FROM **HOPE** TO **ACTION** THROUGH **KNOWLEDGE**

The Renaissance of the
University of the Western Cape

2001 – 2014

Editors

Ramesh Bharuthram
and Larry Pokpas

Reconfiguring Teaching and Learning at UWC

Professor Vivienne Bozalek

Director of Teaching and Learning

Professor Delia Marshall

Department of Physics and Astronomy

Introduction

This chapter is a testament to Brian O' Connell's vision for teaching and learning at the University of the Western Cape during the period 2009-2014. To give practical impetus to his vision, the chapter documents the development of the UWC *Strategic Plan for Teaching and Learning*, the UWC *Charter of Graduate Attributes*, as well as an *Implementation Plan on Teaching and Learning*, which were informed by his vision and ratified by UWC Senate and Council during the 2010-2014 period. A central focus of activity over this period was the cascading of the *Strategic Plan* into each of the University's seven faculties and departments. An institutional infrastructure was also developed to enable the implementation of these documents.

The process of developing the Strategic Plan for Teaching and Learning

The development of the UWC *Strategic Plan for Teaching and Learning* was a collaborative process which started in 2009 simultaneously with the development of the Institutional Operational Plan (IOP) 2010-2014. The UWC *Strategic Plan for Teaching and Learning* was developed in response to the recommendations on teaching and learning emanating from the Higher Education Quality Committee (HEQC) Audit of UWC in

FROM HOPE TO ACTION THROUGH KNOWLEDGE

2007 conducted by the Council on Higher Education (CHE). This audit recommended a number of changes regarding teaching and learning at UWC (see Council on Higher Education, 2008 for more details on these). In addition to this, institution-wide research on student and staff needs and experiences in relation to teaching and learning was conducted by the newly formed Directorate of Teaching and Learning. This Directorate was initiated in 2008 by the recently appointed Deputy Vice-Chancellor Academic, Prof Ramesh Bharuthram, prompted by the vision for teaching and learning of the Rector and Vice-Chancellor of UWC, Prof Brian O'Connell. This vision included forming an institutional infrastructure for teaching and learning in order to carry out the *Strategic Plan* and effect the necessary institutional changes. These new structures of teaching and learning included a directorate, a senate teaching and learning committee, faculty teaching and learning committees and deputy deans of teaching and learning in each faculty. In an interview conducted for a national research project on professional learning of academics in their roles as educators (see Leibowitz et al., 2017 for more details of this project), Brian O'Connell reflected on the process of re-establishing an institutional focus on teaching and learning in the following way:

We once had, of course, probably South Africa's premier student development programme here,¹ and that was unfortunately unbundled in the 1990s and we've not ever managed to reconstruct it. Although we did, under my stewardship, have someone appointed in each faculty to support teaching and learning. We are now under the Director Teaching and Learning seeking again to create a sense of coherence. We had different people doing different things, all of them with passion and commitment – but different things. And so while we've not taken the step to reconstruct an Academic Development Centre, to formally reconstruct that, under this directorship I think we are moving in that direction and organically I think this will emerge.

The development of the newly established Directorate for Teaching and Learning was strengthened by the provision of targeted financial support provided through the 2nd phase of the South Africa Norway Tertiary Education Development (SANTED) Programme at UWC from 2008 to 2010. The *Strategic Plan for Teaching and Learning* was designed by giving specific attention to Goal 2 of the IOP (2010-2014), which was “to provide students at UWC with an excellent teaching and learning experience

---

¹ Here O'Connell is referring to the Academic Development Centre, a vibrant space inhabited by many prominent academic development practitioners, who later went on to be leading figures in education and teaching and learning in South Africa. This Centre promoted the infusion model of academic development rather than seeing it as a separate 'support' function.

that is contextually responsive to the challenges of globalisation and the needs of a society in transition". The *Strategic Plan* was written with the intention that it was to be a living document which could, on an ongoing basis, inform implementation, monitor progress and provide guidance for realignment and adjustment of activities where necessary. As a strategic plan to take forward the University's core mandate of teaching and learning, it was designed to provide particular meaning for faculties and those administrative divisions that directly supported the organisation and delivery of UWC's academic programmes. Similarly, it was also intended to give guidance to the relevant governance structures of the University that provided an oversight for responsibilities regarding the teaching and learning function.

The content of the Strategic Plan for Teaching and Learning

The UWC *Strategic Plan for Teaching and Learning* consisted of eight strategies which were developed in response to the identified needs and considerations discussed in the section above. In order to ensure the practical implementation of the *Strategic Plan*, an *Implementation Plan* was developed by Deputy Deans for Teaching and Learning, Teaching and Learning Specialists within the Faculties and the Director of Teaching and Learning in 2010. The eight strategies, and an overview of their implementation, are outlined below.

Enhance and promote the status of teaching and learning at UWC

The *Strategic Plan* foregrounded the recognition of teaching and learning as a core function which is equivalent in value to research in the institution. Excellence in teaching was to be valued in probation and promotion processes. Policy frameworks that outlined core teaching and learning competencies required for academic staff were developed and integrated into processes of decision making regarding academic staff selection, appointment, probation and promotion. For example, all new academics were obliged to attend three-day induction teaching and learning courses and a six-month course, Towards Professionalising Teaching and Learning, where they develop teaching and learning portfolios which are required for assessment of probationary periods of employment and later for promotion applications.

Develop and promote the Scholarship of Teaching and Learning (SoTL)

Adopting a scholarly approach to teaching and learning as a way to promote teaching excellence across the institution was a key concern for Brian O'Connell, who envisaged scholarship of teaching and learning (SoTL) embedded in all departments:

I believe that if you really love your discipline you'd want to teach it – and so my vision is that we will have a strong teaching and learning competence here; that there will be communities of practice in every one of our departments, in faculties and departments, we will be doing research on teaching and learning in a university like ours.

The approach to SoTL which was adopted by UWC entails all of the following being accomplished:

- o research-led (incorporating research into curriculum);
- o research-oriented (students are taught the process of research in the undergraduate curriculum);
- o research-based (an inquiry-based curriculum; students research the subject matter rather than being given content); and
- o research-informed (academics involved in researching their own pedagogical practice, basing it on prior research rather than 'common sense') (Griffiths, 2004).

These dimensions of SoTL further expand on the Carnegie Foundation's 1990 report, *Scholarship Reconsidered: Priorities of the Professoriate*, authored by Ernest Boyer. He saw the scholarship of teaching as both an intellectual engagement of the teacher as well as the transformation and extension of knowledge (Boyer, 1990: p. 24). As is noted by Leibowitz and Bozalek (2018), a central aspect of the report by Boyer is the rejection of the binary between teaching and research:

thus, the most important obligation now confronting the nation's colleges and universities is to break out of the tired old teaching versus research debate and define, in more creative ways, what it means to be a scholar (Boyer; 1990: p. xii).

This sentiment was implicit in the *Strategic Plan* as a whole, and more particularly, in its first strategy on enhancing the status of teaching and learning at UWC.

SoTL was promoted through the allocation of institutional ring-fenced funding for research on and innovation in teaching and learning. Grants were allocated to individuals and teams, who then had the opportunity to

present their work and showcase their research findings at annual UWC Scholarship of Teaching and Learning Colloquia. Funding was specifically allocated to facilitate the participation of teachers from the extended curriculum programmes to attend the annual Higher Education Learning and Teaching Association of Southern Africa (HELTASA) conference. A number of UWC staff also participated in collaborative research projects into teaching and learning in higher education, such as the National Research Foundation (NRF) project on *Emerging Technologies to Improve Higher Education Teaching and Learning*. Spearheaded by UWC, a new international journal of teaching and learning, *Critical Studies in Teaching and Learning* (<http://cristal.epubs.ac.za>), was launched at the end of 2013. This is an open-source, online journal, now accredited by Scopus and the DHET. In addition to this, there has been a significant and ongoing increase in publications by UWC academic staff of scholarly research outputs on teaching and learning. UWC, in some instances in collaboration with other HEIs, also organised various seminars/colloquia and conferences around teaching and learning concerns.

Professionalise teaching through formal and informal education for academics

A number of international studies (e.g. Gibbs & Coffee, 2004; Proffs Rickinson, Bence, Hanbury & Kulej, 2006; Postareff, Lindblom-Ylänne & Nevgi, 2008) had shown the beneficial effect that education on teaching and learning for academics has on the quality of university education. For this reason, the Strategic Plan envisaged the development of formal professional development courses at UWC for Heads of Departments (HoDs), as well as induction courses for new academic staff. Collaboration with other HEIs was also envisaged, to strengthen professional development of teaching and learning, and to share learning and resources – to this end a number of short courses entitled Quality Teaching to Enhance Teaching and Learning were developed and offered by and for the four HEIs in the Western Cape (CPUT, SU, UCT and UWC) under the auspices of the Cape Higher Education Consortium (CHEC). In addition, a Postgraduate Diploma in Teaching and Learning in Higher Education (PG Dip in T&L (HE)) was started in 2014, collaboratively developed and taught by CPUT, SU and UWC.

Infuse technology into Teaching and Learning and promote the use of e-pedagogy

Formal professional development using technology to improve teaching and learning was seen as important to develop lecturers' pedagogical understandings of the affordances of digital tools. One of the short courses that was collaboratively developed was the course on Emerging Technologies to Enhance Teaching and Learning, which was offered on an annual basis to academics across the four HEIs and taught by a team from all four HEIs. One of the elective modules on the PG Dip in T&L (HE) was the use of ICTs to improve teaching and learning in higher education. Technologies to promote student-centred and flexible learning as well as research into innovative teaching and learning using technologies was also identified as being important to develop and implement. The Centre for Innovative Educational and Communication Technologies (CIECT) provides eTools training and support to staff and students across faculties. These training interventions enable academics to create online environments, making use of various communication, content creation and assessment eTools which are available within the institutional Learning Management System (LMS) (iKamva/Sakai platform) and other Personal Learning Environments (PLEs) such as Google Applications.

Develop an infrastructure for Teaching and Learning

In order to give effective leadership in teaching and learning at UWC, the Directorate of Teaching and Learning was developed in 2008 to provide an overall central structure for the implementation of the *Strategic Plan for T&L*. Faculty Teaching and Learning Committees were created to feed into the Senate Teaching and Learning Committee established in 2008. The Faculty T&L Committees were set up to develop, implement and monitor faculty teaching and learning plans and to engage with these as well as specific issues identified as important for the improvement of teaching and learning. Quarterly reports from Faculty T&L Committees were written according to a template based on the eight strategies of the UWC *Strategic Plan for T&L* – this enabled each Faculty to work more explicitly towards implementing the Strategic Plan at a Faculty level. Faculty Teaching and Learning Specialists were also appointed in each faculty. In addition to the quarterly meetings of the Senate Teaching and Learning committee, more regular monthly meetings were held with the deputy deans and teaching and learning specialists. These meetings were held to create a

sense of community, a space for deliberation and communication for deputy deans and teaching and learning specialists who work in faculties and do not have access to each other on a regular basis.

Embed graduate attributes into an aligned curriculum and accordingly revise the academic programmes

Both the preceding IOP (2004-2009) and the HEQC audit emphasised the need to develop UWC graduate attributes. The intention was to develop these attributes at an institutional, faculty and disciplinary level and to align curricula to embed these attributes in teaching and learning activities and assessment tasks. Subsequently, the UWC *Charter of Graduate Attributes* was developed in 2009 (University of the Western Cape, 2009c), and a process of alignment in faculties and departments was initiated and has been ongoing since then. A more detailed account of the development and adoption of the UWC Charter of Graduate Attributes is presented in a following section.

Develop a responsive teaching and learning environment, including improved virtual and physical spaces for flexible learning

The *Strategic Plan* noted that UWC students had limited access to flexible learning spaces where they could access virtual and physical spaces which lend themselves to personal, individual and group learning. The Division of Lifelong Learning at UWC was tasked to develop an institutional research report on flexible learning and recommended changes for the institution from this perspective. Drawing on the literature review, the research report (University of the Western Cape, 2015) offered a useful definition of what might be included in the construction of such a flexible framework, which is essentially about offering choice about when, where, how and at what pace learning occurs and involves flexible curriculum design, assessment, admissions criteria, forms of delivery and support systems.

Enhance epistemological access through responsive teaching and learning programmes that adequately address students' learning needs

The concept of epistemological access (Morrow, 2009) refers not only to physical access to higher education, but access to disciplinary knowledge practices. As O'Connell often noted, this would require teaching that took into account students' needs and engaged them actively in the teaching process:

FROM HOPE TO ACTION THROUGH KNOWLEDGE

[...] it's talking consistently to our staff about sense-making, presenting to them the reality of our student profile [...] getting them to understand how significant they are and getting them to understand that teaching and learning in such a context has got to be much more than simply a lecturer standing in front of his students.

Developing academic literacies was seen as a key aspect of supporting epistemological access and this was noted as needing to be systematically embedded in the first-year level and built upon in subsequent years. Academic support units, such as the UWC Writing Centre, the UWC Library and the CIECT, were envisaged as supporting and enhancing curriculum and pedagogical development across faculties.

During this period, the Extended Curriculum Programmes (ECPs) were introduced nationally and also at UWC. These were important mechanism for epistemological access, drawing on the historical approach to academic development which had been advanced by the former Academic Development Centre (ADC) at UWC. However, since their inception in 2008, these programmes have struggled with challenges of underfunding, over-enrolment of students in relation to DHET funding, and contract staff.

Tutorial programmes were identified as a key area for attention, requiring tutors to be capacitated, mentored and adequately remunerated to provide attention to students' needs. This required strengthened synergy within faculties between lecturers, tutors and teaching and learning specialists.

In summary, the *Strategic Plan for T&L* laid out eight key strategies for developing teaching and learning at UWC. This *Strategic Plan* provided the basis on which a general *Implementation Plan for T&L* at UWC was developed, accompanied by aligned faculty implementation plans which were developed by the end of 2010. Faculties' implementation progress was discussed in the monthly meetings of the Director of Teaching and Learning with the deputy deans of teaching and learning and teaching and learning specialists. A very significant vehicle for the implementation of the Strategic Plan was the development of teaching and learning professional development courses for academics. These are described in detail in the next section.

An institutional approach to implementing the Strategic Plan for Teaching and Learning

The HEQC audit of UWC in 2008 had commended the institution for the dedication of its staff and their commitment to an ethic of care and social justice in teaching and learning (HEQC, commendation 4, CHE, 2008). The challenge at this point was to develop greater coherence in the institutional teaching and learning project; as Brian O'Connell noted of the time: "We had different people doing different things, all of them with passion and commitment – but different things". This reliance on 'pockets of innovation', as Vogel (2010) notes, means that quality teaching and learning are not widespread nor institutionalised. It was for these reasons that UWC decided that the best way to transform teaching and learning would be an *institutional approach*.

Winberg (2011), in her overview of historical approaches to academic staff development in higher education, notes a variety of institutional strategies, ranging from workshops on teaching methods, implementing student-centred pedagogy and curriculum alignment, promoting scholarship on teaching and learning, to a broader institutional view of academic staff development. Although these approaches reveal some broad historical trends in how staff development has been conceptualised in recent times, they are not, of course, discrete or mutually exclusive approaches.

The broader institutional view of academic staff development was important for implementing the Strategic Plan, with its systemic view of institutions and how strategic planning and infrastructure can be used to support the teaching and learning project (see e.g. Ramsden, 1998). At UWC, the new senior positions such as the Director of Teaching and Learning and Deputy Deans of Teaching and Learning were created to drive and implement the Strategic Plan across the institution. The implementation of the National Qualifications Framework (NQF) and the Higher Education Quality Framework (HEQF) through the Council on Higher Education (CHE) and the growing audit culture and requirements from professional bodies in South African higher education placed new expectations of rearticulation on academic departments. This also led to new institution-wide roles for academic development staff, many of whose roles were reconceptualised as teaching and learning specialists or managers.

At the time, there was recognition that an institutional approach to advancing the teaching and learning project had some potential drawbacks. Vogel (2010) notes the dangers of a strategic and more

FROM HOPE TO ACTION THROUGH KNOWLEDGE

centralised approach to teaching and learning which could be implemented superficially, with the motivation of academics to engage with these processes being largely ignored. Furthermore, the appropriation of teaching and learning by senior management may be seen as part of a managerialist approach and either be rejected or regarded with suspicion by academics. However, an institutional approach need not be a managerialist one, if it incorporates the needs of students and lecturers, both generally and within their disciplines. Academics needed to be able to identify with the *Strategic Plan for T& L*, own it and practise it in their own contexts if it was to be a living document. It is well established that the primary identity for academics is not the institution where they work, but their disciplinary affiliation (Becher & Trowler, 2001; D'Andrea & Gosling, 2005). It was therefore seen as important to adopt a strategy which incorporated the generic needs of staff, but which also worked with the distinctiveness of their discipline.

For this reason, it was regarded as crucial to bring on board academics in leadership positions, such as departmental chairpersons (HoDs), into the teaching and learning project. These HoDs have the authority to make changes in curricula and course design, and to align curricula with graduate attributes and disciplinary learning outcomes. This is particularly the case in professional education, which holds HoDs responsible to lead the process of recurriculating their programmes with specified exit-level outcomes. It was thus important to create the resources, space and time for HoDs – together with their disciplinary colleagues – to engage and reflect on teaching and learning, assessment and curricula in order to make changes on an institution-wide scale.

As way of bringing on board the HoDs, an intensive three-day workshop-retreat was developed by a group of deputy deans of teaching and learning and teaching and learning specialists at UWC drawing on and adapting a model proposed by Saroyan and Amundsen (2004). These residential three-day workshop-retreats, initiated in 2010, were held off-campus in a quiet setting. A central aim of the workshop-retreats was to enable the HoDs to align the elements of their module or course from the perspective of constructive alignment (Biggs, 1999; 2003). Each day of the workshop was devoted to a different aspect of curriculum alignment – analysing and mapping course content; students' learning needs and graduate attributes; developing clear learning outcomes; planning appropriate teaching and learning activities; assessment and evaluation. The workshops provided an active, experiential programme

in which HoDs applied what they were learning to their own module or course. It also allowed the generative sharing of perspectives on teaching and learning with colleagues from different disciplines and faculties. HoDs were expected to share the knowledge that they had gained in the workshops with members of their departments by engaging in a process of alignment of the whole curriculum. In this way, the workshop-retreats formed part of a ripple-down or cascading model of institutional change.

Developing and implementing the UWC Charter of Graduate Attributes

Both the preceding IOP (2004-2009) and the HEQC audit emphasised the need to develop UWC graduate attributes. Graduate attributes are conceptualised as generic abilities and dispositions that students derive from their undergraduate studies and which supersede disciplinary expectations of students (see, for example, Barrie 2004; 2006). Because of UWC's historical emphasis on issues of social justice, the definition of graduate attributes by Bowden (2000) was appealing in that it refers not only to employability but also to the social good:

Graduate attributes are the qualities, skills and understandings a university community agrees its students should develop during their time with the institution and consequently shape the contribution they are able to make to their profession and society [...] They are qualities that also prepare graduates as agents of social good in unknown futures (Bowden et al., 2000 cited in Barrie, 2007: p. 440).

Preparing students to engage as agents of social change in 'unknown futures' was central to Brian O'Connell's vision of UWC as an 'engaged university', which, he noted, would be achieved through an embedded culture of 'sense-making'. For O'Connell, an undergraduate education would prepare graduates to tackle the complexities of the world and to be change agents in society. In his talks, he often presented an image of Cape Town's affluent Waterfront area alongside the city's informal settlements to illustrate the challenges that required sense-making (Figure 1.1 in Chapter 1). He would also refer to global challenges, such as climate change and inequality, which the planet faces:

The knowledge underpinning UWC's research and teaching missions is that everywhere on the planet both the social and natural environments are changing dramatically and that developing new knowledge to equip us to engage with these changes is imperative (CHS Faculty News, 2010).

FROM HOPE TO ACTION THROUGH KNOWLEDGE

These envisaged graduate capabilities of tackling social and environmental challenges resonate well with the vision and mission of UWC, with its strong commitment to social justice.

During 2008 and 2009 UWC embarked on a democratic and inclusive process of developing a Charter of Graduate Attributes. In developing the UWC *Charter of Graduate Attributes*, the UWC institutional values were reflected and the graduate attributes of other HEIs, both internationally and nationally, were also examined. In addition to this, the South African Quality Assurance (SAQA) study on what employers were looking for in graduates (Griesel & Parker, 2009) was used as a benchmark in terms of specifying South African graduate attributes, as it was the only study of its kind. After an iterative process of consultations and revisions, the UWC *Charter of Graduate Attributes* was ratified by the UWC Senate and Council in November 2009. The Charter outlines the UWC graduate attributes in terms of two tiers: firstly, generic attributes, and secondly, the overarching skills and abilities which would lead to achieving these Tier 1 generic attributes. They are indicated below:

Tier 1 Attributes

Graduate attribute 1: Scholarship: A critical attitude towards knowledge

UWC graduates should be able to demonstrate a scholarly attitude to knowledge and understanding within the context of a rapidly changing environment. UWC graduates should have the ability to actively engage in the generation of innovative and relevant knowledge and understanding through inquiry, critique and synthesis. They should be able to apply their knowledge to solve diverse problems and communicate their knowledge confidently and effectively.

Graduate attribute 2: Critical citizenship and the social good: A relationship and interaction with global communities and the environment

UWC graduates should be engaged, committed and accountable agents of social good. They must aspire to contribute to social justice and care, appreciative of the complexity of historical contexts and societal conditions through their roles as professionals and members of local and global communities. They should demonstrate leadership and responsibility with regard to environmental sustainability.

Graduate attribute 3: Lifelong learning: An attitude or stance towards themselves

UWC graduates should be confident Lifelong Learners, committed to and capable of continuous collaborative and individual learning and critical reflection for the purpose of furthering their understanding of the world and their place in it.

Tier 2 Attributes

Overarching skills and abilities

- o *Inquiry-focused and knowledgeable:* UWC graduates will be able to create new knowledge and understanding through the process of research and inquiry.
- o *Critically and relevantly literate:* UWC graduates will be able to seek, discern, use and apply information effectively in a range of contexts.
- o *Autonomous and collaborative:* UWC graduates will be able to work independently and in collaboration with others, in a way that is informed by openness, curiosity and a desire to meet new challenges.
- o *Critically and relevantly literate:* UWC graduates will be able to seek, discern, use and apply information effectively in a range of contexts.
- o *Autonomous and collaborative:* UWC graduates will be able to work independently and in collaboration with others, in a way that is informed by openness, curiosity and a desire to meet new challenges.
- o *Ethically, environmentally and socially aware and active:* UWC graduates should be critical and responsible members of local, national, international and professional communities. They should also demonstrate a thorough knowledge of ethical, social, cultural and environmental issues relating to their disciplines and make professional and leadership decisions in accordance with these principles.
- o *Skilled communicators:* UWC graduates should recognise and value communication as a tool for negotiating and creating new understanding, interacting with diverse others, and furthering their own learning. They should use effective communication as a tool to engage with new forms of complexity in social and working life.
- o *Interpersonal flexibility and confidence to engage across difference:* UWC graduates should be able to interact with people from a variety of backgrounds and have emotional insight and imagination to understand the viewpoints of others. They should be able to work in a productive team, to lead where necessary and to contribute their skills as required to solving complex problems.

FROM HOPE TO ACTION THROUGH KNOWLEDGE

As noted earlier, embedding these UWC graduate attributes into undergraduate curricula is a key strategy in the UWC *Strategic Plan on Teaching and Learning* (see Strategy 6: Embed graduate attributes into an aligned curriculum). Towards this end, HoDs attending teaching and learning workshop-retreats began the process of recurriculation of their programmes, taking into account the desired graduate attributes. After an intensive workshop on this, teaching and learning specialists in the faculties would then work more closely with the entire department to embed graduate attributes (see Bozalek & Dison, 2013). The embedding of UWC Graduate Attributes in undergraduate curricula has, in practice, been uneven across faculties and departments. Deputy Deans (T&L), teaching and learning specialists, and faculty librarians all continue to play valuable roles in embedding literacies and promoting relevant teaching and learning practices that develop graduate attributes. Rigorous methods of tracking the success of graduate achievement with respect to graduate attributes still need to be developed.

Conclusion

In hindsight, the question can be posed: To what extent did the UWC *Charter of Graduate Attributes*, the *Strategic Plan for Teaching and Learning*, and the *Implementation Plan* manage to take forward and enact Brian O'Connell's vision for education and for teaching and learning at UWC? O'Connell had a profound sense of the crisis in education generally in South Africa, and spoke constantly of this and its effects on higher education in general and on UWC in particular. What could be achieved at our own institution cannot be seen in isolation from this larger picture and, as such, can only be seen as a modest contribution to education at large and higher education more particularly. The institutional approach could also have been interpreted by some parties as a managerialist one and hence it attracted some resistance from certain quarters. What was significant, however, was the willingness of people across the institution – from the senior management to HoDs and their whole departments, to new academic staff and even contractual workers such as ECP staff – to fully engage and involve themselves in reconfiguring what teaching and learning at UWC might look like and how it might be differently enacted. Importantly, besides the formal institutional structures, there was also the informal emergence of 'communities of practice', as Brian O'Connell had envisaged, within departments and across disciplines and faculties of academic staff working together on taking the teaching and learning

Reconfiguring Teaching and Learning at UWC

project forward, which was aided by a less formal network of deputy deans and teaching and learning specialists who met monthly – a key community in taking the teaching and learning project forward.

FROM HOPE TO ACTION THROUGH KNOWLEDGE

References

- Barrie, S.C. (2004). A research-based approach to generic graduate attributes policy. *Higher Education Research & Development*, 23(3):261-275. <https://doi.org/10.1080/0729436042000235391>
- Barrie, S.C. (2006). Understanding what we mean by generic attributes of graduates. *Higher Education*, 51:215-241. <https://doi.org/10.1007/s10734-004-6384-7>
- Becher, T. & Trowler, P.R. (2001). *Academic tribes and territories* (2nd ed.). Buckingham: SRHE and Open University Press.
- Biggs, J. (1999). What the student does: Teaching for enhanced learning. *Higher Education Research & Development*, 18(1):57-19. <https://doi.org/10.1080/0729436990180105>
- Biggs, J. (2003). *Teaching for quality learning at university* (2nd ed.). Buckingham: SRHE and Open University Press.
- Boyer, E. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. New York: The Carnegie Foundation, Jossey Bass.
- Bozalek, V. & Dison, A. (2013). Using institutional strategic interventions to enhance teaching and learning at UWC. *South African Journal of Higher Education*, 27(2):383-400.
- CHS Faculty News. (2010). *Interview with Brian O'Connell*. October 2010. Available from <https://bit.ly/3gzUNdE>
- Council on Higher Education (2008). *Higher Education Quality Committee Audit Report on the University of the Western Cape*. Pretoria: CHE. Available from <http://www.che.ac.za>
- D'Andrea, V.M. & Gosling, D. (2005). *Improving teaching and learning: whole institution approach*. Maidenhead: SRHE and Open University Press.
- Gibbs, G. & Coffee, M. (2004). The impact of training of university teachers on their teaching skills. *Active Learning in Higher Education*, 5(10):87-100. <https://doi.org/10.1177/1469787404040463>
- Griesel, H. & Parker, B. (2009). *Graduate attributes: A baseline study on graduates from the perspective of employers*. Pretoria: Higher Education South Africa and the South African Qualifications Authority.
- Griffiths, R. (2004). Knowledge production and the research teaching nexus: The case of the built environment disciplines. *Studies in Higher Education*, 29(6):709-726. <https://doi.org/10.1080/0307507042000287212>
- Leibowitz, B. & Bozalek, V. (2018). Towards a Slow scholarship of teaching and learning in the South. *Teaching in Higher Education*, 23(8):981-994. <https://doi.org/10.1080/13562517.2018.1452730>
- Leibowitz, B., Bozalek, V., Garraway, J., Herman, N., Jawitz, J., Muhuro, P. & Winberg, C. (2017). Learning to teach in higher education in South Africa: An investigation into the influences of institutional context on the professional learning of academics in their roles as teachers. *Higher Education Monitor*. Pretoria: CHE. p. 14.
- Morrow, W. (2009). *Bounds of democracy: epistemological access in higher education*. Cape Town: HSRC Press.

Reconfiguring Teaching and Learning at UWC

- Postareff, L., Lindblom-Ylänne, S. & Nevgi, A. (2008). A follow up study of the effect of pedagogical training on teaching in higher education. *Higher Education*, 56:29-43. <https://doi.org/10.1007/s10734-007-9087-z>
- Prosser, M., Rickinson, M., Bence, V., Hanbury, A. & Kulej, M. (2006). *Formative evaluation of accredited programmes*. York: Higher Education Academy.
- Ramsden, P. (1998). *Learning to lead in higher education*. London: Routledge. <https://doi.org/10.4324/9780203278116>
- Saroyan, A. & Amundsen, C. (eds.). (2004). *Rethinking teaching in higher education: From a course design workshop to a faculty development framework*. Sterling, VA: Stylus.
- Vogel, M. (2010). Engaging academics in professional development for technology-enhanced learning. *HEA Project*. London: Goldsmiths, University of London.
- Winberg, C. (2011). *Five generations of academic development*. Presentation to the Structure, Culture and Agency Professional Development National Research Foundation project research group meeting. Cape Town: Cape Peninsula University of Technology.