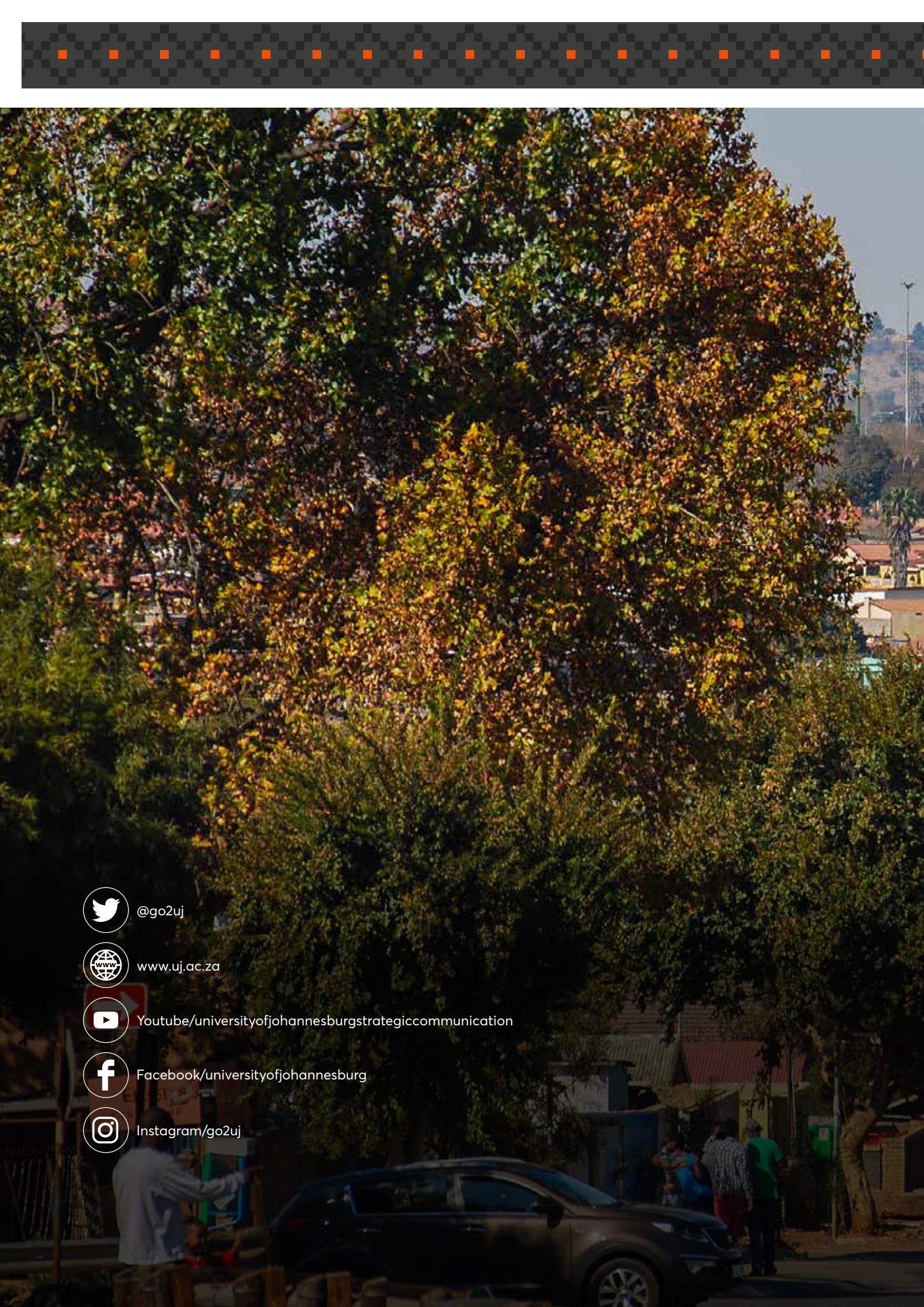




2016

TEACHING AND LEARNING REPORT





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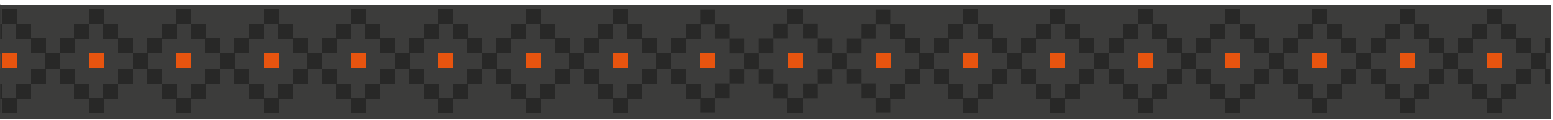
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2016

TEACHING AND LEARNING REPORT

2016

TEACHING AND LEARNING REPORT

VISION

An international university of choice, anchored in Africa, dynamically shaping the future.

MISSION

Inspiring its community to transform and serve humanity through innovation and the collaborative pursuit of knowledge.

VALUES

IMAGINATION

- Shaping the future
- Thinking independently
- Developing a cosmopolitan identity
- Exhibiting ambition and drive
- Adopting entrepreneurial approaches

CONVERSATION

- Learning together from our diversity
- Making wise decisions collectively
- Engaging meaningfully with one another
- Displaying mutual respect
- Leading consultatively

REGENERATION

- Developing sustainably through creative contribution
- Introspecting for renewal
- Innovating for the common good
- Making positive change
- Taking advantage of overlooked opportunities

ETHICAL FOUNDATION

- Treasuring academic freedom
- Seeking balance in the pursuit of knowledge
- Facing challenges with courage and earning trust
- Acting responsibly by being fair, consistent and transparent
- Participating in and helping the community (ubuntu)







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INTRODUCTION

The University of Johannesburg (UJ) offers academic programmes from undergraduate diploma to doctoral qualifications. UJ highlights the importance of achieving academic excellence, addressed by all faculties and divisions.

The University of Johannesburg continued its steady progress with improved teaching and learning and improved student success during 2016. The drive continually to do better and to keep striving for excellence in learning and teaching is embedded in the UJ vision and mission and in the institutional strategic plans.

UJ'S STRATEGIC OBJECTIVES FOR 2025

1. Excellence in Research and Innovation

This will be achieved through a focused approach to postgraduate studies, research and innovation.

2. Excellence in Teaching and Learning

This will be achieved through maintaining an appropriate enrolment profile, offering intellectually rigorous curricula that respond innovatively to the challenges of the 21st century, promoting outstanding achievements through the full range of our highly diverse student body, and establishing pre-eminence and stature as a teaching-focused institution.

3. International Profile for Global Excellence and Stature

This will be achieved through recruitment of international students and staff, study-abroad programmes (inbound and outbound), and smart institutional partnerships.

4. Enriching Student-friendly Learning and Living Experience

This will be achieved through excellent teaching and learning facilities, support through the student life cycle, learning and living communities, and a responsible and respectful student culture and ethos.

5. National and Global Reputation Management

We aim to be a Pan-African centre of critical intellectual inquiry through extensive scholarship, participation in the knowledge networks of the continent including partnering with the Council for the Development of Social Science Research in Africa (CODESRIA), and through a flow of scholars from the continent to UJ as visiting professors to participate in our public lectures, seminars and programmes.

6. Fitness for Global Excellence and Stature

We will put in place world class financial systems to ensure good investment returns and overall financial stability and sustainability.

The University's 2025 strategy is to achieve global stature. In teaching and learning this involves continually improving and maintaining the excellent learning and teaching environment that UJ has created since it was established. This environment includes intellectually rigorous curricula directed innovatively to the issues and opportunities of the 21st century; effective innovation,

including the appropriate and widespread use of technology in the learning process; enabling outstanding achievements across our diverse student body; and ensuring an appropriate enrolment profile.

South African higher education had a turbulent year in 2016, with the #FeesMustFall protests and major disruptions to the academic programme of many of the country's tertiary education institutions. UJ was able to weather these disruptions so effectively that not a single teaching day was lost during the upheaval. This was mainly the result of proactive and continued engagements with UJ students and student leaders. One of the results of these intensive discussions has been the foregrounding of issues relating to decolonising the curriculum.

The University responded promptly to this challenge, and the 2016 reports reflect interactions and activities aimed at full involvement with this debate. UJ has also moved to develop fully online courses in addition to its existing

contact offerings. During 2016 the important groundwork and preparation for making these programmes available during 2017 was completed, and this achievement is also reflected in the 2016 report.

With growing numbers of international students and with students spread across society's socio-economic strata, UJ provides real opportunities for its students to learn together from and through our diversity. The institution also fosters opportunities and provides platforms for meaningful engagement with our stakeholders through mutual respect and through the act of listening.

The University truly creates an environment within which positive changes are made through innovating for the common good. It also continues to strive to improve its already excellent learning and teaching environment by constantly working to enhance the quality of our programmes and services, thus serving society and the institutional student body through excellence in learning and teaching.





Professor Angina Parekh
Deputy Vice-Chancellor: Academic

I am delighted to present to you the eighth in the series of Annual Teaching and Learning Reports. The University of Johannesburg continues to innovate and lead in all aspects of teaching and learning. It is committed to access and excellence – currently, one-third of our first-time entering students come from schools in the poorest communities – and we ensure all students receive the best possible transition and learning experience, both in depth and breadth.

During 2016, UJ continued to excel in learning and teaching innovation, consolidating its position as a national leader. The present Report contains ample evidence of exemplary teaching practice. The prestigious Vice-

Chancellor's Award for Teacher Excellence was awarded to Professor Khmaies Ouahada, Department of Electrical and Electronic Engineering Science, and to Professor Maria Frahm-Arp, Department of Religion Studies. The VC's Award for the Most Promising Young Teacher was awarded to Mr Husain Coovadia, Department of Commercial Accounting. UJ academics, Mr Philip Baron from the Faculty of Engineering and the Built Environment and Mr Zafeer Nagdee from the Faculty of Economic and Financial Sciences, were honoured on a national level for their teaching excellence by winning the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) teaching awards for 2016. These colleagues are inspirational in their impressive

MESSAGE FROM THE DEPUTY VICE-CHANCELLOR: ACADEMIC PROFESSOR ANGINA PAREKH

efforts to move the teaching and learning endeavour forward in the current context.

During 2016, UJ also made many important strides with regard to online and blended learning. Development on various fully online degree courses has begun. These include four master's degrees: Master of Public Management and Governance, Master of Public Health, Master of Education in Information and Communication Technology, and Master of Educational Management. Concurrently, work began on the introduction of the fully online BCom in International Accounting, and three Advanced Diplomas – in Financial Markets, in Logistics, and in Transportation Management. The Division of Academic Development and Support (ADS) has developed a suite of student support and development resources for the online environment, and huge steps have been made in the development of blended modules across all nine faculties, as a collaborative effort between the faculties and the Centre for Academic Technologies. The years 2016 and 2017 will be seen as the watershed years – the point after which the integration of technology into teaching and learning becomes no longer the domain of the specialised few, but widespread general practice at UJ.

The professionalisation of teaching at UJ has been boosted by means of the inclusion of teaching as a weighted category within applications for promotion, which allows for excellent teachers to be promoted to the highest levels by accentuating their teaching profiles. Moreover, in collaboration with the Chair in Teaching and Learning and the Professional Academic Staff Development Unit, academic members of staff have produced more than 50 publications in the Scholarship of Teaching and Learning area, supported by grants from the UJ Teaching Innovation Fund. 2016 saw the first intake

of students into the UJ Postgraduate Diploma in Higher Education, a two-year part-time qualification aimed at equipping academic staff further for their important role as teachers.

It is common knowledge that 2016 was a year of high drama for South African higher education. The #FeesMustFall and other student protests brought many universities to a standstill. At UJ, student activism was also prevalent but I am happy to say that through much hard work and many intensive conversations among management, staff and students, UJ was able to negotiate the year without losing any teaching days. The #FMF protests had another important effect at the University: discussions focusing on the decolonisation of the curriculum and of teaching and learning have taken on new urgency and energy.

I want to reiterate that the University of Johannesburg is committed, to the absolute limit of its resources, imagination and capacity, to provide a student experience that is attentive, focused and caring, so that we can guide, nurture and challenge our students to become graduates who are professionally superior, confident and critically minded; who are intent on contributing to the development of South Africa and our continent; and who are on the way to becoming truly global citizens.

This Teaching and Learning Report provides an insight into the rich variety of our interlocking initiatives in 2016. I hope that you will enjoy reading it.



Professor Angina Parekh
Deputy Vice-Chancellor: Academic



*Professor Rory Ryan
Academic Development and Support*

ACHIEVING EXCELLENCE IN TEACHING AND LEARNING

The academic year 2016 saw many innovations and achievements within the broad ambit of teaching and learning, and perhaps none of such long-term consequence as our institutional response to the opportunities presented by rapidly developing technology. The integration of technology into the realm of teaching and learning is increasingly prominent on our collective agenda at UJ, and 2016 may be remembered as the year in which technology – as a tool for effective, efficient, innovative and student-centred teaching and learning – transitioned from a specialist activity pursued by a dedicated few, to

becoming a broad initiative shared by a great number of academic and professional support staff.

This broad strategy has many components. First, in 2016 UJ identified a number of whole programmes, both subsidised and non-subsidised, for further development, to be offered entirely online. The implementation of our suite of online programmes is scheduled to occur in phases, from 2017–2019, involving between 15 and 20 undergraduate and postgraduate degrees and diplomas. Second, academic staff received intensive training in the multiple uses of our learning management system, Blackboard, and the decision was taken to integrate Blackboard Predict for all programmes and modules,

FROM THE DESK OF THE EXECUTIVE DIRECTOR: ACADEMIC DEVELOPMENT AND SUPPORT, PROFESSOR RORY RYAN

to increase our understanding of risk, and to have real-time, detailed, actionable early alerts with regard to each student, module and programme, allowing for swift interventions. Third, academic staff have responded well to the opportunities presented by blended approaches to learning, and technology features strongly in our classrooms. This is coupled with the provision of 2 600 tablets to our most financially deserving students, and the provision of e-textbooks, at no cost, for students in 62 priority modules, as well as negotiated discounts on all e-textbooks.

The overall institutional goal at the University of Johannesburg with regard to our students is to develop graduates who are confident, responsible and strong-minded, as intellectuals, professionals, citizens and innovators. Our multiple interventions are all geared to provide an attentive, caring, inclusive and rigorous learning experience. We collectively treat all our student entrants as individuals with individual needs, talents and circumstances, which enables us to maximise academic success, personal well-being and the attainment of professional excellence.

Our attention to individual students begins with the First Year Seminar, a broad programme of induction into every aspect of university life, and one that involves intricate cooperation from the faculties, Academic Development and Support, and all other university support divisions. A successful transition into undergraduate studies is the crucial first step to achievement. Ensuring success in the first year of study entails a network of access for students, including access to tutors and academic staff, academic literacy and language support, as well as psycho-social

support and career counselling. The Senior Student Experience focuses on the enhancement of undergraduate degree throughput and career preparation, and provision of extensive career resources for final-year students. In the UJ Undergraduate Student Survey in 2016, when asked if they would choose to study at UJ again, 87,2% of the students indicated having a very positive experience at UJ. To be available to every student for every need at every opportunity is our collective goal.

The undergraduate degree credit success rate over six years has maintained an encouraging high level, as follows:

2011	2012	2013	2014	2015	2016
79,4%	82,1%	83,3%	84,6%	85,4%	85,5%

This result indicates the commitment and expertise of our academic and professional support staff and our extensive cohort of tutors and senior tutors, on whom we expended R37m in 2016. Moreover, this achievement should be viewed within the context of our commitment to accessible excellence: more than 30% of all first-time entrants at UJ are from Quintile 1 and 2 schools, which serve the poorest in our nation.

The retention of students beyond their first year of study remains a matter of ongoing concern. Students enrolled for the first time in 2016, who did not return in 2017, appears to have stabilised at just under 16%, but in real terms, this is in excess of 1 800 students.

2014	2015	2016
18,3%	15,5%	15,9%

Our studies indicate that precarious finances are at the root of almost all dropout situations. Students, especially in the Missing Middle, are often forced to withdraw from studies, and more generally, the fact that finances are not secure frequently creates an unstable living and learning experience, which militates against academic success. However, we have not been inactive in this regard: the 2016 Missing Middle Fund exceeded R100m, and our efforts to raise finance for the payment of Missing Middle fees in 2017 indicate that the Fund will surpass R100m.

New initiatives to improve the pass and throughput rates were introduced in 2016. The minimum mark for entry into supplementary examinations was lowered from 45% to 40%, and the Intensive Revision programme was introduced, which provides a week of revision for all students preparing for supplementary examinations in modules identified as Priority Modules – that is, those that have the greatest negative impact on student progression. Moreover, in 2016, the Division of Academic Development

and Support has dramatically increased its online services to students, including a suite of modules on 'Success 101', career preparation and psycho-social services.

Finally, it is important to pay tribute to our academic and professional support staff, whose collective energy and focus resulted in 12 761 graduates during 2016. The contribution of our University to socio-economic transformation and development is considerable, and is achieved through passion, commitment and dedication. This is the hallmark of UJ staff, and they deserve high praise.



Professor Rory Ryan

Executive Director: Academic Development and Support

<p>More than 30% of all first-time entrants at UJ are from Quintile 1 and 2 schools, which serve the poorest in our nation</p>	<p>2016 Missing Middle Fund exceeded R100m</p>	<p>12 761 graduates during 2016</p>
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TEACHING ADVANCEMENT



UJ GOES ONLINE

The University of Johannesburg has embarked on an exciting venture to make fully online courses available from the latter half of 2017. This will give local and international students a sterling opportunity to register for accredited programmes without having to attend lectures physically at one of the University's campuses.

We have joined forces with Academic Partnerships (AP), an international company, to administer sales, marketing, recruitment and retention of selected programmes. In conjunction with AP, UJ, with its academic expertise, strong brand, understanding of students and successful

online module development, will address the demand for online higher education courses on the African continent and internationally by supplying master's programmes from the Faculties of Health, Education, Management, Economic and Financial Sciences and Humanities.

The Centre for Academic Technologies (CAT) within the division of Academic Development and Support has played a pivotal role in putting processes and procedures in place for the design and development of quality, educationally sound online study courses. The CAT staff have presented workshops to all academic staff and have given them intensive guidance in aligning their curricula for online presentation as they design and develop their online programmes.

A fully-equipped, state-of-the-art CATlab will be used for developing various online materials; graphic designers have been appointed to ensure high quality material; and the Instructional Designers will assist in designing programmes of an international standard, to be deployed on UJ's secure and powerful learning management system, Blackboard.

More programmes will be developed for fully online study during 2017 in UJ's attempt to fulfil the ever-growing demand for quality education.

TEACHING ADVANCEMENT AT UNIVERSITIES (TAU) PROGRAMME



Professor Brenda Leibowitz, UJ Chair of Teaching and Learning

The Teaching Advancement at Universities (TAU) Programme, hosted at UJ, was initiated and is being led by Professor Brenda Leibowitz with funding from the Department of Higher Education and Training (DHET). This TAU Fellowship initiative serves to further the national interest in professionalising teaching and learning in South African higher education.

The aims of the TAU programme are:

- To contribute towards the enhancement of teaching and learning in higher education in South Africa by supporting the development of a cadre of academics across institutions and disciplines as scholars, leaders and mentors in their fields; and
- To enhance the status and stature of teaching and to popularise the understanding of teaching excellence in varied institutional and disciplinary settings.

The 2015–2016 programme outcome was the hoped-for success in that participants enjoyed the learning experience: the great majority (44 out of the 48 participants who completed the final anonymous survey) found participation 'extremely worthwhile' (32), or

'worthwhile' (12). This was endorsed in the final reflective reports written by each participant. A longer-term survey, assessing the growth of each participant, and whether or not they contribute to the capacity development of others at their institutions, will be in process for the next two to three years. There has already been evidence of collaboration between TAU participants at various universities after their completion of the programme, and a TAU alumni network has been set up, convened by Joey Seremane from the University of the Free State.

The TAU programme was initially funded by DHET from the collaborative Teaching Development Grants. DHET has provided finance for a follow-up programme, scheduled for the period from January 2018 to July 2019. There are discussions afoot about how to institutionalise TAU, and to realize its aims as a truly national initiative, in order to support the capacity for teaching and learning and to acknowledge such expertise in South Africa.

INTEGRATING TUTORIALS INTO CURRICULUM DEVELOPMENT

Dr Nelia Frade

Peer tutors are increasingly seen as vital partners in facilitating learning in higher education. Well-developed tutorial programmes, integrated with the curriculum, provide the ideal opportunity for students to engage actively in the teaching and learning process. They also provide opportunities for students to engage with the discipline, which in turn enables them to become disciplinary experts and to develop themselves as future academics. This approach is aligned with the UJ 'learning-to-be' philosophy. In addition, internationally and nationally, changes in the higher education context and the diverse and evolving student profile are placing much greater demands on academic staff. This further necessitates the establishment and implementation of effective and integrated tutorial programmes.

The University invests millions of rands each year in tutoring and the tutor system at UJ is playing an integral part in the larger teaching and learning project. This is in keeping with the institution's Teaching and Learning Strategy, which stipulates further development of the

UJ tutor programme to ensure that students have the opportunity to engage actively with study content while building relationships within a supportive peer-led environment. To realize this vision, involvement and commitment from the institution, tutors and academic staff is vital. Tutors and academic staff working with tutors need to be properly prepared and equipped for the programme to be implemented effectively.

As the custodians of the support and development of academic staff and tutors, the Professional Academic Staff Development department and, in particular, the Unit for Tutor Development, in collaboration with the Department of Accountancy, presented a series of workshops for academic staff. These aimed at sharing and debating the pedagogy around an integrated tutorial programme. In sum, the theoretical underpinnings and practical guidelines relevant to such a programme were expounded. These workshops have given rise to individual mentoring of academic staff as well as reflection by academic staff on their tutorial practices to further their integration with the curriculum. The academic staff also confirmed the value they gained from these developmental opportunities. This will in turn lead to more effective tutoring and higher levels of student success.

DECOLONISATION DISCUSSIONS AT UJ

Dr Kirti Menon

During South Africa's turbulent academic year of 2016, the issue of decolonisation came clearly and strongly to the fore. Calls for the decolonisation of higher education institutions in the country emanated from the persistent marginalisation, devaluation, silencing and alienation of local and indigenous knowledge and practices, and the continued privileging of Eurocentric knowledge, worldviews, cultures and ways of being that render the experience of the academy disempowering for the majority of the community it is intended to serve.


This made it necessary for institutions to reflect on their own policies, practices and curricula so as to produce a thoughtful response to the demand for decolonised higher education. The issue has been widely discussed across different platforms at the University of Johannesburg.

An Ad Hoc Senate Task Team on *Decolonisation of Knowledge and Curriculum Reform* was established in 2015 to initiate and guide institutional effort as well as establish a platform where staff and students could analyse and discuss pertinent issues relating to this subject. Numerous mechanisms were employed by the University to answer the question of "what is decolonisation", "what does decolonisation mean to the university" and "how to move forward". Following robust Ad Hoc Task Team discussions, the decision was taken to develop a Draft Charter on Decolonisation. This draft charter was discussed widely within the university's structures and will be submitted to SENEX and the UJ Senate for approval in 2017.

At the end of 2016, a detailed presentation on initiatives concerning decolonisation of the curriculum and the way forward was prepared for Council. The issue has been widely discussed across different platforms at the University through the organisation of seminars and workshops involving both staff and students. The emphasis has been on making sure that decolonisation was not reduced to a technical, additive, largely outcomes-based exercise. It was clear that deep and broad interactions on this issue were required. Initially, it became evident that no shared, common understanding existed among participants of what is intended by decolonisation, especially in relation to specific disciplines.

On 24 May 2016 a workshop was held with more than 60 academics representing their faculties to explore the principles of teaching and learning in the context of decolonisation of the curriculum, focusing on associated pedagogical and epistemological concerns. The workshop was robust and it was clear that there was a need to provide assistance to the faculties to think through the issues.

As a consequence of this workshop, *Guidelines for Curriculum Transformation* were developed by the Academic Planning Unit and discussed at the Ad Hoc Task Team meeting before submission to the Deputy Vice-Chancellor: Academic and the STLC for approval. Following STLC approval, the document was circulated to Deans for discussion within their faculties. In addition, the nine faculties have all undertaken various initiatives to answer relevant questions and to consider innovative ways of addressing decolonisation in the curricula of their individual disciplines and contexts. This has included the



hosting of formal and informal discussion groups, the formation of task teams within the faculties, and faculty-based seminars and panel discussions with experts to explore innovative ways of addressing this topic.

The University acknowledges the significance of fostering debate and moving forward with transformation initiatives especially as they pertain to teaching, learning, assessment, and research and community engagement. The response included *UJ's Guidelines for Curriculum Transformation*. The intensive and sometimes intense institutional response about decolonisation at UJ will serve the institution well into the future, allowing it to move forward from a thoughtful and widely consulted base.

POSTGRADUATE DIPLOMA IN HIGHER EDUCATION

Kibbie Naidoo and Bongani Mashaba

The UJ Postgraduate Diploma in Higher Education is designed to develop further professionalisation of teaching at UJ. Higher education globally is rapidly changing and becoming increasingly more complex. Changes such as globalisation and massification, combined with increasingly fast-moving technological innovation, have profound implications for the nature of academic work. This is exacerbated in the South African context where historical disadvantage and the consequent need for redress and social justice pose additional challenges for academic staff. One of the most pressing challenges facing academics is the need for higher levels of student success.

South African universities are characterised by relatively low success rates: 74% in 2010, compared to a desired national norm of 80%. This results in a graduation rate of 15% – well below the national norm of 25% for students in three-year degree programmes in contact education. In South African contact universities, well under a third of students complete their qualifications in regulation time and only one in three graduates within four years. Improvement of throughput rates has been identified as a top strategic priority of university education.

A key contributor to the improvement of throughput rates is the improvement of university teaching, as this is where the university truly meets its students – in the classroom. Careful consideration of 'what' is being taught and 'how' is therefore crucial. Whilst essential, good teaching in higher education (HE) is not a given. Acknowledgement of this is evident in the trend in the HE sectors of various countries to 'professionalise' teaching and learning. In 2016 the UJ Postgraduate Diploma in Higher Education (PgDipHE) was offered for the first time. This collaborative endeavour between Professional Academic Staff Development, the Faculty of Education and the Centre for Applied Technologies is committed to promoting excellence in learning and teaching by offering a programme that is both strongly theoretical yet steeped in practice. The PGDipHE is an NQF level 8 qualification. It is offered part-time over two years through a combination of contact sessions and online interactions. It comprises four core modules and a number of electives intended to address a range of specialised issues in teaching and learning in higher education. The core modules offered are Curriculum Development in Higher Education; Teaching and Learning in Higher Education; Assessment in Higher Education; and Research Methodology in Higher Education.

The PgDipHE introduces participants to the field of higher education and encourages them to apply theoretical insights to their practice as teachers of disciplines. In this sense, it offers an appropriate balance of practical approaches to curriculum development, teaching and learning and assessment, and theoretical perspectives. This means that practice is informed by scholarly work and principles. All modules are highly practical and draw on a wide range of innovative approaches to facilitate learning, such as online discussions, reflective journals, developing and sharing of artefacts and group presentations: "The purpose of the programme is the development of academics as reflective practitioners in the higher education context by a) examining the relationship between theory and practice and the ways in which each informs and enriches the other; b) expanding, strengthening and consolidating knowledge of and practice in teaching, learning and assessment in higher education; c) enhancing staff's ability to develop, implement and assess informed and responsive curricula and related pedagogy, including learning with technology and d) developing capacity as educational researchers."

UJ'S CHANGING ACADEMIC PROFILE

The academic profile of the University of Johannesburg is undergoing considerable change with new undergraduate degree programmes on offer, strong demand for postgraduate qualifications leading to a shift in enrolments, new entities coming into existence, and a new mode of delivery.

The implementation of the Higher Education Qualifications sub-Framework (HEQSF) has led to the phasing out of all Bachelor of Technology (BTech) programmes. The last intake of new students into these programmes will be in 2019. In the past, the combination of a National Diploma and BTech degree in engineering fields could lead to professional registration with the Engineering Council of South Africa (ECSA) as an engineering technologist. Now that this qualification is falling away, many engineering faculties have replaced this four-year track with a three-year ECSA-approved bachelor degree. With a specified period of work experience, this becomes a new route to engineering technologist registration. In the course of 2016, UJ's Faculty of Engineering and the Built Environment (FEBE) has had this kind of degree approved and accredited for a number of engineering fields, and it is due to be offered to students for the first time in 2017. The implication for UJ's Programme and Qualification Mix (PQM) is that fewer diploma and more degree programmes will be offered at undergraduate level.

Postgraduate programmes offered by UJ have become increasingly attractive to students and enrolments have surged, particularly at doctoral level. In part, this is a consequence of the recruitment of a number of high-flying researchers who often bring in their wake funding

for research projects that also provides scholarships for students. UJ academics have themselves been gaining higher qualifications, which means that we now have an ever-expanding pool of qualified supervisors to take on growing numbers of postgraduate students. All faculties have expanded in these areas, particularly in engineering programmes, which suggests that there is high demand. With over 8 000 students registered for postgraduate studies, the proportional distribution of undergraduate and postgraduate enrolments is shifting.

Since the merger of institutions that, in 2005, brought UJ into existence, the University has had two faculties offering a variety of programmes in business and management studies. Work began in earnest in 2016 to bring these faculties together to form a single College for Business and Economics comprising six schools. One of these will be the Johannesburg Business School with its own unique MBA offering. Application has also been made for UJ to have its own Medical School to help meet the drastic shortage of trained doctors in South Africa, and the University is hopeful of a successful response to this proposal.

Finally, a select group of UJ postgraduate programmes have, for the first time, been approved for online delivery, and at least some of these will be launched in 2017. Carefully crafted curricula and materials for online delivery have been produced by academics in conjunction with UJ's Centre for Academic Technologies (CAT), and collaboration with the American company, Academic Partnerships, will bring about advanced marketing and a smooth platform for delivery.

TEACHING AND LEARNING AWARDS

The recognition of teaching and learning is a crucial contributor in supporting and building appreciation of the importance of these activities within the institution. During 2016 this included recognition of excellence in teaching and learning through both the UJ-based Vice-Chancellor's annual teaching awards as well as the Higher Education Teaching and Learning Association of Southern Africa (HELTASA) national teaching excellence awards.

VC AWARDS

At the 2016 Vice-Chancellor's Awards for Teaching Excellence, the Vice-Chancellor and Principal, Professor Ihron Rensburg, and the body of the University lauded dedicated lecturers with Teaching Excellence Awards. These are made in two categories: Most Promising Young Teacher and Teaching Excellence. The nominations were of a very high quality in terms of innovation, richness of the teaching enterprise and responsiveness to learning needs. It is our pleasure to share a brief insight into the teaching practices and philosophies of the 2016 award-winners.

Most Promising Young Teacher: Mr Husain Coovadia, Department of Commercial Accounting



Increasingly over the past few years, academic staff have been encouraged to integrate technological tools into their teaching in order to create new learning spaces that enhance and facilitate student learning. Not only is this in line with international trends but, most important, it is also of immediate interest and relevance to students and offers them a greater incentive to learn.

There are few teachers better able to illustrate how the integration of technology into traditional forms of teaching can benefit students than Mr Husain Coovadia, who teaches Financial Accounting. Many academics feel intimidated by new and innovative technological possibilities, but he, as a young, energetic and imaginative teacher of Financial Accounting, is invigorated and excited by the challenges they present.

His greatest achievement to date has been the design and ongoing development of an educational technology project called Enabling New Age Classroom Technology or e-NACT. Along with a colleague, and using a blended learning approach that combines face-to-face learning with a range of open source technologies, he has created exciting new learning opportunities for students by presenting information in a variety of ways, which caters for all learning styles. This has the potential to enhance and deepen learning, and results have already indicated improved student performance.

e-NACT is now widely recognized across UJ as offering endless possibilities for cutting-edge teaching. It has been enthusiastically received by students, and beyond this, has also received recognition internationally – it was selected from more than 500 applications to be showcased at the QS Reimagine Education Conference. This honour resulted in many accolades, including a special message of congratulations from the former Public Protector, Thuli Madonsela.

This is unquestionably groundbreaking work of which we at UJ are justifiably proud. It requires a special brand of collaborative leadership, teamwork, dedication and ongoing research.

**Teaching Excellence: Professor Khmaies Ouahada,
Department of Electrical and Electronic Engineering
Science**



Anyone reading Professor Ouahada's Teaching and Learning philosophy will quickly realize that he epitomises the best of what it means to be an innovative, flexible and supportive teacher of Electrical Engineering in the South African context.

He never forgets that the educational playing field in South Africa remains uneven and that not all our students have had the same opportunities. He is totally committed to meeting the diverse learning needs of all his students and, to achieve this, he is constantly self-reflective and regularly requests students' evaluations to enable him to identify particular challenges and improve his pedagogical practice to ensure that it is inclusive and fair. One of the many consequences of this approach has been the production of a textbook for his students which contains all the relevant material but which is better suited to the South African context than previously available. This has been welcomed by his students and he has consistently received excellent student reviews.

Professor Ouahada's teaching is intrinsically linked to his working environment, which includes his faculty, the

university and, most important, his profession as it is currently applied and developed in the country. He is acutely aware of how important it is to provide students with relevant and authentic learning experiences in order to educate insightful and responsible engineers who can work independently, who can solve problems, and who can adapt their knowledge in response to new and unanticipated situations.

He is collaborative, eager to hear about and learn from student experiences, and to use these as the platform from which to build their knowledge and challenge them to think in new ways.

In all his interactions Professor Ouahada emerges as a caring and supportive lecturer who believes in being a mentor to students, adopting an open-door policy, and creating a fair, friendly and trusting learning environment. He is, without doubt, one of the most highly respected, innovative and committed teachers in his faculty. Both his students and his colleagues recognise his exceptional contribution to teaching and learning, not only in within his discipline but in the faculty and the University more broadly.

**Teaching Excellence: Professor Maria Frahm-Arp,
Department of Religion Studies**



Professor Frahm-Arp describes her broad aim as "trying to help students think about, or engage with a religion and the world of ideas more generally, rather than just know things about a religion". To achieve this, she says,

"students need to become reflexive of their own worldview in relation to learning about other religious worldviews [and] they need to grow as people with their own ethical values, interpersonal skills, respect for others, and sense of self-worth".

Professor Frahm-Arp is a compassionate, innovative and inspiring teacher who has managed to transform a traditionally dry, difficult and sensitive subject into a learning experience that is not only interesting and informative but that also encourages what she calls "provocative discussions". These challenge common assumptions and continually open up safe space for students to learn as well as to reflect, and to unlearn and think in new and more inclusive and tolerant ways about unfamiliar beliefs and practices. One of her peers, commenting on his experience in her classroom, praises her as follows: "You show a deep understanding of the contents of the module that enables you to teach the students not only knowledge, but empathy with, and understanding for, humans whose religious beliefs differ significantly from their own. My impression is that you are educating citizens, who will interact respectfully with people from other religions."

All Professor Frahm-Arp's teaching activities, from her varied and innovative materials to the integration of technology into the classroom to her interesting and thoughtful assessment practices, reveal her scholarly and insightful approach. They are underpinned by crucial teaching and learning principles that include treating all her students with respect, recognizing the richness and value of students' knowledge and experience, and supporting engaged learning in what she calls "emotionally encouraging" environments that empower all involved. Above all, she recognizes that a holistic and collaborative approach to students is the best way to build relationships and to develop the trust necessary for constructive and critical debate.

Without exception she has received excellent evaluations from all her students, who describe her as inspiring, exuberant, challenging, fun, interesting, dedicated and "one of a kind". One student described being in her class as "The Perfect Experience".

HELTASA NATIONAL TEACHING EXCELLENCE AWARDS 2016

The HELTASA national teaching excellence awards were established to generate a cadre of academics who are identifiable and able to provide inspiration and leadership in teaching in their disciplines, institutions and regions as well as to generate debate and public awareness about what constitutes teaching excellence in higher education. During the 2016 awards cycle, UJ academics won two of the available five HELTASA national teaching excellence awards.

Mr Philip Baron, Department of Electric and Electronic Engineering Technology, FEBE



Philip Baron started his lecturing career at the age of 20 at the former Technikon Witwatersrand. His teaching technique is based on a cybernetic approach, which involves the regulation and evolution of systems. He is inspired by Von Foerster's premise that the listener, and not the speaker, determines the meaning of an utterance. This implies that the learner's own expression of understanding is more important than the teacher's. Philip uses Teachback amongst other conversation theory tools to engage learners. He follows the view that knowledge and knowing are different, in that knowing requires a knower and is tied to context and observation. Thus, he strives to work with the individual understandings of each of the actors within a class by creating the scope for each person's own frame of reference within the learning system. He uses the learners' background as part of the curriculum, making

the course content personal to the learners while at the same time creating a collaborative learning environment where cultural diversity and different language systems are integral parts of the learning process.

Mr Baron moves away from a linear model of defined teacher–learner roles to one of shared responsibilities. He challenges the idea of power and control in the classroom. His classes succeed through learner cooperation, with individual students gradually taking responsibility for their own learning. He promotes their involvement in setting the trajectory of the module, and believes that learning should have personal meaning for it to be memorable. Student feedback on his teaching is overwhelmingly positive.

Mr Zafeer Nagdee, Department of Accountancy



Zafeer Nagdee is a senior lecturer of governance at the University of Johannesburg. He is also a qualified Chartered Accountant (SA) and Registered Auditor (SA), having previously worked with several of South Africa's largest listed companies before moving into academia. His teaching work has involved the development of South Africa's first accredited leadership programme for prospective chartered accountants, through which he was recognised as one of South Africa's Top 35 Chartered Accountants under the age of 35. Zafeer holds a master's degree in international accounting and is also an award-winning researcher who has published his work internationally. As a recognised thought leader within business, he regularly delivers talks at events locally and abroad, and was recently invited to speak at the Wharton

Business School in the Ivy League institute of the University of Pennsylvania. He has also earned accolades from the private sector as an advocate of responsible business practice, principled progress and innovation in addressing world-scale issues.

On the subject of academics in this country, he says: "South Africa is at a crucial point in its development where the economic legacy of the apartheid regime is still being undone. As academics, we have a central role to play in educating a new generation of learners who will not only be able to lift their families and communities out of poverty, but also as a collective be able to meaningfully shape the socio-economic and political landscape of our nation into one that is not only prosperous but fair, accountable and transparent at its core values and conduct. Through my work, I attempt to influence both current and future business leaders to embrace a consciousness of inclusive growth that will direct South Africa towards a new era of principled progress."



ACADEMIC DEVELOPMENT AND SUPPORT

ACADEMIC DEVELOPMENT CENTRE (ADC)

The Academic Development Centre consists of three departments: ADC Access, Academic Development Innovation (ADI) and Professional Academic Staff Development (PASD). In addition to these units, the coordinators of the UJ First Year Experience (FYE) and the Senior Student Experience (SSE) are located in ADC. The recently established South African National Resource Centre for the First Year Experience and Students in Transition (SANRC), which is an independent entity, is also housed in and managed by ADC.

During 2016 ADC enjoyed a productive year, characterised by continued progress in building partnerships with faculties as well as strengthening and sustaining equitable services on the different UJ campuses. The strategic foci of ADC involved widening and deepening the Centre's impact on student success through integrated programmes. The Centre contributes to all the UJ strategic objectives by supporting undergraduate students and the professionalisation of teaching practice in various ways. It specifically contributed towards UJ's Strategic Objective 2 (Excellence in Teaching and Learning), which relates directly to ADC's core business. Significant contributions were also made to Strategic Objective 3 (International Profile) through the English Language Programme (UJELP) as well as the work of the SANRC. In the 2016 UJ Undergraduate Student Survey, almost 95% of respondents reported that ADC support was helpful, and that ADC staff acted professionally towards students.

ADC Access

ADC Access, responsible for ADC's extended diploma programmes, continued its excellent work in 2016. It focuses mainly on the Doornfontein Campus, but also extends to the Soweto and the Bunting Road Campuses. During the year, ADC Access taught approximately 624

first-year students – registered in FEBE, Management and Humanities. The module success rates of 14 of the 15 extended diploma groups were above 80%, with six of them performing at above 90%. Three major additional highlights for ADC Access in 2016 were: (a) the success rates of extended diploma offerings, which were found to be at their highest level (87,1%) since 2009, despite the extended diploma students not meeting the regular entry requirements; (b) the securing of bursaries to the value of R1 277 498 for extended diploma students who did not qualify for NSFAS funding; and (c) close work with FEBE to design and prepare the new extended qualifications for the Faculty.

Academic Development Innovation (ADI)

During 2016 the ADI department continued its embedding into the UJ academic fabric through a variety of initiatives. ADI staff taught 2 649 students in five credit-bearing modules, including customised faculty-based language courses and Mastering Academic and Professional Skills (MAPS). Large numbers of UJ students continued to use the writing centres and structured literacy development modules. The department continued its collaborative offerings to ensure the maximisation of its contribution to student success efforts at the institution, including offering the UJELP, which has now become an established service at UJ and was offered in conjunction with the UJ International Office.

In 2016, ADI managed an additional mentoring project sponsored by British Petroleum South Africa (BPSA) aimed at improving the academic performance of their bursary students, and all students involved in the programme passed their academic year. During 2016, the newly established Intensive Revision Programme (IRP) was also coordinated from within ADI in collaboration with the faculties and support divisions. In line with UJ's strategic goals, the main aim of the IRP is to provide additional academic input for students who qualify for supplementary exams. Initial research into the IRP's

effectiveness shows the promise of the programme as IRP attendees performed substantially better in the supplementary exams than those who did not attend.

Professional Academic Staff Development (PASD)

This department continued its central role in developing academics as teachers in the UJ context by providing developmental opportunities for tutors, senior tutors, and new as well as more experienced academic staff, principally by means of workshops, individual consultations, and the Postgraduate Diploma in Higher Education. During 2016, the first three modules of this innovative postgraduate diploma were offered for the first time to a cohort of UJ staff. The initiative is mainly driven from PASD and offered in collaboration with the Faculty of Education and the Centre for Academic Technologies.

Workshops for academic staff, including the academic preparation programme for new staff as well as Assistant Lecturers, were attended by more than 450 staff members. During 2016, a total of 960 tutors and 53 senior tutors received developmental training and, in addition, 1 275 tutors attended check-in sessions. To ensure an integrated and effective tutorial programme, workshops for academic staff were also offered on the optimal use of tutors in the academic domain. The trend of high levels of teaching evaluations conducted at UJ continued in 2016 and a total of 819 hard-copy teaching and module evaluations were completed. In addition, 150 online evaluations were completed during the pilot phase of the new online TE (teaching evaluation) system, and the Faculty of Engineering and the Built Environment initiated a faculty-wide TE pilot project. It is anticipated that the online system will be fully rolled out in the second half of 2017. Further to this online development, centralised reporting and information systems are being tested to make aggregated TE information available to management.

The UJ First Year Experience (FYE) and the UJ Senior Student Experience (SSE)

The UJ FYE continued its leading role in the field of first-year transitions in South Africa. Its data-informed approach was carried out with 2 900 completed Student

Profile Questionnaires during 2016. These data were used to create a profile of the newly entering UJ students as well as more focused reports. The trends confirm that many UJ students are first-generation university entrants from poor families, who are worried about having enough money to complete their studies. For a second consecutive year, the UJ FYE office, in conjunction with PASD, hosted a highly successful regional FYE conference, with a variety of UJ speakers sharing their expertise and experiences. The UJ FYE also made substantial progress in engaging professional staff in the support divisions to enhance its role in creating the preferred student experience at UJ.

During 2016, to guide the next phase of the FYE Excellence programme, the FYE strategic committee identified four additional new focus areas to be established: a variety of faculty-based student mentor programmes; first-year lecturer development and support; strengthening of the online resource availability through a dedicated mobi-site and the Success 101 online module; and an institutional student tracking system, Blackboard Predict.

The UJ SSE introduced a seminar series, conducted throughout the year, which aimed to equip senior students better for the world of work and postgraduate studies. Furthermore, in order to reach more senior students, six online modules specifically aimed at SSE goals were developed and made available at <http://findyourway.uj.mobi/index.php>. During the last term of 2016, the SSE seminar took place at which UJ staff members shared best practice on matters relating to senior undergraduate support.

One of the major highlights of 2016 for ADC was the further development of the South African National Resource Centre for the First Year Experience and Students in Transition (SANRC), which is now fully operational. The second highly successful national First Year Experience Conference was hosted by the SANRC during May 2016. This annual event was once again well attended by academic colleagues from across South Africa. The SANRC also completed the first phase of two national research projects, the FYE inventory and the International Survey of Peer Leadership (ISPL).

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

Professor Thea de Wet

The Centre for Academic Technologies supports the provision and development of innovative and evolving technologies for teaching and learning to foster a 21st-century academia skilled in the smart use of academic technologies. After the appointment of a new director in January 2016, CAT activities and staff responsibilities were refocused to make the most of the existing expertise and competencies. In this context, members of staff were encouraged to improve and expand their skills, knowledge and use of the technologies.

Networking and research

In 2016, CAT made a concerted effort to network locally, regionally and internationally by presenting academic and technical papers at conferences and workshops and by participating in the activities of professional bodies. The Centre is involved in two research collaborations: an ongoing investigation of handheld devices for teaching and learning (T&L) at UJ, Sol Plaatje University, and the universities of Cape Town, the Witwatersrand, and the Free State; and a project with Bristol University, the UJ Chair for T&L, Rhodes University and the University of Fort Hare on "rurality" on how rural students transition to university, and what skills and ways of knowing they bring.

Online programme and module development

Towards the end of 2016, CAT became an integral part of the UJ strategic initiative to develop and offer programmes that are presented wholly online. In partnership with academic departments, CAT is well advanced in the development of innovative and exemplary online curricula. During the year, CAT was involved in the development of eight online programmes, and this work will expand rapidly in 2017. In collaboration with content experts, CAT also started the development of a set of citizenship modules that will give students the opportunity to choose 10 credit short courses focusing on personal growth and academic success, history and politics, science and engineering, and arts and culture. They include the foregrounding of an

African context, with ideas, stories, examples, authors and people from Africa.

Learning and teaching with tablets

At least 90% of UJ's first-year students use a variety of devices (laptops, tablets and smartphones) in and out of lectures for learning, according to the 2016 student e-learning survey. In 2016, a total of 2 455 iPads were distributed to qualifying first-year NSFAS students, the second year of such distribution. The iStore provided all students with basic instructions on how to use the iPad, and organised a series of training events for staff and students. For 2017, new processes of iPad distribution are in place: (a) an accurate list of first-time eligible students will be sourced from Student Finance, and (b) students will be notified by a bulk SMS and email, and a popup on uLink will alert students of their eligibility for an iPad.

Staff and student support

CAT staff conducted workshops and developed online self-help manuals and videos to help students and staff with the use of uLink, Blackboard Learn and MS Office suite. During the First Year Seminar, over 1 000 students were introduced to uLink and the Blackboard LMS during training sessions on all four campuses. The CAT Helpdesk staff process and manage staff and student enquiries. An osTicket system was used to keep records of the 3 000+ queries, most of which were students' requests for support with access to Blackboard modules. Large TV screens on all four campuses display information slides directing students to CAT, ADC and PsyCaD services. UJ took the first steps in 2016 to implement Blackboard Predict, an evidence-based data-driven intervention system to identify, inform and retain students at risk of dropping out. Full rollout of Blackboard Predict will take place in 2017.

Teaching and learning professional development

Staff training sessions offered by CAT in 2016 did not focus only on technical training but also included pedagogical direction to staff for blended teaching and learning. CAT promoted and supported the use of more Blackboard (Bb) functionalities during training, including online assessments, assignments, and using the Bb Grade Centre. In addition, CAT is in the process of designing a professional development module to assist academic staff with the integration of tablet use in their classroom

teaching. A paper-to-online workshop was developed to prepare staff to move to fully online programmes. Over 350 academic staff members attended staff development workshops in 2016, either one-on-one or in groups. In November 2016, an agreement was signed with Eiffel Corp to train 180 staff members from FEFS and Management for Level 1, and 80 staff members for Level 2 of Blackboard Teaching and Learning Certification. The training is expected to have a considerable impact on our blended teaching and learning strategy.

Technical support and development: uLink and Blackboard

The Centre is responsible for the development and upkeep of uLink, UJ's single sign-on access to a student and staff portal. During 2016, the uLink functionality was increased, adding features such as links to Gradnet and VitalSource to ensure that students will be able to download their e-books in a much simpler way in 2017. In terms of uLink use, there were over 10 million individual logins in 2016; during the core ten academic months in 2016 uLink had approximately 33 000 daily individual student logins. In the 2016 Undergraduate Student Survey, almost 82% of the respondents reported that they used the Blackboard/uLink service daily. More than 95% of the respondents felt that the uLink services provide sufficient user support, good information resources, and a user-friendly logon procedure.

In 2016, over 80% of individual UJ modules were registered on Blackboard, and there were as many as 5,6 million individual logins to Blackboard. During the core months of each semester in 2016, we had over 650 000 unique logins to Blackboard per month, thus almost 22 000 different logins per day.

E-textbooks facilitated by Gradnet for UJ students

In 2016, UJ made R18 million available for e-textbooks for first-year students across faculties, as well as for second-

year students in the Faculties of Law and Education. A total of 12 829 students qualified to receive 76 different e-textbooks; 61,2% of the students redeemed their books. Publishers have indicated that UJ's e-textbook project involved the most downloads of all academic e-textbooks in South Africa.

Citizen and Leadership modules for UJ undergraduates Dr Erica Pretorius

The UJ vision is to become an international university of choice, anchored in Africa, dynamically shaping the future, while the University's mission statement promotes the idea of inspiring UJ's community to transform and serve humanity through innovation and the collaborative pursuit of knowledge. The South African students' #FeesMustFall campaigns in 2016 for a decolonized curriculum and free higher education highlighted the need for collaborative initiatives that work towards a brighter future for all.

In 2016, CAT began to engage students, professional staff and academics, using open conversations, to work towards transformation and encouraging an imagination-driven view of the future. As a result, the first tranche of free online Citizenship and Leadership modules for undergraduate students was developed, incorporating the UJ values of imagination, conversation, regeneration and ethical foundation.

The first four completed modules include a focus on developing the information literacy skills of first-year students; creating awareness of the importance of cyber security; the history of South African education; and Afrikan thought. Students were involved in the design of some of the modules to make sure that these not only address students' needs but also allow student voices to surface in the content and design.

The Information Literacy module



Research indicates that most first-year students arrive at university without the skills required for academic success. Consequently, the library, in collaboration with CAT, developed an online module as a tool to support and enhance students' academic experience. The information literacy module consists of a series of online tutorials, videos and lessons introducing and guiding first-year students to develop information literacy skills, specifically the ability to conduct research, and to find and evaluate relevant information. The module is also available on the LibGuide open platform. Elize du Toit of the Library made

the following comments about her involvement in the project: "Initially the information literacy module content was developed for information literacy face-to-face training. While it was not needed to change the content offering, the challenge lay in making the content reusable for an online platform. This meant going back to the drawing board many times, working in close collaboration with CAT. The selection of interactive tools and the inclusion of multimedia needed precise curation, so as to make the module content textually and visually appealing to first-year students."

The Cyber Security module



UJ students are comfortable using multiple technologies for business, study, personal routines and social media. However, technological connectedness also results in serious cyber security risks. In addition, students, who are heavy users, appear likely to ignore basic information security, which results in 40% of them experiencing cybercrime of some sort, according to the Norton Cyber Security Insights Report of 2016.

brought by online technologies and to create awareness of the risks, consequences and benefits related to social and economic online interactions. In addition to the more technical information, a UJ postgraduate law student assisted with illuminating the potential legal aspects of online conduct.

To make students more aware of cyber security, CAT developed this module, in collaboration with the Academy of Computer Science and Software Engineering. The purpose is to enable students to optimise the opportunities

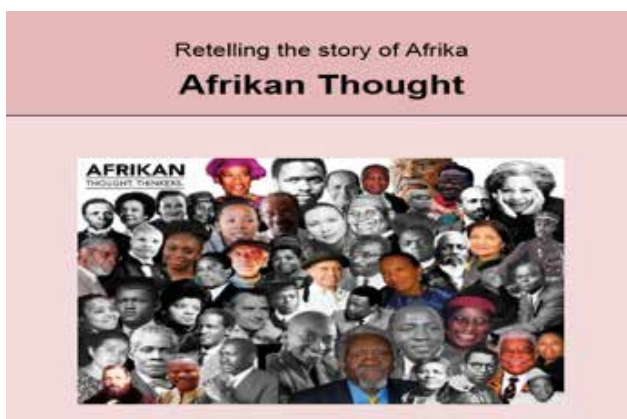
This module was reviewed and then piloted with a group of first-year and senior students from the Applied Information Systems department during the annual Winter School. Both the students and staff considered the module to be vital, especially for first-year students.

The History of South African Education module



Students and UJ staff were involved in developing a module broadly aimed at introducing the history of education in South Africa. The module is built around historical documents, current academic reflections on education, the oral history of the experiences of a range of older South Africans, and the dramatisation of historical events linked to education during the past 400 years. Ngcebo Richman Mlangeni, a student involved in developing this course, commented as follows: "As part of the decolonisation of curriculums it is very crucial for students, including myself, to learn how the education system was structured in South Africa and to understand the history of education. Being involved in developing this module was an eye-opening experience, challenging me to read more about the history of education."

The Afrikan Thought module



In an attempt to respond to the students' call for a decolonised curriculum in South African tertiary institutions, the Afrikan Thought module was conceptualised and created by UJ students for UJ students. Its aim was to acknowledge the invisible African thinkers.

Some of the students highlighted their experiences during the development of this module. Mukondelili Mulaudzi said: "My experience in working on this module was both enriching and challenging. Enriching because I got to learn about curriculum development first hand, and also because the content itself expanded my scope of knowledge. It was challenging because it required so much time to put together. In addition, the logistics of developing a curriculum are not as exciting as engaging

with the content. However, the challenges were also positive in that they helped open my eyes to these kinds of realities."

Nthabiseng Matsome commented: "Working on the Afrikan Thought module was challenging, interesting and frustrating at times. It was challenging in the sense that it is the first time such an initiative has been undertaken by us and therefore we had no reference point. It was also challenging in terms of balancing our academics while contributing to the module. Personally, it challenged me as I have not been at the University long enough to have accumulated enough confidence to believe in myself. This was especially my personal challenge in the beginning as I was still a first-year student. Overall, this has been a great opportunity for growth."

For Lucky Radebe, being part of creating a student developed module was not only interesting but also full of challenges. He stated: "There is a certain way one needs to think and conduct oneself. Our biggest challenge was the level of discipline and professionalism that was needed. Although we knew the content we had to develop the module to be suitable for future students and that they can benefit from it."

**Innovative online development and support hubs
Franci Janse van Vuuren (CAT) and Paulina Makibelo
(Academic Development Centre)**

Two of UJ's strategic goals are to offer an outstanding student experience and global excellence in teaching and learning. Since the inception of the UJ FYE in 2009 – and following it, the SSE in 2014 – these programmes have continued to contribute substantially towards the achievement of these goals by addressing the serious problem of poor student success rates prevalent in South Africa and by maximising a caring student experience. These holistic programmes comprise both curricular and extra-curricular activities, focusing on the complete student life cycle, from successful transition into university life throughout the undergraduate years into the world of work and/or postgraduate studies.

The coordination of the FYE and SSE programmes resides within the Academic Development Centre (ADC) and both

are truly collaborative efforts. They involve other ADC staff, CAT, and the Centre for Psychological Services and Career Development (PsyCaD), as well as faculties and other departments within UJ, including Student Affairs, Student Finance, the Library, Marketing and Communications, UJ Operations and UJ Health.

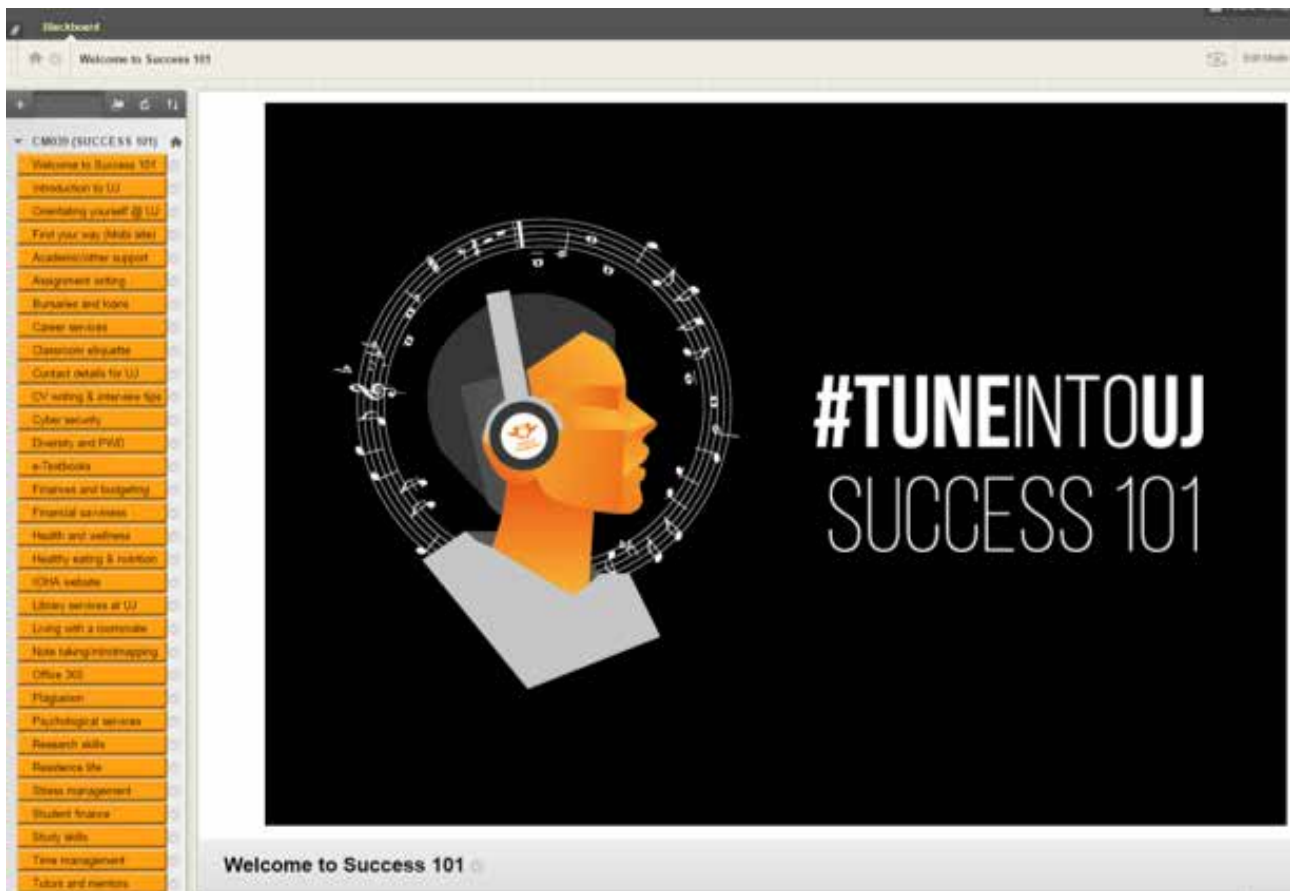
As a result of these joint efforts, many successful face-to-face interventions and workshops, as well as on-campus awareness campaigns have been run for both students and staff. The first-year and senior-student experience initiatives are now woven into the UJ tapestry, and practitioners in these fields have become co-authors of the UJ success story. However, with a growing need for constant access to online development and support materials, the FYE and SSE committees realized that more than face-to-face interventions and visits to support offices and centres would be required to successfully maintain the preferred UJ student experience and excellence in teaching and learning. Consequently, by the end of 2015, these committees identified the need to develop online community modules – or online hubs – for staff as well as students. The purpose would be to provide online support to students, exactly at the time they need it, in line with the academic life cycle – JIT: just in time!

The Academic Development and Support (ADS) task teams started working closely with CAT on designing and developing two community modules in UJ's learning management system, Blackboard (Bb). During the early part of 2016, the Bb community module, Teaching and Learning Resources, was opened to all UJ staff members and, with on registration at the beginning of 2017, all first-year students too had Bb access to Success 101, an online development and support hub for them. Success 101 will soon be available to senior students as well.

Outline and purpose of the online development and support hubs

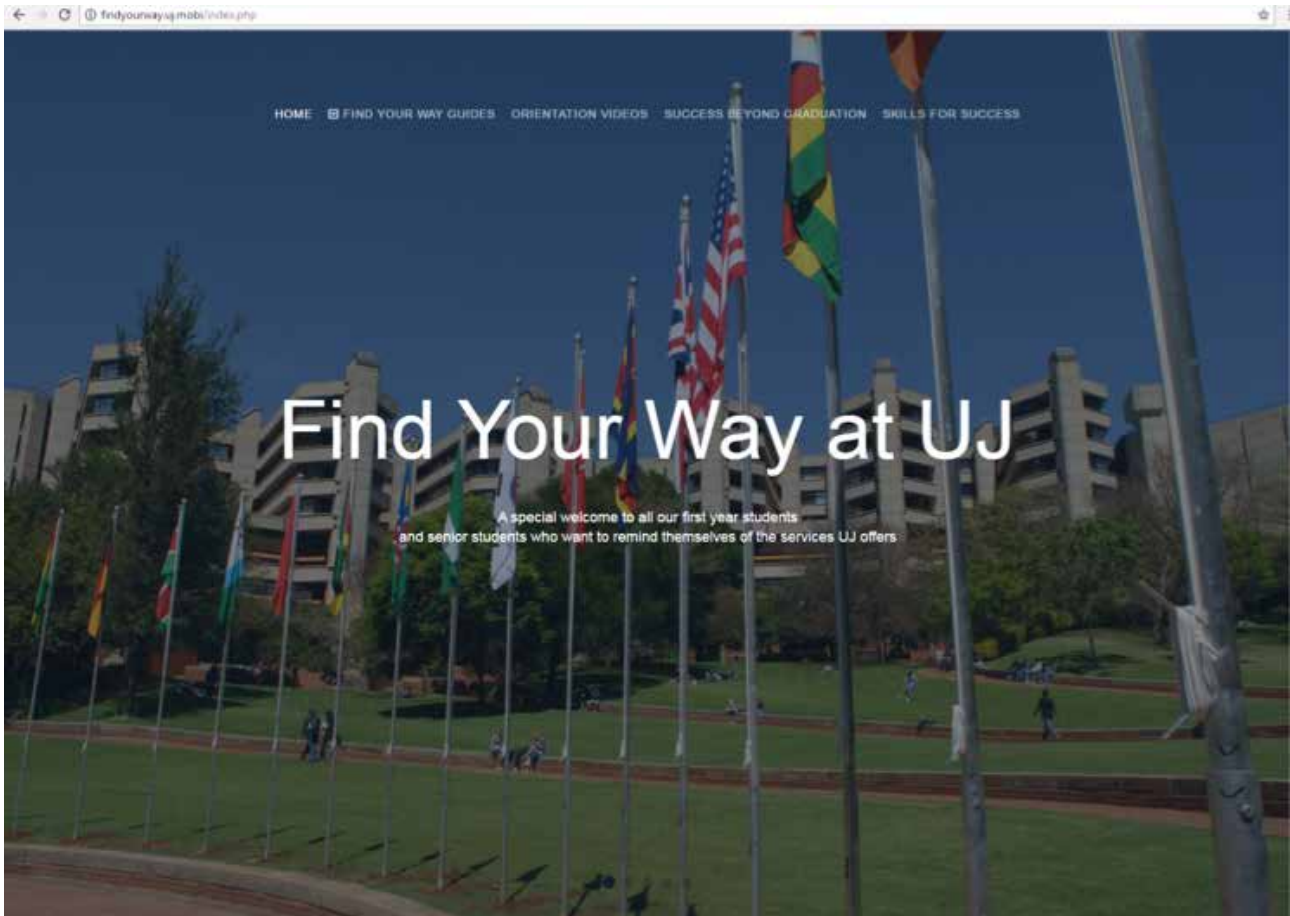
All of the approximately 2 050 UJ staff members using Blackboard have access to this online hub to keep them updated on and actively involved in first- and senior-student experience related matters. The module contains a variety of materials, including announcements, links to blogs and websites, UJ reports on student-related matters, as well as development and support material that can be used by lecturers or support staff during interventions, such as notes on study skills to employ just before exams.





This online hub lives up to its name in serving as a central point of information and resources to facilitate just-in-time self-help and self-development opportunities for students, in line with the academic life cycle and all other aspects related to their university world. The material is student-friendly and includes a variety of media. Content for this online hub has been repackaged and well designed to ensure smooth and seamless integration between the different online platforms with which students can link

up. Aspects covered deal with study, writing and research skills, health and wellness issues, time management, stress and finances, career-related information, and basics such as accommodation and dealing with roommates. The module further points students to relevant support services, from tutoring and mentoring programmes to psychosocial services. Finally, it also houses the <http://findyourway.uj.mobi/index.php> site to assist students with issues of transition when they are at university, and beyond graduation.



The online development and support hubs outlined here are all increasingly becoming activity points in addition to the face-to-face support interventions offered on campus. They will continue to be developed over time and they represent a first, exciting step in taking development and support to the next level. As stated by Donna Abernathy, the editor of *The Training and Development Magazine*: "Online learning is not the next big thing; it is the now big thing."

**Centre for Academic Technologies Laboratory
(CAT Lab)
Dr Arno Louw**

The CAT Lab (UJ's Teaching and Learning Innovation Laboratory) is housed in the B5 Building on the Auckland Park Campus and was fully functional by the end of 2016. Three staff members are available to build artefacts and train staff in such activities. It has been instrumental in

building a contingency plan for UJ to move entirely online in the event of disruptions to the academic programme.

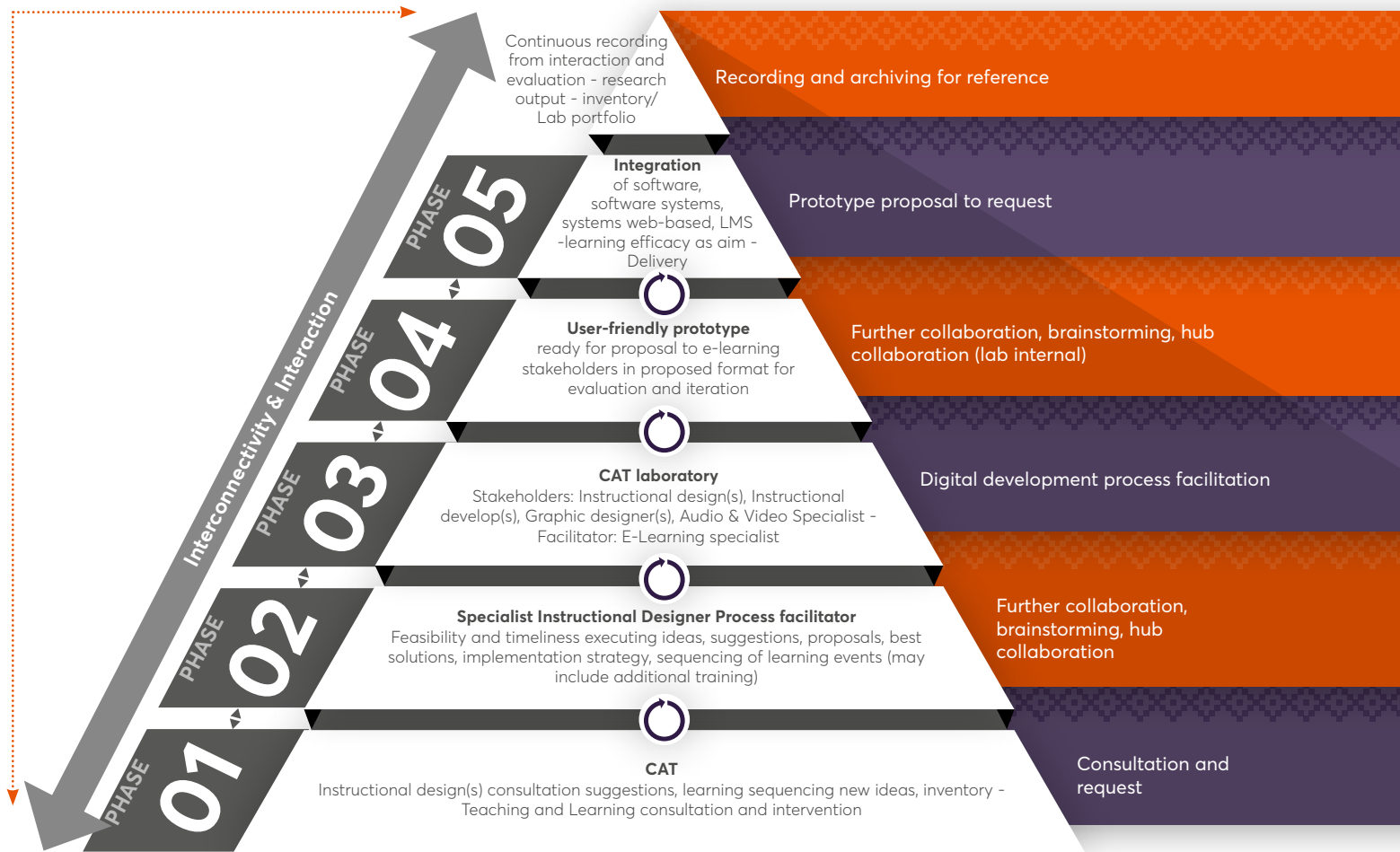
The CAT Lab currently integrates an ideation space and a professional studio for production, which is now used for online short courses, Academic Partnership modules, and the production of digital educational artefacts. The CAT Lab Studio is a professional studio with modern facilities for digitising, green screening, and production sets. The ideation space, CAT training room and surroundings have been developing into a modern learning space. This design thinking-based laboratory, established in January 2017, is manned by Dr Arno Louw and Mr Werner Geldenhuys.

This facility is a laboratory of constructivist collaboration and online activity design, based on the design thinking process. The collaboration among the CAT instructional designers, lecturers, graphic designers and innovative e-learning pioneers is based on the principles of

e-learning in higher education. The laboratory aims to establish innovative e-learning initiatives for courses, to demonstrate onsite, online and blended learning as the outflow of modern pedagogies where Blackboard, tablets, and Cloud spaces are used as playgrounds. The laboratory further becomes a mind tool where digital teaching, learning, and assessment from existing ideas are developed in an online environment. Moreover, new courses and learning material are designed and developed for a wider and globally competitive audience. The developmental phases ultimately produce reusable learning objects (RULOs) to be implemented on working digital platforms (such as Blackboard) and integrated with existing learning material. The RULOs are aimed at deep learning, higher-order thinking skills development, and generating fit-for-purpose mental modelling to regulate an awareness of pedagogic strategies for e-learning throughout the University. Various subject contexts are explored and represented as digital artefacts by means of continuous intervention between e-learning experts and participants in the e-learning process.

The CAT Lab has assisted in the development of the online, interactive student support and counselling community, which is hosted in Blackboard. Phase Two of this development is in progress and will commence at the start of the second semester of 2017. An online tutor development programme is now available on Blackboard and has been an ADC and CAT Lab collaborative project. A mentor course for IOHA has been implemented and is currently running. Further research is focusing on holograms, augmented reality and virtual reality tools. The potential value of 3D printers is also being researched for its part in integrating artefacts for teaching, learning and assessment purposes.

Envisioned workshops and e-learning initiatives on par with the current educational landscape will be presented in the CAT Lab training room. This a BYOD (Bring Your Own Device) area, fully Wi-Fi compliant and provides new world training to lecturers.





Search for Educational Technology Innovation

CAT S.E.T.I.

**To determine various models of e-learning (transforming pedagogy).
To develop e-learning for the future to foster global citizens of the future.**

Iterations	Phase 5	Recording & Archiving	(Re)define the problem	CAT Laboratory	Iterations
	Quality Assurance	CAT	Quality Assurance	CAT	
	Phase 4	Prototype proposal	Test – Learn	CAT Laboratory	
	Phase 3	Build	Prototype	CAT Laboratory	
	Phase 2	Brainstorm	Ideate	Process Facilitator	
	Quality Assurance			CAT	
	Phase 1	Consultation and Request	Need finding & Synthesis	Instructional Designer	

CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT

Professor Alban Burke

In 2016 the Centre for Psychological Services and Career Development (PsyCaD) continued to provide a wide range of services to the students, staff and community. The services are provided on three levels.

- **Primary interventions:** these include preventative programmes, awareness campaigns and workshops.
- **Secondary interventions:** individualised interventions are available, such as advisory services, counselling and therapy.
- **Tertiary interventions:** in some instances clients need to be hospitalised and we work closely with hospitals, both government and private, and with rehabilitation facilities for substance-abuse rehabilitation.

Approximately 9 500 students received therapy in 2016 and 6 700 students were assisted with walk-in enquiries. In addition to therapeutic services, the Career Development leg of PsyCaD offers services that prepare the students for the world of work through individual sessions, workshops and online material.

Psychological Services

Different forms of counselling and workshops, including individual therapy, couples therapy, group therapy and psychoeducational workshops, are provided for students on all the campuses. Their aim is to provide students with the tools to improve their personal and academic functioning. This process can be beneficial for personal growth and development, which in turn impacts positively on their studies. One of the more significant initiatives was a move towards an online environment where students could access and utilize some of PsyCaD's services in the comfort of wherever they are. The strategy to develop the Centre's online resources arose primarily from the need to enhance and improve student accessibility and engagement with the services on offer. The UJ Blackboard Learning Management System (LMS) was considered the ideal medium, as it is an online environment with which students are familiar, and which they regularly access and utilise for learning and communication. Collaboration with the residences and faculties was a priority this year, with many therapy and workshops referrals stemming from the relationship with these two entities. For students who were struggling academically, assessments were undertaken to establish academic and career paths and goals. The main processes include:

- First Year Seminar (FYS) presentations and the First Year Extended (FYE) programme

- Faculty Liaison Process (FLP)
- Academically underperforming student support initiatives
- Evaluation and placement assessments
- PsyCaD Online Project
- Walk-in service
- Counselling (therapy) sessions
- PsyCaD community projects
- Peer Buddy Mentoring Program
- Workshops
- Orange Carpet Student Support
- Residence support.

Career Services Unit

The PsyCaD Career Services Unit provides a range of career development and graduate recruitment services that support students in their career planning and transition to the workplace upon graduation. The career guidance, assessment and counselling programme interventions offered by the unit span a diverse range of career development support modalities and approaches, ranging from career guidance programmes, designed to assist learners and prospective students to explore career and study options in the Career Resource Centre, to online applications, quality career assessment and counselling interventions for individuals, prospective students, current students and adults in career transition.

The Unit is progressively moving away from the traditional career assessment and guidance approach towards preparing students for the world of work. This does not mean that the familiar services are no longer being offered, but the focus has shifted towards assisting students with, for example, job-search skills, CV writing, and interviewing skills.

The Career Services Unit seeks to create a conducive environment for our talent base to connect, engage and network with potential employers of UJ graduates. In this way, the University can further enhance career development opportunities for students and meet employers' recruitment needs. In today's dynamic and global marketplace, employers are increasingly targeting UJ talent and, in the process, the Unit is well-positioned to facilitate the process of employer engagement, thereby benefitting the University and its pool of students.

This is achieved by means of a range of interventions, programmes and platforms.

- **On-campus career fairs:** the Unit hosts four career fairs annually and these continue to be a major focus point of the annual graduate recruitment programme.
- **Company presentations and industry talks:** these further offer employer networking and recruiting opportunities for UJ students and graduates. The Unit is strongly committed to promote career development opportunities to UJ students, and also to increase the number of career-related opportunities available for our current students, graduates, postgraduates and alumni. The institution's strategic focus towards global excellence and stature have propelled the Unit towards greater connectedness, engagement and networking with graduate employers.
- **Employer engagement initiatives:** employer engagement has resulted in the creation of direct customised recruiting plans to engage top-tier organisations, enabling existing and newly welcomed employers to attend career fairs, host company presentations or industry talks, and engage with student organisations.
- **Employer relationship building:** building relationships with potential employers of students continues to be a focus of the Unit. It remains the key to enabling employers to recruit students from UJ, host interviews and communicate job and graduate recruitment opportunities to UJ students; it is also a way of raising student awareness of their brands and leading overall to increased attendance in the programme. There is huge demand within corporate South Africa for the best talent, and employer and stakeholder relationships also assist UJ in the drive to achieve the goals of the 2025 Strategic Plan. They can open up greater opportunities, networks and avenues for the progress and development goals set by national plans, which are linked to the UJ's goals. Furthermore, the Unit's annual graduate recruitment programme has been inspired by and continues to be linked to UJ's core values: "conversation, regeneration, ethical foundation and imagination." This programme has manifested itself through events, such as the much-anticipated career fairs, attractive company

presentations and newly introduced industry talks as well as the senior student experience. In summary, the Career Services programmes continue to adapt to the needs of both employers and students.

- **Digital YourCareer space:** YourCareer is a one-stop comprehensive career services management solution for students and graduate employers supporting the University. It allows employers to set dynamic company profiles for students to view, seamlessly post job opportunities, and register for and manage on-campus events such as career fairs and interview schedules.

SPECIAL PROJECTS WITHIN ADS

Susanne Taylor

The Division for Academic Development and Support (ADS) is involved in managing and implementing a variety of special projects aimed at supporting and deepening the Learning and Teaching project at UJ. A summary of the major special projects is given below.

National Benchmark Test (NBT)

The University requires all its first-year students to write the NBT, ideally before they register as students. All students are required to write the compulsory Academic and Quantitative Literacy (AQL) test. Only certain programmes require the additional Mathematics (MAT) test. Details of these programmes are indicated on the UJ NBT website (www.uj.ac.za/nbt). A total of 20 680 UJ applicants wrote the NBT in the 2015/2016 cycle, of whom 3 493 registered as students in 2016.

UJenius Club

The UJenius Club encourages undergraduate students to strive for excellent academic performance by offering its members a variety of intellectual, social, professional and career development opportunities. The aims of the UJenius Club are achieved in partnership between ADS, the nine faculties and other divisions within UJ. Since 2012, the Club has celebrated the best and brightest young minds, who achieved an annual average mark of 75% with no module below 70% in the year preceding their membership. In 2016, 586 students were accepted into the

UJenius Club, up from 392 in 2015, an increase of 67%. Of this cohort, 71,2% were enrolled for degrees, while 28,8% were enrolled for diplomas.

In 2016, UJenius participated for the first time in the Undergraduate Awards, for which undergraduate students around the world were invited to submit research to an international judging panel. Two UJenius members, Nqolokazi Nomvalo and Nicholas Harvey, were lauded as "Highly Commended Entrants" and attended the awards ceremony in Dublin, Ireland. The University of Johannesburg is the only institution in Africa to participate in this internationally acclaimed initiative, which attracts entrants from most top-ranking universities globally.

UJ Winter School

The University hosted its second successful "Enriching Minds: Winter School" during the first week of the UJ's three-week enrichment period, from 11–15 July 2016. Attendance more than doubled in 2016, which is partly attributed to presentations being offered on all four UJ campuses. Participants provided positive feedback and emerged from their presentations enthused and enriched. The final UJ Winter School Programme consisted of 32 presentations and 20 unique topics, ranging from one-hour presentations to a 6-hour workshop. The three best attended topics were:

- Genie in a bottle
- Stepping up – playing in a bigger league
- Introduction to Health Sciences.

Accelerated Academic Mentorship Programme

Implemented in 2015, AAMP focuses on providing career development opportunities and inputs, with the goal of giving stimulus to the transformation of the academic staff profile in terms of race and gender, and in order to secure the next cohort of academic leaders. By the end of 2016, AAMP had a total of 249 participating academic staff members, 54% of whom were black South Africans and 53% of whom were females. The 2016 AAMP included the following key areas of academic work, structured to accommodate individual development needs: research development, teaching development, leadership development, and community and industrial involvement.

The programme also included further enrichment initiatives such as writing retreats, seminars with experts, overseas conference attendance, and visits to prestigious universities. The programme has had early successes, in that 28 AAMP candidates were promoted by the end of 2016, 9 to Senior Lecturer, 13 to Associate Professor and 6 to full Professor.

Assistant Lecturer Programme

Initiated in 2014 as part of the Global Excellence and Stature strategic initiative, UJ has embarked on a bold project to develop a new generation of academic staff by providing contract Assistant Lecturer posts in flagship programmes and departments. By the end of 2016, 71 Assistant Lecturers had been appointed, 77% of whom are black South Africans.

The goal is to migrate Assistant Lecturer candidates into permanent positions as these become available,

and in 2016, 16 Assistant Lecturers were promoted into permanent Lecturer positions.

New Generation of Academics Programme

In 2015, DHET initiated nGAP. Universities were required to motivate for posts, and in Phase 1 (2015) UJ received and filled posts in Mathematics, Geology, Childhood Education, Accountancy, Strategic Communication, Philosophy and Mining Engineering. In Phase 2 (2016), UJ received and filled four posts (in Civil Engineering Science, Psychology, Human Anatomy and Physiology, and Architecture), thus bringing the total number of nGAP scholars to 11. Phase 3 is under way in 2017, and it is likely that UJ will receive further posts. The terms of this excellent initiative are that DHET provides full funding for three years, and partial funding for a further three years, on condition that the appointments are permanent. nGAP makes generous provision for academic and professional development for the candidates.



His Royal Highness Prince Edward, the Earl of Wessex, visited the Soweto Science Centre on 23 May 2016 to confirm his acknowledgement of university-led support programmes for the improved science education of high school learners and teachers.

WORK INTEGRATED LEARNING AND SERVICE LEARNING

STRATEGIC DIRECTIONS AND PROGRESS

The **UJ Work Integrated Learning (WIL) and Service Learning (SL) Forum** meets twice annually and provides management reports on WIL and SL at the University, maintains awareness of national (and international) developments that may impact on WIL and SL, and capitalises on opportunities to advance WIL and SL at UJ. The WIL and SL Forum provides reports to the UJ Senate Teaching and Learning Committee (STLC) at the May and October meetings. The strategy of a streamlined WIL and SL management system with a standard approach (as far as possible) within faculties remains a point of focus.

The WIL and SL activities within UJ were supported with ongoing interaction with companies to identify WIL opportunities for the 6 131 students registered in the 73 WIL modules. The 2 081 SL placements in the 32 SL modules are managed by the faculties. The University had 8 262 students completing WIL and/or SL modules as part of their academic programmes during 2016.

Regular Faculty Experiential Learning committee meetings were held in the Faculty of Management (joined by the Faculty of Humanities). These meetings serve as a quality and information sharing mechanism. Securing WIL placement opportunities and preparing students for the WIL workplace continue to be important development areas. Collaboration with the Centre for Psychological Service and Career Development (PsyCaD) Career Services Unit is valuable, specifically for the workplace readiness workshops.

The UJ WIL keeps up to date with national developments in the realm of workplace learning and serves as a resource for UJ. Employability remains a national focus, with the various forms of WIL seen as an avenue to promote skills development. UJ programmes with a work-integrated learning component allow industry and the Sector Education and Training Authorities (SETAs) an

opportunity to interact closely with students before their entry into the world of work.

WIL ACTIVITIES IN 2016

UJ had 6 131 students registered in the 73 WIL modules in 2016. Placement and monitoring of WIL lies with the faculties. Any company contacts identified are shared with the departmental WIL representatives, who follow up, approve the suitability of the companies and facilitate the introduction of the students.

- UJ participated in the Technology Localisation Implementation Unit, CSIR, project as arranged by the Southern African Society for Cooperative Education (SASCE). This involved 100 WIL opportunities for engineering students nationally at a monthly stipend of R5 445 for the duration of their Practical 1 and Practical 2 components.
- The WIL model, successfully introduced to the ND Human Resource Management (HRM) students in 2013, was rolled out again in 2016.
- The model was again also extended to the ND Commercial Accounting programme (FEFS) students.
- UJ colleagues attended and made presentations at the World Association of Cooperative and Work-integrated Education (WACE) Research Symposium in Canada in June 2016 as well as contributing conference papers with the focus on WIL at other national and international conferences.
- UJ WIL is pleased to announce the rollout of the SASCE-initiated Japan International Cooperation Agency and DHET Employability Improvement Project (EIP), a two-year initiative funding the training of more than 350 pre-WIL students in quality enhancement and productivity. The first 85 students received their certificates at an awards ceremony on 30 September. Appreciation is due to FEBE for hosting this project. Goodwell Muyengwa (UJ EIP Project

Leader) and Susanne Taylor presented a paper documenting the students' experiences of the training entitled "Employability Improvement – student impressions of the 'new kid' on the skills development block".

- UJ hosted the second successful WIL Africa Conference in September 2016.
- UJ continued its participation in the Gauteng Provincial Skills Development Forum.
- Collaboration with more than 160 companies for WIL opportunities via the UJ WIL office took place in 2016.
- UJ hosted the first SASCE International Workshop on Assessment for WIL (25–26 August). Participants from seven universities, TVET colleges and industry attended. One of the big 'take homes' from the training was the new focus on 'world readiness' rather than just 'workplace readiness' of graduating students.

SERVICE LEARNING IN 2015 AND 2016

UJ had 2 081 students in 32 modules participating in SL. Placement and preparation for SL is managed by the faculties and all students are placed. The University participates in the international Enactus project and competitions. The UJ Enactus team led by Joyce Sibeko is congratulated on winning the national competition. This forum is considered an ideal springboard for departments to pilot Service Learning programmes prior to formalising them. Enactus UJ had 884 members in 2016.



TEACHING AND LEARNING BY FACULTY

FACULTY OF ART, DESIGN AND ARCHITECTURE (FADA)

FADA has a strong teaching ethos and for many years has offered programmes that are substantially invested in the scholarship of teaching and learning, critical citizenship, community engagement, access and social justice. The projects highlighted from 2016 give a sense of some of the collaborative work that has taken place between departments that innovate in the area of teaching and learning. These projects typically involve academics working together across departments and students working in groups to solve problems and develop solutions to difficult questions. There is a diversity of approaches, from projects with entrepreneurial emphasis to those with activist orientations and citizenship approaches. In this way students are exposed to a range of collaborative experiences. The Scholarship of Teaching and Learning in Art and Design (STAND) platform allows academics and students to explore their pedagogical approaches and be exposed to critical thinking in education. The introduction of the PGCE (Post Graduate Certificate in Education) methodology courses at FADA in 2017 will extend what is already a thriving teaching culture in the Faculty, and give students the opportunity to study education and become teachers themselves.

Design for and with local communities

Since 2015, departments in FADA have partnered with CERT, the Centre for Education Rights and Transformation, and community organisations on the project Design for and with Local Communities. Adopting democratic approaches to the project design leads to its imaginative and concrete engagement with the social issues and causes that affect the lives of UJ and its surrounding communities.

In 2016 and 2017, Design for and with Local Communities has involved third-year students from the departments of Graphic Design and Multimedia. Interdisciplinary teams worked with community organisations in Westbury,

Johannesburg, to identify problems and design solutions in a participatory manner.

FADA students typically come from middle-class families and are often unaware of the difficulties that fellow South Africans encounter in their lives, and design students may patronise people in resource-scarce communities, viewing them as unsophisticated and without agency.

As an intervention this project is symbolically important, as it demonstrates the University's commitment to its surrounding communities. It is carefully articulated as a learning experience for students rather than a resolution of problems for the community. Thus we ask the community of Westbury to help us to train the next generation of designers. In this sense, the community organisations with whom we work do not so much receive benefit as provide benefit to the students. This reversal of the role of who benefits from the projects is important, as it empowers the Westbury community by recognizing the value they provide. In addition, it removes any expectations of the students as 'gift givers'.

In 2016 and 2017, we decided to focus the project in Westbury and work with partner community organisations including:

- Centre for Educational Rights and Transformation
- The Legacy Project and Florence Daniels Archive
- Westbury Readers Are Leaders
- Westbury Local Drug Action Committee
- Dorcas Crèche
- Westbury Stars Sports Academy
- The Westbury Clinic.

FADA Green Week 2016

The 2016 Green Week was a collaboration between eight FADA departments, the global NPO Enactus,

the Faculty of Management and the Department of Strategic Communications in the Faculty of Humanities. One of the Green Week projects won the National Enactus Competition, and was thus a semi-finalist in its international competition. The group of students travelled to Canada to participate in this event.

As in previous years, FADA hosted the Green Design Week in February 2016. Green Week is an inter-faculty collaborative project involving students and staff from the University's Industrial Design, Fashion Design, Interior Design, Architecture, Communication Design, Visual Arts and Multimedia departments as well as the Faculty of Management and Faculty of Humanities Department of Strategic Communications. The 2016 project explored the role that human-centred (participatory, community-based) design can have on rural and urban farming communities in and around Johannesburg. Forty multidisciplinary teams set out to help twenty farming co-operatives, most of which are based in Soweto.

The top three groups for Green Week 2016 focused on practical, logical solutions that would have a minimal financial impact on their co-operatives. Group 12, in third place, designed a vertical farming system that their farmer ascertained he could develop into a business opportunity. Vertical farms can be used by farmers with limited space, as well as to improve soil quality, protect plants against pests and increase the impact of irrigation.

Group 16, in second place, developed practical branding and various effective design solutions. What separated this from other groups is that, after realizing that their farmer had insufficient space to extend her farm, the group made an assessment of the area for other potential farmland. They made contact with a local primary school and helped the farmer come to an agreement on using the extra land at the school, tying her business in with a school feeding business, thereby making her project more sustainable.

The winning group, Group 40, developed a fully recycled system using old tyres to help their client build a better quality worm farm. They managed to keep their whole project's budget down to the cost of one spray can of paint for branding purposes through stencilling. They

also designed easily reproducible packaging in which their farmer could sell his products, ensuring general improvement in soil quality for other farmers in the area through the use of earthworm urine, a coveted organic fertilizer.

FADA HIV and AIDS Curriculum Integration research project

The University of Johannesburg vigorously supports interventions on gender, sexuality and HIV and AIDS education, conducted under the auspices of its Institutional Office for HIV and AIDS (IOHA). Curriculum integration falls under Objective 1 of the HEAIDS Policy and Strategic Framework on HIV and AIDS for Higher Education (2012–2016), and it is aligned with the University's HIV and AIDS, STIs and TB policy. Curriculum integration also forms part of HEAIDS programmes and projects aimed at fast-tracking the response to HIV and AIDS through comprehensive, combination strategies, that is, through First things first, Men's Health, Women's Health (ZAZI), MSM and LGBTI, Balance your life, the Campus Radio pilot project, and Monitoring and Evaluation. This focus subscribes to the view that teaching and learning as well as research innovation should contribute to the body of knowledge in relation to the country's HIV and AIDS response. The research project also contributes to the personal and professional competencies of graduates to manage HIV and AIDS as these directly and indirectly affect their lives, homes, communities and developments. The purpose of the FADA Curriculum Integration research project was to create a critical consciousness about the complexities of HIV and AIDS in the student constituency and thereby promote active citizenship and the public good.

The Curriculum Integration research project addressed aspects of the Higher Education and Training HIV and AIDS Programme that called for the exploration and implementation of curricular models that promote research and interventions aimed at introducing, improving and strengthening HIV and AIDS curriculum integration in the faculty. The curricular integration project represents the combined commitment of the departments of Visual Art, Graphic Design, Multimedia Design, Industrial Design, Jewellery Design and Manufacture, Interior Design and Fashion Design. The following focus was applied in terms of the faculty's context.

- Each department investigated ways in which HIV and AIDS education could be integrated into its undergraduate curriculum and, in some cases, into the BTech curriculum.
- Curricular integration is linked to social justice and human rights perspectives, based on specific art and design methodologies that include visual thinking strategies, design-thinking strategies and discipline-based art education. These strategies were linked empirically to specific art and design projects to validate its intent.
- Some projects encompassed community engagement interventions in order to inculcate social awareness about sexuality, gender inequality and HIV and AIDS.
- Opportunities for collaboration included intra-UJ and external project partners, aimed at exploring how art and design methodologies can contribute to empower students towards active citizenship. The art and design outcomes per programme contributed towards IOHA's 'Make a Difference' campaign for campus-wide HIV and AIDS education.

In 2016, the FADA HIV and AIDS Curriculum Integration research project continued for the second year of the grant from HEAIDS. Seven FADA departments were engaged in finding appropriate means by which aspects of HIV and AIDS education could be infused into their curricula. In September, the participating departments successfully presented the HIV and AIDS exhibition of students' work produced across the Faculty. In June 2016, at the 21st International AIDS Conference in Durban, IOHA showcased selected projects completed at FADA in 2015. Under the auspices of IOHA and FADA, senior undergraduate students from the Department of Interior Design designed an exhibition stand. It was manufactured to include representations of students' work from the seven participating FADA departments as well as IOHA, and it was presented at the Global Village Exhibition of the Conference.

Each participating department generated specific art and design models for curriculum integration, based on the selected methodology in that discipline. There were six curriculum model outcomes, each linked to a distinct visual/design product. Each product encapsulated a

selection of HIV- and AIDS-related sub-themes explored in the curriculum. The models provided recommendations for HIV and AIDS and human rights praxis in education. The curriculum design project represents possibilities for further research in both Visual Art and Design disciplines, as each model allows for capacity building in terms of self-reflexivity of practice. Some models are generalisable in terms of design departments in the Faculty as well as in other tertiary design departments.

The proposed project was aimed at the following communities of practice:

- Undergraduate and graduate students from the participating FADA academic departments,
- Students from the Central Johannesburg FET College, Art and Design Department,
- Students from the Association of Sound Engineering College.



Campaign solutions generated for the 2016 IOHA brief.

FADA pre-incubation hub or innovative endeavour

Under leadership of Dr Thea Tselepis, the pre-incubation hub or innovative endeavour was established in 2016 for implementation in 2017. In collaboration with Mr Russel Rehbock, Dr Tselepis pre-tested several pre-incubation practices during 2016 in the business-related modules offered in FADA and structured a pre-incubation model that will be implemented in four departments (Fashion Design, Graphic Design, Industrial Design and Multimedia) from 2017 onward. The need for a space and approach to teach business to creatives was identified by several design departments, and an approach to do so in a pre-incubation of the student's mind was structured in a model that has three overarching outcomes:

- To support first-year and senior design students' positive experiences in a FADA occupational family where big-picture thinking is promoted;
- To promote enterprising behaviour and competencies relevant to the workplace.

A critical cross-cutting outcome that is inseparable from the above three would be to instil an 'I can' attitude that in turn promotes self-awareness of individual value-add. The proposed pre-incubation of enterprising creatives will take place by providing a larger multidisciplinary ecosystem where students can develop the occupational shrewdness to respond to the challenges and opportunities that designers have in industry as entrepreneurs, intrapreneurs and bricoleurs (preneurship).

Preneurial behaviour will be fostered in a systematic way so that first-year opportunities and applications of skills sets are systematically developed to achieve competence on an industry-related level in the academic third year. An application for funding to the Teaching Innovation Fund was commended and the amount of R60 000 was awarded in September 2016 for a coordinator who will coordinate industry partnerships and the administrative aspects that will promote flow among the four involved disciplines and the Academic Development Centre at UJ.

The strength of the department and its success is due to the dedication of its staff who deserve compliments for their continual love of and engagement with the development of the discipline through education.

The short-term goals of the department include:

- Further developing its research focus in order to increase postgraduate interest in the department, in line with which to secure one link to hosting or contributing to an internally recognised conference, thereby supporting staff and student collaborative research;
- Developing curriculum content for the BA Fashion Design programme and developing and submitting for approval the Advanced Diploma in Fashion programme; and
- Aligning curriculum content to the decolonisation and transformation agenda as a short-term goal; changing and equipping the teaching spaces as an immediate goal.

The medium-term goals of the department include:

1. Developing the curriculum content of the Advanced Diploma in fashion;
2. Continual development of the decolonisation and transformation programme delivery, which will be ongoing for the foreseeable future; and
3. Monitoring and adjusting the teaching spaces.

The long-term goal of the department is to engage with other African countries through research and teaching collaborations.



A piece of jewellery by student Karleigh Swanepoel.

STAND 2016

Scholarship of Teaching and Learning in Art and Design at FADA (STAND) is a critical space for art, design and art educators, students, communities and researchers to present scholarship and innovative teaching practices related to social justice themes in the creative fields. The platform has existed since 2015 and continues to play a key role in supporting teaching and learning in FADA through the development of critical discourses around curriculum transformation. Every year STAND hosts a seminar series generated by Faculty and students.

STAND hosted 10 seminar/workshop sessions this year around the themes of ethics and decolonisation and was involved in organising and conceptualising three events.

Highlights in 2016 included:

- Art and Design, Research and Ethics: A short ramble and a series of provocations, by Allan Munro;
- A Political Critique of Sustainability of Entrepreneurship, by David van Wyk;
- Critical Issues in Access and Success in Creative Education, by Graham Dampier, Salim Vally, Soraya Motsabi, Landi Raubenheimer, and Brenden Gray;
- The Role of Socially-engaged Academics and Teachers in Times of Student Struggle, by Brenden Gray, Brenda Leibowitz, Colin Chasi, Rubina Setlhare Meltor, Amira Osman, Ylva Rodny Gumede, Tariq Toffa, and Nyasha Mbetse;
- Micro-practising Decolonisation, by Sebastian Dietrich and Claire Rousell;
- Building the Anti-racist University, by Shona Hunter, Brenden Gray, Tuliza Sindi, and Nontokozi Tshabalala;
- Decolonising Architectural Education and Spatial

Justice, by Tariq Toffa, Amira Osman, and Sadiq Toffa;

- The Possibilities of Multimodality in a Decolonised Art/s Education, by Rangoato Hlasane, David Andrew, and Brenden Gray; and
- Literacies, Decolonized Teaching and Autoethnography, by Shashi Cullinan Cook.

This year's activities built on the existing culture of teaching and learning and contributed to the Faculty's ethos of excellence in teaching. STAND made strong links to SOTL@UJ and as a result of their engagement with STAND, more FADA academics are investing in the scholarship of education through their own studies, research inquiries and participation in research initiatives inside and outside the institution. STAND disseminated information to academic staff throughout the year about upcoming conferences, important talks, journals and seminars, and publishing opportunities. This year it played an important role in providing a space for praxis, bringing knowledge production to bear on effecting institutional change. Increasingly, STAND is creating a network of critical educational scholars crossing boundaries that separate disciplines, fields and discourses, and is becoming a voice in the University.

Given the success of the STAND platform, it is important at this stage to consolidate and develop a longer term vision for the next three to five years. For this reason, a number of thematic streams will be offered over the next three years and a set number of projects developed with a view to securing a sustainable source of funding and support. As a result of the success of the 2016 programme, STAND and VIAD (Visual Identities in Art and Design Research Centre) are collaborating on an edited volume in 2017 entitled *Inequality and Emancipation in South African Visual Culture Education*.

KEYWORDS

Building the anti-racist university

4pm | 1 August 2016 | Faculty of Art, Design and Architecture | UJ Bunting Road Campus, Auckland Park | Room 010

RACE IS A SITE OF DISCURSIVE STRUGGLE WITHIN SOUTH AFRICA HIGHER EDUCATION LANDSCAPE

Various terms have become associated with anti-racism practices within higher education. In contexts of struggle - such as those witnessed in 2015 - the legitimacy of many institutionalised terms become highly contested.

What are the terms currently associated with anti-racism struggles in higher education? What do they mean? Are some terms being co-opted and re-semanticised to serve particular interest? DO some terms serve to validate certain practices, backgrounding, sidelining and suppressing others? Who is using words associated to anti-racism struggles and how do their understanding differ from context to context?

The aim of the session is to make visible the classification struggles at work within anti-racism discourses in higher education asking what a critical vocabulary of 'keywords' ought to be.

Attendees are invited to bring in keywords from their own contexts of struggle around the theme 'building the anti-racist university'.

- 16:00 Introduction - Tuliza Sindi (UJ Architecture), Nontokozo Tshabalala (UJ Graphic Design), Professor Shona Hunter (Leeds), Brenden Grey (UJ Graphic Design)
- 16:20 'Building the anti-racist university. A story from elsewhere' Dr. Shona Hunter, Associate Professor (Leeds/VIAD UJ). Author of *Power Politics and the Emotions: Impossible Governance?* London Routledge.
- 16:40 Eats and refreshments
- 17:00 Sharing of keywords
- 17:30 Plenary, critical discussion
- 18:00 Close

ALL ARE WELCOME AND REFRESHMENTS WILL BE SERVED
RRSVP: bgray@uj.ac.za

SCHOLARSHIP OF
TEACHING IN
ART AND DESIGN
AT FADA



VISUAL IDENTITIES
IN ART AND DESIGN
RESEARCH CENTRE
Faculty of Art, Design
and Architecture

RETHINK EDUCATION.
REINVENT YOURSELF.



STAND poster advertising a workshop that focused on anti-racism in the University.

FACULTY OF ECONOMIC AND FINANCIAL SCIENCES (FEFS)

STRUCTURED TEACHING- AND LEARNING-RELATED STUDENT SUPPORT

First year experience (FYE)

The transitions that students have to make in their first year as undergraduates are many and often difficult. As a result, FEFS has taken a structured approach to making effective student support and development available to them. The First Year Experience (FYE) sub-committee organises a comprehensive first-year support programme that includes teaching and learning with technology; quality support for first-year students through the tutoring programme; encouragement of continuous improvement; extra lessons; an anonymous communication forum; and links with industry.

The committee has also introduced an e-learning system to complement and support UJ's strategy of introducing technology in teaching and learning. Specifically, students have access to an app called LearnSmart, which tracks their study progress and level of confidence in the subject matter.

The appointment of tutors for first-year students was conducted using a rigorous process to ensure quality. To qualify as a tutor requires more than just academic excellence. Interviews for tutoring positions were therefore conducted in which candidates were required to present an aspect of the syllabus, and staff could judge a potential tutor's ability to communicate effectively with first-year students, to engender trust, and to create a safe learning environment. Once appointed, weekly tutor meetings were held. The positions of head and strategic tutor were created to streamline the coordination of first year tutors and to make daily consultation times a reality.

In addition, lecturers motivated first-year students by encouraging continuous improvement in the form of bonus marks for those who had shown significant improvement in their understanding of the concepts taught to them. The practice often enabled students to gain entry to the examination. Ahead of assessments,

extra lessons were offered (often over weekends) for students at risk.

On some of our programmes, first-year student committees were established, which reported back regularly to the first-year coordinator. This forum allowed students to air their views or concerns anonymously and directly to the academic staff through their representatives. Any issues or suggestions were actioned in a timely way. Through this platform, for example, students in the accounting department requested a mentorship programme, which the department is currently exploring.

KPMG and BDO came on board to offer first-year students the opportunity to experience life as a professional accountant. Students solved real-life business problems and were able to present their solutions to representatives from the firms in a way that simulates the boardroom and the working environment that they aspire to enter after graduation. This had several benefits for our students:

- It linked what they were studying with the real world and motivated them to work harder to reach their goals;
- It gave them an opportunity to get a sense of what a career in accounting would entail; and
- It nurtured student/company relationships, exposing them to potential employers and opportunities including vacation employment.

First year seminar (FYS)

The first-year sub-committee of the FTLC organises the orientation week for first-year students. There are representatives from each department and, although the approach is standardized, the departments organise the specifics of the programme to suit their own needs. The programme includes presentations by various departments including CAT, ADC, the Department of Mathematics, the Library, and PsyCaD.

Senior student experience (SSE)

The SSE is defined as the "facilitation of students' success and satisfaction throughout the undergraduate (excluding

the first year) student life cycle as well as the transition into the world of work and postgraduate studies." There are four SSE committee meetings each year, during which ideas and plans are exchanged to enhance the experience of senior students at the University. Four focus areas were identified for 2016.

- **Preparing students for postgraduate studies**

It is the policy of FEFS that every undergraduate programme must include research in at least one module, during which basic research methodology is taught, with specific emphasis on referencing techniques and plagiarism.

- **Senior student involvement**

The Faculty has already established itself as a leader in using senior students as tutors in an integrated teaching and learning system. These positions are not remunerated, but students derive significant benefits from assisting younger students in their learning. The different departments employed a number of senior tutors and strategic tutors from those who had previously received assistance from UJ Strategic Funding.

- **Academic support**

The Faculty monitors F7-students very carefully. Those whose appeals were successful were referred to PsyCaD if their poor performance was the result of personal problems. Alternatively, they were referred to the Academic Development and Support unit for compulsory reading and study programmes. It is also compulsory for such students to complete the PERLS-programme to improve their language skills. All semester modules identified as "at risk modules" in the Faculty took part in the Intensive Revision Programme. Winter schools are now presented in all core year modules of the BAcc degree to students who cannot continue with the second semester of the year modules, to enable them to improve their marks (capped at 50%). Academics in the Department of Commercial Accounting identify at-risk students after the first assessment and continuously monitor these students. The Department also has a partnership with AAT (SA) and Oxbridge Training Institute, through which 100 black African candidates were recruited, including 54% women and 4% disabled people, to improve the competency rate of 100 students with 0–50% competency, assist students

to gain AAT (SA) SILVER membership and thus place them on a career path towards full membership after 24 months of work experience.

- **Preparing students for the world of work**


The two departments (Accountancy and Commercial Accounting) with close ties to professional bodies take care, in their curriculum design, to prepare students for the workplace. The programmes in both of these departments are structured to comply with the requirements of their professions and they pay particular attention to the development of the soft skills required in the world of work.

MOVING DECOLONISATION FORWARD

During 2016, staff in FEFS engaged in a variety of forums and opportunities at which the issue of decolonisation was discussed and what it might mean in this field. The discussions took place at Faculty and departmental levels to ensure proper interrogation of the concepts and possible implications in each context. The following activities summarise the discussions in FEFS during 2016.

Staff members in the Faculty attended a workshop, "Decolonisation – interactive discussion between students and lecturers", hosted by the Faculty of Management and presented by Ian McCloy on 6 September 2016, and "Decolonisation Knowledge: Resituating and affirming African Scholarship for an African Renaissance", hosted by the Department of Politics and International Relations on 8 September 2016. Two presentations, each by two presenters, were made to the Faculty Board on the matter. The one presented by staff from the Faculty of Law was particularly useful in identifying how we can change the way we think, work, and consider our teaching practices. The Department of Finance and Investment Management reported that, after the Faculty Board discussion, they had invited a speaker from the Faculty of Education and further discussions on decolonisation had been facilitated in the department.

The strategy of the Department of Accountancy (DoA) was to have a series of workshops on transformation before starting with the more detailed decolonisation exercise.



In anticipation of the decolonisation agenda informing the University of Johannesburg's curriculum in general, and the Department's own curriculum in particular, the DoA initiated an intervention with its staff to strengthen their capacity to engage with each other and students at UJ around racism, transformation and diversity. The intervention consisted of several parts:

- A survey of all DoA academic and administrative staff members to gauge their satisfaction or otherwise with the extent of transformation in the Department, as well as to bring to the surface any transformation related issues;
- Two staff workshops:
 - A two-day workshop on 18 and 19 July 2016 with a group of 36 staff,
 - A one-day workshop on 5 September with a group of 24 staff;
- Several meetings with the head of department to plan, review and track progress of the process;
- Feedback to the Department from the survey and themes emerging from the workshops.

The workshops were facilitated by independent facilitators who are associated with the Wits Centre for Diversity Studies (WiCDS) and base their work on the theory and practice related to Critical Diversity Literacy.

Workshop content focused on several dimensions of transformation:

- Defining, scoping and reframing transformation;
- Preparing staff to do the emotional work of transformation and engage in transformational and courageous conversations;
- Understanding critical diversity literacy and the dynamics of internalised oppression and internalised dominance;
- Enabling staff to take action: to reflect on the personal and political work and agency required for active citizenry in the democracy project.

Even though the Department may not have specifically started the work of transforming their curriculum, the process undertaken is considered a way of foregrounding the decolonisation work to be done.

The head of department and some staff members from the Department of Commercial Accounting attended the decolonisation workshops arranged by the Decolonisation Task Team of the University. The Department recently held a special meeting/workshop to discuss specifically the decolonisation of the curriculum, in which those attending were divided into subject groups to open the discussion.

During the group breakaways, some of the following questions were discussed and debated:

- Is the current curriculum fit for purpose?
- Are the textbooks being used relevant to the South African context?
- Are enough problem-solving skills incorporated into the current curriculum and are they focused sufficiently on the South African context?
- Do we consider the student population and their experiences when reviewing the curriculum?
- Do we rethink our discipline and how it is taught?
- How can our alumni and students be contacted for their views on course content?

It was clear from this workshop that there were various opinions in the different module groups on what decolonisation is and how, specifically, it must be achieved in the curriculum.

The Department of Investment and Financial Management presented the following conference papers: Nico Strydom, "About Africa or from Africa? A new look at Business History in an African context", at the American Business History Conference in Portland, Oregon, US (April 2016); and Ilse Botha, "Determinants of sovereign credit ratings in Africa: A regional perspective", at the International Conference on Applied Economics, Nicosia, Cyprus (July 2016).

The Department of Economics and Econometrics is implementing decolonisation principles in modules including Political Economics, Development Economics, Economic Thought, and to some extent Macroeconomics.

The module coordinators have been instructed to integrate 'African' perspectives more rigorously into course content and into discussions with students in the lecture environment.

The Department of Finance and Investment Management, within the ambit of the BCom Honours (Financial Management) degree, have incorporated local financing trends and ideas as well as discussions with students on topics including 'stokvels' and micro-lending practices. The incorporation of the study of South African companies rather than European or American companies in the Developments in Finance and Empirical Finance modules is being considered. Other modules will incorporate more South African case studies; in some modules this has been done already.

Reflections: impact on teaching practices, assessment and research

In the master's and doctoral programmes, in the Department of Finance and Investment Management, research topics have indirectly evolved around the unique case of Africa in several fields in finance. The intended changes after the merger of the two faculties will involve the expansion of the students who conduct research on South African and African financial history. There is much to investigate in African financial and economic history, to which field few African scholars are paying serious attention. If postgraduate students take on research projects in these areas about their own countries, the field will move forward and valuable contributions from the African perspective will be made. What better way to 'decolonise' than to write our own histories from an African rather than from a colonial perspective?

The Department of Finance and Investment Management, within the ambit of the BCom Honours (Financial Planning) degree, reports that the presentations to the Faculty Board meeting have been extremely useful in identifying the impact in relation to existing teaching practices, assessment and research. The Department intends to make the focus on Africa a topic for discussion during internal meetings. Research practices in the

BCom Honours (Financial Management) degree reflect commitment to the African continent by focusing efforts on researching financing topics within the contexts of African economies, as distinct from those of other parts of the world.

The Department of Commercial Accounting maintains that the approach that drives curriculum reform is structured research. To this end, the head of department committed to conducting research with first-year, second-year and third-year students by means of focus groups, to start unravelling decolonisation for the department. Data analysis is expected to generate recommendations and give direction to ways in which decolonisation could be achieved in the department and in which content value could be added to the existing curriculum. This research was scheduled to begin in January 2017, with focus groups in the first semester of the year and, in the second semester, analysis, findings and recommendations for the way forward. This exercise could helpfully inform the curriculum and foster reflection on changes to teaching practices, assessments and future research directions.

EXTERNAL ACHIEVEMENTS AND RECOGNITION OF FEFS STUDENTS

The University's FEFS students have a reputation for performing well in external exams and tests. The following examples show how well some of them did during 2016.

In January 2016, UJ graduates achieved a pass rate of 83% in the South African Institute of Chartered Accountants' (SAICA's) Initial Test of Competence (ITC), and a UJ student took first place. An overall (final) pass rate of 89% was achieved after the June 2016 sitting. The University retained its position as the biggest residential provider of black African aspirant chartered accountants nationally, at around 20% of the country's total.

SAICA ITC results (first-time entering candidates)						
Year	2011	2012	2013	2014	2015	2016
Successful candidates	215	233	258	276	244	229
Pass %	89	86	90	95	85	83
Number in top 10	1	2	2	2	0	1

In April 2016, a UJ team (consisting of 2015 honours students), which won the South African leg of the Chartered Financial Analyst Institute Research Challenge, represented South Africa at the global challenge in Chicago, US, and made UJ proud with its good performance. Subsequently, two teams from the 2016 honours class progressed to the South African finals.

Over the past four years, UJ Economics students have taken top positions in the Nedbank–Old Mutual National Budget Speech competition. In 2016, UJ students took first and third positions in the

postgraduate division, and another UJ student took third position in the undergraduate category.

In January 2016, 99 students from the third-year Diploma in Accountancy class of 2015 wrote the Professional Test of Competency (PTC) examination of the South African Association of Accounting Technicians (AAT (SA)) and achieved a pass rate of 66%. This was deemed a reasonably good pass rate, given that UJ students were writing this examination for only the second time. The 2016 cohort was scheduled to write the PTC in February 2017.



FACULTY OF EDUCATION

STUDENT EXCURSIONS

The Faculty has a tradition of creating a learning opportunity, which it calls 'an excursion', for selected students in an informal environment over a weekend or during a university recess. The Faculty review reported the following: "The Excursion component of all Teacher Education (TE) programmes in Further Education (FE) has more than achieved its intended goals of building enduring trust, social cohesion and community. It has attracted universal enthusiastic praise from all participants – students, academic staff, alumni, and stakeholders. The social interaction between and among students and academic staff has been beneficial."

First-year students: BEd Foundation Phase and Intermediate Phase Teaching

The foundation phase and intermediate phase excursions are integrated with the Teaching Studies 1A modules in both programmes so that the academic content of the modules dovetails with assessments and the curriculum content of the excursion.

In 2016, the overarching theme of both excursions was 'I teach for the future', emphasising the importance of the students' future roles as teachers in schools, communities and society. The theme stems from the Department of Childhood Education's belief that excellence in primary school teacher education significantly contributes to excellence in the education system. The excursion becomes the start of the students' journey towards excellence; it begins with developing the right attitude, work ethic, knowledge and skills for teacher education students to grow into mature, knowledgeable and dedicated teachers.

Both excursion curricula emphasised the following elements: a) understanding the Faculty's conceptual framework for teaching and learning; b) using recycled materials for teaching, especially in the creation and dramatisation of a screenplay for a primary school audience; and c) participation in simulation games for developing an understanding of social justice and of HIV

and AIDS. Fun activities included an education-focused movie accompanied by critical discussion of key issues, and group drumming to build group cohesion.


For many of the students this was their first trip out of the city, which generated much excitement. The excursion is often also the first opportunity that students have had to 'live and learn' in close confines with other students from different racial, language and cultural groups. With support, students are encouraged to form new peer relationships, and measures are deliberately put in place for students to get to know a wider group of students.

First-year BEd SP and FET Teaching

The BEd SP & FET excursion took place over three weekends. Apart from Faculty staff, services at the excursion were rendered by tutors, representatives from the Edu Community (a student association), and master's students in educational psychology. The overarching excursion theme was 'Learning about human rights and responsibilities', with a specific focus on social justice and citizenship for democracy. This theme is explored extensively during the second semester in the module Teaching Studies 1B.

Various pedagogical simulations such as the food banquet took place during the three days. This activity was aimed at making students more aware than before of inequality, poverty and social injustice in society. The 'vexation and venture' activity prompted students to identify problems in education in South Africa, but also to think of sustainable and pragmatic solutions. The right to enjoy was emphasised through the drumming activity, which appealed to all the students. The highlight of all three weekends was the Saturday evening open discussion. Three human rights and social justice themes were explored – stories of gender identity, poverty and racism.

Student feedback indicated that, while learning that they need to claim their rights, they also learnt that with rights comes responsibility and that 'change starts with myself'. They indicated that they needed to be open-minded about race, religion and class. Most of all they enjoyed the robust



discussions, which they found academically challenging. The group activities gave them the opportunity to interact closely with their peers, and not feel lonely and isolated.

Excursion for PGCE students

The PGCE excursion in 2016 focused mainly on affording student teachers the opportunity for deep reflection on their first experience as student teachers in the schools where they were placed for work integrated learning (WIL). The excursion was strategically planned after the second week of WIL, to allow for an in-depth debriefing period.

The excursion began with detailed debriefing and reflection on their experiences of WIL. The second day focused on the further development of lesson design, planning and presentation in specific subject specialisations, building on coursework prior to and on the WIL experience. The evening session encompassed presentations by two national teaching-award winners (both UJ alumni), followed by an in-depth panel discussion of the teaching profession, building on the previous debriefing. Members of the panel included recently appointed teachers and school principals.

The final morning allowed for personal reflection on what it means to be a teacher, culminating in the first draft of a teaching philosophy.

The students viewed the excursion as having contributed significantly to their learning as well as to their preparation to become teachers. Their feedback describing their overall excursion experience included words such as: "helpful, insightful, excellent, best thing, energetic, full of hope, grateful, enriched, motivated, enjoyed, wonderful, fun and interesting, refreshing, great experience, beneficial, well-structured, learnt a lot, awesome, inspiring, fun, memorable, amazing, and the best".

SERVICE LEARNING

The Faculty defines community engagement as a series of initiatives that employ the expertise of the Faculty – including that of both staff and students – in relation to teaching, learning, and research, to address issues

relevant to the community in a reciprocally beneficial partnership. The main way of engaging students in community engagement is through service learning with a view to fostering a sense of social responsibility, while simultaneously preparing them to become educational practitioners able to support and nurture learning and development in diverse educational contexts.

In the BEd Senior and FET phase programme, service learning is infused in the third-year practicum, and students enact 45 hours of service through one-to-one learning mediation in which they tutor learners in their area of specialization. Students reflect in writing on the development of the learners' content knowledge as well as on their own development. Subject methodology lecturers guide students' reflections through models found in the education literature. A total of 626 students completed this service-learning project, and some of the lecturers reported that it had been a resounding success. As a result, the tutoring programme has been extended to the PGCE Accounting and Physical Science modules.

Service learning also forms an integral part of the PGCE programme and is dealt with as follows. Before they embark on their service-learning experience, students engage with the service-learning literature using a social justice lens. The literature deals with themes such as agency and empowerment. Students complete a minimum of 46 hours of service learning in a community setting where a need is identified. They keep a journal in which they reflect on what they experienced as well as on what they have learnt through their service to the community.

Service learning is also infused into the foundation phase (FP) and intermediate phase (IP) teacher education programmes at the SWC. The activities are linked mainly to the Funda UJabule School. Two examples from the FP programme are the planning and execution of a sporting event aligned with students' understanding of young children's physical development, and a language and literacy festival. An example from the IP programme is the food gardening project, funded by the Oppenheimer Memorial Trust. In 2016 the first-year IP students constructed mini-greenhouses and worked with the Funda UJabule learners to grow vegetables.



Greenhouses constructed by first-year intermediate phase students under the direction of Francois Naude as part of service learning at the Funda UJabule School.

At postgraduate level, the MEd Educational Psychology students were involved in service learning through the first-year excursion, where they provided support to first-year students.

INTEGRATING TEACHER EDUCATION WITH A TEACHING SCHOOL

South Africa's first university teaching school (TS), the Funda UJabule School (FUJS), was established in 2010 in partnership with the Gauteng Department of Education at the UJ Soweto Campus (SWC). The school was based on a blend of the 'lab' school idea (mainly used in the US) and the 'practice/teacher training' school notion from the Finnish model of teacher education.

The objectives for establishing the school were and remain: To serve the education needs of young children close to the UJ SWC:

- To develop a practice learning site for the education of teachers of young children;
- To enable longitudinal child development studies and research on children's performance in the school curriculum; and
- To serve as a resource centre/development hub for schools close to the UJ SWC.

A central organising principle underlies the BEd in Foundation Phase Teaching and the BEd in Intermediate Phase Teaching programmes, namely, the learning and development of young children. The principle expresses itself in the idea that prospective primary school teachers need to study the development of young children in order to reach a solid understanding of how children learn, change and grow over time. The design of these programmes was informed by the literature on, and analysis of the curricula of exemplary childhood teacher

education programmes. In the UJ's two programmes, the child study focus manifests through the integration of university coursework with a practicum component at the FUJS. In this component, student teachers do classroom observation, focusing in particular on one child who is assigned to them from their first year, in interaction with the rest of the children in the class and in the school. Students closely follow the children assigned to them for four years, paying attention to how they learn, what they struggle with and how teachers adjust their teaching to match the level of development of the child and children.

In addition to their observation tasks, mainly related to the developing child, student teachers present selected lessons and provide assistance to the school teachers. The University and school teachers work in tandem to assess student teachers' lesson preparation and implementation and to provide feedback for improvement. In addition to the FUJS practicum, the student teachers also participate in service learning at the school, as well as work integrated learning (WIL) at other schools.

The service-learning activities at the FUJS are underpinned by the notion that service learning is an inductive, process-based pedagogy in which the student experience and voice are central. Service learning is infused in both teacher-education programmes. The service learning activities are curricularised and assessed as part of the programme modules over the four years of study.

The teaching school model of teacher education and the integration of service learning in the way described above are unique in South African teacher education.



Dr David Nkosi teaches indigenous music to foundation phase students and learners at the Funda UJabule School.

BUILDING MODELS FOR SCIENCE TEACHING

The third-year BEd Intermediate Phase students built interactive models to assist them in teaching science concepts. The project entailed the creation of a 3D model with which learners would be able to interact to aid them in learning difficult scientific concepts. An exhibition was held at the Funda UJabule Primary school to put models to the test. Five groups of students presented their models to 80 Grade 5 learners and their teachers. The learners engaged with the models and asked questions. The student teachers were astonished to see the interest that the models evoked, as the learners were excited at being allowed to interact with the models and the teachers less formally than normal.

TECHNOLOGY ENRICHED LEARNING: PLANS AND EXAMPLES

Blended Learning Task Team

In the self-evaluation report for the Faculty review, it was noted that "the Faculty started in a more coordinated way to work towards teaching with technology in 2015, but progress was somewhat limited. Innovative work was done by some staff and in some modules of the BEd programmes, but more had to be done to capacitate student teachers and staff alike. We argue that Faculties of Education should be responsive to the needs of a society driven by technology, and should capitalise on the opportunities that ICTs create for improving teaching and learning." It was noted in the report that a three-year ICT Integration Plan for the Faculty had been developed in

2016, prior to the Faculty review. The development plan targets students and staff in order to improve basic ICT and ICT integration skills.

The panel review report confirmed the importance of these plans: "Given the affordances of digital teaching and learning environments, the Faculty of Education should ensure adequate staff development support as a means of creating both online programme design and embedding digital technology in blended learning models." To this end, a blended learning task team led by Dr Jacqueline Batchelor was constituted in 2016 to guide such learning in the Faculty. The decision was also taken that the ITE programmes (BEd and PGCE) would be offered through blended learning from 2016.

The task team comprised members from each department who serve as champions and actively support staff members in the Faculty in advancing the use of learning technologies in their own disciplines. The blend for each department varied depending on the nature of the discipline; the profile and context of their students; the type of learning material; the level of interaction required; and technology solutions available to complement the face-to-face teaching and learning environment.

In 2016, consultations were held with each department to map their professional development needs and to plan the way forward. In addition, learning design workshops were conducted in October 2016 with three of the five departments in preparation for 2017. During these workshops, much attention was given to the design and composition of learning guides while considering aspects of curriculum content and expected learning experiences; the nature of guidance and support; mechanisms of communication and collaboration; and instances of reflection and demonstration.

ICT competency for Education students

It is expected that all teacher education graduates must be ICT-competent. To ensure this, Professor Duan van der Westhuizen developed the Faculty of Education Computer Skills Development Programme (CSDP).

The learning design of the CSDP was based on the following principles:

- It had to be developed as an online, self-learning programme, in which students take charge of their own learning, and set their own pace;
- The scope of skills developed in the programme had to be aligned with typical teacher needs;
- Online open educational resources of high quality had to be used;
- Learning had to be assessed in credible ways and multiple opportunities for success had to be possible;
- The marking of the tests had to be automated;
- The programme had to include an automated reward system to motivate student learning, as compensation for the absence of a traditional lecturer and face-to-face classes;
- The programme had to include an automated system to identify students at risk of failing.

The programme makes use of the GCFLearnfree.org online tutorials. They are highly interactive and cover a range of computer competencies. The CSDP comprises six topics: computer basics, operating systems, going online and being safe online, word processors, spreadsheets, and presentation software. The programme was developed in Blackboard and released to students as learning units. Students must work through tutorials in their own time and, when they believe they are ready, they can attempt the test for the topic.

The tests were developed by Professor van der Westhuizen and designed to test both knowledge and skills. Students were allowed unlimited attempts to succeed in the tests. The passing mark for each test is 70%.

Another innovative feature of the programme design was the use of the "Achievements" functionality of Blackboard to award 'badges' to students. An automated system of badges is used, which rewards achievement at different levels. Here is an example.

The "Announcement" functionality of Blackboard was extensively used to engage students. A weekly "scoreboard" was presented in which the top achievers were identified, and students were encouraged to earn rarer badges.

Finally, the "Retention Centre" functionality of Blackboard was used to identify and communicate with students who



Achievement: Passed LU 1 Test

Custom

You passed the LU 1 Test by achieving 70% or more!



Super Achievement: Passed LU 1 90%

Custom

You achieved a Super Achievement! You achieved 90% or more for the LU 1 Test!



Reviewed: Learning Unit 1

Milestone

You indicate that you have reviewed the contents of Learning Unit 1



Completed: "Before you start" survey

Milestone

Here is a badge for completing the "Before you start" survey. This is valuable information for us. Thank you!



Digitally Literate (with distinction)

Course Completion

You have worked hard and achieved an average of 80% or more for all the tests.
You are digitally literate with distinction!

were at risk of not achieving the completion certificate. The "risk" was calculated across two dimensions: achievement in tests, and access/time spent in the learning environment.

Students responded positively to the programme. Healthy competition ensued in the effort to earn better and more badges. Analysis of the test attempts indicated that many students re-attempted tests that they had already passed. The monthly surveys showed that 93% of the students believed that their computer skills had improved

as a result of the programme, and nearly 90% indicated that the badges were good motivators.

Learning design innovation through learning technologies in the BEd in the Senior and FET teaching programmes

In Teaching Studies 3B, a novel team-teaching approach guides more than 200 students to cultivate habits of lifelong learning. Students were tasked as part of an authentic learning experience to engage in an MOOC of

their choice. They had to identify an area of interest or self-identified gap in their knowledge, select an appropriate MOOC according to their needs, and reflect weekly on activities and procedures related to learning and learning design as experienced in their own MOOC. Every week they received a learning brief that tasked them to reflect on some aspect of their MOOC, ranging from web design and user experience to assessment matters. They also had to report on the following: their reasons for selecting specific MOOCs; their equipment choice and use; levels of participation; and plans for future participation in MOOCs. Their first positive MOOC experience found expression in their continued involvement in MOOCs: 13% stated, "I am hooked for life"; 17% reported, "I am already busy with another MOOC"; and 53% said, "I will be doing another MOOC soon". The lessons learnt as part of their first own online learning experience will stand them in good stead as they enter the paperless classroom of the future.

Through a series of learning activities, student teachers were guided in the process of developing their own professional learning network. Every week a new activity was provided to support and scaffold their journey of discovery learning. Themes included aspects of digital identity; online safety; technical aspects of managing subscriptions; and creating professional profiles. One such activity included investigating various online teacher repositories where teachers from across the world produce resources and are willing to share their expertise with others in the network. Students embarked on discovering the riches contained in these repositories and in existing communities of practice. Once they joined their networks of choice, they were encouraged not just to lurk and consume resources but rather to become active members of these networks.

In this module, guest lecturers and invited speakers were also used. For example, Ms Jaye Richards-Hill, Teacher Engagement Manager and Edu GoBig Program Manager at Microsoft, spent a morning with our students taking them through the various offerings of the Microsoft Partners in Learning programmes and tools to assist them as they continue to build their own Professional Learning Communities.



Ms Jaye Richards-Hill, Teacher Engagement Manager and Edu GoBig Program Manager at Microsoft, engaging with students.

Online supplementary maths for first-year teacher education students

An innovation in the first-year Foundation Phase and Intermediate Phase programmes has been the inclusion of an online course to strengthen students' mathematics content knowledge.

The online mathematics enrichment course for first-year FP and IP students, run by a Faculty of Education partner, Numeric, was piloted in 2014 and continues in use. Over the course of 10–12 weeks, students attend tutorials in a UJ computer laboratory, receive group tutorial support, watch mathematics-focused videos, and complete exercises covering a range of topics in arithmetic and pre-algebra on the Khan Academy platform.

Students in both phases reported on the value of the project for their mathematics learning. This initiative was supported in 2015 and 2016 by a UJ Academic Staff Development grant under the Innovative Teaching call.



The Numeric team at the Soweto campus.

DECOLONISING THE CURRICULUM INITIATIVES

The first discussion on decolonising the curriculum took place at a Faculty Board meeting early in 2016. Subsequently, a Steering Committee comprising the Dean and three academics was set up to take the process forward and to guide discussion in the Faculty. Professor Brenda Leibowitz was tasked to lead this committee. A two-pronged approach was agreed – first, Faculty conversations and specific immediate actions related to the curriculum and teaching were taken. Second, Professor Leibowitz and Professor Michael Cross hosted several seminars that included invited speakers.

Three faculty-wide discussions took place in 2016. The first (in May), attached to a Faculty Board meeting, consisted of a report-back on university-wide seminars and discussions about the way forward. The second (in September), also attached to a Faculty Board meeting, took the form of a seminar in which three faculty members presented their views on decolonisation and how they incorporated these into their work. The speakers were Dr Lindelani Mnguni, Professor Nadine Petersen and Dr Dirk Postma. The

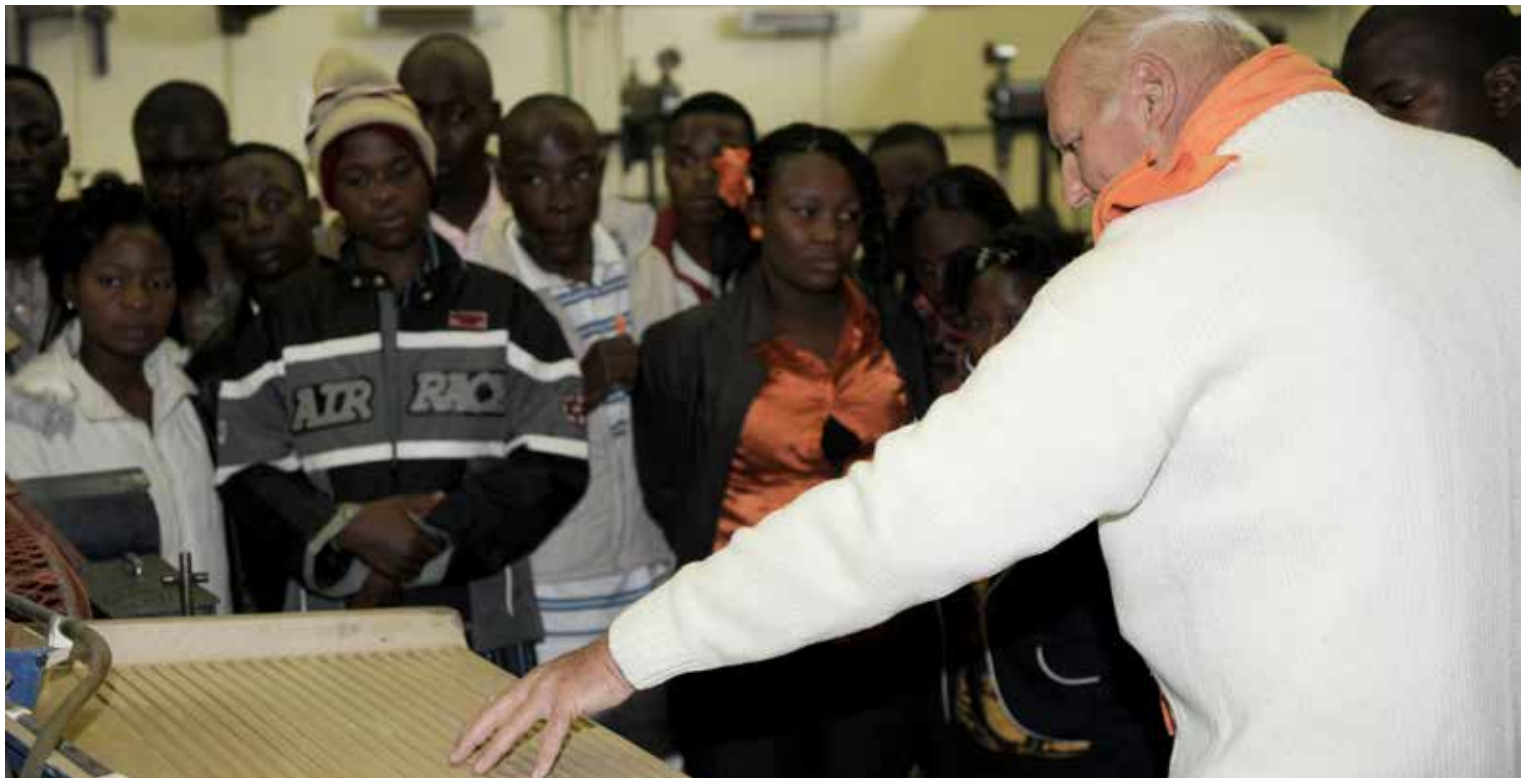
third discussion (in October), a follow-up on the second, concerned the ways in which the ideas presented by the panellists in the previous panel could be included in the curriculum and focused on two concrete cases: ICT in education and psychological assessment. This activity led to further concrete thinking about the implications for decolonising the curriculum. An Education at UJ Study Group was set up to discuss the matter further. It met several times and compiled a discussion document.

The SOTL@UJ seminars hosted by the Chair: Teaching and Learning (Professor Leibowitz) included two sessions with students from Black Thought in which curriculum decolonisation was discussed. Further plans have been developed for a UJ-hosted international conference for July 2017, entitled "SOTL (Scholarship of Teaching and Learning) in the South", and for an electronic journal with the same name. This is an inter-faculty and cross-unit initiative, but led by the Faculty of Education.

Professor Leibowitz's inaugural lecture in April 2016 focused on cognitive justice and the decolonisation of the curriculum, and formed a contribution to the deliberations of the Faculty.

All five departments were requested to have their own discussions on decolonisation of the curriculum, and particularly around specific actions to be taken, and they have actively responded. All are of the view that Africanisation is being dealt with in Education curricula, whose general focus on the local context is

seen as an indicator of decolonisation. This implies, amongst other things, that texts that are studied are used as lenses to analyse and critique our local situation in education. The texts as such are also often analysed and critiqued to unearth bias, though this could perhaps occur more frequently.



FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT (FEBE)

EXCELLENCE IN TEACHING AND LEARNING

Excellence in teaching and learning in FEBE was achieved through maintaining an appropriate and diverse enrolment profile, offering intellectually rigorous curricula that responded innovatively to the challenges of the 21st century, promoting outstanding achievements by the full range of our highly diverse student body, and establishing pre-eminence and stature as a teaching-focused Faculty.

The enrolment profile of the 2016 intake of students shows mildly increasing growth. This falls directly in line with the Faculty's long-term enrolment strategy, which is to maintain stable undergraduate numbers. This stability was maintained despite 2016 being the final year of intake for several National Diploma qualifications. The anticipated phasing-out of the National Diploma programmes and phasing-in of the new Bachelor in Engineering Technology programmes in 2017 were planned for by the faculty in conjunction with UJ's Division of Institutional Planning and Monitoring.

It has been the Faculty's focused intent, in accordance with the Strategic Plan 2025 of the University, to both increase and internationalise the postgraduate student profile. In doing so, FEBE has developed five relevant master's programmes, approved by Senate in 2016. In addition, three major fields of study were added to the Faculty's PhD qualification and the programmes have been submitted for external approval. As these approvals are realized, the enrolment profile of FEBE will shift towards a greater intake of postgraduate students with a simultaneous decrease in the undergraduate intake. With these balanced shifts in the enrolment plan, FEBE intends to maintain a stable enrolment intake. The new programmes align graduate-level work to the UN's Sustainable Development Goals.

The year also saw the finalisation of pending new programme approvals, as awaited, from the Council on

Higher Education (CHE). With all intended new bachelor degrees now accredited, FEBE initiated a Marketing and Media Committee, chaired by Professor Johan Meyer, with representation from all five schools. The committee was tasked to design an intensive and focused marketing campaign. Introducing the new BEngTech programmes to the public domain required a strategic, deliberate and relevant plan to minimise confusion and to differentiate this new suite of offerings from others within FEBE as well as from other engineering offerings in the sector.

In addition, this campaign also sought to market the newly accredited three-year bachelor degrees: the Bachelor of Construction Management, Bachelor of Mine Surveying and Bachelor of Urban and Regional Planning. Target audiences comprised educators, parents and students, requiring individual and differentiated marketing strategies for each. Digital and social media (#UJfebe) were used to ensure delivery in contemporary and easily accessible formats to students. Video/YouTube info-clips successfully relayed pertinent information about the introduction of these programmes in a succinct and accessible way.

In view of #FeesMustFall (FMF) issues, processes to decolonise the curricula and pedagogy also emerged. These have included, among others, the Executive Dean's presentation on this topic through the Deans' Forum, ECSA, in November 2016.

SUPPORT INITIATIVES

Nooks and Crannies Project

Resolution Circle (Pty) Ltd (RC) facilitated a total of 184 Work Integrated Learning (WIL) interns during 2016. Students from Electrical and Electronic Engineering Technology have also participated in RC-enabled WIL opportunities.

Discussions that began in March 2016 have seen the RC WIL students actively engaged in a UJ project to manufacture and install 455 micro-workstations in

underutilised areas on UJ campuses, thereby creating much-needed additional small-group study areas for students. This UJ-funded project, colloquially known as the 'Nooks and Crannies Project', is worth close to R1,3million and attests to UJ's confidence in its WIL students

and their development: authentic projects, offering a range of learning outcomes from communication skills, team-work, planning, communication and presentation skills, trouble-shooting/problem-solving and project work.



Mechanical Engineering WIL students in the Resolution Circle Project.

First Year Seminar (FYS)

Through the central coordination of the UJ Division: Academic Development and Support, each Faculty participates in the FYS. In the past, the FEBE FYS was held partially in conjunction with the Faculty of Science; in 2016 it was held by FEBE alone. This not only allowed greater interaction between staff and students within the Faculty, but also fostered closer links between the FYS and the formal engineering curricula. During the FYS, students engaged in activities broadly grouped into three categories: literacy, mathematics and computer skills. These related directly to aspects of work that would be covered in subsequent modules. The FYS served to

introduce students to their chosen engineering programme while simultaneously assisting with the development of academic practices necessary for success in higher education. It also gave students greater exposure to members of their chosen Faculty.

Tutorship and mentorship

Through deployment of the Strategic Tutor Fund allocated to the Faculty, most first-year students had access to tutoring for all of their first-year modules. In addition, tutors were appointed to serve a number of second-, third- and fourth-year modules. Tutors were allocated via departmental budgets and, where such budgets

were inadequate, the Strategic Tutor Fund was used to supplement and enhance tutor provision. In total, the Strategic Tutor project saw over 100 tutors appointed to assist with the Faculty's teaching and learning activities.

In addition, the Faculty initiated other strategic tutor initiatives aimed at supporting first-year students in their transition to higher education. On the Auckland Park campus, these took the form of Saturday tutorial sessions, in which all first-year BEng students in the Faculty could receive additional tutoring assistance in any of their first-year modules. These sessions were run by a team of postgraduate and senior undergraduate student-mentors, drawn from various sub-fields of engineering. It was decided to use Saturdays, as the first-year timetable in engineering is so full that students have little free time available during the week. However, tutors were also made available between 7 a.m. and 8 a.m. on weekdays, so that students could obtain assistance before classes began each day.

On the Doornfontein campus, 2016 saw the continued growth of the FEBE First Year Tutor Centre, which operates on weekday afternoons and Saturday mornings. All first-year students can visit the Centre to obtain individual, or small-group tutoring in any of their generic first-year modules. Again, the Centre is staffed by postgraduate and senior undergraduate students. In 2016, they held more than 350 individual consultations with first-year students.

Writing Centre, in cooperation with the Academic Development Centre

Much of the formal engineering curriculum is quantitative, but engineering students are expected to write regularly, across a wide array of genres including laboratory reports, project reports and research reports. In 2016, therefore, FEBE continued to collaborate with the Writing Centre, which offered individualised support and instruction related to all aspects of academic writing in engineering fields.

The Writing Centre offered two FEBE-focused writing workshops in the first-year modules, for example in Introduction to Engineering Design. In addition, it ran a series of 20 workshops for fourth-year students undertaking their final-year research and design projects.

The Centre also piloted a writing support initiative in which writing consultants partnered with six undergraduate research project supervisors and offered intensive, and continuous writing support to final-year students during their research project. This initiative included offering regular individual supervision of the entire research report-writing process. In total, in its FEBE orientation, the Writing Centre conducted approximately 300 consultations with students during 2016.

AWARDS

Faculty staff have received prestigious awards during the course of 2016, and have elevated FEBE's national reputation. Continuing the success of 2015, UJ, through FEBE, shone at the South African Women in Science Awards (WISA). Professor Esther Akinlabi, head of the Department of Mechanical Engineering Science, was awarded the Distinguished Young Woman Researcher award in the Physical and Engineering Sciences category.

National Teaching Excellence Awards are made annually on behalf of the Council on Higher Education (CHE) and the Higher Education Learning and Teaching Association of Southern Africa (HELTASA). This prestigious event is a means of highlighting the importance of excellent teaching in universities. In 2016, Mr Philip Baron from the Department of Electrical Engineering Technology was a recipient, in addition to having received the UJ Vice-Chancellor's Distinguished Award for Teaching Excellence in 2015.

Professor Khmaies Ouahada from the Department of Electrical and Electronic Engineering Science received the Vice-Chancellor's Distinguished Award for Teaching Excellence in 2016. He was praised for being a supportive lecturer, who innovatively makes use of technology when teaching. He has thus been able to successfully mentor students by considering holistic support interventions necessary for student success.

TEACHING AND LEARNING OUTREACH

The UJ TechnoLab is a UJ-FEBE-led community outreach programme whereby learners are encouraged to take mathematics and science at matriculation level and to consider following a career in engineering. Its mission is to prepare a pipeline of high quality first-year engineering

students from among high-school teenagers through pre-engineering activities, field trips and competitions. Outreach initiatives and projects, such as those carried out by the Manufacturing Research Centre, enhance the FEBE brand among the broader public.

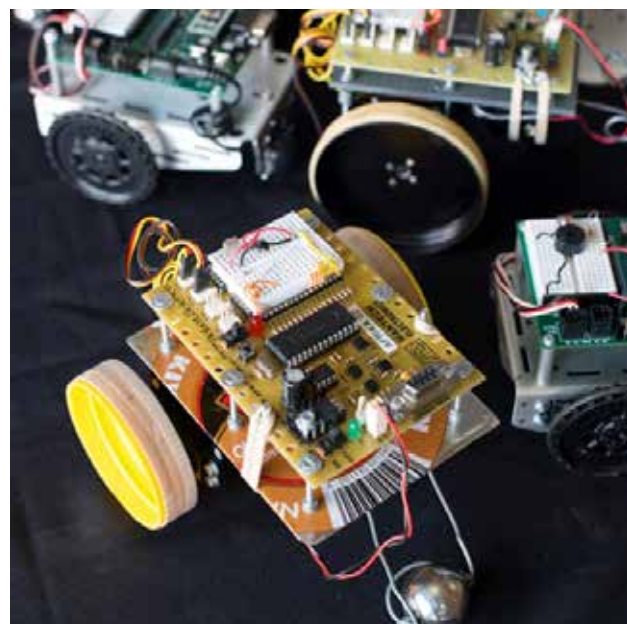
The UJ TechnoLab Holiday Clubs also offered pre-teens and teenagers the opportunity to engage in a range of pre-engineering activities that include building structures with LEGO and Fisher Technic, basic electronics, basic robotics and engineering concepts. Participants were encouraged to consider starting Engineering Clubs and Robotics Clubs upon returning to school. In 2016, TechnoLab continued its outreach via exciting outreach initiatives including the Robot Science Project, which gave learners the chance to participate in building a robot. The initiatives also bring educators and parents together. The programme ended with the AfrikaBOT 2016 competition, known (through an untested tag-line) as 'the world's most affordable robotics competition'. This project allowed learners from disadvantaged communities to experience exciting practical experiential learning, normally the preserve of privileged teenagers from wealthy communities, by building a robot and programming it to solve a maze – a pre-engineering challenge.

The Science Bridge in the UJ TechnoLab project helped learners to upgrade their marks with an intensive post-matric year of training in mathematics and science at the Auckland Park campus. This 'second chance' programme ends with the IEB matriculation examination re-write. The exhilarating CO₂ Dragsters Challenge gave high-school learners the opportunity to build a small rocket-type car powered by a small carbon dioxide (CO₂) canister and race their own dragster against those of their classmates to see who had produced the most aerodynamic prototype.

The FAI Girls Winter Camp sought to address the shortage of young designated women in engineering. An action packed week-long intensive live-in experience was arranged, which exposed participants to career opportunities in this field. This annual Camp forms part of a year-long experience in which teenage girls get involved in pre-engineering activities, build the AfroDuinoBOT robot, and then participate in the AfrikaBOT competition.

TechnoLab also hosted a Watson Foundation Fellow, Javon Mullings, who, before his fellowship, had served as a Residential Advisor at Wheaton College, US.

Efforts such as these, and similar projects in other FEBE departments, have successfully reached out to communities and created awareness through those who had taken part. They have also actively sought to address some of the challenges facing the Faculty and the wider engineering sector. Project participation has helped to convey the work of the Faculty to a large and growing pool of stakeholders. In this way, FEBE's reputation, professionalism and innovation have been marketed and the Faculty's reputation elevated.



AfrikaBOT.

Another competition, the Shell Eco-Marathon, challenges students around the world to design, build and drive the most energy-efficient car. In three annual events, in Asia, the Americas and Europe, student teams take to the track to see who can go furthest using the least amount of fuel. Shell Eco-Marathon South Africa is the African leg of the competition, where the UJ's Team Voltronics were crowned champions two years in a row. The Department of Science and Technology graciously funded the team to travel to London with the very competitive vehicle that they were entering for the Shell Eco-Marathon Europe 2016 event.



Team Voltronics, Shell Eco-Marathon Europe 2016.

They departed for London on 27 June 2016 and registered successfully two days later. Technical inspection was successful; the time had come for serious racing. They were up against some of the best teams in Europe and Asia, which had been competing for well over 30 years and were thus far more experienced with the racing and the technology. The UJ team however competed well and represented South Africa with honour; they achieved 15th place out of 50 entries in the Battery Electrical category.

In September 2016, a team from Google visited the School of Electrical Engineering. In a third-year Systems Engineering and Design lecture, they encouraged students to work hard; although life is often hard and difficult, it nevertheless affords opportunities that must be grasped to foster the tools needed for success.

As part of the Engenius Outreach Programme, the Department of Mechanical Engineering Science paid a visit to three primary schools in Mathibestad region (Lepono, Mathibestad and Senteng Primary Schools), which attracted as many as 200 learners. It raised learner awareness about recycling, a sustainable environment, and career prospects in engineering, and it focused on the importance of mathematics and the natural sciences in the field of engineering. The role of ECSA in the engineering field was also explained to the learners. Engineering project activities included the construction of an engineering structure and the assembly of a car, which formed part of an interactive competition for learner groups.



FACULTY OF HEALTH SCIENCES

DEPARTMENT OF CHIROPRACTIC

The Department is internationally accredited by the European Council on Chiropractic Education. As part of the requirements for continued accreditation, the head of department is required to submit an annual monitoring

report, and highlights any areas of change or addressing aspects of its work as requested during the accreditation process. The 2016 report was presented and approved in November 2016, as required. Dr Yelverton was also requested by the European Council on Chiropractic Education to review the accreditation site visit for Anglo European Chiropractic College, Bournemouth, UK.



Annual Aquatic Rescue Exercise: Gariep Dam.



Abseiling at the Gariep Dam (photo: Tommi Ulmanen).

DEPARTMENT OF EMERGENCY MEDICAL CARE


On 2 September 2016, the Department of Emergency Medical Care, from the University of Johannesburg, left the Doornfontein Campus at 03h00 for the Gariep Dam in the Free State for their annual Aquatic Rescue exercise. What had historically begun as the practical component for a small boat-handling module has evolved into a seven-day event that exposes emergency medical care students to high fidelity, simulated rescue and emergency medical scenarios in austere environments.

Hosted by UJ, this year saw two local universities, an international university, a provincial EMS training college and a provincial EMS helicopter service join forces to provide the longest and most challenging aquatic rescue event thus far.

Day One was devoted to travel, logistics and the setting up of the camp site to sleep and cater for 85 people. On Day Two, the students learnt to launch and pilot various different rescue boats and jetskis. They were also taught how to recover conscious and unconscious victims, on

those boats, using different techniques. As night fell, the students donned wetsuits, personal floatation devices, helmets and strobes as they began their two kilometre survival swim in 11 °C water in windy and rough conditions. Day Three was a day of rest, during which students and facilitators prepared their medical and rescue equipment for the scenarios scheduled over the next three days. Predetermined groups of eight students rotated through the scenarios and were assigned different roles, such as team leader, lead rescue, lead medical and rescue crew. Outcomes for each scenario were distributed to each team, providing a detailed overview of the expectations for each phase of the rescue.

The first scenario was an aquatic search and rescue, during which the teams had to search for a canoeist who had gone missing on the dam. By means of appropriate interviewing techniques and a coordinated search on the water, the patient was found on an island in the dam. The patient was experiencing chest pain and the crews had to provide the correct intervention for the presenting acute coronary syndrome. The patient was then packaged, transferred onto the boat and transported to the field medical post, which comprised two inflatable tents



and formed another of the scenarios. Patients from the scenarios were brought to the field medical post, triaged, provided with a continuum of care and then prepared for transport to definitive care.

Two scenarios took place on the dam wall and involved high angle rescue techniques. In one, emergency medical and rescue crews had to access a patient who had sustained a simple lower limb fracture at the lower end of the wall. Access was through a 90-metre descent down the dam wall. The patient required administration of analgesia and procedural sedation before splinting and packaging. Once the patient had been packaged, mechanical advantage systems were used to haul the patient and the lead medic to the top of the wall while negotiating a difficult edge transition. The patient was then transferred to a waiting ambulance and moved to the field medical post.

The other scenario on the dam wall was a confined space rescue of a patient who had sustained an inhalation injury after a flashover in the pipe that he was welding. The extent of the injury was significant and required formal airway management through the placement of an endotracheal tube followed by mechanical ventilation. Apart from rapid sequence intubation and ventilation, correct intravenous fluid management was also an outcome for this scenario. The patient was then packaged, lowered from the dam wall onto a boat, and transported to the field medical post.

Advanced airway management by intubation and subsequent mechanical ventilation were also carried out in the scenario that required access using all-terrain vehicles. The patient was ejected off a quadbike and sustained a traumatic brain injury. Once the necessary interventions had been carried out, the patient was hauled up a slope by means of low angle rope rescue techniques and packaged appropriately for continuation of the neuroprotective strategies. The all-terrain vehicles then transported the patient over rough terrain to the waiting ambulance, which took him to the field medical post.

The last scenario was a wilderness search and rescue for two missing adventurers whose return had been overdue for 24 hours. The only access to the area was by boat.

Once the victims had been located, it was revealed that one was a patient experiencing a severe allergic reaction to a bee sting. Immediate emergency care was administered before the patient was transported back to the field medical post.

On the second day of the scenarios, the Free State Provincial Helicopter Emergency Medical Support (HEMS) unit was used to transport the patients from the various scenarios back to the field medical post. This provided students with the opportunity to prepare the landing zones for the aircraft and the lead medic to continue care by flying with the patient back to the field medical post.

DEPARTMENT OF MEDICAL IMAGING AND RADIATION SCIENCES

The Department of Medical Imaging and Radiation Sciences started the 2016 academic year with the implementation of four new professional degree programmes that were replacing the NDip and BTech programmes. The teaching and learning philosophy previously entrenched in the Department was superseded by a student centred approach that embraced the use of technology and innovative teaching methods across the new programmes.

This teaching approach was supported by the following developments:

- Venue 6411 was upgraded to a computer laboratory with 60 desk top computers; this laboratory will enhance virtual teaching;
- Microdicom software was installed on all computers in the 6411 computer laboratory; it simulates digital x-ray imaging viewing interfaces, allowing students to simulate digital post processing procedures;
- Specialised AVU equipment was purchased for venue 6407; this equipment will enhance virtual student exchange programmes with international partners;
- A full body phantom was introduced and is now being used in the x-ray clinic skills laboratory;
- MyProgress software was purchased to replace the manual logbooks used to monitor work integrated learning in the clinical training facilities affiliated to the Department;

- A non-clinical radiotherapy treatment planning system was installed to support the radiotherapy programme by teaching clinical skills in radiotherapy in a virtual setting;
- The Department took part in the institutional roll-out of e-books, which allowed it to benefit from access to 14 titles used by first-year students;
- Digitisation of analogue x-ray images, collected over time by various lecturers, was completed in 2016; this will allow students many years of access to a bank of South Africa-specific pathology in a digital format;
- Use of the Simulation Lab provided opportunities for students to participate in role play to learn telephone skills, patient communication and history taking. The sessions were videotaped to allow for feedback.

The student profile of the Department supports the introduction of the new degree programmes, as shown by the following statistics:

- First-time entering student numbers were aligned to the UJ target, with 68,6% (49,5% in 2015) registering with an APS above 35;
- 36,1% (30,3% in 2015) came from lower quintile schools (quintiles 1 and 2); and 38,9% (34,8% in 2015) from high performing South African schools (quintile 5);
- The proportion of students progressing to postgraduate studies rose from 11.1% in 2015 to 15.8% in 2016, while the UJ feed from other institutions stood at 10.5% (0% in 2015);
- The number of international students increased from 32 in 2015 to 51 in 2016.

Staff in the Department continued to be recognised as leaders in medical imaging and radiation sciences education and are well positioned to embrace the innovative teaching and learning approaches that were introduced. Staff achievements in 2016 linked to excellence in teaching and learning are summarised as follows.

- Several staff members acted as external examiners/moderators nationally and internationally (mainly in Africa);
- Mr Mdletshe completed the Teaching Advancement at University (TAU) fellowship programme. As part

of the project completed for this fellowship, he was awarded funding from the UJ AAMP which enabled him to attend the U21 Educational Innovation conference at the University of Birmingham;

- Mr Mdletshe was appointed to the Teaching Portfolio Assessment Committee and the Academy of Distinguished Teachers of UJ;
- Ms Pieterse submitted her teaching portfolio for the U21 Health Sciences Teacher Excellence Awards. Her portfolio was recognised as being among the top six portfolios submitted;
- Ms Casmod was invited to provide training in Ultrasound to medical doctors in Sudan. She is the only non-medically trained person in this group of trainers and will continue her involvement in 2017;
- The academic staff structure has improved and all academic staff are now in possession of at least a master's qualification;
- In line with the MoA signed with University College Dublin, Mr Mdletshe visited it for a week in a project to strengthen pedagogical understanding of the use of technology for teaching.

The Department of Medical Imaging and Radiation Sciences is well positioned to offer students a world-class teaching and learning experience. This is evidenced in the departmental infrastructure and supported by both the student and the staff profiles.



Mr Mdletshe



DEPARTMENT OF OPTOMETRY

Significant staff achievements marked the 2016 academic year. A highlight was Ms Chetty's three-minute presentation to describe aspects of her doctoral studies, in which she won first place both in the Faculty and the entire University.

In terms of WIL and community engagement, a total of 69 students were involved through clinical training. Of these, 42 were third-year students and 27 were fourth-years, guided by supervisors (full-time staff and contracted part-time staff). Sites included on-site clinics and accredited external sites. This exercise represented a slight increase overall (62 students were involved in 2015). There was also a slight increase in the number of patients receiving eye care (2 588 in 2015; 2 832 in 2016).

Further community involvement and optometric services continued during 2016:

- Qwa-Qwa outreach together with Pictech Vision: 35 orphans were tested; spectacles, sporting equipment, and blankets were also provided to the orphans (blankets having been donated voluntarily by some UJ residence students);
- Meyerton outreach: in collaboration with operation Bright Sight and Lions, this involved testing indigent patients from informal settlements of the Vaal area on one Saturday per month;
- Transnet Foundation: 55 third-year and final-year students provided a service on the Phelophepa train;
- Testing of indigent groups: this initiative included the MES youth project, the Bertrams Youth Centre, the Avril Elizabeth Home, Forrest Farm, and the Abraham Kriel Orphanage;

- Continued eye care provision to patients (including paediatrics) at community clinics: this outreach included assistance at Riverlea Clinic and Tibia Clinic in Lenasia and the UJ Soweto campus clinic;
- Continuous involvement in public hospitals: these included the Sebokeng Provincial Hospital and the Helen Joseph Hospital;
- Screening of primary school children: 523 children were screened;
- Provision of eye care services to the New Creation Church community, Windsor: 80 pairs of spectacles were provided to indigent patients.

DEPARTMENT OF SOMATOLOGY

The nature of the programme is vocational, so many of the modules address both practical and theoretical aspects of the discipline. The use of a pragmatic integrative strategy has been shown to deliver the best results.

For example, professional use of electrical equipment is crucial. Students are taught to respect the equipment but not to fear it. Having mastered some of the non-current electricals, students are normally sufficiently confident to move onto those that work by emitting current. No practical exercise takes place without having addressed the related theory in detail in advance and without lecturer supervision. It is rewarding to see student levels of confidence grow, starting wary and ending capable and confident.

Various teaching techniques are employed – lectures, discussions, peer discussions, observation, debate, and technology that in particular critiques and discusses appropriate YouTube videos, for example. Increasingly, content is discussed using mind maps, and there has been successful incorporation of kinesthetic exercises to differentiate between machines, which students have found exciting. A process of supervised 'doing and seeing then practising' has worked well and has kept the students engaged. Informal peer critiques have also been useful, as the students tend to be honest and critical with each other. A mixture of assessment tools has also been used, including group presentations, written tests and assignments, and the filming of students' own videos.

FACULTY OF HUMANITIES

FAST-TRACKING BA EXTENDED PROGRAMME STUDENTS

Ms Ester van Wyk, Extended Program Coordinator

The BA Extended degree structure is similar to that of the BA Humanities mainstream degree. In the extended degree course, students take four years to complete the mainstream three-year BA degree. They do all the modules required of a general BA degree, and they also do MAPS for Humanities (UNIPEXT) as a compulsory first-year module and receive additional tutorial support. The performance in the first-year modules was generally good in 2016. In the first semester, the overall average rose by 4,1% (from 76,8% in 2015 to 80,9% in 2016). In the second semester there was a rise of 1,4% (from 75,9% in 2015 to 77,3% in 2016).

The average success rate overall for the first year of the extended degree for 2016 was 78,9%, which represents an increase of 2,6% over the 2015 success rate of 76,3%.

During the second semester of 2015 the possibility was assessed of allowing BA Extended degree students to fast-track their degree by completing in three years instead of four. After consulting the Academic Regulations and Faculty Regulations, it was decided to pilot such fast-tracking in 2016. Fast-track students were identified on the basis of their overall 2015 academic performance; some were found to have passed their first-year modules with distinctions (with the exception of English 1C/D). In 2016, therefore, eight students were placed on the fast-track programme.

The average success rate overall for the first year of the extended degree for 2016 was

78,9%

UNDERGRADUATE-LED RESEARCH FROM TWO DIFFERENT ANGLES

Undergraduate students working as research assistants

Professor Maria Frahm-Arp, Religion Studies

In December 2015, my colleague Professor Gwyneth McClendon (Department of Politics, Harvard University) and I received a grant of US\$10 000 for a project entitled "Politics and Pentecostals in South Africa", which aimed to explore the relationship between contemporary Pentecostal pastors and politics in the country. To do this, we wanted to implement a three-pronged qualitative research approach: first, to interview 100 randomly selected Pentecostal pastors in the Gauteng area; second, to download sermons preached by these pastors that could be found online; and, third, to attend and record a church service led by each of these pastors. A key challenge faced by honours students in Religion Studies is their lack of experience or exposure to research. We therefore decided to invite undergraduate students to work as researchers on this project as an initiative outside their normal classwork that would prepare them for their honours degree.

In January 2016, I ran an intense week of research training for the 10 undergraduate students in Religion Studies who were keen to participate in the project. February saw the students begin to conduct their first interviews, and every two weeks they met with me and Professor McClendon, who joined us via Skype. In these discussion groups we reviewed the students' experiences in the field and reflected on the processes of interviewing pastors and attending church services. The undergraduate researchers experienced the excitement of learning about the unknown and the challenges associated with fieldwork. Through the fortnightly meetings, the students and research leaders were able to learn from each other, develop strategies to encourage pastors to answer their questions more fully, and get past the church secretaries who did not want strangers taking up their pastors' valuable time. More important, they also learnt how to become reflexive in the process of doing fieldwork. Lerato Mostau, a second-year

student on the project, found the process of interviews and church service attendance life-changing: "I thought I knew what Christianity was and then I went to all these different churches and it was like – everyone is different and they all think they are right."

Through the close guidance and mentorship of the research group, the undergraduate researchers were able not only to learn the mechanics of fieldwork and deal with some of the technical challenges, but also to experience the social and emotional challenges of this type of research and how to cope with encounters that can be transformative. Following this experience, several of our undergraduate researchers enrolled for Honours degrees in the Department of Religion Studies in 2017.

Undergraduate students' primary source research

Professor Natasha Erlank, Historical Studies

Preparing students for the world of work is an important part of any BA degree as is my third-year History course entitled "The Black Press in South Africa, 1800–1960". The competences of research that are taught and assessed in this module are those that students working in the broader field of knowledge management and historical work will need to master if they wish to work in any of the fields related to historical management.

This module is taught via lectures and a practical component in which the history of the black press in South Africa is explored. The practical component takes advantage of digital humanities practices to teach students about research techniques and working with primary sources, online open source software, and bibliographic management tools. In this module, students were assessed in terms of their research-based assignment rather than an essay. They were asked to catalogue and create an annotated reference for sets of newspaper articles from the newspaper, *Umteteli wa Bantu*, over a period of four weeks. In the process the students learnt how to:

- Use bibliographic referencing software (Zotero);
- Work with PDFs;
- Collaborate in a group library; and
- Summarise and assess newspaper articles.

Each student was required to create a subfolder in the 'Student Work 2016' folder, in which they saved all their entries showing not only their competencies in finding, analysing, cataloguing but also those related to storing and managing primary source research data.

FIRST-YEAR STUDENTS BECOMING LECTURERS

Professor Nyasha Mboti, Communication Studies

In 2016, I introduced group tasks as one of the three semester assessments in my first-year Introduction to Communication (CMS 1A) module, as a way to generate more qualitative engagement from a big class of 763 students. Normally, group tasks and participation are difficult with huge classes, but I wanted to find a way to engage students in the process of learning and to help them develop the important skill of doing effective group work. Successful group work is an essential skill that prepares students for the world of work in which most people have to work in teams on project-based assignments.

I broke up the class into groups, each of which was assigned a group leader and a topic on Communication. They then had to go away and put together 1) a portfolio of each group participant's reflections on the topic, followed by 2) an hour-long class presentation where most of the group participated in demonstrating verbal, mediated and embodied communication through film, video, public speaking, debate, dance, poetry, theatrical performance, video, mime and other forms of communication. The groups fostered a sense of reflexive oneness in my class, and a sense of exploration and ownership of the lecture space. Most said that the lecture space became something they looked forward to because they participated instead

of just being lectured to. Knowledge came alive as they, even at first-year level, did successful research tasks and became active agents in the process of their own learning and that of their peers as well.

COLLABORATIVE INTERDISCIPLINARY TEACHING

Dr Nqobile Zulu, Lecturer Development Studies

In the second semester of 2016, the departments of Anthropology and Development Studies and Religion Studies engaged in a new collaborative teaching programme on a course that combined Religion Studies material and Development Studies coursework for second-year students. The aim was to offer an interdisciplinary module in which the politics of faith-based development agencies in Africa was explored through the theoretical lenses of both Religion Studies and Development Studies.

Students from both disciplines were taught together in the same lecture theatre and participated together in tutorials. In the beginning the students found this approach very challenging and they kept asking "Are we doing Development or Religion Studies?" The Religion Studies students felt that this interdisciplinary module favoured Development Studies and the Development Studies felt that Religion Studies was being favoured. This highlighted the way in which the current university structure encourages students to view their studies through discrete disciplinary lenses and not to see a social, economic or environmental problem as something that can be engaged with simultaneously through different theoretical and practical paradigms. The lesson learnt by the departments involved in this project was the need to communicate better in order to allay genuine fears that students may have about valuing one course/discipline over another in such interdisciplinary work.

This module was taught on three different campuses each week and involved three different lecturers and five tutors. Before the module began we had joint meetings to discuss a framework for the collaboration and the content of the module. We – the lecturers and tutors – then had weekly meetings to discuss progress and challenges, which set the tone for successful collaboration. Working

together across the departmental divide was an exercise in collaborative acts of academic citizenship that should be encouraged. As the Development Studies coordinator, I would encourage more such collaborations to allow our students to engage in multidisciplinary coursework study and also to tap into the subject expertise and teaching philosophies of associated university colleagues. Coordinating the course, managing the crises as they arose, and ensuring that it ran as smoothly as possible with tutors and colleagues pulling in the same direction was in itself an important learning curve, and a highly productive experience in which I learnt a great deal and which I hope to repeat more often in the future.

DECOLONIALITY

Professor Sonja Verwey, Strategic Communications

The Department of Strategic Communication views decolonisation as a philosophy that guides our education and practice rather than a series of initiatives. The principle of contrapuntal pedagogy underlies our teaching and learning philosophy. In addition to assigning value, a curriculum determines the academic formation of a new generation of practitioners through contrapuntal pedagogy that brings the knowledge of the marginalised to bear on our teaching and practice. Such an approach will foster the development of future practitioners whose morality is based on their own beliefs, values, and decision-making skills, and will provide a departure from historic public relations and communication curricula, which have focused on instilling specific values in future practitioners. Instead of adopting an additive approach that merely extends existing curricula, this approach adopts values as the basis for determining what is deemed important and valuable, and what is not. This process may also include recognition of the cultural and scientific knowledge of previously devalued groups of people.

A trans-disciplinary orientation in knowledge production, education and institutions aims to overcome the disconnect between knowledge production and its contribution to society, so that complex problems that defy solution can become occasions for creating new forms of knowledge and social action through broad-based involvement in knowledge generation and dissemination.

The values based approach to education offers a possible solution and a fresh approach to formulating a Strategic Communications curriculum that speaks to these challenges. This awareness is not recent in our Department. The creation at UJ of the only Department of Strategic Communication in Africa in 2009 initiated the incorporation of a multi-paradigmatic, polyphonic and polycontextual approach to disciplinary knowledge sharing and creation and curricularisation. We therefore find ourselves in the fortunate position where our teaching and learning philosophy has remained responsive by continuously assigning value to that which is now deemed valuable in the current context. This is evident not only in the curricular content of our courses, but is also reflected in

the ways in which our students are engaged in knowledge creation and sharing through social action and problem-solving in a broad range of community based projects and internships, where they learn through experience to enact their future roles as cultural intermediaries.

In our view decolonisation represents a move away from a content-driven approach to strategic communication education, which is built on historic continuity and a strong culture of practice, towards rethinking the theories and approaches that underlie the framing of existing curricula by emphasising the role of collaborative deliberation and practical knowledge generated through processes of social innovation and deliberation.



FACULTY OF LAW

INTEGRATING THEORY AND PRACTICE – AN ONGOING CHALLENGE

For many years the University of Johannesburg has promoted the so-called 'learning to be' teaching philosophy. This proposes that students should no longer learn only about something but rather learn to be something. Broadly speaking, learning is here understood as enculturation into practice, often through participation in authentic tasks. This philosophy well accommodates the emphasis placed on the development of the appropriate skills and applied competences in the LLB curriculum. LLB students do not simply learn about law, they also acquire the skills, values, practices and discourses associated with the various law-related professions, often by means of simulated and/or authentic learning tasks.

At the same time, the 'learning to be' teaching philosophy is not prescribed as the only approach to be followed. Lecturers are at liberty to teach in ways that best accommodate the content of their respective modules, hence a variety of teaching approaches are used in the Faculty. These range from more traditional 'chalk and talk' approaches to role-plays, simulations and various types of applications, and include a focused approach to learning with technology. Finally, in the capstone module Applied Legal Studies, the skills and knowledge acquired are applied (under guidance) to real-life situations, with real-life clients.

ROLE-PLAY, CASE STUDIES AND MOOTING

Role-play is a useful method used to assist students in acquiring the presentation skills required of lawyers. Role-play can familiarise students with court procedures and behaviours expected in court, as well as interaction with clients. Role-play can teach students to 'think on their feet', as will be required of them in professional situations, to gain self-confidence in more formal settings and to develop competencies in oral presentation.

By exposing students to real-life situations, including role-play (lawyer/client interactions), we promote an approach that shows law and legal practice as humane, therapeutic, and beneficial. This requires students to apply theoretical learning about law to new, 'authentic' situations, to propose solutions and seek to resolve problems. In many of these cases there may not be an immediate, obvious answer, and indeed there may be more than one possible solution, requiring students to justify, in terms of law, the solution they propose. In the LLB curriculum, case studies are used in a variety of ways: during class-time, following the clarification of particular points of law; in assignments, where students may be required to research associated points of law; and in assessments, where students may be confronted with a case they have not previously encountered. The value of case studies lies specifically in the development of critical thinking, problem-solving capacities and the ability to think independently.

Mooting is a key learning experience for future lawyers and has been a component of the LLB curriculum for many years. Through mooting as a designed learning task, students are taught to critically analyse a case study (in order to solve problems) and to advise clients accordingly, both in formal assessments and when using role-play. Through moot court, students acquire knowledge, not as a mere static product of information and consumption, but as a process of inquiry to solve problems, where they prepare a case on behalf of a client and work in a team. Students utilise the substantive law (students' existing knowledge), including the theory, and apply it to real-life situations (learning about and then learning to be), acting out their future roles as litigators. The moot court proceedings allow students to learn the skill of thinking like a lawyer, while being exposed to various practices of the legal profession. By analysing the problem provided and then applying theoretical knowledge, students develop their critical thinking skills.

This process enables students to recognise their personal and professional strengths and weaknesses. Through self-reflection, mooting provides them with the

opportunity to develop strategies that will enhance their performance, and prepares them for an active citizenship role in society. Mooting as a teaching and learning tool supports the principle that knowing is a process and not a product and encourages deep learning. A positive strong work ethic is created through mooting, and students often realize that law is not just about financial rewards, but also about the ultimate reward of contributing to the betterment of society.



Moot Court

OTHER SKILLS AND APPLIED COMPETENCIES

The importance of including skills and applied competence training emerged some years ago with the recognition of the value of clinical legal education in the LLB curriculum. In line with this, the UJ Law Clinic was established as an additional site of legal education for LLB students.

With the introduction of Litigation Techniques into the Law of Evidence module in 2000 we started focusing even more strongly on the development of legal skills, such as negotiation, consultation and questioning techniques. This was complemented at the same time by the introduction of oral advocacy training in moot courts and greater emphasis on legal writing.

At that time the idea was that professional skills training would be included in the curriculum in only a few subjects or modules. The Law Clinics would mainly fulfil the Faculty's legal skills obligation. However, the need for full integration of skills training was recognised and introduced.

The Faculty of Law now strongly supports the inclusion of skills and applied competencies in the LLB curriculum as essential components of legal education. As law teachers we are engaged in both non-clinical and clinical classroom teaching. We have for a number of years been advocates for integrating theory and practice, that is, for including the development of skills and applied competence in the education of our students.

However, we need to add professional responsibility and a sense of legal ethics to the mix. Other important skills are fact-gathering and hypothesis-testing, as well as comprehending the relationship between fact and law. It may be stating the obvious, but we should also include the important skills of common sense, the ability to project ideas, judgement, and the ability to work with others in a collaborative fashion. There are also a host of interpersonal skills that need to be developed. They involve the ability to be self-reflective and to consider, analyse and evaluate one's own actions and beliefs.

Teaching these skills has not traditionally been part of legal education but they are now regarded as essential legal skills.

The initiative for this broadened definition of legal professional skills has come from the so-called vocational education movement. It is, however, important to acknowledge that many 'traditional' law teachers have addressed them as part of their educational agenda, even if they did not consciously identify them as 'legal skills'.

The dichotomy in legal education between theory and practice, doctrine and skills, is untenable – it should be rejected by all law teachers.

By far the best curriculum that is intellectually stimulating and most profoundly useful to students as future lawyers is based on a notion of praxis, which sees theory and practice as part of a dialectical process. Both theory and practice are fruitless if divorced from each other in legal education. The intellectual process of connecting theory and practice must be the major focus of legal education.

These are the beliefs to which legal education at the University of Johannesburg subscribes.

THE WAY FORWARD

First, the move away from a 'separatist model', where the Law Clinics were the only place in which legal skills training took place, is a healthy one. Integration of professional skills training in other subjects is preferable. It is important that we attempt to integrate professional skills into the curriculum as a whole, to teach students to understand the crucial inter-relationship between theory and practice, fact and law, and the law as found in the books and law in action. A dangerous message would be sent out to students were we to distinguish legal skills from substance and view these skills as some kind of technical acquisition.

Second, for several reasons, it is critical to start with the integration of legal skills training already in the first year.

The first year of law studies plays a crucial role in teaching students important lessons about what is needed in legal education and legal practice. They must, for example, understand that legal reasoning skills are interconnected with a range of other professional skills previously mentioned. It is also useful and empowering to students to be exposed to experiential learning in their first year. We give students a sense of the importance of ethics, values, judgements and the lawyer-client relationship.

Third, it is important to recognise the crucial role played by the Law Clinics, particularly with regard to the real student-client scenario. This is important in the development of professional skills training, even as we integrate legal skills into the broader curriculum. The integration, simulation and proliferation of legal skills in other modules should not become a substitute for the invaluable experience of real-client Clinics. We need both theory and practice as well as a host of varied and different opportunities. But the real-client Clinics should still be viewed as the core of the legal skills training programmes.

Fourth, in envisioning an integrated curriculum and considering the structure and sequencing of legal skills content within the LLB curriculum as a whole, we should consider the questions of whether there is room for both an optimal and a minimal curriculum that does the job of developing legal skills, and, if so, our Faculty should come up with more mandatory assignments focused on specific skills.

Skills training and teaching that focuses on legal processes can be enriching, exciting and intellectually stimulating. It is linked to important contemporary trends in legal thinking, critical legal studies and a better understanding of law and society.

The Faculty proved in 2016 that our vision for the LLB curriculum was brave, and we resisted the impulse to segregate and marginalise legal skills. Instead, we committed ourselves to the integration of skills and substance as an important task of our legal education.

FACULTY OF MANAGEMENT

A SIMULATION TO BRIDGE THE THEORY–PRACTICE GAP

Suzaan Hughes

The BCom Honours in Strategic Management culminates in the Strategic Business Simulation unit. This unit helps to bridge the divide between theory and practice by providing students with 'real life' experiences in a safe environment. In 2016 the strategic business simulation unit was taught by Ms Frances Scholtz and students competed in teams against their peers in running their own businesses in a simulated environment. Each week of the semester represents a year in their simulated reality and they need to make a variety of decisions to grow their business and remain competitive, such as: which products should they produce and which market segments should they compete in; whether to train and invest in their employees; what financing and investment decisions affect the liquidity and future capabilities of their business; and how to market their product.

The simulation provides experiential learning with a problem-based learning dimension as each 'year's' results present students with opportunities and challenges to which they need to respond. Running their virtual business requires them to practise multidisciplinary critical thinking and requires them to put into practice everything that they have learnt in theory. Students have the opportunity to test their ideas, business acumen and strategic thinking by being fully accountable for executing their company's decisions - and by grappling with the outcomes of their actions!

While the simulation itself is crucial to student learning, the whole process of running their business as a team becomes a learning opportunity in the context of the unit. Thus the assessments have been carefully crafted to scaffold the learning, and they require analysis of their decision-making, lessons learnt and the role they played in their team. These reflections give students the opportunity to become reflective practitioners.

In line with UJ's philosophy of 'learning to be', students in this unit are able to develop implicit skills associated with the extensive utilisation of technology as well as developing important soft skills while running their virtual business, which include communication skills (expressing ideas), negotiation, perseverance (in the event of their business performing poorly) and critical thinking. The benefit for students is not just limited to this gamified and rich learning experience; it also extends to include bragging rights, as simulation units are normally only offered on MBA level. This is yet another initiative to train future-fit leaders!

DIRECTING THE SAIL OF FUTURE TRANSPORT AND LOGISTICS LEADERS

Since its inception in 2001, the annual Maritime Tour to the port of Durban has been the highlight on the transport and logistics honours calendar. The tour captain is Professor Johan Du Plessis, accompanied by Ms Sumayah Nabee who acts as the first officer. Twenty maritime honours students formed part of the tour group in 2016.

Months of planning and organising culminates in a fantastic four-day tour that begins at the crack of dawn for departure to Durban. The first visit of the day was to CNT Durban Woodchip (Pty) Ltd located in Maydon Wharf. Students were exposed to the bulk shipping sector and shown how a seemingly insignificant product, woodchips, can be very interesting and complex. The company has only one Japanese client, and such, the importance of building and maintaining relationships in business is ingrained.

The tour then moved on to DSV, previously known as UTI, a supply chain solutions company. Originally, UTI was a South African-born company, and its acquisition by DSV means that it is now the fourth largest global freight forwarder.

The next day was perhaps the most exciting of the tour: visiting the Durban Container Terminal and the boarding

of a containership. After undergoing various security checks and a safety briefing, the tour group was taken to a Mediterranean Shipping Company (MSC) vessel at Pier 1. MSC is the second largest shipping line in the world and has a strong presence in the South African market. This visit was made possible through the long-standing relationship with the chairman of MSC South Africa, Captain Slavatore Sarno.

The tour group boarded the *MSC Athos*, a 300-metre containership with the capacity to carry 8 800 TEU (twenty-foot equivalent unit) containers. On board the vessel, students explored the bridge, the engine room and other quarters of the vessel. While it may not compare in size to the biggest containerships in the world, it left the students in awe, with many wanting to sail off with the crew to their next port of call.

The maritime industry is dependent on the road freight industry to move products to landlocked destinations, so the tour would be incomplete without a visit to Tanker Services. As it drew to an end, students were taken on a harbour cruise, courtesy of Strategnos, with refreshments sponsored by SAB Miller.

The Department of Transport and Supply Chain Management (DTSCM) wishes to acknowledge and thank all their sponsors, without whom this trip would not be possible. It is worth noting that sponsorship from these companies stems from our past students, many of whom now hold senior positions in these companies.

The maritime tour is a success, as great camaraderie is built among the students and lecturers who accompany the tour and the experience gained is invaluable.

DEPARTMENT OF BUSINESS MANAGEMENT: DIPLOMA IN SMALL BUSINESS MANAGEMENT

Leon Janse van Rensburg

The Diploma in Small Business Management, and especially the Entrepreneurship majors, are interlinked in interesting ways, one of which is a third-year project that provides content for second-years.

Third-year students are required to complete a project by writing a case study of a Soweto Entrepreneur. First, they have to understand the African Progress Report, the National Development Plan, the Integrated Development Plan of Johannesburg, and the Economic Development Plan of Soweto. They are then provided with guidance on writing a case study and a standard interview schedule to assist with the interview of the Soweto Entrepreneur. After the interview, they write a five- to seven-page case study and submit it as a blog post on Blackboard. Peers are then asked for constructive feedback, as well as comment on what they have learned from the case study that they will use to improve their own case studies. This peer evaluation proves to be a major quality enhancer of the story line of these case studies, and adherence to the set criteria.

Case studies cannot be plagiarised among students, as each is writing about a different Soweto Entrepreneur. They also cannot find case studies on the internet, since the mainstream media and even textbooks often neglect Soweto entrepreneurs.

Students are then required to analyse their own case studies based on the outcomes of the module. This analysis includes a valuation of the business, risk identification, local and global opportunity identification for the entrepreneur, and recommendations for improvements to their business. They then submit this project for examination with all the evidence in report format.

The best case studies are then used at second-year level for tests and final assessments the following year.

Note: third-year students are aware of this, and regard it as an honour for their work to be used in something as significant as a final assessment. Students often commented in their reflections on the assignment that the entrepreneur they had interviewed inspired them to start their own business. They also recognized the strong link between theory and practice. Even though some of them live in and know Soweto, they found it important to know more about its business environment and economic situation. Their reflections revealed that they had now developed a stronger connection with Soweto and the opportunities it offers. For that reason, many students considered establishing businesses within Soweto in order

to make a difference to their community in the form of job creation.

BOARD GAME SIMULATION AS A TEACHING TOOL

Mariette Frazer

Business simulations have been around for decades, and have proven effective in the training of adult learners across several industries. They have also proven popular amongst universities, with many students having been exposed to them. They are attractive because of their flexibility, as they can be modelled onto various types of industry and even customised for existing businesses. The simulation in the Department of Marketing Management was specifically applied to a retail business. It commenced by dividing students into four to six teams, with three to four members each. Every team represented a retailer in the market. The teams used workbooks, a simulation board with various markers that represent the money (cash and debtors), non-current assets, liabilities (loans and creditors), staff and stock in the business.

The board game opens with each team having a retail concern with retail outlets already in operation. All the teams start off at the same position in terms of finance and market share. They decide on a name for their own retailer and assign various business roles to the team members in terms of marketing, operations, finance, human resources and general management. The business, steps of the game and decision-making processes that need to be adhered to are explained to the teams by a qualified facilitator. This facilitator also acts as the supplier of market research, stock and banking services. Teams have to negotiate with the facilitator in the same manner as in a real life situation. Parameters are set for the facilitator to allow for fair negotiations.

Each round played represents a business cycle and the teams are required to make market-related decisions, which are then entered into a computer model that allocates market share to the teams. This is calculated by comparing the teams' product sales, stock levels, customer service levels, and promotion spend. The teams have to pay expenses and clear the remaining stock

during the stock clearance period. Once this is achieved, the teams must compile financial statements and produce a performance analysis, calculating the key performance indicators (KPIs) of their retail enterprise. The groups' results are then compared. The facilitator guides the groups in understanding each of the KPIs and discovering which decisions resulted in good performance and which decisions had a negative impact.

Once the teams have been through a cycle, the facilitator guides the learning of real business finance in the game by taking published financials of a retail organisation and assisting the students in interpreting the key numbers on these statements. The teams then start a new business cycle to allow them to implement their learning from the first cycle. Teams are evaluated on the performance of their businesses as well as the implementation of their learning, thus having the best performing business does not necessarily guarantee earning the top marks.

The simulation was first tested by the Department of Marketing on the Continuous Education Programme (CEPs) offerings among adult learners from the retail industry in 2013, when a client needed a module that would allow their students to participate in a Work Integrated Learning module to uplift the profile and scoring of the programme in terms of government funding. When developing the Advanced Diploma in Retailing, the Department realized that the simulation would fit well in the Strategic Retailing module. The first group of students participated in the simulation during August 2016.

The feedback from students and clients was so enthusiastic that it prompted a research study into the simulation, and the first paper on the project will be presented at the 19th Annual Conference of the Global Business and Technology Association in July 2017. The paper focuses on the effectiveness of the board game as a learning tool in adult education, and the main findings were that the participants had a positive experience that increased their business decision-making confidence and showed them more about the retail business environment.

The excitement around the simulation has spread across the Faculty of Management, and the Department hopes

more departments will consider including this intervention in their new programmes. Discussions have already started with the Department of Transport and Supply Chain Management to include the simulation in their offerings and, in future, an online and blended offering may be developed along the same lines.

SUPPLY CHAIN BEST PRACTICE TRAINING – A LONG-TERM COLLABORATIVE PROJECT ADDING SIGNIFICANT VALUE

Peter Kilbourn

Since 2010, the Department of Transport and Supply Chain Management has collaborated with UTi (now DSV – a major global third-party logistics service provider) to offer advanced training in supply chain benchmarking to top performing BCom Honours Logistics Management students. This year in July, the programme will be presented for the eighth year in a row – perhaps a benchmark in itself for a University/Industry joint project of this nature!

The Supply Chain Operations Reference model (SCOR) is the product of APICS Supply Chain Council (SCC), an international professional body, which endeavours to advance supply chains through research, benchmarking, and publications. The SCOR model is the world's leading supply chain framework, linking business processes, performance metrics, practices and people skills into a unified structure. It is available to all members of APICS SCC and is used as a benchmarking and reengineering tool in the logistics industry. The UJ Department of Transport and Supply Chain Management is also a member of this organisation.

The SCOR framework has been proved to:

- Increase the speed of system implementations,
- Support organisational learning goals, and
- Improve inventory turns.

The SCOR training programme is normally presented over a couple of days during the June/July holiday to enable students to be available to attend and to ensure venue availability. The programme is fully sponsored

by the DTSCM and DSV and students enrol at no cost. The training is provided by a certified SCOR trainer and practitioner. The programme has recently changed in terms of assessment structure and certification. In previous years, students wrote an online international assessment with certification by the SCC. This practice has been revised and the programme is now being certified by DSV. However, it remains a valuable training opportunity for students with the following clear advantages:

- Students acquire advanced knowledge and skills in the field of supply chain best practice;
- Students get exposure to the industry; and
- The industry gets exposure to top students.

Over the years UTi has employed a sizeable number of logistics management students, many of whom have participated in the SCOR programme. DSV is a company that uses the SCOR methodology and best practice metrics intensively in the design and improvement of the supply chains of their customers. UJ students with SCOR training can therefore add immediate value to companies using SCOR, and differentiate themselves further from the competition.

The SCOR training programme is organised and coordinated by the DTSCM's Dr P Kilbourn and Ms A Kasoojee.



FACULTY OF SCIENCE

The Faculty of Science utilized its dynamic environment to generate new knowledge and develop leading scientists and technologists through innovation. The Faculty's commitment to the realization of the vision, mission and strategic objectives of the University, and in particular the overarching goal of Global Excellence and Stature, is demonstrated by the numerous achievements of 2016.

The Faculty succeeded in achieving its key objectives, as stated in the updated mission statement, in a number of critical areas. These include fostering an enabling environment conducive to excellence in teaching, research and innovation; being accessible to a wide range of students; presenting high quality and relevant programmes; conducting high quality, high impact research; productively utilizing our highly competent, qualified and motivated staff; fostering collaborative activities with other institutions, relevant industries and the community; enhancing the impact of the Faculty in terms of its public and community engagement; and the successful involvement with science education for learners and teachers.

The commitment of the Faculty to excellence is illustrated by the continuing endeavours in elevating its staff profile, both in terms of qualifications (74,85% doctorates, compared to 73% in the previous year) and employment of designated groups; improving undergraduate success rates; steadily improving postgraduate enrolments; advancing the impact of the Faculty in terms of its public, community and alumni engagement; and through the successful implementation of a dynamic marketing strategy

NOTABLE EVENTS

Some notable events took place in 2016.

- The Faculty underwent a successful international review and was commended for its leadership, post-merger unity, efforts to increase UJ's national and international reputation, collaborative collegiate atmosphere, prudent resource usage, rigorous

departmental reviews, identification of at-risk students, and continued innovative initiatives to assist progress and internationalisation at both student and staff levels. The review committee was also of the opinion that the Faculty of Science, with the right amount of support from the institution, would propel the UJ to global status.

- The Faculty of Science received generous funding worth R951 000 from True North Partners South Africa (Pty) Ltd to support the BSc Mathematical Science students.
- Dr WS Leung from ACSSE received the Excellence in Teaching and Learning Award in the Faculty of Science, and Ms Chantelle Duncan from the Department of Pure and Applied Mathematics was the runner-up for this award.
- His Royal Highness Prince Edward, the Earl of Wessex, visited the Soweto Science Centre on 23 May 2016 to confirm his acknowledgement of university-led support programmes for the improved science education of high school learners and teachers.





TEACHING AND LEARNING, ACADEMIC PROGRAMMES

The Faculty applies an enrolment management strategy that focuses on access for success. After admission, first-time students are introduced to higher education through several support initiatives including academic orientation. At-risk students are identified within the first few months

of the academic year and are provided early on with additional support.

In line with our mission to enhance the learning experience and success of our students, the following issues received attention during 2016: structured interventions for at-risk modules (for example, intensive revision, tutor classes and additional classes over weekends), the enhancement of learning skills and student discipline, implementation of

The average success rate in undergraduate programmes was **81,3%** in 2016

The success rate of first-time entering undergraduate students increased, with a 2016 success rate of **79%**

new teaching methodologies, optimal use of relevant technology, and special attention to top performing students at the Top Achiever Function of the Faculty of Science on 14 October 2016. Top performing students also receive certificates in the departments.

Owing to a number of interventions, the average success rate in undergraduate programmes was 81,3% in 2016 (for mainstream and extended-degree students), which has steadily improved from 2010 to 2016. The success rate of first-time entering undergraduate students increased, with a 2016 success rate of 79%, compared to 78,4% in 2015.

Extended programmes succeeded in increasing access to the Faculty in an academically responsible manner and making provision for a bridging period of six months from the Grade 12 Mathematics and Physical Science curriculum to first-year content in these subjects. The stabilization in the rate of improvement in successive years from 2010 to 2016 is the result of a more rigorous selection of entering students and the increasingly successful interventions referred to above.

As many as 73 students were recognised for their academic excellence and acknowledged as high flyers in their disciplines when the Faculty of Science held its annual Top Achievers Awards Ceremony in October 2016. They achieved an average mark of above 75% in the first semester of 2016.

Two new Short Learning Programmes (SLPs) focusing on Information and Cyber Security in ACSSE were approved during 2016, reflecting emerging academic trends within the discipline. The Bachelor of Science Honours in Physiology was accredited and the Bachelor of Science in Mathematical Sciences (Actuarial Sciences)

was approved by the Council on Higher Education. The Department of Statistics received Faculty and Senate approval in 2016 for the implementation of two modules on engineering statistics to be offered in existing qualifications from 2017 onwards.

Enrolment figures (formal contact) in 2015 and 2016

Qualification categories		2015	2016
Undergraduate	Diplomas	675	716
	Degrees	2 622	2 594
	Total	3 297	3 312
Postgraduate	Honours	301	330
	Masters	347	366
	Doctoral	200	229
	Total	848	925
Occasional*		10	12
TOTAL		4 155	4 249

*Casual students (registered for non-degree purposes) who are not allocated to either undergraduate or postgraduate categories.

- In 2016, 90% of undergraduate students were from designated groups compared with 91% in 2015.
- Students from South African designated groups in 2016 represented 60% of all postgraduate students; the inclusion of international designated groups gives a figure of 80%.
- The proportion of first-time entering students with an Admission Point Score (APS) of at least 35 was 27% in 2016 (17% in 2015).
- In 2016 the proportion of students with an APS of at least 30 was (681/757) 90% of all first-time entering undergraduate students (52% in 2015).

Staff profile, in terms of qualifications

(74,85% doctorates compared to 73% in 2015)

ENRICHING STUDENT FRIENDLY LEARNING AND LIVING EXPERIENCE

The Faculty of Science subscribes to the University's objective of enriching the student experience through excellent teaching and learning facilities and a responsible and respectful student culture and ethos. This is in line with our mission of fostering an enabling environment conducive to excellence in teaching and being accessible to a wide range of students. The structured support interventions described earlier were supplemented by the Faculty's own "Orientation programme", and the Faculty

intends continuously to better, improve and expand all these initiatives. It has actively engaged with students at all levels to assess their needs in order to develop further appropriate strategies to support teaching and learning, especially through the early identification of students at-risk (STAR), mainly at first-year level.

In addition, members of the Faculty publish and present papers in the field of Scholarship of Teaching and Learning. There is growing interest in joining the research group, and established supervisors and researchers have assisted and co-authored papers that emphasize the scholarship within subject content.



CONCLUSION

As the 2016 UJ Teaching and Learning report clearly illustrates, learning and teaching at UJ is vibrant and healthy with many innovative practices on display. The substantial progress made during 2016 represents a further step in UJ's journey towards global excellence and stature. This includes the national recognition that two of our lecturers achieved during 2016 as well as the deepening and strengthening of the professionalisation of teaching at the institution.

The variety of interesting and challenging teaching techniques described in this report shows the innovative and contextualised quality of the learning and teaching approaches being used at UJ. From business simulations to abseiling down the Garriep dam's wall; from innovative and engaging HIV and AIDS education to moot courts; from innovative classroom practices to global-standard online learning; from a primary school located on campus to material available from anywhere in the world – UJ is truly a world-class university with teaching and learning opportunities that stimulate the imagination and facilitate learning and the construction of knowledge.

It is also clear that much of the work at UJ is strongly embedded in our country and in our continent – anchored in Africa in the true sense of that phrase. The ways in which students are educated at the institution stimulate and encourage them to engage creatively and intelligently with the real issues of our country and continent, and to use the resources available to them to address these issues effectively.

The University has also responded to the needs of South African students and the time in which we live. This is clear from the rapid and deeply thoughtful progress that has been made at UJ with regard to discussions about decolonisation, as well as from the growth in depth and breadth of online learning and teaching resources and opportunities.

The 2016 Teaching and Learning report clearly reveals that UJ is embodying its stated vision and mission in its learning and teaching endeavours.



