





Chapter 4

A context-specific, reflexive framework for demonstrating the impact of a Postgraduate Diploma in Higher Education


Kershree Padayachee 

*Science Teaching and Learning Unit
University of the Witwatersrand 
Johannesburg, South Africa*

Laura Dison 

*Wits School of Education
University of the Witwatersrand 
Johannesburg, South Africa*

Rieta Ganas 

*Centre for Learning, Teaching and Development (CLTD)
University of the Witwatersrand 
Johannesburg, South Africa*

Introduction

Much emphasis has been placed on the need for reforms in higher education (HE) in recent years, in South Africa and globally. From internationalisation, massification and marketisation, to decolonisation, blended learning, and education for social justice, university academics have increasingly been faced with the need to adapt their teaching practices and respond to these challenges. However, these issues are not new, with several already

recognized and acknowledged in the crafting of the Education White Paper 3 on Higher Education in 1997 (DoE, 1997), which aimed to transform the higher education sector post-apartheid. Despite evidence of some transformative shifts in curricula and pedagogic practices (Badat, 2020), there has arguably been little tangible overall change over the past 25 years, although the coronavirus disease 2019 (COVID-19) pandemic did precipitate significant shifts in lecturers' conceptualisations of curricula and different modes of teaching.

Recognising the seriousness of the slow pace of change, and the implications for student success, the Department of Higher Education and Training (DHET) published the National Framework for Enhancing Academics as University Teachers (DHET, 2018). The premise of this framework is that the transformation of teaching and learning in higher education may be accelerated through greater capacitation of university academics as professional teachers who are able to recognise and respond appropriately to teaching and learning (T&L) challenges in contextually relevant ways. As pointed out in the foreword of this document by Naledi Pandor, the then-Minister of Education, "Academics are appointed primarily for their disciplinary expertise and research capacity and it is not reasonable to assume that they will automatically be well-equipped to carry out this task, the task in question being teaching in higher education" (DHET, 2018, p3). The National Framework thus recommends that this issue be addressed by the formalisation of ongoing professional learning for academic staff across the nation's 26 public higher education institutions.

The statement above, by the then-minister of higher education, supports our own observation that unless equipped with an understanding of how educational concepts and theories relate to disciplinary contexts and practices, and an appreciation of their role as teachers, academics tend to respond to these challenges by implementing poorly conceptualised teaching and learning strategies, with potentially adverse effect on student learning. This issue came to the fore over the past few years during major disruptions such as the #FeesMustFall protests and the COVID-19 pandemic, when many academics struggled to

adapt to the changing circumstances during emergency remote teaching and learning (Motala & Menon, 2020). More recently, it was noticed in the rush to return to “normal” (traditional) modes of teaching post the COVID-19 pandemic, and in response to the emergence of generative AI (artificial intelligence) in the T&L arena.

While most universities were already offering a wide range of informal professional learning opportunities such as workshops and short courses, a few South African universities such as Rhodes University had already begun to offer more formal professional learning opportunities in the form of postgraduate diplomas in the field of higher education, as early as 2000¹ (Quinn & Vorster, 2016). Our own institution similarly conceptualised a two-year part-time PGDip E(HE) programme in 2012, offering it for the first time in 2015 with an average of 18 students per cohort since then.

In line with the expected learning achievements for postgraduate diplomas outlined by the South African Qualifications Authority (SAQA), our in-house PGDip E(HE) (hereafter, the PGDip) qualification is practice-based and highly contextualised. The overarching intention of the programme is not only to professionalise the practice of teaching and learning in higher education, but to also empower academics to transform their practices. It has also been a key intention of the programme to challenge some of the entrenched norms and values that have been adhered to not because it is necessarily in the best interests of students, but because it has “always been done”.

The outcomes are achieved through participation in three compulsory courses on key elements of teaching and learning, viz., Learning and Teaching in Higher Education, Assessment for Learning in Higher Education, and Curriculum Development in Higher Education, and two elective courses (viz., Supervision in Higher Education, and one focused on the scholarship of T&L named New Directions in Higher Education). The programme is voluntary, with participating academics applying and registering for it of their own volition. It should also be noted that some prior

1 Rhodes University started offering the PGDip for lecturers in 2000 and the PGDip for academic developers in 2011.

higher education teaching experience is an entry requirement. It is, therefore, not only a professional learning opportunity for novice academics but for those who have a range of prior experiences on which to reflect. Reflection and reflexivity are critical components that were intentionally and systematically built into the PGDip to elicit transformative shifts in perspectives on teaching and learning in higher education as well as professional practice. This forms part of the process of (re-)negotiating their identities as teachers in higher education (Benvenuti et al., 2022). The question for the authors of this paper, all of whom are facilitators on the programme, is the extent to which the pedagogical strategies have enabled reflexivity in the participants and have impacted positively on discipline-based teaching and learning practices.

The role of reflective practice

As facilitators on the PGDip programme, we have placed reflective practice at the core of our teaching, course design and assessment practices since the inception of the programme in 2015. The disruptions to our teaching during the #FeesMustFall protests in 2016 and 2017, and the COVID-19 pandemic (from 2020 to 2022) prompted us to reflect more deeply on our pedagogical approaches, and to adapt our teaching for different modes. Brown (2020), an assessment scholar who wrote about learning in Ireland during the COVID-19 pandemic, made the following comment: “The pandemic has given rise to an ongoing process of reflection on the learning affordances and constraints of ERT and an examination of the extent to which online teaching and assessment could enable engagement and learning.” We argue, however, that regardless of the external pressures, reflection implies a deliberate process of focusing on shifts in thinking that lead to changed teaching practices. Our intention is to model critically reflective practice for the course participants and to provide them with the necessary knowledge and tools to develop and adopt a reflective approach to university teaching and learning (Ashwin et al., 2015) and to contribute to knowledge production through the scholarship of teaching and learning (SoTL) in higher education.

In this chapter, we consider the role of critically reflective teaching in enhancing the quality of lecturers' professional development and teaching practice. In a prior investigation of the nature of reflective practice as a core principle and practice in the course (Dison, 2016), we focused on the distinction between different forms of reflection: reflection on the subject content, reflection on practice and reflection on premises and assumptions (Mezirow, 2000). These forms of reflection enable participants to "systematically re-evaluate (their) teaching experiences in order to change (their) future teaching practices" (Ashwin et al., 2015). Models of critical reflection (Brookfield, 2017) have been integrated into the course to enable participants to support students effectively *and* to further equitable access, social justice and decolonisation. We have achieved this by giving students multiple opportunities in all the PGDip courses to reflect on higher education theory and concepts in relation to their personal experiences and the wider socio-political context. For example, weekly reading responses provide a set of guided questions that help participants to read the texts critically and to reflect on the implications for their teaching practice. We have increasingly paid more attention to the quality of reflective writing as participants are encouraged to engage actively with exemplars and rubrics of "effective" reflective writing embedded in the assessment tasks. These tasks explore the extent to which course participants have begun to think more deeply about what they are trying to achieve to make sense of their teaching experiences. Participants are required to make apparent their assumptions and the values supporting their teaching and assessment practices and reflect on the relevance of sustainable pedagogies, for example, giving students opportunities to evaluate the processes and outcomes of learning collaboratively. The reflective activities described above go some way towards assessing participants' use of the course concepts and processes to illuminate and transform their teaching approaches.

The varied reflective activities play a central role in assessing participants' use of the course concepts and processes to illuminate and transform their teaching approaches. We also recognise the usefulness of participants' critical reflections for informing our course design and teaching on the PGDip and

this ongoing reflection has boosted our professional expertise as course facilitators. However, while the goal of achieving transformative shifts in perspective and praxis through reflective practice may be a valuable one for course facilitators and participants, and infused in most formal professional learning programmes, demonstrating evidence of genuine transformation and subsequent impact is much more elusive, as discussed next.

Determining impact of professional learning opportunities

Sutherland and Hall (2018) point out that AD (academic development) programmes, especially grant-funded ones (which our programme originally was²), must be able to demonstrate “impact”. They rightfully claim that “we should all aim to show that our work is meaningful, valuable, worth the time invested in it, and yes, impactful.” (pg 69). Bamber and Stefani further highlight the need to demonstrate evidence of value and sustainability of impact (Bamber & Stefani, 2015). In most higher education contexts, value and impact are usually determined through analysis of pass rates and various student satisfaction evaluations conducted at the point of completion of the modules or at the end of the qualification. However, Kerwin (2007), Wayne et al. (2008) as well as Opfer and Pedder (2011), caution that the link between professional development initiatives and student outcomes is not automatic, nor can it ever be directly correlated. Shifts in praxis as a result of engagement with professional learning are influenced by a multitude of interacting factors that cannot easily be separated. Similarly, Chalmers and Gardiner (2015a), and Sutherland and Hall (2018) highlight that evidence of the impact of academic development programmes is known to be challenging to demonstrate, and as a result, critical questions (including whether programme participation leads to shifts in praxis, and whether changes made as a result of participation are sustained), often remain unanswered (Sutherland & Hall, 2018).

Regarding our PGDip programme, demonstrating impact has been a persistent question for us. Furthermore, being initially

2 From 2015-2019, funding was available for the mentoring programme aligned with the PGDipE(HE).

primarily grant-funded, we were aware of our contractual obligation to provide evidence of causal influence and impact of the funded qualification. We have been able to address this to some extent through the course evaluation surveys and focus group evaluations, and the use of evaluative frameworks such the Academic Professional Development Effectiveness Framework (Chalmers & Gardiner, 2015b), through which we were able to glean some important insights into the experiences of participating academics of the different modules. However, while these evaluations yielded some notable insights on the different modules, as course coordinators, we have been cognisant of the fact that the wider impact of the programme on the identities of alumni and the impact on students of alumni and the wider university community, has been difficult to determine. Benvenuti et al. (2022) have addressed this gap in their research, by showing the impact of the PGDip on perceived agency as T&L advocates in a group of alumni. In particular, the study illustrates the lack of recognition that alumni feel that they receive in their own disciplinary contexts, and the fact that it is still very challenging to demonstrate, in a nuanced yet tangible way, the extent to which their participation in the PGDip programme transformed their T&L practice and impacted on their academic careers as well as their students. Participants spoke of improvements in their teaching evaluations (evidenced in peer and student feedback on their courses and their teaching as well as improved pass rates), scholarly outputs such as participation in conferences and peer-reviewed publications, greater activity and participation in various institutional and national T&L activities and communities of practice, as well as the adoption of advocacy roles. For some, however, there was still a sense of not being able to demonstrate the complex and multi-layered impact and influence of participation in the PGDip in their various disciplinary contexts. The result is frustration arising from the tension of being able to exercise their agency in some contexts while feeling seemingly constrained in others.

We, as course coordinators, have engaged in a similar process of reflection to that of the alumni on the impact of our engagement in the PGDip as AD practitioners. However, there remains the issue of the lack of an appropriate mechanism or

framework for reflecting on, and subsequently demonstrating, the impact and influence of formal professional learning such as the PGDip on professional practice in an integrated and meaningful way, that constrains our own ability to effect meaningful changes in T&L in our various roles and contexts. The outcome of this realisation is our conceptualisation of the “3P” framework, which offers a structured approach to reflecting on the PGDip programme in a way that would allow for the wide-ranging impact of the PGDip on teaching practices, agency and advocacy, as well as academic identity, to be evaluated and demonstrated.

The 3P Framework

At a basic level, the 3P framework provides a structured and integrated approach to reflection on the three dimensions of academic life most likely to be impacted by participation in the PGDip, viz., **P**ersonal growth and transformation, **P**rofessional recognition, and **P**edagogic practice, within the different contexts in which these facets of academia are likely to occur (i.e., within the discipline one is located and teaches in, institutional T&L activities and commitments, and participation in national and international (global) scholarly activities, including engagement in the scholarship of T&L) (Figure 4.1). These areas intersect (Figure 4.1), and are mutually reinforcing, gradually shaping academics’ “teacher” identities, values and attitudes in the process.

Varied activities across the programme enable participants to critically reflect not only on their enhanced understanding of higher education pedagogies and practices, but also on their developing teacher identities and the implications thereof for their discipline-specific academic identities. Through the framework, participants can delve into the intersectionality of these three areas to enhance self-directed professional growth. This is similar to the model of science identity (Carlone & Johnson, 2007), in which the authors propose a model to describe the development of science identity in relation to the dimensions of developing competence, performance of scientific practices, and recognition as a scientist by one’s self and others. Lecturers participating in the PGDip, however, already have well-developed disciplinary

identities, and engagement in the PGDip integrates and expands on this already-existing professional identity.

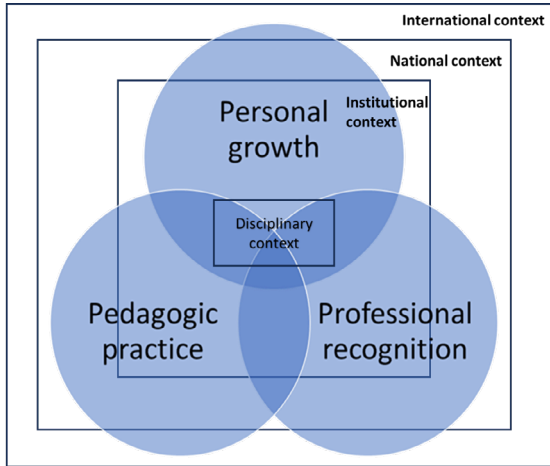


Figure 4.1: Area of academic teacher identity that may be influenced through participation in the PGDip

The integration of reflection on the different contexts in which these areas of professional identity can manifest also increases the scope and depth of reflection on practice, while also allowing for integration and coherence between research, learning and teaching, as well as academic citizenship activities. The framework is thus encompassing of all areas and all likely contexts of the academic role. The nested nature of the 3P framework (where each criterion can be reflected on in relation to other criteria vertically and horizontally), thus provides the opportunity to identify and reflect on the sites and nature of the various influences of the PGDip qualification, facilitated by the addition of prompt questions (Table 4.1).

Table 4.1: The 3 P framework for facilitating reflection on the impact of PGDip on Personal Growth, Pedagogic Practice and Professional Recognition

3 Ps Reflective and Reflexive Framework	Curricula Context (inclusive of learning, teaching and assessment)	Institutional Context	National Context	Global Context
Personal Growth				
Location of self in curricular processes	Is your voice, philosophical and ideological values reflected in your course curriculum selection, decision making processes and activities? How did your PGDip participation enable this?	Share how your voice, philosophical and ideological values find or do not find expression in School and Faculty committees and meetings? How did your PGDip participation strengthen this?	Describe your contributions at national T&L / HE conversations and initiatives? How has the PGDip participation enhanced this?	Describe your global T&L footprint? In what ways has the PGDip influenced your ability to add your voice to the global platform?
Decolonial being - disrupting taken for granted HE assumptions	What assumptions do you have about your students and your approaches to learning and teaching, assessment and curriculum practices? Did participation in the PGDip challenge these assumptions for you?	In what ways are you able to identify and challenge entrenched constraining institutional values and beliefs about students and about T&L?	In what ways are you contributing to national initiatives to transform higher education?	What assumptions about global T&L approaches and trends did the PGDip reveal to you? How has this shifted your thinking about T&L in your context?

3 Ps Reflective and Reflexive Framework	Curricula Context (inclusive of learning, teaching and assessment)	Institutional Context	National Context	Global Context
Working with underlying power dynamics and imbalances	Are you able to identify, mediate and negotiate the power imbalances with respect to engaging your students? In what ways did the participation in the PGDip equip you to identify and address any imbalances?	Are you able to identify, mediate and negotiate the power imbalances with colleagues and institutional managers? In what ways did the PGDip enhance your confidence to do this?	Have you gained more confidence to engage with “experts” at a national level? In what ways did the PGDip enhance your confidence to do this?	Have you gained more confidence to engage with “experts” at an international level? In what ways did the PGDip enhance your confidence to do this?
Identity shifts - navigating disruptions, discomforts and vulnerabilities	Has your view of yourself as an academic shifted because of participating in the PGDip? In what ways? How are you navigating this shift?	Have your interactions with colleagues changed because of shifts in your academic identity? How did the PGDip prepare you to navigate this shift?	Are you comfortable to engage as a T&L scholar in national level? How did the PGDip prepare you for this?	Are you comfortable to engage as a T&L scholar in international T&L engagements? How did the PGDip prepare you for this?
Professional Recognition				
Networking	In what ways has your academic teacher network expanded institutionally, nationally and globally? How did the PGDip influence this expansion? What are some of the challenges in establishing and broadening your network?			
Mentoring and Coaching	Do you have an institution -based T&L mentor? Have you transitioned to a mentoring role in your discipline?			
Communities of Practice (CoPs)	In what ways do you feel a part of or not a part of a multidisciplinary HE Learning and Teaching community? Have any collaborations or further CoPs been initiated through this engagement?			

3 Ps Reflective and Reflexive Framework	Curricula Context (inclusive of learning, teaching and assessment)	Institutional Context	National Context	Global Context
<p>Learning and Teaching organisations / committees</p>	<p>In what ways has your participation in the PGDip led to curriculum review and reconceptualisation?</p>	<p>Are you participating more actively in institutional teaching and learning committees, organisations, and/or communities of practice?</p>	<p>Are you more active in national T&L committees and organisations? What is your contribution to these?</p>	<p>Are you more active in international T&L committees and organisations? What is your contribution to these?</p>
<p>Pedagogic Practice</p>				
<p>Learning and teaching</p>	<p>How have your perceptions of T&L changed? What pedagogical changes have you made? What disciplinary theories, frameworks or models influence your pedagogical choices? How are you sharing your insights and knowledge of professional practice at different levels with others in your institution, nationally and internationally?</p>			
<p>Assessment and Curriculum practices</p>	<p>In what ways has your practice changed? What new challenges have arisen because of any changes made? What new insights and or approaches have you brought to your department's curriculum practices? What are some of your unresolved or new questions or challenges in this area? What ideas/ strategies have you formulated for working this through?</p>			
<p>Scholarship practices Being a reflective and reflexive HE practitioner</p>	<p>In what ways have your scholarship practices been influenced? Are you involved in Scholarship of Teaching and Learning (SoTL) activities or research projects at institutional, national or international levels? How are you responding to the HE context, trends and challenges? e.g. position papers on blended learning. How are you influencing the HE context through teaching, research and academic citizenship roles?</p>			

Personal growth

The area of personal growth offers an opportunity to consider how the PGDip influences participants' personal frames of reference, including their sense of "self" and sense of "fit", bearing in mind that participants, as mentioned, come from different disciplines, with different (and sometimes contradictory) academic discourses (disciplinary norms, dispositions, values, and attitudes) compared with the field of higher education. A PGDip alumnus' personal frame of reference is an indication of their socialisation process and draws attention to their cultural learning engagements manifested as social norms, dispositions, values and attitudes. Patarraia et al. (2014) speak of the long-term effects that these characteristics have when internalised. These authors draw attention to learner's intrinsic values (the process and content of learning); instrumental values (gaining credits, appreciation, vocational competencies); exchange values (value of an academic degree) and social values which meld and shape academic dispositions and identities. The 3P framework enables the identification of potential shifts in frames of reference and values by asking participants to reflect on how they see and locate themselves in the HE landscape and the learning and teaching processes that they experience as lifelong learners. They may for instance, be able to engage in more varied ways with the Discourse (Gee, 2000) of higher education after participating in the programme. In addition, they may also develop more nuanced perspectives and insights on the epistemologies of their own academic disciplines through their reflections, opening possibilities for addressing wider HE issues such as decoloniality and transformation of HE.

Reflections on decolonisation and decoloniality is a personal journey that often takes one beyond the boundaries of the concept of decolonisation, to a deeper, more critical exploration of taken-for-granted assumptions. An increasing use of decolonial discourse in HE enables reflective pauses to consider the self and transforming perspectives in relation to the academic roles within different academic contexts. These moments of grappling through challenging taken-for-granted assumptions about the self can lead to affirmations, self-validation and legitimacy of

self within a context that contributes to being a confident and transformative disciplinary professional and T&L practitioner. The opportunity could also provide an in-depth understanding of one's own authenticity and may trigger agentic decisions towards further personal and professional transformational action. The 3P framework and the prompt questions may facilitate such reflections, creating the opportunity for personal transformation which may lead to engagement in further research, scholarship, discussions in communities of practice or national and international conference participation, expanding the scope of influence of the PGDip beyond the personal to the professional, and from disciplinary contexts within specific institutions to impact at national and international levels, with possibilities for facilitating transformational change at all levels.

The personal realm may also relate to agency concerning decision-making and actions afforded via the role which one occupies, which, in turn, has a direct relation to power dynamics and identity. It is important to understand how the participant can use the Discourse gained through participation in the PGDip to identify, mediate and negotiate instances of encroaching power imbalances. Benvenuti et al. (2022), for instance, illustrate the tensions and discomfort experienced by participants as they shift from the role of disciplinary expert to the role of student (novice) in the new discipline of higher education. Yet as they work through the liminality and uncertainty of a different disciplinary Discourse, a new professional identity takes form, in which disciplinary expert and teacher of the discipline are merged. Indeed, the findings by Benvenuti et al. (2022) suggest that participation in the PGDip may lead to significant transformation in beliefs and views of T&L in higher education. Unfortunately, it is this new identity that may prove troublesome when participants re-enter their disciplinary spaces, where the embodiment of the shifts in thinking and the desire to effect changes may be met with structural and cultural constraints. Similar dissonance may occur if PGDip participants and alumni also begin to engage in the Scholarship of Teaching and Learning in a more focused way, through research on their teaching practices, shifting from researchers located in their original disciplines to researchers of the teaching of their disciplines. Such shifts may present unique

challenges which may have a permanent effect on participants' professional stance within the discipline and the HE sector as well. The 3P framework thus offers a means of effectively reflecting on and capturing such shifts, to provide identity grounding and perspective.

Professional

Of late, academics have been overwhelmed with not only an increase in workload but also increasing variations of what is expected to be completed. This links well to the words “Everyone Wants You to Do Everything” by Olsen and Buchanan (2017), who researched teacher educator’s professional identity as an active process phenomenological self-construction within the flow of daily activities, past and present. Like their study, we too use a sociocultural lens that considers academic development (in our framework) as an ongoing process of becoming. The intention is to analyse the multiple sources and processes that constitute development as well as the contextual realities that provide resources for and constraints on this process of becoming (Olsen & Buchanan, 2017). Identity should not be reduced to biography or cultural membership but should rather focus on how individuals build complex identities over time through mediated interaction with others inside multifaceted social worlds (Gee, 2000).

The **3P framework locates** the formation of the self within a particular social, cultural, and temporal context enabling participants to (re) construct themselves within the flow of the practices of the context in which they are participating (Olsen & Buchanan, 2017). At the same time, they are able to see how they shape the context in which they participate. A focus on professional identity development opens the space for dialogue about the varied professional learning and identity transitions required to be effective academics. Engagement with the reflective provides the opportunity to see professional identity as socially constructed and constituted, dynamic and fluid, complex and multifaceted and is constantly formed and reformed (Avraamidou, 2014).

Connectivity, networking and social exchange within the PGDip and across the institution can generate further

professional learning (Patarraia et al., 2014). These aspects can be mapped via the framework to show relationality, mentoring and opportunities across networks. Thinking about professional socialisation, procedures, processes, arrangements and relations (Leibowitz, 2014) provides the opportunity to identify and work with enabling and constraining aspects related to one's professional engagement.

Strategic professional networking opportunities through the programme, like engaging with a programme mentor could provide experiences to enhance one's capacity for being an effective mentor and mentee. Disciplinary and multidisciplinary mentoring and coaching within and beyond the institution can be reflected on because of the mentoring relationships established through the programme. Cross-disciplinary engagement and collaboration afforded by the programme also present opportunities to initiate and be part of communities of practice that work towards enhancing HE as a public good. The framework can reveal possibilities for collaborating within and across disciplines intent on knowledge generation.

A shift towards a more scientific identity in HE, as proposed by Carlone and Johnson (2007), begins to emerge with increasing engagements with the scholarship of teaching and learning activities in the final course of the programme. There is a gradual shift from reflections on T&L to more research-informed contributions towards knowledge generation within HE through research, peer review and publications. Accounting for an increasing publication index can reveal relevant recognition and acknowledgement by peers and other experts within disciplinary and HE communities of practice.

Practice

While shifts in personal and professional identity are noteworthy, the primary aim of the PGDip E(HE) lies beyond performativity as learners on a programme but within a combination of roles while journeying through various courses and the programme as a whole. As coordinators and facilitators of the programme, our goal, first and foremost, is to achieve transformation in praxis, through critical engagement and reflection on the practice of

learning and teaching, assessments, curriculum development and the scholarship of teaching and learning in HE. This aim is shaped by participants' exploration of contextual and situational conditions as well as causal mechanisms influencing their teaching and students' learning. As discussed earlier, delving into reflexive practice also offers the opportunity for criticality through purposeful curriculum interactions that enhance the relationship between facilitators and participants as evolving HE practitioners. The potential also exists for systematic recording of critical T&L incidents, the shifts, decisions and actions taken in response, and personal reflections on emerging and evolving T&L issues. This recording can be used to compile a teaching portfolio, as required for the purposes of confirmation and promotion. Furthermore, the scholarship of T&L practices provides the platform to influence HE across disciplines and institutions nationally and globally. The PGDip starts with an individual focus on enhancing T&L praxis. Through an integration of personal reflection and collective reflexivity as HE practitioners, the PGDip platform morphs into opportunities for systemic T&L shifts that can enable social justice goals and the enhancing of student access and success.

The 3P framework as a mechanism for integrated reflection and transformation

As illustrated, the framework is designed as a flexible mechanism and an organising structure that promotes a culture of systematic reflection on and reflexivity of the self as a person, professional and practitioner. The structuring of the framework considers a stakeholder's agentic, socio-academic, cultural, societal and socio-political shifts that can be traced and further reflected on over a range of time periods before, during, immediately after and a long while after interaction on the programme. To this effect, the coordinators have instituted a PGDip Alumni Association offering participants a platform for further personal, professional and practice collaborations. The 3P framework can gain currency beyond the programme if formally used by programme coordinators and the alumni for individual or collaborative research purposes. It holds the possibility for further cyclical and

iterative processes of deconstructing and reconstructing one's thoughts, ideas, experiences, assumptions, dialogues, practices, structural, cultural and social realities by providing opportunities to gain more knowledge about the self and one's positioning within a myriad of social contexts.

The 3P framework follows Lonka et al.'s (2004) suggestions for multilevel consideration and context when trying to gauge influence. They consider a general orientation (the way that a student is orientated to the course and learning on the course); course-specific orientation (all aspects pertaining to the course) and situational orientation (a specific situation of the course or learning task that the student approaches). Although there may be overlaps between and interaction amongst the categories, the varying levels help to reflect on each experience based on the level's unique nature and composition (ibid, 2004). The 3P framework provides a structure for facilitating reflective and reflexive narratives via the multilevel prompts enabling an elaborated picture of the dynamic relationship between contexts and levels. This can help to understand and explain the impact and influence of participation from an evaluative and quality enhancement perspective. Rather than deterministic questionnaires, the expected descriptive critical narrative of the self, required for this framework, becomes a more validated self-report around programme impact and influences (Pataraiia et al., 2014). These reports can be used for qualitative research purposes. The 3P framework holds the potential to generate reflective and reflexive data in varied formats besides text. Reflections through the framework can be captured as voice notes, sketches, hyperlinks and alternate forms of auto ethnographic expression. The structure of the framework allows for a more nuanced and self-expressive reflection on impact and influence of a programme when compared to the traditional institutional structuring of student evaluations which can be restrictive questions and a "tick box" exercise that de-centres teaching and learning experiences.

The reflexive and critical methodological approach adopted by the 3P framework has the potential to positively respond to HE's transformation imperatives. For instance, the 3P framework addresses the requirements of the Quality Assurance Framework

(QAF) recently introduced by the Council on Higher Education (CHE). The QAF is promoted as responsive, progressive and flexible, and like the 3P framework, can apply across institutional, national, global and programme level contexts. The 3P framework is aligned with national transformation and social justice imperatives with intentional focus on academics and their students becoming well-rounded civic citizens with dispositions, values and competencies that are personally, professionally and practically relevant. The framework thus provides a mechanism for demonstrating self-learning and personal growth not only for participants and their students. It presents the opportunity to transform institutions of learning into learning organisations (Senge, 1990), “where people continually expand their capacity to create the results that they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together” (ibid:3). Given the ongoing need for transformation in HE, especially in contexts of lingering social injustices, the goal of institutional learning and collective re-imagining is not just noble but arguably imperative.

Conclusion

The 3P framework holds the potential for all the programme’s stakeholders to delve deeply and critically into their practice of reflection and reflexivity. Unlike most evaluation frameworks that tend to legitimate and reinforce existing practices, the 3P framework leaves room for an authentic account of an individual’s growth and their journey of being experts in their disciplines to becoming reflexive and scholarly teachers of their disciplines, facilitated through participation in the PGDip programme.

In this chapter, we have demonstrated how critical reflexivity has become a regular course element and participants’ perceptions and experiences are respected and incorporated in the ongoing reiterative course design of the programme. It is common practice for the facilitators to elicit ongoing feedback in formative and summative evaluation processes and to model their own reflective practices of curriculum negotiation by involving participants optimally. We argue that the modelling of

reflexive practice as a way of negotiating our tacit assumptions is perhaps one of the most powerful pedagogical approaches for eliciting participant engagement and shifts in praxis. Our approach to integrating reflective practice in the programme fits well with the 3P framework as a mechanism for integrating “evaluation” processes in a more systematic and systemic way. The comprehensive use of the 3P framework can shape personal shifts, with a potentially cascading influence on institutional transformation, change and innovation in higher educational, and societal reform. The framework’s salient contribution is the potential to draw attention to an individual’s commitment to educational transformation for more equitable higher education outcomes. Different applications of the framework may also enable institutions to identify the factors that are either enabling or constraining wider efforts to transform the HE sector, thus potentially serving as a lever for effecting changes. Structures need to be strengthened to build a critical mass of academics who value teaching as well as research and who are developing identities as teachers of their disciplines alongside their researcher identities. Through the PGDip programme and the application of the 3P framework in institutional evaluation processes, we may indeed reach the critical mass of reflective and reflexive practitioners needed to support ongoing efforts to transform higher education.

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