

DEPARTEMENT VIR
ONDERWYSINNOVASIE

DEPARTMENT FOR
EDUCATION INNOVATION



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

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Vision, mission and strategic objectives

The strategic drivers of the Department for Education Innovation comprise a focus on education, quality, international competitiveness and innovation. The vision, mission and strategic objectives therefore stem from these thrusts.

Vision:

Education excellence at the University of Pretoria.

Mission:

Education Innovation enables, encourages, promotes and rewards excellent learning and teaching by leading, facilitating and supporting education initiatives in partnership with lecturers, faculties and other support services. A holistic approach is followed in respect of the needs and specific contexts of staff and students in order to establish appropriate learning environments.

Strategic objectives:

1. To continuously reflect on, research, engage in and reward activities that promote innovative learning and teaching.
2. To harness the new management model and play a leading role in developing learning and teaching policies and embedding these in the faculties.
3. To actively participate in learning and teaching activities in other support services.
4. To develop a leading position in South Africa with regard to the provision of an integrated educational support service at a university.
5. To do research in learning and teaching in higher education in order to guide decision-making and policies.
6. To enhance learning for the diverse student population by facilitating and supporting lecturers in the appropriate use of information and communication technology (ICT) in the blended environment.
7. To maintain and enhance the e-education environment and determine how to use new technologies effectively in learning and teaching.
8. To enhance and align Education Innovation's training strategy and portfolio on a needs basis and encourage UP staff to follow the courses offered.
9. To design, provide and maintain appropriate educational technology in teaching venues, together with effective support and training.
10. To create a work environment in which the human resources of Education Innovation are valued and are able to render effective services, outperform and develop holistically in their career paths.
11. To extend the diversity in Education Innovation and achieve diversity objectives for 2008 to 2011.
12. To continuously evaluate Education Innovation's effectiveness, efficiency, internal structures, processes and procedures.

Note: The above strategic objectives are pursued as part of, or in addition to, the normal support service activities of Education Innovation, such as education consultation, instructional design, graphic, photographic, video, rental services and all other regular services.

Department for Education Staff 2009





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Director's Message



The Department for Education Innovation (EI) creates value by focusing on ways of improving teaching and learning in a formal setting. Sometimes the innovation is truly transformative, focusing on the 'next practice'; at other times, it focuses on contextualizing and implementing 'best', 'useful' or 'evidence-based' practice.

Innovation is underpinned by research. Staff in EI needs to be familiar with the latest literature, what is going on at the University of Pretoria and, through benchmarking, what is going on at other universities in South Africa and abroad. This implies that members of the department read widely, attend conferences, communicate internally and set up collaboration outside the University. However, research also entails active investigation of practices at the University through action learning and research, usually in collaboration with lecturers. This activity leads to the sharing of new knowledge through conference papers, articles and chapters in books.

EI does not work alone. The department is accountable to the Vice Principal: Undergraduate Teaching and Learning, Professor Ogude, and enjoys her support and that of the Senate Committee on Teaching and Learning. The department engages with the Deans of the Faculties and relevant Faculty committees tasked with championing the improvement of teaching, learning and assessment as well as individual departments and lecturers. Members of support departments such as the Library and Information Technology Services, among others, are key to the success of education innovation projects.

The impact of the Department for Education Innovation is extensive. EI supports a blended approach to learning through

- education consultants who offer the Induction Programme for academics new to the University and continued academic development of lecturers and tutors for face-to-face teaching and assessment as well as curriculum design;
- the e-learning section that maintains the learning management system, *clickUP*, trains lecturers and administrators to use it and supports them in their endeavours, as well as focusing on other technologies that support education;
- creative studios whose artists design graphics and animations;



Dolf Jordaan and Lynette Nagel both published chapters in books.



- *Creating a vision for quality teaching, learning and assessment and enabling staff to accomplish that vision*
- *Advising decision-makers at all institutional levels on educational practice that promotes student engagement and success.*
- *Providing academic professional development opportunities, support and facilitation in a variety of media*
- *Designing, developing and refining learning resources and environments in all media.*
- *Integrating theory and practice, different technologies, resources, people and processes.*



Fifteen objectives were determined, each with associated short, medium and long term strategies. The Strategic Plan will be implemented, resourced and monitored through the annual operational plans of the department. The objectives will be revisited at the end of 2010 and possibly consolidated.

- qualified photography and video specialists;
- research into students' experiences that impact on learning success and retention.

2009 was a year that required particular stamina. In addition to the operational activities of each section of EI, the whole department was involved in two major events: strategic planning for 2010-2020 and an external quality review that required the writing of a self-evaluation report and a site visit.

All EI staff participated in the initial strategic planning workshop in March 2009 and subsequently assisted in refining the 2020 Strategic Plan through a series of additional face-to-face sessions and opportunities to comment on the document electronically. The planning session was also attended by a variety of EI stakeholders: the Faculties, ITS, the Library, Student Affairs, BIRAP, and so on, the intention being 'to get the whole elephant in the room'. The theme of the workshop was *Focus on the Future: 20/20 Vision*. The 20/20 vision that emerged from the process is

Creating synergy towards innovative education environments for student engagement and success

The mission of the department was articulated as:

- *Leading through knowledge generation and application related to educational theories, practices, trends, policies and technology.*

The external quality review was part of the University cycle of reviewing all departments within a set cycle. At the suggestion of the Quality Unit, the Baldrige Excellence Criteria for Education were used as the organizing criteria. The self-evaluation report was completed by dividing the whole department into teams, one for each chapter, under the leadership of a member of the management committee. This led to a high degree of participation and richer information. Writing the report was a learning curve for the whole department. The report was submitted on time with supporting documentation provided on a CD. Additional supporting hard copies were gathered in the department for reference during the site visit, which occurred from 5-7 October. The report of the review panel was received on 6 December. There were a number of affirmations, commendations and recommendations in the report. Affirmations noted the productive relationship that is evident in the interaction of EI with key stakeholders, such as the Library, ITS and Institutional Research; the Faculty Engagement Model; the high quality and up-to-date products developed by Creative Studios and E-Education; the identification of risk modules; the initial work of HERI in establishing teaching and learning indicators; the notion of Communities of Practice, enabling EI practitioners to reflect and plan; and EI's diverse staff profile. The following commendations were received:

1. The panel commends EI for the inclusive, open and capacity-building manner in which it undertook the self-reflection and review.
2. The panel commends the widespread understanding of the 'golden thread' of alignment of UP strategic plans with those of EI plans and personal goals.
3. The panel commends EI and the library for the collaboration that has given rise to one-stop-shop materials that support high-end scholarship in tertiary learning and teaching.
4. The panel commends the focus on high impact modules and recommends the extension of this strategic focus to EI's work in module and programme quality improvement initiatives.
5. The panel commends EI for the evidence of professionalism and work ethic amongst its staff, as well as the opportunities for their continuing professional development.



The department has enjoyed good management and leadership from the Deputy Director and section heads in 2009 and particular thanks are due to them: Dr Matete Madiba (Deputy), Elize de Waal (Operations Office), Almero du Pisani (Creative Studios and Communication Technology as well as Educational Technology during its hand over to ITS), Sanet Haupt (Education Consultancy), Dolf Jordaan (e-Learning), Dr Willem Jorissen (Education Consultancy), and Detken Scheepers (e-Learning). Every member of the department participated with



passion in the activities of the department in 2009 and staff members well deserve the accolade paid by the quality review panel to their *professionalism and work ethic*.

Professor Wendy Kilfoil

Recommendations included, among others, the need for a clearer definition and a deepening of the meaning of Education Innovation, reducing the number of objectives in the Strategic Plan, tailoring the department's structure to the scope of its Faculty-based work in curriculum, learning and teaching enhancement, a review of UP teaching and learning policies, the development of a consistent and integrated academic professional development plan and that the University consider the appointment of some EI staff as academics so that they may qualify for the benefits enjoyed by academics, in order that they enhance their role in furthering learning and teaching. Improvement plans will be a focus for early 2010. Fortunately, many of the gaps identified in the process of the self-evaluation, as well as elements of the oral feedback, could already be incorporated into the 2010 Operational Plan.

2009 Cross-Cutting Projects

The Department has five sections:

1. Creative Studios and Communication Technology
2. Education Consultancy
3. E-Education
4. Higher Education Research and Innovation
5. Operations Office

Each education-oriented section in the department has a particular focus but there is a great deal of collaboration across sections to complete projects of limited scope as well as more major initiatives. Before we discuss each section of the department separately, we give a short description of some of the most strategic cross-cutting projects undertaken by EI in 2009 and their current status.

UP Curriculum Development Model Reworked

An old UP curriculum framework – the Cone Model – was reworked to include the relevant curriculum development principles and the latest South African Higher Education legislative parameters. The model is being used as the framework to facilitate curriculum development throughout the University. Workshops on the model are ongoing and more than sixty academic staff who went through the 2009 EI Induction Programmes were exposed to it.

Curriculum Mapping

Software to support curriculum analysis and development was acquired. The software was customized and now has the potential to capture UP curriculum information (beyond study guides) and to improve curriculum design and development in the process. A UP curriculum mapping template, informed by the reworked curriculum framework, has been built into the software. The template is structured in such a way that it will allow a level of flexibility to cater for different departments and programmes. The ITS department has allocated consultants to support the development of infrastructure to ensure that curriculum information captured in the software supports better use of *clickUP* and the quality of

study guides. During 2009 more than sixty modules were loaded on the system.

High Impact Modules (HIMs)

Thirty-one HIMs were identified for 2009 in EMS, NAS and Humanities. It was a collaborative exercise to build a rationale to identify these modules and to reach agreements to use the same criteria within different Faculties. The process included both the use of BIRAP data and decisions within the Faculties. Overall the modules exhibit the following characteristics:

- Low pass rates/ high failure rates (suddenly or over time)
- Large enrolments
- Serving many programmes
- Serving programmes associated with scarce skills
- First-year modules

An Action Learning Set was formed within EI to investigate possible interventions and to support the Education Consultants as they worked with lecturers involved with the modules. A few lessons were learnt and these will inform further action learning cycles. One was to include the planning of an action/ intervention cycle within a semester and beyond, isolating short and long term interventions. Curriculum mapping and the use of the *clickUP* Gradebook will be the main interventions for 2010.

Large Class Resource

An e-resource to support the teaching of large classes has been developed, using *clickUP*. Lecturers will be logged in as students on the system. The purpose is to engage lecturers who face large classes in relevant discussions; support decision-making to improve teaching in these classes; and expose lecturers to resources, including literature on how to handle large classes. The e-resource will be launched formally in 2010 as an Eduvate Forum event.

Academic Staff Development: Prof Ortrun Zuber-Skerritt

A world-renowned author and researcher on action research was hosted by Education Innovation for a week in August 2009. The workshops, attended by EI and academic staff, provided exposure to methods and tools on action research in support of academic staff development and the scholarship of teaching and learning. EI has now gathered an extensive toolkit and processes associated with HIMs, for example, rely on these methodologies.

Academic Staff Development Policy

In response to an HEQC audit comment on the need for a policy for the training of part-time academic staff, EI drafted the UP Academic Staff Development Policy. The purpose of the policy is to align professional development programmes with the strategic focus to improve teaching and learning. The draft policy will be consulted with the Faculties and other stakeholders during 2010.

CPD for extended programmes

EI arranged a series of workshops for academic staff teaching in the extended programmes in the Faculties of Natural and Agricultural Sciences and EBIT during 2009. These workshops were aimed at addressing the teaching and learning challenges of facilitating learning in extended programmes. The themes were derived from a needs-analysis survey conducted among the teaching staff the previous year. A number of presenters from different institutions like the University of Cape Town and the Durban University of Technology as well as Education Innovation staff gave successful presentations that were well attended.

The period associated with the Department of Education 2008 funding year was experienced as a transition period for extended programmes at UP in terms of training. A major shift was to extend the support to programmes outside the Faculty of Natural Sciences (NAS). A series of workshops, planned as a response to the needs assessment session conducted in June 2008, and also as way to organize support from a centralized point, could only be

scheduled for the first term of 2009. The workshops were open to staff other than those in NAS. A report was sent to the DoE by April 2009 with a request for further training funds covering the period up to year 2011 and fortunately the funds were forthcoming.

Follow up sessions made a shift in terms of targeting participants. Instead of accommodating all those who participate in the offering of EPFP, activities were module and programme based. The shift should contribute towards the strengthening of communities of practice and a team-based approach to the delivery of modules. Forums serve as platforms for the communities to work out and negotiate responses to challenges within programmes and modules. Curriculum Mapping (CM) is used as a strategy to improve curriculum in these modules, including teaching, learning and assessment plans. Redundancies and gaps in existing curricula are of particular focus.

An e-resource, built after the structure of the one for large classes, has been developed especially to support training in extended programmes. The e-resource will host all resources developed in the process of professional learning opportunities and these will be stored as reusable objects.

Creative Studios and Communication Technology



Education Innovation has Creative Studios on three UP campuses, namely, Hatfield, Onderstepoort and Prinshof. Creative experts assist in capturing concepts in audio and/ or visual forms, which range from graphic images, photographs and video to animations, voice-overs and other forms of sensory stimuli. In terms of teaching and learning, the use of audio and visual elements assists students with different learning styles to engage more meaningfully with the content. In 2009, Creative Studios continued to provide quality, professional, and specialized services to all the Faculties and Support Services at the University of Pretoria.

Communication technology refers mainly to videoconferencing services.

Highlights and New Initiatives of 2009

One highlight was the involvement of Video Production, at the Health Sciences campus, with an initiative to stream live surgical operations *via* fiber optics from theatres in the Steve Biko hospital to a seminar room. This has been an exciting initiative that has made use of current and updated technology and it could be carried through to other disciplines in the future. The aim is to have the first theatre fully operational by March 2010. This will enable students to view live video footage of an operation and communicate with the surgeons during the procedure. Postgraduate students will benefit the most from the initial project.

An annual highlight is the Design Indaba held at the International Convention Centre in Cape Town (CICC). It is a world-renowned, prestigious and

internationally recognized conference where the best creative minds from all corners of the globe and from diverse creative backgrounds are identified and invited to share their secrets, experiences and design processes. In February 2009, nine staff members from Creative Studios attended the 12th Indaba. During the course of three action-packed days, EI designers were exposed to new ideas and innovative ways of working in the various creative disciplines. With the depth and breadth of topics that were covered, there was tremendous opportunity for them to develop their sensibilities in the task of assessing and improving their abilities in their relevant specialist fields.

Excelling is always a highlight. Creative Studios contributed towards the success of lecturers with their conference poster designs in 2009:

- One of the top three posters presented at a Nursing Education Conference at Emperor's Palace in October.
- A 'Best Poster' award in the Seoul International Social Work Conference in April.

A very successful annual project is the 'UP with Science' poster campaign. The feedback received from the Faculty of Natural and Agricultural Sciences has always been extremely positive. In 2009, the Department of Mathematics and Applied Mathematics was showcased and said that the campaign was a great tool for presenting the difficult concept. Using everyday objects as examples, things that the learners could relate to, it helped them to understand the difficult concept of surface area and volume. This poster was sent to schools around the country as a teaching aid. Teachers worked directly from the poster in the classroom.



Various projects completed by the Creative Studios photographers are worth mentioning:

- Final-year students examinations food shoot for Consumer Sciences
- Digitization and restoration for Architecture, 'Kerk boek' and de Ridder collections.
- Architecture students product shots
- Mapungubwe new gold for catalogue
- Van Tilburg collection for catalogue
- Bettie Cilliers-Barnard collection
- Sport Physiology Rugby cone exercises

Institutional Support

While the main function of Creative Studios is to support innovative teaching and learning, it supplies a service across the University, as is evident from the list above. Its services are used by the Executive, Corporate Communications and Marketing, and presenters at conferences to create quality informational and promotional products.

During 2009 the University Council approved a major facility expansion project for the School of Engineering as well as the construction of a parking garage. The Project Manager of the Engineering Building Project approached Communication Technology, which forms part of this section, to investigate the possibility of filming the construction process. Communication

Technology staff in collaboration with a member of the E-Education section of EI researched possible solutions and found that a permanent web cam would be the best solution. EI procured the hardware, did the installation next to the Aula and since May 2009 has been responsible for capturing, storing and showing the construction process on <http://web.up.ac.za/building>.

Communication Technology undertook a large number of videoconference link-ups during 2009. The one that attracted most media attention was a videoconference link with Mr Kofi Anan in February 2009. Technologically it was quite a challenge to route the link from Europe *via* the USA to enable platform protocols to 'talk' to each other and to ensure enough bandwidth for the conference. A second alternative communication route was available in the event that communication was lost, but all worked well during the event. Furthermore, the Executive is using videoconference more and more for interviews and meetings. Skype was even used for an interview for one the Deans' positions. The video team started at the end of 2009 with video clips for the Faculty of Law. These clips are on topics that can be explained within ten minutes and the products are then placed on YouTube. At present three clips are already on YouTube.

The video team also participated in many productions. One example was the state visit of their majesties King Harald V and Queen Sonja of Norway, during their visit to the University on 24 November 2009.

Design and Development Impact

Advances in technology make it possible to include increasingly sophisticated multimedia (video, sound, animation, digital photographs and complex graphic images) in the learning material provided to students. Multimedia are part of the blended learning model at UP, promote visual literacy and enhance the learning experience.

- Large numbers of academic and research posters were created on the three campuses and feedback from lecturers indicates a positive impact on the quality of teaching and learning.
- Creative Studios constantly upgrade technology to be able to assist lecturers with top class products; for instance, one of the video editing computers and software were replaced during 2009. The latest Creative Suite software (CS4) was installed on all the graphic computers and photoshop plugins were updated for the photographers.

Creative Studios also contributed from January 2009 to the Induction Programme for new lecturers. All the technology required for the training was arranged and some input was provided by Creative Studios. A lecture on the use of media in teaching and learning was also provided at each Induction. The impact of the exposure at the Induction Programme is that the head of Creative Studios receives more and more invitations to lecture at academic departments on the use of media and PowerPoint. Given that PowerPoint is a dominant lecture hall presentation tool nowadays, improving its use significantly impacts on the quality of the students' experiences.

Education Consultancy



Education Consultancy provides a designated and specialized support service to all categories of teaching staff at the University. The core mandate of this support service is to develop, sustain and foster best and next practices in teaching, learning and assessment.

A pivotal skill of education consultants is the ability to build relationships. The aim is to have a dedicated education consultant per Faculty to liaise with the Dean, Faculty teaching and learning committees or equivalents, heads of departments and individual lecturers. The work of the educational consultant involves large-scale academic professional development initiatives, as well as continuous coaching to individuals.

Highlights of 2009

This ideal became a reality during 2009, when the Faculty Engagement Model, as a strategic approach to engage with Faculties in order to enhance teaching and learning, was rolled out to seven Faculties. On the mandate of the Dean, all heads of departments were visited by the relevant education consultant and the heads of Education Consultancy to collect contextualized knowledge regarding each department's priorities and needs. This information was used to develop teaching and

learning improvement plans. The execution of the priorities within the improvement plans was managed by education consultants through the formal Faculty structures, giving continuous feedback on progress of activities and raising issues, challenges and successes. The implementation of this approach has led to the alignment of education consultants' activities with Faculty priorities as identified by the respective heads of departments. Mutually beneficial relationships were built by stimulating continuous focused dialogue. Three Faculties were only assisted on an *ad hoc* basis as EI had vacancies for consultants.

So, another highlight of 2009 was that the department managed to appoint education consultants for the Faculties in which there were vacancies:

- Faculty of Education – Ms Neo Tshetlo
- Faculty of Engineering, Built Environment and IT – Dr Ronel Callaghan
- Faculty of Law – Dr Rejoice Nsibande

The multiple and specific needs of the Faculties are reflected in the priorities as identified and captured in the Faculty teaching and learning improvement plans. Some of the major achievements for 2009 were:

Engineering:

1. The Whole Brain initiative in the School of IT

The Whole Brain initiative within the Computer and Information Literacy (CIL121) course is an example of collaboration between various sections within EI, as well as academic and support staff. The School of IT in EBIT, the Faculty of Education and all sections within EI are collaborating in reviewing the presentation strategies and learning material of CIL121 with the aim of converting them to a Whole Brain teaching and learning approach. The focus for 2009 was on requirements analysis and a variety of workshops, focus groups, surveys and questionnaires was used. Training the assistant lecturers and piloting whole brain concepts in the classrooms also featured during this year. Whole brain activities were also planned, designed and created.

2. Multimedia and student engagement in Mining Engineering.

The Department of Mining Engineering is in the process of developing support material for all their courses. This material will assist students in gathering background knowledge about Mining Engineering during their first two years of generic Engineering studies, and prepare them for the third year when they start specializing in this department. The material will also be used in the different modules. It includes multimedia elements such as videos, sound clips, graphics, etc. The department is also preparing to promote interactive teaching and learning strategies and the material will support this drive.

Natural Science:

1. A process improvement plan for dealing with the High Impact Modules in the Faculty has been developed and proposed for implementation in 2010. This is a long-term process that will adopt an Action Learning and Research approach.
2. Research was undertaken in the Department of Geology that has resulted in discussions of proposed changes to their curriculum, specifically within the second-year, first-semester modules. These changes should positively contribute to the improvement of their throughput.
3. Great effort has been applied to the research and development of the curriculum mapping tool and templates using the Atlas Rubicon software that was acquired in 2009.

Humanities:

1. A model for academic development is being developed in line with the institutional project on integrated student support.

Economic And Management Sciences:

1. Tutor training within Accountancy: Team teaching with members of staff from the Faculty; students derive the benefit of both theoretical grounding and subject related practical tips and advice by role models.
2. First-year assessment survey in the Faculty: The ratio formative versus summative assessment through MCQs versus longer type questions was assessed to measure compliance with policy.

Veterinary Science:

1. international Workshop: The LINQED Educational Network is an initiative of the Prince Leopold Institute of Tropical Medicine (ITM Antwerp), Belgium and the Belgian Directorate General for Development Cooperation (DGDC). The LINQED educational network wants to contribute to the improvement of human and animal health by promoting quality education, specifically on postgraduate level in the field of tropical medicine in developing countries. The Department of Veterinary Tropical Diseases (DVTD), in the Faculty of Veterinary Science, is one of the twelve partners of this initiative. The education consultant for Veterinary Science was nominated by the head of the Department of Veterinary Tropical Diseases to be a member of the Task Force whose main responsibility it was in June 2009 to plan an international workshop to take place in December 2009, involving all partner institutions. The theme of this workshop was 'Quality in Education' with emphasis on programme design and student assessment. The aim of the workshop was to share experiences on quality in education by discussing practices from different institutions, learn from one another and form an international network that could strengthen one another's practices. The workshop was hosted by the Moroccan LINQED member INAS (Institut National d'Administration Sanitaire) in Rabat, Morocco from 2 – 4 December 2009. The consultant played an active role in this workshop – facilitating a session on assessment of students. Some specific outcomes included action plans

on strengthening the network to the benefit of all members. Follow-up discussions and workshops will be undertaken to establish a strong network that would benefit the DVTD and the Faculty.

Study guide Project

The development and improvement of study guides as a means of mobilizing continuous curriculum development in Faculties was a priority in 2009. The main purpose of the project is to improve the quality of study guides as learning tools across the institution as their visibility and accessibility are of vital importance within Faculty programme review and strategic institutional planning. Working within a curriculum development framework where there is synergy between the macro, meso and micro levels (UP Cone Model), study guides are seen as the end artefacts of a good curriculum development process.

Since a study guide provides a 'window' through which one can view the planning and implementation of a module, accountable curriculum development principles underlie all good materials development. The Study Guide Project promotes constructive alignment between the intended curriculum (approved, accredited and registered purpose and outcomes), the delivered curriculum (what is taught in the classroom) and the assessed curriculum (what was taught, is assessed). This alignment should be reflected explicitly and clearly in the study guides and other resources used.

Because curriculum planning never happens separately from any system and context, the Study Guide Project linked with two other initiatives; namely, the Large Class Project and activities around the improvement of the High Impact Modules (HIMs). Study guides from the identified HIMs were used

to gather data and trends to inform improvement strategies. Ethical clearance was granted from the relevant committees to gather data on students' views on the value of study guides. Using these data, together with those gleaned from the curriculum mapping activity, the Policy on Study Material and the template for compiling study guides will be revised during 2010.

Professional Development Opportunities For Lecturers

Induction of new lecturers



Induction programmes were offered for newly appointed lecturers on two occasions in 2009. A total of 60 staff members attended these programmes. The week-long programme introduced participants to the theory and skills related to teaching in higher education, while the follow-up day a few months later provided an opportunity for them to exchange and discuss success stories and challenges in real-life teaching practice. ECs provided support after the training through being available for consultation services and conducting class visits when requested to do so.

Table 1: CPD for academic staff

	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education induction for newly appointed lecturers		75	114	103	85	81	59	67	60
Education induction for junior lecturers and academic co-workers			62	25	74	60	76	14	32
Education induction for tutors	116	84	212	133	95	118	186	182	198
Assessment workshops			291	35	40	58	42	51	27
Extended programme training									117
Other educational themes	704	248	291	142	654	131	49	27	49

Assessment

Two campus wide assessment training workshops were presented. These three-day workshops were based on the following: principles of assessment, UP's assessment policy and planning for assessment. The workshops included sessions on specific assessment methods (for example, written examinations, orals, practical examinations and portfolios).

INNOVIL training

Education consultants provided a customized education induction course for the assistant lecturers in the School of Information Technology. The aim of this training is to prepare the assistant lecturers for their responsibilities as learning facilitators and special attention is given to planning and facilitating various learning opportunities that enhance active learning. The programme was presented successfully and from the feedback it was clear that the assistant lecturers valued the opportunity to practise their skills and apply what they had learnt in the micro lessons. Their feedback is considered when planning the next course to ensure that the content is relevant for these lecturers. Thirty-two junior lecturers attended the course in January 2009. Education consultants provided some additional guidance and addressed any problems that might have been experienced.

Tutor training

An investigation on University-wide tutor practice was conducted with the focus on using the collected data to propose a guiding framework. A report on the findings of the investigation was forwarded to the Vice-Principal: Undergraduate Teaching and Learning.

The Department for Education Innovation arranges tutor training in all Faculties and Education Consultants conduct the training. The training is based on a Supplemental Instruction (SI) model. SI attempts to address the problems associated with providing academic support to students and remaining student-centred. Costs of tutor training are covered by the Skills Development Fund of Learning and Development in the Department of Human Resources. In 2009, 182 tutors were trained.

Portfolios for appointment and promotion of academics

The *Policy, Procedure and Guidelines applicable to the Recruitment, Selection, Appointment and Promotion of Academic Staff at the University of Pretoria* make provision for the recognition of a teaching contribution for the purposes of promotion. Towards this purpose, the process and the role of peer evaluation and professional development portfolios were clarified (Senate meeting of 19 September 2008, document S4885/08) with specific reference to:

- The peer evaluation process incorporating peer evaluation of classroom teaching and guidelines and peer evaluation of a teaching portfolio;
- Guidelines for compiling a teaching portfolio for promotion purposes;
- The process for submitting applications for appointments up to senior lecturer and a process for submitting applications for appointments up to full Professor.

In 2009 two consultative workshops were held where the guidelines were discussed for the purposes of improvement and further clarification.

The work on the project included intense collaboration with Ms Christine Williams of Human Resources.

The results of the mandated work of the task-team will be implemented in 2010 and will serve at the Senate for notification.

Longitudinal Study EMS

The high drop-out rate of first-year students in the Faculty of Economic and Management Sciences triggered a longitudinal study commissioned by the Dean of the Faculty. The study started in 2008 when only first-year students were questioned. In 2009 second-year students were included in the study. The aim of the study is to clarify the expectations and learning experiences of students in the Faculty, over their three years of study, in order to implement changes encompassing curriculum, teaching, assessment, support and logistics. The findings of the study will contribute towards the management of these expectations.

Two questionnaires were administered to the first-year students in 2008 and 2009 and the second-year students also filled in the second questionnaire in 2009. The first questionnaire concentrated on the newly-registered students and their expectations and the second questionnaire focused on the students' learning experience in the Faculty during the year. The data that were collected were merged with the Faculty enrolment data to identify the degree and school of each student. The resultant data were then presented according to school and language, and qualitatively analysed using ATLAS.ti computer-based software.

The researchers refrained from discussing the results in much detail, or from making overt conclusions and recommendations. Instead, a summary of the data and identified trends was presented to the Dean of the Faculty. Once the study is completed, student feedback over the three years of study will be analysed extensively.

E-Education



The core focus of E-Education is the skilful and appropriate integration of various information and communication technologies, including the worldwide web (WWW), interactive multimedia delivered on CD-Rom and computer-assisted assessment.

Highlights of 2009

The E-Education group completed a number of projects during 2009. The training portfolio was extended to include a *clickUP* Assist course. Pilot projects included another e-Portfolio pilot with the focus on teaching portfolios, use of synchronous (real time) software, the use of clickers in a classroom and an online course in podcasting. The annual *clickUP* student survey was adapted to the ECAR survey used by Educause. New functionalities were built into the Lecturers Online portal to provide more autonomy to lecturers with regard to *clickUP* modules.

Design and development impact on quality of teaching, learning and assessment

Instructional Design

Instructional Designers support UP's blended learning model by recommending a combination of instructional methodologies to be used within the web-environment (*clickUP*) and multimedia.

Approximately 45% of all modules with student registration was supported by a *clickUP* module

in 2009. *clickUP* enables lecturers to make use of a blended approach to their teaching and learning activity by providing students with access to additional online resources, and more opportunities for interaction with course content, fellow students and lecturers. A blended approach may positively impact on student learning by providing additional learning time and materials, as well as additional opportunities for collaboration, as shown in a meta-analysis study of empirical research of online learning.¹ The percentage of modules that makes use of a blended model at UP compares well with international studies that focus on world trends in e-learning. The Gartner international research group indicates in a report published in December 2009 that there seems to be growth in courses that are presented fully online while only 45% of courses was presented in a blended or hybrid model during 2006-2008. The Gartner group predicts that modules presented in a blended mode may increase to 50% in 2009.²

Multi-disciplinary teams consisting of instructional designers, graphic designers and video producers worked together with subject experts to complete three interactive CD-Rom multimedia products for BE at UP, the Faculty of Health Sciences and the Department for Education Innovation. The Biomechanics product is currently used by first-year

¹ United States Department of Education. (2009). *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*. Retrieved January 12, 2010, from <http://www.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

² Lowendahl, Jan-Martin, Harris, M (2009). *Gartner Higher Education E-Learning Survey 2008-2009: Poised for the Next Step?* Gartner Research.

Occupational Therapy students as a tutorial and self-test tool to study the concepts of biomechanics. Elements from the multimedia are also used during lectures to demonstrate difficult concepts. Students have commented positively on the effect the product has had on their understanding and learning. The lecturer is currently busy with research into the students' use and the effectiveness of the product.

E-Assessment

The *Umfundi* system, *clickUP* Quiz Tool and *CompAssess* (for computer literacy testing) are used to enable computer-based testing (CBT) at UP. Many departments have very large classes and CBT enables them to assess their students regularly. Even modules with smaller enrolments make use of this type of testing to pace their students through their work. The students are provided with timely and informative feedback and therefore CBT is not only used for assessment but also provides a learning opportunity to the students. It is, however, very important to remember that objective assessment forms part of the total assessment strategy of a department or Faculty.

Lecturers are also encouraged to use the statistics provided after completion of a test to improve the questions in the data banks continuously. Lecturers are encouraged to use this type of assessment to test on higher cognitive levels. Many examples of innovative uses of CBT, which assess higher order thinking skills such as synthesis, exist.

The Department for Education Innovation assists lecturers by providing support and training in the use of CBT technology, creating applicable questions and interpreting the statistical analysis. Training on the effective use of objective assessment, as well as other assessment methods, is provided by the department. EI works closely with the Department of Information Technology Services to ensure a sustainable, reliable and stable CBT environment.

There was an increase in the demand for CBT, especially at the Faculty of Health Sciences during 2009: 345 634 tests were taken by students within the *Umfundi* and *clickUP* systems.

Table 2: Computer-based Testing (CBT) 2009

	TESTING CENTRE	TOTAL
Number of tests	Hatfield campus CBT	105
	Hatfield campus IT labs (Umfundi)	12
	Hatfield campus IT labs (CompAssess)	6
	Prinshof campus	346
	Onderstepoort campus	31
	Groenkloof campus (Umfundi)	34
	Groenkloof campus (CompAssess)	6
	clickUp tests**	1 426
	Total	1 966
	Number of tests taken by students	Hatfield campus CBT
Hatfield campus CIL (Umfundi)		21 722
Hatfield campus IT labs (CompAssess)		37 603
Prinshof campus		35 359
Onderstepoort campus		1 969
Groenkloof campus (Umfundi)		11 186
Groenkloof campus (CompAssess)		4 775
clickUp tests **		240 315
Total		388 012

** Includes self assessment

Table 3: Modules on clickUP 2002 - 9

clickUP modules	2002	2003	2004	2005	2006	2007	2008	2009
Undergraduate modules	200	391	847	1036	1351	1292	1405	1552
Postgraduate modules	420	675	754	874	1086	727	699	808
Number of departments involved	82	86	90	115	117	120	120	120
Students with access to e-learning	17377	21200	26576	30201	31572	30574	31491	31635
E-assessment								
Number of e-tests	122	322	335	543	483	1907	1891	1966
Number of students taking e-tests	64000	126907	125768	149843	161205	207351	320609	388012
Departments involved	25	46	56	74	81	170	128	128

Continuing academic development related to teaching, assessment and use of technology

Staff training in web-supported learning

The department presents various staff training courses to enable lecturers to manage and facilitate courses in the online environment. A *clickUP* Assist course was developed to address the needs of administrative staff responsible for supporting academic staff in the use of *clickUP*. It was implemented in June 2009 and presented five times. The attendees all indicated that they found the content and training valuable.

During 2009 E-Education also explored the use of the online environment as an alternative training environment. The use of an online podcasting course that lecturers can use in their own time was also explored. Initial findings indicated that it is difficult to get academic staff to work through this course. This format, as well as the use of Elluminate for training purposes, will be further implemented and explored during 2010.

The 2009 data indicate a decline in the attendance of the *clickUP* Basic, Advanced, and the Facilitation of e-Learning courses. Some courses were cancelled owing to a lack of participants. The attendance of the courses was as follows:

Table 4: E-Education training 2009

Course	<i>clickUP</i> Basic	<i>clickUP</i> Intermediate	<i>clickUP</i> Assist	All courses	Just in Time	Total staff trained
Number of attendees	126	48	25	209	100	309

Table 5: E-Education training 2001-9

	2001	2002	2003	2004	2005	2006	2007	2008	2009
<i>clickUP</i> Basic, Intermediate, and Advanced	180	122	147	223	153	148	191	226	174
Facilitation of e-learning	New course					8	22	10	0
E-Admin/ <i>clickUP</i> Assist						97	Not presented		25

Two EI staff members were sent on the Blackboard Certified Trainer course, which they passed with flying colours. A third member of the training team was sent on the 'Cultivate Change Certification Course' which focused on change management. This training was made possible in part by the grant EI received from the Department of Education to promote the use of *clickUP*.

Student training in web-supported learning

Training and orientation are necessary for students to take full advantage of the e-learning environment. During the first-year orientation week in January, the E-Education group presented orientation sessions to more than 7 000 first-year students in the functionalities available to them within Student Online Services. EI also offers customized student training sessions in *clickUP*. Further support for students is provided by means of a help web site.

Visit: <http://www.click.up.ac.za/students>.

Support

During 2009 the e-support office provided continuous support which includes creating new *clickUP* modules, providing access to existing *clickUP* modules, assisting with *clickUP*-specific functionalities, and organizing 'just-in-time' training to lecturers. Various changes were also implemented in the current student and lecturer portals in 2009. The most significant of these changes allows lecturers to activate their *clickUP* modules for students.

EI support was also extended in 2009 to provide assistance to programmes presented by the Gordon Institute of Business Science (GIBS). GIBS piloted the use of *clickUP* to support some of their MBA and PDMBA programmes. It is envisaged that all the GIBS programmes will be supported by *clickUP* in the near future.

New initiatives

Piloting new technologies

During 2009 two new technologies were piloted, namely personal response systems (clickers) and Synchronous Software. Clickers were piloted within the EBIT Faculty to investigate how they can contribute to active student interaction and engagement during lectures. Clickers enable immediate feedback,

regardless of the class size, to the lecturer and the students. Two departments within the Faculty will implement the use of clickers in 2010.

Synchronous Software enables real-time communication and interaction through the web to enhance a student-centred teaching and learning approach. Two systems, namely Elluminate and Horizon Wimba, were evaluated in order to support training of lecturers in the effective use of *clickUP*. A two-year pilot license was purchased for the use of Elluminate classroom and Wimba Voice. Wimba Voice facilitates vocal instruction by means of (among others) podcasting software.

Student feedback

An international survey of undergraduate students' use of Information and Communications Technologies (ICTs) was combined with the annual student e-learning satisfaction survey. More than 1 300 students completed the survey. The aim of the combined survey is to compare data of UP students' use of ICT, not only with other national, but also with international higher education institutions. Results from the survey indicate that UP students have access to a variety of ICTs and that they prefer modules that use information technology moderately to extensively. About 54% of the students indicated that they access *clickUP* on a daily basis. The popularity of social networking websites is also apparent as 90% of the students indicated that they use these sites. There is also a clear increase in the sophistication of the mobile devices the students have access to as well as in their access to broadband internet.

The final results from the *clickUP* survey will be made available in the first quarter of 2010.

e-Portfolio Pilot

During 2009 the instructional designers (IDs) explored the use of e-portfolios to address the need for teaching e-portfolios. An initial evaluation of nineteen systems was done to determine the suitability of the products. The systems were measured against an evaluation criteria checklist. Two open source products, Sakai (OSP) and Mahara, as well as the existing *clickUP* system and the use of CD/ DVD templates, were investigated further. The results indicated that the most plausible products to use were Mahara, CD/ DVD templates and *clickUP* (if templates are provided to lecturers). None of these systems allowed for

artefacts created within *clickUP* to be automatically stored within them. The conclusion is that none of the systems investigated will be ideal as to support teaching portfolios. Further investigation into a suitable institutional e-portfolio system will continue in 2010.

Research into lecturers' use of *clickUP*

An exploratory, qualitative research project on the factors influencing the adoption and usage of the learning management system (*clickUP*) was launched in 2009. Ethical clearance for the research was obtained from the Humanities Ethics Committee and the Registrar. A contract researcher was appointed to limit possible unintentional influences an EI staff member (as researcher) might have had on the results of the study.

The main purpose of this study was to determine why lecturing staff at UP use or do not use *clickUP* as the LMS of the University of Pretoria. The user patterns of lecturing staff, their requirements, limitations and needs regarding the effective functioning of *clickUP* will support the investigation and exploration of the research question:

Why are only 45% of modules at UP supported by the LMS (*clickUP*) to enhance student learning?

The information gained will be used to develop strategies to ensure the optimal use of this electronic learning platform and that, upon implementation, these strategies are monitored and evaluated.

The study used a mixed method design and included both qualitative and quantitative methods. The first phase of the study, namely focus group interviews with lecturers in which a semi-structured interview guide was used, was completed in 2009. This phase informed the design for the next phase. The second phase entails the development of a questionnaire that will be used to acquire quantitative data from lecturers to determine the extent of the different concerns. This questionnaire will be distributed to lecturers early in 2010. The envisaged completion date for the study is the end of March 2010.

Higher Education Research and Innovation (HERI)



Highlights and new initiatives

One main highlight needs to be emphasized. After years of conducting research into student experiences, success and retention, HERI's expertise was recognized when the Vice Principal: Undergraduate Teaching and Learning, requested the head of HERI to act as project manager for an institution-wide project on student retention and success, which now enjoy the strategic attention they deserve. A Steering Committee for Student Access and Success was established, chaired by Professor Ogude, and reporting to the Senate Committee on Teaching and Learning.

Several projects were launched during the year, some of which were geared towards addressing immediate concerns in the area of student success, while others set the scene for a broad-based and integrated approach to student success over the medium term. Some of the projects had an institutional nature, while others were aimed at student success in Faculties. Five Faculties were identified with the view to piloting these initiatives (Humanities, EBIT, Education, EMS and NAS). The staff of HERI were directly and indirectly associated with these projects and activities. A high priority was placed on the following during 2009:

Profiling of first-year students

HERI has a vision of integrating research activities and outputs to provide essential information to the Executive through each stage of the student life cycle. This includes the assessment, profiling, and tracking of all undergraduate students, especially the first-year students who are most susceptible to failure or withdrawal. HERI uses many sources to determine the factors associated with retention and attrition of undergraduate students. Various structured questionnaires have been developed or are in the process of being developed to assess this phenomenon; for example, the Academic Readiness Questionnaire (STARS), the First-Year Student Satisfaction Survey, the Quality of Learning Index, and Student Experience Surveys. Exit interviews are also conducted to identify and prioritize the reasons behind, and predisposing factors affecting, student withdrawals at first-year level. Departmental sources – for example, the *ClickUP* Gradebook for the capturing of formative assessment results, as well as institutional information (for instance, on high risk modules) – from BIRAP, are used to determine 'risk' on individual, module and programme level.

These sources are used strategically to profile students, assess the quality of teaching and learning and determine student satisfaction. The aim is to identify students at risk of failure or withdrawal at an early stage with the 'Early Warning, Tracking

and Referral System' (EWTRS) (or EARS, as it has more recently been called – Early Alert and Referral System).

A proposal on EARS was sent to the Executive in late 2009. The business intelligence (BI) tools in PeopleSoft Oracle now make the mining and integration of data on individual students for the purpose of tracking student progress possible. The proposal made provision for the use of *clickUP's* Gradebook facility as a primary source of data for monitoring of student performance. Having the students' marks available on Gradebook is seen as a prerequisite for piloting the BI tools in PeopleSoft. Not only can information be obtained per subject, but also per student. In addition to mining data on marks, the BI tools can integrate information from various sources such as NBT results, outcomes of the STARS, etc. giving a more meaningful picture of student risk profile.

HERI envisioned a collaborative effort with other support services such as Student Support Division; Academic Administration, and Faculties to implement and support a student tracking initiative successfully. The EARS initiative proposed

- That the full scope of EARS be developed and implemented for subsequent phases in collaboration with all stakeholders involved in student success and retention initiatives.
- That a formal structure/ committee be created/ nominated to coordinate initial and subsequent phases of the implementation of EARS.

Such a committee or task team should perhaps be formed by the Steering Committee on Student Retention and Success and report to them.

The Student Academic Readiness Survey (STARS)

The purpose of the project is to determine the academic readiness (cognitive and non-cognitive) of students admitted to the first year of study using the Student Academic Readiness Survey (STARS). Based on the results, a programme consisting of tutoring, mentoring and academic advising will be developed to support students who are identified as being at risk of failure or withdrawal. The STARS will be administered to five pilot Faculties and one school (Natural and Agricultural Sciences; Economic and Management Sciences; Humanities; Education;

and Engineering, Built environment, and Information Technology; and the School of Health Sciences) during the 2010 orientation week.

Survey of the Learning Experience of Under-graduate Students (Phase 1 of the Quality of Learning Index)

One of the performance indicators against which the University of Pretoria will measure its performance on an annual basis is the Quality of Learning Index. The conceptual design of this index is based on a basket of weighted sub-indicators. Data informing this index will be tapped from several sources (students, lecturers and institutional data).

During 2008 the section that relates to students was developed. It took the form of a student satisfaction survey, aimed at capturing students' perceptions across six domains: quality of programmes, lecturer engagement, student engagement, learning environment, assessment, and quality of student support services (both academic and non-academic). An evaluation of similar survey instruments saw the emergence of an inclusive list of constructs, with accompanying items.

The instrument was piloted among students during October 2009. A total of 700 students was selected with stratified random sampling techniques. Of the 700 students targeted *via* e-mail and sms, only 81 students completed the survey. This could have been due to at least three reasons. Firstly, the survey was administered electronically and students had to complete the questionnaire online. The method of administration could have limited student response. The second reason could be that the timing of administration of the survey was too close to the end of year examinations and students opted not to spend their time on non-educational tasks. A third possible cause relates to the accuracy of students' contact information on the UP database.

The pilot survey will be re-administered in 2010 with the view to launching it officially in early October 2010.

Exit interviews with withdrawal candidates

The aim of this study was to identify and prioritize the reasons behind, and pre-disposing factors affecting, student withdrawals at first-year level, as volunteered by students themselves. Telephonic

semi-structured interviews were conducted with 394 first year students registered in all nine Faculties at the University. These represented 63.5% of withdrawals between 1 January and 31 December of 2008. During 2009 the new cohort of students that withdrew from their studies were interviewed. A similar, but more focused, study, which targeted high achieving students (students with an aggregate average A and B symbol), was also conducted during 2009 to determine why these students specifically withdraw from their studies. Results will be available early in 2010.

Identification of high risk modules

High risk modules were identified based on an analysis of module examination statistics done by the Bureau for Institutional Research and Planning (BIRAP). The analysis makes provision for a wide range of success variables, including module cancellation rates, year marks (determines entry to examinations), attendance rates for examinations, pass-rates following first examination, supplementary examination attendance rates, and pass rates for supplementary examinations.

A weighted index of all these variables, in combination with the year level at which such modules are presented, as well as the number of students enrolled for these modules, was determined for each module. This index was used to identify so-called High Impact Modules for each Faculty.

Evaluation of the Academic outcomes of the First-Year Orientation programme

A growing awareness regarding the shortcomings of the academic focus, rather than the social focus of the Orientation Programme, led to an evaluation of, and several changes in, the marketing material handed to students. The evaluation will see the launch of an integrated questionnaire that focuses on the extent to which the Orientation Programme contributed to both academic and social outcomes.

Faculty-based student support

A conceptual Faculty-based student support model was developed and approved. The model makes provision for both academic and psycho-social support of students within the Faculty context, thus complementing the existing centralized student support services on campus. The model introduced a number of associated innovations.

Alternate pathways and channelling of students

The Faculty-based support model was expanded through the introduction of a generic channelling model that makes provision for guiding students within and between Faculties through a more suitable pathway in terms of both programme and teaching-learning approach. The model is based on close monitoring of student performance, identification of students in need of support, academic probation, directing such candidates using available alternatives such as formal extended programmes, and informal extended solutions (lowering of credit load, and systematic inclusion of academic and other forms of support, whether credit bearing or not). 2010 will see the introduction of a more contextualized version of this for each of the five participating Faculties.

Skills development of students

The University hosts both centralized and decentralized models and approaches in this regard. These include alternatives integrated into existing extended programmes, formal centres for academic development in Faculties, the short courses presented by the staff of Student Affairs, as well as formal credit bearing academic literacy modules set as prerequisites for first-year students (EOT and CIL).

Doubts about the efficacy of these modules led the Executive to recommend initial discussions with several stakeholders within UP and the setting up of a small task team to investigate. It was decided to employ external academics to advise this team. Two academics experienced in student development were appointed from UJ and they conducted interviews during the later stages of 2009. A report is expected at the end of March 2010.

Identification of students in need of support

Although a number of potentially 'at risk student groups' have emerged in the international literature, only some of these groups were prioritized within UP. These include all first-year students facing academic probation based on their performance during the first semester; first-generation students; top performing school leavers; and students funded through the NSFAS system.

- Based on their first semester performance, first-year students in need of academic support

were identified in collaboration with the Bureau for Institutional Research and Planning. The students were required to participate in a mentoring programme. Where possible, the students also received extra tutoring if they were enrolled for the so-called 'High Impact Modules'.

- An overlap between the profiles of first-generation students and those candidates funded through the NSFAS system prompted an investigation into the characteristics of these students. The first phase of the project, a literature overview of the group in question, was initiated during the latter stages of 2009.

Faculty-based Student Counsellors as part of a team of campus-wide student advisors

A strategy to appoint student counsellors in Faculties was initiated during 2009. The role description of these appointments is to be defined and interpreted within the broader scope of student advising that takes place across the campus.

The mapping of the services of all categories of advisors who are active on campus was initiated during 2009. Specific importance was placed on Academic Advising as a category. These services include contributions of academic advisors/counsellors of the Department of Student Affairs, Client Services, Academic Administration, Academic staff in departments, peer advisors (SRC and leaderships of Faculty and Day Houses), as well as recruitment officers working beyond the borders of the University.

The mapping exercise will also inform the referral component of the design of the Early Alert and Referral System (EARS).

Faculty Houses initiative – Class attendance students

Low class attendance among students triggered discussions with the leadership of Faculty houses with the view to identifying the reasons for this behavioural pattern.

Identified communication barriers between the institution and students

A growing need for an open channel between UP and its students, specifically related to student feedback using surveys, has prompted an investigation into

the current student e-mail for life facility set up for students. The accuracy of student contact details captured in the institutional database was also identified as a critical factor in addressing this need.

Teaching and learning impact

Review of the current Student Feedback Instrument (SFI)

Both an internal audit of the student feedback system and recommendations made by stakeholders have confirmed the findings from internal research completed by HERI during the period 2008 to 2009. HERI submitted a proposal to the Senate Committee on Teaching and Learning. The submission highlighted the current challenges with the feedback system and recommended that a task team representative of all Faculties consider the implications and recommend a solution. The recommendation was noted and HERI was instructed to benchmark with at least two national universities with comparable profiles to that of UP on best practices in student feedback. The finding of the two visits confirmed similar challenges elsewhere and was in line with the recommendations made to the Senate Committee.

During 2010, a task team will be activated to develop a new, concise instrument and associated process.

Towards a postgraduate student satisfaction survey instrument

A needs-analysis was conducted among all role-players responsible for key elements in the postgraduate student's life-cycle to identify constructs and core issues concerning postgraduate studies. These issues formed the basis for the development of a postgraduate satisfaction survey, the outcomes of which informed decisions made by the Postgraduate Workgroup. The survey consists of 65 Likert-type items and included three qualitative free-response items. The survey was piloted in September 2009 with thirteen Master's students studying at the Faculty of Education. The purpose of the pilot study was twofold; firstly and mainly to pilot the questionnaire in terms of its item lay-out and how understandable the questions are and to determine the validity of the questions for research-based Master's and Doctoral students. Secondly, the responses on the questions can provide some understanding with regard to students' satisfaction regarding each of the constructs measured in the questionnaire.

CTA Programme Evaluation: Student Satisfaction Survey

The main purpose of this study was to determine CTA alumni perceptions of teaching exposure in the School of Financial Sciences at the University of Pretoria. Focus group discussions were held with a group of CTA Academic Trainees from the Faculty to identify the constructs and items necessary to inform the questionnaire. The questionnaire was distributed to the population of CTA Alumni from UP who are currently placed at six audit firms in Pretoria and Johannesburg. In November 2008 eighty-nine questionnaires were returned. During January 2009 the data were coded, captured and prepared for analysis. During February 2009 the quantitative data were analysed using the computer software programme SPSS version 15 and the qualitative data analysed using a thematic method of analysis as well as ATLAS.ti, a computer software programme designed to facilitate qualitative analysis of open ended responses. The research findings were submitted to the Department of Accounting, responsible for the coordination function of academic training in the CTA programme, to enable them to review teaching practices in collaboration with other departments responsible for the training of the CTA candidates.

Enhancement of the quality of practical training (ongoing)

Feedback instruments for the evaluation of practical training in various departments were developed, piloted and administered in collaboration with several departments; namely, the Faculty of Theology, Department of Criminology and Social Work, Department for Consumer Sciences. The instruments have gone through two or more rounds of assessment and ample data are available to determine trends on a year to year basis. The Department of Drama and the Department of Communication Pathology assessed their practical modules in 2009. The results of the surveys were used by each department to improve the quality of practical training and to inform the training of external supervisors.

Operations Office



The Operations Office fulfils a proactive and supporting role in terms of personnel, financial and logistical matters to ensure that the Department for Education Innovation can function optimally. Operational management control and coordination include a broad range of activities to ensure that organizational goals are consistently being met in an effective and efficient fashion. The core mandate of this support service within EI is to promote, encourage and sustain best practices by consciously striving to increase effectiveness and efficiency. The group also needs a solid knowledge base (technology, human relations skills and finance). The degree of cooperation needed to function means that this office has to nurture relationships with many other support departments at UP. The reception also provides a single point of contact (control) of entrances to our department as well as for receiving deliveries and assets.

Finances

The annual budget, aligned with guidelines from the Director of Finance, the EI Operational Plan and UP strategies is facilitated by the Operational Office in collaboration with the Director of EI and all line managers. In 2009 the Operations Office handled a combined departmental budget of R8 158 801. 00. In addition, the office handled purchasing and cost recovery for Educational Technology and

Creative Studios and Communication Technology. Cost containment was implemented and the target of reducing expenditure on luxury items by 30% was met. In addition, all sections of the department managed to come in under budget.

EI manages two Department of Education grants, one for training related to extended programmes and the other for the promotion of teaching and learning. Two projects funded by the latter grant – the improvement of uptake of *clickUP* and the integrated study guides/ high impact modules/ curriculum development initiative – provided an additional challenge to the office.

A Skills Development Committee managed R32 167. 00 from the skills levy allocated to EI as well as the Education Innovation CIL novice lecturers and tutor training budget.

Human Resources

The Operations Office constantly liaises with line managers in EI to ensure that the performance development and management system operates optimally. Dates are set at the beginning of the year for the completion of performance agreements, including development needs. Towards the end of the year a date is set for the completion of performance

evaluations. This ensures that people not yet at the top of their scales receive their annual increases and the figures are available for the allocation of bonuses.

EI employs both permanent and contract staff. The Operations Office was effective in processing seven permanent and seven contract appointments, two promotions as well as seven confirmations. In terms of permanent staff, seven vacancies were filled in 2009/ 2010, five with affirmative action candidates. In order to fulfil the demands within EI and campus wide, the department has made use of contractors for several years. In an attempt to ensure good labour practice, two contract positions are converted annually to permanent ones where vacancies exist. In 2009, two of the three people appointed in this way were affirmative action candidates.

Table 6: Equity profile

Black Male	White Male	Black Female	White Female
3	10	14	32

An additional Black Female, but a foreign national, was appointed for 1 January 2010 and another Black Female is to assume her post in March 2010. With the transfer of the Educational Technology staff to ITS, the department lost fifteen Black Males and two Black Females, which has had a serious impact on the equity profile.

The Operational Office contributed to the successful transfer of the Educational Technology staff, including the One Stop service and technology assistants, to ITS. There was a long transitional period from January to June, managed by the acting line manager, the head of Creative Studios and Communication Technology. Knowledge about the financial systems related to purchasing and cost recovery had to be transferred to ITS as well as the human resources of eighteen people (ten contractors) and operational matters. The technical assistants were funded in the past as contract positions against EI vacancies. In order to sustain the funding of these posts, two senior EI post were downgraded and a portion of the salary for each was allocated to ITS as well as two permanent posts.

Institutional collaboration

Operational management involves many different disciplines. To be effective, operations interfaces

with them all within the organization by selecting, operating, controlling and updating information and work. There is ongoing coordination, liaison and communication with the Director, Deputy Director and EI divisional heads, Finance and HR in order to enhance information flow, service delivery and timely completion of tasks. Quality services are rendered in terms of internal and external client relations and links.

All new finance and human resources policies of the University are brought to the attention of the line managers to ensure that the department adheres to these policies to align Education Innovation with UP's strategic direction.

The University is currently in the process of implementing a new system – Oracle's PeopleSoft. This change impacts on the HR and finance functioning of the Operations Office whose staff members were also able to give input into the developing systems. Training and logical arrangements, finalization of Unikom and HR are in an implementation phase.

EI also plays an important role in the Health and Safety representation of UP. EI chairs the committee for the IT building. During the annual evacuation exercise, it took three minutes forty-five seconds to evacuate the staff and students from the IT building during the 2009 drill and the benchmark for the building is three minutes.

Impact

- Efficient financial processes within EI
- Budget process (Budget, HR, Facilities, IT, seed funds)
- Efficient human resources processes within EI
- Efficient operational processes within EI
- Prompt attention to staffing issues such as confirmation of positions, arranging of interviews, prompt performance development and management system, etc.
- Support to EI line managers, including the Director
- Ability to give meaningful input into developing HR and Finance systems on PeopleSoft
- EI operates within the financial and HR policies of the University

National and International Research Activities

Below is a table summarizing the research activities of the department in 2009 and it is following by details for each section. On an editorial note, 50% of papers, publications and reports related to e-learning, 25% to the student experience and the rest were devoted to higher education, curriculum development, teaching, learning, assessment and staff development. In terms of attendance at workshops and visits, nearly 40% related to the student experience, 30% to education generally, 15% to e-learning (including

the E-Learning Africa conference) while the Design Indaba was attended by nine members of the Creative Studios staff. The Heltasa (Higher Education Learning and Teaching Association of South Africa) conference attracted eight participants, six of whom read papers. The Blackboard Africa conference was also well attended by five members of staff, three of whom gave presentations. The research activities were thus directly related to the core business of the department.

Table 7: Summary of research activities

Summary of Research Activities		2005	2006	2007	2008	2009
Number of publications (EI)	Non-accredited	4	1	0	1	3
	Accredited	4	7	2	4	2
Congresses attended	International	17	20	5	12	3
	National	20	21	8	6	8
Papers presented	International	17	16	5	24	3
	National	1	5	4	6	15
Visits	International	12	37	2	12	4
	National	1	0	2	0	4
Visitors	International	21	11	23	4	8
	National	8	1	45	15	13
Active international collaborative projects		4	2	4	4	1
Posters presented	International	Previously included into section on papers/posters presented			3	1
	National				0	1
Research reports		-	3	2	3	3

Publications in subsidized journals

Blignaut, AS and Nagel, L. (2009) Cousins Virtual Jane and Virtual Joe, extraordinary virtual helpers. *Computers & Education*, 53 (1):104-111.

Nagel, L, Blignaut, AS and Cronje, JC. (2009) Read-only participants: a case for student communication in online classes. *Interactive Learning Environments*, 17 (1): 37-51.

Publication in non-subsidized journals

Mostert-Wentzel, K and Scheepers, MD. (2009). Educational by-products of an e-portfolio technological pilot project. (Abstract) *African Journal of Health Professions Education*, 1(1), 22-23.

Publications in books

Gregson, J and Jordaan, AJJ. (2009) Exploring the Challenges and Opportunities of M-learning within an International Distance Education Programme. Chapter in *Mobile Learning Transforming the Delivery of Education and Training*. Athabasca University: AU Press, 215-247.

Le Roux, I, Lazenby, K and Jordaan, AJJ. (2009) E-learning and Virtual Campus Development: From Innovation to Sustainability. Chapter in *Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies*. Athabasca University: AU Press, 115-126.

Conference papers/workshops

Jordaan, AJJ. The integration of new Technologies. Blackboard Africa, Bloemfontein, 15 April.

Kilfoil, WR. Initiatives at UP for the development of new academics. Building the next generation of academics, Grahamstown, 22-23 June.

Kilfoil, WR. The Role of SAQA in Improving the Quality of African Languages. Use of African languages for teaching. Pretoria, 4 March.

Kotzé, TG and Nagel, L. Innovative ICT Solutions for a Large Higher Education course, NADEOSA Conference, Pretoria, 17-18 August.

Lemmens, J. Ready, Set; FLY (First Learning Year): A Causal Model for Risk at the University of Pretoria. 22nd International Conference on the First Year Experience, Montreal, Quebec, Canada, 20-23 July.

Lemmens, J. and du Plessis, GI. Risk for Failure: What are the odds? HELTASA Conference, Johannesburg, 25-27 November.

Lemmens, J, Rai, LJ, Bornman, J and du Plessis, GI. Student Dropout! Searching for Answers. HELTASA Conference, Johannesburg, 25-27 November.

Madiba, NRM and Mtombeni, TN. Using Curriculum Mapping Software to improve the quality of teaching and learning. HELTASA Conference, Johannesburg, 25-27 November.

Madiba, NRM. Appropriating the concept of cyber infrastructure for faculty development. Blackboard World 2009, Washington DC, 12-22 July.

Mostert, E and Venter, L. Building Bridges with Blackboard-Online Education in Veterinary Tropical Diseases. Blackboard Africa, Bloemfontein, 16-17 April.

Mostert, E. LINQUED workshop 2 - Quality in Education. Quality in Assessment, International workshop, Rabat, Morocco, 2-4 December.

Motshoane, PL, Rammupudu, MJ and Madiba, NRM. An e-resource for teaching large classes. HELTASA Conference, Johannesburg, 25-27 November.

Nagel, L and Haupt, S. Risks and Realities in First-Year Experiences. HELTASA Conference, Johannesburg, 25-27 November.

Rammupudu, MJ, Pretorius, GJ and Kilfoil, WR. Towards a better online learning experience for students at UP. Blackboard Africa, Bloemfontein, 16-17 April.

Scheepers, MD. The design, development and sharing of materials. UJ Development Study Colloquium, Bloemfontein, 15 April.

Scheepers, MD and Jordaan, AJJ. Overcoming Newton's law of inertia in e-learning (An experiment), UJ Development Study Colloquium, Johannesburg, 23 November.

Scheepers, MD and Nagel, L. Deciding on implementation: A case study of Two Designs in a Blackboard Vista Portfolio Pilot at the University of Pretoria. Blackboard Africa, Bloemfontein, 16-17 April.

Zeeman, E and Lotriet, M. Teaching the Classics to a New Generation. HELTASA Conference, Johannesburg, 25 - 27 November.

Conference poster presentations

Pickworth, GE. Marrying Quality Assurance and Staff Development in an undergraduate dental degree programme. Association for Medical Education in Europe (AMEE), Malaga, Spain, 29 August - 2 September.

Pickworth, GE. Quality Assurance and Staff Development: two sides of the same coin. South African Association of Health Educationalists (SAAHE), Cape Town, 1 - 4 July.

Conference and workshops attended without reading a paper

33rd Annual Conference on Academic Advising: Academic Advising- Deep in the heart of student success, San Antonio, Texas, USA: du Plessis, GI.

Academic service learning, Pretoria: Kilfoil, WR.

Blackboard Africa, Bloemfontein: Motshoane, P, Madiba, NRM.

Curriculum Mapping Workshop, Atlas Rubicon, Portland, USA: Madiba, NRM.

Design Indaba 2009, Cape Town: Brits, GD, Dannheimer, S, Dave, RA, Hefer, HA, Mayhew, E, Pond, SJ, Vermeulen, CA, Volker, SD, Zimmerman, KD.

E-Learning Africa 2009, Dakar, Senegal: Dolley, MF, Ngcobo, NF.

Gartner: Symposium ITXPO 2009: Planning for uncertainty: spending wisely and finding opportunity in uncertain times, Cape Town: Kilfoil, WR.

HELTASA 2009, Johannesburg: Bornman, J, du Pisani, LA.

Improving student retention and success, Johannesburg: du Plessis, GI.

CHE: Improving undergraduate success, Pretoria: Kilfoil, WR, Madiba, M, du Plessis, GI, Lemmens, J.

Umalusi: From maintaining to setting standards in General and Further Education and Training sector, Pretoria: Kilfoil, WR.

Education Innovation visits

Du Plessis, GI and Lemmens, J. Johannesburg, University of Johannesburg, Centre for Professional Academic Development and Support Division, Best practice in student feedback.

Du Plessis, GI and Lemmens, J. Johannesburg, University of the Witwatersrand, Centre for Learning and Teaching Development, Best practice in student feedback.

Du Plessis, GI. USA, Orlando, Florida: Office of Assessment and Planning Student Development and Enrolment Services, Student success and retention.

Lemmens, J. Canada, Montreal, McGill University (Teaching and Learning Services), Benchmarking.

Madiba, NRM. USA, Oregon, Portland, Rubicon Offices. ATLAS overview session.

Madiba, NRM. USA, Philadelphia, University of Temple, Curriculum development and improvement.

Mtombeni, TN, Motshoane, PL and Ndlovu, MF. Johannesburg, University of the Witwatersrand, Benchmarking and student support.

Scheepers, MD, Untied, H, de Bruyn, E, Mostert, E, Pickworth, GE, du Plessis, GI and Dolley, MF. University of the Witwatersrand, Centre for Health Science Education (CHSE).

Visitors to Education Innovation

Bardien, R. Exploration of Microsoft, Microsoft South Africa.

Bejanath, S. Benchmarking E-learning, Educational Technology, Durban University of Technology.

Clarke-Okah, W. Benchmarking, Commonwealth of Learning, Vancouver, Canada.

Collins, T. Blackboard, Blackboard International, Netherlands.

Hunt, L. Peer Review, University of Southern Queensland, Australia.

Jubb, E. Blackboard, Blackboard International, South Africa.

Kouvenhoven, W. E-learning for Theology programmes, Network Education Theology, Netherlands.

Liebowitz, B. Peer Review, University of Stellenbosch, South Africa.

Mistri, G. Benchmarking E-learning, Educational Technology, Durban University of Technology.

Moreno, A. Invited Lecture to Instructional designers, Department of Computer Science, University of Western Finland, Joensuu, Finland.

Naude, S. Exploration of Microsoft, Pearson Education/ South Africa.

Ngimwa, P. Research, The Open University, United Kingdom.

Pete, M. Benchmarking E-learning, Educational Technology, Durban University of Technology.

Reddy, P. Benchmarking E-learning, Educational Technology, Durban University of Technology.

Swart, A. Collaboration Blackboard, E-learning, University of the Free State.

Tisane, NC. Peer Review, Cape Peninsula University of Technology, South Africa.

Van der Merwe, A. Blackboard, Eiffel-Corp, South Africa.

Van der Merwe, D. Blackboard, Eiffel-Corp, South Africa.

Van der Merwe, T. Collaboration Blackboard, E-learning, University of the Free State.

Warmar, RH. E-learning for Theology programmes, Network Education Theology, Netherlands

Visiting research collaboration

Hunt, L. University of Southern Queensland, Australia.

Research reports

Haupt, S and Nagel,L. Report: 1st Year Research Project on Student Expectations. Department for Education Innovation, University of Pretoria.

Lemmens, J, Du Plessis, GI, Rai, LJ, Barker, R and van Niekerk, JH. Report: Reasons affecting the withdrawal of first-year students at the University of Pretoria. Department for Education Innovation, University of Pretoria.

Nagel, L and Haupt, S. Interim Report: The Good, the Bad and the Ugly: EMS First Year project. Department for Education Innovation, University of Pretoria.



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