

# Invitation Virtual Seminar 29 March 2023



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The Director of University of Pretoria - Mamelodi Campus, Prof Ntebogeng Mokgalaka-Fleischmann cordially invites you to the virtual seminar on: **Creating a curriculum for knowledge building.**

**Guest speaker:**

Professor Margaret Blackie, Rhodes University  
(Please see below the speakers Biography)

**Date:** Wednesday, 29 March 2023

**Time:** 12:00-13:00

**RSVP:** Register [here](#) for this seminar:

After registering, you will be added to the meeting platform.

**Enquiries:** Prof Marissa Rollnick, [marissa.rollnick@up.ac.za](mailto:marissa.rollnick@up.ac.za)

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## Speaker's Bio



Professor Margaret Blackie holds a PhD in education from Stellenbosch University and a PhD in chemistry from the University of Cape Town. Whilst teaching organic chemistry at Stellenbosch she juggled research in medicinal chemistry and in tertiary STEM education. In June 2022, she joined the Centre for Higher Education Research, Teaching and Learning at Rhodes University and now focuses on education research. She was the recipient of the South African Education Medal in 2020, and was awarded the Stellenbosch University Teaching Award in the Distinguished category in the same year.

## Creating a curriculum for knowledge building

### Abstract

To create a coherent curriculum affording a bridge from secondary school to tertiary education requires careful thought. There are the obvious elements such as ensuring that one concept builds on another and aligning one's assessments with the content. However, this alone is not sufficient to enable students to understand what it takes to build knowledge. In this talk ways in which interrogating knowledge building in one's discipline can help in curriculum design will be explored. This will be illustrated from chemistry but is broadly applicable across disciplines which have clearly defined content knowledge. In addition, the notions of instructional discourse (what is in the curriculum) and regulatory discourse (the implicit culture of the teaching environment) will be discussed to facilitate broadening epistemic access.

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