality Advancement Unit conducts quality reviews on the University's programmes to assist in identifying commendable areas that require improvement. The Faculty of Business and Economic Sciences approached the Quality Advancement Unit to internal review programmes within the Business Management and Logistics Management departments.

The programmes reviewed in the second semester were:

- ▶ Bachelor of Commerce (General: Business Management)
- ▶ Bachelor of Commerce (General: Business Management) (Extended)
- ▶ Bachelor of Commerce with specialisation in Marketing and Business Management
- ▶ Bachelor of Commerce Honours in Business Management
- ▶ Diploma in Logistics
- ▶ Diploma in Logistics (Extended)
- ▶ Diploma in Inventory and Stores Management
- ▶ Advanced Diploma in Business Studies (Logistics Management)

The Quality Review Panel comprised external and internal peers within the Higher Education University community and an Industry expert. The process adopted by the Quality Advancement Unit is developmental and approachable. The department reflected on its programmes and provided the quality review panel with documents to support their reflections.

Discussions with management, lecturing staff, and students also occurred. The findings of the review will be provided to the departments once available. The Quality Advancement Unit commends both departments on their proactiveness to review their programmes.

// supports and facilitates the planning, approval, accreditation and registration of new academic programmes and modules //

The Academic Planning Unit

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

1.1 Department of Higher Education and Training PQM Applications

The following programmes have received PQM clearance from the Department of Higher Education (DHET):

- ▶ 1.1.1 Master of Medicine in Psychiatry and
- ▶ 1.1.2 Master of Medicine in Paediatrics
- ▶ 1.1.3 Bachelor of Science in Dietetics and Nutrition
- ▶ 1.1.4 Postgraduate Diploma in Child Nursing
- ▶ 1.1.5 Postgraduate Diploma in Mental Health Nursing

The PQM Clearance of the Advanced Diploma in Law Enforcement has due to the time lapsed. However, DHET has extended the PQM for another 18 months.

1.1 Extended programmes applications

The Academic Planning office is working with Faculties to ensure that all extended programmes approved by DHET conform to the National Students Financial Aid Scheme (NSFAS) requirements regarding the required credits and registration.

Did you know:

1. APQA provides advice and guidance on all programme registration-related issues.
2. APQA also provides advice when preparing for professional body review visits.
3. APQA ensures that all qualifications offered by Nelson Mandela University are in Good Standing by providing they are cleared by DHET and accredited and registered by CHE and South African Qualifications Authority (SAQA), respectively.
4. All changes to modules and qualifications should be checked by the Academic Planning Office and approved by the Academic Programmes Committee (APC).

Teaching Development

Beginning Your Journey at Mandela University (BYJ)

In the second semester, the TD team offered a repeat of the Beginning Your Journey (BYJ) academic induction programme for newly appointed academics. There usually are fewer participants during the second offering since it includes colleagues appointed during the first semester so that we could engage and reflect as a cohesive group. Most participants were from the Health Science faculty, and a sense of community was established among participants and the team.

During the first leg of the programme offered in June, participants were introduced to the culture of Nelson Mandela University, especially on what it means to be an African at a Dynamic African University, and we reflected on our journey thus far. The second leg in September focussed on reflecting on our assumptions and how these have changed between the two encounters.

The engagement with the institutional Learning and Teaching leadership, from the Director of Teaching Development to the Dean of learning and Teaching and, finally, the DVC of learning and Teaching, was significant and highlighted the appreciation and value ascribed to the role of our academics in enabling student success and being change agents. Notably, colleagues from our George campus joined the group at Gqeberha during the second leg of the programme.

”

Ensure that all extended programmes approved by DHET conform to the National Students Financial Aid Scheme (NSFAS) requirements regarding the required credits and registration.

”

Early Career Academics' Advancement Programme (ECAAP)

The annual Early Career Academics' Advancement Programme (ECAAP) in-house symposium was hosted virtually on the 1st and 2nd of November 2023. This marked the 2nd ECAAP in-house symposium, a remarkable opportunity for early career academics (ECAs) to share their experiences of AI whilst learning more about AI from experienced academics. The symposium's theme was "Embracing Artificial Intelligence (AI) in Learning, Teaching, and Assessment for Student Success".

The symposium commenced with a warm welcome by Dr Phumeza Kota-Nyati, the Dean of Learning and Teaching. Dr Kota-Nyati placed TD within the institution in the context of AI. She highlighted the TD unit's appreciative and embracing stance towards AI, intending to help the university community adapt to rapid technological advancements. The Dean stressed the importance of embracing AI to enhance learning and teaching. She mentioned that the focus is on aligning pedagogical practices with AI's potential while ensuring responsible and ethical AI use. Dr Kota-Nyati also shared and explained the university's philosophy, which includes the adoption of innovative, humanising pedagogies and preparing graduates known for their social and environmental consciousness. She further shared an Institutional Position Statement on Generative Artificial Intelligence (GenAI), developed by all faculties, where they share their views on responding to and adapting to AI.

Dr Kibbie Naidoo, Director of the Centre for Academic Staff Development at the University of Johannesburg, delivered an enlightening keynote address. Dr Naidoo pointed out the role of academics in fostering critical citizens and lifelong learners and how academics can achieve this using AI. She highlighted AI's ethical and responsible use in education, stressing the need for inclusivity, integrity, and deeper engagement. She also explored various ways academics can utilise AI, including syllabus generation, AI-proof assessments, rubric development, and tailored feedback. Dr Naidoo added that the focus should not solely be on preventing students from copying and plagiarism but on finding ways to foster integrity. She said:

It cannot be assumed that students inherently understand how to work with AI-generated information. Addressing and contemplating the ethics of using this information should be prioritised. These discussions can take place on platforms where students are actively involved. The fundamental principle is to promote deeper engagement and deeper learning through the use of AI.

Presenters, including ECAs and experienced academics, shared their insights on integrating AI into the learning, teaching and assessment. Their presentations drew from the symposium's sub-themes, which were: "The Role of AI in Enhancing Learning, Teaching, and Assessment"; "Empowering Students to Utilize AI for Critiquing and Contextualizing Knowledge"; "Challenges and Opportunities of Integrating AI in Learning, Teaching, and Assessment in the 21st Century"; "Innovations in AI-Driven Assessment Methods, Including Feedback Mechanisms". The following academics participated in the symposium by sharing their insights on AI through oral presentations or workshops: Dr Shaun Ramroop (Health Sciences); Mr Mbulelo Ngowapi (BES); Mr Jonathan Van Der Walt (Humanities); Mr Jude Mathurine (Humanities); Mr Andrew Thou (LT Collab); Ms Mahlatse Mahasha (Health Sciences); Mr Mukhtar Raban (Humanities). They discussed the risks, challenges, and opportunities and emphasised collaboration with AI to enhance creativity and inclusivity.

The symposium fostered collaboration, knowledge sharing, and reflections on successful AI integration in higher education. Participants were offered valuable insights into AI's role in learning, teaching, and assessment practices, aligning with the university's philosophy.

Adoption of innovative, humanising pedagogies and preparing graduates known for their social and environmental consciousness.

The DVC: LT delegation visit to George Campus 4-6 October 2023 – Reflection by Dr Joy Alexander

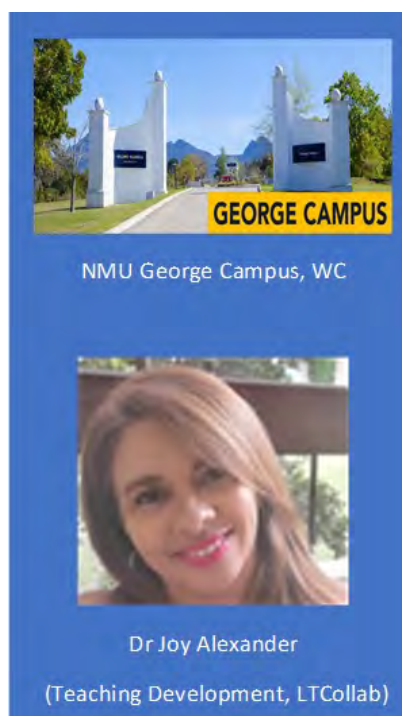
The George campus consists of a small teaching community, many of whom have been there for years. It, therefore, has its own campus culture, which is a version of the institutional culture. As a Teaching Developer at the campus, I sensed the culture-shifting slowly and continually. I reasoned that it was in response to changing situations, demands, priorities, perceptions, and ideas about learning and teaching at this campus. Despite having the shared goal of enabling student success, there seemed to be an emergent pattern of morbidity, vulnerability, fragility, helplessness, and the like. The lecturers appeared to function in survival mode, and many seemed to be openly demotivated or collapsing.

As the TD staff member (Academic Developer) based on the George Campus, I chose to acknowledge what I was seeing and to do something, although I did not fully know what the causes of these symptoms might have been. So, at the start of semester two this year, I framed the topic of our George Discussion Forum meeting (in which lecturers participate in a Teaching Community of Practice) as follows: What is the state of learning and teaching on our campus? Many more lecturers than usual attended the session. They reflected deeply and openly on their perceptions and concerns about student success and professional well-being on this campus. The state of teaching and learning was emerging on the whiteboard as I facilitated the session. I decided to harness buy-in from the community of practice to consider taking collective ownership of co-creating a future campus that advances us as a transformative, socially embedded, sustainable teaching community in service of ourselves, our students and society.

I took on the leadership role in this endeavour. It required moral courage, clarity and experience. I was fortunate to have the Director of Teaching Development (Dr Noluthando Toni) visiting the campus that day. She participated in the discussion and understood the urgency to begin a transformation process here. The collective teaching community requested Dr Toni to share their sentiments with the Dean: Learning and Teaching and with the DVC: Learning and Teaching. I compiled a one-page report

from the copious notes I captured on the whiteboard. I shared the report with all stakeholders. A few weeks later, we welcomed our DVC: LT delegation with whom we could engage on this campus about issues more conducive to student success and lecturer wellness.

The DVC brought a delegation representing deans, assistant deans and heads of departments with learning and teaching representation on the George campus. Staff, student, and delegation engagement occurred across a structured 3-day programme at the George campus early in October this year. In the spirit of transformation, all stakeholders graciously and productively voiced challenges and offered possible solutions.



Apart from verbal engagement in a formal venue, the DVC delegation also did a structured walkabout on the campus with a focus on learning and teaching facilities and student housing on the campus. This provided a snapshot of the daily living, learning, and teaching realities at the campus, much of which requires urgent improvement.

The DVC and the delegation tastefully and honestly responded to concerns. They were flexible regarding the duration of discussions and were highly inclusive of all stakeholder inputs. The conversations were frank and uncamouflaged. A spirit of constructive engagement prevailed.

Stakeholder feedback after this 3-day experience has been very reassuring. Mostly, there is a renewed feeling of hopefulness for a journey to strengthening, restoring, and transforming the learning and teaching culture at the campus.



Multilingualism in Tutor Training

Ms Ronelle Platjies and Mr Francisco de Vega have partnered with retired multilingual expert Dr Thoko Batyi to introduce multilingualism as a critical component of tutor training offered through the Learning Development Sub-cluster. This multilingual strategy was designed as an endeavour to align tutoring with the following:

- ▶ a) The university's philosophy of humanising pedagogy to free both students and staff to use languages best known to them so as not to lose their identities in academic contexts,
- ▶ b) the language policy that advocates multilingualism in academic practices to promote inclusion of all and embrace linguistic diversity,
- ▶ c) the country's Constitution (1996) declares that everyone has a right to learn through a language of their choice in a public educational institution and promotes parity of esteem of all official languages.

This strategy incorporates bilingual tutoring to enrich the learning experience and improve comprehension during complex tasks. Bilingual tutoring is based on the theory of translanguaging under the umbrella of multilingualism, which is the simultaneous use of all the languages in a bilingual or multilingual language repertoire to make meaning and comprehend content during learning and teaching or informal communication.

Translanguaging is a common way of communication for bilinguals and multilinguals, not because they lack proficiency in one of their "languages" as it was traditionally believed, but because in their linguistic repertoires, language is integrated.

There are no boundaries between "languages". Thus, bilinguals and multilinguals do not have languages as society believes but have a singular linguistic repertoire or a language system in which all their languages are merged (Voges & Gracia, 2017:7)

Students are active participants in the process, as evidenced by the views of the senior tutors below:



Wellness Week Highlights October 2023

Emthonjeni, in collaboration with the Human Movement Science department, initiated the Student Wellness Week in October, aligning with Mental Health Awareness Month. The event aims to go beyond mental health isolation and emphasises holistic wellness. Providing a break from routine, the week includes talks, presentations, and activities to address often neglected aspects of students' lives.



Objectives:

- ▶ Shed light on factors and resources contributing to overall well-being, promoting wellness habits.
- ▶ Support Healthy Lifestyle Choices: Offer information, activities, and services fostering positive well-being and healthy choices.
- ▶ Inspire, educate, and empower students to take responsibility for their health, cultivating positive attitudes and behaviours.
- ▶ Communicate available services supporting wellness.
- ▶ Address mental health stigmas and myths constructively, fostering healthy student dialogue.

Day 1: Social Wellbeing

We delved into the crucial topic of social wellness with students at the Kraal, South Campus. Recognising the challenges posed by the high-striving university environment, our social wellness discussion emphasised the potential negative impacts on well-

being, including excessive work hours and diminished social relationships. Lack of social and emotional support was linked to higher anxiety and distress levels among students.

The session highlighted the importance of achieving social wellness by cultivating healthy, reciprocal relationships. Positive social connections offer comfort and support during challenging times, enhancing resilience and coping abilities. Exploring the positives and negatives of social media usage, students engaged in interactive games to foster socialisation, teamwork, and the benefits of social interactions. To promote healthy social habits, students were encouraged to stay connected with friends and family, reflect on their social needs, participate in group discussions, join clubs or organisations, and volunteer in the community. The event provided a valuable platform for students to enhance their social well-being and create a supportive community within the university environment.

Day 2: Emotional Wellbeing

Emthonjeni dedicated a day to Emotional Wellness on October 18th as part of Student Wellness Week, focusing on mental health awareness, emotional exploration, and self-care and closing it with a personalised activity where students created self-care kits, emphasising the importance of prioritising well-being during exams. The day they commenced with an engaging Picnic Talk led by a psychologist and peer helper. Centred on emotional wellness about student success, students actively participated, asking questions about emotional and psychological challenges.

Mental Health 30 Seconds Game: An innovative activity to make mental health relatable and enjoyable. An intern psychologist and peer helpers conducted this interactive game, asking students to pick cards with words related to mental health and explain their meanings. Concurrently, there was a Movie Marathon, where students enjoyed a movie facilitated by a counsellor and peer helper. The cosy setup, with cushions and candles, provided a mental escape and relaxation during the stressful exam. The shared experience of laughter and suspense offered valuable stress relief.





Sip and Paint

A collaboration with the UADS department, this activity began with a walk to the Free Expression space, guided by a social worker and peer helpers. The activity encouraged mindfulness, present-moment awareness, and self-expression by surpassing expectations in attendance. Students actively participated, showcasing the need for such creative and calming initiatives.

Day 3: Physical Wellbeing

The Physical Wellness Day focused on three core themes: adopting healthy habits, understanding nutrition as a student, and engaging in physical activity through cooperative learning and entertaining interactive problem-solving games. Encouraging regular breaks for movement helps maintain physical well-being during work or study sessions. These breaks aid emotional regulation, prevent overuse injuries and muscle fatigue, and support healthy brain function. Ignite Fitness Walmer actively participated in the wellness day, providing first-hand guidance on fitness fundamentals. The fitness program, designed for home and gym settings, was well-received by students, enhancing their comprehension of exercises, proper form, and significance.



Recognising financial constraints as a barrier to regular exercise, students were offered the chance to win gym memberships and student discounts through physical activities. A nutrition quiz tested their knowledge during the Physical Health Day program. All physical activities were conducted in a group setting, promoting participation,

teamwork, and peer assistance. The recreational soccer match and marble race lifted the pupils' mood, creating an enjoyable and engaging wellness experience.

Peer Help Certificate Ceremony

On 3rd November 2023, we held our annual end-of-year ceremony in honour of our peer helpers for their hard work and dedication in serving their fellow Mandela Uni students. They have raised awareness around mental health and Emthonjeni with regular campus walkabouts and year-round webinars.

The certification ceremony marked the end of their work this year and, for many, the end of their journey as Emthonjeni peer helpers. We bid farewell to those leaving the programme and wish them all the best.



“ The activity encouraged mindfulness, present-moment awareness, and self-expression by surpassing expectations in attendance ”

LXD Supporting Digi-Face in Africa

DIGI-FACE is an online platform providing teaching, learning, research, and communication opportunities for the African Higher Education community and is a DAAD-funded project traversing 11 countries. Nelson Mandela Uni is a project member, and the LT Collab's LXD cluster is the designated provider of Moodle training for this prestigious project.



LXD team members Elmien Waring and Andrew Thuo attended a Digi-Face workshop in October in Nairobi to provide training and support to the project.



(Attendees of the Digi-Face Workshop in Nairobi)

Staff Conference and Workshop Attendance

Readying for Quality Assurance Framework (QAF)

Dr Mziwakhe Sibucashe attended the Quality Forum organised by the Southern African Association for Institutional Research (SAAIR) and hosted by the University of the Free State (UFS) from 27 to 29 September 2023.

The forum's theme was "Engaging with the national QAF: preparing & planning for a new phase in quality assurance". Presentations were made from different higher education institutions on their readiness to implement the highly envisaged Quality Assurance Framework (QAF) by the Council on Higher Education (CHE).

Mrs Linda Jackson attended the 30th SAAIR Conference hosted by Stellenbosch University from 24 to 26 October 2023. The conference's theme was "Future-forward Higher Education – The next 30 years". The presenters from across the higher education space shared different papers on institutional research.

The APQA team attended CHE organised a Regional Quality Assurance Framework (QAF) Advocacy Workshop hosted by the Nelson Mandela University on 20 October 2023. The workshop aimed to discuss with the Higher Education (HE) sector in the Eastern Cape the planned implementation of QAF in 2024.

“DIGI-FACE is an online platform providing teaching, learning, research, and communication opportunities for the African Higher Education community and is a DAAD-funded project traversing 11 countries. ”

Getting to Grips with AI in Learning & Teaching

There is a general scramble to understand the impact of Artificial General Intelligence (GenAI) across industries. In the higher education sector, GenAI has significant implications for policy, governance, learning and teaching. In September, the LXD team attended three conferences focusing on AI in the context of learning and teaching and academic professional support practitioners working with learning technologies.

Valuable knowledge and practical examples in the use of AI were shared and have assisted the LXD in shaping a GenAI project in which a basket of AI tools will be tested in the LXD Studio production processes. The pilot aims to produce a module developed and produced from start to finish using only AI tools, including image and video generation, written content and learning outcomes and assessments.

The output of this pilot will be compared to equivalent traditionally developed and produced courses, and the intention is to share these results within the Nelson Mandela Uni's academic project as a guide to sound learning and teaching practices in the context of GenAI.

Emthonjeni Student Wellness (ESW) Award-Winning Research Paper

We are thrilled to spotlight the remarkable achievements of Emthonjeni Student Wellness (ESW) at the annual South African Association for Counselling and Development (SAACDHE) conference in Stellenbosch. ESW's impactful presence was marked by an impressive array of seven paper presentations, each contributing valuable insights to counselling and student wellness.

Leading the charge was the award-winning paper, "Counsellors' experiences of implementing a blended counselling model: A grounded theory study," co-authored by Nomalungelo Ntlokwana, Gregory Mitchell and Dalray Gradidge. This groundbreaking research not only garnered the "Best Research Paper" award but also set a high standard for academic excellence.

Other notable presentations included "Maladaptive Daydreaming: A Systematic Review of Phenomenology, assessment, and Treatment Approaches" by Nosipho Ndlovu and Dalray Gradidge and "Enhancing Student Support: A Systematic Review of triage and waiting list systems for higher education counselling units" by Gregory Mitchell. Each paper demonstrated ESW's commitment to advancing counselling practices and student support systems.

Further highlighting ESW's innovative approach were papers on career counselling, peer support, and mental health initiatives. "Enhancing career counselling and development through career outreach and stakeholder collaboration" by Sheri-Ann Pietersen, Lulutho Dingiswayo, and Mohlale Paledi and two papers focusing on the Emthonjeni Peer Help Program at Nelson Mandela University showcased the centre's dedication to holistic student wellness.

The conference also celebrated the contributions of our region, including Nelson Mandela University, the University of Fort Hare, Walter Sisulu University, and Rhodes University, by awarding it the "Best Region" accolade. This recognition underscores our institutions' collaborative efforts and shared vision in promoting student well-being and academic success.



ESW Team who presented papers at the SAACDHE Conference

ESW's achievements at the SAACDHE conference not only enhance our university's reputation but also affirm our commitment to fostering an environment where student wellness and academic pursuits go hand in hand.

Academic Developers participated in the HELTASA (un) Conference.



Ms Champion and Ms Mohlakoana attended the annual HELTASA (Un)Conference 2023 hosted by Northwest University from 22nd to 14th October. The (Un)Conference theme was "Celebration of Scholarships - Connecting the Lights".

Academic Developers participated in the HELTASA (un) Conference.

Below is their reflection on their experience of the (Un)Conference

The (Un)Conference was a transformative journey that gave us a unique and enlightening experience. The heart of the (Un)Conference was the diverse range of discussions rich in

content about the highlights of higher education practices for the changing times. The valuable experience was about the knowledge acquired and the relationships built.

We engaged in conversations with colleagues from diverse institutions and educational backgrounds. We exchanged contact information, not just for networking but to continue the conversations, share ideas, and support each other in our academic development trajectory, which includes scholarly pursuits.

We have been exposed to many effective perspectives and innovative digital pedagogies, especially in online learning and teaching beyond COVID-19 contexts. Participating in the (Un)Conference allowed us to present the paper that we co-authored with Prof Foxcroft, titled "The Perceived Role of Academics in Shaping a More Student-Centred Online Learning Environment", which was relevant to the (Un)Conference.

The paper emanated from a courageous conversation between Nelson Mandela University's early career academics, the academic visitors from Michigan State University, and the students from both universities. The primary goal of the conversation was to get a sense of the significance of humanising the online learning experience and student ownership of their learning journey.

The paper's findings offered practical insights for academics and institutions seeking to enhance online learning's student-centeredness. They contribute to the ongoing discourse of digital transformation, ensuring students remain at the heart of the online learning experience. The (Un)Conference participants actively participated in discussions during and after our presentation, indicating the relevance and importance of the topic.

We look forward to future conferences and opportunities for further discussions and collaboration in higher education.

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A courageous conversation between Nelson Mandela University's early career academics, the academic visitors from Michigan State University, and the students from both universities.

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Staff Achievements

Dr Angelo Meyers, Academic Literacies Practitioner on George Campus, received his Doctorate in Language Practice from Tshwane University of Technology on 11 October 2023.

The thesis entitled "English Second Language Students' Perceptions and Experiences of Academic Writing in a Blended Learning Context: A Survey of a South African Technical and Vocational Education and Technology College" studied the experiences and perceptions of ESL students at a South African TVET college in the Western Cape.

It revealed the benefits of blended learning when teaching academic writing to first-year students. The study found that face-to-face lectures and online teaching and learning were more effective than a single teaching method.

Dr Meyers was supported by his supervisor, Prof CGA Smith, and co-supervisor, Prof MP Cekiso.



Summer Graduation

Our Summer Graduation on 13 December 2023 boasts 145 postgraduate students and the honouring of four outstanding citizens with honorary doctorates- Professor Chabani Manganyi, Mandla Langa, Nkemdilim Uwaje Begho and Justice Jody Kollapen.

Chancellor Geraldine Fraser-Moleketi will confer 46 doctoral and 99 master's qualifications across two ceremonies starting at 9.30am and 2.30pm.



145
Postgraduate students

4
Four outstanding citizens with honorary doctorates

46
Doctoral qualifications

99
Master's qualifications

Change the World

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