![NWU logo]

Research and Publications since

CHEPD

2022 Launch

Prof Emmanuel Mgqwashu

Research projects:

Primary Investigator - "Postgraduate Research Support" (2021 – 2023):
This is a DHET UCDP funded research project designed to Support Postgraduate students for Enhanced Throughput. It responds to critical issues in the NWU data on the National Doctoral Review and the Ministerial statement for University Capacity Development Plan. The focus is on retention and throughputs rates, and to provide an additional support to what faculties already do for post-graduate students.

Publications

Mgqwashu, E.M. (2023). A timely question: How can we not talk about becoming a professor in the context of a neoliberal and decolonising higher education? Critical Studies in Teaching and Learning. Vol. 11, No. 2. https://doi.org/10.14426/cristal.v11i2.660

Mgqwashu, E.M. (2023). Rethinking support for university teachers in a decolonising Higher Education context: the role of Academic Developers. Journal of Education. No. 92. https://doi.org/10.17159/2520-9868/i92a02

Lukas Homateni Julius, Sioux McKenna & **Emmanuel Mgqwashu** (2023): The conflation of English competence and academic literacy: A case study of three Namibian universities, Innovations in Education and Teaching International, https://doi.org/10.1080/14703297.2023.2251948

Mgqwashu, E.M. 2023. ""–To train or to educate for doctoral work? that is the question: A review of Doctoral Training and Higher Education in Africa' S Afr J Sci. 119 (3/4), Art. #15740. https://doi.org/10.17159/sajs.2023/15740

Mgqwashu E.M. (2023). 'The changing profile of university students calls for a decolonial re-thinking of higher education'. Daily Higher Education News (DHEN). 25 August. https://www.usaf.ac.za/the-changing-profile-of-university-students-calls-for-a-decolonial-re-thinking-of-higher-education-says-professor-emmanuel-mgqwashu/

Mgqwashu E.M. (2023). 'Becoming a professor at a time of decolonisation, marketism'. University World News. 6 April 2023. https://www.universityworldnews.com/post.php?story=20230405184502285

Conferences

Keynote Address: "Theorising Teaching and Learning of English from a decolonial lens". Africa English Language Teachers' Association (ELTA) International Conference. **University of Hertfordshire**, Egypt, May 2024.

Parallel Session Presentation: "Theorising Teaching and Learning from a decolonial lens: A view from the South". South African Educational Research Association International Conference: Education(al) Foundations, Education(al) Futures: 30 October – 3 November 2023. Blue Lagoon Hotel, East London.

Plenary Panel Presentation: "Revisiting 'epistemological access' from a decolonial lens: whose epistemology?". International Conference on Language, Multilingualism and Decolonisation Practices: 12 – 14 July 2023. University of the Free State.

Plenary Panel Presentation: "Re-imagining Academic Development Leadership in the changing HE sector." HELTASA Conference: 4-6 December 2022. Vaal University of Technology.

Parallel Session Presentation: "Rethinking support for university teachers in a decolonising Higher Education context: the role of Academic Developers". SAERA National Conference: 26 – 28 October 2022, University of Cape Town.

Faculty of Education

Dr Mthobisi Ndaba

Conference Presentation

Baleni, A & **Ndaba, M** (2024). Negotiating Epistemic Access and Success Through the Uncertain Terrains of Academic Freedom and Institutional Autonomy. CHE Higher Education Conference. Johannesburg, South Africa, February 28 to March 01.

Ndaba, M. & Motala, S. (2023). Is Higher Education a Public Good? A Critical Look at Financing Access to Higher Education in South Africa, South African Education Research Association (SAERA) Conference. East London, South Africa, October 30 – November 3.

Ndaba, M. (2023). Student Well-being: Can Universities Do More? [Paper Presentation]. 1st Journal of Education Studies Biennial Conference. Skukuza, South Africa, July 28-29).

Ndaba, M. (2023). Interrogating the Academy: Higher Education Transformation for the public good beyond Diversity in Race and Gender. [Paper Presentation]. 11th Teacher Education and Interdisciplinary Research Conference (TEIR). Swakopmund, Namibia, April 10-14.

Namakula, H. & Ndaba, M. (2023). Leaving No One Behind: Leveraging Support to Promote Access with Success in Post-Graduate Studies. [Paper Presentation]. Council on Higher Education (CHE) Higher Education Conference. Pretoria, South Africa, March 1-3).

Keynote Address: Ndaba, M (2023). The Public Good of Doctoral Qualifications. South African Education Research Association (SAERA) Early Career Researchers Pre-Conference Workshop. East London, South Africa, October 30.

Publications

Namakula, H., & **Ndaba, M**. (2024). Leaving no one behind: leveraging support to promote access with success in post-graduate studies. South African Journal of Higher Education, 38(1), 28-41. https://dx.doi.org/10.20853/38-1-6248

Ndaba, M. 2023. "When Fees Fall: Conceptualizing "free" Higher Education as a Public Good". South African Journal of Higher Education 37 (6), 8-23. https://doi.org/10.20853/37-6-5969.

Sibiya, A. T., & **Ndaba, M.** (2023). Moving from discourse to Praxis: Situating academics at the centre of decolonisation struggle: South African Journal of Higher Education, 37(3), 214-228. https://doi.org/10.20853/37-3-4851

Dr Rhea Koch

Conference Presentation

Koch, R., Heymans, Y., Pool, J. (2023). Decolonising Health Sciences Curricula: A Guided Approach for Curriculum Transformation. SoTL Conference. CUT. Bloemfontein. South Africa, October 5 to 6.

Koch, R., Heymans, Y., Pool, J. (2023). Decolonising Health Sciences Curricula: A Guided Approach for Curriculum Transformation. HELTASA Conference. NWU. Vanderbijlpark. South Africa, October 24 to 26.

Publications

Reitsma, G., **Koch, R**., Heymans, Y., Mokwatsi, G., Brits, S., Hanekom, S.M. & Smit, E.I., (2022). 'Design thinking in developing a virtual work-integrated learning experience for health sciences students'. In J. De Beer, N. Petersen, E. Mentz, & R. J. Balfour (Eds.), Self-Directed Learning in the era of the COVID-19 pandemic Research on the affordances of online virtual excursions (pp. 332). Cape Town: AOSIS Publishing.

Pool, J., Heymans, Y., **Koch, R**. & Mokwatsi, G., (2023). 'Pedagogy of play in a virtual excursion to foster self-directed learning in health care students'. In N. Petersen, A. Du Toit, E. Mentz, & R. Balfour (Eds.), Innovative curriculum design: Bridging the theory-practice divide in work integrated learning to foster self-directed learning (pp. 327). Cape Town: OASIS Scholarly Books.

Koch, R., Pool, J., & Heymans, Y. (2024). The Nature of Decolonisation in Health Sciences Curricula: a Scoping Review. South African Journal of Higher Education, 38(4) **(in press)**.

Koch, R., Pool, J., & Heymans, Y. (2024). Decolonisation of Health Sciences curricula as a vehicle for transformation in Higher Education: A scoping review. South African Journal of Higher Education, 39(2) **(in press).**

Koch, R., Pool, J., & Heymans, Y. (2024). Using virtual excursions to foster intercultural competence of undergraduate healthcare students. (In…). Cape Town: OASIS Scholarly Books (in press).