



## Hosting the successful Third International LCT Conference

The Wits School of Education hosted the *Third International Legitimation Code Theory Conference* (LCT3) on 1 – 5 July 2019. Delegates arrived in Johannesburg from 16 countries, including Mexico, Brazil, Australia, the UK, Nigeria, the USA, Denmark, Sweden, Namibia and China. Delegates from 12 other South African universities also attended. Over five days, the 140 delegates were treated to a variety of sessions, including nine introductory and more advanced workshops on teaching and researching with LCT; three keynote addresses; a panel discussion, and 98 conference papers.

The creator of LCT and Director of the LCT Centre for Knowledge-Building, Prof Karl Maton, opened the conference with a keynote address. He introduced concepts from LCT's Autonomy dimension and used them to show why learning doesn't happen when teachers don't make the 'rules of the game' visible to their students. He also showed how these LCT concepts can be used to change the 'rules' so that participants are no longer marginalized by rules they neither see nor understand. The second keynote speaker, Dr Yaegan Doran, explored how 'axiological constellations' help build knowers in the Humanities. The third keynote speaker, Dr Karin Wolff, used her scholarship in LCT to theorise her personal journey through academia, work and life. Another highlight of the conference was undoubtedly the powerful panel discussion on the 'Decolonisation of knowledge, inclusion and the quest for social justice'. Aably chaired by Paul Maluleka, panelists Prof Aslam Fataar and Dr Mlamuli Hlatshwayo considered the challenges and opportunities in researching knowledge practices in a time of 'hyper-genericism', relativism and an imperative to decolonise education. Dr Hanelie Adendorff and Dr Mags Blackie shared their experiences of using LCT to facilitate productive discussions about decolonisation in intellectual fields like the sciences. A recording of these plenary sessions can be viewed on the LCT Centre for Knowledge-Building YouTube channel.

The papers covered a wide range of topics, with numerous papers on students' transitions into higher education; language for academic purposes and academic writing; knowledge-building in a range of subjects/disciplines; vocational education; teacher education; learning the arts; and inclusive education. In addition to this research stream, there was also a practice stream. Educators from schools, TVET Colleges and universities showed how they used LCT to inform their teaching and assessment practices.

LCT3 closed with a memorable tour through heritage sites in Soweto, including the Soweto 1976 walk of remembrance from Morris Isaacson High School to the Hector Pieterse Memorial; a humbling visit to the Mandela House; and a shopping stop in Vilakazi Street, Orlando West.

On reflecting on the conference, delegates gave incredibly positive feedback. A delegate explained how the conference had given him a 'renewed inspiration for research on important problems we face'. Others appreciated being part of a group of 'sincere and powerful-thinking orientated colleagues' whose work is 'highly motivating'. Feedback really helped a delegate to 'move her own research forward.' Another described it as quite simply, the 'Best. Conference. Ever.' Members of LCT@Wits Knowledge-Building Research Team are looking forward to presenting their research at LCT4, the *Fourth International LCT Conference*, to be held in Wollongong, Australia in December 2021.

LCT3 was organized jointly by the LCT@Wits Knowledge-Building Research Team and the LCT Centre for Knowledge-Building. The Conference Organising Committee was supported by a South African advisory team of LCT scholars from Rhodes University, Stellenbosch University and the Cape Peninsula University of Technology. The conference was made possible through generous funding contributions from the National Research Foundation (Knowledge, Interchange and Collaboration Grant); the Wits Faculty of Humanities; Wits School of Education and the Wits Research Office; and the LCT Centre for Knowledge-Building (University of Sydney) which also provided invaluable administrative and IT support.