

## Portfolio of Dr James Garraway

### HoD: Academic Staff Development/ Extended Programmes: Fundani Centre for Higher Education Development

James Garraway teaches on the national Post-Graduate Diploma in Higher Education (PGDip) and on the regional Cape Higher Education Consortium short courses for quality teaching, where he convenes the assessment course. In addition he coordinates the entry level foundation/extended program courses with the primary responsibility for staff professional teaching development. His main research field is exploring the relationship between teaching and learning at the university and learning at work but he also researches academic staff development and issues of science and society. He heads up the Work-Integrated Learning Research Unit (WILRU) at CPUT and supervises a number of M and PhD students.

Where permissible, his research papers are available on academia.edu as well as the CPUT repository.

Leibowitz, B., Garraway, J. and Farmer, J. (2015). Influence of the past on collective lives: a collective commentary. *Mind, Culture and Activity*. DOI:10.1080/10749039.2014.979949

Garraway, J and Morkel J. (2015). Learning in sites of practice through a CHAT transformatory lens. In Vivienne Bozalek, Dick Ng'ambi, Denise Wood, Jan Herrington, Joanne Hardman and Alan Amory (Eds.), *Activity theory, authentic learning, and emerging technologies: Southern perspectives in higher education*. London: Routledge: 22-32.

Garraway, J. (2015). Academic staff development in foundation provision. *South African Journal of Higher Education*, 29 (1).

Garraway, J., Bronkhorst, J. and Wickham, S. (2015). Between college and work in the Further Education and Training College sector. *South African Journal of Education*, 35 (1).

Garraway, J. and Morkel, J. (2014). Learning at sites of practice. *Progressio* 2014, 36(2): 22-37.

Garraway, J., Hugo, C., De Waal., B. (2014). Futures studies and scenarios of degrees in universities of technology. *Progressio*. 36 (1): 191-205.

Winberg, C, Engel-Hills, P, Garraway, J and Jacobs, C. (2013). Professionally orientated knowledge and the role of professionally orientated higher education. *Kagisano No. 9, The Aims of Higher Education*: 98-119. Pretoria: Council on Higher Education (CHE).

### **Academic qualifications**

D. Phil (2007). ‘Creating productive interactions between work and representatives of the higher education academy’ (University of the Western Cape).

M.Ed in English second language teaching (1994). Half-thesis title; ‘Perceptions of language in science from staff and first year students’ (Rhodes University – with distinction).

B.Ed (University of the Witwatersrand).

B.Sc Honours, HDE (University of KwaZulu Natal).

L-rated NRF researcher in higher education;

## **Publications**

Garraway, J. Volbrecht, T, Wicht M. and Ximba, B (2011). Transfer of knowledge between university and work. *Teaching in Higher Education: Special Issue on 'Leaving the Academy'* 16 (5): 529-540.

Garraway, J. and Nsibande, R. (2011). Professional development through formative evaluation. *International Journal for Academic Development*, 16 (2), 97.

Garraway, J. Volbrecht (2011). Theorising experiential learning. *South African Journal of Higher education* 25 (6): (in press)

Garraway, J. (2011). University and work: Curriculum enquiry from an activity theory perspective. In Bitzer, E. (Ed.) Bitzer EM and MM Botha (eds). *Curriculum inquiry in South African higher education: Some scholarly affirmations and challenges*. Stellenbosch: Sun Media: (in press).

Garraway, J. (2010) Knowledge boundaries and boundary-crossing in the design of work-responsive university curricula. *Teaching in Higher Education* 15 (2): 215 -226.

Engel-Hills, P. Garraway, J., Jacobs, C., Volbrecht T and Winberg, C. (2010). Working for a degree: Work-Integrated learning in the Higher education qualifications framework. In Townsend, R. (Ed). *Universities of technology – Deepening the Debate* (Kagisano No. 7). Pretoria: Council on Higher Education. P. 62 – 88.

Garraway, J. (2009). The role of difference in the creation of work-responsive curriculum units. *Higher Education Research and Development* 28 (6): 571-584.

Garraway, J. (2009). Higher education and the world of work. In Bitzer, E. (Ed.) *Higher education in South Africa: A Scholarly Look Behind the Scenes*. Stellenbosch: Stellenbosch University Press. 229-252.

Garraway, J. and Jacobs, C. (2009). Cooperative task design and delivery: Moving staff and students. *The Journal of Independent Teaching and Learning*, Volume 4: 29-36.

Garraway, J. (2007) In praise of difference: Analyzing work/academic negotiations in designing university curricula. *Research and Development in Higher Education* 30 (1). Selected, peer Reviewed Proceedings of the 30th HERDSA Annual Conference, Adelaide, 8 –11 July.

Garraway, J. (2006) Creating productive interactions between work and the academy. *Higher Education* no. 52: 447-464.

Garraway, J. (2005) The codification of local knowledge into learnerships, *Journal of Education* no. 36 (September): 93-110. ISSN 0259-479x

Garraway, J. (2005) Recontextualizing work into academic practices. *South African Journal of Education* 25 (4): 217-222.

Engel-hills, P, Garraway, J et al (2005) Reflections on life as a student from the position of employment. *South African Journal of Higher Education* 19 (2). 292- 305.

Lori Breslow, James Garraway, Christine Winberg, Jennifer Wright, and Bridget Wyrley-Birch. (2005). Learning from Integrated Tasks in Mechanical Engineering. *Journal of Engineering, Design and Technology*, Special Issue: 92-98.