

## **(Re)Learning to teach in the context of crises**

**Editors: Nyna Amin & Rubby Dhunpath**

Face-to-face interaction is the dominant mode of teaching and learning in higher education despite the upsurge and development of technology-based platforms, programmes, management systems and learning portals. Up-take of modes to displace the dependence on contact teaching and learning has been slow or absent, even though higher education institutions have instituted development programmes, mentorships and resources for staff. However, the sudden, swift and deadly emergence of the Covid-19 virus has significantly changed attitudes and preferences and galvanised higher education practitioners towards technology-based, online teaching in unanticipated ways.

Furthermore, the State's response to Covid-19 has created, for the first time, a unique and common set of conditions that affect both students and lecturers: isolation, detachment, uncertainty, ambiguity and fear. It has also generated a common realisation that online teaching and learning offers solutions that ensure continuity and connectivity (with complications). Consequently, higher education has to engage in (re)learning to teach for this intense situation of abnormality. Indeed the training of higher education practitioners for the lockdown and shutdown period and the post Covid-19 era has increased dramatically and is being implemented in numerous ways that require deeper examination.

One domain that requires deeper examination is that while higher education feverishly attempts to maintain some semblance of normality in curriculum delivery by moving their offerings online, the impact of these approaches is yet to be scientifically evaluated and their pedagogic merits appraised. As we scramble to mitigate the effects of the 2020 'lockdown' by invoking the well intentioned discourse of online learning, we should consider whether we are dabbling in what Morris has labelled "Panic-gogy" (panic + pedagogy), rather than a fundamental re-appraisal of our pedagogies.

To that end, we are calling for scholarly book chapters that analyse and theorise:

- (Re)learning to teach in during the shutdown/lockdown period
- Rethinking staff development training programmes for online teaching and learning
- Reassessing the implementation of technology-based and online platforms
- Reviewing affordances and challenges of online teaching and learning
- Reconsidering contextual complexities in the face of online teaching and learning
- Re-imagining online teaching and learning

## INTERESTED CONTRIBUTORS

Interested contributors are encouraged to submit their abstracts to the *Altemation* guest editor of this special edition, Prof Nyna Amin ([Amin@ukzn.ac.za](mailto:Amin@ukzn.ac.za)) and Dr Rubby Dhunpath ([Dhunpath@ukzn.ac.za](mailto:Dhunpath@ukzn.ac.za)). The **SUBJECT** line of the email should read as: COVID-19 Tourism Abstract by... (Name of the corresponding author).

## ABSTRACTS FOR PAPERS SHOULD INCLUDE:

- A succinct title
- A brief abstract (± 200 words) which includes at least the focus of the study, the importance of the study/ contribution to knowledge, the methodological approach adopted and key findings/ aspects to be covered
- Author/s name/s
- Author/s institutional affiliation
- Contact details

## TIME FRAME (8 MAY – 4 SEPTEMBER 2020)

- Friday 8 May 2020 Deadline for submission of abstracts
- Friday 18 May 2020 Final date for decisions on abstract
- Friday 26 June 2020 Final date for submission of paper
- Friday 1 July to Friday 24 July, Peer review process
- Friday 21 August 2020 Submission of final edited papers
- Friday 4 September 2020 Publication

## ALTERNATION

*Altemation* is a fully accredited, peer-reviewed South African Department of Higher Education and Training journal. It is edited by Prof J.A. Smit, former Dean and Head of School, School of Religion, Philosophy and Classics, and published at the University of KwaZulu-Natal, on an Open Access platform. All articles are subject to peer-review by at least two independent peer reviewers. All articles that pass the review process, and that are accepted for publication, will be published online, at: <http://alternation.ukzn.ac.za/archive.aspx>  
The *Altemation* homepage is available at: <http://alternation.ukzn.ac.za/Homepage.aspx>

## ACADEMIC MERIT

Please note that the academic merit of the abstracts and book chapters will be the primary value in terms of which submissions are reviewed and considered.

As such, each book chapter is expected to contribute to the excellence and quality of research published in *Altemation*. Cf. <http://alternation.ukzn.ac.za/archive.aspx>

All submissions will be strictly reviewed and assessed according to DHET protocols and requirements.

*Altemation* has over more than 25 years, become a vital and essential transdisciplinary knowledge production resource to researchers and students in both the Humanities and Sciences.

We want to sincerely thank you for making a constructive and contextually-relevant knowledge production contribution via *Altemation*, during these challenging times of COVID-19.

## **ALTERNATION GUIDELINES FOR CONTRIBUTORS, AND *ALTERNATION* STYLE**

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Manuscripts must be submitted in English (UK). If quotations from other languages appear in the manuscript, place the original in a footnote and a dynamic-equivalent translation in the body of the text or both in the text.

Contributors must submit one computer-generated copy of the manuscript to the editor(s). The computer-generated copy must be in Word for Windows, and must have an Abstract and Keywords. It must also be submitted in the *Alternation* style.

Manuscripts should range between 5000-10000 and book reviews between 800-1200 words. However, longer articles may be considered for publication.

Attach a cover page containing the following information: The corresponding author's full name, address, e-mail address, position, department, university/ institution, and telephone/ fax numbers. A brief summary of the biobate of all authors must be attached too.

Maps, diagrams and posters must be presented in print-ready form. Clear black and white or colour digitised photos (postcard size) or diagrams in pdf or jpeg may also be submitted.

Use footnotes sparingly. In order to enhance the value of the interaction between notes and text, we use footnotes and not endnotes.

Authors may use their own numbering systems in the manuscript.

Except for bibliographical references, abbreviations must include fullstops. The abbreviations (e.a.) = 'emphasis added'; (e.i.o.) = 'emphasis in original'; (i.a.) or [...] = 'insertion added' may be used.

The full bibliographical details of sources are provided only once at the end of the manuscript under **References**. References in the body of the manuscript should follow the following

convention: Mkhize (2017:14) argues .... or, at the end of a reference/quotation: .... (Ngwenya 2017:20f).

The surname and initials of authors as these appears in the source must be used in the **References** section.

Review articles and book reviews must include a title as well as the following information concerning the book reviewed: title, author, place of publication, publisher, date of publication, number of pages and the ISBN number.

In the text as well as the **References**, all book, journal, newspaper and magazine titles must be in italics.

The format for the References section is as follows:

#### **Journal article by one author**

Fulela, B. 2008. Checking the Post: Derrida and the Apartheid Debate. *Alternation* 15,2: 11 – 37.  
Available at: <http://alternation.ukzn.ac.za/Files/docs/15.2/02%20Fulela.pdf>. (Accessed on 08 May 2017.)

#### **Journal article by two authors**

Mkhize, N. & N. Ndimande-Hlongwa 2014. African Languages, Indigenous Knowledge Systems (IKS), and the Transformation of the Humanities and Social Sciences in Higher Education. *Alternation* 21,2: 10 – 37. Available at: <http://alternation.ukzn.ac.za/Files/docs/21.2/02%20Mkh.pdf>. (Accessed on 08 May 2017.)

#### **Book by one author**

Moran, S. 2009. *Representing Bushmen: South Africa and the Origin of Language*. Rochester: University of Rochester Press. (Rochester Studies in African History and the Diaspora, Book 38.)

#### **Book by one editor**

Smit, J.A. (ed.) 1999. *Body, Identity, Sub-cultures and Repression in Texts from Africa*. Durban: CSSALL.

#### **Book by two editors**

Dhunpath, R. & R. Vithal (eds.) 2012. *Alternative Access to Higher Education: Underprepared Students or Underprepared Institutions?* Cape Town: Pearson Publishers.

### Chapter in an edited book

Smit, J.A. & J. van Wyk 2001. Literary Studies in Post-apartheid South Africa. In Zegeye, A. & R. Kriger (eds.): *Culture in the New South Africa after Apartheid*. Volume 2. Cape Town: Kwela Books & History on Line.

### Translated book

Foucault, M. 1977. *Discipline and Punish*. Sheridan, A. (trans.). New York: Pantheon.

### Online resource

Jansen, J. & P. Vale (Co-chairs.) 2011. *Consensus Study on the State of the Humanities in South Africa: Status, Prospects and Strategies*. Pretoria: Academy of Science of South Africa (ASSAf). Available at: <https://www.assaf.org.za/files/2011/09/2011-Humanity-final-proof-11-August-2011.pdf>. (Accessed on 08 May 2017.)