

SHAPING THE FUTURE OF EDUCATION: DATA-DRIVEN STRATEGIES FOR EQUITY AND SUCCESS

#TLC2025

WE INVITE PAPERS THAT RESPOND TO THE FOLLOWING THEMES:



Data-Informed Strategies for Teaching and Learning

Papers in this theme examine how educational data can inform responsive, culturally relevant pedagogical approaches and technology-enhanced teaching strategies. Contributors explore evidence-based insights to develop adaptive teaching methods, appropriate educational technologies, and inclusive learning experiences that respond to diverse student backgrounds, disciplinary interests and cultural contexts and languages while promoting equity and academic excellence.



Data-Informed Strategies for Assessment

Papers in this theme explore how data can inform the reimagining of assessment as inclusive and transformative educational practice, aligned with UCT's Assessment Policy principles. This theme investigates how evidence can guide the development of culturally sensitive, unbiased, and accessible assessment methods that promote student learning while addressing systemic inequalities.



Student Voice as Data

Papers examine how student voices serve as valuable data, emphasizing students as partners and co-researchers. Contributors explore traditional and multimodal collection methods including surveys, video responses, digital storytelling, and social media. This theme investigates student-led research approaches, addressing methodological and ethical considerations while examining how partnership models transform power dynamics toward collaborative relationships.



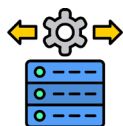
Data-Informed Strategies for Student Support

Papers in this theme examine how data informs and enhances comprehensive student support systems throughout the academic journey. Contributors explore evidence-based approaches to holistic student support, academic and peer advising, first-year and senior student experiences, mental health interventions, and gender-focused support strategies. This theme investigates innovative technologies including AI chatbots and systems thinking approaches that create responsive, personalized support frameworks for diverse student populations.



Exploring Data Ethics

Papers in this theme examine ethical challenges surrounding data use in higher education, particularly with AI-supported teaching and research practices. Contributors explore what it means to work ethically with data involving students, staff, and institutions. Key focus areas include data security, informed consent, data integrity and relevance, and responsible approaches to researching both teaching practices and students. This theme addresses the opportunities and responsibilities of increased data collection in academic environments.



Critical Approaches to Data

Papers in this theme draw on critical theories including decolonial, social justice, posthuman, postdigital, and sociomaterial frameworks to examine relationships between actors, data, activities, and practices in contemporary higher education institutions. Contributors explore how these theoretical lenses reveal power dynamics, challenge dominant data narratives, and inform more equitable institutional practices.



Wild Card Submissions

Other teaching and learning innovations of interest to the UCT teaching community.