



Department for
Education Innovation

Departement vir Onderwysinnovasie
Kgoro ya Tšweletšopele ya Thuto



Annual Report 2017

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DIRECTOR'S MESSAGE



Professor Wendy Kilfoil

‘Creating synergy towards innovative education environments for student engagement and success’.

The achievement of Education Innovation’s (EI) vision in 2017 is highlighted in the reports of the different sections. Worth mentioning separately here are the following:

Conference

The Flexible Futures III conference was organized and hosted at the CSIR from 4 to 6 September. The keynote speakers were Professor Eric Mazur of Harvard University and Professor Dick Ng’ambi of the University of Cape Town. Two members of EI’s staff, Dennis Kriel and Adriana Botha, conducted tours of some exciting facilities on the UP campus on 4 September: the MakerSpace in the Library, the virtual reality centre in Mining Engineering and the Engineering Student Centre. The conference has proven to provide an excellent venue to showcase some of the excellent work being done at UP in teaching with technology.

Transformation Committee

EI formed its first departmental Transformation Committee with representatives from each section of the department. The first chairperson was Mmatlhapi Mhlakaza and her deputy was Dr Marius Pienaar. The secretary was Willie Marthinus. Ms Mhlakaza resigned later in the year to make time to pursue her studies and Dr Pienaar replaced her. Mr Marthinus subsequently resigned. The committee focused on a variety of issues and helped to organize Africa Day on 25 May, an annual EI celebration.

Grant Funds

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

- Department of Higher Education and Training: Teaching Development Grant

- Michael and Susan Dell Foundation (MSDF)
- Dell Young Leaders Programme
- Sikelela Scholars Programme
- MasterCard Foundation Scholars Programme (MCFSP)
- Kresge Foundation's Siyaphumelela project funding
- The Carnegie Corporation of New York grant for research into blended learning
- The Ikusasa Student Financial Assistance Programme (ISFAP), a pilot for funding for the 'missing middle'

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 El, Dr Lemmens of the Higher Education Research and Innovation (HERI) unit in El and Mr Hugo Mouton of BIRAP. The wider team included the two Deputy Directors of El, Professor Naidoo and Mr Jordaan.

Mr Jordaan continued to focus on developing Analytics for Learn, a Blackboard product, to produce formative data on student online engagement and success. In 2017 student dashboards were developed and released. Dashboards are planned for heads of department in 2018.

Awards for Teaching Excellence and Community Engagement

Teaching Excellence Laureate

There were two winners:

- Professor Ernst Wolff (Faculty of Humanities)
- Corlia Joynt and Madelyn Cloete (Faculty of Economic and Management Sciences)

The role of the Education Consultant (EC) per Faculty was to assist the nominees with the compilation of a teaching portfolio.

Community Engagement Award

The winner was Marco van Dijk (Faculty of Engineering Built Environment and IT)

Hybrid Learning

In 2017, 94% of all undergraduate modules had a presence on the learning management system, clickUP. This was up from 87% in 2016. If one defines hybrid learning as the integration of and interaction between in-class and online teaching and learning, having such a large percentage of modules online enables the University to achieve its aim of teaching and learning enhanced by technology. El's instructional designers

(IDs) were kept busy providing additional training for the best use of digital technologies, particularly clickUP.

EI managed the hybrid marketing campaign that was launched on Welcoming Day in January 2017. The message was that students should expect the integration of technology into their programmes to enhance their success as students and as graduates.

Quality Enhancement Project

The Director continued to project manage the Quality Enhancement Project of the Council on Higher Education (CHE) at the University. The site visit report for phase 1 was analysed and an improvement plan developed. A special evaluation committee tasked by the CEO of the CHE to evaluate phase 1 was hosted. A stakeholder-inclusive process was designed to produce the self-evaluation report for phase 2, focusing on curriculum, and the report was submitted by the November deadline. Three members of EI participated in the process to draft good practices in different focus areas of the phase 1 process: Professor Ana Naidoo, Detken Scheepers and Dr Sanet Haupt.

University Capacity Development Grant

A great deal of time and energy went into the development of a plan for the University Capacity Development Grant (UCDG) for 2018-20. It is an amalgamation of the previous Teaching Development Grant and Research Development Grant. There was liaison between EI and the Department of Research and Innovation (DRI) at UP. The Department of Higher Education and Training (DHET) conducted several information sessions. The Director then presented the plan to a group of other universities and evaluated the plan of one other university. It was necessary to pay detailed attention to the plan as the University's student success framework and FLY@UP hinge on funding being available for tutors, mentors and advisors. The grant is also used to support Scholarship of Teaching and Learning (SoTL) projects at the University and some pilots in learning analytics.

In Memoriam

The department lost a long-time member of staff, Ms Dorette Victor, in the course of the year. She was the administrative assistant for the Education Consultancy group.

Retirement

The Director officially retired at the end of September 2017 but was contracted to remain in the position for a further year until the post was filled.

Service Excellence

In the institutional satisfaction survey of support departments, EI rated highest in the University on professionalism and expertise of staff. Exceptional staff need exceptional managers: Professor Ana Naidoo, Deputy Director; Mr Dolf Jordaan, Deputy Director; Detken Scheepers, head of E-Education; Dr Sanet Haupt, head of Education Consultancy; Almero du Pisani, head of Creative Studios and Communication Technology; Dr Juan-Claude Lemmens, head of Higher Education Research and Innovation; Gernia van Niekerk, Manager: Community Engagement and Elize de Waal, head of the Operations Office, are thanked for their hard work during 2017.

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.



Michael and Susan Dell Foundation Cohort of 2017

ACADEMIC DEVELOPMENT OF STUDENTS

Faculties, academic departments and lecturers have the primary responsibility for the academic development of students. EI works closely with them through their teaching and learning committees and on institutional committees such as the Student Access and Success task team and the Tshebi data analytics group. The Deputy Director: Academic Development in EI also convenes the Faculty Student Advisors (FSAs) appointed by the Faculties in a community of practice to ensure that there is a common understanding of their role in academic development through the reinforcement of co-curricular skills such as study, time-management and test-taking strategies. EI also trains tutors to facilitate learning effectively. EI leads the FLY@UP campaign to promote minimum time to completion. The first phase involves the Orientation Programme for first-year students during which FSAs are introduced. They subsequently manage the fully online extension of student orientation, UPO. In 2017 for the first time an adapted version of UPO was released to provisionally-accepted students prior to registration to try and ensure that they arrived at university more prepared. In addition, EI houses some donor programme staff who provide wrap-around support to students whom they sponsor.

FLY@UP

FLY stands for the Finish Line is Yours and is aimed at making students aware of the need to complete in minimum time. It is the flagship student success strategy at UP. FLY@UP is co-ordinated in EI and also involves all Faculty Student Advisors (FSAs) who support students in their respective Faculties. Students are invited to participate in workshops focusing on time-management, test-taking and study skills. A FLY@UP website was launched in 2017 to keep students informed of the various events on the piazza, a favourite student gathering place. These included FSAs available to talk to students, student health services, student counselling, library services and career services in a holistic approach to success and well-being. Events were also held at Onderstepoort, Prinshof and Groenkloof campuses. The main messages of the campaign are that students need to take responsibility for their own success by working consistently and maintaining a good semester mark.

Orientation

The Orientation Programme for 2017 was organized by Professor Naidoo in EI. Owing to the student protests in 2016, only registered students were allowed on to the Hatfield campus in January 2017. This required that the registration and the Orientation Programme be split in terms of timing and location. Once students had registered, there was a condensed period for the Orientation Programme. Each student spent one day on the campus instead of the normal one week. This limited contact period with the students forced the University to re-think the programme. The result was a six-hour Orientation with a focus on the Student Academic Readiness Survey (the basis of the early warning system), academic support, the FLY@UP campaign, hybrid learning and library orientation. The evaluation of the abbreviated programme indicated that the period was insufficient to prepare the students for the experiences that followed.

The online module UPO is seen as an extended first-year orientation programme taken by all first-time entering first-year students at UP. It is developed by EI and administered per Faculty by the FSAs. Collectively, in 2017 there was a completion rate of 85.83% for UPO.

Faculty Student Advisors (FSAs)

EI has oversight of the FSAs who fall directly under the Deputy Deans/ Heads of Teaching and Learning. EI conducts monthly meetings to support FSAs as a Community of Practice. The role of the FSA was refined in 2017 to take into account developments around student success. In line with the teaching and learning plan of the University, the focus of FSAs includes

- Presenting on services available to first-year students during Orientation;
- Managing UPO in the Faculty;
- Delivering academic skills workshops;
- Promoting the FLY@UP campaign;
- Advising on curriculum/ module changes together with the Faculty experts; and
- Tracking students' performance before and after FSA interventions.

Donor Programmes

The Mastercard Foundation Scholars Programme (MCFSP)

The MCFSP once again recruited students from all over Africa to do their undergraduate and postgraduate studies at the University using MCFSP funding. A total of 135 Scholars was active in 2017. A number of students completed their studies and will be graduating in the autumn ceremonies in 2018 and many of these graduates will be returning to complete higher degrees at the University.

Dr Aquilina Mawadza became manager as well as coordinator of undergraduate studies during 2017.

The MCF initiated a review of the programme during 2017. The recommendations became the basis of an action plan to improve the connection, registration and progression processes.

In June 2017, 13 Mastercard Foundation Scholars from the University of Pretoria participated in the Tertiary Scholars Convening in Johannesburg. The convening is an annual meeting where Scholars gather to share their journeys as next-generation leaders and learn from other Scholars already leading change in their fields of expertise.

The MCFSP Annual Learning Convening took place from 17-19 October, 2017 in Kigali, Rwanda. The theme of the event was The Future of Work in Africa. It brought together more than 100 participants including University Presidents and Vice Chancellors, non-governmental organization (NGO) leaders, and programme administrators from the MCFSP network of 28 university and NGO partners.

Michael and Susan Dell Foundation (MSDF)

The Michael and Susan Dell Foundation directly funds two programmes focused on support for NSFAS students, viz., the Dell Young Leaders (DYL) Scholarship Programme and the Sikelela Scholars Programme (SSP).

The DYL programme actively supported 216 students through the 2017 academic year by providing these students with continued scholarship funding, as well as wrap-around support in the form of academic, psycho-social, financial and career readiness support. The wrap-around support provision to these students

amounted to R3,297,000 for the 2017 academic year. Mr David Thompson was promoted to Programme Manager and Ms Juanitil Pettus was appointed as Senior Student Advisor.

In 2017, one hundred students were selected for the SSP and subsequently received laptops, food and book incentives, mentoring, tutoring, skills development and online program support. The most recent academic results indicate that SSP students equal or outperform students with similar demographic and academic profiles.

Ikusasa Student Financial Aid Programme (ISFAP)

ISFAP is a new programme designed to address the so-called 'missing middle' student – a student who does not qualify for NSFAS based on family earnings but who does not have adequate financial resources to register. It was piloted in 2017 in a limited number of universities, one of which was UP. It provided funding to students on a sliding scale depending on family income. In addition funds were provided by the Department of Higher Education (DHET) to deliver wrap-around services as additional support to the 190 successful students studying Accounting Science, Actuarial Science, Medicine and Engineering. EI provided advice and oversight of the programme, which was administered in the Faculties.

EDUCATION CONSULTANCY

The Education Consultancy 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 2017 the engagement model of the group was further refined. All the Deputy Deans were asked to participate in the evaluation of the EC assigned to their respective Faculty as part of the performance management system of UP. All the ECs now have offices in their respective Faculties as well as hot-spot office space in EI. Each Faculty has a clickUP module for professional development that is continually updated.

The ECs were assigned as follows in 2017:

Elmien van Amerom and Sanet Haupt	Economic and Management Sciences (EMS)
Senoelo Nkhase	Education
Adriana Botha	Engineering, Built Environment and IT (EBIT)
Irene Lubbe	Health Sciences
Marena Lotriet	Humanities
Faith Mathibedi	Law
Ina Louw	Natural and Agricultural Sciences (NAS)
Carol Gossmann	Theology
El-Marie Mostert	Veterinary Science
Sanet Haupt	Mamelodi Campus

In order to promote good relationships, the allocation is kept as stable as possible.

Continuing Professional Development to Enhance University Teaching

Opportunities for academics to access professional development activities are considered to be a lead indicator for improving the quality of teaching. EI's teaching development activities therefore have an impact on the quality of teaching at UP. Certain priority programmes are the ECs' flagship training events and attendance is reflected in table 1:

Table 1: Priority training offered by Education Consultancy group, 2012 - 2017

	2012	2013	2014	2015	2016	2017
Education Induction (Academic Induction from 2015)	76	67	74	68	81	81
INNOVIL	34	35	33	40	31	37
Tutor Training	204	493	418	497	412	356

For INNOVIL, a new working relationship was established with all AL coordinators with the focus on revisiting the current training offerings and to establish how it can be realigned with their current needs. In many cases a tailor-made training was added to the existing base training. For tutor training, additional support and training were given for ISFAP tutors. Because there is not a vast growth in the numbers of academic staff or tutors and assistants, the numbers remain fairly constant from year to year.

In the past most of the continuous professional development programmes presented by the EC group had an inter-Faculty focus. Since 2016 the EC group has implemented a Faculty-based approach to training, with the following goals: to increase enrolments for the programmes; to acknowledge the difference between the Faculties and to have a greater impact on teaching practices. The Faculty-based training was implemented according to needs specific to a Faculty or a department 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 2 reflects the funded Faculty-based training attendance.

Table 2: Faculty-based training facilitated by an Education Consultant, 2016 and 2017

Faculty	2016	2017
Economic and Management Sciences (EMS)	195	91
Engineering, Built Environment and Information Technology (EBIT)	127	86
Education	36	42
Health Sciences	193	342
Humanities	84	154
Law	42	48
Natural and Agricultural Sciences (NAS)	61	57
Theology	23	129
Veterinary Science	25	142
TOTAL	786	1,091

Only two years of data are given as it was in 2016 that the ECs moved away from priority training courses to Faculty-based training. It is clear from the numbers that a significant proportion of the academic staff attended EC-led Faculty-based training in 2017.

In addition less formal brown bag lunches, Faculty teaching seminars and conferences on teaching are presented where the ECs take on a coordination role. These development opportunities are reflected in table 3.

Table 3: Faculty-based training coordinated by an Education Consultant, 2017

Faculty	Number of attendees
Economic and Management Sciences (EMS)	94
Health Sciences	151
Humanities	48
Natural and Agricultural Sciences (NAS)	300
TOTAL	593

Training presented outside UP

Occasionally, ECs are requested to present training outside UP linked to a Faculty. For instance, for the Faculty of Veterinary Science, the EC, Dr El-Marie Mostert, made a presentation to the South African Veterinary Council's Education committee entitled 'Assessment of knowledge'. She also presented a workshop for academics from African Veterinary Schools on the use and development of Open Education Resources (OER). As part of the Faculty's international collaboration with the Institute for Tropical Medicine, Antwerp, Belgium, Dr Mostert gave a workshop entitled 'Get started keep moving'. She was involved with facilitation of the online section of the workshop (6 weeks) as well as sessions on assessment in the face-to-face part of the workshop (27 November - 1 December 2017).

Scholarship of Teaching and Learning (SoTL) and Institutional Research

Research that solicited student input was undertaken in two Faculties. In Veterinary Science a longitudinal research project to determine the experiences of students and working veterinarians has been running since 2009. The study was extended to the BVet nurses in 2017. The results from this study are used to enhance the teaching and learning in that Faculty.

In EMS, a qualtrics questionnaire was sent to the whole Faculty, through the Faculty House, to determine students' understanding of how they define transformation, in which modules transformation is needed and what that transformation should entail. This information contributed to the renewal of pedagogy and classroom practices as part of the Faculty's transformation strategy.

The Faculty of Natural and Agricultural Sciences (NAS) has a Science-based education research group in the Faculty, called SCIBER Space. The EC for the Faculty plays an organizational role for this group.

Various SOTL research projects were started where ECs were actively involved. The Faculties that had SOTL projects were:

- NAS: Co-authored three SoTL projects.
- Health Sciences: In second year of 3-year ARS/ Clicker research project. Data has been collected and will be analysed during 2018. One or two conference presentations (local and international) will result from this.
- EBIT: Initiated discussion and mapping of a SoTL application for a mining engineering virtual reality project. Support was given to three lecturers with regards to applications.

Curriculum Review

In EMS the Department of Accounting was involved in a KPMG/UP joint project. The project was incorporated into the BCom Accounting Sciences' first-year curriculum. Learning outcomes that adhere to the principles of assessment were formulated. A three-year project aimed at constructively **aligning the Faculty's module content** was initiated in collaboration with the Deputy Dean. The generic first-semester modules were the point of departure. The project will be extended to the second- and third-year modules in 2018. A **programme mapping** workshop was presented to the School for Public Management and Administration. Key focus areas were to **reduce redundant module content and duplication of module content and to align learning outcomes of modules** in the newly created BAdmin (Public Management and International Relations) degree. The latter culminated in the presentation of another workshop for SPMA focused on writing learning outcomes. The Department of Business Management held a week-long workshop, **facilitated by Rhodes University**, to **restructure their BCom Business Management degree**.

Curriculum activities were undertaken in five departments in NAS. The Department of Zoology had a workshop to consider the **articulation between levels**. The Department of Animal Science looked at **reducing credits and improving articulation**. They also discontinued a degree. The Department for Agriculture Economics, Rural Development and Extension had to reduce credits. The LST group on Mamelodi campus had a workshop on constructive alignment and Mathematics looked at articulation.

In general 41 workshops were facilitated during 2017 in Health Sciences. Workshops ranged from 1 hour to full-day workshops. The TEDi-workshop series was coordinated and two of the ten sessions were facilitated. Departments that attended some of the seven curriculum-related workshops (**study guide reviews** and curriculum related workshops) included Physiology (2); Physiotherapy (4) and SHSPH (1). SoHCS was assisted with the **curriculum evaluation** of the Inter-healthcare professional-module. This activity included coordinators, lecturers and students and will be written up as a research output.

The Faculty of Education had four module curriculum enhancement support activities.

The Faculty of Law **reviewed curriculum** according to the needs of a department or Year Group. In the Department of Jurisprudence, the curriculum of the module JUR 110's was aligned. In the Department of Mercantile Law **the curricula of all the modules were reviewed**. Year Group curriculum review meetings were held throughout the year from 1st Year modules to 3rd year modules while the 4th Year Group discussed terms of reference.

In preparation for the HPCSA accreditation visit, the Department of Speech-Language Pathology and Audiology, in the Faculty of Humanities, had an in-depth scholarly look at all aspects of their programme curricula (for both BA Speech-Language Pathology and BA Audiology). Apart from reports for **external evaluation** purposes, insight gained will feed into future teaching and learning endeavours of the department. A number of individual and departmental **study guide evaluation** requests eventually lead to more in-depth curriculum reflection and discussions. One such example is the comprehensive Fine Arts section-wide **study guide** report (Department of Visual Arts) compiled at the end of 2017, which forms the basis for and will feed into curriculum discussions and review during 2018.

In Veterinary Science a BVet Nurse degree workshop was facilitated with role players involved in the development of the new degree that will replace the Diploma that is currently presented. **Curriculum and study guide review** of two modules of the joint degree (UP and ITM) VRM 812 and OHB 801 was completed.

The ENGAGE Programme in EBIT went through an **intensive curriculum review and re-curriculation process**. The programme was quality reviewed by an external panel. The outcome was positive and minor suggestions will be addressed and implemented in 2018. Support was provided for the BIT(IS) programme for approval at CHE. The mapping of the timeline and outcomes to be achieved in 2018 for programme **review and re-alignment of all the undergraduate and post-graduate programmes** in the Department for Construction Economics started. Continuous workshops and quality assurance of study guides specifically took place in the following departments: Architecture, Mining Engineering, Construction Economics and ENGAGE. In collaboration with the new HoD of Computer Science, a wraparound service was implemented with the department and will continue in 2018. GSTM started with an intensive constructive alignment process of their programmes with **quality assured study guides** as one of the deliverables. This project will continue in 2018. The HoD and lecturer involved in the module NMP321 in the Department for Metallurgical Engineering were supported with a wraparound service with regards to all aspects of teaching and learning. This project will continue in 2018 with a Summer School as one of the deliverables to be achieved in this project is to improve effective student learning. The Department of Informatics had an annual programme review workshop in preparation for the implementation of the Blackboard Goals tool in 2017/18 for reporting to ABET for accreditation in 2019.

In 2017 a curriculum team implemented a review of the Post Graduate Diploma in Theology and Ministry in Theology. The review was done via workshops with all staff involved in the programme and a survey and focus group interviews after implementation of each module. The feedback received from all parties was used to adapt the 2017 curriculum. In 2018 the programme will be implemented in an integrated manner to prepare students for their profession.

Assessment

A presentation of a 'Flipped classroom in an e-learning environment' training session was given at the beginning of 2017 at two different occasions to all academic staff members. The purpose of these sessions was to introduce staff to the flipped classroom approach and alternative online assessment strategies and to upskill staff in the use of online collaborative spaces. Self-help training was developed for students and lecturers on how to construct, read, and interpret graphs within the EMS context. A total of nine videos were developed with the assistance of the Creative Studios unit and posted on the UPO107, UPO Y2 Plus and FEMS Teaching and Learning clickUP modules respectively.

In NAS A number of ad hoc consultations for the Department of Animal Science focused on assessment practices. The FLY@NAS event was about NUMBAS, software that is used for assessment in numerical subjects, and 32 people attended. A brownbag about the assessment options in clickUP was presented, with 31 people attending. The EC created a Standard Operating Procedure (SOP) for examinations in the Faculty, based on the policy. It is a much more user-friendly document that discusses the examination process in a chronological manner. It was highly valued by the HoDs and is now in use.

In Health Sciences, nine assessment related workshop were presented. Topics included general assessment principles and overview; blue-printing; MCQs and item analysis; alternative assessment in a hybrid environment; ethics in assessment. The Departments that attended the assessment training included: Surgery (1); Psychiatry (1); Microbiology (3); Physiology (1); Physiotherapy (2); Radiography (1) and School of Medicine as part of the TEDi-series.

Lecturers responsible for the practice modules in the undergraduate BSW (Social Work) Programme (in the Department of Social Work and Criminology) revisited their use of reflection on practice as part of their assessment strategy. A combined session on reflection between students and lecturers, a follow-up of discussions with the lecturers in 2016 and in support of the new assessment strategy, was facilitated. Lecturers were supported to use the relevant online tools and to roll the process out on clickUP.

In Veterinary Science the Department of Production Animal Studies was advised and a rubric was evaluated. The EC revised (with academics and Deputy Dean) the way the final year examination based on the research was done for the InVest conference and VetEd workshop. Dr Mostert also assisted in many shredding sessions of final examination objective items.

In EBIT mapping and timeline planning were done for roll-out in 2017/18 of the re-curriculation of the BSS310 module which all engineering students take. Specific focus was the outcomes to be aligned to ECSA Exit Level Outcomes; quality assurance of assessment; analysis of test/examination results; and quality assurance of the study guide. The first workshop took place on 28 November 2017. The quality assurance of the semester MCQ test of PMZ422 was done to ensure that the quality of questions and the level of difficulty adhered to the outcomes expected by ECSA. The 70 students were assisted to ensure seamless completion of the test - a first for the Mining Engineering department.

Support to Lecturers

In this section, in addition to other support, mention is often made of **supporting lecturers to complete teaching portfolios**. This is not a technical exercise. **Reflective practice lies at the heart of teaching improvement** and the scholarship of teaching and learning. In compiling a portfolio, the lecturer is guided to **reflect on past and present teaching practices and influences on that practice**. **Lecturers are also encouraged to adopt an evidenced-based approach to demonstrate the claims in their narrative reflection**. In itself a portfolio might be regarded as a teaching publication as it opens up practice to public review and gives others an opportunity to build on what they can learn from that practice. Portfolios often include reviews by peers and students as evidence. **Peer review by an EC** is a common formative practice giving a lecturer access to informed input in a low-stakes environment.

In EMS, A lecturer from SPMA was assisted in **improving her teaching and assessment practice** for professional development purposes which supported her submission for promotion to senior lecturer. A lecturer from the Department of Business Management was successfully supported with her submission for promotion to Associate Professor. Two lecturers from the Department of Accounting were supported with an evaluation of their teaching practice. Two nominated lecturers from the Department of Accounting were supported with the preparation of a complete teaching portfolio, **evaluation of their teaching philosophies**, and compilation of a report on their teaching and assessment practice for their application for the UP Teaching Excellence Award, as well as the Faculty of EMS Teaching Excellence Award. They were announced as winners.

In NAS, 58 peer reviews were done in 2017. Forty-eight NAS colleagues were trained to construct their portfolios and the EC supported thirteen candidates who were applying for promotion. The Deputy Dean sent out a survey to staff who attended the EC's sessions for quality assurance purposes and the results were overwhelmingly positive. Thirteen Qualtrics questionnaires were constructed in 2017 for different purposes. The large-scale ones were Curriculum Transformation (n=603) (driven by UP) and the Lecture Attendance (n=772) in late 2017. The others were for colleagues who needed their students' voice about a variety of

issues. Nine focus group interviews were held for NAS colleagues who used the data for different purposes. In most cases the purpose was to obtain rich data about students' experience about a new approach/project. Two Standard Operating Procedures for Statistics were designed: one for tutors and one for module coordinators about the tutors and how to manage them in a fair way. NAS had a focus in 2017 on improving the hybrid approach and started the year with a Pecha Kucha event attended by 120 people to reflect on the Faculty's reaction to #feesmustfall. FLY@NAS was also launched on this occasion. The event was recorded and a paper presenting a phenomenological analysis of the data has been submitted to an accredited journal. The second FLY@NAS session was also aimed at hybrid teaching and learning and was a Blackboard Collaborate demonstration (n=59). (NUMBAS and clickUP assess, mentioned elsewhere, were also in the series about using a more hybrid approach). This series was concluded with a demonstration of screen capturing software (n=40).

In Health Sciences the purpose was to support lecturers in their applications for promotion by doing the following: two workshops on creating a teaching portfolio; developing a MS Word template to be used in the Health Sciences which was converted to a clickUP portfolio template. Seven lecturers were assisted with compiling a teaching portfolio for promotion and ten class visits were done with accompanying reports and feedback.

Five teaching portfolio development support sessions were held and other professional development support was given in Education. Five Academic Induction follow-up sessions/engagements were done.

In Law individual support was provided to lecturers from Private Law (2), Mercantile Law (15) and Jurisprudence (4). This support included peer review (as follow-up to attendance of the Academic Induction/ for promotion/ professional development); study guide review; evaluation of assessment and its alignment to teaching and outcomes of the module; plagiarism policy discussion and portfolio compilation workshop for three promotion applicants.

Support was rendered at various levels in Humanities. Apart from Faculty-wide and department-specific discussion sessions on teaching portfolios and peer evaluation, support was mainly rendered on an individual basis, through consultations, peer evaluation reports and reflective discussions after class observations. These include support to the Teaching Excellence Laureate winner for 2017, and the three Faculty Teaching Excellence Award winners for 2017.

In Veterinary Science seven class visits were done after which feedback was given. Three Lecturers were assisted with the development of portfolios for promotion. A review of the Faculty requirements for teaching portfolios for promotion was done with the HR Department.

Eight class visits of new lecturers and a consultation session to discuss their immediate needs and support as first time lecturers, was completed in EBIT. Support was rendered to specific new lecturers in all three Schools of the Faculty with regards to the planning of their teaching portfolios and revisiting current study guides. Two lecturers were supported with their application for the Teaching Excellence Awards.

Other

All the ECs were active members of the working groups for the Quality Enhancement Project (QEP) phase 2. ECs also support each other outside of their respective Faculties

Tutor training is usually conducted by the ECs for contact sessions. To support the roll-out of the hybrid teaching and learning model, the EMS Faculty embarked on a large-scale e-tutoring approach. The Department of Accounting was the forerunner and developed a workshop for tutors on 'Presenting a virtual tutorial'. A Tutor Practices Survey' was developed and administered to all relevant departments in the EMS Faculty with the aim of determining the nature and extent of a hybrid approach regarding tutoring. A workshop on the facilitation of learning using technology tools was presented to SPMA. Teaching and Learning Brown Bag Lunches were arranged to improve and enhance the teaching and blended learning skills of staff. Brown Bag Lunches were presented by various lecturers on topics such as 'Using Collaborate to facilitate online tutoring', 'How to hybridize a module by incorporating clickUP tools' and 'Teaching and Learning with Facebook Live'. To enhance access and successful student learning through excellence in teaching and learning, a training needs survey was developed and administered via Qualtrics to determine the unique training needs of novice v. experienced lecturers. The results have culminated in the development of the Teaching and Assessment Principles (TAP) Empowerment programme series to be launched in 2018.

The compilation of a nomination for the Community Engagement award and the Teaching Excellence Award, was supported in NAS.

Forty-eight Individual consultations on various topics related to teaching/ facilitation, learning and assessment were completed in Health Sciences, including but not limited to hybrid teaching, study guide revision and student-centred approaches. The focus of the Workshops and Brown Bag Lunches during 2017 was very much on Teaching, Learning and Assessment. Six Brown Bag Lunches were coordinated.

Nine teaching and learning Departmental sessions/ projects and 32 individual consultations occurred in the Health Sciences. Eleven consultations were held with lecturers for the tutor programme review. Five Special Faculty Projects/ Assignments were undertaken.

In Law various workshops were facilitated/ co-facilitated. These included Credits/ Notional Hours Workshops; Assessment (Principles and Constructive Alignment) and use of clickUP tools training; Curriculum review workshop; Teaching and Learning Day - Curriculum planning; LLM methodology content conversion to clickUP; Faculty Teaching and Learning Award Criteria review; Presentation – UP student profile (Mamelodi campus Teaching and Learning Day) and CHE improvement plan (input into the document). Various literature reviews were done: Hybrid Learning in Legal Studies (report for the Deputy Dean); Learning Communities (report for the Deputy Dean); Presentations for the HoD Committee; Learning Communities and Hybrid Learning Model.

The Humanities Faculty hosted a number of Teaching and Learning Discussion Fora throughout the year. Tutor coordinators had two sessions (January and October) in order to discuss various aspects of the tutor system, such as effective management and e-tutoring. The session in October was a first in the Faculty where tutor coordinators, HoDs and other Faculty members could discuss student support interventions in the Faculty. The tutor coordinator for the Department of Philosophy presented ideas for efficient tutoring system management, while a group of students from Psychology gave a group presentation on the newly introduced learning community system in Psychology. Other sessions where Faculty staff members could learn from one another's teaching experience ranged from the 'Assessment by remote' session where lecturers from six different departments had the opportunity to share their experiences and learning from the November 2016 examination period, to a session 'Examples of Curriculum Transformation' where the

changes that were made to transform the respective curricula in departments were discussed in a practical way. The Chair of the Faculty Transformation Committee and a lecturer from Sociology responded to and commented on the presentations. This joint initiative from the Faculty Transformation Committee and the Faculty Teaching and Learning Committee is intended to be continued in 2018. An informative session on Copyright in Teaching and Learning was presented. Copies of the slide show presentations, as well as notes on the above discussions were made available in the online Humanities Teaching and Learning Discussion Forum. The latter is an online presence and continuation of the Faculty Fora and also host information on a number of other teaching and learning topics of concern.

Veterinary Science hosted a variety of individual consultation sessions with academics regarding teaching practice, study guides, assessment, etc. The EC participated in the OER initiative in the Faculty.

Under the ISFAP project in EBIT a few projects emanated; for instance, the development of a Mathematics and Science Diagnostic Test to be administered to all ISFAP students to identify their skills level and to determine the type of intervention needed to enable the students to perform better in the HIMS module SWK122. This test will also be rolled out to the rest of the 1st year engineering students. In addition, the FSAs of the EBIT Faculty developed five minute videos for student support, which included topics such as: stress management; time management; examination-, test-, class and tutorial preparation; examination techniques and a hybrid framework. A process of 'students making appointments' using the **Google Calendar Time slot function** was developed, to be implemented in 2018. The Deputy Dean: Teaching and Learning had a roadshow across all departments in the Faculty to introduce the Faculty's Transformation of the Curriculum Project for 2017-2019. The Engineering Statistics Module offered by Industrial and Systems Engineering embraced hybrid learning and a strategic meeting was held to support the planning and roll-out of new initiatives in 2018. The EC started ongoing discussions with regards to curriculum mapping issues and developments in South Africa and elsewhere. A Blackboard collaborate session was held with Brad Evans (Blackboard International Project Manager and developer of inter alia Goals and Outcomes Tool) and Ruth Newbury (Blackboard Outcomes Specialist). Workshops were held for Learning Communities. The Department for Electrical, Electronic and Computer Engineering launched a WhatsApp initiative as part of the Learning Community drive in EBIT.

A workshop between NAS (Chemistry and Mathematics) and EBIT (Teaching and Learning Committee members, ISFAP and ENGAGE) on service modules was held to improve better alignment between modules and to identify gaps and overlaps. The departments of Civil Engineering and Mathematics also had a joint meeting to discuss the outcomes and alignment of the outcomes of the modules. In collaboration with department of Mechanical Engineering, solutions were investigated to manage and store ECSA documentation for annual preparation and reporting to be implemented in 2018. **The EC introduced the iPeer Tool (Online peer evaluation of group participation) in clickUP during a lunch-hour workshop.**

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 2017

HERI continued its collaboration with Predictive Analytics Reporting (PAR) Framework (a division of Hobsons Inc.) in 2017, as part of the Siyaphumelela Project at the University of Pretoria. 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. HERI received two reports from the PAR Framework, both indicating the importance of module credits as predictors of student progression and graduation. As part of the PAR Framework project, HERI started to use the Student Success Matrix (SSMx) and conducted a number of interviews with Deputy Deans of Faculties. The SSMx is an intervention inventory software tool that is used to document, measure and share student interventions with key stakeholder across the University. The recording of interventions at institutional, Faculty and departmental level through the SSMx will continue in 2018.

Assessment and Profiling of First-Year Students

HERI currently uses many sources to determine the factors associated with retention or attrition of undergraduate students. Various structured questionnaires have been developed to assess this phenomenon; for example, the Student Academic Readiness Survey (STARS). 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, the app aims to get learners to start exploring different courses and careers offered by UP. The Career App.tizer introduces learners to 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 the Department for Education Innovation together with students from the Department of Informatics at UP with funding from the Kresge Foundation: Siyaphumelela programme. The career guidance software has a web-based interface and an Android app on the Google Play store, available at www.careerapptizer.co.za. The App is available on clickUP through the UPO programme.

The First-Year Experience

The first-year experience from an academic perspective is measured by three different research sources of information (STARS; drop-out evaluation and the Cluster analysis). The information from the three sources is 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 need for academic, psycho-social (for integration into the University environment) and financial support. Most new students are surveyed during orientation week using the STARS.

As part of the second semester intervention programme, a cluster analysis is performed to identify students who had poor academic performance in the first semester. 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; the average mark for first semester, the ratio of modules registered versus modules failed. 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).

The STARS results showed that over 7,000 new students completed the survey in Orientation week. A few more had completed the survey online before Orientation. 57% of participants were female; 42% African; 3% Coloured; 6% Indian and 49% White. Academic risk gives an indication of whether students met the admission requirements for a particular programme.

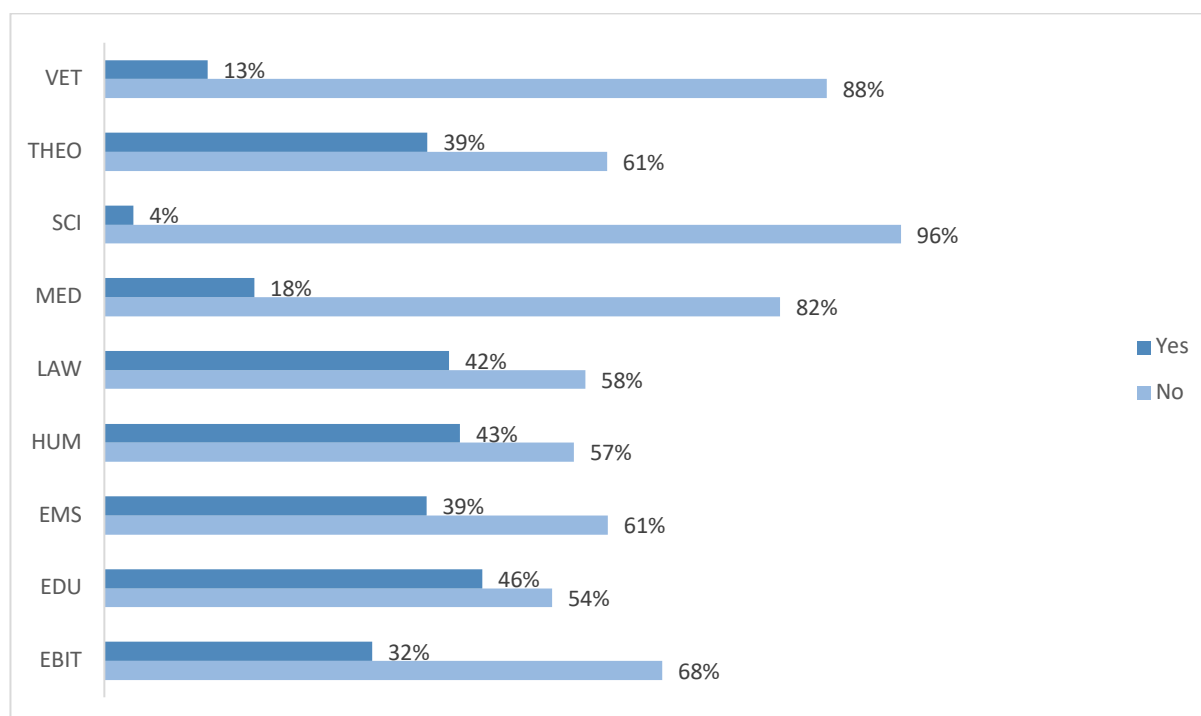


Fig. 1 STARS Academic risk across Faculties

The cluster analysis revealed that 8% of the first-year students were at-risk after the first semester results and 15.6% were identified as being borderline.

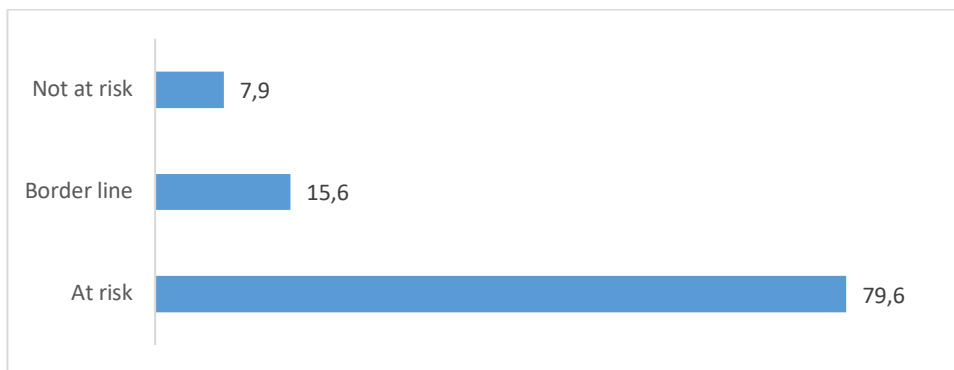


Fig. 2 Risk profiles based on cluster analysis

The cluster analysis results also reveal that returning students are most at-risk, followed by transferring students. The returning students are repeating many of their first modules, together with second-year modules, and seem to experience their academic challenges as overwhelming.

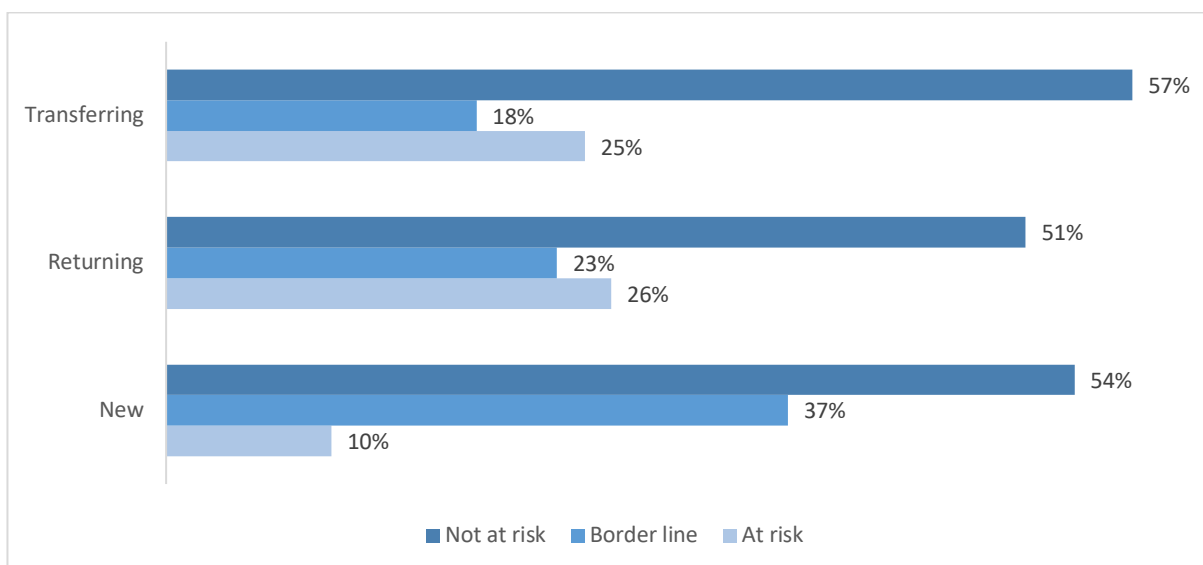


Fig. 3. Risk profiles for different admission types

The aim of the cross-sectional trend analysis on student drop-out is to identify and prioritize the reasons and pre-disposing factors affecting student withdrawals at first-year level over time, as volunteered by students themselves. The primary reason for withdrawal has consistently been 'wrong study or career choice' since 2008 and remained the main reason in 2017 although this study only investigated the trends in drop-out in the first semester of 2017. Survey results in 2017 indicate the main reasons for students changing their course in the period under consideration were wrong course choice (20%) and the course not fitting the interests of students (19%). The contributing factor could be that students do not make informed choices about the course they intend to study. This trend necessitates a proactive focus on career exploration and/or guidance before students apply to a university. These factors are purposefully included into the STARS so that students can be identified at an early stage and then referred to FSAs.

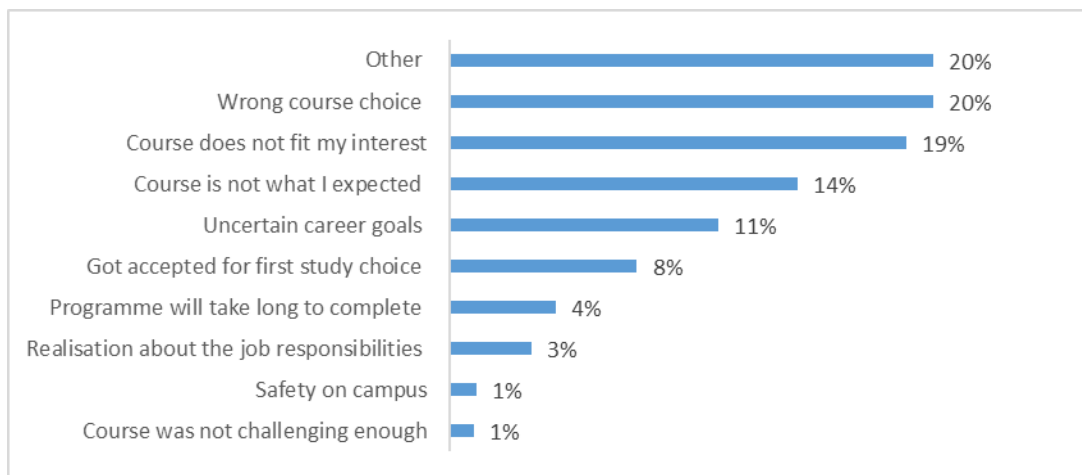


Fig. 4. Main reasons for changing their course

South African Survey of Student Engagement (SASSE)

Student engagement research has been popularized by the launch of the National Survey of Student Engagement (NSSE) in the US since 2000, which resulted in the formulation of the National Benchmarks of Effective Educational Practice (Kuh, 2001)¹. It is said that the driver for the development of the student engagement concept was to shift the conversations on 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 solely focused on.

Both the South African Survey of Student Engagement (SASSE) and the Lecturer Survey of Student Engagement (LSSE) completed the second phase of implementation at the University of Pretoria. In the first phase in 2014, the baseline was established and the areas in which efforts in engagement should be directed were identified. During 2015 the results were shared at the Senate Committee for Teaching and Learning and during a roadshow at the teaching and learning committees of all nine Faculties where the results were 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 SASSE and LSSE were administered during August of 2016 with expectations that the response rate will 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 feedback workshop was facilitated by UFS in 2017, after receipt of the institutional reports. The data were disaggregated by Faculty, presented at the Tshebi data analytics committee and shared with Deputy Deans. The results show, for both first year and senior students, more areas where the University of Pretoria has significantly lower average scores, from the 2014 to 2016 results, on the ten Engagement Indicators in comparison to its peer institutions.

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

¹ Kuh, G.D. (2001). Assessing what really matters to student learning inside the National Survey of Student Engagement, *Change: The Magazine of Higher Learning*, 33:3, 10-17, DOI: 10.1080/00091380109601795.

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.

A further investigation was commissioned at eight South African Institutions in 2016. 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 standardised analytics required for the project, with related visualisations of the results and a performance indicator dashboard.

In 2017 the study was expanded to include an analysis of the 2016 cohort, also focusing on the academic performance of full-time, first-time entering South African students registered in 2013 to 2016 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 demonstrate that there is a relative level of consistency in the correlation of the NSC subjects with GPA over time in most of the Faculties. These subject may then be useful covariates to understand readiness and preparedness of first-time entering first-year university students, taking into account that there is a large set of unknown variables that are not accounted for in the Umalusi analyses.

Enhancement of Quality of Practical Training

HERI renders assistance to departments assessing practical work on an ad hoc basis. 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 Speech-Language Pathology and Audiology assessed their practical modules in 2017. The results of the surveys were used to improve the quality of practical training and to inform the training of external supervisors.

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

The Academic Orientation Programme (AOP) for first-year students took a different format for 2017. It concentrated on certain aspects of the academic programme only, related to FLY@UP. It was reduced from being offered over a full week to one day only owing to the separation of registration and orientation process. The aim of the questionnaire was to determine whether the programme attained the expected outcomes; to obtain information about how the students experienced the AOP 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 AOP.

At the close of the survey, 1,091 students out of the 6,598 first-time registered students in the nine Faculties surveyed had responded, accounting for a 17% response rate. The results show that the AOP was a success, even though there were areas that would need improvement, such as the advice on choice of modules and compiling a timetable. Fig. 5 below is a representation of participation rate per Faculty from the lowest to

the highest represented Faculty. Two Faculties, EMS and EBIT, were significantly more highly represented compared to other Faculties: 22.4 % and 21.4% respectively. These Faculties were followed by NAS and Humanities, which were represented by 17.1% and 14.5 % in the sample. Theology (3%) and VET (1.1%) were the least represented Faculties in the sample of respondents.

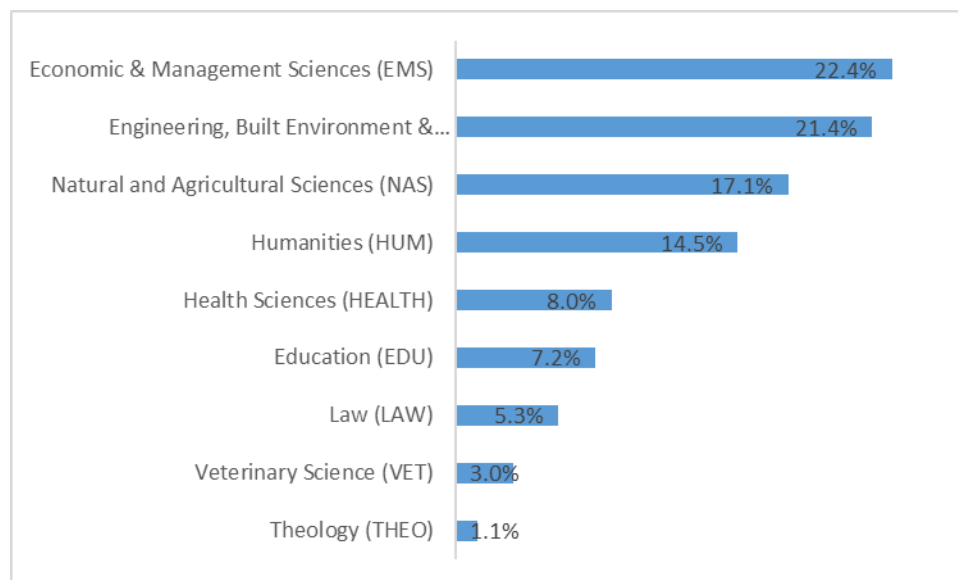


Fig. 5: Participation by Faculty

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 more assistance with choosing modules. Choosing wrong modules may negatively influence the motivation of the students, slow their performance and increase the administrative burden when changing their modules at a later stage in the semester. A suggestion for the 2018 AOP was to consider the sequencing of programme: for example, registration should only happen after career advising sessions by Faculty staff.

Evaluation of the Peer Mentorship Programme

The peer mentorship programme run by Student Affairs was evaluated during 2017. 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 232 students, consisting of both mentees and mentors, participated in focus group 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 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. As a result, he is involved at a high level in the successful implementation of the hybrid model of teaching and learning.

He plays a leading role within the University at a strategic level in moving the University forwards in terms of virtual learning and assessment environments.

The online learning management system, clickUP, based on the commercial product, Blackboard Learn, falls into his portfolio. Continuous engagement with Blackboard, including Blackboard executive members, improved the partnership of nearly two decades between the University and Blackboard. The strategic input of Mr Jordaan and members of the E-Education group contributed to significant Blackboard product developments.

About half of the computer-based testing at the University is conducted on clickUP. The rest uses the commercial product, QuestionMark Perception, which is branded as QuestUP at the University. Through the E-Education Unit, Mr Jordaan ensures that the department interacts regularly with QuestionMark.

The national Instructional Designers community of practice, UP2U, founded originally by UP, celebrated its 10th year with a successful meeting attended by more than 80 colleagues from 13 Universities in March 2017.

Mr Jordaan is responsible for the integration of the use of clickUP data through learning analytics in the strategic drive to improve student success and assisted in the coordination of another successful South African Higher Education Learning Analytics (SAHELA) event, in 2017 hosted at the SAAIR conference in Namibia.

Media are central to online and hybrid environments and therefore Creative Studios and Communication Technology also belong in Mr Jordaan's portfolio.



Blackboard delegation visit – from left to right Louise Thorpe, Norman Duncan, Lee Blackmore, Wendy Kilfoil, Emmanuel Clemot and Dolf Jordaan

E-EDUCATION

The E-Education group is managed by 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 project.

The group provides a variety of services to assist lecturers and academic administrative staff with the implementation of educational technology. These services include training and support in the pedagogically sound use of the learning management system, clickUP, and the computer-based assessment system, QuestUP 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 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 better-paid position elsewhere.

Highlights and New Initiatives of 2017

- Carnegie Corporation of New York grant for research into the impact of #feesmustfall in 2016 on the uptake of blended learning – in collaboration with the University of Cape Town, University of the Free State and the University of Johannesburg.
- Maxillofacial Pathology Mobile App available on Apple AppStore
- Completion of Zoology app: 'Discovering Animal Diversity – a practical experience'
- UPO SPOC (small, private online course): At the Starting Line: Gearing up for Tertiary Education
- iPeer pilot
- Development of a new course on Turnitin Grading and Feedback
- Alternative Assessment Seminar

Visits from Blackboard President, Blackboard International

The University of Pretoria received visits from numerous Blackboard delegations including the President, Blackboard International, Louise Thorpe (Senior director for strategic consulting and online learning EMEA) and Emmanuel Clemot (Regional Manager for Africa). Mr Lee Blakemore and his colleagues had meetings with the Executive as well as with Deans and Deputy Deans. The E-Education group received positive

feedback from the delegation. Mr Blakemore revisited the University in June to provide feedback after the first visit to the Executive. The feedback provided included benchmarking data, key developments such as the offline mobile developments, and Blackboard Predict. Blackboard also proposed to provide an institutional hybrid learning readiness consultation to the University to identify the institutional capabilities and capacity to achieve the proposed transformation.

Alternative Assessment Seminar

The Vice-Principal Academic hosted an alternative assessment seminar on 5 May 2017, organized by EI. Lecturing staff from different Faculties showcased innovative assessment strategies to a broad audience in the Senate Hall.

Table: 4: Programme for seminar

Presenter	Faculty	Focus	Impact
Prof. Amelia Goddard	Veterinary Science	The use of integrated case studies set by all the clinical disciplines that are delivered through computer-based testing to replace the final oral examination of BVSc student.	More objective and fairer assessment Less stressful for students Time saving
Drs Imade Ayo-Yusuf and Vanessa Mostert	Health Sciences	How Dental students are videotaped to monitor their communication skills while treating patients.	More authentic assessment Immediate feedback to the students supported them in improving their skills
Prof. Stephen Coetzee and Ms Astrid Schmulian	Economic and Management Sciences	The use of collaborative assessment with scratch cards in a class situation	Enhanced cross-cultural teamwork among Accounting students
Proff. Monray Botha and Hermie Coetzee	Law	Implementation of online assessment during the campus closure at the end of 2016	Summative assessments of Mercantile Law students successfully completed
Dr Elias Willemse	Engineering, Built Environment and Information Technology	A pilot study with Numbas in an Engineering Statistics module	Continuous randomised individual assessment of 1,500 students Alleviated the marking load.

See <https://youtu.be/DDEfkVYgdGQ?list=PLnuPgVOV6tNAXnnHAHNo27ohQjND2eUdL> for the YouTube playlist of all the videos.

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; development of apps and development of the UPO SPOC (Special/ Small private online course). Smaller projects in departments also received instructional design inputs from the group.

Online Coursework Master's Programmes

Coursework Master's (CWM) degrees (containing subject modules as well as a mini-dissertation) are good candidates for hybrid delivery as the student profile suggests that most are fully employed, do not reside close to the University and only attend classes in block periods. UP has for the past two years encouraged the redesign of such courses for more online than contact delivery, as part of a hybrid approach.

MEd Humanities Education (Online support module)

The Education Faculty wished to enable students to fast-track their Master's studies by introducing the initial module in self-paced mode. This online support module, which replaced contact weekends with lectures, prepares students for research methodology and academic writing and culminates in a research proposal. The first cohort of MEd students starting in 2016, had an initial induction and e-learning preparatory boot camp at the end of 2015. Their first proposals were completed within a few months and 50% of the dissertations were completed in August-September of 2017, within the prescribed 2-year period. The Department for Early Childhood Education joined them in October 2017 for pre-course and clickUP orientation and other technology coaching for 2018, to harness the benefits of this successful model.

MCom in Financial Sciences (Fully online)

This degree was presented online for the second year with no contact lectures. It started with two days of orientation and practical laboratory sessions, covering online library use and clickUP. Analysis of the evaluation by students and staff at the end of 2016, resulted in a more streamlined 2017 programme. Current lecturers attended the advanced Turnitin Grading and Feedback workshop, to support students at a higher level. In the 2017 evaluations students nearly unanimously rated the lecturer as knowledgeable in the subject, treating students with respect, and approachable (average above 4.85/5). The teaching approach provided an opportunity to improve research ability and created opportunities for independent study. Further excellent feedback (4.77/5) showed that teaching material was in line with the stated outcomes, and the assignments challenged students intellectually. Lessons learned were implemented for 2018 and this excellent course is suitable for emulation.

Faculty EBIT: MIT Stream C (Big Data Science)

The newly approved multi-disciplinary Master's programme in Big Data Science received a 'Born Digital' grant for developing learning materials for online delivery. The first cohort of about 50 students started with two full days of invited expert lectures on campus early in February. The EI video unit captured the 14 lectures of 45 minutes each and completed editing and uploading the unlisted videos on YouTube. The videos and slides formed the main content for the course that was designed jointly by Enterprises UP and EI to be delivered via clickUP. Enterprises undertook to market and enrol non-degree students in this module and roll it out for the first online intake in January 2018.

LLM/ MPhil Option: Disability Rights

A new multi-disciplinary online Master's degree in the Faculty of Law has been approved and has received outside funding. It will be rolled out in 2019 online with contact block weeks at UP, where the focus will be on specialist lectures and discussions with international experts. EI collaborated in the e-learning design. The course will be accessible for students with disabilities to be identified at registration and accommodated in the online design, supported by the UP Disability Unit.

Environmental Studies

Prof. Sumner expressed interest to convert existing modules in the Centre for Biometrics to online/ hybrid, as well as developing two new modules for sharing with the BRICS network University. They received international funds for multi-institutional course development to start in 2018.

Addressing Identified Barriers to Completing Master's Studies

Following up on the surveys performed in most of the CWM in 2016 where Academic writing skills were identified as a major barrier to course completion, GIBS was willing to share their general Academic writing POD. The Humanities Writing Centre evaluated this POD, which did not conform to their processes, and suggested that students identified with academic writing challenge rather participate in their tried and trusted programme that is based on the identified programme or task requirements. We hope to collaborate in 2018 by identifying and helping some students in the MCom Financial Management programme.

Turnitin is currently the assessment tool of choice for postgraduate studies. Apart from avoiding plagiarism, the program helps students improve their academic writing skills, through feedback from supervisors, peer review and the ETS® e-rater® function that identifies erroneous writing and links to suitable online tutorials. A self-enrol clickUP organization enables students to test their work against the Turnitin database and to improve their writing skills. The Library promotes the use of the self-enrol clickUP organization specifically for postgraduate students to access these valuable Turnitin functions.

The other skills identified as barriers are computer literacy, particularly Excel. As UP has limited postgraduate support, we contacted a vendor that delivers bespoke Excel training, on-site and online. The next step would be to identify Master's courses that could benefit from such training in 2018 and negotiate fees.

Development of Apps

The move of technology towards apps led to a need within UP to develop new apps and redevelop existing multimedia into apps.

During 2017 the Maxillofacial Pathology Mobile App was completed and all-embracing quality assurance was done on the product. This app was marketed by Enterprises at UP on the Apple AppStore but could not be distributed through the Google PlayStore as Google prevented South African merchant accounts until November 2017. This Google policy changed and the possibility to create a merchant account will be explored in 2018 to distribute the product commercially through Google PlayStore as well.

A new app, entitled 'Discovering Animal Diversity – a practical experience' was developed for the Department of Zoology to replace certain components of the practical sessions of the ZEN 161 module. It contains information that had to be repeated nine times during the practical sessions, a Taxonomy, glossary and quizzes to guide students' learning. The app was distributed to the students through clickUP. Students received this product very positively.

The development of the new 'Applied meat safety hygiene assessment of red meat abattoirs' app for the Faculty of Veterinary Science continued during 2017. Numerous coding problems that had to be fixed delayed the completion of this product.

The redevelopment of the previous multimedia on 'Soil' for the Department of Plant Production and Soil Science, Faculty of Natural and Agricultural Sciences, continued in 2017. The prototype developed in 2016 was adjusted based on feedback from students and the lecturer. Content and quiz questions were changed, and development continued throughout the year, with the completion of two themes.

Other Instructional Design Support

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. Table 9 provides statistics on the number of active clickUP modules for the past five years.

Table 5: Modules on clickUP 2013-2017

	2013	2014	2015	2016	2017
UG modules	1,936	2,039	2,153	1,834	2,405
%UG modules	75	81.95	83.77	87.67	94.13
PG modules	929	945	946	977	1,213
Number of departments	118	118	101	122	122
Students accessing e-learning	39,671	35,881	34,452	37,169	37,384

Dr Pienaar continued to support the Open Educational Resource (OER) project in the Faculty of Veterinary Sciences, entitled OER AfriVIP. He edited lectures and rendered them into video clips to be used as OERs and designed the Faculty's OER booklet in Articulate Storyline. He participated and provided input into the Dean's African OER initiative workshop. Dr Pienaar also assisted the five OER champions from the 5 SADC veterinary schools with the development of OER material to be uploaded to AfriVIP.

E-Assessment

QuestionMark Perception, known as QuestUP at the University, is used for summative objective assessment. In addition to the standard delivery of assessments, the computer-based testing (CBT) team also attended to the following during 2017:

Registration problems which impact on the workload of the CBT team at Prinshof campus: A meeting with the Deputy Dean Teaching and Learning, ITS student computing responsible for CBT, and academic administration was requested to find solutions to the persistent problems. IT lab admin staff took over CBT test scheduling at Health Sciences, which worked well after a few initial problems.

Removal of Afrikaans questions from the question banks of the Faculty of Health Sciences, as requested. This task was not completed, as some questions require up to 126 clicks to remove the Afrikaans.

Expansion of various question databanks, and establishing new databanks e.g. for the Unit for Academic Literacy that started to use the system in 2017.

Development of an alternative login screen: F. de Jager (ITS) developed and demonstrated a new log-in screen that will allow students to see only one test at a time. This will prevent students from logging into the wrong test if they are scheduled for more than one test simultaneously.

Test slips are used in the CBT laboratories as a backup measure to determine attendance and marks students receive for an assessment. Until 2017, EI has carried the cost of printing these test slips. However, the cost has escalated to such an extent that the department can no longer carry this cost. After consultation with Prof. Duncan, it was decided that the Faculties will have to pay for these slips as they do for all other assessment costs.

The CBT team provided excellent service amid growth in the number of tests administered through the QuestUP system (Table 10). The growth from 2016 to 2017 per campus is as follows: Hatfield, 33%; Onderstepoort, 29%; Groenkloof, 27%; Prinshof, 4 %; Mamelodi, 82%.

Table 6: Computer-based testing (CBT) 2013-2017

	TESTING CENTRE	2013	2014	2015	2016	2017
Number of tests	Hatfield campus CBT	108	82	87	66	95
	Hatfield campus IT labs	18	21	26	17	28
	Hatfield campus IT labs (CompAssess)	20	17	19	12	23
	Prinshof campus	671	645	717	698	672
	Prinshof campus (ppt)	95	97	54	63	75
	Onderstepoort campus	147	125	138	178	252
	Onderstepoort campus (ppt)	9	6	2	2	2
	Groenkloof campus	62	55	64	72	98
	Groenkloof campus (CompAssess)	11	10	12	3	11
	Mamelodi	9	6	6	2	11
	Mamelodi (Comp Assess)	5	6	7	3	9
	clickUP tests**	2,322	2,208	2,957	4,428	5,383
	Total	3,477	3,278	4,086	5,478	6,564
Number of tests taken by students	Hatfield campus CBT	24,507	13,308	13,592	7,412	12,609
	Hatfield campus IT Labs	24,054	23,240	21,827	14,338	22,882
	Hatfield campus IT labs (CompAssess)	25,420	30,647	30,025	17,903	25,185
	Prinshof campus	40,185	45,030	44,178	48,491	48,435
	Prinshof campus (ppt)	3,162	3,878	1,631	2,205	2,212
	Onderstepoort campus	7,141	11,216	12,027	11,751	16,219
	Onderstepoort campus (ppt)	697	501	56	169	8
	Groenkloof campus	14,505	13,144	21,018	14,594	18,243
	Groenkloof campus (CompAssess)	3,334	3,729	5,445	755	2,224
	Mamelodi	4,488	2,659	2,860	837	2,663
	Mamelodi (Comp Assess)	2,509	2,637	3,523	1,519	2,663
	clickUP tests **	385,890	451,544	56,2308	695,633	864,932
	Total	535,892	601,533	718,490	815,091	1,018,275

** Includes self-assessment.

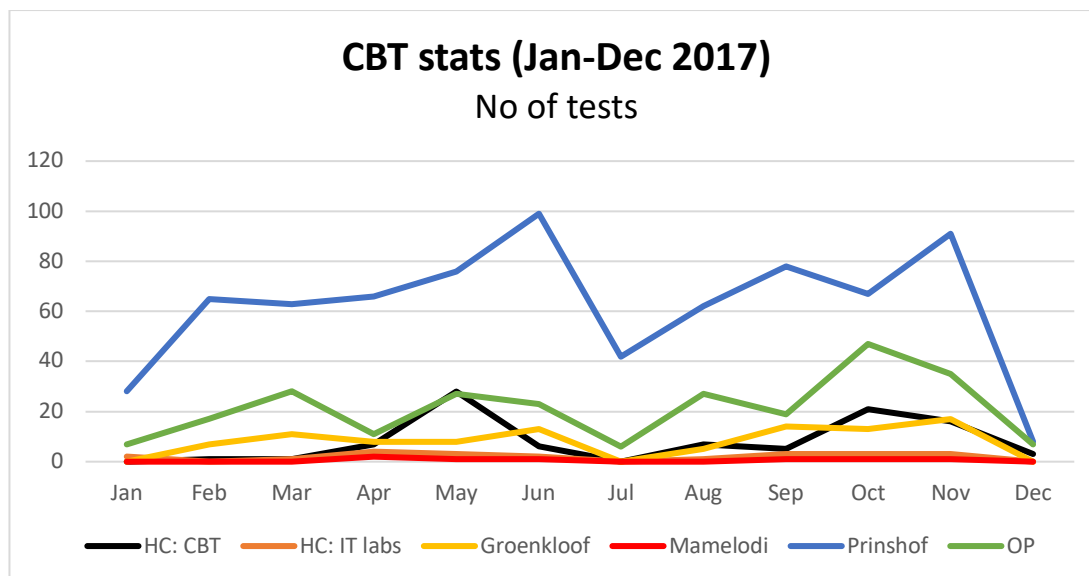


Fig. 6: Computer-based Testing (CBT) 2013-2017

clickUP also contributes to e-assessment through 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 assessment increased by 18% from 2016 to 2017.

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

Grant from Carnegie Corporation of New York

The Carnegie Corporation of New York awarded a grant of \$200 000 to the University of Pretoria and three other South African universities to research the impact of the educational technology strategies that were deployed during the #feesmustfall disruptions in 2016. During the investigation, the perspectives of students, academic staff, and instructional designers and other stakeholders will be considered. The research will culminate in case studies on blended learning that might enrich the South African higher education sector's use of hybrid/blended learning. The overarching aim of the research is to develop a useful blended/ hybrid model of teaching and learning that will enhance successful student learning in South African institutions of higher learning, as well as in the collaborating universities.

Ubona Research Solutions was appointed to conduct research the research at UP. Detken Scheepers, Dr Lynette Nagel and the Ubona researcher, Yolanda Mitchell, attended the first national convening meeting at the Intercontinental Hotel (OR Tambo Airport) between the participating universities and a second online convening meeting via Blackboard Collaborate on 31 October.

A sequential mixed-methods research design focused on the development of case studies was used to collect data to describe and explain various stakeholders' experiences with the use of technology when classes were disrupted during the second semester of 2016. Lecturers and students from the Faculties of Economic and Management Sciences, Education, Engineering, Built Environment and IT, Humanities, Law, Natural and Agricultural Sciences, and Theology participated in the study.

Ubona Research Solutions conduct semi-structured interviews with students individually or in small groups of up to seven students. A total of 33 students participated in the interviews. All interviews were recorded with permission from the participants. Thematic analysis of the interviews was used to create a student survey that was distributed through Qualtrics in October 2017. The survey was completed by 3,304 students.

Semi-structured Individual interviews were conducted in person with eight instructional designers in sessions that ranged from 30 – 180 minutes.

The students who participated in the interviews were asked to anonymously nominate lecturers who used the approaches successfully as well as lecturers who struggled to incorporate hybrid learning into their teaching. Twenty academic staff members responded positively to requests for interviews, representing all Faculties barring Health Sciences and Veterinary Science as these were not affected by the disruptions. Semi-structured interviews were conducted in person with individual staff members or with small groups of up to three staff members. All interviews were recorded with permission from the participants. The themes that emanated from the interviews with academic staff were used to construct a lecturer surveys that were distributed to all lecturers in November 2017. The lecturer survey was completed by 157 lecturers.

Ms Scheepers provided feedback on the progress of the project to Claudia Fritelli of the Carnegie Corporation of New York during a meeting on 31 August.

National Community of Practice (UP2U) and Other Participation

The e-education team participated in the National UP2U community of practice meeting at the University of the Witwatersrand (WITS) on 23 March 2017. Gaby Pretorius and Dennis Kriel delivered a paper entitled 'Next level e-Tutoring', which reported on findings from two surveys sent to e-tutors and e-tutor coordinators as well as an innovative way the Accountancy tutors used Blackboard Collaborate. Dr Pienaar and Dr El-Marie Mostert's paper was entitled 'Hybrid teaching and student success in Vet Ed: Plausible?'. This paper reported research results on the effectiveness of the piloted block teaching system. Feedback from the workshops was also presented. Mr Kriel supported WITS with the logistics of organizing this event: Website, registrations, gathering abstracts, timetable, communication, etc.

The following e-education staff made national contributions beyond the UP2U community of practice:

1. Ms Scheepers: Presented to WITS executive and staff on 'Lessons from Hybrid Learning at University of Pretoria' at the Distance and Online Offerings Workshop held on Tuesday 6 June 2017. Report on entire day submitted to Prof. Kilfoil.
2. Ms Scheepers participated in Codes of Good Practice workshop of the CHE in Durban on 3 and 4 August. She provided input for document for Priority Area 3 (Enabling environment).
3. Dr Hannelie Untiedt attended the Western Cape Learning and Development CoP – on 'Games that trainers play' in Cape Town on 18 August. She presented the 'clickUP Tool Master' board game that participants of the clickUP Overview course play to introduce the various tools available in the system, and their possible uses for teaching, learning and assessment.

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

In preparation for possible closures in 2017, 720 staff members attended e-learning priority and other courses in 2017. One new course entitled 'Creating Digital Lectures' was introduced as a priority course as it provides an alternative to continuing with lectures even when students are not on campus. The popularity of the course led to the presentation of 5 extra sessions, beyond the three scheduled ones. Three events were scheduled for by EI from the DHET grant for all UP lecturers, one by the Deputy Dean of NAS for lecturers from that Faculty and another by the Dean of Mamelodi for her lecturers. A total of 135 lecturers attended this course during 2017.

The increase of use of Turnitin (84%) to submit assignments as an alternative assessment strategy led to the need for more lecturers to be trained in the additional functionalities within Turnitin. An additional course, 'Turnitin Grading and Feedback' was created and a total of 31 lecturers attended this course during three sessions in 2017.

The scheduled priority courses were presented throughout the year on the Hatfield and Prinshof campuses. Table 7 gives an overview of the number of attendees per workshop per campus.

Table 7: E-Education training 2017, No. of participants per training workshop

Workshop	Hatfield	Prinshof	OP	Total
clickUP Overview	89	14	-	103
clickUP Content	55	14	-	69
clickUP Assessment	48	15	-	63
clickUP Collaboration	35	14	-	49
clickUP METRICAL (From Nov 2015)	30	12	-	42
clickUP Assist	52	-	-	52
clickUP Grade Centre	42	-	-	42
Turnitin	45	-	-	45
Turnitin grading and feedback (new)	31			31
QuestUP	23	18	5	46
Mobile Learning	20	-	-	20
e-Learning for Academics	23	-	-	23
Creating digital lectures	104	-	-	104

- indicates a course is not presented on a particular campus

Fig. 7 provides an overview of the attendance of the E-Education priority courses the past five years. The high numbers in 2013 were due to the implementation of the new version of clickUP. The numbers gradually declined as more staff were trained in the system. The high number of participants for the 'Creating Digital Lectures' course, indicates the need of lecturers to find alternative ways in which to continue with lectures, in the event of campus closure. The increase in the attendance of the Turnitin course is because two separate courses are now presented as mentioned above.

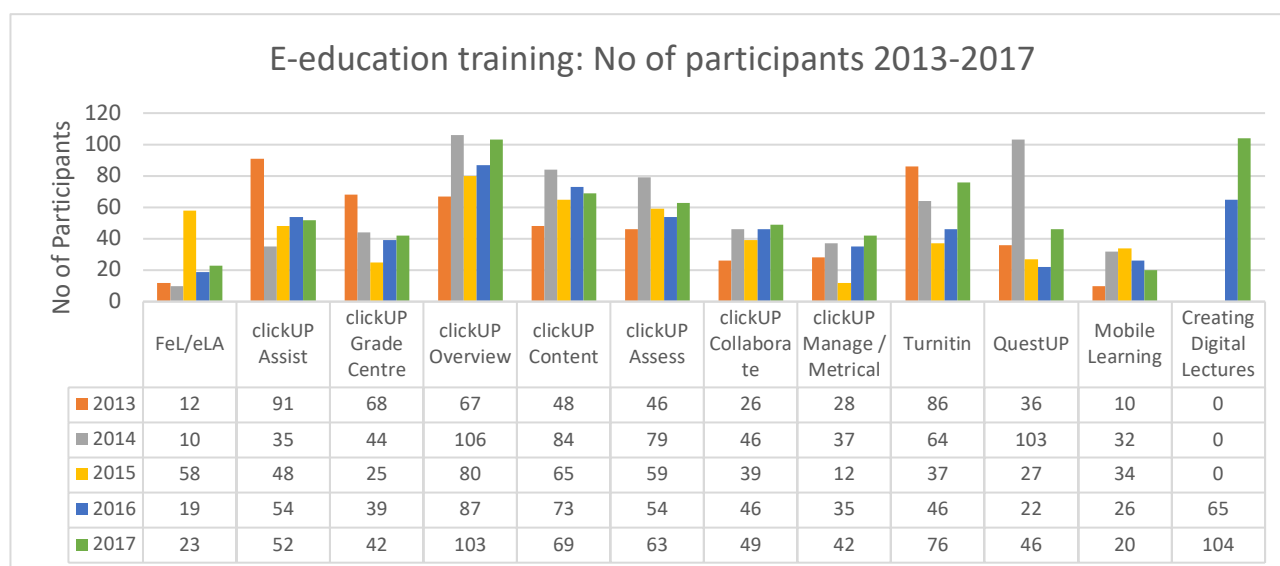


Fig. 7: E-Education training 2013-2017

Other training

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

Table 8: Faculty-wide training

Presenter	Faculty	Training
A Smart and D Kriel	EBIT	Innovil clickUP training
D Scheepers, D Jordaan and L Nagel	EMS	2x Workshops on Flipped classroom and e-assessment
A Smart, D Kriel, and H Untiedt	Mamelodi	Creating digital lectures
G Jacobs	Theology	Mentors: creating digital lectures
A Smart and D Kriel	NAS	Creating digital lectures
M Pienaar and E Mostert	Vet	Mix Matters workshop
M Thukane	NAS	Assessment possibilities in clickUP

Table 9: Departmental training

Presenter	Department	Training
E de Bruyn (with G Pickworth)	Surgery	Objective assessment and OSCEs
J Rammupudu	Education Management	Assessment Training
D Kriel	Mercantile Law	clickUP
H Untiedt and E de Bruyn	Physiotherapy	Grade Centre and objective assessment
G Pretorius and E Mostert	Early Childhood Education	Full QuestUP workshop
M Pienaar	CACS: GNS 320 lecturers	Refresher clickUP and clickers
E de Bruyn	Microbiology	Wikis
E de Bruyn	Human Nutrition	clickUP Workshop
J Rammupudu and G Jacobs	Educational Psychology	clickUP Overview/Basics
J Rammupudu and G Jacobs	OPV 312	QR codes and assessments/surveys
E Engelbrecht and A Smart	All Faculties	clickUP overview for UPO
A Smart and G Jacobs	Theology	Digital Lectures - Theology
J Rammupudu	Education Management and Policy Studies	Tii GradeMark and Rubrics
J Rammupudu	Early Childhood Department	Tii GradeMark and Rubrics
D Kriel (A Smart)	Library staff	Using office mix to sound over PowerPoint (first part of digital lecturers)
E Drysdale	Mining Engineering	Grades
G Jacobs and J Rammupudu	Education Management and Policy Studies	Respondus and Test settings
N Ngcobo	Nursing department: Facilitators	Overview, Assessment and Grade Centre (customized)
J Rammupudu and G Jacobs	Educational Psychology	Grade Centre overview

Student Training and Support in Web-Supported Learning

Student orientation sessions

The student orientation clickUP manual was reviewed and expanded. The general trend of higher computer literacy among students led to the decision to create an online self-help clickUP orientation module for implementation in 2018. The workload of staff, unfortunately, prevented full completion of this module, and

development will continue in 2018. Dr Marius Pienaar and Ms Estelle Drysdale created videos for the postgraduate students to guide them through the e-mail forwarding and clickUP overviews.

Hands-on orientation sessions were plagued by registration processes that were not finalized before students attended the sessions, as well as problems in some computer laboratories that prevented students from completing all the activities. The Faculty of Veterinary Science requested clickUP training session to all First years in three sessions on short notice. Six EI staff members were mobilized, but only six students attended the first session, seven students the second session. No one attended the third session.

Ms Scheepers and Dr Nagel again presented clickUP training sessions during the MEd 800 student orientation of the Faculty of Education's Master's students in October 2017. These students will be part of the 2018 cohort. They again were not registered at the time of the training. Students who were busy with their Honours courses could access the resources but students from other universities could not benefit from this initiative until their registration was finalized in 2018.

Table 10: Student training

Service	Student orientation sessions	
	2016	2017
Number of sessions presented	47	34
Number of students	2,008	1,706

Tutor training

There was a growth in the use of e-tutors in 2017 as can be seen in Table 11. Training was done for tutors in the Faculties of Law, Humanities and EMS and the School of Dentistry. Clicker training was also presented to the tutors in the School of Medicine. Feedback on the e-Tutoring training was positive. It was evident that the tutors could see the benefits, possibilities and know which tools they could use in the subject areas they tutor. They also made valuable recommendations which were used to improve the training. The training was extended to four hours to allow enough time for tutors to put into practice what they have learnt.

Table 11: e-tutors trained

	2016	2017
Number of e-tutor training sessions presented	5	9
Number of tutors trained	54	155

Ms Pretorius and Mr Kriel developed and distributed surveys to the e-Tutors and e-Tutor co-ordinators to gauge their experience of e-Tutoring. The results of this survey were presented at the National UP2U meeting at WITS University on 23 March 2017.

UPO and student success

Erna Engelbrecht provided training sessions and extensive support to Faculty Student Advisors (FSAs) in the design and development of the UPO modules for each Faculty. Faculty IDs also assisted FSAs on request with their use of clickUP in their Faculties. Ms Engelbrecht and the e-support office provided support to first-year students who had problems with the UPO modules. Alastair Smart took over the support for these modules in May after Ms Engelbrecht's resignation. He and Hestie Byles, the coordinator for FLY@UP, started the design process for UPO 2018 late in 2017 through consultations with the FSAs. The result was an 8-week module that supported the progress of the student through the first eight weeks of university. In the

process, content was restructured, and PowerPoint presentations upgraded with new content and voice-overs. The athletic race theme was discontinued, and design flow changed to incorporate learning modules.

Continual support was also provided for the EMS Y2Plus module. Additional resources for students were introduced, including how to deal with suicide, check if students are on track, and relationships.

Ms Pretorius continued to provide general support for the UP 3D module and trained and equipped the new UP 3D tutors.

FLY@UP

The group created a PowerPoint slideshow for a session entitled 'FLY Online' during the orientation of the first-year students. They also presented this in 27 sessions during the orientation week, which overlapped with the clickUP workshops for lecturers that were scheduled in the same week. This led to capacity problems and a decision was made to create an online resource that students can view in the UPO modules from 2018. This product was designed and developed during 2017.

Other Student Support

The Helpdesk at Health Sciences continued to provide support to students of the Faculty in 2017 as indicated below.

Table 12: Support provided to students by Health Sciences clickUP Help Desk

	2016	2017
Number of students supported	1,319	1,120*

*Data incomplete owing to computer crash in May. Some data irretrievable.

The team also provided support to students in various other ways:

- Ms Scheepers and Gretchen Jacobs provided support to Z. Chickte to create a clickUP module for Dell Young Leaders mentorship training.
- clickUP support for Learning Communities, which took various forms in the different Faculties.
- Johan Slabbert created 50 Programme Modules (non-PeopleSoft) and manually enrolled 50 000+ students in these Modules – (Faculty/ Programme – undergraduate and postgraduate).
- About 200 students were registered by Mr Slabbert on clickUP and some on PeopleSoft (temporary registration) as some barriers (administrative and study visas) exist that delay students registration, and therefore their enrolment into clickUP. Cases also exist where students need access to a clickUP course but do not need to register for it. This is done on request from lecturers only. He also assisted ± 50 students where student enrolments in clickUP were not correct owing to PeopleSoft integration issues. These were manually fixed.
- More than 1,580 Enterprise University of Pretoria (EUP) students were also manually enrolled into the 138 EUP clickUP courses.

ClickUP E-Support Office

The e-support offices on the Hatfield and Health Sciences campuses provide administrative support and just-in-time training to lecturers and administrative staff in academic departments. The clickUP help site is another avenue used to support users of the clickUP system.

Table 13 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 13: Support provided by clickUP e-support offices

	E-mail responses	Telephonic support	JIT training
clickUP e-support (Hatfield)	4,644 (These may include e-mails from students)	467 calls received	218
clickUP e-support (Health Sciences)	355 (staff only)	132 calls received	46

New Initiatives

UPO SPOC: At the Starting Line: Gearing up for Tertiary Education



Fig. 8

The University launched its first-ever Small Private Online Course (SPOC) in December 2017 to all provisionally-accepted first-year students for 2018. The course, entitled ‘At the Starting Line: Gearing up for Tertiary Education’ is an entirely online student preparation course that assists prospective students to develop a range of skills to meet the demands of tertiary studies. The content of the course is focused on skills such as goal setting, time management, note taking, study skills and academic reading. Information also includes tips on how to prepare for university, administrative information of UP, as well as the full scope of expenses students have to keep in mind when planning their university careers. The mode of delivery held other benefits for the students: the non-facilitated, stand-alone online course demonstrated to the new students that they would have to take full responsibility for their learning at university, while the use of Blackboard OpenEducation as delivery platform prepared them for their use of clickUP.

Each learning unit was structured to contain an introductory video; information sites and sheets; a quiz; a practical activity and a review of the learning unit. The students had to complete the quiz, practical activity and rate the theme to receive a badge for that theme. Students could decide on the sequence in which to do the learning units.

The University invited all provisionally accepted first-year students to participate over the holiday period (December 2017 – 31 January 2018). Students who completed the course, and enrolled at UP for their degree, received recognition for their efforts and were exempted from parts of the 2018 UPO course that overlapped with compulsory UPO modules for first-year students.

Integrating New Technologies

Blackboard Analytics for Learn™

The clickUP (Blackboard Learn™) system that UP uses to enhance teaching and learning in a blended mode gathers extensive data about 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.

A project was approved in 2017 to migrate the Analytics for Learn system from a local installation to a managed hosting installation. The benefits include dedicated management and 24/7 availability of the system besides the scalability of the underlying hardware.

E-Education continued in 2017 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 risks based on the grades captures 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.

The announcement by the University to move most of the teaching online and specifically to clickUP impacted on the use of clickUP. A request to give a comparative overview of the use of clickUP during the second semester of 2016 and the first semester 2017 aimed to determine if the increased use during the second semester of 2016 continued in the first semester of 2017. The data indicate:

- A small percentage increase in the active users in clickUP in 2017
- Users have accessed clickUP more and are more engaged per login
- User activity correlated with the academic cycle of tests and examinations
- Lecturer activities in clickUP increased during the first semester in 2017
- Increase use trend of assessments continued in 2017
- More students submitted an assessment in clickUP during the first six months of 2017 than in the previous year
- An increase in web traffic to clickUP during the last twelve months
- Mobile device accesses still average about a third of the accesses
- ClickUP engagement correlates with higher average final grades again in 2017

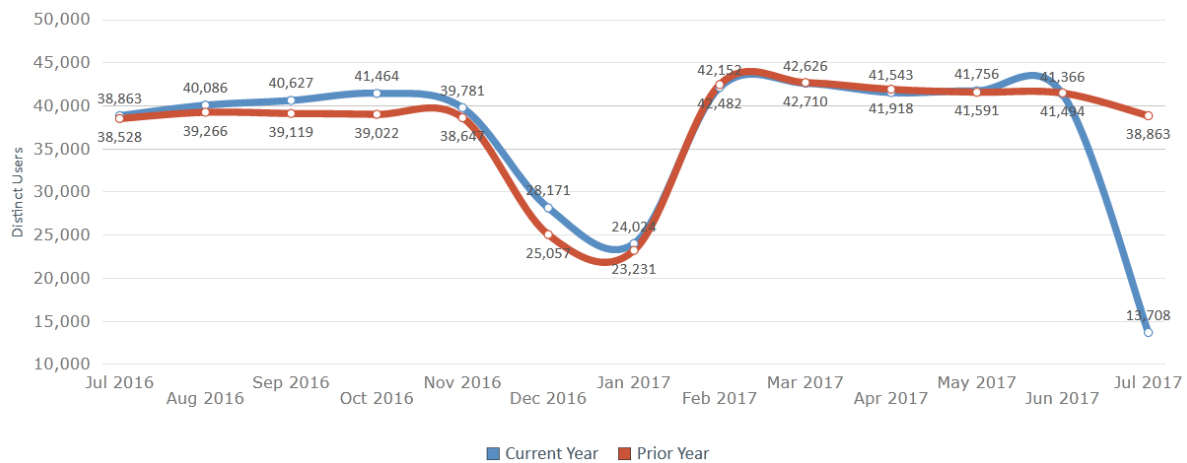


Fig. 9: Unique active students' trend

The number of active users in clickUP increased in September and October, and the trend of growth continued in 2017 with an average of more than 41,500 active students. The increase in unique active instructor use trend also continued into 2017 as evident in Fig. 2. On average 1,798 instructors per month were active users of clickUP from February to June 2017.

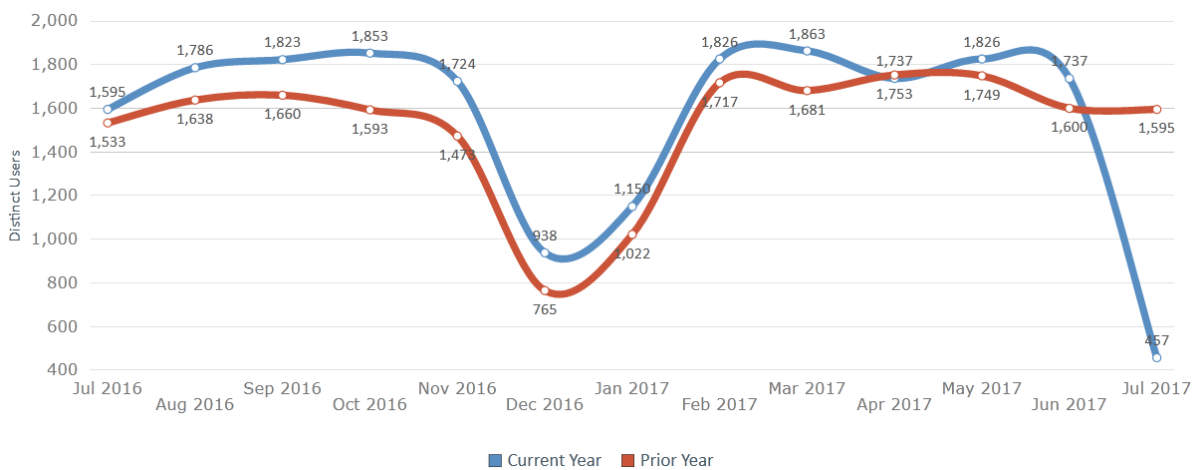


Fig. 10: Unique active instructor trend

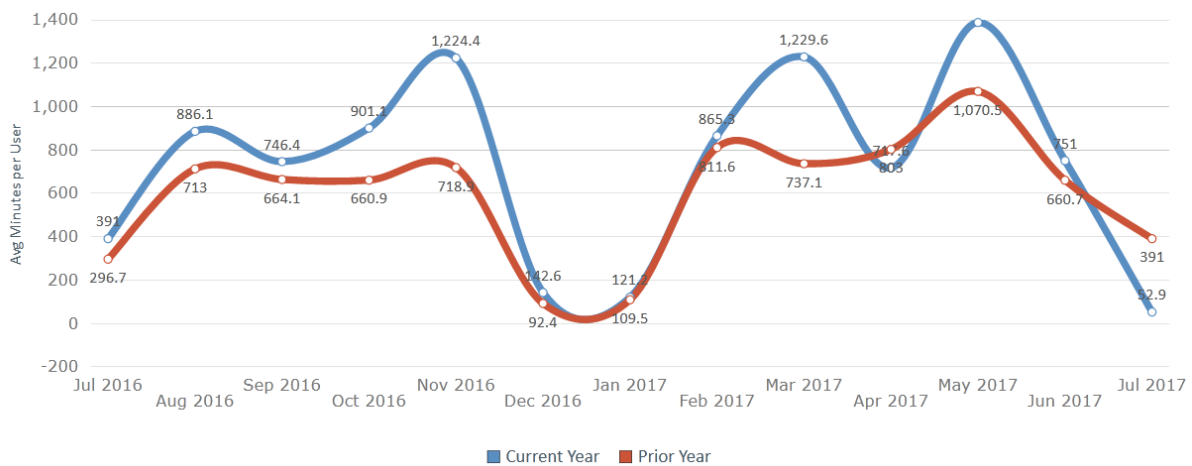


Fig. 11: Average minutes per user

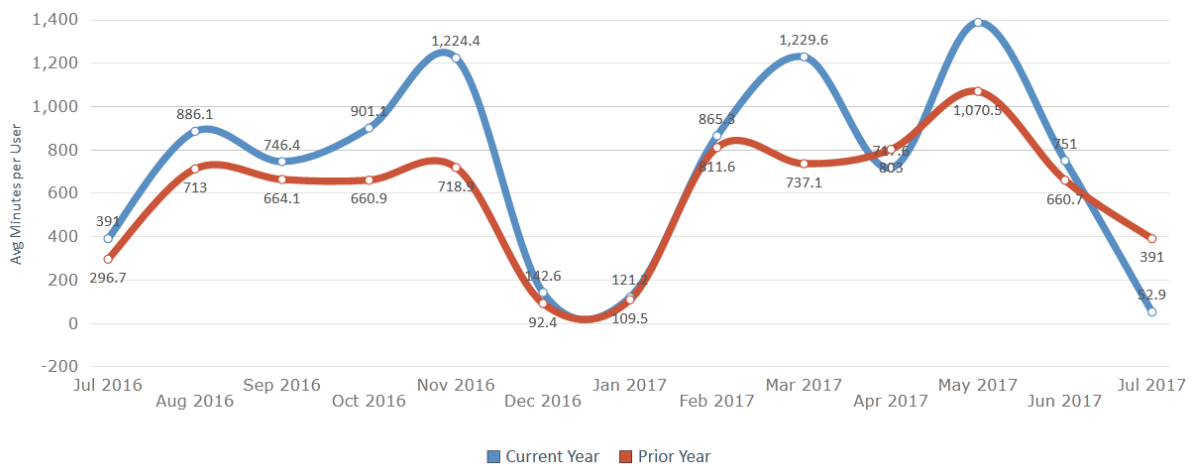


Fig. 12: Average minutes per user per login

The time spent within clickUP by users increased during the period from July 2016 to July 2017. The average increase of minutes per user in November 2016 was 41 %. A comparable trend is visible in March 2017, which may relate to assessment preparation as the peak in May 2017 is linked to the examination period, which indicates that instructors and students access clickUP more just before an exam.

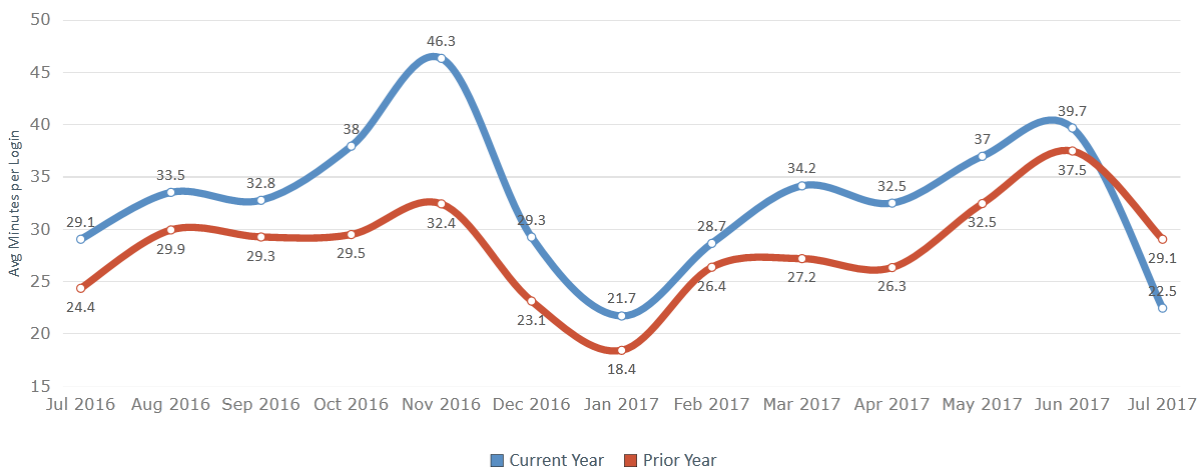


Fig. 13: Average minutes per user per login

Users spent on average 13% more time per login in clickUP during the first six months in 2017 in comparison to the previous six months in 2016. During the November examinations in 2016 users spent on average nearly 50 minutes per login in clickUP.

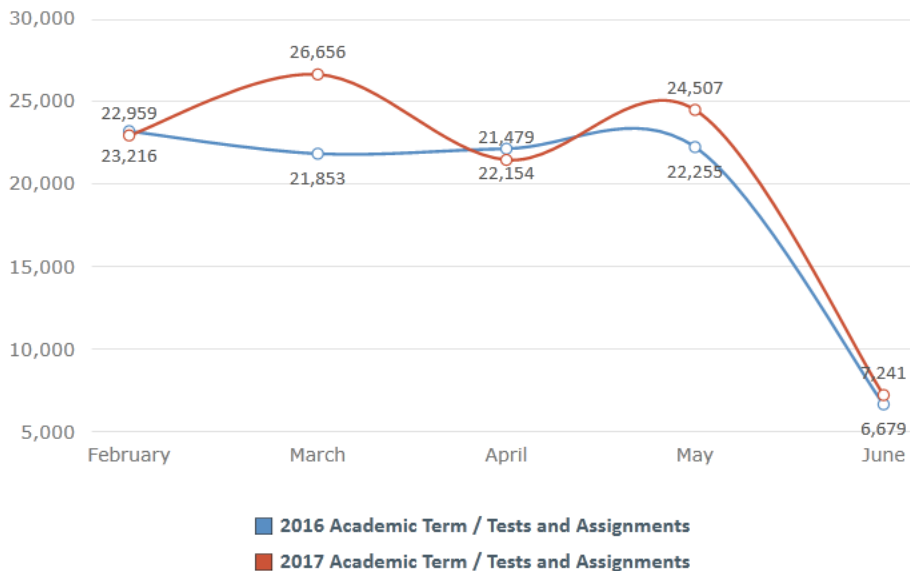


Fig. 14: Distinct number of students who submitted an assessment

More students have submitted a test and assignment in clickUP during the first semester in 2017 than the same period in the previous year. These submissions exclude Turnitin Assignments and assignments or test in modules using third-party publishing software integrated into clickUP. The growth in the use of clickUP tests and assignments is also visible in the number of submissions in the first semester 2017 as indicated in Fig. 15.

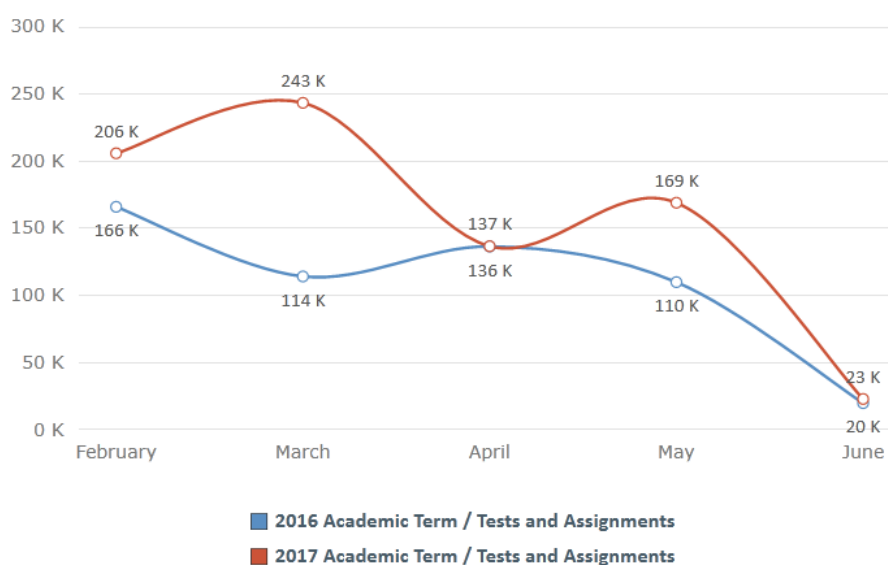


Fig. 15: Distinct tests and assignment submissions

Student activity in clickUP shows significant growth in general during the last three academic years as illustrated in Fig. 16.

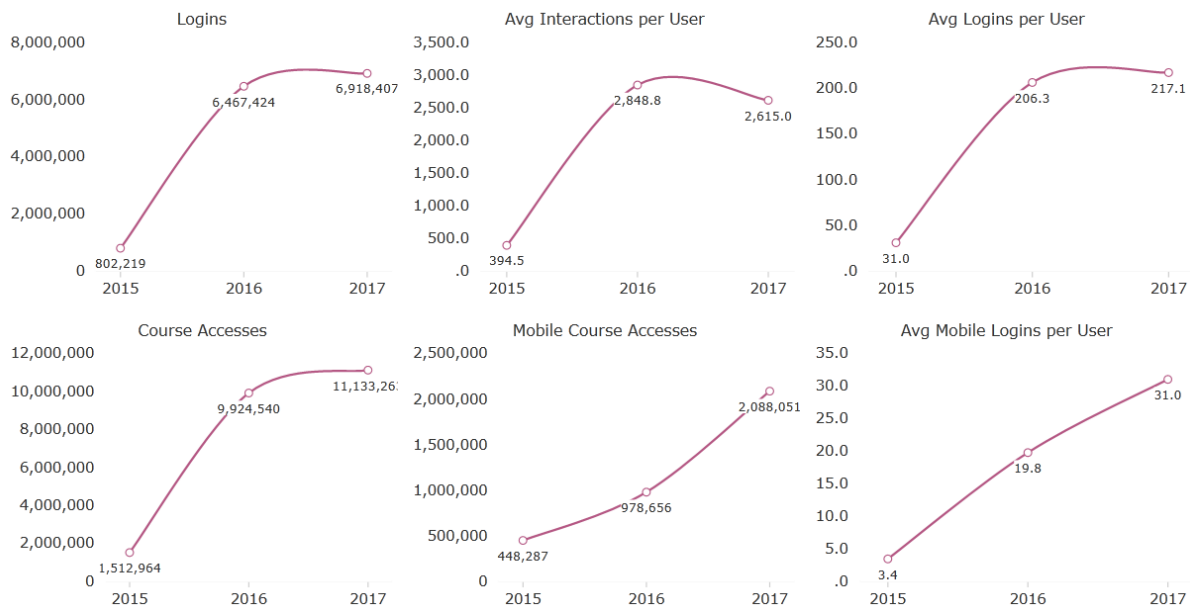


Fig. 16: Different session activity measurements from 2015 – 2017

Notable is the growth in course accesses and specifically from mobile devices. Table 14 shows a summary of the growth of clickUP functions used between 2015-2017 and illustrates the impact of the student unrest events in 2016 and the role of clickUP to support undergraduate teaching and learning through the percentage of courses using items change from the prior term.

Table 14: ClickUP item growth for all undergraduate modules as measured by percentages of courses using item

Course Item Type	2015 Academic Term		2016 Academic Term		2017 Academic Term	
	Term	% Chg Prior Term	Term	% Chg Prior Term	Term	% Chg Prior Term
Assessment	34,80%	17,10%	47,50%	36,80%	49,20%	3,40%
Assignment	14,50%	8,20%	20,40%	41,20%	21,60%	5,90%
McGraw-Hill Assignment Dynamic	0,20%	70,20%	0,60%	169,90%	1,10%	74,10%
Mobile-assessment.name	1,10%	206,40%	1,30%	20,00%	0,50%	-60,40%
Self and Peer Assessment	0,40%	2,10%	0,50%	35,00%	0,50%	-5,00%
Survey	4,00%	-10,90%	5,90%	49,10%	4,30%	-28,10%
Test	15,50%	1,00%	20,40%	31,70%	22,30%	9,20%
TurnItIn	16,10%	142,80%	22,70%	41,40%	22,90%	0,80%
Content	99,90%	3,00%	100,00%	0,10%	100,00%	0,00%
Audio	0,20%	70,20%	1,00%	327,30%	0,40%	-60,00%
Basic LTI Link (Include Bb Collaborate)			0,20%		0,40%	153,30%
Blank Page	8,10%	47,60%	10,50%	28,70%	9,80%	-6,00%
Cengage Learning MindLinks™	0,40%		0,50%	49,90%	0,80%	42,50%
Content Folder/Content Area	98,30%	18,60%	99,40%	1,00%	99,50%	0,20%
Course Link	2,00%	221,50%	2,80%	37,60%	3,50%	27,90%
File	72,70%	32,30%	74,00%	1,70%	71,30%	-3,60%
Image	2,40%	386,40%	4,40%	86,70%	4,40%	-0,40%
Item	70,00%	-3,40%	80,50%	15,00%	83,30%	3,50%
Learning Module	5,30%	59,60%	6,00%	12,00%	4,60%	-22,80%
Lesson Plan	1,80%	75,90%	1,20%	-33,20%	1,40%	11,50%
McGraw-Hill Universal Dynamic		-100,00%	0,10%		0,30%	374,90%
Module Page	0,90%	27,70%	1,80%	103,90%	1,80%	-2,20%
Pearson	0,20%	-14,90%	0,50%	124,90%	0,80%	52,00%
SCORM Engine	0,80%	176,60%	0,90%	17,70%	0,20%	-83,20%
SlideShare Presentation			0,20%		0,20%	26,60%
Syllabus	0,10%		0,30%	349,80%	0,10%	-62,00%
Textbooks	1,50%	453,20%	2,10%	38,40%	1,30%	-40,60%
Tools Area	8,20%	193,60%	15,40%	87,80%	14,20%	-7,70%
URL	13,40%	262,90%	21,30%	59,20%	22,70%	6,40%
Video	2,60%	266,00%	6,00%	134,30%	5,30%	-11,00%
Wileyplus			0,20%		0,20%	26,60%
YouTube	4,30%	191,80%	7,00%	64,90%	8,60%	21,60%
Tool	13,30%	-4,20%	20,20%	51,10%	19,60%	-2,80%
Achievements	0,90%	580,90%	0,80%	-15,70%	1,50%	83,60%
Blackboard Collaborate original	0,30%	41,90%	0,50%	61,90%	0,20%	-68,30%

Blog	2,80%	-11,20%	3,20%	12,50%	3,60%	14,00%
Chat	0,10%	70,20%	0,10%	-10,00%		-100,00%
Discussion Forum	8,90%	-12,00%	12,60%	42,10%	12,30%	-2,60%
Groups	4,40%	57,50%	8,20%	87,20%	7,10%	-13,70%
Journal	0,90%	-28,30%	1,20%	29,30%	2,30%	90,00%
Virtual Classroom	0,10%	-14,90%	0,20%	169,90%		-100,00%
Wiki	0,90%	127,00%	1,30%	35,00%	0,90%	-32,70%

South African Higher Education Learning Analytics (SAHELA)

The organizers of SAHELA from UP, WITS, and the Namibian University of Science and Technology (NUST) hosted the fifth South African Higher Education Learner Analytics (SAHELA) workshop on 23 October 2017 in collaboration with the Southern African Association for Institutional Research (SAAIR). The 2017 SAHELA workshop provided participants with a platform to discuss data-driven decisions using Bayesian models and data visualisation, as it should be targeted toward students, advisors, lecturers and institutional management. The workshops started with a discussion of the issues related to data that contribute to a lack of implementation at institutions, at all levels. An introduction to Bayesian models followed it and visualized the data to make meaning from information. Three case studies were presented to show how the information could be transformed into meaningful activities at institutions to facilitate change in performance indicators. Participants used this information to apply their learning to their settings and to share those in groups. A breakaway session provided for the more technical attendees more in-depth knowledge of Bayesian models and data visualisation in using Tableau. Participants shared ideas of the intersecting point/s of the three levels of LA and how the proverbial 'closing the loop' could be practically implemented at the various institutions. Positive feedback was received from all the participants.

A decision to integrate Learner/ Learning Analytics as a stream into the annual SAAIR conference implies that the SAHELA pre-conference workshop will not be a separate event at the 2019 conference.

Upgrading/ Changing Existing Technologies

CBT System

QuestUP Service Pack 3 was tested and implemented in 2017. The CBT team created a list of minimum criteria to evaluate the NextGen version of QuestUP and tested the new cloud version of QuestionMark, known as NextGen OnDemand. The next version of QuestionMark, known as QuestionMark NextGen has a more granular security model and user-friendly interface that will allow lecturers access to their databanks and holds the promise that it would be possible for them to schedule their assessments. An early investigation by EI into the cloud version (NextGen OnDemand) of this product looks promising, but the lack of a few features might be problematic in the UP environment. The new product also does not add the variety needed in the reporting function. A cloud-based product is not feasible for summative assessment, and the OnPremise version of the product was not available for testing in 2017.

ClickUP Mobile

Mobile applications enable engagement any time while the users are mobile. The new Blackboard Student application is 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. A new Blackboard Instructor app allows

lecturers to interact with students from their mobile devices. The first version of the application allows lecturers to preview assessments and content, facilitate discussions and create announcements. Integration with Blackboard Collaborate provides a seamless interface for lecturers to facilitate online sessions from a mobile device. Numerous new features and fixes were added to the Blackboard applications in 2017 every month. The University of Pretoria played a significant role in the development of offline features in the Student mobile application. Students may download content and view them offline when they are unable to access the internet.

Nearly 30% (28,4%) of user interactions on clickUP were from a mobile or tablet device. Fig. 17 provides an overview of clickUP mobile tablet activities in 2017.

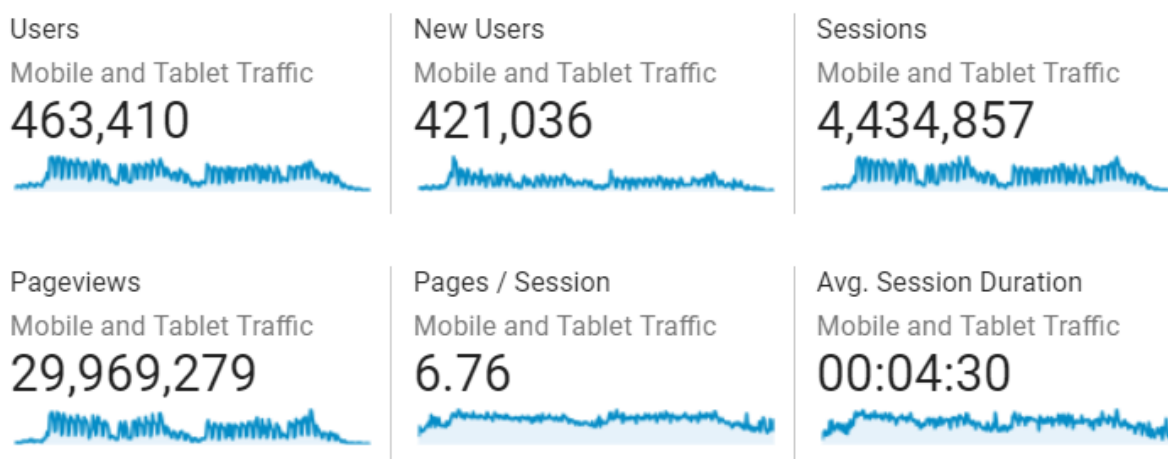


Fig. 17: 2017 clickUP mobile activity

A notable trend in 2017 of clickUP mobile activity was the slight decrease in the use of IOS (2016: 52% vs 2017: 51%) in contrast to Android devices increase (2016: 44% vs 2017: 47%). The increase of available Wi-Fi access points on campus during 2017 supported the use of mobile devices to access clickUP.

Turnitin

Turnitin has been used at UP for the past decade. In 2017 the familiar Turnitin Classic view was replaced by the streamlined and more integrated Studio interface, where similarity and feedback layers can be shown simultaneously.

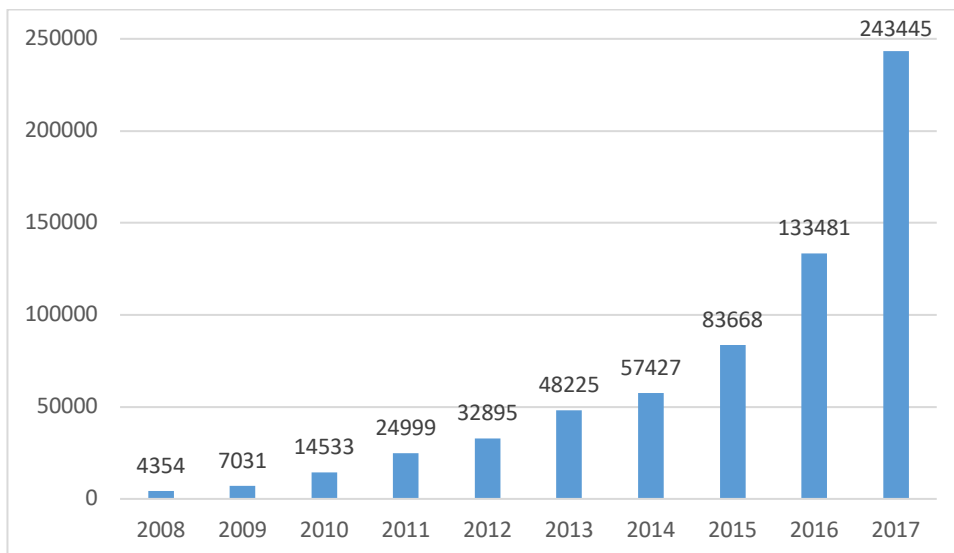


Fig. 18: Historical data on Turnitin similarity reports

The number of papers submitted to Turnitin increases year on year. While the use of Turnitin rose in 2016 in response to the #feesmustfall campus disruptions, and it would not have been unusual if it decreased in 2017. Surprisingly Turnitin uses again increased in 2017, as shown in Fig. 18. A concern is the limitations of the current Turnitin license as it requires the license administrator to frequently ask Turnitin to close active classes to manage the license. The submissions in 2017 followed the academic calendar as evident in Fig. 19.

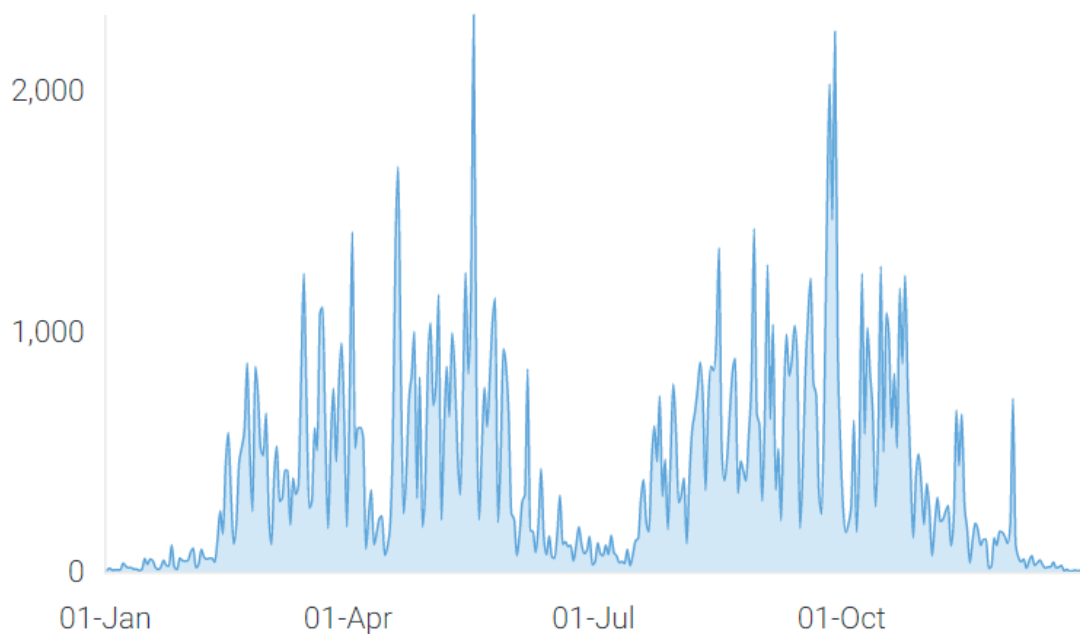


Fig. 19: Turnitin submissions in 2017 trend

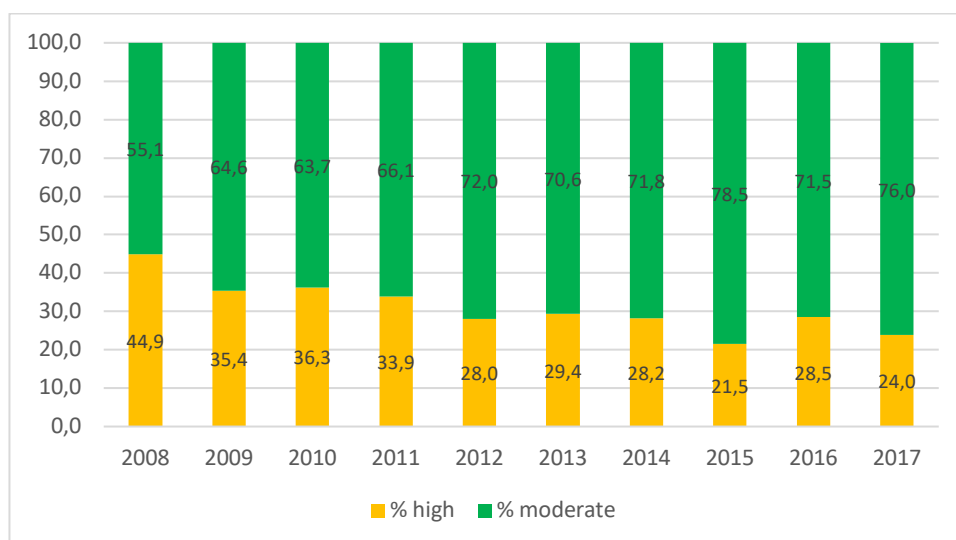


Fig. 20: Similarity reports as an indication of plagiarism avoidance

A high similarity score indicates more than 25%, while a moderate score is between 0 and 25%.

Not only did the numbers of papers increase, but also the quality regarding original content. Nearly half the papers in 2008 had similarity scores of 25% and higher, corresponding to material published on the web or assignments submitted by other students. As high similarity scores might indicate the possible presence of plagiarism, UP started with a drive to increase the originality of assessment papers through awareness campaigns and training. More UP lecturers use Turnitin to screen student assignments, also for marking and providing feedback. Average similarity scores (Table 15) indicate a trend towards lower similarities over time, brought about by students being able to revise and resubmit. This shows that students are trying to improve their writing. Given that similarity reports are not evidence of plagiarism, an even higher percentage of students might also basically be doing their own work with integrity. Table 16 shows the similarity reports in 2017, and how the majority of papers incline towards lower similarities.

Table 15: 2017 Turnitin use: Similarities in 2017

	Similarity Reports	Similarity 0-24%	Similarity 25-49%	Similarity 50-74%	Similarity 75-100%
Total	243,445	185,115	38,320	14,027	5,983
%		76.0	15.7	5.8	2.5

Lecturers are increasingly marking and providing feedback using Turnitin assignments, as the amount of feedback provided in 2017 is shown in table XXX.

Table 16: Turnitin feedback provided in 2017

Submissions with feedback	Scored with rubrics	Instructor feedback	ETS	PeerMark
43,087	12,674	220,935	505,166	10,467

Instructor feedback (column 3) consists of summary text comments, voice comments, QuickMarks, bubble comments, inline text comments, strikethrough of text, grading form marks. All feedback options and rubrics are seamlessly integrated and if used together, provide more in-depth feedback in less time. The ETS® e-rater® Grammar Check Technology that forms part of the Turnitin Studio is increasingly activated in

assignment settings. It automatically checks submissions to an assignment for grammar, usage, mechanics, style and spelling errors. Students can use in-depth feedback and integrated online tutorials to improve their English writing.

In 2017 Eiffel Corp invited UP, as an extensive user of the Turnitin program, to share our journey with Turnitin with a wider audience via two webinars. Research and reflection on the data of how we used the program over a decade, showed its initial use as plagiarism detection tool aimed at protecting the institutional integrity, expanding into a superior grading and feedback instrument, supporting peer review and the development of academic writing skills. Participating in the webinar and the ensuing discussions brought further dividends by sparking new ideas and approaches to improve the training workshops for academics and post-graduate student orientation.

ClickUP

Blackboard provides regular service packs for upgrading functionalities in the system. Two service packs were installed in July and in December. Google Analytics provides data about the web traffic to clickUP. A comparative analysis of web traffic to clickUP between 2016 and 2017 indicates that there was a decrease in sessions, and an increase in the number of sessions per user, page sessions, page views and average sessions duration. A session is a group of interactions that take place in clickUP within a given time frame. For example, a single session can contain multiple screens or page views.

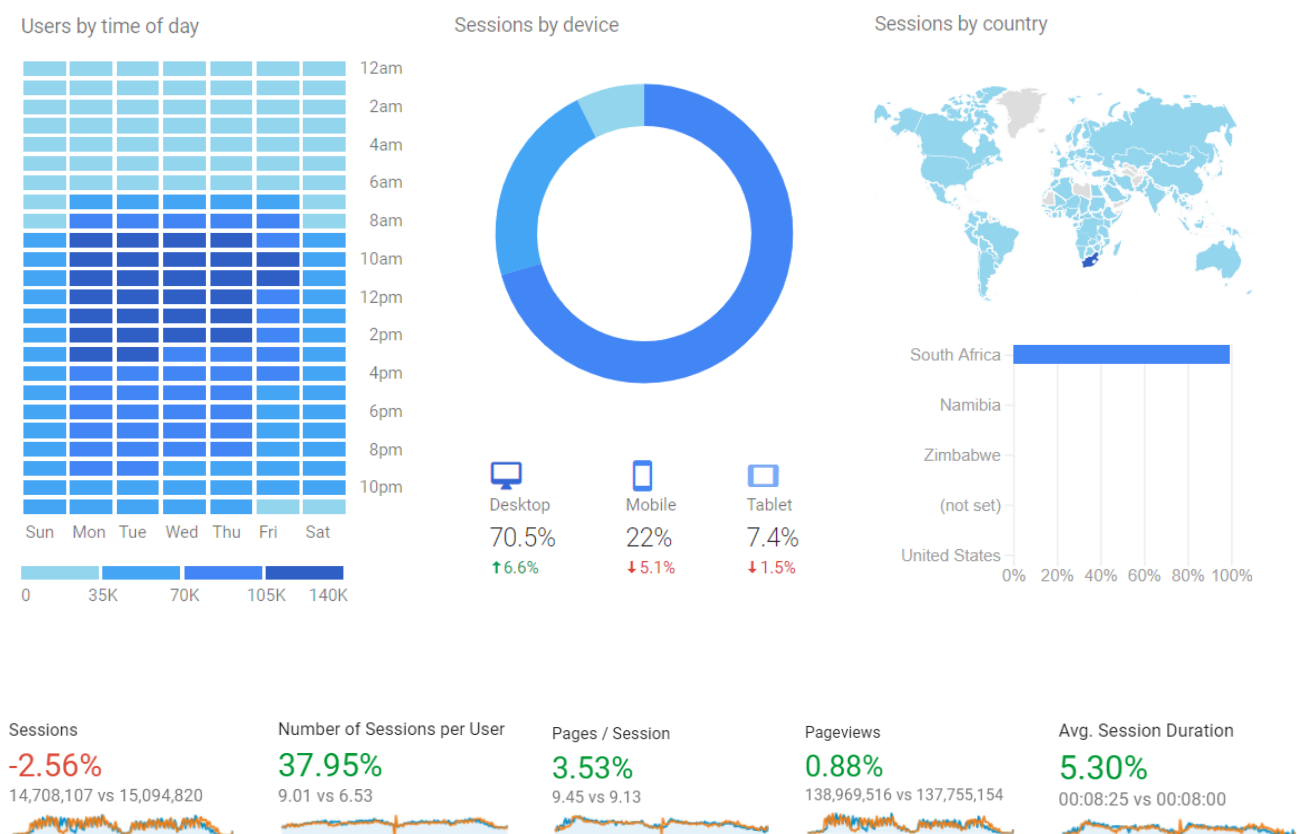


Fig. 21: Google Analytics: clickUP use January – December 2017

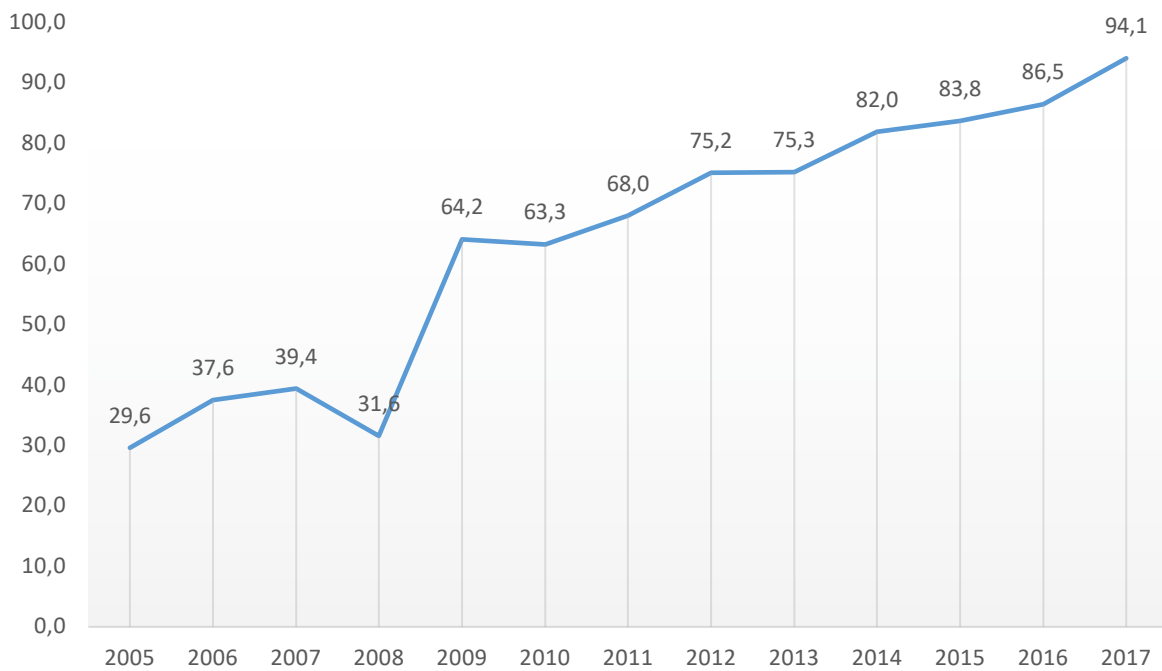


Fig. 22: Trend of undergraduate modules use of clickUP

The data indicate significant growth in the use of clickUP to support undergraduate teaching and learning, but more than two-thirds of clickUP student activity in 2017 focused on content and announcement engagement. Almost a quarter (23%) of undergraduate student activity relates to grades which include assignments and tests.

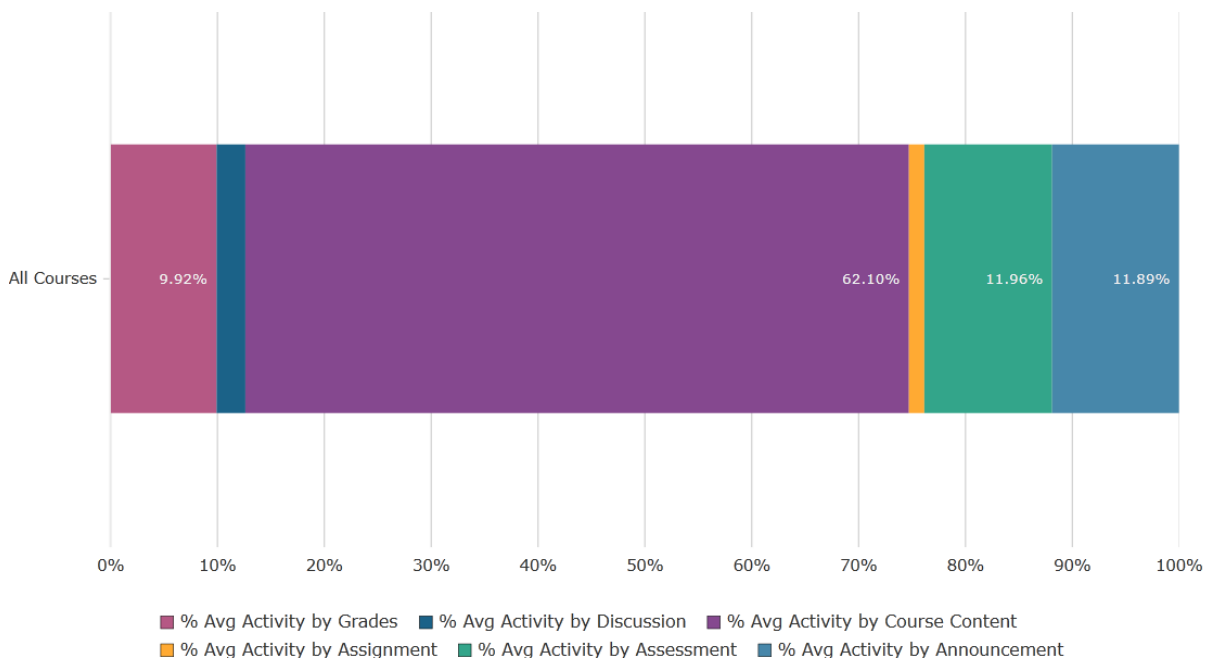


Fig. 23: Percentage undergraduate student activity in clickUP

Analytics for Learn data from UP provide correlations between undergraduate student engagement in clickUP and average final grades. Course accesses may not directly make a difference in student learning, but the learning and course design, course context and role of the facilitator may impact on its value to support student success. The following figures provide a notable trend. ClickUP engagement correlates with higher average final grades for undergraduate students.

Fig. 24 indicates the correlation between course access in clickUP and average final grade captured for all undergraduate modules in PeopleSoft. The Course Access Quartile dimension in AL distributes the course access into four groups where the first quartile is the highest and the fourth is the lowest. Fig. 24 displays this in correlation with the average grade for each quartile. It is interesting to note that in 2017 the highest course access quartile group of students has an 11 % higher average grade than the lowest or fourth access quartile group. Data from 2016 and 2015 confirm a similar grade point average difference. A similar trend is visible in Fig. 25. Fig. 25 compares the average final grade of undergraduate students in 2017 to the course minutes quartile and indicates that students who have spent less time in their clickUP courses achieved a lower final average grade.

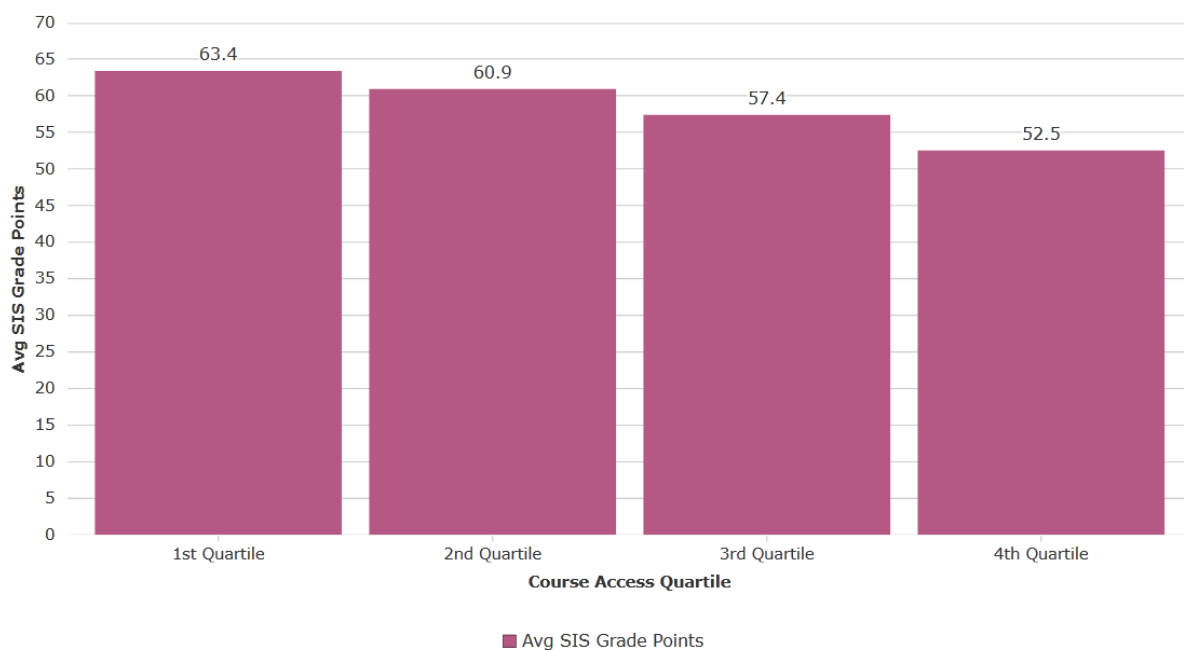


Fig. 24: Course access quartile and average SIS grade

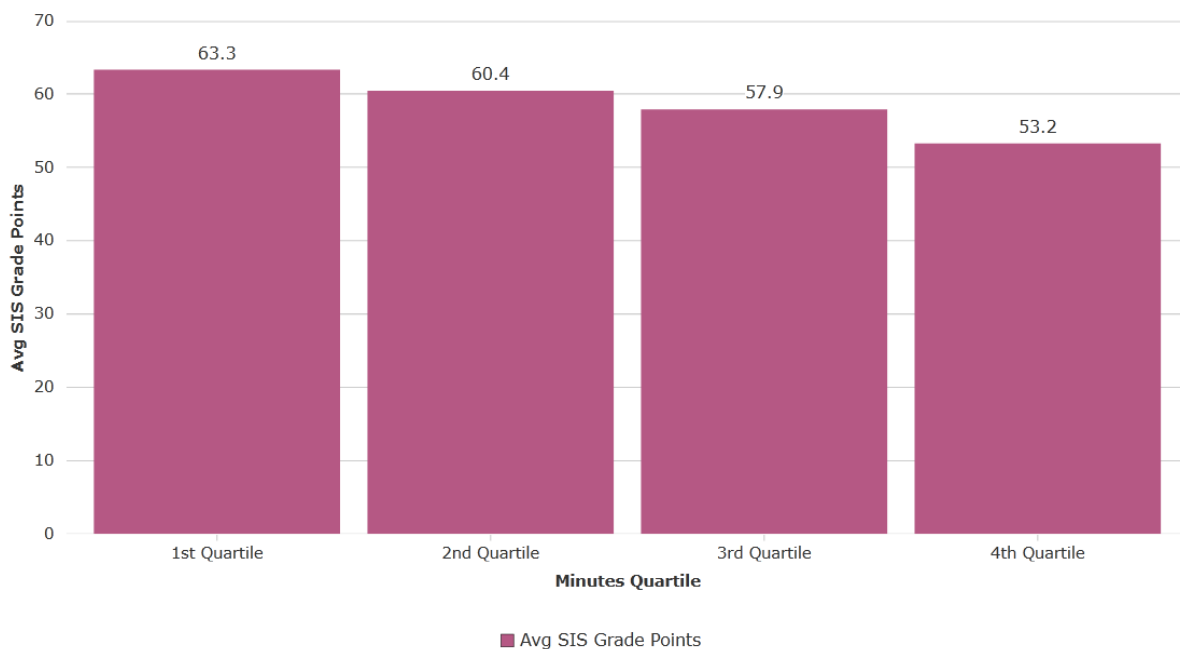


Fig. 25: Average final grade compared to course minutes quartile

Blackboard Collaborate

The Blackboard Collaborate Ultra Experience is 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 500 simultaneous users and include a variety of features that have been specially 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 every month to current features. Noteworthy progress was made in 2017 to improve application sharing and bandwidth management, accessibility and the user experience. New features and enhancements included sessions' analytics, the adding of Collaborate to groups in clickUP whereby instructors can allow students in groups to share content as well as improvements to student feedback during sessions.

The increase in the use of Blackboard Collaborate can be contributed 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 EMS, it is used to stream and record lectures and provide tutor sessions.
- Lecturers have integrated Collaborate as part of a 'flipped classroom' approach where they provide content with voice recordings to their students to watch before attending lectures.
- Lecturers in NAS used Collaborate to support students before they wrote a test or for virtual tutorials, consultation and postgraduate support.
- Students in EBIT and Public Health used Collaborate Ultra to do project presentations.

- Lecturers invite 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 [clickUP Support](#) tab in clickUP or on the [Collaborate Ultra help site](#).

Third party content in clickUP

Blackboard has extended the services they are offering through agreements with publishing companies. Various academic departments are already using the advantages of these agreements with international publishers. The following publishers have already provided support to lecturers 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

The value of third Party content use is displayed in a Word Cloud format in Fig. 26, which shows the average undergraduate student item minutes as size in relation to the average item interactions in the colour value for all the clickUP content item types in all Faculties in 2017.

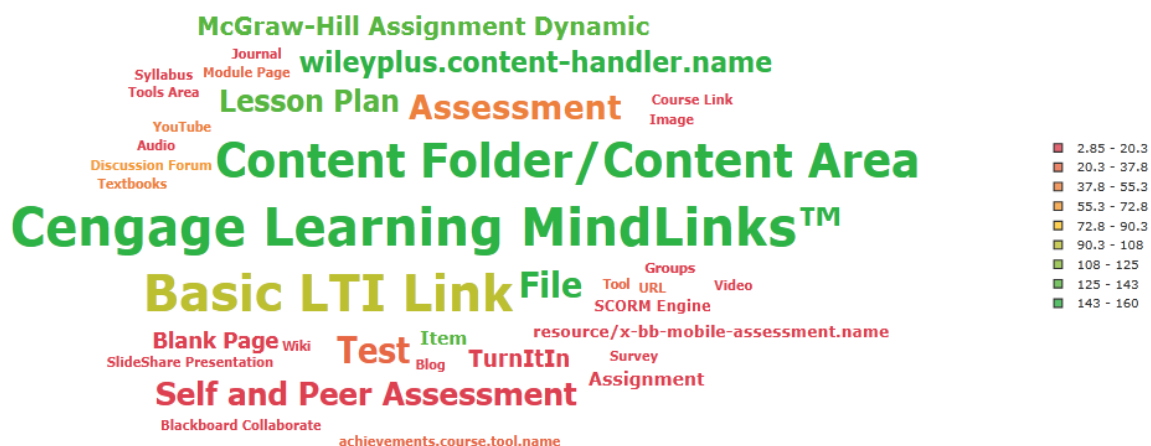


Fig. 26: Third party content links in clickUP

Grade Centre Integration

Ongoing development and numerous testing sessions were done in 2017 to be able to implement a pilot testing of the integration. A successful pilot was done in at the end of 2017 extracting grade data from clickUP Grade Centre (CGC) to PeopleSoft Campus Solutions (PSCS). 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 grade centre integration is ready for implementation in 2018. The use of the grade centre does not only increase student engagement as illustrated in Fig. 27 but is also vital for the quality of the data in Analytics for Learn. The implementation of Blackboard Predict in 2018 may provide added value of capturing of grades in the clickUP grade centre.

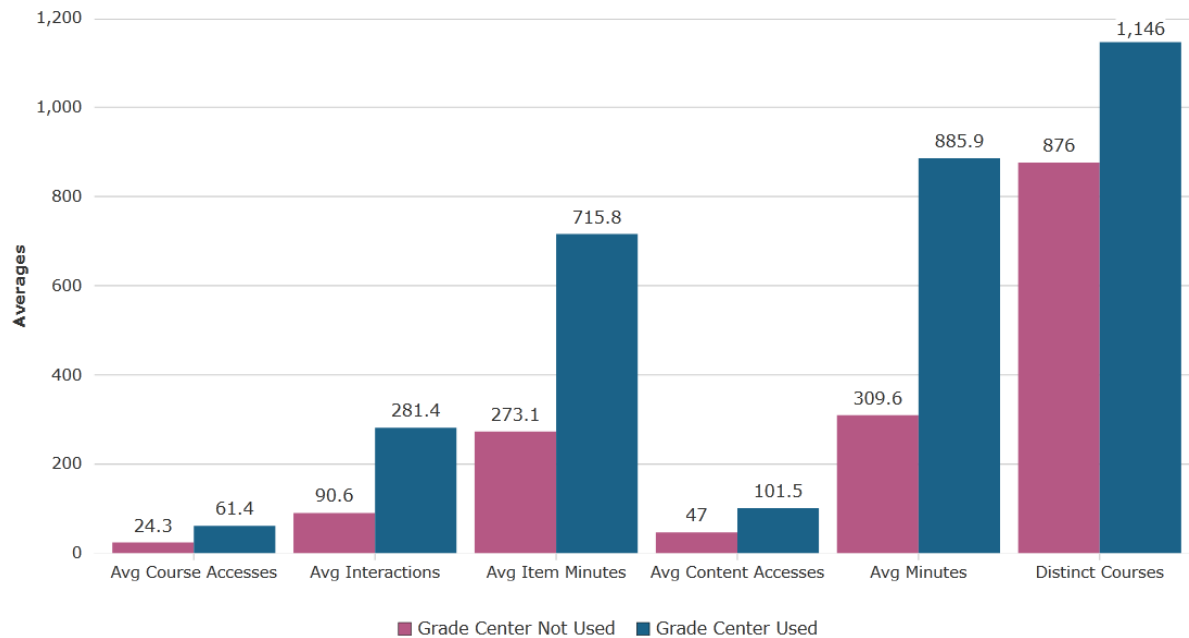


Fig. 27: Grade Centre Effect

CREATIVE STUDIOS AND COMMUNICATION TECHNOLOGY

Creative Studios and Communication Technology (CSCT) 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 2017 CSCT focused their attention on projects related to teaching and learning and research.

Highlights and New Initiatives of 2017

International collaboration

Mr André du Plessis accompanied the Department of Information Sciences with a group of students to Kampala in Uganda from 17 June 2018 to 1 July 2018. He filmed lectures and discussion groups and brought back many hours of footage and visual material for the Department of Information Science, which he edited afterwards into shorter video clips. Over a two week period Andre went to the following universities: Makerere University, Uganda Christian University, Kyamboga University, Kampala International University and Uganda Martyrs University.

During the Flexible Futures conference that was held in October 2018, Almero du Pisani assisted Prof. Eric Mazur from Harvard University with the technology to do his keynote address via Skype to an audience at the CSIR. Mr du Pisani also did a poster presentation titled 'Promoting rich learning experiences through text and video on a poster', at the same conference. The Graphic Studios designed a large number of posters for the conference.

The Video Unit at the Faculty of Health Sciences continued to be actively involved with International Video Conferences. Prof. Eric Buch, from Health Policy and Management, at the School of Public Health Systems, presented regular lectures to Harvard University during 2017.

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

Training and benchmarking

Six Graphic designers attended Adobe Captivate training while three video directors attended Adobe Photoshop Advanced courses on 13 and 14 November 2018 in Linden with Morning Star Design, which is an Adobe Authorised Training Centre.

In February 2017 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.

Design and Development Impact

The expertise of CSCT 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:

- On Hatfield campus, the graphic designers (Glenda Brits and Mduduzi Khumalo) had the opportunity to contribute to a multi-disciplinary team to develop an Application (App). This pilot project was initiated by Carel Oosthuizen (Zoology) in collaboration with the instructional designers of EI (Erika du Bruyn – project Manager, and Dennis Kriel – instructional designer).
- Mr Oosthuizen explained that the App was developed for Animal diversity (ZEN 161) which is a first year, second semester module taught to students from four faculties and across 30 different degree programmes. The module employs a diversity of teaching and learning principles to ensure overall success of the students. These methods include the use of peer instruction, an audience response system (clickers), online classes, in class videos and continuous assessment. Owing to a rise in student numbers, each practical session presented is currently repeated nine times over a two week period. There are five new practical sessions and a practical examination as part of the practical component for the module. Each of the practical sessions used to be three hours. Decreasing financial resources necessitated finding alternative means of instruction that does not decrease, but build on the high standard of the module content. In 2017 an App was created 'Discovering animal diversity' containing the practical content. This allows each student to work through all the content at their own pace while completing a pre-practical assignment through clickUP. Students are then required to attend a compulsory one hour session where questions about the practical content are being discussed. During this time students also have the opportunity to move through the museum exhibition in the laboratory where various animal specimens with additional information are on display. As part of each practical session there are a number of postgraduate students present as demonstrators in order to help the students as well as answering questions. The App proved to be very successful in conveying the content and it dramatically decreased the number of hours required for the lecturer and the demonstrators to be physically involved in the practical. Each practical was effectively reduced from 27 to nine hours.

The Use of Video to Enhance Teaching

André du Plessis assisted Edwin de Jager and his supervisor Prof. Anna Oetlé of the Faculty of Health Sciences in visualizing the inner cavities of the ventricles of the brain. MRI scans were used by Andre to create a 3D software model of the brain. A 3D flythrough video of the ventricular system was reconstructed from these scans using software to view the inner surface of the ventricles. Many graphic images were also produced from the 3D model. This video and images will greatly enhance conceptualization of the ventricular system of the brain, by students.

An article was published about the project and can be viewed here:

<https://onlinelibrary.wiley.com/doi/full/10.1002/ar.23726>

Hennie Van der Merwe completed the 'critter cameras' project during 2017 to assist Prof. Eddie Webb and Prof. Gerry Swan with the selection and installation of 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.

YouTube Used as an Aid to Teaching Medical Students

The University has a YouTube channel for projects. More educational videos were placed on YouTube during 2017 in order to make them readily available to students. The videos are accessed through a link in 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. CSCT 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:

- Department of Economics/ EI – Video series to help students understand the fundamentals of interpreting graphs
- Engineering – Videos of specific practical lectures.
- Information Science – Editing short clips of MIT lecture series filmed in Kampala/ Uganda/ USA.
- Veterinary Sciences – Video of practical project with students rearing cattle.
- Companion animal Clinical Studies – Video.
- Information Science – Big Data project – Editing videos.
- Humanities – Filming and editing lecture series on interaction between Art/ Technology in Archaeological/ Museum artefacts preservation.
- Mining engineering – short editing projects.
- Human Resources Management – Training session on Office Mix.
- UP Arts – Public Lecture – Presenter from University College London.
- Department of Economics – Video to help students understand the fundamentals of interpreting graphs.
- Companion animal Clinical Studies – Video editing.
- Sikelela Scholars – Video.
- Centre for Child Law – Filming and editing interviews.

Video Conferencing, Skype and other Synchronous Communication Technologies

A total of 269 events took place during 2017 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:

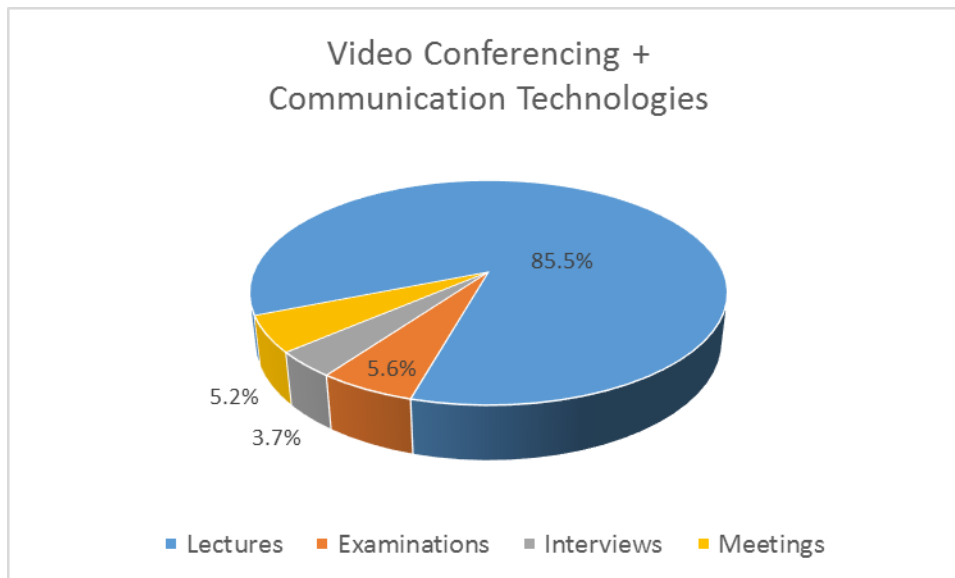


Fig. 28: Use of video-conferencing and communication technologies 2017

Graphic Studios

Graphics on all the campuses were involved in 507 projects for teaching and learning.

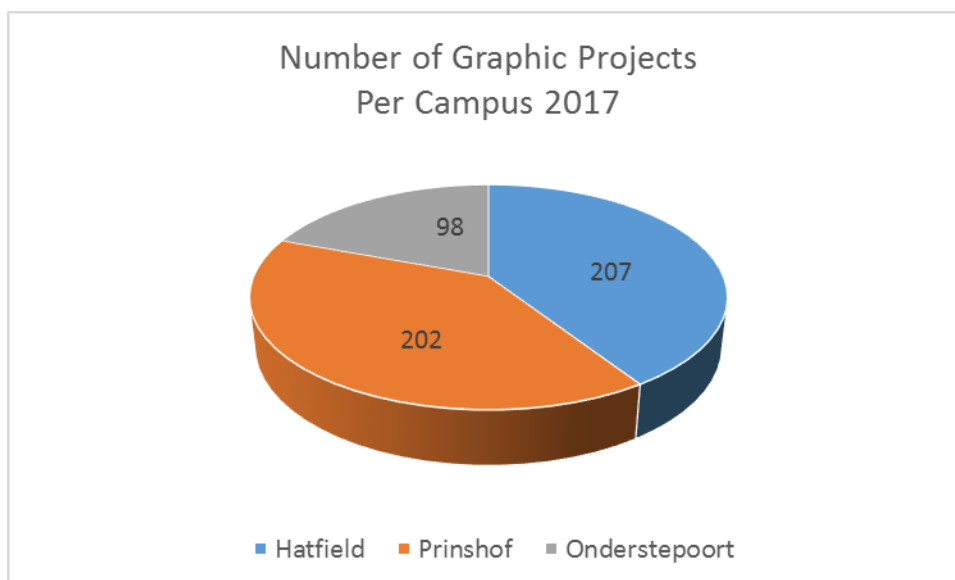


Fig. 29: Teaching and learning projects for graphics: 2017

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:

- Flexible Futures Conference

CS participated in the Flexible Futures Conference, which was held at the CSIR on 5 and 6 September 2017. The event focused on teaching and learning and, CS also played a vital part in designing posters and flyers for this conference. One poster presentation was also done by CSCT.

- Winning posters during 2017

Designed by Hettie Mans

First prize category, SAAB conference, March 2017

S.H. Chauke, Department of Plant and Soil Sciences, Faculty of Natural and Agricultural Sciences

Poster name: Antifungal activity of South African indigenous plants against aflatoxigenic *Aspergillus flavus* isolates.

Designed by Ms Mans

Best Poster Presentation, SAAB conference, March 2017

Madzinga Murunwa, Department of Plant and Soil Sciences, Faculty of Natural and Agricultural Sciences

Poster name: Formulation of herbal soap: using South African plants with antibacterial and antifungal activity.

- At The 2017 Faculty Day on the Prinshof Campus the following posters won some awards:

Designed by Marizanne Booyens

Second Prize

Hendri-Charl Eksteen; Piet J Becker; Gian Lippi, Department of Psychiatry, University of Pretoria

Poster name: Stigmatization toward the mentally ill: Perceptions of Psychiatrists, pre-clinical and post-clinical rotation medical students

Designed by Mmatlhapi Mhlakaza

First Prize

Bester; M.J. (1); Dawood; M.A. (2); Mostert; K.(3); Abdelatif; N.(4); Nkwenika; T.(5)

Department of Physiotherapy, University of Pretoria

Poster name: The incidence of Lower Limb Injuries and their predisposing factors in youth football players at the University of Pretoria Football Academy

Designed by Ms Mhlakaza

First Prize

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 used to offer limited video editing services to the Faculty but this has been phased out at Onderstepoort owing to the fact that the technology there was really old and the demand for video can be addressed by the Hatfield and Prinshof campuses.

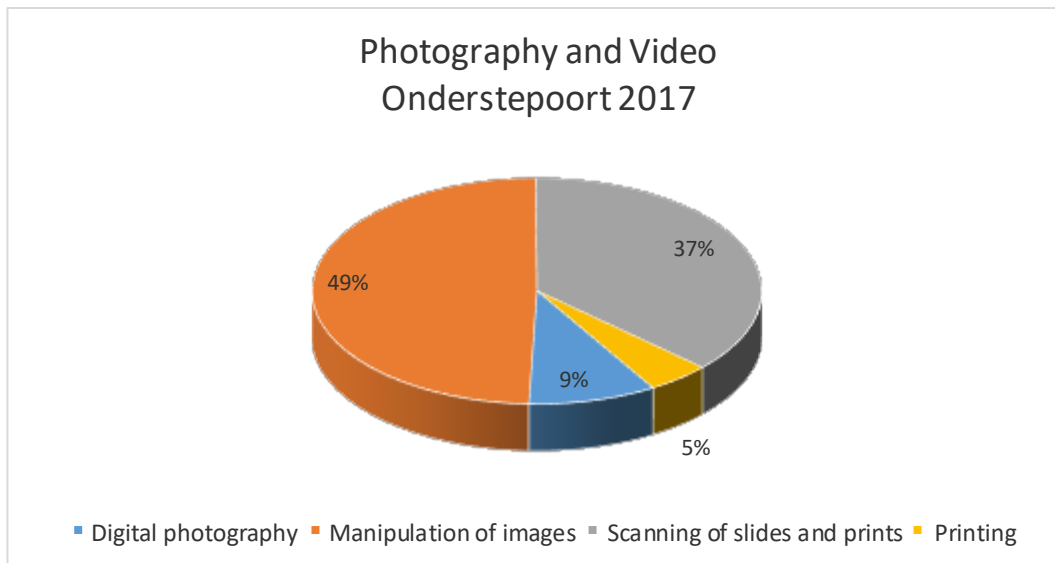


Fig. 30: Photography and Video at Onderstepoort in 2017

Institutional Support

CSCT continued to support Executive projects. Twelve videoconferences for the Executive 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.

During November 2017 CSCT assisted Dr Lizette Neethling at Onderstepoort with a combination of Office mix and Google Hangouts to direct four groups of students who were doing their practical examinations. These technologies enabled 250 students to do their practical examinations over two days in four different venues.

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

Ethics clearance was obtained to pursue the impact study for Community Engagement. Ms Gernia van Niekerk did a presentation on the institutional research project titled: 'A Longitudinal Observational Study: Process and practice of large scale community engagement'. Training of interested participants will commence in early 2018.

Data on Community Engagement

The summary table below provides an indication of the scope of curricular and voluntary community engagement activities in 2017 up to date, the first forming part of students' formal programmes, and the second, activities and projects run by voluntary student groups.

Table 17: The scope and scale of community engagement, work integrated and practical work activities, 2017

Faculty	Curricular community engagement, work integrated and practical work	Voluntary students	
	Modules	Student numbers	
EMS	8	120 student organizations	2,500
EBIT	9	TUKSRES	2,500
Education	13	9 Faculty Houses	2,000
Health Sciences	46	SRC - RAG	20
Humanities	38	Other (bursary requirements, etc.)	1,000
LAW	4	TOTAL STUDENTS	8,020
NAS	24		
Theology	2		
Veterinary Science	23		
TOTAL MODULES	159		
TOTAL STUDENTS	15,010		

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 and 2017 saw a shortfall in funding owing to #feesmustfall as new modules could not add the necessary fee to cater for Community Engagement activities. The shortfall was ±R350,000 each year. Approximately 40 modules were affected, especially smaller modules.

The #feesmustfall campaign in 2015 and 2016 also impacted negatively on companies' willingness to take large numbers of students for work-integrated learning. The situation improved in 2017.

Institutional Community Engagement Awards

The institutional Community Engagement Award went to the Mr Marco van Dijk in the Faculty of Engineering, Built Environment and Information Technology for the work that he and his Master's students do in terms of sustainable water solutions for rural communities.

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 Mr Marco van Dijk of EBIT.

At the second meeting changes to the current Policy on Community Engagement were discussed as part of cyclical revision. The policy was signed off for submission to the Senate through the Senate Committee for Teaching and Learning at the October meeting.

In addition Ms van Niekerk gave feedback from the ASL conference in Ireland that she attended as a speaker and workshop facilitator on the topic of large-scale community engagement.

The Anchor Strategy

The normal activities of community engagement have been slightly refocused since 2016 to support the University's anchor strategy. The project aims to address urban decay around campuses by stimulating the areas economically and addressing social issues as well. As a major role player in areas around campuses, UP can be the 'anchor' for urban development and renewal. 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 escalated in 2017 on the Hatfield and Mamelodi campus precincts providing opportunities for curriculum-related community engagement based on community development principles.

Students did their community engagement in various ways around the campuses working in schools, the Hatfield court and veggie gardens, among others, stimulating entrepreneurship and addressing health issues, etc.

A series of rehabilitation workshops was planned for the street people in consultation with Brooklyn Police Station. Most of the people subsequently left the street and returned home.

A health hub was established with a particular focus on rehabilitating the more hardened drug users.

External Community Engagement Organizations

SAHECEF

This organization is not very active but their meetings were attended in 2017 by a member of the Community Engagement Office. The executive has changed substantially due to resignations of members from their institutions. New members for the executive will be elected in 2018.

Talloires

The winner of the UP institutional community engagement award in 2015, the Law Clinic, was nominated for the McJannet Award. UP is always disadvantaged as they consider only student-led community engagement, not curricular community engagement.

Two students and Dr Martina Jordaan attended the conference in Mexico on invitation. Heavy security was experienced. It was noted that Mexican students at university are expected to do 480 community engagement hours and while medicine students do 1,000. It was great exposure for students who also received leadership training.

University Social Responsibility Network (USRN)

Engagement with the University Social Responsibility Network (USRN) has deepened. The University was visited in April by 12 member universities from the network (including universities from the USA, Australia, Brazil, China, UK, etc.) for a week's exposure to and training on different aspects that relate to university social responsibility including community engagement, civic responsibility, and so on. Since the University of Pretoria has a history of involvement in and commitment to university social responsibility, good practices covering the scope and diversity of its programme could be shared during this training week. UP is the board member for Africa. Two UP staff members, Prof Cheryl de la Rey (Vice Chancellor and Principal) and Ms Gernia van Niekerk (Manager: Community Engagement) attended a USRN meeting and workshop hosted by PolyU, Hong Kong, China, where one of the main focus areas was identifying evaluation criteria for University Social Responsibility. The Vice Principal: Academic, Professor Norman Duncan and Dr Martina Jordaan worked with online developers to create an online site for the University's activities. 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, that was published in 2017.

OPERATIONS OFFICE

The Operations Office, led by Ms Elize de Waal, proactively uses skilled and experienced staff to support the Department for Education Innovation in terms of personnel, financial and logistical matters to ensure that EI can function optimally. The core mandate of this support unit within EI is to promote, encourage and sustain best administrative practices by consciously striving to increase effectiveness and efficiency. The group consists of five people with a solid knowledge base in their field (logistics, technology, human resources, relationship skills and finance) and the ability to adapt to new processes and systems. The degree of cooperation needed to function means that this office has to nurture relationships with many other support departments at UP.

The Reception at Hatfield campus provides a single point of control of entrances to Education Innovation gives information for first-line enquiries and receives deliveries. A significant number of staff and students make use of Reception when coming to EI for tutor training, CPD, meetings or students to visit MasterCard, Dell Foundation and other student related functions. The area also provides entrance to computer laboratories for a few IT staff members and students. Unexpected clients are first-year students who see this very friendly reception as a source of information during their first few hectic weeks on campus.

EI also 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, the ISFAP manager and occasional staff and temporary student assistants linked to these programmes. About twelve additional staff members have been added through these projects. Fortunately, during 2017, additional offices adjacent to the EI offices were allocated by Facilities Management and the congestion occasioned by the increase in staff numbers could be relieved.

Finances

The office assists with all the financial procedures, requests and forms as outlined in policies and procedures on the Intranet. In 2017 the Operations Office handled a combined departmental operational budget of R2,713,584.

In addition to EI operational, capital and IT budgets, the Operations Office managed a number of other budgets, some external, some internal. Of the internal budgets, some related to funds for training from the Human Resources Development Committee:

- Skills Levy funding allocated to EI as part of the EI skills development. The manager of the Operations Office also serves as the secretariat for the EI Skills Development Committee.
- The CIL novice lecturers and tutor training budget.
- A special budget was also provided for the first-year Orientation programme.

The other internal sources of revenue that actually combine internal and external funding relates to community engagement activities: transport, precinct development, community projects and the support of a limited number of vulnerable students. Community Engagement with their campus and community-wide services has several complex budgets with additional community and Foundation funds.

The office also handles budgets for the Michael and Susan Dell Foundation, the MasterCard Foundation, the Siyaphumelela project of the Kresge Foundation, a research grant from the Carnegie Corporation of New York and Umalusi Development.

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

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 18: Orders and service requests

Order		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
		23	49	53	40	62	34	53	97	91	49	15	16
Invoices Cred.		51	40	52	24	37	21	14	14	17	27	6	11
Voucher approvals								52	50	43	63	8	30
EI Services	Invoicing Debtors	3	1	4	4	3	0	1	0	2	1	2	2
	Private income	0	0	0	0	1	0	1	0	0	0	0	0
Journals:	Graphics Hatfield	4	5	6	6	16	4	10	5	13	8	10	3
	Graphics Medical	3	5	10	10	6	14	16	49	13	13	9	2
	Graphics O/P	4	8	0	7	2	1	4	14	8	2	5	0
	Graphics Total	11	18	16	23	24	19	30	68	34	23	24	5
	Video Hatfield	4	7	2	4	3	2	3	1	2	0	2	0
	Video Medical	0	0	0	0	0	0	0	0	0	0	0	0
	Video Total	4	7	2	4	3	2	3	1	2	0	2	0
	Photographic O/P	5	4	0	3	0	0	0	0	0	0	0	0
	Photographic Total	5	4	0	3	0	0	0	0	0	0	0	0
	Studio Hatfield	0	0	0	0	0	0	0	0	0	0	0	0
	Journals totals:	20	29	18	30	27	21	33	69	36	23	26	5

Drawing 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, was facilitated by the Operations Office in collaboration with the Director of EI and all line managers.

Human Resources

Some of the HR challenges the portfolio had to face were assisting line managers and the Director to ensure diversity in the staff profile and recruiting new staff. EI employs both permanent and contract staff. The Operations Office was effective in processing six permanent, several annual contracts and ad hoc

appointments. Where possible vacant posts were filled by candidates from designated groups relevant to ensuring a balanced equity profile in the department. The department achieved an appointment rate of black candidates higher than 50%.

Ms A. Singh and Ms E. de Waal are part of the new departmental Transformation Committee.

Table 19: Equity profile 2017

P Levels	EI December 2017 filled posts (58 permanent, the rest contract) Vacant post 0 = 58 + 16 = 74	Contractors on Claims/ Invoice	Contractors: MSDF, MCF, DHET, HERI Intern, Sikelela, Fly@UP 16 Post
1-6	A:6.90%, WF:27.59%, WM:5.17%		A:6.25%
7-9	A:24.14%, WF:10.34%, WM:12.07%		A:37.5%, WF:18.75%, WM:6.25%
10-12	A:8.62%,		A:18.75%
13-17	A5.17%		A:12.5%
Total	A:44.83%, WF:37.93%, WM:17.24%	3 African 1 White female	A:75%, WF:18.75%, WM:6.25%

Table 20: Vacant posts filled

Permanent post				
1	M. Thukane	Instructional Designer	12465	African - Female
2	A. Bekker	Snr Admin Officer	5342	White - Female
3	M. Khumalo	Graphic Designer	5551	African - Male
4	I. Lubbe	Head Education Consultant	6174	White - Female
5	P. Mthembu	Jnr Instructional Designer	13356	African - Male
6	S. Nkhase	Head Education Consultant	14734	African - Female
Contractors post				
1	E. Mphanda	Jnr Research Officer	S999 post	African - Female
2	E. Law-van Wyk	Counsellor	MasterCard	White - Female
3	M.K. Phalana	Snr Admin Officer	DHET	African - Female
4	G. Ramafi	Project Coordinator	MasterCard	African - Female
5	D. Thompson	Project Manager	Dell	White - Male
6	A. Mawadza	Project Manager	MasterCard	African - Female
7	A.W. Marthinus	Programme Manager	Sikelela	Coloured - Male
8	S. Bam	Snr Administrative Officer - Finance	MasterCard	African - Female
9	L. Sebilane	Administrative Assistant	MasterCard	African - Male
10	A. Vumazonke	Administrative Assistant	MasterCard	African - Female
11	J. Pettus	Snr Student Advisor	Dell	Coloured - Female
12	E. Drysdale	Contractor Instructional Designer	S999	White - Female
13	M. Madiope	Clerical Assistant	S999	African - Female
14	G. Maepa	Clerical Assistant	S999	African - Female
15	H. Byles	Project Coordinator	Fly@UP	White - Female
16	L. Molose	Snr Admin Officer	Orientation	African - female
	D. Ramollo	Counsellor (resigned 1/11/2017)	MasterCard	African - Male

Promotions and upgrading of permanent posts were not allowed in 2017 budget process. However, promotions were permitted in donor-funded programmes.

Table 21: Promotions

Promotion in Existing Post	2
D. Thompson – MSDF	
A. Mawadza – MCF	

The department was not allowed to register an overtime project for Video and Communication staff. The office also maintained and updated reporting lines for leave and performance evaluation 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 and safety, security and key register, co-ordination of services needed from Facilities Management, Security, stationery, access control, golf car, photo copier machines, top cooler, plants and contracts.

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

The Director, Deputy Director: E-Learning and Media Development and the Instructional Designers moved into the vacated south wing on the 3rd floor of the Information Technology Building. The Operational Office co-ordinated and managed the project. Planning was undertaken to restructure and upgrade vacated offices to create a consolidated and attractive space for the student-facing donor programme staff but work will only be completed in 2018.

Research Activities

The table below summarizes the research activities of the Department for Education Innovation for the five-year period from 2013 to 2017. It is followed by details for each section.

Table 22: Summary of research activities EI 2013 – 2017

Summary of research activities ²		2013	2014	2015	2016	2017
Number of Publications (EI)	Accredited	3	5	6	5	7
	Non-Accredited	3	1	7	0	0
Conference Papers Presenters	International	6	6	6	8	15
	National	28	21	23	25	32
Posters Presenters	International	0	2	0	3	2
	National	0	1	3	5	6
Conferences, Workshops, Webinars and Colloquiums Attended	International	7	14	16	5	6
	National	53	82	38	25	42
Research Reports		14	14	16	11	23
Number of Staff Serving on Editorial Boards		3	4	4	4	5
Active International Collaborative Projects		0	3	4	4	5
Visits	International	3	3	5	2	5
	National	0	3	4	1	0
Visitors	International	3	30	14	7	6
	National	0	8	1	6	12
Representative for UP	International	3	0	0	0	0
	National	2	7	6	2	4

Publications in Accredited Journals and Books

Beukes, B., Kirstein, M., Kunz, R., & Nagel, L. (2017). Innovators to laggards – how South African students adopted and perceived technologically enhanced learning. *Accounting Education*, 1-18. doi:10.1080/09639284.2017.1417875.

Chimhande, T., Naidoo, A. and Stols, G. (2017). An analysis of Grade 11 learners' levels of functions in terms of APOS theory. *Africa Education Review*. 14(3-4):1-19. DOI: 10.1080/18146627.2016.1224562.

De la Rey, C., Kilfoil, W.3 and van Niekerk, G. (2017). Evaluating Service Leadership Programs with Multiple Strategies. In: D.T.L. Shek and R.M. Hollister (Eds), *University Social Responsibility and Quality of Life, Quality of Life in Asia 8*, Singapore: Springer Nature, chapter 10. DOI 10.1007/978-981-10-3877-8_10. Leadership Programs with Multiple Strategies. In: D.T.L. Shek and R.M. Hollister (Eds), *University Social Responsibility and Quality of Life, Quality of Life in Asia 8*, Singapore: Springer Nature, chapter 10. DOI 10.1007/978-981-10-3877-8_10.

Jordaan, M. & Jordaan, A.J.J. (2017). Using YouTube as a Reflection Tool for a Service-learning Module. *Fourth Biennial Conference South African Society for Engineering Education*, Cape Town. ISBN: 978-0-620-76309-7.

² If more than one person is involved, each person is counted.

³ Where there are joint publications, the names of EI staff members are underlined.

Le Roux, I., & Nagel, L. (2018). Seeking the best blend for deep learning in a flipped classroom - viewing student perceptions through the Community of Inquiry lens. *International Journal of Educational Technology in Higher Education*, 15(1), 16. doi:10.1186/s41239-018-0098-x.

Louw, I. and Zuber-Skerritt, O. (2017). The learning conference in theory and practice: From presentation to publication. In: O. Zuber-Skerritt (Ed.). *Conferences as sites of learning and development: Using participatory action learning and action research approaches*. London: Routledge, pp. 57-73.

Wood, L., Louw, I. and Zuber-Skerritt, O. (2017). Enhancing postgraduate learning and development: A participatory action learning action research approach through conferences. *Action Learning: Research and Practice*, DOI: 10.1080/14767333.2017.1295361.

Conference Papers/ Workshops Presented⁴

International

Beukes, B., Kirstein, M., Kunz, R. and Nagel, L. (2017). From innovators to laggards – the technology adoption profiles of accounting students: a South African study. Paper presented at SAAA/IAAER/AAFA international conference, Central Drakensberg, 27-30 June 2017.

Botha, A. and De Villiers, C. (2017). From accreditation compliance to improving reporting on learning outcomes: The use of an LMS. International Conference for Education, Research and Innovation (ICERI) Sevilla, Spain, November. ICERI2017 Proceedings, pp. 4707-4714. Also acted as session chair.

Duncan, N. and Jordaan, A.J.J. (2017). Campus closure: A perfect storm to implement change. Blackboard World Conference, New Orleans, USA, 17 July.

Jordaan, A.J.J. (2017). Institutionalise Learning Analytics. South-African Higher Education Learning Analytics (SAHELA) Workshop, NUST, Namibia, 23 October.

Jordaan, A.J.J. (2017). The value of data in Higher Education. Panel discussion at Cengage Publishers Conference. Milan, Italy, 23 June.

Le Roux, I. and Nagel, L. (2017). Blended learning to support a diverse graduate cohort during campus disruptions: Barrier or blessing? European Distance and E-Learning Network Annual Conference: Diversity Matters! Jönköping, Sweden, 13-16 June.

Matthee, M., Turpin, M. and Kriel, D. (2017). Introducing the maker movement to information systems students. International Symposium on Emerging Technologies for Education, Cape Town, 21 September.

Mostert, E. (2017). Online facilitation of the section 'Teaching/ learning with technology' as part of the Get Started Keep Moving Workshop. Institute for Tropical Medicine, Antwerp, Belgium, 9-15 October.

⁴ 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.

Mostert, E. (2017). How to formulate good multiple choice questions and degree of certainty – tips from the University of Pretoria. Get Started, Keep Moving Workshop. Institute for Tropical Medicine, Antwerp, Belgium, 28 November.

Mostert, E. (2017). From instructor to effective online facilitator: Tips and tools. Get Started, Keep Moving Workshop. Institute for Tropical Medicine, Antwerp, Belgium, 30 November.

Nagel, L. (2017). University of Pretoria's journey with Turnitin. International Webinar series with Eiffel Corp, 8 August and 20 September

Nagel, L. (2017). Learning analytics. Workshop presented at the University of Turku, Finland, 19 June.

Pienaar, M. and Mostert, E. (2017). The use and development of Open Education Resources (OER). OER workshop for SADC Veterinary Schools. Pretoria, 28-29 September.

Van Niekerk, G. (2017). Implementing and Managing Large-Scale Compulsory Curricular Community Engagement, the Partnerships required to make it work. 7th ISSL Service-Learning as a Response to Global Transitions in Higher Education: Opportunities for Transforming Higher Education and Advancing Social Impact 2017 at NUI Galway in Ireland.

Van Niekerk, G. (2017). Measurement of the Impact of Engaged Initiatives. 7th ISSL Service-Learning as a Response to Global Transitions in Higher Education: Opportunities for Transforming Higher Education and Advancing Social Impact 2017 at NUI Galway in Ireland.

Van Niekerk, G. (2017). Presentations at University Social Responsibility Network (USRN) visit that ran from 10 April at UP.

National

Jordaan, A.J.J. (2017). Implementing learning analytics within a South African higher education institution: A case study of lessons learnt and work in progress. Flexible Futures 3, CSIR, Pretoria, 5-6 September.

Jordaan, A.J.J. Implementing Learning Analytics within a South African Higher Education Institution. A case study of lessons learned and work in progress. Third Flexible Futures Conference. Pretoria, 5 September.

Jordaan, A.J.J. Teaching and Learning Measurement and Student Success. South-African Universities of Technology Network Conference, Durban, November.

Kebalepile, M.M. (2017). Evaluation of the efficacy of the Academic Development Intervention Programme: a post-intervention test to investigate the reasons for attrition in academic level 1. Southern African Association for Institutional Research Conference (SAAIR), Namibia University of Science and Technology, Windhoek, Namibia, 24-26 October.

Kriel, D. (2017). Hybrid learning, the new normal: moving from classroom-based training to digital eLearning. Kr Publishing Online and E-Learning Conference, 24-25 May.

Kriel, D., Matthee, M. and Turpin, M. (2017). The potential of the Library MakerSpace to develop student Understanding. Flexible Futures 3, CSIR, Pretoria, 5-6 September.

- Lemmens, J., Jordaan, A.J.J., Masango, M., Denewade, A., Mdluli, F., De Waal. A., and Ntshabele, B. (2017). Data-driven decisions with Bayesian networks and data visualization. Workshop presented at the Southern African Association for Institutional Research Conference (SAAIR), Namibia University of Science and Technology, Windhoek, Namibia, 23 October.
- Masango, M., Denewade, A., Mdluli, F., De Waal. A., Ntshabele, B., Lemmens. J., Mamvura, I, Kilfoil, W.R., and Mouton, H. (2017). What-if scenarios: Bayesian network modelling for student success. Siyaphumelela Conference, Johannesburg, 27-29 June.
- Mathibedi, M.F. (2017). The contribution of an education induction programme to academics' professional formation in a research-intensive university. HELTASA Conference, hosted by the Durban University of Technology (Durban), 21-24 November.
- Mogale, R. and Ngcobo, N.F. (2017). Using Innovation in Teaching and Learning Community Health Nursing. The international collaboration for community health research (ICCHNR), Monte Casino Conference Centre, 20-22 September.
- Mostert, E. (2017). How to align my teaching to my assessment. VetEd Workshop. Faculty of Veterinary Science, University of Pretoria. Pretoria, 6 April.
- Mostert, E. and Pienaar, M. (2017). Mission possible: Vet Ed with a hint of hybrid. Human Resources Development Conference. Voortrekkerhoogte, 28 August.
- Motshoane, P. and Ngcobo, N.F. (2017). Challenges and obstacles in attaining ethical clearance for PhD research in differentiated institutions, Post Graduate Supervision Conference, Stellenbosch, 28-31 March.
- Mphanda, E. (2017). How is my mentee doing? Evaluating student outcomes in a peer mentorship programme. First Year Experience Conference, South African National Resource Centre for the First-year Experience and Students in Transition, Johannesburg, 24-26 May.
- Muller, E., and Botha, A. (2017). Moving towards hybrid teaching in alignment with accreditation requirements: Curriculum review of Professional Orientation in the ENGAGE programme. CSET ODL Conference, 14-15 September, Book of Abstracts, Pretoria.
- Msibi, P., Mogale, R., De Waal, M. & Ngcobo, N.F. (2017). The use of e-Delphi to formulate guidelines on women's health concerns at a selected coalmine in Mpumalanga, South Africa. Chi Xi at-Large Chapter First Biennial, Royal Swazi Convention Centre, 9-11 August.
- Msibi, P., Mogale, R., De Waal, M. & Ngcobo, N.F. (2017). The structural design of e-Delphi on University's Learning Management System: A case of University of Pretoria. Chi Xi at-Large Chapter First Biennial, Royal Swazi Convention Centre, 9-11 August.
- Nagel, L. (2017). E-tutoring at UP - Definitions, rationale, processes, and some tough decisions. Paper presented at Teaching and Learning Faculty series, Pretoria, 14 September.
- Nagel, L. (2017). Best international practices in ODL. Paper presented at UNISA College of Accounting Sciences, Pretoria, 6 October.

- Naidoo, A. (2017). Academic Advising. Siyaphumelela Conference, Johannesburg, 27-29 June.
- Naidoo, K., Oosthuizen, C. and Louw, I. (2017). Bridging the gap: The first year paradigm shift. SoTL in the South Conference, University of Johannesburg, 27 July.
- Ngcobo, N. (2017). The enablements and constraints in the uptake of educational technologies. HELTASA Conference, hosted by the Durban University of Technology (Durban), 21-24 November.
- Pienaar, M. (2017). The AfriVIP project: open education resources in veterinary science. Flexible Futures 3, CSIR, Pretoria, 5-6 September.
- Pilcher, L., Louw, I., Fletcher, L. and Potgieter, M. (2017). Blended Learning: Enhancing student success in Organic Chemistry. Flexible Futures 3, CSIR, Pretoria, 5-6 September.
- Potgieter, M., Tekane, R. and Louw, I. (2017). Insights from science teaching and learning during disruptions. 11th Annual Teaching and Learning in Higher Education Conference, September.
- Potgieter, M., Kritzinger, A. and Lemmens, J. (2017). Learning strategies to move the 'murky middle' of students in first year biology. Siyaphumelela Conference, Johannesburg, 27-29 June.
- Pretorius, G. and Dennis, K. (2017). Next level e-tutoring. UP2U meeting, Johannesburg, 23 March.
- Scheepers, M.D. (2017). Identifying and implementing successful online assessments. EDUTECH Africa 2017, Sandton Convention Centre, Johannesburg, 3-4 October.
- Scheepers, M.D. (2017). Lessons from hybrid learning at the University of Pretoria. Distance and Online Offerings Workshop, University of the Witwatersrand, 6 June.
- Sehlapelo, H.P. (2017). An exploration of perceptions of student well-being through student feedback on the academic orientation programme. HELTASA Conference, hosted by the Durban University of Technology (Durban), 21-24 November.
- Sosznianin, T. and Louw, I. (2017). Students' perception of interventions by student advisers in a Science Faculty Semester 1 2016. SANRC First year experience conference. OR Tambo.
- Tekane, R., Louw, I. and Potgieter, M. (2017). Insights from science teaching and learning during disruptions. Flexible Futures 3, CSIR, Pretoria, 5-6 September.

Conference Poster Presentation

- Du Pisani, A. (2017). Promoting rich learning experiences through text and video on a poster. Flexible Futures 3, CSIR, Pretoria, 5-6 September.
- Haupt, S. (2017). Students understanding of good and bad lecturers in qualitative terms, and how this can lead to renewal of pedagogy and classroom practice. HELTASA Conference, hosted by the Durban University of Technology (Durban), 21-24 November.
- Holm, D. and Mostert, E. (2017). Objective assessment of practical skills in finalist veterinary students. InVest Conference: 5th International Veterinary Simulation in Teaching Conference. Dinokeng. 10-12 April.

Kritzinger, A., Potgieter, M. and Lemmens, J. (2017). Exploring student engagement in a blended learning environment for first year biology. Flexible Futures 3, CSIR, Pretoria, 5-6 September.

Lemmens, J. (2017). A technology-based solution for an old problem: Ensuring student retention and success. Flexible Futures 3, CSIR, Pretoria, 5-6 September.

Manning, D. and Scheepers, M.D. (2017). Flip or flop? Narrated PowerPoint for anywhere, anytime learning. Flexible Futures 3, CSIR, Pretoria, 5-6 September.

Mostert, E. and Holm, D. (2017). The effect of Bloom's taxonomy level and other factors on the performance of final-year veterinary students in theoretical assessment. InVest Conference: The 5th International Veterinary Simulation in Teaching Conference. Dinokeng. 10-12 April.

Rammupudu, J. (2017). Customizing instructional design support for meaningful integration of online assessment with teaching. HELTASA Conference, hosted by the Durban University of Technology (Durban), 21-24 November.

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

International

Lemmens, J. (2017). Achieving the Dream Conference, San Francisco, USA, 20-24 February.

Lemmens, J. (2017). Data and Analytics Summit, Maryland, USA, 13-15 September.

Sebiloane, L., van Wyk, E. and Ramollo, D. (2017). Participated in the Mastercard Foundation Tertiary Scholars Convening. Johannesburg, South Africa. 23-27 June.

Mawadza, A. and Vumazonke, A. (2017). Participated in the Mastercard Foundation Scholars Program Annual Learning Convening. Kigali, Rwanda. 17-19 October.

Mawadza, A. (2017). Participated in the Mastercard Foundation Scholars Program Learning Partnership Meeting. Toronto, Canada, 11-14 December.

Van Niekerk, G. (2017). University Social Responsibility Network. PolyU 80th Anniversary Celebration/ USRN EC PLUS. Hong Kong, China. 6 to 9 December.

National

Kebalepile, M.M. (2017). Data-driven decisions with Bayesian networks and data visualisation. Workshop attended at the South African Higher Education Learning Analytics workshop. Namibia University of Science and Technology, Windhoek, Namibia, 23 October.

Kilfoil, W.R. (2017). Eiffel-Corps: New Ultra product, 15 August.

Lemmens, J. (2017). SAAIR – SciSTIP authors writing workshop, Stellenbosch University, Cape Town, 10-11 May.

Lemmens, J. (2017). Data handling and Academic Advising workshop, SAIDE, Johannesburg, 19 May.

Lemmens, J. (2017). NBT Consultative workshop, Emperors Palace, Johannesburg, 29 May.

Lemmens, J. (2017). Bayesian model training, University of Pretoria, 30 May.

Lemmens, J. (2017). Tableau marketing session, The Maslow, Johannesburg, 31 May

Lemmens, J., Kebalepile, M. and Mphanda, E. (2017). Tableau training, University of the Witwatersrand, 16 August.

Lemmens, J. and Sehlapelo, H.P. (2017). SASSE user's workshop. Presented by the University of the Free State for the University of Pretoria

Louw, I. (2017). Webinar: Engaging millennials in the workplace, by Asha Pandey.

Mostert, E., De Bruyn, E., Pienaar, M., Jacobs, G. and Kweyama, Y. (2017). QuestionMark Users Conference. Hosted by Bytes People Solutions, Midrand, 4 October.

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Kilfoil, W.R. (Conference chair), Jordaan, A.J.J., Kriel, D., Slabbert, J., Haupt, S., Gossmann, C., Mathebedi, F., von Amerom, E., Lubbe, I., Nkhase, S., Lotriet, M., Mostert, E., Botha, A., Naidoo, A., Nagel, L., Ngcobo, N.F., Untiedt, J.S.H., De Bruyn, E., Scheepers, M.D., Jacobs, G., (2017). Flexible Futures Higher Education Innovation Conference and Expo. Hosted by the University of Pretoria. CSIR Convention Centre, Pretoria, 5-6 September.

Scheepers, M.D. and Haupt, S. (organizers), Kilfoil, W.R., Naidoo, A., Louw, I., N Ngcobo, N.F., Untiedt, J.S.H., De Bruyn, E., Jacobs, G., Mostert, E., Kriel, D. (2017). Alternative Assessment Seminar, University of Pretoria, May.

Research Reports

Centre for Teaching and Learning. (2017). South African Survey of Student Engagement – Institutional report: 2016. University of the Free State. Unpublished report.

Haupt, S. (2017). Survey into student views on transformation leading to renewal of pedagogy and classroom practice in the Faculty of Economic and Management Sciences. Unpublished report.

Haupt, S. and Mostert, E. (2017). Longitudinal research report. 2009 – 2016, Faculty of Veterinary Science. Department for Education Innovation. Unpublished report.

James, S. (2017). University of Pretoria: Predicting second year retention and credentialing for first year students. Hobsons, Inc. Unpublished report.

James, S. (2017). University of Pretoria: Survival analysis for credentials earned and dropouts. Hobsons, Inc. Unpublished report.

Kilfoil, W. (2017). Self-Evaluation report, University of Pretoria, for the 2nd Phase of the Council on Higher Education's Quality Enhancement Project, November 2017. Unpublished report.

Kebalepile, M.M. (2017). Cluster analysis review, with intervention data: 2016 academic year. Department for Education Innovation. Unpublished report.

Kebalepile, M.M. (2017). Evaluation of first year experience using STARS, FYES and Cluster analysis. Department for Education Innovation. Unpublished report.

Kebalepile, M.M. (2017). Student academic readiness survey: 2017 Institutional Report. Department for Education Innovation. Unpublished report.

Lemmens, J. (2017). Evaluation of the APS in admission requirements at the University of Pretoria. Department for Education Innovation. Unpublished report.

Lemmens, J. (2017). Selection based on the NBT and students' academic performance. Department for Education Innovation. Unpublished report.

Lemmens, J., Kilfoil, W.R. and Sehlapelo, H.P. (2017). Feedback on academic orientation of first-year students in 2017 (Executive Summary). Department for Education Innovation. Unpublished report.

Lotriet, M. (2017). Survey into student views on the transformation and colonization of the Humanities curriculum 'Curriculum transformation in the Faculty of Humanities: Student voices'.

Mitchell, Y. (2017). Evaluating the role of winter schools in moving the middle. Unpublished report.

Mitchell, Y. (2017). Evaluating the role of summer schools in moving the middle. Unpublished report.

Mitchell, Y. (2017). Impact assessment of the Department for Higher Education and Training Teaching Development Grants: 2014-2017. Unpublished report.

Mphanda, E. (2017). Department of Speech-Language Pathology and Audiology: Student feedback on practical modules: 2017. Department for Education Innovation. Unpublished report.

Mphanda, E. (2017). Evaluation of the STARS mentorship programme: 2017 Cohort. Department for Education Innovation. Unpublished report.

Mphanda, E. (2017). Retention survey – Abbreviated report: 2017 cohort. Department for Education Innovation. Unpublished report.

Mphanda, E. and Lemmens, J. (2017). STARS mentorship programme: Evaluation of the academic performance of the 2015 and 2016 cohorts. Department for Education Innovation. Unpublished report.

Rai, L. (2017). Tuks Student Experience: Baseline survey results of 2016 and 2017. Department for Education Innovation. Unpublished PowerPoint report.

Sehlapelo, H.P. (2017). Evaluation of the academic orientation programme: 2017. Department for Education Innovation. Unpublished report.

Sehlapelo, H.P. (2017). A report arising from a benchmarking exercise with two institutions of higher education regarding the organisation, implementation and evaluation of tutoring programmes. Department for Education Innovation. Unpublished report.

Service on Editorial Boards or as a Reviewer

Haupt, S. SA Journal of Accountability and Auditing.

Kilfoil, W.R.	SAALT; Sajals; Progressio; Higher Education Research and Development; Language Matters; International Journal for Academic Development, Communication.
Kilfoil, W.R.	Panel review, University of the Free State, Centre for Teaching and Learning, November
Lotriet, M.	Two peer reviews for the following journals: Journal for New Generation Sciences (JNGS) and South African Theatre Journal (Taylor and Francis online).
Louw, I.	Reviewed three papers for the monograph The Third Interdisciplinary Scientific Conference 'Mathematical Transgressions' edited by Peter Liljedahl, Simon Fraser University, Canada; Jacobus (Kobus) Maree, University of Pretoria, South Africa; Basia Pieronkiewicz, Pedagogical University of Cracow, Poland.
Nagel, L.	Educational technology review and development (ETR&D Springer) Internet and higher education (Elsevier)

Postgraduate M and D Students

Louw, I. External examiner for Stellenbosch University (PhD): Facilitating transformative learning for leadership development in the technical and vocational education and training (TVET) sector.

Louw, I. Co-supervised an Honours' student in Statistics: The perceptions and awareness of statistics as a profession and the role of statistics among mathematics teachers.

Nagel, L. Student perceptions of blended learning interventions in teaching auditing. M Com (Auditing) co-supervisor.

Active International Collaborative Projects

Kresge Foundation, Siyaphumelela Project	Kilfoil, W.R., Lemmens, J., Jordaan, A.J.J., Naidoo, A.
Michael and Susan Dell Foundation	Naidoo, A., Lemmens, J.
MasterCard Foundation	Kilfoil, W.R.
Carnegie Corporation of New York	Kilfoil, W.R., Jordaan, A.J.J., Scheepers, M.D., Nagel, L.
Digital stories project with Universities of Turku and Eastern Finland:	Nagel, L.

Active National Collaborative Projects

STARS evaluation, North West University, 6 March	Lemmens, J.
Data management, University of the Free State, 3 May	Lemmens, J.
South African Higher Education Community Engagement Forum (SAHECEF)	
29-30 March. Johannesburg.	Van Niekerk, G.
29-30 November. Polokwane.	Shibambu, M.

Representative For UP

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

Kilfoil, W.R.

Quality Enhancement Project of the Council on Higher Education

Kilfoil, W.R., Naidoo, A., Haupt, S., Scheepers, M.D., Jordaan, A.J.J.

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.

European Distance and E-Learning Network, member Nagel, L.

Visitors to Education Innovation

International

University of Michigan: Student Support. 22 May, Kilfoil, W.R., Jordaan, A.J.J. and Lemmens, J.

Kresge Foundation: Jan Lyddon, Kresge data coach, Siyaphumelela project, to provide training; Alan Amory, SAIDE, to monitor use of the Siyaphumelela grant, November.

MasterCard Foundation Scholars Programme: visits from Shona Bezanon.

Blackboard:

- Ms Louise Thorpe: Senior Director of Consulting & Head of Strategic Services at Blackboard
- Mr Lee Blakemore: President of Global Client Operations & Success at Blackboard
- Mr Emmanuel Clemot: Director of sales: Africa at Blackboard
- Mr Steve Bailey: Senior Analytics consultant, EMEA region, Blackboard
- Mr Richard Burrows: Business Manager, Blackboard Analytics, EMEA, Blackboard

CENGAGE:

- Mr Stuart Webster (Cengage solutions manager) linked by A. Smart with Prof. T. Hanekom (re optical reading examination/test process) and Dr C. Sandrock (moving of files back to individual students) during Flexible Futures Conference in September.
- Mr Rinus de Jager, Cengage Learning Consultant UP, UNISA, UFS, CUT, Mpumalanga
- Mr Tumi Moraka, Cengage, Digital Solutions Consultant, SA
- Mr Stuart Webster, Cengage Digital Solutions Manager, EMEA
- Mr Andrew Robinson, Cengage Director of Higher Education, EMEA

University of Turku: Prof. Erkki Sutinen, Head, Interaction Design and Department of Future Technologies. Visited L Nagel (EI) and Prof. Alta v.d.Merwe (EBIT) regarding collaboration on learning analytics and digital stories.

National

Eiffel-Corp: André and Gwen van der Merwe of Eiffel-Corp presented a 'Quality as Maturity' session to a group of IDs to discuss the model (based on work from Max-Neef) as an instrument to guide e-learning discussions (22 March). They will release it as an Open Source initiative. Gwen van der Merwe shared the materials that Eiffel-Corp developed on Hybrid learning with the group. E-education completed review of the 4 workshops and feedback was submitted on 30 June.

Council of Retirement Funds for South Africa: De Bruyn, E. had a work session with the CEO and the Education and Training manager of Batseta, 15 March.

Eiffel-Corp: Scheepers, M.D. was interviewed by Eiffel-Corp for a promotional video they are making on using technology in education.

Educor: Scheepers, D., de Bruyn, E. and Mostert, E. met with members of Educor, 5 October.

University of Venda: various members of Education Innovation met with the delegation, including Scheepers, D., de Bruyn, E. and Mostert, E. about online assessment, 24 October.

Ampath: Scheepers, M.D. met with visitors from Ampath to discuss implementation of eLearning within the organization, 6 November.

University of Zululand: Various members of Education Innovation met with the delegation including Scheepers, D., Untiedt, H., Nagel, L., Mostert, E. and Pienaar, M. about eLearning, 16 November.

University of the Witwatersrand: Collaboration meeting with Siyaphumelela partners to discuss data visualization, the quintile database and Bayesian Modelling. GIBS campus, May.

Western Cape Learning and Development CoP: Untiedt, H. attended the Western Cape Learning and Development COP – on 'Games that trainers play' in Cape Town on 18 August. Presented the Game we play with staff during our Overview course.

Council on Higher Education: Scheepers, M.D. participated in CHE Codes of Good Practice workshop on 3 and 4 August. Provided input for document to be written for Priority Area 3 (Enabling environment). Other EI staff who interacted for this purpose were Naidoo, A. and Haupt, S.

Council on Higher Education: Interviews by review panel, chaired by Prof. Barney Pityana, for the Quality Enhancement Project.

Carnegie Corporation of New York: Convening of the four universities investigating the impact of #feesmustfall on blended learning; OR Tambo, Intercontinental hotel.

Awards

Nagel, L. 'Most Improved Paper Award' at the 2016 SAAA Teaching and Learning Conference with the title, 'Innovators to laggards – how South African students adopted and perceived technologically enhanced learning', 2017 SAAA/IAAER/AAFA International Conference, Champagne Sports Resort, Drakensberg, South Africa.