

STADIO CONFERENCE 2021

Blending digital literacy & a humanising lens of
inclusion to transform postgraduate teacher
education

Lauren Rembach,
Nirashnee Padayachee
Avivit Cherrington

STADIO

FACULTY OF EDUCATION
SCHOOL OF EDUCATION

FORMERLY



EMBURY
INSTITUTE FOR HIGHER EDUCATION

Part 1 Setting the Scene

Rationale

Significance of IE in South Africa
Activism
Exclusion and how that happens
Need for developing teachers who are knowledgeable about IE
Postgraduate Research
Embedding Inclusive Education in Teacher Education at STADIO
The right to IE for ALL
Meaningful attention is paid to the development of IE competence of teachers

Context

Broaden access to EVERYONE
Higher Education- provide Flexible Hybrid Distance Learning
To reach students from all over SA and globally
Develop an inclusive society

Course Design

What kind of world do we live in?
What does IE education look like in that world?

Piloted July 2019
First Graduations – Dec 2021

Rationale

- IE must be an **everyday reality** in all classrooms - it is crucial for South Africa
- Strength of this programme is that it focuses on ***interdisciplinary and integrated approaches***
- Shift the mindset from a deficit model that polarises to the ***social model*** in that difference is accounted for as an essential aspect of human development in any conceptualization of learning.
- ***Collective action*** of the growing BEd Honours team to design a product that produces ***graduate attributes*** identified by STADIO
- Promotes the importance of ***teacher-practitioner research***
- An elevator to ***social transformation***- equal cohesive society & investment into ***social justice***
- ***Eliminating discrimination*** in the education system
- Human Rights and Ubuntu- the ***Right to Quality Education***
- An enabler to ***maximising participation*** for all learners
- Contributing to ***inclusive education research*** both locally and globally

STADIO



Context

Widen Access for EVERYONE

Students are at the core-
Their own Dispositions
Knowledge
Values and Agency

Recently Graduated

Mature- taught for many years

Part-Time students

Head of Schools
District Officials-
DBE

Live in different locations in SA and overseas

Race

Age ranges 20s-50s

Full-time students

Teach/Work in different contexts

Teachers across all phases

Parents

Obtained BEd or assoc. degrees; PGCE or Adv Teaching Certif



Course Design

Full-time intake (1 year minimum time)

(126 credits)

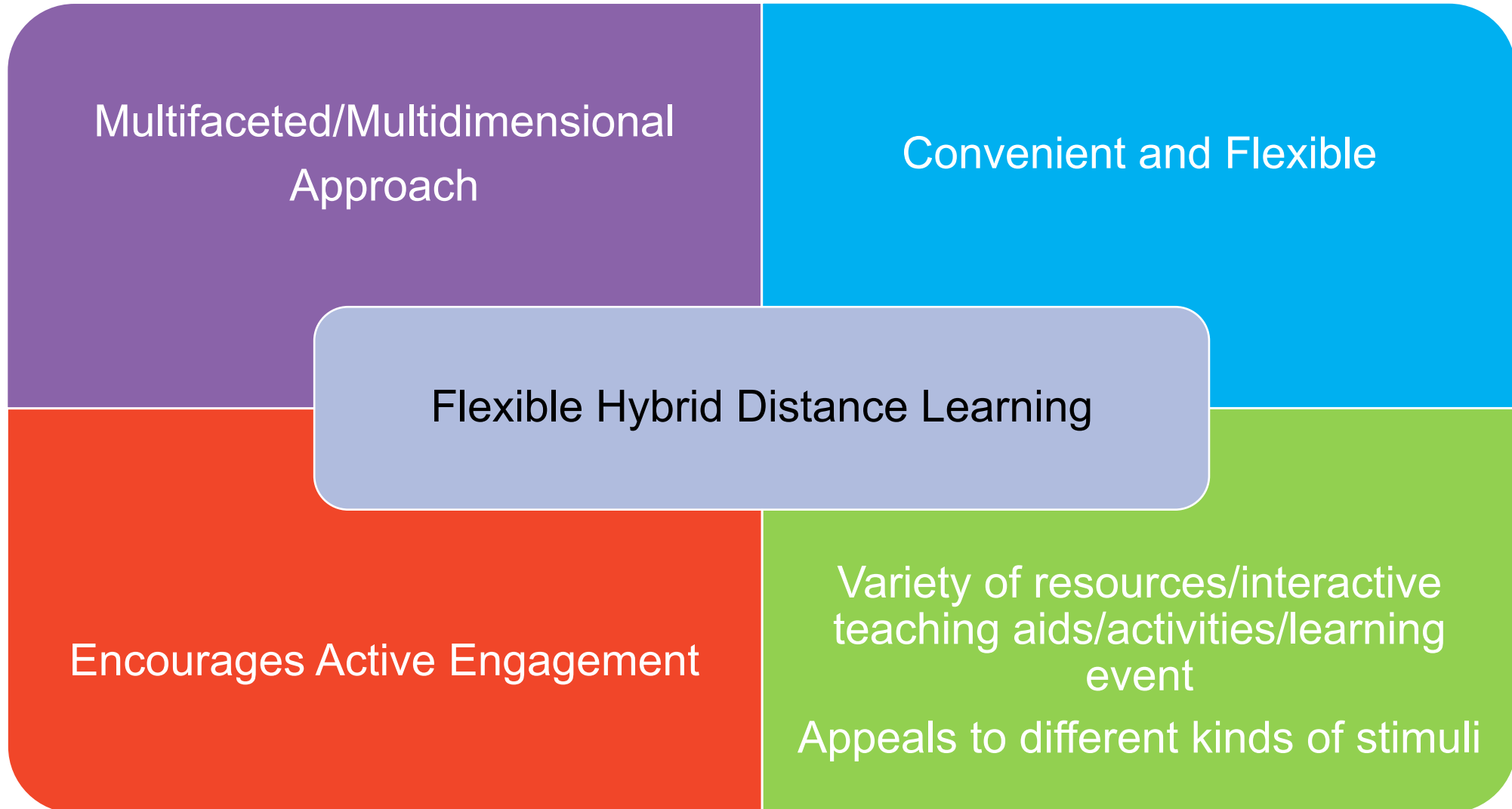
Part-time intake (2 year minimum time)

(126 credits)

Year 1 66 credits		Year 2 60 credits	
Semester 1	Semester 2	Semester 1	Semester 2
Historical, Philosophical and Social Perspectives in Education 18 credits NQF Level: 8			Learning, Teaching and the Curriculum 12 credits NQF Level: 8
Philosophical and Theoretical Perspectives on Inclusive Education 24 credits NQF Level: 8	Psychological and Systemic Barriers and Learner Support 24 credits NQF Level: 8	Research Design and Methods 18 credits NQF Level: 8	
		Research Project 30 credits NQF Level: 8	

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Part 2: Conceptualisation – Planning and Delivery

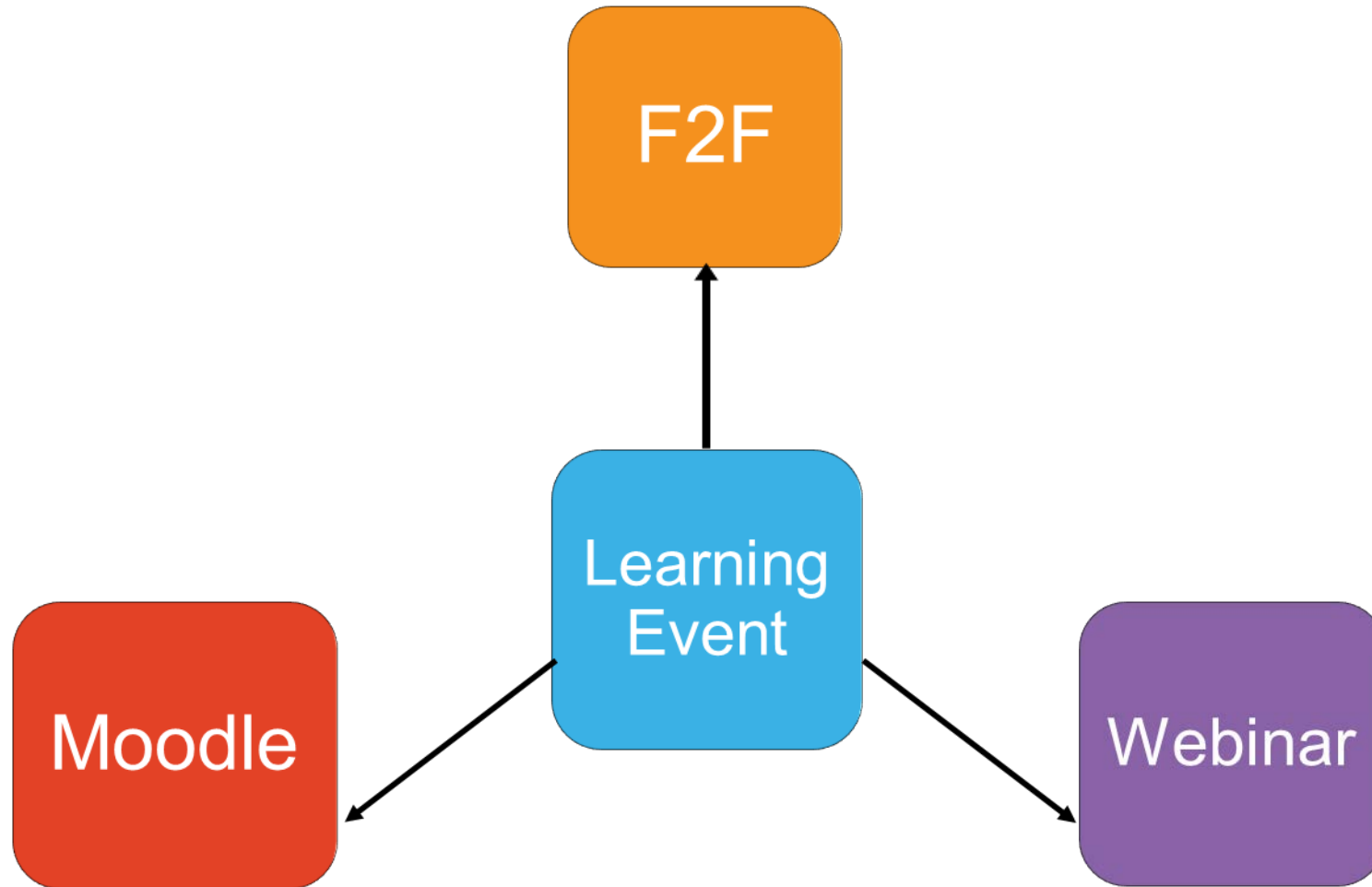


What makes FHDL different from your traditional distance learning?

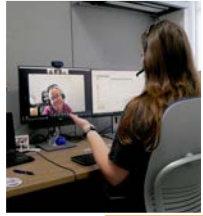
- It encourages 'active participation'
- Consistent engagement
- Students feel connected at all times
- The level of support
- Tracking of progress
- Enhances digital literacy
- Graduate Attributes
- Equips students with 21st century skills and prepares them for the world of work



Learning Events



Scheduled Weekly Learning Event Delivery



Face to Face

- Live Event(Zoom/YouTube)
- Flipped classroom
- Spark Discussion
- Reflective Questions
- Breakaway rooms
- Student Centred
- Involvement Task
- Track Progress
- Resources
- Online Package



Webinar

- Scholars(Academics/Teachers/ Curriculum Specialists etc.
- Engage in debate sharing insight and experiences with students.
- Students get to engage with these scholars.
- Topics are aligned to content covered
- Readings
- Videos
- Involvement Task/ Webinar Reflection



Moodle

- Links to recordings
- Activities
- Links to readings/articles/policies
- Discussion forums/Wiki's
- Various different ECI activities

Assessment *FOR* Learning

Individual

- Essays
- Tasks
- Forums
- Critique of Reading

Group

- Oral Presentations
- Comparative Analysis Reports

Summative

- Critical Report
- Portfolio of Evidence
- Critical Research Poster

- Throughout a course
- Identify gaps
- Provide support specific to students needs
- Helps students to know how to improve
- Fosters motivation
- Able to assess achievement against learning outcomes and standards

Lessons Learned: Successes & Challenges

Communication

- Whatsapp Group / Buddies Programme
- Centre for Student Support / Orientation Programme

FT vs PT

- Misinterpretation of expectations & commitment
- 120 Cr over 28 wk (FT 60hrs pw)
- Change in registration

Assessment Overload

- Time constraints
- Writing support
- Quality feedback

Engaging Content

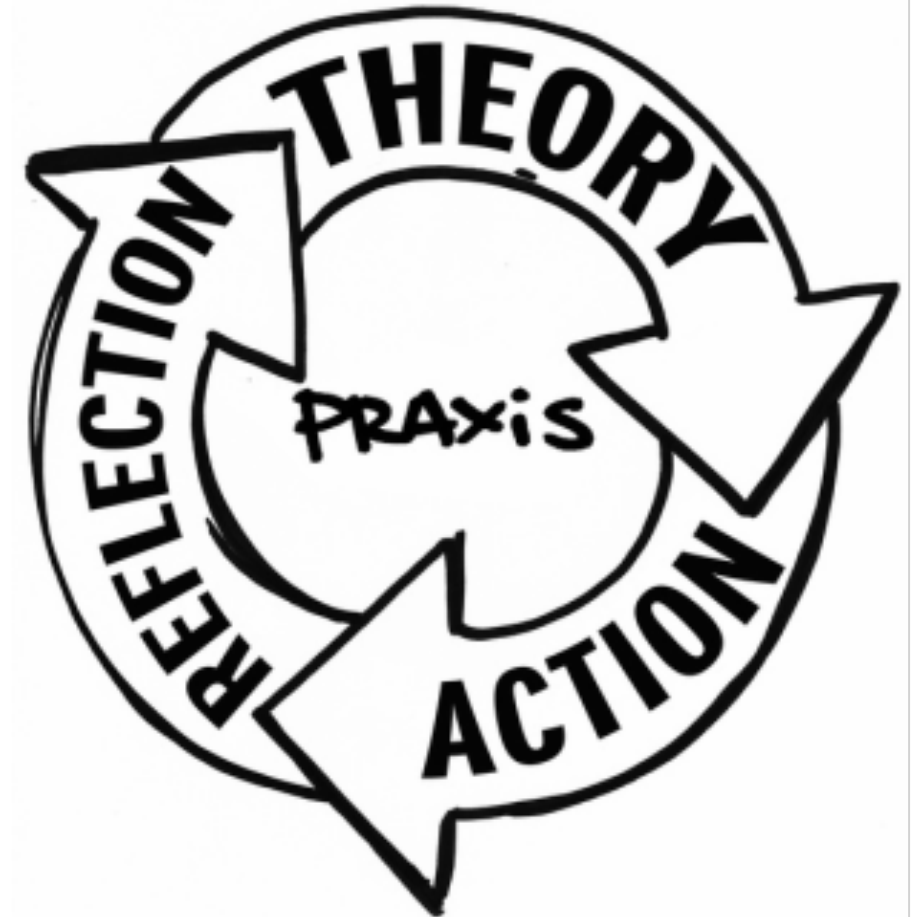
- Critical thinking / engagement
- Exposure to other academics & scholars
- Discussion-based

*“Inspire your students
to be lifelong learners
by being one”*



Moving Forward

- Academic team meetings: collaborations, strategise, develop own T&L
- Increased numbers of applications each year
- More writing workshops & academic literacy sessions embedded in programme
- Emotional support for students – big transition to postgrad studies
- Redesign research modules
- Emergent & collaborative design thinking



Re-design ... Re-imagine ... Re-Invent Post-graduate Teacher Education