The 2020 International Higher Education Teaching and Learning Conference (HETL)

Conference Theme:

Unprecedented challenges and possibilities for sustainable development and e-Learning in higher education

Conference Overview

The International Higher Education Teaching and Learning Conference will be hosted jointly by the International Higher Education Teaching and Learning (HETL) and the **University of South Africa,** at the **Emperors Palace Hotel** from **16 to 19 November 2020** in Johannesburg, South Africa.

The International Higher Education Teaching and Learning Conference will provide academics, researchers and higher education practitioners with a forum to exchange ideas, experiences and research findings relating to the preparation and support of students, teaching and learning methodologies, the use of open, distance and e-learning approaches, educational research, organization of educational systems, and the impact of sustainable development on higher education and the broader society.

Higher education has experienced dramatic change in the first two decades of the 21st Century, no least the result of the massification of post-secondary education combined with the expansion of the global knowledge economy. The speed and measure of the changes brought about by the fourth industrial revolution, the rapid innovation of information technologies and artificial intelligence and global environmental and climate changes have and will further impact the higher education sector.

This 2020 higher education conference hosted jointly by the International Higher Education Teaching and Learning Association and the University of South Africa aims to advance the scholarship and practice of teaching and learning in higher education by focusing on HETL's four core areas: 1) global networking and interdisciplinary collaboration, 2) research, innovation, and academic publishing, 3) higher education development and capacity building, and 4) human rights and social justice.

Unisa has a 146-year history and brings a wealth of skills, knowledge and experience in higher education in general and specifically in open and distance education while being on the cusp of embracing electronic teaching and learning to support its distance learning character and to meet the demands on the higher education system as needed by South Africa, the African continent, and the developing world.

It is against this background that this conference will focus on the broad *theme Unprecedented challenges and possibilities for sustainable development and e-learning in higher education."*

This theme will be supported by the following tracks and sub-themes:

Track 1	**Pedagogies, Curriculum, Assessment, and Research (student learning)**
Possible presentation topic areas for concurrent discussion panel sessions and posters	African epistemologies, decoloniality and the transformation of higher education pedagogy and curriculum
	Contextual issues in higher education (access, diversity, inclusion, and equity of students and faculty)
	Innovative materials and tools in teaching and learning
	Evaluation, assessment, and quality assurance of teaching and learning
	Research and scholarship of teaching and learning
	Integrating human rights and sustainable development into teaching and learning
	Transformative and high impact teaching and learning approaches (service-learning, community-based learning, undergraduate research, learning communities, internships, collaborative projects, capstone projects, global learning, education for sustainable development)
	Best practices and research in online and distance learning (ODL), open educational resources (OER), and technology-enhanced learning (TEL)
	Sustainable development of ODL, OER, and TEL practices and systems
	ODL, OER, and TEL scholarship (e.g., massive open online courses (MOOCs), online repositories, social networks, mobile learning)
	Emerging technologies for teaching and learning (e.g., MOOCs, gamification, virtual labs)
Track 2	**Support Strategies and Practices for Student Success (student support)**
Possible presentation topic areas for concurrent discussion panel	Creating supportive and caring environments for students
	Cultural Connections and student well-being – Inclusive campuses
	Refugee Education – Integrating refugee, minority, and non-traditional students
	Student counselling, career guidance and psycho-social support
	Strategies and practices to improve student retention, throughput and graduation

sessions and posters	Providing for students with disabilities
	Preparing students for the world of work
Track 3	**Governance, Management, and Regulatory Environment (Educational Leadership)**
Possible presentation topic areas for concurrent discussion panel sessions and posters	Institutional quality assurance, regulatory and public policy issues
	Institutional governance, leadership, and management issues
	Institutional policy, strategy, and planning issues
	Institutional research and data analytics
	Economic and financial models and fee free/less fee provision
	Internationalization of higher education and global campus management

Conference Session Types

This conference will have presentations in roundtable (panel) discussion format and interactive workshop format as well as a poster session. Please see detailed conference programme for exact length of sessions.

- **Discussion Panels.** Each discussion panel will be **oriented around the three track topics** and will consist of five or six panel members (presenters). Each panel will last 60 minutes and is a more intimate discussion format where each presenter will give a brief presentation (about 8 minutes for each presenter) followed by an in-depth Question & Answer discussion by all presenters and audience members. To aid their oral presentation, presenters may use computers and projectors (will be made available), or they may distribute summary hardcopy handouts of key points (must bring your own), or they can just deliver an oral presentation without any aids. The following format will be used:
  Part I: 45 minutes, panel statements (presentations) by panel members
  Part II: 15 minutes, questions from audience for panel members and interactive discussion between panel and audience
- **Poster Sessions.** Each poster will be **oriented around the three track topics.** Poster sessions will last 60 minutes. Presenters discuss their poster with conference attendees who are viewing their poster. Poster boards will be provided. Posters dimensions should be A0 portrait style (approximate dimensions: 1189 x 841 mm or 46.8 x 33.1 in). Presenters need to ensure that posters are readable and easy to follow and make their points concisely and clearly.
- **Interactive Workshops.** Each workshop will be **oriented around the three workshop themes.** A limited number of 60 minute workshops will be available during the conference. For the workshops, the structure is open – the workshop presenter decides what format to use within the allotted 60 minutes.

Interactive workshops will be focused on the following themes:

1. Policy and strategy formulation for sustainable development goals and e-learning in higher education

2. Implementation and evaluation of sustainable development goals and e-learning in higher education
3. Emerging trends and future challenges and opportunities for transforming teaching and learning in higher education

Three key note speakers will present at the plenary sessions on the following topics:

- Higher education and sustainable development
- Challenges and opportunities in transforming higher education
- Higher education and the 4th industrial revolution

For plenary sessions with groups of four speakers presenting on the following topics:

- Challenges and opportunities in implementing sustainable development in higher education
- Policy and strategy formulation for sustainable development goals and e-learning in higher education
- Implementation and evaluation of sustainable development goals and e-learning in higher education
- Emerging trends and future challenges and opportunities for transforming teaching and learning in higher education

A provisional high level programme is provided at the end of the proposal. *Note: submit a proposal only if you would like to give a presentation for a panel, workshop, or poster session. You do not have to submit a proposal if you want to attend the conference as a non-presenting delegate. For those submitting presentation proposals (i.e., an abstract of the presentation),* **if your proposal is accepted, you will then proceed to finalise the full paper.** *All delegates (presenters and non-presenters) must register for the conference.*

Conference Key Dates

Call for Proposals (for presenters)	15 November, 2019
Deadline for Proposal Abstracts (for presenters)	30 January, 2020
Proposal Review Period (for presenters)	01 - 28 February, 2020
Decisions Delivered (for presenters)	15 March, 2020
Early Bird Registration (for all delegates)	15 August, 2020
Regular Registration (for all delegates)	1 October, 2020
Deadline for Full Papers (*full papers are optional for presenters*):	1 October, 2020
On-site Registration (for all delegates who have not previously registered)	16-19 November, 2020

No refunds will be given once a delegate has paid the conference registration fee.

Who Should Attend?

Representatives from all countries and from institutions of all types and missions, including:

- Higher education faculty and scholars from all disciplines
- Higher education leaders (executives, deans, directors, chairs)
- Higher education staff and administrators
- Representatives from government and NGOs working with higher education institutions
- Graduate students preparing to become professional educators – we welcome joint proposals from graduate students and their faculty mentors/advisors
- Instructional technologists, course designers, and faculty developers

Venue and Location

The 2020 International Higher Education Teaching and Learning Conference will take place at The Emperors Palace hotel and casino resort, situated next to O.R. Tambo international airport, in Johannesburg, South Africa. Offering decadent accommodation in four unique hotels, which varies from 3-star to 5-star, a glorious health and beauty spa, a magnificent casino with unparalleled gaming enjoyment, the finest dining options, spectacular entertainment choices and world class conference facilities.

The Emperors Palace Shuttle service is a complimentary service offered to the guests travelling between O.R Tambo International Airport and Emperors Palace. The shuttle runs every 20 minutes from 0600 hours to 2300 hours.

Emperors Palace offers an excellent location to all business and travellers visiting South Africa. The resort is convenient for business or convention delegates - with easy access to the R21, R24 and N12 connecting Johannesburg and Pretoria. Emperors Palace is also on the Gautrain route, with the resort featuring on a scheduled bus route to Rhodesfield, Sandton and Pretoria station.

Aims and objectives

Participants from all over the world are expected to present their latest research findings. The programme committee encourages the submission of articles that communicate applied and empirical findings of interest to higher education professionals.

The conference aims to bring together higher education researchers and practitioners to share and promote best-practices, case studies, empirical research, diverse views and innovative approaches to teaching and learning in higher education.

The conference theme addresses the challenges and the sustainability character and nature of the ODL philosophy of access, flexibility and student centeredness. It is recognised that many traditional contact higher education institutions have begun to use a blended or ODL mode to address the challenges faced though the need for massification and expanding outreach. This conference will draw on higher education and ODL experts, academics and practitioners from around the world to debate critical issues and challenges confronting higher education in general and the ODL model in building social, political and economic development for sustainable futures.

This conference will not only promote and create awareness about the use of ODL provision in Higher Education but it will also assist in strengthening capacity of African Higher Education researchers, academics and institutions to improve on the quality of delivery of education specifically where the ODL

model is drawn upon to enable expanded reach. The ultimate aim is to enhance quality in open, distance, flexible and online education, including e-learning.

Publications linked with the conference

All presentation *abstracts* will appear in the conference proceedings with a DOI and ISBN number.

For full papers (optional) that meet the publishing requirements will be selected for possible publication in the following journal and book series (all papers must go through the normal double-blind peer-review process):

- Emerald/HETL Innovations in Higher Education Teaching and Learning (IHETL) book series
- Emerald/HETL Journal of Applied Research in Higher Education (JARHE)
- International Journal Educational Development in Africa
- African Education Review

Abstract review process

To ensure that the quality of papers and posters presented at this conference is of high standards, all submitted abstracts will undergo a rigorous peer review process. In addition, those that are successful will be sent back to the author/s with clear guidelines on how to prepare full papers.

Each proposal submission will be reviewed by the scientific committee who will provide a judgment on the presentation's suitability for the conference. Responsibility for the content of each abstracts lies with the authors and the presentation abstracts (if accepted) will appear in the conference proceedings.

Publishing requirements in the special edition journals or the Emerald book series.

Presenters have the option of having their conference papers submitted for consideration for publishing in the Emerald/HETL JARHE special issue or the Emerald/HETL book series. The special issue series will be aligned to the conference tracks. **The submitted full papers must be of the highest academic quality and be research based.**

For those presenters who wish to submit a full 5000-word papers for possible publication in the journal or book series, you are required to follow the guidelines below:

Order of material
Please adhere to the following order (per chapter):

- Title page (Title, Author(s), Affiliations)
- Running head (up to 65 characters in length)
- Abstract
- Main text
    - Try to subdivide into sections using headings/subheadings
    - Headings of sections and subsections must be short, clearly defined and not numbered

- Acknowledgements (if applicable)
- Appendix (if applicable)
- References: **APA 6th Edition is used**. Please see the references section below for more detail
- Figures (if applicable)
- Tables (if applicable)

Abstract and keywords

Authors must supply an abstract of 250 words maximum. Please also provide up to six keywords which encapsulate the principal topics of the chapter.

Direct quotations

When quoting, always provide the author, year, and specific page citation or paragraph number for non-paginated material. Cite the quote source and the page or paragraph number in parentheses at the end of the quotation.

Appendices

Appendices will be placed at the end of the reference section. The numbering of the figures and tables in the Appendix should be named as A1, A2, A3, etc., even if there is only one Appendix. If a chapter contains 2 appendices, the first appendix should be named as Appendix A and the second appendix should be named as Appendix B. Further, if Appendix A has 3 equations, the equations should be named as A.1, A.2 and A.3.

References

- References to other publications must be in APA 6th Edition reference style
- All references should be supplied as a reference list
- Citations: for two-authors references, cite both names at every citation in the text. For three to five-author references, cite all authors at the first citation and at subsequent citations, include only the surname of the first author followed by et al. For 6 or more authors, include the surname of the first author followed by et al. for all the citations. (See below for exception rules). All parenthetical citations should be in alphabetical order as per the reference list.

Reference list

- Invert all authors' names; give surnames and initials for up to and including seven authors. When authors number eight or more, include the first six authors' names, then insert three ellipsis points, and add the last author's name. For example:

  o Please provide the references with all the author names as shown in the reference below: Cooper, M.C., Lambert, D.M., Mooper, A., Pagh, J., Koper, K., Bert, M., Asper, D. & Lagh, T. (1997). Supply Chain Management: More Than a New Name for Logistics. The International Journal of Logistics Management, 8, 1–14.
  o In the page proofs, the above reference will appear as: Cooper, M.C., Lambert, D.M., Mooper, A., Pagh, J., Koper, K., Bert, M., . . . Lagh, T. (1997). Supply Chain Management: More Than a New Name for Logistics. The International Journal of Logistics Management, 8, 1–14.

- For references with the same surname and initials but different first name please provide the first name also as follows:
  o Janet, P. [Paul]. (1876). La notion de la personnalite [The notion of personality]. Revue Scientifique, 10, 574–575.

- o Janet, P. [Pierre]. (1906). The pathogenesis of some impulsions. Journal of Abnormal Psychology, 1, 1–17.
  - o Text citation to be given as follows:
    (Paul Janet, 1876)
    (Pierre Janet, 1906)

- For references of two or more primary authors with the same surname, include the first author's initials in all text citations, even if the year of publication differs.
  - o Light, I. (2006). Deflecting immigration: Networks, markets, and regulation in Los Angeles. New York, NY: Russell Sage Foundation.
  - o Light, M. A., & Light, I. H. (2008). The geographic expansion of Mexican immigration in the United States and its implications for local law enforcement. Law Enforcement Executive Forum Journal, 8, 73–82.

- Examples of text citation:
  - o Among studies, we review M.A. Light and Light (2008). I. Light (2006) studies this concept.

- If two references of more than three surnames with the same year shorten to the same form, e.g. both Ireys, Chernoff, DeVet, & Kim, 2001, and Ireys, Chernoff, Stein, DeVet, & Silver, 2001 shorten to Ireys et al., 2001). Then cite the surnames of the first authors and of as many of the subsequent authors as necessary to distinguish the two references, followed by a comma and et al.: Ireys, Chernoff, DeVet, et al. (2001) and Ireys, Chernoff, Stein, et al. (2001).

Submission guidelines for interactive workshops

Interactive workshops aim to increase the capacity and knowledge of delegates around the latest scientific research, relevant policies or innovative programmes to implement and advocate for a review and formulation of policies. The focus is on transferring knowledge through intensive interaction with the audience. They are designed to provide opportunities for professional development and are intended to be hands-on for participants. Workshops will be targeted at smaller audiences with high levels of interactivity and audience participation. Their focus is on transferring knowledge through collaborative learning techniques in order to build, and strengthen, the skills of delegates. Workshops can be 60 or 90-minutes in length, depending on the subject and relevance to the conference themes. The conference offers a limited number of workshops. Thus, if we receive a large number of presentation proposals for workshops, some of them may be included in the programme as part of a discussion panel.

Focus areas and submission guidelines for interactive workshops

1. Policy and strategy formulation for sustainable development goals and e-learning in higher education
2. Implementation and evaluation of sustainable development goals and e-learning in higher education
3. Emerging trends and future challenges and opportunities for transforming teaching and learning in higher education

The following criteria will guide the writing of the workshop proposal:

Objectives: must be measurable and achievable, evident throughout proposal and supported by interactive learning activities during the workshop. What is the benefit of the workshop? What is the coherence between the presentations in relation to the topic of the workshop? Describe the format of the workshop. Indicate the **expertise** of the facilitator.

Methodology: The workshop proposal should start from participants' needs, and use a learner- centred approach to facilitate individual and group based learning.

Relevance: The proposal fits with the relevant category, focus area, level and will develop relevant skills adaptable and transferrable to different contexts and populations to impact policy formulation in higher education within and ODL context and the impact of fourth industrial revolution.

Expected Outcomes: Delegates participating will learn something new, be guided by the facilitator to make connections to their current professional practice and develop an action plan to apply it in their work

All submitted proposals will be reviewed by the scientific committee and judged on the following criteria:

- Does the proposal follow the guidelines?

- Is the subject matter appropriate for the theme of the conference?

- Are the workshop objectives clearly stated?

- Can the objectives be achieved in the 60 or 90 minutes allotted for this workshop?

- Is there an audience interactive element in the workshop?

- Does the information have relevance for the rest of Africa and beyond?

Submission guidelines for poster presentations

Posters allow participants to communicate their research in a succinct way. Posters are also handy because they can be viewed while people are walking around and even after the conference sessions and therefore it is important that it visually attractive.   Participants will also be encouraged to nominate posters for prizes that range from the most innovative to the most visually attractive.

Posters are large and contain less text than an oral paper. Ideally, a poster should be on one poster board and should include the following sections presented graphically. Posters dimensions should be A0 portrait style (approximate dimensions: 1189 x 841 mm or 46.8 x 33.1 in).

- Focused limited topic

- Statement of problem addressed by the research

- Graphic depictions of methods used

- Logical flow of information

- Results/ Discussion/ Implications for future action

Detailed Conference Programme

Please note this programme may be subject to change. A detailed conference schedule will be created closer to the conference date (sometime after proposal acceptances have been sent out).

Venue: Emperors Palace Hotel, Johannesburg, South Africa

Monday	16 November 2020
18:00 – 19:00	Room TBD Welcome Reception

Tuesday	17 November 2020
07:45	Registration opens
08:45	Opening / Welcome
09:30 – 10:40	Room TBD Plenary Keynote(s): Higher education and sustainable development. *09:35 – 10:25* **Enakshi Sengupta:** Strategies for implementing sustainable development in higher education. *10:25 – 10:40* Questions and comments from audience
10:40 – 11:10	Morning tea
11:10 – 12:40	Room TBD Plenary Presentation Panel Challenges and opportunities in implementing sustainable development in higher education. *11:15 – 11:40* ◊ **Therese Adam**: Development diplomacy – A transformational learning approach to building competencies and skills in sustainable development. *11:35 – 12:00*

Tuesday	17 November 2020
	◊ **Stephen Khehla Ndlovu**: Institutional governance, leadership & planning parameters to support sustainable development: A case for UNISA. *12:00 – 12:25* ◊ **Irina Neaga**: Managing sustainability in higher education based on Industry 4.0. *12:25 – 12:40* Questions and comments from audience
12:40 – 13:40	Lunch
13:40 – 15:30	Concurrent interactive workshops

Room TBD	Room TBD	Room TBD
Workshop Topic Area:	Workshop Topic Area:	Workshop Topic Area:
Policy and strategy formulation for teaching and learning in higher education. *13:40 – 14:35* **Promise Zvavahera**: Strengthening institutions of higher education through responsive leadership. *14:35 – 15:30* **Evelyn Chiyevo Garwe:** Making internationalization of higher education as a national strategic focus.	Implementation and evaluation of teaching and learning in higher education. *13:40 – 14:35* **Leon Roets:** Integrating healthy lifestyle, social diversity and inclusion: Key drivers for curriculum transformation. *14:35 – 15:30* **Doha Kudsi:** Evaluation, assessment and quality assurance of teaching and learning.	Emerging trends and future challenges and opportunities for transforming teaching and learning in higher education. *13:40 – 14:35* **Kathleen Naasz:** The impact of innovative space on learning. *14:35 – 15:30* **Milton D. Cox:** Communities of Practice

Concurrent discussion panel presentations

Tuesday	17 November 2020		
	Room TBD Track Topic Area: Pedagogies, Curriculum, Assessment, and Research (student learning). *13:40 – 15:30* *(approximately 20 minutes per speaker; allow 10 minutes at the end of the session for questions and comments from audience)* **Robert Flyn Corwyn:** Assessing critical thinking and student success in a capstone course **Elisabeth Deborah Sherwin:** Being creative, maximizing the undergraduate capstone **Venkoba Rao:** The flipped classroom approach to learning evidence from Oman. **Bernd Kupka:** Creating sustainable engaged high impact service-learning projects in a newly developed e-learning	**Room TBD** Track Topic Area: Support Strategies and Practices for Student Success (student support). *13:40 – 15:30* *(approximately 20 minutes per speaker; allow 10 minutes at the end of the session for questions and comments from audience)* **Petro Botha:** The experience of level one social work students on the self-coaching MOOC 1: Lessons for social work support within an ODel Institution. **Nelson Masanche Nkhoma:** Attitude towards learning management systems among ODL students in Malawi. **Mbongiseni Mdakane:** Incarcerated students and the impact of Unisa's ODel systems at Baviaanspoort medium correctional center **Gezani Phineas Baloyi:** Teaching online module in learning management system: A selected case	**Room TBD** Track Topic Area: Governance, Leadership, Management, and Regulatory Environment. *13:40 – 15:30* *(approximately 20 minutes per speaker; allow 10 minutes at the end of the session for questions and comments from audience)* **Sharon Thabo Mampane:** Leading and managing higher education institutions through contextual intelligence. **Ezra K Maritim:** Massification of e-learning in a dual mode university: Macro and micro policy gaps, mismatch and challenges. **Jillian L Carew:** Leadership for Equity: A qualitative investigation of principal's policies and practices. **Willy Hannes Engelbrecht:** Transformational leadership: how private	

Tuesday	17 November 2020			
	HR programs at Utah Valley university. **Cresantus Biamba** How the teachers at selected secondary schools in the Northwest region of Cameroon understand education for sustainable development	study of the open distance and e-learning institution. **Monabelo B C Boikanyo:** Overview of quality learning environments: methodology, principals and skills.	higher educational institutions promotes social justice. **Deedar Ali Khan:** Educational leadership management.	
15:30 – 16:00	Afternoon tea			
18:30 – 22:00	Room TBD Gala Dinner: Emperors Palace *19:00 – 20:00* **Minister of Higher Education and Training** as Special Guest to speak on the topic of her/his choice.			

Wednesday	18 December 2020
08:30 – 9:30	Room TBD Plenary Keynote: Challenges and opportunities in transforming higher education *08:30 – 09:15* **Craig Mahoney:** A methodology for leading major changes in universities. *09:15 – 09:30* Questions and comments from audience
09:30 – 10:40	Room TBD Poster presentations **Devandre Boonzaaier:** Blended learning in the arts admission classroom. **Janet Small:** Interviews with South African university students about their use of massive open online courses while studying.

	Christa Morrison: The Echo 360 Sandpit as example of building confidence, capacity and community in and around new generation digital learning environments. **Melisa Ingram**: Using exploratory data collection methods to study online defense acquisition university courses and personnel participation. **John Mashala**: Pedagogy of reflective learning **Anna Rissanen**: Open online tutorials: reforming the instructional mode in first year biology to improve student learning, a success story. **Belinda van der Westhizen**: Investigating the use of selective visible thinking tools in developing thinking in first year Bed SP/FET university students **Thabang Joy Bogopa:** E-support assessment for enhancing progress in postgraduate studies. **Dalray Gradidge**: Student's counselling – mental health of students. **Angelique McConney**: Facilitating adjustment during the first year: the role of peer mentor.
10:40 – 11:10	Morning tea
11:10 – 12:40	Room TBD Plenary Presentation Panel **Three groups of four speakers who will speak on the following topic areas:** *11:15 – 11:40* Group 1: Policy and strategy formulation for sustainable development goals and e-learning in higher education. **Nouman Ashraf:** Embedding learning and behaviour change through community engagement and curriculum innovation. **Andrew Kelly:** Embedding communication skills in the curriculum. A framework for scalable development and assessment. **Samiksha Raut:** Service-learning curriculum increases climate change awareness. **Godfrey Stanley Namakhota:** Integrating HIV, social diversity and inclusion into the curriculum within the African context. *11:45 – 12:10* Group 2: Implementation and evaluation of sustainable development goals and e-learning in higher education.

	Mthutukisi Ncube: Unpacking the exigencies of student-centered pedagogical design, delivery and assessment for enhanced student academic success in Zimbabwe. **Sweta Patnaik:** E-learning to enhance peer discussion and assessment. **Pryah Maabeer:** Reconnecting assessment and feedback: Post graduate student experience at a South African university. **Aparna Kadiyala:** Assessing in service science and mathematics teacher's assessment competencies in constructing and developing assessment (Test) items. *12:15 – 12:40* Group 3: Emerging trends and future challenges and opportunities for transforming teaching and learning in higher education. **Siphokazi Tau:** The social consciousness and sustainable future course. **Branden Tornhill Miller:** 21st century competencies for educational organization: an interactive exploration of new international guidelines for development, labelization and certification. **Erika Ann Laredo**: DUT-LBU: Creating a global learning community. **Asonaba Nana Mensah Abormpa:** Community mobilization, capacity building.
12:40 – 13:40	Lunch
13:40-15:30	Concurrent discussion panel presentations

Room TBD	Room TBD	Room TBD
Track Topic Area:	Track Topic Area:	Track Topic Area:
Pedagogies, Curriculum, Assessment, and Research (student learning). *13:40 – 15:30* *(approximately 20 minutes per speaker; allow 10 minutes at the end of the session for questions and comments from audience)* **Stepan Geyer:**	Support Strategies and Practices for Student Success (student support). *13:40 – 15:30* *(approximately 20 minutes per speaker; allow 10 minutes at the end of the session for questions and comments from audience)* **Roslyn JoAnne Johnson McCurry:**	Governance, Leadership, Management, and Regulatory Environment. *13:40 – 15:30* *(approximately 20 minutes per speaker; allow 10 minutes at the end of the session for questions and comments from audience)* **Andre Francisco Pilon:**

	An Afro-centric lens on undergraduate research in an applied social science. **Thomas Chiu:** Benefits of individual collaborative group multimedia e-portfolios **Hamad Abdullah Al Jomaizy:** Courses of M.A.E. programs in curriculum teaching methodology in Saudi universities **Maryna Roodt:** CALP and BICS in an e-learning environment **An Zimu Zimu Biyela:** Information literacy skills of first year students at MUT during a pre-library orientation and instruction phase.	The two-generation approach in post-secondary education – helping students' parents and their children thrive. **Nomanesi Madikizela Madiya:** Pedagogy in the 4th industrial revolution: are institutional spaces in the sub-Saharan Africa supportive? **Ayanda Pamella Deliwe:** 4th industrial revolution and what it means for higher education in Africa. **Immaculate Nkamogeleng Matloga:** The search for better learning. **Khalid Mohamned Abdalgader:** Knowledge sharing model for Sudanese higher educational institutions	Regenerating the earth or regenerating the mankind? A global voice for survival. **Milad M Elharthi:** Project proposal quality assurance institutionalization politics management: Libyan university development policy case. **Olusegun F Adebowale:** Sexual harassment in Nigerian university – are we defeated? Voices from the field. **Reema Nunlall:** The justice approach of sexual harassment policies in higher education institution.	
15:30 – 16:00	Closure and Afternoon tea		

Thursday	**19 December 2020**		
	Concurrent discussion panel presentations		
08:30 – 10:40	Room TBD Track Topic Area:	Room TBD Track Topic Area:	Room TBD Track Topic Area:

| | Pedagogies, Curriculum, Assessment, and Research (student learning).

08:30 – 10:40

(approximately 20 minutes per speaker; allow 10 minutes at the end of the session for questions and comments from audience)

Matumelo Dorothy:

Psychological contract and organizational commitment of e-tutors working at Sot African ODel Institutions.

Melisa Ingram:

Start talking in class – the benefits of social interaction in a learning environment.

Carolyn N Stevenson:

Fostering educational equity through OER's and Open degree programme.

Janice M Williams:

Assessing dental hygiene student's community-based service-learning activities using high impact e-portfolio reflections. | Support Strategies and Practices for Student Success (student support).

08:30 – 10:40

(approximately 20 minutes per speaker; allow 10 minutes at the end of the session for questions and comments from audience)

Nkhensani Maluleke:

Support strategies and practice for student success

Serges Djoyou Kamga: A

ddressing poverty and inequality in sub-Saharan Africa. Fostering inclusive education of children with disabilities.

Kathyrn Malherbe:

Myers- Briggs Keirsey temperament sorter in epistemological conflict resolution development for undergraduate students

Racquel Wraner:

Postgraduate students' perceptions about a paperless classroom. | Governance, Leadership, Management, and Regulatory Environment.

08:30 – 10:40

(approximately 20 minutes per speaker; allow 10 minutes at the end of the session for questions and comments from audience)

Wendy Lawrence, et al:

Using critical leadership theories to confront inequity in K-12 schools: A transformative partnership & qualitative investigation with Detroit Principals.

(They will present in a group of 4 researchers-together). | |
| 10:40 – 11:10 | Morning tea | | | |

	Concurrent discussion panel presentations		
	Room TBD	Room TBD	Room TBD
	Track Topic Area:	Track Topic Area:	Track Topic Area:
11:10 – 12:40	Pedagogies, Curriculum, Assessment, and Research (student learning)	Support Strategies and Practices for Student Success (student support)	Governance, Leadership, Management, and Regulatory Environment
	11:10 – 12:40	*11:10 – 12:40*	*11:10 – 12:40*
	(approximately 30 minutes per speaker; allow 10 minutes at the end of the session for questions and comments from audience)	*(approximately 30 minutes per speaker; allow 10 minutes at the end of the session for questions and comments from audience)*	*(approximately 30 minutes per speaker; allow 10 minutes at the end of the session for questions and comments from audience)*
	Thabiso Jonah Motsoeneng: A collaborative game-based learning approach to create sustainable rural learning ecologies for accounting pre-service teachers.	**Catherine Roche:** Virtual study abroad – no passport required.	**Adole Raphael Audu:** Open & Distance learning: An appraisal of the roles of the center managers, e-tutors and learning context in ODL facilitation in University of Maiduguri, Borno state, Nigeria.
	Qi Wang: Achieving skills transfer through learning Chinese as a foreign language.	**Dzenana Rustempasic:** Perspectives of applying the e-learning model in educational institutions in developing countries.	**Ashika Maharaj:** Managing expatriate academics: challenges and opportunities.
	Gamal Saed Ahmed: An experiment of STSR curriculum on learning and teaching at Najran university.	**Diana Van Djik:** How higher education learning working trajectories for refugees in Netherlands support work related capabilities.	**Clyde Barnett III:** Transformative advising: supporting student groups and organization in HE.
12:40 – 13:40	**Networking Lunch**		
13:40 – 15:00	Concurrent discussion panel presentations		
	Room TBD	Room TBD	Room TBD

	Track Topic Area:	Track Topic Area:	Track Topic Area:	
	Pedagogies, Curriculum, Assessment, and Research (student learning) *13:40 – 15:00* *(approximately 20 minutes per speaker; allow 10 minutes at the end of the session for questions and comments from audience)* **Thabiso Jonah Motsoeneng:** A collaborative game-based learning approach to create sustainable rural learning ecologies for accounting pre-service teachers. **Gamal Saed Ahmed:** An experiment of STSR curriculum on learning and teaching at Najran university. **Constance R. Tucker:** Using TRIZ exercise to transform teaching and learning in higher education. **Phyllis E Van Slyck:** Beyond single stories / Becoming global citizens: An online collaboration between the university of	Support Strategies and Practices for Student Success (student support) *13:40 – 15:00* *(approximately 20 minutes per speaker; allow 10 minutes at the end of the session for questions and comments from audience)* **Carisma Nel:** Preparing reading literacy teachers via Teachlive **Patti Miles:** Teaching online: The art and science of connecting content and students. **Clyde Barnett III:** Centering students' voices: exploring undergraduate student experiences being enrolled in inter-disciplinary leadership courses.	Governance, Leadership, Management, and Regulatory Environment *13:40 – 15:00* *(approximately 20 minutes per speaker; allow 10 minutes at the end of the session for questions and comments from audience)* **Martina Jordaan:** Community partners experiences of higher education service learning and community engagement projects. **Harriett Dunbar Morris:** Graduate attributes: Hallmarks as a measure of success **Rose Wambui Njoroge:** Scholarly publishing policies in higher institutions of learning in Africa. **Rosah Botlhoko:** Addressing the effects of student's absenteeism. A case of private universities in Eswatini.	

	Johannesburg and City university of New York.		
15:00 – 15:30	Afternoon tea		
15:30 – 16:40	Room TBD Plenary Keynote(s): Higher Education and the 4th Industrial Revolution *15:30 – 16:30* Taisir Subhi Yamin (TBD) *16:30 – 16:40*		
16:40 – 17:00	Room TBD Plenary Closing Session: Remarks by President of HETL		
17:00	Departure		

Fees

Early Bird Registration: R6000 (Rand)

Regular Registration: R6500 (Rand)

On-site Registration: R6700 (Rand)

Full-time Graduate Students: R2000 (Rand)

No refunds will be given once a delegate has paid the conference registration fee.

All fees include:

- access to all conference and keynote sessions
- conference catering
- welcome reception at Emperors Palace
- option to purchase a ticket for the Conference Dinner
- option to book on-site residential accommodation at reduced conference rate (via accommodation page)
- conference delegate pack and materials

Note/Disclaimer:

Delegates are responsible for arranging their own airfare, travel, and lodging accommodations. Conference rates will be arranged for delegates at Emperors Palace Hotel Casino resort. Delegates are also responsible for arranging their own visa travel approvals (if applicable) and are responsible for having their own medical and travel insurance in place. HETL and Unisa are not liable for any injury to delegates or loss or damage to their property occurring during the conference and are not responsible for any expenses that attendees incur.