

# Department for Education Innovation 2008

## Annual Report



100  
1908 - 2008



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Denkleiers • Leading Minds • Dikgopolo tša Dihlatlefi

## Vision, mission and strategic objectives

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

### Vision:

Education excellence at the University of Pretoria.

### Mission:

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

### Strategic objectives:

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

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



## Table of contents

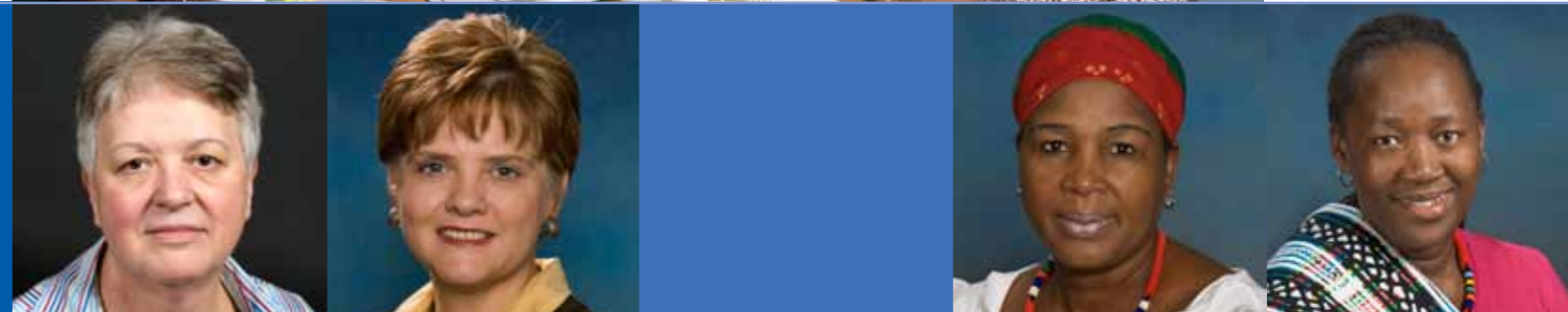
<b>The year in review</b>	<b>4</b>
<b>A tribute to education innovation leaders</b>	<b>6</b>
<b>Creative Studios and Communication Technology</b>	<b>8</b>
<b>Educational Consultancy</b>	<b>10</b>
<b>E-education</b>	<b>12</b>
<b>Educational Technology</b>	<b>14</b>
<b>Operations Office</b>	<b>15</b>
<b>Higher Education Research and Innovation</b>	<b>16</b>
<b>Education Innovation Awards</b>	<b>18</b>
<b>Conferences, publications, reports, visits</b>	<b>20</b>
<b>Students' experience of using ClickUp: 2008 Survey results</b>	<b>25</b>
<b>Report on the audit of 2007 clickUP modules: Quantitative and qualitative feedback</b>	<b>45</b>
<b>Faculty engagement model</b>	<b>57</b>
<b>Tutor training statistics 2008</b>	<b>58</b>
<b>Measurement of quantitative and qualitative outputs for 2008</b>	<b>59</b>
<b>Longitudinal statistics</b>	<b>63</b>



# The year in review



The Department for Education Innovation offers a range of services to the University. The primary focus is the support and development of faculties and academic staff to improve teaching and learning. Other stakeholders are the students, management and service departments. During the centenary year, Education Innovation played a significant role in supporting faculties and support services through the activities of its various units.



At a departmental level, the commendation of the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) in its audit panel report can be identified as the most significant highlight of the Department for Education Innovation for 2008. It commented on the quality of the department as follows:

*The HEQC commends the University of Pretoria for the electronic resources developed by the Department for Education Innovation to support the implementation of the assessment framework, which communicates pedagogical assessment principles, while also identifying their implications for assessment practices.*

A second highlight was the [Eduvate](#) international conference, which was hosted from 25 to 27 June 2008. The theme was *Education Innovation Quest: a century in the service of knowledge*. The keynote speakers were Dr Tony Bates (Tony Bates and Associates, Vancouver, Canada) and Prof Diana Laurillard (Institute of Education, University of London, United Kingdom). The conference attracted 90 national and international delegates. Three parallel tracks were offered: teaching, learning and assessment; enhancing teaching and learning with technology; and education innovation. Podcasts of the keynote speeches, as well as the abstracts and Powerpoint presentations of all the presenters, were uploaded as a permanent

collection on [UP Space](#). No fewer than fourteen members of the Department for Education Innovation contributed to eight papers during the conference.

### Supporting a people-orientated university

Education Innovation made two high-level appointments during 2008: Professor Wendy Kilfoil joined the department as Director and Ms Matete Madiba as Deputy Director. It is hoped that the new leadership will reposition the department and enhance performance management in line with the strategic vision of the University.

### Providing a support service

Education Innovation contributed to the support and development of lecturers, students and tutors in its individual fields of expertise.

### Transformation

The staff members of Education Innovation play the role of change agents in teaching and learning at the University. Such is the importance of the role played by this department that the HEQC made a direct recommendation about it:

*The HEQC recommends that the University of Pretoria reconsider the role and location of the Department for*

*Education Innovation in the context of the need to review the conceptualisation, organisation and operationalisation of teaching and learning at the institution.*

During 2008, a process was initiated to engage faculties more proactively to address this recommendation. The repositioning of Education Innovation will continue in 2009 with a strategic planning initiative.

Another HEQC recommendation involving Education Innovation related to the learning management system, clickUP:

*The HEQC recommends that the University of Pretoria assesses the use being made of its electronic learning platform with a view to transforming the current teaching and learning model. Such assessment should be led by the Department for Education Innovation.*

The audit of modules by the E-education section reflects one of the actions taken to address this issue.

Education Innovation is involved in research and innovation that leads to policy formulation. The department was, therefore, instrumental in developing the Framework for Teaching and Learning and the ten principles that should underlie teaching at the University.



# A tribute to education innovation leaders



**Ms Irene Le Roux** (1991-2008) began her career at the University of Pretoria in the Bureau of Academic Support Services. She was appointed in 2001 as a Project Manager within the Department for Telematic Learning and Education Innovation, the successor of the Bureau. In 2003 she was appointed as Deputy Director responsible for strategic management of education innovation at UP including education consultancy and e-learning. Before her resignation in 2008, she served as acting Director for the department.

Irene's extensive experience in the e-learning environment started with the successful development and implementation of the computer-based testing facility at the University. She was also responsible for the management of web and multimedia projects. Under Irene's leadership a proposal was submitted to Executive Management to secure funds for the implementation of WebCT Vista (clickUP). The implementation process used was internationally considered to be an example of best practice and was recognised at a BbWorld Conference in Nice in March 2007. The use of WebCT grew significantly from 331 modules in 2001 to more than 2000 modules in 2008.

During the last few months of her career at UP, as acting Director, Irene made valuable, strategic contributions to the teaching and learning policies and practices of

the University. She was involved in the development of an assessment framework as well as the Senate's approval of the assessment policy. She played an important role in the alignment of the department's activities with the strategic plan of the University and the teaching and learning vision developed by the Vice Principal: Teaching and Learning.

Irene's contribution to the establishment and growth of the department, her institutional and educational knowledge, as well as computer-based testing expertise contributed to education innovation at UP. Irene also published various articles and presented papers and workshops both nationally and internationally, some on invitation.



**Dr Johan Freysen** (1996-2008) started at UP on 1 August 1996 as Head of Video. The Video Section at that stage consisted of only three staff members. Educational Technology – consisting of Video, Graphics, Photography and the Loan Section – were housed in the western wing of the Technical Building. The rest of the then Bureau for Academic Support was scattered across the campus.

Towards the end of 1997, the Bureau was dissolved and the Department for Telematic Education and Innovation under Prof Boon came into being. With the restructuring of the Department, Johan was appointed as Operational Manager, responsible for Staff and Finances within the Department. During the next restructuring in 2000, he was appointed as Chief Education Consultant responsible for Educational Technology.

In 2006 he took over from Almero du Pisani as Head: Educational Technology within the Department for Education Innovation. As Head: Educational Technology, he had to strategically manage the audiovisual support services rendered by the Educational Technology Division on all the UP campuses. This included the management and control of the university-wide capital budget for educational technology, procurement, installation, maintenance and support of all educational technology on all campuses

as well as a rental service to the whole University.

When Irene le Roux left UP in May 2008, he acted as Director for nearly five months, till he took up the position as Dean of Faculties at the Midrand Graduate Institute.

# Creative Studios and Communication Technology

Education Innovation's creative experts assist in capturing concepts in audio and/or visual forms. These range from graphic images to animations, voice-overs and other forms of sensory stimuli. In terms of teaching and learning, the use of audio and visual elements assists students with different learning styles to engage more meaningfully with the content.

In 2008, the department's graphic section, Creative Studios, continued to provide specialised services to all the departments at the University. It has a presence on three campuses (Hatfield, Onderstepoort and Health Sciences) and offers graphic design, video and photography services. As this was the University of Pretoria's centenary year, it was one of the department's most interesting and busiest years in terms of graphic design, video filming, video production, photography and the provision of communication technology for various events.

The video section covered a range of events, including the candlelight march, in which hundreds of students participated, the Rose project, where thousands of different coloured boxes were set out on the lawn in front of the Aula to form an image of the UP Rose, outstanding lectures by renowned international speakers, and sport events like fun runs, marathons, rugby matches and the intervarsity matches. A vast number of video clips was supplied for the University's centenary website. The Apple Mac editing system that was purchased at the end of 2007 made a significant difference to the video work output covering all these events.

Posters and publications kept the graphic artists busy, while some of the centenary highlights in the photographic section included photographing 'Pretoria Views from the Past' from the Alec Wapnick

collection and recording the Van Tilburg collection for a centenary book.

## Supporting a people-orientated university

In February 2008, eight staff members attended Design Indaba 11, which was held at the Cape Town International Convention Centre. They were exposed to new and different ideas and ways of working in various design disciplines over three action-packed days.

## Providing a support service

While the main function of Creative Studios is to support innovative teaching and learning, it supplies a service across the University. Its services are used by Management, Corporate Communications and Marketing, as well as presenters at conferences, to create quality informational and promotional products. Advances in technology make it possible to include increasingly sophisticated multimedia (video, sound, animation, digital photographs and complex graphic images) in the learning material provided to students. This promotes visual literacy and enhances the learning experience.

## Transformation

Creative Studios was identified as one of three graphic studios approved by Corporate Communications and Marketing to assist with the corporate branding process. Part of the agreement was that every printed and/or electronic design project that passed through the hands of Creative Studios had to conform with the guidelines set out by Corporate Communications and Marketing and had to go through the branding approval process. This was a very productive and successful relationship, as it had a tremendous impact on the workload, which resulted in the production target being reached by the end of February. By the end of 2008, the target had been exceeded by a record-breaking 1000%. It was quite a productive and fun-filled year!



# Education Consultancy



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

The Vice-Principal: Teaching and Learning, Professor Nthabiseng Ogude, and the Department for Education Innovation arranged a prestigious gala dinner on 10 November to present the Education Innovation Award to qualifying lecturers of the University of Pretoria. Mr Theo Bhengu, Deputy Executive Director of the HEQC, delivered a keynote address. The awards, which were presented by the Vice-Chancellor and Principal, Professor Calie Pistorius, were divided into three categories: laureate, certificate and recognition. Six laureates were awarded, as well as eight certificates and eight awards in the recognition category. The laureate is awarded to a submission the purpose and intent of which are clear. It should be well aligned, provide significant evidence of its impact on student learning, be sustainable, contribute to best practice in teaching and in the discipline, and provide significant evidence of innovation in addressing the identified challenges.

## Supporting a people-orientated university

A pivotal competency of education consultants is the ability to build relationships. The aim is to have a dedicated education consultant per faculty to liaise with the Dean, faculty teaching and learning committees, heads of departments and individual lecturers. The work of the educational consultant involves

large-scale training initiatives, as well as continuous coaching to individuals.

## Providing a support service

The education consultants offered a wide range of training and support to lecturers and other facilitators of learning, including the following:

- Induction programmes were offered for newly appointed lecturers on two occasions in 2008. A total of 67 staff members attended these programmes. The week-long programme introduced participants to the theory and skills related to teaching in higher education, while the follow-up day a few months later provided an opportunity for them to exchange and discuss success stories and challenges in real-life teaching practice. Consultation services and support from the education consultants in faculties underpinned this initiative.
- Three assessment workshops were presented. These three-day workshops were based on the following: principles of assessment, UP's assessment policy and planning for assessment. The workshops included sessions on specific assessment methods (for example, written examinations, orals, practical examinations and portfolios).
- Education consultants provided training and support in faculties to prepare junior staff for their responsibilities as

learning facilitators. The INNOVIL training programme is a customised education induction course for junior lecturers of the computer and information literacy (CIL) courses. Thirty-two junior lecturers attended in January 2008. Education consultants conducted follow-up class visits to assist these junior lecturers, provide some additional guidance and address any problems that might have been experienced.

- Education consultants conducted the training of tutors. This is currently strongly based on a Supplemental Instruction (SI) model. SI attempts to address the problems associated with providing academic support to students and remaining student-centred. Costs of tutor training are covered by the Skills Development Fund of Learning and Development in the Department of Human Resources. In 2008, 182 tutors were trained.
- A workshop for academic staff teaching in the extended programme in the Faculty of Natural and Agricultural Sciences was held on 6 June 2008. The workshop focused on a needs analysis survey among the teaching staff on the extended programme. The needs analysis had to reflect staff perception on areas of support that were needed and the problems and challenges faced regarding the facilitation of learning on the extended programme.

The evaluation of teaching for the purpose of the selection, appointment and recruitment of academic staff remains a challenge. In this regard, a group of education consultants is currently supporting the Vice-Principal: Teaching

and Learning to review the existing policy and to develop criteria for teaching portfolios.

## Transformation

During 2008, a Faculty Engagement Model was piloted in the Faculty of Economic and Management Sciences. The model was aimed at proactively engaging with faculty members to enhance teaching and learning. It was aligned with faculty and University priorities. Mutually beneficial relationships were built by stimulating continuous focused dialogue. On the mandate of the Dean, all heads of department were visited to collect contextualised knowledge regarding each department. This knowledge was used to devise improvement plans to address issues relating to teaching and learning in each department. The execution of the improvement plans was managed through the formal faculty structures. The high drop-out rate of first-year students in the Faculty of Economic and Management Sciences triggered a longitudinal study at the Dean's request.



# E-education



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



During 2008, the E-education training portfolio was extended to include advanced and educational use of podcast courses. An e-Portfolio Pilot was conducted and a newly designed clickUP help web site was implemented. Three important evaluations on e-learning were also conducted at the University.

## Supporting a people-orientated university

Three new instructional designers were appointed: Faiek Dolley (Veterinary Science), Nomathemba Ngcobo (Health Sciences) and Puleng Motshoane (Hatfield Campus).

## Providing a support service

The department's E-education specialists offered a wide range of services during the year, including the following:

- Instructional designers support UP's blended learning model by recommending a combination of instructional methodologies to be used within the web environment (clickUP) and multimedia. Approximately 45% of all the modules with student registration were supported by a clickUP module. Four interactive CD-Rom multimedia products were completed for Health Sciences and Veterinary Science.

- There was an increase in the demand for computer-based testing (CBT). The Umfundi system, clickUP Quiz Tool and CompAssess (for computer literacy testing) are used. During 2008, 320 609 tests were taken by students on the Umfundi and clickUP systems.
- The department presents various staff training courses to enable lecturers to manage and facilitate courses in the online environment. The clickUP basic course was attended by 190 lecturers and included sessions on best practices in preparing materials for web delivery. The clickUP intermediate course was attended by 30 lecturers and focused on assessment in the clickUP environment. A newly developed clickUP advanced course was attended by six lecturers and focused on the use of the advanced tools in the clickUP system. The Facilitation of E-learning (FeL) course has both online and face-to-face components and was attended by ten delegates. It is an introductory course on the planning and facilitation of e-learning, with particular emphasis on how to make optimal use of the electronic learning environment.
- Training and orientation in web-supported learning 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 6 000

first-year students in the functionalities available to them on Student Online Services. The department also offers customised student training sessions in clickUP. Further support for students is provided by means of a newly developed help web site (<http://www.click.up.ac.za/students>).

- The support provided by the e-support office during 2008 included creating new clickUP modules, providing access to existing clickUP modules, opening clickUP modules to students, assisting with clickUP-specific functionalities, and organising just-in-time training to lecturers. The combined efforts of the e-support office and the training team led to the development of the new clickUP help web site (<http://www.click.up.ac.za>).
- The department piloted the Blackboard Vista (clickUP) portfolio during the first half of 2008. The general objectives were, among others, to explore the technical capabilities and educational aspects of the e-Portfolio system. Invited lecturers who are already using portfolios as part of their teaching and learning practice participated in the pilot. The results indicated that although students were positive about the educational value of online reflection and about collaboration possibilities in the portfolio, they would need more training. All participants agreed that the portfolios would be useful after they had completed their

studies. They lamented the fact that the format of the portfolio could not be exported together with the artefacts that were built into the portfolio.

## Transformation

Successful clickUP and Umfundi system performance tests were conducted by national and international experts who verified clickUP's performance and stability after technical problems were experienced early in the year, and improved the Umfundi system performance. A full audit of the 2007 clickUP modules was done, which provided valuable information to guide future teaching and learning strategies. A student satisfaction survey in the second semester indicated much higher levels of satisfaction with clickUP. The survey showed that students value clickUP, particularly for convenience, availability and communication. They would like to see far greater and more effective use of the medium by lecturers in all their modules.



# Educational Technology

In the quest for excellence in teaching, learning and research, Educational Technology constantly upgrades lecture facilities on all campuses to enable academics at the University to teach in a user-friendly environment.

The academic activities during the centenary year demanded considerably more support from the education technology assistants, including support during most weekends in 2008. The new Centenary Building was equipped with the latest education technology to increase the teaching facilities on the Hatfield Campus.

## Supporting a people-orientated university

Educational Technology comprises permanent and contract staff. The latter are mainly concerned with installing equipment and providing direct technical assistance to lecturers who encounter problems with technology during lectures.

## Providing a support service

During 2008, thirteen lecture halls were upgraded and equipped with fixed data projecting facilities. Damaged and outdated technology is replaced as technology in lecture halls is standardised. At present, 264 lecture halls are equipped with fixed mounted data projectors. Twenty-seven new installations and replacements were

done during 2008. More than 140 new data projectors were purchased.

Basic courses in Classroom Tools and Technical Issues: PowerPoint and Data Projection were presented through Continuing Education at University of Pretoria (CE at UP) to provide lecturers with practical skills in the use of technology in the classroom. Practical hints and self-study material on the use of technology will be available online in future for those lecturers who need just-in-time help to enhance their skills.

## Transformation

The first smart podium was installed in 2007. Based on the feedback received, two other prototypes were developed to realise the University's vision with regard to cutting-edge educational technology. During 2008, a further eighteen smart podiums were installed in lecture halls, integrating the technology in a lecturer-friendly way.

# Operations Office

The Operations Office fulfils a proactive and supporting role in terms of personnel, and financial and logistical matters to ensure that the department can function optimally. The core mandate of this support service is to promote, encourage and sustain best practices by consciously striving to increase effectiveness and efficiency.

In 2008, the Operations Office handled a combined departmental budget of R4 853 747. Two projects, which provided a financial and operational challenge to the office, but which were successfully completed, were the Eduvate international conference and the highly successful biannual Education Innovation Award function.

## Supporting a people-orientated university

Two important University initiatives are performance management and skills development. The Operations Office constantly liaises with line managers in the department to ensure that performance agreements are negotiated on time and approved, that performance evaluations take place and that staff in the department are suitably rewarded in terms of increased notches and performance bonuses. As part of the performance agreement, development needs are identified. A Skills Development Committee managed R32 167 from the skills levy allocated to Education Innovation

in 2008, as well as the Education Innovation CIL novice lecturers and tutor training budget. The Operations Office was effective in processing 10 permanent and 20 contract appointments, as well as five resignations.

## Providing a support service

There is ongoing coordination, liaison and communication with the director/deputy director and divisional heads in order to enhance information flow, service delivery and timely completion of tasks. Quality services are rendered in terms of internal and external client relations and links.

## Transformation

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





# Higher Education Research and Innovation



Changes in the higher education environment, combined with the fact that education innovation needs to be based on educational research, have emphasised the need for research and development in higher education. This University-wide support service is involved in driving a number of research and development projects.

As a result of collaborative research between Education Innovation and Student Affairs, the Forum for Integrated Student Support (FISS) was constituted as an official structure of the University on 16 October 2008. FISS creates a platform for the integration of all stakeholders and role-players associated with student support.

The activities of FISS will be reported on by the Senate Committee for Student Life. FISS will tap into a number of strategic priorities, including the continued monitoring of student throughput, the Mentorship Programme, student tracking, the development of an early warning and referral system, and research on factors affecting study success and mechanisms to profile students at risk.

## Supporting a people-orientated university

Research conducted focused on institutional issues with a human element, such as student learning, student satisfaction with the teaching and other support they receive, the integration of student services, providing an enabling environment for lecturers through teaching policy development, and making the practices at the University accessible.

The projects undertaken by Higher Education Research and Innovation during 2008 include the following.

- The current Student Feedback Instrument (SFI) was reviewed from the students' perspective in order to identify challenges and shortcomings. The findings will be used to improve the quality and usability of the instrument.
- The development of a framework for teaching and learning at UP was initiated. The purpose of this project is to develop a 'living framework' in which the educational intent, strategic planning and governance structures associated with the University's education enterprise can be interpreted.
- The first phase of the student satisfaction survey (Quality of Learning Index) was developed. The conceptual design of this index is based on a basket of weighted sub-indicators. Information for this index will be obtained from several sources (students, lecturers and institutional data). The section that relates to students was developed during 2008. It took the form of a student satisfaction survey instrument, aimed at capturing students' perceptions across six domains: quality of programmes, lecturer engagement, learner engagement, learning environment, assessment, and quality of student support services (both academic and non-academic).
- An information needs analysis was conducted as a step towards developing a postgraduate student satisfaction survey instrument. All role-players

responsible for key elements in the postgraduate student's life cycle were involved in the needs analysis in order to identify constructs and core issues concerning postgraduate studies. These issues will form the basis for the development of a postgraduate satisfaction survey.

- An interim report was drafted based on exit interviews with withdrawal candidates. The aim of this study was to identify and prioritise the reasons behind and predisposing factors affecting student withdrawals at first-year level, as volunteered by students.
- A programme evaluation and student satisfaction survey were conducted for the Certificate in the Theory of Accounting (CTA). The main purpose of this study was to determine the perceptions of alumni of the CTA programme of the teaching exposure of the School of Financial Sciences at the University of Pretoria.
- A study was conducted on non-cognitive factors affecting student success. The purpose of the study was to identify the non-cognitive entry characteristics of students as they relate to academic performance and withdrawal. The Academic Readiness Questionnaire was administered to first-year students in Economic and Management Sciences during the orientation week in 2008.
- Feedback instruments for the evaluation of practical training were developed, piloted and administered in collaboration with several departments to enhance the quality of practical training. This is an ongoing project.

## Providing a support service

Higher Education Research and Innovation conducts institutional research. It therefore often supports the agendas of the management of the University. It also works collaboratively with other support divisions such as the Bureau for Institutional Research and Planning.

## Transformation

Staff members proactively identify gaps in University policies and services and initiate research projects in these areas, often contributing significantly to transformation at the University. They also use students looking for placements for practical research experience, thus building skills and capacity in research in the country.



# Education Innovation Awards



Name	Title	Faculty	Award category
Retha Strydom	Teaching Entrepreneurship OBS 321	Economic and Management Sciences	Laureate
Estelle Zeeman	Drama and Film studies – DFK 210 course Committee	Humanities	Laureate
Helga Nordhoff	'UP with Science' enrichment programme for secondary school pupils Committee	Natural and Agricultural Sciences	Laureate
Corrie Schumann	Latin for Law students Restart lecturers in Legal Latin	Humanities	Laureate
Dr Dietmar Holm	Onderstepoort Feedlot Challenge	Veterinary Science	Laureate
Judy van Heerden	Innovation in curriculum development and/or study material (Technology)	Education	Laureate
Elbie Louw Caren Lombard	BCom (Hons) Financial Management Sciences Option: Investment Management	Economic and Management Sciences	Certificate
Jean Henry Cooper	Module MHB 804 (practical component): Leadership module for the master's students in Human Resources Management/Industrial and Organisational Psychology	Economic and Management Sciences	Certificate
Magriet Lee, Maureen Brassel, Myleen Oosthuizen, Mike Volschenk, Estelle Grobler, Anneline van der Gryp, Susan Marsh, Bettie de Kock, Susan Scheepers	Information literacy training – School of Medicine	University Library	Certificate
Prof Julia Blitz, Prof David Cameron, Dr Marietjie van Rooyen, Prof Jannie Hugo, Liz Wolvaardt, Dr Anne-Marie Bergh, Dr Patrick Kenny	Health and health care, in year 5 of the six-year MBChB programme	Health Sciences	Certificate

Yolanda Hartzler	Experiential learning - Radiography: Development of critical thinking	Health Sciences	Certificate
Alecia Samuels	Innovation facilitation strategies to build a learning community in the virtual classroom	Education	Certificate
Dr Rinelle Evans	Classroom Literacies Innovation in learning materials	Education	Certificate
Dr Hanlie Dippenaar	Incorporating community-based learning projects as part of teacher education	Education	Certificate
Jaco de Ridder, Dr Lynmarie Birkholtz	Excellence in Teaching The design of a novel assessment model for journal club to facilitate higher order learning	Natural and Agricultural Sciences	Recognition
Dr Peet du Toit	Healthgenius: A virtual guide to fitness and performance	Health Sciences	Recognition
Department of Anatomy	New CBT system - Umfundi	Health Sciences	Recognition
Dr Melodi Botha	Entrepreneurship Exhibition	Economic and Management Sciences	Recognition
Prof Elmar Venter	CA Assist programme	Economic and Management Sciences	Recognition
Cyril Francis	The working relationship between the Department of Tourism Management and Carnival City – Key aspects of hospitality management	Economic and Management Sciences	Recognition
Department of Mechanical and Aeronautical Engineering	Conceiving, designing, implementing, operating (CDIO) real-world systems and products Laboratory for group work	Engineering, Built Environment and Information Technology	Recognition
Prof Saloshna Vandeyar	Teaching strategies and methodologies Exceptional patterns of racial integration	Education	Recognition
Unit for Distance Education and the Department of Education Management and Policy Studies	An e-library and other support materials on CR-Rom for distance education studies	Education	Recognition

ent for Education Innov  
Nominees

Dr Peet du Toit  
Department of Anatomy  
Dr Melodi Botha  
Prof Elmar Venter  
Cyril Francis  
Yolanda Hartzler  
Department of Mechanical  
Aeronautical Engineering  
Corrie Schumann  
Dr Dietmar Holm  
Alecia Samuels  
Dr Rinelle Evans  
Judy van Heerden  
Dr Hanlie Dippenaar  
Prof Saloshna Vandeyar  
Unit for Distance Education at  
the Department of Education  
Management and Policy Studies  
Innovation  
toria 0002 South Africa  
Leading Mind



# Conferences, publications, reports and visits

## Conferences attended without reading a paper

*Eduvate 2008 Conference*, Pretoria: Bornman, J, Du Pisani, LA, Jordaan, AJJ, Scheepers, MD, Rai, LCJ, Slabbert, JA.

*Design Indaba 2008*, Cape Town: Du Pisani, LA, Du Plessis, AF, Maloney, ML, Mans, H, Reyburn, H, Van Dyk, A, Wilson, JD.

*Eiffel Corp: Cutting Edge Outcomes*, Stellenbosch: Jordaan, AJJ, Le Roux, I, Scheepers, MD.

*Gartner IT Expo 2008*, Cape Town: Slabbert, JA.

## Conference papers/workshops

Blitz, JJ, Grimbeek, RJ, Pickworth, GE and van der Linde, MJ. Analysis of seven years of the progress test. 1st National Health Sciences Education Conference, Cape Town, 19 – 21 June.

Boon, JA and Fresen, JW. Return-on-Knowledge (ROK) of an e-Learning support unit: A qualitative-quantitative approach. Ed Media Conference on Education Multimedia, Hypermedia & Telecommunications, Vienna, Austria, 30 June – 4 July.

De Bruyn, E and Untiedt, JSH. A reflection on the effectiveness of strategies followed to enhance e-learning in the Faculty of Health Sciences at the University of Pretoria. 3<sup>rd</sup> International Conference on e-Learning (ICEL), Cape Town, 26 – 27 June.

Drysdale, E and Fresen, JW. Facilitation of e-learning: The good, the bad and the ugly. Eduvate 2008 Conference, Pretoria, 25 – 27 June.

Du Plessis, GI. Polarity in research-based postgraduate students' persistence and withdrawal behaviour. 8<sup>th</sup> Conference on Quality in Postgraduate Research: Research Education in the Global Environment, Adelaide, Australia, 17 – 18 April.

Du Plessis, GI. Getting policy ducks in a row: E-alignment of assessment policies, guidelines, regulations and best practices. Eduvate 2008 Conference, Pretoria, 25 – 27 June.

Ebersöhn, L, Mampane, MR, Mohangi, K, Olivier, HA, Coetzee, S, and Fresen, JW. Metamorphosis in distance learning: Setting new trends in special needs education by addressing existing curriculum challenges. Teacher Education at a Distance Conference, Pretoria, 1 – 3 October.

Fresen, JW, Hendrikz, J and Van der Bank, AJ. Designing to promote access, quality and student support in an Advanced Certificate programme for rural teachers in South Africa. EDEN Research Workshop, Paris, France, 20 – 22 October.

Fresen, JW, Van der Bank, AJ and Hendrikz, J. Recurriculation of an Advanced Certificate programme for distance education. Eduvate 2008 Conference, Pretoria, 25 – 27 June.

Fresen, JW, Van der Bank, AJ and Hendrikz, J. Design and development of an Advanced Certificate programme for distance education. NADEOSA Conference, Pretoria, 18 – 19 August.

Gregson, J and Jordaan, AJJ. An educational model that integrates m-learning for the delivery and support of postgraduate distance learning. 3<sup>rd</sup> International Conference on ICT for Development, Education and Training, Accra, Ghana, 28 – 30 May.

Haupt, S, Du Plessis, GI, Cooper, JH, Du Toit, PH, Groenewald, N, Lemmens, J, Nagel, L and Wolmarans, HP. Wanted: Superstars to teach large classes. Eduvate 2008 Conference, Pretoria, 25 – 27 June.

Haupt, S and Nagel, L. Superstars to teach large classes (workshop). SRHE Conference 2008. Liverpool, United Kingdom, 9 – 11 December.

Hendrikz, J, Fresen, JW and Van der Bank, AJ. Recurriculation of the ACE (Education Management) programme for distance education. DEASA Conference, Livingstone, Zambia, 18 – 20 September.

Jordaan, AJJ. Manage administrative support to enhance e-learning: An integrated virtual campus. BbWorld Europe '08, Manchester, United Kingdom, 12 to 14 May.

Jordaan, AJJ. Transforming South African higher education through the effective use of information and communication technologies (ICTs). IIR's Inaugural Higher Education Summit, Johannesburg, 28 – 30 July.

Kriek, HC and Zsilavec, UL. A diversified approach in obtaining optimum student feedback on practical modules. Eduvate 2008 Conference, Pretoria, 25 – 27 June.

Lemmens, J. Retention of first-year students: A retention model. Eduvate 2008 Conference, Pretoria, 25 – 27 June.

Lemmens, J, Nagel, L, Kotze, G, Du Plessis, GI, Kriek, HC and Dube, M. Exploring student's learning experience. 1<sup>st</sup> Southern African Conference on the First-Year Experience, Stellenbosch, 8 – 10 September.

Lotriet, M, Jorissen, HW and Nagel, L. Showcasing blended teaching and learning: A diamond as metaphor. Eduvate 2008 Conference, Pretoria, 25 – 27 June.

Lotriet, M, Jorissen, HW and Nagel, L. A diamond metaphor to promote a flexible, blended teaching and learning model. EdMedia, 2008 Vienna, Austria, 30 June – 4 July.

Madiba, NR. Introducing the construct of conceptual infrastructure. HELTASA Conference, Grahamstown, 1 – 3 December 2008.

Meiring, JH, Van Schoor, AN, Jacobs, CJ and De Bruyn, E. Computer-based assessment commodity on the higher levels of Bloom's taxonomy. Paper read at the 38<sup>th</sup> Annual Conference of the Anatomical Society of Southern Africa, Kruger Park, 20 – 23 April

Mostert, E, De Bruyn, E and Pretorius, GJ. Technology: A versatile tool for objective assessment. Eduvate 2008 Conference, Pretoria, 25 – 27 June.

Mostert, E and Venter, LJ. From Africa to the world: Online education in veterinary tropical medicine. Online Educa 2008, Berlin, Germany, 3 – 5 December.

Nagel, L and Blignaut, AS. Becoming Jane: designing a virtual online student. EdMedia 2008, Vienna, Austria, 30 June – 4 July.

Nagel, L and Haupt, S. Superstars to teach large classes. HELTASA Conference, Grahamstown, 1 – 3 December.

Nagel, L, Haupt S, and Jorissen, HW. Surviving death by Powerpoint. Eduvate 2008 Conference, Pretoria, 25 – 27 June.

Rammupudu, MJ, Jacobs, GN and Vilakazi, BP. Is student training in web-supported learning justified? Eduvate 2008 Conference, Pretoria, 25 – 27 June.

### Conference poster presentations

Pickworth, GE, Van Rooyen, M and Avenant, T. Quality assurance review of clinical assessment: How does one close the loop? 4<sup>th</sup> Biennial EARLI/Northumbria Assessment Conference, Berlin, Germany, 27 – 29 August.

Pickworth, GE, Van Rooyen, M and Avenant, T. Assessment of clinical work in student internship rotations: What's going on? Association for Medical Education in Europe (AMEE), Prague, Czech Republic, 1 – 3 September.

Slabbert, JA. Evaluation of a modern mobile development platform: The Open Screen Project. Mobile Learning 2008, Telford, United Kingdom, 7 – 10 October.

### Conferences: other

Pickworth, GE. Chaired a morning session at Medical Education, 1<sup>st</sup> National Health Sciences Education Conference, Cape Town, 19 – 21 June.

Madiba, NR. Invited to workshop, Open Education Practices in SA Higher Education, Academic researching in E-learning and Open Educational Practices, United Kingdom, April.

### Publication in subsidised journals

Kilfoil, WR. (2008) A model for learning development. *South African Journal of Higher Education*, 22(4):1019-1028.

Nagel, L, Blignaut, AS and Cronje, JC. (2008) Read-only participants: A case for student communication in online classes. *Interactive Learning Environments*, 16(3):1-14.

Swanepoel, E, Steyn, M and Scheepers, MD. (2008) A preliminary report on animal bone classification through computerised methods. *Annals of the Transvaal Museum*, 45:21-29.

### Publication in books

Kilfoil, WR. (2008) Assessment in higher education. Chapter in *The Educator as Assessor*. Pretoria: Van Schaik Publishers, 106-140.

### Publication in non-subsidised journals

Scheepers, MD, Jordaan, AJJ and Mostert, E, (2008). Analysis of three different models used to acquire three e-learning solutions at the same university. *Journal of Emerging Technologies in Learning*, 3(1), 74-9.

### Research reports

Lemmens, J, Du Plessis, GI, Nell, C, Schoeman, WJ, Schoeman, P and Kanfer, F. Report: Organised residence student life programmes. Department for Education Innovation, University of Pretoria.

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

Rai, LCJ, Du Plessis, GI, Lemmens, J and Bornman, J. Interim Report: Needs analysis – Postgraduate student satisfaction survey: Service and academic departments. Department for Education Innovation, University of Pretoria.

### Education Innovation visits

Du Plessis, GI. Australia, Adelaide, Flinders University, departmental benchmarking, student surveys (exit interviews), Quality of Learning Index.

Du Plessis, GI. Australia, Adelaide, University of Adelaide, departmental benchmarking.

Du Plessis, GI. Australia, Canberra, Monash University and National Australian University, optimising of postgraduate success along the broader postgraduate experience/life cycle.

Du Plessis, GI. Australia, Melbourne, University of Melbourne: Centre for the Study of Higher Education and School of Graduate Research, departmental benchmarking, establishment of a unit for higher education research, optimising of postgraduate success along the broader PG experience/life cycle.

Haupt, S. United Kingdom, Liverpool, University of Liverpool, benchmarking/ exploring best practice alternatives.

Jordaan, AJJ. USA, Georgia, Georgia Institute of Technology: Centre for the Enhancement of T&L and Education Technologies, implementation of open source LMS, e-learning support to the institution.

Jordaan, AJJ. USA, Georgia, University System of Georgia: advanced learning technologies, CIO Board of Regents and Innovation Support, use of Blackboard Learning Management System, trends in e-learning, e-learning support to institutions in Georgia.

Jordaan, AJJ. The Netherlands, Amsterdam, Universiteit Leiden: e-learning, use of Blackboard Learning Management System, e-learning support to the institution.

Jordaan, AJJ. United Kingdom, Sheffield, Sheffield Hallam University: L&T Institute, use of Blackboard Learning Management System, e-learning support to the institution.

Jordaan, AJJ. United Kingdom, Sheffield, University of Sheffield: L&T Services, international benchmarking, use of Blackboard Learning Management System, e-learning support to the institution.

Nagel, L. Austria, Salzburg, Salzburg University, benchmarking EI.

Nagel, L. Czech Republic, Prague, Charles University: Faculty of Education, benchmarking EI.

### Visitors to Education Innovation

Barnard, L. Consultation, Reserve Bank, South Africa.

Botha, ZC. Consultation, Reserve Bank, South Africa.

Breebaart, Bjefke. Consultation, Reserve Bank, South Africa.

Brits, DW. Consultation, Reserve Bank, South Africa.

De Klein, Chris. Business, Blackboard, Netherlands.

Fourie, Nikki. Consultation, Chrysalis Consultants, South Africa.

Jones, Derrik. Business, Blackboard, Netherlands.

Jubb, E. Business, Blackboard, United Kingdom.

Masaba, Bongi. Consultation, Reserve Bank, South Africa.

Mollentze, Sandra. Consultation, Reserve Bank, South Africa.

Naidoo, Vinessa. Consultation, Reserve Bank, South Africa.

Peters, F. Business, Blackboard, United Kingdom.

Rabie, Heidle. Consultation, Reserve Bank, South Africa.

Robinson, Zurika. Consultation, Reserve Bank, South Africa.

Steyn, Jasper. Consultation, Reserve Bank, South Africa.

Van der Merwe, André. Business, Eiffel-Corporation, South Africa.

Wesso, GR. Consultation, Reserve Bank, South Africa.

Wiegand, Derek. Consultation, Reserve Bank, South Africa.

Wilson, Jules. Consultation, Reserve Bank, South Africa.

**Non-visiting research collaboration**

Cernochova, M, Prof. Charles University, Faculty of Education, Czech Republic.

Eaton, DM, Prof. University of Leeds, School of Medicine, United Kingdom.

Fuchs, C, Prof. University of Salzburg, ICT&S Centre, Austria.

Kommers, P, Prof. University of Twente, Enschede, the Netherlands.

# Students' experience of using ClickUp: 2008 Survey results

Title	2008 clickUP survey results
Purpose	To communicate students' experiences of using clickUP
Issues	<ol style="list-style-type: none"> <li>1. There has been an increasingly positive trend in student responses since the beginning of 2007.</li> <li>2. There were 1555 English and 15 Afrikaans responses.</li> <li>3. 82% of students rated clickUP highly for convenience, availability and communication for the second semester of 2008.</li> <li>4. Nearly 70% of students disliked technical, access and downloading problems that persist.</li> <li>5. 25.86% of students thought that there was not enough lecturer input: sites were not updated, files were too big to download, class notes were too scanty, and discussion forums were not used.</li> <li>6. Emerging evidence suggests that when clickUP is used optimally it enables independent and rich learning.</li> </ol>
Strategy to address issues	<p>We propose a strategy that involves a governance policy, continued experimentation with and testing of environment, training, study guides and management support.</p> <ol style="list-style-type: none"> <li>1. EI will develop a governance policy for the use of clickUP.</li> <li>2. EI will experiment with and test ways in which the environment can be aligned to the net generation students' expectations, other technologies and the latest version of Blackboard.</li> <li>3. EI will increase the training, preferably using clickUP to teach lecturers how to use clickUP rather than increasing face-to-face training. The e-facilitation course will be more aggressively marketed.</li> <li>4. The study guide project will link directly into clickUP, initially for identified at risk modules.</li> <li>5. Management support will include mandating the use of the gradebook.</li> </ol>
Action required from STLC	<ol style="list-style-type: none"> <li>1. Note the findings of the research and use them to guide blended learning strategy in the Faculties.</li> <li>2. Approve the recommendations listed at the end of the document.</li> </ol>
Submitted by	Professor W R Kilfoil, Director: Education Innovation
e-mail	<a href="mailto:wendy.kilfoil@up.ac.za">wendy.kilfoil@up.ac.za</a> Date 18 February 2009

Summary of Research Activities		2002	2003	2004	2005	2006	2007	2008
Number of publications (EI )	Non-accredited	2	3	1	4	1	0	1
	Accredited	3	0	4	4	7	2	4
Congresses attended	International	0	4	18	17	20	5	12
	National	4	6	20	20	21	8	6
Papers presented	International	7	5	18	17	16	5	24
	National	10	7	20	1	5	4	6
Visits	International	15	12	12	12	37	2	12
	National	4	0	1	1	0	2	0
Visitors	International	25	41	36	21	11	23	4
	National	10	25	33	8	1	45	15
Active international collaborative projects		4	3	3	4	2	4	4
Posters presented	International	Previously included into section on papers/posters presented						3
	National							0

## Students' experience of using ClickUP 2008 Survey Results

### 1 Rationale

User evaluation of web-supported learning has a significant role to play in quality assurance, in particular in terms of summative evaluation of processes and products. In the national and institutional landscape, user surveys and resulting feedback to respondents were emphasized in the HEQC recommendations after the 2003 pilot audit of the University of Pretoria.

### 2 Purpose

The bi-annual, online Student clickUP Experience Survey serves several purposes:

- to gather longitudinal data on the quality of the overall clickUP online learning experience, in terms of technical adequacy, interaction, communication, convenience, enrichment and perceived learning;
- to gather data on students' opinions on the adequacy of provision of computers and printers on campus;
- to gather data on students' opinions on the usefulness of the Library Reference pages, in modules where these are provided;
- to gather data on the availability and type of cell phones in use by students.

The survey is an overall, generic one. It is not aimed at evaluating any clickUP modules in particular, nor the use thereof by any particular lecturers. A module-specific survey is available to lecturers for their own voluntary use within a particular clickUP module. The survey results can be used as evidence in their teaching portfolios, for example.

### 3 Methodology

The categories and some items in the questionnaire were modified from others reported in the literature. After administering pilot versions of the survey during 2001 and 2002, the survey format and items were refined and modified. Since then, a clickUP (formerly WebCT) Experience survey has been administered online at the end of each semester to all students with clickUP modules.

<sup>1</sup> All student responses are presented unedited.

Since the University of Pretoria does not have a cost-effective survey administration system, the survey is developed and administered in the internet-based package 'survey share' (surveyshare.com). The cost for a 1-month educational license is US\$29. Such a license is purchased in May and October each year. The link to the survey is made available on Student Online Services (SOS). Students are requested to complete the survey, which is optional and anonymous. The results are downloaded at the end of the subscription month and are available in the form of raw data, tabular frequencies and graphs. The results are made available to students on SOS and are used within the Department for Education Innovation for the purposes of conference presentations and sometimes as examples of student use of clickUP during academic staff training sessions.

### 4 Clearance for survey

No formal ethical clearance for the survey has been pursued.

### 5 Survey questions

In the current version of the survey, there are eighteen multiple-choice questions and two open-ended questions. See Appendix 1 for the questionnaire.

### 6 Closed questions

A comparison of the results of the responses to the multiple-choice questions for the 2008 first and second semester surveys gives reason for optimism. Main reasons for improved performance could be recent improvements to the system, growing computer literacy of students and their increased familiarity with clickUP. Two items that could be attributed directly to system improvements are better speed when accessing the system from off campus (Q3) and better access to computers and printers in laboratories on campus (Q5 and Q6). Growing student competence (coupled in some cases with system improvements) could contribute to improved scores for:

- ease of logging on to SOS (Q7);
- ease of navigating and using clickUP tools (Q8);
- fewer problems (with the exception of Java) and

those problems solved more quickly (Q9 and Q10);

- favouring clickUP course e-mail for communicating with lecturers and fellow students (Q11 and Q12).

See Appendix 2 for the full results for both semesters in 2008.

### 7 Open-ended questions

The information and analysis below are based on the coding of 2008 second semester survey results for two open-ended questions:

- What do you like most about web-supported learning?
- What do you like least about web-supported learning?

As one student pointed out, the wording might need to be adapted, as not all modules offer the same experience to students:

This does not qualify as web supported learning. Its merely a posting system, for submitting and obtaining assignments. A true web learning system would provide notes, external links, scanned material from the textbooks etc.<sup>1</sup>

Responses from other students show that many modules do offer notes, external links, discussion forums and links to library resources among others, but student experience varies as much online as it probably does in the contact elements of their modules, depending on the lecturer's input and commitment. It must be remembered that a web-supported environment is only a delivery and communication mechanism, in the same way that a lecture or a laboratory class is.

The categories for coding the open questions were adapted from categories identified by J Rammupudu in 2004. It is quite clear that student experience has changed over the years as the categories had to be substantially adapted in some cases for the current analysis.

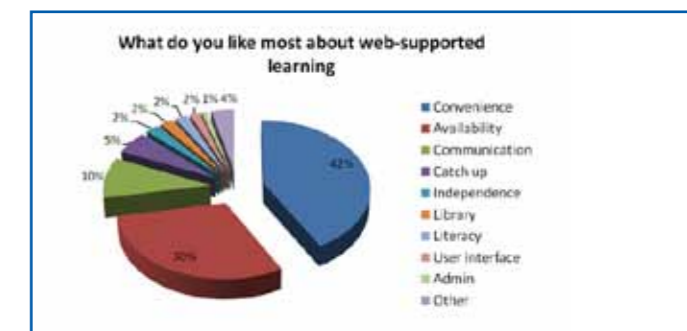
Responses were received from 15 Afrikaans-speaking students and 1555 English-speaking students. However, that does not mean that we have 1570

<sup>1</sup> All student responses are presented unedited.

complete responses to the open questions, since not all students elected to offer their comments. Students were invited to submit three comments for each open question although some submitted only one or two. The few responses that did not make sense, and half a dozen or so that stated that they liked everything or disliked everything, were omitted from this analysis.

#### 7.1 What do you like most about web-supported learning?

There were 873 responses that gave substantive feedback.



Each of the categories is discussed in detail below.

##### 7.1.1 Convenience [n = 375; 42.95%]

Convenience ranked the highest on the students' reasons for liking web-supported learning. The phrase 'anywhere, anytime' (from Q15 of the multiple-choice questions) was used repeatedly as was '24/7'. The following are some typical responses:

*it's efficient and not limited to the constraints of being on campus. So you can study anywhere anytime.*

*Problems solved immediately and saved me money to travel to the university Able to renew library books even when I am away Search library from where I am sometimes oversees.*

*I find electronic resources convenient because I tend to lose or mix up printed-out or written copies! It is useful to be able to access academic resources when not on campus; I live in Centurion.*

*that I can access all needed material anywhere in the world. that the hyperlinks are easy to find*

that all my needed material is nicely organized per module and lecturer.

Convenience was also regarded as a benefit in the 2004 survey results. One student stated:

*I can access anytime I need information on courses, etc. class notes, slides and exam scopes can be downloaded.*

### **7.1.2 Availability/ accuracy of information [n = 268; 30.69%]**

It seems that many modules do make a vast range of content available as well as enabling web-based assessment and access to results. Students appreciated being able to access downloads, marks, past papers, study guides, announcements, quizzes with quick feedback and assistance for assignments. Most placed a high value on the accuracy of information in the announcements as well as their 'just-in-time' nature. The following are some typical comments:

*I can get my marks online if I'm back home and cannot get them from a notice board or picking up the test, I can also get memos for tutorial exercises and other notes I may not have gotten in class.*

*\* Able to access information and lecture material from ClickUP \* Being able to view my progress marks of modules \* Downloading valuable assignments from here.*

*Communication is easy, providing quick and valuable information Available notes make it easier to follow and understand the classes Provides an opportunity for lecturers to give announcements and provide interesting additional information*

*Uploading assignments/web based tests. Downloading class notes - pdfs from lecturers. Getting marks*

*You get announcement about changes that the lecture has made*

*the availability of past year papers*

### **7.1.3 Communication [n = 84; 9.62%]**

Students commented that they could always contact lecturers online even if they were unable to find them in their offices. They enjoy online discussions and receiving help from peers and lecturers. Group discussions were also commented on, with some saying that large groups had too much information and not enough order, whereas some very small groups did not have enough participation and sharing of information.

The following comments reflect students' responses:

*Picking up on common queries and concerns through group discussion*

*Its easy to get help using from fellow students and lecturers using the discussions*

*Valuable information communication between peers*

*I get to interact with other students and discuss about major problems that we experience.*

*the interaction a have with fellow students through discussions the ability to communicate with lecturers anytime i have a problem*

ClickUP communication tools enable student-student and student-instructor interaction. Students are able to interact without any inhibitions within the limits of netiquette. Lecturers should consider using the communication tools based on their needs within their blended learning model. The communication tools can be used to structure and facilitate online discussions and to provide support and continuous feedback. It is important that lecturers should acquire the skills needed to facilitate online discussions. A staff development course is available that focuses on how to facilitate online learning optimally.

### **7.1.4 Catch up/ replace lectures [n = 47; 5.38%]**

Concern is sometimes expressed that students do not attend lectures. In response to what students like least, many commented that lecturers do not put up class notes prior to lectures or at all because they want to compel students to attend class – some responses consider this to be mean and a power play. In response to the question on what they like best, however, only a few students indicated that they

deliberately miss class as they consider it a waste of time. Comments were more in line with the following:

*The fact that even if I miss a class, I can find the notes on click up and that means that I dont have to fall behind the rest of the students.*

*well to be honest when you miss class and dont really have as many friends to help you the resources on clickup really help you catch up and help with studying for tests and exams*

*Marks can be based on actual learning, as opposed to always being in class, where special hints are given. If I can't make it to a class, I'm not at a disadvantage to other students.*

*I can learn what I need to without really having to attend lectures. Although lectures are my way of preferred learning, info. on Click-up is sufficient to pass.*

*It makes missing class not so awful anymore.*

*Can choose modules even when they clash since notes r on clickup.*

The last comment is a particularly interesting response. We have to recognize that we have strategic learners (as opposed to surface or deep learners) who value choice and make decisions that enable them to do well in a way that suits them.

### **7.1.5 Independent learner [n = 20; 2.29%]**

One of the SAQA critical cross field outcomes is to develop self-directed learners and student responses suggest that web-supported learning is achieving this goal:

*i like the fact that it allows you to learn free without being mentored by a lecturer, you become independet in a way and become information literate*

In one of the closed questions (Q13), 81.15% of students agreed or strongly agreed that web-supported learning helped them to become independent learners.

### **7.1.6 Library [n = 19; 2.18%]**

Many students appreciate being able to access electronic journals and the library generally off campus and after hours. In particular, it is convenient for students to be able to access module-specific library reference pages. Lecturers are invited to work with their information specialists in the Library. The information specialist builds a library reference page for a specific module and makes it available in clickUP via a web link tool.

### **7.1.7 Improved computer skills and information literacy [n = 18; 2.06%]**

It seems that many students learn to use computers and the web by having to use them. The information and links provided seem to develop information literacy as well.

*it makes studying easier and a bit fun for i like computers and operating one. i also like the fact that it allows student to interact and learn more about computers and use technology as an advantage to learning.*

What is interesting is the impact that students ascribe to their increased competence: increased self-esteem, motivation and courage. However, it is clear from the open-ended responses on what students like least, that not all students have high levels of computer or information literacy; they struggle to deal with the web-supported environment and even the information presented to them, which causes them to become demotivated. This demotivation was evident in some clickUP student-orientation sessions. Students who lack basic computer skills are discouraged as they cannot catch up with the rest of the class. Undergraduate students are required to complete the Computer and Information Literacy (CIL) modules, which should provide basic computer literacy skills. The indication that some students get demotivated not only emphasizes the importance of the CIL courses, on the one hand, but may also question their effectiveness on the other. Although it is difficult to accommodate diverse students, we usually customize clickUP student orientation sessions based on the target group. It is also important that lecturers should require from students to implement the newly acquired computer and information literacy skills from the Information and Computer literacy

courses in their use of clickUP

### 7.1.8 User interface [n = 14; 1.60%]

Given the vast numbers of respondents who complain about the user interface and navigation in the question on what they like least, only a small number of students actually find the system easy to navigate or use. Although the user interface has its drawbacks, EI creates courses based on templates but the final layout/ design and content navigation depend on the lecturer's knowledge of the system and the lecturer's needs. However, one student wrote:

*I would just like to thank you all for fixing clickup, as I was struggling with it for the past 2 years.*

This at least is a positive sign that many of the scalability problems have been addressed.

Many students struggled with the clickUP user interface and navigation because they were familiar with WebCT. It took some time for everyone to get used to the clickUP interface, the use of tabs, breadcrumbs and the Course Content home page. Students were able to open different modules at the same time in WebCT, but clickUP does not allow users to open more than one session at a time. The students are unaware that this is a security feature included in clickUP to ensure that one user can only be active in one session and not in multiple sessions. This is to protect users and to ensure better security for assessment opportunities, etc. It is a strength of clickUP rather than a weakness.

### 7.1.9 Administration [n = 9; 1.03%]

Not many students commented on administration as the questions focused on web-supported learning. Some did include mention of electronic payment, for instance.

### 7.1.10 Other [n = 19; 3.80%]

The numbers for each of the remaining categories are small (each below 1% for responses) but the categories and comments are still interesting.

#### *Impact on way lecture is used [n = 7; 0.80%]*

The practice of putting up notes prior to a lecture

could improve the lecture as a learning experience.

*Dont need to write every single thing in class down as the notes are usually put up, making it easier to listen.*

*Download my class notes concentrate more on the lecture in class*

Lecturers might fear that putting up the notes will cause students to stay away from class, but they could be more strategic and purposeful about what they upload for students to read in preparation for a lecture: not just notes or slides, but online articles or even activities. Students will participate in whatever learning experience adds value for them, be it in clickUP or in the face-to-face classroom. This clearly illustrates the importance of lecturers to fully understanding their own blended learning model and planning accordingly. They need to know how to blend the online support provided by clickUP with their lectures. ClickUP will in most undergraduate modules always play a supportive role. It also illustrates the importance of curriculum renewal and EI's involvement to support lecturers in this process. The study guide needs to be the guideline which may describe the particular blended environment for the specific module.

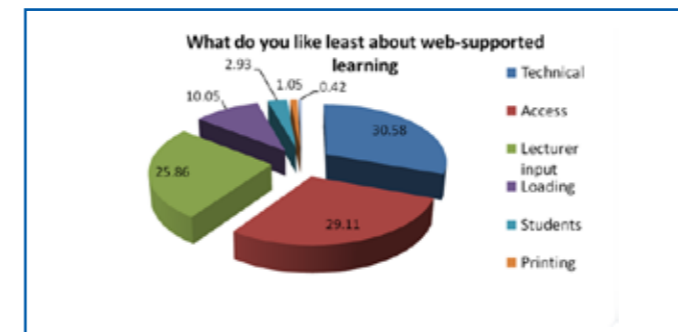
#### *Fun [n = 6; 0.69%]*

Some students seem to enjoy the experience of web-supported learning and this aspect of the medium could be optimized to draw more students into the online environment.

The last two categories related to appreciation of the upgraded computer laboratories in the residences [n = 2] and the fact that web-supported learning is environmentally friendly as no paper is involved [n = 4].

## 7.2 What do you like least about web-supported learning?

There were 955 responses that gave substantive feedback:



Many of these categories link directly to aspects of the multiple-choice questions such as complaints about speed, navigation, system errors, Java, uploading of assignments and quizzes, and technical problems. Each of the categories in the graph is discussed in detail below.

### 7.2.1 Technical [n = 292; 30.58%]

Almost a third of the problems identified related to technical issues, many of which are system problems rather than clickUP problems. The net effect of the problems is frustration and demotivation. Many of the students actually 'shouted' in their responses by using block capitals.

Server problems and downtime, especially on Tuesdays, accounted for about 43% of the dissatisfaction [n = 127]. It does not seem particularly helpful to have planned downtime towards the start of an academic week, especially when the recent Blackboard tests of the system showed that usage peaks early in the week.

Students also complained about the frequency of error messages [n = 45]:

*An unexpected system error has occurred.*

Many students dislike the navigation/ design/ structure of clickUP and the university website [n = 31]:

*user interface useless and confusing incompatible browser issues*

Point One: Every single time I have EVER used the clickUP system there has been a problem with accessing information, or the website has not been kept up to date. Point Two: The entire UP website is badly set up and difficult to navigate,

and gives a terrible impression of the university. Point Three: The 'blackboard learning' system is horrific, unhelpful and unnecessarily involved.

Several students commented that WebCT was better than clickUP [n = 6]. This was even more evident in the 2007 survey results, but students are clearly now becoming more accustomed to the new system, and of course new users have not been exposed to WebCT.

A whole range of complaints from more computer literate students relate to clickUP not enabling them to access multiple modules/ windows [n = 23], which is a mechanism to enhance the security of the system:

*Click-UP forces windowed (as opposed to tabbed) browsing. Materials uploaded onto Click-UP often do not open correctly in their window and the system refuses to allow downloading via links. Click-UP hijacks the browser while loading, making the use of other windows and tabs irritating. Click-UPs window design and site navigation is beyond unusable, making the 'back' button that all browsers possess suddenly reload the page you were on. Each window seems to operate independently (and randomly), making a successful page-load unlikely. Even your survey managed to crash my browser.*

*ClickUP system doesn't support multi-tasking: I cannot open more than one subject window at a time. This is frustrating because we are a generation of multi-tabbing browsers, doing several things at once, queuing parallel downloads etc. Accessing one subject, one document at a time is extremely irritating and slow. Dislike ClickUP mainly for this reason. - Lecturers who do not make use of ClickUP like they should are frustrating too.*

Java [n = 14] seems to be a major problem as well, so it is fortunate that the new version of Blackboard will not run on Java.

Students are sometimes timed out too soon and lose work including quizzes [n = 13]:

*Being timed out during online discussions and losing whole posts that took a lot of work. Time*



allowed for online posting of messages during online discussions is too short.

- other useful softwares like AdobeReader, CutePDF Writer;
- use of student CD.

### 7.2.2 Access [n = 278; 29.11%]

There seems to be a consensus that the system is slow and cumbersome [n = 242], especially from residences, but also more generally. The problem off campus can probably be ascribed to dial up connections, although that is not always the cause:

*I have an ADSL connection and I can only get into my clickUP modules about once in every ten attempts. It always either freezes or says "not responding". I've tried uninstalling JAVA and then reinstalling it, and I've tried different versions of Java. NOTHING WORKS! My laptop is brand new and uses Windows Vista, and my ADSL connection works perfectly for everything else. It's driving me crazy!!!*

Such evidence justifies the recent intensive analysis of the entire clickUP and IT configuration which was conducted by international experts. Hopefully the solutions implemented will reduce such problems in future.

Some students do not own a computer or have access to the internet [n = 21]. This is particularly problematic if clickUP is the only source of notices/ assignments; or quizzes start on Friday and end on Monday. When assignments or other issues are urgent, this is a particular frustration.

Two other complaints are that there are too few computer laboratories and sometimes poor equipment [n = 12] and students are given insufficient free megabytes [n = 3].

According to the closed question results, 27% of students use ADSL/ ISDN lines and 28% have wireless internet access. Thirty-two percent of students experienced the speed of the clickUP system from off-campus as being moderately slow, while 14 % thought it unbearably slow. About 83% of students who completed the survey access university computers on main campus. Thirty-two percent of students find it difficult to find an available computer on campus.

Students complain of having to log in over and over for variety of reasons [n = 7], which results in wasted time.

Software incompatibility [n = 7] is noted as a problem. Students are clearly advised that they require Java and Adobe Reader and various options are provided for them to download this software.

Some students experience viruses as a problem. It is not quite clear if they are saying there are viruses online, or that the computer laboratories in particular have viruses which they then take home on their memory sticks, or both [n = 6].

The more technologically-skilled students are looking for seamless interfaces and even the less skilled students would like to be able to access clickUP on their cell phones. There is a complaint that no mobile/ social networking link is supported [n = 6]:

*The system would not give me access from my PDA and the service is very resource intensive and consequently slow and unpleasant to use off campus.*

*#1: That i cannot upload some of my assignments or quizzes off campus, it's frustrating when you don't leave around Hatfield. #2: I cannot access some links on click up via my cell phone, things like the SOS and email which are important to a current student. #3: Hate that i've to re-enter my username and password when i need to access my e-mails eventhough i did that when i'd logged onto SOS. It just doesn't make sense.*

The following are also irritants:

- If you are logged on to SOS but have to log on to clickUP for e-mails [n = 3];
- Browser pop up [n = 2];
- Having to open document in browser instead of just being able to save it [n = 1];
- Attitude and response time of IT guys [n = 1].

Some complaints addressed during student orientation sessions include:

- the use of back button;
- installation of java;
- recommended browsers;

### 7.2.3 Lecturer input/ information [n = 247; 25.86%]

It was clear from the responses to what students like best about web-supported learning, that they place high value on how lecturers design their clickUP modules. It is therefore understandable that students will be frustrated if clickUP components do not exist or is are not used optimally:

*Some lecturers don't make use of clickUp at all. They don't post marks, scopes, study aids or anything helpful. The module just becomes a useless waste of time on clickUp. Whereas some lecturers really make it useful and use it efficiently.*

The absence of lecturers also serves as a warning for uploading study guides or any other documents in clickUp without any further interaction or use by the lecturers or without clear indication from the lecturer what the purpose is of the uploaded documents. The greatest area of dissatisfaction is that notes, assignment and test results are not loaded promptly enough or at all [n = 71]. The following is a typical comment:

*there isn't enough information available on the web there is no information on tests or learning modules on clickup opening a link in the blackboard learning system to find there is nothing there.*

An area of concern for the university as a whole is that clickUP is not used in certain modules at all [n = 64]. Where clickUP is used, its use is often inefficient [n = 64]. Students complain that there is no uniformity about what goes where, the sites are never updated and documents are loaded in a format that makes downloading impossible or painfully slow. The following responses from one student cover a range of the problems:

*1. Lecturers don't know how to use the system, only one of my eight classes use the grades tab to show all my marks. 2. We can only see our exam marks, where are our semester marks before our exam marks? 3. Clickup does not always notify me when a lecturer has added something to a course.*

The comment about notification is unfortunately not true as the system notifies students of all new activities in SOS. For quality assurance purposes and

to create consistency with regards to user interface, EI creates courses based on templates. EI has no control over the final teaching and learning activities in any lecture, and has also no control over the final layout / design and teaching and learning activities within clickUP. These are solely dependent on the lecturer's knowledge of the system and specific needs to have a web supported environment.

Students also complain that lecturers do not respond to queries (on time or at all) [n = 14] and there is usually no notice that new information is available [n = 13].

The above evidence is referred to in academic staff training courses on clickUP, to illustrate the increasing expectations and needs of students in the online environment. Staff training courses place great emphasis on the need for careful planning and design of clickUP modules to cater for diverse student needs, as well as the need to optimize the design and facilitation of clickUP modules.

Smaller numbers of students recorded the following problems:

- The sites are not interactive enough [n = 8].
- The sites are very impersonal [n = 5].
- The web is 'not as elaborative' as face-to-face teaching and the notes are summarized to the point of being useless [n = 4].
- Not all tools are active [n = 2].
- Contact information is missing [n = 1].
- There is no information on how discussion forums and other tools work [n = 1].

All of these problems have to do with the lecturer's designing of the module. The way the lecturer designs the module and uses the system directly influences the students' learning experience.

### 7.2.4 Downloads and uploads [n = 96; 10.05%]

The slowness of downloading and uploading can be linked to earlier comments about technical problems or the inappropriate format and size of documents uploaded by lecturers.

Many students complained that documents do not download at all, or take too long to download, that the system will not allow downloading via links, and that

it allows downloading only one document at a time [n = 62]. Documents in pdf seem to be a particular problem. The following is a typical comment:

*It takes half an hour to get a single file, it takes up time in which I could be studying had I not needed that file, and it's absolute torture sitting for hours when I need many files from Clickup.*

Other sites referred to in modules are difficult to access sometimes, including library journals/ AIS [n = 6].

Uploads can be slow or even fail. When discussion contributions, assignments and quizzes cannot be uploaded or are timed out, work is lost and assignments are late [n = 28].

*When I had to upload an assignment I got an error a few times and the assignment was late because I had to do it at Campus the next day and lost 20% for the assignment.*

Downloads have been identified as being both positive and negative aspects of using clickUP (2004 survey results). There might be different reasons why students experience problems, such as large files, images, videos and the format of particular files. Lecturers are advised to attend clickUP Basic Training which empowers them to organize their content, convert files into pdf and compress pictures. The other reasons could be network downtime or a slow connection.

### 7.2.5 Students [n = 28; 2.93%]

Some students reflected on the behaviour and competence of other students, issues that need to be addressed in the CIL curriculum. They identified the following problems:

#### Competence

Computer and information literacy sometimes let students down [n = 11].

#### Behaviour

- The behaviour of students in computer laboratories is disruptive [n = 4].
- Student's netiquette needs attention as they can be abusive and use bad language in chatrooms [n = 4].

#### Learning

- Some students use notes as a substitute for attending classes [n = 2].

*Students tend to no longer attend classes and use web... as a substitute rather than a catalyst of improving the learning process.*

- Chatrooms/ discussion forums are not used effectively by students for meaningful interactions focused on learning [n = 2].
- Students become dependent on clickUP often to their detriment when it is not available [n = 2].
- Library training does not help much/ electronic catalogue difficult [n = 2].
- Group sizes vary in amount and organization of input [n = 1].

### 7.2.6 Printing [n = 10; 1.05%]

Students noted three problems in this regard. First, having to print at their own expense when they are paying fees or have no additional funds [n = 5]:

*it disgusts me that learners have to print all of their own notes. we pay on average R2000 per course and receive 0 printed material except for a study guide. its pathetic. - that you have to log in to the library each time you would like to view a different past exam paper.*

Second, files are loaded in wrong or difficult file format for printing [n = 4]:

*You cannot select in which format to download your notes. Sometimes lecturers leave the background in the slides which uses lots of ink. If they put it up in power point format then we can take out the background & select how many slides we want on a page. If its done properly in Acrobat reader, then we can only select how many slides to put on a page. However, if not then we cannot use the papper as effeciently (lots of wasted space).*

Third, a student noted that s/he had no access to a printer [n = 1], although printers are available in all computer laboratories on campus.

### 7.2.7 Language: [n = 4; 0.42%]

Some students noted that they were paying for tuition in Afrikaans and clickUP tends to favour English.

## 8 Conclusions and recommendations

### 8.1 Conclusions

This report focuses only on the second semester survey. In order to get a better perspective of the feedback of the students a comparison is needed

between the results of this survey and previous surveys. A comparison for example between some of the quantitative questions in the last three surveys conducted indicates a decline in the technical problems students experienced and an increase in overall satisfaction with the access speed as well as an increase in students access to broadband.

An analysis of the open ended questions of the previous surveys may also provide a better understanding of the feedback received in the 2008 second semester survey. It is clear from the quantitative data that although students are still dissatisfied the steps

#### What kind of problems did you experience with the clickUP system? (You may mark more than 1 option.)

	2007 (1)	2007(2)	2008 (1)	2008(2)
I did not experience any significant problems with clickUP	14.40%	15.40%	17.31%	25.60%
Slow speed in accessing clickUP/ downloading materials from clickUP	67.78%	77.00%	71.88%	60.02%
"An unexpected system error has occurred"	62.59%	60.76%	46.95%	44.83%
Installing Java	22.62%	17.72%	10.11%	16.93%
Uploading assignments	28.89%	28.90%	23.96%	20.35%
Submitting quizzes	10.28%	13.29%	14.82%	12.08%
<b>n</b>	<b>1027</b>	<b>474</b>	<b>722</b>	<b>1258</b>

#### How do you experience the speed of the clickUP system from OFF-campus, i.e. from your home or work?

	2007(2)	2008 (1)	2008(2)
Unbearably slow	31.65%	21.47%	14.55%
Moderately slow	32.70%	38.09%	32.91%
Acceptable	31.22%	34.90%	46.10%
Fast	4.43%	5.54%	6.44%
<b>n</b>	<b>474</b>	<b>722</b>	<b>1258</b>

#### If you have access to the internet at home or at work, which is your BEST available type of connectivity?

	2007 (1)	2007(2)	2008 (1)	2008(2)
I do not have computer access from home or work	19.00%	15.19%	14.82%	27.27%
Dial up modem (through the telephone system)	17.25%	12.45%	8.03%	9.94%
LAN (local area network) (e.g. at work)	7.44%	7.17%	8.86%	8.74%
ADSL / ISDN line	34.08%	37.34%	39.34%	26.07%
Wireless (e.g. 3G card, iBurst, Sentech etc.)	22.23%	27.85%	28.95%	27.98%
<b>n</b>	<b>1027</b>	<b>474</b>	<b>722</b>	<b>1258</b>

taken in the second semester of 2008 to solve the technical problems contributed to decline the in some of the figures. It will be interesting to compare the first semester of 2009 survey statistics with the statistics of 2008 in order to verify this assumption.

The responses to the two open questions often seem contradictory, especially when one group of students praises clickUP for ease of access, convenience and valuable content, while another group complains of slow access, content not available, poor navigation and poor integration of technologies. Comments in response to the open questions often link to the categories in the closed questions and elaborate on them. However, the comments tend to fall into three categories: technical issues, content issues and impact on learning.

### 8.1.1 Technical issues

These are by far the most pressing issues. If the categories 'technical', 'access' and 'loading' are collapsed, they constitute 69.7% of the aspects with which students are least satisfied. ITS should note and address the problems. One explanation for the purely technical issues is student use of dial-up versus broadband connectivity. In its recent evaluation of the system, Blackboard stressed that dial up connections could be slow and unreliable. The new version of Blackboard to be launched in 2009 will enable better connections between clickUP and other devices, once it has been tested. It will also eliminate current Java problems. Issues such as user friendliness and navigation are design issues that can be addressed in-house by Corporate Communication and Marketing as well as EI. These issues should be addressed as soon as possible as they cause frustration and demotivation because of time and work lost.

### 8.1.2 Content issues

The second issue relates to content and the (optimal) use of the environment. Where modules are available on clickUP and lecturers use them well, update them regularly, use the gradebook, chatrooms and discussion forums, respond to queries, upload documents in an appropriate format for downloading and printing on most connections, students are satisfied and motivated. When lecturers do not adhere to these basic principles, students

become frustrated. Lecturers also need to consider the purpose of delivery via different media, which is a basic tenet of the blended learning approach. A powerpoint slideshow in a lecture hall with cryptic bullet points might not be suitable to place on the website without an accompanying podcast. It might also be advisable to use the online environment for preparatory and follow-up activities, rather than simply a repository for notes.

### 8.1.3 Impact on learning

Emerging evidence suggests that, when clickUP is used optimally, it enables independent and rich learning. This is important evidence about the impact of clickUP on student learning. Correctly used, the environment encourages networked and social learning, communication and interaction. Access to library resources enables research. Furthermore, students arrive at lectures better prepared and happy to listen instead of taking notes. It is also apparent that the use has spin offs in terms of increasing the computer and information literacy of students, thus contributing to their graduate attributes.

## 8.2 Recommendations

### 8.2.1 Students

- Post-graduate students should to be advised to attend basic computer literacy courses, although such courses are not provided by the University.
- The use of the clickUP help website should be promoted among students.
- We should investigate ways to reduce the cost of downloads so that free megabytes can be saved.

### 8.2.2 Department for Education Innovation (EI)

- EI should draft a clickUP governance document as part of an e-learning policy to be approved by the Senate Teaching and Learning Committee.
- EI should market more energetically the full suite of training offered to lecturers/ students, possibly through the roll out of the Faculty Engagement Plan and linking to credits for the PGCHE.
- The use of gradebook should be made compulsory as part of the systems renewal project once ITS can guarantee system stability.
- EI should actively research
  - the use of the clickUP environment for

communication/ conversation and student learning/ growth rather than merely a site for publication, storage and mass distribution of content;

- the ways students want to interact with the LMS including the integration of online components with social and mobile technologies;
- ways of facilitating students' participation in the learning environment by enabling them to become creators of content (text, video, etc.) (participatory pedagogy);
- drawing from the web to create value-adding resources.
- the implications of the profile of the Net/ Innovation generation for online learning.
- the features and benefits of new version of Blackboard with both institutional and national role players.
- and include in their training courses the availability of free or open source software which may support lecturers to prepare content for web delivery. (CutePdf is currently part of the basic course).

### 8.2.3 Information Technology Services

- ITS is responsible for the maintenance and needs to develop a Service Level Agreement for students to take note of.
- Access to clickUP is still possible when the mainframe is down on Tuesday evenings. Although it is not frequent that both the mainframe and clickUP are down simultaneously, ITS may give an indication of other possibilities with regards to downtime during the week.
- ITS need to investigate the possible acquisition of an enterprise license for Adobe Acrobat in order to support lecturers to reduce the file size of documents to be uploaded in clickUP
- EI and ITS should investigate the integration of the ECMS and clickUP with a specific focus on document management, workflows and Quality assurance

### 8.2.3 Lecturers

- Student orientation sessions for first time clickUP users should be organized in consultation with EI.
- All lecturers must attend at least the clickUP Basic course or arrange for just-in-time training.
- Lecturers using clickUP should make use of the self-paced learning materials available on the clickUP help site.

- All modules should have a clickUP component but lecturers need to rethink the best use of their online engagement.

The World Economic Forum's Global Advisory Committee on Technology and Education at its recent meeting in Dubai (November, 2008) commented:

Education is in a state of transition from a traditional model to one where technology plays an integral role. However, technology has not yet transformed education

- Student expectations about the educational experiences (e.g., connected, participatory, engaging) are not being realized
- Students are digital "natives" while teachers are "laggards"
- Rather than introducing 21<sup>st</sup> century skills, technology is often being used to automate outdated education paradigms
- Technology changes what students/citizens need to learn (e.g., analysis over rote memorization).

In other words, technology is in the main just being added-on to the traditional classroom experience.

(Bates, Tony. 2008. *The state of e-learning, 2009*. Retrieved from <http://www.tonybates.ca>, 5 January 2009)

- All study guides should be on clickUP but lecturers need to 'contract' with students the role that clickUP plays to support their lectures and inform student of the purpose of their clickUP module. Powerpoints could be accompanied by podcasts to ensure that they are not cryptic (over-summarized) if bandwidth and internet access enable this approach.
- Lectures also need to take note of the availability of the Adobe Acrobat Software on campus as well as other software to prepare interactive web content.
- Lecturers should be encouraged to integrate all existing UP technologies that will enable them to enhance student learning and achieve the pedagogical outcomes of the module.

# ClickUP student experience survey 2<sup>Nd</sup> semester 2008

Dear Student

Thank you for providing clickUP feedback at the end of last semester. We acted on your valuable input, which contributed to system improvements. Your ongoing feedback is required in the interests of continuous improvement, so please take 3 minutes of your time to complete the survey for this semester. Your responses are completely confidential. You are not identified in any way.

<p>1) Do you have access to a computer of your own, at home or at work?</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
<p>2) If you have access to the internet at home or at work, which is your <b>best</b> available type of connectivity?</p> <ul style="list-style-type: none"> <li>• I do not have computer access from home or work</li> <li>• Dial up modem (through the telephone system)</li> <li>• LAN (local area network) at work</li> <li>• ADSL / ISDN line</li> <li>• Wireless (e.g. 3G card, iBurst, Sentech etc.)</li> </ul>
<p>3) How do you experience the speed of the clickUP system from OFF-campus, i.e. from your home or work?</p> <ul style="list-style-type: none"> <li>• Unbearably slow</li> <li>• Moderately slow</li> <li>• Acceptable</li> <li>• Fast</li> </ul>
<p>4) If you use university computers, on which campus do you usually access a computer?</p> <ul style="list-style-type: none"> <li>• Main Campus</li> <li>• Groenkloof</li> <li>• Medical Campus</li> <li>• Onderstepoort</li> <li>• Mamelodi</li> </ul>
<p>5) When you need to access a <i>computer</i> on campus, can you find one available?</p> <ul style="list-style-type: none"> <li>• Yes, I usually find a computer.</li> <li>• I find it difficult to find an available computer.</li> <li>• No, there is never a computer available.</li> <li>• Not applicable.</li> </ul>
<p>6) When you need to access a <i>printer</i> on campus, can you find one available?</p> <ul style="list-style-type: none"> <li>• Yes, a printing facility is usually available.</li> <li>• I find it difficult to find a printing facility.</li> <li>• No, I can never find a printing facility.</li> <li>• Not applicable.</li> </ul>
<p>7) To what extent did you experience problems with logging in to <b>Student Online Services (SOS)</b> (<b>NOT</b> clickUP)?</p> <ul style="list-style-type: none"> <li>• None</li> <li>• Moderate extent</li> <li>• Extreme extent</li> </ul>

<p>8) To what extent did you experience problems with navigating and using the materials or tools within your clickUP courses?</p> <ul style="list-style-type: none"> <li>• None</li> <li>• Moderate extent</li> <li>• Extreme extent</li> </ul>
<p>9) What kind of problems did you experience with using the clickUP system? (You may mark more than 1 option.)</p> <ul style="list-style-type: none"> <li>▪ I did not experience any significant problems in using the clickUP system</li> <li>▪ Slow speed in accessing clickUP / downloading materials from clickUP</li> <li>▪ "An unexpected system error has occurred"</li> <li>▪ Installing Java</li> <li>▪ Uploading assignments</li> <li>▪ Submitting quizzes</li> </ul>
<p>10) How long did it take for technical problems to be solved?</p> <ul style="list-style-type: none"> <li>• I did not experience any technical problems</li> <li>• Half a day</li> <li>• 24 hours</li> <li>• 2 - 6 days</li> <li>• 1 week or longer</li> <li>• Never solved</li> </ul>
<p>11) Select your preferred means of <i>electronic academic</i> communication with lecturers.</p> <ul style="list-style-type: none"> <li>• WebCT discussions</li> <li>• WebCT course mail</li> <li>• External e-mail / listserv</li> <li>• Chat rooms</li> <li>• SMS messages</li> </ul>
<p>12) Select your preferred means of <i>electronic academic</i> communication with your fellow students.</p> <ul style="list-style-type: none"> <li>• WebCT discussions</li> <li>• WebCT course mail</li> <li>• External e-mail / listserv</li> <li>• Chat rooms</li> <li>• SMS messages</li> </ul>
<p>13) Web-supported learning helped me to become an independent learner.</p> <ul style="list-style-type: none"> <li>• Strongly disagree</li> <li>• Disagree</li> <li>• Agree</li> <li>• Strongly agree</li> </ul>
<p>14) I found web-supported learning to be an enriching learning experience.</p> <ul style="list-style-type: none"> <li>• Strongly disagree</li> <li>• Disagree</li> <li>• Agree</li> <li>• Strongly agree</li> </ul>
<p>15) I found the opportunities for 'anywhere; anytime' learning to be convenient.</p> <ul style="list-style-type: none"> <li>• Strongly disagree</li> <li>• Disagree</li> <li>• Agree</li> <li>• Strongly agree</li> </ul>

16) The Library “References” page in clickUP (e.g. scanned articles, links to the library catalogue, other websites, databases etc.) was helpful.

- Not applicable
- Strongly disagree
- Disagree
- Agree
- Strongly agree

17) Do you have a cell phone and with which service provider?

- Vodacom – 082/072
- MTN – 083/073
- Cell C – 084
- Virgin Mobile
- I do not have a cell phone

18) Is your cell phone able to do the following? (You may mark more than 1 option).

- access the internet / email
- play mp3 files
- take photos/videos
- record sound
- send MMSs
- none of the above

19) What do you like most about web-supported learning?

(Please answer in point form and limit your response to a maximum of 3 points.)

.....  
 .....  
 .....

20) What do you like least about web-supported learning?

(Please answer in point form and limit your response to a maximum of 3 points.)

.....  
 .....  
 .....

## APPENDIX 2

Results of clickUP Student Experience Survey: 2008

Multiple Choice Items

June: N = 735 (English = 722; Afrikaans = 13)

December: N = 1570 (English = 1555; Afrikaans = 15)

<b>1) Do you have access to a computer of your own, either at home or at work?</b>	<b>Response Ratio June</b>	<b>Response Ratio Dec</b>
Yes	88.84%	79.75%
No	11.16%	20.25%
<b>2) If you have access to the internet at home or at work, which is your BEST available type of connectivity?</b>	<b>Response Ratio June</b>	<b>Response Ratio Dec</b>
I do not have computer access from home or work	14.56%	26.31%
Dial up modem (through the telephone system)	7.89%	9.62%
LAN (local area network) (e.g. at work)	8.71%	8.47%
ADSL / ISDN line	39.73%	27.32%
Wireless (e.g. 3G card, iBurst, Sentech etc.)	29.12%	28.28%
<b>3) How do you experience the speed of the clickUP system from OFF-campus, i.e. from your home or work?</b>	<b>Response Ratio June</b>	<b>Response Ratio Dec</b>
Unbearably slow	21.36%	14.84%
Moderately slow	37.96%	32.10%
Acceptable	35.24%	46.24%
Fast	5.44%	6.82%
<b>4) If you use university computers, on which campus do you USUALLY access a computer?</b>	<b>Response Ratio June</b>	<b>Response Ratio Dec</b>
Main Campus	89.25%	83.63%
Groenkloof Campus	6.26%	9.04%
Medical Campus	2.18%	5.80%
Onderstepoort	1.09%	0.76%
Mamelodi	1.22%	0.76%
<b>5) When you need to access a COMPUTER on campus, can you find one available?</b>	<b>Response Ratio June</b>	<b>Response Ratio Dec</b>
Yes, I usually find a computer.	48.02%	62.74%
I find it difficult to find an available computer.	40.41%	32.10%
No, there is never a computer available.	6.53%	3.18%
Not applicable.	5.03%	1.97%

<b>6) When you need to access a PRINTER on campus, can you find one available?</b>	<b>Response Ratio June</b>	<b>Response Ratio Dec</b>
Yes, a printing facility is usually available.	44.90%	58.11%
I find it difficult to find a printing facility.	35.65%	29.68%
No, I can never find a printing facility.	5.17%	3.76%
Not applicable.	14.29%	7.45%

<b>7) To what extent did you experience problems with logging in to Student Online Services (SOS) (NOT clickUP)?</b>	<b>Response Ratio June</b>	<b>Response Ratio Dec</b>
None	46.12%	52.04%
Moderate extent	48.30%	45.61%
Extreme extent	5.58%	2.36%

<b>8) To what extent did you experience problems with navigating and using the materials or tools within your clickUP courses?</b>	<b>Response Ratio June</b>	<b>Response Ratio Dec</b>
None	46.26%	55.80%
Moderate extent	43.40%	39.50%
Extreme extent	10.34%	4.71%

<b>9) What kind of problems did you experience with the clickUP system? (You may mark more than 1 option.)</b>	<b>Response Ratio June</b>	<b>Response Ratio Dec</b>
I did not experience any significant problems with clickUP	17.28%	25.16%
Slow speed in accessing clickUP / downloading materials from clickUP	71.97%	59.94%
"An unexpected system error has occurred"	46.94%	45.54%
Installing Java	10.48%	17.26%
Uploading assignments	24.22%	20.38%
Submitting quizzes	14.97%	11.78%

<b>10) How long did it take for technical problems to be solved?</b>	<b>Response Ratio June</b>	<b>Response Ratio Dec</b>
Not applicable	41.09%	39.04%
Half a day	17.55%	25.22%
24 hours	14.97%	20.00%
2-6 days	10.75%	6.24%
1 week or longer	3.81%	2.17%
Never solved	11.84%	7.32%

<b>11) Select your preferred means of ELECTRONIC ACADEMIC communication with lecturers.</b>	<b>Response Ratio June</b>	<b>Response Ratio Dec</b>
ClickUP discussions	32.11%	32.68%
ClickUP course e-mail	34.69%	42.10%
ClickUP chat rooms	4.93%	6.37%
External e-mail / listserv	49.12%	47.07%
SMS messages	22.72%	25.86%

<b>12) Select your preferred means of ELECTRONIC ACADEMIC communication with your fellow students.</b>	<b>Response Ratio June</b>	<b>Response Ratio Dec</b>
ClickUP discussions	41.50%	38.92%
ClickUP course e-mail	16.19%	22.04%
ClickUP chat rooms	13.20%	18.54%
External e-mail / listserv	31.56%	34.39%
SMS messages	44.49%	47.32%

<b>13) Web-supported learning helped me to become an independent learner.</b>	<b>Response Ratio June</b>	<b>Response Ratio Dec</b>
Strong Disagree	7.48%	5.61%
Disagree	17.01%	13.25%
Agree	60.95%	66.37%
Strong Agree	14.56%	14.78%

<b>14) I found web-supported learning to be an enriching learning experience.</b>	<b>Response Ratio June</b>	<b>Response Ratio Dec</b>
Strong Disagree	6.12%	4.52%
Disagree	17.96%	12.74%
Agree	59.86%	66.75%
Strong Agree	16.05%	15.99%

<b>15) I found the opportunities for 'anywhere; anytime' learning to be convenient.</b>	<b>Response Ratio June</b>	<b>Response Ratio Dec</b>
Strong Disagree	3.81%	3.25%
Disagree	11.16%	8.79%
Agree	58.78%	62.23%
Strong Agree	26.26%	25.73%

16) The Library "References" page in clickUP (e.g. scanned articles, links to the library catalogue, other websites, databases etc.) was helpful.	Response Ratio June (Question not asked)	Response Ratio Dec
Not applicable		15.03%
Strongly Disagree		4.65%
Disagree		10.45%
Agree		49.43%
Strongly Agree		20.45%

17) Do you have a cell phone and with which service provider?	Response Ratio June	Response Ratio Dec
Vodacom - 082/072	63.27%	60.51%
MTN - 083/073	23.40%	25.99%
Cell C - 084	9.66%	9.87%
Virgin Mobile	2.72%	2.80%
I do not have a cell phone	.95%	0.83%

18) Is your cell phone able to do the following? (You may mark more than 1 option).	Response Ratio June	Response Ratio Dec
access the internet/ e-mail	80.00%	79.04%
play mp3 files	77.96%	75.48%
take photos/ videos	86.80%	85.73%
record sound	81.36%	80.96%
send MMSs	86.26%	85.61%
none of the above	8.44%	9.68%

# Report on the audit of 2007 clickUP modules: Quantitative and qualitative feedback

## 1. Background

ClickUP is the Learning Management System (LMS) implemented in 2007 as part of the University of Pretoria (UP) Flexible / Blended Learning Model. The effective use of clickUP aims to support:

- Teaching and Learning at UP as an institutional priority;
- Quality of Teaching and Learning; and
- Initiatives to increase the pass and through put rates of students.
- The Department for Education Innovation (EI) is responsible for supporting lecturers in the use of clickUP and through various training courses aims to empower lecturers to take own responsibility of their online teaching and learning environment.

## 2. Purpose

Information is needed to plan and implement an e-learning strategy. The clickUP system can provide various quantitative reports from the database but such data will not provide a full perspective on the real usage of clickUP. In 2007 EI identified the need to investigate the qualitative use of clickUP by clarifying the possible quality of teaching and learning in each module. An audit of the 2007 clickUP modules was undertaken in order to:

- create a status report to be shared with EI and UP management as reference data to inform and promote current and future teaching and learning strategies within the different faculties;
- adapt current EI training strategies in order to provide effective support;
- support and provide reference data for research; and
- provide reference data to support the value added by clickUP to teaching and learning.

The information provided in this report may be

combined with the information provided in the report on the 2008 clickUP student experience survey open-ended questions. It is also important to note that this report must be read against the background of the teaching and learning realities at UP which include the growing number of students, large classes in undergraduate modules and the turnover rate of academic personnel in faculties. Various technological problems were experienced during 2007 / 2008 which may also have had a direct influence on the data provided in this report and the usage of the clickUP system in 2007/2008.

## 3. Methodology

An online database was developed in order to capture the qualitative data. This audit instrument went through various cycles of development as it was important to ensure that all the necessary data would be captured. Training and testing sessions were conducted to adapt the instrument and to ensure parity among the evaluators. The in-depth evaluation of 2007 clickUP modules was conducted by the team of Instructional Designers from March - November 2008. The audit was done by Instructional Designers amidst their normal workload.

The online database was divided into different categories (see appendix 1) to gather data about:

- **ClickUP module Information:** Information gathered from the clickUP database indicating the specific module sessions, students and the average sessions;
- **Templates:** Indication of whether the module template was used;
- **Tools:** The tools which were added and if these were actively used in the module;
- **Content:** The different types of study material provided in the module;
- **Communication:** Which communication tools

- were used and the way in which they were used;
- **Assessment:** Which assessment tools were used and for what purpose;
- **Assignments:** Was an electronic assignment management strategy used and what methods of grading and feedback was used;
- **Grades:** The provision of grades and the method used;
- **Groups:** Whether the group functionality was used;
- **Student tools:** The use of student tools;
- **Levels of web usage:** The level of usage (web-supported, web-enhanced or web-dependent)

Evaluators were asked to provide any additional comments for each of the above categories. At no stage was the quality of the study material, study guide or the interaction between lecturer and students evaluated.

#### 4. Data interpretation

The data gathered from the audit process are interpreted in this report as follows:

- The number of clickUP modules per faculty in 2007;
- The percentage of modules per level of web usage per faculty;
- The use of the different tools in clickUP per faculty with a specific focus on the provision of grades in the grade book;
- The type of content provided, with a focus on the provision of study guides in clickUP.

Additional data can be provided based on faculty needs, if required.

##### 4.1 ClickUP statistics

ClickUP was only fully implemented in 2007. **Table 1** gives an indication of the use of clickUP in 2007 and 2008.

The data include both under- and postgraduate modules, and only individual clickUP modules linked to active mainframe modules. It does not include Programme Portal clickUP modules<sup>1</sup>. Note that the number of modules offered by UP decreased in 2008, as quarterly modules were merged to form semester

<sup>1</sup> A clickUP Programme Portal is a clickUP module which may be associated with either mainframe modules or course codes

modules. With the decrease in number of modules in 2008, there was still an increase in the number of modules within clickUP.

**Table 2** gives an indication of the percentage of 2007 modules audited per faculty.

The reason for the low percentage of modules audited in some faculties may be attributed to the fact that a total of 171 clickUP modules were created but were not used. More than 50% of these modules were postgraduate modules. Nevertheless, the percentage of modules audited is substantial enough for the validation of conclusions.

It is important to provide an overview of the actual usage of clickUP by students per faculty. **Table 3** indicates the total number of clickUP modules per faculty as well as the total number of students who had access to these modules. A session can be defined as a successful login to a clickUP module.

The session data do not provide a clear picture of student activity within each module but at least give an indication of the frequency of student visits to clickUP modules per faculty. It is possible for each lecturer in each module to track the activity of every student within each specific module. The frequency of sessions may indicate that student's access clickUP in order to download documents and not necessarily for frequent interaction as this might have resulted in more sessions.

##### 4.2 Levels of web integration

EI adapted and adopted the Ten Levels of Web Integration Continuum for Higher Education in Teaching and Learning<sup>2</sup> by Dr Curtis Bonk to provide an overview of possible ways to incorporate clickUP increasing in sophistication from web-supported to web dependent usage. The labels for each level ("web-supported", "web-enhanced" and "web-dependent") were adapted from other examples in the literature, taking into consideration the UP environment. Illustration 1 shows the adapted levels.

<sup>2</sup> Available at: <http://php.indiana.edu/~cjbbonk/paper/edmdia99.html>

**Table 1:** Percentage of active mainframe modules in 2007 and 2008 with student registration with web-support per faculty

FACULTY	MODULES 2007	CLICKUP 2007	% 2007	MODULES 2008	CLICKUP 2008	% 2008
Engineering Built Environment & Information Technology	838	462	55%	809	502	62%
Economic and Management Sciences	383	249	65%	369	262	71%
Education	508	181	36%	503	186	37%
Health Sciences	720	233	32%	726	263	36%
Humanities	1083	273	25%	958	286	30%
Law	158	65	41%	156	72	46%
Natural and Agricultural Sciences	906	467	52%	881	471	53%
Theology	332	58	17%	338	74	22%
Veterinary Science	154	64	42%	167	59	35%
<b>Total</b>	<b>5082</b>	<b>2052</b>	<b>40%</b>	<b>4907</b>	<b>2175</b>	<b>44%</b>

**Table 2:** Percentage of 2007 modules audited per faculty

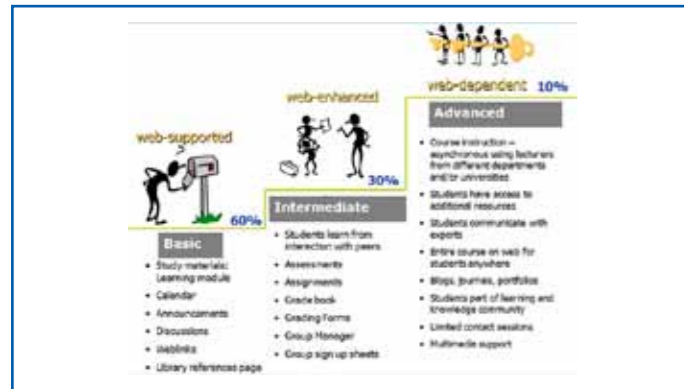
FACULTY	CLICKUP	AUDITED	%
Engineering Built Environment & Information Technology	462	307	66%
Economic and Management Sciences	249	228	92%
Education	181	144	80%
Health Sciences	233	225	97%
Humanities	273	142	52%
Law	65	63	97%
Natural and Agricultural Sciences	467	405	87%
Theology	58	21	36%
Veterinary Science	64	57	89%
<b>Total</b>	<b>2052</b>	<b>1592</b>	<b>78%</b>

**Table 3:** Total number of sessions per faculty.

FACULTY	CLICKUP	STUDENTS	SESSIONS
Engineering Built Environment & Information Technology	462	53420	1404081
Economic and Management Sciences	249	68004	1895749
Education	181	14160	165316
Health Sciences	233	11679	122097
Humanities	273	45188	657019
Law	65	22800	249701
Natural and Agricultural Sciences	467	46780	1435467
Theology	58	903	11988
Veterinary Science	64	1079	35680
<b>Total</b>	<b>2052</b>	<b>264013</b>	<b>5977098</b>



Illustration 1: EI adapted version of levels of web integration



\*Percentages are estimates of the percentage of modules on the system that can be classified according to each level which was done based purely on assumptions.

**Table 4** provides data to indicate the different levels as percentage of audited modules per faculty.

It is clear from the data that the majority of modules are used to support students by providing content and information as a supplement to face-to-face lectures only. The percentages per level differ substantially from the estimated percentages. The actual percentages may imply<sup>3</sup> that:

- More training interventions may be needed to provide lecturers with the opportunity to enhance and revise / renew their teaching and learning strategies.
- EI may adapt their training strategy to support lecturers in understanding how clickUP may be used to support and to enhance their teaching and learning strategy.
- The primary need from lecturers is to use clickUP

**Table 4:** Levels of web integration per faculty

FACULTY	AUDITED	WEB-SUPPORTED	WEB-ENHANCED	WEB-DEPENDENT
Engineering Built Environment & Information Technology	307	74%	14%	13%
Economic and Management Sciences	228	86%	11%	3%
Education	144	81%	15%	3%
Health Sciences	225	86%	14%	0%
Humanities	142	94%	6%	0%
Law	63	97%	3%	0%
Natural and Agricultural Sciences	405	77%	23%	0%
Theology	21	90%	10%	0%
Veterinary Science	57	30%	5%	65%
<b>Total</b>	<b>1592</b>	<b>80%</b>	<b>14%</b>	<b>6%</b>

3 Some of the assumptions need to be verified.

to support their face to face contact sessions with the students. This may be specifically applicable in modules for large undergraduate classes. Lecturers use clickUP to reduce their administrative workload.

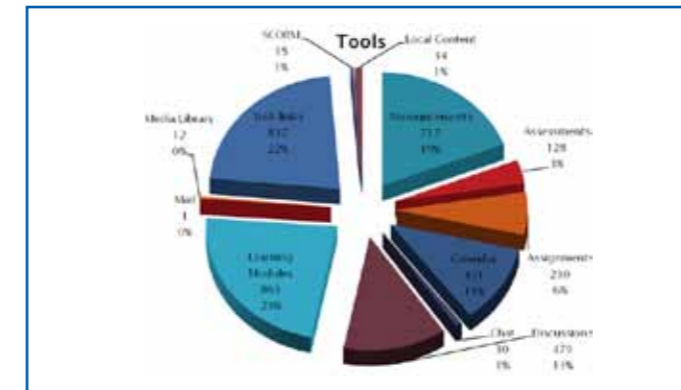
- As UP is a residential institution the use of clickUP will remain supplementary to face-to-face teaching and learning.
- Owing to time constraints and with current focus on research, lecturers are less inclined to use clickUP to enhance their teaching and learning.
- The imbalance in the ratio of lecturer and student growth may have contributed to the low percentage of web-enhanced modules.

It should be noted that 2007 was the initial year of clickUP implementation. Lecturers have indicated during training sessions that they first wanted to familiarise themselves with the new system before using any of its more advanced functionalities.

#### 4.2 ClickUP tool usage

The tools used in clickUP provide an overview of the how lecturers integrate clickUP in their teaching and learning strategy. Their usage also supports the data provided in table 5 with regards to the levels of clickUP integration. **Graph 1** gives an indication of the percentage of tools used in all the audited modules.

The high percentage of the use of the Announcement, Calendar, Web Links and Learning modules confirms



**Graph 1:** Tools used in clickUP

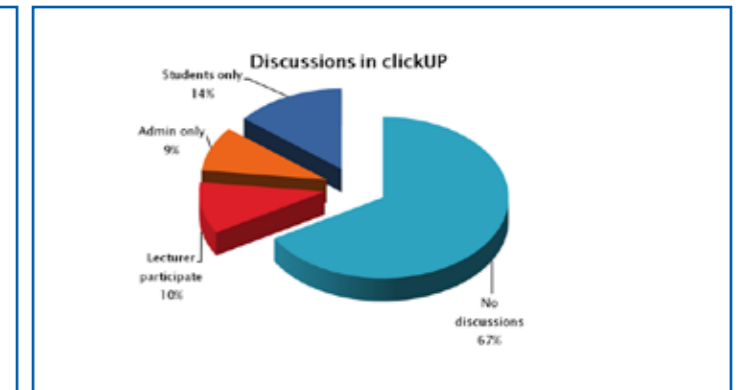
the indication that 80% of all audited modules were used to provide information only (level 1). The second level of web integration implies the use of the communication, assignment and assessment tools available in clickUP. The low percentage use of these tools in clickUP correlates with the low percentage of web enhanced modules in clickUP.

**Graph 2** provides an indication of the purposes of the use of the discussion tool. Facilitation of learning (level 3) in an e-learning environment is only effective in small groups. It may also be that lecturers view the communication opportunities during the normal face-to-face lectures as sufficient, specifically in undergraduate courses.

The provision of marks to students within clickUP has its benefits for lecturers, students and the institution. **Table 5** gives an indication of the provision of marks in clickUP either using the Grade book function or as a separate file.

**Table 5:** Grades provided in clickUP per Faculty

FACULTY	AUDITED	GRADE FILE	GRADE BOOK	% GRADES
Engineering Built Environment & Information Technology	307	18%	11%	29%
Economic and Management Sciences	228	43%	8%	50%
Education	144	1%	7%	8%
Health Sciences	225	8%	7%	15%
Humanities	142	14%	4%	18%
Law	63	11%	0%	11%
Natural and Agricultural Sciences	405	4%	3%	7%
Theology	21	0%	0%	0%
Veterinary Science	57	2%	72%	74%
<b>Total</b>	<b>1592</b>	<b>14%</b>	<b>9%</b>	<b>22%</b>



**Graph 2:** Discussion tool usage

Less than 10% of all the modules audited make use of the advantages of the grade book. The reasons for this may be any of the following:

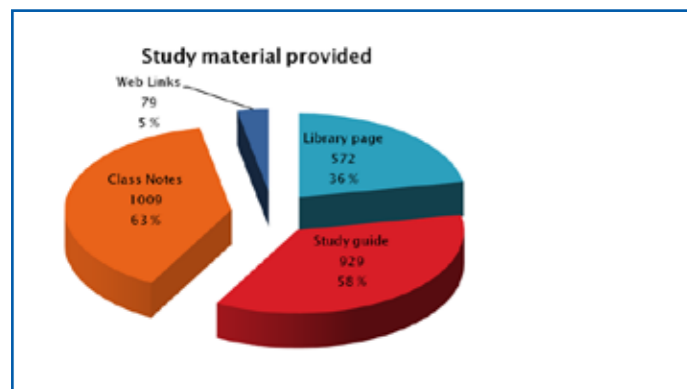
- a lack of knowledge about the use and advantages of the grade book,
- duplication of already existing processes to capture grades within departments;
- the lack of integration between the mainframe and the grade book in 2007.

Lecturers have complained that the student class list in the grade book in clickUP was not synchronized with the mainframe class lists. Nightly synchronization of clickUP class lists (displayed in the grade book) with the class lists on the mainframe was implemented in 2008. The synchronization of the marks within the grade book with the student information system is a high priority and part of the system renewal project.

## 5 Study Material

Students indicated in various student clickUP experience surveys over recent years that the convenience of having access to study material “anywhere any time” is one the biggest advantages of clickUP. Students complain if the content in clickUP is not updated frequently or published with no clear purpose.

**Graph 3** provides an overview of the types of study material provided to students in clickUP.



**Graph 3:** Study material provided

The data provided in this graph confirm the supportive role of clickUP. The Library page refers to the html pages designed by the Information Specialists in the library containing, amongst other things, copyright cleared additional reading material for a specific module. It is important to note the percentages of audited modules containing the different types of study material. This is evident in the indicated percentage of the audited modules that incorporated

the different types of study material. Web links are URLs to the web provided in modules by lecturers to students

With more than 50% of all audited modules including a study guide, it is important to note the distribution of the use of study guides per faculty. Table 6 provides an indication of the availability of study guides in clickUP in the different faculties.

## 6 Recommendations

The effective use of clickUP by lecturers will only increase if they buy into the administrative and educational benefits the system has to offer. It is also important to note that the impact of technological problems experienced in 2007/2008, which contributed to growing frustration amongst students and lectures, may have had a direct influence on the use of clickUP. This is evident from feedback obtained after training sessions and from qualitative data obtained from recent student clickUP experience surveys. It is important to resolve user’s negative perception about the use of clickUP by ensuring and maintaining a stable e-learning environment.

In spite of the fact that clickUP is well-known on campus not all the lecturers value the possible advantages the system has to offer to support their teaching and learning. EI has to actively research the reasons why some lecturers are not using clickUP in order to direct future teaching and learning strategies as well as clickUP governance decisions.

**Table 6:** Study guides per faculty

FACULTY	AUDITED	STUDY GUIDE	%
Engineering Built Environment & Information Technology	307	204	66%
Economic and Management Sciences	228	154	68%
Education	144	74	51%
Health Sciences	225	121	54%
Humanities	142	70	49%
Law	63	25	40%
Natural and Agricultural Sciences	405	221	55%
Theology	21	8	38%
Veterinary Science	57	52	91%
<b>Total</b>	<b>1592</b>	<b>929</b>	<b>58%</b>

Student use of the system is directly linked to the level at which the lecturers use the system. EI should revisit current strategies to enhance the level at which clickUP is used by lecturers to improve the quality of their teaching and learning. Even the administrative support possibilities within clickUP may contribute to the enhancement of teaching and learning. EI may aim to present more basic training within their limited training capacity. It may also be feasible to re-introduce the e-administration training session that was discontinued in 2007 as well as to aim to support lecturers and departments with more just in time training.

Policy concerning the use of the grade book and the integration of an early warning system can contribute to early interventions to increase student retention. Dedicated training in the use of the grade book is required to support such a policy.

The data from the audited clearly emphasize the current use of clickUP as that of support to teaching and learning at UP. The use is directly linked to the teaching and learning realities at UP, previously mentioned. Any future policy or guiding philosophy for the use of technology in teaching and learning needs to take note of the this reality of web-support to face-to-face lectures.

# Appendix 1: Layout of the database template used to gather data from audited modules

Logout ClickUP Audit

ClickUP ID :

Status:  Size MB:

Mainframe :

Registration period:  Term:

Faculty :

Department :

Sessions :

Students :

Average Sessions :

---

**TEMPLATE**

Date of Audit :

Own design  
 Default Template  
 Default Template changed

---

**TOOLS**

added Student	used Build	added Student	used Build
<input type="checkbox"/>	<input type="checkbox"/> Announcements	<input type="checkbox"/>	<input type="checkbox"/> Mail
<input type="checkbox"/>	<input type="checkbox"/> Assessments	<input type="checkbox"/>	<input type="checkbox"/> Media Library
<input type="checkbox"/>	<input type="checkbox"/> Assignments	<input type="checkbox"/>	<input type="checkbox"/> SCORM
<input type="checkbox"/>	<input type="checkbox"/> Calendar printable views, this course	<input type="checkbox"/>	<input type="checkbox"/> Search
<input type="checkbox"/>	<input type="checkbox"/> Chat	<input type="checkbox"/>	<input type="checkbox"/> Syllabus
<input type="checkbox"/>	<input type="checkbox"/> Discussions	<input type="checkbox"/>	<input type="checkbox"/> Web Links Any
<input type="checkbox"/>	<input type="checkbox"/> Learning Modules	<input type="checkbox"/>	<input type="checkbox"/> Who's Online
<input type="checkbox"/>	<input type="checkbox"/> Local Content	<input type="checkbox"/>	<input type="checkbox"/> Goals
		<input type="checkbox"/>	<input type="checkbox"/> Roster

**CONTENT ADDED**

Student

- Study guide pdf document
- Library reference page
- Notes (Learning Modules / Folder / Pages)
- Own Web Links added, other than Library, SOS etc.

**General      Comments      Content**

---

**COMMUNICATION**

Build

- Lecturer participates (content)
- Admin only
- Students only
- Graded Discussion Peer Reviewed
- Graded discussion
- Blog Tool
- Journal Tool

Note: ignore messages by ID's

**General Comments Communication**

## ASSESSMENT

Build

- Quiz
- Informal testing (anywhere)
- Formal testing (Password security in properties)
- Self Test
- Survey

General	Comments	Assessment

## ASSIGNMENTS

Teach

- Group
- Individual
- Electronic feedback
- Grading form
- Graded in assignment tool
- Graded in grade book Paper assignments

General	Comments	Assignments

## GRADES

Teach

- No Marks
- Grade book Marks from Tools
- Gradebook columns added extra by hand
- Grades as file (PDF)

General	Comments	Grades

## GROUPS

Teach

- Groups
- Signup sheets
- Preset groups

General	Comments	Groups

## STUDENT

- My Grades
- My Progress

General	Comments

**LEVELS**

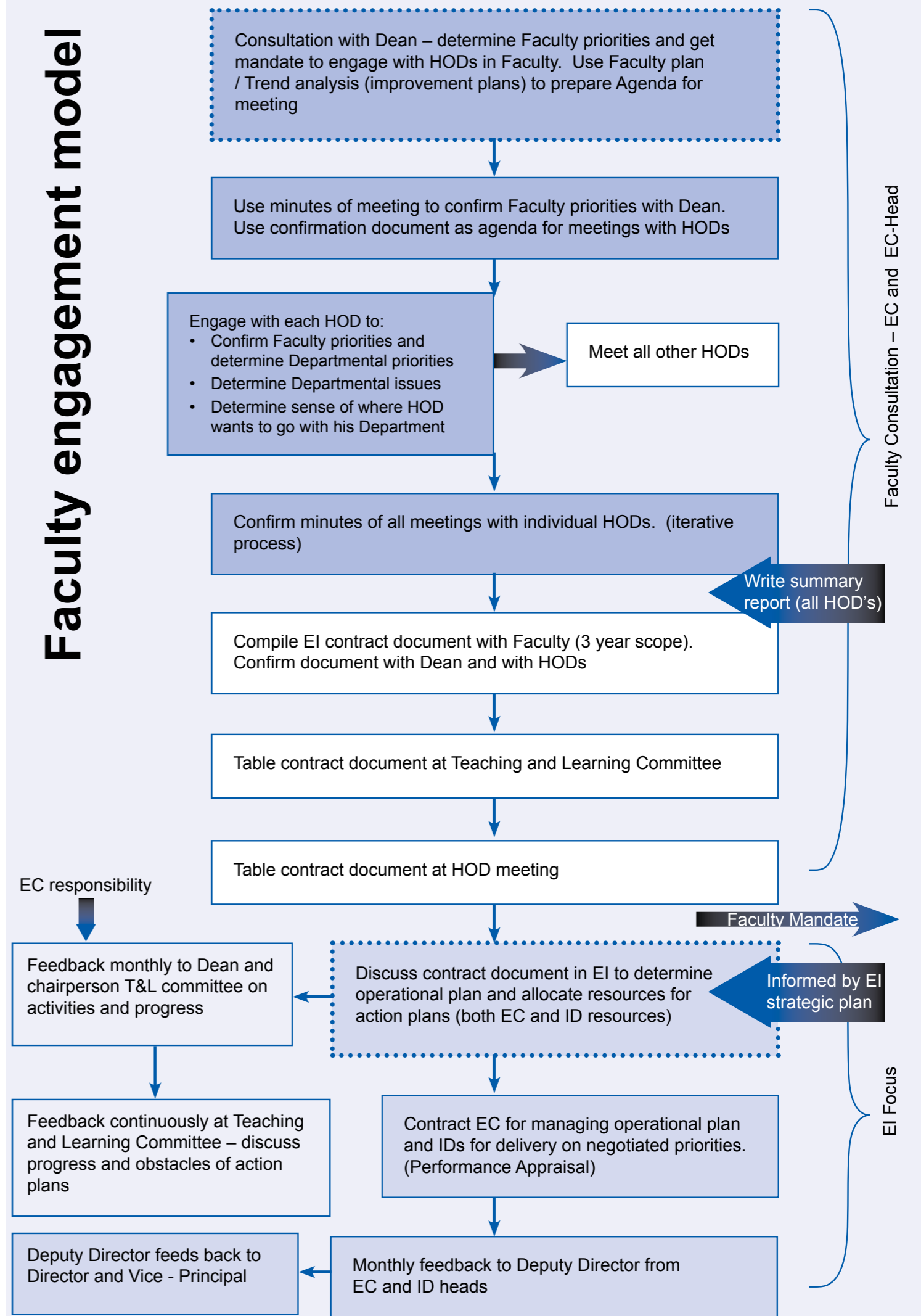
Web Supported - Post Boxes

Web Enhanced - Assignments/Assesments

Web Dependent

General	Comments	Levels

# Faculty engagement model



# Tutor Training Statistics 2008

2008				
		Jan - Jun	Jul - Des	Total 2008
Amount of tutors trained	Engineering Built Environment & Information Technology	15	-	15
	Economic and Management Sciences	-	30	30
	Education	-	-	-
	Health Sciences	22	-	22
	Humanities	41	-	41
	Law	23	-	23
	Natural and Agricultural Sciences	10	2	12
	Theology	-	-	-
	INNOVIL	39	-	39
	<b>Totaal</b>	<b>150</b>	<b>32</b>	<b>182</b>

# Measurement of Quantitative and Qualitative Outputs for 2008

## A. E-Education

1. Development & Maintenance of the clickUP modules		
	Jan - Jun	Jul - Dec
Students in SOS	409131	42113
Students in clickUP modules	30902	31491
Lecturers in LOL	-	1171
Lecturers in clickUP	1045	1155
Modules created in clickUP	1865	2104
Active modules in clickUP	1515	-
Portals	25	27
Departments using clickUP	120	120
CE at UP Courses	6	8

2. Development of CD-Roms (Number completed is cummulative)		
		Jan - Jun
Multimedia's completed	Faculty	Health Sciences
	Department	Occupational therapy
	Number	1
Multimedia's completed	Faculty	Health Sciences
	Department	Family Medicine
	Number	1
Multimedia's completed	Faculty	Veterinary science
	Department	Tropical Medicine
	Number	2
Multimedia in process	Number	7

3. Electronic assessment (CBT)				
		Jan - Jun	Jul - Dec	Total 2008
Number tests setup	Main Campus CBT	38	68	106
	Main Campus IT	12	7	19
	Health Sciences	160	122	282
	Onderstepoort	27	23	50
	Groenkloof	16	27	43
	Mamelodi	7	7	14
	ClickUp tests **	616	761	1 377
	<b>Total</b>	<b>876</b>	<b>1 015</b>	<b>1 891</b>
Number of test	Main Campus CBT	14 719	17 659	32 378
	Main Campus IT	16 687	30 062	46 749
	Health Sciences	18 051	6 357	24 408
	Onderstepoort	1 095	1 690	2 785
	Groenkloof	5 239	8 717	13 956
	Mamelodi	250	238	488
	ClickUp tests **	100 131	99 714	199 845
	<b>Total</b>	<b>156 172</b>	<b>164 437</b>	<b>320 609</b>
Number of departments / groups	Main Campus CBT	13	19	
	Main Campus IT	1	1	
	Health Sciences	23	17	
	Onderstepoort	8	8	
	Groenkloof	6	11	
	Mamelodi	2	2	
	ClickUp tests **	70	70	
	<b>Total</b>	<b>123</b>	<b>128</b>	

\*\* Includes self assessment tests

## B. Training

1. Education Induction Program for new Lecturers				
		Jan - Jun	Jul - Dec	Total 2008
Number of lecturers trained	EBIT	7	7	14
	Economic & Management Sciences	7	4	11
	Education	2	4	6
	Health Sciences	9	5	14
	Humanities	5	4	9
	Law	-	-	-
	Natural & Agricultural Sciences	3	3	6
	Theology	2	-	2
	Veterinary Science	2	1	3
	Unit for Academic Literacy	-	-	-
	Education Innovation	1	-	1
	Gender Institute	1	-	1
	<b>Total</b>	<b>39</b>	<b>28</b>	<b>67</b>

2. Training of Lecturers in clickUp				
		Jan - Jun	Jul - Dec	Total 2008
Number of courses		8	8	16
Number of Lecturers trained		114	122	236

3. Training of Tutors				
		Jan - Jun	Jul - Dec	Total 2008
Number of trained tutors	Health Sciences	16		16
	Veterinary Science	6		6
	<b>Total</b>	<b>22</b>	<b>0</b>	<b>22</b>

4. Assessment workshops for Lecturers				
		Jan - Jun	Jul - Dec	Total 2008
Number of programmes	UP	2	1	3
	<b>Total</b>	<b>2</b>	<b>1</b>	<b>3</b>
Number of lecturers trained	EBIT	1	1	2
	Economic & Management Sciences	5	2	7
	Education	2		2
	Health Sciences	2	7	9
	Humanities	15	4	19
	Natural & Agricultural Sciences	8		8
	Education Innovation		4	4
	<b>Total</b>	<b>33</b>	<b>18</b>	<b>51</b>

## 5. Training of lecturers in education related themes

		Jan - Jun	Jul - Dec	Total 2008
Number of courses	Health Sciences	1	1	2
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>2</b>
Number of lecturers trained	Health Sciences	7	20	27
	<b>Total</b>	<b>7</b>	<b>20</b>	<b>27</b>

## 6. Skills training of students

[requested by the faculty of Health Sciences and other departments in, for example, higher order cognitive learning, deep learning and study methods]

		Jan - Jun	Jul - Dec	Total 2008
Number of courses/ workshops	Health Sciences	1		1
	<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>
Number of students trained	Health Sciences	80		80
	<b>Total</b>	<b>80</b>	<b>0</b>	<b>80</b>

- As per stats for the Education Induction for junior lecturers for 2008: all the Law assistants - 14 trained

# Longitudinal Statistics

Table 25: E-education innovation

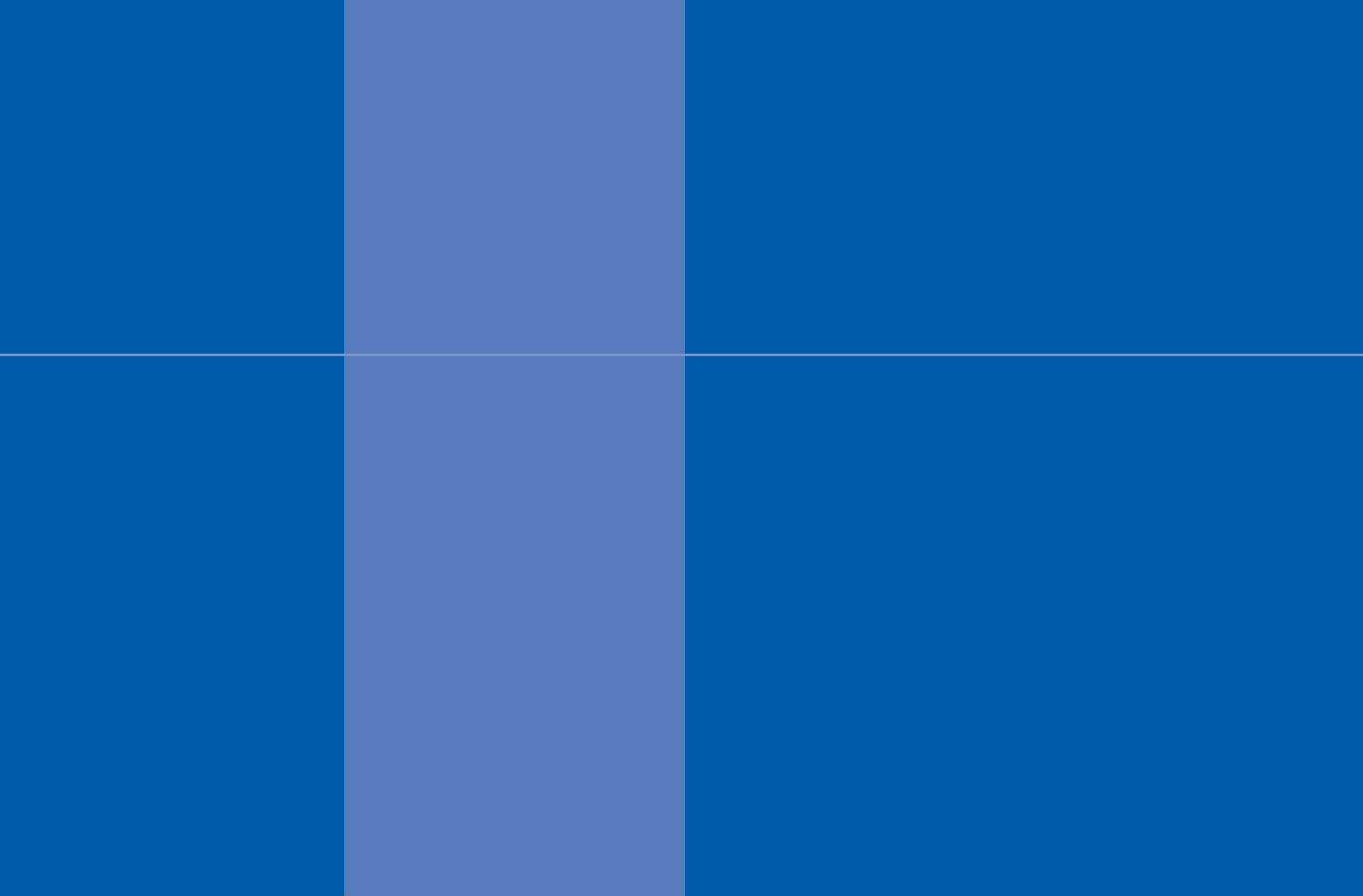
E-teaching and learning	2002	2003	2004	2005	2006	2007	2008
Undergraduate modules	200	391	847	1 036	1351	1292	1405
Postgraduate modules	420	675	754	874	1086	727	699
Number of departments involved	82	86	90	115	117	120	120
Students with access to e-learning	17377	21200	26576	30201	31572	30574	31491
E-assessment							
No of e-tests	122	322	335	543	483	1907	1891
No of students taking e-tests	64000	126907	125768	149843	161205	207351	320609
Departments involved	25	46	56	74	81	170	128
E-technology in lecture halls							
Lecture halls with fixed-mounted data projectors	26	90	125	175	237	212	284
Portable data projectors	25	158	223	238	209	270	342

Table 26: Training of academic staff members by the Department for Education Innovation

	2001	2002	2003	2004	2005	2006	2007	2008
Education induction for newly appointed lecturers		75	114	103	85	81	59	67
Education induction for junior lecturers and academic co-workers			62	25	74	60	76	14
Education induction for tutors	116	84	212	133	95	118	186	182
Assessment workshop participants			291	35	40	58	42	51
Other educational themes – participants	704	248	291	142	654	131	49	27
Educational media	New course					37	24	93
clickUP Basic, Intermediate and Advanced	180	122	147	223	153	148	191	226
clickUP Lunches	Change management strategy during implementation of <i>clickUP</i>					447	82	NA
Facilitation of e-learning	New course					8	22	10
E – admin	New course					97	Not presented in 2007	Not presented in 2008

The e-admin course will resume in 2009. In addition to the training on *clickUP* for lecturers, EI presented training to 6000 students during the orientation week at the beginning of 2008. Students are also assisted during the year on request.





100  
1908 - 2008



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Denkleiers • Leading Minds • Dikgopolo tša Dihlalefi