

# Department for Education Innovation | 2007



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

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The strategic drivers directing the Department for Education Innovation (EI) 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:

EI enables, encourages, promotes and rewards excellent Learning and Teaching through 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 (L&T).
2. To harness the new management model and play a leading role in developing L&T policies and embedding these in the faculties.
3. To actively participate in L&T 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 L&T 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 ICT within 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 EI'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 EI are valued and able to render effective services, to out-perform and to develop holistically in their career paths.
11. To extend the diversity within EI and achieve diversity objectives for 2008 - 2011.
12. To continuously evaluate EI'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 services activities of EI, such as education consultation, instructional design, graphic, photographic, video, rental services and all other regular services.



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# 2007 in Review



**The year under review was a memorable one for the Department for Education Innovation, as it celebrated its 10<sup>th</sup> anniversary. The year also signalled the beginning of a new era for learning and teaching at the university and in the department. The university's new management model resulted in the implementation of structures aimed at supporting learning and teaching, with Prof Nthabiseng Ogude being appointed as Vice-Principal for undergraduate teaching and learning at the university.**

## **Ten year celebrations to commemorate the establishment of the Department for Education Innovation**

The Department for Education Innovation (formerly the Department of Telematic Learning and Education Innovation) was established at the University of Pretoria in 1997. It was born as the result of restructuring the then Bureau for Academic Support Services (which had primarily focussed on supporting contact education) to encompass elements of flexible, technology-enhanced and student-centered learning approaches.

The Department celebrated its 10th anniversary in 2007 and hosted a function in the Sanlam Auditorium on 1 November 2007 to celebrate this special occasion. Colleagues and friends who had walked the path with the department at some stage and contributed to its progress and success were invited as special guests. Prof Nthabiseng Ogude, Vice Principal for undergraduate learning and teaching welcomed the guests and set the scene in terms of learning and teaching philosophies. The guest speaker was Prof Johan Muller, Director of the Graduate School of Humanities and Deputy Dean for Research and Postgraduate Affairs in the Faculty of Humanities at the University of Cape Town. The title of his presentation was: "Vive la difference: why disciplinary diversity matters". The opening address was followed by presentations by Prof Eugene Cloete and Dr Rinelle Evans, who shared their passion for education, creativity and innovation.



The University paid tribute to Prof Hans Boon for his dedication and exceptional contribution in establishing and managing the Department for over a decade. The Principal, Prof Calie Pistorius presented Prof Boon with a hand painted certificate of gratitude and acknowledgement.

## **Department for Education Innovation's Priority Objectives**

This annual review provides the opportunity to reflect on EI's priority objectives set early in 2007, which were aligned with the University's strategic plan.

### **1 Identify, align and interface with appropriate structures within faculties and institutional structures to advance Learning and Teaching at UP**

A Senate Committee for Learning and teaching was instituted. Discussions with the deans on governance structures for Learning and teaching were held and as a result, Education Consultants are now involved to a greater extent in Programme Committees in the faculties.

### **2 Compile a policy on Learning and Teaching that will inform Faculty Learning and Teaching Plans**

A draft guiding framework for Learning and teaching was developed, that could assist with the interpretation of the educational intent, strategic planning and governance structures of the University's academic enterprise.

### **3 Negotiate performance indicators with faculties and support the attainment thereof**

A list of performance indicators was developed with a view to monitoring learning and teaching in faculties and to anchor the support strategies of the Department for Education Innovation. The indicators cover five priority fields: programme design and development, teaching, learning, assessment, and academic student support. The indicators are both qualitative and quantitative in nature and cover input, process and output measures. As a result of this

initiative, performance indicator number 20 was added to the University's list: Training of academic staff members by the Department for Education Innovation.

### **4 Support study success initiatives across support services and faculties**

EI hosted an institution-wide workshop that involved all role players. An ad-hoc committee instituted a number of further initiatives. These included developing a draft governance structure, formulating a mandate, selecting members and drawing up terms of reference to drive the initiative, undertaking a literature review on the nature of integrated student support, and communicating campus-wide student support services by means of a brochure and interactive web pages.

### **5 Undertake an in-depth study to determine how the present tutorial system can be adjusted to improve the efficacy and efficiency of the Learning and Teaching process including the training of tutors**

The Department offered faculty-specific tutor training to 186 tutors in 2007. Various tutor initiatives were supported in the faculties. A report was prepared to provide an overview of the history and status quo of existing tutor systems in faculties, with a view to identifying gaps that could inform further decision making.

### **6 Provide an integrated, stable and user-friendly e-education environment at UP**

After a successful pilot in 2006, the clickUP system was fully implemented in January 2007. The statistics for 2007 indicate that more than 30500 students and more than 1000 members of staff had access to at least one of the 2019 modules with a clickUP component. The student and lecturer surveys of 2007 provided valuable feedback about their experience of the new system. Positive feedback from various sources was received about the added educational value of clickUP, but various technical difficulties were experienced during 2007. Steps have been taken to investigate and stabilise the technical configuration of the e-learning systems on campus. The University of Pretoria shares the concern of other national institutions about the integrity of student work and decided to implement the plagiarism detection software, Turnitin, which is now integrated within clickUP.

### **7 Position EI internally and benchmark nationally and internationally**

#### *Eduvate Conference*

As part of the University's Centenary celebrations, the Department will host the Eduvate Centenary Conference, for which preparation began in 2007. Noteworthy keynote speakers were engaged, namely Prof Diana Laurillard (UK), Dr Tony Bates (Canada) and Dr Nick Binedell (SA), and



several abstracts were accepted from international delegates. The conference will take place from 25-27 June 2008. More details may be obtained from the conference website: <http://www.up.ac.za/eduvate>.

#### *UP-TU-JU collaboration*

The E-Learning group initiated 'UP-TU-JU' meetings with the instructional designers of the University of Pretoria (UP), Tshwane University of Technology (TU) and University of Johannesburg (JU). The aim of the UP-TU-JU initiative is to expand the cooperation between the instructional designers at the three institutions. It creates networking opportunities and offers opportunities for the exchange of ideas and initiatives. It also serves as an opportunity for benchmarking e-learning practice on a regional level.

#### *Creative Studios – Benchmarking with other universities nationally*

Videoconference meetings were held with directors and/or managers of Nelson Mandela Metropolitan University, Unisa, North-West University and Tshwane University of Technology. During the meetings management issues, costing models and technology platforms were discussed.

### **8 Constantly redesign and present appropriate training for academic staff**

During 2007 the regular Education Induction and Assessment courses were attended by 59 and 42 lecturers respectively. Over and above these courses for established lecturers, extensive training was provided to 76 junior lecturers and academic co-workers, and 186 tutors. Several workshops were facilitated to support lecturers to include foundational skills in the extended programmes.

The e-learning training team re-conceptualised and redesigned the previous WebCT staff training courses for UP staff. The new formal courses are the *clickUP* Basic, *clickUP* Intermediate and *clickUP* Advanced courses. The established Facilitation of e-Learning (FeL) course became a 'completion' course with the addition of two compulsory online assignments. Successful delegates have formed a growing community of practice in the form of the 'Fellers' listserv for sharing ideas and best practice.

### **9 Support the optimisation of the design of an Integrated Educational Technology System for lecture halls**

Existing, and in particular, newly planned educational venues need to integrate technology in such a way that it is didactically, ergonomically and aesthetically conducive to being used seamlessly and with ease by the lecturer. The first prototype of the SmartPodium was demonstrated to different groups and based on the feedback received, two other prototypes were developed. In collaboration

with the Department of Computer Science an experimental classroom was developed where lecturers may experiment with cutting edge information and communication technology. This classroom will be launched during the second quarter of 2008.

## **Other highlights during 2007**

### **Evaluation of teaching**

The evaluation of teaching for the purposes of selection, appointment and recruitment of academic staff remains a challenge. In this regard a group of education consultants is currently supporting the Vice Principal (undergraduate learning and teaching) in reviewing the above policy and developing criteria for teaching portfolios. This project is ongoing and should be finalised by the end of 2008.

### **Distance Education: Advanced Certificate in Education (ACE) (Education Management), Faculty of Education**

From May 2007 EI was actively involved in supporting the Unit for Distance Education with the re-curriculation process of the Advanced Certificate in Education (ACE) (Education Management). Together with consultants from the South African Institute for Distance Education (SAIDE), EI personnel contributed to the management and co-ordination of the re-curriculation process. In collaboration with the information specialist a CD-Rom was developed, which includes an 'e-library' of additional reading materials for students to access without having to travel to a library. The HEQC visit took place in February 2008 and the newly designed programme was re-accredited.

### **Brand Champions**

During 2007 the Department of Corporate Communication and Marketing launched a new branding campaign for the University of Pretoria, which meant that all marketing material had to be designed in a specific way and according to corporate identity guidelines. Creative Studios (Hatfield) was identified as one of three design studios that are officially sanctioned for marketing design projects for the University of Pretoria, and at the end of 2007 won an award for being one of three "Brand Champions" of the year.

### **Research Outputs**

Staff of the department excelled once again in terms of their research activities, which ensures that they remain at the forefront in their fields. Research outputs at international and national level included 17 publications (including conference proceedings), 13 conference presentations, three poster presentations, three workshops or invited lectures, two research reports and attendance at two conferences.

Much more has been achieved in the various groups, which is reflected in the rest of this report. I want to thank everyone in the Department for Education Innovation for their dedication, positive attitude and commitment. A special word of appreciation is extended to all the group heads who had to carry more responsibility due to the vacant positions of director and deputy director during 2007.

Irene le Roux  
Acting Director: Department for Education Innovation  
15 April 2008



# Research and Development

**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, located in the Department for Education Innovation is involved in driving the following research and development projects:

## Performance indicators for learning and teaching

This project aims to identify performance indicators for undergraduate learning and teaching. The recommendations are based on the inputs of several task teams in consultation with the Vice Principal: Undergraduate Learning and Teaching. An extensive literature search on international and local initiatives was undertaken in order to identify and prioritise performance indicators, keeping the national and institutional context in mind. A concise list of performance indicators was developed with a view to monitoring learning and teaching in faculties and to anchor the associated support strategies of the Department for Education Innovation. The indicators cover five priority fields considered to be important in higher education: programme design and development, teaching, learning, assessment, and academic student support. The indicators are both qualitative and quantitative in nature and cover input, process and output measures. A selection of these recommended performance indicators was included in the institutional strategic plan.

## Postgraduate supervision in the Faculty of Humanities

Interest group discussions were held with supervisors from the three schools in the Faculty of Humanities (Arts, Social Sciences and Languages) in order to determine lecturers' positions on their role as supervisors. Supervisors maintained that the relationships between supervisors and students are diverse

and depend on the background and experience of the student. Smaller postgraduate supervisor-student ratios should become the norm. The time and effort invested in postgraduate supervision was emphasised. Although the supervision process prepares students to work independently at master's level, the level of academic discourse is perceived to be at unacceptable levels. In light of this, the time allocated to complete a postgraduate degree needs to be re-evaluated. Roles and responsibilities of supervisors and students need to be clarified. Finally, budget restrictions undermine the ability of departments to support postgraduate students and address postgraduate issues.

## The student learning experience in the Faculty of Economic and Management Sciences

A qualitative study was commissioned by the Faculty of Economic and Management Sciences to explore the range of factors (from the student perspective) that might impact on students' learning experiences and study success. The outcome of the study will inform the development of a questionnaire on Students' Learning Experience and Student Readiness, which will be implemented in 2008.

A total of 31 students from first-year to third-year level participated in focus group interviews. The students were generally satisfied with their learning experience, but expressed a number of concerns. Test weeks and the lack of coordination of assessment schedules impact on students' capacity to prepare for tests. The gap between theory and practice, and how it relates to the workplace was evident. The effect of large classes on the quality of learning remains a challenge. Technology could be used more effectively to enhance the interaction in class and to facilitate learning. Innovative ways to enhance the learning and teaching practices of lecturers should be implemented. Finally, a need for non-degree courses at various levels should be implemented according to students' abilities.

## Evaluating the student feedback instrument: head of department interviews

The project aimed to determine the challenges and shortcomings with regard to the current version of the Student Feedback Instrument (SFI).

Although a generic instrument has its limitations, Heads of Departments were generally satisfied with the current instrument and valued it as a tool for improving tuition, performance management and to generate information for purposes of promotion. The results, however, need to be interpreted within context. A small number of departmental heads expressed their concerns regarding the accuracy

and fairness of the results obtained, as timing the administration of the instrument might influence students' objectivity. The instrument was perceived to be biased, as it implies that the lecturer has sole responsibility for students' learning experiences. Although a general discontent seems to prevail among lecturers and students regarding the length of the instrument, heads of departments did not experience this to be the case. Suggestions were made on the improvement, or omission of certain items. Although students do not often make use of the opportunity to provide additional comments, such feedback was found to be useful. Heads of departments appreciated the quick turnaround time in receiving reports. The findings of this investigation will be used to improve the quality and functionality of the instrument.

## Evaluation of practical training

Feedback instruments for the evaluation of practical training in various departments were developed, piloted, assessed, and administered in collaboration with several departments, including the Faculty of Theology, Department of Criminology and Social Work, Department of Communication Pathology, and Department for Consumer Sciences. Results are used to improve the quality of practical training, and to inform the training of external supervisors.

## Non-cognitive factors affecting study success

The purpose of the study is to develop a theoretical model pertaining to non-cognitive variables that play a role in students' perceived readiness for university studies; and to determine if correlations exist between students' perception of readiness for tertiary education and their retention, withdrawal and academic performance. A pilot study was conducted in October 2007 to determine first-year students' perception of their academic readiness on entering the University of Pretoria. Data was analysed using a factor analysis and item analysis to test the questionnaire's item constructs and scales.

## Student residence activities

The aim of this project was to determine the extent to which organised student life activities impact on the study success of residential students. Students' perceptions were sought on the value such activities hold for them, the time spent on these activities, the extent to which these activities integrated with the academic calendar or other activities and, finally, whether there is a need to downscale some of the current activities/events. The students who participated in the study ranged from first-year to sixth-year students. Data analysis and writing the report will commence in 2008.



### Evaluating instruments for the selection of students in the Faculty of Humanities

This project consists of various phases. Its overall aim is to develop a benchmark for the selection of students in the Faculty of Humanities. During the first phase, important factors were established that should be taken into account when choosing an instrument for selection purposes. Based on these factors, desk research was performed on two instruments proposed by the faculty. The instrument will be piloted among the January 2008 first year student intake.

### Learning and teaching framework for faculty agreements/ plans: 2007

In the past, strategic planning for undergraduate education was largely the responsibility of deans of faculties, whereas it is now coordinated from the Office of the Vice Principal: Undergraduate Learning and Teaching. This required a new approach. The aim of this project was to develop a guiding framework according to which deans of faculties can structure the learning and teaching section of their strategic plans for 2008 to 2009. The framework makes provision for the alignment of performance indicators related to learning and teaching with UP's strategic objectives, the strategic objectives of the faculties and the setting of targets. Examples of possible plans contextualised the framework.

### Framework: education policy

The aim of this project was to develop a framework in which the educational intent, strategic planning and governance structures associated with the University's education enterprise can be interpreted. A comparative study of similar documents of reputable higher education institutions was conducted, together with an overview of the current UP policy documents. With this as background, a draft structure (table of contents) was developed in order to define the scope of the envisaged policy, and to avoid the unnecessary repetition of existing policies. The purpose, structure, scope and organisation of this document were assessed in consultation with the Vice Principal: Undergraduate Learning and Teaching. The year 2008 will see the development of this draft structure into a policy framework.

### Quality of learning index

One of the performance indicators against which the University of Pretoria will measure its performance on an annual basis is the Quality of Learning Index. The conceptual design of this index is based on a basket of weighted sub-indicators. Information informing this index will be tapped from several sources

(students, lecturers and institutional data). The section that relates to students will take the form of an annual student satisfaction survey instrument, aimed at capturing students' perceptions across six domains: quality of programmes, lecturer engagement, student engagement, blended learning environment, assessment, and quality of student support services (both academic and non-academic). An evaluation of similar survey instruments saw the emergence of an inclusive list of constructs, with accompanying items. The instrument will be tested among first year students and piloted during 2008.

### Student charter/lecturers' code of conduct (learning and teaching)

Internationally accepted best practices among higher education institutions make provision for statements of intent, codes of conduct, or even student charters to guide the relationship between the University and its students. The researchers took up the challenge of developing a Student Charter/Lecturers' Code of Conduct with a specific focus on learning and teaching. The charter/code has the core learning and teaching values of the University of Pretoria as its point of departure and it clearly and simply sets out the nature of the learning and teaching relationship between the University, its lecturers and its students. It focuses on the mutual commitment of all role players and stakeholders towards each other in order to contribute to a memorable learning and teaching experience. The document is still in a draft version and is not yet open to public scrutiny.

### Integrated student support: a collaborative effort

Following the outcome of research on the study success patterns of undergraduate students at the University, it became evident that an integrated approach to student support services should be developed. An institution-wide workshop involving all role players and stakeholders associated with student support was hosted by the Department for Education Innovation on 20 June 2007. An ad-hoc committee instituted the following further initiatives:

- developing a draft governance structure,
- formulating a mandate,
- selecting members and drawing up terms of reference to drive the initiative,
- undertaking a literature overview on the nature of integrated student support,
- communicating campus-wide student support services by means of a brochure and interactive web pages.
- drawing up a strategic plan, and
- making submissions to the Senate Committee on Student Life.



# Educational Consultancy

**Educational Consultancy provides a designated and specialised support service to all categories of teaching staff at the University within all faculties, schools, departments and disciplines. The core mandate of this support service is to promote, encourage, develop, sustain and foster best practices in teaching, learning and assessment.**

With the appointment of the new Vice Principal for Undergraduate Learning and teaching, the more focused approach is yielding renewed recognition of the value and significance of learning and teaching at UP. The new management model has led to a number of initiatives (structures and policies/frameworks) to support learning and teaching, such as:

- A Senate Committee for Learning and Teaching was established.
- An Institutional Learning and Teaching Plan (ITLP) was drafted.
- Performance Indicators for Learning and Teaching were agreed upon.
- Learning and Teaching plans and agreements were contracted with all Faculties.

These initiatives provide for much better alignment between learning and teaching initiatives and UP's strategic objectives. It is envisaged that EI will begin to harness and utilise the new structures by consciously striving to increase its effectiveness and efficiency within the framework of supporting quality learning and teaching at UP.

The activities of the education consultants include:

- Supporting groups and individual lecturers with the curriculum design;
- Offering training in terms of the above and/or other relevant topics;
- Facilitating discussions/sessions on relevant topics such as large classes;
- Evaluating (on request only) the various aspects of teaching practice as mentioned above (e.g. class visits);

- Assisting staff to refocus on their study guides as the fulcrum of their teaching, learning and assessment practices;
- Providing educational input and support at relevant forums, such as the programme committees, the education innovation committees and other relevant ad hoc committees;
- Co-ordinating the education induction programme for newly appointed lecturers (campus-wide) and providing continuous support to new lecturers;
- Presenting and facilitating a general training programme for tutors;
- Facilitating open discussion between tutor co-ordinators;
- Supporting and conducting educational surveys and research within faculties;
- Forming part of e-learning project development teams - advising on appropriate learning models and other educational aspects;
- Sensitising lecturers to students with special needs/disabilities;
- Addressing concerns and needs of lecturers in collaboration with the Disability Unit.

After the job descriptions for the position of Education Consultant were agreed upon in 2006, the most appropriate positioning of the Education Consultants within the University was explored in 2007. Their work was aligned with the plans and priorities of the vice-principal for Undergraduate Teaching. The new management model at the University afforded the Education Consultants the opportunity to participate in and provide input to the development of the faculty strategic plans. Education Consultants now serve on faculty structures where they debate and participate in decisions related to learning and teaching issues.

## Professional development and training

### Education induction course for academic staff

The Department offers education induction programmes twice a year to newly appointed lecturers. The week-long course introduces participants to the theory and skills relating to teaching responsibilities in higher education and is aligned with the Unit Standards for Higher Education. In 2007 two induction courses were held for newly appointed staff, and a total of 59 staff members attended.

### Assessment workshops for academics

The Department presented three Assessment Workshops (three days each) in 2007. A total of 42 academics attended these workshops. The workshops were based on the

following outcomes: principles of assessment, UP's assessment policy and planning for assessment. The workshops included a series of sessions on specific assessment methods (e.g. written examinations, orals, practical examinations, portfolios).

### clickUP training

Education consultants facilitated training on assessment planning as part of the clickUP Intermediate course. They also presented sessions on the process of reflection and using portfolios for assessment, as part of the e-portfolio pilot project.

### INNOVIL

Education consultants provide training and support within faculties to prepare junior staff for their responsibilities as learning facilitators. The INNOVIL training programme is a customised education induction course. It is tailor made to the needs of the junior lecturers of the CIL (computer literacy) and Informatics courses. Thirty two junior lecturers attended this course in January 2007. Follow-up class visits were conducted by the education consultant to assist these junior lecturers, provide some additional guidance and address any problems they may have experienced.

### Tutor training, development and support

The Department offers faculty-specific tutor training sessions at the beginning of each year to newly appointed tutors. The training of tutors highlights the importance of tutorial sessions in which students (guided by a tutor) express their understanding of the subject material in verbal or written form, so that feedback on their progress can be provided. Training of tutors is conducted by the Education Consultants. Costs are covered by the Skills Development Fund (Learning and Development, Department Human Resource Management). A total number of 186 tutors were trained in 2007.

In the Faculty of Humanities a document entitled "Guidelines for Tutor Co-ordinators" was compiled with the aim of providing guidance to tutor co-ordinators in terms of their roles, functions and job descriptions. It is based on best practice within the Faculty of Humanities. This document can be adapted for use by other faculties and is available from the Department for Education Innovation.

### Informal 'Just in Time' training:

During 2007, many lecturers participated in individualised training on the following topics:

- The principles of objective assessment;
- Computer-based testing;





- Design of multiple choice questions;
- Design and development of measuring instruments/tools for practical work;
- Training sessions on 'group work' and 'team project work' (1<sup>st</sup> years and 2<sup>nd</sup> years respectively) in support of teaching strategies;
- A workshop on 'Interactive teaching';
- Design and development of a measuring instrument for practical work (in collaboration with the Research and Development unit);
- Discussion on particular departmental problem areas in terms of referencing techniques and plagiarism;
- Departmental self-driven project: the development of standard rubrics for assessment (continuation of existing project);
- The UMFUNDI computer-based testing system;
- Training for first year students on reflection: in support of a particular teaching strategy;
- Class visits to assist lecturers with their teaching strategies;

## Projects

### Department of Nutrition

A research project was undertaken in the Department of Nutrition. The rationale for the survey was to investigate the feasibility of incorporating a web-delivery strategy into the Nutrition programme. The questionnaire was based on students' experience of the course as it is currently presented and the level of their access to web-based technology.

### Faculty of Veterinary Science

The Faculty of Veterinary Science is in the process of curriculum development for two programmes, namely the new degree in Veterinary Nursing and the BVSc degree. The education consultant forms part of the curriculum committees and workgroups involved with the development of the curriculum for the new qualifications. The Veterinary Nursing degree has been approved by Senate and documentation will be submitted to the HEQC and SAQA early in 2008. The curriculum process for the BVSc degree is still in its early stages and will continue in 2008.

### Extended programmes

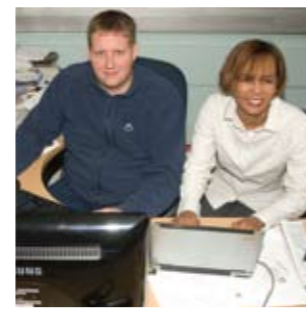
Several workshops were facilitated in 2007 regarding extended programmes.

The first in the series was the "Design and Development" workshop. It was held on 21 September 2007 and was attended by 17 delegates. Two further workshops about extended programmes were held on 28 and 29 November 2007. These workshops were attended by 27 development team members involved in the four year extended programme curricula in the departments of Mathematics, Chemistry, Physics, Biology, Statistics, Education and the School of Information Technology.

### Evaluation of teaching

The evaluation of teaching for the purpose of selection, appointment and recruitment of academic staff remains a challenge. In this regard a group of education consultants is currently supporting the Vice Principal (undergraduate learning and teaching) in reviewing the existing policy and developing criteria for teaching portfolios. There is widespread consensus about the significance of teaching portfolios as a mechanism for evaluating teaching. This project is ongoing and should be finalised by the end of 2008.





# E-Education

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

## Instructional Design

The Department for Education Innovation (EI) follows a team approach to instructional design. Together with the Department's educational consultants and academic staff members in the faculties, the instructional designers recommend a combination of instructional methodologies to be used within a blended learning model. In consultation with a team of experts, the instructional designer then designs, develops and delivers a range of learning materials, utilising the most effective media and technologies for the specific learning purpose.

## Implementation of the clickUP system

After a successful pilot in 2006, the clickUP system was fully implemented in January 2007. The statistics for 2007 indicate that more than 30500 students and more than 1000 members of staff had access to at least one of the 2029 mainframe modules that were linked to a clickUP module.

Positive feedback from various sources was received about the added educational value of clickUP, but various technical difficulties were experienced during 2007. In contrast to previous years, 2007 was one of the most difficult years in terms of the e-learning environment, which led to frustration for some users. Various national and international factors contributed to the problems experienced, which are discussed below.

In October 2005 it was announced that WebCT was merging with their competitor in the market, Blackboard. In order to become brand independent, UP decided to brand our implementation of the learning management system as the "clickUP" system and not to use the Blackboard identity. Towards the end of 2006, it became clear that the merger of WebCT and Blackboard had a much

bigger effect on clients than was originally expected. Some of the WebCT developers left the company following the closing down of the WebCT office in Vancouver. The aggressive 'Wall Street' attitude adopted by Blackboard was also in sharp contrast to WebCT's educational, value-adding philosophy. Blackboard made a huge effort during the last few months of 2007 to increase support and to stabilise the product by releasing upgrades to the system. The implementation of the latest clickUP Service Pack in September 2007 contributed to a more stable system and Blackboard extended their international support service to be available on a national level in South Africa. Increased student access to clickUP and national bandwidth demand became a crisis in May 2007. ClickUP was directly and adversely influenced by this problem, which contributed to increased client frustration. The problem was exaggerated by a national internet problem, which was experienced by all local universities. UP has since bought more bandwidth and allocated specific bandwidth to clickUP.

The student feedback indicates that the percentage of students with access to the internet from off campus increases each year. The effective usage of clickUP by students from off campus depends on various variables. One of the most important variables may be the students' type of access to the internet. The speed of access remains a problem, although it seems that the increased bandwidth allocation and management decisions have already made a positive contribution.

Problems were experienced with some of the tools in clickUP, which also influenced its effective use. A student help desk in the open lab (IT Building, Hatfield Campus) provides support to students. It was found that a significant percentage of technical and functionality problems were solved through the intervention of support personnel from UP or from students' own personal IT service providers. From the decreased number of e-mails received since October 2007, it appears that most of the existing functionality problems students experienced were solved. International experts have been engaged to investigate the configuration of the entire technical infrastructure and to advise on improvements to stabilise it in future.

## Plagiarism detection software

Plagiarism at higher education institutions in South Africa recently featured prominently in the news. The University of Pretoria shares the concern of other national institutions about the integrity of student work and decided to implement the plagiarism detection software, Turnitin. Submitted papers are used as source material to detect potential plagiarism of future submissions. Papers are also evaluated against current and archived instances of the Internet. The software is completely web-based and has been implemented as an integrated tool within clickUP. There are

different ways in which the Turnitin Assignment Tool can be used when activated via a clickUP module. The Department for Education Innovation (EI) supports lecturers in terms of access to and the use of the software. The system creates 'originality reports' on submitted documents. It is, according to the license agreement, the responsibility of lecturers to exercise their independent professional judgment in interpreting the originality reports, since the system does not determine conclusively the existence of plagiarism.

The UP plagiarism policy is currently being updated in terms of the clickUP integration and the interpretation of the originality reports.

## Multimedia

Within the UP context, 'multimedia' refers to the use of many different media (sound, graphics and animation, for example) within one programme to achieve a specific outcome. Such a programme is traditionally designed as a stand-alone programme distributed to students on CD-Rom. The content is usually a specific topic within a course or module and the multimedia product supplements and complements other modes of teaching. In 2007 three multimedia projects were completed. A further seven large multimedia projects are in development.

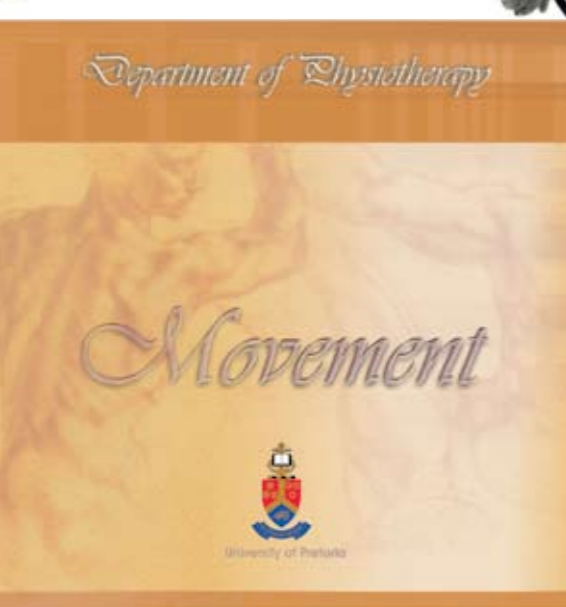
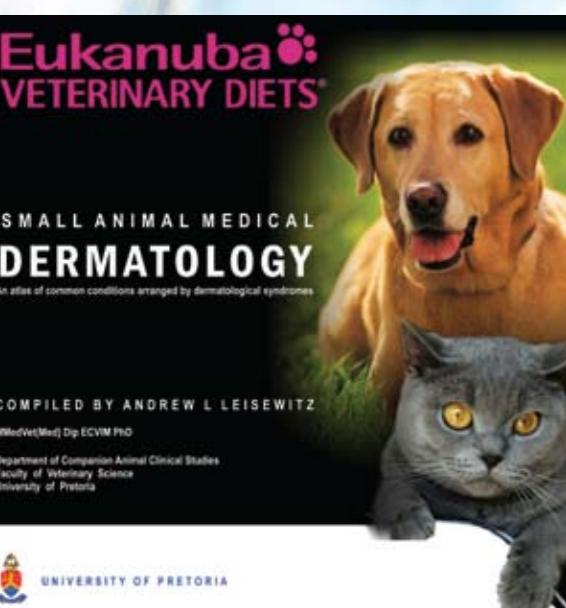
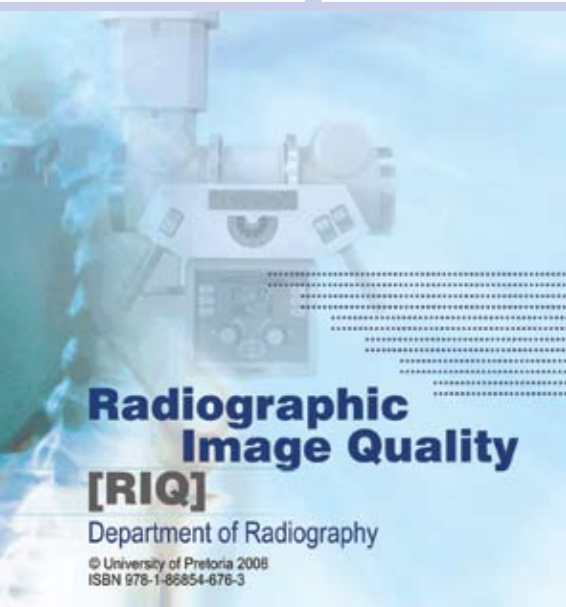
## Umfundi, the new computer-based testing system

The custom-built Umfundi computer-based testing system was launched in October 2006 and was formally implemented at all the computer-based testing centres on the different campuses during 2007. Some refinements were identified and implemented during 2007 to enhance the effectiveness of the system.

There was an increase in the demand for computer-based testing (CBT) at the university since it is used extensively for both formative and summative assessment. Umfundi is, however, not the only CBT system in use at the university the other testing systems in use are the clickUP Quiz tool (WebCT) and CompAssess (for computer literacy testing).

The six testing centres of the university are located on the different campuses:

- Hatfield Campus – CBT lab (120 computers)
- Prinshof Campus (2 labs with 80 computers each)
- Onderstepoort Campus (140 computers)
- Groenkloof Campus (80 computers)
- Mamelodi Campus (76 computers)
- IT Laboratories (300 computers).





## CHRONIESE SIEKTES CHRONIC DISEASES 2008



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
UNIBESITHI YA PRETORIA  
Fakholo Goochibehemengwe

Huisartskunde Departement  
Department of Family Medicine

Lecturers are encouraged to use this type of assessment not only to test knowledge, but also to test students' mastery on higher cognitive levels. Many examples of innovative uses of CBT, especially in the Health and Veterinary Sciences, are available. Lecturers are also encouraged to use the statistics provided after completion of a test to continuously improve the questions in the data banks. The Department for Education Innovation provides assistance and training with regard to the use of this technology, creating applicable questions and interpreting the statistical analysis

Many departments have very large classes and CBT enables them to assess their students regularly. The students are provided with timely and informative feedback and therefore CBT also provides a learning opportunity to students. It is however, very important to remember that objective assessment forms only part of the total assessment strategy of a department or faculty and should be implemented as such. Training on the effective use of objective assessment, as well as other assessment methods, is provided by the Department for Education Innovation.

### E-support office

During 2007 the e-support office (e-learning help desk) provided support to users of UP e-learning systems and handled numerous telephonic and email requests. Services provided include 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 enable lecturers to use Lecturers Online and clickUP independently. A client service management system will be implemented in 2008 to provide a consistent service to users, accessible via a single entry point. The system will provide for the tracking of requests, as well as statistics which may be helpful in identifying trends and problem areas. The contact email address to request assistance from the e-support office is [esupport@up.ac.za](mailto:esupport@up.ac.za).

### Staff training in web-supported learning

The Department presents various staff training courses to equip lecturers to manage and facilitate courses in the online environment. All the courses are UP priority courses, which implies that there is no cost to academic departments. Two more instructional designers attended the intensive WebCT Trainer course and are now certified WebCT / Blackboard trainers. The training team re-conceptualised and redesigned the previous WebCT staff training courses for UP staff. The new formal courses are the clickUP Basic, clickUP Intermediate and clickUP Advanced courses (The training schedule for 2008 may be found at <http://www.click.up.ac.za/training.htm>).

The clickUP Basic course includes sessions on best practices in preparing materials for web delivery, using software such as Powerpoint, CutePdf and Windows Picture Manager. The clickUP Advanced course is a three month online course, with pre- and post contact sessions. The clickUP Basic course was offered nine times during 2007 with a total attendance of 171 lecturers. The Intermediate course was offered four times and was attended by a total of 20 lecturers. The popular clickUP lunches continued, but attendance declined, since many lecturers had attended the series of seven one-hour lunch time sessions during 2006.

The Facilitation of E-learning (FeL) course 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 and to enable lecturers experience what it is like to be a student in the online environment. The course was presented twice in 2007 and was attended by 22 delegates. Completion of the two required assignments during the 4-week online component entitles the successful participants to join the ongoing community of practice, called the "Fellers" club, in which ideas and resources for online learning are shared.

### Student training in web-supported learning

Student training and orientation may be necessary to enable students to take full advantage of the online learning management platform. The compulsory undergraduate Computer Information Literacy (CIL) courses are supported by clickUP components, which means that first year students obtain the necessary training to access and utilise the platform.

For other students, the Department offers customised student training sessions in clickUP, in which the new role of the online student is discussed and hands-on practice in accessing and using online courses and tools is facilitated. Further support for students and required additional software are provided on the Student CD-Rom which is distributed free of charge each year to all new first year students.

### Student feedback

Student satisfaction was measured at the end of each semester by means of the online Student clickUP Experience survey. In July 2007, 1046 students completed the online survey and in October 480 students completed it (surveyshare.com). It is interesting to note that of those students who have access to a computer at home or at work, only 15% use dial-up modems and 65% have ADSL, ISDN or wireless access. Seventy seven percent of respondents reported problems with slow speed in terms of accessing clickUP or downloading learning materials from clickUP. Seventy nine percent of respondents found the opportunities for 'anywhere; anytime' learning on the web to be convenient

and 71% reported that web-supported learning helped them to become an independent learner. Less than 1% of respondents do not have cell phones and 23% of respondents reported that SMS is their preferred means of academic electronic communication with lecturers. An SMS system is available from the lecturer portal, Lecturers Online, for which a cost centre must be provided.

### Electronic Student Academic Portfolio (eSAP)

The Electronic Student Academic Portfolio (eSAP) creates a digital record of learners' achievements throughout their studies. Unfortunately, although various departments in the School of Medicine used the system during 2006, with 24 assignments being conducted across the MBChB curriculum, the usage of the system in 2007 declined to 6 assignments. The current technology causes system maintenance to be very expensive. Upgrading the system will incur further huge costs. The ITS has requested EI to undertake an investigation into the suitability of other portfolio products on the market.

### Distance Education: Advanced Certificate in Education (ACE) (Education Management), Faculty of Education

From May 2007 an EI project manager and education consultant were actively involved in supporting the Unit for Distance Education (Faculty of Education) with the re-circulation process of the Advanced Certificate in Education (ACE) (Education Management). Together with consultants from the South African Institute for Distance Education (SAIDE), EI personnel contributed to the management and co-ordination of the re-circulation process; training lecturers in the use of MS Word templates for writing distance learning materials; and evaluating the learning materials, tutorial letters and other accompanying documentation. Input was received from critical readers at other national institutions, as well as a review panel of international experts, whose comments were very favourable.

A CD-Rom was designed and developed, which included input from EI instructional designers, graphic artists, photographer and video producers. The CD includes an 'e-library' of additional reading materials for students to access without having to travel to a library. The information specialist at the Groenkloof library made a significant contribution to collecting, scanning and making the reading materials available in electronic format. The HEQC visit took place in February 2008 and the newly designed programme was re-accredited.

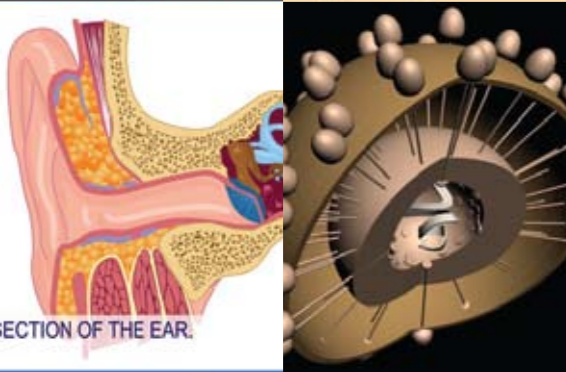
## Introduction to Health Measurement

ME 870

## Classroom Literacy

Learn some common phrases, words and idioms used in a classroom context in the languages Afrikaans, Northern Sotho, Tswana and Zulu





# Creative studios

**EI's creative experts assist in capturing concepts in audio and/or visual forms, which range from graphic images to animations, voice-overs and other forms of sensory stimuli.**

In 2007 the Department for Education Innovation's "Creative Studios" continued to provide specialised services to all the departments at the University. Creative Studios has a presence on three campuses (Hatfield, Onderstepoort and Health Sciences) and offers graphic design, video and photography services.

The EI personnel at the Medical campus sit together in offices in the HW Snyman building. This means that the education consultant, instructional designers, computer-based testing experts and Creative Studios are able to function as a combined team and are more accessible to the UP personnel who make use of these services.

During 2007 the Department of Corporate Communication and Marketing launched a new branding campaign for the University of Pretoria, which meant that all marketing material had to be designed in a specific way and according to corporate identity guidelines. Creative Studios (Hatfield) was identified as one of three design studios that are officially sanctioned for marketing design projects for the University of Pretoria, and at the end of 2007 won an award for being one of three "Brand Champions" of the year.

In February 2007, two graphic designers from Creative Studios (Hatfield and Onderstepoort campuses) attended "Design Indaba 10" held at the Cape Town International Convention Centre (CICC). As with the past nine Indabas, the 10th Design Indaba aimed to guide, enlighten, stimulate and inspire all who practise design, commission design or rely on design to run a business. Over three action-packed days they were exposed to new and different ideas and ways of working in various design disciplines. With the depth and breadth of topics that were covered, there was tremendous opportunity for them to develop their sensibilities in the task of assessing their design abilities.

A video producer from Creative Studios (Hatfield Campus) went to Senegal in North Africa to film the 16th African Moot Court Competition that was held in Saint Louis and Dakar. The African Human Rights Moot Court Competition has become the largest annual gathering on the continent of students and lecturers

of Law. Established in 1992, 774 teams from 118 universities, representing 45 African countries, have over the last 16 years participated in this premier event.

The video unit of Creative Studios (Hatfield Campus) edited the production "Ticks and Tick-transmitted Diseases" for the department of Veterinary Tropical Diseases at Onderstepoort.

## Services

Graphic services include the design of pamphlets, brochures, flyers, bookmarks, electronic invitations, newsletters, roll-up banners, advertisements, exhibition material, electronic presentations, posters, transparencies and slide shows, as well as the layout and printing of reports, brochures, pamphlets and publications. Graphics are designed and provided for web sites, 2D and 3D animations, course materials, multimedia products and clickUP courses.

Photographs are used for instructional, research and promotional purposes and range from photographs of scientific equipment and specimens to portraiture. Digital photography is also done, which is used for both web and multimedia programmes. Key services offered include studio and location photography, copying of artwork, illustrations and books, duplication of slides, computer-generated slides, macro photography, stereo microscope photography, scanning of slides and photographs (digitising) and writing them to CD, manipulation and restoration of photographs, film processing (slides, colour and black and white negatives), and production of photo-quality A4 and A3 prints on various grades and weights of paper.

The formats include 35mm and 120mm slides and negatives, in colour and black and white and digital images at 300dpi in \*.tiff or \*.jpg format.

Video and audio services offer video production, 3D animation, tape duplication services and the conversion of video to electronic format (MPEG), as well as the provision of sound recording and editing services. Services involved in a typical video production include script writing, filming, editing (video and audio) and duplicating the final product. Typical examples of where these services might be needed include promotional videos (product or service), information videos, educational videos and the filming of events.

The Communication Technology Team works closely with Creative Studios and is responsible for video conferencing, and IT management within the Department. Tape duplication services include making multiple VHS copies from VHS, DV, DVCam, Betamax, Video8, Hi-8, Betacam and U-matic, as well as conversions from NTSC VHS to PAL VHS and from

PAL to NTSC. Multiple copies from audio cassettes are also made. Conversions of video to MPEG include the digitisation of video footage for use in multimedia programmes, PowerPoint presentations and for the web. Sound recording and editing services cover general sound recording, voice recording, the recording of audio onto CD, transferring LP records onto CD and the writing of all recordings to CD.

Advances in technology make it possible to include increasingly sophisticated multimedia (video, sound, animation, digital photographs and complex graphic images) in learning material provided to students. This promotes visual literacy and enhances the learning experience.



## Educational Technology

To enable the University to provide education for the innovation generation and to make UP the university of choice, educational technology on all the campuses of the University should be of the highest standard and always in proper working condition.

- In collaboration with the Department of Facilities Management, 21 classrooms were upgraded. The focus of the audiovisual upgrade was on standardising and integrating the educational technology provided. Damaged and inadequate screens were either replaced by proper screens or a matt white painted wall surface. This cost-effective, although unorthodox, idea emerged from our visit to Monash University in 2006. Some of the data projectors that were installed prior to 2003 were replaced. The data projectors that were removed were serviced and redeployed as portable projectors. A number of other lecture halls were also upgraded and equipped with fixed data projecting facilities. At present a total of 253 lecture halls are equipped with fixed mounted data projectors (44 new installations and replacements during 2007). A hundred and fifty three portable data projectors were purchased for departments during 2007.
- Audiovisual equipment in other venues was also upgraded, e.g. the Vice Chancellor's Board Room, the Senate Hall, the Groenkloof Auditorium, the Musaion, the Rautenbach Hall and the Chapel.
- Existing, and in particular, newly planned educational venues need to integrate technology in such a way that it is didactically, ergonomically and aesthetically conducive to being used seamlessly and with ease by the lecturer. The first prototype of the SmartPodium that was installed in the IT Building was demonstrated to different groups. Based on the feedback received, two other prototypes were developed in order to avail lecturers of the educational prospects of cutting edge technology and to realise UP's vision with regard to education technology.
- In collaboration with CE@UP, basic courses in "Classroom Tools" and "Technical Issues: PowerPoint & Data Projection" were presented in order to equip lecturers with practical skills in the use of information and communication technology (ICT) in the classroom.
- A website was developed to provide information regarding the Educational Technology section. It is envisaged that practical hints and self study material on the use of ICT will be made available in future for those lecturers who need just-in-time help, who are not able to attend a training course, or who would like to enhance their skills.



## Operations Office

The EI operations office fulfils a proactive and supporting role in terms of personnel, financial and logistical matters to ensure that the department can function optimally.

Using the EI department's strategic planning document as a point of departure, 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 with the following departments and individuals:

- Director and staff of EI
- UP Finance Department
- UP Human Resources Department
- UP Legal Services Division
- UP Department of Facilities and Services
- External creditors
- Internal and external contractors
- External debtors
- UP Information Technology Services

The services rendered by the operational office can be classified as follows:

Personnel	Finance	Operations
Budgets	Budgets	Logistics and Maintenance
Policy and procedures	Policy and procedures	Asset Management
Appointments	Purchases	Office Spaces
Confirmations	Sales	Utilisation Analysis
Promotions	Orders	Occupational Health
Resignations	Unikom system	Register/security
Liaison and Correspondence	Reconciliations	Contract Management
Contractors	Planning and Budgetary Control	Reports
Skills Development	Claims	
Job Descriptions	Petty cash	
Performance	Reports	<b>Projects</b>
Management System	Travel Accommodation and Advances	Summer and Winter terms
Guidance / Mentorship		Ad hoc assignments
Leave		
Disciplinary Cases		
Personalia		





# International Collaboration

**International competitiveness is one of the University's important strategic drivers. Interaction and collaboration at international level is strongly encouraged. In this respect, EI is involved in a number of projects aimed at providing technical and educational support to the international academic community.**

## Imperial College, London

A scholarship programme and Partnership Development Project are in place between the Imperial College London (UK) Distance Learning Programme (ICL-DLP), Wye campus and the Department of Agricultural Economics, Extension and Rural Development (LEVLO), University of Pretoria (UP). This international collaboration is supported by the Department for Education Innovation (EI). The Distance Learning Programme (ICL-DLP), Wye campus was transferred to the School of Oriental and African Studies (SOAS) in August 2007.

The Centre for Distance Education (CDE), University of London, awarded funding to research and test the use of suitable mobile learning (m-learning) approaches for the delivery and support of postgraduate distance learning within the Southern African context.

In order to communicate the progress of the project, a blog site was created. For more information visit the address [http://ict4d.typepad.com/mobile\\_learning/](http://ict4d.typepad.com/mobile_learning/) (username and password are both mlearn). Various presentations were made at conferences. The pilot project raised some technological, logistical and educational issues. The second phase of the project focused on the design and integration of educational activities aimed at adding value to the learning experience of a larger group of students.

Two course modules were selected for piloting in 2007 with a group of twenty students who were supplied with Nokia N70 mobile phones. Most of these students are located in the SADC region, but a significant number are located in other developing countries in Asia, the Middle East, West Indies and other parts of Africa.

The modules selected for the pilot were 'Information and Communication Technologies for Development' and 'Rural Development'. Authors and tutors became involved in the instructional design and development of resources that could be used on the N70 phone. It rapidly emerged that the nature of the subject matter has a significant influence on what can be achieved. This led to the development of audio visual content, which includes interviews with the tutors and authors. Videos were sourced and downsized for playback on the N70, and the quality proved to be acceptable.

The most ambitious idea was to develop learning activities and assignments that enable students to make use of the N70. They were asked to interview people, and capture audio and video relevant to the learning activities, that could be shared with tutors and other students. There was mixed success with this, partly due to limitations with the N70, and partly due to the status of the infrastructure. Currently files can only be transferred in an affordable way, by transferring them from phone to PC and then either sharing via uploading to the Internet, or sending as email attachments.

By contrast, the rural development module lends itself more to a narrative. From the outset the tutor was keen to record audio versions of the study units, that students can listen to when they are mobile. Quick quizzes were designed to reinforce learning, and take advantage of 'learning moments' when a student has several minutes that they can use for study purposes, wherever they are. Video content was also developed for this module.

The m-learning pilot experience strongly suggests that mobile technologies can indeed play a significant role in supporting and enhancing various learning approaches, through greater use of multimedia and pedagogical innovation.

## The Institute for Tropical Medicine (ITM), Antwerp, Belgium

EI is involved in supporting the Department of Veterinary Tropical Diseases (DVTD), Faculty of Veterinary Science, in developing a masters degree in Veterinary Tropical Diseases which is being delivered predominantly online. Students attend contact sessions for the purpose of completing required practical and laboratory work. The Department of Veterinary Tropical Diseases is working in collaboration with the Department of Animal Health of the Institute of Tropical Medicine (ITM), Antwerp, Belgium, with the support of the Department of Production Animal Studies (UP) and the Department of Infectious Diseases and Immunology, Faculty of Veterinary Medicine, Utrecht University, the Netherlands.

Many of the modules developed for this masters programme are also presented as online short courses for Continuing Professional Development (CPD). During 2007, 16 modules were presented for a total of 78 CPD students from the following countries: Botswana, Cameroon, Grenada, Italy, Kenya, Lesotho, Malawi, Mozambique, Namibia, New Zealand, Nigeria, South Africa, St. Lucia (Caribbean), The Netherlands, Uganda, UK, United Arab Emirates, USA and Zimbabwe.

For 2007, the ACP-EU Technical Centre for Agricultural and Rural Cooperation (CTA), in the Netherlands made available 40 scholarships for two of the modules, for candidates from the SADC Region and other African-Caribbean-Pacific (ACP) countries. The number of scholarships for 2008 has been increased to 55.

Additional electronic resources in the form of multimedia CD ROMs are currently being developed for Laboratory Diagnostics modules in Virology and Bacteriology. Projects planned in collaboration with ITM for 2008-2009 include a programme aimed at developing a technology enhanced control decision tool to improve the control of the parasite *Haemonchus contortus* in sheep and goats. Ultimately the project will involve mobile devices to transfer data from the field to a server, and the transfer of control strategies back to the farmer.

## University of Maryland University College (UMUC), United States of America and Carl von Ossietzky University, Oldenburg (Germany)

The Masters in Distance Education (MDE) programme is offered jointly by the above two universities. True to its area of focus, the programme is offered as a totally online distance education programme and is facilitated by academic staff at both institutions. The electronic platform used is WebTycho, a learning management system custom built by UMUC. An EI staff member was invited to be a visiting expert on one module: Training and learning with multimedia. During April and November 2007 she facilitated a unit on e-learning project management and quality assurance in e-learning. The e-learning Quality Management System, some of its supporting documentation and other in-house materials on flexible, blended learning were provided to students as examples of real life practice in an e-learning support unit. Not only did this provide exposure to e-learning practices at the University of Pretoria, it also enhanced the international nature of the UMUC MDE programme.

## Science without borders (SWB)

The University of Pretoria is one of two African universities participating in the international initiative: Science without Borders (SWB). This project initiates, facilitates and supports cooperation between higher education teachers and students, scientists, researchers and other academic stakeholders in Africa and Europe. Science without Borders was launched and is supported by the European Foundation for Quality in E-Learning. The initiative focuses on small scale, short term cooperation in order to provide quick benefits for those who are usually not reached through large scale initiatives, namely working researchers, scientists, teachers and students in local universities and colleges. Three lecturers in the Faculty of Natural and Agricultural Sciences have expressed interest in being involved in the initiative.

The web-based portal may be found at: [www.without-borders.org](http://www.without-borders.org)



# New Initiatives in 2007

**A number of new initiatives were launched by the Department for Education Innovation (EI) during 2007, which contribute to promoting excellence in learning and teaching at the University of Pretoria.**

## E-learning

### UP-TU-JU collaboration

The E-Learning group took the initiative and was largely responsible for initiating the UP-TU-JU meetings. These meetings are held with the instructional designers of the following higher education institutions:

- University of Pretoria (UP)
- Tshwane University of Technology (TU)
- University of Johannesburg (JU)

The aim of the UP-TU-JU initiative is to expand the cooperation between the instructional designers of the three institutions. It creates networking opportunities and offers opportunities for exchanges of ideas and initiatives. It also serves as an opportunity for benchmarking e-learning practice on a regional level.

During 2007 three meetings were held, one at each institution on a rotational basis. The hosting institution is given the opportunity to select and introduce an applicable theme for the meeting, during which the other institutions make their contributions and share their practice.

The positive feedback from the 2007 meetings resulted in the planned continuation of the initiative in 2008 and proposals were made to try and involve other higher education institutions in South Africa. A representative from the University of Stellenbosch attended the second meeting in 2007 and the University of the Witwatersrand intends to become involved during 2008.

In addition to the UP-TU-JU meetings, other formal meetings and telephone conferences were held between the three universities that have already

implemented the Blackboard Vista Enterprise learning management system. The regular close collaboration with the national Blackboard vendor, Eiffel Corporation, continued, in particular in terms of their training support materials called "Cultivate".

## SMS system

A **Short Message Service (SMS)** was developed for the University by the Department of Information Technology Services, in collaboration with the Department for Education Innovation.

The SMS system provides two functionalities for UP personnel to distribute bulk official SMSs:

- Academic personnel, who need to send SMSs to students registered for a specific module, can make use of the system via Lecturers Online (LOL).
- Personnel who make use of the Cost Control system interface (administrative personnel) to send out bulk SMSs to a list of recipients in a formatted text file will gain access to this system in the UP portal through a portlet named "Bulk SMS sending".

Self training material and assistance is available: Viewlets or movie clips (short videos) on how to use the system and its functionalities are available for self training purposes. The different viewlets and Help pages may be viewed at <http://www.up.ac.za/telematic/training/smsintro.htm>.

If there is a need for further assistance or training in the use of the system, please contact:

Gretchen Jacobs: (012) 420-4378 (Main Campus)  
[gretchen.jacobs@up.ac.za] or

Hannelie Untiedt: (012) 354-1316 (Medical Campus)  
[hannelie.untiedt@up.ac.za]

## Educational Technology

### Experimental Classroom

The need for a classroom where lecturers can experiment with cutting edge information and communication technology, led to the design and development of an experimental classroom. The idea is to test out new technology in this environment, before rolling it out on a larger scale. It is also envisaged that suppliers will provide new technology for a predetermined time on loan, enabling lecturers to determine the usefulness of it. Hopefully this will prevent the procurement of "white elephants". This classroom will be launched during the second quarter of 2008. The project is being run in collaboration with the Department of Computer Science.

## Presidential National Commission (PNC)

During 2007, the Department for Education Innovation was approached by the Presidential National Commission for Information, Society and Development (ISAD). The request was to provide consultation services and research input to their recommendations report on the Accelerated Implementation of E-education in South Africa, primarily at the schools level.

The goal of the White Paper on e-Education (2004) is to ensure that every manager, teacher and learner in the general and further education and training bands will be ICT capable by 2013. The need for a centralised locus of responsibility for overall coordination of the Government's ICT strategy and its implementation resulted in the formation of the Presidential National Commission on the Information Society and Development (PNC on ISAD) in 2002. However, current ICT Government initiatives remain fragmented, resulting in confusion and at times, conflict about accountability and responsibility that result from actual or perceived overlap of roles between Government departments.

The resulting report compiled by the EI project managers summarises the current policy environment, international perspectives and lessons to be learned, current national ICT projects, Government interventions, and business initiatives in the drive to implement ICTs effectively in schools in South Africa.



# Reports

## Publications

Blignaut, A.S. & Nagel, L. (2007). Cousins Virtual Jane and Virtual Joe, Exceptional students. Proceedings of the E-Learn 2007 – World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Quebec City, Canada, 15-19 October.

Fresen, J.W. (2007). A taxonomy of factors to promote quality web-supported learning. *International Journal on E-Learning*, 6(3), pp. 351-362.

Fresen, J.W., Drysdale, E., Kotzé, M., Scheepers, M.D. & Jordaan, A.J.J. (2007). Innovative training and support interventions with respect to a commercial learning management system. Proceedings of the Ninth Annual Conference on World Wide Web Applications, Johannesburg, South Africa, 5-7 September.

Nagel, L. & Blignaut, A.S. (2007). When is too little student participation in online classes too little? Proceedings of the Ninth Annual Conference on World Wide Web Applications, Johannesburg, South Africa, 5-7 September.

Nagel, L., Blignaut, S. & Cronjé, J. (2007). Methical Jane: Perspectives on an undisclosed virtual student. *Journal of Computer-Mediated Communication*, 12(4), Article 10.

Pretorius, G.J., Mostert, E. & De Bruyn, E. (2007). A local innovation: the development of a computer-based testing system. Proceedings of the Ninth Annual Conference on World Wide Web Applications, Johannesburg, South Africa, 5-7 September.

Van der Walt, H.S. & Pickworth, G.E. (2007). Personality and academic performance of three cohorts of veterinary students in South Africa, *Journal of Veterinary Medical Education*, 34(3), pp. 356-365.

## Conference Presentations

Blignaut, A.S. & Nagel, L. (2007). Cousins Virtual Jane and Virtual Joe, exceptional students. Paper presented at the E-Learn 2007 World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Quebec City, Canada, 15-19 October.

Blitz, J., Cameron, D., Pickworth, G.E., & Van Rooyen, M. (2007). Reciprocal peer teaching in Family Medicine. Paper presented at the South African Association of Health Educationalists (SAAHE), Cape Town, South Africa, 1-2 June.

Boyd, L.G. & Fresen, J.W. (2007). Using systems and process thinking to design internal quality management practices for eLearning. Paper presented at the 2<sup>nd</sup> e-Learning Africa Conference, Nairobi, Kenya, 30-31 May.

Buys, A. & Slabbert, J. (2007). A Comparison of Commercial Broadband Technologies available to SME and SOHO users in South Africa. Paper presented at IEEE Africon 2007, Windhoek, Namibia, 26-28 September.

Castelijin, D. & Kotzé, M. (2007). eLearning in a first year core module in Occupational Therapy. Paper presented at the Occupational Therapy Associations of South Africa Congress, Pretoria, South Africa, 5-6 July.

Du Plessis, G.I. (2007). Polarity in research-based postgraduate students? Persistence and withdrawal behaviour. Paper presented at Postgraduate supervision: State of the art and the artists, Stellenbosch, South Africa, 23-26 April.

Du Plessis, G.I. (2007). From principle to practice: A quest for excellence. Paper presented at the Higher Education Learning and Teaching Association of South Africa (HELTASA), Bloemfontein, South Africa, 19-21 November.

Drysdale, E. (2007). Implementing Blackboard Vista: Success or Distress. Paper presented at the Blackboard World Europe 2007 conference, Nice, France, 26-28 February.

Fresen, J.W., Drysdale, E., Kotzé, M., Scheepers, M.D. & Jordaan, A.J.J. (2007). Innovative training and support interventions with respect to a commercial learning management system. Paper presented at the Ninth Annual Conference on World Wide Web Applications, Johannesburg, South Africa, 5-7 September.

Freysen, J.B. & Greyling, W. (2007). The Smart Podium project: an exercise in change management regarding educational technology innovation. Paper presented at the Fifth International Conference on Technology in Learning and teaching in Higher Education, Nowy Saçs, Poland, 23-25 July.

Gossman, C. (2007). Comparing academic staff and students perceptions of the purpose of assessment in higher education. Paper presented at the Higher Education Learning and Teaching Association of South Africa (HELTASA), Bloemfontein, South Africa, 19-21 November.

Gregson, J. & Jordaan, A.J.J. (2007). Designing courses for distance learners in Africa that make good use of mobile phone capabilities. Paper presented at the 2<sup>nd</sup> e-Learning Africa Conference, Nairobi, Kenya, 30-31 May.

Jorissen, H.W. (2007). The evaluation of study guides as a learning guide: Evaluation of the criteria used to develop study guides, as well as the content of faculty study guides at a Higher Education Institution. Paper presented at the Fourteenth International Conference on Learning, Johannesburg, South Africa, 26-29 June.

Kriek, H. & Zsilavec, U. (2007). Impact of student feedback: Reconstructing learning environments. Paper presented at SAARDHE International Conference, Pretoria, South Africa, 1-4 July.

Lemmens, J. (2007). Predicting academic performance with the Developing Expertise Questionnaire. Paper presented at the 13<sup>th</sup> South African Psychology Congress, Durban, South Africa, 28-31 August.

Lemmens, J. & Du Plessis, G.I. (2007). First things first: A needs analysis of postgraduate research students – a case study. Paper presented at SAARDHE International Conference, Pretoria, South Africa, 1-4 July 2007.

Le Roux, I. (2007). Past and present management challenges in e-learning at the University of Pretoria. Paper presented at the Blackboard World Europe 2007 conference, Nice, France, 26-28 February.

Le Roux, I. & Jordaan, A.J.J. (2007). Cutting edge initiatives at the University of Pretoria. Paper presented at the Executive Cutting Edge Outcomes Seminar, Cape Town, South Africa, 18-19 April.

Mostert, E. & Venter, L. (2007). Online education in veterinary tropical medicine: modules for CPD and MSc Programme: a case study. Paper presented at the 12<sup>th</sup> International Conference of the Association of Institutions for Tropical Veterinary Medicine, Montpellier, France, 20-22 August.

Nagel, L. & Blignaut, A.S. (2007). When is too little student participation in online classes too little? Paper presented at the Ninth Annual Conference on World Wide Web Applications, Johannesburg, South Africa, 5-7 September.

Pickworth, G.E., Blitz, J., Cameron, D. & Van Rooyen, M. (2007). Reciprocal peer teaching in a module in the Pretoria undergraduate medical curriculum. Paper presented at the Higher Education Learning and Teaching Association of South Africa (HELTASA), Bloemfontein, South Africa, 19-21 November.

Pretorius, G.J., Mostert, E. & De Bruyn, E. (2007). A local innovation: the development of a computer-based testing system. Paper presented at the Ninth Annual Conference on World Wide Web Applications, Johannesburg, South Africa, 5-7 September.

Scheepers, M.D., Jordaan, A.J.J. & Mostert, E. (2007). Analysis of three different models used to acquire three e-learning solutions at the same university. Paper presented at the 10<sup>th</sup> International Conference on Interactive Computer Aided Learning (ICL2007), Villach, Austria, 26-28 September.

Rammupudu, M.J. (2007). Student experiences of web-supported learning at the University of Pretoria. Paper presented at the Digital Scholarship Conference, University of Botswana, Gaborone, Botswana, 12-13 December.

Vilakazi, B.P. (2007). Digital scholarship and teaching practice: What is the reality in our schools? Paper presented at the Digital Scholarship Conference, University of Botswana, Gaborone, Botswana, 12-13 December 2007.

### Poster Presentations

Cameron, D., Blitz, J., Van Rooyen, M. & Pickworth, G.E. (2007). Reciprocal peer teaching. Poster presented at the South African Association of Health Educationalists (SAAHE), Cape Town, South Africa, 1-2 June.

Pickworth, G.E. (2007). Are personality characteristics related to academic success and could they be used as part of a selection procedure? Poster presented at the Association for Medical Education in Europe (AMEE), Trondheim, Norway, 25-29 August.

Haupt, S. (2007). Striving towards a world class education consultancy service@ UP. Poster presented at the Higher Education Learning and Teaching Association of South Africa (HELTASA), Bloemfontein, South Africa, 19-21 November.

### Workshops / Invited Lectures

Du Plessis, G.I. (2007). Joint HESA-HERDSA Workshop on Student Retention, Kempton Park, South Africa, 11 September.

Du Plessis, G.I. (2007). Teaching and Researching Higher Education. Centre for Higher Education, Stellenbosch, South Africa, 29-30 October.

Scheepers, M.D. (2007). eLearning strategies at the University of Pretoria, Vienna, Austria, 26-28 September.

### Research reports

Lemmens, J., Kriek, H., Barnard, S. & Du Plessis, G.I. (2007). Report: Feedback from Postgraduate Supervisors in Humanities. Department for Education Innovation, University of Pretoria.

Lemmens, J., Nagel, L., Kotzé, G., Du Plessis, G. I., Kriek, H. C., & Dube, M. (2007). Report: Faculty of Economic and Management Sciences: Student Learning Experience. Department for Education Innovation, University of Pretoria.

### Conferences Attended

Jordaan, A.J.J. & Scheepers, M.D. Gartner Symposium ITEXPO 2007. Cape Town, South Africa, 27-29 August 2007.

Jorissen, H.W., Mostert, E., Kotzé, G., Lotriet, M., Mtombeni, T.N. & Ndlovu, M.F. Higher Education Learning and Teaching Association of Southern Africa (HELTASA) Conference, Bloemfontein, South Africa, 19 - 21 November 2007.

### Visits to International / National Universities / Institutions

Drysdale, E. & Le Roux, I. Swiss Centre for Innovation Learning. St Gallen. Switzerland: Benchmarking.

Du Plessis, G.I. Centre for Higher and Adult Education (Prof E Bitzer), Stellenbosch University, Stellenbosch, South Africa, 31 October 2007. Benchmarking into higher education research units, practices, foci and affiliation.

Du Plessis, G.I. Centre for Higher Education Development (Dr Jeff Jawits), University of Cape Town, Cape Town, South Africa. Benchmarking into higher education research units, practices, foci and affiliation.

Du Plessis, G.I. Centre for Learning and teaching (Dr Brenda Leibowitz), Stellenbosch University, Stellenbosch, South Africa. Benchmarking into higher education research units, practices, foci and affiliation.

Du Plessis, G.I. Centre for Higher Education Studies and Development (Prof Annette Wilkinson), University of the Free State, Bloemfontein, South Africa. Benchmarking into Higher Education research units, practices, foci and affiliation.

Freysen, J.B. Johann Wolfgang Goethe University. Frankfurt. Germany: E-learning and education consultation.

Freysen, J.B. Fachhochschule Offenburg (Dr Markus Feißt and Prof Dr Andreas Christ). Offenburg. Germany: E- and mobile learning and creative services.

Kriek, H. Higher Education Access and Development Services (HEADS), Nelson Mandela Metropolitan University, Port Elizabeth, South Africa: Benchmarking.

Kriek, H. Centre for Teaching, Learning & Media (CTLM), Nelson Mandela Metropolitan University, Port Elizabeth, South Africa: Benchmarking.

Kriek, H. Education Technology, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa: Benchmarking.

Lemmens, J. Centre for Higher Education Studies, University of KwaZulu-Natal, KwaZulu-Natal, South Africa: Benchmarking of their R&D unit.

Lemmens, J. Quality Promotions and Assurance, University of KwaZulu-Natal, KwaZulu-Natal, South Africa: Benchmarking.

Scheepers, M.D. University of Vienna, Vienna, Austria: Benchmarking and lecture on UP.

### Visitors to TLEI

Allan, Ilunga M. Registrar, Study/exposure visit, Copperbelt University of Zambia, Zambia.

Chakulimba, Oswell. School of Educational Psychology, Sociology and Special Education, Study/exposure visit, University of Zambia, Zambia.

Chellah, Hilda K. Academic office: Registrar's Dept, Study/exposure visit, Copperbelt University of Zambia, Zambia.

Chiboola, Hector. Dean of Students, Study/exposure visit, University of Zambia, Zambia.

Chifwepa, Vitalicy. Directorate of Distance Education, Study/exposure visit, University of Zambia, Zambia.

El-Bedin, Mohamed. Visiting researcher, ISET-Rosso Institute, Mauritania.

El Ghaouth, Ahmeda. Director of projects, ISET-Rosso Institute, Mauritania.

Feinstein, David. Dean: School of Computer and Information Sciences, Accreditation for Dept Informatics, University of South Alabama, United States of America.

Fick, Johan. Dean of Engineering, Discussion on functions performed, North-West University, South Africa.

Gladysiewicz, Lech. Dean, Politechnika Wroclawska, Poland.

Hardygóra, Monika. Vice-Rector, Wroclaw University of Technology, Poland.

Imane, Bint Hamoni. Food Science, ISET-Rosso Institute, Mauritania.

Jones, Sarah. Centre for Financial and Management Studies, Business, University of London, United Kingdom.

Khunga, Bonny. IT Director, Study/exposure visit, Copperbelt University of Zambia, Zambia.

Kuné, Hans. Consultancy, Rijksuniversiteit Groningen, Netherlands.

Libati, Hastings M. School of Technology, Study/exposure visit, Copperbelt University of Zambia, Zambia.

Lowes, Mariëtte. Vice-Rector, Discussion on functions performed, North-West University, South Africa.

Madder, Maxime. Animal health, M-learning, Institute of Tropical Medicine, Belgium.

Martin, Chilufyak. Dean of students, Study/exposure visit, Copperbelt University of Zambia, Zambia.

Modipa, Kgaogelo. Business, Presidential National Commission on ISAD, South Africa.

Moshiyi, Noshipo. Business, Presidential National Commission on ISAD, South Africa.

Musi, Lucky. Business, Presidential National Commission on ISAD, South Africa.

Mutale, Felix. Computer Centre, Study/exposure visit, University of Zambia, Zambia.

Mweene, Sibeso. Academic office: Registrars Dept, Study/exposure visit, University of Zambia, Zambia.

Nesso, Harold. E-skills Institute, Information gathering, Dept. of Communications, South Africa.

Ritchie, Ella. Pro Vice-Chancellor (Learning and teaching), Information exposure, Newcastle University, United Kingdom.

Rizvi, Fazal. M.Ed programme, Study group to visit UP (17 people), University of Illinois (Urbana Champaign), USA.

Roads, Martyn. Assessment Tomorrow, United Kingdom.

Silander, Pasi. E-portfolios. Häme Polytechnic University of Applied Sciences, Finland.

Spice, Holly. Centre for Financial and Management Studies, Business, University of London, United Kingdom.

Van Niekerk, Marius. E-skills Institute, Information gathering, Dept. of Communications, South Africa.



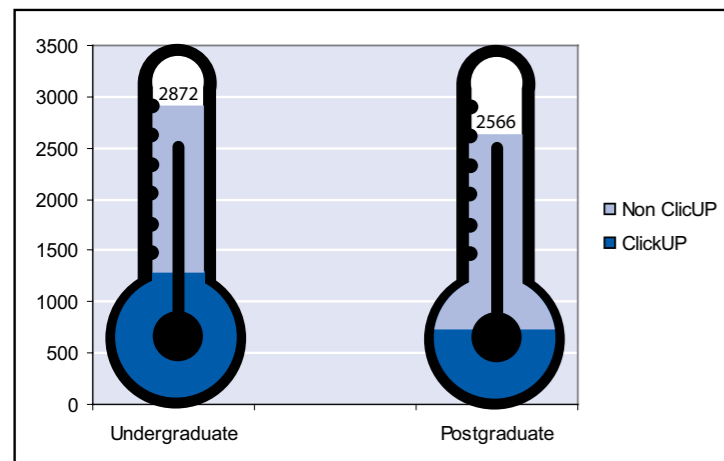


Course/Workshop	Times presented	Total participants
Education Induction	2	59
Education induction for junior lecturers		76
Education induction for tutors		186
Assessment workshop	3	42
Educational themes	4	49
Educational media	3	24
clickUP Basic and Intermediate	36	301
clickUP lunches	20	82
Facilitation of e-learning	2	22
Informal JIT e-learning sessions		139
Academic skills development for students	3	105

### Modules in clickUP

	2003	2004	2005	2006	2007
Undergraduate UP modules:	391	847	1036	1351	1292*
Postgraduate UP modules:	675	754	874	1086	727*
CE at UP courses:	5	21	30	40	8
Number of students with access to clickUP:	21 200	26 576	30 201	31572	30 574
Number of personnel with access to clickUP:	802	987	726	938	1 039
Number of departments involved:	86	95	115	106	120

\* The proportions of all UP undergraduate (UG) and postgraduate (PG) modules which are supported by clickUP components are shown in the figure (the total number of modules is the total number *with registrations*, extracted from the BIRAP database in April 2008, namely UG=2872 and PG=2566):



### Computer-based Testing (CBT)

	2004	2005	2006	2007	
Number of tests created	Main Campus CBT	173	178	104	93
	Main Campus CIL			14	16
	Health Sciences	137	196	202	411
	Onderstepoort	25	22	27	36
	Groenkloof			28	29
	Mamelodi			8	15
	clickUP tests**		147	100	1 307
	<b>Total</b>	<b>335</b>	<b>543</b>	<b>483</b>	<b>1 907</b>
Tests completed by students	Main Campus CBT	109 792	83 670	35 728	26485
	Main Campus CIL			37 380	28110
	Health Sciences	13 769	22 388	27 488	31582
	Onderstepoort	2 207	1 906	1 559	2665
	Groenkloof			7 549	9917
	Mamelodi			3 608	4031
	clickUP tests**		41 879	47 893	104561
	<b>Total</b>	<b>125 768</b>	<b>149 843</b>	<b>161 205</b>	<b>207351</b>
Number of departments / groups	Main Campus CBT	33	30	22	
	Health Sciences	18	22	27	
	Onderstepoort	5	7	7	
	Groenkloof			7	
	Mamelodi			3	
	clickUP tests**		15	15	
	<b>Total</b>	<b>56</b>	<b>74</b>	<b>81</b>	

\*\* includes self assessment

### Multimedia Projects – Completed in 2007

Department	Title	Project Leader	Instructional Designer
Family Medicine	Chronic Diseases	Prof J Blitz and Dr T Kluys	Hannelie Untiedt
Radiography	Radiographic Image Quality	Ms Y Hartzler	Hannelie Untiedt
Arts, Language and Human Movement Studies Education	Classroom Literacies	Dr R Evans	Dr L Nagel



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