

# Department for Education Innovation



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Annual Report



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# DIRECTOR'S REPORT



*EI staff at the only face-2-face event for 2020*

## Introduction and Overview

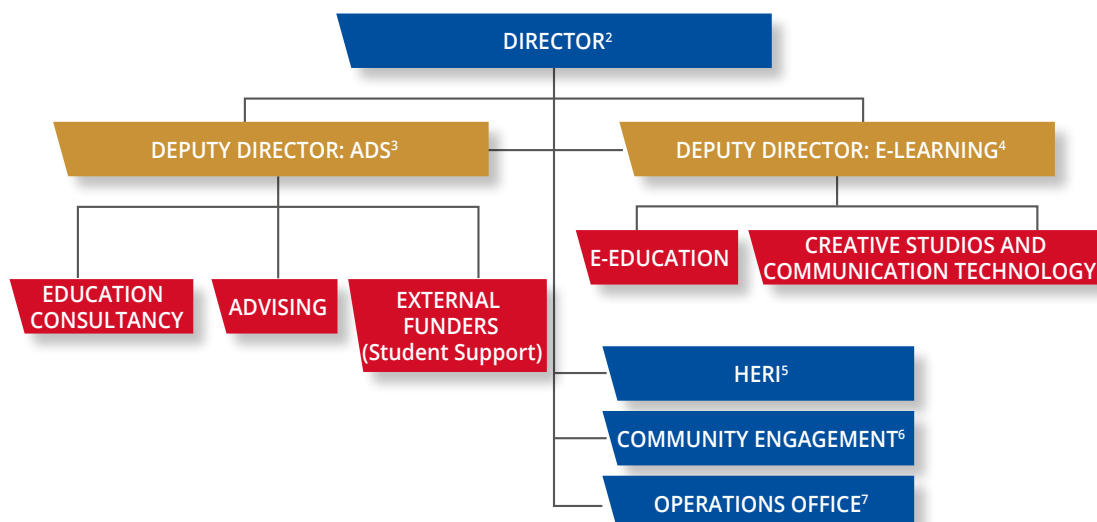
The Department for Education Innovation (EI) is the heartbeat of teaching and learning at the University of Pretoria. EI provides vision, training, and support to optimise student learning and success. The Department has a team of experts in the fields of education, assessment, community engagement, instructional design, graphic design, videography, communication technology, educational research, and student academic development. The various sections collectively contribute to the production of outstanding teaching so that students are supported to succeed in their studies.

Despite the COVID-19 outbreak and remote working for the larger part of 2020, EI had a successful year in 2020. This success can be accredited to the commitment of the EI staff members, their care for the lecturers and students, their adaptability, and their willingness to go the extra mile. EI received the second highest score of 86,1% satisfaction in the Internal Service Level Measurement Surveys of Professional Service Departments.

In pursuit of our vision, we provide leadership in, and training for the implementation of innovative methodologies, teaching and learning technologies, and data-driven solutions. This is done to actively support our lecturers to prepare students for their future workplace or for further studies.

The Director of the department is Professor Gerrit Stols. The Department is divided into two sub-directorates with their own Deputy Directors, namely Mr Dolf Jordaan (E-Learning and Media Development) and Dr Kgadi Mathabathe (Academic Development). Dr Kgadi Mathabathe was appointed to this position in 2020 after Professor Ana Naidoo retired after eight years of excellent work as Deputy Director. She initiated, conceptualised and implemented many new projects, including the FLY@UP campaign, which allows new students to get a TASTE of UP through the orientation programme and success initiatives through innovative advising to provide student support.

Below is the structure of the Department for Education Innovation:





The Unit Heads are Ms Elize de Waal (Operations Office), Mr Almero du Pisani (Creative Studios and Communication Technology), Dr Sanet Haupt (Education Consultancy), Ms Detken Scheepers (E-Education), Dr Juan-Claude Lemmens (Higher Education Research and Innovation), and Ms Gernia van Niekerk (Community Engagement).

To improve the collaboration and social cohesion of EI staff, we changed one of the seminar rooms into a staff tearoom. The modernisation of the existing facilities, furniture, and paintings was necessary for the creation of an innovative and collaborative environment and culture.

The development of new educational technology and student success innovations required the repurposing of the following posts of four retirees:

- The Photography post to that of an Advising Manager to oversee the Faculty Student Advisors (FSAs) in the different faculties.
- The Communication Technology Manager post to that of Senior Teaching Support Services Coordinator to oversee the tutors and the teaching assistants in the different faculties.
- The eLearning Project Manager to an Education Technology Project Manager.
- The Management Assistant post to a Computer-Based Testing Assistant.

## New initiatives and technology implementations

As a result of the development of new educational technology and student success innovations, we introduced new initiatives and software, and upgraded the existing ones. The implementation of the teaching model *Teach and Learn: The UP Way* encompasses the following implementations:

- VitalSource (an e-book platform): the VitalSource e-book reader system is available within clickUP. The courses that use a prescribed textbook (from a participating publishing company on the UP library's list) will give students free access to their prescribed eTextbook for 14 days from the day they first access it for online

and offline use. Once this period has expired, students can buy a hard copy at any bookstore or online from the VitalSource link in their module.

- Open Educational Resources (OER): lecturers are encouraged to use OER and related materials. Lecturers can now enrol for a new online training course to enable them to harness the potential of open education in pursuit of the improvement of their own teaching.
- Video assessment software and tools (H5P software): the newly added H5P software provides a range of content types to extend the educational features available in clickUP. The 'Interactive Video and Content' allows a lecturer to embed interactive quizzes into videos and track students' results in the clickUP Grade Centre. The tools are available on clickUP in any 'Content Area' under 'Build Content', 'Interactive videos and tools'. The license includes access for undergraduate students.
- Clicker Mobile App (TurningPoint Mobile Clicker Solution): the Clicker Mobile App (TurningPoint) allows students to respond to multiple question types in class, such as multiple-choice, alphanumeric, multiple responses, and essay questions. The Clicker responses (marks) are automatically captured in the clickUP Grade Centre. The Clicker Mobile App may also be used for class attendance (built-in geolocation). This solution enables lecturers and students to use the mobile version of clickers in their classroom to enable active student engagement with any class size.

In December 2020, UP switched to Blackboard ULTRA navigation to enhance mobile access and to prepare lecturers for the migration to clickUP Ultra. An investigation and a small pilot study were done to determine the effectiveness and suitability of Proctorio, an online proctoring system that allows students to take tests and examinations from anywhere. The current version of QM Perception, branded QuestUP, is at the end of its life cycle. After an evaluation of alternative solutions and an extensive pilot study, in 2021 the University decided to implement Cirrus Assessment software, a cloud-based solution. This will enable students and lecturers to use it from any type of hardware supplied with an internet connection and browser. Students will be able to work from university workstations supplied in the CBT computer laboratories, or from home.



*Staff work best by engaging with each other*

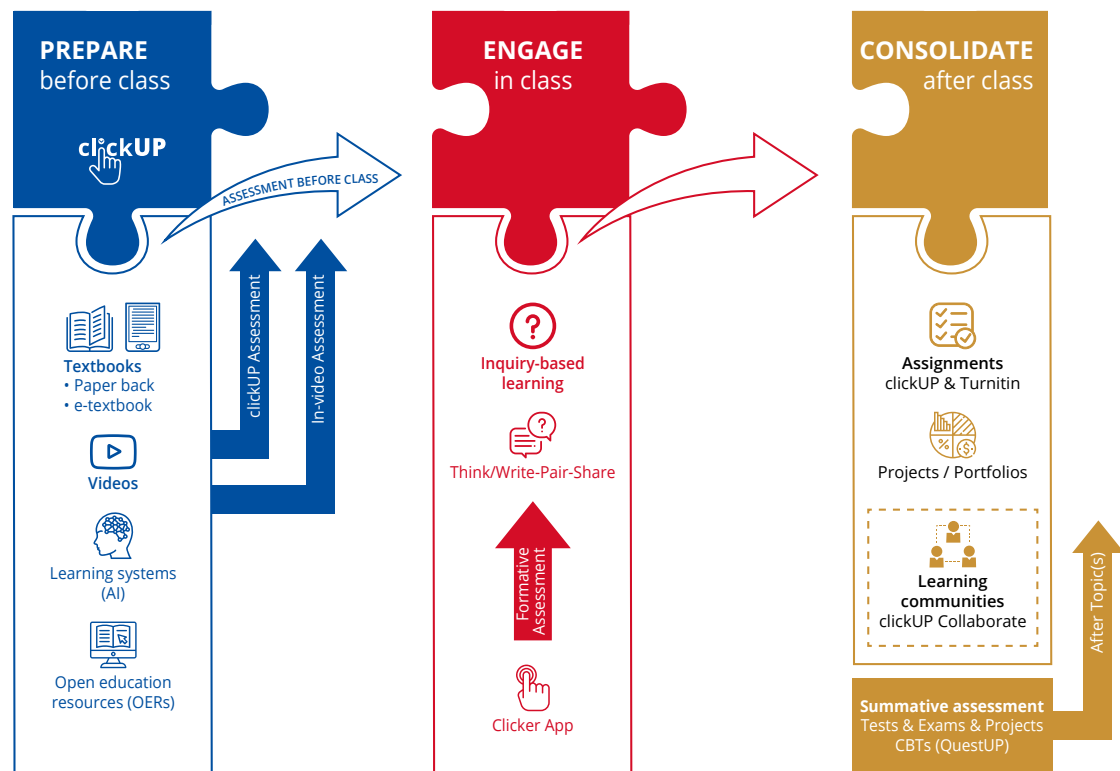


Figure 1: Teaching and Learning: The UP way

To improve the quality of teaching and learning, and to enhance student success, the following initiatives were implemented:

- **Online case management system:** this is an online case management system developed by the IDSC that is tailored to the South African higher education market. This was implemented to record individual student success interventions with FSAs.
- **Electronic lecturer evaluation system (EvaluationKIT by Watermark):** the new electronic student feedback system was implemented to replace the outdated hardcopy system (commonly known as the "pink forms"). The new system is geared towards the electronic administration of formative and summative lecturer and course evaluations. This enables students to provide feedback in clickUP from any device (including phones). The procedure also enables the academic staff and their line managers to develop and accumulate a portfolio of evidence, which is required for performance management and/or academic promotion purposes.
- **UP Readiness Survey:** a new UP Readiness Survey was administered in the first-year students' UPO module in February 2020. At-risk students, as identified by this survey, were invited to join the STARS Mentorship programme. The aim of the programme is to assist first-year students with their adjustment from high school to university life by supporting them socially and emotionally. This is done with the intention of boosting their academic performance.

Effective student learning requires a professional approach to teaching and staff development. For this reason, a new Academic Induction programme was developed and implemented for all new full-time and part-time lecturers. Effective student learning requires a professional approach to teaching. Therefore, the DHET developed the Framework for Enhancing Academics as University Teachers to support the effective implementation of teaching development in South Africa. UP, in turn, reviewed its approach to teaching and learning.

## Teaching and Learning

Our department's goal is to provide vision and support in helping academic staff to prepare students for their future; we need to enhance the quality of student learning and success. The first step towards enhancing student success is to provide quality teaching and learning opportunities. There have been radical changes in the teaching and learning environment with an increased reliance on technology and AI. There has also been a focus on the new Fourth Industrial Revolution (4IR) and aligned graduate attributes, which have a significant impact on EI's work. These changes require new thinking about teaching, learning, assessment, and the use of technology in education. The Fourth Industrial Revolution is upon us and a different world of work awaits our graduates. To thrive in today's world of work, students must be adaptable, ethical, critical thinkers, problem solvers, team players, collaborators, effective communicators, and self-directed learners who are interculturally aware.

In 2020, EI implemented *Teach and Learn: The UP Way* to prepare our students for their future workplaces. UP's teaching and learning model shifts the instructional sequence by assuming three phases in teaching and learning: (a) *A preparation phase where students prepare before class*, (b) *An engagement phase where both the lecturer and students engage during class*, and (c) *A consolidation phase where students consolidate their knowledge after class*. The five main drivers that informed this model are:

1. The knowledge and skills our students need for their future workplace;
2. Research on effective teaching and learning;
3. The characteristics and learning needs of our current students;
4. The current reality and facilities of the University, e.g. large class size; and

5. New learning and teaching technologies that are scalable and have a high impact, such as clickUP, in-video assessment before class, and clicker Apps to engage all students in class.

Quality instruction requires students to come to class prepared as this enables them to build actively on their prior knowledge. By creating an environment for independent preparation, students become more self-directed, as well as lifelong learners. Students are referred to various resources such as textbooks, articles, websites and videos for this purpose. This equips them with the relevant information and prior knowledge to engage actively and meaningfully in class. It is of great value for students to engage in a meaningful activity or short assessment task before each class. Assessment tasks or activities may take the form of a short clickUP test, in-video assessments, or the creation of a mind map, to name but a few examples. Assessment before class provides valuable information for lecturers and feedback to students on their own progress and level of understanding. The activities can be used to identify, inter alia, the levels of students' knowledge and their capacity for the engagement phase.

Although the new generation of students seeks information independently, they want human interaction and opportunities to discuss their views and apply their knowledge. If students come to class prepared, class time can be used more effectively. Inquiry-led teaching enables students to consider, communicate, apply, and justify their ideas. It motivates students, stimulates critical thinking, and creates opportunities to develop a deeper understanding of concepts. The use of the Clicker App allows students to actively engage, even in large classes. The University of Pretoria's teaching and learning model offers students the best of both worlds, online and contact, and will enable them to succeed at university and in life beyond university.

The department developed and provided quality training courses and just-in-time learning opportunities for lecturers to prepare them to implement this model. For the rollout of this model, EI received

funding for the implementation of an institutional license for the H5P video assessment software and the use of Clicker Mobile Apps. This enables all lecturers and students to use the mobile version of clickers and video assessment software at no additional cost.

... but then COVID-19 happened. What we had planned to do in the next few years had to begin in 2020. The past year during the COVID-19 lockdown period was a stress test for the University's teaching and learning model, for our education platforms, for the lecturers, and for the students.

## Remote Teaching because of COVID-19

As a result of the COVID-19 pandemic and subsequent lockdown, the University of Pretoria (UP) had to suspend all contact classes, and teaching and learning had to continue online from 2 May 2020. However, owing to its existing hybrid teaching and learning model, the University was well-positioned to offer classes online and had put in place continuity plans for teaching online when it was not possible for students to be on campus. The University decided to retain the key elements of its hybrid flipped-learning model, *Teach and Learn: The UP Way*, even during the period when teaching and learning would take place remotely. In essence, the UP teaching and learning model requires students to prepare for lectures, complete pre-lecture assessments, and engage in class. This model articulates fairly well with online and other remote teaching and learning formats because it requires extensive non-classroom-based (including online) activities for both lecturers and students. The University introduced new UP study guide templates in 2019. These study guides provide detailed information to students on how to prepare for each lecture session, as well as detailed assessment plans.

The guiding documents to ensure the optimal continuation of teaching, learning, assessment and student success are [Teach Online: The UP Way \(COVID-19\)](#) and [Alternative & Online Assessment: The UP Way \(COVID-19\)](#).

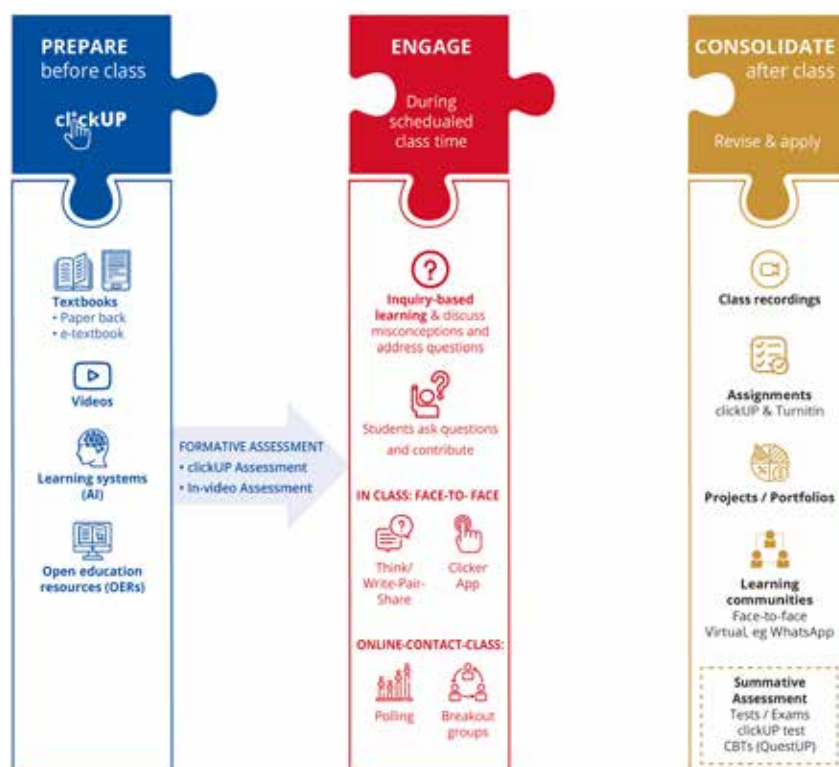


Figure 2: Assessment during Teaching and Learning: The UP way



The following systems were in place to support the effective offering of online teaching:

- clickUP (Blackboard Learn), a Learning Management System (LMS), has been used since 1998 to optimise and support student learning. By 2019, 95.5% of all undergraduate modules had an online presence. Staff and students are familiar with the system.
- Blackboard Collaborate offers synchronous video conferencing that allows lecturers to add files, share applications, and use a virtual blackboard to interact with students. When lecturers arrange a virtual class via Blackboard Collaborate, students can use the polling tool and 'raise their hands' to engage in the class.

The Blackboard LMS data provided an overview of all student online teaching and learning activities. The newly implemented student feedback software platform, EvaluationKIT, was used to enable students and lecturers to provide feedback on the University's remote teaching strategy.

Lecturers received a printed mug, a copy of TEACH The UP Way document, as well as brochures about the professional development courses presented by the Department for Education Innovation.

## Student support initiatives

The University was determined to use all of its existing structures and resources to ensure that no student was left behind. With the onset of the national lockdown, and online learning, advisory services necessarily also had to be moved online. To make the practice of online advising as effective as possible, all Faculty Student Advisors (FSAs) were provided with tablets and mobile data. The advising practice shifted, rather seamlessly, from face-to-face consultations on campus to Google Meet, WhatsApp, email and telephonic consultations. The FSAs will continue to use the Learner Case Management System on their tablets to capture their interactions with students electronically. The FSAs use Blackboard Predict (Predict) to identify students who are at risk of failing and to arrange one-on-one sessions with these students.

The tutors continued with online tutoring via the relevant modules' clickUP courses. Using Blackboard Collaborate, students attended the tutorials synchronously from anywhere. To ensure that tutors could use clickUP tools (Quizzes, Discussion Tool, and Collaborate), they completed an online course. An emergency Covid-19 fund was established and used to support the tutors from all the faculties with data to carry out online tutoring.

Another intervention put in place to support students with their adaptation to remote online learning, despite their contextual realities, was telephone tutoring and access to hardcopy learning material. We leveraged the data analytics capabilities of the LMS, the Blackboard Learn-enabled clickUP system, to identify the students who had not participated in online learning since its launch on 4 May 2020. It was found that a total of 353 students had not accessed the LMS - not even through an internet-enabled mobile device. The FSAs made telephone calls to the identified students to enquire why they were not participating in online learning. They were also asked whether they would be willing to participate in telephone tutoring if it were to be made available.

## The success of remote teaching and learning

The clickUP data showed that on the first day of fully online teaching

during the lockdown period, 39 031 students/staff accessed their clickUP online courses from more than 20 countries. The data of the first week indicated that the synchronous Blackboard Collaborate virtual online classes were very popular. On average, 21 314 students attended the 2 470 live virtual Collaborate classes. The statistics from Security Services for the first week of the second quarter of 2019 (UG and PG students entering the UP gates to attend on-campus classes) show that, on average, 23 319 students visited the campus on a daily basis. This compares well with the number of students who attended the virtual online classes on a daily basis. However, to get a better understanding of the success and challenges experienced by lecturers and students, EI developed surveys for both lecturers and students. The newly implemented software platform, EvaluationKIT, was used to enable students and lecturers to provide feedback in clickUP after three weeks of remote teaching. A total of 639 lecturers completed the survey on their experiences with remote teaching during the COVID-19 lockdown period, while 61 763 module surveys have been completed by students. The data from the surveys for lecturers and students confirm the clickUP data. The vast majority of staff and students managed to move with confidence into the new dispensation of remote (online) teaching. A total of 654 positive comments were made by students about the live Collaborate classes.

## Sixth Flexible Futures Conference

The theme of the virtual conference that was organised by EI on 4 August 2020 was 'Teaching innovations in Higher Education: COVID-19 and beyond'. The sub themes included:

- Remote and Hybrid Teaching and Learning;
- Online assessment;
- Innovative online learning and teaching methodologies;
- The effective use of learning analytics;
- The future of Higher Education;
- Academic support strategies in the context of remote teaching and learning;
- Strategies to boost lecturer/student resilience during isolation; and
- Learning analytics.

Besides the keynote presentations, there were 59 other presentations. A total of 368 people registered for the conference. Approximately 90% of the registrations were from UP staff, all of whom were sponsored to attend. This was an opportunity to learn and share innovative teaching, learning, assessment methods, and student success interventions, as well as the effective use of educational technology in higher education. The sponsors for this conference included Blackboard, Cengage, Amazon Web Services (AWS) and the DHET's University Capacity Development Programme (UCDP).

The participants' feedback speaks to the success of the conference. The conference was extremely informative, and the feedback was overwhelmingly positive. The conference provided a forum to address the critical issues and challenges confronting the education sector today. More than 98% of the participants indicated that it was easy to navigate between the sessions during the conference and rated the value of the conference for their current role a 4.2 out of 5.0. The overall rating for the conference was 4.48.



UP Vice-Principal: Academic, Professor Norman Duncan, whose portfolio covers hybrid learning, spoke of UP pivoting almost seamlessly to online learning during the government's lockdown due to the pandemic. The keynote speakers of this conference challenged the participants to reflect on the successes and limitations of remote teaching and learning during the COVID-19 pandemic and to discuss the future of teaching and learning. UP Vice-Chancellor and Principal, Professor Tawana Kupe, told participants that the world has experienced "anxiety, uncertainty and trepidation and to say this was a disruption is an understatement." He said that the sustainability of humanity is under threat, "and we have not always been able to see the cloud with the silver lining." The crisis has, however, brought opportunities. Changes in technology mean being able to learn, unlearn and relearn while there are now opportunities to create a new type of higher education system and new forms of teaching and learning that go with it. "The future of higher education is digital and online. Being innovative and creative is a continuum. I'm not saying it will be purely online – there will be a spectrum of hybrid/blended learning to fully online learning. Spaces for teaching and learning will change while there needs to be major capital outlay for IT infrastructure" (Professor Kupe, 4 August 2020).

Dr Tony Bates is the President and CEO of Tony Bates Associates Ltd, a private company specialising in consultancy and training in the planning and management of e-learning and distance education. The title of his plenary was *'Why get on the bus to come to campus? Maximising the benefits of hybrid learning'*. In his paper, he reflected on what can be best done online and what should be done face-to-face. The presentation offered some guidelines on such decision making, focusing particularly on using hybrid learning to develop the knowledge and skills needed in a digital age. He also acknowledged that this style of learning may not suit all students. He further predicted a growth in hybrid learning in Canada in the next five years.

According to Chad Bonney, Chief Financial Officer of Global Businesses at Cengage, COVID-19 has accelerated mega trends. Online and distance education will gain greater legitimacy as enrolments are expected to grow in this area in the face of the pandemic. Prior to the pandemic, there was pressure on students to follow the traditional pathways to university: initially people viewed universities as a path to a better life, but this has changed. Now, "not everybody sees it that way," as some jobs, like programming, do not require a three or four-year degree." Case in point is South Africa, where some employers in the mining industry prefer technical certification over

university degrees. Student debt, high dropout rates, and declining enrolments were noted to be prevalent in mature, western countries. On the other side of the spectrum, he predicted that enrolments in higher education will "sky-rocket" in emerging economies like India, China and Sub-Saharan Africa as their content is suited to local requirements. There is a trend towards lifelong learning and reskilling due to economies changing and job requirements subsequently having to change too. This brings with it the expanded possibility for digital learning and micro "bite size" learning. He predicts that there will be an increase in people undertaking online courses in a bid to reskill themselves following job losses.

The title of the paper presented by Blackboard and Amazon Web Services was *'Turning a crisis into an opportunity'*. They argued that with online programmes playing a critical role in academic continuity, universities need tools and resources that support the learning needs of current students in these changing times caused by COVID-19. Also, there must be a way to measure the successful implementation of our online plans so that we can continually improve and grow. This session highlighted the successful strategies implemented by institutions globally, but also locally at the University of Pretoria.

## The Scholarship of Teaching and Learning (SoTL) grants

The Scholarship of Teaching and Learning (SoTL) grants are part of the University of Pretoria's University Capacity Development Grant (UCDG) provided by the Department of Higher Education and Training. The purpose of the grants is to promote institutional research to improve teaching and student learning and success. We received 60 applications, of which 40 were funded. Because of the COVID-19 pandemic 4 grants were cancelled. A total of 12 733 students benefited indirectly from the 36 SoTL projects. In accepting the grant, the applicants accepted a tacit contract to keep to the activities and expenditure in their applications, and to submit an annual report. Each grantee submitted a progress report at the end of 2020. To determine the impact of these grants, one of the questions asked was: *What changes were made in the classroom based upon your findings?* The feedback received highlights the significant impact that these grants have had on the lecturers' classrooms and innovative teaching practices.

# ACADEMIC DEVELOPMENT

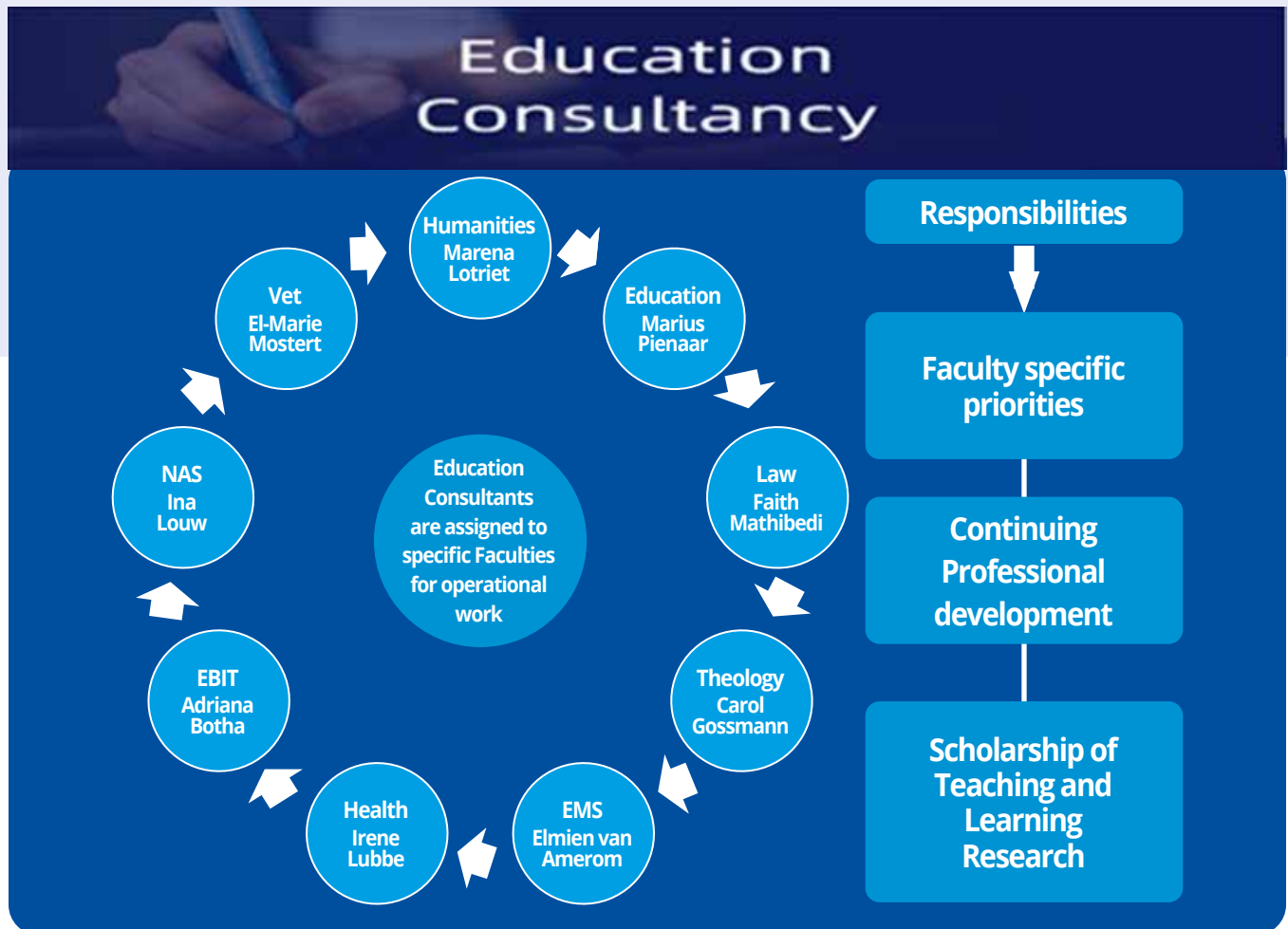


Figure 3: Services and composition of the Education Consultancy

The Academic Development and Support department, which is headed by Dr Kgadi Mathabathe, is responsible for providing strategic leadership on the academic development of students and lecturers. This is in support of the University of Pretoria's vision, mission, and strategy, specifically with reference to the University's holistic development and student success focus. As Deputy Director: Academic Development, she is accountable for the following areas of focus within the Department for Education Innovation:

- Education Consultancy;
- FLY@UP and Academic Orientation;
- Student Advising based within faculties with 21 Faculty Student Advisors (FSAs);
- Student Feedback on the Teaching Survey system; and
- Institutional coordination of the teaching assistant programmes, e.g. tutorials.

In addition, Dr Mathabathe provides oversight to the following externally funded programmes:

- The Michael and Susan Dell Foundation (MSDF);
- The Ikusasa Student Financial Aid Programme (ISFAP); and
- The Mastercard Foundation Scholars Programme.

## Education Consultancy

Challenges, disorder and distress were the order of the day in 2020. Unprecedented challenges were overcome to maintain educational continuity. In this respect, the Education Consultants have exhibited laudable resilience by embracing digitisation in all their work and have come out stronger, more evolved, and more digitally savvy. The main challenge in 2020 was the sudden pivot from a 'normal' classroom-based approach to a remote teaching model in order to successfully

complete the academic year. As students and staff were not allowed on campus, the support provided to lecturers grew.

The Education Consultancy unit is responsible for leadership and change management for curriculum, teaching, learning and assessment innovation, as well as continuing opportunities for teaching professional development in order to build teaching capacity to implement a hybrid and inquiry-based approach. The unit consists of nine Education Consultants (ECs), headed by Dr Sanet Haupt. The ECs follow an intricate matrix model where each consultant is assigned to a faculty on certain days, determined by the size of the faculty. The consultants are also responsible to provide initial and continuing professional development for curriculum development, teaching and assessment, as well as tutoring across faculties. The unit is managed by weekly community-of-practice meetings attended by the ECs, as well as scheduled meetings with the Deputy Dean: Teaching and Learning and the relevant EC from that faculty.

In the faculties under the leadership of the Deputy Dean: Teaching and Learning, the ECs collaborated to create, implement, monitor and evaluate the curriculum, teaching, assessment and learning platforms, systems, and policies for the University as they affect hybrid teaching and learning, particularly in contact environments. The key to delivering in our core key performance areas is engaging directly with academics and building relationships with faculties, schools, departments, Teaching and Learning Committees (TLCs), and individual academics. Each EC is also expected to stay abreast of trends and knowledge in their field, and create new knowledge in these fields through the Scholarship of Teaching and Learning.

Within the UP context, the Continuous Professional Development (CPD) narrative is about teaching to address student success. This requires a scholarly and professional approach to teaching and to the delivery of contextually responsive curricula. The framework enables CPD for university teachers, offering development activities across the career continuum of an academic, with a focus on pedagogical expertise. The learning activities for professionals focus on the development and enhancement of their skills, and helps them to expand their knowledge or add new skills related to their career as an academic. CPD at UP is important as it ensures that academics upskill throughout their career. It also allows them to adapt to changing circumstances in their environment. Through the HR system, CPD becomes part of the development plan of an individual.

UP's CPD framework is aligned with the *National Framework for Enhancing Academics as University Teachers* (hereafter referred to as the Framework), from the Department for Higher Education and Training. The framework is used both at a national and institutional level as a guiding document in the context of the UCDP to strengthen the development of university teachers. The ECs applied for a University Capacity grant as an enabler for further development of the CPD framework. UP has actioned some of the imperatives for the enhancement of academics as university teachers on three of the four levels:

- Intra-Institutional level;
- Institutional level; and
- Inter-Institutional (Regional level).

The ECs have also started differentiating their training according to career stage appropriate teaching and learning development opportunities. In July 2020, a Consultative Forum was established when the need was identified for broader stakeholder consultation

on the implementation of the Framework within the University of Pretoria (UP). It comprised senior academics from all of the faculties as a structure with the broad responsibility of giving input to the training, processes and documents created by the ECs in the Department for Education Innovation. The group will promote knowledge production and knowledge sharing about university teaching and learning on an intra-institutional level.

Our training includes modules that assist academics to build their academic portfolios, which can be used for recognition and reward by applying for T&L awards. Portfolios are also linked to probation and promotion to ensure that academics are recognised and rewarded for the work that they do as university teachers.

Various faculty initiatives have been established to promote knowledge production and knowledge sharing on university teaching and learning. These initiatives include brown bag lunches, webinars, and the sharing of resources.

Ms Beatrice Muganda, PASGR Higher Education Director/PEDAL team leader, invited our ECs to participate in a virtual training session on: *Pedal Online – Technology for Transformative Pedagogy*. The following consultants participated in this novel course that was developed to ground academics in resources, tools, strategies and practical skills to plan, design, facilitate and assess learning online creatively and innovatively – both synchronously and asynchronously:

- Dr Irene Lubbe;
- Dr El-Marie Mostert;
- Ms Faith Mathibedi;
- Ms Marena Lotriet;
- Dr Marius Pienaar;
- Dr Adriana Botha; and
- Dr Sanet Haupt.

This was both a benchmarking and a professional development opportunity for the consultants. Other development opportunities included online training sessions and webinars. The ECs also attended courses on: Psychological First Aid, Microsoft Teams and Intranet Editors training.

Through Enterprises at the University of Pretoria (Enterprises UP), as part of our inter-institutional, regional level actioning of the Framework, a contract was negotiated to train 80 academics from the University of Limpopo, as well as Equine Librium. The following programme was negotiated but, as a result of delays, only three of the six modules could be presented in 2020. The courses in 2021 will include *Feedback to students, Planning a learning opportunity and Using video as a tool for student engagement*.

**Table 1: Modules presented**

Dates	Modules
2 December 2020	Short overview/introduction to series of modules and how they build on each other; and Accountable Assessment.
9 December 2020	Design Objective Assessment.
15 December 2020	Design Rubrics.

## Institutional professional development

During 2020, the institutional professional development modules/workshops appearing in Table 2 were implemented in a hybrid mode of delivery.

**Table 2: Specialised training modules with attendees**

Training module	Developer	Understudy	Attendees
Learning theories in the digital age. Self-paced; online.	Dr Adriana Botha		113
Inquiry-based teaching and learning.	Ms Carol Gossmann	Ms Faith Mathibedi	28
Using videos for teaching, learning and assessment. Self-paced; online.	Dr Irene Lubbe	Dr Adriana Botha	25
Open educational resources (OER). Self-paced; online.	Dr Marius Pienaar		18
Developing study guides.	Ms Faith Mathibedi	Ms Elmien van Amerom	69
Accountable assessment.	Ms Marena Lotriet	Dr El-Marie Mostert	87
Design and validate rubrics.	Ms Elmien van Amerom	Ms Marena Lotriet	119
Design objective assessment.	Dr El-Marie Mostert	Dr Marius Pienaar	217
Feedback to students.	Dr El-Marie Mostert	Dr Ina Louw	22
Compiling a career portfolio.	Dr Ina Louw		133
UP tutor training.	Dr Ina Louw		1023
Planning a learning opportunity.	Dr El-Marie Mostert	Ms Faith Mathibedi	66

Faculty-based training was implemented according to faculty or departmental needs and included the following: assessment; curriculum development and review; teaching methods; student engagement; hybrid teaching and learning; teaching portfolios; marking skills training; among others. The training was coordinated and/or facilitated by the EC in question and was mostly funded by faculties or departments.

**Table 3: Faculty-based training**

Faculty	Number of attendees
EBIT	485
EDUC	04
EMS	730
HEALTH	142
HUMANITIES	222
LAW	09
NAS	637
THEOLOGY	59
VETERINARY SCIENCE	45
TOTAL	2333

It is evident from the numbers reflected in Tables 2 and 3 that a significant proportion of the academic staff attended professional development opportunities/activities. Opportunities for academics to access professional development activities are considered to be a lead indicator for improving the quality of teaching. El's teaching development activities therefore have an impact on the quality of teaching at UP.

## Academic induction for new academic staff

The aim of the Academic Induction Programme (AIP) is to introduce participants to the regulatory environment of teaching and research, and to the University's strategic research priorities. The participants also receive an introductory and broad overview of the various professional development opportunities available at UP. This is an

opportunity to discuss the teaching and research infrastructures, the support mechanisms available to UP employees to enhance their academic careers, as well as the University's research productivity and teaching excellence.

In 2020, the AIP was only implemented in January. Due to the Covid-19 pandemic, the June programme had to be cancelled. As this is a flagship programme, the feedback from participants is given in Table 4 below. Feedback is, however, collected at all training sessions to improve the quality of the programmes/workshops. Of the 66 academic staff members that attended the Academic Induction Programme, 40 gave feedback (with a response rate of 66.7%) through a Qualtrics survey. The overall ratings indicate a very successful programme.



**Table 4: Feedback from Academic Induction**

Topic	EXTREMELY USEFUL	REASONABLY USEFUL	USEFULNESS
Official welcome	57,2%	34,3%	91,5%
Teaching at UP	58,1%	38,7%	96,8%
Meeting in faculty groups	51,5%	45,5%	97,0%
Institutional perspective on research	25,8%	67,7%	93,5%
Research at UP	18,2%	60,6%	78,8%
How to fly at UP	28,1%	65,6%	93,7%
Planning a learning opportunity	54,5%	42,4%	96,9%
Learning Theories	37,5%	50,0%	87,5%

## Tutor training

Another priority training course offered by the Education Consultancy group is the training of tutors and assistant lecturers. This course went online in 2020 with 10 videos recorded by Dr Ina Louw (NAS), covering three themes, viz., the tutor, the student, and learning. The 'tutor' theme focused on the roles and responsibilities of a tutor, the characteristics of a good tutor, how to establish ground rules for a safe learning space, and managing diversity. In the 'student' theme, the topics included how to handle difficult student types, the growth mindset and learning, motivation, and reflection. In the 'learning' theme, emphasis was placed on how learning works, questioning, and study skills. Dr Louw also managed the clickUP site and responded to students with problems or requests. A total of 1023 tutors successfully completed the training in 2020. When Covid-19 hit, Ms Detken Scheepers added an online component to the training in order to support tutors to continue with their work online. This section was made available on 7 April 2020. A total of 815 tutors completed the section in 2020. Each of these sections has a 'letter of participation' that is automated and can be printed or stored by the tutor.

In the Faculty of Humanities, it was agreed that in addition to the compulsory video-based training presented and facilitated by Dr Ina Louw, elements of the previous training model would be retained. The entire tutor training package for Humanities for the first semester of 2020 was as follows:

- The university-wide training 'UP Tutor Training 2020' in clickUP presented by Dr Ina Louw (compulsory);
- General practical tutor training presented by Marena Lotriet (compulsory for certain departments, based on departmental decision);
- Training for e-tutoring presented by Gaby Pretorius (optional, but compulsory for certain departments, based on departmental decision); and
- During the second semester, the university-wide compulsory training 'UP Tutor Training 2020' (conducted by Dr Louw) was supplemented with 'Online Tutoring' (a new section added to the above training), presented by Ms Detken Scheepers

Each EC provided a variety of training and support activities in their individual faculty. [Addendum A provides the details of these per faculty.](#)

## Student Feedback on Teaching Survey (SFTS)

In 2019, the Department for Education Innovation, in consultation and collaboration with a task team consisting of members from the faculties, facilitated the review of the Policy on Student Evaluation and the accompanying Student Feedback Instrument, as well as the policy on teaching evaluation. This process culminated in the approval of the procedure involved in the *Student Feedback on Teaching Survey (SFTS)* in the latter part of 2019 by the Senate Committee on Teaching and Learning as part of the policy S4451/13 on Teaching and Learning. A determination from this review process was the need to acquire an electronic student feedback system. Therefore, in addition to adapting the SFTS and the policy, the Department for Education Innovation embarked on the procurement of an online teaching evaluation system in collaboration with the Department of Information Technology (IT). The department, together with the Department of IT, conducted an open-tender process to source a preferred service provider. The successful service provider was Watermark Insights, with their electronic student feedback system, EvaluationKIT (EK).

This online teaching evaluation system was piloted for one month, from 01 April 2020 to 4 May 2020 in five faculties. This was done just after lockdown on 56 first-quarter and first-semester modules whose lecturers (109) had voluntarily enrolled to participate in the pilot. In preparation for the pilot, the HERI team received extensive training during February and March on how to effectively use EvaluationKIT, viz., setting up a project/evaluation cycle, communication with users, and reporting. The pilot project was fully uploaded on EvaluationKIT at the end of March before it was administered to students. The sample consisted of 16 055 students and over 24 000 module enrolments. An exceptional response rate of 72% was attained. In a meeting via Collaborate, feedback on the pilot project was given to the Task Team and Deputy Deans of the five faculties who participated in the pilot. The lecturers who participated in the pilot, who were also members of the task team, were positive about the pilot project. Furthermore, the majority of the respondents rated the EK favourably, with 57.7% reporting EK as user-friendly or extremely user-friendly. In addition, the students pointed out that they preferred using the EK to the old paper-based system as it allowed them to be honest and did not take up class time, thus they were not rushed because it allowed them to complete the student feedback at their own convenience. Given the positive uptake and experience of EK reported by students and lecturers, the executive commissioned an institutional survey, viz; *Student Feedback on Online Teaching Survey*. This was to be

administered to students and lecturers at the onset of the national lockdown.

The purpose of the *Student Feedback on Online Teaching Survey* was to determine students' needs and experiences with emergency remote online teaching. This was done in order to identify the gaps and successes in pivoting from hybrid learning to the unprecedented emergency online teaching and learning. The identified gaps and successes allowed us to be able to make informed adjustments to the curriculum, teaching methods, activities and assessment practices. A similar survey, the *Lecturer Feedback on Online Teaching Survey*, was developed in tandem with the student survey. This was done by consulting and collaborating with the ECs, IDs and Deputy Deans: Teaching and Learning, and the faculty representatives who were in the SFTS task team. The purpose of the *Lecturer Feedback on Online Teaching Survey* was to determine support needs after pivoting from face-to-face and hybrid teaching and learning strategies to emergency, remote, online teaching. Both these surveys were administered from 22–30 May to 37 308 students, with 172 303 module registrations and to 1672 lecturers with active modules on clickUP. The surveys were administered in the first semester of the academic year. The response rate for the *Student Feedback on Online Teaching Survey*, was 36% (61 763/172 303) and 38% (639/1672) for the *Lecturer Feedback on Online Teaching survey*. The insights and lessons gleaned from the two online teaching surveys can be found in a report prepared by Prof. Gerrit Stols using the link, [https://www.up.ac.za/media/shared/391/pdfs/student\\_feedback/report-status-of-remote-t-l-at-up-7june2020.zp191916.pdf](https://www.up.ac.za/media/shared/391/pdfs/student_feedback/report-status-of-remote-t-l-at-up-7june2020.zp191916.pdf).

Towards the end of the first semester, it was apparent that the SFTS needed to be administered for lecturers who were due to be confirmed and those that intended to apply for promotion, even though EK was planned to be launched in the second semester. The END of Semester 1/Quarter 2 SFTS was administered from 22 June - 30 June to 104 S1/Q2 modules and 143 lecturers who were due for promotions. Thirty eight percent (8252/21633) of the students responded to the ENDS1/Q2 SFTS cycle.

The pilot, two online teaching surveys for both students and lecturers, and the END S1/Q2 SFTS cycle paved the way for the institution-wide launch of EvaluanKit (EK) in the second semester. Prior to the administration of the EK system in the second semester, a marketing brief communicating the launch of the EK system and how to use it was shared with the whole university community with assistance from the Department of Institutional Advancement (DIA). In addition, guidelines were prepared for lecturers, HoDs, and Deans with the assistance of the Graphic Design Studios. The following guidelines were placed on the EI website and were also shared with Deputy Deans and HoDs.

1. Administration process:  
[https://www.up.ac.za/media/shared/391/pdfs/student\\_feedback/administration-process-for-undergraduate-modules.zp191914.pdf](https://www.up.ac.za/media/shared/391/pdfs/student_feedback/administration-process-for-undergraduate-modules.zp191914.pdf)
2. Accessing reports - lecturers:  
[https://www.up.ac.za/media/shared/391/pdfs/student\\_feedback/accessing-reports-for-lecturers.zp191912.pdf](https://www.up.ac.za/media/shared/391/pdfs/student_feedback/accessing-reports-for-lecturers.zp191912.pdf)
3. Accessing SFTS results - HoDs:  
[https://www.up.ac.za/media/shared/391/pdfs/student\\_feedback/how-to-access-your-sfts-results-dd\\_hods.zp191915.pdf](https://www.up.ac.za/media/shared/391/pdfs/student_feedback/how-to-access-your-sfts-results-dd_hods.zp191915.pdf)
4. Adding and attaching custom questions:  
[https://www.up.ac.za/media/shared/391/pdfs/student\\_feedback/adding-and-attaching-custom-questions.zp191913.pdf](https://www.up.ac.za/media/shared/391/pdfs/student_feedback/adding-and-attaching-custom-questions.zp191913.pdf)

The above-mentioned links were shared with Deputy Deans, HoDs, and all other members of the academic staff who made enquiries pertaining to them. Four cycles of the SFTS were administered in the second semester.

**Table 5: SFTS survey cycles**

Name of SFTS cycle/project	SFTS Admin dates	Modules enrolled	Lecturers in a cycle	Respondent/enrolment	Response rates
MIDQ3	17–23 Aug	60	121	3095/7307	42.36%
ENDQ3	14–20 Sep	279	391	16817/47193	35.65%
MIDQ4	19–25 Oct	95	148	7013/19228	36.47%
ENDQ4/ ENDS2/ ENDYR	9–26 Nov	252	494	16 373/41 671	39.29%

Even though it was generally deemed as a success overall, the implementation of the online student feedback system was not without challenges. The challenges that were encountered by the academic staff were the following:

- A significant number of lecturers claimed not to have received the communiqué from their HoDs, which resulted in a communication gap on how the new student feedback system works and what is expected of them.
- Some indicated that the process of enrolling their modules in the SFTS cycles was complex and time consuming.
- They expressed frustration about the use of educational terminology in the communiqué pertaining to the SFTS.
- A number of lecturers were not certain of which cycle to enrol their module in, which resulted in time consuming communication with the lecturers who seemed to have enrolled their module too early or too late.
- Even though some Educational Consultants assisted, the process of quality control for additional questions proved to be too time consuming and thus was reserved for the HIMs modules in the last SFTS cycle.
- Often there were technical issues experienced by lecturers on the first day of the survey results.

These challenges were addressed by having road shows at faculties where Dr Kgadi Mathabathe and Ms Hlengiwe Sehlapelo explained the rationale of the SFTS, the process, participation levels, the proposed changes, and the way forward. One-on-one consultations were available for lecturers, teams or departments. Four 10–15-minute videos were developed by Dr Ina Louw in consultation with Ms Hlengiwe Sehlapelo.

In addition to the videos, a project of grouping additional questions per domain was also initiated and is currently in progress. Dr Louw is working in collaboration with the SFTS team (Ms Hlengiwe Sehlapelo and Miss Eulenda Nyakale) on this project.

## Student success

Since 2012, the University has aimed to have an integrated approach to student success, with a distinct focus on the first-year experience through academic orientation (face-to-face and online), mentoring, advising, and tutoring. To this end, the University has, as from 2016, diversified and bolstered a range of student support and academic success initiatives. In 2020 student success initiatives were consolidated.

### FLY@UP 2020

The Vice Principal: Academic is responsible for student success initiatives under the banner of FLY@UP (Finish Line is Yours). FLY@UP was created as a consequence of the University's concerns about the time that most students take to complete their first degrees. This campaign has been coordinated by Dr Byles since its inception in 2016. In 2020, in addition to the student ambassadors, A FLY intern was appointed. Before lockdown she assisted with the planning, organising and hosting of two FLY@UP events.

The first event was held on 20 February 2020 in the Piazza in collaboration with Student Health Services. The aims of the event were to introduce students to the support services available and to share the FLY message through games and various stalls.

The second event, again in collaboration with Student Health Services, took place on 12 March 2020 in front of the Roosmaryn building. This time, the FLY messages were shared while handing out FLY branded stationery.

The world-wide COVID-19 pandemic disrupted the 2020 academic year and forced universities to think of innovative ways of achieving student success and supporting students remotely. Various innovative FLY@UP initiatives were introduced to support students remotely during the national lockdown necessitated by the pandemic.

### Telephonic tutoring and hard copy study material project

EI leveraged the data analytics capabilities of the LMS, Blackboard Learn, which enabled the ClickUP system to identify the students who

were not participating in online learning since its launch on the 4<sup>th</sup> of May 2020. A total of 353 students who had not accessed the LMS were identified. The FSAs made phone calls to the identified students to determine the reasons for their non-participation in online learning. The aim was to intervene to support students to adapt to remote online learning, despite their contextual realities. As a result, telephone tutoring and the provision of hardcopy learning material were implemented.

While 121 identified students were unreachable over the phone, 117 students provided reasonable explanations for their inactivity, leaving the focus on 115 students. Of the students whose responses were captured, 29 students indicated the need for telephonic tutoring and 30 requested hard copy learning material. With the additional students who were identified for support by the various faculties, a total of 52 students received telephone tutoring in 37 modules across six faculties at UP during the remainder of the first semester. Tutors were provided with airtime and were remunerated for their services. The telephonic tutoring was continued in the second semester.

Hard copies of study material were sent to students with no access to devices and/or internet. Eighty students received hard copy study material in semester 1, and 29 in semester 2. The study material was supplemented with FLY@UP branded stationery.

The hard copies included:

- Lecture slides;
- Articles, extracts from chapters, additional notes and/or information;
- Textbooks arranged by lecturers for selected modules;
- USB drives with lecture recordings or SD cards that can fit into standard (not smart) phones;
- Components needed to complete a practical project; and
- Examples of assessments.



*Students participating in a FLY event*



The success of the additional support provided to the indigent students via telephone tutoring and/or hard copy learning material lay in the agility and proactiveness demonstrated by the telephone tutors, staff in teaching, professional departments, as well as the management at UP.

### Other Support

- Web Support

A FLY@UP 'corona support' webpage was created (<https://bit.ly/37R0vdp>). This page was linked to the UP Corona support page for students and the *Teaching and Learning: THE UP WAY* online campaign in collaboration with the Department of Institutional Advancement.



Figure 4: Helping students cope with lockdown

In addition to the information contained in the above image, this support page contained links to Faculty Student Advisors, Student Counselling Services and Student Health Services.

- My pledge to succeed the UP way

In a drive to encourage students to retain focus on their studies, an online pledge was launched.

The call to action to students was to pledge their commitment to their success. What follows are two messages from the many that were received.



### Student pledges

- Virtual #Choose UP Day

In collaboration with the Education Innovation video production team, FLY@UP developed a video for the virtual #ChooseUP Day: Technologies and terminologies at the University of Pretoria. Eight hundred and eighty-eight people reported that they watched the video on the #ChooseUP Day.

- Online Support Game: UPS and DOWNS

An online game, with links to UP support resources, was developed and loaded onto the UP web and clickUP. It follows the snakes and ladders game rules with fun messages popping up to encourage students to make use of UP's resources and support. The game is available here: <https://eduvation.up.ac.za/flygame>.

- Competition and virtual event

An exciting FLY@UP competition was launched where students were asked to show us how creative and talented they are. The theme was: We are in this together. Students entered their own, original poems, songs, dances, photography, paintings and digital artworks. Winners were chosen across categories in the style of the 'Got talent franchise' by a panel of 10 judges.

All of the art elements were then combined into the FLY@UP virtual student event. This will be made available to all UP students in 2021 to accentuate the fact that we are all in this together!

The winning entry, a digital artwork by Hannah Thandar



- Eye screening and reading glasses project

On 27 October 2020, in partnership with Specsavers Hatfield, FLY hosted a day of free eye screening where 230 students were screened. The turnout was so great that some, unfortunately, had to be turned away as the queues were still too long at the end of the day.

After the initial screening, students who presented with difficulty seeing clearly received a thorough eye test. These tests showed that 115 students required glasses. Not only that, but the results were alarming as some had visual acuity (how clearly you can see shapes and detail from a set distance away) of as low as 0.1. This means that there is roughly 10% vision in one or both eyes. The students shared their appreciation for this service.

- Promoting the message

An external consultant, Vivienne Le Roux, was contracted to assist with the creation of FLY@UP **social media accounts** on Facebook and Instagram under flyatup. In addition, **paper soap** was procured as a marketing gift from FLY@UP to students returning to campus as lockdown restrictions were eased. Soap was distributed to residence students (both in UP residences and leased residences) who returned. These tiny sheets need only a drop of water to turn into a rich and cleansing lather. An **infographic** on ethics during the exam season was shared with students and also posted on clickUP.



Figure 5: Infographic on ethics

## Faculty Student Advisors (FSAs)

EI has oversight over the FSAs who report to the Deputy Deans: Teaching and Learning in each faculty. UP has nine FSAs who are permanently employed, one for each of the nine faculties. In addition, there are five and a half FSA posts with annual contracts that are funded by the UCDG. In 2020, during the pandemic, the Michael and Susan Dell Foundation and the Oppenheimer Memorial Trust funded

four and one additional FSA post, respectively, to provide virtual student support services to undergraduate students.

Throughout the academic year, the FSAs received continual support through workshops, Community of Practice monthly meetings, and a dedicated FSAs WhatsApp group with Dr Byles, who is the designated Advising Manager. The FSAs provided a total number of 14,284 sessions as recorded on the Learner Case Management System (LCMS). Certain limitations and gaps in the functionalities of the LCMS, however, somewhat skewed the data. For this reason, an additional reporting tool was developed. This tool shows that the FSAs provided 6156 sessions for the period 1 August to 30 November 2020.

Most of the FSAs attended the Academic Advising Professional Development (AAPD) short learning programme and completed the post-training portfolio.

Eight faculties and Mamelodi's FSAs presented Plan B workshops. These workshops are designed to assist students who are still performing well but are grappling with the career/programme choices they made and/or are unhappy with what they are currently studying. The Plan B workshops offer them an opportunity to attend an information session in other faculties to find out what else is available as an alternative academic path.

In the FSA Tablet Project, a tablet was provided to each FSA to enable them to continue their advising virtually. The FSAs who did not have stable internet or Wi-Fi received data monthly. This led to the added advantage that the FSAs established advising via WhatsApp. This WhatsApp advising practice was welcomed by students. A *please call me* service was also introduced to assist students who did not have access to data or smart phones.

To make the sharing of FSA contact details easier across the university, a dedicated web link was created: <https://www.up.ac.za/advising>.

## Introduction of Postgraduate Faculty Student Advisors

A new development in the FSA offering in 2020 was the introduction of postgraduate FSAs in each of the nine faculties at UP. This development was made possible by the funding of the Oppenheimer Memorial Trust. Each faculty received R300 000 to appoint an additional FSA for six months to support postgraduate students. The postgraduate FSAs received support from Dr Byles in the form of workshops, monthly meetings, and a dedicated WhatsApp group.

For the months of October and November, PG FSAs provided 456 and 211 advising sessions respectively. The resilience and hard work demonstrated by the PG FSAs was noted, as well as the importance of the service in its possible contribution to graduate student retention, academic development, and improved timely graduation.

## FSA Activities

The FSAs focused most of their energy, post-March, on providing support in a challenging environment.

- Online Workshop Series

In a combined effort, the FSAs produced a series of workshops to support students during lockdown with the introduction of remote online learning.

Six workshops were included in UPO as part of the requirements for completion of the module; 776 first-year students completed an online workshop.



## • Tutorials

In 2020, EI went on institutional roadshows, requesting to meet with the available tutor coordinator(s) or individuals assigned to oversee tutorials. The purpose of the roadshows was to establish a relationship with the tutor coordinators in the faculties/departments and to get a sense of the tutorial systems utilised by the different faculties. These consultative meetings helped inform us on the different measures that can be put in place to collect data that suits the different faculties' contexts. With the assistance of the Deputy Deans: Teaching and Learning, we were able to meet with the tutor coordinators of six faculties, namely, EMS, EBIT, HUM, HS, Law, and Theology.

Tutorial attendance rates declined initially when tutorials resumed online. Most departments reported to have used Blackboard Collaborate as an alternative to face-to-face tutoring while using Excel spreadsheets to capture attendance and student consultations with the tutors. Most departments also reported a close working relationship between tutors and lecturers. At the end of 2020, Ms Esther Mphanda was appointed as the Senior Teaching Support Services Coordinator. The purpose of the position is to manage and provide oversight of the various teaching support staff programmes institutionally (e.g. tutors, teaching assistants, laboratory assistants, demonstrators, and assistant lecturers). This includes the responsibility to oversee, coordinate, monitor, evaluate, and report on the development, performance and impact of funded teaching assistant programmes at UP. This includes the administration of training and collaboration on the policy related to teaching support staff.

## Orientation

At the University of Pretoria, the orientation of first-year students is considered a critical success factor in attaining Goal 1 of the University Strategy: 2017–2021, i.e. to increase access, throughput, and success. The Academic Orientation Programme (AOP) for the first-year students falls under the DVC: Academic, Professor Duncan, and is organised and coordinated by the Deputy Director: Academic Development and Support in the Department for Education Innovation.

In order to enhance the impact of the Academic Orientation Week, efforts were made to incorporate each faculty's context by collaborating closely with faculties during the planning stages of the programme. The orientation week incorporates the FLY@UP campaign, which focuses on the incoming cohort of students' minimum time to completion. The development of the AOP was placed in the context of the four stages in the student life cycle, namely, connection, entry, progress, and completion (Rassen, Chaplot, Jenkins & Johnstone, 2013), with orientation being the link between entry and progress.

The Academic Orientation Programme consists of the following:

- Academic Orientation Week;
- The UPO module: eight-week online extended orientation programme; and
- Face-to-face workshops on academic skills.

The aim of the Academic Orientation Programme is to:

- Make students feel welcome at UP;
- Help students to adapt to the university environment;
- Prepare students for the academic year;
- Ensure that students cope with the academic demands of being at university; and
- Ensure that students know what help is available at UP and where to find it.

The aspects forming the foci are **Transitions**; **Advice** and **Academic** support; **Support** information that students will need; **Technology**; and **Expectations**. Collectively, this gives first-year students a **TASTE of UP**.

Of the 8 620 registered first-year students, over 7000 students completed the UP Readiness Survey, which is an indication of how many students completed the Academic Orientation Programme (AOP). As part of the AOP, presentations are delivered by the Department of Student Affairs, Security and Enrolment, and Student Administration, as well as all the faculties. This is in line with our rationale to have student support integrated at UP. A survey was administered to first-year students to determine their experience of the academic orientation week.

## UPO modules

In addition to the one-week academic orientation, all students are required to complete an **eight-week online module (UPO)**, which is an extension of the orientation programme. Students started their online extended orientation through UPO during the orientation week and continued with the module for another seven weeks. As part of the campaign to enable students to complete their degrees in the minimum amount of time (FLY@UP), Dr Byles also developed and co-ordinated the UPO module, and continues to do so. The topics covered weekly included FSAs' contact details and the details of other resources, time management and goal setting, academic reading and writing, note taking, study methods, and examination preparation.



Figure 6: The four stages in the student life cycle

The UPO modules were monitored constantly and students were motivated to engage with and complete the module through regular nudges sent by the FSAs. Assessments in UPO, which encourage student engagement, are concluded within a few weeks of delivering the eight-week content. The resources and tools contained in the UPO, however, remain available to students throughout the academic year. This provided the first-year students with access to academic support and consultation with their particular FSAs (who are the facilitators of UPO) on academic challenges throughout the year. The following topics were covered in the UPO curriculum:

1. Introduction/orientation;
2. Let's go - course choices and your FSA;
3. Get real - set your goals and manage your time;
4. Get down to academic (reading and writing) business;
5. Get going - engaging with class and studying effectively;
6. Take a break; fill up;
7. I can - success stories; and
8. Examination preparation and stress management.

Within the UPO, it was mandatory that all first-year students attend at least one of the weekly F-2-F workshops presented. In 2020, only four weeks of these workshops were conducted before lockdown was instituted. Further topics were covered through online workshops. In addition, UPO provides a resource for those students who, through no fault of their own, were unable to attend the Orientation Programme.

Due to lockdown, and, in an attempt to alleviate the stress of students, the UPO deadline was extended to mid-August. The table below shows the UPO pass rate percentage per faculty and an overall pass rate of **91,92%** for 2020.

**Table 6: UPO pass rates**

Module Code	Faculty	Students enrolled	Students passed	Pass %
UPO101	Hum	1318	1231	93,40
UPO102	NAS	1201	1132	94,25
UPO104	Law	244	218	89,34
UPO105	Theol & Rel	199	165	82,91
UPO107	EMS	1565	1452	92,78
UPO108	Vet Science	131	126	96,18
UPO109	Education	1268	1087	85,73
UPO110	Health Sciences	417	408	97,84
UPO112	EBIT	1544	1450	93,91
UPO120	Mamelodi	784	731	93,24
		8671	8000	<b>91,92</b>

### UPO Chatbot

An exciting addition to UPO was the development and inclusion of a UPO chatbot called 'Brave the UPO Bear'. The bot was developed to assist with general queries. It is still a work in progress and will be continually updated. Brave had 450 users in 2020.

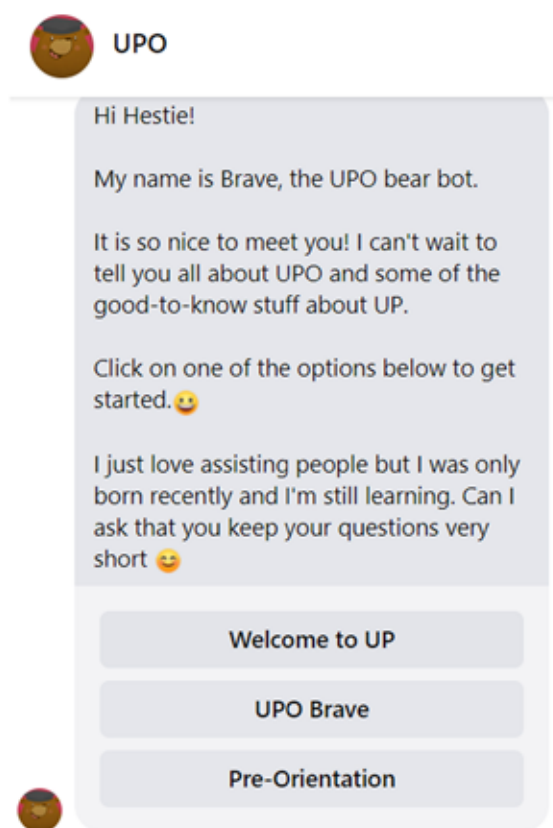


Figure 5: Screenshot of the chatbot

## Donor programmes

El houses and manages several donor-funded programmes that provide support to selected students. These include two programmes funded by the Michael and Susan Dell Foundation (US), a postgraduate and undergraduate programme funded by the Mastercard Foundation (Canada), and, most recently, the Ikusasa Student Financial Aid Programme funded by corporate business in South Africa.

### The Michael and Susan Dell Foundation

The Michael and Susan Dell Foundation (MSDF) provides support to two different programmes at the University of Pretoria: the Dell Young Leaders Programme (DYL) and the Sikelela Scholars Programme (SSP). Since 2012 the Foundation has provided a selection of NSFAS students with wrap around support, and has also assisted them to reduce their NSFAS loans by awarding each student with an amount of R150 000. The Dell Young Leaders Programme has consistently seen success with a high percentage of students completing their degrees and obtaining employment. The Foundation's second programme, the Sikelela Scholars Programme, began in 2016 and provides wrap-around support to students. The aim of this programme was to determine if such support could improve the performance of students and to document how such support could be scaled for the future.

### The Dell Young Leaders Programme

**Programme Team:** Mr Katlego Thindisa (Program Manager), Mr David Thompson (Programme Associate)

Launched in 2012 at the University of Pretoria (UP), the Dell Young Leaders Programme continues to deliver strategic, systematic support for high potential students from historically and financially disadvantaged schools and communities. The year 2020 was a year like no other as the programme had to adjust its plans and operational workflows in remaining effective, impactful, and, most importantly, provide targeted student support interventions.

At the start of the lockdown, students were given 72 hours' notice to evacuate campus and residences to return home. Four out of five DYLS reported some type of support need in an emergency survey that was run with students at the announcement of the national lockdown. Within these support needs, one in two active students required transport funding to make the journey home. When students left campus, they returned to homes with limited resources, like internet and electricity, and where food insecurity is high. Many households had been devastated in terms of gaining income from informal sectors being cut off due to lockdown.

The focus of the DYL model has always been its broad wrap-around support, which is provided to students in addressing the barriers to and challenges of graduating and securing employment. The wrap-around support budget had to be reviewed in re-purposing funding to make monthly stipends available to students that would enable them to purchase data, electricity and put food on the table at home.

What was also key for the programme was to make provision for student wellness and their ability to engage in online emergency learning. To achieve this, the programme had to find ways of maintaining contact with students in a manner that would drive support and achieve efficiency in operations. With WhatsApp being the most utilised and most affordable communications platform, this was integrated into the programme's technology toolset. Using WhatsApp, Mr David Thompson, the DYL Program Associate, was able to connect with students via surveys, one-on-one chats and bulk messaging to gather data, and follow up on interventions with students.

Various support interventions were implemented, including large-scale data provisions and zero rating of online learning sites. It was through engagements with individual students that we learned that some interventions would have minimal to no impact, for example, in rural villages where network access is poor and therefore students cannot engage in online learning. The programme worked alongside



the university to prioritise highly impacted (academic risk) students for return to campus as soon as possible, or to have physical resources delivered to them.

What has been key to the maintenance of the programme's outcomes and success in the support provided to students has been the partnership between the programme and the university, which gave

us the ability to leverage all essential university resources that could assist in supporting students. What has also been fundamental is the strong relationships with students, which allowed the programme to understand their needs and to have it act as a support network and place of comfort, understanding and belonging, and to remove the feeling of being excluded as a result of university processes and expectations.

As much as there were changes to the programme's operational workflows, 2020 was a year of continued growth and achievement for DYL across various facets of the programme. The application and selection process for the Michael and Susan Dell Foundation University Success programmes (Dell Young Leaders Program and Sikelela Scholars Programme) was delayed until October/November 2020, again due to the impact of Covid-19. The full process was conducted online with the online applications completed over a three week period. The programme team coordinated a call centre focused on encouraging the submission of applications, as well as providing support in completing the application itself. From the 804 students that were invited to apply, the programme received 587 applications. With the first stage of selection, a total of 100 students were invited for interviews, 99 of whom were interviewed over three days. The interview process was conducted fully online with the support of UP colleagues who joined the DYL team and the Michael and Susan Dell Foundation staff to form interview panels.

Sixty new Dell Young Leaders were selected, resulting in a further commitment of R 9 000 000 (R150 000 per student) worth of scholarship funds to the University.

With the 2020 cohort of Dell Young Leaders joining the family, the number of active undergraduates being supported has increased to 262.



Figure 7: Dell Young Leaders Wraparound services



## Dell Young Leaders 2020 wrap-around support

**Financial: Swipe Cards fund allocations in the form of stipends (1<sup>st</sup> and 2<sup>nd</sup> Semester):** monthly Stipends of R1010 were allocated to 206 undergraduates and 15 full-time postgraduate students. This was done to supplement their access to food, data, electricity, and other necessities throughout the duration of the lockdown period (all levels). The total value of this support across the year was R1 992 971,95.

**Travel funding (1<sup>st</sup> and 2<sup>nd</sup> Semester):** every semester, an allocation of R500 is made available to students for travelling purposes related to academic activities or personal emergencies where students need support to cover travelling costs. In March 2020 when lockdown was announced, an additional R500 was made available to each student to enable them to return home at short notice and, when permitted by government, to return to campus as they received permission under government guidelines and university processes.

**Scholarship Spending:** the programme continues to provide support on a need analysis basis per student. Scholarship funds were used in 2020 to cover various costs including tuition, academic projects costs, campus residential and private accommodation costs, as well as subsistence costs (meals and living allowances for private accommodation students).

### Academic

Given the challenges presented by lockdown and the online learning approach required in 2020, the typical tutoring support provision of the programme was disrupted. Students were largely encouraged to engage with the tutor support offerings per module, provided online by their departments.

The programme also believed that it would be best to adapt their **tutoring support model** to one that can work under lockdown circumstances, where teaching and learning is online. Through a process of reviewing multiple proposals, and conducting interviews, the programme was able to partner with institutions that would deliver tutoring support by means of masterclasses, group sessions, and one-on-one sessions.

### Laptop Support

All DYL laptops are under extended warranty and accidental damage cover for a period of five years. Normal Laptop Support services involve a dedicated technician coming to the Hatfield Campus weekly, allowing students to bring their laptops in for the technician to conduct diagnostics tests and repair the laptops.

Due to COVID-19 and lockdown, the normal on-campus Laptop Support service delivery was severely impacted. For the first three months of the lockdown period, no support could be activated, particularly for laptops that had hardware problems. With lockdown restrictions easing and some students returning to Pretoria, the programme team implemented a workflow to collect damaged laptops and deliver them to a partner repairs workshop in Midrand for repairs to be conducted. Once repairs were completed, the programme team returned the laptop to the relevant students.

### Wellness

**Dell Young Leaders Wellness offering:** the University Success programmes introduced the Wellness programme for our students in 2019 and took it to the next level in 2020. The intention had



#DYLWELLNESS CHALLENGE 4: HEALTHY EATING

## GOOD FOOD, GOOD MOOD

*This week, join the challenge to create healthy meals on a budget to ensure you are energised and feeling good for continued academic success.*

been to conduct several 'in-person' wellness sessions in which students could participate. However, as a result of COVID-19, the programme adapted the delivery of this wellness programme to a Wellness Challenge Series – these were delivered in the form of e-flyers and short targeted videos describing what students needed to complete. Six Wellness Challenges were conducted in the first semester, with eight further Wellness Challenges in the second semester. These challenges focused on multiple forms of wellness from physical activity to mental wellness; from finding balance (managing time; developing good sleeping patterns) to eating properly with a number of healthy, fast, and affordable recipes from renowned celebrity chefs such as Zola Nene and Siba Mtongana.

## Career

**Career support, Alumni engagement, and Mentorship Programme:** in upskilling, preparing, and supporting students for the workplace, various support interventions continued to be implemented. These included training and development initiatives and interventions, data allocation for virtual interviews, funds for travelling to interviews, financial support professional body fees, and workplace transition costs.

A new offering in 2020 was the Career Insights sessions. These were industry-focused with Alumni from the DYL Programme working in specific industry fields presenting various topics to current students and sharing their insights on developmental considerations, insights into the industry, preparations required from students, and processes that worked in terms of job hunting in given industries.

As part of the continuous improvement on the programmes offering, the Foundation recommended a budget amendment to the DYL wrap-around support programme at UP to build out and execute the DYL Alumni Community programme for 553 graduates over the remaining duration of the grant term.

This amendment will increase the scope of the project and allow

the DYL programme to level the playing field for first-generation university graduates by accelerating DYL alumni's early career progression, ultimately enabling 80% of programme alumni to reach the top three South African tax brackets by the age of 35.



**NOW LIVE FOR FINAL YEAR STUDENTS!**

**CAREER MANAGER JOB BOARD**

*Access the Career Manager Job Board to explore and apply for graduate opportunities with top employers - some expire soon!*

**Table 7: 2020 activities and events**

Activity/Event	Details
<b>Welcome back event</b>	The welcome back event was targeted at kicking the new academic year off with good energy and acknowledging top achievers (GPAs of 70 and above) of the previous academic year. Furthermore, the purpose was to engage with the students on updates from the programme and to deliver a motivational message for the new year. In 2020, we also focused our 'activity' for the event on wellness. Personal trainers were invited to inform students on the importance of physical wellness and its impact on academic progress. Students were put through their paces with a variety of exercises that they could do throughout the semester.
<b>Work Readiness – Leadership symposium</b>	In 2020, the programme hosted a 10-day virtual Leadership Symposium where students worked in teams to complete a virtual internship using The Forage platform. Students worked in cross-faculty teams of five to seven to complete their internship. They were assigned to a team WhatsApp group to support communication and team meetings, and each team was paired with an alumni coach. Forty-two total alumni (from UP and UCT) volunteered as coaches. In total, 134 UP Dell Young Leaders participated in the event. The programme partnered with The Forage to curate a subset of eight virtual internships best suited to Dell Young Leaders' learning needs, and developed a complimentary Dell Young Leaders branded landing page, created instructional videos on how to participate in the internship programme and use the Forage platform, and provided support via email and WhatsApp groups throughout the event. Overall, Dell Young Leaders rated the event 4 out of 5 stars.
<b>Alumni LinkedIn group</b>	The alumni LinkedIn group was launched in September and currently has 134 total members (~30% of total alumni base). The programme is on track to hit the 60% target of total alumni within six months. Initial engagement with content has been steadily increasing and the programme is looking forward to growing this network in accelerating impact.
<b>Alumni coaching</b>	The alumni coaching offering was launched on 1 October 2020. During the first month offering coaching, the following outcomes were noted: <ul style="list-style-type: none"> <li>• 14 total consultations;</li> <li>• 23/27, 85% sell-out rate;</li> <li>• 14/23 attended consultations, 60% attendance;</li> <li>• Overall feedback on the quality of the sessions 4.2; and</li> <li>• Top alumni concerns during the sessions included career progression, job employment, and the exploration of new opportunities.</li> </ul>



**Table 8: Overview of the Dell Young Leaders student risk tracking, assessment, and general academic, financial, and situational support**

Activity	Support Description	Impact
<b>First semester online check-in survey</b>	This is done at the start of every semester to provide the programme with a broad understanding of the students' status and potential risk profile. A one-on-one consultation was conducted with any student identified with a moderate to high risk on any one or more of the indicators.	206 (99.5%) Completed. 206 (100%) Reviewed.
<b>Triage one-on-one meetings of DYs identified as at-risk</b>	One-on-one meeting with programme staff. Based on the check-in responses, the programme identified 76 students as being at-risk across academic, financial or situational areas.	76 on-on-one meetings were conducted with follow-up support. which was conducted.
<b>First semester mid-semester check-in</b>	As a result of COVID-19 and students being away from campus at this time, the programme conducted a WhatsApp-based survey to reduce the data demands of the process.	196 of 206 (95%) completed. 196 (100%) reviewed. 69 (27%) triage one-on-one meetings conducted.
<b>Second semester online check-in</b>	These survey responses were then individually reviewed, and students were then engaged with based on their risk profile. A one-on-one telephonic or Google meet consultation was conducted with any student identified with a moderate to high risk on any one or more of the indicators.	205 (100%) completed. 205 (100%) reviewed. 56 (27%) triage on-on-one meetings conducted.
<b>Second semester mid-semester check-in</b>	A WhatsApp check-in survey was utilised. As many students had returned to residences at this point, most of the one-on-one sessions were conducted on Google meet. Telephonic consultation was done for students who were still at home and had data concerns.	196 (96%) completed. 196 (100%) reviewed. 63 (31%) triage one-on-one meetings conducted.
<b>Academic advising sessions</b>	Follow-up sessions with students identified to be most at-risk were implemented to increase the engagement with students who require the additional support or accountability measure.	Four Academic advising sessions were conducted in 2020. A total of 251 sessions scheduled with 161 (64%) consultations conducted in total.
<b>COVID-19 evacuation support</b>	A 'special COVID-19 check-in' process to provide any form of support our students required in relation to this at the beginning of lockdown.	Engagement with 207 students.
<b>Return to Campus/ TuksRes permit support</b>	Once the hard lockdown was lifted and the university started to allow the phased return of students identified as being the most at-risk related to academic progress, the programme team engaged with DYs students to support in this process. The programme actively tracked where students were throughout the academic year.	Initially, the programme worked with 31 students who were identified as most at risk. Thereafter, more support was provided to students on an ad-hoc basis as they returned.

## The Sikelela Scholars Programme

**Programme Team:** Mr Katlego Thindisa (Program Manager), Ms Sihle Nontshokweni (Programme Associate)

The Sikelela Scholars Programme (SSP) was launched in 2016 as a pioneering effort to leverage existing resources and technology in order to address non-financial barriers to student success. The programme is a university completion programme that offers student support, which is critical in easing the transition from high school to university, driving students' progress towards graduation, and preparing students for the world of work.

As a programme that aims to address non-financial barriers, 2020 brought about challenges to the SSP operating model and wrap-around support activities that have been implemented in past years. With the lockdown put into effect, students having to vacate campus and residences, and having to undertake learning online, the programme had to adjust its operating model and repurpose the wrap-around funds in a manner that would address financial and other barriers to academic success that students were facing from home.

This was the first time students were learning fully online, and targeted support from the programme was required more than ever to maintain the programme's outcomes.

Sikelela Scholars response to the lockdown and online Teaching

**COVID-19 'evacuation' support:** at the point that it was announced that students would be required to evacuate as a result of COVID-19, and lockdown was to be put into action, the programme conducted a 'special COVID-19 check-in' process to provide any form of support students required in relation to this. The students were provided with information regarding COVID-19, guidance on the best course of action for students to follow, and transport funds to allow them to travel home. All students experiencing anxiety or other concerns related to COVID-19 were contacted and advised on measures that could be taken in relation to lockdown. Individual responses were provided in writing as well as telephonically addressing identified concerns. Moreover, students were directly supported or the team worked with students to identify solutions to their concerns.

**Repurposing of wrap around funds – Financial support:** in response to the adverse impact of the COVID-19 pandemic on students, the Michael and Susan Dell Foundation recommended a funding of R2 073 000 to support the 337 active students in the Sikelela Scholars programme as students returned to their households with limited access to food, electricity, and the internet. These included households that were negatively impacted by the pandemic with previous breadwinners (who were largely reliant on the informal job market) experiencing job losses from the national lockdown. All Sikelela Scholars were allocated monthly stipends of R1010 from when the lockdown was actioned until the end of the academic year. The support made available through this grant assisted students financially with stipends and emergency transport to ensure that they maintained their overall wellness, and to allow for communication between the programme and the university to improve their chances of success with online learning. The allocation of emergency travel funds was introduced into the SSP model for the first time in 2020. An amount R500 was made available to each student to enable them to return home in March when the lockdown was brought into effect. The programme extended support by making additional transport funds available for students to return to campus as they received

permission under government guidelines and university processes. Students were also provided with transport funds to return home at the end of the academic year. Due to lockdown being in effect throughout most of the academic year, the financial support in the form of stipends and transport funds provided to Sikelela Scholars was in excess of R 2 950 000.

**Return to Campus / TuksRes permit support:** once the hard lockdown was lifted and the University started to allow the phased return of students, the programme team identified students who were the most at-risk academically, final-year students and those who had specified concerns related to access to the network, and a lack of a laptop or other devices with which to successfully work online. Through the programme's intervention, students were supported in getting permits issued to them during the different phases of returns. Part of the support provided included the editing of motivation letters on behalf of students who were required to submit letters to the faculties to motivate their return to campus/TuksRes.

### Sikelela Scholars Program 2020 Wrap-Around Support

**Tutoring:** using the online semester check-ins, the programme identified students who had achieved an average of less than 55% across their semester tests and assignments. These students were added to a watchlist and then contacted to determine what academic support they required to succeed academically. Academic support was provided to students across various faculties in the form of master classes, group tutoring, and one-one-one sessions. As part of reimaging academic support for the Michael and Susan Dell Foundation students, a pilot project was activated to establish a proactive tutoring response for students who were taking high risk modules. As a start, support was activated in five courses in the Economic and Management Sciences (EMS) Faculty and two courses in the Natural and Agricultural Sciences (NAS) Faculty. All students in the NAS and EMS Faculties enrolled in the seven high risk modules were identified and allocated 10 hours of academic support.

EMS	
BEL 200 – Taxation 200	55 students
FRK 321 – Financial accounting 321	13 students
ODT 200 – Auditing 200	35 students
INF 272 – Informatics 272	10 students
FRK 201 Financial accounting 201	35 students

NAS	
WTW123 – Numerical analysis 123	30 students
IAS 121 – Actuarial and Financial Mathematics in practice 121	14 students

**Wellness:** the Sikelela Scholars participated in a similar Wellness Challenge Series to that of the Dell Young Leaders programme. This comprised 14 challenges delivered to students in the form of e-flyers and targeted videos. The focus of these challenges was multiple forms of wellness, finding balance (managing time, developing good sleeping patterns), and eating properly.

**Work Readiness Programme:** for the first time, Sikelela Scholars participated in the annual Leadership Symposium, which has historically been hosted only in the DYL Programme. Students worked

in study groups to complete a virtual internship using The Forage platform. The programme partnered with The Forage to curate a subset of eight virtual internships best suited to Sikelela Scholars' learning needs. They further developed a complimentary Sikelela Scholars branded landing page, created instructional videos on how to participate in the internship programme and use the Forage platform, and provided programme support via email and WhatsApp groups throughout the event. One hundred and thirty-four Sikelela Scholars participated and rated the event 4.2 out of 5 stars.

## 2020 activities and events

**Welcome back event (February 2020):** the welcome back event celebrates academic excellence and is used to motivate the larger group of Sikelela Scholars. Students who achieved GPAs of 70% and above, and students with a less than 10% GPA increase from the previous academic year were awarded. This event was used to activate the year and as an opportunity to evoke students' passion for academic success. The 2020 Welcome Back event focused on creating vision boards for 2020. Students were given a booklet in which they reflected on 2019 achievements and areas of improvement. Students were then required to set 2020 academic goals, and strategies on how to achieve their goals.



SSP Welcome event

## Overview of the Sikelela Scholars student risk tracking, assessment, and general academic, financial, and situational support

Table 9: Impact of activities

Activity	Impact
<b>First semester Online Check-in</b>	336 (99.7%) Completed. 336 (100%) Reviewed.
<b>First Semester Mid-Semester Check-in</b>	322 (95,8%) completed. 322 (100%) reviewed. 57 one-one-one consultations conducted.
<b>Second Semester Online Check-in</b>	336 (100%) completed. 336 (100%) reviewed. 46 (14%) triage one-one-one meeting conducted.
<b>Second Semester Mid-Semester Check-in</b>	322 (96%) completed. 322 (100%) reviewed. 31 (9,2) consultations conducted.
<b>Ad-hoc student support</b>	12 students were referred to SNAPS and provided with food by the Office of the Deputy Director: Student Affairs.

Despite all the adjustments and adaptations to the student support operating model, the programme selected and took 150 new students on board (2020 cohort), bringing the total number of students in the SSP to 486 students.

To date, the SSP has celebrated 91 graduates, which will be increased by the 2020 qualifiers, and has also achieved a 95% persistence rate and 99% retention, which the programme aims to maintain going into 2021.



## Ikusasa Student Financial Aid Programme (ISFAP)

The Ikusasa Student Financial Aid Programme (ISFAP), a public-private partnership initiative, was launched as a pilot project at the University of Pretoria in 2017. It was started as a direct response to the 'fees must fall' campaign, which greatly influenced how future funding of programmes at university level would be addressed.

The ISFAP at the University of Pretoria spans four faculties, namely, Engineering, Built Environment and Information Technology (EBIT), Economic Management Sciences (EMS), and Health Science and Natural and Agricultural Sciences (NAS). The Programme Managers (PMs) are Ms Marali Geldenhuys, Mrs Tanja Steyn, Mrs Goodness Zulu, and Mrs Maxine Manley respectively. The programmes supported are all Engineering degrees, Accounting Science, MBChB (Medicine) and Actuarial Science. This 2020 report is divided into two sections, namely, before Covid-19 and thereafter.

### February to March

Lectures began on 01 February 2020, at which stage the Programme Managers began with planned activities as in the past. All students were required to complete their online check-ins. After this, each PM spent time addressing their individual students' needs through one-on-one sessions with those students who needed personal attention and regular interventions.

All returning ISFAP students attended a Welcome Back gathering on 17 February 2020. Before dinner, the students participated in a guided tour of the Javette Centre as part of focusing on the cultural development of the student.



*Welcome back event for all ISFAP students*

Each faculty administered its own faculty sessions.

**Table 9: Group Sessions in Faculties**

Activity	EBIT	EMS	H/Sc	NAS
Sessions with senior students.	Skills workshops.	Bi-weekly meeting according to cohort.	Motivation sessions.	Learning communities.
Mentorship training.	F-2-F.	F-2-F.	Online.	F-2-F.
Tutoring.	Weekly classes in high-risk modules	Using learning communities.	Using learning communities.	Using learning communities.
Workshops.	Thinking styles; seven habits – be proactive.	Student values; time management; building resilience.	Time management; goal setting.	How to be a student; working in groups.

The Programme Managers ensured that support provided by the University was integrated into the ISFAP. FSA services were promoted to students and the FSAs also presented sessions to the ISFAP students on request.

## April 2020 onwards

The global COVID-19 pandemic caused the programme managers to rethink how to support students. Managers made contact with their students who were at home. They reported that the students were concerned about what was happening and needed reassurances that they could complete their studies.

The 2020 cohort was most affected by lockdown. Their ISFAP bursaries were only confirmed in May. Immediately after that, the PMs made contact and offered support to these students. As examinations were upon us by then, a virtual launch was held in the second semester, with a message from the Deputy Vice Chancellor and an introduction to the new Deputy Director of EI. Subsequently, each PM made contact with the individual students and also formed their own WhatsApp groups for support.

In the second semester, following a request from the ISFAP's national office, all first-year students participated in an online skills development programme. Weekly meetings were held between the external company, 4<sup>th</sup> Talent, ISFAP national staff, UP Programme Managers and the UP representative, Professor Naidoo during the development of the programme. These weekly meetings continued during the implementation of the programme. Fifty-one students were invited to participate in the programme and 49 students finally completed it. The last meeting was at the end of November 2020. The feedback provided indicated that there was a level of growth in the majority of students. As a result of UP piloting the programme for ISFAP, it will be rolled out nationally in 2021.

Once again, the students completed online surveys and the PMs were able to identify their challenges, which were addressed individually. In all four faculties:

- At risk students were monitored through regular phone calls. This was intensified during the build up to the examination sessions.
- WhatsApp groups were created to meet the various needs of students, e.g. tutoring, wellness, check-ins on a Sunday afternoon.
- Mentors were allocated for all first-year students and they met virtually every week using WhatsApp. Mentors were allocated extra data for these sessions as opposed to the coffee vouchers given in previous years.
- The planned '7-habits' workshops were converted to virtual workshops for second- and third-year students.
- Fortnightly Virtual Fitness Sessions (*Boot camp with Brinsley*) were presented by a UP fitness instructor to promote staying fit and healthy.
- PMs ran an Instagram competition where students had to post pictures of what keeps them motivated.

Within each faculty, virtual motivational sessions were held for all students:

- The EMS Faculty had two qualified CA's share their stories on how to stay motivated and why the qualification is worth all the hard work.
- The NAS Faculty held a motivational session with a qualified Actuary, Chantel Shiriam, for mid-semester tests and focused on never giving up. In addition, a virtual session on wellness and the

importance of sleep and meditation/breathing exercises assisted students to cope with the abnormal environment.

- The Health Sciences Faculty held virtual motivation sessions presented by the clinical psychologist to all cohorts of students. The purpose of the sessions was to motivate students to stay on course to succeeding despite the challenges faced as a result of the COVID-19 lockdown. The sessions focused on a growth mind-set covering various sub-topics, such as identifying the problem of procrastination, ill-discipline, success, vision boards, consistency, and inspirational quotes. The students also downloaded videos on resilience created by the FSAs.
- The EBIT Faculty focused on a *Personal branding workshop* - as a professional in the workspace - for final-year students presented by Thabang Tlaka (clinical psychologist). The second year students had a virtual session on *Establishing a growth mind-set*, presented by Thabang Tlaka. The first-year students' session looked at self-care, where the initiative and concept of how students can help others by creating awareness was explained.

## Challenges

- First-year student awards were late this year and the new cohort could not take part in any interventions until May. The new cohort was also not geared for the online classes as many of them did not have books yet due to limited funding and they did not have laptops. Online workshops made it difficult for students to participate in activities and conversations like they did with contact sessions.
- The new laptops had to be distributed to the 2020 cohort during the lockdown period. ISFAP delivered them to the Hatfield Campus, but the students could not travel to collect them. Arrangements







*2020 Cohort with the Vice Chancellor Prof Kupe*

were made with the IT Department to assist in couriering the laptops to the students' places of residence.

- Students who stayed at home struggled with connectivity and electricity. Signal, load shedding, faulty laptops from 2017, and family hogging the internet remained an issue for many students. Even those who had data had struggles as the signal would be bad and they would struggle to connect to virtual sessions and maintain the signal to submit assignments.

### Gains

During this trying period, the PMs turned to each other for support and thus grew closer as a team. Furthermore, there was a greater need to be aware of what was happening in the University at large. They were included in their faculty meetings so that they could align their work with that of their own faculties. The FSAs in each faculty created support workshops for their students. With an improved relationship between PMs and FSAs, the PMs were able to promote the workshops to their students.

### The Mastercard Foundation Scholars Programme (MCFSP)

In its seventh year of a 10 year partnership with the UP, the Mastercard Foundation Scholarship Programme (MCFSP) continues to offer scholarships to high-achieving African students interested in studying at undergraduate or postgraduate levels at the University. The Foundation targets academically talented yet economically disadvantaged young people in Africa. Students who will contribute to the transformation of the continent through their knowledge, skills, attitudes and values, as evidenced by their leadership, are chosen. In addition to their academic programmes, community service, internships, and entrepreneurial

skills are essential components of the MCFSP.

The 2020 MCFSP orientation programme took place off-campus at the Farm Inn in Pretoria from the 19<sup>th</sup> to 22<sup>nd</sup> of January 2020. Forty-five postgraduate scholars, consisting of 24 Master's and 21 Honours students, were selected and admitted into five faculties (Engineering, Built Environment and Information Technology; Economic and Management Sciences; Humanities; Law; and Natural and Agricultural Sciences) at UP. The new scholars were recruited from the Democratic Republic of Congo, Kenya, Malawi, Nigeria, Sierra Leone, South Africa, Sudan, Tanzania, and Uganda. Some of the scholars were those who progressed from either an undergraduate degree to Honours or from Honours to Master's programmes at UP.

Only two undergraduate students were selected for funding to study at UP in 2020 to complete the 102 slots allocated for undergraduate students in this partnership. In March 2020, the Programme was pleased to welcome a new undergraduate coordinator, Ms. Bonolo Letshufi.

UP halted all its activities, including academic learning, with immediate effect on the 16<sup>th</sup> of March 2020 due to the COVID-19 pandemic. All staff and students were asked to vacate the campus immediately. The Mastercard team negotiated accommodation at the University residences for 110 MCFSP international African scholars, with the exception of one scholar, who wanted to go to her home country before the borders closed. Eight non-South Africans opted to stay with relatives living in South Africa, and eight South Africans went home to their families. Virtual online learning commenced on the 4<sup>th</sup> of May 2020. All scholars, including those who were at home, were provided with all of the necessary tools (laptops, zero-rated data, online University library access) needed for virtual learning by both the Programme and the University of Pretoria.



SEF Activity

Of the 65 scholars (19 undergraduates and 46 postgraduates) who graduated in 2020, 18 received distinctions in their academic programmes. One of the awardees was Painos Chitanga (BSc Hons Mathematics of Finance), who received a Gensec Mathematics Department Award as the outstanding student as well as the MCFSP Outstanding Leadership award. Another awardee was Zonke Makula (BAdmin Hons Public Management and Administration), who received the Student Representative Council Honorary Leadership Award.

A survey was sent to all scholars after virtual and online learning commenced to assess the kinds of challenges they experienced that would adversely affect their academic performance as a result of the COVID-19 lockdown. The survey was particularly aimed at determining whether the scholars had access to the internet, electricity, and a conducive study environment. Initially, a high percentage of scholars indicated that they had difficulty accessing academic literature online due to a shortage of data; however, this was mitigated when the University introduced the zero-rated data, which allowed students to access their academic material at no cost. In addition, for those who were at home experiencing intermittent internet network failures, the lecturers provided the learning videos of all lectures presented, which students could view at any time.

The Programme team relied on virtual consultations with all of the undergraduates and postgraduate scholars, which continued for the

rest of the 2020 academic year. This was done in order to monitor their academic progress and to identify any challenges they might face. Since the University discouraged contact meetings during this period, consultations were conducted through Google Meet, Zoom Meetings, direct phone calls, and via WhatsApp. One-on-one psychosocial support was also provided to the scholars. Other forms of support, including links to internet sites with free online activities, virtual museum tours, free online (recreational) books from Amazon, and activities to do during the lockdown period were sent to the Scholar Representatives to disseminate to all of the scholars. These activities were recommended to keep the scholars busy, fight boredom, and to distract them from difficult experiences related to lockdown. The scholars were given regular, relevant information pertaining to the lockdown regulations and a once off COVID-19 stipend as a means of safeguarding them during this highly regulated time.

### Mastercard Scholars Entrepreneur Fund (SEF)

The entrepreneurship programme for current scholars had a good start to the 2020 academic calendar with an information session presented to the new 2020 cohort during Orientation Week. The activities came to a stop when the University stopped all academic activities due to the COVID-19 lockdowns.



The SEF alumni activities reported the following:

**Ghlofah Supplies (Project Leader: Fhazhil Wamalwa (Kenya):**

Ghlofah Supplies started the harvesting of its produce in February 2020. Tomato seedlings were transplanted and harvested between April and June 2020. It was expected that some of the tomato yield would be infected by pests and other insects. In mitigating this challenge, the project planted one acre of green maize crop in January to ensure that there was enough produce to harvest at the end of the harvesting period. Social value creation was considered wherein two community participants in the project were given agricultural training. They will be supported to start planting their own vegetables (kale and cabbage). In search of produce buyers in the market, the project leader made contact with several local stores in an attempt to establish a long-term buyer-supplier relationship. Resilience was the lesson learnt during this process.

**Zwati Farming General Supplies - Project Leader: Mphangera Kamanga (Malawi):**

the project started late as compared to the other two alumni projects. The delay was due to the bank in Malawi not approving the funds on time. In addition to the sale of Purdue Improved Crop Storage (PICS) bags, the project manager diversified and started chicken farming. This is a key value addition. Fortunately, the issue was rectified, and we are looking forward to seeing how the project leader will achieve her goals in both the short and the long term.

**Abeingo Pig Farm (Kenya) - Project Leader: Kevin Lubembe:**

the social venture project started with ten widowed women selected for the pilot programme. Two sows and a boar were given to each widow, and they were also supplied with pig food. The final tranche of funding allowed Mr Lubembe to buy more sows and boars with the hope that they would breed. This would allow more widows and youths to be provided with a boar and a sow to start their own breeding projects, and in this way be able to support their families. He hopes to reach more than 200 widows by the end of the year.

**2020 SEF Alumni Applications:** due to the pandemic, the 2020 SEF projects were limited to the alumni only. Consequently, this meant that the alumni were eligible to still apply and participate in the selection process since their projects were not on the University's premises. After a careful review and evaluation of the applications, seven participants won the SEF competition. A sample six month plan template was shared with the winners, indicating a clear road map of how to execute their ventures. It also included other important requirements, such as the registration of the social venture, tax compliance, customer engagement, and the start-up resources required. One of the major challenges anticipated at this stage was the company registration delay due to COVID-19 restrictions. This differs from country to country in this continent. The Programme anticipates longer than usual delays in the processing of funds and the implementation time of the projects.

## Community Engagement

The scholars' community engagement activities were suspended due to COVID-19 restrictions. However, a group of scholars led by Mr Painos Chitanga, a first-year MSc scholar, continued their **tutoring of high school learners virtually**. The Programme manager assisted them in identifying high school learners from disadvantaged backgrounds in three provinces (Gauteng, Mpumalanga, and North West) in South Africa to participate in this initiative. The subjects taught included Physical Sciences, Life Sciences, and mathematics.

Twenty scholars participated and the survey response from the learners showed that they appreciated the support. The members of the tutoring team plan to continue with this initiative as part of their community engagement activities. The tutoring team's work found its way into the Foundation's Young Africa Works page titled 'Paying it forward – How Mastercard Foundation scholars are improving access to education'.

To ensure the sustainability, continuity, and the positive impact of community engagement activities made in the previous year, the scholars followed up with one of the communities with whom they had interacted, namely, **Peas in a Pod Children's Home Sunnyside**, Pretoria. This facility is a safe home for young girls between the ages of 2-18. Peas in a Pod's focus is restorative work with girls who have been abused and have missed out on emotional support and education as a result of the abuse experienced. This year, the MCFSP Scholars interacted with 14 girls. The day was spent engaging in fun-filled activities with some of the scholars and girls playing games, whilst other scholars helped to clean the Home's premises and the Home's delivery van. The day ended with poetry and singing sessions by the girls, who later received gifts brought by the scholars. The excitement on their faces was priceless. They beamed with joy and surprise when they read the personalised messages in their gift bags from the MCF Scholars. The Outreach Team presented the clothes, toys, toiletries, and food to Ms. Annah, the Home's caretaker together with a Shoprite voucher worth R1000 to spend for the Home as she sees fit. The remaining clothes not donated to the Home were put into storage for the 2021 Community Engagement drive.

## Transition to the workplace

Transition to the workplace support is very important to the Programme. A number of workshops were provided in this regard. One of them was the *Fundraising Fundamentals Workshop* from the Whole Person Academy in Pretoria, which took place on 20 August 2020. The workshop focused on equipping scholars with fundraising and entrepreneurial skills. These included:

- The parallels between fundraising and starting a business;
- Uncovering core beliefs;
- Fundraising strategies;
- Grant-funding basics;
- Using storytelling to attract fundraising; and
- The characteristics of a great funder.

An additional number of workshops, webinars, and YouTube videos not mentioned here were presented and shared with the scholars by the Programme team for academic, entrepreneurship, community engagement, and other skills as wrap-around support.

What contributed to the Programme's achievements during the year, impacted by the COVID-19 challenges, was the support received due to UP's continued commitment to providing an enabling academic environment characterised by excellence and support. Furthermore, the value of the unwavering support offered by the Foundation and the Programme staff cannot be underestimated. Their hard work ensures that the scholars receive the necessary academic, psychosocial and administrative assistance. Most importantly, the scholars' resilience, tenacity, and desire to achieve academic success are key to the achievements realised.

# E-LEARNING AND MEDIA DEVELOPMENT

Mr Dolf Jordaan is the Deputy Director: E-Learning and Media Development. As a result, he is involved at a high level in successfully implementing the hybrid model of teaching and learning. He plays a leading role within the University at a strategic level in moving the University forward in terms of virtual learning and assessment environments.

The details included in the E-learning and Media Development and Creative Studios section aim to reflect the contribution both groups made to support academic staff in 2020. Yet it will not reflect the real impact they had at institutional and even national levels.

## E-Education

The E-Education group is managed by Ms Detken Scheepers and comprises e-learning project managers, Instructional Designers (IDs), computer-based testing assistants, and a clickUP help desk officer. Staff members are distributed across the Hatfield, Onderstepoort and Prinshof campuses to support the use of e-learning.

Mrs Thino Rajab joined the section in May 2020 to render services as CBT and administrative assistant. Mr J Slabbert was promoted to Educational Technology Project Manager in February 2020 and took over the instructional designers' line management at the Hatfield campus. His appointment and the resignation of Mrs Mpho Thukane as an instructional designer for the Faculty of Natural and Agricultural Sciences at the end of June left two vacancies within the E-education group. The group relied on two contractors, namely, Mrs Estelle Drysdale and Dr Lynette Nagel to continue with their high service delivery during 2020.

The University's move to remote teaching during the COVID-19 lockdown exposed the resilience and dedication of the E-education team to support academic staff and student success. Their passionate commitment was proven through their unwavering availability after-

hours and even while on leave.

The group implemented additional measures to enable lecturers to continue with remote teaching. This included new clickUP communication courses, live online information sessions, various documents on academic continuity with online tools, the expansion of the help site documentation, the development of self-paced online courses, an examination support room, and providing higher levels of support to lecturers.

## Continuing academic development

The E-Education group employs various strategies to develop the 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 training courses

During December 2019 and January 2020, the training team changed training courses to incorporate the interactive H5P software that was implemented and rolled out in January 2020. Two existing training courses (Digital lecturers and Trendy Tools) were adapted, and a new two-hour course was created to address in-video assessment. These changes were necessary to align the training portfolio with the new *Teach and Learn: The UP Way*.

The scheduled priority courses were presented only during the first three months at the Hatfield campus while staff were still on campus. There was a shift in the number of attendees from different faculties during the first three months of 2020 contact training sessions. The Faculties of Education, Law, EBIT, and Veterinary Science had a stronger representation in the training courses than the faculties that usually dominated the sessions. One QuestUP session at Onderstepoort for 5 March was cancelled due to an insufficient number of participants.



**Table 10: Number of participants who completed e-education courses in 2020**

Course	Contact Sessions			Online Courses	Total no. of completions
	Attendees	Dates	Average Feedback score	Completions	
Creating Digital Lecturers	19	22 Jan	*	21	40
Trendy Tools for cool Lectures	16	24 Jan	*	**	16
Overview	27	27 Jan	99	21	48
Content	26	28 Jan	100	15	41
Assessment	26	29 Jan	93	10	36
Collaboration	14	30 Jan	93	3	17
Metrical	11	31 Jan	95	8	19
In-Video assessment	29	6 Feb 6 March	96.5	12	41
Turnitin	29	14 Feb	99	17	46
Tii: Grading and feedback	18	18 Feb	95.2	5	23
clickUP Grade center	39	26 Feb	99.2	7	46
Assist	13	3 March	96.8	**	13
E-Learning for Academics	10	11–12 Feb	*	**	10
QuestUP	9	21 Feb	*	**	9
	286			119	405

\*Feedback not captured or not in the same format as other courses.

\*\*Not available online

The lockdown due to COVID-19 put a stop to all contact training sessions at the end of March. The post-contact online weeks of the E-learning for Academics course were postponed to 11 May to allow lecturers and the E-education training team time to adjust and prepare for remote teaching. The participating lecturers reported that what they learnt during the earlier phases of the course immensely helped go online with their remote teaching. Despite the disruption, 70% of the participants completed the course and all of the assignments.

After the first hard lockdown, the training team adapted 11 of the existing contact courses into self-paced online courses to assist lecturers who needed training. The courses were made available to all lecturers to self-enrol from 23 April 2020. A total of 486 lecturers enrolled in these online courses. Many lecturers had various page hits but did not complete the 'end of course' assessment to receive their 'Letter of Participation'. It is possible that the lecturers who used the courses may have found what they needed for their teaching before completion. At the beginning of the second semester, the team conducted introductory sessions to these online courses via Bb Collaborate on 22 and 27 July, which were attended by 30 and 24 lecturers respectively. During September 2020, the team used the feedback on these courses to adapt the layout and improve the courses' user experience and flow.

In November, during lockdown level 1, the five clickUP contact workshops sessions were advertised to continue but had to be cancelled due to insufficient registrations for these courses.

### Ad Hoc training

The E-education group also provided other institutional, faculty-wide and departmental training sessions to assist lecturers with their remote teaching and online assessment. [Addendum B provides the details of these per faculty.](#)

**Five institutional sessions** were conducted via Bb Collaborate to orientate lecturers during the shift to remote teaching, as well as online examinations and these were attended by 755 lecturers in total. While **Faculty sessions** were conducted in the Faculties of NAS, Humanities, and Veterinary Sciences, **Departmental sessions** were presented in the Faculties of Education (7), Health Sciences (1), EBIT (1) and Humanities (1).

### E-education support to faculties

Until March 2020, the E-education staff provided support to academic departments using clickUP, Turnitin, e-assessment in the QuestUP system, and Numbas. During the lockdown period, the clickUP support requirements increased to three times that of 2019, and it

quadrupled during the examination periods. The support requests also expanded to include general administrative support to faculties, and academic and professional departments with online working spaces in clickUP courses, Bb Collaborate or Google Meet sessions.

To timeously and efficiently support lecturers, the E-education team expanded the clickUP Help site and compiled various documents distributed via the Help site, clickUP Announcements, and the 2020 Alerts course. As all staff moved off-campus, the team provided advice and direct support to individual and/or small groups of lecturers via

e-mail, WhatsApp, telephonically, and in virtual meetings.

The Distance Education lecturers and students also required support from the E-support office and the Instructional Designer in the Faculty of Education during the first four months of 2020. This was until the Unit for Distance Education appointed a replacement to their Instructional Designer position.

The following graph illustrates the support provided by the Instructional Designers in 2020 in comparison to 2019.

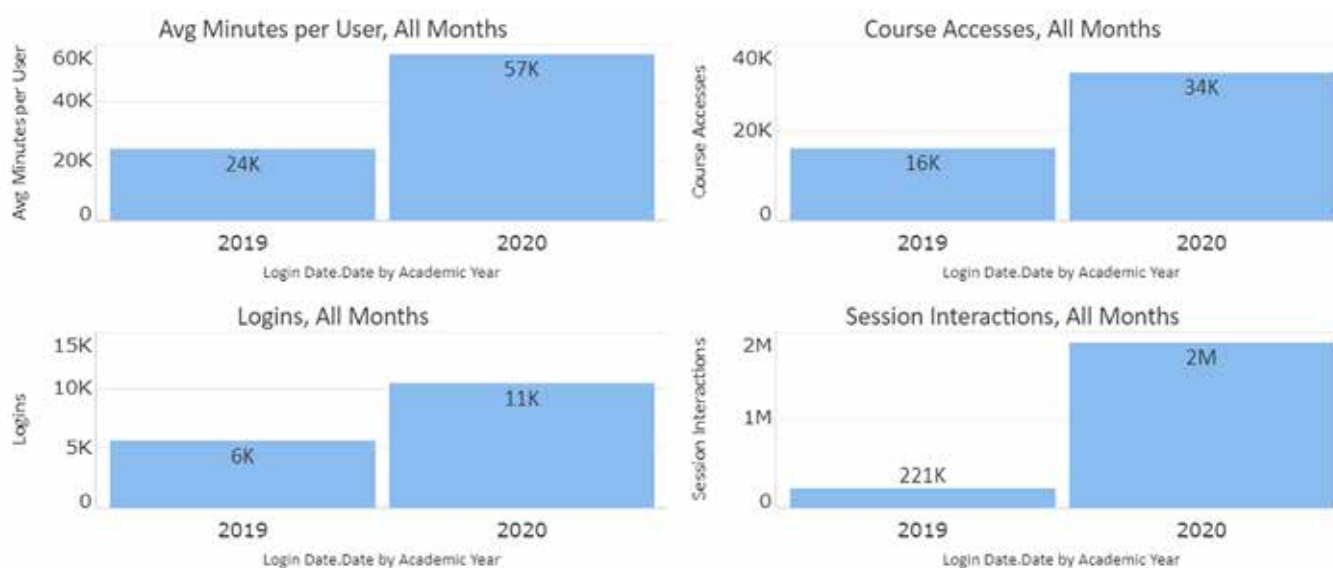


Figure 8: Support provided by the Instructional Designers in 2020 VS 2019

### E-support offices

EI has two E-support offices, one that serves the Hatfield, Groenkloof and Mamelodi campuses, and the other that supports the Prinshof and Onderstepoort campuses. Three staff members are allocated to these offices. The offices aim to focus on the administrative side of e-learning, while the Instructional Designers provide educational advice and more advanced support. During 2020, these offices were responsible for the creation of 395 clickUP modules and the enrolment of 4000 students and 384 staff.

**PeopleSoft integration support** was achieved through temporary clickUP course access to 192 students, requesting ITS to synchronise 100 users' Blackboard/Amazon LDAP passwords and creating 150 Sponsored Guests via Permission Manager. Collaboration with ITS enabled the establishment of clickUP Security to manage lecturer access via PeopleSoft with Real Time Integration.

Table 11: Comparison of the number of individuals supported by the E-support office in 2019 and 2020

	E-mail responses		JIT training	
	2019	2020	2019	2020
clickUP e-support (Hatfield) (Includes emails from students)	5 305	7 781	235	350
clickUP e-support (Health Sciences staff)	298	577	55	5

## Instructional design support

Instructional Designers provided continuous advice to lecturers with their clickUP modules. The statistics on the number of active clickUP modules for the past five years can be found in [Addendum B](#). The focus of advice and support shifted during the lockdown period to include better online teaching practice, narrated PowerPoints, the use of Bb Collaborate for synchronous sessions, and the proper educational use of clickUP assessment tools. Extensive support on the use of the Grade Center was also necessary as all marks were recorded in the clickUP Grade Centre.

## E-Assessment

The hybrid model at UP includes various electronic assessment opportunities for students to enable the regular assessment and feedback of both formative and summative assessment. The University uses various systems to enable this core function, namely: QuestUP; clickUP; Turnitin; the assignments tools of e-publishers; CompAssess; and Numbas. QuestionMark Perception, known as QuestUP at the University, is used for summative objective assessment. This system supports secure objective assessment through the creation of reusable question banks and automated marking.

Lecturers also use several tools within clickUP to administer various assessment formats through the grading of online activities, e.g. discussions, blogs, wikis, and journals, managing the submission and marking of assignments, and setting objective assessment items through the tests. Turnitin is used to verify the originality of students' work. The resubmission function in Turnitin allows students to develop their academic writing through the similarity check and report as they learn how to paraphrase, summarise, and cite documents as part of an academic argument. The publishers of various textbooks, e.g. Cengage, McGraw Hill and WileyPlus, provide electronic assignments that enable formative assignments that students can use during their learning process.

The lockdown period had a significant impact on the use of e-assessment. The deputy-deans decided to keep the QuestUP system secure behind the UP firewall to protect the question databanks. Most online assessments moved to the clickUP system. The only two faculties where the QuestUP system was used throughout the year were the Faculties of Health Sciences and Veterinary Science because the clinical students were allowed on campus. The social distancing requirement within the computer laboratories led to multiple sessions being scheduled for larger student groups to allow all students to write their assessments safely.

During lockdown, another development was the move of entire departments in both the Engineering Department and the Department of Statistics to use the Numbas system for assessment. It was therefore vital that the system be moved to another server to cope with the higher number of students. Mr J Slabbert organised this move with the support of ITS colleagues. He also used the new upgrades to Numbas to integrate it into clickUP, further streamlining the system's use. These upgrades enabled lecturers in 38 courses to conduct 380 assessments, allowing 120 000 assessment attempts.

Statistics on the use of e-assessment tools is available in [Addendum B](#).

### • Online examinations

Lockdown also led to fully online, non-invigilated examinations at the

University with students writing off-campus. The E-education team had to provide extensive guidance and support to lecturers to move their examinations online to ensure the integrity of assessments and to comply with the regulation that students only receive their examination or final marks within PeopleSoft. The group created a separate section on the clickUP Help site with guiding documents for the preparation, delivery, marking, moderation, and perusal of examinations in clickUP. ITS was tasked with students' technical support, while lecturers were the primary contact for students during examinations. The E-education team assisted lecturers who needed help with this support. These support channels were manned on a rotational basis from 7h00 - 20h00, Monday to Saturday for the duration of the July and November/December examinations.

## Student support

### 'At the Starting Line' SPOC

This course was made available for provisionally accepted students, aiming at first-year students, for the third year in 2019/2020. It was opened on 17 August 2019 on #Choose UP Day and closed on 15 February 2020. The course was advertised via a PowerPoint slide during the presentation by the FSAs, and flyers distributed on the day. An SMS was sent to first-year students on the 7th of January 2020 to remind them of the course.

A total of 1 673 (9.9%) provisionally accepted first-year students accessed the course, of whom only 51 (0.3%) completed the end of course survey. A decision was taken to terminate this course.

## UPO modules

Instructional Designers (IDs) provided support to the FLY@UP group with the development of the ten UPO modules. The IDs also provided training and assistance to Faculty Student Advisors with queries and the expansion of the modules for their faculties' needs.

## Student orientation sessions

The student orientation clickUP manual was reviewed and expanded. The online self-paced student orientation module for clickUP was used by 3 048 students in 2020. The instructional designers also provided 32 student orientation sessions to 1099 students in 2020. The content and interactive exercises within this course were updated during December 2020 to include the new Ultra navigation released on 14 December 2020.

## E-education support to other professional departments/groups

The E-support office provided administrative support with the following:

- Created 337 Enterprise courses (EUP) and enrolled 4500 EUP students;
- TuksRes: created 51 residence clickUP pages (students are enrolled via SIS Feed files every evening) and 'Tuksres Woke-udonsa Wellbeing';
- Created 35 undergraduate, postgraduate and faculty house modules;
- Created 16 Mamelodi school courses and enrolled 413 learners into the courses;

- Enrolled 20 new staff members into LinkedIn Learning during 2020 (LinkedIn Moved to the UP Portal in March);
- Mr J Slabbert presented PeopleSoft Security training to COES in August and updated the training documentation with Mr Barry Lauth from ITS; and
- Support was provided with the implementation of the EvaluationKit by HERI within EI.

Instructional Designers provided support with the use of clickUP to: COES, with the use of various clickUP tools and solutions to their needs; the Student Affairs Department, by creating and assisting the STARS Mentorship module, which enrolled 944 students; the class representatives, by creating a clickUP module for their training; and to the library, in advising on online training tools.

Internally, the IDs also supported the ECs with various faculty

modules and evaluation documents for the evaluation of online teaching; the FLY@UP staff with the UPO modules; and HERI with tutoring data investigation.

### ClickUP

The value of two decades of partnership with Blackboard as the vendor of clickUP was visible during the COVID-19 remote teaching in 2020. ClickUP, as the University Learning Management System (LMS), has been used since 1998 to optimise and support student learning. By 2019, 95.5% of all undergraduate modules had an online presence and staff and students are familiar with the system. The percentage of usage increased to 98% in 2020. Numerous new features were implemented in clickUP in 2020. These included an updated text editor and other feature-specific enhancements.

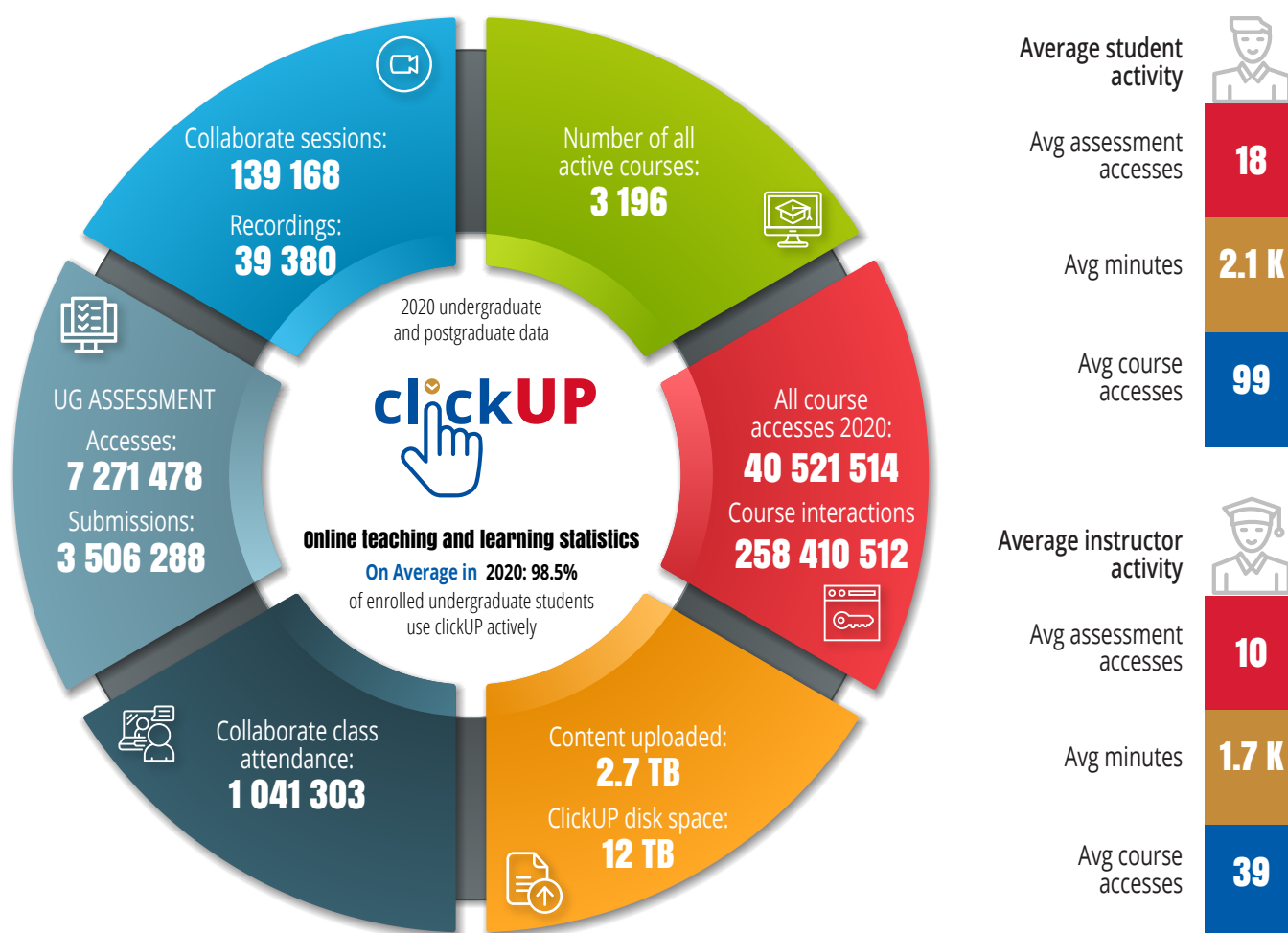


Figure 9: ClickUP data overview 2020



Frequent monthly reports were provided to institutional stakeholders to indicate the status of remote teaching. The following figures and tables are examples of the clickUP data included in these reports.

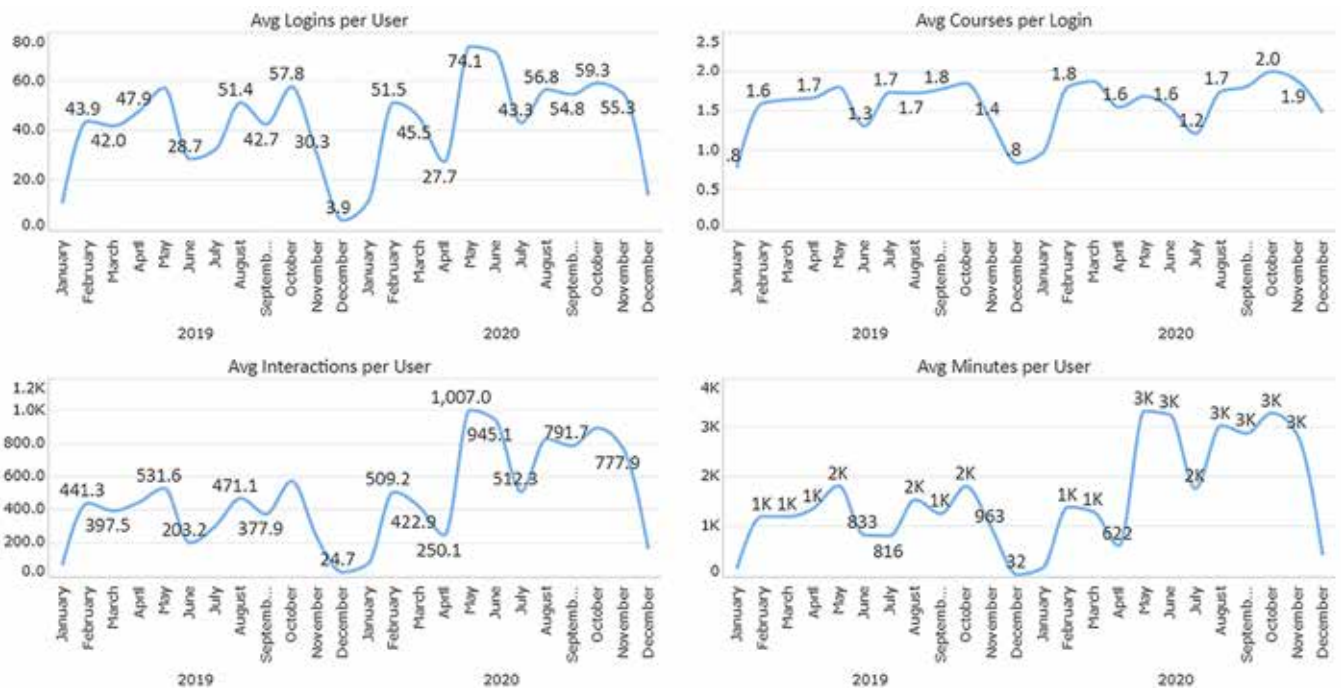


Figure 10: Student activity comparison between 2019 and 2020

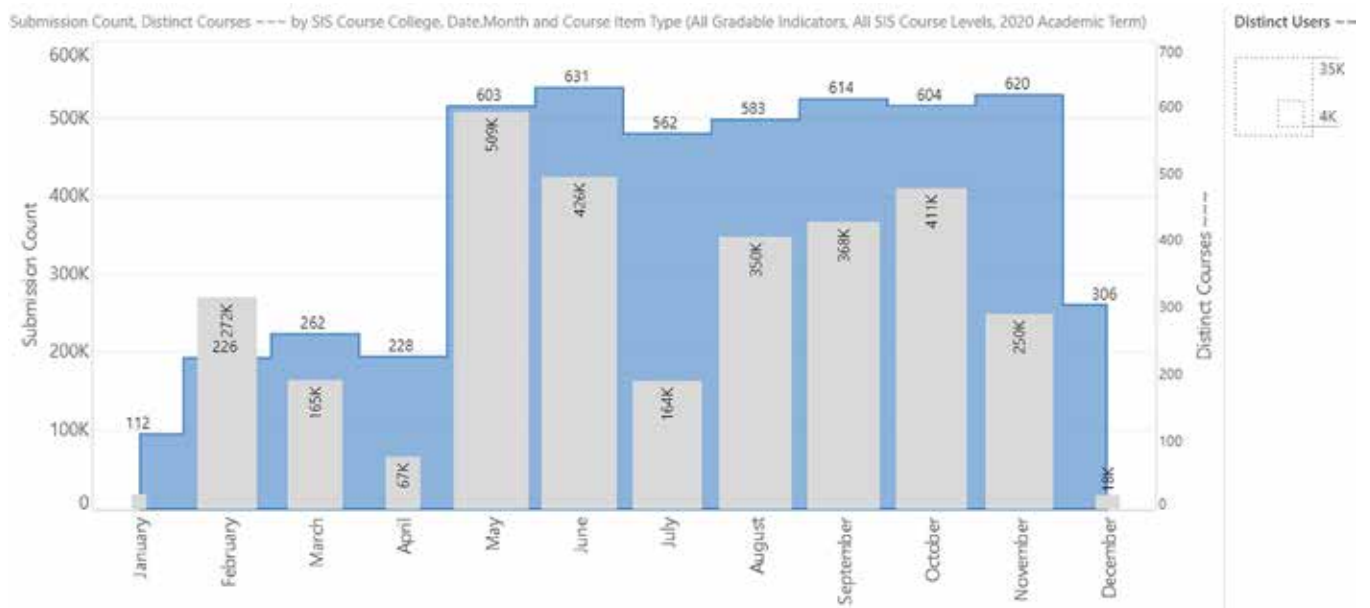


Figure 11: Test submission count and distinct courses

## Collaborate

In 2011, the University deployed Blackboard Collaborate, a virtual classroom solution that enabled fully online teaching. This was initially used to support lecturers to facilitate post-graduate degree programmes in Africa.

The shutdown of the University in 2016 contributed to the increased use of Collaborate. In subsequent years, on average, more than 10 000 sessions have been launched with more than 17 000 users attending Collaborate sessions in 2018 and 2019. Subsequently, examination or test preparation classes made frequent use of Collaborate sessions and lecturers also used it as part of a 'flipped classroom' approach. They provided recorded content for students to watch before attending lectures. This technology's value is

showcased through its use by retired lecturers to provide online tutor classes to students.

The events in 2020 significantly changed the value of Collaborate as a secure, stable, and scalable platform. In collaboration with AWS, Blackboard invested in additional resources to allow Universities to provide ongoing support to students and academic staff to continue with teaching and learning.

The value of Collaborate to support teaching and learning during the recent COVID-19 pandemic is visible in the data gathered in 2020. The following figures provide an overview of Collaborate usage by students and lecturers, as well as by the executive leadership of the University.

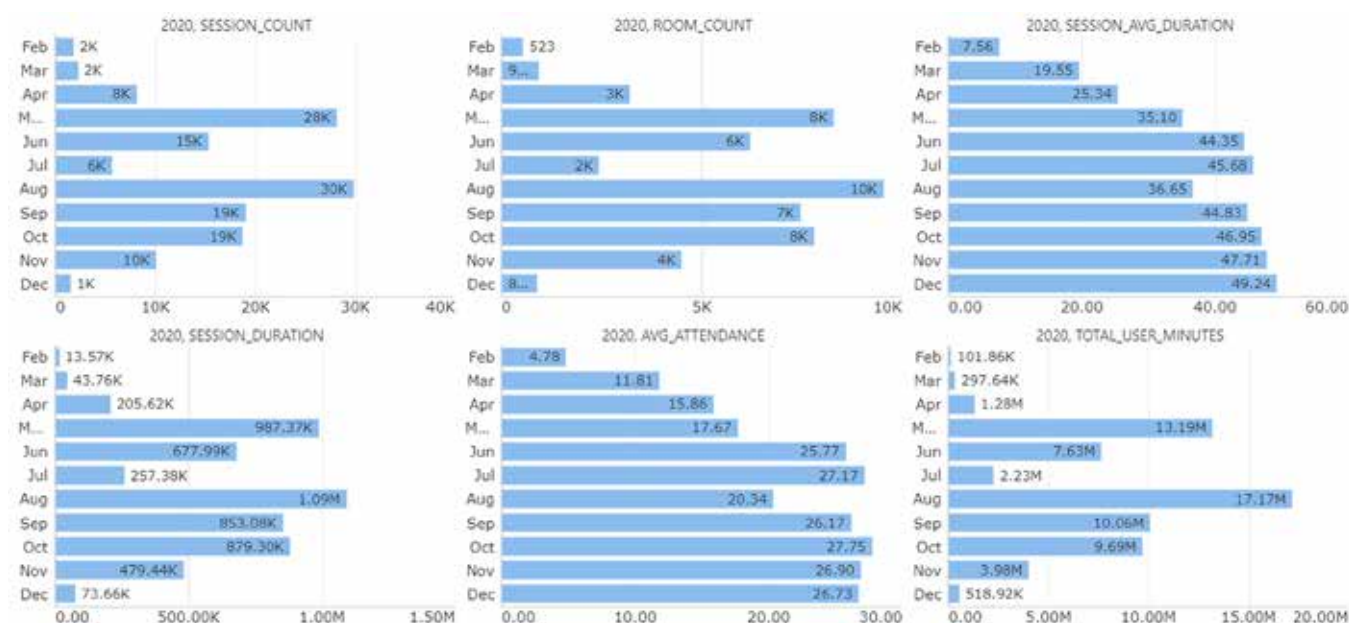


Figure 12: Collaborate usage data per month in 2020

Collab Session Type	Attendee Count	Distinct Collab Rooms	Session Attended Mins	Session Count	Session Duration Mins	Media Recording Count
1 on 1 Session	7,853	2,728	167,864.68	3,733	188,769.39	1,216
Ad-hoc Session	2,882	201	20,669.63	236	21,961.02	95
Class Meeting	1,041,529	22,063	3,233,205.90	32,589	3,385,788.68	30,274
Instructor Meeting	1,744	542	43,265.54	763	47,462.78	254
Lone Instructor Session	10,611	6,414	235,799.63	10,611	293,108.51	5,400
Lone Student Session	45,182	5,818	136,554.96	45,182	395,788.28	32
Lone Unknown Session	3,729	1,509	69,941.18	3,729	89,810.49	241
Student Group Meeting	105,308	4,264	515,521.80	12,556	582,719.78	1,720
Unknown	6,712	712	47,554.92	1,082	53,624.78	142
Unknown Group Meeting	520	70	20,704.85	212	21,797.27	14



Figure 13: Collaborate room type usage in 2020

## Learning analytics

The COVID-19 global pandemic increased the value of access to real-time data to support student success and institutional data-driven decision-making at the University of Pretoria. It would not have been possible without the support received through national grants. Also, the ability to provide real-time data to numerous institutional and national stakeholders illustrated the value of investments in analytical systems and human resource development.

A strategic focus in 2020 was to continue with teaching and learning using the Blackboard LMS. Irrespective of remote teaching, existing student success projects, such as the support of the High Impact Modules (HIMs) project continued. The HIMs project focused on holistic pathway analysis of undergraduate modules, with a pass rate of less than 75% and the enrolment of more than 500 students. The institutional teaching analytics data was concentrated, amongst others, on remote teaching, student support, and online exams.

Pyramid Analytics software provides a user-friendly interface that enables users to carry out sophisticated analytics to answer teaching and learning questions. The integration of the Pyramid data into the Higher Education Data Analyser (HEDA) system allows the University to develop reports and a dashboard, including Academic Analytics and Learning Analytics data. Therefore, users have access to real-time student and course design data, as well as historical data of course success. The increase in demand for data required the development of dashboards and reports, which started in the fourth quarter of 2020 and will continue in 2021.

EI consulted the Blackboard Analytics for Learn data changes while Pyramid provided training to staff in using the Pyramid enterprise business intelligence software. The University's ability to provide real-time data to numerous institutional and national stakeholders during 2020 demonstrated their leadership role in Learning Analytics.

Outputs in 2020:

- We developed monthly reports for the University leadership focusing on teaching and learning, and assessment during the COVID-19 pandemic remote teaching period;
- We developed reports to determine students' level and medium of access to the LMS to determine which students may require a

loan-laptop to continue with their studies;

- We developed course reports for lecturers involved in the HIMs project. The reports focused on real-time data about students' progress in a course and included LMS activity, biographical data, and formative progress grades;
- We developed reports for lecturers to verify students' claims of technical problems during assessments;
- We developed reports for Deputy Deans: Teaching and Learning focusing on student engagement per module per faculty to support the faculties to provide support to students;
- The FSAs required students' engagement data per faculty to assist them in engaging telephonically with students to provide telephone tutor support. The reports demonstrated the increase in LMS usage, lack of access to devices, and the requirement to provide students with data support.
- Frequent upgrades of the software with new service packs allowed users access to enhanced and new features. These changes are possible due to the upgrade to Amazon Web Services, Software as a Service environment with scalable hardware and dedicated 24/7/365 support.

## ClickUP Mobile

The clickUP app is designed for students to view content and participate in their courses from their mobile devices. The app is available on iOS and Android mobile devices.

The Blackboard Student application is a personal application designed for students. It allows students to view course activities and events, complete and submit assignments and tests, check grades and academic progress in real-time, receive notifications, and join virtual classes in Collaborate. The Instructor app allows lecturers to interact with students from their mobile devices. The current version of the application allows lecturers to preview course items, assignments and tests, participate in discussions, send announcements, and interact with students in Blackboard Collaborate.

Numerous new features and fixes were added to the Blackboard applications in 2020 every month.

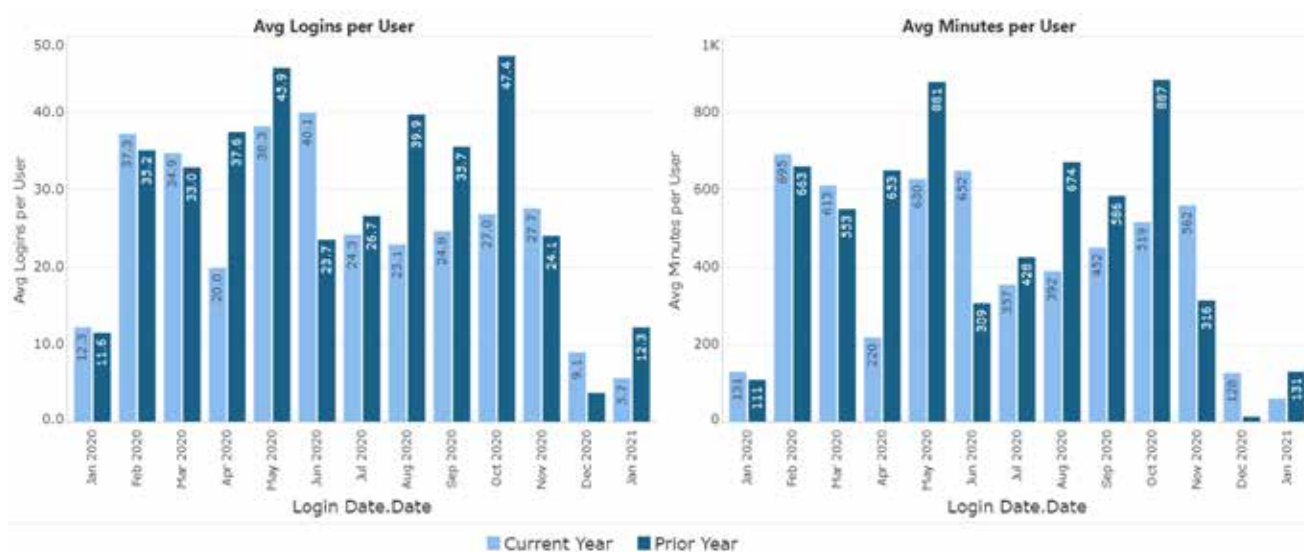


Figure 14: An overview of student mobile activities in 2019 and 2020

There was a decrease in mobile activity in 2020. Free access to wi-fi on campus may have impacted the use of the clickUP mobile application. The 2020 clickUP device data indicate less student activity than in 2019.

### Third-party content in clickUP

#### H5P (In-video assessment)

The in-video assessment tool was implemented in 2020 to enable better continuous assessment of videos during students' pre-class preparation. Various training sessions were presented (see continuous professional development). An online course on the use of in-video assessment was available to lecturers. However, the software uptake during 2020 was limited because the videos could not be whitelisted to work through the UPConnect portal, which resulted in extra data costs for students. The need for inclusivity led many lecturers to use videos on YouTube/Google Drive with clickUP tests to achieve the same goal. These technologies could work through the UPConnect portal and it was used in 1199 modules. It was also deployed in 11 courses within the Department for Education Innovation.

#### iPeer

The move of Blackboard Continuous Delivery to Java 11 in December

2019 impacted the iPeer software integration with clickUP. Mr J Slabbert tried to find solutions to this integration problem by contracting Psybergate (to the value of R43 000) to solve the issue. However, the solution would require more extensive development than what EI had the funds to do. He also contacted the original developer, the University of British Columbia in Canada, for a possible solution. However, they indicated that they do not plan to develop a Blackboard solution as only two universities in the world integrate their product with Blackboard. The system is now available as a stand-alone product that lecturers can use if they choose. However, the loading of students into iPeer and the transfer of marks from iPeer to clickUP remain manual processes.

#### Turnitin

The number of papers submitted to Turnitin increases yearly. While Turnitin's use rose in 2016 in response to the #feesmustfall campus disruptions, it would not have been unusual if it decreased in 2017. Surprisingly, Turnitin usage increased again in 2018, slightly decreased in 2019, but significantly increased in 2020, as shown in Figure 15. A concern in the past was the Turnitin license's limitations as it requires the license administrator to frequently ask Turnitin to close active classes to manage the license. The license was increased in 2020 to accommodate the dependency on Turnitin for summative and formative assessment. The submissions in 2020 followed the academic calendar, as evident in Figure 15.

### Submissions



Figure 15: Turnitin submissions in 2020

The highest number of submissions was in English 120 with more than 20 000 submissions, followed by English 110 with more than 17 000 submissions, and Chemistry 127 with 16 000 submissions. Lecturers are increasingly marking and providing feedback using Turnitin assignments.

Instructor feedback (column 3) consists of summary text comments, voice comments, QuickMarks, bubble comments, in-line text comments, strikethrough text, and grading form marks. All feedback options and rubrics are seamlessly integrated and provide more in-depth feedback in less time if used together. The ETS® e-rater® Grammar Check Technology that forms part of the Turnitin Studio is increasingly activated in assignment settings. It automatically checks assignment submissions for grammar, usage, mechanics, style and spelling errors. Students can use in-depth feedback and integrated online tutorials to improve their English writing.



## Software upgrades/piloting of new software

### ClickUP Ultra Navigation

A team of dedicated Instructional Designers frequently tested to ensure a seamless clickUP Upgrade from Flexible Delivery 3400.11 to 3700.16. ClickUP was moved from Flexible Delivery to Continuous Delivery in December 2019 without any issues.

Blackboard announced in 2015 their roadmap for the development of the next-generation version of their LMS called Blackboard Ultra. The term 'ultra' describes the transformation of the user interface and workflows in Blackboard Learn (clickUP) and includes a transition path for institutions to migrate from the current version to Ultra.

The University of Pretoria will migrate to the latest version of Blackboard. It must ensure that the migration process does not negatively impact the current usage level to support teaching and learning. The vital role that clickUP fulfils in student success strategies through the use of descriptive and predictive data increases the importance of ensuring stability during the migration process. The current license agreement allows UP to follow a transition approach through the incremental adoption of the new clickUP. The transition from the present to the latest version will ultimately require considerable change management. The following figure explains the planned roadmap for the incremental migration to the new version.

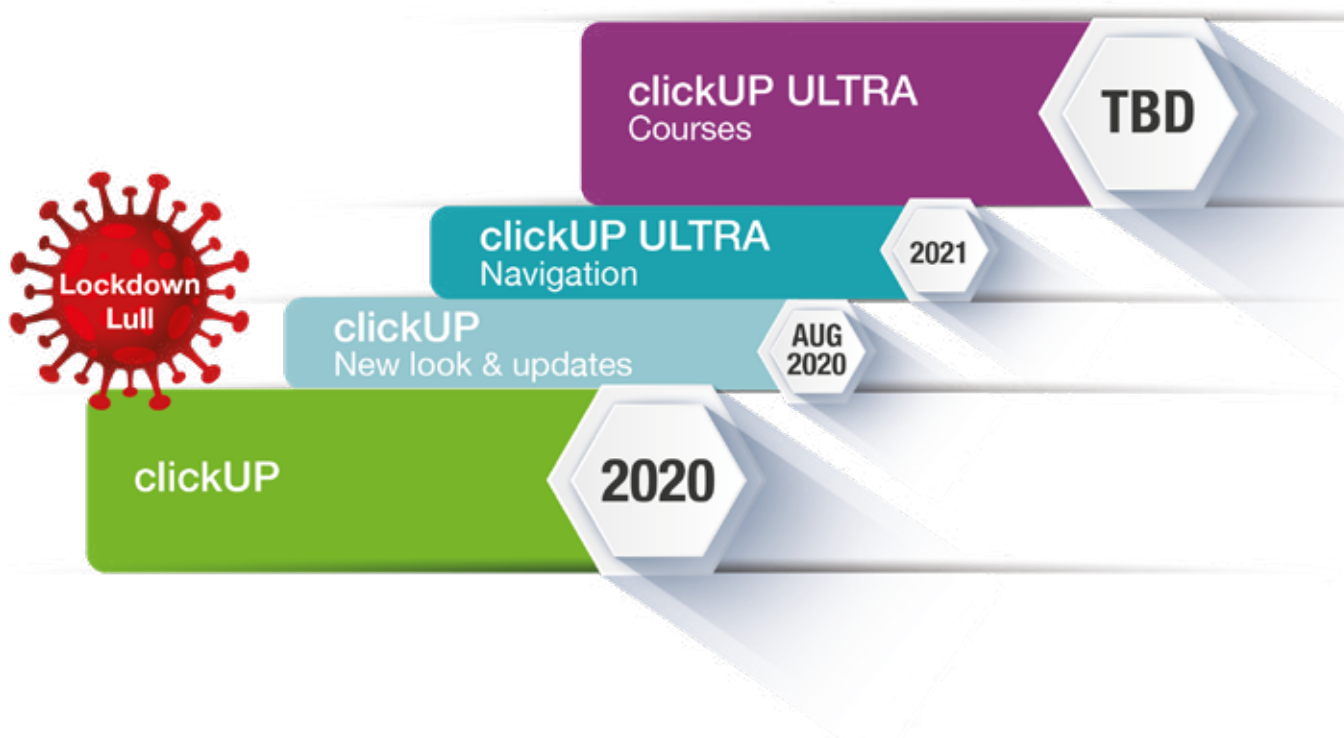


Figure 16: The roadmap to implement ClickUP Ultra courses

The first step in the migration process was implemented in August 2020 with the migration to a new theme. The change in the user interface prepared users for the change to clickUP Ultra Navigation, which was implemented in December 2020.

The E-education team established the 2020 Alerts course. Regular communications were sent to lecturers to communicate the 'StepUP' newsletters regarding the new changes that lecturers could expect within the clickUP system. Three StepUP newsletters were sent out during 2020 to alert lecturers of the changes.

ClickUP Ultra Navigation only changes the navigation of the site, such as the landing page. ClickUP Ultra navigation has a modern look and feel, and an improved mobile experience. As a required step in moving to ClickUP Ultra Courses, it highlights the most critical information from all new Activity Stream courses, such as upcoming due dates, new messages, or recent student submissions. It also lets students efficiently act on such information with one click. Lecturers can continue using the original clickUP course view, which does not change the courses' features and functions.

## QuestUP NextGen

The preparation to move from the current QuestUP environment to the new QuestUP OnPremise environment, which was expected to be fully operational by January 2021, continued in 2020. The CBT team attended QuestUP NextGen training from 14-16 January 2020, and ITS set up the NextGen Test environment on the new UP infrastructure to allow the migration process to be tested.

During meetings with QuestionMark and Altron, it became clear that the NextGen version will not allow for the retrieval of questions after submission into the databank. This will cause lock-in into the product. The Executive tasked EI with investigating the suitability of the Cirrus Assessment platform as a possible solution. This new investigation delayed the implementation process of NextGen. Due to delays, UP had to extend the license for Perception into 2021. To accomplish this, QM and Altron required that UP sign a letter of intent to continue with NextGen implementation in 2021. An executive proposal was approved for the extra cost for 2021.

Questions from the five QuestUP databanks will have to be migrated to a single repository, whichever system UP chooses to use in the future. ITS found a solution to exporting QuestUP questions and all of the media and resources used in the questions. This is, however, a manual process that needs to be completed per topic. A second solution was investigated by ITS wherein Altron Bytes and QuestionMark will consolidate the data from across the various campuses into a single repository.

## Cirrus Assessment Platform

The University management approved funding to evaluate alternative assessment Computer-Based Testing (CBT) software (Cirrus - <https://cirrusassessment.com/>). Cirrus Assessment is a cloud-based assessment platform that will, among other things, allow students to write assessments off-campus. It can be integrated into Proctorio - remote proctoring software, but that would require a separate licence and is not part of the planned pilot. Apart from the basic question types (multiple-choice, multiple response, matching, etc.), it has also a few advanced question types such as accounting, mathematics, and programming questions.

EI completed initial testing of the system in February and March and found it to be a suitable contender for the UP environment. A limited pilot with a maximum of 10 000 users was approved for the second semester of 2020. The month of April was spent on the registration of Cirrus as a vendor and completing the legal requirements in the contract's signing for the pilot project.

During July and August, various online meetings were conducted between EI, ITS, and Cirrus Assessment to organise the system's technical setup. The Middleware team of ITS set up the SAML authentication process between the UP systems and Cirrus Assessment, allowing users to use their UP login details to log into the system. Two members of the PeopleSoft team provided the UP hierarchy and the user data in Excel format to set up the Cirrus platform users. The ITS Architect at UP compiled a Project Start Architecture document.

All Deputy Deans were invited to nominate lecturers to participate in the pilot and as representatives on the Cirrus Steering Committee. Twenty lecturers agreed to participate in the pilot. All of the faculties participated, except for the Faculties of Education and Theology. During August, the CBT team and pilot lecturers received four two-

hour online training sessions by Cirrus Assessment before they started with their assessments.

The pilot lecturers conducted formative assessments from September to 13 November. Only formative assessments were done as there was no redundancy in the login process. Only 11 lecturers could fully participate, all of whom provided feedback on their experience. The Cirrus assessments were mostly taken by students using their own devices off-campus, although a few assessments in the Faculty of Health Sciences were done in the computer laboratories on campus at Prinshof. In a few cases, a combination of on-campus and off-campus assessments were administered simultaneously. The number of students per assessment ranged from 16 – 1 156.

Feedback was obtained from the lecturers, students, and the CBT team through surveys, meetings, and email communication. The feedback from the Disability Unit was provided during an online meeting and via e-mail.

A report summarising the results of the technical and functional requirements, and the feedback from lecturers, students, and the CBT team was submitted and discussed at a steering committee meeting on 20 November. The committee decided on the implementation of the system at the University subject to well-articulated confirmation from CIRRUS Assessment within a draft contract that they will meet the University of Pretoria's needs for:

- The migration of questions from QuestionMark Perception;
- The integration of hierarchies, users and roles from PeopleSoft; and
- The integration with Blackboard Grade Center to ensure the transfer of results from Cirrus Assessment.

## Clicker support

Instructional Designers assisted lecturers during January and February with support for the TurningPoint mobile app that was rolled out in 2020. This support included class visits where email assistance was deemed insufficient. The class visits revealed that some lecturers experienced problems with venues that do not have LAN cables installed, and some of their laptops were too old to use the technology. The COVID-19 pandemic, unfortunately, prevented any further use of the software.

## Online proctoring software

EI was tasked with investigating online proctoring software integrated into clickUP. Online proctoring is the process of providing additional electronic observation and monitoring of an assessment session. The objective is to verify students' identity before the test is taken, as far as possible preventing and identifying collusion or malpractice. The system then provides a report based on specific settings. The software also offers technical support to candidates with any queries.

Online proctoring aims to replicate physical invigilation during on-campus exams. It is, therefore, an extension of the traditional forms of examination invigilation. Two mainstream systems were piloted, namely, Respondus LockDown Browser and Proctorio.

- The process to install Respondus LockDown Browser on personal computers requires a high level of computer literacy. If done incorrectly, it may impact the laptop to such an extent that users must reset their laptops. Therefore, we concluded that the system would be a valuable asset for the University to be installed in

computer labs to increase proctored on-campus formative and summative assessment capacity.

- Proctorio includes ID verification, automated proctoring, content protection, secure browser settings, computer lockdown, originality authentication, administrative and faculty controls, and instantaneous analytics. It applies, amongst others, facial detection technology and a large variety of fully automated software using artificial intelligence. The installation from the students' side is simple (Chrome extension), and the integration with clickUP works well. Although the pilot in the modules confirmed the value of proctoring software, it also demonstrated low bandwidth's effect on the effectiveness of any proctoring system and the additional anxiety proctoring software might cause. Although the company guarantees students' privacy and is EU GDPR and Family Educational Rights and Privacy Act (FERPA) compliant, the students' perception of an invasion of privacy seems to be one of the possible challenges faced based on student feedback.

Implementing a pilot of software during lockdown provided unique challenges. Due to the urgency of the request, the usual procurement process could not be implemented. The following principles impacted the decision to investigate only specific software solutions for online proctoring purposes:

- Seamless integration into Blackboard;
- A cloud-hosted solution that adheres to international privacy legislations;
- Being acknowledged as leaders in the field;
- Insightful and immediate analysis integrated into the LMS; and
- The ability to apply passive monitoring and active restriction of the student computer, which may include video and voice surveillance of the online exam.

EI contacted the vendors of Respondus LockDown Browser and Proctorio to investigate piloting possibilities. We also consulted with other universities nationally investigating online proctoring software. Most universities investigated similar software solutions and provided advice to EI colleagues.

Proctorio applies browser settings and permissions to operate effectively. The instructor manages these settings during the configuration of the test options in clickUP. The following browser permissions are available:

- Display notifications - it may display a popup notification while students are in the exam in the case of students navigating away from the exam;
- Manage browser apps, extensions, and themes, excluding themes from the device. The software must manage extensions and applications that may hinder it from operating correctly;
- Capture screen content during the exam, which is only visible to exam administrators to review once the exam is submitted. It is used to make sure that no unauthorised online-based resources were used during the exam;
- Identify storage devices - storage devices are detected and identified during the exam, but it does not eject storage devices;
- Manage downloads during the exam. It reads and changes all the data on the websites that students visit during an exam. It is a method to ensure that students cannot infringe on academic

integrity with the use of third-party sites; and

- Modify the data that students copy and paste. It does not read or collect the contents in the user's clipboard. Instead, it replaces the clipboard text with their own to prevent exam content distribution during the exam.

It was recommended that the University continue with the full implementation of Proctorio to support online examinations in 2021, but first work with the iGAPP team to confirm its compliance with the EU GDPR, FERPA and POPIA legislation. Secondly, it is recommended that Respondus LockDown Browser is considered as on-campus, computer-based testing proctoring software to increase online proctored assessment capacity.

## Development of apps

The move to remote teaching during lockdown limited the time available for the development of mobile apps. The mobile app's redevelopment on 'Practical anthropometry' for the Department of Human Nutrition, Faculty of Health Sciences was completed and released to students in March 2020. Instructional Designers continued with the redevelopment of two apps, but none could be completed due to resource constraints:

- a) The work of the existing multimedia on 'Soil' into an app for the Department of Plant Production and Soil Science, Faculty of Natural and Agricultural Sciences was delayed as the lecturer could only complete the final quality assurance by November 2020.
- b) The mobile app entitled 'Discovering Animal Diversity – a practical experience' that was deployed in 2017 required updates and the rebuilding of quizzes. The progress on the project was slow as the lecturer and Instructional Designers had limited time to spend on the project.
- c) The inclusion of a quiz into the Maxillofacial Pathology Mobile app was started, but very little progress was made on the project as the pandemic shifted priorities.

## National Community of Practice (COP): UP 2 U

The pandemic resulted in the University of Johannesburg hosting the first virtual national COP attended by 120 national colleagues. The sessions focused on national universities' responses to the COVID-19 pandemic. The topics covered included assessment, assessment invigilation, and COVID-19 e-learning strategies. A panel discussion and breakaway sessions were also conducted. The successful UP 2 U event demonstrated the value of virtual national meetings. Colleagues from the University of Johannesburg received numerous compliments for their arrangements.

## Creative Studios and Communication Technology

Creative Studios and Communication Technology (CS&CT) provides strategic leadership for the design, development, and implementation of media in teaching in both contact and online environments. The Hatfield graphic studios, supporting the Prinshof and Onderstepoort campuses, produce graphic designs for teaching and learning, and posters and animations. CS&CT collaborates with lecturers to design, film, and edit short educational videos linked to teaching

and learning. Graphic designers and videographers also work with the Instructional Designers and lecturers on multimedia design and development. They also provide facilities and expertise on video conferencing to cater to teaching and learning, and to the Executive's needs. Mr Hennie van der Merwe, who was mainly responsible for video conferencing support, retired during 2020 and the post was reallocated for other functions within EI. The demand for video conferencing support has declined, and only limited support is now available.

### Creative Studios projects

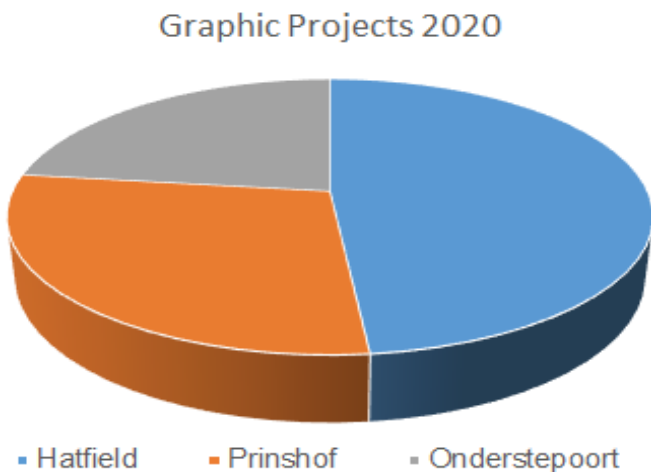


Figure 17: Graphic projects per campus in 2020

### Graphic Projects: Prinshof Campus

The Creative Studio designers at Prinshof campus completed 96 projects for the Faculty of Health Sciences during 2020. Projects were done for a variety of departments in the Faculty, including the Department of Odontology, Oral Pathology and Biology, Orthodontics, Nursing Science, Obstetrics and Gynaecology and the School of Health Systems and Public Health.

Most of the projects were support for online teaching and learning. Some interesting projects included a large number of illustrations for Dr Christy Davidson and Dr Sulette Nel at the Department of Oral Pathology and Biology. These illustrations included the temporomandibular joint, osteology of the maxilla and the mandible and several of dentine. All of the illustrations were used in online classes for the oral and hygiene students. Below is an example of illustrations that were done.

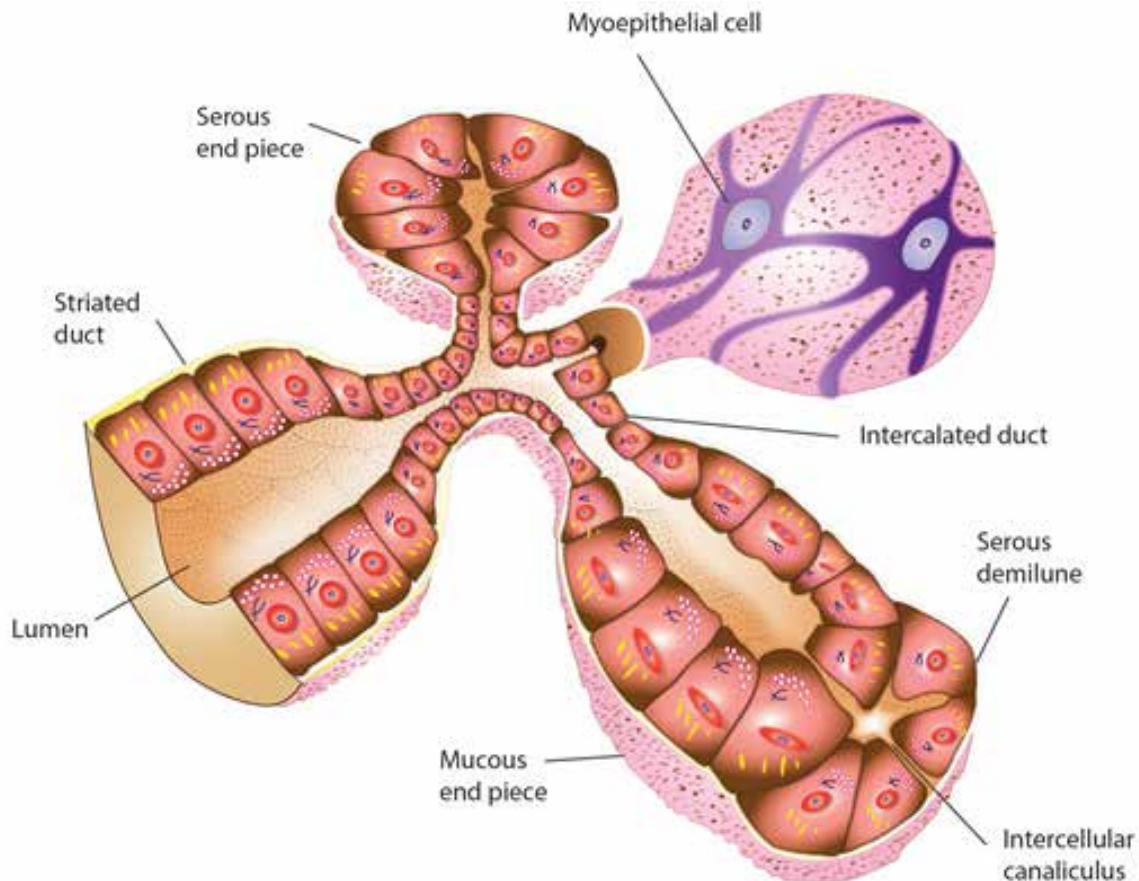


Figure 18: Example of illustrations created for the Faculty of Health Sciences



Other illustrations involved an infographic for Dr Dimakatso Ramagole, Section of Sports Medicine. This infographic showed the common extrapulmonary manifestations of COVID-19 when a person returns to sport.

With lockdown, all traditional conferences were changed to virtual conferences. The Creative Studios at Prinshof designed e-Posters for several conferences, including the ESPEN 2020 congress, the 50th Scientific Meeting of the International Association for Dental Research and the 14th European Public Health Conference. E-posters were also made for the Department of Nursing Science. These posters focused on the World Health Organization's sustainable development goals.

CS Prinshof also contributed to creating templates for a fully online Post Graduate Diploma programme, which is presented by Dr. Liz Wolvaardt, School of Health Systems and Public Health. The design process involved several templates and icon designs, which are now used as narrated PowerPoint videos.

An example of an ongoing project is the clickUP Training interactive booklet design. This booklet includes e-learning professional development courses for lecturers. It comprises the different contact sessions and self-paced online courses. A creative design with clickable icons was incorporated into the booklet.

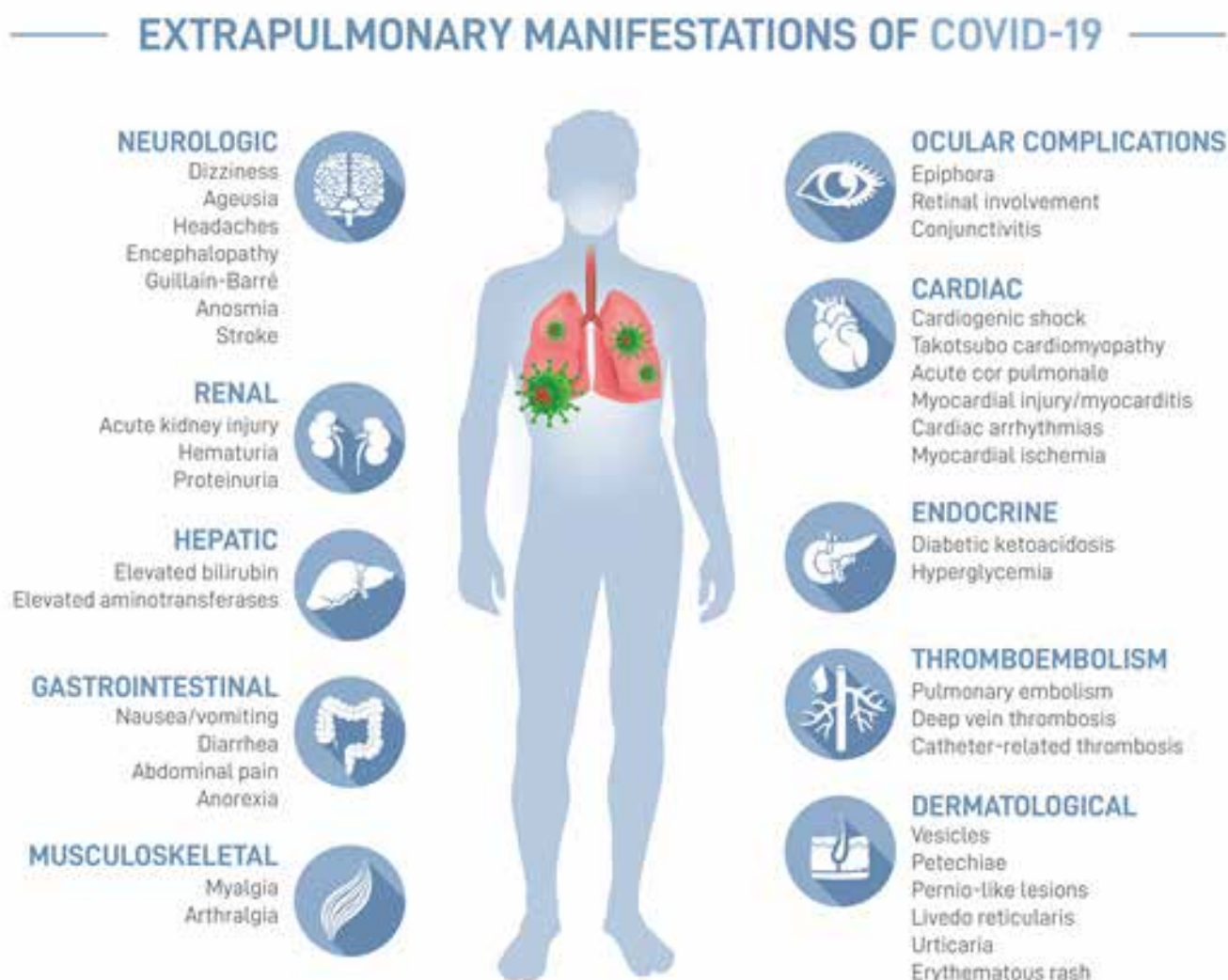


Figure 19: Illustration created for the Sports Medicine

## Hatfield Graphic Projects

During 2020, Creative Studios at the Hatfield campus completed 162 projects for most of the nine faculties. Their services were used to support e-learning, such as the case with the EMS module ODT 300, where an interactive study pack was developed in support of their clickUP material.

Other interesting projects included illustrations for Sanushka Naidoo (Faculty of Natural and Agricultural Sciences; Department of Biochemistry, Genetics and Microbiology), illustrating the effect of climate change on nature: pathogens, pests and trees.

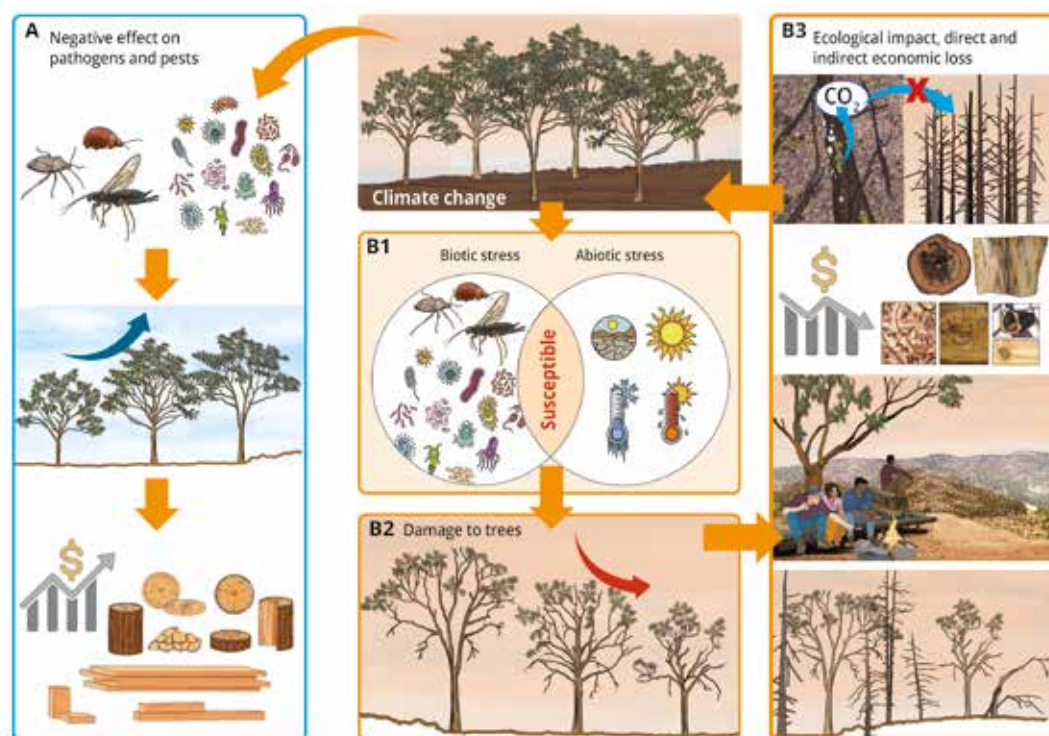


Figure 20: Illustration of the effect of climate change on nature

Another example was an illustration of a wasp for Leandri Bezuidenhout (Faculty of Natural and Agricultural Sciences; Department of Biochemistry, Genetics and Microbiology), which shows the cycle of the Sirex wasp, and also the differences between the male and female body parts.

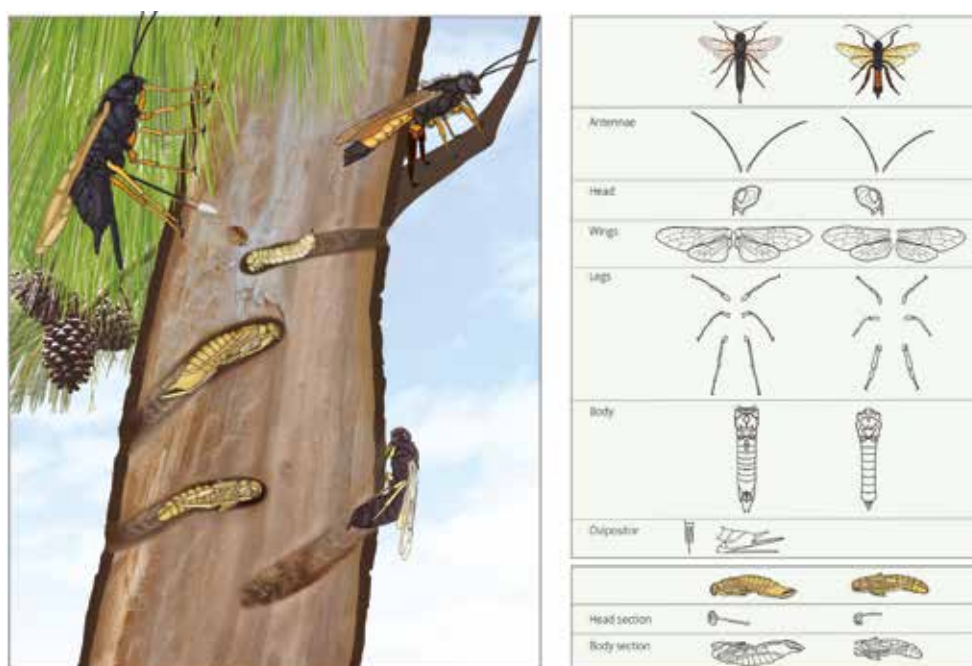


Figure 21: Illustration of the cycle of the Sirex wasp, and male and female body parts



CS Hatfield also contributed to many projects in support of student wellness, which are driven by FLY & Student Support. Institution-wide, CS also contributed to pivotal information distribution, such as flyers explaining UP's teaching continuity plan in the case of major crisis for both lecturers and students. In support of the EI team in these uncertain times, CS also constructed the following information booklets to navigate the new normal: A Quick Guide to clickUP; Alternative Assessment THE UP WAY; E-learning support, and Teach online the UP WAY, to name a few.

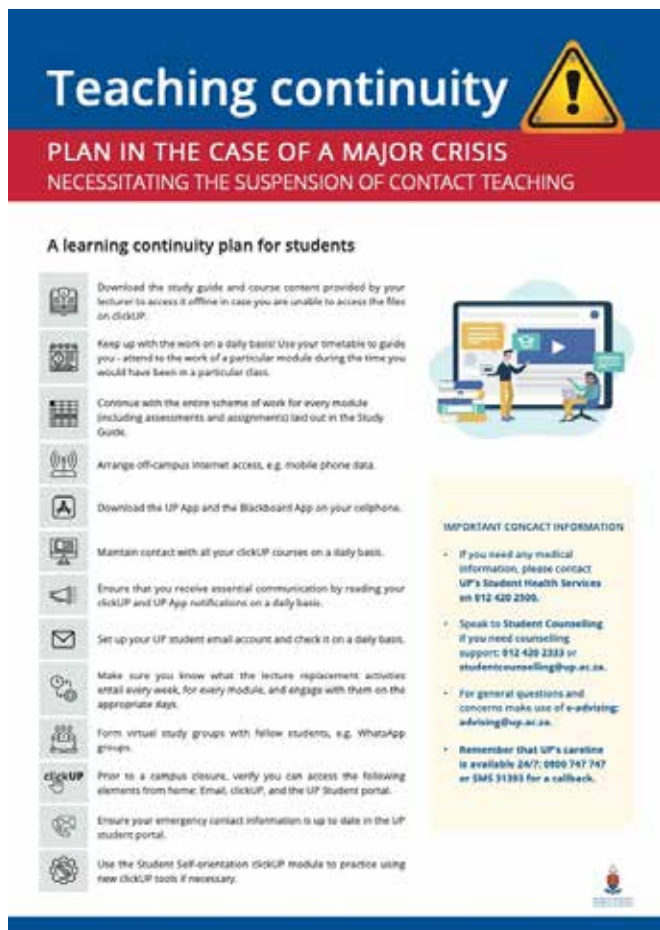


Figure 22: Example of flyers created for FLY@UP

## Graphic Projects: Onderstepoort

Estelle Mayhew is the Graphic Designer at the Onderstepoort Campus. A total of 77 projects were done for this campus. The projects were mainly a series of illustrations for online teaching and learning. Below are a few examples of the work done for Onderstepoort.



Figure 23: Example 1 of illustrations created for the Onderstepoort campus

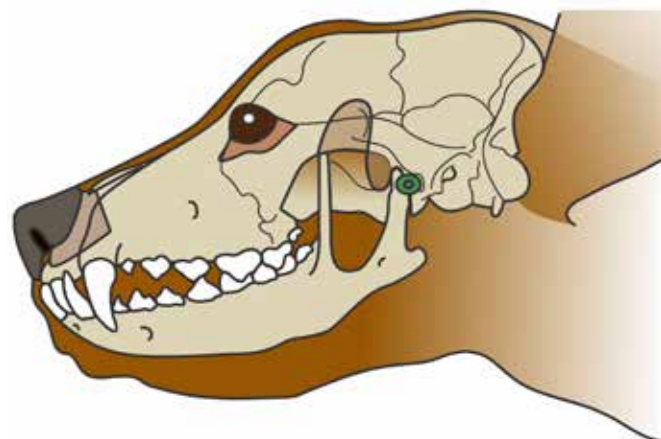


Figure 24: Example 2 of the illustrations created for the Onderstepoort campus



## Video productions, video conferencing and Skype

During the start of the COVID-19 lockdown period, Multichoice offered the University a DSTV channel to broadcast lectures. The video team worked constantly for six weeks, including weekends, to get all the technology in place and to connect the video facilities at the Hatfield campus, via the internet, to the satellite uplink facilities of Multichoice in Randburg. Unfortunately, not enough video lectures were created to fill a 24hr channel and the project was terminated.

During the rest of 2020, the video team completed 105 video projects, mainly to support online teaching and learning. Below are two examples of projects done in 2020.

The video “An introduction to International Air Law” was created by Andre du Plessis for Dr Martie Bradley from Public Law.

This 22-minute video was mostly done using 3D animation (3D Studio Max) and Google Earth generated footage via the specialised “Earth Studio” animation website. A real incident where a civilian aircraft was shot down by the USSR in 1983 was used as reference to explain International Air Law to Dr Bradley’s students. Background research had to be done to make sure that the same aircraft models were used as in the original incident, and the correct locations were researched and created as Google Earth backgrounds to the aerial scenes. The video can be viewed at [https://youtu.be/FKLjl\\_XVqoE](https://youtu.be/FKLjl_XVqoE).

The second example is a series of videos for Prof Lynne Pilcher from the Department of Chemistry, who wanted different videos to explain to her students difficult molecular concepts via 3D animation. Mr du Plessis had to study and understand the processes himself before he could create these 3D animations. The videos can be viewed at:

<https://youtu.be/m8fBqwmCAf0>

<https://youtu.be/m8fBqwmCAf0>

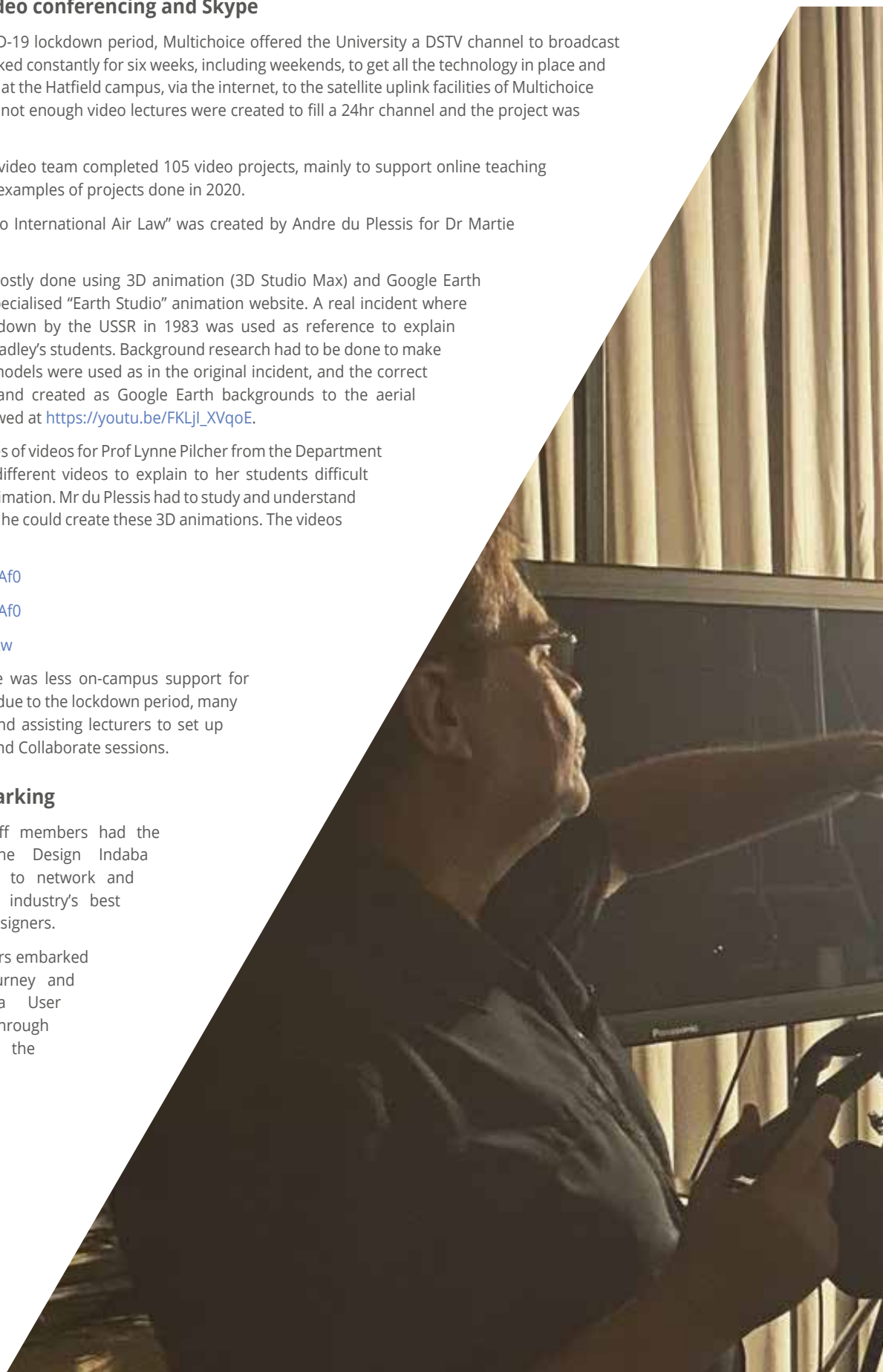
<https://youtu.be/dN2NxaiwXw>

During 2020, although there was less on-campus support for video conferencing sessions due to the lockdown period, many hours were spent training and assisting lecturers to set up Skype, Zoom, Google Meet and Collaborate sessions.

## Training and benchmarking

In February 2020, 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.

Three of the graphic designers embarked on an online learning journey and successfully completed a User Experience Design course through Get Smarter, hosted by the University of Cape Town.





# HIGHER EDUCATION RESEARCH AND INNOVATION

The Higher Education Research and Innovation (HERI) unit is managed by Dr Juan-Claude Lemmens. The unit focuses particularly on institution-wide research into teaching, learning and student success. Furthermore, it provides strategic leadership in learner-analytics for student success through the Tshebi committee. It also facilitates data analytics capacity institutionally in collaboration with BIRAP, faculties, and other support departments - including the technology to support data-driven decision making.

## Highlights and new initiatives

HERI implemented a number of new projects in 2020. The UP Readiness Survey, a replacement for the Student Academic Readiness Survey (STARS), was implemented for the first time in 2020 during Orientation Week. HERI also embarked on a tutorial attendance system in order to report on the use and impact of tutorials. The University of Pretoria partnered with the IDSC to develop a Case Management System to record the interventions of the FSAs. The Learner Case Management system, using the PowerHEDA interface, was implemented for use in 2020.

## Learner Analytics

In the 2020 academic year, the Learner Analytics project focused on a diagnostic survey and machine learning algorithms to: a) Determine the factors associated with the readiness of undergraduate students using the UP Readiness Survey; b) Develop a student success model that was used monthly to recommend academic advising to at-risk students; c) Compare the efficacy of the Cluster analysis and the Blackboard risk classification model, and d) Use data from the Learner Case Management system to evaluate the impact of interventions on the academic success of students previously identified as being vulnerable to experiencing academic challenges.

The UP Readiness Survey is based on the biographical survey used at the University of the Witwatersrand. The UP version used a selection

of the biographical questions and a number of the STARS questions. The results were used to identify first-time first-year students for a peer mentorship programme and to refer students to the FSAs. This information was forwarded to the FSAs to proactively invite undergraduate students for targeted interventions. In addition, the information was also used in 2020 to identify and refer students who indicated a financial need, accommodation challenges, and who have a disability to the respective support departments.

Over the years, the Department for Institutional planning (DIP) at UP performed a clustering algorithm to profile students after the first-semester results were available. This was done to identify first-year students who had poor academic performance in the first semester. In the current context, students are clustered into similar groups based on their success rate. The primary and key variables that DIP used in developing the CA are: 1) The ratio between the credits from the modules failed and the total credits initially enrolled for; 2) The average mark for the first semester; and 3) The ratio between the number of modules failed and the total modules for which students registered. The CA performed by DIP relies on end of semester marks, and it requires that the data be complete. This limitation affects the agility of the academic support programme. Students who may need academic support mid-semester may thus not be identified as the results of the CA are only available after the semester. Therefore, the need to develop instruments that can identify students' susceptibilities in real-time became a priority in 2020.

HERI set out to explore other statistical models that may be suitable to the needs of the academic advising programme. The use of Blackboard Predicts (BBP) data was tested. The BBP utilises a random forest model to compute the probability of a student to pass a specific module or the probability to pass given a set of modules. Random forest models are based on decision tree algorithms, but are enhanced by the power of multiple decision trees, creating the notion of a forest. The average probability to pass is predicted through the random forest, which approximates the chances of a student being successful. This predicted probability to pass does not indicate the measure of a pass. The set criteria for defining the three categories were that a) If the average predicted probability





to pass was 50% and below, the category would be of students at high risk of underperforming, thereby forming the critical group of students who require academic support from FSAs, b) If the average predicted probability to pass was between 51% and 70%, then the category would be of students with moderate risk, and c) If the average predicted probability to pass was above 70%, then the category would be of students at no risk. The latter students might have sought consultations with the advising programme, but they generally would not have been flagged. The moderate risk group was often encouraged to attend training workshops, but the messaging to this group was purposefully drawn to be positive.

In order to compare the efficacy of the cluster analysis and the Blackboard risk classification model, the models were compared to gain more insight into the success of the early and continuous identification of students. The data suggest that the continuous data from the Blackboard Predict model is useful in identifying students that are at risk of failing modules. Having demonstrated that the BBP data predicted academic risk with a high sensitivity, the method was used to communicate the details of at-risk students with the advising teams. This project allowed for the timely identification and support of students who needed academic support. The interventions carried out by the FSA programme were therefore still targeted and conducted at the right time.

The FSA programme captured intervention data on the Leaner Case Management system (LCM). By 3 December 2020, the FSA advising programme had 9 817 sessions that produced 12 382 interventions. Due to the emergency remote teaching and learning caused by the COVID-19 lockdown, 63% of the sessions were conducted through email communication or other electronic communication such as the WhatsApp social media platform. This type of session also produced the majority of the interventions. On average, students who had attended a session had received at least two interventions. Given the disruptions of the academic programme by lockdown, the majority of sessions (63%) were limited to email and electronic communication. The mode of support, as well as the changes in the mode of teaching and assessment during this period, may have affected the advising programme as a whole. The results of a logistic regression indicated that academic advising was not significantly related with passing the first semester, however, in previous academic years, academic advising was highly significant and strongly associated with academic success. A future test of the impact, when a return to normal has been established, would allow a fair assessment of the impact of the advising programme.

## The UP data analytics committee

The Vice Principal: Academic established an analytics team, Tshebi, in 2016, which focused on undergraduate student success. Tshebi comprises faculty representatives (mainly the Deputy Deans for teaching and learning), EI, ITS, Enrolment and Student Administration, Institutional Planning (sub-department Institutional Research and Planning) and Student Affairs. The committee continues to focus on the differential success rates of students, including graduation rates, progression, determinants of drop-out, and student engagement, although the main focus in 2020 was on the High Impact Module (HIMs) project.

### High-Impact Modules (HIMs) project

The HIMs project is an initiative of the Tshebi committee to improve the module success rate of a selected number of modules. The HIMs project focuses on high-impact modules with a pass rate of below 75% and a student enrolment of more than 500. The purpose of the project is to provide a holistic evaluation of the modules with targeted interventions to increase the module success rate. The 20 modules evaluated in 2019 showed a 14% point improvement in the module success rate. Based on this improvement, the Executive requested that HERI continue with the project in 2020.

In 2020, all undergraduate modules were divided into three categories (see the table that follows). Each category was supported by a specific intervention that is associated with the risks of the modules. This would allow for the scaling of the HIMs project and for targeted interventions that could increase the future impact of these modules. Fifty-three High Touch HIMs were identified as high risk, making use of the HEDA solution provided by the Department for Institutional Planning. Task-team meetings of the first semester HIMs were planned, however, these evaluations did not get any traction during the first semester due to the national lockdown. A concerted effort was made to continue with the HIMs project during the second semester through an alternative evaluation process. Microsoft Teams was used as a collaboration tool for all of the second semester HIMs. In total, 19 second semester modules were evaluated.

Based on the user experiences of the Tshebi task teams, the Microsoft Teams workbooks were adapted at the end of 2020. In addition to the changes, the Blackboard Grade and Retention Centre will also be introduced in 2021.

Table 12: Three categories of HIMs

	HIMs: Low Touch	HIMs: Medium Touch	HIMs: High Touch
Target group	Modules with pass rate above 75%	Modules with pass rate below 75%	Modules with pass rate below 75%
Nature of the risk and the initiative	Low	Medium	High
Instrument (data)	DIP/IRA data	DIP/IRA data	DIP/IRA data
Identification criteria	Pass rate $\geq$ 75%	Pass rate < 75% and enrolment < 500	Pass rate < 75% and enrolment > 500
Support/intervention	<ul style="list-style-type: none"> <li>Provide Bb dashboards and PowerHEDA data</li> </ul>	<ul style="list-style-type: none"> <li>Provide Bb dashboards and PowerHEDA data for decision making purposes</li> <li>Complete module evaluation using MSWord template</li> <li>HoD &amp; DD: T&amp;L for internal (department level) discussion and intervention</li> <li>Negotiated support from ECs and IDs</li> </ul>	<ul style="list-style-type: none"> <li>Provide Bb dashboards and PowerHEDA data</li> <li>Complete module evaluation using MS Teams</li> <li>Additional data analysis and surveys</li> <li>HoD &amp; DD: T&amp;L for internal (module level) discussion, interventions AND Tshebi feedback</li> <li>Negotiated support from ECs and IDs</li> </ul>

## Pyramid Analytics

Pyramid Analytics, a business intelligence and data-analytics software solution, was identified as a solution to optimise the HIMs project through simplified reporting and analysis. Pyramid Analytics has been used by EI for a number of years, mainly to provide data on the use of Blackboard to academic managers and the Executive. Pyramid Analytics has the potential to be scaled to provide data to the Dean/Deputy Deans, Heads of Departments, Education Consultant and FSAs, which will be ideal for the HIMs project in 2021. In preparation for the implementation in 2021, eight staff members from EI, the Department for Institutional Planning, as well as the Mamelodi campus received training.

## Evaluation of student success initiatives

HERI manages the design, development, and implementation of institutional research to measure the impact of student success interventions.

HERI evaluated the 2020 Academic Orientation Programme (AOP) for first-year students with a survey. 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 online as part of the orientation programme to all students who attended the AOP. The results show that the AOP achieved its overall objectives.

The peer mentorship programme is managed by the Department of Student Affairs. 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 semester of the first year. The programme was evaluated during 2020 using a survey developed for reporting to the Department of Higher Education and Training regarding the University Capacity Development Grant. The survey was administered to all mentees to evaluate their satisfaction with the programme. The results of the evaluations show that the mentorship programme is beneficial to the mentees.

Similarly, Peer Tutoring was evaluated using a survey developed for reporting to the Department of Higher Education and Training regarding the University Capacity Development Grant. Unfortunately,

only 146 students participated in the survey, however, the students were generally positive about the benefits of tutoring. In addition to the survey results, the DHET requires the institution to submit a report annually to demonstrate how funds were spent and the impact on students' success. The monitoring and reporting on tutorials were generally not consistent between faculties, or even between departments in the same faculty. In some faculties, capturing tutorial attendance was not mandatory and larger faculties do not have enough capacity to carry out the administrative work of capturing tutorial attendance. In most instances, only a few departments kept records of tutorial attendance, while a majority of the departments kept no records of their engagement with students. This highlighted the need to create an electronic system to capture tutorial data. In addition, and due to lockdown, different approaches were used for tutor sessions, namely clickUP, Blackboard Collaborate sessions, and consultations via WhatsApp, emails and Campuswire.

The result is that tutorial attendance could not be evaluated as intended in 2020. In order to improve the quality of data, a researcher from the HERI unit and the Deputy Director: Academic Development held roadshows at six faculties with Deputy Deans, HODs, and Tutor Coordinators. The proposal for 2021 is to develop an electronic system where tutor engagement can be captured. UP uses the DHET funding to support students in modules with low pass rates, and spread the funds based on the average module pass rate. Tutorial reports need to be submitted by faculties, and the reports should demonstrate the reach and impact of tutorials. Tutors will also be trained on how to use the electronic system to capture data on tutorials.





# COMMUNITY ENGAGEMENT

The Community Engagement Unit provides strategic leadership on community engagement, changing the UP culture towards following a sustainable community development approach, replacing the historic charitable way of working. Charity will always be necessary in times of a disaster as a short-term strategy to bring relief and serve well as a development first-aid. The latter is done with a view to identifying and implementing mutually beneficial projects for the long term through collaboration with faculties and students, and the nurturing and sustaining of partnerships with communities and community structures.

The CE Unit also manages data related to communities and projects, among others, through an online community engagement management system (CEMS – access through portlet on the intranet). The Unit also negotiates community placement based on module outcomes or outcomes to be achieved through voluntary service. They ensure safe environments for students by nurturing community relationships; briefing students both on the character of communities and on the security in communities prior to going on community engagement activities; providing maps for safe access to communities; and monitoring all sites regularly.

The unit also liaises with national and international community engagement organisations including the University Social Responsibility Network (USRN, Erasmus+, Talloires Network, etc).

## Embedded Community Engagement

Professional Development, Practical work, Work Integrated Learning (WIL), Work Experience, Field Work and modules embedded into curricula all have the following in common: a set of community-based learning interactions. By design, these modules are community engagement modules that require students to acquire experiential learning while at the same time serving the community. In some faculties, these modules can be separate modules, but in other faculties, these modules are combined and integrated. These modules in any form are offered in a community-based learning

support mode to the benefit of socio-economically deprived communities. For students, this approach aims to sensitise them in order to understand their future work environment within the context of real-world challenges and situations while they are still in the protective learning environment that the University offers.

## Community engagement in the time of COVID-19

How community engagement is rolled out in practice at the University of Pretoria changed completely in the past few months due to the COVID-19 pandemic. Nothing was 'business as usual' and all activities related to community engagement modules were approached by taking into consideration the potential risks it might hold for students, personnel and community members. We had to look through this lens to keep ourselves, our students, and our community safe since everyone was unsure as to where to draw the line when it came to staying safe.

The whole landscape of community engagement has changed. The community-based learning related to person-to-person interactions at the core of the CE modules were innovatively replaced with other types of experiential learning activities in most of the modules to sustain the quality of teaching. The University remained committed to providing students with the employability skills and knowledge to function in a rapidly changing world (as we have experienced in an extreme way the past few months). In all instances, the COVID-19 protocols were followed to minimise the risks involved in getting the virus. With the help of our communities, students were encouraged to follow the protocols.

Nevertheless, although these modules with community engagement components are compulsory, a large degree of choice is provided to students in terms of the where, what, and how. However, due to coping with the COVID-19 pandemic, only those options that hold no risks or the least risks were made available to students to choose from – often without them realising this. The scope of the choices



available to students during the COVID-19 pandemic varies from related activities in our local communities to activities that students can do in their local communities while staying home, or which they can do working from home such as:

- Making educational videos for children (for instance on how to take care of their pets or animal welfare);
- Primary health care education videos for communities; and
- Making educational toys that will be used by students next year when community-based interactions will be allowed again.

Since students did not need as much transport for doing these activities as they usually would, CE funds were made available for the material to make educational toys or for data to disseminate these videos.

When no other options were available, site visits, which did not include any unnecessary interaction with people, were done to sensitise students. These visits enabled them to bring practice and theory together within the context of the work environment. For this, we rely on our community partners who accommodate the University to assist in taking the videos or photos and making these opportunities available.

In the academic disciplines orientated towards working with people, such as Humanities and the Health Sciences (other than medicine), such as physiotherapy, nutrition and occupational therapy, students were required to do an initial site visit and meet with some people to better understand the context in which they have to work. In these instances, all COVID-19 protocols were followed, such as wearing Personal Protective Equipment (PPE) and keeping a safe distance. Where possible, these sessions were also replaced with a Zoom or WhatsApp meeting with the site/or client. After the first contact session, the students continued by working online with the client doing consultations, therapy, and group work, among others.

In almost all instances, these kinds of activities were limited to final year students only. In most instances, the interactive community-based, person-to-person component within these modules were

either minimised in the ways described above or removed and substituted with social distance activities without compromising the quality of learning.

Adapting to dealing with the challenges during the pandemic, the CE Unit made use of unused land in Hatfield to build a shelter with its own vegetable gardens, and turned the second site into a therapy garden. The sites were being used as garbage dumps where homeless people stayed, producing and selling drugs. The first challenges that the project faced included cleaning up the sites, preventing businesses from using them as dumping grounds, eradicating drug dealing from the area, and replacing drug dealing with legitimate work. The initiative was very successful in this regard as the project aimed to reduce crime in the area and to rehabilitate and re-skill the drug addicts, who were also drug dealers, in the area.

The project began eight years ago when the CE Unit was tasked with improving the Hatfield area as a result of increased homelessness around abandoned sites or pavements. There was also increased crime and the growing problem of drugs being offered to students. This impacted students both economically and health-wise as drugs were used in the residences and on campus, which resulted in more serious problems.

The first site was named by the first intake of homeless people who were living there and is now called Reliable House. Reliable House serves as a transitional shelter providing for homeless people. It has been fully operational since 2016.

The project involves stakeholders from almost all faculties for curricular related community engagement, such as NAS, Health Sciences, Humanities, EBIT, as well as staff from UP's Library Services, and Human Resources. Outside the institution, the National Library and landlords are also involved. Churches and the residents of old age homes in the surrounding areas are also involved, as well as the homeless people taking care of their own vegetable gardens.

The second site was developed during COVID in 2020 after it was cleaned.



*Development of the second site, Moja Gabedi*



*Volunteers at work on the site*

The second site was named Moja Gabedi and serves as a therapy garden providing occupational therapy, wellness therapy, and art therapy to homeless people, old age homes and children from the area. In terms of running the gardens, the students involved include students who wish to do voluntary community service, vulnerable students who request to have a garden for their own use and to earn an income, and students doing their compulsory community engagement in this field. Churches and the residents of old age homes in the surrounding areas are also involved, as well as homeless people who are able to take care of their own gardens. Both students and homeless volunteers can earn a small income and learn how to keep a kitchen garden for themselves.

Most faculties worked during the COVID-19 Lockdown at Moja Gabedi changing what used to be a garbage dump into a meaningful space.

## Multi- and transdisciplinary community engagement hubs

Viva Village (in Mamelodi's Alaska township), the Daspoort/Melusi, Zama-Zama, and Plastic View informal settlements, Reliable House and Moja Gabedi are multi- and/or transdisciplinary community engagement hubs where all faculties work together with residents,

healthcare workers, and clinics to provide a holistic service. The academic fields involved include psychology, social work, geology, engineering, Health Sciences (medicine, nursing, occupational therapy, physiotherapy, nutrition, and radiology). The faculties identify common health issues and address these - from improving hearing through the 3D-printed middle ear transplants innovated at UP to addiction treatment, sustainable agriculture, and affordable nutrition.

### The anchor strategy

The University of Pretoria sees itself as an anchor institution in its communities, with a direct effect on the local economy in terms of the safety and security, wellbeing, and sustainability of our people and environment. Both Reliable House and Moja Gabedi fall within the precinct around the Hatfield campus. Reliable House, in Park Street/Festival Street in Hatfield, was a very negative space in close proximity to UP's Hatfield Campus and it was used as a dumping site. It was a well-known crime hotspot with drug dealing and prostitution taking place, and many vulnerable homeless people were living there. In 2016, when the CE Unit targeted the spot to turn it into a positive space, the homeless people who first lived there renamed themselves and chose to be referred to now as 'change makers'.



## Moja Gabedi

It is hard to imagine how a 100 year-old dumpsite filled with 3000 tons of garbage in Hatfield, Pretoria, previously a haven for vagrants who were living in squalor became a site of hope in only one year. The University of Pretoria saw potential in the chaos of the dumpsite and Moja Gabedi was born - a clear example that integrated community engagement can provide sustainable solutions.

In addition to collaborations within the University, the Unit also works with a number of external stakeholders: COSUP – a community support structure for people using drugs; churches, schools, old age homes, homes for disabled adults, and shelters.

## University Social Responsibility Network (USRN)

Currently, UP is the only African university in this field in the global University Social Responsiveness Network, an international group

of the top 15 universities in the world. The USRN is an international association of universities committed to strengthening the civic roles and social responsibilities of higher education. The USRN has identified the month of October as the annual USR month. This means that all USRN member universities will demonstrate and highlight their commitment to social responsibility by showcasing their social responsibility activities during this month. The aim is to raise awareness about the positive work achieved by universities through social responsibility and community partnerships. These projects and programmes mobilise the expertise and resources of universities to address the myriad of challenges facing our society.

In essence, university social responsibility refers to a range of curricular and co-curricular initiatives that aim to educate university students to be socially responsive and transformative leaders. It also mobilises the expertise and other resources of universities to address the multitude of societal challenges currently facing the world.



# OPERATIONS OFFICE



The Operations (OPS) Office, managed by Ms Elize de Waal, proactively uses skilled and experienced staff to support EI in terms of human resources, and 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 co-operation needed to function requires this office to nurture relationships with many other support departments at UP. The Reception at Hatfield campus provides a single point of control of the entrances to EI, gives information for first-line enquiries, and receives deliveries. The OPS Office assists with all of the financial procedures, requests and forms, as prescribed in the UP Policies and Procedures document. The OPS office provides a complete and effective service to the Department in coordinating and managing internal human resource functions and liaising with the Department

of Human Resources (HR). This includes appointments, financial governance, the management and control of contract budgets, and all related human resources matters according to the University of Pretoria's policies, rules and regulations.

Quality service is rendered in terms of internal and external client relations and links with the EI department, UP Departments, services, and divisions. The OPS office is responsible for all logistic and maintenance matters within EI. This responsibility includes office space, furniture, building projects, the use of assets, IT-related matters, occupational health and safety, security and key register, the coordination of services needed from Facilities Management, the Department of Security Services, stationery, access control, the use and maintenance of the golf cart, photocopier machines (contracts and user access), water coolers, pest control, plant maintenance, and contracts. The OPS Office also manages and coordinates the five kitchens and the staff/training/seminar rooms at EI on the Hatfield Campus and facilitates work with contractors.



# RESEARCH OUTPUTS

## Publications in Accredited Journals and Books

- Botha, A.J.M., & Steyn, A.A. (2020). Student-faculty partnership in design: Evaluating a co-creation practice and sharing of findings. *South African Journal of Higher Education*, 34(5), pages 166-176. <https://dx.doi.org/10.20853/34-5-4270>.
- Chigerwe, M., Holm, D.E., Mostert, E., May, K., & Boudreaux, K.A. (2020). Exploring issues surrounding mental health and wellbeing across two continents: A preliminary cross-sectional collaborative study between the University of California, Davis, and University of Pretoria. *PLOS ONE*. <https://doi.org/10.1371/journal.pone.0241302>.
- Fisher, H., & Louw, I. (2020). Teaching mise-en-place: student perceptions of the cooking pro-forma process. *International Journal of Gastronomy and Food Science*, 22. <https://doi.org/10.1016/j.ijgfs.2020.100245>.
- Graham, M., Stols, G.H., & Kapp, R. (2020). Teacher practice and integration of ICT: why are or aren't South African teachers using ICTs in their classrooms. *International Journal of Instruction*, 13(2), 749-766. Available from [http://www.e-iji.net/dosyalar/iji\\_2020\\_2\\_51.pdf](http://www.e-iji.net/dosyalar/iji_2020_2_51.pdf)
- Haupt, S., & Antonites, A. (2020). Factors Influencing Innovation Adoption in a Higher Education Institution. *European Journal of Teaching and Education*, 2(2), 60-74. <https://doi.org/10.33422/ejte.v2i2.200>
- Mamombe, C., Mathabathe, K.C., & Gaigher, E. (2020). The influence of inquiry-based approach on grade four learners' understanding of the particulate nature of matter in the gaseous phase, a case study. *EURASIA Journal of Mathematics, Science and Technology Education*, 16(1). <https://doi.org/10.29333/ejmste/110391>.
- Stevens, M.G.H., Morar-Leather, D., Trevisan, C., Mostert, E., & Oosthuizen, M. (2020). Collaboration spanning two continents: An online Master's degree in Tropical Animal Health. *Journal of Veterinary Medical Education*, 47(5), 594-606.

## Book Chapters

- Botha, A., Bezuidenhout, S., Du Plessis, L., Muller, E., Steyn, A.A., Weilbach, L., Jansen, R., Maritz, J., & Cronje, T. (2019). Implementing an Online Tool for Teamwork assessment in Real Time: A faculty initiative across disciplines. In: D. Remenyi (ed.), *The 5th e-learning Excellence awards: An Anthology of case histories 2019*. ACPIL. Available from: [http://www.academic-bookshop.com/ourshop/prod\\_7162976-5th-eLearning-Excellence-Awards-2019-An-Anthology-of-Case-Histories.html](http://www.academic-bookshop.com/ourshop/prod_7162976-5th-eLearning-Excellence-Awards-2019-An-Anthology-of-Case-Histories.html)
- Jordaan, M., & Jordaan, D. (2020). The role of community partners in the development of student's Social responsibility - insights from a South African case study. In E. Sengupta, P. Blessinger & C. Mahoney (eds.), *University-Community Partnerships for Promoting Social Responsibility in Higher Education* (volume 23, pp. 75-87). Bringley: Emerald Publishing. DOI: <https://doi.org/10.1108/S2055-364120200000023006>.

## Conference Papers

### International Conference Papers

- Amadi-Echendu, J.E., Ebersohn, L., Du Plessis, C., Van der Merwe, A., & Stols, G., (2020). *A multidisciplinary case study on managing the resilience of connected systems*. In 2020 IEEE Technology & Engineering Management Conference (TEMSCON), 3-6 June 2020, Detroit USA. <https://ieeexplore.ieee.org/document/9140139>.
- Jordaan, A.J.J. (2020). *Using Teaching Analytics as a Proxy for Successful Student Outcomes*. Blackboard World Virtual Conference, Tuesday July 21st, 2020.

### National Conference Papers

- Adebesin, F., Mennega, N., & Botha, A.J.M. (2020). *Leveraging low-cost technology to Support Teaching and Learning during COVID-19 Lockdowns*. Flexible Futures, Virtual, 4 August 2020.
- Botha, A.J.M., & Steyn, A.A. (2020). *Student-faculty partnership in design: Evaluating a co-creation practice and sharing of findings*. CHE Quality Promotion Conference, 26-28 February 2020, CSIR, Pretoria.
- Jordaan, A.J.J. (2020). *Institutional Teaching Analytics during COVID-19*. Flexible Futures, Virtual, 4 Aug 2020.
- Jordaan, A.J.J. (2020). *University of Pretoria partnership with AWS*. ASAUDIT Online Spring General Institutional Meeting, 23 September 2020.
- Kebalepile, M.M., & Sehlaplo, H.P. (2020). *The clicks that told a story: Survey and machine learning algorithms that reads into the student online engagement to predict academic outcomes*. Southern African Association for Institutional Research (SAAIR) Conference. Online, 24-26 November 2020

Kruger-Roux, H., Louw, I., & Du Preez, A. (2020). *Multilingual educational subtitling for improved comprehension of discipline-specific videos*. Flexible Futures, Virtual, 4 August 2020.

Louw, I. (2020). *Tutor training: Using clickUP and interactive videos*. Flexible Futures, Virtual, 4 Aug 2020. Lemmens, J. (2020). Improving student success through module evaluations. Flexible Futures 2020 Conference. Online, 4 August 2020.

Mostert, E., Haupt, S., & Holm, D. (2020). *The student voice in Veterinary Science teaching and learning*. Flexible Futures 2020 Conference. Online, 4 August 2020.

Mostert, E., & Pienaar, M. (2020). *Preparing academics for hybrid teaching in Higher Education: A case study*. E-learning & Technology in Higher Education Summit 2020 Online Conference 17 September 2020.

Ogude, N.A., Mathabathe, K.C., Mthethwa, N. & White, R. (2020). Mamelodi Pre-University Academy: Aligning Campus Strategic Goals to Achieve a University's Anchor Institution Strategy Mandate. *Metropolitan Universities*, 31(2), 33 – 52. DOI: 10.19060/23807.

Sehlapelo, H.P., & Madiba, M. (2020). *The comfort and discomfort of remote online learning during COVID-19 - a case for understanding inequality*. Flexible Futures 2020 Conference. Online, 4 August 2020.

Smith, S., & Botha, A.J.M. (2020). *Reformulation of first year engineering practicals for improved learning and flexibility in online implementation*. Flexible Futures 2020 Conference. Online, 4 August 2020.

Van der Merwe, A., Pelser, A., & Stols, G.H. (2020, January). *Exploring mobile learning among secondary school mathematics learners in resource-constrained schools: towards a research agenda*. Paper presented at the 29th Conference of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE), Nelson Mandela Metropolitan University North Campus, Port Elizabeth, South Africa.

## Research Reports

Kebalepile, M.M. (2020). *FSA intervention report*. Department for Education Innovation. Unpublished resource.

Lemmens, J. (2020). *Readmission report: 2017-2019*. Department for Education Innovation. Unpublished resource.

Lemmens, J. (2020). *Tshebi HIMS PowerPoint report*. Department for Education Innovation. Unpublished resource.

Mphanda, E. (2020). *Evaluation of the 2020 Academic Orientation*. Department for Education Innovation. Unpublished resource.

Mphanda, E. (2020). *Tutor attendance report (semester one)*. Department for Education Innovation. Unpublished resource.

## Membership of Associations/ Research Bodies/International Committees

Botha, A.J.M. Association for Assessment of Learning in Higher Education (AALHE, USA): Member and active collaborator on the ASSESS ListServe.

Jordaan, A.J.J. Blackboard International Conference Organising Committee.

Jordaan, A.J.J. Blackboard International Community Leadership Circle, client-led governance board.

Lemmens, J., Kebalepile, M.M., Mphanda, E. & Botha, A.J.M. Southern African Association for Institutional Research (SAAIR): Members.

## External Workshops Presented

Lotriet, M., & Mostert, E. (2020, 2 December). *Accountable Assessment. Enterprise course for the University of Limpopo*.

Lotriet, M., Van Amerom, E. & Botha, A.J.M. (2020, 15 December). *Design Rubrics. Enterprise course for the University of Limpopo*.

Mostert, E., & Pienaar, M. (2020, 9 December). *Design Objective Assessment Enterprise course for the University of Limpopo*.

## Awards

Booyens, M. First prize for Best Poster at the South African Association of Health Educationalist Conference: Designed by Marizanne Booyens (Experiences of first-year nursing students at the University of Fort Hare, Eastern Cape, South Africa, during home visits).

## Online articles and magazine publications

Jordaan, D. (2020). *UP uses Blackboard to support staff and students during closure*. IT-ONLINE. 4 June 2020. Available: <https://it-online.co.za/2020/06/04/up-uses-blackboard-to-support-staff-and-students-during-closure/>

Jordaan, D. (2020, 11 June). *UP uses Blackboard to support staff and students during closure*. Creamer Media: ENGINEERING NEWS. Available from: [https://www.engineeringnews.co.za/article/university-of-pretoria-uses-blackboard-collaborate-to-support-staff-and-students-during-the-closure-of-campus-2020-06-11/rep\\_id:4136](https://www.engineeringnews.co.za/article/university-of-pretoria-uses-blackboard-collaborate-to-support-staff-and-students-during-the-closure-of-campus-2020-06-11/rep_id:4136)

## Postgraduate supervision or co-supervision

Supervisor: GH Stols. PhD student: Janine Hechter. The relationship between the conceptual and procedural calculus knowledge of the ENGAGE students.

Co-supervisor: GH Stols. M.Ed student: Lindie Cronje. Using information and communication technology to support Grade 6 learners with dyscalculia

# ADDENDUM A

## Faculty support and training - ECs

### Faculty of Economic and Management Sciences

To assist lecturers with their professional development journey as change agents of teaching, learning and assessment, Prof Johan Oberholster (Deputy Dean: Teaching & Learning) and Mrs Elmien van Amerom (Education Consultant) compiled a continuous professional development (CPD) programme, known as the "TAPping into Continuous Professional Development" programme. TAP stands for Teaching and Assessment Principles, which means that all the selected courses in the programme are based on the scientific principles of how people learn. The purpose of the programme was to 1) empower lecturers with "how to" knowledge and skills on teaching and assessment, and 2) enhance lecturers' digital literacy skills.

The TAPping into CPD 2020 for new lecturers covered eight themes, presented over six months. The TAPping into CPD 2020 for established lecturers covered six themes, presented over a year. A shared Google Drive was also created by the education consultant for lecturers with access to resources such as technology tools, student engagement techniques, teaching and assessment apps.

The Faculty of Economic and Management Sciences is in the process of seeking final approval for institutional accreditation with the AACSB i.e. the Association to Advance Collegiate Schools of Business (AACSB). This required the compilation of an Initial Self Evaluation Report (ISER) proving adherence to the 15 identified AACSB standards, which led to the Faculty receiving preliminary approval. In preparation for the peer review visit in 2021, the EC had to head a task team resulting in the development of four generic learning competencies, 16 generic learning objectives and 16 rubrics used as measurement tools, spanning all learning programmes in FEMS from B.Com up to PhD levels (excluding SPMA). All 16 rubrics went through a validation process designed by the EC. A number of workshops on curriculum mapping, assessment mapping, and assurance of learning reporting were conducted in the Departments of Business Management, Marketing Management, Human Resource

Management and Economics.

As from February 2020, it was decided to also roll out the accreditation process to the Financial Stream containing the Departments of Accounting, Internal Auditing, Taxation and Financial Management. The EC was contracted to also assist the Financial Sciences stream with the newly planned Chartered Accountant (CA) 2025 programme, which had to seamlessly integrate with the AACSB Accreditation process. This resulted in facilitating a number of workshops.

To ensure access to information and sources a shared Google Drive was created containing templates for curriculum maps, assessment maps, reporting on assessments, as well as infographics and flyers providing information to the process and workflows. The AACSB international accreditation process has challenged FEMS lecturers to pursue excellence and continuous improvement throughout all learning programmes. Interdepartmental communication, as well as intra and intercommunication between programmes on aligning teaching and assessment of the competencies resulted. To further enculturate all academic staff in the faculty to the AACSB language, two virtual BrownBags were held on the topics of "The ABCs of the AoL" and "How to contextualise an AoL rubric for your module". Mrs Elmien van Amerom and Prof Melanie Wiese were the key drivers and developers.

With the advent of the COVID-19 pandemic the Faculty of EMS converted their face-to-face BrownBag lunches to Virtual BrownBags. A total of 10 virtual BrownBags were presented from March until November 2020. Topics ranged from "A normal assessment in abnormal times" providing tips on how to successfully run a paper-based assessment online, "How to use the Performance Dashboard to inform your teaching practice", "Effective online perusals: Lessons Learnt", "Discussion boards for dynamic online learning", to "Fully online assessments from three different perspectives: guidance, do's and don'ts". Two face-to-face BrownBags were also presented prior to COVID focusing on topics such as "Virtual reality in the classroom: An application in taxation" and "Basics steps of TurningPoint Mobile". Besides presenting some of the BrownBags, the EC was also responsible for the development of advertisements, arranging

speakers, recordings, development of feedback surveys and moderation of every single Virtual BrownBag session in BlackBoard Collaborate. A total of 487 staff members attended the BrownBags.

The advent of Covid-19 and the necessity for online learning and online assessment has created a number of challenges regarding the methods currently available for the assessment of case study, essay based or worked calculation type of questions. With the assistance of BlueRooster Company the Onscreen Marking Tool (an open source UNISA marking tool) was adapted and customised to the needs of lecturers in the four financial departments in the Faculty of EMS. To further strengthen the effectiveness of the onscreen marking tool, the Faculty of EMS managed to secure funding for the activation of the "Advanced Assignment Tool" in clicUP which enables the bulk upload and bulk download of marked assignments/tests/exam papers.

The professional staff in the Faculty of EMS are just an important part of the success of the Faculty as its lecturers. Mrs Elmi van Amerom together with Prof Alex Antonites HOD from the Department of Business Management launched five virtual training sessions on a variety of Virtual Office platforms such as Zoom, Microsoft Teams, Google Meet, Google Drive, and BlackBoard Collaborate. Staff were trained in how to use these platforms as virtual meeting and virtual conferencing tools. A total of 52 professional staff members were trained.

On 23 January 2020 the Faculty of EMS held its first ever seminar titled "TAP into Powerful Teaching". Topics focused on Effective teaching through contextualisation presented by Mrs Elmi van Amerom and Prof Hanneke du Preez, H5P as tool for student engagement presented by Mr Dolf Jordaan, and Best TurningPoint clicker practices presented by Mr David Wilson, CEO of Participate Technologies. A total of 100 staff members attended the seminar. The feedback was overwhelmingly positive. The education consultant was responsible for the development of advertisements, arranging of speakers, development of programme, recordings and feedback survey.

The Coronavirus pandemic created a roller-coaster ride for lecturers who had to suddenly adapt to remote teaching and assessment. In an attempt to support lecturers a variety of information sources were provided by the education consultant, such as Virtual Conferences, Virtual BrownBags, Online sources pertaining remote Teaching and Assessment, New Apps and Tools such as Perusall, CamScanner, Onscreen Marking Tool, an FAQ section, and Music to guide lecturers through the COVID-19 pandemic for emotional support.

## Faculty of Education

Throughout 2020, the education consultant (EC) for the Faculty of Education, Dr Marius Pienaar, has continually worked on supporting the faculty on teaching and learning advice. Dr Pienaar mainly offered pre-COVID-19 and during the pandemic support from a distance. The EC promoted the faculty values - i.e. vision, courage, curiosity, resourcefulness and flexibility - in line with the Inquiry-based Learning strategy. In this regard, the EC emphasised courage, resourcefulness and flexibility so the academic staff could best adapt to the so-called 'new normal' of 2020. The EC supported the lecturers with the skills and experience they needed to teach from a distance and online most of the year whilst addressing challenges and celebrating successes. The support included clickUP and other related support in terms of technology, teaching and learning and

curriculum.

In 2020, the EC continued to support the development of the Post Graduate Diploma in Higher Education (PGDHE), considered to be an essential development for the faculty, the Department for Education Innovation and the university at large. In this regard, the EC's support was also strengthened by two of his colleagues, namely Dr Sanet Haupt and Mrs Carol Gossmann, and other role players in the faculty. The rationale for the PGDHE has as the premise the educational professional development of lecturers. It aims at promoting lecturer professionalism and formation of lecturers' own identity. Progress was measured against regular discussions and targets. The action plan for 2020 set out the high-priority actions for the development of the programme, with progress measured against the target of applying to the applicable and appropriate faculty and university boards for approval. This ensured that the committee regularly monitored progress against stated goals and objectives throughout the year. The application is still in progress.

In 2020 the EC also continued his support of the PGDip TVET programme. He is part of the team of academics that obtained a SoTL grant for research and reporting on the development and implementation of the programme.

The highlights of the year are that the EC presented a workshop on micro-learning to the staff members of the Higher Certificate in Sports Science Education (HCSSE). He was assisted by his colleagues Dr Sanet Haupt, Dr Irene Lubbe and Mrs Faith Mathibedi. The EC also attended many webinars and an e-Learning conference as part of his professional development and to use relevant information to support the faculty with their e-Learning needs. The EC also wrote strategies for video and PowerPoint support for online teaching. Together with Dr Sanet Haupt, the EC also did a presentation on the national framework for enhancing academics as university teachers for the Department of Humanities Education. They also presented the topic to the Faculty of Theology and Religious Studies, the Faculty of Humanities and the Faculty of Law. The framework is a guiding document in the context of the University Capacity Development Programme (UCDP) to strengthen the development of university teachers. Dr Pienaar also did presentations to the faculties of Health Sciences, Economic and Management Sciences, and Veterinary Science on how to cite images in presentations and class notes effectively. The EC also presented assessment workshops to the School of Dentistry.

Two virtual brown bag lunches were held. The one was on an onscreen marking tool, while the other was on innovative assessment practices in the faculty. The Dreamfields Project also invited Dr Pienaar to do a presentation on best practices for online teaching and learning. The Dreamfields Project uses the power of sport to leverage investment in children in townships and rural areas to enrich their lives and instil goodwill. During this unusual year, there was a great need for clickUP support. Dr Pienaar and Ms Jacky Maroga, the instructional designer, did their level best to help and support the academic staff members to utilise clickUP effectively. Support was also given in terms of peer reviews and teaching portfolios. In the end, the unusual academic year proved to be quite rewarding for Dr Pienaar and his work in the faculty.



## Faculty of Engineering, Built Environment and Information Technology

The year kicked off with the annual INNOVIL (Induction for novice lecturers) training - attended by 43 assistant lecturers (AL) from the School of Information Technology and the AIM lab. The three day training focused on roles and responsibilities of AL's; UP rules, regulations, policies and principles, available support services; and presenting yourself as an UP AL. The online tutor training course was introduced for the first time as part of Innovil - facilitated by the EC where AL's had the opportunity to complete the activities in the AIM labs with their peers. Topics covered were: Plan your lecture and what you need to know about objective assessment and creating your own MCQ's; clickUP Training, and Plan, prepare and present a micro lesson.

The faculty was challenged during March and beyond to a rapid transition to online learning. For the EC this turned out positive, as the remote way of operation afforded her the opportunity to reach more academics much quicker. Due to the size of the faculty, online support and training opportunities could be arranged just in time and could be attended by large numbers. Academics who were not able to attend these sessions had access to the recordings and follow up meetings. Many hours went into assisting academics to integrate clickUP into their teaching, learning and assessment practices, ensuring quality of constructive alignment for effective and meaningful student learning.

Below is a summary of some of the faculty responsibilities, training and consultation that were done in consultation with the Deputy Dean (DD) T&L, to ensure an alignment between the EC work and support and the DD faculty T&L priorities for the year:

- Class visits were done regularly for the purposes of promotion and probation. The EC also assists individual lecturers across EBIT in their development as facilitators and role model through her teaching and learning advice (consultations) and support material development (study guides) across EBIT. The implementation of a new standardised and validated tool for online class facilitation feedback was well received by academics and HOD's. It afforded a structure for the reports and allowed opportunities for consultations before, during and after the class visit. A holistic approach were followed where feedback was provided, not only on the facilitation, but also on the clickUP module structure, study guide, communication to students, lesson plan (including assessment plan). Recommendations were discussed and suggested for CPD in 2021. This year, many consultations manifested in support and advice for portfolio development.
- The EC is an active member in the curriculum transformation committee and teaching and learning committee where she reports on EI matters and introduces new EI initiatives.
- The EC further attends regular meetings with her Deputy Dean, and the Student Support Team (ISFAP/FSA) as a holistic approach and support to EBIT.
- EBIT submitted 17 SoTL grants of which 12 received funding. The EC is an active researcher and participated in 4 SoTL teams (she is also involved in SoTL's which did not receive funding) - providing T&L support as well as contributing to the research output of these

projects. Various meetings across the month of March were held to work closely with the lecturers and the UP statistician, Tanita Cronje, to prepare for ethical clearance submission.

- The EC also received a SoTL grant for which she applied for together with her initial team: Dr Sanet Haupt, Irene Lubbe and Riana Steyn. The project goal was firstly, to investigate team member evaluation (in group work) software/platforms in the place of iPeer. Secondly, to continue with the development of the TEAMUP clickUP module for students as a resource in teamwork.
- The Tshebi HIMS project in EBIT took off at a high speed and very positive note. The EC is actively involved in 13 HIMS modules that are managed through Microsoft Teams under leadership of Dr Juan-Claude Lemmons and in close collaboration with the HOD's and module coordinators of each of the modules. She works in close collaboration with Dr Lemmons to improve the management of the project.
- At the beginning of lockdown due to the Covid-19 pandemic, the EC provided G-Meet and Blackboard Collaborate training to the majority of HOD's, their professional staff and lecturers in the department. The Dean's and Deputy Deans' professional staff were also trained.
- Consultations and support took place on a continuous basis, for example in Construction Economics support revolved around planning of programme assessment; in Engage, Mining, Civil, Industrial, Chemical and Metallurgical Engineering inputs where provided on academic contingency plans and teaching, learning, assessment and clickUP matters; and in GSTM ideas were brainstormed and discussed around their specific needs during C-19.
- The EC supports all lecturers who received R2000 for a T&L prize in the Department. Support is provided to lecturers, on invitation, with their teaching portfolio's and application submissions for EBIT as well as UP T&L excellence awards. Dr Marie Hatting was supported in her application and presentation as a finalist for the UP award.
- The EC was part of the pilot project (**Student module feedback - SFI (Watermark EvaluationKit)**) and assisted the 2 modules from EBIT. In addition, many consultations were held with academics to draft additional questions for qualitative feedback on specific aspects of the modules. The EC worked together with the majority of these modules to analyse the data for actions plans in 2021 as an improvement for effective student learning and the learning programme as a whole.
- Continuous process for the early detection of challenged and at risk students in EBIT using Blackboard Retention center, Grade Center, clickUP reports, Analytics for Learn and Blackboard Predict.
- Continuous support for review and evaluation of curriculum and quality assurance of study guides

### Some highlights where the EC played a key role:

- SoTL project: PWT322 module (Architecture- Lecturer Ms Karen Botes) The objective was to analyse and define student learning through virtually engaging with a real-life project and transdisciplinary collaboration.
- The annual EBIT week was successfully changed to an online webinar in Blackboard Collaborate with 2 main sessions and

departmental breakout sessions.

- The annual Hendrik van der Bijl Lecture was facilitated online as well as the Faculty Board meetings and voting in BbCollaborate.
- The annual T&L symposium made room for EBIT T&L events, of which the EC presented: Introduction of ePortfolios as an opportunity, not only to assess learning outcomes but also to produce meaningful learning. This session included a brief introduction of the portfolio tool available in clickUP.

## Faculty of Health Sciences

The 2020 year started with the **first year orientation**. Students from the Health Science Faculty received a comprehensive in-person overview of the campus, HPCSA rules and regulations, hospital etiquette, professional decorum and student support available. Due to the lockdown, the first year medical students could not return to campus for the second semester, but they still needed **specific orientation** regarding security measures. EC-support was provided to the lecturer (Dr Roos) for the development of a digital escape room (game) for the first year medical students to introduce them to Prinshof campus and all security-related issues. Very positive response received and the concept will be expanded on in 2021.

Faculty **Workshops** were initially facilitated in a face-to-face environment, but had to rapidly move to an online environment. Topics covered aspects such as **SBA**s (Single best answers), **Assessment** and alternative **Teaching**, facilitation and assessment (TL&A) approaches, facilitation and meeting **platforms**, **Podcasting** as well as the UP-priority course on **Teaching Portfolios**. In total 9 workshops were facilitated (face-to-face or online). This is excluding the other UP-priority courses available to all lecturers and managed by the EI department. A condensed version (list) of apps and platforms to be used by lecturers were created and distributed to all by the end of the second semester. List can be found here: [https://linktr.ee/Irene\\_Lubbe](https://linktr.ee/Irene_Lubbe).

Converting to Emergency Remote Teaching was an unexpected and rapid requirement. Lecturers experienced various challenges and frustrations. Numerous consultations with individuals and groups were held to assist in the transition. Some lecturers experienced challenges with converting PowerPoint Presentations to videos. A short 30-minute **self-paced eLearning** was created by the EC to guide them through the process of creating micro-learning and converting it to videos.

The Brownbag Lunch-time series was converted to eight online EC-driven **Webinars** where lecturers shared their success and frustrations as it relates to the rapid emergency online teaching and assessment. Topics such as student engagement, teaching approaches (memes and podcasting), interactive assessment, online content development, the highs and lows on online teaching and assessment, etc. were covered. An external presenter from Stellenbosh, Dr Elize Archer did an excellent ninth session on "Introducing empathy into a curriculum". A concept that needs constant awareness and inclusion.

An institutional **Coursera**-licence was negotiated by the EC and HS Deputy-Dean T&L for use by all lecturers, professional or support staff and students. This was a great initiative to allow self-paced learning and upskilling of skills. Lecturers enrolled for a variety of MOOCs / courses related to TL&A,

Individual **consultations** form the basis of our EC function and a huge number of online consultations were done during office hours and late at night when lecturers encountered obstacles. Topics varied from study guides to assessment and facilitation, content creation, plagiarism as well as professional development, promotion and probation. Interesting interactive content was also created (such as the **Sunburst diagram**) to allow medical students to visually track and display the development of the Entrusted professional competencies.

As academic dishonesty and **plagiarism** was a huge concern, the EC worked closely with Prof Steenkamp as the Deputy-Dean: Teaching and Learning, Prof Adam (School of Medicine) and the library to create content for a plagiarism awareness campaign in the faculty. The EC is busy with an app for a quick reference guide (<https://anti-plagiarism.glideapp.io/>) and will be finalised during 2021 and continuously updated.

**Class observations** (theoretical and clinical) are conducted on an ad hoc basis. During 2020 9 in-person and 6 on-demand/virtual class visits were conducted. The feedback provided assisted lecturers to identify gaps and developmental areas. Successes and good practices are celebrated. The EC worked with two other ECs to create a standardised and validated basic tool for feedback to lecturers. Positive feedback from lecturers regarding the tool.

The faculty had a huge focus on **study guide development** and content alignment. The SHSPH, SoM and SoD all started the process to standardise and update all their study guides. This project will also extend into 2021.

SoM started their curriculum-mapping and **recirculation process**. New curriculum to be implemented in 2025 latest.

**SoTL-grant applications:** The faculty received numerous SoTL grants to enable lecturers to produce research as it relates to their teaching and assessment practices. The EC is involved in the following SoTL projects:

- Using video feedback as an alternative assessment approach to improve the accuracy of self-assessment in clinical skills (Prof Herselman, Prof Adam, Mrs van/der Merwe, Dr Lubbe.)
- Implementing a five-step: Team Collaboration Assessment Cycle (TACTIC) at the University of Pretoria (Dr Botha, Dr Haupt, Dr Riana Steyn, Dr Lubbe)
- University of Pretoria MBChB curriculum reform: an exploratory study (Prof Spijkerman, Prof Adam, Prof D Manning, Dr I Lubbe)

It was a full and exciting year, with the EC involved in a variety of educational and research projects. Going into 2021, the focus will be on **implementation of the National framework**, supporting lecturers with teaching, and assessment, conducting research and dedicatedly working on converting the ECs position from professional (support) staff to academic staff.

## Faculty of Humanities

The Faculty Teaching Excellence Awards criteria and process were adapted to include a new category. Over and above the Excellence in teaching category, where excellent, reflective teaching is sustained over a significant period of time, a new category, "Successful and innovative teaching under exceptional circumstances", had been established. An award in this category acknowledges successful,

innovative and excellent teaching under various exceptional and often adverse circumstances. The COVID-19 pandemic formed a specific focal point for this year's award.

This year's winner of the Excellence in Teaching award is Prof Claire Wagner for the near-peer research mentoring programme - an interfaculty collaboration between the Department of Psychology (Faculty of Humanities) and the Department of Town and Regional Planning (Faculty of Engineering, Built Environment and Information Technology [EBIT]). The overall purpose of the programme was to improve the research and report-writing skills of the urban planning students, whilst giving the Psychology students experience in mentoring as well as giving feedback on written academic work (and in turn possibly improving their own written work). Further developments of the programme (2018 and 2019) entail a collaboration with the Smart Places Unit at the CSIR to collect data about urban household water use and behaviour (UHWUB) on a national level. This afforded the students the chance to apply their knowledge of research methods and human-environment behaviour to a real-world problem, i.e. developing strategies to address demand-side management of water by understanding household use and behaviour.

The award in the category **Successful and innovative teaching under exceptional circumstances** went to Prof Duncan Reyburn. Based on the scholarly informed principles of mimesis, dialogue, over-acceptance and paradox. A third category (one on Curricular Community Engagement) is being planned for the 2021 Faculty Teaching Awards.

With the COVID-19 pandemic as backdrop of all teaching and learning the theme for the Faculty Teaching and Learning Discussion Fora presented itself innately as "A sudden turn". Three fora were hosted:

- The first was a discussion aimed at tutor coordinators in the faculty: "A tutoring. This session, provided the 23 participants (mainly tutor-coordinators or departmental representatives) the opportunity to voice new insights, plans for tutoring in their departments, as well as concerns. Peer learning and support remains the main purpose of engagements in this particular community of practice.
- It was during the above discussion that the idea for a similar session for tutors in particular was raised. **"A sudden turn to online tutoring - the tutors' voice"** was aimed at providing tutors an opportunity to present their experiences in a faculty forum. A total of 76 attendees, mainly consisting of tutors, tutor coordinators attended the session where 11 presenters (tutors from departments) presented their views on the following topics: Digital inequality and its impact on tutoring; Bridging the Virtual Gap; How online tutoring affects interpersonal relations; Disability in the Virtual Classroom; and The post-covid classroom and the future of tutoring. This discussion for tutors was so popular that it was requested to become an annual event.
- On 29 September a faculty-wide forum was hosted: **"A sudden turn to online and remote teaching and learning: a focus on our disciplines/fields"**. Five lecturers from four different departments shared their views on and experiences of teaching in their respective disciplines during the first semester of 2020:

♦ Mr Siseko Kumalo (Political Sciences)

♦ *Paradigmatic clashes - leveraging the opportunity presented by Covid 19*

♦ Dr Ian McQueen (Historical and Heritage Studies)

♦ *Online Learning at Third Year and Honours Level: A Perspective from Historical Studies*

♦ Prof Stephan Mühr (Ancient and Modern Languages and Cultures)

♦ *Some trivial ideas about learning pre- and post-Covid. The case of German 2nd year*

♦ Prof Francois Steyn and Ms Lufuno Sadiki (Social Work and Criminology)

♦ *All hands-on deck: Academics' and students' experiences of teaching, learning and assessing during COVID-19*

Prof Lize Kriel from the School of the Arts acted as respondent for the session.

A number of information sessions on relevant processes and frameworks were presented:

- Before the UP-wide priority training course on "Career Portfolios" were launched, members of the faculty applying for promotion or confirmation of appointment, still attended in-faculty sessions on teaching portfolios and peer reviews, jointly presented by Prof Sandy Africa, Ms Vicky Reynders and Ms Marena Lotriet. 16 Faculty members attended 3 sessions
- A session on the new UP online student feedback instrument and system was presented by Ms Hlengiwe Sehlapelo (Department for Education Innovation) on 18 August. A total of 18 staff members attended this session.
- Drs Sanet Haupt and Marius Pienaar (Department for Education Innovation) discussed the National Framework for Enhancing Academics as University Teachers and described how UP plans to implement it. A total of 13 staff members attended the session.
- The Teaching and Learning Committee of the Faculty revisited its Terms of Reference this year. Apart from necessary routine tasks, such as the evaluation of curriculum propels, it aims to establish itself as an agent for change and a forum where relevant teaching and learning matters can be discussed. Activities undertaken in this regard, were:
- Constructive debates and suggestions around the Faculty Promotion Criteria for teaching and learning (to serve at the first Faculty Board in 2021)
- Adaptation of the Faculty Guidelines for the Evaluation and Documentation of Teaching to better accommodate the new model of teaching and learning (to serve at the first Faculty Board in 2021)
- A meeting with the Faculty Transformation Committee on 9 October to stimulate ideas on curriculum transformation. This will be continued in 2021.

At work behind their screens and mainly unseen, a dedicated and devoted lecturing corps kept the wheels of teaching and learning rolling at various levels of the academic project during this year of COVID-19. It will be a mistake not to acknowledge this as an exceptional contribution to teaching and learning in the Faculty. Lecturers learnt, consulted, adapted their ways of teaching and assessment and supported students in numerous ways. The far over hundred consultations on several teaching and learning matters are

evidence of lecturers' active search for support in their endeavour to save the academic year. Apart from a number of peer and portfolio reviews, the topics mostly consulted on include: assessment; study guides; curriculum changes (at module and programme levels); online facilitation in Blackboard and Google Meet; tutor attendance data; support with additional questions and Qualtrics projects related to the Student Feedback on Teaching Survey (STFS); and matters around high impact modules (HIMs). The Faculty ID and EC also supported the development of the online Just Leaders Social Justice Programme, hosted in the Faculty of Humanities.

The invaluable supporting role played by the Faculty ID, Ms Gaby Pretorius, to support lecturers with online teaching and assessment, is reported on in the Instructional Design section of this report.

## Faculty of Law

The Faculty of Law welcomed the new acting Deputy Dean, Prof Monray Botha late last year at a time the faculty's Assessment Guidelines were in a process of being reviewed. Finalising these guidelines became the priority for the Deputy Dean and were finalised at the end of July and presented to the Faculty Board. In between, the faculty's Teaching and Learning Awards Rubric was revised and aligned with the university's Teaching Excellence Awards criteria. Dr Jani van Wyk earned the Teaching and Learning Award following an excellent enhancement of the ISR 310 module's offering, revamping the teaching and assessment practices, support for students and their learning, and improvement of the modules' overall performance, moving out of the HIMs list.

As Covid19 forced early recess, the Deputy Dean compiled a Teaching and Learning Contingency Plan informed by information gathered from departments. The plan outlined the faculty's response to the "Emergency Remote Teaching" environment which became the new teaching and learning practice. Prior to lockdown, lecture evaluations were conducted for different reasons: for some as part of the Induction Programme's certification requirements, for some for promotion and the rest for professional development purposes. The dynamics of facilitating online required an adjustment to the traditional ways of "teaching, learning and assessing" and communication about developments was significant. In order to enhance communication and access to faculty information, a Teaching and Learning clickUP module was developed to replace the faculty's "My Collaborations Spaces" page which was housed in the UP Staff Portal and tricky to access.

"Unusual" support for academics ranged from curriculum matters, online facilitation, module packaging in clickUP, use of online technology tools, online assessments tools, researching students' experiences on online assessments and consideration of credits and notional hours. The discussion that follows provides highlights of the activities mentioned.

Study Guides of the following modules JUR 110/120, VBB 220, KTH 220, BLR310, ABR 311, ISR 310, PBL 320, TOR 802 and others were revised not only to attend to the administrative sections only but to also align it to the modules' clickUP pages and to consider the new dynamics of facilitating and assessing remotely. Assistance and support were offered by the Education Consultant to review and advice on the educational value of the adjustments. One specific module, PBL 320 used the first semester to prepare for the second semester. The PBL320 team (consisting of Dr Martha Bradley,

Prof Annelize Nienaber, Ms Jessie Phiffer, Mr Marno Swart, Mr Mbongeni Ncube and Mr Felix le Roux) led by Dr Bradley, used the first semester to review the existing module material. In the process of adjusting to ERT, the PBL 320 team used the "Teaching the UP Way" approach as the underpinning to remix, revise and adapt the facilitation of the module content. The team structured the module content using the "Prepare, Engage and Consolidate" phases of the approach, using a number of diverse methodologies (MP4 videos, Powtoons, Q&A videos, Collaborate sessions for Q&A, and so on) as well as opportunities for engagement (scenario-based worksheets, collaborate tutorial sessions).

The PBL320 team communicated their compassion and sense of caring for their students by guiding them through the contents of the ClickUP module by means of a "Virtual Tour" of the PBL 320 ClickUP webpage. Students are supported throughout the semester by lecturers and tutors being "present" on the platform, monitoring students' access and engagement with the material and communicating directly with those not accessing the materials regularly and referring those who struggle with the "real-life exercises" and tutorials to the Student Academic Advisor, Ms F. Hassan.

The module's ClickUP webpage is well-structured, informative and contains weekly announcements in a newsletter, reminders of "What's due", feedback on the previous week's activities and challenges, and updates on the latest developments in a "Newsflash" on current international law news. The Semester programme and Assessment plan presents an overview of the PBL 320 module's teaching, learning and assessment activities. This PBL 320 module's ERT offering is a catalyst in its own right: For a module that is notoriously difficult with a lot of content to cover that is of little interest to the average student (the module deals with international law), it is a real game-changer because of the levels of student engagement and improved student performance.

Ms Elmien van Amerom and Ms T van Oordt facilitated a curriculum mapping session for a Curriculum Mapping Project for accreditation in EMS for KRG 110/120/200 and BER 110/120 modules which are service modules offered by the Law Faculty for EMS degrees.

The modules mentioned above consulted not only for the review of the Study Guides but consulted on other curriculum matters that included packaging of the content on the online environment, lecture approaches and facilitation. Narrated PowerPoints, MP4 videos, recorded presentations were evaluated and advised.

During discussions on the SG, Assessment Plans were revised as there were deviations from the original plans with the move to ERT. ClickUP assessment tools were used more to assess and in BLR 310, Ms Leana Diedericks consulted with the EC and ID on the assignments, clickUP quizzes and the review of question bank questions. There were continuous consultations and discussions on the levels of the assessments and concerns over the time allocations for the assessments. ISR 310's examination was interrogated and students' feedback on their experiences on the module's assessment practice was requested and the EC developed the qualtrics questionnaire. Perusal of online scripts was also a challenge for some academics. ABR 410's examination paper was reviewed and discussed thoroughly in consideration of students' ability to type.

Lecturer support entailed the following:

- Marking skills training for Tutors and Academic Associates
- Marking rubrics discussion



- Design Rubrics course
- Objective Assessment course
- Module Assessment Plans reviews
- HlMs lecturers' information session (tool and processes)

Reflections on the ERT experiences of the lecturers representing all year levels including LLM and the Community Engagement (Law Clinic) and students who collected data from fellow students were presented at the Teaching and Learning Forum. The marking experience on the use of an Onscreen Marking Tool in a Law module was presented by Prof Fanie van Zyl and Ms Tanya Hill from EMS demonstrated the use of the tool.

The latter part of 2020 Dr Sanet Haupt acted as EI representative in the Faculty. She attended the Teaching and Learning meetings and also presented the National Framework together with Dr Marius Pienaar at the second Teaching and Learning Forum on 18 November.

## Faculty of Theology and Religion studies

The education consultant Mrs Carol Gossmann assisted the Chairperson for Teaching and Learning, Prof Jaco Beyers with the planning and implementation of Brown Bag Lunches for 2020. Due to the COVID-19 pandemic the Faculty of Theology Religion converted their face-to-face Brownbag lunches to Virtual Brownbag lunches. A total of four (4) virtual sessions were presented and well attended by academic staff. The topics were:

- The Hybrid Teaching Tool, presented by Mrs Detken Scheepers;
- Teaching and Learning Theories in the Digital Age, presented by Dr Adriana Botha;
- National Framework for Enhancing Academics as University • Teachers and how UP plans to implement exit was presented by Drs Sanet Haupt and Marius Pienaar; and
- The fourth and last session was Feedback to Students, presented by Dr El-Marie Mostert

## Faculty of Veterinary Science

The Faculty of Veterinary Science celebrated its Centenary in 2020 and the EC was privileged to participate in these celebrations.

The year started off with an orientation programme for the 2020 intake of students for the MSc Tropical Animal Health. The University of Pretoria, in collaboration with the Institute of Tropical Medicine, Antwerp, Belgium, presents this coursework Master's degree. A session on "The growth mindset" was presented to these students by the EC as part of the "Holistic model for coursework master's degrees to ensure student success and wellness". Nineteen students registered for this Master's degree attended this face-to-face session. They completed a short questionnaire to determine the state of their own mindset and received some guidelines on how to change their mindset if needed. This session served as an introduction to the rest of the orientation week in preparation for their online learning experience.

Although EI presents many training courses to all lecturers at UP,

some faculty specific training courses were coordinated by the EC. Since March 2020 onwards all additional training and support had to be done online, using mostly Blackboard Collaborate, Google Meet, Microsoft Teams and email. These included a session on:

- the use of TurningPoint from Participate. (25 lecturers attended)
- H5P In-Video assessment software (15 staff members attended)
- Online training session on the development of teaching portfolios for promotion, was presented by the EC and Ms. Marena Lotriet. (13 academics attended). As a result, the EC was requested to assist the lecturers in compiling their portfolios as part of their application for completion of probation or promotion.
- Online brown bag lunch session on the correct way to cite images obtained from the Internet titled "Ex(cite)ing images in presentations: using images in presentation" by Dr. Marius Pienaar.

The COVID-19 pandemic brought about a shift in teaching modalities with the emphasis on online teaching and learning activities at UP. The lecturers in the Faculty were quite well-prepared for this shift due to ongoing training provided by EI over many years. A paper titled "Preparing academics for hybrid teaching in Higher Education: A case study" on the preparation of academics for online teaching in the Faculty, was presented at the online E-learning & Technology in Higher Education Summit. An additional challenge, with regard to the change from face-to-face to online teaching, was the accompanying change from so-called "sit-down" assessments to online assessment. The Deputy Dean Teaching and Learning developed guidelines on the implementation of online assessment in the Faculty. EI provided support with regard to the development and implementation of these guidelines and although most assessments made use of Blackboard tests, some online oral assessments were also successfully done. Lecturers in the Faculty made good use of the individual support as well as the online training sessions provided by the EC, Instructional designer and CBT assistant. Other support provided was to the Faculty winner of the Community Engagement Award, to prepare his submission for the UP Community Engagement Awards. The EC is responsible for coordinating the annual faculty awards.

Faculty Forums and Brown bag lunches are a regular occurrence in the faculty and consist of lunchtime sessions where a variety of topics relevant to the faculty are presented and discussed. The EC participated in a session on the promotion processes and policies focusing on the development of teaching portfolios for promotion by academic staff. The session included contributions from the Dean, the Deputy Dean Research and Postgraduate studies and the Human Resources officer in the faculty. Since this session was presented before the lockdown, it was a face-to-face session but the follow-up session on the development of teaching portfolios had to be done online as described above. An important part of the teaching portfolio is the peer review of academic interventions by lecturers. Several peer reviews were done by the EC as required for probation and promotion purposes. The observation of one such final year practical rotation included a poultry farm visit and students' feedback presentations on the experience in this rotation. As a result of the pandemic, the way that peer reviews were conducted had to change dramatically with the focus on online facilitation of the teaching and learning process. The lecturers in the Faculty were quite familiar with the blended approach and therefore the transition to online facilitation was in most cases not too difficult and online "class visits" was not such a foreign concept.

The EC applied for a SoTL grant to conduct further research regarding the student voice in Veterinary Science with Prof. Holm and Dr. Haupt. This is an ongoing study since 2009 and the student voice has been taken into consideration to inform decisions with regard to teaching and learning in the Faculty. The feedback obtained from the students has already over the past few years played an important role in decisions with regard to curriculum changes in the undergraduate programmes. A paper outlining this project was presented by Prof. Holm at the Flexible Futures 2020 Conference. The EC was also involved in a SoTL investigating the use of the virtual microscopy as a tool for alternative teaching and assessment to increase student engagement in Histology. A conference presentation on the results has been accepted and will be presented at the Africa Learning & Technology Conference in 2021.

The Faculty is known of its collaboration with international veterinary education institutions and the EC was privileged to be part of two such endeavours:

- An overview of one such collaborative partnership is described in a paper titled "Collaboration spanning two continents: An online Master's degree in Tropical Animal Health" was published in a special edition of the Journal of Veterinary Medical Education regarding the collaboration between the Department of Veterinary Tropical Diseases in the Faculty and the Institute of Tropical Medicine in presenting an online Master's degree. The EC was involved with the establishment of this degree since its inception.
- The other collaborative study is a research project between the Veterinary School of the University of California, Davis (UC Davis) and the Faculty of Veterinary Science. The project focuses on student mental health and wellbeing and a comparison between UC Davis and UP veterinary students. A paper titled "Exploring issues surrounding mental health and wellbeing across two continents: A preliminary cross-sectional collaborative study between the University of California, Davis, and University of Pretoria" appeared in the PLOS ONE journal. This study is ongoing and final results will be published in 2021.

The Faculty would have received an accreditation visit from the South African Veterinary Council (SAVC), Royal College of Veterinary Surgeons (RCVS) and Australasian Veterinary Board Council (AVBC) in the first half of 2020. The EC contributed to the "Self-evaluation report for the BVSc (Veterinary Science) programme offered by the Faculty of Veterinary Science, University of Pretoria" in preparation of this visit. Due to COVID-19 the accreditation visit has been postponed to 2021, depending on the situation with regard to the pandemic.

## Faculty of Natural and Agricultural Sciences

The education consultant functions in the same three domains than all other academics do. She has: i) an academic involvement aimed at teaching and learning, ii) a research focus and iii) a community engagement role. The report will deal with them in that order. Her teaching and learning involvement, can be summarised in three additional areas:

### Continuous professional development

FLY@NAS, the forum where lecturers are empowered, was held virtually in 2020. In Feb (face-to-face) the people from the Professional services shared where and how they support academics. The

presenters were from security services, instructional design (EI); social learning spaces; HEDA system; Makerspace and the e-Learning courses (EI). Soon after lockdown we had two sessions to share good practice: teaching online & assessing online. In June we hosted Christine Kraamwinkel to share an online marking tool (Gradescope) and in August we hosted Dr Rory Biggs the UP Laureate Teaching and Learning Excellence award winner for 2019. The September session was about "Lessons learned during semester 1". In October the event was a belated "farewell" to Prof Marietjie Potgieter, the former deputy dean and in November a session about the ten R's of STEM education was shared by Prof Gordon Uno.

The faculty is keen on continuous professional development and when the Honours students became part of the EC's mandate she had to do training for Hons groups in 4 departments (How to approach postgraduate studies). She did a session on constructive alignment with Geology lecturers (11), and did "induction Lite" sessions for 26 young academics in NAS. She did a workshop with eight lecturers from food science to re-imagine their Hons modules. She did a session to compile a career portfolio in NAS (15). The faculty also piloted the merge between the grade centre in Blackboard and Peoplesoft and six sessions were presented to assist with the transition. When remote teaching started she and the ID for NAS conducted 4 sessions to assist lecturers to use Collaborate.

A new Deputy-dean (Prof Paulette Bloomer) was welcomed in NAS and she and Ina Louw started a Community of Practice (CoP) for "Emerging Scholars". During the first meeting the members decided to call the group the UPstarters. They expressed the need to receive targeted support as some of them feel overwhelmed. We designed a survey instrument and determined the 10 things a "new" lecturer needs to know to be successful. The ten things turned out to be very pragmatic in nature; given our online era. They suggested a booklet with guidelines could be useful. The need for a mentor was expressed and other types of training such as assessment. A Google Drive was created and the training schedules for EI was posted there as well as other useful articles. Their needs were discussed during the second session and plans for the future were shared. In Nov Dr Ina Louw presented a session on Active Learning based on an excellent session she attended online and to fulfil one of their expressed needs. A Cultural Intelligence workshop was presented by Common Purpose on 19 November. A plan of action is taking shape for 2021 with the great news that the TAU fellowship was awarded to Dr Pamela de Waal and she wants to assist this group as her project.

### Individual development

In NAS the EC conducted 44 peer reviews of which 23 were online. She designed an observation sheet (for online lectures) and approached the task in a holistic manner, looking at the clickUP module, the study guide, the communication with students and the facilitation of learning (recordings, live sessions, discussion boards etc). These peer reviews are conducted in a non-judgemental fashion where she is seen as a coach and not a judge and does a Zoom discussion with the peer before writing the report. She supported a team as well as an individual who entered the UP Excellence awards and she supported 44 portfolios for promotion or probation candidates. The EC arranged and conducted four cluster meetings to finalise the cluster awards, she designed documentation and criteria for evaluation of the awards. An Innovation award was also instituted and the EC co-designed criteria for that too. She chaired all four of these cluster panel meetings and the winners were announced at the Dean's Breakfast.

## Consultations

The consulting work moved from in-person to online and a lot of advice had to be shared with colleagues who had to go online with their teaching. The EC decided to start a repository with key documents that could be useful in future and created an area in the FLY@NAS clickUP module where she uploaded these so-called Titbits. Initially the Titbits were online teaching articles that the EC extracted the essence from and shared that as a Titbit, but with the link to the full article. As the popularity of these Titbits grew, other important information (i.e. arrangements for perusals) were captured as Titbits and even later the support documents from EI (usually longer) got called Macrobytes and were also uploaded on clickUP, the Google Drive and often also on the Padlet (Sharing Naturally). The EC has more than 100 Titbits and 13 Macrobytes and can now refer people to those documents for advice and information. These documents and other important information were shared weekly by an announcement via FLY@NAS.

She consulted about good practice in online teaching and assessment, curriculum development, clickUP related issues, academic dishonesty, assignments, assessment plans and weights of continuous assessment and general requests. She designed many Qualtrics surveys for many purposes,

The EC was involved in High Impact modules (HIMs) and supported the lecturers when they wanted to add extra questions to the feedback survey. She also supplied advice and literature where needed to support interventions and plans with these modules. Ultimately she was asked to design and record 4 narrated PowerPoints to assist the UP community in understanding the new student feedback system (SFTS).

In her **research** role, the EC in NAS supported Scholarship of Teaching and Learning (SoTL) funding requests, evaluated 50 applications, and collaborated in one such funded SoTL project. She supported a number of other colleagues who are doing SoTL research that is not funded by DHET. One such a paper was published in 2020 with Dr Hennie Fisher. At the Flexible Future Conference she presented data about the new online Tutor system and co-presented the "Academic Subtitling of videos" paper (their SoTL project). Her paper with the former instructional designer about teaching during disruptions was timely published early in 2020 (see detail in section 7.1).

In the domain of **community engagement**, she plays a pivotal role in the NAS Teaching and Learning committee, by always attending and contributing to the meetings and the proposals. She acted as secretary since May 2020 (the DD didn't have an assistant). She also chaired a task team to create assessment rules for modules opting for continuous assessments. The EC collected feedback from the faculty using a Google form in order to compile a "Lessons Learnt" document for NAS to use. Ina publishes a T&L@NAS Bulletin with the capable assistance of Dr Rory Biggs twice a year. The February edition focussed on the "service" departments (now called professional departments) and had 12 contributions. The October version focussed on stories from lecturers going fully online and went much wider than just NAS. There were 16 contribution coming from NAS, EI, Health, EBIT and EMS.

The faculty is very satisfied with her service and work ethics and 73 people completed the survey about her impact in NAS and it was 100% positive.

## Mamelodi Campus

Mamelodi Campus does not have a dedicated EC and support is provided through the EC from the home Faculties. This promotes the alignment of support and ensures that there is articulation between the extended programme and the other programmes.

Dr Sanet Haupt attends the Teaching and Learning meetings and facilitates communication between the campus and the Department for Education Innovation.

A project was launched in the second semester to evaluate the examination results from the first semester. The EC's involved in this project were Ms Faith Mathibedi, Ms Marena Lotriet and Dr Ina Louw. The results of the Projects were communicated to Dr Jeanine Mwambakana and individual lecturers involved.

# ADDENDUM B

## Faculty support and training - IDs

**Table B1: Adhoc institutional, faculty and departmental training sessions presented by instructional designers**

Date	Topic	Faculty/ Dept	Campus	Number of attendees	Duration	Presenter(s) [P] & Support(s) [S]
16 Jan	Innovil	UP	Hatfield	31	6 hours	Alastair Smart [P]
30 Jan	Objective assessment; Respondus; Item Analysis	Anatomy (Health Sciences)	Prinshof	8	5 hours	E de Bruyn [P] E Mostert [P]
11 Feb	Plagiarism & Turnitin	Distance Education	Groenkloof	12	3 hours	Jacky Maroga [P] Gretchen Jacobs [S]
12 Feb	click UP, UP Portal, access to modules, Assignment submission dates	Distance Education	Groenkloof	16	3 hours	Jacky Maroga [P] Gretchen Jacobs [S]
20 Feb	In-Video Assessment	Veterinary Science	Onderstepoort	13	2 hours	Mpho Thukane [P] Dennis Kriel [S]
21 Feb	Teaching and Learning seminar: Plagiarism & Turnitin	Humanities Education UP	Groenkloof	25	1 hour 30min	Jacky Maroga [P] Sonja Delpont [P]
26 Feb, 2, 3, 4, 9, 11 March	Grade Center/People Soft integration	NAS Staff	Hatfield	54	1.5 hours each x 6 = 9 hours	Mpho Thukane [P] Ina Louw
18 March	Digital Lectures	NAS Staff	Online	69	1 hour	Mpho Thukane [P] Ina Louw
18 March	Discussion Board	NAS Staff	Online	38	1 hour	Mpho Thukane [P] Ina Louw



18, 19, 20, 23 March	All dates: Narrated PowerPoint, In-Video Assessment, Bb Collaborate, clickUP Assessment Tools	VetSci Staff	Onderstepoort	114*	1.5 hours each x 4 = 6 hours	Velly Nkosi
19 March	Turnitin Assignments	NAS Staff	Online	14	1 hour	Mpho Thukane [P] Ina Louw
19 March	Assessment tools	NAS Staff	Online	15	1 hour	Mpho Thukane [P] Ina Louw
19 March	Academic Continuity Session 1	Academic Staff	Online	90	1 hour	Estelle Drysdale [P] Detken Scheepers [P]
19 March	Academic Continuity Session 2	Academic Staff	Online	67	1 hour	Dennis Kriel [P]
08 April	clickUP Tests	NAS Staff	Online	111	1 hour	Mpho Thukane [P] Ina Louw
08 April	In-Video Assessment	NAS Staff	Online	92	1 hour	Mpho Thukane [P] Ina Louw
08 April	Bb Collaborate	NAS Staff	Online	100	1 hour	Mpho Thukane [P] Ina Louw
9 April	Videos, narrated PPTs, Bb Collaborate	Distance Education Staff	Online	5	1 hour	Jacky Maroga [P]
20 April	Tests, Discussion Board	Maths, Science and Technology	Online	6	1 hour	Jacky Maroga [P]
22 April	Bb Collaborate	Distance Education	Online	5	1 hour	Jacky Maroga [P]
29 April	Bb Collaborate	Postgraduate TVET Programme	Online	10	1 hour	Jacky Maroga [P]
24 Junie	Exam Help	UP Staff	Online	237	1 hour	Detken Scheepers [P]
25 June	Exam Help	UP Staff	Online	200	1 hour	Detken Scheepers [P]
22 July	Bb Collaborate	GSTM	Online	30	2 hours	Estelle Drysdale [P]
22 July	Introduction to the Overview courses	UP staff	Online	30	1 hour	Hannelie Untiedt [P], Johan Slabbert [S], Gaby Pretorius [S]

27 July	Introduction to the Content courses	UP staff	Online	24	30 min	Estelle Drysdale[P], Alastair Smart [S], Johan Slabbert [S], Gaby Pretorius [S]
23 October	Marking clickUP assignments with rubric	Psychology	Online	6	1 hour	Gaby Pretorius
30 October	Examination help	UP Staff	Online	165	1 hour	Detken Scheepers[P] Gaby Pretorius[S]
Totals: 36 sessions				1587 participants	52.00 hours	

\*Some lectures attended sessions more than once

## Faculty sessions

- In the Faculty of NAS, Ms Mpho Thukane presented five sessions on the Grade Center-PeopleSoft integration to the various departments. In March, she presented various online sessions on Bb collaborate use, creating digital lectures, Turnitin, effective use of the Discussion Board and alternative online assessments.
- G Pretorius presented sessions on academic continuity to the Faculty of Humanities' Teaching and Learning Committee and the Research Ethics committee.
- V Nkosi presented 16 sessions to the Faculty of Veterinary Science the week before lockdown started to empower 41 lecturers to continue with remote teaching.

**Table B2: Number of e-support individuals supported by each office during 2020**

Nr of individuals supported with clickUP through Help desks													
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total per office
Hatfield (Staff & Students)	1013	900	558	591	669	539	1145	983	465	363	353	202	7781
Prinshof (Staff)	111	71	42	88	134	97	143	110	116	41	62	24	577
Prinshof (Students)	83	56	15	*	*	*	*	42	39	14	21	11	281
JIT training Hatfield	10	33	29	38	44	45	40	26	28	26	23	8	350
JIT training Prinshof	0	0	0	0	0	0	0	3	0	2	0	0	5
Total	1217	1060	644	629	713	584	1185	1164	648	446	459	245	8994

\*Office closed during lockdown levels 4\*5 - no students contact

**Table B3: Modules on clickUP 2016-2020**

	2016	2017	2018	2019	2020
UG modules	1,834	2,405	2,460	2,364	
%UG modules	87.67	94.13	94,43%	95.2	
PG modules	977	1,213	2245	2263	
Number of departments	122	122	122	115	
Students accessing e-learning	37,169	37,384	37,584	47 124	

**Table B4: Electronic assessment across all UP systems 2016-2020**

ASSESSMENT SYSTEM/CAMPUS	2016	2017	2018	2019	2020
QuestUP					
Hatfield CBT labs	66	95	82	72	4
Hatfield IT labs	17	28	25	24	1
Mamelodi	2	11	6	16	0
Prinshof	698	672	628	568	386
Onderstepoort	178	252	245	246	58
Groenkloof	72	98	84	86	6
TOTAL QUESTUP ASSESSMENTS	1033	1156	1070	1012	455
CompAssess					
Hatfield IT labs	12	23	18	27	2
Groenkloof	3	11	9	10	0
Mamelodi	3	9	6	7	0
TOTAL COMPASSESS ASSESSMENTS	18	43	33	44	2
clickUP Gratable Assessment tools used item count					



Assignment	4 978	4 851	5 838	6 243	19 894
Basic LTI Link	35	245	141	112	1 461
Blog	532	461	452	316	104
Discussion Forum	177	264	492	260	937
Journal	89	134	222	184	160
SCORM Engine	161	7	14	19	58
Self and Peer Assessment	60	38	21	16	38
Test	5 594	6 760	6 977	7 804	28 538
Turnitin assignments	4 718	5 861	5 358	5 639	8 304
Wiki	16	8	12	30	24
TOTAL CLICKUP ASSESSMENTS ITEMS	16 360	18 629	19 527	20 623	59 518
PowerPoint tests					
Prinshof	63	75	74	85	117
Onderstepoort	2	2	1	17	0
TOTAL POWERPOINT ASSESSMENTS	65	77	75	102	117
Numbas					
TOTAL NUMBAS ASSESSMENTS	*	*	*	*	380
Total	16 425	18 706	19 602	20 725	59 635
QuestUP					
Hatfield CBT labs	7412	12609	11900	25190	296
Hatfield IT Labs	14338	22882	25585	24288	38
Mamelodi	837	2663	3276	4910	0
Prinshof	48491	48435	45241	45309	20089
Onderstepoort	11751	16219	19707	20931	3837
Groenkloof	14594	18243	16043	18355	1353

TOTAL QUESTUP ASSESSMENTS TAKEN BY STUDENTS	97423	121051	121752	138983	25613
CompAssess					
Hatfield IT labs	17903	25185	30329	30455	5764
Groenkloof	755	2224	3785	4199	0
Mamelodi	1519	2663	3285	2901	0
TOTAL COMPASSESS ASSESSMENTS TAKEN BY STUDENTS	20177	30072	37399	37555	5764
clickUP					
clickUP tests**	695 633	864 932	1 020 844	1 199 682	2 299 186
clickUP assignments	122 120	126 209	155 750	185 262	703 114
Graded discussions	2 808	1505	2257	8 792	39 840
Graded wikis	4 837	2 089	2 404	2 569	3 961
Graded blogs	2 674	2 320	2 673	2 995	2 424
Graded journals	584	973	2 258	4 159	5 950
Turnitin assignments	12 4644	24 3445	20 0267	22 0478	463 995
McGraw Hill assignments	198 292	219 628	74 274	308 046	323 531
Cengage	32 337	35 424	179 261	384 014	208 150
Self and Peer Assessments	245	1017	625	102	1, 529
TOTAL GRADED CLICKUP ASSESSMENTS TAKEN BY STUDENTS	1 064 279	1 507 383	1 650 758	2 325 628	4 051 680
PowerPoint tests					
Prinshof	2 205	2 212	2 883	2 510	3 059
Onderstepoort	169	8	6	114	0
TOTAL POWERPOINT ASSESSMENTS TAKEN BY STUDENTS	2 374	2 220	2 889	2 624	3 059
Numbas					

TOTAL NUMBAS ASSESSMENTS TAKEN BY STUDENTS	*	*	*	*	120 000
Total	1 181 879	1 660 726	1 809 909	2 504 790	4 206 116

\*No data available

\*\* Includes self-assessment.

**Table B5: Student training**

Student orientation sessions					
	2016	2017	2018	2019	2020
Number of sessions presented	47	34	45	11	32
Number of students	2,008	1,706	1,874	1637+	1099

2020.

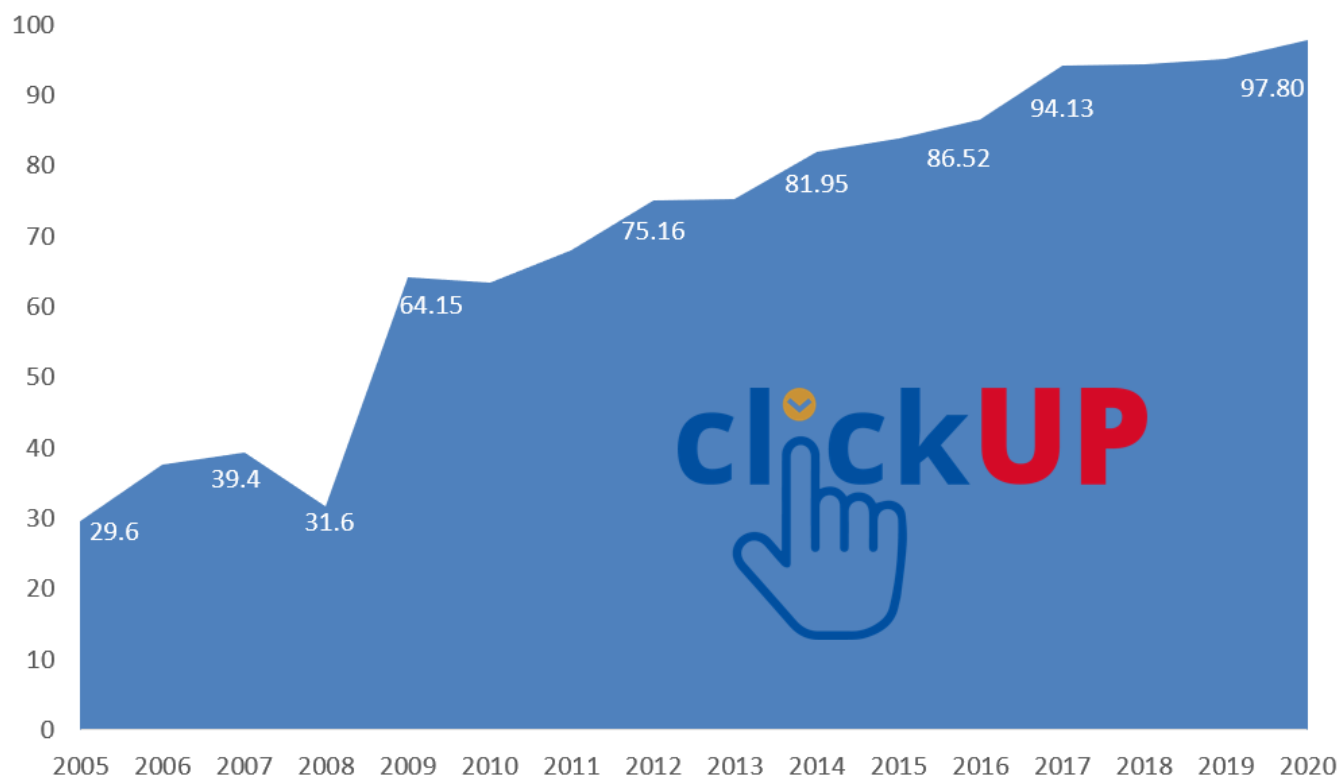


Figure B1: ClickUP usage growth in one decade.

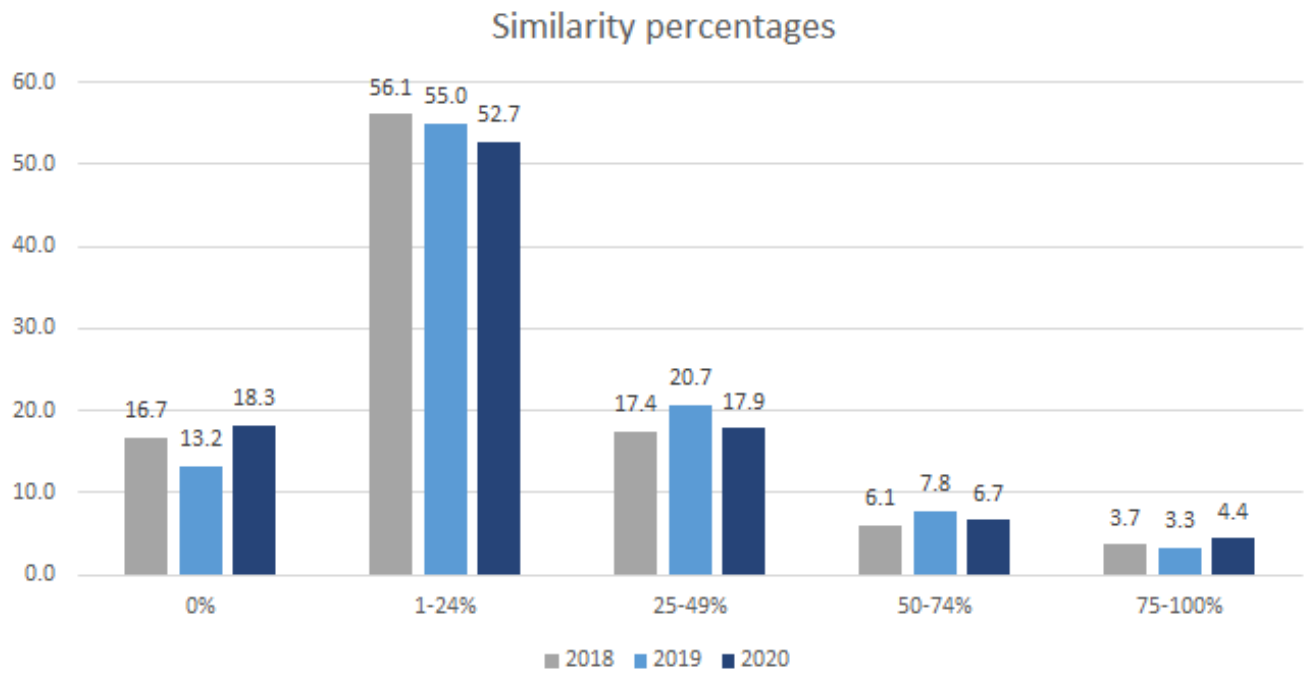


Figure B2: 2017 to 2020 Turnitin use: Similarities

Table B5 shows the similarity reports from 2017 to 2020, and how the majority of papers incline towards lower similarities with a slight increase in high similarity.

**Table B5: Turnitin feedback provided in 2018**

	Submissions with feedback	Scored with rubrics	Instructor feedback	ETS	PeerMark
Total 2018	86,3347	22 611	3 985 745	1 391 143	14776
Total 2019	103,417	21 945	391 495	206 123	16 130
Total 2020	257 802	12 585	1 167 047	2 748 189	463 955







