

The University Teaching and Learning Office

Cordially invites you to a webinar

Title: AI and the Decolonial Project: Rethinking Knowledge in South African Higher Education



7 August
2026



10h00 – 12h00



Virtual Via
Teams

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About Workshop

Artificial Intelligence (AI) is becoming increasingly embedded in teaching, learning, assessment, research, and academic support across higher education. At the same time, South African universities continue to pursue the unfinished project of decolonisation as they seek to transform curricula, broaden epistemic participation, and create conditions under which diverse forms of knowledge can be recognised, produced, critiqued, and legitimised. These developments are often discussed separately, yet they increasingly intersect in ways that raise important educational, philosophical, and practical questions. This webinar explores the relationship between AI and the decolonial project by moving beyond questions of technological adoption and algorithmic bias. Instead, it examines how AI participates in the educational practices through which knowledge is accessed, interpreted, created, communicated, evaluated, and recognised within higher education. The session will critically engage questions surrounding Indigenous Knowledge Systems, multilingualism, curriculum transformation, academic judgement, human agency, and the role of universities as sites of knowledge production. Rather than arguing for or against AI, the webinar invites participants to critically reflect on how South African higher education can engage AI in ways that strengthen rather than diminish its transformative aspirations. Ultimately, the session asks whether the challenge is simply to adopt AI responsibly, or to rethink the educational conditions under which knowledge is created and valued in an increasingly AI-mediated world.

About The Facilitator

Mr Khutso Mnisi is an Instructional and Learning Designer in the University Teaching and Learning Office at the University of KwaZulu-Natal. His work focuses on curriculum renewal, digital pedagogy, assessment design, artificial intelligence in higher education, and inclusive learning environments. He is currently pursuing a PhD in Education at the University of Johannesburg, where his research examines AI-supported pedagogy through a decolonial lens, with particular attention to epistemic inclusion, knowledge production, and educational transformation in South African higher education. His broader interests include instructional design, curriculum transformation, educational technology, and responsible AI integration that supports critical thinking, academic integrity, and contextually relevant teaching and learning.



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