



CUT

CENTRAL UNIVERSITY OF
TECHNOLOGY, FREE STATE

**CENTRE
FOR INNOVATION
IN LEARNING AND
TEACHING**

**8-10
OCTOBER
2025**

**CALL FOR ABSTRACTS
FOR**

**11TH INTERNATIONAL CONFERENCE
ON SCHOLARSHIP OF TEACHING
AND LEARNING**

***DOING SOTL DIFFERENTLY, IMPACTFUL, AND RELEVANT
FOR LIVED REALITIES: IGNITING INCLUSIVITY AND NEW
THEORIES***

**VENUE:
CENTRAL UNIVERSITY OF TECHNOLOGY,
FREE STATE IN SOUTH AFRICA**


SPECIAL ISSUE:

Journal of Education and Learning Technology (JELT) – ISSN Online 2720 – 7730
DHET List of Accredited Journals – 2025 /2026 (DOAJ Sheet CELL - 9538)

CONFERENCE ABSTRACT

Scholarship of Teaching and Learning has become a very famous concept in many South African Universities. It has presented a new terrain on how teaching and learning is conducted within the schools and University. However, critical questions confronting the field are how can SoTL be done differently? How can it be configured for relevance? How can it be inclusive given different variables within the classroom and higher education? What are new theories that should emerge to align SoTL with the lived realities of the students and lecturers. Whose point of reference is SoTL in terms of scholarship and why? Given these questions and many others, it is important that scholars put their heads together to rethink the very essence of SoTL as it relates to the 21st century's student who is exposed to technology, AI and contestation of ideologies that want to shape and influence higher education. As Boshier (2009) provocatively questioned, "Why is the scholarship of teaching and learning such a hard sell?" His critique exposes the persistent marginalization of SoTL within academic institutions, often perceived as secondary to disciplinary research. Addressing this challenge requires more than pedagogical tinkering and demands a radical shift in how teaching and learning are conceptualized, rewarded, and theorized. Scholars like Trigwell (2021) and Tight (2018) assert that SoTL must move beyond static practices and adopt a dynamic, evidence-informed inquiry into student learning and teaching effectiveness. This involves critically examining the systemic structures that either enable or inhibit meaningful engagement with SoTL at institutional and disciplinary levels.

The contemporary classroom is no longer a homogenous space. It is shaped by socio-economic inequalities, multilingualism, digital divides, and diverse cognitive and affective needs. The rise of digital technologies, AI-driven tools, and e-learning platforms has further reshaped how students engage with knowledge. As Benson and Brack (2009) argue, the integration of e-teaching and e-learning is not an add-on but a core aspect of modern SoTL. Yet, this shift must be accompanied by pedagogical innovation and digital literacy development that keeps inclusivity and critical engagement at its core. Cranton's (2011) transformative learning perspective reminds us that SoTL should foster both personal and institutional transformation, grounded in reflective and emancipatory practice. Inclusive SoTL also challenges the dominant epistemological paradigms that inform curriculum design and teaching strategies. As Atkinson (2001) emphasizes, the true promise of SoTL lies in its potential to transform the academy by reconceptualizing scholarship itself. Divan et al. (2017) underscore the need for methodological diversity in SoTL, encouraging the adoption of participatory, narrative, action research, and autoethnographic approaches to better capture the nuanced realities of teaching and learning. Vardi and Quin (2011) raise important questions about the integration of SoTL in academic promotion and professional development frameworks. Institutions must go beyond rhetoric and create enabling environments where SoTL is embedded in performance review systems, supported by leadership, and nurtured through collaboration and mentorship.



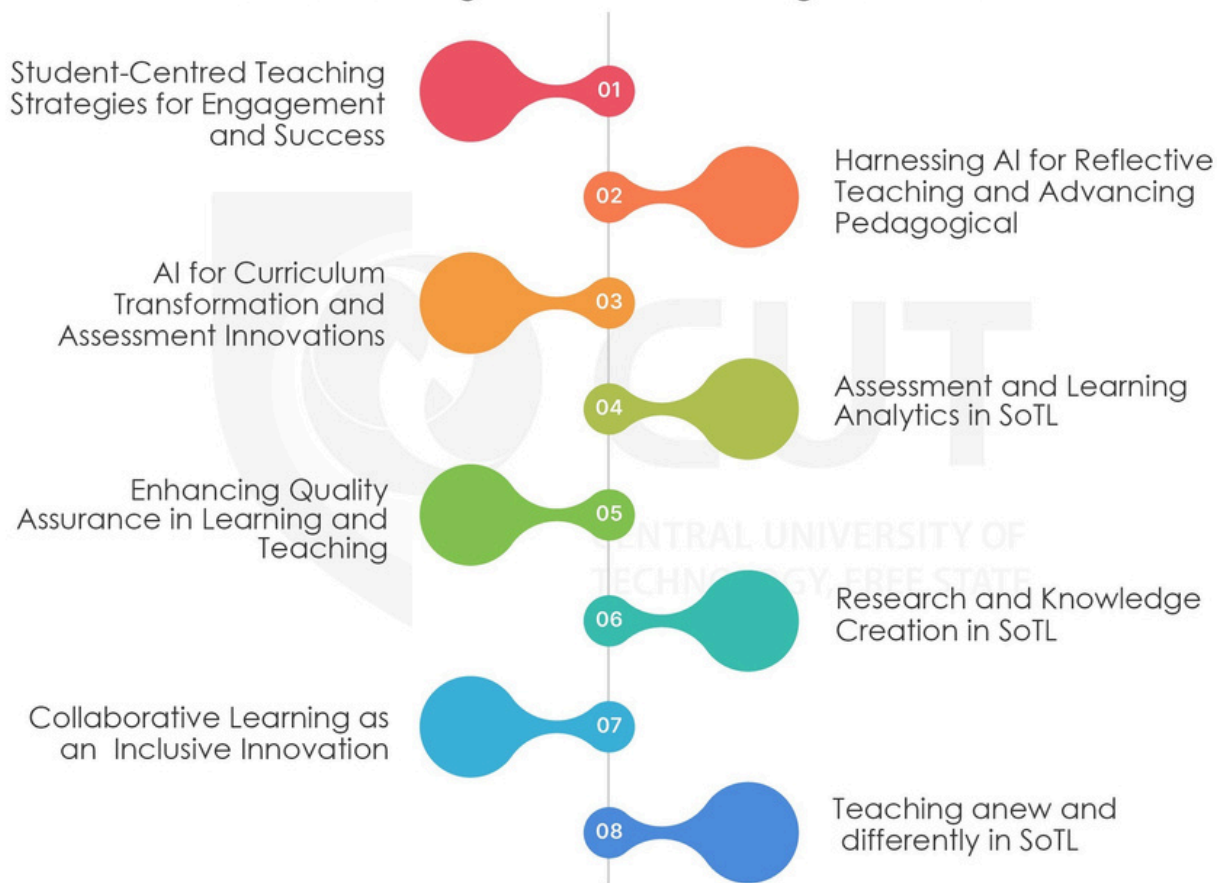
**Doing SoTL differently,
impactful, and relevant for lived realities:
Igniting inclusivity and
new theories**

CALL FOR ABSTRACTS

The 11th Conference of Scholarship of Teaching and Learning at the Central University of Technology, Free State presents a new opportunity to debate, rebut theories and taken for granted assumptions which confront the field. We invite scholars to present papers and posters which respond to one of the questions. The underlying argument of each paper should revolve around what can be done differently, anew and inclusive SoTL space? As this call seeks to provoke thought, ignite innovation, and promote inclusive teaching scholarship that resonates with real-world complexities and diverse educational realities.

SUGGESTED SUB-THEMES FOR PAPERS AND POSTERS

We welcome conceptual, empirical, and practice-based contributions aligned with the following sub-themes:



SUBMISSIONS

DEADLINES	DATES
CALL FOR ABSTRACTS	31 MARCH 2025
CLOSING DATE FOR ABSTRACT	09 MAY 2025
NOTIFICATION FOR ACCEPTED ABSTRACTS	16 – 20 JUNE 2025
REGISTRATION CLOSING DATE	15 AUGUST 2025
CONFERENCE DATES	8-10 OCTOBER 2025
CLOSING DATE FOR FULL PAPERS	31 OCTOBER 2025

ABSTRACT SUBMISSION GUIDELINES

To ensure consistency and quality, please follow the guidelines below when preparing your abstract for submission. Please note that adherence to these guidelines is crucial for the review and publication process. Failure to meet these requirements may result in the rejection or delay of your abstract.

- **Abstract Length:** Limit your abstract to **250-300** words without the title and keywords.
- **Clear and Concise Language:** Use clear, concise, and easily understandable language, avoiding unnecessary technical jargon or excessive complexity. Aim to make your abstract accessible to a wide range of readers.
- **Ethical Considerations:** Adhere to ethical guidelines, privacy and rights of any participants involved in your research. Do not include any confidential or identifying information in the abstract.
- **Citation and Reference Style:** Avoid including citations or references within the abstract unless necessary. If citations included, use the APA referencing style. Both 6th and 7th editions are accepted, but 7th edition is more preferred.
- **Proofreading and Editing:** Carefully proofread and edit your abstract for grammar, spelling, punctuation, and clarity.

STRUCTURED FORMAT: ORGANIZE YOUR ABSTRACT INTO THE FOLLOWING SECTIONS:

- **Purpose/Objective:** Clearly state the purpose or objective of the study or research to be reported in the chapter, highlighting the problem or gap in knowledge that it aims to address.
- **Methods/Approach:** Briefly describe the methodology or approach that was used to conduct the study, including the research design, data collection methods, and analysis techniques.
- **Results/Findings:** Summarise the key findings or results of the study, highlighting the most important and relevant outcomes.
- **Conclusion/Implications:** State the main conclusions or implications of the study, emphasising the significance and potential impact of the findings.
- **Originality/Value:** Highlight the originality or value of the research that was conducted, explaining how it contributes to the existing body of knowledge or fills a gap in the literature.
- **Keywords:** Include a list of keywords or phrases that represent the main concepts or topics covered in the chapter (Maximum number of key words is 5).

We look forward to receiving your submissions and engaging in enriching conference that challenges, inspires, and redefines the Scholarship of Teaching and Learning.

**NB: LANGUAGES OF PRESENTATION:
ENGLISH, AFRIKAANS AND SESOTHO**

CALL FOR FULL PAPERS ON A SPECIAL ISSUE

Special Issue: Journal of Education and Learning Technology (JELT) – ISSN Online 2720 – 7730 DHET List of Accredited Journals – 2025 /2026 (DOAJ Sheet CELL - 9538)

CONFERENCE REGISTRATION FEE

PHYSICAL ATTENDANCE	ONLINE ATTENDANCE	STUDENTS WHO ARE NOT STAFF
R3000	R1500	R1500

SUBMISSION OF ABSTRACT

CLICK 

FOR ANY INQUIRIES, PLEASE CONTACT

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CENTRAL UNIVERSITY OF
TECHNOLOGY, FREE STATE

KEYNOTE SPEAKERS



Professor Salochana Lorraine Hassan is the Director of the Directorate of Learning Teaching and Student Success (DLTSS) at the University of the Western Cape. She holds a PhD in Education (University of Pretoria); MSc in Biochemistry (University of KwaZulu-Natal); a Diploma in Tertiary Education (cum laude) (UNISA) and a Higher Diploma in Education (UKZN).

Before transitioning into Academic Development, she worked in the medical field as a lecturer, both in Biochemistry and Physiology. She was employed as Head of Department of the Academic Staff Development Unit at Fundani: Centre for Higher Education Development (CHED), Cape Peninsula University of Technology (CPUT). Previously, she worked at the University of Botswana as Deputy Director of the Teaching and Learning Unit at the Centre for Academic Development. She also worked at the prestigious St George's University of London Medical Faculty for a year; and she facilitated a one-week assessment workshop in Dubai. Her present research interests include the Scholarship of Learning and Teaching (SoLT), Problem-based Learning, and Academic Development, areas in which she has published widely and presented 50 papers at national and international conferences. She designed, coordinated and facilitated the Scholarship of Learning and Teaching programme at CPUT. She is currently supervising PhD students who are involved in SoLT.

Professor Charles Maimela is the Deputy Dean of the Faculty of Law and is passionate about Teaching and Learning. He teaches African Customary law and Law of Damages in the Faculty for undergraduate students. Professor Maimela is also involved in postgraduate studies and supervises both masters and doctoral students and has graduated a number of students. Apart from teaching, Professor Maimela is active in research and his area of expertise lies in the area of Medical law, Law and Religion as well as African Customary law. He has published a number of articles in these areas of research and book chapters as well as a monograph titled: Law and Religion in South Africa, where he interrogated the relationship between the law and religion in the South African context due to the pluralistic nature of the South African Law and Religion. Professor Maimela also participates in local and international conferences and was a visiting professor in Italy pre COVID 19 and has recently participated in the PHASA Conference where he participated as a plenary speaker on the effect of COVID 19 on the overall health care of the South African community and how law can be used to effectively address the challenges of access and equality among other things.

Professor Maimela also plays a role of facilitator and administrator in the University apart from his role as the Deputy Dean of the Faculty of Law. He is also the Coordinator of the recently relaunched Curriculum Transformation Drive where the University will take stock of progress made 5 years after the policy document of Curriculum Transformation was adopted by senate. Furthermore, he serves on a number of committees in the Faculty and also is a member of various senate committees in the University which includes, committee on student life, inaugural lecture committee, teaching and learning, among others. Apart from the role which Professor Maimela plays in the University it extends to the community and he is engaged in a number of community engagements initiatives in Mamelodi and is also a member of the review committee for the Department of Higher Education and Training (DHET) for the last two years in which he participates in the review process of research outputs submitted by universities nationally for purposes of subsidy.





Professor Parks Makhoahle is a distinguished scholar and researcher specializing in higher education quality enhancement, student well-being, and biomedical innovations. He is currently pursuing his second doctorate, a Doctor of Education, at the Central University of Technology (CUT), South Africa. He is a Scholarship of Teaching and Learning mentor at CUT. His research focuses on improving institutional quality assurance, addressing financial stress among students, and developing sustainable student support systems.

He has received three Vice-Chancellor's (VC) Awards in recognition of his outstanding contributions to research, teaching, and community engagement. His work extends beyond academia into practical interventions, including the development of a digital tool to monitor financially at-risk students and provide timely assistance. As a TAU 5 Fellow, he leads a project titled "A Qualitative Examination of the Impacts of Financial Stress on Higher Institution Students' Well-Being: Insights from a Central Institution in South Africa." This initiative aims to provide data-driven solutions for student financial challenges and institutional policy improvements.

In addition to his contributions in education, he is engaged in cutting-edge biomedical research on immunomodulatory nutraceuticals, particularly focusing on African ginger-derived exosome-like nano formulated PD-L1 blockade. Prof Makhoahle is an active member of a Community of Practice, Golden Key recipient, where he collaborates with scholars and practitioners to drive educational innovation and student success. His interdisciplinary expertise and commitment to academic excellence continue to make a significant impact in both the educational and scientific fields.

LOCAL ORGANISING COMMITTEE

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