

**KEYNOTE
SPEAKERS**

Prof Bal Chandra Luitel
Kathmandu University



Prof Stephanie Allais
University of the Witwatersrand



Prof Yusef Waghid
Stellenbosch University

HELTASA CONFERENCE 2017

21-24 November 2017

Coastlands Umhlanga Hotel and Convention Centre

Durban, South Africa

**HIGHER EDUCATION WELL-BEING:
TRANSCENDING BOUNDARIES, REFRAMING
EXCELLENCE**

The connections between higher education and well-being “matter for the individual lives of the student and those who teach; [they matter for the disciplines and professions]; they matter for the institutions; they matter for the promise of a democratic civic society; and they matter for whether or not the unique and full promise of higher education - its greater purpose - can be advanced and realized”

(Harward, D. W. Well-Being and Higher Education: A Strategy for Change and the Realization of Education's Greater Purposes. 2016)

Subtheme

- ‘Greater purpose’ of higher education
- Access and Parity of Participation
- Reframing student success
- Enriching the curriculum
- Knowledge in the academy

Enquiries heltasa2017@dut.ac.za

Conference website <http://www.dut.ac.za/heltasa2017/>

About the conference

Higher education worldwide is undeniably in a state of disquiet and disruption. The complexities and challenges confronting higher education require a careful examination of higher education well-being and innovative and creative responses that transcend boundaries and reframes excellence, looking beyond the institutional insularity and examining its contribution towards a greater good.

Well-being can be understood as encompassing a sense of wholeness, direction and agency. It could be extended as understanding what people value being and what people value doing. Well-being in higher education makes possible the advancement of public-good, engendering commitment to educational and social development in developing graduates, increasing their freedom to live the lives they regard as good. The responsibility of higher education is to engage institutions, students, academics and researchers and their declared and enacted curriculum in debating what is valued, by whom, for what purpose. Such examination could provide analysis of the experiential spaces in curricula and co-curricular programmes to develop the responsible freedoms in valuing the personal growth, moral and civic responsibility and criticality. Self, society and systems become the ingredients for contested analysis.

The HELTASA 2017 conference theme provides opportunities to interrogate and respond to the current challenges to higher education well-being. It brings to the fore academic conversations on the greater purpose of higher education and the need to engender, revive and preserve the roles of higher education and for institutions, students, academics and researchers to look beyond themselves to a greater good. The theme allows for problematising the transformative public good that is beyond a narrowed, essentialist, ideological and politicised pursuit.

This conference encourages a disruption of current thinking about higher education and its connection to educational and social development and promotes transcending paradigmatic as well as disciplinary boundaries. This calls further for rethinking of traditional and limited orientation of learning and success and reframing excellence in higher education.

The conference includes workshops, oral papers, poster presentations, flipped paper sessions (a new format) and critical dialogue sessions. In presenting these, the conference organisers also encourage alternative and creative presentation modes that include poetry or drama.

Subthemes

You are invited to submit abstracts on any of the sub-themes below. Your abstract should focus on a conscious linking of theory and practice and its connection to higher education well-being. Suggestions are provided under each sub-theme. There are many other possibilities under each sub-theme.

I. 'Greater purpose' of higher education

- a. Critiquing the purposes of higher education
- b. Reconceptualising and realising the 'greater purposes' of higher education
- c. Conceptual analysis of higher education well-being
- d. Evaluating higher education policies, governance and structures and their implications

- e. Embracing diversity within higher education
- f. Rethinking staff and institutional development

2. Access and Parity of Participation

- a. First year experience and students in transition (including extended curriculum programmes)
- b. Cognitive justice, social inclusion and exclusion
- c. Epistemological access
- d. Digital access

3. Reframing student success

- a. What is student success in our current contexts?
- b. Inclusivity of students' values of being and doing
- c. Conceptions about learning for success
- d. Pedagogies and assessment for student success

4. Enriching the curriculum

- a. Socially just curricula
- b. (De)colonising the curriculum
- c. Liberal arts and the curriculum
- d. Disciplines and the curriculum
- e. Service learning and community engagement
- f. Inter, trans and multi/disciplinarity
- g. Digital technology innovations
- h. Internationalisation of the curriculum

5. Knowledge in the academy

- a. How is knowledge generated in the academy?
- b. Whose knowledge is valued?
- c. What are different methodologies or ways of coming to know in higher education?
- d. Scholarship of teaching and learning

Abstract Submissions

Important dates

Abstract Submissions First Call closing date	31 st May 2017
Notification of acceptance of abstract	23 rd June 2017
Abstract Submissions Second Call closing date	31 st July 2017
Notification of acceptance of abstracts	18 th August 2017
Final Revised abstract due date	15 th September 2017

You are invited to submit proposals (500-750 words) for pre-conference workshops and critical dialogue sessions, and/or abstracts (350-500 words) for paper presentation, poster presentation and flipped paper session. All submissions will need to indicate a conscious linking of theory and practice in the context of the theme “*Higher Education Well-being: Transcending Boundaries, Reframing Excellence*”. As an example if the paper is on first year experience, it should frame the study within the theoretical lenses informing well-being.

Below are brief guidelines for each of the categories. Please indicate on your abstract the sub-theme your abstract relates to and the preferred presentation style. The abstract reviewers will consider your submission but may recommend that another presentation category be adopted.

Pre-conference Workshop

Proposals words should include

- Topic of workshop
- Name of workshop facilitators and affiliation(s) with a short (30 word bio)
- Relevance to main conference theme and sub-themes
- Proposal for the workshop including a short motivation indicating benefits for participants, purpose, outcomes and possible activities
- Duration : 1.5hrs or 3 hrs
- Maximum number of participants
- 500-750 words
- 3-5 keywords/ phrases

Paper and Poster Presentations

Abstracts should include:

- A title that provides an indication of the subject being written about
- A brief context
- Purpose of the presentation
- The theories, approaches, methodologies informing the study
- How the research was/will be undertaken
- Possible results and implications
- 350-500 words
- 3-5 keywords/ phrases

Paper sessions will be allocated 25 minutes (15 minutes for presentations and 10 minutes for questions).

Dedicated poster sessions will be included within the programme where presenters can discuss their work with interested delegates.

The conference organising team embraces diverse, innovative and creative presentations of the paper or poster.

Flipped Paper Session

A flipped paper session provides opportunities to discuss complete or draft papers. The intention of the session is to focus on the discussion of the paper instead of a presentation. Presenters will be given 5 minutes for a brief overview of the paper followed by discussion for the remainder of the session. Complete or draft papers must be submitted by 15th October 2017. These will be made available to delegates interested in the sessions to read prior to the conference. Abstracts should be included on work that will be completed at the time of the conference.

Abstracts should include:

- A title that provides an indication of the subject being written about
- A brief context
- The theories, approaches, methodologies informing the study
- Research design
- Results and implications
- Possible issues that the paper will raise
- 350-500 words
- 3-5 keywords/ phrases

The session will be allocated 25 minutes.

Critical Dialogue Session

These 90 minute sessions should focus on current higher education issues that enhance or impede higher education well-being. The facilitator/s should present a brief context of the issue and its relevance to higher education well-being.

Proposals should include:

- Title for the session that clearly indicates the issue to be discussed
- Name of facilitator/s and affiliation(s) with a short (30 word bio)
- Description of the issue, its context, relevance to main theme and sub theme/s
- Suggestions to participants to prepare for the session.
- Possible questions that could be discussed
- 500-750 words
- 3-5 keywords/ phrases

During the abstract selection process the following criteria will be used as a guide. We strongly recommend that you ensure your abstract meets these requirements

1. Does the abstract title describe the subject being written about?
2. Does the abstract make a clear statement of the topic of the paper and the research question?
3. Does the abstract capture the interest of a potential reader of the paper?
4. Is the abstract well written in terms of language, grammar, etc.?
5. Does the abstract engage the reader by telling him or her what the paper is about and why they should read it?
6. Does the abstract say how the research was/is being undertaken?
7. Does the abstract indicate the value of the findings and to whom will they be of use?
8. Does the abstract describe the work to be discussed in the paper?
9. Does the abstract give a concise summary of the findings?
10. Is the word limit of 350-500 words for abstracts and 500-700 words for the proposals adhered to?
11. Does the abstract have between 3-5 keywords or phrases that closely reflect the content of the paper?

Registration

Important dates

Conference Registration Opens	24 th March 2017
Early-Bird Registration Closes	30 th June 2017
Standard Registration Closes	30 th August 2017
Final date for payment	15 th September 2017

Registration Fees

Early-Bird Registration		ZAR 4500
Standard Registration		ZAR 5000
Welcome Cocktail		ZAR 0.00
Pre-conference Workshops 21 November 2017	Half Day	ZAR 600
	Full Day	ZAR 1000
Gala Dinner 23 November 2017	Delegate	ZAR 500
	Partner	ZAR 500

Payment Details

Name of Bank Standard Bank
Name of Branch Durban main
Branch code 040026
Account Number 050007068
Reference E144- HELTASA 2017 – Participant name

Once you have registered, you will receive an invoice indicating the total amount to be paid. If you have not heard from us within 10 days of registering, please contact us at heltasa2017@dut.ac.za

Proof of Payment:

Please email proof of payment to heltasa2017@dut.ac.za