



ANNUAL REPORT

2013

Table of Contents

Director's Message	4
Academic Development.....	5
Education Consultancy	7
Highlights and New Initiatives of 2013	7
Higher Education Research and Innovation	13
Highlights and New Initiatives 2013	13
E-Learning and Media Development	20
E-Education.....	20
Highlights and New Initiatives of 2013	20
Design and Development Impact on Quality of Teaching, Learning and Assessment.....	21
Continuing Academic Development Related to Teaching, Assessment and Use of Technology.....	23
Support	28
Creative Studios and Communication Technology	33
Highlights and New Initiatives of 2013	33
Design and Development Impact	34
Institutional Support.....	36
Community Engagement	37
Highlights and New Initiatives of 2013	37
Institutional, Staff, Student and Community Support and Impact	38
SAHECEF.....	38
Operational Office	39
Finances	39
Human Resources	39
Logistics	40
National and International Research Activities	41
Publications in Non-Accredited Journals	41
Publications in Accredited Journals and Books.....	41

Conference Attended without Reading a Paper	42
International	42
National	42
Workshops and Colloquiums Attended (Including Webinars).....	42
International	42
National	43
Conference Papers/ Workshops Presented.....	44
International	44
National	44
Education Innovation Visits	46
International	46
National	46
Representative for UP	46
International	46
National	46
International Visitors to Education Innovation.....	46
Research Reports.....	46
Service on Editorial Boards or as Reviewer	47
Awards	47

DIRECTOR'S MESSAGE



The vision of the Department for Education Innovation (EI) is: '*Creating synergy towards innovative education environments for student engagement and success*'. We continued to live this vision by working in teams within and across the University.

We had wonderful achievements in 2013 as highlighted in the reports of the different sections. Worth mentioning separately here is that the Framework for Teaching and Learning, first compiled in 2007, was revised and then created as an online resource on the Intranet under Academic Matters.

A notable promotion appointment was that of Dolf Jordaan, joint head of E-Education, to Deputy Director: E-Learning and Media Development. The high regard in which he is held in the sector is evidenced by the invitation to participate in the DHET task team to provide a framework for the provisioning of educational technology for the two new universities.

We gained some people in 2013: Elmien von Amerom, Education Consultant and Ms Thino Rajab, Computer-based testing assistant.

We unfortunately also sustained some staff losses during 2013:

- Ms Thabi Mtombeni, an Education Consultant, who left to join the Council on Higher Education;
- Dr Rejoice Nsibande, an Education Consultant, who left to join the Council on Higher Education;
- Ms Connie Mlambo, computer-based testing assistant, who left to tend to her new baby;
- Ms Marisa Ishmael, computer-based testing assistant, who left to start her own business.

Each person's contribution matters when it comes to reaching the common University goal of excellence in teaching and learning and I would like to thank every member of the department who worked beyond expectations to achieve this goal. I would particularly like to thank the members of the Management Committee: Professor Ana Naidoo, Deputy Director; Mr Dolf Jordaan, Deputy Director, Ms Detken Scheepers, head of E-Education; Ms Sanet Haupt, head of Education Consultancy; Mr Almero du Pisani, head of Creative Studios and Communication Technology; Dr Juan-Claude Lemmens, head of Higher Education Research and Innovation; Ms Gernia van Niekerk, Manager: Community Engagement and Ms Elize de Waal, head of the Operations Office.

Professor Wendy Kilfoil

ACADEMIC DEVELOPMENT

This portfolio, headed by Professor Ana Naidoo, includes academic development of both staff and students. Teaching development is primarily embraced by activities carried out by the Education Consultants who are allocated to the various Faculties. Also reporting to Professor Naidoo is the Higher Education Research and Innovation unit, whose surveys, research and analyses provide actionable evidence for change. Professor Naidoo also guides the work of the Steering Committee for Student Access and Success, chaired by the Vice Principal: Academic.

In addition to lecturers and extended programmes, the academic support of students is achieved through a system of a university preparation/ orientation programme, Faculty Student Advisors, tutors, donor advisors/ coordinators and research. We encapsulate this system under the name of the Student Academic Development and Excellence Model (SADEM).

- Much of the focus in this portfolio in 2013 was the design and development of an extended university preparation programme (UPO 101) for online delivery to first-year students in January 2014. Outcomes were set, content was sourced, videos were made and the online module fully developed. In addition to the online development, it is expected that lecturers will focus on aspects of support within the classroom at different times during the first semester. Students will be exposed to UPO 101 as soon as they have registered in 2014. The introductory section on 'Preparing to be a student' provides them with vital information that they will need to begin their year. It includes a video clips on motivation, our expectations of a student and what attributes a UP student should possess. The main section is on 'Being a UP student'. This is divided into two, namely, academic support and non-academic support.

UPO 101 covers both academic and non-cognitive aspects of university life. The academic support section explains how e-learning and the tutoring system works at UP, what is available in the library, and also introduces students to the help they can obtain through the Faculty Student Advisors. The student is prompted to prioritize self-help through an animated clip on time management and study skills. Students are also steered towards a specially developed course on reading and writing skills. The non-academic section covers information on residence, private accommodation and health support and it ends with answers to frequently asked questions related to the National Student Financial Aid Scheme.

While the academic support section provides direct assistance for the students to take charge of their studies, the issues that are considered to be non-academic often impact on their academic performance. Students have access to this module throughout the first year.

- The Faculty Student Advisors work in a matrix management system: they are employed by the respective Faculties but, for the purposes of developing an effective community of practice, they work with Professor Naidoo. In 2013 each Faculty had a Faculty Student Advisor with some of the larger Faculties having two advisors. These advisors collectively shared their experiences and learnt from one other through the community of practice.
- Education Innovation works with two main sets of external donors: The Michael and Susan Dell Foundation (MSDF) and the MasterCard Foundation Scholars Program (MCF). The Dell Young Leaders project was in its second year in 2013. The cumulative number of students who are benefiting from the top-up bursary to the National Student Financial Aid Scheme reached 98 in 2013. The Project Coordinator, Ms Williamson, provided these students with support until the end of November 2013.

In 2013 the University of Pretoria was invited to apply to become a partner in the MasterCard Foundation Scholars Program that provides bursaries to both undergraduate and postgraduate students. Over the next ten years, 347 students will benefit from this initiative. The University of Pretoria is proud to welcome nine first-year undergraduate students and eight postgraduate students for 2014. In the selection process, need, merit, leadership potential and a commitment to 'giving back' within one's own community, were used as criteria to select students from disadvantaged

backgrounds. Developing a sense of commitment to the larger community, both while studying and then while practising as a qualified graduate, is an intrinsic part of the programme. The students need to show a commitment to realizing the value of their community engagement and their leadership skills. Successful candidates need to work back into the context from which they have come, so that on leaving UP they will have a set of 'give back' opportunities awaiting them back home – all of which will also work to increase the students' access to work opportunities after graduating.

- Education Consultants provide training in teaching methods to tutors appointed by Faculties (see below, pages 7 to 12). Near-peer tutors are usually appointed for first-year modules, particularly high impact modules (HIMs – large enrolments, serving many programmes). They also conduct research into the effectiveness of tutoring (see below).
- The report of the Higher Education Research and Innovation unit below (pages 13 to 19) shows its activities. It is important to mention here, though, that the Student Academic Readiness Survey that the unit developed and implements during registration to first-year students again formed the basis of an early warning system in 2013, with students identified as being at risk referred to Faculty Student Advisors for engagement and development.

EDUCATION CONSULTANCY

The Education Consultancy portfolio was headed by Ms Sanet Haupt. Each Faculty is allocated an Education Consultant but the consultants work together as a community of practice as well to plan and deliver certain priority courses: the Education Induction Programme and Assessment Training are the two flagship programmes required during the probationary period for new academics. *Ad hoc* training is also provided to departments, Schools or Faculties by teams of consultants. In addition, teaching development is conducted with lecturing associates and tutors. The rest of the time, consultants work with Deans, Deputy Deans for Teaching and Learning and Heads of Departments to achieve the Faculty Plan, so activities within individual Faculties can be very different. The main challenge in 2013 was that vacancies that arose were difficult to fill given the small pool of expertise in this field in the country so consultants had to fill in for different purposes in Faculties effectively without this service.

HIGHLIGHTS AND NEW INITIATIVES OF 2013

As mentioned above, each Faculty has different priorities against a background of more established processes such as curriculum and study guide development, improving teaching and assessment methods, engaging students more in their own learning and identifying at-risk modules or students and planning interventions. Although these activities take up about 70% of the time of consultants, they are mentioned only synoptically below:

- Many departments are interested in the so-called ‘flipped classroom’ methodology in which lecturers require students to read all material and possibly watch a video before class and even take an online quiz and then use class time more productively to uncover understanding of key concepts through intensive student engagement and participation in answering ‘conceptual questions’ that require problem-solving, application of knowledge, etc. The technology most associated with this approach is the clicker, a hand-held personal response device that students use to record their responses to the questions. Low-end technology such as coloured cards that are held aloft can be used, but this comes without the advantage of the immediate and continuing record of students’ responses and understanding that technology affords. Where there is Wi-Fi in lecture halls, some lecturers experimented with cell phones as clickers (Economic and Management Sciences – where they call it the ‘before, during and after lecture’ design – and Natural and Agricultural Sciences). It is an ideal methodology for large-class engagement. The role of the consultant is to work with the lecturer to understand how multiple-choice questions can test higher order thinking skills. Given the technology involved, the consultant might also bring an e-learning specialist on board. There is evidence that one previously at-risk module with large student enrolments using the methodology has changed its status. The methodology was also used in the summer school in Natural and Agricultural Sciences and is being rolled out in 2014 to mainstream modules using a business model of students buying their own devices (the pilots implemented the method with devices sponsored by the University). Some initiatives are supported from the Teaching Development Grant, both in terms of technology and Scholarship of Teaching and Learning projects to conduct research into new teaching methods.
- Alongside the implementation of the ‘flipped classroom’, the Faculty of Economic and Management Sciences will move towards the implementation of the three tiers of the Response to Intervention Model (RTI), as recommended by Professor Dolores Burton, a visiting scholar from The New York Institute of Technology in 2012. The training programme of tutors will include assistance to the lecturers before, during and after a lecture to support mainstream learning (Tier 1 of RTI), as well as tutoring (Tier 2) and mentoring roles (Tier 3). The increased focus on mainstream teaching-learning and assessment efficiencies will hopefully reduce the amount of students seeking help and lessen the burden on support services.
- Tracking of at-risk students and interventions to assist them now happen in every Faculty, particularly in relation to high impact modules (HIMs). In the pipeline for 2014 is the Six Week Project initiated by the Deputy Dean for Teaching and Learning in Economic and Management Sciences with the support of the consultant, the e-learning unit and the Faculty Student Advisor. The focus will be the first-year

HIMs. Technology has been chosen as the option for tracking given the large student numbers in HIMs in this Faculty.

- Academic literacies have been a focus for some years now, particularly the integration of literacies in each Faculty rather than offering a stand-alone module. In both Economic and Management Sciences and Natural and Agricultural Sciences Pearson's online *MyFoundations Lab* was rolled out in 2013 with the assistance of Education Consultants. The program uses adaptive technology: it first tests each student's reading and writing level and then places the student on a suitable level. As the student progresses and improves, at his or her own pace, the adaptive system automatically moves him or her up a level. The advantage is that individuals are targeted instead of trying to offer the same course to everyone, regardless of their level of competence. Being online, the affordances of technology allow for tracking: tutors can contact students who are not spending enough time on the module. In Economic and Management Sciences, the consultant planned the integration of academic literacies in 'flipped classroom' activities. Reading and writing are integrated into pre-lecture activities (preparatory reading, glossaries, summarizing, main points quiz on a given chapter, etc.) The same occurs in after-lecture consolidation exercises, where students can integrate their work in a one minute paper, Blog or Wiki.
- It was decided to include what have up to now been called the Education Innovation Awards into the institutional Achievers' Awards evening. The name of the award was changed, after consultation with Faculties, to the Teaching Excellence and Innovation Award. Education Innovation continued to run the awards and sent out a call for nominations. The timeframe was drastically abbreviated to bring the timing of the awards in line with the Achievers' Awards celebration. The evaluation and moderation will be done in early 2014.

DESIGN AND DEVELOPMENT IMPACT ON QUALITY OF TEACHING, LEARNING AND ASSESSMENT

The principles of 'Constructive Alignment' (Biggs, 1999) are supported in all training courses (Assessment, Innovil, Induction), whereby classroom activities and assessment must align with the outcome.

CURRICULUM DEVELOPMENT/ REVIEW

Every year different departments or programmes in all Faculties are reviewed and revised in line with changing knowledge, professional practices, market trends and technology innovations. External programme reviews also occur as part of a quality assurance regime. Education Consultants are often involved in internal review processes that lead to external reviews. The Health Professions Council of South Africa conducted accreditations of the BChD programme in the School of Dentistry and the MBChB programme in the School of Medicine. The Education Consultant helped prepare sections of the self-evaluation report in preparation for the accreditation, especially the section on staff development. The resultant reports were very positive. The School of Health Care Sciences underwent a process of identifying modules common to all Departments' undergraduate programmes. Two modules, Research and Interdisciplinary Healthcare Management, were identified. A curriculum design process is underway for these modules. Using the same modules in all the programmes will improve efficiency of use of resources. The School of Health Systems and Public Health is busy with a curriculum review process. The EC facilitates the curriculum design process during ongoing meetings and work sessions.

Within the Faculty of Economic and Management Sciences, the Department of Human Resources undertook an extensive exercise to align the curriculum to the scope of practice of psychologists and psychometrists, as stipulated by the Health Professions Council of South Africa. An accreditation visit by the HPCSA will occur in 2014. In preparation for the upcoming audit of the HPCSA, a manual curriculum mapping process, using Excel, was performed in the Department of Human Resources in the Faculty and the educational consultant. The curriculum mapping process ensured the alignment of outcomes to the scope of practices set by the HPCSA.

Manual processes of curriculum mapping using Excel are labour intensive so other ways of conducting this activity were investigated. The online Atlas Rubicon tool was evaluated for curriculum mapping but it lies

outside the learning management system. Therefore, a due diligence study was started in 2013 by instructional designers in EI and the educational consultant for Economic and Management Sciences to establish if the Goals tool in *clickUP* could be used to align exit level outcomes with activities created in *clickUP*. Towards this purpose, study guides from EMS will be used in 2014.

TEACHING DEVELOPMENT

There are many ways to develop teaching through continuing professional development activities like workshops, peer mentorship, review (including classroom observation by a consultant) followed by improvement plans, conference attendance, self-help resources and the scholarship of teaching and learning. Priority courses such as the Education Induction Programme and Assessment training are described below. An innovation in 2013 was the use of funding from the Teaching Development Grant to support the scholarship of teaching and learning. A requirement of the grant was that a publication should result as well as teaching improvement or enhancement of academic staff to conduct this type of research. An example of peer learning is the series of monthly Brown Bag Lunches on sharing good teaching practice that were implemented in the Faculty of Health Sciences in 2013. They were positively received. In this way a community of practice has been created that will lead towards the improvement of teaching-learning and assessment practices. Many discipline-based associations have education streams in their annual conferences and the health professions have associations devoted entirely to research in this area. Education Innovation encourages academics to attend and deliver papers at the annual national Higher Education Learning and Teaching Association of South Africa, held in November 2013 at UNISA. Papers read by Education Innovation staff are listed at the end of this annual report.

The education consultant identified the portfolio tool in *clickUP* as a possible e-portfolio tool for lecturers in Economic and Management Sciences to create an e-portfolio. The tool was then extensively customized for the Teaching Excellence and Innovation Awards by the instructional designers and expertise from EIFFEL Corp, the company that provides Blackboard support to the University of Pretoria.

INQUIRY-BASED LEARNING (IBL)

In responding to the University's strategic goal of pursuing excellence in teaching and learning to complement the research-intensive identity, a number of IBL workshops were conducted in the respective Faculties and departments, using a centrally developed resource then tailored to each Faculty. The purpose of these workshops was to provide guidance in designing inquiry-led undergraduate curricula to ensure the alignment between undergraduate and postgraduate activities and to seek synergies between teaching and research.

The Faculty of Law was the first to engage its consultant to workshop IBL and their revised first-year programme rolled out in 2013. The Faculty of Humanities is continually engaging with the notion of inquiry-based learning and presentations were made to the Teaching and Learning Committee, as well as to two departments.

The Faculty of Economic and Management Sciences was some time ago introduced to the 7E strategy of lesson planning (Eisenkraft 2003), originally used as an inquiry-based lesson planning model in school science, then expanded to the learning cycle and instructional model of the Five Es (Bybee 1997) (engagement, exploration, explanation, elaboration, evaluation) – to which Eisenkraft added 'elicit' and 'extend'. Within this context, the in 2013 the 7-Jump Case Study Methodology was implemented in Diversity education in the Faculty.

RESEARCH INTO TEACHING, LEARNING AND STUDENT EXPERIENCE

An extensive research project was conducted by the education consultant on the effectiveness of the tutoring system in the Faculty of Humanities during the first half of 2013. Many role players, including Heads of Department, relevant lecturers, tutor coordinators, tutors and students, contributed to this huge project in various ways – ranging from collecting tutorial attendance data, taking part in interviews and/ or completing questionnaires. By collecting sets of tutorial attendance data and relating these to student AP scores and

semester marks, statistical conclusions could be drawn that there is a definite link between tutorial attendance and student performance (in terms of semester marks). After the July examination, the analyses were repeated for five modules from five selected departments (called 'Focus Departments'). Three out of the five modules indicated a positive link between tutorial attendance and final marks. For the purpose of determining the factors contributing to the success of tutoring systems, in-depth interview and questionnaire data (quantitative and qualitative) were gathered from the five Focus Departments. The findings highlight both the numerous contributions and value added by individual departmental tutoring systems, as well as the challenges that are experienced at various levels of the broader system. These findings are currently used to contribute to two of the main purposes of the research: namely, to inform changes to the Faculty of Humanities' tutor policy and to refine and improve the entire tutoring system in the Faculty.

A longitudinal research project was undertaken by the education consultant in the Faculty of Veterinary Science on request of the Dean. This research was initiated in 2009 to inform decisions that could improve academic programmes and services rendered by the Faculty and to pay attention to the voice of the students. This study is helpful in addressing issues raised by students and provides input gathered over multiple years to inform strategy, which would enable the Faculty to manage its practices in order to meet students' needs and expectations. Some of the issues addressed in this study include:

1. the pre-knowledge of students regarding the Veterinary Science degree programme;
2. the positive and negative factors of the learning experiences of students in the different year groups;
3. students' experience of the transition from the Hatfield campus to Onderstepoort;
4. student expectations of the prospective career;
5. student support and guidance needs while studying;
6. the value and applicability of the curriculum, and
7. the future plans of final year students.

A detailed report on the results of this study is provided to the Dean every year while a shortened summarized version of the research findings was included in the Faculty's documents provided to the South African Veterinary Council (SAVC) for the accreditation visit to the Faculty. The purpose of this visit was to consider the recognition of the DipVetNurse and the BVSc qualifications and it took place from 16-24 May 2013. Observers from the Royal College of Veterinary Surgeons (RCVS) and Australasian Veterinary Boards Council (AVBC) accompanied the SAVC delegates. The results of this visit will be presented in 2014.

The consultant in Economic and Management Sciences was involved in a number of research projects in 2013. The 'flipped classroom model' (before lecture, during lecture and after lecture scenario) was researched in EKN 120. A questionnaire was created according to principles espoused by Austin and Tinto (variables implemented in the South African Student Engagement Survey – SASSE). The results will be analyzed in 2014 only. Research data in two cohorts have been gathered in the Diversity project. The data will only be analysed in 2014. Research in teaching development was further promoted in by the Scholarship of Teaching and Learning grants. Three applications for funding were made in 2013.

CONTINUING PROFESSIONAL DEVELOPMENT TO ENHANCE UNIVERSITY TEACHING

The table below gives totals for various forms of workshops offered by the Department for Education Innovation from 2009 – 2013¹. An explanation of various types of training is then given. The planning and delivery of the various programmes takes up substantial amounts of time on the part of consultants and other members of the department (from all sections: E-Education, Creative Studios and Communications Technology and HERI for the Induction Programme).

¹Only five years' worth of comparative data is given for each table in this report. Data from previous years are available.

Table 1: CPD for academic staff 2009 – 2013

	2009	2010	2011	2012	2013
Education Induction	60	65	74	76	67
INNOVIL	32	28	34	34	35
Tutor Training	198	221	286	204	493
Assessment	27	60	51	34	62
Extended Programmes	17	18	43	15	90
Other	49	107	162	28	

EDUCATION INDUCTION

The academic staff induction programme was held twice, in January and July in 2013. The programme targets the newly appointed academics at the University of Pretoria. The Education Induction Programme offers academics various opportunities to explore the different aspects of their teaching role in higher education and at UP in particular. Achievement of the intended outcomes of the programme gives them a head start towards becoming a scholar of teaching, learning and assessment. The vast majority of the participants found the programme very beneficial according to the end-of-programme evaluation form. After each programme a follow-up session is organized a few months later to showcase changes in teaching and learning practice and to give each participant a certificate.

INNOVIL

This programme seeks to create opportunities for newly appointed School of Information Technology assistant lecturers to understand the principles and practices of teaching and assessment that they are likely to require in order to facilitate learning and assessment successfully in their appointments in EBIT. After the training session, they are required to construct and then test their own practice. These educational opportunities encourage them to reflect on their practice as new members of UP's teaching staff. The approach of the workshop is interactive and hands-on, allowing participants time to apply concepts to their own environments.

TUTOR TRAINING

Faculties appoint tutors, usually near peers (e.g. excellent second-year students for new first-year students). In consultation with lecturers, consultants offer teaching development workshops to these students.

ASSESSMENT WORKSHOPS

The three-day priority assessment workshop was offered three times during the year. The workshop addresses principles of assessment and several assessment methods. *Ad hoc* training on assessment was also held for departments

WORKSHOPS

An Academic Staff Development Workshop was held which all the Deputy-Deans for Teaching and Learning attended. The workshop focused on how to approach academic staff development at UP and what the main constraints are that hinder delivery.

The 5th workshop of the LINQED Educational Network was held at the Faculty of Veterinary Science, Onderstepoort, from 27 to 30 May 2013. LINQED is an international network of educational institutions and government-related partners that provides training in human and animal tropical medicine and public health. The aim of this network is to strengthen postgraduate training capacity in developing countries in clinical, public and international health. The consultant for the Faculty of Veterinary Science is a member of the Executive Committee of LINQED that planned the workshop in January at the Institute of Health, Bangalore,

India. The focus of this workshop was on the development of critical thinking skills in postgraduate students by supervisors as well as the constructive alignment of postgraduate curricula. The workshop was hosted by the consultant on behalf of the Department of Veterinary Tropical Diseases at the Postgraduate Centre at Onderstepoort and was attended by 30 delegates from different countries, including Uganda, DRC, Peru, Morocco, India and Nepal. The next workshop will be held in Lima, Peru, in May 2014 and the planning meeting took place in Antwerp in December 2013.

HIGHER EDUCATION RESEARCH AND INNOVATION

The Higher Education Research and Innovation unit (HERI) is managed by Dr Juan-Claude Lemmens. It is a small unit comprising four core staff members. Additional capacity was created in 2013 through one and later two SETA internships for postgraduate students as well as practical placements of two Master's Research Psychology students from UNISA. The unit focuses particularly on institution-wide research into teaching, learning and student success.

HIGHLIGHTS AND NEW INITIATIVES 2013

The initiatives in 2013 were aimed at the early identification of student risk, the continuous monitoring of these students and the evaluation of the programmes associated with the early warning and referral system. The endorsement of the *Policy on Teaching Evaluation* and the implementation of the revised Student Feedback Instrument associated with this policy were particular highlights of 2013. A new initiative, namely a study to investigate the ability of NSC results to act as predictors of academic success at higher education institutions, was commissioned by Umalusi and UP was one of the participating institutions, represented by Dr Lemmens.

ASSESSMENT AND PROFILING OF FIRST-YEAR STUDENTS

HERI currently uses many sources to determine the factors associated with retention or attrition of undergraduate students. Various structured questionnaires have been developed to assess this phenomenon; for example, the Academic Readiness Questionnaire (STARS), its counterpart, the First-Year Experience Survey (FYES), and a Student Learning Experience Survey. Exit interviews with first-year students who opt to discontinue their studies are also conducted. Institutional information (for instance, on high-risk students) – from BIRAP, is used to determine 'risk' on individual, module and programme level.

THE STUDENT ACADEMIC READINESS SURVEY (STARS)

The purpose of the STARS project is to determine the academic readiness (cognitive and non-cognitive) of students admitted to the first year of study, using the Student Academic Readiness Survey (STARS). The STARS instrument (a 115-item questionnaire) assesses students' academic readiness by gauging their needs in fields like motivation, well-being, integration and support, goal orientation, academic skills, anticipated/current academic involvement, and vocational identity. Based on the results, a programme consisting of peer mentoring and academic advising is developed to support students who are identified as being at risk of failure or withdrawal. The STARS was administered during the orientation week in 2013 for the fourth time to 7 043 students registered in all nine Faculties.

Biographical data of all respondents relating to gender, race, home language, preferred language of education, and admission point score are merged with student responses (using student number as primary key). The remaining variables (home environment, distance travelled daily) are drawn from the responses as volunteered by students.

Reports were generated from the STARS data, including individual student STARS reports, and several aggregate reports, such as Faculty profiles, a short-list of students per risk area, and an institutional profile of all first-year students. A handbook containing guidelines on how to interpret the reports was also updated and made available. The table below shows that nearly 30% of students identified themselves as at risk and these are the students who were referred to Faculty Student Advisors for academic development or to mentors for psycho-social support. The results generally show a normal distribution curve but that means that many of the students classified as 'average' probably need assistance as well. That is why it is so important to have in place a tracking system to support STARS so that each student is constantly monitored for engagement and progress across the semester (see below – page 28 - for the piloting of Blackboard Analytics for Learn in 2013).

Table 2: Aggregate Institutional profile of the STARS 2013

Motivational factors	Poor	Average	Good
Leadership	29.9%	46.6%	23.5%
Locus of control	21.0%	60.6%	18.4%
Planning	17.4%	60.0%	22.6%
Self-efficacy	24.6%	58.3%	17.1%

Academic involvement	Poor	Average	Good
Engagement	13.6%	59.9%	26.8%
Reading behaviour	27.4%	52.9%	19.6%
Test taking skills	19.1%	59.9%	21.0%

Well-being	Poor	Average	Good
General well-being	19.3%	67.6%	13.1%

Integration and support	Poor	Average	Good
Family support	19.9%	58.3%	21.8%
Financial support	24.8%	55.3%	19.8%
Institutional support	16.1%	52.4%	31.5%
Sociability	20.8%	58.9%	20.3%

Vocational identity	Poor	Average	Good
Career exploration	26.9%	54.2%	19.0%
Career guidance	12.2%	41.1%	46.7%

Goal orientation	Poor	Average	Good
Agency	15.6%	72.6%	11.8%
Future vision	2.8%	28.4%	68.9%
Goal achievement	15.3%	65.9%	18.8%
Hope agency	17.3%	52.6%	30.0%
Hope pathway	14.6%	45.5%	39.9%
Hopefulness	19.9%	46.6%	33.5%

Optimism	21.5%	49.5%	29.0%
Self-motivation	20.4%	56.7%	22.9%

Skills Support needed	A lot	Some	None
Computer skills	23.8%	42.9%	33.3%
Math skills	28.6%	45.7%	25.7%
Presentation skills	24.9%	47.4%	27.7%
Reading skills	12.5%	32.9%	54.6%
Study skills	22.8%	58.9%	18.3%
Test taking skills	20.2%	49.2%	30.7%
Time management	28.2%	47.8%	23.9%
Writing skills	11.6%	35.6%	52.8%

General	No	Yes
Accommodation	10.3%	89.7%
First programme choice	32.2%	67.8%
Parent/s has/have a degree	36.8%	63.2%
Transport	21.7%	78.3%

THE FIRST-YEAR EXPERIENCE SURVEY (FYES)

The FYES can be considered a follow-up of the STARS, as it measures the same constructs eight months later. The aim is to determine whether first-year students were able to make the transition from school to university and close the potential gaps. FYES was administered electronically in 2013 to 902 first-year students from nine Faculties. The data of these surveys were processed in exactly the same way as applies to the STARS data. Similar reports were created. A comparison of individual results from STARS and FYES ($n = 791$) shows that proportionately more students presented with risk profiles (poor category) across most of the factors. Students therefore seem to have had more challenges during this year. Students may also have a more realistic perspective of their skills after experiencing university life when realising that their skills fall short of what is expected at university level. Regarding the academic needs of students, only Mathematics and Computer skills declined, whereas the perceived academic need for the other skills all increased (refer to table 3 below).

Table 3: Aggregate profile of the 2013 STARS and FYES

	STARS			FYES		
	Poor	Average	Good	Poor	Average	Good
Motivational factors						
Planning	9.5	64.6	25.9	15.4	68.0	16.6
Self-efficacy	20.7	60.6	18.7	32.6	53.4	14.0
Self-motivation	19.6	55.9	24.5	23.6	57.4	19.0
Agency	11.6	88.4	0	23.1	68.8	8.1
	STARS			FYES		
Academic involvement	Poor	Average	Good	Poor	Average	Good
Test confidence	18.0	57.1	24.9	31.2	49.6	19.2
Engagement	11.3	57.9	30.8	31.9	47.4	20.7
	STARS			FYES		
Integration and support	Poor	Average	Good	Poor	Average	Good
Financial support	36.8	48.5	14.7	30.0	15.0	55.0
Family support	23.9	57.4	18.7	31.6	51.5	16.9
	STARS			FYES		
Skills Support needed	A lot	Some	None	A lot	Some	None
Study skills	27.4	58.5	13.9	29.7	48.7	21.6
Reading skills	13.2	32.0	54.8	15.4	32.6	52.0
Writing skills	10.9	41.7	47.4	15.2	40.0	44.8
Time management	29.8	48.7	21.5	39.9	37.5	22.6
Test taking skills	23.6	49.6	26.8	30.7	39.5	29.8
Math skills	29.4	46.7	23.9	24.5	38.5	37.0
Computer skills	28.0	41.5	30.5	17.4	35.4	47.2

THE NATIONAL SENIOR CERTIFICATE (NSC) AS PREDICTOR OF ACADEMIC SUCCESS

In response to the uncertainty around the NSC qualification, Umalusi commissioned a pilot study to investigate the ability of NSC results to act as predictors of academic success at higher education institutions. In particular, it investigates whether results in three NSC matriculation subjects – namely, English, Mathematics and Physical

Science, which are commonly used by higher education institutions in their admission process – could predict the academic success of students who have been admitted to their chosen programmes, and whether this relationship has changed since the introduction of the NSC in 2008.

The aim of this pilot study was twofold: firstly, to investigate the relationship between selected NSC results and academic success at higher education institutions and possible changes in this relationship over time; and secondly, to establish whether and how such research is feasible and comparable across higher education institutions that offer different programmes and levels of qualifications, impose different entrance requirements, and ultimately, differ in the type of students who select to enrol themselves at such institutions.

Within the individual Faculties, the three NSC subjects exhibit different predictive abilities. The science-related Faculties tend to show that Mathematics and Physical Science have the most influence in predicting the academic outcomes; although, in the case of Health Sciences, the large disproportion in student numbers in the academic outcome is highly skewed, which underestimates the results. NSC English was a disparate predictor variable in the Faculty of Engineering, Built Environment and Information Technology for some of the years; however, across the Faculties, NSC English was generally not a good predictor variable. An important consideration in the interpretation of the results is that there were large differences in the group sizes for the academic outcome variable across many of the Faculties, which influenced the ability of NSC results to show clear patterns in predicting academic success in the first year.

SURVEY OF THE LEARNING EXPERIENCE OF UNDERGRADUATE STUDENTS (SLEUS)

The SLEUS measures the state of affairs of teaching and learning from final-year students' perspectives on an annual basis. The survey aims at capturing students' perceptions across six domains: quality of programmes, lecturer engagement, student engagement, learning environment, assessment, and quality of services offered to students (both academic and non-academic).

The SLEUS was administered to 8 938 final-year students during October/ November 2013 using a census technique. An electronic platform was used to administer the survey. Students were targeted *via* sms and e-mail prompts. An anticipated response rate of 10%; representative of the population, race and gender, was reached by the end of November 2013. At the close of the SLEUS, 1 042 students had responded, a response rate of 11.7% of the population. The scores on each of the six domains were transformed to normalised standard scores to show the aggregate distribution of students' satisfaction on each domain (refer to table 4 below). Students were on average most satisfied with the quality of the programme, learning environment and their levels of engagement. On the other hand students were less satisfied with lecturer engagement and assessment.

Table 4: Normalised standard scores of the SLEUS 2013

Score	Quality of programme	Learning environment	Assessment	Lecturer engagement	Student engagement
1	22	27	25	26	23
2	42	50	43	39	48
3	95	86	92	87	110
4	170	152	177	146	165
5	175	171	162	240	160
6	220	221	252	152	236
7	148	174	120	176	119
8	114	87	104	118	113
9	33	47	38	34	48
10	23	27	29	24	20

EXIT INTERVIEWS WITH WITHDRAWAL CANDIDATES

The aim of this longitudinal study is to identify and prioritize the reasons and pre-disposing factors affecting student withdrawals at first-year level, as volunteered by students themselves. A total of 8 515 first-time entering first-year students enrolled in 2013 in all nine Faculties at the University (BIRAP, 2013). During the academic year under study, a total of 398 of students (4.7%) withdrew from their studies between January and July 2013.

The primary reason for withdrawal has consistently been 'wrong study or career choice' since 2008 and remained the main reason in 2013 although this study only investigated the trends in drop-out in the first semester of 2013. *This trend necessitates a proactive focus on career exploration and/ or career guidance before students apply at University.* Career exploration and the need for career guidance is purposefully included into the STARS so that students can be identified at an early stage and then referred to Faculty Student Advisors. The majority of the students encountered career choice problems during the first semester, leading to actual withdrawal or migration to other courses. The data also showed that students experienced financial challenges (20%) and health issues (17%) during the first semester of 2013. The remainder of the student drop-outs of the 2013 cohort will be pursued in the first semester of 2014.

IDENTIFICATION OF STUDENTS IN NEED OF SUPPORT IN THE SECOND SEMESTER

As part of the second semester intervention programme, a cluster analysis is performed to identify students who had poor academic performance in the first semester. Clustering Analysis is a primary statistical method for finding relatively homogeneous clusters of cases based on measured characteristics. The K-means algorithm clustering method was utilized to analyze the data. The variables that were used in the first phase, performed by BIRAP, were the ratio of credits registered versus credits failed; the average mark for first semester, the ratio of poor modules, and the high school English mark. In the second round the borderline students were extracted from the data set and split into Sciences and non-sciences groups. The K-means cluster analysis was performed on these two groups separately. The variables that were used in the first phase, performed by HERI, were the ratio of credits registered versus credits failed; the average mark for first semester, the ratio of poor modules, however, the high school English mark was removed. This allowed identifying the borderline students at the granular level, thus splitting the lower borderline from the true borderline and upper borderline students. The lower borderline students became part of the at-risk group.

The at-risk students were required to consult the Faculty Student Advisor and join extra tutoring during the second semester, especially when they were enrolled for high impact modules (HIMs).

REVIEW OF THE CURRENT STUDENT FEEDBACK INSTRUMENT (SFI)

In March 2013 the *Policy on Teaching Evaluation* was approved by the Senate. The new standardized SFI was implemented institutionally on 22 July. In 2014 the electronic administration process will be formalised for implementation later in the year.

ENHANCEMENT OF QUALITY OF PRACTICAL TRAINING

HERI renders assistance to departments assessing practical work. Feedback instruments for the evaluation of practical training in various departments were developed, piloted and administered in collaboration with several departments; namely, the Faculty of Theology, Department of Criminology and Social Work and the Department for Consumer Sciences. The instruments have gone through two or more rounds of assessment and ample data are available to determine trends on a year-to-year basis. The Department of Drama and the Department of Communication Pathology assessed their practical modules in 2013. The results of the surveys were used by each department to improve the quality of practical training and to inform the training of external supervisors.

EVALUATION OF ACADEMIC OUTCOMES OF ORIENTATION PROGRAMME FOR FIRST-YEAR STUDENTS

The orientation programme was evaluated in 2013. The survey used in 2012, consisting of 21 questions with one question requiring qualitative feedback, was used again in the 2013 evaluation. The questionnaire covered three domains namely, logistics of the programme, the value of academic and Faculty-related sessions and administrative assistance. The aim of this questionnaire was to determine whether the programme attained the objectives set and to elicit suggestions pertaining to improvements. The survey was administered electronically on *clickUP* from 25 February to 1 March to students registered for the AIM 101/ 111 modules.

At the close the survey, on 1 March 2013, 5 246 students out of the 8 704 first-time registered students in the nine Faculties surveyed had responded, accounting for a 60.3% response rate. To a great extent, students were satisfied with the logistical arrangements during the orientation programme. A large portion of the students appreciated the academic and Faculty-related sessions and found these useful, although some students experienced some dissatisfaction. Training of mentors needs to be improved for the year 2014 and there needs to be additional number of mentors in order to ensure a more fruitful orientation experience for the first-year students. The registration process, support with compiling of timetables and support with module and elective selection need vital improvement. The orientation programme had a positive impact on the majority of the students, as most of the students found it to be useful and felt welcome at UP thereafter; however, some students expressed an opinion that some of the sessions were not useful and found the programme to be unnecessarily long.

EVALUATION OF THE PEER MENTORSHIP PROGRAMME

The peer mentorship programme run by Student Affairs was evaluated during 2013. Peer mentors were required to keep a report of each mentee for the duration of the programme to track the development of the mentee. At the end of the programme, mentees were asked to complete a survey on the mentor and the programme. Mentors also evaluated the coordinator and the coordinator had to evaluate each mentor's performance. The triangulated data provided information on the effectiveness of the mentor as well as the mentee's satisfaction with their mentor. Focus group discussions were held with a number of mentees, mentors and coordinators to evaluate the effectiveness of the programme as a whole.

A total of 385 students were identified to participate in the mentorship programme. Three criteria were used to select students, namely; first generation, students from rural home environments and students between the ages of 18 and 21. The purpose of the programme is to facilitate the transition from school to university in order to have students fully integrated into the university environment within the first quarter of the first year. With the first audit of student participation (end of March), only 132 or 34.3% of the students were actively participating in the programme. By the end of April, with the second audit date, the participation rate was down to 27.5% (106 students actively participating). By the end of May the participation rate was 12.2% of the original selected students. These finding could imply that first-year students, fitting the criteria for selection, are able to make the adjustments in a shorter space of time than the programme is active. One could therefore opt to make this type of intervention span over a shorter time period with the option of an extension of up to two months for the mentors and mentees that wish to do so. The qualitative results, consisting of focus group discussions and individual interviews, show that the mentorship programme is beneficial to all the participants. The concerns that emerged in the 2012 evaluation were also addressed, especially the mentor-mentee match by programme choice and the monitoring process that was put in place.

E-LEARNING AND MEDIA DEVELOPMENT

This portfolio was headed by Mr Dolf Jordaan from July 2013. It comprises E-Education and Creative Studios and Communication Technology. The E-Education report follows below and the Creative Studios and Communication Technology report starts on page 33.

E-EDUCATION

Ms Detken Scheepers is the line manager for the E-Education group. The core focus of E-Education is the skillful and appropriate combination of various information and communication technologies within blended learning environments. The instructional designers are located across the Hatfield, Onderstepoort and Prinshof campuses to support the use of e-learning. They work together as a team to provide staff development, consultation and operational support in the use of *clickUP* (the UP brand name for the Blackboard learning management system), interactive multimedia products, as well as *QuestUP* (the UP brand name for the QuestionMark Perception system for computer-based testing). The group is also responsible for continuous scanning of the technology horizon to evaluate the appropriateness of innovations within the UP environment.

HIGHLIGHTS AND NEW INITIATIVES OF 2013

Information on the following new initiatives is woven into the narrative in the sections below:

1. Pilot of Blackboard Analytics for Learn™
2. Implementation of *QuestUP* on Prinshof campus
3. Implementation of social profile and learning tools in *clickUP*
4. New searchable *clickUP* Helpsite
5. “Descobidores” (Discoverers) team to test *clickUP* service pack releases
6. New game-based course on Mobile Learning
7. Invitation from QuestionMark to be part of in their Customer Advisory Board
8. Administering the international EDUCAUSE Student and Information Technology survey (ECAR)
9. Support the Department of Student Affairs to use *clickUP* in order to allow students to participate in the Constitution for Student Governance for UP.
10. Investigation into E-textbook integration in *clickUP*
11. Participation in two successful national Instructional Designers Community of Practice workshops
12. Participation in the first South African Higher Education Learning Analytics Conference
13. The design and development of an online orientation module for all first year students

DESIGN AND DEVELOPMENT IMPACT ON QUALITY OF TEACHING, LEARNING AND ASSESSMENT

INSTRUCTIONAL DESIGN

The E-Education group provides instructional design consultation and support to lecturers who wish to implement a blended approach in their teaching and learning strategies. *clickUP* allows lecturers to use various instructional methodologies and multimedia products to provide students with access to online learning resources as well as more opportunities for interaction with course content, fellow students and lecturers. Students can access the *clickUP* system from any computer or mobile device linked to the internet.

The narrowing in focus of the Creative Studios and Communication Technology (CS&CT) unit to teaching and learning products increased the capacity of the Graphical Designers to work in close collaboration with Instructional Designers. This enabled, among other projects, multi-disciplinary teams to work together with subject experts to create specialized interactive multi-media products distributed on DVD-ROM to support student learning. Although a number of these products were in the development phase during 2013, none was completed. A notable advance is that a prototype was created during 2013 to distribute an existing multimedia product via mobile devices. Lecturers also use resource CDs/ DVDs to distribute a variety of documents and media to students. Table 5 indicates resource CDs completed or updated by this group during 2013.

Table 5: New*/Updated resource CD/ DVDs 2013

Department	Title	Project Leader
Afrikaans	Leer Nederlands	Dr N Bosman
Centre for Augmentative and Alternative Communication	Case Study CD	Ms A. Samuels
Companion Animal Studies	Small Animal Medical Dermatology	Prof A. Leisewitz
Diagnostic Imaging	DIM783**	Prof R. Kirberger
Education Innovation	EDUVATE*	Ms Sanet Haupt
Financial Management	FRB 711 Financial Risk Management	Mrs E. Louw
Graduate School of Technology Management	Master's in Engineering Management first years	Dr S. Benade
Graduate School of Technology Management	Master's in Project Management first years	Dr S. Benade
Graduate School of Technology Management	Honours in Management of Technology	Dr S. Benade
Graduate School of Technology Management	Master's in Technology Management	Dr S Benade
Graduate School of Technology Management	Master's in Engineering Management & Master's in Project Management first years	Dr S. Benade
Graduate School of Technology Management	Master's in Engineering Management & Master's in Project Management second years	Dr S. Benade
Graduate School of Technology Management	Honours in Technology Management	Dr S. Benade
Graduate School of Technology Management	Master's in Technology Management	Dr S. Benade
Industrial and Systems Engineering	BIE 310 Engineering Economics	Dr P.J. Jacobs
Mining Engineering	PEE 410 Mine Environmental Engineering	Prof R. Webber-Youngman
Mining Engineering	PMY 311 Surface Mining and Geotechnics	Prof R. Webber-Youngman

Mining Engineering	PSZ 410 Strata Control	Prof R. Webber-Youngman
Mining Engineering	PME 320	Prof R. Webber-Youngman
Mining Engineering	PMY 320	Prof R. Webber-Youngman
Mining Engineering	PMY 410	Prof R. Webber-Youngman
Mining Engineering	PMY 423	Prof R. Webber-Youngman
Mining Engineering	PMZ 422	Prof R. Webber-Youngman
Mining Engineering	PRX 321	Prof R. Webber-Youngman
Mining Engineering	PSC 321	Prof R. Webber-Youngman
Mining Engineering	PSC 411	Prof R. Webber-Youngman
Mining Engineering	PJJ 210	Prof R. Webber-Youngman
Psychology	MA Research Psychology	Prof D. Maree
SHSPH	HME 870 - Health Measurement	Mrs E. Webb
SHSPH	SCM 770/870*	Mrs Napolis

E-ASSESSMENT

During 2013, 3 477 computer-based tests were taken by students (535 892 results in total). Table 6 provides detail on the tests written the past five years on the different campuses.

Table 6: Computer-based testing (CBT) 2009-2013

	TESTING CENTRE	2009	2010	2011	2012	2013
Number of tests	Hatfield campus CBT	105	121	116	111	108
	Hatfield campus IT labs (<i>Umfundi</i>)	12	31	15	19	18
	Hatfield campus IT labs (SAM / CompAssess)	6	17	11	13	20
	Prinshof campus	346	416	503	472	671
	Prinshof campus (ppt)		37	56	83	95
	Onderstepoort campus	31	77	86	127	147
	Onderstepoort campus (ppt)	-	8	4	6	9
	Groenkloof campus (<i>Umfundi</i>)	34	49	61	68	62
	Groenkloof campus (SAM / CompAssess)	6	13	5	0	11
	Mamelodi (<i>Umfundi</i>)	-	-	-	6	9
	Mamelodi (Comp Assess)	-	-	-	-	5
Number students writing the tests	clickUP tests**	1 426	3 605	3 648	1 071	2 322
	Total	1 966	4 374	4 810	1 976	3 477
	Hatfield campus CBT	35 083	24 792	25 328	22 496	24 507
	Hatfield campus CIL (<i>Umfundi</i>)	21 722	19 953	28 758	22 854	24 054
	Hatfield campus IT labs (SAM/ CompAssess)	37 603	37 772	16 532	30 252	25 420
	Prinshof campus	35 359	34 986	31 387	29 232	40 185
	Prinshof campus (ppt)		1 546	2 252	5 291	3 162
	Onderstepoort campus	1 969	3 183	4 081	5 895	7 141
	Onderstepoort campus (ppt)	-	735	418	693	697
	Groenkloof campus (<i>Umfundi</i>)	11 186	12 436	14 988	13 405	14 505
Number students writing the tests	Groenkloof campus (SAM/ CompAssess)	4 775	4 772	3 216	0	3 334
	Mamelodi	-	-	-	2 531	4 488
	Mamelodi (SAM / Comp Assess)					2 509

	TESTING CENTRE	2009	2010	2011	2012	2013
	<i>clickUP</i> tests **	240 315	265 684	292 886	3 844	385 890
	Total	388 012	405 877	420 071	170 993	535 892

* Note that the discrepancy in 2012 was due to our inability to capture the data from the old *clickUP* system.

** Includes self-assessment.

Table 7: Modules on *clickUP* 2009-2013

	2009	2010	2011	2012	2013
UG modules	1 552	1 737	1 767	1 857	1 936
% UG modules	64.15	63.33	68.03	75.16	75.30
PG modules	808	980	992	980	929
Students with access to e-learning	31 635	38 591	38 201	38 984	39 671

CONTINUING ACADEMIC DEVELOPMENT RELATED TO TEACHING, ASSESSMENT AND USE OF TECHNOLOGY

PARTICIPATION IN NATIONAL COMMUNITY OF PRACTICE – ITS UP 2 UJ

The E-Education group participated in two successful ITS UP 2 UJ meetings in 2013. The first meeting was held at the University of Johannesburg. It was attended by more than 70 people from 9 national Institutions. The focus of the meeting was on authentic learning. The second meeting was a historical meeting as it was held at the University of North West as NWU joined the national CoP in 2013. The theme of the meeting was Blended Learning. The meetings provided not only a valuable benchmarking opportunity but also enabled UP staff to network with Instructional Designers from other national Institutions.

STAFF TRAINING IN WEB-SUPPORTED LEARNING

The E-education group scheduled 94 *clickUP* and 3 *QuestUP* training workshops and courses in 2013 to provide enough opportunities for UP staff members to familiarize themselves with the new *clickUP* and *QuestUP* systems. The training schedule made provision for morning and afternoon sessions, presented on the Hatfield, Prinshof and Onderstepoort campuses. Training at Prinshof was restricted to January, as the building projects made it impossible to present on that campus during the rest of the year. Sixty-eight *clickUP* sessions were presented, while 26 were cancelled owing to insufficient participants. The lower attendance of *clickUP* training sessions in 2013 (see Table 7) is due to the fact that the majority of people were trained in 2011 and 2012.

EI had to organize and manage all *clickUP* training on the satellite campuses, including advertisements, booking of computer laboratories, refreshments and printing of hand-outs as CE at UP did not have capacity to support these priority courses. The workload to do this administrative work was high; however, EI could present 10 training sessions for the cost of one session organized by CE at UP.

Members of the E-Education group also presented two training sessions to lecturers and moderators of the Just-in-Time learning project on the use of objective assessment and *clickUP*.

Custom-made departmental *clickUP* training sessions were presented to 39 junior lecturers during the INNOVIL course and to 68 lecturers in the Departments of Psychology (Weskoppies), ECDFP, Sociology, Auditing, Law, and Education Management.

The first ever game-based course on Mobile Learning was also implemented in 2013. The course is focused on the educational use of tablets, smartphones, and social media. Participants play an online game before and during the workshop to explore the technologies and scenarios where they can be used.

The Facilitation of e-Learning course was presented in May and June and very positive feedback was received. Six of the participants who finished their assignments indicated that they would change their practice as a result of the course. The course was also presented on invitation at the University of North West to academic advisers and e-learning staff of that university. The feedback was very positive with indications that they intend to change their practices within that university based on the input received during the course. El submitted a self-evaluation of the Facilitation of e-Learning course to the Blackboard Catalyst Awards, to be evaluated for the Exemplary Course category. Very positive feedback was received on the quality of the course, with a few suggestions on how to improve it.

TURNITIN WORKSHOPS IN 2013

As Turnitin is an extremely versatile tool that supports diverse ways of interacting with written assignments and providing feedback, customized workshops for different user needs were implemented in 2013. As many lecturers teach students at different levels from undergraduate to postgraduate, the comprehensive workshop therefore explores the full spectrum of options regarding similarity scores and peer and lecturer feedback for different teaching-learning agendas.

A new workshop with postgraduate supervisors in mind was designed to address their particular needs. In the Turnitin *clickUP* module supervisors can track the progress of dissertations and make sure that the final product is plagiarism free, in order to protect the reputation of their department and the University.

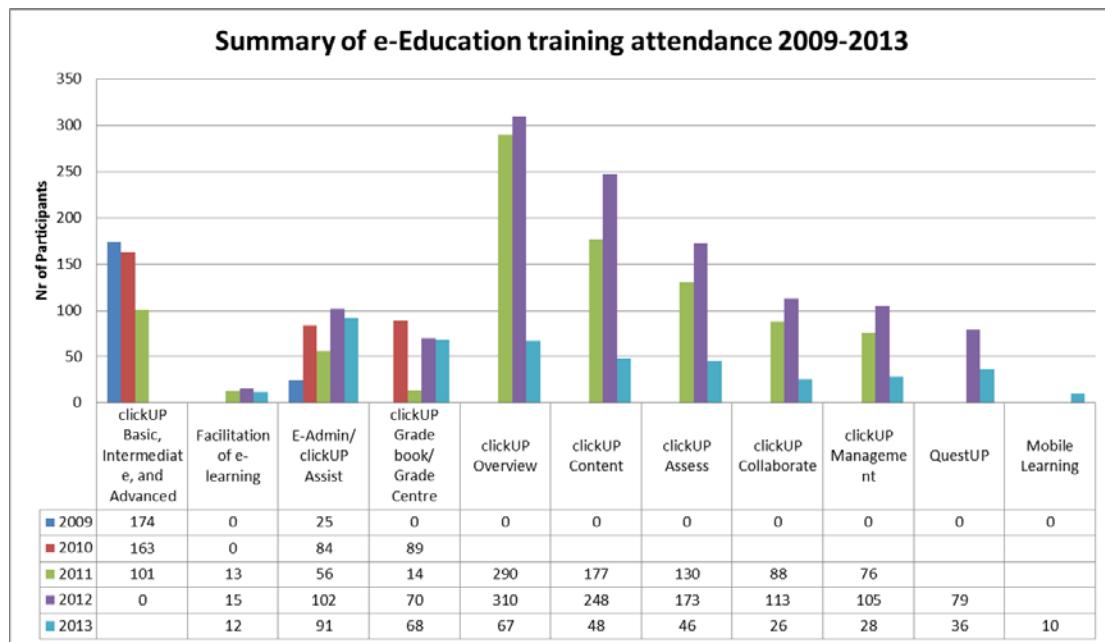
The attendance of *clickUP* and *QuestUP* training courses was as follows:

Table 8: E-Education training 2013

Training workshops presented per campus

Workshop	Hatfield	Medical	OP	Total
<i>clickUP</i> Overview	47	13	7	67
<i>clickUP</i> Content	37	11	0	48
<i>clickUP</i> Assessment	37	9	0	46
<i>clickUP</i> Collaborate	20	6	0	26
<i>clickUP</i> Management	19	9	0	28
<i>clickUP</i> Assist	60	19	12	91
<i>clickUP</i> Grade Centre	68	*	*	68
Turnitin	79	*	7	86
<i>QuestUP</i>	11	*	25	36
Mobile Learning	10	*	*	10
<i>Facilitation of e-Learning</i>	12	*	*	12

Graph 1: E-Education training 2009-2013



STUDENT TRAINING AND SUPPORT IN WEB-SUPPORTED LEARNING

Training and orientation are necessary for students to take full advantage of the e-learning environment. EI has collaborated with the staff responsible for the AIM (Academic Information Management) module during orientation of first-year students to expose them to the system as early as possible. EI also offers customized student training sessions in *clickUP*, particularly for postgraduate students. Further support for students is provided by means of a searchable help web site that is integrated into the general *clickUP* help site.

The library was receiving numerous requests from postgraduate students who wished to scan their dissertation chapters through Turnitin before submitting the final document to the department. While the policy is that only lecturers may create Turnitin assignments, DRIS also reported that often the supervisors or lecturers did not comply, leaving their students at a disadvantage. A workaround became possible in the latest updated version of *clickUP*. Postgraduate students can enrol themselves for an ‘organization’ in *clickUP* where all the necessary instructions are provided electronically, and where Turnitin assignment links for each chapter in the dissertation are available, so that students can resubmit chapters until they are satisfied. The benefit of this arrangement is that students can use the program’s diagnostic capabilities, even though their supervisors are not providing electronic feedback in the system, or supporting them with the interpretation of similarity reports. In this way students can at least improve their writing and referencing skills and be confident that the submitted document will adhere to all the requirements regarding plagiarism prevention. The reason this cannot replace the Turnitin assignments created by lecturers/ supervisors, is that, apart from the lack of feedback, departments do not have access to and cannot use these reports as evidence in plagiarism issues. Final dissertations have to be submitted to a Turnitin assignment link that was created by the department in the dissertation module, in order to view the similarity report.

The worth of this joint initiative between the library, DRIS and EI is illustrated by 114 postgraduate students who have submitted their dissertations and research papers through this *clickUP* organization since November 2013.

The instructional designers also supported the development of an online orientation module for 2014 first-year students. The UPO 101 module aims to support students to develop during orientation an understanding

of the demands of university studies in order to support their success. The module has been registered as a UP module and all first-year students will have access to it in *clickUP*.

THE EDUCAUSE ECAR STUDENTS AND INFORMATION TECHNOLOGY SURVEY

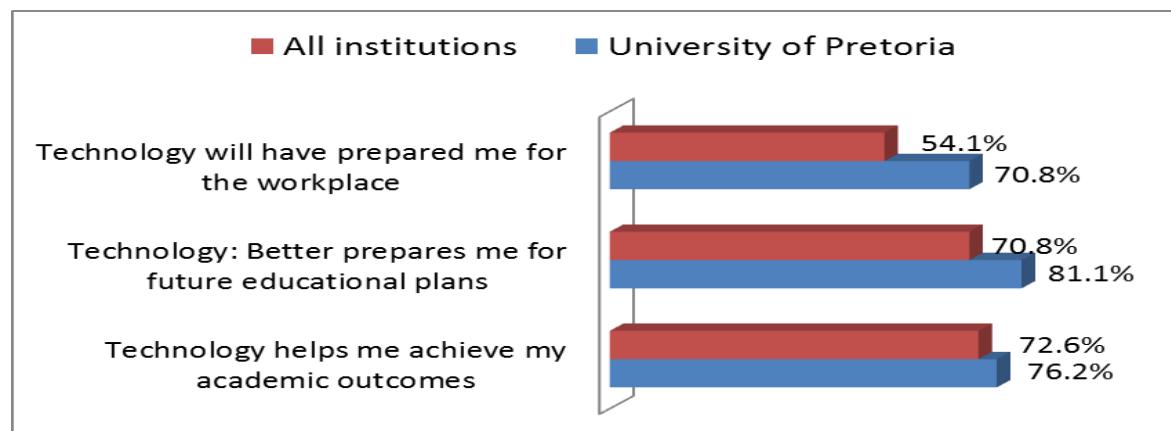
The Educause ECAR Students and Information Technology survey was administered to UP students in March 2013. UP was one of more than 250 international institutions that participated. In total, more than 110 000 survey responses were received internationally. ECAR used a stratified sample of 10 000 survey responses and wrote the annual ECAR report about undergraduate students and technology.

Table 9: UP ECAR participation statistics

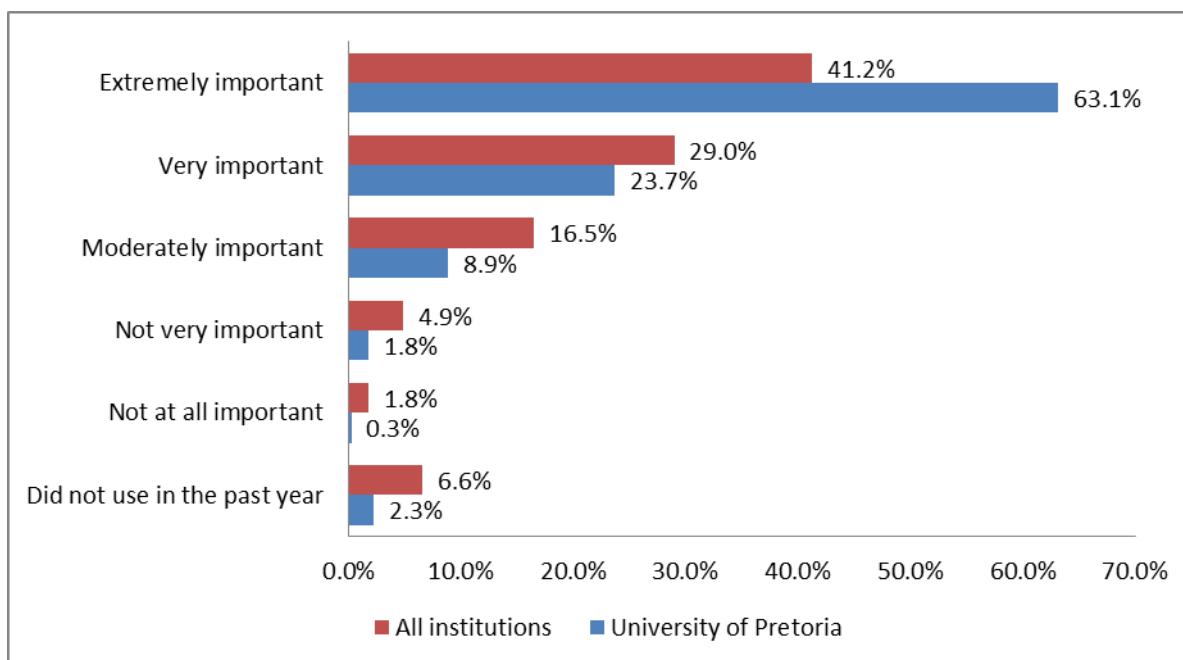
Institution	Response Count	Population	Sample Size	Current Response Rate	Estimated Margin of Error
University of Pretoria	1 351	32 800	2 028	66.6%	2.7%

The results indicated that students recognize the value of Information and Communication Technologies but need support and structure to be able to use it effectively for academic purposes. Our students' access to mobile devices indicates that they can be used effectively for teaching and learning purposes. The University of Pretoria students' access to technology compares well with that of their international peers. The following graphs provide an overview of some of the noteworthy results.

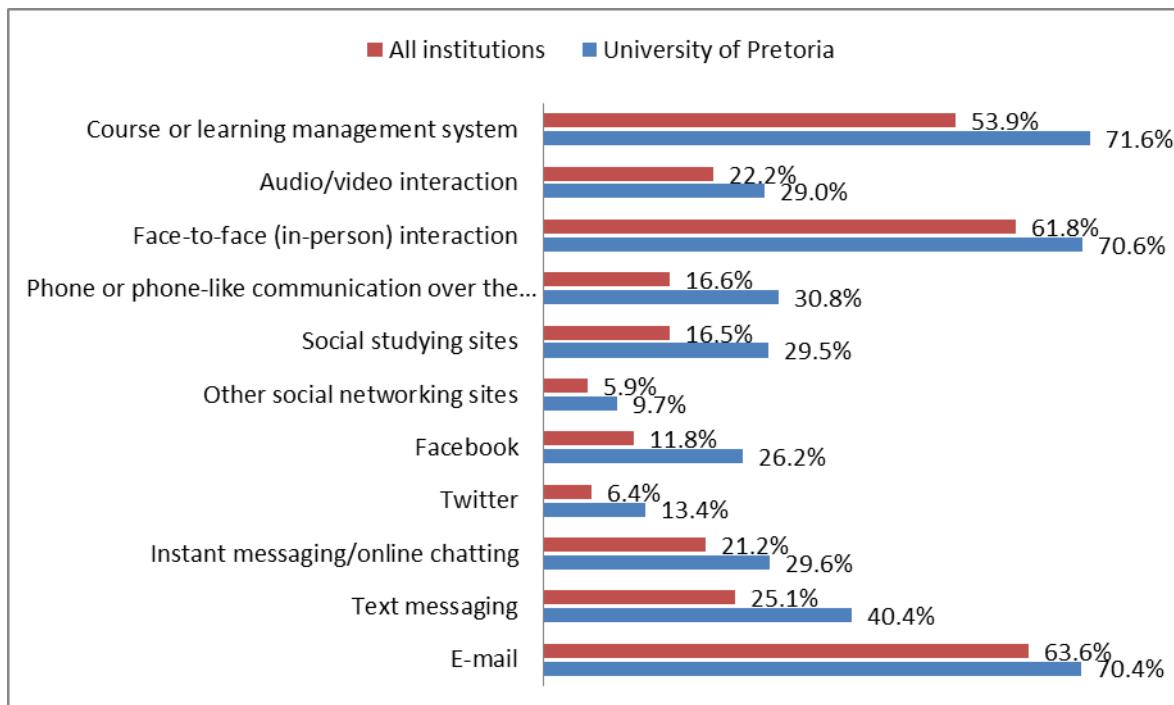
Graph 2: ECAR – Value of ICT



Graph 3: The role of the LMS (clickUP) to achieve academic success



Graph 4: ECAR – Students' preference of forms of communication with lecturers:



The full report is available online on the [EDUCAUSE](http://www.educause.edu/library/resources/ecar-study-undergraduate-students-and-information-technology-2013) web².

² <http://www.educause.edu/library/resources/ecar-study-undergraduate-students-and-information-technology-2013>

SUPPORT

All instructional designers, and in particular the e-support office, provide administrative *clickUP* and *QuestUP* support to lecturers and administrative staff in academic departments. As 91% of FTE C1 staff is linked to a *clickUP* module, EI impacts on this percentage of staff directly and indirectly has an impact on the students in the modules. During the first semester, support was also provided to assist colleagues in Academic Administration to solve student registration problems. Students' queries about their module registration created additional workload but it contributed to better service delivery to students. The e-support office provided support in response to more than 4 258 e-mails. Data on the amount of telephonic support provided are not available.

Support was also provided to CE at UP and GIBS as the use of *clickUP* increased in both of these UP affiliates.

A new *clickUP* Helpsite, built in Joomla, was also created. This new design allows *clickUP* users to search the site for information and EI can track the number of views.

The Department of Student Affairs was also supported with the use of *clickUP* for the SRC election and the student leadership constitution process. A *clickUP* organization was created for this purpose and more than 62 000 students were enrolled. All the students registered at the University had an opportunity view the CVs of candidates for the SRC election and to provide feedback on the suggested student governance Constitution.

NEW INITIATIVES

PILOTING NEW TECHNOLOGIES

BLACKBOARD ANALYTICS FOR LEARN™

The *clickUP* (Blackboard Learn™) system that UP uses to enhance teaching and learning in a blended mode, gathers extensive data about the user activity, course design and student grades within the online classroom environment. The Blackboard Analytics for Learn™ system combines these data with student and course attributes from the PeopleSoft system to provide comprehensive reports and dashboards for students, lecturers and different levels of management. These reports can provide information on the activity and marks of a single student across his/her modules; the performance of all students in the modules in a particular department or programme; and the use of the *clickUP* system across a Faculty and even across the whole institution.

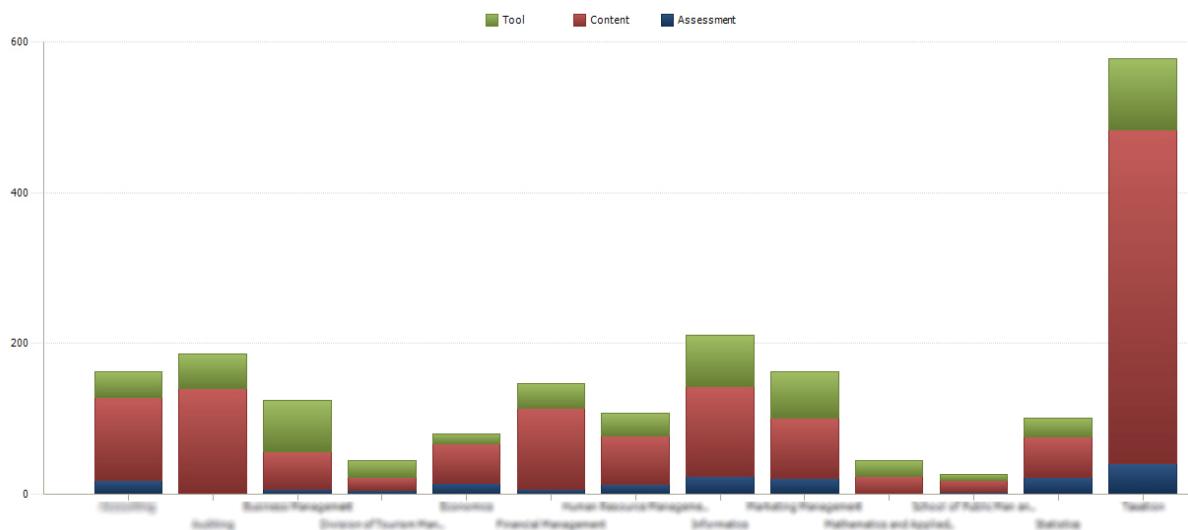
The Department for Education Innovation embarked on a pilot of this technology during 2013 to determine the impact and value of such a system for the University. The Blackboard Analytics for Learn™ system was installed in May 2013 and it was followed by remote Collaborate consultation sessions with Blackboard. Blackboard consultants also provided a weeklong on-site orientation to staff from EI and ITS with a basic understanding of the Analytics for Learn data module and the use of reporting tools. From this orientation, it became clear that Blackboard Learning Analytics has the potential to play a major role in initiatives to support student success and provide the backbone of the UP CARES tracking system.

Subsequent analysis of available data in the system highlighted various data inconsistencies that have to be addressed. The initial virtual hardware that was used for the database server was also not sufficient to manage the data processes. The database server was moved from a virtual environment to a physical server.

The project was brought to the attention of UP staff at various Faculty meetings, the ITC meeting, as well as at the Senate Committee for Teaching and Learning. Small pilots were conducted. The Deputy-Dean of the Faculty of Economic and Management Sciences indicated that their Faculty would do a pilot of the use of Learning Analytics in 2014 to determine its impact on student success.

This project was made possible by the Teaching Development Grant. The following graphs provide examples of data that will be available to Deans or Deputy Deans Teaching and Learning in Faculties. The examples were taken from the Faculty of Economic and Management Sciences with the permission of the Deputy Dean.

Graph 5: clickUP usage in the Faculty of Economic and Management Sciences 2013 per department



**Table 10: Grade exception report that provides an overview of students' progress mark
Grade Center Exception Report**

Student Name	Student Email	Learn Course	Grade Center Score	Instructor Name	Instructor Email
[REDACTED]	[REDACTED]	STK 110 S1 2013	9 %	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	FRK 122 S2 2013	25 %	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	STK 110 S1 2013	9 %	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	STK 110 S1 2013	9 %	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	FRK 121 S2 2013	49 %	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	FRK 122 S2 2013	48 %	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	STK 110 S1 2013	9 %	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	OBS 114 S1 2013	0 %	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	FRK 122 S2 2013	18 %	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	FRK 111 S1 2013	40 %	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	FRK 122 S2 2013	0 %	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	STK 110 S1 2013	9 %	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	OBS 114 S1 2013	40 %	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	FRK 122 S2 2013	27 %	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	EKN 120 S2 2013	40 %	[REDACTED]	[REDACTED]

The Department for Education Innovation organized the first South African Higher Education Learning Analytics conference (SAHELA) from 1-5 July 2013. The SAHELA conference was presented as part of a global initiative organized by the Society for Learning Analytics Research (SoLAR) in collaboration with University of Stanford's Summer Institute on Learning Analytics. The first three days of the conference were facilitated online. More than 40 people from various national institutions participated at the University of Pretoria in

face-to-face discussions on learning analytics. More information is available on the web site (<http://www.sahela.co.za>) that was developed for the purpose of the conference.

SKILLS LABORATORY: HEALTH SCIENCES

Members of the E-Education team were involved in consultations to determine the requirements of replacement technologies for the Skills Laboratory of the Faculty of Health Sciences. Video streaming software that enables lecturer capture was investigated. The anticipated outcomes of the project are:

- Improved learning through ubiquitous access to information (videos, learning materials);
- Establishment of sound practices in assessment and promotion of learning through formative feedback and self-reflection; and
- Digitalized data for improvement of teaching and assessment and for research.

UPGRADING/ CHANGING EXISTING TECHNOLOGIES

CBT SYSTEM

The QuestionMark Perception V5.2 product, branded *QuestUP*, has been in full use on the Prinshof campus since January 2013. During the first four months of the year, the *Umfundi* system was used as a backup. A fall back to the *Umfundi* system occurred three times only. From May 2013, all computer-based testing at the Prinshof campus was conducted on the *QuestUP* system only. All questions used in the new system went through a meticulous quality assurance process before they were used in an assessment. Various extra work-arounds had to be implemented owing to the way the *QuestUP* system works.

QuestUP could not, however, be deployed into production on the other campuses during 2013 owing to technical problems. Different problems were experienced on the different campuses, e.g. login problems at the Onderstepoort campus, and load-balancing problems on Hatfield. The Department of Information Technology Services did extensive trouble-shooting on all campuses and eventually an external consultant from QuestionMark visited UP in July 2013 to solve the problems. EI, ITS and Bytes People Solutions also set up mock tests that were completed by various student groups during the year to determine the best login process within the UP computer laboratory environment.

On the advice of QuestionMark, version 5.4 was installed on all campuses late in 2013 and all questions (74 767+) transferred to the new version in December 2013.

QuestionMark invited the University of Pretoria to be part of in their Customer Advisory Board and Professor Kilfoil attended this meeting in Barcelona, Spain, in November 2013, linked to their annual conference.

UP MOBILE APPLICATION

Blackboard invited the University of Pretoria to test a new framework, called Mosaic™, for the UP mobile app: Mosaic will allow us to update our own data and add new apps to the UP mobile application. The new framework will enable us to release a new iPad version of the UP mobile application in 2014. Staff from EI is busy building the new version and hope that it can be released early in 2014.

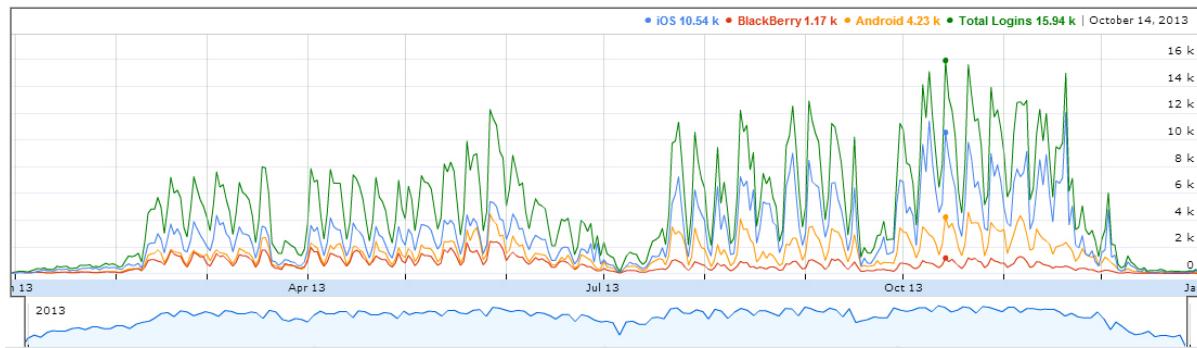
Table 11: UP mobile application run data: May 2012 – 9 March 2014:

Platform	Runtime/Session Time(Hours:Min:Seconds)	App Runs	Runs/Day	Active Users	Active Users/Day	New Users	New Users/Day
iPhone	00:03:04	58 449	76	43 719	57	3 362	4
Android	00:01:10	93 723	152	35 095	57	3 341	5
iPad	00:01:15	1 425	49	1 213	42	366	13

CLICKUP MOBILE

There was an increase in the use of *clickUP* through mobile devices. A notable trend in 2013 was the decline in Blackberry users and an increase in the use of IOS devices. More than 15 900 unique students/ lecturers accessed *clickUP* from mobile devices in 2013. The increase of available Wi-Fi access point on campus during the last quarter of 2013 contributed to an average use of between 12 000 – 16 000 logins per day.

Graph 6: Student use of the *clickUP* mobile learn application in 2013



Since January 2012, 31 699 unique visitors have accessed *clickUP* on mobile devices.

CLICKUP

Blackboard provides regular service packs to upgrade functionalities in the system. Service pack (SP) 11 was installed in January and SP 13 in September. The new service packs addressed technical issues and provided a number of new features and enhancements, e.g. the new social profile and learning features.

A small group (called Descobridores) was established to test new upgrades of *clickUP* in the QA environment, to understand the impact and plan implementation and training better. This strategy led to a good understanding of what will change in the new SP and the group developed documents to support users of *clickUP*. These documents are distributed to students and lecturers via the *clickUP* portal.

BLACKBOARD COLLABORATE

There was a clear increase in the use of Blackboard Collaborate™. The following case studies provide an overview of how Collaborate was used to support teaching and learning:

- In the Faculty of Economic and Management Sciences it is used to stream and record lectures for a new postgraduate course.
- A lecturer in Mechanical Engineering and the Deputy-Dean of Health Sciences used it as part of a ‘flipped classroom’ approach where they provided content with voice recordings to their students to watch before attending lectures.
- Lecturers in the Faculty of Natural and Agricultural Sciences used Collaborate to support students before they wrote a test or for virtual consultation and postgraduate support.
- Students in the Faculty of Engineering, the Built Environment and Information Technology used Collaborate to do project presentations.

Education Innovation used Collaborate successfully to stream conferences and workshops based on requests.

THIRD PARTY CONTENT IN CLICKUP

Blackboard has extended the services they are offering through agreements with publishing companies. Various academic departments are already using the advantages of these agreements with international

publishers. The following publishers have already provided support to lecturers in order for students to have access through *clickUP* to their content:

- McGraw-Hill : McGraw-Hill Connect and Create
- Pearson: Pearson's MyLab/ Mastering
- WebAssign

A noteworthy development in 2013 was the invitation from Vitalsource Bookshelf®, an international company, to participate in an investigation into the integration of e-textbooks into *clickUP*. Vitalsource Bookshelf® is the most advanced e-book software in the world. The University of Pretoria was invited to test a new feature in *clickUP* that will enable students to access e-textbooks either through a computer or mobile device. This investigation was linked to a national collaboration between Van Schaiks, publishing companies and BE at UP including the Bookmark bookstore on campus. The outcome of the investigation will be to allow students and lecturers access to e-textbooks through *clickUP* in 2014. This will include an online financial transaction process.

GRADE CENTRE INTEGRATION

The Department for Education Innovation continued in 2013 with the investigation to centralize the capture of marks for all undergraduate courses into *clickUP*'s Grade Centre. The first aim of the project was to investigate the integration of the *clickUP* grade centre with PeopleSoft Campus Solutions (Student) system. The second aim was to support the UP CARES project by accessing through Blackboard Analytics for Learn™ a progress mark of a student to provide an indication of students at risk.

The results of the initial technical investigation into the integration in 2013 were positive. The technical testing of the integration will continue in 2014. A Grade Centre template was also created for each new 2014 *clickUP* module. A final report of the progress with the integration of the grade centres will be submitted to the Senate in 2014.

CREATIVE STUDIOS AND COMMUNICATION TECHNOLOGY

Creative Studios and Communication Technology (CS&CT) is represented on three UP campuses. These facilities are managed by Rika Hefer (Prinshof studio), Estelle Mayhew (Onderstepoort studio) and Hettie Mans (Hatfield studio), all of whom report to Almero du Pisani. The video conferencing, Skype and other communication technologies are managed by Hennie van der Merwe on the Hatfield Campus.

During 2012 a decision was made by the University that Creative Studios should focus their attention on projects related to teaching and learning only instead of having a shared focus on research and marketing projects. A phase out began, alienating many lecturers and other people accustomed to using EI services more widely and in 2013 the policy was implemented in earnest. To facilitate decision-making, it was decided that projects not linked to a module or programme code would not be accepted for design. To accommodate the lower volume of work, two vacant positions were not filled in 2012 and were abolished and in 2013 a further two vacant positions were not filled and the vacancies transferred to the Department of Research and Innovation Support to enable their expansion.

The policy is that the design and development work is done as far as possible by EI staff but that all products are paid for by the academic concerned as the production is usually undertaken outside the University by private companies.

HIGHLIGHTS AND NEW INITIATIVES OF 2013

INTERNATIONAL COLLABORATION

During 2013, 13 UP students attended weekly video conferences over a period of 17 weeks. They attended the module LEK 83, which was presented to them by a lecturer of the University of Minnesota. The lecturer involved here at UP was Dr Frik Liebenberg.

The monthly video conference linkups with the universities of Fort Hare and Harvard in the USA to develop the 'South African Executive Leadership Program in Health (SAELPH)', a partnership of three academic partners -- Harvard School of Public Health, University of Pretoria and University of Fort Hare – and other South African partners continued throughout 2013.

TRAINING AND BENCHMARKING:

Graphic artists continued to develop their professional skills so that their products enhance the reputation of the University and provide the best quality media for teaching and learning. In February six staff members had the opportunity to attend the Design Indaba Conference and Exhibition in Cape Town, to engage with some of the industry's best national and international designers.

CS&CT also began to align more with the e-learning section of the department. Six delegates from CS&CT attended the 'E-Learning Instructional Design and Development training' from 10 to 12 June 2013, which was a three day course presented by BIHRD Consulting. From 23-25 October, 11 staff members attended the Adobe Flash course presented by Multimedia Centre in EI's own training facility.

FACILITIES

At Onderstepoort, new offices were identified in the Arnold Theiler building for the Graphic Design and Photography staff and the process of renovation began. The move from the old to the new facilities will happen early in 2014.

Staff at Prinshof campus will also move to new facilities, but only in 2015. The excavations of a new office block south of the BMW building commenced in October 2013.

New video conference facilities were installed in Seminar Room 1 of EI on the Hatfield campus. With this new high definition video conference system, CS&CT is able to host very high quality audio and video conferences with universities all over the world for teaching and learning purposes.

DESIGN AND DEVELOPMENT IMPACT

VIDEO

In 2013, the Faculty of Health Sciences' Skills Laboratory, under the supervision of Prof Rhena Delport, went through an intensive curriculum renewal process whereby the learning material of three medical modules was successfully adapted and updated for e-learning purposes. Technology is ever-changing and the previous methods used to make this learning material available were no longer satisfactory. Fortunately, new technologies also allow for the enhancement of quality in visual aids, as in the case of video. Medicine is a very visual discipline but, because the previous videos were dated, a large number of videos had to be re-produced in order to be loaded on to *clickUP*. The Department of Education Innovation's Video Unit at the Faculty of Health Sciences produced more than a hundred First Aid and generic procedure videos. These video clips can now be viewed on practically any device and will dramatically enhance the learning process. Three modules were successfully adapted for *clickUP* and are consequently available to all medical students.

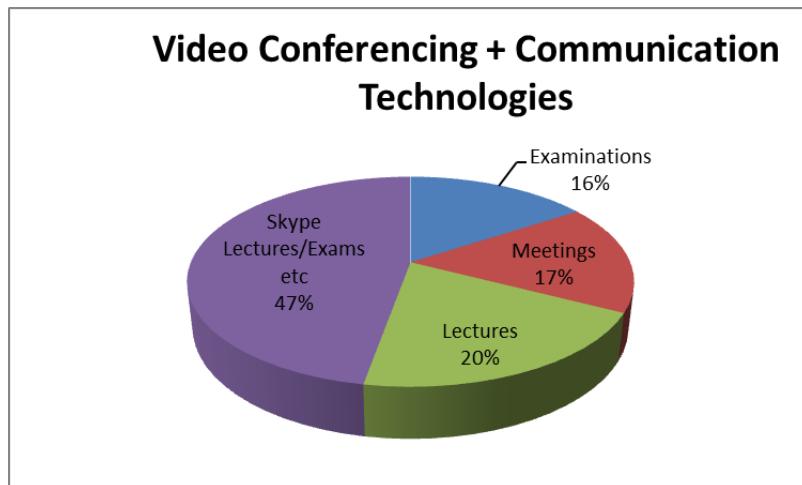
Some teaching and learning video productions that were produced on the Hatfield Campus and impacted on large numbers of students include the following:

- A DVD production: 'The adventures of Gross Motor Skills' - Donna Hannaway - UP/ Bianca O'Neill - TUT
A video for education students and teachers to show them how to develop gross motor skills in young children by creating simple obstacle courses.
- Filming a series of lectures for Prof. Peet du Toit (Physiology) on the Physiology of Sport - different relevant topics.
- DVD production to illustrate the butchering of a lamb carcass to be used by Consumer Science students. Dr Gerrie du Rand - Consumer Science.
- Series of lectures - Illustration of Community Projects of Veterinary Science students. Dr Henriette van Heerden - Department of Veterinary Tropical Diseases.
- Financial Information DVD to assist students on Financial issues at UP. Mrs Melodie Wheeler – CSC, also related to UPO 101 module for student academic orientation.
- Series of videos illustrating different concepts to students using the UPO 101 module. Prof. Ana Naidoo – EI: all first-year students impacted in 2014, perhaps as many as 10 000.
- Videos illustrating financial concepts to students. Prof. Steve Koch – EMS: Economics is a high impact subject affecting thousands of students annually.
- Filming lectures as aid in the study analysis about their presentation methods. Mrs Hester Kriel – Agriculture.
- DVD: Information on using the library. Mrs Elsabe Olivier – Library.
- Video for BCom Tourism Management – Prof. Berendien Lubbe.
- Video for the Department Electrical, Electronic and Computer Engineering – Mr Herman Myburg.

VIDEO CONFERENCING, SKYPE AND OTHER SYNCHRONOUS COMMUNICATION TECHNOLOGIES

A total of 89 events took place during 2013 where video conferencing or some other sort of real time technology was used for lectures, examinations, interviews or some sort of meeting. Below is a graph illustrating the number of events that took place:

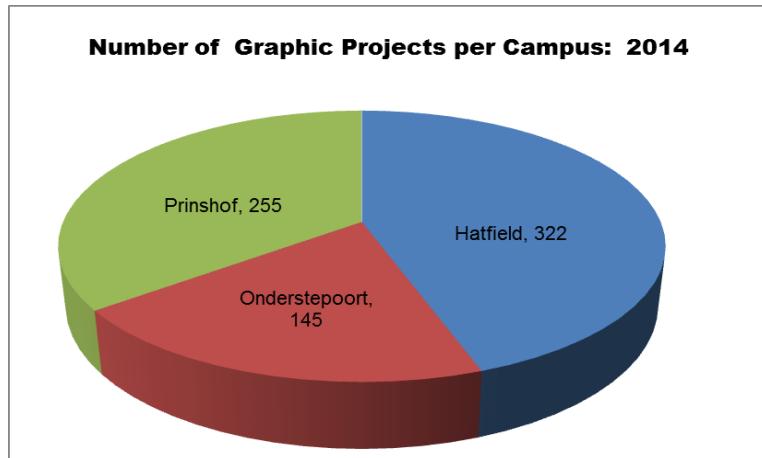
Graph 7: Use of video-conferencing and communication technologies 2013



GRAPHIC STUDIOS

Graphics on all the campuses produced 6 675 products for teaching and learning. A few products for research and marketing purposes are still included as we were phasing all research and marketing projects out from May 2012. Some departments such as Student Affairs requested special permission from the Vice Principal to use the Studios' services for specific projects, for instance, the Orientation Programme brochure for 2014.

Graph 8: Teaching and learning projects for graphics for 2013

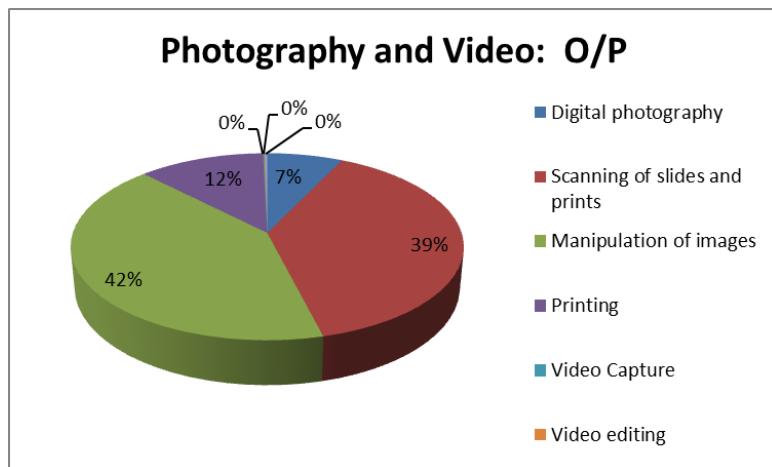


Projects are distributed to other campuses if necessary when there is a high demand at one campus but some capacity at another.

PHOTOGRAPHIC SERVICES:

The only photographic service offered by EI is on the Onderstepoort campus. This is a half day service and dedicated to the needs of Onderstepoort. The photographer also offers limited video editing services to the Veterinary Science's Faculty.

Graph 8: Photography and Video at Onderstepoort in 2013



INSTITUTIONAL SUPPORT

CS&CT continued to support Executive projects. Five video conferences for the Executive were held in the Council Chambers (20 Hours). Six teleconferences and Skype conferences were held in the Council Chambers (18 Hours). The technology in the Council Chambers was replaced after lightning damaged all the AV equipment.

Members of the Executive participated in appointment committees in other venues like the new Plant Sciences building.

COMMUNITY ENGAGEMENT

The Manager: Community Engagement is Gernia Van Niekerk. She works with two permanent staff members and a contract administrative assistant. Community Engagement may be regarded as a flagship programme at the University given its scope, management and impact.

HIGHLIGHTS AND NEW INITIATIVES OF 2013

Table 12: The scope and scale of community engagement activities in 2013

Faculty	Curriculum related community engagement modules/courses	Voluntary students groups
EMS	8	Student organizations
EBIT	6	TUKSRES
Education	8	Faculty Houses
Health Sciences	33	SRC
Humanities	46	TOTAL STUDENTS
LAW	3	10 020
NAS	8	
Theology	2	
Veterinary Science	11	
TOTAL MODULES	125	
TOTAL STUDENTS	12 000	

Explanatory notes:

1. In regard to curricular community engagement:
 - 1.1. The number of students doing curricular community engagement has increased owing to the increase in student intake in previous years. The number of curricular modules was deliberately managed down to 109 by the end of 2013.
 - 1.2. The total number of curricular related projects: 2 400.
2. The number of projects does not equal the number of sites because various Faculties work together on one site.
3. With regard to voluntary community engagement, the following should be noted:
 - 3.1. The voluntary projects overlap with curriculum-related projects because in many instances they use the same sites, owing to the fact that voluntary students sustain some of the curriculum-related projects throughout the year.
 - 3.2. The number of student organizations is 110. They have approximately 15 000 members, 30% of whom are actively involved in voluntary community engagement, which brings the total of members active to 5 000.
 - 3.3. With regard to TUKSRES, about 30% of students are actively involved, about 2 500 students.

During 2013 the dream of having a more interactive community engagement management system (CEMS) was finally achieved with the funding of the project to develop the new version and the allocation of a project manager from ITS. By the end of the year, Phase 1 of CEMS II was ready to go into production in January 2014. The CEMS I was the envy of the higher education community engagement practitioners and there were once again attempts by other universities to buy or licence the product and even a concerted effort by SAHECEF to obtain the system for all universities. However, they are all unrealistic in terms of the ability of the system to

serve their very different community engagement models and work with their systems that are not Oracle based.

An incident involving two students being robbed in one community led to a greater emphasis on security and guidelines were revised and approved. Incidents of any kind are rare during our extremely large community engagement operation, the largest of any university in the country, and serious incidents such as this one even more rare, but the University is very focused on the welfare of students.

The Department of Social Development started to work with universities around qualifications to produce professionals to work in the field. UP representative attended the launch and representatives also visited the University. It was decided to locate such a qualification in the Faculty of Theology. A programme was developed as a BA in Social Development and presented to the Senate but not approved.

INSTITUTIONAL, STAFF, STUDENT AND COMMUNITY SUPPORT AND IMPACT

The small Community Engagement Unit liaises with communities on behalf of the University to identify and quality-assure community sites of learning for students. In addition to frequent consultation with lecturers responsible for various modules, the unit also briefs students who are about to become active in the community.

When one considers that students of the University of Pretoria are contributing literally hundreds of thousands of hours of free human resources to the communities in and around Tshwane, one realizes the significant socio-economic impact of the community engagement enterprise at the University. Many of the sites of learning are schools, so the impact on educational achievement at the school level is also great.

EI staff participated in Mandela Day by painting some external walls of a primary school in the inner city.

The process of clearing students to comply with the *Children's Act* was reviewed.

SAHECEF

The South African Higher Education Community Engagement Forum once again held workshops that were attended by members of the unit:

- SAHECEF /Talloires/ Walmart Seminar 2: Developing a green economy: Renewable energy, climate change and social justice, 19-20 February, UNISA
- Executive meeting, 13 March, University of Limpopo
- SAHECEF/ Talloires/ Walmart Seminar 3: Building local economies: enterprise development, entrepreneurship and innovation, 7-8 May, University of Johannesburg
- Executive meeting, 7 June, University of Zululand

OPERATIONAL OFFICE

The Operations Office, led by Ms Elize de Waal, proactively uses knowledgeable, skilled and experienced staff to support the Department for Education Innovation in terms of personnel, financial and logistical matters to ensure that EI can function optimally. The degree of cooperation needed to function means that this office has to nurture relationships with many other support departments at UP.

FINANCES

The Operations Office, particularly the manager, cooperated in drawing up the annual operational, HR and Facilities Management budgets for 2014, aligned with guidelines from the Director of Finance, in collaboration with the Director of EI and all line managers.

The Operations Office assists with all the financial procedures, requests and forms as outlined on the Intranet. In 2013 the Operational Office handled combined departmental budgets of R20 648 286. Within mainstream operations, Community Engagement has very complex needs with community, travel and foundation funds.

In addition to EI Budgets, the Operation Office managed

- Study RDP/ Publication funding
- Michael and Susan Dell Foundation
- Registration and orientation budget
- Community Engagement special funds
- Skills Development funds
- Lecturers and training budget
- DHET grants
- MasterCard Foundation (towards the end of 2013 only)
- Research Development Funds.

Although PeopleSoft is fully operational, every upgrade presents challenges.

As part of their regular work with the Creative Studios and Communication Technology section of EI, the office handled purchasing and cost recovery. The group has staff based at the Hatfield, Prinshof and Onderstepoort campuses. The OPS office also assists with all the purchasing of technology for EI.

HUMAN RESOURCES

The Department has a number of units, each with its own cost centre(s) and staff, adding up to a total of 65 FTE C2 positions in 2013. We strive to balance equity requirements with small pools of expertise in the country. Unfortunately, during 2013, we lost five highly qualified staff to more senior positions within UP and externally as well as to transfers and retirement, creating ongoing work for updating CVs, arranging job evaluations, formulating advertisements and conducting shortlisting meetings and interviews.

We formulated an equity plan for 2016 based on the project HR scenario for 2013 (we lost two posts permanently during 2013 owing to cost saving measures). The equity profile for 2013 was as follows:

Table 13: Equity profile

Black Male	White Male	Indian Male	Coloured Male	Black Female	White Female	Coloured Female	Indian Female
Permanent staff							
2	10	1		10	26	1	3
Contractors							
				6	5	1	
Total							
2	10	1		16	31	2	3

A number of vacancies that existed at the beginning of the year or came up during the course of the year were filled and outstanding processes remained at the end of the year.

Table 14: Vacant posts filled in 2013 or in the process of being filled

1	MasterCard Snr Project coordinator – filled
2	Dell Foundation Project Manager – filled
3	Instructional Designers (2) – advertised
4	Education consultant (4) – advertised (1 filled)
5	Research Officer – advertised
6	CBT Administrator – advertised
7	Snr Administrator Assistant - filled
8	2 X Internship HERI - filled

A number of staff members who had been appointed or promoted in 2012/2013 were confirmed in their positions. In addition, there were further promotions and upgrading of post levels after evaluation by HR, as indicated below:

Table 15: Promotions

Promotion in Existing Post	1
Upgrading: Non Academic Post	0

The office registered an overtime project for Video and Communication staff. The office also maintained and updated reporting lines for leave, HEMIS and performance evaluation on PeopleSoft. We appointed five full-time contractors in 2013 (including relief for two staff members who had unpaid leave) We update our contractors' funds regularly in order to optimize the money available to meet the needs within the department.

LOGISTICS

The Operations Office was responsible for all logistical and maintenance matters within EI and that responsibility included office spaces, furniture, use of assets, IT related functions, occupational health, security and key register, coordination of services needed from Facilities Management, stationary, access control, golf car, photo copier machines and top cooler.

NATIONAL AND INTERNATIONAL RESEARCH ACTIVITIES

The table below summarizes the research activities of the Department for Education Innovation for the five-year period from 2009 to 2013. It is followed by details for each section.

Table 16: Summary of research activities EI 2009 – 2013

Summary of research activities		2009	2010	2011	2012	2013
Number of Publications (EI)	Non-accredited	3	1	1	2	3
	Accredited	2	2	7	8	3
Conferences, Workshops, Webinars and Colloquiums Attended	International	3	0	2	7	7
	National	8	14	39	17	53
Conference Papers Presented	International	3	8	6	7	6
	National	15	24	15	11	28
Visits	International	4	3	1	3	3
	National	4	3	4	8	0
Visitors	International	8	4	7	7	3
	National	13	4	0	0	0
Active International Collaborative Projects		1	0	3	1	0
Posters Presented	International	1	0	1	0	0
	National	1	1	2	1	0
Research Reports		3	6	11	18	14
Representative for UP	International					3
	National					2
Service on Editorial Boards				4	5	3
Awards						1

PUBLICATIONS IN NON-ACCREDITED JOURNALS

Blignaut, S. & Nagel, L. (2013). Bridging formal and informal lifelong learning using a soccer game metaphor. *International Journal of Continuing Engineering Education and Life-Long Learning*. Inderscience Publishers. (ISSN: 1560-4524).

Dresselhaus, F.H.W. (2013). Language of instruction as a barrier to learning: The Integration of Academic literacies in the Economic and Management Sciences curriculum. *7th International Technology, Education and Development Conference*. Inderscience Publishers. (ISSN: 978-84-616-2661-8).

Lotriet, M. & Zeeman, E. (2013). Beyond the expected: an enriched learning experience through learner engagement and participation. *Teaching in Higher Education*, 18(2):179-191. (ISSN 1356-2517).

PUBLICATIONS IN ACCREDITED JOURNALS AND BOOKS

Bothma, T.J.D., De Boer, A., du Toit, P.H. & Scheepers, M.D. (2013). *Whole Brain ® Learning in Higher Education: Evidence-based Practice*. Chandos Publishing. (ISBN 978 1 84334 742 2).

Mans, H. & Lauwrens, J. (2013). Christian-Afrikaans women under construction: an analysis of gender ideology. in Finesse and Leef. (ISSN 1020 1497).

Nagel, L. & Verster, M. (2013). The Joy of Learning, Enhancing Learning Experience, Improving Learning Quality. EDEN 2013 Annual Conference. (ISBN: 978-963-89559-3-7).

CONFERENCE ATTENDED WITHOUT READING A PAPER

INTERNATIONAL

Jordaan, A.J.J. Exploring Spaces for Learning. 2013 Conference. The International Higher Education Teaching and Learning Association, University of Central Florida, Orlando, Florida (2013, January).

NATIONAL

Bornman, J., Cetywayo, N.M., De Bruyn, E., Dolley, M.F., Mnguni, T., Mphanda, E., Mtsweni, T., Naidoo, A., Ngcobo, N.F., Nsibande, R., Pretorius, G.J., Rammupudu, M.J., Scheepers, M.D., Sehlapelo, H.P. & Slabbert, J.A. South Africa Higher Education Learning Analytics Conference, University of Pretoria, Pretoria (2013, July).

Dolley, M.F., Jacobs, G.N., Kilfoil, W.R., Mtsweni, T.N., Nagel, L., Ngcobo, N.M., Pretorius, G.J., Rammupudu, M.J., Samadi, F., Scheepers, M.D. & Untiedt, J.S.H. Higher Education Learning and Teaching Association of Southern Africa (HELTASA) Conference, UNISA, Pretoria (2013, November).

Haupt, S., Kilfoil, W.R., Mathibedi, M.R., Mostert, E. & Naidoo, A. Re-Visioning Student Success in South African Higher Education, University of Pretoria, Pretoria (2013, January).

Lemmens, J. Southern African Association for Counseling and Development in Higher Education (SAACDHE): *The effects of emotional well-being on academic success*, University of Pretoria, Pretoria (2013, May).

Lemmens, J., Naidoo, A., Nsibande, R., & Sehlapelo, H.P. *Teaching and Learning Conference, Engaging our diverse first year students: Multiple perspectives*, University of Johannesburg, Johannesburg (2013, September).

De Bruyn, E., Mostert, E., & Pretorius, G.J. QuestionMark Users' Group, Bytes Technologies, Midrand (2013, May).

Dolley, M.F. & Pretorius, G.J. QuestionMark Users' Group, Bytes Technologies, Midrand (2013, August).

Naidoo, A. Higher Education Learning and Teaching Association of Southern Africa (HELTASA) SIG Conference, UNISA, Pretoria (2013, August).

Naidoo, A. The HER-SA Academy, Woodstock, Cape Town (2013, September).

Naidoo, A. ALA workshop for school principals from Africa, Lanseria (2013, September).

Naidoo, A. MasterCard Foundation and African Leadership Academy's Annual Africa Recruitment Convening (2013, September).

Sehlapelo, H.P. Teaching and Learning Conference, Engaging our diverse first year students: Multiple perspectives, University of Johannesburg, Johannesburg (2013, September).

WORKSHOPS AND COLLOQUIUMS ATTENDED (INCLUDING WEBINARS)

INTERNATIONAL

Jordaan, A.J.J. Blackboard solutions for effective management of the educational process: *E-learning at the University of Pretoria*, Moscow, Russia (2013, March).

Kilfoil, W.R. Blackboard Education Leadership Forum '*Strategies to Improve Student Recruitment, Engagement and Retention*', London, UK (2013, November).

Kilfoil, W.R. European Users Conference and Customer Advisory Board, *QuestionMark Perception*, Barcelona, Spain (2013, November).

Naidoo, A. Global Convening of Partners. Washington (2013, July).

NATIONAL

Cetywayo, N.M., Jordaan, A.J.J., Kriel, D., Mostert, E., Nagel, L., Pretorius, G.J., Rammupudu, M.J., Scheepers, M.D., Slabbert, J., & Untiedt, J.S.H. UP2U community of practice Forum. Blended Learning. *UP success stories*, University of North West, Potchesftroom (2013, November).

De Bruyn, E., Dolley, Kriel, D., M.F., Mostert, E., Nagel, L., Pretorius, G.J., & Scheepers M.D. Johan Traxler Mobile Learning Workshop, University of Pretoria, Pretoria (2013, July).

De Bruyn, E., Jordaan, A.J.J., Kriel, D., Mostert, E., Ngcobo, N.M., Pretorius, G.J., Rammupudu, M.J. & Slabbert J. UP2U community of Practice Forum, University of Johannesburg, Johannesburg (2013, May).

Dolley, M.F., Jacobs, G.J., Nagel, L., Ngcobo, N.M., Rammupudu, M.J., Scheepers, M.D. & Untiedt, J.S.H. Higher Education Learning and Teaching Association of Southern Africa (HELTASA): *7 Cs of Learning Design*, UNISA, Pretoria (2013, November).

Jordaan, A.J.J. Armscor Engineering workshop: *E-Learning in Engineering*, Pretoria (2013, November).

Jordaan, A.J.J. Durban University of Technology Teaching and Assessment Symposium. Transformative Pedagogies: Promoting a scholarship of learning, teaching and assessment in higher education: *The use of data to support Teaching and Learning*, Durban (2013, November).

Kilfoil, W.R. Higher Education Learning and Teaching Association of South Africa (HELTASA), UNISA, (2013, November).

Kilfoil, W.R., Mathibedi, M.F., Mostert, E. Nagel, L., Naidoo, A., Ngcobo, N.M. & Samadi, F. Student Success Workshop, Council of Higher Education, CSIR, Pretoria (2013, August).

Mphanda, E., Mtsweni, T.N. & Sehlapelo, H.P. *Higher Education Learning and Teaching Association of Southern Africa (HELTASA)*: Workshops on vital stats for higher education – using data based approaches in addressing teaching and learning issues, UNISA, Pretoria (2013, November).

Mathibedi, M.F., Mostert, E. & Scheepers, M.D. Eduvate Forum, University of Pretoria, Pretoria (2013, April).

Mathibedi, M.F. Curriculum Development, Innovation and reform Summit 2013, Johannesburg (2013, April).

Mostert, E. & Samadi, F. Mobile Learning Workshop, University of Pretoria, Pretoria (2013, July).

Naidoo, A. Student Success Conference. University of Johannesburg, Johannesburg (2013, September).

Pretorius, G.J. Higher Education Learning and Teaching Association of Southern Africa (HELTASA): *Managing your digital footprint – a frontier scholarship in action*, UNISA, Pretoria (2013, November).

CONFERENCE PAPERS/ WORKSHOPS PRESENTED

INTERNATIONAL

Dresselhaus, F.H.W. Language of instruction as a barrier to learning: The integration of academic literacies in the economic and management sciences curriculum at a South African university (2009-2016). Paper presented at *International Technology, Education and Development Conference (INTED)*, Valencia, Spain, (2013, March).

De Bruyn, E., Mostert, E. & Pretorius, G.J. Implementing Questionmark at an Organisation with High Volumes of Assessments. Paper presented at *QuestionMark 2013 European Users Conference*, Barcelona, Spain (2013, November):

Kilfoil, W.R. Learning Analytics for Improving Student Retention. Paper presented at Blackboard Education Leadership Forum *Strategies to Improve Student Recruitment, Engagement and Retention*, London, UK, (2013, November).

Lemmens, J. A data driven model to support students in the first year. Paper presented at *26th International Conference on the First year Experience*, Waikoloa, Hawaii, USA (2013, June).

Nagel, L. & Verster, M. *FACEBOOK: Where students are in charge of their learning*. Paper presented at *EDEN Conference*, Oslo, Sweden (2013, June).

Naidoo, A. Bringing professionalism into supporting first year students. Paper presented at *4th World Conference on Learning, Teaching and Educational Leadership*, University of Barcelona, Spain (2013, September):

NATIONAL

Botha, A.E. & Dolley, M.F. Use of student generated video recordings or multimedia products for learning and assessment. *Higher Education Learning and Teaching Association of Southern Africa (HELTASA)*, UNISA, Pretoria (2013, November).

Cetywayo, N.M. & Rammupudu, M.J. Departmental training and the use of Learning Management System (*clickUP*). *7th Annual Teaching & Learning Higher Education Conference*: University of KwaZulu-Natal, Pinetown (2013, September).

De Bruyn, E. Ncgobo, N.M., & Scheepers, M.D. Implementing a new computer based testing system: Lecturers' Stages of Concern. *Higher Education Learning and Teaching Association of Southern Africa (HELTASA)*, UNISA, Pretoria (2013, November).

De Bruyn, E., Pretorius, G.J., Mostert, E., & Scheepers, M.D. The training approach taken when implementing a new CBT system at the University of Pretoria. *Higher Education Learning and Teaching Association of Southern Africa (HELTASA)*, UNISA, Pretoria (2013, November).

Drysdale, E. & Scheepers, M.D. Facilitation of e-Learning workshop, North-West University, Potchefstroom (2013, August).

Jordaan, A.J.J. Implementing Learning Analytics: What has UP learned? *South Africa Higher Education Learning Analytics Conference*, University of Pretoria, Pretoria (2013, July).

Kilfoil, W.R. Keynote speaker: Teaching excellence and the scholarship of teaching and learning. Vaal University of Technology SoTL conference, Van der Bijl Park (2013, August).

Kilfoil, W.R. Panel Chair: Telling Teaching Tales. *Higher Education Learning and Teaching Association of South Africa* (HELTASA), UNISA, (2013, November).

Kilfoil, W.R. Voice and Evidence. CHE/Heltasa: National Teaching Awards and portfolio development, University of the Free State, Bloemfontein (2013, March) and Faculty of Health Sciences, UP (2013, March).

Kilfoil, W.R. Pearson's Publishers. Reasons for UP's choice of *MyFoundations* and experience of the product, Midrand Graduate Institute, Midrand (2013, June).

Kilfoil, W.R. Opening Address: Learning Analytics. *South African Higher Education Learning Analytics*, University of Pretoria (2013, July).

Kilfoil, W.R. Induction programme for Unit for Academic Literacy, UP, Pretoria.

Kilfoil, W.R. Tshwane University of Technology workshop on 'The academic project and the strategic plan for the Tshwane University of Technology', Pretoria.

Lemmens, J. Data analytics to advance student success. *South Africa Higher Education Learning Analytics Conference*, University of Pretoria, Pretoria (2013, July).

Lemmens, J. & Van Zyl, D. Learning Analytics: the role of IR. *Southern African Association of Institutional Research: Institutional Research Institute*, University of the Western Cape, Cape Town (2013, August).

Lemmens, J.A Hands-on approach to improve student success. *Higher Education Learning and Teaching Association of Southern Africa* (HELTASA), UNISA, Pretoria (2013, November).

Lemmens, J. & Mphanda, E. Exit interviews of the University of Pretoria – 2012 cohort. *Higher Education Learning and Teaching Association of Southern Africa* (HELTASA), UNISA, Pretoria (2013, November).

Lemmens, J. & Sehlapelo, H.P. Student surveys and student success, student readiness and success initiatives. Student access and Success Conference: *Re-visioning the student success ecosystem in SA higher education*, University of Pretoria, Pretoria (2013, January).

Naidoo, A. Curriculum Renewal in Higher Education. *Curriculum Development Summit*, Johannesburg (2013, April).

Naidoo, A. CHE workshop. Training chairpersons for review and accreditation, Pretoria (2013, May).

Naidoo, A. Keynote speaker. Teaching and Learning week, University of Fort Hare, East London (2013, July).

Naidoo, A. Overview of LASI conference. *South Africa Higher Education Learning Analytics Conference*, University of Pretoria, Pretoria (2013, July).

Nagel, L. Best practice or innovation: How is Tii used at UP? *African Academic Integrity Seminar*, University of Johannesburg, Johannesburg (2013, May).

Nagel, L. We are grown up, please treat us like adults! A longitudinal study of students' learning experience. *Higher Education Learning and Teaching Association of Southern Africa* (HELTASA), UNISA, Pretoria (2013, November).

Nagel, L. Blended Learning. UP success stories. UP2U community of practice Forum, University of North West, Potchefstroom (2013, November).

Scheepers, M.D. Blended learning workshop, Midrand Graduate Institute, Midrand (May, 2013).

Scheepers, M.D. Consultation on the implementation of QuestionMark Perception at UFS. University of the Free State, Bloemfontein (2013, November).

Sehlapelo, H.P. An evaluation of a mentoring programme at the University of Pretoria using an analogy of a ship. *Higher Education Learning and Teaching Association of Southern Africa (HELTASA)*: UNISA, Pretoria (2013, November):

EDUCATION INNOVATION VISITS

INTERNATIONAL

University of Oslo, Oslo, Norway, Department of Educational Technology: Nagel, L.

NATIONAL

University of Cape Town, University of Stellenbosch and Cape Peninsula University of Technology: (2013, November): Jordaan, A.J.J.

University of Fort Hare, East London: Naidoo, A.

University of the North West: Naidoo, A.

REPRESENTATIVE FOR UP

INTERNATIONAL

MasterCard Foundation Scholars Program (2013): Naidoo, A.

QuestionMark: European Community Advisory Board (2013, November): Kilfoil, W.R.

NATIONAL

Higher Education South Africa (HESA), Teaching and Learning Strategy Group (2013). Kilfoil, W.R.

CHE Accrediting Committee (2013). Kilfoil, W.R.

CHE/ HELTASA National Teaching Awards evaluation committee (2013). Kilfoil, W.R.

Michael and Susan DELL Foundation: DELL Young Leaders program. (2013): Naidoo, A.

The Bothongo Foundation. (2013): Naidoo, A.

INTERNATIONAL VISITORS TO EDUCATION INNOVATION

Anugwom, E.E., Attama, A.A. & Onyegegbu, N. (2013 November). Benchmarking. University of Nigeria, Nigeria.

RESEARCH REPORTS

Bornman, J. & Lemmens, J., Mnguni, T.A. & Mtsweni, T.N. (2013). *Evaluation of practical modules: Department of Drama*. Department for Education Innovation. Unpublished report.

Bornman, J., Lemmens, J., Msiza, D. & Mphanda, E.G. (2013). *Evaluation of practical modules: Department of Communication Pathology*. Department for Education Innovation. Unpublished report.

Dresselhaus, F.H.W. & Schaap, P. (2013) *Faculty of Economic and Management Sciences. Integration of Academic Literacies in the EMS curriculum.*

Lemmens. J. (2013). *Exploratory research into the prediction value of first semester academic performance on students' progression to the second year of their course.* Department for Education Innovation, University of Pretoria.

Lemmens. J. (2013). *2013 First Year Experience Report.* Department for Education Innovation, University of Pretoria.

Lemmens, J. Mnguni, T., Masinga, N., & Mphanda, E. (2013). *Report: Exit interviews at the University of Pretoria: 2012 cohort.* Department for Education Innovation, University of Pretoria. Unpublished report.

Lotriet, M. et al. (2013). *Faculty of Humanities Tutor System Research.* University of Pretoria. Unpublished report.

Mnguni, T.A. & Mtsweni, T.N. (2013). *Evaluation of the orientation programme 2013.* Department for Education Innovation. Unpublished report.

Mphanda, E.G., Mtsweni, T.N. & Sehlapelo, H. (2013). *Evaluation of the STARS mentorship programme.* Department for Education Innovation. Unpublished report.

Mphanda, E. & Nyabadza, K. (2013). *Report: Exit interviews at the University of Pretoria: 2013 draft report.* Department for Education Innovation, University of Pretoria. Unpublished report.

Mtsweni, T.N. & Sehlapelo, H. (2013). *A Survey of the Learning Experience of Undergraduate Students (SLEUS) 2012.* Department for Education Innovation. Unpublished report.

Mtsweni, T.N. & Sehlapelo, H. (2013). *A Survey of the Learning Experience of Undergraduate Students (SLEUS) 2013.* Department for Education Innovation. Unpublished report.

Mtsweni, T.N. & Sehlapelo, H. (2013). *A Survey of the Teaching Experience of Lecturers at Undergraduate Programs (STELUP) 2012.* Department for Education Innovation. Unpublished report.

Schoer, V., Fourie, N. & Lemmens, J. (2013). *National Senior Certificate matriculation results as predictors of academic success in Higher Education: Findings of a pilot study on NSC Mathematics, English and Physical Science in three South African Higher Education Institutions.* An Umalusi, University of the Witwatersrand, University of Johannesburg and University of Pretoria joint initiative. Unpublished report.

SERVICE ON EDITORIAL BOARDS OR AS REVIEWER

Kilfoil, W.R. *Progressio*

Kilfoil, W.R. *SAALT Journal*

Lemmens, J. *Journal of College Student Retention: Research, Theory & Practice.*

Naidoo, A. *Proceedings of the 2013 Annual Conference of the Higher Education on Learning and Teaching Association of Southern Africa*

AWARDS

Senior Fellowship, Higher Education Academy, UK (2013): Kilfoil, W.R.