

# South African HIGHER EDUCATION REVIEWED

## Two Decades Of Democracy

### INVITATION

#### THE COUNCIL ON HIGHER EDUCATION AND THE UJ POSTGRADUATE SCHOOL

The Council on Higher Education (CHE) and the UJ Postgraduate School invite you to a panel discussion on Teaching and Learning. The panel discussion will be based on Chapter Four 'Teaching and Learning' of the South African higher education reviewed: Two decades of democracy book.

**TITLE** 'Teaching and Learning' in South African higher education reviewed: Two decades of democracy

**WHEN** 11 October 2016, 12:00 -13:30

**VENUE** Akanya Building,  
Auckland Park Kingsway Campus  
University of Johannesburg

**BOOKINGS** If you would like to participate, please use the following link: <http://goo.gl/cBtK5t>

**DEADLINE** RSVP by 12:00 on Wednesday 5 October

**QUERIES** Ms Nadya Bhagwan ([Bhagwan.N@che.ac.za](mailto:Bhagwan.N@che.ac.za))

Kindly note snacks will be served.



RETHINK. REINVENT.



## ABOUT THE PANEL DISCUSSION

Scrutinising the successes and failures of teaching and learning in terms of responding to a social justice agenda is far from straightforward. Higher education is not conducted within a laboratory in which variables can be controlled and manipulated so that we can map out cause and effect. Higher education is a major social structure, which means that almost every issue of national and international significance can be shown to affect how teaching and learning occurs within our universities. South African higher education reviewed: Two decades of democracy is a book Published by the CHE in 2016 that collates and presents the analysis of a number of important trends and developments in higher education in South Africa. The book spans the two decades since the dawn of democracy in South Africa and the adoption of the South African constitution in 1996. The panel will discuss issues related to developments in teaching, which are presented in Chapter Four 'Teaching and Learning' of the book. Some of the key issues which will be explored include: the impacts of institutional mergers, the implications of differentiation, changes in quality assurance, academic staff development, and student support.

### SPEAKER AND PANEL DISCUSSANTS



**Dr Matete Madiba** is the Director of the Department of Student Affairs at the University of Pretoria (UP) and the previous chair of HELTASA (Higher Education Learning and Teaching Association of Southern Africa). Prior to this she was Deputy Director of the Department for Education Innovation at UP and the Acting Director of Curriculum Development and Support at the Tshwane University of Technology. Dr Madiba served as the Chair of the task team who were responsible for the teaching and learning chapter in the CHE's 20 Year Review of Higher Education. She serves on the editorial boards of two journals, and her latest publication is 'Curriculum mapping as inquiry in Higher Education'.



**Ms Kibbie Naidoo** is the Head of Professional Academic Staff Development at the University of Johannesburg. Prior to joining UJ she taught in Sociology, Industrial Sociology, and Higher Education at the University of KwaZulu-Natal. Kibbie served as an executive member of HELTASA. She is on the advisory board of the Teaching Advancement at University Fellowship Programme and is co-convenor of the South African Universities Forum. Her research interests include: academic agency in curriculum development, professional academic development, and social justice in education.



**Prof Brenda Leibowitz** is the Chair of Teaching and Learning in the Faculty of Education at the University of Johannesburg. Her key role in the university is to support the scholarship of teaching and learning amongst academics. She is presently convenor of the Teaching Advancement at University Fellowships Programme and convenor of the South African Universities Learning and Teaching Forum. She holds a PhD in Education from the University of Sheffield. Her research interests include: the scholarship of teaching and learning, social justice, practice based approaches to learning, and professional learning.