



Professional Pedagogical Development Courses

2025



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Department for
Education Innovation

Departement vir Onderwysinnovasie
Kgoro ya Tšweletšopele ya Thuto

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Overview/Background

The University of Pretoria (UP) recognises the importance of professional development in enhancing academics' scholarly competence and pedagogical proficiency. This aligns with the university's mission of fostering a dynamic learning steeped in milieu and informed by research into teaching enriched by using the appropriate pertinent technologies.

The Department of Education Innovation (EI) spearheads institution-wide workshops and priority courses aimed at supporting hybrid approaches to teaching, learning, and assessment. These courses are designed to be interactive, focusing on educationally sound principles and implementing appropriate technology within the context of each discipline and module. The Department of Human Resources champions these priority training courses through grants from the skills levy, demonstrating the university's commitment to staff development.

The Continuous Professional Development (CPD) programmes aim to enhance academics' Technological and Pedagogical Knowledge (TPK) and skills, as communicated through 'clickUP Alerts' announcements. This knowledge is essential for effectively integrating technology into teaching and addressing the complexities of academic content.

The programmes cater to academics at various career stages, from emerging scholars to senior university management. A key feature is the Academic Induction for newly appointed lecturers, facilitated by The Department for Education Innovation. These inductions include presentations by the university's senior executives and introduce participants to relevant infrastructure and support mechanisms designed to promote teaching excellence and the scholarship of teaching and learning.

The Education Consultants (ECs) and Instructional Designers (IDs) in EI offer a range of priority courses, underscoring the university's commitment to nurturing academics as teachers and fostering a culture of continuous professional development. By providing comprehensive career-stage-appropriate training, the university ensures its academics are well-equipped to deliver outstanding teaching and support student success.

This booklet provides a comprehensive guide to the courses offered by ECs and IDs. Academics are encouraged to peruse the booklet and enrol in the courses that best support their professional growth plan.



How to register for a CPD course in the UP Staff Portal

Herewith **steps** to register:

- Open www.up.ac.za
- Go to My UP Login
- Go to PeopleSoft HCM and Self-Service (Human Resources)
- Select **Academic Career Development**,
then follow these steps:
 - 1** Select **Academic Development** on the left menu
 - 2** In the dropdown menu of '**Career Requirement**' select a course you want to enroll for **OR**
 - 3** Select **Course Search** on the left menu
 - 4** Click **Search** link
 - 5** Select the desired course from the list of courses – for course information click 'i'
 - 6** Click **Search**
 - 7** Click on **View Available sessions**
 - 8** Choose a session by clicking on session code, e.g. 0000
 - 9** Click **Continue**
 - 10** Click **Submit. You are now registered**

In the comments section, type a message if there is something you want the facilitator to know

Closer to the date of training, the facilitator will communicate more details pertaining the course. (via UP-email)



Department for
Education Innovation
Institution of Excellence
Agenda for Transformation and Quality



Academic Induction Programme (530)

The Academic Induction Programme introduces newly appointed academics to the university's teaching and research environment.

OUTCOMES	DELIVERY
<p>The aim of the course is to:</p> <ul style="list-style-type: none">• offer you various opportunities to explore the different aspects (pedagogical) of your teaching role in higher education and at UP in particular.• ensure that you are aware of the university's strategic research priorities.• introduce you to the teaching infrastructures and support mechanisms available to enhance your teaching practice in alignment with the university's teaching excellence.	In-person

WHO SHOULD ATTEND:

All newly appointed academics to the university (both new/early career academics and established academics).

DURATION OF THE COURSE: 3 Days

- Day 1: 08:00–14:50
- Day 2: 08:00–16:00
- Day 3: 08:00–14:45

FACILITATORS:

University executives, Department for Education Innovation staff, and guest lecturers.

Online Tutor Training

To ensure that tutors and demonstrators are adequately trained and prepared for their roles and responsibilities, they need to successfully complete the self-paced online tutor training course. This course typically requires approximately four hours to complete. After successful completion of the course, tutors receive an automated letter of participation. The training addresses the following five themes:

- Theme 1: Introduction to tutoring
- Theme 2: Tutoring for learning in higher education
- Theme 3: Exploring tutorial spaces
- Theme 4: Knowing your students
- Theme 5: Evaluating your tutorial practice

OUTCOMES	DELIVERY
Once the tutor/demonstrator has completed their training, they will be able to: <ul style="list-style-type: none">• analyse and reflect on the purpose of tutorials in Higher Education from the South African context.• understand and reflect on your role as a tutor as a change agent in creating a learning environment where all students can learn.• reflect and discuss the significance of tutoring for engaged learning.• develop an understanding of various teaching and learning approaches applicable to tutoring spaces.• understand the UP context and embrace student diversity and student agency.	Online

The senior teaching support services coordinator, Ms Esther Mphanda shares the link for the training with faculty tutor coordinators annually.

Enrol yourself by clicking on the link below. Please note that you need to be logged in to clickUP before opening this link.

UP institutional Tutor training link 2025: https://clickup.up.ac.za/webapps/blackboard/execute/enrollCourse?context=INMENU&course_id=_182762_1

AI in Teaching, Learning and Assessment (T25AIT)

This course offers an opportunity to explore how artificial intelligence can enhance teaching, learning, and assessment. From harnessing AI-driven tools and generative AI to improving student support and adapting assessment practices, you will gain the skills and strategies to confidently integrate AI into your educational toolkit. Join us to discover effective prompting techniques, navigate AI functionalities in clickUP ULTRA, and ensure data privacy while staying ahead of challenges in the evolving educational landscape.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• explore AI-driven tools to enhance teaching, learning, and assessment.• use generative AI tools to support and boost your productivity.• leverage AI functionalities available in clickUP to enhance teaching.• use effective prompting strategies to achieve desired AI outputs.• leverage AI to provide personalised, 24/7 tutor support to students using generative AI.• develop strategies to communicate AI-related restrictions and expectations to students via study guides.• adapt assessment practices to maintain the integrity of qualifications.• gain insights into potential pitfalls, challenges, and limitations of AI in educational settings.• ensure data privacy and confidentiality in AI-enabled educational environments.	In-person

WHO SHOULD ATTEND:

Academic staff who are interested in the use of AI in education.

DURATION OF THE COURSE:

- 2 hours

FACILITATORS:

Education Innovation



Access our additional resources

Our diverse CPD courses listed above cater to various academic interests and needs, ensuring you stay at the forefront of your field. In addition, you are welcome to explore some of our stand-alone online resources:

[Cooperative and Collaborative Learning](#)

[Open Educational Resources](#)

Summary of course details: Code, Date and Duration

EI offers a range of priority courses, foregrounding the university's commitment to nurturing academics as teachers and fostering a culture of continuous professional development. This booklet provides a comprehensive guide to the courses offered.

Education Consultancy (EC) Professional Development

The Education Consultancy Unit provides institution-wide priority courses to enhance teaching, learning and assessment:

Course	Code	Date	Duration	Format
Academic Induction Program	530	29–31 January, 2–4 July	3 days	In-person
Accountable Assessment Part 1: Foundations of Assessment	A23AAF	13 May, 12 August	08:30–11:00	Virtual
Accountable Assessment Part 2: Principles in Practice	A23AAP	21 May, 20 August	08:30–11:00	Virtual
AI in teaching and learning and Assessment	T25AIT	4 February, 5 August	09:00–11:00	In-person
Cooperative and Collaborative Learning	T25CCL	30 July	08:30–11:00	In-person
Curriculum Design and Development	T23CDD	28 May, 1 October	08:30–11:00	Virtual
Develop Critical Questioning	T25DCQ	1 April, 19 August	08:30–11:00	Virtual
Feedback to Students	T21FBD	19 March, 9 September	08:30–10:30	Virtual
Large Class Teaching	T25LCT	9 April, 16 September	08:30–10:30	Virtual
Learning Theories for the Digital Age	T21LTD	15 April, 13 August	08:30–11:00	Virtual
Objective Assessment	A21OBA	27 May, 3 September	08:30–11:00	Virtual
Peer Reviewer Orientation	D25PRO	22 July	08:30–11:00	In-person
Rubric Design	A21RUD	4 June, 5 August	08:30–11:00	Virtual
Smart Marking for Teaching Assistant	A22SMA	21 February, 5 March, 25 July, 13 August	08:30–11:00	Virtual
Study Guide	T21STG	2 April, 22 October	08:30–11:00	Virtual
Teaching in Different Modalities	T23TDM	12 March, 30 September	08:30–10:00	Virtual
Teach with Learning in Mind	T23TLM	8 April, 8 October	08:30 – 09:30 30 min live Orientation Session. 7 x Podcasts Self-paced over 3 months. Deadlines: 8 April–31 July, 8 October–31 January	Hybrid
Teaching Portfolio	D22TPO	25 February, 11 April, 15 July, 7 October	08:30–11:00	Virtual

E-Learning Professional Development Courses

clickUP ULTRA Workshops, 09:00–13:00

clickUP ULTRA OVERVIEW	Code: 022023	20 Jan	3 Feb	24 Mar	9 Jun	13 Oct	17 Nov
clickUP ULTRA CONTENT	Code: 032023	21 Jan	4 Feb	25 Mar	10 Jun	14 Oct	18 Nov
clickUP ULTRA ENGAGEMENT	Code: 052023	22 Jan	5 Feb	26 Mar	11 Jun	15 Oct	19 Nov
clickUP ULTRA ASSESSMENT	Code: 042023	23 Jan	6 Feb	27 Mar	12 Jun	16 Oct	20 Nov
clickUP ULTRA GRADING and GRADEBOOK	Code: 062023	24 Jan	7 Feb	28 Mar	13 Jun	17 Oct	21 Nov

clickUP ULTRA Administrators, 08:30–13:00

Course code: 082023	30 Jan	14 May	12 Nov
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In-Video Assessment (H5P), 09:00–13:00 ♦

Course code: 2020E4	11 Mar	6 Aug
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Smart Classroom Engagement (Point Solutions), 09:00–12:00 ♦

Course code: 012023	19 Feb	12 Mar	17 July	30 Sept
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Teaching in a Synchronous (Virtual) Classroom, 09:00–13:00 ♦

Course code: E21BBC	21 Feb	5 Aug
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E-Learning for Academics, 2 full days (08:00–16:00) + 4 weeks of online participation

Course code: 467	5–6 June (Contact) 25 May–4 June; 9–27 June (Online)
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QuestUP 1: Questions marking

Course code: 2022Q1	16 Jan (Prinshof) 11:00–16:00	19 Mar (Hatfield) 08:30–13:30	3 June (OP) 11:00–16:00	2 Sept (Hatfield) 08:30–13:30
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QuestUP 2: Assess deliver

Course code: 2022Q2	17 Jan (Prinshof) 11:00–16:00	20 Mar (Hatfield) 08:30–13:30	4 June (OP) 11:00–16:00	3 Sept (Hatfield) 08:30–13:30
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♦ Also available as self-paced online courses in clickUP:

Enrol yourself by clicking on the link below. Please note that you need to be logged in to clickUP before opening this link. https://clickup.up.ac.za/ultra/courses/_176928_1/outline



Education Consultancy Professional Development

Accountable Assessment - Part 1

Foundations of Assessment (A23AAF)

This is Part 1 of an entry-level course on assessment in Higher Education. It is meant to provide context to lecturers and academic line managers in relation to the place of assessment in the academic project in general. Participants will be introduced to basic assessment concepts and principles, with the aim of encouraging reflection on their practices in their own context. This course is a recommended prerequisite for the attendance of Part 2: *Assessment Principles in Practice*.

Please note that this course is not focused on online or alternative assessment. For available courses on teaching and assessment in clickUP, please visit <https://www.up.ac.za/education-innovation/article/2909528/professional-development>

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• explain the role of assessment in tertiary teaching and learning.• apply knowledge about concepts, terminology and basic assessment principles by reflecting on and evaluating your assessment practice.• define basic assessment criteria for an assessment task or outcome.	Online

WHO SHOULD ATTEND:

Any academic entrusted with the responsibilities of an assessor, module coordinator, programme coordinator, or Head of Department.

DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 2.5 hours
- After-course activities: Optional reflection activities for feedback

FACILITATORS:

Education Consultants

Accountable Assessment - Part 2

Principles in Practice (A23AAP)

This is the second part of an entry-level course on assessment in Higher Education. Participants will have the opportunity to apply what they have learned in Part 1 (*Foundations of Assessment*) to their own assessment practices. The course will address aspects of institutional policies on assessment, question paper analysis and alignment, assessment planning design and quality assurance.

Accountable Assessment Part 1 (*Foundations of Assessment*) is a recommended prerequisite for this course.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• contextualise your assessment practices within UP requirements.• apply knowledge about concepts, terminology and basic assessment principles when planning and designing assessment opportunities for a module.• evaluate whether assessment opportunities are pitched at the right level for a group of students.• critically consider the alignment between assessment tasks and marking schemes.• draw up an assessment plan for a module.• discuss frameworks for quality assurance.	Online

PREREQUISITES:

Accountable assessment - Part 1: *Foundations of Assessment*

WHO SHOULD ATTEND:

- Academic staff entrusted with the responsibilities of an assessor, module coordinator, programme coordinator, or Head of Department.

DURATION OF THE COURSE:

- Pre-course activities: 45 minutes
- Engagement phase: 2.5 hours
- After-course activities: Optional assessment planning and design for feedback

FACILITATORS:

Education Consultants

Cooperative and Collaborative Learning (T25CCL)

Working cooperatively and collaboratively is a recognised UP graduate attribute, regarded as a crucial competency for functioning effectively in society and the workplace. This course guides lecturers in planning cooperative and collaborative learning activities and assessments in an accountable manner using a specific framework.

OUTCOMES	DELIVERY
At the end of this course, you should be able to: <ul style="list-style-type: none">• frame group work within cooperative and collaborative learning theories and principles.• guide students to gain the necessary communication and collaborative competencies to be part of a team.• plan learning and assessment opportunities using a particular framework.• select and implement appropriate group work strategies.	In-person

WHO SHOULD ATTEND:

- Academic staff interested in incorporating group work as a teaching and assessment strategy to enhance student collaboration and teamwork skills, while grounding their approach in cooperative and collaborative learning theories.

DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 2.5 hours
- After-course activities: Active planning within own context

FACILITATORS:

Education Consultants

Curriculum Design and Development (T23CDD)

This course aims to enhance academics' understanding of curriculum design and development processes, ensuring that new and existing programmes are responsive, conceptually rigorous, mission-driven, and informed by research. Participants will be introduced to key theories underpinning the principles of curriculum development and design, enabling them to create contextually relevant and transformative curricula.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• deliberate on how societal, institutional, personal, and interpersonal contexts and processes influence curriculum decisions.• examine how curriculum policies inform decision-making in higher education institutions.• analyse and reflect on curriculum as a concept and how it informs your practice.• develop and design contextually relevant learning opportunities from a constructive alignment perspective.• reflect on curriculum from a broader perspective for the purpose of designing transformative learning opportunities.	Online

WHO SHOULD ATTEND:

Academics and curriculum leaders who wish to develop, design and review a curriculum at the module and programme levels.

DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 2.5 hours
- Consolidate: Own time

FACILITATORS:

Education Consultants

Develop Critical Questioning (T25DCQ)

Critical thinking is foundational in higher education, yet many lecturers are unsure how to develop better thinking in their students. This course is designed to empower you with practical strategies to promote critical thinking by enhancing students' questioning abilities.

This course will explore the potential benefits of applying questioning strategies in your teaching and consider how these strategies can foster student engagement with course content. This includes an introduction to the Question Formulation Technique (QFT), which can be used to stimulate critical thinking among your students.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• explore critical thinking competencies and relate these to convergent, divergent and metacognitive thinking competencies.• describe the potential benefits of applying questioning strategies in learning and teaching, and research.• design a learning session to help students engage with content through questioning.• evaluate whether and how to implement the Question Formulation Technique in your teaching.	Online

WHO SHOULD ATTEND:

- Any teaching practitioner at UP who is tasked with facilitating student learning.

DURATION OF THE COURSE:

- Pre-course activities: 10 minutes
- Engagement phase: 2.5 hours
- After-course activities: Own time

FACILITATORS:

Education Consultants

Feedback to Students (T21FDB)

Feedback is an essential part of the lecturer's teaching practice. This course guides academics on applying effective feedback in their teaching practices to get the best out of their students and assessments. The principles of feedback are emphasised, and examples of techniques and types of feedback are discussed.

OUTCOMES	DELIVERY
At the end of this course, you should be able to: <ul style="list-style-type: none">• understand the value of feedback.• discuss good practices of feedback to students.• identify different techniques to suit the submitted work.• apply suitable feedback instruments.	Online

WHO SHOULD ATTEND:

Academics who use feedback in their teaching strategies.

DURATION OF THE COURSE:

- Pre-course activities: 45 minutes
- Engagement phase: 2 hours
- After-course activities: Optional: Advice and tips

FACILITATORS:

Education Consultants

Large Class Teaching (T25LCT)

Teaching large classes presents unique challenges and opportunities, requiring thoughtful strategies for effective learning and engagement. This CPD programme is designed to equip faculty with the tools and knowledge to navigate these complexities successfully.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• describe the opportunities and risks of large classes within your own departmental or faculty context.• be able to select appropriate strategies for effective teaching for a specific module.• leverage opportunities for improving student engagement in large classes.	Online

WHO SHOULD ATTEND:

- This programme is designed for all teaching practitioners at UP who are responsible for facilitating student learning in large classes.

DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 2 hours
- After-course activities: Own time

FACILITATORS:

Education Consultants

Learning Theories in the Digital Age (T21LTD)

This course introduces participants to the most significant learning theories that inform curriculum design, teaching and assessment in the digital age. Participants will explore how these theories can inform and be integrated into their hybrid teaching practices.

OUTCOMES	DELIVERY
At the end of this course, you should be able to: <ul style="list-style-type: none">• identify five different perspectives on learning, based on theoretical principles.• deliberate teaching, assessment and curriculum approaches associated with each theory.• determine the facilitator's and students' roles for each theory.	Online

WHO SHOULD ATTEND:

- Academic staff who are committed to enhancing student learning and interested in grounding their teaching philosophies and practices in educational theory.

DURATION OF THE COURSE:

- Pre-course activities: 20 minutes
- Engagement phase: 2.5 hours
- After-course activities: Own time

FACILITATORS:

Education Consultants

Objective Assessment (A21OBA)

Objective assessment measures the attainment of competencies through single correct responses, typically using multiple-choice question (MCQ) and other question types, for example. This course equips academic staff members with the knowledge and skills to effectively implement objective assessment in their teaching and learning practices. The principles of writing valid objective items to assess student learning on different levels of Bloom's taxonomy are addressed. The use of objective assessment in different settings and for different purposes, including online assessment and student engagement, is addressed. The importance of properly analysing test items is also explained and practiced.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• define objective assessment.• include objective assessment in an assessment plan according to the UP policy.• apply the principles of writing good/valid objective items to assess specific knowledge and skills.• determine the cognitive level of items according to Bloom's taxonomy.• discuss technology's role in administering objective assessment for formative and summative assessment.• interpret the statistical analysis provided by the LMS and CBT system to improve items.• be aware of the UP policies around objective assessment and CBT.	Online

WHO SHOULD ATTEND:

- Academics staff interested in using objective assessment (including MCQs) as part of their teaching and assessment strategy.

DURATION OF THE COURSE:

- Pre-course activities: 20 minutes
- Engagement phase: 2.5 hours
- After-course activities: Optional Evaluate questions

FACILITATORS:

Education Consultants

Peer Reviewer Orientation (D25PRO)

In alignment with the university's commitment to excellence in teaching and the continuous improvement of pedagogical practices, this training workshop is designed for Faculty peer reviewers within various faculties. These reviewers complement, rather than replace, the peer-reviewing services provided by Education Consultants. As outlined in the Peer Review at UP guide (available at: <https://www.up.ac.za/media/shared/391/pdfs/PD-Training/peer-review-at-up.zp240450.pdf>), this initiative develops a pool of qualified reviewers, enabling the inclusion of multiple perspectives in portfolios of evidence and the application of both disciplinary and educational expertise.

The CPD workshop aims to foster a collaborative environment where peer reviewers are trained and developed to support excellence in teaching and learning while also meeting reporting requirements.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• understanding the fundamentals and purposes of peer review in teaching and learning enhancement.• familiarising participants with the criteria and tools available for conducting peer reviews, including class observations, the evaluation of teaching materials (Study Guides) and reviews of online course designs.• developing the ability to provide balanced, constructive feedback that respects confidentiality and integrity while promoting teaching excellence.• encouraging the establishment of a professional community where faculty members feel supported in their ongoing development as educators.	In-person

WHO SHOULD ATTEND:

- Senior Academic staff nominated for or interested in supporting professional development through teaching peer review who also meet the following criteria:
 - ◇ Experience in Higher education at UP of more than 5 years.
 - ◇ Appointment as Senior Lecturer, Associate Professor or Professor in relevant department.
 - ◇ Capacity to support teaching and learning quality assurance in the relevant Faculty.

DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 3.5 hours
- After-course activities: Peer review activities

FACILITATORS:

Education Consultants

Rubric Design (A21RUD)

The course provides guidelines and steps for creating an analytic rubric. This assessment tool offers constructive feedback and enhances transparency, objectivity, consistency and fairness in evaluating student performance. The design principles covered in this course lay a necessary foundation for application in various contexts, such as clickUP.

OUTCOMES	DELIVERY
At the end of this course, you should be able to: <ul style="list-style-type: none">• consider the value of rubrics in your assessment practice.• ensure that your feedback to students is fair, transparent and clear.• design a valid rubric for consistent marking.• use generative AI tools appropriately to assist in designing rubrics.	Online

WHO SHOULD ATTEND:

Academic responsible for designing assessment activities that demand objective marking of complex tasks.

DURATION OF THE COURSE:

- Pre-course activities: 15 minutes
- Engagement phase: 2.5 hours
- Consolidate activity: Rubric design in own context

FACILITATORS:

Education Consultants

Study Guide (T21STG)

This course provides a guided review process of an exemplar study guide using the *Study Guide Checklist* designed for this course. Participants are introduced to curriculum imperatives within the South African context to ground the review process.

OUTCOMES	DELIVERY
At the end of this course, you should be able to: <ul style="list-style-type: none">• improve the effectiveness of your study guides.• analyse and reflect on which NQF level the module is pitched.• review a study guide for your module according to UP guidelines.	Online

WHO SHOULD ATTEND:

Academics who are tasked with compiling a study guide/s for a module.

DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 2.5 hours
- After-course activities: Duration varies

FACILITATORS:

Education Consultants

Teaching in Different Modalities (T23TDM)

In response to the growing need for hybrid teaching methods and the new CHE HEPS on *Modes of Provision*, it has become essential for academics to master various teaching modalities, encompassing in-person, online, and blended approaches. A comprehensive resource has been crafted to assist lecturers in adapting to these diverse approaches. We invite you to join a one-hour informational session where this invaluable tool will be unveiled and explored. This session provides guidance and insights to effectively understand and apply teaching modalities in your educational strategies.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• be familiar with the new HEPS on modes of provision.• differentiate between different teaching modalities.• choose an appropriate teaching modality within a defined set of circumstances.• choose appropriate teaching methods within a chosen teaching modality.	Online

WHO SHOULD ATTEND:

- Any teaching practitioner at UP tasked with facilitating student learning.

DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 1.5 hours
- After-course activities: 30 minutes

FACILITATORS:

Education Consultants

Teaching with Learning in Mind (T23TLM)

This course aims to empower lecturers to design learning experiences that embrace the research-based principles and practices of how learning works. The course is offered through a series of podcasts available on both Apple and Android podcast providers.

OUTCOMES	DELIVERY
At the end of this course, you should be able to: <ul style="list-style-type: none">• use practical strategies to implement the scientific principles of learning.• engage with the most credible resources on how students learn.• implement concepts in this course within your teaching context.	Online

WHO SHOULD ATTEND:

- Any teaching practitioner at UP tasked with facilitating student learning.

DURATION OF THE COURSE:

- Engagement phase: 1-hour orientation and introduction
- Course activities: Seven podcasts ±20–30min each
- To be completed within three months at your own pace.

FACILITATORS:

Education Consultants

Teaching Portfolio (D22TPO)

This course aims to guide participants in creating a comprehensive teaching portfolio that highlights their professional growth and illustrates how their teaching philosophy informs their teaching practices. Emphasising the importance of ongoing reflection, the course encourages participants to draw on various sources of evidence, such as student feedback and peer reviews, to deepen their understanding of their teaching effectiveness.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• formulate your teaching philosophy.• write a self-reflective, self-evaluative narrative, reflecting your teaching effectiveness.• integrate student and peer feedback into your reflective narrative.• compile a teaching portfolio using recommended guidelines.• select appropriate peer reviewers.• select appropriate evidence to document effective teaching and assessment practices for student learning.	Online

WHO SHOULD ATTEND:

- Academic staff members whose appointments need to be confirmed end of their probation period.
- Applicants seeking promotion
- Lecturers interested in applying for a teaching award, Heads of Department and academic mentors

DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 2.5 hours
- Consolidate activities: Gather evidence and compile your teaching portfolio (own time and target)

FACILITATORS:

Education Consultants



Faculty on-demand/on-request courses

Details about departmental or faculty on-demand/on-request courses to enhance teaching, learning and assessment offered by the Education Consultancy Unit are below:



Inquiry-based Learning (T21IBL)

Inquiry-based learning (IBL) is a facilitation strategy that places ownership on students, rooted in a constructivist approach for developing higher-order thinking skills and exploration of questions. This course guides the exploration of IBL and its implications for curriculum design, teaching and assessment practices.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• contextualise IBL in your modules.• formulate an IBL question for investigation/unit of inquiry at the appropriate level of a specific module.• explain the application of the IBL cycle.• use any framework of your choice to plan an inquiry-based assignment/ research project within your module.	Online

WHO SHOULD ATTEND:

- Academic staff who are tasked with facilitating learning.

DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 2.5 hours
- Consolidate phase: Optional

FACILITATORS:

Education Consultants

Peer Reviewer Orientation (D25PRO)

In alignment with the University of Pretoria's commitment to excellence in teaching and the continuous improvement of pedagogical practices, this training workshop is designed for Faculty peer reviewers within various faculties. These reviewers complement, rather than replace, the peer-reviewing services provided by Education Consultants. As outlined in the Peer Review at UP guide (available at: <https://www.up.ac.za/media/shared/391/pdfs/PD-Training/peer-review-at-up.zp240450.pdf>), this initiative develops a pool of qualified reviewers, enabling the inclusion of multiple perspectives in portfolios of evidence and the application of both disciplinary and educational expertise.

The CPD workshop aims to foster a collaborative environment where peer reviewers are trained and developed to support excellence in teaching and learning while also meeting reporting requirements.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• understanding the fundamentals and purposes of peer review in teaching and learning enhancement.• familiarising participants with the criteria and tools available for conducting peer reviews, including class observations, the evaluation of teaching materials (Study Guides) and reviews of online course designs.• developing the ability to provide balanced, constructive feedback that respects confidentiality and integrity while promoting teaching excellence.• encouraging the establishment of a professional community where faculty members feel supported in their ongoing development as educators.	In-person

WHO SHOULD ATTEND:

- Senior Academic staff nominated for or interested in supporting professional development through teaching peer review who also meet the following criteria:
 - ◇ Experience in Higher education at UP of more than 5 years.
 - ◇ Appointment as Senior Lecturer, Associate Professor or Professor in relevant department.
 - ◇ Capacity to support teaching and learning quality assurance in the relevant Faculty.

DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 3.5 hours
- After-course activities: Peer review activities

FACILITATORS:

Education Consultants

Planning a Learning Opportunity (T21PLO)

In this course, you will learn how to plan a lesson (learning opportunity) while considering the implications of diversity and curriculum transformation for teaching and learning. The affordances of the 7E model for planning, as well as relevant class management techniques and communication principles during delivery and implementation, will be explored.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• identify and describe different dimensions of diversity relevant to the university teaching environment.• consider and integrate the implications of diversity and curriculum transformation in planning and facilitating teaching and learning activities.• apply effective class management and communication principles.• implement proper design principles in the development of PowerPoint and other presentation resources.• incorporate effective teaching engagement tools and techniques.• apply the principles of the 7E model and the Prepare-Engage-Consolidate approach to plan a meaningful learning opportunity that will enhance learning.	Online

WHO SHOULD ATTEND:

- Academic staff who are tasked with facilitating learning, teaching, and lecturing.

DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 2.5 hours
- Consolidate activity: Plan a learning opportunity using the 7E template.

FACILITATORS:

Education Consultants

Project-based Learning (T21PJL)

Project-Based Learning (PBL) is an instructional approach that simultaneously enables students to develop problem-solving strategies, disciplinary knowledge, and research skills. This course will guide lecturers in implementing project-based learning as a teaching strategy.

OUTCOMES	DELIVERY
At the end of this course, you should be able to: <ul style="list-style-type: none">• conceptualise Project-based Learning.• apply project-based Learning steps in planning a project-based activity.	Online

WHO SHOULD ATTEND:

- All academic staff interested in using Project-based Learning as part of their teaching strategy.

DURATION OF THE COURSE:

- Pre-course activities: 20 minutes
- Engagement phase: 2.5 hours
- Consolidate phase: Optional

FACILITATORS:

Education Consultants

Self-Directed Learning (T23SDL)

Self-directed learning refers to a student's internal motivation to learn and succeed without (or with little) external motivation. This course will help you create strategies to develop your students' reliance on external resources, such as learning networks and communities of practice. Thus, encouraging students to use various strategies to navigate, manage, and take responsibility for their learning.

OUTCOMES	DELIVERY
At the end of this course, you should be able to: <ul style="list-style-type: none">• analyse and change student perceptions.• define the roles and responsibilities of all stakeholders.• create a strategic plan to implement self-directed learning in at least one of your modules.	Online

WHO SHOULD ATTEND:

- This course has been designed for academic personnel who have been teaching for more than five years and are ready to empower their students to take control of their learning.

DURATION OF THE COURSE:

- Pre-course activities: 30 minutes
- Engagement phase: 2 hours
- Consolidate phase: Optional

FACILITATORS:

Education Consultants



E-Learning Professional Development Courses

clickUP ULTRA Overview Workshop (022023)

The clickUP ULTRA Learning Management System offers robust opportunities to enhance learning and teaching innovation at the course level. This workshop will provide a comprehensive overview of the system and its essential features. It will equip participants with the necessary knowledge to expedite the implementation of the system and the design of effective learning experiences.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• proficiently navigate the clickUP ULTRA interface.• recognise and correlate the features and functionalities of clickUP ULTRA with their corresponding teaching and learning potentials.• competently utilise clickUP ULTRA features to manage a module.• upload a study guide.• craft and deliver announcements using the capabilities of the content editor.• create Calendar entries within designated modules.• successfully create a group or group set.• open a module for students to engage with it.	In-person

WHO SHOULD ATTEND:

- This workshop is recommended for lecturers who are responsible for developing and teaching a module alone or as part of a team of lecturers.

DURATION OF THE COURSE:

- 4 hours

FACILITATORS:

Instructional Designers

NOTE:

This course is a recommended prerequisite course for all other clickUP ULTRA workshops.

clickUP ULTRA Content Workshop (032023)

This interactive workshop builds upon the foundational knowledge acquired in the clickUP ULTRA Overview workshop. It delves into various methods for structuring content to enhance teaching strategies, fostering teaching, cognitive, and social presence within modules. The workshop equips participants with the skills to seamlessly integrate ULTRA features for interactive teaching and learning experiences and create a meaningful course structure for your students.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• identify and utilise clickUP ULTRA features that promote a community of inquiry.• apply diverse content types within clickUP ULTRA to support appropriate teaching strategies, enabling student access and interaction with various resources.• strategically plan the implementation of content tools and features in clickUP Ultra, including learning modules, folders, Ultra documents, file uploads, content editor, and release conditions.• develop and design a well-structured course layout to ensure a meaningful course structure for your students.• apply the AI design assistant features ethically and responsibly to create a course structure.	In-person

PREREQUISITE:

- Completion of the clickUP ULTRA Overview Workshop is recommended before attending this workshop.

WHO SHOULD ATTEND:

- This workshop is specifically designed for staff responsible for setting up modules and loading content.

DURATION OF THE COURSE:

- 4 hours

FACILITATORS:

Instructional Designers

clickUP ULTRA Engagement Workshop (052023)

This course is designed to leverage clickUP ULTRA for designing student learning experiences that promote cognitive engagement. It encourages the use of new tools such as conversations and discussions, collaboration on documents, and effective facilitation of group activities. Participants will learn to use the discussion analytics to aid in evaluating student contributions.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• compose announcements and instructions that enhance effective, behavioural, cognitive, and social engagement among students.• utilise clickUP ULTRA features and tools to establish and oversee online engagement opportunities across three spheres: student-lecturer interaction, student-content interaction, and student-student interaction.• provide a rationale for using conversations and discussions within a clickUP ULTRA course and effectively create and manage them.• configure various types of student groups for different collaborative activities.• create collaborative documents in clickUP ULTRA, allowing students to work together in Microsoft Word, Excel, or PowerPoint.• apply the AI design assistant features ethically and responsibly to create a journal; a discussion and an AI conversation.	In-person

PREREQUISITE:

- Completion of the clickUP ULTRA Overview Workshop is recommended before attending this course.

WHO SHOULD ATTEND:

- This workshop is tailored for lecturers responsible for developing and teaching modules individually or as part of a lecture team.

DURATION OF THE COURSE:

- 4 hours

FACILITATORS:

Instructional Designers

clickUP ULTRA Assessment Workshop (042023)

This workshop provides an introductory exploration of how to establish and utilise the assessment functionalities within clickUP ULTRA.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• recognise the significance of constructive alignment in determining appropriate student assessment methods.• locate and apply UP Assessment policies and guidelines for effective teaching and learning.• effectively employ question banks and rubrics within clickUP ULTRA when creating online assessments.• create well-organised and fully functional online tests and assignments in various formats tailored to distinct requirements.• identify and address challenges that may arise during student assessments, implementing effective solutions.• know how to manage and track student submissions.• apply the AI design assistant features ethically and responsibly to generate Rubrics, Questions, Question banks and Assignments- Assessment workshop.	In-person

PREREQUISITE:

- Completion of the clickUP ULTRA Overview Workshop is recommended before attending this workshop.

WHO SHOULD ATTEND:

- This workshop is designed for lecturers who are responsible for developing and managing online assessments.

DURATION OF THE COURSE:

- 4 hours

FACILITATORS:

Instructional Designers

clickUP ULTRA Grading and Gradebook Workshop (062023)

This workshop is designed to provide participants with comprehensive knowledge on how to effectively configure the gradebook, grade assessments, and monitor and track student progress within clickUP ULTRA.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• create gradable items that weren't automatically generated.• evaluate various types of assessments and communicate grades to students.• navigate the gradebook interface confidently, efficiently setting up and editing grading items and selecting appropriate settings and categories.• add calculations and set up the progress mark using functions, variables, and operators.• proficiently manage grades, encompassing tasks such as uploading and downloading marks, overriding grades, creating grade items, applying filters, and using the search function.• leverage analytics to run reports for grade management and course enhancement, utilising features like grade history, premium reports, question analysis, and submission receipts.	In-person

PREREQUISITE:

- Completion of clickUP ULTRA Overview Workshop and clickUP ULTRA Assessment Workshop are recommended before attending this workshop.

WHO SHOULD ATTEND:

- This workshop is tailored for staff responsible for managing the gradebook and grading assessments.

DURATION OF THE COURSE:

- 4 hours

FACILITATORS:

Instructional Designers

clickUP ULTRA for Administrators (082023)

This course empowers staff members in administrative or supporting roles, enabling them to confidently navigate and use the clickUP ULTRA system to fulfil their tasks and responsibilities. It emphasises understanding the containers and features essential for effectively structuring a module.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• navigate the ULTRA interface with confidence.• plan to utilise content tools and features within clickUP ULTRA, including learning modules, content folders, ULTRA documents, file uploads, and the content editor.• successfully upload a study guide and effectively use the content editor.• skilfully craft and dispatch announcements using the content editor.• create Calendar entries within their designated modules.• construct a solution reflecting a study guide in their “My Practice Course” environment.	In-person

PREREQUISITE:

- A general digital literacy is expected.

WHO SHOULD ATTEND:

- This workshop is tailored for staff members in administrative positions who provide support to academics and departments.

DURATION OF THE COURSE:

- 4.5 hours

FACILITATORS:

Instructional Designers

Narrated PowerPoints

This course equips lecturers with the skills to create engaging digital lectures using narrated PowerPoint presentations. Participants will learn how to design presentations that align with best practices for educational impact, record and edit voice overs in PowerPoint, and publish their presentations as videos for online access. Lecturers will be prepared to deliver professional, accessible digital content for both asynchronous and synchronous learning environments.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• design professional PowerPoint presentations using best practices for narrated delivery.• record and edit narrated presentations for smooth, high-quality delivery.• export presentations as video files for cross-platform accessibility.• publish videos to YouTube with appropriate privacy settings.• embed videos and create interactive elements in clickUP to enhance student engagement.	Self-paced online

PREREQUISITES:

- A general computer literacy is expected.
- A functional understanding of PowerPoint.

WHO SHOULD ATTEND:

- Lecturers who plan to make interactive lecture recordings available to students or present digital lecture sessions.

FACILITATORS:

Instructional Designers

Turnitin (2671)

Turnitin (Tii) is an online source verification and similarity-checking programme that is fully integrated with clickUP. It shows similarities between submitted assignments and texts on the World Wide Web, other assignments from the class and assignments submitted to Turnitin previously.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• formulate reasons why students plagiarise and/or are academically dishonest.• support and encourage students in their journey to become better academic writers through the correct use of the Turnitin software in their clickUP modules.• create customised Turnitin assignments<ul style="list-style-type: none">◊ that have instructions that are clear about the use of AI in the assignment creation process.◊ suit the level of the students, from the first year to post-graduate, by using the repositories and other settings in Turnitin appropriately◊ and enable students to improve their academic writing skills by perusing the similarity reports.• formulate the differences and similarities between the AI writing detection index and the similarity index.• interpret the quantitative similarity/writing detection reports in their discipline.• qualitatively evaluate the severity of any plagiarism.• minimise the occurrence of misuse of AI writing tools and plagiarism through optimal design and instructions in assignments that safeguard the reputation and academic integrity of the university.	Self-paced online

WHO SHOULD ATTEND:

- Lecturers who use written assignments as part of their assessment strategy.
- Researchers or supervisors of research papers.

FACILITATORS:

Instructional Designers

Turnitin Grading and Feedback (2672)

This is a follow-up Turnitin course for lecturers who want to use the grading and feedback functions of Turnitin.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• create, import and use Rubrics and Grading Forms in Turnitin.• create and implement advanced Quickmarks and Audio Feedback.• associate Quickmarks with Grading Forms.• activate and use E-Rater™ (grammar and spelling feedback).• activate and manage anonymous marking.• manage feedback from libraries.• grade students' submissions using Feedback Studio.	Self-paced online

PREREQUISITE:

- Completion of the clickUP ULTRA Overview and Turnitin Workshops are recommended.

WHO SHOULD ATTEND:

- This workshop is designed for lecturers who are responsible for grading and providing feedback via Turnitin.

FACILITATORS:

Instructional Designers

In-Video Assessment (2020E4)

In response to the current demand for engaging and relevant learning activities. The Department for Education Innovation has made available a new tool integrated with clickUP ULTRA which allows you to create interactive content like in-video assessments, branching scenarios and 360° virtual tours.

OUTCOMES	DELIVERY
At the end of this course, you should be able to: <ul style="list-style-type: none">• use interactive assessment and presentation tools to increase students' engagement with content and practice required skills.• create engaging videos to promote active learning through the use of embedded questions (in-video assessment).	In-person and Self-paced online

PREREQUISITE:

- Completion of the clickUP ULTRA Overview Workshop is recommended before attending this workshop.

WHO SHOULD ATTEND:

- Lecturers who are using instructional videos in their teaching and would like to add interactive learning moments in these videos.
- Lecturers who are interested in adding branching scenarios and other engaging tools.

DURATION OF THE COURSE:

- 4 hours (In-person)

FACILITATORS:

Instructional Designers





Teaching in a Synchronous (Virtual) Classroom (E21BBC)

This workshop aims to enable you to set up Class Collaborate sessions to present engaging synchronous online lectures.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• recognise the role of Class Collaborate in the academic continuity plans of the university.• understand and use the Community of Inquiry model to create a social, teaching, and cognitive presence while using Class Collaborate in hybrid learning and as part of academic continuity plans.• create Class Collaborate sessions.• present a Collaborate session using the functionalities available.• troubleshoot common technical problems.• facilitate effective interaction with the students to increase engagement using different Breakout Groups.• record and share sessions for future use.• manage attendance reports.	In-person

PREREQUISITE:

- Completion of the clickUP ULTRA Overview Workshop is recommended before attending this workshop.

WHO SHOULD ATTEND:

- Lecturers who are interested in the use of technology to increase the success of their students while using their time effectively.
- Lecturers who want to be prepared for emergency online teaching.

DURATION OF THE COURSE:

- 4 hours

FACILITATORS:

Instructional Designers

E-Learning for Academics (ELA) (467)

This course aims to enable lecturers to use the e-learning environment maximally to facilitate learning in both web-dependent and residential environments. Lecturers will explore various topics, e.g. how students learn, what their modern-day context is, how to plan strategies and activities to optimise online learning, and how to build online learning communities. The participants will experience learning in an online environment as both a student and a facilitator.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• design a teaching and learning plan based on:<ul style="list-style-type: none">◇ relevant theories, frameworks, and/or models for hybrid and online teaching and learning;◇ their experience of the different roles and responsibilities of role players at different phases of a hybrid/online course;◇ estimates of the workload, required preparation, and support related to their clickUP module.• develop a variety of assessment, teaching, and facilitation skills, strategies, and activities and illustrate how they will incorporate these using online synchronous and asynchronous tools in their teaching and learning plan and e-activity.	Hybrid

PREREQUISITES:

- A general computer literacy is expected.
- Completion of the clickUP ULTRA Overview Workshop is recommended.

WHO SHOULD ATTEND:

- Lecturers who are considering using online learning and those who need to optimise their current facilitation and use of learning activities and interaction in online learning.

MODE OF DELIVERY:

This is a +- 5-week Hybrid course with a combination of contact and fully online sections. The course is presented to illustrate the use of hybrid learning. Therefore, there will be four online weeks of participation and two full days of in-person interaction.

ASSESSMENT:

During the three online weeks after the contact sessions, each participant has to successfully complete two compulsory assignments to receive a completion certificate for the course. If a participant fails to comply with the required grades or to submit an assignment **on time**, the participant will receive only an attendance certificate for the course.

NOTE:

Participants will only be successful in reaching the outcomes of the course if they can spend 1–2 hours per day during the online weeks on the course assignments.

DURATION OF THE COURSE:

- 2 full days
- 4 weeks of online participation

FACILITATORS:

Instructional Designers

QuestUP (Day 1: 2022Q1 and Day 2: 2022Q1)

During this interactive hands-on course lecturers will be introduced to the functionalities of the QuestUP system to conduct online assessments from various locations. The aim of these workshops is to provide participants with the necessary skills to use the QuestUP system and all its features for online assessment.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• act on UP policies and guidelines regarding the use of objective items.• act on the Roles and Responsibilities documents with respect to online assessments conducted in computer laboratories.• create their own collections and items (questions) in the system.• share items, collections and assessments with colleagues for a moderation process.• set assessments to allow various randomisation and feedback options.• schedule an assessment for students.• monitor students' activity while they are taking an assessment.• coordinate assessors and mark online essays.• interpret item and assessment statistics and student results to improve items.• be aware of the possibility of managing the moderation process and perusal of online assessments.	In-person

PREREQUISITE:

- Completion of the Objective Assessment course is recommended.

WHO SHOULD ATTEND:

- Lecturers who used Computer-Based Testing (CBT) in laboratories in the past **and lecturers who wish** to make use of online assessment, as well as departmental administrators who support lecturers.

DURATION OF THE COURSE:

The training is divided into two half days to provide sufficient opportunities for hands-on activities and delegates need to register for **both days** with the course codes indicated above.

- Day one: 5 hours

The first day (2022Q1) is dedicated to:

- creating question collections,
- marking the essay questions,
- coordinating the marking process, and
- access to the QuestUP environment.

- Day two: 5 hours

The second day (2022Q2) focuses on:

- creating an assessment from your collections
- scheduling students for an assessment
- the invigilation functions while students are writing an assessment, and
- interpreting the reports available to enhance your questions.

FACILITATORS:

Instructional Designers

Smart Classroom Engagement (012023)

This interactive workshop offers an introduction to mobile polling for the classroom. Students can answer questions and participate in real-time activities using their smartphones or tablets. Results are instantly available to the lecturers and students. The polling software works both within and outside PowerPoint, making it flexible for various teaching styles, including the 'flipped classroom' approach. Instructors can gather and analyse feedback instantly or post-session through automatic reports. The session will help participants get familiar with the system and explore its potential.

OUTCOMES	DELIVERY
<p>At the end of this course, you should be able to:</p> <ul style="list-style-type: none">• successfully register a PointSolutions account and install the software.• link clickUP module to a PointSolutions account.• know how to access PointSolutions and the associated class list.• create different question types and add them to a PowerPoint presentation in Point-Solutions.• successfully create and enable session ID.• manage a session's results effectively.	<p>In-person and Self-paced online</p>

PREREQUISITES:

- Basic knowledge of MSWord and PowerPoint.
- Completion of the clickUP ULTRA Overview Workshop is recommended.

WHO SHOULD ATTEND:

- Lecturers using or planning to use mobile devices to enhance students' engagement in the classroom.

DURATION OF THE COURSE:

- 4 hours (In-person)

FACILITATORS:

Instructional Designers

E-education Self-Paced Academy (Fully online courses)

1. Log into clickUP ULTRA

2. Enrol yourself by clicking on this link: https://clickup.up.ac.za/ultra/courses/_176928_1/outline

Courses that can be completed online in the E-Education Self-Paced Academy:

- ◇ Narrated PowerPoints
- ◇ Interactive Video and Content
- ◇ Turnitin
- ◇ Turnitin Grading/Feedback
- ◇ Smart Classroom Engagement

