Faculty of Economic and Management Sciences
Fakulteit Ekonomiese en Bestuurswetenskappe

A TEACHING AND LEARNING MANAGER? – WHAT EXACTLY DO YOU DO?

Liezel Massyn
Teaching and Learning Manager:
Faculty of Economic and Management Sciences
massynl.ekw@ufs.ac.za

I never made "who's who" but I am featured in "what's that".
(Seabrook, 2004)

CHANGING HE ENVIRONMENT

- Armstrong (1997) – World-wide revolution in higher education

- Changes include:
  - Increase in participation rate
  - Diverse student population
  - Changes in funding
  - Changes in learning setting
  - Change in programme design
  - Influence of technology (Fleming *et al.* 2004)

- Impact on the role of the academic:
  - Move from academic autonomy to **accountability** (Middlehurst & Kennie, 1997)

CHALLENGES OF LECTURERS WITH REGARD TO CHANGES IN HE

- Searching **for alternative ways** to deal with higher participation rate.
- How can I use **new technologies** to assist me with the current workload?
- How can I better **support** the students?
- How do I incorporate **diversity** in my classes?
- I am not sure what is meant with all the new **terminology**?
- How do I ensure students are **relevant for the workplace**?

DEMANDS ON UFS LECTURERS

- **Increase in participation rate**
  - Increase in assessor duties
  - Increase on lecturing time (repeat classes)
  - Increase in consultation time with students

- **Diverse student population**
  - Parallel medium instruction
  - Duplication of material in various languages
  - Difficulty in preparing materials to include diversity

- **Changes in funding**
  - More pressure on through-put rates

DEMANDS ON UFS LECTURERS

- **Changes in learning settings**
  - From f2f to e-learning
  - Adapting to Gen Y – use of technology in classroom
  - Rethinking old ways (making notes available)

- **Change in programme design**
  - Pressure on rewriting study material
  - Understanding and applying new programme approach

- **Influence of technology**
  - Mastering online learning,
  - Material development in online environment
  - Computer literacy

NEEDS IN THE FACULTY

- **Faculty management** identified the need to have a dedicated higher education specialist that could support them with:
  - Understanding the **terminology** used in policy documents
  - Analysing and interpreting **policy documents** in the context of the faculty
  - Improving the **quality of teaching and learning** in the faculty
  - Looking at alternative ways to address the **increase in student numbers**
  - **Innovation** in teaching and learning
  - Support to staff members on an **individual basis**
  - **Academic staff development**
- Appointment in Dean's Office
- Reporting relationship: To dean of faculty

TRADITIONAL VIEW OF ACADEMIC STAFF DEVELOPMENT AMONGST LECTURERS

- Can't teach an old dog new tricks! (that's an insult even to an old dog!!!)
- Just follow the role model that you had at university – you will learn how to use an overhead projector or to write on a blackboard!
- Time waster (better spend the time on research)
- Something new lecturers or younger lecturers have to attend
- Academic staff development activities are aimed at the whole university – not specific enough to my discipline (too generic, not applicable in my discipline)
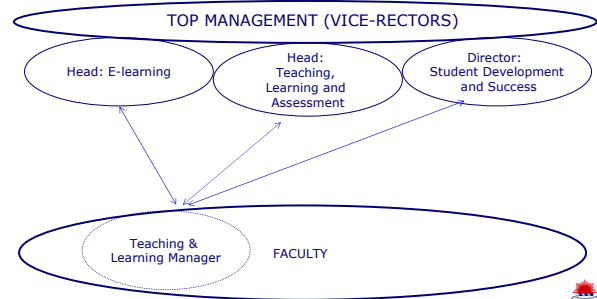
STAFF DEVELOPMENT AT UFS

- Centralised unit as part of a centre on campus

- Few staff members supporting all academics from various disciplines

- Capacity problems

ACADEMIC STAFF DEVELOPMENT CURRENTLY AT UFS

TOP MANAGEMENT (VICE-RECTORS)

Head: E-learning

Head: Teaching, Learning and Assessment

Director: Student Development and Success

Teaching & Learning Manager   FACULTY

DUTIES AND RESPONSIBILITIES

- **Assist dean and programme directors all issues related to teaching and learning:**
  - Implementation of policies (DoE and Institutional) on faculty level
  - Faculty regulations
  - Programme development
  - Redesign of current curricula
  - Issues related to assessment
  - Results of throughput and student evaluations of lecturers – comparable format

DUTIES AND RESPONSIBILITIES

- **Heads of departments**
  - Supporting lecturers with low throughput and student evaluations
  - Implementation and monitoring of pilot projects

- **Lecturers**
  - Workshops
  - Individual support with study guides, difficult situations in class, developing a teaching strategy, support with compiling assessments

- **Tutors and markers**
  - Training

DUTIES AND RESPONSIBILITIES

- **Other duties**
  - Chairperson of faculty Teaching & Learning Committee
  - Communication with mark co-ordinators
  - Representing the faculty on institutional committees:
    - Teaching and Learning Committee
    - Programme committee
    - Teaching and Learning Managers Committee
    - Access committee
  - Identifying new technology that could enhance teaching and learning
  - Piloting and monitoring of projects

Thank you!

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