

NELSON MANDELA
UNIVERSITY



International
Higher Education
Teaching & Learning
Association

2024 HETL CONFERENCE PROGRAMME

2 - 4 October 2024 | Gqeberha, South Africa



WELCOME

A MESSAGE FROM THE DEPUTY VICE CHANCELLOR



Distinguished guests, esteemed colleagues, and delegates.

It is a privilege to welcome you all to the 2024 International Higher Education Teaching and Learning Association (HETL) Conference. This year's theme, "Universities as Change Agents in Society: Imagining Social Innovation for Sustainable Futures," is not only relevant but also imperative as we navigate an era marked by unprecedented global challenges. It is an honour for Nelson Mandela University, located in the heart of

the Eastern Cape, to host this prestigious conference - the first time it is being held on African soil since its inception in 2010.

The significance of Nelson Mandela University as the 2024 host cannot be overstated. The Eastern Cape is the birthplace of Nelson Mandela, one of the world's greatest statesmen and a symbol of peace, justice, and transformative leadership. Nelson Mandela University, the only university in the world named after this global icon, is deeply committed to his vision of education as a powerful tool for societal change. As we convene to explore the role of universities as change agents, it is worth reflecting on Mandela's own words: "Education is the most powerful weapon which you can use to change the world."

This conference's theme speaks directly to the evolving role of universities in the 21st century. In an era defined by climate change, socio-economic inequality, and technological innovation, universities must extend their influence beyond the traditional academic sphere. They must serve as incubators of social innovation - generating knowledge and solutions that are responsive to the needs of both local and global communities. As educators and leaders, we are called to think critically about how our institutions can catalyse sustainable development, foster inclusive economies, and nurture ethical leadership.

The scientific and social impact of higher education institutions, particularly in the Global South, is pivotal to addressing these challenges. Universities are not only repositories of knowledge; they are active participants in shaping futures. Through research, teaching, and community engagement, we have a unique opportunity to influence policy, transform societies, and drive sustainable change. This conference provides an invaluable platform for sharing cutting-edge research, debating innovative pedagogies, and forging collaborations that will help reimagine higher education's contribution to global well-being.

Nelson Mandela University, located in a natural game reserve with the Indian Ocean as its stunning backdrop, provides an ideal setting for this conference. Our environment reflects the harmony we seek between academia and nature, between human progress and sustainability. It is also a reminder of the interconnectedness of our challenges and the global cooperation needed to address them. As a socially engaged institution, Nelson Mandela University is committed to addressing societal challenges through active collaboration with communities, government, and industry. Rather than being an isolated "ivory tower," it prioritises transformative education, research for public good, and fostering social innovation to promote equity, sustainability, and real-world impact in society.

As you engage in this week's discussions, I encourage you to approach each session with an open mind and a critical perspective. Let us challenge conventional thinking, envision new possibilities, and together, forge a path towards a more equitable, inclusive, and sustainable future. The outcomes of this conference have the potential to influence policy, guide educational reform, and inspire societal transformation.

I wish you all a productive and thought-provoking conference, filled with robust debate, fresh insights, and lasting partnerships. Welcome to Nelson Mandela University, and thank you for your participation in this vital global conversation

DR MUKI MOENG

Deputy Vice Chancellor: Learning and Teaching
Nelson Mandela University

A MESSAGE FROM THE PRESIDENT OF THE IHETL



Dear Conference Delegates, Let me take this opportunity, as President of the International Higher Education Teaching and Learning Association, to welcome you to the 2024 HETL Conference at Nelson Mandela University in South Africa - a beacon of academic excellence and a testament to the transformative power of education. This year

also marks the 30th anniversary of democracy in South Africa. So, let us remember the legacy of Nelson Mandela and the values of social responsibility, justice, and equity - values that inspire and direct our efforts as educators and human beings.

This conference is a unique opportunity for us to reflect on how education can serve as a catalyst for change in the world, especially at a time of significant political, economic, social, and environmental challenges. I am inspired by the experience and knowledge each of you brings to this

conference. Your presence here symbolizes your commitment to a more inclusive and sustainable future.

This is not only a conference to present research and best practices but also to create collaborations that foster real solutions to the problems confronting humanity and the planet. To that end, we have come together to think anew about what education for social responsibility means, to question the status quo, and to find new ways to foster social responsibility for a better world.

Let this conference be a platform for building meaningful relationships, sharing ideas to change the world, and reimagining what is possible when we unite around a common goal. The conversations we have today will shape the policies and programs of tomorrow. I look forward to seeing how the insights generated here will help chart a new course for developing socially responsive educational institutions.

DR PATRICK BLESSINGER

President, International Higher Education, Teaching and Learning Association

CONFERENCE THEME

Universities as change agents in society: Imagining social innovation for sustainable futures

CONFERENCE SUB-THEME

- Humanising pedagogy
- Social justice, diversity, equity, and inclusion
- Innovation for sustainable futures
- Creating socially engaged and responsive universities

2 OCTOBER 2024							
07:30	Conference Registration						
09:00	Conference Opening Nelson Mandela University Education Choir						
	Programme Director: Mrs Khanyisa Manzini Chair: Prof Pamela Maseko - Chairperson of the HETL LOC						
09:10	Deputy Vice Chancellor: Learning and Teaching Dr Muki Moeng						
09:30	President of the International Higher Education Teaching and Learning Association Dr Patrick Blessinger						
10:15	Keynote Speaker: Prof Somadoda Fikeni						
11:15	Morning Break						
11:30	Panel of Experts – Creating Socially Engaged and Responsive Universities Chair: Dr Phumeza Kota-Nyati Lead: Dr Pethiwe Matutu Prof John Zeigler Prof Mathabo Khau Dr Antoinette D'amant						
	Lunch						
	Tsitsikamma B2 Chair: Mr Mukhtar Raban	Tsitsikamma D1 Chair: Prof Heloise Sathorar	Tsitsikamma D2 Chair: Dr Zakhile Somlata	Wood Room 1 Chair: Dr Jacqui Lück	Wood Room 2 Chair: Prof Mathabo Khau	Wood Room 3 Chair: Ms Sisonke Mawonge	Yellowwood 2 Chair: Prof Enaleen Draai
14:00	Workshop HETL2024-129 Imagine an engaged university that addresses student hunger in a sustainable, humanizing and student-centred manner N Mansvelt A Deraedt L Pushetji N Pukwana K Zibe	HETL2024-067 Enacting Humanising Pedagogy in a First-year Mentoring Programme to Enhance Student Engagement and Sense of Belonging S Pather R Chetty	HETL2024-027 Belonging and Connection – Factors influencing the experiences of international students in UK Higher Education GT Hopkins SYL Loke LC Carver	HETL2024-026 Imagining the anti-racist Law School N Cartwright	HETL2024-001 Dangling in the glimmer of hope: Academic action on Truth and Reconciliation CVH Handford G Gottfriedson	HETL2024-128 Do AI-enabled learning and teaching approaches align with a humanising pedagogy? A Lemmer	HETL2024-006 Rolling out an academic project in the community – managing the different currencies and challenges. JH Greyling
14:30		HETL2024-090 Humanizing pedagogy: Transforming the learning experience in Higher Education LA Notshulwana	HETL2024-042 Exploring Pathways to College and Career Opportunities through an International E-Community-Engagement Initiative M Jordaan A Falk S Saeed MB Rao NEH Chaoui	HETL2024-058 AI and machine learning intensify digital transformation in higher education: an argumentative perspective M Van Wyk	HETL2024-203 Spanning the boundaries between academics, practitioners and policymakers: A move towards socially engaged and responsive universities in South Africa AT Kagande	HETL2024-130 Inclusion through Recognition of Prior Learning (RPL) with the granting of credits. A case study in Architectural Technology. FH De Graaff	HETL2024-035 Pre-service teachers as agents of change for the creation of socially engaged universities L Athiemoolam
15:00	Workshop HETL2024-025 Addressing Racial Violence and Civic Responsibility in Higher Education N Cartwright	HETL2024-101 a pedagogy of being: humanising learning environments in the South African tertiary sector PA Tabensky N Lembethe	HETL2024-181 The influence of Teachers' class backgrounds on pedagogic practices RM Motadi	HETL2024-060 Synergizing Innovation and Sustainability: The Role of University SMME Partnerships in Achieving the Sustainable Development Goals S Patnaik	HETL2024-209 Changing the Face of Gender-based Violence Response PP Kota-Nyati R Levendal A Hawkins D Gradidge		HETL2024-047 Students as Mindfulness Leaders in Distressed Schools JWZ Zeigler M Antwan
15:30		HETL2024-105 Towards Afrocentric Humanisation: Reflections on an Ubuntu Pedagogy MS Malatji	HETL2024-137 Echoes of Transformation: Navigating Decolonisation through Staff Perspectives and Aspirations in South African Academia MR Machiwenyika	HETL2024-063 Online Teaching Practice assessments at an ODeL college: Learning in Practice perspectives BO Plaatjies M Van Wyk AC Seherrie	HETL2024-057 Fostering Future Change Agents with Shared Humanity and Sustainability Through Virtual Exchange: A Case Study on Students' Perspective of Interculturalization and Virtual Exchange CR Roche PS Szobonya		HETL2024-146 Placemaking: Improving the Town and Gown Relationship Through Applied Methods and Research Experience RHO Ozar TP Pitney
16:00	Afternoon Break						

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	Tsitsikamma B2 Chair: Dr Marelize van Heerden	Tsitsikamma D1 Chair: Prof Subethra Pather	Tsitsikamma D2 Chair: Ms Mona Antwan	Wood Room 1 Chair: Mr Thomas Terblanche	Wood Room 2 Chair: Prof Pedro Tabensky	Wood Room 3 Chair:	Yellowwood 2 Chair: Dr Zakhile Somlata
16:15	HETL2024-229	HETL2024-116	HETL2024-053	HETL2024-073	HETL2024-202		HETL2024-157
	Where is the human in curriculum? Reflecting on applying a humanising pedagogy in a teacher education curriculum. HH Sathorar	Humanizing pedagogy and equitable science curricula: Transforming science education T Dhurumraj	Relationships in and for decolonisation: Student and staff dreams for change in higher education. FM Maatwk JF Fraser ET Taher OS Suvari KA Araneta KC Costin	The Role of Narrative Communication in Developing Critical Thinkers for Sustainable Futures J Basson	"Khathala Ngobuntu – Care with Humanity": Advancing a Humanising Pedagogy at Nelson Mandela University M Raban		Exploring Effective Pedagogical Strategies for Student Engagement in Large Classroom Settings During Economic Transitions HKN Barna I Maseko S Sereeco
16:45	Workshop HETL2024-082	HETL2024-119	HETL2024-056	HETL2024-100	HETL2024-142		HETL2024-186
	Developing a "green pedagogy" for Higher Education using digital storytelling K Yassim	Exploring how emotions and attitudes affect pre-service teachers' English oral engagement during lectures and micro-teaching lessons RE Meyers	How are academic literacies (ALS) programmes at a South African university addressing first-year students' needs? LA Ndesi	Analysis of heavy summer rainfall events across the Free State Province, South Africa: 1981-2022 N Loader S Roffe A Van Der Walt	Integrating career development learning into the curriculum influences learner commitment to selected course of study Z Mohamed		The psychosocial effects of unemployment on young adults in Ekurhuleni Metropolitan Area, Gauteng Province. K Skosana
17:15		HETL2024-133	HETL2024-070	HETL2024-108	HETL2024-147		HETL2024-143
		Enhancing Teacher Education: Exploring and Engaging with Concept Cartoons as a Teaching Strategy. W Abrahams	Benefits of informal education: Passing down indigenous and traditional knowledge LP Shabalala	The Sustainable University: A case study for embedding sustainability in higher education institutions WM Minhas ZS Skaf HA Abdulmouti MS Saleh	Exploring the efficiency of the academic advising performed by a lecturer. MN Ndzane		Leading sustainability as change agents: An improvement science framework to support key curriculum inclusions in an Economics and Management Sciences (EMS) teacher education program. T Rajoo
17:45	Evening Break						
18:45	Conference Welcome Reception						
21:00							

3 OCTOBER 2024

08:00	Conference Registration						
09:00	Le Strada Choir						
09:10	Keynote Speaker: Dr Patrick Blessinger						
09:45	Panel of Experts – Humanising Pedagogy Chair: Prof Heloise Sathorar Lead: Dr Muki Moeng Prof Pedro Tabensky Prof Subethra Pather Dr R Kavena Shalyefu Mr Mukhtar Raban						
11:00	Morning Break						
	Tsitsikamma B2 Chair	Tsitsikamma D1 Chair: Dr TD Ramotsoale	Tsitsikamma D2 Chair: Dr Kota Nyati	Wood Room 1 Chair: Dr L Ndesi	Wood Room 2 Chair: Z Abdullah	Wood Room 3 Chair: Dr J Jayakumar	Yellowwood 2 Chair: Dr Johannes Sibeko
11:15	Workshop HETL2024-024 Creating sex-positive and norm-critical teaching and learning spaces in university classrooms MC Khau	HETL2024-135 Impact of Role Play on Collaborative Learning: Case Study in Architecture R Kotzé J Basson	HETL2024-081 Navigating a diverse university context in South Africa: A student's narrative about identity formation E Groenewald	HETL2024-160 The assessment of student feedback of Pedagogical Reflective Learning at University of Technology in Gauteng Province, South Africa JJ Mashala	HETL2024-083 Exploring The Power Of Coil Using Digital Storytelling Through A Green Pedagogical Approach K Yassim	HETL2024-162 Humanisation of the Teacher Education Curriculum and Pedagogy in South Africa: A Traditional Literature Review PM Osiesi SE Blignaut	HETL2024-049 Increasing Demand for Digital Skills and Literacies amongst Staff and Post-Graduate Students: Before, During and After the COVID-19 Pandemic L Leonard Kroutz F Ahmed K Khan J Stoltenkamp
11:45		HETL2024-139 A comparative study of two online teaching methods for first year pre-service physical science teachers B Van Der Westhuizen	HETL2024-095 Ethical Dilemmas in Academic Research: Challenging the Exploitative Dynamics of Community-University Partnerships N Nkwinti	HETL2024-189 Students' understanding and use of AI generated tools in open distance e-learning SG Le Roux	HETL2024-028 Exploring complexity through creative enquiry: Revealing resilience, identity, and social justice among young mothers in marginalized settings. LN Damons C Rable	HETL2024-127 What Entails an Engaged University? Proposing Black Consciousness as a Tool for Social Justice and Inclusion LT Legodi	HETL2024-150 The Transformative Role of Higher Education in Promoting Sustainable Consumption in South Africa MK Kimanzi
12:15	Workshop HETL2024-050 Creating experiences of dignity for the Other in the classroom ME Van Heerden	HETL2024-230 Artificial Intelligence and Critical Thinking: Re-framing Academic Culture as a Sustained Form of Personal Engagement Through Developing Individuality within a Community G Osorio Hernandez	HETL2024-153 Innovative Pedagogical Strategies for Sustainable Future: Bridging Cultural Gaps by Fostering Cultural Intelligence in the Classroom through Cross-Cultural projects HM Mouaffo Teumo	HETL2024-191 Government support and technological innovation among small and medium-sized enterprises in 'distressed' districts in South Africa P Dyantyi S Sinyolo KH Ramoroka S Qomoyi	HETL2024-084 Facilitating critical social justice and citizenship for all UKZN students A D'amant	HETL2024-165 "Empowering Futures: Fostering Accessible and Inclusive Higher Education in Uganda for Sustainable social Innovation" FM Musisi JN Nabbilira	HETL2024-194 Ethics-Driven Programming Cultivating Responsible Technologists through Socially Contextualized Education NR Modiba P Ntlatywa M Nogwina C Chibaya L Makhoere
12:45		Poster HETL2024-093 Enhancing Student Development and Awareness through Community Engagement Volunteerism: A case study of a University of Technology and a Child and Youth Care Centre K Reddy	HETL2024-169 Inclusive and Alternative Pedagogies: Exploring Students' Perspectives and Experiences on Multilingual Learning in a South African University S Mawonga	HETL2024-136 The Impact of a citizen science project on Citizen scientists: A case study of the water quality monitoring project at Amakhala Game reserve T Nqowana J Bezerra J Limson R Fogel S Paphitis	HETL2024-071 Empowering Students as Agents of Change: Collaborative Learning Models for Sustainable Development in Higher Education HT Tabe	HETL2024-219 Fostering a Culture of Diversity and Inclusion in Engineering Practice Education through Teamwork MS Manono	HETL2024-217 Intersectionality, Disability, and Transformation: Exploring the Lived Experiences of Students with Disabilities in South African Higher Education HP Veitch
13:00		Poster HETL2024-212 Feasibility and Equity of Online Assessments in a South African University of Technology During the COVID-19 Pandemic N Sogwagwa V Mshayisa					
13:15	Lunch						

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14:15	Panel of Experts – Social Justice, Diversity, Equity and Inclusion Chair: Dr Jacqui Luck Lead: Prof Martina Jordaan Prof Gail Hopkins Dr EM Johannes Dr Marcy Hessling O'neil Dr Lindsay Kelland						
15:30	Afternoon Break						
15:45	Keynote Speaker: Dr Nkemdilim Begho						
	Tsitsikamma B2 Chair Prof BO Plaatjies	Tsitsikamma D1 Chair Dr PM Osiesi	Tsitsikamma D2 Chair Dr RR Ramiah	Wood Room 1 Chair : Dr L Damons	Wood Room 2 Chair Dr J Fraser	Wood Room 3 Chair: Prof L Athiemoolam	Yellowwood 2 Chair: Alan Murdoch
16:45	Workshop HETL2024-055 Promoting equitable learning experiences through transparent instructions: a practical guide RU Emekako N Ayobs BM Esiefarienhe	HETL2024-141 Humanising an engineering classroom using a pedagogy of vulnerability. TD Ramotsoela	HETL2024-096 Supporting and Challenging Aspects of Becoming a Scientist S Dukhan	HETL2024-175 A Flipped Approach to Teaching Electric Machines to Mechatronics Engineering Students. H Khwambala	HETL2024-155 Humanising accounting ethics curricula in Zimbabwe: Drawing on Hunhu/Ubuntu T Warinda	HETL2024-126 Intentional integration of graduate attribute development into the curriculum: South African first-year students' perspectives A Church C Van Heerden	HETL2024-211 A small matter precludes upskilling insourced university staff: matrix certification's retrospective call to action J Fraser
17:15		HETL2024-145 Adjoining To and From Models of Experiential and Culturally Sustaining Pedagogies RHO Ozar	HETL2024-111 Enabling Participation in STEM Higher Education RR Ramiah LG Godinho	HETL2024-178 For Slow teaching: Courageous and compassionate pedagogy in times of change BM Rink	HETL2024-215 Humanising the pedagogy in the first year of university: students' perspective INK Senyatsi	HETL2024-218 Universities as Change Agents: The Role of Assessment in Cultivating Design Engineers for Sustainable Futures MS Manono	HETL2024-223 Re-imagining the roles of the Universities as change agents for a sustainable future. RK Shalyefu
17:45	Evening Break						
18:30	Gala Dinner						
22:30							

4 OCTOBER 2024

08:00	Conference Registration						
09:00	Nelson Mandela University Choir						
09:10	Keynote Speaker: Dr Phyllis Dawkins						
10:10	Panel of experts – Innovation for Sustainable Futures Chair: Prof Enaleen Draai Lead: Dr Johannes Sibeko Dr JP Basson Prof Greyling Dr Sweta Patnaik						
	Tsitsikamma B2 Chair:Dr SN Ngwenya	Tsitsikamma D1 Chair: Dr JM Nkuna	Tsitsikamma D2 Chair: Dr I Mbukama	Wood Room 1 Chair: Dr J Lück	Wood Room 2 Chair: Dr FH De Graaff	Wood Room 3 Chair:	Yellowwood 2 Chair: Dr MK Kimanzi
11:30	HETL2024-217 Assessment of educator- student rapport for teaching excellence at an institution of higher learning in Namibia NF Mukerenge SN Simon	HETL2024-188 Through the mill: a product of massification or a journey of self- discovery and growth SG Le Roux	HETL2024-110 To stay, or not to stay? The SA teacher brain drain HF Israel A Mohamed N Dasoo	HETL2024-148 Using AI critically for humanity L Kelland	HETL2024-098 Collaborative partnerships in education research: a values-based approach to monitoring, evaluation and learning on Education for Sustainable Futures G Chakona	HETL2024-220 A review of approaches used to promote adult learning and development in selected universities, South Africa LS Govender	HETL2024-113 Addressing Diverse Learning Needs in the classroom: Strategies and Impact on Student Success TN Mandindi
12:00	HETL2024-205 Peace linguistics to dismantle linguistic violence in universities of South Africa Z Somlata	HETL2024-117 The Power of Diversity and Inclusion in Higher Education - An Analysis at Nine NEOLAIA Universities Across Europe MV Vogt A Labusch	HETL2024-179 Integrating Social Justice into Global Health Education: Developing a Framework for Critical Global Citizenship ADL Mers SS Rai MBM Zweekhorst	HETL2024-195 Bridging Program Student Scholarships: Enhancing Equity and Inclusion in Higher Education in Malawi MHO Hessling O'neil NMN Nkhoma SKM Kanyerere-Mkweteza CN Nthenda	HETL2024-225 The Experiences of Historically Black Colleges and Universities (HBCU) Faculty Members Engaging with Artificial Intelligence (A.I.) Training Programs LK Thompson T Barber Freeman SLS Smith	HETL2024-097 Healing the Curriculum: Indigenization, Africanization and Decolonization through Indigenous Knowledge Holders K Gqibitole	HETL2024-151 Voice, Equity, Inclusion: Supporting science students with disabilities in higher education in the age of AI EM Johannes
12:30	HETL2024-114 The Impact of Digi-teaching in Higher Education Towards Socially Sustainable Futures and Global Transformation TN Mandindi	HETL2024-221 Is it a journey worth taking? Experiences of second career academics transitioning into higher education MA Tshozi	HETL2024-201 Navigating linguistic barriers: the role of English proficiency in AI-driven education in South Africa L Sono V Hlatshwayo	HETL2024-224 Teaching Pre-Service Teachers through Pedagogical Innovations using Project-Based Learning: A Case of the University of Namibia RK Shalyefu E Halpinge	HETL2024-152 Quality, Sustainability, Transformation: Reflections on the CHE Institutional Audit EM Johannes		HETL2024-138 Envisioning Equitable Education for Sustainable Futures: Decolonizing the pre-clinical MBChB curriculum through Humanizing Pedagogies at the University of Cape Town J Jayakumar
13:00	Conference closure and announcement of 2025 host						
13:15	Lunch and Departure						
14:15	Excursion (optional: sign up at the Conference website)						

NELSON MANDELA UNIVERSITY SHOP

The University shop will be displaying merchandise throughout the first morning and orders can be placed directly with them or online using this QR Code:



ABSTRACT BOOKLET

The abstract booklet is available on the conference website and a final version with all presented abstracts will be available post-conference.



OPPORTUNITY TO PUBLISH

Emerald Publishing will produce a special issue of full conference papers for the Journal of Applied Research in Higher Education.

The aim of the special issue will be to share research on how higher education institutions can work in collaborative ways to transform teaching, learning, research, and service, with compassion as an overarching approach to accomplish this aim. The focus of the special conference issue will cover the following themes: inclusivity, interdisciplinarity, internationalization, and sustainability.

IMPORTANT DATES:

Submissions Open	15 th August 2024
Submission Deadline	7 th November 2024
Final Acceptance	9 th July 2025
Publication date	30 th September 2025