

# 2024



## Professional Pedagogical Development Courses



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Department for  
Education Innovation

Departement vir Onderwysinnovasie  
Kgoro ya Tšweletšopele ya Thuto

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## Overview/Background

The University of Pretoria (UP) recognises the importance of professional development in enhancing academics' scholarly competence and pedagogical proficiency. This aligns with the university's mission of fostering a dynamic learning milieu- steeped in research-informed teaching and enriched by the appropriate utilisation of pertinent technologies.

The Department of Education Innovation (EI) spearheads institution-wide workshops and priority courses to bolster hybrid approaches to teaching, learning, and assessment. These courses are designed to be interactive, focusing on educationally sound principles and implementing appropriate technology within the context of each discipline and module. The Department of Human Resources champions these priority training courses through grants from the skills levy, demonstrating the university's commitment to staff development.

The Continuous Professional Development (CPD) programme aims to develop, as communicated via the 'clickUP Alerts Announcements', a combination of Technological and Pedagogical Knowledge (TPK) and skills. This knowledge is crucial in integrating appropriate technology into teaching while addressing the complex nature of academic knowledge. The CPD programme is tailor-made to support and develop academics at different career stages, from emerging scholars to university management or administrators. One of the highlights of the CPD programme is the Academic Induction for newly appointed lecturers facilitated by Education Innovation and includes presentations by the university's Senior Executives. Further, the programme introduces academics to the relevant infrastructures and the support mechanisms available to enhance teaching excellence and scholarship of teaching and learning. research productivity and teaching excellence.

The Education Consultants (ECs) and Instructional Designers (IDs) in EI offer a range of priority courses, foregrounding the university's commitment to nurturing academics as teachers and fostering a culture of continuous professional development. By providing comprehensive and career-stage-appropriate training, the university ensures its academics are well-equipped to deliver outstanding teaching and support student success.

This booklet provides a comprehensive guide to the courses offered by IDs and ECs. Academics are encouraged to peruse and enrol in the courses that best support their professional growth plan.

Below is information about the Academic Induction Programme.



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# Summary of course details: Code, Date and Duration

The Education Consultants (ECs) and Instructional Designers (IDs) in EI offer a range of priority courses, foregrounding the university's commitment to nurturing academics as teachers and fostering a culture of continuous professional development. This booklet provides a comprehensive guide to the courses offered by IDs and ECs.

## Education Consultancy (EC) Professional Development

The Education Consultancy Unit provides institution-wide priority courses to enhance teaching, learning and assessment:

Course	Code	Date	Duration	Format
Academic Induction Program	530	12-14 February, 16-18 July	3 days	Face-to-Face
Accountable Assessment Part 1: Foundation Assessment	A23AAF	7 May, 13 August	08:30-11:00	Virtual
Accountable Assessment Part 2: Principles in Practice	A23AAP	13 May, 20 August	08:30-11:00	Virtual
Curriculum Development and Design	T23CDD	22 May, 1 October	08:30-11:00	Virtual
Feedback to Students	T21FBD	20 March, 11 September	08:30-10:30	Virtual
Learning Theories for the Digital Age	T21LTD	16 April, 27 August	08:30-11:00	Virtual
Objective Assessment	A21OBA	30 April, 3 September	08:30-11:00	Virtual
Rubric Design	A21RUD	24 May, 16 August	08:30-11:00	Virtual
Smart Marking for Teaching Assistant	A22SMA	23 February, 8 March, 23 July, 16 August	08:30-11:00	Virtual
Study Guide	T21STG	8 May, 14 August	08:30-11:00	Virtual
Teaching in Different Modalities	T23TDM	12 March, 29 May	08:30-09:30	Virtual
Teach with Learning in Mind	T23TLM	18 April, 2 October	08:30 - 09:30 30 min live Orientation Session. 7 x Podcasts Self-paced over 3 months. <b>Deadlines:</b> 18 April-31 July, 2 October-31 January	Hybrid
Teaching Portfolio	D22TPO	23 February, 23 April, 31 July, 23 August	08:30-11:00	Virtual
Teaching Students to Question	T23TSQ	25 April, 19 August	08:30-11:00	Virtual

## E-Learning Professional Development Courses

### clickUP Ultra Workshops, 08:00–13:00

clickUP Ultra OVERVIEW	Code: 22023	22 Jan	5 Feb	8 April	10 June	4 Nov	25 Nov
clickUP Ultra CONTENT	Code: 32023	23 Jan	6 Feb	9 April	11 June	5 Nov	26 Nov
clickUP Ultra ENGAGEMENT	Code: 52023	24 Jan	7 Feb	10 April	12 June	6 Nov	27 Nov
clickUP Ultra ASSESSMENT	Code: 42023	25 Jan	8 Feb	11 April	13 June	7 Nov	28 Nov
clickUP Ultra GRADING and GRADEBOOK	Code: 62023	26 Jan	9 Feb	12 April	14 June	8 Nov	29 Nov

### clickUP Grade Center (Original), 08:00–13:00 ♦

Course code: 1910	7 March	1 Nov
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### Turnitin, 09:00–13:00 ♦

Course code: 2671	16 May	18 Sept	19 Nov
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### Turnitin: Grading and Feedback, 09:00–13:00 ♦

Course code: 2672	17 May	19 Sept	21 Nov
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### Trendy Tools for Cool Lectures, 09:00–13:00

Course code: 2700	5 March	30 July
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### Narrated PowerPoints, 09:00–12:00 ♦

Course code: 470	12 March	23 July
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### In-Video Assessment (H5P), 09:00–13:00 ♦

Course code: 2020E4	13 March	25 July
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### Clickers (Point Solutions), 09:00–12:00

Course code: 12023	16 Feb	19 July
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### Class Collaborate, 09:00–13:00

Course code: E21BBC	9 May	17 Sept
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### E-Learning for Academics, 2 full days (08:00–16:00) + 4 weeks of online participation

Course code: 467	14–15 May (Contact: 6–10 May; 20 May–7 June Online)
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### QuestUP 1: Questions marking

Course code: 2022Q1	31 Jan (Prinshof) 11:00–16:00	14 March (Hatfield) 08:30–13:30	5 June (OP) 11:00–16:00	5 Sept (Hatfield) 08:30–13:30
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### QuestUP 2: Assess deliver

Course code: 2022Q2	1 Feb (Prinshof) 11:00–16:00	15 March (Hatfield) 08:30–13:30	6 June (OP) 11:00–16:00	6 Sept (Hatfield) 08:30–13:30
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♦ Self-paced entirely online clickUP courses (not for the new clickUP ULTRA):

Enrol yourself by opening this link. Please note that you first have to be logged in to clickUP before opening this link.  
[https://clickup.up.ac.za/webapps/blackboard/execute/enrollCourse?context=INMENU&course\\_id=\\_136877\\_1](https://clickup.up.ac.za/webapps/blackboard/execute/enrollCourse?context=INMENU&course_id=_136877_1)



## How to register for a course in PeopleSoft

Herewith **13 steps** to register:

- 1** Open [www.up.ac.za](http://www.up.ac.za)
- 2** Go to My UP Login
- 3** Go to PeopleSoft HCM and Self-Service
- 4** Select Development and Careers
- 5** Select Development Request
- 6** In the dropdown menu of Learning strategy, select In-house (free of charge)
- 7** Click on search by Course Name
- 8** In course name type e.g. "Design Rubrics". Click on search
- 9** Click on View Available sessions
- 10** Click on session code e.g. 0002
- 11** Click continue
- 12** In the comments section, type a message if there is something you want the facilitator to know
- 13** Click on submit. **You are now registered**

After the PeopleSoft registration the facilitator of the course needs to enrol you into the clickUP module created for the course.

Closer to the date of training, the facilitator will communicate more details pertaining the course.  
(via UP-email)



Department for  
Education Innovation  
Department of Education  
Republic of South Africa





## Academic Induction Programme (530)

The Academic Induction Programme is an orientation programme that introduces newly appointed academics to the University's teaching and research environment.

OUTCOMES	DELIVERY
<p><b>The aim of the course is to:</b></p> <ul style="list-style-type: none"> <li>• offer you various opportunities to explore the different aspects (pedagogical) of your teaching role in higher education and at UP in particular.</li> <li>• ensure that you are aware of the university's strategic research priorities.</li> <li>• introduce you to the teaching infrastructures and support mechanisms available to you to enhance your teaching practice in alignment with the university's teaching excellence.</li> </ul>	<p>Face-to-face</p>

### WHO SHOULD ATTEND:

All newly appointed academics to the university (both New/Early Career Academics and Established Academics).

### DURATION OF THE COURSE: 3 Days

- Day 1: 08:00–14:50
- Day 2: 08:00–16:00
- Day 3: 08:00–14:45

### FACILITATORS:

The programme is presented by university Executives, Department for Education Innovation staff, and guest lecturers.

# Tutor training

To ensure that tutors and demonstrators are adequately trained and prepared for their roles and responsibilities, it is necessary for them to successfully complete the self-paced online tutor training course. This course typically requires approximately 4 hours to complete. After successful completion of the course, tutors receive an automated letter of participation. The training covers the following five themes:

- Theme 1: Introduction to tutoring
- Theme 2: Tutoring for Learning in Higher Education
- Theme 3: Exploring Tutorial spaces
- Theme 4: Knowing your students
- Theme 5: Evaluating your tutorial practice

The key outcomes of the training are:

- Analyse and reflect on the purpose of tutorials in Higher Education from the South African context.
- Understand and reflect on your role as a tutor as a change agent in creating a learning environment where all students can learn.
- Reflect and discuss the significance of tutoring for engaged learning.
- Develop an understanding of various teaching and learning approaches applicable to tutoring spaces.
- Understand the UP context and embrace student diversity and student agency.

The Senior Teaching Support services coordinator, Ms Esther Mphanda shares the link for the training with faculty tutor coordinators annually.

UP institutional Tutor training link 2024: [https://clickup.up.ac.za/ultra/courses/\\_172910\\_1/outline](https://clickup.up.ac.za/ultra/courses/_172910_1/outline)



## Education Consultancy Professional Development

## Accountable Assessment - Part 1: Foundations of Assessment (A23AAF)

This is Part 1 of an entry-level course on assessment in Higher Education. It is meant to provide context to lecturers and academic line managers about the place of assessment in the academic project. Participants will be introduced to basic assessment concepts and principles, with a view of reflecting on their practices in their context. This course is a prerequisite for attending Part 2: *Assessment Principles in Practice*.

**Please note** that this course is not about online or alternative assessment per se. For available courses on teaching and assessment in clickUP, please visit <https://www.up.ac.za/education-innovation/article/2909528/professional-development>

OUTCOMES	DELIVERY
<p><b>At the end of this course, you should be able to:</b></p> <ul style="list-style-type: none"><li>• describe the role of assessment in tertiary teaching and learning.</li><li>• apply knowledge about concepts, terminology and basic assessment principles to reflect on and evaluate own assessment practice.</li><li>• define basic assessment criteria for an assessment task or outcome.</li></ul>	Online

### WHO SHOULD ATTEND:

Academic staff tasked with the responsibilities of an assessor, module coordinator, programme coordinator, or Head of Department.

### DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 2.5 hours
- After-course activities: Optional reflection activities for feedback

### FACILITATORS:

Education Consultants

## Accountable Assessment - Part 2:1

### Principles in Practice (A23AAP)

This is the 2nd Part of an entry-level course on assessment in Higher Education. Participants can apply what they have learned in Part 1 (*Foundations of Assessment*) to their assessment practices. The course will address aspects of institutional policies on assessment, question paper analysis and alignment, assessment plan design and quality assurance.

Accountable Assessment Part 1 (*Foundations of Assessment*) is a recommended prerequisite for this course.

OUTCOMES	DELIVERY
<p><b>At the end of this course, you should be able to:</b></p> <ul style="list-style-type: none"><li>• contextualise your assessment practices within UP requirements.</li><li>• apply knowledge about concepts, terminology and basic assessment principles when planning assessment opportunities for a module.</li><li>• evaluate whether assessment opportunities are pitched at the right level for a group of students.</li><li>• critically consider consistency between assessment tasks and marking schemes.</li><li>• draw up an assessment plan for a module.</li><li>• discuss frameworks for quality assurance.</li></ul>	Online

#### PRE-REQUISITES:

Accountable assessment - Part 1: *Foundations of Assessment*

#### WHO SHOULD ATTEND:

- Academic staff tasked with the responsibilities of an assessor, module coordinator, programme coordinator, or Head of Department.
- All participants who have completed Part 1.

#### DURATION OF THE COURSE:

- Pre-course activities: 45 minutes
- Engagement phase: 2.5 hours
- After-course activities: Optional assessment plan for feedback

#### FACILITATORS:

Education Consultants



## Curriculum Design and Development (T23CDD)

The purpose of this course is to capacitate academics on curriculum Design and Development processes to ensure that the new and existing programmes are responsive, conceptually rigorous, mission-driven, and research-informed. Participants will be introduced to key theories that underpin principles of curriculum development and design, which would enable them to construct contextually relevant and transformative curricula.

OUTCOMES	DELIVERY
<p><b>At the end of this course, you should be able to:</b></p> <ul style="list-style-type: none"><li>• Analyse and reflect on curriculum as a concept and how it inform your practice.</li><li>• Examine how curriculum policies inform decision-making in Higher Education institutions.</li><li>• Deliberate on how societal, institutional, personal, and interpersonal contexts and processes influence curriculum decisions.</li><li>• Develop and design contextually relevant learning opportunities from a constructive alignment perspective.</li><li>• Reflect on curriculum from a broader perspective for the purpose of designing transformative learning opportunities.</li></ul>	Online

### WHO SHOULD ATTEND:

Academics and leaders who wish to evaluate, revise, or develop a curriculum at the module and programme level.

### DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 2.5 hours
- Consolidate: own time

### FACILITATORS:

Education Consultants

## Feedback to students (T21FDB)

Feedback is an essential part of the lecturer's teaching practice. This course guides academics on applying effective feedback in their teaching practices to get the best out of their students and assessments. The principles of feedback are emphasised, and examples of techniques and types of feedback are discussed.

OUTCOMES	DELIVERY
<p><b>At the end of this course, you should be able to:</b></p> <ul style="list-style-type: none"><li>• understand the value of feedback.</li><li>• discuss good practices of feedback to students.</li><li>• identify different techniques to suit the submitted work.</li><li>• apply suitable feedback instruments.</li></ul>	Online

### WHO SHOULD ATTEND:

Academics who apply feedback in their teaching strategies.

### DURATION OF THE COURSE:

- Pre-course activities: 45 minutes
- Engagement phase: 2 hours
- After-course activities: Optional: Advice and Tips

### FACILITATORS:

Education Consultants

## Learning Theories in the Digital Age (T21LTD)

This course introduces participants to the most significant learning theories that inform curriculum design, teaching and assessment in the digital age. Participants will explore how these theories can inform and be integrated into their hybrid teaching practices.

OUTCOMES	DELIVERY
<b>At the end of this course, you should be able to:</b> <ul style="list-style-type: none"><li>• identify five different perspectives on learning, based on theoretical principles.</li><li>• deliberate teaching, assessment and curriculum approaches associated with each theory.</li><li>• determine the facilitator's and students' roles for each theory.</li></ul>	Online

### WHO SHOULD ATTEND:

- All academic staff who have student learning at heart and those who
- want to ground their teaching philosophies and approaches in educational theory.

### DURATION OF THE COURSE:

- Pre-course activities: 20 minutes
- Engagement phase: 2.5 hours
- After-course activities: Own time

### FACILITATORS:

Education Consultants

## Objective Assessment (A21OBA)

Objective assessment is an assessment method that measures the attainment of competencies via single correct responses, typically using multiple-choice (MCQ) and other question types, for instance. This course equips academic staff members with the knowledge and skills to effectively implement objective assessment in their teaching and learning practices. The principles of writing valid objective items to assess student learning on different levels of Bloom's taxonomy are addressed. The use of objective assessment in different settings and for different purposes, including online assessment and student engagement, is addressed. The importance of properly analysing test items is also explained and practised.

OUTCOMES	DELIVERY
<p><b>At the end of this course, you should be able to:</b></p> <ul style="list-style-type: none"><li>• define objective assessment.</li><li>• include objective assessment in an assessment plan according to the UP policy.</li><li>• apply the principles of writing good/valid objective items to assess specific knowledge and skills.</li><li>• determine the cognitive level of items according to Bloom's taxonomy.</li><li>• discuss technology's role in administering objective assessment for formative and summative assessment.</li><li>• interpret the statistical analysis provided by the LMS and CBT system to improve items.</li><li>• be aware of the UP policies around objective assessment and CBT.</li></ul>	Online

### WHO SHOULD ATTEND:

- Academics staff interested in using objective assessment (including
- MCCQs) as part of their teaching and assessment strategy.

### DURATION OF THE COURSE:

- Pre-course activities: 20 minutes
- Engagement phase: 2.5 hours
- After-course activities: Optional: Evaluate questions

### FACILITATORS:

Education Consultants

## Rubric Design (A21RUD)

The course provides guidelines and steps to create an analytic rubric as an assessment tool to provide constructive feedback and improve transparency, objectivity, consistency and fairness in judging student performance.

OUTCOMES	DELIVERY
<p><b>At the end of this course, you should be able to:</b></p> <ul style="list-style-type: none"><li>• consider the value of rubrics in your assessment practice.</li><li>• ensure that your feedback to students is fair, transparent and clear.</li><li>• design a valid rubric for consistent marking.</li><li>• use generative AI tools appropriately to assist in designing rubrics.</li></ul>	Online

### WHO SHOULD ATTEND:

The assessment practitioners tasked with setting assessment activities and marking.

### DURATION OF THE COURSE:

- Pre-course activities: 15 minutes
- Engagement phase: 2.5 hours
- Consolidate activity: Own time

### FACILITATORS:

Education Consultants



## Study Guide (T21STG)

The Study Guide course is a guided review process of an actual Study Guide using the Study Guide Checklist. Participants are introduced to curriculum imperatives from the South African context to ground the review process.

OUTCOMES	DELIVERY
<p><b>At the end of this course, you should be able to:</b></p> <ul style="list-style-type: none"><li>• improve the effectiveness of your Study Guide(s).</li><li>• analyse and reflect on which NQF level the module is pitched.</li><li>• review a Study Guide for your module according to UP guidelines.</li></ul>	Online

### WHO SHOULD ATTEND:

Academics tasked with the responsibility of compiling a Study Guide for a module.

### DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 2.5 hours
- After-course activities: Duration varies

### FACILITATORS:

Education Consultants

## Teaching in Different Modalities (T23TDM)

In response to the growing need for hybrid teaching methods, it's become essential for academics to master various teaching modalities, encompassing face-to-face, online, and blended approaches. To assist lecturers in adapting to these diverse formats, a comprehensive resource has been crafted. We invite you to join a one-hour informational session where this invaluable tool will be unveiled and explored. This session aims to provide guidance and insights to effectively integrate different teaching modalities in your educational strategies.

OUTCOMES	DELIVERY
<b>At the end of this course, you should be able to:</b> <ul style="list-style-type: none"><li>• differentiate between different teaching modalities.</li><li>• choose an appropriate teaching modality within a defined set of circumstances.</li><li>• choose appropriate teaching methods within a chosen teaching modality.</li></ul>	Online

### WHO SHOULD ATTEND:

- Any teaching practitioner at UP tasked with facilitating student learning.

### DURATION OF THE COURSE:

- Engagement phase: 1 hour

### FACILITATORS:

Education Consultants

## Teaching Portfolio (D22TPO)

This course aims to guide participants in reflecting on their teaching role with the ultimate purpose of compiling a teaching portfolio.

OUTCOMES	DELIVERY
<p><b>At the end of this course, you should be able to:</b></p> <ul style="list-style-type: none"><li>• formulate your teaching philosophy.</li><li>• write a self-reflective, self-evaluative narrative, reflecting your teaching effectiveness.</li><li>• integrate student and peer feedback into your reflective narrative.</li><li>• compile a teaching portfolio using recommended guidelines and a template.</li><li>• select appropriate peer reviewers.</li><li>• select appropriate evidence to document effective teaching and assessment practices aimed at student learning.</li></ul>	Online

### WHO SHOULD ATTEND:

- Academic staff members whose appointments need to be confirmed end of their probation period.
- Applicants for promotion
- Lecturers who want to apply for a teaching award.
- Heads of Department and academic mentors

### DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 2.5 hours
- Consolidate activities (compiling your portfolio): Own time and target.

### FACILITATORS:

Education Consultants

## Teaching Students to Question (T23TSQ)

Students' questioning ability is key to developing their critical and analytical skills. This course will guide lecturers to develop students' questioning skills by implementing the Question Formulation Technique.

OUTCOMES	DELIVERY
<p><b>At the end of this course, you should be able to:</b></p> <ul style="list-style-type: none"><li>• Design a learning session to help students master content through questioning.</li><li>• Implement the Question Formulation Technique in your teaching.</li></ul>	Online

### WHO SHOULD ATTEND:

- Any teaching practitioner at UP tasked with facilitating student learning.

### DURATION OF THE COURSE:

- Pre-course activities: 10 minutes
- Engagement phase: 2.5 hours
- After-course activities: 30 minutes

### FACILITATORS:

Education Consultants

## Teaching with Learning in Mind (T23TLM)

This course aims to empower lecturers to design learning experiences that embrace the research-based principles and practices of how learning works. The course is offered through a series of podcasts available on both Apple and Android podcast providers.

OUTCOMES	DELIVERY
<b>At the end of this course, you should be able to:</b> <ul style="list-style-type: none"><li>• use practical strategies on how to implement the scientific principles of learning.</li><li>• engage with the most credible resources on how students learn.</li><li>• implement concepts in this course within your teaching context.</li></ul>	Online

### PRE-REQUISITES:

- Accountable assessment
- Part 1: Foundations of Assessment

### WHO SHOULD ATTEND:

- Any teaching practitioner at UP tasked with facilitating student learning.

### DURATION OF THE COURSE:

- 1-hour orientation and introduction
- Seven podcasts ±20–30min each
- To be completed within three months at your own pace.

### FACILITATORS:

Education Consultants





## Faculty on-demand/on-request courses

Details about departmental or faculty on-demand/on-request courses to enhance teaching, learning and assessment offered by the Education Consultancy Unit are below:

### Gamification in Teaching (T23GIT)

Gamification is the use of game elements in non-game environments. Gamification could be considered to improve student engagement. This course empowers lecturers to implement gamification as a teaching strategy.

OUTCOMES	DELIVERY
<p><b>At the end of this course, you should be able to:</b></p> <ul style="list-style-type: none"> <li>• distinguish between game-based learning and gamification.</li> <li>• identify the principles of gamification in a higher education context.</li> <li>• plan and implement gamification elements in your module.</li> </ul>	<p>Online</p>

#### WHO SHOULD ATTEND:

- Established academics interested in learning how to include game-based elements in their teaching.

#### DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 2 hours
- Consolidate phase: Optional

#### FACILITATORS:

Education Consultants

## Inquiry-based Learning (T21IBL)

Inquiry-based learning (IBL) is a facilitation strategy that places ownership on students, rooted in a constructivist approach for the development of higher-order thinking skills and exploration of questions. This course provides guidance to explore IBL and its implications for curriculum design, teaching and assessment practices.

OUTCOMES	DELIVERY
<p><b>At the end of this course, you should be able to:</b></p> <ul style="list-style-type: none"><li>• contextualise IBL in your module(s).</li><li>• formulate an IBL question for investigation/unit of inquiry at the appropriate level of a specific module.</li><li>• explain the application of the IBL cycle.</li><li>• use any framework of your choice to plan an inquiry-based assignment/ research project within your module.</li></ul>	Online

### WHO SHOULD ATTEND:

- Academic staff tasked with the responsibility of facilitating learning/teaching/ lecturing.

### DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 2.5 hours
- Consolidate phase: Optional

### FACILITATORS:

Education Consultants

## Planning a Learning Opportunity (T21PLO)

In this course you will learn how to plan a lesson (learning opportunity) in consideration of the effects of diversity and curriculum transformation in teaching and learning. Implement proper design principles in the development of PowerPoint and other presentation resources in the processes of incorporating effective teaching engagement tools and techniques. Apply the principles of the 7E model in the planning process of a lesson (learning opportunity) and make use of relevant class management techniques and communication principles in executing the lesson (learning opportunity).

OUTCOMES	DELIVERY
<p><b>At the end of this course, you should be able to:</b></p> <ul style="list-style-type: none"><li>• describe different dimensions of diversity.</li><li>• accommodate the effects of diversity and curriculum transformation in teaching and learning.</li><li>• consider diversity and curriculum transformation in planning and executing teaching and learning activities.</li><li>• apply class management and communication principles.</li><li>• implement proper design principles in the development of PowerPoint and other presentation resources.</li><li>• incorporate effective teaching engagement tools and techniques.</li><li>• apply the principles of the 7E model and the Prepare-Engage-Consolidate model to plan a learning event to enhance learning.</li></ul>	Online

### WHO SHOULD ATTEND:

- Academic staff tasked with the responsibility of facilitating learning/teaching/ lecturing.

### DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 2.5 hours
- Consolidate activity: Plan a learning opportunity using the 7E template.

### FACILITATORS:

Education Consultants

## Project-based Learning (T21PJL)

Project-based learning is an instructional approach which enables students to simultaneously develop problem-solving strategies, disciplinary knowledge, and research skills. This course will guide lecturers to implement project-based learning as a teaching strategy.

OUTCOMES	DELIVERY
<b>At the end of this course, you should be able to:</b> <ul style="list-style-type: none"><li>• conceptualise Project-based Learning.</li><li>• project-based Learning steps in planning a project-based activity.</li></ul>	Online

### WHO SHOULD ATTEND:

- All academic staff interested in using Project-based Learning
- as part of their teaching strategy.

### DURATION OF THE COURSE:

- Pre-course activities: 20 minutes
- Engagement phase: 2.5 hours
- Consolidate phase: Optional

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## Self-Directed Learning (T23SDL)

Self-directed learning refers to a student's internal motivation to learn and succeed without (or with little) external motivation. This course will help you create strategies to develop your students' reliance on external resources, such as learning networks and communities of practice. Thus, encouraging students to use various strategies to navigate, manage, and take responsibility for their learning.

OUTCOMES	DELIVERY
<p><b>At the end of this course, you should be able to:</b></p> <ul style="list-style-type: none"><li>• analyse and change student perceptions.</li><li>• define the roles and responsibilities of all stakeholders.</li><li>• create a strategic plan to implement self-directed learning in at least one of your modules.</li></ul>	Online

### WHO SHOULD ATTEND:

- This course has been designed for academic personnel who have been teaching for more than five years and are ready to empower their students to take control of their learning.

### DURATION OF THE COURSE:

- Engagement phase: 2 hours

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## E-Learning Professional Development Courses

## clickUP ULTRA Overview Workshop (22023)

The clickUP Ultra Learning Management System offers robust opportunities to enhance learning and teaching innovation at the course level. This workshop will provide a comprehensive overview of the system and its essential features. It will equip participants with the necessary knowledge to expedite the implementation of the system and the design of effective learning experiences.

### **Learning outcomes:**

By the end of this workshop, participants will be able to:

- Proficiently navigate the clickUP Ultra interface.
- Recognise and correlate the features and functionalities of clickUP Ultra with their corresponding teaching and learning potentials.
- Competently utilise clickUP Ultra features to manage a module.
- Upload a study guide and effectively use the content editor.
- Craft and deliver announcements using the capabilities of the content editor.
- Create Calendar entries within designated modules.
- Successfully form a group or group set.
- Open a module for students to engage with it.

### **Intended Audience:**

- This workshop is recommended for lecturers who are responsible for developing and teaching a module alone or as part of a team of lecturers.

### **Delivery:**

- In-Person/Face-to-Face

## clickUP ULTRA Content Workshop (32023)

This interactive workshop builds upon the foundational knowledge acquired in the clickUP Ultra Overview workshop. It delves into various methods for structuring content to enhance teaching strategies, fostering both teaching, cognitive and social presence within modules. The workshop equips participants with the skills to seamlessly integrate Ultra features for interactive teaching and learning experiences and create a meaningful course structure for your students.

### Learning Outcomes

By the end of this workshop, participants will be able to:

- Identify and utilize clickUP Ultra features that promote a community of inquiry.
- Apply diverse content types within clickUP Ultra to support appropriate teaching strategies, enabling student access and interaction with various resources.
- Strategically plan the implementation of content tools and features in clickUP Ultra, including learning modules, folders, Ultra documents, file uploads, content editor, and release conditions.
- Develop and design a well-structured course layout to ensure a meaningful course structure for your students.

### Intended Audience:

- This workshop is specifically designed for staff responsible for setting up modules and loading content.

### Delivery:

- In-Person/Face-to-Face

### Prerequisite:

- Completion of the clickUP Ultra Overview workshop is recommended before attending this workshop.



## clickUP ULTRA Engagement Workshop (52023)

This course is designed to leverage clickUP Ultra for designing student learning experiences that promote cognitive engagement. It encourages the utilisation of new tools such as conversations and discussions, collaboration on documents (replacing wikis), and effective facilitation of group activities. Participants will learn to utilise discussion analytics to aid in evaluating student contributions.

### **Learning outcomes:**

At the culmination of this course, participants will possess the ability to:

- Compose announcements and instructions that enhance effective, behavioural, cognitive, and social engagement among students.
- Utilise clickUP Ultra features and tools to establish and oversee online engagement opportunities across three spheres: student-lecturer interaction, student-content interaction, and student-student interaction.
- Provide a rationale for using conversations and discussions within a clickUP Ultra course and effectively create and manage them.
- Configure various types of student groups for different collaborative activities.
- Create collaborative documents in clickUP Ultra, allowing students to work together in Microsoft Word, Excel, or PowerPoint.

### **Intended Audience:**

- This workshop is tailored for lecturers responsible for developing and teaching modules individually or as part of a lecture team.

### **Delivery:**

- In-Person/Face-to-Face

### **Prerequisite:**

- Completion of the clickUP Ultra Overview workshop is recommended before attending this course.

## clickUP ULTRA Assessment Workshop (42023)

This workshop provides an introductory exploration of how to establish and utilise the assessment functionalities within clickUP Ultra.

### **Learning outcomes:**

Upon completion of this workshop, you will be able to:

- Recognise the significance of constructive alignment in determining appropriate student assessment methods.
- Locate and apply UP Assessment policies and guidelines for effective teaching and learning.
- Effectively employ question banks and rubrics within clickUP Ultra when creating online assessments.
- Create well-organized and fully functional online tests and assignments in various formats tailored to distinct requirements.
- Identify and address challenges that may arise during student assessments, implementing effective solutions. Know how to manage and track student submissions.

### **Intended Audience:**

- This workshop is designed for lecturers who are responsible for developing and managing online assessments.

### **Delivery:**

- In-Person/Face-to-Face

### **Prerequisite:**

- Completion of the clickUP Ultra Overview workshop is recommended before attending this workshop.

## clickUP ULTRA Grading and Gradebook Workshop (62023)

This workshop is designed to provide participants with comprehensive knowledge on how to effectively configure the gradebook, grade assessments, and monitor and track student progress within clickUP Ultra.

### Learning outcomes:

Upon completing this workshop, you will gain the ability to:

- Create gradable items that weren't automatically generated.
- Evaluate various types of assessments and communicate grades to students.
- Navigate the gradebook interface confidently, efficiently setting up and editing grading items and selecting appropriate settings and categories.
- Add calculations and set up the progress mark using functions, variables, and operators.
- Proficiently manage grades, encompassing tasks such as uploading and downloading marks, overriding grades, creating grade items, applying filters, and using the search function.
- Leverage analytics to run reports for grade management and course enhancement, utilising features like grade history, premium reports, question analysis, and submission receipts.

### Intended Audience:

- This workshop is tailored for staff responsible for managing the gradebook and grading assessments.

### Prerequisite:

- Completion of clickUP Ultra Overview and Assessment workshops is recommended before attending this workshop.

### Delivery mode:

- In-Person/Face-to-Face

## clickUP ULTRA for Administrators (82023)

This course empowers staff members in administrative or supporting roles, enabling them to confidently navigate and utilise the clickUP Ultra system to fulfil their tasks and responsibilities. It emphasises understanding the containers and features essential for effectively structuring a module.

### **Learning outcomes:**

Upon completion of this 5-hour course, participants will be able to:

- Navigate the Ultra interface with confidence.
- Plan to utilise content tools and features within clickUP Ultra, including learning modules, content folders, Ultra documents, file uploads, and the content editor.
- Successfully upload a study guide and effectively use the content editor.
- Skilfully craft and dispatch announcements using the content editor.
- Create Calendar entries within their designated modules.
- Construct a solution reflecting a study guide in their “My Practice Course” environment.

### **Intended Audience:**

- This workshop is tailored for staff members in administrative positions who provide support to academics and departments.

### **Delivery mode:**

- In-Person/Face-to-Face

### **Prerequisite:**

- Digital literacy is required.

## Narrated PowerPoints (470)

The purpose of this workshop is to enable you to create digital lectures (interactive videos) using PowerPoint and Blackboard Collaborate, and integrate clickUP tools for asynchronous and synchronous teaching and learning activities.

### Learning outcomes:

After this day-long workshop, you will be able to:

- Set up the hardware for proper sound recording.
- Preparing your PowerPoint for voice authoring in line with best practice to use for a narrated PowerPoint and/or in a synchronous online classroom.
- Create a narrated PowerPoint.
- Upload the video (Narrated PPT) to YouTube.

### Who should attend:

- Lecturers who plan to make interactive lecture recordings available to students or present digital lecture sessions.

### Delivery mode:

In-person/Face-to-face and self-paced courses are available.

### Pre-requisites:

- Computer literate
- Know how to use PowerPoint.

## Turnitin (2671)

Turnitin (Tii) is an online source verification and similarity-checking programme that is fully integrated with clickUP. It shows similarities between submitted assignments and texts on the World Wide Web, other assignments from the class and assignments submitted to Turnitin previously.

### **Learning outcomes:**

At the end of this workshop, attendees will be able to:

- Support and encourage students in their journey to become better academic writers through the correct use of the Turnitin software in their clickUP modules.
- Create customised Turnitin assignments that suit the level of the students, from the first year to post-graduate, by using the repositories and other settings in Turnitin appropriately and enable students to improve their academic writing skills by perusing the similarity reports.
- Interpret the quantitative similarity reports in their discipline.
- Qualitatively evaluate the severity of any plagiarism.
- Minimise the occurrence of plagiarism through optimal design and instructions in assignments that safeguard the reputation and academic integrity of the university.

### **Who should attend:**

- Lecturers who use written assignments as part of their assessment strategy Researchers or supervisors of research papers

### **Delivery mode:**

All are presented in the In-Person/Face-to-Face and Self-paced online courses.

## Turnitin Grading and Feedback (2672)

This is a follow-up Turnitin and Plagiarism course for lecturers who want to use the grading and feedback functions of Turnitin.

### **Learning outcomes:**

By the end of this workshop, lecturers should be able to use all the current feedback functions in Turnitin to:

- Create, import and use Rubrics and Grading forms in Turnitin
- Create and implement advanced Quickmarks and Audio feedback
- Associate Quickmarks with Grading forms
- Activate and use E-Rater™ (grammar and spelling feedback),
- Activate and manage Anonymous marking,
- Manage feedback from libraries and
- Grade students' submissions using Feedback studio

### **Delivery mode:**

All are presented in the In-Person/Face-to-Face and self-paced online courses.

### **Who should attend:**

Lecturers who attended clickUP workshops (minimum Overview/Assist) as well as the Turnitin and Plagiarism workshop OR are very confident that they are able to create Turnitin assignments on their own and interpret similarity reports.

## In-Video Assessment (2020E4)

In response to the current demand for engaging and relevant learning activities. The Department for Education Innovation has made available a new tool integrated with clickUP which allows you to create interactive content like in-video assessments, branching scenarios and 360° virtual tours.

### **Learning outcomes:**

At the end of this course, participants will be able to:

- Use interactive assessment and presentation tools to increase students' engagement with content and practice required skills.
- Create engaging videos to promote active learning through the use of embedded questions (in-video assessment).

### **Pre-requisites:**

- Basic clickUP Training

### **Delivery Mode:**

All are presented in the In-Person/Face-to-Face and self-paced online courses.

### **Who should attend:**

- Lecturers who are using instructional videos in their teaching and would like to add interactive learning moments in these videos and lecturers who are interested in adding branching scenarios and other engaging tools are encouraged to attend.



## clickUP Grades (Grade Center) (1910)

This five-hour course will enable participants to work with marks in the Grade Centre of clickUP. The focus is on using tools within the Grade Centre that will enhance efficiency and identify students at risk of failing.

### Learning outcomes:

Upon successful completion of this 5-hour course, participants will be able to:

- Navigate the Grade Centre environment with ease:
  - ◇ Use the Student Preview and My Grades tool to gain insights into student performance.
  - ◇ Effectively navigate the Grade Centre's interface and locate essential features.
- Manage Grade Centre columns effectively:
  - ◇ Create new columns and add marks accurately.
  - ◇ Leverage colour coding to quickly identify students' struggling or high-performing areas.
  - ◇ Employ column organisation functionality to maintain a well-structured Grade Centre.
- Effectively grade assignments:
  - ◇ Grade individual assignments with precision and consistency.
  - ◇ Grade group assignments efficiently while ensuring fairness and accuracy.
- Use these Grade Centre features to increase efficiency:
  - ◇ Set up and use weighted columns to accurately reflect semester marks.
  - ◇ Implement smart views to streamline grading tasks and enhance efficiency.
  - ◇ Upload and download marks to clickUP.

### Pre-requisites:

- clickUP Overview or clickUP Assist

### Who should attend:

- Support staff and lecturers who work with marks in the clickUP Grade Centre.

### Delivery mode:

All are presented in the In-person/Face-to-Face and self-paced online courses.

## Trendy Tools for Cool Lectures (2700)

The acceleration of technological advancements is reshaping education, with university students increasingly adept at leveraging these technologies for communication, interaction, and content creation. Central to this transformation is the integration of Generative AI and gamification strategies, redefining educational engagement dynamics. These tools offer extensive possibilities for enhancing teaching and learning effectiveness. Lecturers must be aware of these emerging technologies and possess the skills to utilise them effectively. This workshop is designed to acquaint lecturers with a variety of cutting-edge technologies and services. It provides a platform for them to explore and discuss the most effective practices tailored to their unique educational environments, fostering a more interactive and engaging learning experience.

### Learning outcomes:

During this workshop, attendees will:

- Investigate and assess various new technologies, understanding their potential to impact teaching and learning methodologies and the future of work.
- Gain insights into the latest advancements in generative AI, exploring how these technologies are shaping the future landscape of education.
- Delve into the world of gamification, learning how to integrate game-design elements and principles in educational contexts to boost student engagement and participation.
- Develop skills in employing interactive assessment and presentation tools, leveraging generative AI and gamification techniques to enhance student interaction with course material and skill development.

### Delivery mode:

Only presented as In-Person/Face-to-Face sessions.

### Who should attend:

- Lecturers who are interested in the use of technology to increase the success of their students while using their time effectively.

### Pre-requisites:

- Basic clickUP training

## Class Collaborate (E21BBC)

The purpose of this workshop is to enable you to set up Class Collaborate sessions to present engaging synchronous online lectures.

### Learning outcomes:

By the end of this workshop, you should be able to:

- Be proficient in adding the Collaborate tool to your clickUP course.
- Be able to create Class Collaborate sessions and communicate the details to students.
- Present a Collaborate session using the functionalities available.
- Troubleshoot common technical problems.
- Create a social presence so students feel connected.
- Facilitate effective interaction with the students to increase engagement.
- Record and share sessions for future use.
- Manage attendance reports.

### Delivery mode:

Only presented as In-Person/Face-to-Face sessions and self-paced online courses.

### Who should attend:

- Lecturers who are interested in the use of technology to increase the success of their students while using their time effectively.

### Pre-requisites:

- Basic clickUP training

## E-Learning for Academics (ELA) (467)

This course aims to enable lecturers to use the e-learning environment maximally to facilitate learning in both web-dependent and residential environments. Lecturers will explore various topics, e.g. how students learn, what their modern-day context is, how to plan strategies and activities to optimise online learning, and how to build online learning communities. The participants will experience learning in an online environment as both a student and a facilitator.

### Learning outcomes:

After completing the E-Learning for Academics course, participants will be able to:

1. Design a teaching and learning plan based on:
  - a. relevant theories, frameworks, and/or models for hybrid and online teaching and learning;
  - b. their experience of the different roles and responsibilities of role players at different phases of a hybrid/online course;
  - c. estimates of the workload, required preparation, and support related to their clickUP module.
2. Develop a variety of assessment, teaching, and facilitation skills, strategies, and activities and illustrate how they will incorporate these using online synchronous and asynchronous tools in their teaching and learning plan and e-activity.

### Who should attend:

- Lecturers who are considering using online learning and those who need to optimise their current facilitation and use of learning activities and interaction in online learning.

### Minimum requirements:

- B Degree Computer Literate clickUP Overview Workshop

### Mode of delivery:

This is a +- 5-week Hybrid course with a combination of contact and fully online sections. The course is presented to illustrate the use of hybrid learning. Therefore, there will be four online weeks of participation and two full days of face-to-face interaction.

### Assessment:

During the three online weeks after the contact sessions, each participant has to successfully complete two compulsory assignments to receive a completion certificate for the course. If a participant fails to comply with the required grades or to submit an assignment ON TIME, the participant will receive only an attendance certificate for the course.

### Note:

Participants will only be successful in reaching the outcomes of the course if they can spend 1–2 hours per day during the online weeks on the course assignments.

## QuestUP (Day 1: 2022Q1 and Day 2: 2022Q1)

Computer-based testing (CBT) and online assessment form part of the assessment strategy of many academic departments at UP. During this interactive hands-on course lecturers will be introduced to the functionalities of the QuestUP system to conduct online assessments from various locations. The aim of these workshops is to provide participants with the necessary skills to use the QuestUP system and all its features for online assessment.

### Learning outcomes:

After completing this course, lecturers will be able to:

- After completing these courses lecturers will be able to:
- act on UP policies and guidelines regarding the use of objective items;
- act on the Roles and Responsibilities documents with respect to online assessments
- conducted in computer laboratories;
- create their own collections and items (questions) in the system;
- share items, collections and assessments with colleagues for a moderation process;
- be aware of the possibility to use CBT to test on different cognitive levels;
- set assessments to allow various randomisation and feedback options;
- schedule an assessment for students;
- monitor students' activity while they are taking an assessment;
- coordinate assessors and mark online essays;
- interpret item and assessment statistics and student results to improve items; and
- be aware of the possibility of managing the moderation process and perusal of online assessments.

### Pre-requisites:

It is strongly recommended that the "Objective Assessment" course is attended before the QuestUP workshop.

### Duration:

The training is divided into two half days to provide sufficient opportunities for hands-on activities and delegates need to register for **both days** with the course codes indicated above.

The first day (2022Q1) is dedicated to:

- creating question collections,
- marking the essay questions,
- coordinating the marking process, and
- access to the QuestUP environment.

The second day (2022Q2) focuses on:

- creating an assessment from your collections
- scheduling students for an assessment
- the invigilation functions while students are writing an assessment, and
- interpreting the reports available to enhance your questions.

### Who should attend:

- Lecturers who used Computer-Based Testing (CBT) in laboratories in the past **and lecturers who wish** to make use of online assessment as well as departmental administrators who support lecturers.

### Delivery mode:

- In-Person/Face-to-Face

## Clickers (12023)

PointSolutions offers mobile clicker options for interactive polling in the classroom. Using mobile devices, students can answer a variety of questions and participate in various activities in class. Results can be collected, shared and used for assessment and planning. PointSolutions software allows students to participate in real-time polling activities using a mobile device, tablet or computer. PointSolutions is a type of polling software that can operate from within or outside of PowerPoint, making it suitable for use in teaching sessions. Polling software facilitates a 'flipped classroom' approach to teaching and learning. Instructors can collect and analyse feedback instantly or after their sessions through automatically generated reports. This three-hour, interactive workshop will provide a quick introduction and overview of the possibilities in the system and help participants to familiarise themselves with the environment.

### **Learning outcomes:**

After completing this course, lecturers will be able to:

- Successfully register a PointSolutions account and install the software
- Link clickUP module to a PointSolutions account.
- Know how to access PointSolutions and the associated class list.
- Create different question types and add them to a PowerPoint presentation in Point-Solutions
- Successfully create and enable session ID
- Manage a session's results effectively.

### **Delivery mode:**

In-Person/Face-to-Face

### **Who should attend:**

- Lecturers using or planning to use Clickers to support student learning.

### **Duration:**

- After this 3-hour workshop, you will be able to integrate mobile clicker/PointSolutions into your teaching and learning. You will be able to effectively create an active learning environment in your teaching and learning.

### **Pre-requisites:**

- Basic knowledge of MSWord and PowerPoint

### **Presenters:**

Instructional designers from the Department for Education Innovation.

## Self-paced, fully online clickUP courses (not for the new clickUP ULTRA)

Enrol yourself by opening: *(before opening this link - log into clickUP)*

[https://clickup.up.ac.za/webapps/blackboard/execute/enrollCourse?context=INMENU&course\\_id=\\_136877\\_1](https://clickup.up.ac.za/webapps/blackboard/execute/enrollCourse?context=INMENU&course_id=_136877_1)

Courses that can be taken online in the self-paced environment:

- **Getting started:** Overview and creating course navigation (clickUP Original)
- **Distribute content**
  - ◇ clickUP Content (clickUP original)
  - ◇ Narrated PowerPoints
  - ◇ Interactive Video and content
- **Online Classroom:** Class collaborate
- **Assess Students**
  - ◇ clickUP Assessment (clickUP Original)
  - ◇ Turnitin
  - ◇ Turnitin Grading/Feedback
  - ◇ Grade Center courses
- **Enable participation:** clickUP Modalities of participation (clickUP Original)
- **Monitor participation:** clickUP Metrical (clickUP Original)





