

THE UNIVERSITY OF KWAZULU-NATAL PRESENTS THE 3RD IN A SERIES
OF PUBLIC WEBINARS HOSTED BY THE COLLEGE OF HUMANITIES

DIGITALISED WAYS OF DOCTORAL STUDIES IN COVID-19 TIMES: INTERNATIONAL PERSPECTIVES

PRESENTERS

PROFESSOR PAUL WEBB

**(Nelson Mandela
University)**

The evolution of DIGI-
FACE: A series of mutations
before and in the time of
COVID-19'

PROFESSOR JOHN
CHANG'ACH

**(Moi University, Eldoret,
Kenya)**

How COVID-19 has
affected the project
delivery of East and South
Africa-German Centre of
Excellence for Educational
Research Methodologies
and Management(CERM-
ESA)

PROFESSOR HYLEEN
MARIAYE

**(Mauritius Institute of
Education)**

Reshaping partnerships:
The case of digitisation
and internationalisation of
doctoral education across
contexts

PROFESSOR MICHAEL
SAMUEL

**(University of KwaZulu-
Natal)**

Access, acclimatisation
and attitude: Negotiating
postgraduate education
online

CHAIR

MS MALVE VON MOELLENDORFF

(East and South African-German Centre of Excellence for Educational Research Methodologies and Management)

DATE:

WEDNESDAY, 03 JUNE 2020

TIME:

14H00 – 16H00

[**CLICK HERE TO RSVP**](#)

Once you RSVP, you will receive a password to join the Zoom meeting. Zoom will prompt you to open Zoom meetings and enter your email address. You will be placed into a 'waiting room' and the broadcast will automatically load for viewing.

We look forward to seeing you there!

PRESENTER BIOGRAPHIES



PAUL WEBB

is Professor Emeritus in Science Education at the Nelson Mandela University. His interests are in developing scientific literacy and reasoning. These interests are reflected in his latest 2020 book chapters, namely 'Dialogic thinking together towards abstract reasoning' and 'How you talk is how you think: How you think is how you understand'. He has been involved in education development projects in Africa, Asia and the Middle East and is currently working on two DAAD funded German-African Centres of Excellence projects. His interests in the African Centres of Excellence projects are post-graduate supervision support via both conventional and digital processes.

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PROFESSOR JOHN KOSKEY CHANG'ACH

has wide experience in educational operations as pertains to teaching, research and consultancy in Public organizations. He is an Associate Professor of History. He attained his Ph.D from Moi University, Kenya. He has been in University academia undertaking teaching, supervision and research for over 15 years. He has participated in several international and national research collaborations and is currently the Project Leader of East and South African Centre of Excellence for Educational Research Methodologies and Management (CERM-ESA) at Moi University (Kenya), Nelson Mandela University (South Africa), Uganda Management Institute (Uganda), University of Dar es Salaam (Tanzania) and University of Oldenburg (Germany).



Chang'ach is the Dean, School of Education with a student population of over ten thousand students and two hundred faculty members. Chang'ach has experience in personnel mobilisation, placement and management and has appropriate technological awareness with high adaptation ability. His current research focus is on the education of the boy-child.

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HYLEEN MARIAYE



is Associate Professor and Head of the Higher Studies Cell at MIE. Her fields of interest include Teacher Development and Higher Education. In her role as co-ordinator of two doctoral programmes, run in partnership with foreign universities. She leads the team of 15 supervisors who support some 50 candidates on their doctoral journey. Mariaye is committed to the collaborative mode of Learning and Teaching, which translates in her community of practice approach to designing, and implementing online postgraduate programmes. She believes the key to personal transformation needed for both academic and professional success resides in the use of pedagogies, which nurture self-steering capacities of learners and teachers. Her current projects explore the programmatic choices of higher education institutions, faculty and student and how they position themselves within the dominant narrative of performativity in higher education.

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PROFESSOR MICHAEL SAMUEL

(School of Education, University of KwaZulu-Natal) was involved in the Ministerial Committee on Teacher Education which assisted develop national teacher education policy. His books, Changing patterns of teacher education in South Africa and Continuity, complexity and change: Teacher education in Mauritius explore the challenges of (inter)national reform initiatives in teacher education policy development. Disrupting higher education curriculum: Undoing cognitive damage explores options for imaginative curriculum redirection. His current interests focus on designing and supporting postgraduate studies.



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MALVE VON MOELLENDORFF



CHAIR

is the coordinator of the DAAD funded 'East and South African-German Centre of Excellence for Educational Research Methodologies and Management (CERM-ESA)' at the University of Oldenburg. Her work focuses on cross-disciplinary South-North collaboration, communication and exchange to address problems of global and local inequalities. She has been involved in education projects e.g. on non-discrimination, peer learning and diversity. Her interest in the CERM-ESA programme centres on the support of the Master's and PhD scholarship holders, decolonising approaches to education (research) and co-supervision.

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