

# 2025 2nd International Higher Education Teaching, Learning and Student Support Conference

## 5-8 MAY 2025

Winnie Madikizela Mandela Building  
Unisa Muckleneuk Campus



## CONFERENCE PROGRAMME



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## Keynote speakers



**The Honourable Dr Nobuhle Pamela Nkabane, Minister of Higher Education, South Africa**

The Honourable Dr Nobuhle Pamela Nkabane was appointed as the South African Minister of Higher Education from 3 July 2024. Following her election as a Member of Parliament in 2019, she subsequently served as Deputy Minister of Mineral Resources and Energy from August 2021 to June 2024. The Honourable Minister holds a Doctor of Philosophy in Administration degree from the University of KwaZulu-Natal. She also earned an Honours and a Master's degree in Public Administration from the same institution. She has completed a diploma and certificates in areas such as management and youth development with the University of Cape Town, the Stellenbosch Business School and the University of the Western Cape. Dr Nkabane is a lifelong learner who is currently studying towards a Master of Sciences degree with the School of Oriental and African Studies University of London and a Master's degree in Energy Leadership with Wits Business School. The Honourable Minister has contributed to the body of knowledge with two academic papers in the *Journal of Public Affairs* as well as a chapter in Sabella Abidde and Emmanuel Matambo's 2021 book, *Xenophobia, Nativism and Pan Africanism in the 21st Century Africa*. She has so far marked one Master's dissertation and has reviewed two academic papers.



**The Honourable Ms Siviwe Gwarube, Minister of Basic Education, South Africa**

The Honourable Ms Siviwe Gwarube was appointed as Minister of Basic Education from 3 July 2024. She has been a Member of Parliament representing the Democratic Alliance (DA) since May 2019. She is currently the chief whip of the DA, with a particular focus on maximising the functioning and impact of Parliament to better serve South Africans. This is done in tandem with capacitating members of Parliament in the DA caucus to be effective legislators and public representatives. Prior to this role, she served as the DA's shadow Minister of Health, distinguishing herself during the National Health Insurance legislative process and the country's battle with the Coronavirus pandemic. During this period, she was also the party's national spokesperson and deputy chief whip. During her time in Parliament, Ms Gwarube has continuously championed greater accountability and executive oversight in Parliament. She has introduced various amendments to the rules of the South African National Assembly to strengthen its hand against corruption and ensure better service delivery. As a Politics, Law and Philosophy graduate from Rhodes University and the University of the Western Cape, she began her career as the spokesperson for the DA's then parliamentary leader, Ms Lindiwe Mazibuko, before joining the Western Cape Provincial Government. She went on to occupy various spokesperson roles over the years, and then that of the Head of Ministry in the provincial Department of Health. Prior to being elected to public office in 2019, Ms Gwarube worked as Executive Director of Communications for the DA.





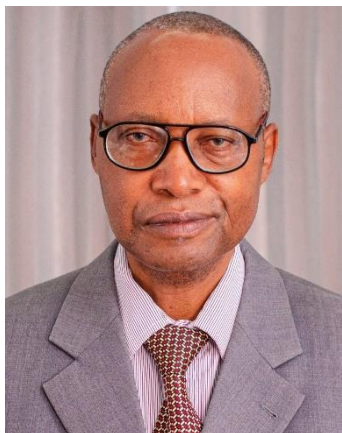
**Professor Puleng LenkaBula,  
Honourable Vice-Chancellor and  
Principal of the University of South  
Africa**

Professor Puleng LenkaBula is a South African with roots in South Africa and Lesotho. A trained feminist ethicist with a doctorate in Social Ethics (2006/7), she has published widely in the intersections of ethics, economy and ecology, especially on the thematic areas of feminist social theory, ecological economic justice and ubuntu, and has supervised students in these areas. In January 2021, she was appointed Principal and Vice-Chancellor (VC) of Unisa – the first female to hold this position in the 148 years of the university's existence, and its third VC since the advent of South Africa's democratisation. Prior to this appointment she worked at the University of the Free State (UFS) as Deputy VC: Institutional Change, Student Affairs and Engaged Scholarship, and at the University of the Witwatersrand (Wits) in Johannesburg as Dean of Student Affairs, and member of the VC's office. From 1999–2010 she served as a lecturer, senior lecturer and associate professor at Unisa. She was Visiting Professor at Emmanuel College of the University of Toronto, where she worked on the interface of intellectual property rights on life forms and associated ethical questions. She is a member of the Circle of Concerned African Women Theologians and Ethicists, and the Council for the Development of Social Sciences Research in Africa, where she also served as a member of the executive committee for seven years. She served as Vice-President of the South African Council of Churches (SACC) during the consolidation of South Africa's democratisation. Professor LenkaBula continues to partner with scholars at other universities, which include visiting scholarships in Botswana, Ghana, Vasteras (Sweden), Columbia University Center for African Studies and Emmanuel College of the University of Toronto.



**Dr WJ Green, Chief Executive  
Officer of the Council on Higher  
Education**

Dr Green is currently the Chief Executive Officer of the Council on Higher Education, an organisation mandated to conduct research on, and monitor trends in, higher education, to provide advice to the Minister of Higher Education, Science and Innovation, and is the apex organisation for quality assurance of higher education in South Africa. He was previously the Chief-Director: Teaching, Learning and Research Development in the South African Department of Higher Education and Training. Dr Green has worked in a range of educational settings, having served as a high school teacher, as a teacher education college lecturer, and as lecturer and senior lecturer at university level. Dr Green holds a Bachelor of Science, Higher Diploma in Education, Bachelor of Education Honours and Master of Education, all from the University of Natal/KwaZulu-Natal. He earned his doctorate from the University of Stellenbosch.



**Professor. Elifas Tozo Bisanda**  
- Vice Chancellor- Open  
University of Tanzania

Professor Elifas Tozo Bisanda is the Vice Chancellor of the Open University of Tanzania (OUT) since the 3<sup>rd</sup> June, 2015. He previously served as the Deputy Vice Chancellor (Regional Services) for two (2) years (2007-9), then Deputy Vice Chancellor (Academics) for a period of six (6) years (2009-2015). Prior to joining the Open University of Tanzania, he worked at the University of Dar es Salaam for 20 years (1981-2000), three years at the University of Namibia (2000-2003), and four years at the Kigali Institute of Science and Technology – KIST (2003-2007). Prof. Bisanda holds a PhD in Materials Science from the University of Bath, UK (1991), an M.Sc. in Metallurgical Engineering from Cranfield University UK (1984), and a B.Sc. in Mechanical Engineering from the University of Dar es Salaam (1981). He has years of experience in distance education and is a champion of open and online education. Currently, he is the Chairman of UNESCO National Commission of Tanzania and a Board member for the African Council for Distance Education (ACDE). He is also a member of the Executive Board of the Distance Education Association of Southern Africa (DEASA) and the Southern Africa Regional Universities Association (SARUA). Prof Bisanda is also a member of the Executive Board of the Distance, Open and E-Learning Practitioners of East Africa (DOLP-EA). Prof Bisanda holds the UNESCO Chair of Curriculum and Teacher Education at the Open University of Tanzania.



**Professor Robert Balfour, Rector  
and Vice-Chancellor of the  
University of the Western  
Cape**

Professor Robert John Balfour became the eighth Rector and Vice-Chancellor of the University of the Western Cape (UWC) on January 1, 2025. With nearly two decades of experience in academic and administrative leadership, he brings a wealth of expertise to this role. Prior to his appointment at UWC, Professor Balfour served as Deputy Vice-Chancellor: Teaching and Learning at North- West University (NWU). His extensive leadership experience includes serving as Registrar at St Augustine College of South Africa and Dean of the Faculty of Education Sciences at NWU. An accomplished academic, Professor Balfour holds a BA, a BA Honours in English and a Higher Diploma in Education from Rhodes University. He completed his Master's in English and Education with distinction at the University of Natal (KwaZulu-Natal, UKZN). In 2000, he earned a doctoral degree in Applied Linguistics in Education from Cambridge where he was a Cambridge Commonwealth Trust Scholar in Corpus Christi College, and was subsequently the Foundation Fellow at Clare Hall. Professor Balfour's scholarly expertise spans applied linguistics, post-colonial literary criticism, and education. He has published extensively on topics such as post-colonial identities, multilingualism, and inclusive education in South Africa and beyond. His contributions have earned him recognition as a National Research Foundation (NRF)-rated academic since 2010. In addition to his academic achievements, Professor Balfour is a sought-after keynote speaker on language and education in South Africa. He previously served as a member of the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE), and as Chairperson of the HEQC's National Standards and Reviews Committee. His academic career is complemented by his creative pursuits as a painter, poet and short fiction author in national and international literary journals.



**Ms Mathabo Nakene Vice-Principal ICT / CIO University of South Africa**

Mathabo Nakene-Mginqi is the Vice-Principal ICT / CIO driving digitalisation at UNISA through the ICT Digitalisation Strategy to deliver technology lifecycle management that enhances student success rates, high research output and enables the curriculum at UNISA. Mathabo has stabilised UNISA information systems and erased the recurrent system failures culture. She has successfully and consistently, enabled student registration processes; a calendar period previously fraught with system failures since the UNISA and TSA merger in 2004. She has enabled nine (9) successful online examination sittings and saved UNISA over R26 Million rand by operationalising the UNISA Learning Management System using Moodle optimally and reducing lost productivity hours by over 40%. She has created a Moodle Infrastructure Capability Development and Management framework to position UNISA as a leader amongst peer institutions. She leads a project portfolio of R 760 million and has successfully delivered over 60% of value into production. Her decisive interventions have reduced contract governance risk, down from 15% in 2022 to 4% currently, quadrupled strategy delivery performance measurement in ICT since joining UNISA, from just over 20% in 2021 to over 80% to date, and, improved expenditure year-on-year from 20% in 2021 to 77% presently. A digital maven, she has set up an incremental innovation programme using design thinking, product management, lean engineering and agile development, leveraging off subject matter expertise in, and collaborating with, academia. She holds a MSc in Project Management from the University of Pretoria.



**Prof. Dr. Muhammad Mohsin Javed, Dean, Faculty of Science & Technology and Director, Office of Research, Innovation and Commercialisation (ORIC) Virtual University of Pakistan**

Professor, Dr. Javed completed a doctorate in Plant Sciences from GC University, Lahore-Pakistan and a Post-Doc from UCLA and ISU, USA, under the Fulbright Scholar Program. He served as Director of the Institute of Industrial Biotechnology, GC University, Lahore, Director of Quality Enhancement and Registrar at the Virtual University of Pakistan, and currently serves as Dean of the Faculty of Science and Technology, Virtual University of Pakistan. In 2023, the ICDE awarded the Institutional Excellence award to the Virtual University of Pakistan for its economic impact toward community through its unique model of learning. The Higher Education Commission (HEC) of Pakistan declared Dr Javed the best teacher in 2012, and the President of Pakistan awarded him the Medal of Merit in 2011 on the basis of his services as a scout. He has a key role in the development of Open and Distance Learning (ODL) policy and regulation under the control of the HEC. He also developed the admission policy, academic (semester) rules, exam conduct rules, the extra and co-curricular rules for the Virtual University of Pakistan. Dr Javed has successfully completed the Digital Skills Training and Support Program for Southern Balochistan (Phase-I), with 13 000 enrolments in 15 different digital skills in extreme remote areas of Pakistan through the blended mode. He has more than 50 research publications to his credit.



**Prof Chika Sehoole, Former Dean  
of the Faculty of Education at the  
University of Pretoria**

Prof Chika Sehoole is professor of higher education and Dean of the Faculty of Education at the University of Pretoria. In December 2002, he earned a doctorate from the University of the Witwatersrand, Johannesburg. In 2003/4 he was a visiting Rockefeller post-doctoral fellow at the Centre for African Studies at the University of Illinois in Urbana Champaign. In 2005/06 he was a New Century Fulbright Fellow again, at the same university. Professor Sehoole was first appointed as a lecturer in 2001, before being promoted to senior lecturer in 2003, associate professor in 2007, and full professor in 2016. Between 2007 and 2010 he was seconded to the Department of Education where he served as Chief Director for Planning in 2007/08 and of Policy in 2008–2010.



**Prof Mpine Makoe is the  
Executive Dean of the College  
of Education**

Prof Mpine Makoe is the Executive Dean of the College of Education and an ODeL research professor at the University of South Africa (UNISA).

Professor Makoe is an NRF rated Research Professor in Open Distance eLearning (ODeL) and the ICDE OER ambassador. She also served as a higher education technical leader on the UNESCO's Futures of Higher Education and was a holder of the Commonwealth of Learning chair in OER. She has worked on numerous commissioned research projects for CoL, the British Council, the Council for Higher Education, and other international distance education associations.



**Ms Anne-Marie Fannon - the  
Director of the Work-Learn  
Institute at the University of  
Waterloo**

Anne-Marie Fannon, a passionate advocate for work-integrated learning (WIL), is the Director of the Work-Learn Institute at the University of Waterloo. With over 20 years of experience in higher education, she has led WIL development and enhancement locally, nationally and internationally. Her focus is on building scalable and sustainable WIL ecosystems that benefit partners, students, and higher education institutions. Fannon's commitment to WIL extends beyond academia. She is a member of the executive council of the World Association for Cooperative Education and Work-Integrated Education. She actively engages with Co-operative Education and Work-Integrated Learning (CEWIL) Canada, serving on CEWIL's Government and External Relations Committee. In 2016/2017, as CEWIL's president, she led the expansion of CEWIL's mandate from co-op to work-integrated learning.



**Dr Britta Zawada. Former  
Director for Institutional Audits  
at the Council on Higher  
Education**

Dr Britta Zawada. Director: Former Director for Institutional Audits at the Council on Higher Education

Britta Zawada completed her first degrees at Stellenbosch University with a focus on general linguistics and languages. Her masters and doctoral studies in Cognitive Linguistics were completed at the University of South Africa (UNISA). She also holds a postgraduate qualification in teaching (from the University of Pretoria) and in Distance Education and e-Learning (from the University of Maryland in the USA). Britta first started at Stellenbosch and later at UNISA progressing from a junior lecturer to eventually being the Chair of the Department of Linguistics at UNISA. She also has experience of scientific editing, translation and interpreting, from fields such as geology, theology and linguistics. She ended her 33 years at UNISA with a decade of various leadership roles in the College of Human Sciences, mostly with a focus on teaching and learning and quality assurance. She was awarded the UNISA Lifetime Achievement Award for Excellence in Teaching and Learning. Britta has presented nationally and internationally at conferences, has published peer-reviewed articles and a book, as well as supervised both masters and doctoral students in Cognitive Linguistics. She has been the Director for Institutional Audits at the Council on Higher Education in South Africa since February 2020, and now oversees the implementation of the new Qualify Assurance Framework (QAF) at the CHE





**Tshimangadzo J Makhanikhe:**  
**B.A.I.R, B.A. Hons IR (UNIVEN),**  
**M.A and PhD in African Studies**  
**(UNIVEN)**

Dr T J Makhanikhe is a senior lecturer in the department of Indigenous Knowledge Systems and Heritage Studies under the Faculty of Humanities Social Sciences and Education at the University of Venda. Dr Makhanikhe has supervised a number of Honors and masters research within the fields of IKS and African Studies. He is an external examiner of various universities. His research interest includes among other issues around land, traditional leadership, traditional medicine, indigenous Agriculture and indigenous Science. He is passionate about teaching and learning especially in Indigenous Knowledge Systems. Dr Makhanikhe is in the process of diversifying his research interest to include Higher Education teaching and learning, curriculum development, and Work Integrated Learning. for which he is currently busy writing papers for publication.



**Professor Pumela Msweli:**  
**CEO and Executive Dean at**  
**the Graduate School of**  
**Business Leadership at the**  
**University of South Africa.**

Pumela Msweli obtained her Master in Business Administration at the University of Exeter, cum laude. She has PhD qualification from Exeter University in the United Kingdom, and an MPhil in Development Finance from Stellenbosch University. Prof Msweli is a Certified Integral Coach and an International Coaching Federation (ICF) Accredited Enneagram Practitioner. Msweli has taught at the University of Witwatersrand and at University of Natal which became the University of KwaZulu-Natal after the merger. She serves as a Professor of Global Business at the University of South Africa. Additionally, Msweli has served as a visiting scholar at St Mary's University in Canada, University of Mauritius, Friedrich-Alexander University, Erlangen-Nuremberg in Germany, and most recently Romanian American University. An accomplished researcher, Pumela Msweli has written extensively and has published her work in local and international journals. She has supervised 21 doctoral students to completion, two of which are now Professors. Msweli has also supervised over 40 masters students to completion. Msweli participated in numerous international collaborative research projects located in South Africa, Uganda, Mauritius, Zimbabwe, Tanzania, Egypt, Ethiopia, Botswana, Canada, USA, UK, Germany, France, Finland and Sweden. She has extensive experience in leadership. Pumela Msweli currently serves as CEO and Executive Dean at the Graduate School of Business Leadership at the University of South Africa.





**Honourable Tshegofatso  
Meagan Chauke Adonis**

The Honourable Megan Adonis is a newly elected member of the 7th Administration of the Parliament of South Africa. She is also the brand ambassador and influencer of Dove South Africa and was the 2021 Global Young Innovator Winner.

The Honourable Meagan Adonis is a 31-year-old African woman with a disability, (blind). She is not only a disability rights activist but also a youth activist, a female empowerment advocate and a serial entrepreneur. The Honourable Megan Adonis is a proud mother of two boys who is fortunate to have a supportive and loving husband. Her strength and resilience come from her incredible mother, and her younger sister who serves as an epitome of inspiration in her life. Meagan lost her sight seven years ago due to idiopathic intracranial hypertension (IIH), which caused optic nerve damage leading to the loss of her sight. Despite this, she is a political science student at the University of South Africa and serves as the deputy chairperson of the UNISA Students with Disabilities Forum. Through this role, she advocates for the rights of students with disabilities and strives for inclusive and accessible education in South Africa. Education is crucial, especially for young people with disabilities. It opens doors, provides opportunities, and empowers individuals to reach their full potential.

In the long run, her vision encompasses establishing a comprehensive wellness rehabilitation centre providing day and night care, equipped with cutting-edge technology to enable individuals with disabilities to flourish and live with dignity. This centre would offer training programs promoting independence and livelihoods. Additionally, she envisions an inclusive school fostering social integration, nurturing future leaders who embrace diversity. Participating in politics holds significant importance for the Honourable Megan Adonis as it allows her to comprehend the political landscape and impact the lives of individuals with disabilities. As an active member of the African National Congress, she advocates for the representation of persons with disabilities within the organization, contributing to the nation's sustainability and growth. Philanthropy and social activism are integral aspects of Meagan's life. She strongly believes that leveraging digital platforms and evolving technology provides opportunities for individuals with disabilities to thrive independently. She perceives digital transformation and inclusion as catalysts for progress, enhancing the lives of individuals with disabilities.

The Honourable Megan Adonis emphasizes the need for social integration, economic empowerment, access to healthcare, and education for individuals with disabilities. She advocates challenging conventional norms, reshaping narratives, and dismantling barriers to create an inclusive society offering equal opportunities for everyone. Acknowledging the significance of mental health, The Honourable Megan Adonis actively maintains her mental well-being, recognizing that it contributes to being the best version of herself for her loved ones and the community. She advocates for open discussions about mental health, believing vulnerability is not a weakness and fostering a culture where such conversations are encouraged without prejudice. For those facing adversity and individuals with disabilities seeking inspiration, Meagan, a young African woman embracing her disability, stands as a dynamic, resilient figure with courage and determination. Her hope is that her life experiences will inspire and positively impact others.



**Dr Cathy Ikiror Mbidde Acting  
Manager Innovation Hub  
Makerere University**

Dr. Cathy Ikiror Mbidde is a lecturer in the department of Marketing and Management, College of Business and Management Sciences at Makerere University- Uganda. Her research is situated in the field sustainable entrepreneurship and innovation, with special focus on youth and female entrepreneurship, commercialization, marketing systems and enterprise development. Dr. Cathy Ikiror Mbidde teaches several courses on entrepreneurship, business and marketing to business and economics students. Since 2016, Dr. Cathy Ikiror Mbidde has organized entrepreneurship expos in which over 1,300 students to show case their innovations annually. Cathy is also the acting Manager at Makerere University Innovation Hub since August 2022. Currently she is managing several projects. She is managing the establishment of a state-of-the-art innovation pod with 10 design labs funded by United Nations Development Programme aimed at skilling students in various sectors with a view to empowering startups and creating jobs. Cathy is a Principal investigator on a project of Operationalization of Makerere University Innovation Hub for sustainable industrialization funded by Mak Research and Innovation Fund. Cathy is also a Principal Investigator on “Innovativeness of Young Persons with disabilities in Uganda project” funded by the Royal Academy of Engineering-UK. Dr. Cathy Ikiror Mbidde is also a co-applicant on “Mentoring Female Graduates in STEM in Africa” in partnership with University of Plymouth-UK and Addis Ababa Science and Technology University- Ethiopia funded by the Royal Academy of Engineering Cathy has vast consulting experience in entrepreneurship related training in diverse communities. She has trained, mentored and coached refugees in the Northern region in Uganda. She supported youth along the irrigation schemes in Uganda to add-value and set up enterprises.



**Advocate. Samuel Monyame  
Maifadi**

Samuel Monyame Maifadi hails from the rural villages of Hammanskraal, a space to which he attributes his epistemic foundation at the feet of his Elders. He is an admitted Advocate of the High Court of South Africa having started his career in the field of Land Rights litigation and defending the rights of rural communities and farmworkers. As a proponent for social justice he has served at the Gauteng Provincial Legislature in the Public Participation and Petitions Unit, a space that connected communities with the law-making function of the Legislature. He went on to serve the National House of Traditional Leaders as its Parliamentary Services Manager where he assisted in establishing parliamentary systems that ensured coherent policy input by Traditional Leaders on legislation before parliament that affected traditional and rural communities. He currently serves as Director for Special Projects and Innovation at the National Department of Social Development. Maifadi holds degrees in the Social Sciences and Law from the University of the Witwatersrand. He has also studied Social Entrepreneurship at the Gordons Institute for Business Science. He has a keen interest in Social Security Studies, an area that combines his wealth of experience in community development and practical approaches towards equitable systems of social assistance and public expenditure. He is a passionate teacher, trainer, speaker, mentor, coach, retreat leader and has presented at local and international platforms. Maifadi co-owns and leads Naledi Farm [www.naledifarm.co.za](http://www.naledifarm.co.za) together with his companion in life Manti. Naledi Farm is an Agritourism venture located on a 3.5 Hectare property in Laezonia within the Crocodile Nature Reserve. Under the motto “Hoba re bana ba thari” Naledi Farm provides a space for learning and healing through interaction with the land. Maifadi is a proponent of learning through contact with the soil. He hosts retreat sessions and camps on the farm which seek to reconnect the African with the soil and thereby undoing the spiritual disconnectedness caused by many years of land dispossessions and to heal the memories of forced removals and forced migrations. Maifadi goes by the mantra: When we work the land we become generous again



**Dr Choice Makhetha = Executive Director in the Office of the Vice Chancellor and Principal, at the Central University of Technology, Free State (CUT)**

Dr. Kelebogile Choice Makhetha obtained her Ph. D in Political Science in 2003, at the University of the Free State, in the field of Elections and Electoral Systems – South Africa’s perspective, funded by the Mellon Foundation. She was a Lecturer in Political Sciences (1999-2000) and on part-time basis while Serving as Deputy Dean of Student Affairs (2005). She served as a Political Analyst during national and provincial, as well as local government elections in South Africa (1999 – 2016). Supervised Master’s research work while serving as the Special Assisted to the Rector and Vice-Chancellor of the University of the Free State (2010). Dr. Makhetha served as the Acting Vice Rector External Relations in 2011 and eventually appointed in the role fully in 2012. The role expanded to become the Vice Rector Student Affairs and External Relations, with a scope covering Student Affairs, Internationalisation, Community Engagement, and Inter-Campus Relations within a matrix system of a multi-campus environment, until May 2016. She served as the Senior Director Student Affairs at Stellenbosch University (1 August 2019 – 31 October 2024). She was also a member of the South African Association of Senior Student Affairs Practitioners (SAASSAP) for many years and served as the President for four years (2008 – 2012). She has over 20 years of work experience within the public Higher Education sector in South Africa and 17 years of these were, at senior and executive levels. Dr. Makhetha is a member of the Institutional Audit Committee (IAC) of the Higher Education Quality Committee (HEQC), reporting to the Council on Higher Education (CHE) since February 2020 – February 2025, and re-appointment to serve a second term as from 26 February 2025 – 25 February 2030. She is currently the *Executive Director in the Office of the Vice Chancellor and Principal*, Her expertise in Student Affairs, Transformation and Executive Leadership, continues to strengthen her focus on Student Experience within Higher Education in South Africa. She believes in putting the student at the center because every student counts. She also believes in leading and serving from anywhere she is, always empowering others to do the same, with great humility!



**Prof Keo Motaung Biomedical Scientist, Full Professor, and Founder and CEO of Global Health Biotech (PTY) Ltd,**

Professor Keo Motaung is a trailblazing Biomedical Scientist, Full Professor, and Founder and CEO of Global Health Biotech (PTY) Ltd, with over 25 years of experience in higher education. Her career is defined by her dedication to research, innovation, commercialisation and entrepreneurship, particularly in advancing biotechnology and empowering women in Science, Technology, Engineering, Arts, Mathematics and Innovation (STEAMI). Throughout her academic journey, she has led significant efforts in teaching, designing curricula, and mentoring students, encouraging them to become not only scientists but also entrepreneurs. In 2016, drawing from her research into medicinal plants and tissue engineering, she founded Global Health Biotech, a company focused on plant-based medicinal technologies. One of its standout innovations is La-Africa Soother, a natural anti-inflammatory ointment for athletes and those with musculoskeletal injuries. For her ground-breaking innovation, she has received recognition from a wide spectrum of institutions because she has thrown the gauntlet in bridging the gap between science, commercialisation and entrepreneurship. Beyond her company, Professor Motaung serves as a board member of the Technology Innovation Agency, providing strategic guidance on technological innovation and commercialization. As Chairperson of the Community of Practice for Entrepreneurship Research within the Entrepreneurship Development in Higher Education initiative, she leads efforts across South Africa's universities to foster entrepreneurial ecosystems. Her influence extends to shaping intellectual property policies as Chairperson of the National Intellectual Property Management Office Advisory Board, ensuring equitable IP management to support commercialization. A staunch advocate for diversity in STEAMI, Professor Motaung also works to create opportunities for women in



	<p>science and technology, contributing to a more inclusive research environment. Her passion for science, innovation, and commercialization, combined with her leadership in capacity building and mentorship, positions her as a transformative force in biotechnology and entrepreneurship.</p>
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## PROGRAMME DAY 1 – 05 MAY 2025

**VENUE – ZK MATHEWS HALL – WINNIE MADIKIZELA BUILDING, UNISA**

**Live stream:** [https://youtube.com/live/tVp\\_pETKsvo?feature=share](https://youtube.com/live/tVp_pETKsvo?feature=share)

### Programme Directors

<b>Professor Mashau</b>	<b>08h30–10h30</b>
<b>Professor Madipoane Masenya</b>	<b>10h30–12h30</b>
<b>Professor MD Magano</b>	<b>12h30–12h45</b>

TIME	PROGRAMME ITEM	PRESENTER / FACILITATOR
07H00–08H20	Conference registration	
08H20–08H25	Announcement(s)	Programme Director
08H25–08H35	Musical item	Unisa Cultural Dance Group
08H35–08H45	Song item + South African National Anthem	Dr Shandu
08H45–08H50	Welcoming of all delegates and guests Welcome and introduction of the VC	Professor E seekoe, Vice Principal [Acting] : Teaching, Learning, Community Engagement and Student Support. University of South Africa (Unisa), Gauteng, South Africa
09H00–09H45	Unisa Vice-Chancellor's address	Professor Puleng LenkaBula, Vice-Chancellor, University of South Africa (Unisa), Gauteng, South Africa
09H45–10H30	Keynote address 1	The Honourable Dr Nobuhle Pamela Nkabane, Minister of Higher Education, South Africa

10H30–11H00	Respondent to the address by the Honourable Minister of Higher Education		Professor Robert Balfour, Vice-Chancellor, University of the Western Cape, Western Cape, South Africa		
11H00–11H30	TEA				
11H30–12H00	Keynote address 2		The Honourable Ms Siviwe Gwarube, Minister of Basic Education, South Africa		
12H00–12H30	Respondent to the address by the Honourable Minister of Basic Education		Prof Chika Sehoole, Dean: Faculty of Education, University of Pretoria, Tshwane, Gauteng, South Africa		
12H30–12H45	Collaboration with the Virtual University of Pakistan – signing the letter of intent		Prof Seekoe – VP[Acting - TLCESS], Professor MD Magano [ED:DTSFL] and International Office of Unisa and VUT		
12H45–13H30	LUNCH				
	PRESENTATIONS IN BREAKAWAY ROOMS				
	Venue 1 – ZK Mathews Session chair: Dr Tjano <a href="#">Click here to join with MS Teams</a>	Venue 2 – Senate Hall Session chair: Dr D Chetty <a href="#">Click here to join with MS Teams</a>	Venue 3 – Exam Hall 1 Session chair: Dr M Molotja <a href="#">Click here to join with MS Teams</a>	Venue 4 – Exam hall 2 Session chair: Dr S Ntuli <a href="#">Click here to join with MS Teams</a>	Venue 5 – Kopanong 10-24 Session chair: Dr Tshephe <a href="#">Click here to join with MS Teams</a>
13H30–13H50	Track 01: Teaching, Learning, and Student Support Philosophies In Higher Education The CONVA Model in addressing the educational needs of pastoral nomads' out-of-school children in Nigeria for ensuring national security. Dr Maigari Haruna Bello	Track 10: AI in Teaching and Learning Connections between GenAI use and humanisation: An AI-humanising pedagogy perspective. Prof Micheal van Wyk	Track 01: Teaching, Learning, and Student Support Philosophies In Higher Education Building graduate attributes through project-based learning: A case study in higher education. Dr Antje Hargarter	Track 01: Teaching, Learning, and Student Support Philosophies In Higher Education Enhancing Teacher Readiness Through Microteaching: Strategies for Student Engagement and Reflective Practice Takalani Elizabeth Tshiovhe	Track 02: Technology-Enhanced Teaching, Learning, and Student Support in Higher Education Lecturers’ and students’ perception on electronic learning as a new technology tool for studying Business Education in the College of Education in Niger State and federal capital territory, Abuja-Nigeria. Mr Ndako Edotsu Nil
13H50–14H10	Track 01: Teaching, Learning, and Student Support Philosophies in	Track 01: Teaching, Learning, and Student Support Philosophies in Higher	Track 01: Teaching, Learning, and Student Support Philosophies in	Track 01: Teaching, Learning, and Student Support Philosophies in	Track 02: Technology-Enhanced Teaching, Learning, and Student



	<b>Higher Education</b> The aftermath of the Covid-19 pandemic on Nigeria's secondary education (Case study of Science students in Kafur and Malumfashi Local Government Areas, Katsina State). Dr Garba Idris Yargamji	<b>Education</b> Examining the role of Language Services in supporting tuition and enhancing learning in open distance e-learning (ODEL). Dr Rakwena Reginald Mpho Monareng and Dr Mabasa Aaron Mzamani	<b>Higher Education</b> Evaluation of blended learning in higher education: A case of an institution of higher learning in Limpopo province. Dr Tinayeshe Shumba and Dr Tiisetso Mogane	<b>Higher Education</b> Residence advisors (RAs) and holistic student support in living and learning environments: A case study of a University of Technology. Ms Patience Mutsvairigwa <b>VIRTUAL PRESENTATION</b>	<b>Support in Higher Education</b> Modernising traditional lecture halls: Integrating technology for enhanced learning at one rural university, Eastern Cape. Mr Sibonise Mabengwana and Dr B Seleke <b>VIRTUAL PRESENTATION</b>
14H10-14h30	<b>Track 01: Teaching, Learning, and Student Support Philosophies in Higher Education</b> The nexus between male and female adolescents in the use and abuse of substances in the FCT Abuja, Nigeria. Dr Ibrahim Muhammad Hassan	<b>Track 01: Teaching, Learning, and Student Support Philosophies in Higher Education</b> Enhancing professional development for 21 <sup>st</sup> -century university teachers: Identifying key focus areas. Dr Matjhabedi Mazibuko and Prof Nonhlanhla Maseko	<b>Track 01: Teaching, Learning, and Student Support Philosophies in Higher Education</b> Bridging the gap between the academic lecturer and student support: Insights from the University of South Africa. Prof Bernadine Benson and Adv Nandipha Ntsaluba	<b>Track 02: Technology-enhanced Teaching, Learning, and Student Support in Higher Education</b> Bridging Gaps in Tourism Education: Innovative Pedagogies and Support Strategies for Future Industry Leaders Ms Linda Paul and Ms Thulisiwe Solontsi	<b>Track 02: Technology-enhanced Teaching, Learning, and Student Support in Higher Education</b> Addressing challenges in AI-powered adaptive learning systems to enhance Science Education student performance in Nigerian tertiary institutions: Implications for sustainable development. Dr Chukwudum Collins Umoke, Dr Chinyere Ori Elom and Dr Ikechukwu Ogeze Ukeje

14H30–14H50	<b>Track 07: Inclusivity and Diversity in Higher Education</b> Exploring the impact of multilingualism on academic performance in a South African higher education English FAL classroom. Dr Grace Mavhiza  <b>VIRTUAL PRESENTATION</b>	<b>Track 01: Teaching, Learning, and Student Support Philosophies in Higher Education</b> Innovation trends in the Great Zimbabwe University teaching methodologies and practices. Dr Evans Mandova	<b>Track 01: Teaching, Learning, and Student Support Philosophies in Higher Education</b> Hybrid work arrangements and the quality of higher education: Challenges and potentials for work-life balance among female academics at a university of technology in South Africa. Ms Humairaa Tar-Mohamed and Ms Patience Mutsvairigwa <b>VIRTUAL PRESENTATION</b>	<b>Track 02: Technology-Enhanced Teaching, Learning, and Student Support in Higher Education</b> A comparative study of the impact of traditional and no-code mobile app- facilitated blended learning approaches to students' learning achievements in Practical Biology: A case study of two colleges of education in Katsina State. Mr Ibrahim Maikaita Abdullahi	<b>Track 02: Technology-Enhanced Teaching, Learning, and Student Support in Higher Education</b> The conceptualisation and implementation of a universal edu-soco student success model Dr De Wet Schutte
14H50–15H10	<b>Track 01: Teaching, Learning, and Student Support Philosophies in Higher Education</b> Exploring the impact of collaborative learning techniques on student learning outcomes and social interaction. Dr Shame Mugova	<b>Track 07: Inclusivity and Diversity in Higher Education</b> Promoting diversity and inclusivity in higher education: A Global South social justice demand. Dr Gbenga Michael Adeyeye	<b>Track 01: Teaching, Learning, and Student Support Philosophies in Higher Education</b> Sustainable educational practices for motivating masters and doctoral students in an ODeL institution: A wellness perspective Dr Annah Ndlovu Nkomo and Prof Dinah Meahabo Magano <b>VIRTUAL PRESENTATION</b>	<b>Track 02: Technology-Enhanced Teaching, Learning, and Student Support in Higher Education</b> Digital ethics in higher and tertiary learning during the Covid-19 pandemic: Insights from Zimbabwe Dr Joseph Tinarwo	<b>Track 02: Technology-enhanced Teaching, Learning, and Student Support in Higher Education</b> Revolutionising Geo-Information Technology Education at Sol Plaatje University: The role of 3D printing in bridging theory, practice, and geo- spatial visualisation Dr Tolulope Ayodeji Olatoye, Mr Kock and Dr Raymond Nkwenti Fru

15H10-15H30	<b>Track 03: Curriculum Transformation in Higher Education.</b> Integrating education for sustainable development in higher education qualifications: A case study. Ms Khosi Molala <b>VIRTUAL PRESENTATION</b>	<b>Track 03: Curriculum Transformation in Higher Education</b> Re-imagining legal education in South Africa by cultivating technological agency: Towards ubuntu-gogy. Mr Siyabulela Sabata and Mr Mfundo Zwane	<b>Track 04: Student Support in Higher Education</b> Exploring the efficacy of Student Support Services on Academic performance and retention rates among TVET undergraduates in Nigerian universities: A mixed method approach. Dr Samaila Hamza and Dr Haruna Angulu	<b>Track 04: Student Support in Higher Education</b> Exploring factors contributing to the low uptake of academic student support services at an open distance learning institution in South Africa. Mr Sibulele Koyana	<b>Track 04: Student Support in Higher Education</b> The impact of online tutor site allocation on student engagement and academic performance at an open distance and e-learning institution. Ms Mitchellleen Mohlala and Prof Eeva Rapoo
15H30-15H50	<b>Track 03: Curriculum Transformation in Higher Education.</b> Reading and Numeracy Activity (RANA) curriculum implementation in Nigeria's Integrated Vocational Education Programme for student support in higher education. Dr Musa Tsagem Muhammad and Dr Osca T Ikwuakam	<b>Track 03: Curriculum Transformation in Higher Education</b> Where are South African universities with the transformation agenda in 2025? Ms Asimise Zulu	<b>Track 04: Student Support in Higher Education</b> Exploring challenges faced by humanities first-year students as they adjust to the new academic and social environment: Case study of a South African university. Ms Zenande Nonkula and Mr Nana Agyeman	<b>Track 04: Student Support in Higher Education</b> Possible sustainable models for student tuition support at three higher education institutions in Masvingo City. Mr Tapiwanashe Mutonhoru Nil	<b>Track 04: Student Support in Higher Education</b> Supportive spaces in the call to traditional healing: Narratives from tertiary students Dr Sibulelo Qhogwana
15H50-16H10	<b>Track 03: Curriculum Transformation in Higher Education</b> The impact of online learning modules on curriculum transformation in public institutions in South Africa. Ms Makhosi and Ms Lethabo Maphanga;	<b>Track 03: Curriculum Transformation in Higher Education</b> Teaching and learning for what, in Africa? Afrocentric meditations. Dr Lehasa Moloi	<b>Track 04: Student Support in Higher Education</b> Exploring the efficacy of Student Support Services on Academic performance and retention rates among TVET undergraduates in Nigerian universities: A mixed method approach. Dr Samaila Hamza and Dr Haruna Angulu	<b>Track 06: Assessment in Higher Education</b> Implementation of assessment and timely feedback in higher education. Mr Simangalis Bayabonga Zulu	<b>Track 04: Student Support in Higher Education</b> Students' experiences and perspectives regarding undergraduate research in Speech-Language Pathology. Dr Rouxjeanne Vermeulen and Fatima Haffejee
<b>PRESENTATIONS IN BREAKAWAY ROOMS</b>					



	Venue 6 – Miriam Makeba Concert hall, 3 <sup>rd</sup> floor, Winnie Madikizela Mandela Building Session chair: Dr Ingrid Marais <a href="#">Click here to join with MS Teams</a>	Venue 7 – 5 <sup>th</sup> floor, room 05-94, Winnie Madikizela Mandela Building Session chair: Dr C du Preez <a href="#">Click here to join with MS Teams</a>	Venue 8 – 5 <sup>th</sup> floor, room 05-168, Winnie Madikizela Mandela Building Session chair: Prof Karen Ferreria Meyers <a href="#">Click here to join with MS Teams</a>	Venue 9 – 5 <sup>th</sup> floor, room 05-178 Winnie Madikizela Mandela Building Session Chair: Dr OJ Nene <a href="#">Click here to join with MS Teams</a>	
13H30–13H50	<b>Virtual Track 01: Teaching, Learning, and Student Support Philosophies in Higher Education</b> Exploring student perceptions of e-tutoring in ODeL institutions: Challenges and opportunities. Dr Sanders / Dr Mukhari <b>VIRTUAL PRESENTATION</b>	<b>Virtual Track 09: Quality Assurance in Higher Education</b> Factors that facilitate and hinder continuous quality improvement in higher education institutions in South Africa. Ms Sibabalwe Kela <b>VIRTUAL PRESENTATION</b>	<b>Track 02: Technology-Enhanced Teaching, Learning, and Student Support in Higher Education</b> Bridging the teaching and learning gap: Connecting and collaborating with students teachers through the use of Padlet. Dr Valencia Tshinompheni Mabalane	<b>Track 1: Teaching, Learning, and Student Support Philosophies in Higher Education</b> Exploring the effectiveness of tutor professional development in an ODeL Institution Pooe Matshidiso and Tshesane Mpho	

13H50–14H10	<b>Virtual Track 03: Curriculum Transformation in Higher Education</b> Navigating the policy and regulatory environment in higher education: BSc degree renewal at the Faculty of Natural Sciences, University of the Western Cape, South Africa. Dr BN Audu, C Conana, D Marshall, S Sabata, M Herbert, D Holgate, A Dube, P Khadija, W Rio <b>VIRTUAL PRESENTATION</b>	<b>Virtual Track 05: Higher Education Policy and Regulatory Environment</b> Internal quality assurance practices in public higher education institutions in Botswana. Prof Marien Alet Graham	<b>Track 03: Curriculum Transformation in Higher Education</b> Remediating the challenge of term variation in high school Science textbooks through content-integrated terminology literacy Mr Ishiyaku Abubakar and Mbela Abubakar	<b>Track 02: Technology-Enhanced Teaching, Learning, and Student</b> Exploring the Pedagogical Potential of GIFs in Enhancing Student Engagement and Learning in Higher Education Mr Ivin Ralubuvhi	
14H10–14H30	<b>Track 03: Curriculum transformation in Higher Education</b> Leveraging interactive whiteboards for integrating indigenous knowledge in teaching cellular respiration in Life Sciences. Mr Lwazi Nsindiso Mkhwebane	<b>Virtual Track 02: Technology-Enhanced Teaching, Learning, and Student Support in Higher Education</b> From Star Seeker to Space Commander: Gamification as a catalyst for student success. Dr A Lee and Dr J Morkel <b>VIRTUAL PRESENTATION</b>	<b>Track 03: Curriculum Transformation in Higher Education</b> Exploring peace education as an academic jealousy mitigation strategy in South African higher education institutions. Dr Sulaim ON Adewale and Dr Ntokozo D. Ndwandwe	<b>Track 04: Student Support in Higher Education</b> Enhancing first-year student support at Great Zimbabwe University: Addressing challenges and improving strategies. Mr Tapiwanashe Mutohori and Mr Admore Mashokoh	

14H30–14H50	<b>Virtual Track 04: Student Support in Higher Education</b> Enhancing Success in First-Year Undergraduate Physics (PHY111) Dr Mark Sean Herbert  <b>VIRTUAL PRESENTATION</b>	<b>Track 04: Student Support in Higher Education</b> University dropout rates: An analysis of humanities undergraduate students at a South African university. Dr Lindiwe Tshuma, Prof Thabisile Nkambule, Dr Raazia Moosa and Mr Innocent Mamvura	<b>Track 10: AI in Teaching and Learning</b> Assessing the impact of ChatGPT-4 on modern learning practices. Prof Emmanuel Uzoma Opara	<b>Track 04: Student Support in Higher Education</b> Transitioning from high school to university: A case study of 1 <sup>st</sup> -year students at a South African university. Ms Hale Modau and Professor Thabisile Nkambule	
14H50–15H10	<b>Virtual Track 02: Technology-Enhanced Teaching, Learning, and Student Support in Higher Education</b> "I was like, 'Oh, okay, cool'": Minecraft as a gamified tool for situated learning in Architectural and Spatial Design Education. Dr Morkel and Ms de Vos M <b>VIRTUAL PRESENTATION</b>	<b>Virtual Track 06: Assessment in Higher Education</b> Panopticism-Proctoring in online assessment in an open distance and eLearning context: A scoping review towards wellness Professor MD Magano	<b>Track 10: AI in Teaching and Learning</b> Adoption of AI, big data, and analytics in higher education: A bibliometric and systematic analysis. Dr Nicky Tjano and Mrs Mmakgantse Mmereki	<b>Track 03: Curriculum Transformation in Higher Education</b> Global trends in curriculum reforms in higher education: The Kenyan situation. Dr Susan Wandera and Emily Sitati Wandera	
15H10–15H30	<b>Virtual Track 09: Quality Assurance in Higher Education</b> Investigating academic perspectives on student evaluation response rates: Insights from the School of Engineering. Prof Nishani Harinarain <b>VIRTUAL PRESENTATION</b>	<b>Track 02: Technology-enhanced Teaching, Learning, and Student Support in Higher Education</b> Frameworks for continuous professional development: Testing praxis against available frameworks for purposeful fit. Dr Ingrid E Marais	<b>Track 02: Technology-enhanced Teaching, Learning, and Student Support in Higher Education</b> Social Science education in the era of ‘social distancing’: Reflections from students at the University of KwaZulu-Natal. Ms Khayelihle Busisiwe Ngxongo		



15H30-15H50	<b>Track 03: Curriculum Transformation in Higher Education</b> Curriculum transformation in higher education: A first hand account of stakeholder collaboration, challenges, and pathways forward. Prof Florah M Teane <b>VIRTUAL PRESENTATION</b>	<b>Track 03: Curriculum Transformation in Higher Education</b> Transforming higher education through community-centred and service learning. Mr Leon Roets and Prof Karen Biraimah <b>VIRTUAL PRESENTATION</b>	<b>Track 04: Student Support in Higher Education</b> Conceptualising resilience in higher education: A scoping review Ms Deerdre le Roux <b>VIRTUAL PRESENTATION</b>		
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## PROGRAMME DAY 2 – 06 MAY 2025

VENUE – ZK MATHEWS HALL – WINNIE MADIKIZELA BUILDING, UNISA

Live stream link: <https://youtube.com/live/BjC7TzNwCJE?feature=share>

### Programme Directors

**Professor MD Magano**

**08H30–10H30**

**Mr Mochekoane Molise**

**10H30–12H00**

Time	Programme item	Presenter / Facilitator
07H00–08H30	Conference registration	
08H30–08H40	Announcements	Programme Director
08H40–08H45	Welcoming of all delegates and guests	Professor MD Magano
08H45–09H00	Musical item	Mr A Vaaltyn and Unisa Cultural Dance group
09H00–09H40	Keynote address 3: Micro-credentials (20 minutes) Keynote address 4: Quality Assurance (20 minutes)	Dr Green, Chief Executive Officer: Council on Higher Education, Tshwane, South Africa Dr Britta Zawada, Council on Higher Education, Tshwane, South Africa
09H40–10H00	Keynote address 1: Work-integrated learning	Dr Mbide
10h00–10h20	Key Note Address 2: Virtual Teaching and Learning Material design	Professor Dr Muhammed Javed, Virtual University of Pakistan
10h20–10h45	Key Note Address 4: Work Integrated Learning	Prof Motaung

10h45–11h05	TEA				
11h05–11h25	Keynote address 3: Work-integrated Learning		Ms Anne-Marie Fanon, Waterloo University, Canada		
PRESENTATIONS IN BREAKAWAY ROOMS					
	Venue 1 – ZK Mathews Session chair: Dr Sibulelo Qhogwana <a href="#">Click here to join with MS Teams</a>	Venue 2 – Senate Hall Session chair: Dr Sharon Auld <a href="#">Click here to join with MS Teams</a>	Venue 3 – Exam Hall 1 Session chair: Tandile Mbatsha <a href="#">Click here to join with MS Teams</a>	Venue 4 – Exam Hall 2 Session chair: Dr Hadji <a href="#">Click here to join with MS Teams</a>	Venue 5 – Kopanong 10-24 Session chair: Dr Bella Vilakazi <a href="#">Click here to join with MS Teams</a>
11H25-11h45	Track 02: Technology-enhanced Teaching, Learning, and Student Support in Higher Education. Developing digital literacy skills through the use of e-portfolios for students in higher education. Dr Buhle Stella Nhlumayo	Track 07: Inclusivity and Diversity in Higher Education Inclusive education policies and their implementation in higher learning institutions in Zimbabwe: A case study of a selected university. Mrs Kuda Moyo VIRTUAL PRESENTATION	Track 01: Teaching, Learning and student support An Investigation into the Readiness of Doctoral Students Enrolled at an ODeL Institution Dr. Tsige GebreMeskel Aberra VIRTUAL PRESENTATION	Track 02: Technology-enhanced Teaching, Learning, and Student Support in Higher Education Nexus of cookies and data privacy within CoDeL: The impact of generative AI on balancing access with privacy within CoDel education provisioning. Adv Nandipha Ntsaluba and Dr Davy Rammila	

12H05–12H25	<b>Track 02: Technology-enhanced Teaching, Learning, and Student Support in Higher Education</b> Leveraging technology for teaching, learning, and student support in higher education: A wellness- centered approach for developing countries. Dr Racheal Mafumbate	<b>Track 02: Technology-enhanced Teaching, Learning, and Student Support in Higher Education</b> Assessing the impact of E-Tutoring program as a support mechanism for students with special educational needs in ODeL. Dr Thembaliphi Jerome Ntshingila and Prof Lindokuhle Makhonza <b>VIRTUAL PRESENTATION</b>	<b>Track 02: Technology-enhanced Teaching, Learning, and Student Support in Higher Education</b> Pre-service teachers’ attitude towards teacher-made YouTube videos in the post-Covid-19 era in a federal university in Nigeria. Dr Israel Abayomi Olasunkanmi <b>VIRTUAL PRESENTATION</b>	<b>Track 07: Inclusivity and Diversity in Higher Education</b> Beyond accommodations: Transforming mental health support for differently abled students in higher education. Dr Kemoneilwe Momi Metsing	<b>Track 03: Curriculum Transformation in Higher Education</b> A modification of programme delivery to address Employability challenges: Case of a diploma in Accounting at university of technology Mr Maluta Jerry; Netshandama and Dr Sedzani Faith Musundwa
12H25-13H10	<b>Lunch</b>				
13H10–13H30	<b>Track 02: Technology- enhanced Teaching, Learning, and Student Support in Higher Education</b> The role of mobile devices in facilitating student support and learning: A case of final- year university students from two institutions of higher learning in Zimbabwe. Mr Andrew Mangena and Mr Nhlanhla Mkwelie / Mr Ncube/Ms Ncube	<b>Track 02: Technology- enhanced Teaching, Learning, and Student Support in Higher Education</b> Impact of technology integration instructions in the delivery of foundational education courses in higher teacher training institutions in Northwest Zone Nigeria. Dr Hannatu Ado Ahmad Hannatu	<b>Track 02: Technology- enhanced Teaching, Learning, and Student Support in Higher Education</b> A pedagogical stylistic evaluation of Creative Writing Studies in the Department of Communication and Languages at NUST. Mr Sonio Haitangomwene and Mr Kalimbo Haileleul and MrZelege Woldemariam <b>VIRTUAL PRESENTATION</b>	<b>Track 02: Technology- Enhanced Teaching, Learning, and Student Support in Higher Education</b> Designing an AI-augmented LMS integrated large language model and retrieval-Augmented generation (RAG) chatbot platform for an ODEL institution in South Africa. Dr Khanyisile Twabu and Mr Stanford Mphahlele	<b>Track 03: Curriculum Transformation in Higher Education</b> Heritage-based curriculum inclinations for higher education in Zimbabwe: Opportunities and challenges from two state universities’ experiences. Mr Tapiwanashe Mutonhori
13H30–13H50	<b>Track 02: Technology-Enhanced Teaching, Learning, and Student Support in Higher Education</b> Automated business intelligence communication to enhance student retention at an open	<b>Track 02: Technology-enhanced Teaching, Learning, and Student Support in Higher Education</b> Understanding academic resistance to	<b>Track 02: Technology-enhanced Teaching, Learning, and Student Support in Higher Education</b> The role of simulation- based education in		<b>Track 01: Teaching, Learning, and Student Support Philosophies in Higher Education</b> Cracking the code: Key

	distance learning institution in South Africa. Mr Olwethu Mgwathu	digital transformation: A case study Prof Nishani Harinarain <b>VIRTUAL PRESENTATION</b>	open distance and e-learning (ODEL). Ms Tebogo Maloba and Dr Malebo Matlala <b>VIRTUAL PRESENTATION</b>		drivers of an effective transition to fully online learning at a South African open distance e-learning institution. Dr D Govender
13H50–14H10	<b>Track 02: Technology- enhanced Teaching, Learning, and Student Support in Higher Education</b> The impact of assistive technologies on enhancing teaching and learning experiences for students with disabilities at a university in Eswatini Prof S'lungile Thwala  <b>VIRTUAL PRESENTATION</b>	<b>Track 02: Technology- enhanced Teaching, Learning, and Student Support in Higher Education</b> Experiences of managers who design and deliver an induction programme for first year students in a private higher education institution in South Africa Prof Parvathy Naidoo and Ms Kershnee Nair	<b>Track 02: Technology- Enhanced Teaching, Learning, and Student Support in Higher Education</b> Navigating the digital divide: Rural students' perceptions and preparedness for online learning Dr Motlokwe Thobejane and Dr Eva Makwakwa	<b>Track 03: Curriculum Transformation in Higher Education</b> Revitalising Health Services Management training to tackle poor patient care and leadership through applying ubuntu philosophy. Dr Sheillah Hlamalani Mboweni <b>VIRTUAL PRESENTATION</b>	<b>Track 03: Curriculum Transformation in Higher Education</b> The effectiveness of the National Certificate in Pharmaceutical Sales Representation Learnership, quality assured by the Chemical Industries Education and Training Authority (CHIETA) Ms Nomhle Samantha Ntuli
14H10–14H30	<b>Track 02: Technology- enhanced Teaching, Learning, and Student Support in Higher Education</b> Integrating educational technology during and after Covid-19: Challenges and opportunities faced at a historically disadvantaged University in South Africa. Dr Grasia Chisango	<b>Track 02: Technology- enhanced Teaching, Learning, and Student Support in Higher Education</b> A sense of place and ubuntu in open distance e-learning institutions: A case of LMS migration. Prof Piera Biccard and Dr Phumza Makgato-Khunou	<b>Track 07: Inclusivity and Diversity in Higher Education</b> Full-service schools' teachers' experiences in supporting learners with learning difficulties: Implications for inclusive education. Prof Mubi Mavuso	<b>Track 03: Curriculum Transformation in Higher Education</b> Teaching Arabic in an online institution in South Africa: Decoloniality, Africanisation, and multilingualism. Dr Shoayb Ahmed	<b>Track 03: Curriculum Transformation in Higher Education</b> Humanising pedagogy: Redefining learning in higher education. Ms Lamla Notshulwana



14H30–14H50	<b>Track 02: Technology- enhanced Teaching, Learning, and Student Support in Higher Education</b> Evaluating the impact of the digital divide on e- learning among Extended Curriculum Programme students at a selected South African university. Dr Masithembe Kafile Palesa Makhetha-Kosi	<b>Track 02: Technology- enhanced Teaching, Learning, and Student Support in Higher Education</b> Nurturing digital citizenship among Great Zimbabwe University students: Hopes and impediments. Dr Evans Mandova	<b>Track 02: Technology- enhanced Teaching, Learning, and Student Support in Higher Education</b> Technological tools in academic writing for English second-language undergraduate ODeL students: Challenges and opportunities – a scoping review. Prof Bernadictus Plaatjies	<b>Track 03: Curriculum Transformation in Higher Education</b> Indigenous African music-inclusive Music Education curriculum: A case study of the Odeion School of Music. Dr Absolum David Nkosi	<b>Track 03: Curriculum Transformation in Higher Education</b> Self-directed learning as a social justice transformative pedagogy for work- integrated learning in higher education. Dr Aloysius Claudian Seherrie and Prof Dumisani Wilfred Mncube
14H50-15H10	<b>Track 03: Curriculum Transformation in Higher Education</b> Global trends in curriculum reforms in higher education: The Kenyan situation. Dr Susan Wandera and Emily Sitati Wandera <b>VIRTUAL PRESENTATION</b>	<b>Track 03: Curriculum Transformation in Higher Education</b> Bridging education and industry: The role of the Occupational Qualifications Sub-Framework in building a knowledge-based economy in South Africa Mr Nathanael Govender and Dr Pinagase Tshephe	<b>Track 04: Student Support in Higher Education</b> Adjusting South African learners (Grade R–12) from the Bantu Education system to a post-apartheid and post-Covid-19 era: A Triangular Model Approach involving teachers, parents, and social workers with technology and person-centered practices. Mrs Fatiema Petersen-Galant <b>VIRTUAL PRESENTATION</b>		<b>Track 04: Student Support in Higher Education</b> Evaluating the Bridging the Gap (BtG) initiative: An academic support programme for higher certificate students’ success. Mr Seshen Brijmohun <b>VIRTUAL PRESENTATION</b>

15H10-15H30	<b>Track 03: Curriculum Transformation in Higher Education</b> Decolonising academia: Bridging gaps through indigenous knowledge and local languages. Mr Tapiwanashe Mutohori and Mr Admore Mashokoh	<b>Track 03: Curriculum Transformation in Higher Education</b> Afrikanising higher education: Integrating Afrikan ontology, Afrocentric philosophies, and diverse teaching styles in a second-year Botany practical module. Ms Pearl Kedibone Tlakula and Prof Pieter du Toit	<b>Track 04: Student Support in Higher Education</b> Empowering through mentorship: A narrative inquiry into the experiences of Black South African PhD mentors. Dr Luvuyo Ndawule <b>VIRTUAL PRESENTATION</b>	<b>Track 04: Student Support in Higher Education</b> Enhancing student success in Physics. Dr Mark Sean Herbert and Dr Bako Audu	<b>Track 07: Inclusivity and Diversity in Higher Education</b> Mainstreaming education for sustainable development in Zimbabwean higher education institutions: A systematic literature review. Mr Nhlanhla Mkwelie and Mr Walter Chipambwa / Mr Hahlani
15H30-15H50	<b>Track 07: Inclusivity and Diversity in Higher Education</b> Advancing inclusivity and diversity: Supporting trans and gender-diverse students in South African higher education. Mr Tandile Mbatsha	<b>Track 04: Student Support in Higher Education</b> Working in the hospitality industry: A case of students from KwaZulu Natal, South Africa Ms Nelisiwe Mlotshwa and Dr Anisah Deen- Pather <b>VIRTUAL PRESENTATION</b>	<b>Track 04: Student Support in Higher Education</b> Self-directed learning as a social justice transformative pedagogy for work-integrated learning in higher education Dr Aloysius Claudian Seherrie	<b>Track 04: Student Support in Higher Education</b> Motivation as a bridge to success: Supporting adult learners in a South African distance higher education. Ms Ruth Patricia Nkomo and Dr Geoffrey Pinagase Tshephe	<b>Track 04: Student Support in Higher Education</b> Challenges of multi-factor authentication (MFA): A case of Unisa students in Gauteng Region, Sunnyside Hub. Ms Regina Mosima Tefo, Mr Ronald Vuledzani Mulaudzi and Dr Smangele Ntuli
15H50-16H10	<b>Track 03: Curriculum Transformation in Higher Education</b> Africanising Soil Science: A Constructivist Grounded Theory Approach to Curriculum Transformation Mr Milton Milaras	<b>Track 03: Curriculum Transformation in Higher Education</b> Photovoice as decolonial praxis: Transforming higher education curricula through visual storytelling. Dr Sharon Auld	<b>Track 04: Student Support in Higher Education</b> The voice of the African postgraduate student in addressing fear of research for sustainable development: A wellness perspective. Dr Theresa Lydia Badiktsie Manzini	<b>Track 04: Student Support in Higher Education</b> Breaking barriers in open, distance and e-learning: Designing accessible and inclusive online learning spaces for all students. Dr Mantsose Jane Sethusha	<b>Track 04: Student Support in Higher Education</b> Enhancing first-year student orientations at a university in Zimbabwe: Addressing challenges and improving strategies. Mr Tapiwanashe Mutohori and Mr Admore Mashokoh
<b>PRESENTATIONS IN BREAKAWAY ROOMS</b>					

	<b>Venue 6 – Miriam Makeba Concert hall, 3<sup>rd</sup> floor, Winnie Madikizela Mandela Building:</b> <b>Session Chair:</b> Dr Valencia Tshinompheni-Mabalane <a href="#">Click here to join with MS Teams</a>	<b>Venue 7 – 5<sup>th</sup> floor, room 05-94, Winnie Madikizela Mandela Building:</b> <b>Session Chair:</b> Dr Christo du Preez <a href="#">Click here to join with MS Teams</a>	<b>Venue 8 – 5<sup>th</sup> floor, room 05-168, Winnie Madikizela Mandela building:</b> <b>Session Chair:</b> Dr Gaba Moleko <a href="#">Click here to join with MS Teams</a>	<b>Venue 9 – 5<sup>th</sup> floor, room 05-178 Winnie Madikizela Mandela Building</b> <b>Session Chair:</b> Dr OJ Nene <a href="#">Click here to join with MS Teams</a>	
<b>11H25–11H45</b>	<b>Track 07: Inclusivity and Diversity in Higher Education</b> Using imagination to overcome social injustices in a medical educational context. Dr Wade Cesareé Cafun and Ms Karlien Cillie	<b>Track 08: Integrating Sustainable Development in Higher Education</b> Reinventing digitalisation in higher education management: Examining university staff's application of ICT for achieving SDGs 2030. Dr Ikechukwu Ogeze Ukeje, Dr Chinyere Ori Elom and Dr Chukwudum Collins Umoke	<b>Track 08: Integrating Sustainable Development in Higher Education</b> Integrating Sustainable Development Goal 5: Advancing gender equality in Human Geography Education. Dr Mbali Pawa <b>VIRTUAL PRESENTATION</b>	<b>Track 10: AI in Teaching and Learning</b> The application of artificial intelligence to enhance quality teaching and learning in Africa: Challenges and opportunities. Mr Joseph Hlongwane and Dr Doris Chasokela <b>VIRTUAL PRESENTATION</b>	
<b>11H45–12H05</b>		<b>Track 08: Integrating Sustainable Development in Higher Education</b> Investigating the departure of Phase One participants of the New Generation of Academics Programme (nGAP) at an institution of higher learning. Dr Luvuyo Ndawule <b>VIRTUAL PRESENTATION</b>	<b>Track 02: Technology-Enhanced Teaching, Learning, and Student Support in Higher Education</b> Listen to the voices of postgraduate health studies' students at an open distance learning institution: student support perspective. Prof Kefiloe Adolphina Maboe	<b>Track 04: Student Support in Higher Education</b> Evaluating trends in student satisfaction with online tutoring services in open distance e-learning (ODEL). Ms Salome Mamadisa and Ms Mudanagundo Victoria Rakgase	

12H05–12H25	<b>Track 07: Inclusivity and Diversity in Higher Education</b> Exploring the effectiveness of recognition of prior learning for access to postgraduate qualifications in an ODeL university in South Africa. Dr MJ Hadji, MR Legodi, S Mamadisa, GT Marebane and E Nkhwashu.	<b>Track 08: Integrating Sustainable Development in Higher Education</b> 3D printing digital twins as sustainable alternatives to tailoring mannequins in fashion education. Dr Reena Pandarum	<b>Track 08: Integrating Sustainable Development in Higher Education</b> Advancing lifelong learning through establishing flexible curricula. Prof Lorette Jacobs	<b>Track 01: Teaching, Learning, and Student Support Philosophies In Higher Education</b> Education Exploring ADDIE model in supporting continuous professional development within an open distance e- learning institution. Dr Phumza Maureen Makgato- Khunou and Dr Jabulani Owen Nene	
12H25-13H10	Lunch				
13H10–13H30	<b>Track 07: Inclusivity and Diversity in Higher Education</b> Exploring the usability, accessibility and effectiveness of learning management systems (LMSs) in <b>enhancing self-directed learning in open distance and e-learning (OdeL)</b> environments. Dr Ntombikayise Nkosi and Prof Mncedisi Christian Maphalala <b>VIRTUAL PRESENTATION</b>	<b>Track 08: Integrating Sustainable Development in Higher Education</b> The role of teacher training programmes in shaping effective values education practices. Ms Lebogang Msiza	<b>Track 08: Integrating Sustainable Development in Higher Education</b> Integration of UN sustainable development goals at a tertiary institution of higher education in the Global South. Dr Tinayeshe Shumba and Dr Edmont Pasipamire	<b>Track 10: AI in Teaching and Learning</b> Consultation on combating ethical considerations of AI in education. Ms Motlatso Mokadikwa	

13H30–13H50	<b>Track 07: Inclusivity and Diversity in Higher Education</b> Exploring the academic language proficiency challenges of first-year-African-languages- speaking-students at an English (LoLT) university. Ms Nelisiwe Nokubonga Sithole and Dr Simba Yafele <b>VIRTUAL PRESENTATION</b>	<b>Track 03: Curriculum Transformation in Higher Education</b> Digital Dexterity and Human Capital: Connecting Diverse Learning Styles to Bridge Skill Gaps in Modern HR Education Professor Ravinder and Ms Linda Paul	<b>Track 08: Integrating Sustainable Development in Higher Education</b> Emotional and intellectual wellness for sustainable development and lifelong learning Dr Theresa Lydia Badiktsie Manzini and Prof MD Magano	<b>Track 10: AI in Teaching and Learning</b> Leveraging artificial intelligence for academic support: Advancing academic literacy in higher education – a case study of Unisa. Mr Asanda Kafile, Mr Thobile Miya and Mr Ian Lushaba <b>VIRTUAL PRESENTATION</b>	
13H50–14H10	<b>Track 10: AI in Teaching and Learning</b> The more things change, the more coloniality stays the same: A critical analysis of AI, epistemic justice and curriculum transformation, in South African legal education. Ms Thabang Monyela	<b>Track 10: AI in Teaching and Learning</b> Stress in the age of AI: A phenomenological study of Generation Z students in private higher education in South Africa. Ms Kim Kromoser <b>VIRTUAL PRESENTATION</b>	<b>Track 08: Integrating Sustainable Development in Higher Education</b> Gender transformation and its impact on the quality of higher education: A 30-year review of selected South African institutions (1994–2024). Ms Zamagebe Siphokazi Vuthela and Ms Sive Mbangiswano <b>VIRTUAL PRESENTATION</b>	<b>Track 10: AI in Teaching and Learning</b> A teacher educator’s experience in enhancing teaching and learning through digital literacy in a BEd undergraduate classroom. Dr Omar Esau <b>VIRTUAL PRESENTATION</b>	



14H10–14H30		<b>Track 10: AI in Teaching and Learning</b> The application of artificial intelligence to enhance quality teaching and learning in Africa: Challenges and opportunities Mr Joseph Hlongwane and Dr Doris Chasokela <b>VIRTUAL PRESENTATION</b>	<b>Track 08: Integrating Sustainable Development in Higher Education</b> Integrating Sustainable Development Goal 5: Advancing gender equality in Human Geography education. Dr Mbali Pewa	<b>Track 10: AI in Teaching and Learning</b> Addressing the supervision capacity crisis in South African higher education institutions through the adoption and incorporation of artificial intelligence Mr Sabelo Velenkosini Msweli <b>VIRTUAL PRESENTATION</b>	
14H30–14H50	<b>Track 04: Student Support in Higher Education</b> Reflective practice as a collaborative student support strategy: Fostering pre-service teacher well-being in higher education. Dr Shannon Bishop- Swart and Dr Elzahn Rinquest	<b>Track 04: Student Support in Higher Education</b> Student support: Reflections of lecturers teaching first-year student teachers in an ODeL institution. Prof Khumalo and Dr Moleko and Ms Prof Mncube <b>VIRTUAL PRESENTATION</b>	<b>Track 05: Higher Education Policy and Regulatory Environment</b> Quality sustenance in the Nigerian colleges of education system: Issues and challenges. Dr Muhammad Baba	<b>Track 06: Assessment in Higher Education</b> Fostering a culture of continuous improvement in higher education: A quality assurance framework for Great Zimbabwe University. Dr Evans Mandova	

14H50-15H10	<b>Track 04: Student Support in Higher Education</b> Enhancing postgraduate supervision through social media feedback: A thematic analysis of Unisa students' Facebook experiences. Ms Tshegofatso Massa Ramothale and Dr Ayobami Adekola	<b>Track 04: Student Support in Higher Education</b> Reflections of women aspiring to become principals on their development after attending an Advanced Diploma in School Leadership Programme. Dr Pinkie Mthembu	<b>Track 05: Higher Education Policy and Regulatory Environment</b> The impact of higher education policies on young African refugees' access to and retention in South African universities: Social justice concerns. Dr Mayombe and Dr Mbatha and Prof Khalema and Dr Visser	<b>Track 06: Assessment in Higher Education</b> Unlocking product design and development potential through design project assessments: Navigating through prospects and dares for the Technical cluster andragogy. Mr Onismo Stephen Hahlani and Mr Walter Chipambwa	
15H10-15H30	<b>Track 04: Student Support in Higher Education</b> Beyond academic advising: The role of holistic psychosocial support in enhancing student success in higher learning institutions. Mr Nelson Nciweni	<b>Track 09: Quality Assurance in Higher Education</b> Enhancing lecturer support in online course development: Towards an effective ODeL support model. Dr Poomoney Govender and Dr Anneke Venter	<b>Track 05: Higher Education Policy and Regulatory Environment</b> Exploring Afrocentric approaches to AI policy framework development in South African higher education: A case study of decolonising AI integration. Mr Thabo Director Horings	<b>Track 06: Assessment in Higher Education</b> The impact of student co-creation on student engagement and active learning. Dr Winnie Wai-Ling Chiu, Dr Sandy Sabapathy and Dr Annie Ko	
15H30-15H50	<b>Track 04: Student Support in Higher Education</b> Beyond the official student guide: A qualitative observation on the role of peers in the 'unofficial' orientation for first- year students in a residential university. Ms Kelsey Nebbe <b>VIRTUAL PRESENTATION</b>	<b>Track 04: Student Support in Higher Education</b> Navigating academic writing: Postgraduate students' experiences with Writing Centre support at selected UoTs in KwaZulu-Natal, South Africa. Ms Patience Mutsavirigwa and Dr Nereshnee Govender <b>VIRTUAL PRESENTATION</b>	<b>Track 05: Higher Education Policy and Regulatory Environment</b> School leadership in Eswatini Dr Goodness Tshabalala	<b>Track 06: Assessment in Higher Education</b> Assessment in higher education versus the job market needs. Dr Emmily Sitati and Dr Susan Wandera Sitati	

<b>15H50-16H10</b>	<b>Track 07: Inclusivity and Diversity in Higher Education</b> Fostering Inclusive Pedagogies: Bridging Generational Gaps in HR Learning Through Mindful Connection and Collaborative Knowledge Sharing Professor Ravinder and Ms Linda Paul	<b>Track 06: Assessment in Higher Education</b> Effects of supervisor personality traits as predictors of research output at postgraduate level. Dr Tinayeshe Shumba	<b>Track 04: Student Support in Higher Education</b> Beyond the red flags: Predicting student success with data-driven insights. Dr Annie Mafunganyika- Ndlovu and Mr Innocent Mamvura	<b>Track 05: Higher Education Policy and Regulatory Environment</b> Strategies to a successful academic career at Wits: An early career roadmap – from novice academician to established scholar. Dr Cathrine Malau and Dr Sibongile Zwane	
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## PROGRAMME DAY 3 – 07 MAY 2025

**VENUE – ZK MATHEWS HALL – WINNIE MADIKIZELA BUILDING, UNISA**

[Click here to join with MS Teams](#)

### Programme Directors

<b>Dr G James</b>	<b>08H30–09H30</b>
<b>Dr P Makgato-Khunou</b>	<b>09H30–11H00</b>
<b>Dr N Tjano</b>	<b>11H00–12H00</b>

Time	Programme item	Presenter / Facilitator
<b>07H00–08H30</b>	Conference registration	
<b>08H30–08h40</b>	Announcements	Programme Director
<b>08H40–08H45</b>	Welcoming of all delegates and guests	Professor MD Magano: Executive Director: Tuition and Facilitation of Learning, Unisa
<b>08H45–09H00</b>	Musical item	
<b>09H00–09H20</b>	Keynote address 4: Student Affairs in Higher Education	Dr Makhetha, Cape Peninsula University of Technology, Western Cape, South Africa
<b>09H20–09h40</b>	Keynote address 1: Student support – students with disabilities	Honourable Megan Adonis Chauke
<b>09h40-10h00</b>	Keynote address 2: Transformation	Dr Makhnikhe, University of Venda, Limpopo, South Africa
<b>10h00-10h20</b>	TEA	
<b>10h20-10h40</b>	Keynote address 3: Transformation	Dr Raphalalani, University of Venda, Limpopo, South Africa

<b>10h40-11h00</b>	Keynote address 4: Transformation	Adv Maifadi
<b>11h00-11h20</b>	Respondent to keynote addresses on Transformation	Prof Msweli, Executive Dean, School of Business Leadership, Unisa, South Africa

**POSTER PRESENTATIONS IN SENATE HALL**  
**10 minutes per poster presentation**  
**SESSION CHAIR: Dr D Govender**

[Click here to join with MS Teams](#)

**11h20 – 13h20**

- 1. Track 04: Student Support in Higher Education** Assessing first-year university student’s conceptual understanding of DC circuits: Challenges and curriculum implications in South Africa. Ms Moreen Coetzee/ Prof Gaigher/Dr Coetzee
- 2. Track 04: Student Support in Higher Education** Coping strategies of remote students studying in an open distance electronic learning institution in South Africa. Mr Sylvan Isaacs
- 3. Track 04: Student Support in Higher Education Academic** performance of first-generation students in distance education: A descriptive analysis of demographic factors, variables and academic achievements. Ms Ntokozo Sigwane
- 4. Track 04: Student Support in Higher Education**  
From insights to action – transforming student assignment challenges into scalable solutions for academic success. Ms Naseehat Ebrahim Dawood
- 5. Track 10: AI in Teaching and Learning** Evaluating interactions in module 4 of UNESWA's online course “Artificial Intelligence for Educators”. Prof Karen Ferreira- Meyers



	<p><b>6. Track 04: Student Support in Higher Education</b> Towards inclusive student support: Integrating health promotion in higher education for sustainable learning. Dr Tshifhiwa Mashau</p> <p><b>7. Track 04: Student Support in Higher Education</b> How effective is it? Assessing student support in reducing academic exclusion in higher education institutions in South Africa. Ms Basetsana Mokwite</p> <p><b>8. Track 10: AI in Teaching and Learning</b> Is artificial intelligence (AI) ChatGPT a credible tool for postgraduate student academic research writing? Ms Smangele Nzama and Mr Thabiso Sthembiso Msomi</p> <p><b>9. Track 06: Assessment in Higher Education</b> Keeping up with the Joneses: Assessment authenticity in the era of AI. Prof Malefa Rose Malefane</p> <p><b>10. African AI Masterclass in Effective Prompting</b> Mr Richard Wright</p> <p><b>11. Empowering Students through Mobile Learning: Insights from the Masterclass MOOC</b> Mr David Harpestad</p> <p><b>12. Empowering Women through Digital Literacy: Insights from the Female Digital Literacy Bootcamp</b> Ms Lindiwe Mahlangu</p>
13H20	COLLECT LUNCH PACKS AND BOARD BUS FOR TOUR/EXCURSION

## PROGRAMME DAY 4 – 08 MAY 2025

VENUE – ZK MATHEWS HALL – WINNIE MADIKIZELA BUILDING, UNISA

[Click here to join with MS Teams](#)

### Programme Directors

**Ms Mmakgantse Mmereki**                      **08H30–09H00**

**Dr D Chetty**                                      **09H00–10H30**

Time	Programme item	Presenter / Facilitator
<b>07H30–08H30</b>	Registration and tea – delegates and guests	
<b>08H30–08H40</b>	Announcements	Programme Director
<b>08H40–09H00</b>	Welcoming of all participants to the AI, Masters and Doctoral session Setting the scene and context	Prof MD Magano: Executive Director: Tuition and Facilitation of Learning, Unisa
<b>09h00 – 09h20</b>	ICT	Ms Nakene, VP ICT
<b>09h20 – 09h40</b>	Research	Prof M Makoe

09h40-10h00	TEA				
AI AND STUDENT RESEARCH WORKSHOPS					
	Venue 1 – Senate Hall Session chair: Dr D Govender <a href="#">Click here to join with MS Teams</a>		Venue 2 - Exam hall 1 - Mandela Building. Session Chair Session Chair: Dr Makgato Khunou <a href="#">Click here to join with MS Teams</a>		Venue 3 – Exam Hall 2 - Winnie Madikizela Mandela Building Session Chair: Dr Monareng <a href="#">Click here to join with MS Teams</a>
10H00–12H30	Conference workshop 1 Digital Tools and AI for Enhancing Research Supervision  Facilitator – Professor P Biccard		Conference workshop 2 Debunking Academic Integrity in the face of AI  Facilitator – Ms P Kamolane		Conference workshop 3 Post Graduate student presentation - Research in progress  Facilitator – Prof Makoe  Students: 1. TM SCHOOL - P Kodisang and C Sufree [PhDs] 2. CEDU - Ms Hellen Khoza (MEd) 3. CHS – Mr Langa Thulani – PhD student 4. CLAW - Mr Makhua Reginald Moholodi and Mr Van Rooyen,
12H30 – 13H15			LUNCH		
CONFERENCE PRESENTATIONS IN BREAK AWAY ROOMS					
	Venue 1 – ZK Mathews Session chair: Dr du Preez <a href="#">Click here to join with MS Teams</a>	Venue 2 – Senate Hall Session chair: Dr Ingrid Marais <a href="#">Click here to join with MS Teams</a>	Venue 3 – Exam Hall 1 Session chair: Dr Anneke Venter <a href="#">Click here to join with MS Teams</a>	Venue 4 – Exam Hall 2 Session chair: Dr Ntuli <a href="#">Click here to join with MS Teams</a>	
13H15 – 13H35	Track 01: Teaching,	Track 01: Teaching, Learning,	Track 01: Teaching,	Track 02: Technology-	

	<b>Learning, and Student Support Philosophies in Higher Education</b> Mitigating the Socioeconomic Impacts of Energy Crisis on Higher Education Students in North-Western Nigeria. Dr Ibrahim Abdullahi and Dr. Jamilu Bello	<b>and Student Support Philosophies in Higher Education</b> Evaluating the impact of flipped classrooms on students' learning outcomes in Anatomy and Physiology: A systematic review. Dr France Raphela <b>VIRTUAL PRESENTATION</b>	<b>Learning, and Student Support Philosophies in Higher Education</b> Integrating the ACRL Framework for Information Literacy into higher education curricula: A scoping review. Ms Refilwe Phala <b>VIRTUAL PRESENTATION</b>	<b>enhanced Teaching, Learning, and Student Support in Higher Education</b> Towards a stakeholder-centric, AI-driven educational governance: Leveraging the "Open Campus Model" to strengthen collaborative education through university guidance and counselling units Dr Chinyere Ori Elom, Dr Ikechukwu Ogeze Ukeje and Dr Chukwudum Collins Umoke	
13h35 – 13h55	<b>Track 01: Teaching, Learning, and Student Support Philosophies in Higher Education</b> From at Risk to High Pass Rates: The Story of a Mega Module Prof Josephine Olufunmilayo Alexander	<b>Track 01: Teaching, Learning, and Student Support Philosophies in Higher Education</b> Revolutionizing ODeL Student Systems Lucianda Paul	<b>Higher Education Policy and Regulatory</b> Trends and trajectories in higher education sector 1994 – 2024: 30 years of democratic dispensation. Dr Azwinndini Chris Tshivhase		

**2025**  
2nd International Higher Education  
Teaching, Learning and Student Support Conference

**8 MAY 2025**

Kgorong Function Hall  
Unisa - Muckleneuk Campus



**GALA DINNER - PROGRAMME**





## PROGRAMME

**Programme Director:** Ms Mmakgantse Mmereki and Mr Mochekoane Molise

**Venue:** Kgorong Function Hall, 4th Floor, Korong Building Unisa, Muckleneuk Campus

**Theme:** The Art of Teaching and Learning: Bold Strokes in Black and White

**Dress Code:** Formal wear - Black and White

TIME	PROGRAMME ITEM	FACILITATOR
18:00-18:30	Welcome Drinks – live entertainment	ALL
18:30-19:00	Welcome Address	Prof Puleng LenkaBula: Vice Chancellor and principal: University of South Africa
19:00- 19:15	Live Entertainment	
19:15-19:20	Introduction of the Guest Speaker	Prof Puleng LenkaBula: Vice Chancellor and principal: University of South Africa
19:20- 19:50	Address by the Guest Speaker	Prof. Elifas Tozo Bisanda: Vice Chancellor: Open University of Tanzania (OUT)
19:50- 20:30	Dinner	ALL
20:30 – 21:00	Awards: 1 X Best Poster presentation 1 X Best student presentation - research in progress 26 X Excellence in Teaching and Learning Awards Finalists - certificates	Prof MD Magano – Executive Director - DTSFL Dr Makgato-Khunou – Director - DISS
21h00 – 21h10	Vote of Thanks	Professor P Msweli

21h10 – 22h00	Live entertainment – strokes and moves in black and white	ALL
22:00	Closure	ALL