

DEPARTEMENT VIR
ONDERWYSINNOVASIE

DEPARTMENT FOR
EDUCATION INNOVATION



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Denkleiers • Leading Minds • Dikgopolo tša Dihalefi

Vision

Creating synergy towards innovative education environments for student engagement and success

Mission

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

Department for Education Staff 2011



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Director's Message

The vision of the Department for Education Innovation (EI) is: *'Creating synergy towards innovative education environments for student engagement and success'*. We have tried through a joint community of practice meeting and through multi-functional project teams to create synergies across various units within the department. EI creates synergies with Faculties through the allocation of an Education Consultant to each Faculty and in aligning the EI operational plan to support the annual Faculty Plans. The department also builds functional synergies across the University with Information Technology Services, the Library, the Bureau of Institutional Research and Planning, the Academic Planning office, the Quality office, Student Affairs and other support departments.

The impact of the Department for Education Innovation has been on teaching and assessment practices. At the micro level of the individual lecturer, department or module, the impact occurs through a range of scheduled and *ad hoc* training opportunities and more individual consultations and support. At the meso level members of EI attend a variety of committee meetings including Faculty teaching and learning committees, institutional committees such as the ITC and its sub-committees, the Senate Committee on Teaching and Learning, the Senate Committee on Community Engagement, the Community Engagement Forum, and so on. The department has to date had an indirect impact only on students.

During 2011, the consolidation of support service departments led to the incorporation of Curricular Community Engagement into EI. This incorporation was a result of the University's adopting the approach of integrating community engagement into its core activities of teaching or research rather than having it as a stand-alone function.

The Department for Education Innovation was made responsible for planning and organizing the 2012 Academic Orientation and Registration programme for new first-year students. Within EI, the work was undertaken by the secretary to the Director, Adrie Hoffmann, and contributions were made by Creative Studios in the design of the brochures and the making of DVDs, Communication Technology, and the Operations Office staff for the budget. The Director chaired the multi-functional task team with representatives from the Faculties and most support departments.

Late in the year EI appointed a Deputy Director: Academic Development of Students, Professor Ana Naidoo. We welcome her to the department and expect that she will enable EI to have a more direct impact on student development and success in the future.



The department enjoyed good management and leadership in 2011

and particular thanks go to Dr Matete Madiba (Deputy); Almero du Pisani, Kim Zimmerman, Rika Hefer and Estelle Mayhew, line managers in Creative Studios and Communication Technology; Dr Willem Jorissen and Sanet Haupt from Education Consultancy; Gernia van Niekerk, Manager of Community Engagement; Dolf Jordaan and Detken Scheepers from E-Education; Dr Gerhard du Plessis from Higher Education and Research Innovation; and Elize de Waal from the Operations Office.

Professor Wendy Kilfoil

Community Engagement

Community Engagement is headed by Gernia Van Niekerk, the Manager: Community Engagement. She is assisted by a Facilitator. There is an additional vacancy in the unit for an Education Consultant: Community Engagement. The person in this position would work with academic units in the course of curriculum and teaching development to plan curricular community engagement activities as credit-bearing components of the academic programmes. The unit works towards aligning the intellectual resources of the University of Pretoria with community needs.

The building blocks for community engagement consist of educating, enabling and empowering, all of which expand students', researchers' and communities' learning experiences. The reflective process of community engagement is based on a commitment to equal partnerships between all those involved to enable a sharing of skills, awareness, knowledge and experience in order to bring about the following sustainable practices:

- The content of learning is rooted in students', researchers' and community members' experiences.
- The learning process is inclusive and participatory.
- The transfer of skills, knowledge and experience to create a positive learning experience for students and positive change within communities is facilitated.

Community engagement competence is a developmental process that evolves over time, and includes aspects such as:

- Following a defined set of values and principles and demonstrating behaviour and attitudes in order to work effectively cross-culturally.
- Valuing diversity, managing the dynamics of difference, adapting to diversity and the culture and cultural contexts of the communities involved (most communities are homogenous).
- Incorporating all aspects above in policy making, administration and practice, and involving stakeholders and communities.

The University and the community (lecturers, students, CBOs, NGOs, etc.) are at various levels of awareness, knowledge and skills along the community engagement competence continuum.

Highlights and New Initiatives of 2011

Table 1: The Scope and Scale of Community Engagement Activities in 2011

Faculty	Curriculum related projects	Research related	Student voluntary organizations	Residences and Faculty Houses
EMS	4	3		
EBIT	450	2		
Education	28	13		
Health Sciences	94	2		
Humanities	23	8		
LAW	4	1		
NAS	11	20		
Theology	6	7		
Veterinary Science	58	4		
TOTAL = 885	678	53	110	44

About 7 500 students were involved in these projects as credit-bearing, compulsory community engagement activities and 7 000 volunteers helped to make them sustainable.

Three examples of community engagement projects that can be considered University flagships are given below, the first relating to a project initiated by the Community Engagement unit, the second an undergraduate module in EBIT and the third a postgraduate programme from Architecture.

One of the larger and most sustainable initiatives is delivered on a multi-disciplinary platform in the Alaska community of Mamelodi. This programme was started in February 2009 by the Community Engagement division to find new ways to deal with very difficult social problems that develop as a result of the ways people solve problems in the Alaska community. The programme is run by the Viva Foundation in collaboration with the staff and students of the University of Pretoria and various partners such as the Department of Health, Social Work statutory bodies, schools, etc. The main role-players at the University are the Manager: Community Engagement, community engagement coordinators in Faculties, programmes or departments, students earning credit for their programmes and students and staff volunteering for community service. About 2 000 community members benefit directly from this project. The initiative has had many successes:

- An afterschool centre was established and is run by students and the community. (Faculty of Education)
- A hospice was built by the EBIT students and the community, housing destitute mothers and their children who have AIDS.
- Social support and counselling are provided to

mothers and children. (Social Workers, Faculty of Humanities)

- A crèche was built by the EBIT students and is run by education students together with the community.
- Various preventative health care workshops and services are presented to the community by medical students, student nurses, etc. (Faculty of Health Sciences)
- A general shop and a fast food outlet were established and they are run by the community and students from nutritional science.
- Workshops on waste management by students and community members. (Faculty of Natural and Agricultural Sciences)
- A library was established by students and is run by the community. (EBIT students)
- A computer centre was set up by students and community members. Computer literacy classes are provided by students and a community member. (EBIT students)

New developments planned for 2012 are the following:

- A health post is in the process of being established where medical students will do house visits. (Faculty of Health Sciences)
- Small and medium manufacturing enterprises will be established. (Faculty of Economics and Management Sciences)
- A project on using waste in the area will be launched. (Faculty of Natural and Agricultural Sciences)

An example of an undergraduate programme that has been running for some time is the one in the Faculty of Engineering, the Built Environment and Information Technology (EBIT). In 2005 a new compulsory undergraduate module, Community-based Project (JCP), was introduced. This module gives students the opportunity to render a service to a community of their choice. The aim of the module is to develop an awareness of personal, social and cultural values, as well as to inculcate multidisciplinary and life skills in the students – such as communication, interpersonal and leadership skills – while providing a service to the community. Students have the option of completing the eight-credit module in any one of their undergraduate years of study. Students are expected to work in the community for at least 40 hours, addressing a specific need identified in the community, and to transfer knowledge or a skill in the process. The module was accredited by the Engineering Council of South Africa and is the only module of its kind in higher education in South Africa.

Table 2: Community Engagement Projects EBIT 2005-2011

Year	Number of projects	Number of students
2005	238	47
2006	738	225
2007	1 208	385
2008	1 712	492
2009	1 295	471
2010	1 495	432
2011	1 591	453

The types of projects for 2011 were as follows:

- Mathematics/ Science assistance combined with career guidance
- Designing and uploading websites
- Computer training to community members
- Renovation projects at:
 - non-profit organisations
 - schools
 - pre-schools in the informal settlement next to Pretoria
- Building and making various educational toys
- Projects at the Johannesburg and Pretoria zoological gardens
- Basic building projects
- Career guidance projects.

An example of a postgraduate initiative is embedded in BArch (Hons), BL (Hons), BInt (Hons) and BSc (Hons) Applied Science within the Department of Architecture, in the Faculty of Engineering, Built Environment and Information Technology (EBIT). The research field was known as 'Housing and Urban Environments' (HUE) from 2003 until 2011. The programme was established in 2003, briefly interrupted in 2009 and continued in 2010. It involves about 60 Honours students a year and eight lecturers. There is some vertical collaboration between students in the Honours year and second year JCP students on the 'Kruisweg Koffiehuis' project. Students work in Slovo Park, which has 5 000 households; Viva Village in Mamelodi which has 1 000 households and at the Crossroads Shelter which houses 65 homeless children and 200 adults. The learning outcomes and the projects are directly related to the students' field of study.

Institutional, Staff, Student and Community Support and Impact

The Manager and the Facilitator for Community Engagement support all lecturers, students and staff wishing to become involved in community development activities as part of curricular, research or voluntary projects.

Support to staff and student centres around designing and/ or finding relevant projects through partnerships in local communities intended for active and constructive involvement in community development and service. This end is achieved by applying effective, efficient, caring and innovative approaches showing competence in the way they align constructively with specific academic and learning outcomes.

The main partnerships lie between the University (its campus community comprising its students, staff and alumni) and the communities of Mamelodi, Eersterust, Pretoria North, Pretoria West, Pretoria Inner City including Sunnyside and Hatfield. The main focus is on the creation, translation and application of knowledge.

Community engagement involves working together with formal, natural and informal networks within the communities mentioned above (e.g. neighbourhoods, civic associations, advocacy groups, local merchants, ethnic, social, and religious organizations, spiritual leaders and traditional healers). Communities determine their own needs that serve as opportunities for the engagement. Community members are full partners in decision making. Communities benefit from collaboration in different ways and community engagement results in the reciprocal transfer of knowledge and skills among all stakeholders, collaborators and partners.

Partners, sites and opportunities for community engagement are the most important components required to achieve the common objectives for community engagement for the University. Sites of learning and projects are managed through a Community Engagement Management System (CEMS). Small improvements were made to the system in 2011 but the short-term goal is to upgrade the system so that it is accessible by staff and students.

All Faculties are involved in community engagement and development to some extent although the nature of the involvement varies as does the impact. The nature of community engagement could be classified as follows:

- Supportive outreach (Voluntary outreach – more than 200 voluntary student programmes)
- Supportive Development
 - Faculty of Health Sciences
 - Faculty of Veterinary Science
 - Faculty of Humanities
 - Faculty of Law

- Empowering
 - Postgraduate programmes
 - Faculty of Education: Educational Psychology
 - Faculty of Humanities: Criminology and Communication Pathology
 - Undergraduate programmes
 - Faculty of Natural and Agricultural Sciences
 - Faculty of Economic and Management Sciences
 - Faculty of Engineering, the Built Environment and Information Technology
 - Faculty of Humanities
 - Faculty of Education
- Therapeutic
 - Faculty of Humanities: Social Work
 - Faculty of Theology
- Recreational
 - Faculty of Humanities: Department of Sport and Recreation
- Intervention/ Continuous
 - Faculty of Education
 - Faculty of Engineering, the Built Environment and Information Technology
- Prevention
 - Faculty of Health Sciences
 - Faculty of Humanities
- Pro-active
 - Faculty of Engineering, the Built Environment and Information Technology

Model of Good Practice

In order to further the practice of community engagement between the University of Pretoria and the broader society, and to protect the interests of all stakeholders and partners, a model of good practice provides guidelines to:

- Pursue the further development and increasing social responsiveness of our academic disciplines.
- Ensure quality in all aspects of implementation (compulsory and voluntary community service).
- Recognize and expand on the mutually beneficial nature of our engagement relationships.
- Plan together from the beginning.
- Be open in our communication and planning.
- Respect and have dignity for all stakeholders.
- Show concern for development of community partners and ourselves.
- Enable communities to play an increasingly mature and independent role in society.

Creative Studios and Communication Technology

Creative Studios and Communication Technology is represented on three UP campuses. These facilities are managed by Rika Hefer (Prinshof studio), Estelle Mayhew (Onderstepoort studio) and Kim Zimmerman (Hatfield studio), all of whom report to Almero du Pisani. This portfolio offers graphic design as well as video and photography services. 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. Communication technology, which is involved with video, audio, Skype and other communication technologies – for example, Google Plus – provided many learning opportunities for students during 2011.

Highlights and New Initiatives of 2011

During 2011 the Department for Education Innovation's Creative Studios continued to provide specialized services to all the departments at the University. One important highlight was that the video conferencing facility at the Prinshof campus was upgraded. Many successful international meetings and conferences have since been held there.

At the Steve Biko hospital, the fibre optics connection between the operating theatre and a seminar room was completed. It is now possible for Professor Becker (the project leader) to have live video streaming sent from his operating theatre to the conference room. Video recordings of the operations can now be filmed, which allows Professor Becker to deliver running commentary while operating. The students are now able to watch the operation while asking questions throughout the process. The fact that students are no longer required to be in the operating theatre means that a higher level of sterilization in the theatre can be maintained. Students can see more and are able to make notes. Some video material is currently in the editing process so that educational media and material can be created from it.

The annual Design Indaba held at the International Convention Centre in Cape Town (CICC) was attended by eight staff members. 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. 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 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 and there were a number of winning posters developed by the graphic designers in 2011:

- Dr L Nienaber from the Department of Anaesthesiology: 'Video laryngoscopy in South Africa' won first place for a poster at the PACSA conference in Cape Town from 3-6 November.
- C van Wyk from the Department of Community Dentistry won first place for the poster 'The biological activity of medicinal plants, active against candida albicans isolates' and second place for the poster 'Antifungal activity of medicinal plants against oral candida albicans isolates' at the Health Sciences' Faculty day.
- M Potgieter from the Department of Immunology won third place for the poster 'Human mesenchyme stem cells: Isolation, characterization and differentiation' at the Health Sciences' Faculty Day.
- Anna-Mari Bosman from the Department of Veterinary Tropical Diseases won first place for her poster at the PARSA conference.
- Barbara Heinze from Audiology won an award at the American Audiology conference for her poster entitled 'Vestibular involvement in adults with HIV/AIDS'.

Some of the larger projects completed by the Creative Studios photographers were:

- Pathology, Veterinary Science, slide scanning and editing project for Professor Kriek (more than 3000 slides; project continues in 2012).
- Anatomy and Physiology project, Veterinary Science, Ring-Tailed Lemur for Dr Makungu.
- Veterinary Science, large number of video clips.
- Consumer Science, food shots and cooking methods (on-going project).
- Faculty of Humanities, digitisation of art books and slides (on-going project).
- UP Arts, exhibition catalogues.
- Temporary Adornment Project: Architect Students.
- Department of Mineral Sciences: Experiments with Plastics.
- Portraits and group photos for various academic departments.
- General campus photographs for various departments.

Some of the larger projects completed by the Creative Studios video team were:

- Video production on Handling Horses, aimed at students (Veterinary Sciences).
- Marketing video for Plant Pathology (Natural and Agricultural Sciences).
- TuksSport Annual Colours Awards video production and filming.
- Filming of 20th African Human Rights Moot Court in Benin (Centre for Human Rights).
- Consumer Science Marketing video - Professor Alet Erasmus (Consumer Sciences).
- Tuks Mobi marketing video.
- 3rd World Human Rights Moot Court Competition (Centre for Human Rights).
- 20th African Human Rights Moot Court Competition (CHR).
- 2nd National Schools Moot Court Competition (CHR).

- Organized Student Life and Student Governance (Student Affairs).
- Practical Law Elective (Law Clinic).
- Hammanskraal Law Clinic 10 Year Anniversary (Law Clinic).
- Tsonga Game Songs (Music).
- University of Pretoria marketing video (Marketing).
- Launching Lives (Residence Affairs).

Communication Technology was involved in the following large projects:

- Upgrading of the video conference system in the HW Snyman building on the Prinshof campus.
- Consultation, installation and commissioning of two video conference systems at the Merensky Library.
- Consultation, installation and commissioning of video conference technology in Mining Engineering Department.

Institutional Support

The main function of Creative Studios is to support innovative teaching and learning but it also supplies a broad range of services 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 EI installed a webcam next to the Aula for capturing, storing and showing the construction process of the new Engineering building and parking garage, opposite the Administration building. This project was finalized when the building activities were completed in 2011. A video of the whole project has been created using frames of the webcam, showing the complete project. A second webcam and storage facility recorded the building process of the new building for the Faculty of Natural and Agricultural Sciences.

The majority of videoconference link-ups during 2011 were *via* the internet protocol (IP) platform, owing to the further increase in bandwidth that became available during 2011. Only a few higher education institutions still use the older ISDN networks.

Other institutional support activities, in which Creative Studios and Communication Technology were involved, include the following:

- Regular video conferences between UP and other universities in South Africa or international universities for meetings and other academic activities such as doctoral oral examinations.
- Bi-annual Education Induction Programme for new academic staff.
- Annual Medical Orientation Programme (MEOP).
- Skype and WebEx support for Onderstepoort.

Design and Development Impact

Large numbers of academic and research posters were created on the three campuses and feedback from lecturers indicated a positive impact on the quality of teaching and learning as well as research.

Creative Studios is a regular contributor to the Education Induction Programme for new lecturers. 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 Education 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

The Education Consultancy portfolio is headed by Ms Sanet Haupt and Dr Willem Jorissen. The unit has staff on the Hatfield, Groenkloof, Onderstepoort and Prinshof campuses as EI allocates one education consultant per Faculty. 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 established and innovative practices in teaching, learning and assessment. A pivotal skill of education consultants is the ability to build relationships. Each Faculty's dedicated education consultant liaises with the Dean, Faculty Teaching and Learning Committees or equivalents, heads of departments and individual lecturers. In addition, the community of practice works together on large-scale academic professional development initiatives, such as the Education Induction Programme and assessor training.

Highlights and New Initiatives of 2011

The Faculty of Humanities engaged with the challenge of student throughput and success at both Faculty and departmental levels. The education consultant was actively involved in these processes. The Faculty had the opportunity to work with specialists in the field of extended programmes from other Institutions, such as Ian Scott (UCT) and Laura Dyson (WITS), as well as receive input from education consultants in other UP Faculties.

In the Faculty of Natural and Agricultural Sciences a model for the improvement of the quality of the first-year academic experience was presented to the Chair of the Faculty Teaching and Learning Committee. The presentation also addressed high impact modules (HIMs), students at risk, effective tutoring systems and the reduction in the drop-out rate of first-year students. These are key aspects in the Faculty improvement plan. The data collected from the Higher Education Research and Innovation unit (HERI) of Education Innovation and Faculty experiences were used to feed into the discussions and the Faculty Plan on an ideal model for the improvement of the quality of the first-year academic experience. A pilot project was run on Supplemental Instruction in the Departments of Mathematics and Applied Sciences and Chemistry respectively. A new forum to initiate conversations on enhancing the learning of the gifted students in the Faculty was initiated.

In the Faculty of Education individual face-to-face assistance was provided during which a level-descriptor checklist was used as a guideline. Designated study guides were reviewed with the objective of establishing alignment and compliance with NQF levels.

The Department of Veterinary Tropical Diseases (DVTD) in the Faculty of Veterinary Science is a partner of the LINQED Educational Network. This 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 ongoing collaboration between EI, DVTD and ITM resulted in the development of online e-learning courses regarding the use of technology in education for the LINQED network. The Education Consultant was co-developer and co-facilitator of some of these courses.

With the assistance of seed funding from the Department for Education Innovation and the organization by the education consultant, the Faculty of Economic and Management Sciences arranged a workshop with the Umalusi Examination Board with a view to strategizing on ways to bridge the gap between school and university curricula. As part of this process, curricula were analysed, curriculum assessment tools were discussed and recommendations were made towards the improvement of academic literacies in the curriculum (EMS).

Professor Eric Mazur from Harvard, a renowned physicist and educational innovator, conducted an online course on Just-in-Time Peer Instruction for a group of UP staff using Elluminate. As a follow up to this seminar series, Professor Mazur will visit UP from 29 May to 1 June 2012.

Education Consultants participated in external reviews by assisting with the preparation of the documents and/or by responding to questions posed by the evaluation panel during the evaluations.

Some Education Consultants actively participated in the 2011 First-Year Orientation Week, presenting various workshops.

Education Innovation is part of an inter-institutional community of practice for education consultancy with similar departments at Unisa, the University of the Witwatersrand and TUT.

Design and Development Impact on Quality of Teaching, Learning and Assessment

Curriculum Development/ Review

Curriculum development and/ or review are major activities that drive the work of Education Consultants who actively support all Faculty structures and staff members involved in these processes. Some activities included the following:

- revising the curriculum of the new BVSc programme (Veterinary Science).
- planning, developing and rolling-out the new modules for the Academic Information Management (AIM) course (School for Information Technology, EBIT).
- mapping of curriculum of programmes for rationalization in the Department of Consumer Science (Natural and Agricultural Sciences).
- reviewing of curriculum (School of Health Care Sciences), surveying of assessment practices across the MBChB programme and concluding the quality assurance of modules in the BChD programme (Health Sciences).
- reviewing of all study guides from 1st year to Honours modules (Department of Biblical and Religious Studies, Theology).
- reviewing of the curriculum of the MCom: Strategic Management and Industrial Psychology (Department: Human Resources, Economic and Management Sciences).
- reviewing of designated study guides with the objective of establishing alignment and compliance with NQF levels, during which a level-descriptor checklist was used as a guideline (Faculty of Education).

Several workshops were held in departments that were starting off with curriculum mapping.

Research

Three Faculties have longitudinal research projects designed and administered by staff from the Department for Education Innovation.

Veterinary Science: Research is conducted to determine student experience in their 3rd and 5th years of study. The outcome of this research is used to inform decision-making to improve student experiences overall. Final-

year students were asked to evaluate their programme and indicate their future plans. The feedback from the final-year questionnaire is to determine the validity of the graduate profile. This research was commissioned by the Dean and served in the Faculty Plan for 2011.

- Law: The Deputy Dean commissioned research on students' teaching and learning experiences. Data were collected towards the end of the year. This initiative was linked to a drive to find better and more educationally sound teaching and learning practices that would contribute to students' motivation and willingness to attend class. In 2011 the research entered its second year. A report will be compiled and the Deputy Dean will decide at what Faculty level it will serve.
- Economic and Management Sciences: The Dean of the Faculty embarked in 2007/8 on a long-term strategy to address student success by eliciting expectations from first-year students and following up with research into experiences from students across the different years of study. This multi-pronged approach, which enhances students' opportunities and ultimately makes them successful, is key to producing graduates who meet the demands of the country (locally relevant) and can function in the knowledge economy (internationally competitive). This research conceptualizes and effects changes encompassing curriculum, teaching, assessment, support and logistics, leading to more effective learning experiences for students. The findings of this study continuously contribute towards the management of these expectations and experiences and are interpreted in conjunction with the results of other research projects relating to lecturer perceptions and experiences and the curricular expectations from professional bodies and employers that are tabled during accreditation exercises. An extension of this research through focus groups in the Department of Accounting (EMS) concentrated on improving the pass rates and narrowing the gap between students who had had Accounting at school and those who had not. Improvements were achieved through developing multiple-choice questions on *clickUP*, placing a graphical overview of the programme on *clickUP* and the introduction of an Accounting Gaming Day for first years. In the Department of Auditing the needs of second-year students were identified to be addressed.
- A questionnaire, Student Feedback on Programmes, was piloted in the Faculty of Humanities with all sport-related UP programmes at the end of 2010 and it underwent further development during 2011. The responses of the 2010 output were analysed by the Education Consultant and these results were used by HERI

to conduct statistical analysis of all items. The questionnaire was refined and in November/December 2011 was put on *clickUP* for a second pilot within all professional programmes in the Faculty (seven in total). This promises to provide enough input for standardizing the questionnaire that will be a first of its kind at UP.

The general student feedback instrument for modules was refined and piloted during 2011.

Continuing Professional Development to Enhance University Teaching

The table below gives totals for various forms of workshops offered by the Department for Education Innovation from 2001-2011. An explanation of various types of training is then given.

Table 3: CPD for academic staff

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Education Induction	None	75	114	103	85	81	59	67	60	65	74
INNOVIL	None		62	25	74	60	76	14	32	28	34
Tutor training	116	84	212	133	95	118	186	182	198	221	286
Assessment	None		291	35	40	58	42	51	27	60	51
Extended programme	None								17	18	43
Other	704	248	291	142	654	131	49	27	49	107	162

Education Induction

Education Induction Programmes were offered for newly appointed lecturers on two occasions in 2011 – January and July. A total of 74 staff members attended these events. The week-long programme introduces participants to the theory and skills related to teaching in higher education, while the follow-up day a few months later provides an opportunity for them to exchange and discuss success stories and challenges in real-life teaching practice. Staff from all EI portfolios, as well as a number of lecturing staff, are involved in presenting the programme. Education Consultants provide support after the training through being available for consultation services and conducting class visits when requested to do so.

Innovil

New lecturers in the School of Information Technology participated in a teaching development programme during January 2011. In total, 34 assistant lecturers participated.

Tutor training

Training workshops for the tutors of all Faculties were presented to prepare the tutors for the role that they are to play in the teaching and learning activities in their faculties. An Action Research approach towards tutoring as part of the bigger picture of student support is being pursued in the Faculty of Education. Tutor help desks were implemented in various Engineering departments.

For the *Thuthuka Tutor Training Programme* in the Department of Accounting, students prepared a reflective portfolio after training and then received a certificate from CE at UP.

Subsequent to a workshop and other initiatives relating to concerns about student performance in certain modules in the Natural and Agricultural Sciences Faculty in 2010, the *Supplemental Instruction (SI) model of tutoring* was adopted based on its national and international success record. The SI model is well-established internationally

as good practice and continues to address challenges of student under-preparedness, high risk modules and drop-out rates. The SI model was piloted in the Mathematics and Chemistry first-year modules, which have more than one thousand students each. Despite the teething problems experienced with the implementation of the SI principles, regular participants showed improved performance in comparison to non-participants.

Assessment workshops

The three-day assessment workshop was offered three times during the year by the Education Consultants and a total of 51 staff members attended. The workshop addresses principles of assessment and several assessment methods. Participants are assisted to contextualize the input and prepare their own assessment plans.

EAL training

Assistant lecturer training was developed for the Schools of Engineering and the Built Environment. The first group of seven assistant lecturers was trained in July 2011. Further groups will be trained during January 2012.

Workshops

The Faculty of Education organized and facilitated a workshop that was part of a continuous high impact module (HIM) intervention strategy. The aim was to engage in discussions that would assist towards the creation of optimal learning environments (OLEs).

Ad hoc workshops on a variety of educational topics were presented during 2011.

ClickUP

All new and first-year modules have a presence on *clickUP* and first-year module lecturers attended the new *clickUP* (based on Blackboard 9.1) training by the end of the year. The intention is to implement the blended teaching and learning approach and to use the system to track students' performance. Education consultants were part of the training team. Numbers for *clickUP* training are reported in the E-Education section of this report.

E-Education

Mr Dolf Jordaan and Ms Detken Scheepers are the line managers for the E-Education portfolio and their staff members are located across the Hatfield, Onderstepoort and Prinshof campuses. However, the community of practice works together on common operational issues such as *clickUP* (the UP brand name for the Blackboard learning management system) and computer-based testing (CBT). 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 within blended learning environments.

Highlights and New Initiatives of 2011

In addition to the growing support provided by the E-Education group for *clickUP* and CBT, the following projects were completed in 2011:

- New *clickUP* and *clickUP* Mobile pilot projects
- Development of six new *clickUP* workshops for the implementation of the new version of Blackboard (version 9.1)
- Proof of concept of a replacement system for the current CBT system, *Umfundi*
- Multimedia on writing multiple-choice questions (MCQs) and other objective items
- Presentation of informal mobile device workshops.

The Department for Education Innovation plays a central role in evaluating and selecting software to advance teaching and learning at UP. The current systems had reached their end of life (the old *clickUP* because of the new version of Blackboard being implemented and *Umfundi* because it is not scalable), which necessitated the implementation of new systems.

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 and multimedia products to be used within the web-environment. The *clickUP* system enables lecturers to make use of a blended approach to their teaching and learning activity by giving students access to additional online resources as well as more opportunities for interaction with course content, fellow students and lecturers.

Multi-disciplinary teams consisting of Instructional Designers, Graphic Designers and video producers worked together with subject experts to complete interactive multimedia products. A multimedia product, entitled 'Leer Nederlands', was completed for the Department of Afrikaans during 2011. Resource CDs/DVDs are used to distribute a variety of documents and media to students. Table 4 on page 17 shows the resource CDs completed during 2011:

E-Assessment

Assessment strategies at UP include the use of e-assessment. Three systems are used to enable e-assessment: *Umfundi*, the *clickUP* Quiz Tool and *CompAssess* (for computer literacy testing). EI works closely with the Department of Information Technology Services to ensure a sustainable, reliable and stable CBT environment.

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 receive timely and informative feedback.

The Department for Education Innovation assists lecturers by providing support and training in the educational use of objective assessment, CBT technology, creating

Table 4: Completed resource CD/DVDs 2011

Department	Title	Project Leader
Chemistry	Submission for National Excellence in Teaching and Learning Awards*	Prof M Potgieter
SHSPH	Health Emergencies in Large Populations (HELP)	Mr T Eksteen
Accounting	Post Graduate Diploma in Investigative and Forensic Accounting**	Mr DE du Plessis
Accounting	MPhil Fraud Risk Management**	Mr DE du Plessis
Accounting (CE@UP)	The Investigation of Cyber and computer related crimes**	Mr HC Bezuidenhout
Centre for Augmentative and Alternative Communication	Case Studies CD**	Prof K Uys
Centre for Augmentative and Alternative Communication	First-year module CD1**	Prof K Uys
Centre for Augmentative and Alternative Communication	First-year module CD2**	Prof K Uys
Centre for Augmentative and Alternative Communication	Second-year modules CD1**	Prof K Uys
Centre for Augmentative and Alternative Communication	Second-year modules CD2**	Prof K Uys
Construction Economics	Standards in Building Construction**	Prof T. Maritz
Diagnostic Imaging	DIM 781*	Prof A Carstens
Diagnostic Imaging	DIM782 **	Prof A Carstens
Diagnostic Imaging	DIM 783*	Prof R Kirberger
Diagnostic Imaging	DIM784**	Prof R Kirberger
Education Innovation	Assessment **	Dr G Pickworth
Education Innovation	Education Induction**	Ms M Lotriet
Financial Management	FRB 711 Financial Risk Management**	Mrs E Louw
Graduate School of Technology Management	Master's in Engineering Management first years**	Dr S Benade
Graduate School of Technology Management	Master's in Project Management first years**	Dr S Benade
Graduate School of Technology Management	Honours in Management of Technology**	Dr S Benade
Graduate School of Technology Management	Master's in Technology Management**	Dr S Benade
Graduate School of Technology Management	Master's in Engineering Management and Master's in Project Management first years**	Dr S Benade
Graduate School of Technology Management	Master's in Engineering Management and Master's in Project Management second years**	Dr S Benade
Graduate School of Technology Management	Honours in Management of Technology**	Dr S Benade
Graduate School of Technology Management	Master's in Technology Management**	Dr S Benade
Industrial and Systems Engineering	BIE 310 Engineering Economics**	Dr PJ Jacobs
Mining Engineering	PEE 410 Mine Environmental Engineering**	Prof R Webber-Youngman
Mining Engineering	PMY 311 Surface Mining and Geotechnics**	Prof R Webber-Youngman
Mining Engineering	PSZ 410 Strata Control**	Prof R Webber-Youngman
Mining Engineering	PME 320**	Prof R Webber-Youngman
Mining Engineering	PMY 320**	Prof R Webber-Youngman
Mining Engineering	PSZ 786*	Prof R Webber-Youngman
Mining Engineering	PSZ 703*	Prof R Webber-Youngman
Physiotherapy	POL 300	Ms K Mostert
Psychology	MA Research Psychology **	Prof D Maree
Radiography	RAW 280**	Ms M Kekana
SHSPH	HME 870 - Health Measurement**	Mrs E Webb
Surgery	Surgery *	Dr CF Holdt

*New

**Updated

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

Members of the CBT-team designed, developed and distributed a multimedia CD on 'Writing MCQs (multiple-choice questions) and other objective items' to all lecturing staff who were permanently employed at UP in 2011. This product provides lecturers with an overview of the theory,

terminology and types of objective questions. Detailed information, with examples, is provided with reference to guidelines for writing multiple-choice questions, other guidelines to consider when constructing an MCQ item, as well as how to do item analysis to create better objective assessment items.

During 2011, 4 810 computer-based tests were taken by a total of 420 071 students. These statistics include tests done within the *Umfundi*, *clickUP* and *CompAssess* systems, as well as tests where MS PowerPoint is used in the CBT laboratories to complete the tests.

Table 5: Computer-based Testing (CBT) 2009-2011

	TESTING CENTRE	2009	2010	2011
Number of tests	Hatfield campus CBT	105	121	116
	Hatfield campus IT labs (<i>Umfundi</i>)	12	31	15
	Hatfield campus IT labs (<i>CompAssess</i>)	6	17	10
	Hatfield campus SAM (<i>Cengage</i>)	-	-	1
	Prinshof campus	346	416	503
	Prinshof campus (ppt)		37	56
	Prinshof campus Comp Assess	-	-	5
	Prinshof SAM (<i>Cengage</i>)	-	-	5
	Onderstepoort campus	31	77	86
	Onderstepoort campus (ppt)	-	8	4
	Groenkloof campus (<i>Umfundi</i>)	34	49	61
	Groenkloof campus (<i>CompAssess</i>)	6	13	5
	<i>clickUP</i> tests**	1 426	3 605	3 648
	Total	1 966	4 374	4 810
Number of tests taken by students	Hatfield campus CBT	35 083	24 792	25 328
	Hatfield campus CIL (<i>Umfundi</i>)	21 722	19 953	28 758
	Hatfield campus IT labs (<i>CompAssess</i>)	37 603	37 772	16 532
	Hatfield campus IT labs SAM (<i>Cengage</i>)			20
	Prinshof campus	35 359	34 986	31 387
	Prinshof campus (ppt)		1 546	2 252
	Prinshof campus Comp Assess	-	-	0
	Prinshof SAM (<i>Cengage</i>)	-	-	205
	Onderstepoort campus	1 969	3 183	4 081
	Onderstepoort campus (ppt)	-	735	418
	Groenkloof campus (<i>Umfundi</i>)	11 186	12 436	14 988
	Groenkloof campus (<i>CompAssess</i>)	4 775	4 772	3 216
	<i>clickUp</i> tests **	240 315	265 684	292 886
	Total	388 012	405 877	420 071

** Includes self-assessment

Table 6: Modules on *clickUP* 2002-2011

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
<i>clickUP</i> modules										
UG modules	200	391	847	1 036	1 351	1 292	1 405	1 552	1 737	1 767
PG modules	420	675	754	874	1 086	727	699	808	980	992
Number of departments involved	82	86	90	115	117	120	120	120	120	120
Students with access to e-learning	17 377	21 200	26 576	30 201	31 572	30 574	31 491	31 635	38 591	38 201
e-Assessment										
Number of e-tests	122	322	335	543	483	1 907	1 891	1 966	4 374	4 810
Number of students taking e-tests	64 000	126 907	125 768	149 843	161 205	207 351	320 609	388 012	405 877	420 071

Continuing Academic Development Related to Teaching, Assessment and Use of Technology

Staff Training in Web-Supported Learning

E-Education presents various staff training courses to enable lecturers to manage and facilitate courses in the online environment. The implementation of a new *clickUP* system, as well as the feedback gained from lecturers during the 2010 lecturers' survey, made it necessary to develop new *clickUP* workshops.

A bouquet of workshops, with supporting hand-outs and online resources, was developed for lecturers to choose from: the *clickUP* Overview workshop lays the foundation for the *clickUP* Content, *clickUP* Assessment, *clickUP* Collaborate and *clickUP* Management workshops. Lecturers choose which combination of the workshops will best satisfy their particular needs. Each four-hour workshop

- makes provision for some educational theories that underpin blended learning,
- showcases examples of use by UP staff members, and
- provides time for lecturers to think about and plan their own use and then build their solution(s) at their own pace.

Lecturers also work in a module of their own choice, so that the work they do during the training sessions can be used in future.

These new *clickUP* workshops were piloted with the *clickUP* pilot lecturers and, based on their feedback, changes were made before they were presented to the rest of the lecturers.

The workshops were presented during the second semester on the Hatfield, Groenkloof, Onderstepoort and Prinshof campuses. Each workshop was presented a total of eleven times. Customized departmental training sessions were also presented on request. For the first time ever training was presented in the evenings and also on Saturday mornings to accommodate lecturers' workload. Attendance of these after-hour sessions was low and they will not be presented in future.

Feedback from the lecturers about the workshops is generally positive and lecturers are very proud of the courses they build during the workshops.

The new *clickUP* Assist course, adapted to address the needs of administrative staff who support lecturers in the use of the new *clickUP* system, was presented

twice. Special training sessions were also developed for the Information Specialists who support lecturers with a library page in *clickUP*. Three sessions were presented to the Information Specialists on the Hatfield and Prinshof campuses.

The Facilitation of e-Learning (FeL) course was reviewed and the contact and online time reduced. The course was presented during April and May 2011 to 13 participants who want to present their CE at UP courses online. Eight of these participants completed the course successfully and received a completion certificate, while the rest received attendance certificates. This is the best completion rate since the course started.

The attendance of *clickUP* training courses was as follows:

Table 7: E-Education training 2011

Old *clickUP* training:

Course	No. of attendees
Basic	45
Intermediate	11
Assist	18
Grade book	14
FeL	13
TOTAL	101

New *clickUP* training:

Workshop	No. of attendees
<i>clickUP</i> Overview	
CE@UP	258
Departmental	32
<i>clickUP</i> Content	
CE@UP	161
Departmental	16
<i>clickUP</i> Assessment	
CE@UP	123
Departmental	7
<i>clickUP</i> Collaborate	
CE@UP	81
Departmental	7
<i>clickUP</i> Management	
CE@UP	76
<i>clickUP</i> Assist	
CE@UP	38
Library	
Departmental	28
TOTAL*	928

*Counting number of attendees for each session.

One attendee might have done more than one course.

Staff	No. of attendees
Total lecturers who attended at least one workshop in the new <i>clickUP</i>	345
Total administrative staff who attended a course in the new <i>clickUP</i>	33
Total Information Specialists trained to upload Library pages to the new <i>clickUP</i>	28
TOTAL number of staff trained in some aspect of the new <i>clickUP</i>	406

Table8: E-Education training 2006-2011

	2006	2007	2008	2009	2010	2011
<i>clickUP</i> Basic, Intermediate, and Advanced	148	191	226	174	163	45 56
Facilitation of e-learning	8	22	10	0	0	13
E-Admin/ <i>clickUP</i> Assist	97	Not presented		25	84	56
<i>clickUP</i> Grade book	New Course				89	14
<i>clickUP</i> Overview	New course					290
<i>clickUP</i> Content	New course					177
<i>clickUP</i> Assess	New course					130
<i>clickUP</i> Collaborate	New course					88
<i>clickUP</i> Management	New course					76

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 8 000 first-year students in the functionalities available to them within the new PeopleSoft Campus Solution Software. EI also offers customized student training sessions in *clickUP*, including for postgraduate students. Further support for students is provided by means of a help web site: <http://www.click.up.ac.za/students>. A new help site was developed to support students in use of the new *clickUP* system: <http://www.click.up.ac.za/new/students>.

Support

During 2011 the e-support office provided continuous support that included creating new *clickUP* modules, providing access to existing *clickUP* modules, assisting with *clickUP*-specific functionalities, and organizing 'just-in-time' training for lecturers. E-support also provided valuable support to lecturers through the creation of quizzes using *Respondus Lite*. Various just-in-time training sessions were also presented to lecturers in the use of this software in order to empower them to manage their own assessments in *clickUP*.

Challenges with the implementation of the PeopleSoft system during registration caused a considerable influx of students asking for support at the e-Learning offices

on all campuses at the beginning of the academic year. The e-support staff contributed to solving these problems, which resulted in a much smoother implementation of the PeopleSoft system across the whole University.

New Initiatives

Piloting New Technologies

Clickers

An executive proposal for the implementation of a pilot project to investigate the use of a Personal Response System (or Clickers) to support student engagement in high-impact modules (HIMs) was approved by the Executive in 2010. Two pilot projects were implemented in the Faculty of Natural and Agricultural Sciences, in the departments of Statistics and Physics respectively, and one in the Faculty of Law in 2011.

The feedback received from both lecturers and students indicates that the use of clickers enhanced the learning experience of the students but also enabled the lecturers to measure students' engagement with and understanding of content or concepts explained in class. The clicker technology enabled more effective, more efficient and more engaging lectures.

It is evident from the success of the pilot, as well as the various requests that EI and the pilot lecturers have received, that there is a definite need within the institution

to implement a feasible solution. Clickers are expensive, single use devices. The use of cell phones – specifically smart phones – might be a possible alternative solution. Internet-enabled cell phone solutions might create unique challenges, such as internet access in lecture venues, etc.

Illuminate

During 2011 the use of Illuminate as synchronous software enabled lecturers to present real-time lectures, specifically to postgraduate students, and to invite international guest lecturers to present lectures to students. Illuminate was integrated into Blackboard (*clickUP*) and is now called Blackboard Collaborate. It provided on-going valuable support to lecturers to facilitate postgraduate degree programmes.

Mobile Workshops

An increasing number of lecturers have access to tablet devices such as the iPad and wanted to share or receive information about the devices' academic use. EI, in collaboration with lecturers and other academic support services such as the Library, presented three informal mobile workshops that focused on the academic application of tablet devices. The workshops aimed to encourage discussion about the different applications that lecturers were using during lectures and applications that provided research or administrative support. These workshops were attended by more than 120 lecturers and academic support staff.

The second workshop was presented in collaboration with Dr Philip Uys of Charles Sturt University, Australia. The workshop focused on the growing options for learning through mobile devices. These new options relate to students accessing learning materials; performing learning tasks; participating in learning interactions; performing assessment tasks; and evaluating teaching. Typical personas, real life examples and possibilities espoused in the literature were discussed by Dr Uys.

The third workshop was attended by more than 60 lecturers and one Huawei IDEOS S7 Slim Tablet sponsored Nashua Mobile was handed out as a prize during the workshop.

The three informal workshops also provided an opportunity for lecturers to share their use of mobile or smart phones and tablets during lectures or in their normal day to day academic activities with their peers. Lecturers also expressed their interest in research on the use of mobile devices in higher education and specifically within the UP context.

Upgrading/ Changing Existing Technologies

CBT System

The search for a replacement system for the current CBT system (*Umfundi*) continued in 2011. The vendors of the three products that were identified in 2010 demonstrated their products to the CBT steering committee early in 2011. The steering committee chose one product to investigate further with a proof of concept.

The technical aspects of the system were tested by ITS while EI focused on testing the functional criteria. Additional criteria were added to the functional testing as the product provided more functionalities than were originally stipulated by EI. The vendor provided consulting services during the technical as well as functional testing to ensure that the necessary results were obtained in the shortest period possible. The vendor was satisfied with the level of assessment performed in evaluating the product and they noted that this was the first time that an organization had conducted such a thorough POC.

The results of the POC were tabled at a meeting of the CBT steering committee to decide on the way forward. A number of 'deal-breaker issues' were identified which the vendor/ developer of the product will have to address before the product can be implemented at UP.

ClickUP

The original vendor of the learning management system (LMS) implemented at UP was WebCT. An upgrade of the original WebCT LMS was implemented in 2006. Soon thereafter the international e-learning market changed dramatically with the merger between LMS vendors, WebCT and Blackboard. UP is currently using the Blackboard LMS. The University branded the Blackboard LMS as *clickUP* in 2007 to avoid the confusion created by changes in names in the external market.

Official support for the current version of *clickUP* will end in October 2012. The current LMS license agreement makes it possible to implement and use the new version of *clickUP* in co-production with the existing version. This enables the smooth transition and change management process between the current and new versions. It also allowed UP to use the opportunity to pilot the new version in 2011. E-Education staff explored the new system extensively in 2010.

A Steering Committee was established, chaired by the Vice Principal: Teaching and Learning, in order to coordinate the implementation of the new version of *clickUP*. The pilot project commenced on 18 July 2011 with no real-time integration with other related systems. The lecturers who participated in the pilot attended information and training sessions. The training sessions also provided

EI with the opportunity to pilot the new training strategy. More than 3 000 students were enrolled in sixteen pilot modules. A poll administered in July indicated that 75% of the students had no problems in accessing and using the new *clickUP*.

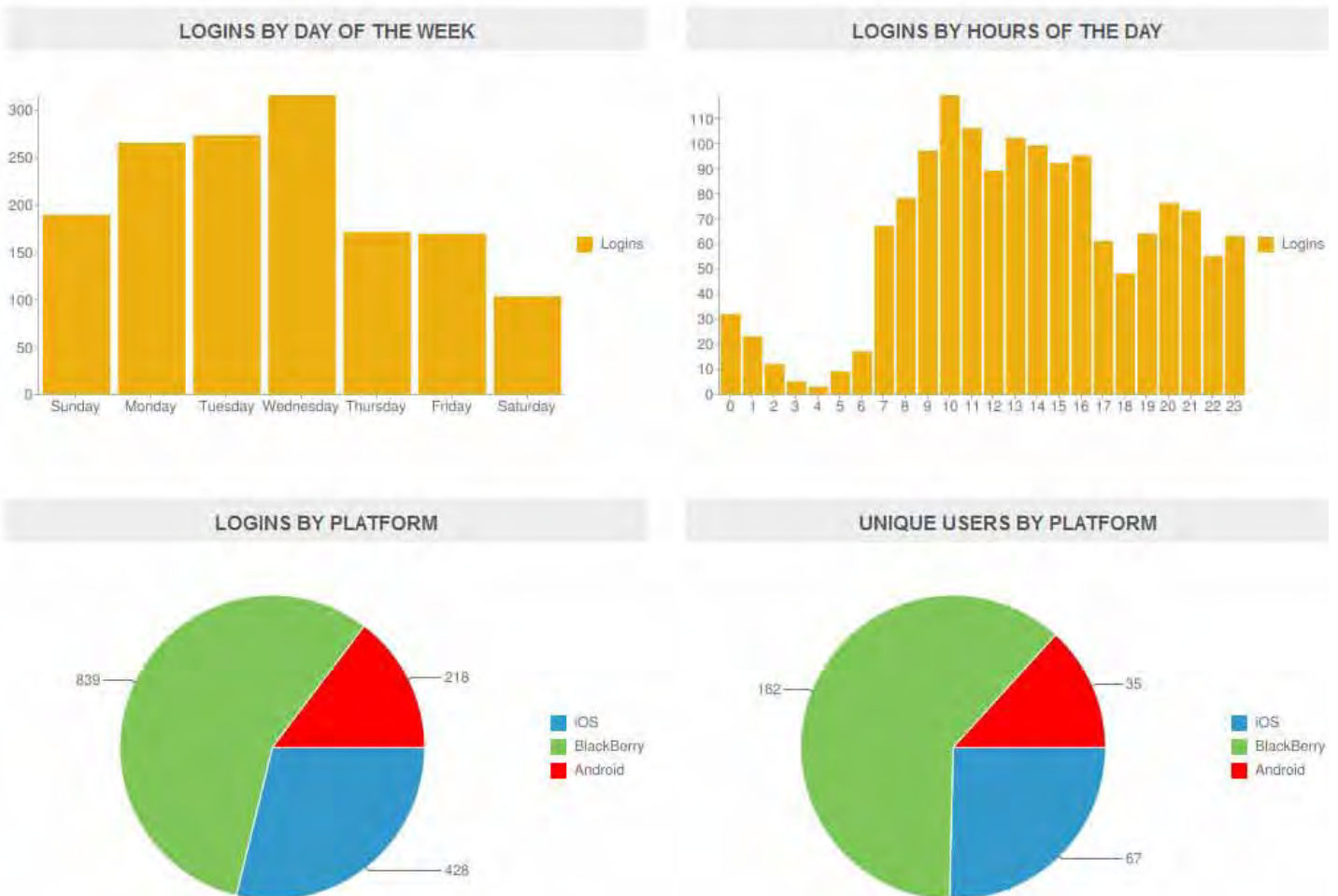
Information about the implementation of the new *clickUP* and the training courses was communicated through Faculty and departmental visits as well as through the campus news and e-mail messages. A dedicated e-mail address was also created for support purposes during the pilot. Monthly meetings were scheduled with the pilot lecturers in order to receive feedback on and to provide support for challenges that they might be experiencing.

The implementation of Blackboard (*clickUP*) Mobile Learn as part of the new *clickUP* Pilot Project in 2011 was positively received by both students and lecturers.

Blackboard Mobile Learn extends the new *clickUP* implementation by making much of the core *clickUP* content available in an engaging and intuitive way on mobile devices. Students and lecturers can access documents in multiple formats, post announcements (lecturers), create discussion threads and posts, and comment on blogs and journals, all on the mobile devices they love. Blackboard Mobile Learn extends and enriches the course experience in native mobile applications that are developed specifically for the BlackBerry, Android, Apple iPad, iPhone and iPod Touch.

Blackboard provided various consultation services in order to support UP with the implementation of the pilot and the new *clickUP*. Both students and lecturers who participated in the pilot provided feedback through separate surveys. The feedback will be analysed in 2012.

Graph 1: Pilot students use of the *clickUP* mobile learn application in October 2011



Higher Education Research and Innovation

HERI was managed by Dr Gerhard du Plessis up to August 2011. It is a small unit comprising four people in total. Additional capacity is created through providing internships for postgraduate students (two Master's students doing research in psychology in 2011) and contracting UP students to assist with data capturing. The unit focuses particularly on institution-wide research into student retention and success.

Highlights and New Initiatives 2011

Some long-term research-based initiatives came to fruition in 2011. Several new projects were launched during the year, under the auspices of the Steering Committee for Student Access and Success, chaired by Professor Ogude, supported by Dr du Plessis.

Student Access and Success Initiatives

Some initiatives 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 are actively involved in these initiatives (Humanities, EBIT, Education, EMS and NAS). The staff of HERI were directly and indirectly associated with the projects and activities discussed next.

Continuous Alert, Referral and Engagement System (UP CARES)

HERI has been collaborating with the Bureau for Institutional Research and Planning (BIRAP) on a basic student tracking mechanism for a couple of years. The scope of the tracking system and the ability to use it much earlier in the student's career at the University is envisioned by work being done by the PeopleSoft Oracle

implementation team and the E-Education portfolio of EI to integrate the grade books in the two systems. The Oracle Business Intelligence Enterprise Edition tools enable the mining and integration of data on individual students for the purpose of tracking student progress. In addition, the OBIEE 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.

During 2011 a formal stakeholder structure, the UP CARES Task Team, was convened. The committee included student support services, Faculty representatives and administrative staff to coordinate subsequent phases of the implementation of UP CARES during 2011/ 2012. The first phase consisted of a needs analysis to establish the most significant data in predicting academic success. An inventory of the 'owners' of data followed. The second phase consisted of benchmarking similar initiatives nationally to generate knowledge of the successful implementation of the initiative in 2012.

Student Academic Development and Excellence Model (SADEM)

During 2009, all Faculties approved the establishment of a Faculty-based student support model, known as the Student Academic Development and Excellence Model (SADEM). The model was piloted in five Faculties, although a number of Faculties opted to activate some of the elements of the model according to need. The development of SADEM captures the many activities at a high level of conceptualization.

The model provides for a number of key academic and non-academic initiatives and activation of role-players in Faculties, each complementing the existing centralized student support services on campus. During 2011, the respective elements were integrated into a coherent process and the support model was implemented in a differentiated manner along a number of unique and contextualized elements, approaches and configurations. Each of the processes and interventions reported under

this section informs and contributes to the success of this model. The design of the model was adapted by each Faculty to accommodate its structures and processes.

Currently the basic model provides for the following:

- Student profiling, or the identification of students at risk using cognitive and non-cognitive measures (APS, STARS, NBT).
- Differentiated approaches between semesters, including:
 - Placement in either the mainstream or an approved extended programme;
 - Appropriate interventions targeted to the specific student need, such as tutoring, mentoring and academic advising;
 - Academic probation and eventual exclusion, backed up by tracking of students' academic progress;
 - A referral process;
 - The measurement of the impact of these measures through student tracking.

The model creates a platform through which student support can be rendered as early as possible at the point where the challenge/problem manifests.

- 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 2010 and is ongoing.

Assessment and Profiling of First-Year Students

HERI currently uses many sources to determine the factors associated with retention or attrition of undergraduate students. Various structured questionnaires have been developed to assess this phenomenon; for example, the Academic Readiness Questionnaire (STARS), its counterpart, the First-Year Experience Survey (FYES), and a Student Learning Experience Survey. Exit interviews with first-year students who have opted to discontinue their studies are also conducted. Institutional information from BIRAP (for instance, on high-risk modules), is used to determine 'risk' on individual, module and programme level.

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). The STARS instrument (a 115-item questionnaire) assesses students' academic readiness by gauging their support needs in fields like motivation, well-being, integration and support, goal orientation, academic skills, anticipated/current academic involvement, and vocational identity. Based on the results, a programme consisting of peer mentoring and academic advising is developed to support students who are identified as being at risk of failure or withdrawal. The STARS was administered during the orientation week in 2011 to 4 191 students registered in all nine faculties.

Biographical data of all respondents relating to gender, race, home language, preferred language of education, and admission point score are merged with student responses (using student numbers as anchors). The remaining variables (home environment, distance travelled daily) are drawn from the responses as volunteered by students.

Reports were generated from the STARS data, including individual student STARS reports, and several aggregate reports, such as Faculty profiles, a short-list of students per risk area, and an institutional profile of all first-year students. The Institutional and Faculty reports were amended slightly from the 2010 reports to account for a narrower risk area. A handbook containing guidelines on how to interpret the reports was also updated and made available.

Table 9: Aggregate Institutional Profile of the STARS 2011

Motivational factors	Low	Medium	High
Planning	21%	51%	28%
Locus of control	26%	53%	21%
Self-efficacy	21%	62%	18%
Leadership	30%	44%	26%

Academic involvement	Low	Medium	High
Test taking skills	20%	60%	20%
Engagement	13%	58%	29%
Reading behaviour	20%	45%	35%

Well-being	Low	Medium	High
General well-being	19%	59%	22%

Integration and support	Low	Medium	High
Institutional support	32%	40%	28%
Financial support	13%	44%	43%
Family support	21%	50%	29%
Sociability	20%	49%	31%

Vocational identity	Low	Medium	High
Career exploration	15%	57%	28%
Career guidance	12%	42%	45%

Goal orientation	Low	Medium	High
Goal achievement	23%	58%	19%
Future vision	15%	18%	67%
Hope agency	46%	38%	16%
Hope pathway	13%	66%	22%
Optimism	19%	70%	12%
Self-motivation	19%	42%	39%
Hopefulness	32%	52%	16%
Agency	13%	74%	13%

Skills support needed	A lot	Some	None
Study skills	23%	60%	17%
Reading skills	14%	38%	47%
Writing skills	12%	40%	48%
Time management	28%	47%	24%
Test taking skills	19%	51%	29%
Math skills	25%	47%	27%
Computer skills	26%	45%	29%
Presentation skills	23%	50%	26%

The First-Year Experience Survey (FYES)

The FYES (a 134-item questionnaire) can be considered a follow-up of the STARS, as it measures the same constructs eight months later. The aim is to determine whether first-year students were able to make the transition from school to university and close the potential

gaps. Provision is also made for items gauging students' perceptions regarding their learning experience. These items partially overlap with the Student Learning Experience Survey (SLEUS) targeted at final-year students.

FYES was administered electronically in 2011 among 1 662 first-year students from nine Faculties. A much higher response rate was expected; however, this was not the case as many students discontinued the survey early or did not submit the data. The data of these surveys were processed in exactly the same way as applies to the STARS data. Similar reports were created. Individual students' FYES profiles were published alongside their STARS profiles on the portal referred to earlier. A comparison of individual results from STARS and FYES shows that students' risk profile was reduced in the course of the year quite significantly in a number of categories.

Survey of the Learning Experience of Undergraduate Students (SLEUS)

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, of which this survey constitutes phase 1. 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).

The survey aims at capturing students' perceptions across six domains: quality of programmes, lecturer engagement, student engagement, learning environment, assessment, and quality of services offered to students (both academic and non-academic). The data generated from the 2010 sample were weighted. A weighted index of 69.2% was incorporated into UP's Performance Indicators in 2011.

The SLEUS was administered to a selected sample of 30% of final year students toward the end of 2011 using stratified random sampling techniques.

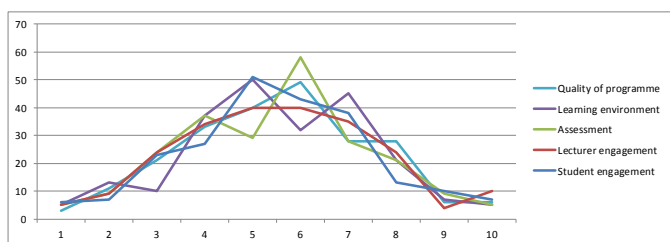
An electronic platform was used to administer the

Table 10: SLEUS 2011 data

	Quality of programme	Learning environment	Assessment	Lecturer engagement	Student engagement
1	3	5	5	5	6
2	11	13	9	9	7
3	21	10	24	24	23
4	33	37	37	34	27
5	40	50	29	40	51
6	49	32	58	40	43
7	28	45	28	35	38
8	28	21	21	24	13
9	6	7	9	4	10
10	6	5	5	10	7

survey. Sampled students were targeted *via* sms and e-mail prompts. An anticipated response rate of 10%, representative of the population strata could not be reached by the end of November 2011 owing to the culture survey dates that were extended, resulting in SLEUS being administered when the examinations had started. At the close of the SLEUS, 225 students had responded, a response rate of 2.3%. Analysis of the data commenced with the Rasch model to peruse the functioning of survey items. The data generated will be reported in the 2011 Report on UP's Performance Indicators during 2012.

Graph 2: SLEUS 2011 data



Exit Interviews with Withdrawal Candidates

The aim of this longitudinal study is to identify and prioritize the reasons and pre-disposing factors affecting student withdrawals at first-year level, as volunteered by students themselves. A total of 8 338 first-year students enrolled in 2010. During the academic year under study, a total of 645 of students (8%) withdrew from their studies. During 2011 telephonic semi-structured interviews were conducted with 245 first-year students registered in all nine Faculties at the University (38% participation rate).

The salient reason for withdrawal has consistently been 'wrong study or career choice' during both the 2008 and 2009 cohorts, and remains the main reason in 2010. This trend necessitates a proactive focus on career exploration and/ or career guidance before students apply at University. The majority of the students encountered problems during the first semester, leading to actual withdrawal or migration in July and August. The data also indicates that the sharpest rise in discontinuations would be between June and August. From the data it can be suggested that the best period to offer assistance to students would be between the orientation programme until the middle of June.

A significant withdrawal trend emerged in the 2010 cohort, namely 'financial reasons'. It seems as if the financial situation globally as well as nationally contributed to a higher prevalence of financial barriers and inability to continue with a formal higher education.

Identification of Students in Need of Support in the Second Semester

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 BIRAP. The students were required to join extra tutoring during the fourth quarter, especially when they were enrolled for HIMs. Several iterations of this tutoring model emerged, based on the successes experienced during 2009. These alternatives varied between the traditional approaches to tutoring (walk-in models), to options such as Tutoring Help Desks run by senior postgraduate students.

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 (HIMs) for each Faculty. HIMs were the responsibility of Faculties from 2011.

Review of the Current Student Feedback Instrument (SFI)

HERI has a long association with the design, development and implementation of the current student feedback instrument. During 2011, Dr Jorissen, the head of Education Consultancy, led the task team to develop an instrument and facilitated the pilot process. The survey was piloted among 1 794 students registered for the Computer Information Literacy (CIL 111) module.

Dr Lemmens from HERI evaluated the psychometric properties of the items with a Rasch analysis. The SFI

item hierarchy demonstrates an expected understanding of what 'less' or 'more' of the construct means. The instrument is also reliable for the purpose of measuring student satisfaction and is able to differentiate between at least two performance levels. The item difficulties are furthermore estimated with very high precision. The report concluded that the SFI has good reliability and validity estimates and would be a good measure of students' perceived level of satisfaction with their lecturer (fitness of purpose). It was recommended that the standardized SFI be implemented institutionally in 2012.

Enhancement of Quality of Practical Training

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 2011. 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.

Evaluation of Academic Outcomes of Orientation Programme for First-Year Students

The A2S orientation programme was evaluated in 2011. A comprehensive evaluation framework was developed and approved. The framework made provision for several phases, among others a series of Faculty-specific surveys among first-year students, a series of follow-up focus group discussions with Faculty staff (academic and administrative) and student leadership, and the monitoring of a number of key student success performance indicators. Phases one and two of the evaluation framework, surveys and focus group discussions respectively, provided sufficient information to the UP Executive to make decisions about the format and duration of the programme in 2012.

A total of 2 637 surveys was received (expected participation rate 24.4%). From a logistical perspective, the majority of students were satisfied with the programme. The majority reported that they had developed a clear understanding of the demands associated with studying at university and the Faculty and were supported on subjects, time-tables and registration. Efforts directed at the academic orientation of students during Week 2 elicited an overwhelmingly positive response. The students were in agreement that the A2S Programme prepared them to use a variety of study skills, apply their learning styles

and preferences; deal with large class sizes, prepare for classes, use study guides, make notes, and deal with the general challenges during a typical lecture. Students were also taught to engage in general subject discussions, deal with assignments, prepare for assessments, and work in groups for academic purposes. Qualitative data emanating from the focus group interviews with staff and students were extremely rich.

Evaluation of the Peer Mentorship Programme

The peer mentorship programme run by Student Affairs was evaluated during 2011. Peer mentors were required to keep a report of each mentee for the duration of the programme to track the development of the mentee. At the end of the programme, mentees were asked to complete a survey on the mentor and the programme. Mentors also evaluated the coordinator and the coordinator had to evaluate the each mentor's performance. The triangulated data provided information on the effectiveness of the mentor as well as the mentee's satisfaction with his or her mentor. Focus group discussions were held with a number of mentors and coordinators to evaluate the effectiveness of the programme as a whole. The impact of the programme however was not measured as the tracking of the student mentees did not take place. This was partly owing to the STARS mentees being identified too late (three weeks after administration) and the STARS mentees feeling stigmatized and refusing to participate in the programme. Voluntary student mentees were more motivated to be part of the programme and remained with the programme to the end, but there were, in many instances, no STARS data available for these students. There was thus no baseline data from which to compare the student at the end of the programme. This unintended consequence will be addressed in 2012 so that the impact of the programme can be measured.

Operations Office

The Operations Office, led by Ms Elize de Waal, proactively uses skilled and experienced staff to support the Department for Education Innovation in terms of personnel, financial and logistical matters to ensure that EI can function optimally. The core mandate of this support unit within EI is to promote, encourage and sustain best administrative practices by consciously striving to increase effectiveness and efficiency. The group consists of five people with a solid knowledge base in their field (logistics, technology, human resources, relationship skills and finance) and the ability to adapt to new processes and systems. The degree of cooperation needed to function means that this office has to nurture relationships with many other support departments at UP. The Reception at Hatfield campus provides a single point of control of entrances to EI, gives information for first-line enquiries and receives deliveries. A significant number of staff and students make use of Reception when coming to EI for tutor training, CPD or meetings. The area also provides entrance to computer laboratories for a few IT staff members. Unexpected clients are first-year students who see this very friendly reception area as a source of information during their first few hectic weeks on campus.

Finances

The office assists with all the financial procedures, requests and forms as outlined on the Intranet. In 2011 the Operations Office handled a combined departmental budget of R4 158 722. 00.

Community Engagement became part of EI in September 2011 and the Operations Office had to manage and understand a very complex budget with additional community and foundations funding.

The orientation and registration period was allocated to EI to organize for 2012. This was one of the most challenging new initiatives for 2011. The Operations Office played an important role during the planning for the orientation and registration period for 2012 regarding HR and financial matters, administering the budget of R910 300. 00 and setting up systems for budgets for different sections participating in the event as well as for claims and payments.

The Operations Office successfully faced several challenges in identifying, aligning and complying with UP policies in the face of the changeover of systems from Unikom to PeopleSoft Oracle from 2010. PeopleSoft became a fully operational system in 2011. The Operations Office ensured that business went on as usual within EI despite all the challenges.

As part of their regular work with the Creative Studios and Communication Technology section of EI, the office handled purchasing and cost recovery. The group has staff based at the Hatfield, Prinshof and Onderstepoort campuses. Table 11 lays out the procurement activities of the portfolio.

Drawing up the annual operational, HR and Facilities Management budgets for 2012, aligned with guidelines from the Director of Finance, the EI Operational Plan and UP strategies, was facilitated by the Operations Office in collaboration with the Director of EI and all line managers.

In addition to EI budgets, the Operations Office managed

- a Department of Higher Education and Training grant for training related to extended programmes.
- R51 168. 00 from the skills levy allocated to EI as part of the Skills Development Committee.
- the CIL novice lecturers and tutor training budget.

Human Resources

Some of the HR challenges the portfolio had to face were the integration of the Community Engagement portfolio with EI, assisting line managers and the Director to ensure diversity in the staff profile and recruiting new staff. EI employs both permanent and contract staff. The Operations Office was effective in processing six permanent and six contract appointments. The Department had four resignations. Where possible the posts were filled by candidates from designated groups relevant to ensuring a balanced equity profile in the department. With the Curriculum Mapping growing stronger and bigger, numerous student assistants were appointed.

Table 11: Orders and service request

STATISTICS: OPERATIONS OFFICE – 2011													
		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Orders		51	62	84	67	68	64	82	136	85	116	110	88
Invoices Cred.		34	87	21	90	11	80	47	62	121	21	96	79
EI Services	Invoicing Debtors	0	5	1	7	1	0	5	4	3	4	0	1
	Private income	0	4	1	3	2	5	4	4	1	4	2	0
	Graphics Hatfield	36	34	38	19	81	25	44	40	46	42	27	18
	Graphics Medical	20	18	18	11	19	18	22	60	26	12	34	0
	Graphics O/poort	0	11	3	6	1	5	10	6	9	11	11	1
	<u>Graphics Total</u>	56	63	59	36	101	48	76	106	81	65	72	19
	Video Hatfield	10	11	15	8	11	8	13	12	11	8	0	14
	Video Medical	6	5	5	3	4	10	7	7	7	9	2	0
	<u>Video Total</u>	16	16	20	11	15	18	20	19	18	17	2	14
	Photographic Hatfield	1	6	9	7	1	0	5	0	10	18	0	7
	Photographic O/poort	3	0	13	1	3	1	0	4	3	2	0	0
	<u>Photographic Total</u>	4	6	22	8	4	1	5	4	13	20	0	7
	Studio Hatfield	0	2	0	0	0	0	0	0	0	0	0	0
	<u>Journals totals:</u>		76	87	101	55	120	67	101	129	112	102	74

Table 12: Equity profile

Black Male	White Male	Indian Male	Coloured Male	Black Female	White Female	Coloured Female	Indian Female
Permanent staff							
2	9	1	1	14	30	1	1
Contractors							
0	0	0	0	4	5	0	0
Total							
2	9	1	1	18	35	1	1

Table 13: Vacant posts in the process of being filled

1	Deputy Director: Academic Development of Students
2	Senior Education Consultant: Curricular Community Engagement
3	Instructional Designer

Table 14: Promotions

Promotion in Existing Post	1
Upgrading: Non Academic Post	3

The office registered an overtime project for Video and Communication staff. The office also maintains and updates reporting lines for leave, HEMIS and performance evaluation on PeopleSoft.

Drawing up of the annual Human Resource budget, aligned with guidelines from the Director of HR, the EI Operational Plan and UP strategies, was facilitated by the Operational Office in collaboration with the Director of EI and all line managers.

The Operations Office constantly liaised with line managers in EI to ensure that the performance development and management system operated optimally.

Logistics

Quality service is rendered in terms of internal and external client relations and links with our department, UP Departments, services and divisions. The Operations Office is responsible for all logistical and maintenance matters within EI and that responsibility includes office spaces, use of assets, IT related functions, occupational health, security and key register, co-ordination of services needed from Facilities Management, stationery, access control, golf car, photo copier machines, top cooler, plants and contracts.

The office helped to manage the Facilities Management Budget allocated to EI, following up on outstanding matters and facilitating work with contractors.

National and International Research Activities

The table below summarizes the research activities of the Department for Education Innovation in 2011. It is followed by details for each section.

Summary of Research Activities

Table 15: Research Activities EI 2011

Summary of research activities		2006	2007	2008	2009	2010	2011
Number of publications (EI)	Non-accredited	1	0	1	3	1	1
	Accredited	7	2	4	2	2	7
Conferences, Workshops and Colloquiums attended	International	20	5	12	3	0	2
	National	21	8	6	8	14	39
Conference papers presented	International	16	5	24	3	8	6
	National	5	4	6	15	24	15
Visits	International	37	2	12	4	3	1
	National	0	2	0	4	3	4
Visitors	International	11	23	4	8	4	7
	National	1	45	15	13	4	0
Active International Collaborative Projects		2	4	4	1	0	3
Posters presented	International	Previously included in section on papers/ posters presented		3	1	0	1
	National			0	1	1	2
Research reports		3	2	3	3	6	11
Service on Editorial Boards							4

Publications in Non-Accredited Journals

Nsibandé, N.R. and Garraway, R. (2011). Professional development through formative evaluation. *International Journal for Academic Development*, 16 (2), 97-107.

Publications in Accredited Journals and Books

Lemmens, J., du Plessis, G.I. and Maree, D.J.F. (2011). Measuring readiness and success at a South African University. *Journal of Psychology in Africa*, 21(4), 615-621.

Madiba, N.R.M. (2011). Curriculum mapping as inquiry in higher education. In E. Bitzer & N. Botha (Eds.), *Curriculum Inquiry in South African Higher Education: Some scholarly affirmations and challenges* (Chapter 19, pp. 371-388), Stellenbosch: SUN Media Stellenbosch under Sun Press.

Nagel, L. and Kotzé, T.G. (2011). Choosing the best from blended and online e-learning: Let the Community of Inquiry framework decide. *Progressio*, 33(2), 152-173.

Nagel, L. and Oberholster, J.G.I. (2011). Research-informed design: learning to balance the books. *Proceedings of Design, Development and Research 2011*, 371-381.

Nagel, L., Blignaut, A.S. and Cronje, J.C. (2011). The surprising truth about how metaphor motivates e-learners. *ASCILITE Changing demands, changing directions* (Proceedings, ISBN USB: 978-1-86295-644-5), 880-890.

Nsibandé, N.R. and Madiba, M. (2011). "I just do as expected". Teachers' implementation of continuous assessment and challenges to curriculum literacy. *Research Papers in Education*, (iFirst Article, ISSN 1470-1146 online), 1-17.

Scheepers, M.D., deBoer, A-L., Bothma, T.J.D. and Du Toit, P.H. (2011). A mental model for successful inter-disciplinary collaboration in curriculum innovation for information literacy. *South African Journal for Libraries and Information Science*, 77(1), 75-84.

Conference Attended without Reading a Paper

Community Engagement: the Changing Role of South African Universities, East London (2011, November): Sehlapelo, H.P. and Carvalho-Malekane, W.

Design Indaba 2011, Cape Town (2011, February): Brits, G.D., Dave, R.A., Hefer, H.A., Mans, H., Mayhew, E., Pond, S.J., Vermeulen, C.A. and Zimmerman, K.D.

Fourth National Conference of the South African Association of Health Educationalists, North-West University, Potchefstroom (2011, June-July): Pickworth, G.E. and Mostert, E.

Perspectives on identifying high potential candidates for higher education: transformation or elitism conference? Student Equity and Talent Management Unit (SETMU), University of the Witwatersrand, Johannesburg (2011, October): Bornman, J., Lemmens, J. and Sehlapelo, H.P.

South African Association for Institutional Research: HEMIS 2011, University of South Africa, Pretoria (2011, August): Lemmens, J.

Workshops and Colloquiums Attended

De Bruyn, E. and Mostert, E. (2011, March). *Using objective assessment*, Van der Bijl Park, South Africa.

Dresselhaus, F.H.W. (2011, February). *Thuthuka*, Pretoria, South Africa.

Dresselhaus, F.H.W. (2011, March). *HR Programme Development*, Pretoria, South Africa.

Dresselhaus, F.H.W. (2011, August). *Umalusi*, Pretoria, South Africa.

Haupt, S. and Dresselhaus, F.H.W. (2011, February). *NQF Support Link*, Auckland Park, South Africa.

Kilfoil, W.R. (2011, April). *Strategic education innovation in ODL at UP*, Powerpoint presentation for distance education at the University of Pretoria, Pretoria, South Africa.

Kilfoil, W.R. (2011, May). *e-books and their value to education, especially distance education*, Powerpoint presentation at Van Schaik Workshop in search of e-learning, Stellenbosch, South Africa.

Kilfoil, W.R. (2011, June). *E-learning environment: current trends in higher education*, Powerpoint presentation at the Library Seminar at University of Pretoria, Pretoria, South Africa.

Kilfoil, W.R. (2011, June). *National teaching and learning awards 2011*, Workshop at Medunsa, Pretoria, South Africa.

Lemmens, J. (2011, June). *Effective Educational Practice in the First Year: What Works and Why in Hard Times and Beyond*, Manchester, England.

Madiba, N.R.M. (2011, March). *African Higher Education Harmonization and Tuning Validation Workshop*, Nairobi, Kenya.

Madiba, N.R.M. (2011, March). *Education, well-being and the emergent economies of Brazil, Russia and South Africa project*, Cape Town, South Africa.

Madiba, N.R.M. (2011, March). *HELTASA/CHE teaching awards workshop*, Pretoria, South Africa.

Madiba, N.R.M. (2011, August). *Access and Success discussion: Kresge Foundation*, Johannesburg, South Africa.

Madiba, N.R.M. (2011, September). *Action Research for Teaching, Learning and Community Development: Enhancing Scholarship*. Presented by Ortrun Zuber-Skerritt, Pretoria, South Africa.

Mathibedi, M.F. (2011, November-December). *Applying reflective practice to identify and address challenges in the implementation of Supplemental Instruction (SI)*, Port Elizabeth, South Africa.

Mostert, E. (2011, January). *The NQF and learning programmes, NQF Support Link*, Johannesburg, South Africa.

Mostert, E. (2011, May). *Standardisation of learners' marks: Umalusi's approach*, UMALUSI, CEPD & WITS Seminar Series, Pretoria, South Africa.

Mostert, E. (2011, May). *Emotional intelligence, CE@UP*, Pretoria, South Africa.

Mostert, E. (2011, May). *Question Mark Perception: Basic authoring, Admin & Reporting*, Bytes Technologies, Pretoria, South Africa.

Mostert, E. (2011, June). *Innovative Teaching Strategies in Higher Education, Using objective assessment*, Van der Bijl Park, South Africa.

Mostert, E. (2011, August). *Celebrating Curriculum Innovations: Teaching, Learning and Material Development, Writing good MCQs and other objective items*, Pretoria, South Africa.

Mostert, E. (2011, October). *Staff development workshop: Using objective assessment*, Midrand, South Africa.

Mostert, E. (2011, November). *Joint Department of Veterinary Tropical Diseases (DVTD)/ Institute for Tropical Medicine (ITM) Colloquium, Computer-based testing & item analysis*, Midrand, South Africa.

Mostert, E. (2011, December). *eSCART Facilitators Workshop, Writing good MCQs and other objective items*, Pretoria, (via Skype to delegates in Addis Ababa), South Africa.

Mtombeni, T.N., Tshetlo, P.B.N., Mathibedi, M.F. and Nsiband, R.N. (2011, August). *Celebrating Curriculum Innovation in Extended and Mainstream Programmes: Teaching, Learning, Assessment, Language and Materials Development*, Pretoria, South Africa.

Mtombeni, T.N. (2011, November-December). *Investigating Issues of Multi-Disciplinary and Specialisation in Qualification Design and Delivery*, Port Elizabeth, South Africa.

Nsiband, R.N. (2011, November-December). *Does investment always yields interest in the use of Clickers in teaching and learning*, Port Elizabeth, South Africa.

Nsiband, R.N. (2011, December). *Using in class and outside class exercises to help students develop their writing skills*, Pretoria, South Africa.

Sehlapelo, H.R. (2011, September). *Current Community Practices in South Africa, Trends in Community Engagement, Community Engagement as scholarship, Researching curricular engagement, Community University partnerships: Who's agenda is it? A reflection of community engagement experience*, University of the Witwatersrand, School of Human and Community Development, Johannesburg, South Africa.

Tshetlo, P.B.N. (2011, March). *Identity and Language as Indicators of Academic Performance in the Black ECD/FP student cohort*, Cape Town, South Africa.

Tshetlo, P.B.N. (2011, August). *Tutor Colloquium*, Stellenbosch, South Africa.

Van Niekerk, G. (2011, February). *Community Engagement Opportunities*, Pretoria, South Africa.

Van Niekerk, G. (2011, March). *Kinderwet*, Pretoria, South Africa.

Van Niekerk, G. (2011, March). *Community Development*, Pretoria, South Africa.

Conference Papers Presented

De Boer, A-L., Bothma, T.J.D., Scheepers, M.D. and Du Toit, P.H. (2011, March). *Learning by doing and constructing new meaning from transforming an Information Literacy module*. Paper presented at the International Knowledge 2011 Conference, Cape Town, South Africa.

De Bruyn, E., Mostert, E. and van Schoor, A.N. (2011, September). *Computer-based testing – the ideal tool to assess on the different levels of Bloom's taxonomy*. Paper presented at the International Conference on Interactive Computer-Aided Learning (ICL), Piestany, Slovakia.

Dippenaar, H. and Rammupudu, M.J. (2011, November-December). *The use of technology in the implementation of community engagement in large classes*. Paper presented at the Annual Conference of Higher Education Learning and Teaching Association of Southern Africa, (HELTASA), Port Elizabeth, South Africa.

Dolley, M.F. and Botha E. (2011, October). *Innovations in Assessment Practices of Veterinary Nursing Students*. Paper presented at the 30th World Veterinary Congress, Cape Town, South Africa.

Du Toit, P.H., Bothma, T.J.D., de Boer, A-L., Fourie I. and Scheepers, M.D. (2011, April). *From creativity to innovation to transformation in information Literacy for university students: Learning material that makes a difference*. Paper presented at the conference for

Blended learning, development of learning resources, LILAC, London, Great Britain.

Haupt, S. and Dresselhaus, F.H.W. (2011, August). *Improving the Quality of the Learning Experience of Undergraduate Accounting Students*. Paper presented at the Southern African Association for Institutional Research Quality Institute (SAAIR), Roodepoort, South Africa

Jansen, J.J.A. and Callaghan, R. (2011, October). *Teaching in Construction Management: Learning by Doing*. Paper presented at the 7th Post Graduate Conference on Construction Industry Development, Pretoria, South Africa.

Kilfoil, W.R. (2011, September). *Peer Review at the University of Pretoria, Closing the loop: International Panel session*. Paper presented at the International Symposium on Leadership and Communication in Peer Review, Sydney, Australia.

Kilfoil, W.R. (2011, September). *Teaching Awards, Telling Teaching Tales*. Session Chair at the Annual Conference of the Higher Education Learning and Teaching Association of Southern Africa: Crossing Borders for Change in Southern African Higher Education, Port Elizabeth, South Africa.

Lemmens, J. and du Plessis, G.I. (2011, June). *Ready to move along: readiness and learning experience*. Paper presented at the 24th International Conference on the First Year Experience, Manchester, England.

Madiba, N.R.M. (2011, October). *The curriculum, research and quality nexus-curriculum development beyond compliance*. Paper presented at the 18th Annual Forum of the Southern African Association for Institutional Research (SAAIR), Cape Town, South Africa.

Madiba, N.R.M., Mtombeni, T.N. and Sehlapelo, H.P. (2011, November-December). *Investigating the issues of multi-disciplinary and specialisation in qualification design and delivery*. Paper presented at the Higher Education Learning and Teaching Association of Southern Africa (HELTASA), Port Elizabeth, South Africa.

Nagel, L. and Oberholster, J.G.I. (2011, September). *Research-informed design: learning to balance the books*. Paper presented at Design, Development, Research Conference, Cape Town, South Africa.

Nagel, L., Blignaut, A.S. and Cronje, J.C. (2011, December). *The surprising truth about how metaphor motivates e-learners*, Paper presented at the ASCILITE 2011 Conference: changing demands, changing directions, Hobart, Australia.

Nsibande, N.R. (2011, November-December). *Does investment always yield interest? The use of clickers in the teaching of Law*. Paper presented at the Annual Conference of Higher Education Learning and Teaching Association of Southern Africa, (HELTASA), Port Elizabeth, South Africa.

Nsibande, N.R. (2011, December). *Using in-class and outside-class exercises to help students develop their writing skills*. Paper presented at the APPEAL Conference (Preparing students for the practice of Law: Helping students develop their ability to read and write in English), Durban, South Africa.

Pretorius, G.J., Scheepers, M.D. and de Boer, A-L. (2011. November-December). *Using the Whole Brain R Model to innovate teaching and learning for Information Literacy learners*. Paper presented at the Annual conference of Higher Education Learning and Teaching Association in Southern Africa (HELTASA), Port Elizabeth, South Africa.

Tshetlo, P.B.N., du Toit, P.H. and Nsibande, R.N. (2011, March). *Identity and Language as Indicators of Academic Performance in the Black ECD/FP student cohort*. Paper presented at Knowledge 2011 Conference-Sub-theme: Higher education transformation equity and social justice and access, Cape Town South Africa.

Van Niekerk, G. (2011, September). *Holistic, integrated community development*. Paper presented at the ALAR Australian Conference (ALARA), Brisbane, Australia.

Van Zyl, A. and Lemmens, J. (2011, September). *First year student success: What Universities can do*. Paper presented at the three years of the National Senior Certificate in South Africa: Implications for Universities: A joint UMALUSI, HESA and HELTASA Seminar, Pretoria, South Africa.

Youngman, R.W., Drysdale, E. and Callaghan, R. (2011, August). *Educating the Future Mining Engineering Practitioner*. Paper presented at the First SEESA Biennial Conference on Engineering Education, Stellenbosch, South Africa.

Education Innovation Visits

De Bruyn, E. University of North West, Van der Bijl Park, South Africa.

De Bruyn, E., Mostert, E., Ngcobo, N.F. and Dolley, M.F. Medunsa University, Pretoria, South Africa.

Scheepers, M.D., de Bruyn, E., Pretorius, G.J. and Mostert, E. Centre for Technology Assisted Learning, University of Johannesburg, Johannesburg, South Africa.

Untiedt, J.S.H. and Ngcobo, N.F. ITS-UP-TU-JU: Tshwane University of Technology, Pretoria, South Africa.

Van Niekerk, G. Benchmarking, Griffith University, Brisbane, Australia.

Visitors to Education Innovation

Byrne, S. Blackboard Training, Technical Architect, Blackboard Consulting, Amsterdam, The Netherlands.

Hirvikoski, T. Benchmarking on innovative teaching practice – Teaching by Development, Director, Laurea University of Applied Sciences, Vataa, Finland.

Kalis, P. Blackboard Training, Training Manager Amsterdam, The Netherlands.

Kearny, J. Workshop: Action Research for teaching, Learning and Community Development, Griffith University, Australia.

Siemens, G. Technology Enhanced Knowledge Research Institute, Athabasca University, Alberta, Canada.

Wood, L. Peer review as a tool for academic development, Associate Dean, Learning and Teaching, Faculty of Business and Economics, Macquarie University, Sydney, New South Wales, Australia.

Zuber-Skerritt, O. Workshops, Department of Education and Professional Studies, Faculty of Education, Griffith University, Brisbane, Australia.

Active International Collaborative Projects

Peer enhancement of teaching and learning. Kilfoil, W.R. and du Toit, P.H. (University of Pretoria); Parsell, M., Sachs, J., Wood, L., Cassidy, S., Homewood, J., Solomides, I., Wynn, L., Amber, T. and Jacenyik-Trawoger, C. (Macquarie University, Sydney, Australia); Judith Lyons (La Trobe University, Melbourne, Australia) and Malin Irhammar (Lund University, Sweden).

Conference Poster Presentations

Lemmens, J. and du Plessis, G.I. (2011, November-December). *A first year retention and success project at the University of Pretoria in 2010*, Poster presented at the Annual Conference of Higher Education Learning and Teaching Association of Southern Africa, (HELTASA), Port Elizabeth, South Africa.

Lemmens, J. (2011, June). *In transit: understanding transition and experience*. Poster presented at the 6th European First Year Experience Conference, Manchester, England.

Mathibedi, M.F. (2011, November-December). *Applying reflective practice to identify and address challenges in the implementation of Supplemental Instruction (SI)*. Poster presented at the HELTASA Conference, Port Elizabeth, South Africa.

Research Reports

Kilfoil, W.R. Aligning research-based teaching with the HEQF.

Kilfoil, W.R. Teaching awards.

Kilfoil, W. R. Investigation into a dual or multimode teaching model at the University of Pretoria.

Kilfoil, W.R. Policy on Educational Technology.

Lemmens, J. An investigation to the predictive validity of competency based tests at the University of Pretoria.

Lemmens, J. First Year Experience Survey – University of Pretoria Institutional report.

Lemmens, J. Student academic readiness, learning experience and success of 2010 first-time entering first-year students at the University of Pretoria.

Lemmens, J. Student feedback instrument-short version: psychometric properties.

Lemmens, J., Olivier, D. and Rebello, S. Interim Report: Exit interviews at the University of Pretoria: 2010 cohort.

Mostert, E., de Bruyn, E., Pretorius, G. J. and Scheepers, M.D. Made contributions to: CBT Proof of Concept, Mid-project report.

Untiedt, J.S.H. Needs of health professional educators with regards to professional staff development interventions that facilitate the implementation and use of a learning management system.

Service on Editorial Boards or as Reviewer

Kilfoil, W.R. Member of the editorial advisory board, *Progressio: South African Journal for Open and Distance Learning Practice*, University of South Africa.

Kilfoil, W.R. *South African Journal of Higher Education*.

Kilfoil, W.R. *Higher Education Research and Development*.

Nagel, L. Member of the editorial board, Sloan-C JALN advisory panel for learning effectiveness, *The Journal of Asynchronous Learning networks*.



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