Telematic Learning and Education Innovation

Shaping the future

2005

Compiled & Edited by: Jill Fresen
Design & Layout: Hettie Mans
Photographer: Melita Moloney

Contact Details
Department of Telematic Learning and Education Innovation
Information Technology (IT) Building Room 3-58
Lynnwood Road, Pretoria
0002, South Africa

Tel: +27 (0)12 420 2678
Fax: +27 (0)12 420 4054
E-mail: telehelp@up.ac.za
www.up.ac.za/telematic
Publication date: 1 June 2006
The strategic drivers directing the Department of Telematic Learning and Education Innovation (TLEI) comprise a focus on education, quality, international competitiveness and innovation. The vision, mission, strategic foci and strategic objectives therefore stem from these incentives.

**Vision**

Education excellence at the University of Pretoria (UP).

**Mission**

Inspiring the innovation generation:

1. To play a leading role with regard to education excellence (both TLEI and UP). This means that TLEI contributes towards:
   - enhancing the effectiveness and efficiency of curriculum development, assessment and learning facilitation activities in faculties;
   - ensuring that the University’s policy documents promote excellent education; and
   - guiding senior decision makers accordingly.
2. To develop a leading-edge position in South Africa with regard to the application of information and communication technology in education. This includes continuous adjustment and renewal of e-learning systems, education technology and new media.
3. To support undergraduate modules at UP by means of appropriate information and communication technology. This includes support in a variety of information and communication technology (for example assessment, multimedia, administrative support, simulations, process models, etc.)
4. To make all taught postgraduate programmes available to students on the Web.
5. To apply appropriate e-learning systems (e.g. IP conference, m-learning, synchronous web software) successfully in applicable environments.
6. To implement and integrate WebCT Vista successfully with UP systems. To establish, by means of effective change management, the use and acceptance at UP of WebCT Vista and the systems with which it will be integrated.
7. To encourage UP personnel to follow relevant courses offered by TLEI in e.g. education induction, assessment, learning facilitation and e-learning facilitation, curriculum, web-supported teaching, e-administration.
8. To provide appropriate education technology in teaching venues, together with adequate maintenance and effective support.
9. To provide quality support to off-campus students: tutor services, examination services and logistical services. To investigate the possible centralisation of examination services at UP.
10. To streamline and optimise support infrastructures to enable faculties to reduce attrition rates and increase graduation rates, taking into account specific circumstances in faculties while maintaining standards.
11. To promote the strategic positioning of TLEI through the optimisation of the Department, its services and strategic values. This includes the propagation of our impact, alignment; etc.
12. To effect ongoing organisational and system development within TLEI. This includes internal quality assurance.
13. To create a work environment in which the human resources of TLEI are able to work effectively, to out-perform and to develop holistically in their career paths.
14. To extend the diversity within TLEI and achieve diversity objectives for 2006 - 2009.
15. To support strategic international initiatives in respect of consultation and training in education innovation, with special attention to Africa.
16. To continuously set the foundations and renew the functioning of TLEI by means of purposeful action research that keeps abreast with the latest international developments and trends.
17. To optimise study success at UP.

**Support Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Telephone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEDIBE M N [Martha]</td>
<td>Assistant</td>
<td>+27 12 420 3807</td>
<td><a href="mailto:stanley.phofedi@up.ac.za">stanley.phofedi@up.ac.za</a></td>
</tr>
<tr>
<td>PHOFEDI SD [Stanley]</td>
<td>Special Worker</td>
<td>+27 12 420 4747</td>
<td></td>
</tr>
<tr>
<td>ZULU M (Mavis)</td>
<td>Special Worker</td>
<td>+27 12 529 8097</td>
<td></td>
</tr>
</tbody>
</table>

**Student Assistants**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>EBRAHIM S [Mr]</td>
<td>Student Asst R&amp;D</td>
</tr>
<tr>
<td>MAGIDI V [Mr]</td>
<td>Education Technology Assistant</td>
</tr>
<tr>
<td>PHALANE JM [Mr]</td>
<td>Education Technology Assistant</td>
</tr>
<tr>
<td>TSHIHATU MW [Mr]</td>
<td>Education Technology Assistant</td>
</tr>
</tbody>
</table>

Note: The above strategic objectives are pursued in addition to the normal support services activities of TLEI, such as education consultation, instructional design, graphic, photographic, video, off-campus services, rental services and other regular services.
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## Education Technology

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Telephone</th>
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</tr>
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<tbody>
<tr>
<td>DU PISANI L A [Almero]</td>
<td>Head: Educational Technology</td>
<td>+27 12 420 3779</td>
<td><a href="mailto:almero.dupisani@up.ac.za">almero.dupisani@up.ac.za</a></td>
</tr>
<tr>
<td>FREYSEN J B [Johan]</td>
<td>Chief Education Consultant</td>
<td>+27 12 420 4625</td>
<td><a href="mailto:johan.freysem@up.ac.za">johan.freysem@up.ac.za</a></td>
</tr>
<tr>
<td>GREYLING W [Wille]</td>
<td>Technical officer</td>
<td>+27 12 420 4029</td>
<td><a href="mailto:willie.greyling@up.ac.za">willie.greyling@up.ac.za</a></td>
</tr>
<tr>
<td>HENDRICKS A C C [André]</td>
<td>Manager: Contractors</td>
<td>+27 12 420 5260</td>
<td><a href="mailto:andre.hendricks@up.ac.za">andre.hendricks@up.ac.za</a></td>
</tr>
<tr>
<td>MABOEA S S [Samuel]</td>
<td>Assistant: A/V equipment</td>
<td>+27 12 420 4288</td>
<td></td>
</tr>
<tr>
<td>MAREMA J [Jacob]</td>
<td>Technical ass-Mamelodi campus</td>
<td>+27 12 842354</td>
<td></td>
</tr>
<tr>
<td>RALIPHADA P L [Lance]</td>
<td>Electronic Technician</td>
<td>+27 12 420 4446</td>
<td><a href="mailto:lancel.raliphada@up.ac.za">lancel.raliphada@up.ac.za</a></td>
</tr>
<tr>
<td>SELOANE N [Nicholas]</td>
<td>Supervisor: Loan section</td>
<td>+27 12 354 2392</td>
<td></td>
</tr>
<tr>
<td>TSIANE L R [Robert]</td>
<td>Supervisor: Loan Section</td>
<td>+27 12 420 2650</td>
<td><a href="mailto:ltsiane@up.ac.za">ltsiane@up.ac.za</a></td>
</tr>
<tr>
<td>VAN DER MERWE J H [Hennie]</td>
<td>Studio manager: ITE</td>
<td>+27 12 420 3722</td>
<td><a href="mailto:hennie.vandermerwe@up.ac.za">hennie.vandermerwe@up.ac.za</a></td>
</tr>
<tr>
<td>VERSTER M A [Adri]</td>
<td>One stop service</td>
<td>+27 12 420 2898</td>
<td><a href="mailto:adri.venter@up.ac.za">adri.venter@up.ac.za</a></td>
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## Graphic, Photographic and Video Services

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<th>Name</th>
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</tr>
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<tbody>
<tr>
<td>DANNHEIMER S [Sigi]</td>
<td>Srn Graphic Artist</td>
<td>+27 12 354 2395</td>
<td><a href="mailto:sigi.dannheim@up.ac.za">sigi.dannheim@up.ac.za</a></td>
</tr>
<tr>
<td>DU PLESSIS A F [André]</td>
<td>Video Producer</td>
<td>+27 12 420 4031</td>
<td><a href="mailto:andre.dupless@up.ac.za">andre.dupless@up.ac.za</a></td>
</tr>
<tr>
<td>HEFER R [Rika]</td>
<td>Section Head: Graphics</td>
<td>+27 12 354 2395</td>
<td><a href="mailto:rika.hefeer@up.ac.za">rika.hefeer@up.ac.za</a></td>
</tr>
<tr>
<td>MAYHEW E [Estelle]</td>
<td>Specials Graphic Artist</td>
<td>+27 12 529 8097</td>
<td><a href="mailto:estelle.mayhew@up.ac.za">estelle.mayhew@up.ac.za</a></td>
</tr>
<tr>
<td>MOLONEY M L [Melita]</td>
<td>Srn Photographer</td>
<td>+27 12 420 2651</td>
<td><a href="mailto:melita.moloney@up.ac.za">melita.moloney@up.ac.za</a></td>
</tr>
<tr>
<td>POND S J [Stephanie]</td>
<td>Video Director</td>
<td>+27 12 420 2270</td>
<td><a href="mailto:steph.pond@up.ac.za">steph.pond@up.ac.za</a></td>
</tr>
<tr>
<td>REYBURN DB [Duncan]</td>
<td>Graphic Artist</td>
<td>+27 12 529 8097</td>
<td><a href="mailto:duncan.reyburn@up.ac.za">duncan.reyburn@up.ac.za</a></td>
</tr>
<tr>
<td>VAN BLERK H [Hannalie]</td>
<td>Graphic Artist</td>
<td>+27 12 354 2395</td>
<td>hannalie.vander <a href="mailto:MERWE@up.ac.za">MERWE@up.ac.za</a></td>
</tr>
<tr>
<td>VAN DYK A [Anton]</td>
<td>Video Producer</td>
<td>+27 12 354 1575</td>
<td><a href="mailto:anton.vandyk@up.ac.za">anton.vandyk@up.ac.za</a></td>
</tr>
<tr>
<td>VAN SCHALKWYK E [Estelle]</td>
<td>Srn Graphic Artist</td>
<td>+27 12 420 4264</td>
<td>estelle.van <a href="mailto:schalkwyk@up.ac.za">schalkwyk@up.ac.za</a></td>
</tr>
<tr>
<td>VERMEULEN C A [Charmaine]</td>
<td>Srn Photographer</td>
<td>+27 12 529 8062</td>
<td><a href="mailto:charraine.vermeulen@up.ac.za">charraine.vermeulen@up.ac.za</a></td>
</tr>
<tr>
<td>WILKER S D [Sharon]</td>
<td>DTP and Graphic artist</td>
<td>+27 12 420 3826</td>
<td><a href="mailto:sharon.wilker@up.ac.za">sharon.wilker@up.ac.za</a></td>
</tr>
<tr>
<td>ZIMMERMANN K D [Kim]</td>
<td>Head: Graphic Specialist</td>
<td>+27 12 420 3932</td>
<td><a href="mailto:kim.zimmermann@up.ac.za">kim.zimmermann@up.ac.za</a></td>
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## Logistics, Off-campus Support and Partnerships

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</tr>
</thead>
<tbody>
<tr>
<td>JORISSEN H W Dr [Willem]</td>
<td>Head: Logistics and Partnerships</td>
<td>+27 12 420 2568</td>
<td><a href="mailto:willem.jorissen@up.ac.za">willem.jorissen@up.ac.za</a></td>
</tr>
<tr>
<td>BOTES M W [Ina]</td>
<td>Admin Assistant</td>
<td>+27 13 690 2325</td>
<td><a href="mailto:ina.botes@up.ac.za">ina.botes@up.ac.za</a></td>
</tr>
<tr>
<td>HOLWORTHY L [Lilith]</td>
<td>Srn Admin Officer</td>
<td>+27 12 420 2678</td>
<td>lilith.holworth@<a href="mailto:yahoo@up.ac.za">yahoo@up.ac.za</a></td>
</tr>
<tr>
<td>SIEBERT F [Francis]</td>
<td>Admin Assistant</td>
<td>+27 12 420 4431</td>
<td><a href="mailto:francis.siebert@up.ac.za">francis.siebert@up.ac.za</a></td>
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Telematic Learning and Education Innovation

The first sentence of Collins’ process of becoming great. “The enemy of great” (Collins:1).

When writing an annual review for 2005, it introduced us to the book “Good to Great” by Jim Collins. The first sentence in this book is “Good is the enemy of great” (Collins:1).

This is not the place to contemplate definitions of ‘good’ and ‘great’, nor the process of becoming great. However when writing an annual review for 2005, it is important to reflect on the good and the great in our department. As is applicable to a general review, I will concentrate on the highlights of 2005 and then contemplate a few challenges that lie ahead.

Educational consultancy provides designated support to all categories of teaching staff in promoting best practices in teaching, learning and assessment. Numerous training courses were conducted in 2005: Education Induction Programme, Training Junior staff members, Assessment Workshops and Tutor Training. Supporting academic staff members with respect to learning materials (e.g. the revision of study guides), assessment opportunities and instruments has been a high priority. The assessment policy of the University of Pretoria was addressed in 2005 by developing a conceptual framework and a set of 12 principles for good assessment. It is sincerely hoped that the university community accepts these 12 principles and puts them to good use in reviewing current assessment strategies.

Simultaneously work began on developing principles of teaching excellence underpinning our educational practice in line with the principles of scholarly teaching. These principles could serve as points of departure for excellent educational practice at the University of Pretoria.

The initial preparation and planning for the implementation of an upgraded learning management system, WebCT Vista, has been a major event in the Department. In order to avoid brand names, the upgraded system has since been named the “clickUP system”, implying that it presents an opportunity to “clickUP one’s teaching practice at UP”. A number of academic staff will participate in the two pilot phases scheduled for January and July 2006.

Full implementation of all the upgraded first semester courses is planned for January 2007, with second semester courses to be converted by July 2007. I find it heartening that all faculties are in some or other way paying increasing attention to education innovation. It is important that we learn from and support each other. For that reason innovation committees in the faculties meet regularly and with TLEI’s support, are developing their own education innovation plans.

Another positive development during 2005 was the fact that TLEI is now involved much earlier in the institutional process for the accreditation of new academic programmes. This means that the design of such programmes can benefit from the start from expert educational input.

Online learning via the Internet is one of the delivery modes used, where appropriate, in a flexible learning mode. The numbers of undergraduate, postgraduate and courses for continuing education are increasing year by year. In 2005 the total number of courses in WebCT was 2400. In addition, over the last nine years the E-education team has contributed much earlier in the institutional process for the accreditation of new academic programmes. This means that the design of such programmes can benefit from the start from expert educational input.

In 2005 the total number of courses in WebCT was 2400. In 2005 the total number of courses in WebCT was 2400. In 2005 the total number of courses in WebCT was 2400. In 2005 the total number of courses in WebCT was 2400.

Educational Support Team: Education, Humanities, Law and Theology

Educational Support Team: Engineering, the Built Environment & Information Technology, Natural & Agricultural Sciences, Economic and Management Sciences and Graduate School of Management

TLEI-Staff 2005

TLEI Executive Team

Operational Office

Research and Development

Educational Support Team: Education, Humanities, Law and Theology

Educational Support Team: Engineering, the Built Environment & Information Technology, Natural & Agricultural Sciences, Economic and Management Sciences and Graduate School of Management

Name | Position | Telephone | E-mail
--- | --- | --- | ---
BOON J A Prof | Director | +27 12 420 4112 | hans.boon@up.ac.za
KRUGER K | Secretary | +27 12 420 2080 | karen.kruger@up.ac.za
BROWN T H Dr | Deputy Director | +27 12 420 3884 | tom.brown@up.ac.za
JACOBS L | Secretary | +27 12 420 3466 | laetitia.jacobs@up.ac.za
LE ROUX I | Deputy Director | +27 12 420 3664 | irene.leroux@up.ac.za
VICTOR D | Secretary | +27 12 420 2681 | dorette.victor@up.ac.za

Name | Position | Telephone | E-mail
--- | --- | --- | ---
DE WAAL H E | Snr Administrative Officer | +27 12 420 3869 | elize.dewaal@up.ac.za
McCABE L M | Administrative Officer | +27 12 420 2564 | magda.mccabe@up.ac.za

Name | Position | Telephone | E-mail
--- | --- | --- | ---
DU PLESSIS G I Dr | Specialist: Action R&D | +27 12 420 3323 | gerhard.duplessis@up.ac.za
BORNMAN J | Snr Administrative Control Officer | +27 12 420 3787 | jbornman@up.ac.za

Name | Position | Telephone | E-mail
--- | --- | --- | ---
JORISSEN HW Dr | Head: E-learning and Education Consultation | +27 12 420 2568 | willem.jorissen@up.ac.za
FRESEN J | Project Manager | +27 12 420 4626 | jill.fresen@up.ac.za
GOSSMANN C | Education Consultant | +27 12 420 5176 | carol.gossmann@up.ac.za
LOTRIET M | Snr Education Consultant | +27 12 420 4748 | marena.lotriet@up.ac.za
NDLOVU F | Education Consultant | +27 12 420 5177 | faith.ndlovu@up.ac.za
RAMMUPUDU J | Instructional designer | +27 12 420 4377 | jaqueline.rammupud@up.ac.za
VENTER L | Instructional designer | +27 12 420 2131 | liana.venter@up.ac.za
VOLSCHEK N | Snr Education Consultant | +27 12 420 3621 | gail.volschenk@up.ac.za

Name | Position | Telephone | E-mail
--- | --- | --- | ---
HAUPT S | Snr Administrative Control Officer | +27 12 420 4285 | sanet.haupt@up.ac.za
DELPORT R Dr | Education Consultant | +27 12 420 3500 | rhena.delport@up.ac.za
DRIEDALE E | Instructional designer | +27 12 345 6364 | estelle.driedale@up.ac.za
HICKS M | Web Designer | +27 12 420 4121 | marietha.hicks@up.ac.za
JACOBS G | Instructional designer | +27 12 420 4378 | gretchen.jacobs@up.ac.za
JORDAAN A J | Project Manager | +27 12 420 3721 | dolf.jordaan@up.ac.za
MARX A | Instructional designer | +27 12 420 4121 | alberta.marx@up.ac.za
NAIDOO A | Education Consultant | +27 12 420 3768 | ane.naidoo@up.ac.za
PRETORIUS G | Instructional designer | +27 12 420 4301 | gaby.pretorius@up.ac.za
SLABBERT J | Instructional designer | +27 12 420 3825 | johan.slabbert@up.ac.za
STEYN A B Dr | Chief Education Consultant | +27 12 420 3870 | dolf.steyn@up.ac.za

Name | Position | Telephone | E-mail
--- | --- | --- | ---
NAME | Position | Telephone | E-mail
--- | --- | --- | ---
Tests completed by students

<table>
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<th>Department</th>
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<td>109 792</td>
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<td>Health Sciences</td>
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<td>Onderstepoort</td>
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<tr>
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Number of tests created

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### Multimedia Projects Completed in 2005

<table>
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<tr>
<th>Department</th>
<th>Title</th>
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<th>Instructional Designer</th>
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<tbody>
<tr>
<td>1. TLEI</td>
<td>Student CD-ROM – 2006 version</td>
<td>Dr J Fresen</td>
<td>Johan Slabbert, Liana Venter</td>
</tr>
<tr>
<td>2. Occupational Therapy</td>
<td>Hand Therapy Tutor</td>
<td>Ms C van Velze</td>
<td>Detken Scheepers</td>
</tr>
<tr>
<td>3. School of Dentistry</td>
<td>Maxillo Facial Pathology</td>
<td>Prof WFP van Heerden</td>
<td>Magdaleen Kotze</td>
</tr>
<tr>
<td>4. Veterinary Tropical Diseases</td>
<td>Selected Infectious Diseases: Cattle Prof JAW Coetzer</td>
<td>Linda Venter, Dr El-Marie Mostert</td>
<td></td>
</tr>
<tr>
<td>5. Veterinary Tropical Diseases</td>
<td>Selected Infectious Diseases: Companion animals Prof JAW Coetzer, Prof M van Vuuren</td>
<td>Linda Venter, Dr El-Marie Mostert</td>
<td></td>
</tr>
<tr>
<td>6. Veterinary Tropical Diseases</td>
<td>Selected Infectious Diseases: Wildlife Prof JAW Coetzer, Prof Joop Boomker</td>
<td>Linda Venter, Dr El-Marie Mostert</td>
<td></td>
</tr>
<tr>
<td>7. Veterinary Tropical Diseases</td>
<td>Helminth Infections: Ruminants Prof JAW Coetzer, Prof Joop Boomker</td>
<td>Linda Venter, Dr El-Marie Mostert</td>
<td></td>
</tr>
<tr>
<td>8. Veterinary Tropical Diseases</td>
<td>Tick-borne Diseases: Ruminants Prof JAW Coetzer, Prof BL Penzhorn</td>
<td>Linda Venter, Dr El-Marie Mostert</td>
<td></td>
</tr>
<tr>
<td>9. Legal History</td>
<td>Historical Foundations of South African Private Law</td>
<td>Prof P Thomas</td>
<td>Johan Slabbert</td>
</tr>
<tr>
<td>10. Physiology</td>
<td>A virtual guide to fitness and performance in tennis Dr PJ du Toit</td>
<td>Outside contractors</td>
<td></td>
</tr>
<tr>
<td>11. Family Medicine</td>
<td>6 modules completed</td>
<td>Prof J. Blitz-Lindeque</td>
<td>Erika de Bruyn, Magdaleen Kotze, Hannele Untiedt</td>
</tr>
<tr>
<td>12. Paediatrics</td>
<td>The Normal Child</td>
<td>Prof M Kruger</td>
<td>Anne Streher</td>
</tr>
</tbody>
</table>
The creation of resource-rich and flexible learning environments...

The University of Pretoria (UP) has embraced the new information era and the use of technology for electronic learning in a holistic way. Its infrastructure is modern and sophisticated and it has developed substantial expertise in flexible learning and education innovation.

Extensive educational support services are provided to academic staff members to assist with improving teaching methodologies and strategies: striving towards best practice in terms of curriculum development, learning facilitation and assessment.

UP’s educational model incorporates the flexible needs of learners, making the student the central focus in the design and development of learning opportunities. International trends in education innovation are taken into account whilst simultaneously addressing the unique needs of a developing country through appropriate technology-enhanced delivery systems.

The focus is shifting from teaching and the transfer of knowledge, to learning and the facilitation of learning processes, supported by appropriate educational information and communications technology (ICT). Conventional contact tuition is the dominant mode of instruction for our full-time residential learners, while effective use is made of new ICTs to enhance teaching and learning within a flexible learning and resource-rich environment. For some students, particularly mature students not able to be on campus full-time, the notion of lifelong learning compels us to provide mixed delivery systems for some postgraduate programmes. Traditional distance education is provided within three niche programmes in the Faculty of Education.

In a flexible learning environment the lecturer is no longer the single source of information. Multiple educational resources are developed to provide a resource-rich learning environment. Electronic education is offered through the skillful and appropriate integration of various ICTs, including the worldwide web (WWW), interactive multimedia, computer-assisted testing and assessment, video conferencing and various other visual and audio productions. Modern educational technology is provided in classrooms and other learning spaces to enhance contact teaching and learning experiences.

Training provided 2005

<table>
<thead>
<tr>
<th>Course/Workshop</th>
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<tbody>
<tr>
<td>WebCT High Impact</td>
<td>10</td>
<td>81</td>
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Visitors to TLEI!

Ashworth, N. F5 Consulting, United Kingdom.
Cascavale, R. WebCT Inc., Senior Director of Sales Engineering
Collins, T. WebCT Inc., Director EMEA.
Cornforth, J. Tier 2 Consulting, United Kingdom.
Dagada, R. University of South Africa, Pretoria, South Africa.
Dark, P. WebCT Inc., United Kingdom.
Gaskell, A. Open University, United Kingdom.
Gregson, J. Programme Director: Development and Operations. Distance Learning Programme, Imperial College, London.
Jones, D. WebCT Inc., Product specialist.
Hay, M. University of Maasstrict, Netherlands.
Hoogsteder, A. Erasmus University, Netherlands.
Kinuthia, W. Georgia State University, United States.
Lambropoulos, S. University of Johannesburg, South Africa.
Man, O. Tier 2 Consulting, United Kingdom.
Mill, Roger. International Research Foundation for Open Learning, United Kingdom / International.
Mujinda, PB. Makere University, Uganda.
O’Brien, J. WebCT Inc., Director: European Services.
Olal-Odur, A. Makere University, Uganda.
Olal-Odur, F. Department of Distance Education, Makere University, Uganda.
Prince, C. University of Johannesburg, South Africa.
Spee, O. Open University of the Netherlands, Netherlands.
Spirer, C. WebCT Inc., Texas, United States.
Stoyak, V. WebCT, Vancouver, Canada.
Tedre, Matti. Department of Computer Science, University of Joensuu, Finland.
Van der Merwe, A. Eiffel Corporation, Cape Town, South Africa.
Van der Merwe, G. Eiffel Corporation, Cape Town, South Africa.
Van Wageningen, G. University of Stellenbosch, South Africa.
Van Zyl, F. University of Johannesburg, South Africa.
Vorster, M. University of Stellenbosch, South Africa.

Visitors to TLEI!

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Principles of Teaching Excellence Underpinning our Educational Practice...

Through continuous R&D on teaching and learning, outdated practices are reversed and leading best practices become the norm through diffusion and adoption at strategic, functional and operational levels for both residential and distance education offerings. Teaching activities at UP are aimed at the facilitation of student learning, within and outside the context of the classroom.

The University of Pretoria, in the spirit of Ernest Boyer, views its teaching responsibility as a scholarship amongst other scholarships (scholarship of discovery and integration – research, scholarship of application – community service). Scholarly teaching “…both educates and entices future scholars” (Boyer, 1990: 23).

According to Boyer, lecturers engaged in a scholarly teaching enterprise:

- must be thoroughly knowledgeable in their given field;
- pursue clear teaching goals and employ appropriate methods;
- are informed by educational theories and best practices;
- are adequately prepared and facilitate effective delivery;
- require significant results and render effective critique;
- reflect on their teaching and continuously improve on it.

In line with the principles of scholarly teaching, and based on scientifically founded education principles and processes, teaching at UP strives to:

1. Connect to learning: Teaching promotes and nurtures a culture of learning. The aim of teaching is to make student learning ‘happen’ and to make this process transparent (learning-centred approach).

2. Extend knowledge: Teaching is aimed at enriching its academic programmes with international, national and local perspectives through the realisation of:

- set discipline-specific knowledge, skills and attitudes e.g. learn concepts and theories of discipline, develop skills in using materials, tools and/or technology central to the discipline, learn to understand perspectives and values of the discipline, learn to evaluate methods, techniques and materials of the discipline.
- generic learning outcomes: academic discourse and literacy skills, such as numeracy skills, scholarly language, speaking skills, writing skills, critical thinking, problem solving, information handling and computer literacy skills, graduate attributes.

3. Nurture complexity (deep knowledge): Promote the use of higher order thinking skills e.g. the ability to apply principles and generalisations to new problems and situations (transfer of learning), develop analytical skills, problem solving skills, think creatively, think holistically, develop intellectual and cultural curiosity, to critically challenge assumptions and embrace new thinking.

4. Build connections between knowledge: Facilitate the construction of meaning, promote understanding, and connect theory and practice.

5. Invite engagement: Encourage interaction between students and lecturer, amongst students, and between students and learning material and promote active and collaborative learning that makes provision for continual feedback.

6. Transform learning and inspire change: Learning is a qualitative change in a person’s view of reality; it involves conceptual change.

7. Be challenging: Teaching practices should prompt students to critically question their existing knowledge, skills and beliefs; challenging learners to excel.

8. Be constantly reflective: Afford students opportunities to critically reflect on what they have learnt, what impact it has had on their perspectives and how it should influence their future behaviour. Deep reflection leads to transformative learning and meta-cognitive awareness.

9. Provide appropriate academic and administrative support:

- Teaching practices are characterised by a variety of teaching strategies, methods and approaches which establish learning environments that support learning;
- Teaching practices which include quality facilitation of learning by lecturers, tutors and teaching assistants, academic information services, administrative services, and properly developed outcomes-based study material.

10. Respect diversity: Teaching acknowledges diverse values, beliefs, talents, backgrounds, varying learning approaches and needs (including special needs and disabilities), and educational experiences.

11. Create empowering learning environments: Teaching practices are informed by educational theories and best practices, lead to authentic learning experiences that encourage students to become motivated, autonomous learners with a life-long, self-directed disposition towards learning.

Our Commitment to Education Innovation...

The Department of Telematic Learning and Education Innovation is committed to the delivery of services, products and systems that embrace the principles of:

- fitness for purpose;
- client satisfaction;
- cost effectiveness;
- defined standards;
- negotiated time frames and continuous improvement of the Department’s processes and functions.
The activities of the Education Consultants include:

- Supporting groups and individual lecturers with the planning and development of (amongst others) learning opportunities, learning materials, curricula, assessment opportunities and assessment instruments;
- 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 focus on their study guides as the fulcrum of their teaching, learning and assessment practice;
- Providing educational input and support at relevant forums, such as the programme committee, the education innovation committee 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 in faculties;
- 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 the needs of students with special needs/disabilities;
- Addressing concerns and needs of lecturers in collaboration with the Disability Unit.

Education Induction Programme

The Department offers regular education induction programmes to newly appointed lecturers. The introductory week-long course introduces participants to the theory and skills relating to teaching responsibilities in higher education and is aligned with the National Standards for Higher Education. Apart from this introductory week, various follow-up activities form part of the complete programme. The induction programme was presented three times during 2005 and was attended by 84 lecturers in total.

Training of Junior Staff Members

Education consultants provide training and support within faculties to prepare junior staff for their responsibilities as learning facilitators. These workshops include amongst others:

- Invited guest lecture at the Open University, Milton Keynes, UK, 15 September 2005.
- Online guest lecture series on project management in e-learning and distance education in the module: Training and learning with multimedia of the Online Masters in Distance Education of the Universities of Maryland (USA) and Oldenburg (Germany), 17-24 November 2005.
- Steering Committee and Program Committee of mLearn 2005, the 4th international world conference on mobile learning, Cape Town, South Africa, 25 – 28 October.

International Guest Lectures

Brown, TH. (2005). Issues for m-learning research. Invited guest lecture at the University of Tel Aviv, Tel Aviv, Israel, 7 June 2005.

International Workshop Presentations


National Conference Presentations


Haupt, S. (2005). Herding tacit knowledge: The opportunity for real teamwork to digitise information resources in support of learning, teaching and research at the University of Pretoria. Paper presented at the 5th International Conference of Animal Health Information Specialists, Onestop, University of Pretoria, 4 - 7 July.

Jordaan, A.J. (2005). Software applications to support international collaboration between educational institutions in developed and developing countries. World Conference on Computers and Education, Cape Town, 4-7 July.


International Conference Presentations


Keynote address delivered at the MEITAL Conference, Ben-Gurion University, Beer Sheva, Israel, 8 June 2005.


Keynote address at the Ericsson International Conference on mobile learning and mobile technologies, Dublin, Ireland, 9 September 2005.


others, INNOVIL, a customised education induction course for facilitators of CIL courses, INNOVALT, an induction course for novice assistant lecturers and tutors in the School of IT, training of Faculty of Law Academic Associates and customised sessions for tutors from a variety of faculties. During 2005, 95 junior lecturers and tutors from a variety of faculties attended customised training sessions.

Assessment Workshops

The Department presents a three-day Assessment Workshop that addresses principles of assessment and planning for assessment. The Workshop also includes a series of sessions on specific assessment methods (e.g. written examinations, orals, practical examinations, portfolios). Three assessment workshops were presented during 2005 attended by 40 lecturers.

Faculty-specific Highlights

Health Sciences: In the School of Medicine the ongoing block-by-block audit to evaluate the assessment practice in each block continued. This exercise was supplemented by the review of multiple choice questions for specific blocks with a view to building item banks of questions, as well as short training sessions on assessment for staff in four departments. In the School of Dentistry the Quality Assurance Committee continued with a thorough self-evaluation audit of the BChD curriculum in preparation for the accreditation visit by the Health Professions Council of SA in 2006. Study guides were reviewed in all the Schools in the faculty.

Veterinary Science: Study guides for the BVSc and DVN courses were reviewed. Information documents were compiled for the MMED disciplines to provide students with relevant information on the study requirements for these courses.

Humanities: Teaching and Learning Discussion Forums

The aim of the Humanities Education Innovation Committee in 2005 was to stimulate discussion and debate around teaching in the Faculty. As part of the broader theme “teaching values and value systems”, two Teaching and Learning Forums were hosted in the Faculty:

Discussion Forum 1: Stimulating Critical Thinking - 27 May 2005

About 60 lecturers from the Faculty of Humanities attended this session. The programme consisted of 3 presentations from lecturers within the Faculty, followed by an open discussion and debate facilitated by Dr A Gildenhuys (Humanities Education Innovation Committee).

The topics presented were:

• Critical reasoning skills: A key to independent clinical practice (Ms A Bodenstein, Communication Pathology)
• Learning through reflective thinking: Introducing reflection oriented activities into the information design curricula (Ms NA Cunningham, Visual Arts)
• Critical thinking in learning/teaching history and in writing history (Dr Liz Kriel, Historical and Heritage Studies)

Tips on how to stimulate critical thinking were shared.

Discussion Forum 2: Student Academic Empowerment – 28 October 2005

Between 50 and 60 lecturers attended this event, including the Education Innovation Managers of the Faculties of Law and Veterinary Sciences. The programme consisted of short presentations by students who were nominated by departments in the Faculty and selected by the Humanities Education Innovation Committee. A postgraduate student, Michelle Kiley (Criminology) facilitated the panel discussion. The following students participated in the panel discussion:

• Tara Harris (Criminology): Post-graduate perspective
• Aldia Green (Historical and Heritage Studies): Tutor perspective
• Matt Toley (Historical and Heritage Studies) - International perspective
• Ilouise Snyman (Communication Pathology): Undergraduate perspective

A student panel discussion including the following students, as well as Romeo Sinclair (Music) and Hilda Fourie (Historical and Heritage Studies) followed. This was facilitated by Dr A Gildenhuys (Humanities Education Innovation Committee).

Engineering, the Built Environment and Information Technology:

2005 was a good year for the EBIT faculty in that staff members managed to increase their research output while still improving aspects of their educational practice.

The drive of the Faculty to foster a culture of electronic support for all undergraduate modules moved to a stage where some departments have already reached this stage and are looking towards expanding this support to more postgraduate modules. Many postgraduate modules are already active and some of the combinations of methods used are not only examples of good facilitation of e-learning, but also stand as innovative educational approaches. A noticeable and positive phenomenon is the ever increasing level of independence with which various departments offer a range of methodologies catering for diverse needs. This seems to indicate an initial maturation of flexible learning as an approach to engineering education.

CDIO (Conceive Design, Implement, Operate) is an international drive to lift the standard and quality of engineering education, in order to meet and exceed the expectations of the market. The University of Pretoria officially adopted this approach and hosted the international collaborative meeting in Pretoria at the beginning of 2005. While the enhancement of educational practice is an ongoing endeavour, comparisons between the work of the Faculty and CDIO...
The co-operation of the Faculty in the study guide project was heartening and preliminary results indicate significant benefits of having paid attention in recent years to the provision of improved guides to students.

**Education:** The Faculty's Assessment Policy was refined and approved at the Faculty Board meeting in July 2005, although it is still considered to be a working document.

The teaching and learning possibilities of interactive electronic whiteboards were demonstrated on two occasions to both staff and students. The product is accompanied by very extensive and powerful software in all learning areas and phases. A decision was taken to purchase two boards, not only for use as part of methodology and media training, but also to assist in the facilitation of learning at postgraduate level.

The use of the electronic learning platform (WebCT) was adopted by an increasing number of lecturers for administration, to facilitate and maintain online discussions, assessments and to sustain academic discourse among lecturers and students.

After reflection on the feedback received from colleagues and students, the content and mode of presentation of the module on Assessment (JAS 451) was revised. It has since been decided that the module will be presented by means of interactive workshops and that a dialogue will be initiated between lecturers and students. The mode of presentation will move away from the top-down transmission of knowledge to an engagement in critical thinking between lecturers and students. Students will be required to apply knowledge gained in the module during their teaching practice at schools and give evidence of the creation and implementation of an assessment plan.

The following innovative workshops were developed and presented by the Education Innovation manager:
- Effective conference presentations.
- How to design powerful electronic slideshows for class or conference use.
- How to use teaching media and educational technology effectively.

**Economic and Management Sciences:** The Faculty of Economic and Management Sciences made use of the institution-wide study guide project to scrutinise the nature and character of the guides within this faculty. A detailed set of reports was developed following the evaluation, with the ultimate goal of guiding and assisting lecturers in improving the standard of the quality of the guides in preparation for the impending audit by the Higher Education Quality Committee (HEQCO) in 2007.

In April 2005, an inter-faculty forum was hosted by Mpho Chaka of TLEI, Dean and Estelle Mayhew at the Faculty of Veterinary Science, and which was presented by Dr Peter Ozegbe, was chosen as the second best poster on display. This is a wonderful achievement which I believe reflects your remarkable talents as an artist and graphic designer. May you achieve even more success in the year ahead.

- Thank you from the Convenor: Faculty Day 2005

**Visual material for the Child Therapy Centre**

Hannelie van Blerk at Studio Med (Health Sciences Faculty) developed visual material consisting of nine A3 posters, a bookmark design, a brochure design and a business plan cover design for the Child Therapy Centre.

The client gave the following feedback on the event where the visual material was used:

“The Child Therapy Centre was nominated in the category Specialist Hospital. We were one of the finalists which exhibited on 20 and 27 October 2005 at Emperor’s Palace during the Gauteng Health Summit. External judges evaluated all the projects. We won a first prize and a monetary prize for our clinic!! Your work was of the highest quality and attracted much attention. The new CEO of Tara Hospital requested your details as she would like to make use of your services.”

- Thank you from the Child Therapy Centre

The Department of TLEI supported lecturers in the preparation of posters and other material for the 2005 Faculty Day at the Faculty of Veterinary Sciences. Estelle Mayhew’s posters won first and second prizes for her clients.

**1st prize:**

Just wanted to really thank you for the beautiful poster (“Verification of parentage in African Wild Dog packs shows multiple paternity”) you designed for the 2005 Faculty Day at the Faculty of Veterinary Science, and which was presented by Dr Peter Ozegbe, was chosen as the second best poster on display. This is a wonderful achievement which I believe reflects your remarkable talents as an artist and graphic designer. May you achieve even more success in the year ahead.

- Thank you from Veterinary Wildlife Unit

**2nd prize:**

I would just like to inform you that one of the posters (“Ultrastructural features of the ductuli efferentes of the ostrich (Struthio camelus)”) you designed for the 2005 Faculty Day at the Faculty of Veterinary Science, and which was presented by Dr Peter Ozegbe, was chosen as the second best poster on display. This is a wonderful achievement which I believe reflects your remarkable talents as an artist and graphic designer. May you achieve even more success in the year ahead.

- Thank you from the Convenor: Faculty Day 2005
Awards Received

Gaby Pretorius  Joho Slabbert  Liana Venter

Awards from the School of Public Management and Administration

In November 2005 Gaby Pretorius was awarded a “Special Contribution Award” certificate and trophy for her contribution to the field of e-learning in the discipline of Public Administration. The School of Public Management and Administration (SPMA) presented her with the award at their end-of-year function.

Prospective Students CD

Each year TLEI produces a Student CD and a Prospective Students CD, which are designed and developed by Johan Slabbert and Liana Venter. The Student CD provides support and resources for students in using the electronic learning environment and the Prospective Students CD includes yearbook and syllabus information for prospective students. At the Excellence Awards at the Unitech Congress in October 2005, the University of Pretoria was awarded first prize in the category e-newsletters and e-brochures for the October 2005, the University of Pretoria Awards at the Unitech Congress in a poster which formed part of the exhibition at the Gauteng Health Summit, where the finalists had an opportunity to promote their projects on 27-28 October 2005. The poster will be put on permanent display in the ward.

Poster for the Paediatric Oncology Ward

The Paediatric Oncology Ward at the University of Pretoria was entered in the Gauteng Department of Health Khanyisa awards for service excellence 2005, in the category of regional district hospital. Sigi Dannheimer created a poster which formed part of the exhibition at the Gauteng Health Summit, where the finalists had an opportunity to promote their projects on 27-28 October 2005. The poster will be put on permanent display in the ward.

This is to inform you and give some feedback on our proposal and your poster for the paediatric oncology ward, we did in fact win!

I think largely due to your poster thank you, everybody was very impressed.

- Thank you from Paediatric Oncology

Economic and Management Sciences, Humanities and Education. A direct result of this event was the launch of a formal survey targeting a purposive sample of teaching staff. The following aspects were evaluated by means of a questionnaire:

- the administrative load accompanying the class size;
- the effect of the class size on their ability to complete the syllabus;
- the effect of the class size on the quality of their teaching;
- the effect of the class size on student learning;
- the effect of the class size on the quality of their assessment; and
- the effect of the class size on their attitude to teaching.

An induction programme for novice lecturers was presented during 2005 to address the immediate needs of a group of expert internal auditors who started lecturing at UP with the permission of the Chartered Accountancy Board. These novice lecturers attended a three-day workshop on lesson presentation. The ultimate goal was to establish a peer learning community amongst them to sustain their professional growth as UP academics and educators.

Natural and Agricultural Sciences:

TLEI presented a talk on how teaching Mathematics to large classes may impact on the process of Mathematics learning, as part of an initiative to address problems associated with large classes at UP. Appropriate teaching initiatives that may aid in the attainment of specific competencies identified as outcomes for pre-graduate Mathematics Learning, were discussed. Workshops on Proficiency-based Learning, Promotion of Active Learning and Developing Effective Study Guides in the Sciences were presented at different departments to promote best practice in teaching.

Electronic learning resources for Animal Anatomy and Physiology (Department of Animal and Wildlife Sciences) were developed from video tapes of dissections. The videos were shown prior to the commencement of practicals and were made available on CD to the students for revision purposes.

A student feedback instrument was developed for the winter/summer school for Biochemistry practicals. The instrument evaluated both the student experience of learning in the physical laboratory as well as learning facilitated with simulations. A tutor project was commenced in collaboration with the Department Chemistry with the aim of providing integrated sustainable learning support in both theory and practical sessions.

Theology:

During 2005 the Teaching and Programme committee, under the chairmanship of Prof C Weltman, was actively involved in the re-curriculation of the BTh-degree. The current four-year BTh-degree will be divided into a new three-year BTh – and a further BTh(Hons)–degree. The micro-level sub-committee (Proff P van der Merwe and E de Villiers) aligned the learning outcomes to achieve coherence within the subjects of the BTh-degree. Under the co-ordination of Dr G de Villiers, a web page (www.teo.co.za) is used successfully to communicate and inform the Faculty, church and society on current theology initiatives, activities and actuality perspectives.

Law:

After the Faculty of Law’s external evaluation in 2004, it embarked on various initiatives in order to address shortfalls and areas for improvement identified during the evaluation process. In terms of teaching and learning the main focus areas included the improvement of pass rates and throughput rates, optimisation of the tutor system, skills integration into the LLB curriculum and development of lecturers’ teaching practice. In addition a project was launched to develop generic learning outcomes for the LLB curriculum. The main aim is to ensure that adequate progression is built into the curriculum as students advance from first year to fourth year. The Faculty of Law furthermore
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 of Telematic Learning and Education Innovation (TLEI) follows a team approach to instructional design. Together with the Department’s educational consultants and academic staff members in the faculties, the instructional designers decide on the combination of instructional methodologies to be used within the flexible learning model. Once a project has been approved, a team is constituted which is made up of a project leader (normally the programme coordinator), project manager, lecturer (subject matter expert), instructional designer, educational consultant, information specialist, graphic designer and other media 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.

Web-supported Learning
Online learning via the Internet is one of the delivery modes used, where appropriate, in a flexible learning model. Traditional face-to-face classroom sessions are combined with online interaction, communication, learning facilitation and assessment activities. The philosophy is to use the Internet to optimise and support student learning. The University implemented the Learning Management System WebCT in 1998 and continues to promote its support and expansion.

The number of undergraduate modules supported by WebCT grew by an additional 189 modules while 120 new postgraduate modules were created during 2005. This brought the total number of modules in WebCT to 2 400. A total of 30 CE@UP courses were supported within WebCT.

For various reasons, such as sustainability and reliability of the platform under an ever-increasing load, a task team considered various options for the future of the Learning Management System at UP. In 2005, the recommendation of TLEI to replace WebCT Campus Edition with WebCT Vista was accepted by top management and WebCT Vista 4 was purchased. WebCT Vista is a powerful enterprise application, which runs on an Oracle database. This offers various technical advantages that were not possible with previous versions of WebCT. During June/July 2005 a planning workshop was facilitated very professionally by WebCT Inc. to plan the implementation of the new version.

WebCT Vista will be implemented in three phases:
- **Phase 1**: Pilot project 1 which will be implemented during January to June 2006; towards ensuring that such students and staff realise their potential, the group meets every term to share and monitor progress on individual initiatives aimed at improving accessibility (e.g. accessibility to buildings, residences; parking; learning material; technology; learning facilitation support; etc.).

In an effort to sensitise academic staff to the services of the Disability Unit and TLEI, a seminar was organised in the last term of 2005. The Disability Workgroup endorses good practice with regard to improving access to and progress within the University.

Diversity
A draft document on diversity titled “Creating an Inclusive Community Network” was finalised and submitted to senior management. This document grew out of an effort within TLEI to initiate dialogue and action on diversity within the university working environment. It contextualises the dynamics of diversity and presents an overview of diversity as an overarching element of an inclusive community.

Collaboration with the Academic Information Service (AIS)
In 2005 TLEI embarked on an initiative to collaborate with the AIS in the design, development and presentation of effective training materials on topics such as the use of electronic databases, how to request inter-library loans and other regular training interventions offered by the AIS to their clients. A process was designed and initiated to evaluate existing training materials and practices and to extend these with regard to both expected behaviour changes in AIS users, as well as the context within which the AIS is used, for example, undergraduate, postgraduate or academic staff.

In 2006 TLEI will continue to be involved in the support, design and facilitation of such interventions, as well as applicable training for AIS staff members, when necessary.

E-learning
E-support office
An E-support office (E-learning helpdesk) was established during 2005 to provide the following centralised support services to users:
- quick solutions and immediate support to lecturers, support staff and students with respect to the e-learning systems at UP;
- E-administration training to enable staff to utilise the existing UP e-learning systems, in order to improve their own efficiency and enable them to provide assistance to users to function independently;
- just-in-time training to assist lecturers at their desks with basic Lecturers Online and WebCT functions;
- customised training of lecturers and support staff on specific needs in Lecturers Online or WebCT at a time and venue of their own choice.

Future plans of the E-support office include implementing a service management system which will provide a consistent service to users, accessible via a single point of access. Services will then be measurable and automated request handling and problem resolution will be beneficial in improving workflow. It is expected that the system will provide valuable project tracking information needed by project managers, as well as statistics which may be helpful in identifying trends and problem areas.

Postgraduate Education
The completion indices for all postgraduate programmes were determined during the year under review, which confirmed the concerns of many faculties. An institutional-wide programme to train newly appointed lecturers in postgraduate supervision did not enjoy the necessary support, though some faculties still opted to source such programmes externally. Negotiations to survey postgraduate students’ perceptions on the quality of their study experience was supported and will be launched on the web in 2006.

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- just-in-time training to assist lecturers at their desks with basic Lecturers Online and WebCT functions;
- customised training of lecturers and support staff on specific needs in Lecturers Online or WebCT at a time and venue of their own choice.

Future plans of the E-support office include implementing a service management system which will provide a consistent service to users, accessible via a single point of access. Services will then be measurable and automated request handling and problem resolution will be beneficial in improving workflow. It is expected that the system will provide valuable project tracking information needed by project managers, as well as statistics which may be helpful in identifying trends and problem areas.

IP-based Video Conferencing
Due to the lack of broad band in South Africa, video conferencing nationally is still based mainly on the more expensive and older ISDN technology. Contrary to this, internationally, universities and other institutions use IP (Internet Protocol) video conferencing systems. During 2005 the Department experimented with IP-based video conferencing, by reserving some bandwidth.
Telematic Learning and Education Innovation (TLEI)

Education Innovation
Teaching Large Classes
Increasing class sizes and the resultant unmanagable lecturer: student ratios (second and third year classes of up to 700-900 in size) have led to much frustration, higher than normal staff turnover and possible declines in quality in such teaching, learning and assessment situations. The topic was discussed at an Education Forum organised between representatives of three faculties (Economic and Management Sciences, Humanities and Education). Smaller workshops and discussions on ways to apply active learning as a tool in large classes were held. A web-based survey was launched to determine lecturers' perceptions of the effect of large class sizes on their administrative/logistic workload; the quality of their teaching; the quality of student learning; lecturers' ability to complete the syllabus; and the quality of assessment. The research indicated that lecturers' concerns on assessment quality, students' ability to learn, as well as the administrative and logistical workload are amplified where class sizes exceed 200 – 250 students. This observation is in contrast to a report from BIRAP that concluded that no correlation between student dropout and class size could be established. The concise BIRAP report will be circulated during 2006.

Research Writing
Various requests were received to facilitate research writing and support was given to postgraduate students as well as to research supervisors. It is expected that the need to support research writing will continue to grow.

Study Guides
The quality of study guides is currently a strong focus and good progress was made with this project during 2005. Education consultants of the various faculties have reviewed at least one study guide per lecturer for undergraduate programmes. An external review panel validated the criteria and guidelines for the development and evaluation of the study guides. The outcomes of this review will be made public in a report at the end of March 2006.

Students with Special Needs
A network of stakeholders called the Disability Workgroup was established. Participants are drawn from the Disability Unit - Student Affairs; TLEI; IT; CAAS – student; Occupational Therapy; Head: Residences; A15, Security Services; Corporate Communication and Marketing and IT Labs. This group is committed to promoting and improving the provision of service for students and staff with special needs. In working of the Department of Occupational Therapy. This highly interactive program on Hand Therapy consists of two versions, one which functions as a tutorial, while the other consists of a quiz. The CD-ROM is marketed through BE@UP and there is considerable interest in this interactive programme from occupational therapists worldwide.

Another multimedia product, "Maxillo Facial Pathology", was completed in collaboration with Prof WFP van Heerden of the School of Dentistry, Faculty of Health Sciences. This project consists of an update of an existing multimedia, as short courses through CE@UP and there is considerable interest in this interactive programme from occupational therapists worldwide.

E-testing
The University of Pretoria implemented E-testing during 1993. Since then it has become an integral part of the assessment strategies of many academic departments. Well-equipped computer laboratories are available on the main campus, the Prinshof campus (Health Sciences), Onderstepoort (Veterinary Science) and the Groenkloof campus (Education).
Lecturers incorporate E-testing as part of their assessment strategy because it saves marking time, while allowing large groups of students to be tested regularly. Marks are available as soon as the student completes the test and lecturers receive statistics on the questions to assist them in revising their tests regularly and improving the quality of assessment. The students are positive about this method of assessment, mainly because they receive the results and feedback immediately and because marking is objective.

During 2005 there was an increase in the number of computer-based tests presented in the computer laboratories on the different campuses. A total of 149 843 tests were presented: 50 682 tests were presented on the main campus (Informatiorium), 32 988 in the IT labs, 22 388 on the Prinshof Campus and 1 906 at Onderstepoort. A total of 41 879 quizzes were completed in WebCT, a large number of which are used as self-assessment opportunities for students.

The development of the new computer-based test programme, Umfundi, was finalised and the programme was tested extensively during 2005. This included functional testing, de-bugging, security testing and stress testing. Implementation of this system is planned for 2006. Umfundi was developed in collaboration with a local company to replace the current system, Question Mark Designer, which is somewhat outdated and has various constraints. A few unique features have been built into Umfundi, e.g. multiple hot spot questions, the opportunity for students to provide comments to lecturers about specific questions, customisable reports and much more. Other higher educational institutions are interested in Umfundi, since the University of Pretoria is regarded as one of the leaders in the use of computer-based testing.

**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 University of Pretoria priority courses, which implies that there is no cost to academic departments. The WebCT (Basic) High Impact Course is a one-day course offered ten times per year. Lecturers use the basic tools in WebCT and consider the principles of learning model design and online facilitation. The WebCT Intermediate Course is a one-day course offered five times per year, and the two-day advanced WebCT Designer Course is offered twice a year. The latter course equips lecturers to become WebCT Designers and so to assume full responsibility for the entire design and development exercise.

The Facilitation of E-Learning 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. The course is based on an experiential learning approach and has both online and face-to-face components. In this way, lecturers experience what it is like to be a student in the online environment. Participants have ample opportunity to practise the skills they need to facilitate learning online, share ideas with colleagues and develop their own preliminary plans for courses they plan to facilitate via the web.

In 2005 a total of 121 lecturers across all faculties attended the WebCT courses, and 32 participated in the Facilitation of E-learning course. Feedback from the participants was used to improve both content and delivery of all the courses.

The project was formally established in 2001 with a total budget of NOK 4,000,000 (equivalent of US $620,000). It was concluded in August 2005 with a workshop and conference on “Knowledge Production and Higher Education in the 21st Century”. Efforts are however being made to extend the project for another four year period, starting in 2007.

**The Prince Leopold Institute for Tropical Medicine (ITM), Antwerp, Belgium**

TLEI has been involved in supporting the Department of Veterinary Tropical Diseases (Faculty of Veterinary Science) in developing a new masters’ degree which is being delivered predominantly online. Students attend contact sessions for the purpose of completing practical and laboratory work required for completion of the programme. The Department of Veterinary Tropical Diseases is working in collaboration with faculty from the Prince Leopold Institute for Tropical Medicine in Antwerp, Belgium.

TLEI provides support for faculty members from this institution. Academic staff members have attended training courses in both South Africa and Belgium. Many of the modules developed for this master’s programme will also be offered as online short courses for continuing professional development. 8 modules were presented during 2005 and another 20 modules will be presented to students from all over the globe during 2006. Additional electronic resources in the form of five multimedia CD ROMs as well as several CD ROMS containing video material were developed and distributed to the students.

There is considerable interest in this new degree from international students and it is clear that the Faculty of Veterinary Science of the University of Pretoria is internationally one of the trend setters in the field of electronic veterinary education.

**University of Dortmund: Hochschuldidaktisches Zentrum**

The Department is one of the important players in European eCompetence initiatives for academic staff in higher education. UP is one of two non-European universities to contribute significantly to this project.

In the current implementation of the Bologna Declaration in European higher education, the control measures for learning are shifting from an input to an output orientation. In terms of learning outcomes, competence profiles are replacing more and more the traditional, discipline-based body of knowledge. Besides knowledge-based learning outcomes, the focus is also on skills, motivation and attitudes, which enable an individual to act in complex situations in a responsible and suitable way. This is the wider thematic context in which the concept of eCompetence is discussed within this project.

The research focus has progressed from the data collection to the in-depth analysis and interpretation thereof. The purpose is to identify specific patterns of eCompetence development activities, which may be interpreted with respect to consistency and impact in similar ICT change contexts at other universities.
International Collaboration

Imperial College, London

A scholarship programme and Partnership Development Project is 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).

The Commonwealth Scholarship Commission (CSC) provides Commonwealth scholarships by distance learning to eligible students. Students from Commonwealth countries within the Southern Africa Development Community (SADC) were invited to apply for full scholarships to study an MSc offered by distance learning. The Partnership Development Project includes development arrangements with UP to provide local support to the Scholarship programme, in terms of academic (LEVLO) and technological and educational (TLEI) input. Scholarship support was received from the CSC in 2003 and 2004, resulting in a further 50 scholarship students from the SADC region commencing studies in the 2004 and 2005 academic years. In early 2005 a fourth proposal was submitted to the CSC for further scholarship awards and partnership support.

A proposal was submitted in 2005 to the Centre for Distance Education (CDE), University of London, for a Teaching and Research award. The proposal sets out a plan to be implemented over two years, for researching and testing the use of suitable m-learning approaches within the Southern African context. The aim of the project is to develop an educational model for delivery and support of postgraduate distance learning in Southern Africa that incorporates m-learning. The outcomes of the project will also have broader regional relevance, and will be of particular interest and relevance to TLEI.

University of Bergen, Norway

A goal of the Norwegian Council for Higher Education’s Programme for Development Research and Education (NUFU) is to further competence in research and higher education in developing countries. The University of Bergen, in Norway, invited six universities in Southern Africa to participate in this project: the University of Namibia, the University of Botswana, the University of Zimbabwe, the University of Zululand, Universidade Pedagogica (Maputo, Mozambique) and the University of Pretoria (Faculty of Education and TLEI).

The aim of this project is to provide a discussion platform through workshops, seminars, conferences and joint publications where doctoral

Student Training in Web-supported Learning

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

The modern generation of students appears to be more proficient in computer skills than was previously the case, although postgraduate students often still require additional training and orientation. For this purpose, the Department continues to offer customised student training sessions in WebCT, in which the new role of the online student is discussed and hands-on practice in accessing and using online courses is facilitated.

Further support for students is provided in the form of a Student CD-ROM, which is distributed and partially sponsored by the Brainbooks bookshop on the main and Groenkloof campuses.

Student Feedback

Quality Management philosophy includes continuous improvement of processes and products, as well as measuring client satisfaction. Student satisfaction was measured at the end of each semester by means of the online WebCT Experience survey.

At the end of 2005, 150 students completed the WebCT survey. A fairly high proportion of respondents (52%) have their own computer at home, but 37% (down from 50% in 2004) of students find it difficult to access a computer on campus when they need one, in spite of the expansion of computer laboratories. Forty two percent of students have difficulty or can never find a printer on campus when they need one (down from 45% in 2004). Eighty eight percent of respondents found the opportunities for ‘anywhere, anytime’ learning on the web to be convenient.

The feedback from the surveys indicates that students generally welcome the web-supported environment. They request more courses to be supported online and that lecturers should make better use of the functionality of the system.

Electronic Student Academic Portfolio (eSAP)

The Electronic Student Academic Portfolio (eSAP) creates a digital record of learners’ achievements throughout their studies. The first phase of eSAP was deployed in July 2005 in the Faculty of Health Sciences. The following functions are currently available: creating comments for use during assessment, development and use of rubrics, creating and using groups, setting up assignments (this function has many sub-functions) and assessment of assignments.

As students complete their assignments within the system, a portfolio is created for each student which represents his/her work throughout their studies at the University of Pretoria.

Since July 2005, several academic staff members have employed the system as part of their assessment strategy. A training manual was developed by TLEI in 2005 to assist academic staff in the use of the system. During 2006 a formal training programme for staff members will be conducted in June and November as a UP Priority course. Training for departments and students wishing to use the system is also presented as the need arises. During 2006 further attention will be given to the development and implementation of the next phase of the system.

ePCES (Electronic Comprehensi

ive Patient Care and Education System)

This system will replace the School of Dentistry’s paper-based, standardised student training protocol for Patient Clinical Examination, Diagnosis and Treatment Planning. The technical development of the system was completed during 2005, except for a few smaller adjustments which still require attention. End-user testing was conducted during 2005 and revealed that end-users are comfortable with the use of the system. The few recommendations made by the users will be addressed by the development company, Executive Connections International Pty Ltd, during 2006. The Department of Information Technology will complete the installation of the computers at the dental chairs in the ward during early 2006. Once this is complete, the system can be made available to staff and students. Future plans for 2006 include the development of an e-tutor component for the system. This e-tutor will be developed as a joint venture between the Department of Restorative Dentistry and TLEI.

Services at satellite campuses

The Department provides core services on a decentralised basis to the satellite campuses. There is a team of 13 TLEI personnel at the Prinshof campus (Health Sciences) and four personnel members at Onderstepoort (Veterinary Science). Some support, currently limited to Educational Technology services, is also provided on the Groenkloof (Education) and Mamelodi campuses.

There are two outcomes of this decentralisation. Firstly, there is greater awareness of the services provided by TLEI and there has been a steady increase in requests for various services not previously utilized by the personnel on the satellite campuses. Secondly, lecturers appreciate not having to travel to the main campus in order to access services.
The graphics, video and photography sections continue to provide specialised services to all the departments at the University. Thanks to the spectrum of technological options that are becoming available and also more affordable, visual and audio stimuli can be utilised in the didactic process to enhance learning. TLEI’s creative experts assist in capturing concepts in audio and/or visual forms which range from watermark images to animations, voice-overs and other forms of sensory stimuli.

Graphic services include the design of pamphlets, brochures, advertisements, exhibition material, electronic presentations, posters, transparency and slide shows, as well as the layout of reports and publications. Assistance with the provision of graphics for web sites, presentations, animations and course material, as well as the production of graphics for multimedia and WebCT courses is provided. In 2005 two posters that were designed and produced by staff of the Graphic Department in conjunction with the subject expert, were selected as winners at international conferences.

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 120 slides and negatives, in colour and black and white and digital images (Nikon D1) at 300dpi in *.tiff or *.jpg format. Video services include video production, tape duplication services and the conversion of video to electronic format (MPEG), as well as the provision of audio 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.

Video tape duplication services include making multiple VHS copies from VHS, DV, DV Cam, Betamax, Video8, Hi-8, Betacam and U-matic, as well as conversions from NTSC VHS (American format) to PAL VHS (South African format) 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, for use on the web and for creating durable DVDs in order to preserve valuable footage.

Audio recording and editing services cover general sound recording, audio 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, audio, animation, digital photographs, complex graphic images) in learning material provided to students. This promotes visual literacy and enhances the learning experience.

The aim of the mapping exercise was to establish a platform from which these services can strategically be coordinated and proactively directed towards student risk groups. Undergraduate dropout remains a major concern. During 2005 an exit interview instrument was developed with the aim of gaining insight into the reasons behind student drop-out. Since many role players are involved during termination of students’ studies, several workshops were held in order to identify key points at which exit interviews can be done. Efforts to define both the wide range of intuitive processes students follow to terminate their studies, as well as the institutional processes that are in place for this purpose are still ongoing. The ultimate goal is to implement exit interviews on a sustainable level.

Towards an Assessment Policy

The gradual development of assessment policies on national and institutional levels required the University of Pretoria to reconsider its own policies. During 2005 a conceptual framework was developed within which an assessment policy could be developed for the University. The framework is based on key assessment principles and afforded the task team to integrate and align relevant external and UP policies, regulations, guidelines and best practices in assessment of student learning. The framework serves as an integrated platform from which relevant external and internal policies can be sourced. 2006 will see the emergence of a concise assessment policy.

Student Feedback on the Quality of Education

Student evaluation mechanisms to enhance the quality of teaching presented at the University were improved and extended. Research focused on two areas:

- the development and subsequent evaluation of a new student feedback questionnaire (undergraduate education with respect to contact sessions and web learning opportunities); and
- the development of feedback mechanisms on the quality of practical training.

The third phase of the ongoing evaluation of the student feedback questionnaire was completed in 2005. The research during 2004 resulted in a 36-item instrument; the concept questionnaire was applied to students enrolled for the same modules used during the 2003 analysis. The data was once again subjected to a factor analysis and reliability indices determined for each item. The validated instrument now consists of a total of 40 items, of which 36 are compulsory and four optional (to be formulated by a lecturer). It will be administered as from the second semester 2006.

With respect to optimising and gaining feedback on the quality of practical training in relevant faculties, attention was focused on three departments. In the Department of Communication Pathology, the final version of their feedback instrument was implemented and data capturing and reporting was automated. The Department of Chemistry implemented a comprehensive tutor system to enhance the quality of their practical training. The success of this initiative will be monitored during 2006. R & D: University Education has gained feedback on the quality of their feedback instrument and was used during the 2003 analysis. The validated instrument now consists of a total of 40 items, of which 36 are compulsory and four optional (to be formulated by a lecturer). It will be administered as from the second semester 2006.
Since the establishment of the Department, the staff members of Telematic Learning and Education Innovation (TLEI) have become increasingly involved in education-related research projects of a diverse nature. The Unit for Research and Development has the following responsibilities:

- Task-specific research within TLEI: internal activities that typically form part of this focus include identifying, prioritising and coordinating focal research areas relevant to TLEI; promoting, supporting, facilitating and coordinating research projects in TLEI; and taking responsibility for special research projects on behalf of TLEI.

- Proactive and reactive University-wide action research aimed at the promotion of quality educational processes and products.

- Intra-departmental Co-ordination of Research Activities.

Action Research and Development has become a household activity in TLEI. Several projects are registered and active. These projects are either directed towards the enhancement of TLEI-related support functions, processes and products, or aimed at broader institutional development.

Study Success

The year under review was characterised by an evolving awareness of the strategic importance of study success (student attrition, retention and throughput rates), with particular reference to undergraduate education. A number of projects that were originally initiated as stand-alone research projects gradually converged to form key elements of a coherent strategic plan to address study success in respect of the University’s primary client: its students. An overview of the research done in this area was presented to the UP Executive during 2005.

Study success profiles were developed for each faculty, once again confirming the trends identified in previous years. These profiles were segmented according to school, department and programme, and included analyses at module level. Several risk groups were identified. The identification of risk modules (those with a significantly higher attrition and lower pass rates) led to a number of operational interventions in the respective faculties, such as winter and summer schools and the establishment of tutor systems.

During 2005 a comprehensive mapping exercise of all student services and academic extension programmes was completed. The aim was to identify those student services and programmes that, in whatever way, might support the aims of a university-wide study success strategy.
The following initiatives were undertaken in 2005:

- A number of lecture halls were upgraded and equipped with fixed data projecting facilities. At present a total of 175 lecture halls are equipped with fixed-mounted data projectors (50 new installations during 2005). The total number of portable data projectors made available to departments is 218 (155 during 2005).
- State of the art audiovisual and control systems were installed in the new Law Building for use from January 2005.
- A Sennheiser translation and conference system was installed in the Senate Hall, making it possible for 140 delegates to listen to the language of the floor, plus two translations.
- Videoconferencing facilities were provided for 56 hours.

**mlearn 2005 International Conference**

Mobile learning (m-learning) is a natural extension of e-learning and has the potential to make learning even more widely available and accessible than in existing e-learning environments. In the light hereof, the Department committed itself, together with sister departments from UNISA and TUT, to hosting the 4th International Conference on Mobile Learning in Cape Town from 24-28 October 2005. From TLEL, Johan Freysen was a member of the steering committee and programme committee, while Tom Brown was co-chair of the conference, together with Herman van der Merwe from TUT.

**M-learning pilot projects**

The role that communication and interaction play in the learning process is a critical success factor. M-learning offers opportunities to optimise interaction between lecturers and learners, among learners and among members of COPs (communities of practice). Wireless and mobile technologies also make it possible to provide learning opportunities to learners that are either without infrastructure for access (for example rural learners) or continually on the move (for example business professionals).

Good progress was made with several m-learning pilot projects:
- The use of personal digital assistants (PDAs) in the clinical assessment of medical students in the Faculty of Health Sciences has been very successful and shown positive results.
- The use of laptops and PDAs in a wireless network environment for postgraduate students in the Faculty of Engineering is in progress.

The SMS project in the three paper-based distance learning programmes of the Faculty of Education (i.e. BED (Hons), ACE (Education Management) and ACE (Special Education Need)) is a world first. Support is offered to students in rural areas where there is little or no access to e-learning. Although less than 1.5% of the 9 780 students (2005) have access to the Internet, nearly 98% of them have mobile phones. The use of cell phones, especially SMSs, in the three programmes expanded during 2005 to include academic support (6,155 SMSs) in addition to administrative support (110 015 SMSs). The four categories of academic support are:
- brief academic instructional messages;
- an interactive voice response based upon FAQs from students;
- SMS quizzes;
- SMS question and answer system on a given pre-selected topic.

This pilot project provides an example of how mobile technologies may be successfully used to provide learning support to rural distance learning students in Africa, especially because these students do not have access to the Internet. Few people thought that e-learning would have an impact in rural areas. The infrastructure is sometimes so poor in these areas that the nearest post office can be more than 60 kilometres away. M-learning has brought e-learning to the rural communities of Africa— to learners that only a few years ago, would never have imagined being e-learners. Africa is leapfrogging from an unbiased, minimal e-learning infrastructure to a wireless m-learning infrastructure.

The Department does not have any established regional learning centres in the true sense of the word, but it manages UP service points in Pretoria, Witbank, Nelspruit and Polokwane, where the following services are provided:
- administrative support (enquiries, applications, photocopies, e-mail, fax, etc.) with a facilitator on site;
- test and examinations;
- video viewing facilities; and
- occasional tutorials on request. Venues are hired from other higher education institutions, e.g. Unisa, Tshwane University of Technology and colleges.

**Off-campus Examinations**

Postgraduate students are not all able to be on campus as full time students and an increased number apply to do exams nearer to their home and workplace. In the light of closer partnerships between tertiary institutions, off-campus examination logistics have become a collaborative enterprise between UP, Tshwane University of Technology (TUT) and Unisa. The MEM, MPM, MBA, MOT, BCom (Aviation) and MCom (Taxation) programmes, programmes of the Centre for Augmentative and Alternative Communication (CAAC) and the departments of Social Work, Nursing, African Languages and Afrikans make use of the off-campus examination infrastructure.

Decentralised off-campus examinations (both national and international) have increased as shown in the table.

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**Discontinuation of Partnerships with External Providers.**

The teach-out agreement between Lyceum and the University of Pretoria officially came to an end on 31 December 2005. To provide the pipeline students with sufficient assessment opportunities, the University arranged a Chancellor’s examination for students with one or two subjects required to complete their qualification. The number of students who graduated from these partnership programmes up to December 2005 was 2 670.

**The Unit for Distance Education**

The Unit for Distance Education was established to replace the former partnerships with external providers. Three new world-class programmes for distance education of teachers were created. These are mainly paper-based, supported by contact sessions. The current student numbers exceed 10 000.