**Department for
Education Innovation**

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Annual Report
2014

www.up.ac.za/education-innovation

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The vision of the Department for Education Innovation (EI) is: *'Creating synergy towards innovative education environments for student engagement and success'*. Our efforts paid off as the rating in the institutional satisfaction survey improved from 3.64 in 2012 to 3.82 in 2014 (the university average for support departments was 3.43). The ratings improved in every category: professionalism, attitude, competencies, communication, overall functionality and responsiveness.

The achievements in 2014 are highlighted in the reports of the different sections. Worth mentioning separately here are the following:

- The online academic orientation for first-year students was launched;
- The first students of the MasterCard Foundation Scholars Program registered;
- Teaching Excellence and Innovation Awards were given;
- UP participated in the SASSE (South African Survey of Student Experience);
- UP was one of four universities awarded the Kresge Foundation's Siyaphumelela Grant to improve the success of first-year students by using data analytics;
- Analytics for Learn was used to support a student tracking and engagement system;
- The second SAHELA (South African Higher Education Learning Analytics) event was held, linked to LASI14 at Harvard and presented as part of the SA AIR annual conference;
- Community engagement enjoyed a very successful year and the community engagement management system was fully operational;
- There was an increase in conference and training attendance by members of EI.

We gained some people in 2014 through the filling of vacancies for the permanent positions and mainly through external Grant Funds for the contract positions: Where possible, vacant posts were filled by candidates from designated groups as EI worked towards a balanced equity profile in the department.

Table 1: Staff appointed in 2014

Permanent		Contract	
Name	Position	Name	Position
Mr M Kebalepile (BM FN)	Research Officer	Ms P Vilakazi (ETDP SETA) (BF)	Intern
Mr MB Makhanya (BM)	Snr Graphic Designer		
Mr D Tive(BM)	Snr Administrative Assistant	Ms E Mpanda (BF)	Jnr Researcher
Mr M Sias (CM)	Administrative Assistant (CBT)		
Ms CI Gossmann (CF)	Head Education Consultant	Ms M Phahlana (DHET Grant) (BF)	Snr Administrative Officer
Ms A Botha (WF)	Instructional Designer		
Dr CJ Louw (WF)	Head Education Consultant	Ms L Molose (MasterCard Foundation) (BF)	Administrative Officer
Dr M Pienaar (WM)	Instructional Designer		

The University target for equity appointments was 28%; the department managed an appointment rate of 57% for permanent staff, 70% overall.

Table 2: Equity profile 2014

P Levels	EI November 2014 filled posts (58 permanent, the rest contract)	Contractors Claims/ Invoice	Contractors: MSDF, MCF, DHET, HERI Intern
1-6	B: 17.39% WF: 65.22% WM: 17.39%		
7-9	B: 34.61% WF: 42.31% WM: 23.08% B FN: 1 person		B: 33.3% WF: 33.3% WM: 33.4%
10-12	B: 77.78% WF: 22.22%		B: 100%
13-17	B: 100%		
Total	B: 37.71% WF: 45.90% WM: 16.39% B FN: 1 person	1 B 1 WF	B: 33.3% WF: 33.3% WM: 33.4%

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

The sub-directorate, Academic Development, headed by Professor Ana Naidoo, spans professional development, institutional research into student success and academic support for students. Two line managers within the department report to her: the head of Education Consultancy and the head of Higher Education Research and Innovation. Student academic support has a less hierarchical and sometimes matrix management approach.

The Education Consultants work in the individual Faculties with academic staff, run priority courses to develop teaching excellence across the University and support the academics in developing projects to promote the scholarship of teaching and learning.

The Higher Education Research and Innovation (HERI) unit primarily carries out institutional research related to student success initiatives, such as evaluating the Orientation Programme for first-year students, evaluating the academic readiness of first-year students, evaluating student risk based on results, investigating the causes of first-year student dropout, evaluating the predictive value of the NSC and NBT, evaluating the mentorship programme, evaluating the tutor programme, and so on.

Academic support for students occurs through extended orientation, Faculty Student Advisors and tutors.

- 2014 saw an increase in activity towards promoting student success through the implementation of the online extended university preparation programme (UPO 101) for first-year students. All first-year students were automatically registered for this module. The uptake was initially slow but, through persistent communication by the Faculty Student Advisors, the importance of participation was conveyed to the students. 7 785 students registered for the module and, by November, 6 051 students had obtained a 997 (Progress satisfactory) for the module. This computes to a 78% completion rate. Those who did not complete the module in 2014 were given until 13 January 2015 to do so.
- Faculty Student Advisors, funded by the Teaching Development Grant from the Department of Higher Education and Training, are employed by the Faculties to work with the lecturers to provide co-curricular skills support aimed at student success. These Advisors have a matrix management relationship with the Deputy Director: Academic Development, who convenes them as a community of practice. By operating as a community of practice, the work of the Faculty Student Advisors has become more focused through collectively sharing their experiences and learning from one other in determining best practice for student support.
- Tutors are employed by Faculties and monitored by them but trained by the Education Consultancy group.

Additionally, external foundations support the academic development of students, particularly those with potential but at risk for financial reasons.

- The Michael and Susan Dell Foundation (MSDF) provided bursaries as top-up in 2014 to 50 recipients of the National Student Financial Aid Scheme, bringing the total number of awardees to 147. The Dell Young Leaders project is in its third year with the first eight of these students graduating in 2015.
- The MasterCard Foundation Scholars Program (MCFSP) took in its first cohort of nineteen students from the intended 347 students over the next nine years. Support is provided specifically to these students through the employment of a dedicated coordinator and a part-appointment of a recruiter and accounting officer. The programme focuses on leadership and a commitment to 'giving back' within one's own community; hence new energy was diverted to community engagement and transformative leadership activities. The MasterCard Foundation decided to host the Global Convening of its partners in South Africa in conjunction with the University of Pretoria. This entailed EI's involvement together with the Department of University Relations in arranging for the Convening. In total there were over 70 guests who were accommodated at the Misty Hills Conference Centre over three days in October and hosted on the Hatfield Campus to a tour and dinner, hosted by the Vice Chancellor.

EDUCATION CONSULTANCY

The Education Consultancy (EC) group was headed by Ms Sanet Haupt. The services of this portfolio are an important part of the ecosystem at the University to support lecturers in improving curriculum development, teaching, learning and assessment. The profile of each EC is a combination of teaching knowledge and a background in any of the disciplines in the respective Faculty, combined with the skill of relationship building.

The group follows a Faculty-based approach, acknowledging the differentiation between Faculties. The challenge to the ECs is to provide a service that enhances the quality of teaching and learning, a core activity of academics. Priorities are negotiated and managed with the relevant Faculty Deputy-Deans for Teaching and Learning or their equivalents and reported at the Faculty Teaching and Learning Committees. Where these positions and structures do not exist, the Dean plays an important role. The diversity and complexity of these services, aligned to the UP 2025 strategy, stretched the capacity of the ECs. A major challenge within the unit is the matrix management of the consultants and addressing all the HR issues forthcoming from the group.

The EC group had several vacant positions in 2014. The possibly negative impact of staff shortages on support to Faculties was avoided by other ECs' willingness to work across Faculties and take on additional responsibilities. These positions were filled in consultation with the respective Dean and the Deputy Dean of the affected Faculties. Finding appropriate incumbents, meeting all the requirements, from a very small pool of talent, was a taxing exercise.

Training is a scalable strategy used by the EC group to provide initial and continuing professional teaching development: several priority courses are designed and developed by the group. For the first time, an EC was appointed to oversee the professional development. Reporting on the impact of training and aligning professional development to the policies and procedures of the University is also the focus of this portfolio.

The academic development of lecturers is considered internationally to add to the quality of university teaching.

- The Head of the EC group was involved in two task teams during the drafting of the self-evaluation for the Quality Enhancement Project of the CHE: namely, the focus group for teaching development as well as the focus group for enrolments.
- Given the involvement of this unit in priority and *ad hoc* training, the Head of the ECs participated in the development of an institutional Human Capital Development Plan under the auspices of the Department of Human Resources.

Being a research intensive university, the ECs need to offer leadership in the Faculties to pursue excellence in teaching and learning, while encouraging and offering support to ongoing research on teaching and learning interventions through the scholarship of teaching and learning.

HIGHLIGHTS AND NEW INITIATIVES OF 2014

The institutional Teaching Excellence and Innovation Award process was a distinct highlight. What is new is that the Award now includes excellence as well as innovation and for the first time the winners were included in the awards event for the University's Exceptional Academic Achievers. The Awards acknowledge exceptional contributions to education at the University of Pretoria. Recipients of the Laureate awards evidenced

- A clear purpose in their teaching with a strong alignment between the broader context, the identified needs/ gaps and the aim of innovations to optimize teaching and learning.
- Sustainable development in that the teaching influenced motivated and inspired student learning over a period of time and that innovations could be replicated in different contexts.
- Contributions to best teaching practice in the discipline and the UP teaching and learning environment.
- Strong alignment between purpose, outcomes, activities and assessment.

- Learning-oriented teaching methods that encouraged student engagement.

The external moderator, Nicolene Murdoch, from Monash University commented as follows on the two winners, one individual, and one team:

Facilitating change in the tax educational landscape within the department: T. van Oordt
Theresa teaches taxation, which is an extremely regulated module with very specific material, but she took it to the next level, really reflecting on what it means to be an educator. She is linking teaching and research and actively participates in institutional governance structures and training opportunities. She is also clearly making an impact through her participation in national bodies. She managed to turn her teaching ideas/ innovations into research outputs and the journey of her own evolvement is clear. She incorporated not only accounting skills in her teaching, but also the critical cross-field outcomes. She acted as a change agent in her department and conquered the resistance to change. She followed a reflective approach on her own personal journey and she made a concerted effort to understand student learning. She re-curriculated the tax module to ensure that employer needs are still met but also that students are enabled to think for themselves. She used innovative methods such as establishing a Facebook group, adding additional communication tools with students and using authentic examples. She communicated her expectations to students, and the outcomes, as well as following a whole brain approach. The tax curriculum development was the main driver of educational change in the discipline. The innovation demonstrated lies in the incorporation of taxation content, different methods of assessment, podcasts for revision, blended learning, practical sessions using her knowledge about behavioural psychology, not only with students but also with regard to colleagues. She managed to involve employers actively. She also adjusted the material, policies, etc. accordingly. This is an impressive lecturer with huge potential.

Teaching philosophy for Learning in the Laboratory Environment: D. Riley, L. Pilcher and K. Mathabathe
The team of lecturers is responsible for a practical chemistry module, which was previously based on the old practical recipe of laboratory work. Students are taught manipulative skills that are extremely time consuming and there is not enough equipment to ensure access for all. Students tended to have negative attitudes towards the module and they lacked self-confidence to manage their own projects. The lecturers form a very strong team, bringing different skills and competencies to the project and they used an inquiry-based approach, which is aligned with UP 2025. This was done through the introduction of an inquiry-based industrial project, which simulated the industry environment. They established a hypothetical company and follow a multi-step approach by using cooperative learning groups. They also introduced a metacognitive approach, where students are encouraged to think about their thinking. Reflective Learning Strategic Questionnaires were used, and critical cross-field outcomes were incorporated in the projects. Students were assessed through a mock board meeting presentation and it was demonstrated that there was a change in attitude and an increase in the number of students progressing to Honours. The innovative approach impacted on the Department, the Faculty and the discipline and it also expanded to other disciplines. The lecturers also made a presentation at a conference, and colleagues from other institutions are showing interest. The most impressive impact of the project was the establishment of a professional identity among the students.

Nominees who did not win were honoured at a lunch for their contributions to teaching and learning.

Some ECs also worked within Faculties to draw up criteria for the Faculty Teaching Award. The winner of these awards will become the nominees for the 2015 Excellence and Innovation Awards.

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

The EC community of practice (CoP) plans common events such as priority training courses (Education Induction of new academics and Assessment training) and the Awards. But ECs also work individually in each Faculty, liaising particularly with Deputy Deans for Teaching and Learning or their equivalents and heads of departments. While ECs usually work alone in Faculties, the CoP will present large-scale *ad hoc* workshops for whole departments; for example, Business Management in 2014. ECs also work in teams with instructional designers from E-Education or media designers from Creative Studios to help Faculties to achieve their teaching and learning plans.

The following examples give an idea of the unique nature of each Faculty while not attempting to cover every aspect of the EC's engagement with that Faculty or other Faculties. Examples are not given for every Faculty.

Health Sciences
The EC was a member of a workgroup in the School of Healthcare Sciences that developed some common teaching modules for the undergraduate professional degrees offered in the different departments in the School. There is a common third-year research module and one semester module for each of the four years of study for the inter-professional subject Integrated Healthcare Management. Objective assessment (e.g. MCQs) is used extensively in the MBChB degree and the EC managed a project to promote the construction of quality items and item banks. The EC made contributions to a website focusing on healthcare professionals' education, which was added to the Faculty's webpage.

Humanities
As result of the tutor impact research conducted in 2013, the Faculty of Humanities reworked and refined its Tutor Policy that was then submitted to the Senate. The Education Consultant coordinated and facilitated the process of reworking and refining.

Law
An EC was involved in the implementation of an intervention strategy for FMR121 (Family Law) as a high impact module in the Department of Private Law. The intervention entailed a four-fold process: namely, a constructive alignment analysis of the module by the EC; facilitation of the process of adaptation of the assessment structure to include more assessment opportunities, a marking workshop to train lecturers in more reliable and valid marking practices via workshop, and training of tutors in the use of multiple-choice questions as part of the instructional classroom practice. The outcome of this intervention strategy was a 10% increase in the success rate for 2014. An output of this intervention was the development of a diagrammatic guidebook containing visual maps developed for each chapter covered in the textbook.

Natural and Agricultural Sciences
The scholarship of teaching and learning (SoTL) plays in an important role in changing teaching practices and is supported by ECs. For example, ECs participated in the preparation for the Faculty's SCITAL Forum for the presentation of Professor Ian Scott on the proposed flexible curriculum. This meeting was followed by a focused discussion with Professor Scott and all ECs on the matter.

Veterinary Science
The EC for Veterinary Science is a member of the Executive committee of the LINQED educational network. This 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 training capacity in developing countries in this field. This network is funded through the 3rd Framework Agreement between the Prince Leopold Institute for Tropical Medicine (ITM) and the Belgian Directorate General Development Cooperation (DGDC). It consists of partner institutions from all over the globe and the Department of Veterinary Tropical Diseases (DVTD) in the Faculty of Veterinary Science is one of the partner institutions. As a member of the Executive Committee of this network, the EC was involved with developing and presenting the 6th annual workshop that was held in Lima, Peru, at the Instituto de Medicina Tropical Alexander von Humboldt, Universidad Peruana Cyayetano Heredia from 27-30 May 2014. The main theme of the workshop was Quality in Education with special reference to 'Evidence-based practice related to competence-based curriculum development', 'Thesis supervision' and the 'Four-component Instructional Design Model'. The workshop was attended by a member of the Faculty and some of the ventures of this network were embedded in DVTD as a starting point, and will be expanded to the Faculty.

CURRICULUM DEVELOPMENT/ REVIEW

The Department for Education Innovation arranged a workshop on Curriculum Development in Higher Education, presented by the Centre for Higher Education Research in Teaching and Learning at Rhodes University. The workshop took place at the Onderstepoort Campus (UP) from 20-24 October 2014. It was attended 25 UP staff members. In some cases groups (such as the four lecturers from Modern European Languages and the two from Veterinary Science) attended the workshop in order to work constructively and deliberately on a particular curriculum matter but there were individual lecturers as well. Most of the ECs as well as other staff members from Education Innovation attended the workshop in order to improve their current knowledge and skills related to curriculum development. In this case the newly acquired knowledge will be used to support Faculties and to develop a tailor-made course (or different courses) for UP and Faculties at UP. This course in general contributed to building a common language and understanding of curriculum matters in the University.

TEACHING DEVELOPMENT

The role of ECs is to support teaching development within Faculties continuously, not just at scheduled professional development events. Some specific highlights were:

Health Sciences
The EC helped initiate and promote a peer-supported development of teaching system that includes peer observation of teaching and discussion and sharing of teaching practice.

Economic and Management Sciences
- Support was given to the EMS Six Week Project in the form of Project Management: Setting of Project Milestones, identification of resources, staffing, translation of materials and continuous assessment design, linked to Blackboard Analytics.
- At the request of the Head of the Department of Business Management, a curriculum revision workshop was presented to fourteen lecturers in the modules OBS114/124 (Introduction to Business Management) which can be described as high impact modules (HIMs – large enrolments from numerous programmes with the potential for high failure rates). The outcome was a focus on the selection of purpose-driven content aimed at skills building.
- The FBS 220 end-of-year mark was below the Faculty expectations. A summer school intervention was conducted where active learning through an interactive workbook took place. The pass rate was 93%, without compromising standards. The consultant actively participated in the process. A preliminary report on success rates was produced.
- FBS Honours tests were aligned to NQF Level Descriptor 8 with special emphasis on longer case studies to promote IBL. The consultant actively participated in the process.

INQUIRY-BASED LEARNING (IBL)

UP 2025 advocates an inquiry-led curriculum in building the foundations for knowledge, high-level skills and the pipeline of postgraduate students and researchers. Since the approval of the framework for IBL at Senate, ECs have held workshops in various Faculties using a common tool developed for the first workshop in the Faculty of Law, which was in the second year of implementing its IBL curriculum in 2014. The workshops continued in 2014:

IBL and Blended Learning, Unit for Academic Literacy (13 lecturers)
IBL, Modern European Languages (MEL) (15 lecturers)
IBL, Department of Social Work (22 lecturers)
IBL, Department of Mining Engineering (14 lecturers)

The Faculty of Theology and the EC in the Faculty organized a University-wide IBL workshop as well as a workshop within the Faculty with an international specialist facilitating.

Research into teaching takes different forms and the role of the Education Consultant is different for each Project. It could involve survey instruments such as were used in the EMS and Veterinary Science longitudinal studies; focus group interviews where the EC in NAS conducted two focus groups with Food Science students and compiled the feedback to the Department who implemented it; or it can be scholarship orientated as is described by the SoTL grants. Through the Teaching Development Grant of the Department of Higher Education and Training, lecturers are given the opportunity to apply for funding for the Scholarship of Teaching and Learning (SoTL).

ECs, instructional designers and members of the unit for Higher Education Research and Innovation (HERI) are often involved in research projects. In the Faculties of Engineering, Built Environment and IT (EBIT), Economic and Management Sciences, Humanities and Law ECs worked with lecturers to apply for SoTL grants. Examples of other educational research projects are given below:

Economic and Management Sciences
- An example of a survey was the course experience questionnaire was administered on *clickUP* for EKN 120 during 2013. Trends were identified and the results presented at a Brown Bag Lunch 19 May 2014.
- The Faculty has a long-term strategy to address student success by eliciting expectations from first-year students and experiences from students across all the different years of study. This longitudinal study (2008-2014) explored the expectations of first-year students as well as circumstances related to being a first-year student that might affect their academic performance and completion of their studies. The study also reported on the learning experiences of all students (first- to third-year students). The head of the EC group was the project manager responsible for the questionnaires, data gathering, analysis and reporting. Two reports were produced on the findings and made available to the Faculty through the Dean's office. The analysis of all the data in this project was funded through a SoTL grant. Several conference presentations were made and the data are used in the Education Induction Programme where the project is showcased.

Health Sciences
- The Mentor Programme in the School of Dentistry was evaluated by the EC. Good practice was commended and some recommendations were made.
- In the School of Medicine, the logbook list of procedures and operations Urology registrars must complete to qualify for their final examination was reviewed by means of a national questionnaire and recommendations for updating the list were made. The research project was conducted by the EC.

Veterinary Science
- In 2009 a longitudinal study was initiated on request of the Dean to inform decisions that could improve programmes and services rendered by the Faculty. The project is managed by Sanet Haupt and El-Marie Mostert, who takes responsibility for the questionnaires, the data gathering and analysis and reporting. Data are used to inform decisions regarding the implementation of the new curriculum in the Faculty. One example of a change that resulted from the study is the inclusion of more practical, hands-on learning opportunities for the students. The results have been used for accreditation purposes and for addressing student issues in the Faculty. The reports have been presented at the VETEX committee meetings by the ECs and are presented to the Dean annually. A comprehensive report has been compiled of all the data (2009-2014) that will be used to represent the student voice in the upcoming (2015) international accreditation of the Faculty.

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 2010-2014. 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 ECs and other members of the department (from all sections: E-Education, Creative Studios and Communications Technology and HERI for the Education Induction Programme).

Table 3: Training offered by Education Consultancy group, 2010-2014

	2010	2011	2012	2013	2014
Education Induction	65	74	76	67	74
INNOVIL	28	34	34	35	33
Tutor Training	221	286	204	493	418
Assessment	60	51	34	62	9
Extended Programmes	18	43	15	90	67
Clicker training					23

EDUCATION INDUCTION

The Department offers regular Education Induction Programmes to newly-appointed academic staff. The programme introduces participants to the theory and skills relating to learning and the facilitation of learning in higher education. Two programmes were presented: 2-4 April 2014 and 8-10 October 2014. A total of 74 staff members attended. The programme begins with some initial online elements and resources and is followed some months later by an Education Induction Follow-up and Certificate Ceremony, which is a networking opportunity where participants share best practice after six months in practice and assist each other in achieving excellence in teaching and learning. The Induction Follow-up and Certificate Ceremony for the April group was 5 August 2014 and the October group was Friday 17 April 2015.

INNOVIL

The induction of novice lecturers (Innovil) for the EBIT Faculty seeks to create opportunities for newly appointed School of Information Technology assistant lecturers to acquire the principles and practice of teaching and assessment that they are likely to require to facilitate learning and assessment successfully. After the training session, participants are required to construct and then to test their own practice. These educational opportunities encourage them to reflect on their practice as new members of UP's teaching staff. The training took place from 13-20 January 2014 and 33 assistant lecturers from AIM, Informatics, and Information sciences attended the workshop.

TUTOR TRAINING

Tutor training is customized for each Department and is delivered jointly with the academics in these Departments so that their specific needs are addressed. Tutors receive a letter of attendance after the training. Initiatives have been launched to quality assure the effect of the training. Over 400 tutors were trained.

EXTENDED PROGRAMME

The Department of Higher Education and Training mandates that 10% of the Foundation Provision funding be set aside for staff development. This portion of the funding is administered by the Department for Education Innovation. On campus as well as off campus opportunities were funded in 2014.

Internal to UP

- A research workshop was held from 17-18 July. This was organized by staff of the augmented programme, ENGAGE, and the EC for EBIT. The purpose was to familiarize all staff in the ENGAGE programme with skills required in the Scholarship of Teaching and Learning and provide them with an opportunity to choose their own research interest areas. On the second day full support was received from the Director and other senior staff in the Department of Research and Innovation Support (DRIS).
- A Teaching and Learning Day was hosted by the ENGAGE group on 6 November 2014. It was attended by the majority of staff in ENGAGE and the Mamelodi Four Year Programme (FYP). This is a yearly event hosted alternatively by ENGAGE and Mamelodi FYP. The Executive Dean of EBIT as well as one Deputy Director from the Department for Education Innovation were present. The keynote speaker was Professor Grayson from the CHE, who has had many years of experience in foundation provision and piloted the ENGAGE programme at the University. The event provided an opportunity for the staff members to share their best practices in smaller sub-groupings of Mathematics, Science and Complementary Studies and connect with their counterparts in other disciplines. It also provided a platform for selected staff members to share their research activities with other staff and listen to their views and positive suggestions before the HELTASA Conference.

Externally, staff from ENGAGE and the extended FYP were funded to attend the HELTASA conference in Bloemfontein and Ms Olga Molebatsi of EBIT was funded to attend the SAFSAS conference in Durban.

ASSESSMENT WORKSHOPS

The Department presents a three-day Assessment workshop that addresses the principles of assessment and planning for assessment. The workshop includes a series of sessions on specific assessment methods. One assessment workshop was presented from 11-13 November 2014 and was attended by nine academic staff members.

Marking training was held for assistant lecturers in the Faculty of EBIT to familiarize them with principles of assessment, to orientate them to the marking procedures of each Department and prepare them for the marking process. In these workshops, actual examination papers and memos are used for practice and specific workbooks were produced for each Department. There were five marking training workshops in 2014 for departments of Mechanical and Aeronautical Engineering, Electrical, Electronic and Computer Engineering, Informatics, Zoology, and Business Management with more than 75 lecturers/ assistant lecturers attending them.

WORKSHOPS

In addition to the priority training programmes and IBL workshops already mentioned, *ad hoc* workshops were presented by ECs related to the Faculty Plans. Only a small selection of these workshops is given:

Health Sciences
Compiling a teaching portfolio (School of Health) – (16 staff members).

Humanities
- Teaching portfolios (CAAC) – (8 staff members).
- Outcomes, study guides and assessment (Speech Language Pathology and Audiology) – (8 staff members).
- Study Guides (Sport and Leisure Studies) – (7 staff members).
- Study Guides follow-up (Sport and leisure Studies – (8 staff members).

Law

- A workshop was conducted with lecturers in BER120 (Business Law) on the development of a tutor model. The purpose was to train all tutors in the Department of Mercantile Law and evaluate the effectiveness of tutoring through class visits. (4 staff members).
- A workshop was conducted with lecturers in Department of Private Law – ERF, IGZ and FMR modules on the development of a tutor model. The purpose was to retrain all tutors in the Department of Private Law and evaluate the effectiveness of tutoring through class visits. (9 staff members).
- A Curriculum Development Workshop was conducted for the LLM/ MPhil degree in Sexual and Reproductive Rights in Africa offered by the Centre for Human Rights in the Faculty of Law to develop purpose statement and exit level outcomes for the degree.
- A Curriculum Alignment Workshop was conducted for the LLB degree in the Faculty of Law (16 staff members, all first-year lecturers).

Natural and Agricultural Sciences
A workshop was conducted for lecturers involved with high impact modules (HIMS) (50 staff members).

Theology
A workshop on Diversity was conducted for first-year students.

CoP workshops and breakaways focused on topics such as the Teaching Excellence and Innovation Awards, the study guide template, research skills, whole brain profiling and Human Capital Development.

ECs also presented a workshop on objective assessment for the University of the Free State (25-26 August, in Bloemfontein).

Workshops attended by the ECs are listed in the final section of this report.

HIGHER EDUCATION RESEARCH AND INNOVATION

HERI is managed by Dr Juan-Claude Lemmens. It is a small unit comprising four people in total. Additional capacity was created in 2014 through providing a SETA internship for a postgraduate student and practical placements for Master's students doing research in psychology, as well as research consultants to assist with designated projects. The unit focuses particularly on institution-wide research into teaching, learning and student success.

HIGHLIGHTS AND NEW INITIATIVES OF 2014

The initiatives in 2014 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 participation in the SASSE (South African Surveys of Student Engagement) project was a particular highlight of 2014. This new initiative allows the University to be benchmarked with higher education institutions on student engagement from both the student and lecturer perspectives.

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 opted to discontinue their studies are also conducted. Institutional information (for instance, on high-risk modules) 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 2014 for the fifth time to 6 828 first-time entering first-year 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 volunteered by students.

In 2014 the STARS reports were generated for the first time on the new Oracle Business Intelligence platform, including individual student STARS reports, and several aggregate reports, such as Faculty profiles, students per risk area, and an institutional profile of all first-year students. A handbook containing guidelines on how to interpret the reports is also available with the institutional report. The STARS BI system identified 404 mentees for the mentorship programme and 871 students for academic advising. These students 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 – – for the implementation of Blackboard Analytics for Learn in 2014).

Table 4: Aggregate Institutional Profile of the STARS 2014

Motivational factors	Poor	Average	Good
Planning	11	64	24
Locus of control	19	61	21
Self-efficacy	21	62	17
Leadership	30	46	23

Academic involvement	Poor	Average	Good
Test taking skills	17	60	23
Engagement	12	60	28
Reading behaviour	28	53	19

Well-being	Poor	Average	Good
General well-being	18	68	14

Integration and support	Poor	Average	Good
Institutional support	14	52	35
Financial support	23	54	23
Family support	18	57	25
Sociability	20	59	21

Vocational identity	Poor	Average	Good
Career exploration	24	55	21
Career guidance	10	42	48

Goal orientation	Poor	Average	Good
Goal achievement	13	67	20
Future vision	2	29	68
Hope agency	16	51	33
Hope pathway	14	43	43
Optimism	20	50	30
Self-motivation	19	58	23
Hopefulness	18	47	35
Agency	16	72	12

Skills Support needed	A lot	Some	None
Study skills	22	58	20
Reading skills	12	29	59
Writing skills	10	34	56
Time management	26	49	24
Test taking skills	18	48	34
Math skills	26	44	30

Computer skills	22	43	35
Presentation skills	23	47	30

General	No	Yes
First programme choice	34	66
Accommodation	12	88
Transport	21	79
Parent/s has/have a degree	35	65

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 2014 to 3 565 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 = 2 188) 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 realizing that their skills fall short of what is expected at university level. Regarding the academic needs of students, the perceived academic need for the reading, writing test-taking skills and time management skills all increased (refer to Table 5 below).

Table 5: STARS/ FYES Comparison

	STARS			FYES		
Motivational factors	Poor	Average	Good	Poor	Average	Good
Planning	28.1	57.4	14.5	10.0	64.0	26.0
Self-efficacy	36.7	50.6	12.7	19.8	62.6	17.5
Self-motivation	51.6	47.2	1.2	17.9	56.7	25.4
Agency	32.0	58.1	9.9	15.2	72.5	12.2
	STARS			FYES		
Academic involvement	Poor	Average	Good	Poor	Average	Good
Test confidence	39.7	46.8	13.6	16.7	56.5	26.8
Engagement	42.6	41.0	16.4	13.3	58.8	27.9
	STARS			FYES		
Integration and support	Poor	Average	Good	Poor	Average	Good
Financial support	37.4	50.5	12.2	31.4	49.9	18.7
Family support	42.1	45.3	12.6	21.8	56.3	21.9
	STARS			FYES		
Skills Support needed	A lot	Some	None	A lot	Some	None
Study skills	21.7	50.2	28.1	18.0	57.9	24.1
Reading skills	50.5	34.8	14.7	56.3	31.5	12.2
Writing skills	43.1	40.7	16.1	52.4	37.2	10.4
Time management	19.6	42.9	37.5	23.2	48.0	28.7
Test taking skills	29.2	43.7	27.1	31.3	48.8	19.9

Math skills	34.9	39.6	25.6	27.4	45.2	27.4
Computer skills	40.4	40.2	19.3	33.5	41.6	24.9

SOUTH AFRICAN SURVEYS OF STUDENT ENGAGEMENT (SASSE)

Student engagement research has been popularized by the launch of the National Survey of Student Engagement (NSSE) in the US since 2000, which resulted in the formulation of the *National Benchmarks of Effective Educational Practice* (Kuh 2001[1]). It is said that the driver for the development of the student engagement concept was to shift the conversations of higher education quality to focus on students and their learning and not exclusively on the resources and reputation of higher education institutions that the ranking solely focused on.

Student engagement is now a widely-accepted concept that denotes, firstly, the amount of time and effort students spend on academic activities and other activities that lead to the experiences and outcomes that constitute student success and, secondly, the ways in which institutions allocate resources and organize learning opportunities (J.F. Strydom, N. Basson, and M. Mentz 2012[2], citing Kuh, Kinzie, Schuh, Whitt, and Associates 2005). These SASSE and LSSE replaced the surveys associated with the Quality of Learning Index developed specifically for UP (SLEUS and STELUP). The SLEUS and STELUP focussed on 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 SASSE and LSSE measure the following five domains:

1. Level of academic challenge (how students spend their time and how to identify and overcome challenges that lead to lower success rates).
2. Active and collaborative learning (how teaching and learning pedagogy can be empowering).
3. Student-staff interaction.
4. Enriching educational experiences (inclusive and diverse).
5. Supportive campus environment.

The benefits of a national participation in the SASSE are:

- The data emanating from these surveys can lead to more nuanced decision-making and goal setting.
- They could also be used in the development of the culture of evidence-based decision-making and reflective accountability as proposed in the CHE's second phase of quality assurance – the Quality Enhancement Project.
- Nationwide benchmarking possibilities.
- An in-depth understanding of UP's teaching and learning environment to enable it to design interventions with a specific focus on classroom, module, Faculty or specific cohort of students or academic staff.

Both the South African Survey of Student Engagement (SASSE) and the Lecturer Survey of Student Engagement (LSSE) were administered during August 2014. The SASSE was administered to all first-year and senior undergraduate students on an electronic survey platform. Sampled students were targeted *via* sms, e-mail prompts and notice board. At the close of the SASSE, 846 first-year students and 1 837 senior undergraduate students had responded. The LSSE was administered during the same time as the SASSE and on the same electronic platform. At the close of the LSSE, 46 lecturers teaching first-year students and 162 lecturers

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[1] Kuh, G.D. (2001). Assessing what really matters to student learning. *Change*, 33(3) (Accessed from: http://cpr.iub.edu/uploads/Assessing_What_Really_Matters_To_Student_Learning_%28Kuh,%202001%29.pdf).

[2] Strydom, J.F., Basson, N,. & Mentz, M. (2012). *Enhancing the quality of teaching and learning: Using student engagement data to establish a culture of evidence*. Pretoria: Council on Higher Education.

teaching senior undergraduate students had responded. The reports produced insightful evidence to make practical improvements to student engagement in 2015.

Table 6: SASSE and LSSE data

| | UP | Your first-year students compared with | | | |
| | | Traditional Universities | | SASSE Overall | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.27	41.21	.00	40.97	.02
Reflective & Integrative Learning	33.87	34.64	-.07	33.83	.00
Learning Strategies	38.70	39.76	-.08	39.98 *	-.10
Quantitative Reasoning	26.45	26.23	.01	25.96	.03

Notes: Results weighted by gender (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001; Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p-value before rounding.
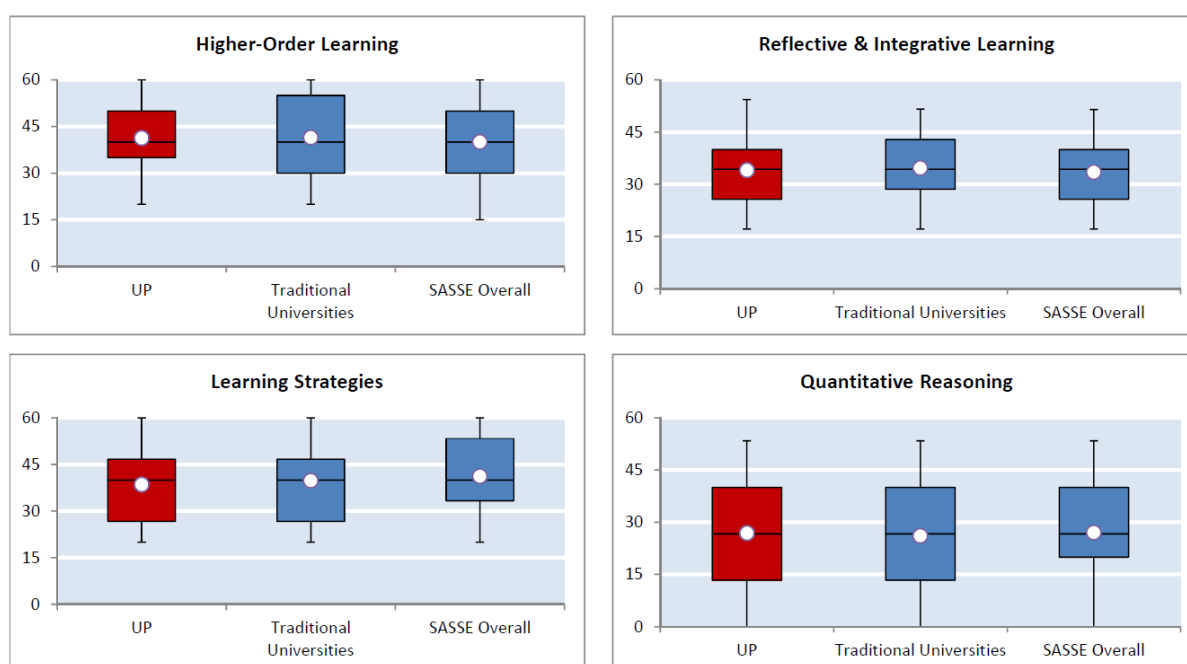
EXIT INTERVIEWS WITH WITHDRAWAL CANDIDATES

The aim of this cross-sectional trend analysis is to identify and prioritize the reasons and pre-disposing factors affecting student withdrawals at first-year level over time, as volunteered by students themselves. A total of 8 515 FTE first-year students were registered in 2013 (Bureau for Institutional Research and Planning - BIRAP, 2013). According to BIRAP, 1 605 students discontinued their studies, including the students who 'abandoned' their studies by not registering for their second year. If these students are excluded, a total of 493 students discontinued their studies, which accounts for a 5.8% discontinuation rate. Of the 273 students interviewed, 238 students discontinued their studies and 35 students were dismissed by the University.

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 dropped out because of financial challenges (14%), academic reasons (11%) and personal reasons (9.2%) during the 2013.

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 used to analyse 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 the identification of 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).

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, the study 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 choose to enrol 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.

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 entities: 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, the Department of Criminology and Social Work and the Department of Communication Pathology assessed their practical

modules in 2014. 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 2014. The survey used in 2014 consisted of 25 questions with one question requiring qualitative feedback. 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 19-23 May during class time but could also be completed outside of class to students registered for the AIM 101/ 111 modules.

At the close the survey, 3 312 students out of the 8 483 first-time registered students in the nine Faculties surveyed had responded, accounting for a 39% 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 2015 and there needs to be additional 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 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.

EVALUATION OF THE PEER MENTORSHIP PROGRAMME

The peer mentorship programme run by Student Affairs was evaluated during 2014. 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. 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 the 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 69 mentees assessed their mentors and 62 mentors assessed their Faculty coordinators during the focus groups. The results of the evaluations shows that the mentorship programme is beneficial for both mentors and mentees, which was reflected in the feedback they gave during the focus group interviews as well as in the assessment forms. In both the focus group interviews and assessment forms it became apparent that the mentorship programme in itself forms part of the mentees' support structure. Overall there seems to be consensus among the mentees that they were satisfied with their mentor's performance. Mentors also gave positive feedback on the performance of their Faculty coordinators.

E-LEARNING AND MEDIA DEVELOPMENT

The Deputy Director responsible for this portfolio is Mr Dolf Jordaan. It comprises E-Education and Creative Studios and Communication Technology. The portfolio assumes increasing importance with the adoption of a hybrid model of teaching and learning, with the incorporation of greater use of online for a variety of purposes and more use of visual media in particular.

E-EDUCATION

The E-education group consists of E-learning project managers, instructional designers, instructional authors, an educational technologist and computer-based testing assistants and is managed by Ms Detken Scheepers. Staff members are distributed across the Hatfield, Onderstepoort and Prinshof campuses to support the use of e-learning.

The core focus of E-Education is to enable academic staff members to combine various information and communication technologies in skillful and appropriate ways to create blended learning environments. This is accomplished through staff development, consultation and operational support in the use of *clickUP* (the UP brand name for the Blackboard learning management system), *QuestUP* (the UP brand name for the QuestionMark® Perception® system for computer-based testing), as well as interactive multimedia products. The ever changing educational technology horizon requires that the group continuously evaluate new technologies to establish the appropriateness of innovations to the UP environment.

HIGHLIGHTS AND NEW INITIATIVES OF 2014

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

1. Implementation of Blackboard Analytics for Learn™ after pilot in 2013
2. Implementation of *QuestUP* on all campuses
3. Completion of the Basic Veterinary Cytology multimedia product
4. Completion of the Clinical Physiotherapy podcast project
5. Review of *clickUP* workshops, and design of new *clickUP* METRICAL workshop
6. Participation in various Blackboard and QuestionMark product development initiatives
7. Administration of the international EDUCAUSE Student and Information Technology survey (ECAR)
8. Investigation into E-textbook integration in *clickUP*
9. Hosting of a national Instructional Designers Community of Practice workshop
10. Organization of the second South African Higher Education Learning Analytics (SAHELA) event
11. Implementation of UPO 101 module in *clickUP* to provide an online orientation module for all first year students
12. Support to EMS Six Week Project
13. Support provided to the Albertina Sisulu Executive Leadership Program in Health (ASELPH) International Collaboration project

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

INSTRUCTIONAL DESIGN

Instructional designers focus on creating engaging learning activities aligned with the outcomes and assessment criteria of a module to support students in the learning process, particularly using information and communication technologies. They work in partnership with lecturers, education consultants and the Creative

Studios and Communication Technology (CS&CT) section to develop learning materials, create appropriate media and assessments.

The Learning Management System, *clickUP,* allows lecturers to use various teaching and learning methodologies and media products to provide students with access to online learning resources, more opportunities for interaction with course content, fellow students and lecturers, as well as various forms of assessment. Students can access the *clickUP* system from any computer or mobile device linked to the internet. A major project, involving the Department of Physiotherapy, School of Health Care Sciences, Faculty of Health Sciences, E-education and Creative Studios, was completed in 2014 with the launch of *clickUP* modules in Clinical Physiotherapy that is based on the flipped classroom approach. All lectures were replaced by podcasts and self-reading, while the contact time is devoted to discussions. This model resulted in a saving on the staff budget and alleviated the continuous problems the department annually faced to find medical practitioners to present the lectures.

The E-education group also creates specialized interactive multi-media products that are distributed on DVD-ROM to support student learning. The Basic Veterinary Cytology Multimedia product was completed in 2014 for the Department for Companion Animal Clinical Studies, Faculty of Veterinary Science. This product will be used by sixth year and post-graduate veterinary students as a student-centered learning tool to equip them to process and interpret veterinary cytological specimens.

The current market also requires more learning tools available in a mobile format. While all *clickUP* modules are available on mobile devices through Blackboard Mobile Learn, existing multimedia have to be repackaged for this format. During 2014, instructional designers worked with the Department of Oral Pathology and Oral Biology, School of Dentistry, to redevelop an existing multimedia into a mobile app for distribution via mobile devices. This mobile app will be used by Dentistry students and marketed via BE@UP to a wider market. Other multimedia, where the target market is only UP students, does not require the use of mobile apps and can be made available through *clickUP*. One such a project was conducted for the Skills Laboratory, Faculty of Health Sciences, where existing multimedia packages were repackaged into *clickUP* to make the mobile distribution of these packages possible.

Table 7: New*/Updated resource CD/ DVDs 2014

Department	Title	Project Leader
Afrikaans	Leer Nederlands	Dr N Bosman
Centre for Augmentative and Alternative Communication	Case Study CD	Ms K van Niekerk
Financial Management	FRB 711 Financial Risk Management	Ms 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 and Master's in Project Management first years	Dr S. Benade
Graduate School of Technology Management	Master's in Engineering Management and 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 41 0	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	Ms E. Webb

ALBERTINA SISULU EXECUTIVE LEADERSHIP IN HEALTH PROGRAMME (ASELPH)

The ASELPH programme is an international collaboration between the University of Pretoria (UP), the University of Fort Hare (UFH) and the Harvard School of Public Health to strengthen the South African National Department of Health's (NDOH) ability to meet its health transformation challenges, particularly at District level. One of the key activities for 2014 was the building of the e-learning platform with the objective to establish and maintain a critical mass of knowledge, skills, competencies and leadership among current and emerging leadership and emerging District Health leaders.

During 2014 needs and expectations of the programme were identified to draft an e-Learning framework to be approved in 2015 which will guide the implementation of e-Learning in both UP and UFH in 2015 and will explore using e-Learning to lessen contact hours as this was expressed to be a key challenge by the Steering Committee and NDOH.

Regular strategic and planning meetings were held with ASELPH Faculty (UP, Harvard and UFH) and SA Partners to report on progress made. Highlights for 2014:

- All UP ASELPH modules were created on *clickUP* and content was uploaded. In some modules groups were created for group assignments and collaboration off campus. All final research reports of students were submitted through Turnitin and EI support was provided during this time.

- An ASELPH Faculty Organization Module was created for uploading and archiving documents and master files. This space will be used during 2015 for Faculty communication and organization.
- A Blended Learning workshop was conducted at UFH.
- An e-Learning project plan for workshops to be conducted in 2015 was approved.
- Discussions with SA Partners are ongoing with regards to a Mentorship Module in *clickUP* for Mentor and Mentee collaboration and support. In addition a draft map for aligning all *clickUP* activities to the measurement and evaluation of the impact of the programme is in progress.

A major improvement for supporting the e-learning initiative was made possible by the intervention of the Dean of Health Sciences in collaboration with the Instructional Designer through presenting a draft monograph entitled 'Curriculum review, e-learning and module planning'. Faculty development, implementation of e-learning initiatives and continuous support from EI will be based on the outcome of the implementation of the Dean's proposed document as a minimum requirement.

E-ASSESSMENT

During 2014, 3 278 computer-based tests were created that resulted in 601 533 individual sessions where a student wrote a computer-based test. Table 8 provides detail on the tests written the past five years on the different campuses.

One of the advantages of objective assessments is the use of item analysis to review and enhance question quality. The School of Medicine started such a quality enhancement project in which item analysis was used to evaluate the objective assessment items within the school's extensive question databanks. This project is an effort between the Block Chairs, the Education Consultant and E-education staff in the Faculty.

The CBT team also trained 103 lecturers and academic administrative staff in the use of the QMLive product, to enable them to create their own questions and share these questions within a department. The roles and responsibilities document, which describes the processes between different CBT stakeholders, were reviewed and finalized and signed by the relevant support departments.

Table 8: Computer-based Testing (CBT) 2010-2014

	TESTING CENTRE	2010	2011	2012	2013	2014
Number of tests	Hatfield campus CBT	121	116	111	108	82
	Hatfield campus IT labs	31	15	19	18	21
	Hatfield campus IT labs (SAM / *CompAssess*)	17	11	13	20	17
	Prinshof campus	416	503	472	671	645
	Prinshof campus (ppt)	37	56	83	95	97
	Onderstepoort campus	77	86	127	147	125
	Onderstepoort campus (ppt)	8	4	6	9	6
	Groenkloof campus	49	61	68	62	55
	Groenkloof campus (SAM / *CompAssess*)	13	5	0	11	10
	Mamelodi	-	-	6	9	6
	Mamelodi *(Comp Assess)*	-	-	-	5	6
	clickUP tests**	3 605	3 648	1 071	2 322	2208
	Total	**4 374**	**4 810**	**1 976**	**3 477**	**3278**
Number students writing the tests	Hatfield campus CBT	24 792	25 328	22 496	24 507	13 308
	Hatfield campus CIL	19 953	28 758	22 854	24 054	23 240
	Hatfield campus IT labs (SAM/ *CompAssess*)	37 772	16 532	30 252	25 420	30 647
	Prinshof campus	34 986	31 387	29 232	40 185	45 030

TESTING CENTRE	2010	2011	2012	2013	2014
Prinshof campus (ppt)	1 546	2 252	5 291	3 162	3 878
Onderstepoort campus	3 183	4 081	5 895	7 141	11 216
Onderstepoort campus (ppt)	735	418	693	697	501
Groenkloof campus	12 436	14 988	13 405	14 505	13 144
Groenkloof campus (SAM/ *CompAssess*)	4 772	3 216	0	3 334	3 729
Mamelodi	-	-	2 531	4 488	2 659
Mamelodi *(SAM / Comp Assess)*				2 509	2 637
clickUP tests **	265 684	292 886	38 44	385 890	451 544
Total	**405 877**	**420 071**	**170 993**	**535 892**	**601 533**

** Includes self-assessment.

Table 9: Modules on *clickUP* 2010-2014

	2010	2011	2012	2013	2014
UG modules	1 737	1 767	1 857	1 936	2 488
%UG modules	63.33	68.03	75.16	75	81.95
PG modules	980	992	980	929	945
Number of departments	120	120	126	118	118
Students accessing e-learning	38 591	38 201	38 984	39 671	35 881

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 hosted a very successful UP2U meeting on 16 May 2014, with representatives from 14 Higher Education institutions celebrating the seventh year of existence of this community of practice. Three groups were represented at the event: namely, instructional designers, graphic designers/ video producers and Learning Management System administrators. The theme of the graphic designers/ video producers focused on structure and processes. Ms Hettie Mans and Mr Almero du Pisani facilitated the graphic designers/ video producers' event and also made a presentation. The theme for the instructional designers was e-assessment. Dr Lynette Nagel presented a case study on promoting learning with formative and diagnostic online assessment. A group of six instructional designers from UP joined the second meeting of the year at the University of the Free State. Mr Dennis Kriel presented an infographic focusing on staff development. The meetings provided not only a valuable benchmarking opportunity but also enabled colleagues to network with instructional designers from other national Institutions.

STAFF TRAINING IN WEB-SUPPORTED LEARNING

The E-education group scheduled 76 *clickUP* and nine *QuestUP* training courses for 2014 to provide enough opportunities for UP staff members to familiarize themselves with the *clickUP* and *QMLive* systems. The training schedule made provision for morning and afternoon sessions, presented on the Hatfield, Prinshof and Onderstepoort campuses. Fifty *clickUP* sessions were presented, while 26 were cancelled owing to insufficient participants. The lower attendance of *clickUP* training sessions in 2013 and 2014 (see Table 10) may be due to the fact that the majority of people were trained in 2011 and 2012.

The content of the five *clickUP* workshops aimed at lecturers was reviewed with a focus on actionable data available in *clickUP* to support student success. The content of the *clickUP* Management workshop was

distributed to the other four courses, a new course, *clickUP* METRICAL (**Me**asure and **Tr**ack for **I**mpa**c**t through **A**nalytics) was created. This course aims to support lecturers to understand and measure the key factors influencing student success in the online component of their courses within a blended environment, using the tools that are available in *clickUP* to identify at risk students early. The course will be implemented in 2015.

ETDP SETA funding made extra sessions of the *Turnitin* workshop and the Mobile and Web Technologies Workshop possible. These workshops had to comply with SAQA unit standards. Both *Turnitin* sessions were presented but only two of the four Mobile and Web Technologies had enough participants to continue. A total of 36 participants attended the *Turnitin* workshops and 32 participants the Mobile workshops. All participants had to be assessed and an assessment form completed for each to comply with the requirements of the SETA.

The training group has seen a high increase in administrative workload as this moved from CE@UP to E-education for all *clickUP* and *QuestUP* training on the satellite campuses. This entails advertisements, booking of computer laboratories, refreshments and printing of hand-outs. In addition, EI had to use the PeopleSoft Learning Management System to manage enrolments for all e-education training courses since January 2014. Since the majority of staff on the Prinshof campus has joint appointments, EI staff has to enrol these participants into the system, as these participants do not have access to the PeopleSoft portal to register.

Table 10: E-Education training 2014, No. of participants per training workshop:

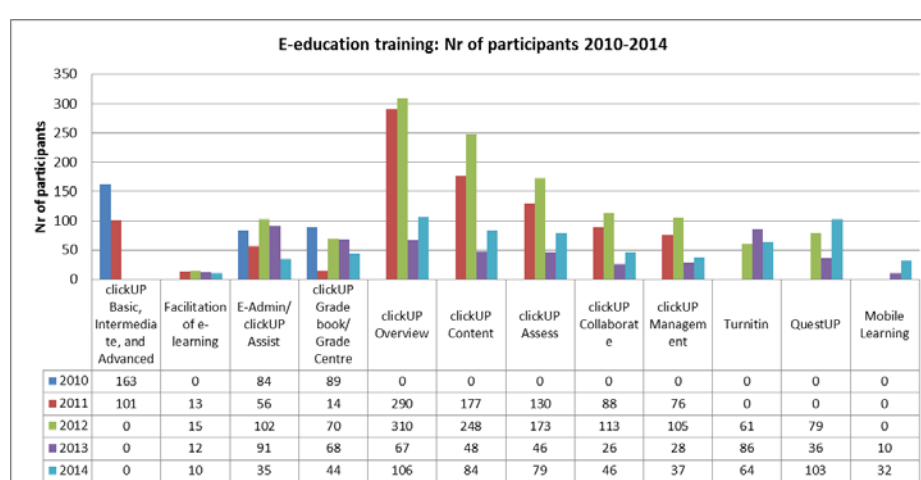| Workshop	Hatfield	Medical	OP	Total
clickUP Overview	56	37	13	106
clickUP Content	39	36	9	84
clickUP Assessment	39	34	6	79
clickUP Collaborate	20	20	6	46
clickUP Management	19	13	5	37
clickUP Assist	34	5	*	35
clickUP Grade Centre	44	*	*	44
Turnitin	64	*	*	64
QuestUP	54	29	20	103
Mobile Learning	32	*	*	32
Facilitation of e-Learning	9	1	*	10

Figure 1: E-Education training 2010-2014

Table 11: No. of *clickUP* training sessions scheduled, presented and cancelled

	Scheduled	Presented	Cancelled (Insufficient no. of participants)
2012	222	157	65 (29%)
2013	94	68	26 (27%)
2014	76	50	26 (34%)

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-years students to expose them to the system as early as possible. EI also offers customized student training sessions in *clickUP*, particularly for postgraduate students. During 2014, the instructional designers presented 35 such training sessions, with approximately 1 690 students being trained in the use of *clickUP* and *Turnitin*.

Further support for students is provided by means of a searchable help web site that is integrated into the general *clickUP* help site.

The Instructional Designers also supported student success through the UPO 101 module that was implemented as an online orientation module in *clickUP* for 2014 first-year students. A similar *clickUP* module was built for Faculty of Economic and Management Sciences specifically. This module was aimed as an extra support to students who were identified by the faculty during their Six Week Project for the High Impact Modules. This project made use of the data available in *clickUP* to identify students at risk, based on their performance of certain specified *clickUP* tests and assignments.

THE EDUCAUSE ECAR STUDENTS AND INFORMATION TECHNOLOGY SURVEY

The University of Pretoria participated in the inaugural year of the EDUCAUSE Center for Analysis and Research (ECAR) Study of Lecturers and Information Technology, 2014 Survey. The main purpose of the research was to gather lecturers' experience about technology with specific interest to teaching and research. The Educause ECAR Students and Information Technology survey was also again administered to UP students. A summary of the results in the form of an infographic as well as a full report was submitted to the Academic Planning Committee.

UP was the only South African institution to participate in the survey. Permanently appointed C1 staff members were invited to participate in the survey. Only 179 C1 staff members completed the survey. The UP response rate was 15.3%. The large number of international survey respondents yielded a <1% margin of error and allowed ECAR and UP to make generalised statements about the findings. The survey respondents were from different ranks, including professors, associate professors, senior lecturers and lecturers. The survey was completed by staff members from various faculties and departments.

The results of the lecturer survey indicated that lecturers realize the value of online learning, especially with regard to providing students with access to education. Lecturers also recognise the potential of learning analytics to act as an early alert or intervention system to flag and redirect substandard progress in coursework. Lecturers understand the value of Learning Management Systems (LMS) and are interested in better using features of an LMS in their courses. Lecturers acknowledge that they could be more effective instructors if they were better skilled at integrating various kinds of technology into their courses, including

using mobile devices to enhance learning. Lecturers recognise that mobile devices have the potential to enhance learning.

The broad thematic message with regard to lecturers' view of technology is one of promise and opportunity and the key role of IT. Lecturers are clearly dedicated to using technology in innovative ways that will support student learning. They are also open to professional development opportunities to help them incorporate technology more effectively in their classes. Some of the results will be shared in the following paragraphs.

UP lecturers are particularly optimistic that online learning can make higher education available to more students (82.7%). Enthusiasm about extending access to higher education through online learning opportunities is much higher than the international perception that online learning will help students learn more effectively (62.4%; Figure 2).
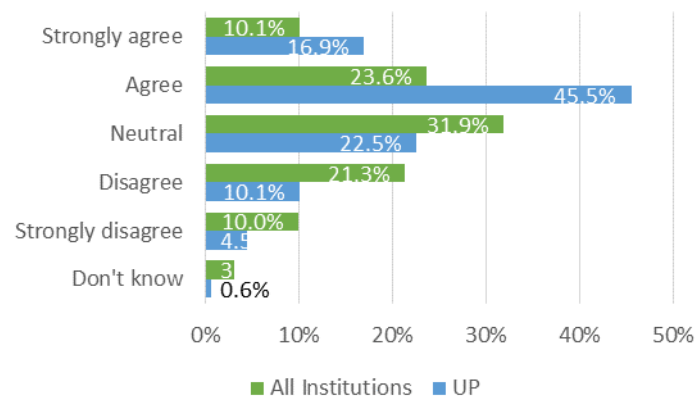

Figure 2: Online learning: Helps students learn more effectively

UP lecturers recognise that mobile devices have the potential to enhance learning. They also think that balancing academic device use with the potential distractions mobile devices bring to the classroom is a key issue to be address in higher education. More UP (67%) than international (51%) lecturers believe that the use of mobile devices in class can enhance learning (Figure 3). This can be linked to the growth of mobile devices in Africa and South Africa as well as to the growth in device ownership of students. About 9 out of 10 UP students indicated that they own a smartphone and 93% of students indicated that mobile access to the LMS is important to them.
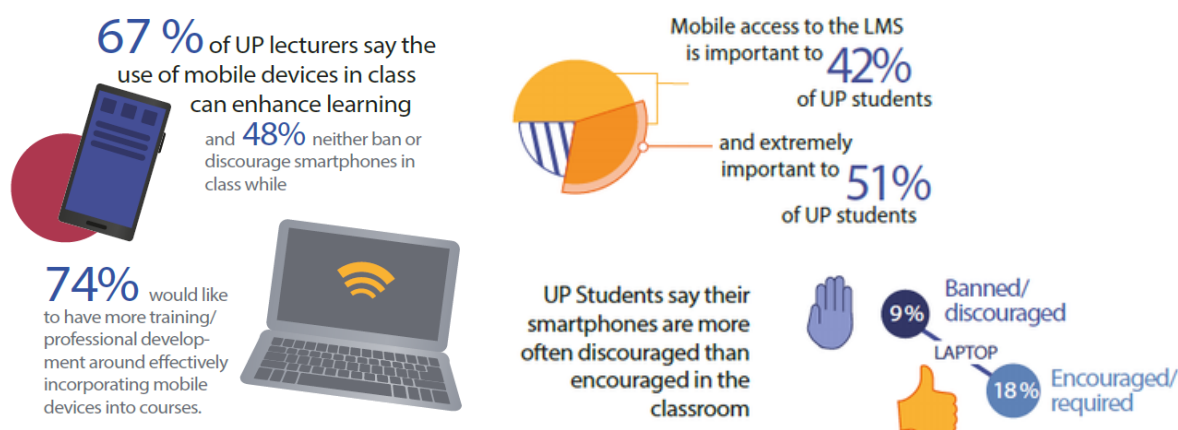
Figure 3: Mobile devices

The full report is available online on the [EDUCAUSE](#) web.

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. During 2014, all E-education staff recorded their interactions and support with C1 staff members. Table 12 provides the number of C1 staff who received support from this group.

Table 12: No. of C1 staff who received support from E-education

C1 Categories	UP Data (Sept 2014)	E-Education Data	E-Education %
Accredited	3	1	33.3
Activity Contract Employees	469	45	9.6
Extra Ordinary Staff	346	24	6.9
Fixed Term Contract Employees	453	160	35.3
Joint Staff (Province)	434	95	21.9
Permanent Employee	1162	689	59.3
Unpaid Employees	53	4	7.5
Visiting Academics	58	3	5.2
Grand Total	2978	1021	34.3
Student Contractors	1257	50	4.0

The *clickUP* Helpsite is another avenue we use to support users of the *clickUP* system. From Figure 4 it can be seen that the site was used by 26 680 individuals in 2014. The student help page is the second most visited page on the help site, with 16 540 views, accounting for 22.16% of the use of the system.
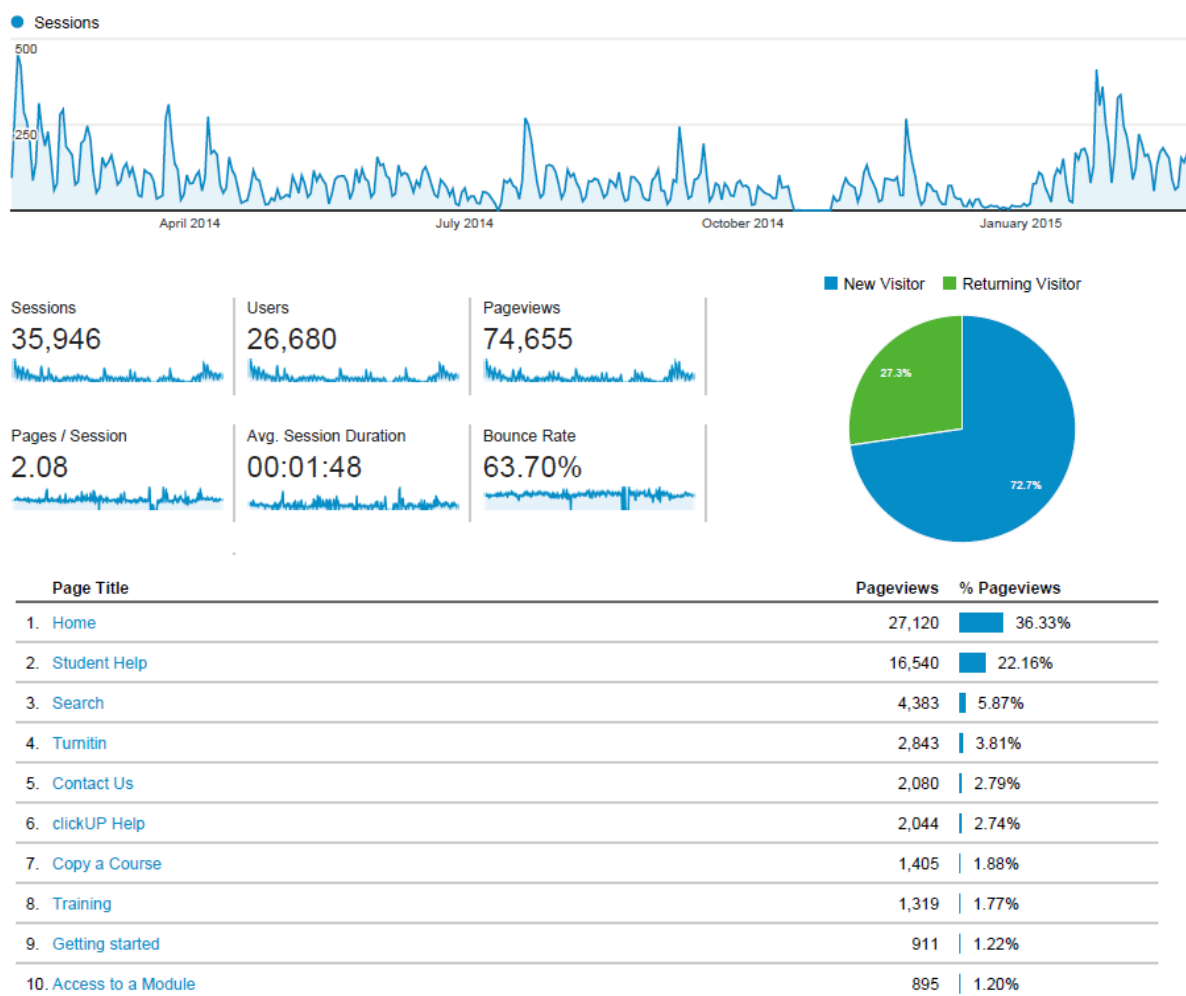
Figure 4: Use of *clickUP* Helpsite in 2014

Support was also provided to CE at UP and GIBS as the use of *clickUP* increased in both of these UP affiliates. In 2014, a total of 369 GIBS courses were created, and 779 users were given access; for CE at UP, 88 courses were created and 1 084 users were given access.

During the first semester, support was also provided to assist colleagues in Academic Administration to solve student registration problems. The e-support office provided support in response to more than 5 000 e-mails. Data on the amount of telephonic support provided are not available.

The instructional designer at the Faculty of Veterinary Science also provided training and technical support on the use of clickers for that Faculty. Limited support was needed by other clicker users who have implemented clickers in previous years.

NEW INITIATIVES

INVESTIGATING NEW TECHNOLOGIES

GOALS TOOL IN *CLICKUP*

The Descrobidores team investigated the use of the Goals tool within *clickUP*. This tool allows for the tracking of institution, faculty and programme outcomes across the whole *clickUP* system, e.g. if exit level outcomes are specified for a programme, all the content, activities and Grade Center columns, even test questions, can be aligned to these outcomes. The reports in the goal tool then allow the tracking of these goals, to see which are addressed through *clickUP*. At this stage it is clear that only a system administrator can populate the fields within the goals tool, which can then be made available to specific modules in the *clickUP* system. Once the exit level outcomes are populated in the Goals tool, lecturers will be able to align *clickUP* content and activities to them.

GOOGLE CLASSROOM

The Descrobidores team also investigated the Google Learning Management System, known as Google Classroom, that was released in August 2014. The team concluded that it is not a system that will currently comply with the requirements of the University. It is still a 'primitive' system, in which the tools are not well integrated and providing access to students is a manual process. It is also focused at school level.

MAKERSPACE IN MERENSKY LIBRARY

Mr Dennis Kriel played an important role in the planning and development of the MakerSpace in the Merensky Library. This physical space is an innovation incubator where technologies, like soldering benches and computers on which to design and render models, in combination with 3D printing, allow for the rapid prototyping of new ideas. Students from different unrelated disciplines collaborate on innovative projects to combine technical expertise, business acumen and creativity to realise innovative projects. The MakerSpace enables students to develop skills that are not necessarily related to their field of study, enriching their experience at UP, e.g. students from the Faculty of Humanities who attended an Arduino course on robotics and built their own line-following robot, and Medical students who learned about 3D printing of prosthetic limbs.

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, facilitators and the 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; the use of the *clickUP* system across a Faculty and even across the whole institution.

The Department for Education Innovation continued in 2014 to determine the impact and value of such a system for the University. Data from the Analytics for Learn system were used to provide feedback to faculties about the role of the LMS in their teaching and learning strategies. A report was also submitted to relevant stakeholders in the investigation of the use of *clickUP* at Master's level.

This project was made possible by the Teaching Development Grant. The quality of use of *clickUP* may have slightly increased at undergraduate level in some of the Faculties while it may have decreased in other Faculties as indicated by the data from Analytics for Learn in the two figures below

	Term		Prior Term		Chg Prior Term
Course Count	2,622	95.7%	🟢 2,859	🔴	-237
% Courses w/ Activity	67.7%	0%	🔴 58.2%	🟢	9.5%
% Courses Using Content	96.0%	0%	🔴 60.3%	🟢	35.7%
% Courses Using Assessments	95.9%	0%	🔴 34.1%	🟢	61.9%
% Courses Using Tools	47.1%	0%	🔴 44.4%	🟢	2.8%
% Faculty w/ Activity	97.3%	0%	🔴 95.3%	🟢	2.1%
% Items Accessed	41.5%	0%	🔴 34.3%	🟢	7.2%
Avg Course Accesses	19.3	0.7%	🔴 29.7	🟢	-10.4
Avg Interactions	94.7	3.5%	🔴 156.4	🟢	-61.7

Figure 5: Key indicators of *clickUP* use for all undergraduate modules in 2014 v 2013
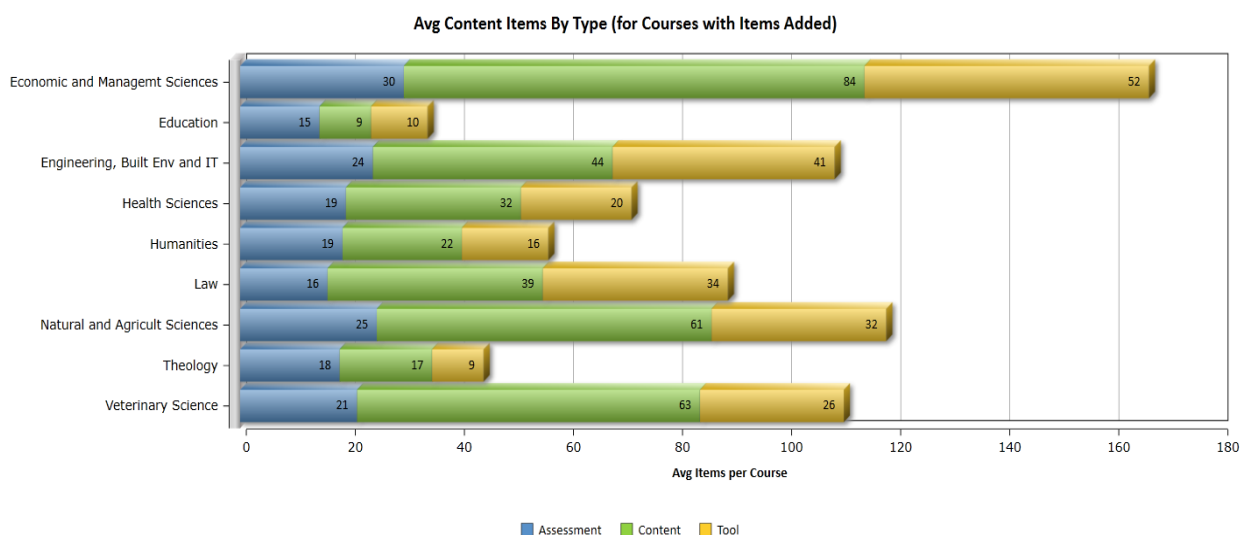

Figure 6: Average content items by type in all undergraduate *clickUP* courses in all Faculties, 2014

SAHELA WORKSHOP

The Department for Education Innovation hosted the second South African Higher Education Analytics (SAHELA) workshop on 15 September 2014 in collaboration with the Southern African Association for Institutional Research (SA AIR). The SA AIR held its 21st annual conference in Pretoria from 16-18 September at the Saint George Hotel and Conference Centre. The SAHELA 2014 workshop was again linked to the Harvard Graduate School of Education, the International Society Educational Data Mining and the Society for Learning Analytics Research 2nd Learning Analytics Summer Institutes held from June 30 – July 2, 2014. The theme of the SAHELA workshop was aligned with international trends in higher education and echoed by international reports.

The workshop was attended by 94 colleagues from eighteen national, African and UK institutions. A keynote was presented by Dr Doug Clow from the Open University in the UK. John Fritz from the University of Maryland, Baltimore County also shared their experience with the use of Blackboard Analytics for Learn with the audience. More information is available on the web site (http://www.sahela.co.za) that was developed for the purpose of the conference.

UPGRADING/ CHANGING EXISTING TECHNOLOGIES

CBT SYSTEM

The highlight for Computer-Based Testing (CBT) in 2014 was the implementation of the QuestionMark® Perception® system v. 5.4 (known as *QuestUP*) across all campuses. A KPMG audit indicated that the data was successfully transferred from the legacy system into the QuestionMark® Perception® environment. A disaster recovery process was put in place and successfully tested during the last quarter of 2014. This process allows a specific campus to continue writing an assessment on a server on another campus, should a server failure occur. The CBT-team also tested version 5.7 during the second semester of 2014 as it promised solutions to a few problems that existed in version 5.4. During December 2014, version 5.7 was implemented.

UP MOBILE APPLICATION

The Department for Education Innovation used the Blackboard framework, called Mosaic, to develop a new version of the UP mobile app in 2014. The Mosaic framework allowed us to update our own data and add new applications to the UP mobile application. It also enables UP to release new iPad versions of the UP mobile application in 2014. EI continuously works on updates of the UP mobile application.

Table 13: UP mobile Application Run Data: January 2014 – December 2014:

Platform	Average Runtime per Session	Total App Runs	Average App Runs per Day	Total Active Users	Average Active Users per Day	New Users	Average New Users per Day
iPhone	00:01:08	34 214	94	29 316	80	1 825	5
Android	00:00:24	76 097	226	49 823	148	5 126	15
iPad	00:00:55	6 348	20	5 671	18	904	3

CLICKUP MOBILE

There was an increase in the use of *clickUP* through mobile devices. A notable trend in 2014 was the decline in Blackberry users and an increase in the use of IOS devices. More than 19 500 unique students/ lecturers accessed *clickUP* from mobile devices in 2014. The increase of available Wi-Fi access point on campus during 2014 contributed to an average use of between 15 000 – 20 000 logins per day.
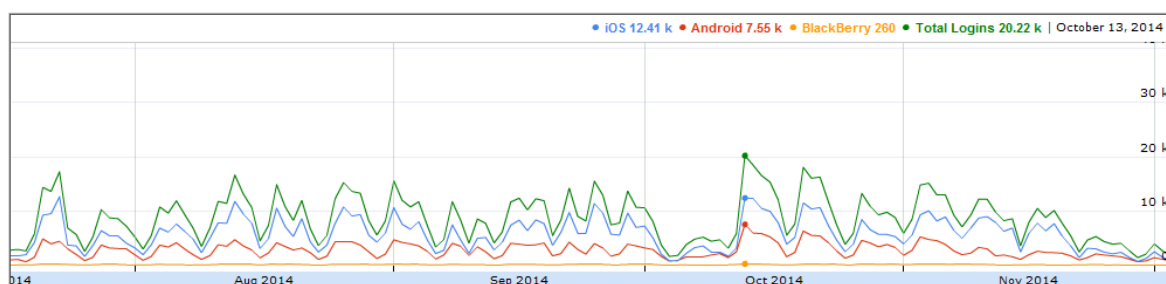
Figure 7: Student use of the *clickUP* mobile learn application: July – December 2014

Blackboard provides regular service packs to upgrade functionalities in the system. Two Service packs were installed in July and in December. The new service packs addressed technical issues and provided a number of new features and enhancements, e.g. the new Student Preview and Anonymous and Delegated Grading.

An investigation into Blackboard Managed hosting was also completed in 2014. The purpose of the investigation was to submit a report that provided an overview of the data collected with respect to the cost associated with self-hosting of *clickUP* in comparison with the cost associated in delivering the same level of services as the Blackboard Managed Hosting proposal offered and the total cost for implementing a Managed Hosting solution. The report concluded that the estimated annual cost of managed hosting is more expensive than local hosting but that the additional costs needs to be compared to the added value as well as the risks associated with local hosting. The investigation and internal discussions will continue in 2014.

Google Analytics was integrated during the upgrade in July.

Figure 8: Google Analytics: *clickUP* use July – December 2014

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

The increase in the use of Blackboard Collaborate can be contributed to the specific use cases. 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.
- Lecturer have integrated collaborate as part of a 'flipped classroom' approach where they provide 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 tests or for virtual tutorials, consultation and postgraduate support.
- Students in the Faculty of Engineering, the Built Environment and Information Technology used Collaborate to do project presentations.
- Keynote speakers presented during conferences their presentations through Collaborate.

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 / Cengage

The investigation into the integration of an e-book solution continued in 2014. This is linked to a national collaboration between Van Schaik's, publishing companies and BE at UP including the Bookmark bookstore on campus to support the development of a solution that will enable either the Institution or students to purchase e-textbooks through integration into *clickUP*. Vitalsource Bookshelf® is the most advanced e-book software in the world. The new feature in *clickUP* will enable students to access e-textbooks either through a computer or mobile device. The outcome of the project will allow students and lecturers access to e-textbooks through *clickUP* in 2015. This will include an online financial transaction process.

GRADE CENTRE INTEGRATION

The Department for Education Innovation continued in 2014 with the investigation to centralise the capture of marks for all undergraduate courses into *clickUP's* Grade Centre. The first aim of the project is to investigate the integration of the *clickUP* grade centre with PeopleSoft Campus Solutions (Student) system. The second aim is to support the UP CARES project by accessing through Blackboard Learning Analytics 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 2014 were positive. The technical testing of the integration will continue in 2015.

CREATIVE STUDIOS AND COMMUNICATION TECHNOLOGY

Creative Studios and Communication Technology (CS&CT) is represented on three UP campuses. These facilities are managed by Marizanne Booyens (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, from where support is given to all the other UP campuses.

During 2014 CS&CT focused their attention mainly on projects related to teaching and learning, linked to a module or programme code. Only a few research and marketing projects that were directly supporting teaching and or learning were undertaken as well as some work for the Executive.

The policy is that the graphic design and development work or video production 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 2014

INTERNATIONAL COLLABORATION

During 2014, thirteen UP students continued to attended weekly video conferences over a period of seventeen weeks. They attended the module LEK 83, which was presented to them by a lecturer at the University of Minnesota.

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 also continued throughout 2014.

TRAINING AND BENCHMARKING:

In 2014 a new approach to benchmarking was initiated. CS&CT hosted the first ever benchmarking session for similar departments in the academic environment at the UP2U conference, usually set aside for the instructional designers (IDs). CS&CT was joined by graphic designers and video producers from other universities such as WITS, Midrand Graduate Institute, University of the Free State, Mangosuthu University Of Technology, North West University, University of Johannesburg and Vaal University of Technology. This exercise proved to be very valuable in that creative designers were able to share experiences and network in a comfortable environment.

Graphic artists continued to develop their professional skills and five out of the seven moved over to the Apple Mac platform to provide the best quality media for teaching and learning. In February 2014 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. CS&CT attended CoP meetings with the IDs on a regular basis and are now involved in the initiation stage of all new projects.

FACILITIES

In June in 2014 the Graphic Design and Photography staff at Onderstepoort moved to their new office facilities in the Arnold Theiler building.

Staff at Prinshof campus will also move to new facilities, but only in 2015. The new office block south of the BMW building will be completed by September 2015.

The AV technology in Seminar Room 1 and 2 were upgraded and the Photography Lab was converted into a new training room on the Hatfield campus. New data projectors in were installed in both training rooms and a folding door system to link the two training rooms was installed to improve the training possibilities at EI.

DESIGN AND DEVELOPMENT IMPACT

VIDEO AND VIDEOCONFERENCING

GLOBAL TEACHING WITH VIDEOCONFERENCING SEMINARS

A team of Radiologists, Radiology elective students, instructional support services and Information Communication Systems from the University of Michigan and the University of Pretoria conducted a combined, online and interactive series of Radiology Seminars in October 2014. The teaching and videoconferencing seminars were hosted by Professor Leslie Quint from the University of Michigan and their team. This was a pilot project for global videoconferencing and teaching, to evaluate the impact of videoconferencing on the international student experience. The University of Michigan conducted 'practice seminars' with their medical students prior to the sessions with the University of Pretoria.

Information technology data were analysed and adapted by Anton van Dyk and Eric Smith from University of Pretoria and Todd Austin and Philomena Meechan from the University of Michigan. Special platforms, including Bluejeans, Polycom, Webconference and Skype, were experimented with. Although there were initial firewall and network issues, eventually most of the issues were resolved, although further piloting and experimentation are required.

The UP medical students had guest access to the University of Michigan Radiology Lectures, which for the sessions focused on Contrast Media, Paediatric Radiology, Abdominal Radiology and Emergency Radiology. The students went through the lectures and tutorials prior to the interactive sessions, in their own time. On the scheduled dates and times, and taking into account the time zone differences between Michigan and Pretoria, the joint seminars were conducted at the individual university sites. The students were assigned to teams and, for the first half (45 minutes) of each seminar, the teams worked through six to eight case scenarios on their own, answering questions that the faculty had structured. The students had access to the internet, books, and video lectures. For the second half of the seminars there was a whole class discussion of the cases, facilitated by the University of Michigan faculty member. Questions and discussions were encouraged. Students were also advised to submit questions after the lectures and tutorials, which were addressed at the seminars.

Although the University of Michigan medical students were fourth-year students and the University of Pretoria third-year students, this did not impact on the interaction experience. The students participated enthusiastically and confidently and enjoyed the innovative team based learning and flipped classroom approach.

The University of Michigan and University of Pretoria are considering continuing these videoconferencing teaching seminars with collaborative interaction and participation in the future.

THE USE OF VIDEO TO ENHANCE TEACHING

The Department of Family Medicine at the University of Pretoria undertook a project in 2014 whereby a multitude of short videos would be produced for educational purposes. The aim was not to educate UP students only, but also to inform Community-Health Care workers as well as Social Workers on how to approach and identify possible medical issues within their respective communities. Professor Jannie Hugo from the Department of Family Medicine came to the realization that the first step towards patient care should happen within the communities and that health care practitioners cannot afford to wait for patients to arrive

at clinics before treatment can commence. Patients must be identified at earlier stages before a whole household is adversely affected.

The first COPC (Community Oriented Primary Care) video production was completed with great success and ultimately received good feedback from the Department's global partners. The videos will serve as a method of translating vital medical information to the different stakeholders. Misconceptions surrounding all aspects of health care exist within the communities and the videos will address the issues in a sensitive manner.

What UP students had been taught will be reinforced. They will be able to formulate a better understanding and could share information with their patients by showcasing the videos.

The Department of Family Medicine is planning to produce ten videos in 2015. Topics would range from 'Maternal and/or Child Death and Disease' to others that would discuss diabetes, HIV, TB and/or other chronic diseases.

YOUTUBE USED AS AN AID TO TEACH MEDICAL STUDENTS

The University has a YouTube channel as have individuals and projects at the University. A project is underway to see if we cannot link the individual channels to the UP channel.

As a way of saving time and simplifying the method of training medical students, the Skills Lab at the Faculty of Health Sciences approached the Video Unit of the Department for Education Innovation to re-produce a large number of procedural videos. These videos were placed on YouTube in order to make them readily available to the medical students. The videos are accessed through *clickUP*. The idea is that the students can watch the videos at their leisure and that they would be able to do so multiple times. This would ensure that no misunderstanding as to what is expected of them during the testing phase, will exist. By attending one training session, they sometimes miss valuable information but by having access to the videos, they can study procedures any time of the day or night. The fact that they are also now connected to YouTube, allows them to watch other relevant videos if they need more information.

Lecturers at Health Sciences also ask EI to adapt YouTube videos for their teaching. This open resource can thus also supplement other teaching content.

OTHER VIDEO PRODUCTIONS

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

- Cohesion and Coherence, Unit for Academic Literacy
- First Aid Training, Early Childhood Education
- Clicker system, Department of Genetics
- Lecture Series, Physiology
- Community Presentations, Education
- HPC School video, HPC
- CIMA, Economic and Management Sciences
- SIOPSA, Human Resource Management
- Lecture Series, Professor Kobus Maree, Education
- Dr Kobus Neethling, Education
- Final Cut Training Video, History
- BCom Tourism Management, Tourism Management
- Communicable Diseases, Student Health
- An example of what it's like going on an audit, Auditing
- Presenters explaining difficult concepts in Business Management, Business Management
- Lecture series, Educational Psychology
- Dog Bite, Drama

- Lecture Series, Physiology
- Explaining difficult concepts in Auditing, Auditing

VIDEO CONFERENCING, SKYPE AND OTHER SYNCHRONOUS COMMUNICATION TECHNOLOGIES

A total of 80 events took place during 2014 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 percentage of the different events that took place:
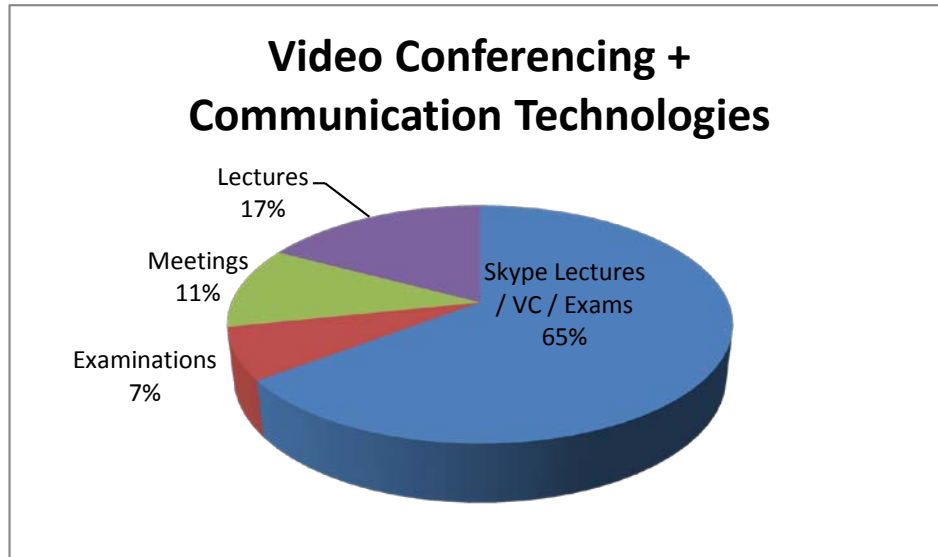

Figure 9: Use of video-conferencing and communication technologies 2014

GRAPHIC STUDIOS

Graphics on all the campuses were involved in 562 projects and produced 6 790 products for teaching and learning.
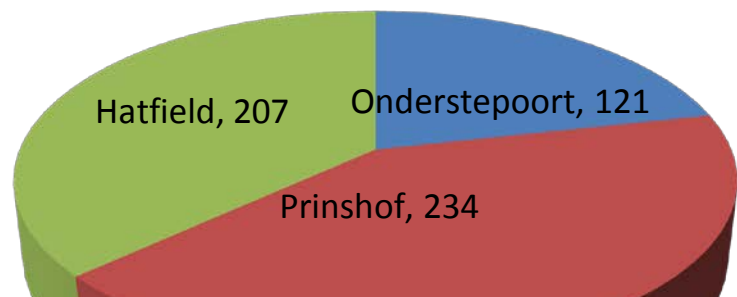

Figure 10: Teaching and learning projects for graphics: 2014

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

The design and development of posters or PowerPoints contribute to the research success of lecturers as well as to their teaching and learning. The posters are displayed at conferences or open days but subsequently used as part of the teaching – all projects are linked to a module code. The following are examples:

- A PowerPoint design for A.C. Jeevarathnum in Paediatric Pulmonology at Steve Biko Academic Hospital won best presentation award at the 23rd ALLSA congress held in Durban on 9 August.
- Two clinical posters won prizes at the Faculty Day, with the first prize going to Z. Abdool's poster on *Entrapment of Vaginal Ring Pessary: Case Report* (Obstetrics and Gynaecology) and third prize to R.A. van Schoor's Patients' *Perceived Precipitating Adverse Life Events of a Current Major Depressive Episode: A Comparison between Bipolar Disorder and Major Depressive Disorder* (Psychiatry).
- D. Manning and M.D. Scheepers won 2nd prize at the SAAHE Conference with their presentation: *Flip or Flop? Narrated Powerpoint for anywhere, anytime learning* (Faculty of Health Sciences). The 1st prize was won by K. Mostert-Wentzel and R. Maart with their poster on *Dental Student-Patient Communication* (University of Pretoria and University of the Western Cape).
- L. Sykes and C. de Witt won first prize in the SADA Dentsply Competition for the poster *Evaluation of Methods Used to Create a Posterior Palatal Seal in Complete Dentures by Dental Students and Clinicians* (Department of Prosthodontics).
- N. Sujee, Dr M. Bac, Dr M. Louw and Z. Tshabalala won first prize at the RuDASA Conference with their poster *The Role of BCMP in Rural Health* (Department of Family Medicine).
- J.W. Muchiri, G.J. Gericke and P. Rheeder won first prize at the Nutrition Conference with their poster *Assessment of a Nutrition Education Programme by Type 2 Diabetes Adults in a Resource Limited Setting in South Africa* (Department of Human Nutrition).
- van Rensburg's poster won at the SAALAS (South African Association for Laboratory Animal Science) Conference in Bloemfontein: *Ulcerative Dermatitis in CD1 Mice* (Faculty of Veterinary Science).
- D. Morar-Leather, J. Godfroid, E. Tijhaar, V. Rutten and J. Fehrsen won a prize for their poster *Generation of White Rhinoceros (Ceratotherium simum) IFN-gspecific Recombinant Chicken Antibodies and their Use in the Rhinoceros IFN-gassay for Diagnosis of Mycobacterium Bovis Infection* at the Faculty Day (Department of Veterinary Tropical Diseases).
- L.G. Jansen van Vuuren, T. Nkosi, A.J. Omole, N.M. Schonveldt, A. Swanepoel, J. Talma, J. Veenendal and L. Weidemann won a prize with their poster at the Faculty day at Prinshof: *Profile of Diabetes; Hypertension; and Cardiovascular Disease around King's Hope Health Post* (School of Health Systems and Public Health).

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 Faculty.

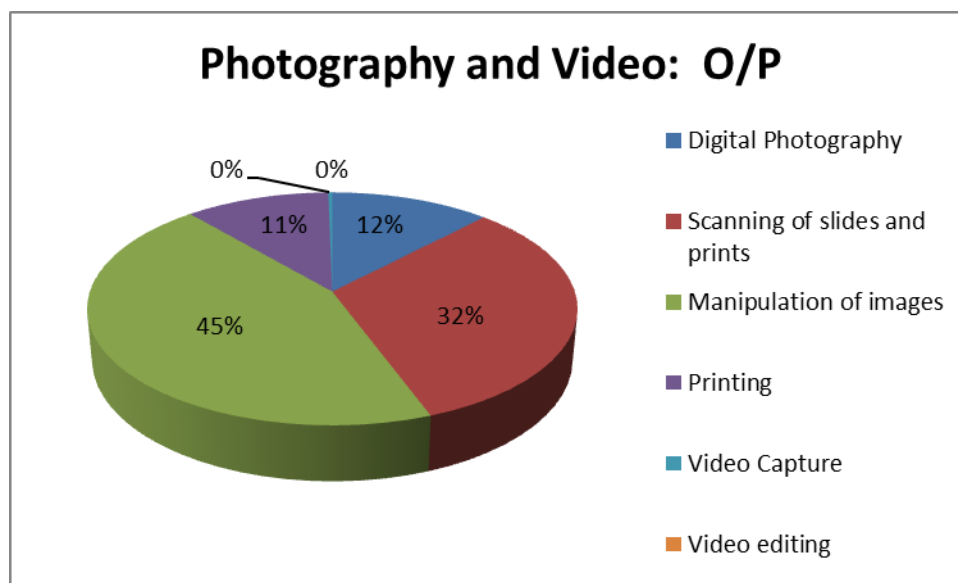**Figure 11: Photography and Video at Onderstepoort in 2014**

INSTITUTIONAL SUPPORT

CS&CT continued to support Executive projects. Four videoconferences for the Executive were held and eleven videoconferences and Skype conferences were supported and arranged. Members of the Executive also participated in appointment committees in other venues like the new Plant Sciences building and at seminar room 1 at EI.

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 2014

Table 14: The scope and scale of community engagement activities in 2014

Faculty	Curricular community engagement modules		Voluntary students	
EMS	8		Student organizations	5 000
EBIT	6		TUKSRES	2 500
Education	9		Faculty Houses	2 000
Health Sciences	45		SRC	20
Humanities	29		**TOTAL STUDENTS**	9 520
LAW	3			
NAS	5			
Theology	2			
Veterinary Science	18			
TOTAL MODULES	**125**			
TOTAL STUDENTS	**12 000**			

Explanatory notes:
1. In relation 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 for 2014 is a stable 125.
    1.2. The total number projects for curricular community engagement as well as voluntary work done by students is 3 400.
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. This practice has a number of advantages as voluntary students sustain some of the curriculum-related projects throughout the year; work at secure, supervised sites and help to make the community development sustainable.
    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 approximately 5 000.
    3.3. With regard to TUKSRES, about 30% of students are actively involved, about 2 500 students.

Community engagement activities are managed by means of an interactive engagement management system (CEMS). It includes information on opportunities, sites, secure routes, timetables and so on.

Serious incidents of crime are rare during community engagement – only one incident occurred during 2014, despite the fact that the community engagement operations at this University are the largest in the country. The University remains very focused on the welfare and safety of students and addresses each incident with

the appropriate degree of seriousness. The University believes in a proactive approach to potentially risky situations and therefore students are briefed on the actions to take in the case of emergencies prior to embarking on any community-based learning activity.

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 provide orientation to students and briefs students and lecturers who are about to become active in the community on various community dynamics worthy of and important to note.

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.

Corporate social investment or responsibility is not the domain of the Community Engagement unit although it sometimes links to activities that they manage. For instance, staff from various departments all over the University participated in Mandela Day; in 2014 an amount of R14 000.00 was raised for Casual Day and donated to Crysalis School for children with disabilities.

Clearing students and personnel to comply with the *Children's Act* is an ongoing practice.

SAHECEF AND TALLOIRES

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

- University of Pretoria hosted the Executive meeting in March 2014.
- Members of the Unit also attended the meeting held in Bloemfontein later during the year.

The international Talloires Network Conference was held in Cape Town between 2 and 4 December 2014. A paper was presented at the conference by Gernia van Niekerk: Manager – Community Engagement and Professor Wendy Kilfoil: Director – Education Innovation on 'Managing large-scale compulsory curricular community engagement and the partnerships required to make it work'.

OPERATIONS OFFICE

The Operations Office, led by Ms Elize de Waal, proactively uses 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 core mandate of this support unit within EI is to promote, encourage and sustain best administrative practices by consciously striving to increase effectiveness and efficiency. The group consists of five people with a solid knowledge base in their field (logistics, technology, human resources, relationship skills and finance) and the ability to adapt to new processes and systems. The degree of cooperation needed to function means that this office has to nurture relationships with many other support departments at UP. The Reception at Hatfield campus provides a single point of control of entrances to EI, gives information for first-line enquiries and receives deliveries. A significant number of staff and students make use of Reception when coming to EI for tutor training, CPD or meetings. The area also provides entrance to computer laboratories for a few IT staff members. Unexpected clients are first-year students who see this very friendly reception as a source of information during their first few hectic weeks on campus. EI also have offices for Dell Foundation and MasterCard students and DHET Grant.

FINANCES

The office assists with all the financial procedures, requests and forms as outlined on the Intranet. In 2014 the Operations Office handled a combined departmental, capital and community engagement budget of R7 219 382. The Department also handles budgets for Dell Foundation, MasterCard and DHET Grant.

Community Engagement became part of EI in September 2011 and the Operations Office had to manage and understand a very complex budget with additional community and foundations funds.

The Operation Office successfully faced several challenges in identifying, aligning and complying with UP policies to PeopleSoft Oracle from 2010. The Operations Office ensured that business went on as usual within EI despite all the challenges and upgrading's.

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 following table lays out the procurement activities of the portfolio:

Table 15: Orders and service requests

		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Orders		30	47	43	32	79	75	109	111	100	124	136	
Invoices Cred.		30	50	36	22	44	60	64	62	90	84	50	
EI Services	Invoicing Debtors	0	3	0	2	3	1	1	9	1	7	1	
	Private income	0	2	1	3	2	2	1	0	2	1	3	
	Journals:												
	Graphics Hatfield	14	15	2	21	21	13	16	17	17	14	4	
	Graphics Medical	8	10	9	9	13	22	17	42	36	23	15	
	Graphics O/poort	9	6	7	8	11	9	9	19	15	10	5	
	Graphics Total	31	31	18	38	45	44	42	78	68	47	24	
	Video Hatfield	9	4	13	5	4	3	2	9	2	5	3	

	Video Medical	5	3	5	0	10	5	5	6	9	8	8	
	Video Total	14	7	18	5	14	8		15	11	13	11	
	Photographic O/poort	2	12	9	5	5	6	2	4	5	5	2	
	Photographic Total	1	0	0	0	0	0	0	0	0	0	0	
	Studio Hatfield	48	50	45	48	64	58	51	97	84	65	37	
	Journals totals:	30	47	43	32	79	75	109	111	100	124	136	
		30	50	36	22	44	60	64	62	90	84	50	

Drawing up the annual operational, HR and Facilities Management budgets for 2014, aligned with guidelines from the Director of Finance, the EI Operational Plan and UP strategies, was facilitated by the Operations Office in collaboration with the Director of EI and all line managers.

In addition to EI budgets, the Operations Office managed

- a Department of Higher Education and Training grant for training related to extended programmes.
- R58 852 from the skills levy allocated to EI as part of the Skills Development Committee.
- the CIL novice lecturers and tutor training budget.

HUMAN RESOURCES

Some of the HR challenges the portfolio had to face were the integration of the Community Engagement portfolio with EI, assisting line managers and the Director to ensure diversity in the staff profile and recruiting new staff. EI employs both permanent and contract staff. The Operations Office was effective in processing seven permanent and four annual contracts, two on a claim basis and 11 *ad hoc* appointments.

The office registered an overtime project for Video and Communication staff. The office also maintains and updates reporting lines for leave, HEMIS and Performance evaluating on PeopleSoft.

Drawing up the annual Human Resource budget, aligned with guidelines from the Director of HR, the EI Operational Plan and UP strategies, was facilitated by the Operations Office in collaboration with the Director of EI and all line managers. The Department also had to take into consideration new legislation related to labour and conditions of service issues given its contract appointments.

The Operations Office constantly liaised with line managers in EI to ensure that the performance development and management system operated optimally.

LOGISTICS

Quality service is rendered in terms of internal and external client relations and links with our department, UP Departments, services and divisions. The Operational Office are responsible for all logistical and maintenance matters within EI and that responsibility includes office spaces, use of assets, IT related functions, occupational health, security and key register, co-ordination of services needed from Facilities Management, stationery, access control, golf car, photo copier machines, top cooler, plants and contracts.

The office helped to manage the Facilities Management Budget allocated to EI, following up on outstanding matters and facilitating work with contractors.

NATIONAL AND INTERNATIONAL RESEARCH ACTIVITIES

The table below summarizes the research activities of the Department for Education Innovation for the five-year period from 2010 to 2014. It is followed by details for each section.

Table 16: Summary of research activities EI 2010 – 2014

Summary of research activities		2010	2011	2012	2013	2014
Number of Publications (EI)	Non-accredited	1	1	2	3	1
	Accredited	2	7	8	3	5
Conferences, Workshops, Webinars and Colloquiums Attended	International	0	2	7	7	14
	National	14	39	17	53	82
Conference Papers Presented	International	8	6	7	6	6
	National	24	15	11	28	20
Visits	International	3	1	3	3	3
	National	3	4	8	0	3
Visitors	International	4	7	7	3	30
	National	4	0	0	0	8
Active International Collaborative Projects		0	3	1	0	3
Posters Presented	International	0	1	0	0	2
	National	1	2	1	0	1
Research Reports		6	11	18	14	14
Representative for UP	International				3	0
	National				2	7
Number of Staff Serving on Editorial Boards			4	5	3	4
Awards					1	0

Publications in Accredited Journals and Books

Dresselhaus, F. and Viljoen, M. The integration of academic literacies within a 'flipped classroom' scenario: a case study from a South African university. *Proceedings* of the 7th International Conference of Education, Research and Innovation, Seville, Spain. 17-19 November 2014. ISBN: 978-84-617-2484-0/ ISSN: 2340-1095. Publisher: IATED.

Kilfoil, W.R. Peer review as quality assurance. *Peer Review of Teaching and Learning in Higher Education: International Perspectives.* (Eds) Sachs, J. and Parsell, M. Springer. Pages 105-123. ISBN 978-94-007-7639-5 (online only).

Healey, M., Ambler, T., Irhammar, M., Kilfoil, W.R. and Lyons, J. International perspectives on peer review as quality enhancement. *Peer Review of Teaching and Learning in Higher Education: International Perspectives*. (Eds) Sachs, J. and Parsell, M. Springer. Pages 201-219. ISBN 978-94-007-7639-5 (online only).

Zuber-Skerritt, O and Louw, I. Academic leadership development programs: a model for sustained institutional change. *Journal of Organizational Change Management*, 27(6):1008-1024. ISSN 0953-4814.

Nagel, L., Samuels, A. and Pretorius, G. The importance of collaborative learning in multi-professional continuing education. *Proceedings* of EDEN 2014 Annual Conference: E-Learning at work and the workplace, pages 383-392. ISBN 978-963-89559-7-5

Publications in Non-Accredited Journals and Books

Naidoo, A. Bringing professionalism into supporting first year students. *American International Journal of Research in Humanities, Arts and Social Sciences*. 2328-3734 (Print); 2328-3696 (online).

Workshops and Colloquiums Attended (Including Webinars)

National

An in-depth look at research philosophies. Presented by Dr Marcia Mkanzi, Department Business Management, UP, Pretoria, 19 September. Attended by Gossmann, C, Haupt, S., Lotriet, M., Mathibedi, F., Mostert, E., Samadi, F. and Van Amerom, E.

Brain profiling. Pretoria, 4 December. Attended by Gossmann, C., Haupt, S., Lotriet, M., Louw, I., Mathibedi, F., Mostert, E., Samadi, F. and Van Amerom, E.

CHE proposal for UG reform in South Africa: The case for a flexible curriculum structure. Presented by Prof Ian Scott from UCT and Dr Denyse Webbstock from the CHE, Pretoria, 29 May. Attended by Haupt, S. and van Amerom, E.

Clicker training. Pretoria, 19 November. Attended by Gossmann, C., Louw, I., Mostert, E., Pienaar, M. and Van Amerom, E.

Clicker training for 2nd year Law students. Presented by Participate Technologies, Pretoria, 27 November. Attended by Van Amerom, E.

Curriculum development in higher education. Presented by CHERTL, Rhodes University, Pretoria, 20-24 October. Attended by Cetywayo, N., Gossmann, C., Haupt, S., Jacobs, G., Lotriet, M., Louw, I., Mathibedi, F., Mostert, E., Rammupudu, J., Samadi, F., Sehlapelo, H. and Van Amerom, E. (and a number of academics).

Emotional intelligence. Johannesburg, 25 February. Attended by Haupt, S.

Engaging with Learning Analytics, Using Big Data to Fuel Decision Making and Academic Quality (Webinar).

HELTASA Professional Development SIG Annual Workshop. Hosted by Wits, 15-16 August. Attended by Haupt, S. and Van Amerom, E.

IBL in Theology. Pretoria, 12 August. Attended by Gossmann, C., Kilfoil, W.R., Lotriet M., Mathibedi, F., Mostert, E. and Van Amerom, E.

Managing teaching development grants: Experience from large classes project. Cape Town, 8 April. Attended by Haupt, S. and Samadi, F.

Mobile and Web Technology. Pretoria. Attended by Kilfoil, W.R., Mathibedi, F. and Van Amerom, E.

Objective assessment workshop. UFS, Bloemfontein, 25-26 August. Attended by Gossmann, C., Haupt, S., Mostert, E. and Van Amerom, E.

SA AIR Quality Institute. Hosted by NWU, Vanderbijlpark, 21-22 July. Attended by Haupt, S., Lotriet, M., Mathibedi, F., Mostert, E., Samadi, F. and Van Amerom, E.

Science Education for New Civic Engagement and Responsibilities (SENCER) Symposium. Pretoria, 12 March. Attended by Haupt, S.

University of Pretoria Leadership Programme 2014. GIBS, Johannesburg, May. Attended by Jordaan, A.J.J.

UP2U. Promoting learning with formative and diagnostic online assessment. University of Pretoria, 16 May. Attended by Booyens, M., Brits, G.D., Dave, R.A., du Pisani, L.A., du Plessis, A.F., Hefer, R., Jordaan, A.J.J., Kriel, D., Mans, H., Mayhew, E., Pond, S.J., Scheepers, M.D., van Dyk, A. and Wilson, J.D.

UP2U. University of the Free State, 18 November. Attended by Mostert, E., Untiedt, H., Kriel, D., Slabbert, J., Jordaan, A.J.J.

What Is Learning Analytics and Why Is it Important to Your Institution? University of Salford, MediaCity UK, Salford, 25 June. Attended by Jordaan, A.J.J.

Conference Papers/ Workshops Presented[3]

International

Jordaan, A.J.J. Panelist: 21st Century Trends and Technologies: What are Students' Expectations? *Blackboard/ Eiffelcorps Cultivate Innovation Africa: The Executive Seminar 2014*: Stellenbosch, 18 March.

Kilfoil, W.R. Learning analytics for student retention and success. Paper presented at *Blackboard/ Eiffelcorps Cultivate Innovation Africa: The Executive Seminar 2014*, Stellenbosch, 18 March.

Mostert, E. *LINQED Educational network* Sixth workshop: Member of Executive committee planning and presenting the workshop, sponsored by the Institute of Tropical Medicine, Anwerp, Belgium. Workshop held at Institute for Tropical Medicine Alexander von Humboldt in Lima, Peru, 27-30 May.

Nagel, L. The importance of collaborative learning in multi-professional continuing education. Paper presented at *EDEN 2014* Annual Conference, E-Learning at work and the workplace, University of Zagreb, University Computing Centre, Zagreb, Croatia, 10-13 June. (ISBN 978-963-89559-7-5).

Olupona, S. and Naidoo, A. BRAC: Courses available to MasterCard Foundation Scholars. Uganda, 4 -5 September.

Rajab, T., De Bruyn, E. and Mostert, E. Stretching the boundaries: using QM in a high volume assessment environment. Presented at *QuestionMark Users' Conference*, Midrand, 21-22 August.

Van Niekerk, G. and Kilfoil, W.R. Managing large-scale compulsory curricular community engagement and the partnerships required to make it work. Paper presented at *TNLC 2014, Talloires conference,* Stellenbosch, 2-4 December.

National

Dresselhaus, F. The Integration of academic literacies within a 'flipped classroom' scenario, with specific reference to the 'recognition heuristic'. Paper presented at *HELTASA* conference, University of the Free State, Bloemfontein, 18 November.

Gossmann, C., Haupt, S., Mostert, E. and Van Amerom, E. Meeting Bloom in Bloem. *Objective assessment workshop*, University of the Free State, 25-27 August.

Haupt, S. Curriculum Development - Business Management: Revisiting the undergraduate curriculum. University of Pretoria, 11 April.

Jordaan, A.J.J. Use of mobile applications in Higher Education. *Mobile Applications in Education and Public Institutions Summit*, Manhattan Hotel, Pretoria, 15 May.

Jordaan, A.J.J. Institutionalise Learner Analytics. *SATN TLT Committee meeting*, CPUT, Cape Town, 4 November.

Jordaan, A.J.J. Investigating Learning/ Learner Analytics. *CPUT Teaching and Learning with Technology Day,* CPUT, Cape Town, 5 November.

Jordaan, A.J.J. Critical success criteria for implementing Blackboard Learner Analytics. *CPUT Deans' Breakaway workshop,* CPUT, Cape Town, 7 November.

Jordaan, D and Lemmens, J. Analytics: Moving from great promise to tangible success. *South Africa Higher Education Learning Analytics (SAHELA) Workshop, SA AIR Conference,* Pretoria, 15 September 2014.

Kebalepile, M.M., Lemmens, J. and Ntshabele, B.T. First-year student academic risk profile and the determinants of risk profile: Cluster analysis. Paper presented at 21st Annual Conference, *Southern African Association for Institutional Research (SA AIR)*, 16-18 September.

Kilfoil, W. R. Curriculum development: outcomes, credits and notional hours and the HEQSF. *OpenWindow Colloquium*, Centurion.

Kilfoil, W.R. Quality practices in higher education teaching and learning: from qualification design to graduation – An educational progress. Presented at Presented at *Seminar Series: UNISA,* Pretoria, 20 August.

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[3] The Department for Education Innovation presents scheduled priority courses multiple times annually as part of teaching development: Education Induction Programme for new academic staff; Assessment workshop; variety of online workshops; workshops for tutors and assistant lecturers. In addition, *ad hoc* workshops are presented for particular Faculties or academic departments. Details are not included in this report as the sessions and presenters are too numerous to mention.

Lemmens, J. and Naidoo, A. Intervention as support for first-year students. Paper presented at the *Southern African Federation for Student Affairs and Services in Higher Education,* Kwazulu-Natal, 4-6 August 2014.

Lotriet, M., Erasmus, H.C. and Mostert, S.N. Tutoring Targets – the challenge of evaluating success. *HELTASA* Conference, University of Free State, Bloemfontein, 18-21 November 2014.

Mphanda, E. STARS mentorship programme 2014. Paper presented at the *HELTASA* Conference, University of the Free State, Bloemfontein, 18-21 November 2014.

Nagel, L. Promoting learning with formative and diagnostic online assessment. Paper presented a *UP2U* Conference, University of Pretoria, 16 May.

Nagel, L. Blended learning and mixed mode of learning in open and distance learning. Presented at *Seminar Series: UNISA*, Pretoria, 21 May.

Nagel, L. EMS student support with learning analytics. *SAHELA Pre-Conference Workshop, SA AIR*: Pretoria, 15 September.

Nagel, L. Plan, design and facilitate for successful blended learning. Paper presented at *Planning, Design and Implementation Conference*, Johannesburg, 12-20 November.

Samadi, F. Large classrooms and marking dilemma. *HELTASA* Conference, University of the Free State, Bloemfontein, 18-21 November 2014.

Conference Poster Presentation

Manning, D. and Scheepers, M.D. Flip or flop? Narrated PowerPoint for anywhere, anytime learning. *The Network – Towards Unity for Health Conference*: Fortaleza, Brazil, 19-23 November 2014.

Manning, D. and Scheepers, M.D. Flip or flop? Narrated PowerPoint for anywhere, anytime learning. *SAAHE Conference*: Cape Town, 26-28 June 2014.

Du Toit, P.H., Bothma, T., de Boer, A. and Scheepers, M.D. Innovating and transforming learning and teaching in higher education: applying a comprehensive whole brain model. *Edulearn Conference*, Barcelona, Spain, 7-9 July 2014.

Conference/ Workshop Attended without Reading a Paper (Including Webinars)

International

Achieving the Dream 10th Anniversary Conference, Orlando, Florida, USA, 24-27 February, Kilfoil, W.R.

Blackboard Analytics for Learn and Pyramid training, St Augustine, Florida, USA, 25 July, Jordaan, A.J.J.

Cultivate Innovation Africa Seminar, Stellenbosch, 17-18 March 2014: Scheepers, M.D.

Gartner Symposium/ITxpo Africa 2014, Cape Town, 10-12 September, Kilfoil, W.R. and Jordaan, A.J.J.

Learner Analytics Summit: moving from great promise to tangible success. University of Maryland University College, Adelphi, Maryland, USA, 21-23 July 2014: Jordaan, A.J.J. and Lemmens, J.

MasterCard Foundation Global Partners' Convening, Misty Hills, Johannesburg, 7-10 October: Naidoo, A.

MasterCard Foundation Scholars Convening, University of British Columbia, BC, Canada, 30 May-1 June, Naidoo, A.

QuestionMark Users' Conference, Midrand, 21-22 August 2014: Dolley, F., Kilfoil, W.R., Mostert, E., Pretorius, G., Rajab, T. and Scheepers, M.D.

National

Academic Advising: presented by Charles Nuttal, University of the Free State, Bloemfontein, Free State, 11 September: Naidoo, A.

Design Indaba, Cape Town, 26-28 February; Booyens, M., du Pisani, L.A., du Plessis, A.F., Mans, H., Van der Mewe, J.H., Wilson J.D.

Data Symposium, Kresge/ Inyathelo, Cape Town, 20-23 May: Jordaan, A.J.J., Kilfoil, W.R. and Lemmens, J.

ICT and Higher Education Workshop, Council on Higher Education, Boksburg, October: Kilfoil, W.R. and Jordaan, A.J.J.

Leadership Academy, UFS, Bloemfontein, May: Kilfoil, W.R.

Out of the classroom curriculum seminar, TUT, Pretoria, 10 March: Lemmens, J., Naidoo, A. and Van Meyeren, M.

SAHELA: Learning Analytics Pre-Conference Workshop – SA AIR, SA AIR/ UP, Pretoria, September: Kriel, D., Kilfoil, W.R. and Naidoo, A.

Tech4Africa Conference – Mobile, web and emerging technologies, Johannesburg, 8-9 October: Kriel, D.

What matters to student success: The promise of high-impact practices: Presented by George Kuh, UFS, Bloemfontein, Free State, 18 November: Mathibedi, F. and Naidoo, A.

Research Reports

Dahlstrom, E. and Brooks, D. (ECAR) and Jordaan A.J.J., Pienaar M. and Rammapudu, J. (UP). University of Pretoria: Study of lecturers and students and Information Technology, EDUCAUSE Center for Analysis and Research (ECAR)/ University of Pretoria. Unpublished report.

Kebalepile, M.M. Evaluation of the first- year experience: 2014. Department for Education Innovation. Unpublished report.

Kebalepile, M.M. First-year Experience Survey: 2014 Institutional report. Department for Education Innovation. Unpublished report.

Kebalepile, M.M., Lemmens, J. and Ntshabele, B.T. First-year student academic risk profile and the determinants of risk profile: Cluster analysis. Department for Education Innovation. Unpublished report.

Lemmens, J. An evaluation of the NSC grade 12 results and the NBT in the Faculty of Economic and Management Sciences. Department for Education Innovation. Unpublished report.

Lemmens, J. Student Academic Readiness Survey: 2014 Institutional report. Department for Education Innovation. Unpublished report.

Lemmens, J. and Naidoo, A. Intervention as support for first-year students. Department for Education Innovation. Unpublished report.

Mphanda, E. and Lemmens, J. Admission requirements for Institutions: 2012-2014: University of Pretoria. Unpublished report.

Mphanda, E. and Msiza, D.N. Evaluation of the STARS mentorship programme. Department for Education Innovation. Unpublished report.

Mphanda, E., Msiza, D.N., van der Walt, H.D. and Lemmens, J. Report: Exit interviews at the University of Pretoria: 2013 cohort. Department for Education Innovation, University of Pretoria. Unpublished report.

Msiza, D.N., van der Walt, H.D. and Lemmens, J. Evaluation of the orientation programme: 2014. Department for Education Innovation. Unpublished report.

Msiza, D. and Vilakazi, J. Evaluation of practical modules: Department Social Work and Criminology. Department for Education Innovation. Unpublished report.

Msiza, D. and Vilakazi, J. Evaluation of practical modules: Department of Communication Pathology. Department for Education Innovation. Unpublished report.

Sehlapelo, H.P. Focus groups' interview report for the department of speech-language pathology and audiology. Department for Education Innovation. Unpublished report.

Service on Editorial Boards or as a Reviewer

Kilfoil, W.R.	*SAALT; Sajals; Progressio; Higher Education Research and Development; Language Matters; International Journal for Academic Development*
Samadi, F.	*ISTE International Conference*
Nagel, L.	*Educational Technology Research and Development (ETRandD); International Journal of Learning Technology (IJLT); Internet and Higher Education, Journal of Online Learning Technologies (JOLT); Progressio; South African Journal of Education (SAJE)*

Lemmens, J.   Reviewer for the *Journal of College Student Retention: Research, Theory and Practice*. Baywood Publishing Company, Inc. Print ISSN: 1521-0251. Editor: Alan Seidman.

Postgraduate M and D Students

Tinoda Chimhande (graduated 2014). Naidoo, A.: Supervisor. Designing instructional material to teach functions in Grade 11 Mathematics, Mathematics Education.

George Moletsane (TUT). Louw, I: Co-supervisor. Effect of vegetable gardening on nutritional knowledge retention and vegetable consumption among Grade 5 and 6 learners Nutrition Education.

Sarie Mouton (TUT, Louw, I: Supervisor. Analysis of the success rate of first-year Statistics' students using six sigmaQuality Assurance in Higher Education.

Willemien Rust de Beer, A.M. (graduating 2015). Nagel, L.: Supervisor. The creative use of African Francophone music to teach French as a foreign language, Modern European Languages.

Active International Collaborative Projects

MCF Partner Institutions, Universities:	Naidoo, A.
UP/ Fort Hare/ Harvard Universities:	Botha, A.
O. Zuber-Skerritt (retired Australian academic), book on engaged scholarship. 24 July onwards:	Louw, I.

Education Innovation Visits

International

Audit Panel, Mahatma Ghandi Institute, Mauritius, 15-20 June	Kilfoil, W.R.
University of British Columbia, British Columbia, Canada, 1 June	Naidoo, A.
University of Maryland, Baltimore County, USA, 17 July	Jordaan, A.J.J.

National

UCT	Cape Town	1 December	Ojwang, C.
AIMS	Cape Town	1 December	Nyembi, D.
CSIR	Pretoria	November	Kriel, D.

Representative for UP

Council on Higher Education: Accreditation Committee	Kilfoil, W.R.
Higher Education South Africa: Teaching and Learning Strategy Group	Kilfoil, W.R.
ECSA Accreditation team	Samadi, F.
HELTASA/ CHE National Teaching Awards Committee	Kilfoil, W.R.
HELTASA TAU Fellowship Committee, collaborative grant	Kilfoil, W.R.
First-year experience, collaborative grant	Lemmens, J.
House4Hack, MakerSpace development and collaboration with UP	Kriel, D.

Visitors to Education Innovation

International

Kevin Byrne and Palesa Nkabane, Michael and Susan Dell Foundation, *USA*, 27 February: Thompson, D.
Ernest Ansah, Data Link Institute, *Ghana*, October: Kilfoil, W.R.
Dr Delvaline Mowes and Mr Carver Pop, Centre for open and lifelong learning, *Namibia*, April: Jordaan, A.J.J.
Grace Hui, MasterCard Foundation: Prepare for conference, May
Mr Phillimon Mumba, Mr Aaron Zimba, Dr Douglas Kunda, Mr Benson Ndlovu, Dr Edwin Nyirenda, Ms Wizaso Munthali and Ms Gertrude Kayombo, University of *Zambia*, June: Jordaan, A.J.J. and Nagel, L.
Blackboard Enterprise roadshow, *USA*, July: Jordaan, A.J.J. and Kilfoil, W.R.
Barun Mohanty, Dean Villet and Jared Meyers, Michael and Susan Dell Foundation, *USA*: Student selection, 22-24 July.
Shona Benzason and Rolf Dietrich, MasterCard Foundation, *Canada*: Meet the scholars, October.
Michael McCreary and Ivy Mwai, Equity Group Foundation: Relationship building, October.
Blackboard Educational Services, *USA* and *Europe*, (Louise Thorpe, Thomas Jepsen, Emmanuel Clemot, Demetra Katsifili, Jan Willem van der Zalm, Gert Meens), November: A.J.J. and Kilfoil, W.R.
Professor Martin Hall, VC, Salford University, *UK*, 14 November: Kilfoil, W.R.

National

Professor Brenda Gourley, Past VC of the Open University UK, 18 March: Naidoo, A.
Luyanda Mafhaya, Rene Coetzee, Patric Muhue, Teaching and Learning Centre, University of Fort Hare, May: Jordaan, A.J.J. and Kilfoil, W.R.
Mr Rassie Louw, Ms Mariaan Klopper and Professor Martin Oosthuizen, North West University, 2 October: Naidoo, A.
ProfessorX Mtose, Acting VC, University of Zululand, November: Kilfoil, W.R.