



+ LEARNING TEACHING *Report*

2014

RETHINK.REINVENT



UNIVERSITY
OF
JOHANNESBURG

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)*

ubuntu*

Twitter: @go2uj



Website: www.uj.ac.za



YouTube: YouTube/UniversityOfJohannesburgStrategicCommunication



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Instagram: Instagram/go2uj



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EXECUTIVE SUMMARY



MESSAGE FROM THE DEPUTY VICE-CHANCELLOR: ACADEMIC

This is the sixth in the series of Annual Learning and Teaching Reports. The University of Johannesburg (UJ) continues to innovate, consolidate and develop. UJ is committed to access and excellence: we ensure that places are reserved for the marginalised and the poor, and we strive to provide the best possible learning experience, in terms of depth and breadth. There is much to be proud of in terms of the achievements in learning and teaching at the University.



PROF ANGINA PAREKH

DEPUTY VICE-CHANCELLOR:
ACADEMIC

The module pass rate continues to increase, from 78.3% in 2010 to a sterling 84.6% in 2014. This is testament to the numerous intense intervention and support mechanisms employed in the faculties and in the Division of Academic Development and Support (ADS). Our sustained and dedicated efforts to achieve a superlative learning and teaching environment have been richly rewarded.

During 2014, the First Year Experience Programme (FYE) continued to establish itself as the leader in the field of first-year transitions in South Africa. In recognition of our excellence in FYE, the Department of Higher Education and Training provided substantial funding, towards the end of 2014, for the establishment of an FYE National Resource Centre. This Centre has now been established, and its inaugural conference has been held, with delegates from almost all South African universities, and from the National Centre for FYE at the University of South Carolina. To maximise student potential and success, UJ has committed substantial resources to the provision of Tutors, Senior Tutors and Assistant Lecturers. The Global Excellence and Stature Programme has provided for the appointment of 56 Assistant Lecturers, and 78 Senior Tutors, while the Strategic Tutor Fund has provided an additional R12,5m to the faculties for Tutor appointments, which is over and above Tutor appointments from faculty funds. This integration of teaching support in the rollout of all programmes, particularly during the first year of study, allows for attention to all modules and students at risk.



In 2014, the University embarked on an ambitious project to introduce learning and teaching with technology. A total of 2 466 tablets were provided to NSFAS-qualifying students, and all first-year students were required to own a tablet or a laptop. Academic staff received training in the use of technology in the classroom, and Wi-Fi was provided throughout all campuses. Also, during 2014, planning was undertaken for a pilot rollout of e-textbooks to all 2015 first-year students in the Faculties of Law and Education. This broad initiative to be at the forefront of learning and teaching with technology has seen a further rollout in 2015, demonstrating that UJ is at the forefront of learning and teaching with technology.

Our focus remains on the totality of the student experience, and thus we continue to offer extensive psycho-social services, as well as centralised academic support in the form of Writing Centres, academic counselling, and workshops on all aspects of maximising academic success. The University 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, critically-minded and intent on contributing to the development of South Africa and our continent and becoming truly global citizens.

The success of the learning and teaching enterprise at UJ is due to the commitment, passion, and expertise of our academic staff in the faculties and the professional staff in Academic Development and Support. Moreover, the UJ promotion criteria have been modified to acknowledge innovation and expertise in teaching. The pursuit of the Scholarship of Learning and Teaching (SoTL) has seen the establishment, in 2014, of the Teaching Innovation Fund. Together with the efforts of the Chair in Learning and Teaching at UJ, these initiatives have resulted in more than 60 SoTL conference presentations, and more than 20 publications, in 2014. The University of Johannesburg is committed to furthering its global excellence and stature in all aspects of its functioning, and in learning and teaching, we have made considerable strides on the global stage.

The 2014 Learning and Teaching Report provides an insight into the rich variety of our interlocking initiatives in 2014. I am sure you will enjoy reading this Report.

A handwritten signature in black ink, reading 'A. Parekh', with a horizontal line underneath.

Prof Angina Parekh
Deputy Vice-Chancellor: Academic

EXECUTIVE SUMMARY



PROF RORY RYAN

ACADEMIC DEVELOPMENT
AND SUPPORT: EXECUTIVE
DIRECTOR

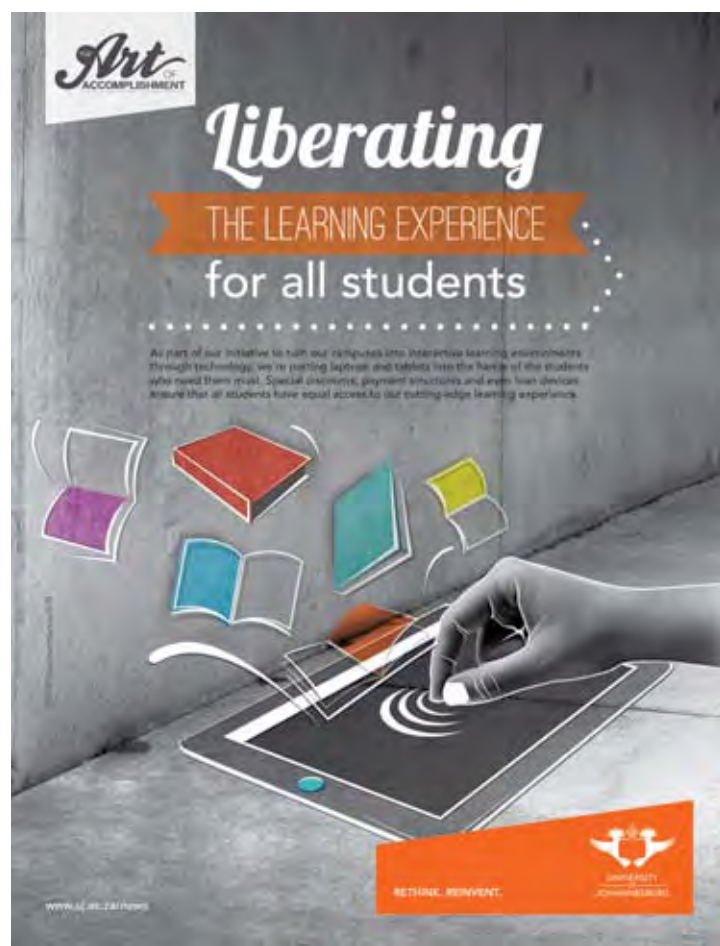
Academic Development and Support (ADS): From the Executive Director's Desk

The Pursuit of Excellence in the Total Student Experience

2014 was truly a watershed year in many ways. The University inaugurated and committed to large game-changing projects over a number of years as part of the Global Excellence and Stature (GES) programme. Over the past 10 years UJ has established itself as one of the top universities in South Africa and has been positioned in the top 4% worldwide. The University now, however, needs to progress to an institution that promotes global excellence and stature. Central to this is how we educate and empower our students, implement new teaching technologies and ensure their academic success.

Global Excellence and Stature through increased resources

The University began implementation of its multi-year Global Excellence and Stature (GES) programme. In terms of impact on learning and teaching, the GES Fund made provision for the appointment of fifty contract Assistant Lecturer positions in 2014, with the ultimate total of seventy five Assistant Lecturer positions by 2016. The Fund further made provision for 80 Senior Tutors. The GES commitment to teaching totals R25 million and is in addition to the Strategic Tutor Fund of R12, 5 million, an initiative implemented in 2013-2015. The training of new academic staff, Assistant Lecturers, Senior Tutors and Tutors has been consolidated within one Unit within ADS, thereby ensuring a careful integration of various levels of teaching within each curriculum.



Teaching with technology

In 2014, the University embarked on a project with the goal of which is to be at the global forefront of teaching with technology. This project has many strands. From 2014, all first year students have been required to have a laptop or a tablet. In 2015, this will carry over to the second year and thus, by 2016, all undergraduates will be equipped with a learning device. Wi-Fi has been rolled out on all campuses. Some teething problems have been experienced with these initiatives: not all students could afford a device and a slow Wi-Fi bandwidth on occasion due to volume of traffic. To complement these initiatives, first year students in Law and Education received e-textbooks in 2015, and this will similarly roll out until all undergraduate students will have their textbooks in e-format.



Student success as core function

The undergraduate degree credit success rate, the principal barometer of overall undergraduate achievement, continues on an upward trajectory and has reached 84.6%.

This achievement is considerable, especially when viewed within the context of our commitment to accessible excellence. Our students are drawn from all social and educational sectors, and do not comprise only those with an academically elite background. Crucial to our success is to engage our first-year students from their first day on campus, by means of the transition and orientation programme known as the First Year Seminar (FYS), a multi-pronged initiative conducted by ADS in collaboration with the nine faculties. The FYS leads into the intensive First Year Experience, comprising constant tracking of students and modules for early intervention in the event of identified risk, as well as the extensive tutor system, the academic referral system for psychological and academic counselling, reading and writing support, a sophisticated learning platform and state-of-the-art apps to maximise the accessibility of learning materials, student support, and information exchange.

Over a seven-year period, differences in overall performance in terms of race have narrowed considerably. In 2008, the gap between African and White undergraduate degree credit success was 9.4%: this has shrunk to 4.2% in 2014. The

Coloured student success rate has increased by a creditable 10.3%. Racial inequity in undergraduate performance has been significantly reduced and this steady trend is likely to continue.

Completion of an undergraduate programme in minimum time is a significant indicator of institutional success. For the three-year undergraduate degree, the percentage completion in minimum time has been:

2009 cohort	2010 cohort	2011 cohort	2012 cohort
24,5%	30,9%	32,2%	37,2%

The increase of 5% with regard to the 2012 cohort, who completed their degrees in 2014, is an exceptional achievement, and is considerably better than the sector average of 29%, as indicated in the Council of Higher Education (CHE) proposal for the four-year undergraduate degree.

Prof Rory Ryan
Executive Director: Academic Development and Support





EXECUTIVE SUMMARY

From the Chair: Learning and Teaching in Higher Education



PROF BRENDA LEIBOWITZ

CHAIR: LEARNING AND TEACHING IN HIGHER EDUCATION

Talking Scholarship of Learning and Teaching (SoTL) and 2014 achievements!

UJ has a strong interest in promoting the Scholarship of Learning and Teaching (SoTL) as a component of learning and teaching excellence. The scholarship is defined as “where academics frame questions that they systematically investigate in relation to their teaching and their students’ learning” (Angela Brew, 2007), leading to the dissemination of results or findings. This is important for several reasons:

- It encourages a systematic and scholarly approach to the investigation of learning and teaching challenges and solutions;
- It allows those who innovate and explore learning and teaching alternatives to share this with others, and thus to build teaching capacity within the University;
- It provides credibility and a legitimate career path for those academics who are engaging in research on their learning and teaching.

The results of a survey undertaken to find out how much SoTL activity is conducted across the University, and how it is being promoted are revealed here.

Published outputs

In the SoTL, there is a continuum with regard to the scholarship on learning and teaching, from the most localised dissemination of results, for example, in a departmental seminar, to a conference presentation, to a publication in a prestigious journal. In 2014, there were up to 61 peer-reviewed conference proceedings and 22 book chapters or accredited journal articles, bringing the number of scholarly outputs on learning and teaching at the University to 83.

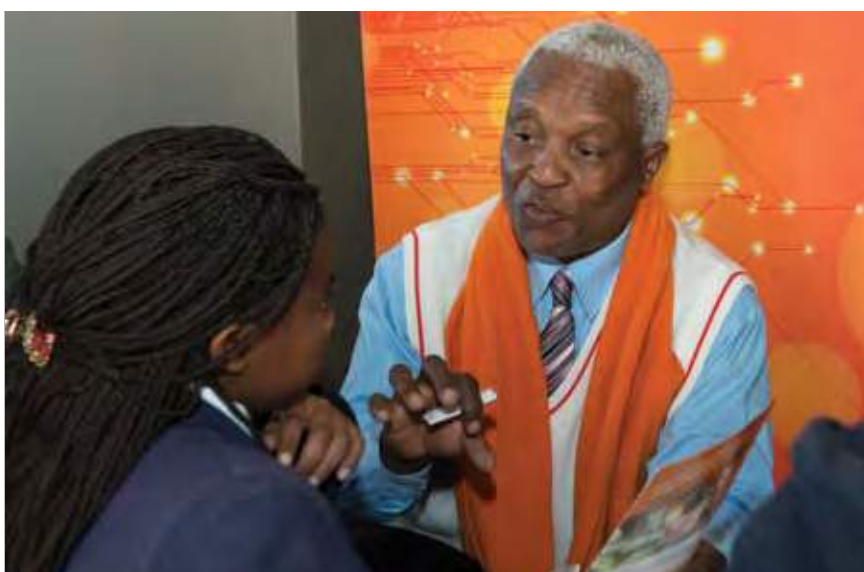
In some cases, there has been an impressive growth over the years and in others there has been a steadier rate (in FADA there were 7 outputs in 2009 versus 9 in 2014). Overall, there seems to be a slow but steady growth of research outputs in this domain.

How the SoTL is promoted

Institutionally:

- The University has annual Teaching Excellence Awards, which encourage the SoTL;
- A Chair: Learning and Teaching was appointed in 2014 – the first of its kind in South Africa;
- UJ has promotion criteria which recognise the SoTL activities of academics;
- Wide-ranging workshops and seminars were offered by the Academic Development Centre (ADC) on topics such as how to compile a teaching portfolio;
- An institutional fund of R500 000 for teaching innovation grants was set up in 2014, and the Professional Academic Staff Development (PASD) Unit provided support to academics to write proposals to apply for these.

A partnership of the Chair: Learning and Teaching, the PASD and the Postgraduate Centre held eight workshops and seminars in 2014, all designed to promote the SoTL. The SoTL @ UJ – towards a socially just pedagogy interdisciplinary project was set up in 2014 by the Chair. The project hosted eight open seminars in 2014.



Open day 2014

Examples of faculty support for the SoTL include:

- supervising or co-supervising PhDs or Masters in the SoTL (in the Faculties of Humanities and Science);
- workshops on the SoTL (two in 2014 in the Faculty of Science);
- teaching and learning workshops (which indirectly promote the SoTL – the Faculty of Humanities had 13 in 2014);
- seminars on the SoTL (FADA will have a regular series as from 2015);
- an informal interest group meets once a month (FEBE);
- attendance at SoTL conferences by a group of academics (FEBE);
- membership of national organisations promoting the SoTL (FEBE, ADC);
- aligning of research on teaching with other aspects of social engagement (FEBE);
- undergraduate curriculum reform, which involves research on teaching and learning (Faculty of Law).

Views on how to promote the SoTL going forward

There are a variety of reasons why the SoTL remains a challenge. For those academics without a background in Educational Theory, learning how to research and write in this paradigm can be a challenge, especially when there is not a community of like-minded researchers in the immediate environment. In some disciplines, this remains less prestigious than conducting their own disciplinary research.

Nevertheless, we see that there is a strong movement at UJ with regard to publications on the scholarship of learning and teaching. This parallels a growth in the scholarship and teaching internationally, where there are an increasing number of scholarly journals, conferences and societies designed to promote this activity. Various views have been cited on how this can be strengthened, for example, via more collaboration between individuals in faculties and between faculties through greater awareness and promotion of the schemes that UJ has already put in place and for faculties to share with each other the methods they are using to generate capacity in this domain. In coming years, I believe there will be an increasingly lively engagement and exchange in this domain, which will have an impact on professional academic development and on learning and teaching at the University.

UJ ACHIEVERS IN THE SPOTLIGHT



The Vice-Chancellor Awards for Teaching Excellence 2014

Ever wondered what the Teaching Excellence Awards are, why they are so important, and how do the lecturers qualify to achieve these prestigious awards?

The annual Vice-Chancellor Awards is one of the highlights of UJ's calendar. They acknowledge members of the UJ community, who in different ways have made a remarkable contribution not only to their departments or divisions, but also to the University as a whole.

From the perspective of learning and teaching, the event focuses on the University's increasing commitment to promoting and supporting the development of teaching excellence, which over the past few years has come to have the same status as research and is seen as a crucial part of our core business. The awards also serve to remind us about the range of developmental opportunities that have been made available to staff, which enable them to think in fresh ways about the challenges facing us in higher education and about how these influence teaching practice. Included here are student evaluation processes; workshops on curriculum development; assessment; the development of reflective practice and individual consultations for staff needing assistance; as well as opportunities to participate in projects that promote the Scholarship of Learning and Teaching at UJ, and more widely.


In addition to all this, the two learning and teaching strategies – the first implemented in 2009 and the second revised and more comprehensive version approved in March 2014 – along with the learning-to-be philosophy, are intended to guide and support staff in their efforts to provide the best possible teaching and chance of success for our students. The learning-to-be philosophy, which emphasises the importance of active, independent learning and of becoming a member of a disciplinary community, is the most widely known of these and many people are now actively involved in translating its principles into concrete teaching practices within their disciplines.

The teaching philosophies and practices of our four recipients of the 2014 awards were a shining example of how staff at UJ are able to retain the central principles of the learning-to-be philosophy, while at the same time translating them into very different classroom practices that suit the learning needs of students in particular disciplines.

UJ congratulates the four recipients of the 2014 awards, teachers from very diverse disciplines – the two awards for

TEACHING EXCELLENCE WENT TO DR LARA RAGPOT FROM THE DEPARTMENT OF CHILDHOOD EDUCATION AND TO DR FRANCOIS DURAND FROM THE DEPARTMENT OF ZOOLOGY.

The awards for the MOST PROMISING YOUNG TEACHERS, WHICH UJ WAS DELIGHTED TO INTRODUCE FOR THE FIRST TIME IN 2014, WENT TO DR CATHERINE BOTHA FROM THE DEPARTMENT OF PHILOSOPHY AND TO MR ZAFEER NADGEE FROM THE DEPARTMENT OF ACCOUNTANCY.



Each of the recipients translated the UJ philosophy into practice in their own way. However, what they share is a complete dedication to the well-being and success of our students. They are all passionate in their pursuit of finding the best possible ways of facilitating learning and of making their disciplines come alive; they understand the challenges of teaching a diverse student group and they have accepted those challenges. They are all committed to assisting students to become members of a specific disciplinary community, to learn by doing as well as by knowing. And most importantly, they are all committed to the scholarship of learning and teaching and to contributing to the fast-growing body of research-based teaching that is increasingly gaining the recognition it deserves. **The four UJ colleagues deserve our wholehearted congratulations.**



VC Distinguished Awards



*The Vice-Chancellor and Principal,
Prof Ihron Rensburg*



VC AWARDS 2014



The Outstanding Researchers of 2014



Prof T Marwala

UJ

ACHIEVERS IN THE SPOTLIGHT

The UJenius Club: A Vice-Chancellor's initiative

By: Kerri Alexander, Centre for Psychological Services and Career Development

The UJenius Club is a partnership between the Division of Academic Development and Support (ADS) and the nine faculties within the University of Johannesburg (UJ). The Club, a Vice-Chancellor's initiative first approved by the Senate in 2010, aims to encourage undergraduate students who are performing at the top of their respective degrees. The Club also promotes further intellectual, social, professional and career development for this group of academically-achieving students. Furthermore the UJenius Club assists the University to increase its position within university ranking systems and encourages undergraduate students to pursue postgraduate study and research.



At the UJenius Club welcome event with guest-speaker Lady Wendy Luhabe

The three primary aims for the UJenius Club 2014 were to:

- **encourage** academic performance through increased marketing of the UJenius Club and its benefits and privileges;
- **facilitate** social interaction and meaningful networking opportunities for the UJenius Club members;
- **provide** members with benefits and privileges given their academic achievement.

The UJenius Club membership rose to 326 in 2014. Feedback from the students revealed that they felt quite strongly that they were encouraged to excel academically through club membership and that this club membership afforded them valuable experiences, privileges and benefits. The need for wider marketing of the Club, a stronger connection to broader UJ structures and additional intellectually-stimulating club activities are some aspects of the feedback that will be addressed by the UJenius Club Committee in 2015.

UJ wishes its students well as they become successful alumni and enter the working world or embark on further study.

AN INSIGHT INTO THE SUPPORTING ACADEMIC DIVISIONS

ACADEMIC DEVELOPMENT CENTRE

The Academic Development Centre (ADC): Another productive year!

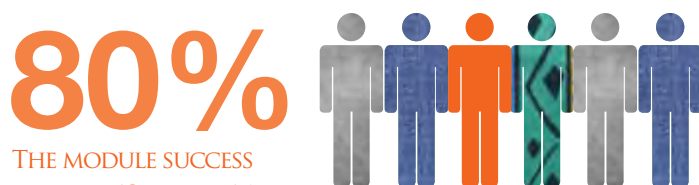
By: Dr André van Zyl, Director: ADC

The Academic Development Centre enjoyed a productive year characterised by considerable progress with regard to building productive partnerships with faculties, as well as creating more equitable services tailored to various campus needs. The awarding of a substantial grant to establish a National Resource Centre for the First-Year Experience and students in transition (SANRC) and establishing a first-in-country Senior Student Experience (SSE) at UJ were highlights that exemplified ADC's more integrated approach.

ADC's extended diploma programmes (ADC Access) continued their excellent work in 2014. A highlight of the year was when ADC Access was selected as a research subject in a research project intending to identify the principles that underpin the successful exemplars quoted in the Council on Higher Education's (CHE's) flexible curriculum proposal in preparation for the possible implementation thereof. The module success rates of 13 of the 15 extended diplomas were above 80%, with seven of them performing at above 90%. This outperformance has been a trend for the past five years and, as student performance at UJ improves, these students continue to outperform their peers.

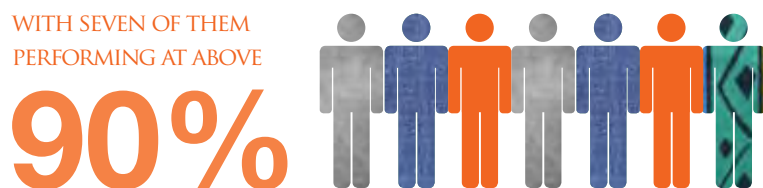


DR ANDRÉ VAN ZYL
DIRECTOR: ADC



THE MODULE SUCCESS
RATES OF 13 OF THE 15
EXTENDED DIPLOMAS
WERE ABOVE 80%,

WITH SEVEN OF THEM
PERFORMING AT ABOVE





2 new short learning programmes in support of UJ's Global Excellence and Stature Strategy, namely:

BCWIP

The Business Communication and Writing for Intergovernmental Professionals

UJILP

The University of Johannesburg International Language Programme



During 2014, the Academic Development and Innovation Department (ADI) undertook a process of aligning its strategic plans to the new ADC strategic plans. It also started developing a UJ literacies development strategy, which will go through the appropriate UJ structures during 2015. During 2014, ADI created and offered two new short learning programmes in support of UJ's Global Excellence and Stature Strategy, namely:

The Business Communication and Writing for Intergovernmental Professionals (BCWIP) and the University of Johannesburg International Language Programme (UJILP).

The BCWIP was created in response to a request by the United Nations Economic Commission for Africa (UNECA) to train their staff in communication and report writing. A second major development involved the creation of the online UJILP in response to the growing numbers of international students at UJ.

In 2014, the Professional Academic Staff Development unit (PASD) continued with its core function of providing development opportunities for academic staff to enhance teaching and learning. Activities in 2014 focused on developing new academic staff, discipline-specific learning and teaching workshops in faculties and departments, developing teaching as a scholarly activity and recognition of learning and teaching through teaching awards and promotion. Highlights included PASD staff being actively involved in the development of new academics and assistant lecturers.

Another core function of PASD involves the development of the Scholarship of Teaching and Learning (SoTL) within academic disciplines at UJ. In 2014, this included the R500 000 teaching innovation grant made available to support teaching excellence. SoTL was further enhanced through a workshop series in collaboration with the Chair of Teaching and Learning and the Postgraduate Centre. This culminated in the November "SoTL Month" during which a number of workshops by national and international experts were hosted. The year also saw a large increase in the number of teaching and module evaluations conducted – from 750 in 2013 to 905.

The launch of the South African National Resource Centre (SANRC) for the First-Year Experience and Students in Transition

During 2014, UJ took its leading role in the South African First-Year Experience (FYE) community to the next level by securing funding to host the South African National Resource Centre for the First-Year Experience and Students in Transition (SANRC) on campus. This was made possible by a successful collaborative Teaching Development Grant application to the Department of Higher Education and Training, initiated by UJ and supported by six other South African institutions, as well as the National Resource Centre for the First-Year Experience and Students in Transition based in the USA.



THE SUCCESSFUL APPLICATION SECURED A THREE-YEAR GRANT OF MORE THAN R9 MILLION THAT WILL BE USED TO ESTABLISH THE SANRC ON A UJ CAMPUS.

The SANRC will consist of four staff members and will endeavour to conduct and disseminate research on first-year student transitions, as well as on best practice in facilitating first-year student success. Its initial activities will include establishing a visual identity, as well as physical office space; negotiating an agreement with the US National Resource Centre; employing appropriately qualified and motivated staff; creating a web presence; and organising the first National First-Year Experience Conference.

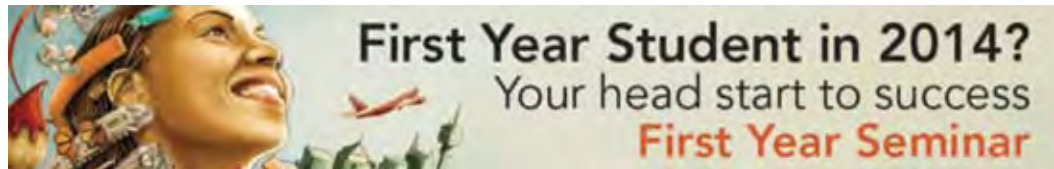
The SANRC will be the first of its kind outside the USA and a first South African national resource centre aiming to serve the higher education community with regard to first-

year transitions. The initial vision for the centre was formulated as:

“The South African National Resource Centre for the First-Year Experience and Students in Transition (SANRC) will serve as the trusted expert; a nationally recognised leader; and initiator and repository for scholarship, policy and best practice for all post-secondary student transitions.”

During the last quarter of 2014, the groundwork was completed to ensure the SANRC would be up and running by the end of the first semester of 2015.





ACADEMIC DEVELOPMENT CENTRE (ADC)

First in South Africa: UJ Senior Student Experience (SSE) initiatives



The Health Sciences Welcome Day

During 2014, the UJ First-Year Experience (FYE) continued to establish itself as the leader in the field of first-year transitions in South Africa. The FYE and its specific focus on first-year issues contributed to the academic project in the various UJ faculties, which in turn contributed to high first-year success rates at UJ. The highly successful UJ FYE initiative has been followed by the initiation of the UJ Senior Student Experience (SSE) initiative. This is a first-in-country initiative aimed at understanding and supporting students during the latter part of their undergraduate studies. It is aimed at improving their experience and preparing them more effectively for the world of work or postgraduate studies. Eight initial focus areas were identified, and an ADC staff member has been designated as the UJ SSE coordinator.

The innovative nature and success of many of the initiatives undertaken in ADC have an increasingly significant impact on students' experience and success at UJ. ADC has continued to develop and encourage innovative pedagogies and solutions to problems. These efforts, in conjunction with work conducted in faculties and by other support services, contributed to the very good UJ student success rates reflected at the end of 2014.



CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

An ecosystem for staff and students?

Look no further than CAT!



PROF ALAN AMORY

DIRECTOR: CENTRE FOR ACADEMIC
TECHNOLOGIES (CAT)



By: Dr Wilma Elson,
Senior Instructional Designer/Project
Manager

UJ is the first institution in the country to have a mobile ecosystem for staff members and students to learn and teach. As part of this initiative, the Centre for Academic Technologies (CAT) offered the following services to support eLearning during 2014:

Support in the use of academic technologies

An integrated approach to support staff and students in the use of technology in learning and teaching was provided. This approach included: mobile and web-based services to support staff and students to solve technical aspects of using our learning technologies (uHelp, uGo and Blackboard support tools); and a single helpdesk, supported by a modern ticketing software system to monitor, manage and track queries. Staff and student queries via telephone calls, SMS, email and walk-ins were managed by our integrated helpdesk. Support was also provided via a mobile app, a website, and multiple routes to the helpdesk where, when necessary, problems were solved through one-on-one interactions with consultants.

**DURING 2014, THE HELPDESK STAFF
AND TEACHING AND LEARNING
CONSULTANTS SOLVED 3 304 QUERIES.**

The majority (81%) of the queries were students' requests for support.

Information and Communication Technology literacy (ICT)

A number of interventions by CAT, ranging from computer proficiency testing and training to Blackboard use, were available. These interventions equipped students to actively participate in their online learning modules, and included:

- assessment of computer proficiency levels of first-year students during the First-Year Seminar (FYS);
- development of computer literacy skills during follow-up training sessions;
- introduction and orientation of students to the use of the Blackboard online learning environment, including the use of Turnitin, when submitting their assignments, chapters of their dissertations and doctoral theses;
- online training in the use of Microsoft Office software;
- design, development, acquisition and provision of training and online resources available to support the use of Windows, Chrome, Blackboard FAQs and "How to" resources, downloadable skills development manuals and audio and video clips;
- ad hoc training, as requested by faculty members;
- development of a workshop, an online self-help manual and a PowerPoint presentation to help students learn to use a tablet for learning;
- design, development and deployment, with ADC, of community modules to develop international non-English students' English reading, writing, listening and speaking skills, within faculty-specific contexts and across the six levels of competence.

Learning and Teaching Consultants

The learning and teaching consultants helped the UJ learning and teaching community to develop theoretical insights and practical knowledge in the use of technology in the classroom to support learning, teaching, assessment and module management.

New initiatives undertaken in 2014 included:

- ✦ design, development and deployment of a professional development module to assist academic staff with the integration of tablet use in their classroom teaching;
- ✦ introduction of a seminar series for and by academic members to share their success stories with the rest of the UJ community;
- ✦ design, development and deployment of a professional development module for academic staff on authentic assessment.



Technical Support and Development

The Technical Support and Development group provided all the tools, software and the ICT environment to support learning and teaching with technology. *This group was responsible for three important institutional resources, including Blackboard, uLink and uGo. The work undertaken by the technical team included:*

- uLink became the only portal available to staff and students to gain access to resources. During the first week, uLink delivered over seven million page requests per day that decreased to five million page requests per day during other teaching weeks.
- uLink functionality was increased to provide students with a means to register for email and set up their login credentials.
- uConnect provided mobile access to all the registration processes.
- During 2014, 2 361 modules were registered in Blackboard, a 15% increase from the previous year.
- Development of Version 3 of UJ's app, uGo, was initiated with the new design and integration of the student application, admission, First-Year Seminar, surveys and registration and was deployed for the 2015 registration sessions.
- Development, deployment and analysis of an instrument to assess the use of technology in the classroom.
- A quick and easy way to take class attendance.
- The process of lodging a complaint by students was streamlined and can now be easily obtained electronically by UJ students via uLink.
- A database was needed where research documents of Practical Business Law could be uploaded. A link to the existing databases of the Law Library was created.

The uptake of uLink, uGo and uConnect during 2014 has been significant, with new functionality being requested regularly in an effort to improve services provided to UJ, with particular focus on CAT's strategic objective to improve learning and teaching using mobile technologies.

The work done by this dynamic Centre supports the University's eLearning strategy. Read on for more!

AN INTERACTIVE BLOG
WAS CREATED ON THE
USE OF TECHNOLOGY,
FOCUSING ON THE APPS
SUITABLE FOR USE IN

*classroom
teaching*

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

Tablets in my classroom

2014 saw the first rollout of tablet devices to UJ students and signalled the incoming era of learning with technology in every first-year lecture.

The Centre for Academic Technologies (CAT) staff members developed a self-help tablet manual for students to use online. It contains all relevant information for students regarding an Apple iPad, Samsung Galaxy tablet or a Proline tablet. A PowerPoint presentation was developed for CAT staff members to use during tablet training.

Furthermore, a module was developed to assist academic staff to integrate tablets into their teaching in the classroom. This interactive module was used in the Professional Development Workshops presented by CAT. The intermediate and advanced workshops for tablet usage in the classroom are planned and developed and will be available in 2015.





CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

UJ producing 21st century skilled academia

Academics are professional staff, who themselves return to the classroom for additional training and further and ongoing development in the ever-changing and developing education discipline. The following professional development and sharing opportunities were offered to academics.



Conferences

CAT's Authentic Learning Conference and workshops

An Authentic Learning Conference was hosted by CAT for UJ academics on 17 February 2014 with Prof Tom Reeves (University of Georgia), Prof Denise Wood (University of South Australia) and Prof. Alan Amory of UJ as keynote speakers, and a number of show-and-tell presentations by representatives from different UJ faculties. The aim of this conference was to showcase success stories on authentic learning and to invite debate and discussions on the topic.

Subsequent to this conference, Prof Reeves presented two workshops on Authentic Learning and Educational Design Research. The conference and workshops were well attended (110 delegates in total) and the general feeling at the conference was to make this an annual event.

Social Media in Higher Education Conference with Mzansi Conferences and Training

Mzansi Conferences and Training approached CAT to manage the academic side of an international conference on Social Media in Higher Education and to co-host the conference in collaboration with them. The conference was successfully hosted on 8 and 9 May 2014 at the Focus Rooms in Sunninghill, Fourways and ±85 delegates attended. Prof Johannes Cronje (Cape Peninsula University of Technology), Dorothy Ooko (Google, East and Francophone Africa), Kristie Maree (Word4Word Marketing (Pty) Ltd) and Prof Laura Czerniewicz (UCT) were the invited keynote speakers. The programme also included 11 academic presentations.

Professional Development Workshops

CAT introduced the following workshops on the use of technology in learning and teaching:

- Exploration of the Collaboration-Authentic Learning-Tool/Technology Use (CAT) framework in the design of learning activities;
- How to design authentic learning tasks;
- How to use social media in learning and teaching;
- The use of technology as a tool to support learning and teaching;
- How to use a tablet to support learning and teaching.

Skills development

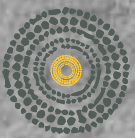
Workshops were presented on eBook (iTunesU, iBooks, and eHandout) development.

Learning with technology in the classroom

A rubric was created to support and evaluate the use of tablets in learning and teaching. The rubric has two dimensions. The first dimension refers to the ways in which technology can be used in the classroom and includes administration, information, communication, collaboration, information transformation and professionalisation tools. The second dimension describes the way in which technology is used in the design of a learning activity and includes three levels of complexity: application, integration and creation outcomes.



Go to: University of Johannesburg Strategic Communication on YouTube & watch award-winning Dr Edith Phaswana talk about using tablets in her lectures.



Seminar Series

A series of seminars – where UJ academic members were invited to showcase their success stories on the use of technology in teaching and learning with the rest of the UJ community – were held during 2014. During these seminars, best practices were shared, professional awareness created and reflective practitioners fostered.

The first lunch-hour seminar [on Exploring assessment apps for tablets by Edith Phaswana took place at the D Ring 3 boardroom on 20 May 2014 and was attended](#) by six staff members. In order to give a more prestigious flavour to these seminars and to attract larger audiences, it was decided to move the timeslot of these seminars to late afternoon/early evening in the Madibeng Council Chambers, followed by a small catered function.

The second seminar titled: Addressing issues of learning design in the 21st century: Authentic learning in practice, presented by Prof Geoff Lautenbach, was held in the Madibeng Council Chambers on 22 August. It was a successful afternoon with ±30 attendees and a great collaboration and information-sharing opportunity. The last CAT seminar of 2014, titled: To flip or not to flip, was hosted on the afternoon of 5 November for ±35 attendees. Dr Robert Huberts and Ms Jacqui Chetty discussed and shared different views and experiences regarding flipping the classroom, which led to a vibrant debate during the question and answer session, and continued into the small function hosted afterwards.

It is clear from the above that academics don't 'just' teach! The Division: Academic Development and Support plays a dual role, supporting UJ students towards achieving academic success and assisting UJ academics to fulfil their role as professionals in their specific discipline AND as lecturers who can convey the learning in the most appropriate and effective manner.

CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)

Introducing PsyCaD



PROF GERTIE PRETORIUS
DIRECTOR: CENTRE FOR
PSYCHOLOGICAL SERVICES AND
CAREER DEVELOPMENT

As a Health Professions Council of South Africa (HPCSA) accredited service provider, the Centre for Psychological Services and Career Development (PsyCaD) at UJ remained committed to delivering excellent psychological and career services to the University's students during 2014. These services support the goals of the Division of Academic Development and Support (ADS). PsyCaD provided walk-in/advisory services to **5 609** students, conducted **3 068** therapeutic and career counselling sessions, facilitated group interventions to **7 813** attendees, attended **301** Crisis Line calls, welcomed **2 552** visitors to the Career Resource Centres, facilitated **609** consultative sessions with **259** clients with disabilities and conducted **1 809** psychometric assessment sessions.

PsyCaD has six service units, with professional staff working across functions and on all four campuses to provide academic counselling, career, therapeutic and disability services.

Read on to learn how this Centre makes a difference in addressing the top five challenges identified by students in 2014: time management, stress, financial concerns, academic difficulties and failing a subject.



The Centre for Psychological Services and Career Development's (PsyCaD) Career Services Unit connects students and employers during the annual Career Fairs: the Commerce and Law Career Fair in May and a General Career Fair in late July.

IN 2014, 134 COMPANIES PARTICIPATED IN THE OVERALL RECRUITMENT PROGRAMME, INCLUDING THE CAREER FAIRS AND SUPPORT ACTIVITIES, SUCH AS COMPANY PRESENTATIONS, PROMOTIONAL DRIVES AND COMPETITIONS.

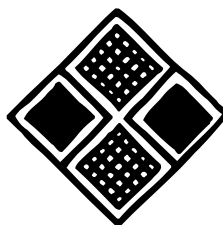
The Unit also provides career assessment and counselling services to prospective students, school communities and students, with a total of

259

computerised individualised career assessment and counselling sessions conducted during 2014.

CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)

Career Services: On-Campus Career Fairs and more



Career Services continues to engage faculties to enable the delivery of work readiness programmes to students within all faculties and academic departments, to assist UJ students and graduates to gain job search skills, and to prepare them to transition into the workplace with confidence.

Well-equipped Career Resource Centres (CRCs) on each of the four UJ campuses aim to provide visitors and students access to a wide range of career information resources, in electronic, online and print format, within a user-friendly environment. CRC visitors have access to career-related resources that will help them to facilitate their own career development and decision-making processes.

The CRCs offer the following resources/facilities:

- Internet access for self-help, career-related activities like the PACE career interest questionnaire, The Ultimate Career Guide, CareerXplora, Career Services Online and YourCareer;
- Career magazines, such as GradX, careerssa.net, CareerCompass, Companies of the Future and SA Career Focus;
- Printed books on different career-related topics;
- UJ PsyCaD Career Services Career Workbook;
- UJ Undergraduate Career Prospectus;
- Recruitment Guide;
- Files containing articles and information on careers and job search strategies;
- Company brochures for recruitment purposes;
- Notice boards with important notices, workshop details, open vacancies and bursary information;
- General UJ and PsyCaD booklets and/or brochures.

PsyCaD and its Career Services Unit provide assessment and guidance in all aspects of career-related decisions: for the Grade 9 learner who needs to make subject choices; the Grade 11/12 learner who has to choose a career and for students, graduates and career professionals who need to make career/mid-career decisions.



www.uj.ac.za/pyscad

Assistive devices open doors to success: Supporting students and staff with disabilities

UJ's commitment to provide an integrative and inclusive approach to managing and developing issues associated with disability is integral to the functioning of PsyCaD's Disability Services Unit. The Unit proposes that all stakeholders, employees and students have a vested interest in promoting principles of equity and access and it therefore serves as one of the central stakeholders that drive this commitment to accessibility for all.

It is the aim of the Unit to advocate and provide equal opportunities for students with disabilities. It directly facilitates support for students with disabilities through advice, support and academic accommodations in partnership with these students' University departments and faculties, thereby assisting people with disabilities to have barrier-free access to learning and teaching.

DURING 2014,

259 STUDENTS

WITH DISABILITIES WERE
DIRECTLY SUPPORTED IN
VARIOUS WAYS.

This amounted to 609 appointment-based, consultative sessions consisting of academic, psycho-social, assistive device, as well as access-driven, support. In addition, 732 walk-in queries were attended to, and 34 group assistive device training sessions were provided.



Academic support within a disability unit is specialised and encompasses a wide range of technological and psycho-social aspects. Part of the technological support that the Unit provides is with regard to assistive devices. An assistive device is a tool, aid or piece of equipment that enables persons with disabilities to complete tasks associated with movement, or sensory related tasks – for one person, it may be a wheelchair, for another, it may be a computer with specialised software.

It is important to note that even though there may be students who have similar disabilities, their needs with regard to assistive devices may be different. Therefore, the Unit assists students by providing assistive devices on a loan basis. By being exposed to a variety of assistive devices, students can make a well-informed choice when it comes to purchasing such a device, which they can take into the workplace with them.





Introducing Reflective Group Therapy:

A therapeutic intervention for Emergency Medical Care

The undertaking to strongly focus on group therapeutic interventions in 2014 led to the design of the Reflective Group Intervention with the Emergency Medical Care (EMC) students.

The EMC Reflective Group Intervention had as its foundation the concept of reflective learning. The aim of the intervention was to intentionally create opportunities for learners to reflect upon experiences in a process of continuous learning.

The intervention therefore aimed to provide a shared space where the groups would come together with a facilitator to think about the impact of their work, with the aim of enriching the practice of their profession, while at the same time minimising trauma.

The goals of the intervention were:

- Minimise psychological stress reactions to the potentially traumatic nature of emergency service work;
- Enhance the ability to recognise and address the signs and symptoms of psychological stress, including PTSD, in oneself and others;
- Enhance the psychological and self-maintenance skills necessary to comprehend and deal with trauma;
- Improve receptiveness to accessing psychological services for support and assistance when needed;
- Provide an opportunity for reflection on the study and practice of EMC as a profession.

IT HAS BEEN SAID THAT
LEARNING WITHOUT
REFLECTING IS LIKE
EATING WITHOUT
DIGESTING.

PSYCAD:
THERE
FOR YOU
WHEN IT
MATTERS
MOST!



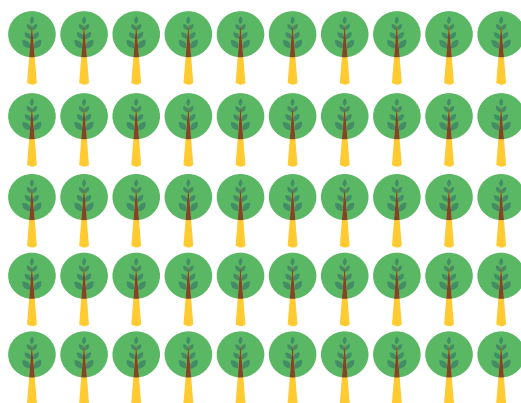
PsyCaD says UMatter: Yellow on campus!

CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)

The Suicide Awareness and Prevention Campaign is aimed at raising awareness among the UJ student population in order to facilitate the knowledge and understanding of suicide, its causes and risk factors in order to raise the capacity for students to recognise signs in themselves, or others, so as to be in a stronger position to provide a space for intervention, and thus prevention.

A major component of this campaign in 2014 has been the contracting of IntelliLAB to professionally produce three suicide awareness videos aimed at conscientising the UJ student population. The collaboration between the Therapeutic Services Team and IntelliLAB on scripting, design and casting resulted in three visually appealing and psycho-educative videos which, it is believed – through a relatable narrative – allows students to identify with the characters and thus come face to face with the issue of suicide in themselves or others. The first video was launched in October 2014 on PsyCaD's social media network (Facebook, Twitter and YouTube), and was also a feature segment on UJTV that broadcasts on YouTube.

The launch of the first video coincided with the PsyCaD U Matter Campaign's Suicide Awareness month in October 2014.



Throughout the month, visibility for the larger Suicide Awareness and Prevention Campaign was increased through

**draping
50-100 trees**

on each UJ campus in yellow fabric, the colour that is internationally recognised as representing suicide awareness and prevention.

Leaflets containing key facts, important contact details, as well as encouraging messages were disseminated to students and attached to the covered trees in order to make them accessible to students.

In addition to this, articles and a number of frequently asked questions were posted onto the U Matter website during October with themes including suicide prevention strategies, finding hope in hopelessness, and identifying depression. Extending the reach of the campaign further, an interview regarding the suicide prevention theme was conducted on UJFM during a popular slot to access a significant portion of UJFM listenership. Suicide prevention will continue to remain a significant priority for PsyCaD in 2015.



Visit YouTube/IntelliLAB for the three suicide awareness videos.



CENTRE FOR PSYCHOLOGICAL SERVICES AND
CAREER DEVELOPMENT (PSYCAD)

Kgati – The voice of Academic Counselling Services

A peek at student retention initiatives



Faculty of Humanities at-risk student intervention

The Faculty of Humanities requested a support intervention for 378 academically at-risk students to assist them in their preparation prior to the study break and first semester examinations. The intervention was a collaborative effort between PsyCaD and ADC and included:

- Providing students with subject-specific information on how to address or improve academic performance;
- Providing information on UJ support services that students can access in times of academic need.

The week-long workshop programme included both psycho-educational and academic-related support in presentations that provide psycho-educational content related to the following topics:

- Managing stress and anxiety in the University context;
- Academic goal setting and achieving academic success;
- Time management;
- Reading with understanding;
- Assimilation of learning content;
- Assessment preparation techniques.

Faculty of Humanities – support for re-admitted Academically Excluded (F7) Students

An additional intervention was facilitated within the Faculty of Humanities with a group of 85 students who had been re-admitted after successfully appealing their F7 status following the first semester examinations.

The aim of the intervention was to provide underperforming Humanities students at UJ with ongoing additional development opportunities, where they were offered skills and information that would empower them to improve their own academic performance.

Academically underperforming student (F5/F7) psychometric evaluations

The support offered to students on academic probation (F5) and academically-excluded (F7) students serves an important function to both students and faculties. Students are provided with important information and recommendations to improve their academic performance and accessing of UJ resources. Faculties are provided with important information to guide decision-making regarding student support and admission into alternative faculties.

Interventions such as those mentioned above are part of the University's professional support offerings to faculties, academic staff and students.

**CENTRE FOR
PSYCHOLOGICAL
SERVICES AND
CAREER DEVELOPMENT
(PSYCAD)**

PsyCaD's Training and Development Services Unit ...

Accredited training for intern psychologists

Contributing to learning and teaching within the broader UJ system is an important focus of the Centre for Psychological Services and Career Development (PsyCaD), and especially of the Training and Development Services Unit. The Unit is responsible for the professional development of PsyCaD staff and the training of intern educational and counselling psychologists.

PsyCaD, as an accredited psychology internship site, collaborates with both the Faculty of Education and the Faculty of Humanities of UJ. The twelve-month training programme is accredited by the Health Professions Council of South Africa (HPCSA). As a training institute, PsyCaD contributes to the global development of the profession of Psychology. The PsyCaD training programme is regarded as an esteemed programme within the country, evidenced by the annual applications that we receive from applicants in all universities in South Africa.

PsyCaD serves as an accredited internship site for both Educational Psychology and Counselling Psychology intern psychologists and provides supervision and training to intern psychologists (Master's students) as stipulated by the Health Professions Council of South Africa. PsyCaD serves as a practical site for UJ Psychology Master's students (first year and second year) registered within the Department of Psychology. This practical work is a compulsory component of the completion of the students' theoretical years, before they commence with their internships.

The intern psychologists play an important role in contributing to the psycho-social well-being of UJ students.





@UJLibrary



University of Johannesburg Library



DR ROOKAYA BAWA

EXECUTIVE DIRECTOR: THE LIBRARY
AND INFORMATION CENTRE

THE LIBRARY AND INFORMATION CENTRE

Re-imagined and supporting student learning in innovative ways

2014 was a very busy and satisfactory year for the UJ Library and Information Centre, during which the facilities and services available to all its clients were improved in line with the Global Excellence and Stature (GES) strategic thrust. The following highlight the Library's contributions to teaching and learning at UJ.

Renovation of library spaces

The project to renovate the library spaces aligns the UJ Library with best practice with regard to library spaces globally.

The changing higher education environment, digitisation of scholarly content and the impact and influence of technology all served to encourage academic libraries to re-assess their role and function. One of the most striking changes in academic libraries globally is the way in which their space is re-imagined and re-purposed. The UJ Library embarked on a process to consolidate, renovate and upgrade spaces in all the campus libraries in 2012. During 2014 many of the plans came to fruition.

Library Systems and IT

The UJ Library technology infrastructure is comparable to the best in the world. The Library is without any doubt the pacesetter when it comes to the Integrated Library Management System. The project to install e-notice boards and DSTV in the campus libraries attracted attention and an article on this project was published in Electrosonic with the title UJ goes digital with NEC.

During 2014, the UJ Library migrated to the latest version of the UJoogle search tool. One of the improvements is that an integrated list of search results is now presented, ranked according to relevance. Probably the most significant development during 2014 was that a more effective and efficient way was found to incorporate data about the Library's e-book collections in the library catalogue (UJLink), thereby improving access to these information sources significantly.

UJ Library's e-first strategy

The percentage of electronic material in the collection thus increased from 22% in 2013 to 29% in 2014. The marked growth in the electronic collection is in accordance with the e-first policy.



Library participation in the First-Year Experience Programme

The Library participated in the overall University first-year orientation programme for 2014. First-year students were empowered to use the Library right from the beginning through the First-Year Experience programme, as part of which the faculty librarians and information librarians conducted orientation and training sessions on the use of library resources, services and facilities. The Library is continuously improving ways in which it presents orientation to the first-year students. The Library has therefore commissioned a video production to use for the 2015 First-Year Experience Programme.

Faculty subject guides and information literacy modules

The Library embarked on a project to design faculty subject information portals, which were developed using a user-friendly web-based tool called LibGuides, which combines all the advantages of wikis, blogs, and social networking in one package. Through the LibGuides all the clients can get information on faculty-specific books, database subscriptions, referencing techniques and all the e-books that are available for their needs. The LibGuides are accessible via the Library webpage and also through uLink.

To further address the challenge presented by the increased use of the Library, online automated information literacy modules, which undergraduate students could use independently, were explored and developed. The availability of these modules also served to give the faculty librarians more time to attend to the needs of the postgraduates and researchers. In 2015, the focus will be on making the modules interactive in order to support the student's learning styles.

Tutors

As part of the strategy to support learning and teaching and to free the faculty librarians for high-end support, the Library put out a call to all faculties to provide tutors who would be able to give subject-related support to students within the libraries. The faculties responded positively and appointed 32 tutors for the 2014 academic year. In addition, the Library appointed and trained 10 tutors to respond to basic Library enquiries.

The Library collaborated with the Tutor Development Unit to train the tutors. Tutors in the Library wore bibs with the wording UJ Library Tutor to make it easy for students to recognise them and to reach out to them for assistance.

Social Commons and the 24-Hour Study Facility

In addition to the areas designated as quiet study spaces, the Library has also created the Social Commons spaces, where students are able to relax and read a magazine, watch television or talk to a friend. These spaces serve to reduce the noise levels in other areas of the libraries.

The 24-hour study facilities in the libraries supported academic excellence in that they were open throughout the night to enable students to study in a secure environment. To further address the elevated noise levels in some libraries, the Library appointed noise monitors.

Meeting and tutor venues

As part of the re-imagined library, all UJ libraries have additional venues such as tutor venues, auditoriums, boardrooms, training and meeting venues to meet the various needs of our students and staff. The tutor venues were booked for scheduled information literacy classes, where library tutors offered basic library training to first-year students. These venues were also used by the postgraduate students for discussion purposes.

Support for People with Disabilities (PwD)

As the library redesigned its spaces to cater for all the user categories and needs, the creation of spaces for PwD was also considered. The APK Campus Library and the DFC Campus Library already have designated spaces for PwD and equipment to support these students. The other libraries will have the designated spaces as part of the planned library renovations. In the meantime, both the APB and SWC Campus libraries have a computer and a desk that are reserved for PwD.

A last word ...

The UJ Library tracks both the physical and virtual use of its facilities and services and is proud of the fact that both types of use are substantial. This means that the Library is meeting the needs of its clients in a variety of ways. It also shows that the full range of our facilities and collections are relevant to our clients. More details are found in the UJ Library annual report.

Contributor: Ms Nomoya Mahlangu, Director Client Service, on behalf of UJ Library

Service learning @ UJ

Service learning (SL) and work-integrated learning (WIL) are acknowledged as forms of experiential education. Service learning has become a more common component in higher education in South Africa.

The aims of service learning may be briefly stated as engendering a sense of civic responsibility in students prior to their entering the world of employment. SL is, by definition, a mutually beneficial arrangement, during which the community and the students derive benefit.

SL is a formal component of qualifications and, as such, requires that suitable SL placements in community settings are identified. This necessitates that partnering agreements are concluded, that both the student and community hosts are prepared for the SL and that assessment and feedback occur.

UJ PLACED 2 473 STUDENTS IN THE PROGRAMMES WITH AN SL COMPONENT IN 2014 within the **Faculty of Art, Design and Architecture (FADA), Faculty of Education, Faculty of Health Sciences, Faculty of Humanities, Faculty of Law and Faculty of Management.**

A showcase example is the service learning occurring in the Faculty of Education. Through community partnerships, service learning opportunities are provided to students with a view to foster a sense of social responsibility, while simultaneously preparing them to become educational practitioners who are able to support and nurture learning and development in diverse educational contexts.

The Faculty's SL initiative involves partner schools and community organisations and includes BEd and PGCE students on the APK Campus and BEd Hons and MEd in Educational Psychology students on the SWC Campus. The Faculty's community partners are Elands Park Primary, Westbury High, Piet van Vuuren Primary, Vorentoe High, UJ Metropolitan Academy, Johannesburg Secondary, Sparrow Foundation, Sparrow Combined, Hope School, Kingsway Centre for Concern, New Nation Secondary, Unified Comprehensive, Coronationville High, Leigh Mathews Trauma Centre, Thandulwazi Trust, Dowling Street Primary, Laerskool Jim Fouche, Laerskool Generaal Christiaan de Wet, Masimambane College, Tebogo Trust and Tomorrow Trust.

Service learning opportunities to students in the BEd in Foundation Phase Teaching on the SWC were provided at UJ's Funda UJabule School.



Work Integrated Learning

Formal learning in an authentic industry workplace



By: Susanne Taylor, UJ WIL Coordinator

UJ offers a wide range of traditional higher education, professional and career-focused programmes, where some of the latter are offered according to the cooperative education model. Cooperative education is where classroom learning is complemented by structured, real-life experiential learning, known as work-integrated learning (WIL). WIL takes on various formats: work-directed theoretical learning, problem-based learning, project-based learning and workplace and clinic-based learning.

The model has three important partners: the education institution, the company/ employer/community and the student. The advantages offered are many: students gain valuable life and work experience prior to graduating, companies can 'try before they buy' entry-level staff, and the education institution and its lecturers are able to ensure

that programmes offered remain up to date and relevant to the industry/sector needs.

By ensuring a "best match" between student skills, personality and company culture, the work-integrated learning placements often result in full-time graduate placements, a wonderful incentive for students and companies alike. Companies are also able to benefit by claiming tax rebates and grants from their Skills Levy contribution for participating in this education process.

UJ is a member of the Southern African Society for Cooperative Education (SASCE). The focus of the WIL office is to open doors for work-integrated learning in industry and to facilitate relationship building between the UJ subject expert (the lecturer) and their counterpart in the external partner company.

WIL is a formal requirement in each of the Engineering Technology programmes and

Health Sciences students are placed within accredited training facilities in accordance with regulatory requirements. Other UJ programmes with a WIL component include: Architectural Technology (FADA), ND Marketing, ND Hospitality Management and ND Tourism Management in the Faculty of Management, ND Public Relations and Communication (Humanities), and in the Biotechnology, Food Technology and Analytical Chemistry programmes in the Faculty of Science. Exciting developments have seen WIL being introduced into the Human Resource Management and also the Commercial Accounting qualifications.

Companies benefit from the national Skills Development Levies for taking in students and partnering with higher education institutions in the delivery of educated, trained and skilled graduates for the workplace.

National Benchmark Test (NBT) and National Senior Certificate (NSC): Why both?

By: Prof Alban Burke, Director: Centre for Psychological Services and Career Development

UJ requires all its first-year applicants to write the National Benchmark Test (NBT), the results of which are utilised by faculties to ensure that students receive the necessary academic support towards their academic success.



Entering university for the first time poses many challenges, of which academic performance is probably the most important, for both prospective students and for universities to try and accurately predict academic success. In order to do so, one needs as much information as possible. Furthermore, the demand for tertiary education far outweighs the limited spaces, which implies that many academic programmes will have to select a limited number of students each year.

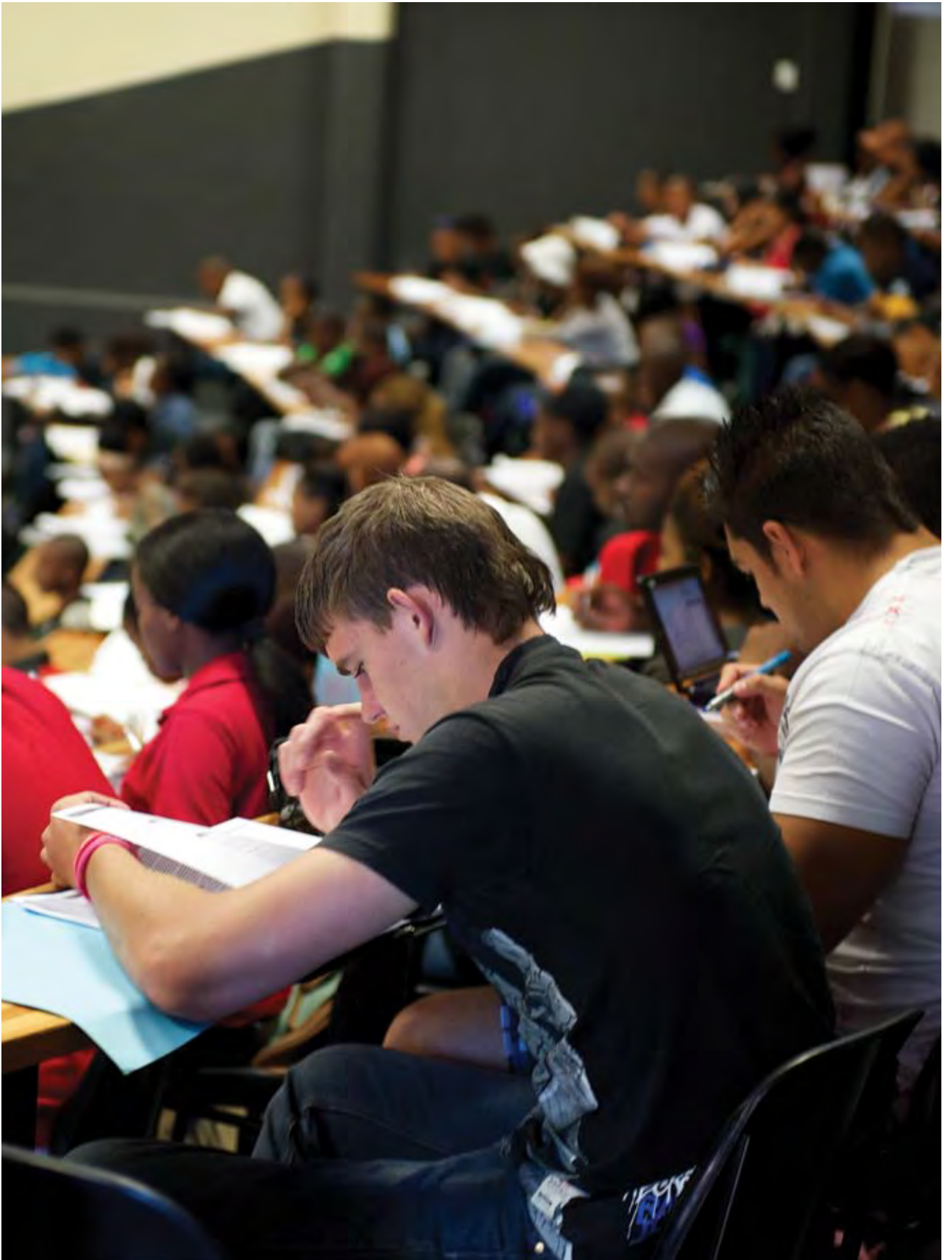
Different universities (and within those different academic programmes) use different measures and assessments. Although the NSC is used as the main criterion, many universities require the writing of additional admissions tests. The NBT is one of many possible tests, but is also the most widely used one in South Africa at present. To understand why admissions tests are used, one needs to distinguish between two broad categories of assessments in an academic environment:

- Attainment testing: Attainment tests are used to ascertain whether learners, who have completed a course of study such as matric, have acquired a requisite level of mastery in the *relevant area of the curriculum*.
- Proficiency testing: These tests typically measure a person's potential, for instance to cope with the demands of an academic programme.

Although an academic programme may build on acquired knowledge, many academic programmes have new/different information, which implies that a good performance in matric does not guarantee success at university. A proficiency test gives an indication of a person's potential to acquire knowledge in a new field.

An important note about NBTs is that they assess a person in three basic academic areas, i.e. Academic Literacy, Quantitative Literacy and Mathematics. One cannot pass or fail the tests as a score is merely compared to norms; therefore, a score is classified as Basic, Intermediate or Proficient. It is typically accepted that:

- Students who fall into the basic category will need extra support and guidance in order to succeed;
- Students who fall into the intermediate category will need some support;
- Students who fall into the proficient category will be able to succeed independently.





Faculty of ART, DESIGN AND ARCHITECTURE (FADA)



PROF FEDERICO FRESCHI
EXECUTIVE DEAN: FACULTY OF ART,
DESIGN AND ARCHITECTURE

Pushing the envelope, taking people out of their ruts, doing the unexpected, being bold and innovative, while always keeping excellence in sight – this is the way of FADA.



Collaborative participation – solving real-life problems from design to end product

In 2014, the Cumulus Conference was hosted by the Greenside Design Centre (GDC) and the Faculty of Art, Design and Architecture (FADA) at UJ. The conference was titled Design with the other 90%: Changing the World by Design and set out to explore the role that art and design should play in sustainable social advancement within the context of the African continent.

The Department of Fashion Design, in collaboration with the Department of Industrial Design at UJ, participated in a project to design and produce a carry-all bag that was presented to all of the conference delegates.

The design of the carry-all bags took the form of a collaborative project between the third-year Industrial Design students and the second-year Fashion Design students. Students needed to take into consideration the feasibility and user-friendly aspects when designing the bag. This resulted in a number of creative and innovative prototypes. Panel members from GDC and FADA selected three carry-all bags for manufacture. A feature that stood out was the customised button that was developed and produced by two Industrial Design students.



The manufacture of 250 carry-all bags was completed by the first and second-year Fashion Production and Fashion Design students at UJ. The manufacturing process served as a simulated working experience that provided the students with an opportunity to solve real-life problems throughout the conversion process from design through to end product. Some of these problems included: the re-engineering of prototypes to conform to manufacturing constraints; leading, motivating and managing teams of 25 people with different skills levels; sourcing raw materials and trim on a limited budget; monitoring waste and work-in-progress; as well as controlling quality. At the end of the project, the students expressed a sense of pride-of-workmanship and accomplishment as to what they were able to achieve when working together as a team.

Experiencing Joburg: An experimental design project

Course leaders:
Terence Fenn and Brendan Grey

The Department of Multimedia students often collaborate with other departments in inter-disciplinary design projects. In a recent project titled: **EXPERIENCING JOBURG**, third-year Multimedia Design students joined students from the Department of Graphic Design in an experimental design project to design an interactive application.

experience design

The purpose of this project was to introduce students to experience design. Experience design is the purposeful, emotive and aesthetic conceptualisation of a design solution that articulates the needs and desires of the intended end users. It is often applied in combination with usability design that tends to focus on the more functional aspects of human computer or product interaction.

The learning and design requirements of the Unit were conceived to be experimental, challenging the notion that undergraduate students cannot cope with highly-complex design problems. Design tasks were purposefully constructed as indeterminate, encouraging problem resolution and conceptual reflection.

Design teams were introduced to the theory of experience design and conducted a range of exercises and interventions. Design teams were asked to curate an experience of Johannesburg that would encourage a positive emotional response to the city on a digital channel.

The aims of this Unit were to introduce students to the field of experience design, with a specific focus on the notion of experience as central to design strategy (rather than only limiting it to visual treatment); to enhance design students' understanding and abilities to resolve problems that are complex in nature; to develop students' abilities in conducting design research and to use subsequent findings to orientate and inform solutions; and for interaction design and graphic design students to work together in design teams and thus learn from one another collectively.

The Unit kicked off with a theoretical discussion of the conceptual underpinnings and core principles of experience design. Key texts referred to in the discussion included Marc Hazzenzahl's Experience Design for All the Right Reasons (2010), and Peter Wright and John MacCarthy's Experience-Centred Design: Designers, Users, and Communities in Dialogue (2010).

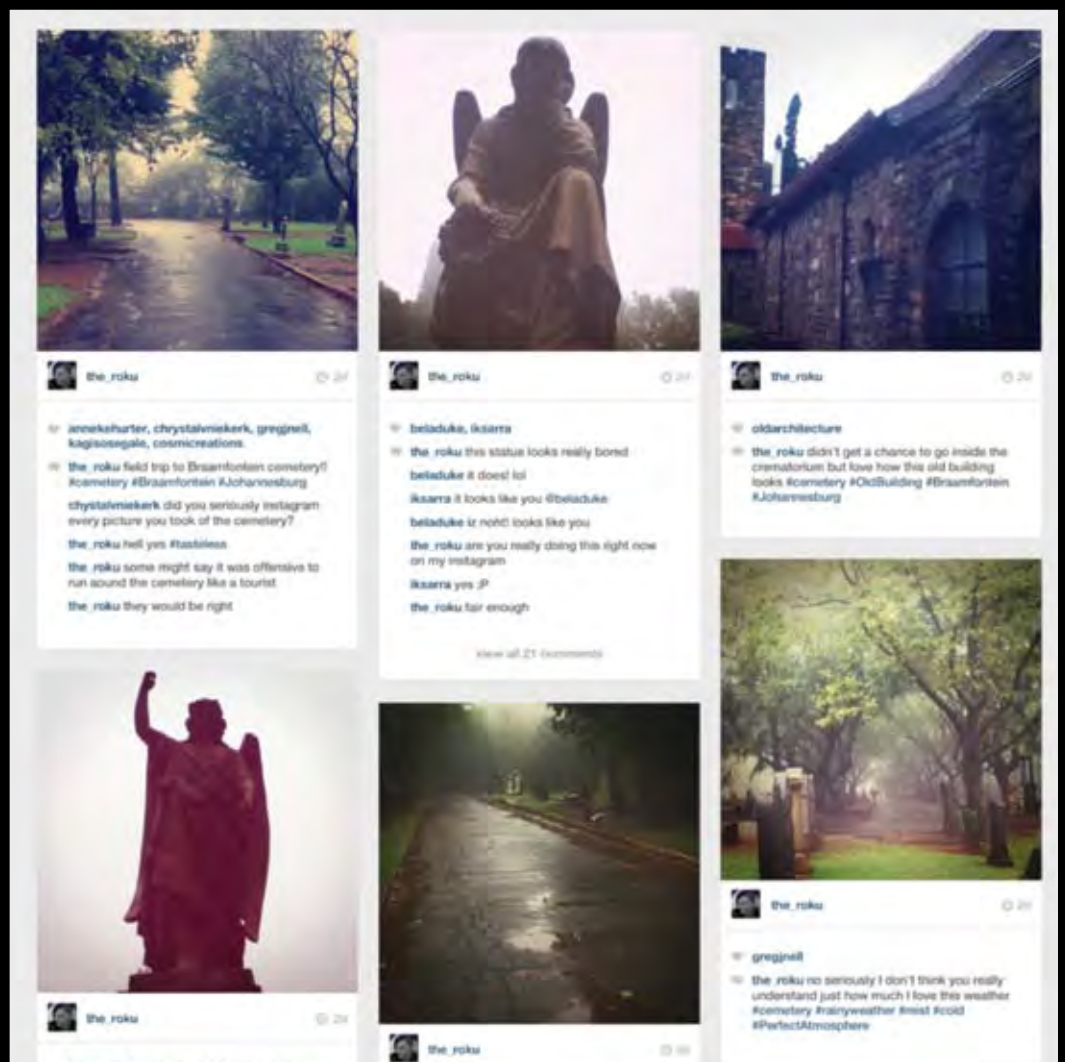
A key principle of experience design is to use design research tools such as interviews and observation to gain insights into the needs and perceptions of intended end-users. Design groups were tasked with constructing an interview guide that would be used to extract a narrative from interview respondents that described their ideal 'Joburg City' of the future. The reason for using 'future thinking' was to encourage respondents to articulate their aspirations for a future city in imaginative ways rather than to focus on current issues. Students were required to individually carry out interviews, analyse data to extract key insights and to construct personal designs to reflect the attributes and aspirations of their interviewees.

(FADA)



Persona design derived from user research

The second learning intervention was a field visit to a range of sites in Johannesburg, including the Roman Catholic Cathedral, the Municipal Swimming Pool at the Ellis Park Precinct, Johannesburg Park Station and the old Braamfontein Cemetery. Students were tasked with analysing the sites in order to determine their own experience of the site and how the architectural, visual and societal aspects of the site informed their emotional responses. The outcome of this exercise was a visual analysis of one of the sites by each student.





Reflections on the Braamfontein Cemetery by Communication Design student, R. Palmer.

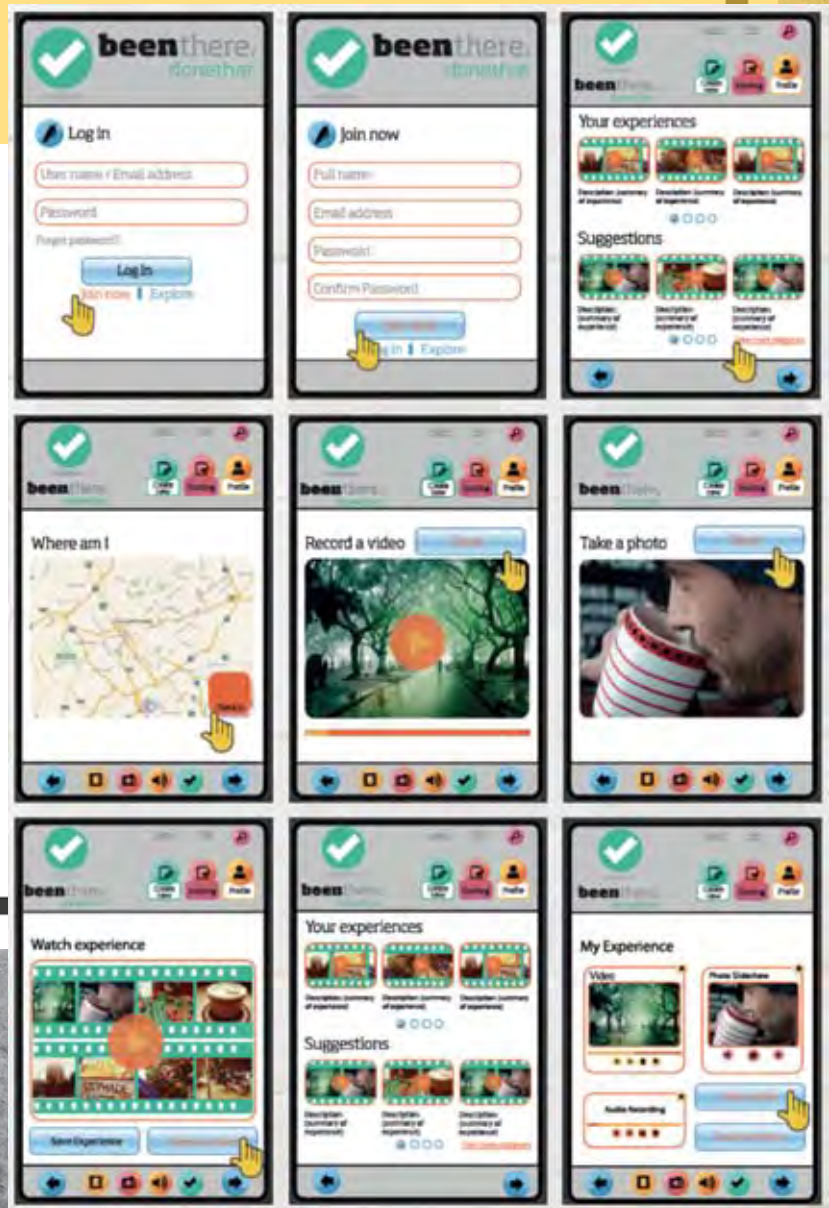
Groups were then tasked to conceive, plan and visually articulate a design intervention. The design would have to create a positive experience of the Johannesburg CBD, originate from insights gained from the interviews they had conducted and incorporate at least one digital channel.

Final solutions that students developed included Been There, Done That, a digital social tour guide of Johannesburg, which is an application that allows users to document the various media capabilities afforded by smart phones and activities or journeys that the users undertook in the Johannesburg CBD. Experiences created by others are also made available on the application so that users can try the experience for themselves.

Design comps relating to the Been There, Done That mobile application

Some other digital applications included:

- Bin it to Win it, a system that encourages recycling and income generation through the creation of a kiosk device that pays cash for recycled matter;
- Bonajosi, a mobile application that encourages late-night revellers to use the Johannesburg Rea Vaya Rapid Bus Transport system and to explore the extensive nightlife that Johannesburg has to offer;
- Braamfontein Experience, a virtual tour of Braamfontein Cemetery, Johannesburg's oldest cemetery. The tours, conducted via a mobile application, range from the historical, to the ghostly. The value that the application would bring is an appreciation of one of Johannesburg's more beautiful heritage sites;
- Joburg: The Experience, a live-action role-playing game in which the player gets to experience Johannesburg's infamous criminal underbelly. Tourists get to return home having experienced their own hijacking, kidnapping or murder;
- Jozi Hop, a digital application that turns the whole of Johannesburg into a social network. The Jozi Hop application allows users to plan activities as a group, to see where their friends are and view interesting locations.



ECONOMIC AND FINANCIAL SCIENCES (FEFS)

FOCUS ON
THE NINE
FACULTIES

The Faculty of Economic and Financial Sciences maintains standards of absolute excellence in both response to inputs and proactive moves.



A focus on ... the FEFS Learning and Teaching Committee

With

10 864

student enrolments in

2014

FEFS continues to be the largest faculty in terms of student numbers.

Brief insight into the typical work done by the UJ Faculty Learning and Teaching Committee is provided in this section.



PROF AMANDA DEMPSEY
EXECUTIVE DEAN: FACULTY OF
ECONOMIC AND FINANCIAL
SCIENCES (FEFS)

UJ's focus on excellence in learning and teaching is fully-supported and actively promoted at FEFS. The Faculty strives to enhance learning through innovation, creativity and the development of a culture of scholarly and effective teaching.

The FEFS Learning and Teaching Committee embraces the challenge to work actively from “student survival” to “student success” and ultimately to “student thriving”. Understanding the basic principle that teaching is always a work in progress and improvable, the committee undertakes an effort to strengthen the value of learning and teaching at UJ by pursuing the following goals:

- Create opportunities in the Faculty to engage in a continuous discourse about student learning, addressing such questions as:
 - What do we know about the students we teach? A presentation and discussion of the profile of FEFS 2014 first-year cohort informs lecturers about the needs and support required by the students.
 - What do we know about how students learn?
 - What are our learning goals (learning to be) for students?
 - How should students be engaged in order to take ownership of their own learning?
- Provide opportunities for members of the Faculty to learn from one another by sharing innovative teaching practices and strategies for improved student learning;
- Build synergy between learning and teaching development efforts in FEFS and student academic support services (e.g. ADC, Writing Centre, PsyCaD, the Institutional Office for HIV/AIDS, Library, etc.);
- Enable the academic success of students from diverse backgrounds by promoting best practices for inclusive teaching during activities and interventions during the Orientation Week and first-year seminars, investigating achievement gaps in student learning through Operation Safenet, and supporting strategies for overcoming such gaps, for example tutorials, teaching assistants and mentors;
- Formulate and implement teaching and learning policies and administrative processes.

The departments in FEFS follow a collaborative, collegial, and consultative approach in terms of learning and teaching, resulting in a diverse range of expertise and creativity; a professional approach of integrity, honesty, and respect; attention to accessibility and inclusivity; and a focus on excellent service and high-quality teaching. The self-evaluation reports (SERs) of all the departments in the Faculty commended the learning and teaching efforts in FEFS, in spite of large numbers of students, big classes and unfavourable lecturer: student ratios.



Student successes

Evidence that the effort by the TLC and academic staff pays off may be seen in the pass rate: **2014 UJ graduates achieved a pass rate of 95% in the South African Institute of Chartered Accountants' (SAICA's) Initial Test of Competence (ITC), with two UJ candidates being placed in the Top 10.** This performance is a clear case of pushing the boundaries of excellence.

In 2014, UJ also produced the highest number of successful black candidates among residential universities, accounting for 27% of African black candidates who passed the examination.

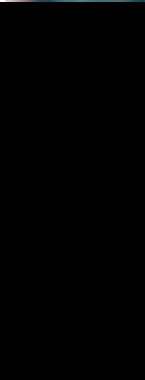
And there is more ...

CIMA Global Business Challenge –The BCom Honours (Financial Management) students participated in the CIMA Global Business Challenge (GBC) again in 2014. Three UJ teams reached the South African final and finished second, third and fourth.

CFA Institute Research Challenge – A group of five honours students participated in the CFA Challenge. UJ, together with three other South African universities, participated in the local challenge. Students had to compile a market research report in which they valued the share price of a listed company. The UJ team won the South African leg of the challenge and represented South Africa at the global challenge held in April 2015 in Amsterdam.

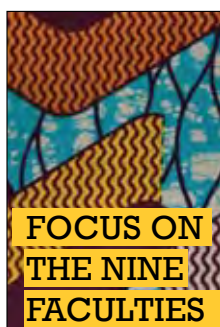
Old Mutual and Nedbank National Budget Speech Competition – Mr Lucky Pane, a student from the Department of Economics and Econometrics scooped first prize in the postgraduate division of the Old Mutual and Nedbank National Budget Speech Competition. He received his prize from the then Minister of Finance, Mr Pravin Gordhan, at a special banquet.

FEFS
FEEL THE PULSE,
LIVE EDUCATION,
UNLEASH YOUR POTENTIAL





The Nancy Best Literary Awards



Faculty of EDUCATION

The Department of Education Leadership and Management is the custodian of the Education Leadership Institute, a collaborative project with the Harvard Graduate School of Education.

The Faculty's Science education is one of the strongest programmes and boasts large numbers of postgraduate students, has ever-expanding research output and is involved in the development of practising teachers.



PROF SARAH GRAVETT
EXECUTIVE DEAN: FACULTY OF
EDUCATION

From Case Teaching to Teaching Awards

The Faculty of Education at UJ is housed on three campuses: Soweto Campus, Auckland Park Kingsway Campus and the research village on the Auckland Park Bunting Road Campus. It also offers a Foundation Phase teacher education programme in Siyabuswa, in collaboration with the University of Mpumalanga. The Faculty consists of five academic departments, two research centres and it houses two Chairs. Childhood Education (Soweto Campus) is one of its flagship programmes.

Teaching and learning are close to its heart – as may be seen from just three of many examples.

Case teaching – A teaching innovation for first-year teacher education students is the extensive use of case teaching as part of one of their course curricula. A book on South African cases, compiled by Prof Sarah Gravett, Prof Josef de Beer and Dr Kay Merseth from Harvard University, is used. In a survey among first-year students, they mentioned the case pedagogy used in this course as the most meaningful contribution to their learning experience in their first year.

A unique teacher education model involving the Funda UJabule School

The Soweto Campus childhood teacher education programmes – BEd in Foundation Phase (FP), Teaching and BEd in Intermediate Phase (IP) teaching

– are designed to capitalise on a central organising principle of how children learn and develop. The trio of integrated practical/experiential learning opportunities, namely students' continuous involvement in the teaching school, their service learning activities and the work-integrated learning periods in schools, are what characterise the uniqueness of the primary school teacher education programme on the Soweto Campus.

Particularly, the inclusion of a student practicum component at the teaching school (Funda UJabule) for the four years of their academic programme is what sets apart primary school teacher education in UJ's

Department of Childhood Education. With the focus on the development of young children, the service learning activity is aimed at teaching students about the factors impacting the social interaction of young children. Here, students design an anti-bullying campaign and teach the foundation phase school learners how to be 'buddies'. In the third year, the service learning activities find expression in a storytelling festival, and students write and enact short plays based on stories from their use of English language children's texts for the Funda UJabule learners.

BEd Foundation Phase final-year students: Play production

For the first time in 2014, the fourth-year BEd FP students worked in conjunction with the UJ Arts and Culture Department to produce play productions based on themes relevant to the foundation phase classroom (such as traffic safety and bullying). Students incorporated dance, drama, music and props in a performance for Grade 4 Funda UJabule learners.

Excellence in Teaching Award

The Faculty of Education boasts many achievements of its staff and is particularly proud of Dr Lara Ragpot, here seen receiving the Best Teacher Award, with Prof Angina Parekh and Prof Ihron Rensburg.



From left: Prof Angina Parekh, Dr Lara Ragpot and the Vice-Chancellor and Principal of UJ, Prof Ihron Rensburg

(FEBE)

FEBE offers Engineering Technology programmes and Engineering Science programmes, leading to a four-year professional degree.

Faculty of ENGINEERING AND THE BUILT ENVIRONMENT

FOCUS ON
THE NINE
FACULTIES

Innovations, internationalisation and initiatives

FEBE recognises the importance of the 2025 UJ Strategic Goals. The Faculty is working towards these through a number of unique, yet modernised, approaches.

The Faculty is accredited by five professional bodies: the Engineering Council of South Africa (ECSA), the South African Council for Planners (SACPLAN), the South African Council for Professional and Technical Surveyors (PLATO), the South African Council for Project and Construction Management Professions (SACPCMP) and the South African Council for the Quantity Surveying Profession (SACQSP). Quality education is thus extremely important, with industry specialists partnering in the Faculty's training enterprise.

FEBE participates in the First-Year Seminar (FYS) programme to help first-year students make the transition from high school to university. In 2014, the FYS programme included a pre-registration skills seminar for Bachelor of Engineering students, which was run simultaneously at the Auckland Park Kingsway and Doornfontein Campuses. It incorporated industry presentations, fun activities to help foster relationships, parents and student Q&A sessions, campus tours, and a welcome address by FEBE Executive Dean and support departments.

FEBE was excited to 'move in' to the new and soon to be renamed Perskor Building on the Doornfontein Campus. This move substantially enhanced the teaching and learning experience, in terms of both centralised as well as faculty-specific infrastructure. The Perskor Building also hosts the new Work-Integrated Learning (WIL) Centre that is operated by Resolution Circle (Pty) Ltd and provides for the required practical training for mechanical and electrical engineering technology students.



PROF SAURABH SINHA

EXECUTIVE DEAN: FACULTY OF
ENGINEERING AND THE BUILT
ENVIRONMENT (FEBE)

Innovations? *Yes!*

As part of the Civil Engineering Technology Structural Steel and Timber Design 3 module, students in groups of 10 were required to build a structural steel bridge consisting of two trusses. Presentations and testings were held. A high-speed camera was used, in conjunction with screens, for participating teams to see the load-deflection graph. The project design required trusses consisting of compression (strut) and tension (tie) members riveted to end plates. The bridge design was required to be 2 400 mm in length, 700 mm in height and 350 mm wide; supports were to be spaced at 2 300 mm. The bridges were required to withstand a specific load, with varied truss layout per group. Bridges were loaded until they collapsed, the collapsing load was compared to the design load and the difference discussed.

Internationalisation in FEBE?

The Faculty is home to some 53 (of an institutional total of 231) international academic staff, with the Faculty having taken the lead among all faculties in the University. The Faculty registered 634 international students, reflecting the carry-forward of the institutional brand to the international community. A prominent outbound programme continues to flourish through the Department of Civil Engineering Science, where the Civil Engineering Student Society (as of 2014, a formal SAICE chapter), takes more than 30 third-year undergraduate students on an international tour among the BRICS countries. The 2014 tour was to Russia. The tour encompasses both academia and industry, with particular emphasis on multi-national firms.

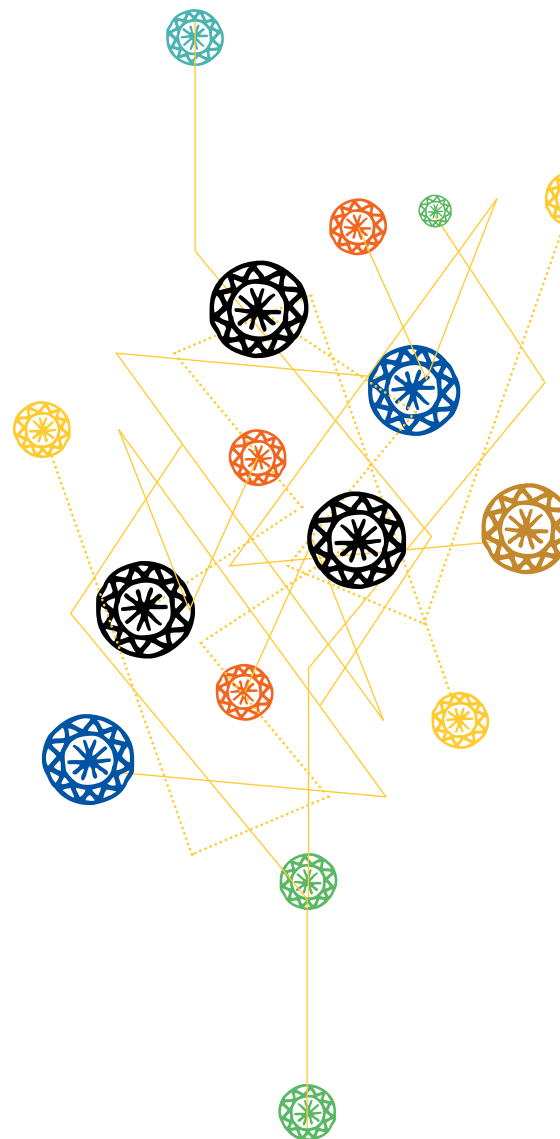
FEBE is proud of Lucia!

Lucia Pelser of the Faculty of Engineering and the Built Environment received the Vice-Chancellor's Distinguished Award for Service Beyond the Normal Call of Duty. Ms Pelser is the relationship coordinator for the entire student cohort in the BEng, BTech and national diploma programmes, and was instrumental in starting a mentorship programme to assist struggling students with academic issues, accommodation and a food scheme to support financially stressed students.

Community service and stakeholder engagement

A UJ Solar Car Challenge was completed in October 2014. The initiative was led by the UJ Energy Movement under the leadership of Nickey Janse van Rensburg. The UJ Solar Car is named the "llanga," and is not only a vehicle impacting from an increased efficiency of solar cells, but also one that engaged several thousand pre-university students in its journey between Pretoria and Cape Town in September/October 2014. The UJ Solar Car received the 2014 Technology and Innovation Award in the 2014 Sasol Solar Challenge.

In addition to this, the outreach wing of the Faculty, the TechnoLab, conducted a number of school visits, engaging school groups through events such as a CO2 Dragster challenge. The Faculty's social media impact was substantially enhanced with over 1 500 reaches.



Faculty of HEALTH SCIENCES



The University's teaching philosophy sets the background against which the Faculty of Health Sciences may best be seen and appreciated. It is a faculty par excellence in which 'learning to be' takes place every day, in every classroom, laboratory and clinic.



PROF ANDRE SWART
EXECUTIVE DEAN: FACULTY
OF HEALTH SCIENCES



An insight into enrolment targets and staff qualifications

The Faculty of Health Sciences progressed at a steady pace during 2014 to maintain its path of achieving the UJ Global Excellence and Stature 2020/2025 target for Strategic Objective Two that relates to Excellence in Learning and Teaching. Many successes were attained in a number of areas that are reflective of the life cycle of a UJ student, beginning with the enrolment of outstanding students from diverse backgrounds and ending with the final graduation of a competent health practitioner.

Human Anatomy

The overall student enrolment target for the undergraduate and postgraduate registrations set for Faculty was reached, although the latter showed a slight decrease in the master's degree qualification when compared to 2013. The demographics of the student body for 2014 reflected an increase in the number of female undergraduates, in the number of male postgraduates, as well as in the number of students from designated groups. International student numbers, however, showed a slight decrease.

The overall improvement in the success rates for undergraduate and postgraduate students for 2014 are resultant of the following strategic institutional interventions, namely, the appointment of twelve strategic tutors and three assistant lecturers supported from GES funding, the appointment of departmental tutors from Faculty resources and the referral to academic support programmes of identified "at-risk" students. There was an increase in the number of graduates for 2014 across all the different qualification types, from diplomas through to masters and doctorates.

The Flagship facilities of the Faculty in the form of the Clinical Simulation Laboratories, the recently fully-fitted Human Anatomy and Physiology Complex and the Optometry laboratory venues afforded great opportunities for the integration of the theoretical and practical knowledge gained by students.

The increase in the roll-out of the tablet project within the Faculty guided the increased use of technology in learning and teaching.

The Learning and Teaching targets for 2014 would not have been attained if it was not for the professional and high level of competency of the academic and support staff of the Faculty. Of the Faculty's academic staff complement, 97% have the minimum qualification of a master's degree, with a third of these registered for doctoral degrees. A quarter of the academic staff complement of 104 individuals already holds a doctoral qualification. Faculty staff serve, with distinction, on a number of national and international academic boards and advisory committees related to their specific professions.

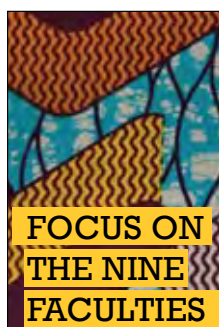


Simulation lab



Simulation lab practicals

To study society – its successes and its problems – from a critical, objective, informed and bold perspective and to imaginatively suggest new social possibilities and alternative ways of being is the field in which the Faculty excels and in which it imparts the spirit of progress towards the social good to thousands of young South Africans.



Faculty of HUMANITIES



PROF RONEL JOHL
EXECUTIVE DEAN (ACTING):
FACULTY OF HUMANITIES
(Held position until 31 July 2014)



PROF LIONEL POSTHUMUS
EXECUTIVE DEAN (ACTING):
FACULTY OF HUMANITIES
(Held position until 30 April 2015)

Excellence all the way!

Excellence in Academic Offerings

Not only did 2014 see a number of Humanities disciplines among the top 200 in the world according to the QS subject ranking system, but its teachers and students also shone. English, Politics and International Studies were ranked in the 151 to 200 category. In the newly-released rankings, Development Studies is the new star and was ranked in the top 100 offered in this area in the world.

COMMUNICATION, MEDIA STUDIES, HISTORY, LINGUISTICS, PHILOSOPHY, PSYCHOLOGY AND SOCIOLOGY ARE RANKED AMONG THE BEST 200 TO 300 IN THE WORLD, AND ENGLISH AMONG THE TOP 300 TO 400. IN ADDITION, LINGUISTICS IS RANKED THIRD BEST IN SOUTH AFRICA.

Student excellence

The end of 2014 saw **Charity Chisoro** emerging as the top achieving student both in the Humanities, and at UJ. Charity, a 30-year-old Zimbabwean national, who could not further her studies due to lack of funds after completing her matric in 2002, seized an opportunity to study at UJ when her father became a lecturer at the University in 2012. Since then, she has never looked back. She is currently studying towards an Honours degree in Development Studies at UJ.

For nine years, Chisoro was unable to study further because her parents could not afford her tertiary education. Upon completing her matric, she worked as a temporary teacher and later worked for a local Zimbabwean bank to make a living. Four years ago, inspired by her younger brother (who also was a top achiever at the University), Chisoro applied to study Development Studies.

As UJ provides educational assistance to its employees, Chisoro's father, who was working as a lecturer at the University, could then fund his daughter's study fees. "Although I was not aware that I could pass that well at university level, I worked very hard because I did not want to disappoint myself and my father. I told myself that this was the opportunity I had been longing for and I could not waste it".



Charity Chisoro, top achieving student 2014



Watch Charity at the orange-carpet initiative on the UJ YouTube channel.





Teaching excellence

In 2014, Dr Catherine Botha of the Department of Philosophy became the fifth staff member in the Faculty of Humanities to be awarded a Vice-Chancellor's Award for Teaching Excellence since the inception of the award in 2009. Previous award recipients were Prof Carina van Rooyen (Department of Anthropology and Development Studies), Prof Hennie Lotter (Department of Philosophy), Prof Nathalie Hyde-Clark (Department of Communication Studies), and Prof Thea de Wet (Department of Anthropology and Development Studies).

FROM LEFT: DR ZOSA GRUBER, PROF LIONEL POSTHUMUS (ACTING DEAN OF THE FACULTY OF HUMANITIES IN 2014), DR EDITH PHASWANA AND DR MARIA FRAHM-ARP

The Faculty has also introduced *three teaching prizes in 2014*, namely a prize for the best first-year lecturer (excluding the first year), and best Honours lecturer. The winners of these prizes were respectively Dr Maria Frahm-Arp (Religion Studies), Dr Edith Phaswana and Dr Zosa Gruber (both Anthropology and Development Studies).

When Dr Catherine Botha was appointed as a full-time lecturer in the Department of Philosophy in January 2009, she brought with her an inspiring range of talents and experience which she is now putting to innovative use in her classroom. Not only did she have a cum laude Master's degree in Philosophy from the University of Pretoria and significant teaching experience, but she had also been awarded a Certificate in Ballet Teaching from the Royal Academy of Dance in the United Kingdom, which resulted in a year's teaching in a Dance Academy in Ghana and has, more recently, developed into a keen interest in the Philosophy of Dance.

The students in the Philosophy Department are now benefiting directly from the combination of all these achievements. Catherine, who was awarded a doctorate from the University of Nijmegen in the Netherlands in 2014, was soon recognised by colleagues and students alike as one of the most inspiring and passionate young teachers, as someone who is completely committed to transforming her discipline from one which she describes as "combative" and

which students sometimes experience as "too difficult" or "too nasty" to one which creates an enabling environment, which encourages multiple perspectives and in which students develop the confidence to express their opinion without fear of ridicule or undue censure.

In order to achieve this, Catherine strives to provide her students with a holistic, coherent learning experience, based on personal interaction, positive reinforcement and carefully sequenced incremental development. She ensures that there is alignment between all components of her modules so that the reading material, tutorials, lectures and assessments are explicitly linked and that students are aware of this as the module develops.

In addition to this, Catherine, like other colleagues, extends the traditional orientation period to be integrating skills-based materials throughout the module so that students recognised their immediate relevance and benefit. In addition, she is always willing to implement innovative assessment practices: her students have opportunities to submit what she calls "practice assessments" ahead of the final submission and they also have "mock mark assignments" where they play the role of the lecturer and comment on essays written by other students.



watch online



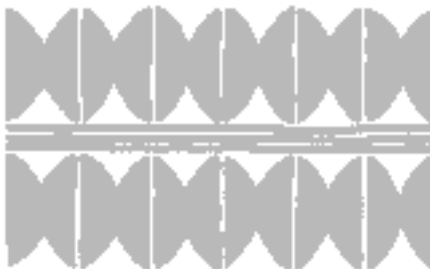
The Faculty of Humanities hosted its inaugural Humanities Teaching Excellence Awards on 12 February 2015. Three outstanding lecturers teaching undergraduate and lower postgraduate courses within the Faculty were capped the Best Teacher-Lecturers during 2014. Each received a prize to a total value of R20 000.

Religion Studies lecturer, Dr Maria Frahm-Arp, was awarded the Teaching Excellence Award for First-Year Teaching. "I quite enjoy the first years. I love their kind of enthusiasm and that they think that my subject is cool and interesting," she says. The other two recipients come from Developmental Studies. Dr Edith Phaswana received the Teaching Excellence Award for Senior Undergraduate Teaching. Prof Carina van Rooyen, the Head of Department at UJ's Anthropology, has a high regard for Edith's blended learning and teaching approach. "The web-based learning and use of tablets in the first-year teaching connects her to individual students who might be shy to speak in large classes." Of Dr Zosa Gruber, a senior lecturer, who was awarded the Teaching Excellence Award for Honours Teaching, she said: "Zosa has created an enabling environment in which she has started to foster a community of learners united by a passion for development practice and a strong appreciation of values, of equity, fairness and non-discrimination."

Special initiatives towards excellence in learning and teaching

• First-Year Seminar

The Faculty constantly strives to offer all its students an engaging and informative First-Year Seminar, with an expanded version for 2015 already planned to occur over three days, including more socially orientated activities to create friendships and bonds within the first-year group.



• Learning and teaching workshops

With the need to forever push the envelope of good learning and teaching practice, the Faculty of Humanities hosted a series of workshops to inform and engage with its academic and teaching staff. The nine-week series was hosted from 25 August to 27 October 2014 during Monday morning breakfast sessions in the Madibeng conference rooms.

A broad range of topics was presented:

- Assessment practices in the Humanities;
- Teaching with technology (rookies);
- Teaching with technology (veterans);
- Teaching excellence and promotion;
- Teaching evaluations;
- Tutors and the tutorial system;
- Lecturers learning from the students;
- How students learn;
- Catering for good students;
- Plagiarism;
- Citizenship and students;
- First-year enrolment, registration and programme and module information dissemination MAMS.

Excellent success rates

The intake of undergraduate students in the **three-year** period

2011 TO 2014
averages around **5 000**

and the intake of postgraduate students around **700**

The undergraduate success rates since 2009 have shown a remarkable improvement, thanks to a greater awareness among lecturers, a high level of support to both lecturers and students, early identification and support of at-risk students, the tutorial system, and a high level of commitment from departments.

• Risk Management

Humanities and PsyCaD hosted an intervention in the second semester of 2014, with 85 students who had been identified by the Faculty of Humanities as severely underperforming. These students had recently been classified as F7 and had been re-admitted. Based on recommendations from an intervention that was run in the first semester of 2014, as well as the need to specifically assist newly identified and re-admitted F7 students, it was decided that an intervention for Humanities students in the second semester would be beneficial.

The aim of the intervention was to provide underperforming Humanities students at UJ with ongoing additional development opportunities, where they were offered skills and information that would empower them to improve their own academic performance. The pre-post-LASSI comparison revealed that students' concerns for most of the areas assessed had decreased; that is to say that students felt slightly more confident academically after the intervention. It also appeared that students had gained skills from attendance to various workshops/support services. Therefore, most of the objectives of the intervention had been met.



We are a society in transition, vulnerable to influences for good and bad, a fact which the Faculty of Law is keenly aware of and to which it answers in multivalent initiatives.

Putting the Faculty of Law in perspective

When the statistics of the respective faculties at the University are reflected in documentation or displayed on screens at the Council or to any other audience, the Faculty of Law is invariably singled out as one of the smallest faculties. This is a misrepresentation. The Faculty's dimensions may be small as regards staff, but definitely not when it comes to student numbers. In addition to teaching law students, the Faculty of Law offers service courses to other faculties (particularly the Faculty of Management and the Faculty of Economic and Financial Sciences), on an enormous scale on three of the campuses to almost 8 000 students. This includes subjects such as Commercial Law in the BCom programmes, and the respective Business Law and Commercial Law modules that form part of the National and the UJ Diplomas offered by the University. If the students in non-subsidised programmes are taken into account (approximately 1 700), it is clear that tuition is provided by a small number of law teachers to a large number of students – more than 11 000.

Faculty of LAW



PROF PATRICK O'BRIEN
EXECUTIVE DEAN: FACULTY OF LAW

Moot court competitions

The Faculty's top undergraduate achievers were given the opportunity to participate in local and international moot court competitions.

During May 2014, internal moots were held to select students to participate in the 23rd African Human Rights Moot Court Competition that was scheduled to be held from 1 to 6 September 2014 at the University of Nairobi. Despite the fact that the Faculty has been participating in this event for many years, the difficult decision was made to withdraw from the competition as a result of travel warnings issued relating to the risk posed by the Ebola virus. The Faculty then accepted an invitation to have the students chosen for the competition participate in the 14th All Africa International Humanitarian Law Moot Competition that was held in Arusha, Tanzania from 15 to 23 November 2014. The competition was arranged by the Regional Delegation of the International Committee of the Red Cross (ICRC) with support from the International Criminal Tribunal for Rwanda (ICTR). The competition brought together undergraduate students from English-speaking African countries to be challenged on matters of International Humanitarian Law and humanitarian action. Participants were placed in a fictional conflict scenario where they were required to assume the roles of various stakeholders and to demonstrate their legal knowledge and argumentation skills. As a unique feature compared to other competitions, roughly 50% of the time was devoted to active teaching of International Humanitarian Law through lectures provided by ICRC and external experts and discussions on topics related to the case study.

Added to this was the participation of eight of the Faculty's first-year law students in the 10th annual First-Year Moot Court Competition.

Kovsie First-Year Moot Court Competition UJ Representatives 2014



In addition to formal moot court competitions, all students in the Faculty get the opportunity to prepare written heads of argument and to present an oral argument in the UJ Moot Court as part of their assessment in the courses Introduction to Legal Studies and Law of Civil Procedure. The Faculty considers activities of this nature to form an important part of the curriculum and as being activities essential to equipping students with the necessary skills, knowledge and confidence to enter the legal profession.



BACK L TO R: MS AMY BAXTER, MR RUDIE KOK (LAW MENTOR), MR KATLEGO MAKGAILA, MR KWANELE PAKATI (SENIOR TUTOR).
MIDDLE L TO R: MR WARREN BOWLES (TEAM LEADER), MS JORDAN LETZLER, MS JANITA MISTRY, MR LEBOHANG MOKOTJO.
FRONT L TO R: MS MODJADJI MAKGALAMELA, MS ANDISIWE XOKI, MS PALESA MOTLOUNG.



Law: Celebrating the success of the tutor system

In pursuing a strategy of a First-Year Experience (FYE) in the context of an invitational and equitable institution that establishes an ethos and a way of life so that all first-year students experience the transition from school to university life in a positive way, the Faculty has an active first-year students' committee on which, among others, all first-year lecturers serve. The Faculty also appointed a highly-committed academic member of staff as the first-year students' mentor.

The first-year lecturers, first-year mentors and the tutors of the first-year students went to great lengths to make the year a memorable one for their students.

During the First-Year Seminar (FYS), a "My career in Law" session is held where the students are introduced to members of the legal profession and have the opportunity to engage with these professionals during a question and answer session. In 2014, the students were addressed by members of the National Prosecuting Authority, Adv. Zeiss van Zyl, Deputy Director of Public Prosecutions and Adv. Sharon Masedi, as well as representatives from the attorneys' firms DLA Cliff Dekker Hofmeyr and Hogan Lovells.

In respect of teaching, the Faculty's first-year programme is a model for other law faculties and includes an integrated tutor system, the varied use of technologies in support of student learning, and the promotion of learning communities and collaborative learning.

Tutors, who play an integral role in learning and teaching at the Faculty, are viewed by our students as an extension of the academic staff and are introduced to first-year students during the First-Year Seminar. In order to ensure that Student Orientation provides a social and academic introduction to being a successful student, the structured first-year programme of the Faculty includes visits to the High Court, a Magistrate's Court and the Constitutional Court. During these visits, learning occurred in a variety of modalities. Magistrates, judges and prosecutors took time from their busy schedules to speak to the students about their work.



87.1%

After the 2014 FYS, 87.1% of the students indicated that they had been able to make friends early on during their time at UJ, demonstrating that the FYS achieved success with the social integration within the Faculty. *In 2014, 61.2% had personally spoken to a lecturer and 92.8% indicated that they had spoken to a tutor.*

The UJ FYE coordinator reported as follows in respect of the initial students' experience survey conducted after the FYS: "The level of student experience and orientation experienced in your Faculty is consistently higher than the UJ average."

Faculty of MANAGEMENT

Producing future-fit leaders

This Faculty is soaring - and the wind under its wings is an organisational principle developed internally: the principle of future-fit.

The Faculty of Management is one of the largest faculties in the University, with seven academic departments, two centres and an institute, three research-based, and two community-directed centres.

The design of an online collaborative platform in learning and teaching research methodology

By: Prof Martie Mearns, Department of Information and Knowledge Management

If the changes over the past few years in the supervision of students at higher education institutions are an indicator of what can be expected in the future, it is critical that as supervisors we change the approach towards supervision.

Master's and doctoral applicants have changed from being mainly alumni from within our own institutions to progressively originating from other institutions in South Africa or lately, international applicants from across the continent of Africa. It can therefore no longer be assumed that these students have an equal or acceptable standard of research methodological and design skills training, putting greater pressure on supervisors to offer remedial guidance.

Furthermore, demanding supervisor-student ratios and a need to compete in a knowledge economy necessitate a creative and innovative approach to equipping students with appropriate skills in research to ease the burden of the supervisor. Within UJ, the module, Research Methodology is a compulsory module for many postgraduate qualifications. As a result, UJ has multiple academics who teach research methodology as a module, duplicating effort and knowledge. From an institutional perspective, the University can make better use of this expertise that would be economically viable for the institution, while still providing a quality learning experience.



PROF DANEEL VAN LILL
EXECUTIVE DEAN: FACULTY OF MANAGEMENT

Research on the analysis and design of an online collaborative platform for the learning and teaching of research methodology has commenced in the Faculty of Management. In principle, one collaborative learning platform seems logical, but in practice a number of issues require continuous design, development and discussion to determine application and appetite for the use of such a platform. The platform is intended as continuous and foundational support during the supervision process of research projects. This collaborative platform is piloted for a coursework Master's research module in Business Management with five specialisation disciplines. Students can prepare individual research projects, or have the option to participate in multidisciplinary research projects. This further contributes to the complexity when considering varying student profiles while preparing students for the supervision phase.

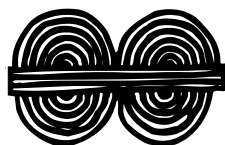
Being innovative, interactive and collaborative in the use of educational technologies often depends on the design and use of Learning Management Systems (LMSs).

The design focus of LMSs is usually on the importance of information rather than the learning processes. Another common occurrence with LMSs is that academics incorrectly replicate their traditional teaching practices in this online space. Using the premise that technology should be part of the learning process without being the unit of analysis, this study is built on the principles of educational design research.



In order to test the academic and learner perception towards the online collaborative platform, a prototype was developed in 2014. The explosion of mobile computing technologies, also known as “Bring Your Own Device” (BYOD), has had a positive effect on user perceptions and technical abilities. The prototype was designed to accommodate the BYOD effect, making use of technology that would also be mobile device ready, while still providing seamless interaction between the academic content and social learning interaction. Rather than focusing on technology, the academic content and learner interaction drives the development of the platform. In order to prepare the prototype for learner testing, the teaching and learning consultants within the Centre for Academic Technologies (CAT) at UJ provided feedback, resulting in some revisions of the prototype. Heuristic evaluation of the prototype by enrolled students was undertaken.

Further telephonic interviews with current and past students will inform developmental details and group interviews with supervisors will assess appetite and further development of the platform. These form the initial design phases of the project and in 2015 the research continues, having registered the project with the CAT to implement and test a second prototype. The principal researcher on this project is Prof Martie Mearns from the Department of Information and Knowledge Management. A team from the Centre for Academic Technologies (CAT) is currently being put in place and Mr Riaan Loots heads the design portion of this project.



Solid practices, innovations and learning and teaching highlights

By Jacqui Chetti, Department of Applied Information Systems

Over the last five years I have been actively researching innovative Learning and Teaching (L&T) practices. The outcomes are being presented as part of my PhD thesis. I have been introduced to some solid practices, as well as successes that may be valuable to share with others.

Design-based research (DBR) as an effective methodology to collect, analyse and ensure responsible change of L&T practices

DBR is a research methodology that is used to address complex problems for real-world contexts in collaboration with other practitioners, so that design principles can be established to solve these complex problems. Through rigorous and reflective inquiry, L&T practices are tested and refined in the learning environment and, if necessary, the design principles are re-defined. The goal of DBR is to develop theories not only to advance L&T (locally), but also to contribute towards the development of frameworks

(globally). Through my research I have found that DBR is an effective method to identify problems in the classroom, as well as to implement responsible change within the classroom.

Authentic learning

Instead of a traditional classroom, the classroom was altered to resemble a real-world working environment where students collaborated in groups and the traditional lecture was replaced with authentic tasks. Students were expected to think critically as the topics presented to them formed part of a flipped classroom experience. Instead of the lecturer explaining a concept, students had to collaborate and research the topic themselves. They were asked to provide inputs and insights into the concepts they were researching. Once students had presented their ideas surrounding a concept, the concepts were discussed and consolidated with the students. Students were then expected to complete tasks that took time to complete. They had to produce a polished product at the end of each week, regarding the topic/concepts at hand. Problem-solving was extensively encouraged and practised by the students. An authentic classroom has just been completed (funded by the Centre for Academic Development, Faculty of Management and the Department of AIS) and learning has commenced. The idea is to centralise the lifelong learning into a centre that operates to enhance first-year learning.

The idea of puzzles and games

In the first half of the year, students were given an opportunity to develop problem-solving skills and were introduced to puzzles and games, such as Laser Maze, Tangles, Rush Hour, River Crossing, Block by Block and Smart Games, illustrated in Figure 1. These games were played in either pairs or in a group. It provided students with an opportunity to build their problem-solving skills in a collaborative manner. I have collected both qualitative and quantitative data regarding the puzzles and games.



FIGURE 1: PUZZLES AND GAMES, AS WELL AS LEARNING COLLABORATIVELY

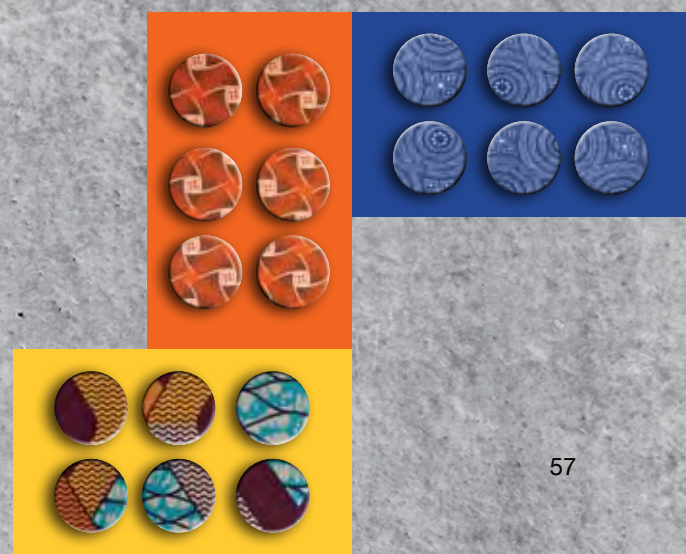
Lego MindStorms

In the second half of the year, we did some Lego Mindstorms projects with the students. I initially bought four sets of Lego and my Head of Department (HOD) purchased an additional nine sets. The students had to build their robot, and learn how to programme the robot in order to complete a number of tasks, illustrated in Figure 2. Sensors were attached to the robots to enhance programming fun. The students really had to “think out of the box” and they were given an opportunity to experience “messy problems” that required analytical thinking skills. I collected both quantitative and qualitative data regarding this project.

The Lego Mindstorms project is also going to be used to collaborate with Stockton University in New Jersey. They have approved a project proposal where I am going to be conducting an online problem-solving course with their students. I will be implementing a workshop there early next year where the Lego Mindstorms will be the focus of the workshop. The Lego Mindstorms provides an opportunity for students to visually understand their problem-solving instructions. For example, if the student provides code for a robot to walk straight and turn left but the robot is coded incorrectly, the student will visually understand their mistake as the robot will not do what the student expected it to do. The students are learning through doing, a powerful pedagogical approach often under-utilised.



FIGURE 2: LEGO MINDSTORMS IN ACTION



iPad LightBot APP

During the second half of the year, we also introduced the students to the idea of problem solving on the iPad. We used the “hour of coding” concept developed by Bill Gates and Mark Zuckerberg, among others. The students worked in pairs and they went through the steps of coding a robot to reach its destination, namely LightBot. They learnt sequential programming and were also introduced to loops and methods (functions/procedures). I collected qualitative data as we proceeded and it proved to be a positive experience for students. The iPads were bought with money from my Thuthuka Fund.



FIGURE 3:
ONE HOUR OF CODING



Metacognition skills development through WhatsApp

Although I have used metacognition in the classroom quite extensively, I have also introduced metacognition to students via their mobile device. A day before the classroom learning takes place, the students receive a WhatsApp message reminding them to prepare for the lecture. Students are asked certain questions about the learning. After the classroom learning has taken place, students receive another message asking them about the learning. They are also asked to assess their understanding and they are reminded about the upcoming assessment, which takes place weekly. After the assessment, they receive their last message, which asks them about their assessment. Questions such as How do you think you fared in the test? and Do you think you learnt enough? are presented to students. It has been interesting to view their comments and remarks. As I belong to the WhatsApp group, I pose further questions as they comment. Much dialogue around the learning takes place. It assists students with being aware of their learning.

Innovative teaching ... to promote learning!

Learning and teaching innovations in the Faculty of Management

By: Leon Janse van Rensburg,
Department of Business Management

Most academics will agree that often when learning and teaching is discussed in meetings and workshops, it does not take a long time for claims similar to the following to be made in that meeting: [1] "Practically everyone in the old days spoke correctly. But the lapse of time has certainly had a deteriorating effect in this respect." Or it can also be worded: [2], "Recent graduates seem to have no mastery of the language at all. They cannot construct a simple declarative sentence, either orally or in writing. They cannot spell common, everyday words. Punctuation is apparently no longer taught. Grammar is a complete mystery to almost all recent graduates."

It is apparent that we are experiencing a problem, probably as old as academia itself, if not older. Because the first quote [1], was uttered by Cicero in 1BC, and the second quote [2] by J. Mersand, Attitudes toward English Teaching in 1961! What does this tell us about our progress of resolving this problem? Is it getting worse over the centuries, or is it a perception, or perhaps our own creation?

The academics in the Department of Business Management, in the National Diploma Small Business Management, continuously attempt to address this very same issue. The students' competitive success (both in academics and career) largely depends on their academic aptitude resolving this issue for their future. It is evidently clear that an underprepared undergraduate, especially in terms of academic aptitude, will be disadvantaged when they are faced with postgraduate academic demands. Hence the question: "Is this our own creation?"

After solid planning in 2014, a project will launch in January 2015 to innovatively implement blended learning with the aim to address academic aptitude more efficiently, while not negatively affecting the core outcomes of the module, or course. Although the project will be ongoing, it has already experienced several surprising successes and learning experiences, of which many need to be confirmed through replication. General benefits include the following:

- ◎ Class attendance improved from **59% to 94%** (same group of students).
- ◎ Their **engagement** increased (class attendance and interest).
- ◎ Students are experiencing **blended learning** in an interactive way.
- ◎ They love the ability to do it **on the go**, using their cellphones (they seem to continue class in the taxi on their way home).
- ◎ Their ability to **analyse and interpret** improved significantly.
- ◎ Their use of **written language improved** in a very short period of time, without significant involvement of the lecturer.
- ◎ Peer learning opportunities increased, with **positive results**.
- ◎ Students experienced it as being fun.

In this programme, blended learning will be introduced where there are already other successful learning and teaching strategies in place. This is another example of the Faculty of Management's commitment to innovation in learning and teaching.

Department of Marketing Management: Teaching method innovation report

By: Dr Isolde Lubbe and Mariëtte Frazer, Department of Marketing Management

The Department of Marketing Management offers a variety of formal diplomas and degrees, as well as several professional development programmes in the marketing and retailing field. Staff are constantly challenged to be innovative teachers and several have been nominated and awarded Faculty teaching awards over the last couple of years.

Teaching methods in the Department of Marketing Management vary from programme to programme and from module to module. Most undergraduate programmes are delivered through lectures, guest lectures from industry, case studies, tutorials, computer laboratories and library-based study. Guided approaches, as well as minimally guided approaches, are applied, depending on the seniority of the student and the programme or module at hand.

Minimally-guided approaches include discovery learning, problem-based learning, inquiry learning and experiential learning. Discovery learning, as an example, will be applied where students need to discover for themselves the meaning of unfamiliar theory. In the first Business-To-Business Marketing lecture, students are asked to form small groups, to Google, tweet a friend, and discover the differences between business-to-business marketing and business-to-consumer marketing. One person from each group presents their answers to the entire class. The results are collaborated in class by one of the students, typed and posted on ULink and further discussions are encouraged via the Facebook page.

Problem-based learning is also practised, where a 'real-life' scenario is presented by a representative from a company and the students need to analyse the situation, discuss the problem and provide feedback to the representative. During 2014, the



Sister Lynne Pickering (red jacket in middle), with the UJ second-year student prize winners (2014) of the Gauteng Cornea and Eye Bank assignment



Gauteng Cornea and Eye Bank's Director, Sister Lynn Pickering, presented a real-life scenario to the Integrated Marketing Communications students. They had to engage in desk research, analyse the target market in detail, write a report and design a 'poster' for educational purposes that can be used, for example, in hospitals. Sister Pickering's team scrutinised all the individual assignments and provided prizes for the best assignments.

It is thus evident from the few examples above, that assessment methods include more than just end-of-module exams, but presentations and coursework, which could be either group-based or individual work. The focus for assessments is mostly project-based and practical, and lecturers are encouraged to move towards integrated and multidisciplinary industry teaching. The following are examples of new and innovative practices within the department:

The Retail Diploma students took part in a multidisciplinary industry project during 2014; the students were grouped together with students from FADA (Fashion Design and Interior Design) where they were tasked to design a store for a fashion range for Clearwater Mall. The students worked



in groups using various KAGAN training techniques. KAGAN focuses on engaging students with fellow students, with the learning material and the problem at hand. Each student received a numbered piece of paper which they had to swap, while the music played. When the music stopped, they needed to find a friend with a similar number and introduce themselves. This was repeated a couple of times to make sure that the students met a few new people. Groups were assigned by making sure each group had a member from the different disciplines. The project was a great success and the groups learned valuable skills from each other's disciplines

Balloons were used to engage students with one another. The music played and the balloons were bounced in the air. Once the music stopped those with balloons had to introduce themselves to someone they did not know. There was also a special prize for those who had the orange balloons at the end.

During the same orientation, the students needed to discover the campus and learn where the important places were. The Department divided the students into groups and they were sent on a scavenger hunt to find the letters that made up a specific word. The first group that could solve the conundrum won a box of treasure.

During the Professional Development programme's orientation, the Department also used teambuilding activities, such as people hunt, Take-off/Touch down and balloon dance.

The Department partners with Business Today to provide a real-life business simulation to both the students on the professional development programmes and the Advance Diploma Retailing students. This realistic board-based simulation used real-life retailers' financial data to show learners how business decisions impact the financial performance of the company. The class is divided into groups and they all form part of a competitive market. They make decisions on purchasing, marketing, staff and operations, customer service and pricing. At the end of a business cycle each group obtains a share of the market and has to deliver their products and receive their income. Once they have completed their financial statements for the period, the results are analysed and each group has a better understanding of how their decisions influence their performance before they start the next business cycle. Each business cycle offers new challenges as the market changes.





Faculty Collaboration: Collaboration through Green Week

The failure by many graduates to find employment has been one of the reasons why the entrepreneurship project has been remodelled to address the problems faced by our students when they graduate. The project does not focus on producing job seekers but job creators. The focus is on enabling students to be business consultants, business owners, social entrepreneurs, academics and Intrapreneurs.

Finding companies to place interns has been the challenge over the past few years as the job market has been saturated by retrenchments and closures. Therefore, the project tries to address the latter challenges by introducing collaborative community service learning. The community is always readily-available with problems and challenges facing their businesses therefore provide an excellent platform for the students to gain experience. With the failure rate of between 80-90% by SMME's and Cooperatives we find that they make a good real case study for our students. Besides, in this project we need not worry about plagiarism since students are working with real, and mostly unique situations.

Lecturers pre-selected 21 failing businesses, students were tasked to conduct a needs analysis, find solutions that take the triple bottom line into consideration and ensure that the client is in agreement with the solutions.



41 groups of 8 students in each group (328 students) from 9 disciplines were given projects. Facebook page and blogs page were created to share ideas and experiences during the project process. Films showing the process of finding the solutions, prototypes of solutions, business plan pitch, A2 concept boards were required from students as evidence of their problem-solving skills and implementing concepts learned.

Students were allowed the opportunity to work on their own for the whole week from 09h00 till 17:00 either at the foyer for discussion and brainstorming, library, home or even in the workshop. Mentors were called in when brainstormed ideas needed guidance.

Students heavily relied on their cell phones for communication with group members and their computers for research and designing solutions. Some brought their tablets. Facebook was our announcement board, which they were required to check on daily. The picture below is an example of a concept board that the students use to summarise what they have done for solving the problem.

Students are also required to submit a two page reflection on what they have learned in the process. While sharing their experiences they are also required to make recommendation for the next group in 2016. For example students in the previous group suggested that they could make better prototypes if they were given a small budget per team.

Students were asked to film themselves every step of the process. Therefore the assessment is 360°

- Self-assessment
- Peer assessment
- Lecturers from various disciplines
- Community participants on their final solution.

Green week collaboration is a life-changing experience for all the students involved. New networks are created. New thinking is provoked about various disciplines. Winning the prize is another highlight of the event. The Small Business Management second year students continue with implementation of the solutions for the rest of the year. At this stage they invite students from other disciplines to help them with the skills that they don't have. For example the accounting students were tasked to write the financial projections for the business plans.



Faculty of SCIENCE



PROF ANNAH MOTEETEE
EXECUTIVE DEAN (ACTING):
FACULTY OF SCIENCE
(Held position until 30 June 2014)



PROF ANNEMARIE OLDEEWAGE
EXECUTIVE DEAN (ACTING):
FACULTY OF SCIENCE
(Held position until 31 December 2014)

In an imaginative departure from the conventional, this Faculty conceives the triple roles of research, teaching and community service as a single function in which all three strands are woven into a single rope for strong social upliftment.



First-Year Academy: Towards student academic success

By: Dr Melanie Jacobs

Since 1990, South Africa's higher education sector transformed from a near elite towards a mass system.

Student enrolments have increased by more than **80%** (from 495 356 to 899 120 between 1994 and 2011).

More 'non-traditional' students (who typically display academic risk profiles) into the sector, followed the opening of the sector with these students having characteristics such as insufficient prior educational experience, unsatisfactory levels of school performance, being older or having first-generation status.

The First-Year Experience (FYE) programmes generate substantial dividends all over the world. The Faculty of Science started with innovations in 2004 and supports the institutional FYE programme. The UJ FYE Programme posits ten principles, of which the following two are particularly noteworthy, namely:

- It is incumbent on UJ to ensure that students are provided with enabling learning environments.
- The challenge of first-year teaching requires special expertise from the academic staff, who must in turn be assisted in meeting this challenge.

In a study by Jacobs & Jacobs in 2014, the expected lecturer competencies were identified and needed to be developed, if the Faculty wanted to enhance the academic success of its growing number of 'at-risk' students. A

literature-validated structured questionnaire (based on initial research by Briggs in 2005) was designed and distributed to academic staff lecturing in first-year modules in the Faculty. The survey endeavoured to gain perceptions of academics in respect of the possible roles that they (could or should) play when dealing with first-year students. The research found that years of experience and gender significantly influence the views and behaviours of academics who teach to first-year and 'at-risk' students.

Lentell (2003) regards effective lecturers as knowledge experts, listeners, communicators, coaches, learning facilitators, mentors, problem solvers, designers, supporters and

resource coordinators. Lecturers who deal with transitional students are expected to make adaptations to their generic roles (above), by placing themselves in the student's position (Leibowitz, Van der Merwe & Van Schalkwyk, 2009). They have to make students feel that they 'belong' in their courses. Transitional students rely on lecturers as enthusiastic and accessible motivators, mentors and advisers, who listen and reward hard work and performance (Leibowitz et al., 2009).

Capacity building, geared at the more proficient execution of the roles of course designer, teacher, course manager and student consultant, is one of the most vital needs of these Science academics. A tailor-made professional development programme seems to be an appropriate strategy.

In October 2014, the Faculty held a FYE seminar, hosted by Dr Melanie Jacobs (Head of UPEQ), and the first-year lecturers discussed other relevant themes. Various stakeholders from different departments within the Faculty gave several insightful talks, such as:

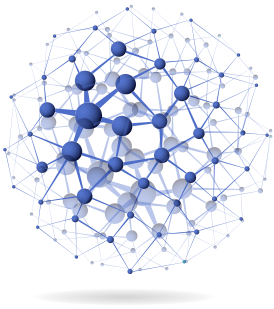
- Successful students in mainstream Physics from extended modules by Mr Paul Molefe and Dr Buyi Sondezi (Physics): The introduction of extended programme student joining mainstream six-months before seems to have yielded positive results by increasing a number of third-years in PHY3A in 2014. The results of the investigation in this regard seem to suggest that students from the four-year degree programme appeared to have increased the number of third-year physics by 67%. The result supports the notion of increasing the duration of first year by 12 months in order to enhance the number of physics major students (i.e. enhancing confidences and knowledge of the basics). The pass rate is pleasing with 67% of FP, 75% of MN and average of class as 67%.

- Engaging students in a "Science Club" by Dr Francois Durand (Zoology), a palaeontologist who teaches Zoology at UJ. His research interests include the preservation of biodiversity:

"Humans have an impact on their environment, and by implication, human actions have a direct or indirect effect on the fauna. In order to minimise this impact, which is mostly negative, we have to study human/animal relationships and design management plans that would promote survival of viable animal populations and general biodiversity." This belief and his passion for lecturing were the catalysts for the establishment of a new Science Club at UJ. The Zoology Society of the University of Johannesburg was founded on 21 August 2014. The goal is to promote awareness among students of topical issues that influence their environment. The Zoology Society aims to create an awareness and appreciation for zoology and conservation and to create a support network for our undergraduate and postgraduate students and alumni that will extend far beyond the walls of the university.

- The use of QR codes in course and learning material by Mr David Goosen (Statistics): QR (quick response) codes were originally designed to track vehicle parts during their manufacturing process. QR code generating and scanning software is freely available and can be used effectively to enhance course and learning material. This tool truly promotes active learning. The QR code is a digital image that directs the scanner to a particular destination. QR codes can be easily created and can then be read by a smart phone with camera facility and a downloaded QR code reader application.
- What do we learn from the first semester test results? By Dr Andrew Craig and Mrs Yolande Jacobs (Mathematics): Their study shows that the success of a first-year student at UJ could be predicted quite accurately early on. 72% of students who pass MAT1A01 with a mark between 50% and 59%, go on to pass MAT1B01. The first semester at university is surely the biggest adjustment for new students. Once a student passes the first semester, he/she should be able to cope with the rest of the first year. These predictors could be used to identify students who should rather register for an Extended Degree. Students who might need additional assistance in order to pass can also be identified. It does not mean that these students will necessarily fail, as they could succeed with dedication and hard work.





- Assessing our questions facilitated by Dr Melanie Jacobs: Assessment plays a major role in how students learn, their motivation to learn, and how teachers teach. Curriculum serves as a map of content to be covered, while the rules and regulations as approved by the UJ Senate direct the competence and skills required of students. The Learning Guides in each module act as roadmaps. In order to create a quality assessment, four specific design features are needed: Select a proper method (short essay, multiple choice, personal communication, performance assessment, observation)

Do they know what you want?

Do they read what you are writing?

Can they write?

Assessment must be planned with its purpose in mind. Assessment for learning (informal assessment) and assessment of learning (formal assessment) have a role to play in supporting and improving student learning, and must be appropriately balanced.

The sessions were concluded with a discussion on "The first six weeks", facilitated by Dr Jacobs. The importance of understanding the difficulties that students at UJ face was emphasised, along with the need for a compassionate, caring environment, as subscribed in the UJ values.

The University's FYE, an initiative offering academic skills reinforcement with an accent on students mentoring fellow students, is one of the support programmes that helps ease the school-to-university transition. Almost 400 student tutors, selected from third-year level and up, act as an interface between students and teaching staff. UJ also introduced academic advisers in University residences and approved off-campus accommodation facilities. Under UJ's Academic Excellence Programme, 250 student advisers are serving 2 000 first-year students in 25 residences.

NEW DEVELOPMENTS IN NATIONAL POLICY

By: Trish Gibbon, Director: Institutional Planning, Evaluation and Monitoring

Two pieces of legislation intended to give effect to the state's vision for the functioning and development of the post-secondary education and training system, were promulgated in 2014. The first of these is the policy on the provision of distance education, and the second is the policy on credit accumulation and transfer. Both had previously been distributed for comment (the first by the Department of Higher Education and Training, and the second by the South African Qualifications Authority).

The policy on distance education opens up opportunities for any higher education institution to apply to offer programmes in distance mode, with approval given subject to capacity and stringent quality considerations. This is seen as an essential step if the system is to expand sufficiently to accommodate three million students by 2030. As an initial venture into the field, the possibility of offering completely online programmes at postgraduate level is currently being explored at UJ, while at undergraduate level, blended learning models in which one or more modules within a programme are offered online will probably soon be a reality.

The aim of the policy on credit accumulation and transfer is to enhance student mobility within the post-school system to enable students to move between institutions in the same sub-sector without sacrificing already achieved credits. It also aims to facilitate movement between different sub-sectors, such that achieved learning can be properly acknowledged and credited if a student wishes to move into a programme in the same or similar field. Granting of credit will reside with the receiving institution and will not be automatic. It will depend on an evaluation of curricula, of assessment criteria and programme purposes and the extent to which these align with the programme in the receiving institution.

Aside from these two pieces of finalised policy, a draft policy framework on differentiation in the post-school education and training sector was disseminated for comment. Higher Education South Africa (HESA) coordinated the response of the university sub-sector to the policy and this was fully endorsed by UJ. In effect, the proposed policy seeks to maximise the capacity of the system to meet the many needs of a complex and developing society through differentiating the roles of the different sub-sectors and institutions within them, without constructing hard boundaries that could block progression and movement.



TRISH GIBBON

DIRECTOR: INSTITUTIONAL PLANNING,
EVALUATION AND MONITORING





In Conclusion

The Division of Academic Development and Support, with its multiple operations and interventions and the overall purpose of providing students with the best possible academic experience as undergraduates in South Africa, takes its role of the intellectual and professional development of UJ students very seriously. The Division collaborates with the nine UJ Faculties, the Library and Information Centre and other support Divisions, ranging from Students Affairs, Student Life and Governance, Campus Health, the Student Enrolment Centre, Student Finances and Protection Services, to ensure that the UJ goal of delivering confident and passionate, graduates who enter the economy as intellectuals, professionals, citizens and innovators is achieved.

With 2014 now in the past, a watershed year during which the University inaugurated and committed to large game-changing projects over a number of years as part of the Global Excellence and Stature (GES) programme, the University turns its focus on the promotion of global excellence and stature. Central to this are the new imperatives, supported by the tried and tested methods to support our students towards academic success.

The University already looks forward to reporting on its 2015 initiatives. These include new ways of learning and teaching with technology, an enhanced FYE programme, full rollout of the Senior Student Experience incorporating career readiness and placement. Language development and interventions focused on priority and or critical modules will continue, all of which in parallel to ongoing staff mentoring and development.

In the words of Prof Parekh, DVC: Academic:

‘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, critically-minded and intent on contributing to the development of South Africa and our continent and becoming truly global citizens.’



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