1. Overview
Thanks to support from the UMSAEP Linkage program, my visit to Cape Town and the Western Cape region of South Africa was a successful and rich experience. For two and a half weeks during the summer of 2017 I visited Cape Town. The primary purpose of the trip was to co-teach a 4-day intensive CHEC course (Cape Higher Education Consortium) on how to use multimodal literacies in higher education pedagogies (the course continued virtually with weekly meetings until the final presentations were given by participants on September 1, 2017). The participants in this course are faculty members across many disciplines from four universities in Cape Town (i.e., UWC, UCT, CPUT, and Stellenbosch). A secondary purpose of the visit was to present in a 2-day workshop at UWC on multimodal pedagogies. Additionally, my visit included presentations and discussions related to my areas of expertise in multimodal literacies and post qualitative ways of inquiring with a range of faculty members and doctoral students.

2. Proposed Objectives (abbreviated)
The main goal of our proposal was to develop and teach a CHEC course on multimodal literacies and pedagogies in higher education. At UWC, the Deputy Vice-Chancellor Academic is developing a number of projects as part of the Institutional Operational Plan 2016-2019. One of these projects is on “Multimodal Literacies for Critical Citizens: Strategy and Pedagogy”. A sub-goal if to devise and implement a strategy and pedagogies for multimodal literacies including academic and digital literacies. The aims of the CHEC course were to teach participates what multimodality is, how literacies are always already multimodal, demonstrating various pedagogical strategies to use with students, discuss was of assessing these literacies, and consider how post qualitative ways of inquiring could aid in researching multimodal pedagogies. Fourteen faculty members from four institutions took part as participants in this course. In total, there were seven facilitators for the course (Viv Bozalek, four others from various Cape Town universities, one from Johannesburg, and myself).

Another aim of the visit was to conduct a 2-day colloquium at UWC for faculty members and instructors on multimodal pedagogies. I was a part of an opening panel and led the closing interactive workshop session that helped participate to process the new insights they learned from attending the other sessions over 2-days.

3. Status of Proposed Objectives
My Cape Town visit was instrumental for formally establishing relationships we a variety of faculty members and doctoral students at UWC. In what follows, I briefly describe the status of the 4 originally proposed objectives.

3.1 Objective #1: Improvement and implementation of strategic plan at UWC on implementation of multimodal strategies.
Working closely with Dr. Bozalek, we developed two separate learning opportunities for instructors in Cape Town: CHEC course and 2-days of workshops at UWC. Both of these initiatives created structured learning spaces for faculty members and instructors to have professional development on how to implement multimodal strategies in their teaching.

3.2 Objective #2: Meetings and workshops with Deputy Deans Teaching and Learning, team members, and stakeholders of the UWC DVC’s multimodal.

Deputy Deans were invited to attend the CHEC course and/or the 2-day workshops on multimodality. I also took part in a meeting with UWC’s directors of Teaching and Learning from various colleges on campus on August 7, 2017.

While a meeting was scheduled with Dr. Vuyo Nomlomo (Dean, College of Education) and Dr. Raj Govender, the meeting was canceled as Vuyo was out of the country and Raj was not available at the time.

3.3 Objective #3: The development and implementation of a course on SoTL (Scholarship of Teaching and Learning) and multimodal pedagogies for faculty/university lecturers.

The CHEC course had 14 participants and 7 facilitators who spent four days at the Mont Fleur conference center near Cape Town in all-day sessions on multimodal pedagogies in higher education (see attached flyer on the course). Readings of articles were shared ahead of time and these texts were incorporated into the discussions and presentations during the course. Participants engaged with various modes and tools to learn first hand how to incorporate multimodal literacies as pedagogies (e.g., finger paint, clay, collaging, drama as well as digital tools such as stop animation and photography). Sessions explicitly connected research on multimodal literacies with the activities and learning engagements. As participants came from a variety of disciplines, there was an explicit focus to have them think of specific ways to use multimodal pedagogies in their unique contexts. The course participants divided themselves into several small groups and were paired with a couple of the facilitators to meet weekly (I joined virtually) as a way to support them as they worked on projects to incorporate multimodal pedagogies in their own teaching. The entire group (participants and facilitators) came back together on September 1, 2017 (I joined virtually). Each participant had 30 minutes to share their projects -- the ways they are incorporating multimodal pedagogies, future plans, and their new learnings about multimodality. There was time for questions and answers from the group.

3.4 Objective #4: Joint presentations and publications on multimodal literacies and pedagogies.

Dr. Bozalek and I worked with several people to develop a 2-day workshop series to provide professional development to UWC instructors and faculty members (see attached flyer about the workshops and specifics on the presentations). Interactive workshop sessions included topics such as: photography, academic writing, digital storytelling, augmented reality, and inquiry through picturebooks.

I am currently in conversation with Dr. Bozalek regarding ways we might continue to collaborate together. As the CHEC course ended on September 1, 2017, we are still finishing up paperwork to provide feedback to the participants. Once this is over, Dr. Bozalek plans to initiate conversations with the co-facilitators on ways we might move forward with publications and/or presentations. One possibility is a special issue in a journal where we (facilitators) serve as guest editors and the participants author articles about the multimodal projects they’ve been engaged with as teachers inspired by the CHEC course. We are exploring options at this time and gaging interest from participants.

4. Additional Noteworthy Activities
In addition to the key objectives described above, Dr. Bozalek and I are working to create periodic (virtual) meetings with our doctoral students as a way to connect them to each other, support them collaboratively, and read and learn all together. The first meeting takes place on September 21, 2017. Dr. Bozalek and I have philosophical, theoretical, and methodological overlaps in the ways we engage as researchers. We have already developed several writings projects where one of us is editing a book and the other submitted a chapter for consideration. I imagine these writing collaborations will continue.

The facilitators of the CHEC course often commented that the distinction between facilitator and participant seemed blurred. Meaning, that when one was not the lead facilitator we participated as a participant. I learned many ideas, teaching techniques, and digital tools that I am currently incorporating into my own teaching at Mizzou. What a rich learning experience it was for me too!

5. Timeline of Activities and Meetings:
Here, I provide a summative timeline of key activities and meetings described above.

- **Fall 2016**: Dr. Viv Bozalek and I read key literature on multimodality and post qualitative inquiry. We meet monthly to discuss this readings, brainstorm ideas of co-facilitators for the CHEC course, and begin making plans for spring 2017 collaborative meetings.
- **Spring 2017**: Dr. Bozalek and I continued meeting monthly with several other educators from various universities in Cape Town who would co-facilitate the CHEC course with us. We also worked on developing a 2-day workshop at UWC on multimodal pedagogies. We reached out to various experts to see who was willing to present an interactive workshop.
- **March 2017**: Dr. Bozalek visited Columbia, Missouri from March 5th to 17th. During this time, we continued to develop the CHEC course and the 2-day workshops planned for UWC. Dr. Bozalek met with College of Education faculty members and Dean, digital storytelling scholars on campus, presented on a panel about engaged scholarship, and gave a lecture on her research.
- **Summer 2017**: The co-facilitators of the CHEC course continued to meet virtually and plan the various sessions for the course.
- **July 26th to August 13th, 2017 visit to Cape Town**:
  - July 26 to July 30: Travel to Cape Town and settle into life there, recover from travels, etc.
  - July 31 to August 3: Co-teach CHEC course on multimodal pedagogies at Mont Fleur conference center
  - August 4: Appointments scheduled with Dean Vuyo Nomlomo and Dr. Raj Govender. Efforts made to also meet Dr. Vivienne Lawack. (Due to travel plans and conflicts in schedules these meetings did not take place)
  - August 7: Attend Deputy Deans and Teaching and Learning Specialists meeting at UWC
  - August 7 to 8: Co-facilitate a 2-day workshop series on multimodal pedagogies in higher education at UWC
  - August 10: Collaborate with scholar at UCT (Dr. Karin Murris) who is an expert on early childhood literacies and post qualitative inquiry; gave a lecture to her doctoral students and worked with them on their research (dissertation) projects.
  - August 11: Toured township schools with UWC lecturer, Toni Sylvester.
  - August 12: Depart for U.S.

6. Summary
My first experience with the UM-UWC exchange program has been very beneficial. I met many faculty members and doctoral students that are working to incorporate multimodal pedagogies in their teaching in higher education and are thinking about post qualitative ways of inquiring into their teaching.

*Personal note: I extend particular thanks to my host, Viv, for being such a generous and attentive host. She gave me tours, invited my family to meals, and introduced me to many new scholars and teachers.*