

Co-teaching and co-research in contexts of inequality

Using networked learning to
connect Africa and the world

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Abbreviations

AECT	Association for Educational Communications and Technology
ALS	Architectural learning site
APSE	Access, participation, success and employability
AR	Augmented reality
ASNS	Academic social networking sites
AT & ID	Architectural Technology and Interior Design
BAE	Basic adult education
BBB	BigBlueButton
CAE	Collaborative autoethnographic
CBPAR	Community-based participatory action research
CEDP	Corporate Engineering Degree Program
CIET	Centre for Innovative Educational Technologies
Cifa	Cape Institute for Architecture
CLT	Culture, learning and technology
CMiIST	Creative Methodologies to Investigate Sustainable Transport
COIL	Collaborative online international learning
CoPs	Communities of practice
COVID-19	Coronavirus
CPD	Continuing professional development
CPUT	Cape Peninsula University of Technology
DUT	Durban University of Technology
ECR	early-career researchers
ERLT	Emergency remote learning and teaching
FB	Facebook
GCRF	Global Challenges Research Fund
GIS	Geographic information systems
HDGs	Historically disadvantaged groups
HDIIs	Historically disadvantaged individuals
HE	Higher education
HEIs	Higher education institutions
HESA	Higher Education South Africa
HOCS	Higher-order cognitive skills

HOTS	Higher-order thinking skills
HSRC	Human Sciences Research Council
ICDL/ECDL	International Computer Literacy Licence/European Computer Driving Licence
ICT	Information and communication technology
IBSS	International Bibliography of the Social Sciences
IRCEES	International Research Collaborative for Established and Emerging Scholars
IREC	Institutional Research Ethics Committee
ISI	Institute of Scientific Information
IT	Information technology
LMS	Learning management system
MCC	Monroe Community College, New York
MECP	Mulamula Education Centre Project
MoA	Memorandum of Agreement
MS	Microsoft
NGO	Non-governmental organisation
NRF	National Research Foundation
OA	Open Architecture
ODA	Official Development Assistance
OECD	Organisation for Economic Cooperation and Development
PAR	Participatory action research
PASGR	Partnership for African Social and Governance Research
PGDip	Postgraduate Diploma
PGIS	Participatory mapping
PI	Principal Investigator
QUT	Queensland University of Technology
REMEDI	Regenstrief National Center for Medical Device Informatics
RPL	Recognition of Prior Learning
SA	South Africa
SACAP	South African Council for the Architectural Profession
SAIA	South African Institute of Architects
SAMHSA	Substance Abuse and Mental Health Administration
SEL	Social emotional learning
SHM/UL	Supporting historically marginalised and underserved learners
SRC	Student Representative Council
SUNY	State University of New York

SURMs	Single, unemployed, rural mothers
ToC	Theory of Change
UEL	University of East London
UFPE	Federal University of Pernambuco, Brazil.
UIC	University-industry collaboration
UK	United Kingdom
UKZN	University of KwaZulu-Natal
UMU	Uganda Martyrs University
UNICEF	United Nations International Children's Emergency Fund
USA	United States of America
VC	Virtual classroom
VEP	Virtual exchange project
VR	Virtual reality
VREs	Virtual research environments
WHO	World Health Organization
WISH	Widening Access and Success in Higher Education

Editors

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Preface

The power of networked learning to connect staff and students across the world has never been more evident than during the last few years, during which higher education (HE) globally pivoted to online learning. Over the shortest period of time, lecturers redesigned their courses to teach and support their students remotely. For many, this was a difficult process leading to increased demands on both staff and students, with a major impact on workload, research careers, and mental health.

The call for contributions to this book was shared before the pandemic, inviting colleagues known for their passion for online collaboration to share their experiences and reflections on teaching and researching across institutional and geographical boundaries. This edited collection consists of 15 contributions by more than 40 international authors from Africa, Europe, the United States, South America and Australia. The book provides a diversity of views and perspectives on co-teaching and co-research, including conceptual and reflective papers and empirical research on African lecturers' experiences with co-research and co-teaching courses using networked learning in and beyond the African continent. As such, it provides unique insight into opportunities and challenges when engaging in inter-institutional and intercultural collaborations online across unequal contexts.

While the topic of this book was still a rather niche research interest during the time of conceptualisation, with very little available research published in our context, COVID-19 has made this book an essential reading for all academics. Co-teaching and co-research across unequal contexts entail so much more than thinking about access and connectivity (although these are still important issues). What the contributions to this book show are that what really counts when working online are the connections, engagement, relationships and friendships that we form when reaching out to and learning from colleagues beyond our immediate context.

What makes these experiences so valuable (but also difficult) is what we can learn when we engage with different world views and experiences; it's the critical citizenship we facilitate among ourselves and our students when we truly open ourselves to difference. The lessons emerging from these contributions are that it takes time, patience, self-reflection, and the willingness to make mistakes and try again to sustain these collaborations across differences.

This book was a labour of love, created during difficult times, and we hope that you will find it as inspirational and thought-provoking as we do.

Daniela, Phindile and Eunice

Foreword

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University of Cape Town, South Africa

The global pandemic has thrown into sharp relief the economic, sociocultural and geopolitical challenges in our society. Written and published before and during this challenging time, this volume presents compelling cases for engaging in co-teaching and/or co-researching to advance more socially just, supportive and mutually favourable practices in HE, among local and international academics and their students as well as practitioners. The particular perspective being explored is the value of networked technologies to enable, broaden and sustain team teaching and/or collaborative research within and beyond Africa. This theme is most apt, given the racial strain, rising nationalism and growing inequality globally, as well as the coerced move to online teaching and research during the COVID-19 tumult.

The collection contains a cornucopia of international, transcontinental, pan-African, inter-institutional, institutional and university-industry cases, each accentuating an aspect of the complexity of co-teaching, co-learning and/or co-researching across a range of dimensions, including levels of seniority, nationality, race, ethnicity, gender, class, and rurality, among others. The cases also highlight an array of networked technologies that varyingly enable or constrain co-teaching and/or co-researching, ranging from very general use of information communication technologies (e.g. social media) to specific pedagogic approaches to employing technology (e.g. digital storytelling).

As alluded to in the volume, teachers, practitioners and researchers from different and even related disciplines draw upon varying conceptual and/or theoretical frameworks to describe, interpret, explain and make normative judgements about a similar phenomenon under the spotlight. Likewise, authors of the chapters hold varying ontological, epistemological, pedagogical and methodological positions—implicitly or explicitly—about what constitutes the seminal constructs of co-teaching and co-researching. Far from detracting, these epistemically rich conceptualisations and the spectrum of theorisations inherently reveal the usually undeclared ontological assumptions about the social contexts in which co-teaching and co-researching are seen to be operating. They showcase the wide range of primarily qualitative research methodologies used to investigate (e.g. case studies, participant action research, autoethnographies). However, axiologically, the notion of collaboration

in the chapters appears to be underpinned by a remarkably similar set of deep-seated, socially just values across the geographically dispersed sites of implementation and research.

Inspired by the use of Appiah's (2006) *Cosmopolitanism: Ethics in a World of Strangers* in Chapter 8 of this volume, I wholeheartedly endorse the idea that we "can learn [from] each other's arguments and beliefs without trying to bend the other to his or her will". This edited volume exhibits 'cosmopolitanism' in action, and I trust that readers entering this conversation will be provoked by each case and, in turn, be galvanised into action to extend collaborative practices to encourage economically, culturally and politically inclusive teaching and research.

Chapter 1

Introduction

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Collaboration in a global world

There has been a recent surge of interest in the concept of co-teaching across institutions of HE, globally and locally, as a response to limited international mobility due to COVID-19. Traditionally, co-teaching emerged in fields such as teacher education, where pre-service teachers had to practice team teaching as part of their postgraduate training (Guise et al., 2017). More recently, co-teaching has been introduced as a response to the massification of access to HE (Morelock et al., 2017), but also in the context of internationalisation and globalisation. For this book, however, we use a broader definition of co-teaching (and co-research) following Murphy and Martin (2015), who see co-teaching as “two or more teachers teaching together, sharing responsibility for meeting the learning needs of students, and, at the same time, *learning from each other*” (emphasis added). We see co-teaching and co-research as teaching and research that connects educators and learners across different institutions and different contexts, be it across South Africa, Africa or the world. We very deliberately linked co-teaching and co-research to the term ‘networked learning’, following the Networked Learning Editorial Collective’s (2021) emphasis on relationships and collaboration rather than technology and foregrounding our strong commitment to social justice.

As such, our definition of co-teaching has much in common with what the literature terms ‘Collaborative Online International Learning’ (COIL), which connects classrooms across geographical locations to create an environment that fosters the development of intercultural competence skills with the use of technology (Appiah-Kubi & Annan, 2020), although some of the contributions

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