Centre for Innovation in Teaching and Learning
Formal courses

HIGHER EDUCATION STUDIES

The Higher Education Studies (HES) suite of courses has as its aim the professionalising of teaching and learning practice in higher education.

Courses are offered to equip academics to improve as educators in a rapidly changing higher education environment. These can be taken as stand-alone courses or can accrue towards a postgraduate qualification. These courses are seen as an important contribution to the professional development of academics who seek the opportunity to critically examine their practice in the context of transition and change.

POSTGRADUATE DIPLOMA IN HIGHER EDUCATION STUDIES (HES)

This CILT programme offered through the School of Education, consists of four modules covering:
Learning and Teaching in Higher Education (EDN4504F)
Assessment and Evaluation in Higher Education (EDN4505S)
Higher Education Curriculum and Course Design (EDN4510F)
And one elective:
Researching Higher Education (EDN5511F)

EDN4504F: LEARNING AND TEACHING IN HIGHER EDUCATION (LTHE)

Aims to help participants use a range of theoretical tools to reflect on their educational practice and to formulate ways of improving their practice. It provides an introduction to aspects of practice such as course design, assessment, student diversity, and evaluation among others.

Convener: Dr Kasturi Behari-Leak
Dates: February - June

EDN4505S: HIGHER EDUCATION (HE) ASSESSMENT AND EVALUATION PRACTICE

The course aims to provide: an overview of the functions of, and approaches to, educational assessment; a range of conceptual tools and technologies to enable participants to conduct a critical evaluation of assessment practices; and an introduction to issues associated with educational evaluation.

Convener: Associate Professor Alan Cliff
Dates: July - November

EDN5511F: RESEARCHING HIGHER EDUCATION

This course aims to:
Expose people to higher education as the subject of research.
Provide an induction into the field of research in HE
Introduce participants to theoretical and methodological approaches and their possibilities and limitations.
Give participants the opportunity to consider their own teaching practice and context as objects of research in higher education.
Expose participants to the levels of complexity involved in researching higher education as a field.

Conveners: Associate Professors Alan Cliff and Cheryl Hodgkinson-Williams
Dates: February - June

EDN4510F: HIGHER EDUCATION CURRICULUM AND COURSE DESIGN

This course:
Provides academic practitioners with concepts and tools with which to design higher education curricula and courses, based on sound educational principles.
Provides participants with opportunities to design or re-design curricula or courses from a sound theoretical base.
Offers participants the chance to explore a range of modes of delivery in their curriculum or course design, including the appropriate use of blended learning or online provision.

Convener: Associate Professor Jeff Jawitz
Dates: July - November

For more information on the HES programme and suite of courses offered (including the possibility of full thesis Masters and Doctoral research), contact:
Associate Professor Alan Cliff
alan.cliff@uct.ac.za

EDUCATIONAL TECHNOLOGY

The Educational Technology (EdTech) suite of courses has as its aim the understanding of how emerging technologies are shifting teaching and learning practices in education, and the the implications of these shifts on decision makers, educators and instructional designers.

Courses are offered to equip potential and practicing educators, corporate trainers, and anyone responsible for e-learning with an opportunity to understand the effects that any use of emerging technologies may have on the practice of learning, and how pedagogies need to be aligned to ensure positive learning outcomes.

POSTGRADUATE DIPLOMA IN EDUCATIONAL TECHNOLOGY

This one year course, jointly offered by the School of Education and CILT consists of four 6-day modules covering:
Emerging Technologies in Education (EDN4500W)
Learning, Teaching and Emerging Technologies (EDN4503W)
Online Learning Design (EDN4501W)
Research and Evaluation of Emerging Technologies (EDN4502W)

For further details, please visit:
http://www.education.uct.ac.za/edu/pgdip-et

EDN4500W Emerging Technologies in Education

The module will cover the history of educational technology before examining the general challenges that face education in the 21st century. It explores the contexts of African education from the level of the international to the national, to the institution to the discipline. It will identify ways in which the affordances of emerging technologies can help educators' better respond to the teaching and learning challenges of 21st century.

Convener: Associate Professor Dick Ng'ambi
Dates: 6 day block course (see website for dates)

EDN4503W LEARNING TEACHING & EMERGING TECHNOLOGIES

This module investigates the inter-related issues of learning, teaching and technology. It examines key theories of learning to understand how the 21st Century learners globally and specifically in the African context might best engage with various tasks before scrutinizing various pedagogical theories to justify why and in what ways specific teaching strategies and emerging technologies might best support learning.

Convener: Dr Joanne Hardman
Dates: 6 day block course (see website for dates)

EDN4501W ONLINE LEARNING DESIGN

This module prepares students to design, develop, implement and formatively evaluate online learning interventions within a particular social and cultural context and to adequately explain their design assumptions. This module requires students to critically engage with one learning design model and then required to design, develop and formatively evaluate a prototype online learning intervention using suitable technologies and defend their design choices in an electronic portfolio.

Convener: Associate Professor Cheryl Hodgkinson-Williams
Dates: 6 day block course (see website for dates)

EDN4502W RESEARCH & EVALUATION OF EMERGING TECHNOLOGIES

Drawing on global and African research students will use one of the main theoretical perspectives evident in e-learning research as a lens through which to understand the implementation of an educational technology in a specific context. They will use appropriate methodologies to conduct a small scale research project to understand the principles which inform the design of the learning solution or intervention and evaluate the suitability of the intervention in addressing the underlying challenge before making recommendation for future development and implementation decisions.
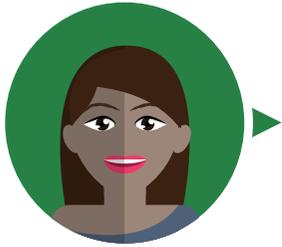
Convener: Dr Cheryl Brown
Dates: 6 day block course (see website for dates)

For more information on the Ed Tech programme and suite of courses offered, (including the possibility of full thesis Masters and Doctoral research), contact:
Associate Professor Dick Ng'ambi
dick.ngambi@uct.ac.za

Centre for Innovation in Learning and Teaching

www.cilt.uct.ac.za

"I am an academic, well qualified in my discipline, but I've had no exposure to a systematic study of Higher Education practice, and my disciplinary content knowledge is no longer adequate in increasingly diverse and complex learning contexts."

reflect on your practice in the context of current and emergent theories of HE, and of the wider contexts of diversity, transition and change

engage with others to deepen and theorise your teaching practice

improve as an educator in a changing HE environment

The **Higher Education Studies** suite of courses can help you to…

gain a sound background in the prevailing trends in pedagogy and understanding of student learning, including contemporary theory and practice in curriculum, assessment and the use of educational technology

consider the demands of teaching and learning within the policy context in South Africa, as well as within your own disciplinary context

relate pedagogic and curriculum theory, policy, and practice to knowledge as it is understood within your discipline

"I am a researcher interested in the influence of change drivers such as ICTs and transformation on teaching and learning practices and pedagogy, but I am unfamiliar with the local and international trends and policy environments in which Higher Education occurs."

understand how technologies are shifting teaching and learning practices, and the changing roles of educators

scrutinize various pedagogical theories to justify why and in what ways specific teaching strategies and emerging technologies might best support learning

The **Educational Technology** suite of courses can help you to…

"I am an educational practitioner struggling with the changing digital and online environment, shifting pedagogies, and the increasing demand to deliver blended learning solutions."

align your pedagogies to ensure positive learning outcomes

meet the learning demands of changing generations of students in an increasingly technologized world

better respond to the teaching and learning challenges of the 21st century through the affordances of emerging technologies

design, develop, implement and formatively evaluate online learning interventions using suitable technologies