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# **Director's Message**



**Professor Wendy Kilfoil** 

The vision of the Department for Education Innovation (EI) is: 'Creating synergy towards innovative education environments for student engagement and success'.

The achievement of this vision in 2016 is highlighted in the reports of the different sections. Worth mentioning separately here are the following:

#### Conference

The Director of EI and various members of EI staff worked closely with the Vice Principal: Academic to host a curriculum transformation conference on 28 January 2016 entitled 'Transforming the curriculum: South African imperatives and 21<sup>st</sup> century possibilities'.

#### **Grant funds**

The Department administers a number of grant funds in addition to its operational budgets.

- Department of Higher Education and Training: Teaching Development Grant
- Department of Higher Education and Training: Foundation Provision Training
- Michael and Susan Dell Foundation
- Dell Young Leaders programme
- Sikelela Scholars programme, new in 2016 as a two-year pilot
- MasterCard Foundation
- Kresge Foundation

#### Learning analytics

El continued to play a pivotal role in the development of analytics capacity in the University to enhance decision-making for student success. Members of the department served on both the Task

Team for Student Access and Success and the Tshebi data analytics project team, with Dr Lemmens chairing the latter committee.

The Siyaphumelela grant of \$100,000 annually from the Kresge Foundation (2014-18) to use data to promote student success was managed by a small central team including the Director of EI, Dr Lemmens of the Higher Education Research and Innovation (HERI) unit in EI and Mr Hugo Mouton of BIRAP. The wider team included the two Deputy Directors of EI, Professor Naidoo and Mr Jordaan.

Mr Jordaan continued to focus on developing Analytics for Learn to produce formative data on student online engagement and success.

#### Awards for teaching excellence and community engagement

#### Teaching Excellence Laureate

There were two winners:

- Patricia Forbes (Natural and Agricultural Sciences)
- Stephen Coetzee and Astrid Schmulian (Economic and Management Sciences)

Dr Forbes went on to win a QS Wharton Award. Professor Coetzee and Ms Schmulian won a national teaching excellence award sponsored by the Council on Higher Education and HELTASA. The role of the Education Consultant (EC) per Faculty was to assist the nominees with the compilation of a teaching portfolio. ECs and instructional designers (IDs) also served as part of the evaluation panels.

#### Community Engagement Award

• The winner was the Law Clinic.

#### **Hybrid learning**

Campus disruptions in 2016 led to a far greater uptake of online environments for teaching and learning. The E-Education staff rose to the challenge of increased training and support for lecturers although this vastly increased their workload. There was also an increase in the use of videos for the flipped classroom but also to address teaching online. El collaborated with the Faculty of Natural and Agricultural Sciences to organize a successful Hybrid Fair to highlight uses of technology on campus and give some suppliers the opportunity to display their innovations. El worked with Enterprises at UP and some academic departments to produce PODs – professional online development courses – part of the hybrid teaching and learning drive. The first on learning Sepedi was launched on Mandela Day, 18 July, free to staff.

Each person in El contributes to our excellence every day, none more so than the managers: Professor Ana Naidoo, Deputy Director; Mr Dolf Jordaan, Deputy Director; Ms Detken Scheepers, head of E-Education; Dr 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.

# **Academic Development**

The sub-directorate, Academic Development, headed by Professor Ana Naidoo, spans professional development of academic staff, institutional research into student success as well as academic development of students. In addition, oversight of externally funded programmes that focus on student support is included in this portfolio.

The two EI line managers reporting to the Deputy Director are the head of the Education Consultancy and the head of Higher Education Research and Innovation. Separate reports from these sections are included in this annual report and thus no additional detail is given here. Academic support and development of students is described in more detail below.

## **Academic Development of Students**

Academic development of students begins with the first contact that the student has at UP and ends with graduation. For the general UP student, contact begins when planning their higher education pathway with UP visits to schools, open days and online information. Physical contact occurs for most during first-year registration and orientation.

In addition to holding contact sessions during this period and administering the student academic readiness survey (STARS), EI designed and annually adjusts UPO, an online first-year orientation and development resource, which forms an initial component of the holistic academic support framework, with a separate module per Faculty. The support provided to all first-year students through UPO is driven by the Faculty Student Advisors (FSAs). Each of the nine Faculties has one or two FSAs, funded by the Teaching Development Grant from the Department of Higher Education and Training, to work with the students either individually or in groups. FSAs provide co-curricular skills support aimed at student success. Through a community of practice convened in EI, FSAs meet monthly to share highlights and resolve challenges that they encounter within their Faculties. They run study skills and time-management workshops at the start of the year and later include examination preparation and stress management sessions. With the lecturers' help, FSAs can identify students who are performing poorly to invite them to talk through and address their challenges.

Academic support can be seen to have turned the corner at the University with the implementation of the FLY@UP (Finish Line is Yours at UP) campaign in 2016. The aim is to enable students to graduate within the minimum required time. The message was enhanced by issuing badges that focused on each student's expected year of completion (e.g. Class of 2018 for students registering for three-year degrees in 2016). The aim was to draw the attention of the students to their end goal. In the FLY@UP process the University is also trying to remove obvious barriers that cause a hindrance to the students. In the last two or three months of 2016, EI worked with University stakeholders to develop more academic presentations linked to FLY@UP for the January orientation of first-year students.

The University deliberately seeks to use data to make decisions about student success. Members of EI, including the Deputy Director, are members of the Task Team on Student Access and Success and the Tshebi data project team that deliberates on data. FLY@UP is on the agenda of every Tshebi meeting and data influences the actions that we take to help students reach their finish lines.

#### **External Foundations and Student Development and Support**

The Deputy Director: EI manages programmes of two Foundations that support financially needy students: the Michael and Susan Dell Foundation (MSDF) and the MasterCard Foundation (MCF). The MSDF has two programmes: Dell Young Leaders (DYL), which provides bursaries to top-up the National Student Financial Aid Scheme allocation, and Sikelela Scholars, which provides wrap-around services but no funding for fees.

#### Michael and Susan Dell Foundation (MSDF)

#### **Dell Young Leaders**

For the academic year 2016, a total of 42 DYLs graduated, which brings the total number who have qualified to 66. Of these graduates, 43 are currently employed by companies such as Accenture, Adams & Adams, First National Bank, EY, KPMG, PwC, Vodacom, and the South African Departments of Health and Basic Education; a further 18 are continuing with postgraduate studies, and the programme is working extremely hard with the last 5 to secure employment for them. The DYL co-ordinator reports to the Deputy Director and manages a wrap-around grant for additional support such as leadership training, preparation for the workplace and psycho-social support. Offering comprehensive support via a dedicated co-ordinator throughout these students' university lives improves graduation rates and helps them to find meaningful employment in their chosen professions. The programme ran a successful application and selection process between April and July, culminating in the addition of a new cohort of 50 students to the programme. The programme's retention rate remains at 91%. Approximately 50 students will complete their undergraduate studies in 2017. To date, MSDF has committed R37,500,000 in bursary funds to the 250 students who have been awarded the DYL scholarships.

In 2016, the DYL Programme held several successful events, the most memorable of these being the Leadership Symposium held at the Royal Elephant Hotel; the DYL Alumni Event held at Moyo's in Rosebank, and the Launch event for the 2016 cohort of students, which was held at the Irene Country lodge. The Principal and Vice Chancellor, Professor de la Rey, attended the latter event along with the Vice Principal: Academic, Professor Norman Duncan, and several other members of Faculty and University staff. Mr Oscar Sweeten-Lopez, the Dell Scholars Program Leader from the Austin, Texas, MSDF Office was hosted for a week at the end of July. Among other things, Mr Sweeten-Lopez had the opportunity to socialize with some of the Dell Young Leaders. He also participated in a UP campus tour; attended both the DYL alumni event and the launch event and took the opportunity to meet with several of the University leaders during his visit.

#### Sikelela Scholars

An additional source of funding from MSDF was secured to launch the Sikelela Scholars programme in July 2016, as a two-year pilot. If the pilot is successful, the programme will be scaled to other universities as well. A manager was appointed and reports to the Deputy Director: EI. The programme provided financial support and online advising to 100 students and compared their results with those of a control group. All Sikelela Scholars achieved an average mark higher than 50% and 15 students passed with merit. The table below provides an overview of how the funded students compared with a control group.

Marks	Experimental Group	Control Group
< = 45	0	21
46-49	0	7
50-59	11	22
60-74	74	59
75+	15	4
TOTAL	100	113

#### **Table 1: Comparative statistics**

#### The MasterCard Foundation Scholars Programme (MCFSP)

The MCFSP appointed a number of staff members to the programme and they reported to the Deputy Director: EI. Different staff members coordinated recruitment, counselling, advising (separately for undergraduate and postgraduate) and finances. The Deputy Director ensured coordination across support departments as students had to be recruited from beyond South Africa's borders; networks had to be set up, after selection and acceptance into postgraduate programmes by Faculties; students had to be assisted to obtain visas and flight and other travel arrangements had to be made; accommodation had to be arranged in residences and rooms had to be provisioned; students had to receive stipends and be oriented to the University and the local environment. Once students were on campus, a great deal of work went into counselling and caring for student needs. Orientation and wrap-around support, including leadership programmes, were organized and offered: two separate leadership sessions were held for the different cohorts in July.

For 2016 there were 99 students enrolled for either undergraduate or postgraduate programmes funded by MCFSP. In autumn 2016 the first Master's student graduated from the Natural and Agricultural Science Faculty with another one graduating in spring 2016. Four Scholars were chosen to represent the group at a Scholars' Convening at Ashesi University in Ghana in June. The MCFSP Partners' Convening was held at Michigan State University in October.

By the end of 2016 the total number of students successfully completing the programme will be sixteen. Thirty two Scholars have completed internships, which form part of the programme

requirement. One of the first two undergraduates who completed their studies in 2016 obtained her qualification 'with distinction', having accumulated 30 distinctions over the three year period.

Selection of the 2017 cohort began in September and by the end of 2016 seventy applicants had been successful. As part of the preparation to receive the new students, starter packs and laptops were purchased and arrangements for visas were put into place.

## **Education Consultancy**

The Education Consultancy (EC) group was headed by Dr Sanet Haupt. The Education Consultants (ECs) are responsible for assisting academics in their pursuit of teaching excellence. Their services include curriculum, teaching and assessment development. These services were founded on strong relationships that have been built in the Faculties. They were negotiated with the Deputy Dean: Teaching and Learning/ Education or head of teaching of each Faculty and are aligned to the strategic initiatives of the institution. 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.

In 2016 the engagement model of the group was revisited. In conversations with all the Deputy Deans/ heads of teaching, a new working dispensation with a strong matrix management model was decided on for implementation in 2017. This meant that ECs would be working in the Faculties for the 2nd and 3rd quarters of the year, some receiving offices in their respective Faculties. Faculties developed a Faculty *clickUP* module, communicating Teaching and Learning relevant information, electronic resources and a wide variety of self-help resources to academics. These modules are continually updated.

#### Faculty Support for Teaching Development in 2016

No attempt is made below to give every detail of involvement with each Faculty. All ECs collaborate on priority training courses and the development of online resources for self-help access by academics. It will become clear in the brief descriptions below that ECs collaborate across Faculties for specific projects and work with other member of EI, such as the Instructional Designers (IDs) in the E-Education unit to provide as seamless a service as possible to each Faculty. Each Faculty has its own annual Faculty Plan aligned to the institutional teaching and learning plan but also having its own focus. What each vignette below tries to do is show the value added by ECs to Faculties in achieving their plans for the year within the context of the broader institutional plan.

#### Faculty of Economic and Management Sciences (EMS)

The EC for Economic and Management Sciences is Ms E. van Amerom. One of the goals of the Deputy Dean: Teaching and Learning was to foster a culture of 'Teach smarter, not harder' among lecturers. In support of this goal the following activities were pursued:

The EC in collaboration with the Graphics Studio developed a logo for the Faculty, known as FEMS Teaching and Learning which is also in line with UP's branding policy.

This was followed by the creation of a FEMS Teaching and Learning *clickUP* module in collaboration with the ID. The module contains, among others, the following: Teaching and assessment resources; video recordings of quarterly Teaching and Learning Brown Bags; higher education conference notifications; teaching initiatives by lecturers from different departments; Teaching and Learning Committee documentation, weekly upskilling tips on using tools in *clickUP*.

The EC presented two Teaching and Learning Brown Bags, which have become a platform for sharing successful teaching and assessment practices. Session 1, co-presented with the EC of NAS, was on

'Unravelling the writing of a teaching philosophy' which was recorded and uploaded on YouTube. The spin-off from the brown bag session was the evaluation of 13 lecturers' teaching philosophies. Session 2 was on 'Planning in-class and test questions to improve learning', which was also recorded and uploaded on YouTube. The spinoff from this brown bag was the presentation of a workshop on the compilation of learning outcomes using bloom's taxonomy in three departments from EMS (departments of Marketing Management, Financial Management and Accounting) and two departments from EBIT (Departments of Mining Engineering and Informatics).

Celebrating teaching excellence is also a core focus in EMS.

- The EC and the ID assisted one lecturer from SPMA with the development of a teaching intervention that resulted in the lecturer being awarded the EMS Teaching Excellence Award. The same lecturer was assisted by the EC to improve her teaching and assessment practice for professional development purposes, which also supported her submission for promotion.
- Two nominated lecturers from the Departments of Auditing and Taxation were supported with their applications for the UP Teaching Excellence Award. The lecturer from the Department of Auditing submitted her application for the EMS Teaching Excellence Award and was consequently, together with the lecturer from SPMA, announced as winner.

The improvement of constructive alignment of the three HIMs in the Faculty was identified by the Deputy Dean: Teaching and Learning as key project for 2016. The EC's involvement entailed the following:

- A workshop was scheduled with the module coordinators and lecturers to improve their literacy in the use of Bloom's Taxonomy as assessment tool.
- A Qualtrics Study guide evaluation tool was developed in collaboration with the EC in EBIT. Study guides of the three HIMs as well as learning outcomes were revised as a result.
- The 2016 semester tests and examination papers were evaluated together with the subject experts by making use of a Bloom's assessment analysis tool developed by the EC.
- Three quality evaluation reports were delivered as output to the Deputy Dean and relevant HODs and lecturers.
- Continuing professional development is regarded as central to lecturer's journey towards scholarship.
- Thirteen lecturers were assisted with the professional development journey through class visits to assess their teaching practice.

The Department of Marketing Management, on request of the HoD, was assisted by the EC in improving assessment practice by evaluating all semester tests and examination papers using Bloom as analysis tool.

At the request of the HoD of the Department of Taxation, the EC provided in-depth guidance on one lecturer's teaching and assessment practice, which resulted in a total investment of 30.5 hours in the professional development of this lecturer.

#### Faculty of Education

The EC for this Faculty is Ms F. Mathebedi. The EC supported two main Faculty initiatives to improve teaching and learning:

The Faculty continued with the Bachelor of Education (Honours) renewal project, reviewing the curriculum for Distance Education. Workshops were organized by the Deputy Dean, facilitated by the co-ordinator of the project and supported by the Head: E-Education. The EC attended to observe and advise on constructive alignment issues including volume and level of assessment practices. Individual support was offered by the EC, ID and Head: E-Education respectively to individuals requesting support. The EC attended the 'Online Demonstration Review' presentations on the structures of the respective modules and submitted a report to the Deputy Dean with comments and recommendations for specific lecturers.

The Methodologies Modules Co-ordinator involved the EC in planning and executing the bi-annual methodologies workshop conducted during the June examinations. The workshop entitled 'Striving for standard excellence in student delivery' was organized in collaboration with the Methodologies Modules Co-ordinator – Dr L de Jager. The aim of the workshop was to reflect on methodologies modules practices, to conduct a situation analysis on where the Basic Competences of Beginner Teachers as per Minimum Requirement for Teacher Education Qualifications (2011) (MRTEQ) are addressed and to begin a process of standardizing practice. The EC and colleagues from the Department for Education Innovation, Ms C Gossmann and Ms M Lotriet, were involved in the preparations for the workshop and also facilitated the sessions at the workshop. Following those meetings, facilitators analysed all the guiding documents of the methodologies modules, which included:

- SAQA qualification registration documents for BEd (all phases)
- MRTEQ
- BEd Methodologies: General Core Curriculum document
- Lesson Planning Guide, Long lesson planning form, Short lesson planning form
- Assessment form: Teaching Practice
- Rubric Teaching Practice Assessment form
- External Review of Teaching Practice Office report and Improvement Plan (September 2015).

The workshop included participant's hands-on population of the questions related to the respective documents and small group discussions. Activities resulted in the compilation of Teaching Practice rubric and the re-organizing and re-packaging of the content of the BEd Methodologies: General Core Curriculum document was initiated after reviewing the contents. Recommendations were

made by participants in the course of the deliberations on the next steps to take and included consolidation of the reviewed documents, Curriculum Mapping workshop and annual revisit of the documents used.

#### Faculty of Engineering, Built Environment and Information Technology (EBIT)

Ms A. Botha is the EC for this Faculty. Relationships were built with all academic departments in EBIT through visits to department heads. Needs per department were also established in relation to the services provided by ECs. *Ad hoc* meetings were attended on request. The EC was also present at as many EBIT functions as possible, such as Race Day, to establish a holistic relationship with the Faculty.

Two conference papers were prepared in collaboration with academics, one for the AEESA conference in September and another for the Leadership Conference in November. A paper was also submitted for publication in collaboration with Quantity Surveying in the School of Built Environment.

Peer reviews including class visits and study guide evaluation were conducted for promotion or personal development of lecturers. Different individuals or departments were assisted with curriculum revision at module level and the implementation of a hybrid model. Ms Botha collaborated with EBIT staff to prepare applications for grants for the Scholarship of Teaching and Learning and for teaching awards.

Ms Botha worked with Deputy Dean and other senior members of the Faculty on aspects of the upcoming ECSA review, including the completion of credit maps.

EBIT is one of the Faculties that is involved in foundation provision through its five-year ENGAGE programme for Engineering. The EC was involved in the continuing professional development of staff working on the programme. She organized an Extended Programme's Teaching and Learning Day and she and Mr A Smart, the instructional designer in El allocated to EBIT, co-presented a workshop on alternatives to face-to-face teaching.

Other professional development inputs included working with other ECs on the curriculum session for the Academic Induction Programme, marking skills sessions in EBIT, assessment and constructive alignment. Additional support was rendered to the EC community of practice through support for the *clickUP* module for the Academic Induction and for the evaluation of the programme using Qualtrics. New resources were added to the online self-help repository for lecturers.

Ms Botha was elected as the first chair of the newly established Teaching and Learning Working Group in the Faculty. Ms Botha also trained tutors and INNOVIL assistant lecturers in the Faculty and worked with the Faculty to reconceptualize the implementation of both.

The new initiative to introduce Virtual Reality into the curriculum of some modules was supported including through a literature search into immersive technology education and attending a conference in Italy on the subject. Another new initiative, the use of Numbas software, was part of a collaborative project with other members of EI and members of the academic staff. Ms Botha is researching the use of the Blackboard Goals tool and mapped modules against exit level outcomes

for some programmes in EBIT but also in Health Sciences and Veterinary Science. Much of this work was done in collaboration with other members of EI.

Various opportunities were used to keep up to date with developments in higher education including attendance at webinars and contact seminars, with a particular focus on assessment.

#### Faculty of Health Sciences

The EC for Health Sciences is Dr G. Pickworth. A Faculty Training for Education Development and Innovation (TEDi) programme was started in 2016 and will be repeated annually. It comprises six workshops with a focus on clinical teaching presented in June as well as *ad hoc* workshops presented during the year and a series of short lunchtime or brown bag sessions, all focusing on various aspects of healthcare professional education.

The Faculty teaching awards were revised and a new process and criteria were used this year. There are three award categories and applicants are provided with a mini-portfolio template to complete and a rubric with the criteria. Applicants can submit their application by mid-year for feedback after which they can improve and re-submit their application. Final applications are peer reviewed and the awards are made at a Faculty function. The role of the EC in this process was to participate in the revision of the criteria and the evaluation of the portfolios.

#### Faculty of Humanities

Ms M. Lotriet is the EC for Humanities. The Faculty focused on acknowledging and encouraging good teaching in 2016. A number of activities in which the EC either coordinated or participated, have relevance. The amended Faculty Guidelines for the evaluation and documentation of teaching practice for the purpose of appointment and promotion was accepted at the Faculty Board in July. At the Humanities Day on 8 September 2016, more lecturers than in the past were acknowledged for their teaching contributions. Four teaching awards were presented (one for each cluster) and an overall lecturer of the year was announced. All four nominees presented a paper according to the 'Ted'-style (Technology, Entertainment and Design congregated) format.

The EC supported individuals and departments with various teaching related requests and needs. Focused workshops, discussions and support took place around relevant matters in the following departments in particular: Visual Arts (curriculum refinement), Social Work and Criminology ('reflection' and rubric development for Social Work practical modules), Sociology (assessment), Sport and Leisure Sciences (hybrid teaching and learning) and Music (study guide refinement). As part of the renewed focus on teaching portfolios, support was rendered with various portfolios and a number of peer reviews for promotional and non-promotional purposes were conducted on request.

In the Faculty of Humanities Dr Ensa Johnson and colleagues from CAAC received a second round SoTL grant for 2016. The research on 'The implementation of a hybrid learning model in the Honours Programme in Alternative and Augmentative Communication (AAC) at the University of Pretoria' in which both the EC and ID for Humanities participated, was presented at two conferences this year as can be seen from the Publication and Conferences sections at the end of this annual report.

The Faculty reintroduced regular Teaching and Learning Discussion Fora. The first of these took place on 23 August (discussing the possibilities of the use of clickers in the Faculty) and the second (discussing the matter of Digital Lectures) took place on 28 September. In both events staff members from EI participated as presenters. Two of the Faculty's large departments have started to implement the use of clickers.

In response to UP's hybrid learning project, digital tutoring also started gaining more ground in 2016 and a different model of tutor training (with a larger focus on online tutoring) is planned for 2017. During the challenging circumstances of the November examination, Humanities lecturers applied a number of alternative assessment strategies, most of which were open book, *clickUP* and Turnitin assessments. These will be critically discussed in 2017.

Throughout the year the transformation of the curriculum received much attention – not only Faculty-wide, but also in individual departments. This project will in 2017 also include a concerted effort to listen to student voices.

#### Faculty of Law

The EC for Law is Ms F. Mathebedi. The Deputy Dean involved the EC in the planning and execution of teaching, learning and assessment activities in the Faculty and below are highlights:

The Faculty embraced the new promotion strategy and embarked on empowering academics eligible for promotion. The Deputy Dean drafted 'Guidelines to assist candidates to compile a teaching portfolio (for performance management and promotion purposes)' concept document with the support of the EC) and referred it to the Faculty for input. This process was followed by a workshop on Teaching Portfolios for Promotion conducted by the EC who also supported academics eligible for promotion in designing their teaching philosophies and guided in them in reflecting on their practices for the compilation of their portfolios. A number of peer evaluations on facilitation practices were conducted, six for promotion purposes, two as follow-ups to the Academic Induction as pre-requisite for certification and one as Continuous Professional Development.

In recognition of the evolving teaching space, the Deputy Dean requested the EC to conduct literature reviews on the following topics:

- Blended learning in 'teaching' Law
- Digital support and e-learning in Law education
- Curriculum transformation

Relevant and appropriate resources were recommended to academic staff following the reviews and filed on the My Spaces site as references.

Leading up to the CHE visit for the national review of the LLB, the EC was also involved in compiling relevant parts in the CHE Self-Evaluation Report, attended follow-up Faculty meetings to discuss progress and was interviewed by the CHE panel during the evaluation.

Following challenges of the University's closure owing to protests, the EC and ID were involved in supporting some academics in designing electronic alternative assessment methods.

The EC was involved in evaluating the application for the Faculty Teaching Award.

#### Faculty of Natural and Agricultural Sciences (NAS)

The EC in NAS is Dr I. Louw. She worked closely with the Deputy Dean: Teaching and Learning, to achieve the goals of the Faculty for 2016 and the UP strategic goal: 'To pursue excellence in teaching and learning'. Priority areas were staff development, integrated student support through advising and tutoring and the use of portfolios for promotion.

In collaboration with the Deputy Dean this broad goal was contextualized in different ways following two sub-goals: Student success strategies and the provision of web-based support and blended learning opportunities. Each will be discussed in more detail below.

To achieve the goal of Student success: Short term and long term strategies, several initiatives were pursued:

- Newly appointed staff received specific attention to support them in their teaching roles and breakfasts were held with them to foster communities of practice. Guidelines were designed to assist people in compiling teaching portfolios.
- Many peer reviews were conducted for newly appointed staff as well as promotion candidates.
- Assistance with teaching portfolios received special attention.
- Focus group interviews were conducted with students to determine their views on changed modules or approaches in teaching.
- Three programmes were redesigned to bring their credit loads in line with the HEQSF.
- Training was given to 177 tutors in the Faculty.

In collaboration with the Deputy Dean, the EC embarked on a time load project to establish how many hours students actually spend on their studies (to match time with credits). The Department of Genetics was the pilot group but the campus closure in the second semester disrupted the project.

There is a healthy relationship between the EC and the FSAs. The EC supported the FSAs to conduct a survey and was the co-author for a presentation at the FYE conference. The EC also supported a presentation by the FSA for the Department of Actuarial Sciences about group work.

A number of Qualtrics surveys were compiled by the EC for colleagues to receive feedback from their students about different issues related to teaching and learning.

The goal to Increase the provision of web-based support and blended learning opportunities was achieved in a number of ways:

- The Science Teaching and Learning (SCITAL) Forum, in collaboration with EI, presented the Hybrid Fair to showcase the hybrid modes available. The EC was part of the organizing committee, handled the RSVPs, assisted in the writing of an article for the Mail and Guardian, wrote an article for Junior Tukkie with Anthea Pretorius and obtained the prizes for the lucky draws.
- SCITAL had other events around the themes of learning spaces and mobile technologies and Wi-Fi provisioning. The EC wrote the first draft for the invitations, handled the RSVPs, organized catering and coordinated each event.
- Together with the ID some departments were assisted to use *clickUP* more and in better ways.

In NAS research is very important and the EC is expected to participate in SoTL projects. She is currently involved in three such projects and supported the teams to obtain funding. The EC was chosen to participate in a TDG Writing project to publish about tutoring and mentoring based on the survey conducted in 2015. She completed the paper within the allocated time frames and awaits the review process for publication in an international journal.

#### Faculty of Theology

The EC for Theology is Dr S. Haupt. The teaching and learning priorities for the Faculty in 2016 were to 'intensify its use of the SADEM (student academic development and excellence model) intervention model, the use of a blended learning approach and inquiry based learning, its focus on first-year students, as well as the tutoring system that supports teaching and learning in the identified HIMs in the Faculty'.

Undergraduate success rates are above the University average but the range of knowledge and skills of first-year students entering the Faculty are a concern in terms of retention and success. Given its focus on student development, the role of the FSA was significant in the Faculty. The EC trained all first-year students in diversity during orientation. Both the EC and the ID assisted the lecturer responsible for a high impact module (HIM) in the Faculty with innovative ways of engaging students and using *clickUP* more effectively. She reviewed the instructional classroom practice of a lecturer eligible for promotion.

The Faculty has large postgraduate enrolments. As part of its postgraduate offering, the Faculty developed a curriculum for a postgraduate diploma to prepare students who are going into the ministry. The EC and the training co-ordinator facilitated the process between academics and churches.

#### Faculty of Veterinary Science

Dr E. Mostert is the EC for this Faculty but also doubles as an ID. A new Deputy Dean was appointed so a new relationship had to be built. The following were Faculty-specific training programmes – workshops; pilot projects:

The Faculty introduced a block system in the second year of study and at the request of the Deputy Dean: Teaching and Learning a 'Blockbuilders' Workshop' was developed by the EC, ID and a representative from OER Africa. This workshop was presented to 16 academics and repeated again for another nine academics involved in the block teaching system – these workshops focussed mainly on sound educational principles within the hybrid teaching model.

The Supervision workshop as described below.

A training programme was developed and presented by the EC, ID and a few academics at the request of the Deputy Dean: Teaching and Learning, to provide the lecturers of the Tsolo Agriculture and Rural Development Institute (TARDI) with an overview of good educational practice and principles.

International relations were strengthened through the following:

- As a member of the Executive Committee of the LINQED educational network from the Institute of Tropical Medicine (ITM), Anwerp, Belgium, the EC attended the LINQED Executive Committee meeting in Yogjakarta, Indonesia. The purpose of this meeting was to plan the activities of the network and the annual workshop for 2016.
- The EC attended the 'Get started, Keep moving' blended learning workshop in Antwerp, Belgium presented by the LINQED network with Professor J Schoeman (HoD Companion Animal Clinical Studies). Attendance happened in pairs consisting of a subject matter expert and an education/e-learning expert and the aim was to have developed a blended module by the end of the workshop. The first part of the workshop (five weeks) was delivered online (using Moodle) and a number of assignments had to be submitted in preparation for the face-to-face part of the workshop. The workshop was successfully completed and Professor Schoeman and the EC developed a new module for the Postgraduate Diploma in Small Animal Medicine in *clickUP*.
- The EC presented a session on Objective Assessment at this workshop at the request of the organisers from the Institute of Tropical Medicine in Antwerp.
- A Supervision workshop was presented at the Faculty of Veterinary Science by the LINQED network and the EC was responsible for coordinating this workshop. It was funded by LINQED and ITM and 12 delegates from the Faculty of Veterinary Science, four participants invited by LINQED from Belgium, Indonesia, Nepal and Ethiopia as well as seven participants from other African Veterinary training institutions attended.

On request of the Dean, the EC and ID presented a three-day 'Vet Ed Africa' workshop for 15 representatives from the following African Veterinary training institutions:

- Sokoine University of Agriculture, Morogoro, TANZANIA
- School of Veterinary Medicine, University of Zambia Lusaka, ZAMBIA
- Veterinary Faculty, University of Antananarivo. Antananarivo, MADAGASCAR

- Faculty of Veterinary Science, University of Zimbabwe, Harare, ZIMBABWE
- Veterinary Faculty, Eduardo Mondlane University, Maputo, MOZAMBIQUE
- Faculty of Veterinary Medicine, University of Nairobi, Nairobi, KENYA
- Veterinary Medicine, University José Eduardo dos Santos, ANGOLA
- Department of Veterinary Medicine, Faculty of Agriculture and Natural Resources, University of Namibia, Windhoek, NAMIBIA

#### Research into teaching, learning and student experience

Some research is what might be termed 'institutional research' while other activities involve the scholarship of teaching and learning (SoTL), an investigation of teaching or assessment practices with a view to improving the quality. ECs and IDs can be involved in either while the unit for Higher Education Research and Innovation (HERI) both assists with research protocols and ethics clearance on occasion and does other institutional research.

Institutional research often results in reports rather than publications. The following are examples of institutional research products by ECs based on survey results:

The Faculty of Economic and Management Sciences (EMS) was presented with a comprehensive report of the results of a longitudinal research project on student expectations and experiences from 2008 to 2013. This report was also presented to the Faculty at a brown bag lunch.

In the Faculty of Veterinary Science the longitudinal research project continues and has been extended to include working veterinarians as well as the nursing students. A report was created that was presented to the Faculty management.

A new study was initiated in EMS surveying all the students in the Faculty to gauge their understanding of curriculum transformation, identify the modules that needed to transform and elicit ideas of how they should transform. This information will be used to complement the other transformation initiatives in the Faculty and present lecturers with a transformation starting point.

Academics may apply for funding for SoTL grants, administered by the Director of El. Research results in the improvement of praxis and sometimes in publications. The following were new grants in 2016:

- The OVH app an interactive approach to preparation and improved surgical competence (Veterinary Science)
- An investigation into alternative and improved undergraduate veterinary training for transrectal palpitation and pregnancy diagnosis in cows (Veterinary Science)
- Curriculating LST 133 and LST 143 courses (Language learning in NAS)

- Assessment of collaborative assignments (NAS)
- Predicting university success in mathematics using the NBT tests (NAS)
- Investigating the effectiveness of different tutorial modalities in chemistry (NAS)
- The development and implementation of online-based formative assessment for first-year mechanics in the School of Engineering (EBIT)
- Investigating the value of a mentorship programme for students in teacher training (Education)
- Strengthening student training within the BEd Foundation Phase Learning Support Programme through community service (Education)
- The implementation of a hybrid learning model in the BA Honours programme in Augmented and Alternative Communication at UP a pilot study (Humanities)
- Both the EC and ID for Humanities participated in the CAAC project. The research was presented at two conferences as can be seen from the Publication and Conferences sections at the end of this annual report.
- Continuing Professional Development to Enhance University Teaching

In the past most of the continuous professional development programmes (priority programmes) presented by the Education consultancy (EC) group had an inter-Faculty focus. Since 2016 the EC group implemented a Faculty-based approach to training, with the following goals: to increase enrolments for the programmes and to have a greater impact on teaching practices. Table 2 reflects the Priority programmes and Table 3 the Faculty-based training.

	2012	2013	2014	2015	2016
Education Induction (Academic Induction from 2015)	76	67	74	68	81
INNOVIL	34	35	33	40	31
Tutor Training	204	493	418	497	412

#### Table 2: Priority training offered by Education Consultancy group, 2012-2016

As the Academic Induction is a flagship programme, the feedback from participants at the two session held in 2016 is given below. Feedback is, however, collected on all training.

Table 3: Response rates and feedback of participants on the 2016 Academic Induction Programmes

	January 2016	June 2016
Response rate	61%	68%
Participants feedback on selected items	from PeopleSoft priority cours	e evaluation:
Stated objectives accomplished	100% felt that the stated objectives were accomplished	93.3% felt that the stated objectives were accomplished and 6,7% felt they were partially achieved
Coverage of subject matter	76% felt that the subject matter was covered excellently and 28% felt it was covered appropriately	67.7% felt that the subject matter was covered excellently and 33.3% felt it was covered appropriately
Suitability of Programme Material	84% felt that the programme material was well suited and 16% felt it was adequate	76.7% felt that the programme material was well suited and 23.3% felt it was adequate
Level of Difficulty	100% felt that an appropriate level of difficulty was maintained	83% felt that an appropriate level of difficulty was maintained, 10% said too advanced and 6.7% felt it was too elementary
Applicability to Work	68% felt that the programme was significant to their work and 32% that it is adequate for their work	53.3% felt that the programme was significant to their work, 40% felt that it was adequate and 6.7% inadequate

The Faculty-based training was implemented according to Faculty or departmental needs and included the following: assessment; curriculum development and review; teaching methods; student engagement; hybrid teaching and learning; teaching portfolios; marking skills training; use of clickers, etc.

#### Table 4: Faculty-based training

Faculty	2016
Economic and Management Sciences (EMS)	195
Engineering, Built Environment and Information Technology (EBIT)	127
Education	36
Health Sciences	193
Humanities	84
Law	42

Natural and Agricultural Sciences (NAS)	61
Theology	23
Veterinary Science	25
TOTAL	786

It is clear from the numbers that a significant proportion of the academic staff attended EC-led training in 2016 in addition to attending formal training by IDs, less formal brown bag lunches, Faculty teaching seminars and conferences on teaching. Opportunities for academics to access professional development activities are considered to a lead indicator for improving the quality of teaching. El's teaching development activities therefore have an impact on the quality of teaching.

In addition to the priority and Faculty-based training, the EC training coordinator is responsible for the coordination and funding of professional development initiatives of academic staff in the UP Foundation Provision – extended (NAS and EMS) and augmented (EBIT) provision. The initiatives for 2016 included a workshops and attendance of conferences. Table 5 represents the staff development opportunities for staff working in this field.

**Table 5: Foundation Provision Staff Development** 

	2014	2015	2016
Foundation Provision	67	65	52

# Higher Education Research and Innovation (HERI)

HERI is managed by Dr Juan-Claude Lemmens. The unit focuses particularly on institution-wide research into teaching, learning and student success.

#### Highlights and New Initiatives of 2016

An investigation of predictive analytics commenced in September 2016 in collaboration with Predictive Analytics Reporting Framework (a division of Hobsons Inc.). The project is funded as part of building data analytics capacity supported by the current Siyaphumelela Project at UP. The objectives of the project are to enhance UP's ability to make evidence-based decisions to increase student access, throughput and diversity, to build high-level data analytics capacity with advanced statistical analysis of individual student data and to identify trends in student academic readiness, needs and success indicators. After a number of data orientation sessions with staffs from PAR Framework, HERI staff collected and submitted 49,752 student records (2011-2015 cohorts) and almost 1,27 million course records in the required PAR data format.

#### **Evaluation of First-Year Students' Support Needs**

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 Student Academic Readiness Survey (STARS) – an early warning tool used during registration of first-year students to identify students who need greater support from mentors and advisors – and its counterpart, the First-Year Experience Survey (FYES). 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 Career App.tizer**

The Career App.tizer was developed in 2015 and became operational in 2016. The Career App.tizer is a career exploration tool aimed at high school learners. As the name suggests, it aims to get high school learners to start exploring different courses and careers offered by UP. The Career App.tizer elicits from learners their career interests with an online career interest survey; maps their interests to courses offered by UP and links courses to careers. The app was developed by staff from EI together with students from the Department of Informatics at UP with funding from the Kresge Foundation's Siyaphumelela programme. The career guidance software has a web-based interface and an Android app on the Google Play store, available at <u>www.careerapptizer.co.za</u>. The application has been accessed by 5,600 participants thus far, of which 70% completed the career exploration survey (3,920 participants). The App is currently marketed on *clickUP* through the UP0 programme.

#### **The First-Year Experience**

The first-year experience from an academic perspective is measured by three different research instruments (STARS; FYES and the Cluster analysis). These instruments are primarily used to identify students who could benefit from additional academic development, as provided by FSAs. The first of these instruments is the Student Academic Readiness Survey (STARS), a baseline test that identifies students with needs for academic support and social support (for integration into university environment) and financial support. All new students are surveyed during orientation week using the STARS. Early in the second semester, a post-test to this baseline test: a test with the same indicators as the STARS, the FYES survey, is used to evaluate any possible improvements and new threats for students still in first year. A total of 6,055 first time entering students in first year completed the STAR during orientation week.

After the first semester, all first year students (just over 12,000) were invited to complete the first year experience survey (FYES) voluntarily. Only 20% completed the survey. The FYES is a post-test to the STARS, and both surveys measure readiness for higher education using eight cognitive constructs through a 115 item questionnaire. A comparison of academic risk at enrolment (orientation) and at the end of the semester was done. Data from the STARS were analysed for academic risk profiles and the proportions were compared to those of the FYES. To compare the pre-test and post-test, initial descriptive analysis was computed on each survey data set, and then the data sets were collated to focus on students who completed both surveys. The cluster analysis used purely academic variables to evaluate attributes or determinants of academic risk. Furthermore, socio-demographic factors were also tested to see confounding patterns over the first semester.

The aim of the first-year experience report was to explore the changes or persistence of risk patterns given the interventions in the first semester in 2016. HERI did not test the risk profile against the intervention given in the first semester (there was no specific focus on students who received support in first semester, but rather on all students). In the 2016 academic year, the intervention programmes were disrupted, to varying extents, by University closures and therefore data in that regard was limited or incomplete. However, the study still compared risk character at the beginning of the academic year, and at the end of first semester, with an interest to see if students' perception of their academic readiness would have changed. Following the pre and post-test analysis, a follow-up academic risk profile was developed after the first semester using cluster analysis.

The results showed that students who were at risk as identified by the STARS in the orientation week (the initial 11% at risk, n = 634), only 19% remained at risk while 30% became borderline and the rest became risk free.

Not at risk		51%
Border line	30%	
At risk	19%	

Figure 1: Risk changes (End of semester 1) for the 634 students initially identified as at risk (O-week initial identified)

Students identified by the STARS survey as being at academic risk were recommended to attend academic development programmes organized by their respective Faculties Student Advisors. Only 64% of FYES participants also completed the STARS. Of the students who completed both surveys, only 5% remained at academic risk. When the FYES cohort was profiled using the cluster analysis, 7% demonstrated academic risk while 18% were borderline, proportionately far fewer than were reported with the STARS. This finding indicates that the respondents who completed both the STARS and FYES (n =1408) were mostly the students who were not at-risk from the outset and skews the picture somewhat.

As part of the second semester intervention programme, a cluster analysis was performed to identify students who had poor academic performance in the first semester. Cluster 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 were the ratio of credits registered versus credits failed and the average mark for the first semester. The data set was also split into sciences and non-sciences groups and the K-means cluster analysis was performed on these two groups separately. The at-risk students were required to consult the FSA and join extra tutoring during the second semester, especially if they were enrolled for high impact modules (HIMs).

A cluster analysis was conducted in collaboration with BIRAP. Across Faculties, EBIT demonstrated the most risk (21% EBIT students were at risk, and only 41% were successful). Veterinary Science had the most successful students, followed by Law and Health Sciences. Generally, new students were the most successful in academic level compared to transferring and returning students with the latter being the least successful. Males were less successful compared to females. Only 52% of males were risk free compared to over 70% of females.



#### Figure 2: Academic risk across Faculties



#### Figure 3: Risk profiles for different admission types

Figure 4 below demonstrates that students from urban backgrounds are the most successful, while those from rural backgrounds are the least successful.



#### Figure 4: Risk type by home environment

First-generation students are also more susceptible to academic risk. Ten percent of first-generation students were at risk compared to only 5% of students who were not first-generation at university.

Conclusions on rurality, first generation, and changes in academic programme as being potent risk factors are not new to the current study. In line with the current study, it has already been established that socio-demographic factors have an association with academic performance. Many of these socio-demographic variables are not within the ambit of the intervention support provided by FSAs and therefore the new challenge is then to identify possible new mechanisms for student support. Currently the first-generation, township and rural students are supported by the mentorship programme, which is discussed in the section below.

#### South African Survey of Student Engagement (SASSE)

Student engagement research was popularized by the launch of the National Survey of Student Engagement (NSSE) in the US in 2000, which resulted in the formulation of the National Benchmarks of Effective Educational Practice (Kuh 2001). 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 rankings focused on solely.

Both the South African Survey of Student Engagement (SASSE) and the Lecturer Survey of Student Engagement (LSSE) are now in the second phase of implementation at UP. In the first phase in 2014, a baseline was established and the areas in which efforts in engagement should be directed. During 2015 the results were shared at the Senate Committee for Teaching and Learning and a roadshow to all nine Faculties saw the results disaggregated at Faculty level. The presentations focussed on Effective Teaching Practices, which produced insightful evidence to make practical improvements on student engagement in 2016. The implementation of the findings was largely disappointing, mainly because stakeholders thought that the results were not representative of the student population. The response rate in 2014 was 6% of all undergraduate students and 15% of all lecturers teaching undergraduate modules. Owing to the response of the stakeholders, an expanded marketing campaign was launched. HERI marketed SASSE with posters (with the QR code) on all the. An electronic banner was placed on the portal with a link on Blackboard. In addition, students were sent direct e-mail to their UP gmail accounts as well as text messages. Two book vouchers to the value of R1,000 each were an incentive to participate. The SASSE and LSSE were administered during August of 2016 with expectations that the response rate would be higher owing to the expanded marketing

campaign. Unfortunately, the participation rate remained the same as in 2014, with 6% of all undergraduate students and 15% of all lecturers teaching undergraduate modules. The workshop, explaining the results, will be facilitated by UFS in 2017, the institutional reports are received. The plan is to have similar roadshows as in 2015 to encourage stakeholders to action the results. The results show, at first year and senior students, more areas where UP has significantly lower average scores, from the 2014 to 2016 results, on the ten Engagement Indicators in comparison to its peer institutions.

#### **Exit Interviews with Withdrawal Candidates**

The aim of this cross-sectional trend analysis is to identify and prioritize the reasons and predisposing factors affecting student withdrawals at first-year level over time, as volunteered by students themselves. A total of 8,312 FTE first-year students were registered in 2015 (Bureau for Institutional Research and Planning or BIRAP, 2014). According to BIRAP (2015), 1,087 students discontinued their studies, including the students who 'abandoned' their studies by not registering for their second year, which accounts for a 13% discontinuation rate.

The primary reason for withdrawal has consistently been 'wrong study or career choice' since 2008 and remained the main reason in 2015 although this study only investigated the trends in drop-out in the first semester of 2015. 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 FSAs. The majority of the students encountered career choice problems during the first semester, leading to actual withdrawal or migration to other courses. The data also showed that students experienced financial challenges (13%) and dropped out for academic (9%) and personal (8%) reasons during the 2015.

Faculty	Number enrolled	Percentage	Number	Percentage
		enrolled	discontinued	discontinued
EMS	1,676	20%	183	17%
EBIT	1,864	22%	140	13%
EDU	1,132	14%	131	12%
HUM	1,224	15%	148	14%
HEALTH	439	5%	35	3%
THEO	50	1%	6	0.5%
LAW	192	2%	8	0.7%
NAS	1,646	20%	430	40%
VET	89	1%	6	0.5%
TOTAL	8,484	100%	1,885	22.2%

#### Table 6: 2015 First – Year Enrolments and discontinuations

Reason for dropout	2008	2009	2010	2011	2012	2013	2014	2015
Study choice	61.9%	58.1%	46.1%	67.2%	48.0%	49.0%	54.7%	61%
Financial	7.9%	7.5%	16.3%	6.5%	10.1%	13.0%	18.9%	13%
Academic	7.2%	20.6%	9.0%	9.2%	10.1%	11.0%	8.8%	9%
Faculty discontinuation	7.1%	2.2%	2.4%	0.5%	4.2%	5.0%	0%	5%
Family	3.3%	1.1%	4.5%	0.5%	3.9%	5.0%	0%	2%
Work	2.6%	1.1%	4.5%	3.8%	2.6%	2.0%	3.4%	0%
Health	3.1%	2.2%	2.9%	0.5%	5.7%	4.0%	2.7%	2%
Personal	4.1%	6.8%	12.2%	5.7%	18.0%	9.0%	6.1%	8%
Institutional	2.8%	0.4%	2.0%	6.0%	0.9%	2.0%	5.4%	0%

#### Table 7: Student reasons for dropout from 2008-2015

#### 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 2014. In particular, it investigated 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. HERI played a leading role in the research through the involvement of Dr Lemmens in the project. His experience at UP in conducting research into the predictive value of NSC English and various NBT studies provided valuable experience nationally. A further investigation was commissioned at eight South African Institutions in 2016, chaired by Dr Lemmens. The aim of the 2016 study was also to investigate the possible relationship between NSC results in three core school subjects (English, Mathematics and Physical Sciences) and academic success at higher education institutions as well as to understand changes in this relationship across time. In order to follow a comparable approach, researchers from the eight participating institutions met in initial workshops in 2016 and agreed on a common research approach with regard to the sample of students to be used in the study, the definition of academic success, and the analysis (in this case, Ordinal Correlation) methodology. An Excel tool was also developed to support representatives from the various institutions to run standardized analytics required for the project, with related visualizations of the results and a performance indicator dashboard. The 2016 study focused on the academic performance of full-time, first-time entering South African students registered in 2013, 2014, and 2015 at each of the participating higher education institutions. Each Faculty was analysed separately because the NSC school subjects are likely to differ in their ability to predict academic success for Faculties that are also different in the nature of their research disciplines and techniques. The results from UP showed that there is a relative level of consistency in the correlation of the NSC subjects with GPA over time in most of the Faculties, confirming earlier HERI research findings. These subjects may then be useful covariates to understand readiness and preparedness of firsttime entering first-year university students, taking into account that there is a large set of unknown variables that is not accounted for in the analyses. In general, the relationships were of varying strength, mostly dependent on the Faculty and the admission requirements of a programme. In general, the study yielded the following conclusions:

- The numeric and natural-sciences related programmes revealed that Mathematics and Physical Science had the strongest correlation to GPA;
- The non-numeric and social-sciences related programmes revealed that English had the strongest correlation to GPA.

#### **Enhancement of Quality of Practical Training**

HERI renders assistance to departments assessing practical work. Feedback instruments for the evaluation of practical training in various departments were developed, piloted and administered in collaboration with several departments; namely, the Faculty of Theology, Department of Criminology and Social Work and the Department for Consumer Sciences. The instruments have gone through more than two rounds of assessment and ample data are available to determine trends on a year-to-year basis. The Department of Drama and the Department of Speech-Language Pathology and Audiology assessed their practical modules in 2016. The results of the surveys were used to improve the quality of practical training and to inform the training of external supervisors.

#### **The Student Feedback Instrument**

An unintended effect of the increased online use because of the #feesmustfall protest was that many lecturers could not evaluate their modules with the standard Student Feedback Instrument (SFI). Lecturers from the Faculty of Humanities specifically approached HERI to assist with the evaluation of their students with an electronic version of the SFI. A total of 30 modules, including multiple lecturers teaching a module, were evaluated with the SFI. The response rate was, however, very low in some modules, which can be attributed to the disruptions and electronic survey generally having a lower response rate when compared to paper and pencil surveys that can be completed in the lecture halls after a lecture.

#### **Evaluation of Academic Outcomes of Orientation Programme for First-Year Students**

The orientation programme was evaluated in 2016. The survey used in 2016 consisted of 33 questions with one question requiring qualitative feedback. The questionnaire was revised and adapted into an electronic survey format based on the previous years. The aim of the questionnaire was to determine whether the programme attained the expected outcomes; to obtain information about how the students experienced the orientation programme and to collect suggestions about how the programme can be improved. The survey was administered on Qualtrics and forwarded to all students who attended the orientation programme.

At the close of the survey, 1,122 students out of the 6,938 first-time registered students in the nine Faculties surveyed had responded, accounting for a 17% response rate. Students were generally 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. Students suggested that for 2017 the University

should organize a campus tour for students before orientation week because it could reduce the problem of students getting lost and also being late for their sessions. There should be a session that focuses on training students on how to use *clickUP*. Different Faculties should have separate booklets for orientation week and the sessions during orientation week should be more interactive.



#### Figure 5: Participation rate per Faculty

Faculties	Estimated	Registration	Survey	Participation
	Orientation	percentage	Participants	rate
	attendees			
EBIT	1,586	22.9%	218	19.4%
EDU	498	7.2%	83	7.4%
EMS	1,557	22.4%	202	18%
HEALTH	318	4.6%	75	6.7%
HUM	1,110	15.9%	192	17.1%
LAW	183	2.6%	37	3.3%
NAS	1,568	22.6%	261	23.3%
THEO	39	06%	33	2.9%
VETI	79	1.1%	21	1.9%
Total	6,938	100%	1,122	100%

#### Table 8: Orientation Programme

#### **Evaluation of the Peer Mentorship Programme**

The peer mentorship programme run by Student Affairs was evaluated during 2016. Three criteria were used to select students, namely; first generation, students from rural and township 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 343 students, consisting of both mentees and mentors, participated in focus groups discussions. The results of the evaluations show 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**

Mr Dolf Jordaan is Deputy Director: E-Learning and Media Development. He plays a leading role within the University at a strategic level on moving the University forward in terms of virtual learning and assessment environments. As a result, he is involved at a high level in the successful implementation of the hybrid model of teaching and learning. He also created communication channels for students and lecturers on the learning management system, *clickUP*, during the campus disruptions in 2016.

## **E-Education**

The E-Education group is managed by Ms Detken Scheepers and comprises e-learning project managers, instructional designers (IDs), an educational technologist and computer-based testing assistants. Staff members are distributed across the Hatfield, Onderstepoort and Prinshof campuses to support the use of e-learning. From 2015, one e-learning project manager was seconded to coordinate the Online Coursework Master's (CWM) project.

The group provides a variety of services to assist lecturers and academic administrative staff with the use of the learning management system, *clickUP*, and the computer-based assessment system, QuestUP. These services include training and support in the pedagogically sound use of the systems, instructional design of online modules and multimedia products or apps, as well as the testing and implementation of new technologies within the University.

The closure of the University at the beginning and end of the 2016 academic year impacted heavily on the operations of the e-education group. The disruption of the registration process and the additional e-learning solutions added by seven of the nine Faculties to assist their students placed a high demand on the e-education team. The resignation of three members of the e-education team in January and February increased stress on the team. In each case the ID left to take up a betterpaid position elsewhere.

#### Highlights and New Initiatives of 2016

- SCITAL Hybrid Fair
- Online Coursework Master's (CWM) project
- Flipped classroom project of the BEd Hons programmes
- Development and presentation of the 'Creating Digital Lectures' course
- Review of UP's use of Blackboard (BB) by an expert from the University of Edinburgh
- Implementation of Blackboard Managed Hosting
- Release of new Blackboard Student Application

- Development of Analytics for Learn dashboards
- clickUP support provided during student unrest and campus closure

#### Design and Development Impact on Quality of Teaching, Learning and Assessment

#### Instructional Design

Extensive instructional design support was provided to lecturers from across the University in the following initiatives: the online coursework Master's project; Diploma in Family Medicine, and the flipped classroom initiative of the new BEd Hons contact programme. Smaller projects in departments also received instructional design inputs from the group.

#### **Online Coursework Master's Programmes**

In 2014 the UP Executive shifted emphasis to promoting hybrid learning, including Coursework Masters (CWM) to fully online courses, seeking a substantial increase in enrolments. In 2016 a project manager in E-Education continued to work almost exclusively on the CWM initiative. Systematic analysis and evaluation of existing and prospective programmes inform the presentation of both student and coordinator views on the matter in this report.

Hybrid CWM was shown as a successful and preferred delivery mode, with online components providing flexibility and time management opportunities to students, of whom more than 90% were employed. The value perception (reasons for choosing UP programmes) hinged on block classroom meetings that provide opportunities to connect to industry specialists, supervisors, lecturers, library experts and peers employed in different sectors. In addition to specialist lectures, collaborative problem-solving enhanced social and cognitive presence. Initial hands-on orientation sessions on campus prepared them for independent use of *clickUP*, BB Collaborate, Turnitin and the library's online resources, among others.

Preparation for fully online courses continued in 2016, including video-recordings of key material and redesigning of programmes for online roll-out in 2017. Some courses that expressed interest in this route were in administrative approval and registration processes. Increasing the online option was not received with much enthusiasm by lecturers. Fully online courses would not only lose much of the value proposition but online registration was shown to cause students to lag behind and withdraw. In some programmes, the applications have decreased owing to the shrinking national economy. International students are excluded from some programmes or disadvantaged owing to administrative processes or English language barriers. Increasing enrolments is not compatible with current research and supervision processes and capacity, as the number of enrolments in all programmes is determined by departmental supervision capacity and has been reduced in some CWM owing to key personnel retiring or leaving UP. Some departments display a swing towards full research Master's to use limited supervision capacity optimally. Modules for some new CWM programmes are currently being migrated to Enterprises at UP owing to expedited enrolment and delivery pathways, among other reasons.

If more programmes or students could not be attracted to CWM, it was decided to provide better online preparation and support to improve completion times. At the beginning of the year, a

questionnaire for a preparatory 'boot camp' (based on international best practices) for CWM was finalized and distributed. Eventually, students in nine CWM programmes identified their greatest obstacles towards completing their degrees on time and issues that would benefit from support. Findings indicated that general computer skills were not, as expected, their greatest initial problem; rather, they were their greatest strength. Many needed help with numerical computer skills. ClickUP was not an issue for the majority of students from Faculties already using it. Avoiding plagiarism was not a major problem. Academic writing skills were identified as the greatest barrier in all programmes often accompanied by uncertainty in using the online library resources, particularly in two programmes that did not offer initial hands-on orientation on this topic. The exception was the two fully online programmes that had sufficient orientation and online facilitation in place. The research component was seen as a serious problem to the majority of students, indicating worries about topics, supervisors, methodology and more. While the motivation level of the students was extremely high, they stated that management of time between work and studies was a pervasive concern. Some of these issues can be addressed through the judicious use of the online environment, and self-study online academic writing and numeric skills development courses, to be addressed in future. Finally, interviews were conducted with course coordinators and trends in the barriers experienced by their students shared. Students' time management concerns can be alleviated by better alignment of courses with their outcomes, including staying within notional hours and provision; outlines with milestones and online support. El could facilitate such module and programme redesign. Regular online supervision to guide students through their research would remain the responsibility of the supervisors.

Owing to the central role that Turnitin plays in supporting postgraduate students with academic writing skills, an in-depth report was compiled on how the programme is used at UP, to support the renewal of the licence for the coming year.

Reacting to pressure from the Executive to increase enrolments at Master's level, and based on indepth knowledge of the needs of students and staff for e-learning and the barriers they experience, a formal report was compiled on the institutional processes at UP that are required to enable successful e-learning roll-out at the University. Analysing UP processes against the Hallmarks of Excellence for e-learning leadership pinpointed where changes in governance are needed. Benchmarking the e-learning design capacity at UP against similar institutions in the USA, UK and Australia showed that EI has the knowledge and skills, and with institutional support, will be able to launch lecturers successfully into e-learning at UP in programmes where the value proposals point in that direction.

#### Flipped classroom project of contact BEdHons programmes

The e-education group provided student orientation sessions on 5 and 22 February 2016 to approximately 300 BEdHons students. The student unrest negatively impacted on the second session, resulting in only two students attending.

The ID provided extensive support to lecturers throughout the year to help lecturers with *clickUP* related matters. Feedback given by the Course Coordinators indicated that the flipped classroom model is working and that lecturers and students are positive about the use of *clickUP*. The only

problem regarding the use of *clickUP* was that some lecturers were over ambitious in their choice of activities, which resulted in part-time students complaining about the load.

Administrative support: Various modules were created with the wrong semester code in the PeopleSoft system, resulting in additional support to help lecturers copy their courses to the correct *clickUP* module.

#### Online BEdHons distance education programme

The e-education group provided support to the online distance programme through training and guidance to the newly appointed ID of the programme, providing input into strategic planning meetings, technical system planning meetings, and planning of the training of the tutors of Distance Education. A group of 24 online tutors was trained in September to prepare them for their roles in the programme.

#### **Online Diploma in Family Medicine**

The Diploma in Family Medicine used multimedia content distributed on CD-ROMS for the past ten years. The curriculum for this programme was redesigned for online delivery through *clickUP*. The ID and EC responsible for the department held meetings with the programme coordinators to determine the outcomes of the programme. The Head: E-Education joined them and three lecturers for a one and a half day workshop to plan and build the first module in *clickUP*. Another workshop was conducted in September during which 11 lecturers worked together to plan their respective modules.

#### **Online Pilot in Department of Nursing**

The ID responsible for the Department of Nursing, and other members of the e-education team, provided support to the department with their pilot to move the BCur letA programme online. The e-education team was not involved in the preparations to move the programme into the online environment, except for very basic *clickUP* support and providing training to the distributed facilitators who would support the students at the platforms outside Tshwane. This training session was unfortunately not successful, as only two of the 12 facilitators attended the training. Their computer literacy was also too low to assist the students with technical problems, resulting in a lack of support for distributed students. Lecturers in Pretoria were supported throughout the year with their *clickUP* work and much attention was given to developing rubrics to mark assignments and marking of Turnitin assignments.

Student support included a student orientation session in Polokwane (see 'Student Training And Support In Web-Supported Learning' for detail) and students in and around Tshwane accessed the *clickUP* Helpdesk to support them. A few students also drove from the other sites (Giyani, Polokwane, Thohoyandou) to Pretoria to ask for assistance at the Helpdesk. Slow registration of students impacted negatively on some students, as some gained access to their online classrooms very late in the year (some only in April). At the end of April, 61.5% of students at Giyani had accessed *clickUP*, 56.9% of students in Polokwane, 100% of students in Thohoyandou. Feedback from students around Tshwane revealed that they had problems with computer literacy. They paid someone or asked their children to type their assignments and asked the *clickUP* Help Desk at Health

Sciences to submit their assignments. They complained about spending more time to understand the technology than they do on the content of their studies. Advice given to the department strongly recommends that compulsory Basic Computer Training be introduced for these students.

#### Other instructional design support

The move of technology towards apps led to a new need within UP to develop new apps and redevelop existing multimedia into apps. During 2016 the Maxillofacial Pathology Mobile App was completed, and all-embracing quality assurance was done on the product. This app will be marketed through Enterprises at UP on the Google PlayStore and Apple AppStore.

The development of the new 'Applied meat safety hygiene assessment of red meat abattoirs' app for the Faculty of Veterinary Science continued during 2016.

The development of a third app started in 2016. This is the redevelopment of a previous multimedia on 'Soil' for the Department of Plant Production and Soil Science, Faculty of Natural and Agricultural Sciences. Creative Studios designed three 'look and feel' designs for the product of which the lecturer chose one. The instructional designer then designed three prototypes for navigation. The lecturer started to update the content and a questionnaire was compiled to get feedback from students on the prototype choice. The closure of the campus, unfortunately, delayed this project as no feedback could be gathered from the students.

Updates were made to the existing MECI Case Study CD for the Centre for Augmentative and Alternative Communication.

Continual instructional design support was provided to lecturers with their *clickUP* modules. Extensive support was provided to the Faculty of Law during September and October as they decided to make use of *clickUP* tests to replace the semester tests and examinations during the closure of the campus. Irrespective of individual challenges, 96% of the Law students were able to submit tests or assignments successfully. The majority of the Faculty had never used *clickUP* and additional training and consultation sessions by the ID assisted them. Other Faculties, where *clickUP* was used in the past, also used the LMS more extensively during this period and it subsequently impacted on the support provided by the IDs in the Faculties. The focus of this additional training and support was mainly on creating digital lectures, using Respondus to created test questions for *clickUP*, setting tests and assignments, using Turnitin and marking Tii assignments online. Table 9 provides statistics on the number of active *clickUP* modules for the past five years.

	2012	2013	2014	2015	2016
UG modules	1,857	1,936	2,039	2,153	1,834
%UG modules	75.16%	75%	81.95%	83.77%	87.67%
PG modules	980	929	945	946	977
Students accessing e-					
learning	38,984	39,671	35,881	34,452	37,169

#### Table 9: Modules on clickUP 2012-2016

There has been a significant growth in the use of *clickUP* since 2011 as indicated in Figure 6.


### Figure 6: clickUP use to support undergraduate modules

The student protests in 2016 had a major impact in the use of *clickUP* as is clear from the systems data (see BB Analytics for Learn section). *ClickUP* became critical for Institutional communication as well as teaching and learning support. Lecturers used synchronous (BB Collaborate) or asynchronous technologies to facilitate lectures and alternative assessment methodologies were developed and enhanced. The stability of the LMS was critical to support teaching and assessment. The partnership with Blackboard (BB) of nearly two decades and the maturity of use and adoption of products such as BB Learn, mobile applications and BB Collaborate contributed significantly to the successful completion of the academic year.

### **E-Assessment**

QuestionMark Perception, known as *QuestUP* at the University, is used for continuous, summative, objective assessment. Partial closure of UP resulted in a steep decline in the use of QuestUP testing on the Hatfield and Groenkloof campuses from September. Four tests at Prinshof were cancelled and five postponed.

The CBT team at the Faculty of Health Sciences investigated the causes of the scheduling problems that wasted students' writing time. The following causes were identified:

- Systemic problems within the Faculty: registration issues, as well as incorrect name lists
  from the academic departments who use sub-groups in the senior years of the MBChB
  curriculum and incomplete name lists for tests where students from different curricula write
  the same assessment. The sub-group problem was partially solved by adding the whole
  module list to an assessment. No solution could be found for the registration causes.
- Procedural problems within the CBT and ITS teams, which were addressed and corrected.

Scheduling of students with disabilities at Groenkloof became problematic as students requiring a reader could not write assessments in the same venue at the same time as other students. This

problem was further exacerbated by lecturers who did not inform the CBT and ITS laboratory administrators to schedule separate venues and tests.

Ms E de Bruyn assisted Professor van Staden to set up assessments with 'jumping' to develop an adaptive assessment path for each student in Block 2 in the MBChB curriculum.

Some departments in the School of Dentistry insist on using negative marking. This practice led to various complaints from students and to the need to provide feedback in a different format than the system automatically generates. The fact that lecturers do not fully understand the impact of negative marking resulted in a few cases where the marks of tests had to be recalculated manually.

Ms de Bruyn had working sessions with Bytes People Solutions (local support company for *QuestUP*) and the Department of Family Medicine to discuss problems that the department experienced with QMLive and Qpacks. The lecturers within the department all need access to the full databank of questions to participate in their CBT quality enhancement project. She developed a new process to transfer questions back to the Family Medicine lecturers from *QuestUP* to Word and shared the password protected files with the lecturers on a shared drive.

Dr M Pienaar redesigned the Objective Assessment multimedia in Storyline as a reusable learning object and deployed it in the *QuestUP* Training and Innovil sites to eliminate the need for printing more CD-ROMs.

Various requests for special reports where sent to Bytes and ITS to assist lecturers with research. Ms Scheepers, Dr de Bruyn and Mr Jordaan attended a QlickView demonstration by Bytes People Solutions on the use of analytics of the data available in QuestUP. This product has great potential for the Faculties of Health Sciences and Veterinary Science to provide information on the use of CBT across their programmes. It will, however, bring in another analytics programme to UP.

Despite the problems experienced, the team managed to provide excellent service that again led to an increase in the number of tests administered through the *QuestUP* system (Table 10). The growth from 2015 to 2016 per campus is as follows: Hatfield -36%; Onderstepoort 22%; Groenkloof 11%; Prinshof -3 %, Mamelodi -200%.

	TESTING CENTRE	2012	2013	2014	2015	2016
Number	Hatfield campus CBT	111	108	82	87	66
of tests	Hatfield campus IT labs	19	18	21	26	17
	Hatfield campus IT labs (SAM/	13	20	17	19	12
	CompAssess)					
	Prinshof campus	472	671	645	717	698
	Prinshof campus (ppt)	83	95	97	54	63
	Onderstepoort campus	127	147	125	138	178
	Onderstepoort campus (ppt)	6	9	6	2	2
	Groenkloof campus	68	62	55	64	72
	Groenkloof campus (SAM/	0	11	10	12	3
	CompAssess)					
	Mamelodi	6	9	6	6	2
	Mamelodi (Comp Assess)	-	5	6	7	3

### Table 10: Computer-based Testing (CBT) 2012-2016

	clickUP tests**	1,071	2,322	2,208	2,957	4,428
	Total	1,976	3,477	3,278	4,086	5,478
Number	Hatfield campus CBT	22,496	24,507	13,308	13,592	7,412
of tests	Hatfield campus IT Labs	22,854	24,054	23,240	21,827	14,338
taken by	Hatfield campus IT labs (SAM/	30,252	25,420	30,647	30,025	17,903
students	CompAssess)					
	Prinshof campus	29,232	40,185	45, 030	44,178	48,491
	Prinshof campus (ppt)	5,291	3,162	3,878	1,631	2,205
	Onderstepoort campus	5,895	7, 141	11,216	12,027	11,751
	Onderstepoort campus (ppt)	693	697	501	56	169
	Groenkloof campus	13,405	14,505	13,144	21,018	14,594
	Groenkloof campus (SAM/	0	3,334	3,729	5,445	755
	CompAssess)					
	Mamelodi	2,531	4,488	2,659	2,860	837
	Mamelodi (SAM/ Comp Assess)		2,509	2,637	3,523	1,519
	clickUP tests **	3,844	385,890	451,544	562,308	695,633
	Total	170,993	535,892	601,533	718,490	815,091

\*\* Includes self-assessment.





*clickUP* contributes to e-assessment by allowing for the grading of various online activities, e.g. discussions, blogs, wikis, assignments, and tests. The use of *clickUP* supports effective management and (online) marking of assignments, detection of similarity of assignments with other documents (Turnitin Similarity Report), peer assessment (Turnitin PeerMark), as well as objective assessment through the tests. The use of *clickUP* tests for formative assessment increased by 33% from 2015 to 2016, possibly owing to more lecturers using quizzes.

### Continuing Academic Development Related to Teaching, Assessment and Use of Technology

The e-education team hosted the National UP2U community of practice meeting at UP on 13 May 2016. Forty-three (43) instructional designers from eight institutions attended the meeting. The second UP2U meeting was hosted by North West University in Potchefstroom. Ms E Engelbrecht and

Mr D Kriel provided extensive support with the arrangements for this meeting. Eight IDs attended the second UP2U the NWU.

# Staff Training in Web-Supported Learning

The E-Education group employs various strategies to develop lecturers' ability to use the e-learning environment, among other things priority courses, Faculty or departmental training sessions based on requests, as well as individual just-in-time training.

# **Priority courses**

The closure of campuses had an impact on the delivery of priority courses in January. The five *clickUP* workshops on Hatfield campus for lectures had to be moved to one week later and the *clickUP* Metrical course had to be cancelled because all IDs were busy with student orientation sessions on that day. The *QuestUP* training at Hatfield also had to be postponed to April. The INNOVIL *clickUP* training for EBIT was also cancelled.

The resignation of three team members had a great impact on the remaining members of the team, as work had to be redistributed. The appointment of Dr H Untiedt as project manager of the training team on 1 September had an immediate, positive impact on the team.

The training team developed a new course, 'Creating Digital Lectures' to assist lecturers in creating narrated PowerPoints and facilitating synchronous virtual classrooms with Blackboard Collaborate. This course is available in two formats: a contact session where lecturers bring their laptops and attend the session face-to-face, and a fully online self-study version available to all lecturers in *clickUP*. Six contact sessions were presented in 2016: two courses presented in June and August were funded by EI, while the four courses presented in September and October were funded from DHET grant funds. A total of 65 lecturers were trained, and their feedback on the course was very positive.

Ms G Pretorius assisted Dr L Botha, Professor C van der Westhuizen and Ms M Bheemraj from Enterprises at UP to adapt the UP3D course required for completion within the HoD Induction Programme.

Financial constraints of the Division for Talent Management in the Department of Human Resources, led to annual requests to reduce the number of priority courses scheduled for the next year (Table 11). Table 11 also shows the number of sessions cancelled during each year owing to insufficient registration of participants. These two factors contribute to the lower attendance numbers.

	No. of courses scheduled	No. of courses presented	No. of courses cancelled (Insufficient no. of participants)	% decrease in number of sessions scheduled owing to lack of funds	% of courses cancelled owing to lack of attendees
2012	222	157	65		29%
2013	94	68	26	57.7%	27%

### Table 11: No. of e-Learning training sessions scheduled, presented and cancelled

2014	85	56	29	9.6%	29%
2015	76	44	30	10.6%	30%
2016	55	44	11	27.6%	20%

The scheduled priority courses were presented throughout the year on the Hatfield and Prinshof campuses. Table 12 gives an overview of the number of attendees per workshop per campus.

Workshop	Hatfield	Prinshof	ОР	Total
clickUP Overview	51	36	-	87
clickUP Content	46	27	-	73
clickUP Assessment	36	18	-	54
clickUP Collaboration	32	14	-	46
clickUP METRICAL (From Nov 2015)	22	13	-	35
clickUP Assist	54	-	-	54
clickUP Grade Centre	39	-	-	39
Turnitin	46	-	-	46
QuestUP	22	5	0	22
Mobile Learning	26	-	-	26
eLearning for Academics	19	-	-	19
Creating digital lectures (from 2016)	65	-	-	65
TOTAL				566

Obviously, some lecturers might have attended every course, so the total does not reflect unique individuals. Nonetheless, it is clear that a significant number of lecturers received training in some aspect of e-learning in the course of 2016. The relative success of the move to online teaching and learning in the second semester during the campus closure can be attributed to the training undergone by large numbers of lecturers over the past five years at least (see below) and the maturity of the LMS at UP.

Figure 8 provides an overview of the attendance of the E-Education priority courses in the past five years. The high numbers in 2012 was due to the implementation of the new version of *clickUP*. The numbers gradually declined as more staff was trained in the system. The high number of participants for the 'Creating Digital Lectures' course that was introduced in 2016 indicates the need of lecturers to find alternative ways in which to continue with lectures, even during the closure of the campuses.



### Figure 8: E-Education training 2011-2016

The satisfaction rate of attendees of the e-education workshops could not be determined from the feedback in the PeopleSoft system owing to very low response rates (6% or less). The surveys done by EI directly after the course reveal that the majority of participants agree with the following statements:

- I feel confident that I will be able to use *clickUP* after the workshops.
- A digestible amount of information was presented in the workshop, except for the *clickUP* assessment workshop where some participants complained about overload.
- The training was presented at an acceptable pace.
- I understand how *clickUP* can benefit ME to become more efficient.
- I understand the value *clickUP* can add to my teaching.
- I understand the value it can add to the learning of my students.
- The workshop had a logical flow that I could follow.

Only a small number of participants agreed that they needed to improve their computer skills to use *clickUP*.

### Other training

The E-education Unit also provided training on Faculty level:

- Ms E Engelbrecht, Ms G Pretorius, Dr H Untiedt, Ms D Scheepers, Mr J SlaBBert, Dr L Nagel and Mr D Tive assisted Mr Jordaan with BB Collaborate session at the Innovation Hub for EBIT (21 January 2016).
- Dr M Pienaar and Dr E Mostert developed and presented Veterinary Science Block Builders' Workshops, which were well received.

• Ms J Rammupudu provided training to BEdHons lecturers, focus on Turnitin Assignments, rubrics and the Grade Centre.

Department	Торіс
SHSPH	Mark Turnitin assignments & how to design a rubric
Food Science:	Turnitin Peermark assessments
Statistics	Hybrid teaching methods that can be used during disruptive strikes
Paediatrics	QMLive
Sociology	Grade Center
Nursing	clickUP training to Facilitators in Polokwane
Educational Studies	Turnitin GradeMark training
Education Management	Turnitin GradeMark training

### **Table 13: Departmental training**

- Ms Pretorius supported Sonja Cruywagen, Department of Music, in the first *clickUP* workshop that she presented to lecturers from her department who do not have the time to attend El's formal training courses.
- Ms Engelbrecht assisted the EC of EMS with the development of an online component of Markers' Workshop for Business Management.
- Numbas training was presented to the Department of Civil Engineering and the ID consulted with developers from Newcastle University.

### Student Training and support in Web-Supported Learning

### Student orientation sessions

Student Help posters on *clickUP* access/ problems were updated over December and sent to the library and computer laboratories in January. Student orientation sessions on the use of the *clickUP* system were provided to 2,008 students in 47 sessions across various Faculties.

Ms N Ngcobo organised and presented training to Nursing BCur letA students at Polokwane, EduPark Centre, on Saturday 9 April. She was assisted by Mr D Tive, Ms Y Kweyama, Dr H Kruger (DE) and Ms D Scheepers. Two IT laboratory staff also assisted from Pretoria with resetting of passwords. Problems with registration and non-existent computer literacy of the majority of the students impacted negatively on the success of this training. The IDs had planned for this and had additional support organized to assist. However, these problems were aggravated by poor communication from the academic department to students; handouts that were not provided beforehand to the students; the computer laboratory that was not set up with the required internet and software despite numerous requests, as well as unexpected additional students arriving on the day. A report on the training was sent to the Department of Nursing, and Mr Jordaan and Ms Scheepers met with Professor D Manning to discuss the impact of low computer literacy and lack of support on the use of *clickUP* on the success of these students.

Ms Scheepers and Dr L. Nagel presented sessions during the MEd 800 student orientation of Master's students in the Humanities and Early Childhood Education departments on 21 and 22

October. These students were not registered at the time of the training and many steps had to be taken by both EI and the library to provide access to these students as the drive to let Master's students start earlier to finish within two years is not supported by registration processes.

Trends emerging across all student orientation sessions:

- One cannot assume a level of computer literacy.
- Not all students were registered, even by the middle of March.
- Previous UP students battle to reset their passwords. New students battle to create a password. They need assistance from ITS to help reset passwords during training sessions.
- AIM (academic information management) type training for postgraduates is essential if the University wants to move forward with hybrid.

### Table 14: Student

Service	Student orientation sessions									
	Jan	Feb	Mar	Apr	May	Jul	Aug	Sep	Oct	TOTAL
Number of sessions presented	14	15	1	7	3	2	2	2	1	47
Number of students	621	635+	30	218+	20	348	73	23	40	2,008

### **Tutor training**

Mr D. Kriel and Ms G. Pretorius developed an 'e-tutoring 2016' *clickUP* module for the e-tutor training, focusing on theory and principles of tutoring online, followed by practical experience in the discussion forum, and after that the tutors attended a BB Collaborate session to showcase the possibilities of the environment to them. Tutors were very positive about the use of the BB Collaborate tool. Ms E. Engelbrecht developed a Turnitin and Assessment tool grading workshop and presented it to a small group of tutors using their own devices.

### Table 15: Number of e-tutors trained

Service	Tutor training sessions				
	Jan	Mar	Jul	Total	
Number of sessions presented	3	1	1	5	
Number of tutors trained	48	2	4	54	

### UPO and student success

Ms Engelbrecht provided training sessions and extensive support to Faculty student advisors (FSAs) in the design and development of the UPO (online first-year orientation) modules for each Faculty. Faculty IDs also assisted FSAs with their use of *clickUP* in their Faculties when requested. She and the

e-support office provided extensive support to first-year students who had problems with the UPO modules.

Ms Engelbrecht designed and developed a Student Support Guide and online modules for UPO 107 and Y 2 Plus modules. Feedback from the students on the Support Guide was positive. She also contributed to the writing of Student Orientation brochure for first-year students.

Ms G. Pretorius provided general support for the new UP 3D pilot module. She trained and equipped the new UP 3D co-ordinator who will be assisting Professor C. van der Westhuizen. She also provided support with tutor training and the evaluation of the course.

# FLY@UP

Ms E. Engelbrecht advised Ms H. Byles (project manager for FLY@UP) on student support presentations and other initiatives, as well as with *clickUP*, developing marketing material (flyer and steps students must follow to enter the competition) and assisting with distribution thereof.

# Other student support

The Helpdesk at Health Sciences supported 1,319 Health Sciences students through the new *clickUP* help desk. A total of 308 students needed assistance beyond general *clickUP* matters, owing to very poor computer literacy among the nursing students who have to use *clickUP* without any support from UP to enhance their computer skills.

# The Educause ECAR Students and Information Technology survey

The University of Pretoria participated in the EDUCAUSE Center for Analysis and Research (ECAR) Study of Students and Information Technology, 2016 Survey. A summary of the results of both surveys in the form of info graphs as well as a full report was published in the <u>ECAR online library</u>.

In 2016, 71,641 respondents from 183 institutions in 12 countries and 37 U.S. states participated in the research. The overall response rate was 7% of the population surveyed, and a large number of survey respondents yielded a 1% margin of error. This allows participating Institutions to make generalised statements about the findings. The UP response rate was also 7%, and response count was 1,067. Two South African Universities participated in the survey.

The official report summarizes the findings as follow:

- Students have strong positive orientations toward technology and own many digital devices.
- Student ownership of digital devices continues to grow despite approaching market saturation for laptops and smartphones.
- Students use their devices extensively and view them as essential to their academic success.
- A majority of students reported favourable experiences with campus wireless networks.

- Students believe that a majority of their instructors have technology skills adequate for course instruction, use technology in basic ways to connect to learning materials and encourage the use of online collaborative tools.
- Students' technology experiences are a function of their encounters with campus infrastructure and their beliefs and attitudes about technology's use.
- Students see many benefits of technology but are wary of the threats to their privacy.
- Female and first-generation students are significantly more likely to have their levels of engagement, enrichment and efficacy raised by technology.
- Students who perceive technology to increase their engagement with other students and who are encouraged to use devices during class to deepen learning are significantly more likely to be distracted.
- Students who were prepared to use basic software applications when they started university and who reported being adequately prepared to use the technologies employed in their classrooms are significantly less likely to be distracted.



### Figure 9: UP student data including perceptions of educational technology importance to academic success

The full report is available online on the **EDUCAUSE** web.

### Support to UP staff

All instructional designers, and in particular the e-support office, provide administrative *clickUP* and *QuestUP* support to lecturers and administrative staff in academic departments. The *clickUP* help site is another avenue used to support users of the *clickUP* system.

The disruption of registration by student unrest as well as integration/ synchronization problems between PeopleSoft and *clickUP* increased the need for manual enrolments by the e-support staff. Table 16 provides information on the number of e-mails received, telephonic support and just-in-

time training provided by the e-support offices. NOTE: This does not include the support provided by the rest of the IDs.

### Table 16: El support desk for lecturers

	E-mails responded to	Telephonic support	JIT training provided
<i>clickUP</i> e-support (Hatfield)	5,787 (this may include e- mails from students)	1,023 calls received	216
<i>clickUP</i> e-support (Health Sciences)	454 (staff only)	299* calls received	105

\*March-December 2016. Before March, calls were not logged on ITS system.

### **New Initiatives**

### Investigating New Technologies

The investigation into new technologies often starts with a demonstration of a particular system. During 2016, members of the E-Education team focussed on the following:

• Numbas

Special needs within the School of Engineering made it impossible for lecturers to use the *clickUP* system for formative tutorial tests. An online product, 'Numbas', was identified, tested internally and then provided to lecturers of the Department of Civil Engineering to pilot to determine its usefulness. This system was developed by the School of Mathematics and Statistics at Newcastle University. A member of the E-Education group developed a handout and instructions for UP students to guide them in the use of the system. This initiative may alleviate the marking load on tutors and lecturers considerably and may lead to an international collaboration between UP and the University of Newcastle, UK. In 2016 Mr J SlaBBert installed an instance of Moodle to allow the Department of Civil Engineering to get the marks created in Numbas drawn into *clickUP* without problems.

• SCITAL Hybrid Fair

The E-Education team collaborated with the SCITAL Forum of the Faculty of Natural and Agricultural Sciences in organizing a Hybrid fair in the Rautenbach Hall on 14 June 2016. Various meetings were held with IDs, Ms H Mans of Creative Studies in EI, the NAThouse president and the SCITAL planning committee to ensure the success of this event. The E-Education team was responsible for the organization and setting up the booths with their electricity and Wi-Fi points. The IDs prepared the content of posters, flyers and firehose sessions for 13 of the 27 stalls.

The Fair was very successful with more than 200 lecturers attending during the three hours it ran. The posters created for the Fair will be used in future training. The overall result of the efforts was very positive with more lecturers using additional features in *clickUP* and attending training

### **Blackboard Analytics for Learn**<sup>™</sup>

The *clickUP* (Blackboard Learn<sup>TM</sup>) system that UP uses to enhance teaching and learning in a blended mode gathers extensive data about user activity, course design and student grades within the online classroom environment. The reports in Blackboard Analytics for Learn (AL) can provide information on the use of *clickUP* at course, Faculty and institutional level as well as the impact of course design on student activity and engagement. The reports available provide an overview of the possible correlation between the design/ use of *clickUP* and student engagement. The data indicate the role of *clickUP* in supporting teaching and learning at UP.

E-Education continued in 2016 to determine the impact and value of such a system for the University. Data from the AL system were used to provide feedback to Faculties about the role of the LMS in their teaching and learning strategies. The development of dashboards for Deans and Deputy Deans in Faculties enabled them to access *clickUP* usage data. The dashboards aggregate *clickUP* use per Faculty and provide insight into course design and student engagement. Two dashboards focus on student grades and aim to indicate students at risk based on the grades captured in *clickUP*. Another dashboard has a student focus and provides grade exception data per programme, module and department. Most of the reports in the dashboards were developed based on requests from Deputy Deans.

A report was submitted to the Executive in May 2016 focussing on *clickUP* use in 2015. The report indicated the role of *clickUP* in support of teaching and learning at UP, the impact of course design on student activity and engagement and provide hindsight into *clickUP* use by lecturers and students in their unique contexts in 2015. The data indicated an improvement in the level of course design or *clickUP* use as indicated by the percentage of courses with activity, average assessments and courses that are using tools. Student engagement as measured through average course accesses and average submissions indicate a possible correlation between improved course design and student engagement. Analytics for Learn data provided significant correlations between student engagement in *clickUP* in 2015 and average final grades. It was interesting to note that the highest course access quartile group of students had a 12% higher average grade than the lowest course access quartile group. A similar trend was visible in the correlation between course interaction and the average grades. The highest interaction quartile group of students had a 9% higher average grade than the lowest Interaction quartile group. *clickUP* as technology does not make a difference to student learning: the learning and course design, course context and role of the facilitator impact on its value in supporting student success.

The 2016 academic year will be recorded in the history of higher education in South-Africa as a turning point initiated by the #RhodesMustFall and #FeesMustFall movements. The University of Pretoria also experienced student protests and after numerous campus closures were constrained in October 2016 to announce that the academic year would be concluded through largely online teaching. This decision was aligned with the hybrid teaching model adopted in 2015. Numerous questions were asked about the role of *clickUP* and its effectiveness to support teaching and learning in a context of bandwidth and access constraints. Fortunately, the University has a level of

maturity in the use of an LMS and provides training to both staff and students in the use of *clickUP*, so challenges often became opportunities.

Two reports were submitted to the Executive. The first report used data from Analytics for Learn to indicate *clickUP* usage while the second report aimed to provide insight into students' access to the internet and internet-enabled devices, based on an informal survey administered in October 2016.

The Analytics for Learn report gave a comparative overview of the use of *clickUP* during current and previous terms. The data indicated:

- A small percentage increase in the active users in *clickUP* in comparison to 2015.
- Users accessed *clickUP* more and were more engaged per login.
- A significant increase in course items accessed per login.
- Lecturer activities in *clickUP* increased during the last few months of 2016.
- More assessments were already created in *clickUP* in 2016 in comparison to 2015.
- More students submitted an assessment in *clickUP* during the first ten months of 2016 than in the previous year.
- An increase in web traffic to *clickUP* between 19 September and 30 October 2016.
- A decline in access to *clickUP* from campus while an overall increase in access from other service providers.

The following figures and tables provide more detailed information on the use of *clickUP* in 2016 in comparison to 2015:



### Figure 10: User logins

There was a consistent increase in user logins. During the previous 12 months, there were on average 32% more logins. The data showed an average increase of 16% in logins.



### Figure 11: Average minutes per student

The peaks and troughs in the graph correspond to class time and recess periods, as might be expected.

The time spent within *clickUP* by users increased on average by 32% during the previous 12 months since October 2016. The average increase of minutes per user in October 2016 was 24%. The peak in May relates to the examination period, which indicates that students access *clickUP* more just before an examination.



### Figure 12: Average minutes per instructor (lecturer)

The percentage of minutes in which instructors were actively engaged in *clickUP* increased by 21% during the previous 12 months since October 2016. The highest percentage increase in average minutes spent per instructor in *clickUP* was visible in April (61%) and October 2016 (38%).



### Figure 13: Distinct number of students who submitted an assessment

More students completed an assessment in *clickUP* during 2016 than in the previous year. These submissions excluded Turnitin Assignments. More than 87,100 Turnitin assignments were submitted in 2016. There was a significant increase in the number of students who submitted an assessment in *clickUP* in October and November 2016. It should be noted that the Turnitin licence is for a set number of students. As hybrid gains momentum, the licence fee will increase.

A report focussing on the results of a survey that was administered in October to determine the level of internet access of students during campus closure provided valuable information to the Executive of the University. The report supported initiatives of the University to provide access to *clickUP* for students off-campus. The survey was completed by 7,503 students. This represented 27% of the active undergraduate students (27,508) during October 2016 in *clickUP*.

The data indicated that for most respondents (72%) UP Wi-Fi provided sufficient internet access, while the internet where they stayed was sufficient for just under 50% of students. Less than a quarter of respondents reported having sufficient cell phone internet access. Cell phone Internet access was rated as limited by 57% of all students while nearly 23% had sufficient cell phone internet. Free services and other sources each provided sufficient internet to about 8% of respondents and the limited internet to about 17%. Not having access to UP Wi-Fi may, therefore, impact nearly three-quarters of students, who would have had to change their usage or find an alternative access point. Filtering out other options showed that, among those who had no other internet access, 511 respondents (less than 7%) had sufficient internet on the UP campus only using University internet (e.g. in computer laboratories) or Wi-Fi, while 49 (1%) reported limited access through these sources and no access elsewhere. Table 17 indicates where students had stable internet access from during the campus closure.

### Table 17: Student stable internet access

Location	Sufficient		Limited		Total
UP Campus (UP Wi-Fi)	72.76%	5,431	17.46%	1,303	6,695
Where I live	49.26%	3,677	32.23%	2,406	6,036
Cellphone data	22.84%	1,705	57.48%	4,290	5,952
Tshwane free Wi-Fi hotspots	7.21%	538	46.73%	3,488	4,014
Other free internet hotspots	7.23%	540	44.31%	3,307	3,839
Other	8.63%	644	17.46%	2,639	3,267

The general pattern of internet use, the availability of sufficient internet and limited internet was very similar across all Faculties. Internet access should not be a barrier to using *clickUP* during the year, provided students have free access to on-campus Wi-Fi. The value of the service providers opening access to UP URLs and thus *clickUP* was also highlighted by the data.

# South African Higher Education Learning Analytics (SAHELA) event

The organizers of SAHELA from UP, Mr D. Jordaan and Dr J. Lemmens (HERI), in collaboration with the University of the Free State, presented a full day, hands-on training opportunity in learning analytics as a pre-conference workshop at the SAAIR conference at the University of the Northwest. It was the fourth such event organized by UP which has led the way in learning analytics (LA) in South Africa over this period. The 2016 SAHELA workshop provided participants with a platform to discuss LA, as it should be targeted toward students, lecturers and university management. The workshops started with an introduction to a Framework for Learning Analytics as well as the state of LA in South Africa. The framework subsequently became a template of the dimensions that are important for LA at the various levels within an institution. Participants shared ideas of the intersecting point(s) of the three tiers of LA and how 'closing the loop' could be practically implemented at the various institutions. The workshop targeted lecturers, institutional researchers, staff from quality units as well as instructional/ educational support staff. The workshop was attended by 68 participants from 20 national higher education institutions (HEIs), two African HEIs, and three education governing bodies or departments.

### Upgrading/ Changing Existing Technologies

### CBT System

ITS upgraded all *QuestUP* servers with a newer version of the operating systems during the July recess. During the second semester, the CBT team started testing *QuestUP* Service Pack 3 for possible implementation in December, but technical problems prohibited this upgrade in 2016.

The roadmap from QuestionMark indicated that the NextGen On-Premise version of QuestionMark will be made available in 2017. QuestionMark will provide information on the licensing model, infrastructure implications and the consultation fees for the different installation packages.

# **ClickUP** Mobile

There was an increase in the use of *clickUP* through mobile devices. A new Blackboard Student Application was launched in 2016, a persona application designed for students. It allows the student to view course activities and events, complete and submit assignments and tests, check grades and academic progress in real time, receiving notifications and join virtual classes in Collaborate.

There was a definite increase of 55% mobile activity in *clickUP* in 2016 in comparison to 2015 as illustrated in figure 14:



Figure 14: 2016 clickUP mobile activity v 2015 mobile activity

A notable trend in 2016 was the decline in Blackberry (1.35%) users and an increase in the use of IOS (38%) and Android devices (55%) users. The increase of available Wi-Fi access points on campus during 2016 contributed to the growth in mobile *clickUP* access. More than 35% of all *clickUP* sessions were from a mobile or tablet device.



Figure 15: BB Student application

### <u>Turnitin</u>

Turnitin (Tii) usage data shows an increase in use and a decline in percentage text similarities in UP student submitted papers. Even considering the wide variety in settings across the University, there

is a steady decline in the percentage of papers with excessive similarity in favour to moderate and low similarity scores. This can be attributed to several interventions. The library implemented successful hands-on Plagiarism awareness drives for students, as well as links to innovative selftraining materials and online exercises. Plagiarism and Turnitin training was increasingly included in pre-course orientation for postgraduate students. Lecturers in most Faculties encouraged students to view their similarity reports in order to understand what mistakes they made, and resubmit the corrected manuscripts. Figure 16 shows a decline in the number of papers submitted with excessive or moderate similarity scores.



#### Figure 16: Decline in excessive or moderate similarity scores

A report was submitted as a critical evaluation of the value of the use of Turnitin at UP and to motivate for the renewal of the license. The report indicated that Turnitin provides value beyond plagiarism policing. Academic writing, through the similarity check and report, where students can learn how to paraphrase, summarise and cite documents as part of an academic argument, improve their writing skills. The use of Tii has been growing year on year in modules and 2016 experienced a huge increase, owing to the closure of campus that necessitated alternative assessment methods. The new simplified interface of Feedback Studio that integrates feedback and similarity flagging made the marking of the assignments easier. By mid-October 2016, there were Turnitin assignments in more modules (394) than any other assessment tool, with more than 90% of those assignments actively used, as 42,109 students had used the service by submitting 86,867 papers and receiving more than 90,000 similarity reports, while 15,877 were marked in Tii and contained feedback from their lecturers. Figure 17 indicates the percentage of similarity scores. The total originality reports generated was 140,222 from 12,6513 submissions by 44,707 students.



# Figure 17: Percentage Turnitin originality comparisons

Tii is currently one of the major assessment tools in *clickUP*. Lately it has become indispensable for take-home examinations as students are not coming on to campus as before for invigilated written tests or secure online *QuestUP* tests. As UP does not have Respondus lock-down browser functionality or something similar, Turnitin is the only means of verifying the originality of student work.

### ClickUP

Blackboard provides regular service packs for upgrading functionalities in the system. Two service packs were installed in July and in December. The new service packs addressed technical issues and provided some new features and enhancements. Figure 18 gives an overview of *clickUP* use through data provided in Google Analytics.



Figure 18: Google Analytics: clickUP use January – December 2016 v January – December 2015

01-Jan-2016 - 31-Dec-2016	Africa	
State in the second sec	01-Jan-2016 - 31-Dec-2016	15,018,948 (99.49%)
	31-Dec-2014 - 31-Dec-2015	<b>11,409,550</b> (99.38%)
	% Change	31.63%
	Europe	
	01-Jan-2016 - 31-Dec-2016	<b>32,829</b> (0.22%)
The Read States	31-Dec-2014 - 31-Dec-2015	28,668 (0.25%)
	% Change	14.51%
	Asia	
and the second sec	01-Jan-2016 - 31-Dec-2016	<b>18,890</b> (0.13%)
	31-Dec-2014 - 31-Dec-2015	20,525 (0.18%)
	% Change	-7.97%
1, 159 15,018,946		

Figure 19: Google Analytics: clickUP location access from January – December 2016

# Blackboard Managed Hosting

In 2016 the Department for Education Innovation (EI), in collaboration with Information Technology Services (ITS), implemented Blackboard Managed Hosting (BBMH). The migration from local to managed hosting took place from 1-5 July 2016. No major problems were experienced during the migration process.

Blackboard hosts the system at an off-campus site (currently in Europe). BBMH has multiple levels of redundancy that contributed to a 99.9% of *clickUP* availability in 2016. BBMH supported the implementation of the hybrid learning model and provided a 24/7/365 service to *clickUP* users.

The BBMH team monitor the *clickUP* servers and non-production servers, leveraging various dashboards and tools to ensure stability. Weekly calls are scheduled with a dedicated Managed Hosting Service Delivery Manager. Owing to the increase in *clickUP* use in the last quarter, the BBMH team increased not only the *clickUP* storage and database capacity but also the number of dedicated servers and improved the connection speed from South Africa to the BBMH site. We also experienced the value of the course recovery and backup processes when a lecturer inadvertently deleted a course object or section and another lecturer an assignment with all its associated grades. Both cases resulted in a full restore of the course sections and grades without any loss of data.

A major advantage of managed hosting is the reduction in time to upgrade the system or install new service packs. These scheduled maintenance and upgrade periods normally take place on weekends from midnight to early in the morning with limited impact on the user experience.

# Blackboard Collaborate

The Blackboard Collaborate license allows the University of Pretoria to access two different versions of Collaborate; namely, the Original Collaborate and the new Collaborate Ultra. The University of participated since 2015 in the testing of the new Collaborate Ultra, a synchronous video conferencing tool. It allows lecturers to add files, share applications and use a virtual whiteboard to interact with students. Collaborate Ultra opens from a browser. Users do not have to install any software to join a session and can access it from their mobile devices on a browser or through the

Blackboard student application as students. The current version integrates seamlessly with *clickUP* and the Blackboard Student mobile application and can manage 250 simultaneous users and include a variety of features that have been specifically designed to support online facilitation. These functions include chatroom, whiteboard, interactive polling and high-quality share of audio and video. The development team releases either new features or improvements to current features every month.

Lecturers continued to use the original Collaborate as they were used to the interface and the initial version could support up to 1,000 concurrent users.

Period	Rooms Started	Max Concurrent Rooms	Rejoined Attendees	Unique Attendees	Total Attendees	Recordings
Jan 01, 2016 - Jan 31, 2016	127	31	52	266	318	4
Feb 01, 2016 - Feb 29, 2016	286	5	300	725	1025	36
Mar 01, 2016 - Mar 31, 2016	178	4	821	1050	1871	26
Apr 01, 2016 - Apr 30, 2016	144	3	507	754	1261	23
May 01, 2016 - May 31, 2016	194	4	663	867	1530	29
Jun 01, 2016 - Jun 30, 2016	161	6	199	652	851	6
Jul 01, 2016 - Jul 31, 2016	152	5	241	322	563	8
Aug 01, 2016 - Aug 31, 2016	195	4	356	750	1106	61
Sep 01, 2016 - Sep 30, 2016	173	9	394	779	1173	13
Oct 01, 2016 - Oct 31, 2016	946	14	1440	3951	5391	70
Nov 01, 2016 - Nov 30, 2016	565	6	861	2764	3625	17
Dec 01, 2016 - Dec 31, 2016	25	2	12	41	53	0
	3146	31 (max)	5846	12921	18767	293

Table 18: The use of the original BB Collaborate to support teaching and learning in 2016

The increase in the use of both available versions of Blackboard Collaborate can be attributed to specific use cases but also to the recent student unrest. The following case studies provide an overview of how Collaborate Ultra was used to support teaching and learning:

- In the Faculty of Economic and Management Sciences, it was used to stream and record lectures and provide tutor sessions.
- Lecturers integrated both Collaborate versions as part of a 'flipped classroom' approach where they provided content with voice recordings to their students to watch before attending lectures.
- Lecturers in the Faculty of Natural and Agricultural Sciences used Collaborate to support students before they wrote a test or for virtual tutorials, consultation and postgraduate support.
- Students in the Faculty of Engineering, the Built Environment and Information Technology used Collaborate Ultra to do project presentations.
- Lecturers invited guest speakers to expose students to industry leaders during lectures.
- Postgraduate lectures were conducted.

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

More information is available in *clickUP* under the <u>clickUP Support</u> tab in *clickUP* or on the <u>Collaborate Ultra help site</u>.

### Third party content in clickUP

Blackboard extended the services they offer through agreements with publishing companies. Various academic departments used the advantages of these agreements with international publishers. The following publishers provided support to lecturers and students to have access through *clickUP* to their content:

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

# **Grade Centre integration**

Ongoing development and numerous testing sessions were done in 2016 to be able to implement a pilot testing of the integration. A successful pilot was done in at the end of 2016 extracting grade data from *clickUP* Grade Centre (CGC) to PeopleSoft Campus Solutions (PSCS) in two courses. The pilot showed that the data integration flows from *clickUP* to PS Campus Solutions worked as designed and correctly updated the PeopleSoft grade tables. The pilot also identified two issues. The student unrest in the last quarter resulted in changes to business rules. These changes impacted on the designed extracting process and the grade integration code had to be changed urgently to support these modified business rules. This code change was successfully done. Another challenge encountered was linked to the configuration of the grade columns in *clickUP*. The Faculty staff responsible for populating grades in the *clickUP* Grade Centre struggled to understand the purpose of a second column per grade to capture unique codes. This confusion can either be addressed through appropriate user training or technical changes in the *clickUP* grade centre. The solution to the user confusion will be investigated in 2017.

### **Blackboard Review**

The Vice Principal: Academic invited the University of Edinburgh to review the use of Blackboard tools and their effectiveness in achieving the goal of becoming more online within a hybrid model. The review was carried out between November 2015 and May 2016 (document review followed by site visit and finalization of the report). The review aimed to understand if the University has the right capacity, knowledge, technology to support a hybrid model. It was also hoped to get objective feedback on the barriers what may impact on the increase in use of online within contact education and the move to fully online programmes as well as, how well *clickUP* is used and what the students and lecturers' views may be on the use of Blackboard.

Ms Anne-Marie Scott, (Head of Digital Learning Applications and Media, from the Department of Learning, Teaching and Web Services within the University of Edinburgh) visited UP from 29 February – 3 March for the onsite review. A final report was submitted to the University and included valuable feedback and recommendations. The following paragraphs constitute the executive summary of the report.

The University of Pretoria will be building on strong foundations in terms of its portfolio of learning technology tools and support for teaching with technology; however, strategy and resources are not well aligned in a number of areas, and this will be a barrier to progress. The University has the right portfolio of learning technology tools to support aspirations around they hybrid model. There is a gap around peer assessment and possibly ePortfolios, but in general the University has a mature portfolio that contains 'best of breed' systems. Blackboard technologies can be well utilised to support distance and online education and there are exemplars of good practice within the University already.

The imperative for the hybrid model is still not clear to many staff and there is not a clear picture of what success looks like at an institutional level that can be used for communication and ongoing monitoring. Faculties do not appear to have systematically engaged with the hybrid model and its local implications, and so the roadmap and resource requirements in terms of support for learning technology and staff development are not clear. Dedicated project management resources will be vital to delivery across such a large and diverse institution. A project manager is in place in Education Innovation but at present the post is not securely funded and resources are being used pragmatically rather than strategically.

Education Innovation provides excellent support for learning technology tools and is highly regarded by academic staff. Training courses are thorough and fit for purpose and receive valuable feedback. Numbers of staff attending training courses is low however, and cancellations are an ongoing problem. clickUP training is not recognized as important professional development by academic staff and there is a feeling that research activity is valued more highly by the institution. In the absence of clear Faculty-led plans for the hybrid model, there is the potential for competition and fragmentation of the resources and support available.

Students rely heavily on the LMS and where modules are well designed they find them helpful and supportive. Where modules in clickUP are not well designed students find them confusing, and the overall variation in quality of modules is highly visible to students. Some modules are supported using alternatives to clickUP (stand-alone websites; Google apps) and whilst innovation in teaching with technology is to be encouraged, it is important that it remains clear to students that technology is adding value rather than unnecessary complexity. clickUP apps are useful for students where they are known about and Notifications in particular are especially valued. Recent campus disruptions have also highlighted that clickUP is an effective communication channel more generally, beyond supporting academic courses.

Undergraduate students are well supported in developing their digital literacy skills through the Academic Information Management 101 module, however no similar provision exists at post-graduate level and this is a significant gap, as well as a risk to the growth of Masters level programmes. While post-graduate students might be expected to have some level of IT skills gained through work, they will still not be familiar with University systems such as clickUP.

Some work has already begun on the conversion of existing Master's degrees to use more online components. The rationale for this is not clear, and especially where student numbers are low or

courses have a good success rate already, the case for return on investment does not appear to have been made. More market analysis and a robust financial modelling tool are required in this space.

Priorities and resources are not well aligned between Education Innovation and IT Services to the extent that key services have failed and vital projects have failed to deliver. Some teaching rooms on campus are described as not suitable for technology facilitated teaching. Strategy, planning and resource allocation across these three areas needs to be brought into alignment.

There are process weaknesses around curriculum design and at present technology tends to be 'retrofitted' to courses, rather than courses being 'born digital'. For existing programmes this is a pragmatic response to avoid lengthy re-accreditation processes. For the institution to achieve ambitions around moving large numbers of courses to a new hybrid model; however, a formalized learning design service, supported by Education Innovation, should be seriously considered. This would require additional resources within the E-Education Unit, but has the potential to be transformative in terms of moving programmes to the hybrid model and creating further Faculty exemplars and champions.

Access to IT off-campus remains a significant issue for staff and students. Recent campus closures highlighted how much reliance there is on University provided IT Services. Coupled with the low starting levels of digital literacy amongst many students, this poses a significant risk to the implementation of the hybrid strategy and modules must be designed with this in mind.

There is a lot of good practice and innovation taking place already, but it is often not visible or easily shared. Development of PODs, and activities such as the Flexible Futures conference, collection of case studies and facilitating cross-Faculty peer networking will help raise the visibility of work already happening.

Regular recording of grades within the LMS for activity within modules is not carried out and this is a significant gap in terms of student feedback, and staff ability to support student success. In general, data as an asset and the potential of learning analytics are not being realized. There is good understanding of the theoretical applications of learning analytics within Education Innovation, but the capacity for practical implementation does not exist within IT Services or Education Innovation.

An improvement plan was put into place at departmental but not institutional level.

# **Creative Studios and Communication Technology**

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

Creative Studios consists of three sections: graphic design, videography and limited photography. Staff in Creative Studios helps lecturers to enhance access and successful student learning through excellent teaching media, by creating engaging audio and visual material for teaching and learning. This material assists students with different learning strengths or preferences to engage more meaningfully with the curriculum content and ensures a deeper learning experience. Creative experts assist in capturing concepts in audio and/ or visual forms, which range from graphic images, photographs and video to animations, voice-overs and other forms of sensory stimuli.

During 2016 CS&CT focused their attention on projects related to teaching and learning and research.

# Highlights and new initiatives of 2016

### International collaboration

International collaboration was limited to the interviews where international academics were interviewed and the international meetings that were held via video conference.

### Training and benchmarking

Six Graphic designers attended Advanced Illustrator training on 2 and 3 November 2016 in Linden, at Morning Star Design, which is an Adobe accredited Training Centre.

In February 2016 five staff members had the opportunity to attend the Design Indaba Conference in Cape Town, to network and engage with some of the industry's best national and international designers.

A training day was held in January 2016 for all universities in the northern part of South Africa on the new Vidyo video conference platform. This training day was well attended.

CS&CT staff is well aligned 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

The new lecture halls and office block south of the BMW building called the Tswelopele Building, on the Prinshof campus, was completed in December 2015 and Education Innovation staff moved into the very modern offices in January 2016.

### **Design and development impact**

The expertise of CS&CT is used to design and develop media to support teaching and learning. The impact of the expertise is professional products designed for an educational environment. In some cases the impact is wider than UP so the media might be used for teaching here but also shared with other universities or communities. The following are some of the projects undertaken:

### The Zoonoses information project

At Onderstepoort the zoonoses information project, which includes posters, brochures and mugs featuring zoonotic diseases (diseases of animals and humans) started in 2016 with a research project involving abattoirs and their workers. It was realized that there is very little information regarding zoonotic diseases to inform the general public. Ms E Mayhew designed the posters, brochures and mugs using information that the students provided on each disease. The target was the general public with various levels of education. The designer used cartoon pictures to bring the message across. A transmission diagram for each disease was created that was also used on the mugs. This project was entered as a student project into the One Health day competition was named the best student project from South Africa. For the competition, the project was presented at a One Health day on 11 November (https://onehealthstory.com/). The designed zoonotic information is also used by lecturers when visiting abattoirs and farms to inform workers of these diseases. This material is available on <u>http://www.up.ac.za/audiovisual-products</u>. This project is a good example of different disciplines coming together to produce powerful educational information/ material. The skills of the graphic designer assisted lecturers to produce a product that enables them to educate people with different education levels, reaching and informing a wide audience.

### The Cardiac Cycle Puzzle for medical students

Ms A Koorts, of the Department of Physiology, needed a more fun and easily remembered approach to teaching cardiac physiology classes to help students understand how the heart pumps blood continuously. The approach also had to provide a way to make it easier for students to integrate the concepts of morphology and physiology in both normal and pathological states of the heart. Knowledge about the cardiac cycle is required by students pursuing health care careers, such as biology, dentistry, medicine and nursing. The idea of a puzzle was developed elsewhere<sup>1</sup> but Ms Koorts wanted an interactive puzzle on *clickUP* for assessing her students. Ms Mhlakaza illustrated and developed this interactive puzzle through Adobe Illustrator and Adobe Captivate. The puzzle presents figures of phases of the cardiac cycle and a table with five columns: phases of cardiac cycle, atrial state, ventricular state, state of atrioventricular valves, and state of aortic and pulmonary valves. Chips are provided to drag and drop to complete the table. Students were able to correct or try again, could submit when had completed table and they the (http://advan.physiology.org/content/39/1/27).

<sup>&</sup>lt;sup>1</sup> The original idea of the puzzle was developed by Marcondes,FK, Moura, MJCS, Sanches, A, Costa, R, Oliveira de Lima, P, Groppo, FC, Amaral, MEC, Zeni, P, Gaviao, KC and Montrezor, LH. (2015). *Advances in Physiology Education* 39(1): 27-31. DOI: 10.1152/advan.00116.2014.

# The use of video to enhance teaching

Mr A du Plessis and Mr H Van der Merwe visited the USA from 13 September to 1 October 2016. They formed part of a group of eight staff members and 16 MIT students. They visited libraries in the USA and took video footage of all presentations and lectures. Some of the libraries visited were the Smithsonian Library, the Library of Congress, the University of Milwaukee Library, the Milwaukee Public Library, the Wisconsin Talking Book and Braille Library, the University of Wisconsin-Madison Library and the Mortenson Centre for International Library Programs in Champaign. On their return, more than 50 short teaching videos were edited from the footage that was recorded in the USA. These short videos are available for all information Science students and will make a large contribution to their international insights.

During 2016 the Department European Languages made extensive use of the video conference facilities at EI. In collaboration with the North West University, classes were presented in French and German on a weekly basis. These classes were for undergraduates and postgraduates.

Regarding research, Mr Van der Merwe assisted Professor Webb and Professor Swan with the selection and installation of 'critter cameras' to observe and research the behaviour of crocodiles on a farm near Brits. Photos of the crocodiles are taken every five minutes and at regular intervals they are downloaded to create a video. This project will continue during 2017.

# YouTube used as an aid to teaching medical students

The University has a YouTube channel for projects. Most educational videos were placed on YouTube in order to make them readily available to students. The videos are accessed through *clickUP*. The videos can be watched at the student's leisure. This resource ensures that there will be no misunderstanding as to what is expected of them during the testing phase. By attending one training session, they sometimes miss valuable information but, by having access to the videos, they can study 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. CS&CT also assisted lecturers in Health Sciences 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 that impacted on large numbers of students include the following:

- 48 videos were created for Professor A. van Schoor Anatomy (videos between 3-10 minutes). They form part of a drive to capture all dissecting classes on video.
- Visiting lecturer to present dissection classes. Educational Videos produced for *clickUP*.
- Recording and editing of 3 videos for Dr E. Ghabrial Pediatrics.
- 8 Short Neurology Videos produced for Dr Lamb, Neurology, for Educational purposes.
- Dr Thopil Filming lecture series for engineering.

- Computer Science 3D animation.
- Information Science Filming and editing lecture series on Big Data.
- Information Science 50 MIT Postgraduate lecture series videos filmed in the United States.
- Agriculture Editing and uploading of series of anatomy videos to Youtube/ *clickUP* on sheep, for Dr Hornsveld.
- Lecture series on specific topics for EMS.

# Video conferencing, Skype and other synchronous communication technologies

A total of 135 events took place during 2016 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 20: Use of video-conferencing and communication technologies 2016

### **Graphic Studios**

Graphics on all the campuses were involved in 541 projects for teaching and learning.



# Figure 21: Teaching and learning projects for graphics: 2016

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:

# Hybrid Fair

CS participated in the Hybrid Fair, which was held in the Rautenbach Hall on 14 June 2016. The event focused on relevant areas in teaching and learning and was hosted by the Faculty of Natural and Agricultural Sciences and the Department for Education Innovation. Apart from CS's own booth, which highlighted the creative services offered to lecturers for teaching and learning, CS also played a vital part in decking out the booths by designing 20 posters and 11 flyers.

Designed by Ms R. Dave

• Best poster: Sandton conference, October 2016

J. Van der Linde, PhD, Department of Speech-Language Pathology, Faculty of Humanities

Poster name: The Effect of Hydration on the Voice Quality of Future Professional Vocal Performers

Designed by Ms H. Mans

• Second prize for the best poster at the Veterinary Faculty Day.

M.M. Sirdar (BVM., MSc., Dip. Finance), PhD Candidate: Epidemiology Section, Faculty of Veterinary Science

Poster name: Identifying high risk areas for Foot-and-mouth Disease (FMD) outbreaks in South Africa.

Designed and illustrated by Ms G. Brits

• Best scientific abstract presentation for the day at IAOMS Maxillofacial congress in Australia.

S. Naidoo, Department of Maxillofacial and Oral Surgery, Faculty of Health

Poster name: Considering the Philtrum during Cleft Lip Surgery

Designed and illustrated by Ms M. Booyens

• RuDASA Conference: 1st Prize

N. Thusi, Dr M. Bac and Dr M. Louw, Department of Family Medicine, Faculty of Health Sciences

Chronic Pain Management in Tintswalo Hospital

### **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 the Faculty of Veterinary Science. The photographer also offers limited video editing services to the Faculty.



### Figure 22: Photography and Video at Onderstepoort in 2016

### **Institutional Support**

CS&CT continued to support Executive projects. Seven videoconferences for the Executive were held and nine videoconferences and Skype conferences were supported and arranged. Members of the Executive also participated in appointment committees in various venues like the new Plant Sciences building and at Seminar Room 1 at EI.

# **Community Engagement**

The Manager: Community Engagement is Ms Gernia Van Niekerk. She works with a small staff of three. The work has expanded from straightforward community engagement and development to include work-integrated learning in some Faculties (Health Sciences, Education and EBIT, for example). Negotiating with businesses and employers requires different knowledge and skills from negotiating with communities.

### **New Initiatives**

The normal activities of this unit have been slightly refocused to support the University's anchor strategy. Working in the precinct of each campus brings challenges not encountered in other communities. New partners have to be found, negotiating has to start afresh on a large scale and students have to be redirected to particular areas around University campuses to help to upgrade the areas. Work was begun in 2016 on the Hatfield and Mamelodi campus precincts.

The University started to engage with the University Social Responsibility Network (USRN). UP is the board member for Africa. Two academics, Dr M Jordaan (Faculty of EBIT) and Professor J Hugo (Faculty of Health Sciences) attended a visit to Manchester University, where their main focus is their anchor strategy. The Vice Principal: Academic, Professor N Duncan and Dr Jordaan attended another event in Beijing. The Vice Chancellor and Principal, Professor de la Rey worked with Ms van Niekerk and Professor Kilfoil to produce a case study on UP's community engagement activities 'Evaluating Service Leadership Programs with Multiple Strategies' for a USRN publication, University Social Responsibility and Quality of Life, to be published in early 2017.

### **Data on Community Engagement**

The summary table below provides an indication of the scope of curricular and voluntary community engagement activities in 2016 up to date, the first forming part of students' formal programmes, and the second, activities and projects run by voluntary student groups.

Faculty	Curricular community engagement, work integrated and practical work	Voluntary students			
	Modules	Student numbers			
EMS	7	119 Student organizations	5,000		

Table 19: The scope and scale of community engagement, work integrated and practical work activities in2016

EBIT	9	TUKSRES	2,500
Education	8	9 Faculty Houses	2,000
Health Sciences	46	SRC - RAG	20
Humanities	28	Other (bursary requirements, etc.)	1,000
LAW	4	TOTAL STUDENTS	10,520
NAS	22		
Theology	2		
Veterinary Science	21		
TOTAL MODULES	152		
TOTAL STUDENTS	13,010		

All Faculties were involved in community engagement and community development, although the nature of their involvement varied. In some cases, curricular community engagement was mandated by the profession or accrediting bodies. The number of students undertaking community engagement modules increased owing to the increase in student intake. Community engagement modules include all WIL (work integrated learning) as well as community-based learning and community-based practical work modules.

2016 saw a shortfall in funding owing to #feesmustfall. R200 was usually added to student fees to cater for Community Engagement activities but new modules coming into the programme could not increase their fees to meet this need. The shortfall was ±R350,000. Approximately 40 modules were affected, especially smaller modules.

### **Institutional Community Engagement Awards**

The institutional Community Engagement Award went to the Law Clinic. They will be nominated for the McJannet Award in 2017.

An Executive decision was made to centralize all Achievers' awards with Human Resources so the call for the 2017 institutional awards was not handled by the Community Engagement unit. The call and the evaluation rubric were shared with HR for distribution.

### **Community Engagement Forum**

Two meetings of this Forum were held. At the March meeting, the winner and runner up of the institutional Community Engagement Award made presentations. The winner was the Law Clinic and runner up was Dr Quixi Sonntag from the Faculty of Veterinary Science. A presentation was made by ABBA, a registered Child Protection NGO in Tshwane. They assist youth with their main focus being on dealing with unplanned pregnancies, shock, abortion, and future plans. At the May meeting a

task team was nominated to consider amendments to the current *Community Engagement Policy* as part of cyclical revision. Another task team was appointed to put together a proposal on impact assessment for the NRF funding application. Professor A. Kok suggested that Ms van Niekerk serve on two transformation workstream committees. Ms van Niekerk and Dr C. Prinsloo (Humanities) did a presentation on the conference that they attended in Nepal on Integrating Social Work and Community Engagement. In addition to the learning from the conference, they discussed the socioeconomic, political and cultural contexts of Nepal.

A special meeting was convened in September to review the insurance policy that covers students busy with community engagement.

# **External Community Engagement Organizations**

### SAHECEF

This organization is not very active but their meetings were attended by a member of the Community Engagement Office.

# Talloires

The winner of the UP institutional community engagement award in 2015, Dr M. Jordaan (Faculty of EBIT), was nominated for the McJannet Award. UP is always disadvantaged as they consider only student-led community engagement, not curricular community engagement. While the nomination was not short-listed, the academic leader of the programme was asked to act as evaluator for the awards. Dr Jordaan also applied for and received a R90,000 grant from Talloires.

# University Social Responsibility Network (USRN)

The University joined USRN. Two representatives attended an event at the University of Manchester and two attended an event in China. The Manager: Community Engagement and the Director: El collaborated with the Vice Chancellor and Principal, Professor de la Rey, to write a chapter for a USRN book.

# **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 El can function optimally. The core mandate of this support unit within El 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 vacant Senior Administrative Assistant post at reception was filled in September 2016. Two people retired in October and November. One post was frozen by HR to effect cost savings. Approval was obtained from HR to fill the Senior Administrative Officer's post. 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, training or meetings. Students from donor programmes use EI reception to access donor staff for meetings, funds, counselling and other support. 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.

El also provides and equips offices for donor staff from the Michael and Susan Dell Foundation (MSDF) and the MasterCard Foundation (MCF) and provides an office for the FLY@UP project manager. About twelve additional staff members have been added through these projects but no additional offices have been given to the department, resulting in congestion and the need to share offices.

# **Finances**

The office assists with all the financial procedures, requests and forms as outlined on the Intranet. In 2016 the Operations Office handled a combined departmental and community engagement budget of R1,187,259 (Non Institutional) and R642,475 (Institutional). Other cost centres total R4,619,718. The IT budget was R1,058,136. The Department also handled budgets for MSDF, MCF, Kresge Foundation (Siyaphumelela project), FLY@UP and DHET Foundation Provision Grant funding for staff development.

The amendments to the PS accounts and expense types had an impact on turnaround time during November and December 2016. The Operations Office ensured that business went on as usual within EI despite all the challenges and upgrades.

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 20: Orders and service request

STATISTICS - OF	PERATIONS OFFICE - 201	6											
		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Order		30	64	60	67	99	59	80	92	60	36	47	17
Invoices Cred.		32	20	50	50	50	60	40	64	65	40	53	11
El Services	Invoicing Debtors	0	1	3	2	2	1	3	1	2	3	0	2
	Private income	0	0	1	0	1	1	0	0	0	1	1	0
Journals:	Graphics Hatfield	4	6	2	9	26	5	11	12	12	5	3	5
	Graphics Medical	7	13	18	11	9	3	31	46	20	13	12	4
	Graphics O/poort	4	4	9	13	7	9	14	20	9	8	10	0
	Graphics Total	15	23	29	33	42	17	56	78	41	26	25	9
	Video Hatfield	2	3	3	0	1	1	2	5	5	0	2	1
	Video Medical	3	0	0	0	0	0	0	0	0	0	0	0
	Video Total	5	3	3	0	1	1	2	5	5	0	2	1
	Photographic O/P	1	4	2	3	5	3	2	3	3	3	3	1
	Photographic Total	1	4	2	3	5	3	2	3	3	3	3	1
	Studio Hatfield	0	0	0	0	0	0	0	0	0	0	0	0
	Journals totals:	21	30	34	36	48	21	60	86	49	29	30	11

The Operations Office in collaboration with the Director of EI and all line managers drew up the annual operational, HR and Facilities Management budgets for 2017, aligned with guidelines from the Director of Finance, the EI Operational Plan and UP strategies.

In addition to EI budgets and others mentioned above, the Operations Office managed

- R58,560 from the skills levy allocated to EI as part of the Skills Development Committee.
- The CIL novice lecturers and tutor training budget.

The manager also provided secretariat services for all meetings of the departmental Skills Development Committee and liaised with HR on issues related to training.

### Human Resources

El employs both permanent and contract staff and contract staff paid by external donors to run MSDF and MCF programmes plus the FLY@UP contract. The Operations Office was effective in processing four permanent appointments, several annual contracts and ad hoc appointments.

Where possible, vacant posts were filled by candidates from designated groups to ensure a balanced equity profile in the department.

# Table 21: Equity profile 2016

Р	El February 2017 filled posts (59	Contractors on	Contractors: MSDF, MCF, DHET,
Levels	permanent, the rest contract) Vacant	Claims/ Invoice	FLY@UP, HERI Intern = 11 Post
	post 2 = 61 + 11 = 72		
1-6	I: 1.70%; C:1.70%; BF:1.70%; WF:		C: 8.33%
	28,81%; WM: 5.08%		
7-9	I: 1.69%; C: 1.69%; BF: 13.56%; BM:		BM: 8.33%; BF: 16.67%; WF:
	3.39%; WF: 10.17%; WM: 11.87%;		25%; WM: 8.33%
	BFN: 1.69%		
10-12	I: 1.70%; BM: 3.39%, BF: 5.09%; WF:		BM: 8.33%; BF: 25%
	1.69%		
13-17	BM: 1.70%; BF: 3.39%		
Total	I: 5.08%; C: 3.40%; BM: 8.47%; BF:	1 Indian	C: 8.33%; BM: 16.67%;
	23.73%; WF: 40.68%; WM: 16.95%; B	11 African	BF:41.67%; WM: 8.33%; WF:
	FN: 1.69% 1 person	2 White Female	25%

### Table 22: Vacant posts filled

1	Ms A Botha	Instructional Designer to Education Consultant
2	Dr H Untiedt	Snr Instructional Designer to Project Manager E-Learning
3	Dr I LuBBe	Head Education Consultant (1/1//2017)
4	Dr S Nkase	Head Education Consultant (1/1/2017)
5	Ms MD Mhlakaza	Graphic Designer
6	Ms A Singh	Snr Administrative Officer

### Table 23: Promotions in existing post

Promotion in Existing Post	1
Ms G van Niekerk	Manager: Community Engagement

# Table 24: Other contract appointments in 2016

1	MasterCard contract –A Mawadza	African – female
2	MasterCard contract – E Law-van Wyk	White – female
3	MasterCard contract – L Molose	African – female
4	Dell contract – D Thompson	White - male
5	DHET appointment – M Phahlana	African – female
6	MasterCard contract –D Ramollo	African – male
7	Fly@UP contract – H Byles	White – female
8	Sikelela contract – W Marthinus	Coloured - male
9	Operational Office – F Siebert	White – female
10	HERI – E Mphanda	African – female
11	Claim basis Clerical Assistant – M Madiope	African – female
12	Claim basis Clerical Assistant – G Maepa	African - female
13	Several claim basis appointments/ Invoices	
The office registered an overtime project for Video and Communication staff although eventually the University decided that no overtime could be paid. The office also maintained and updated reporting lines for leave and Performance evaluating on PeopleSoft.

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, building projects, 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, storage and contracts.

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

# **Research Activities**

The table below summarizes the research activities of the Department for Education Innovation for the five-year period from 2012 to 2016. It is followed by details for each section.

Summary of research activities		2012	2013	2014	2015	2016
Number of	Accredited	8	3	5	6	5
Publications (EI)	Non-Accredited	2	3	1	7	0
Conferences,	International	7	7	14	16	5
Workshops, Webinars and Colloquiums Attended	National	17	53	82	38	25
Conference Papers	International	7	6	6	6	8
Presented	National	11	28	21	23	25
Visits	International	3	3	3	5	2
	National	8	0	3	4	1
Visitors	International	7	3	30	14	7
	National	0	0	8	1	6
Active International Collaborative Projects		1	0	3	4	4
Posters Presented	International	0	0	2	0	3
	National	1	0	1	3	5
Research Reports		18	14	14	16	11
Representative for UP	International		3	0	0	0
	National		2	7	6	2
Number of Staff Serving on Editorial Boards		5	3	4	4	4

# Table 25: Summary of research activities El 2012 – 2016

# **Publications in Accredited Journals and Books**

Du Toit-Prinsloo, L., <u>Pickworth, G.</u> & Saayman, G. (2016). The forensic autopsy as a teaching tool: Attitudes and perceptions of undergraduate medical students at the University of Pretoria, South Africa, *African Journal of Health Professions Education*, 8 (1): 77-80.

Du Toit-Prinsloo, L., Morris, N.K., Lee, M. & <u>Pickworth G.</u> (2016). Registrars teaching undergraduate medical students: A pilot study at the University of Pretoria, South Africa. *African Journal of Health Professions Education*, 8 (2), October: pp. 196-199.

Lotriet, M., Erasmus, H.C. & Mostert, S.N. (2016). Tutoring targets – the challenge of evaluating success. *Journal for New Generation Sciences*, 14(1):61-76. (ISSN 1684-4998).

Lemmens, J. & Henn, M. (2016). Learning Analytics: A South African Higher Education Perspective. In *Institutional Research in South African Higher Education – intersecting contexts and practice*, pp. 231-253. ISSN 978-1-928357-17-9.

Wolvaardt J.E., <u>Untiedt J.S.H.</u>, Pietersen M.H., Mostert-Wentzel, K. (2016). Sharing the quest of doctoral success: creating a circle of critical friends. 1<sup>st</sup> Edition. In L. Frick, P. Motshoane, C. McMaster & C. Murphy (eds.). *Postgraduate study in South Africa: surviving and succeeding*. Stellenbosch: SUN MeDIA. pp. 191-201. 978-1-928357-23-0.

## **Conference Papers/ Workshops Presented<sup>2</sup>**

## International

Jordaan, D. (2016). Student success. The role of educational technology. Workshop at the Botho University, Botswana, 8-9 April.

Jordaan, D. (2016). An integrated approach to the use of a Learning Management System at the University of Pretoria to support student success. Presentation at the 16<sup>th</sup> Enhancing Student Engagement and Success in Higher Education Conference in Dublin, Ireland. 23 June.

Lemmens, J. (2016). Career exploration meets mobile technology! European First Year Experience Conference. Gent, Belgium, 4-6 April.

Mostert, E. (2016). Objective Assessment. Get Started Keep Moving Workshop. Institute for Tropical Medicine, Antwerp, Belgium, 19 September.

Naidoo, A. (2016): Presented at the FAWE Offices to staff on admission requirements at UP. Nairobi, Kenya, 9 November.

Nagel, L. (2016). Re-imagining Coursework Masters for online learning based on Research and Design Principles. Re-Imagining Learning Scenarios. EDEN 2016 Annual Conference. Budapest, Hungary. 14 - 17 June 2016. Budapest, Hungary, 14-17 June.

Pienaar, M. & Mostert, E. (2016). Vet Ed Africa Workshop to delegates from Madagascar, Mozambique, Zimbabwe, Namibia, Tanzania, Angola, Zambia and Kenya. Faculty of Veterinary Science, University of Pretoria, 20-22 October.

Sehlapelo, H.P. (2016). Examining institutional student and lecturer engagement data to gain understanding on the reporting gap between students' and lecturers' perceptions. Combined ICED and HELTASA conference, Cape Town, 23-25 November.

# National

Hanekom, T., <u>Botha, A.J.M</u>. & Maharaj, B.T.J. (2016). Curriculum review from the dual prism of academia and industry. *Proceedings of the 6<sup>th</sup> African Engineering Education Association Conference 2016*. Bloemfontein, South Africa, 20-22 September.

Haupt, S. (2016). Managing in Resource Restricted Times: Make everyday matter. Plenary paper presented at 28<sup>th</sup> SAIMS Conference, 4-7 September.

Johnson, E., Morwane, R., <u>Lotriet, M.</u>, <u>Pretorius, G.</u> & Dada, S. (2016). Adult learners' perspectives on their engagement in a hybrid learning honours programme at a South African university. Paper presented at the 10<sup>th</sup> Annual UKZN Teaching & Learning Conference, Durban, RSA, 20-22 September. Jordaan, D. (2016): Workshop at the University of Venda: The value of student engagement through the use educational technology and its role in student success. 4-5 May.

<sup>&</sup>lt;sup>2</sup> The Department for Education Innovation presents scheduled priority courses multiple times annually as part of teaching development: Academic 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.

Jordaan, D. (2016) Can data in a Learning Management System support student success? A case study at the University of Pretoria. Siyaphumelela Conference, UKZN, 28-30 June.

<u>Kebalepile, M.M.</u> and Ntsabele, B. (2016). How can South African Higher Education best provide access to the poor. Paper presented at the Southern African Association for Institutional Research Conference (SAAIR), Northwest University, Potchefstroom, 18-20 October.

Keba<u>lepile, M.M</u>. and Ntsabele, B. (2016). The burden of increased access to Higher Education: a story of increased enrolment numbers, but shrinking and delayed throughputs. Paper presented at the Southern African Association for Institutional Research Conference (SAAIR), Northwest University, Potchefstroom, 18-20 October.

<u>Kilfoil, W.R.</u> & Mitchell, Y. (2016). Evaluating the use of summer and winter schools as part of a flexible curriculum to 'move the middle'. Siyaphumelela Conference, UKZN, 28-30 June.

Kilfoil, W.R. (2016). Managing towards teaching excellence. Management Development Programme. University of Pretoria.

<u>Lemmens, J.</u>, Henn, M. & Hen-Boisen, L. (2016). Facilitated the Learner Analytics Institute, Presented by SAAIR, University of Pretoria, Pretoria, 25-26 April.

Lemmens, J. (2016). The Career App.tizer. Siyaphumelela Conference, UKZN, 28-30 June.

<u>Lemmens, J</u>, <u>Jordaan, A.J.J.</u>, Henn, M, and Swart, L. (2016). Closing the loop! (of knowledge, action and intervention). Workshop presented at the South African Higher Education Learning Analytics workshop. Northwest University, Potchefstroom, 17 October.

Lemmens, J. (2016). Entry characteristics and NSFAS student performance. Paper presented at the Southern African Association for Institutional Research Conference (SAAIR), Northwest University, Potchefstroom, 18-20 October.

Lemmens, J. (2016). Siyaphumelela (We succeed): a national student project. Panel member at the Southern African Association for Institutional Research Conference (SAAIR), Northwest University, Potchefstroom, 18-20 October.

Mostert, E. (2016). The Basics of Asssessment. Skills Assessment Workshop. Faculty of Veterinary Science, University of Pretoria, 26 May.

Mostert, E. & Pienaar, M. (2016). Block Builders' Workshop. Faculty of Veterinary Science, University of Pretoria, 8-12 February & 9-12 May.

Mostert, E. & Pienaar, M. (2016). Teaching and Learning Workshop. Tsolo Agriculture and Rural Development Institute (TARDI), Tsolo, Eastern Cape, 21-22 November.

<u>Mostert, E., Pienaar, M.</u> & Moore, A. (2016). Mission possible: Hybrid with a hint of Vet Ed. Paper presented presented at the 2016 E-Learning Update Conference, Johannesburg, 6-8 September. Mphanda, E. (2016). STARS Mentorship programme at the University of Pretoria: Focusing on Psychosocial functions that help facilitate student belonging. Paper presented at the First Year Experience Conference, *South African National Resource Centre for the First-year Experience and Students in Transition*, Johannesburg, 25-27 May.

Beukes, B., Nagel, L., Kirstein, M. & Kunz, R. (2016). How does students' technology adoption profile influence their experience of a web-based audit simulation? SAAA T&L Conference, University of the Witwatersrand, 2 December.

Nagel, L. (2016). Blended learning. Workshop for academics, North West University, Vaal Triangle Campus, 3 March.

Naidoo, A. (2016). Promising Practices - Advising. Presented at the Siyaphumelela Conference, Durban, 28-30 May.

Naidoo, A., Barnabas, T. &. Hassan, F. (2016). Student Support – Whose responsibility? Presentation at the SANRC-FYE Conference, Johannesburg, 25 May.

Scheepers, D. (2016). Blended Learning. Presented a pre-conference workshop on at the Vaal University of Technology, Vanderbijlpark, 23 August.

Scheepers, D. (2016). Pedagogies for ICT. Keynote address at the eLearning seminar of the Mangosuthu University of Technology, Durban, 11 August.

## **Conference Poster Presentation**

Kritzinger, A., Potgieter, M. & <u>Lemmens, J</u>. (2016). Exploring student engagement in a blended learning environment for first year biology. The 6<sup>th</sup> International Learning Analytics and Knowledge conference, Edinburgh, Scotland, 25-29 April.

Louw, I. and Wood, L. (2016). Post-conference workshop. NWU, Potchefstroom. 13 February.

Louw, I. (2016). Tutor support to turn tutorials into learning spaces. SANRC FYE Conference, Johannesburg, 26 May.

Louw, I. (2016). Planning a learning Opportunity. Tshwane South TVET College. 6 July.

Louw, I, Zuber-Skerrit, O & Wood, L. (2016). Postgraduate supervision workshop. Kyalami. 13-14 August.

Louw, I. (2016). The learning conference: Postgraduate supervision as a scholarship of teaching and learning. 10<sup>th</sup> Annual Teaching & Learning in Higher Education Conference, 20-22 September.

Louw, I. (2016). Tutorials: Dreaded necessity or learning opportunity? ICED HELTASA, University Cape Town, 23-25 November.

Morwane, R., Pretorius, G, Johnson, E., Lotriet, M., Dada, S. (2016). Ethical considerations in the development of a blended learning programme. Poster presented at the *Combined ICED/HELTASA* Conference, University Cape Town, 23-25 November.

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

## International

Kilfoil, W. R. (2016). Attended OER16 and LAK16 at the University of Edinburgh, April.

Mostert, E. (2016). Attended the Get Started Keep Moving Workshop presented by LINQED: Institute for Tropical Medicine, Antwerp, Belgium, Online 15 August – 16 September and face-to-face 19–23 September.

Naidoo, A. (2016). Participated in the Scholars Transition Working Group meeting in the MasterCard Foundation Offices. Toronto, Canada, 25-27 July.

Naidoo, A. & Molose, L. (2016). Participated in The MasterCard Foundation Scholars Program Partners Convening: Michigan State University. Michigan, 25-27 October

Vumazonke, A. (2016). Participated in the MasterCard Foundation Scholars Convening: Baobab Summit: Ashesi University. Ghana, 17-19 June.

## National

Botha, A., Gossmann, C., Haupt, S., Jordaan, A.J.J., Kilfoil, W.R., Lotriet, M., Louw, I., Mathebedi, F., Mostert, E., Naidoo, A., Pickworth, G. & Van Amerom, E. (2016). Transforming the curriculum: South African imperatives and 21<sup>st</sup> Century possibilities. Conference Theme: Transformation of the curriculum in the African context. Hosted by the Department for Education Innovation, University of Pretoria, 28 January. Botha, A., Gossmann, C., Haupt, S., Lotriet, M., Louw, I., Mathebedi, F., Mostert, E., Pickworth, G. & Van Amerom, E. (2016). Seminar: Extended Programme's Teaching and Learning Day. Theme: Alternatives to F2F Teaching, 15 July.

Botha, A., Gossmann, C., Haupt, S., Lotriet, M., Louw, I., Mathebedi, F., Mostert, E., Pickworth, G. & Van Amerom, E. (2016). Workshop: Creating Digital Lectures. Presented by the Instructional Design team of the University of Pretoria, 25 August.

Botha, A., Gossmann, C., Haupt, S., Kebalepile, M.M., Sehlapelo, H.P. and Mphanda, E. & van Amerom, E. (2016). SAAIR Learner Analytics. Workshop Presented by Lemmens, J. (UP), Henn, M. Hen-Boisen, L. (UFS), University of Pretoria, Pretoria, 25-26 April.

Botha, A., Haupt, S. & van Amerom, E. (2016). Workshop: Getting Published In High Impact Scholarly Journals. Presented by Prof Kobus Maree from Faculty of Education, University of Pretoria. 30 June.

Jordaan, A.J.J. (2016). Public Lecture: Moving to Blended Teaching and Learning. Presented by Kawulich, B. from the University of West Georgia. Hosted by Faculty of Humanities, 26 May.

Kebalepile, M.M. From knowledge to action to intervention. Workshop presented at the South African Higher Education Learning Analytics workshop. Northwest University, Potchefstroom, 17 October.

Kilfoil, W.R. (2016). Equitable Access to Higher Education. Seminar presented by UCT, NEON and University of Edinburgh, Cape Town, 6 May.

Kilfoil, W.R. PAL Colloquium at GIBS, 28 October.

Lemmens, J. (2016). EdX Mooc: Analysing and visualising Data with Excel, 1 April-20 May.

Lemmens, J. (2016). EdX Mooc: Practical Learning Analytics, 28 June-31 July.

Lemmens, J, Sehlapelo, H.P., Mphanda, M., & Kebalepile, M.M. (2016). Siyaphumelela Ethics symposium. Johannesburg, 27 October.

Louw, I. (2016). Planning a learning Opportunity. Tshwane South TVET College, 6 July.

Louw, I. (2016). Tutor support to turn tutorials into learning spaces. SANRC FYE Conference, 26 May, Johannesburg.

Louw, I. (2016). The learning conference: Postgraduate supervision as a scholarship of teaching and learning. 10<sup>th</sup> Annual Teaching & Learning in Higher Education Conference, 20-22 September.

Louw, I. (2016). Tutorials: Dreaded necessity or learning opportunity? ICED HELTASA, University Cape Town, 23-25 November.

Louw, I. & Wood, L. (2016). Post-conference workshop. NWU, Potchefstroom, 13 February.

Louw, I., Zuber-Skerrit, O & Wood, L. (2016). Postgraduate supervision workshop. Kyalami, 13-14 August.

Pienaar, M. (2016). Skills Assessment Workshop. Faculty of Veterinary Science, University of Pretoria, 26 May.

Pienaar, M. & Mostert, E. (2016). Skills Assessment II Workshop. Faculty of Veterinary Science, University of Pretoria, 18 August.

Scheepers, D. & E-Education unit. (2016). UP2U community of practice meeting, UP, 13 May.

Scheepers, D. & E-Education unit. (2016). UP2U community of practice meeting, North West University, Potchefstroom. 26 October.

Van Amerom. E. (2016). Engaging Faculty in Meaningful Assessment: Leveraging the MSC/VALUE Initiative to Make Local Strides, AAC & U. Webinar Presented by Rose, T Director of Assessment University of Kentucky; Hilk, C. Director & Faculty Development Coordinator Hamline University; Orcutt, B. Director of Learning Outcomes Assessment MA Department of Higher Education. Webinar moderated and sponsored by Taskstream, 5 April.

Van Amerom, E. (2016). Seminar on Mobile learning. Hosted by Department SMTE, Faculty of Education. Presented by Winters, N., Oxford University, 15 March.

Van Amerom, E. (2016). Trends in General Education and Assessment Design. Webinar Presented by Humphreys, D. Senior Vice President for Academic Planning and Public Engagement AAC&U. Webinar moderated and sponsored by Taskstream, 29 March.

## **Research Reports**

Kebalepile, M.M. (2016). Cluster Analysis: a comparative study of risk profiles over a two-semester period in 2015. Department for Education Innovation. Unpublished report.

Kebalepile, M.M. (2016). Evaluation of First Year Experience using STARS, FYES and Cluster analysis. Department for Education Innovation. Unpublished report.

Kebalepile, (2016). M.M. Student Academic Readiness Survey: 2016 Institutional Report. Department for Education Innovation. Unpublished report.

Kebalepile, M.M & Lemmens, J. (2016). Evaluation of the NSC. Department for Education Innovation. Unpublished report.

Lemmens, J. (2016). Evaluation of the graduation rates of the 2011-2013 cohorts of the BCMP: Clinical Medical Practice. Department for Education Innovation. Unpublished report.

Mitchell, Y. (2016). Evaluating the role of summer and winter school in 'moving the middle'. Department for Education Innovation. Unpublished report.

Mphanda, E. (2016). Department of Speech-Language Pathology and Audiology: Student Feedback on Practical Modules: 2016. Department for Education Innovation. Unpublished report.

Mphanda, E. (2016). Evaluation of the orientation programme: 2016. Department for Education Innovation. Unpublished report.

Mphanda, E. (2016). Evaluation of the STARS mentorship programme. Department for Education Innovation. Unpublished report.

Mphanda, E. & Ncongwane, H. (2016). Exit interviews at the University of Pretoria: 2015 cohort. Department for Education Innovation. Unpublished report.

Sehlapelo, H.P & Lemmens, J. (2016). Evaluation of Tutors Registering for Postgraduate Studies: Report of Phase 1 (Draft). 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<br/>Matters; International Journal for Academic Development, Communication.
- Louw, I. Reviewed one article for the African Education Review Journal.
- 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) NWU: SDL Academic Research book.
- Smart, A. Convener for the Social and Psychological category at the International science fair (4-5 October); assisted the Welkom region with their post ISF news article published in the Vista regional newspaper on 13 October.

#### **Postgraduate M and D Students**

Louw, I. External examiner for NWU: *The influence of student engagement on the performance of first-year mathematics students.* M-student.

#### **Active International Collaborative Projects**

Kresge Foundation, Siyaphumelela Project Kilfoil, W.R., Lemmens, J., Jordaan, A.J.J, Naidoo, A.

Michael and Susan Dell FoundationNaidoo, A., Lemmens, J.MCF Partner Institutions, Universities:Naidoo, A.Students' ICT use and preference instrumentevelopment in collaboration with UNISA and WaikatoUniversityNagel, L.

### **Education Innovation Visits**

#### International

University of Edinburgh, April 2016	Kilfoil, W.R.
Glasgow Caledonian University, April 2016	Kilfoil, W.R.

## National

Naidoo, A. &. Vumazonke, A.: Visit to NMMU to collaborate on recruitment of students from Africa. Port Elizabeth, 10-11 February 2016.

#### **Representative for UP**

Council on Higher Education: Higher Education Quality Committee	Kilfoil, W.R.
Universities South Africa (USAf): Teaching and Learning Strategy Group	Kilfoil, W.R.

#### **Membership of Associations/ Research Bodies**

Southern African Association for Institutional Research: President Elect	Lemmens, J.
South African National Resource Centre for the First-Year Experience: Advisory board	Lemmens, J.
Umalusi: Project to evaluation the predictive value of the NSC: Chair	Lemmens, J.
Umalusi: Project to evaluation the predictive value of the NSC	Lemmens, J.
Advisory Committee for the Department of Mathematics and Statistics at TUT (Chair)	Louw, I.

#### **Visitors to Education Innovation**

#### International

Oscar Sweeton from the Michael and Susan Dell Foundation. 26 -30 July 2016.

Anne-Marie Scott, University of Edinburgh, March, Review of use of Blackboard Learn and related Blackboard products 29 February to 3 March.

Emmanuel Clemot and Thomas Jepson, Blackboard, 20 October 2016.

Jan Lyddon, Kresge data coach, Siyaphumelela project, 8 November.

Alan Amory, SAIDE, to monitor our use of the Siyaphumelela grant, 8 Novembe.r

Bill Moses of the Kresge Foundation for Siyaphumelela grant. 7 April.

Thashlin Govender of the Michael and Susan Dell Foundation: to attend graduation lunch for graduating students

Thashlin Govender of the Michael and Susan Dell Foundation: visits to set up a pilot for a wraparound for 100 NSFAS students, to be housed in EI, requiring multiple institutional research reports, an evaluation framework and the appointment of a project manager.

# National

Members of the e-education training team met with staff from UJ to consult about training and change management strategies for hybrid learning.

Pienaar, M. & Mostert, E. Meeting with Hewlett Foundation and OERAfrica regarding their involvement with the OER project at Faculty of Veterinary Science.