T&L@NAS Bulletin
No. 4 — 2020

Faculty of Natural and Agricultural Sciences · Fakulteit Natuur- en Landbouwetenskappe · Lefapha la Disaense tša Tlhago le Temo

Here to bolster your T&L toolset!

Special Issue # professional services
Gerrit Stols (Director: Education Innovation)

It is my pleasure to introduce the latest issue of the T&L@NAS Bulletin. In this special issue the editors have gathered contributions on the varied professional services (previously known as support services) at UP: the issue features some of the ongoing projects as well as the specific services on offer, with an eye on how—and typically in what kinds of situations—faculty can access these services. These services have also been summarized (along with others) in a substantially expanded T&L@NAS Resource List.

The impact of the Fourth Industrial Revolution is upon us. Students leaving the university enter a totally different world of work. Some careers will become obsolete and others will change dramatically because of artificial intelligence and other technologies. Students do not only need disciplinary knowledge, but they also need a new skill set to strive in today's world of work. They must be adaptable, ethical, critical thinkers, problem solvers, team players, collaborators, effective communicators, and self-directed learners that are intercultural aware.

The University of Pretoria's teaching and learning model is not only addressing the 4IR skills and optimal usage of the latest technology, but it is also suited towards a deeper understanding of the characteristics and learning needs of our UP students.

The UP teaching and learning model assumes three phases in teaching and learning: (a) students preparing before class, (b) students engaging in class and (c) students consolidating knowledge after class. This would allow students to come to class prepared and to make learning active and meaningful even in large classes. In preparation for the implementation of this model, EI received funding for the implementation of an institutional license for a Clicker Mobile App and H5P video assessment software in 2020. This enables all lecturers and students to use the mobile version of clickers and video assessment software at no additional costs.

I invite you to browse the various services available at UP to assist us all in the T&L project. I'm proud to say that the department of Education Innovation features prominently. We have a team of experts in the fields of education, assessment, community engagement, instructional design, graphic design, videography, photography, communication technology, educational research and student academic development. We provide leadership and expertise to academic staff in relation to innovative teaching and student success solutions.

I also appeal to you to share your latest teaching innovation in a future bulletin. Quite often I find that the role of EI is to take the initial innovations of our lecturers and develop them for a much larger scale to the benefit of student learning. Even if the initial innovation does not seem particularly successful, the wide scope of EI allows us to identify contexts where such innovations would be perfectly suited.

Creative Studios *# audio and visual engagement*

Creative Studios help lecturers create engaging audio and visual material for teaching and learning. Creative experts assist in capturing concepts in audio and/or visual forms, which range from graphic images, photographs and video to animations, voice-overs and other forms of sensory stimuli. Creative Studios consists of three sections and are represented on three UP-campuses: Hatfield, Prinshof and Onderstepoort.

GRAPHIC DESIGN

Posters: Professional design and layout of research posters or any teaching posters.

Presentations: Assist in refining template layouts.

Illustrations: Create custom digital or hand-drawn illustrations.

Infographics and Diagrams: Visualisation of data or information and ideas so it can be easily understood.

Layout, Image/Photo editing, and many more—please contact us with your idea.

Portfolio: https://hettiemansb336.myportfolio.com

VIDEO

Video productions: we produce videos that are of a practical nature—for example laboratory techniques or practical sessions where there are just too many students that would otherwise miss the detail of these sessions.

2D and 3D animations/simulations: On request at Hatfield campus.

Studio recordings: We only do recordings of SHORT lectures in our studio— dramatically shortened and focused—typically 10–20 minutes.

Office Mix: Assistance to create PowerPoint documents into interactive playable documents that can be viewed on almost any device.

In-Video Assessments.

Portfolio: http://bit.ly/34mCxPq

VIDEO CONFERENCING

National & International video conferencing (on request).

Assistance with Skype (on request).

Assistance on all platforms: all video conferencing platforms, e.g., Zoom.

Contact details

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Graphic design
012 420 4264
hettie.mans@up.ac.za

Andre du Plessis
Video
012 420 4031
andre.duplessis@up.ac.za

Almero du Pisani
Video conferencing
012 420 3779
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Social learning spaces *# enhance student experience*
Ané Wheeler ([Department of Facilities Management](#))

The transformation of teaching and learning spaces is an ongoing objective of the Campus Planning and Development Division of the Department of Facilities Management. Implementation occurs through continuous planning and engagement initiatives, small-scale interventions and major construction projects.

Ongoing planning initiatives. The focus area for 2019 was the redesigning of the libraries, the Agriculture Building (Hatfield Campus) and the Student Centre (Hatfield Campus), and the optimisation of the UP residences' underutilised dining halls. It is critical to involve students since their experience at UP can be influenced to a large extent by the nature of such spaces. One interesting survey finding is that 86% of students would welcome open social spaces where they can eat and also work on their laptops between classes. The layout of these spaces and the arrangement of furniture should provide the possibility of working in groups, but should also accommodate social activities during breaks.

Small interventions, major impact projects. The process of testing assumptions by introducing small-scale interventions and testing the response of students and staff has been extremely insightful. A temporary coffee kiosk was opened in the Library foyer (Hatfield Campus) at the end of 2018 and a subsequent survey showed that 82% of the students were overwhelmingly positive about the idea. The Mathematics Building has several teaching venues with fixed seats, which are being used as postgraduate teaching facilities and tutor venues. Since the layout with 50 fixed seats was not considered to be conducive to

Mathematics Building

the modern pedagogy, the fixed seating in one of those venues was removed and stored and a furniture supplier provided a variety of suitable furniture options in order to test some combinations. Glass writing boards were also installed in the venue. Teaching staff quickly responded with suggestions and a final layout was decided on. The seating option now consists of loose chairs on wheels with writing tablets and standard stackable chairs with movable tables. The combination of furniture allows for a variety of teaching options.

Economic and Management Sciences postgraduate hub

Large-scale construction projects. Recently completed projects include a new postgraduate hub for the Faculty of Economic and Management Sciences and an upgrade of the IT Building atrium. Refurbishments for 2019 include: **Akanyang**—a shared academic and student support service space with multifunctional facilities, a training room, counselling pods, a coffee kiosk, external social areas and quiet internal areas for relaxation. **Arnold Theiler**—upgrading of the foyer spaces of the main lecture complex at Onderstepoort Campus to include a coffee kiosk and pause areas. **Mamelodi Library**—changes to address the need for group discussion areas and the incorporation of social learning spaces. **Monastery Hall**—upgrade of the residence dining hall, increasing the seating capacity in and around the building and creating more effective social learning spaces. **HW Snyman upgrade on Prinshof Campus**—refurbishing of the underutilised foyer to include social learning areas.

The availability of welcoming spaces encourages students to remain on campus between lectures. This enhances accessibility and promotes successful learning, which is a critical goal for UP. Such spaces also foster and sustain a transformed, inclusive and equitable University community.

Adapted from an article originally published in the [April 2019 issue](#) (p13–14) of the [Junior Tukkie Magazine](#)

The Department of Library Services *# a wealth of resources at your fingertips!*

Cross disciplinary research, teaching and learning in higher education continues to evolve. The Department of Library Services at the University of Pretoria is responding by adapting existing practices while developing new ones. We would like to highlight some services and resources offered by our department.

MakerSpace. The Department of Library Services at UP is home to the first Library MakerSpace in South Africa. A MakerSpace is a creative laboratory where people with ideas get together with people who have the technical ability to make these ideas become a reality. A MakerSpace is often associated with fields such as engineering, computer science, graphic design and digital art, and although the physical space is important, it is the collaboration between individuals with various and distinct areas of knowledge that is fundamental to fostering this creative environment.

The Library's MakerSpace is open to all UP students and staff whether it is for work or personal interest. With access to technologies such as 3D printing, 3D scanning, IoT kits, robotics kits, training and expertise, the MakerSpace endeavors to facilitate learning in a non-threatening environment, irrespective of discipline.

Access to the space is free and MakerSpace assistants are available to assist everyone. More details on the MakerSpace services (and their quite reasonable prices) can be found [here](#).
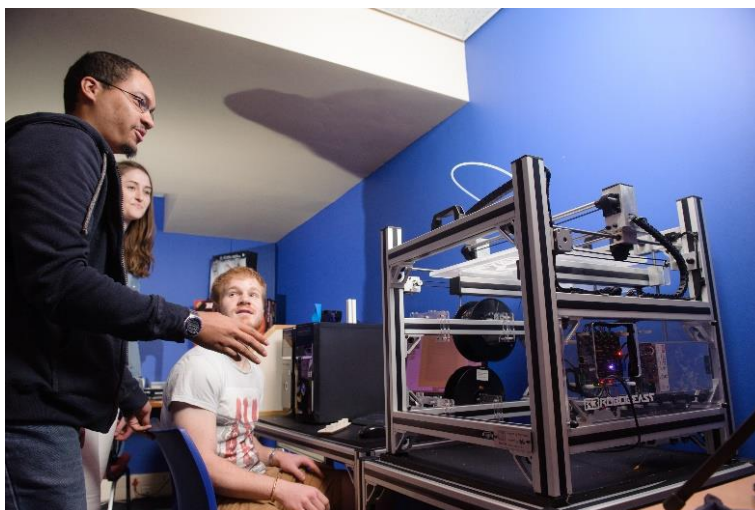
Information specialists. Information specialists extend academic support to staff, students and researchers in the faculty. They provide a variety of information services that support research, teaching and learning to improve student learning, throughput and enhance the research profile of the faculty. Some of their services entail:

- Making information resources available through collaboration with faculty staff by identifying and purchasing resources (print and electronic) to build a relevant collection for teaching, learning and research.
- In support of Hybrid learning, information specialists populate ClickUP pages by assisting faculty staff members through the process of copyright clearance, ensuring that pages are digitised, creating links and uploading on Library reference pages.
- Using their expertise in information searching, students and faculty staff members are assisted with information searches and the retrieval of relevant literature.
- Postgraduates and faculty staff members may also make use of the library's Interlending services to obtain information resources from other libraries, nationally and internationally.

Find the information specialist for your department [here](#).

Digitisation. Digitisation is a wonderful way of increasing access to unique collections that are not readily available and visible. The Digitisation Unit offers an on-demand [digitisation service](#) that includes the digitisation and digital preservation of paper documents, photographs, slides and negatives, as well as 3D objects. Find more information [here](#).

Bindery. Did you know that the University of Pretoria (UP) has a well-established Bindery, offering high standard, professional binding services to UP staff, students, academic departments as well as private clients? The Bindery specializes in the binding of theses, journals and other documents as well as the reparation and preservation of old and damaged books. More details (along with a pricelist) are available [here.](#)

The Unit for Academic IT *# supporting new T&L strategies*

The Unit for Academic IT serves as interface between the academic enterprise and Information Technology Services (ITS); our primary objective is to ensure the delivery of quality IT services to support the academic enterprise, thereby improving the overall experience of researchers, lecturing staff and students. We have three focus areas: eResearch Support (including high performance computing and research data management), Teaching Technology Delivery, and Student Computing (including managing computer laboratories and a walk-in student support centre).

Teaching Technology Delivery. We ensure that appropriate technology is available and supported within lecture venues. A team comprising of an audio visual (AV) specialist and 16 AV technicians provide support and maintenance of AV technology in lecture venues across all campuses. One of the more recent projects that is now nearing completion is the implementation of Wi-Fi and the upgrading of AV technology in lecture halls to maximise the support for new teaching and learning strategies. The AV equipment has been standardized across most venues for ease of use and Wi-Fi is now available in almost all lecture venues. Additionally, document cameras have been introduced to several venues, and projection surfaces have been upgraded in a number of venues (with quite a few now having two screens). Consult the UP lecture venues list for details on what is available in each lecture venue.

Various divisions within ITS, i.e. Enterprise Systems, IT Operations and Capability Development, drive ongoing **systems and infrastructure renewal** initiatives. The collective objective here is the provision of
- A comprehensive suite of business applications that delivers functionality which enables effective and efficient business processes relevant to UP's institutional needs.
- A modern, flexible IT platform and technology architecture that not only underpins these new applications, but also facilitates integration between both legacy, and future, applications and technologies.

One such initiative that is currently underway is a large-scale infrastructure refresh project, which aims to replace the entire underlying server infrastructure with a modern, cutting edge platform. This will provide a solid base for enterprise applications and will contribute towards an enhanced user experience.

ITS Helpdesk. The ITS Helpdesk is the first contact point for staff and students which offers support and advice for passwords, hardware, software, and audio visual requirements. **AV services** can be requested via the ITS Services Catalogue. In the unfortunate event of experiencing difficulties in the lecture venue, immediate AV support can be obtained by calling the ITS Helpdesk at 420-3051 and selecting option 3.

Governance. The Steering Committee for the Unit for Academic IT is arguably the most senior committee where academics and ITS meet to discuss IT matters related to research, teaching technology delivery and student computing. This forum provides input which informs and guides the operations of the Unit. The committee is chaired by the Director Information Technology and membership includes the Deputy Vice Chancellor Research and Postgraduate Studies, the Deputy Vice Chancellor Teaching and Learning, Deans/Deputy Deans/Faculty representatives, as well as staff from the UAIT. This is a forum where academic IT topics of mutual strategic importance can be discussed and where IT services can be aligned to better support the specific requirements of the academic enterprise. Heads of Departments are able to utilise this forum by proposing topics for discussion to their respective faculty representative.

We welcome feedback with respect to eResearch, Teaching Technology, and Student Computing services through the following channels: via the relevant faculty representative to the ITS Relationship Manager, Mr Willie Potgieter and via the relevant faculty representative during UAIT Steering Committee meetings.

ITS Helpdesk
- Staff: x3051, help@it.up.ac.za
- Service catalogue: upnet.up.ac.za/SRC/

AV support
- General support: x3051, avsupport@up.ac.za
- After-hours (16:00–19:00) telephone only support: Phone Security Services at x2310 and request IT support.
- Events: AV Support should be requested through the ITS Service catalogue at least 3 business days prior to the event. Events outside of working hours will attract a fee.

Education consultant (NAS) *# not only for when the paw-paw hits the fan*
[Ina Louw (Department for Education Innovation)](#)

I am an ex mathematics educator who came to UP in 2014 to join the group of Education consultants. I am serving the Faculty of Natural and Agricultural Sciences in many ways.

I conduct **peer reviews** of their lectures and advise them accordingly. Based on my observations I designed training sessions (**Continuous Professional Development**) to address the "issues" that need improvement. I support lecturers who want to conduct research about their teaching, i.e. scholarship of teaching and learning (**SoTL**), in (i) applying for funding, (ii) conceptualising the project, (iii) designing questionnaires and hosting them on Qualtrics (questionnaire survey software). I support probation and promotion candidates, as well as nominees for awards, with their **teaching portfolio**. I present departmental **workshops** to assist lecturers in formulating proper learning outcomes for their modules, as well as for curriculum revisions. I do **tutor training** in NAS and from 2020 for UP.

These could be seen as the BIG projects, but I also do many small things on individual basis, such as advice you on your **assessment plan/strategies/rubrics**, evaluate your **study guide** and assist in improving it, advise you on **faculty rules** and regulations and help you to find the right person to ask, if I do not know how to assist you. I keep the clickUP module [FLY@NAS](#) active and arrange FLY@NAS **events** with the Deputy Dean to share teaching and learning information wider.

I invite you to contact me for your questions about your teaching and learning practice. Together we will make a plan: The UP way!

Education consultants for other faculties can be found [here](#).

Instructional Designer (NAS) *# clicking the UP WAY*
[Mpho Thukane (Department for Education Innovation)](#)

I am the Instructional Designer for the Faculty of Natural and Agricultural Sciences. I provide learning design support and consultation in relation to teaching with technology (technology integration) and hybrid and online learning. I am also part of the e-Education training team that is responsible for staff training and development in the use of clickUP, [Turnitin](#) and other educational technologies.

I am passionate about my role and working with lecturers who are willing to try out new and innovative practices in their modules is always exciting. My areas of interest include curriculum design, active learning, in-video assessment and staff development in the use of educational technologies to promote student success.

Lecturers within NAS are welcome to contact me for [clickUP](#) and [Turnitin](#) support, as well as for support with other educational technologies, e.g., Turning Point technologies, in-video assessments, and other tools. I am also available to assist with orientating students on the use of clickUP upon request.

I am responsible for the [FLY@NAS](#) resource hub/portal (available in clickUP) where all NAS lecturers have access to important information.

Instructional designers for other faculties can be found [here](#).

Guides of students' learning experiences *# Faculty Student Advisors*
NAS Faculty Student Advisors

The NAS Faculty Student Advisors (FSAs) are divided to support the main two streams in the Faculty, namely Agricultural and Biological Sciences, and Mathematical and Physical Sciences. Each stream has two FSA's whose offices are strategically located to serve students.

FSAs are equipped to enthusiastically support students academically. Academic support involves adjustment to university life, goal setting and motivation, time management, study methods, preparation for tests and exams, and handling of academically related stress. Many students come for curriculum and career advising as well. The FSAs pride themselves to be the **one-stop-shop for students** to get advice and/or be referred to relevant assistance somewhere else on campus.

You are the mother, the father, the sister, the brother, the teacher and the guide for the soul that has been placed in your trust
— Debbie Ford

As FSAs, our role is to ensure that our students have a complete university experience. This means that we play a key role in facilitating their interaction with the institution. We assist students with coping strategies, emotional management, effective study techniques, motivation and how to plan. These are the soft skills required to make their university experience much more enjoyable and engaging.

In addition, we are responsible for designing and implementing interventions. These are module specific and contextually sensitive. For those problems that falls outside of our scope of operations, we normally refer students accordingly and at times coordinate with colleagues from other support services to ensure a better management of challenges. Due to the sensitive nature of some of these, we work closely with Faculty Administration. We liaise with lecturers, coordinators and HOD's on a regular basis assisting departments with specific student challenges by facilitating appropriate interventions.

Any students who struggle to cope academically should **be referred to FSAs** at any given time within the academic year. Any matter that is not related to academic content is addressed or, if necessary will be referred to the relevant place or person.

Contact details for FSAs in all faculties can be found here.

Meet the NAS Faculty student advisors

Boitumelo Seema
I am a BSc Graduate from the Mathematical and Physical Sciences in this faculty, and my background as a Mathematics and Science teacher is key why I secured the rather special combination of being both and FSA and a tutor in one of the first-year mathematics modules. One small project is currently the boot-camp for Geology 2nd year students that will take place before they write their exam.

Dr Mpho Mmadi
I have always had a soft spot for student support largely driven by own experiences as a First-Generation student in this institution. I enjoy the daily interactions with students because each day have its own story and a stand out case to deal with, some cases are, admittedly depressing and others are happy stories of success and joy. My office is in the Mathematics Building 1–29. Come say hi anytime.

Dolly Ayob
I am a student advisor for the Agricultural and Biological Sciences. I am also a Registered Counsellor in private practice. I enjoy working with first year students and assisting them to 'find their feet in their first year.' I enjoy our one on one sessions where students are assisted with a range of challenges be it module advice, career advice, academic advice or anything else they need assistance with. There is always a solution and sometimes it means just pointing them in the right direction!

Dr Erna Gerryts
I'm an Educational Psychologist being on campus Tuesdays, Wednesdays and Thursdays as an FSA. The other days I'm working in private practice. My PhD was in career counselling which comes in handy in this post as many students need career direction, especially the cohort not making the mid-year medical entrance annually. Apart from the other FSA-work, the last year I assisted masters and PhD-students on their journey which I thoroughly enjoyed.

PowerHEDA—knowing UP, tracking performance # *institutional analytics*
Hugo Mouton (Department of Institutional Planning)

The crux of understanding what is happening at universities—at the level of the institution, students, staff, faculties and departments or modules—is data, data and data!

We have become accustomed to the importance of evidence-based planning and decision-making, in universities and in science policy development more generally. But we also know that access to accurate, reliable and comparative data, or more precisely "data analytics," is not all that straightforward.

Institutional Planning at UP has custom-made and further developed a remarkable tool[1] that makes it effortless for staff to gain access to relevant data, and to monitor performance over time.

The PowerHEDA platform is designed to provide institutional statistics at a glance, in addition to in-depth analyses that cover a broad spectrum of foci, ranging from UP's performance against key indicators and in world rankings, to student profiles and registration, success and throughput rates, staff profiles, and research outputs. There's much more—you need to take a look for yourself. Contact Thea Neethling at thea.neethling@up.ac.za to register and become part of this growing community of data analysts at UP.
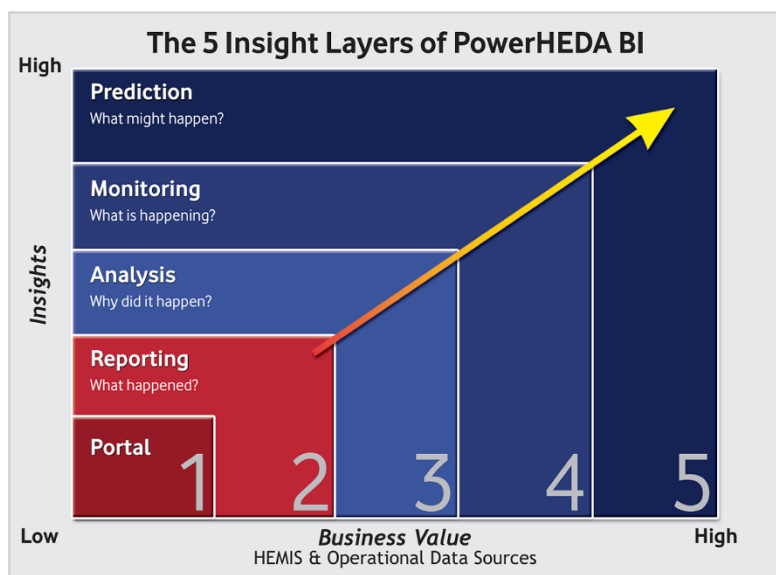
As shown in the diagram, HEDA can be used for reporting (in itself a great asset), and for analysis, on-going monitoring, and predicting likely scenarios into the future. The data sources are HEMIS data and PeopleSoft. The levels of analysis that are possible to undertake are continually improved, based on staff feedback and new data sources.

There are currently 13 dashboards grouped under categories related to planning, students and staff, and transformation. Here the analyses are already done for you and can be downloaded as Excel files or images. In addition, for those interested in digging deeper, there is a set of related reports where staff can tailor-make data files to suit the purpose of their specific interests and analyses. Training will be useful, which we provide, or you may decide to follow the instruction manual.

Our goal is that this platform will stimulate an evidence-driven culture within the broader UP community of academic and support staff.

The STARS Mentorship Programme
Rina Wilken (Division of Student Development)

The STARS Mentorship Programme offered by the University of Pretoria is a unique programme designed to assist first-year students to adapt to university life and to be academically successful. Often first-year students feel totally lost and have no support. The STARS Mentorship Programme links first-year students with a mentor who will become a "big brother/sister" and will guide and support them throughout their first semester.

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[1] The basic HEDA product was developed by IDSC Consulting, in partnership with higher education institutions in South Africa.

The STARS Mentorship Programme offers students assistance at the social and emotional levels with a view to enhancing their academic performance. Our programme offers help by matching each first-year student (mentee) with a senior student (mentor) who is studying the same course. Mentors provide the following:

- Someone to confide in about any problem a mentee may be experiencing or any situation in which a mentee might find themselves.
- Someone to turn to when a mentee needs guidance.
- Someone to help a mentee define their ambitions, set goals and decide how they can be achieved.
- Someone who will remind a mentee of their academic responsibilities.
- Someone who will refer a mentee to competent people for assistance, if necessary.
- Someone who will encourage a mentee to take charge of their destiny.
- Someone who can assist a mentee with identifying offices where they will find individuals who can help to simplify their life at varsity.
- Someone who will be able to provide guidance with regard to the various challenges a mentee may be facing in their course and faculty.

The beauty of having this special person in a mentee's life is that it is ABSOLUTELY FREE OF CHARGE!

If you need more information, visit us in the Roosmaryn Building on the first-floor room 2–1, where you can meet with one of the executive committee members to discuss the programme.

Also feel free to email us at: upmentorship@gmail.com. Follow us on Twitter, Facebook and Instagram: @STARSMentorship.

JuniorTukkie helps prospective students to Step UP! *# behind the scenes*
Petrus Lombard (Recruitment division, project manager: JuniorTukkie)

The JuniorTukkie initiative is the flagship recruitment tool in the department of enrolment and student administration. The programme provides, among others, a wide variety of services to learners and students.

The **JT club** prepares learners from Grade 9 to 12 to make the leap from high school to university. Our programme teaches learners critical life-skills, which will not only help them at university, but also after graduation and when entering the workforce. The **JT Student Ambassador Society** is for first-to final-year students. JT equip them with the skills and emotional intelligence to succeed at university; we prepare them to face any challenges they may experience as a student, including communication, time management and leadership skills. They also form part of our outreach teams. The **JT magazine** tells the success stories of all faculties and departments at the University of Pretoria. We motivate our readers and give them all the information to make the correct subject choices as well as to pursue to right career and opportunities. The **JT alumni** is for students from third to final year, graduates and postgraduate students of the University of Pretoria. They invest in the lives of future JT generations by contributing their expertise and time as well as, if they wish, a once-off or monthly donation towards the JT sustainability fund. Lastly, they participate in social development programmes.

Nearly 2 000 of all first year students come from the JT initiative and they are equipped with the skills and emotional intelligence to succeed at University. We would love to invite lectures and academics to get involved in two ways: (1) Create a short video (for use at schools) about your degree programme, its importance, what jobs are typically associated with graduates of this programme. (2) Get involved with DESA/JT outreach initiatives, like our Grade 11 Top Achiever's events, our Mamelodi career fair, or our workshop for skills development.

Web: www.up.ac.za/juniortukkie
Download the JT App: juniortukkieapp.co.za
Facebook, Instagram, Twitter

Scheduling Office *# timetables*

The Scheduling Office schedules all undergraduate modules for the Hatfield, Groenkloof and Mamelodi campuses. This office consists of three staff members.

Ms Valeriëtte de la Pierre (x2134, valeriette.delapierre@up.ac.za) is responsible for the scheduling of all lectures, tests, examinations and ad hoc bookings for the abovementioned campuses.

It is imperative that academic staff members meet with Valeriëtte, especially when curriculum changes are planned for respective programmes. The various combinations of modules that might affect the viability of lectures can be tested systematically before final decisions are made. In so doing, she will be able to suggest changes or alternatives for the implementation of new curricula.

She is always willing to meet with, demonstrate the intricacies of the scheduling software as well as refer to the many constraints and attributes that have to be considered when the scheduling of modules is contemplated. In addition, the scheduling office is also responsible for compiling the UP Academic Calendar.

Ms Laverne Coverdale (x5830, laverne.coverdale@up.ac.za) is responsible for all ad-hoc venue bookings (these are for those modules that are not scheduled by Ms de la Pierre) for example, class/sick tests, tutorials, once-off venue booking.

Mr Pieter Gouws (x2218, pieter.gouws@up.ac.za) currently assists with the examination and supplementary timetables, in due course a new staff member will be appointed to take over these tasks.

FLY@NAS *# hands-on help # community of practice*   *Editorial*

The FLY@NAS Banner came into being in 2017 to align with the FLY@UP drive. In our FLY@NAS suite we host three kinds of activities.

Firstly, we have the FLY@NAS events that usually follow a theme for a semester and take the form of a Brown Bag Lunch. This usually materializes as some invited speakers giving a talk on an interesting topic, while the audience tucks into a supplied packed lunch. In 2019 we had topics such as "The Soapbox: celebrating 8 decades of excellent teaching" (Jan Verschoor and Wentzel Schoeman) and "The Assessment Chatterbox: transforming assessment to be more authentic" (Nigel Barker, Christel Hansen & Victoria Rautenbach).

Secondly, FLY@NAS is also the name of our clickUP module where lecturers can locate important documents, e.g., PowerPoints from FLY sessions, templates, guidelines and invitations to events are shared as announcements.

Lastly, FLY@NAS hosts Continuous Professional Development (CPD) sessions offered by the Education Consultant. The CPD sessions are based on the needs identified during peer reviews of lecturers in the faculty and are often offered during exam time to allow easier access.

Contact your EC to find out about similar initiatives in your faculty.

Invitation to contribute *# dare to share*

Do you have a new teaching innovation you are trying out? Have you been doing something tried and tested for years to engage with students? Has some issue been on your mind of late? Perhaps you have found a way to streamline some aspect of your course saving you valuable time? Please share your thoughts with our teaching and learning community through this bulletin; we welcome contributions from all faculties.

Kindly keep the style of this bulletin (and intended audience) in mind, aiming for a short piece (150-300 words). Find our guidelines here. Submissions can be emailed to Ina Louw (ina.louw@up.ac.za) and Rory Biggs (rory.biggs@up.ac.za); your piece will be (lightly) edited for inclusion in the next bulletin.

Any suggestions for an improved bulletin (or a special issue) are very welcome!

All bulletins will be archived here and on the NAS faculty website.