

TEACHING ADVANCEMENT AT UNIVERSITIES FELLOWSHIPS PROGRAMME



2018-2019

**MINI CONFERENCE ABSTRACTS
8 JULY 2019
DURBAN, SOUTH AFRICA**

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CONFERENCE COMMITTEE

Prof. Elizabeth de Kadt
TAU Advisor

Ms. Hellen Ochuot
TAU Administrator

Dr. Jacqueline Lück
Nelson Mandela University

Ms. Vanessa Majiza
Walter Sisulu University

Prof. Wai Sze (Grace) Leung
University of Johannesburg



A WORD OF WELCOME

Dear TAU colleagues.

I welcome you to the TAU conference of 2019, one of the culminating events of the TAU 2018-2019 programme. As we come to the end of 18 months of working and learning together, let us focus on spending this time sharing how you have applied what you have learnt on TAU to your university contexts. When this TAU programme began I highlighted how, as part of TAU, we would be generating 50 projects aimed at improving teaching and learning across the South African higher education sector. This conference enables us to visualise the impact you have all made in your individual and collective contexts.

We hope your TAU journey strengthens your resolve and ability to work as change agents and address the challenges we face in improving learning and teaching in higher education in South Africa.

Let's listen and share the work we are doing.

Jeff Jawitz

TAU Convenor



GUEST SPEAKER

Rieta Ganas is an Educational Developer in the Centre for Learning Teaching and Development at the University of the Witwatersrand, Johannesburg. She is currently involved in professional development programmes, courses, workshops, mentoring and peer reviews to engage academics within Higher Education. Her work aims to promote active and collaborative academic scholars through teaching, learning and research.

Rieta coordinates the PG Dip E (HE) in partnership with the School of Education and co-develops and co-facilitates the Curriculum Development and Learning Design course. She co-ordinates the Early Career Academic Development (ECAD) Programme: in partnership with the Research Office, focusing on the holistic development of the academic role within the Wits and Higher Education Context. Rieta is an executive member and Deputy Chair for HELTASA (Higher Education Learning and Teaching Association for Southern Africa). She is responsible for the convening of the 7 Special Interests Groups (SIGs) within HELTASA. She is also a steering committee member on NATHEP: New Academics Transition into Higher Education Project, a national initiative that engages with academic developers from 10 universities within South Africa to enhance or initiate Induction Programmes for new academic staff.

Rieta is a qualified educator with 17 years of teaching and school management experience. She managed the MBA programme at the Gordon Institute of Business Science (GIBS) before joining the Centre for Sustainability in Mining and Industry (CSMI) at Wits as the Centre and Educational Manager. Her undergraduate and post graduate disciplines include education psychology, communication, educational leadership and management; Higher Education and Academic Development. Her roles on various educational and social committees and structures have honed her leadership, management and engagement skills. Her current research interests are in academic staff development practices and practitioners as well as curriculum development in Higher Education.

TAU
2018–2019

ENQUIRY GROUP THEMES AND ADVISORS

Group 1: Attributes of Academic as University Teachers

Dr. Rubby Dhunpath (University of KwaZulu-Natal)

Group 2: Creating Enabling Space for Professional Agency

Dr. Rejoice Nsibande (University of the Witwatersrand)

Group 3: Postgraduate Supervision

Prof. Elizabeth de Kadt (University of Johannesburg)

Group 4: Decoloniality

Ms. Vanessa Merckel (University of Johannesburg)

Groups 5 & 6: Using Technology in Higher Education

Prof. Jeff Jawitz (University of Cape Town)

Group 7: Tentacular Teaching

Prof. Vivienne Bozalek (University of the Western Cape)

Group 8: Teaching strategies to Support Authentic Learning

Dr. Masebala Tjabane (Vaal University of Technology)

Group 9: Nurturing Student Capital

Prof. Moragh Paxton (University of Cape Town)

Group 10: Millennial Learning Preferences

Prof. Vanessa Burch (University of Cape Town)

Group 11: Student Access and Success

Dr. Amanda Hlengwa (Rhodes University)

PARTICIPANTS

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3	Bassey Antia	6	Session 3, Track 2	10
4	Abdullah Bayat	7	Session 2, Track 1	10
5	Lynn Biggs	1	Session 1, Track 3	11
6	Francis Carter	4	Session 3, Track 4	11
7	Kabelo Chuene	9	Session 2, Track 1	12
8	Karen Collett	7	Session 1, Track 1	12
9	Xena Cupido	7	Session 1, Track 1	13
10	Lizette de Jager	6	Session 3, Track 2	13
11	Hanlie Dippenaar	1	Session 2, Track 3	14
12	Patrick Dzimiri	11	Session 2, Track 2	14
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17	James Gambiza	9	Session 3, Track 1	17
18	Berna Gerber	4	Session 3, Track 4	17
19	Eleonora Goosen	9	Session 3, Track 1	18
20	Deidre Joubert	1	Session 2, Track 3	18
21	Corlia Joynt	9	Session 3, Track 1	19
22	Elna Kleinhans	10	Session 4, Track 3	19
23	Motshidisi Lekhu	2	Session 2, Track 4	20
24	Grace Leung	5	Session 4, Track 2	21
25	Susan Levine	7	Session 1, Track 1	21

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27	Maria Mabusela	8	Session 4, Track 4	22
28	Vanessa Majiza	11	Session 1, Track 2	23
29	Alfred Makura	3	Session 4, Track 1	23
30	Mmakgabo Malebana	10	Session 3, Track 3	24
31	Mary Maluleke	3	Session 4, Track 1	25
32	Jesmael Mataga	2	Session 1, Track 4	25
33	Heidi Matisonn	2	Session 1, Track 4	26
34	Molekodi Matsipane	2	Session 2, Track 4	26
35	Mdumo Mboweni	7	Session 2, Track 1	27
36	Faniswa Mfidi	3	Session 4, Track 1	27
37	Liziwe Mugivhisa	10	Session 4, Track 3	28
38	Muhammad Nakhlooda	9	Session 3, Track 1	28
39	Ian Nell	1	Session 1, Track 3	29
40	Penny Orton	8	Session 4, Track 4	30
41	Pradesh Ramdeyal	5	Session 4, Track 2	30
42	Eeva Rapoo	11	Session 2, Track 2	31
43	Ylva Rodney-Gumede	4	Session 3, Track 4	31
44	Jabulani Sibanda	4	Session 3, Track 4	32
45	Upasana Singh	5	Session 3, Track 2	32
46	Victor Teise	11	Session 1, Track 2	33
47	Nonzukiso Tyilo	6	Session 4, Track 2	33
48	Jacqueline Yeats	1	Session 1, Track 3	34
49	Prudence Zikhali	11	Session 1, Track 2	34



TAU TWO 2018-2019 PARTICIPANTS AND ADVISORS

TAU FELLOWSHIPS 2018-2019 MINI CONFERENCE PROGRAMME

8.30 – 9.00	Welcome and Introduction			
9.00 – 10.00	2.4 Session One			
	<i>Track One</i>	<i>Track Two</i>	<i>Track Three</i>	<i>Track Four</i>
	[EG7] Xena Cupido (p. 13)	[EG11] Prudence Zikhali (p. 34)	[EG1] Lynn Biggs (p. 11)	[EG2] Karen Ellery (p. 15)
	[EG7] Karen Collett (p. 12)	[EG11] Victor Teise (p. 33)	[EG1] Jacqueline Yeats (p. 34)	[EG2] Heidi Matisonn (p. 26)
	[EG7] Susan Levine (p. 21)	[EG11] Vanessa Majiza (p. 23)	[EG1] Ian Nell (p. 29)	[EG2] Jesmael Mataga (p. 25)
10.00 – 10.30	Tea			
10.30 – 11.30	2.5 Session Two			
	<i>Track One</i>	<i>Track Two</i>	<i>Track Three</i>	<i>Track Four</i>
	[EG7] Mdumo Mboweni (p. 27)	[EG11] Eeva Rapoo (p. 31)	[EG1] Hesta Friedrich-Nel (p. 16)	[EG2] Motshidisi Lekhu (p. 20)
	[EG7] Abdullah Bayat (p. 10)	[EG11] Patrick Dzimiri (p. 14)	[EG1] Hanlie Dippenaar (p. 14)	[EG2] Molekodi Matsipane (p. 26)
	[EG9] Kabelo Chuene (p. 12)		[EG1] Deirdre Joubert (p. 18)	[EG4] Jacqui Lück (p. 22)
11.30 – 11.40	Comfort Break			
11.40 – 13.00	2.6 Session Three			
	<i>Track One</i>	<i>Track Two</i>	<i>Track Three</i>	<i>Track Four</i>
	[EG9] James Gambiza (p. 17)	[EG6] Lizette de Jager (p. 13)	[EG10] Mmakgabo Malebana (p. 24)	[EG4] Berna Gerber (p. 17)
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	[EG9] Corlia Joynt (p. 19)	[EG5] Upasana Singh (p. 32)		[EG4] Ylva Rodny-Gumede (p. 31)
13.00 – 14.00	Lunch			
14.00 – 15.00	2.7 Session Four			
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	[EG3] Faniswa Mfidi (p. 27)	[EG5] Grace Leung (p. 21)	[EG10] Liziwe Mugivhisa (p. 28)	[EG8] Rentia Engelbrecht (p. 15)
	[EG3] Mary Maluleke (p. 25)	[EG5] Pradesh Ramdeyal (p. 30)		[EG8] Penny Orton (p. 30)
15.00 – 15.30	Tea, and regather in plenary venue			
15.30 – 16.30	2.8 Closing session: Synthesis of the key messages of the presentations and highlights of the day			
	15.30 – 16.00 Dr Rieta Ganas			
	16.00 – 16.30 Inputs from the floor			

**MINI
CONFERENCE
ABSTRACTS**

UNIVERSITY OF KWAZULU-NATAL**MULEMWA AKOMBELWA**EG
10

How to kill a killer course: Overcoming Challenges of an Introductory Programming Course

The research was aimed at exploring the challenges faced by Land Surveying students in computer programming and its applications in the Discipline of Surveying in the School of Engineering at the University of KwaZulu-Natal. It sought to explore and identify the factors affecting learning and to design an intervention that will assist Land Surveying and potentially other students overcome this challenge using the Design Based Research (DBR) approach. This research aimed to develop an intervention model to address the challenges identified by students who had already done the course and later test the effectiveness of the model on another cohort of students.

DURBAN UNIVERSITY OF TECHNOLOGY**FAZILA ALLY**EG
10

Does the format of assessment questions affect the performance of students with different learning styles?

Due to the diversity in the level of preparedness of entry level students, academics in HEI's are compelled to explore innovative strategies to enhance current teaching, learning and assessment methods. It is hoped that this will empower students to transcend their backgrounds and achieve their potential. The Council of Higher Education identified the students' learning styles as key factors in improving the delivery, teaching and assessment of the curriculum. This study explored the learning styles of first year anatomy students and investigated the impact of matching assessment styles to student learning styles. Seventy one students completed the VARK questionnaire, of which 63% recorded a multimodal learning style. Despite the lack of statistical significance between student performance and matched learning and assessment styles, a noticeable difference was observed in student performance across the VARK modes utilised in the assessment. This study highlights how the format of assessment questions can impact students' performance.

UNIVERSITY OF THE WESTERN CAPE

BASSEY ANTIA



Text annotation: pedagogical practice and resource

A number of initiatives have been evolved in response to the widely acknowledged need to enhance the academic literacies of university students. However, comparatively little attention has been accorded to the potential value of some of the information students sometimes embed (while reading) into their disciplinary texts, or which they can be taught to incorporate. This presentation, a spin-off of my TAU project on building capacity and creating resources for electronic text annotation, seeks to address this gap. It documents students' perceptions of an electronic text annotation system and the experience of a lecturer who required her students to annotate an assessment task prior to answering. Seen against the backdrop of the sociality of reading, text movability and a reconfigured notion of assessment literacy, both datasets collectively illustrate the promise of text annotation.

UNIVERSITY OF WESTERN CAPE

ABDULLAH BAYAT



Using drama based teaching methods to promote student participation in the teaching of business studies.

The problem in the EMS faculty is that the normative way of banking pedagogy has minimal student participation. I wanted to make my teaching student centered and therefore drawing on academic research decided that I would try using drama based pedagogies. Using a honours level class I requested groups of randomly selected students to present the curriculum material using drama-based approaches. In the first class, as a way of modeling what I wanted, I introduced students to the frozen scene or tableau vivant¹. The drama presentations were recorded using video which were analysed and some students were interviewed. I ran the intervention in 2018 and 2019 in a supply chain management class. In 2019 I applied in another module. What I found was that students commented that they enjoyed engaging with one another using multiple senses. The multiple modal engagement led to greater participation among students and understanding of the material. However, the effect on student grades and depth of understanding still needs to me investigated.

1. "A drama technique somewhat like charades, a tableau vivant is interactive and involves cooperative learning and creative and critical thinking. ...Tableaux vivants are frozen moments in time, acted out by groups." Tortello (2004, p.206)

NELSON MANDELA UNIVERSITY

LYNN BIGGS



Redesigning the LLB curriculum to enhance writing skills of law students

Since the introduction of the four-year LLB degree in 1997, there have been numerous calls for the redesign of LLB curricula in relation to the quality thereof and the lack of basic writing skills of law students. The data for this project derives from a TAU project in which I conducted a curriculum-analysis to determine whether a redesigned LLB curriculum addresses the shortcomings of the current LLB curriculum that relate to the enhancement of writing skills. A qualitative content analysis of relevant documentary sources was conducted by comparing the redesigned curriculum against the relevant graduate attributes and specified conditions, emphasising the enhancement of writing skills. The redesigned curriculum was co-crafted through an inclusionary and collaborative decision-making process based on the findings of the document analysis. In this presentation, I will share some of the findings relating to the enhancement of writing skills, which were incorporated into the redesigned curriculum. I will focus on the process and outcomes of resequencing of modules to ensure sensible progression of content and complexity of writing assignments. I will also reflect on the benefits of introducing tutorials to assist students in drafting assignments, and extending the duration of certain modules allowing more time for students to draft assignments.

UNIVERSITY OF CAPE TOWN

FRANCIS CARTER



Readings in epistemological access and epistemicide

Epistemological access to the 'conceptual pile' of disciplines by demographically representative cohorts who have diverse cultural capital is a well-established discourse in the scholarship of teaching and learning in South African universities (Muller, 2014). In questioning whose knowledge in whose interests epistemological access validates, this review examines education studies literature on epistemological access in relation to decolonial studies literature on 'epistemicide' (Nyamnjoh, 2012). How do these literatures relate, or not? Where do the embedded critiques miss each other? What can be drawn from such a comparative analysis in terms of successful access to high level disciplinary knowledge which is both epistemological and ontological? This review starts by comparing recent

scholarship from my own institution, attempts to locate this local work in global trajectories of scholarship, and speculates on approaches which could be taken forward in the context of contestations over institutional culture and curriculum change frameworks at universities here.

UNIVERSITY OF LIMPOPO

KABELO CHUENE



Engendering students' epistemic agency in a collaborative mathematics for educators' class at a university in South Africa

Providing clarity on how shared epistemic agency is stimulated and supported in spaces of higher education is an area that needs to be explored in research. I present results of an ethnographic study that I conducted to clarify how shared epistemic agency is engendered in a mathematics classroom of 200 teacher educators. I re-storied and analysed two critical incidences using narrative analysis. The first incident epitomised enactment of shared epistemic agency while the second epitomised resistance to epistemic agency. The study showed that shared epistemic agency can be engendered where (i) there is collaborative construction of knowledge; (ii) students take epistemic responsibility; and (iii) there is prolonged waiting time. The findings of the study show some promise towards developing guidelines for making shared epistemic agency a characteristic of classes in higher education and are informed by empirical evidence.

UNIVERSITY OF THE WESTERN CAPE

KAREN COLLETT



Enhancing student writing and formative assessment through technology-assisted feedback: Design consideration for a "Response-able pedagogy."

This paper reports on the finding from a Design Based Research innovation using TurnItIn for peer on-line formative feedback. Drawing on Bozalek and Zembylas's (2017) conceptualisation of a "Response-able pedagogy" and Boud and Molloy's Feedback Mark 2 model (2013) it explores how social justice practice can be enhanced in supporting the development of student academic literacies and formative feedback. Qualitative data is drawn from a study of students, tutors and a lecturer in two honours courses in Educational Leadership offered at the

University of the Western Cape in 2018. Findings highlights three aspects - (1) the development of the design principles, key activities and processes informing the curriculum and assessment processes; (2) tutor perceptions of the affordances of TurnItin in improving formative feedback opportunities and (3) key considerations in the integration of academic literacies in curriculum design to support student support, retention and achievement as a “Response-able pedagogy”.

CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

XENA CUPIDO



Finding Ways to #KNOWYOURSTUDENTS

Rhodesmustfall and Feesmustfall protests highlighted the inequalities that plague South African universities. CPUT, was most severely affected by the student protests. At the start of this project I intended to find ways of addressing the contradiction between institutional intent and the student experience, considering student feedback in teaching and courses. The project explored engaging students as authentic partners in teaching and learning to uphold the university principles of quality, sustainability and social transformation. In an attempt to move away from neoliberal groundings of student ratings of lecturers, to advance democratic values where there is an openness to diverse perspectives, navigating movements between the well-known (the lecturer) and the unknown (student), alternatives were considered. A new feminist materialism lens helped to question the fundamental assumptions we hold about the traditional/conventional roles assigned to lecturers and students.

UNIVERSITY OF PRETORIA

LIZETTE DE JAGER



Integrating technology for language teaching through online collaboration

An aim of the CAPS for English is for learners to achieve communicative competence and produce grammatically correct and contextually appropriate sentences in different situations. Moreover, in line with the changing needs of society, learners should acquire technological proficiency. This paper reports on a project on the integration of technology for English learning, theoretically founded on the principles of communicative competence and multiliteracies. The Community

of Inquiry Framework for online collaboration was used with purposively selected pre-service PGCE teachers to source and evaluate Apps in a five-phased project by collaborating online. Data from the online discussion threads, focus group interviews, and reflective journals will be thematically analysed to determine participants' perceptions when integrating technology in lessons and the extent to which communicative competence was achieved.

CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

HANLIE DIPPENAAR



The work readiness of B Ed student teachers of English

This paper reports on a study which explores the experiences of beginner teachers, lecturers and university partners on the work readiness of B Ed student teachers of English in the General Education and Training Phase (Grade 4 to 6). Using Activity Theory to investigate the complexities and potential contradictions between how universities prepare English teachers and what schools expect of teachers, initial findings show a disconnect between the theory students acquire in their training and the practice skills schools expect. The outcomes of the study will inform the exploration and implementation of a Change Laboratory, based on the research of Virkunen.

UNIVERSITY OF VENDA

PATRICK DZIMIRI



Utilising Social Networking Technologies to Increase Students-Lecturer Interaction in Contexts of Large Classes

The challenge of large classes and limited teaching space is one aspect undermining students epistemological access. This also inhibits student-lecturer interaction. My project is situated in a rural based institution, where I examine the prospects for adopting a social networking technology (WhatsApp) to mitigate the challenge of limited student-lecturer interaction in large classes. A collaborative action-research design was adopted, incorporating semi-structured interviews with 3rd year students in the department of development studies. This case study provides preliminary insights of the effectiveness of adopting social networking technology as a pedagogical tool in a rural based context. Results from the participating 60 students showed that despite being a social networking technology WhatsApp has

high connectivity and pedagogical value. However, there are limitations, the study revealed the need for continuous monitoring as some students struggled to switch from using WhatsApp purely for social networking and recognising the learning opportunities it can offer.

RHODES UNIVERSITY

KAREN ELLERY



Establishing and maintaining a teaching and learning community of practice: enhancing scholarship and practice in the Rhodes University Faculty of Science

A number of Rhodes University (RU) Science Faculty staff wanted to find ways to improve and develop their own teaching and learning (T&L) practice and scholarship. This TAU 'change' project therefore focussed on establishing an informal, collaborative and supportive community of practice (CoP) that had/s as its aim improving T&L practices through scholarly work. The project has had four demonstrable outcomes: regular engagement of staff in a T&L CoP, initiation of a collaborative research project, hosting of a faculty-wide T&L colloquium, and provision of supportive engagement with a small group of science education postgraduates. Sustainability appears likely as interest and participation in the group is increasing.

UNIVERSITY OF THE FREE STATE

RENTIA ENGELBRECHT



Developing a practical model for effective teaching: Equipping lecturers to better communicate course content to first year university students

The purpose of the study was to address the gap that exists between lecturers' acceptance of the importance of student centred learning and putting these intentions into practice. Forming part of a larger PhD study, this project developed and applied a practical model designed to aid lecturers in the development of student centred activities that promote student mastery of course content. A design based research methodology was followed for this study. Through focus group discussions needs were identified that can be addressed through a student centred model for activity design. Following these discussions, participants were guided in

a workshop to refine the model and prepare it for application in modules that the participants teach. The model is a step-by-step guide to creating student-centred activities and is a valuable resource for lecturers wishing to adopt student-centeredness in their classroom, but who are unsure about how to practically do so.

UNIVERSITY OF ZULULAND NEIL EVANS



Investigating the use of Moodle in blended Higher Education through action research

Institutions of HE constantly have to evaluate their teaching and learning policies to accommodate new pedagogies and educational technologies. The paper draws conceptually from the pedagogy of Connectivism, in which language together with technology and media act as conduits of information, promoting greater student participation, collaboration and interaction between networked learners, who socially construct an active learning experience within different learning networks. The study proposes that within a HE context, well-rounded learning outcomes are achieved through blended multi-threaded networks of research, experiential learning, mentoring, self-learning, face-to-face, e-learning, informal learning and community outreach. The main aim of the study is to explore the use of blended teaching and learning at the University of Zululand, by collecting and sharing information around using Moodle.

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE HESTA FRIEDRICH-NEL



A Critical thinking taxonomy framework for radiography

Critical thinking is recognised as an important attribute in the radiography profession to facilitate clinical judgement and problem solving. The aim of the TAU project was to compile a taxonomy framework to facilitate critical thinking in a radiography programme after a shortcoming was identified. A qualitative analysis of relevant literature was used to create a working definition of critical thinking for radiography. Based on existing taxonomies and a focus on higher order thinking skills, the three domains of critical thinking (cognitive (professional knowledge)), psychomotor (clinical skills) and metacognitive were used as a guideline to compile the taxonomy framework. These domains are presented on the horizontal level.

On the vertical level, the three domains are suggested as levels three (relational) and four (extended abstract). Teaching and assessment activities are proposed to accompany the taxonomy framework.

RHODES UNIVERSITY

JAMES GAMBIZA



An inquiry-based pedagogy to support the development of environmental science honours students' literacies at Rhodes University

Overgrazing is a key driver of land degradation globally due to both overstocking and poor grazing management practices. Environmental science honours students were given an authentic task to investigate smallholder farmers' grazing management practices in Macubeni communal area in the Eastern Cape. I used the design-based methodology to transform the curriculum of my honours module on land degradation. The module is optional and taught over six weeks. Six students chose my module in 2018 and again in 2019. The second cohort will complete the module in June 2019. The objectives of the study were to: (a) assess students' literacies and learning experiences, and (b) develop principles for using inquiry-based learning to improve students' academic literacies. Students wrote a research report that replaced a three-hour written examination. Students recorded their learning experiences in reflective journals. Five draft principles for using inquiry-based learning to support students' literacies are presented.

STELLENBOSCH UNIVERSITY

BERNA GERBER



Educating speech-language therapy students to work with clients and patients from diverse cultural and language groups: A scoping review

The education of speech-language therapists should prepare them to provide services that respond to and are appropriate for the language and culture of their clients. However a clear and formal curriculum to prepare students to work effectively and respectfully with clients from a range of cultural backgrounds, rarely exists. It is rather the case that 'cultural awareness / sensitivity' is mentioned by academic and clinical educators without a uniform language and conceptual

framework to guide their discussions with students. It is also not guaranteed that this crucial topic will be assessed at any point in a student clinician's career. As a first step towards designing and implementing a curriculum aimed at developing speech-language therapy students' 'cultural capabilities' (Attrill, Lincoln, & McAllister, 2017), a scoping review of the relevant literature was undertaken. The results and implications of this study will be shared.

RHODES UNIVERSITY

ELEONORA GOOSEN



Really, what does it mean to study?

My understanding is that students' study practices emerge from beliefs about what constitutes valid studying. In this study, very informal semi-structured interviews were used to explore the study beliefs Pharmaceutical Chemistry students draw on to construct their study and learning practices. A group of student volunteers provided rich data describing what they do and do not do in lectures, how, when and why they study and prepare for assessments and how constant and relatively easy internet access and different curriculum practices impact their beliefs and practices. This knowledge challenged my perceptions and beliefs as a teacher. It speaks to exclusionary teaching practices that prevent access to powerful subject knowledge. It could be used as a vital guide to effective curriculum transformation and the design of interventions to empower a relatively large and very diverse student body.

VAAL UNIVERSITY OF TECHNOLOGY

DEIDRE JOUBERT



Implementation of industry shadowing by university teachers without experience

Action research was conducted by implementing industry shadowing by university teachers without experience at Vaal University of Technology. The research was done in order to address the gap in the ability to facilitate and share practical examples of hands-on industry experience in class. Another goal of the research was to be able to provide guidance and answers to questions by the students on the everyday demands and practices in industry. A holistic development of the competencies and attributes of the university teachers is then facilitated by the

university. The facilitation is undertaken in order to ensure meaningful and holistic transfer of the additional knowledge gained to the students to their benefit. The facilitation process also ensures that the curriculum is more industry orientated and not purely theoretical. The procedure followed, possible pitfalls and challenges, recommendations and some of the feedback received from industry and participating university lecturers are addressed in this paper.

UNIVERSITY OF PRETORIA

CORLIA JOYNT



EG
9

Why students do not make use of interventions in introductory accounting and the role of self-efficacy in their decision

Tertiary education in post-apartheid South Africa has become more accessible to the wider population. However, higher education is characterized by unacceptable attrition rates. In an effort to retain and assist students to succeed academically, most universities offer interventions in the form of tutorials, consulting hours with lecturers and additional resources. In many instances, students who need these interventions do not make use of it. Introductory Accounting is offered as a compulsory module for most BCom degrees at South African universities, but this course is often failed. Following a lived experience (phenomenology), five students were interviewed to investigate the reasons for non-attendance of interventions and the role of self-efficacy in their decision to do so. Five themes were identified that could be addressed by universities to make seeking assistance more accessible for students. These reasons include language barriers, feeling intimidated and having low motivation levels.

TSHWANE UNIVERSITY OF TECHNOLOGY

ELNA KLEINHANS



EG
10

Converting abstract organic chemistry to a sensory 3-D experience

The current generation of students is open to flexible approaches to learning, but tend to suffer from cognitive overload, conceptual and navigational disorientation when they are introduced to a variety of information and abstract concepts that are unrelated, and complex with respect to knowledge structure. This study aimed to depart from traditional educational practice by integrating visual concepts in theory

to convert abstract organic chemistry concepts into a sensory three-dimensional (3-D) experience for better knowledge retention and retrieval. A design based research (DBR) methodology based on pragmatic epistemology were developed in a three-stage research framework. Twenty Culinary Studies and Nutrition I students (Department Hospitality Management) from Tshwane University of Technology were voluntary recruited for focus groups. To understand and develop insight into the context of the subject content, the researcher applied cognitivism theory in relation to transforming information into knowledge. In the preliminary phase the students' contextual understanding of the subject context concluded that giving meaning to knowledge transfer and knowledge insight was lacking. The introduction of constructivism theory where students learned in an active process with construct new ideas or concepts based upon their current/past knowledge where implemented. In the prototype phase small interventions were designed in class. Practical examples and structured mind maps explain the subject content, as well as a short class assessment to determine whether they understood the content and had insight into retrieving knowledge on the subject matter. Students reacted positively to the adapted teaching method that contributed to understanding the subject content, and preparing and recalling subject content for assessment. The researcher presented the effective use of knowledge visualisation interventions in the classroom to peers in the field of Hospitality as part of the reflective phase. The researcher intends to expand the use of knowledge visualisation in practical classes and suggested that curriculum materials should be redesigned for an interactive and visual learning environment.

CENTRAL UNIVERSITY OF TECHNOLOGY MOTSHIDISI LEKHU



Pre-service science teachers' preparedness for classroom teaching: exploring aspects of self-efficacy and pedagogical content knowledge

South Africa's current education reform seeks to foster high standards for teaching and learning. Such standards are intended to create a fundamental shift in what learners learn and how they are taught. In pursuit of this objective, this case study investigated pre-service teachers' level of preparedness for Physical Science classroom teaching. Participants were 45 third year pre-service science teachers enrolled for B.Ed (SP&FET) at a University of Technology. Science Teaching Efficacy Belief Instrument, classroom observations and focus group discussions were used to collect data. The findings revealed that teaching science doesn't only require

knowledge of the content, but also an understanding of how to teach the content, that is, student teachers need sufficient pedagogical content knowledge (PCK) to be effective practitioners. This has implications on teacher education efforts to improve science teaching and learning, involving professional development to deepen teacher content and pedagogical content knowledge, in the belief that enhancing teacher knowledge will lead to improved classroom practice.

UNIVERSITY OF JOHANNESBURG

GRACE LEUNG



An agile approach to reflecting on teaching and learning practices

In many South African Higher Education Institutions, academics teaching Information Technology-related modules often do not possess formal training in education, potentially leading to poor teaching and learning practices that ultimately disadvantage students. The paper proposes the adoption of a software engineering practice called Agile to encourage academics to engage in action research-like reflective cycles while fostering the development of communities of practice as a result. The AgileTL approach was implemented by the Academy of Computer Science and Software Engineering at the University of Johannesburg where staff of varying experience levels were provided with guidelines on how to apply Agile principles in their mentoring of third-year software engineering project teams. Interviews were conducted with the staff to identify practices that have led to improved reflection and collaborative teaching and learning practices.

UNIVERSITY OF CAPE TOWN

SUSAN LEVINE



CRITICAL MEDICAL HUMANITIES ONLINE:

Reflections on Open Hearted Learning

This paper explores the medical humanities in South Africa, focusing on a course called Medicine and the Arts. Cross-listed at UCT within the Humanities and Health Science Faculties, this course is also open to the public and open for online learners as a MOOC. Thirty-six lecturers consider the human life cycle from the perspective of the arts, social and health sciences. We explore how intra-disciplinary problem solving and creative engagement can humanise medical education and health care.

The MOOC attracts an a diverse group of students from around the world and it has given us the chance to 'flip' our face-to-face classroom with online learners. As a pedagogical intervention, this paper will consider the possibilities of the flipped classroom as a site for open hearted learning across the online and offline world.

NELSON MANDELA UNIVERSITY

JACQUELINE LÜCK



EG
4

Language(s) acquisition system: A multilingual case study

Psycholinguistics is the study of language acquisition and its theoretical lenses come from a monolingual ideal. Monolingualism is not the norm but atypical in a multilingual South Africa. Yet language practitioners continue to draw on these theories to underpin understandings of language acquisition and teaching approaches in educational settings. Despite the decolonial turn in South Africa, psycholinguistics remains framed by global north notions of dichotomous cognitive language acquisition systems and fossilised 'defective' language structures in need of repair. Students often find the theories diffuse and alienating to their own lived language realities. This paper focuses on a psycholinguistics module that attempts to interrogate if the notions of 'second' language acquisition are appropriate for our context. It uses postgraduate South African linguistics student reflections on the seminal theories, teaching approaches and their own language learning and use. Students become curriculum co-constructors in a community of practice and self-reflective, dialogic spaces.

UNIVERSITY OF ZULULAND

MARIA MABUSELA



EG
8

Fostering active engagement when teaching large classes

The study investigated how active engagement can be fostered in large class at UNIZULU. Vygotsky social constructivist theory was because it emphasise the social environment as facilitator of development and learning, where students' learning is enhanced by active engagement with the content. An Intepretivist paradigm was used as its focus is on opinions, experiences of individuals. purposive sampling was used to identify 7 lecturers who had highest students' enrolment. The findings revealed that facilitator should possess skills and competency to teach in HE. The finding also revealed that facilitators also need to use variety of teaching strategies

that foster student engagement. Student Support should embrace student referrals to writing centres especially if they are struggling to write assignments, encouraging them to submit drafts, dividing them in groups in order to provide support to deal with their vulnerability. The use of a rubric can also be regarded as a tool for support as it guides students on the expectations of the task. It is also recommended that lecturers do team-teaching to cope with larger classes and to be able to guide students as caretakers.

WALTER SISULU UNIVERSITY

VANESSA MAJIZA

EG
11

Finding strategies to enhance scientific writing skills in postgraduate students

Postgraduate students have been found to battle with scientific writing, a critical skill they require to present their research findings (Halse 2011, Lee & Murray 2015, du Plessis 2016). This project aims to explore strategies that can be used to enhance scientific writing skills in postgraduate students. The main objective is to establish factors affecting students' scientific writing skills, and lecturers' perceptions of students' scientific writing skills. Results of the Test of Academic Literacy Skills for Postgraduate Students (TALPS) administered to eight Master's, six Honours and twelve third year Zoology students revealed that more than 50% of the participants scored below average, an indication of a writing challenge. Semi-structured questionnaires administered to fourteen Master's (Zoology) students and ten supervisors explored the extent of the academic literacy gaps. The study suggests context driven intervention strategies to alleviate the current challenges.

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE

ALFRED MAKURA

EG
3

Supervisors' experiences with postgraduate students: evidence from a university of technology

The low throughput rates of postgraduate students from higher education institutions particularly the Central University of Technology, Free State, has partially been attributed to poor or lack of supervisory capacity among academic staff. An underlying assumption regarding supervisory capacity is that holders of a doctoral or master's qualification possess supervisory ability. Hence it is important

to challenge or test this notion by interrogating their notions of supervision if strengthening supervisory expertise and student throughput rates are to be enhanced. This qualitative case study sought to establish seventeen postgraduate supervisors' experiences with Master and doctoral candidates using a structured interview schedule (questaview). Data were content analysed under the headings: Supervisors' thoughts on supervision; challenges of supervision and how supervision should be done. Supervision was viewed as collaboration. Challenges reportedly emanated from the students' attitudes towards their studies. To strengthen supervisory practices and capacity, a Community of Practice is suggested.

TSWANE UNIVERSITY OF TECHNOLOGY MMAKGABO MALEBANA



An experiential learning model for enhancing creativity

The purpose of this learning intervention was to implement an experiential learning approach which was aimed at integrating knowledge acquired by students from different modules of their diploma into an entrepreneurship group project. The intervention involved third year students who were studying Management III and its focus was to improve students' confidence in their own ability to start a business, to enable students to generate business ideas and ultimately drawn their own business plans. The learning intervention was informed primarily by previous survey results which indicate that these students display a lack of confidence in their own ability to generate business ideas and to start a business. The study combined both qualitative and quantitative research methods and involved a sample of 44 final year management diploma students, who were divided into nine groups and 23 Entrepreneurship diploma students (control group). The results from the experimental group's self-reflection reports indicate that students were satisfied with the intervention. Students reported that the intervention prepared them psychologically to face the challenges of the business world; improved their knowledge on how to operate a business; helped them understand the requirements for setting up a business; motivated them to start their own businesses; provided them with the opportunity to experiment with the theory and integrate knowledge from other subjects; equipped them with knowledge to identify customers and competitors and draw their own business plans. The study also highlights the limitations and challenges faced by students in executing their projects as well as recommendations that should be considered to improve this kind of learning intervention.

UNIVERSITY OF VENDA**MARY MALULEKE**EG
3

Exploring the use of the collaborative cohort model of post graduate supervision in the context of a sustainable community of practice in a rural based university in South Africa

Background: The Collaborative Cohort Model (CCM) of higher degrees supervision is gaining increasing popularity internationally. The model has been adopted and reported to address the problem of throughput rate by the University of Kwazulu Natal in South Africa. Against this background, this project aims to investigate and explore how and why the Collaborative cohort model works in University of Venda. Methods: This is an exploratory study which is also descriptive, located within the space of postgraduate supervision, engaged scholarship and a community of practice. Permission was sought from the university authorities, and five lecturers were purposefully recruited at the department of advanced nursing science. The base line data through accessing the experiences of the selected supervisors regarding post graduate supervision was collected, and the community of practice is being developed. The project will be on-going on for the next 2-3 years. Results: it is envisaged that how and why the Collaborative cohort model works in the University of Venda will be explored and well documented.

SOL PLAATJE UNIVERSITY**JESMAEL MATAGA**EG
2

Strategies for Professional Development of Early Career and Emerging Academics in a New University in South Africa

The experience of building a new university, while exciting, demand establishment of robust foundations for curriculum development and excellence in teaching. This presentation highlights the strategies used in determining the professional development needs of academics in one of the new universities in South Africa, Sol Plaatje University (SPU). Given the newness of the university, where policies, structures and working methods are still quite formative, the socialization of a culture of excellence in teaching is key. The project identified 3 broad focus groups in the university i.e. early career academics, emerging academics and mid-career academics. The experiences of the 3 focus groups in terms of teaching have a lot in common, but also have needs that are specific to each group, which demand differentiated approaches to career development. The study suggests a combination

of formal and informal approaches to developing of teaching, all generated from the experiences of academics, rather than formally imposed from the top.

UNIVERSITY OF KWAZULU-NATAL

HEIDI MATISONN

EG
2

Is real support virtual?

UKZN has approximately 20 policies to 'promote professional practice and enhance the productivity of its staff' and to ensure the 'effective integration of employees into the University' (Subbaye & Dhunpath, 2016: 4). Concerned that UKZN's focus on productivity, efficiency, and effectiveness seems to ignore the realities of being a staff member, I set out to develop a resource that would provide support for staff but would take into account their actual experiences and needs. The key aspect of this intervention is that it is virtual. The Mentorship Virtual Community serves as an information base for reference purposes, a first-hand enquiry platform, and a collaborative tool for staff. Although online mentoring is 'relatively in its infancy' (Walsh 2016: 7), it seems to offer numerous advantages such as cost-and-time-saving, being mentee-centric, developing more continuous and long-term relationships, record-keeping, and so on. Time will tell whether these will be realised via the MVC.

NORTH WEST UNIVERSITY

MOLEKODI MATSIPANE

EG
2

Reasons for nursing student's non-attendance of clinical practice

The aim of the project was to understand the reasons for the nursing student non-attendance of clinical practice as required by the South African Nursing Council. The nursing students do not adhere to the clinical allocation as evidenced by high rate of non-clinical attendance, failure to complete SANC clinical hours within four years as prescribed, lack of commitment. Lack of clinical attendance may result in students missing valuable teaching and learning opportunities that can prepare them to become competent future professionals. A qualitative research design was used, data collected through descriptive naïve sketches and analysed by thematic analysis. Seven themes emerged from the data namely, strike # tag fees must fall, social reasons, attitudes of professional nurses, no apparent reason not to attend, shortage of staff, more learning activities and non-supervision by qualified nurses.

Recommendation include development of a policy with guidelines for attendance of students in clinical practice and to conduct a formal research study.

UNIVERSITY OF LIMPOPO MDUMO MBOWENI



EG
7

[de]littering – caring for teaching and learning spaces

Littering in public spaces is habitually generated by adults and youngsters. In the teaching and learning spaces, it is caused by learners and teachers who are complicit to the trashing of the environment. I hermeneutically explore the trashing of the environment as a bi-faceted process. Its bifurcated understanding is a result of situational entanglement to some, as an intentional process whilst to others, it is auto-responsive. Why do people litter? As a phenomenon, littering rages beyond ignorable standards within heterogeneous assemblages. It is proper to include learners when working towards (de)littering of teaching and learning environments. This is critical in a sense that I do not wish to impose biases of littering on learners, because they are of different backgrounds. Learners' imaginations/constructions of litter-free learning environments where the future is different without litter, vary.

UNIVERSITY OF SOUTH AFRICA FANISWA MFIDI



EG
3

Good practices in postgraduate supervision within a community of practice in an ODeL context

With widely discussed literature on problems of timely completion and throughput rates in postgraduate studies (Lessings & Schulze 2002; McCallin & Nayar 2012; Manyike 2017), universities are challenged to examine systems and processes in postgraduate programs. This calls for a shift in focus towards supervisory practices that are contextually working to produce observable success outcomes in order to improve postgraduate supervision. Hence this study, using an appreciative inquiry, seeks to explore good postgraduate supervision practices within an ODeL context. Based on Fiske's (1992) relational model theory and Wenger's (1998) theory of community of practice (CoP), gaining insight into what works best in an ODeL postgraduate supervision context will inform the project's ultimate aim of initiating a CoP in postgraduate supervision as an effort to enhance and improve student completion and throughput rate. An explorative, descriptive and contextual

qualitative study using appreciative inquiry was conducted. Twelve research supervisors of the selected department of an ODeL institution were engaged in two focus group discussions. Emerging themes from data analysis reveal different strengths among supervisors in an ODeL and given the opportunity for shared practice and learning within a community of scholars, enrichment and improvement in research learning and supervision can be envisaged.

SEFAKO MAKGATHO HEALTH SCIENCES UNIVERSITY

LIZIWE MUGIVHISA



Incorporation of learning activities in small groups into the Biology lectures to enhance learning at a university in Pretoria, South Africa

Irrespective of available remedial support to the low performing students at institutions of higher learning the pass rate is still low. Hence other teaching methods like the incorporation of small group learning activities into lectures were explored in the present study to enhance the academic performance of the students. The Design-Based Research approach was employed in the study. The average mean test marks of 72 Biology students in the first and second semesters (before and after incorporation of small group learning activities respectively) were compared. Results showed that the mean average test mark of the students significantly increased in the second semester (52.7 ± 15.7) compared to the first semester (38.9 ± 16.4) indicating a positive effect of small group learning activities on the students' academic performance ($p < 0.05$). It is however recommended that other factors such as the preparedness of the students before the tests should also be investigated in future studies.

CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

MUHAMMAD NAKHOODA



'iBiotechnologie': A multilingual pedagogy to promote Biotechnology concept engagement and academic literacy in a linguistically-diverse University context

Following the call for transformation, all South African HEIs have pledged to promote and implement indigenous languages in teaching and learning. This has led to various strategies and resources being explored and implemented,

multilingual glossaries among them. However, in a linguistically-diverse context, particularly in science where English remains the global means of communication, such interventions have limited practicality. A more inclusive, holistic pedagogy is required to adequately prepare students, especially non-English speakers, for international scientific engagement. One such pedagogy is presently proposed and tested. Its purpose is to harness the home language - that which is most active in the learners' minds - to first promote epistemological access to difficult scientific concepts, and after concept acquisition, develop English, scientific and academic literacy. Biotechnology undergraduate students at CPUT - many of whom are international - reported enhancing their learning experience and recognised the significance of their home language in deep learning.

STELLENBOSCH UNIVERSITY IAN NELL



Developing a competency framework for ministerial formation from a post-colonial perspective

Assessment of students for ministerial practice is traditionally done through assignments and oral examinations, which often only concentrate on the knowledge component and outcomes of the programme. The concentration only on knowledge components signals a need for a broader set of competencies than simply working with and analysing texts in theological education. Developing a broader set of competencies responds to the reality that the practice of ministry takes place within a rich diversity of post-colonial settings and practices. The central research question is: What are the central ingredients for developing a competency framework for ministerial formation from a post-colonial perspective? In answer to this question, this paper looks at the ways in which a competency framework can help to translate generic graduate attributes into a set of competencies that is specific to the field of ministerial training in taking the context of the ministry serious.

DURBAN UNIVERSITY OF TECHNOLOGY

PENNY ORTON



Making the right call – the development and evaluation of holistic clinical reasoning in Occupational Health clinical nurse specialists

Health care environments are dynamic and complex and require clinicians who have good clinical reasoning competence to improve patient outcomes. Nurses who do not have good clinical reasoning skills will often fail to notice a deterioration in the condition of a patient and so fail to act appropriately and timeously. A blended learning teaching intervention using Blackboard to improve clinical reasoning competence was instituted in the Bachelor of Technology Nursing (Occupational Health) programme and qualitative action research methodology will be used to evaluate the teaching intervention. Students who are registered for Occupational Health 1V were consecutively sampled (N=29) and invited to participate in this study. Data was collected using two validated, reliable instruments, the Nursing Critical Thinking in Clinical Practice Questionnaire (N-CT-4-Practice) and the Nurses Clinical Reasoning Scale, through a focus group discussion and individual interviews. Data analysis includes both statistical analysis and qualitative framework analysis for the interviews.

MANGOSUTHU UNIVERSITY OF TECHNOLOGY

PRADESH RAMDEYAL



Working towards a model for evaluating LMS use amongst academics at MUT

Most HEIs view the implementation of an LMS as a partial answer to challenges such as underprepared students, increased class sizes and heavy workloads of their academic staff. However, there is a paucity of models on which e-learning initiatives may be evaluated. As a result, the adoption of technology at HEIs appear to stagnate over time and the associated staff training programmes appear to be based on unfounded or, at best, ill-defined outcomes. This paper presents a multi-criteria model that can assist in evaluating LMS use across courses and consequently, can serve as a rubric to assist in planning, executing and evaluating a more nuanced training programme. Results from the analysis of data collected from two focus groups meetings, live LMS data and 2 user perception surveys within a mixed methods research framework are presented. Interim results from two field tests of the model within the department of ICT at MUT are also presented.

The paper concludes with an explanation of how the model will be automated for wider acceptance and use.

UNIVERSITY OF SOUTH AFRICA

EEVA RAPOO



“Stop patronizing us” – factors affecting successful implementation of the team approach into module redevelopment in science disciplines

Best practice in distance education emphasizes the importance of teamwork in learning development, but at UNISA one can observe a clear conflict between official policies and processes and the actual realities of collaborative learning development projects between Science subject matter lecturers and educational consultants. This research seeks to determine what combinations of factors contribute to a successful learning development project, from the perspective of the Science lecturers; successful here refers to satisfaction with both the process and the end product. Using a framework based on collaboration theories, the factors of interest are grouped into contextual influences specific to individual projects (personal, professional, historical and structural) and general determinants for successful collaboration (dealing with choice of team, collaboration processes and epistemological factors). A survey of recently completed projects is combined with focus group interviews to identify predominant issues and tentative factors contributing to success.

UNIVERSITY OF JOHANNESBURG

YLVA RODNEY-GUMEDE



Teaching philosophies, transformation and decolonisation

Through a series of in-depth interviews with lecturers from a cross section of faculties and disciplines at the University of Johannesburg (UJ) this project investigates self-reflexive approaches to teaching and learning as a first step towards addressing areas of change and transformation, i.e. how lecturers think about their own role in relation to the teaching and learning project, their students, and a broader transformation and decolonisation agenda, and how this at once informs their teaching philosophy as well as guides transformation and decolonisation of their own teaching and learning.

SOL PLAATJE UNIVERSITY JABULANI SIBANDA



Decolonisation: interrogating conceptual issues

The urgency for a decolonised university curriculum in South Africa, occasioned by 2016 student protests, demands clarity of understanding what a decolonised curriculum is and looks like; hence the present study's interrogation of diverse conceptions of academic staff at a South African university. The interpretivist paradigm was adopted, using semi-structured interviews to solicit data from 20 purposively sampled School of Education academic staff. Data analysis took a grounded analysis approach, characterised more by hypothesis generation than hypothesis testing; where categories/themes and analysis emerged from the transcribed and coded data, not apriori assumptions. Findings pointed to the ubiquitous use of the terms Africa and African(s) in defining decolonisation, which equated and almost conflated Afrocentric philosophy and Africanisation with decolonisation. Some conceptualisations bordered on equating transformation to decolonisation. The study recommends a broader and intensive institutional and cross-institutional discussion of conceptual issues around curriculum decolonisation prior to implementation.

UNIVERSITY OF KWAZULU-NATAL UPASANA SINGH



Empowering academics to adopt online assessment at UKZN

With student numbers increasing, and universities' funding decreasing, e-learning is seen as a potential solution to improving the quality of assessments (Govender, 2003). The adoption of online assessments can assist in providing detailed, individualised and instant feedback to large numbers of students, in which students can repeat or progress at their own pace. At the University of KwaZulu-Natal (UKZN) the challenge we face is that currently, there is a reluctance by academics to adopt technology to support assessment. The aim of this study is to provide ways to overcome these barriers to the adoption of online assessment, through a series of practical workshops. Through Action Research, in Study 1, the researcher identifies the barriers to adoption; in Study 2 a series of workshops is conducted to train academics to use the online assessment tools available in Moodle; and in Study 3 feedback is solicited from academics on the empowerment process.

SOL PLAATJE UNIVERSITY
VICTOR TEISE



Students' attitude and level of motivation towards learning English as a 2nd language (L2) at a South African higher education institution

The aim of this study is to determine the attitude and level of motivation of 1st year students towards learning English as a second language (L2) at a university in the Northern Cape. Attitude and motivation are regarded as some of the important factors contributing to student performance. These two factors are student-related and would include a lack of qualities such as diligence, commitment, confidence, attentiveness, self-efficacy, etcetera. An adapted version of Gardner's Attitude/Motivation Test Battery (AMTB) will be used to gather data around these mentioned factors. A quantitative research design will be used and the data will be analysed descriptively. The unit of analysis will be 1st year students taking English as a major. The sample will comprise 91 1st year students. The findings of the study may be used to explain a particular cohort of students' attitude and level of motivation towards learning English as a second language.

UNIVERSITY OF FORT HARE
NONZUKISO TYILO



Innovating pedagogies through information and communications technology (ICT) in teacher education programmes

This paper examined how to improve pedagogy in large classes to encourage student-teachers' engagement and peer collaborations. TPACK model and engagement theory guided this project. For this project, I focused only on BED 3 and PGCE classes to examine the students' engagement and explore how technology can be used in large classes to encourage participative pedagogies that promote peer collaborations. Blackboard as a learning management system was used for this project and the training was conducted for all the students involved. The students were given pre-semester and post-semester evaluations to examine their experiences about the level of student engagement and peer collaborations in large classes. The pre-semester evaluations were analysed and results informed the project implementation. The analysis of post-semester evaluation is underway.

UNIVERSITY OF CAPE TOWN**JACQUELINE YEATS***Designing an Active Learning Component for the LLB to Develop and Strengthen Selected Law Graduate Attributes*

I conducted a modified design-based research project ('Project Lawclip') aimed at creating an active teaching-learning component for a particular LLB course. This component focused on developing graduate attributes identified in the CHE Policy for LLB standards. The objective of the project was to develop, implement and evaluate a first iteration of a teaching-learning component which aligns the Corporation Law course in the UCT LLB curriculum with relevant CHE law graduate attribute requirements and which stimulates student development in these areas. It consists of the design, creation, production and publication of a short legal video clip by small groups of Corporation Law students collaborating for this purpose. The final product is used both as an individual learning and a peer-teaching tool and also forms part of the course assessment.

UNIVERSITY OF ZULULAND**PRUDENCE ZIKHALI***The factors that influence the student drop out at the University of Zululand*

The study investigates factors that influence the student drop out at the University of Zululand. A combination of quantitative and qualitative approaches was integrated for data collection and analysis, concurrently employing a descriptive research study design. The participants for the quantitative approach were sampled using the stratified random sampling technique and for structured interviews the snowball non-random sampling technique was used. Quantitative data was analyzed using the Statistical Package for Social Sciences programme. Qualitative data responses were grouped thematically and, with the emergence of sub-themes, broad categories were generated to differentiate and explain the thoughts expressed by the participants. The findings of the study revealed that despite the strides made by the University of Zululand on improving its operational processes such as; student registration and orientation programme (more specifically for first years), but it is not enough. Furthermore, most studies conducted on student dropout(s) reveal that many first year students at the historically disadvantaged institutions drop out due to various problems stemming from their high school background.



<http://heltasa.org.za/tau/>

taufellowships@uj.ac.za

